

Chapter 1: The People and the Field

Who We Are and What We Study	Setting the Context	Theories: Lenses for Looking at the Lifespan	Research Methods: The Tools of the Trade
	<ul style="list-style-type: none"> • The Impact of Cohort • The Impact of Socioeconomic Status • The Impact of Culture and Ethnicity • The Impact of Gender 	<ul style="list-style-type: none"> • Behaviorism: The Original Blockbuster “Nurture” Theory • Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations • Attachment Theory: Focus on Nurture, Nature, and Love • Evolutionary Psychology: Theorizing About the Nature of Human Similarities • Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences • Nature and Nurture Combine: Where We Are Today • Emphasis on Age-Linked Theories • The Ecological Developmental Systems Perspective 	<ul style="list-style-type: none"> • Two Standard Research Strategies: Correlations and Experiments • Designs for Studying Development: Cross-Sectional and Longitudinal Studies • Critiquing the Research • Emerging Research Trends • Some Concluding Introductory Thoughts

Broad Learning Objectives

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

1. Describe developmental scientists’ interests.	2. Describe the major twentieth-century changes in childhood, adulthood, and later life. 3. Explain how socioeconomic status, culture, and gender affect people’s lives. 4. Identify the core difference between developed and developing nations, as well as individualistic and collectivist cultural worldviews.	5. Summarize the theories scientists use to understand the lifespan. 6. Describe the research strategy behavioral geneticists use. 7. Explain how “nature” and “nurture” interact during development.	8. List the main developmental science measurement techniques. 9. Compare experiments and correlational studies. 10. Contrast cross-sectional and longitudinal studies. 11. Describe new advances in developmental science research.
1	4	4	6

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Chapter 2: Prenatal Development, Pregnancy, and Birth

Setting the Context	The First Step: Fertilization	Prenatal Development	Pregnancy	Threats to the Developing Baby	Birth	The Newborn
	<ul style="list-style-type: none"> The Reproductive Systems The Process of Fertilization The Genetics of Fertilization 	<ul style="list-style-type: none"> First Two Weeks: The Germinal Stage Week 3 to Week 8: The Embryonic Stage Principles of Prenatal Development Week 9 to Birth: The Fetal Stage 	<ul style="list-style-type: none"> Scanning the Trimesters Pregnancy Is Not a Solo Act What About Dads? 	<ul style="list-style-type: none"> Threats from Outside: Teratogens Threats from Within: Chromosomal and Genetic Disorders Interventions Infertility and New Reproductive Technologies 	<ul style="list-style-type: none"> Stage 1: Dilation and Effacement Stage 2: Birth Stage 3: The Expulsion of the Placenta Threats at Birth Birth Options, Past and Present 	<ul style="list-style-type: none"> Tools of Discovery: Testing Newborns Threats to Development Just After Birth A Few Final Thoughts on Resilience

Broad Learning Objectives

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

2.1	List the main pregnancy concerns in earlier eras worldwide.	2.2	Identify the structures and process of fertilization	2.4	Describe the stages of prenatal development	2.5	Summarize the woman's experience during each trimester of pregnancy. Describe how work and partner issues can impair the pregnancy experience.	2.8	Name the main teratogenic threats during the first and second trimesters. Outline the impact of smoking, excessive alcohol, and prenatal stress on fetal development.	2.13	List the three stages of birth.	2.15	Describe the Apgar scale and the potential consequence (s) of low birth weight.
		2.3	Describe what genetically happens when the sperm and ovum unite.			2.6	Describe how work and partner issues can impair the pregnancy experience.	2.9	Outline the impact of smoking, excessive alcohol, and prenatal stress on fetal development.	2.14	Contrast natural childbirth and c-sections.	2.16	Outline trends in infant mortality in the developed and developing worlds.
						2.7	Outline the feelings of fathers-to-be.	2.10	Describe Down syndrome and several other single-gene disorders.				
								2.11	Evaluate genetic counseling and the different prenatal diagnostic tests.				
								2.12	Discuss infertility and assisted reproductive technologies.				
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Chapter 3: Physical and Cognitive Development in Infants and Toddlers				
Setting the Context	Basic Newborn States	Sensory and Motor Development	Cognition	Language: The Endpoint of Infancy
<ul style="list-style-type: none"> The Expanding Brain Neural Pruning and Brain Plasticity 	<ul style="list-style-type: none"> Eating: The Basis of Living Crying: The First Communication Signal Sleeping: The Main Newborn State 	<ul style="list-style-type: none"> What Do Newborns See? Expanding Body Size C. Mastering Motor Milestones 	<ul style="list-style-type: none"> Piaget's Sensorimotor Stage Critiquing Piaget Tackling the Core of What Makes Us Human: Infant Social Cognition 	<ul style="list-style-type: none"> Nature, Nurture, and the Passion to Learn Language Tracking Emerging Speech
Broad Learning Objectives				
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.				
3.1 Define synaptogenesis, neural pruning, myelination, and brain plasticity.	3.2 Identify the purpose of newborn reflexes. 3.3 Name two issues that limit breast-feeding. 3.4 Describe the prevalence of undernutrition and food insecurity. 3.5 List techniques to quiet a crying baby. 3.6 Outline infant sleep changes and offer a strategy to promote baby sleep. 3.7 Describe sudden infant death syndrome (SIDS).	3.8 Explain how scientists find out what infants can see. 3.9 Describe the face perception findings and the purpose of the visual cliff study. 3.10 Name three core principles of motor development. 3.11 Trace how motor development unfolds and its impact on caregivers.	3.12 Describe the purpose of Piaget's sensorimotor stage. 3.13 Outline the development of object permanence. 3.14 List two critiques of Piaget's theory. 3.15 Explain some findings relating to social cognition.	3.16 Define the language acquisition device (LAD). 3.17 List the stages of language development. 3.18 Describe the function and features of infant directed speech (IDS).
	8	3	2	3

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Chapter 4: Emotional and Social Development in Infants and Toddlers

Attachment: The Basic Life Bond	Settings for Development	Toddlerhood: Age of Autonomy and Shame and Doubt
<ul style="list-style-type: none"> • Setting the Context: How Developmentalists (Slowly) Got Attached to Attachment • Exploring the Attachment Response • Is Infant Attachment Universal? • Does Infant Attachment Predict Later Relationships and Mental Health? • Exploring the Genetics of Attachment Stability and Change • Wrapping Up Attachment 	<ul style="list-style-type: none"> • The Impact of Poverty in the United States • The Impact of Child Care 	<ul style="list-style-type: none"> • Socialization: The Challenge for 2-Year-Olds • Being Exuberant and Being Shy
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
4.1 Describe how psychologists learned that attachment is crucial. 4.2 List the attachment milestones. 4.3 Contrast secure attachment and insecure attachments. 4.4 Name three forces affecting the attachment dance. 4.5 Evaluate the genetics of attachment stability and change. 4.6 Examine the effects of institutionalization.	4.7 Discuss early-childhood poverty in the United States. 4.8 Explore preschools and day care, making reference to what caregivers should look for in choosing a specific setting for a child.	4.9 Outline the emotional challenges of toddlerhood. 4.10 Contrast exuberant and inhibited toddlers, and child-rearing strategies for each temperament. 4.11 Summarize the caregiving advice in this section.
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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>
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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.
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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.
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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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Chapter 10: Constructing and Adult Life			
Setting the Context	Constructing an Identity	Finding a Career	Finding Love
<ul style="list-style-type: none"> • Culture and History • Beginning and End Points 	<ul style="list-style-type: none"> • Marcia's Identity Statuses • The Identity Statuses in Action • Ethnic Identity: A Minority Theme 	<ul style="list-style-type: none"> • Entering with High (but Often Unrealistic) Career Goals • Experiencing Emotional Growth • Finding Flow • Emerging into Adulthood Without a College Degree • Being in College 	<ul style="list-style-type: none"> • Setting the Context: Seismic Shifts in Searching for Love • Similarity and Structured Relationship Stages: A Classic Model of Love, and a Critique • Love Through the Lens of Attachment Theory
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
10.1 List the core emerging-adult challenges. 10.2 Outline the historical forces that have shaped emerging adulthood, and how this life stage varies in southern Europe, Scandinavia, and the United States. 10.3 Describe nest-leaving changes and social clock issues.	10.4 Describe the different identity statuses. 10.5 Examine ethnic identity.	10.6 Describe self-esteem changes after young people enter college and emerging adult emotional growth. 10.7 Outline the features and function of flow states. 10.8 Explore higher education, making special reference to issues relating to completing college and the school-to work transition. 10.9 Summarize strategies for having a fulfilling college experience.	10.10 Outline changes in the twenty-first-century search for love. 10.11 Explain Murstein's theory, making reference to critiques of homogamy and the idea that mate selection progresses in defined stages. 10.12 Survey Facebook romance and adult attachment theory. 10.13 Summarize this section's tips for finding fulfilling relationships.
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Chapter 11: Social Development: Relationships and Roles

Marriage	Parenthood	Work
<ul style="list-style-type: none"> • Setting the Context: The Changing Landscape of Marriage • The Main Marital Pathway: Downhill and Then Maybe Up • The Triangular Theory Perspective on Happiness • Commitment, Sacrifice, and Compassion: Core Attitudes in Relationship Success • Couple Communications and Happiness • Divorce 	<ul style="list-style-type: none"> • Setting the Context: More Parenting Possibilities, Fewer Children • The Transition to Parenthood • Exploring Motherhood • Exploring Fatherhood 	<ul style="list-style-type: none"> • Setting the Context: The Changing Landscape of Work • B. Exploring Career Happiness (and Success)
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
11.1 Compare historical changes in Western marriage with marital ideas in India and the Middle East. 11.2 Evaluate under what conditions marriage is an ideal state. 11.3 Outline changes in marriage over time and the forces that make for relationship satisfaction. 11.4 Analyze divorce and step-parenthood.	11.5 Survey the transition to parenthood and its variations. 11.6 Evaluate motherhood and fatherhood.	11.7 List four major changes in the modern work world. 11.8 Discuss the qualities that make for career happiness. 11.9 Evaluate how work differs for women and for men.
5	3	6

*There are 16 items from Chapter 11. 14 are listed, 2 come from the lecture on John Gottman and the Languages of Love

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Chapter 14: The Physical Challenges of Old Age			
Tracing Physical Aging	Sensory-Motor Changes	Dementia (Neurocognitive Disorders)	Options and Services for the Frail Elderly
<ul style="list-style-type: none"> • Can We Live to 200? • Socioeconomic Status, Aging, and Disease • Gender, Aging, and Disease 	<ul style="list-style-type: none"> • Our Windows on the World: Vision • Our Bridge to Others: Hearing • Motor Performances 	<ul style="list-style-type: none"> • The Dimensions of Dementia • Dementia's Two Main Causes • Targeting the Beginnings: The Quest to Nip Alzheimer's in the Bud 	<ul style="list-style-type: none"> • Setting the Context: Scanning the Global Elder-Care Scene • Alternatives to Institutions in the United States • Nursing Home Care • Wrapping Up Age-Related Physical Decline
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
14.1 Describe how physical aging occurs, and list its variations by gender and socioeconomic status. 14.2 Outline tips for living healthier into old age. 14.3 Analyze why extending the maximum lifespan is an unrealistic goal.	14.4 List changes in vision, hearing, and motor abilities that occur with age. 14.5 Identify strategies for minimizing sensory motor losses. 14.6 Critique age-related driving issues.	14.7 List the major causes of dementia. 14.8 Describe the characteristics of Alzheimer's disease. 14.9 Critique Alzheimer's research and interventions.	14.10 Outline services for the frail elderly, making special reference to the United States. 14.11 Evaluate nursing-home care. 14.12 Critique care for later-life disabilities.
5	5	3	2

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Chapter 15: Death and Dying

Setting the Context	The Dying Person	The Health-Care System	The Dying Person: Taking Control of How We Die
<ul style="list-style-type: none"> • A Short History of Death • Cultural Variations on a Theme 	<ul style="list-style-type: none"> • Kübler-Ross's Stages of Dying: Description and Critique • The More Realistic View: Many Different Emotions; Wanting Life to Go On • In Search of a Good Death • Mourning a Child 	<ul style="list-style-type: none"> • What's Wrong with Traditional Hospital Care for the Dying? • Unhooking Death from Doctors and Hospitals: Hospice Care 	<ul style="list-style-type: none"> • Giving Instructions: Advance Directives • Deciding When to Die: Active Euthanasia and Physician-Assisted Suicide • A Looming Social Issue: Age-Based Rationing of Care
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
15.1. List three pathways to death. 15.2. Describe changes throughout history in attitudes about dying. 15.3. Compare the Hmong approach to contemporary Western death practices.	15.4. Critique Kübler-Ross's theory. 15.5. Outline the qualities involved in having a good death. 15.6. Describe feelings, issues, and helpful coping strategies when a child dies.	15.7. List problems with traditional hospital care for the dying. 15.8. Describe end-of-life instructions and hospital-based palliative care. 15.9. Outline the characteristics and concerns with hospice care.	15.10. Compare different advance directives. 15.11. Evaluate active euthanasia and physician-assisted suicide. 15.12. Outline the principles of age-based rationing of care.
3	6	3	3

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