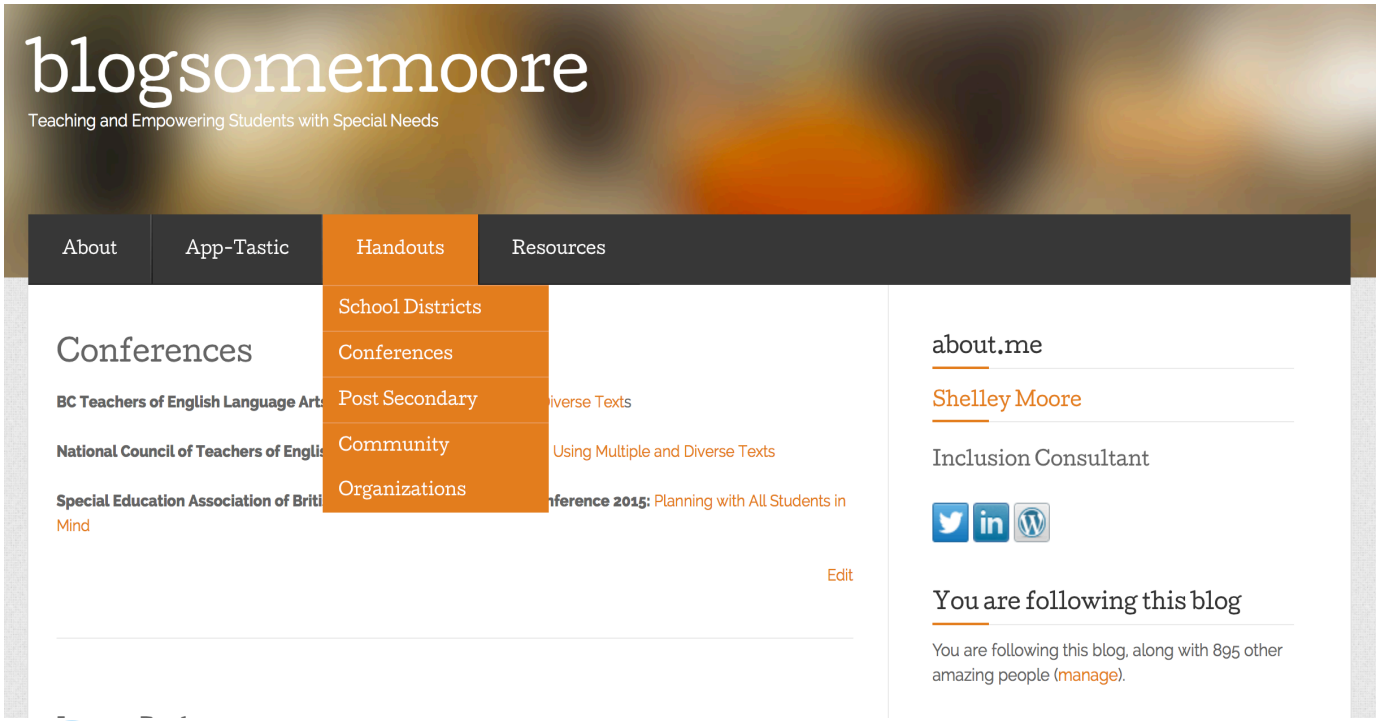
www.blogsomemoore.com



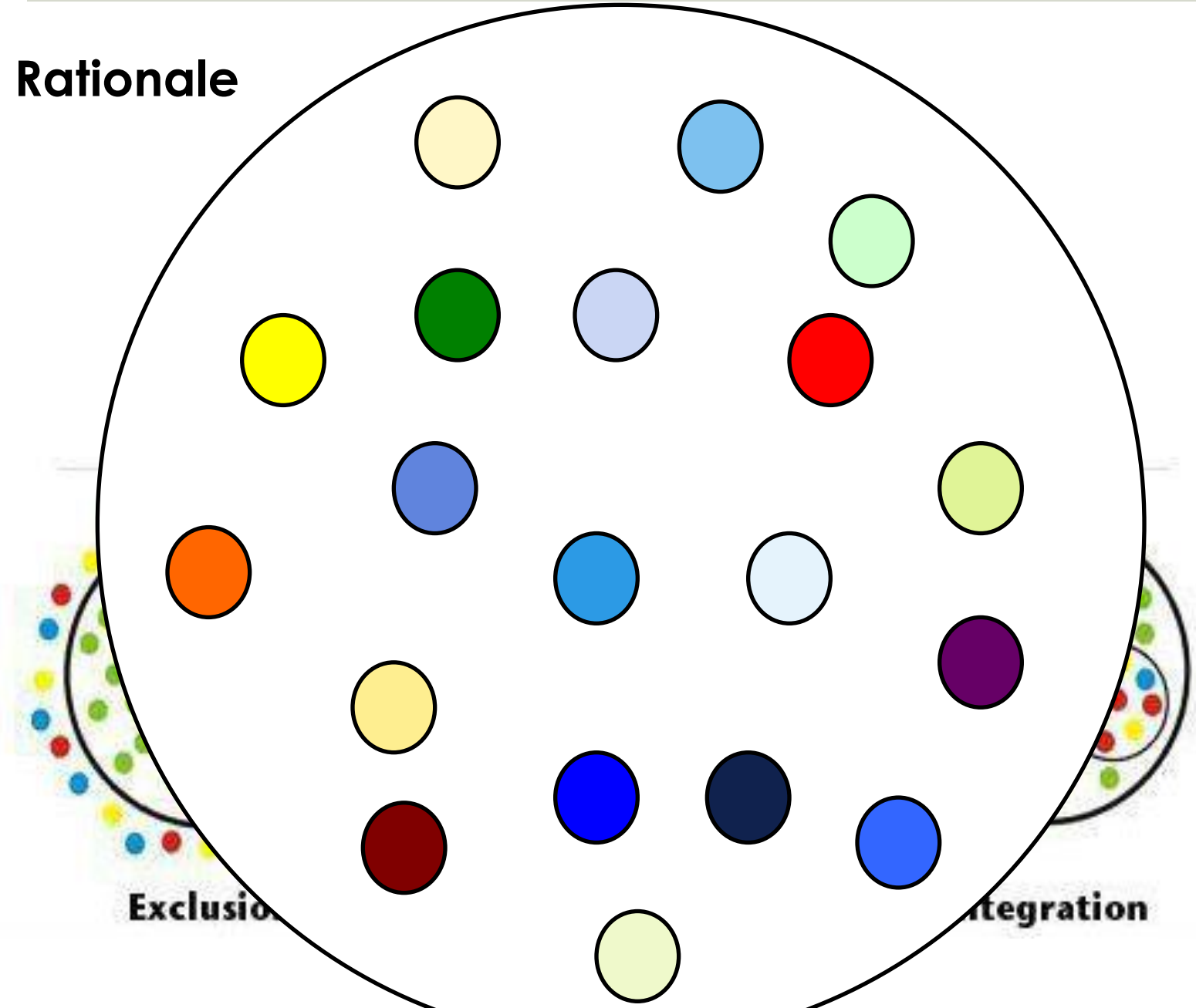
@tweetsomemoore

@proudtobeanoutsidepin

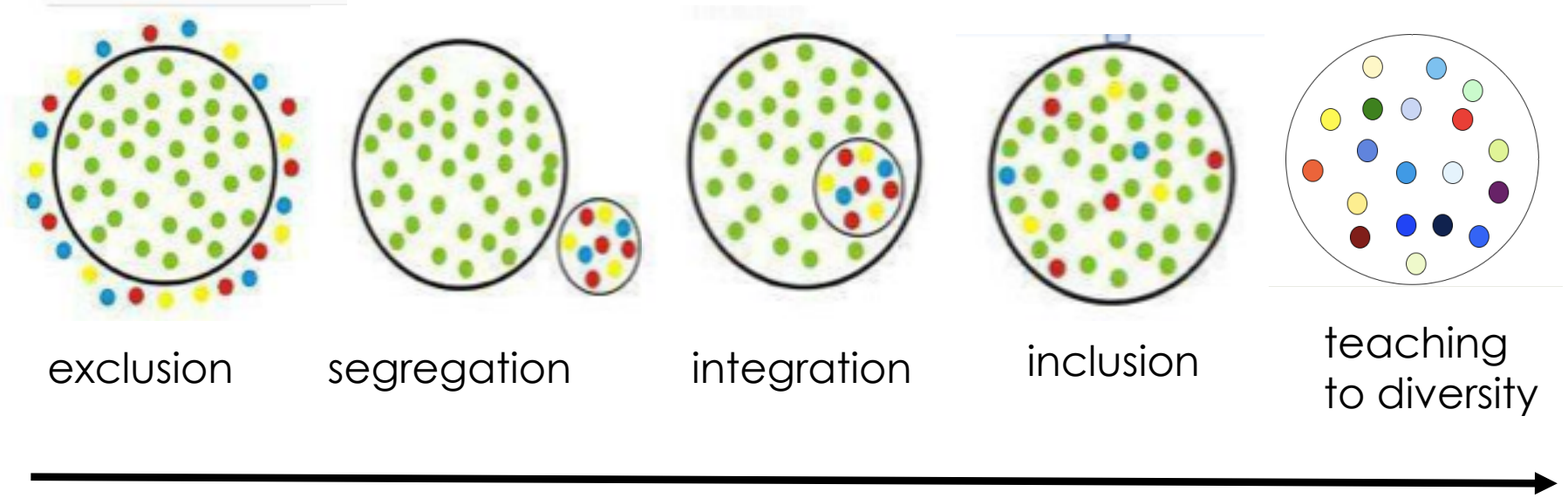
Since last we met…

- What do you remember?
- What have you tried?
- What have you noticed?
- What are you hoping to get out of today?

The Rationale

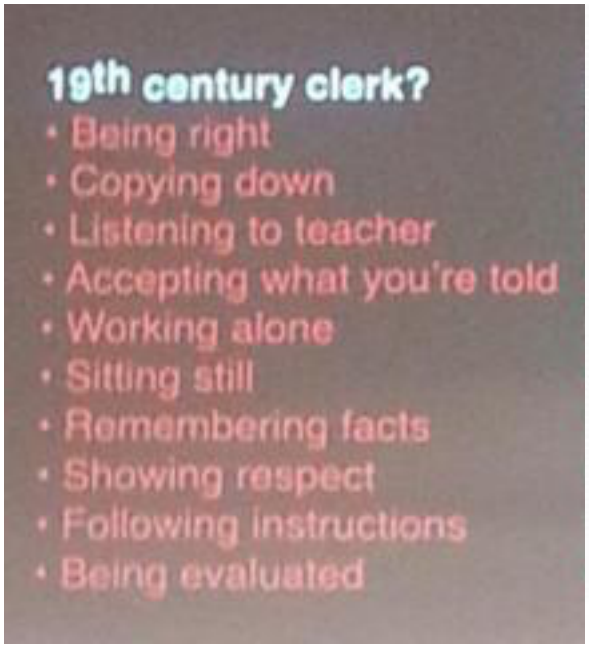


The evolution of inclusion

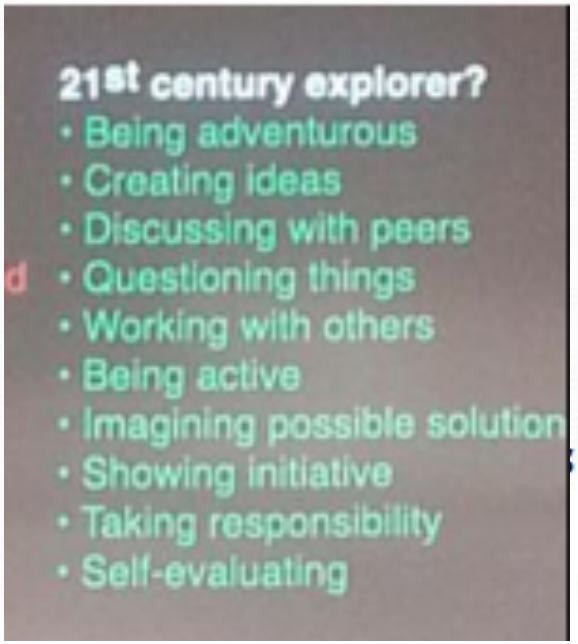


How do we move?

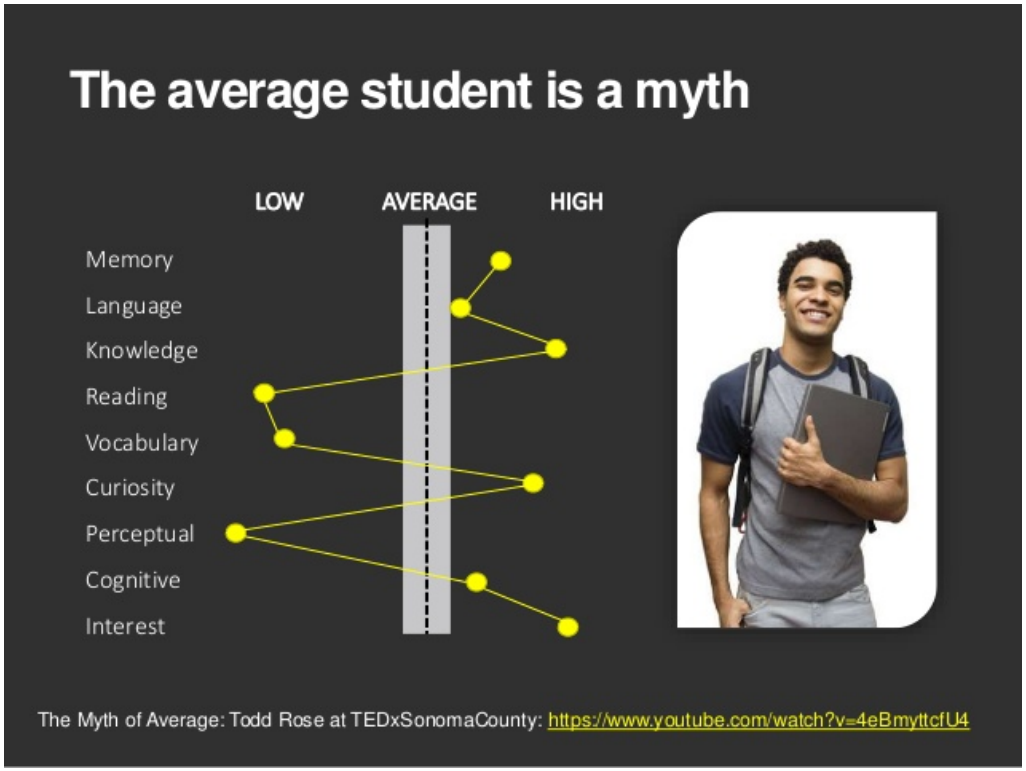
The evolution of skills…

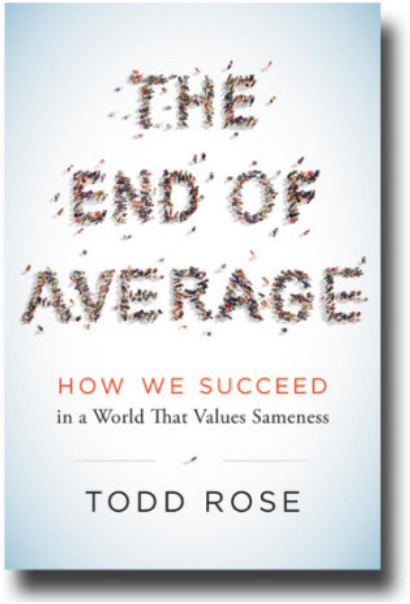


20th Century
Curriculum
Time-Slotted
One-size-Fits-All
Competitive
Classroom
Text-based
Summative Tests
Learning For School



The End of Average!



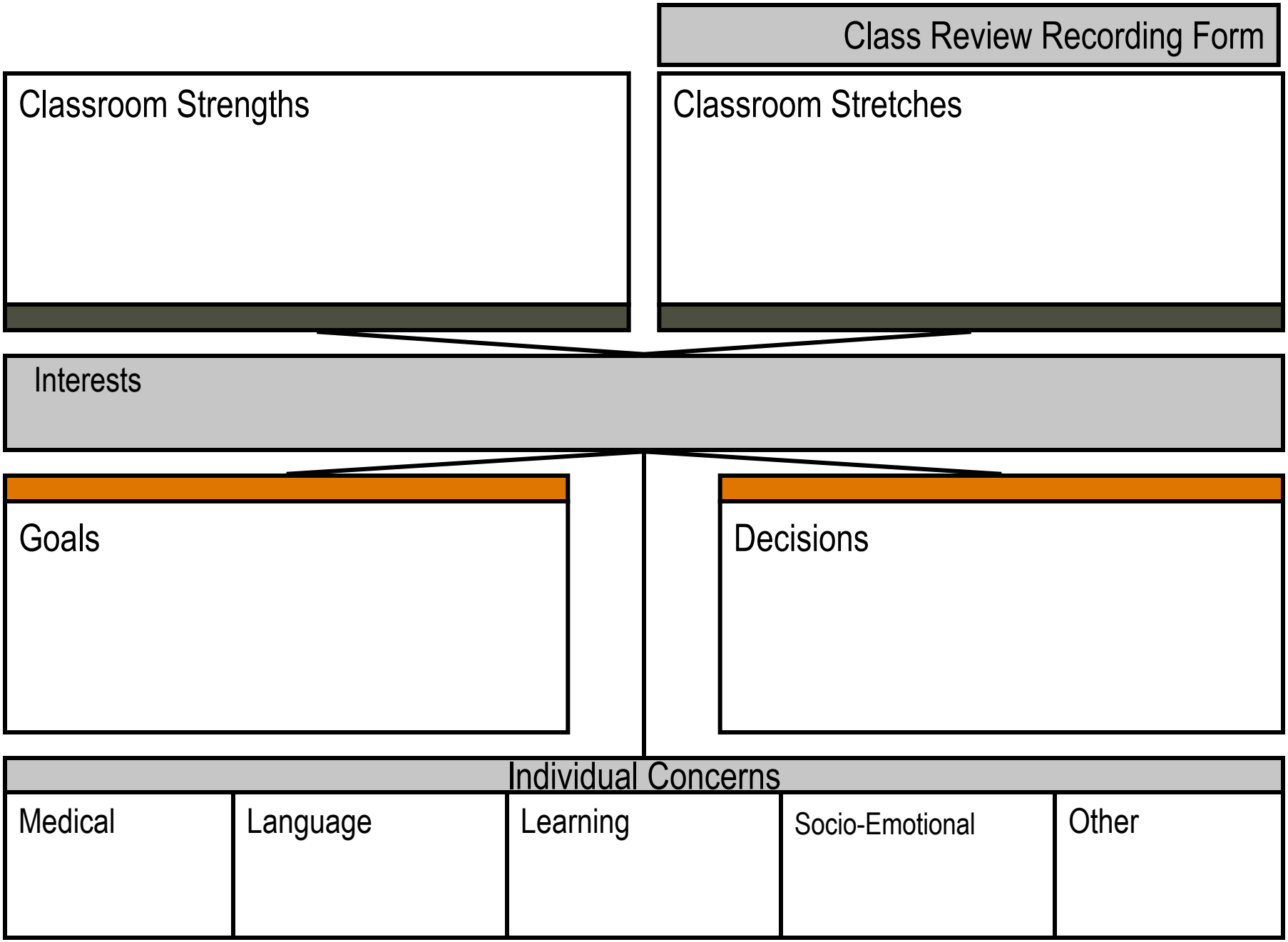


Teaching to a range of diversity?

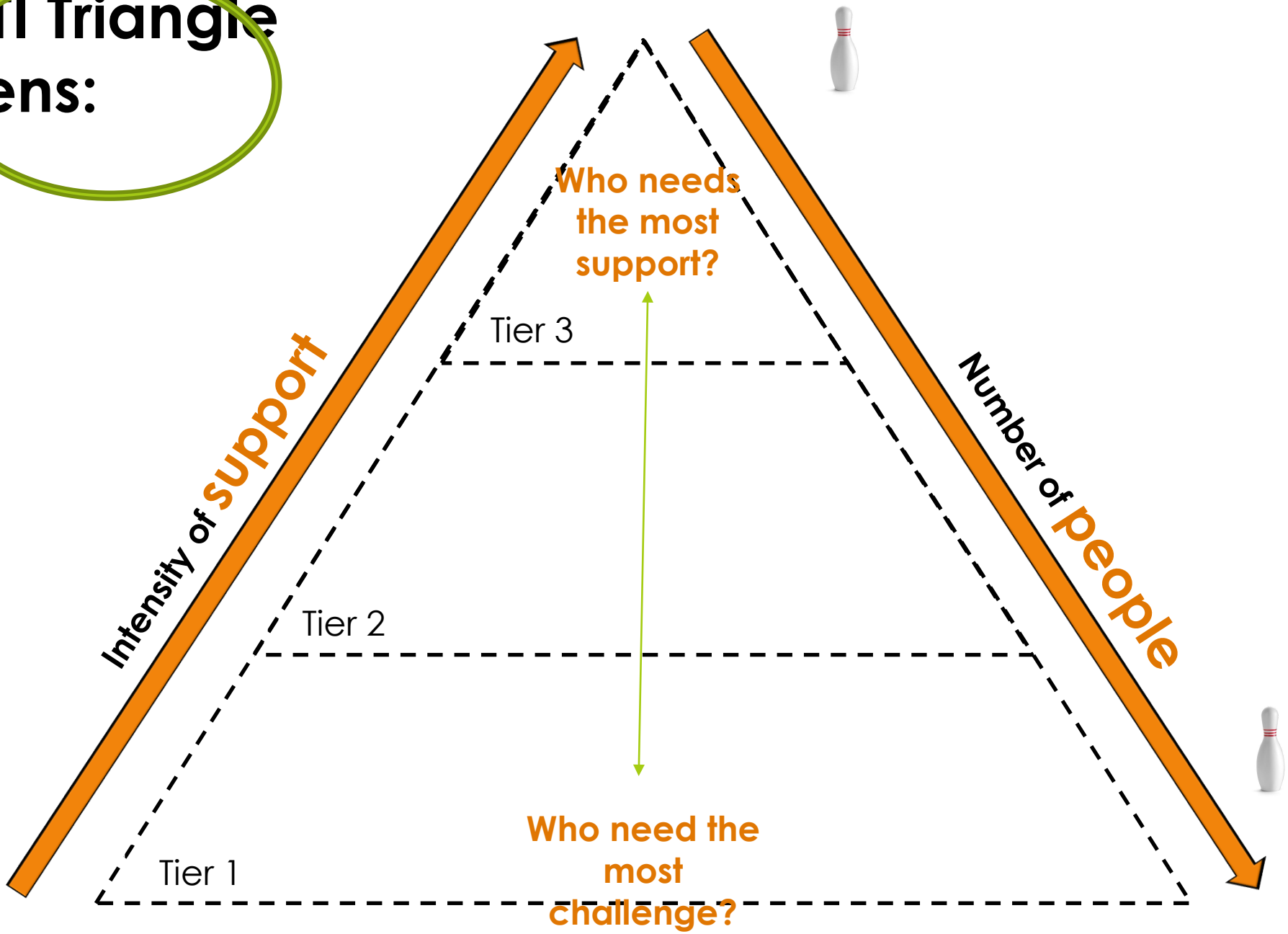
- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Class Profile

(Brownlie & King, 2000)



RTI Triangle Lens:



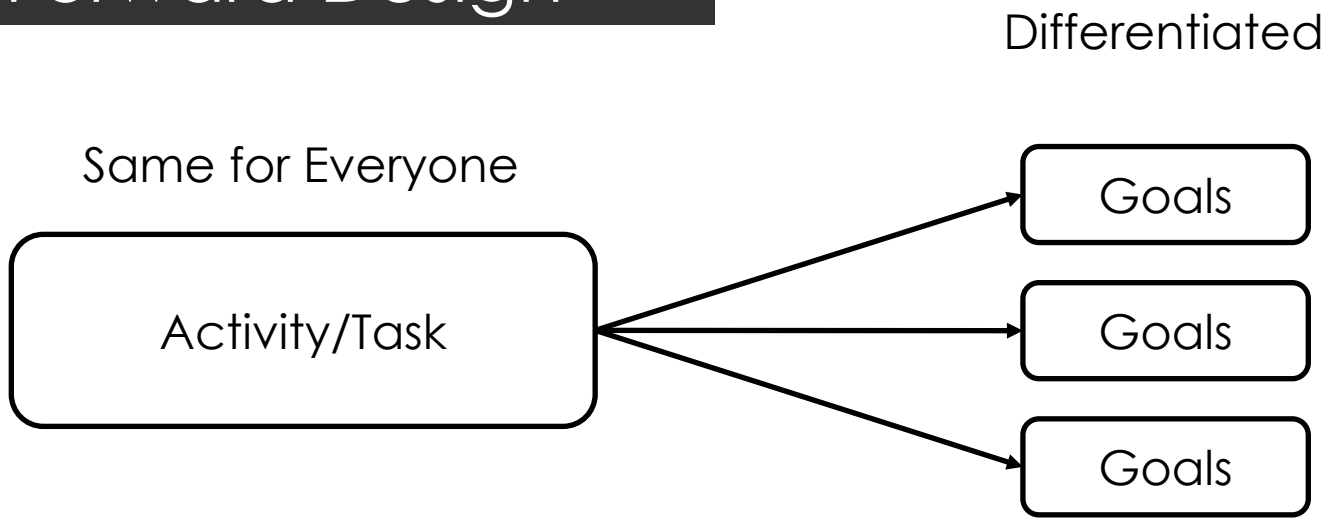
Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

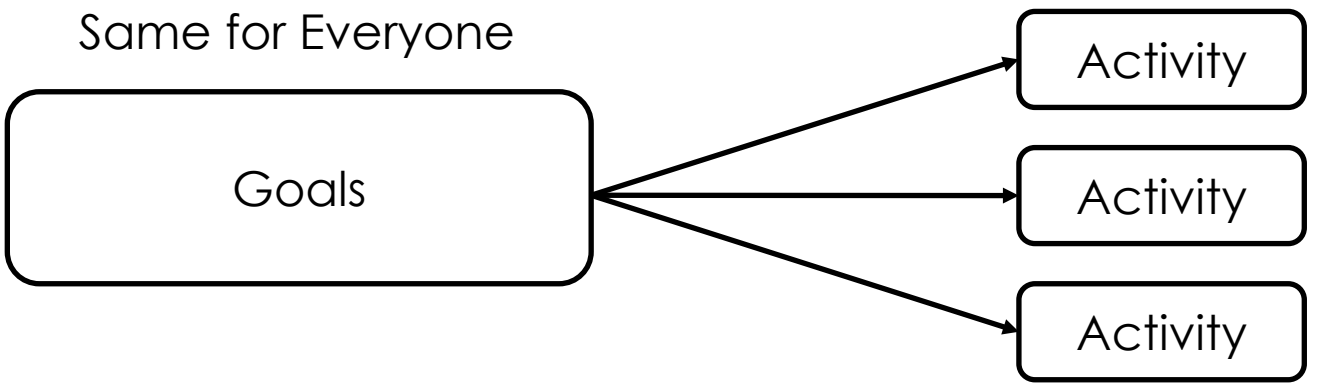
How to Build a curricular “Plane”

- Backwards Design
  1. Choose a grade and topic
  2. Choose big idea
  3. Choose goals for unit

Forward Design



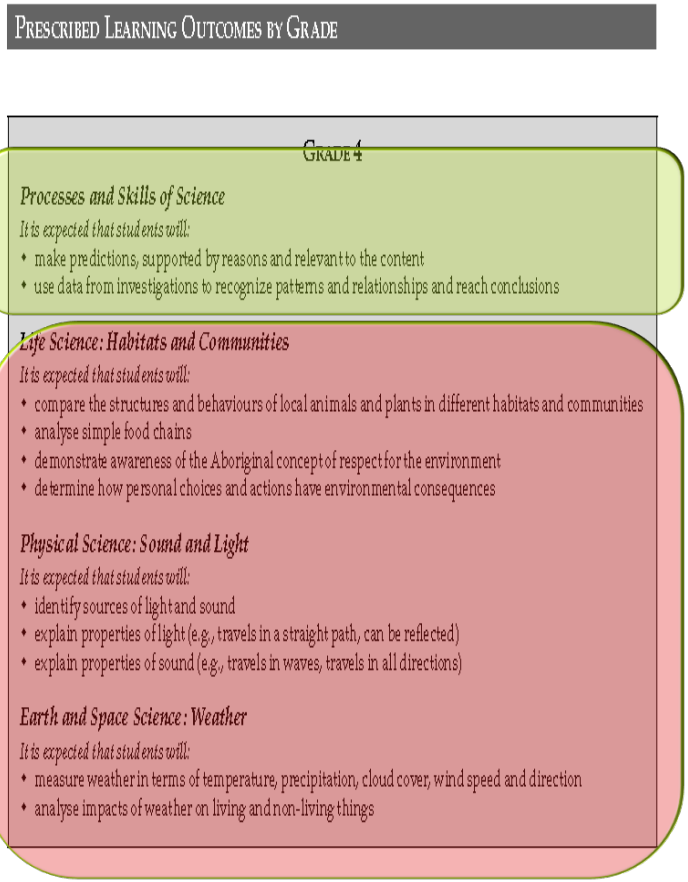
Backward Design



Choosing Unit Goals…

- **Backwards Design**
  - **Content**
    - What do we need to know?
  - **Curricular Process**
    - What do we need to do?

Choosing Unit 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

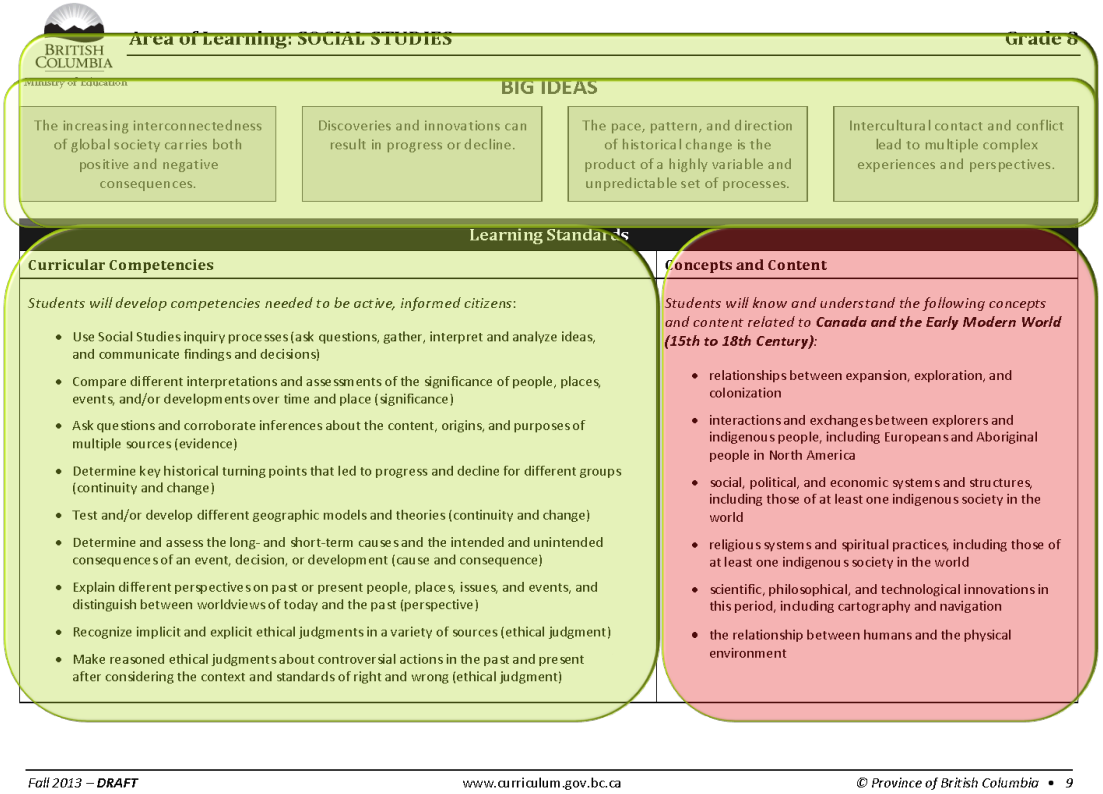
It is expected that students will:

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

Choosing Unit Goals

- **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?

Choosing Unit Goals…



BRITISH COLUMBIA
Ministry of Education

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 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

Flip Book

Miserable

Two-toed

Lizard

Miserable

Two-toed

Lizard

BIG IDEA

Context
(Teacher & Student interests decide what kids need to understand)

Teacher Evaluation

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do**)**

Student Evaluation

Core Competencies

Responsive
(Kids decide what they/ their class need to become)

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Cross Curricular Competency Goal		

Backwards Design
What are we teaching?

Grade: 7	Subject Area: SS	Planning Team: A.D. Rundle
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	

Backwards Design: The Plane

Grade: 4/5	**Subject Area: English Language Arts**	**Planning Team:**
Big Idea: **Language and text can be a source of creativity and joy**		Unit Guiding question: **What are stories? How can we use language to be creative through story?**
Content Goal	I know literary elements in story/ text	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language in creative and playful ways	
Curricular Competency Goal	I can communicate using sentences and paragraphs I can use conventions	
Core Competency Goal: Social Responsibilty	I can be socially responsible	

Grade: 2/3	Subject Area:	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 - Art		I know expectations to use materials safely
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

Miserable

Two-toed

Lizard

BIG IDEA

Context
(Teacher & Student interests decide what kids need to understand)

Teacher Evaluation

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do**)**

Student Evaluation

Core Competencies

Responsive
(Kids decide what they/ their class need to become)

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
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- How does the curriculum represent the range of our learners? (the adjustments)
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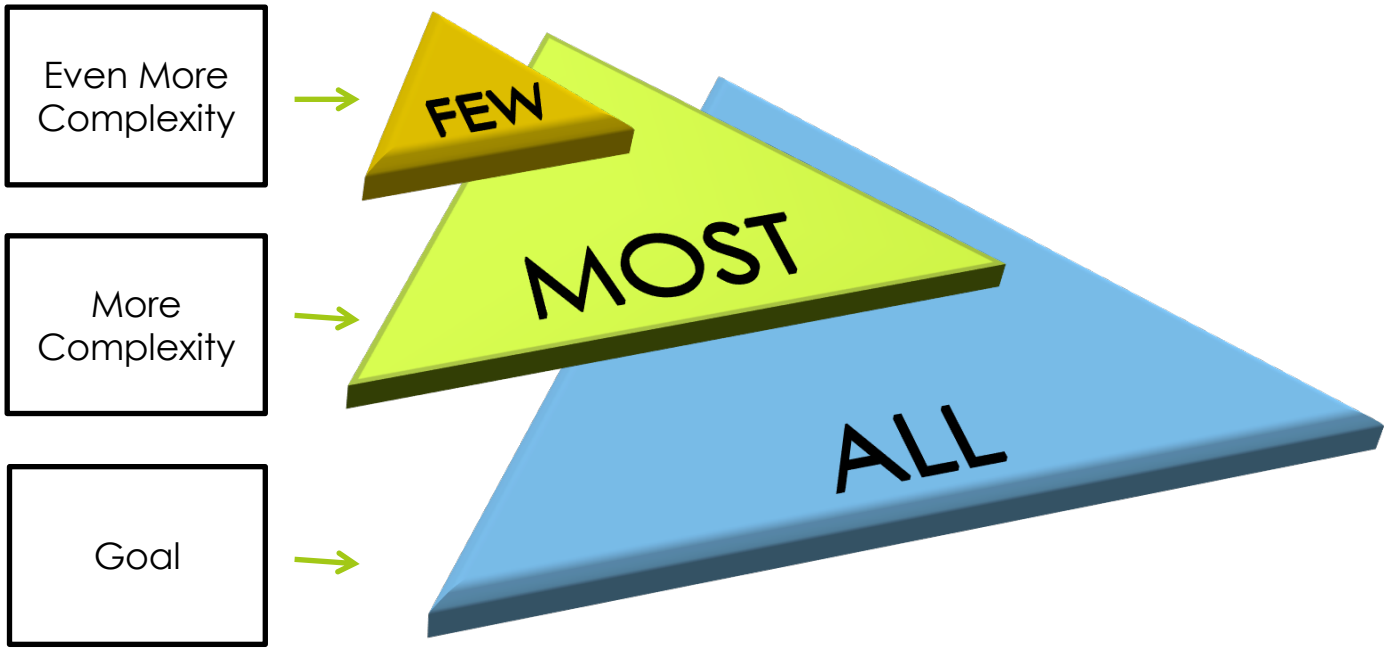
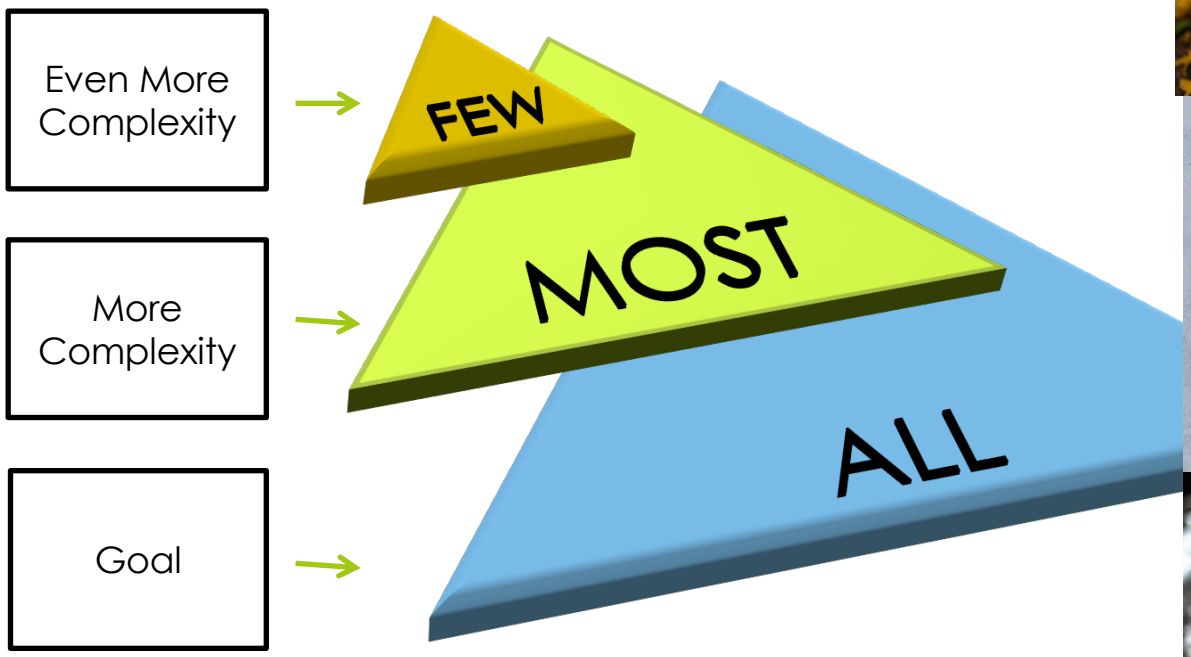
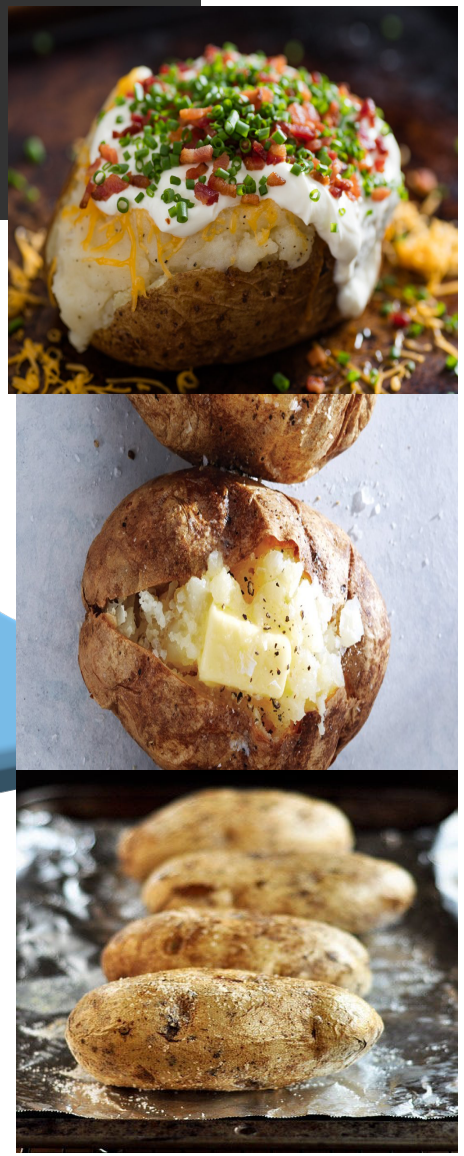
Stretching grade level goals: Planning Pyramid



Planning Pyramid





Learning Maps

- Adjustable curriculum
- More than one "standard" designed for the average
- Multiple exit points
- Multiple complexity measures
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

One point rubric

One point rubric

	Standard
goal	

One point rubric

Name:	Date:	
Unit Guiding question:		
I need some support with…	**I can do this!**	**I need some challenge with…**
	Content:	
	Competency:	
	Competency:	
	Competency:	
	Core Competency:	

Backwards Design: The Plane

Grade: 11	Subject Area: Biology	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest - I know divergent evolution - I know convergent evolution - I know co-evolution	
I can process and analyze data and information by: Curricular Competency Goal Curricular Competency Goal	I can experience and interpret the local environment	
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams	

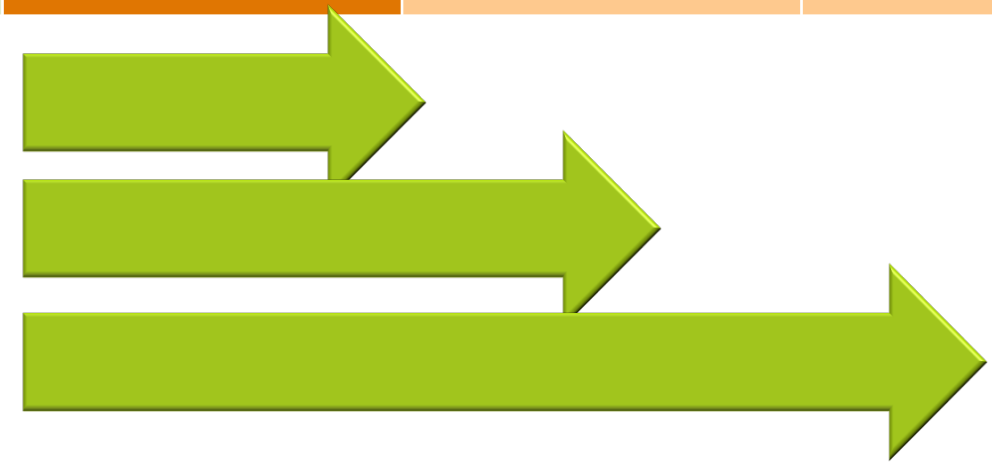
One point rubric

Name:	Date:
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?	

I still need support	I can do this!	I need some challenge
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

Learning Map

	Standard (Essential/ Core)	More complex	More complex
goal			



Learning Map

Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			

Building a Learning Map!

Course/Subject/Grade(s):	**Planning Team:**
Unit Guiding Question:	

Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					

Grade Level /Band Curriculum

Planning for the RANGE: Extending for further access and challenge

Challenge

Even more goals

More goals

Goals

Access

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

Extension

Building a Learning Map!

Course/Subject/Grade(s):	**Planning Team:**
Unit Big Idea:	Unit Guiding Question:

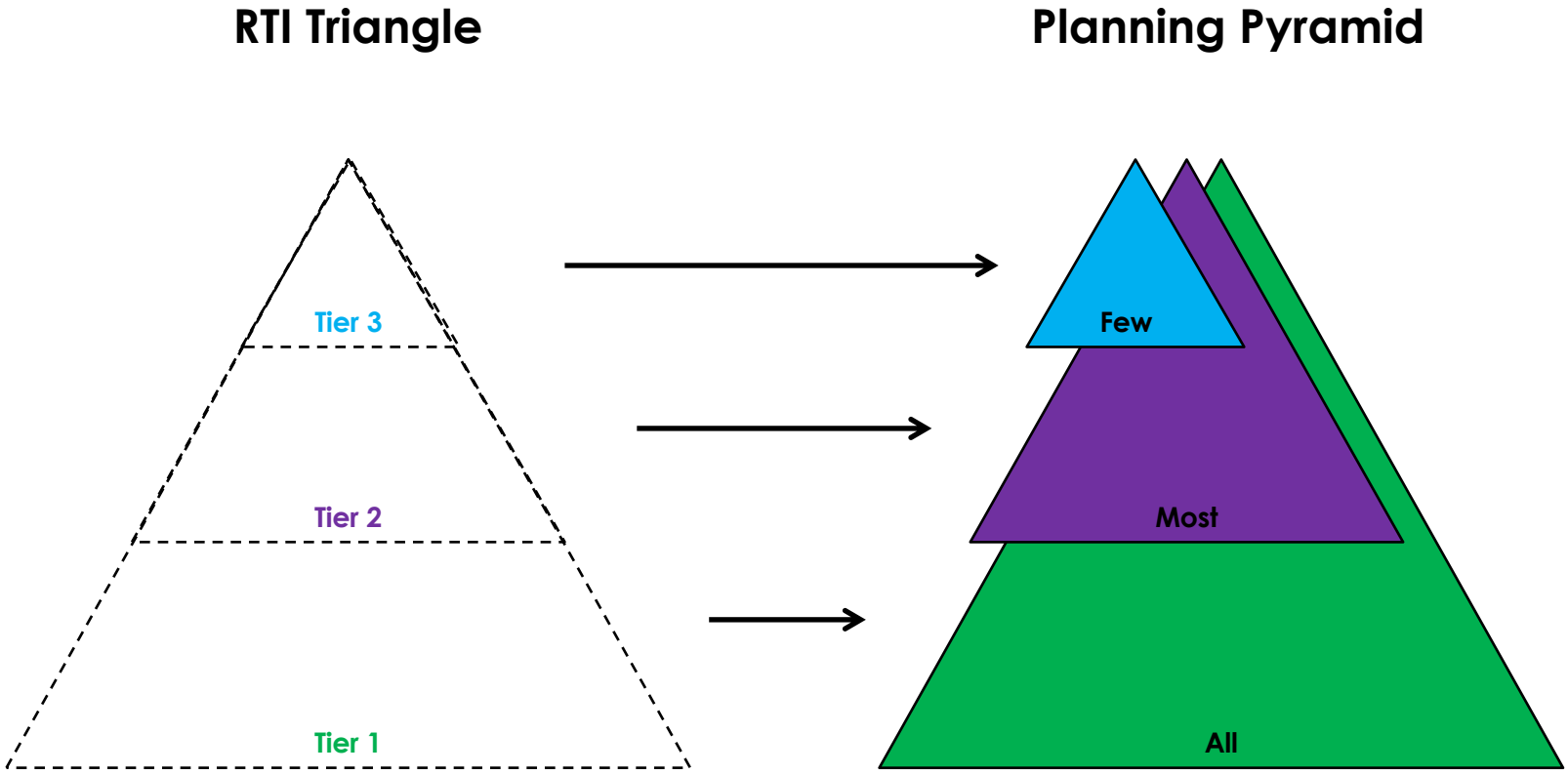
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					

Prior knowledge

Grade Level /Band Curriculum

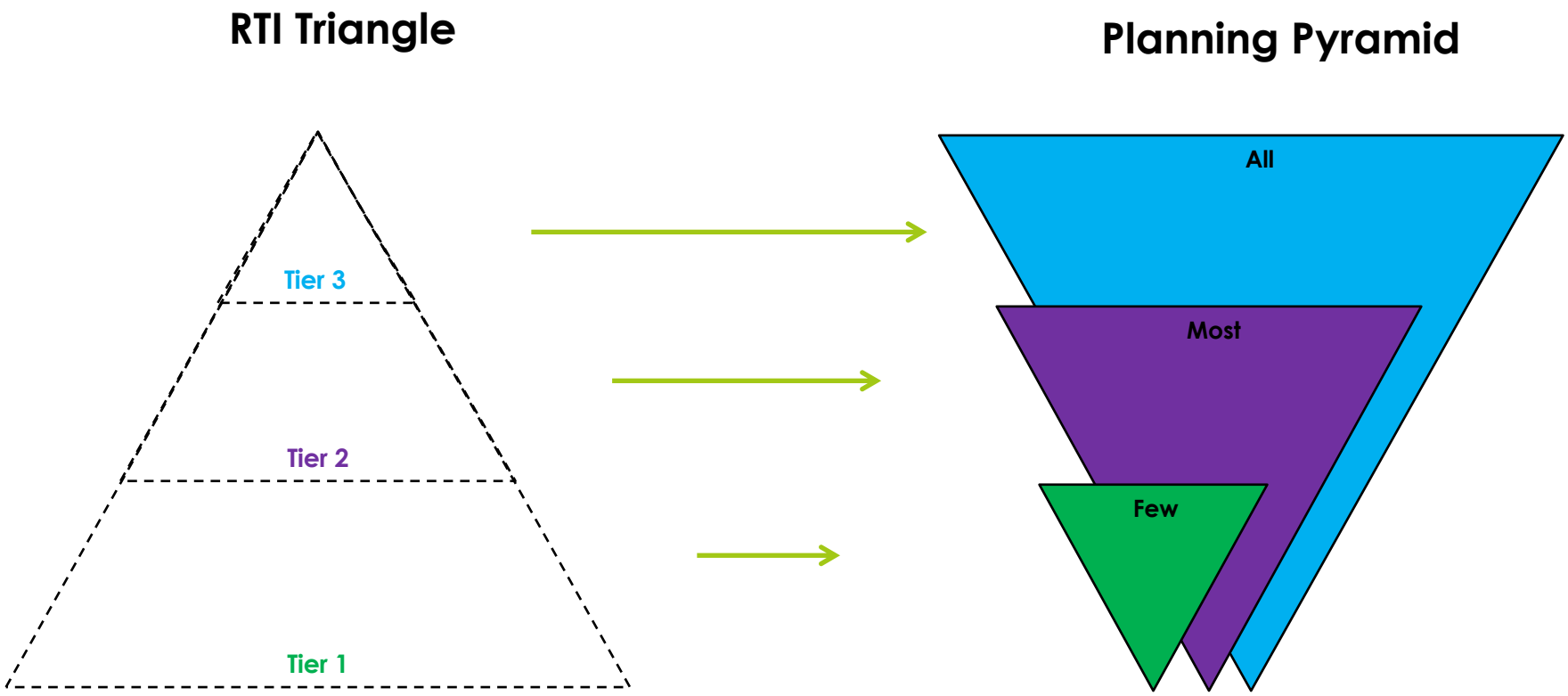
Extension

What happens if we combine frameworks?

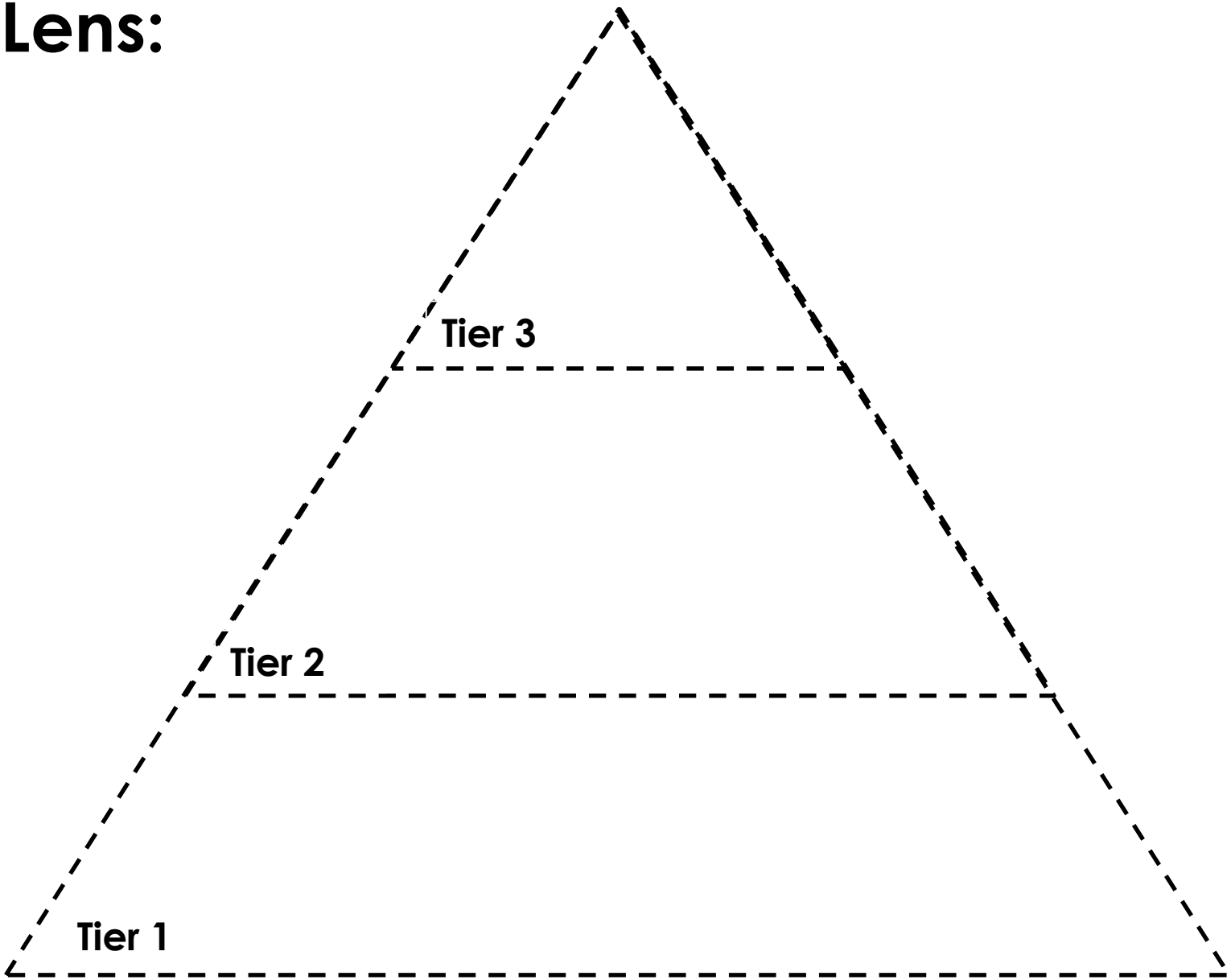


What do you notice?

What happens if we combine frameworks?



RTI Triangle Lens:

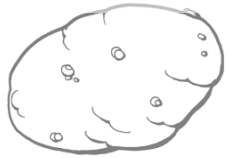


Grade: **Unit Guiding Question:**

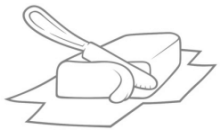
Goal:

Goal for ALL (Essential)

Access

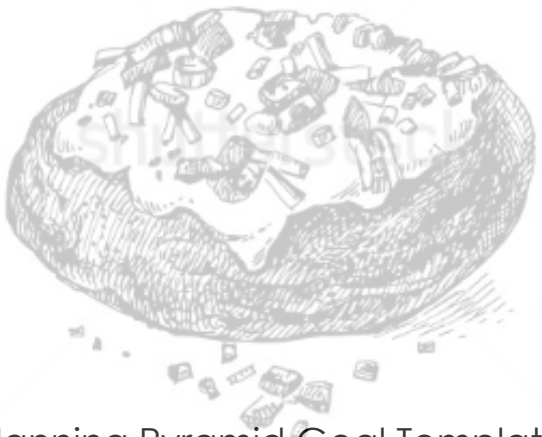


Goal for MOST (add complexity)



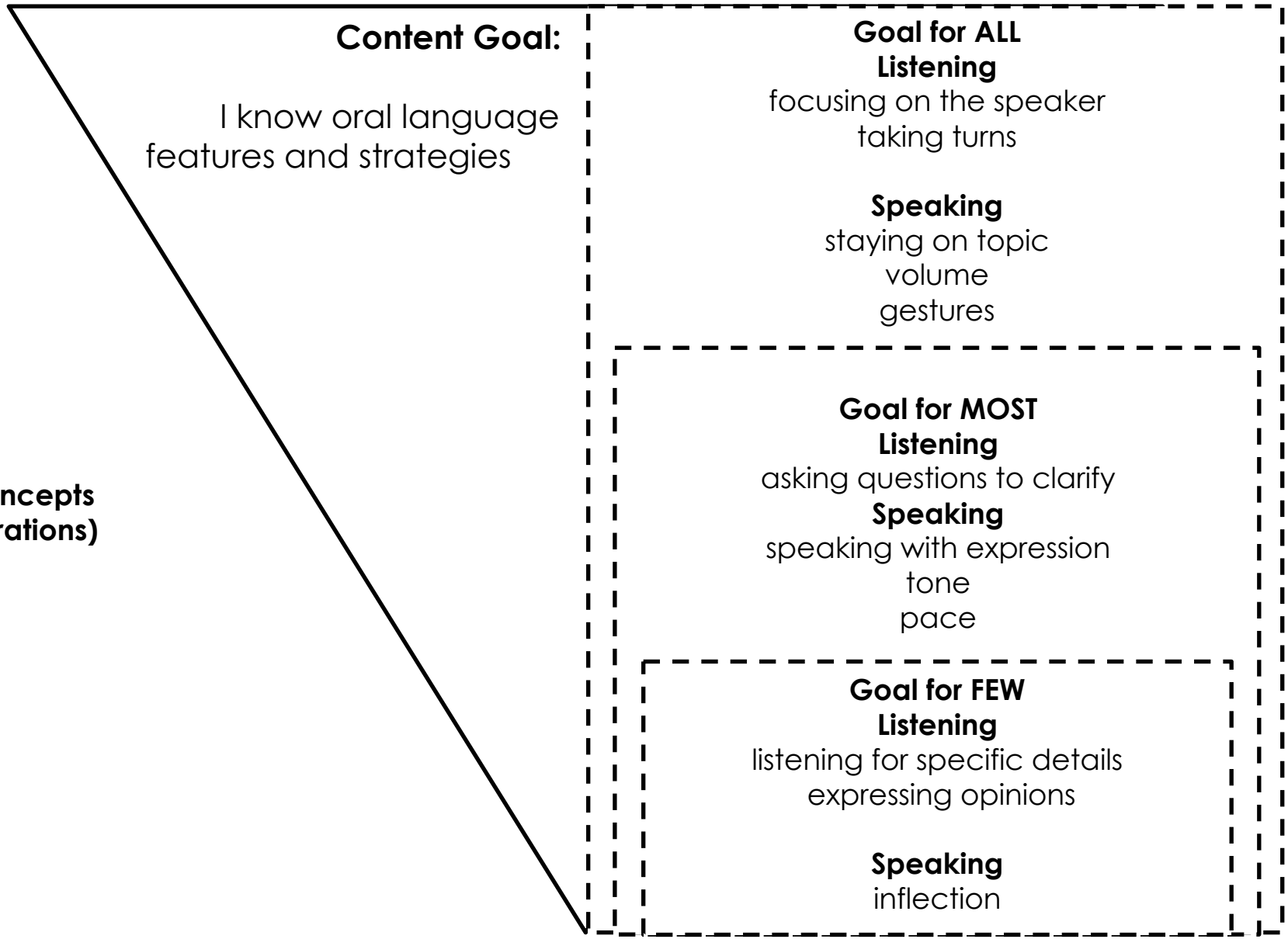
Goal for FEW (add complexity)

Challeng e



Grade:7	**Subject Area: Language Arts**	**Planning Team:**
Big Idea: Exploring *stories* and other *texts* helps us understand ourselves and make connections to others and to the world.		Unit Guiding question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?
Content Goal	I know oral language features and strategies	
Curricular Competency Goal	I can construct meaningful personal connections between self, text, and world	
Curricular Competency Goal	I can apply appropriate strategies to comprehend written, oral, texts, guide inquiry, and extend thinking	
Curricular Competency Goal	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	
Cross Curricular Competency Goal	I can persevere through a challenge task	

Grade: **Subject Area:**



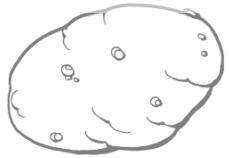
Key concepts (elaborations)

Grade: **Unit Guiding Question:**

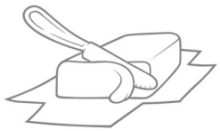
Goal:

Goal for ALL (Essential)

Access

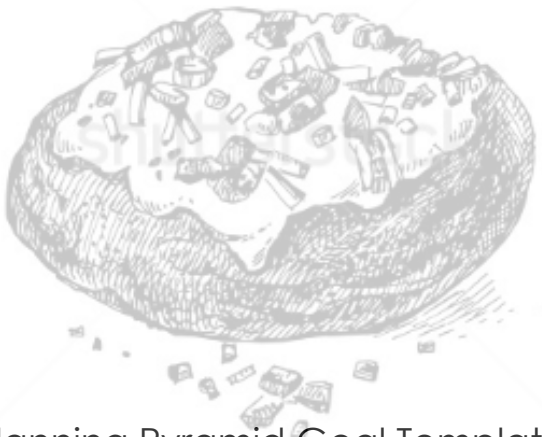


Goal for MOST (add complexity)



Goal for FEW (add complexity)

Challeng e



Backwards Design: The Plane

Grade: 3/4	**Subject Area: LA**	**Planning Team:**
Big Idea: **Language and text can be a source of creativity and joy**		Unit Guiding question: **What are stories? How can we use language to be creative through story?**
Content Goal	I know literary elements in story/ text	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language in creative and playful ways	
Curricular Competency Goal	I can communicate using sentences and paragraphs I can use conventions	
Core Competency Goal: Social	I can be socially responsible	

Building a Learning Map!

Course/Subject/Grade(s):			**Planning Team:**		
Unit Guiding Question:					
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					

Course/Subject/Grade(s): 4/5	Planning Team:
Unit Big Idea: Language and text can be a source of creativity and joy	**Unit Guiding Question: What are stories? How can we use language to be creative through story?**

Goals		4. Create access	3. Stretch content goals	5. Create challenge
Content: I know literary elements in story/ text				
Curricular Competencies: I can create and communicate	I can create text	8. create access	7. Stretch competency goals	9. Create challenge
	I can use language in creative and playful ways			
	I can communicate using sentences and paragraphs I can use conventions			

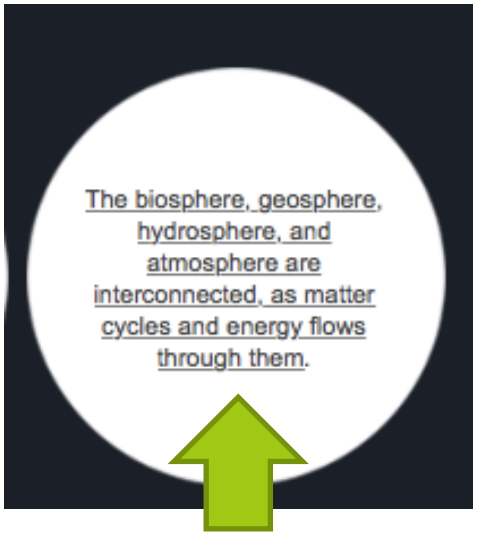
Course/Subject/Grade(s): 4/5	**Planning Team:**
Unit Big Idea: Language and text can be a source of creativity and joy	**Unit Guiding Question: What are stories? How can we use language to be creative through story?**

Goals		This is what I **nee**d to know and do	This is what I **must** know & do	This is what I **can** know & do	This is what I **could** know & do	This is what I **can try to** know & do
Content: I know literary elements in story/ text		I know when something happens with myself and my friends	I know conflict I know characters I know setting	I know characterization I know plot I know theme	I know narrative structures I know purpose	I know influence/ lesson/moral
Curricular Competencies: I can create and communicate	I can create text	I can use pictures and words to tell a story	I can tell a story orally I can use visual text I can make a plan and draft	I can write a story I can edit my story	I can combine texts to tell a story I can revise my story	I can create a story with a purpose
	I can use language in creative and playful ways	I can label my pictures with descriptive words	I can try try something new in my writing I can play with words in my writing	I can play with format in my writing	I can play with ideas in my writing	I can play with perspective in my writing
	I can communicate using sentences and paragraphs I can use conventions	I can use pattern sentences I can use capital letters	I can write sentences I can connect multiple sentences together I can use Canadian spelling in my writing	I can write paragraphs I can use punctuation in my writing	I can connect multiple paragraphs together I can use grammar in my writing	I can create a thesis for my writing

Science 9

Need to know

- asexual reproduction:
  - mitosis
  - different forms
- sexual reproduction:
  - meiosis
  - human sexual reproduction
- element properties as organized in the periodic table
- The arrangement of electrons determines the compounds formed by elements
- circuits — must be complete for electrons to flow
- voltage, current, and resistance
- effects of solar radiation on the cycling of matter and energy
- matter cycles within biotic and abiotic components of ecosystems
- sustainability of systems
- First Peoples knowledge of interconnectedness and sustainability



Need to understand

Need do

Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes

Backwards Design: The Plane

Grade: 8	**Subject Area: Science**	**Planning Team:**
Big Idea: **The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them**		Unit Guiding question: **Why do we need the sun?**
Content Goal	I know the **effects of solar radiation**	
Curricular Competency Goal	I can question by **sustaining intellectual curiosity**	
Curricular Competency Goal	I can question by **making observations**	
Curricular Competency Goal	I can question by **hypothesizing**	

One point rubric

Name:	Date:	
Unit Guiding question: **Why do we need the sun?**		
Where I need support	**I can do this!**	**Where I need challenge**
	I know the **effects of solar radiation**	
	I can question by **sustaining intellectual curiosity**	
	I can question by **making observations**	
	I can question by **hypothesizing**	

1. Choose Big Idea & turn into unit guiding questions			
2. Choose content goals	4. Create access	3. Stretch content goals	5. Create challenge
6. Choose curricular competency goals	8. create access	7. Stretch competency goals	9. Create challenge

Course/Subject/Grade(s): Science 9			Planning Team:		
Unit Big Idea: The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them			Unit Guiding Question: Why do we need the sun?		
Goals		**Access**	**All**	**Most**	**Few**	**Extension**
Content: Effects of Solar Radiation		I know that the sun gives **light** I know why the **Earth** needs light from the **sun**	I know **solar radiation** I know the **different types** of light radiation	I know the **effects** of solar energy on the **cycling** of **matter** and **energy** on the Earth I know the **connection** of solar radiation to the **water cycle**	I know the connection of solar radiation to **wind and ocean currents**	I know how solar radiation is connected to the **distribution** of **energy and nutrients** around the planet
Curricular Competencies: Questioning	**Sustained intellectual curiosity**	I can wonder about about a scientific topic	I can ask questions about a scientific topic	I can ask questions to further my inquiry about a scientific topic	I can sustain my inquiry about a scientific topic over time	I can sustain an inquiry about a scientific topic of my own interest over time
	Make observations	I can use my senses to observe and describe	I can make observations to identify questions about a topic	I can observe to find patterns to help explain or support a hypothesis	I can observe & make connections to phenomena in the natural world connected to my inquiry	I can observe ethically in the natural world
	Hypothesize	I can come up with possible explanations to my wonderings	I can make an informed hypothesis about a scientific question	I can come up with multiple informed hypothesis about a scientific topic	I can formulate new hypothesis based on new information in an scientific inquiry	I can predict multiple outcomes to my own inquiry

Grade 4/5/6/7

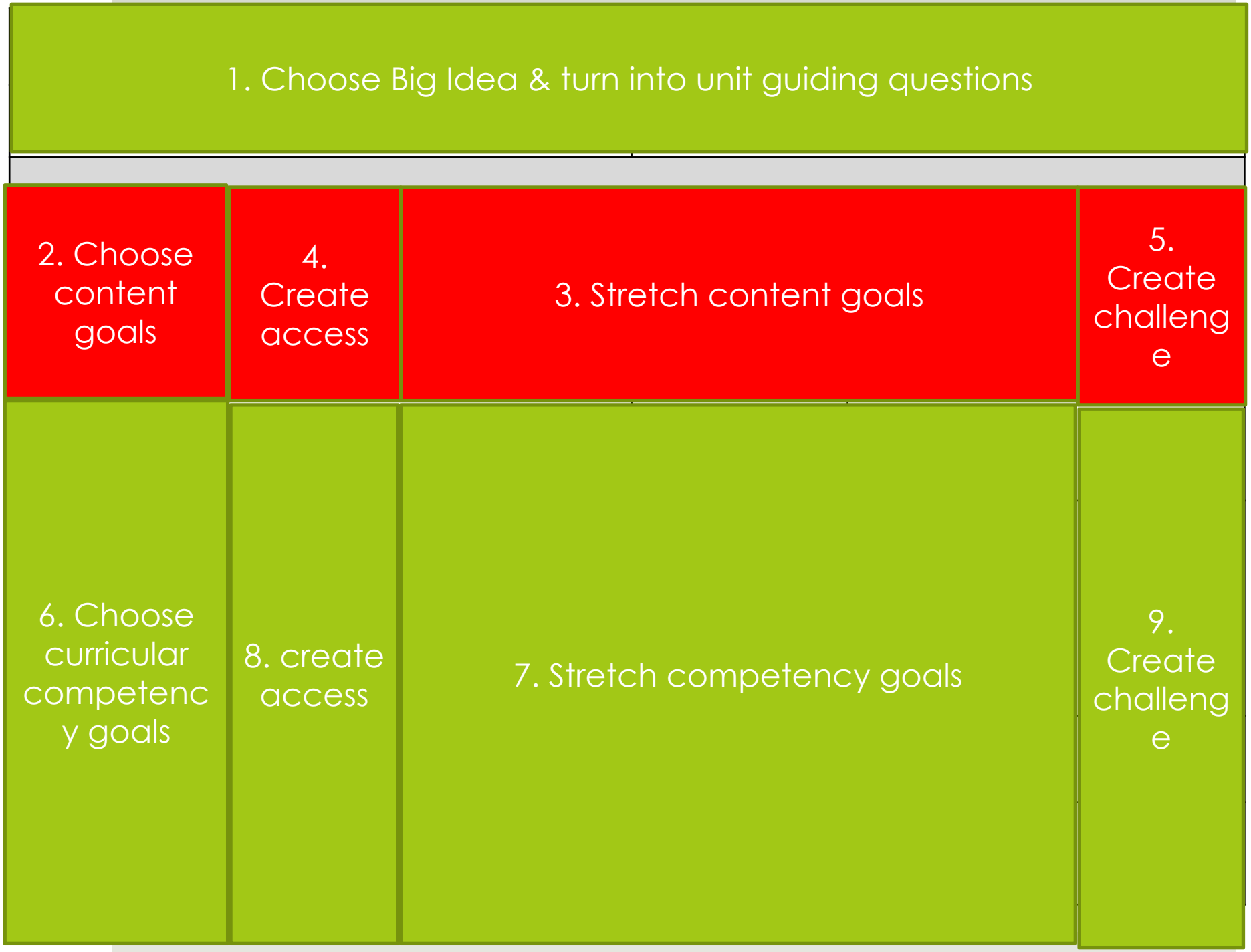
Grade 4/5: How can I use language and poetry creatively to better understand an image?

Grade 6/7: Why do we take photographs? What stories can photographs tell us?

You will be presenting (as grade pairs) at the end of year art show

Format: Photo and Poem displayed, verbal presentation and performance

Audience: 3-5 people rotating presentation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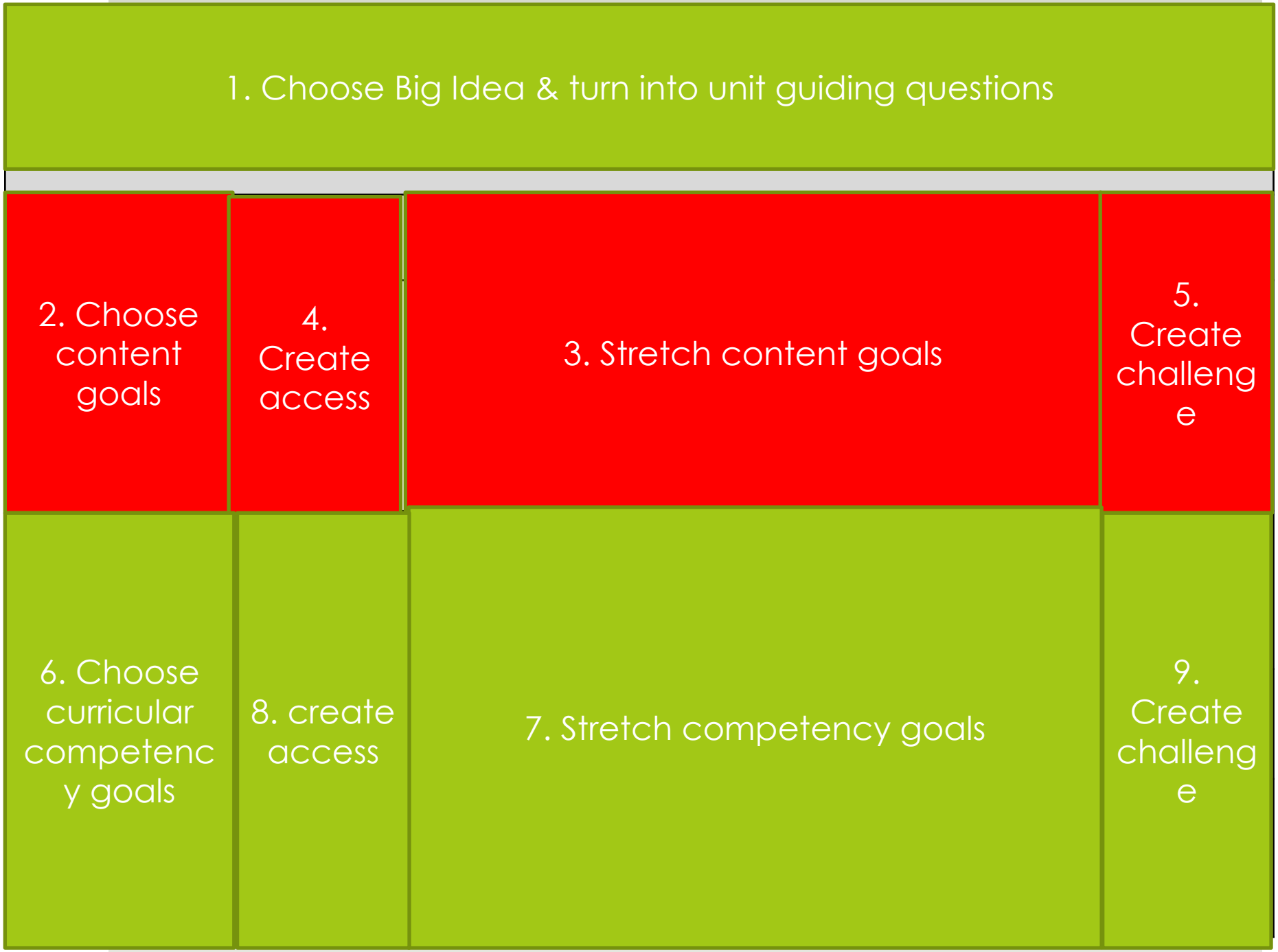
7. Stretch competency goals
9. Create challenge

Course/Subject/Grade(s): Language Art 4/5	**Planning Team: Carlos, Holly, Linsie**
Unit Big Idea: Using language in creative and playful ways helps us understand how language works	**Unit Guiding Question:** How can I use language and poetry creatively to better understand an image?

Goals		This is what I **nee**d to know and do	This is what I **must** know & do	This is what I **can** know & do	This is what I **could** know & do	This is what I **can try to** know & do
Content: I know how to find and tell a story in an image		I know my senses	I know how to find use my senses to find important details in an image	I know simile/ metaphor and how to find it in an image	I know how to find purpose in a photograph	I know how to find a theme in a photograph
Curricular Competencies: Create and communicate	I can use writing processes to write poetry	I can find a poem I love and share it	I can write a simile poem I can write a haiku	I can write a metaphor poem	I can write an alliteration poem	I can write a free verse poem
	I can use language in creative ways	I can create a visual representation I can write a poem about something that I know a lot about	I can use follow specific poem structures/format I can use juicy descriptive words in my poetry	I can use metaphor in my poetry	I can be playful in my poetry by combining formats/structures	I can try new things and take risks in writing poetry
	I can tell a story of an image using poetry	I can speak in a loud clear voice	I can use my voice to perform in an engaging way	I can use my body language to perform in an engaging way	I can have stage presence when I perform	I can engage the audience when I perform
	I can share my ideas and perspectives about poetry	I can make a connection in responding to poetry	I can express my opinion in responding to poetry	I can ask questions in my response to poetry	I can make inferences in my response to poetry	I can build on other people's ideas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2. Choose content goals
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7. Stretch competency goals
9. Create challenge

Course/Subject/Grade(s): Grade 6/7 Fine Arts: Photography			**Planning Team: Holly, Carlos, Linsie, Shelley**		
Unit Big Idea: Engaging in photographic arts develops peoples ability to understand and express complex ideas			**Unit Guiding Question: Why do we take photographs? What stories can photographs tell us?**		
Goals	This is what I **nee**d to know and do	This is what I **must** know & do	This is what I **can** know & do	This is what I **could** know & do	This is what I **can try to** know & do
Content: I know how to take a picture I know why I take a picture	I know that photos use subjects I know how people in photos highlight purpose	I know that photos can use texture and space I know how objects in photos highlight purpose	I know that photos can use colour & pattern I know how actions in photos highlight purpose	I know that photos can use balance I know how words in photos highlight purpose	I know that photos can use contrast I know how abstract ideas in photos highlight purpose
Curricular Competencies: Engaging & Creating I can use a camera to tell a story	I can take a picture	I can use a camera safely and appropriately	I can apply photographic elements to my photographs	I can combine photographic elements in my photography	I can use multiple photographs and elements to create a theme
I can create using photography purposefully	I can describe why I took a picture	I can use play to take photographs	I can use imagination to take photographs	I can use inquiry to take photographs	I can use experimentation to take photographs
I can explore relationships in photography	I can take pictures of things that are important to me	I can make connections between my photography and my self	I can make connections between my photography and my place	I can make connections between my photography and people in my place	I can make connections between my photography and history of my place

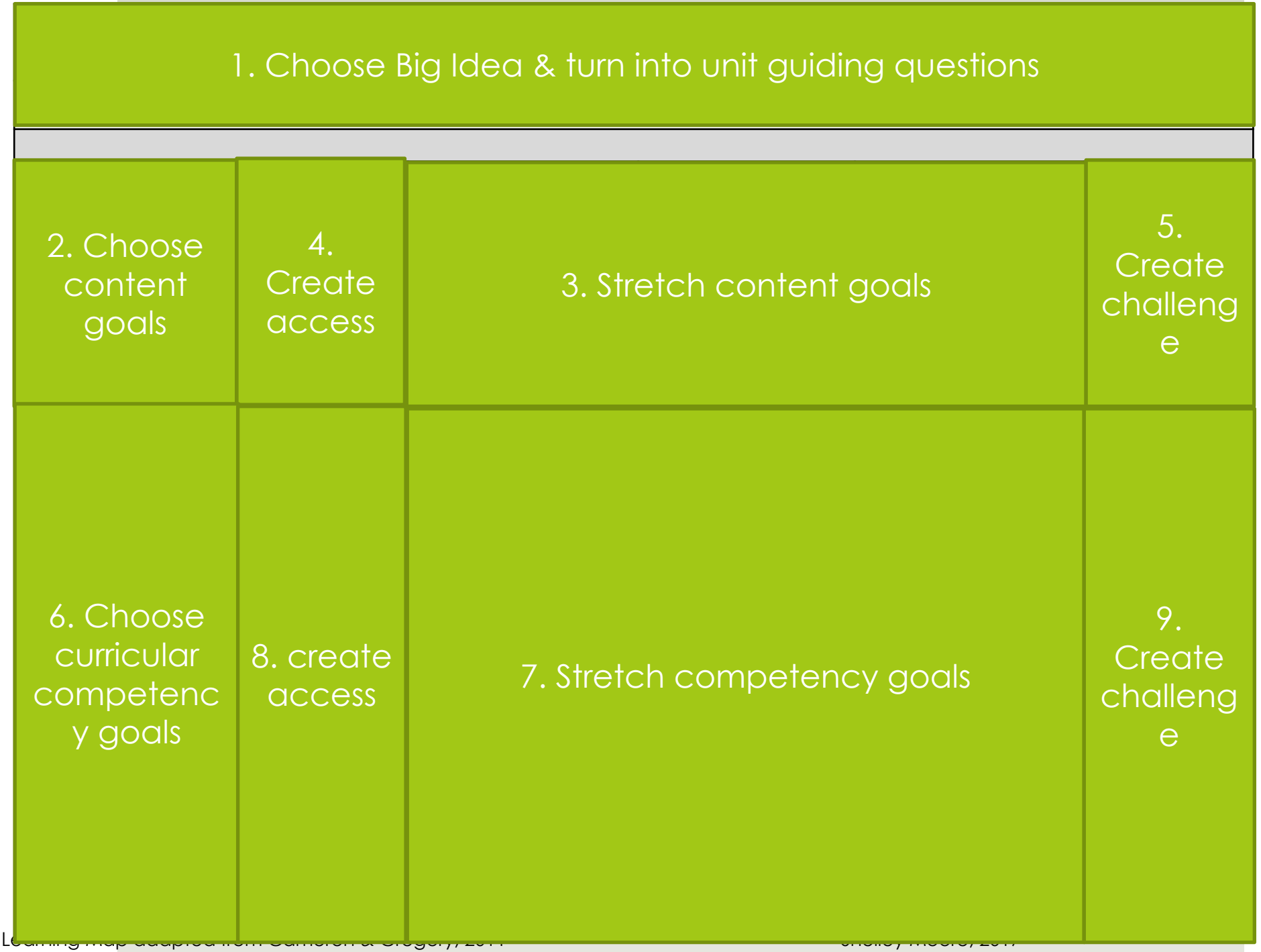
Grade 8 Math

What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?

1. Choose Big Idea & turn into unit guiding questions			
2. Choose content goals	4. Create access	3. Stretch content goals	5. Create challenge
6. Choose curricular competency goals	8. create access	7. Stretch competency goals	9. Create challenge

Grade 2/3 Cross Curricular

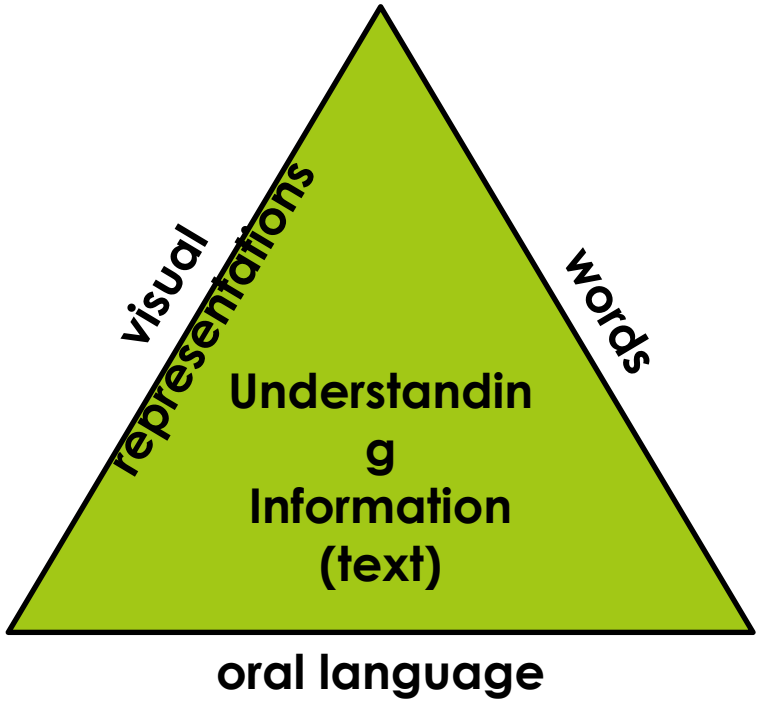
Who are our monsters? How many ways can we catch a monster?

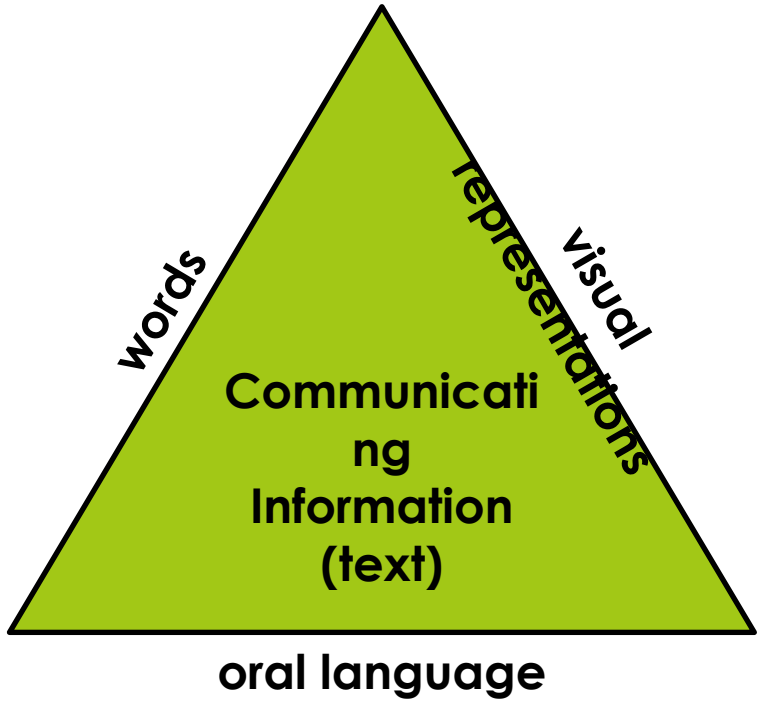


Learning map adapted from Cameron & Gregory, 2011 Shelley Moore, 2017

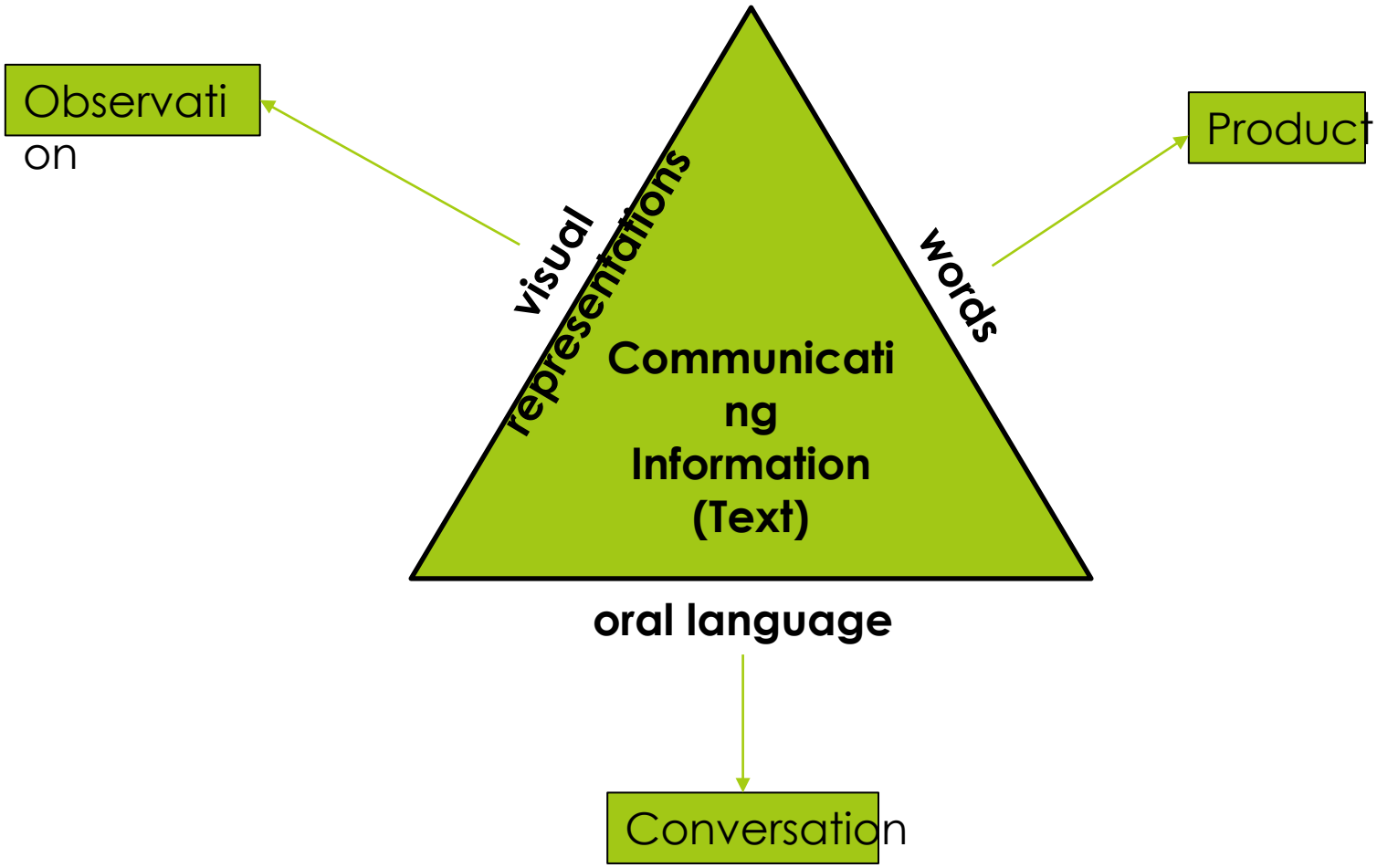
Assessment!

Teaching & Assessing





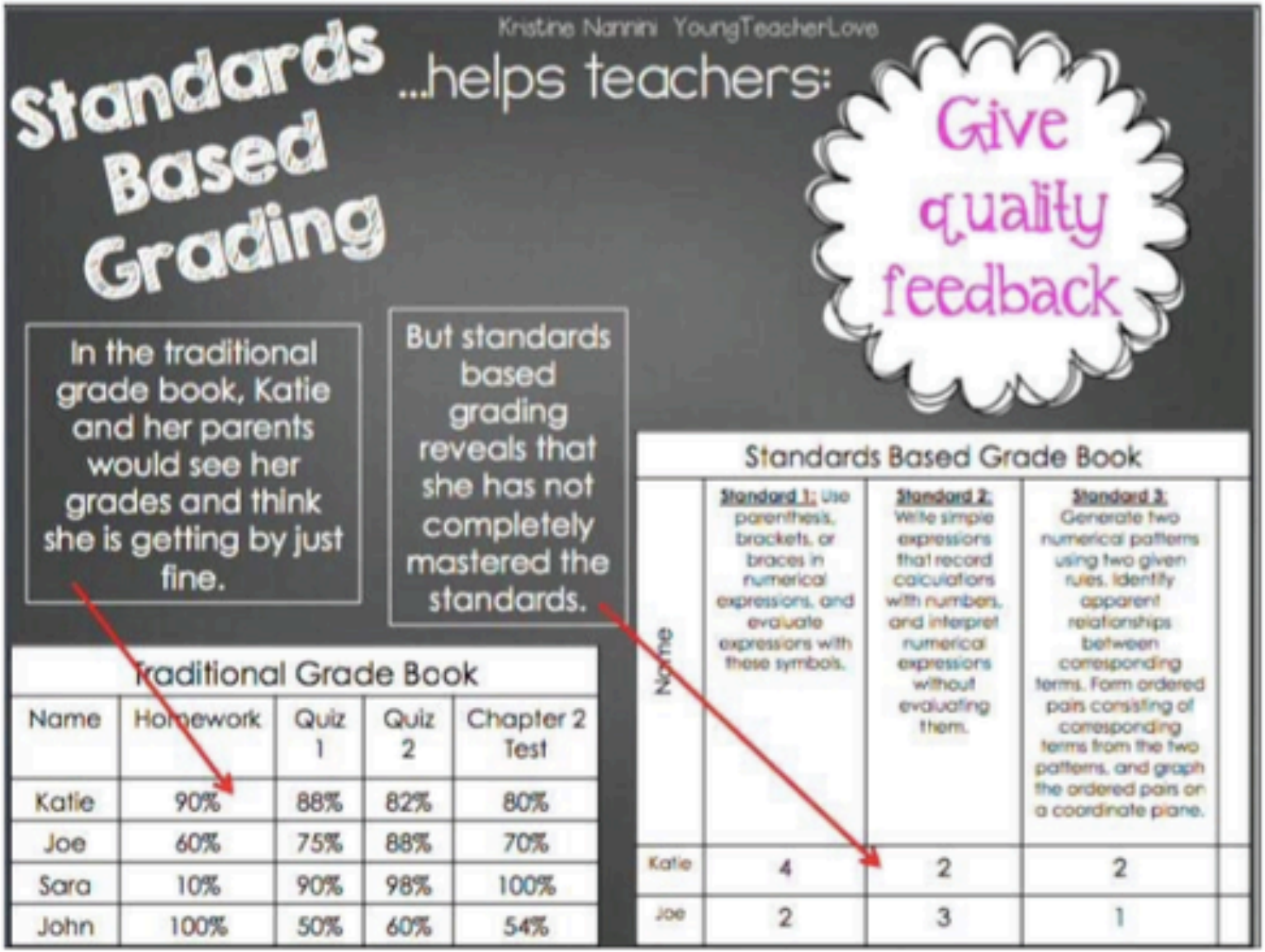
1. How do students show what they know?



Evidence & Grading

- 2. How do we keep track of progress?

1. Standards based vs. standardized curriculum



Evidence & Grading

- 3. How do we communicate progress?
  - How to we communicate progress if we still have to provide a grade

Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:				
Unit Guiding Question:						
Goals		Access	All	Most	Few	Challenge
Content: I know speciation that occurs within our forest		I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other
Curricular Competencies	I can experience and interpret the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence	I can interpret the local forests, streams and the ocean by making connections and reflections	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and preform simple calculations	I can identify inconsistencies in data

One point rubric

Name:	Date:
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?	

I still need support	I can do this!	I need some challenge
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

	Content					Curricular Competencies														
	I know speciation that occurs within our forest					I can experience and interpret the local environment					**I can Seek and analyze patterns**, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies					I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams				
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A
Learning Map	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try
Student																				
Student																				
Student																				
Student																				
Student																				

	Content					Curricular Competencies														
	I know speciation that occurs within our forest					I can experience and interpret the local environment					**I can Seek and analyze patterns**, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies					I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams				
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding
Student																				
Student																				
Student																				

	Content					Curricular Competencies													
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:
Student																					
Student																					
Student																					
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Student																					

	Content					Curricular Competencies																
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total	Percentage %
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80	
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:	
Student	✓	✓				✓	✓				✓	✓				✓	✓				40	50% C -
Student	✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			60	75% B
Student	✓	✓	✓			✓	✓				✓	✓	✓			✓	✓				50	63% C
Student	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		72	90% A
Student	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				66	83% B

Teaching to a range of diversity?

- What is useful for you today?
- What do you want to try?
- What is your first step?

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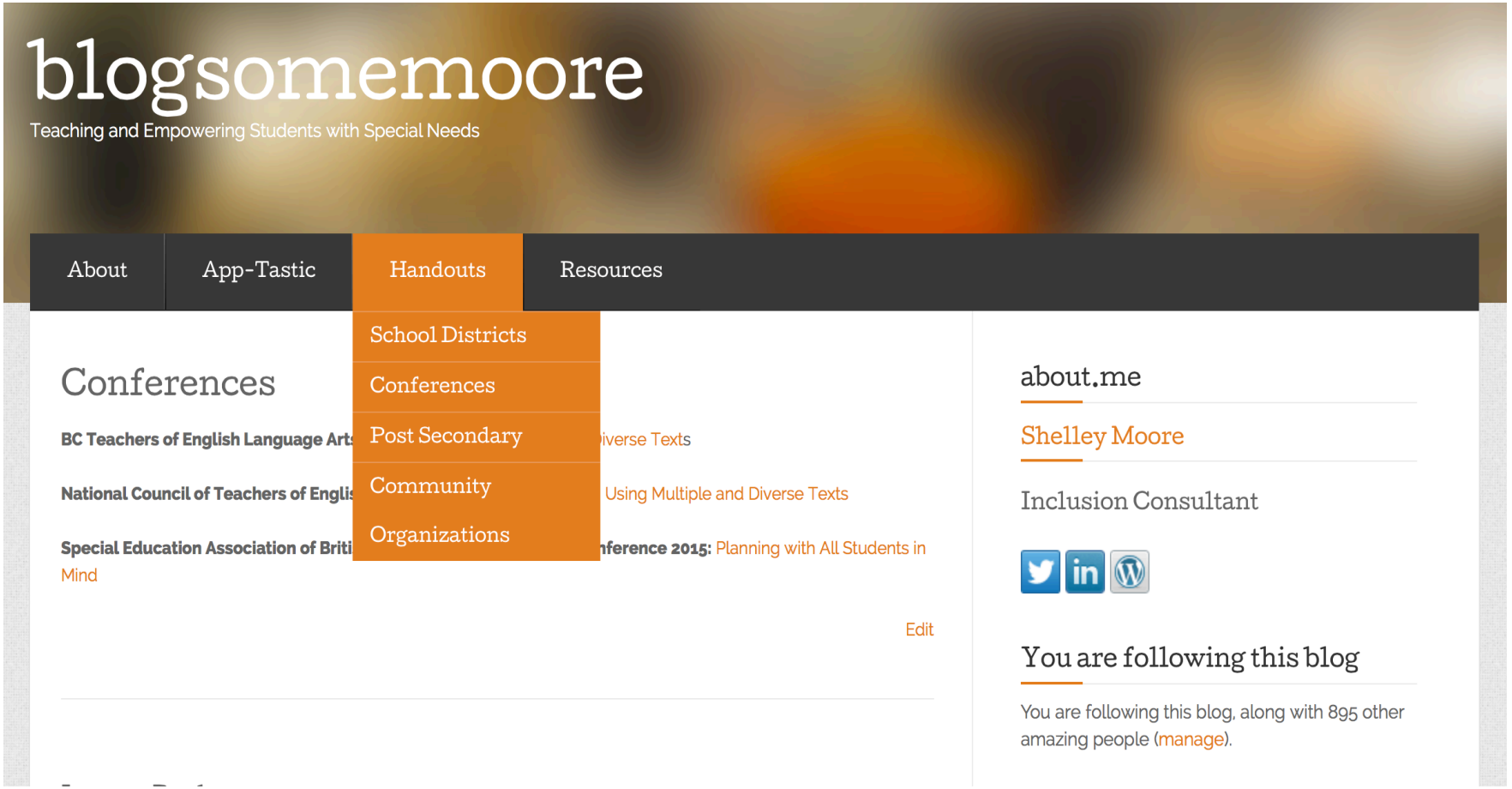

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