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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Psychology Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Psychology		
Standard 1: History and Scientific Method		
P.1.1: Define psychology as a discipline and identify its goals as a science.	P.1.1: Define psychology as a discipline and identify its goals as a science.	No change
P.1.2: Explain the reasons and approaches for studying the methodology of psychology; past and present.	P.1.2: Explain how scientific methodology has been used in psychological research in the past and present.	Rewritten with similar content
P.1.3: Describe the differences between descriptive and experimental research methods.	P.1.3: Compare and contrast descriptive and experimental research methods and decide when to use each method.	Removed <i>describe</i> Added <i>compare and contrast</i> Rewritten with similar content
P.1.4: Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups.	P.1.4: Create hypotheses pertaining to the interaction between independent and dependent variables and articulate the difference between experimental and control groups.	Removed <i>explain</i> Added <i>create hypotheses pertaining to the</i> Added <i>articulate</i> Rewritten with similar content
P.1.5: Distinguish between scientific and nonscientific research.	P.1.5: Distinguish between scientific and nonscientific research.	No change
P.1.6: Describe the key concepts of the ethical guidelines as applied by the American Psychological Association regarding the use of human and non-human animal subjects.	P.1.6: Describe the key concepts of the ethical guidelines as applied by the American Psychological Association regarding the use of human and non-human animal subjects. Explain the role of human subjects review	Added <i>explain the role of human subjects review boards</i>

	boards.	
P.1.7: Describe the differences between quantitative and qualitative research strategies.	P.1.7: Describe the differences between quantitative and qualitative research strategies. Differentiate between correlation and causation.	Added <i>Differentiate between correlation and causation</i>
P.1.8: Define correlation coefficients and explain their appropriate interpretation.	P.1.8: Define correlation coefficients and explain their appropriate interpretation.	No change
P.1.9: Analyze human behavior from modern day perspectives in psychology.	P.1.9: Analyze human behavior from modern day perspectives in psychology.	No change
Standard 2: Biological Bases for Behavior		
P.2.1: Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.	P.2.1: Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.	No change
P.2.2: Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language, and other functions are regulated by each hemisphere.	P.2.2: Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language, and other functions are regulated by each hemisphere.	No change
P.2.3: Describe the structure and function of the neuron and describe the basic process of neural transmission.	P.2.3: Describe the structure and function of the neuron and describe the basic process of neural transmission.	No change
P.2.4: Compare and contrast the methods for studying the brain.	P.2.4: Compare and contrast the methods for studying the brain.	No change
P.2.5: Identify the major	P.2.5: Identify the major	No change

divisions and subdivisions of the nervous system and describe how they function.	divisions and subdivisions of the nervous system and describe how they function.	
P.2.6: Analyze the structure and function of the endocrine system and its effect on human behavior.	P.2.6: Analyze the structure and function of the endocrine system and its effect on human behavior.	No change
P.2.7: Compare and contrast the effect of neurotransmitters on human behavior.	P.2.7: Analyze the effect of neurotransmitters on human behavior.	Removed <i>compare and contrast</i> Added <i>analyze</i>
Standard 3: Development		
P.3.1: Explain the role of prenatal and postnatal development on human development.	P.3.1: Explain the role of prenatal and postnatal development on human development.	No change
P.3.2: Explain the physical, motor, and perceptual development of infants.	P.3.2: Explain the physical, motor, and perceptual development of infants.	No change
P.3.3: Understand the physical, motor, and cognitive development of children.	P.3.3: Understand the physical, motor, and cognitive development of children.	No change
P.3.4: Describe the physical, cognitive, and moral changes that occur during adolescence.	P.3.4: Describe the physical, cognitive, and moral changes that occur during adolescence. Apply Kohlberg's stages of moral development.	Added <i>Apply Kohlberg's stages of moral development</i>
P.3.5: Understand the major physical, cognitive, and social issues that accompany adulthood and aging.	P.3.5: Understand the major physical, cognitive, and social issues that accompany adulthood and aging.	No change
P.3.6: Explain how nature and nurture influence human development.	P.3.6: Explain how nature and nurture influence human development.	No change

P.3.7: Describe the theories of various developmental psychologists.	P.3.7: Describe the theories of various developmental psychologists including Piaget and Freud.	Added including Piaget and Freud
Standard 4: Cognition		
P.4.1: Explain the process of learning, including principles of operant, classical, and observational.	P.4.1: Explain the process of learning, including principles of operant, classical, and observational.	No change
P.4.2 Differentiate between learning, reflexes, and fixed-action patterns	P.4.2 Differentiate between learning, reflexes, and fixed-action patterns	No change
P.4.3: Explain the concept of learned helplessness.	P.4.3: Explain the concept of learned helplessness.	No change
P.4.4: Describe the processes of memory, including encoding, storage, and retrieval.	P.4.4: Describe the processes of memory, including encoding, storage, and retrieval.	No change
P.4.5: Differentiate between the three different stages of memory, including sensory, short-term, and long-term.	P.4.5: Differentiate between the three different stages of memory, including sensory, short-term, and long-term.	No change
P.4.6: Identify the factors that interfere with memory.	P.4.6: Identify the factors that interfere with memory.	No change
P.4.7: Discuss various strategies that can be used to improve memory.	P.4.7: Evaluate various strategies that can be used to improve memory.	Removed <i>discuss</i> Added <i>evaluate</i>
P.4.8: Compare and contrast between explicit and implicit memory.	P.4.8: Compare and contrast between explicit and implicit memory.	No change
P.4.9: Discuss the obstacles and strategies involved in problem solving.	P.4.9: Discuss the obstacles and strategies involved in problem solving.	No change
P.4.10: Identify key	P.4.10: Identify key	Added including Pavlov and

psychologists in the fields of learning and cognition and explain the impact of their contributions.	psychologists in the fields of learning and cognition, including Pavlov and Skinner, and explain the impact of their contributions.	Skinner
P.4.11: Describe language development in humans.	P.4.11: Describe language development in humans.	No change
Standard 5: Personality, Assessment, and Stress		
P.5.1: Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.	P.5.1: Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.	No change
P.5.2: Distinguish between objective and projective techniques of personality assessment and give examples of each.	P.5.2: Distinguish between objective and projective techniques of personality assessment and give examples of each.	No change
P.5.3: Distinguish between stress and distress.	P.5.3: Distinguish between stress and distress.	No change
P.5.4: Identify environmental factors that lead to stress.	P.5.4: Identify environmental factors that lead to stress.	No change
P.5.5: Explain Hans Seyle's General Adaptation Syndrome (GAS).	P.5.5: Explain Hans Seyle's General Adaptation Syndrome (GAS).	No change
P.5.6: Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.	P.5.6: Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.	No change
Standard 6: Abnormal Psychology		
P.6.1: Describe the	P.6.1: Describe the	No change

characteristics of abnormal behavior.	characteristics of abnormal behavior.	
P.6.2: Explain how both cultural and historical influences have affected the definition of abnormal behavior.	P.6.2: Explain how both cultural and historical influences have affected the definition of abnormal behavior.	No change
P.6.3: Identify and describe the theories of abnormality.	P.6.3: Identify and describe the theories of abnormality.	No change
P.6.4: Discuss major categories of abnormal behavior and distinguish which disorders classify with these categories: DSM-IV and DSM-V.	P.6.4: Discuss major categories of abnormal behavior and distinguish which disorders classify with these categories: DSM-IV and DSM-V.	No change
P.6.5: Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders.	P.6.5: Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders, including a shift in emphasis from confinement to pharmaceuticals.	<i>Added: including a shift in emphasis from confinement to pharmaceuticals.</i>
Standard 7: Socio-Cultural Dimensions of Behavior		
P.7.1: Understand and identify social norms and how they differ across cultures.	P.7.1: Understand and identify social norms and how they differ across cultures.	No change
P.7.2: Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.	P.7.2: Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.	No change

P.7.3: Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance.	P.7.3: Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance, including Asch, Milgram, and Zimbardo.	Added: <i>including Asch, Milgram, and Zimbardo.</i>
P.7.4: Explain the concepts of groupthink and group polarization.	P.7.4: Explain the concepts of groupthink and group polarization.	No change
P.7.5: Discuss the various types of conflict and the processes involved in conflict resolution.	P.7.5: Discuss the various types of conflict and the processes involved in conflict resolution.	No change
P.7.6: Explain how stereotypes, prejudice, and discrimination influence behavior.	P.7.6: Explain how stereotypes, prejudice, and discrimination influence behavior.	No change
Standard 8: Psychological Thinking		
P.8.1: Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.	P.8.1: Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.	No change
P.8.2: Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.	P.8.2: Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.	No change
P.8.3: Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.	P.8.3: Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.	No change