

David Myers' Psychology, Seventh Edition: Correlation to Advanced Placement Standards

Major concepts/content:		
Content Area: History and Approaches: Prologue, The Story of Psychology, pages 1-17		
A.	Logic, Philosophy, and History of Science	Prologue: The Story of Psychology, pages 1-11 and the new historical timeline (housed in they front and endpapers of the text)
B.	1. Biological	Pages 11-13 include a discussion of psychology's various perspectives, including neuroscience (biological) and the subfields of psychology (biological psychologists).
	2. Behavioral	Prologue: The Story of Psychology (pages 11-12) includes a discussion of the behavioral perspective.
	3. Cognitive	Prologue: The Story of Psychology (pages 11-14) includes a discussion of the cognitive perspective, as well as reviewing the subfields of psychology (cognitive psychologists).
	4. Humanistic	Additional material on the humanistic perspective can be provided upon adoption (posted to Web Site). Pages 587-590 present the humanistic perspective (within the Personality chapter).
	5. Psychodynamic	Prologue: The Story of Psychology (pages 11-14) includes a discussion of the psychodynamic c perspective.
	6. Sociocultural	Prologue: The Story of Psychology (pages 11-14) includes a discussion of the social-cultural perspective.
Content Area: Research Methods: The scientific nature of psychology is made clear through coverage of the methods psychologists use to answer behavioral questions.		
A.	Experimental, Correlational, and Clinical Research	Chapter 1, Thinking Critically with Psychological Science, pages 19-42 review research methods and statistics in psychology, and provide applications and examples of these methods.
	1. Correlational (e.g. observational, survey, clinical)	Pages 26-30 review descriptive methods, including the case study, the survey, and naturalistic observation, Pages 30-37 then review correlation.
	2. Experimental	Pages 37-41 review experimental methods.
B.	Statistics	Statistics is integrated in Chapter 1, on pages 42-46 (but also referenced throughout Chapter 1)
	1. Descriptive	Pages 42-44 review descriptive statistics.
	2. Inferential	Pages 44-36 review inferential statistics.
	3. Ethics in Research	Pages 46-53 discuss ethical issues in scientific psychological research.
Content Area: Biological Bases of Behavior: Chapter 2, Neuroscience and Behavior, pages 57-97 and Chapter 3, The Nature and Nurture of Behavior, pages 98-133		

A.	Physiological Techniques (e.g. imaging, surgical)	Pages 70-71 review the various methods of and tools for studying the brain (MRI, EEG, CT, etcetera)
B.	Neuroanatomy	Pages 69-93 review the brain and its anatomy, including lower-level brain structures, the cerebral cortex, and our divided brain (corpus callosum, hemispheric differences and splitting the brain, and brain organization and handedness)
C.	Functional Organization of Nervous System	Pages 65-69 review the central nervous system and peripheral nervous system, as well as sensory, motor, and interneurons.
D.	Neural Transmission	Pages 58-64 review the neuron, neural communication, and how neurotransmitters influence behavior (I.e. how drugs alter neurotransmission)
E.	Endocrine System	Pages 94-96 review the endocrine system, including the adrenal and pituitary glands.
F.	Genetics	Pages 100-101 introduce genetics (including defining chromosomes, genes, DNA, and the human genome). Pages 101-116 explore the related topics of evolutionary psychology, behavior genetics, twin studies, heritability, and molecular genetics.
Content Area: Sensation and Perception: Chapter 5, Sensation, pages 193-229 and Chapter 6, Perception, pages 231-263		
A.	Thresholds	Pages 194-198 reviews thresholds, including absolute thresholds, signal detection, subliminal stimulation, difference thresholds, and Weber's law.
B.	Sensory Mechanisms	Pages 199-228 review sensory mechanisms, including vision, hearing, taste, touch, smell, and body position and movement.
C.	Sensory Adaptation	Pages 198-199 reviews sensory adaption.
D.	Attention	Pages 231-233 presents attention/selective attention.
E.	Perceptual Processes	Pages 233-263 explores perceptual processes, including, perceptual illusions, perceptual organization (form, depth, and motion perception and perception constancy), perceptual interpretation (sensory deprivation and restored vision, perceptual adaptation, perceptual set, and perception and the human factor), and extrasensory perception.
Content Area: States of Consciousness; Chapter 6, States of Consciousness, pages 265-307		
A.	Sleep and Dreaming	Pages 269-285 present sleep and dreaming, including biological rhythms, the rhythm of sleep, sleep stages, sleep deprivation effects, sleep functions, sleep disorders (insomnia, narcolepsy, apnea, night terrros), and dreams (reason for and theories of dreaming).
B.	Hypnosis	Pages 285-293 review hypnosis (facts an falsehoods, hypnosis as a possible altered state of consciousness)
C.	Psychoactive Drug Effects	Pages 294-307 reviews drugs and consciousness, including psychoactive drugs, dependence and addiction, and influences on drug use.
Content Area: Learning: Chapter 8, Learning, pages 309-341		

A.	Biological Factors	Pages 317-318 present biological applications to (or factors in) classical conditioning, and pages 331-332 present biological applications to (or factors in) operant conditioning. Page 336 reviews the role of mirror neurons in observational learning.
B.	Classical Conditioning	Pages 312-322 present behaviorism and classical conditioning, including Pavlov's experiments and an updated look at Pavlov's understanding (cognitive processes, biological predispositions) as well as Pavlov's legacy (including applications of classical conditioning).
C.	Operant Conditioning	Pages 322-335 review operant conditioning, respondent and operant behavior, including Skinner's experiments and an updated look at Skinner's understanding (cognition and operant conditioning, biological predispositions), as well as Skinner's legacy (including applications of operant conditioning).
D.	Social Learning	Pages 336-340 review learning by observation, including modeling, mirror neurons, Bandura's experiments, as well as applications of observational learning (including prosocial behavior and television and observational learning).
E.	Cognitive Processes in Learning	Pages 317-319 present cognitive processes as they apply to classical conditioning, and pages 329-331 present cognitive processes as they apply to operant conditioning.
Content Area: Cognition/Memory: Chapter 9, Memory (pages 343-383), Chapter 10, Thinking and Language (pages 385-417), and Chapter 12, Intelligence (pages 419-453)		
A.	Memory	Pages 343-383. This chapter reviews memory loss and memory feats, information processing, memory encoding (including how and what we encode), memory storage (including sensory memory, short-term memory, long-term memory, and storing memories in the brain), memory retrieval (including retrieval cues), forgetting (including encoding failure, storage decay, and retrieval failure), and memory construction (including misinformation and imagination effects, source amnesia, discerning true and false memories, children's eyewitness recall, and repressed memories/false memories), as well as tips for improving memory.
B.	Language	Chapter 10, pages 401-417. Housed in Chapter 11 (which also includes coverage of thinking), Myers reviews language structure, language development, language influences on thinking, thinking without language, and animal thinking and language.
C.	Thinking	Chapter 10, pages 385-401. Housed in Chapter 11 (which also includes coverage of language), Myers defines cognition, and reviews concepts, solving programs, making decisions and forming judgments, belief bias, and artificial intelligence (as a method to stimulate thinking).

D.	Problem Solving and Creativity	Chapter 11, pages 387-389 and Chapter 12, pages 425 and 427-429. Housed in Chapter 11, the problem solving discussion reviews basics about solving problems, including algorithms, heuristics, insight, as well as obstacles to problem solving (confirmation bias, fixation, mental set, functional fixedness, and representation heuristic). Accompanying supplements (Critical Thinking Companion, Study Guide) review additional coverage of this material. Chapter 12 (Intelligence) includes coverage of creative intelligence and intelligence and creativity.
Content Area: Motivation and Emotion: Chapter 12, Motivation and Work, pages 455-497, Chapter 13, Emotion, pages 499-529, and Chapter 14, Stress and Health, pages 531-573		
A.	Biological Bases	Pages 456-457 review biological bases for emotion, including instincts, drive-reduction theory, homeostasis, incentive, and optimum arousal.
B.	Theories of Motivation	Pages 456-459 review the three most influential perspectives/theories of motivation: instinct theory (now replaced by the evolutionary perspective), drive-reduction theory, and arousal theory. A fourth perspective, Maslow's hierarchy of needs, is also presented on page 458. The theories are then integrated within specific discussions throughout the chapter.
C.	Hunger, Thirst, Sex, and Pain	Pages 459-467 review hunger and pages 467-482 review sexual motivation. Pain is covered on pages 220-223.
D.	Social Motives	Pages 483-497 present social motivation, including the need to belong (aiding survival, wanting to belong, acting to increase social acceptance, maintaining relationships, fortifying health) and motivation at work (including a review of industrial/organizational psychology).
E.	Theories of Emotion	Pages 499-505 reviews theories of emotion, including the James-Lange and Cannon-Bard Theories, cognitive theories of Emotion, and two dimensions of emotion (featuring the work of James Russell, David Watson, Auk Tellegen et al).
F.	Stress	Pages 531-546 present stress, including sources of stress and stressors, the stress response system, general adaptation syndrome, stressful life events (including catastrophes, significant life changes, daily hassles), perceived control (poverty and inequality, optimism-pessimism), stress and the heart (coronary heart disease, type A and B personalities), as well as stress and susceptibility and disease (psychophysiological illness, stress and the immune system, stress and aids, stress and cancer, conditioning the immune system). Pages 546-573 review ways of promoting health, including a section on strategies for coping with stress.
Content Area: Developmental Psychology, Chapter 3, The Nature and Nurture of Behavior, pages 99-133, and Chapter 4, The Developing Person, pages 135-191		

A.	Life-Span Approach	Pages 135-191. Myers adopts a chronological life-span approach in presenting development, beginning with prenatal development and the newborn through to adulthood and aging. Myers also reflects on two major development issues: continuity and stages and stability and change.
B.	Research Methods (e.g. longitudinal, cross-sectional)	Pages 180-181 review longitudinal studies and pages 180-181 review cross-sectional studies.
C.	Heredity-Environment Issues	Pages 109-133 review a variety of heredity-environment issues, including behavior genetics/predicting individual differences, adoption studies, temperament studies, heritability, gene-environment interaction, molecular genetics, environmental influence, experience and brain development, peer influence, culture, and the nature and nurture of gender.
D.	Developmental Theories	Development theories are presented throughout the entire chapter, including those of Erikson (pages 154, 166-168, 171, 183, 187, 189-190), Piaget (pages 6, 26, 143-146, 148-150, 163-164, 171, 189, 190, 374, and 440), Kohlberg (pages 164-165, 171, 189-190), Gilligan (page 168), Harlow (pages 150-154).
E.	Dimensions of Development	Dimensions of development are presented chronologically throughout the chapter. Within each age group, Myers presents the physical dimensions of development, followed by the cognitive dimensions of development, followed by social dimensions of development.
	1. Physical	Pages 136-138 present prenatal development, pages 140-142 present infant physical development, pages 161-162 present adolescent physical development, and pages 172-178 present adult physical development/physical changes.
	2. Cognitive	Pages 143-150 review infant cognitive development, pages 163-166 present adolescent cognitive development, and pages 178-182 present adult cognitive development.
	3. Social	Pages 150-159 review infant social development, pages 166-170 present adolescent social development, and pages 182-187 explore adult social development.
	4. Moral	Pages 164-166 present moral development and moral reasoning.
F.	Sex Roles, Sex Differences	Pages 126-130 review gender roles and gender identity, as well as gender schema theory. Gender differences are also presented in pages 103-107 (in sexuality), 168-169 (in social connectedness), and 512-513 (in non-verbal communication)
Content Area: Personality, Chapter 15, Personality, pages 575-617		
A.	Personality Theories and Approaches	Pages 575-586 present the psychoanalytic perspective, pages 587-590 present the humanistic perspective on personality, pages 591-601 review the trait perspective, pages 601-606 review the social-cognitive perspective. Pages 614-615 review terror-management theory and the modern unconscious.

B.	Idiographic and Nomothetic Research	I couldn't find this...
C.	Assessment Techniques	Pages 581-582 review assessment methods of the psychoanalytic perspective, page 588 presents assessment methods of the humanistic perspective, pages 593-597 review assessment techniques with the trait perspective, and pages 605-606 review assessment methods within the social-cognitive perspective.
D.	Self-Concept, Self-Esteem	Pages 607-614 review self-concept and self-esteem.
E.	Growth and Adjustment	I wasn't sure what fit under this category. Any suggestions?
Content Area: Testing and Individual Differences, Chapter 11, Intelligence, pages 419-453		
A.	Standardization and Norms	Pages 434-436 review standardization and norms. Pages 437-441 review extremes of intelligence, as well as the stability of intelligence test scores.
B.	Reliability and Validity	Pages 435-436 review reliability and test validity.
C.	Types of Tests	Pages 432-433 review modern tests of mental abilities, including aptitude tests, achievement tests, and the Weschler Adult Intelligence Scale.
D.	Ethics and Standards in Testing	Myers explores issues of ethics and standards in intelligence testing throughout the chapter, from the first paragraph on page 419 through to the last section on pages 450-451 in The Question of Bias.
E.	Intelligence	Pages 419-453 present a complete portrait of intelligence, including the origins of intelligence testing, multiple intelligences, intelligence and creativity, measuring intelligence, intelligence testing, the dynamics of intelligence, and genetic and environmental influences on intelligence.
F.	Heredity/Environment and Intelligence	Pages 441-452 review genetic and environmental influences on intelligence, including genetic influences, early intervention effects, schooling effects, group differences in intelligence test scores, and the question of bias.
G.	Human Diversity	Pages 446-448 review ethnic differences and similarities in intelligence testing (and the ethical issues related to this data) and pages 448-450 present gender differences and similarities in intelligence testing (and the debates related to this data).
Content Area: Abnormal Psychology: Chapter 16, Psychological Disorders, pages 619-657		
A.	Definitions of Abnormality	Pages 619-621 review information on defining psychological disorders.
B.	Theories of Psychopathology	Pages 621-623 present models/theories (medical perspective, bio-psycho-social perspective) for understanding disorders. Myers also reviews the DSM-IV, a means of classifying psychological disorders.
C.	Diagnosis of Psychopathology	Pages 623-625 review means of classifying and diagnosing/labeling psychological disorders (including a review of the DSM-IV).
D.	Anxiety Disorders	Pages 627-633 present anxiety disorders, includes generalized anxiety disorder and panic disorder, phobias, obsessive-compulsive disorder, post-traumatic stress disorder, and theories for explaining anxiety disorders (learning perspective, biological perspective).

E.	Somatoform Disorders	Additional material on somatoform disorders can be provided upon adoption (posted to Web Site)
F.	Mood Disorders	Pages 633-646 review mood disorders, including major depressive disorder, bipolar disorder, suicide, and theories for explaining mood disorders (biological perspective and social-cognitive perspective).
G.	Schizophrenic Disorders	Pages 646-653 present schizophrenia, including symptoms of the disease, subtypes of schizophrenia, understanding schizophrenia, and genetic and environmental factors in the disease.
H.	Organic Disorders	Additional material on organic disorders can be provided upon adoption (posted to Web Site).
I.	Personality Disorders	Pages 653-655 review personality disorders, including antisocial personality disorder,
J.	Dissociative Disorders	Pages 644-645 review Dissociation and Multiple Personality Disorders
Content Area: Treatment of Psychological Disorders: Chapter 17, Therapy, pages 659-693		
A.	Treatment Approaches	Pages 660-673 review various therapy approaches (including psychoanalysis, humanistic therapies, behavior therapies, cognitive therapies, and group and family therapies). Pages 674-685 present data evaluating and analyzing psychotherapy and its effectiveness, including coverage of alternative therapies and commonalities among psychotherapies. Pages 685-691 review biomedical therapies (including drug therapies, ECT, and psychosurgery).
	1. Insight Therapies: Psychodynamic/Phenomenological Approaches	Pages 660-662 review psychodynamic therapy approaches, and pages 663-664 review humanistic therapies.
	2. Behavioral Approaches	Pages 664-669 review behavioral approaches, including classical conditioning techniques and operant conditioning techniques.
	3. Cognitive Approaches	Pages 669-671 review cognitive therapies, including cognitive therapy for depression and cognitive-behavioral therapy.
B.	Modes of Therapy (e.g. individual, group)	Pages 672-673 review group and family therapies.
C.	Community and Preventive Approaches	Pages 692-693 review community methods and prevention.
Content Area: Social Psychology, Chapter 18, Social Psychology, pages 695-741		
A.	Group Dynamics	Pages 709-713 review group influence and dynamics, including individual behavior in the presence of others (social loafing, deindividuation), effects of group interaction (group polarization, group think), and the power of individuals.
B.	Attribution Processes	Pages 696-697 present attribution, including the effects of attribution and fundamental attribution error.
C.	Interpersonal Perception	Would this be the same as attraction etc?
D.	Conformity, Compliance, Obedience	Pages 702-709 review social influence, including conformity and obedience, group pressure and conformity, normative social influence, informational social influence, and obedience.

E.	Attitudes and Attitude Change	Pages 698-702 review attitudes and actions, including attitudes, external influences, and behavior, actions as they follow or guide behavior, foot-in-the-door phenomenon, role playing as it affects attitudes, and cognitive dissonance theory.
F.	Organizational Behavior	Pages 711-712 review group behavior in organizational situations?
G.	Aggression/Antisocial Behavior	Pages 719-728 review aggression (including the biology of aggression, psychology of aggression, video games and violence, conflict, and social traps).