



Correlation of

Discovering Psychology: The Science of Mind, 3/E, AP[®] Edition,
by John Cacioppo/ Laura A. Freberg, © 2019,
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to

AP[®] Psychology Course Description
Effective Fall 2020

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Learning Targets/Examples	Where Addressed
Unit 1: Scientific Foundations of Psychology Psychology is the scientific study of behavior and mental processes. This course examines the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted. As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes. Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes. To ensure that their results are valid and reliable, psychologists' research must adhere to strict ethical and procedural guidelines. Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today.	
Topic 1.1 Introducing Psychology	
Learning Target	
1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	6-9, 365-369
1.B Identify the research contributions of major historical figures in psychology.	
Examples	
1.B.1 Mary Whiton Calkins, major historical figure in psychology	The opportunity to address this example exists. For example, see: 12, 16
1.B.2 Charles Darwin, major historical figure in psychology	11, 14, 86-87, 92, 94, 95, 239-240, 245, 246, 536, 538
1.B.3 Dorothea Dix, major historical figure in psychology	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
1.B.4 Sigmund Freud, major historical figure in psychology	12-14, 15, 23, 194, 208, 443, 460-463, 598, 607-608, 610, 611
1.B.5 G. Stanley Hall, major historical figure in psychology	The opportunity to address this example exists. For example, see: 18, 19
1.B.6 William James, major historical figure in psychology	xxiii, xxiv, 11-12, 14, 18, 21, 24, 92, 194, 233-235, 269, 279, 482, 492, 674
1.B.7 Ivan Pavlov, major historical figure in psychology	15, 16, 18, 20, 38, 282-287, 289, 292, 476
1.B.8 Jean Piaget, major historical figure in psychology	19, 425-428, 429-430, 440, 442
1.B.9 Carl Rogers, major historical figure in psychology	13, 15, 19, 464-465, 599, 609-610
1.B.10 B. F. Skinner, major historical figure in psychology	16, 17, 19, 295, 297, 298, 299, 302, 303, 304, 306-306, 308-309, 314, 460, 463
1.B.11 Margaret Floy Washburn, major historical figure in psychology	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .

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Learning Targets/Examples	Where Addressed
1.B.12 John B. Watson, major historical figure in psychology	15-17, 19, 290
1.B.13 Wilhelm Wundt, major historical figure in psychology	xxiv, 9, 11, 12, 18, 20, 163, 682
1.C Describe and compare different theoretical approaches in explaining behavior.	
1.C.1 Structuralism	9-12, 20
1.C.2 Functionalism	10-12, 18, 20, 92
1.C.3 Early Behaviorism	14-20, 289, 294, 463-464, 610-611, 617
1.C.4 Gestalt	10, 11, 19-20, 163-164, 165,177
1.C.5 Psychoanalytic/psychodynamic	460-463, 607-608
1.C.6 Humanistic	12-15, 19-20, 464-465
1.C.7 Evolutionary approach	xxviii, 19-22, 31, 92, 98
1.C.8 Biological approach	xviii, 21, 30, 92, 96, 98, 100
1.C.9 Cognitive approach	xxvii-xxviii, 14, 17-20, 22-23, 30, 262, 279, 310, 364, 402
1.C.10 Biopsychosocial approaches	612
1.C.11 Sociocultural	22, 30, 178, 182, 188
1.D Recognize the strengths and limitations of applying theories to explain behavior.	38-41
1.E Distinguish the different domains of psychology.	
1.E.1 Biological domain	21, 30
1.E.2 Clinical domain	23, 30
1.E.3 Cognitive domain	22, 30
1.E.4 Counseling domain	599
1.E.5 Developmental domain	22, 30
1.E.6 Educational domain	22-23
1.E.7 Experimental domain	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
1.E.8 Industrial-organizational domain	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .

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Learning Targets/Examples	Where Addressed
1.E.9 Personality domain	22, 23
1.E.10 Psychometric domain	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
1.E.11 Social domain	22, 23, 500-529
1.E.12 Positive domain	673-683
Topic 1.2 Research Methods in Psychology	
1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.	
1.F.1 Research method: experiments	47-52, 53
1.F.2 Research method: correlational studies	45-47, 53
1.F.3 Research method: survey research	43-44, 53
1.F.4 Research method: naturalistic observations	43, 53
1.F.5 Research method: case studies	42, 53
1.F.6 Research method: longitudinal studies	52, 53
1.F.7 Research method: cross-sectional studies	52, 53
1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.	50
Topic 1.3 Defining Psychological Science: The Experimental Method	
1.H Identify independent, dependent, confounding, and control variables in experimental designs.	47-50
1.I Describe how research design drives the reasonable conclusions that can be drawn.	54
1.I.1 Experiments are useful for determining cause and effect.	The opportunity to address this example exists. For example, see: 41, 47
1.I.2 The use of experimental controls reduces alternative explanations.	48, 51
1.I.3 Random assignment is needed to demonstrate cause and effect.	48
1.I.4 Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.	45-47
1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.	48

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Learning Targets/Examples	Where Addressed
Topic 1.4 Selecting a Research Method	
1.K Predict the validity of behavioral explanations based on the quality of research design.	54
1.K.1 Confounding variables limit confidence in research conclusions.	48
Topic 1.5 Statistical Analysis in Psychology	
1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	54-60
1.L.1 Measures of central tendency	55-56
1.L.2 Variation (range, standard deviation)	56
1.L.3 Correlation coefficient	The opportunity to address this learning example exists. For example, see: 50-62
1.L.4 Frequency distribution (normal, bimodal, positive skew, negative skew)	55-58
1.M Distinguish the purposes of descriptive statistics and inferential statistics.	54-55, 60-61
Topic 1.6 Ethical Guidelines in Psychology	
1.N Identify how ethical issues inform and constrain research practices.	62-63
1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.	62-63
1.O.1 Those provided by the American Psychological Association	62
1.O.2 Federal regulations	62
1.O.3 Local Institutional Review Board (IRB)	62
1.O.4 Institutional Animal Care and Use Committee (IACUC)	62

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Learning Targets/Examples	Where Addressed
<p>Unit 2: Biological Bases of Behavior The structures of human biological systems and their functions influence our behavior and mental processes. Some psychologists study behaviors and mental processes from a biological perspective. This includes an examination of the influence that the interaction between human biology and our environment has on behavior and mental processes. This is a recurring topic throughout the course that will be used to explain many psychological phenomena. The biological perspective also provides insight into the causes of and treatments for psychological disorders. There is a complex interaction between a person's biology and their behavior and mental processes. Heredity and environment play a role, as do variations in a person's consciousness.</p>	
Topic 2.1 Interaction of Heredity and Environment	
Learning Target	
2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	70-71, 92-97
2.B Identify key research contributions of scientists in the area of heredity and environment.	
Examples	
2.B.1 Contributions of Charles Darwin, a key scientist in the area of heredity and environment	71, 86, 92, 94-95
2.C Predict how traits and behavior can be selected for their adaptive value.	86-89
Topic 2.2 The Endocrine System	
2.D Discuss the effect of the endocrine system on behavior.	128-129, 131-132
Topic 2.3 Overview of the Nervous System and the Neuron	
2.E Describe the nervous system and its subdivisions and functions.	109-110
2.E.1 Central and peripheral nervous systems	110-127, 128-130
2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.	133-136
Topic 2.4 Neural Firing	
2.G Identify basic process of transmission of a signal between neurons.	136-142

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Learning Targets/Examples	Where Addressed
Topic 2.5 Influence of Drugs on Neural Firing	
2.H Discuss the influence of drugs on neurotransmitters.	142-143
2.H.1 Reuptake mechanisms	140-141
2.H.2 Agonists	The opportunity to address this example exists. For example, see: 619
2.H.3 Antagonists	The opportunity to address this example exists. For example, see: 621
Topic 2.6 The Brain	
2.I Describe the nervous system and its subdivisions and functions in the brain.	110-111
2.I.1 Major brain regions	112-127
2.I.2 Lobes	119-121
2.I.3 Cortical areas	115-119
2.I.4 Brain lateralization and hemispheric specialization	123-125
2.J Identify the contributions of key researchers to the study of the brain.	
2.J.1 Contributions of Paul Broca	119-120, 385
2.J.2 Contributions of Carl Wernicke	119, 121, 385-386
Topic 2.7 Tools for Examining Brain Structure and Function	
2.K Recount historic and contemporary research strategies and technologies that support research.	109, 116-117, 121, 123, 349
2.K.1 Research tool: case studies	120, 143, 350, 385
2.K.2 Research tool: split-brain research	124-125, 194
2.K.3 Research tool: imaging techniques	109, 143, 208, 210, 213-214, 225, 250, 350, 475, 511, 613-616
2.K.4 Research tool: lesioning	256-257
2.K.5 Research tool: autopsy	The opportunity to address this example exists. For example, see: 106, 385
2.L Identify the contributions of key researchers to the development of tools for examining the brain.	106-107, 613-614
2.L.1 Contributions of Roger Sperry	125

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Learning Targets/Examples	Where Addressed
Topic 2.8 The Adaptable Brain	
2.M Discuss the role of neuroplasticity in traumatic brain injury.	The opportunity to address this learning target exists. For example, see: 42, 140-143
2.N Identify the contributions of key researchers to the study of neuroplasticity.	
2.N.1 Contributions of Michael Gazzaniga	This example is not directly addressed in this edition of Discovering Psychology: The Science of Mind.
2.O Describe various states of consciousness and their impact on behavior.	217, 221, 223
2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	215-223
2.P.1 Depressants	223
2.P.2 Stimulants	219, 221, 222
2.P.3 Hallucinogens	217, 219, 220, 223
2Q Discuss drug dependence, addiction, tolerance, and withdrawal.	216-218
2.R Identify the contributions of major figures in consciousness research.	
2.R.1 Contributions of William James, major figure in consciousness research	194
2.R.2 Contributions of Sigmund Freud, major figure in consciousness research	194
Topic 2.9 Sleeping and Dreaming	
2.S Discuss aspects of sleep and dreaming.	203-209
2.S.1 Neural and behavioral characteristics of the stages of the sleep cycle	212
2.S.2 Theories of sleep and dreaming	208-209
2.S.4 Symptoms and treatments of sleep disorders	209-212
Unit 3: Sensation and Perception Psychologists study sensation and perception to explain how and why externally gathered sensations and perceptions impact behaviors and mental processes. Using input from several anatomical structures, the sensations we perceive process and interpret information about the environment around us and our place within it. This results in perceptions that influence how we think and behave. In this way, sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.	
Topic 3.1 Principles of Sensation	
Learning Target	
3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	150-190

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Learning Targets/Examples	Where Addressed
Examples	
3.A.1 Gestalt principles	163-164
3.A.2 Depth perception	164-165
3.A.3 Top-down processing	152-153, 162, 177
3.A.4 Bottom-up processing	152-153
3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	150-154, 156, 158
3.C Identify the research contributions of major historical figures in sensation and perception.	
3.C.1 Contributions of Gustav Fechner	153
3.C.2 Contributions of David Hubel	159
3.C.3 Contributions of Ernst Weber	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
3.C.4 Contributions of Torsten Wiesel	159
Topic 3.2 Principles of Perception	
3.D Discuss how experience and culture can influence perceptual processes.	169, 177, 178, 182-183, 186-189
3.D.1 Perceptual set	149-150, 153, 165, 177, 178, 183, 188
3.D.2 Context effects	169, 182-183, 188
3.D.3 Schema	336-337, 359, 368, 425-426, 482-483, 577, 665
3.E Discuss the role of attention in behavior.	151
Topic 3.3 Visual Anatomy	
3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	156-171
3.F.1 Vision process	156-159
3.F.2 Concepts related to visual perception	160-170
3.F.3 Theories of color vision	159-161

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Learning Targets/Examples	Where Addressed
3.G Explain common sensory conditions.	178-179, 181, 183, 188
3.G.1 Visual and hearing impairments	160-161, 177-178
3.G.2 Synesthesia	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
Topic 3.4 Visual Perception	
3.H Explain the role of top-down processing in producing vulnerability to illusion.	152-153, 162, 177
Topic 3.5 Auditory Sensation and Perception	
3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	172-178, 190
3.I.1 Hearing process	175-177
Topic 3.6 Chemical Senses	
3.J Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	183-189
3.J.1 Taste	184-186
3.J.2 Smell	183-184
Topic 3.7 Body Senses	
3.K Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.	
3.K.1 Body sense: touch	179-181
3.K.2 Body sense: pain	181-183
3.K.3 Body sense: vestibular	179
3.K.4 Body sense: kinesthesia	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .

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Learning Targets/Examples	Where Addressed
Unit 4: Learning Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes. Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.	
Topic 4.1 Introduction to Learning	
Learning Target	
4.A Identify the contributions of key researchers in the psychology of learning.	
Examples	
4.A.1 Contributions of Albert Bandura, key researcher to the psychology of learning	312-313, 315
4.A.2 Contributions of Ivan Pavlov, key researcher in the psychology of learning	15-16
4.A.3 Contributions of Robert Rescorla, key researcher in the psychology of learning	284, 288
4.A.4 Contributions of B. F. Skinner, key researcher in the psychology of learning	16-17, 295-296, 298-299, 302-304, 306
4.A.5 Contributions of Edward Thorndike, key researcher in the psychology of learning	16-17, 295-297, 299
4.A.6 Contributions of Edward Tolman, key researcher in the psychology of learning	306-307
4.A.7 Contributions of John B. Watson, key researcher in the psychology of learning	15-16, 290, 303
4.A.8 Contributions of John Garcia, key researcher in the psychology of learning	289, 292-293
4.B Interpret graphs that exhibit the results of learning experiments.	284, 285, 286, 288, 294, 302, 304
4.C Describe the essential characteristics of insight learning, latent learning, and social learning.	281, 306, 608

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Learning Targets/Examples	Where Addressed
4.D Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	288-289, 292, 298, 343, 565-566
4.E Provide examples of how biological constraints create learning predispositions.	70-71, 99, 190, 210, 259, 268, 289
Topic 4.2 Classical Conditioning	
4.F Describe basic classical conditioning phenomena.	
4.F.1 Acquisition	284, 293
4.F.2 Extinction	285
4.F.3 Spontaneous recovery	284-285
4.F.4 Generalization	286-287
4.F.5 Stimulus discrimination	286-287
4.F.6 Higher-order learning	287
4.F.7 Unconditioned stimulus	284, 285, 287
4.F.8 Unconditioned response	283
4.F.9 Neutral/conditioned stimulus	282-283
4.F.10 Conditioned response	282-283
4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.	282-316
4.G.1 Contingencies	285
Topic 4.3 Operant Conditioning	
4.H Predict the effects of operant conditioning.	297
4.H.1 Positive reinforcement	296-298
4.H.2 Negative reinforcement	298-299
4.H.3 Positive punishment	298
4.H.4 Negative punishment	298
4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.	269, 270-273, 301-305, 313
Topic 4.4 Social and Cognitive Factors in Learning	
4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.	129, 610-612

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Learning Targets/Examples	Where Addressed
<p>Unit 5: Cognitive Psychology In this unit, knowledge surrounding sensation, perception, and learning provides the foundation for an understanding of cognition. Cognitive psychologists focus their research on the complex nature of the brain, particularly the areas of memory processes and intelligence and the influence of mental processes on behavior. Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world. Some cognitive psychologists attempt to answer how and why cognitive processes fail despite (or because of) the complexity of our biological structures. Teachers can offer students opportunities to provide their own explanations for these phenomena. Other psychologists study intelligence and the reasons for individual differences. This cognitive perspective offers one way to understand how our thinking impacts our behavior, which can in turn provide insight into psychological disorders and their treatment.</p>	
Topic 5.1 Introduction to Memory	
Learning Target	
5.A Compare and contrast various cognitive processes.	
Examples	
5.A.1 Effortful versus automatic processing	323-333
5.A.2 Deep versus shallow processing	327-328
5.A.3 Selective versus divided attention	152-153, 326, 323-333
5.A.4 Metacognition	The opportunity to address this example exists. For example, see: 321, 364, 429
5.B Describe and differentiate psychological and physiological systems of memory.	
5.B.1 Short-term memory	323-329, 337
5.B.2 Implicit memory (procedural)	332-333
5.B.3 Long-term memory	327-333, 335-343
5.B.4 Sensory memory (echoic, iconic)	322-323
5.B.5 Prospective memory	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
5.B.6 Explicit memory (semantic, episodic)	330-331, 350-351
5.B.7 Physiological systems	355

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Learning Targets/Examples	Where Addressed
5.C Identify the contributions of key researchers in cognitive psychology.	
5.C.1 Contributions of Noam Chomsky	388
5.C.2 Contributions of Hermann Ebbinghaus	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
5.C.3 Contributions of Wolfgang Köhler	11
5.C.4 Contributions of Elizabeth Loftus	335, 340-341, 344
5.C.5 Contributions of George A. Miller	324
Topic 5.2 Encoding	
5.D Outline the principles that underlie construction and encoding of memories.	320, 339
Topic 5.3 Storing	
5.E Outline the principles that underlie effective storage of memories.	320, 325, 327-328
Topic 5.4 Retrieving	
5.F Describe strategies for retrieving memories.	329, 337-341
Topic 5.5 Forgetting and Memory Distortion	
5.G Describe strategies for memory improvement and typical memory errors.	344, 351, 353-357
Topic 5.6 Biological Bases for Memory	
5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.	322, 350-352
Topic 5.7 Introduction to Thinking and Problem Solving	
5.I Identify problem-solving strategies as well as factors that influence their effectiveness.	370-377
5.J List the characteristics of creative thought and creative thinkers.	This learning target is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
Topic 5.8 Biases and Errors in Thinking	
5.K Identify problem-solving strategies as well as factors that create bias and errors in thinking.	370-377

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Learning Targets/Examples	Where Addressed
Topic 5.9 Introduction to Intelligence	
5.L Define intelligence and list characteristics of how psychologists measure intelligence.	
5.L.1 Abstract versus verbal measures	392, 393
5.L.2 Speed of processing	393
5.L.3 Fluid intelligence	392-394
5.L.4 Crystallized intelligence	392-394
5.L.5 Flynn effect	393, 394, 398, 399
5.L.6 Stereotype threat	519-521
5.L.7 Savant syndrome	The opportunity to address this example exists. For example, see: 393, 401-402
5.M Discuss how culture influences the definition of intelligence.	393
5.N Compare and contrast historic and contemporary theories of intelligence.	393
5.N.1 Charles Spearman, intelligence theorist	392
5.N.2 Howard Gardner, intelligence theorist	393
5.N.3 Robert Sternberg, intelligence theorist	393
5.O Identify the contributions of key researchers in intelligence research and testing.	
5.O.1 Contributions of Alfred Binet, key researcher in intelligence	392
5.O.2 Contributions of Francis Galton, key researcher in intelligence	71
5.O.3 Contributions of Howard Gardner, key researcher in intelligence	393
5.O.4 Contributions of Charles Spearman, key researcher in intelligence	392
5.O.5 Contributions of Robert Sternberg, key researcher in intelligence	393
5.O.6 Contributions of Lewis Terman, key researcher in intelligence	392
5.O.7 Contributions of David Wechsler, key researcher in intelligence	392, 400
Topic 5.10 Psychometric Principles and Intelligence Testing	
5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	392
5.Q Interpret the meaning of scores in terms of the normal curve.	399-400
5.R Describe relevant labels related to intelligence testing.	399-402
5.R.1 Gifted	399, 401-402
5.R.2 Intellectual disability	400-401

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Learning Targets/Examples	Where Addressed
Topic 5.11 Components of Language and Language Acquisition	
5.S Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	384-391, 395-398, 401
5.T Debate the appropriate testing practices, particularly in relation to culture-fair test uses.	393, 398
Unit 6: Developmental Psychology Developmental psychology encompasses the study of the behavior of organisms from conception to death. In this unit, students will learn to examine the processes that contribute to behavioral change throughout a person's life. The major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes. Development can be studied from several different perspectives, including biological or cognitive perspectives. Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods.	
Topic 6.1 The Lifespan and Physical Development in Childhood	
Learning Target	
6.A Explain the process of conception and gestation, including factors that influence successful pre-natal development.	411-412, 414
Example	
6.A.1 Nutrition	555
6.A.2 Illness	414, 416, 555
6.A.3 Substance abuse	414-415
6.A.4 Teratogens	413-415
6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	70-71, 81, 409-410
6.C Discuss maturation of motor skills.	421-422
Topic 6.2 Social Development in Childhood	
6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.	431-435

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Learning Targets/Examples	Where Addressed
6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	
6.E.1 Contributions of Albert Bandura, key researcher in the area of social development in childhood	470-471
6.E.2 Contributions of Diana Baumrind, key researcher in the area of social development in childhood	435
6.E.3 Contributions of Konrad Lorenz, key researcher in the area of social development in childhood	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
6.E.4 Contributions of Harry Harlow, key researcher in the area of social development in childhood	433
6.E.5 Contributions of Mary Ainsworth, key researcher in the area of social development in childhood	434-435
6.E.6 Contributions of Sigmund Freud, key researcher in the area of social development in childhood	435
6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	70-71, 81, 409-410
6.G Explain how parenting styles influence development.	435-437
Topic 6.3 Cognitive Development in Childhood	
6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).	425-429
6.I Identify the contributions of major researchers in the area of cognitive development in childhood.	
6.I.1 Contributions of Lev Vygotsky, key researcher in the area of cognitive development in childhood	428-431
6.I.2 Contributions of Jean Piaget, key researcher in the area of cognitive development in childhood	425-428
Topic 6.4 Adolescent Development	
6.J Discuss maturational challenges in adolescence, including related family conflicts.	296, 300, 359, 379, 438-444
Topic 6.5 Adulthood and Aging	
6.K Characterize the development of decisions related to intimacy as people mature.	358, 443, 446-448, 453, 533-534
6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	450-451

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Learning Targets/Examples	Where Addressed
6.M Identify the contributions of key researchers in the area of adulthood and aging.	448-453
6.M.1 Contributions of Erik Erikson, key researcher in the area of lifespan development	443, 446, 449, 451
Topic 6.6 Moral Development	
6.N Identify the contributions of major researchers in the area of moral development.	
6.N.1 Contributions of Carol Gilligan	The opportunity to address this example exists. For example, see: 443
6.N.2 Contributions of Lawrence Kohlberg	442-443
6.O Compare and contrast models of moral development.	442-444
Topic 6.7 Gender and Sexual Orientation	
6.P Describe how sex and gender influence socialization and other aspects of development.	265-267, 403, 417, 423-424, 439, 486-487
Unit 7: Motivation, Emotion, and Personality Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.	
Topic 7.1 Theories of Motivation	
Learning Target	
7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	278-280
Examples	
7.A.1 Instincts	278, 279
7.A.2 Incentives	253, 254
7.A.3 Intrinsic versus extrinsic motivation	253
7.A.4 Over-justification effect	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .

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Learning Targets/Examples	Where Addressed
7.A.5 Self-efficacy	371, 470-471, 680
7.A.6 Achievement motivation	269-270
7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.	
7.B.1 Drive reduction theory	453
7.B.2 Arousal theory (including the Yerkes-Dodson law)	240
7.B.3 Evolutionary theory of motivation	The opportunity to address this example exists. For example, see: 272
7.B.4 Maslow's theory	270-272, 677
7.B.5 Cognitive dissonance theory	511-512
7.C Describe classic research findings in specific motivations.	253-269
7.C.1 Motivation system: eating	253-262
7.C.2 Motivation system: sex	262-267
7.C.3 Motivation system: social	267-269
7.D Identify contributions of key researchers in the psychological field of motivation and emotion.	
7.D.1 Contributions of William James, key researcher in the psychology of motivation and emotion	233-235, 269
7.D.2 Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
7.D.3 Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion	270-272, 677
7.D.4 Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion	236-237, 252, 269
7.D.5 Contributions of Hans Selye, key researcher in the psychology of motivation and emotion	642-643, 645, 650, 660
Topic 7.2 Specific Topics in Motivation	
7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.	252-253, 270-272
Topic 7.3 Theories of Emotion	
7.F Compare and contrast major theories of emotion.	
7.F.1 James-Lange Theory	233-235, 252
7.F.2 Cannon-Bard Theory	235-236, 252

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Learning Targets/Examples	Where Addressed
7.F.3 Schachter two-factor theory	236-237, 252
7.F.4 Evolutionary theories (primary emotions)	239-241
7.F.5 Richard Lazarus's appraisal theory	The opportunity to address this example exists. For example, see: 643, 645, 656
7.F.6 Joseph LeDoux's theory	The opportunity to address this example exists. For example, see: 243, 343, 646
7.F.7 Paul Ekman's research on cross-cultural displays of emotion	The opportunity to address this example exists. For example, see: 247
7.F.8 Facial feedback hypothesis	The opportunity to address this example exists. For example, see: 237
7.G Describe how cultural influences shape emotional expression, including variations in body language.	240-241, 245-249
Topic 7.4 Stress and Coping	
7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.	640-655
7.H.1 General adaptation theory	641-643
7.H.2 Stress-related illnesses	650-655
7.H.3 Lewin's motivational conflicts theory	The opportunity to address this example exists. For example, see: 469
7.H.4 Unhealthy behaviors	645, 651, 652, 654
Topic 7.5 Introduction to Personality	
7.I Describe and compare research methods that psychologists use to investigate personality.	
7.I.1 Research method to investigate personality: case studies	The opportunity to address this example exists. For example, see: 476-480
7.I.2 Research method to investigate personality: surveys	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
7.I.3 Research method to investigate personality: personalities inventories	463, 468-469, 478-479

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Learning Targets/Examples	Where Addressed
7.J Identify the contributions of major researchers in personality theory.	
7.J.1 Contributions of Alfred Adler, key researcher in personality theory	463
7.J.2 Contributions of Albert Bandura, key researcher in personality theory	470-471
7.J.3 Contributions of Paul Costa and Robert McCrae, key researchers in personality theory	The opportunity to address this example exists. For example, see: 465-467, 474
7.J.4 Contributions of Sigmund Freud, key researcher in personality theory	460-463
7.J.5 Contributions of Carl Jung, key researcher in personality theory	463
7.J.6 Contributions of Abraham Maslow, key researcher in personality theory	464
7.J.7 Contributions of Carl Rogers, key researcher in personality theory	464-465
Topic 7.6 Psychoanalytic Theories of Personality	
7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality.	462-463
Topic 7.7 Behaviorism and Social Cognitive Theories of Personality	
7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.	463
Topic 7.8 Humanistic Theories of Personality	
7.M Compare and contrast humanistic theories of personality with other theories of personality.	465
7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	486-487, 492-494
7.N.2 Collectivistic versus individualistic cultures	493-494, 507
Topic 7.9 Trait Theories of Personality	
7.O Compare and contrast trait theories of personality with other theories of personality.	465-469
Topic 7.10 Measuring Personality	
7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.	463, 477-480
7.P.1 Personality inventory	463, 468-469, 478-479
7.P.2 Projective tests	479-480

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Learning Targets/Examples	Where Addressed
Unit 8: Clinical Psychology	
Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the first two units as well as on cognitive psychology in particular. Through observing behavior and engaging in discussion that illuminates a client's thought process, psychologists gather information and draw conclusions. For some psychologists, a single perspective cannot fully explain a disorder. This leads them to more integrated perspectives to understand and treat psychological disorders.	
Topic 8.1 Introduction to Psychological Disorders	
Learning Target	
8.A Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.	551-552
8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.	548-550
8.C Discuss the intersection between psychology and the legal system.	122, 585
Examples	
8.C.1 Confidentiality	63, 568, 604, 627
8.C.2 Insanity defense	122
Topic 8.2 Psychological Perspectives and Etiology of Disorders	
8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	549
8.E Identify the positive and negative consequences of diagnostic labels.	548
8.E.1 The Rosenhan Study	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
Topic 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders	
8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.	450-451, 549, 553-554, 556-560

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Learning Targets/Examples	Where Addressed
Topic 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders	
8.G Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.	563-580
Topic 8.5 Trauma- and Stressor- Related, Dissociative, and Somatic Symptom and Related Disorders	
8.H Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.	580-583, 590
Topic 8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders	
8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	260-262, 446-447, 571, 583-589
Topic 8.7 Introduction to Treatment of Psychological Disorders	
8.J Describe the central characteristics of psychotherapeutic intervention.	596-600
8.K Identify the contributions of major figures in psychological treatment.	
8.K.1 Contributions of Aaron Beck, major figure in psychological treatment	612
8.K.2 Contributions of Albert Ellis, major figure in psychological treatment	612
8.K.3 Contributions of Sigmund Freud, major figure in psychological treatment	610-612
8.K.4 Contributions of Mary Cover Jones, major figure in psychological treatment	290, 291
8.K.5 Contributions of Carl Rogers, major figure in psychological treatment	609-610
8.K.6 Contributions of B. F. Skinner, major figure in psychological treatment	The opportunity to address this example exists. For example, see: 295-299
8.K.7 Contributions of Joseph Wolpe, major figure in psychological treatment	630
Topic 8.8 Psychological Perspectives and Treatment of Disorders	
8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	
8.L.1 Treatment orientation: behavioral	610-612
8.L.2 Treatment orientation: cognitive	612
8.L.3 Treatment orientation: humanistic	609-610
8.L.4 Treatment orientation: psychodynamic	479-480

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Learning Targets/Examples	Where Addressed
8.L.5 Treatment orientation: cognitive-behavioral	612
8.L.6 Treatment orientation: sociocultural	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
8.M Summarize effectiveness of specific treatments used to address specific problems.	599-600
8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).	The opportunity to address this learning target exists. For example, see: 550, 573, 576, 579, 606, 654
8.O Describe prevention strategies that build resilience and promote competence.	571, 590, 596, 613-616, 627-630
Topic 8.9 Treatment of Disorders from the Biological Perspective	
8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	622-623, 625-626
Topic 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders	
8.Q Compare and contrast different treatment methods.	
8.Q.1 Individual	603
8.Q.2 Group	603-604
8.Q.3 Rational-emotive method	612
8.Q.4 Psychoanalytic/psychodynamic method	607-608
8.Q.5 Client-centered method	609-610
8.Q.6 Cognitive method	612
8.Q.7 Behavioral method	595-596, 612, 626
8.Q.8 Sociocultural method	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
8.Q.9 Biopsychosocial method	612, 660-670
8.Q.10 Cognitive-behavioral method	595-596, 612, 626

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Learning Targets/Examples	Where Addressed
<p>Unit 9: Social Psychology In this final unit, psychological concepts and theoretical perspectives are pulled together from throughout the course. Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us. Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.</p>	
Topic 9.1 Attribution Theory and Person Perception	
Learning Target	
9.A Apply attribution theory to explain motives.	505-508
Examples	
9.A.1 Fundamental attribution error	505-506
9.A.2 Self-serving bias	506, 508
9.A.3 False consensus effect	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
9.A.4 Confirmation bias	35
9.A.5 Just-world hypothesis	508
9.A.6 Halo effect	504
9.B Articulate the impact of social and cultural categories on self-concept and relations with others.	482-495
9.B.1 Gender	486-487
9.B.2 Race	486-487
9.B.3 Ethnicity	486-487, 493-494
9.C Anticipate the impact of self-fulfilling prophecy on behavior.	The opportunity to address this learning target exists. For example, see: 25, 645
Topic 9.2 Attitude Formation and Attitude Change	
9.D Identify important figures and research in the areas of attitude formation and change.	509-511
9.D.1 Leon Festinger	The opportunity to address this example exists. For example, see: 509, 511

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Learning Targets/Examples	Where Addressed
9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	512-516
9.E.1 Central route to persuasion	512-516
9.E.2 Peripheral route to persuasion	512-516
9.E.3 Cognitive dissonance	510-512
9.E.4 Elaboration likelihood model	512-513
Topic 9.3 Conformity, Compliance, and Obedience	
9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	523-530
9.F.1 Contributions of Solomon Asch	523, 527, 529, 530
9.F.2 Contributions of Stanley Milgram	525-528
9.F.3 Contributions of Philip Zimbardo	523, 528, 537
9.G Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.	525-527, 529-530
Topic 9.4 Group Influences on Behavior and Mental Processes	
9.H Describe the structure and function of different kinds of group behavior.	527-530
9.I Predict the impact of the presence of others on individual behavior.	
9.I.1 Bystander effect	538, 542, 544
9.I.2 Social facilitation	527-528
9.I.3 Social inhibition	The opportunity to address this example exists. For example, see: 528
9.I.4 Group polarization	538-529
9.I.5 Deindividuation	528, 529
9.I.6 Diffusion of responsibility	The opportunity to address this example exists. For example, see: 505-506, 508-509
9.I.7 In-group/out-group bias	522
9.I.8 Reciprocity norms	524-525
9.I.9 Social norms	522-523
9.I.10 Social traps	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .

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Learning Targets/Examples	Where Addressed
9.I.11 Prisoner's dilemma	536-537
9.I.12 Conflict resolution	The opportunity to address this example exists. For example, see: 511
9.I.13 Superordinate goals	The opportunity to address this example exists. For example, see: 483
Topic 9.5 Bias, Prejudice, and Discrimination	
9.J Describe processes that contribute to differential treatment of group members.	
9.J.1 In-group/out-group dynamics	500, 508, 518, 519 522
9.J.2 Ethnocentrism	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
9.J.3 Prejudice	517-521
9.J.4 Bias	35, 50-51, 338-339, 371, 505-506, 508-509, 519
9.J.5 Discrimination	382, 517
9.J.6 Scapegoat theory	This example is not directly addressed in this edition of <i>Discovering Psychology: The Science of Mind</i> .
9.J.7 Stereotype	382, 517, 519-520
9.J.1 Out-group homogeneity bias	The opportunity to address this example exists. For example, see: 249
9.J.1 Mere-exposure effect	531
Topic 9.6 Altruism and Aggression	
9.K Describe the variables that contribute to altruism and aggression.	
93-94, 539-542	
Topic 9.7 Interpersonal Attraction	
9.L Describe the variables that contribute to attraction.	
531-533	

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