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| **Course Overview**  **Families in Canada -** **HHS 4C** |
| Course Description: (taken from the curriculum document) |
| This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. |

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| Course Content |
| **Enduring Understandings**   * The development of individuals and their relationships is influenced by internal and external factors. * Social science research methods can be used to examine individuals and families. |
| No longer in this course: |
| * Less focus on parent child relationships * Greater focus on family relations as a whole * The impact of divorce on child development is not specifically mentioned. |

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| Suggestions for Teaching Stacked Classes |
| To differentiate between the U and C level courses:   * Have topics of study geared toward each destination. * Use resources geared to each destination. * Help students demonstrate their learning through differentiated product: ie., Create “tiered” evaluations that allows the U students to extend their understanding.   + For example, an assignment could have 3 parts - A, B, and C.     - Part A (Both U & C) is the foundation of the assignment       * ie. create a poster about a theory     - Part B (Both U & C) would be to describe the theory     - Part C would have the U students take on the role of a theorist explaining the reasoning behind the theory itself. |

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| **Course Culminating Task(s)** |
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| Additional Course Culminating Task Ideas   * Final Exam |

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| **Unit 1 Overview:**  **Introduction to the Family and Research Methods** |
| **What will student learn?** |
| **Big Ideas**   * Family relationships throughout the lifecycle are influenced by personal and social factors. * Social science research methods are used to explore and communicate about families. |
| **Essential Questions**   1. What social factors have influenced the historical evolution of the family? 2. How have different social factors influenced the historical evolution of the family? 3. What is the purpose of family? 4. How do you begin the social science research process? |

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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 families in Canada, and formulate questions to guide their research;**    A1.1 explore a variety of topics related to families in Canada *(e.g., the division of labour in families, the effects of different custody arrangements on children, the pressures and joys experienced in interfaith marriages, the impact of the Indian Act on First Nation families)* to identify topics for research and inquiry    A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics    A1.3 formulate effective questions to guide their research and inquiry.  **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., oral presentation, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization)*    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)*    **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**    B3.1 describe the functions of families *(e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)*    **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**    D3.1 describe the impact of major social and economic changes on the historical evolution of the family *(e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices).*    D3.3 explain the impact of current social trends, issues, and challenges relating to the functioning of families *(e.g., with reference to electronic media, climate change, health care, education, economic conditions, the aging of the population, balancing work and family, increasing ethnocultural and religious diversity in Canada).* |

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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:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 2 Overview:**  **The Development of Individuals** |
| **What will student learn?** |
| **Big Ideas**   * Individual development is influenced by personal and social factors. * Social science research methods to investigate and communicate about individuals and families. |
| **Essential Questions**   1. What personal factors influence individual development? 2. What social factors influence individual development? 3. How are reliable and valid sources of information determined? |

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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 and 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, questionnaires, or interviews)*, ensuring that their plans follow guidelines for ethical research    A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews; observations; surveys and questionnaires; original research published in peer-reviewed journals; census data; original documents in print or other media, such as film, photographs)* and secondary sources *(e.g., textbooks, book reviews, literature reviews, magazine or newspaper articles).*  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/digital records)*    **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., oral presentation, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization)*    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)*  **B1. Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;**    B1.1 describe individual development throughout the lifespan, according to a variety of theoretical perspectives on development*(e.g., psychodynamic perspective [Sigmund Freud, Erik Erikson, Karen Horney], cognitive perspective [Lev Vygotsky], humanist perspective [Abraham Maslow, Carl Rogers], symbolic interactionist perspective [Charles Cooley, George Mead], sociocultural perspective [Urie Bronfenbrenner], evolutionary perspective [Konrad Lorenz, John Bowlby]).*  B1.2 describe research on sex-based similarities and differences and on gender-based similarities and differences *(e.g., similarities and differences related to socialization, findings and limitations of brain research).*  B1.3 describe theories used to explain adult development in later life *(e.g., Erik Erikson’s stages of generativity versus stagnation, and ego integrity versus despair; Bernice Neugarten’s concept of the social clock; George Mead’s symbolic interactionist theories).*  **C1. The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;**    C1.1 explain ways in which norms, values, and expectations *(e.g., cultural and societal norms and expectations, gender expectations, familial values and expectations)* influence individual decisions throughout the lifespan *(e.g., with regard to educational choices, career choices, choices about sexuality and relationships).*  C1.2 explain how multiple roles *(e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver)* can create personal conflict.  C1.3 explain the impact of social institutions *(e.g., the family; the media; educational, religious, economic, and political institutions)* on the socialization of individuals throughout the lifespan.    **D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals, and of the impact of social issues and challenges on individual development;**    D1.1 describe recent demographic trends relating to the lives of individuals *(e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases).*  D1.2 explain the impact of current social trends, issues, and challenges on individual development *(e.g., with reference to electronic media, climate change, increased life expectancy, health care, education, economic changes, increased urbanization).* |

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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:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 3 Overview:**  **The Development of Intimate Relationships** |
| **What will student learn?** |
| **Big Ideas**   * Intimate relationships are influenced by personal and social factors. * Social science research methods are used to process information and communicate about individuals and families. |
| **Essential Questions**   1. What personal factors influence the development of intimate relationships? 2. What social factors influence the development of intimate relationships? 3. In what ways can research findings be authentically summarized? 4. When is it appropriate to paraphrase or summarize academic research? |

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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 interviews with different groups; determine whether common themes arise in different sources; compare results from primary data sources with results reported in secondary sources)*    A3.4 demonstrate academic honesty by documenting the sources of all information generated through research    A3.5 synthesize findings and formulate conclusions *(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)*    **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., oral presentation, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization)*    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)*  **B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;**    B2.1 summarize how various theoretical perspectives *(e.g., psychodynamic, evolutionary, structural-functionalist, conflict theory, feminist theory, queer theory perspectives)* explain the development of intimate relationships.    B2.2 describe various theories of attraction and mate selection *(e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs).*    B2.3 describe current research that supports or contradicts various theories of attraction, mate selection, and the development of intimate relationships.  **C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;**    C2.1 explain how social norms and expectations *(e.g., cultural and religious norms; expectations of peers, friends, parents)* can influence the establishment and maintenance of healthy intimate relationships.  C2.2 describe mate-selection, courtship, and marriage customs *(e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy)* in various cultures, religions, and historical periods.    C2.3 describe ways in which roles are negotiated in intimate relationships *(e.g., with reference to division of labour, patterns of authority).*    C2.4 describe differences among roles in intimate relationships in various social, historical, and ethnocultural contexts *(e.g., in traditional Islamic and Hindu societies; in First Nation or Inuit cultures; before and after the second wave women’s movement in Canada).*    C2.5 explain how social institutions *(e.g., religious, economic, political institutions)* can affect intimate relationships.  **D2. Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships, and of strategies for responding to challenges in those relationships;**    D2.1 describe recent demographic trends relating to intimate relationships *(e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; an increase in the number of people living independently; serial monogamy; an increase in arranged marriages).*  D2.2 explain the impact of current social trends, issues, and challenges on intimate relationships *(e.g., with reference to electronic media, employment, healthcare, education, economic changes, the aging population, balancing work and family, an increase in the number of relationships between people of different faiths or ethnic backgrounds).*    D2.3 outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships *(e.g., emotional, physical, sexual, financial abuse).* |

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| **How will students demonstrate their 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:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 4 Overview:**  **The Development of Families** |
| **What will student learn?** |
| **Big Ideas**   * Families are influenced by personal and social factors. * Social science research methods are used to communicate and reflect about individuals and families. |
| **Essential Questions**   1. How do personal and social factors influence the development of families? 2. What personal factors influence the development of families? 3. What social factors influence the development of families? 4. In what ways can academic research be effectively communicated? 5. How has the social science research process helped you to better understand individuals and families? |

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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., oral presentation, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization)*    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.  **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**    B3.2 explain the development of family and parent-child relationships from the viewpoint of a variety of theoretical perspectives *(e.g.,symbolic interactionist, family systems, conflict theory, feminist theory, structural functionalist perspectives).*  B3.3 describe the impact of caregiving on family relationships in a variety of contexts *(e.g., with reference to the sandwich generation, the revolving door, skipped-generation or grandparent-led families, blended families, single-parent families, families with members who have special needs).*  **C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.**    C3.1 describe a range of factors that can influence decisions about having children *(e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about over-consumption of resources).*    C3.2 identify and describe the caregivers and the ways in which caregiving responsibilities are carried out *(e.g., the sex of the caregiver; whether the caregiving is paid work; the extent to which children, grandparents, or other relatives are involved)* in diverse families *(e.g., working-class and upper- middle-class families, single-parent and extended families, grandparent-led families).*  C3.3 describe government policy and legislation that is intended to support and protect families *(e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents’ rights).*  C3.4 describe the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds *(e.g., with reference to child- rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization).*    C3.5 compare the roles of children in the family and society in various cultures and historical periods *(e.g., with reference to rites of passage, participation in education and the labour force, the nature of parent-child relationships, attitudes towards family members with special needs).*    C3.6 explain the impact of social institutions *(e.g., educational, religious, economic, political institutions)* on the socialization of family members.    **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**    D3.2 describe recent demographic trends relating to parent-child relationships *(e.g., with reference to family forms, birth rates, age at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment).*    D3.4 describe the impact of violence and abuse on family relationships *(e.g., with reference to victims and witnesses of child abuse and neglect, spousal/partner abuse, elder abuse and neglect).* |

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| **How will students demonstrate their 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:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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