



Course Title: Personal Psychology 1 & 2

State: WA
 Course Title: High School Psychology
 State Standards: National Standards for High School Psychology Curricula
 Date of Standards: 2022

Percentage of Course Aligned: 97%

| Standards | Course Title (a or b), if applicable, e.g. Game Design 1a | Unit Name(s) | Lesson(s) Numbers | How Standard is Taught | How Standard is Assessed | Comments | Standard Rating (Fully Met / Partially Met / Not Met) |
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| SCIENTIFIC INQUIRY AND RESEARCH METHODS FOUNDATION | | | | | | | |
| Scientific Inquiry and Research Methods | | | | | | | |
| CONTENT STANDARD 1: The nature of psychological science | | | | | | | |
| 1.1. Define psychology as a discipline and identify its goals as a science | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 1 | Examining the history of psychology and its first use as a defined term in the 1800s; identifying how it differs from other social sciences | Critical Thinking 3, 5; Activity 2 | | Fully Met |
| 1.2. Differentiate scientific and non-scientific approaches to knowledge | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lessons 2, 4 | Contrasting psychology with other sciences as it is based on theories rather than principles or laws; understanding the steps in the scientific method | Critical Thinking 3, 4, 5; Activity 1 | | Fully Met |
| 1.3. Explain the value of both basic and applied psychological research with human and nonhuman animals | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Understanding the basics of psychological research methods and theory reliance on reliability and validity with examples calling on different variables | Critical Thinking 3, 4, 5; Activity 1 | | Fully Met |
| 1.4. Identify careers individuals can pursue in psychological science | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 3 | Examining different pathways and options for becoming a psychologist including careers in clinical psychology, counseling, community psychology, educational psychology, and more | Activity 3; Discussion 2 | | Fully Met |
| 1.5. Identify ways individuals can use psychological science in any career | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 3 | Looking at ways psychology can help in others spheres and careers, such as improving communication and motivation, guiding people to greater academic performance and understanding, improving overall health, and more | Critical Thinking 3; Activity 3; Discussion 1 | | Fully Met |
| CONTENT STANDARD 2: Research methods and measurements used to study behavior and mental processes | | | | | | | |
| 2.1. Describe research methods psychological scientists use | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 2 | Understanding the ways that research in psychology involves theories rather than principles or laws like other sciences; evaluating steps in the scientific method | Critical Thinking 3, 4; Activity 1 | | Fully Met |
| 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Walking through the steps of psychological research from choosing a method to evaluating the results and compiling statistics by calculating means, averages, deviations, etc. | Critical Thinking 1, 2; Activity 1 | | Fully Met |
| 2.3. Describe the importance of representative samples in psychological research and the need for replication | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Activity | Creating and investigating a hypothesis by ensuring data collecting is reliable, representative, and ethically gathered | Activity 1 | | Fully Met |
| 2.4. Explain how and why psychologists use non-human animals in research | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lessons 2-5 | Considering psychological research methods to argue for why ethical experimentation with animals is still often necessary | Critical thinking 5 | | Fully Met |
| 2.5. Explain the meaning of validity and reliability of observations and measurements | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Understanding the basics of psychological research methods and theory reliance on reliability and validity with examples calling on different variables | Critical Thinking 3, 4, 5; Activity 1 | | Fully Met |
| CONTENT STANDARD 3: Ethical issues in research with human and non-human animals | | | | | | | |
| 3.1. Identify ethical requirements for research with human participants and non-human animals | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Exploring the basics of ethical research in which benefits must outweigh any potential for harm; tenets include integrity, justice, respect, and fidelity | Critical Thinking 1, 5 | | Fully Met |
| 3.2. Explain why researchers need to adhere to an ethics review process | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Reasons for following ethical guidelines include bettering all humanity, keeping up standards in their work, benefiting all without bias, and respecting the rights and privacy of others | Critical Thinking 1, 5 | | Fully Met |
| CONTENT STANDARD 4: Basic concepts of data analysis | | | | | | | |
| 4.1. Define descriptive statistics and explain how they are used by psychological scientists | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Exploring ways to ensure the effective use of descriptive statistics and data visualizations | Critical Thinking 2; Activity 1 | | Fully Met |
| 4.2. Draw appropriate conclusions from correlational and experimental designs | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Using different examples of ways to analyze data by determining means, averages, medians, standard deviations, correlations, and more | Critical Thinking 2; Activity 1 | | Fully Met |
| 4.3. Interpret visual representations of data | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Examining and working with a number of different data visualizations such as pie charts, bar graphs, or data tables | Critical Thinking 2; Activity 1 | | Fully Met |
| BIOLOGICAL PILLAR | | | | | | | |
| Biological Bases of Behavior | | | | | | | |
| CONTENT STANDARD 1: Structure and function of the nervous system and endocrine system in human and non-human animals | | | | | | | |
| 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 1 | Understanding the different divisions and pathways of the nervous system; studying different parts of the brains and their functions. | Critical Thinking 2 | | Fully Met |

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| 1.2. Identify the parts of the neuron and describe the basic process of neural transmission | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 1 | Learning and about the roles and functions of neurons and their chemical and electrical signals, labeling different parts of a neuron | Critical Thinking 2 | | Fully Met |
| 1.3. Describe the structures and functions of the various parts of the central nervous system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 3 | Examining and mapping the different workings of the central and peripheral nervous systems | Critical Thinking 2 | | Fully Met |
| 1.4. Explain the importance of plasticity of the nervous system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 3 | Understanding neuroplasticity of the ability of the brain and nervous system to change, adjust, and grow, with examples | Critical Thinking 4 | | Fully Met |
| 1.5. Describe the function of the endocrine glands and their interaction with the nervous system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 3 | Exploring how the endocrine system works with the nervous system; identifying the names, locations, and functions of the endocrine glands | Critical Thinking 2 | | Fully Met |
| 1.6. Identify methods and tools used to study the nervous system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 2 | Tracing the history and achievements in the study of the nervous system, such as the discovery of Broca's area and the development of the MRI | Critical Thinking 2 | | Fully Met |
| CONTENT STANDARD 2: The interaction between biological factors and experiences | | | | | | | |
| 2.1. Describe concepts in behavioral genetics and epigenetics | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 4 | Examining the links between genetics and the nervous system, exploring epigenetics and the roles of genes in behavior | Critical Thinking 2; Discussion 1, 2 | | Fully Met |
| 2.2. Describe the interactive effects of heredity and environment | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 4 | Delving into the 'nature or nurture' debate and studying the inputs of genes and environment | Discussion 2 | | Fully Met |
| 2.3. Explain general principles of evolutionary psychology | Personal Psychology 2: Living in a Complex World | Unit 5: Motivation and Emotion | Lesson 2 | What it means to take an evolutionary psychological approach, or suggesting humans are motivated in part by instinct | Critical Thinking 2 | | Fully Met |
| Sensation | | | | | | | |
| CONTENT STANDARD 1: The functions of sensory systems | | | | | | | |
| 1.1. Explain the process of sensory transduction | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Understanding the work of sensory receptors and bottom-up or top-down processing | Critical Thinking 2, 3 | | Fully Met |
| 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Defining absolute threshold, or the minimum amount of stimulus required, and the limitations of sensation and perception | Critical Thinking 3 | | Fully Met |
| CONTENT STANDARD 2: The capabilities and limitations of sensory processes | | | | | | | |
| 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Tracing the workings of sensory receptors and how they work in collecting and processing an event before the brain can act on it | Critical Thinking 2, 3 | | Fully Met |
| 2.2. Describe the visual sensory system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Exploring the role of the eyes and vision in the processes of the brain collecting and processing information | Critical Thinking 2, 3 | | Fully Met |
| 2.3. Describe the auditory sensory system | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Examining the concept of absolute threshold when considering a question such as 'If a tree falls in the forest and no one hears it...' | Critical Thinking 2, 3 | | Fully Met |
| 2.4. Describe chemical and tactile sensory systems | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Looking at the process of sensory adaptation where the body adjusts after prolonged exposure, such as to a nasty smell | Critical Thinking 2, 3 | | Fully Met |
| Consciousness | | | | | | | |
| CONTENT STANDARD 1: The different states and levels of consciousness | | | | | | | |
| 1.1. Identify states of consciousness | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Identifying the three levels of consciousness - conscious, subconscious, and unconscious - and looking at different states, such as what happens during sleep | Critical Thinking 1, 5; Activity 1 | | Fully Met |
| 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Understanding and contrasting the connections made in explicit and implicit processing | Critical Thinking 1, 5 | | Fully Met |
| 1.3. Identify the effects of meditation, mindfulness, and relaxation | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Examining the positive effects of meditation and what happens when the body and mind are fully aligned | Critical Thinking 1; Activity 2 | | Fully Met |
| 1.4. Describe characteristics of and current conceptions about hypnosis | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Looking at different states of being awake, such as during hypnosis and discussing the inherent dangers of being in such as state | Critical Thinking 1, 5 | | Fully Met |
| CONTENT STANDARD 2: Characteristics and functions of sleep and theories that explain why we sleep and dream | | | | | | | |
| 2.1. Describe the circadian rhythm and its relation to sleep | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Learning more about circadian rhythm and the body's clock and how it directs the sleep-wake cycle | Activity 1 | | Fully Met |
| 2.2. Describe the sleep cycle | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Diagramming the steps of the sleep cycle through light sleep, deep sleep, and REM sleep | Activity 1 | | Fully Met |
| 2.3. Compare theories about the functions of sleep and of dreaming | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Examining different sleep theories such as the repair and restore, information consolidation, or brain plasticity theories and ideas concerning dreams, including neural pathways being constructed to a way to organize information | Critical Thinking 5 | | Fully Met |
| 2.4. Describe types of sleep disorders | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 6 | Identifying different sleep-related disorders including restless legs, insomnia, sleep apnea, and RBD | Not Assessed | | Partially Met |
| CONTENT STANDARD 3: Categories of psychoactive drugs and their effects | | | | | | | |
| 3.1. Characterize the major categories of psychoactive drugs and their effects | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 3 | Examining an overview of medications used as drug therapies to create biological changes and prevent symptoms, such as antipsychotics blocking dopamine receptors | Activities 1 and 2 | | Fully Met |
| 3.2. Describe how psychoactive drugs work in the brain | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 3 | Tracing the workings of serotonin reuptake inhibitors in the postsynaptic neurons | Activities 1 and 2 | | Fully Met |
| 3.3. Describe the physiological and psychological effects of psychoactive drugs | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 3 | Comparing efficacy of different drug treatments, including SSRIs for depression, antipsychotics for schizophrenia, and mood stabilizers for bi-polar disorders | Activities 1 and 2 | | Fully Met |
| COGNITION PILLAR | | | | | | | |
| Cognition | | | | | | | |
| CONTENT STANDARD 1: Fundamental processes of thinking and problem solving | | | | | | | |
| 1.1. Describe cognitive processes related to concept formation | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 1 | Studying the concept of cognition and the essentials of the thinking processes | Critical Thinking 5; Activity 3; Discussion 1 | | Fully Met |

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| 1.2. Explain processes involved in problem solving and decision making | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 2 | Understanding problem-solving and decision-making in terms of larger cognitive theories | Activity 1 | | Fully Met |
| CONTENT STANDARD 2: Effective thinking processes | | | | | | | |
| 2.1. Describe obstacles to effective information processing and decision making | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 1 | Investigating theories about cognition and information processing, including the work by George A. Miller and Donald Broadbent | Critical Thinking 3; Discussion 2 | | Fully Met |
| 2.2. Describe convergent and divergent thinking in problem solving and decision making | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Activity | Recording and reporting on the process of solving problem, including considering different options, choosing solutions, and evaluating effectiveness | Activity 1 | The decision-making process is thoroughly discussed in this unit, but I don't think the actual terms divergent and convergent are used | Fully Met |
| Memory | | | | | | | |
| CONTENT STANDARD 1: Processes of memory | | | | | | | |
| 1.1. Explain the processes of encoding, storage, and retrieval | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 4 | Explaining the processes of encoding or how memories are retrieved and translated by the brain | Critical Thinking 2 | | Fully Met |
| 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory) | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lessons 4, 5 | Exploring different memory systems such as sensory, short-term, working, long-term, etc. | Critical Thinking 2; Discussion 2 | | Fully Met |
| 1.3. Differentiate types of memory (i.e., implicit and explicit) | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lessons 4, 5 | Understanding types of memory, including w implicit, explicit, malleable, automated, and more | Critical Thinking 2 | | Fully Met |
| CONTENT STANDARD 2: Factors influencing memory | | | | | | | |
| 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 4 | Explaining the processes of encoding or how memories are retrieved and translated by the brain | Critical Thinking 2 | | Fully Met |
| 2.2. Describe memory as a reconstructive process | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 5 | Detailing the processes of how memories are stored and then retrieved and hoe integrated via synapses; examining the role of the hippocampus and cortex in memory reconstruction | Critical Thinking 2; Discussion 2 | | Fully Met |
| 2.3. Explain kinds of forgetting or memory failures | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 6 | Looking at different kinds of memory loss through amnesia and different types of dementia | Critical Thinking 4 | | Fully Met |
| 2.4. Identify disorders that impact the function of memory | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 6 | Identifying different diseases that cause memory loss including Alzheimer's, Parkinson's, Huntington's, and more | Critical Thinking 4 | | Fully Met |
| Perception | | | | | | | |
| CONTENT STANDARD 1: The process of perception | | | | | | | |
| 1.1. Describe principles of perception | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Explaining perception by beginning with our perceptual set, or our assumptions and interpretations and how they impact how sensations are understood | Critical Thinking 3; Activity 3 | | Fully Met |
| 1.2. Explain the concepts of bottom-up and top-down processing | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Contrasting bottoms-up processing, when sensations reach sensory receptors and then travel to the brain, and top-down processing, when experiences create the perception | Critical Thinking 3; Activity 3 | | Fully Met |
| CONTENT STANDARD 2: The interaction between the person and the environment in determining perception | | | | | | | |
| 2.1. Explain Gestalt principles of perception | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 2 | Explaining gestalt psychology and the idea that the mind cannot perceive each detail but instead takes on objects as wholes | Critical Thinking 2; Activity 2 | | Fully Met |
| 2.2. Describe binocular and monocular depth cues | | | | | | | Not Met |
| 2.3. Describe perceptual constancies | | | | | | | Not Met |
| 2.4. Describe the nature of attention | | | | | | | Not Met |
| 2.5. Explain how diverse experiences and expectations influence perception | Personal Psychology 1: The Road to Self-discovery | Unit 3: The Biology of Behavior | Lesson 5 | Explaining how perception is influenced by expectations and our perceptual set of assumptions and interpretations | Critical Thinking 3; Activity 3 | | Fully Met |
| Intelligence | | | | | | | |
| CONTENT STANDARD 1: Perspectives on intelligence | | | | | | | |
| 1.1. Explain intelligence as a construct | Personal Psychology 2: Living in a Complex World | Unit 4: The Secret of Intelligence | Lesson 1 | Understanding intelligence as a construct that is more aptly called 'intelligences'; it is functional and is based on applications to the environment | Critical thinking 1, 5 | | Fully Met |
| 1.2. Describe various conceptualizations of intelligence | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Examining theories, such as Gardner's, that argue for many different types of intelligence, such as linguistic, musical, spatial, and more | Critical Thinking 4; Activity 2 | | Fully Met |
| 1.3. Describe the effects of differences in intelligence on everyday functioning | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Illustrating differences in intelligence and how that may manifest in daily life, for example someone considered gifted mathematically may not be able to understand others well | Critical Thinking 4 | | Fully Met |
| CONTENT STANDARD 2: Assessment of intelligence | | | | | | | |
| 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Learning more about the development of IQ testing, the shortcomings and subsequent awareness after studies (such as the Flynn effect), and current applications within a broader context of intelligence testing | Critical Thinking 4; Activity 2 | | Fully Met |
| 2.2. Identify current methods of assessing human cognitive abilities | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Considering both the pros and cons of intelligence testing and the use of tests that are geared for measuring aptitude and achievement | Critical Thinking 4; Activity 2 | | Fully Met |
| 2.3. Describe measures of and data on reliability and validity for intelligence test scores | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Using statistical data analysis to determine where an individual falls within an intelligence range | Critical Thinking 4; Activity 2 | | Fully Met |
| CONTENT STANDARD 3: Issues in intelligence | | | | | | | |
| 3.1. Explain the complexities of interpreting scores on intelligence tests | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Noting the importance of considering both reliability (little to no subjectivity) and validity (accurate measuring of intended studies) | Critical Thinking 4; Activity 2 | | |
| 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and Intelligence | Lesson 5 | Examining the influences of biology (such as genetic defects), culture (attitudes towards learning or available resources), and environment (different parenting methods or abuse) | Critical Thinking 4; Activity 2 | | |
| DEVELOPMENT AND LEARNING PILLAR | | | | | | | |
| Life Span Development | | | | | | | |

| CONTENT STANDARD 1: Methods and issues in life span development | | | | | | | |
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| 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lessons 2-5 | Exploring human development from prenatal to adulthood by examining the interplay of physical, mental, environmental and social factors | Critical Thinking 2, 3, 4 | | Fully Met |
| 1.2. Explain issues of continuity/discontinuity and stability/change | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lesson 1 | Examining theories about development that consider continuity (bandura) or discontinuity (Freud), as well as theories that | Activities 1, 3 | | Fully Met |
| 1.3. Distinguish methods used to study development | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lessons 3, 5 | Explaining different theorists and their studies, including Harvard's longitudinal study, Erikson's psychosocial theory, and Kubler-Ross's work on death and dying | Critical Thinking 2, 3, 4, 5; Activities 1, 3 | | Fully Met |
| 1.4. Describe the role of sensitive and critical periods in development | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lesson 2 | Looking at the concept of sensitive periods and critical periods (such as prenatal) when studying human development | Critical Thinking 2; Activities 1, 2 | | Fully Met |
| CONTENT STANDARD 2: Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) | | | | | | | |
| 2.1. Identify key features of physical development from prenatal through older adulthood | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lessons 2-5 | Examining physical changes in human development from prenatal through childhood and into adulthood; writing up key physical milestones for infants | Critical Thinking 2, 3, 4; Activity 2 | | Fully Met |
| 2.2. Identify key features of cognitive development from prenatal through older adulthood | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 1 | Learning more about Piaget's steps of cognitive development from birth to ages over 12 as well as theories by Bruner and Vygotsky | Critical Thinking 2; Activity 3 | | Fully Met |
| 2.3. Identify key features of social development from prenatal through older adulthood | Personal Psychology 1: The Road to Self-discovery | Unit 6: Development Over the Lifespan | Lessons 3-5 | Exploring social development and how it grows and changes from infancy; creating a presentation that explores the student's own psychosocial development | Critical Thinking 1, 3; Activity 1 | | Fully Met |
| Learning | | | | | | | |
| CONTENT STANDARD 1: Classical Conditioning | | | | | | | |
| 1.1. Describe the processes of classical conditioning | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 1 | Tracing the processes involved in classical conditioning when a subject automatically associates a new stimulus with a response; identifying the neutral stimulus, unconditioned response, the unconditioned stimulus, the conditioned stimulus, and the conditioned response | Critical Thinking 1; Activity 2 | | Fully Met |
| 1.2. Describe clinical and experimental examples of classical conditioning | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 1 | Learning more about Pavlov and his work with slobbering dogs as they linked the ringing bell with being fed; identifying everyday examples of classical conditioning, such as school bells, phone pings, music, and more | Critical Thinking 1 | | Fully Met |
| CONTENT STANDARD 2: Operant Conditioning | | | | | | | |
| 2.1. Describe the processes of operant conditioning | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 2 | Understanding operant conditioning and the effects of positive and negative reinforcement and the role of primary and secondary reinforcers | Critical Thinking 5; Activity 1 | | Fully Met |
| 2.2. Describe clinical and experimental examples of operant conditioning | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 2 | Looking at Edward Thorndike's work in operant conditioning as the Law of Effect and B.F. Skinner and his Box | Critical Thinking 5 | | Fully Met |
| CONTENT STANDARD 3: Observational learning, social learning theory, and mental processes in learning | | | | | | | |
| 3.1. Describe observational learning and social learning theory | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 3 | Examining Bandura's social learning theory and the five components of observational learning (observation, retention, attention, reproduction, and motivation) | Activity 2; Discussion 1 | | Fully Met |
| 3.2. Describe the role of mental processes in learning | Personal Psychology 1: The Road to Self-discovery | Unit 4: How You Learn | Lesson 3 | Exploring the processes involved in cognitive learning such as decision-making, reasoning, interactions, and situational analysis | Activities 2, 3 | | Fully Met |
| Language | | | | | | | |
| CONTENT STANDARD 1: Structural features and development of language | | | | | | | |
| 1.1. Describe the structure of language from the level of speech sounds to communication of meaning | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 4 | Deciphering the structure of language by learning about morphemes, phonemes, and grammar | Critical Thinking 3 | | Fully Met |
| 1.2. Describe the relationship between language and cognition | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 4 | Examining the interplay between language and thought and the concept of language relativism | Critical Thinking 5 | | Fully Met |
| 1.3. Explain the language acquisition process and theories | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 3 | Exploring the processes of language acquisition, exploring theories about the brain and language, including the works by Chomsky, Broca, and Wernicke | Critical Thinking 4; Discussion 2 | | Fully Met |
| CONTENT STANDARD 2: Language and the brain | | | | | | | |
| 2.1. Identify the brain structures associated with language | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 3 | Diagramming parts of the brain and their associated language functions, for example Exner's area for handwriting and the VWFA for visualizations of words | Critical Thinking 3 | | Fully Met |
| 2.2. Explain how damage to the brain may affect language | Personal Psychology 1: The Road to Self-discovery | Unit 5: Language and intelligence | Lesson 3 | Noting how damage to areas of the brain responsible for speaking can result in aphasia | Critical Thinking 3 | | Fully Met |
| SOCIAL AND PERSONALITY PILLAR | | | | | | | |
| Social | | | | | | | |
| CONTENT STANDARD 1: Social cognition | | | | | | | |
| 1.1. Describe attributional explanations of behavior | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Explaining the use of the attribution theory to understand the behavior of those around us | Critical Thinking 5 | | Fully Met |
| 1.2. Explain how experiences shape attitudes and beliefs | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Examining different ways direct experiences influence our attitudes towards others as well as our daily interactions with them | Critical Thinking 3, 4; Activity 2 | | Fully Met |
| 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Understanding bias as preference for or inclination against someone or something and examining how these lead to attitudes that frame relationships with others | Critical Thinking 4; Activity 2 | | Fully Met |
| CONTENT STANDARD 2: Social influence | | | | | | | |
| 2.1. Explain how the presence of other people can affect behavior | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Understanding the role of conformity in determining behavior and beliefs, with studies showing the power of following the group | Critical thinking 1, 2, 3, 4; Activity 2 | | Fully Met |

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| 2.2. Describe how intergroup dynamics influence behavior | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Exploring the ways interactions with others in our groups can influence behavior and beliefs | Critical thinking 1, 2, 3, 4; Activity 2 | | Fully Met |
| 2.3. Explain how persuasive methods affect behavior and beliefs | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Examining how persuasion works by considering the three main elements: messenger, message, and audience | Critical thinking 1, 2, 3, 4; Activity 2 | | Fully Met |
| 2.4. Identify factors influencing attraction and relationships | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Looking at different theories regarding factors that play a role in attraction, such as proximity, physical attraction, and similarity of interests | Critical thinking 1, 2, 3, 4; Activity 2 | | Fully Met |
| 2.5. Identify factors influencing aggression and conflict | | | | | | | Not Met |
| 2.6. Identify factors influencing altruism and helping behaviors | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Exploring different theories regarding altruism, including reciprocity and social exchange | Critical thinking 1, 2, 3, 4; Activity 2; Discussion 1 | | Fully Met |
| Personality | | | | | | | |
| CONTENT STANDARD 1: Empirical approaches to studying and understanding personality | | | | | | | |
| 1.1. Explain how biological and environmental factors interact to influence personality | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Exploring the interplay between emotion, cognition, biology, and behavior; identifying and contrasting key theorists | Critical Thinking 1, 2 | | Fully Met |
| 1.2. Explain social-cognitive approaches to understanding personality | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 2 | Examining the strengths of social-cognitive approaches of assessments as they focus on observation | Critical Thinking 1; Activity 1 | | Fully Met |
| 1.3. Explain trait-based approaches to understanding personality | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 2 | Exploring the commonly-used trait-based approach to assessment, such as the Myers-Brigg | Critical Thinking 1; Activity 1 | | Fully Met |
| 1.4. Describe methods used to study personality scientifically | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 2 | Comparing and contrasting different types of personality assessment often used, including psychodynamic, trait, humanist, and social-cognitive | Critical Thinking 1; Activity 1 | | Fully Met |
| 1.5. Define self-concept | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 3 | Defining 'self-concept' and noting how it influences both personality and behavior and its link with self-esteem and self-awareness | Activity 1 | | Fully Met |
| CONTENT STANDARD 2: Assessment of personality | | | | | | | |
| 2.1. Differentiate personality assessment techniques | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 2 | Evaluating the roles of different personality assessments, including social-cognitive, humanist, psychoanalytic, and trait; | Critical Thinking 1; Activity 1 | | Fully Met |
| 2.2. Describe the reliability and validity of personality assessment techniques | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 2 | Comparing the differing levels of strength, reliability, and validity in psychodynamic, trait, humanist, and social-cognitive assessments | Critical Thinking 1; Activity 1 | | Fully Met |
| 2.3. Analyze how personality researchers address issues of stability and change | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 3 | Exploring examples of how change and stability can influence personality, such as through influences of health and work | Critical Thinking 1; Activities 1, 2 | | Fully Met |
| Multiculturalism and Gender | | | | | | | |
| CONTENT STANDARD 1: Psychological constructs of culture | | | | | | | |
| 1.1. Define culture and describe its role in individual and group characteristics | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 3 | Defining 'culture' and the different characteristics of individualist and collectivist cultures, such as the importance of a college education or helping family members instead | Critical Thinking 1; Activity 1 | | Fully Met |
| 1.2. Describe the relationship between culture and conceptions of self and identity development | Personal Psychology 2: Living in a Complex World | Unit 7: Personality and Individuality | Lesson 4 | Studying the sociocultural theory of the culture pattern approach that investigates how personality reflects social practices | Critical Thinking 1, 3; Discussion 2 | | Fully Met |
| 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Examining power and the influence of inequality in behavior; for example a majority of people will do what an authority figure tells them even when they know it will harm someone | Critical Thinking 1, 3, 4 | | Fully Met |
| 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 6 | Understanding how conformity and obedience to authority figures influences personality | Critical Thinking 1, 3, 4 | | Fully Met |
| CONTENT STANDARD 2: Psychological constructs of gender and sexual orientation | | | | | | | |
| 2.1. Compare and contrast sex, gender identity, and sexual orientation | | | | | | | Not Met |
| 2.2. Describe diversity of gender identity and sexual orientation | | | | | | | Not Met |
| 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation | | | | | | | Not Met |
| Motivation and Emotion | | | | | | | |
| CONTENT STANDARD 1: Influences of motivation | | | | | | | |
| 1.1. Explain biological, cognitive, and social factors that influence motivation | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 4 | Exploring links between motivation and biological needs (instinct and arousal theories), cognitive factors (belief systems), and expectations | Critical Thinking 2; Discussion 2 | | Fully Met |
| 1.2. Explain the role of culture in human motivation | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 4 | Looking at the role of culture in motivation and the influences of what is culturally accepted and encouraged | Critical Thinking 2; Activity 2; Discussion 2 | | Fully Met |
| CONTENT STANDARD 2: Domains of motivated behavior in humans | | | | | | | |
| 2.1. Identify factors in motivation that influence eating and sexual behaviors | Personal Psychology 2: Living in a Complex World | Unit 5: Motivation and Emotion | Lesson 1 | Examining the difference between the primary need to eat for survival and the secondary need that involves preferences (choosing pizza over salad) | Critical Thinking 2 | | Fully Met |
| 2.2. Identify motivational factors that influence achievement and affiliation | Personal Psychology 1: The Road to Self-discovery | Lesson 1: Why Did She Do That? The Question of Psychology | Lesson 4 | Understanding achievement motivation, or the need to reach high standards and achieve complete mastery in their chosen field. | Critical Thinking 2; Discussion 2 | | Fully Met |
| CONTENT STANDARD 3: Perspectives on emotion | | | | | | | |
| 3.1. Explain the biological and cognitive components of emotion | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Exploring the interplay between emotion, cognition, biology, and behavior; identifying and contrasting key theorists | Critical Thinking 1, 2 | | Fully Met |
| 3.2. Describe the psychological research on basic human emotions | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Looking at William James and Carl Lange's theory that linked psychology to physiology | Critical Thinking 1, 2 | | |

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| 3.3. Differentiate among theories of emotion | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Examining the James; Lange, Cannon-Bard, Schachter-Singer, and Zajonc, LeDoux, and Lazarus theories of the emotional process | Critical Thinking 1 | | Fully Met |
| CONTENT STANDARD 4: Emotional interpretation and expression (interpersonal and intrapersonal) | | | | | | | |
| 4.1. Explain how biological factors influence emotional interpretation and expression | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Examining the role of biology in emotional responses, such as the way the body reacts to different triggers caused by threats | Critical Thinking 1, 2 | | Fully Met |
| 4.2. Explain how culture and gender influence emotional interpretation and expression | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Taking a look at how culture and gender expectations influence emotion - for example, the common Western belief that males shouldn't cry often results in anger instead | Critical Thinking 3; Activity 2 | | Fully Met |
| 4.3. Explain how other environmental factors influence emotional interpretation and expression | Personal Psychology 1: The Road to Self-discovery | Unit 1: Why Did She Do That? The Question of Psychology | Lesson 5 | Considering the effects of environment on emotional development and expression, for example growing up in a war zone as opposed to the suburbs | Critical Thinking 3; Activity 2 | | Fully Met |
| CONTENT STANDARD 5: Domains of emotional behavior | | | | | | | |
| 5.1. Identify biological and environmental influences on the expression and experience of negative emotions | Personal Psychology 2: Living in a Complex World | Unit 5: Motivation and Emotion | Lesson 4 | Examining theories that investigate the physiological roots of emotions, positive and negative, such as the James-Lange theory | Critical Thinking 4, 5 | | Fully Met |
| 5.2. Identify biological and environmental influences on the expression and experience of positive emotions | Personal Psychology 2: Living in a Complex World | Unit 5: Motivation and Emotion | Lesson 4 | Looking at emotional reactions (positive and negative) by considering the appraisal theory that suggests emotions are determined by our interpretations of events | Critical Thinking 4, 5 | | Fully Met |
| MENTAL AND PHYSICAL HEALTH PILLAR | | | | | | | |
| Disorders | | | | | | | |
| CONTENT STANDARD 1: Perspectives of abnormal behavior | | | | | | | |
| 1.1. Define abnormal behavior | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 1 | Defining abnormal behavior as actions outside of social norms that cause harm to self or others; discussing the difficulty in adequately defining it | Critical Thinking 1; Activity 1; Discussion 1 | | Fully Met |
| 1.2. Describe cross-cultural views of abnormality | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 5 | Understanding how the attitude of the patient's family and culture can influence the ways diagnoses are accepted and treatments followed | Critical Thinking 2 | | Fully Met |
| 1.3. Describe major medical and biopsychosocial models of abnormality | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 1 | Examining models of abnormal behavior: biological (genetics, nervous system, etc.), behavioral (environment, learning), cognitive (thinking patterns), socio-cultural (family, culture), and more | Critical Thinking 1; Activity 1 | | Fully Met |
| 1.4. Explain how stigma relates to abnormal behavior | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 5 | Discussing the ways stigma may prevent many people suffering from mental illness to come forward for treatment | Critical Thinking 2, 3; Discussion 2 | | Fully Met |
| 1.5. Explain the impact of psychological disorders on the individual, family, and society | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 5 | Exploring the impact of diagnoses including any preconceived notions the person may regarding treatment, the level of support from family, access to resources, available funding, etc. | Critical Thinking 2, 3; Activity 2 | | Fully Met |
| CONTENT STANDARD 2: Categories of psychological disorders | | | | | | | |
| 2.1. Describe the classification of psychological disorders | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 2 | Using the DSM-5 as the main diagnostic tool for abnormal mental health issues; classifications include neurodevelopmental, psychotic, anxiety, and personality disorders, to name but a few | Critical Thinking 1, 4, 5; Activity 1 | | Fully Met |
| 2.2. Describe the challenges associated with diagnosing psychological disorders | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 2 | Discussing challenges to diagnosing psychological disorders, such as lack of specific tests, the stigma of mental illness, the prevalence of comorbidity, and issues of subjectivity | Critical Thinking 2, 3, 5; Discussion 2 | | Fully Met |
| 2.3. Describe symptoms of psychological disorders | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 2 | Detailing the symptoms of certain psychological disorders including delusions and hallucinations with schizophrenia, persistent sadness and sleep problems with depression, and alternating between mania and depression with bi-polar disorders | Critical Thinking 1, 4; Activity 1 | | Fully Met |
| Health | | | | | | | |
| CONTENT STANDARD 1: Stress and coping | | | | | | | |
| 1.1. Define stress as a psychophysiological response to the environment | Personal Psychology 1: The Road to Self-discovery | Unit 7: Stress, Coping, and Mental Math | Lesson 1 | Examining and defining stress, including identifying three key forms: acute, episodic acute, and chronic; explaining the psychophysiological processes of stress in the sympathetic nervous system, adrenal glands, major organs, and more | Critical Thinking 4, 5 | | Fully Met |
| 1.2. Explain sources of stress across the life span | Personal Psychology 1: The Road to Self-discovery | Unit 7: Stress, Coping, and Mental Math | Lesson 1 | Identifying different sources of stress, such as emotional, environmental, social, biological, and psychological | Critical Thinking 4, 5 | | Fully Met |
| 1.3. Explain physiological and psychological consequences of stress for health and wellness | Personal Psychology 1: The Road to Self-discovery | Unit 7: Stress, Coping, and Mental Math | Lesson 2 | Understanding some of the body's responses to 'bad' stress, including headaches, heart problems, and increased illness levels, as well as psychological problems like anxiety, depression and poor judgment | Critical Thinking 5; Activity 1 | | Fully Met |
| 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress | Personal Psychology 1: The Road to Self-discovery | Unit 7: Stress, Coping, and Mental Math | Lesson 2 | Using cognitive-behavioral therapy to change the framing of the situation, breathing deeply to trigger the parasympathetic nervous system, and trying meditation and mindfulness | Critical Thinking 1; Activities 1, 3 | | Fully Met |
| CONTENT STANDARD 2: Psychological science promotes mental and physical health and wellness | | | | | | | |
| 2.1. Describe factors that promote resilience and flourishing | Personal Psychology 1: The Road to Self-discovery | Unit 7: Stress, Coping, and Mental Math | Activity | Creating a plan to help others cope with stress and create more healthful habits, including cognitive and behavioral strategies | Activity 1 | | Fully Met |
| 2.2. Identify evidence-based strategies that promote health and wellness | Personal Psychology 2: Living in a Complex World | Unit 6: Stress and the Art of Health | Lesson 5 | Exploring effective coping mechanisms to reduce stress and build wellness, such as those that are problem-focused (change the stressor) or emotion -focused (change the thoughts) | Critical Thinking 1, 4 | | Fully Met |
| Therapies | | | | | | | |
| CONTENT STANDARD 1: Types of treatment | | | | | | | |

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| 1.1. Describe different types of biomedical and psychological treatments | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lessons 3, 4, 5 | Exploring different types of treatment including biomedical (pharmacology, etc., psychosurgery, neurofeedback) and psychological (psychoanalytic, client-centered, CBT, and DBT) | Activity 2 | | Fully Met |
| 1.2. Explain why psychologists use a variety of psychological treatments | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 5 | No one treatment is 100 percent effective, so often trial and error plays a part | Activity 2 | | Fully Met |
| 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 3 | Examining different types of treatment by age such as children often receiving psychotherapy and drug therapy and adults may, in addition, receive in-patient or treatment at a long-term facility | Activity 2 | | Fully Met |
| CONTENT STANDARD 2: Legal, ethical, and professional issues in the treatment of psychological disorders | | | | | | | |
| 2.1. Identify differences among licensed mental health providers | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 3 | Examining different pathways and options for becoming a psychologist including careers in clinical psychology, counseling, community psychology, educational psychology, and more | Activity 3; Discussion 2 | | Fully Met |
| 2.2. Identify legal and ethical requirements for licensed mental health providers | Personal Psychology 1: The Road to Self-discovery | Unit 2: Searching for Answers | Lesson 5 | Identifying key ethical guidelines to ensure upkeeping of standards, benefiting all humanity without bias, and respecting the rights and privacy of others, and more | Critical thinking 1, 5 | | Fully Met |
| 2.3. Identify resources available to support individuals with psychological disorders and their families | Personal Psychology 1: The Road to Self-discovery | Unit 8: Psychological Disorders | Lesson 5 | Learning more about organizations dedicated to treating psychological conditions, such as NAMI, SAMHSA, and the National Suicide Prevention Hotline | Activity 1 | | Fully Met |