

APA National Standards for High School Psychology Curricula

Individual Variation Domain \ Standard Area: Emotion

Hits Standard Well	Touches on Standard
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CONTENT STANDARD 1: Perspectives on emotion

Students are able to (performance standards):

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|-----|---|---|--|
| 1.1 | Explain the biological and cognitive components of emotion. | X | |
| 1.2 | Discuss psychological research on basic human emotions. | X | |

CONTENT STANDARD 2: Emotional interpretation and expression

Students are able to (performance standards):

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|-----|--|--|---|
| 2.1 | Explain how biological factors influence emotional interpretation and expression. | | X |
| 2.2 | Explain how culture and gender influence emotional interpretation and expression. | | X |
| 2.3 | Explain how other environmental factors influence emotional interpretation and expression. | | X |

CONTENT STANDARD 3: Domains of emotional behavior

Students are able to (performance standards):

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|-----|--|---|--|
| 3.1 | Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. | X | |
| 3.2 | Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. | X | |

Individual Variation Domain \ Standard Area: Health

CONTENT STANDARD 1: Stress and coping

Students are able to (performance standards):

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| 1.1 | Define stress as a psychophysiological reaction. | X | |
| 1.4 | Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. | X | |

CONTENT STANDARD 2: Behaviors and attitudes that promote health

Students are able to (performance standards):

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|-----|--|---|--|
| 2.1 | Identify ways to promote mental health and physical fitness. | X | |
| 2.2 | Describe the characteristics of and factors that promote resilience and optimism. | X | |
| 2.3 | Distinguish between effective and ineffective means of dealing with stressors and other health issues. | X | |