<table>
<thead>
<tr>
<th>Chapter 1: Introduction to Psychology</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
The Roots of Psychology  
Page 13  
**MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES**  
Pages 20-21 |
The Roots of Psychology (Figure 1)  
Pages 12-17  
**MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES**  
Pages 20-21 |
|                                      | 1.C: Describe and compare different theoretical approaches in explaining behavior. | **MODULE 1: PSYCHOLOGISTS AT WORK**  
(Expanding Psychology’s Frontiers)  
Page 6  
**MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE**  
The Roots of Psychology  
Today’s Five Major Perspectives  
Pages 13-17  
**MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES**  
Pages 20-21 |
|                                      | 1.D: Recognize the strengths and limitations of applying theories to explain behavior. | **MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE**  
Today’s Five Major Perspectives  
Pages 13-17  
**MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES**  
Psychology’s Future  
Pages 22-24 |
|                                      | 1.E: Distinguish the different domains of psychology.                             | **MODULE 1: PSYCHOLOGISTS AT WORK**  
The Subfields of Psychology: Psychology’s Family Tree  
Working at Psychology  
Pages 4-7 |
# Chapter 2: Psychological Research

<table>
<thead>
<tr>
<th>AP Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2 Research Methods in Psychology</strong></td>
<td>1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.</td>
<td><strong>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</strong>&lt;br&gt;Archival Research&lt;br&gt;Naturalistic Observation&lt;br&gt;Survey Research&lt;br&gt;The Case Study&lt;br&gt;Correlational Research&lt;br&gt;Pages 33-42</td>
</tr>
<tr>
<td></td>
<td>1.G: Discuss the value of reliance on operational definitions and measurement in behavioral research.</td>
<td><strong>MODULE 4: THE SCIENTIFIC METHOD</strong>&lt;br&gt;Hypotheses: Crafting Testable Predictions&lt;br&gt;Pages 31-32&lt;br&gt;&lt;br&gt;<strong>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</strong>&lt;br&gt;Experimental Research&lt;br&gt;Pages 41-42</td>
</tr>
<tr>
<td><strong>1.3 The Experimental Method</strong></td>
<td>1.H: Identify independent, dependent, confounding, and control variables in experimental designs.</td>
<td><strong>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</strong>&lt;br&gt;Experimental Research&lt;br&gt;Pages 37-42</td>
</tr>
<tr>
<td></td>
<td>1.I: Describe how research design drives the reasonable conclusions that can be drawn.</td>
<td><strong>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</strong>&lt;br&gt;Correlational Research&lt;br&gt;Experimental Research&lt;br&gt;Pages 35-42&lt;br&gt;&lt;br&gt;<strong>MODULE 6: CRITICAL RESEARCH ISSUES</strong>&lt;br&gt;Threats to Experimental Validity: Avoiding Experimental Bias&lt;br&gt;Thinking Critically About Research&lt;br&gt;Pages 47-49</td>
</tr>
<tr>
<td>Topic</td>
<td>Learning Target</td>
<td>Modules</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 1.4 Selecting a Research Method | 1.K: Predict the validity of behavioral expectations based on the quality of research design. | MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH  
Survey Research  
Correlational Research  
Experimental Research  
Pages 34-42 |
| 1.5 Statistical Analysis in Psychology | 1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics. | MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH  
Correlational Research  
Pages 35-36 |
| | 1.M: Distinguish the purposes of descriptive statistics and inferential statistics. | MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH  
Experimental Research  
Page 41 |
| 1.6 Ethical Guidelines in Psychology | 1.N: Identify how ethical issues inform and constrain research practices. | MODULE 6: CRITICAL RESEARCH ISSUES  
The Ethics of Research  
Should Animals Be Used in Research?  
Pages 44-47 |
| | 1.O: Describe how ethical and legal guidelines protect research participants and promote sound ethical practice. | MODULE 6: CRITICAL RESEARCH ISSUES  
The Ethics of Research  
Should Animals Be Used in Research?  
Pages 44-47 |

Chapter 12: Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| 1.2 Research Methods in Psychology | 1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses. | MODULE 35: NATURE AND NURTURE: THE ENDURING DEVELOPMENTAL ISSUE  
Developmental Research Techniques  
Pages 371-372 |
## UNIT 2: Biological Bases of Behavior (Chapters 1, 3, and 5)

<table>
<thead>
<tr>
<th>Chapter 1: Introduction to Psychology</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Topic</strong></td>
<td><strong>Learning Target</strong></td>
<td><strong>Modules</strong></td>
</tr>
<tr>
<td>2.1 Interaction of Heredity and Environment</td>
<td>2.B: Identify key research contributions of scientists in the area of heredity and environment.</td>
<td><strong>MODULE 1: PSYCHOLOGISTS AT WORK</strong>&lt;br&gt;The Subfields of Psychology: Psychology’s Family Tree&lt;br&gt;Page 6</td>
</tr>
<tr>
<td></td>
<td>2.C: Predict how traits and behavior can be selected for their adaptive value.</td>
<td><strong>MODULE 1: PSYCHOLOGISTS AT WORK</strong>&lt;br&gt;The Subfields of Psychology: Psychology’s Family Tree&lt;br&gt;Page 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: Neuroscience and Behavior</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Topic</strong></td>
<td><strong>Learning Target</strong></td>
<td><strong>Modules</strong></td>
</tr>
<tr>
<td>2.1 Interaction of Heredity and Environment</td>
<td>2.A: Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.</td>
<td><strong>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM:</strong>&lt;br&gt;<strong>COMMUNICATING WITHIN THE BODY</strong>&lt;br&gt;The Evolutionary Foundations of the Nervous System&lt;br&gt;Pages 65-66</td>
</tr>
<tr>
<td>2.2 The Endocrine System</td>
<td>2.D: Discuss the effect of the endocrine system on behavior.</td>
<td><strong>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM:</strong>&lt;br&gt;<strong>COMMUNICATING WITHIN THE BODY</strong>&lt;br&gt;The Endocrine System: Of Chemicals and Glands&lt;br&gt;Pages 66-68</td>
</tr>
<tr>
<td>2.3 Overview of the Nervous System and the Neuron</td>
<td>2.E: Describe the nervous system and its subdivisions and functions.</td>
<td><strong>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</strong>&lt;br&gt;Where Neurons Meet: Bridging the Gap&lt;br&gt;Neurotransmitters: Multitalented Chemical Couriers&lt;br&gt;Pages 57-61&lt;br&gt;&lt;br&gt;<strong>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM:</strong>&lt;br&gt;<strong>COMMUNICATING WITHIN THE BODY</strong>&lt;br&gt;The Nervous System: Linking Neurons&lt;br&gt;Pages 62-66</td>
</tr>
<tr>
<td></td>
<td>2.F: Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.</td>
<td><strong>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</strong>&lt;br&gt;The Structure of the Neuron&lt;br&gt;Pages 54-55, 57</td>
</tr>
</tbody>
</table>
| 2.4 Neural Firing | 2.G: Identify basic process of transmission of a signal between neurons. | MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR
How Neurons Fire
Where Neurons Meet: Bridging the Gap
Pages 55-59 |
|-------------------|-----------------------------------------------------------------|-------------------------------------------------|
| 2.5 Influence of Drugs on Neural Firing | 2.H: Discuss the influence of drugs on neurotransmitters. | MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR
Where Neurons Meet: Bridging the Gap
Pages 58-59 |
| 2.6 The Brain | 2.I: Describe the nervous system and its subdivisions and functions in the brain. | MODULE 9: THE BRAIN
The Central Core: Our “Old Brain”
The Limbic System: Beyond the Central Core
The Cerebral Cortex: Our “New Brain”
Pages 73-78 |
| | 2.J: Identify the contributions of key researchers to the study of the brain. | MODULE 9: THE BRAIN
The Cerebral Cortex: Our “New Brain”
Pages 77-78 |
| 2.7 Tools for Examining Brain Structure and Function | 2.K: Recount historic and contemporary research strategies and technologies that support research. | MODULE 9: THE BRAIN
Studying the Brain’s Structure and Functions:
Spying on the Brain
The Limbic System: Beyond the Central Core
The Cerebral Cortex: Our “New Brain”
The Split Brain: Exploring the Two Hemispheres
Pages 70-72, 74-75, 77, 81-83 |
| | 2.L: Identify the contributions of key researchers to the development of tools for examining the brain. | MODULE 9: THE BRAIN
The Split Brain: Exploring the Two Hemispheres
Page 82 |
Neuroplasticity and the Brain
Pages 78-79 |
| | 2.N: Identify the contributions of key researchers to the study of neuroplasticity. | MODULE 9: THE BRAIN
Neuroplasticity and the Brain
Page 79 |
# CHAPTER 5: States of Consciousness

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Influence of Drugs on Neural Firing</td>
<td>2.H: Discuss the influence of drugs on neurotransmitters.</td>
<td>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS Page 152</td>
</tr>
<tr>
<td></td>
<td>2.P: Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.</td>
<td>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS Stimulants: Drug Highs Depressants: Drug Lows Narcotics, Opiates, and Opioids: Relieving Pain and Anxiety Hallucinogens: Psychedelic Drugs Pages 154-162</td>
</tr>
<tr>
<td></td>
<td>2.R: Identify the contributions of major figures in consciousness research.</td>
<td>MODULE 14: SLEEP AND DREAMS LOOKING Ahead The Function and Meaning of Dreaming Pages 130, 137-139</td>
</tr>
<tr>
<td>2.9 Sleep and Dreaming</td>
<td>2.S: Discuss aspects of sleep and dreaming.</td>
<td>MODULE 14: SLEEP AND DREAMS The Stages of Sleep REM Sleep: The Paradox of Sleep Why Do We Sleep, and How Much Sleep is Necessary? The Function and Meaning of Dreaming Sleep Disturbances: Slumbering Problems Circadian Rhythms: Life Cycles Daydreams: Dreams Without Sleep Pages 131-144</td>
</tr>
</tbody>
</table>

Copyright © McGraw Hill Education
# UNIT 3: Sensation and Perception (Chapter 4 and 8)

<table>
<thead>
<tr>
<th>CHAPTER 4: Sensation &amp; Perception</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **3.1 Principles of Sensation**   | 3.A: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world. | MODULE 10: SENSING THE WORLD AROUND US  
Pages 88-89 |
|                                   | 3.B: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. | MODULE 10: SENSING THE WORLD AROUND US  
Absolute Thresholds: Detecting What’s Out There  
Difference Thresholds: Noticing Distinctions Between Stimuli  
Sensory Adaptation: Turning Down Our Responses  
Pages 89-93 |
|                                   | 3.C: Identify the research contributions of major historical figures in sensation and perception. | MODULE 10: SENSING THE WORLD AROUND US  
Difference Thresholds: Noticing Distinctions Between Stimuli  
Page 91 |
| **3.2 Principles of Perception**  | 3.D: Discuss how experience and culture can influence perceptual processes. | MODULE 13: PERCEPTUAL ORGANIZATION: CONSTRUCTING OUR VIEW OF THE WORLD  
Perceptual Constancy  
Motion Perception: As the World Turns  
Perceptual Illusions: The Deceptions of Perceptions  
Pages 121-126 |

Copyright © McGraw Hill Education
| 3.3 Visual Anatomy | 3.F: Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. | MODULE 11: VISION: SHEDDING LIGHT ON THE EYE  
Illuminating the Structure of the Eye  
Color Vision and Color Blindness: The 7-Million-Color Spectrum  
Pages 94-102 |
|-------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
LOOKING Ahead  
Page 88 |
| | | **MODULE 11: VISION: SHEDDING LIGHT ON THE EYE**  
Color Vision and Color Blindness: The 7-Million-Color Spectrum  
Page 100 |
| | | **MODULE 12: HEARING AND THE OTHER SENSES**  
Sensing Sound  
How Our Senses Interact  
Page 105, 114-115 |
Top-Down and Bottom-Up Processing  
Perceptual Constancy  
Motion Perception: As the World Turns  
Perceptual Illusions: The Deceptions of Perceptions  
Pages 118-119, 121-125 |
| 3.5 Auditory Sensation and Perception | 3.I: Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. | **MODULE 12: HEARING AND THE OTHER SENSES**  
Sensing Sound  
Pages 103-107 |
| 3.6 Chemical Senses | 3.J: Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. | **MODULE 12: HEARING AND THE OTHER SENSES**  
Smell and Taste  
Pages 107-110 |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.7 Body Senses</strong></td>
<td>3.K: Describe sensory processes, including the specific nature of energy</td>
<td><strong>MODULE 12: HEARING AND THE OTHER SENSES</strong></td>
</tr>
<tr>
<td></td>
<td>transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.</td>
<td>Sensing Sound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Page 106-107</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Skin Senses: Touch, Pressure, Temperature, and Pain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 110-114</td>
</tr>
<tr>
<td><strong>CHAPTER 8: Cognition and Language</strong></td>
<td></td>
<td><strong>MODULE 23: Thinking and Reasoning</strong></td>
</tr>
<tr>
<td>3.2 Principles of Perception</td>
<td>3.E: Discuss the role of attention in behavior.</td>
<td>Are Our Attention Spans Becoming Shorter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Page 241</td>
</tr>
</tbody>
</table>
## UNIT 4: Learning (Chapter 6 and 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Introduction to Learning</strong></td>
<td>4.A: Identify the contributions of key researchers in the psychology of learning.</td>
<td><strong>MODULE 17: CLASSICAL CONDITIONING</strong>&lt;br&gt;The Basics of Classical Conditioning&lt;br&gt;Applying Conditioning Principles to Human Behavior&lt;br&gt;Beyond Traditional Classical Conditioning: Challenging Basic Assumptions&lt;br&gt;Pages 169-172, 175</td>
</tr>
<tr>
<td></td>
<td>4.B: Interpret graphs that exhibit the results of learning experiments.</td>
<td><strong>MODULE 17: CLASSICAL CONDITIONING</strong>&lt;br&gt;The Basics of Classical Conditioning&lt;br&gt;Extinction&lt;br&gt;Pages 171, 173</td>
</tr>
<tr>
<td></td>
<td>4.C: Describe the essential characteristics of insight learning, latent learning, and social learning.</td>
<td><strong>MODULE 18: OPERANT CONDITIONING</strong>&lt;br&gt;The Basics of Operant Conditioning&lt;br&gt;Pages 181, 183</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 19: COGNITIVE APPROACHES TO LEARNING</strong>&lt;br&gt;Latent Learning&lt;br&gt;Observational Learning: Learning Through Imitation&lt;br&gt;Page 192</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 19: COGNITIVE APPROACHES TO LEARNING</strong>&lt;br&gt;Latent Learning&lt;br&gt;Observational Learning: Learning Through Imitation&lt;br&gt;Pages 191-197</td>
</tr>
<tr>
<td>Topic</td>
<td>Learning Target</td>
<td>Modules</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>4.D</strong></td>
<td>Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</td>
<td><strong>MODULE 17: CLASSICAL CONDITIONING</strong> Applying Conditioning Principles to Human Behavior Beyond Traditional Classical Conditioning: Challenging Basic Assumptions Pages 172-173, 175</td>
</tr>
<tr>
<td><strong>4.2 Classical Conditioning</strong></td>
<td><strong>4.F</strong> Describe basic classical conditioning phenomena.</td>
<td><strong>MODULE 17: CLASSICAL CONDITIONING</strong> The Basics of Classical Conditioning Pages 169-174</td>
</tr>
<tr>
<td><strong>4.3 Operant Conditioning</strong></td>
<td><strong>4.H</strong> Predict the effects of operant conditioning.</td>
<td><strong>MODULE 18: OPERANT CONDITIONING</strong> The Basics of Operant Conditioning Pages 179-182</td>
</tr>
<tr>
<td></td>
<td><strong>4.I</strong> Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.</td>
<td><strong>MODULE 18: OPERANT CONDITIONING</strong> The Basics of Operant Conditioning Pages 179, 182-184</td>
</tr>
<tr>
<td><strong>4.4 Social and Cognitive Factors in Learning</strong></td>
<td><strong>4.J</strong> Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</td>
<td><strong>MODULE 18: OPERANT CONDITIONING</strong> Using Behavior Analysis and Behavior Modification Page 188</td>
</tr>
</tbody>
</table>

**Chapter 14: Health Psychology: Stress, Coping, and Well-Being**

**4.1 Introduction to Learning**

**4.D** Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. | **MODULE 43: STRESS AND COPING** Stress: Reacting to Threat and Challenge The High Cost of Stress Coping with Stress Pages 466 |

Copyright © McGraw Hill Education
## UNIT 5: Cognitive Psychology (Chapters 7, 8, 9, 12, and 17)

<table>
<thead>
<tr>
<th>CHAPTER 7: Memory</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **5.1 Introduction to Memory** | 5.A: Compare and contrast various cognitive processes. | MODULE 20: THE FOUNDATIONS OF MEMORY  
Pages 202  
MODULE 21: RECALLING LONG-TERM MEMORIES  
Levels of Processing  
Explicit and Implicit Memory  
Page 215-217 |
|                  | 5.B: Describe and differentiate psychological and physiological systems of memory. | MODULE 20: THE FOUNDATIONS OF MEMORY  
Sensory Memory  
Short-Term Memory  
Working Memory  
Long-Term Memory  
Pages 202-210  
MODULE 21: RECALLING LONG-TERM MEMORIES  
Explicit and Implicit Memory  
Page 216-217 |
|                  | 5.C: Identify the contributions of key researchers in cognitive psychology. | MODULE 21: RECALLING LONG-TERM MEMORIES  
Constructive Processes in Memory: Rebuilding the Past  
Pages 219-221  
MODULE 22: FORGETTING: WHEN MEMORY FAILS  
Page 225 |
| **5.2 Encoding** | 5.D: Outline the principles that underlie construction and encoding of memories. | MODULE 20: THE FOUNDATIONS OF MEMORY  
Short-Term Memory  
Pages 205-206  
MODULE 22: FORGETTING: WHEN MEMORY FAILS  
Why We Forget  
Pages 226 |
| **5.3 Storing**  | 5.E: Outline the principles that underlie effective storage of memories. | MODULE 20: THE FOUNDATIONS OF MEMORY  
Long-Term Memory  
Pages 202-203, 209-210 |
### 5.4 Retrieving
5.F: Describe strategies for retrieving memories.

**MODULE 20: THE FOUNDATIONS OF MEMORY**
Long-Term Memory
Pages 208

**MODULE 21: RECALLING LONG-TERM MEMORIES**
Retrieval Cues
Flashbulb Memories
Pages 214, 217-218

### 5.5 Forgetting and Memory Distortion
5.G: Describe strategies for memory improvement and typical memory errors.

**MODULE 20: THE FOUNDATIONS OF MEMORY**
Short-Term Memory
Pages 204-206

**MODULE 21: RECALLING LONG-TERM MEMORIES**
Flashbulb Memories
Constructive Processes in Memory: Rebuilding the Past
Pages 218-223

**MODULE 22: FORGETTING: WHEN MEMORY FAILS**
Why We Forget
Proactive and Retroactive Interference: The Before and After of Forgetting
Memory Dysfunctions: Afflictions of Forgetting
Pages 225-230

### 5.6 Biological Bases for Memory

**MODULE 20: THE FOUNDATIONS OF MEMORY**
Long-Term Memory
Pages 210-212

---

### CHAPTER 8: Cognition and Language

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **5.1 Introduction to Memory** | 5.C: Identify the contributions of key researchers in cognitive psychology. | **MODULE 24: PROBLEM SOLVING**
Production: Generating Solutions
Pages 248-249

**MODULE 25: LANGUAGE**
Language Development: Developing a Way with Words
Page 259
### Feldman, *Understanding Psychology 14e AP® Edition Correlation to AP Psychology Units, Topics, and Learning Targets*

<table>
<thead>
<tr>
<th>5.7 Introduction to Thinking and Problem Solving</th>
<th>5.1: Identify problem-solving strategies as well as factors that influence their effectiveness.</th>
<th><strong>MODULE 23: THINKING AND REASONING</strong> Mental Images: Examining the Mind’s Eye Concepts: Categorizing the World Reasoning: Making Up Your Mind Pages 234-240</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7</td>
<td>5.1: List the characteristics of creative thought and creative thinkers.</td>
<td><strong>MODULE 24: PROBLEM SOLVING</strong> Creativity and Problem Solving Pages 251-254</td>
</tr>
</tbody>
</table>

### CHAPTER 9: Intelligence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.9 Introduction to Intelligence</td>
<td>5.1: Define intelligence and list characteristics of how psychologists measure intelligence.</td>
<td><strong>MODULE 26: WHAT IS INTELLIGENCE?</strong> Theories of Intelligence: Are There Different Kinds of Intelligence? Contemporary IQ Tests: Gauging Intelligence Pages 269-272, 277-278</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY</strong> Intellectual Disabilities Pages 286 <strong>MODULE 28: GROUP DIFFERENCES IN INTELLIGENCE: GENETIC AND ENVIRONMENTAL DETERMINANTS</strong> IQ and Heritability: The Relative Influence of Genetics and Environment Pages 291-292</td>
</tr>
</tbody>
</table>
| 5.M: Discuss how culture influences the definition of intelligence. | **MODULE 26: WHAT IS INTELLIGENCE?**  
Pages 269-270 |
|---|---|
| 5.N: Compare and contrast historic and contemporary theories of intelligence | **MODULE 26: WHAT IS INTELLIGENCE?**  
Theories of Intelligence: Are There Different Kinds of Intelligence?  
Practical and Emotional Intelligence: Toward a More Intelligent View of Intelligence  
Pages 270-274 |
| 5.O: Identify the contributions of key researchers in intelligence research and testing. | **MODULE 26: WHAT IS INTELLIGENCE?**  
Theories of Intelligence: Are There Different Kinds of Intelligence?  
Practical and Emotional Intelligence: Toward a More Intelligent View of Intelligence  
Assessing Intelligence  
Contemporary IQ Tests: Gauging Intelligence  
Pages 270-271, 274, 276-278, 280  
**MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY**  
The Intellectually Gifted  
Pages 287 |
| 5.10 Psychometric Principles and Intelligence Testing  
5.P: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. | **MODULE 26: WHAT IS INTELLIGENCE?**  
Contemporary IQ Tests: Gauging Intelligence  
Pages 278-282 |
| 5.Q: Interpret the meaning of scores in terms of the normal curve. | **MODULE 26: WHAT IS INTELLIGENCE?**  
Assessing Intelligence  
Pages 277 |
| 5.R: Describe relevant labels related to intelligence testing | **MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY**  
Intellectual Disabilities  
The Intellectually Gifted  
Pages 284-287 |
| 5.11 Components of Language and Language Acquisition  
5.T: Debate the appropriate testing practices, particularly in relation to culture-fair test uses. | **MODULE 28: GROUP DIFFERENCES IN INTELLIGENCE: GENETIC AND ENVIRONMENTAL DETERMINANTS**  
Can We Develop Culture-Fair IQ Tests?  
IQ and Heritability: The Relative Influence of Genetics and Environment  
Pages 289-291 |
### Chapter 12: Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Introduction to Memory</td>
<td>5.A: Compare and contrast various cognitive processes.</td>
<td><strong>MODULE 37: INFANCY AND CHILDHOOD</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Infancy Through Childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 395-396</td>
</tr>
</tbody>
</table>

### Chapter 17: Social Psychology

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.9 Introduction to Intelligence</td>
<td>5.L: Define intelligence and list characteristics of how psychologists measure intelligence.</td>
<td><strong>MODULE 54: PREJUDICE AND DISCRIMINATION</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reducing the Consequences of Prejudice and Discrimination</td>
</tr>
</tbody>
</table>
## UNIT 6: Developmental Psychology (Chapter 11 and 12)

### CHAPTER 11: Sexuality and Gender

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td></td>
<td>MODULE 32: GENDER AND SEX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 34: THE DIVERSITY OF SEXUAL BEHAVIOR</td>
</tr>
</tbody>
</table>

### Chapter 12: Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td></td>
<td>MODULE 36: PRENATAL DEVELOPMENT: CONCEPTION TO BIRTH</td>
</tr>
<tr>
<td>The Lifespan and Physical Development in Childhood</td>
<td>6.A: Explain the process of conception and gestation, including factors that influence successful prenatal development.</td>
<td>The Earliest Development, Pages 376-379</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 35: NATURE AND NURTURE: THE ENDURING DEVELOPMENTAL ISSUE</td>
</tr>
<tr>
<td></td>
<td>6.B: Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.</td>
<td>Determining the Relative Influence of Nature and Nurture, Pages 368-371</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 36: PRENATAL DEVELOPMENT: CONCEPTION TO BIRTH</td>
</tr>
<tr>
<td></td>
<td>6.C: Discuss maturation of motor skills.</td>
<td>The Basics of Genetics, Pages 374-376</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 37: INFANCY AND CHILDHOOD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Extraordinary Newborn, Page 382</td>
</tr>
<tr>
<td>6.2 Social Development in Childhood</td>
<td>6.D: Describe the influence of temperament and other social factors on attachment and appropriate socialization.</td>
<td>MODULE 37: INFANCY AND CHILDHOOD Infancy Through Childhood Pages 390-391</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.E: Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.</td>
<td>MODULE 37: INFANCY AND CHILDHOOD Infancy Through Childhood Pages 386-387</td>
<td></td>
</tr>
<tr>
<td>6.F: Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.</td>
<td>MODULE 37: INFANCY AND CHILDHOOD Infancy Through Childhood Pages 386-389</td>
<td></td>
</tr>
<tr>
<td>6.I: Identify the contributions of major researchers in the area of cognitive development in childhood.</td>
<td>MODULE 37: INFANCY AND CHILDHOOD Infancy Through Childhood Pages 391-396</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 38: ADOLESCENCE: BECOMING AND ADULT Physical Development: The Changing Adolescent Pages 398-404</td>
</tr>
<tr>
<td>6.5 Adulthood and Aging</td>
<td>6.K: Characterize the development of decisions related to intimacy as people mature.</td>
<td>MODULE 38: ADOLESCENCE: BECOMING AND ADULT Social Development: Finding One’s Self in a Social World Pages 403</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE 39: ADULTHOOD Marriaye, Children, and Divorce: Family Ties Changing Roles of Men and Women Pages 411-412</td>
</tr>
</tbody>
</table>

Copyright © McGraw Hill Education
| 6.L: Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function. | **MODULE 39: ADULTHOOD**  
Physical Development: The Peak of Health  
Social Development: Working at Life  
Marriage, Children, and Divorce: Family Ties  
Changing Roles of Men and Women  
Later Years of Life: Growing Old  
Physical Changes in Late Adulthood: The Aging Body  
Cognitive Changes: Thinking About-and During-Late Adulthood  
Pages 408-419 |
|---|---|
| 6.M: Identify the contributions of key researchers in the area of adulthood and aging. | **MODULE 38: ADOLESCENCE: BECOMING AND ADULT**  
Social Development: Finding One’s Self in a Social World  
Pages 402-403 |
| **6.6 Moral Development**  
6.N: Identify the contributions of major researchers in the area of moral development. | **MODULE 38: ADOLESCENCE: BECOMING AND ADULT**  
Moral and Cognitive Development: Distinguishing Right from Wrong  
Pages 400-401 |
| 6.O: Compare and contrast models of moral development. | **MODULE 38: ADOLESCENCE: BECOMING AND ADULT**  
Moral and Cognitive Development: Distinguishing Right from Wrong  
Pages 400-401 |
# UNIT 7: Motivation, Emotion, and Personality (Chapter 10, 11, 13, and 14)

<table>
<thead>
<tr>
<th>Chapter 10: Motivation and Emotion</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **7.1 Theories of Motivation**    | 7.A: Identify and apply basic motivational concepts to understand the behavior of humans and other animals. | **MODULE 29: EXPLAINING MOTIVATION**  
Instinct Approaches: Born to Be Motivated  
Incentive Approaches: Motivation’s Pull  
Cognitive Approaches: The Thoughts Behind Motivation  
Pages 299, 302-303 |
| 7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each. | **MODULE 29: EXPLAINING MOTIVATION**  
Instinct Approaches: Born to Be Motivated  
Drive-Reduction Approaches: Satisfying Our Needs  
Arousal Approaches: Beyond Drive Reduction  
Maslow’s Hierarchy: Ordering Motivational Needs  
Applying the Different Approaches to Motivation  
Pages 299-301, 303-305 |
| 7.C: Describe classic research findings in specific motivations. | **MODULE 30: HUMAN NEEDS AND MOTIVATION: EAT, DRINK, AND BE DARING**  
The Motivation Behind Hunger and Eating  
Eating Disorders  
The Need for Affiliation: Striving for Friendship  
The Need for Power: Striving for Impact on Others  
Pages 307-316 |
| 7.D: Identify contributions of key researchers in the psychological field of motivation and emotion. | **MODULE 29: EXPLAINING MOTIVATION**  
Maslow’s Hierarchy: Ordering Motivational Needs  
Pages 303-304 |
### Feldman, *Understanding Psychology 14e* AP® Edition Correlation to AP Psychology Units, Topics, and Learning Targets

#### 7.2 Specific Topics in Motivation
- **7.E: Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.**
  - **MODULE 29: EXPLAINING MOTIVATION**
    - Drive-Reduction Approaches: Satisfying Our Needs
    - Pages 299-300

#### 7.3 Theories of Emotion
- **7.F: Compare and contrast major theories of emotion.**
  - **MODULE 31: UNDERSTANDING EMOTIONAL EXPERIENCES**
    - The Functions of Emotions
    - Determining the Range of Emotions: Labeling Our Feelings
    - The Roots of Emotions
    - Pages 318-326

- **7.G: Describe how cultural influences shape emotional expression, including variations in body language.**
  - **MODULE 31: UNDERSTANDING EMOTIONAL EXPERIENCES**
    - The Roots of Emotions
    - Pages 325-326

### Chapter 11: Sexuality and Gender

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **7.1 Theories of Motivation** | **7.C: Describe classic research findings in specific motivations.** | **MODULE 33: UNDERSTANDING HUMAN SEXUAL RESPONSE: THE FACTS OF LIFE**
  - The Basic Biology of Sexual Behavior
  - Physiological Aspects of Sexual Excitement: What Turns People On?
  - The Phases of Sexual Response: The Ups and Downs of Sex
  - Pages 344-347 |

### Chapter 13: Personality

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
</table>
| **7.5 Introduction to Personality** | **7.I: Describe and compare research methods that psychologists use to investigate personality.** | **MODULE 42: ASSESSING PERSONALITY: DETERMINING WHAT MAKES US DISTINCTIVE**
  - Self-Report Measures of Personality
  - Projective Methods
  - Behavioral Assessment
  - Pages 447-453 |

- **7.J: Identify the contributions of major researchers in personality theory.**
  - **MODULE 40: PSYCHODYNAMIC APPROACHES TO PERSONALITY**
    - Freud's Psychoanalytic Theory: Mapping the Unconscious Mind
    - The Neo-Freudian Psychoanalysts: Building on Freud
    - Pages 424-432
  - **MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY**
    - Trait Approaches: Placing Labels on Personality
| 7.6 Psychoanalytic Theories of Personality | 7.K: Compare and contrast the psychoanalytic theories of personality with other theories of personality. | MODULE 40: PSYCHODYNAMIC APPROACHES TO PERSONALITY
Freud’s Psychoanalytic Theory: Mapping the Unconscious Mind
The Neo-Freudian Psychoanalysts: Building on Freud
Pages 424-432, 445 |
| 7.7 Behaviorism and Social Cognitive Theories of Personality | 7.L: Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality. | MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY
Learning Approaches: We Are What We’ve Learned
Comparing Approaches to Personality
Pages 437-440, 445 |
| 7.8 Humanistic Theories of Personality | 7.M: Compare and contrast humanistic theories of personality with other theories of personality. | MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY
Humanistic Approaches: The Uniqueness of You
Comparing Approaches to Personality
Pages 444-445 |
| 7.N: Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept. | | MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY
Learning Approaches: We Are What We’ve Learned
Page 438 |
| 7.9 Trait Theories of Personality | 7.O: Compare and contrast trait theories of personality with other theories of personality. | MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY
Trait Approaches: Placing Labels on Personality
Comparing Approaches to Personality
Pages 434-436, 445 |
| 7.10 Measuring Personality | 7.P: Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments. | MODULE 42: ASSESSING PERSONALITY: DETERMINING WHAT MAKES US DISTINCTIVE
Self-Report Measures of Personality
Projective Methods
Behavioral Assessment |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 14: Health Psychology: Stress, Coping, and Well-Being</strong></td>
<td></td>
<td>Pages 447-453</td>
</tr>
<tr>
<td><strong>7.1 Theories of Motivation</strong></td>
<td>7.D: Identify contributions of key researchers in the psychological field of motivation and emotion.</td>
<td><strong>MODULE 43: STRESS AND COPING</strong>&lt;br&gt;The High Cost of Stress&lt;br&gt;Pages 463-464</td>
</tr>
<tr>
<td><strong>7.4 Stress and Coping</strong></td>
<td>7.H: Discuss theories of stress and the effects of stress on psychological and physical well-being.</td>
<td><strong>MODULE 43: STRESS AND COPING</strong>&lt;br&gt;The High Cost of Stress&lt;br&gt;Coping with Stress&lt;br&gt;Pages 458-470</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 44: PSYCHOLOGICAL ASPECTS OF ILLNESS AND WELL-BEING</strong>&lt;br&gt;The As, Bs, and Ds of Coronary Heart Disease&lt;br&gt;Psychological Aspects of Cancer&lt;br&gt;Smoking&lt;br&gt;Pages 472-476</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 45: PROMOTING HEALTH AND WELLNESS</strong>&lt;br&gt;Following Medical Advice&lt;br&gt;Well-Being and Happiness&lt;br&gt;Pages 478-483</td>
</tr>
</tbody>
</table>
# UNIT 8: Clinical Psychology (Chapters 15 and 16)

<table>
<thead>
<tr>
<th>Chapter 15: Psychological Disorders</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1 Introduction to Psychological Disorders</strong></td>
<td>8.A: Recognize the use of the most recent version of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> published by the American Psychiatric Association as the primary reference for making diagnostic judgments.</td>
<td><strong>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</strong>&lt;br&gt;Classifying Abnormal Behavior: The ABC’s of DSM&lt;br&gt;Pages 493-495</td>
</tr>
<tr>
<td></td>
<td>8.C: Discuss the intersection between psychology and the legal system.</td>
<td><strong>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</strong>&lt;br&gt;Defining Abnormality&lt;br&gt;Page 489</td>
</tr>
<tr>
<td><strong>8.2 Psychological Perspectives and Etiology of Disorders</strong></td>
<td>8.D: Evaluate the strengths and limitations of various approaches to explaining psychological disorders.</td>
<td><strong>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</strong>&lt;br&gt;Perspectives on Abnormality: From Superstition to Science&lt;br&gt;Pages 490-493</td>
</tr>
<tr>
<td></td>
<td>8.E: Identify the positive and negative consequences of diagnostic labels.</td>
<td><strong>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</strong>&lt;br&gt;Classifying Abnormal Behavior: The ABC’s of DSM&lt;br&gt;Pages 493-495</td>
</tr>
<tr>
<td>Topic</td>
<td>Learning Target</td>
<td>Modules</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| **8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders** | 8.F: Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms. | **MODULE 47: PSYCHOLOGICAL DISORDERS**  
Schizophrenia  
Disorders That Impact Childhood  
Other Disorders  
Pages 507-511, 513-514 |
| **8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders** | 8.G: Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms. | **MODULE 47: PSYCHOLOGICAL DISORDERS**  
Anxiety Disorders  
Obsessive-Compulsive Disorder  
Mood Disorders  
Pages 497-501, 503-507 |
| **8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders** | 8.H: Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms. | **MODULE 47: PSYCHOLOGICAL DISORDERS**  
Somatic Symptom Disorders  
Dissociative Disorders  
Pages 501-503 |
| **8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders** | 8.I: Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms. | **MODULE 47: PSYCHOLOGICAL DISORDERS**  
Personality Disorders  
Other Disorders  
Pages 511-512, 513-514 |
| **Chapter 16: Treatment of Psychological Disorders** | | **MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT**  
Pages 525-526 |
| | | **MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT**  
Evaluating Psychotherapy: Does Therapy Work?  
Page 542 |

Copyright © McGraw Hill Education
| 8.K: Identify the contributions of major figures in psychological treatment. | **MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT**  
Psychodynamic Approaches to Therapy  
Behavioral Approaches to Therapy  
Cognitive Approaches to Therapy  
Pages 527-529, 533-534 |
|---|---|
| **MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT**  
Humanistic Therapy  
Page 537-538 |
| 8.8 Psychological Perspectives and Treatment of Disorders  
8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning. | **MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT**  
Psychodynamic Approaches to Therapy  
Behavioral Approaches to Therapy  
Cognitive Approaches to Therapy  
Pages 526-535 |
| **MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT**  
Humanistic Therapy  
Interpersonal Therapy  
Pages 537-539 |
| 8.M: Summarize effectiveness of specific treatments used to address specific problems. | **MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT**  
Behavioral Approaches to Therapy  
Cognitive Approaches to Therapy  
Pages 530-532, 534 |
| **MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT**  
Evaluating Psychotherapy: Does Therapy Work?  
Pages 541-543 |
| 8.N: Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment). | **MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT**  
Racial and Ethnic Factors in Treatment: Should Therapists Be Color-Blind?  
Pages 543-544 |
| 8.O: Describe prevention strategies that build resilience and promote competence. | MODULE 51: BIOMEDICAL THERAPY: BIOLOGICAL APPROACHES TO TREATMENT  
Community Psychology: Focus on Prevention  
Pages 551-552 |
|---|---|
| 8.9  
Treatment of Disorders from the Biological Perspective  
8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective. | MODULE 51: BIOMEDICAL THERAPY: BIOLOGICAL APPROACHES TO TREATMENT  
Drug Therapy  
Electroconvulsive Therapy (ECT)  
Psychosurgery  
Biomedical Therapies in Perspective  
Pages 546-551 |
| 8.10  
Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders  
8.Q: Compare and contrast different treatment methods. | MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT  
Psychodynamic Approaches to Therapy  
Behavioral Approaches to Therapy  
Cognitive Approaches to Therapy  
Pages 526-535  
MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT  
Humanistic Therapy  
Interpersonal Therapy  
Group Therapies  
Pages 537-540 |
## UNIT 9: Social Psychology (Chapters 17)

<table>
<thead>
<tr>
<th>Chapter 17: Social Psychology</th>
<th>Learning Target</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.C: Anticipate the impact of self-fulfilling prophecy on behavior.</td>
<td><strong>MODULE 54: PREJUDICE AND DISCRIMINATION</strong>&lt;br&gt;Page 575</td>
</tr>
<tr>
<td><strong>9.2 Attitude Formation and Attitude Change</strong></td>
<td>9.D: Identify important figures and research in the areas of attitude formation and change.</td>
<td><strong>MODULE 52: ATTITUDES AND SOCIAL COGNITION</strong>&lt;br&gt;Persuasion: Changing Attitudes&lt;br&gt;Pages 560-561</td>
</tr>
<tr>
<td></td>
<td>9.E: Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</td>
<td><strong>MODULE 52: ATTITUDES AND SOCIAL COGNITION</strong>&lt;br&gt;Persuasion: Changing Attitudes&lt;br&gt;Pages 558-561&lt;br&gt;<strong>MODULE 53: SOCIAL INFLUENCE AND GROUPS</strong>&lt;br&gt;Compliance: Submitting to Direct Social Pressure&lt;br&gt;Pages 570-572</td>
</tr>
<tr>
<td><strong>9.3 Conformity, Compliance, and Obedience</strong></td>
<td>9.F: Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.</td>
<td><strong>MODULE 53: SOCIAL INFLUENCE AND GROUPS</strong>&lt;br&gt;Conformity: Following What Others Do&lt;br&gt;Compliance: Submitting to Direct Orders&lt;br&gt;Pages 567-570, 572-574</td>
</tr>
<tr>
<td></td>
<td>9.G: Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</td>
<td><strong>MODULE 53: SOCIAL INFLUENCE AND GROUPS</strong>&lt;br&gt;Conformity: Following What Others Do&lt;br&gt;Compliance: Submitting to Direct Social Pressure&lt;br&gt;Obedience: Following Direct Orders&lt;br&gt;Pages 567-574</td>
</tr>
</tbody>
</table>
| 9.4 Group Influences on Behavior and Mental Processes | 9.H: Describe the structure and function of different kinds of group behavior. | MODULE 53: SOCIAL INFLUENCE AND GROUPS  
Page 567 |
|----------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------|
| 9.L: Predict the impact of the presence of others on individual behavior. | | MODULE 53: SOCIAL INFLUENCE AND GROUPS  
Compliance: Submitting to Direct Social Pressure  
Page 567, 571  
MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR  
Helping Others: The Brighter Side of Human Nature  
Pages 589-590 |
| 9.5 Bias, Prejudice, and Discrimination | 9.J: Describe processes that contribute to differential treatment of group members. | MODULE 54: PREJUDICE AND DISCRIMINATION  
The Foundations of Prejudice  
Measuring Prejudice and Discrimination: The Implicit Association Test  
Reducing the Consequences of Prejudice and Discrimination  
Pages 575-579 |
| 9.6 Altruism and Aggression | 9.K: Describe the variables that contribute to altruism and aggression. | MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR  
Aggression and Prosocial Behavior: Hurting and Helping Others  
Helping Others: The Brighter Side of Human Nature  
Pages 586-591 |
| 9.7 Interpersonal Attraction | 9.L: Describe the variables that contribute to attraction. | MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR  
Liking and Loving: Interpersonal Attraction and the Development of Relationships  
Pages 582-586 |