**North East School Division**

**Psychology 20.5 - Outcome**

|  |  |  |
| --- | --- | --- |
| **Unpacking the Outcome** | | |
| Investigate --> mental processes | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Investigate various mental processes in social contexts. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| **Vocabulary**:  **Aspects of intelligence:**   * theories, tests, EQ intelligence, First Nations and Métis traditional worldviews, multiple intelligences (\*1) * Gender * Self –schema * First Nations and Métis traditional worldviews | That  There are many sociocultural influences that impact our mental processes within different social contexts.  Each culture has their own world view and how they acquire knowledge. | 1. Investigate what it means to think and how sociocultural influences affect our thoughts and behaviours. 2. Investigate interconnectedness of intellectual, physical, emotional and spiritual aspects of the whole person expressed in First Nations and Métis traditional worldviews. 3. Analyze what it means to learn, how social contexts affect how people learn and how one’s gender may affect learning. 4. Explore the perception that gender may have an influence on learning. 5. Determine processes used to make sense of the behaviours of others and factors (e.g., self-schema, culture) that affect judgement. 6. Investigate historical and contemporary beliefs regarding intelligence \*1. 7. Examine learning style theories and possible influences on learning. 8. Create a representation (e.g., mind map or cluster diagram, story board) that exemplifies the relationship among one’s personality, spiritual beliefs and mental processes and impact on daily life. |
| **ESSENTIAL QUESTIONS** | | |
| What does it mean to “learn”?  How do we acquire knowledge?  How does our sociocultural environment impact our mental process? | | |