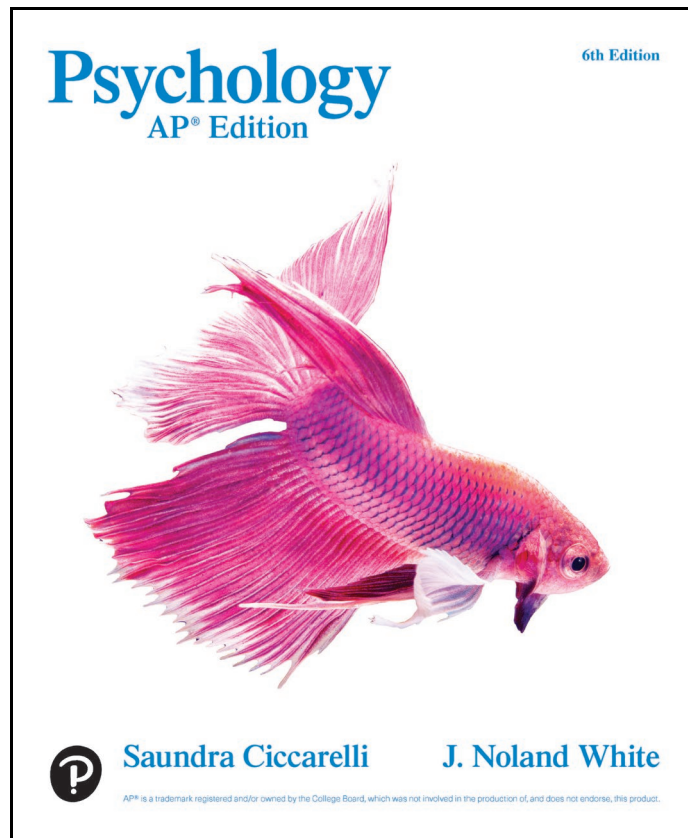


A Correlation of
Psychology
6th Edition, AP[®] Edition ©2021



To the
AP[®] Psychology Curriculum
Framework Topics and Learning
Targets (Fall 2019)

Advanced Placement Psychology Topics	Advanced Placement Psychology Learning Objectives	Ciccarelli/White, Psychology, AP Edition, 6 th Edition, Chapter/Page Citations
Unit 1: Scientific Foundations of Psychology		
Topic 1.1: Introducing Psychology		Chapter 1
	1.A: Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	1.1–1.2 The History of Psychology, 4; Concept Map, 10
	1.B: Identify the research contributions of major historical figures in psychology.	1.1–1.2 The History of Psychology, 4–10; Concept Map 10; Chapter Summary, 50
	1.C: Describe and compare different theoretical approaches in explaining behavior.	1.1–1.2 The History of Psychology, 4–10; 1.3–1.4 The Field of Psychology Today, 11–14; Table 1.1, 14; Concept Map 16–17; Chapter Summary, 50
	1.D: Recognize the strengths and limitations of applying theories to explain behavior.	1.5–1.10 Scientific Research, 17–20
	1.E: Distinguish the different domains of psychology.	1.4 Psychological Professionals and Areas of Specialization, 15–17; Figure 1.2, 15; Concept Map 16–17; Chapter Summary, 50
Topic 1.2: Research Methods in Psychology		Chapters 1, 8
	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	1.7 Descriptive Methods, 23–26; 1.8 Correlations: Finding Relationships, 26–28; 1.9 The Experiment, 28–31; Concept Map 32–33; Chapter Summary, 50–51; 8.1 Research Designs, 316; Table 8.1, 317; Concept Map, 320; Chapter Summary, 358
	1.G: Discuss the value of reliance on operational definitions and measurement in behavioral research.	The Variables, 29; Concept Map 32–33
Topic 1.3: The Experimental Method		Chapter 1
	1.H: Identify independent, dependent, confounding, and control variables in experimental designs.	1.9 The Experiment, 28–31; Concept Map 32–33; A Sample Experiment, 34–35; Chapter Summary, 51
	1.I: Describe how research design drives the reasonable conclusions that can be drawn.	1.8 Correlations: Finding Relationships, 26–28; The Experiment, 28–31; 1.10 Experimental Hazards and Controlling for Effects, 31–32; Concept Map 32–33; Chapter Summary, 51
	1.J: Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.	The Importance of Randomization, 30–31; Concept Map 32–33; Chapter Summary, 51
Topic 1.4: Selecting a Research Method		Chapter 1
	1.K: Predict the validity of behavioral explanations based on the quality of research design.	1.6 The Scientific Approach, 19–23; 1.7 Descriptive Methods, 23–26, 1.10 Experimental Hazards and Controlling for Effects, 31–32
Topic 1.5: Statistical Analysis in Psychology		Chapter 1
	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	1.11 What Are Statistics?, 35–36; 1.12–1.14 Descriptive Statistics, 36–42; Figure 1.4, 36; Figure 1.5, 36; Concept Map, 42; Chapter Summary, 51
	1.M: Distinguish the purposes of descriptive statistics and inferential statistics.	1.12–1.14 Descriptive Statistics, 36–42; Concept Map, 42; 1.15–1.16 Inferential Statistics, 43–45; Concept Map, 45; Chapter Summary, 51
Topic 1.6: Ethical Guidelines in Psychology		Chapter 1
	1.N: Identify how ethical issues inform and constrain research practices.	1.17–1.18 Ethics of Psychological Research, 46–48; Concept Map, 48; Chapter Summary 51–52
	1.O: Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.	1.17–1.18 Ethics of Psychological Research, 46–48; Concept Map, 48; Chapter Summary 51–52

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Unit 2: Biological Bases of Behavior		
Topic 2.1: Interaction of Heredity and Environment		Chapters 1, 2, 7, 8, 12
	2.A: Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	Biopsychological Perspective, 13; Evolutionary Perspective, 13-14; Table 1.1, 14; Concept Map, 16; Chapter Summary, 50; 7.10 The Nature/Nurture Issue Regarding Intelligence, 297-299; Concept Map, 300-301; Chapter Summary, 311; 8.2 Nature and Nurture 316-318; Concept Map, 320; 8.9-8.11 Gender Development and Sexual Orientation, 342-344; Concept Map, 345; Chapter Summary, 358-359; Instincts and the Evolutionary Approach, 364-365; Concept Map, 372; The Behavior of Emotion: Emotional Expression, 382-384; Chapter Summary, 393; 12.13 The Biology of Personality: Behavioral Genetics, 508-510; 12.15 Current Thoughts on the Heritability and Neuroscience of Personality, 512; Concept Map, 514
	2.B: Identify key research contributions of scientists in the area of heredity and environment.	William James and Functionalism, 5-7; Table 1.1, 14; The Behavior of Emotion: Emotional Expression, 382-384; The Facial Feedback Hypothesis: Smile, You'll Feel Better, 386-387
	2.C: Predict how traits and behavior can be selected for their adaptive value.	Evolutionary Perspective, 13-14; Table 1.1, 14; Chapter Summary, 50; 12.12 Current Thoughts on the Trait Perspective, 506-507
Topic 2.2: The Endocrine System		Chapter 2
	2.D: Discuss the effect of the endocrine system on behavior.	2.13-2.14 The Endocrine Glands, 93-95; Concept Map, 96; Chapter Summary, 100
Topic 2.3: Overview of the Nervous System and the Neuron		Chapter 2
	2.E: Describe the nervous system and its subdivisions and functions.	2.11-2.12 The Nervous System: The Rest of the Story, 86-92; Figure 2.14, 86; Figure 2.16, 89; Figure 2.17, 90; Concept Map, 92; Chapter Summary, 100
	2.F: Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.	2.1 Structure of the Neuron: The Nervous System's Building Block, 56-58; Figure 2.1, 56; Concept Map, 65; Chapter Summary, 98-99
Topic 2.4: Neural Firing		Chapter 2
	2.G: Identify basic process of transmission of a signal between neurons.	2.2 Generating the Message within the Neuron: The Neural Impulse, 58-60; Figure 2.2, 59; 2.3 Neurotransmission, 60-64; Concept Map, 65; Chapter Summary, 99
Topic 2.5: Influence of Drugs on Neural Firing		Chapters 2, 14
	2.H: Discuss the influence of drugs on neurotransmitters.	Neurotransmitters: Messengers of the Network, 61-63; Cleaning Up the Synapse: Reuptake and Enzymes, 63-64; Concept Map, 65; 14.10 Psychopharmacology, 602-607; Figure 14.1, 603; Figure 14.2, 605
Topic 2.6: The Brain		Chapter 2
	2.I: Describe the nervous system and its subdivisions and functions in the brain.	2.6-2.10 From the Bottom Up: The Structures of the Brain, 73-85; Figure 2.9, 74; Figure 2.10, 76; Figure 2.11, 78; Figure 2.12, 79; Concept Map, 85; Chapter Summary, 99-100
	2.J: Identify the contributions of key researchers to the study of the brain.	Broca's Area, 81; Wernicke's Area, 81; Through the Looking Glass—Spatial Neglect, 82
Topic 2.7: Tools for Examining Brain Structure and Function		Chapter 2
	2.K: Recount historic and contemporary research strategies and technologies that support research.	2.4-2.5 Looking Inside the Living Brain, 65-71; Concept Map, 72; Chapter Summary, 99
	2.L: Identify the contributions of key researchers to the development of tools for examining the brain.	Split-Brain Research, 83-84
Topic 2.8: The Adaptable Brain		Chapters 1, 2, 4
	2.M: Discuss the role of neuroplasticity in traumatic brain injury.	Damage to the Central Nervous System, Neuroplasticity, and Neurogenesis, 88-89; Phineas Gage and Neuroplasticity, 96-97; Chapter Summary, 100
	2.N: Identify the contributions of key researchers to the study of neuroplasticity.	Split-Brain Research, 83-84
	2.O: Describe various states of consciousness and their impact on behavior.	4.1-4.2 What Is Consciousness?, 146-147; Concept Map, 147; Chapter Summary, 182

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	2.P: Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	4.11–4.14 The Influence of Psychoactive Drugs, 169-180; Table 4.4, 176; Table 4.5, 180; Concept Map, 180; Chapter Summary, 183
	2.Q: Discuss drug dependence, addiction, tolerance, and withdrawal.	4.11 Dependence, 169-171; Concept Map, 180, Chapter Summary, 183
	2.R: Identify the contributions of major figures in consciousness research.	William James and Functionalism, 5; Sigmund Freud's Theory of Psychoanalysis, 8; 4.1 Definition of Consciousness, 146; 4.7 Why Do We Dream?, 162-164
Topic 2.9: Sleep and Dreaming		Chapter 4
	2.S: Discuss aspects of sleep and dreaming.	4.3–4.6 Sleep, 148-160; Concept Map, 160; 4.7–4.8 Dreams, 162-165; Concept Map, 165; Chapter Summary, 182
Unit 3: Sensation and Perception		
Topic 3.1: Principles of Sensation		Chapter 3
	3.A: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	3.1–3.3 The ABCs of Sensation, 104-107; Concept Map, 107; 3.14–3.16 The ABCs of Perception, 129-138; Chapter Summary, 140-141
	3.B: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	3.1–3.3 The ABCs of Sensation, 104-107; Concept Map, 107; Chapter Summary, 140-141
	3.C: Identify the research contributions of major historical figures in sensation and perception.	3.2 Sensory Thresholds, 104-106; 3.6 Perception of Color, 112-115; 3.8 Perceiving Pitch, 118; 3.16 Perceptual Illusions, 134-138
Topic 3.2: Principles of Perception		Chapter 3
	3.D: Discuss how experience and culture can influence perceptual processes.	3.14–3.16 The ABCs of Perception, 129-138
	3.E: Discuss the role of attention in behavior.	3.2 Sensory Thresholds, 104-106; 3.3 Habituation and Sensory Adaptation, 106-107; Applying Psychology to Everyday Life, 140; Chapter Summary, 142
Topic 3.3: Visual Anatomy		Chapter 3
	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.	3.4–3.6 The Science of Seeing, 107-115; Figure 3.3, 108; Figure 3.6, 111; Concept Map, 115; Chapter Summary, 141
	3.G: Explain common sensory conditions.	3.1 Transduction, 104; The Structure of the Eye, 109; Figure 3.4, 109; Color Blindness, 114–115; 3.9 Types of Hearing Impairments, 118–119; Pain Disorders, 126; Chapter Summary, 141
Topic 3.4: Visual Perception		Chapter 3
	3.H: Explain the role of top-down processing in producing vulnerability to illusion.	Other Factors That Influence Perception, 137; Chapter Summary, 142
Topic 3.5: Auditory Sensation and Perception		Chapter 3
	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.	3.7–3.9 The Hearing Sense: Can You Hear Me Now?, 116–119; Figure 3.12, 117; Concept Map, 119; Chapter Summary, 141
Topic 3.6: Chemical Senses		Chapter 3
	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.	3.10–3.11 Chemical Senses: It Tastes Good and Smells Even Better, 120–123; Figure 3.14, 121; Figure 3.16, 123; Concept Map, 123; Chapter Summary, 141
Topic 3.7: Body Senses		Chapter 3
	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.	3.12–3.13 The Other Senses: What the Body Knows, 124-128; Figure 3.17, 125; Concept Map, 128; Chapter Summary, 141-142
Unit 4: Learning		
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	4.A: Identify the contributions of key researchers in the psychology of learning.	Pavlov, Watson, and the Dawn of Behaviorism, 8; Behavioral Perspective, 11; Table 1.1, 14; 5.2 Pavlov and the Salivating Dogs, 188-194, 5.3 Classical Conditioning Applied to Human Behavior, 194-196; 5.4 The Contributions of Thorndike and Skinner, 198-199; Biological Constraints on Operant Conditioning, 211-212; Concept Map, 214; 5.10 Tolman's Maze-Running Rats: Latent Learning, 217-218; 5.11 Köhler's Smart Chimp: Insight Learning, 218-219; 5.12 Seligman's Depressed Dogs: Learned Helplessness, 219-220; Concept Map, 221; 5.13 Bandura and the Bobo Doll, 221-223; Chapter Summary, 225-226

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	4.B: Interpret graphs that exhibit the results of learning experiments.	Figure 5.5, 198; Figure 5.6, 204; Figure 5.9, 218
	4.C: Describe the essential characteristics of insight learning, latent learning, and social learning.	5.10–5.12 Cognitive Learning Theory, 217–220; Concept Map, 221; 5.13–5.14 Observational Learning, 221–223; Concept Map, 223; Chapter Summary, 226
	4.D: Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	5.3 Classical Conditioning Applied to Human Behavior, 194–196; Seligman’s Depressed Dogs: Learned Helplessness, 219–220; Chapter Summary, 225–226
	4.E: Provide examples of how biological constraints create learning predispositions.	Biological Constraints on Operant Conditioning, 211–212
Topic 4.2: Classical Conditioning		Chapter 5
	4.F: Describe basic classical conditioning phenomena.	5.2–5.3 It Makes Your Mouth Water: Classical Conditioning, 188–196; Concept Map, 197; Biological Constraints on Operant Conditioning, 211–212; Chapter Summary, 225
	4.G: Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.	5.2–5.3 It Makes Your Mouth Water: Classical Conditioning, 188–196; 5.4–5.9 What’s in It for Me? Operant Conditioning, 198–214; 5.13–5.14 Observational Learning, 221–223; Chapter Summary, 225–226
Topic 4.3: Operant Conditioning		Chapter 5
	4.H: Predict the effects of operant conditioning.	5.4–5.9 What’s in It for Me? Operant Conditioning, 198–214; Concept Map, 214; Chapter Summary, 225–226
	4.I: Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.	5.6 Schedules of Reinforcement: Why the One-Armed Bandit Is So Seductive, 202–206; Concept Map, 214; Chapter Summary, 225
Topic 4.4: Social and Cognitive Factors in Learning		Chapter 5
	4.J: Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.	5.9 Applications of Operant Conditioning: Shaping and Behavior Modification, 210–214; Concept Map, 214; Chapter Summary, 226
Unit 5: Cognitive Psychology		
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	5.A: Compare and contrast various cognitive processes.	6.1 Three Processes of Memory, 230; Concept Map, 232; 6.3–6.5 The Information-Processing Model: Three Memory Systems, 233–244; Concept Map, 244; 6.7 Recall and Recognition, 246–248; 6.8 Automatic Encoding: Flashbulb Memories, 249–250; Concept Map, 253; Chapter Summary, 266
	5.B: Describe and differentiate psychological and physiological systems of memory.	The Information-Processing Model: Three Memory Systems, 233–244; Concept Map, 244; Chapter Summary, 266
	5.C: Identify the contributions of key researchers in cognitive psychology.	Sperling’s Iconic Memory Test, 234; Capacity: The Magical Number Seven, Or Five, Or Four, 237; Elizabeth Loftus and Eyewitnesses, 248–249; 6.10 Ebbinghaus and the Forgetting Curve, 256–257; Chapter Summary, 267
Topic 5.2: Encoding		Chapter 6
	5.D: Outline the principles that underlie construction and encoding of memories.	Putting It In: Encoding, 230; Encoding Specificity: Context Effects on Memory Retrieval, 245–246; Encoding Specificity: State-Dependent Learning, 246; 6.8 Automatic Encoding: Flashbulb Memories, 249–250; Concept Map, 253; Encoding Failure, 257; Concept Map, 259; Using Elaborative Rehearsal to Make Memories More Memorable, 265; Chapter Summary, 266
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	5.F: Describe strategies for retrieving memories.	6.6–6.9 Getting It Out: Retrieval of Long-Term Memories, 245–253; Concept Map, 253; Chapter Summary, 266
Topic 5.5: Forgetting and Memory Distortion		Chapter 6
	5.G: Describe strategies for memory improvement and typical memory errors.	Elaborative Rehearsal, 240; 6.6–6.9 Getting It Out: Retrieval of Long-Term Memories, 245–253; Concept Map, 253; 6.10–6.11 What Were We Talking About? Forgetting, 256–259; Concept Map, 259; Using Elaborative Rehearsal to Make Memories More Memorable, 265; Chapter Summary, 266–267

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Topic 5.7: Introduction to Thinking and Problem Solving		Chapter 7
	5.I: Identify problem-solving strategies as well as factors that influence their effectiveness.	7.3 Problem-Solving and Decision-Making Strategies, 275–278; 7.4 Problems with Problem-Solving and Decision-Making, 278–279; 7.5 Creativity, 279–281; Table 7.1, 280; Concept Map, 281; Recognizing Cognitive Biases, 309-310; Chapter Summary, 310
	5.J: List the characteristics of creative thought and creative thinkers.	7.5 Creativity, 279–281; Table 7.1, 280; Concept Map, 281; Chapter Summary, 310
Topic 5.8: Biases and Errors in Thinking		Chapter 7
	5.K: Identify problem-solving strategies as well as factors that create bias and errors in thinking.	7.3 Problem-Solving and Decision-Making Strategies, 275–278; 7.4 Problems with Problem-Solving and Decision-Making, 278–279; Concept Map, 281; Recognizing Cognitive Biases, 309-310; Chapter Summary, 310-311
Topic 5.9: Introduction to Intelligence		Chapter 7
	5.L: Define intelligence and list characteristics of how psychologists measure intelligence.	7.6–7.10 Intelligence, 282-299; Table 7.3, 287; Concept Map, 300-301; Chapter Summary, 310-311
	5.M: Discuss how culture influences the definition of intelligence.	7.2 Concepts and Prototypes, 273-275; Divergent Thinking, 280; Concept Map, 281; IQ Tests and Cultural Bias, 289-290; Emotional Intelligence, 296-297; The Bell Curve and Misinterpretation of Statistics, 299
	5.N: Compare and contrast historic and contemporary theories of intelligence.	7.6 Theories of Intelligence, 282–; Table 7.2, 283; Figure 7.7, 284; Concept Map, 300-301; Chapter Summary, 310-311
	5.O: Identify the contributions of key researchers in intelligence research and testing.	7.6 Theories of Intelligence, 282–; Table 7.2, 283; Figure 7.7, 284; 7.7 Measuring Intelligence, 285-286; Terman's "Termites", 294-295; Emotional Intelligence, 296-297; Concept Map, 300-301; Chapter Summary, 310-311
Topic 5.10: Psychometric Principles and Intelligence Testing		Chapters 1, 7
	5.P: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	7.7 Measuring Intelligence, 285-286; 7.8 Test Construction: Good Test, Bad Test?, 286-291; Table 7.3, 287; Concept Map, 300; Chapter Summary, 311
	5.Q: Interpret the meaning of scores in terms of the normal curve.	The Normal Curve, 37; Figure 1.6, 37; 1.14 Measures of Variability, 40-42; Figure 1.11, 41; Norms, 288; Figure 7.8, 288; The Bell Curve and Misinterpretation of Statistics, 299; Concept Map, 300-301; Chapter Summary, 311
	5.R: Describe relevant labels related to intelligence testing.	7.9 Individual Differences in Intelligence, 292-297; Concept Map, 300-301; Chapter Summary, 311
Topic 5.11: Components of Language and Language Acquisition		Chapter 7
	5.S: Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	7.11–7.14 Language, 301-307; Concept Map, 307; Chapter Summary, 311
	5.T: Debate the appropriate testing practices, particularly in relation to culture-fair test uses.	IQ Tests and Cultural Bias, 289-290; The Bell Curve and Misinterpretation of Statistics, 299
Unit 6: Developmental Psychology		
Topic 6.1: The Lifespan and Physical Development in Childhood		Chapter 8
	6.A: Explain the process of conception and gestation, including factors that influence successful pre-natal development.	8.4–8.5 Prenatal Development, 321-324; Table 8.2, 324; Concept Map, 325; Chapter Summary, 358
	6.B: Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	8.2 Nature and Nurture, 316-318; 8.3 The Basic Building Blocks of Development, 318-320; Concept Map, 320; 8.9–8.11 Gender Development and Sexual Orientation, 342-344; Concept Map, 345; Chapter Summary, 358-359
	6.C: Discuss maturation of motor skills.	8.6 Physical Development, 325-328; Figure 8.6, 327; Concept Map, 340; Chapter Summary, 358

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	6.D: Describe the influence of temperament and other social factors on attachment and appropriate socialization.	8.8 Psychosocial Development, 335-339; Harlow and Contact Comfort, 337-338; Table 8.4, 339; Concept Map, 340; Chapter Summary, 358
	6.E: Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	Attachment Styles, 336-337; Harlow and Contact Comfort, 337-338; Erikson's Theory, 338-339; Table 8.4, 339; Concept Map, 340; Chapter Summary, 358; 12.3 Stages of Personality Development, 489-492
	6.F: Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	8.2 Nature and Nurture, 316-318; Concept Map, 320; 8.9-8.11 Gender Development and Sexual Orientation, 342-344; Concept Map, 345; Chapter Summary, 358-359
	6.G: Explain how parenting styles influence development.	8.8 Psychosocial Development, 335-339; Concept Map, 340; Erikson's Generativity Versus Stagnation: Parenting, 352-353
Topic 6.3: Cognitive Development in Childhood		Chapter 8
	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	8.7 Cognitive Development, 329-334; Table 8.3, 330; Figure 8.8, 331; Concept Map, 340; Chapter Summary, 358
	6.I: Identify the contributions of major researchers in the area of cognitive development in childhood.	8.7 Cognitive Development, 329-334; Concept Map, 340; Chapter Summary, 358
Topic 6.4: Adolescent Development		Chapter 8
	6.J: Discuss maturational challenges in adolescence, including related family conflicts.	8.12-8.14 Adolescence, 346-349; Concept Map, 349; Chapter Summary, 359
Topic 6.5: Adulthood and Aging		Chapter 8
	6.K: Characterize the development of decisions related to intimacy as people mature.	8.17 Psychosocial Development, 352-353; Chapter Summary, 359
	6.L: Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	8.15-8.20 Adulthood and Aging, 350-355; Concept Map, 356; Chapter Summary, 359
	6.M: Identify the contributions of key researchers in the area of adulthood and aging.	8.17 Psychosocial Development, 352-353; Chapter Summary, 359
Topic 6.6: Moral Development		Chapter 8
	6.N: Identify the contributions of major researchers in the area of moral development.	Moral Development, 347-348; Table 8.5, 348; Chapter Summary, 359
	6.O: Compare and contrast models of moral development.	Moral Development, 347-348; Table 8.5, 348; Chapter Summary, 359
Topic 6.7: Gender and Sexual Orientation		Chapter 8
	6.P: Describe how sex and gender influence socialization and other aspects of development.	8.9-8.11 Gender Development and Sexual Orientation, 342-344; Concept Map, 345; Chapter Summary, 358-359
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	7.A: Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	9.1-9.5 Understanding Motivation, 364-372; Concept Map, 372; Chapter Summary, 393; Bandura's Reciprocal Determinism and Self-Efficacy, 497-498
	7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each.	9.1-9.5 Understanding Motivation, 364-372; Concept Map, 372; Chapter Summary, 393; 10.7 Cognitive Factors in Stress, 415-416
	7.C: Describe classic research findings in specific motivations.	9.6-9.7 What, Hungry Again? Why People Eat, 374-378
	7.D: Identify contributions of key researchers in the psychological field of motivation and emotion.	Harlow and Contact Comfort, 337-338; 9.3 Different Strokes for Different Folks: Psychological Needs, 366-367; 9.5 Humanistic Approaches, 369-372; 9.9 Early Theories of Emotion, 385-387; 9.10 Cognitive Theories of Emotion, 387-390; The Angry/Happy Man, 388-389; Chapter Summary, 393-394; 10.4 The General Adaptation Syndrome, 408-409; Concept Map, 422-423; Chapter Summary, 432-433
Topic 7.2: Specific Topics in Motivation		Chapter 9
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	7.F: Compare and contrast major theories of emotion.	9.8–9.10 Emotion, 379-390; Figure 9.12, 390; Concept Map, 391; Chapter Summary, 393-394; 10.7 Cognitive Factors in Stress, 415-416; Concept Map, 422-423; Chapter Summary, 433
	7.G: Describe how cultural influences shape emotional expression, including variations in body language.	The Behavior of Emotion: Emotional Expression, 382-384; Subjective Experience: Labeling Emotion, 384; Chapter Summary, 393; How Culture Affects Stress, 421-422; Concept Map, 422-423; 10.12 How Culture Affects Coping, 429-430; Concept Map, 431; Chapter Summary, 433
Topic 7.4: Stress and Coping		Chapter 10
	7.H: Discuss theories of stress and the effects of stress on psychological and physical well-being.	10.1–10.3 Stress and Stressors, 398-406, Concept Map, 407; 10.4–10.9 Physiological Factors: Stress and Health, 408-422; Concept Map 422-423; 10.10–10.13 Coping with Stress, 425-430; Concept Map, 431; Chapter Summary, 432-433
Topic 7.5: Introduction to Personality		Chapter 12
	7.I: Describe and compare research methods that psychologists use to investigate personality.	12.13–12.15 Personality: Genetics, Neuroscience, and Culture, 508-512; Concept Map, 514; 12.16–12.17 Assessment of Personality, 515-521; Table 12.5, 516; Concept Map, 521; Informally Assessing Personality, 522; Chapter Summary, 524
	7.J: Identify the contributions of major researchers in personality theory.	12.2 Freud's Conception of Personality, 487-489; 12.4 The Neo-Freudians, 492-494; Concept Map 495-496; 12.6 Learning Theories, 497-499; Concept Map, 500; 12.8 Carl Rogers and the Humanistic Perspective, 500-502; 12.10 Allport and Cattell: Early Attempts to List and Describe Traits, 504; 12.11 Modern Trait Theories: The Big Five, 505-506; Concept Map, 507; Chapter Summary, 522-523
Topic 7.6: Psychoanalytic Theories of Personality		Chapter 12
	7.K: Compare and contrast the psychoanalytic theories of personality with other theories of personality.	12.2–12.5 Psychodynamic Perspectives, 486-495; Concept Map, 495-496; Chapter Summary, 522-523
Topic 7.7: Behaviorism and Social Cognitive Theories of Personality		Chapter 12
	7.L: Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.	12.6–12.7 The Behavioral and Social Cognitive View of Personality, 496-499; Concept Map, 500; Chapter Summary, 523
Topic 7.8: Humanistic Theories of Personality		Chapter 12
	7.M: Compare and contrast humanistic theories of personality with other theories of personality.	12.8–12.9 The Third Force: Humanism and Personality, 500-503; Concept Map, 503; Chapter Summary, 523
	7.N: Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	Geert Hofstede's Four Dimensions of Cultural Personality, 512-513; Personality, Family, and Culture, 514-515
Topic 7.9: Trait Theories of Personality		Chapter 12
	7.O: Compare and contrast trait theories of personality with other theories of personality.	12.10–12.12 Trait Theories: Who Are You?, 504-507; Concept Map, 507; Chapter Summary, 523-524
Topic 7.10: Measuring Personality		Chapter 12
	7.P: Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.	12.16–12.17 Assessment of Personality, 515-521; Table 12.5, 516; Concept Map, 521; Informally Assessing Personality, 522; Chapter Summary, 524
Unit 8: Clinical Psychology		
Topic 8.1: Introduction to Psychological Disorders		Chapter 13
	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.	13.3 Diagnosing and Classifying Disorders, 533–537; Concept Map, 538; Chapter Summary, 568
	8.B: Describe contemporary and historical conceptions of what constitutes psychological disorders.	13.1 Changing Conceptions of Abnormality, 528-530; Chapter Summary, 567
	8.C: Discuss the intersection between psychology and the legal system.	A Working Definition of Abnormality, 529-530; Chapter Summary, 567

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Topic 8.2: Psychological Perspectives and Etiology of Disorders		Chapters 13
	8.D: Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	13.2 Models of Abnormality, 530-532; Concept Map, 538; Chapter Summary, 567-568
	8.E: Identify the positive and negative consequences of diagnostic labels.	The Pros and Cons of Labels, 537-520
Topic 8.3: Neurodevelopmental and Schizophrenic Spectrum Disorders		Chapters 6, 8, 13
	8.F: Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.	Anterograde Amnesia, 262; Autism Spectrum Disorder, 334; 13.14-13.15 Schizophrenia: Altered Reality, 561-565; Concept Map, 565; Chapter Summary, 569
Topic 8.4: Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders		Chapter 13
	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.	13.4-13.5 Disorders of Mood: The Effect of Affect; 539-544; Concept Map, 544; 13.6-13.8 Disorders of Anxiety, Trauma, and Stress: What, Me Worry?, 544-551; Table 13.2, 547; Concept Map, 551; Chapter Summary, 568
Topic 8.5: Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders		Chapter 13
	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.	Acute Stress Disorder (ASD) and Posttraumatic Stress Disorder (PTSD), 548-549; Concept Map, 551; 13.9-13.10 Dissociative Disorders: Altered Identities, 552-554; Concept Map, 554; Chapter Summary, 568
Topic 8.6: Feeding and Eating, Substance and Addictive, and Personality Disorders		Chapters 9, 13
	8.I: Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	9.7 Obesity, 377-379; Concept Map, 379; 13.11 Eating Disorders, 555-557; Concept Map, 558; 13.12-13.13 Personality Disorders: I'm Okay, It's Everyone Else Who's Weird, 558-560; Concept Map, 560; Chapter Summary, 569
Topic 8.7: Introduction to Treatment of Psychological Disorders		Chapter 14
	8.J: Describe the central characteristics of psychotherapeutic intervention.	14.1 Treatment of Psychological Disorders: Past to Present, 574-575; Concept Map, 575; Chapter Summary, 615
	8.K: Identify the contributions of major figures in psychological treatment.	14.2-14.3 Insight Therapies: Psychodynamic and Humanistic Approaches, 576-581; Concept Map, 581-582; 14.4-14.5 Action Therapies: Behavior Therapies and Cognitive Therapies, 583-591; Table 14.2, 591; Chapter Summary 615-616
Topic 8.8: Psychological Perspectives and Treatment of Disorders		Chapter 14
	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	14.2-14.3 Insight Therapies: Psychodynamic and Humanistic Approaches, 576-581; Concept Map, 581-582; 14.4-14.5 Action Therapies: Behavior Therapies and Cognitive Therapies, 583-591; Table 14.2, 591; 14.10-14.12 Biomedical Therapies, 602-610; Concept Map, 611; Chapter Summary 615-617
	8.M: Summarize effectiveness of specific treatments used to address specific problems.	Evaluation of Psychoanalysis and Psychodynamic Approaches, 577-578; Evaluation of the Humanistic Therapies, 581; Concept Map, 581-582; Evaluation of Behavior Therapies, 587-588; Evaluation of Cognitive and Cognitive-Behavioral Therapies, 590; Concept Map, 591; 14.7 Evaluation of Group Therapy, 593-594; Concept Map, 594; 14.8-14.9 Does Psychotherapy Really Work?, 595-600; Concept Map, 600; Does It Work? Psychological Treatment, 601-602; 14.10-14.12 Biomedical Therapies, 602-610; Chapter Summary, 615-617
	8.N: Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment)	Cultural, Ethnic, and Gender Concerns in Psychotherapy, 598-600; Concept Map, 600; How to Help Others: Reducing the Stigma of Seeking Help, 614-615; Chapter Summary, 616
	8.O: Describe prevention strategies that build resilience and promote competence.	14.6-14.7 Group Therapies: Not Just for the Shy, 592-594; Concept Map, 594; 14.13 Lifestyle Factors: Fostering Resilience, 612-613; Concept Map, 613; Chapter Summary, 616-617

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Topic 8.9: Treatment of Disorders from the Biological Perspective		Chapter 14
	8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	14.12 Biomedical Therapies, 602-610; Concept Map, 611; Chapter Summary, 616-617
Topic 8.10: Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders		Chapter 14
	8.Q: Compare and contrast different treatment methods.	Evaluation of Psychoanalysis and Psychodynamic Approaches, 577-578; Evaluation of the Humanistic Therapies, 581; Concept Map, 581-582; Evaluation of Behavior Therapies, 587-588; Evaluation of Cognitive and Cognitive-Behavioral Therapies, 590; Concept Map, 591; 14.7 Evaluation of Group Therapy, 593-594; Concept Map, 594; 14.8-14.9 Does Psychotherapy Really Work?, 595-600; Concept Map, 600; Does It Work? Psychological Treatment, 601-602; 14.10-14.12 Biomedical Therapies, 602-610; Chapter Summary, 615-617
Unit 9: Social Psychology		
Topic 9.1: Attribution Theory and Person Perception		Chapters 1, 8, 11, 12
	9.A: Apply attribution theory to explain motives.	11.9 Attribution, 458-460; Concept Map, 460; Chapter Summary, 480; Evaluating Behavioral Assessments, Interviews, and Personality Inventories, 518-519
	9.B: Articulate the impact of social and cultural categories on self-concept and relations with others.	Sociocultural Perspective, 12; Who Am I? The Development of the Self-Concept, 338; 11.10-11.15 Social Interaction, 461-477; Concept Map, 477-478; Chapter Summary, 480-481
	9.C: Anticipate the impact of self-fulfilling prophecy on behavior.	Stereotype Vulnerability, 464-465; Chapter Summary, 481
Topic 9.2: Attitude Formation and Attitude Change		Chapter 11
	9.D: Identify important figures and research in the areas of attitude formation and change.	11.7 Cognitive Dissonance: When Attitudes and Behavior Clash, 454-456
	9.E: Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	11.5-11.9 Social Cognition, 450-460; Concept Map, 460; Chapter Summary, 480
Topic 9.3: Conformity, Compliance, and Obedience		Chapter 11
	9.F: Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	11.1-11.4 Social Influence, 438-448; Concept Map, 448; Chapter Summary, 479
	9.G: Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.	11.1-11.4 Social Influence, 438-448; Table 11.1, 441; Concept Map, 448; Chapter Summary, 479
Topic 9.4: Group Influences on Behavior and Mental Processes		Chapter 11
	9.H: Describe the structure and function of different kinds of group behavior.	11.2 Group Behavior, 440-443; Concept Map, 448; Chapter Summary, 479
	9.I: Predict the impact of the presence of others on individual behavior.	11.2 Group Behavior, 440-443; 11.3 Compliance, 443-444; 11.4 Obedience, 444-448; Concept Map, 448; 11.15 Prosocial Behavior, 474-477; Concept Map, 477-478; Chapter Summary, 479-481
Topic 9.5: Bias, Prejudice, and Discrimination		Chapter 11
	9.J: Describe processes that contribute to differential treatment of group members.	11.10 Prejudice and Discrimination, 461-463; 11.11 How People Learn and Overcome Prejudice, 463-466; Concept Map, 477-478; Chapter Summary, 480-481
Topic 9.6: Altruism and Aggression		Chapter 11
	9.K: Describe the variables that contribute to altruism and aggression.	11.14 Aggression, 469-474; 11.15 Prosocial Behavior, 474-477; Concept Map, 477-478; Chapter Summary, 481
Topic 9.7: Interpersonal Attraction		Chapter 11
	9.L: Describe the variables that contribute to attraction.	11.12 Interpersonal Attraction, 466-468; Concept Map, 477-478; Chapter Summary, 481