

Using Curriculum: Backwards Design

Content

- What do we need to know?

Process

- What do we need to do?

Previous Curriculum

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

Backwards Design: Renewed Curriculum

Backwards Design

- **Big Idea**
 - What do we need to understand?
- **Content**
 - What do we need to know?
- **Curricular Competencies**
 - What do we need to do?
- **Core Competencies**
 - Who do we need to become?

The goal ratios have shifted



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 causes 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

Big Ideas

Geographic conditions shaped the emergence of civilizations.

Religious and cultural practices that emerged during this period have endured and continue to influence people.

Increasingly complex societies required new systems of laws and government.

Economic specialization and trade networks can lead to conflict and cooperation between societies.

Curricular Competencies

Students are expected to be able to do the following:

- ▶ *Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions*
- ▶ *Assess the significance of people, places, events, or developments at particular times and places* (significance)
- ▶ *Identify what the creators of accounts, narratives, maps, or texts have determined is significant* (significance)
- ▶ *Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions* (evidence)
- ▶ *Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change* (continuity and change)
- ▶ *Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences* (cause and consequence)
- ▶ *Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places* (perspective)
- ▶ *Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past* (ethical judgment)

Content

Students are expected to know the following:

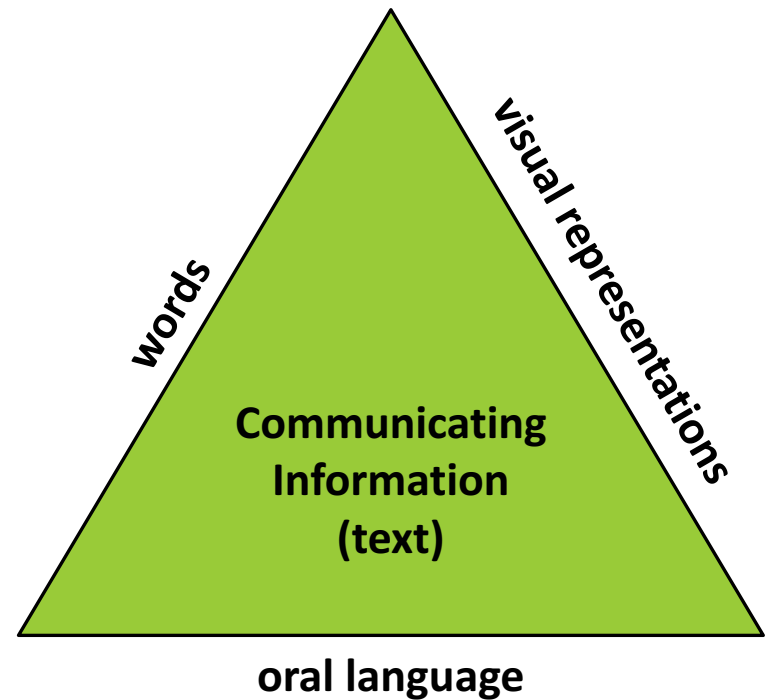
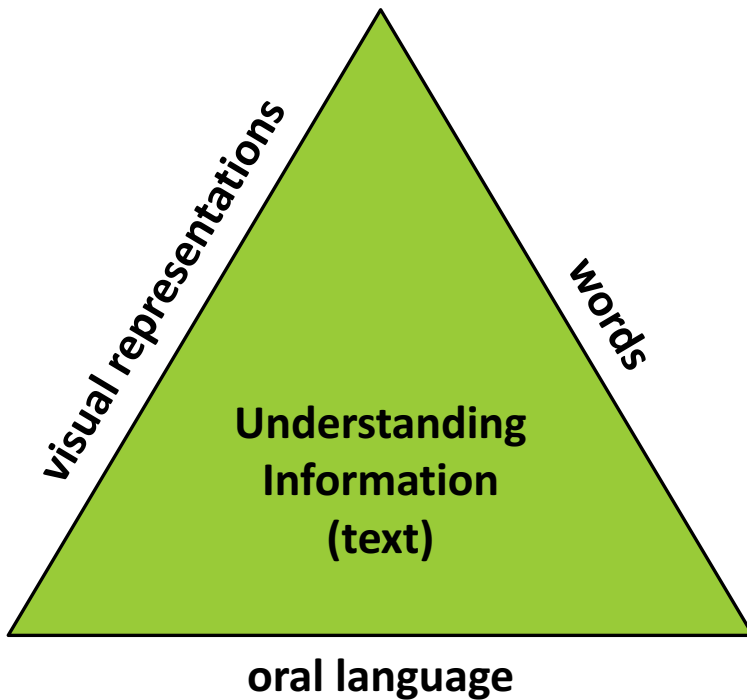
- ◆ *anthropological origins of humans*
- ◆ *human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources*
- ◆ *features and characteristics of civilizations and factors that lead to their rise and fall*
- ◆ *origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas*
- ◆ *scientific, philosophical, and technological developments*
- ◆ *interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration*
- ◆ *social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas*

Grade: Grade 5	Subject Area: SS	Planning Team:
Big Idea: Geographic conditions shaped the emergence of civilization		Unit Guiding question: What geographic conditions shaped the emergence of civilizations?
Content Goal	I know how humans respond to particular geographic challenges & opportunities including climate, landforms and natural resources	
Curricular Competency Goal	I can determine which causes most influenced particular decisions, actions or events and assess their short term & long term consequences	
Curricular Competency Goal	I can assess the significance of people, places, events or developments at particular times and places	
Curricular Competency Goal	I can identify what the creators of accounts, narratives, maps or texts have determined is significant	

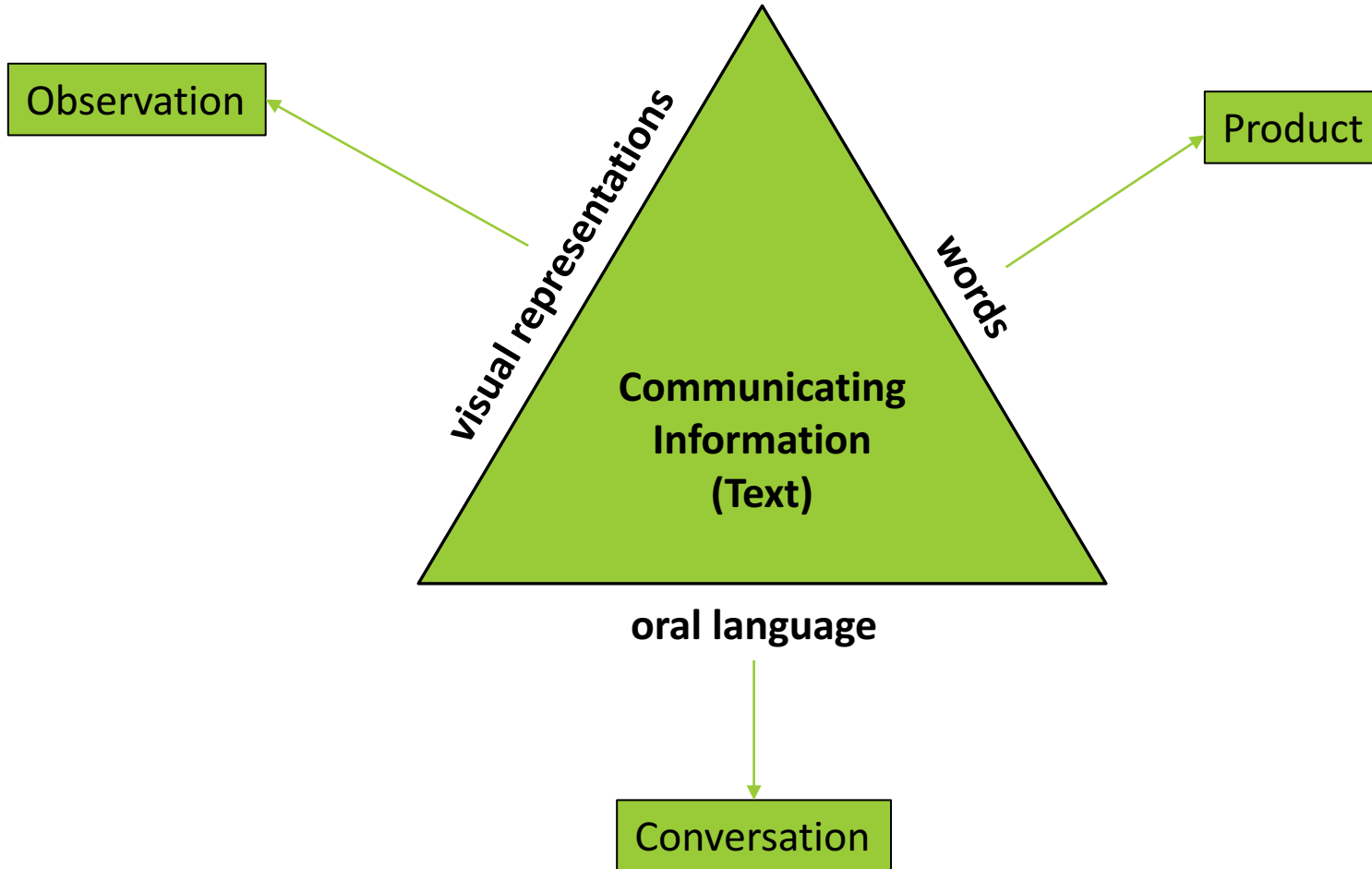
Grade: 2/3	Subject Area: cross curricular	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience

Assessment!

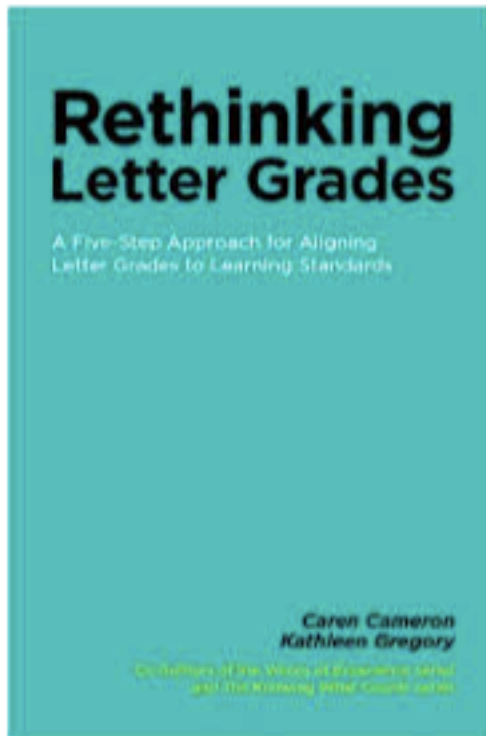
Teaching & Assessing



1. How do students show what they know?






Rethinking Letter Grades



Evidence & Grading

2. How do we keep track of progress?

Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					
					
	Prior Knowledge	Grade Level /Band Curriculum		Entension	

Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?

		ACCESS: This is what I <u>need</u> to know and do	ALL: This is what I <u>must</u> know & do	MOST: This is what I <u>can</u> know & do	FEW: This is what I <u>could</u> know & do	CHALLENGE: This is what I <u>can try to</u> know & do
Content Goal(s): I know elements of a story		I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces		I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
Curricular Competency Goals	I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
	I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
	I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
	I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully