

# SHELLEY MOORE



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What do you remember from last time we were together?

What are you hoping to get out of today?

What questions do you have?

# 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

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

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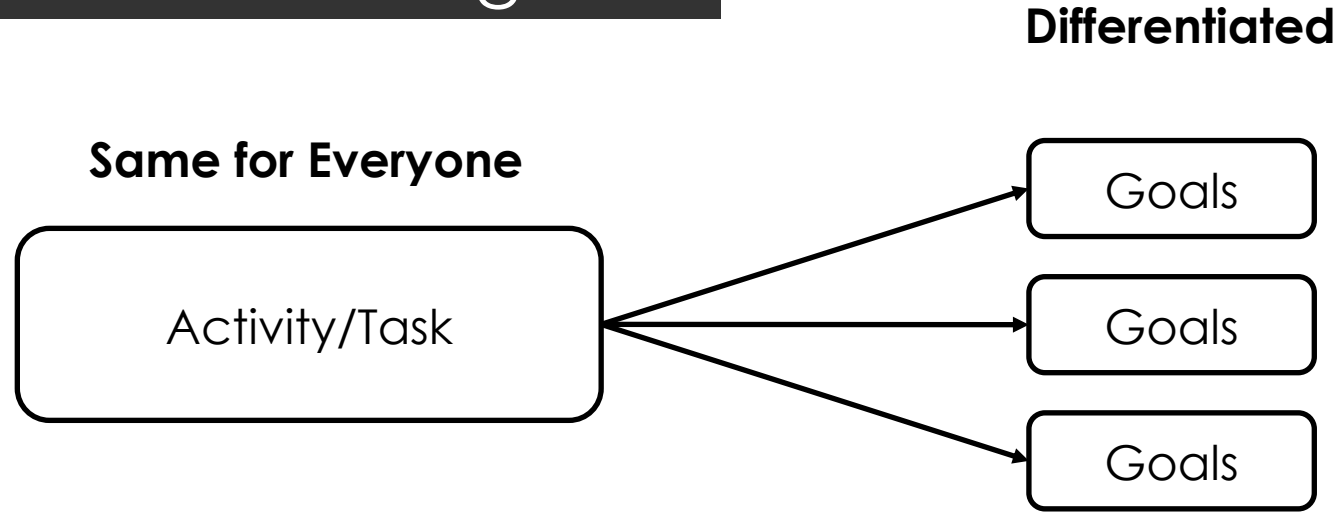
- Students knowing what they need to fit into and use the curriculum

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

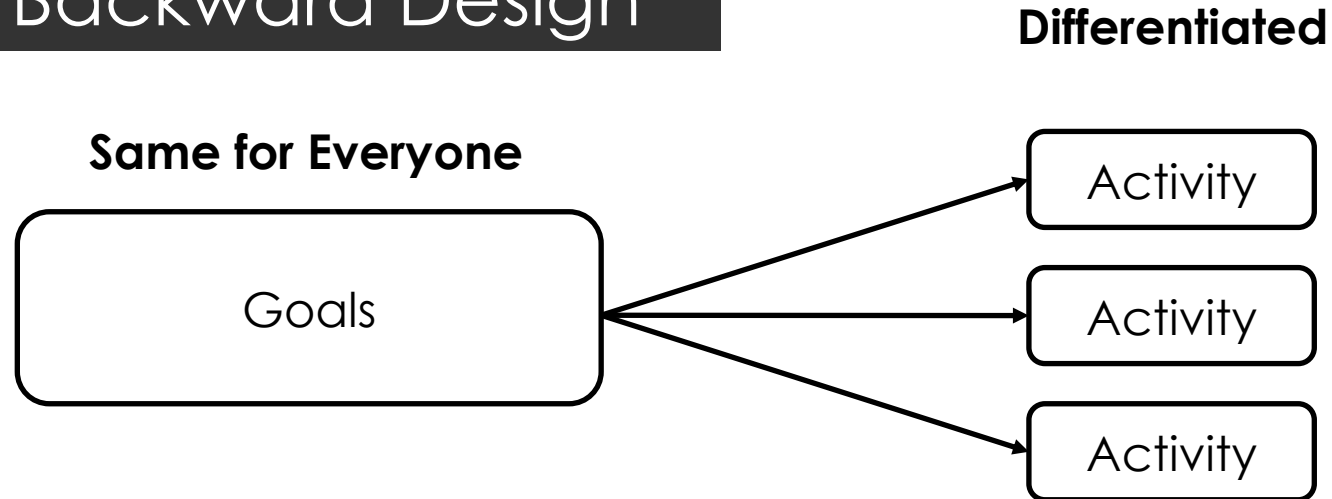
The most dangerous phrase in the language is "we've always done it this way."



# 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

**M**iserable

**T**wo-toed

**L**izard



# 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

<b>Grade:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
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: <b>How can I share my ideas through pictures and words?</b>
Content Goal	<b>I know</b> letter knowledge	
Curricular Competency Goal	<b>I can</b> create text	
Curricular Competency Goal	<b>I can</b> use language to identify, create and share ideas, feelings, opinions and preferences	
Curricular Competency Goal	<b>I can</b> explore using oral storytelling processes	
Core Competency Goal	<b>I can be</b> 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 <b>language</b> 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	

<b>Grade: 7</b>	<b>Subject Area: Social Studies</b>	<b>Planning Team: A.D. Rundle</b>
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

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

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	

# RTI Triangle

**Grade/Course/Subject (place)**

Grade 2/3 – Cross Curricular

**Curricular Lens:**

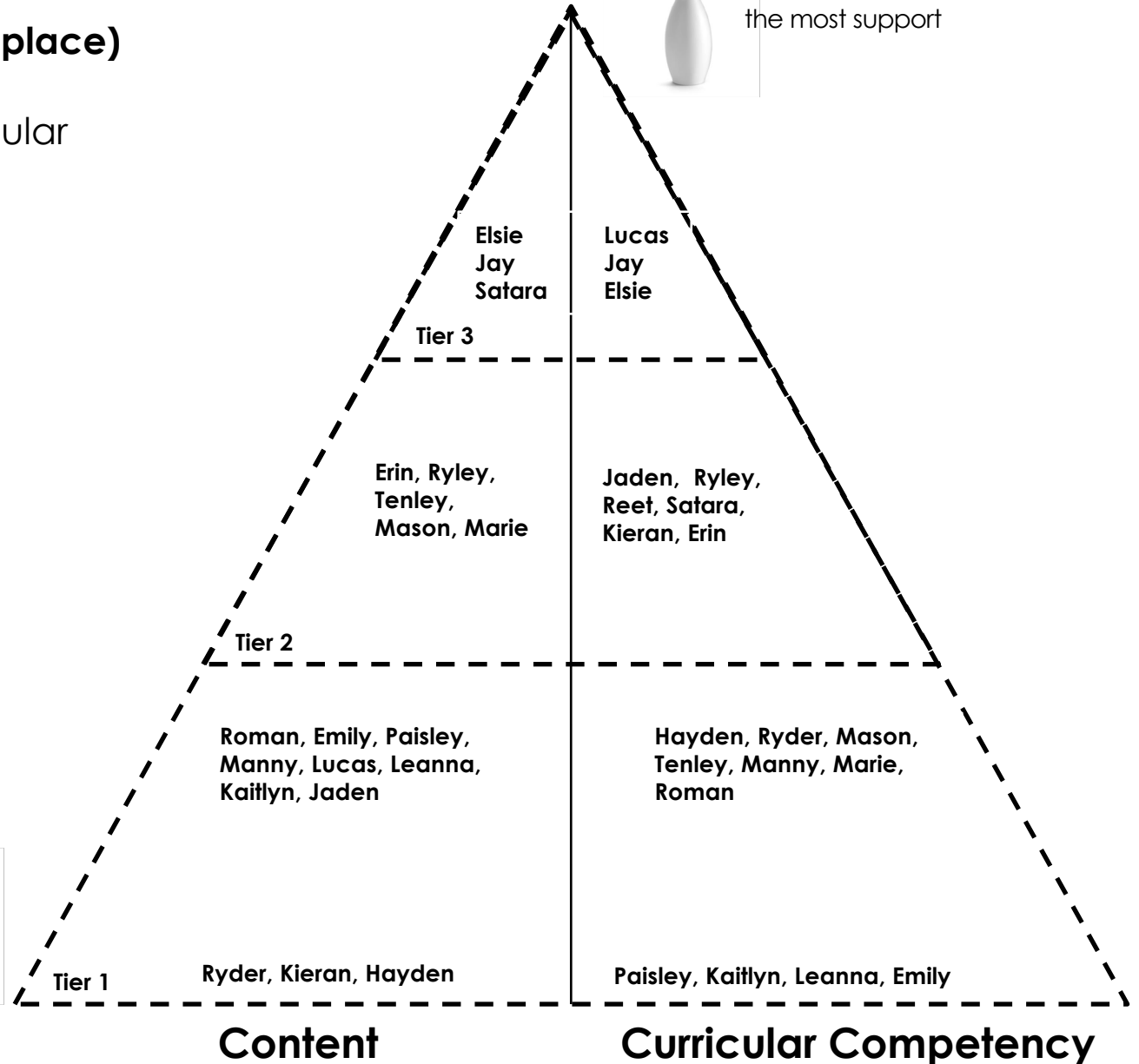
Science/Art

**Competency Lens:**

Language Arts/Design



Students who need the most support



Students who need the most challenge



Grade:	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 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
Cross Curricular Competency		I can use materials safely

<b>Course/Subject/Grade(s): Grade 2/3</b>	<b>Planning Team: Parkway Elementary</b>
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**Unit Guiding Question:** Who are our monsters? How many ways can we catch a monster?

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

Learning Map adapted from Cameron & Gregory, 2011  
I can be safe in the  
I can use materials  
I can share and  
I can respond

<b>Course/Subject/Grade(s): Grade 2/3</b>	<b>Planning Team: Parkway Elementary</b>
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**Unit Guiding Question:** Who are our monsters? How many ways can we catch a monster?

	<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do	
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Learning Map adapted from Cameron & Gregory, 2011  
 I can be safe in the  
 I can use materials  
 I can share and  
 I can respond

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

**Lesson Goal(s):** I know that fall, push and pull are different kinds 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

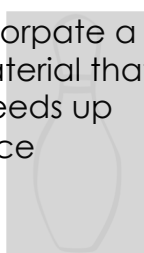
I Can...

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

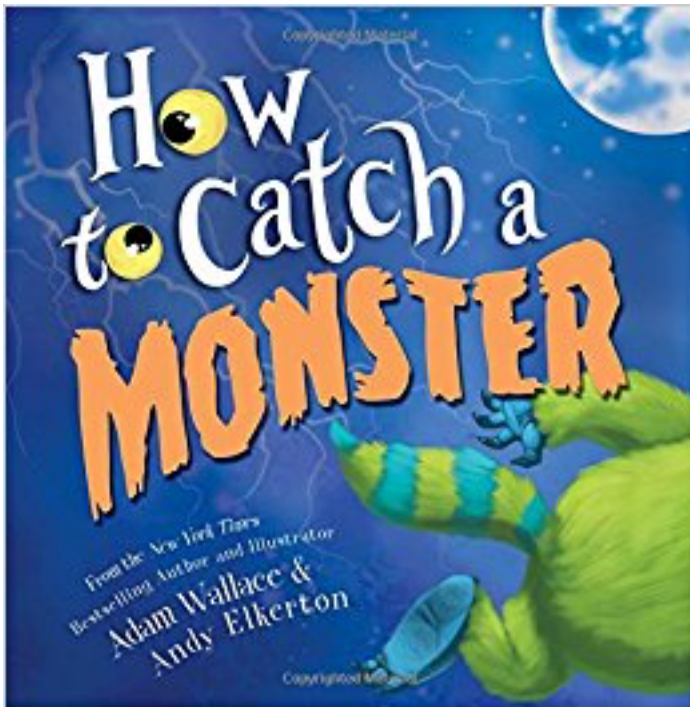
**Universal Supports**

(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

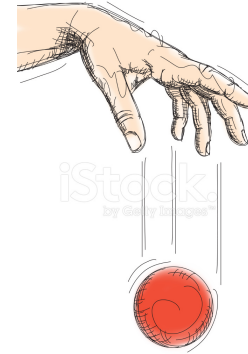
# How many ways can we



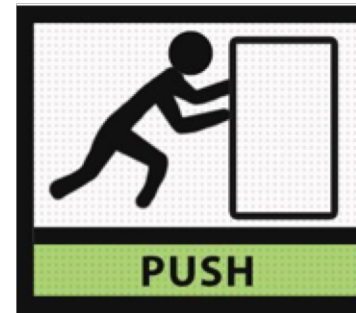
Goal: I can add a **force** to my monster trap!

# Where in the world do things:

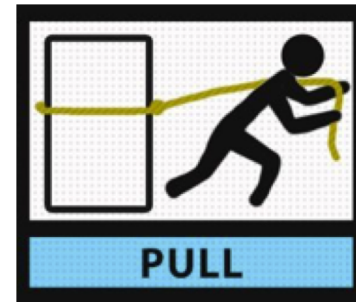
**Fall**



**Push**

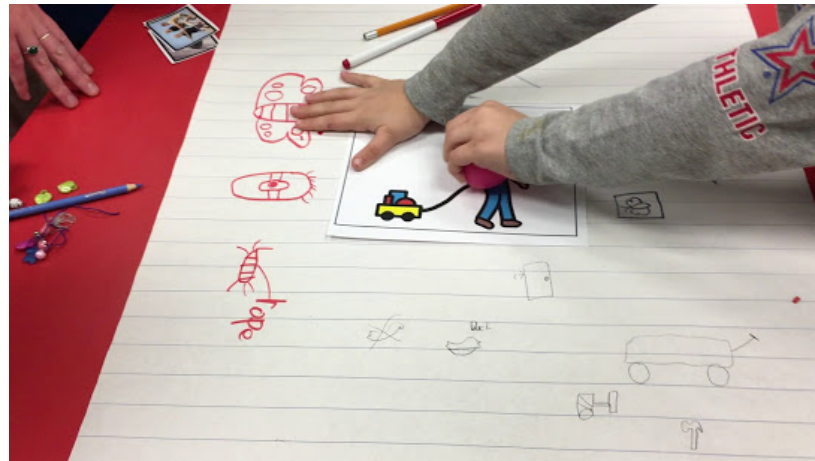


**Pull**



# In groups of 3...

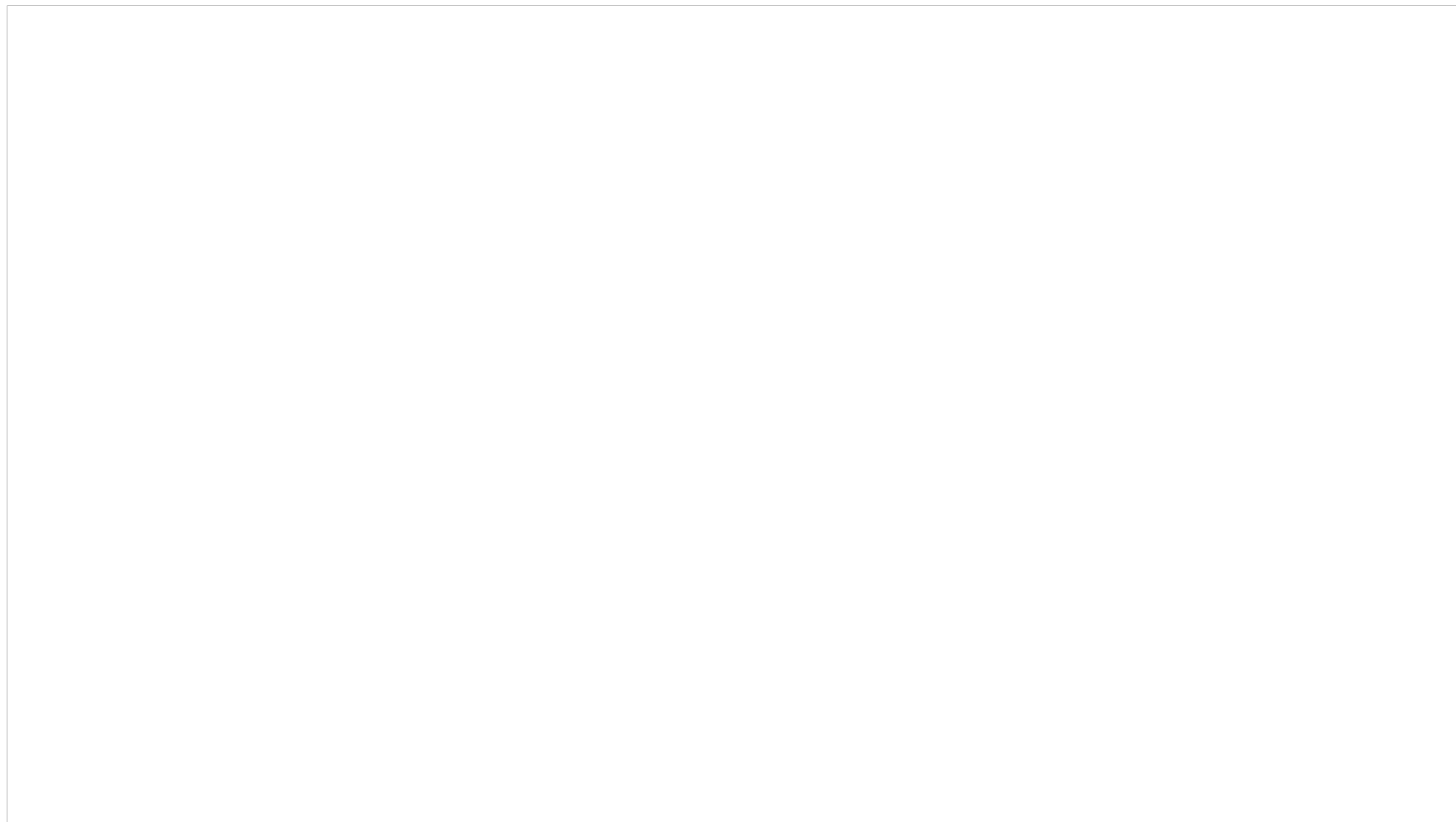
- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk



What are falling,  
pushing, and pulling

**FORCE**

What ideas to add to our stations?

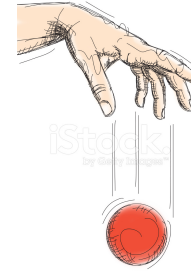
A large, empty rectangular box with a thin black border, intended for writing ideas to add to the stations. The box is currently blank.

Your job today!

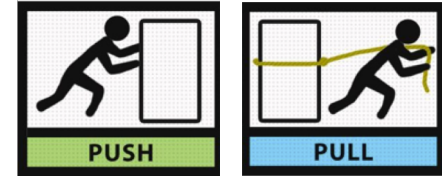
Add a  
**FORCE** to  
your monster  
trap!

# 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?