

Weekly Agenda
March 27-31, 2017

| Day/Date | Schedule—Block A | Schedule—Block B | Homework |
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| Monday, March 27 | <p>Attaching Attachments SQ: What are the insights that came from Bowlby and Ainsworth’s attachment studies? Activities:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz #7 (Mods 47, 48, 49, 50) ▪ View Development and Attachment slide deck to examine imprinting among animals and how that research led to Ainsworth’s “Strange Situation.” ▪ Examine footage of a “Strange Situation” experiment and the effect of attachment on an infant. | <p>Heartless Situations SQ: What are the types of attachment (i.e., secure, insecure) that were identified as part of Ainsworth’s studies? SQ: What happens to children when neglected and attachment fails to form? Activities:</p> <ul style="list-style-type: none"> ▪ View “The Science behind Neglect” (Harvard) and distinguish between benign neglect and harmful neglect and the cognitive effects resulting from a lack of attachment. ▪ Case study of a Romanian orphanage adoptee and the lack of attachment. | <ul style="list-style-type: none"> ▪ Watch Khan Academy Erikson Lesson and complete Viewing Notes. <ul style="list-style-type: none"> ▪ Submit to TurnItIn by 8:05 AM on Tuesday, 3/28. |
| Tuesday, March 28 | <p>Step-by-Step SQ: What are the developmental thresholds that mark Piaget’s stages of development? SQ: What are the descriptions of Object Permanence and failure to comprehend Conservation? Activities:</p> <ul style="list-style-type: none"> ▪ Review Piaget’s Cognitive Stages and discuss the development of abstract thought. ▪ Examine a father demonstrating the lack of Object Permanence with an infant. ▪ Evaluate the results of a five-year old participating in a Conservation demonstration. | <p>On the Stage of Proximal Development SQ: What is Vygotsky’s criticism of Piaget and how does the ZPD differ from the stage of Piaget? Activities:</p> <ul style="list-style-type: none"> ▪ Examine Stage Theory as an adequate description of a child’s cognitive development. ▪ Discuss the ideas of the Zone of Proximal Development from Vygotsky and how this links to the idea of Scaffolding. | <ul style="list-style-type: none"> ▪ Watch Ms. Rice discuss Adolescence and complete Viewing Notes. (This replaces information for Mods 51 and 52). <ul style="list-style-type: none"> ▪ Submit to TurnItIn by 9:35 AM on Wednesday, 3/29 ▪ Rread Mods 53 and 54. Plan for a Mini-Quiz (no more than 15 questions) <ul style="list-style-type: none"> ▪ Mini Quiz on Thursday, 3/30 (info for Adolescence and 53,54 are subject for the quiz.) ▪ You will need to read Mods 55 and 56 for FRIDAY, 3/31. |
| Wednesday, March 29 Late Start | <p>Teen Agers from Outer Space Activities: SQ: What are the maturational changes that occur during adolescence, and how do relationships with the family relate? Activity:</p> <ul style="list-style-type: none"> ▪ Determine what specific changes occur during adolescence through Adolescence and Aging Slide Deck, which includes target viewing of Sci Show, “The Teenage Brain Explained.” | <p>Kids vs. Grownups (not an Erikson thing...) SQ: How do adolescent brains differ from adult brains when processing information, reacting to stimuli, and experiencing stress? Activity:</p> <ul style="list-style-type: none"> ▪ Target viewing of “Stressed Teens,” from “The Brain with David Eagleman” ▪ Consideration of the ways in which girls mature differently from boys during adolescence ▪ Examination of the search for identity and parallels with “mid-life crisis.” | <ul style="list-style-type: none"> ▪ Be sure to use the Gender Roles and Adolescence Special Note Guide to review for your Mini Quiz (Adolescence and 53, 54) ▪ Review the remaining slides from the Adolescence and Aging Slide Deck as another study resource. <ul style="list-style-type: none"> ▪ Mini Quiz on Thursday, 3/30 |
| Thursday, March 30 | <p>WHERE ARE YOUR MORALS!?</p> | <p>Are You a Boy, or a Girl, or Cisgender?</p> | <ul style="list-style-type: none"> ▪ Watch Psychoanalytic Theory from Khan Academy and complete Viewing Notes. <ul style="list-style-type: none"> ▪ Submit Viewing Notes to TurnItIn by 8:05 AM on Friday, 3/31. ▪ Read Mods 55 and 56 <ul style="list-style-type: none"> ▪ Viewing Notes and Mods are related to an in-class activity on Friday, 3/31. |
| Friday, March 31 | <p>Pink Freud</p> <ul style="list-style-type: none"> ▪ Explain how Freud’s treatment of psychological disorders led to his view of the unconscious mind. ▪ Identify Freud’s developmental stages. | <p>Denial Ain’t Just a River in Egypt</p> <ul style="list-style-type: none"> ▪ Describe Freud’s views on how people defend themselves against anxiety. ▪ Activity: Defense Mechanism Analysis | <ul style="list-style-type: none"> ▪ Watch Khan Academy’s “Humanistic Theory” and “Biological Theory” ▪ Submit Viewing Notes to TurnItIn by 8:05 AM ▪ Read Myers, Mods 57 and 58, and take detailed notes <ul style="list-style-type: none"> ▪ Mini Quiz on Monday, 4/3 (Mods 55—58) |

Special Notes:

Quotation of the Week:

- “Never confuse a single defeat with a final defeat.”
 - F. Scott Fitzgerald