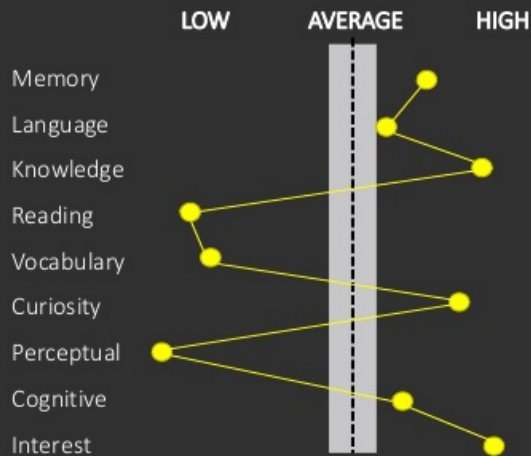


Today!

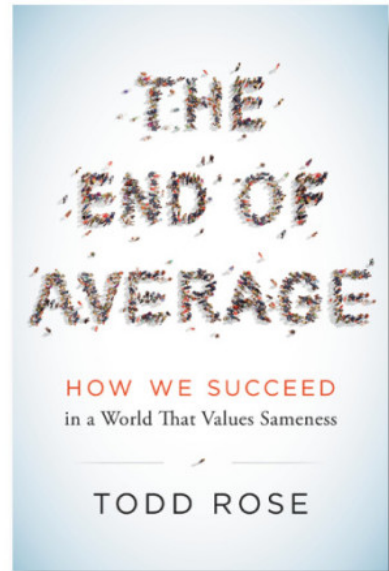
- Introductions
- Jo time
- What is a learning map?!
- Practice
- Feedback
- Writing

The End of Average!

The average student is a myth



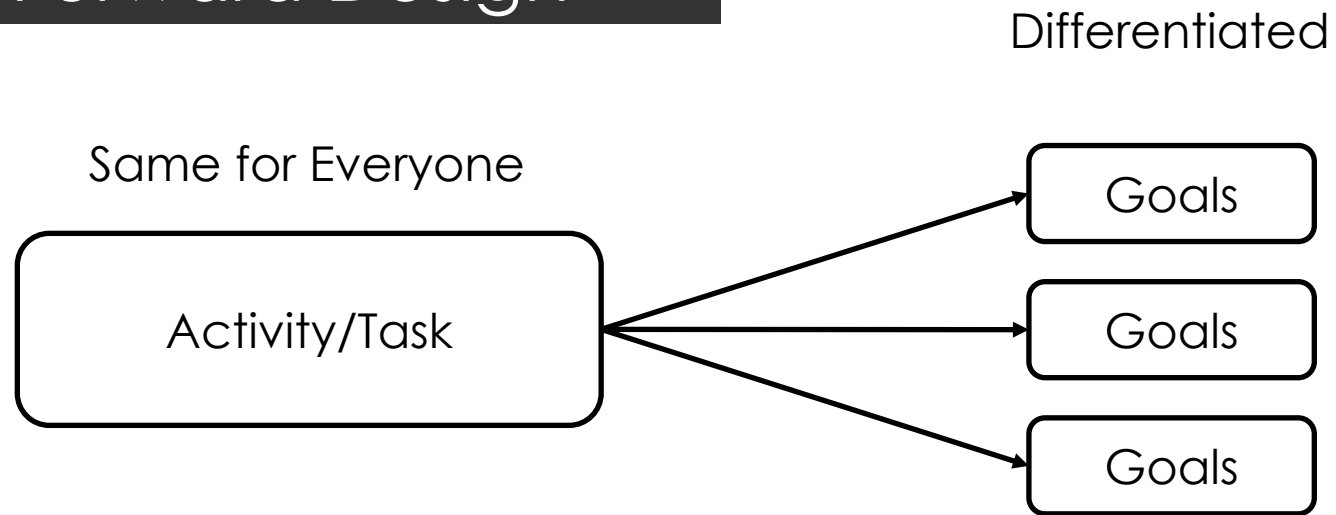
The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



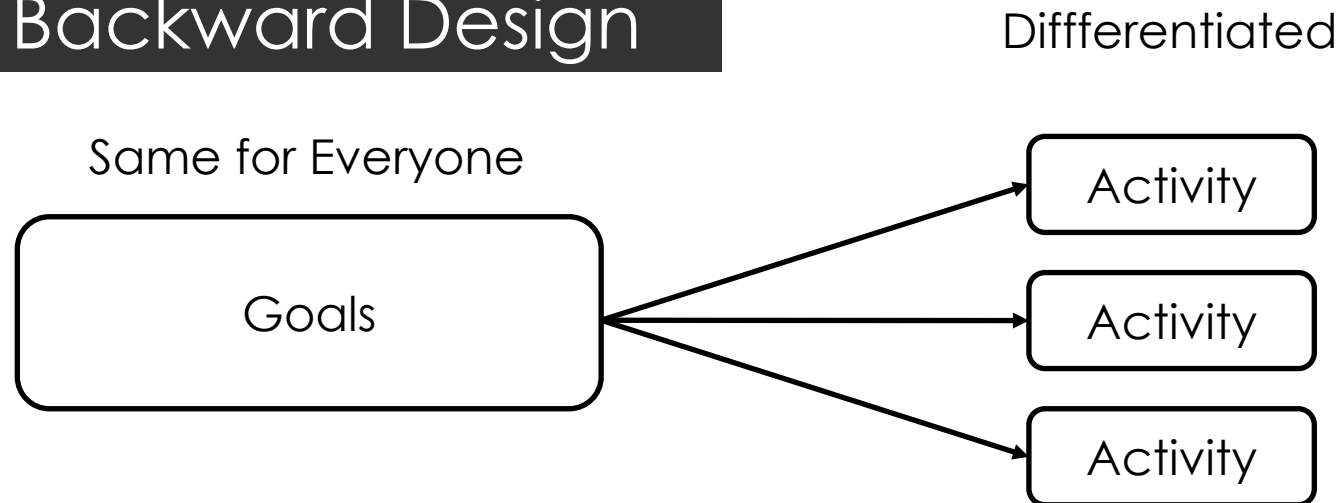
Teaching to a range of diversity?

- 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)

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...

 **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	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> 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) 	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> 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)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

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

Teacher Evaluation

Student Evaluation

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

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 Responsibility	I can become 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)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

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

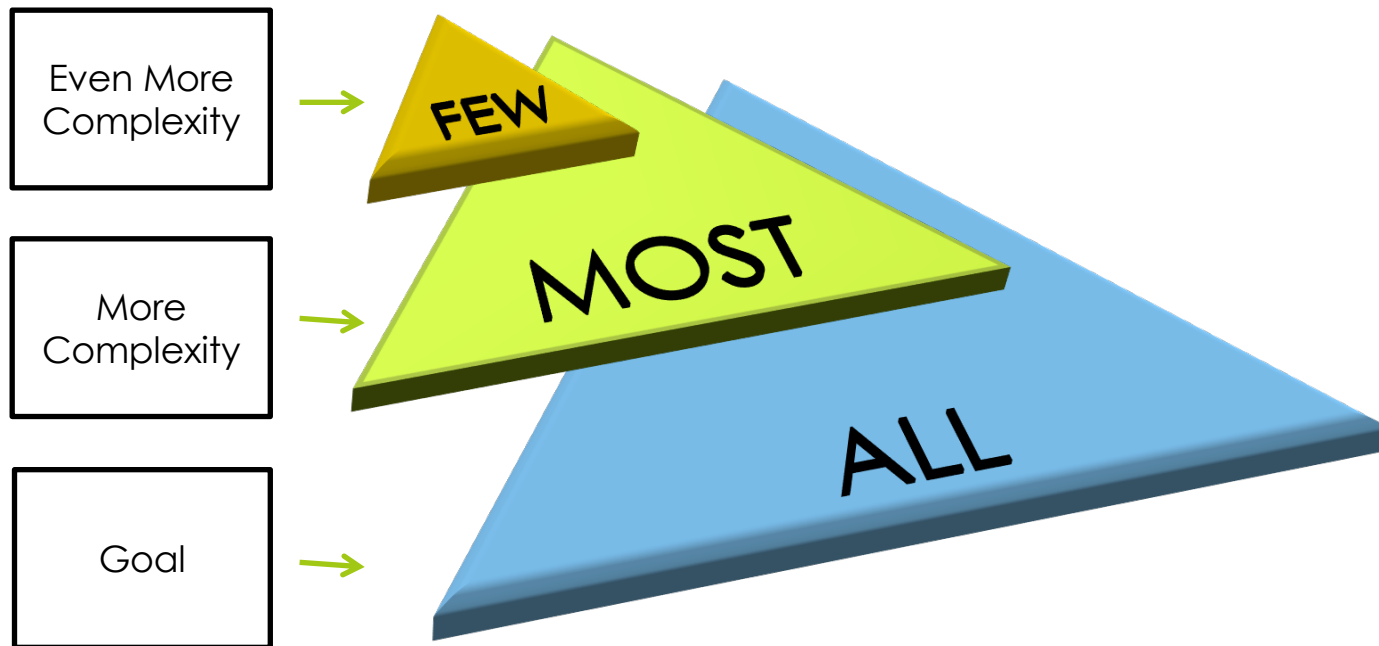
Teacher Evaluation

Student Evaluation

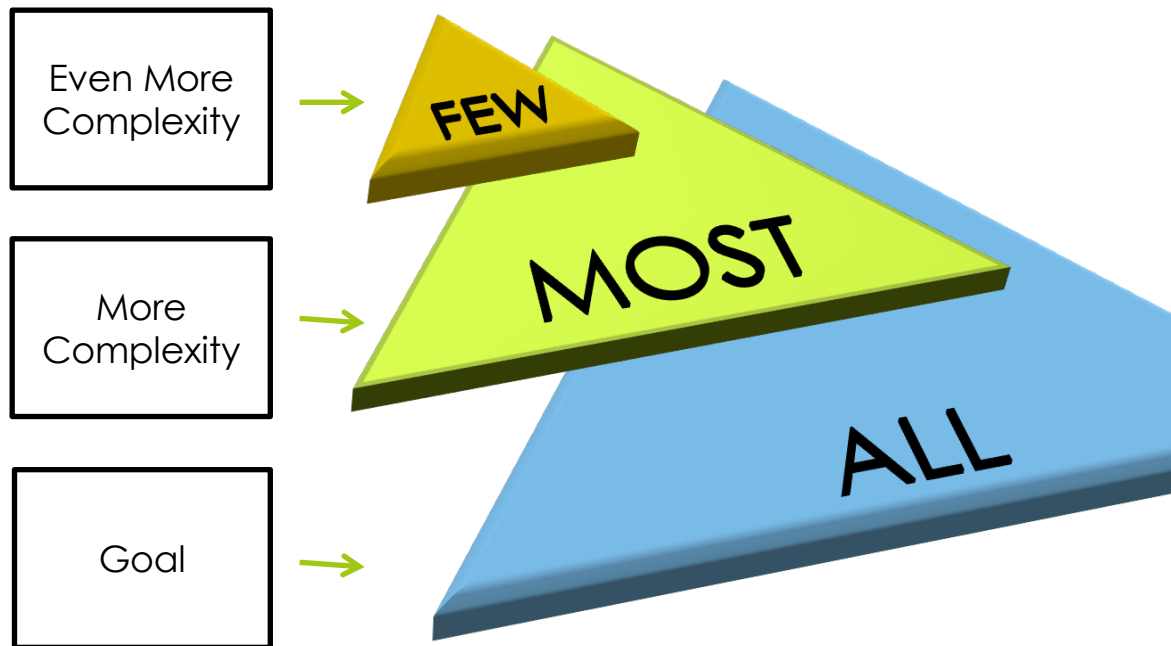
Teaching to a range of diversity?

- 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)

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.

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:
<p>Big Idea: All living things have common characteristics.</p> <p>Living things evolve over time.</p>		<p>Unit Guiding question: Why is our forest unique?</p> <ul style="list-style-type: none"> - How and why have our forest ecosystems evolved over time?
<p>Content Goal:</p>	<p>I know speciation that occurs within our forest</p> <ul style="list-style-type: none"> - I know divergent evolution - I know convergent evolution - I know co-evolution 	
<p>I can process and analyze data and information by:</p> <p>Curricular Competency Goal</p> <p>Curricular Competency Goal</p>	<p>I can experience and interpret the local environment</p>	
	<p>I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies</p>	
	<p>I can Construct, analyze, and interpret graphs, models, and/or diagrams</p>	

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

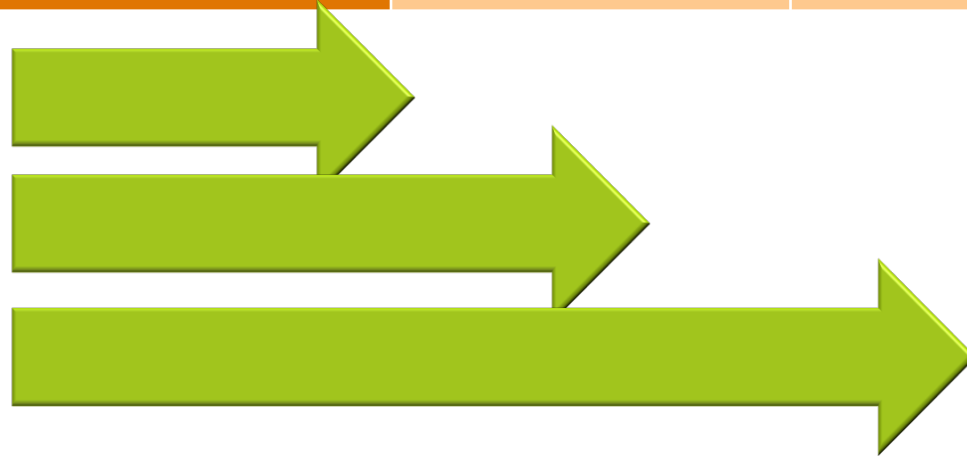
I can process and analyze data and information by experiencing and interpreting the local environment

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			



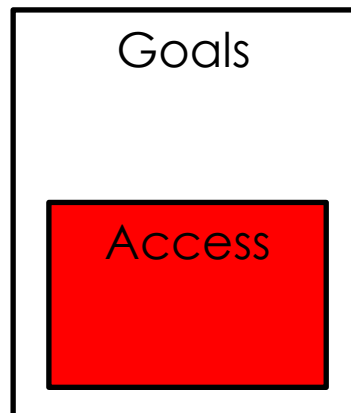
Rubrics vs. Learning Maps

	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



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

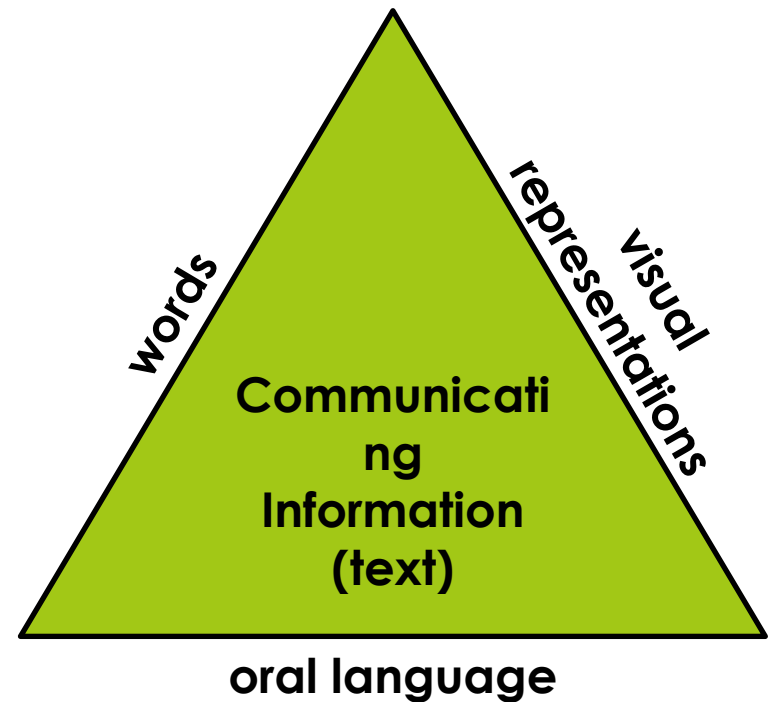
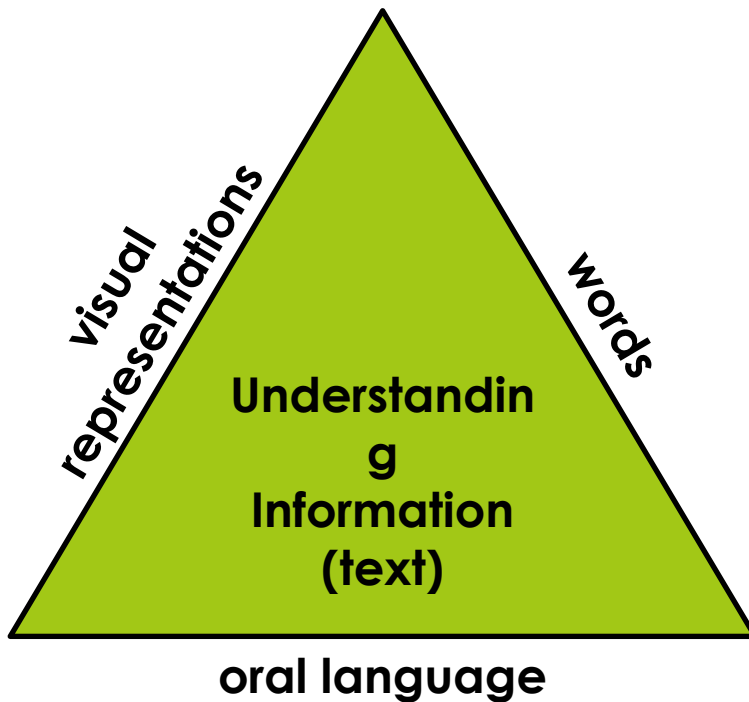
Building a Learning Map!

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

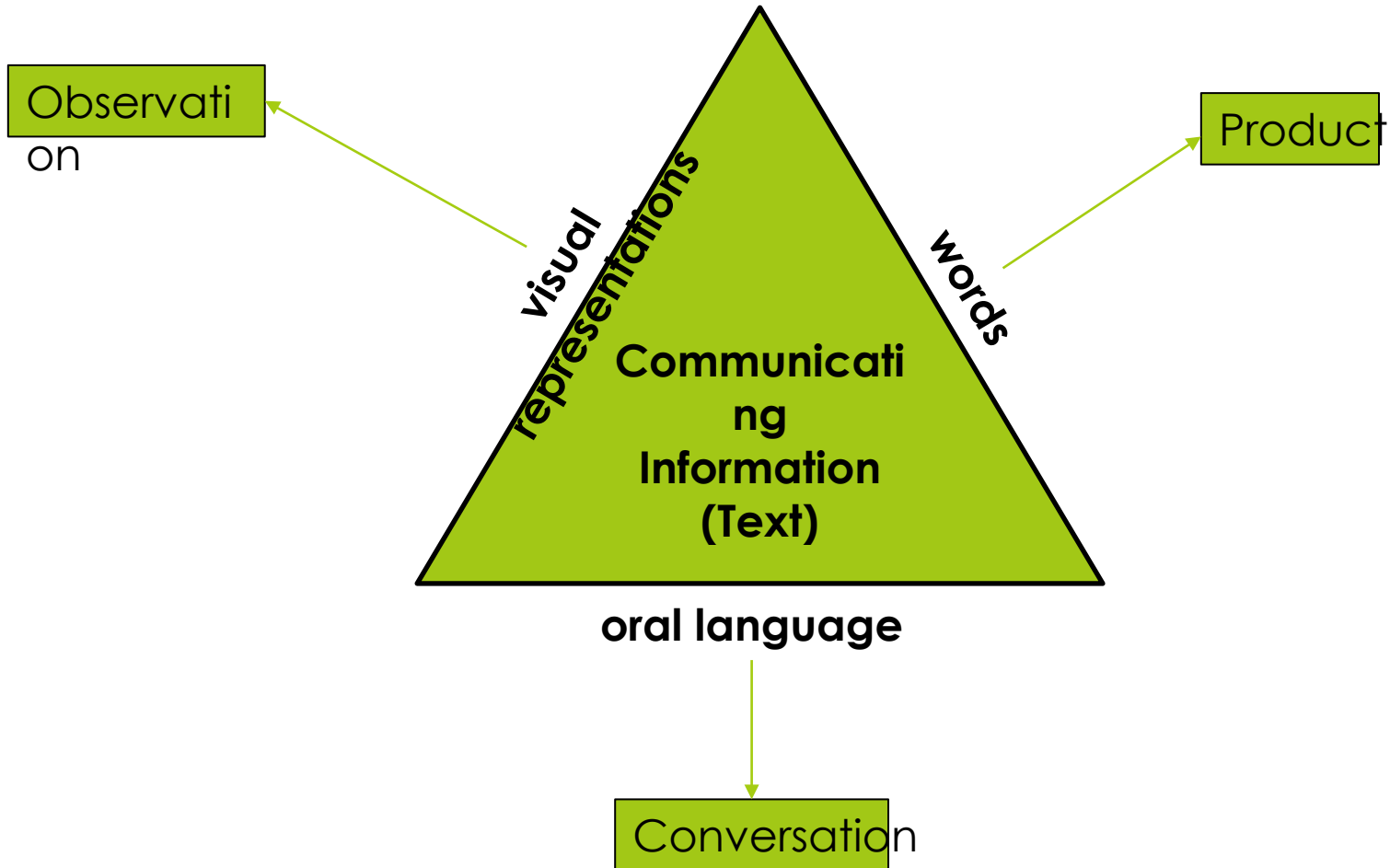
Course/Subject/Grade(s): Science 9		Planning Team:				
Unit Big Idea: The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them		Unit Guiding Question: Why do we need the sun?				
Goals		Access	All	Most	Few	Extension
Content: Effects of Solar Radiation		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

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

Kristine Nannini YoungTeacherLove

Standards Based Grading

...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Standards Based Grade Book

	Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Katie	4	2	2
Joe	2	3	1

Evidence & Grading

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

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
	I can Construct, analyze, and interpret graphs, models, and/or	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other	I can interpret a visual representation of data (i know why this data matters)

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																	
	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

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Teaching and Empowering Students with Special Needs

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