

SHELLEY MOORE



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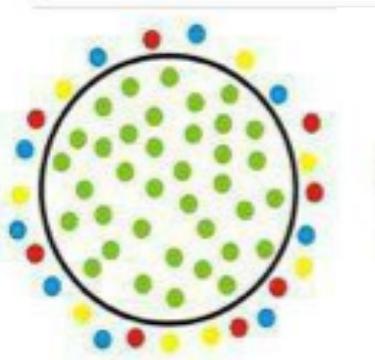


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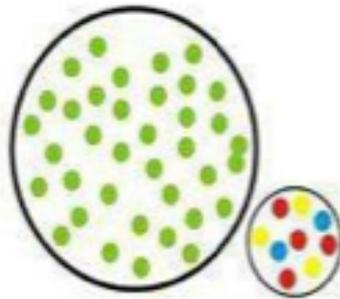
What are you hoping to get out of today?

What question do you have?

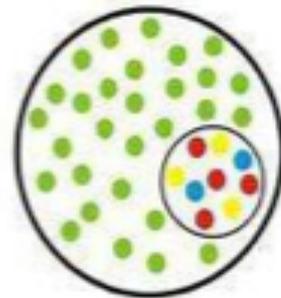
The evolution of inclusion



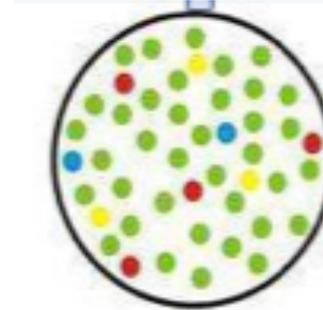
exclusion



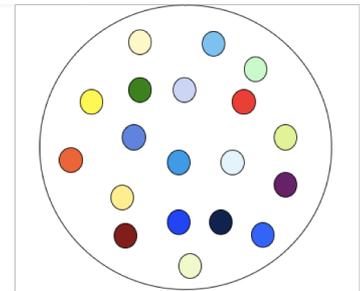
segregation



integration



inclusion



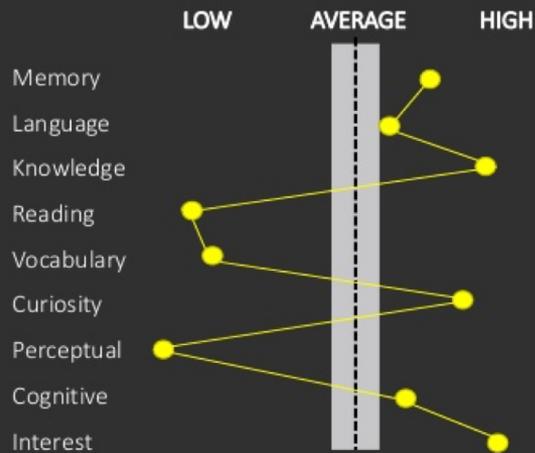
teaching
to diversity



How do we move?

The End of Average!

The average student is a myth

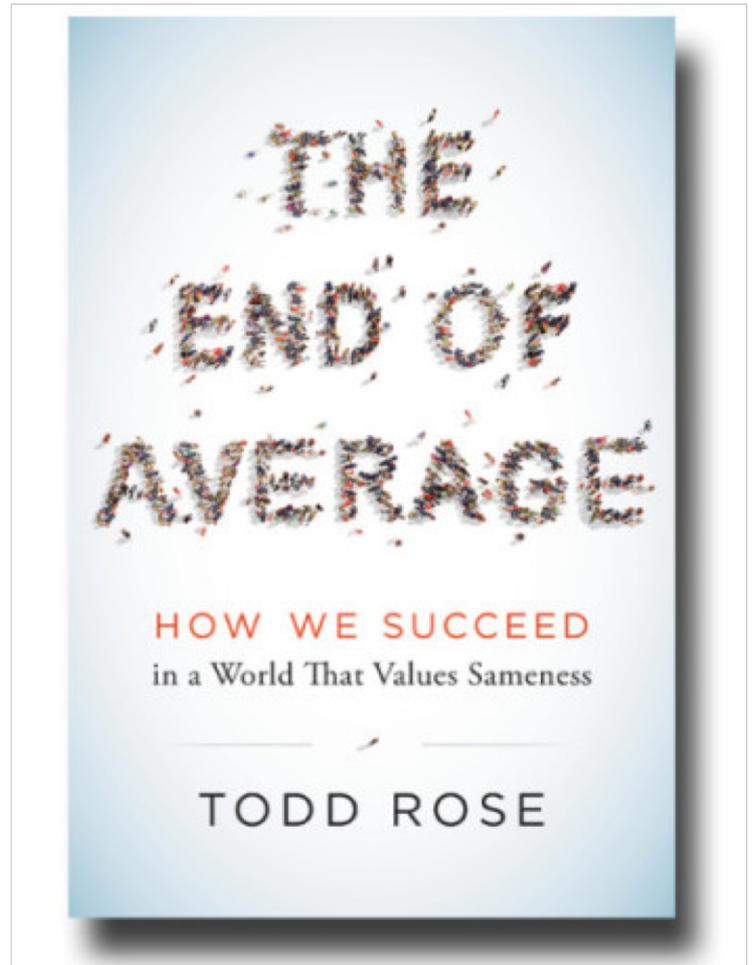


The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE





THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

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 book cover for 'The End of Average' by Todd Rose. The title is written in a distressed, hand-painted font. Below the title, the subtitle 'HOW WE SUCCEED in a World That Values Sameness' is written in a smaller, clean font. The author's name 'TODD ROSE' is at the bottom.

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

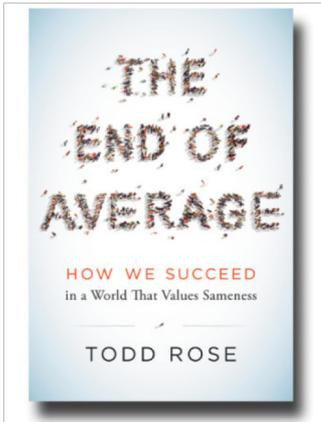
The Curricular Dilemma...

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

AND

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

A solution....



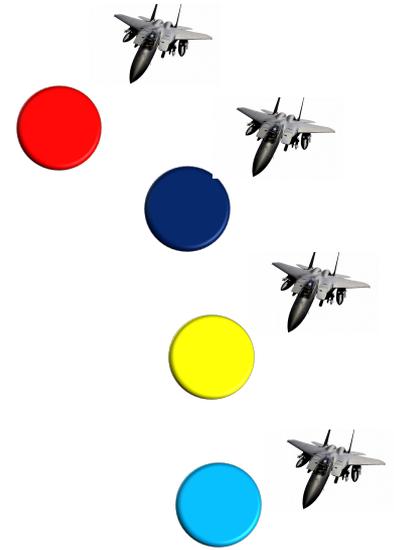
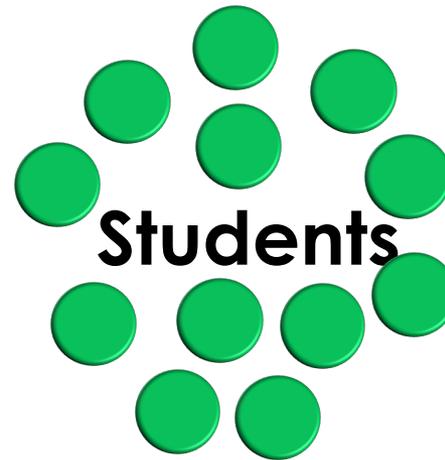
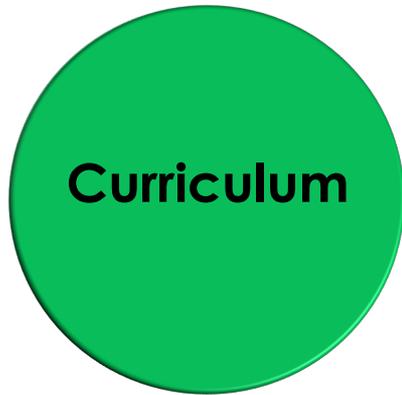
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

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

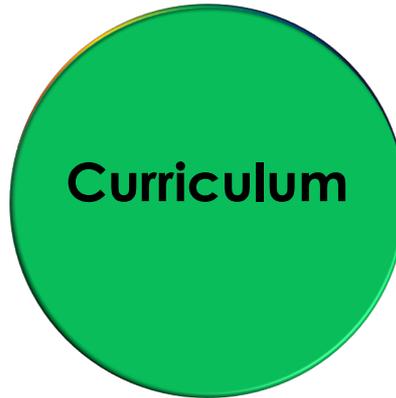
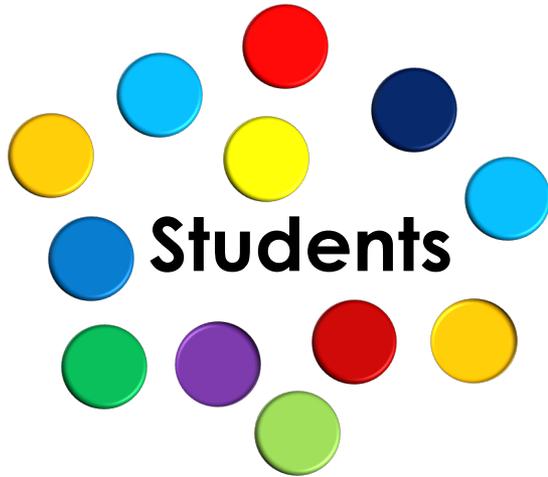


Design is the MOST underutilized support!





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?

- Students knowing what they need to fit into and use the curriculum

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?

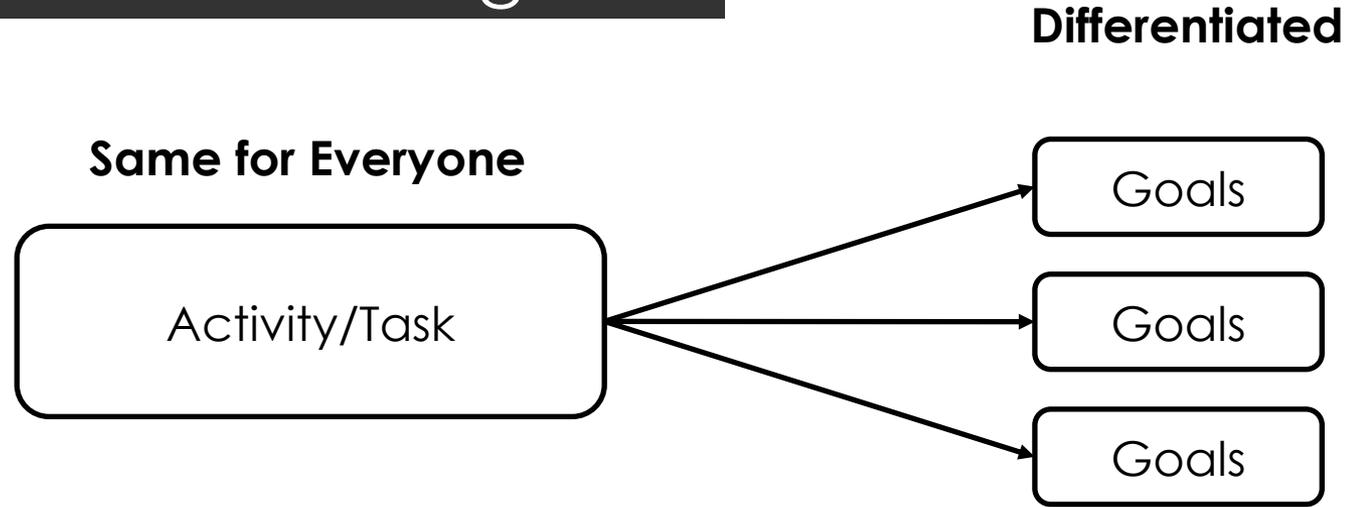
- Students knowing what they need to fit into and use the curriculum

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

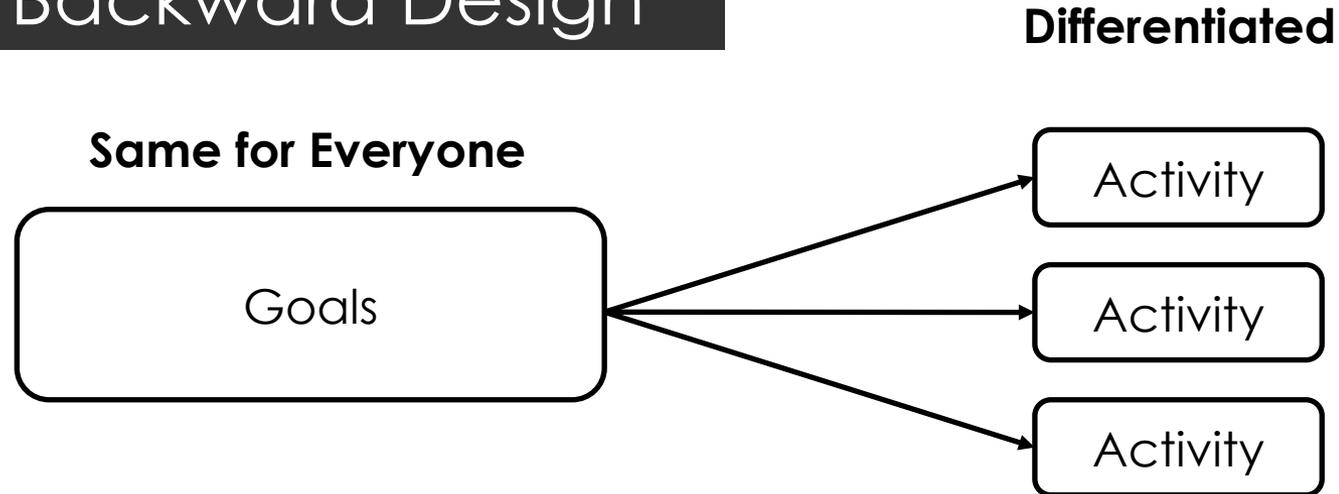
The most dangerous phrase in the language is "we've always done it this way."



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?

□ 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

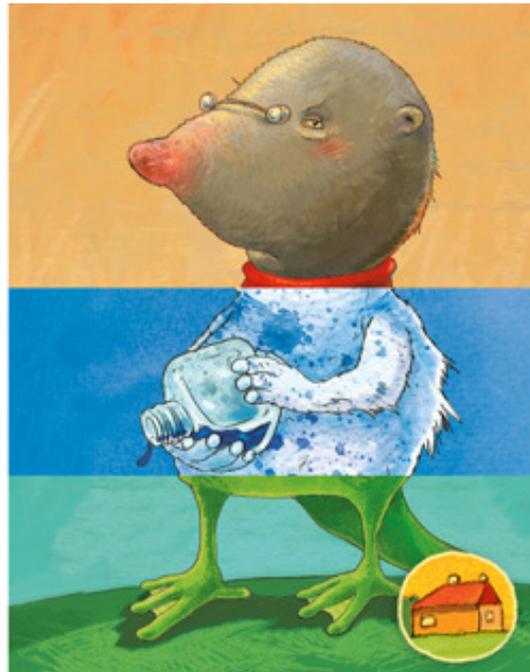
□ Who do we need to become?

Flip Book

Miserable

Two-toed

Lizard

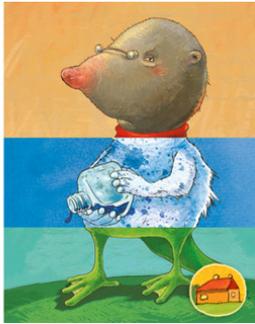


The Backwards Design FLIPBOOK

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

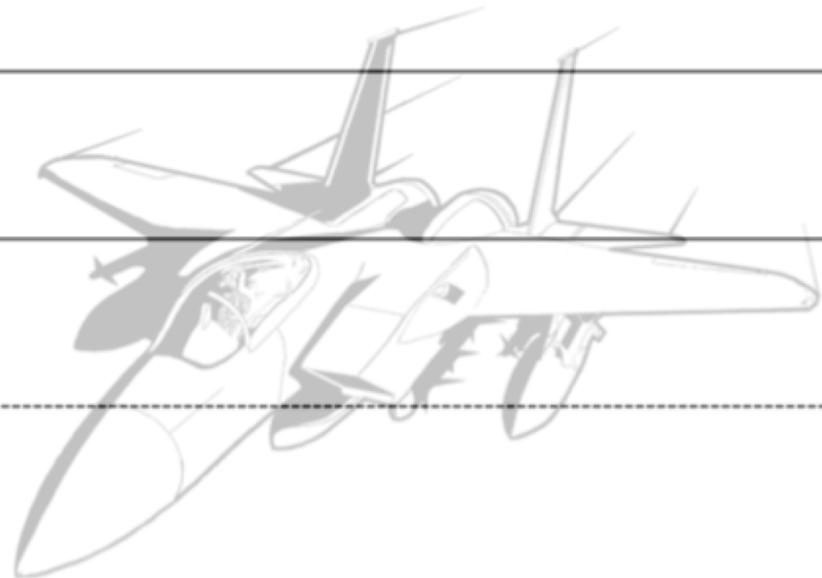
Student Evaluation

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: K	Subject Area: Literacy	Planning Team: Ucluelet Elementary
		Unit Guiding Question: How can I share my ideas through pictures and words?
Content Goal	I know letter knowledge	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language to identify, create and share ideas, feelings, opinions and preferences	
Curricular Competency Goal	I can explore using oral storytelling processes	
Core Competency Goal	I can be a creative thinking by generating my own ideas	

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

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	

Backward Design Unit Planning Template: Building the Curricular Plane

Grade: 8	Subject Area(s): English	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content Goal	I know oral language features and strategies	
	I know elements of visual and graphic texts	
Curricular Competency Goal	I can construct meaningful connections between self, text and world	
Curricular Competency Goal	I can synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Curricular Competency Goal	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

The Curricular Plane

Grade: 3/4	Subject Area: Language Arts	Planning Team:
Big Idea		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	
Content Goal	I know literary elements and devices	
Curricular Competency Goal	I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community	
Curricular Competency Goal	I can plan and create a variety of <i>communication forms</i> for different purposes and audiences	
Curricular Competency Goal	<i>I can design by sharing and explaining my ideas</i>	

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

One point rubric

Name:

Date:

Unit Guiding Question(s):

My Goals for this Unit

Evidence of my Learning

What is my next step?

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>I can design by sharing and explaining my ideas</i>						

Grade: K	Subject Area: Literacy	Planning Team: Ucluelet Elementary
	Unit Guiding Question: How can I share my ideas through pictures and words?	
Content Goal	I know letter knowledge	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language to identify, create and share ideas, feelings, opinions and preferences	
Curricular Competency Goal	I can explore using oral storytelling processes	
Core Competency Goal	I can be a creative thinking by generating my own ideas	

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?

- Students knowing what they need to fit into and use the curriculum

Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

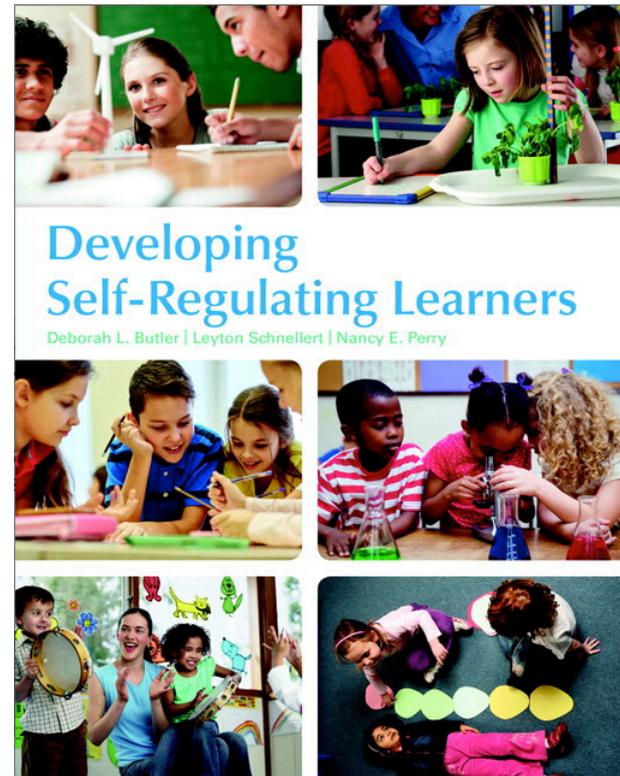
■ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What can you take back with you to your context?
- ▣ What is something you want to try?

Recommended Resources

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

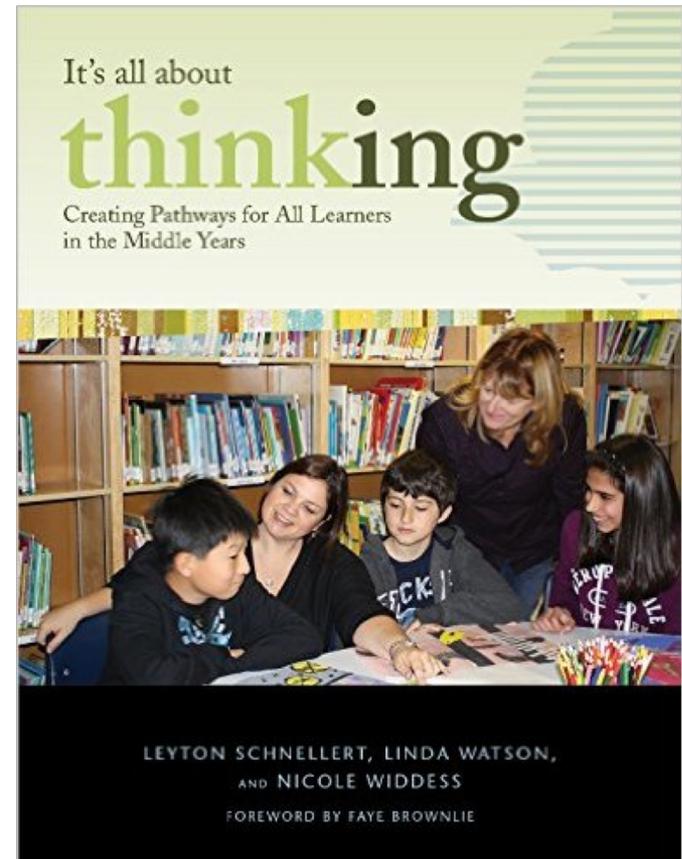


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

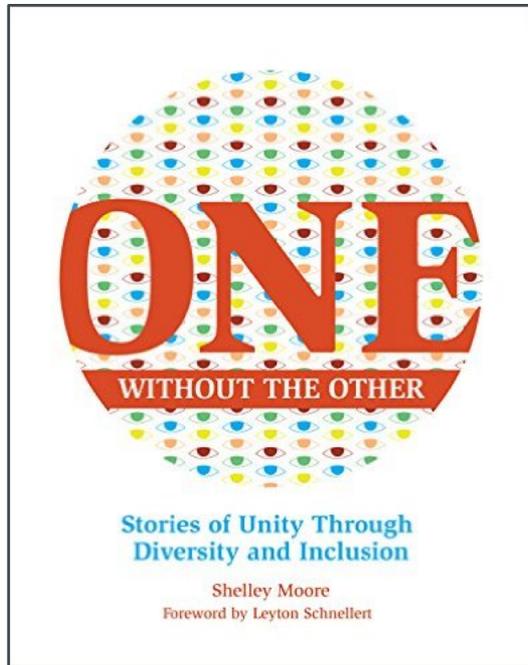
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

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.

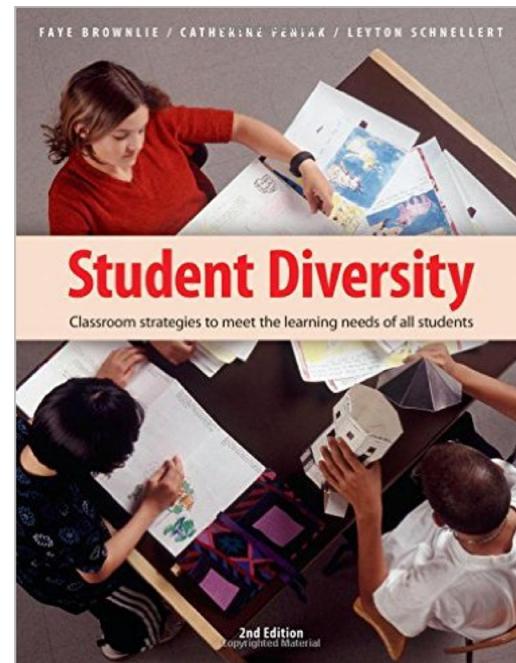
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



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
www.fivemooreminutes.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 navigation menu includes 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is expanded, showing categories like 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is titled 'Conferences' and lists several events, including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. A sidebar on the right contains an 'about.me' profile for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. It also states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



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Grade: Grade 3	Subject Area: English	Planning Team: Corey, Karen ,Nellia
Big Idea: I understand that Stories can be understood from different perspectives		Unit Guiding question: What is our story? How do our different perspectives help us to understand our story?
Content Goal	<p>I know elements of story/text</p> <p>I know oral language features, structures and conventions</p>	
Curricular Competency Goal	I can...Use developmentally appropriate reading, listening, and viewing strategies to make meaning	
Curricular Competency Goal	I can...Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	
Curricular Competency Goal	I can... Exchange ideas and perspectives to build shared understanding	
Core Competency Goal	I can have a positive personal and cultural identity by knowing my personal strengths and abilities	