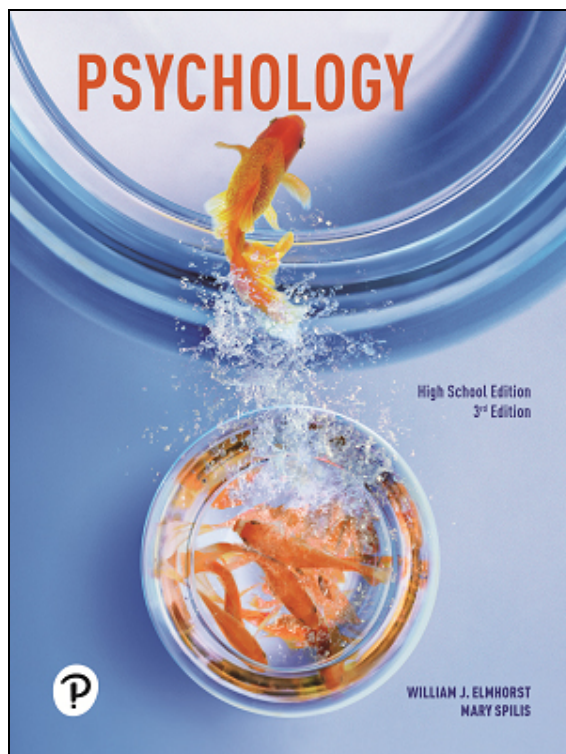


A Correlation of **Psychology**

3rd Edition, ©2023



To the

APA National Standards For High School Psychology Curricula

Correlation To APA’s National Standards For High School Psychology Curricula

Psychology 3rd Edition provides complete and comprehensive coverage of the APA’s *National Standards for High School Psychology Curricula*. * The chart below lists the standards and shows which pages in *Psychology* 3rd Edition focus on each standard. The APA released an updated version of the National Standards for High School Psychology Curricula (2022) while *Psychology 3e* was nearing the end of the revision process.

Most of the changes from the 2011 standards are organizational and reflect an across-the-board effort to consolidate a substantial number of objectives into more comprehensive objectives. The content changes in the 2022 standards are consistent with changes that were already made in the revision of this text. To assist teachers with addressing the 2022 standards in their course planning process, the authors have cross-referenced the following 2011 standards with the 2022 standards. (In the chart below, the 2022 standards are shown in purple.) The coverage is comprehensive and every learning target in the foundation and pillars of the 2022 standards are addressed.

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| I. SCIENTIFIC INQUIRY DOMAIN (Scientific Inquiry and Research Methods Foundation) | |
| IA: PERSPECTIVES IN PSYCHOLOGICAL SCIENCE (Standard Area [SA] Scientific Inquiry & Research Methods) | |
| IA-1: Development of psychology as an empirical science (SA Scientific Inquiry & Research Methods S1) | 3-13 |
| I-A-1.1 Define psychology as a discipline and identify its goals as a science. (S1 Learning Target [LT]1.1) | 3-5 |
| I-A-1.2 Describe the emergence of psychology as a scientific discipline. (S1 LT1.2) | 5-10 |
| I-A-1.3 Describe perspectives employed to understand behavior and mental processes. (S1 LT1.1) | 10-13 |
| I-A-1.4 Explain how psychology evolved as a scientific discipline. (S1 LT1.1) | 13 |
| IA-2: Major subfields within psychology (SA Scientific Inquiry & Research Methods) | 14-15 |
| I-A-2.1 Discuss the value of both basic and applied psychological research with human and non-human animals. (S1 LT1.3) | 14-15 |
| I-A-2.2 Describe the major subfields of psychology. (S1 LT1.1) | 14 |
| I-A-2.3 Identify the important role psychology plays in benefiting society and improving people’s lives. (S1 LT1.3) | 15 |
| IB: RESEARCH METHODS, MEASUREMENT AND STATISTICS (SA Scientific Inquiry & Research Methods S2) | |
| IB-1: Research methods and measurements used to study behavior and mental processes (S2) | |
| IB-1.1 Describe the scientific method and its role in psychology. (S2 LT2.1; S4 LT4.2) | 17-19 |
| IB-1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods. (S2 LT2.2) | 19-25 |
| IB-1.3 Define systematic procedures used to improve the validity of research findings, such as external validity. (S2 LT2.3) | 25-26 |
| IB-1.4 Discuss how and why psychologists use non-human animals in research. (S2 LT2.4) | 27-28 |
| IB-2: Ethical issues in research with human and non-human animals (SA Scientific Inquiry & Research Methods S3) | |
| IB-2.1 Identify ethical standards psychologists must address regarding research with human participants. (S2 LT3.1, 3.2) | 27 |
| IB-2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals. (S3 LT3.1) | 28 |
| IB-3: Basic concepts of data analysis (SA Scientific Inquiry & Research Methods S4) | |
| IB-3.1 Define descriptive statistics and explain how they are used by psychological scientists. (S4 LT4.1) | 30-32 |
| IB-3.2 Define forms of qualitative data and explain how they are used by psychological scientists. (S2 LT2.2) | 35 |

*American Psychological Association (APA) 750 First St. NE, Washington, DC 20002-4242 National Standards for High School Psychology Curricula dated February 2022

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| IB-3.3 Define correlation coefficients and explain their appropriate interpretation. (S4 LT4.2) | 34-35 |
| IB-3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods. (S4 LT4.3) | 32-34 |
| IB-3.5 Explain other statistical concepts, such as statistical significance and effect size. (S4 LT4.2) | 35 |
| IB-3.6 Explain how validity and reliability of observations and measurements relate to data analysis. (S2 LT2.5) | 35 |
| II. BIOPSYCHOLOGICAL DOMAIN (Biological Pillar) | |
| IIA: BIOLOGICAL BASES OF BEHAVIOR (SA Biological Bases of Behavior) | |
| IIA-1. Structure and function of the nervous system in human and non-human animals (S1) | 44-52, 60-66 |
| IIA-1.1 Identify the major divisions and subdivisions of the human nervous system. (S1 LT1.1) | 44-52 |
| IIA-1.2 Identify the parts of the neuron and describe the basic process of neural transmission. (S1 LT1.2) | 44-52 |
| IIA-1.3 Differentiate between the structures and functions of the various parts of the central nervous system. (S1 LT1.2,1.3) | 44-52, 60-66 |
| IIA-1.4 Describe lateralization of brain functions. (S1 LT1.1) | 60-66 |
| IIA-1.5 Discuss the mechanisms of, and the importance of, neuroplasticity of the nervous system. (S1 LT1.1) | 50-52 |
| IIA-2. Structure and function of the endocrine system (S1 LT1.5) | 52-55 |
| IIA-2.1 Describe how the endocrine glands are linked to the nervous system. (S1 LT1.5) | 52 |
| IIA-2.2 Describe the effects of hormones on behavior and mental processes. (S1 LT1.5) | 53 |
| IIA-2.3 Describe hormone effects on the immune system. (S1 LT1.5) | 55 |
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| IIA-3.2 Describe the interactive effects of heredity and environment. (S2 LT2.2) | 70 |
| IIA-3.3 Explain how evolved tendencies influence behavior. (S2 LT 2.3) | 73 |
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| IIA-4.2 Describe advances made in neuroscience. (S1 LT1.6) | 57-59, 68 |
| IIA-4.3 Discuss issues related to scientific advances in neuroscience and genetics. (S1 LT1.6) | 68 |
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| IIB-1.1 Discuss processes of sensation and perception and how they interact. (SA Sensation S1 LT1.1; SA Perception S1 LT1.1) | 82 |
| IIB-1.2 Explain the concepts of threshold and adaptation. (S1 LT1.2) | 83-85 |
| IIB-2. The capabilities and limitations of sensory processes (S2) | 85-101 |
| IIB-2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors. (S2 LT1.1) | 85 |
| IIB-2.2 Describe the visual sensory system. (S2 LT2.2) | 86-91 |
| IIB-2.3 Describe the auditory sensory system. (S2 LT2.3) | 91-95 |
| IIB-2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense). (S2 LT2.4) | 95-101 |
| IIB-3. Interaction of the person and the environment in determining perception (Cognition Pillar, SA Perception) | 104-114 |
| IIB-3.1 Explain Gestalt principles of perception. (S2 LT2.1) | 105-106 |
| IIB-3.2 Describe binocular and monocular depth cues. (S2 LT2.2) | 107-110 |

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| IIB-3.3 Describe the importance of perceptual constancies. (S2 LT2.3) | 104-105 |
| IIB-3.4 Describe perceptual illusions. (S2 LT2.5) | 110-112 |
| IIB-3.5 Describe the nature of attention. (S2 LT2.4) | 104 |
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| IIC-3.3 Evaluate the biological and psychological effects of psychoactive drugs. (S3 LT3.3) | 141 |
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| IIC-4. Other states of consciousness (SA Consciousness) | 136-139 |
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| IIC-4.2 Describe hypnosis and controversies surrounding its nature and use. (Biological Pillar, S1 LT1.4; Cognition Pillar, S1 LT1.4) | 136-138 |
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| IIIA-1.2 Explain issues of continuity/discontinuity and stability/change. (S1 LT1.2) | 157 |
| IIIA-1.3 Distinguish methods used to study development. (S1 LT1.3) | 156-157 |
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