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Understanding Psychology ©2003

correlated to

**Alabama Course of Study
Grades 9-12
Psychology**

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UNDERSTANDING PSYCHOLOGY ©2003**

CORRELATED TO

**ALABAMA COURSE OF STUDY
PSYCHOLOGY**

OBJECTIVES	PAGE REFERENCES
Students will:	
1. Discuss the origin of psychology relative to the fields of philosophy and natural science.	
Describing the early psychological and biological inquiries that led to contemporary approaches and methods of experimentation	SE: 4–5, 14–17, 19, 23, 32–33, 36, 46, 106, 164, 192, 209, 245, 306, 451, 487, 535, 613 TWE: 4–5, 14–17, 19, 23, 32–33, 36, 46, 106, 164, 192, 209, 245, 306, 451, 487, 535, 613
Comparing current biological, behavioral, cognitive, and sociocultural perspectives	SE: 17–22, 485–491, 493–497, 499–505, 507–510 TWE: 17–22, 485–491, 493–497, 499–505, 507–510
Identifying major subfields and career opportunities related to psychology	SE: 25–28, 248, 440–441, 482–483, 489, 603–608, 609, 614–617 TWE: 25–28, 248, 353, 440–441, 482–483, 489, 603–608, 609, 614–617
2. Describe research strategies used by psychologists to explore the mind and behavior.	
Designing an experiment in which all elements are identified	SE: 39–40, 43–44, 57, 269, 311, 333–334, 513, 622–623 TWE: 39–40, 43–44, 57, 269, 311, 333–334, 513, 622–623
Explaining characteristics of surveys, naturalistic observations, case studies, longitudinal studies, and cross-sectional studies	SE: 19, 23, 37–40, 43, 69, 100, 169, 232, 281, 436, 464, 526, 589 TWE: 19, 23, 37–40, 43, 69, 100, 169, 232, 281, 436, 464, 526, 589
Describing the use of descriptive statistics in evaluating research	SE: 48–52, 53–54, 621 TWE: 48–52, 53–54, 621

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3. Explain how research and technology have provided methods for analyzing the brain and behavior.	
Discussing the role of neurotransmitters in behavior	SE: 21, 155–159, 171–173, 177, 197–199, 201–202, 476–478, 507–509, 565 TWE: 21, 155–159, 171–173, 177, 197–199, 201–202, 476–478, 507–509, 565
Comparing the effect of drugs and toxins on the brain and neurotransmitters	SE: 21, 155–159, 171–173, 177, 197–199, 201–202, 476–478, 507–509, 565 TWE: 21, 155–159, 171–173, 177, 197–199, 201–202, 476–478, 507–509, 565
Describing how heredity influences behavior	SE: 16–17, 174–176, 271, 323, 355, 468 TWE: 16–17, 174–176, 271, 323, 355, 468
Describing effects of the environment on increased survival rate	The opportunity to address this objective is available. See the following: SE: 27, 80, 174–175, 355–356, 416–419, 612 TWE: 27, 80, 174–175, 355–356, 416–419, 612
4. Describe the influence of environmental variables, motivation, experience, and expectations on perception.	
Explaining the role of sensory systems in human behavior	SE: 74–75, 207–213, 215–222, 223–231, 232, 236–237, 274–276 TWE: 74–75, 207–213, 215–222, 223–231, 232, 236–237, 274–276
Describing the role of Gestalt principles and concepts in perception	SE: 17–18, 224–225 TWE: 17–18, 224–225
Comparing attention needed for demanding and simple tasks	The opportunity to address this objective is available. See the following: SE: 213, 273–280, 296–299, 467, 501–502 TWE: 213, 273–280, 296–299, 467, 501–502

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5. Identify common sources of stress.	
Identifying approach-approach, approach-avoidance, and avoidance-avoidance conflicts	SE: 414–416, 534, 550, 566–568 TWE: 414–416, 534, 550, 566–568
Describing possible physiological and psychological reactions to stress	SE: 413–419, 420–426, 427–429, 430–435, 437–442, 459, 483 TWE: 413–419, 420–426, 427–429, 430–435, 437–442, 459, 483
Identifying positive and negative strategies for coping with stress	SE: 421, 430–435 TWE: 421, 430–435
6. Describe the roles of culture, gender, age, ethnicity, and religion on physical, cognitive, and social development across the life span.	
Discussing physical, cognitive, and social changes in prenatal, infant, child, and adolescent development	SE: 63–68, 70–75, 81–86, 90–91, 95–99, 101–107, 109–111, 120–122 TWE: 63–68, 70–75, 81–86, 90–91, 95–99, 101–107, 109–111, 120–122
Describing the role of the caregiver in promoting child development	SE: 62–63, 66–69, 72, 74–76, 79–86, 306, 331, 385, 533–534, 579 TWE: 62–63, 66–69, 72, 74–76, 79–86, 306, 331, 385, 533–534, 579
Outlining the stage theories of Jean Piaget, Erik Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg	SE: 32, 70–75, 82–86, 94–95, 105–106, 120–121, 133–135 TWE: 32, 70–75, 82–86, 94–95, 105–106, 120–121, 133–135
Describing the impact of technology on the developmental process	The opportunity to address this objective is available. See the following: SE: 7, 104, 262–264, 265–266, 303, 316 TWE: 7, 104, 262–264, 265–266, 303, 316

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7. Describe the impact of memory on human behavior, including the role of imagery in encoding, the importance of retrieval cues, and difficulties created by reconstructive memory processes.	
Distinguishing between surface and deep processing	The opportunity to address this objective is available. See the following: SE: 273–279, 282–288, 292–293 TWE: 273–279, 282–288, 292–293
Identifying problems related to incomplete retrieval	SE: 279–280, 281, 282–284, 286–287, 292–293 TWE: 279–280, 281, 282–284, 286–287, 292–293
Comparing the processes of short- and long-term memory	SE: 274–276, 278–279, 283, 287–288 TWE: 274–276, 278–279, 283, 287–288
Identifying strategies used for improving memory	SE: 287–288 TWE: 287–288
8. Identify significant contributors and contributions to current understanding of the process of learning.	
Identifying biological limitations on learning	SE: 252, 314–316, 319–323, 326–327 TWE: 252, 314–316, 319–323, 326–327
Describing cultural and environmental constraints on learning opportunities	SE: 259–266, 270–271, 314–317, 323–327, 335–336 TWE: 259–266, 270–271, 314–317, 323–327, 335–336
Discussing the effects of conditioned response	SE: 241–245, 246–248, 250–258, 504–505, 578 TWE: 241–245, 246–248, 250–258, 504–505, 578

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OBJECTIVES	PAGE REFERENCES
9. Describe the interrelationship and importance of thought and language on human behavior.	
Identifying mental images and verbal symbols as elements that comprise thought	SE: 296–297, 299–302, 304–308 TWE: 296–297, 299–302, 304–308
Discussing the effect of culture on language acquisition	SE: 66–69, 305, 307–308, 329–331 TWE: 66–69, 305, 307–308, 329–331
Identifying the basic units of language	SE: 304–305 TWE: 304–305
10. Compare the various states of consciousness evident in human behavior.	
Comparing theories about the use and meaning of dreams	SE: 17, 19, 188–190, 493, 495 TWE: 17, 19, 188–190, 493, 495
Characterizing major categories of psychoactive drugs and their effects	SE: 197–202, 477–478 TWE: 197–202, 477–478
Exploring possible uses for hypnosis	SE: 191–194 TWE: 191–194
11. Describe the role of motivation and emotion in human behavior.	
Describing situational cues that cause emotions such as fear, anger, curiosity, and anxiety	SE: 328–336, 339 TWE: 328–336, 339
Identifying theories that explain motivational processes	SE: 313–317, 320–327, 332–336 TWE: 313–317, 320–327, 332–336
Discussing the role of biological and cultural factors in the development of motives	SE: 314–316, 320–321, 323–326 TWE: 314–316, 320–321, 323–326
Describing theories of emotion and cognitive theories	SE: 173, 332–336 TWE: 173, 332–336

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Describing universal aspects of emotion	SE: 328–332, 335 TWE: 328–332, 335
12. Describe methods of assessing individual differences.	
Describing how personality and intelligence may be influenced by differences in heredity and environment	SE: 118–120, 348–352, 376–377, 383, 388–390, 392–397, 399–403 TWE: 118–120, 348–352, 376–377, 383, 388–390, 392–397, 399–403
Linking intelligence to cognitive skills and strategies	The opportunity to address this objective is available. See the following: SE: 329, 351–352, 355–358, 360–361, 364–367, 372–373 TWE: 329, 351–352, 355–358, 360–361, 364–367, 372–373
Describing theories of intelligence including Howard Gardener’s theory of multiple intelligences, Sternberg’s triarchic theory, and the traditional psychometric theory	SE: 348–352 TWE: 348–352
Describing limitations of using conventional intelligence tests to predict performance based on capability	SE: 353–357, 358 TWE: 353–357, 358
13. Explain the role of personality development in human behavior.	
Identifying environmental influences on personality development	SE: 118–119, 376–377, 382–383, 403, 427–428 TWE: 118–119, 376–377, 382–383, 403, 427–428
Describing characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches to describing human behavior	SE: 18–19, 378–386, 388–390, 392–397, 399–403 TWE: 18–19, 378–386, 388–390, 392–397, 399–403

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Identifying important contributors and their theories of personality	SE: 374–377, 379–380, 384–386, 388–390, 392–395, 400–401 TWE: 374–377, 379–380, 384–386, 388–390, 392–395, 400–401
Distinguishing between objective and projective techniques in personality assessment	SE: 363–368, 371 TWE: 363–368, 371
14. Describe major psychological disorders and their treatments.	
Identifying patterns of behavior that distinguish normal from abnormal behavior	SE: 447–454, 455–459, 461–463, 466–472, 475–478 TWE: 447–454, 455–459, 461–463, 466–472, 475–478
Describing abnormal behavior in terms of observable or reportable symptoms that can be classified as nonpsychotic or psychotic	SE: 448–449, 451–454 TWE: 448–449, 451–454
Describing the biological, psychological, and sociocultural approaches to explaining mental illness	The opportunity to address this objective is available. See the following: SE: 446–454, 486 TWE: 446–454, 486
15. Identify the underlying social influences that shape human behavior.	
Identifying the role of social schemas in perception	SE: 71, 116–117, 122, 284, 529–530 TWE: 71, 116–117, 122, 284, 529–530
Identifying methods of changing attitudes	SE: 530, 578–580, 582–584, 585–588, 590–595, 600–601 TWE: 530, 578–580, 582–584, 585–588, 590–595, 600–601
Describing the effects of the presence of others on individual behavior	SE: 527–531, 545–554, 556–560, 561–563 TWE: 527–531, 545–554, 556–560, 561–563

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Describing biomedical, psychoanalytical, and social-learning explanations for aggression	SE: 119, 257–258, 399, 565–568 TWE: 119, 257–258, 399, 565–568
Describing internal and external attributes and their effects on human behavior	SE: 530–532 TWE: 530–532

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