

# Delta School District

September 2, 2015

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# blogsomemoore

Teaching and Empowering Students with Special Needs

About

App-Tastic

Handouts

Resources

## Conferences

**BC Teachers of English Language Arts**

**National Council of Teachers of English**

**Special Education Association of British Columbia**  
Mind

School Districts

Conferences

Post Secondary

Community

Organizations

Using Multiple and Diverse Texts

Using Multiple and Diverse Texts

**Conference 2015: Planning with All Students in**

Edit

[about.me](#)

[Shelley Moore](#)

Inclusion Consultant



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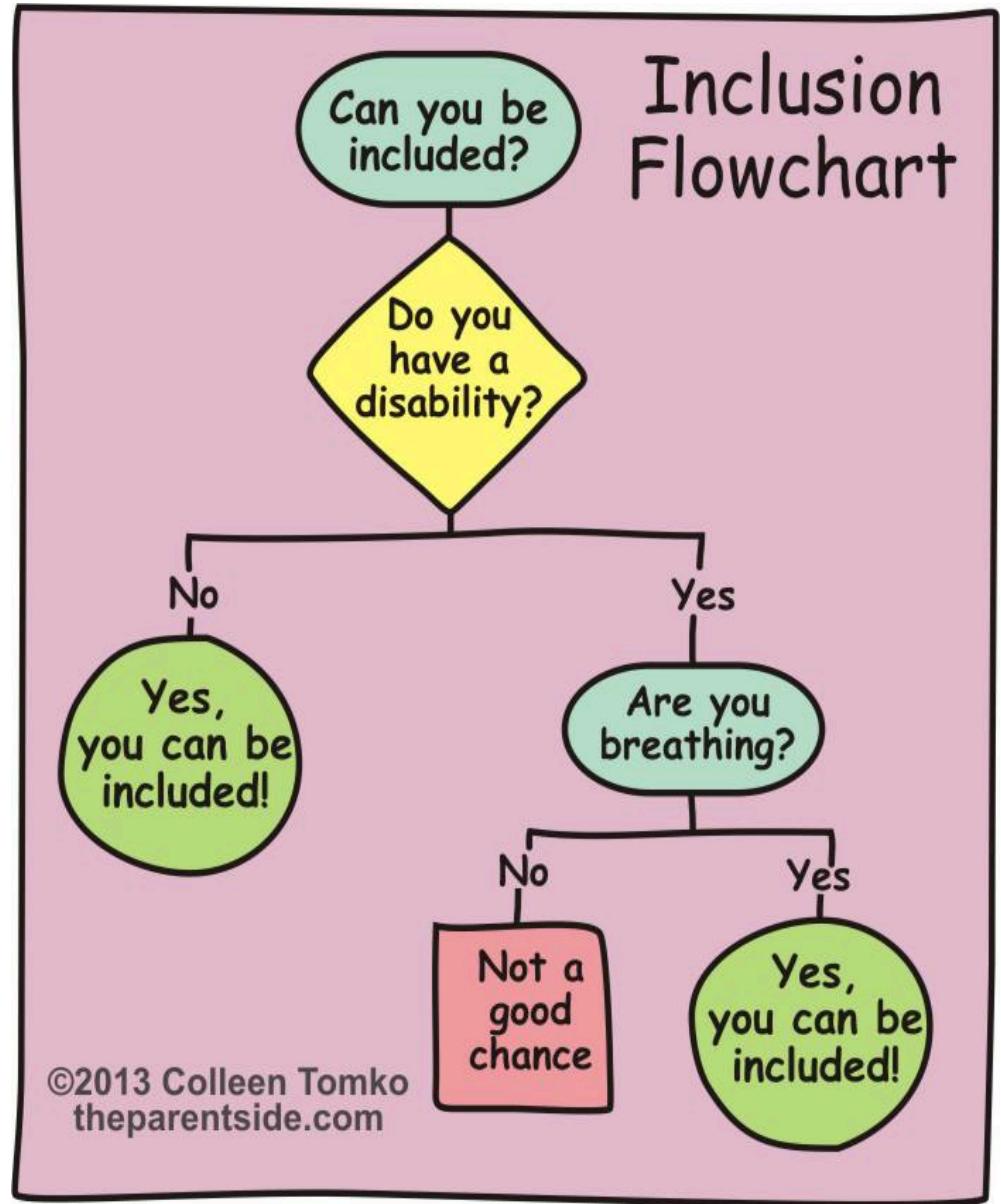
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# **WHAT** is inclusion and **WHY** is it important?



W  
H  
O  
?



# **What** does inclusion mean?

In philosophy?

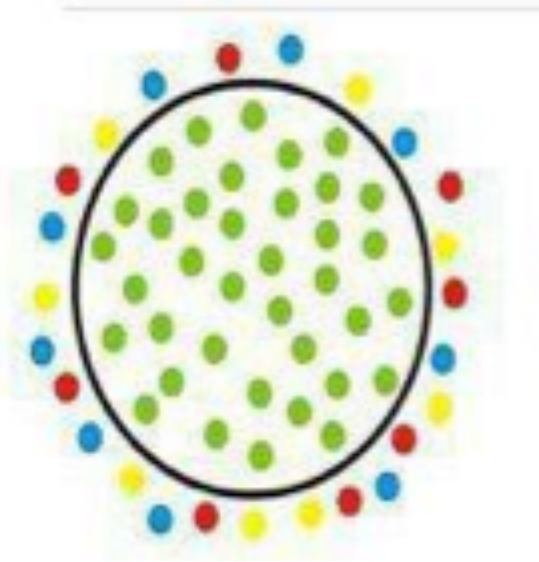
In practice?

# What is Inclusion?

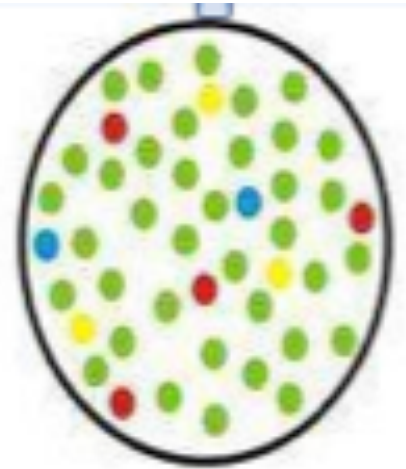
INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

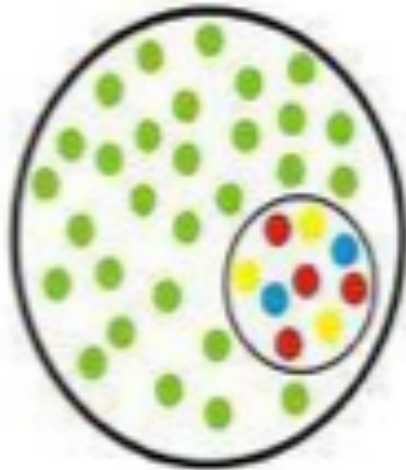
**A**



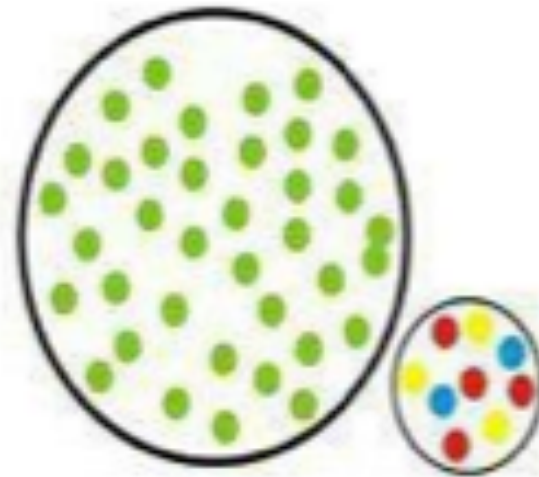
**C**



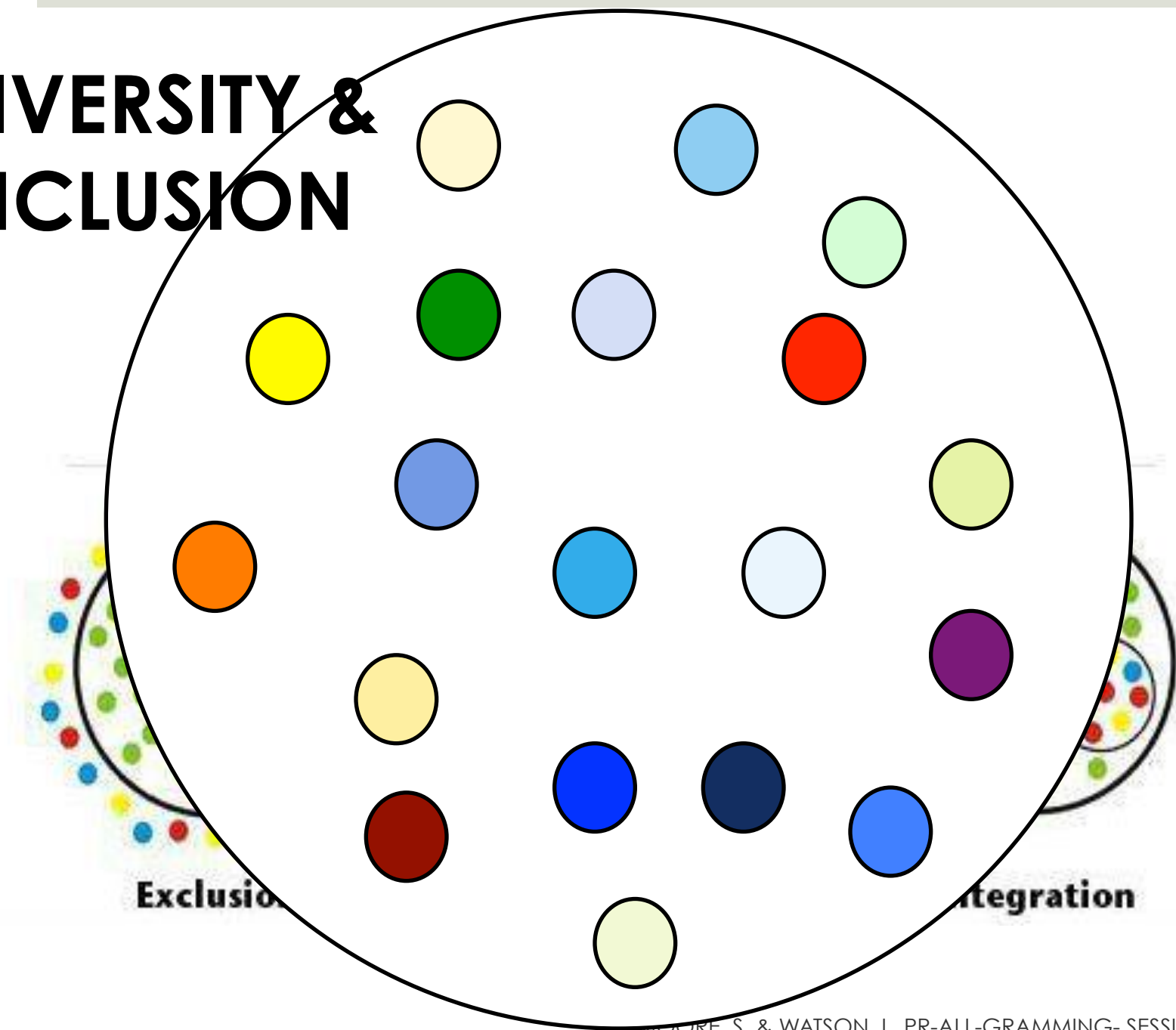
**B**



**D**



# DIVERSITY & INCLUSION



# Inclusion is...

- ❑ Not separated by group
- ❑ Not separated by individual
- ❑ More than physical integration
- ❑ Voluntary
- ❑ all of us – This is diversity!



# Share with your neighbour...

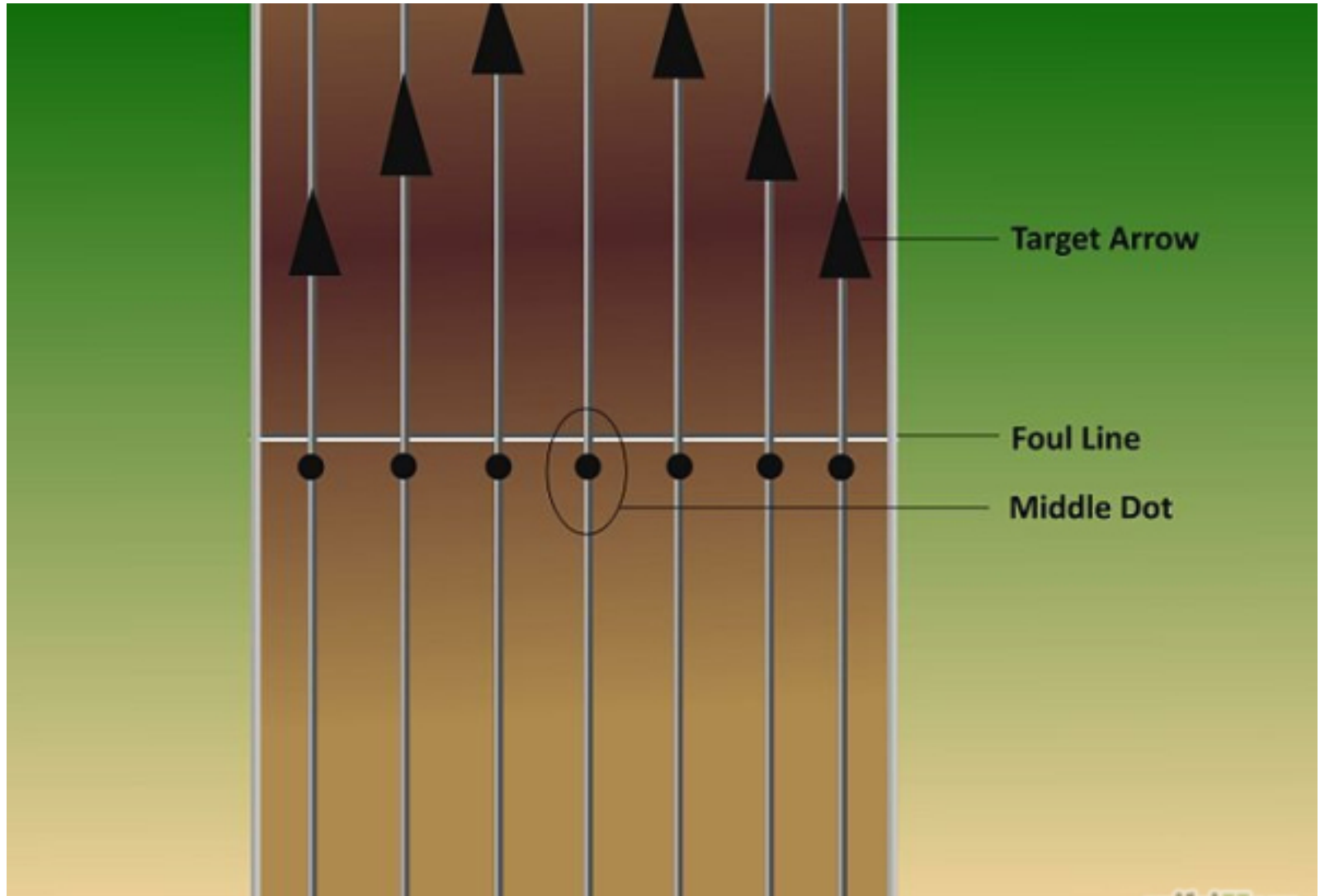
- What are you thinking?
- What are your questions?
- What connections do you have?

# Why is inclusion important?





개인 3회 합계점		4	5	6
최원영	+10	X	X	
최흥민		110	X	X



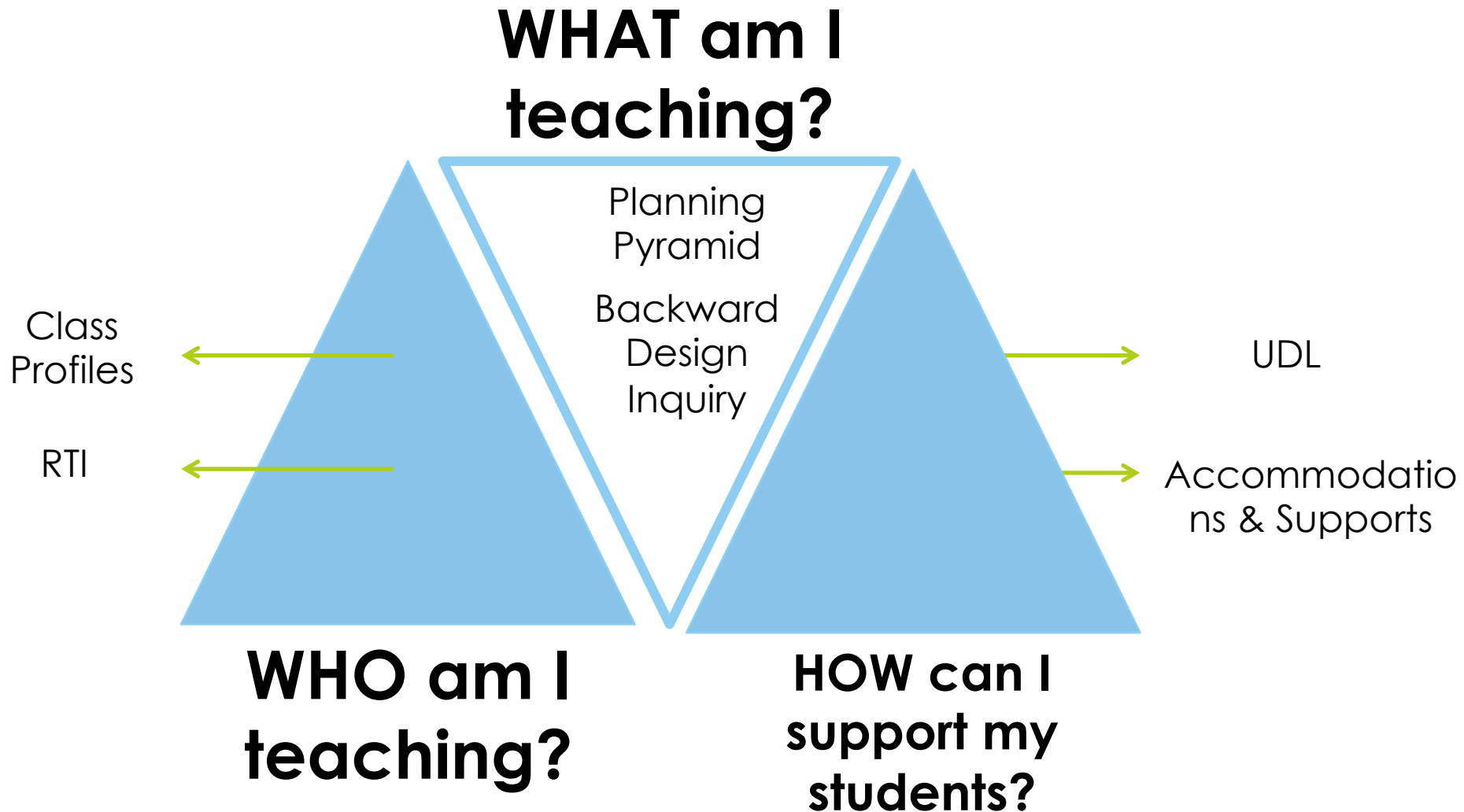
# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

**How** the heck do we do it?



# Frameworks to Support Diversity



# Who am I teaching? Response to Intervention (RTI)

- ▣ Core assumptions
  - ▣ The educational system can effectively teach ALL children
  - ▣ Early Intervention is critical
  - ▣ A multi-tiered service delivery model is necessary
  - ▣ Research based interventions implemented

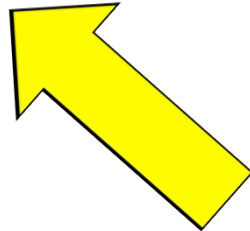
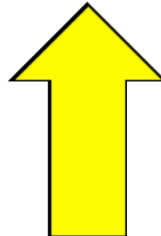
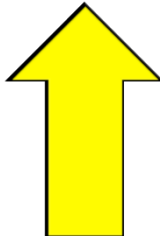
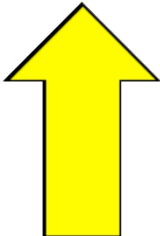
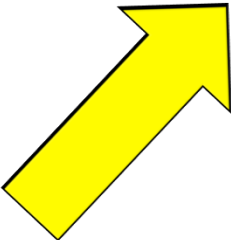
# Who am I teaching?

## Response to Intervention (RTI)

- A multi-tiered system for planning and delivering instruction.
- The “tiered” model—often illustrated as a triangle with three levels.
- Each level represents a grouping of students whose differing needs are met with additional intensive instructional approaches

# No Child Left Behind

PASS THE TEST



White

Black

Spanish  
/ ESL

Special  
Ed

Other

Not  
enough...

PASS THE TEST

Levels of support

White

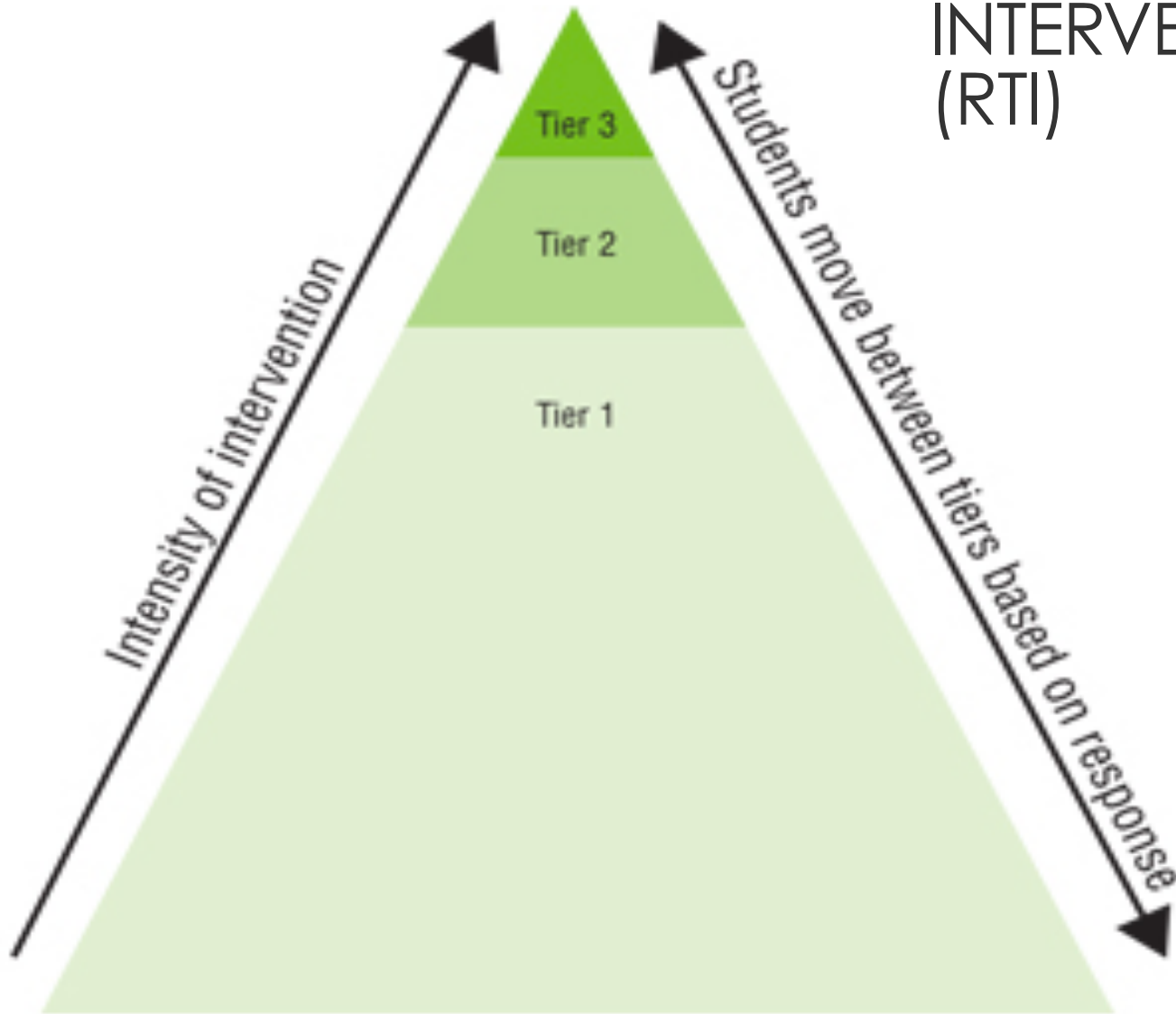
Black

Spanish/  
ESL

Special  
Ed

Other

# RESPONSE TO INTERVENTION (RTI)



# RTI Triangle

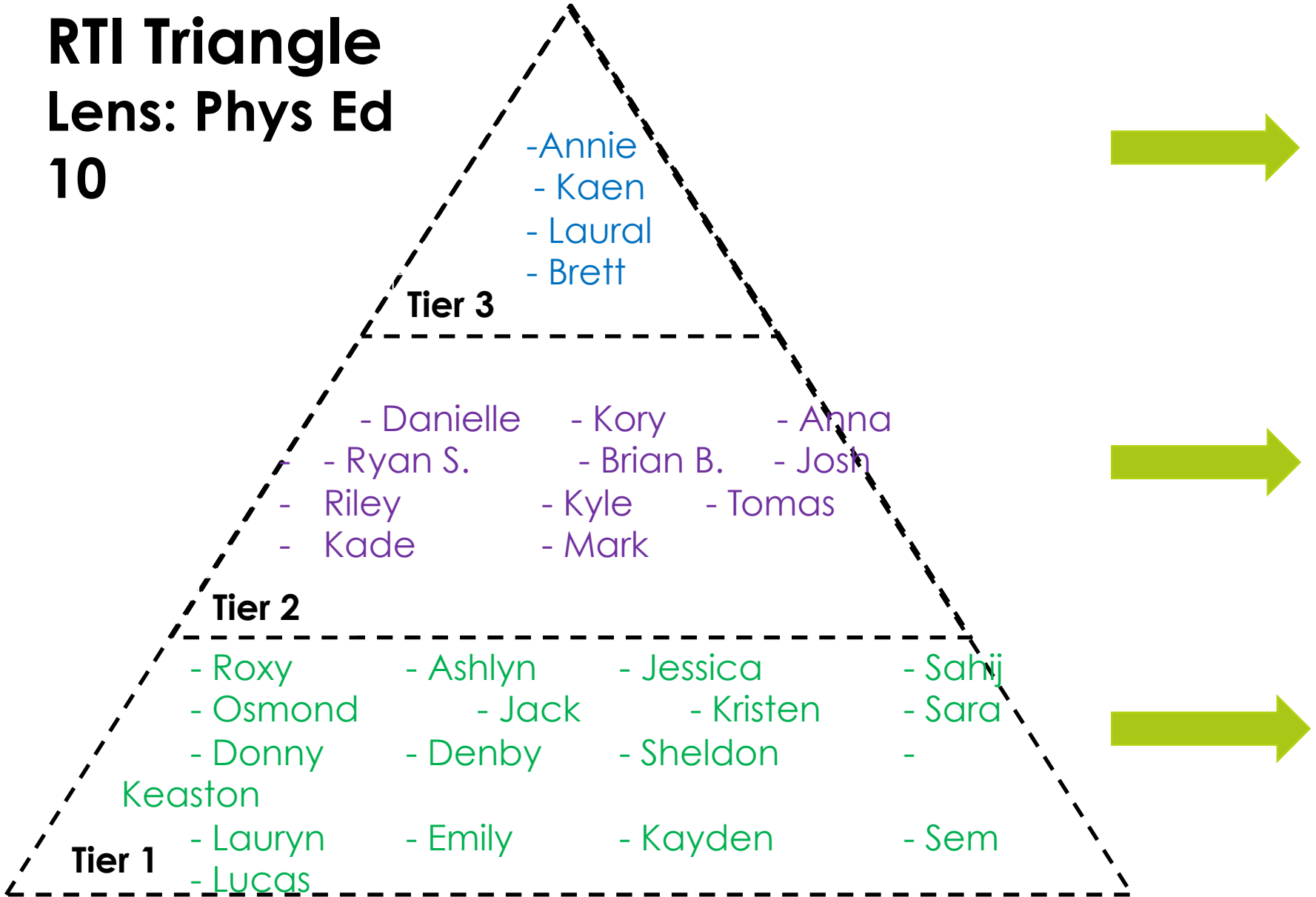
Lens: English 8



# RTI Triangle

## Lens: Phys Ed

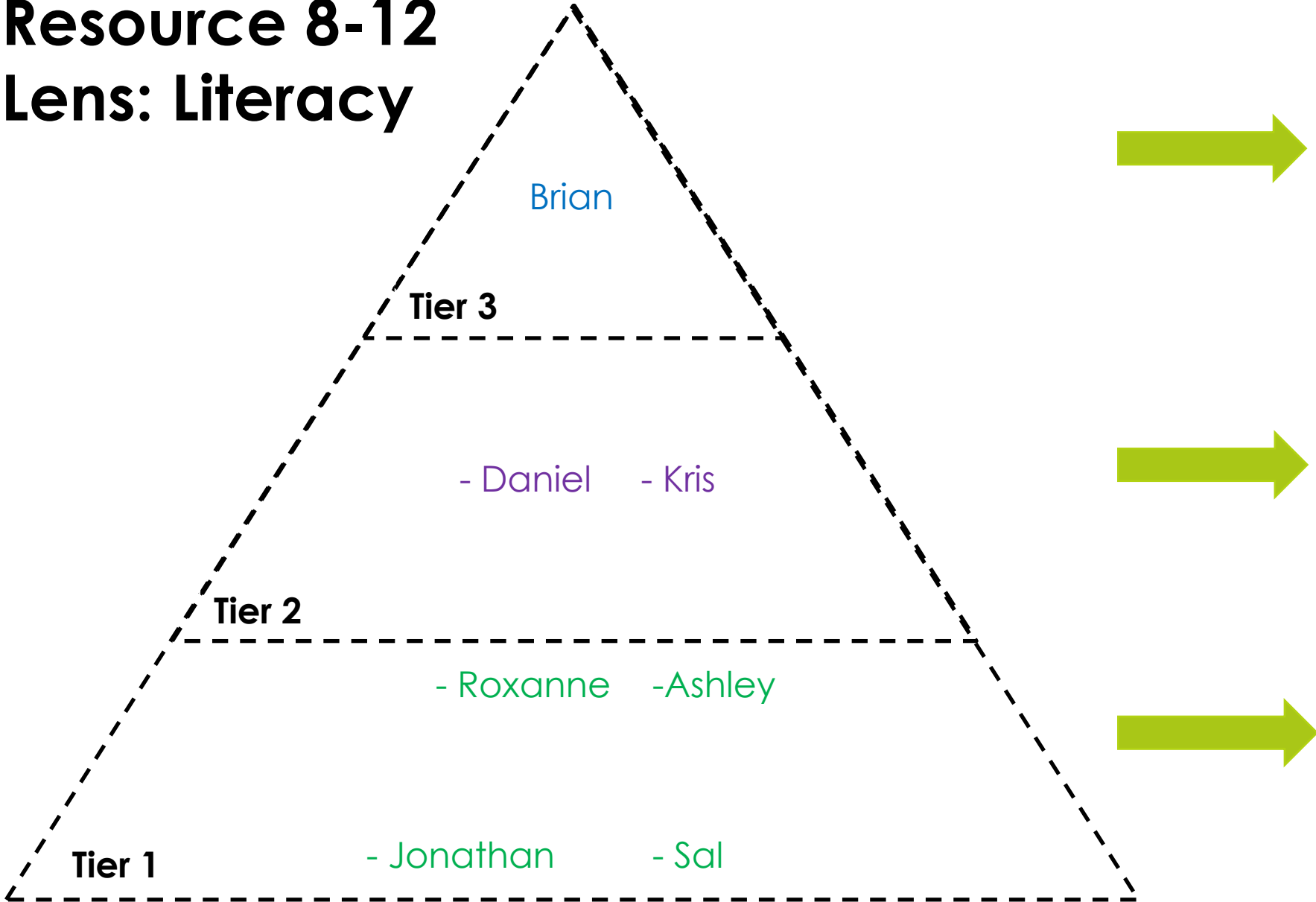
### 10



# What about smaller class sizes

- RTI can be used for any group size
- Even when working with a smaller group of students there will be students who need more or less support.
- Every setting can be differentiated, and a multi tiered approach can be used for example ,in resource room settings, guided reading groups, or life skill classes and as well

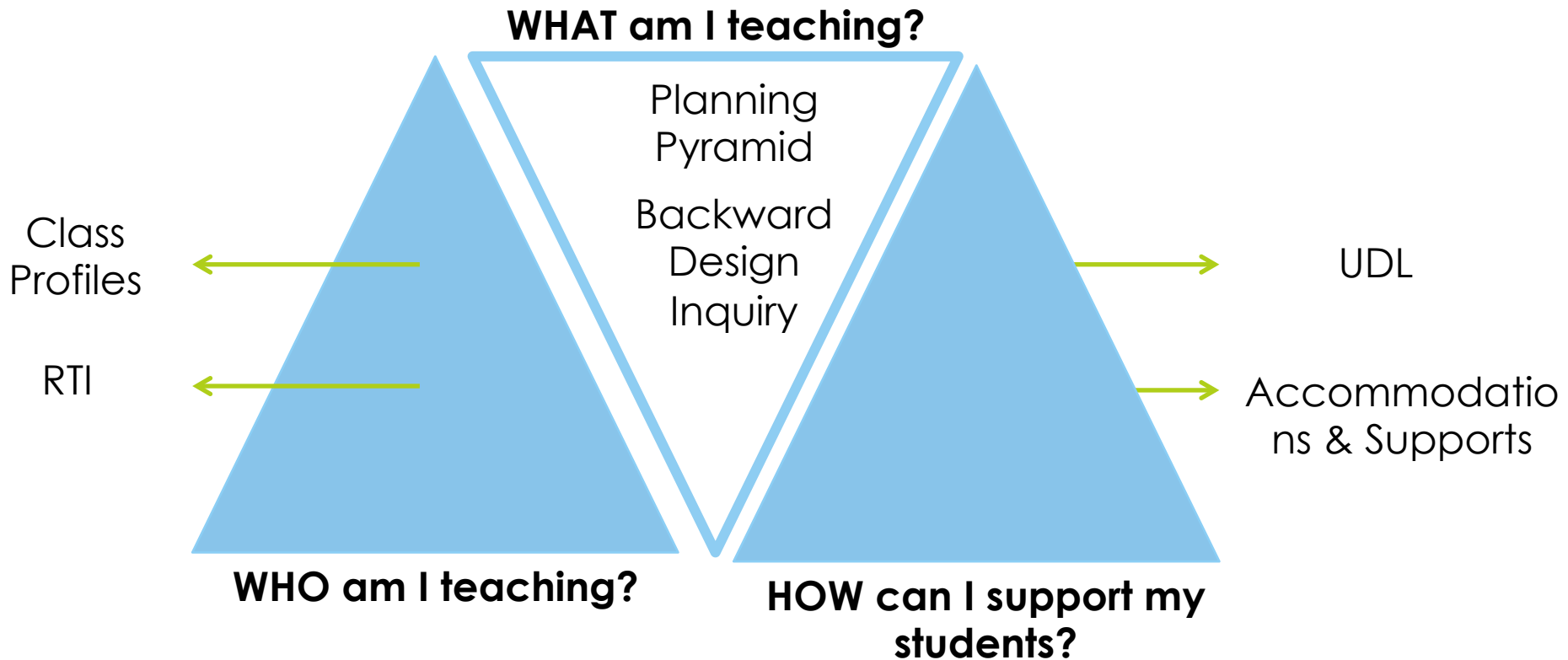
# RTI Triangle: Resource 8-12 Lens: Literacy



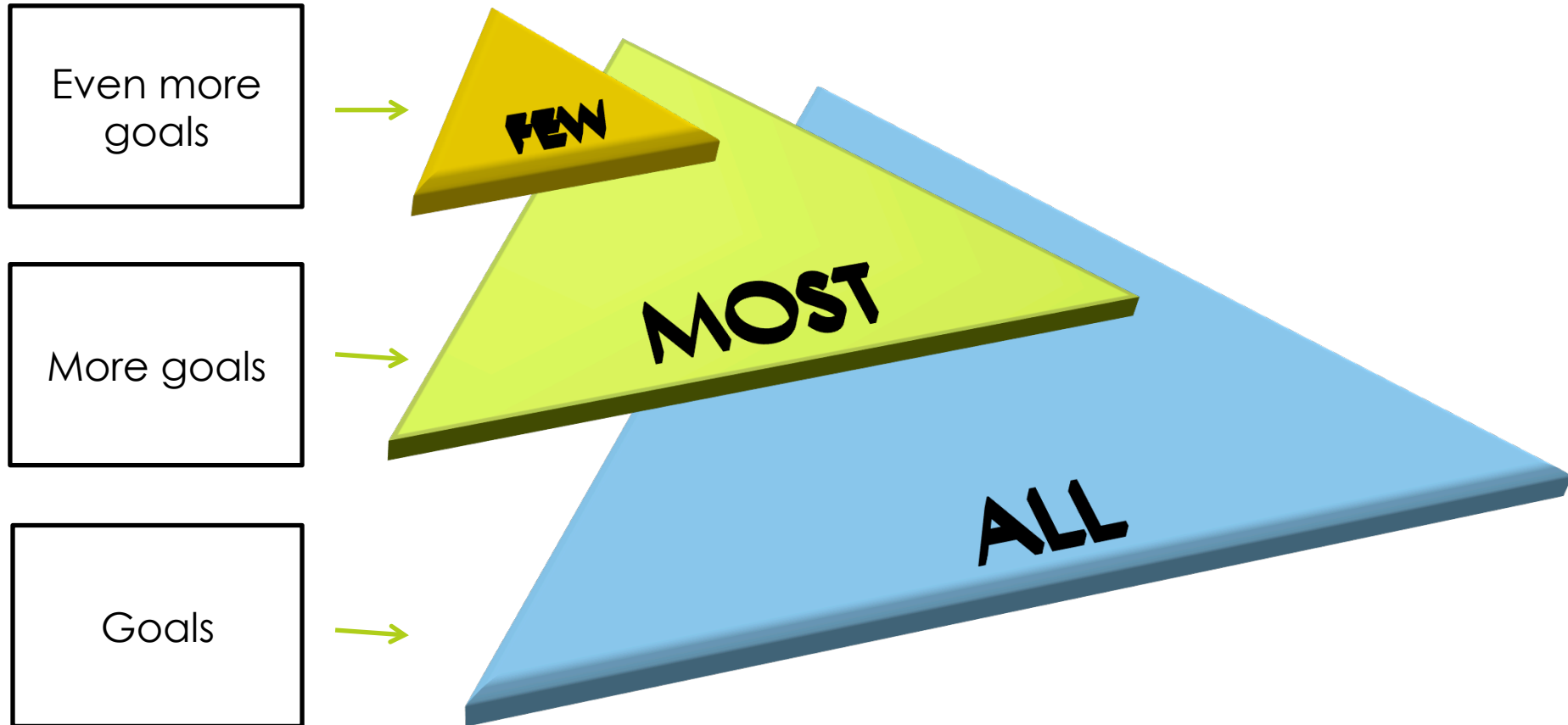
# Chat to your neighbour

- What are you thinking?
- What are your questions?
- What does this connect to?

# Frameworks to Support Diversity



# What am I teaching? Planning Pyramid



Even more goals



More goals



Goals



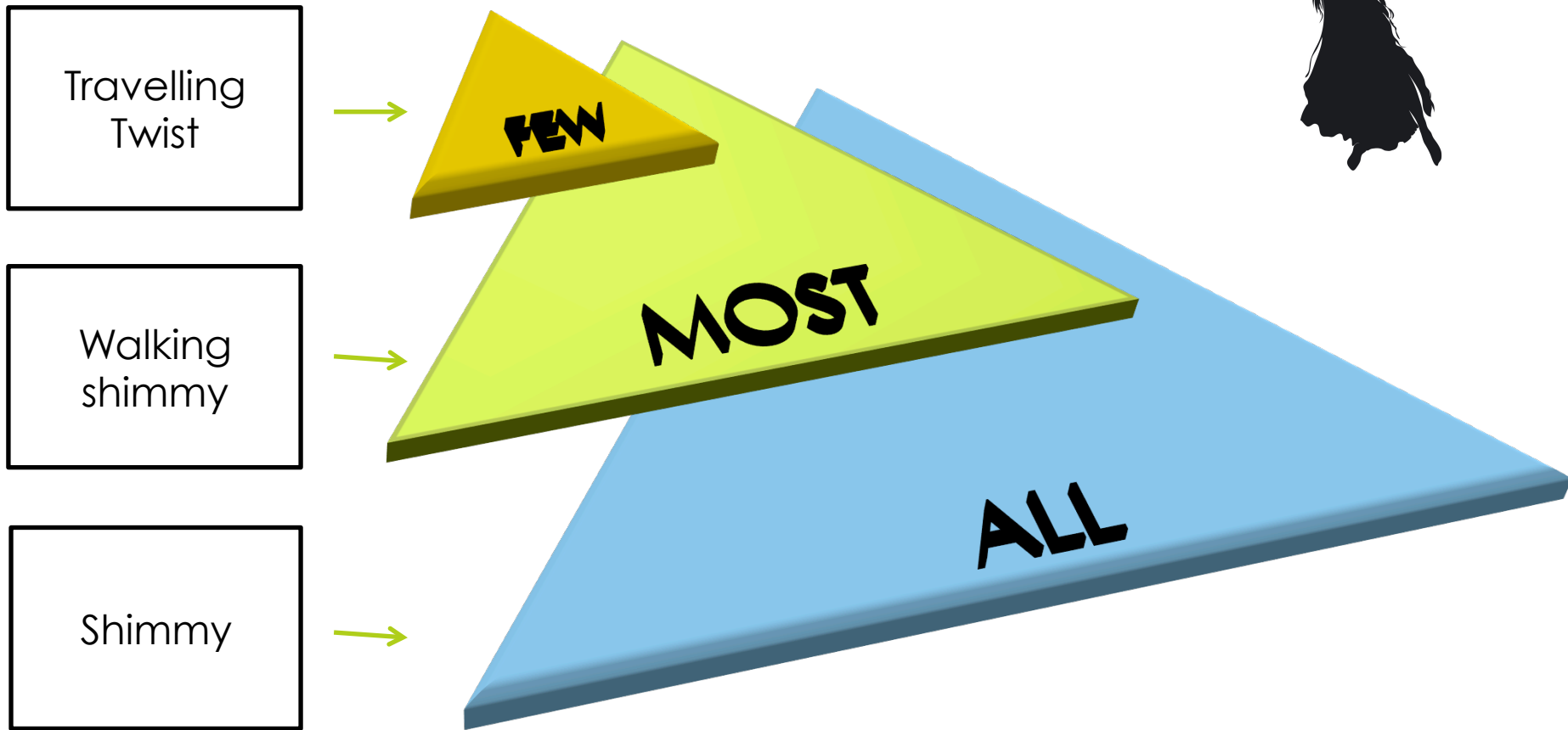
# Chat to your neighbour

- What are you thinking?
- What are your questions?
- What does this connect to?

Do this....



You CAN be a belly dancer!!!



Shimmy



# Walking Shimmy



# Travelling Twist



# 1 of 3 things happen

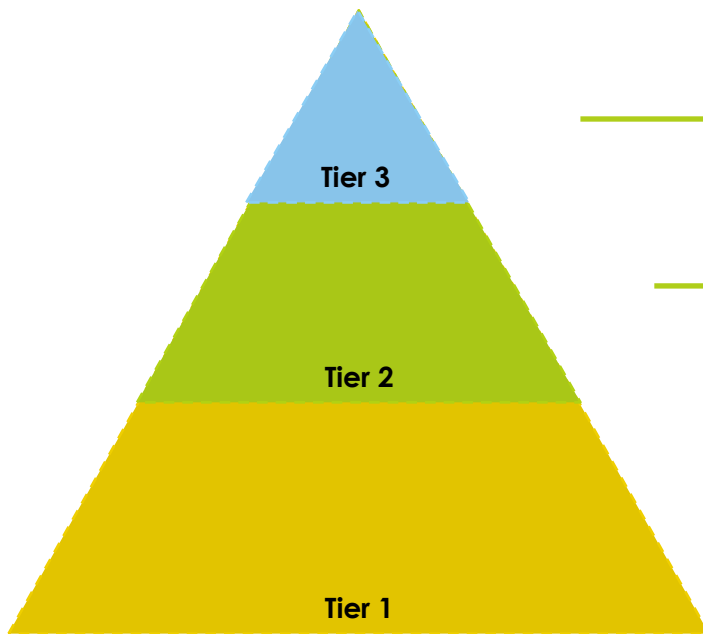
- You try your best
- You try your best and give up
- You don't try at all

# Chat to your neighbour

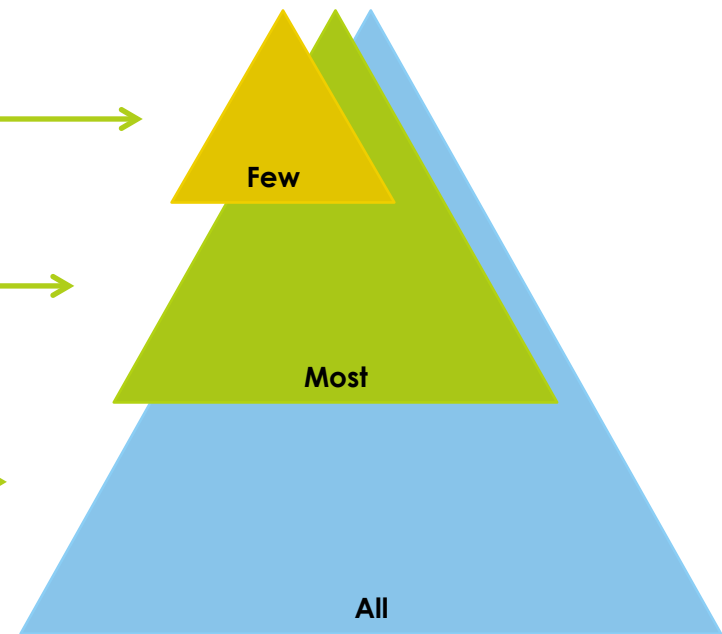
- What are you thinking?
- What are your questions?
- What does this connect to?

# What happens if we combine frameworks?

RTI Triangle



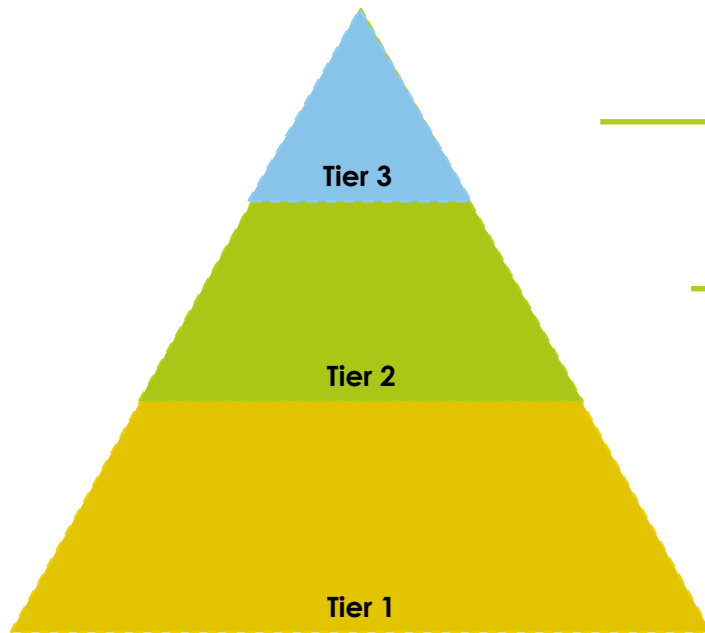
Planning Pyramid



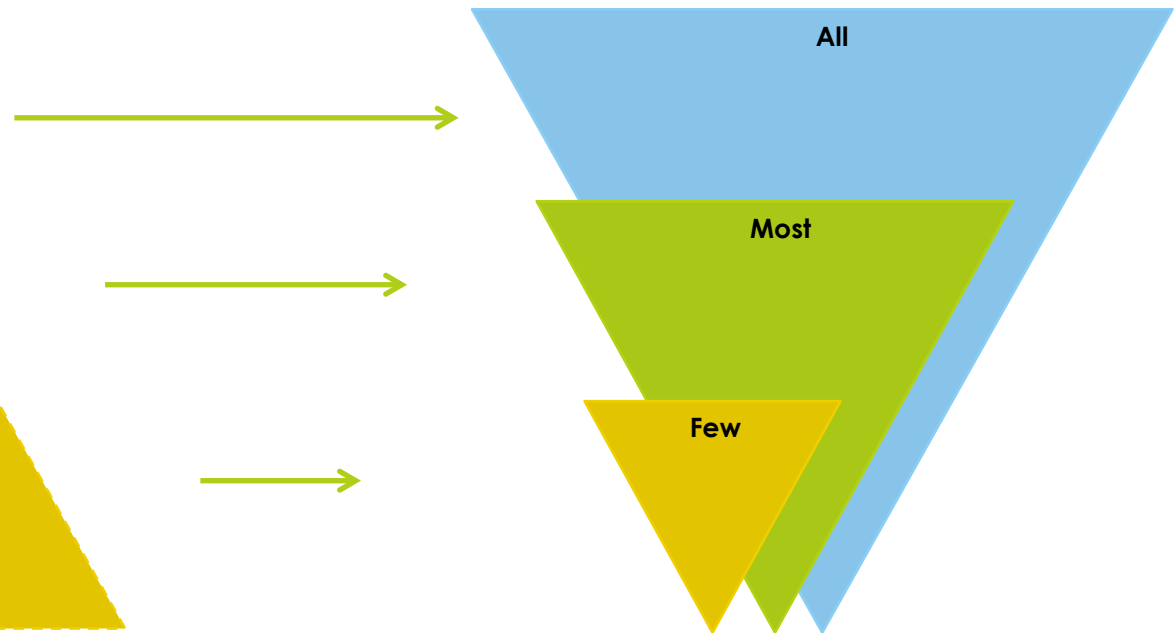
What do you notice?

# What happens if we combine frameworks?

**RTI Triangle**



**Planning Pyramid**



# What am I teaching?

## Backwards Design + Inquiry + Planning pyramid

- Grade and Topic
- PLOs
- Big ideas/concepts
- Access questions
- Goal Priority

# 1. Grade and Topic

**Course: Socials 8**

**Unit: Vikings**

# 2. Goals

## PRESCRIBED LEARNING OUTCOMES BY GRADE

### GRADE 4

#### Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

#### Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

#### Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

#### Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things



## Area of Learning: SOCIAL STUDIES

Grade 8

### BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.

Discoveries and innovations can result in progress or decline.

The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.

Intercultural contact and conflict lead to multiple complex experiences and perspectives.

### Learning Standards

#### Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term cause and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

#### Concepts and Content

Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

## Course: Socials 8

## Unit: Vikings

### PLOs

Compare daily life, family structures and gender roles in a variety of civilizations

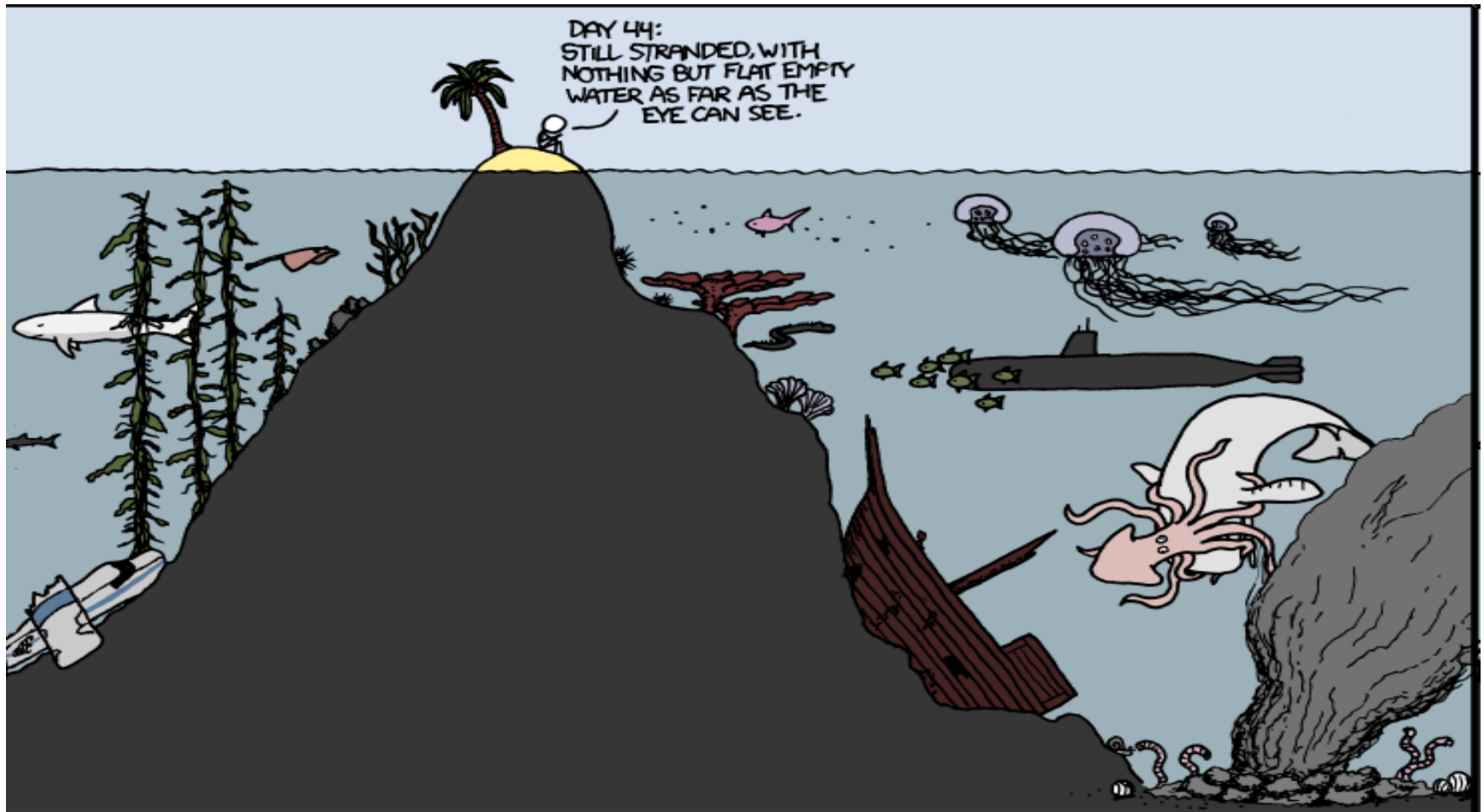
Describe the impact of technological innovation and science on political, social and economic structures

Describe how physical geography influenced patterns of settlement, trade and exploration

Assess the impact of contact, conflict and conquest on civilizations

# 3. Big Ideas

“What is big to the teacher or the expert in the field is often abstract, lifeless, confusing, or irrelevant to the student”



Help them see what you see...

## Course: Socials 8

## Unit: Vikings

### PLOs

Compare daily life, family structures and gender roles in a variety of civilizations

Describe the impact of technological innovation and science on political, social and economic structures

Describe how physical geography influenced patterns of settlement, trade and exploration

Assess the impact of contact, conflict and conquest on civilizations

### Ideas/ Concepts

Viking Culture

Viking Travel

Viking Geography

Cause/Effect of Contact

## 4. Access Questions

- Clear distinctions between **big ideas** and **essential questions**
- Big ideas **LEAD** to big questions!
- Inquiry based
- Blooms

Use the one or two of the words together to create questions that we could explore during this unit!



Vikings Chaos Travel  
Order Culture Effect  
Responsibility Cause  
Geography Roles

Use the one or two of the words together to create questions that we could explore during this unit!

Where are the Vikings from?

How were the Vikings chaotic?



What is chaos?

Why did the Vikings wear those hats?

When did they live?

Vikings	Chaos	Travel
Order	Culture	Effect
Responsibility	Cause	
Geography	Roles	

Are there still Vikings?

Can chaos and order exist together?

How did they travel?

Where did they travel?

What was Viking culture like - How did they live?

How were the Vikings orderly?

What happened when they got to their destination?

## Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

## Comprehension

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

## Application

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

## Analysis

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

## Synthesis

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

## Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

### Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Relate	
Contrast	Illustrate	Rephrase
Demonstrate	illustrate	Report
Discuss	Indicate	Restate
Estimate	Infer	Review
Explain	Interpret	Show
Express	Match	Summarise
	Observe	Translate

### Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

### Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relation-
Categorise	Highlight	ships
Cause and effect	In-depth	Reorganise
Choose	discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

### Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

### Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Criticise	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	Mark	

### Actions:

Describing  
Finding  
Identifying  
Listing  
Locating  
Naming  
Recognising  
Retrieving

### Outcomes:

Definition  
Fact  
Label  
List  
Quiz  
Reproduction  
Test  
Workbook  
Worksheet

### Actions:

Classifying  
Comparing  
Exemplifying  
Explaining  
Inferring  
Interpreting  
Paraphrasing  
Summarising

### Outcomes:

Collection  
Examples  
Explanation  
Label  
List  
Outline  
Quiz  
Show and tell  
Summary

### Actions:

Carrying out  
Executing  
Implementing  
Using

### Outcomes:

Demonstration  
Diary  
Illustrations  
Interview  
Journal  
Performance  
Presentation  
Sculpture  
Simulation

### Actions:

Attributing  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Actions:

Constructing  
Designing  
Devising  
Inventing  
Making  
Planning  
Producing

### Outcomes:

Advertisement  
Film  
Media product  
New game  
Painting  
Plan  
Project  
Song  
Story

### Actions:

Attributing  
Checking  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Questions:

Can you list three ...?  
Can you recall ...?  
Can you select ...?  
How did \_\_\_\_\_ happen?  
How is ...?  
How would you describe ...?  
How would you explain ...?  
How would you show ...?  
What is ...?  
When did ...?  
When did \_\_\_\_\_ happen?  
Where is ...?  
Which one ...?  
Who was ...?  
Who were the main ...?  
Why did ...?

### Questions:

Can you explain what is happening . . . what is meant . . . ?  
How would you classify the type of ...?  
How would you compare ...?contrast ...?  
How would you rephrase the meaning ...?  
How would you summarise ...?  
What can you say about ...?  
What facts or ideas show ...?  
What is the main idea of ...?  
Which is the best answer ...?  
Which statements support ...?  
Will you state or interpret in your own words ...?

### Questions:

How would you use...?  
What examples can you find to ...?  
How would you solve \_\_\_\_\_ using what you have learned ...?  
How would you organise \_\_\_\_\_ to show ...?  
How would you show your understanding of ...?  
What approach would you use to...?  
How would you apply what you learned to develop ...?  
What other way would you plan to ...?  
What would result if ...?  
Can you make use of the facts to ...?  
What elements would you choose to change ...?  
What facts would you select to show ...?  
What questions would you ask in an interview with ...?

### Questions:

What are the parts or features of ...?  
How is \_\_\_\_\_ related to ...?  
Why do you think ...?  
What is the theme ...?  
What motive is there ...?  
Can you list the parts ...?  
What inference can you make ...?  
What conclusions can you draw ...?  
How would you classify ...?  
How would you categorise ...?  
Can you identify the difference parts ...?  
What evidence can you find ...?  
What is the relationship between ...?  
Can you make a distinction between ...?  
What is the function of ...?  
What ideas justify ...?

### Questions:

What changes would you make to solve...?  
How would you improve ...?  
What would happen if...?  
Can you elaborate on the reason...?  
Can you propose an alternative...?  
Can you invent...?  
How would you adapt \_\_\_\_\_ to create a different...?  
How could you change (modify) the plot (plan)...?  
What could be done to minimise (maximise)...?  
What way would you design...?  
Suppose you could \_\_\_\_\_ what would you do...?  
How would you test...?  
Can you formulate a theory for...?  
Can you predict the outcome if...?  
How would you estimate the results for...?  
What facts can you compile...?  
Can you construct a model that would change...?  
Can you think of an original way for the ...?

### Questions:

Do you agree with the actions/outcomes...?  
What is your opinion of...?  
How would you prove/disprove...?  
Can you assess the value/importance of...?  
Would it be better if...?  
Why did they (the character) choose...?  
What would you recommend...?  
How would you rate the...?  
What would you cite to defend the actions...?  
How would you evaluate ...?  
How could you determine...?  
What choice would you have made...?  
What would you select...?  
How would you prioritise...?  
What judgement would you make about...?  
Based on what you know, how would you explain...?  
What information would you use to support the view...?  
How would you justify...?  
What data was used to make the conclusion...?

Even more questions



More questions



Questions



## Course: Socials 8

## Unit: Vikings

### PLOs

Compare daily life, family structures and gender roles in a variety of civilizations

Describe the impact of technological innovation and science on political, social and economic structures

Describe how physical geography influenced patterns of settlement, trade and exploration

Assess the impact of contact, conflict and conquest on civilizations

### Ideas/ Concepts

Vikings  
Culture

Travel

Geography

Cause/Effect

### Questions

Who were the Vikings?

How did Vikings live?

Where did the Vikings come from?

Where and how did the Viking travel?

How were the Vikings orderly? Chaotic?

### Extended Goal

Can order and chaos exist at the same time? Why?

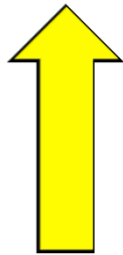
# Chat to your neighbour

- What are you thinking?
- What are your questions?
- What does this connect to?

# 5. Prioritize

Most Challenging

- Match tier 1 (including gifted)



Most Accessible

- Match tier 3
- A place to start (but not to stay)



**Course: Socials 8**

**Unit: Vikings**  
**Essential Question:** Did the Vikings create order or chaos?

**All/  
Most/  
Few**

**PLOs**  
Compare daily life, family structures and gender roles in a variety of civilizations  
  
Describe the impact of technological innovation and science on political, social and economic structures  
  
Describe how physical geography influenced patterns of settlement, trade and exploration  
  
Assess the impact of contact, conflict and conquest on civilizations

**Ideas/ Concepts**  
  
Vikings  
Culture  
  
  
  
Travel  
  
  
  
Geography  
  
  
  
Cause/Effect

**Questions**  
  
**Who were the Vikings?**  
  
**How did Vikings live?**  
  
  
Where did the Vikings come from?  
  
Where and how did the Viking travel?  
  
How were the Vikings orderly? Chaotic?  
  
**Extended Goal**  
Can order and chaos exist at the same time? Why?

**All**  
  
**All**  
  
**All**  
  
**Most**  
  
**Most**  
  
**Few**

# Planning Pyramid

## Goals for ALL

Who were the Vikings?

How did Vikings live?

Where did the Vikings come from?

What were the different role and responsibilities of the Vikings?

**Modified Goal(s)**

## Goals for MOST

Where and how did the Viking travel?

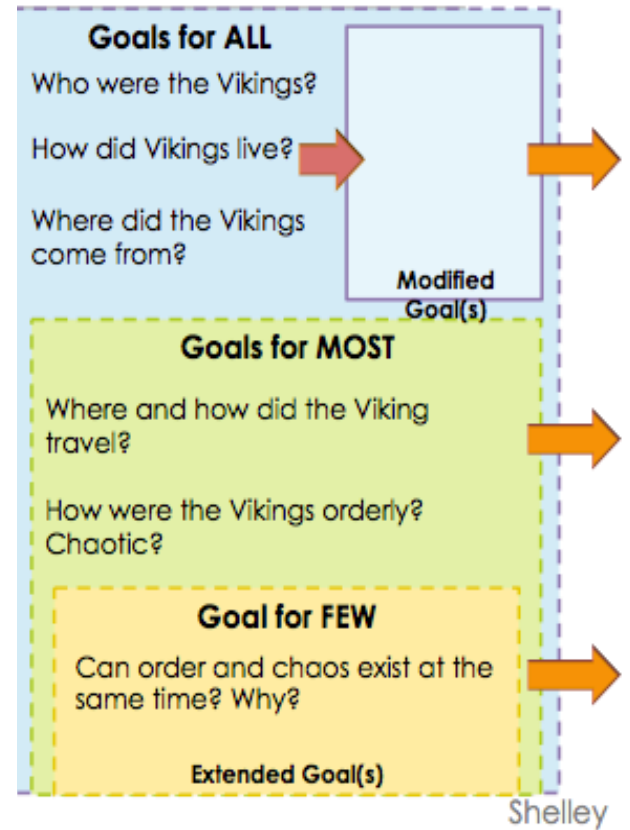
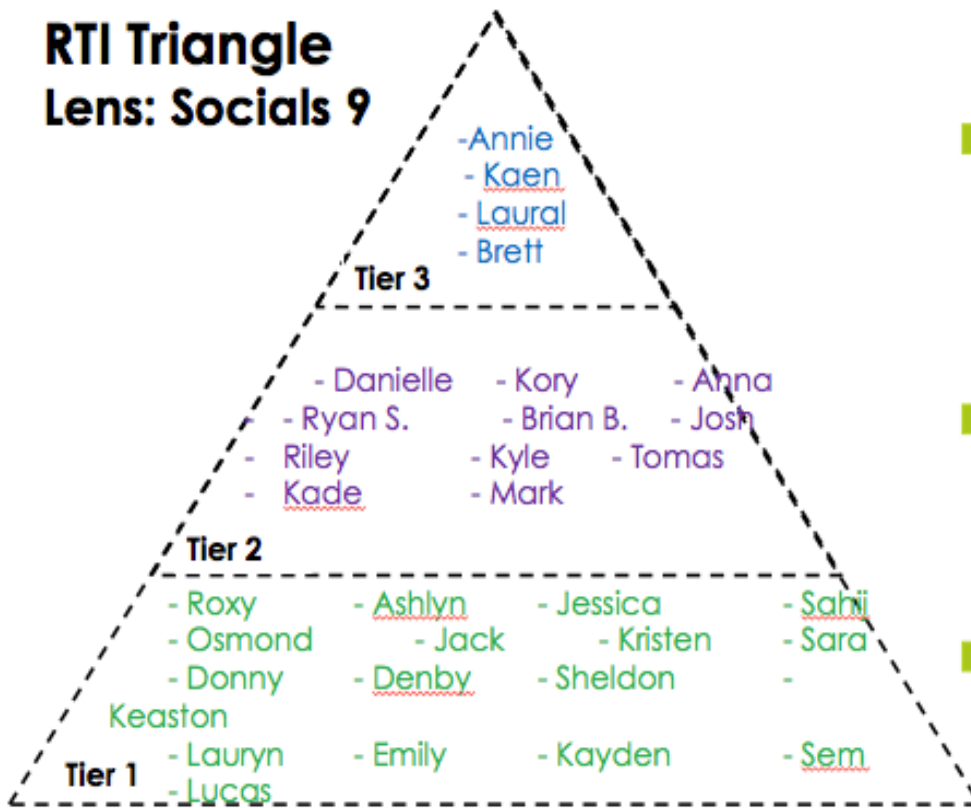
How were the Vikings orderly? Chaotic?

## Goal for FEW

Can order and chaos exist at the same time? Why?

**Extended Goal(s)**

# RTI Triangle Lens: Socials 9



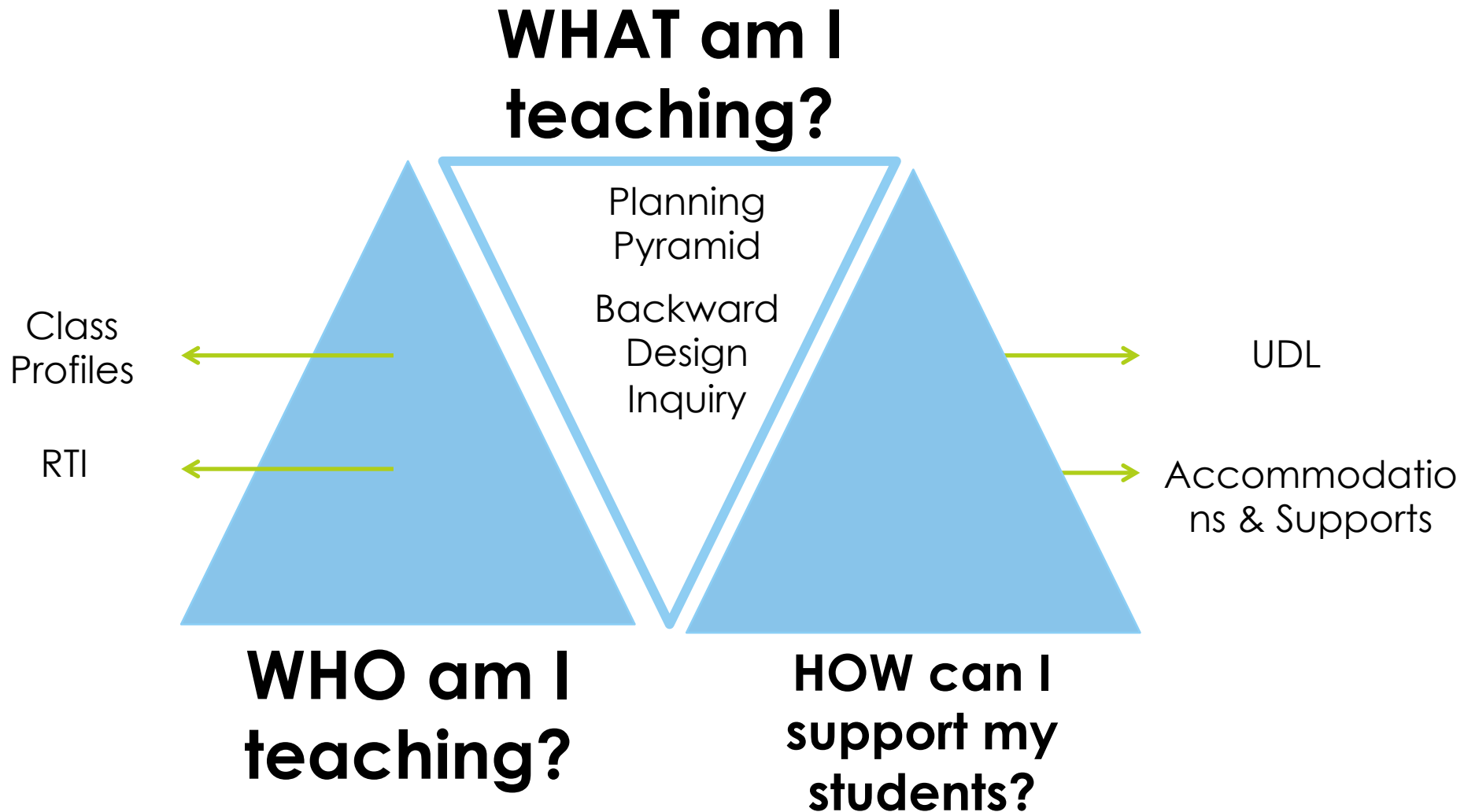
# Chat to your neighbour

- What are you thinking?
- What are your questions?
- What does this connect to?

**How** the heck do we do it?



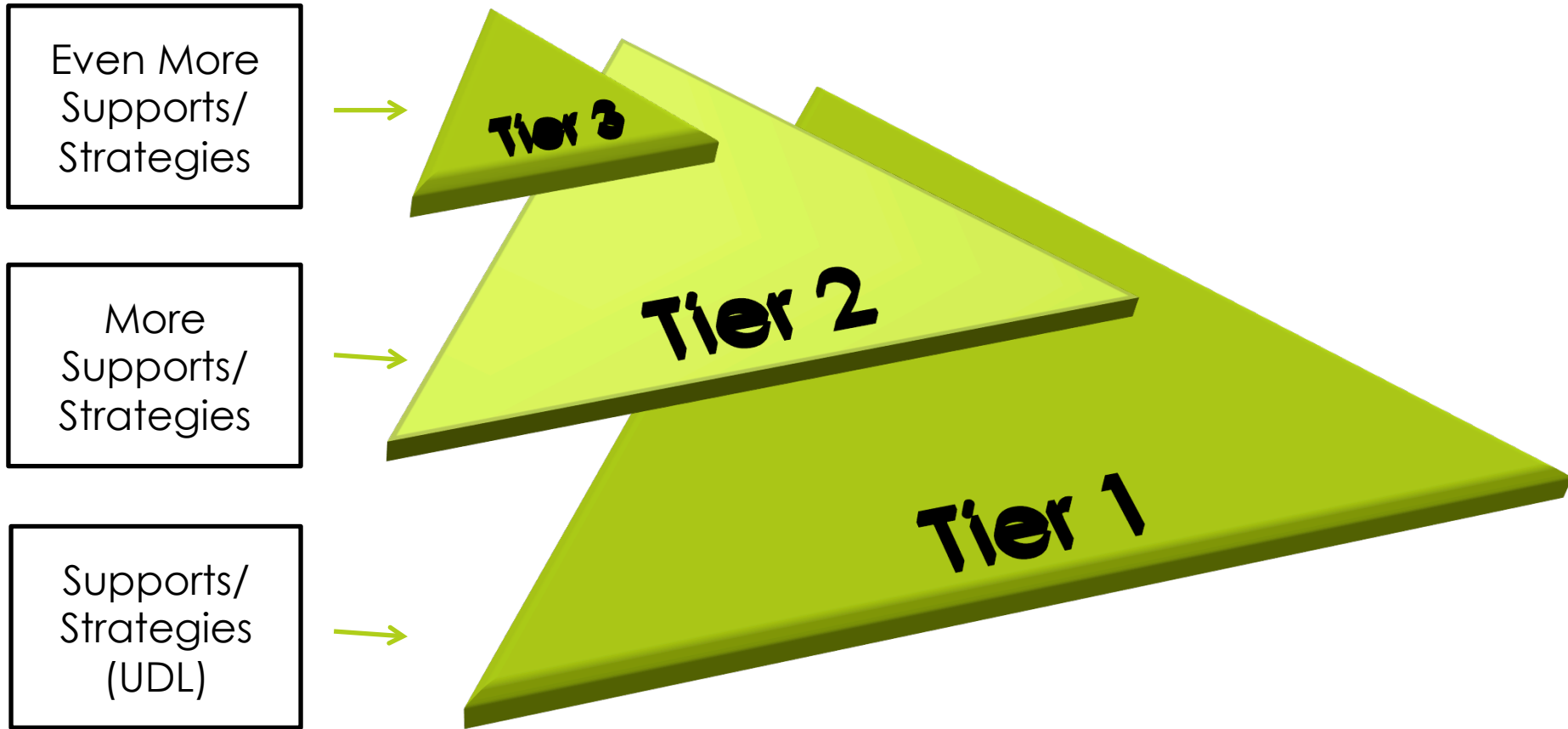
# Frameworks to Support Diversity



# Universal Design



# How will I support them? Universal Design for Learning (UDL)



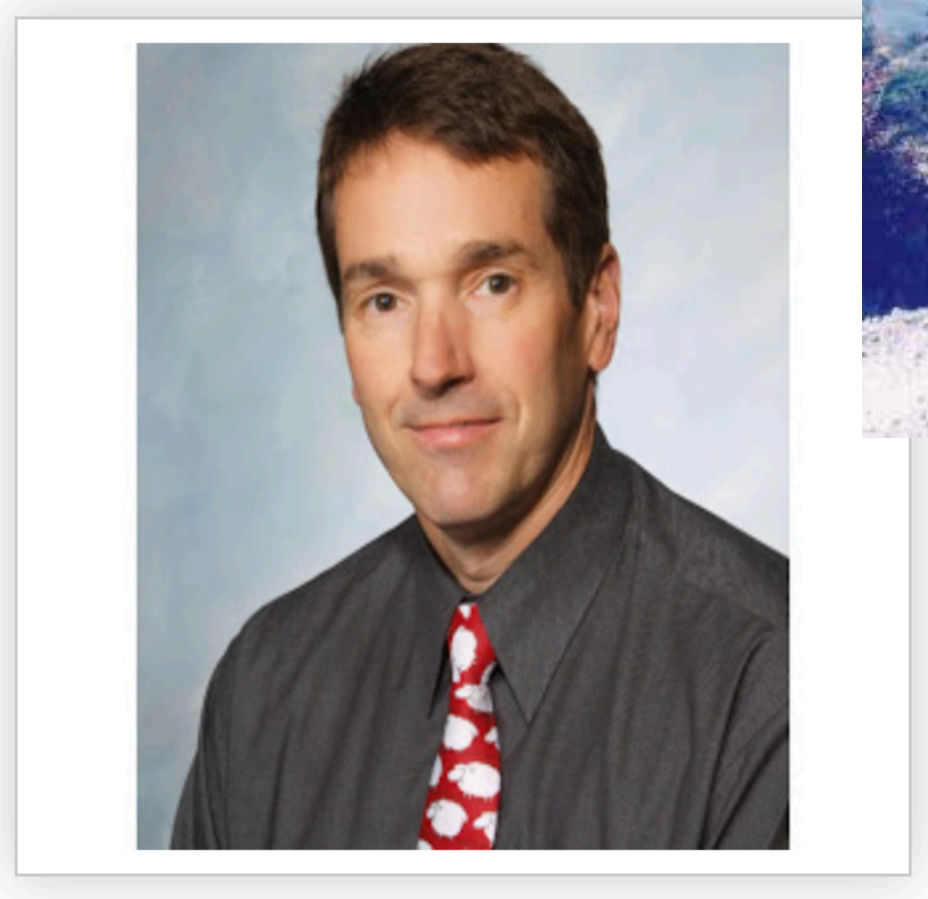
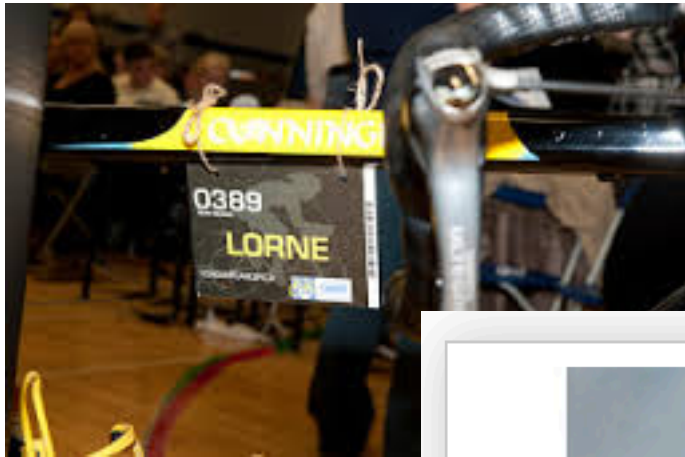
UC

Even More  
Supports/  
Strategies

More  
Supports/  
Strategies

Supports/  
Strategies  
(UDL)





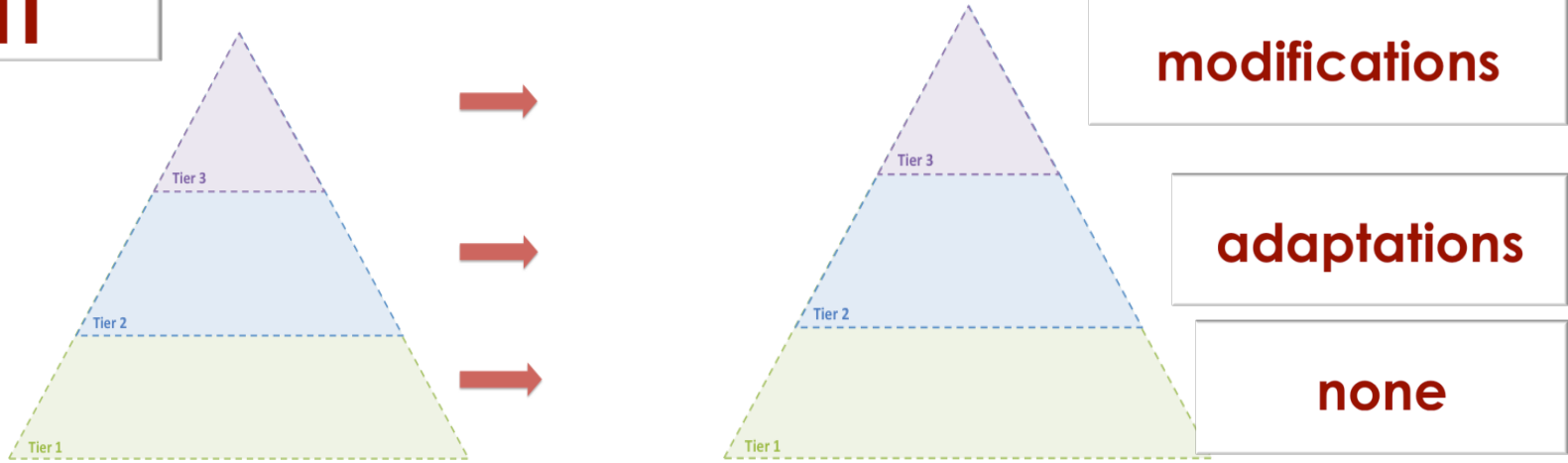
# Teaching and Learning Supports

Vs.

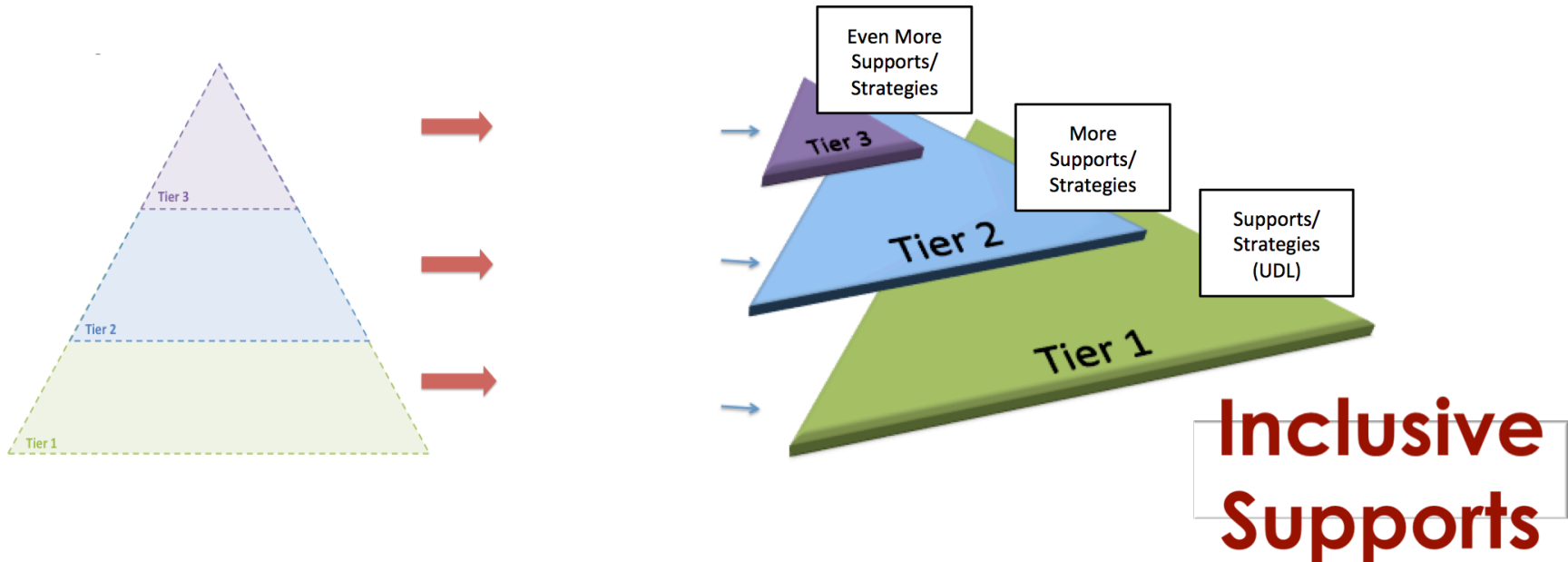
## Testing Supports

- ▣ Supports are designed for specific groups... but are available to **EVERYONE**

# RTI



**OR...**



# Chat to your neighbour

- What are you thinking?
- What are your questions?
- What does this connect to?

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