

**AP Psychology (0541)**  
**Peter J. Schumacher, Instructor**  
**Revised Fall, 2007**

**Text:** *Psychology* (Sixth Edition) - Bernstein

**Purpose:** The purpose of *AP Psychology* is to provide students with an understanding of psychology as a developing field of study, insight concerning human thought and behavior, and appropriate applications for psychology in the modern life of Christians.

**Course Outcomes:** Students will be expected to

1. Define key terminology, discuss core concepts, and evaluate major psychological theories from a Christian perspective.
2. Recognize psychological principles encountered in everyday life and apply psychological concepts to their lives.
3. Devise simple psychological research activities, interpret the results and generalize the meanings.
4. Write analytical essays on scientific works and research findings related to the field of psychology.

**Course Goals:** Students will

1. Build reading, writing, and discussion skills.
2. Develop critical thinking skills in comparing and contrasting psychological theories and premises to God's Word and Christian doctrine.
3. Prepare for the AP Psychology Examination

**AP Outline:**

Methods, Approaches, History	(7-9%)
Biological Bases of Behavior	(8-10%)
Sensation and Perception	(7-9%)
States of Consciousness	(2-4%)
Learning	(7-9%)
Cognition	(7-9%)
Motivation and Emotion	(7-9%)
Developmental Psychology	(7-9%)
Personality	(7-9%)
Testing and Individual Differences	(5-7%)
Abnormal Psychology	(7-9%)
Treatment of Psychological Disorders	(6-8%)
Social Psychology	(7-9%)

## **Instructional Strategies:**

Class discussion based on assigned reading	40%
Small group work	20%
Lecture	20%
Visual presentations	15%
Review for tests	5%

## **Grading:**

Papers/projects	20%
Chapter tests	35%
Daily work	15%
Journals	15%
Class participation	15%

**No late work will be accepted without valid excuse and prior approval of the instructor.** As a rule, late work will be handled as follows:

1. Papers, projects or assignments one day late will receive an “F” grade.
2. Papers, projects or assignments two days late will receive zero credit.
3. Papers, projects or assignments not turned in by the end of a marking period will result in failure of the course.
4. Quizzes or tests must be made up within a week of an absence or no credit will be given.

## **Course Outline:**

### **Chapter One: Introducing Psychology**

- Define psychology
- Name the psychological subfields
- Explain why the field of psychology is unified
- Describe the linkages between psychology and other fields
- Define empiricism and describe empirical research  
Compare the goals and beliefs of structuralism, Gestalt psychologists, psychoanalysis functionalism, and behaviorism
- Compare and contrast the basic assumptions that define the six approaches to psychological phenomena
- Explain why psychologists have become increasingly interested in the influence of culture on behavior and mental processes

**Textbook: Pages 1-24**

**Number of days: 5**

**Performance Assessment: *Worksheets: Research in a High School, The Problem with Obesity, Fill in the Blanks Key Terms. Quiz. Chapter One Test. Journal Writing.***

**S.O.: 2, 3, 4, 5, 6**

**D.O.: 1.2, 1.4, 1.5, 2.2, 2.4, 3.1, 3.3, 3.4, 3.5**

## **Chapter Two: Research in Psychology**

- Define Critical thinking
- Define hypothesis, operational definition, and data
- Describe the evolution of a theory
- Name the four scientific goals of psychology
- Define sampling, random sample, and biased sample
- Describe the three basic research methods used to describe and predict a phenomenon
- Define an experiment and explain why it allows investigation of causation
- Define and explain the role of independent and dependent variables and of experimental and control groups
- Define confounding variables

**Textbook: Pages 25-53**

**Number of days: 7-9**

**Performance Assessment: *Worksheets: Research Methods, Choose Your Method, Critical Thinking, Fill in the Blanks Key Terms. Quiz. Chapter Two Test. Journal Writing.***

**S.O.: 2, 3, 4, 5, 6**

**D.O.: 1.2, 1.4, 1.5, 2.2, 2.4, 3.1, 3.3, 3.4, 3.5**

## **Chapter Three: Biological Aspects of Psychology**

- Define biological psychology
- Name and explain the parts of the cerebral cortex
- Describe how the hemispheres of the brain function
- Name and describe the purpose of each of the parts of the lower brain
- Name and describe the functions of the neuronal parts that allow them to communicate with one another
- Describe the central and peripheral nervous system and their parts
- Define the endocrine and immune system and describe their interaction with the nervous system

**Textbook: Pages 54-98**

**Number of Days: 9-11**

**Performance Assessment: *Worksheets: The Organization of the Nervous System, The Functions of the Brain, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Three Test, Journal Writing***

**S.O.: 3, 4, 5, 7**

**D.O.: 1.1, 1.2, 2.2, 3.5**

## **Chapter Four: Sensation**

- Define sense and sensation
- Define transduction
- Describe the six characteristics of sensory representation for vision, hearing, and the skin senses
- Describe the physical and psychological characteristics of each of the five senses
- Explain the process of color vision based on trichromatic and opponent-process theories
- Describe the physical problem that causes colorblindness
- Describe the gate-control theory of pain sensation
- Name the proprioceptive senses and explain how they differ from the other sensory systems
- Define kinesthesia

**Textbook: Pages 99-142**

**Number of Days: 3-5 days**

**Performance Assessment: Worksheets:** *Frankenstein's Senses, Processes of Sensation, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Four Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 7**

**D.O.: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 3.5**

## **Chapter Five: Perception**

- Define perception and compare and contrast perception and sensation
- Discuss and debate the three approaches to perception: constructivist, computational, and ecological
- Define absolute threshold as it relates to the five senses
- Define and describe signal-detection theory
- Define Weber's law, difference threshold and just-noticeable difference
- Describe Fechner's law
- Define and describe the two basic principles of perceptual organization
- Define and describe depth perception
- Define perceptual constancy
- Compare and contrast bottom-up processing and top-down processing
- Define network processing
- Define attention and describe the influences that determine the ease of directing or dividing our attention

**Textbook: Pages 143-183**

**Number of Days: 5-7**

**Performance Assessment: Worksheets:** *James Bond's Psychological Secrets, Perception on the Playground, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Five Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 7**

**D.O.: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 3.5**

## **Chapter Six: Learning**

- Define learning and describe the difference between non-associative and associative learning
- Explain the principles of classical and operant conditioning
- Define shaping and when it is used in instrumental conditioning
- Explain continuous and partial reinforcement schedules
- Define learned helplessness and give an example
- Define and give examples of latent learning and cognitive mapping
- Define observational learning and vicarious conditioning and discuss their similarities and differences
- Describe the representation of learning in neural networks

**Textbook: Pages 184-223**

**Number of Days: 5**

**Performance Assessment: Worksheets:** *Learning in Advertising #1 and #2, Teaching an Alien, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Six Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6, 7**

**D.O.: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5**

## **Chapter Seven: Memory**

- Define and give examples of encoding, storage, and retrieval
- Define and give an example of episodic, semantic, and procedural memories
- Define and give an example of implicit and explicit memories
- Define and explain the models of memory: levels-of-processing, transfer-appropriate, parallel distributed processing, and information processing
- Explain the difference between short-term and long-term memory
- Explain how memory is both context-dependent and state-dependent and give examples of each
- Discuss the use of eyewitness testimony in the courtroom
- Compare and contrast the decay and interference theories regarding forgetting information
- Define anterograde and retrograde amnesia
- Define and give examples of mnemonic devices used to improve memory

**Textbook: Pages 224-263**

**Number of Days: 5**

**Performance Assessment: Worksheets:** *Memory Cues, Learning How to Study, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Seven Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6, 7**

**D.O.: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5**

## **Chapter Eight: Cognition and Language**

- Define cognitive psychology
- Describe the core functions that form a circle of thought
- Define information-processing system and thinking
- Identify factors that influence reaction time
- Describe neuroimaging techniques and how they are useful in information processing
- Describe the difference between formal and natural concepts
- Define and give an example of various learning and thinking processes
- Describe the sources of biases and flaws in decision making
- List and define the components of language
- Describe language development in children
- Discuss the relationship among language, culture, and perception

**Textbook: Pages 264-307**

**Number of Days: 5**

**Performance Assessment: Worksheets:** *Approaches to Problem Solving, Structures of Language, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Eight Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6, 7**

**D.O.: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5**

## **Chapter Nine: Consciousness**

- Define consciousness and distinguish among the various levels of conscious activity
- Compare and contrast slow-wave and REM sleep
- Describe sleep disorders and their symptoms
- Define dreams and discuss the various theories that explain why people dream
- Describe circadian rhythm and explain its influence in human life
- Define hypnosis and compare and contrast state, role, and dissociation theories
- Define meditation
- Define psychoactive drugs and psychopharmacology
- Define psychological and physical dependence or addiction

**Textbook: Pages 308-343**

**Number of Days: 3-5**

**Performance Assessment: Worksheets:** *Types of Consciousness, Stages of Sleep at a Slumber Party, Critical Thinking, fill in the Blanks Key Terms. Quiz, Chapter Nine Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 7**

**D.O.: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 3.5**

## **Chapter Ten: Cognitive Abilities**

- Define cognitive ability and intelligence
- Discuss the history of intelligence test, including the use and abuse of intelligence testing in the U.S. in the early 1900s
- Compare and contrast the Stanford-Binet and Wechsler intelligence tests
- Describe the process of IQ test scoring used today to yield an Intelligence Quotient (IQ)
- Define and describe test constructs: norms, reliability, validity, and bias
- Explain how both environment and heredity help determine intelligence
- Describe the conditions that can raise IQ scores
- Describe the approaches used to study intelligence: psychometric, information-processing, and triarchic
- Explain Gardner's theory of multiple intelligences
- Discuss the relationship between creativity and intelligence
- Define learning disability and describe the types of learning disabilities and their possible causes

**Textbook: Pages 344-379**

**Number of Days: 4-5**

**Performance Assessment: *Writing: Defining Intelligence, The Testing Business, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Ten Test, Journal Writing***

**S.O.: 1, 2, 3, 4, 5, 6, 7**

**D.O.: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5**

## **Chapter Eleven: Motivation and Emotion**

- Define motivation and discuss the types of behaviors that motivation may help to explain
- Describe the sources of motivation
- Define homeostasis, need, drive, and drive reduction theory
- Describe arousal theories of motivation
- Define hunger and satiety
- Describe behaviors associated with eating disorders
- Describe Maslow's hierarchy of needs
- Describe the four types of motivational conflicts, and explain the relationships between motivation and stress
- Discuss the opponent-process theory of motivation
- Identify the defining characteristics of emotion
- Describe the role of the brain in emotion and facial expressions
- Compare and contrast current theories of emotion: James, Cannon, and Schachter

**Textbook: Pages 380-430**

**Number of Days: 5-7**

**Performance Assessment: Worksheets:** *Theories of Emotions, Emotions at the Prom, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Eleven Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 7**

**D.O.: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 3.5**

### **Chapter Twelve: Human Development**

- Define developmental psychology
- Describe the history of the nature-nurture debate
- Identify the differences among Gesell's, Watson's, and Piaget's views of development
- Explain why heredity and environment are correlated and mutually influential to development
- Define critical period and the stage associated with it
- Discuss the criticisms of and alternatives to Piaget's theory of cognitive development
- Discuss the development of attachment and describe the four types of attachment
- Describe the three parenting styles and the characteristics of children who have grown up under each of these styles
- Describe the stages of moral reasoning suggested by Kohlberg
- Describe the physical, cognitive, and social changes that occur during adulthood
- Define menopause, generativity, and terminal drop

**Textbook: Pages 431-484**

**Number of Days: 7-9**

**Performance Assessment: Worksheets:** *Nature or Nurture, The Toy Industry, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Twelve Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6, 7**

**D.O.: 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5**

### **Chapter Thirteen: Health, Stress, and Coping**

- Define health psychology
- Define stress and give examples of stressors
- Define general adaptation syndrome
- Discuss the major criticism's of Selye's model
- Describe some common stress responses
- Discuss the role of coping resources and methods in combating stress
- Describe the five stages in changing behavioral health risks
- Describe cognitive, emotional, behavioral, and physical coping strategies

**Textbook: Pages 485-516**

**Number of Days: 5-7**

**Performance Assessment: Worksheets:** *Recognizing Stressors, Recognizing Stress Reactions, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Thirteen Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5**

## **Chapter 14: Personality**

- Define personality
- Describe the assumptions of Freud's psychodynamic approach to personality
- Explain some of the neo-Freudian variations on Freud's theory
- Describe some applications and criticisms of the psychodynamic approach to personality
- Describe the three basic assumptions of the trait approach to personality
- Compare and contrast Allport's trait theory and the big five model
- Describe biological trait theories
- Describe the basic assumption of the social-cognitive approach to personality
- Compare and contrast the operant approach and social-cognitive theories of personality
- Describe Rotter's expectancy theory, Bandura's reciprocal determinism and perceived self-efficacy, and Mischel's person variables
- Describe the humanistic approach to personality
- Compare and contrast Roger's self-theory and Maslow's growth psychology
- Describe some applications and criticisms of the humanistic approach
- Discuss the longitudinal studies of personality and their conclusions about the continuity of personality across the life span
- Describe the four general methods of personality assessment and their applications

**Textbook: Pages: 517-551**

**Number of Days: 7-9**

**Performance Assessment: Worksheets:** *Explaining Behavior, Treatment Goals, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Fourteen Test, Journal Writing*

**S.O.: 2, 3, 4, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5**

## **Chapter 15: Psychological Disorders**

- Define psychopathology
- Describe the three criteria for abnormality
- Describe how the neurobiological, psychological, sociocultural, and the biopsychological model explain psychological disorders
- Define diathesis-stress model and explain how it integrates elements of the other four models
- Describe the contents of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)*
- List and define anxiety disorders
- Define phobia and give a brief description of specific phobia, social phobia, and agoraphobia
- Define generalized anxiety disorder, panic disorders, and obsessive-compulsive disorders
- Define somatoform disorders
- Define dissociative disorders
- Define mood disorders

- Describe the relationship between depression and suicide
- Define schizophrenia and name its five subtypes
- Define personality disorders and give a brief description of each

**Textbook: Pages 554-602**

**Number of Days: 8-10**

**Performance Assessment: Worksheets:** *Choosing a Jury, The Who's Who of Psychological Disorders, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Fifteen Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5**

### **Chapter Sixteen: Treatment of Psychological Disorders**

- Define psychotherapy
- Distinguish between a psychiatrist and a psychologist
- Describe the common features of treatments
- Describe the history of psychoanalysis
- Describe the theoretical basis of the humanistic approach
- Define behavior therapy
- Explain the differences among behavior therapy, behavior modification, and cognitive-behavior therapy
- Define rational-emotive behavior therapy
- Define empirically-supported therapies
- Describe a client's rights in a therapeutic relationship
- Describe the historical and present use of psychosurgery
- Describe the ways that psychoactive drugs affect neurotransmitters

**Textbook: Pages 603-645**

**Number of Days: 8-10**

**Performance Assessment: Worksheets:** *Differentiating Approaches to Therapy, Identifying Methods of Therapy, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Sixteen Test, Journal Writing*

**S.O.: 1, 2, 3, 4, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5**

### **Chapter Seventeen: Social Cognition**

- Define social cognition and social psychology
- Compare and contrast self-concept and self-esteem
- Discuss the difference between temporal and social comparisons
- Define social identity
- Define self-fulfilling prophecies
- Describe the three criteria used in making attributions
- Discuss bias as it relates to fundamental attribution error
- Describe the cognitive, affective, and behavioral components of attitudes
- Define cognitive dissonance

- Define self-perception theory
- Define stereotype, prejudice, and discrimination and their related theories

**Textbook: Pages 646-678**

**Number of Days: 5-7**

**Performance Assessment: Worksheets:** *Persuasive Advertising, Prejudice, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Seventeen Test, Journal Writing*

**S.O.: 1, 2, 3, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5**

### **Chapter Eighteen: Social Influence**

- Define norms and describe their influence on social behavior
- Define deindividuation and describe the factors that cause it
- Compare and contrast conformity and compliance
- Describe Milgram's study and his findings on obedience and relate these to ethical practices in experimentation
- Name and describe the factors that influence obedience
- Define aggression
- Compare and contrast theories used to define aggression
- Define helping behavior and theories related to helping behavior
- Define cooperation, competition, and conflict
- Compare and contrast research findings in social, resource, and prisoner's dilemmas

**Textbook Pages: 568-617**

**Number of Days: 5-7**

**Performance Assessment: Worksheets:** *Group Decision Making, Sales Training, Critical Thinking, Fill in the Blanks Key Terms. Quiz, Chapter Eighteen Test, Journal Writing*

**S.O.: 1, 2, 3, 5, 6**

**D.O.: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5**

# AP PSYCHOLOGY

## Vocabulary

Absolute threshold	Hypothesis testing
Action potential	Id
Aggression	Imprinting
Anxiety	Independent variable
Anxiety disorder	Infant-mother attachment
Artificial intelligence	Information-processing approach
Associationism	Instrumental behavior
Attachment	Intelligence
Attitude change, factors influencing	Intelligence quotient
Attitudes and behavior	Introversion – Extraversion
Attribution theory	Just noticeable difference
Avoidance learning	Law of effect
Binocular depth cues	Long-term memory
Central nervous system	Longitudinal research
Cerebellum	Meaning
Cerebral cortex	Mental illness
Cerebral hemispheres	Mental imagery
Childhood, characteristics of	Milgram's obedience experiment
Classical conditioning	Nature-nurture controversy
Cognitive development	Neocortex
Cognitive dissonance theory	Neurotransmitter
Conditioned stimulus	Normal distribution
Conditioned reflex	Operant conditioning
Conformity	<i>Origin of Species</i>
Consciousness	Personality
Contrast	Phobia
Control group	Placebo effect
Correlation coefficient	Positive reinforcement
Correlational method	Prejudice
Counterbalancing	Prosocial behavior
Dendrite	Psychoanalytic theory
Deoxyribonucleic acid (DNA)	Psychosis
Dependent variable	Psychosomatic disorders
Depression	Psychotherapy
Depth perception	Rehearsal
Determinism	Reinforcement
Developmental stages, theories of	Right hemisphere
Distance cues	Sample
Ego	Semantic memory
Electroencephalograph	Serial position function
Empiricism	Short-term memory
Etiology	Significance level
Evolution and functionalism	Significant difference
Experimental group	Social influence
Extinction	Socialization
Forgetting curve	Socioeconomic status
Free association	Traits
Free recall	Unconscious
Frequency (audition)	Unconscious motivation
Gestalt principles of organization	Visual angle
Gestalt psychology	Visual depth perception

APPENDIX  
AP Psychology  
PJ Schumacher  
*Department Outcomes*

**Chapter One: Introducing Psychology**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.2: Utilize available technology to facilitate learning
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

**Chapter Two: Research in Psychology**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.2: Utilize available technology to facilitate learning
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- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

**Chapter Three: Biological Aspects of Psychology**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 2.2: Utilize available technology to facilitate learning
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Four: Sensation**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Five: Perception**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Six: Learning**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Seven: Memory**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Eight: Cognition and Language**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Nine: Consciousness**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Ten: Cognitive Abilities**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Eleven: Motivation and Emotion**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Twelve: Human Development**

- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world

## **Chapter Thirteen: Health, Stress, and Coping**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Fourteen: Personality**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Fifteen: Psychological Disorders**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Sixteen: Treatment of Psychological Disorders**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Seventeen: Social Cognition**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.2: Actively witness and speak as a disciple of Jesus
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages

## **Chapter Eighteen: Social Influence**

- 1.1: Recognize and appreciate God's leading role in all history
- 1.2: Recognize and appreciate the blessings of family, church, community, and nation
- 1.3: Understand political and economic systems
- 1.4: Apply Christian discernment to past, present, and future challenges
- 1.5: Make meaningful connections from the past to the present
- 2.1: Retrieve, evaluate, and apply historical, political, economic, and geographical information from a variety of sources
- 2.2: Utilize available technology to facilitate learning
- 2.3: Identify and evaluate political, social, and economic trends in the world
- 2.4: Make informed and practical decisions from a Christian perspective regarding issues in the world
- 3.1: Defend Christian values in a sin-filled society
- 3.2: Actively witness and speak as a disciple of Jesus
- 3.3: Contribute constructively to group processes
- 3.4: Verbally justify Christian solutions to societal problems
- 3.5: Actively listen to and evaluate spoken messages