**North East School Division**

**Psychology 30.2 - Outcome**

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| **Unpacking the Outcome** | | |
| Investigate --> theories (nature/nurture)  Investigate --> impact | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Investigate theories of nature and nurture and the impact of biological, cognitive, emotional and spiritual factors on lifespan development. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary (1):   * Biological, cognitive, socioemotional, spiritual, development, worldview   Potential influences on lifespan development:   * morals, prosocial and antisocial behaviour, motivation, discipline philosophies (2)   Support Systems:   * parents, foster parents, extended family caregivers, social, religious and cultural organizations, worldviews (3)   Nature: (4)   * hereditary traits, individual abilities and capacities   Nurture: (5)   * environmental influences   Historical Events: (6)   * genocide, Residential Schools, Sixties Scoop, effects of poverty   Epigenetics (7)   * The environment can change the way that genes are expressed | One dimension may be at the forefront, but they are all influencing your development.  A human’s development is influenced by both nature (biological, heredity) and nurture (gender identity, culture, beliefs, spirituality, trauma etc.).  Examine how systems of support influence a person’s development.  Development is affected by their past, present and future experiences. | 1. Investigate how biological (e.g., gross and fine motor skills), cognitive (e.g., thinking and memory), socioemotional (e.g., temperament) and spiritual (e.g., personal beliefs, value systems) aspects of development interact to support development of a child (1) 2. Analyze aspects of human development that might be attributed exclusively to heredity or inherited factors. 3. Investigate how gender identities can influence biological, cognitive, socioemotional and spiritual development during childhood. 4. Examine how biology, culture and spirituality might influence one’s gender identity. 5. Examine roles and influences of families, peers and significant others on lifespan (2) development. 6. Investigate ways individuals’ support systems (3) influence thoughts, feelings and behaviour. 7. Conduct an inquiry into how different cultures and perspectives view lifespan development. 8. Analyze and compare roles of nature (4) and nurture (5) that shape behaviour with lifespan development. 9. Investigate how trauma, from historical (6) and current events, impacts biological, cognitive, socioemotional and spiritual development (e.g., epigenetic (7), intergenerational) of a child. |
| **ESSENTIAL QUESTIONS** | | |
| How does nature and nurture contribute to our development?  How do we define gender and gender identity?  How do historical events impact our development?  How do the four domains change as we develop? | | |