

Correlation of *Thinking About Psychology*, Fifth Edition, to the National Standards for High School Psychology Curricula

National Content Standards with Learning Targets		<i>Thinking About Psychology</i> Pillar/Module and Learning Goal
Standard Area	Scientific Inquiry and Research Methods	Foundational Modules/Appendix A
Content Standard 1	The nature of psychological science	Modules 2-4; Appendix A
	1.1 Define psychology as a discipline and identify its goals as a science	2-1
	1.2 Differentiate scientific and non-scientific approaches to knowledge	2-2
	1.3 Explain the value of both basic and applied psychological research with human and non-human animals	2-5
	1.4 Identify careers individuals can pursue in psychological science	A-1
	1.5 Identify ways individuals can use psychological science in any career	A-2
Content Standard 2	Research methods and measurements used to study behavior and mental processes	Modules 3-4
	2.1. Describe research methods psychological scientists use	3-2; 3-3
	2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists	3-4
	2.3. Describe the importance of representative samples in psychological research and the need for replication	3-5
	2.4. Explain how and why psychologists use non-human animals in research	3-7
	2.5. Explain the meaning of validity and reliability of observations and measurements	3-6; 4-1
Content Standard 3	Ethical issues in research with human and non-human animals	Module 3
	3.1. Identify ethical requirements for research with human participants and non-human animals	3-8
	3.2. Explain why researchers need to adhere to an ethics review process	3-8
Content Standard 4	Basic concepts of data analysis	Module 4

	4.1. Define descriptive statistics and explain how they are used by psychological scientists	4-2
	4.2. Draw appropriate conclusions from correlational and experimental designs	4-5
	4.3. Interpret visual representations of data	4-7
Biological Pillar		Pillar One: Biology
Standard Area	Biological Bases of Behavior	Modules 5-6, 24
Content Standard 1	Structure and function of the nervous system and endocrine system in human and non-human animals	Modules 5-6
	1.1 Identify the major divisions and subdivisions of the human nervous system and their functions	5-4
	1.2 Identify the parts of the neuron and describe the basic process of neural transmission	5-1; 5-2; 5-3
	1.3 Describe the structures and functions of the various parts of the central nervous system	6-2
	1.4 Explain the importance of plasticity of the nervous system	6-3
	1.5 Describe the function of the endocrine glands and their interaction with the nervous system	5-5
	1.6 Identify methods and tools used to study the nervous system	6-1
Content Standard 2	The interaction between biological factors and experiences	Module 24
	2.1 Describe concepts in behavioral genetics and epigenetics	24-1
	2.2 Describe the interactive effects of heredity and environment	24-2
	2.3 Explain general principles of evolutionary psychology	24-3
Standard Area	Sensation	Module 7
Content Standard 1	The function of sensory systems	Module 7
	1.1 Explain the process of sensory transduction	7-2
	1.2 Explain the basic concepts of psychophysics such as threshold and adaptation	7-1
Content Standard 2	The capabilities and limitations of sensory processes	Module 7

	2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities	7-1
	2.2 Describe the visual sensory system	7-3; 7-4
	2.3 Describe the auditory sensory system	7-5
	2.4 Describe chemical and tactile sensory systems	7-6
Standard Area	Consciousness	Modules 8-9
Content Standard 1	The different states and levels of consciousness	Module 8
	1.1 Identify states of consciousness	8-1
	1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)	8-1
	1.3 Identify the effects of meditation, mindfulness, and relaxation	8-4
Content Standard 2	Characteristics and functions of sleep and theories that explain why we sleep and dream	Module 8
	2.1 Describe the circadian rhythm and its relation to sleep	8-2; 8-3
	2.2 Describe the sleep cycle	8-5
	2.3 Compare theories about the functions of sleep and of dreaming	8-7
	2.4 Describe types of sleep disorders	8-8
Content Standard 3	Categories of psychoactive drugs and their effects	Module 9
	3.1 Characterize the major categories of psychoactive drugs and their effects	9-1
	3.2 Describe how psychoactive drugs work in the brain	9-2
	3.3 Describe the physiological and psychological effects of psychoactive drugs	9-3; 9-4; 9-5; 9-6
Cognition Pillar		Pillar Three: Cognition
Standard Area	Cognition	Module 20
Content Standard 1	Fundamental processes of thinking and problem solving	Module 20
	1.1 Describe cognitive processes related to concept formation	20-1
	1.2 Explain processes involved in problem solving and decision making	20-2
Content Standard 2	Effective thinking processes	Module 20

	2.1 Describe obstacles to effective information processing and decision making	20-3
	2.2 Describe convergent and divergent thinking in problem solving and decision making	20-3
Standard Area	Memory	Modules 18-19
Content Standard 1	Processes of memory	Modules 18-19
	1.1 Explain the processes of encoding, storage, and retrieval	18-1
	1.2 Describe systems of memory (i.e., sensory, working, and long-term memory)	18-2
	1.3 Differentiate types of memory (i.e., implicit and explicit)	18-3
Content Standard 2	Factors influencing memory	Modules 18-19
	2.1 Explain strategies for improving the encoding, storage, and retrieval of memories	18-3
	2.2 Describe memory as a reconstructive process	19-4
	2.3 Explain kinds of forgetting or memory failures	19-2
	2.4 Identify disorders that impact the function of memory	19-3
Standard Area	Perception	Module 17
Content Standard 1	The processes of perception	Module 17
	1.1 Describe principles of perception	17-1
	1.2 Explain the concepts of bottom-up and top-down processing	17-1
Content Standard 2	The interaction between the person and the environment in determining perception	Module 17
	2.1 Explain Gestalt principles of perception	17-1
	2.2. Describe binocular and monocular depth cues	17-2
	2.3 Describe perceptual constancies	17-3
	2.4 Describe the nature of attention	17-4
	2.5 Explain how diverse experiences and expectations influence perception	17-5
Standard Area	Intelligence	Module 21
Content Standard 1	Perspectives on intelligence	Module 21

	1.1 Explain intelligence as a construct	21-1
	1.2 Describe various conceptualizations of intelligence	21-2
	1.3 Describe the effects of differences in intelligence on everyday functioning	21-3
Content Standard 2	Assessment of intelligence	Module 21
	2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness	21-2
	2.2 Identify current methods of assessing human cognitive abilities	21-1
	2.3 Describe measures of and data on reliability and validity for intelligence test scores	21-3
Content Standard 3	Issues in intelligence	Module 21
	3.1 Explain the complexities of interpreting scores on intelligence tests	21-4
	3.2 Describe the influences of biological, cultural, and environmental factors on intelligence	21-4
Development and Learning Pillar		Pillar Two: Development and Learning
Standard Area	Life Span Development	Modules 10-12
Content Standard 1	Methods and issues in life span development	Module 10
	1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development	10-1; 10-2
	1.2 Explain issues of continuity/discontinuity and stability/change	10-5
	1.3 Distinguish methods used to study development	10-3
	1.4 Describe the role of sensitive and critical periods in development	10-2; 10-4
Content Standard 2	Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)	Modules 11-12
	2.1 Identify key features of physical development from prenatal through older adulthood	11-1; 11-2; 12-2
	2.2 Identify key features of cognitive development from prenatal through older adulthood	11-3; 12-3

	2.3 Identify key features of social development from prenatal through older adulthood	11-4; 11-5; 12-4
Standard Area	Learning	Modules 14-16
Content Standard 1	Classical conditioning	Module 14
	1.1 Describe the processes of classical conditioning	14-1; 14-2; 14-3
	1.2 Describe clinical and experimental examples of classical conditioning	14-4; 14-5
Content Standard 2	Operant conditioning	Module 15
	2.1 Describe the processes of operant conditioning	15-1; 15-2; 15-3; 15-4; 15-6
	2.2 Describe clinical and experimental examples of operant conditioning	15-5
Content Standard 3	Observational learning, social learning theory, and mental processes in learning	Module 16
	3.1 Describe observational learning and social learning theory	16-1; 16-2
	3.2 Describe the role of mental processes in learning	16-2; 16-3
Standard Area	Language	Module 13
Content Standard 1	Structural features and development of language	Module 13
	1.1 Describe the structure of language from the level of speech sounds to communication of meaning	13-1
	1.2 Describe the relationship between language and cognition	13-1
	1.3 Explain the language acquisition process and theories	13-2
Content Standard 2	Language and the brain	Module 13
	2.1 Identify the brain structures associated with language	13-1
	2.2 Explain how damage to the brain may affect language	13-1
Social and Personality Pillar		Pillar Four: Social Psychology and Personality
Standard Area	Social	Module 22-23
Content Standard 1	Social cognition	Module 22-23
	1.1 Describe attributional explanations of behavior	22-1

	1.2 Explain how experiences shape attitudes and beliefs	22-2
	1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others	22-2
Content Standard 2	Social influence	Modules 22-23
	2.1 Explain how the presence of other people can affect behavior	22-3; 22-4
	2.2 Describe how intergroup dynamics influence behavior	22-4; 22-5
	2.3 Explain how persuasive methods affect behavior and beliefs	22-4; 22-5
	2.4 Identify factors influencing attraction and relationships	23-1; 23-2
	2.5 Identify factors influencing aggression and conflict	23-4; 23-5; 23-6
	2.6 Identify factors influencing altruism and helping behaviors	23-3
Standard Area	Personality	Modules 28-29
Content Standard 1	Empirical approaches to studying and understanding personality	Modules 28-29
	1.1 Explain how biological and environmental factors interact to influence personality	28-1
	1.2 Explain social-cognitive approaches to understanding personality	29-6
	1.3 Explain trait-based approaches to understanding personality	29-1
	1.4 Describe methods used to study personality scientifically	28-2; 29-3
	1.5 Define self-concept	28-4
Content Standard 2	Assessment of personality	Modules 28-29
	2.1 Differentiate personality assessment techniques	28-4; 29-1; 29-4; 29-6
	2.2 Describe the reliability and validity of personality assessment techniques	28-3; 28-5; 29-2; 29-5; 29-7
	2.3 Analyze how personality researchers address issues of stability and change	28-3; 29-2; 29-5; 29-7
Standard Area	Multiculturalism and Gender	Module 25
Content Standard 1	Psychological constructs of culture	Module 25
	1.1 Define culture and describe its role in individual and group characteristics	25-1
	1.2 Describe the relationship between culture and conceptions of self and identity development	25-2; 25-3

	1.3 Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination	25-3
	1.4 Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity	25-4
Content Standard 2	Psychological constructs of gender and sexual orientation	Module 25
	2.1 Compare and contrast sex, gender identity, and sexual orientation	25-4
	2.2 Describe diversity of gender identity and sexual orientation	25-5
	2.3 Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation	25-5
Standard Area	Motivation and Emotion	Modules 26-27
Content Standard 1	Influences of motivation	Module 26
	1.1 Explain biological, cognitive, and social factors that influence motivation	26-1
	1.2 Explain the role of culture in human motivation	26-1
Content Standard 2	Domains of motivated behavior in humans	Module 26
	2.1 Identify factors in motivation that influence eating and sexual behaviors	26-2; 26-3
	2.2 Identify motivational factors that influence achievement and affiliation	26-2; 26-3; 26-4; 26-5
Content Standard 3	Perspectives on emotion	Module 27
	3.1 Explain the biological and cognitive components of emotion	27-1
	3.2 Describe the psychological research on basic human emotions	27-1
	3.3 Differentiate among theories of emotion	27-1
Content Standard 4	Emotional interpretation and expression (interpersonal and intrapersonal)	Module 27
	4.1 Explain how biological factors influence emotional interpretation and expression	27-2
	4.2 Explain how culture and gender influence emotional interpretation and expression	27-3
	4.3 Explain how other environmental factors influence emotional interpretation and expression	27-3

Content Standard 5	Domains of emotional behavior	Module 27
	5.1. Identify biological and environmental influences on the expression and experience of negative emotions	27-3
	5.2. Identify biological and environmental influences on the expression and experience of positive emotions	27-3
Mental and Physical Health Pillar		Pillar Five: Mental and Physical Health
Standard Area	Disorders	Modules 30-32
Content Standard 1	Perspectives of abnormal behavior	Module 30
	1.1 Define abnormal behavior	30-1
	1.2 Describe cross-cultural views of abnormality	30-2
	1.3 Describe major medical and biopsychosocial models of abnormality	30-2
	1.4 Explain how stigma relates to abnormal behavior	30-4
	1.5 Explain the impact of psychological disorders on the individual, family, and society	30-4
Content Standard 2	Categories of psychological disorders	Modules 30-32
	2.1 Describe the classification of psychological disorders	30-3
	2.2. Describe the challenges associated with diagnosing psychological disorders	30-3
	2.3 Describe symptoms of psychological disorders	31-1; 31-2; 31-3; 31-4; 31-5; 32-1; 32-2; 32-3
Standard Area	Health	Modules 35-36
Content Standard 1	Stress and coping	Module 35
	1.1 Define stress as a psychophysiological response to the environment	35-1
	1.2 Explain sources of stress across the life span	35-2
	1.3 Explain physiological and psychological consequences of stress for health and wellness	35-2; 35-3
	1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress	35-2; 35-3

Content Standard 2	Psychological science promotes mental and physical health and wellness	Module 36
	2.1 Describe factors that promote resilience and flourishing	36-1
	2.2 Identify evidence-based strategies that promote health and wellness	36-2; 36-3
Standard Area	Therapies	Modules 33-34
Content Standard 1	Types of treatment	Modules 33-34
	1.1 Describe different types of biomedical and psychological treatments	33-1; 33-2; 33-3; 33-4; 34-1; 34-2
	1.2 Explain why psychologists use a variety of psychological treatments	33-2; 34-3
	1.3 Describe appropriate treatments for different populations, including historical use or misuse of treatment	33-5; 33-6; 34-3
Content Standard 2	Legal, ethical, and professional issues in the treatment of psychological disorders	Module 33; Appendix A
	2.1. Identify differences among licensed mental health providers	33-4; A-2
	2.2. Identify legal and ethical requirements for licensed mental health providers	33-4
	2.3. Identify resources available to support individuals with psychological disorders and their families	33-4

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Pillar/Module	Learning Goal in Thinking About Psychology	Teaching with the Standards
Foundational Modules		Scientific Inquiry and Research Methods Foundation (Note: Content Standards 1.4 and 1.5 are covered in Appendix A: Careers in Psychology)
Module 1 Thinking About Psychology		
Module 2 History and Perspectives in Psychological Science	2-1	1.1 Define psychology as a discipline and identify its goals as a science
	2-2	1.2 Differentiate scientific and non-scientific approaches to knowledge
	2-3	
	2-4	
	2-5	1.3 Explain the value of both basic and applied psychological research with human and non-human animals
Module 3 Research Strategies	3-1	
	3-2	2.1. Describe research methods psychological scientists use
	3-3	2.1. Describe research methods psychological scientists use

	3-4	2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists
	3-5	2.3. Describe the importance of representative samples in psychological research and the need for replication
	3-6	2.5. Explain the meaning of validity and reliability of observations and measurements
	3-7	2.4. Explain how and why psychologists use non-human animals in research
	3-8	3.1. Identify ethical requirements for research with human participants and non-human animals 3.2. Explain why researchers need to adhere to an ethics review process
Module 4 Psychology's Statistics	4-1	2.5. Explain the meaning of validity and reliability of observations and measurements
	4-2	4.1. Define descriptive statistics and explain how they are used by psychological scientists
	4-3	
	4-4	
	4-5	4.2. Draw appropriate conclusions from correlational and experimental designs
	4-6	
	4-7	4.3. Interpret visual representations of data
Pillar One: Biology	N/A	Biological Pillar
Module 5 The Nervous	5-1	1.2 Identify the parts of the neuron and describe the basic process of neural transmission
	5-2	1.2 Identify the parts of the neuron and describe the basic process of neural transmission

System and the Endocrine System		
	5-3	1.2 Identify the parts of the neuron and describe the basic process of neural transmission
	5-4	1.1 Identify the major divisions and subdivisions of the human nervous system and their functions
	5-5	1.5 Describe the function of the endocrine glands and their interaction with the nervous system
Module 6 The Brain	6-1	1.6 Identify methods and tools used to study the nervous system
	6-2	1.3 Describe the structures and functions of the various parts of the central nervous system
	6-3	1.4 Explain the importance of plasticity of the nervous system
	6-4	
Module 7 Sensation	7-1	2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
	7-2	1.1 Explain the process of sensory transduction
	7-3	2.2 Describe the visual sensory system
	7-4	2.2 Describe the visual sensory system
	7-5	2.3 Describe the auditory sensory system
	7-6	2.4 Describe chemical and tactile sensory systems
Module 8 Sleep, Dreams, and Body Rhythms	8-1	1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
	8-2	2.1 Describe the circadian rhythm and its relation to sleep
	8-3	2.1 Describe the circadian rhythm and its relation to sleep
	8-4	1.3 Identify the effects of meditation, mindfulness, and relaxation

	8-5	2.2 Describe the sleep cycle
	8-6	
	8-7	2.3 Compare theories about the functions of sleep and of dreaming
	8-8	2.4 Describe types of sleep disorders
Module 9 Psychoactive Drugs	9-1	3.1 Characterize the major categories of psychoactive drugs and their effects
	9-2	3.2 Describe how psychoactive drugs work in the brain
	9-3	3.3 Describe the physiological and psychological effects of psychoactive drugs
	9-4	3.3 Describe the physiological and psychological effects of psychoactive drugs
	9-5	3.3 Describe the physiological and psychological effects of psychoactive drugs
	9-6	3.3 Describe the physiological and psychological effects of psychoactive drugs
	9-7	
Pillar Two: Development and Learning		Development and Learning Pillar
Module 10 Prenatal and Childhood Development	10-1	1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
	10-2	1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
		1.4 Describe the role of sensitive and critical periods in development
	10-3	1.3 Distinguish methods used to study development
	10-4	1.4 Describe the role of sensitive and critical periods in development

	10-5	1.2 Explain issues of continuity/discontinuity and stability/change
Module 11 Adolescence	11-1	2.1 Identify key features of physical development from prenatal through older adulthood
	11-2	2.1 Identify key features of physical development from prenatal through older adulthood
	11-3	2.2 Identify key features of cognitive development from prenatal through older adulthood
	11-4	2.3 Identify key features of social development from prenatal through older adulthood
	11-5	2.3 Identify key features of social development from prenatal through older adulthood
Module 12 Adulthood and Aging	12-1	2.3 Identify key features of social development from prenatal through older adulthood
	12-2	2.1 Identify key features of physical development from prenatal through older adulthood
	12-3	2.2 Identify key features of cognitive development from prenatal through older adulthood
	12-4	2.3 Identify key features of social development from prenatal through older adulthood
Module 13 Language Development	13-1	1.1 Describe the structure of language from the level of speech sounds to communication of meaning
		1.2 Describe the relationship between language and cognition
		2.1 Identify the brain structures associated with language
		2.2 Explain how damage to the brain may affect language
	13-2	1.3 Explain the language acquisition process and theories
	13-3	1.3 Explain the language acquisition process and theories
Module 14 Classical Conditioning	14-1	1.1 Describe the processes of classical conditioning
	14-2	1.1 Describe the processes of classical conditioning
	14-3	1.1 Describe the processes of classical conditioning

	14-4	1.2 Describe clinical and experimental examples of classical conditioning
	14-5	1.2 Describe clinical and experimental examples of classical conditioning
	14-6	
	14-7	
Module 15 Operant Conditioning	15-1	2.1 Describe the processes of operant conditioning
	15-2	2.1 Describe the processes of operant conditioning
	15-3	2.1 Describe the processes of operant conditioning
	15-4	2.1 Describe the processes of operant conditioning
	15-5	2.2 Describe clinical and experimental examples of operant conditioning
	15-6	2.1 Describe the processes of operant conditioning
	15-7	
Module 16 Observational Learning	16-1	3.1 Describe observational learning and social learning theory
	16-2	3.1 Describe observational learning and social learning theory
		3.2 Describe the role of mental processes in learning
	16-3	3.2 Describe the role of mental processes in learning
Pillar Three: Cognition		Cognition Pillar
Module 17 Perception	17-1	1.1 Describe principles of perception 1.2 Explain the concepts of bottom-up and top-down processing 2.1 Explain Gestalt principles of perception
	17-2	2.2. Describe binocular and monocular depth cues
	17-3	2.3 Describe perceptual constancies
	17-4	2.4 Describe the nature of attention
	17-5	2.5 Explain how diverse experiences and expectations influence perception
Module 18	18-1	1.1 Explain the processes of encoding, storage, and retrieval

Information Processing	18-2	1.2 Describe systems of memory (i.e., sensory, working, and long-term memory) 1.3 Differentiate types of memory (i.e., implicit and explicit)
	18-3	2.1 Explain strategies for improving the encoding, storage, and retrieval of memories
Module 19 Forgetting and Memory Construction	19-1	
	19-2	2.3 Explain kinds of forgetting or memory failures
	19-3	2.4 Identify disorders that impact the function of memory
	19-4	2.2 Describe memory as a reconstructive process
Module 20 Thinking	20-1	1.1 Describe cognitive processes related to concept formation
	20-2	1.2 Explain processes involved in problem solving and decision making
	20-3	2.1 Describe obstacles to effective information processing and decision making 2.2 Describe convergent and divergent thinking in problem solving and decision making
Module 21 Intelligence and Intelligence Testing	21-1	1.1 Explain intelligence as a construct 2.2 Identify current methods of assessing human cognitive abilities
	21-2	1.2 Describe various conceptualizations of intelligence 2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
	21-3	1.3 Describe the effects of differences in intelligence on everyday functioning 2.3 Describe measures of and data on reliability and validity for intelligence test scores
	21-4	3.1 Explain the complexities of interpreting scores on intelligence tests 3.2 Describe the influences of biological, cultural, and environmental factors on intelligence

Pillar Four: Social Psychology and Personality		Social and Personality Pillar
Module 22 Social Thinking and Social Influence	22-1	1.1 Describe attributional explanations of behavior
	22-2	1.2 Explain how experiences shape attitudes and beliefs 1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others
	22-3	2.1 Explain how the presence of other people can affect behavior
	22-4	2.1 Explain how the presence of other people can affect behavior 2.2 Describe how intergroup dynamics influence behavior 2.3 Explain how persuasive methods affect behavior and beliefs
	22-5	2.2 Describe how intergroup dynamics influence behavior 2.3 Explain how persuasive methods affect behavior and beliefs
	23-1	2.4 Identify factors influencing attraction and relationships
	23-2	2.4 Identify factors influencing attraction and relationships
	23-3	2.6 Identify factors influencing altruism and helping behaviors
	23-4	2.5 Identify factors influencing aggression and conflict
	23-5	2.5 Identify factors influencing aggression and conflict
Module 23 Social Relations		

Module 24 Nature and Nurture in Psychology	23-6	2.5 Identify factors influencing aggression and conflict
	24-1	2.1 Describe concepts in behavioral genetics and epigenetics
	24-2	2.2 Describe the interactive effects of heredity and environment
	24-3	2.3 Explain general principles of evolutionary psychology
Module 25 The Psychology of Culture and Gender	25-1	1.1 Define culture and describe its role in individual and group characteristics
	25-2	1.2 Describe the relationship between culture and conceptions of self and identity development
	25-3	1.2 Describe the relationship between culture and conceptions of self and identity development 1.3 Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination
	25-4	1.4 Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity 2.1 Compare and contrast sex, gender identity, and sexual orientation
	25-5	2.2 Describe diversity of gender identity and sexual orientation 2.3 Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation
Module 26 Motivation	26-1	1.1 Explain biological, cognitive, and social factors that influence motivation 1.2 Explain the role of culture in human motivation
	26-2	2.1 Identify factors in motivation that influence eating and sexual behaviors 2.2 Identify motivational factors that influence achievement and affiliation
	26-3	2.1 Identify factors in motivation that influence eating and sexual behaviors 2.2 Identify motivational factors that influence achievement and affiliation

Module 27
Emotion

26-4	2.2 Identify motivational factors that influence achievement and affiliation
26-5	2.1 Identify factors in motivation that influence eating and sexual behaviors
27-1	3.1 Explain the biological and cognitive components of emotion 3.2 Describe the psychological research on basic human emotions 3.3 Differentiate among theories of emotion 5.1. Identify biological and environmental influences on the expression and experience of negative emotions 5.2. Identify biological and environmental influences on the expression and experience of positive emotions
27-2	4.1 Explain how biological factors influence emotional interpretation and expression
27-3	4.2 Explain how culture and gender influence emotional interpretation and expression 4.3 Explain how other environmental factors influence emotional interpretation and expression 5.1. Identify biological and environmental influences on the expression and experience of negative emotions 5.2. Identify biological and environmental influences on the expression and experience of positive emotions
28-1	1.1 Explain how biological and environmental factors interact to influence personality
28-2	1.4 Describe methods used to study personality scientifically
28-3	2.2 Describe the reliability and validity of personality assessment techniques 2.3 Analyze how personality researchers address issues of stability and change
28-4	1.5 Define self-concept 2.1 Differentiate personality assessment techniques

Module 28
Psychodynamic
and
Humanistic
Perspectives
on Personality

Module 29 Trait and Social-Cognitive Perspectives on Personality	28-5	2.2 Describe the reliability and validity of personality assessment techniques 2.3 Analyze how personality researchers address issues of stability and change
	29-1	1.3 Explain trait-based approaches to understanding personality 2.1 Differentiate personality assessment techniques
	29-2	2.2 Describe the reliability and validity of personality assessment techniques 2.3 Analyze how personality researchers address issues of stability and change
	29-3	1.4 Describe methods used to study personality scientifically
	29-4	2.1 Differentiate personality assessment techniques
	29-5	2.2 Describe the reliability and validity of personality assessment techniques 2.3 Analyze how personality researchers address issues of stability and change
	29-6	1.2 Explain social-cognitive approaches to understanding personality 2.1 Differentiate personality assessment techniques
	29-7	2.2 Describe the reliability and validity of personality assessment techniques 2.3 Analyze how personality researchers address issues of stability and change
Pillar Five: Mental and Physical Health		Mental and Physical Health Pillar
Module 30 Introduction to Psychological Disorders	30-1	1.1 Define abnormal behavior
		1.2 Describe cross-cultural views of abnormality

	30-2	1.3 Describe major medical and biopsychosocial models of abnormality
	30-3	2.1 Describe the classification of psychological disorders
	30-4	1.4 Explain how stigma relates to abnormal behavior 1.5 Explain the impact of psychological disorders on the individual, family, and society
Module 31 Anxiety Disorders, Obsessive–Compulsive Disorder, Post-Traumatic Stress Disorder, Depression, and Bipolar Disorder	31-1	2.3 Describe symptoms of psychological disorders
	31-2	2.3 Describe symptoms of psychological disorders
	31-3	2.3 Describe symptoms of psychological disorders
	31-4	2.3 Describe symptoms of psychological disorders
	31-5	2.3 Describe symptoms of psychological disorders
Module 32 Schizophrenia, Personality Disorders, and Dissociative Disorders	32-1	2.3 Describe symptoms of psychological disorders
	32-2	2.3 Describe symptoms of psychological disorders
	32-3	2.3 Describe symptoms of psychological disorders

Module 33 Psychological Therapies	33-1	1.1 Describe different types of biomedical and psychological treatments
	33-2	1.1 Describe different types of biomedical and psychological treatments 1.2 Explain why psychologists use a variety of psychological treatments
	33-3	1.1 Describe different types of biomedical and psychological treatments
	33-4	1.1 Describe different types of biomedical and psychological treatments 2.1. Identify differences among licensed mental health providers 2.2. Identify legal and ethical requirements for licensed mental health providers 2.3. Identify resources available to support individuals with psychological disorders and their families
	33-5	1.3 Describe appropriate treatments for different populations, including historical use or misuse of treatment
	33-6	1.3 Describe appropriate treatments for different populations, including historical use or misuse of treatment
Module 34 Biomedical Therapies	34-1	1.1 Describe different types of biomedical and psychological treatments
	34-2	1.1 Describe different types of biomedical and psychological treatments
	34-3	1.2 Explain why psychologists use a variety of psychological treatments 1.3 Describe appropriate treatments for different populations, including historical use or misuse of treatment
Module 35 Effects of Stress	35-1	1.1 Define stress as a psychophysiological response to the environment
	35-2	1.2 Explain sources of stress across the life span

		1.3 Explain physiological and psychological consequences of stress for health and wellness 1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress
	35-3	1.3 Explain physiological and psychological consequences of stress for health and wellness 1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress
Module 36 Promoting Wellness	36-1	2.1 Describe factors that promote resilience and flourishing
	36-2	2.2 Identify evidence-based strategies that promote health and wellness
	36-3	2.2 Identify evidence-based strategies that promote health and wellness
Appendix A Careers in Psychology	A-1	1.5 Identify ways individuals can use psychological science in any career
	A-2	1.4 Identify careers individuals can pursue in psychological science