**Unit of Study Rationale and Summary**

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**ECS 311**

In this unit, I chose the essential question “Why are relationships important?” because building relationships is an ongoing process. Building positive relationships is crucial for student success. There is always room to improve relationships; there is not one true answer for this essential question.

I have noticed that many of the students in the classroom are friends with each other and they spend most of their time in cliques. The focus is on decision-making and relationships because building relationships is so important no matter what age a person is. This unit will help them build and evaluate their personal relationships. The curriculum areas that drive this unit are social studies, health, and treaty education. The students will analyze the relationships in their lives and their relationships on a larger scale such as the relationship between power, Indigenous peoples, and Canada as a whole. Treaty education is included as treaties rely on maintaining commitments and relationships. The English Language Arts outcomes are interconnected because the students are asked to do various reflection assignments focusing on the essential question.

Student understanding is primarily assessed through formative assignments and class discussions. There are is a final written reflection as a summative assessment for their action plans as well as a paragraph journal response on the importance of relationships and treaties with Indigenous peoples of Canada. Instruction is varied based on multiple intelligences within the classroom. Some of the lessons are primarily visual, others are auditory, and some are tactile-kinesthetic. The use of personalized visual organizers is a strategy to provide choice in student learning. The role-play activity is used to promote creativity and movement for everyone, but also specifically for the students who prefer to work in groups rather than alone. The writing activities are reflective and independent. They will help me to connect with students on an individual level.

Some of my professional goals are to keep students alert and on task, to help them feel like they are accountable in their learning, provide more student choice, to work on my board writing skills, checking for student understanding, being brief and concise with my instructions, being culturally respectful and accurate when teaching Treaty education, and giving feedback on an ongoing basis. In order to achieve these goals, I will need to prepare my lessons with my goals in mind. I have set realistic goals that will benefit me throughout various experiences beyond teaching this unit plan.