

www.blogsomemoore.com
www.fivemooreminutes.com

The screenshot shows the top portion of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. Below the header is a dark grey navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently expanded, showing a list of categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. To the left of the navigation bar, there is a 'Conferences' section with three items: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. To the right, there is an 'about.me' section for 'Shelley Moore', identifying her as an 'Inclusion Consultant' and providing social media icons for Twitter, LinkedIn, and WordPress. Below the social media icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'. An 'Edit' link is visible at the bottom right of the main content area.



@tweetsomemoore



@fivemooreminutes

Aim for today!

- ▣ What questions do you have?
- ▣ What are you hoping to get out of this afternoon?

Inclusion & The Renewed Curriculum

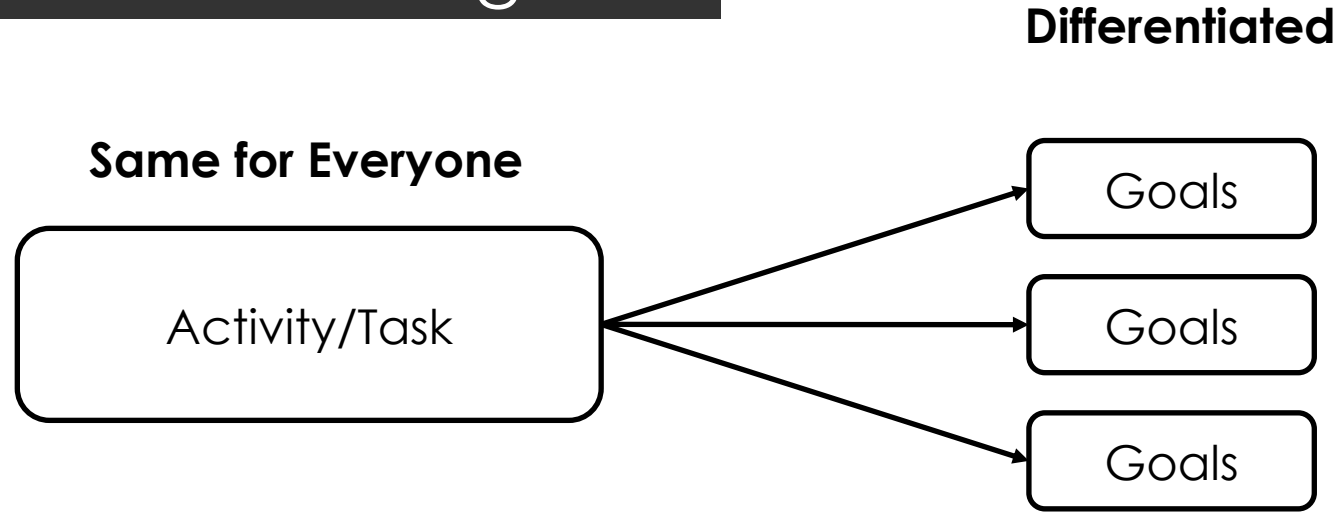
- ▣ What are the goals?
- ▣ How do we choose the goals?
- ▣ How do we assess the goals?

Teaching (and Learning) to **Goals**, not activities

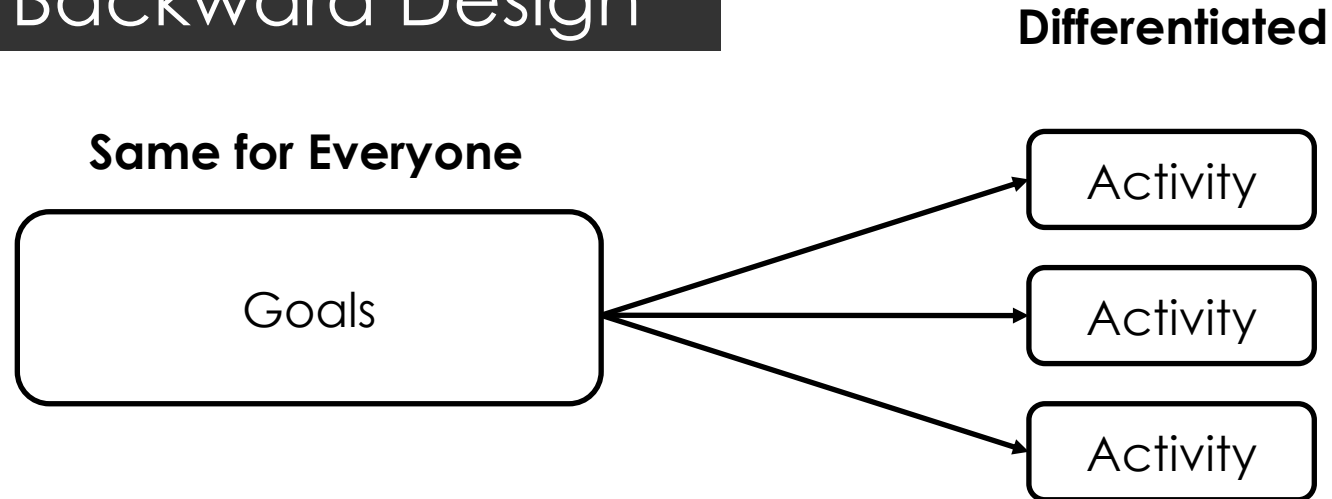
The most dangerous phrase in the language is "we've always done it this way."



Forward Design



Backward Design



Backwards Design: What are the GOALS?

□ Content

- What do we need to know?

□ Process

- What do we need to do?

Previous vs. the Renewed 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: What are the 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?

Previous vs. the Renewed Curriculum



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

Backwards Design: What are the GOALS?

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Flip Book

Miserable

Two-toed

Lizard



The Backwards Design FLIPBOOK

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

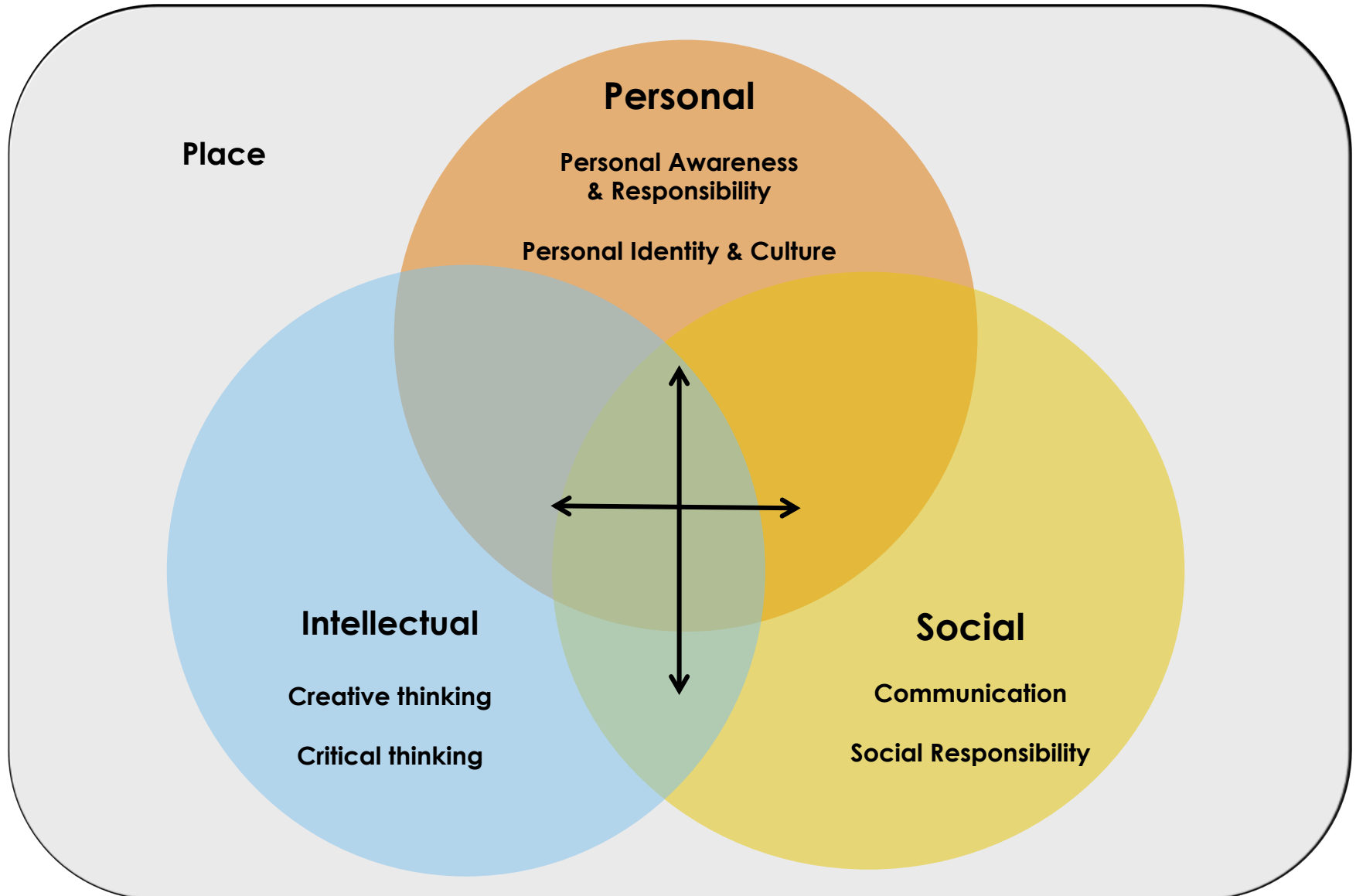
Responsive

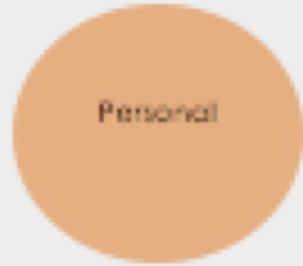
(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

Choosing core competency goals





Personal

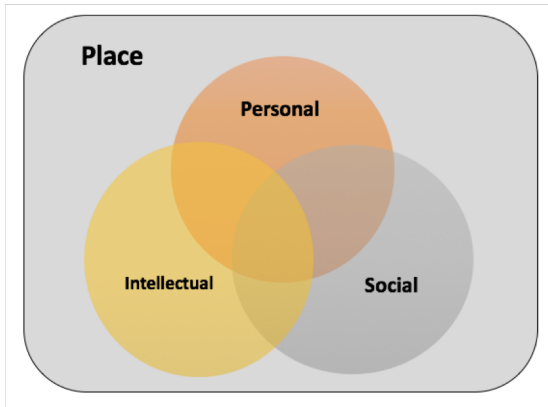


Intellectual



social

Balancing Bubbles within a Place



- This approach assumes that all students need support in these areas
- The focus is on balancing the bubbles, instead of trying to “fix” them
- It allows us to rely on areas of strength as a support for areas of stretch
- It encourages (and teaches) support from all individuals in a community rather than relying on one person
- Supports a collaborative model of support and the multiple expertise of all educators and support staff

The Backwards Design FLIPBOOK

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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...	

Backward Design Unit Planning Template: Building the Curricular Plane

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



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: Science		I know different 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

Grade: 3	Subject Area: language arts/ Design	Planning Team: Uplands – Kelly, Shelley
Big Idea: Using language in creative and playful ways helps us understand how language works		Unit Guiding question: How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?
Content Goal:	I know elements of story I know literary elements and devices	
Curricular Competency Goal: Create and communicate	I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community	
Curricular Competency Goal: Create and communicate	I can plan and create a variety of <i>communication forms</i> for different purposes and audiences	
Curricular Competency Goal: Create and communicate: ADST	<i>I can design by sharing and explaining my ideas</i>	
Curricular Competency Goal: ADST	I can design by coming up with ideas (ideate)	
Core Competency Goal:	I can be a creative thinking by generating ideas	

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	

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 6/7	Subject Area(s): English	Planning Team: Grand Forks
Big Idea: Developing our understanding of how language works allows us to <u>use it purposefully</u>		Unit Guiding Question(s): What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?
Content Goal	I know techniques of persuasion I know presentation techniques	
Curricular Competency Goal	I can access information and ideas for <u>diverse purposes</u> and from a <u>variety of sources</u> and evaluate their <u>relevance</u> , <u>accuracy</u> , and <u>reliability</u>	
Curricular Competency Goal	I can respond to <u>text</u> in <u>personal, creative, and critical ways</u>	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>	
Curricular Competency Goal	I can assess and <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u> , and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

Grade: 7	Subject Area: Social Studies	Planning Team: A.D. Rundle
Big Idea: Geographic conditions shaped the emergence of civilization		Unit Guiding question: What 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	

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Two-toed

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BIG IDEA

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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
Cross Curricular Competency		I can use materials safely

Guiding Unit Question:

Lesson Goal(s):

Date:

Connecting Activity:

Essential Supports
(designed for 1, useful for 1)

Mini Lesson:

Processing Tasks

I Need to...



Access

I Must...

All

I Can...

Most

I Could...

Few

I Can Try
to...



Challenge

Targeted Support
(designed for some, useful for some)
Choice of:

Universal Supports
(designed for some, useful for all)

Transforming & Personalizing Activity:

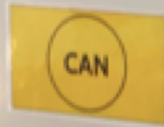
GOLDEN PADDLE
gle classroom: bq11an



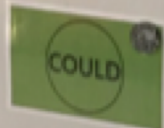
to choose a topic
to persuade your audience



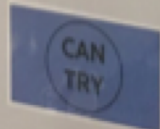
Write a minimum of 1
paragraph and use transition words.



include triple-scoop descriptive
words and persuasive language



Write an engaging opening sentence
to hook your readers attention.



to include a reason from the
opposing point of view and then
prove why your reasons are more
convincing.

Guiding Unit Question: How can I build a monster trap?

Lesson Goal(s): I know different types of forces

Date:

Connecting Activity: 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups (3+) -

Essential Supports
(designed for 1, useful for 1)

Mini Lesson: what do all of these have in common? FORCE – watch a video to get more ideas

Model -

Processing Tasks

I Need to...

know fall,
push & pull



Access

I Must...

incorporate
or explain a
force in my
trap that
includes a
falling
element

All

I Can...

incorporate or
explain a force
in my trap that
includes a push
or pull

Most

I Could...

incorporate a
material that
speeds up
force

Few

I Can Try
to...

incorporate
a material
that slows
down a
force

Challenge

Targeted Support

(designed for some, useful for some)

Choice of:

- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
- Proximity
- Pcs symbols of examples

Universal Supports

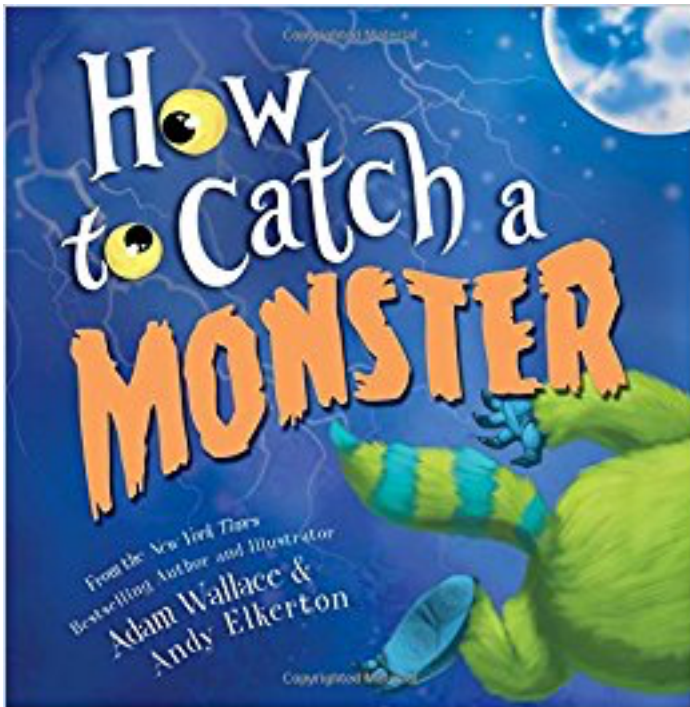
(designed for some, useful for all)

- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

Transforming & Personalizing Activity: Small group share

- **Appreciate circle**

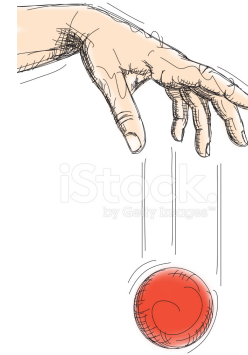
Who are our monsters? How many ways can we catch them?



Goal: I can add a **force** to my monster trap!

Where in the world do things:

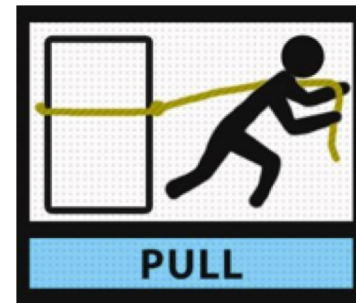
Fall



Push



Pull



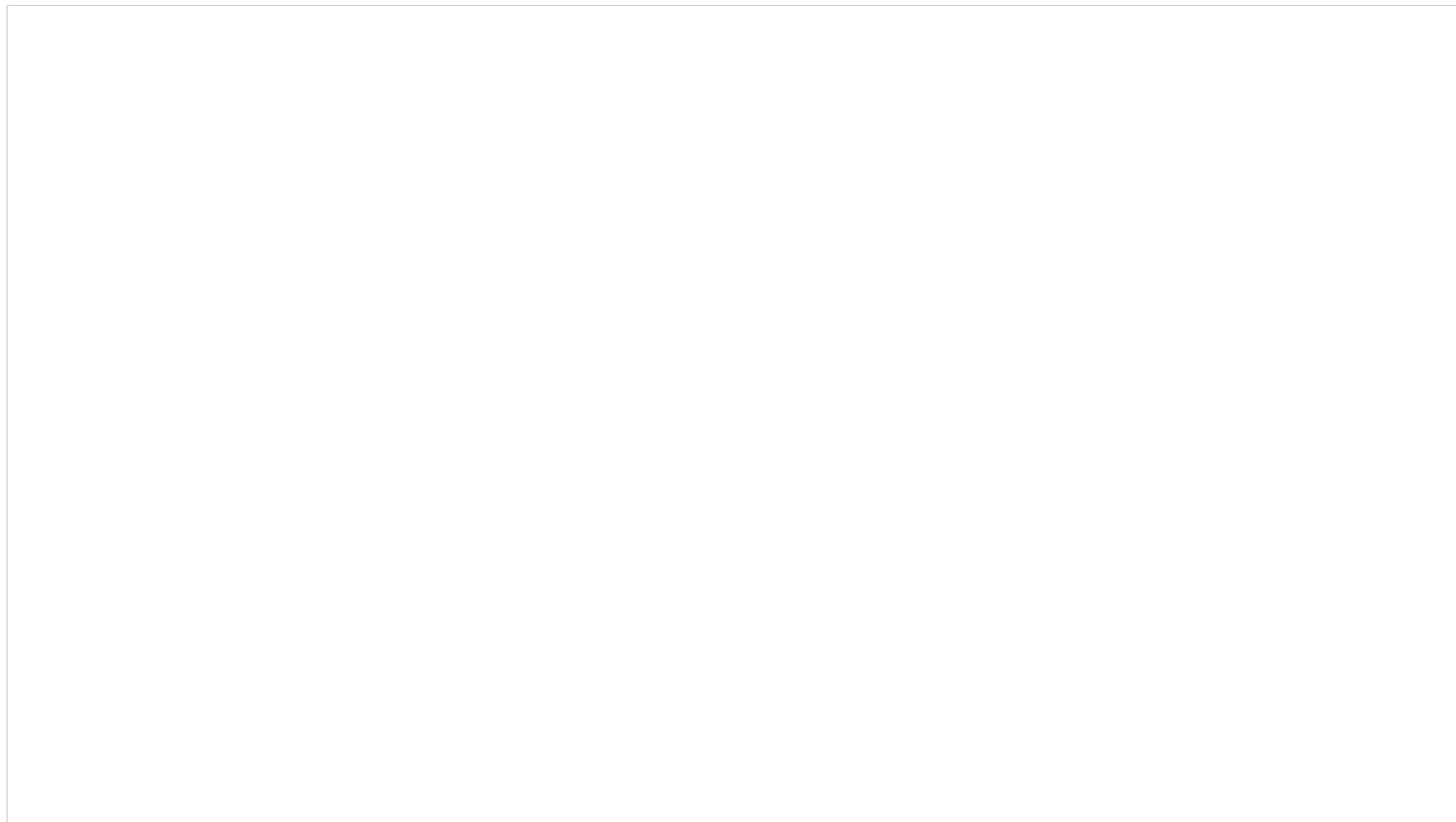
In groups of 3...

- 3 minutes at each station
- Record ideas
 - Draw
 - Write
 - Show
 - talk

What do falling, pushing, and pulling have in common?

FORCE

What ideas to add to our stations?

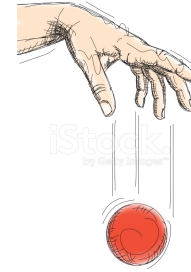
A large, empty rectangular box with a thin black border, intended for writing ideas to add to the stations. The box is currently blank.

Your job today!

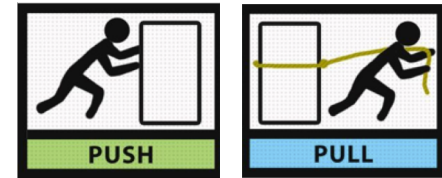
Add a
FORCE to
your monster
trap!

Your job today!

1. Add a force that **falls**



2. Add a force that **push or pulls**



3. Add a **material to speed up** the force



4. Add a **material to slow down** the



Share Out!

What force did I try out?

What materials did I use?

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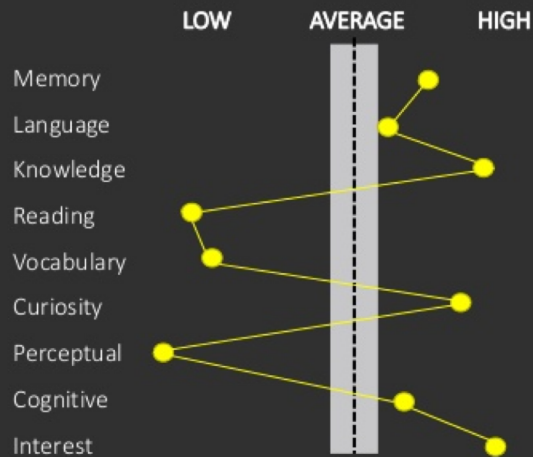
@fivemooreminutes

Inclusion and BCs Renewed Curriculum

- What do you know about the renewed curriculum?
- How is it different from the previous curriculum?
- How is the renewed curriculum connected to teaching to diversity?

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>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE



THE
END OF
AVERAGE

HOW WE SUCCEED
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TODD ROSE

The Airplane Dilemma...

Designing INDIVIDUAL **planes** for
every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY
pilot is not effective!



THE
END OF
AVERAGE

HOW WE SUCCEED
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TODD ROSE

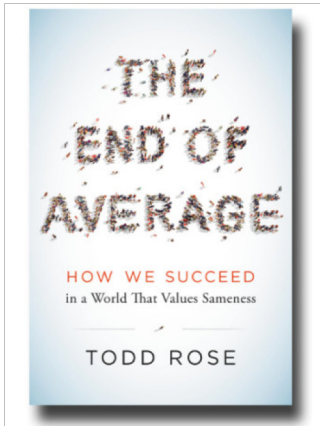
The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!

A solution....



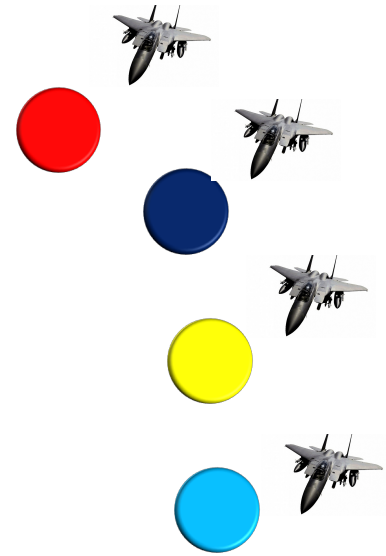
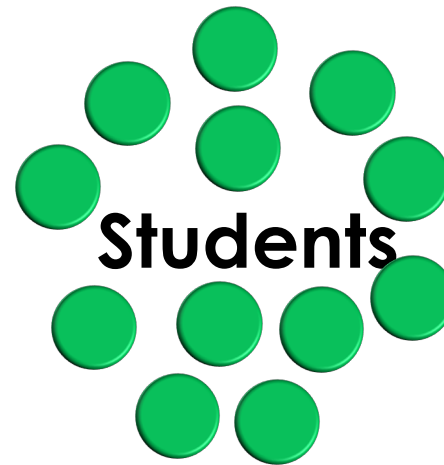
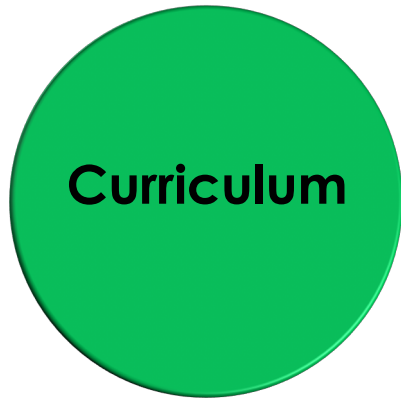
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

An ADJUSTABLE **curriculum**,
designed for a range of diversity

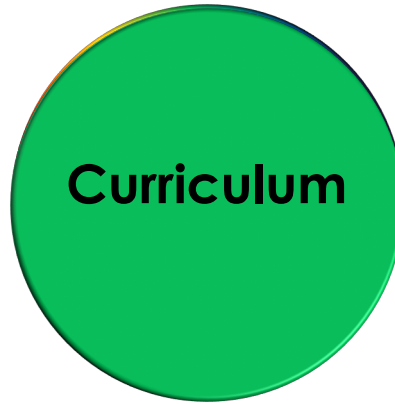
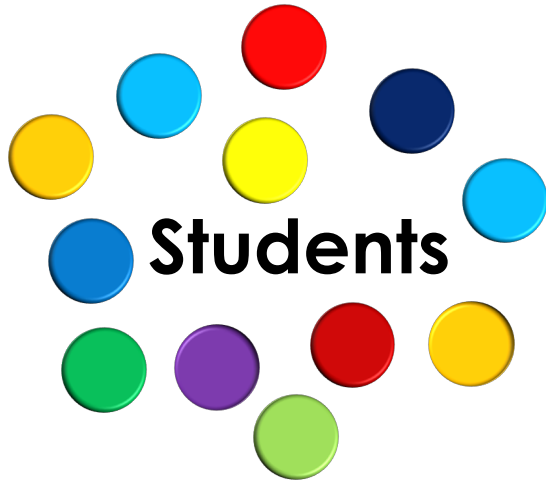


Design is the MOST underutilized support!





Design is the MOST underutilized support!



How can we design an adjustable **plane**?

□ Who are our **pilots**?

- Getting to know who the pilots are and their range of dimensions

□ What is the **plane** they are flying?

- Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)

□ How is the plane **responsive** to the pilots dimensions?

- Designing planes with both access and extension as well as considering specific supports needed for this group of pilots

□ How are we **teaching pilots** to make the **adjustments** they need to fly the plane?

- Pilots knowing what they need to fit into and fly the plane

How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

□ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

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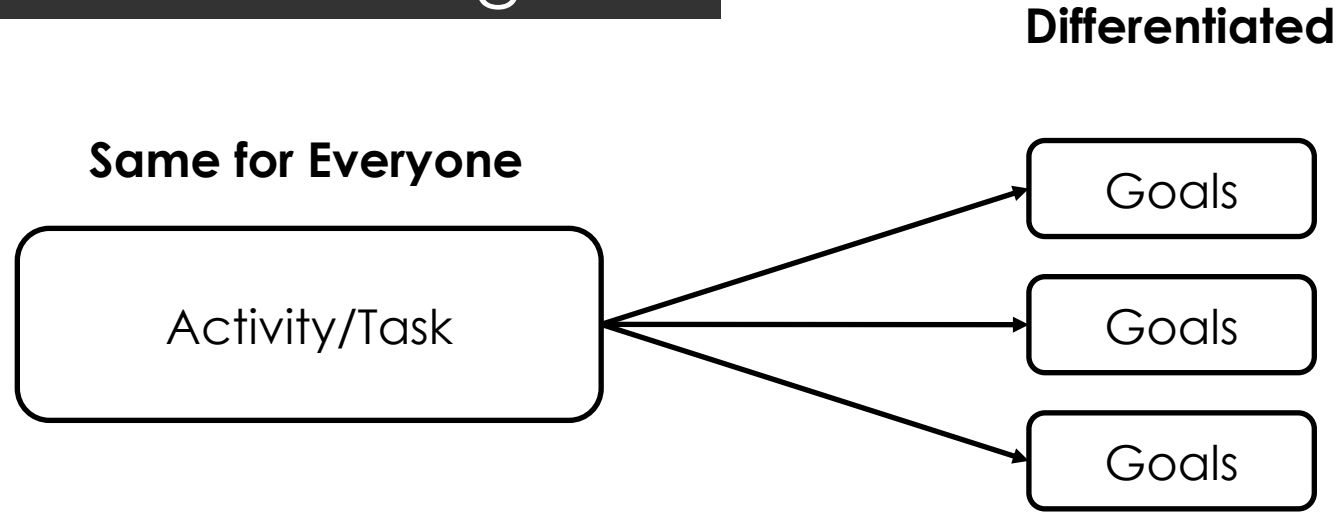
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Teaching (and Learning) to **Goals**, not activities

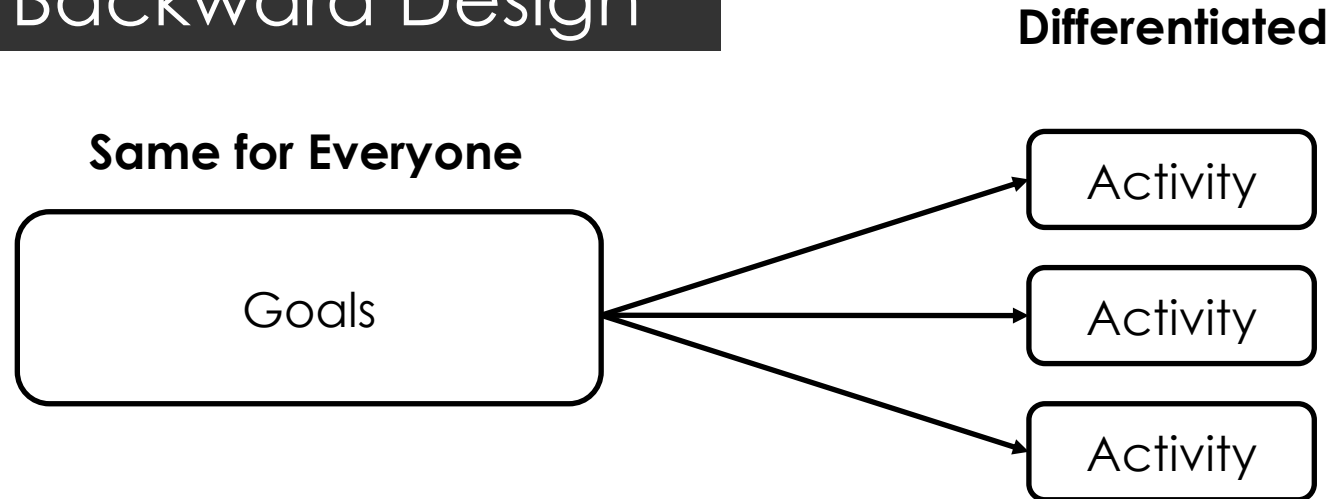
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It is expected that students will:

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□ Curricular Competencies

□ What do we need to do?

□ Core Competencies

□ Who do we need to become?

Previous vs. the Renewed Curriculum



Area of Learning: SOCIAL STUDIES

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BIG IDEAS

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- 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

Backwards Design: What are the 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?

Flip Book

Miserable

Two-toed

Lizard



The Backwards Design FLIPBOOK

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

What are the goals?!

New way to use rubrics!

	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.

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



One point rubric

	Standard
goal	



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

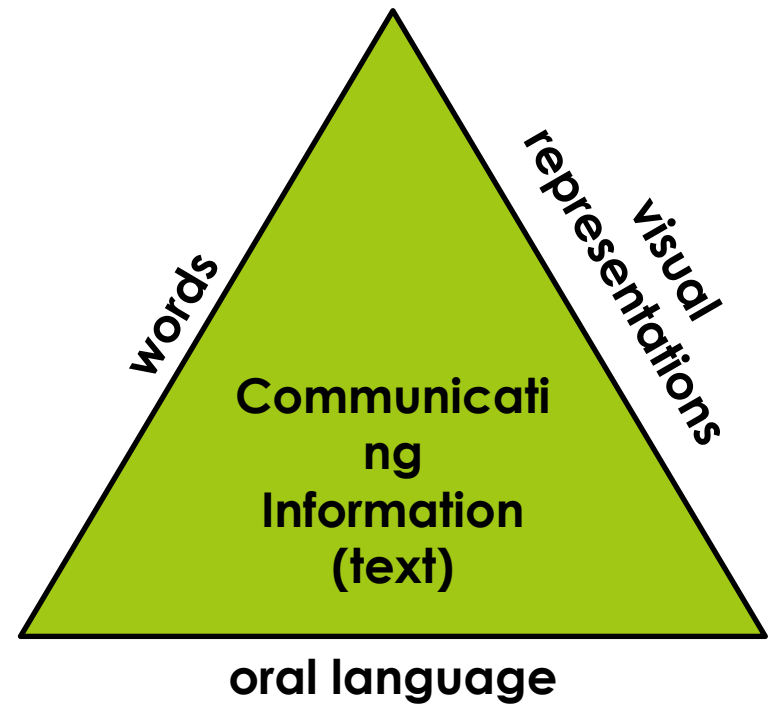
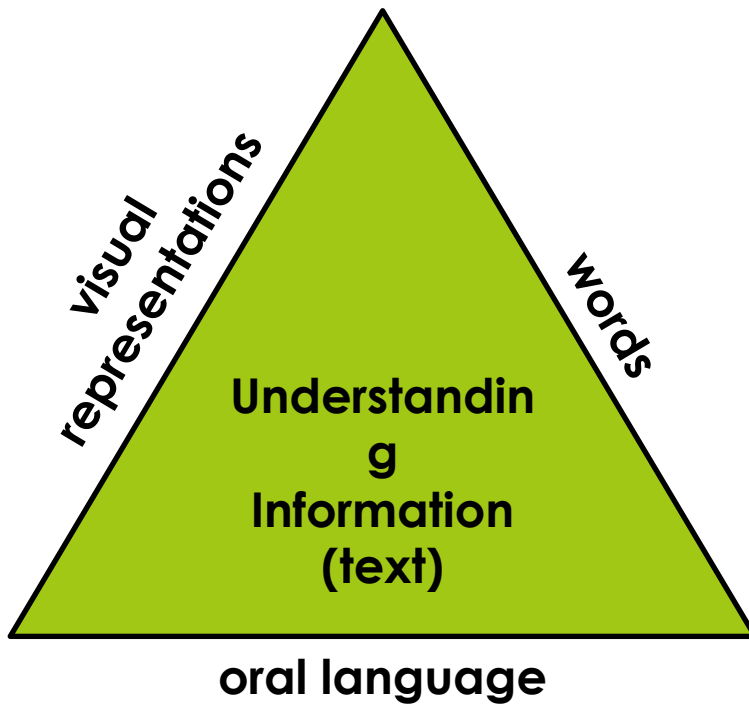
I can process and analyze data and information by experiencing and interpreting the local environment

I can process and analyze data and information by seeking evidence and analyze data

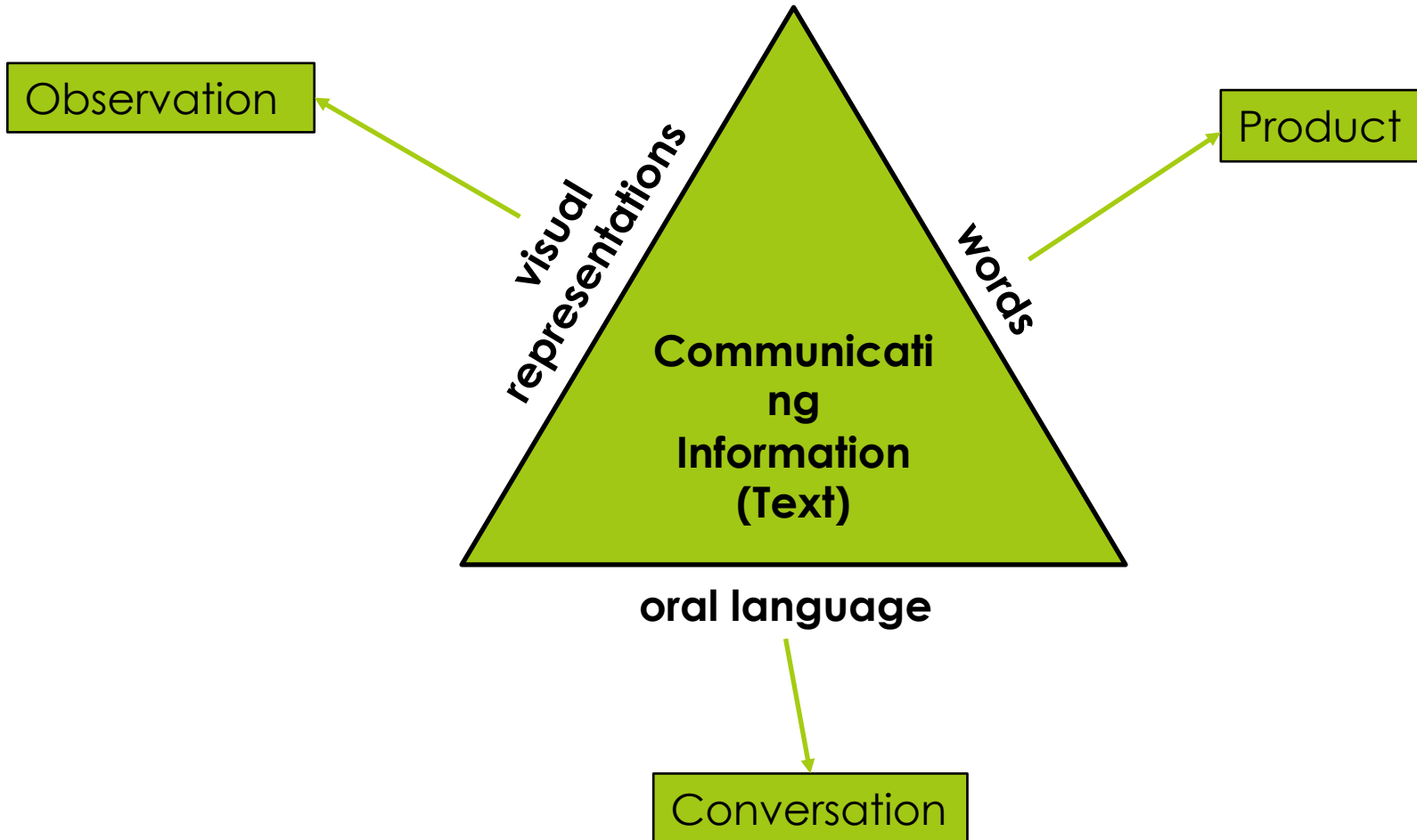
I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)

How can we assess the goals?!

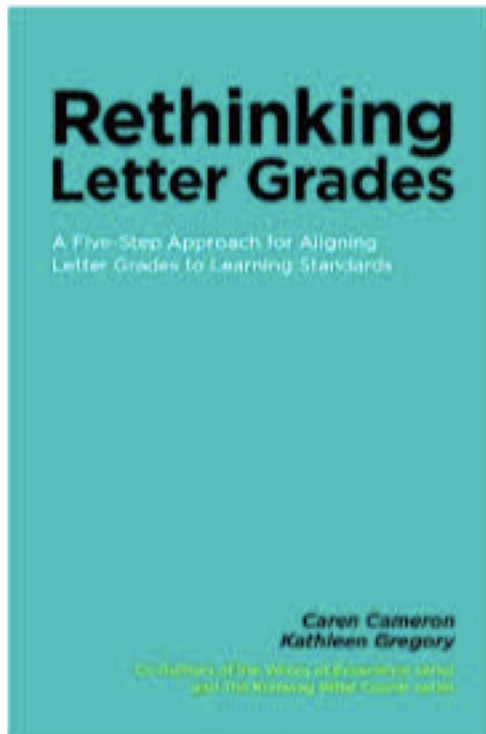
Teaching & Assessing



1. How do students show what they know?



Rethinking Letter Grades



One point rubric

Name:

Date:

Unit Guiding question:

How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

Where I need support

I can do this!

Where I need some challenge

I know elements of story

I know literary elements and devices

I can create *stories* and other *texts* to deepen awareness of self, family, and community

I can plan and create a variety of *communication forms* for different purposes and audiences

I can design by sharing and explaining my ideas

Name:

Date:

Unit Guiding question:
How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Activities/ tasks	written	oral	visual		
I know elements of story						
I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community						
I can plan and create a variety of <i>communication forms</i> for different purposes and audiences						
I can design by sharing and explaining my ideas						

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

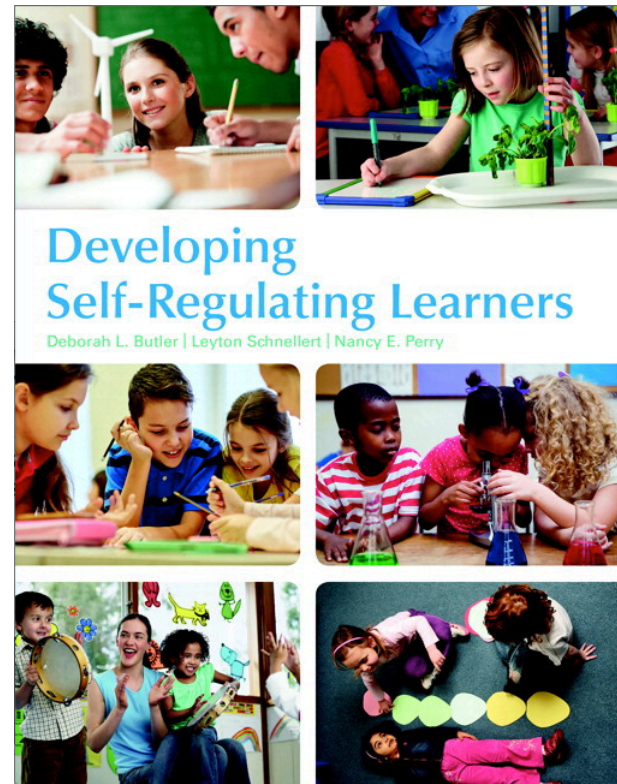
Name	Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns 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

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who & what can support you?
- ▣ What can you bring back to share next time?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

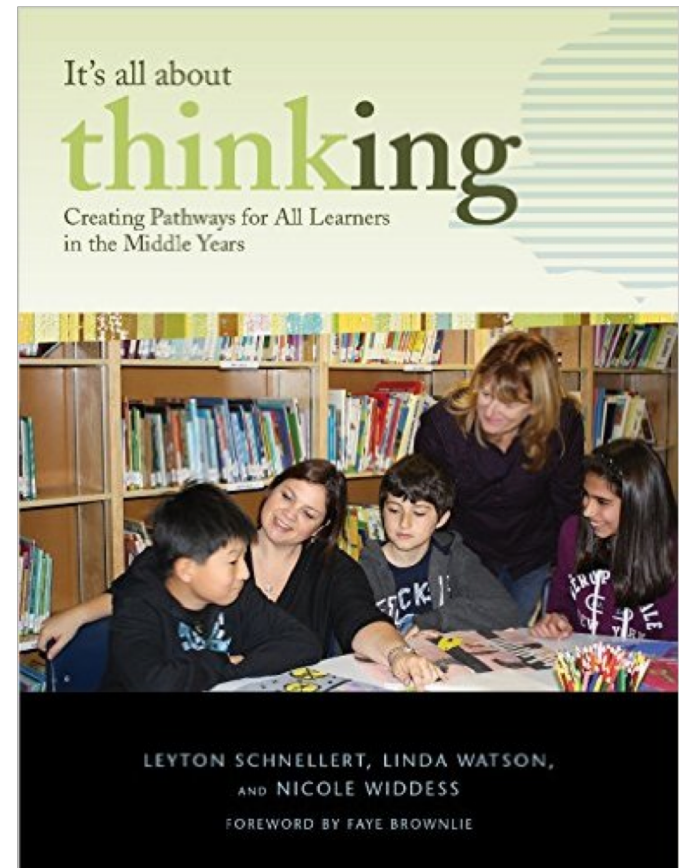


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

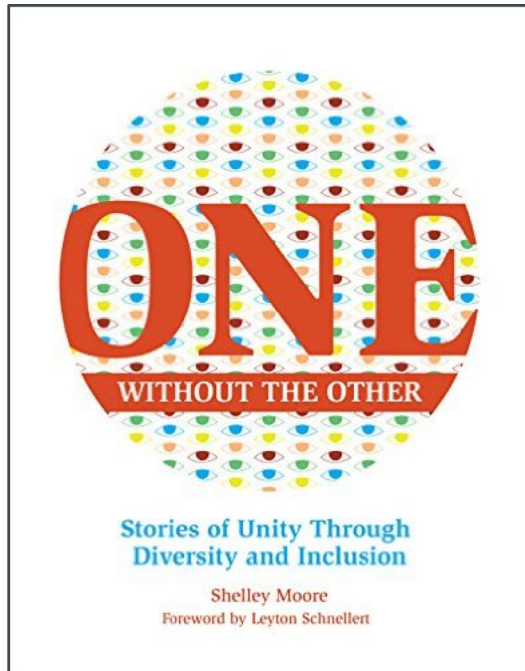
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

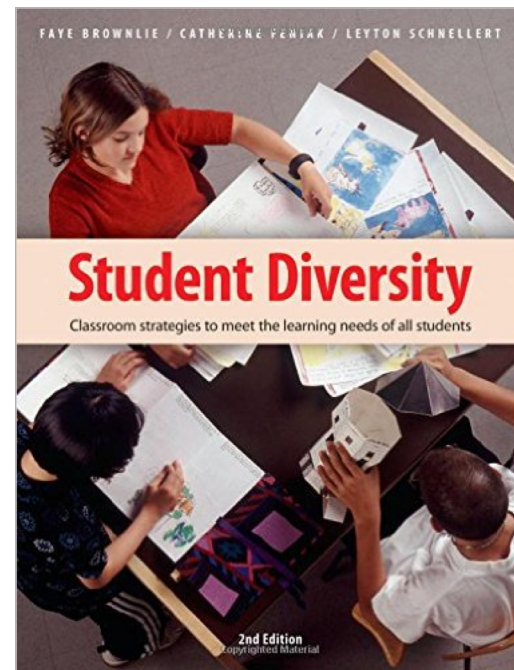
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*.
Pembroke.



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.



New Edition this Fall!!!

www.blogsomemoore.com

The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. A dark navigation bar contains links for 'About', 'App-Tastic', 'Handouts', and 'Resources'. Below this, a secondary menu highlights 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into three columns. The left column is titled 'Conferences' and lists organizations such as 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The middle column lists 'Diverse Texts', 'Using Multiple and Diverse Texts', and 'Conference 2015: Planning with All Students in Mind'. The right column is titled 'about.me' and identifies 'Shelley Moore' as an 'Inclusion Consultant', with social media icons for Twitter, LinkedIn, and WordPress. Below these icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'. An 'Edit' link is visible at the bottom of the middle column.



@tweetsomemoore



@fivemooreminutes