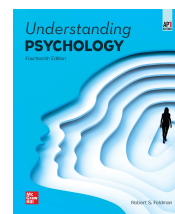


# Feldman, *Understanding Psychology* 14e AP® Edition Correlation to AP Psychology Units, Topics, and Learning Targets



## UNIT 1: Scientific Foundations of Psychology (Chapters 1, 2, and 12)

Chapter 1: Introduction to Psychology		
AP Topic	Learning Target	Modules
<b>1.1 Introducing Psychology</b>	1.A: Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	<b>MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE</b> The Roots of Psychology Page 13  <b>MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES</b> Pages 20-21
	1.B: Identify the research contributions of major historical figures in psychology.	<b>MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE</b> The Roots of Psychology (Figure 1) Pages 12-17
	1.C: Describe and compare different theoretical approaches in explaining behavior.	<b>MODULE 1: PSYCHOLOGISTS AT WORK</b> (Expanding Psychology's Frontiers) Page 6  <b>MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE</b> The Roots of Psychology Today's Five Major Perspectives Pages 13-17  <b>MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES</b> Pages 20-21
	1.D: Recognize the strengths and limitations of applying theories to explain behavior.	<b>MODULE 2: A SCIENCE EVOLVES: THE PAST, THE PRESENT, AND THE FUTURE</b> Today's Five Major Perspectives Pages 13-17  <b>MODULE 3: PSYCHOLOGY'S KEY ISSUES AND CONTROVERSIES</b> Psychology's Future Pages 22-24
	1.E: Distinguish the different domains of psychology.	<b>MODULE 1: PSYCHOLOGISTS AT WORK</b> The Subfields of Psychology: Psychology's Family Tree Working at Psychology Pages 4-7

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Chapter 2: Psychological Research		
AP Topic	Learning Target	Modules
<b>1.2 Research Methods in Psychology</b>	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Archival Research Naturalistic Observation Survey Research The Case Study Correlational Research Pages 33-42
	1.G: Discuss the value of reliance on operational definitions and measurement in behavioral research.	<b>MODULE 4: THE SCIENTIFIC METHOD</b> Hypotheses: Crafting Testable Predictions Pages 31-32  <b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Experimental Research Pages 41-42
<b>1.3 The Experimental Method</b>	1.H: Identify independent, dependent, confounding, and control variables in experimental designs.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Experimental Research Pages 37-42
	1.I: Describe how research design drives the reasonable conclusions that can be drawn.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Correlational Research Experimental Research Pages 35-42  <b>MODULE 6: CRITICAL RESEARCH ISSUES</b> Threats to Experimental Validity: Avoiding Experimental Bias Thinking Critically About Research Pages 47-49

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	1.J: Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Survey Research Correlational Research Experimental Research Pages 34-42
<b>1.4 Selecting a Research Method</b>	1.K: Predict the validity of behavioral expectations based on the quality of research design.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Archival Survey Naturalistic Observation Survey Research The Case Study Correlational Research Experimental Research Pages 33-42
<b>1.5 Statistical Analysis in Psychology</b>	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Correlational Research Pages 35-36
	1.M: Distinguish the purposes of descriptive statistics and inferential statistics.	<b>MODULE 5: CONDUCTING PSYCHOLOGICAL RESEARCH</b> Experimental Research Page 41
<b>1.6 Ethical Guidelines in Psychology</b>	1.N: Identify how ethical issues inform and constrain research practices.	<b>MODULE 6: CRITICAL RESEARCH ISSUES</b> 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.	<b>MODULE 6: CRITICAL RESEARCH ISSUES</b> The Ethics of Research Should Animals Be Used in Research? Pages 44-47
<b>Chapter 12: Development</b>		
Topic	Learning Target	Modules
<b>1.2 Research Methods in Psychology</b>	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	<b>MODULE 35: NATURE AND NURTURE: THE ENDURING DEVELOPMENTAL ISSUE</b> Developmental Research Techniques Pages 371-372

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## UNIT 2: Biological Bases of Behavior (Chapters 1, 3, and 5)

Chapter 1: Introduction to Psychology		
AP Topic	Learning Target	Modules
<b>2.1 Interaction of Heredity and Environment</b>	2.B: Identify key research contributions of scientists in the area of heredity and environment.	<b>MODULE 1: PSYCHOLOGISTS AT WORK</b> The Subfields of Psychology: Psychology's Family Tree Page 6
	2.C: Predict how traits and behavior can be selected for their adaptive value.	<b>MODULE 1: PSYCHOLOGISTS AT WORK</b> The Subfields of Psychology: Psychology's Family Tree Page 6
Chapter 3: Neuroscience and Behavior		
AP Topic	Learning Target	Modules
<b>2.1 Interaction of Heredity and Environment</b>	2.A: Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	<b>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM: COMMUNICATING WITHIN THE BODY</b> The Evolutionary Foundations of the Nervous System Pages 65-66
<b>2.2 The Endocrine System</b>	2.D: Discuss the effect of the endocrine system on behavior.	<b>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM: COMMUNICATING WITHIN THE BODY</b> The Endocrine System: Of Chemicals and Glands Pages 66-68
<b>2.3 Overview of the Nervous System and the Neuron</b>	2.E: Describe the nervous system and its subdivisions and functions.	<b>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</b> Where Neurons Meet: Bridging the Gap Neurotransmitters: Multitalented Chemical Couriers Pages 57-61  <b>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM: COMMUNICATING WITHIN THE BODY</b> The Nervous System: Linking Neurons Pages 62-66
	2.F: Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.	<b>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</b> The Structure of the Neuron Pages 54-55, 57

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		<b>MODULE 8: THE NERVOUS SYSTEM AND THE ENDOCRINE SYSTEM: COMMUNICATING WITHIN THE BODY</b> The Nervous System: Linking Neurons Pages 62, 64
<b>2.4 Neural Firing</b>	2.G: Identify basic process of transmission of a signal between neurons.	<b>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</b> How Neurons Fire Where Neurons Meet: Bridging the Gap Pages 55-59
<b>2.5 Influence of Drugs on Neural Firing</b>	2.H: Discuss the influence of drugs on neurotransmitters.	<b>MODULE 7: NEURONS: THE BASIC ELEMENTS OF BEHAVIOR</b> Where Neurons Meet: Bridging the Gap Pages 58-59
<b>2.6 The Brain</b>	2.I: Describe the nervous system and its subdivisions and functions in the brain.	<b>MODULE 9: THE BRAIN</b> 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.	<b>MODULE 9: THE BRAIN</b> The Cerebral Cortex: Our “New Brain” Pages 77-78
<b>2.7 Tools for Examining Brain Structure and Function</b>	2.K: Recount historic and contemporary research strategies and technologies that support research.	<b>MODULE 9: THE BRAIN</b> 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.	<b>MODULE 9: THE BRAIN</b> The Split Brain: Exploring the Two Hemispheres Page 82
<b>2.8 The Adaptable Brain</b>	2.M: Discuss the role of neuroplasticity in traumatic brain injury.	<b>MODULE 9: THE BRAIN</b> Neuroplasticity and the Brain Pages 78-79
	2.N: Identify the contributions of key researchers to the study of neuroplasticity.	<b>MODULE 9: THE BRAIN</b> Neuroplasticity and the Brain Page 79

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CHAPTER 5: States of Consciousness		
Topic	Learning Target	Modules
<b>2.5 Influence of Drugs on Neural Firing</b>	2.H: Discuss the influence of drugs on neurotransmitters.	<b>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS</b> Page 152
<b>2.8 The Adaptable Brain</b>	2.O: Describe various states of consciousness and their impact on behavior.	<b>MODULE 14: SLEEP AND DREAMS</b> <b>Chapter 5/Module 15: HYPNOSIS AND MEDITATION</b> <b>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS</b> Pages 130-163 (Entire chapter)
	2.P: Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	<b>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS</b> Stimulants: Drug Highs Depressants: Drug Lows Narcotics, Opiates, and Opioids: Relieving Pain and Anxiety Hallucinogens: Psychedelic Drugs Pages 154-162
	2.Q: Discuss drug dependence, addiction, tolerance, and withdrawal.	<b>MODULE 16: DRUG USE: THE HIGHS AND LOWS OF CONSCIOUSNESS</b> Stimulants: Drug Highs Depressants: Drug Lows Narcotics, Opiates, and Opioids: Relieving Pain and Anxiety Hallucinogens: Psychedelic Drugs Pages 152-163
	2.R: Identify the contributions of major figures in consciousness research.	<b>MODULE 14: SLEEP AND DREAMS</b> LOOKING Ahead The Function and Meaning of Dreaming Pages 130, 137-139
<b>2.9 Sleep and Dreaming</b>	2.S: Discuss aspects of sleep and dreaming.	<b>MODULE 14: SLEEP AND DREAMS</b> 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

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## UNIT 3: Sensation and Perception (Chapter 4 and 8)

CHAPTER 4: Sensation & Perception		
Topic	Learning Target	Modules
<b>3.1 Principles of Sensation</b>	3.A: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	<b>MODULE 10: SENSING THE WORLD AROUND US</b> Pages 88-89  <b>MODULE 13: PERCEPTUAL ORGANIZATION: CONSTRUCTING OUR VIEW OF THE WORLD</b> The Gestalt Laws of Organization Top-Down and Bottom-Up Processing Depth Perception: Translating 2-D to 3-D Pages 117-120
	3.B: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	<b>MODULE 10: SENSING THE WORLD AROUND US</b> Absolute Thresholds: Detecting What's Out There Difference Thresholds: Noticing Distinctions Between Stimuli Sensory Adaptation: Turning Down Our Responses Pages 89-93  <b>MODULE 12: HEARING AND THE OTHER SENSES</b> How Our Senses Interact Pages 114-115
	3.C: Identify the research contributions of major historical figures in sensation and perception.	<b>MODULE 10: SENSING THE WORLD AROUND US</b> Difference Thresholds: Noticing Distinctions Between Stimuli Page 91  <b>MODULE 11: VISION: SHEDDING LIGHT ON THE EYE</b> Illuminating the Structure of the Eye Page 99
<b>3.2 Principles of Perception</b>	3.D: Discuss how experience and culture can influence perceptual processes.	<b>MODULE 13: PERCEPTUAL ORGANIZATION: CONSTRUCTING OUR VIEW OF THE WORLD</b> Perceptual Constancy Motion Perception: As the World Turns Perceptual Illusions: The Deceptions of Perceptions Pages 121-126

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<b>3.3 Visual Anatomy</b>	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.	<b>MODULE 11: VISION: SHEDDING LIGHT ON THE EYE</b> Illuminating the Structure of the Eye Color Vision and Color Blindness: The 7-Million-Color Spectrum Pages 94-102
	3.G: Explain common sensory conditions.	<b>MODULE 10: SENSING THE WORLD AROUND US</b> LOOKING Ahead Page 88  <b>MODULE 11: VISION: SHEDDING LIGHT ON THE EYE</b> Color Vision and Color Blindness: The 7-Million-Color Spectrum Page 100  <b>MODULE 12: HEARING AND THE OTHER SENSES</b> Sensing Sound How Our Senses Interact Page 105, 114-115
<b>3.4 Visual Perception</b>	3.H: Explain the role of top-down processing in producing vulnerability to illusion.	<b>MODULE 13: PERCEPTUAL ORGANIZATION: CONSTRUCTING OUR VIEW OF THE WORLD</b> 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
<b>3.5 Auditory Sensation and Perception</b>	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.	<b>MODULE 12: HEARING AND THE OTHER SENSES</b> Sensing Sound Pages 103-107
<b>3.6 Chemical Senses</b>	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.	<b>MODULE 12: HEARING AND THE OTHER SENSES</b> Smell and Taste Pages 107-110

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<b>3.7 Body Senses</b>	3.K: Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.	<b>MODULE 12: HEARING AND THE OTHER SENSES</b> Sensing Sound Page 106-107 The Skin Senses: Touch, Pressure, Temperature, and Pain Pages 110-114
<b>CHAPTER 8: Cognition and Language</b>		
Topic	Learning Target	Modules
<b>3.2 Principles of Perception</b>	3.E: Discuss the role of attention in behavior.	<b>MODULE 23: Thinking and Reasoning</b> Are Our Attention Spans Becoming Shorter? Page 241

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## UNIT 4: Learning (Chapter 6 and 14)

CHAPTER 6: Learning		
Topic	Learning Target	Modules
<b>4.1 Introduction to Learning</b>	4.A: Identify the contributions of key researchers in the psychology of learning.	<b>MODULE 17: CLASSICAL CONDITIONING</b> The Basics of Classical Conditioning Applying Conditioning Principles to Human Behavior Beyond Traditional Classical Conditioning: Challenging Basic Assumptions Pages 169-172, 175  <b>MODULE 18: OPERANT CONDITIONING</b> Thorndike's Law of Effect The Basics of Operant Conditioning Pages 177-179  <b>MODULE 19: COGNITIVE APPROACHES TO LEARNING</b> Latent Learning Observational Learning: Learning Through Imitation Page 191-193
	4.B: Interpret graphs that exhibit the results of learning experiments.	<b>MODULE 17: CLASSICAL CONDITIONING</b> The Basics of Classical Conditioning Extinction Pages 171, 173  <b>MODULE 18: OPERANT CONDITIONING</b> The Basics of Operant Conditioning Pages 181, 183  <b>MODULE 19: COGNITIVE APPROACHES TO LEARNING</b> Latent Learning Page 192
	4.C: Describe the essential characteristics of insight learning, latent learning, and social learning.	<b>MODULE 19: COGNITIVE APPROACHES TO LEARNING</b> Latent Learning Observational Learning: Learning Through Imitation Pages 191-197

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	4.D: Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	<b>MODULE 17: CLASSICAL CONDITIONING</b> Applying Conditioning Principles to Human Behavior Beyond Traditional Classical Conditioning: Challenging Basic Assumptions Pages 172-173, 175
	4.E: Provide examples of how biological constraints create learning predispositions.	<b>MODULE 17: CLASSICAL CONDITIONING</b> Beyond Traditional Classical Conditioning: Challenging Basic Assumptions Pages 169, 175  <b>MODULE 18: OPERANT CONDITIONING</b> The Basics of Operant Conditioning Pages 185-187
<b>4.2 Classical Conditioning</b>	4.F: Describe basic classical conditioning phenomena.	<b>MODULE 17: CLASSICAL CONDITIONING</b> The Basics of Classical Conditioning Pages 169-174
	4.G: Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.	<b>MODULE 18: OPERANT CONDITIONING</b> The Basics of Operant Conditioning Page 177, 184-185, 187-188  <b>MODULE 19: COGNITIVE APPROACHES TO LEARNING</b> Observational Learning: Learning Through Imitation Page 193
<b>4.3 Operant Conditioning</b>	4.H: Predict the effects of operant conditioning.	<b>MODULE 18: OPERANT CONDITIONING</b> The Basics of Operant Conditioning Pages 179-182
	4.I: Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.	<b>MODULE 18: OPERANT CONDITIONING</b> The Basics of Operant Conditioning Pages 179, 182-184
<b>4.4 Social and Cognitive Factors in Learning</b>	4.J: Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.	<b>MODULE 18: OPERANT CONDITIONING</b> Using Behavior Analysis and Behavior Modification Page 188
<b>Chapter 14: Health Psychology: Stress, Coping, and Well-Being</b>		
Topic	Learning Target	Modules
<b>4.1 Introduction to Learning</b>	4.D: Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	<b>MODULE 43: STRESS AND COPING</b> Stress: Reacting to Threat and Challenge The High Cost of Stress Coping with Stress Pages 466

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**UNIT 5: Cognitive Psychology** (Chapters 7, 8, 9, 12, and 17)

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

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<b>5.4 Retrieving</b>	5.F: Describe strategies for retrieving memories.	<b>MODULE 20: THE FOUNDATIONS OF MEMORY</b> Long-Term Memory Pages 208  <b>MODULE 21: RECALLING LONG-TERM MEMORIES</b> Retrieval Cues Flashbulb Memories Pages 214, 217-218
<b>5.5 Forgetting and Memory Distortion</b>	5.G: Describe strategies for memory improvement and typical memory errors.	<b>MODULE 20: THE FOUNDATIONS OF MEMORY</b> Short-Term Memory Pages 204-206  <b>MODULE 21: RECALLING LONG-TERM MEMORIES</b> Flashbulb Memories Constructive Processes in Memory: Rebuilding the Past Pages 218-223  <b>MODULE 22: FORGETTING: WHEN MEMORY FAILS</b> Why We Forget Proactive and Retroactive Interference: The Before and After of Forgetting Memory Dysfunctions: Afflictions of Forgetting Pages 225-230
<b>5.6 Biological Bases for Memory</b>	5.H: Describe and differentiate psychological and physiological systems of short- and long-term memory.	<b>MODULE 20: THE FOUNDATIONS OF MEMORY</b> Long-Term Memory Pages 210-212
<b>CHAPTER 8: Cognition and Language</b>		
Topic	Learning Target	Modules
<b>5.1 Introduction to Memory</b>	5.C: Identify the contributions of key researchers in cognitive psychology.	<b>MODULE 24: PROBLEM SOLVING</b> Production: Generating Solutions Pages 248-249  <b>MODULE 25: LANGUAGE</b> Language Development: Developing a Way with Words Page 259

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<b>5.7 Introduction to Thinking and Problem Solving</b>	5.I: Identify problem-solving strategies as well as factors that influence their effectiveness.	<b>MODULE 23: THINKING AND REASONING</b> Mental Images: Examining the Mind's Eye Concepts: Categorizing the World Reasoning: Making Up Your Mind Pages 234-240
	5.J: List the characteristics of creative thought and creative thinkers.	<b>MODULE 24: PROBLEM SOLVING</b> Creativity and Problem Solving Pages 251-254
<b>5.8 Biases and Errors in Thinking</b>	5.K: Identify problem-solving strategies as well as factors that create bias and errors in thinking.	<b>MODULE 24: PROBLEM SOLVING</b> Preparation: Understanding and Diagnosing Problems Production: Generating Solutions Judgment: Evaluating Solutions Impediments to Solutions: Why Is Problem Solving Such a Problem? Pages 243-251
<b>5.11 Components of Language and Language Acquisition</b>	5.S: Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	<b>MODULE 25: LANGUAGE</b> Grammar: Language's Language Language Development: Developing a Way with Words The Influence of Language on Thinking: Do Eskimos Have More Words for Snow Than Texans Do? Do Animals Use Language? Pages 256-263
<b>CHAPTER 9: Intelligence</b>		
Topic	Learning Target	Modules
<b>5.9 Introduction to Intelligence</b>	5.L: Define intelligence and list characteristics of how psychologists measure intelligence.	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> Theories of Intelligence: Are There Different Kinds of Intelligence? Contemporary IQ Tests: Gauging Intelligence Pages 269-272, 277-278  <b>MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY</b> Intellectual Disabilities Pages 286  <b>MODULE 28: GROUP DIFFERENCES IN INTELLIGENCE: GENETIC AND ENVIRONMENTAL DETERMINANTS</b> IQ and Heritability: The Relative Influence of Genetics and Environment Pages 291-292

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	5.M: Discuss how culture influences the definition of intelligence.	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> Pages 269-270
	5.N: Compare and contrast historic and contemporary theories of intelligence	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> 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.	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> 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  <b>MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY</b> The Intellectually Gifted Pages 287
<b>5.10 Psychometric Principles and Intelligence Testing</b>	5.P: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> Contemporary IQ Tests: Gauging Intelligence Pages 278-282
	5.Q: Interpret the meaning of scores in terms of the normal curve.	<b>MODULE 26: WHAT IS INTELLIGENCE?</b> Assessing Intelligence Pages 277
	5.R: Describe relevant labels related to intelligence testing	<b>MODULE 27: VARIATIONS IN INTELLECTUAL ABILITY</b> Intellectual Disabilities The Intellectually Gifted Pages 284-287
<b>5.11 Components of Language and Language Acquisition</b>	5.T: Debate the appropriate testing practices, particularly in relation to culture-fair test uses.	<b>MODULE 28: GROUP DIFFERENCES IN INTELLIGENCE: GENETIC AND ENVIRONMENTAL DETERMINANTS</b> Can We Develop Culture-Fair IQ Tests? IQ and Heritability: The Relative Influence of Genetics and Environment Pages 289-291

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Chapter 12: Development		
Topic	Learning Target	Modules
<b>5.1</b> <b>Introduction to Memory</b>	5.A: Compare and contrast various cognitive processes.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 395-396
Chapter 17: Social Psychology		
Topic	Learning Target	Modules
<b>5.9</b> <b>Introduction to Intelligence</b>	5.L: Define intelligence and list characteristics of how psychologists measure intelligence.	<b>MODULE 54: PREJUDICE AND DISCRIMINATION</b> Reducing the Consequences of Prejudice and Discrimination Page 579

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## UNIT 6: Developmental Psychology (Chapter 11 and 12)

CHAPTER 11: Sexuality and Gender		
Topic	Learning Target	Modules
<b>6.7 Gender and Sexual Orientation</b>	6.P: Describe how sex and gender influence socialization and other aspects of development.	<b>MODULE 32: GENDER AND SEX</b> Gender Roles: Society's Expectations for Women and Men Sexism on the Job Gender Differences: More Similar Than Dissimilar Sources of Gender Differences: Where Biology and Society Meet Pages 331-342  <b>MODULE 34: THE DIVERSITY OF SEXUAL BEHAVIOR</b> Approaches to Sexual Normality Surveying Sexual Behavior: What's Happening Behind Closed Doors? Heterosexuality Transgender Individuals Sexual Difficulties and Issues Pages 350-363
Chapter 12: Development		
Topic	Learning Target	Modules
<b>6.1 The Lifespan and Physical Development in Childhood</b>	6.A: Explain the process of conception and gestation, including factors that influence successful prenatal development.	<b>MODULE 36: PRENATAL DEVELOPMENT: CONCEPTION TO BIRTH</b> The Earliest Development Pages 376-379
	6.B: Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	<b>MODULE 35: NATURE AND NURTURE: THE ENDURING DEVELOPMENTAL ISSUE</b> Determining the Relative Influence of Nature and Nurture Pages 368-371  <b>MODULE 36: PRENATAL DEVELOPMENT: CONCEPTION TO BIRTH</b> The Basics of Genetics Pages 374-376
	6.C: Discuss maturation of motor skills.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> The Extraordinary Newborn Page 382

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<b>6.2 Social Development in Childhood</b>	6.D: Describe the influence of temperament and other social factors on attachment and appropriate socialization.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 390-391
	6.E: Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 386-387
	6.F: Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 386-389
	6.G: Explain how parenting styles influence development.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 389-390
<b>6.3 Cognitive Development in Childhood</b>	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	<b>MODULE 37: INFANCY AND CHILDHOOD</b> The Extraordinary Newborn Infancy Through Childhood Pages 382-383, 391-396
	6.I: Identify the contributions of major researchers in the area of cognitive development in childhood.	<b>MODULE 37: INFANCY AND CHILDHOOD</b> Infancy Through Childhood Pages 391-396
<b>6.4 Adolescent Development</b>	6.J: Discuss maturational challenges in adolescence, including related family conflicts.	<b>MODULE 35: NATURE AND NURTURE: THE ENDURING DEVELOPMENTAL ISSUE</b> Page 370  <b>MODULE 38: ADOLESCENCE: BECOMING AND ADULT</b> Physical Development: The Changing Adolescent Pages 398-404
<b>6.5 Adulthood and Aging</b>	6.K: Characterize the development of decisions related to intimacy as people mature.	<b>MODULE 38: ADOLESCENCE: BECOMING AND ADULT</b> Social Development: Finding One's Self in a Social World Pages 403  <b>MODULE 39: ADULTHOOD</b> Marriage, Children, and Divorce: Family Ties Changing Roles of Men and Women Pages 411-412

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	6.L: Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	<b>MODULE 39: ADULTHOOD</b> 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.	<b>MODULE 38: ADOLESCENCE: BECOMING AND ADULT</b> Social Development: Finding One's Self in a Social World Pages 402-403
<b>6.6 Moral Development</b>	6.N: Identify the contributions of major researchers in the area of moral development.	<b>MODULE 38: ADOLESCENCE: BECOMING AND ADULT</b> Moral and Cognitive Development: Distinguishing Right from Wrong Pages 400-401
	6.O: Compare and contrast models of moral development.	<b>MODULE 38: ADOLESCENCE: BECOMING AND ADULT</b> Moral and Cognitive Development: Distinguishing Right from Wrong Pages 400-401

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## UNIT 7: Motivation, Emotion, and Personality (Chapter 10, 11, 13, and 14)

Chapter 10: Motivation and Emotion		
Topic	Learning Target	Modules
<b>7.1 Theories of Motivation</b>	7.A: Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	<b>MODULE 29: EXPLAINING MOTIVATION</b> Instinct Approaches: Born to Be Motivated Incentive Approaches: Motivation's Pull Cognitive Approaches: The Thoughts Behind Motivation Pages 299, 302-303  <b>MODULE 30: HUMAN NEEDS AND MOTIVATION: EAT, DRINK, AND BE DARING</b> The Need for Achievement: Striving for Success Page 315
	7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each.	<b>MODULE 29: EXPLAINING MOTIVATION</b> 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.	<b>MODULE 30: HUMAN NEEDS AND MOTIVATION: EAT, DRINK, AND BE DARING</b> 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.	<b>MODULE 29: EXPLAINING MOTIVATION</b> Maslow's Hierarchy: Ordering Motivational Needs Pages 303-304

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<b>7.2 Specific Topics in Motivation</b>	7.E: Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.	<b>MODULE 29: EXPLAINING MOTIVATION</b> Drive-Reduction Approaches: Satisfying Our Needs Pages 299-300
<b>7.3 Theories of Emotion</b>	7.F: Compare and contrast major theories of emotion.	<b>MODULE 31: UNDERSTANDING EMOTIONAL EXPERIENCES</b> 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.	<b>MODULE 31: UNDERSTANDING EMOTIONAL EXPERIENCES</b> The Roots of Emotions Pages 325-326
<b>Chapter 11: Sexuality and Gender</b>		
Topic	Learning Target	Modules
<b>7.1 Theories of Motivation</b>	7.C: Describe classic research findings in specific motivations.	<b>MODULE 33: UNDERSTANDING HUMAN SEXUAL RESPONSE: THE FACTS OF LIFE</b> 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
<b>Chapter 13: Personality</b>		
Topic	Learning Target	Modules
<b>7.5 Introduction to Personality</b>	7.I: Describe and compare research methods that psychologists use to investigate personality.	<b>MODULE 42: ASSESSING PERSONALITY: DETERMINING WHAT MAKES US DISTINCTIVE</b> Self-Report Measures of Personality Projective Methods Behavioral Assessment Pages 447-453
	7.J: Identify the contributions of major researchers in personality theory.	<b>MODULE 40: PSYCHODYNAMIC APPROACHES TO PERSONALITY</b> Freud's Psychoanalytic Theory: Mapping the Unconscious Mind The Neo-Freudian Psychoanalysts: Building on Freud Pages 424-432  <b>MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY</b> Trait Approaches: Placing Labels on Personality

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		Learning Approaches: We Are What We've Learned Humanistic Approaches: The Uniqueness of You Pages 435-438, 444-445
<b>7.6 Psycho-analytic Theories of Personality</b>	7.K: Compare and contrast the psychoanalytic theories of personality with other theories of personality.	<b>MODULE 40: PSYCHODYNAMIC APPROACHES TO PERSONALITY</b> Freud's Psychoanalytic Theory: Mapping the Unconscious Mind The Neo-Freudian Psychoanalysts: Building on Freud Pages 424-432, 445
<b>7.7 Behaviorism and Social Cognitive Theories of Personality</b>	7.L: Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.	<b>MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY</b> Learning Approaches: We Are What We've Learned Comparing Approaches to Personality Pages 437-440, 445
<b>7.8 Humanistic Theories of Personality</b>	7.M: Compare and contrast humanistic theories of personality with other theories of personality.	<b>MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY</b> 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.	<b>MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY</b> Learning Approaches: We Are What We've Learned Page 438
<b>7.9 Trait Theories of Personality</b>	7.O: Compare and contrast trait theories of personality with other theories of personality.	<b>MODULE 41: TRAIT, LEARNING, BIOLOGICAL AND EVOLUTIONARY, AND HUMANISTIC APPROACHES TO PERSONALITY</b> Trait Approaches: Placing Labels on Personality Comparing Approaches to Personality Pages 434-436, 445
<b>7.10 Measuring Personality</b>	7.P: Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments.	<b>MODULE 42: ASSESSING PERSONALITY: DETERMINING WHAT MAKES US DISTINCTIVE</b> Self-Report Measures of Personality Projective Methods Behavioral Assessment

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		Pages 447-453
<b>Chapter 14: Health Psychology: Stress, Coping, and Well-Being</b>		
Topic	Learning Target	Modules
<b>7.1 Theories of Motivation</b>	7.D: Identify contributions of key researchers in the psychological field of motivation and emotion.	<b>MODULE 43: STRESS AND COPING</b> The High Cost of Stress Pages 463-464
<b>7.4 Stress and Coping</b>	7.H: Discuss theories of stress and the effects of stress on psychological and physical well-being.	<b>MODULE 43: STRESS AND COPING</b> Stress: Reacting to Threat and Challenge The High Cost of Stress Coping with Stress Pages 458-470  <b>MODULE 44: PSYCHOLOGICAL ASPECTS OF ILLNESS AND WELL-BEING</b> The As, Bs, and Ds of Coronary Heart Disease Psychological Aspects of Cancer Smoking Pages 472-476  <b>MODULE 45: PROMOTING HEALTH AND WELLNESS</b> Following Medical Advice Well-Being and Happiness Pages 478-483

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## UNIT 8: Clinical Psychology (Chapters 15 and 16)

Chapter 15: Psychological Disorders		
Topic	Learning Target	Modules
<b>8.1 Introduction to Psychological Disorders</b>	8.A: Recognize the use of the most recent version of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> published by the American Psychiatric Association as the primary reference for making diagnostic judgments.	<b>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</b> Classifying Abnormal Behavior: The ABC's of <i>DSM</i> Pages 493-495  <b>MODULE 48: PSYCHOLOGICAL DISORDERS IN PERSPECTIVE</b> The Social and Cultural Context of Psychological Disorders Pages 517-520
	8.B: Describe contemporary and historical conceptions of what constitutes psychological disorders.	<b>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</b> Defining Abnormality Perspectives on Abnormality: From Superstition to Science Pages 488-493  <b>MODULE 47: PSYCHOLOGICAL DISORDERS</b> Schizophrenia Pages 511  <b>MODULE 48: PSYCHOLOGICAL DISORDERS IN PERSPECTIVE</b> The Social and Cultural Context of Psychological Disorders Pages 517-520
	8.C: Discuss the intersection between psychology and the legal system.	<b>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</b> Defining Abnormality Page 489
<b>8.2 Psychological Perspectives and Etiology of Disorders</b>	8.D: Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	<b>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</b> Perspectives on Abnormality: From Superstition to Science Pages 490-493
	8.E: Identify the positive and negative consequences of diagnostic labels.	<b>MODULE 46: NORMAL VERSUS ABNORMAL: MAKING THE DISTINCTION</b> Classifying Abnormal Behavior: The ABC's of <i>DSM</i> Pages 493-495

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<b>8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders</b>	8.F: Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.	<b>MODULE 47: PSYCHOLOGICAL DISORDERS</b> Schizophrenia Disorders That Impact Childhood Other Disorders Pages 507-511, 513-514
<b>8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders</b>	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.	<b>MODULE 47: PSYCHOLOGICAL DISORDERS</b> Anxiety Disorders Obsessive-Compulsive Disorder Mood Disorders Pages 497-501, 503-507
<b>8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders</b>	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.	<b>MODULE 47: PSYCHOLOGICAL DISORDERS</b> Somatic Symptom Disorders Dissociative Disorders Pages 501-503
<b>8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders</b>	8.I: Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	<b>MODULE 47: PSYCHOLOGICAL DISORDERS</b> Personality Disorders Other Disorders Pages 511-512, 513-514
<b>Chapter 16: Treatment of Psychological Disorders</b>		
Topic	Learning Target	Modules
<b>8.7 Introduction to Treatment of Psychological Disorders</b>	8.J: Describe the central characteristics of psychotherapeutic intervention.	<b>MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT</b> Pages 525-526  <b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b> Evaluating Psychotherapy: Does Therapy Work? Page 542

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	8.K: Identify the contributions of major figures in psychological treatment.	<p><b>MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT</b>  Psychodynamic Approaches to Therapy  Behavioral Approaches to Therapy  Cognitive Approaches to Therapy  Pages 527-529, 533-534</p> <p><b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b>  Humanistic Therapy  Page 537-538</p>
<b>8.8 Psychological Perspectives and Treatment of Disorders</b>	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	<p><b>MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT</b>  Psychodynamic Approaches to Therapy  Behavioral Approaches to Therapy  Cognitive Approaches to Therapy  Pages 526-535</p> <p><b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b>  Humanistic Therapy  Interpersonal Therapy  Pages 537-539</p>
	8.M: Summarize effectiveness of specific treatments used to address specific problems.	<p><b>MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT</b>  Behavioral Approaches to Therapy  Cognitive Approaches to Therapy  Pages 530-532, 534</p> <p><b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b>  Evaluating Psychotherapy: Does Therapy Work?  Pages 541-543</p>
	8.N: Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).	<p><b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b>  Racial and Ethnic Factors in Treatment: Should Therapists Be Color-Blind?  Pages 543-544</p>

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	8.O: Describe prevention strategies that build resilience and promote competence.	<b>MODULE 51: BIOMEDICAL THERAPY: BIOLOGICAL APPROACHES TO TREATMENT</b> Community Psychology: Focus on Prevention Pages 551-552
<b>8.9 Treatment of Disorders from the Biological Perspective</b>	8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	<b>MODULE 51: BIOMEDICAL THERAPY: BIOLOGICAL APPROACHES TO TREATMENT</b> Drug Therapy Electroconvulsive Therapy (ECT) Psychosurgery Biomedical Therapies in Perspective Pages 546-551
<b>8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders</b>	8.Q: Compare and contrast different treatment methods.	<b>MODULE 49: PSYCHOTHERAPY: PSYCHODYNAMIC, BEHAVIORAL, AND COGNITIVE APPROACHES TO TREATMENT</b> Psychodynamic Approaches to Therapy Behavioral Approaches to Therapy Cognitive Approaches to Therapy Pages 526-535  <b>MODULE 50: PSYCHOTHERAPY: HUMANISTIC, INTERPERSONAL, AND GROUP APPROACHES TO TREATMENT</b> Humanistic Therapy Interpersonal Therapy Group Therapies Pages 537-540

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## UNIT 9: Social Psychology (Chapters 17)

Chapter 17: Social Psychology		
Topic	Learning Target	Modules
<b>9.1 Attribution Theory and Person Perception</b>	9.A: Apply attribution theory to explain motives.	<b>MODULE 52: ATTITUDES AND SOCIAL COGNITION</b> Persuasion: Changing Attitudes Social Cognition: Understanding Others Pages 561-565
	9.B: Articulate the impact of social and cultural categories on self-concept and relations with others.	<b>MODULE 52: ATTITUDES AND SOCIAL COGNITION</b> Attribution Biases in a Cultural Context: How Fundamental Is the Fundamental Attribution Error? Pages 565
	9.C: Anticipate the impact of self-fulfilling prophecy on behavior.	<b>MODULE 54: PREJUDICE AND DISCRIMINATION</b> Page 575
<b>9.2 Attitude Formation and Attitude Change</b>	9.D: Identify important figures and research in the areas of attitude formation and change.	<b>MODULE 52: ATTITUDES AND SOCIAL COGNITION</b> Persuasion: Changing Attitudes Pages 560-561
	9.E: Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	<b>MODULE 52: ATTITUDES AND SOCIAL COGNITION</b> Persuasion: Changing Attitudes Pages 558-561  <b>MODULE 53: SOCIAL INFLUENCE AND GROUPS</b> Compliance: Submitting to Direct Social Pressure Pages 570-572
<b>9.3 Conformity, Compliance, and Obedience</b>	9.F: Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	<b>MODULE 53: SOCIAL INFLUENCE AND GROUPS</b> Conformity: Following What Others Do Obedience: Following Direct Orders Pages 567-570, 572-574
	9.G: Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.	<b>MODULE 53: SOCIAL INFLUENCE AND GROUPS</b> Conformity: Following What Others Do Compliance: Submitting to Direct Social Pressure Obedience: Following Direct Orders Pages 567-574

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<b>9.4 Group Influences on Behavior and Mental Processes</b>	9.H: Describe the structure and function of different kinds of group behavior.	<b>MODULE 53: SOCIAL INFLUENCE AND GROUPS</b> Page 567
	9.I: Predict the impact of the presence of others on individual behavior.	<b>MODULE 53: SOCIAL INFLUENCE AND GROUPS</b> Compliance: Submitting to Direct Social Pressure Page 567, 571  <b>MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR</b> Helping Others: The Brighter Side of Human Nature Pages 589-590
<b>9.5 Bias, Prejudice, and Discrimination</b>	9.J: Describe processes that contribute to differential treatment of group members.	<b>MODULE 54: PREJUDICE AND DISCRIMINATION</b> The Foundations of Prejudice Measuring Prejudice and Discrimination: The Implicit Association Test Reducing the Consequences of Prejudice and Discrimination Pages 575-579
<b>9.6 Altruism and Aggression</b>	9.K: Describe the variables that contribute to altruism and aggression.	<b>MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR</b> Aggression and Prosocial Behavior: Hurting and Helping Others Helping Others: The Brighter Side of Human Nature Pages 586-591
<b>9.7 Interpersonal Attraction</b>	9.L: Describe the variables that contribute to attraction.	<b>MODULE 55: POSITIVE AND NEGATIVE SOCIAL BEHAVIOR</b> Liking and Loving: Interpersonal Attraction and the Development of Relationships Pages 582-586