

SHELLEY MOORE



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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

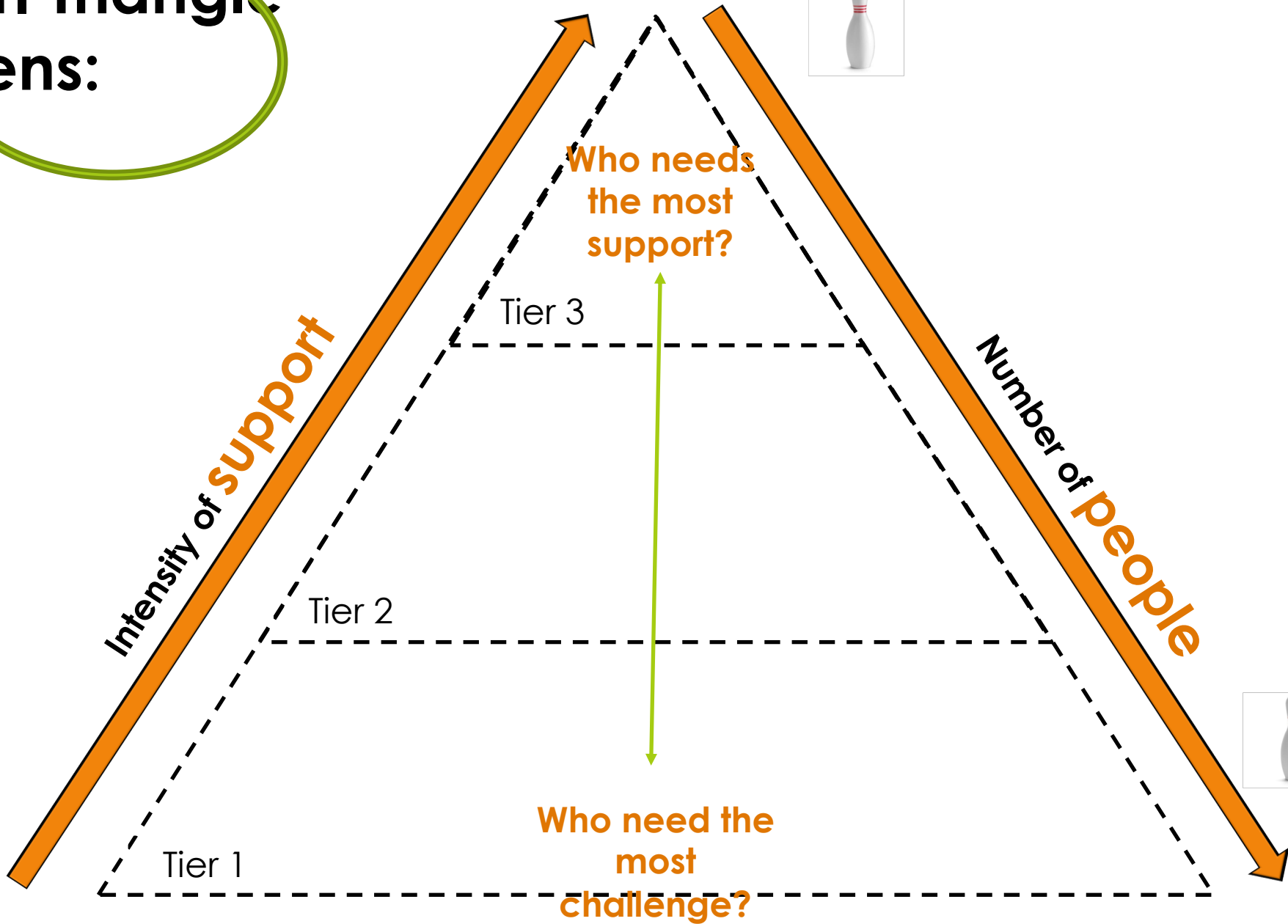
Who are our pilots?
What do they bring?

**WHO
are we?**

instruction

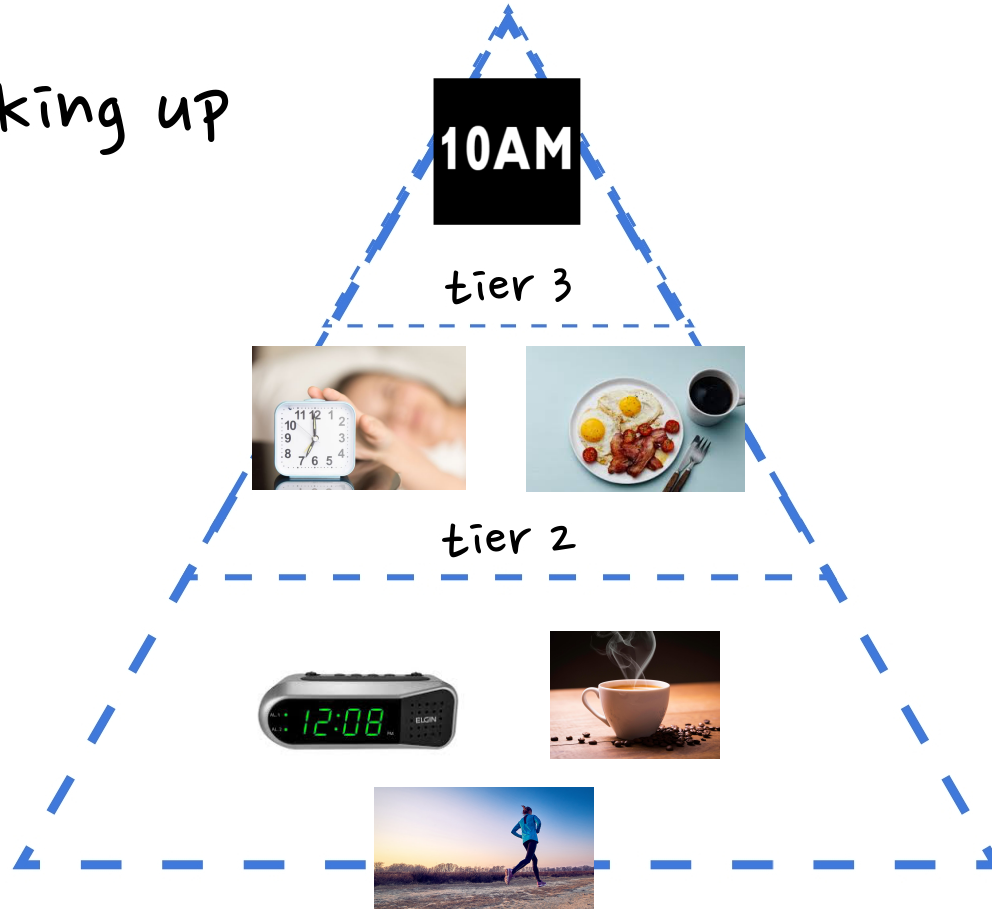
Response to Intervention

RTI Triangle Lens:



RESPONSE TO INSTRUCTION

Lens: Waking up

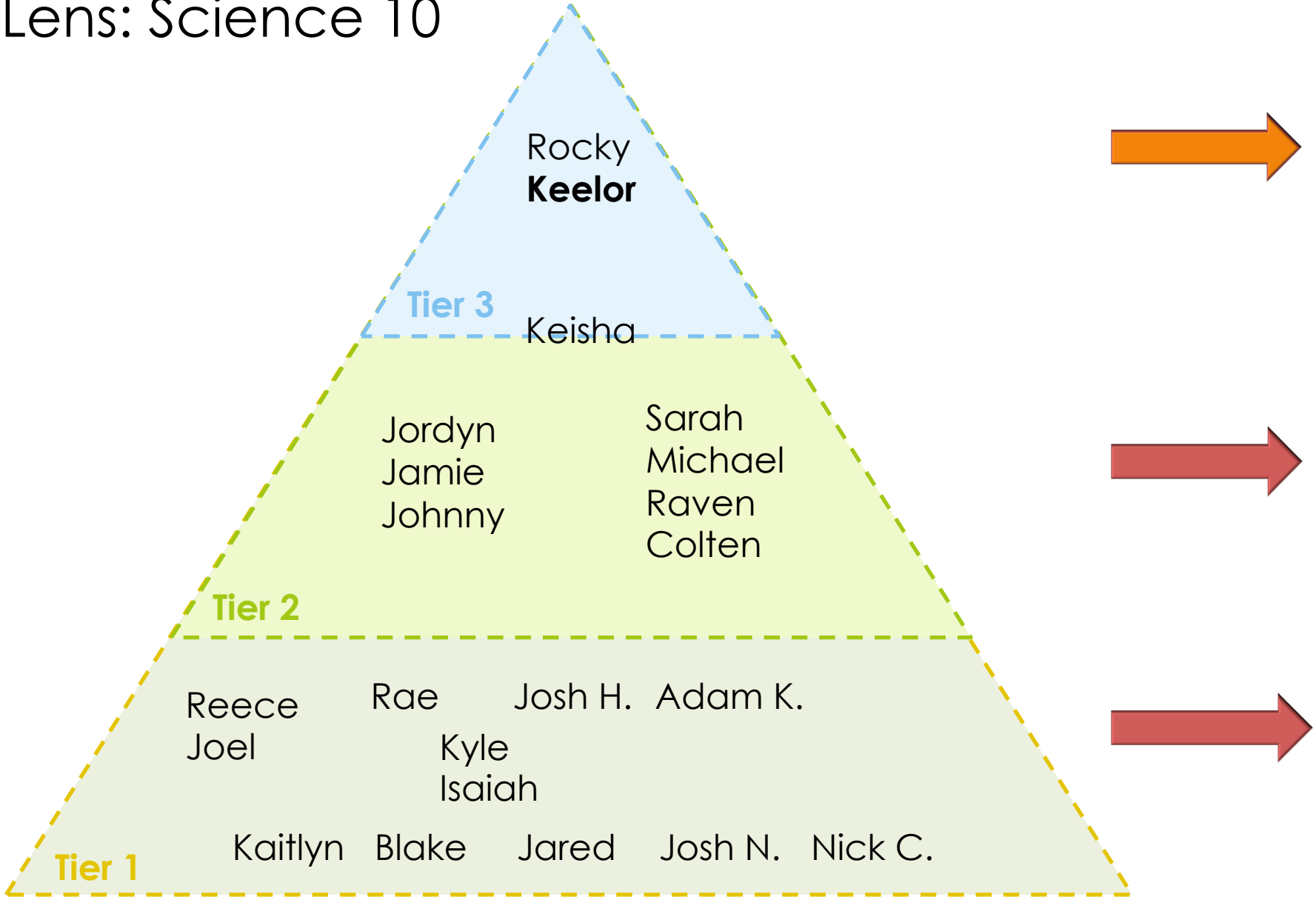


Shelley Moore, 2019

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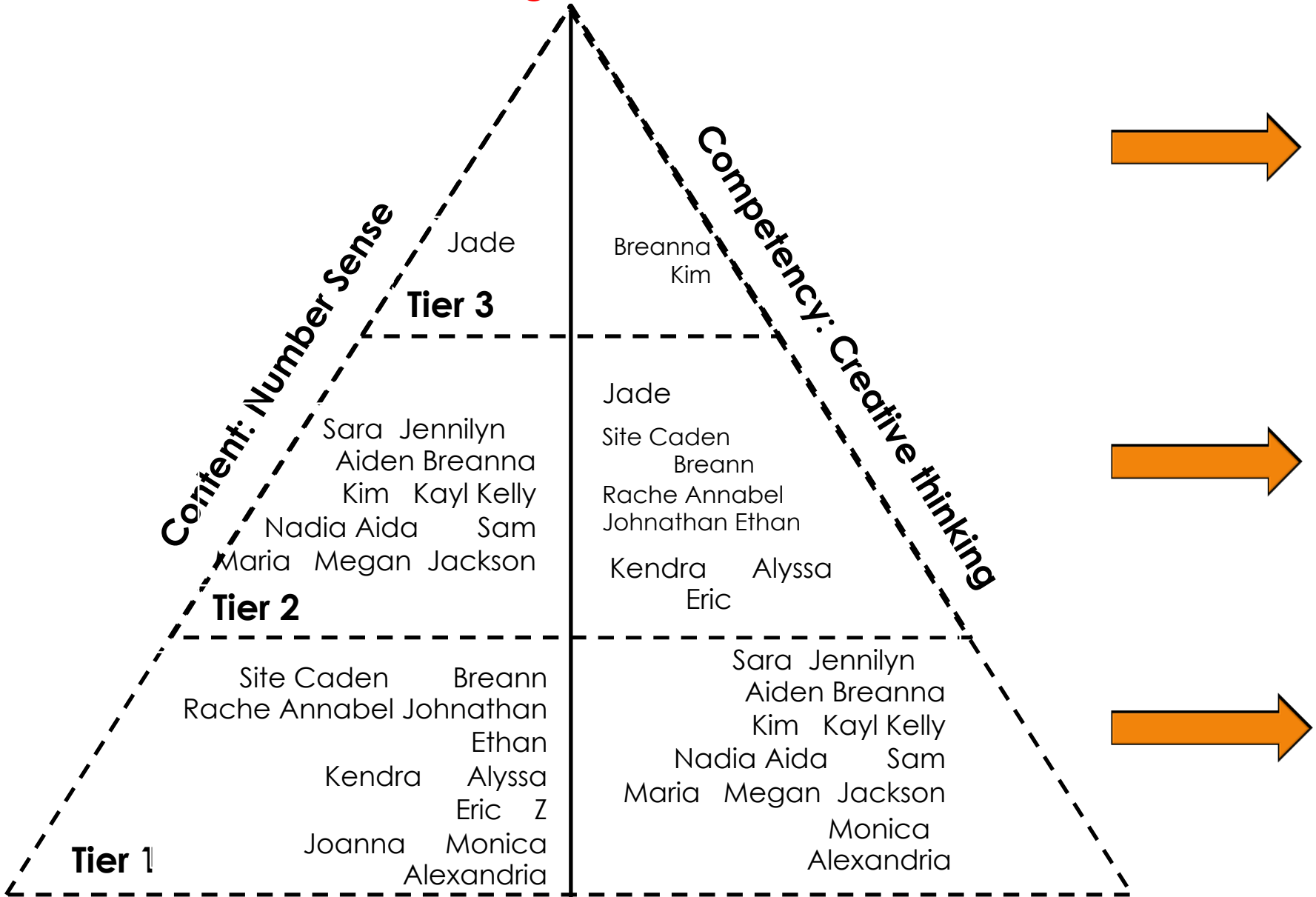
RTI Triangle

Lens: Science 10



RTI Triangle: Gr. 8

Lens: **Math/Creative thinking**



RTI Triangle

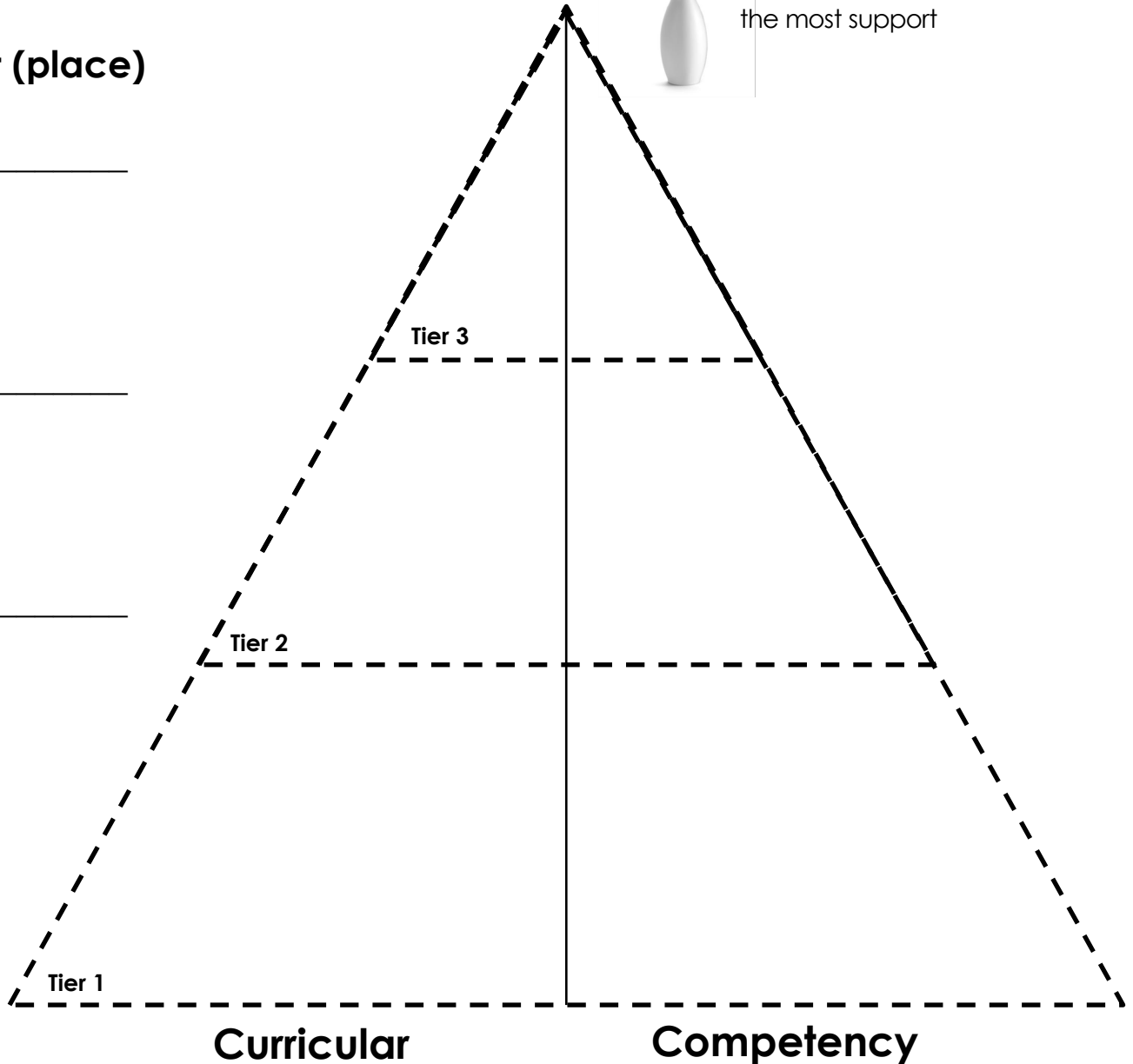
Grade/Course/Subject (place)

Lens 1:

Lens 2:



Students who need the most support



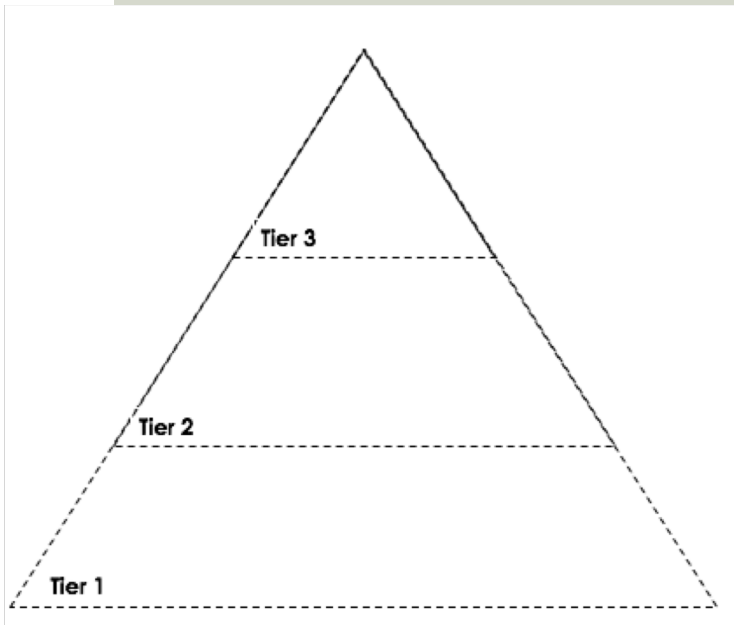
Students who need the most challenge



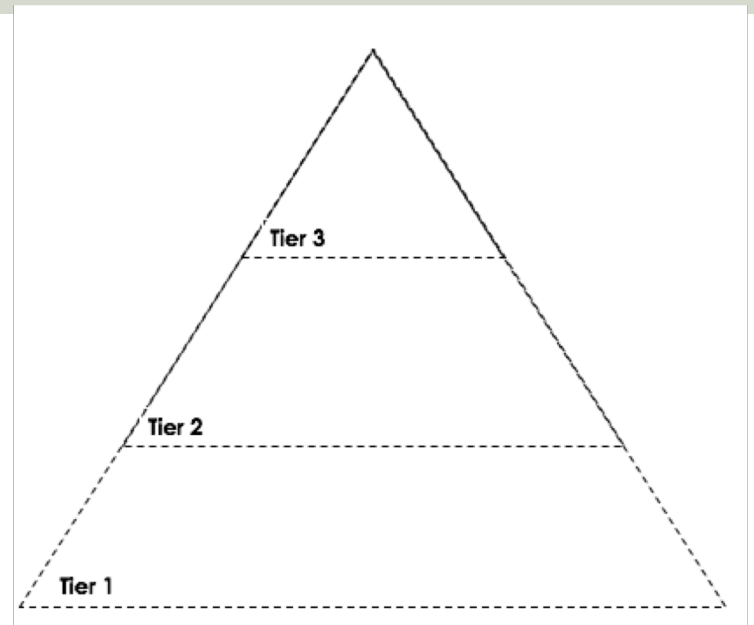
Tier 1

Curricular

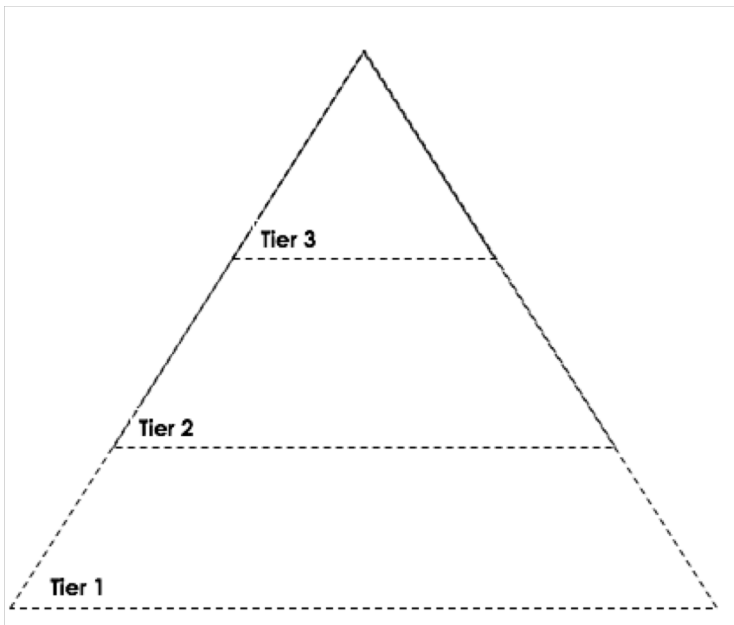
Competency



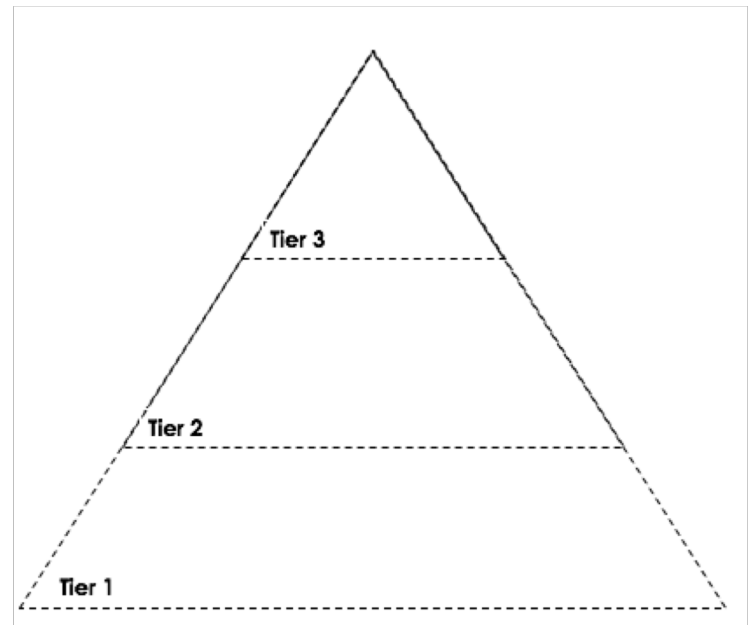
Literacy



Numeracy



Behaviour



Social Emotional

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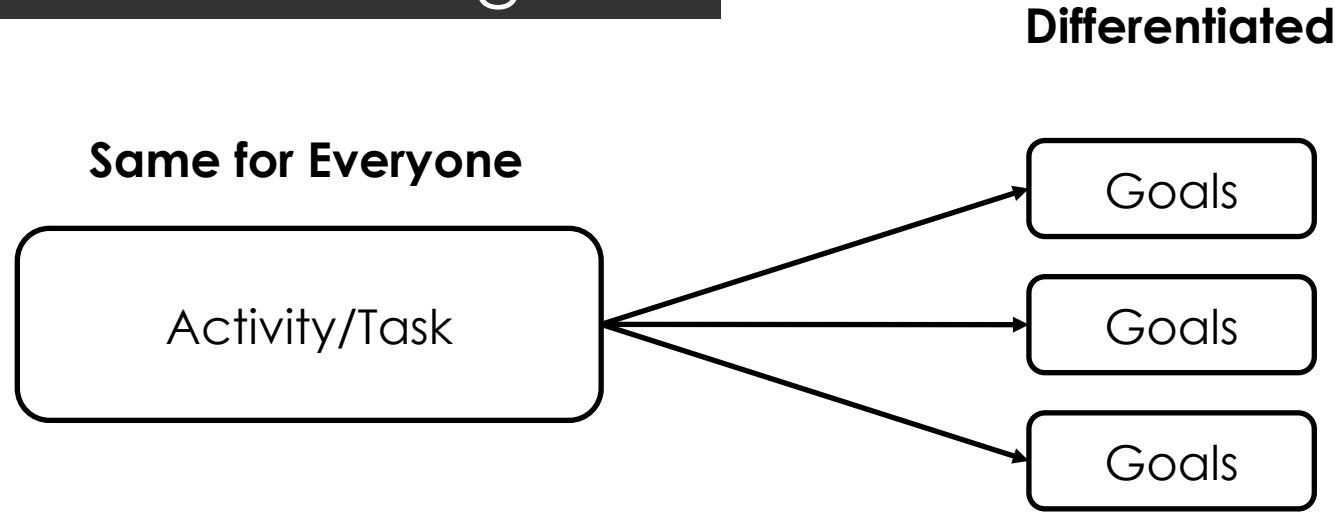
- Students knowing what they need to fit into and use the curriculum

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

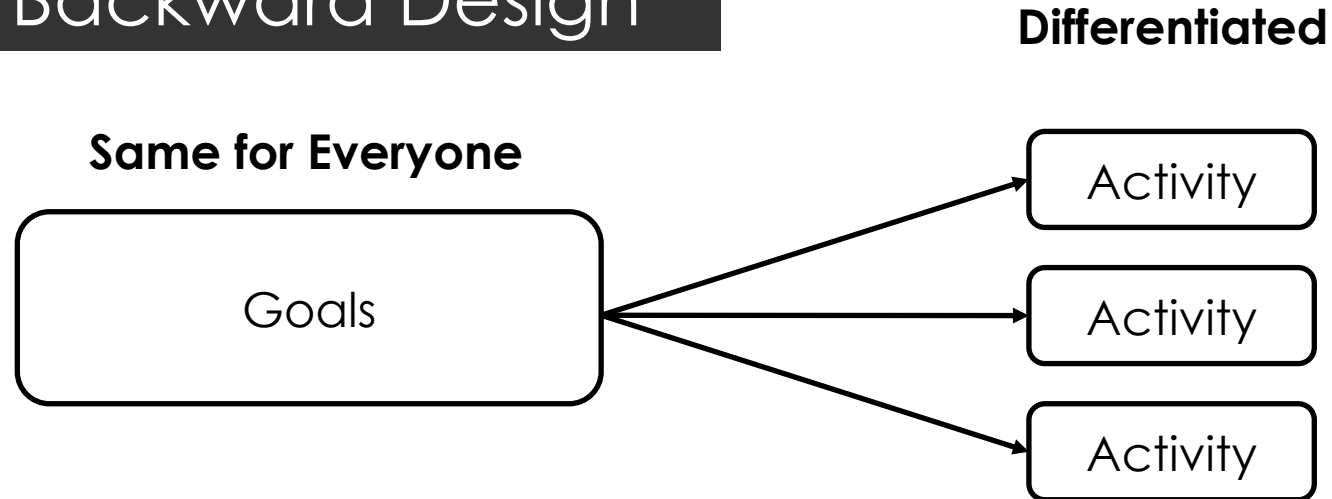
The most dangerous phrase in the language is "we've always done it this way."



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

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□ 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 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	

Grade: Grade 10	Subject Area: Science	Planning Team: Carihi Secondary
Big Idea: Chemical processes require energy change as atoms rearrange		Unit Guiding question: What is an atom? How and why to they rearrange?
Content Goal 1:	I know that energy changes during chemical reactions	
Content Goal 2:	I know the practical applications and implications of chemical processes, including First Peoples perspectives	
Curricular Competency Goal: I can plan and construct by:	Assessing risk and addressing ethical, cultural, and/or environmental issues associated with their proposed methods and those of others	
Curricular Competency Goal: I can process and analyze data and information by:	Applying First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	Considering social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	Formulating physical or mental theoretical models to describe a phenomenon	
Core Competency Goal: Communication	I can become a communicator by...	

Backwards Design: The Plane

Grade: 11	Subject Area: Bio	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 in Campbell River? How and why have our forest ecosystems evolved over time?</p>	
Content Goal:	I know speciation that occurs within our forest	
<p>I can process and analyze data and information by:</p> <p>Curricular Competency Goal</p> <p>Curricular Competency Goal</p>	I can experience and interpret the local environment	
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	
Social Responsibility	I can become socially responsible by...	

Course/Subject/Grade(s): English Studies 12

Unit Big Idea: The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Guiding Unit Questions: **How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?**

Goals

Content:

I know reading strategies
I know elements of style

Curricular Competencies

I can construct meaningful personal connections between self, text, and world

I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts

I can express and support an opinion with evidence

I can use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**

I can assess and **refine texts to improve their clarity, effectiveness, and impact**

Miserable

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Lizard



BIG IDEA

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

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One point rubric

Name:		Date:
Unit Guiding question: How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?		
Where I need support	I can do this!	Where I need some challenge
	I know reading strategies	
	I know elements of style	
	I can construct meaningful personal connections between self, text, and world	
	I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts	
	I can express and support an opinion with evidence	
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One point rubric

Name:		Date:	
Unit Guiding question: How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?			
Some things to pay attention to... (support)	The goals		Some next steps... (challenge)
	I know reading strategies		
	I know elements of style		
	I can construct meaningful personal connections between self, text, and world		
	I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts		
	I can express and support an opinion with evidence		
	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences		
	I can assess and refine texts to improve their clarity, effectiveness, and impact		

One point rubric

Name:

Date:

Unit Guiding Question(s):

My Goals for this Unit

Evidence of my Learning

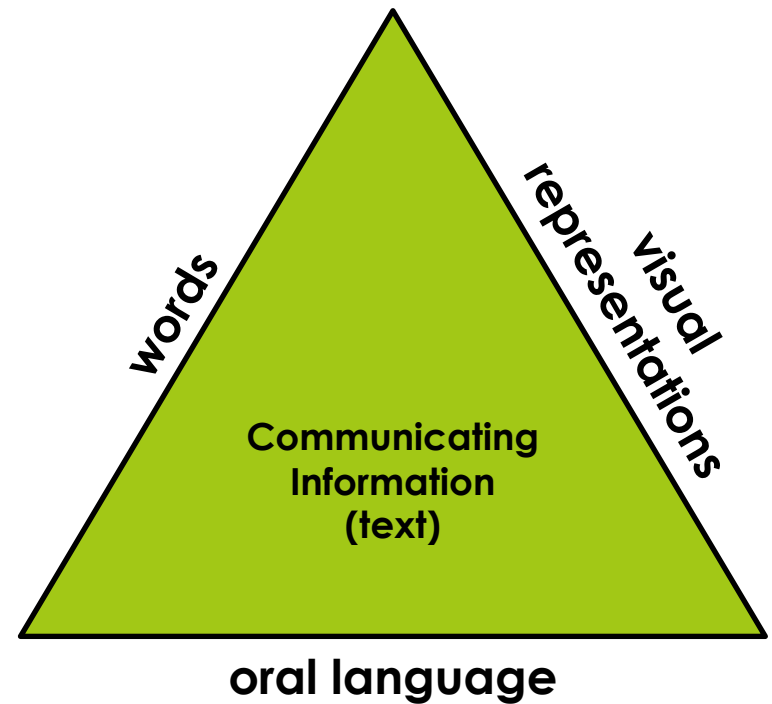
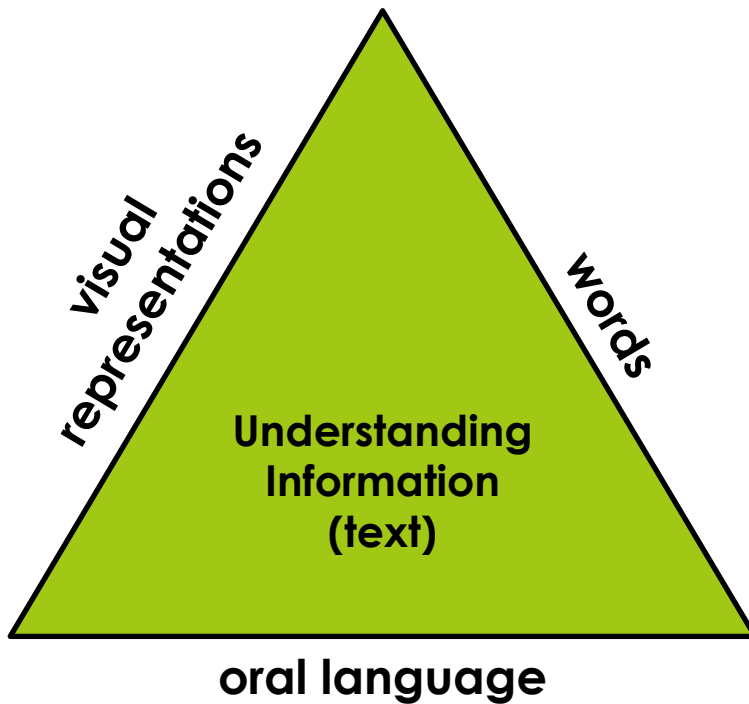
What is my next step?

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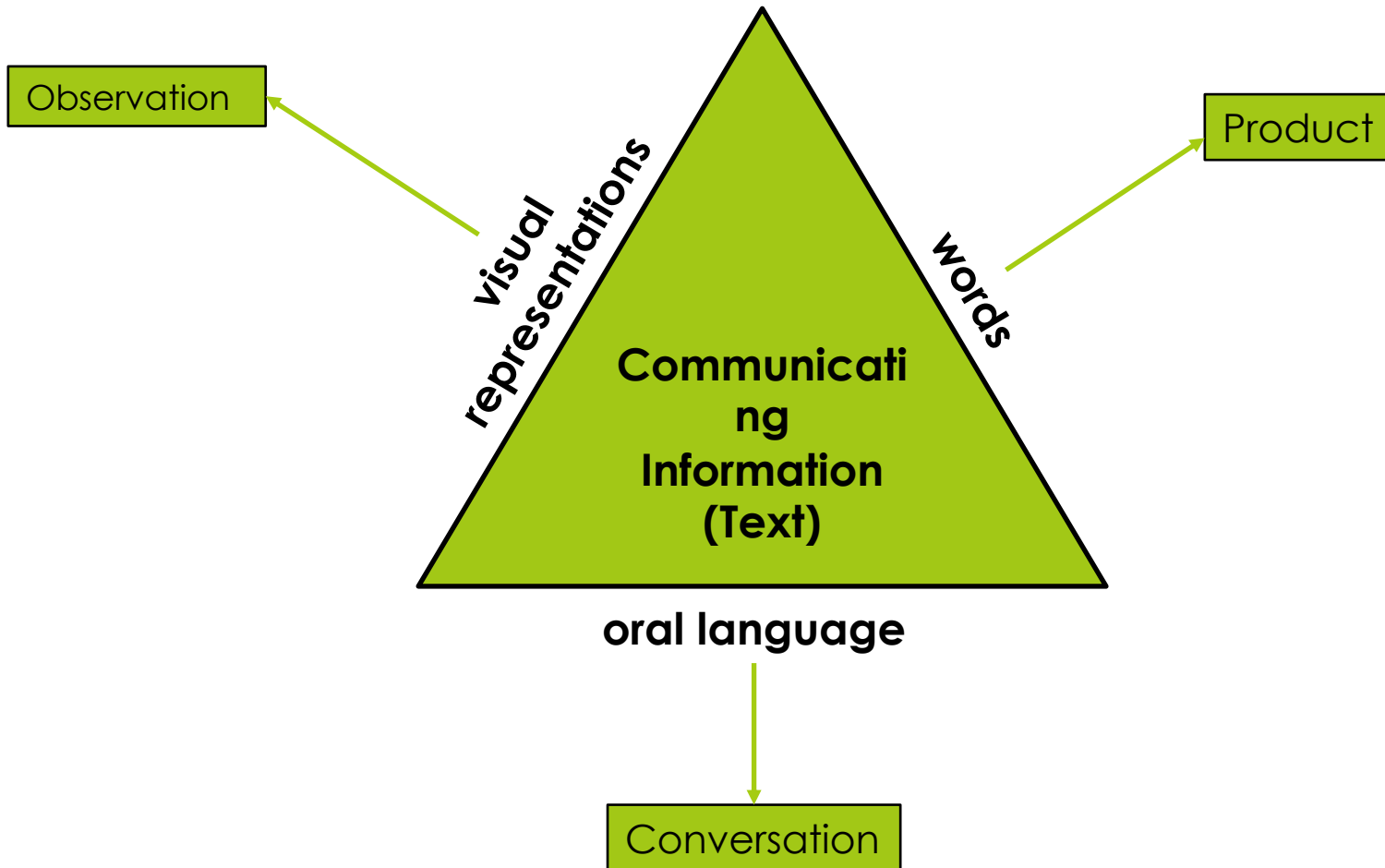
Unit Guiding question:
 How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

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>						

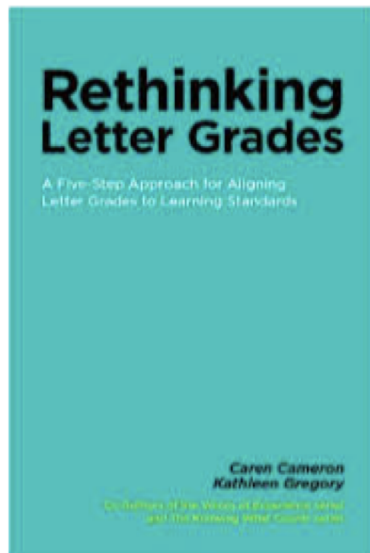
Teaching & Assessing



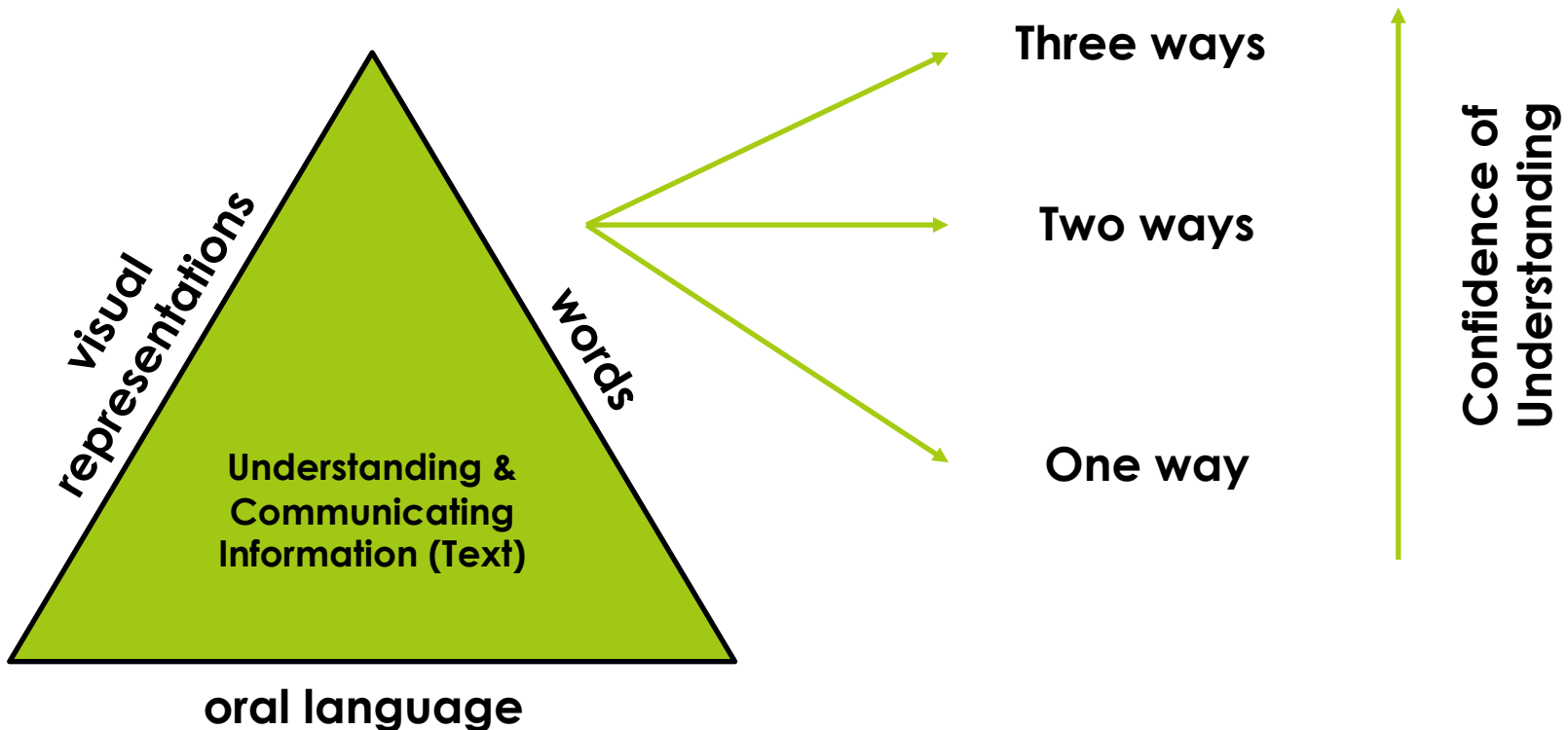
1. How do students show what they know?



Rethinking Letter Grades



1. How do student show what they know?



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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.

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%

	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

Keep in mind...

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

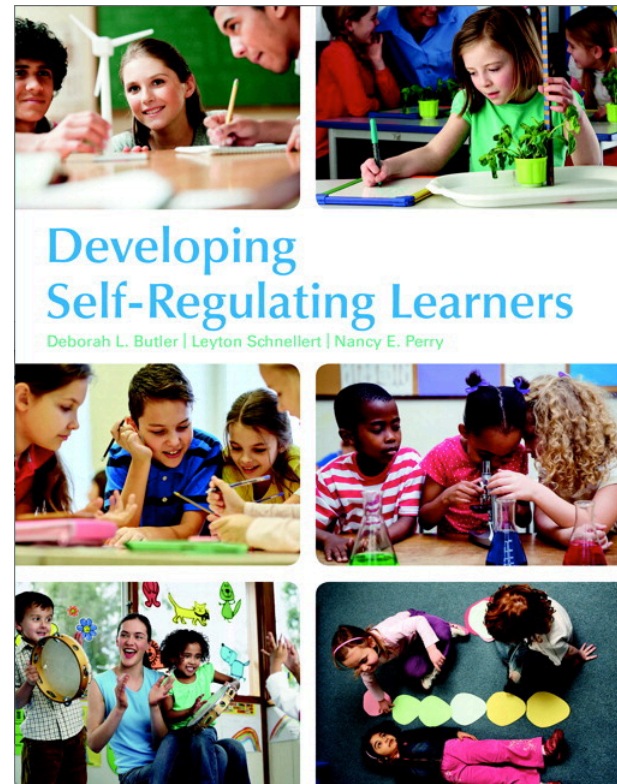
■ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What 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.

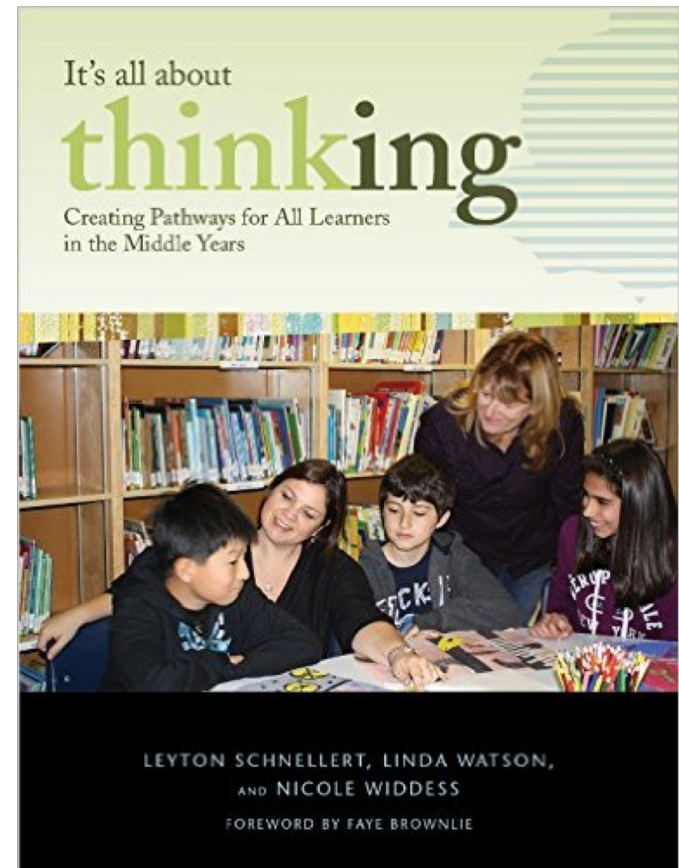


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

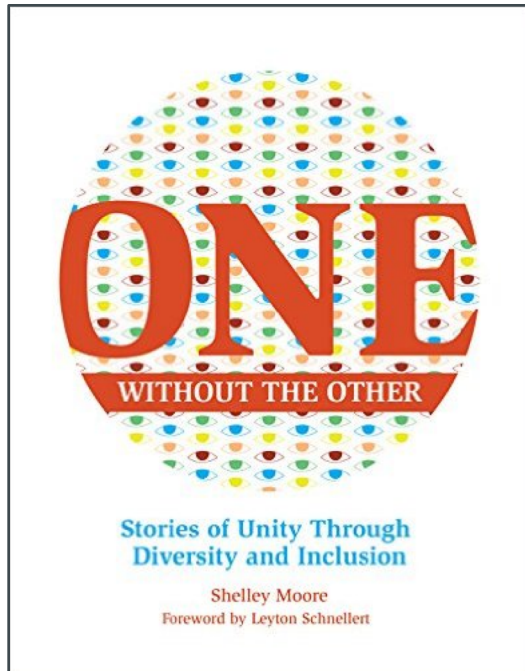
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

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.

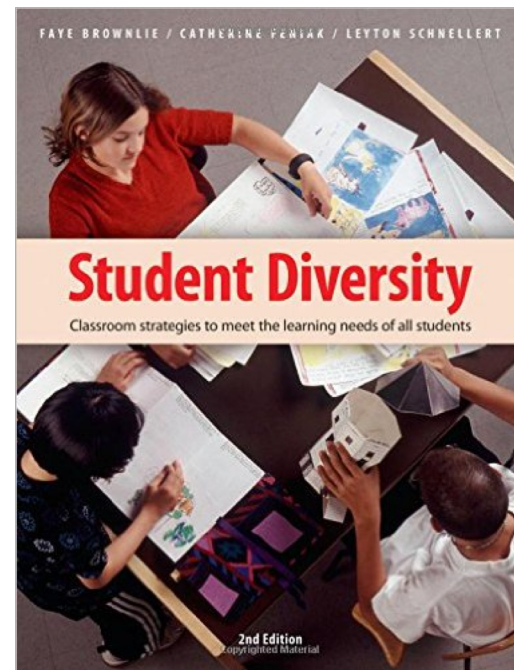
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



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. At the top left, the site name 'blogsomemoore' is displayed in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. Below this is a dark grey navigation bar with four tabs: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' tab is currently selected and highlighted in orange. To the left of the main content area is a sidebar menu with a white background and orange highlights for the selected items: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area features a 'Conferences' section with a list of items, including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. A post titled 'Conference 2015: Planning with All Students in Mind' is visible, with an 'Edit' link below it. On the right side, there is an 'about.me' section for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. Below these icons, it says 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



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