

A Correlation  
of Psychology  
6th Edition,  
AP<sup>®</sup> Edition  
©2021



**Psychology**  
AP<sup>®</sup> Edition

6th Edition



Saundra Ciccarelli

J. Noland White

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to the Advanced  
Placement Psychology  
Course and Exam  
Description (Spring  
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## **Correlation Overview**

Prepared by Pearson Education, this correlation guide provides educators with a comprehensive overview of how Ciccarelli and White’s *Psychology, AP Edition, 6<sup>th</sup> edition* aligns with the 2024 AP<sup>®</sup> Psychology Course and Exam Description from The College Board. Serving as a valuable tool for educators, it facilitates the seamless integration of the textbook into instructional plans, ensuring alignment with established learning objectives and standards. Through clear and concise mapping, this guide illustrates how the text prepares students for the AP Exam by aligning the AP Psychology science practices and content learning objectives with specific sections of the Ciccarelli text.

Empowering educators to optimize the instructional potential of Ciccarelli and White’s *Psychology, AP Edition, 6<sup>th</sup> edition* within the AP Psychology Course and Exam Description, this correlation guide ultimately enhances student engagement and academic success.

## Science Practices

Advanced Placement Science Practices	Advanced Placement Science Practices Learning Objectives	Psychology, Ciccarelli/White 6 <sup>th</sup> Edition, AP Edition, ©2021
<b>Practice 1: Concept Application</b>		
<b>Practice 1:</b> Apply psychological perspectives, theories, concepts, and research findings.		
	<b>1.A</b> Apply psychological perspectives, theories, concepts, and research findings to a scenario.	<b>APA Goal 2: Scientific Inquiry and Critical Thinking</b> feature appears in every chapter. It reinforces critical thinking and scientific inquiry skills. Students are introduced to a psychological topic and then encouraged to practice their skills using a hands-on example.
	<b>1.B</b> Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.	1.17-1.18 Ethics of Psychological Research, 46-49; 7.6-7.10 Intelligence, 282-299; 10.9 Social and Cultural Factors in Stress, 420-422; 10.10-10.13 Coping with Stress, 425-430; 11.10-11.15 Social Interaction, 461-477; 12.13-12.15 Personality: Genetics, Neuroscience, and Culture, 508-513  <b>Applying Psychology to Everyday Life</b> feature appears in every chapter and invites students to reflect on how psychology applies to their everyday lives.

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<b>Practice 2: Research Methods and Design</b>		
<b>Practice 2:</b> Evaluate qualitative and quantitative research methods and study designs.		
	<b>2.A</b> Determine the type of research design(s) used in a given study.	1.5-1.10 Scientific Research, 17-34, APA Goal 2: Scientific Thinking and Critical Thinking: A Sample Experiment, 34-35
	<b>2.B</b> Evaluate the appropriate use of research design elements in experimental methodology.	1.5-1.10 Scientific Research, 17-34, APA Goal 2: Scientific Thinking and Critical Thinking: A Sample Experiment, 34-35
	<b>2.C</b> Evaluate the appropriate use of research design elements in non-experimental methodologies.	1.7 Descriptive Methods, 23-26
	<b>2.D</b> Evaluate whether a psychological research scenario followed appropriate ethical procedures.	1.17-1.18 Ethics of Psychological Research, 46-49
<b>Practice 3: Data Interpretation</b>		
<b>Practice 3:</b> Evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams.		
	<b>3.A</b> Identify psychology related concepts in descriptions or representations of data.	<b>Test Yourself: Preparing for the AP Exam</b> is found at the end of every chapter and includes questions styled after AP exam format.
	<b>3.B</b> Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.	<b>Test Yourself: Preparing for the AP Exam</b> is found at the end of every chapter and includes questions styled after AP exam format.
	<b>3.C</b> Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.	<b>Test Yourself: Preparing for the AP Exam</b> is found at the end of every chapter and

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		includes questions styled after AP exam format.
<b>Practice 4: Argumentation</b>		
<b>Practice 4:</b> Develop and justify psychological arguments using evidence.		
	<b>4.A</b> Propose a defensible claim.	<b>Test Yourself: Preparing for the AP Exam</b> is found at the end of every chapter and includes questions styled after AP exam format, including a free-response question.
	<b>4.B</b> Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.	<b>Test Yourself: Preparing for the AP Exam</b> is found at the end of every chapter and includes questions styled after AP exam format, including a free-response question.

## Course Content

Advanced Placement Psychology Topics	Advanced Placement Psychology Learning Objectives	Psychology, Ciccarelli/White 6 <sup>th</sup> Edition, AP Edition, ©2021 Chapter / Page Citations
<b>Unit 1: Biological Bases of Behavior</b>		
<b>Topic 1.1:</b> Interaction of Heredity and Environment		Chapters 1, 7, 8, 9, 12
	<b>1.1.A:</b> Explain the relationship between heredity and environment in shaping behavior and mental processes.	1.3-1.4 The Field of Psychology Today, 11-16; Concept Map, 16; Chapter Summary, 50; 7.10 The Nature/Nurture Issue Regarding Intelligence, 297-299; Concept Map, 300-301; Chapter Summary, 311; 8.2 Nature and Nurture 316-318; Concept Map, 320; 8.9–8.11 Gender Development and Sexual Orientation, 342-344; Concept Map, 345; Chapter Summary, 358-359; Instincts and the Evolutionary Approach, 364-365; Concept Map, 372; The Behavior of Emotion: Emotional Expression, 382-384; Chapter Summary, 393; 12.13 The Biology of Personality: Behavioral Genetics, 508-510; 12.15 Current Thoughts on the Heritability and Neuroscience of Personality, 512; Concept Map, 514
<b>Topic 1.2:</b> Overview of the Nervous System		Chapter 2
	<b>1.2.A:</b> Differentiate among the subsystems of the human	2.11–2.12 The Nervous System: The Rest of the



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	nervous system and their functions.	Story, 86-92; Figure 2.14, 86; Figure 2.16, 89; Figure 2.17, 90; Concept Map, 92; Chapter Summary, 100
<b>Topic 1.3:</b> The Neuron and Neural Firing		Chapters 2, 4
	<b>1.3.A</b> Explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes.	2.1 Structure of the Neuron: The Nervous System’s Building Block, 56-58; Figure 2.1, 56; Concept Map, 65; Chapter Summary, 98-99
	<b>1.3.B</b> Explain how the basic process of neural transmission is related to behavior and mental processes.	2.2 Generating the Message within the Neuron: The Neural Impulse, 58–60; Figure 2.2, 59; 2.3 Neurotransmission, 60-64; Concept Map, 65; Chapter Summary, 99
	<b>1.3.C</b> Explain how psychoactive drugs affect behavior and mental processes.	4.11–4.14 The Influence of Psychoactive Drugs, 169-180; Table 4.4, 176; Table 4.5, 180; Concept Map, 180; Chapter Summary, 183
<b>Topic 1.4:</b> The Brain		Chapter 2
	<b>1.4.A</b> Explain how the structures and functions of the brain apply to behavior and mental processes.	2.6–2.10 From the Bottom Up: The Structures of the Brain, 73-85; Figure 2.9, 74; Figure 2.10, 76; Figure 2.11, 78; Figure 2.12, 79; Concept Map, 85; Chapter Summary, 99-100
<b>Topic 1.5:</b> Sleep		Chapter 4
	<b>1.5.A</b> Explain how the sleep/wake cycle affects behavior and mental	4.3-4.6: Sleep, 148-160; Concept Map, 160; Chapter Summary, 182

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	processes throughout the day and night.	
<b>Topic 1.6:</b> Sensation		Chapter 3
	<b>1.6.A</b> Explain how the process of sensation is related to behavior and mental processes.	3.1–3.3 The ABCs of Sensation, 104-107; Concept Map, 107; Chapter Summary, 140-141
	<b>1.6.B</b> Explain how the structures and functions of the visual sensory system relate to behavior and mental processes.	3.4–3.6 The Science of Seeing, 107-115; Figure 3.3, 108; Figure 3.6, 111; Concept Map, 115; Other Factors That Influence Perception, 137; Chapter Summary, 141
	<b>1.6.C</b> Explain how the structures and functions of the auditory sensory system relate to behavior and mental processes.	3.7–3.9 The Hearing Sense: Can You Hear Me Now?, 116–119; Figure 3.12, 117; Concept Map, 119; Chapter Summary, 141
	<b>1.6.D</b> Explain how the structures and functions of the chemical sensory systems relate to behavior and mental processes.	3.10–3.11 Chemical Senses: It Tastes Good and Smells Even Better, 120–123; Figure 3.14, 121; Figure 3.16, 123; Concept Map, 123; Chapter Summary, 141
	<b>1.6.E</b> Explain how the structures and functions of the touch sensory system relate to behavior and mental processes.	3.12–3.13 The Other Senses: What the Body Knows, 124-128; Figure 3.17, 125; Concept Map, 128; Chapter Summary, 141-142
	<b>1.6.F</b> Explain how the structures and functions of the pain sensory system relate to behavior and mental processes.	3.12–3.13 The Other Senses: What the Body Knows, 124-128; Figure 3.17, 125; Concept Map, 128; Chapter Summary, 141-142
	<b>1.6.G</b> Explain how the structures and functions that	3.12–3.13 The Other Senses: What the Body Knows, 124-

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	maintain balance (vestibular) and body movement (kinesthetic) relate to behavior and mental processes.	128; Concept Map, 128; Chapter Summary, 141-142

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<b>Unit 2: Cognition</b>		
<b>Topic 2.1: Perception</b>		Chapter 3
	<b>2.1.A</b> Explain how internal and external factors influence perception.	3.14–3.16 The ABCs of Perception, 129-138
	<b>2.1.B</b> Explain how visual perceptual processes produce correct or incorrect interpretations of stimuli.	3.14–3.16 The ABCs of Perception, 129-138
<b>Topic 2.2: Thinking, Problem-Solving, Judgments, &amp; Decision-Making</b>		Chapter 7
	<b>2.2.A</b> Explain how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.	7.3 Problem-Solving and Decision-Making Strategies, 275–278; 7.4 Problems with Problem-Solving and Decision-Making, 278–279; 7.5 Creativity, 279–281; Table 7.1, 280; Concept Map, 281; Recognizing Cognitive Biases, 309-310; Chapter Summary, 310
<b>Topic 2.3: Introduction to Memory</b>		Chapter 6
	<b>2.3.A</b> Explain how the types, structures, and processes of memory work.	6.1 Three Processes of Memory, 230; Concept Map, 232; 6.3–6.5 The Information-Processing Model: Three Memory Systems, 233-244; Concept Map, 244; 6.7 Recall and Recognition, 246-248; 6.8 Automatic Encoding: Flashbulb Memories, 249-250; Concept Map, 253; Chapter Summary, 266
<b>Topic 2.4: Encoding Memories</b>		Chapter 6
	<b>2.4.A</b> Explain how different encoding processes work to get information into memory.	Putting It In: Encoding, 230; Encoding Specificity: Context Effects on Memory

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		Retrieval, 245-246; Encoding Specificity: State-Dependent Learning, 246; 6.8 Automatic Encoding: Flashbulb Memories, 249-250; Concept Map, 253; Encoding Failure, 257; Concept Map, 259; Using Elaborative Rehearsal to Make Memories More Memorable, 265; Chapter Summary, 266
<b>Topic 2.5: Storing Memories</b>		Chapter 6
	<b>2.5.A</b> Explain how memory storage processes retain information in memory.	Keeping It In: Storage, 230; Elaborative Rehearsal, 240; 6.6–6.9 Getting It Out: Retrieval of Long-Term Memories, 245-253
<b>Topic 2.6: Retrieving Memories</b>		Chapter 6
	<b>2.6.A</b> Explain how memory retrieval processes get information out of memory.	6.6–6.9 Getting It Out: Retrieval of Long-Term Memories, 245-253; Concept Map, 253; Chapter Summary, 266
<b>Topic 2.7: Forgetting &amp; Other Memory Challenges</b>		Chapter 6
	<b>2.7.A</b> Explain possible reasons why memory failure or errors may occur.	6.10 – 6.11 What Were We Talking About? Forgetting, 256–259, Concept Map, 259, 6.13 When Memory Fails: Organic Amnesia, 261 – 265; Concept Map, 264; Chapter Summary, 267
<b>Topic 2.8: Intelligence &amp; Achievement</b>		Chapter 7
	<b>2.8.A</b> Explain how modern and historical theories describe intelligence.	7.6 Theories of Intelligence, 282-285; Table 7.2, 283; Figure 7.7, 284; Concept Map, 300-301; Chapter Summary, 310-311
	<b>2.8.B</b> Explain how intelligence is measured.	7.6–7.10 Intelligence, 282-299; Table 7.3, 287; Concept Map, 300-301; Chapter Summary, 310-311

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	<p><b>2.8.C</b> Explain how systemic issues relate to the quantitative and qualitative uses of intelligence assessments.</p>	<p>7.7 Measuring Intelligence, 285-286; 7.8 Test Construction: Good Test, Bad Test?, 286-291; Concept Map, 300; Chapter Summary, 311</p>
	<p><b>2.8.D</b> Explain how academic achievement is measured and experienced as compared to intelligence.</p>	<p>7.8 Test Construction: Good Test, Bad Test?, 286-291; 7.9 Individual Differences in Intelligence, 292-297; Concept Map, 300; Chapter Summary, 311</p>

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<b>Unit 3: Development and Learning</b>		
<b>Topic 3.1:</b> Themes and Methods in Developmental Psychology		Chapter 8
	<b>3.1.A</b> Explain how enduring themes inform developmental psychology.	8.2 Nature and Nurture, 316-318; Concept Map, 320; Chapter Summary, 358
	<b>3.1.B</b> Describe ways cross sectional and longitudinal research design methods used in developmental psychology inform understanding about behavior and mental processes.	8.1 Research Designs, 316; Concept Map, 320; Chapter Summary, 358
<b>Topic 3.2:</b> Physical Development Across the Lifespan		Chapter 8
	<b>3.2.A</b> Explain how physical development before birth applies to behavior and mental processes.	8.2 Nature and Nurture, 316-318; 8.3 The Basic Building Blocks of Development, 318-320; 8.4–8.5 Prenatal Development, 321-324; Table 8.2, 324; Concept Map, 325; Chapter Summary, 358
	<b>3.2.B</b> Explain how physical development in infancy and childhood apply to behavior and mental processes.	8.6-8.8 Infancy and Child Development, 325-340; Concept Map, 340; Chapter Summary, 358
	<b>3.2.C</b> Explain how physical development in adolescence applies to behavior and mental processes.	8.12–8.14 Adolescence, 346-349; Concept Map, 349; Chapter Summary, 359
	<b>3.2.D</b> Explain how physical development in adulthood applies to behavior and mental processes.	8.15–8.20 Adulthood and Aging, 350-355; Concept Map, 356; Chapter Summary, 359
<b>Topic 3.3:</b> Gender and Sexual Orientation		Chapter 8

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	<b>3.3.A</b> Describe how sex and gender influence socialization and other aspects of development.	8.9–8.11 Gender Development and Sexual Orientation; Concept Map, 345; Chapter Summary, 358-359
<b>Topic 3.4:</b> Cognitive Development Across the Lifespan		Chapter 8
	<b>3.4.A</b> Explain how theories of cognitive development apply to behavior and mental processes.	8.7 Cognitive Development, 329-334; Table 8.3, 330; Figure 8.8, 331; Concept Map, 340; Chapter Summary, 358
<b>Topic 3.5:</b> Communication & Language Development		Chapter 7
	<b>3.5.A</b> Explain how key components of language and communication apply to behavior and mental processes.	7.11–7.14 Language, 301-307; Concept Map, 307; Chapter Summary, 311
	<b>3.5.B</b> Explain how language develops in humans.	7.11–7.14 Language, 301-307; Concept Map, 307; Chapter Summary, 311
<b>Topic 3.6:</b> Social-Emotional Development Across the Lifespan		Chapter 8
	<b>3.6.A</b> Explain how social development relates to behavior and mental processes.	8.8 Psychosocial Development, 335-339; Harlow and Contact Comfort, 337-338; Table 8.4, 339; 8.12–8.14 Adolescence, 346-349; 8.15–8.20 Adulthood and Aging, 350-355; Concept Map, 340; Chapter Summary, 358
<b>Topic 3.7:</b> Classical Conditioning		Chapter 5
	<b>3.7.A</b> Explain how classical conditioning applies to behavior and mental processes.	5.2–5.3 It Makes Your Mouth Water: Classical Conditioning, 188-196; Concept Map, 197; Biological Constraints on Operant Conditioning, 211-212; Chapter Summary, 225



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<b>Topic 3.8:</b> Operant Conditioning		Chapter 5
	<b>3.8.A</b> Explain how operant conditioning applies to behavior and mental processes.	5.4–5.9 What’s in It for Me? Operant Conditioning, 198-214; 5.6 Schedules of Reinforcement: Why the One-Armed Bandit Is So Seductive, 202-206; Concept Map, 214; Chapter Summary, 225-226
<b>Topic 3.9:</b> Social, Cognitive, and Neurological Factors in Learning		Chapters 5, 8
	<b>3.9.A</b> Explain how social learning applies to behavior and mental processes.	8.8 Psychosocial Development (Infants and Children), 335-339; 8.14 Psychosocial Development (Adolescents), 348-349; 8.17 Psychosocial Development (Adults), 352-353
	<b>3.9.B</b> Explain how cognitive factors in learning apply to behavior and mental processes.	5.9 Applications of Operant Conditioning: Shaping and Behavior Modification, 210-214; Concept Map, 214; Chapter Summary, 226

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<b>Unit 4: Social &amp; Personality</b>		
<b>Topic 4.1:</b> Attribution Theory & Person Perception		Chapters 11, 12
	<b>4.1.A</b> Explain how attribution theory applies to behavior and mental processes.	11.9 Attribution, 458–460; Concept Map, 460; Chapter Summary, 480; Evaluating Behavioral Assessments, Interviews, and Personality Inventories, 518-519
	<b>4.1.B</b> Explain how locus of control applies to behavior and mental processes.	12.6 Learning Theories, 498-499
	<b>4.1.C</b> Explain how person perception applies to behavior and mental processes.	11.10-11.15 Social Interaction, 461-477; Concept Map, 477; Chapter Summary, 481-481
<b>Topic 4.2:</b> Attitude Formation & Attitude Change		Chapter 11
	<b>4.2.A</b> Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination.	11.10-11.15 Social Interaction, 461-477; Concept Map, 477; Chapter Summary, 481-481
	<b>4.2.B</b> Explain how belief perseverance and cognitive dissonance apply to attitude formation and change.	11.5–11.9 Social Cognition, 450-460; Concept Map, 460; Chapter Summary, 480
<b>Topic 4.3:</b> Psychology of Social Situations		Chapter 11
	<b>4.3.A</b> Explain how the social situation affects behavior and mental processes.	11.5–11.9 Social Cognition, 450-460; Concept Map, 460; Chapter Summary, 480
	<b>4.3.B</b> Explain how being in a group can affect an individual’s behavior and mental processes.	11.10-11.15 Social Interaction, 461-477; Concept Map, 477; Chapter Summary, 481-481
	<b>4.3.C</b> Explain how prosocial behavior affects behavior and mental processes.	11.15 Prosocial Behavior, 474-477; Concept Map, 477; Chapter Summary, 481-481

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<b>Topic 4.4:</b> Psychodynamic & Humanistic Theories of Personality		Chapter 12
	<b>4.4.A</b> Explain how the psychodynamic theory of personality defines and assesses personality.	12.2–12.5 Psychodynamic Perspectives, 486-495; Concept Map, 495-496; Chapter Summary, 522-523
	<b>4.4.B</b> Explain how the humanistic theory of personality defines and assesses personality.	12.8–12.9 The Third Force: Humanism and Personality, 500-503; Concept Map, 503; Chapter Summary, 523
<b>Topic 4.5:</b> Social-Cognitive & Trait Theories of Personality		Chapter 12
	<b>4.5.A</b> Explain how the social-cognitive theory of personality defines and assesses personality.	12.6–12.7 The Behavioral and Social Cognitive View of Personality, 496-499; Concept Map, 500; Chapter Summary, 523
	<b>4.5.B</b> Explain how trait theories of personality define and assess personality.	12.10–12.12 Trait Theories: Who Are You?, 504-507; Concept Map, 507; Chapter Summary, 523-524
<b>Topic 4.6:</b> Motivation		Chapters 9, 13
	<b>4.6.A</b> Explain how theories about motivation apply to behavior and mental processes.	9.1–9.5 Understanding Motivation, 364-372; Concept Map, 372; Chapter Summary, 393; 10.7 Cognitive Factors in Stress, 415-416
	<b>4.6.B</b> Explain how eating and belongingness motivate behavior and mental processes.	9.7 Obesity, 377-379; Concept Map, 379; 13.11 Eating Disorders, 555-557; Concept Map, 558; 11.11 How People Learn and Overcome Prejudice, 463-466; Concept Map, 477; Chapter Summary, 480
<b>Topic 4.7:</b> Emotion		Chapter 9, 10
	<b>4.7.A</b> Explain how theories of emotion apply to behavior and mental processes.	9.8–9.10 Emotion, 379-390; Figure 9.12, 390; Concept Map, 391; Chapter Summary, 393-394; 10.7 Cognitive

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		Factors in Stress, 415-416; Concept Map, 422-423; Chapter Summary, 433
	<b>4.7.B</b> Explain how social norms and experiences influence the expression of emotions.	The Behavior of Emotion: Emotional Expression, 382-384; Subjective Experience: Labeling Emotion, 384; Chapter Summary, 393; How Culture Affects Stress, 421-422; Concept Map, 422-423; 10.12 How Culture Affects Coping, 429-430; Concept Map, 431; Chapter Summary, 433

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<b>Unit 5: Mental and Physical Health</b>		
<b>Topic 5.1:</b> Introduction to Health Psychology		Chapter 10
	<b>5.1.A</b> Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes.	10.6 Health Psychology, 413-414; Concept Map, 422-423; Chapter Summary, 432-433
	<b>5.1.B</b> Explain how stress applies to behavior and mental processes.	10.1–10.3 Stress and Stressors, 398-406; Concept Map, 407; 10.4–10.9 Physiological Factors: Stress and Health, 408-422; Concept Map 422-423; Concept Map, 431; Chapter Summary, 432-433
	<b>5.1.C</b> Explain how reactions to stress apply to behavior and mental processes.	10.10–10.13 Coping with Stress, 425-430; Concept Map, 431; Chapter Summary, 432-433
	<b>5.1.D</b> Explain how the ways that people cope with stress applies to behavior and mental processes.	10.10–10.13 Coping with Stress, 425-430; Concept Map, 431; Chapter Summary, 432-433
<b>Topic 5.2:</b> Positive Psychology		Chapters 11, 14
	<b>5.2.A</b> Explain how positive psychology approaches the study of behavior and mental processes.	11.15 Prosocial Behavior, 474-477; Concept Map, 477-478; Chapter Summary, 479-481; 14.13 Lifestyle Factors: Fostering Resilience, 612-613; Concept Map, 613; Chapter Summary, 616-617
	<b>5.2.B</b> Explain how positive subjective experiences apply to behavior and mental processes.	11.15 Prosocial Behavior, 474-477; Concept Map, 477-478; Chapter Summary, 479-481; 14.13 Lifestyle Factors: Fostering Resilience, 612-613; Concept Map, 613; Chapter Summary, 616-617

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