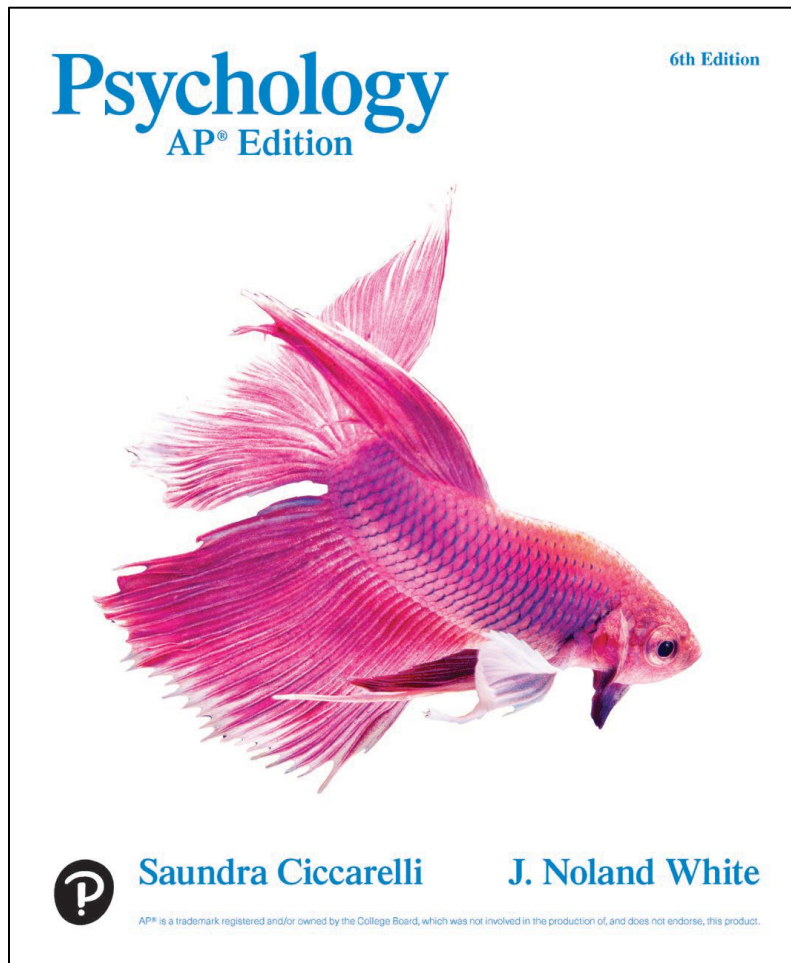


**A Correlation of**  
**Psychology with MyLab**  
**AP® Edition, 6<sup>th</sup> Edition, ©2021**



**to the**  
**Wisconsin Standards for**  
**Social Studies 2018, Behavioral Sciences**  
**Grades 9-12 (h)**

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## **Introduction**

This document demonstrates how ***Psychology AP®***, 6<sup>th</sup> Edition, ©2021 meets Wisconsin Model Academic Standards for Social Studies 2018, Standard E: Behavioral Sciences, by the end of grade twelve. Correlation page references are to the Student Edition, Teacher Edition, and MyLab digital resources.

Throughout Psychology, Sandra Ciccarelli and J. Noland White employ a learner-centered, assessment-driven approach that maximizes student engagement, and helps educators keep students on track. The authors draw readers into the discipline by showing how psychology relates to students' own lives. Clear learning objectives, based on the recommended APA undergraduate learning outcomes, guide learners through the material. And assessment tied to these learning objectives lets students check their understanding, while allowing instructors to monitor class progress and intervene when necessary to bolster student performance.

- Our New 6<sup>th</sup> Edition, ©2021 program and its resources have been published to fully support the College Board's AP® Psychology Curriculum Framework updates dated Fall 2019. For the most up-to-date program correlation visit [PearsonSchool.com/Advanced](http://PearsonSchool.com/Advanced).
- AP Icon Integrated into each chapter, these icons call out where we address each AP Psychology learning objective.
- Built-In Preparation and Practice for the AP Psychology Exam Students will benefit from plenty of practice with multiple-choice questions and free-response questions formatted and styled like those on the AP Exam.
- Test Yourself: Preparing for the AP Exam A sample test is found at the end of every chapter. The chapter test contains multiple choice questions and a free response question, both styled after AP Exam format.

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Wisconsin Standards for Social Studies 2018 Behavioral Sciences, Grades 9-12 (h)	Psychology with MyLab AP® Edition, 6th Edition ©2021
<b>Inq: Social Studies Inquiry Practices and Processes</b>	
<b>SS.Inq1:</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	
<b>SS.Inq1.a:</b> Develop questions based on a topic	
<p><b>SS.Inq1.a.h:</b> Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.6 The Scientific Approach, 19-23</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing</p>
<b>SS.Inq1.b:</b> Plan inquiry	
<p><b>SS.Inq1.b.h:</b> Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.6 The Scientific Approach, 19-23 APA Goal 2: Scientific Inquiry and Critical Thinking: Learning More: Psychological Disorders, 566</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing</p>

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<p><b>SS.Inq2:</b> Wisconsin students will gather and evaluate sources.</p>	
<p><b>SS.Inq2.a:</b> Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</p>	
<p><b>SS.Inq2.a.h:</b> Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.5 Thinking Critically About Critical Thinking, 18-19 1.6 The Scientific Approach, 19-23 APA Goal 2: Scientific Inquiry and Critical Thinking: Learning More: Psychological Disorders, 566</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing; Research Methods</p>
<p><b>SS.Inq2.b:</b> Evaluate sources</p>	
<p><b>SS.Inq2.b.h:</b> Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.5 Thinking Critically About Critical Thinking, 18-19 1.6 The Scientific Approach, 19-23 APA Goal 2: Scientific Inquiry and Critical Thinking: Learning More: Psychological Disorders, 566</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing</p>

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Wisconsin Standards for Social Studies 2018 Behavioral Sciences, Grades 9-12 (h)	Psychology with MyLab AP® Edition, 6th Edition ©2021
<b>SS.Inq3:</b> Wisconsin students will develop claims using evidence to support reasoning.	
<b>SS.Inq3.a:</b> Develop claims to answer inquiry question	
<b>SS.Inq3.a.h:</b> Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	Students have opportunities to engage in this inquiry practice/process with the following content and activities: <b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.6 The Scientific Approach, 19-23 APA Goal 2: Scientific Inquiry and Critical Thinking: A Sample Experiment, 34-35  <b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing
<b>SS.Inq3.b:</b> Cite evidence from multiple sources to support claim	
<b>SS.Inq3.b.h:</b> Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).	Students have opportunities to engage in this inquiry practice/process with the following content and activities: <b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.5 Thinking Critically About Critical Thinking, 18-19  <b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing; Critical Thinking; Applying Psychology to Everyday Life: Critical Thinking and Social Media

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<p><b>SS.Inq3.c:</b> Elaborate how evidence supports claim</p>	
<p><b>SS.Inq3.c.h:</b> Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> PIA.7 Writing Papers, PIA-17–PIA-18 1.5 Thinking Critically About Critical Thinking, 18-19 1.6 The Scientific Approach, 19-23 APA Goal 2: Scientific Inquiry and Critical Thinking: A Sample Experiment, 34-35</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Paper Writing; Critical Thinking; Applying Psychology to Everyday Life: Critical Thinking and Social Media</p>
<p><b>SS.Inq4:</b> Wisconsin students will communicate and critique conclusions.</p>	
<p><b>SS.Inq4.a:</b> Communicate conclusions</p>	
<p><b>SS.Inq4.a.h:</b> Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> 1.6 The Scientific Approach, 19-23</p>
<p><b>SS.Inq4.b:</b> Critique conclusions</p>	
<p><b>SS.Inq4.b.h:</b> Examine a claim’s strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>	<p>Students have opportunities to engage in this inquiry practice/process with the following content and activities:</p> <p><b>SE/TE:</b> 1.5 Thinking Critically About Critical Thinking, 18-19</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Critical Thinking; Applying Psychology to Everyday Life: Critical Thinking and Social Media</p>

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<b>SS.Inq5:</b> Wisconsin students will be civically engaged.	
<b>SS.Inq5.a:</b> Civic engagement	
<b>SS.Inq5.a.h:</b> Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	<b>SE/TE:</b> PIA.4 Getting the Most Out of Lectures, PIA-11–PIA-12 PIA.8 Your Ethical Responsibility as a Student, PIA-19–PIA-20  <b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Ethics



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Wisconsin Standards for Social Studies 2018 Behavioral Sciences, Grades 9-12 (h)	Psychology with MyLab AP® Edition, 6th Edition ©2021
<b>BH: Behavioral Sciences</b>	
<b>SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).</b>	
<b>SS.BH1.a:</b> Individual cognition, perception, and behavior	
<p><b>SS.BH1.a.h.i:</b> Analyze biological and environmental factors that influence a person’s cognition, perception, and behavior.</p>	<p><b>SE/TE:</b></p> <p>3.14 How We Organize Our Perceptions, 129-131            3.15 Depth Perception, 131-134            3.16 Perceptual Illusions, 134-138            APA Goal 2: Scientific Inquiry and Critical Thinking: Perceptual Influences on Metacognition, 139            7.1 Mental Imagery, 272-273            7.2 Concepts and Prototypes, 273-275            7.3 Problem-Solving and Decision-Making Strategies, 275-278            7.4 Problems with Problem Solving and Decision Making, 278-279            7.5 Creativity, 279-281            APA Goal 2: Scientific Inquiry and Critical Thinking: Cults and the Failure of Critical Thinking, 449-450            11.5 Attitudes, 450-453            11.6 Attitude Change: The Art of Persuasion, 453-454            11.7 Cognitive Dissonance: When Attitudes and Behavior Clash, 454-456            11.8 Impression Formation, 456-457            11.9 Attribution, 458-460</p> <p><b>MyLab Digital Resources:</b>            Videos at MyLab Psychology: Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful; Cognitive Dissonance</p>
<p><b>SS.BH1.a.h.ii:</b> Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</p>	<p><b>SE/TE:</b></p> <p>8.2 Nature and Nurture, 316-318            12.13 The Biology of Personality: Behavioral Genetics, 508-510</p> <p><b>MyLab Digital Resources:</b>            Videos at MyLab Psychology: Family and Twin Studies; Behavioral Genetics and Heritability</p>

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<p><b>SS.BH1.a.h.iii:</b> Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>Students have opportunities to engage in this standard with the following content and activities:</p> <p><b>SE/TE:</b></p> <p>PIA.7 Writing Papers, PIA-17–PIA-18</p> <p>1.5 Thinking Critically About Critical Thinking, 18-19</p> <p>1.6 The Scientific Approach, 19-23</p> <p>1.17 The Guidelines for Doing Research with People, 46-47</p> <p>1.18 Animal Research, 48</p> <p><b>MyLab Digital Resources:</b></p> <p>Videos at MyLab Psychology: Paper Writing; The Ethics of Psychological Research with People</p>
<p><b>SS.BH1.b:</b> Personal identity and empathy</p>	
<p><b>SS.BH1.b.h.i:</b> Examine the effects of discrimination on identity.</p>	<p><b>SE/TE:</b></p> <p>11.10 Prejudice and Discrimination, 461-463</p> <p>11.11 How People Learn and Overcome Prejudice, 463-466</p> <p><b>MyLab Digital Resources:</b></p> <p>Videos at MyLab Psychology: Are Stereotypes and Prejudices Inevitable?</p>
<p><b>SS.BH1.b.h.ii:</b> Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>	<p><b>SE/TE:</b></p> <p>1.3 Modern Perspectives, 11-14</p> <p>IQ Tests and Cultural Bias, 289-290</p> <p>APA Goal 2: Scientific Inquiry and Critical Thinking: A Cognitive Advantage for Bilingual Individuals?, 308-309</p> <p>8.7 Cognitive Development, 329-334</p> <p>8.8 Psychosocial Development, 335-339</p> <p>8.13 Cognitive Development, 346-348</p> <p>8.14 Psychosocial Development, 348-349</p>

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<b>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</b>	
<b>SS.BH2.a: Relationship of people and groups</b>	
<p><b>SS.BH2.a.h.i:</b> Investigate how language and culture can unify a group of people.</p>	<p><b>SE/TE:</b></p> <p>11.1 Conformity, 438-440            11.2 Group Behavior, 440-443            11.5 Attitudes, 450-453            11.6 Attitude Change: The Art of Persuasion, 453-454            11.8 Impression Formation, 456-457            11.12 Interpersonal Attraction, 466-468            11.15 Prosocial Behavior, 474-477</p> <p><b>MyLab Digital Resources:</b>            Videos at MyLab Psychology: Applying Psychology to Everyday Life: Looking at Groups</p>
<p><b>SS.BH2.a.h.ii:</b> Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p>	<p><b>SE/TE:</b></p> <p>11.1 Conformity, 438-440            11.2 Group Behavior, 440-443            11.3 Compliance, 443-444            11.4 Obedience, 444-448            11.10 Prejudice and Discrimination, 461-463            11.11 How People Learn and Overcome Prejudice, 463-466            11.14 Aggression, 469-474            11.15 Prosocial Behavior, 474-477</p> <p>Classic Studies in Psychology: Brown Eyes, Blue Eyes, 463-464</p> <p><b>MyLab Digital Resources:</b>            Videos at MyLab Psychology: Conformity: The Asch Study; Compliance Techniques; Obedience to Authority</p>

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<b>SS.BH2.b:</b> Cultural patterns	
<b>SS.BH2.b.h:</b> Critique interpretations of how different cultures interact with their environment.	Students have opportunities to engage in this standard with the following content and activities: <b>SE/TE:</b> 10.2 Environmental Stressors: Life’s Ups and Downs, 399-403 10.9 Social and Cultural Factors in Stress: People Who Need People, 420-422
<b>SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</b>	
<b>SS.BH3.a:</b> Social Interactions	
<b>SS.BH3.a.h.i:</b> Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.	<b>SE/TE:</b> 11.1 Conformity, 438-440 11.2 Group Behavior, 440-443 11.3 Compliance, 443-444 11.4 Obedience, 444-448 APA Goal 2: Scientific Inquiry and Critical Thinking: Cults and the Failure of Critical Thinking, 449-450 11.5 Attitudes, 450-453 11.6 Attitude Change: The Art of Persuasion, 453-454 11.7 Impression Formation, 456-457 11.10 Prejudice and Discrimination, 461-463 11.11 How People Learn and Overcome Prejudice, 463-466 Test Yourself: Preparing for the AP Exam, 482-483  <b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Conformity: The Asch Study; Obedience to Authority; Applying Psychology to Everyday Life: Looking at Groups

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<b>SS.BH3.a.h.ii:</b> Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	<p>Students have opportunities to engage in this standard with the following content and activities:</p> <p><b>SE/TE:</b></p> <p>11.10 Prejudice and Discrimination, 461-463 11.11 How People Learn and Overcome Prejudice, 463-466</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Are Stereotypes and Prejudices Inevitable?</p>
<b>SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</b>	
<b>SS.BH4.a:</b> Progression of technology	
<b>SS.BH4.a.h:</b> Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.	<p><b>SE/TE:</b></p> <p>Working Backward, 277 Interpersonal Relations Online, 467-468 Violence in the Media and Aggression, 472-474 Major Depressive Disorder, 539-541 Thinking Critically 13.2, 558</p> <p><b>MyLab Digital Resources:</b> Videos at MyLab Psychology: Applying Psychology to Everyday Life: Critical Thinking and Social Media</p>

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