**North East School Division**

**Psychology 30.6 - Outcome**

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| **Unpacking the Outcome** | | |
| Investigate --> ways biological influences affect | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Investigate ways in which biological influences affect thoughts, feelings and emotions in relation to development. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary:  Biological Influence  Nervous System  Endocrine System  Inquiry | That there are different ways that nutrition and physical activity impact biological and emotional development. | 1. Identify parts and functions of the central nervous system (e.g., brain, spinal cord, neurons) and the endocrine system (e.g., thyroid, pituitary pancreas). 2. Design a visual (e.g., superhero or villain with nervous system enhancements or flaws) to represent similarities, differences and interconnectedness of the nervous and endocrine systems. 3. Examine ways emotions are connected to biological influences. 4. Analyze the roles of nutrition and physical activity on thoughts, biological and emotional development. 5. Analyze the effects of traditional food diets (e.g., Western, Indigenous, South Asian, African, Mediterranean) vs. processed food diets and their impact on health and emotional well-being. 6. Conduct an inquiry into how injuries, health conditions affecting the nervous and/or endocrine system and substance misuse can influence thoughts, feelings, perceptions and behaviour. |
| **ESSENTIAL QUESTIONS** | | |
| What are the different biological and emotional developments that take place throughout the lifespan?  What different perspectives exist between cultures related to biological and emotional development? | | |