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| **HHD 3O - Dynamics of Human Relationships****CURRICULUM MAP**  |
| Course Description: (taken from the curriculum document) |
| This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.  |

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| Course Content |
| **Enduring Understandings** * Maintaining personal well-being contributes to healthy lifelong relationships.
* Developing a healthy self-esteem and self-concept can contribute to success in life.
* Effective communication skills are essential for developing and maintaining healthy relationships
* Individuals have rights and responsibilities as community members and citizens of the world.
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| No longer in this course: |
| New course! |

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| **Course Culminating Task(s)** |
| * Implement a social action initiative
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| **Additional Course Culminating Task Ideas*** Create and implement an outreach programme (transitioning to high school, communication and decision-making skills, healthy living, et cetera).
* Mental Health and Awareness fair
* Final Exam
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| **Unit 1 Overview: Understanding the Self** |
| **What will the student learn?** |
| **Big Ideas*** Many factors contribute to positive self-esteem and self-concept.
* Understanding oneself contributes significantly to effective decision-making.
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| **Essential Questions**1. How are decisions made?
2. How do self-concept and self-esteem influence personal well-being?
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| How will assessment and instruction be organized for learning? |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to healthy relationships, and formulate questions to guide their research;**A1.1 explore a variety of topics related to healthy relationships *(e.g., well-being; flourishing versus languishing; mental health and relationships; human rights codes; anti-bullying campaigns)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topicsA1.3 formulate effective questions to guide their research and inquiry**B1.Personal Well-Being: demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course;** B1.1 identify and describe the various components of personal well-being *(e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging)*B1.2 explain how various factors *(e.g., good nutrition, physical activity, a strong support network, awareness of one’s experiences and surroundings, lifelong learning, sharing and volunteering)* contribute to the development of personal well-beingB1.3 explain what they can do to maintain their personal well-being throughout life, and why it is important to do so**B2. Self-concept and Self-esteem: explain how self-concept and self-esteem influence personal well-being;** B2.1 identify the main components of self-concept *(e.g., physical self, academic/occupational self, social self, transpersonal self)* and describe some of its characteristics *(e.g., self-concept is learned, organized, and dynamic)*B2.2 explain the interrelationship between self-concept, self-esteem, and mental healthB2.3 describe ways to improve self-esteem *(e.g., set reasonable goals and take steps to achieve them; participate in physical activities; practise to develop talents; join social groups; connect with a positive peer network)*B2.4 explain ways in which self-concept and self-esteem are interconnected with community and societal beliefs and values**B3. Self-concept and Healthy Relationships: demonstrate an understanding of how self-concept influences an individual’s interactions with others.**B3.1 explain how a strong self-concept and healthy self-esteem contribute to healthy relationshipsB3.2 explain how self-concept influences a person’s relationships *(e.g., with other people, with society in general, with the environment)*B3.3 use a variety of means *(e.g., personality assessments, aptitude assessments, the Ontario Skills Passport)* to identify and assess personal attributes, skills, and talents they have that can help them develop and nurture healthy relationships *(e.g., emotional intelligence, listening skills)***E1. Making Decisions: demonstrate an understanding of effective decision-making processes in a variety of social contexts;**E1.1 explain the advantages and disadvantages of some common approaches to decision making *(e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, listing pros and cons, creating a plus/minus/interesting chart)*E1.2 identify steps in the decision-making process *(e.g., defining the problem, reviewing goals and values, identifying alternative solutions, weighing the options, choosing a solution, evaluating the results)*E1.3 describe factors that affect decision making *(e.g., goals, values, priorities, needs, wants, resources, peers, parents, family members, community, school, faith community, media)*E1.4 identify and consult a variety of credible resources for information and assistance in making decisions *(e.g., teachers, guidance counsellors, Health Canada, Dietitians of Canada, the Vanier Institute of the Family, local health units, the Centre for Addiction and Mental Health, the Centre for Prevention Science, the Promoting Relationships and Eliminating Violence Network, the Centre for Positive Relationships, the World Health Organization, the World Wildlife Fund, Native friendship centres, multicultural centres, Mothers Against Drunk Drivers Canada)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| **Additional Ideas for Unit Culminating Task(s)*** Unit Test
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| **Lesson 1:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 2:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 3:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 4:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 5:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Unit 2 Overview: Building Healthy Relationships** |
| **What will the student learn?** |
| **Big Ideas*** Healthy relationships are key to being able to communicate effectively.
* Effective decision making skills support effective communication skills.
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| **Essential Questions**1. What does a healthy relationship look like?
2. How do we communicate?
3. How do communication skills help to sustain healthy relationships?
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| How will assessment and instruction be organized for learning?  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**A3.3 analyse and interpret research information *(e.g., compare results of surveys and interviews; determine whether similar information is found in different sources)*A3.4 demonstrate academic honesty by documenting the sources of all information generated through researchA3.5 synthesize findings and formulate conclusions *(e.g., weigh and connect information to determine the answer to their research question)***C1. Healthy Relationships Over a Lifetime: demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships;**C1.1 describe various types of relationships that people may experience during their lifetime *(e.g., parent-child, sibling, peer, friend, student-teacher, spouse, co-worker, dating, intimate, inter-generational, employee-employer, doctor-patient)*C1.2 identify characteristics of healthy relationships *(e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other’s value, open communication, stability, confidence, altruism)*C1.3 describe behaviours that characterize unhealthy relationships *(e.g., physical and verbal abuse, bullying, sexual harassment, stalking, obsession, possessiveness, intimidation, isolation, financial control, substance abuse, co-dependence)*C1.4 explain the contributions healthy relationships make to individual, group, family, and community well-being**C4. Building Healthy Relationships: demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships.**C4.1 describe strategies and skills for building healthy relationships *(e.g., showing empathy, setting realistic expectations, showing respect for others, communicating with openness where possible and appropriate, working to solve problems, seeking counselling, seeking community support, volunteering, giving time and attention to others)*C4.2 identify strategies for dealing with significant change and/or loss in a relationship *(e.g., seeking relationship and/or grief counselling, taking time to grieve, confiding in friends, learning acceptance, believing in oneself, developing self-reliance)*C4.3 describe strategies and approaches for ending a relationship in a positive manner *(e.g., treat the other person with sensitivity, respect, integrity, empathy, and honesty; enable the other person to maintain his or her dignity; communicate face to face; ensure that verbal and non-verbal messages match; listen to their instincts)*C4.4 describe strategies for sustaining various types of relationships as they evolve over time**E2. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in maintaining healthy relationships;** E2.1 identify the components of verbal communication *(e.g., choice of vocabulary, tone of voice, volume, rhythm and pace of speech, culture-based modes of address)*E2.2 identify the components of non-verbal communication *(e.g., body language and manner of self-presentation, eye contact, physical distance, culture-based behaviour)*E2.3 describe the three basic styles of communication *(i.e., passive, aggressive, assertive)*E2.4 describe behaviours and other factors that can interfere with effective communication *(e.g., interruptions, judgements, angry intonation, too great or too little physical distance, noise, blaming, sarcasm, threats, prejudice, gossip, accusations, lies, rumours, inappropriate use of technology, cultural misunderstandings, bias)*E2.5 demonstrate the use of a variety of skills and techniques for communicating effectively *(e.g., listening actively; maintaining open body language; taking turns in conversation; following accepted etiquette for telephone, cell phone, and Internet communication; setting clear boundaries)*E2.6 explain why it is important to be aware of the communication styles of cultural groups other than their own *(e.g., norms about eye contact, physical contact, and personal space)*E2.7 describe ways in which effective and ineffective communication can affect relationships**E3. Resolving Conflicts: demonstrate an understanding of effective strategies for resolving conflicts in human interactions;**E3.1 describe how conflicts arise in various human interactionsE3.2 identify factors that can lead to interpersonal conflicts *(e.g., jealousy, differing opinions, differing values, differing personalities)*E3.3 identify various approaches that may be used to effectively resolve conflicts *(e.g., Aboriginal healing circles, compromise and negotiation, avoidance of/removal from a situation, restorative justice processes, mediation, peer mediation, letter writing, techniques learned through assertiveness training)*E3.4 identify and demonstrate *(e.g., in role playing, in real situations)* constructive and respectful techniques for resolving various types of interpersonal conflicts E3.5 identify and describe the different strategies used in conflict resolution *(e.g., showing mutual respect, confronting the problem, identifying/ defining the basis of the conflict, communicating understanding of another’s perspective, considering alternatives, agreeing on a workable solution, continuing to evaluate the situation)*E3.6 explain why conflicts that are based on infringements of rights and/or that involve a power imbalance *(e.g., harassment, homophobia, bullying)* cannot be effectively resolved using informal conflict-resolution strategies |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning***
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| **Assessment FOR learning***
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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 2:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 3:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 4:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 5:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Unit 3 Overview: Understanding the Self in Relation to Others** |
| **What will the student learn?** |
| **Big Ideas*** Many factors affect interpersonal relationships; both positively and negatively.
* Each person has many relationship roles throughout their lifetime.

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| **Essential Questions**1. How are relationships affected by societal challenges?
2. How are heterosexual relationships different from homosexual relationships?
3. How does one’s culture affect one’s relationships?
4. What roles do people have in different relationships?
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| How will assessment and instruction be organized for learning? |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;** A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires)*, ensuring that their plans follow guidelines for ethical researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., informal interviews and surveys)* and secondary sources *(e.g., print resources, the Internet, online databases, and other media)*A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research**A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*A3.2 record and organize information and key ideas using a variety of formats *(e.g., notes, graphic organizers, summaries, audio/video/ digital records)***B3. Self-concept and Healthy Relationships: demonstrate an understanding of how self-concept influences an individual’s interactions with others.**B3.4 explain the value of recognizing the unique strengths, abilities, and personal qualities of othersB3.5 analyse how being self-aware affects interpersonal relationships B3.6 analyse how both social awareness and physical, psychological, and emotional health affect people’s relationships**C2. Social and Cultural Influences: demonstrate an understanding of various social and cultural influences on relationships;** C2.2 describe the benefits and challenges to relationships of increased access to media and technology *(e.g., ease of communication through use of cellphones, e-mail, social networking; expectations of immediate response to communications; decreased adult scrutiny of communications)***C3. Dynamics and Challenges That Affect Relationships: demonstrate an understanding of various dynamics and challenges that can affect relationships;**C3.1 identify the roles people have in various relationships *(e.g., parent, child, teen, sibling, grandparent, elder, employee, employer, spouse, friend, student, co-worker, volunteer, significant other, acquaintance)*C3.2 use various theories about intimacy *(e.g., David Olson’s seven types of intimacy, Gary Chapman’s five love languages, Robert Sternberg’s triangular theory of love)* to analyse the depth and type of intimacy in different relationships *(e.g., acquaintance, friendship, dating, long-term partnership)*C3.3 describe variations in cultural customs and traditions that affect how humans interact *(e.g., customs related to greetings, personal space, eye contact, physical distance and/or contact)*C3.4 describe values and attitudes that enhance the quality of human interactions *(e.g., respect, caring, empathy, trust, honour, honesty)*C3.5 describe some of the ways in which power dynamics can influence behaviour in human interactionsC3.6 describe the challenges that may be experienced in the development of a same-sex relationship but may not be experienced in the development of a heterosexual relationship *(e.g., homophobia, pressure to keep the relationship hidden, lack of models in media of adolescents in healthy same-sex relationships)*C3.7 describe typical gender differences in expectations about relationships *(e.g., with respect to monogamy, equity, shared time, loyalty, openness, sexuality)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning***
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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 2:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 3:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 4:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 5:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Unit 4 Overview: Understanding the Self within a Community Context** |
| **What will the student learn?** |
| **Big Ideas*** Individuals have both personal rights and responsibilities and community/citizenship rights and responsibilities.
* Rights and Responsibilities impact human interactions both positively and negatively.
* Community involvement brings many rewards to the individual and his/her relationships.

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| **Essential Questions**1. What is the relationship between rights and responsibilities?
2. How are legal rights and responsibilities different from personal rights and responsibilities?
3. How does becoming involved in one’s community affect the relationships in one’s life?
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| How will assessment and instruction be organized for learning? |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**A4.1 use an appropriate format *(e.g., brochure, flyer, poster, report, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to healthy relationships correctly *(e.g., self-concept, self-esteem, communication, rights and responsibilities)*A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills**C2. Social and Cultural Influences: demonstrate an understanding of various social and cultural influences on relationships;** C2.1 analyse ways in which social and cultural factors, including portrayals in the media, shape people’s ideas about relationships *(e.g., the attitudes and expectations of family, friends, and peers; religious teachings; cultural norms with respect to gender roles; portrayals of intimate/sexual relationships in music videos, video games, or movies, or on television)***C3. Dynamics and Challenges That Affect Relationships: demonstrate an understanding of various dynamics and challenges that can affect relationships;**C3.8 describe the impact on human interactions of various changes that are taking place in society *(e.g., greater reliance on technology, greater acceptance of independence by and for young people and women, greater cultural diversity in communities, increased sense of environmental responsibility)***D1. Individual Rights and Responsibilities: demonstrate an understanding of the nature of individual rights and responsibilities in human interactions;** D1.1 identify the rights of the individual in human interactions as outlined in a variety of laws and policies *(e.g., the Ontario Human Rights Code, the Employment Standards Act, the Ontario Environmental Bill of Rights, the Canadian Charter of Rights and Freedoms, the Indian Act, the Privacy Act, the United Nations Convention on the Rights of the Child, the Universal Declaration of Human Rights)*D1.2 identify the individual’s responsibilities in human interactions *(e.g., obeying Canada’s laws, refraining from infringing on the rights of others, promoting respect for others, encouraging the responsible use of technology)*D1.3 explain the relationship between rights and responsibilities D1.4 explain the difference between legal and personal rights and responsibilities**D2. Rights and Responsibilities in Community Context: demonstrate an understanding of the extent of individual rights and responsibilities within the wider community.**D2.1 explain how various societal factors *(e.g., media, peers, socio-economic status, technology, environmental conditions, values, culture, religion, family)* extend or limit individual rights and responsibilitiesD2.2 describe how rights are allocated among individuals, groups, families, and communitiesD2.3 compare and evaluate various strategies for responding to infringements on individual rights *(e.g., direct confrontation, complaints to people in positions of authority, official complaints to the Ontario Human Rights Commission)***E4. Enhancing Relationships through Community Involvement: analyse and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own.**E4.1 analyse the benefits of being part of a multicultural community E4.2 outline various ways in which individuals can enhance relationships through community involvement *(e.g., through mentoring programs, consensus-building initiatives, volunteering, advocating for the rights of others)*E4.3 assess the effectiveness of a variety of social-action initiatives that promote healthy relationships *(e.g., letter-writing campaigns, petitions, brochures, videos, websites, artworks, music, posters, drama productions, workshops)*E4.4 design and implement a social-action initiative to promote healthy relationships *(e.g., a campaign against bullying, discrimination, hate propaganda, or homophobia; a campaign to raise cultural awareness and understanding; an initiative to form a student equity and human rights club; a campaign to address community environmental concerns or gender-related issues)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning***
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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 2:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 3:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 4:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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| **Lesson 5:** |  |  |  |
| **Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Unit** | **Terminology** |
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| **Readiness** | **Materials** | **Learning Strategies** | **Checkpoint** |
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