Below are listed terms, concepts, names, and topics you will need to be familiar with to perform well on the exam. Note that you may be asked to apply a term conceptually—so you should understand the terms in a way that lets you use them and apply them, not just recite their definition.

These terms, concepts, names, and topics include those that were covered in the textbook and/or class. Not all of these items will be on the test, which will be comprised of 50 multiple-choice questions. Also note that this list may not be 100% inclusive. By NOT listing a term or concept, I do not imply that it will definitely not be on the exam.

- Developmental issues: Nature/nurture, continuity/stages, stability/change, sociocultural context, child's active role, individual differences, interaction of domains
- Twin-study method and adoption studies
- Stages of prenatal development: Germinal, embryonic, fetal
- Teratogens, e.g., drugs, diseases, environmental hazards
- Conditions of women that affect prenatal development and birth, e.g., age, nutrition, stress
- Reflexes of the newborn, e.g., sucking, rooting, Moro, and hand grasp
- Perceptual skills and preferences of the newborn
- Brain development in infancy and childhood
- Rovee-Collier mobile experiment
- Motor development milestones
- Legacy of Jean Piaget
- Schema
- Assimilation and accommodation
- Piaget's stages of cognitive development and characteristics of each stage: Sensorimotor, preoperational, concrete operational, formal operational
- Object permanence (including recent research by Renee Baillargeon)
- Means-end behavior
- Egocentrism
- Deferred imitation
- Conservation tasks
- Reversibility
- Criticisms of Piaget's theory
- Current views of cognitive development (including information-processing perspective)
- Attachment and behavioral milestones, e.g., social smile, separation protest, stranger anxiety
- Contact comfort (Harry Harlow)
- Ethological perspective (Konrad Lorenz, John Bowlby)
- Strange Situation (Mary Ainsworth)
- Attachment styles: Secure attachment, insecure-avoidant, insecure-anxious/ambivalent (resistant), insecure-disorganized/disoriented
- What affects attachment: Parenting, temperament, social support, culture
- Attachment and daycare
- Attachment to fathers
- Attachment and later development
- Baumrind's parenting styles: Authoritarian, authoritative, permissive, uninvolved
- Concept of training (Ruth Chao)
- Developmental changes in peer relations
- Clique
- Crowd
- Adolescence
- Moral development, e.g., Kohlberg's theory
- Erikson's psychosocial stages
- Cognitive, social, and physical development in adulthood and old age
- Culture
- Social/cultural norms
- Individualism and collectivism
- Acculturation
- Bicultural, assimilated, separatist, marginal
- Ethnic identity: Unexamined, search/moratorium, achievement
- How males and females are different and why
- Gender development