

Understanding Psychology

Correlated to the American Psychological Association National Standards for High School Psychology Curricula

SCIENTIFIC INQUIRY DOMAIN

STANDARD AREA: PERSPECTIVES IN PSYCHOLOGICAL SCIENCE

CONTENT STANDARDS

After concluding this unit, students understand:

1. Development of psychology as an empirical science
2. Major subfields within psychology

Content Standards With Performance Standards

CONTENT STANDARD 1: Development of psychology as an empirical science Students are able to (performance standards):

| | STUDENT EDITION | TEACHER EDITION |
|--|---------------------------------------|----------------------------|
| 1.1 Define psychology as a discipline and identify its goals as a science | 4, 5, 6, 9, 23, 24, 619, 622 | 5, 9, 10, 11, 12, 619, 622 |
| 1.2 Describe the emergence of psychology as a scientific discipline | 7, 8, 10, 11, 12, 13, 14, 23 | 5, 8, 9, 11, 15 |
| 1.3 Describe perspectives employed to understand behavior and mental processes | 4, 5, 10, 11, 14, 15, 16, 17, 23, 613 | 5, 6, 7, 12, 13, 15, 613 |
| 1.4 Explain how psychology evolved as a scientific discipline | 7, 8, 10, 11, 12, 13, 14 | 8, 9, 10, 13, 16 |

CONTENT STANDARD 2: Major subfields within psychology Students are able to (performance standards):

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| 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals | 7, 9, 24, 612, 613, 614 | 7, 17, 22, 291, 612, 613, 614 |
| 2.2 Describe the major subfields of psychology | 19, 20, 21, 22, 23, 24, 612, 613, 614, 615, 619, 620, 621, 622 | 14, 18, 19, 20, 21, 85, 167, 205, 612, 613, 614, 615, 619, 620, 621, 622 |
| 2.3 Identify the important role psychology plays in benefiting society and improving people's lives | 5, 7, 14, 19, 20, 22, 23, 25, 371, 618, 619, 620, 621, 622 | 7, 15, 16, 19, 20, 21, 22, 49, 71, 609, 618, 619, 620, 621, 622 |

STANDARD AREA: RESEARCH METHODS, MEASUREMENT, AND STATISTICS

CONTENT STANDARDS

After concluding this unit, students understand:

1. Research methods and measurements used to study behavior and mental processes
2. Ethical issues in research with human and non-human animals
3. Basic concepts of data analysis

Content Standards With Performance Standards

CONTENT STANDARD 1: Research methods and measurements used to study behavior and mental processes Students are able to (performance standards):

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| 1.1 Describe the scientific method and its role in psychology | 3, 6, 7, 8, 9, 23, 24, 27, 28, 31, 33, 37, 48, 625, 627, 628 | 2, 6, 8, 14, 20, 28, 31, 32, 35, 82, 625, 627, 628 |
| 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods | 8, 9, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38–39, 47, 48, 83, 98, 170, 346–347, 626 | 14, 20, 25, 28, 29, 30, 31, 32, 39, 626 |

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| 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity | 8, 29, 31, 32, 33, 34, 35, 36, 40, 45, 47, 346–347, 348, 631 | 25, 28, 29, 30, 31, 32, 34, 37, 46, 379, 631 |
| 1.4 Discuss how and why psychologists use non-human animals in research | 9, 21–22, 32, 33, 65, 66, 159, 172, 233, 236, 237, 238, 239, 241, 245, 246, 251, 257, 276, 323, 325, 436 | 16, 58, 65, 159, 307, 308 |
| CONTENT STANDARD 2: Ethical issues in research with human and non-human animals Students are able to (performance standards): | | |
| 2.1 Identify ethical standards psychologists must address regarding research with human participants | 17, 20, 32, 33, 36, 48, 158, 240, 243, 570, 574–575 | 10, 16, 17, 32, 36, 77, 142, 243, 570, 574, 575 |
| 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals | 32, 33, 48, 520 | 16, 32, 33 |
| CONTENT STANDARD 3: Basic concepts of data analysis Students are able to (performance standards): | | |
| 3.1 Define descriptive statistics and explain how they are used by psychological scientists | 40, 41, 42, 43, 48 | 40, 42, 44, 45, 46 |
| 3.2 Define forms of qualitative data and explain how they are used by psychological scientists | 37–38, 40, 41, 42, 48, 626 | 40, 44 |
| 3.3 Define correlation coefficients and explain their appropriate interpretation | 40, 44, 45, 47 | 45 |
| 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods | 30, 42, 43, 44, 45, 47, 626 | 42, 43, 44, 45 |
| 3.5 Explain other statistical concepts, such as statistical significance and effect size | 45, 46, 47 | 42, 43, 45 |
| 3.6 Explain how validity and reliability of observations and measurements relate to data analysis | 37–38, 41, 42, 43, 44, 47, 48 | 40, 42, 43, 45, 46 |
| BIOPSYCHOLOGY DOMAIN | | |
| STANDARD AREA: BIOLOGICAL BASES OF BEHAVIOR | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> 1. Structure and function of the nervous system in human and non-human animals 2. Structure and function of the endocrine system 3. The interaction between biological factors and experience 4. Methods and issues related to biological advances | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Structure and function of the nervous system in human and non-human animals Students are able to (performance standards): | | |
| 1.1 Identify the major divisions and subdivisions of the human nervous system | 148, 149, 152, 175, 176 | 148, 149, 150, 151 |
| 1.2 Identify the parts of the neuron and describe the basic process of neural transmission | 148, 149, 150, 151, 152, 175, 176 | 148, 149, 150, 151, 166, 167 |
| 1.3 Differentiate between the structures and functions of the various parts of the central nervous system | 149, 150, 151, 152, 175, 176 | 148, 149, 150, 151, 167 |
| 1.4 Describe lateralization of brain functions | 58, 154, 155, 156, 157, 162, 163, 176 | 154, 155, 156, 161, 163 |

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| 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system | 137, 161, 175 | 161 |
| CONTENT STANDARD 2: Structure and function of the endocrine system Students are able to (performance standards): | | |
| 2.1 Describe how the endocrine glands are linked to the nervous system | 164, 165, 166, 167, 175, 176 | 164, 165, 167 |
| 2.2 Describe the effects of hormones on behavior and mental processes | 164, 165, 166, 167, 175, 176 | 91, 164, 165, 166 |
| 2.3 Describe hormone effects on the immune system | 166, 167 | 167 |
| CONTENT STANDARD 3: The interaction between biological factors and experience Students are able to (performance standards): | | |
| 3.1 Describe concepts in genetic transmission | 171, 172, 173, 174, 175, 176 | 171, 172, 173 |
| 3.2 Describe the interactive effects of heredity and environment | 52, 170, 171, 173, 174, 175, 176 | 170, 171, 172, 173, 174 |
| 3.3 Explain how evolved tendencies influence behavior | 168–169, 173 | 168, 169, 173, 174 |
| CONTENT STANDARD 4: Methods and issues related to biological advances Students are able to (performance standards): | | |
| 4.1 Identify tools used to study the nervous system | 158, 159, 161 | 158, 159, 160, 161, 162, 186 |
| 4.2 Describe advances made in neuroscience | 158, 159, 160, 161, 162, 168, 186–187 | 158, 159, 160, 161, 162, 168 |
| 4.3 Discuss issues related to scientific advances in neuroscience and genetics | 159, 163, 176, 186–187 | 159, 160, 161, 162, 170, 171, 172, 187 |
| STANDARD AREA: SENSATION AND PERCEPTION | | |
| CONTENT STANDARDS After concluding this unit, students understand: 1. The processes of sensation and perception 2. The capabilities and limitations of sensory processes 3. Interaction of the person and the environment in determining perception | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: The processes of sensation and perception Students are able to (performance standards): | | |
| 1.1 Discuss processes of sensation and perception and how they interact | 176, 202–203, 204, 205, 206, 207, 208, 209, 220–221, 222, 229, 231, 232, 235 | 201, 202, 203, 207, 220, 222 |
| 1.2 Explain the concepts of threshold and adaptation | 205, 206, 207, 208, 209, 231, 232 | 205, 206 |
| CONTENT STANDARD 2: The capabilities and limitations of sensory processes Students are able to (performance standards): | | |
| 2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors | 206, 207, 231 | 204, 206, 207, 214 |
| 2.2 Describe the visual sensory system | 205, 206, 207, 210, 211, 212, 213, 214, 219, 220–221, 231 | 205, 206, 210, 211, 212, 213, 214, 218, 219, 221 |
| 2.3 Describe the auditory sensory system | 206, 207, 215, 216, 219, 231, 235 | 206, 207, 210, 214, 215, 216, 217, 218, 219, 234, 235 |

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| 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense) | 207, 217, 218, 219, 231 | 207, 210, 214, 218, 219, 220, 466 |
| CONTENT STANDARD 3: Interaction of the person and the environment in determining perception Students are able to (performance standards): | | |
| 3.1 Explain Gestalt principles of perception | 222, 223, 229, 231 | 223 |
| 3.2 Describe binocular and monocular depth cues | 226, 227, 229, 231 | 227 |
| 3.3 Describe the importance of perceptual constancies | 227, 228, 229, 230, 232 | 227 |
| 3.4 Describe perceptual illusions | 226, 228, 229 | 224, 228, 230 |
| 3.5 Describe the nature of attention | 272 | 533 |
| 3.6 Explain how experiences and expectations influence perception | 224, 228, 229 | 201, 224, 225, 226, 234, 235 |
| STANDARD AREA: CONSCIOUSNESS | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> 1. The relationship between conscious and unconscious processes 2. Characteristics of sleep and theories that explain why we sleep and dream 3. Categories of psychoactive drugs and their effects 4. Other states of consciousness | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: The relationship between conscious and unconscious processes Students are able to (performance standards): | | |
| 1.1 Identify states of consciousness | 180, 188, 189, 190, 191, 198, 199, 200 | 177, 180, 181, 187, 188, 189, 190, 191, 192, 196 |
| 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) | 188, 189, 190, 191, 199, 200 | 177, 189, 190, 191 |
| CONTENT STANDARD 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to (performance standards): | | |
| 2.1 Describe the circadian rhythm and its relation to sleep | 180, 183, 185, 199 | 180, 183 |
| 2.2 Describe the sleep cycle | 181, 182, 185 | 181, 182, 183, 196 |
| 2.3 Compare theories about the functions of sleep | 180, 181 | 180 |
| 2.4 Describe types of sleep disorders | 180, 183, 184, 185, 199, 200 | 180, 183, 184 |
| 2.5 Compare theories about the functions of dreams | 183, 184, 185, 200 | 178, 181, 184, 185 |
| CONTENT STANDARD 3: Categories of psychoactive drugs and their effects Students are able to (performance standards): | | |
| 3.1 Characterize the major categories of psychoactive drugs and their effects | 193, 194, 195, 196, 197, 198, 199, 232 | 193, 194, 196, 197, 198 |
| 3.2 Describe how psychoactive drugs act at the synaptic level | 193, 194, 195, 197, 198, 199, 232 | 193, 194, 195, 196, 197, 198 |
| 3.3 Evaluate the biological and psychological effects of psychoactive drugs | 193, 194, 195, 196, 197, 198, 199, 232 | 193, 194, 195, 196, 197, 198 |

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| 3.4 Explain how culture and expectations influence the use and experience of drugs | 193, 195, 196, 197, 200 | 193, 194, 195, 196, 197, 198 |
| CONTENT STANDARD 4: Other states of consciousness Students are able to (performance standards) | | |
| 4.1 Describe meditation and relaxation and their effects | 188, 191, 195, 199 | 177, 191, 201 |
| 4.2 Describe hypnosis and controversies surrounding its nature and use | 188, 189, 190, 191, 195, 199, 200 | 177, 188, 189, 190, 191, 192 |
| 4.3 Describe flow states | 189 | 189 |
| DEVELOPMENT AND LEARNING DOMAIN | | |
| STANDARD AREA: LIFE SPAN DEVELOPMENT | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> 1. Methods and issues in life span development 2. Theories of life span development 3. Prenatal development and the newborn 4. Infancy (i.e., the first two years of life) 5. Childhood 6. Adolescence 7. Adulthood and aging | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Methods and issues in life span development Students are able to (performance standards): | | |
| 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development | 52, 54, 56, 58, 59, 63, 68, 71, 79, 80, 86, 87, 113, 119, 120, 126, 134, 135, 136, 137, 143, 305, 306, 310, 352–353 | 52, 58, 65, 66, 85, 86, 113, 145, 147, 151, 152, 170, 173, 221, 228, 233, 413, 475 |
| 1.2 Explain issues of continuity/discontinuity and stability/change | 59, 74, 75, 79, 86, 87, 88, 89, 90, 91, 93, 96, 97, 98, 99, 102, 105, 115, 116, 117, 118, 119, 120, 132, 136, 137 | 96, 98 |
| 1.3 Distinguish methods used to study development | 56, 58, 59, 84, 94, 95, 96, 97, 115, 119, 120, 126, 127, 128, 129, 130, 137, 138, 143 | 98, 99 |
| 1.4 Describe the role of sensitive and critical periods in development | 53, 54, 59, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98, 99, 102, 103, 104, 115, 116, 117, 119, 120, 126, 129–130, 132, 133, 135, 138–139, 143, 389 | 84, 86, 87, 89, 91, 115, 116, 117, 121 |
| 1.5 Discuss issues related to the end of life | 53, 120, 125, 132, 138, 139, 140, 141, 142, 143, 144 | 125, 138, 139, 140, 141 |
| CONTENT STANDARD 2: Theories of life span development Students are able to (performance standards): | | |
| 2.1 Discuss theories of cognitive development | 60, 61, 62, 63, 64, 67, 79, 80, 84, 85, 86, 92, 93, 94, 99, 113, 115, 116, 117, 124, 126, 127, 134, 135, 143 | 86, 90, 92, 93, 94, 103 |
| 2.2 Discuss theories of moral development | 73, 76, 77, 78, 79, 85, 93, 95, 96, 386 | 93, 94, 95, 99 |

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| 2.3 Discuss theories of social development | 70, 71, 72, 73, 74, 75, 76, 78, 79, 80, 84, 85, 86, 88, 99, 100, 101, 102, 103, 113, 114, 115, 116, 117, 127, 128, 129, 130 | 86, 98, 100, 101, 102, 103, 108 |
| CONTENT STANDARD 3: Prenatal development and the newborn Students are able to (performance standards): | | |
| 3.1 Describe physical development from conception through birth and identify influences on prenatal development | 52, 53, 54, 79, 160, 165 | 53, 54, 68 |
| 3.2 Describe newborns' reflexes, temperament, and abilities | 54, 55, 56, 58, 80 | 54, 57, 68 |
| CONTENT STANDARD 4: Infancy (i.e., the first two years of life) Students are able to (performance standards): | | |
| 4.1 Describe physical and motor development | 53, 55, 56, 80 | 49, 53, 55, 68 |
| 4.2 Describe how infant perceptual abilities and intelligence develop | 54, 56, 69 | 56, 68 |
| 4.3 Describe the development of attachment and the role of the caregiver | 7, 64, 65, 66, 67 | 56, 64, 66, 67, 68, 543 |
| 4.4 Describe the development of communication and language | 50–51, 57, 58, 59, 79, 306, 311 | 50, 51, 52, 57, 58, 59, 68, 304, 306, 308, 310 |
| CONTENT STANDARD 5: Childhood Students are able to (performance standards): | | |
| 5.1 Describe physical and motor development | 53, 54, 55, 56 | 49, 53, 55, 68 |
| 5.2 Describe how memory and thinking ability develops | 60, 61, 62, 95 | 55, 60, 61, 62, 63, 68 |
| 5.3 Describe social, cultural, and emotional development through childhood | 60, 61, 62, 63, 64, 65, 67, 70, 71, 72, 73, 74, 75, 76, 78, 79, 80, 542 | 60, 61, 62, 63, 68, 70, 71, 72, 73, 75, 76, 77, 78 |
| CONTENT STANDARD 6: Adolescence Students are able to (performance standards): | | |
| 6.1 Identify major physical changes | 84, 85, 86, 87, 88, 89, 90, 91, 119 | 84, 86, 87, 89, 91 |
| 6.2 Describe the development of reasoning and morality | 86, 92, 93, 94, 95, 96, 99, 119 | 90, 92, 93, 94, 95, 99 |
| 6.3 Describe identity formation | 82–83, 85, 86, 89, 92, 93, 94, 96, 97, 98, 99, 119, 120, 550 | 86, 92, 95, 97, 98 |
| 6.4 Discuss the role of family and peers in adolescent development | 71, 86, 88, 89, 90, 98, 99, 100, 101, 102, 104, 105, 119, 550, 565, 577, 589, 590 | 70, 71, 72, 86, 90, 100, 101, 102, 542, 543, 544, 550, 590 |
| CONTENT STANDARD 7: Adulthood and aging Students are able to (performance standards): | | |
| 7.1 Identify major physical changes associated with adulthood and aging | 124, 125, 126, 127, 130, 132, 134, 135, 143 | 124, 125, 126, 132 |
| 7.2 Describe cognitive changes in adulthood and aging | 115, 116, 117, 122–123, 124, 126, 127, 130, 134, 135, 136, 137, 143, 144, 616, 617 | 116, 122, 123, 124, 126, 127, 130, 131, 132, 134, 135, 136 |
| 7.3 Discuss social, cultural, and emotional issues in aging | 115, 116, 117, 118, 125, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 143 | 115, 116, 117, 118, 121, 130, 132, 133 |

STANDARD AREA: LEARNING

CONTENT STANDARDS

After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

Content Standards With Performance Standards

CONTENT STANDARD 1: Classical conditioning Students are able to (performance standards):

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| 1.1 Describe the principles of classical conditioning | 236, 237, 238, 239, 240, 241, 242, 243, 256, 260, 263, 264, 588, 589, 591 | 236, 237, 238, 239, 240, 241, 242, 243, 244, 247 |
| 1.2 Describe clinical and experimental examples of classical conditioning | 236, 237, 238, 239, 240, 241, 242, 243, 263, 588, 589 | 236, 237, 238, 239, 240, 241, 242, 243, 247 |
| 1.3 Apply classical conditioning to everyday life | 236, 237, 238, 240, 241, 242, 243, 256, 260, 261, 263, 264, 273, 588, 589, 591 | 236, 238, 239, 240, 241, 242, 243 |

CONTENT STANDARD 2: Operant conditioning Students are able to (performance standards):

| | | |
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| 2.1 Describe the Law of Effect | 251, 252, 263 | 251, 252 |
| 2.2 Describe the principles of operant conditioning | 242, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 256, 260, 261, 263, 264, 306, 510, 511, 589, 591 | 244, 245, 246, 247, 248, 249, 250, 251, 252, 254 |
| 2.3 Describe clinical and experimental examples of operant conditioning | 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 263 | 244, 246, 247, 248, 251, 252, 254, 255 |
| 2.4 Apply operant conditioning to everyday life | 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 255–256, 258, 260, 261, 262, 263, 264, 306, 511, 589, 591 | 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255 |

CONTENT STANDARD 3: Observational and cognitive learning Students are able to (performance standards):

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| 3.1 Describe the principles of observational and cognitive learning | 256, 257, 258, 259, 260, 261, 262, 263, 264, 588, 589, 591 | 256, 258, 259, 261, 262 |
| 3.2 Apply observational and cognitive learning to everyday life | 256, 257, 258, 259, 260, 261, 262, 263, 264, 588, 589, 591 | 256, 257, 258, 259, 261, 262, 263 |

STANDARD AREA: LANGUAGE DEVELOPMENT

CONTENT STANDARDS

After concluding this unit, students understand:

1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

Content Standards With Performance Standards

CONTENT STANDARD 1: Structural features of language Students are able to (performance standards):

| | | |
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| 1.1 Describe the structure and function of language | 58, 304, 305, 310, 311, 312 | 57, 304, 305, 306 |
| 1.2 Discuss the relationship between language and thought | 304, 305, 308, 309, 310, 311, 312 | 304, 306, 309 |

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CONTENT STANDARD 2: Theories and developmental stages of language acquisition

Students are able to (performance standards):

| | | |
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| 2.1 Explain the process of language acquisition | 50–51, 57, 58, 79, 161, 305, 306, 307, 310, 311 | 57, 306, 308 |
| 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes | 50–51, 161, 305, 307, 308, 309, 311, 312 | 307, 308 |
| 2.3 Evaluate the theories of language acquisition | 306, 307, 311 | 306 |

CONTENT STANDARD 3: Language and the brain

Students are able to (performance standards):

| | | |
|--|-----------------------------------|---------------|
| 3.1 Identify the brain structures associated with language | 156, 157, 160, 161, 162, 305, 306 | 160, 161 |
| 3.2 Discuss how damage to the brain may affect language | 156, 157, 160, 305 | 160, 161, 275 |

SOCIOCULTURAL CONTEXT DOMAIN

STANDARD AREA: SOCIAL INTERACTIONS

CONTENT STANDARDS

After concluding this unit, students understand:

1. Social cognition
2. Social influence
3. Social relations

Content Standards With Performance Standards

CONTENT STANDARD 1: Social cognition

Students are able to (performance standards):

| | | |
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| 1.1 Describe attributional explanations of behavior | 533, 536, 537, 539, 540–541, 551 | 533, 536, 537, 538, 539, 541 |
| 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior | 536, 537, 539, 551, 560, 591, 592, 594, 596, 597, 600, 601, 602, 607, 608 | 536, 537, 538, 539, 542, 560, 561, 596 |
| 1.3 Identify persuasive methods used to change attitudes | 560, 561, 562, 578, 580, 585, 586–587, 594, 596, 602, 603, 604, 605, 606, 607, 608 | 560, 561, 562, 563, 564, 586, 587, 596, 602, 603, 604, 605, 606 |

CONTENT STANDARD 2: Social influence

Students are able to (performance standards):

| | | |
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| 2.1 Describe the power of the situation | 537, 545, 559, 566, 567, 568, 569, 570, 571, 573, 583 | 537, 544, 553, 554, 555, 560, 567, 568 |
| 2.2 Describe effects of others' presence on individuals' behavior | 101, 542, 545, 554, 555, 558, 565, 566, 567, 568, 569, 570, 571, 572, 583, 595 | 553, 554, 555, 560, 565, 566, 567, 568, 569, 570, 571, 572 |
| 2.3 Describe how group dynamics influence behavior | 101, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 567, 568, 570, 583 | 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 567, 585 |
| 2.4 Discuss how an individual influences group behavior | 556, 557, 559, 560, 562, 563, 564, 566, 567, 570, 583 | 553, 565, 567, 568, 569 |

CONTENT STANDARD 3: Social relations

Students are able to (performance standards):

| | | |
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| 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination | 108, 109, 110, 112, 113, 120, 131, 144, 529, 533, 535, 539, 552, 558, 579, 592–593, 598, 599, 600, 607 | 6, 88, 108, 110, 126, 201, 454, 477, 521, 535, 569, 570, 585, 592, 593, 598, 599, 600 |
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| 3.2 Describe determinants of prosocial behavior | 101, 113, 114, 168, 169 | 525, 581, 582 |
| 3.3 Discuss influences upon aggression and conflict | 102–103, 111, 112, 113, 120, 576, 577, 578, 579, 580, 581, 582 | 557, 576, 577, 578, 579, 580, 581, 582 |
| 3.4 Discuss factors influencing attraction and relationships | 101, 102, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 544, 545, 546, 547, 548, 549, 550, 551, 552 | 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 534, 542, 543, 544, 545, 546, 547 |
| STANDARD AREA: SOCIOCULTURAL DIVERSITY | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> 1. Social and cultural diversity 2. Diversity among individuals | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Social and cultural diversity Students are able to (performance standards): | | |
| 1.1 Define culture and diversity | 20, 35, 199, 362, 572, 589 | 572, 580, 600, 604 |
| 1.2 Identify how cultures change over time and vary within nations and internationally | 35, 99, 100, 109, 110, 114, 119, 133, 563, 571, 572, 589, 608 | 562, 563, 600, 604 |
| 1.3 Discuss the relationship between culture and conceptions of self and identity | 35, 85, 89, 93, 97, 98, 99, 109, 110, 111, 112, 113, 114, 119, 528, 571, 572, 578, 589, 592–593, 608 | 572, 592, 593, 595 |
| 1.4 Discuss psychological research examining race and ethnicity | 563, 580, 584, 592–593, 597, 601, 607, 608 | 563, 592, 593 |
| 1.5 Discuss psychological research examining socioeconomic status | 101, 392, 516, 572, 580, 599, 600 | 600 |
| 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination | 570, 571, 572, 598, 599, 600, 608 | 569, 598, 600 |
| CONTENT STANDARD 2: Diversity among individuals Students are able to (performance standards): | | |
| 2.1 Discuss psychological research examining gender identity | 108, 109, 110, 113, 114 | 108, 110, 113, 114 |
| 2.2 Discuss psychological research examining diversity in sexual orientation | 108, 109, 110, 111, 113, 114, 120 | 108, 110, 113 |
| 2.3 Compare and contrast gender identity and sexual orientation | 108, 109, 119 | 109 |
| 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination | 108, 109, 110, 111, 112, 113, 114, 119, 127, 129, 130 | 108, 109, 112, 113, 114 |
| 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived | 99, 102, 108, 109, 110, 111, 113, 114, 117, 118, 119 | 108, 109, 110, 112, 114 |
| 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society | 108, 109, 110, 113, 114, 117, 118, 120, 599 | 109, 110, 112, 114, 599 |
| 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities | 85, 86, 88, 89, 94, 95, 96, 97, 98, 102, 112, 113, 114 | 108, 112 |

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COGNITION DOMAIN

STANDARD AREA: MEMORY

CONTENT STANDARDS

After concluding this unit, students understand:

1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

Content Standards With Performance Standards

CONTENT STANDARD 1: Encoding of memory Students are able to (performance standards):

| | | |
|---|---|------------------------------|
| 1.1 Identify factors that influence encoding | 266–267, 268, 269, 270, 271, 272, 275, 287, 288 | 266, 267, 268, 269, 270, 274 |
| 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing | 275, 288 | 257, 269, 271, 275 |
| 1.3 Discuss strategies for improving the encoding of memory | 270, 271, 272, 275, 284, 287, 288 | 270, 271, 275 |

CONTENT STANDARD 2: Storage of memory Students are able to (performance standards):

| | | |
|---|---|------------------------------|
| 2.1 Describe the differences between working memory and long-term memory | 150, 269, 270, 271, 272, 273, 274, 275, 276, 288 | 270, 271, 272, 273, 275, 284 |
| 2.2 Identify and explain biological processes related to how memory is stored | 150, 273, 274, 275, 276, 277, 284, 287 | 273, 274, 275, 276, 279 |
| 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias) | 134, 135, 143, 151, 161, 269, 270, 271, 272, 273, 274, 275, 276, 283, 288, 295, 468 | 272, 275, 277, 283, 468 |
| 2.4 Discuss strategies for improving the storage of memories | 274, 275, 284, 288 | 272, 273, 283, 284 |

CONTENT STANDARD 3: Retrieval of memory Students are able to (performance standards):

| | | |
|--|---|-------------------------|
| 3.1 Analyze the importance of retrieval cues in memory | 27, 268, 269, 272, 273, 280, 281, 282, 284, 286, 287, 288 | 268, 269, 280, 285 |
| 3.2 Explain the role that interference plays in retrieval | 27, 283, 284, 286 | 268, 269, 283 |
| 3.3 Discuss the factors influencing how memories are retrieved | 281, 282, 283, 284, 286 | 280, 282, 283, 284, 286 |
| 3.4 Explain how memories can be malleable | 266–267, 278–279, 282 | 266, 267, 282 |
| 3.5 Discuss strategies for improving the retrieval of memories | 280, 284, 285, 286, 288 | 284, 285, 286 |

STANDARD AREA: THINKING

CONTENT STANDARDS

After concluding this unit, students understand:

1. Basic elements comprising thought
2. Obstacles related to thought

Content Standards With Performance Standards

CONTENT STANDARD 1: Basic elements comprising thought Students are able to (performance standards):

| | | |
|--|---|--|
| 1.1 Define cognitive processes involved in understanding information | 292, 293, 294, 295, 299, 300, 302–303, 311, 312 | 292, 293, 294, 299, 302, 303 |
| 1.2 Define processes involved in problem solving and decision making | 290–291, 293, 294, 295, 296, 297, 300, 311, 312, 560, 561 | 290, 291, 293, 295, 296, 297, 299, 301, 302, 303 |
| 1.3 Discuss non-human problem-solving abilities | 298, 300, 301 | 301, 307, 308 |

CONTENT STANDARD 2: Obstacles related to thought Students are able to (performance standards):

| | | |
|---|-------------------------|---------------|
| 2.1 Describe obstacles to problem solving | 298, 299, 300 | 290, 297, 298 |
| 2.2 Describe obstacles to decision making | 296, 297, 560, 561 | 296 |
| 2.3 Describe obstacles to making good judgments | 294, 295, 296, 560, 561 | 294 |

STANDARD AREA: INTELLIGENCE

CONTENT STANDARDS

After concluding this unit, students understand:

1. Perspectives on intelligence
2. Assessment of intelligence
3. Issues in intelligence

Content Standards With Performance Standards

CONTENT STANDARD 1: Perspectives on intelligence Students are able to (performance standards):

| | | |
|--|---|-----------------------------------|
| 1.1 Discuss intelligence as a general factor | 122, 126, 134, 135, 348, 349, 353, 354, 355, 356, 363, 375, 376 | 352, 354, 355, 356, 357, 358, 362 |
| 1.2 Discuss alternative conceptualizations of intelligence | 353, 354, 355, 356, 363, 375, 376 | 353, 355, 356, 357, 358 |
| 1.3 Describe the extremes of intelligence | 354, 359, 376 | 363 |

CONTENT STANDARD 2: Assessment of intelligence Students are able to (performance standards):

| | | |
|---|---|---|
| 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness | 349, 352–353, 355, 357, 359, 363, 375 | 349, 350, 352, 355, 356, 357, 359, 360, 361 |
| 2.2 Identify current methods of assessing human abilities | 349, 357, 358, 363, 366, 367, 368, 375, 376 | 349, 350, 352, 357, 358, 362 |
| 2.3 Identify measures of and data on reliability and validity for intelligence test scores | 348, 349, 350, 351, 361–362, 363, 364, 375, 376 | 346, 348, 349, 350, 352, 357, 364, 365 |

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CONTENT STANDARD 3: Issues in intelligence Students are able to (performance standards):

| | | |
|---|--|---|
| 3.1 Discuss issues related to the consequences of intelligence testing | 349, 351, 352–353, 359, 362, 363, 375, 376 | 350, 352, 355, 359, 361, 364, 366, 367, 368 |
| 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence | 131, 134, 135, 352–353, 354, 359, 360, 361, 362, 363, 375, 376 | 352, 358, 361 |

INDIVIDUAL VARIATIONS DOMAIN

STANDARD AREA: MOTIVATION

CONTENT STANDARDS

After concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

Content Standards With Performance Standards

CONTENT STANDARD 1: Perspectives on motivation Students are able to (performance standards):

| | | |
|---|--|--|
| 1.1 Explain biologically based theories of motivation | 316, 317, 318, 320, 321, 322, 323, 333, 343, 344 | 316, 317, 318, 319, 321, 322, 323, 324, 325, 326 |
| 1.2 Explain cognitively based theories of motivation | 316, 319, 320, 321, 343, 344 | 316, 319, 320, 321 |
| 1.3 Explain humanistic theories of motivation | 316, 323, 325, 331, 343, 344, 455 | 316 |
| 1.4 Explain the role of culture in human motivation | 325, 326, 332–333, 343, 344 | 319, 322, 325, 326 |

CONTENT STANDARD 2: Domains of motivated behavior in humans and non-human animals Students are able to (performance standards):

| | | |
|--|---|--|
| 2.1 Discuss eating behavior | 104, 105, 106–107, 314–315, 317, 319, 321, 322, 323, 324, 325, 332–333, 457 | 103, 104, 105, 106, 107, 322, 323, 324, 332, 333 |
| 2.2 Discuss sexual behavior and orientation | 89, 90, 109, 330, 457 | 90, 325 |
| 2.3 Discuss achievement motivation | 323, 326, 327, 329 | 313, 314, 316, 327, 328 |
| 2.4 Discuss other ways in which humans and non-human animals are motivated | 189, 327, 328, 329, 330, 331, 394 | 314, 316, 317, 328, 329, 330, 331 |

STANDARD AREA: EMOTION

CONTENT STANDARDS

After concluding this unit, students understand:

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

Content Standards With Performance Standards

CONTENT STANDARD 1: Perspectives on emotion Students are able to (performance standards):

| | | |
|--|--|------------------------------|
| 1.1 Explain the biological and cognitive components of emotion | 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 577 | 334, 336, 337, 339 |
| 1.2 Discuss psychological research on basic human emotions | 334, 336, 337, 339, 340, 341, 342, 343, 344 | 334, 336, 337, 339 |
| 1.3 Differentiate among theories of emotional experience | 334, 337–338, 339, 341, 342, 343, 344 | 334, 337, 338, 339, 341, 342 |

| | | |
|---|--|---|
| CONTENT STANDARD 2: Emotional interpretation and expression Students are able to (performance standards): | | |
| 2.1 Explain how biological factors influence emotional interpretation and expression | 334, 335, 337, 338, 341, 342, 343, 344 | 334, 337 |
| 2.2 Explain how culture and gender influence emotional interpretation and expression | 335, 336, 337, 341, 342, 343, 344 | 336, 339, 340 |
| 2.3 Explain how other environmental factors influence emotional interpretation and expression | 335, 339, 340, 341, 342, 343, 344 | 339, 340 |
| CONTENT STANDARD 3: Domains of emotional behavior Students are able to (performance standards): | | |
| 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear | 165, 334, 335, 336–337, 338, 339, 340, 341, 342, 343, 344 | 336, 340, 345 |
| 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness | 136, 334, 335, 338, 339, 340, 341, 342, 343, 344 | 337, 338 |
| STANDARD AREA: PERSONALITY | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> 1. Perspectives on personality 2. Assessment of personality 3. Issues in personality | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Perspectives on personality Students are able to (performance standards): | | |
| 1.1 Evaluate psychodynamic theories | 380, 382, 384, 385, 386, 387, 388, 389, 390, 391, 392, 412, 415, 416, | 384, 385, 386, 387, 388, 389, 390, 391, 392, 397, 414 |
| 1.2 Evaluate trait theories | 380, 383, 406–407, 408, 409, 410, 411, 412, 413, 415, 416, 562 | 377, 378, 380, 397, 408, 409, 410, 411, 412, 413, 414 |
| 1.3 Evaluate humanistic theories | 380, 383, 397, 398, 399, 400–401, 405, 412, 415, 416, 502, 503 | 397, 398, 399, 400, 401, 414 |
| 1.4 Evaluate social–cognitive theories | 380, 382, 383, 393, 394, 395, 396, 401, 402, 403, 404, 405, 412, 415, 416, 479, 577, 583 | 393, 394, 395, 396, 397, 404, 405 |
| CONTENT STANDARD 2: Assessment of personality Students are able to (performance standards): | | |
| 2.1 Differentiate personality assessment techniques | 369, 370, 371, 372, 373, 374, 375, 412, 413, 416 | 348, 369, 370, 371, 372, 373, 374 |
| 2.2 Discuss the reliability and validity of personality assessment techniques | 369, 370, 371, 372, 373, 374, 375 | 348, 369, 370, 372, 374 |
| CONTENT STANDARD 3: Issues in personality Students are able to (performance standards): | | |
| 3.1 Discuss biological and situational influences | 378–379, 382, 386, 395 | 378, 379 |
| 3.2 Discuss stability and change | 386, 387, 389, 481 | 387 |

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| | | |
|---|---|---|
| 3.3 Discuss connections to health and work | 401, 402 | 345, 371, 411, 412, 414, 417 |
| 3.4 Discuss self-concept | 390, 391, 419, 588, 590, 591 | 397, 400 |
| 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality | 392, 404, 405, 416 | 399, 407 |
| STANDARD AREA: PSYCHOLOGICAL DISORDERS | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> Perspectives on abnormal behavior Categories of psychological disorders | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Perspectives on abnormal behavior Students are able to (performance standards): | | |
| 1.1 Define psychologically abnormal behavior | 450–451, 452, 453, 454, 455, 456, 457, 458, 481 | 449, 452, 453, 454, 455, 456, 457, 458, 478 |
| 1.2 Describe historical and cross-cultural views of abnormality | 453, 454, 455, 457, 458, 476 | 452, 453, 454, 456, 471, 473 |
| 1.3 Describe major models of abnormality | 455, 456, 458, 459, 460, 461, 462, 463, 466, 467, 468, 469 | 453, 454, 456, 459, 460, 461, 462, 463, 468 |
| 1.4 Discuss how stigma relates to abnormal behavior | 456, 457, 477, 489 | 458, 459, 477 |
| 1.5 Discuss the impact of psychological disorders on the individual, family, and society | 449, 457, 458, 459, 460, 475, 477, 482, 483, 485 | 458, 459, 462, 464, 470, 475, 477, 480, 481, 483, 485 |
| CONTENT STANDARD 2: Categories of psychological disorders Students are able to (performance standards): | | |
| 2.1 Describe the classification of psychological disorders | 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487 | 455, 456, 457, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486 |
| 2.2 Discuss the challenges associated with diagnosis | 455, 456, 457, 458, 470, 473, 474, 475, 480, 488 | 456, 457, 458, 463, 470, 473, 477, 479, 481 |
| 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) | 414, 453, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 182, 483, 484, 485, 486, 487, 488 | 449, 455, 456, 457, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486 |
| 2.4 Evaluate how different factors influence an individual's experience of psychological disorders | 457, 458, 460, 462, 463, 466, 471, 474, 475, 477, 483, 487 | 457, 458, 462, 463, 464, 466, 468, 471, 474 |
| APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN | | |
| STANDARD AREA: TREATMENT OF PSYCHOLOGICAL DISORDERS | | |
| CONTENT STANDARDS After concluding this unit, students understand: <ol style="list-style-type: none"> Perspectives on treatment Categories of treatment and types of treatment providers Legal, ethical, and professional issues in the treatment of psychological disorders | | |

Content Standards With Performance Standards

CONTENT STANDARD 1: Perspectives on treatment Students are able to (performance standards):

| | | |
|--|---|-----------------------------------|
| 1.1 Explain how psychological treatments have changed over time and among cultures | 35, 476, 492, 493, 494, 496, 497, 498, 501, 505, 520, 612, 613, 624 | 492, 493, 496, 497, 501, 516, 612 |
| 1.2 Match methods of treatment to psychological perspectives | 494, 495, 504, 505, 519, 520 | 495, 496, 498, 506, 518 |
| 1.3 Explain why psychologists use a variety of treatment options | 493, 494, 496, 504, 505, 519, 520 | 493, 494, 496, 497 |

CONTENT STANDARD 2: Categories of treatment and types of treatment providers Students are able to (performance standards):

| | | |
|---|---|---|
| 2.1 Identify biomedical treatments | 486, 488, 489, 494, 512–513, 514, 515, 516, 517, 518, 519, 520 | 495, 514, 515, 516, 517, 518 |
| 2.2 Identify psychological treatments | 489, 493, 494, 495, 496, 497, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 519, 520 | 493, 495, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511 |
| 2.3 Describe appropriate treatments for different age groups | 496, 497, 510, 520 | 495, 496, 497 |
| 2.4 Evaluate the efficacy of treatments for particular disorders | 486, 497, 498, 504, 505, 506, 510, 520 | 504, 506, 508, 515 |
| 2.5 Identify other factors that improve the efficacy of treatment | 486, 497, 498, 505, 520 | 504, 506 |
| 2.6 Identify treatment providers for psychological disorders and the training required for each | 486, 497 | 495, 517 |

CONTENT STANDARD 3: Legal, ethical, and professional issues in the treatment of psychological disorders Students are able to (performance standards):

| | | |
|--|--|-------------------------|
| 3.1 Identify ethical challenges involved in delivery of treatment | 498, 512–513, 518, 520 | 494 |
| 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups) | 485, 486, 495, 497, 498, 520, 549, 552, 578, 599 | 486, 498, 549, 550, 612 |

STANDARD AREA: HEALTH

CONTENT STANDARDS

After concluding this unit, students understand:

1. Stress and coping
2. Behaviors and attitudes that promote health

Content Standards With Performance Standards

CONTENT STANDARD 1: Stress and coping Students are able to (performance standards):

| | | |
|--|--|--|
| 1.1 Define stress as a psychophysiological reaction | 420, 421, 438–439, 445, 448 | 420, 421, 438 |
| 1.2 Identify and explain potential sources of stress | 418–419, 420, 421, 422, 423, 424, 425, 426, 427, 438–439, 444, 448 | 418, 420, 421, 422, 423, 424, 425, 426, 427, 438 |

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| | | |
|---|--|--|
| 1.3 Explain physiological and psychological consequences for health | 421, 424, 426, 427, 428–429, 430, 431, 432, 433, 437, 438–439, 442, 443, 444, 445, 448 | 421, 425, 426, 430, 438, 444, 449 |
| 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress | 423, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438–439, 440, 441, 442, 443, 444, 445, 446, 447, 448 | 423, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 440, 441, 442, 443, 444, 445 |
| CONTENT STANDARD 2: Behaviors and attitudes that promote health Students are able to (performance standards): | | |
| 2.1 Identify ways to promote mental health and physical fitness | 442, 443, 444, 445, 446, 447, 448, 616–617 | 432, 435, 439, 442, 443, 446 |
| 2.2 Describe the characteristics of and factors that promote resilience and optimism | 434, 442, 443, 444, 445, 446, 447, 448 | 434, 442, 443, 444, 446 |
| 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues | 440, 441, 442, 443, 444, 445, 447, 448 | 435, 439, 441, 442, 443, 444, 446 |
| STANDARD AREA: VOCATIONAL APPLICATIONS | | |
| CONTENT STANDARDS After concluding this unit, students understand: 1. Career options 2. Educational requirements 3. Vocational applications of psychological science | | |
| Content Standards With Performance Standards | | |
| CONTENT STANDARD 1: Career options Students are able to (performance standards): | | |
| 1.1 Identify careers in psychological science and practice | 18, 19, 20, 21, 24, 52, 68, 158, 255–256, 495, 612, 613, 614, 615, 618, 619, 620, 621, 622, 624 | 18, 167, 613, 614, 615, 618, 619, 620, 621, 622 |
| 1.2 Identify careers related to psychology | 18, 19, 20, 21, 24, 205, 206, 223, 229, 231, 242, 306, 495, 612, 613, 614, 615, 618, 619, 620, 621, 622, 624 | 1, 18, 167, 612, 614, 615, 618, 619, 620, 621, 622 |
| CONTENT STANDARD 2: Educational requirements Students are able to (performance standards): | | |
| 2.1 Identify degree requirements for psychologists and psychology-related careers | 18, 23, 495, 614, 618, 619, 620, 621 | 18, 615, 619, 621, 622 |
| 2.2 Identify resources to help select psychology programs for further study | 22, 624 | 18, 619 |
| CONTENT STANDARD 3: Vocational applications of psychological science | | |
| 3.1 Discuss ways in which psychological science addresses domestic and global issues | 18, 19, 21, 74, 255–256, 612, 614, 615, 616–617, 619, 620, 621, 622, 623, 624 | 21, 22, 609, 612, 614, 615, 616, 617, 619, 620, 621, 622 |
| 3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues | 255–256, 614, 615, 616–617, 619, 620, 621, 622, 623, 624 | 21, 614, 615, 616, 617, 619, 620, 621, 622 |