

Chapter 5: Early Childhood

Setting the Context	Physical Development	Cognitive Development	Emotional Development	Social Development
<ul style="list-style-type: none"> • Special Mindreading Skills • Age of Exploration 	<ul style="list-style-type: none"> • Two Types of Motor Talents • Threats to Preschool Physical Skills 	<ul style="list-style-type: none"> • Piaget's Preoperational Stage • Vygotsky's Zone of Proximal Development • Language 	<ul style="list-style-type: none"> • Constructing Our Personal Past • Making Sense of Other People's Minds 	<ul style="list-style-type: none"> • Play: The Work of Early Childhood • Girls' and Boys' Play Worlds

Broad Learning Objectives

In addition, you should be able to give examples and elaborate on the major concepts from the chapter.

<p>5.1 Describe what makes humanity special.</p> <p>5.2 Contrast Erikson's early childhood and middle childhood tasks.</p>	<p>5.3 Describe physical development.</p> <p>5.4 Name two types of motor skills.</p> <p>5.5 Outline threats to preschool physical skills.</p>	<p>5.6 Describe Piaget's preoperational stage, referring to specific terms and concepts.</p> <p>5.7 Compare Vygotsky's and Piaget's theories.</p> <p>5.8 Describe Vygotsky's ideas about language.</p> <p>5.9 Outline how language develops, making reference to its specific properties.</p>	<p>5.10 Explain autobiographical memory.</p> <p>5.11 Outline theory of mind, mentioning its importance and variations from child to child.</p>	<p>5.12 List the different play types.</p> <p>5.13 Outline the development and functions that pretending serves.</p> <p>5.14 Describe the characteristics and causes of gender-segregated play.</p> <p>5.15 List the symptoms, prevalence, and treatments for autism spectrum disorders.</p>
1	2	4	3	4

Grey = not directly on the exam
 Bold = most likely on the final exam

Chapter 6: Middle Childhood

Setting the Context	Physical Development	Cognitive Development	Emotional Development	Social Development
	<ul style="list-style-type: none"> • Brain Development: Slow Growing Frontal Lobes • Motor Skills, Obesity, and Health 	<ul style="list-style-type: none"> • The Information-Processing Perspective 	<ul style="list-style-type: none"> • Observing and Evaluating the Self • Doing Good: Morality and Prosocial Behavior • Doing Harm: Aggression 	<ul style="list-style-type: none"> • Friendships: The Proving Ground for Relationships • Popularity: Rising in the Peer Ranks • Bullying: Moral Disengagement in Action
Broad Learning Objectives				
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.				
6.1 Explain what makes middle childhood unique by referring to Piaget's and Erikson's theories.	6.2 Outline how the frontal lobes develop. 6.3 Describe recent changes in elementary motor skills. 6.4 Explain what adults can do to promote children's physical development. 6.5 List some facts about childhood obesity.	6.6 Outline the information-processing perspective on memory. 6.7 List three examples of executive functions. 6.8 Describe ADHD's features, causes, and treatments.	6.9 Contrast internalizing and externalizing tendencies. 6.10 Outline changes in self-awareness and self-esteem as children get older. 6.11 Point out the perils of having excessively high or low self-esteem. 6.12 Explain what promotes prosocial acts, referring to shame, guilt, induction, and moral disengagement. 6.13 Compare the different types of aggression. 6.14 List the two-step pathway to producing a highly aggressive child.	6.15 Outline the different features of friendship and popularity. 6.16 Explain which qualities make children "unpopular." 6.17 Describe why some rejected children can succeed in adult life. 6.18 Summarize the bullying research.
1	1	3	6	3

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Chapter 7: Settings for Development: Home, School, and Community

Setting the Context	Home	School
•	<ul style="list-style-type: none"> • Parenting Styles • How Much Do Parents Matter? • Spanking • Child Abuse • Divorce 	<ul style="list-style-type: none"> • Unequal at the Starting Gate • Intelligence and IQ Tests • Classroom Learning
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
7.1 Identify which type of U.S. family is most likely to be poor. 7.2 Outline some immigration statistics.	7.3 Evaluate Baumrind's ideas x 2. 7.4 Identify resilient children's qualities. 7.5 Outline collective efficacy issues for immigrant children. 7.6 Contrast different ideas about the importance of parents. 7.7 Summarize the research on corporal punishment, child abuse, and divorce x 2.	7.8 Describe the WISC-V and how psychologists use this test. 7.9 Explore the controversial meaning of IQ. 7.10 Contrast Sternberg's and Gardner's ideas. 7.11 Describe successful schools. 7.12 Outline intrinsic motivation.
6		

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Chapter 8: Physical Development in Adolescents

Puberty	Body Image Issues	Sexuality
<ul style="list-style-type: none"> • Setting the Context: Culture, History, and Puberty • The Hormonal Programmers • The Physical Changes • Individual Differences in Puberty Timetables • An Insider's View of Puberty • Wrapping Up Puberty 	<ul style="list-style-type: none"> • The Differing Body Concerns of Girls and Boys • Eating Disorders 	<ul style="list-style-type: none"> • Exploring Sexual Desire • Who Is Having Intercourse? • Who Are Teens Having Intercourse With? • Wrapping Up Sexuality: Contemporary Trends
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
8.1 Describe the secular trend. 8.2 List the hormonal and physical changes of puberty. 8.3 Outline gender and individual differences in puberty. 8.4 Contrast the causes and consequences of maturing early in girls and boys.	8.5 List several influences promoting teenage body distress. 8.6 Contrast the different eating disorders. 8.7 Evaluate eating disorder treatments.	8.8 Outline recent trends in teenage sexuality. 8.9 Explore forces influencing the transition to intercourse. 8.10 Critique the sexual double standard and school-based sex education.
6	2	6

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Chapter 9: Cognitive, Emotional, and Social Development in Adolescents

Setting the Context	Cognitive and Emotional Development: The Mysterious Teenage Mind	Social Development
<ul style="list-style-type: none"> Generational Education Gap 	<ul style="list-style-type: none"> Three Classic Theories of Teenage Thinking Studying Three Aspects of Storm and Stress Different Teenage Pathways Wrapping Things Up: The Blossoming Teenage Brain Another Perspective on the Teenage Mind 	<ul style="list-style-type: none"> Separating from Parents Connecting in Groups A Note on Adolescence Worldwide
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
9.1 Explain how teenagerhood evolved.	9.2 Outline Piaget's, Kohlberg's, and Elkind's perspectives on adolescence. 9.3 Explore adolescent brain development, teenage risk-taking, and storm and stress. 9.4 Predict which teens are at risk for getting into serious trouble and which teens flourish. 9.5 Evaluate how society and high schools can better fit the teenage mind.	9.6 Outline how teenagers separate from parents and the special separation issues immigrant teens face. 9.7 Describe cliques, crowds, and teenage peer groups. 9.8 Explain the forces that promote delinquent peer groups, making special reference to gangs.
	9	5

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