

Correlation to the AP[®] Psychology Course and Exam Description (effective Fall 2019)

Correlation to the Course Content

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 1: Scientific Foundations of Psychology	TOPIC 1.1: Introducing Psychology	1.A—Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	3–4, 6–10, 12
		1.B—Identify the research contributions of major historical figures in psychology.	
		1.B.1—Mary Whiton Calkins, major historical figure in psychology	4
		1.B.2—Charles Darwin, major historical figure in psychology	4, 9, 118, 173
		1.B.3—Dorothea Dix, major historical figure in psychology	5
		1.B.4—Sigmund Freud, major historical figure in psychology	6, 184–185, 335, 374
		1.B.5—G.—Stanley Hall, major historical figure in psychology	5
		1.B.6—William James, major historical figure in psychology	4, 173
		1.B.7—Ivan Pavlov, major historical figure in psychology	7
		1.B.8—Jean Piaget, major historical figure in psychology	8, 365–372
		1.B.9—Carl Rogers, major historical figure in psychology	8
		1.B.10—B. F. Skinner, major historical figure in psychology	7
		1.B.11—Margaret Floy Washburn, major historical figure in psychology	5
		1.B.12—John B. Watson, major historical figure in psychology	6
Unit 1: Scientific Foundations of Psychology	TOPIC 1.1: Introducing Psychology	1.C—Describe and compare different theoretical approaches in explaining behavior.	
		1.C.1—Structuralism	4
		1.C.2—Functionalism	4–5
		1.C.3—Early Behaviorism	4–5
		1.C.4—Gestalt	5
		1.C.5—Psychoanalytic/psychodynamic	6, 10
		1.C.6—Humanistic	8, 10
		1.C.7—Evolutionary approach	9, 11
		1.C.8—Biological approach	9, 11
		1.C.9—Cognitive approach	8, 10
		1.C.10—Biopsychosocial approaches	9–11
		1.C.11—Sociocultural	9, 11

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 1: Scientific Foundations of Psychology	TOPIC 1.1: Introducing Psychology	1.D—Recognize the strengths and limitations of applying theories to explain behavior.	6–9, 12
		1.E—Distinguish the different domains of psychology.	
		1.E.1—Biological domain	9, 13
		1.E.2—Clinical domain	12
		1.E.3—Cognitive domain	13
		1.E.4—Counseling domain	13
		1.E.5—Developmental domain	13
		1.E.6—Educational domain	14
		1.E.7—Experimental domain	14
		1.E.8—Industrial–organizational domain	13
		1.E.9—Personality domain	14
		1.E.10—Psychometric domain	14
		1.E.11 Social domain	14
1.E.12 Positive domain	14		
Unit 1: Scientific Foundations of Psychology	Topic 1.2: Research Methods in Psychology	1.F—Differentiate types of research with regard to purpose, strengths, and weaknesses.	
		1.F.1—Research method: experiments	24–32
		1.F.2—Research method: correlational studies	33–35
		1.F.3—Research method: survey research	37–38
		1.F.4—Research method: naturalistic observations	35–36
		1.F.5—Research method: case studies	36–37
		1.F.6—Research method: longitudinal studies	362–363, 400
		1.F.7—Research method: cross-sectional studies	362–363, 400
Unit 1: Scientific Foundations of Psychology	Topic 1.3: The Experimental Method	1.G—Discuss the value of reliance on operational definitions and measurement in behavioral research.	26–28
		1.H—Identify independent, dependent, confounding, and control variables in experimental designs.	27–28, 30–31
		1.I—Describe how research design drives the reasonable conclusions that can be drawn.	
		1.I.1—Experiments are useful for determining cause and effect.	24–28, 30–31
		1.I.2—The use of experimental controls reduces alternative explanations.	24–28, 30–31
		1.I.3—Random assignment is needed to demonstrate cause and effect.	24–28, 30–31
		1.I.4—Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.	30–35
		1.J—Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.	30, 37–38
Unit 1: Scientific Foundations of Psychology	Topic 1.4: Selecting a Research Method	1.K—Predict the validity of behavioral explanations based on the quality of research design.	28–31
		1.K.1—Confounding variables limit confidence in research conclusions.	31

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 1: Scientific Foundations of Psychology	Topic 1.5: Statistical Analysis in Psychology	1.L—Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	55-62
		1.L.1—Measures of central tendency	57-62
		1.L.2—Variation (range, standard deviation)	57-62
		1.L.3—Correlation coefficient	63
		1.L.4—Frequency distribution (normal, bimodal, positive skew, negative skew)	57-62
		1.M—Distinguish the purposes of descriptive statistics and inferential statistics.	53, 64-66
Unit 1: Scientific Foundations of Psychology	Topic 1.6: Ethical Guidelines in Psychology	1.N—Identify how ethical issues inform and constrain research practices.	33, 35, 43-44
		1.O—Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.	42-44
		1.O.1—those provided by the American Psychological Association	42-43
		1.O.2—Federal regulations	43
		1.O.3—Local Institutional Review Board (IRB)	42
		1.O.4—Institutional Animal Care and Use Committee (IACUC)	44-45
Unit 2: Biological Bases of Behavior	Topic 2.1: Interaction of Heredity and Environment	2.A—Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	115-118
		2.B—Identify key research contributions of scientists in the area of heredity and environment.	
		2.B.1—Contributions of Charles Darwin, a key scientist in the area of heredity and environment	
		2.C—Predict how traits and behavior can be selected for their adaptive value.	118-120
Unit 2: Biological Bases of Behavior	Topic 2.2: The Endocrine System	2.D—Discuss the effect of the endocrine system on behavior.	83-84, 110
Unit 2: Biological Bases of Behavior	Topic 2.3: Overview of the Nervous System and the Neuron	2.E—Describe the nervous system and its subdivisions and functions.	
		2.E.1—Central and peripheral nervous systems	76-77, 94, 104
		2.F—Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.	76, 103-111
Unit 2: Biological Bases of Behavior	Topic 2.4: Neural Firing	2.G—Identify basic process of transmission of a signal between neurons.	76, 103-111
Unit 2: Biological Bases of Behavior	Topic 2.5: Influence of Drugs on Neural Firing	2.H—Discuss the influence of drugs on neurotransmitters.	
		2.H.1—Reuptake mechanisms	107, 109, 110
		2.H.2—Agonists	110
		2.H.3—Antagonists	110-111
Unit 2: Biological Bases of Behavior	Topic 2.6: The Brain	2.I—Describe the nervous system and its subdivisions and functions in the brain.	
		2.I.1—Major brain regions	85-91
		2.I.2—Lobes	85-91
		2.I.3—Cortical areas	85-91
		2.I.4—Brain lateralization and hemispheric specialization	91-94
		2.J—Identify the contributions of key researchers to the study of the brain.	
		2.J.1—Contributions of Paul Broca	79
		2.J.2—Contributions of Carl Wernicke	79

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 2: Biological Bases of Behavior	Topic 2.7: Tools for Examining Brain Structure and Function	2.K—Recount historic and contemporary research strategies and technologies that support research.	
		2.K.1—Research tool: case studies	78-79
		2.K.2—Research tool: split-brain research	91-94
		2.K.3—Research tool: imaging techniques	80-83
		2.K.4—Research tool: lesioning	79
		2.K.5—Research tool: autopsy	83
		2.L—Identify the contributions of key researchers to the development of tools for examining the brain.	
	2.L.1—Contributions of Roger Sperry	93	
Unit 2: Biological Bases of Behavior	Topic 2.8: The Adaptable Brain	2.M—Discuss the role of neuroplasticity in traumatic brain injury.	
		2.N—Identify the contributions of key researchers to the study of neuroplasticity.	
		2.N.1—Contributions of Michael Gazzaniga	93-94
		2.O—Describe various states of consciousness and their impact on behavior.	173-175
		2.P—Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	
		2.P.1—Depressants	189-190
		2.P.2—Stimulants	190-191
		2.P.3—Hallucinogens	191-192
		2.Q—Discuss drug dependence, addiction, tolerance, and withdrawal.	187-188, 192
		2.R—Identify the contributions of major figures in consciousness research.	
		2.R.1—Contributions of William James, major figure in consciousness research	173
		2.R.2—Contributions of Sigmund Freud, major figure in consciousness research	184-185
		2.S—Discuss aspects of sleep and dreaming.	
		2.S.1—Neural and behavioral characteristics of the stages of the sleep cycle	175-179
		2.S.2—Theories of sleep and dreaming	179-180
2.S.4—Symptoms and treatments of sleep disorders	182-183		
Unit 3: Sensation and Perception	Topic 3.1: Principles of Sensation	3.A—Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	
		3.A.1—Gestalt principles	155-156
		3.A.2—Depth perception	157-166
		3.A.3—Top-down processing	152
		3.A.4—Bottom-up processing	152-153
		3.B—Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	150-151, 155
		3.C—Identify the research contributions of major historical figures in sensation and perception.	
		3.C.1—Contributions of Gustav Fechner	151
		3.C.2—Contributions of David Hubel	153
		3.C.3—Contributions of Ernst Weber	150-151
	3.C.4—Contributions of Torsten Wiesel	153	

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 3: Sensation and Perception	Topic 3.2: Principles of Perception	3.D—Discuss how experience and culture can influence perceptual processes.	
		3.D.1—Perceptual set	164
		3.D.2—Context effects	165-166
		3.D.3—Schema	165
		3.E—Discuss the role of attention in behavior.	153-155
Unit 3: Sensation and Perception	Topic 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.	
		3.F.1—Vision process	127-131
		3.F.2—Concepts related to visual perception	127-131
		3.F.3—Theories of color vision	132
		3.G—Explain common sensory conditions.	
		3.G.1—Visual and hearing impairments	133, 137
		3.G.2—Synesthesia	141-142
Unit 3: Sensation and Perception	Topic 3.4: Visual Perception	3.H—Explain the role of top-down processing in producing vulnerability to illusion.	152-153
Unit 3: Sensation and Perception	Topic 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.	
		3.I.1—Hearing process	134-138
Unit 3: Sensation and Perception	Topic 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.	
		3.J.1—Taste	139-141
		3.J.2—Smell	139-140
Unit 3: Sensation and Perception	Topic 3.7: Body Senses	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.	
		3.K.1—Body sense: touch	141
		3.K.2—Body sense: pain	142-143
		3.K.3—Body sense: vestibular	141
		3.K.4—Body sense: kinesthesia	139, 141

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 4: Learning	Topic 4.1: Introduction to Learning	4.A—Identify the contributions of key researchers in the psychology of learning.	
		4.A.1—Contributions of Albert Bandura, key researcher to the psychology of learning	237–239, 241–242
		4.A.2—Contributions of Ivan Pavlov, key researcher in the psychology of learning	202–203, 205
		4.A.3—Contributions of Robert Rescorla, key researcher in the psychology of learning	232
		4.A.4—Contributions of B. F. Skinner, key researcher in the psychology of learning	208, 210, 215
		4.A.5—Contributions of Edward Thorndike, key researcher in the psychology of learning	209
		4.A.6—Contributions of Edward Tolman, key researcher in the psychology of learning	231
		4.A.7—Contributions of John B. Watson, key researcher in the psychology of learning	201, 206
		4.A.8—Contributions of John Garcia, key researcher in the psychology of learning	230–231
		4.B—Interpret graphs that exhibit the results of learning experiments.	218
		4.C—Describe the essential characteristics of insight learning, latent learning, and social learning.	231, 233–234, 237–238
		4.D—Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	209, 230–231, 235–236
		4.E—Provide examples of how biological constraints create learning predispositions.	232–233
		Unit 4: Learning	Topic 4.2: Classical Conditioning
4.F.1—Acquisition	202		
4.F.2—Extinction	208		
4.F.3—Spontaneous recovery	208		
4.F.4—Generalization	204–206		
4.F.5—Stimulus discrimination	204–205		
4.F.6—Higher-order learning	207–208		
4.F.7—Unconditioned stimulus	202		
4.F.8—Unconditioned response	202		
4.F.9—Neutral/conditioned stimulus	202–203, 206		
4.F.10—Conditioned response	203		
4.G—Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.	202–203, 208–209, 220, 237–238		

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 4: Learning	Topic 4.3: Operant Conditioning	4.H—Predict the effects of operant conditioning.	
		4.H.1—Positive reinforcement	211
		4.H.2—Negative reinforcement	211
		4.H.3—Positive punishment	211
		4.H.4—Negative punishment	211
		4.I—Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.	215-218
Unit 4: Learning	Topic 4.4: Social and Cognitive Factors in Learning	4.J—Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.	230, 236–237
Unit 5: Cognitive Psychology	Topic 5.1: Introduction to Memory	5.A—Compare and contrast various cognitive processes.	
		5.A.1—Effortful versus automatic processing	255-256
		5.A.2—Deep versus shallow processing	257-258
		5.A.3—Selective versus divided attention	154 253
		5.A.4—Metacognition	260, 281
		5.B—Describe and differentiate psychological and physiological systems of memory.	
		5.B.1—Short-term memory	253-254
		5.B.2—Implicit memory (procedural)	255
		5.B.3—Long-term memory	254
		5.B.4—Sensory memory (echoic, iconic)	253
		5.B.5—Prospective memory	258
		5.B.6—Explicit memory (semantic, episodic)	255-256
		5.B.7—Physiological systems	252-258
		5.C—Identify the contributions of key researchers in cognitive psychology.	
		5.C.1—Contributions of Noam Chomsky	276, 292
		5.C.2—Contributions of Hermann Ebbinghaus	262-263
		5.C.3—Contributions of Wolfgang Köhler	282
		5.C.4—Contributions of Elizabeth Loftus	265-266
5.C.5—Contributions of George A. Miller	256		
Unit 5: Cognitive Psychology	Topic 5.2: Encoding	5.D—Outline the principles that underlie construction and encoding of memories.	253-257
Unit 5: Cognitive Psychology	Topic 5.3: Storing	5.D—Outline the principles that underlie effective storage of memories.	253-257
Unit 5: Cognitive Psychology	Topic 5.4: Retrieving	5.F—Describe strategies for retrieving memories.	253-257
Unit 5: Cognitive Psychology	Topic 5.5: Forgetting and Memory Distortion	5.G—Describe strategies for memory improvement and typical memory errors.	266-267
Unit 5: Cognitive Psychology	Topic 5.6: Biological Bases for Memory	5.H—Describe and differentiate psychological and physiological systems of short- and long-term memory.	252-258
Unit 5: Cognitive Psychology	Topic 5.7: Introduction to Thinking and Problem Solving	5.I—Identify problem-solving strategies as well as factors that influence their effectiveness.	282-286
		5.J—List the characteristics of creative thought and creative thinkers.	279-281

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 5: Cognitive Psychology	Topic 5.8: Biases and Errors in Thinking	5.K—Identify problem-solving strategies as well as factors that create bias and errors in thinking.	281–289
Unit 5: Cognitive Psychology	Topic 5.9: Introduction to Intelligence	5.L—Define intelligence and list characteristics of how psychologists measure intelligence.	
		5.L.1—Abstract versus verbal measures	470-472
		5.L.2—Speed of processing	270-271, 474
		5.L.3—Fluid intelligence	399, 472
		5.L.4—Crystallized intelligence	399, 472
		5.L.5—Flynn effect	400, 479
		5.L.6—Stereotype threat	482-483
		5.L.7—Savant syndrome	260, 480
		5.M—Discuss how culture influences the definition of intelligence.	467-468
		5.N—Compare and contrast historic and contemporary theories of intelligence.	
		5.N.1—Charles Spearman, intelligence theorist	471
		5.N.2—Howard Gardner, intelligence theorist	484-485
		5.N.3—Robert Sternberg, intelligence theorist	485-486
		5.O—Identify the contributions of key researchers in intelligence research and testing.	
		5.O.1—Contributions of Alfred Binet, key researcher in intelligence	469
		5.O.2—Contributions of Francis Galton, key researcher in intelligence	468-470
		5.O.3—Contributions of Howard Gardner, key researcher in intelligence	484-485
		5.O.4—Contributions of Charles Spearman, key researcher in intelligence	471-472
		5.O.5—Contributions of Robert Sternberg, key researcher in intelligence	485
		5.O.6—Contributions of Lewis Terman, key researcher in intelligence	469-470, 481
5.O.7—Contributions of David Wechsler, key researcher in intelligence	470-471, 474		
Unit 5: Cognitive Psychology	Topic 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.	473–477
		5.Q—Interpret the meaning of scores in terms of the normal curve.	479–481
		5.R—Describe relevant labels related to intelligence testing.	
		5.R.1—Gifted	482-483
		5.R.2—Intellectual disability	482-483
Unit 5: Cognitive Psychology	Topic 5.11: Components of Language and Language Acquisition	5.S—Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	289–293
		5.T—Debate the appropriate testing practices, particularly in relation to culture-fair test uses.	483
Unit 6: Developmental Psychology	Topic 6.1: The Lifespan and Physical Development in Childhood	6.A—Explain the process of conception and gestation, including factors that influence successful pre-natal development.	
		6.A.1—Nutrition	356-357
		6.A.2—Illness	356-357
		6.A.3—Substance abuse	356-357
		6.A.4—Teratogens	356-357
		6.B—Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	355, 379, 394
6.C—Discuss maturation of motor skills.	357–360		

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 6: Developmental Psychology	Topic 6.2: Social Development in Childhood	6.D—Describe the influence of temperament and other social factors on attachment and appropriate socialization.	360–363, 377
		6.E—Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	
		6.E.1—Contributions of Albert Bandura, key researcher in the area of social development in childhood	374
		6.E.2—Contributions of Diana Baumrind, key researcher in the area of social development in childhood	377–379
		6.E.3—Contributions of Konrad Lorenz, key researcher in the area of social development in childhood	362
		6.E.4—Contributions of Harry Harlow, key researcher in the area of social development in childhood	362–363
		6.E.5—Contributions of Mary Ainsworth, key researcher in the area of social development in childhood	360–361
		6.E.6—Contributions of Sigmund Freud, key researcher in the area of social development in childhood	355, 374
		6.F—Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	355, 379, 394
	6.G—Explain how parenting styles influence development.	377–379	
Unit 6: Developmental Psychology	Topic 6.3: Cognitive Development in Childhood	6.H—Explain the maturation of cognitive abilities (Piaget’s stages, Information process).	364–369
		6.I—Identify the contributions of major researchers in the area of cognitive development in childhood.	
		6.I.1—Contributions of Lev Vygotsky, key researcher in the area of cognitive development in childhood	396–370
		6.I.2—Contributions of Jean Piaget, key researcher in the area of cognitive development in childhood	365–372
Unit 6: Developmental Psychology	Topic 6.4: Adolescent Development	6.J—Discuss maturational challenges in adolescence, including related family conflicts.	387–388, 389–391
Unit 6: Developmental Psychology	Topic 6.5: Adulthood and Aging	6.K—Characterize the development of decisions related to intimacy as people mature.	376–379, 402
		6.L—Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	398–400
		6.M—Identify the contributions of key researchers in the area of adulthood and aging.	
		6.M.1—Contributions of Erik Erikson, key researcher in the area of lifespan development	374–376
Unit 6: Developmental Psychology	Topic 6.6: Moral Development	6.N—Identify the contributions of major researchers in the area of moral development.	
		6.N.1—Contributions of Carol Gilligan	374
		6.N.2—Contributions of Lawrence Kohlberg	371–374
	6.O—Compare and contrast models of moral development.	371–374	
Unit 6: Developmental Psychology	Topic 6.7: Gender and Sexual Orientation	6.P—Describe how sex and gender influence socialization and other aspects of development.	393–395

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 7: Motivation, Emotion, and Personality	Topic 7.1: Theories of Motivation	7.A —Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	
		7.A.1 —Instincts	302
		7.A.2 —Incentives	304–305
		7.A.3 —Intrinsic versus extrinsic motivation	322–323
		7.A.4 —Overjustification effect	323
		7.A.5 —Self-efficacy	429–430
		7.A.6 —Achievement motivation	321–322
		7.B —Compare and contrast motivational theories, including the strengths and weaknesses of each.	
		7.B.1 —Drive reduction theory	322–323
		7.B.2 —Arousal theory (including the Yerkes-Dodson law)	305–306
		7.B.3 —Evolutionary theory of motivation	302
		7.B.4 —Maslow’s theory	306–308
		7.B.5 —Cognitive dissonance theory	421, 600–601
		7.C —Describe classic research findings in specific motivations.	
		7.C.1 —Motivation system: eating	302–303
		7.C.2 —Motivation system: sex	316–317
		7.C.3 —Motivation system: social	320–321
		7.D —Identify contributions of key researchers in the psychological field of motivation and emotion.	
		7.D.1 —Contributions of William James, key researcher in the psychology of motivation and emotion	330
		7.D.2 —Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion	317
7.D.3 —Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion	306–308		
7.D.4 —Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion	331		
7.D.5 —Contributions of Hans Selye, key researcher in the psychology of motivation and emotion	341		
Unit 7: Motivation, Emotion, and Personality	Topic 7.2: Specific Topics in Motivation	7.E —Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.	301–308
Unit 7: Motivation, Emotion, and Personality	Topic 7.3: Theories of Emotion	7.F —Compare and contrast major theories of emotion.	
		7.F.1 —James–Lange Theory	330
		7.F.2 —Cannon–Bard Theory	331
		7.F.3 —Schachter two-factor theory	331
		7.F.4 —Evolutionary theories (primary emotions)	329–330
		7.F.5 —Richard Lazarus’s appraisal theory	340–341
		7.F.6 —Joseph LeDoux’s theory	334
		7.F.7 —Paul Ekman’s research on cross-cultural displays of emotion	334–336
		7.F.8 —Facial feedback hypothesis	332
7.G —Describe how cultural influences shape emotional expression, including variations in body language.	335–336		

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 7: Motivation, Emotion, and Personality	Topic 7.4: Stress and Coping	7.H —Discuss theories of stress and the effects of stress on psychological and physical well-being.	
		7.H.1 —General adaptation theory	341
		7.H.2 —Stress-related illnesses	527–528
		7.H.3 —Lewin’s motivational conflicts theory	321
		7.H.4 —Unhealthy behaviors	341
Unit 7: Motivation, Emotion, and Personality	Topic 7.5: Introduction to Personality	7.I —Describe and compare research methods that psychologists use to investigate personality.	
		7.I.1 —Research method to investigate personality: case studies	435, 445–447
		7.I.2 —Research method to investigate personality: surveys	435, 445–447
		7.I.3 —Research method to investigate personality: personalities inventories	435, 445–447
		7.J —Identify the contributions of major researchers in personality theory.	
		7.J.1 —Contributions of Alfred Adler, key researcher in personality theory	422–423
		7.J.2 —Contributions of Albert Bandura, key researcher in personality theory	429
		7.J.3 —Contributions of Paul Costa and Robert McCrae, key researchers in personality theory	426
		7.J.4 —Contributions of Sigmund Freud, key researcher in personality theory	414–415, 417, 419–421
		7.J.5 —Contributions of Carl Jung, key researcher in personality theory	422
		7.J.6 —Contributions of Abraham Maslow, key researcher in personality theory	433
7.J.7 —Contributions of Carl Rogers, key researcher in personality theory	431–432		
Unit 7: Motivation, Emotion, and Personality	Topic 7.6: Psychoanalytic Theories of Personality	7.K —Compare and contrast the psychoanalytic theories of personality with other theories of personality.	414–415, 420–421
Unit 7: Motivation, Emotion, and Personality	Topic 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.	427–431
Unit 7: Motivation, Emotion, and Personality	Topic 7.8: Humanistic Theories of Personality	7.M —Compare and contrast humanistic theories of personality with other theories of personality.	431–433
		7.N —Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	
		7.N.2 —Collectivistic versus individualistic cultures	448, 450–451
Unit 7: Motivation, Emotion, and Personality	Topic 7.9: Trait Theories of Personality	7.O —Compare and contrast trait theories of personality with other theories of personality.	424–427
Unit 7: Motivation, Emotion, and Personality	Topic 7.10: Measuring Personality	7.P —Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.	
		7.P.1 —Personality inventory	437
		7.P.2 —Projective tests	436–437

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 8: Clinical Psychology	Topic 8.1: Introduction to Psychological Disorders	8.A—Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.	500–502
		8.B—Describe contemporary and historical conceptions of what constitutes psychological disorders.	496–500
		8.C—Discuss the intersection between psychology and the legal system.	
		8.C.1—Confidentiality	498
		8.C.2—Insanity defense	498
Unit 8: Clinical Psychology	Topic 8.2: Psychological Perspectives and Etiology of Disorders	8.D—Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	503–510
		8.E—Identify the positive and negative consequences of diagnostic labels.	
		8.E.1—The Rosenhan Study	512–515
Unit 8: Clinical Psychology	Topic 8.3: Neuro-developmental 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.	522–540
Unit 8: Clinical Psychology	Topic 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.	522–540
Unit 8: Clinical Psychology	Topic 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.	522–540
Unit 8: Clinical Psychology	Topic 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.	522–540

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 8: Clinical Psychology	Topic 8.7: Introduction to Treatment of Psychological Disorders	8.J—Describe the central characteristics of psychotherapeutic intervention.	551–554
		8.K—Identify the contributions of major figures in psychological treatment.	
		8.K.1—Contributions of Aaron Beck, major figure in psychological treatment	560–561
		8.K.2—Contributions of Albert Ellis, major figure in psychological treatment	560
		8.K.3—Contributions of Sigmund Freud, major figure in psychological treatment	552
		8.K.4—Contributions of Mary Cover Jones, major figure in psychological treatment	557
		8.K.5—Contributions of Carl Rogers, major figure in psychological treatment	554–555
		8.K.6—Contributions of B. F. Skinner, major figure in psychological treatment	558
		8.K.7—Contributions of Joseph Wolpe, major figure in psychological treatment	557
Unit 8: Clinical Psychology	Topic 8.8: Psychological Perspectives and Treatment of Disorders	8.L—Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	
		8.L.1—Treatment orientation: behavioral	556–559
		8.L.2—Treatment orientation: cognitive	559–561
		8.L.3—Treatment orientation: humanistic	554–556
		8.L.4—Treatment orientation: psychodynamic	551–553
		8.L.5—Treatment orientation: cognitive-behavioral	559–561
		8.L.6—Treatment orientation: sociocultural	507–510
		8.M—Summarize effectiveness of specific treatments used to address specific problems.	563–564
		8.N—Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).	577–581
Unit 8: Clinical Psychology	Topic 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.	563–564
Unit 8: Clinical Psychology	Topic 8.10: Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders	8.Q—Compare and contrast different treatment methods.	
		8.Q.1—Individual	551–561
		8.Q.2—Group	561–562
		8.Q.3—Rational-emotive method	560
		8.Q.4—Psychoanalytic/psychodynamic method	551–553
		8.Q.5—Client-centered method	554–555, 583
		8.Q.6—Cognitive method	559–561
		8.Q.7—Behavioral method	556–559
		8.Q.8—Sociocultural method	507–509
		8.Q.9—Biopsychosocial method	510
		8.Q.10—Cognitive-behavioral method	559–560

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 9: Social Psychology	Topic 9.1: Attribution Theory and Person Perception	9.A—Apply attribution theory to explain motives.	
		9.A.1—Fundamental attribution error	598
		9.A.2—Self-serving bias	596
		9.A.3—False consensus effect	421
		9.A.4—Confirmation bias	284
		9.A.5—Just-world hypothesis	381
		9.A.6—Halo effect	638
		9.B—Articulate the impact of social and cultural categories on self-concept and relations with others.	
		9.B.1—Gender	594-596
		9.B.2—Race	594-596
		9.B.3—Ethnicity	594-596
			9.C—Anticipate the impact of self-fulfilling prophecy on behavior.
Unit 9: Social Psychology	Topic 9.2: Attitude Formation and Attitude Change	9.D—Identify important figures and research in the areas of attitude formation and change.	
		9.D.1—Leon Festinger	600
		9.E—Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	
		9.E.1—Central route to persuasion	603
		9.E.2—Peripheral route to persuasion	603
		9.E.3—Cognitive dissonance	287, 600
		9.E.4—Elaboration likelihood model	603
Unit 9: Social Psychology	TOPIC 9.3: Conformity, Compliance, and Obedience	9.F—Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	
		9.F.1—Contributions of Solomon Asch	606
		9.F.2—Contributions of Stanley Milgram	606-608
		9.F.3—Contributions of Philip Zimbardo	601-602
		9.G—Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.	606-616
Unit 9: Social Psychology	Topic 9.4: Group Influences on Behavior and Mental Processes	9.H—Describe the structure and function of different kinds of group behavior.	611–617
		9.I—Predict the impact of the presence of others on individual behavior.	
		9.I.1—Bystander effect	614-616
		9.I.2—Social facilitation	611-612
		9.I.3—Social inhibition	611-612
		9.I.4—Group polarization	613-614
		9.I.5—Deindividuation	612-613
		9.I.6—Diffusion of responsibility	641
		9.I.7—In-group/out-group bias	632
		9.I.8—Reciprocity norms	631
		9.I.9—Social norms	631
		9.I.10—Social traps	629
		9.I.11 Prisoner's dilemma	627
		9.I.12 Conflict resolution	627
9.I.13 Superordinate goals	632		

Unit/Period	Topic	LEARNING TARGETS AND EXAMPLES	Text Pages
Unit 9: Social Psychology	Topic 9.5: Bias, Prejudice, and Discrimination	9.J—Describe processes that contribute to differential treatment of group members.	
		9.J.1—In-group/out-group dynamics	632
		9.J.2—Ethnocentrism	633
		9.J.3—Prejudice	634
		9.J.4—Bias	632–634
		9.J.5—Discrimination	635
		9.J.6—Scapegoat theory	634
		9.J.7—Stereotype	634
		9.J.1—Out-group homogeneity bias	632–633
	9.J.1—Mere-exposure effect	637	
Unit 9: Social Psychology	Topic 9.6: Altruism and Aggression	9.K—Describe the variables that contribute to altruism and aggression.	631-632
Unit 9: Social Psychology	Topic 9.7: Interpersonal Attraction	9.L—Describe the variables that contribute to attraction.	631, 642-643

Correlation to the AP[®] Psychology Course and Exam Description (effective Fall 2019)

Practices and Skills	Text Pages
1: Concept Understanding: Define, explain, and apply concepts, behavior, theories, and perspectives.	
1.A: Define and/or apply concepts.	20 #1–#2; 22 A; 73 A–C; 101 #1; 149 #1; 170 #1; 171 B–C; SOP* 193; 226 #1; 275 #1; TAP** 278; 297 #1, 3; 299; TAP 302; TAP 338; 352 #2; SOP 363; SOP 405; 410–411 #1; 411 #2; 412A–B; 443 #1; 444 #2; 464 #1; TAP 481; 492 #2; 494A–B; TAP 502; 521 #1; 522 #2; TAP 541; 548 #1; 576 #1; 591 A–D; SOP 644
1.B: Explain behavior in authentic context.	22 B; 198 #1; TAP 221; 248 #2; 249 C; 275 #1; 299; TAP 338; SOP 363; 411 #2; 465 A
1.C: Apply theories and perspectives in authentic contexts.	TAP 14; 20 #1; 71#1; 72#2; 73A–C; SOP 96; 124 #1, 22; 125 A–C; 199 A–B; SOP 193; 226 #2; TAP 221; 248 #1; 248 #2; 249 A–C; SOP 240; 275 #2; 328 #1; 328 #2; TAP 302; 352 #2; 353 B; TAP 338; 384 #1; 385 #2; 410–411 #1; 311 #2; SOP 405; 412A–B; 443 #1; 444 #2; TAP 458; 464 #1–2; 465 B; TAP 481; 492 #2; 494 A–B; 549A–B; 576 #2; 590 #1–2; 621 #1–2; 648 #1–2; 649 A–B
2: Data Analysis: Analyze and interpret quantitative data.	22 B; SO P, 41; 71 #1, 72 #2; SOP 111; SOP 161; 171A; SOP 268; 385 #2; SOP 435; 464 #2; 492 #1–2; 522 #2; 548 #2; 549 A; 576 #1; 621 #2; 648 #2
3: Scientific Investigation: Analyze psychological research studies.	50 #1, 2; TAP 65, 72 #2, 73 A–C; 101 #2; 124 #2; 149 #2; SOP 161; 170 #3; 171 A; 198 #2; 199 C; SOP 193; 226 #2; 248 #2; SOP 240; 275 #2; SOP 268; 297 #2; 328#2; TAP 302; 352 #2; 353 A–C; SOP 363; 385 #2; SOP 435; TAP 481; 492 #1; TAP 502; 522 #2; 548 #2; 549 C; SOP 580; SOP 609; 621 #2; SOP 644

*Science of Psychology

**Think as a Psychologist