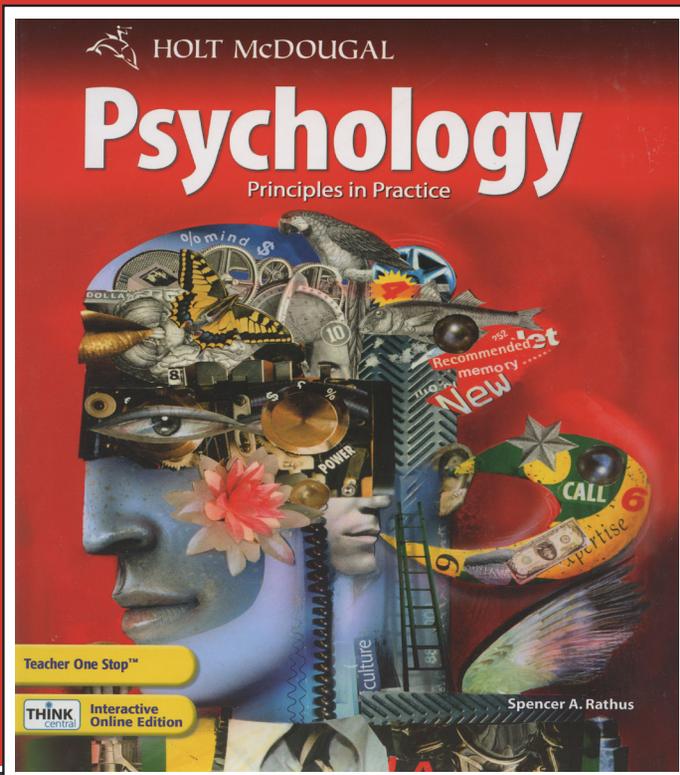


Correlation to the  
**Texas**  
**Essential Knowledge  
and Skills (TEKS) §113.45.**  
**Psychology**

**Psychology:  
Principles in Practice**  
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| Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material   |   |          |               |                |          |                   |
|---|---|----------|---------------|----------------|----------|-------------------|
| <b>Subject</b>  | <b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>         |          |               |                |          |                   |
| <b>Subchapter</b>   | <b>Subchapter C. High School</b>  |          |               |                |          |                   |
| <b>Course</b>   | <b>§113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012.</b> |          |               |                |          |                   |
| <b>Publisher</b>  | <b>Houghton Mifflin Harcourt</b>  |          |               |                |          |                   |
| <b>Program Title</b>  | <b>Holt McDougal Psychology: Principles in Practice Print Program Bundle</b>        |          |               |                |          |                   |
| <b>Program ISBN</b>   | <b>9780544344020</b>  |          |               |                |          |                   |
| <b>(a) General requirements.</b> Students shall be awarded one-half unit of credit for successful completion of this course.  |   |          |               |                |          |                   |
| <b>(b) Introduction.</b>  |   |          |               |                |          |                   |
| (1) In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.  |   |          |               |                |          |                   |
| (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.   |   |          |               |                |          |                   |
| (3) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.   |   |          |               |                |          |                   |
| (4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.<br>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.<br>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." |   |          |               |                |          |                   |
| (5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.   |   |          |               |                |          |                   |
| <b>(C) Knowledge and skills.</b>  |   |          |               |                |          |                   |
| Knowledge and Skills Statement  | Student Expectation   | Breakout | Citation Type | Component ISBN | Page (s) | Specific Location |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location  |
|--|--|--|---------------|----------------|----------|--|
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (A) identify characteristics that differentiate the field of psychology from other related social sciences   | (i) identify characteristics that differentiate the field of psychology from other related social sciences | Instruction   | 9780554004013  | 6        | Chapter 1, Section 1, Why Study Psychology?, Psychology as a Science   |
|  |  |  | Review        | 9780554004013  | 7        | Chapter 1, Section 1, Why Study Psychology?, Section 1 Assessment, Item 4  |
|  |  |  | Instruction   | 9780554004013  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychology as a Science, Reading Check Question                     |
|  |  |  | Review        | 9780554004013  | 8        | Chapter 1, Section 1, Neuroimaging and Cognitive Research, Thinking Critically                                   |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (i) trace the historical development of the contemporary perspectives in psychology, including biological  | Instruction   | 9780554004013  | 23       | Chapter 1, Section 4, Contemporary Perspectives, The Role of Biology   |
|  |  |  | Review        | 9780554004013  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |  | Instruction   | 9780554004013  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"                                    |
|  |  |  | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking  |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (ii) trace the historical development of the contemporary perspectives in psychology, including behavioral | Instruction   | 9780554004013  | 20       | Chapter 1, Section 3, A History of Psychology, Modern Developments in Psychology, John B. Watson and Behaviorism |
|  |  |  | Review        | 9780554004013  | 31       | Chapter 1 Review, Writing for AP Psychology  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location  |
|--|--|---|---------------|----------------|----------|--|
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (iii) trace the historical development of the contemporary perspectives in psychology, including cognitive    | Instruction   | 9780554004013  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Cognitive Perspective     |
|  |  |   | Review        | 9780554004013  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554004013  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                          |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (iv) trace the historical development of the contemporary perspectives in psychology, including sociocultural | Instruction   | 9780554004013  | 26       | Chapter 1, Section 4, Contemporary Perspectives, The Sociocultural Perspective |
|  |  |   | Review        | 9780554004013  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554004013  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                          |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (v) trace the historical development of the contemporary perspectives in psychology, including humanistic     | Instruction   | 9780554004013  | 24       | Chapter 1, Section 4, Contemporary Perspectives, The Humanistic Approach       |
|  |  |   | Review        | 9780554004013  | 31       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554004013  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   |               |                |          |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|--|---|---------------|----------------|----------|---|
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (vi) trace the historical development of the contemporary perspectives in psychology, including psychodynamic | Instruction   | 9780554004013  | 19-20    | Chapter 1, Section 3, A History of Psychology, Sigmund Freud and Psychoanalysis |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
|  |  |   | Instruction   | 9780554004013  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"   |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (C) explore subfields and career opportunities available in the science of psychology  | (i) explore subfields in the science of psychology  | Instruction   | 9780554004013  | 10--12   | Chapter 1, Section 2, What Psychologists Do, Major Fields in Psychology         |
|  |  |   | Review        | 9780554004013  | 14       | Chapter 1, Section 2, What Psychologists Do, Section 2 Assessment               |
|  |  |   | Instruction   | 9780554004013  | 13-14    | Chapter 1, Section 2, What Psychologists Do, Applied Fields in Psychology       |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (C) explore subfields and career opportunities available in the science of psychology  | (ii) explore career opportunities available in the science of psychology                                      | Instruction   | 9780554004013  | 12--13   | Chapter 1, Section 2, What Psychologists Do, Careers in Psychology Call-out Box |
|  |  |   | Review        | 9780554004013  | 30       | Chapter 1 Review, Internet Activity   |
|  |  |   |               |                |          |   |
|  |  |   |               |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location   |
|---|--|--|------------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (i) define the concepts of theory                              | Instruction      | 9780554004013  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554004013  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (ii) define the concepts of principle                          | Instruction      | 9780554004013  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554004013  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (iii) differentiate the concepts of theory and principle       | Instruction      | 9780554004013  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554004013  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (B) identify and describe the basic methods of social scientific reasoning | (i) identify the basic methods of social scientific reasoning  | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (B) identify and describe the basic methods of social scientific reasoning | (ii) describe the basic methods of social scientific reasoning | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |
|   |  |  |                  |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|---|--|--|--------------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (i) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection of psychological data | <b>Instruction</b> | 9780554004013  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554004013  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (ii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the storage of psychological data   | <b>Instruction</b> | 9780554004013  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554004013  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (iii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the use of psychological data      | <b>Instruction</b> | 9780554004013  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554004013  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554004013  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|--|---|---------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (i) define measures of central tendency (mean, median, and mode)      | Instruction   | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion                            |
|   |  |   | Review        | 9780554004013  | 61       | Chapter 2 Review, Writing for AP Psychology   |
|   |  |   | Instruction   | 9780554004013  | S19      | Skills Handbook, Using Statistics, Mode, Mean, and Median: Measures of Central Tendency                           |
|   |  |   | Review        | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion, Reading Check             |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (ii) define measures of dispersion (range and standard deviation)     | Instruction   | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion                            |
|   |  |   | Review        | 9780554004013  | 60       | Chapter 2 Review, Reviewing Vocabulary  |
|   |  |   | Instruction   | 9780554004013  | S20      | Skills Handbook, Using Statistics, Variability  |
|   |  |   | Review        | 9780554004013  | 61       | Chapter 2 Review, Writing for AP Psychology   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (iii) interpret measures of central tendency (mean, median, and mode) | Instruction   | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph                        |
|   |  |   | Review        | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph, Skills Focus Question |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|--|--|---------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (iv) interpret measures of dispersion (range and standard deviation) | Instruction   | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph                        |
|   |  |  | Review        | 9780554004013  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph, Skills Focus Question |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:         | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system                              | (i) describe the anatomy of the central nervous system               | Instruction   | 9780554004013  | 68       | Chapter 3, Section 1, The Nervous System, Quick Facts: Divisions of the Nervous System                            |
|   |  |  | Review        | 9780554004013  | 71       | Chapter 3, Section 1, The Nervous System, Assessment, Item 6  |
|   |  |  | Instruction   | 9780554004013  | 69-70    | Chapter 3, Section 1, The Nervous System, The Central Nervous System  |
|   |  |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Comprehension and Critical Thinking   |
|   |  |  |               |                |          |   |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:         | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system                              | (ii) describe the anatomy of the peripheral nervous system           | Instruction   | 9780554004013  | 68       | Chapter 3, Section 1, The Nervous System, Quick Facts: Divisions of the Nervous System                            |
|   |  |  | Review        | 9780554004013  | 71       | Chapter 3, Section 1, The Nervous System, Assessment, Item 2  |
|   |  |  | Instruction   | 9780554004013  | 70-71    | Chapter 3, Section 1, The Nervous System, The Peripheral Nervous System   |
|   |  |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Reviewing Vocabulary  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location  |
|---|---|--|---------------|----------------|----------|--|
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system | (iii) describe the anatomy of the endocrine system             | Instruction   | 9780554004013  | 80-83    | Chapter 3, Section 3: The Endocrine System, entire section                 |
|   |   |  | Review        | 9780554004013  | 92       | Chapter 3, Section 3 Assessment, Item 7                                    |
|   |   |  | Instruction   | 9780554004013  | 81       | Chapter 3, Section 3: The Endocrine System, Diagram (The Endocrine System) |
|   |   |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Reviewing Vocabulary                                     |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (i) explain the effects of the endocrine system on development | Instruction   | 9780554004013  | 81       | Chapter 3, Section 3: The Endocrine System, The Pituitary Gland            |
|   |   |  | Review        | 9780554004013  | 83       | Chapter 3, Section 3 Assessment, Item 5                                    |
|   |   |  | Instruction   | 9780554004013  | 82-83    | Chapter 3, Section 3: The Endocrine System, Ovaries and Testes             |
|   |   |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                      |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (ii) explain the effects of the endocrine system on behavior   | Instruction   | 9780554004013  | 82       | Chapter 3, Section 3: The Endocrine System, The Adrenal Glands             |
|   |   |  | Review        | 9780554004013  | 83       | Chapter 3, Section 3 Assessment, Item 6                                    |
|   |   |  | Instruction   | 9780554004013  | 82-83    | Chapter 3, Section 3: The Endocrine System, Ovaries and Testes             |
|   |   |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                      |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (iii) explain the effects of the nervous system on development | Instruction   | 9780554004013  | 75-77    | Chapter 3, Section 2, The Brain: Our Control Center, The Cerebral Cortex   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|---|--|--|--------------------|----------------|----------|---|
|   |  |  | <b>Review</b>      | 9780554004013  | 79       | Chapter 3, Section 2 Assessment, Thinking Critically                                    |
|   |  |  |                    |                |          |   |
|   |  |  |                    |                |          |   |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:                   | (B) explain the effects of the endocrine and nervous systems on development and behavior   | (iv) explain the effects of the nervous system on behavior | <b>Instruction</b> | 9780554004013  | 73-74    | Chapter 3, Section 2, The Brain: Our Control Center, Parts of the Brain                 |
|   |  |  | <b>Review</b>      | 9780554004013  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (i) explain the capabilities of sensory systems            | <b>Instruction</b> | 9780554004013  | 97-98    | Chapter 4, Section 1, Understanding Sensation and Perception, Stimulation of the Senses |
|   |  |  | <b>Review</b>      | 9780554004013  | 99       | Chapter 4, Section 1 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554004013  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization                           |
|   |  |  | <b>Review</b>      | 9780554004013  | 124      | Chapter 4 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (ii) explain the capabilities of individual perceptions    | <b>Instruction</b> | 9780554004013  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                      |
|   |  |  | <b>Review</b>      | 9780554004013  | 121      | Chapter 4, Section 5 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554004013  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization                           |
|   |  |  | <b>Review</b>      | 9780554004013  | 124      | Chapter 4 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (iii) explain the limitations of sensory systems           | <b>Instruction</b> | 9780554004013  | 97-98    | Chapter 4, Section 1, Understanding Sensation and Perception, Stimulation of the Senses |
|   |  |  | <b>Review</b>      | 9780554004013  | 99       | Chapter 4, Section 1 Assessment   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type      | Component ISBN | Page (s) | Specific Location  |
|---|--|---|--------------------|----------------|----------|--|
|   |  |   | <b>Instruction</b> | 9780554004013  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization  |
|   |  |   | <b>Review</b>      | 9780554004013  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions                   | (iv) explain the limitations of individual perceptions  | <b>Instruction</b> | 9780554004013  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                                     |
|   |  |   | <b>Review</b>      | 9780554004013  | 121      | Chapter 4, Section 5 Assessment  |
|   |  |   | <b>Instruction</b> | 9780554004013  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization  |
|   |  |   | <b>Review</b>      | 9780554004013  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (B) understand the interaction of the individual and the environment in determining sensation and perception | (i) understand the interaction of the individual and the environment in determining sensation   | <b>Instruction</b> | 9780554004013  | 112-113  | Chapter 4, Section 4, Other Senses, The Skin Senses  |
|   |  |   | <b>Review</b>      | 9780554004013  | 114      | Chapter 4, Section 4 Assessment  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (B) understand the interaction of the individual and the environment in determining sensation and perception | (ii) understand the interaction of the individual and the environment in determining perception | <b>Instruction</b> | 9780554004013  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                                     |
|   |  |   | <b>Review</b>      | 9780554004013  | 121      | Chapter 4, Section 5 Assessment  |
|   |  |   | <b>Instruction</b> | 9780554004013  | 117-121  | Chapter 4, Section 5, Perception, Movement, Depth Perception, Perceptual Constancies, Visual Illusions |
|   |  |   | <b>Review</b>      | 9780554004013  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to:                        | (A) critique the various perspectives presented in the nature versus nurture debate                          | (i) critique the various perspectives presented in the nature versus nurture debate             | <b>Instruction</b> | 9780554004013  | 86-87    | Chapter 3, Section 4, Heredity: Our Genetic Background, Nature and Nurture                             |

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|  |  |  | Review        | 9780554004013  | 88       | Chapter 3, Section 4 Assessment, Reviewing Main Ideas and Vocabulary                                 |
|  |  |  | Instruction   | 9780554004013  | 86       | Chapter 3, Section 4, Heredity: Our Genetic Background, Call-out box "Parenting: Nature or Nurture?" |
|  |  |  | Review        | 9780554004013  | 93       | Chapter 3 Review, Skills Activity: Interpreting Graphs   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (B) trace the influence of physical development on the individual              | (i) trace the influence of physical development on the individual              | Instruction   | 9780554004013  | 307      | Chapter 11, Section 1, Physical Development, From Child to Adult, The Adolescent Growth Spurt        |
|  |  |  | Review        | 9780554004013  | 309      | Chapter 11, Section 1 Assessment   |
|  |  |  | Instruction   | 9780554004013  | 300-301  | Chapter 10 Lab: Prenatal and Postnatal Development   |
|  |  |  | Review        | 9780554004013  | 301      | Chapter 10 Lab: Discussion Questions   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (C) discuss the role of the caregiver on individual development                | (i) discuss the role of the caregiver on individual development                | Instruction   | 9780554004013  | 86-87    | Chapter 3, Section 4, Heredity: Our Genetic Background, Nature and Nurture                           |
|  |  |  | Review        | 9780554004013  | 88       | Chapter 3, Section 4 Assessment, Reviewing Main Ideas and Vocabulary                                 |
|  |  |  | Instruction   | 9780554004013  | 87-88    | Chapter 3, Section 4, Heredity: Our Genetic Background, Kinship Studies                              |
|  |  |  | Review        | 9780554004013  | 92       | Chapter 3 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (D) explain factors involved in cognitive development according to Jean Piaget | (i) explain factors involved in cognitive development according to Jean Piaget | Instruction   | 9780554004013  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity                               |
|  |  |  | Review        | 9780554004013  | 303      | Chapter 10 Review, Writing for AP Psychology   |
|  |  |  | Instruction   | 9780554004013  | 294-297  | Chapter 10, Section 4, Cognitive Development, Piaget's Theory of Cognitive Development               |
|  |  |  | Review        | 9780554004013  | 299      | Chapter 10, Section 4 Assessment, Item 6   |

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| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (E) describe Erik Erikson's stages of psychosocial development  | (i) describe Erik Erikson's stages of psychosocial development  | Instruction   | 9780554004013  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity  |
|  |   |   | Review        | 9780554004013  | 277      | Chapter 10, Section 1 Assessment, Item 3  |
|  |   |   | Instruction   | 9780554004013  | 402-403  | Chapter 14, Section 2, The Psychoanalytic Approach, Call-out box "Erik Erikson's Stages of Psychosocial Development"                        |
|  |   |   | Review        | 9780554004013  | 418      | Chapter 14 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality | (i) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality | Instruction   | 9780554004013  | 297-299  | Chapter 10, Section 4, Cognitive Development, Kohlberg's Theory of Moral Development  |
|  |   |   | Review        | 9780554004013  | 302      | Chapter 10 Review, Psychology in Your Life  |
|  |   |   |               |                |          |   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each   | (i) evaluate the presented theories of human development  | Instruction   | 9780554004013  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |   | Review        | 9780554004013  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |   | Instruction   | 9780554004013  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity, Call-out boxes "Development in Stages" and "Continuous Development" |
|  |   |   | Review        | 9780554004013  | 303      | Chapter 10 Review, Writing for AP Psychology  |

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| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each       | (ii) specify the strengths of each   | Instruction   | 9780554004013  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |  | Review        | 9780554004013  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |  | Review        | 9780554004013  | 302      | Chapter 10 Review, Comprehension and Critical Thinking, Section 1   |
|  |   |  |               |                |          |   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each       | (iii) specify the weaknesses of each                                       | Instruction   | 9780554004013  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |  | Review        | 9780554004013  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |  | Review        | 9780554004013  | 302      | Chapter 10 Review, Comprehension and Critical Thinking, Section 1   |
|  |   |  |               |                |          |   |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (i) demonstrate an understanding of the principles of operant conditioning | Instruction   | 9780554004013  | 165      | Chapter 6, Section 2, Operant Conditioning, Operant Conditioning and Reinforcement  |
|  |   |  | Review        | 9780554004013  | 171      | Chapter 6, Section 2 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554004013  | 166      | Chapter 6, Section 2, Operant Conditioning, Operant Conditioning and Reinforcement, Call-out Box "Key Concepts of Operant Conditioning" |
|  |   |  | Review        | 9780554004013  | 184      | Chapter 6 Review, Comprehension and Critical Thinking   |
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| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (ii) demonstrate an understanding of the principles of classical conditioning | Instruction   | 9780554004013  | 159-160  | Chapter 6, Section 1, Classical Conditioning, Principles of Classic Conditioning             |
|  |   |   | Review        | 9780554004013  | 162      | Chapter 6, Section 1 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 161-162  | Chapter 6, Section 1, Classical Conditioning, Applications of Classical Conditioning         |
|  |   |   | Review        | 9780554004013  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (iii) demonstrate an understanding of the principles of social learning       | Instruction   | 9780554004013  | 172-175  | Chapter 6, Section 3, Cognitive Factors in Learning, Latent Learning, Observational Learning |
|  |   |   | Review        | 9780554004013  | 176      | Chapter 6, Section 3 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 175-176  | Chapter 6, Section 3, Cognitive Factors in Learning, Behavior Modification                   |
|  |   |   | Review        | 9780554004013  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (B) describe the processes of learning using typical classroom situations                                       | (i) describe the processes of learning using typical classroom situations     | Instruction   | 9780554004013  | 179      | Chapter 6, Section 4, The PQ4R Method: Learning to Learn, Preview and Question               |
|  |   |   | Review        | 9780554004013  | 181      | Chapter 6, Section 4 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554004013  | 179-181  | Chapter 6, Section 4, The PQ4R Method: Learning to Learn, Read, Reflect, Recited, and Review |
|  |   |   | Review        | 9780554004013  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:   | (A) compare predominant theories of motivation and emotion  | (i) compare predominant theories of motivation                                | Instruction   | 9780554004013  | 365-367  | Chapter 13, Section 1, The Psychology of Motivation, Theories of Motivation                  |
|  |   |   | Review        | 9780554004013  | 367      | Chapter 13, Section 1 Assessment, Item 6   |

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|  |  |   | <b>Instruction</b> | 9780554004013  | 376-377  | Chapter 13, Section 3, Psychological Needs, Making Things Fit            |
|  |  |   | <b>Review</b>      | 9780554004013  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (A) compare predominant theories of motivation and emotion                               | (ii) compare predominant theories of emotion                                  | <b>Instruction</b> | 9780554004013  | 382-384  | Chapter 13, Section 4, Emotions, Theories of Emotion                     |
|  |  |   | <b>Review</b>      | 9780554004013  | 384      | Chapter 13, Section 4 Assessment, Thinking Critically                    |
|  |  |   | <b>Instruction</b> | 9780554004013  | 386-387  | Chapter 13 Simulation: Identifying Motivations and Emotions              |
|  |  |   | <b>Review</b>      | 9780554004013  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (B) explore the interaction of biological and cultural factors in emotion and motivation | (i) explore the interaction of biological and cultural factors in emotion     | <b>Instruction</b> | 9780554004013  | 380-381  | Chapter 13, Section 4, Emotions, The Nature of Emotions                  |
|  |  |   | <b>Review</b>      | 9780554004013  | 384      | Chapter 13, Section 4 Assessment   |
|  |  |   | <b>Instruction</b> | 9780554004013  | 382-384  | Chapter 13, Section 4, Emotions, Theories of Emotion                     |
|  |  |   | <b>Review</b>      | 9780554004013  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (B) explore the interaction of biological and cultural factors in emotion and motivation | (ii) explore the interaction of biological and cultural factors in motivation | <b>Instruction</b> | 9780554004013  | 368-370  | Chapter 13, Section 2, Biological Needs: Focus on Hunger, Entire Section |
|  |  |   | <b>Review</b>      | 9780554004013  | 372      | Chapter 13, Section 2 Assessment   |
|  |  |   | <b>Instruction</b> | 9780554004013  | 374-378  | Chapter 13, Section 3, Psychological Needs, Entire Section               |
|  |  |   | <b>Review</b>      | 9780554004013  | 378      | Chapter 13, Section 3 Assessment   |
| (8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence. | (A) differentiate the various types of intelligence                                      | (i) differentiate the various types of intelligence                           | <b>Instruction</b> | 9780554004013  | 246-247  | Chapter 9 Case Study: What Makes a Creative Genius?                      |
|  |  |   | <b>Review</b>      | 9780554004013  | 247      | Chapter 9 Case Study, What Do You Think?                                 |

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|  |   |   | <b>Instruction</b> | 9780554004013  | 249-251  | Chapter 9, Section 1, What Is Intelligence?, Theories of Intelligence                               |
|  |   |   | <b>Review</b>      | 9780554004013  | 251      | Chapter 9, Section 1 Assessment, Reviewing Main Ideas and Vocabulary                                |
| (9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to: | (A) describe statistical concepts used in testing                                   | (i) describe statistical concepts used in testing                                   | <b>Instruction</b> | 9780554004013  | S18-S21  | Skills Handbook, Using Statistics   |
|  |   |   | <b>Review</b>      | 9780554004013  | 256      | Chapter 9, Section 2 Assessment, Thinking Critically  |
|  |   |   | <b>Instruction</b> | 9780554004013  | 253-255  | Chapter 9, Section 2, Measurement of Intelligence, Two Intelligence Tests, Reliability and Validity |
|  |   |   | <b>Review</b>      | 9780554004013  | 268      | Chapter 9 Review, Comprehension and Critical Thinking   |
| (9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to: | (B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests | (i) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests | <b>Instruction</b> | 9780554004013  | 253-254  | Chapter 9, Section 2, Measurement of Intelligence, Two Intelligence Tests                           |
|  |   |   | <b>Review</b>      | 9780554004013  | 256      | Chapter 9, Section 2 Assessment, Item 7   |
|  |   |   | <b>Review</b>      | 9780554004013  | 268      | Chapter 9 Review, Comprehension and Critical Thinking   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (A) define personality  | (i) define personality  | <b>Instruction</b> | 9780554004013  | 393      | Chapter 14, Section 1, The Trait Approach, Trait Theorists  |
|  |   |   | <b>Review</b>      | 9780554004013  | 395      | Chapter 14, Section 1 Assessment, Item 1  |
|  |   |   | <b>Instruction</b> | 9780554004013  | 394      | Chapter 14, Section 1, The Trait Approach, Call-out box "The Five-Factor Model"                     |
|  |   |   | <b>Review</b>      | 9780554004013  | 418      | Chapter 14 Review, Reviewing Vocabulary   |

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| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (i) compare various theories of personality, including psychodynamic | Instruction   | 9780554004013  | 397-400  | Chapter 14, Section 2, The Psychoanalytic Approach  |
|  |   |  | Review        | 9780554004013  | 403      | Chapter 14, Section 2 Assessment  |
|  |   |  | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554004013  | 419      | Chapter 14 Review, Writing for AP Psychology  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (ii) compare various theories of personality, including trait        | Instruction   | 9780554004013  | 393-395  | Chapter 14, Section 1, The Trait Approach, Trait Theorists                                |
|  |   |  | Review        | 9780554004013  | 395      | Chapter 14, Section 1 Assessment  |
|  |   |  | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554004013  | 418      | Chapter 14 Review, Comprehension and Critical Thinking                                    |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (iii) compare various theories of personality, including humanistic  | Instruction   | 9780554004013  | 410-411  | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Humanistic Psychology |
|  |   |  | Review        | 9780554004013  | 414      | Chapter 14, Section 4 Assessment  |
|  |   |  | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554004013  | 419      | Chapter 14 Review, Writing for AP Psychology  |

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| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (iv) compare various theories of personality, including sociocultural | Instruction   | 9780554004013  | 412-414  | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Sociocultural Psychology  |
|  |   |   | Review        | 9780554004013  | 414      | Chapter 14, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554004013  | 418      | Chapter 14 Review, Comprehension and Critical Thinking  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (v) evaluate various theories of personality, including psychodynamic | Instruction   | 9780554004013  | 402-403  | Chapter 14, Section 2, The Psychoanalytic Approach, Evaluation of the Psychoanalytic Approach |
|  |   |   | Review        | 9780554004013  | 403      | Chapter 14, Section 2 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554004013  | 419      | Chapter 14 Review, Writing for AP Psychology  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (vi) evaluate various theories of personality, including trait        | Instruction   | 9780554004013  | 395      | Chapter 14, Section 1, The Trait Approach, Evaluation of the Trait Approach                   |
|  |   |   | Review        | 9780554004013  | 395      | Chapter 14, Section 1 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554004013  | 419      | Chapter 14 Review, Writing for AP Psychology  |

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| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (vii) evaluate various theories of personality, including humanistic     | Instruction   | 9780554004013  | 412      | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Evaluation of the Humanistic Approach    |
|  |   |  | Review        | 9780554004013  | 414      | Chapter 14, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality  |
|  |   |  | Review        | 9780554004013  | 419      | Chapter 14 Review, Writing for AP Psychology   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (viii) evaluate various theories of personality, including sociocultural | Instruction   | 9780554004013  | 414      | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Evaluation of the Sociocultural Approach |
|  |   |  | Review        | 9780554004013  | 414      | Chapter 14, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554004013  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality  |
|  |   |  | Review        | 9780554004013  | 419      | Chapter 14 Review, Psychology in Your Life   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (C) describe personality assessment tools   | (i) describe personality assessment tools                                | Instruction   | 9780554004013  | 431-435  | Chapter 15, Section 3, Personality Tests, Entire Section   |
|  |   |  | Review        | 9780554004013  | 435      | Chapter 15, Section 3 Assessment   |
|  |   |  |               |                |          |  |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to:                 | (A) define and identify the basic elements of thought   | (i) define the basic elements of thought                                 | Instruction   | 9780554004013  | 215      | Chapter 8, Section 1, Understanding Thinking, Basic Elements of Thinking                                     |
|  |   |  | Review        | 9780554004013  | 218      | Chapter 8, Section 1 Assessment, Item  |
|  |   |  | Review        | 9780554004013  | 244      | Chapter 8 Review, Reviewing Vocabulary   |

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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (A) define and identify the basic elements of thought                                     | (ii) identify the basic elements of thought               | Instruction   | 9780554004013  | 215-216  | Chapter 8, Section 1, Understanding Thinking, Basic Elements of Thinking          |
|  |   |   | Review        | 9780554004013  | 218      | Chapter 8, Section 1 Assessment, Item 2   |
|  |   |   | Review        | 9780554004013  | 244      | Chapter 8 Review, Comprehension and Critical Thinking                             |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (i) identify strategies associated with problem solving   | Instruction   | 9780554004013  | 221-222  | Chapter 8, Section 2, Problem Solving, Approaches to Problem Solving              |
|  |   |   | Review        | 9780554004013  | 228      | Chapter 8, Section 2 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Instruction   | 9780554004013  | 222-225  | Chapter 8, Section 2, Problem Solving, Problem-Solving Methods                    |
|  |   |   | Review        | 9780554004013  | 244      | Chapter 8 Review, Psychology in Your Life   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (ii) identify obstacles associated with problem solving   | Instruction   | 9780554004013  | 225-226  | Chapter 8, Section 2, Problem Solving, Obstacles to Problem Solving               |
|  |   |   | Review        | 9780554004013  | 228      | Chapter 8, Section 2 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   |               |                |          |   |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iii) identify strategies associated with decision making | Instruction   | 9780554004013  | 231      | Chapter 8, Section 3, Reasoning and Decision Making, Weighing Costs and Benefits  |
|  |   |   | Review        | 9780554004013  | 233      | Chapter 8, Section 3 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Instruction   | 9780554004013  | 232      | Chapter 8, Section 3, Reasoning and Decision Making, Shortcuts in Decision Making |
|  |   |   | Review        | 9780554004013  | 244      | Chapter 8 Review, Comprehension and Critical Thinking                             |

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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iv) identify obstacles associated with decision making | Instruction   | 9780554004013  | 232      | Chapter 8, Section 3, Reasoning and Decision Making, Shortcuts in Decision Making |
|  |   |   | Review        | 9780554004013  | 233      | Chapter 8, Section 3 Assessment, Thinking Critically                              |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (C) explore the structural features of language   | (i) explore the structural features of language         | Instruction   | 9780554004013  | 236-237  | Chapter 8, Section 4, Language, The Basic Elements of Language                    |
|  |   |   | Review        | 9780554004013  | 240      | Chapter 8, Section 4 Assessment, Item 7   |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (D) discuss theories of language acquisition and development                              | (i) discuss theories of language acquisition            | Instruction   | 9780554004013  | 235      | Chapter 8, Section 4, Language, Basic Concepts of Language                        |
|  |   |   | Review        | 9780554004013  | 240      | Chapter 8, Section 4 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Review        | 9780554004013  | 245      | Chapter 8 Review, Writing for AP Psychology                                       |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (D) discuss theories of language acquisition and development                              | (ii) discuss theories of language development           | Instruction   | 9780554004013  | 237-239  | Chapter 8, Section 4, Language, The Stages of Language Development                |
|  |   |   | Review        | 9780554004013  | 242-243  | Chapter 8 Lab: Children, Thinking, and Language                                   |
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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) evaluate the limitations and capabilities of the information processing model | (i) evaluate the limitations of the information processing model   | Instruction   | 9780554004013  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Role of the Mind, The Cognitive Perspective          |
|  |   |  | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking, Item 4c  |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) evaluate the limitations and capabilities of the information processing model | (ii) evaluate the capabilities of the information processing model | Instruction   | 9780554004013  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Role of the Mind, The Cognitive Perspective          |
|  |   |  | Review        | 9780554004013  | 30       | Chapter 1 Review, Comprehension and Critical Thinking, Item 4c  |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (F) understand the states and levels of consciousness                             | (i) understand the states of consciousness                         | Instruction   | 9780554004013  | 129-130  | Chapter 5, Section 1, The Study of Consciousness, Consciousness as a Construct, Meanings of Consciousness |
|  |   |  | Review        | 9780554004013  | 131      | Chapter 5, Section 1 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554004013  | 140      | Chapter 5, Section 3, Altered States of Consciousness, Meditation and Biofeedback                         |
|  |   |  | Review        | 9780554004013  | 152      | Chapter 5 Review, Comprehension and Critical Thinking   |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (F) understand the states and levels of consciousness                             | (ii) understand the levels of consciousness                        | Instruction   | 9780554004013  | 130-131  | Chapter 5, Section 1, The Study of Consciousness, Different Levels of Consciousness                       |
|  |   |  | Review        | 9780554004013  | 131      | Chapter 5, Section 1 Assessment, Item 6   |
|  |   |  |               |                |          |   |

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|--|---|--|---------------|----------------|----------|--|
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (i) explain stress   | Instruction   | 9780554004013  | 473      | Chapter 17, Section 1, Understanding Stress, Different Kinds of Stress                       |
|  |   |  | Review        | 9780554004013  | 476      | Chapter 17, Section 1 Assessment, Reviewing Main Ideas and Vocabulary                        |
|  |   |  | Instruction   | 9780554004013  | 473-474  | Chapter 17, Section 1, Understanding Stress, Sources of Stress                               |
|  |   |  | Review        | 9780554004013  | 494      | Chapter 17 Review, Comprehension and Critical Thinking                                       |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (ii) explain the individual's physiological responses to stressors | Instruction   | 9780554004013  | 481      | Chapter 17, Section 2, Stress: Responses and Effects, Effects of Stress on the Immune System |
|  |   |  | Review        | 9780554004013  | 481      | Chapter 17, Section 2 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554004013  | 483-486  | Chapter 17, Section 3, Psychological Factors and Health, Entire section                      |
|  |   |  | Review        | 9780554004013  | 486      | Chapter 17, Section 3 Assessment   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (iii) explain the individual's behavioral responses to stressors   | Instruction   | 9780554004013  | 478-479  | Chapter 17, Section 2, Stress: Responses and Effects, Responses to Stress                    |
|  |   |  | Review        | 9780554004013  | 481      | Chapter 17, Section 2 Assessment   |
|  |   |  | Instruction   | 9780554004013  | 480      | Chapter 17, Section 2, Stress: Responses and Effects, The General Adaptation Syndrome        |
|  |   |  | Review        | 9780554004013  | 494      | Chapter 17 Review, Comprehension and Critical Thinking                                       |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (iv) explain the individual's psychological responses to stressors | Instruction   | 9780554004013  | 478-479  | Chapter 17, Section 2, Stress: Responses and Effects, Responses to Stress                    |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|---|---|---------------|----------------|----------|---|
|  |   |   | Review        | 9780554004013  | 481      | Chapter 17, Section 2 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 480      | Chapter 17, Section 2, Stress: Responses and Effects, The General Adaptation Syndrome             |
|  |   |   | Review        | 9780554004013  | 494      | Chapter 17 Review, Comprehension and Critical Thinking  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (B) evaluate cognitive and behavioral strategies for dealing with stress  | (i) evaluate cognitive strategies for dealing with stress         | Instruction   | 9780554004013  | 488-490  | Chapter 17, Section 4, Ways of Coping with Stress, Entire section                                 |
|  |   |   | Review        | 9780554004013  | 490      | Chapter 17, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 492-493  | Chapter 17 Simulation: Stress and Active Coping Methods   |
|  |   |   | Review        | 9780554004013  | 493      | Chapter 17 Simulation, Discussion Questions   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (B) evaluate cognitive and behavioral strategies for dealing with stress  | (ii) evaluate behavioral strategies for dealing with stress       | Instruction   | 9780554004013  | 488-490  | Chapter 17, Section 4, Ways of Coping with Stress, Entire section                                 |
|  |   |   | Review        | 9780554004013  | 490      | Chapter 17, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554004013  | 492-493  | Chapter 17 Simulation: Stress and Active Coping Methods   |
|  |   |   | Review        | 9780554004013  | 493      | Chapter 17 Simulation, Discussion Questions   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal | (i) analyze the challenges inherent in defining abnormal behavior | Instruction   | 9780554004013  | 499      | Chapter 18, Section 1, Understanding Psychological Disorders, Identifying Psychological Disorders |
|  |   |   | Review        | 9780554004013  | 530      | Chapter 18 Review, Comprehension and Critical Thinking  |
|  |   |   | Instruction   | 9780554004013  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | Review        | 9780554004013  | 529      | Chapter 18 Lab Discussion Questions   |

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|--|---|--|---------------|----------------|----------|--|
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal | (ii) acknowledge the sociocultural stigma of labeling behavior as abnormal | Instruction   | 9780554004013  | 520-521  | Chapter 18, Section 4, Schizophrenia, Call-out box, "Perceptions of Schizophrenia" |
|  |   |  | Review        | 9780554004013  | 520-521  | Chapter 18, Section 4, Schizophrenia, Call-out box, "Perceptions of Schizophrenia" |
|  |   |  |               |                |          |  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (i) recognize the biological origins of abnormal behavior                  | Instruction   | 9780554004013  | 509      | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Anxiety Disorders    |
|  |   |  | Review        | 9780554004013  | 513      | Chapter 18, Section 2 Assessment, Item 7   |
|  |   |  | Instruction   | 9780554004013  | 522-523  | Chapter 18, Section 4, Schizophrenia, Explaining Schizophrenia                     |
|  |   |  | Review        | 9780554004013  | 523      | Chapter 18, Section 4 Assessment, Item 4   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (ii) recognize the social origins of abnormal behavior                     | Instruction   | 9780554004013  | 522      | Chapter 18, Section 4, Schizophrenia, Explaining Schizophrenia                     |
|  |   |  | Review        | 9780554004013  | 523      | Chapter 18, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554004013  | 526-527  | Chapter 18, Section 5, Personality Disorders, Explaining Personality Disorders     |
|  |   |  | Review        | 9780554004013  | 527      | Chapter 18, Section 5 Assessment   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (iii) recognize the cognitive origins of abnormal behavior                 | Instruction   | 9780554004013  | 508-509  | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Anxiety Disorders    |
|  |   |  | Review        | 9780554004013  | 513      | Chapter 18, Section 2 Assessment, Item 7   |

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|--|---|---|--------------------|----------------|----------|---|
|  |   |   | <b>Instruction</b> | 9780554004013  | 526-527  | Chapter 18, Section 5, Personality Disorders, Explaining Personality Disorders  |
|  |   |   | <b>Review</b>      | 9780554004013  | 527      | Chapter 18, Section 5 Assessment  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (i) discuss major categories of abnormal behaviors  | <b>Instruction</b> | 9780554004013  | 501      | Chapter 18, Section 1, Understanding Psychological Disorders, Call-out Box, "Major Categories of Psychological Disorders" |
|  |   |   | <b>Review</b>      | 9780554004013  | 502      | Chapter 18, Section 1 Assessment  |
|  |   |   | <b>Instruction</b> | 9780554004013  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | <b>Review</b>      | 9780554004013  | 530      | Chapter 18 Review, Comprehension and Critical Thinking  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (ii) identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | <b>Instruction</b> | 9780554004013  | 501      | Chapter 18, Section 1, Understanding Psychological Disorders, Call-out Box, "Major Categories of Psychological Disorders" |
|  |   |   | <b>Review</b>      | 9780554004013  | 502      | Chapter 18, Section 1 Assessment, Item 7  |
|  |   |   | <b>Instruction</b> | 9780554004013  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | <b>Review</b>      | 9780554004013  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders, Discussion  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (F) evaluate the effectiveness of past and present methods of therapy   | (i) evaluate the effectiveness of past methods of therapy   | <b>Instruction</b> | 9780554004013  | 534      | Chapter 19, Section 1, What Therapy Is and Does, Psychology Close Up  |
|  |   |   | <b>Review</b>      | 9780554004013  | 549      | Chapter 19, Section 4, Biological Therapy, Psychology Close Up  |

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|---|---|---|---------------|----------------|----------|---|
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:                              | (F) evaluate the effectiveness of past and present methods of therapy | (ii) evaluate the effectiveness of present methods of therapy | Instruction   | 9780554004013  | 539-542  | Chapter 19, Section 2, The Psychoanalytic and Humanistic Approaches, Entire Section |
|   |   |   | Review        | 9780554004013  | 538      | Chapter 19, Section 1 Assessment  |
|   |   |   | Instruction   | 9780554004013  | 544-548  | Chapter 19, Section 3, Cognitive Therapy and Behavior Therapy, Entire Section       |
|   |   |   | Review        | 9780554004013  | 557      | Chapter 19 Review, Writing for AP Psychology  |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (A) describe how attributions affect explanations of behavior         | (i) describe how attributions affect explanations of behavior | Instruction   | 9780554004013  | 512      | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Mood Disorders        |
|   |   |   | Review        | 9780554004013  | 513      | Chapter 18, Section 2 Assessment, Item 6  |
|   |   |   | Instruction   | 9780554004013  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                        |
|   |   |   | Review        | 9780554004013  | 586      | Chapter 20 Review, Comprehension and Critical Thinking                              |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination         | (i) explore the nature of bias                                | Instruction   | 9780554004013  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                        |
|   |   |   | Review        | 9780554004013  | 579      | Chapter 20, Section 4 Assessment, 579   |
|   |   |   | Review        | 9780554004013  | 587      | Chapter 20 Review, Writing for AP Psychology  |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination         | (ii) explore the nature of discrimination                     | Instruction   | 9780554004013  | 573      | Chapter 20, Section 3, Prejudice, The Prejudicial View                              |
|   |   |   | Review        | 9780554004013  | 574      | Chapter 20, Section 3 Assessment  |
|   |   |   | Review        | 9780554004013  | 587      | Chapter 20 Review, Skills Activity: Interpreting Cartoons                           |
|   |   |   |               |                |          |   |

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|---|--|---|---------------|----------------|----------|---|
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination                    | (iii) explore the effects of bias                                   | Instruction   | 9780554004013  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                    |
|   |  |   | Review        | 9780554004013  | 579      | Chapter 20, Section 4 Assessment, 579   |
|   |  |   | Review        | 9780554004013  | 587      | Chapter 20 Review, Writing for AP Psychology                                    |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination                    | (iv) explore the effects of discrimination                          | Instruction   | 9780554004013  | 573      | Chapter 20, Section 3, Prejudice, The Prejudicial View                          |
|   |  |   | Review        | 9780554004013  | 574      | Chapter 20, Section 3 Assessment  |
|   |  |   | Review        | 9780554004013  | 587      | Chapter 20 Review, Skills Activity: Interpreting Cartoons                       |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (C) describe circumstances in which conformity and obedience are likely to occur | (i) describe circumstances in which conformity [is] likely to occur | Instruction   | 9780554004013  | 595-596  | Chapter 21, Section 2, Conformity and Obedience, Asch's Studies of Conformity   |
|   |  |   | Review        | 9780554004013  | 599      | Chapter 21, Section 2 Assessment  |
|   |  |   | Instruction   | 9780554004013  | 596-597  | Chapter 21, Section 2, Conformity and Obedience, Why People Conform             |
|   |  |   | Review        | 9780554004013  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                          |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (C) describe circumstances in which conformity and obedience are likely to occur | (ii) describe circumstances in which obedience [is] likely to occur | Instruction   | 9780554004013  | 597-598  | Chapter 21, Section 2, Conformity and Obedience, Milgram's Studies of Obedience |
|   |  |   | Review        | 9780554004013  | 599      | Chapter 21, Section 2 Assessment:   |
|   |  |   | Instruction   | 9780554004013  | 608-609  | Chapter 21 Experiment: Revisiting Milgram                                       |
|   |  |   | Review        | 9780554004013  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                          |
|   |  |   |               |                |          |   |

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|---|---|---|---------------|----------------|----------|---|
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (D) describe the effects of the presence of others on individual behavior                 | (i) describe the effects of the presence of others on individual behavior | Instruction   | 9780554004013  | 591-593  | Chapter 21, Section 1, Group Behavior, Entire Section                                     |
|   |   |   | Review        | 9780554004013  | 593      | Chapter 21, Section 1 Assessment  |
|   |   |   | Review        | 9780554004013  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                                    |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (E) discuss the nature of altruism  | (i) discuss the nature of altruism  | Instruction   | 9780554004013  | 605      | Chapter 21, Section 3, Aggression and Altruism, Altruism and Others                       |
|   |   |   | Review        | 9780554004013  | 606      | Chapter 21, Section 3 Assessment  |
|   |   |   | Instruction   | 9780554004013  | 605-606  | Chapter 21, Section 3, Aggression and Altruism, Factors Promoting and Inhibiting Altruism |
|   |   |   | Review        | 9780554004013  | 610      | Chapter 21 Review, Internet Activity  |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (F) discuss the factors influencing attraction  | (i) discuss the factors influencing attraction                            | Instruction   | 9780554004013  | 581-583  | Chapter 20, Section 5, Interpersonal Attraction, Entire Section                           |
|   |   |   | Review        | 9780554004013  | 583      | Chapter 20, Section 5 Assessment  |
|   |   |   | Review        | 9780554004013  | 586      | Chapter 20 Review, Comprehension and Critical Thinking                                    |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (G) identify sources of attitude formation and assess methods used to influence attitudes | (i) identify sources of attitude formation                                | Instruction   | 9780554004013  | 563-564  | Chapter 20, Section 1, Attitudes, How Attitudes Develop                                   |
|   |   |   | Review        | 9780554004013  | 565      | Chapter 20, Section 1 Assessment  |
|   |   |   | Instruction   | 9780554004013  | 566      | Chapter 20, Current Research in Psychology  |
|   |   |   | Review        | 9780554004013  | 566      | Chapter 20, Current Research in Psychology, Thinking Critically                           |

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| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:   | (G) identify sources of attitude formation and assess methods used to influence attitudes                  | (ii) assess methods used to influence attitudes  | Instruction   | 9780554004013  | 568-570  | Chapter 20, Section 2, Persuasion, Entire Section                           |
|   |  |  | Review        | 9780554004013  | 570      | Chapter 20, Section 2 Assessment  |
|   |  |  | Instruction   | 9780554004013  | 584-585  | Chapter 20 Experiment: Types of Persuasion                                  |
|   |  |  | Review        | 9780554004013  | 586      | Chapter 20 Review, Internet Activity  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry | (i) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry | Instruction   | 9780554004013  | 300-301  | Chapter 10 Lab: Prenatal and Postnatal Development                          |
|   |  |  | Review        | 9780554004013  | 301      | Chapter 10 Lab: Prenatal and Postnatal Development, Discussion Questions    |
|   |  |  | Instruction   | 9780554004013  | 464-465  | Chapter 16 Simulation: Identifying Gender Stereotypes                       |
|   |  |  | Review        | 9780554004013  | 465      | Chapter 16 Simulation: Identifying Gender Stereotypes, Discussion Questions |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (B) draw and evaluate conclusions from qualitative information   | (i) draw conclusions from qualitative information  | Instruction   | 9780554004013  | S4       | Critical Thinking Skills, Drawing Conclusions                               |
|   |  |  | Review        | 9780554004013  | 57       | Chapter 2, Section 4 Assessment, Item 4                                     |
|   |  |  |               |                |          |   |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (B) draw and evaluate conclusions from qualitative information   | (ii) evaluate conclusions from qualitative information   | Instruction   | 9780554004013  | S14      | Critical Thinking Skills, Evaluating Information on the Internet            |
|   |  |  | Review        | 9780554004013  | 289      | Chapter 10, Section 3, Social Development, Quick Lab                        |

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|   |   |  | <b>Instruction</b> | 9780554004013  | S10      | Critical Thinking Skills, Analyzing Secondary Sources   |
|   |   |  | <b>Review</b>      | 9780554004013  | 350      | Chapter 12, Current Research in Psychology, Thinking Critically, Item 1                       |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (C) apply evaluation rules to quantitative information  | (i) apply evaluation rules to quantitative information | <b>Instruction</b> | 9780554004013  | S5       | Critical Thinking Skills, Interpreting Line and Bar Graphs                                    |
|   |   |  | <b>Review</b>      | 9780554004013  | 203      | Chapter 7, Section 3, Forgetting and Memory Improvement, Call-out box, Statistically Speaking |
|   |   |  | <b>Instruction</b> | 9780554004013  | S18-S21  | Critical Thinking Skills, Using Statistics  |
|   |   |  | <b>Review</b>      | 9780554004013  | 258      | Chapter 9, Section 3, Differences in Intelligence, Call-out box, Statistically Speaking       |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (i) analyze information by sequencing                  | <b>Instruction</b> | 9780554004013  | 200      | Chapter 7, Section 2 Assessment, Focus on Writing   |
|   |   |  | <b>Review</b>      | 9780554004013  | 200      | Chapter 7, Section 2 Assessment, Item 8   |
|   |   |  |                    |                |          |   |
|   |   |  |                    |                |          |   |

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| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (ii) analyze information by categorizing                                | Instruction   | 9780554004013  | 348      | Chapter 12, Section 3, Late Adulthood, Reading Focus           |
|   |   |   | Review        | 9780554004013  | 425      | Chapter 15, Section 1 Review, Item 5                           |
|   |   |   |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (iii) analyze information by identifying cause-and-effect relationships | Instruction   | 9780554004013  | S2       | Skills Handbook, Identifying Cause and Effect                  |
|   |   |   | Review        | 9780554004013  | S2       | Skills Handbook, Identifying Cause and Effect, Apply the Skill |
|   |   |   |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (iv) analyze information by comparing                                   | Instruction   | 9780554004013  | 103      | Chapter 4, Section 2, Vision, Reading Check Question           |
|   |   |   |               |                |          |  |
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|   |   |   | Review        | 9780554004013  | 21       | Chapter 1, Section 3 Assessment, Item 6                                       |
|   |   |   | Review        | 9780554004013  | 240      | Chapter 8, Section 4 Assessment, Item 7                                       |
|   |   |   |               |                |          |   |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (v) analyze information by contrasting            | Instruction   | 9780554004013  | 85       | Chapter 3, Section 4 Heredity: Our Genetic Background, Reading Check Question |
|   |   |   | Review        | 9780554004013  | 88       | Chapter 3, Section 4 Assessment, Item 7                                       |
|   |   |   | Review        | 9780554004013  | 149      | Chapter 5, Section 4 Assessment, Item 3                                       |
|   |   |   |               |                |          |   |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (vi) analyze information by finding the main idea | Instruction   | 9780554004013  | S1       | Critical Thinking Skills, Identifying Main Ideas and Details                  |
|   |   |   | Review        | 9780554004013  | 342      | Chapter 12, Section 2 Assessment, Item 1                                      |
|   |   |   | Review        | 9780554004013  | 384      | Chapter 13, Section 4 Assessment, Item 2                                      |
|   |   |   |               |                |          |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|---|--|---------------|----------------|----------|---|
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (vii) analyze information by summarizing                             | Instruction   | 9780554004013  | 17       | Chapter 1, Section 3, A History of Psychology, Reading Check Question |
|   |   |  | Review        | 9780554004013  | 277      | Chapter 10, Section 1 Assessment, Item 3                              |
|   |   |  |               |                |          |   |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (viii) analyze information by making generalizations and predictions | Instruction   | 9780554004013  | 342      | Chapter 12, Section 2, Middle Adulthood, Reading Check Question       |
|   |   |  | Review        | 9780554004013  | 228      | Chapter 8, Section 2 Assessment, Item 5                               |
|   |   |  |               |                |          |   |
|   |   |  |               |                |          |   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location                                     |
|---|---|--|---------------|----------------|----------|---|
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (ix) analyze information by drawing inferences and conclusions | Instruction   | 9780554004013  | S4       | Skills Handbook, Drawing Conclusions                  |
|   |   |  | Review        | 9780554004013  | S4       | Skills Handbook, Drawing Conclusions, Apply the Skill |
|   |   |  | Review        | 9780554004013  | 200      | Chapter 7, Section 2 Assessment, Item 6               |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (A) use psychology-related terminology correctly  | (i) use psychology-related terminology correctly               | Instruction   | 9780554004013  | S16-S17  | Critical Thinking Skills, Building Your Vocabulary    |
|   |   |  | Review        | 9780554004013  | 442      | Chapter 15 Review, Reviewing Vocabulary               |
|   |   |  | Review        | 9780554004013  | 466      | Chapter 16 Review, Reviewing Vocabulary               |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation   | (i) use standard grammar                                       | Instruction   | 9780554004013  | 31       | Chapter 1 Review, Writing for AP Psychology           |
|   |   |  | Review        | 9780554004013  | 245      | Chapter 8 Review, Writing for AP Psychology           |
|   |   |  |               |                |          |   |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation   | (ii) use standard spelling                                     | Instruction   | 9780554004013  | 20       | Chapter 4 Review, Writing for AP Psychology           |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location                                      |
|--|---|--|--------------------|----------------|----------|--|
|  |   |  | <b>Review</b>      | 9780554004013  | 495      | Chapter 17 Review, Writing for AP Psychology           |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (B) use standard grammar, spelling, sentence structure, and punctuation   | (iii) use standard sentence structure  | <b>Instruction</b> | 9780554004013  | 211      | Chapter 7 Review, Writing for AP Psychology            |
|  |   |  | <b>Review</b>      | 9780554004013  | 531      | Chapter 18 Review, Writing for AP Psychology           |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (B) use standard grammar, spelling, sentence structure, and punctuation   | (iv) use standard punctuation  | <b>Instruction</b> | 9780554004013  | 93       | Chapter 3 Review, Writing for AP Psychology            |
|  |   |  | <b>Review</b>      | 9780554004013  | 153      | Chapter 5 Review, Writing for AP Psychology            |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate | (i) transfer information from one medium to another, including written to visual, using computer software as appropriate | <b>Instruction</b> | 9780554004013  | 90-91    | Chapter 3 Lab: Building the Human Brain                |
|  |   |  | <b>Review</b>      | 9780554004013  | 91       | Chapter 3 Lab: Discussion Questions                    |
|  |   |  | <b>Instruction</b> | 9780554004013  | 182-183  | Chapter 6 Experiment: Reinforcement and Discouragement |
|  |   |  | <b>Review</b>      | 9780554004013  | 183      | Chapter 6 Experiment, Analysis and Conclusion          |
|  |   |  |                    |                |          |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|---|--|---------------|----------------|----------|---|
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate | (ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate | Instruction   | 9780554004013  | 28-29    | Chapter 1 Lab: Public Perceptions of Psychology               |
|  |   |  | Review        | 9780554004013  | 29       | Chapter 1 Lab, Evaluating the Response, Discussion Questions  |
|  |   |  | Review        | 9780554004013  | 260      | Chapter 9, Section 3 Assessment, Item 7                       |
|  |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (i) create written presentations of social studies information   | Instruction   | 9780554004013  | 326-327  | Chapter 11 Simulation: Peer Pressure                          |
|  |   |  | Review        | 9780554004013  | 388      | Chapter 13 Review, Psychology in Your Life                    |
|  |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (ii) create oral presentations of social studies information   | Instruction   | 9780554004013  | 182-183  | Chapter 6 Experiment: Reinforcement and Discouragement        |
|  |   |  | Review        | 9780554004013  | 266-267  | Chapter 9 Lab: Profile of a Genius                            |
|  |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (iii) create visual presentations of social studies information  | Instruction   | 9780554004013  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization |
|  |   |  | Review        | 9780554004013  | 358      | Chapter 12 Review, Psychology in Your Life                    |
|  |   |  |               |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location   |
|---|--|--|------------------|----------------|----------|---|
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | (i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | Instruction      | 9780554004013  | S3       | Critical Thinking Skills, Identifying Problems and Solutions                                  |
|   |  |  | Review           | 9780554004013  | 222-223  | Chapter 8, Section 2, Problem Solving, Call-out box: Five Problems to Solve                   |
|   |  |  | Instruction      | 9780554004013  | 221-224  | Chapter 8, Section 2, Problem Solving, Approaches to Problem Solving, Problem-Solving Methods |
|   |  |  | Review           | 9780554004013  | 226      | Chapter 8, Section 2, Problem Solving, Teacher Edition Wrap, Collaborative Learning           |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision  | (i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision  | Instruction      | 9780554004013  | 230-233  | Chapter 8, Section 3, Reasoning and Decision Making, Entire Section                           |
|   |  |  | Review           | 9780554004013  | 233      | Chapter 8, Section 3 Assessment, Focus on Writing   |
|   |  |  | Review           | 9780554004013  | 244      | Chapter 8 Review, Psychology in Your Life   |
|   |  |  |                  |                |          |   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation   | (i) participate in conflict resolution using persuasion  | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type    | Component ISBN | Page (s) | Specific Location |
|---|--|---|------------------|----------------|----------|-------------------|
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (ii) participate in conflict resolution using compromise                      | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (iii) participate in conflict resolution using debate                         | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (iv) participate in conflict resolution using negotiation                     | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:               | (A) illustrate the relationship and sequence between intermediate goals and terminal goals   | (i) illustrate the relationship between intermediate goals and terminal goals | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:               | (A) illustrate the relationship and sequence between intermediate goals and terminal goals   | (ii) illustrate the sequence between intermediate goals and terminal goals    | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type                       | Component ISBN | Page (s) | Specific Location |
|---|---|---|-------------------------------------|----------------|----------|-------------------|
|   |   |   |                                     |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (i) monitor self-directed inquiry or projects for timelines         | Instruction<br><br>(Drop-down menu) |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (ii) monitor self-directed inquiry or projects for accuracy         | Instruction<br><br>(Drop-down menu) |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (iii) monitor self-directed inquiry or projects for goal attainment | Instruction<br><br>(Drop-down menu) |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (iv) evaluate self-directed inquiry or projects for timelines       | Instruction<br><br>(Drop-down menu) |                |          |                   |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location |
|---|---|--|------------------|----------------|----------|-------------------|
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (v) evaluate self-directed inquiry or projects for accuracy                  | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (vi) evaluate self-directed inquiry or projects for goal attainment          | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:          | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology    | (i) analyze examples of attitudes related to changes in available technology | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:          | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology    | (ii) analyze examples of beliefs related to changes in available technology  | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location |                  |
|--|--|--|--------------------|----------------|----------|-------------------|------------------|
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology | (iii) analyze examples of behaviors related to changes in available technology | <b>Instruction</b> |                |          |                   |                  |
|  |  |  |                    |                |          |                   | (Drop-down menu) |
|  |  |  |                    |                |          |                   |                  |
|  |  |  |                    |                |          |                   |                  |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (B) evaluate the impact of changes in technology on personal growth and development                  | (i) evaluate the impact of changes in technology on personal growth            | <b>Instruction</b> |                |          |                   |                  |
|  |  |  |                    |                |          |                   | (Drop-down menu) |
|  |  |  |                    |                |          |                   |                  |
|  |  |  |                    |                |          |                   |                  |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (B) evaluate the impact of changes in technology on personal growth and development                  | (ii) evaluate the impact of changes in technology on personal development      | <b>Instruction</b> |                |          |                   |                  |
|  |  |  |                    |                |          |                   | (Drop-down menu) |
|  |  |  |                    |                |          |                   |                  |
|  |  |  |                    |                |          |                   |                  |



| Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material   |   |          |               |                |          |                   |
|---|---|----------|---------------|----------------|----------|-------------------|
| <b>Subject</b>  | <b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>         |          |               |                |          |                   |
| <b>Subchapter</b>   | <b>Subchapter C. High School</b>  |          |               |                |          |                   |
| <b>Course</b>   | <b>§113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012.</b> |          |               |                |          |                   |
| <b>Publisher</b>  | <b>Houghton Mifflin Harcourt</b>  |          |               |                |          |                   |
| <b>Program Title</b>  | <b>Holt McDougal Psychology: Principles in Practice Print Program Bundle</b>        |          |               |                |          |                   |
| <b>Program ISBN</b>   | <b>9780544344020</b>  |          |               |                |          |                   |
| <b>(a) General requirements.</b> Students shall be awarded one-half unit of credit for successful completion of this course.  |   |          |               |                |          |                   |
| <b>(b) Introduction.</b>  |   |          |               |                |          |                   |
| (1) In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.  |   |          |               |                |          |                   |
| (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.   |   |          |               |                |          |                   |
| (3) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.   |   |          |               |                |          |                   |
| (4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.<br>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.<br>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." |   |          |               |                |          |                   |
| (5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.   |   |          |               |                |          |                   |
| <b>(C) Knowledge and skills.</b>  |   |          |               |                |          |                   |
| Knowledge and Skills Statement  | Student Expectation   | Breakout | Citation Type | Component ISBN | Page (s) | Specific Location |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location  |
|--|--|--|---------------|----------------|----------|--|
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (A) identify characteristics that differentiate the field of psychology from other related social sciences   | (i) identify characteristics that differentiate the field of psychology from other related social sciences | Instruction   | 9780554026879  | 6        | Chapter 1, Section 1, Why Study Psychology?, Psychology as a Science   |
|  |  |  | Review        | 9780554026879  | 7        | Chapter 1, Section 1, Why Study Psychology?, Section 1 Assessment, Item 4  |
|  |  |  | Instruction   | 9780554026879  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychology as a Science, Reading Check Question                     |
|  |  |  | Review        | 9780554026879  | 8        | Chapter 1, Section 1, Neuroimaging and Cognitive Research, Thinking Critically                                   |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (i) trace the historical development of the contemporary perspectives in psychology, including biological  | Instruction   | 9780554026879  | 23       | Chapter 1, Section 4, Contemporary Perspectives, The Role of Biology   |
|  |  |  | Review        | 9780554026879  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |  | Instruction   | 9780554026879  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"                                    |
|  |  |  | Review        | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking  |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (ii) trace the historical development of the contemporary perspectives in psychology, including behavioral | Instruction   | 9780554026879  | 20       | Chapter 1, Section 3, A History of Psychology, Modern Developments in Psychology, John B. Watson and Behaviorism |
|  |  |  | Review        | 9780554026879  | 31       | Chapter 1 Review, Writing for AP Psychology  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location  |
|--|--|---|---------------|----------------|----------|--|
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (iii) trace the historical development of the contemporary perspectives in psychology, including cognitive    | Instruction   | 9780554026879  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Cognitive Perspective     |
|  |  |   | Review        | 9780554026879  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554026879  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   | Review        | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                          |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (iv) trace the historical development of the contemporary perspectives in psychology, including sociocultural | Instruction   | 9780554026879  | 26       | Chapter 1, Section 4, Contemporary Perspectives, The Sociocultural Perspective |
|  |  |   | Review        | 9780554026879  | 26       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554026879  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   | Review        | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                          |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (v) trace the historical development of the contemporary perspectives in psychology, including humanistic     | Instruction   | 9780554026879  | 24       | Chapter 1, Section 4, Contemporary Perspectives, The Humanistic Approach       |
|  |  |   | Review        | 9780554026879  | 31       | Chapter 1, Section 4 Assessment  |
|  |  |   | Instruction   | 9780554026879  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"  |
|  |  |   |               |                |          |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|--|--|---|--------------------|----------------|----------|---|
|  |  |   | <b>Review</b>      | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic | (vi) trace the historical development of the contemporary perspectives in psychology, including psychodynamic | <b>Instruction</b> | 9780554026879  | 19-20    | Chapter 1, Section 3, A History of Psychology, Sigmund Freud and Psychoanalysis |
|  |  |   | <b>Review</b>      | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
|  |  |   | <b>Instruction</b> | 9780554026879  | 25       | Chapter 1, Section 4, Call-out Box, "Contemporary Psychological Perspectives"   |
|  |  |   | <b>Review</b>      | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (C) explore subfields and career opportunities available in the science of psychology  | (i) explore subfields in the science of psychology  | <b>Instruction</b> | 9780554026879  | 10--12   | Chapter 1, Section 2, What Psychologists Do, Major Fields in Psychology         |
|  |  |   | <b>Review</b>      | 9780554026879  | 14       | Chapter 1, Section 2, What Psychologists Do, Section 2 Assessment               |
|  |  |   | <b>Instruction</b> | 9780554026879  | 13-14    | Chapter 1, Section 2, What Psychologists Do, Applied Fields in Psychology       |
|  |  |   | <b>Review</b>      | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking                           |
| (1) History. The student understands the development of the field of psychology. The student is expected to: | (C) explore subfields and career opportunities available in the science of psychology  | (ii) explore career opportunities available in the science of psychology                                      | <b>Instruction</b> | 9780554026879  | 12--13   | Chapter 1, Section 2, What Psychologists Do, Careers in Psychology Call-out Box |
|  |  |   | <b>Review</b>      | 9780554026879  | 30       | Chapter 1 Review, Internet Activity   |
|  |  |   | <b>Instruction</b> | 9780554026879  | 360      | Unit 4, Careers in Psychology   |
|  |  |   | <b>Review</b>      | 9780554026879  | 360      | Teacher Edition Wrap, Critical Thinking: Summarize                              |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location   |
|---|--|--|------------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (i) define the concepts of theory                              | Instruction      | 9780554026879  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554026879  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (ii) define the concepts of principle                          | Instruction      | 9780554026879  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554026879  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (A) define and differentiate the concepts of theory and principle          | (iii) differentiate the concepts of theory and principle       | Instruction      | 9780554026879  | 7        | Chapter 1, Section 1, Why Study Psychology?, Psychological Theories |
|   |  |  | Review           | 9780554026879  | 7        | Chapter 1, Section 1 Assessment                                     |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (B) identify and describe the basic methods of social scientific reasoning | (i) identify the basic methods of social scientific reasoning  | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |
|   |  |  |                  |                |          |   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (B) identify and describe the basic methods of social scientific reasoning | (ii) describe the basic methods of social scientific reasoning | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |
|   |  |  |                  |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|---|--|--|--------------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (i) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection of psychological data | <b>Instruction</b> | 9780554026879  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554026879  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (ii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the storage of psychological data   | <b>Instruction</b> | 9780554026879  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554026879  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data | (iii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the use of psychological data      | <b>Instruction</b> | 9780554026879  | 56-57    | Chapter 2, Section 4, Experimental and Ethical Issues, Ethics in Using Data |
|   |  |  | <b>Review</b>      | 9780554026879  | 57       | Chapter 2, Section 3 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources                |
|   |  |  | <b>Review</b>      | 9780554026879  | 61       | Chapter 2 Review, Skills Activity: Analyzing Primary Sources, Item 2        |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|--|---|---------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (i) define measures of central tendency (mean, median, and mode)      | Instruction   | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion                            |
|   |  |   | Review        | 9780554026879  | 61       | Chapter 2 Review, Writing for AP Psychology   |
|   |  |   | Instruction   | 9780554026879  | S19      | Skills Handbook, Using Statistics, Mode, Mean, and Median: Measures of Central Tendency                           |
|   |  |   | Review        | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion, Reading Check             |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (ii) define measures of dispersion (range and standard deviation)     | Instruction   | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Central Tendency and Dispersion                            |
|   |  |   | Review        | 9780554026879  | 60       | Chapter 2 Review, Reviewing Vocabulary  |
|   |  |   | Instruction   | 9780554026879  | S20      | Skills Handbook, Using Statistics, Variability  |
|   |  |   | Review        | 9780554026879  | 61       | Chapter 2 Review, Writing for AP Psychology   |
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (iii) interpret measures of central tendency (mean, median, and mode) | Instruction   | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph                        |
|   |  |   | Review        | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph, Skills Focus Question |
|   |  |   | Review        | 9780554026879  | 54       | Teacher Edition Wrap - Critical Thinking: Analyze   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|---|--|--|--------------------|----------------|----------|---|
| (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to: | (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) | (iv) interpret measures of dispersion (range and standard deviation) | <b>Instruction</b> | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph                        |
|   |  |  | <b>Review</b>      | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Standard Deviation Bell Curve Graph, Skills Focus Question |
|   |  |  | <b>Review</b>      | 9780554026879  | 54       | Teacher Edition Wrap - Critical Thinking: Analyze   |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:         | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system                              | (i) describe the anatomy of the central nervous system               | <b>Instruction</b> | 9780554026879  | 68       | Chapter 3, Section 1, The Nervous System, Quick Facts: Divisions of the Nervous System                            |
|   |  |  | <b>Review</b>      | 9780554026879  | 71       | Chapter 3, Section 1, The Nervous System, Assessment, Item 6  |
|   |  |  | <b>Instruction</b> | 9780554026879  | 69-70    | Chapter 3, Section 1, The Nervous System, The Central Nervous System  |
|   |  |  | <b>Review</b>      | 9780554026879  | 92       | Chapter 3 Review, Comprehension and Critical Thinking   |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:         | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system                              | (ii) describe the anatomy of the peripheral nervous system           | <b>Instruction</b> | 9780554026879  | 68       | Chapter 3, Section 1, The Nervous System, Quick Facts: Divisions of the Nervous System                            |
|   |  |  | <b>Review</b>      | 9780554026879  | 71       | Chapter 3, Section 1, The Nervous System, Assessment, Item 2  |
|   |  |  | <b>Instruction</b> | 9780554026879  | 70-71    | Chapter 3, Section 1, The Nervous System, The Peripheral Nervous System   |
|   |  |  | <b>Review</b>      | 9780554026879  | 92       | Chapter 3 Review, Reviewing Vocabulary  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location  |
|---|---|--|---------------|----------------|----------|--|
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system | (iii) describe the anatomy of the endocrine system             | Instruction   | 9780554026879  | 80-83    | Chapter 3, Section 3: The Endocrine System, entire section                 |
|   |   |  | Review        | 9780554026879  | 92       | Chapter 3, Section 3 Assessment, Item 7                                    |
|   |   |  | Instruction   | 9780554026879  | 81       | Chapter 3, Section 3: The Endocrine System, Diagram (The Endocrine System) |
|   |   |  | Review        | 9780554026879  | 92       | Chapter 3 Review, Reviewing Vocabulary                                     |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (i) explain the effects of the endocrine system on development | Instruction   | 9780554026879  | 81       | Chapter 3, Section 3: The Endocrine System, The Pituitary Gland            |
|   |   |  | Review        | 9780554026879  | 83       | Chapter 3, Section 3 Assessment, Item 5                                    |
|   |   |  | Instruction   | 9780554026879  | 82-83    | Chapter 3, Section 3: The Endocrine System, Ovaries and Testes             |
|   |   |  | Review        | 9780554026879  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                      |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (ii) explain the effects of the endocrine system on behavior   | Instruction   | 9780554026879  | 82       | Chapter 3, Section 3: The Endocrine System, The Adrenal Glands             |
|   |   |  | Review        | 9780554026879  | 83       | Chapter 3, Section 3 Assessment, Item 6                                    |
|   |   |  | Instruction   | 9780554026879  | 82-83    | Chapter 3, Section 3: The Endocrine System, Ovaries and Testes             |
|   |   |  | Review        | 9780554026879  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                      |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to: | (B) explain the effects of the endocrine and nervous systems on development and behavior        | (iii) explain the effects of the nervous system on development | Instruction   | 9780554026879  | 75-77    | Chapter 3, Section 2, The Brain: Our Control Center, The Cerebral Cortex   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|---|--|--|--------------------|----------------|----------|---|
|   |  |  | <b>Activity</b>    | 9780554026879  | 79       | Chapter 3, Section 2 Assessment, Thinking Critically                                    |
|   |  |  |                    |                |          |   |
|   |  |  |                    |                |          |   |
| (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:                   | (B) explain the effects of the endocrine and nervous systems on development and behavior   | (iv) explain the effects of the nervous system on behavior | <b>Instruction</b> | 9780554026879  | 73-74    | Chapter 3, Section 2, The Brain: Our Control Center, Parts of the Brain                 |
|   |  |  | <b>Review</b>      | 9780554026879  | 92       | Chapter 3 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (i) explain the capabilities of sensory systems            | <b>Instruction</b> | 9780554026879  | 97-98    | Chapter 4, Section 1, Understanding Sensation and Perception, Stimulation of the Senses |
|   |  |  | <b>Review</b>      | 9780554026879  | 99       | Chapter 4, Section 1 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554026879  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization                           |
|   |  |  | <b>Review</b>      | 9780554026879  | 124      | Chapter 4 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (ii) explain the capabilities of individual perceptions    | <b>Instruction</b> | 9780554026879  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                      |
|   |  |  | <b>Review</b>      | 9780554026879  | 121      | Chapter 4, Section 5 Assessment   |
|   |  |  | <b>Instruction</b> | 9780554026879  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization                           |
|   |  |  | <b>Review</b>      | 9780554026879  | 124      | Chapter 4 Review, Comprehension and Critical Thinking                                   |
|   |  |  |                    |                |          |   |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions | (iii) explain the limitations of sensory systems           | <b>Instruction</b> | 9780554026879  | 97-98    | Chapter 4, Section 1, Understanding Sensation and Perception, Stimulation of the Senses |
|   |  |  | <b>Review</b>      | 9780554026879  | 99       | Chapter 4, Section 1 Assessment   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type      | Component ISBN | Page (s) | Specific Location  |
|---|--|---|--------------------|----------------|----------|--|
|   |  |   | <b>Instruction</b> | 9780554026879  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization  |
|   |  |   | <b>Review</b>      | 9780554026879  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (A) explain the capabilities and limitations of sensory systems and individual perceptions                   | (iv) explain the limitations of individual perceptions  | <b>Instruction</b> | 9780554026879  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                                     |
|   |  |   | <b>Review</b>      | 9780554026879  | 121      | Chapter 4, Section 5 Assessment  |
|   |  |   | <b>Instruction</b> | 9780554026879  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization  |
|   |  |   | <b>Review</b>      | 9780554026879  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (B) understand the interaction of the individual and the environment in determining sensation and perception | (i) understand the interaction of the individual and the environment in determining sensation   | <b>Instruction</b> | 9780554026879  | 112-113  | Chapter 4, Section 4, Other Senses, The Skin Senses  |
|   |  |   | <b>Review</b>      | 9780554026879  | 114      | Chapter 4, Section 4 Assessment  |
| (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: | (B) understand the interaction of the individual and the environment in determining sensation and perception | (ii) understand the interaction of the individual and the environment in determining perception | <b>Instruction</b> | 9780554026879  | 116-117  | Chapter 4, Section 5, Perception, Rules of Perceptual Organization                                     |
|   |  |   | <b>Review</b>      | 9780554026879  | 121      | Chapter 4, Section 5 Assessment  |
|   |  |   | <b>Instruction</b> | 9780554026879  | 117-121  | Chapter 4, Section 5, Perception, Movement, Depth Perception, Perceptual Constancies, Visual Illusions |
|   |  |   | <b>Review</b>      | 9780554026879  | 124      | Chapter 4 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to:                        | (A) critique the various perspectives presented in the nature versus nurture debate                          | (i) critique the various perspectives presented in the nature versus nurture debate             | <b>Instruction</b> | 9780554026879  | 86-87    | Chapter 3, Section 4, Heredity: Our Genetic Background, Nature and Nurture                             |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location  |
|--|--|--|---------------|----------------|----------|--|
|  |  |  | Review        | 9780554026879  | 88       | Chapter 3, Section 4 Assessment, Reviewing Main Ideas and Vocabulary                                 |
|  |  |  | Instruction   | 9780554026879  | 86       | Chapter 3, Section 4, Heredity: Our Genetic Background, Call-out box "Parenting: Nature or Nurture?" |
|  |  |  | Review        | 9780554026879  | 93       | Chapter 3 Review, Skills Activity: Interpreting Graphs   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (B) trace the influence of physical development on the individual              | (i) trace the influence of physical development on the individual              | Instruction   | 9780554026879  | 307      | Chapter 11, Section 1, Physical Development, From Child to Adult, The Adolescent Growth Spurt        |
|  |  |  | Review        | 9780554026879  | 309      | Chapter 11, Section 1 Assessment   |
|  |  |  | Instruction   | 9780554026879  | 300-301  | Chapter 10 Lab: Prenatal and Postnatal Development   |
|  |  |  | Review        | 9780554026879  | 301      | Chapter 10 Lab: Discussion Questions   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (C) discuss the role of the caregiver on individual development                | (i) discuss the role of the caregiver on individual development                | Instruction   | 9780554026879  | 86-87    | Chapter 3, Section 4, Heredity: Our Genetic Background, Nature and Nurture                           |
|  |  |  | Review        | 9780554026879  | 88       | Chapter 3, Section 4 Assessment, Reviewing Main Ideas and Vocabulary                                 |
|  |  |  | Instruction   | 9780554026879  | 87-88    | Chapter 3, Section 4, Heredity: Our Genetic Background, Kinship Studies                              |
|  |  |  | Review        | 9780554026879  | 92       | Chapter 3 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (D) explain factors involved in cognitive development according to Jean Piaget | (i) explain factors involved in cognitive development according to Jean Piaget | Instruction   | 9780554026879  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity                               |
|  |  |  | Review        | 9780554026879  | 303      | Chapter 10 Review, Writing for AP Psychology   |
|  |  |  | Instruction   | 9780554026879  | 294-297  | Chapter 10, Section 4, Cognitive Development, Piaget's Theory of Cognitive Development               |
|  |  |  | Review        | 9780554026879  | 299      | Chapter 10, Section 4 Assessment, Item 6   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|---|---|---------------|----------------|----------|---|
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (E) describe Erik Erikson's stages of psychosocial development  | (i) describe Erik Erikson's stages of psychosocial development  | Instruction   | 9780554026879  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity  |
|  |   |   | Review        | 9780554026879  | 277      | Chapter 10, Section 1 Assessment, Item 3  |
|  |   |   | Instruction   | 9780554026879  | 402-403  | Chapter 14, Section 2, The Psychoanalytic Approach, Call-out box "Erik Erikson's Stages of Psychosocial Development"                        |
|  |   |   | Review        | 9780554026879  | 418      | Chapter 14 Review, Comprehension and Critical Thinking  |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality | (i) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality | Instruction   | 9780554026879  | 297-299  | Chapter 10, Section 4, Cognitive Development, Kohlberg's Theory of Moral Development  |
|  |   |   | Review        | 9780554026879  | 302      | Chapter 10 Review, Psychology in Your Life  |
|  |   |   |               |                |          |   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each   | (i) evaluate the presented theories of human development  | Instruction   | 9780554026879  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |   | Review        | 9780554026879  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |   | Instruction   | 9780554026879  | 277      | Chapter 10, Section 1, Developmental Psychology, Stages vs. Continuity, Call-out boxes "Development in Stages" and "Continuous Development" |
|  |   |   | Review        | 9780554026879  | 303      | Chapter 10 Review, Writing for AP Psychology  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|---|--|---------------|----------------|----------|---|
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each       | (ii) specify the strengths of each   | Instruction   | 9780554026879  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |  | Review        | 9780554026879  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |  | Instruction   | 9780554026879  | 274      | Chapter 10, Section 1, Developmental Psychology, Teacher Edition Wrap, Teach the Main Idea  |
|  |   |  | Review        | 9780554026879  | 302      | Chapter 10 Review, Comprehension and Critical Thinking, Section 1   |
| (5) Individual development. The student understands that development is a life-long process. The student is expected to: | (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each       | (iii) specify the weaknesses of each                                       | Instruction   | 9780554026879  | 275-276  | Chapter 10, Section 1, Developmental Psychology, Heredity and Environment   |
|  |   |  | Review        | 9780554026879  | 277      | Chapter 10, Section 1 Assessment, Item 7  |
|  |   |  | Instruction   | 9780554026879  | 274      | Chapter 10, Section 1, Developmental Psychology, Teacher Edition Wrap, Teach the Main Idea  |
|  |   |  | Review        | 9780554026879  | 302      | Chapter 10 Review, Comprehension and Critical Thinking, Section 1   |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (i) demonstrate an understanding of the principles of operant conditioning | Instruction   | 9780554026879  | 165      | Chapter 6, Section 2, Operant Conditioning, Operant Conditioning and Reinforcement  |
|  |   |  | Review        | 9780554026879  | 171      | Chapter 6, Section 2 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554026879  | 166      | Chapter 6, Section 2, Operant Conditioning, Operant Conditioning and Reinforcement, Call-out Box "Key Concepts of Operant Conditioning" |
|  |   |  | Review        | 9780554026879  | 184      | Chapter 6 Review, Comprehension and Critical Thinking   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location  |
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| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (ii) demonstrate an understanding of the principles of classical conditioning | Instruction   | 9780554026879  | 159-160  | Chapter 6, Section 1, Classical Conditioning, Principles of Classic Conditioning             |
|  |   |   | Review        | 9780554026879  | 162      | Chapter 6, Section 1 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 161-162  | Chapter 6, Section 1, Classical Conditioning, Applications of Classical Conditioning         |
|  |   |   | Review        | 9780554026879  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning | (iii) demonstrate an understanding of the principles of social learning       | Instruction   | 9780554026879  | 172-175  | Chapter 6, Section 3, Cognitive Factors in Learning, Latent Learning, Observational Learning |
|  |   |   | Review        | 9780554026879  | 176      | Chapter 6, Section 3 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 175-176  | Chapter 6, Section 3, Cognitive Factors in Learning, Behavior Modification                   |
|  |   |   | Review        | 9780554026879  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (6) Individual development. The student understands behavioral and social learning theories. The student is expected to: | (B) describe the processes of learning using typical classroom situations                                       | (i) describe the processes of learning using typical classroom situations     | Instruction   | 9780554026879  | 179      | Chapter 6, Section 4, The PQ4R Method: Learning to Learn, Preview and Question               |
|  |   |   | Review        | 9780554026879  | 181      | Chapter 6, Section 4 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554026879  | 179-181  | Chapter 6, Section 4, The PQ4R Method: Learning to Learn, Read, Reflect, Recited, and Review |
|  |   |   | Review        | 9780554026879  | 184      | Chapter 6 Review, Comprehension and Critical Thinking  |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:   | (A) compare predominant theories of motivation and emotion  | (i) compare predominant theories of motivation                                | Instruction   | 9780554026879  | 365-367  | Chapter 13, Section 1, The Psychology of Motivation, Theories of Motivation                  |
|  |   |   | Review        | 9780554026879  | 367      | Chapter 13, Section 1 Assessment, Item 6   |

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|  |  |   | <b>Instruction</b> | 9780554026879  | 376-377  | Chapter 13, Section 3, Psychological Needs, Making Things Fit            |
|  |  |   | <b>Review</b>      | 9780554026879  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (A) compare predominant theories of motivation and emotion                               | (ii) compare predominant theories of emotion                                  | <b>Instruction</b> | 9780554026879  | 382-384  | Chapter 13, Section 4, Emotions, Theories of Emotion                     |
|  |  |   | <b>Review</b>      | 9780554026879  | 384      | Chapter 13, Section 4 Assessment, Thinking Critically                    |
|  |  |   | <b>Instruction</b> | 9780554026879  | 386-387  | Chapter 13 Simulation: Identifying Motivations and Emotions              |
|  |  |   | <b>Review</b>      | 9780554026879  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (B) explore the interaction of biological and cultural factors in emotion and motivation | (i) explore the interaction of biological and cultural factors in emotion     | <b>Instruction</b> | 9780554026879  | 380-381  | Chapter 13, Section 4, Emotions, The Nature of Emotions                  |
|  |  |   | <b>Review</b>      | 9780554026879  | 384      | Chapter 13, Section 4 Assessment   |
|  |  |   | <b>Instruction</b> | 9780554026879  | 382-384  | Chapter 13, Section 4, Emotions, Theories of Emotion                     |
|  |  |   | <b>Review</b>      | 9780554026879  | 388      | Chapter 13 Review, Comprehension and Critical Thinking                   |
| (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:                                   | (B) explore the interaction of biological and cultural factors in emotion and motivation | (ii) explore the interaction of biological and cultural factors in motivation | <b>Instruction</b> | 9780554026879  | 368-370  | Chapter 13, Section 2, Biological Needs: Focus on Hunger, Entire Section |
|  |  |   | <b>Review</b>      | 9780554026879  | 372      | Chapter 13, Section 2 Assessment   |
|  |  |   | <b>Instruction</b> | 9780554026879  | 374-378  | Chapter 13, Section 3, Psychological Needs, Entire Section               |
|  |  |   | <b>Review</b>      | 9780554026879  | 378      | Chapter 13, Section 3 Assessment   |
| (8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence. | (A) differentiate the various types of intelligence                                      | (i) differentiate the various types of intelligence                           | <b>Instruction</b> | 9780554026879  | 246-247  | Chapter 9 Case Study: What Makes a Creative Genius?                      |
|  |  |   | <b>Review</b>      | 9780554026879  | 247      | Chapter 9 Case Study, What Do You Think?                                 |

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|  |   |   | <b>Instruction</b> | 9780554026879  | 249-251  | Chapter 9, Section 1, What Is Intelligence?, Theories of Intelligence                               |
|  |   |   | <b>Review</b>      | 9780554026879  | 251      | Chapter 9, Section 1 Assessment, Reviewing Main Ideas and Vocabulary                                |
| (9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to: | (A) describe statistical concepts used in testing                                   | (i) describe statistical concepts used in testing                                   | <b>Instruction</b> | 9780554026879  | S18-S21  | Skills Handbook, Using Statistics   |
|  |   |   | <b>Review</b>      | 9780554026879  | 256      | Chapter 9, Section 2 Assessment, Thinking Critically  |
|  |   |   | <b>Instruction</b> | 9780554026879  | 253-255  | Chapter 9, Section 2, Measurement of Intelligence, Two Intelligence Tests, Reliability and Validity |
|  |   |   | <b>Review</b>      | 9780554026879  | 268      | Chapter 9 Review, Comprehension and Critical Thinking   |
| (9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to: | (B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests | (i) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests | <b>Instruction</b> | 9780554026879  | 253-254  | Chapter 9, Section 2, Measurement of Intelligence, Two Intelligence Tests                           |
|  |   |   | <b>Review</b>      | 9780554026879  | 256      | Chapter 9, Section 2 Assessment, Item 7   |
|  |   |   | <b>Review</b>      | 9780554026879  | 268      | Chapter 9 Review, Comprehension and Critical Thinking   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (A) define personality  | (i) define personality  | <b>Instruction</b> | 9780554026879  | 393      | Chapter 14, Section 1, The Trait Approach, Trait Theorists  |
|  |   |   | <b>Review</b>      | 9780554026879  | 395      | Chapter 14, Section 1 Assessment, Item 1  |
|  |   |   | <b>Review</b>      | 9780554026879  | 394      | Chapter 14, Section 1, The Trait Approach, Call-out box "The Five-Factor Model"                     |
|  |   |   | <b>Review</b>      | 9780554026879  | 418      | Chapter 14 Review, Reviewing Vocabulary   |

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|--|---|--|---------------|----------------|----------|---|
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (i) compare various theories of personality, including psychodynamic | Instruction   | 9780554026879  | 397-400  | Chapter 14, Section 2, The Psychoanalytic Approach  |
|  |   |  | Review        | 9780554026879  | 403      | Chapter 14, Section 2 Assessment  |
|  |   |  | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554026879  | 419      | Chapter 14 Review, Writing for AP Psychology  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (ii) compare various theories of personality, including trait        | Instruction   | 9780554026879  | 393-395  | Chapter 14, Section 1, The Trait Approach, Trait Theorists                                |
|  |   |  | Review        | 9780554026879  | 395      | Chapter 14, Section 1 Assessment  |
|  |   |  | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554026879  | 418      | Chapter 14 Review, Comprehension and Critical Thinking                                    |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (iii) compare various theories of personality, including humanistic  | Instruction   | 9780554026879  | 410-411  | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Humanistic Psychology |
|  |   |  | Review        | 9780554026879  | 414      | Chapter 14, Section 4 Assessment  |
|  |   |  | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                               |
|  |   |  | Review        | 9780554026879  | 419      | Chapter 14 Review, Writing for AP Psychology  |

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|--|---|---|---------------|----------------|----------|---|
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (iv) compare various theories of personality, including sociocultural | Instruction   | 9780554026879  | 412-414  | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Sociocultural Psychology  |
|  |   |   | Review        | 9780554026879  | 414      | Chapter 14, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554026879  | 418      | Chapter 14 Review, Comprehension and Critical Thinking  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (v) evaluate various theories of personality, including psychodynamic | Instruction   | 9780554026879  | 402-403  | Chapter 14, Section 2, The Psychoanalytic Approach, Evaluation of the Psychoanalytic Approach |
|  |   |   | Review        | 9780554026879  | 403      | Chapter 14, Section 2 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554026879  | 419      | Chapter 14 Review, Writing for AP Psychology  |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (vi) evaluate various theories of personality, including trait        | Instruction   | 9780554026879  | 395      | Chapter 14, Section 1, The Trait Approach, Evaluation of the Trait Approach                   |
|  |   |   | Review        | 9780554026879  | 395      | Chapter 14, Section 1 Assessment, Thinking Critically   |
|  |   |   | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality                                   |
|  |   |   | Review        | 9780554026879  | 419      | Chapter 14 Review, Writing for AP Psychology  |

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|--|---|--|---------------|----------------|----------|--|
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (vii) evaluate various theories of personality, including humanistic     | Instruction   | 9780554026879  | 412      | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Evaluation of the Humanistic Approach    |
|  |   |  | Review        | 9780554026879  | 414      | Chapter 14, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality  |
|  |   |  | Review        | 9780554026879  | 419      | Chapter 14 Review, Writing for AP Psychology   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural | (viii) evaluate various theories of personality, including sociocultural | Instruction   | 9780554026879  | 414      | Chapter 14, Section 4, The Humanistic and Sociocultural Approaches, Evaluation of the Sociocultural Approach |
|  |   |  | Review        | 9780554026879  | 414      | Chapter 14, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554026879  | 416-417  | Chapter 14 Lab, Your Self: Applying Theories of Personality  |
|  |   |  | Review        | 9780554026879  | 419      | Chapter 14 Review, Psychology in Your Life   |
| (10) Individual identity. The student understands the development and assessment of personality. The student is expected to: | (C) describe personality assessment tools   | (i) describe personality assessment tools                                | Instruction   | 9780554026879  | 431-435  | Chapter 15, Section 3, Personality Tests, Entire Section   |
|  |   |  | Review        | 9780554026879  | 435      | Chapter 15, Section 3 Assessment   |
|  |   |  |               |                |          |  |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to:                 | (A) define and identify the basic elements of thought   | (i) define the basic elements of thought                                 | Instruction   | 9780554026879  | 215      | Chapter 8, Section 1, Understanding Thinking, Basic Elements of Thinking                                     |
|  |   |  | Review        | 9780554026879  | 218      | Chapter 8, Section 1 Assessment, Item  |
|  |   |  | Review        | 9780554026879  | 244      | Chapter 8 Review, Reviewing Vocabulary   |

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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (A) define and identify the basic elements of thought                                     | (ii) identify the basic elements of thought               | Instruction   | 9780554026879  | 215-216  | Chapter 8, Section 1, Understanding Thinking, Basic Elements of Thinking          |
|  |   |   | Review        | 9780554026879  | 218      | Chapter 8, Section 1 Assessment, Item 2   |
|  |   |   | Review        | 9780554026879  | 244      | Chapter 8 Review, Comprehension and Critical Thinking                             |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (i) identify strategies associated with problem solving   | Instruction   | 9780554026879  | 221-222  | Chapter 8, Section 2, Problem Solving, Approaches to Problem Solving              |
|  |   |   | Review        | 9780554026879  | 228      | Chapter 8, Section 2 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Instruction   | 9780554026879  | 222-225  | Chapter 8, Section 2, Problem Solving, Problem-Solving Methods                    |
|  |   |   | Review        | 9780554026879  | 244      | Chapter 8 Review, Psychology in Your Life   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (ii) identify obstacles associated with problem solving   | Instruction   | 9780554026879  | 225-226  | Chapter 8, Section 2, Problem Solving, Obstacles to Problem Solving               |
|  |   |   | Review        | 9780554026879  | 228      | Chapter 8, Section 2 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   |               |                |          |   |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iii) identify strategies associated with decision making | Instruction   | 9780554026879  | 231      | Chapter 8, Section 3, Reasoning and Decision Making, Weighing Costs and Benefits  |
|  |   |   | Review        | 9780554026879  | 233      | Chapter 8, Section 3 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Instruction   | 9780554026879  | 232      | Chapter 8, Section 3, Reasoning and Decision Making, Shortcuts in Decision Making |
|  |   |   | Review        | 9780554026879  | 244      | Chapter 8 Review, Comprehension and Critical Thinking                             |

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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (B) identify strategies and obstacles associated with problem solving and decision making | (iv) identify obstacles associated with decision making | Instruction   | 9780554026879  | 232      | Chapter 8, Section 3, Reasoning and Decision Making, Shortcuts in Decision Making |
|  |   |   | Review        | 9780554026879  | 233      | Chapter 8, Section 3 Assessment, Thinking Critically                              |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (C) explore the structural features of language   | (i) explore the structural features of language         | Instruction   | 9780554026879  | 236-237  | Chapter 8, Section 4, Language, The Basic Elements of Language                    |
|  |   |   | Review        | 9780554026879  | 240      | Chapter 8, Section 4 Assessment, Item 7   |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (D) discuss theories of language acquisition and development                              | (i) discuss theories of language acquisition            | Instruction   | 9780554026879  | 235      | Chapter 8, Section 4, Language, Basic Concepts of Language                        |
|  |   |   | Review        | 9780554026879  | 240      | Chapter 8, Section 4 Assessment, Reviewing Main Ideas and Vocabulary              |
|  |   |   | Review        | 9780554026879  | 245      | Chapter 8 Review, Writing for AP Psychology                                       |
|  |   |   |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (D) discuss theories of language acquisition and development                              | (ii) discuss theories of language development           | Instruction   | 9780554026879  | 237-239  | Chapter 8, Section 4, Language, The Stages of Language Development                |
|  |   |   | Review        | 9780554026879  | 242-243  | Chapter 8 Lab: Children, Thinking, and Language                                   |
|  |   |   |               |                |          |   |

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| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) evaluate the limitations and capabilities of the information processing model | (i) evaluate the limitations of the information processing model   | Instruction   | 9780554026879  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Role of the Mind, The Cognitive Perspective          |
|  |   |  | Review        | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking, Item 4c  |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (E) evaluate the limitations and capabilities of the information processing model | (ii) evaluate the capabilities of the information processing model | Instruction   | 9780554026879  | 23-24    | Chapter 1, Section 4, Contemporary Perspectives, The Role of the Mind, The Cognitive Perspective          |
|  |   |  | Review        | 9780554026879  | 30       | Chapter 1 Review, Comprehension and Critical Thinking, Item 4c  |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (F) understand the states and levels of consciousness                             | (i) understand the states of consciousness                         | Instruction   | 9780554026879  | 129-130  | Chapter 5, Section 1, The Study of Consciousness, Consciousness as a Construct, Meanings of Consciousness |
|  |   |  | Review        | 9780554026879  | 131      | Chapter 5, Section 1 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554026879  | 140      | Chapter 5, Section 3, Altered States of Consciousness, Meditation and Biofeedback                         |
|  |   |  | Review        | 9780554026879  | 152      | Chapter 5 Review, Comprehension and Critical Thinking   |
|  |   |  |               |                |          |   |
| (11) Individual experience. The student understands basic elements of cognition. The student is expected to: | (F) understand the states and levels of consciousness                             | (ii) understand the levels of consciousness                        | Instruction   | 9780554026879  | 130-131  | Chapter 5, Section 1, The Study of Consciousness, Different Levels of Consciousness                       |
|  |   |  | Review        | 9780554026879  | 131      | Chapter 5, Section 1 Assessment, Item 6   |
|  |   |  |               |                |          |   |

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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (i) explain stress   | Instruction   | 9780554026879  | 473      | Chapter 17, Section 1, Understanding Stress, Different Kinds of Stress                       |
|  |   |  | Review        | 9780554026879  | 476      | Chapter 17, Section 1 Assessment, Reviewing Main Ideas and Vocabulary                        |
|  |   |  | Instruction   | 9780554026879  | 473-474  | Chapter 17, Section 1, Understanding Stress, Sources of Stress                               |
|  |   |  | Review        | 9780554026879  | 494      | Chapter 17 Review, Comprehension and Critical Thinking                                       |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (ii) explain the individual's physiological responses to stressors | Instruction   | 9780554026879  | 481      | Chapter 17, Section 2, Stress: Responses and Effects, Effects of Stress on the Immune System |
|  |   |  | Review        | 9780554026879  | 481      | Chapter 17, Section 2 Assessment, Thinking Critically  |
|  |   |  | Instruction   | 9780554026879  | 483-486  | Chapter 17, Section 3, Psychological Factors and Health, Entire section                      |
|  |   |  | Review        | 9780554026879  | 486      | Chapter 17, Section 3 Assessment   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (iii) explain the individual's behavioral responses to stressors   | Instruction   | 9780554026879  | 478-479  | Chapter 17, Section 2, Stress: Responses and Effects, Responses to Stress                    |
|  |   |  | Review        | 9780554026879  | 481      | Chapter 17, Section 2 Assessment   |
|  |   |  | Instruction   | 9780554026879  | 480      | Chapter 17, Section 2, Stress: Responses and Effects, The General Adaptation Syndrome        |
|  |   |  | Review        | 9780554026879  | 494      | Chapter 17 Review, Comprehension and Critical Thinking                                       |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors | (iv) explain the individual's psychological responses to stressors | Instruction   | 9780554026879  | 478-479  | Chapter 17, Section 2, Stress: Responses and Effects, Responses to Stress                    |

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|  |   |   | Review        | 9780554026879  | 481      | Chapter 17, Section 2 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 480      | Chapter 17, Section 2, Stress: Responses and Effects, The General Adaptation Syndrome             |
|  |   |   | Review        | 9780554026879  | 494      | Chapter 17 Review, Comprehension and Critical Thinking  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (B) evaluate cognitive and behavioral strategies for dealing with stress  | (i) evaluate cognitive strategies for dealing with stress         | Instruction   | 9780554026879  | 488-490  | Chapter 17, Section 4, Ways of Coping with Stress, Entire section                                 |
|  |   |   | Review        | 9780554026879  | 490      | Chapter 17, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 492-493  | Chapter 17 Simulation: Stress and Active Coping Methods   |
|  |   |   | Review        | 9780554026879  | 493      | Chapter 17 Simulation, Discussion Questions   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (B) evaluate cognitive and behavioral strategies for dealing with stress  | (ii) evaluate behavioral strategies for dealing with stress       | Instruction   | 9780554026879  | 488-490  | Chapter 17, Section 4, Ways of Coping with Stress, Entire section                                 |
|  |   |   | Review        | 9780554026879  | 490      | Chapter 17, Section 4 Assessment  |
|  |   |   | Instruction   | 9780554026879  | 492-493  | Chapter 17 Simulation: Stress and Active Coping Methods   |
|  |   |   | Review        | 9780554026879  | 493      | Chapter 17 Simulation, Discussion Questions   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal | (i) analyze the challenges inherent in defining abnormal behavior | Instruction   | 9780554026879  | 499      | Chapter 18, Section 1, Understanding Psychological Disorders, Identifying Psychological Disorders |
|  |   |   | Review        | 9780554026879  | 530      | Chapter 18 Review, Comprehension and Critical Thinking  |
|  |   |   | Instruction   | 9780554026879  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | Review        | 9780554026879  | 529      | Chapter 18 Lab Discussion Questions   |

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| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal | (ii) acknowledge the sociocultural stigma of labeling behavior as abnormal | Instruction   | 9780554026879  | 520-521  | Chapter 18, Section 4, Schizophrenia, Call-out box, "Perceptions of Schizophrenia" |
|  |   |  | Review        | 9780554026879  | 520      | Chapter 18, Section 4, Schizophrenia, Teacher Wrap: Critical Thinking: Sequence    |
|  |   |  |               |                |          |  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (i) recognize the biological origins of abnormal behavior                  | Instruction   | 9780554026879  | 509      | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Anxiety Disorders    |
|  |   |  | Review        | 9780554026879  | 513      | Chapter 18, Section 2 Assessment, Item 7   |
|  |   |  | Instruction   | 9780554026879  | 522-523  | Chapter 18, Section 4, Schizophrenia, Explaining Schizophrenia                     |
|  |   |  | Review        | 9780554026879  | 523      | Chapter 18, Section 4 Assessment, Item 4   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (ii) recognize the social origins of abnormal behavior                     | Instruction   | 9780554026879  | 522      | Chapter 18, Section 4, Schizophrenia, Explaining Schizophrenia                     |
|  |   |  | Review        | 9780554026879  | 523      | Chapter 18, Section 4 Assessment   |
|  |   |  | Instruction   | 9780554026879  | 526-527  | Chapter 18, Section 5, Personality Disorders, Explaining Personality Disorders     |
|  |   |  | Review        | 9780554026879  | 527      | Chapter 18, Section 5 Assessment   |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (D) recognize the biological, social, and cognitive origins of abnormal behavior  | (iii) recognize the cognitive origins of abnormal behavior                 | Instruction   | 9780554026879  | 508-509  | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Anxiety Disorders    |
|  |   |  | Review        | 9780554026879  | 513      | Chapter 18, Section 2 Assessment, Item 7   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Citation Type      | Component ISBN | Page (s) | Specific Location   |
|--|---|---|--------------------|----------------|----------|---|
|  |   |   | <b>Instruction</b> | 9780554026879  | 526-527  | Chapter 18, Section 5, Personality Disorders, Explaining Personality Disorders  |
|  |   |   | <b>Review</b>      | 9780554026879  | 527      | Chapter 18, Section 5 Assessment  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (i) discuss major categories of abnormal behaviors  | <b>Instruction</b> | 9780554026879  | 501      | Chapter 18, Section 1, Understanding Psychological Disorders, Call-out Box, "Major Categories of Psychological Disorders" |
|  |   |   | <b>Review</b>      | 9780554026879  | 502      | Chapter 18, Section 1 Assessment  |
|  |   |   | <b>Instruction</b> | 9780554026879  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | <b>Review</b>      | 9780554026879  | 530      | Chapter 18 Review, Comprehension and Critical Thinking  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | (ii) identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM) | <b>Instruction</b> | 9780554026879  | 501      | Chapter 18, Section 1, Understanding Psychological Disorders, Call-out Box, "Major Categories of Psychological Disorders" |
|  |   |   | <b>Review</b>      | 9780554026879  | 502      | Chapter 18, Section 1 Assessment, Item 7  |
|  |   |   | <b>Instruction</b> | 9780554026879  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders  |
|  |   |   | <b>Review</b>      | 9780554026879  | 528-529  | Chapter 18 Lab: Diagnosing Psychological Disorders, Discussion  |
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: | (F) evaluate the effectiveness of past and present methods of therapy   | (i) evaluate the effectiveness of past methods of therapy   | <b>Instruction</b> | 9780554026879  | 534      | Chapter 19, Section 1, What Therapy Is and Does, Psychology Close Up  |
|  |   |   | <b>Review</b>      | 9780554026879  | 549      | Chapter 19, Section 4, Biological Therapy, Psychology Close Up  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|---|---|---------------|----------------|----------|---|
| (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:                              | (F) evaluate the effectiveness of past and present methods of therapy | (ii) evaluate the effectiveness of present methods of therapy | Instruction   | 9780554026879  | 539-542  | Chapter 19, Section 2, The Psychoanalytic and Humanistic Approaches, Entire Section |
|   |   |   | Review        | 9780554026879  | 538      | Chapter 19, Section 1 Assessment  |
|   |   |   | Instruction   | 9780554026879  | 544-548  | Chapter 19, Section 3, Cognitive Therapy and Behavior Therapy, Entire Section       |
|   |   |   | Review        | 9780554026879  | 557      | Chapter 19 Review, Writing for AP Psychology  |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (A) describe how attributions affect explanations of behavior         | (i) describe how attributions affect explanations of behavior | Instruction   | 9780554026879  | 512      | Chapter 18, Section 2, Anxiety and Mood Disorders, Explaining Mood Disorders        |
|   |   |   | Activity      | 9780554026879  | 513      | Chapter 18, Section 2 Assessment, Item 6  |
|   |   |   | Instruction   | 9780554026879  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                        |
|   |   |   | Review        | 9780554026879  | 586      | Chapter 20 Review, Comprehension and Critical Thinking                              |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination         | (i) explore the nature of bias                                | Instruction   | 9780554026879  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                        |
|   |   |   | Review        | 9780554026879  | 579      | Chapter 20, Section 4 Assessment, 579   |
|   |   |   | Review        | 9780554026879  | 587      | Chapter 20 Review, Writing for AP Psychology  |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination         | (ii) explore the nature of discrimination                     | Instruction   | 9780554026879  | 573      | Chapter 20, Section 3, Prejudice, The Prejudicial View                              |
|   |   |   | Review        | 9780554026879  | 574      | Chapter 20, Section 3 Assessment  |
|   |   |   | Review        | 9780554026879  | 587      | Chapter 20 Review, Skills Activity: Interpreting Cartoons                           |
|   |   |   |               |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|--|---|---------------|----------------|----------|---|
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination                    | (iii) explore the effects of bias                                   | Instruction   | 9780554026879  | 577      | Chapter 20, Section 4, Social Perception, Attribution Theory                    |
|   |  |   | Review        | 9780554026879  | 579      | Chapter 20, Section 4 Assessment, 579   |
|   |  |   | Review        | 9780554026879  | 587      | Chapter 20 Review, Writing for AP Psychology                                    |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (B) explore the nature and effects of bias and discrimination                    | (iv) explore the effects of discrimination                          | Instruction   | 9780554026879  | 573      | Chapter 20, Section 3, Prejudice, The Prejudicial View                          |
|   |  |   | Review        | 9780554026879  | 574      | Chapter 20, Section 3 Assessment  |
|   |  |   | Review        | 9780554026879  | 587      | Chapter 20 Review, Skills Activity: Interpreting Cartoons                       |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (C) describe circumstances in which conformity and obedience are likely to occur | (i) describe circumstances in which conformity [is] likely to occur | Instruction   | 9780554026879  | 595-596  | Chapter 21, Section 2, Conformity and Obedience, Asch's Studies of Conformity   |
|   |  |   | Review        | 9780554026879  | 599      | Chapter 21, Section 2 Assessment  |
|   |  |   | Instruction   | 9780554026879  | 596-597  | Chapter 21, Section 2, Conformity and Obedience, Why People Conform             |
|   |  |   | Review        | 9780554026879  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                          |
|   |  |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (C) describe circumstances in which conformity and obedience are likely to occur | (ii) describe circumstances in which obedience [is] likely to occur | Instruction   | 9780554026879  | 597-598  | Chapter 21, Section 2, Conformity and Obedience, Milgram's Studies of Obedience |
|   |  |   | Review        | 9780554026879  | 599      | Chapter 21, Section 2 Assessment:   |
|   |  |   | Instruction   | 9780554026879  | 608-609  | Chapter 21 Experiment: Revisiting Milgram                                       |
|   |  |   | Review        | 9780554026879  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                          |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type | Component ISBN | Page (s) | Specific Location   |
|---|---|---|---------------|----------------|----------|---|
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (D) describe the effects of the presence of others on individual behavior                 | (i) describe the effects of the presence of others on individual behavior | Instruction   | 9780554026879  | 591-593  | Chapter 21, Section 1, Group Behavior, Entire Section                                     |
|   |   |   | Review        | 9780554026879  | 593      | Chapter 21, Section 1 Assessment  |
|   |   |   | Review        | 9780554026879  | 610      | Chapter 21 Review, Comprehension and Critical Thinking                                    |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (E) discuss the nature of altruism  | (i) discuss the nature of altruism  | Instruction   | 9780554026879  | 605      | Chapter 21, Section 3, Aggression and Altruism, Altruism and Others                       |
|   |   |   | Review        | 9780554026879  | 606      | Chapter 21, Section 3 Assessment  |
|   |   |   | Instruction   | 9780554026879  | 605-606  | Chapter 21, Section 3, Aggression and Altruism, Factors Promoting and Inhibiting Altruism |
|   |   |   | Review        | 9780554026879  | 610      | Chapter 21 Review, Internet Activity  |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (F) discuss the factors influencing attraction  | (i) discuss the factors influencing attraction                            | Instruction   | 9780554026879  | 581-583  | Chapter 20, Section 5, Interpersonal Attraction, Entire Section                           |
|   |   |   | Review        | 9780554026879  | 583      | Chapter 20, Section 5 Assessment  |
|   |   |   | Review        | 9780554026879  | 586      | Chapter 20 Review, Comprehension and Critical Thinking                                    |
|   |   |   |               |                |          |   |
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to: | (G) identify sources of attitude formation and assess methods used to influence attitudes | (i) identify sources of attitude formation                                | Instruction   | 9780554026879  | 563-564  | Chapter 20, Section 1, Attitudes, How Attitudes Develop                                   |
|   |   |   | Review        | 9780554026879  | 565      | Chapter 20, Section 1 Assessment  |
|   |   |   | Instruction   | 9780554026879  | 566      | Chapter 20, Current Research in Psychology  |
|   |   |   | Review        | 9780554026879  | 566      | Chapter 20, Current Research in Psychology, Thinking Critically                           |

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|---|--|--|---------------|----------------|----------|--|
| (13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:   | (G) identify sources of attitude formation and assess methods used to influence attitudes                  | (ii) assess methods used to influence attitudes  | Instruction   | 9780554026879  | 568-570  | Chapter 20, Section 2, Persuasion, Entire Section                              |
|   |  |  | Review        | 9780554026879  | 570      | Chapter 20, Section 2 Assessment   |
|   |  |  | Instruction   | 9780554026879  | 584-585  | Chapter 20 Experiment: Types of Persuasion                                     |
|   |  |  | Review        | 9780554026879  | 586      | Chapter 20 Review, Internet Activity   |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry | (i) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry | Instruction   | 9780554026879  | 300-301  | Chapter 10 Lab: Prenatal and Postnatal Development                             |
|   |  |  | Review        | 9780554026879  | 301      | Chapter 10 Lab: Prenatal and Postnatal Development, Discussion Questions       |
|   |  |  | Instruction   | 9780554026879  | 464-465  | Chapter 16 Simulation: Identifying Gender Stereotypes                          |
|   |  |  | Review        | 9780554026879  | 465      | Chapter 16 Simulation: Identifying Gender Stereotypes, Discussion Questions    |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (B) draw and evaluate conclusions from qualitative information   | (i) draw conclusions from qualitative information  | Instruction   | 9780554026879  | S4       | Critical Thinking Skills, Drawing Conclusions                                  |
|   |  |  | Review        | 9780554026879  | 57       | Chapter 2, Section 4 Assessment, Item 4  |
|   |  |  | Review        | 9780554026879  | 313      | Chapter 11, Section 2, Social Development, Teacher Edition Wrap: Reading Focus |
|   |  |  |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (B) draw and evaluate conclusions from qualitative information   | (ii) evaluate conclusions from qualitative information   | Instruction   | 9780554026879  | S14      | Critical Thinking Skills, Evaluating Information on the Internet               |

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|   |   |  | <b>Review</b>      | 9780554026879  | 289      | Chapter 10, Section 3, Social Development, Quick Lab  |
|   |   |  | <b>Instruction</b> | 9780554026879  | S10      | Critical Thinking Skills, Analyzing Secondary Sources   |
|   |   |  | <b>Review</b>      | 9780554026879  | 350      | Chapter 12, Current Research in Psychology, Thinking Critically, Item 1                         |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (C) apply evaluation rules to quantitative information  | (i) apply evaluation rules to quantitative information | <b>Instruction</b> | 9780554026879  | S5       | Critical Thinking Skills, Interpreting Line and Bar Graphs                                      |
|   |   |  | <b>Review</b>      | 9780554026879  | 203      | Chapter 7, Section 3, Forgetting and Memory Improvement, Call-out box, Statistically Speaking   |
|   |   |  | <b>Instruction</b> | 9780554026879  | S18-S21  | Critical Thinking Skills, Using Statistics  |
|   |   |  | <b>Review</b>      | 9780554026879  | 258      | Chapter 9, Section 3, Differences in Intelligence, Call-out box, Statistically Speaking         |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (i) analyze information by sequencing                  | <b>Instruction</b> | 9780554026879  | 200      | Chapter 7, Section 2 Assessment, Focus on Writing   |
|   |   |  | <b>Review</b>      | 9780554026879  | 192      | Chapter 7, Section 1, Memory Classifications and Processes, Teacher Edition Wrap, Reading Focus |
|   |   |  | <b>Review</b>      | 9780554026879  | 200      | Chapter 7, Section 2 Assessment, Item 8   |

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| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (ii) analyze information by categorizing                                | <b>Instruction</b> | 9780554026879  | 348      | Chapter 12, Section 3, Late Adulthood, Reading Focus           |
|   |   |   | <b>Review</b>      | 9780554026879  | 425      | Chapter 15, Section 1 Review, Item 5                           |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (iii) analyze information by identifying cause-and-effect relationships | <b>Instruction</b> | 9780554026879  | S2       | Skills Handbook, Identifying Cause and Effect                  |
|   |   |   | <b>Review</b>      | 9780554026879  | S2       | Skills Handbook, Identifying Cause and Effect, Apply the Skill |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (iv) analyze information by comparing                                   | <b>Instruction</b> | 9780554026879  | 103      | Chapter 4, Section 2, Vision, Reading Check Question           |

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|   |   |   | Review        | 9780554026879  | 21       | Chapter 1, Section 3 Assessment, Item 6  |
|   |   |   | Review        | 9780554026879  | 240      | Chapter 8, Section 4 Assessment, Item 7  |
|   |   |   |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (v) analyze information by contrasting            | Instruction   | 9780554026879  | 85       | Chapter 3, Section 4 Heredity: Our Genetic Background, Reading Check Question                  |
|   |   |   | Review        | 9780554026879  | 88       | Chapter 3, Section 4 Assessment, Item 7  |
|   |   |   | Review        | 9780554026879  | 149      | Chapter 5, Section 4 Assessment, Item 3  |
|   |   |   |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (vi) analyze information by finding the main idea | Instruction   | 9780554026879  | S1       | Critical Thinking Skills, Identifying Main Ideas and Details                                   |
|   |   |   | Review        | 9780554026879  | 342      | Chapter 12, Section 2 Assessment, Item 1   |
|   |   |   | Instruction   | 9780554026879  | 229      | Chapter 8, Section 3, Reasoning and Decision Making, Teacher Edition Wrap, Teach the Main Idea |
|   |   |   | Review        | 9780554026879  | 384      | Chapter 13, Section 4 Assessment, Item 2   |
|   |   |   |               |                |          |  |

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| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (vii) analyze information by summarizing                             | Instruction   | 9780554026879  | 17       | Chapter 1, Section 3, A History of Psychology, Reading Check Question                                    |
|   |   |  | Review        | 9780554026879  | 26       | Chapter 1, Section 4, Contemporary Perspectives, Teacher Edition Wrap, Reading Focus                     |
|   |   |  | Review        | 9780554026879  | 277      | Chapter 10, Section 1 Assessment, Item 3   |
|   |   |  |               |                |          |  |
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (viii) analyze information by making generalizations and predictions | Instruction   | 9780554026879  | 342      | Chapter 12, Section 2, Middle Adulthood, Reading Check Question  |
|   |   |  | Review        | 9780554026879  | 228      | Chapter 8, Section 2 Assessment, Item 5  |
|   |   |  | Review        | 9780554026879  | 312      | Chapter 11, Section 2, Social Development, Teacher Edition Wrap: Critical Thinking: Make Generalizations |
|   |   |  |               |                |          |  |

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|---|---|--|---------------|----------------|----------|---|
| (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | (ix) analyze information by drawing inferences and conclusions | Instruction   | 9780554026879  | S4       | Skills Handbook, Drawing Conclusions                  |
|   |   |  | Review        | 9780554026879  | S4       | Skills Handbook, Drawing Conclusions, Apply the Skill |
|   |   |  | Review        | 9780554026879  | 200      | Chapter 7, Section 2 Assessment, Item 6               |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (A) use psychology-related terminology correctly  | (i) use psychology-related terminology correctly               | Instruction   | 9780554026879  | S16-S17  | Critical Thinking Skills, Building Your Vocabulary    |
|   |   |  | Review        | 9780554026879  | 442      | Chapter 15 Review, Reviewing Vocabulary               |
|   |   |  | Review        | 9780554026879  | 466      | Chapter 16 Review, Reviewing Vocabulary               |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation   | (i) use standard grammar                                       | Instruction   | 9780554026879  | 31       | Chapter 1 Review, Writing for AP Psychology           |
|   |   |  | Review        | 9780554026879  | 245      | Chapter 8 Review, Writing for AP Psychology           |
|   |   |  |               |                |          |   |
|   |   |  |               |                |          |   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation   | (ii) use standard spelling                                     | Instruction   | 9780554026879  | 20       | Chapter 4 Review, Writing for AP Psychology           |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type      | Component ISBN | Page (s) | Specific Location                                      |
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|  |   |  | <b>Review</b>      | 9780554026879  | 495      | Chapter 17 Review, Writing for AP Psychology           |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (B) use standard grammar, spelling, sentence structure, and punctuation   | (iii) use standard sentence structure  | <b>Instruction</b> | 9780554026879  | 211      | Chapter 7 Review, Writing for AP Psychology            |
|  |   |  | <b>Review</b>      | 9780554026879  | 531      | Chapter 18 Review, Writing for AP Psychology           |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (B) use standard grammar, spelling, sentence structure, and punctuation   | (iv) use standard punctuation  | <b>Instruction</b> | 9780554026879  | 93       | Chapter 3 Review, Writing for AP Psychology            |
|  |   |  | <b>Review</b>      | 9780554026879  | 153      | Chapter 5 Review, Writing for AP Psychology            |
|  |   |  |                    |                |          |  |
|  |   |  |                    |                |          |  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate | (i) transfer information from one medium to another, including written to visual, using computer software as appropriate | <b>Instruction</b> | 9780554026879  | 90-91    | Chapter 3 Lab: Building the Human Brain                |
|  |   |  | <b>Review</b>      | 9780554026879  | 91       | Chapter 3 Lab: Discussion Questions                    |
|  |   |  | <b>Instruction</b> | 9780554026879  | 182-183  | Chapter 6 Experiment: Reinforcement and Discouragement |
|  |   |  | <b>Review</b>      | 9780554026879  | 183      | Chapter 6 Experiment, Analysis and Conclusion          |
|  |   |  |                    |                |          |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Citation Type | Component ISBN | Page (s) | Specific Location   |
|--|---|--|---------------|----------------|----------|---|
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate | (ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate | Instruction   | 9780554026879  | 28-29    | Chapter 1 Lab: Public Perceptions of Psychology   |
|  |   |  | Review        | 9780554026879  | 29       | Chapter 1 Lab, Evaluating the Response, Discussion Questions  |
|  |   |  | Instruction   | 9780554026879  | 54       | Chapter 2, Section 4, Experimental and Ethical Issues, Teacher Edition Wrap, Critical Thinking: Analyze, Measuring Central Tendency |
|  |   |  | Review        | 9780554026879  | 260      | Chapter 9, Section 3 Assessment, Item 7   |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (i) create written presentations of social studies information   | Instruction   | 9780554026879  | 326-327  | Chapter 11 Simulation: Peer Pressure  |
|  |   |  | Review        | 9780554026879  | 388      | Chapter 13 Review, Psychology in Your Life  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (ii) create oral presentations of social studies information   | Instruction   | 9780554026879  | 182-183  | Chapter 6 Experiment: Reinforcement and Discouragement  |
|  |   |  | Review        | 9780554026879  | 266-267  | Chapter 9 Lab: Profile of a Genius  |
| (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | (D) create written, oral, and visual presentations of social studies information  | (iii) create visual presentations of social studies information  | Instruction   | 9780554026879  | 122-123  | Chapter 4 Lab: Sensory Thresholds and Perceptual Organization   |
|  |   |  | Review        | 9780554026879  | 358      | Chapter 12 Review, Psychology in Your Life  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location   |
|---|--|--|------------------|----------------|----------|---|
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | (i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | Instruction      | 9780554026879  | S3       | Critical Thinking Skills, Identifying Problems and Solutions                                  |
|   |  |  | Review           | 9780554026879  | 222-223  | Chapter 8, Section 2, Problem Solving, Call-out box: Five Problems to Solve                   |
|   |  |  | Instruction      | 9780554026879  | 221-224  | Chapter 8, Section 2, Problem Solving, Approaches to Problem Solving, Problem-Solving Methods |
|   |  |  | Review           | 9780554026879  | 226      | Chapter 8, Section 2, Problem Solving, Teacher Edition Wrap, Collaborative Learning           |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision  | (i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision  | Instruction      | 9780554026879  | 230-233  | Chapter 8, Section 3, Reasoning and Decision Making, Entire Section                           |
|   |  |  | Review           | 9780554026879  | 233      | Chapter 8, Section 3 Assessment, Focus on Writing   |
|   |  |  | Review           | 9780554026879  | 244      | Chapter 8 Review, Psychology in Your Life   |
|   |  |  |                  |                |          |   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation   | (i) participate in conflict resolution using persuasion  | Instruction      |                |          |   |
|   |  |  | (Drop-down menu) |                |          |   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Citation Type    | Component ISBN | Page (s) | Specific Location |
|---|--|---|------------------|----------------|----------|-------------------|
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (ii) participate in conflict resolution using compromise                      | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (iii) participate in conflict resolution using debate                         | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation | (iv) participate in conflict resolution using negotiation                     | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:               | (A) illustrate the relationship and sequence between intermediate goals and terminal goals   | (i) illustrate the relationship between intermediate goals and terminal goals | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
|   |  |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:               | (A) illustrate the relationship and sequence between intermediate goals and terminal goals   | (ii) illustrate the sequence between intermediate goals and terminal goals    | Instruction      |                |          |                   |
|   |  |   | (Drop-down menu) |                |          |                   |
|   |  |   |                  |                |          |                   |
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| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Citation Type    | Component ISBN | Page (s) | Specific Location |
|---|---|---|------------------|----------------|----------|-------------------|
|   |   |   |                  |                |          |                   |
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| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (i) monitor self-directed inquiry or projects for timelines         | Instruction      |                |          |                   |
|   |   |   | (Drop-down menu) |                |          |                   |
|   |   |   |                  |                |          |                   |
|   |   |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (ii) monitor self-directed inquiry or projects for accuracy         | Instruction      |                |          |                   |
|   |   |   | (Drop-down menu) |                |          |                   |
|   |   |   |                  |                |          |                   |
|   |   |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (iii) monitor self-directed inquiry or projects for goal attainment | Instruction      |                |          |                   |
|   |   |   | (Drop-down menu) |                |          |                   |
|   |   |   |                  |                |          |                   |
|   |   |   |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (iv) evaluate self-directed inquiry or projects for timelines       | Instruction      |                |          |                   |
|   |   |   | (Drop-down menu) |                |          |                   |
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| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location |
|---|---|--|------------------|----------------|----------|-------------------|
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (v) evaluate self-directed inquiry or projects for accuracy                  | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to: | (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment | (vi) evaluate self-directed inquiry or projects for goal attainment          | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:          | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology    | (i) analyze examples of attitudes related to changes in available technology | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
|   |   |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:          | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology    | (ii) analyze examples of beliefs related to changes in available technology  | Instruction      |                |          |                   |
|   |   |  | (Drop-down menu) |                |          |                   |
|   |   |  |                  |                |          |                   |
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| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Citation Type    | Component ISBN | Page (s) | Specific Location |
|--|--|--|------------------|----------------|----------|-------------------|
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology | (iii) analyze examples of behaviors related to changes in available technology | Instruction      |                |          |                   |
|  |  |  | (Drop-down menu) |                |          |                   |
|  |  |  |                  |                |          |                   |
|  |  |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (B) evaluate the impact of changes in technology on personal growth and development                  | (i) evaluate the impact of changes in technology on personal growth            | Instruction      |                |          |                   |
|  |  |  | (Drop-down menu) |                |          |                   |
|  |  |  |                  |                |          |                   |
|  |  |  |                  |                |          |                   |
| (18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to: | (B) evaluate the impact of changes in technology on personal growth and development                  | (ii) evaluate the impact of changes in technology on personal development      | Instruction      |                |          |                   |
|  |  |  | (Drop-down menu) |                |          |                   |
|  |  |  |                  |                |          |                   |
|  |  |  |                  |                |          |                   |