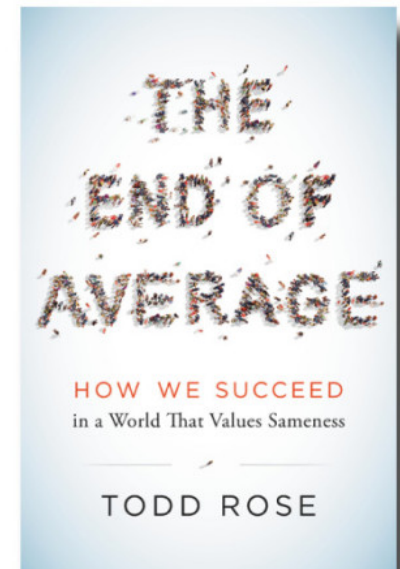
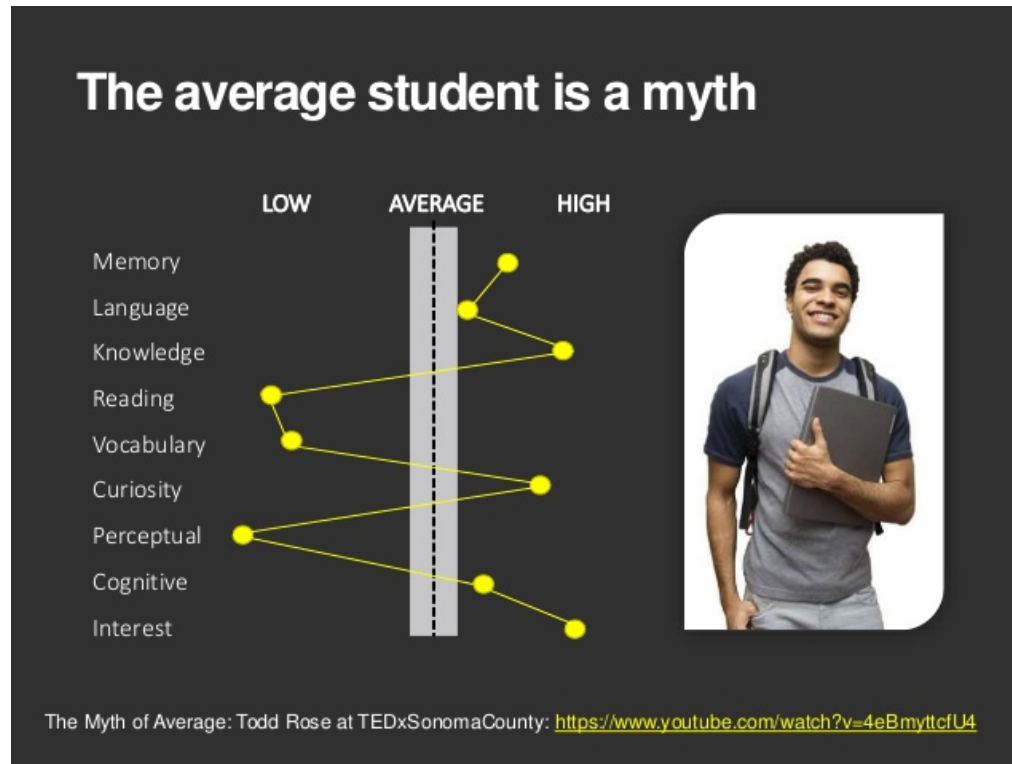


Since last we met...

- What do you remember?
- What have you tried?
- What have you noticed?
- What questions do you have?

The End of Average!



Teaching to a range of diversity?

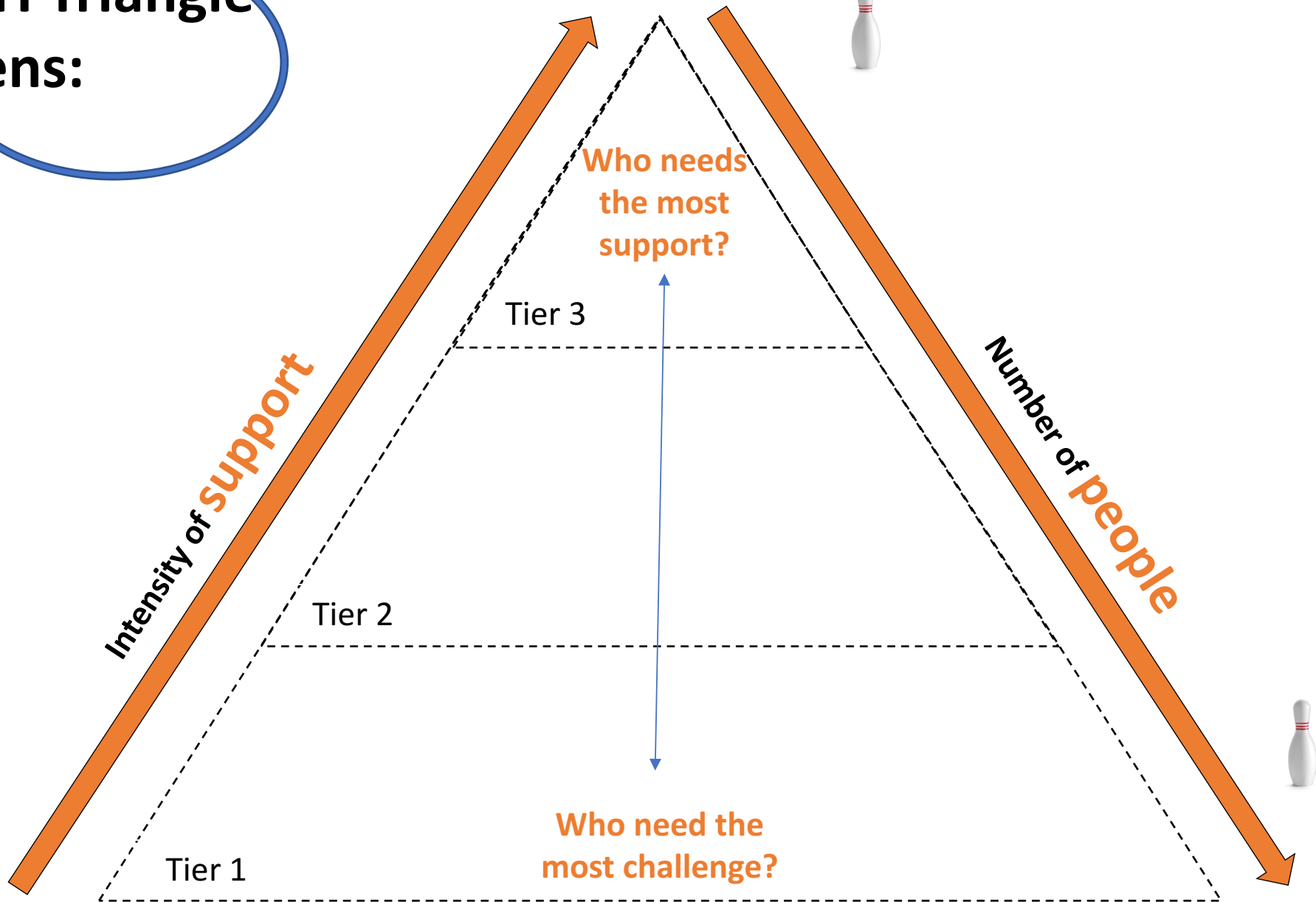
- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Class Profile

(Brownlie & King, 2000)

Class Review Recording Form				
Classroom Strengths		Classroom Stretches		
Interests		Interests		
Goals	Goals		Decisions	Decisions
Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other

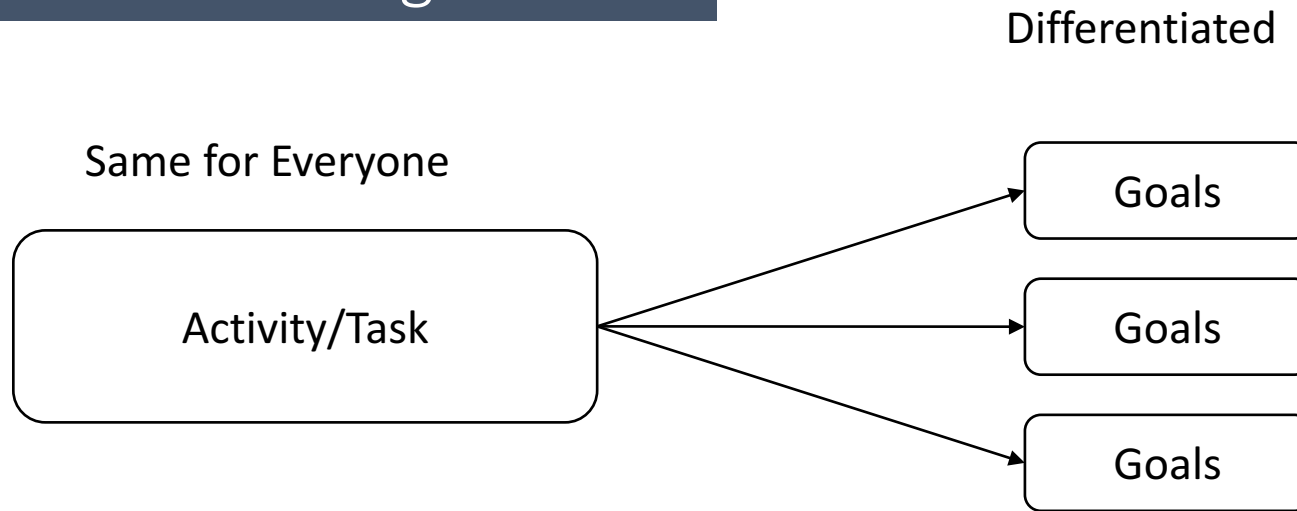
RTI Triangle Lens:



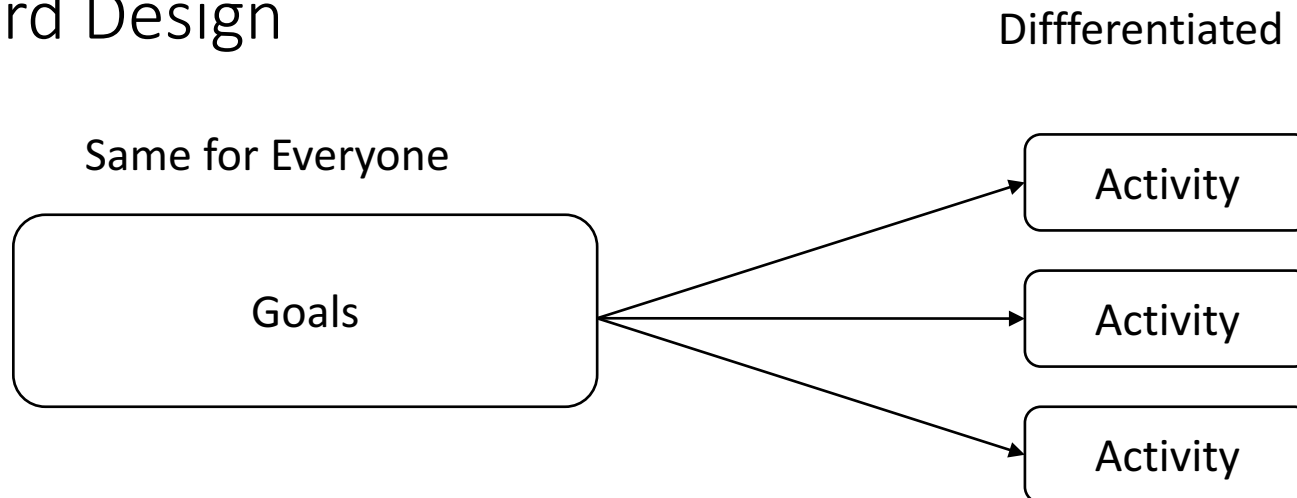
Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

Forward Design



Backward Design



Choosing Unit Goals...

- **Backwards Design**
 - **Content**
 - What do we need to know?
 - **Curricular Process**
 - What do we need to do?

Choosing Unit Goals...

PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

Choosing Unit Goals

- **Backwards Design**

- **Big Idea**

- What do we need to understand?

- **Content**

- What do we need to know?

- **Curricular Competencies**

- What do we need to do?

- **Core Competencies**

- Who do we need to become?

Choosing Unit Goals...

 Area of Learning: SOCIAL STUDIES Grade 8	
BIG IDEAS	
The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline. The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes. Intercultural contact and conflict lead to multiple complex experiences and perspectives.
Learning Standards	
Curricular Competencies <i>Students will develop competencies needed to be active, informed citizens:</i> • 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 <i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i> • relationships between expansion, exploration, and colonization • interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America • social, political, and economic systems and structures, including those of at least one indigenous society in the world • religious systems and spiritual practices, including those of at least one indigenous society in the world • scientific, philosophical, and technological innovations in this period, including cartography and navigation • the relationship between humans and the physical environment

Flip Book

Miserable

Two-toed

Lizard



Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests
decide what kids need to
understand)

Content

Scope & Sequence

(Society/department decides
what kids need to know)

Curricular
Competencies

Responsive

(Teacher decides what their
class needs to do)

Core
Competencies

Responsive

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

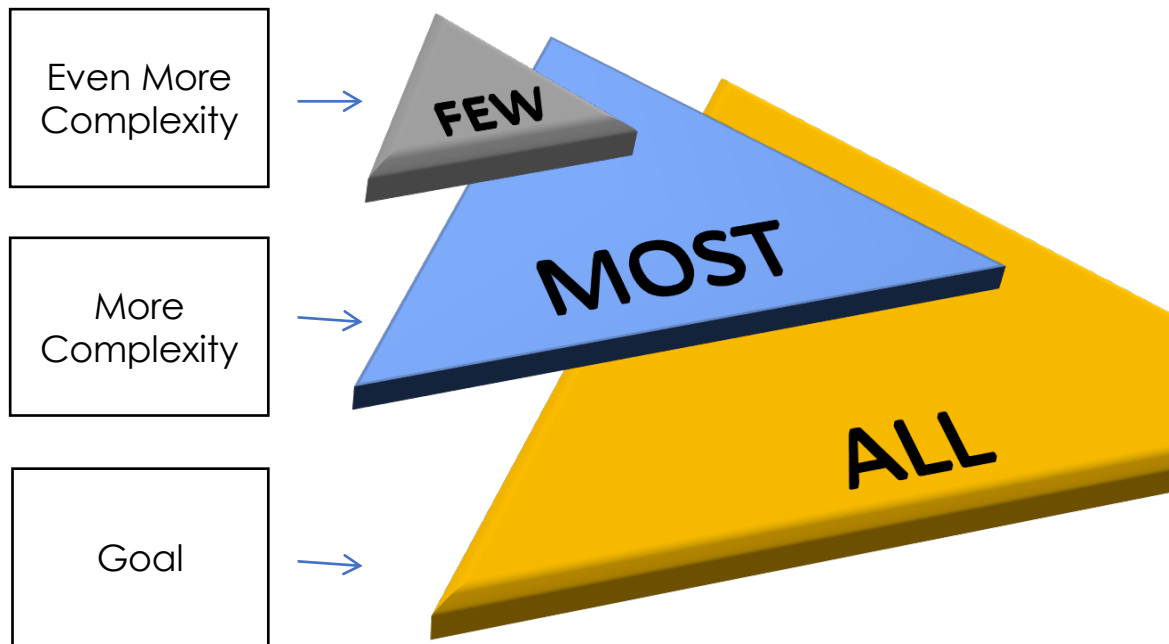
Teacher
Evaluation

Student
Evaluation

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Core Competency Goal		

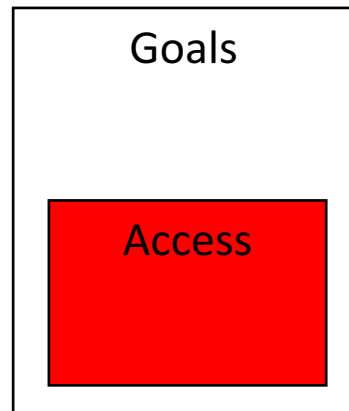
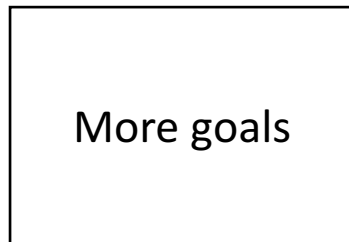
Planning Pyramid



Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Guiding Question:					
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					
					
		Grade Level /Band Curriculum			

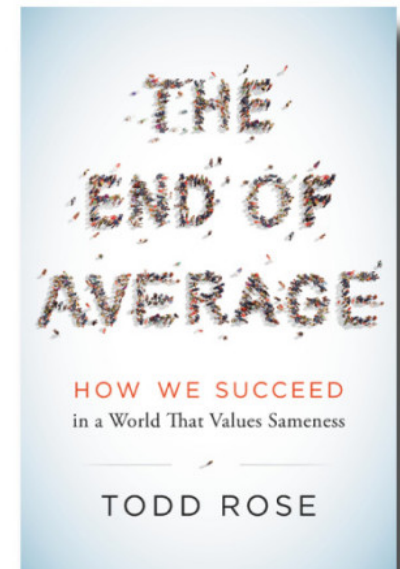
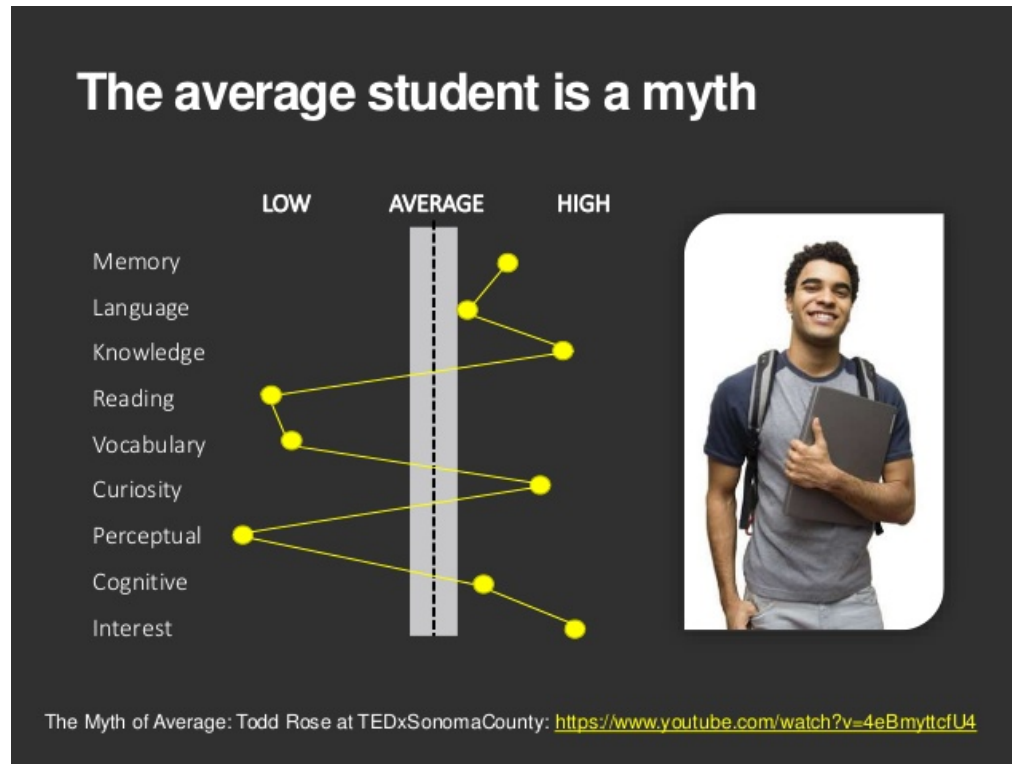
Planning for the RANGE: Extending for further access and challenge



Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					
 Prior knowledge		 Grade Level /Band Curriculum			 Extension

The End of Average!



Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Teaching! – from Faye Brownlie

- Gradual release
 - Model/guide/independent practice/independent application
 - Lesson sequence: Connect/Process/Transform & Personalize
- Meaningful tasks
 - What goals are the activities targeting
- Take the time
- Talking & conversations
- Text
 - Oral, visual, written
 - Multiple levels & perspectives
- Feedback
 - What is working? What is not? What is next?

How do we incorporate all of
this into a lesson plan?

Guiding Unit Question: (groups a series of lessons together)

Date:

Lesson Goal(s):

1. (content) –
2. (competencies) -

Connecting Activity: (prior knowledge, accessible for ALL, eliminating barriers)

Mini Lesson: (teaching the new information, modelling the activity/task)

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
				
Access	All	Most	Few	Challenge

SUPPORTS

**Individualized Supports
(Tier 3)**

(designed for 1, useful for 1)

**Targeted Supports
(Tier 2)**

(designed for one or some, useful for some)

Universal Supports (Tier 1)

(designed for one or some, useful for all)



Transforming & Personalizing Activity: (A reflecting, metacognitive activity, can connect to unit guiding question)

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
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Grade 2/3 cross curricular

RTI Triangle

Grade/Course/Subject (place)

Grade 2/3 – Cross Curricular

Curricular Lens:

Science/Art

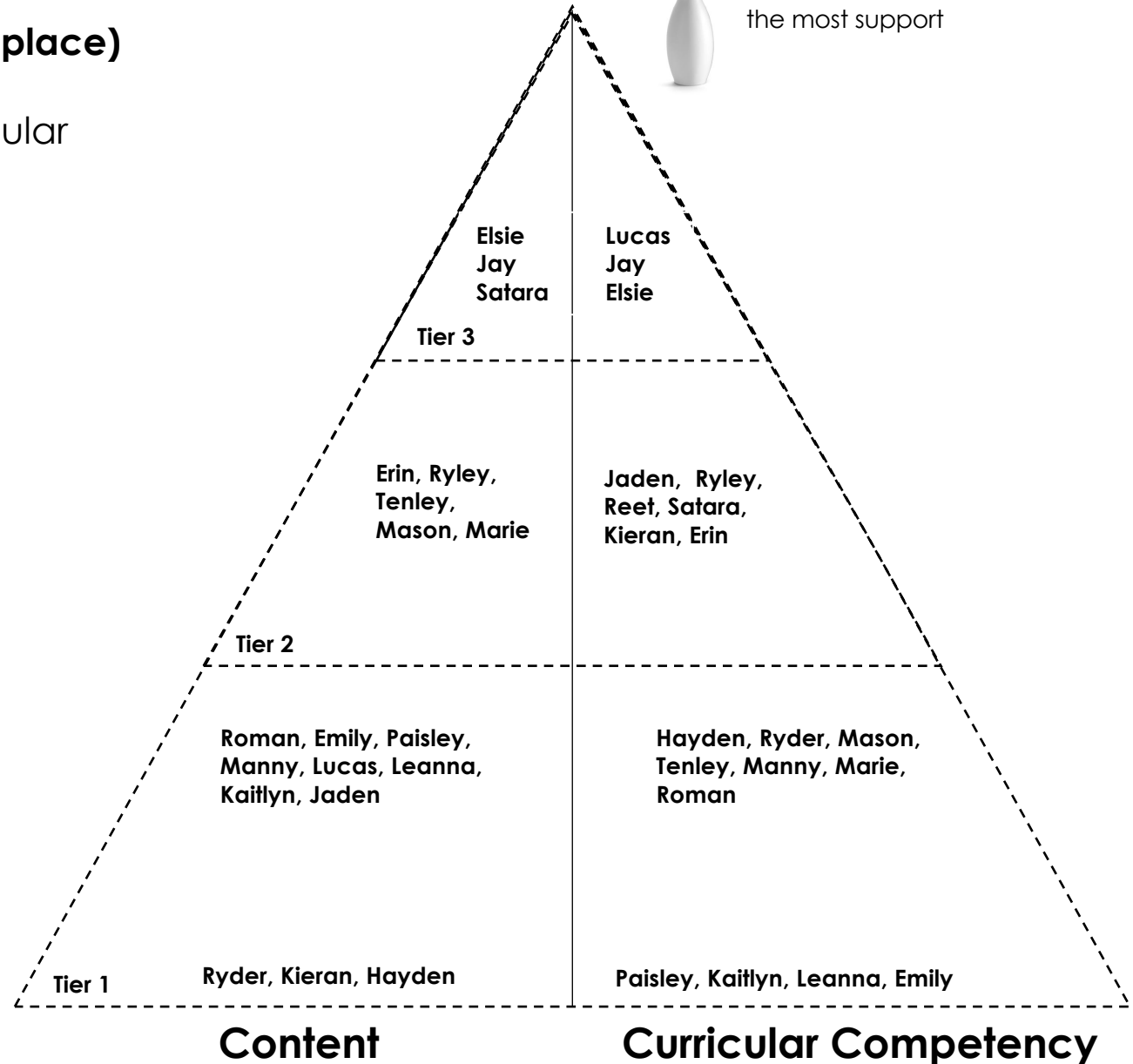
Competency Lens:

Language Arts/Design

Students who need
the most support



Students who
need the most
challenge



Content

Curricular Competency

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

Course/Subject/Grade(s): Grade 2/3				Planning Team: Parkway Elementary		
Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?						
		ACCESS: This is what I <u>need</u> to know and do	ALL: This is what I <u>must</u> know & do	MOST: This is what I <u>can</u> know & do	FEW: This is what I <u>could</u> know & do	CHALLENGE: This is what I <u>can try to</u> know & do
Content Goal(s): 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
Curricular Competency Goals	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
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

Course/Subject/Grade(s): Grade 2/3				Planning Team: Parkway Elementary		
Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?						
		ACCESS: This is what I <u>need</u> to know and do	ALL: This is what I <u>must</u> know & do	MOST: This is what I <u>can</u> know & do	FEW: This is what I <u>could</u> know & do	CHALLENGE: This is what I <u>can try to</u> know & do
Content Goal(s): 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
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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 -

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

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

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
know fall, push & pull 	incorporate or explain a force in my trap that includes a falling element	incorporate or explain a force in my trap that includes a push or pull	incorporate a material that speeds up force 	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

Universal Supports
(designed for some, useful for all)

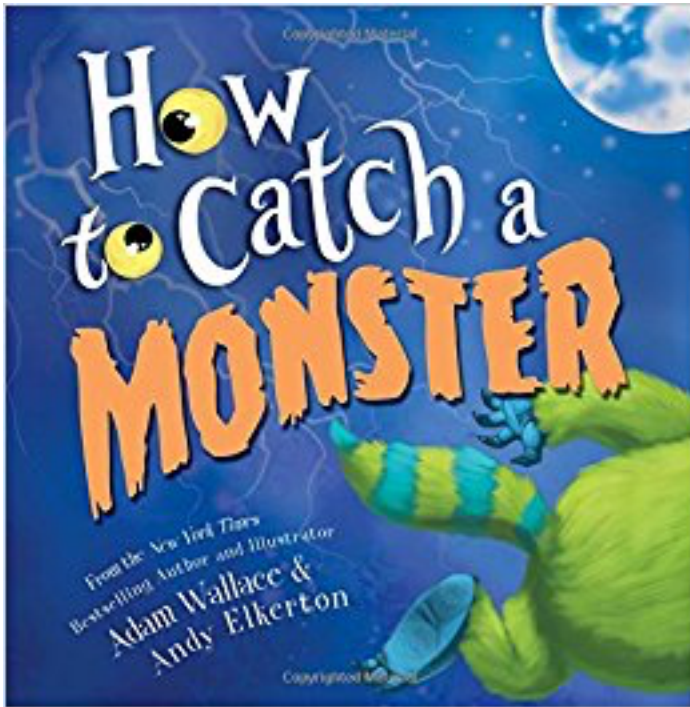
- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on



Transforming & Personalizing Activity: Small group share
- Appreciate circle

Who are our monsters?

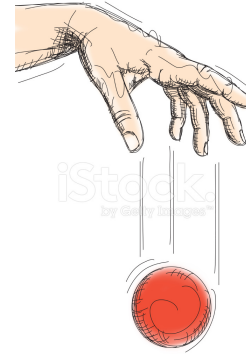
How many ways can we catch them?



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

Where in the world do things:

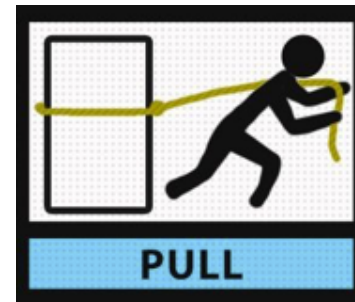
Fall



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

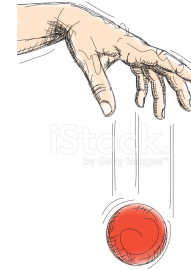
What ideas to add to our stations?

Your job today!

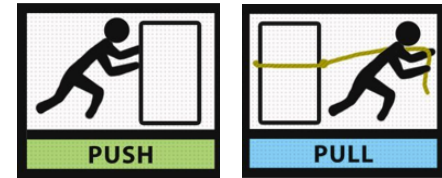
Add a **FORCE**
to your
monster trap!

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 force



Share Out!

What force did I try out?

What materials did I use?

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

RTI Triangle

Grade/Course/Subject (place)

Grade 3

Curricular Lens:

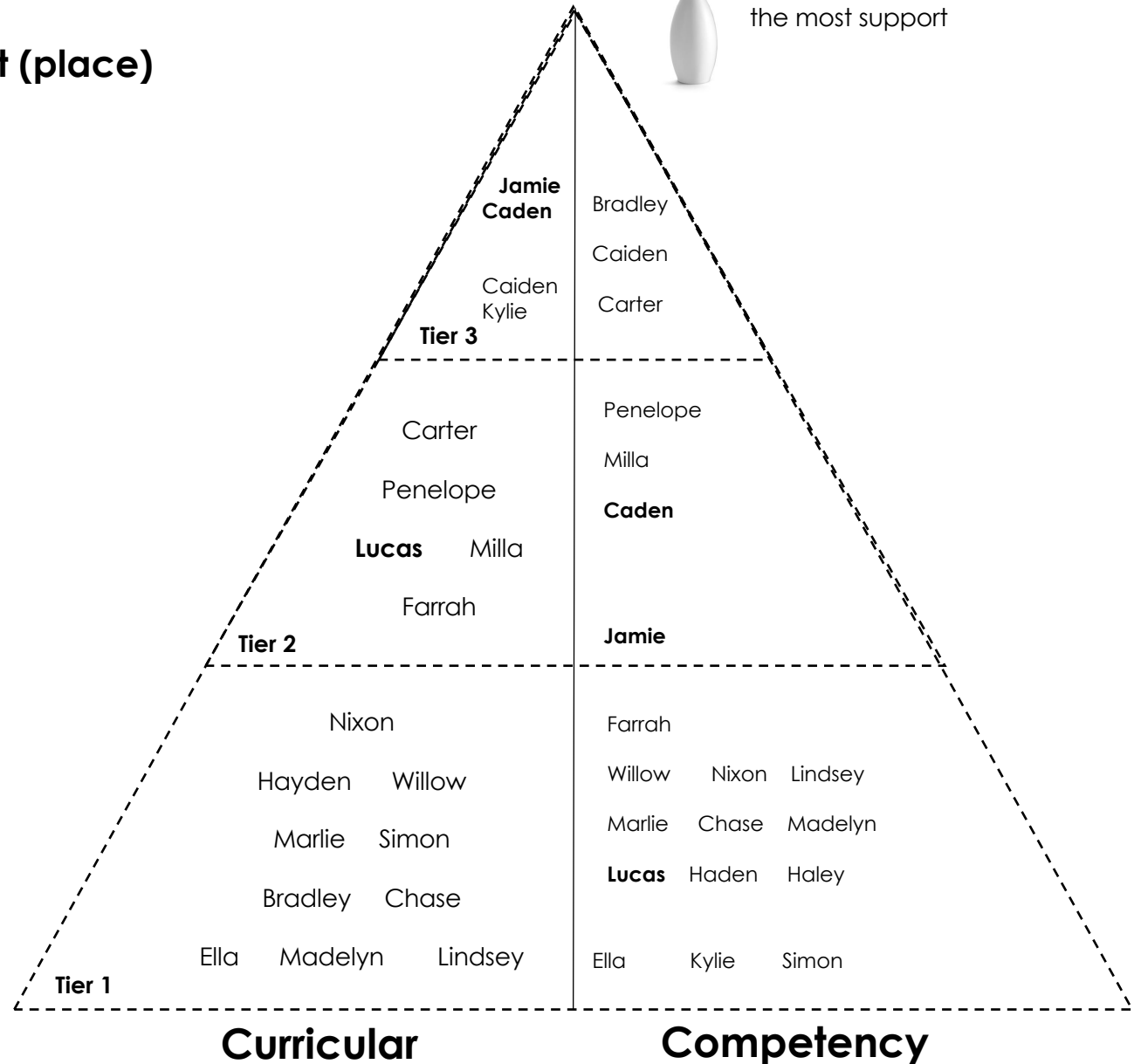
Writing

Competency Lens:
Creative Thinking

Students who need
the most support



Students who
need the most
challenge



Summative Task:

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 <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community	
Curricular Competency Goal: Create and communicate	I can plan and create a variety of <u>communication forms</u> for different purposes and audiences	
Curricular Competency Goal: Create and communicateADST	<u>I can design by sharing and explaining my ideas</u>	
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	

Grade(s): 3 Language Arts/ADST				Planning Team: Uplands – Kelley & Shelley		
Unit Guiding Question(s): How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?						
Goals		Access	All	Most	Few	Challenge
Content: I know elements of story		I know imagination	I know setting I know character	I know conflict I know plot	I know theme	I know moral/lesson
Curricular Competencies: ADST	I can design by coming up with ideas (ideate)	I can make something	I can design something based on a need or an opportunity	I can come up with more ideas for my design I can add ideas to other peoples design	I can choose to incorporate ideas that other people have about my design	I can collaborate with other to come up with a new design together
	<i>I can design by sharing and explaining my ideas</i>	I can share my design with a partner that I choose	I can share my design with others	I can describe why I designed something I can reflect on how my design turned out	I can describe how I worked with others while I was designing	I can describe how others added to my design
Curricular Competencies: Language Arts Create & Communicate	I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community	I can share an event from my life I can share a story following a amodel	I can share a story connected to myself I can share a story in one way (visual, oral, written) I can share a story to entertain and engage an audience	I can share a story about an experience or my identity I can share a story in another way I can share a story that instructs an audience	I can share a story about a personal journey I can share a story in any way I can share a story that inspires an audience	I can share my story integrating many ways
	I can plan and create a variety of <i>communication forms</i> for different purposes and audiences	I can create for myself and my class community	I can plan and create in one way (visual, oral, written) I can create for a small group audience	I can plan and create in two ways I can create for another group	I can plan and create in any ways I can create for a group I don't know	I can plan and create integrating many ways I can create for a virtual audience

Grade(s): 3 Language Arts/ADST				Planning Team: Uplands – Kelley & Shelley		
Unit Guiding Question(s): How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?						
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Guiding Unit Question: How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

Lesson Goal(s):

I know setting
I can design an imaginary setting
I can share my design with others

Date: Feb. 2 ish

Connecting Activity: Inside/Outside Circle
What does imagination mean to you?

Supports
Specific & Individualized:

Mini Lesson: What is setting? How do we know what a setting is?

Read Aloud – Imagine a Place

Each page – what is this page's imaginative setting – describe it A/B partner talk

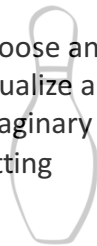
Targeted:

Model, visual of the activity, structured conversation stems, coaching, be an active listener or a speaker, brainstorm scribe, task breakdown, varying complexity, 2 teachers, co-planning with a support teacher

Universal:

A/B partners, visual text, choice of materials, projector, PowerPoint, co-planning with peers

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose and visualize an imaginary setting 	Record ideas about what you would want in your imaginary setting	Use loose parts to design your imaginary world	Create a diagram of your imaginary world	Label my diagram 
Access	All	Most	Few	Challenge

Share out: Share your design with popsicle sticks partners

Transforming & Personalizing Activity:

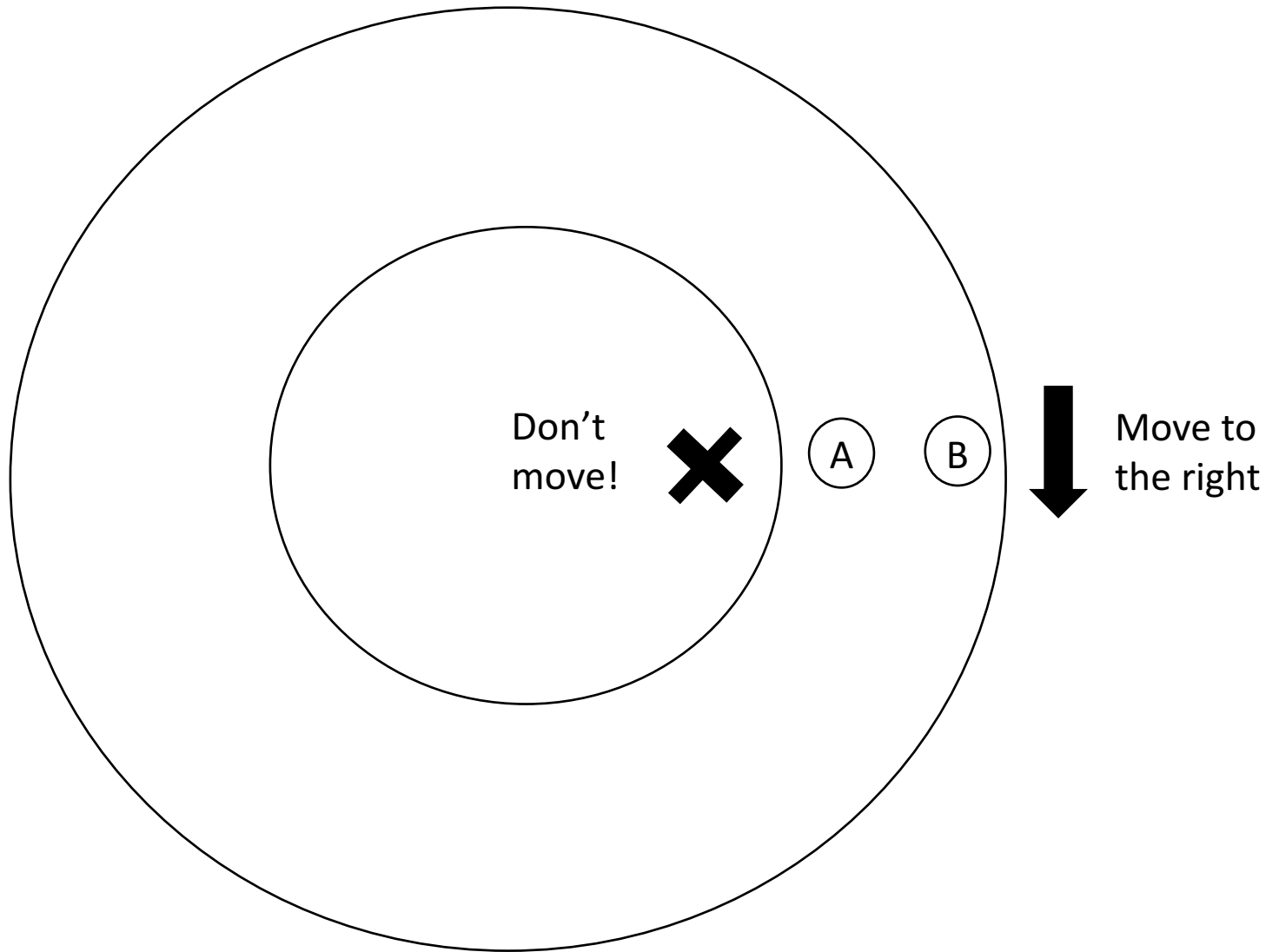
What is a great idea that you had today?
What is a great idea that you heard today?
How did your ideas change?



Our Goals today!

1. I know **setting**
2. I can **design** an **imaginary** setting

Inside/Outside Circle



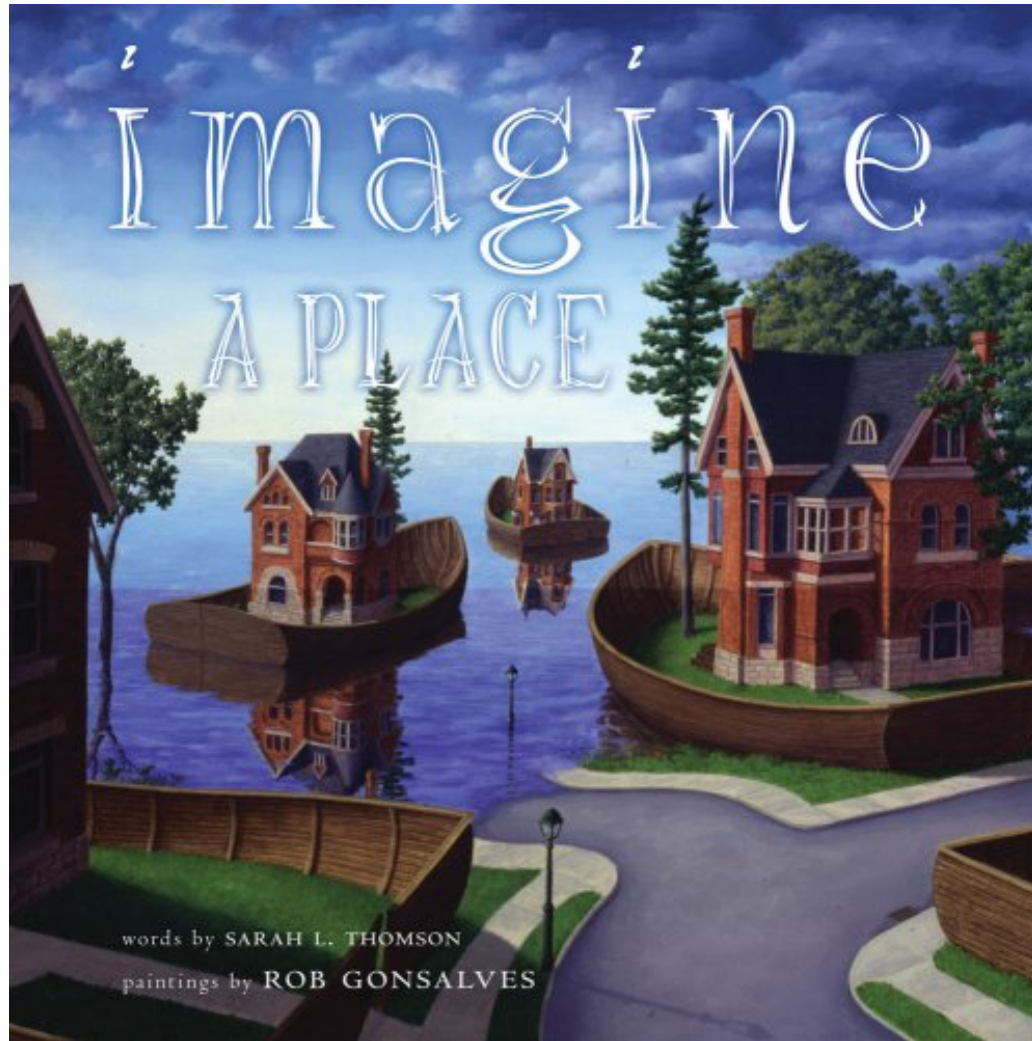
Inside/Outside – 1 minute

- Partner A
 - “What does **imagination** mean to you?”
- Partner B
 - Shares their ideas!
- Partner A
 - “I LOVE that idea!”
 - “WOW! What great ideas!”
 - “I have some ideas too!”

SWITCH!!

Go to the carpet with you're
A/B partner

Imagine a **PLACE**



SETTING

What is in this setting?

Real	Imagined

What is in this **setting**?

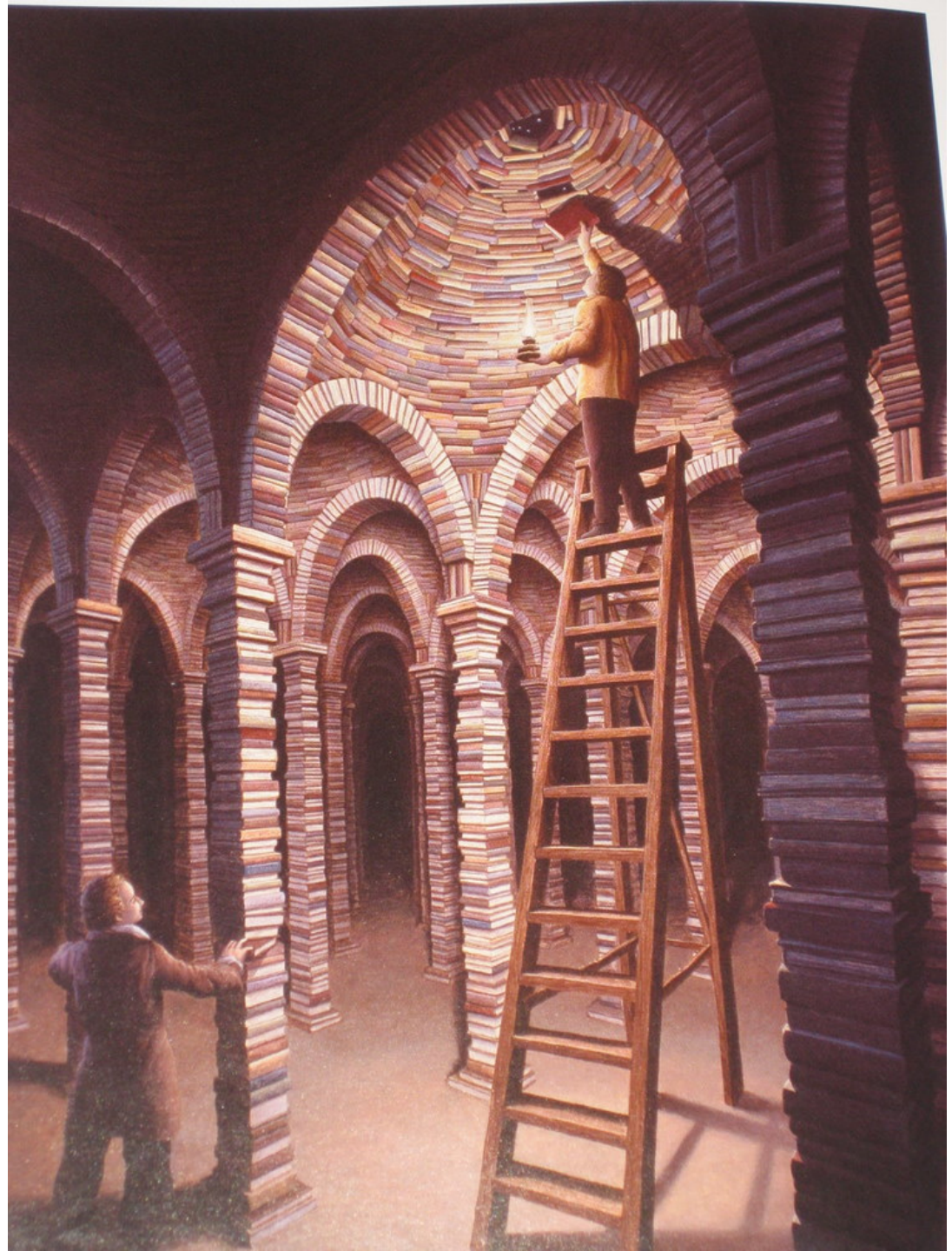




What is in this **setting**?



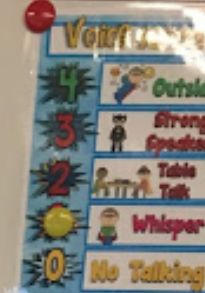
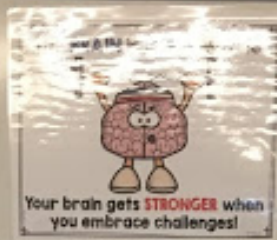
What is in
this **setting**?



What is in this **setting**?



Today's Schedule



What is in this setting?

REAL

IMAGINATIVE

rocks trees
water sun
castles
trees grass
houses sky
road ladders
books couches
people birds
part of house

water turning into clouds
rocks turning into castle
people standing on top of clouds
Sand/dirt turned into house
trees turning into houses
houses are growing
books are becoming bricks
people are smaller
books aren't falling
part of house
waves make foam → shells



Our job today!

Design an imaginative setting

Design an imaginative setting

My imaginative
Setting

Designers think about ideas

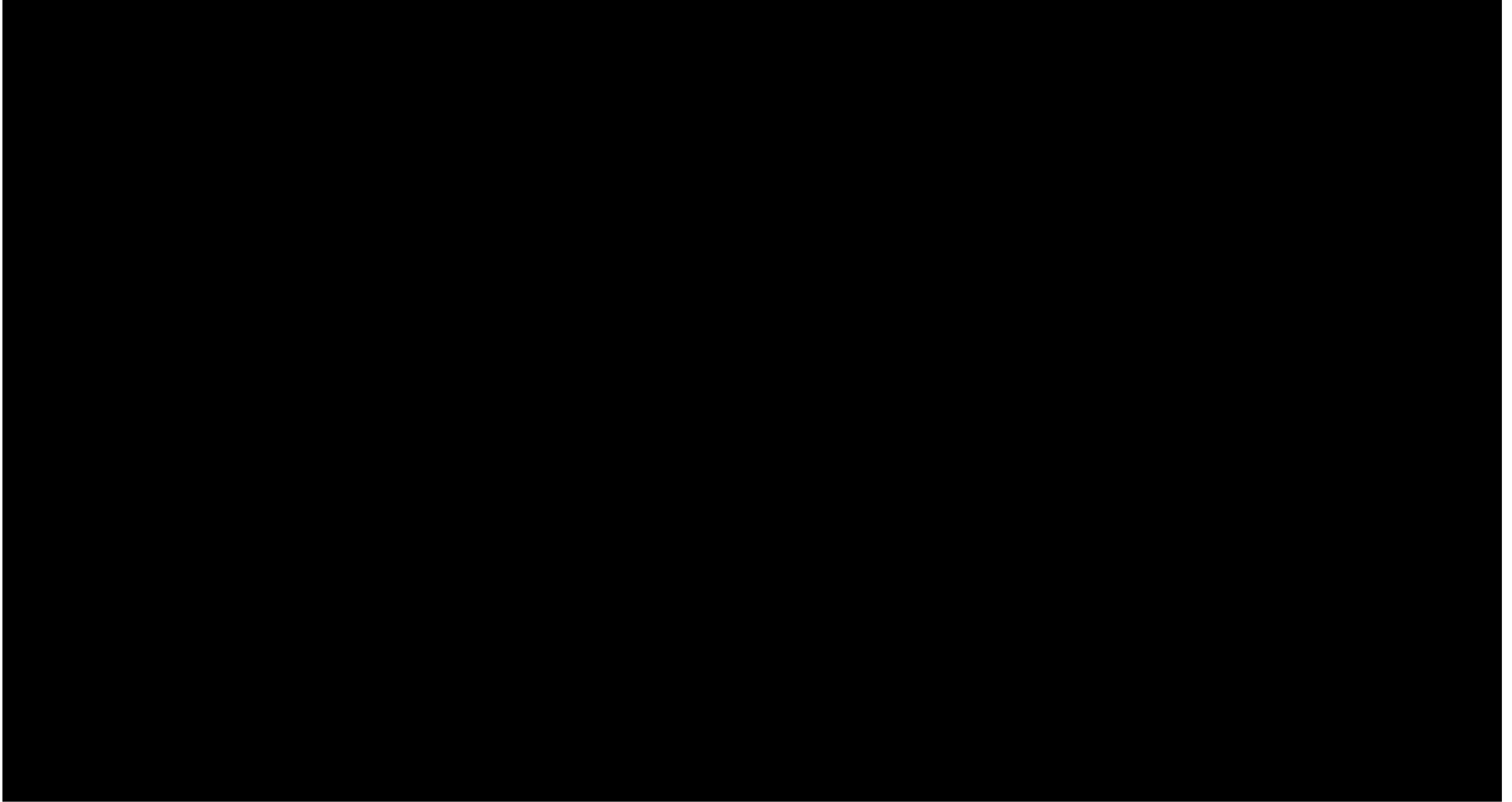
Design an imaginative setting

My imaginative
Setting

Forest

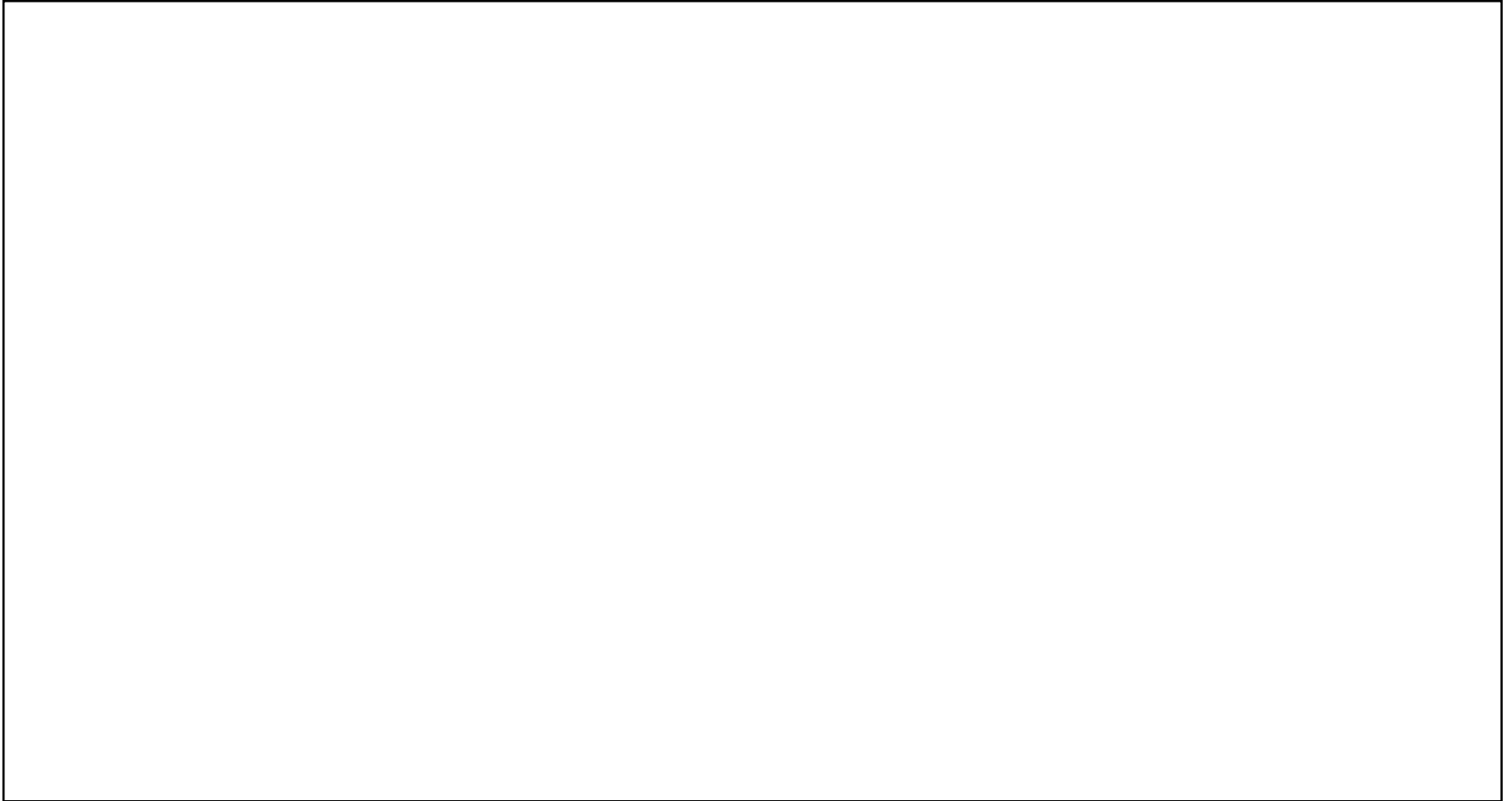
Designers record their ideas!

Design an imaginative setting



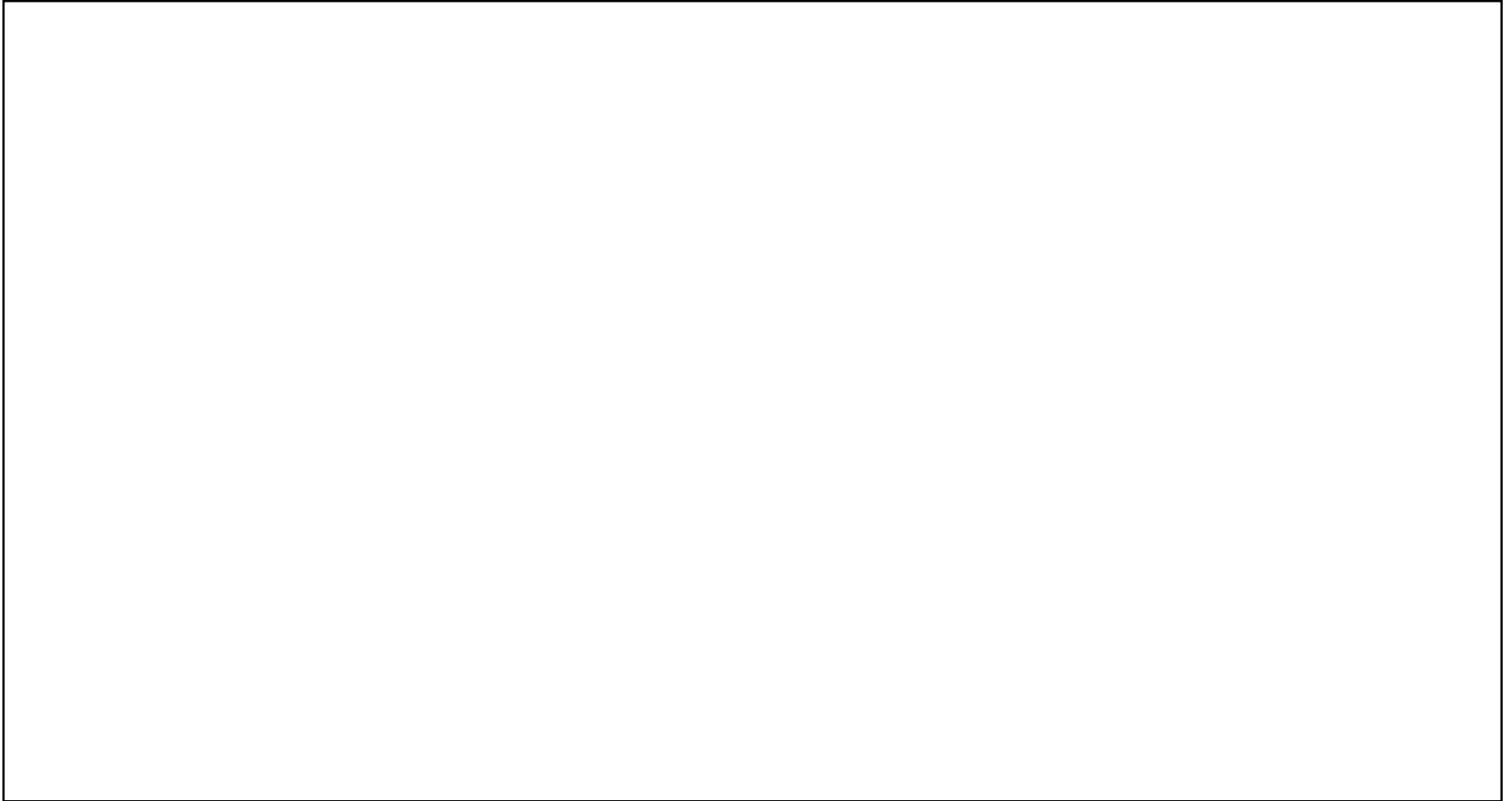
Designers make prototypes!

Design an imaginative setting



Designers create their diagrams!

Design an imaginative setting



Designers label their diagrams!

My job today: Design an **imaginative setting**

Start here!

Go as far as you can

I NEED to - think about an **imaginative setting**

I MUST - record your ideas and details of your **setting**

I CAN - create a prototype of your **setting**

I COULD - create a diagram of **your setting**

I CAN TRY TO – label the diagram of your **setting**

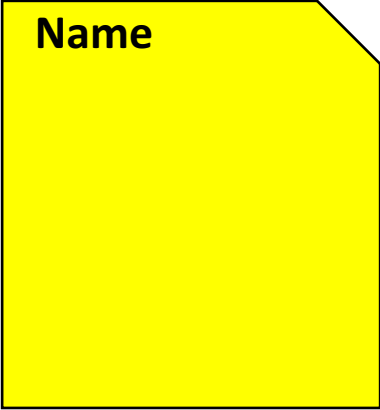
Our Goals today!

1. I know **setting**
2. I can **design** an **imaginary** setting
3. I can **share** my design with others

Reflection

Choose a Question

1. What is a great idea that you had today?
2. What is a great idea that your heard toady?
3. How did you ideas change today?



Name

Lesson so far...

- What is standing out as something that is useful to you and your context?
- What do you want to try out?

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Grade: Grade 7	Subject Area: SS	Planning Team:
Big Idea: Geographic conditions shaped the emergence of civilization		Unit Guiding question: What geographic conditions shaped the emergence of civilizations?
Content Goal	I know how humans respond to particular geographic challenges & opportunities including climate, landforms and natural resources	
Curricular Competency Goal	I can determine which causes most influenced particular decisions, actions or events and assess their short term & long term consequences	
Curricular Competency Goal	I can assess the significance of people, places, events or developments at particular times and places	
Curricular Competency Goal	I can identify what the creators of accounts, narratives, maps or texts have determined is significant	
Cross Curricular Competency	I can be a critical thinker	

Guiding Unit Question: What geographic conditions shaped the emergence of civilizations?

Lesson Goal(s):

1. I know the geographic features of Chilliwack
2. I know how the geographic features of Chilliwack influenced the Sto:lo People

Date:

Connecting Activity: Heads UP Model with “Mountain”

Mini Lesson: Why do we need geographic features? How do they help us and the Sto:lo People to survive

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Describe landforms and natural resources of Chilliwack	Describe why we need Trees, Fish & Rivers to survive	Describe why the Sto:lo People need Trees, Fish & Rivers to survive	Describe how we use geographic features to survive	Describe how Sto:lo People use geographic features and resources
Access	All	Most	Few	Challenge

Essential Supports

(designed for 1, useful for 1)

- Translator

Targeted Support

(designed for some, useful for some)

Choice of:

- Technology
- Choice of independent or group work
- Choice of article
- Choice of complexity
- Reader
- Scribe

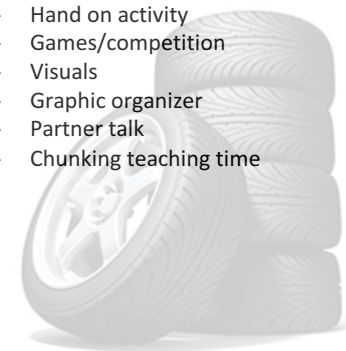
Universal Supports

(designed for some, useful for all)

- Hand on activity
- Games/competition
- Visuals
- Graphic organizer
- Partner talk
- Chunking teaching time

Transforming & Personalizing Activity: Post it note

Draw a picture of one geographic feature and describe how the Sto:lo People use it to survive



Connect Activity

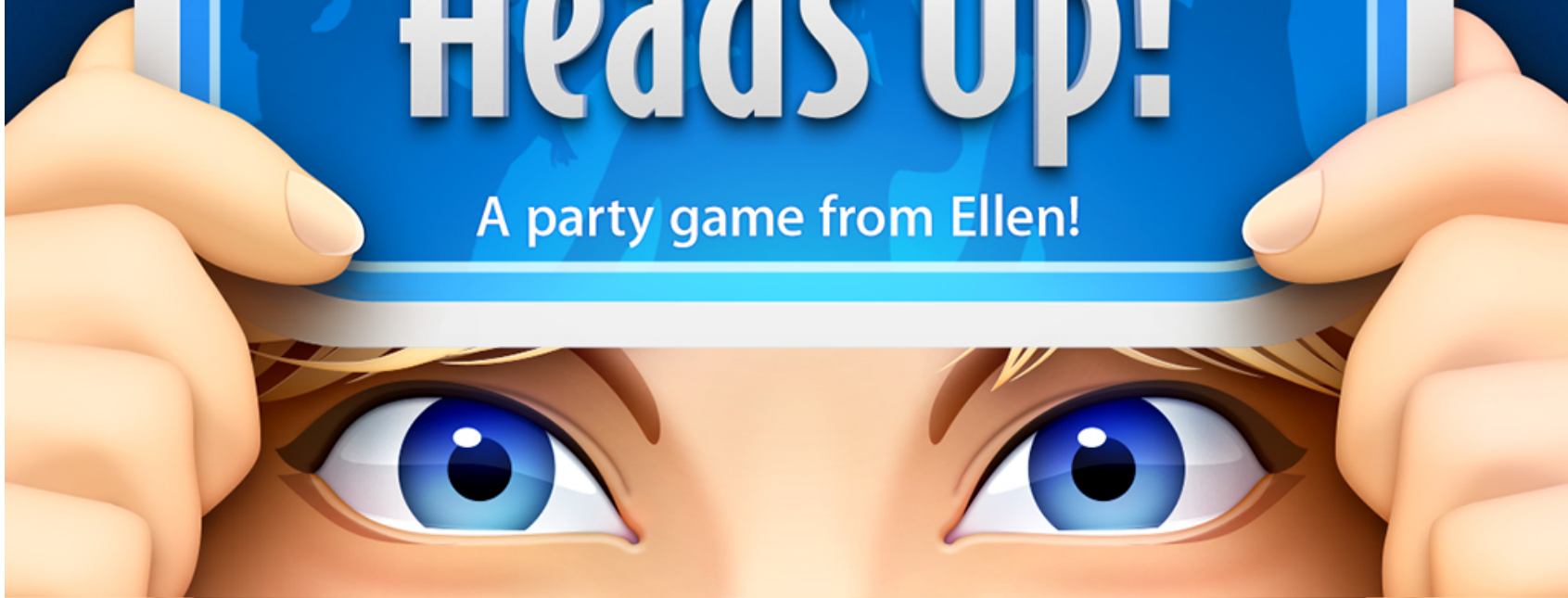
Geographical Features!

Goal 1: I know the geographical features of Chilliwack

Goal 2: I know how geographical features influenced the Sto:lo People

Heads Up!

A party game from Ellen!



Heads Up

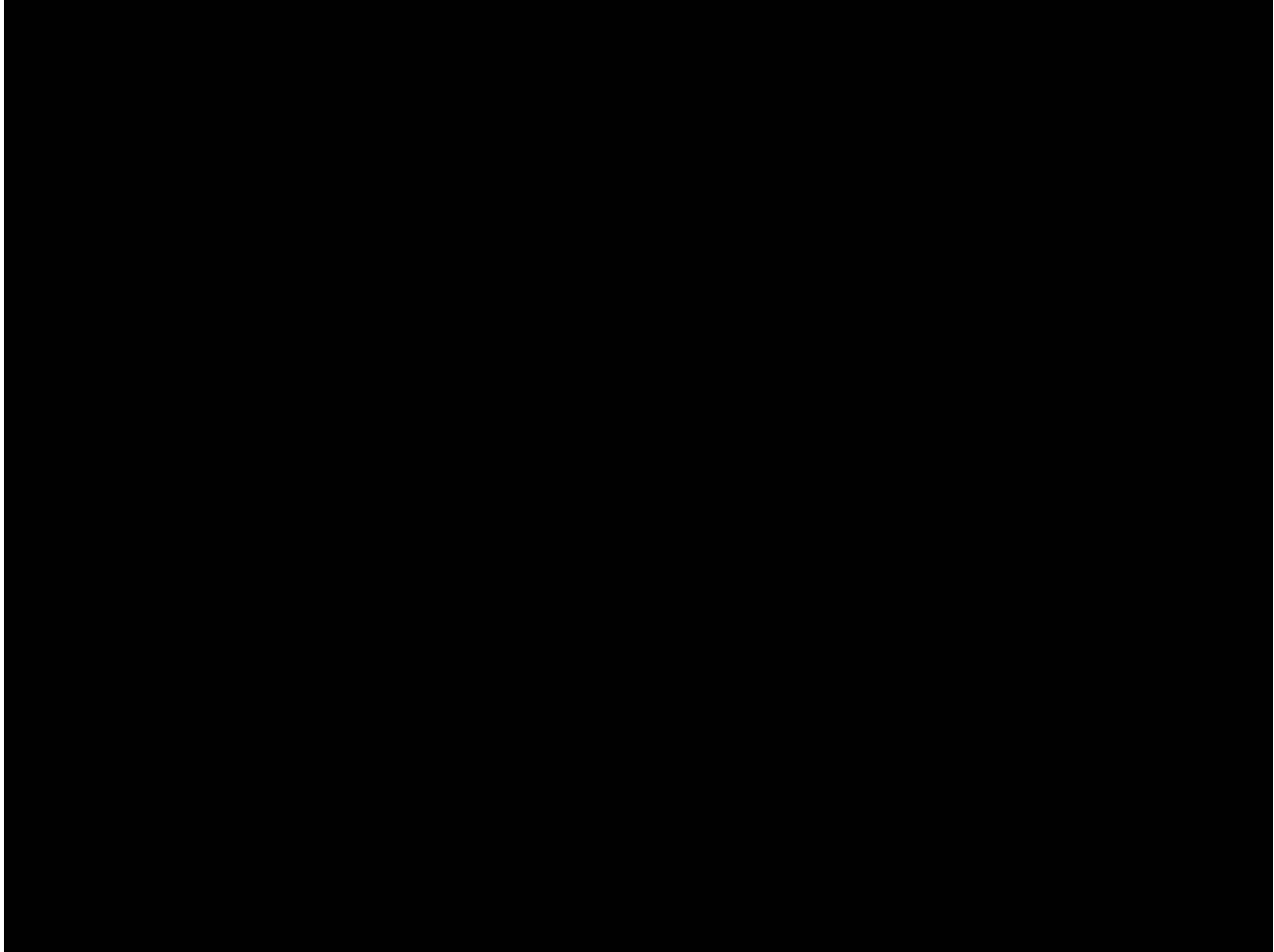
- Make a group of 3
- Person 1 picks up a paper (without looking) and put it on their forehead
- Person 2 and 3 describes the picture/word without saying the word to try and get Person 1 to guess it
- Everyone takes a turn

Process Activity

Why do we need geographical features?



How do these geographical features
influence the Sto:lo people?



Names:							
Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
							

Your job!

1.	- Pick up envelope 1 - Glue these visuals onto graphic organizer
2.	- Read through papers with words on them and match the descriptions to the geographic features on the graphic organizer
3.	- Decide how this geographical feature helps us and the Sto:lo people survive - Check in with an adult
4.	- Pick up envelope 2 - Glue visuals onto graphic organizer - Choose an article to read - Decide how these geographical features helps us and the Sto:lo people survive
5.	- Describe how the Sto:lo people use these geographical features to survive

Supports

- Start at number 1 and get as far as you can
- Work alone or in teams of 2 or 3
- Someone can read the text out loud to the group
- Someone can record the ideas of the group
- You can take a break if needed (come ask me if you need this)
- Choose where you want to work in the classroom
- If you are unsure about what a word means, you can use an iPad to help find out more

ALL

Names: *Sh*

Influences of Geographic Features in Chilliwack

Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓	✓			✓	✓	The Sto:lo People use this to drink, wash, boiling and steam food and for irrigation. They use canoes on this and use the whirlpool in it as a protection against enemies. This was also the source for salmon, which is important for spirituality.
	✓				✓	✓	The Sto:lo people use this as a food source. This is also used for an important event. The run of this type of fish is also a major festival every year.
	✓	✓	✓	✓	✓	✓	The Sto:lo people use this to start fires and to cook. They use this to also build homes, carve canoes out of and make baskets. They also use this for storage and clothing and to create bentwood boxes.

Isabelle Thao
Shonita

SOME

Names: *Adrian*

Influences of Geographic Features in Chilliwack

Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓	✓	X	X	✓	✓	
	✓	X	✓	✓	✓	✓	
	✓	X	X	X	✓	X	
	X	✓	✓	X	✓	✓	Used for blankets and other weaved items

FEW

Names: *mykael, shona, jordan, madison*

Influences of Geographic Features in Chilliwack

Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓			✓	✓	✓	for food and cloths
	✓	✓	✓	✓	✓	✓	for shelter from storms and air
		✓			✓	✓	Stayed in the middle of the field from Earthquake - wet for farmlands, etc.
	✓				✓	✓	for plants to grow
	✓	✓	✓		✓	✓	for shelter

Transforming & Personalizing Activity

Goal 1: I know the geographical features of Chilliwack

Goal 2: I know how geographical features influenced the Sto:lo People

Exit Slip: On a post it note

Name:

Draw a geographical feature in
Chilliwack

Describe how this geographical
feature influenced the Sto:lo
People

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Class/Community Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

- Talking, great conversation when structured, competition
- Socially motivated, technology, empathy
- They like worksheets (the structure)
- Interests – athletic, academic, movement – like to go to gym when they are done

Classroom Stretches

- Off task talking, inappropriate comments, introvert sometimes get lost, effected emotionally by social structures, can complain, but will adjust when addressed
- Small group is dominate

Teacher: English 8

Class: Ms. Guyot

Target goals

- Make sure kids are challenged
- Make a space for the introverts to contribute

Decisions/ Supports

- structure, movement, stations, active lesson, flexible groupings, graphic organizers, technology, connection with adults, clear plan and routine, leadership opportuntiy

Individual Concerns

Medical

Abdullah (PTSD)
Hailey (Chronic health)

Language

- Abdullah (1), Morrison (3),
Adrian (ESD)

Learning

- Savannah (Q), **Owen (G)**,
Abdullah, D'Art (Q), LaSenza
(D), Morrison, Tyler (Q),
Melacchy (R),

Socio-Emotional

- Savannah, Hailey, Owen,
Lane, Kaliyah, Shianne, D'Art,
LaSenza, Aiden (P), Nyah,
Melacchy, Patrick

Other – absence/ attendance

- Tyler, Shianne,
Abdullah, Hailey,
LaSenza, D'Art, Raiden

RTI Triangle

Grade/Course/Subject (place)

English 8

Lens: Literacy

Students who need
the most support



Tier 3

**LaSenza (D)
Owen (G)**

D'Art

Abdullah

Tyler?

Melachhy, Nyah, Morrison, Patrick,
Savannah, Shianne? Raiden, Luke,
Hailey?

Tier 2

Adrian, Calleigha

Lane, Gilbert, Riley

Eughee, Tosin, Quin, Chris,

Tier 1

Aiden

Students who
need the most
challenge



Curricular

Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	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 a TED Talk 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	

Guiding Unit Question: How can I be active citizen? How can I use a TED Talk to contribute to my community?

Lesson Goal(s): I know what makes a **POWERFUL** TED talk

I know oral language features and strategies

I know elements of visual and graphic texts

Date

Connecting Activity: What is an active citizen (look/sounds), review vocabulary

Supports

- Proximity to Nicky, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

Mini Lesson: Model with first 5 minutes of Shelley's ted talk

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a Ted Talk What does the speaker look like/sound like	What is the speakers message? What does it feel like?	Choose a differnt Ted talk - Same process	Respond to the ted talk with a connection, a question or an opinion	Give feedback to the speaker on how to improve
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Exit slip – If you were going to make a **POWERFUL** Ted Talk, what are something you would do? What would be a topic you would talk about?

How can I be an active citizen?

How can I use a TED Talk
to be an active citizen and
contribute to my community?

- **active citizen**
- **TED Talk**
- **contribute**
- **community**

What do you think we
are going to learn
about today?

Goals: I know what
makes a powerful TED
talk

What makes a POWERFUL TED talk?

Start here!

Go as far as you can

I NEED to

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

I MUST

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

I CAN

- analyze another QR code

I COULD

- make a connection, question or opinion about the Ted Talk

I CAN TRY TO

- offer some feedback to make the TED talk better

TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Under the Table 				
(Paste QR code here)				



Supports

- Group work
- iPads
- QR codes
- Subtitles/translations
- Someone can be the recorder
- Someone can be a drawer



What makes a POWERFUL TED talk?

Start here!

Go as far as you can

First

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

Then

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

Next

- check in with Ms. Guyot or Ms. Moore
- analyze another QR code

Next

- make a connection, question or opinion about the Ted Talk

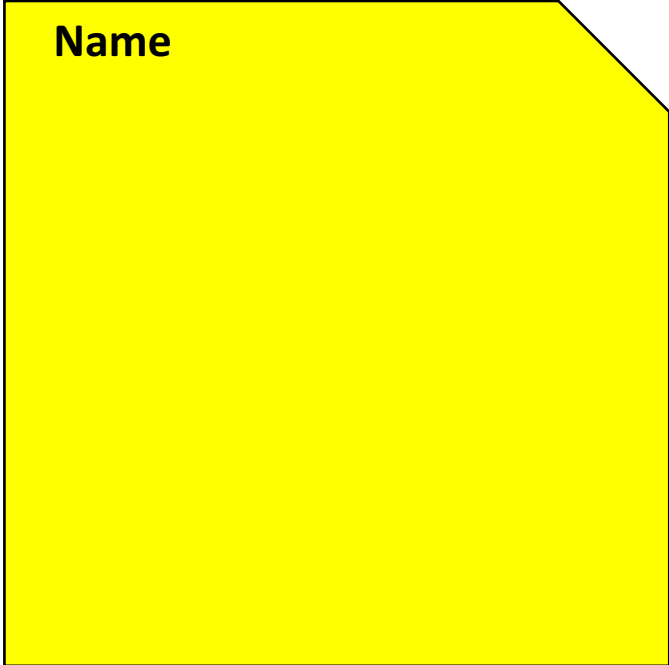
Then

- offer some feedback to make the TED talk better

Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?

Name



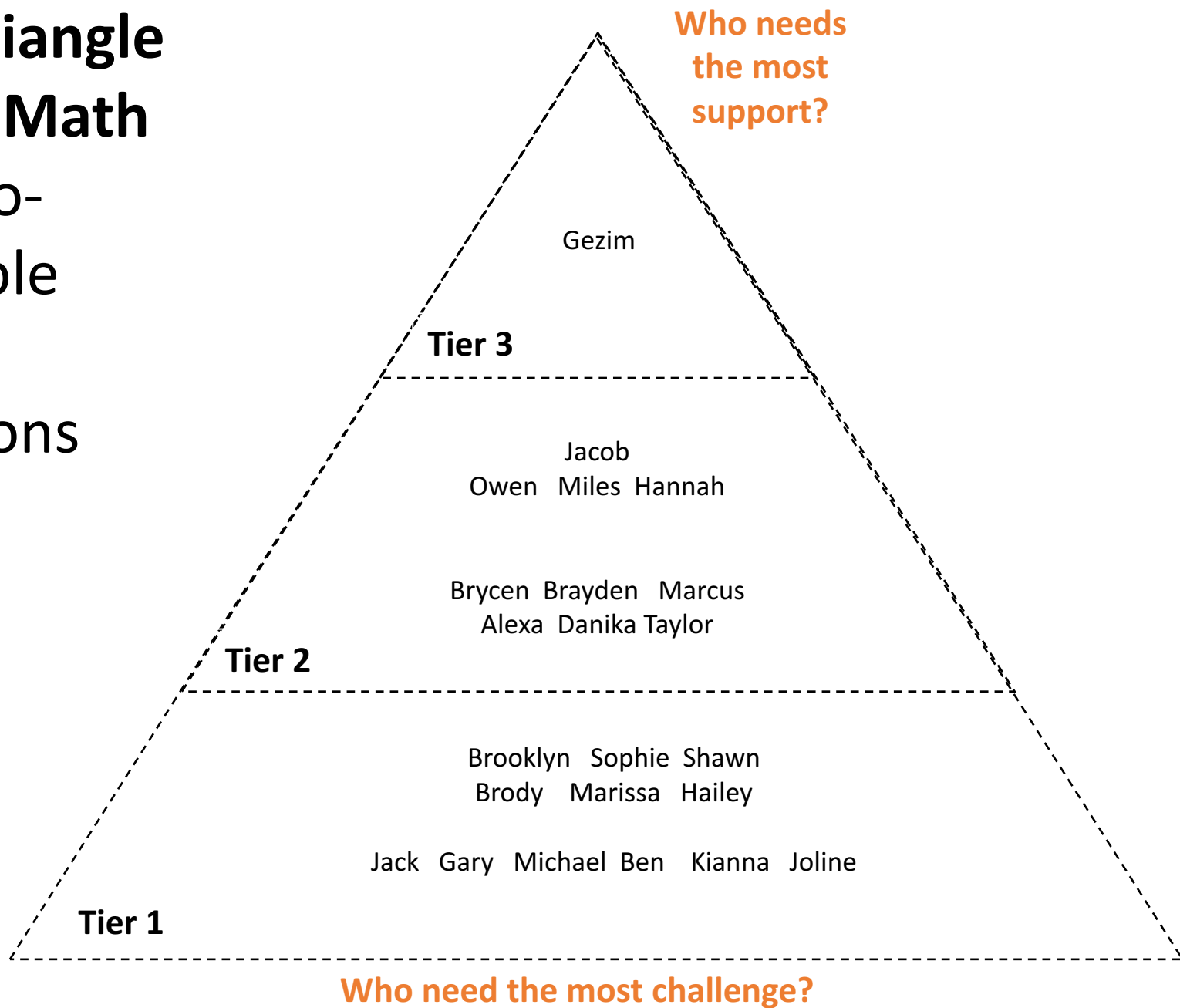
Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

RTI Triangle

Lens: Math

9: Two-variable linear relations



Backward Design: Designing the Curricular Plane

Grade: 9	Subject Area: Math	Planning Team: Shelley, Katie, Nicole & A D Rundle Team
Big Idea: We can use patterns to form generalizations and make predictions. We can represent linear relationships in many ways.		Unit Guiding Questions: • What is a continuous linear relationship? • How can we use patterns in linear relationships to make predictions? • What are the different ways to represent linear relations?
Content Goal		I know two-variable linear relations, using graphing, interpolation, and extrapolation
Curricular Competency Goal: Reason & Analyze		I can reason and analyze by using tools and technology to explore and create patterns and relationships, and test conjectures
Curricular Competency Goal: Reason & Analyze		I can reason and analyze by exploring, analyzing, and applying mathematical ideas
Curricular Competency Goal: Communicate & Reflect		I can communicate and reflect in many ways by communicating mathematical thinking in many ways
Curricular Competency Goal: Communicate & Reflect		I can communicate and reflect in many ways by by explaining and justifying mathematical ideas and decisions

Guiding Course Question: How can we become great Mathematicians?

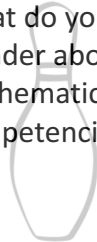
Lesson Goal(s): Great mathematicians understand the world by using competencies

Date: March 14, 2018

Connecting Activity: What are competencies?

Mini Lesson: What are competencies in math? (reasoning & analyzing; understanding and solving; communicating and representing; connecting and reflecting) 4 groups 5

Processing Tasks/Activity: Carousel

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
What is a competency? 	What are the different mathematical competencies?	How can we connect these mathematical competencies to our life?	How can we connect these mathematical competencies to math?	What do you wonder about mathematical competencies? 
Access	All	Most	Few	Challenge

Share out: The last rotation share one point on the poster (everyone needs a role)

Transforming & Personalizing Activity: "Collecting like terms"

- What competency is a strength for you?
- What competency is a stretch for you?

Essential Supports

(designed for one, useful for one)

- Subtitles
- Other regulation
- Follow up with individual students

Targeted Support

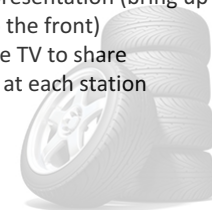
(designed for some, useful for some)

- Translators
- iPad/Tablet
- Choice of role in group (reader, **recorder, speaker**, reader/reporter, translator, drawer, demonstrator, on-tasker/manager, idea sourcer, herder)
- Strategic & purposeful groupings/pairings
- Shoulder tapping

Universal Supports

(designed for some, useful for all)

- Graphic organizers
- Movement
- Working in group
- Sentence prompts
- Choice of prompt
- Visual reference of the task
- Formal presentation (bring up charts to the front)
- Use apple TV to share
- Example at each station



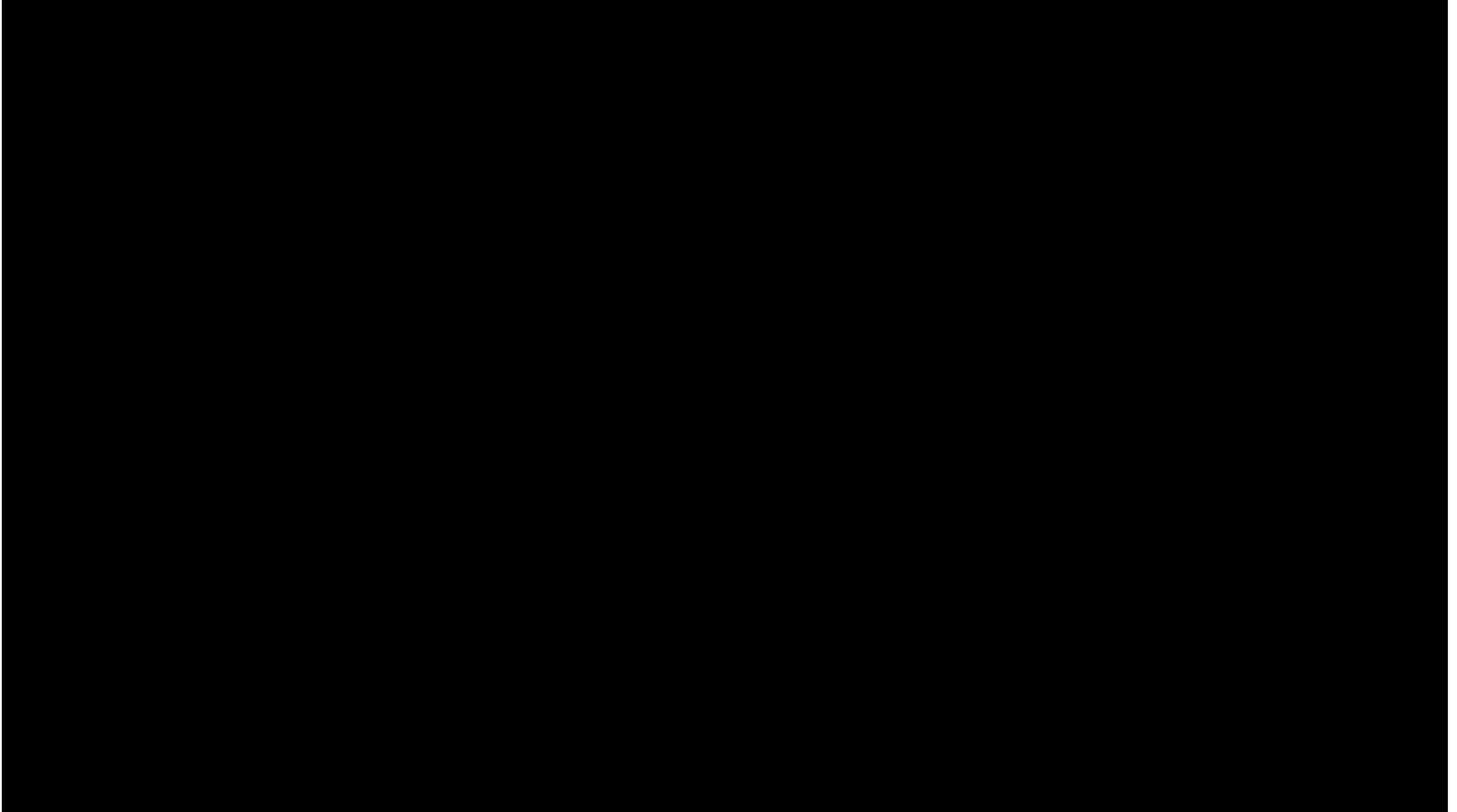
How can we become
GREAT
Mathematicians!?

Goal: I can use
competencies to become a
GREAT mathematician

What is a dilemma?

A difficult choice

What is the driverless car dilemma?



What is the driverless
car dilemma?

Reaction vs. Decisions

Reaction vs. Decision



We cannot tell
robots and
computers what to
react



We can tell robots
and computers
what to decide

A reaction is an example of a
competency?

What is a competency?

There are 4 **competencies** in MATH!

1. Reasoning and analyzing
2. Understanding and solving
3. Communicating and representing
4. Connecting and reflecting

Your job today!

What does this competency mean?	What are some questions you have about this math competency?
This math competency is: Understanding and Solving	
What are some examples of this math competency in math?	What are some examples of this math competency in life?

Supports that you have ACCESS to today!

You can use:

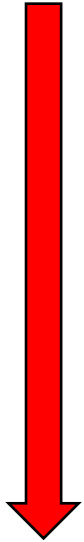
- Subtitles
- Translators
- IPad/Tablet/phone (for on task
- Choice of role in group
- (**recorder**, **speaker**, reader/reporter, translator, drawer, demonstrator, on-tasker/manager, idea sourcer, herder)

Your job today!

First: Get into your math group and choose your roles.

Then: At each chart paper and respond to the questions (5 minutes each chart)

Start here
and go as far
as you can



1. What does the math competency mean?
2. What are some examples of this math competency in life?
3. What are some examples of this math competency in math?
4. What are some questions you have about this math competency?

Group will share 1 thing from a question on the chart

Now think about and choose:

1. Which math competency do you think is a strength for you? (move to that chart)
2. Which math competency do you think is a stretch for you? (move to that chart)

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

RTI Triangle

Grade/Course/Subject (place)

Grade 8-4

Lens 1:

English Language Arts/Science

Lens 2:

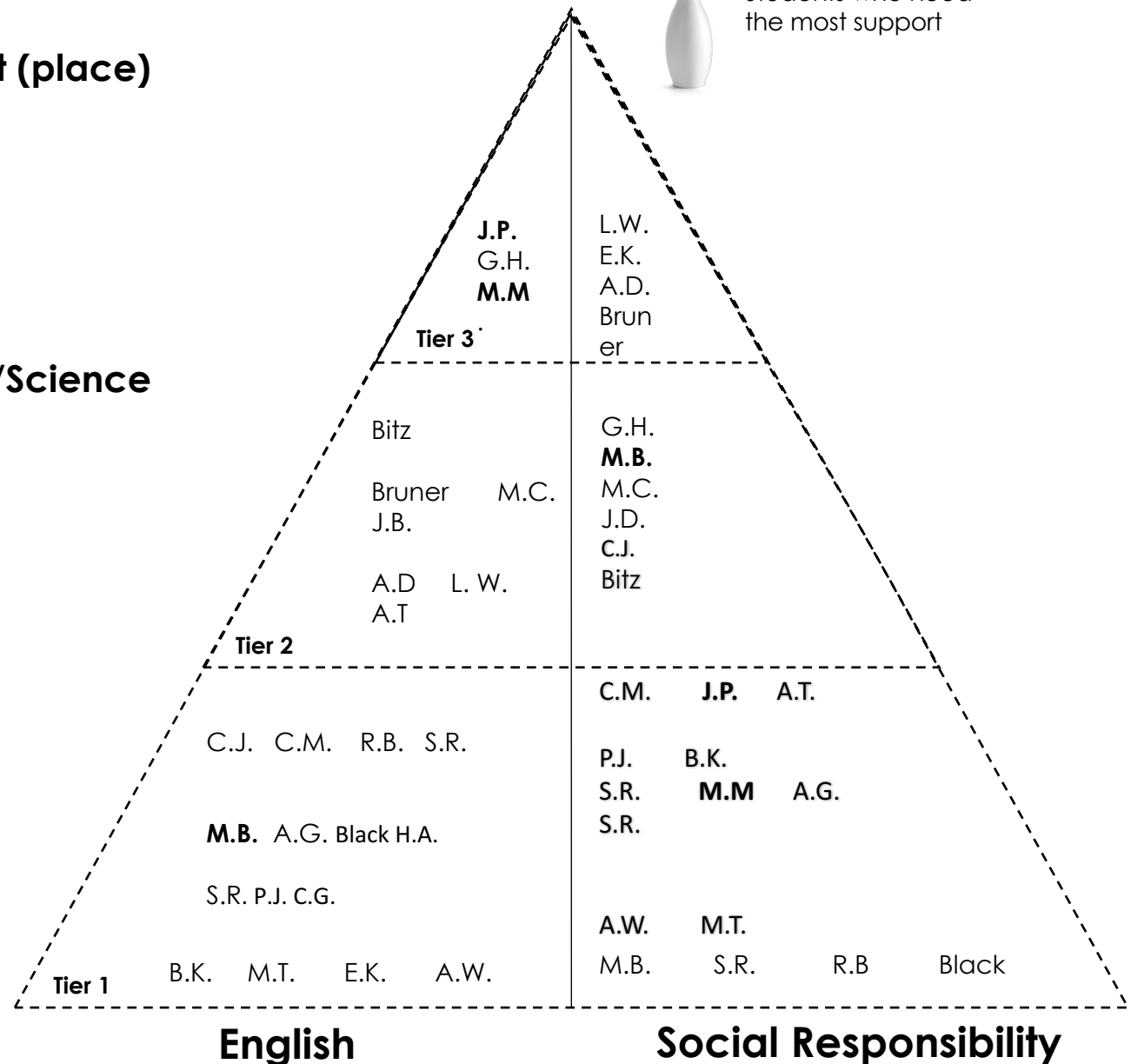
Social Responsibility



Students who need the most support



Students who need the most challenge



Grade:	Subject Area:	Planning Team:
Big Idea: People understand text differently depending on their worldviews and perspectives. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding question: How do we understand text differently depending on our perspectives? How can questioning what we hear, read and view allow us to be educated and engaged citizens?
Content Goal	I know the relationship of micro- organisms with living thing (vaccination and antibiotics)	
Curricular Competency Goal: Comprehend and connect	I can assess information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability	
Curricular Competency Goal: Comprehend and connect	I can apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking	
Curricular Competency Goal: Create and communicate	I can exchange ideas and viewpoints to build shared understanding and extend thinking	
Core Competency Goal: Create and communicate	I can use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	

Guiding Unit Question:

Lesson Goal(s):

I know that micro organisms affect living things/I know the basic functions of the immune system
I can understand what I am reading/viewing & I can summarize what I have read/viewed

Date

Connecting Activity: Picture Set (cells, bacteria, smudging, germs, sweat lodge, vaccination, needle, small pox, white blood cells, cold, osmosis jones, hand washing, hand washing, runny noses, healthy body, doctor, healthy food,

**Supports
Essential:**

Mini Lesson: Magnet Strategy – Model with immune text

Hoice texts (multiple levels, video to choice,

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a text and read or view it, identify the topic	Circle the Hashtag word for each paragrph *or 1 min chunk)	Underline 3-4 addiotnal detail to support/connected to my hashtag word	Greate a summarized statemtn of your text, by using your hastag and supporting details	Connect hashtags with other articles
Access	All	Most	Few	Challenge

Targeted:
Multiple levels of text
Difetnt text perspicetives
Using visuals, task break down, chunking,

Univerasl
- Partern work, choice of text,



Transforming & Personalizing Activity:

What is one thing I learned today?

What hekpled me learn today?

How does this connect to me?

Our Goals today!

1. I know the functions of the **immune system**
2. I can understand what I am reading/viewing
3. I can summarize what I have read/viewed

Connect: Picture Set

1. Partner A closes their eyes/ or turns away from the screen
2. Partner B looks at the screen and describes the picture
3. Partner A makes some guesses about what the picture is about
4. Partner B turns around and share ideas about what the picture is about
5. Talk about how the pictures connect
6. Switch





What do the pictures have
in common?



What do the pictures have
in common?



What do the pictures have
in common?



What do the pictures have
in common?



What do the pictures have
in common?



What do all the pictures
have in common?

Think of a #hashtag

#hashtags

You and your partner come up with 3 # hashtags for the picture sets

1. #

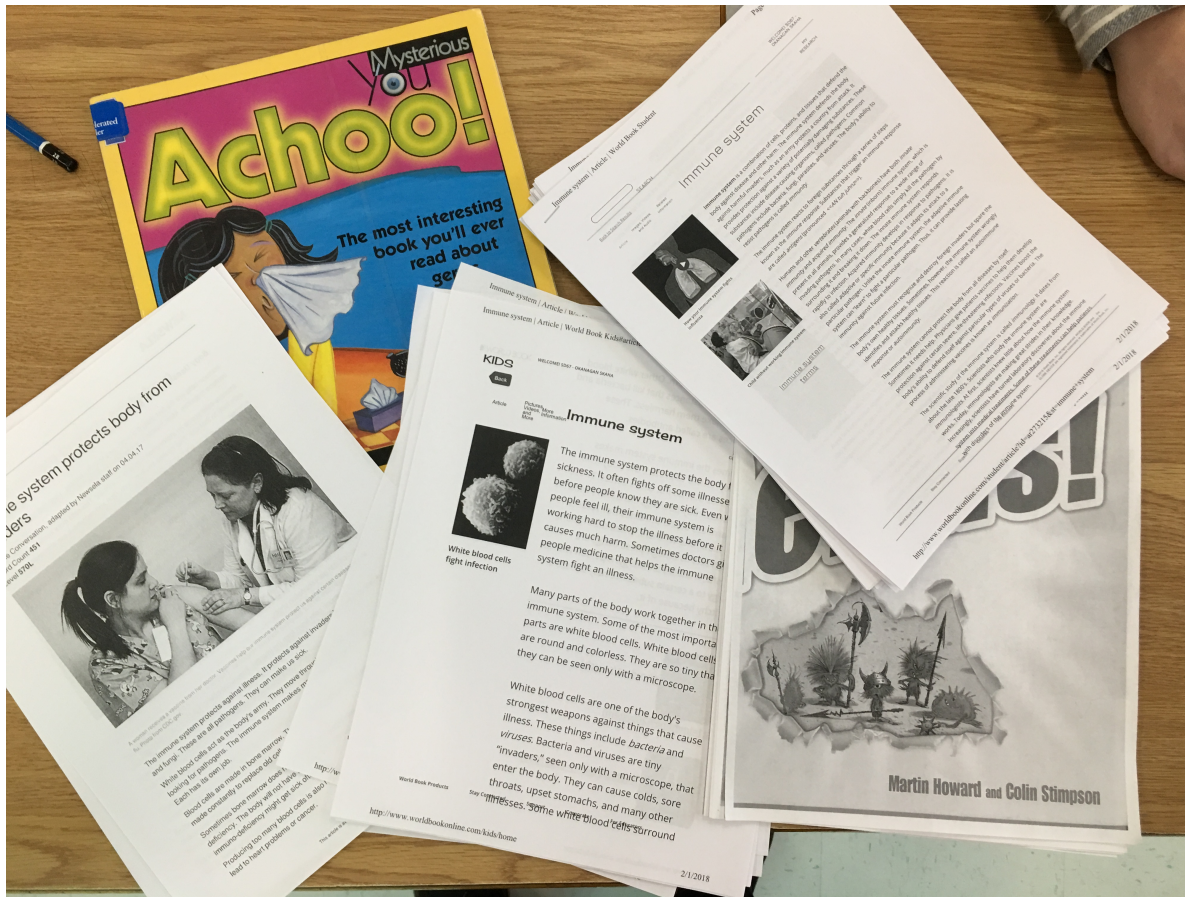
2. #

3. #

Add hashtags to board

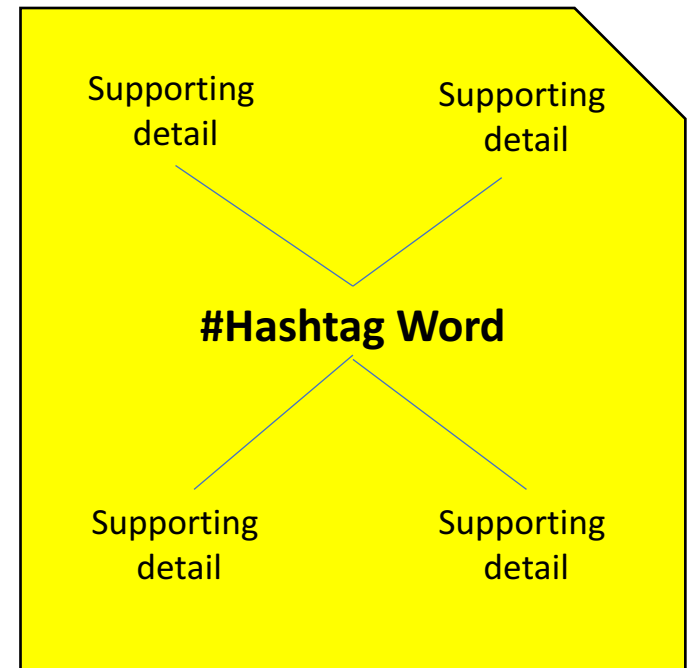
Process: Hashtag Strategy

Choose a text with your partner



Process: Hashtag Strategy

1. Skim the article and look at the text features with your partner
2. Read a paragraph
3. Circle the MOST important word #hashtag word
4. Underline 3-4 supporting words that connect to the #hashtag word
5. Make a mind map on your post it note



Immune cells work overtime to protect against illness

By The Conversation, adapted by Newsela staff on 04.04.17

Word Count 902

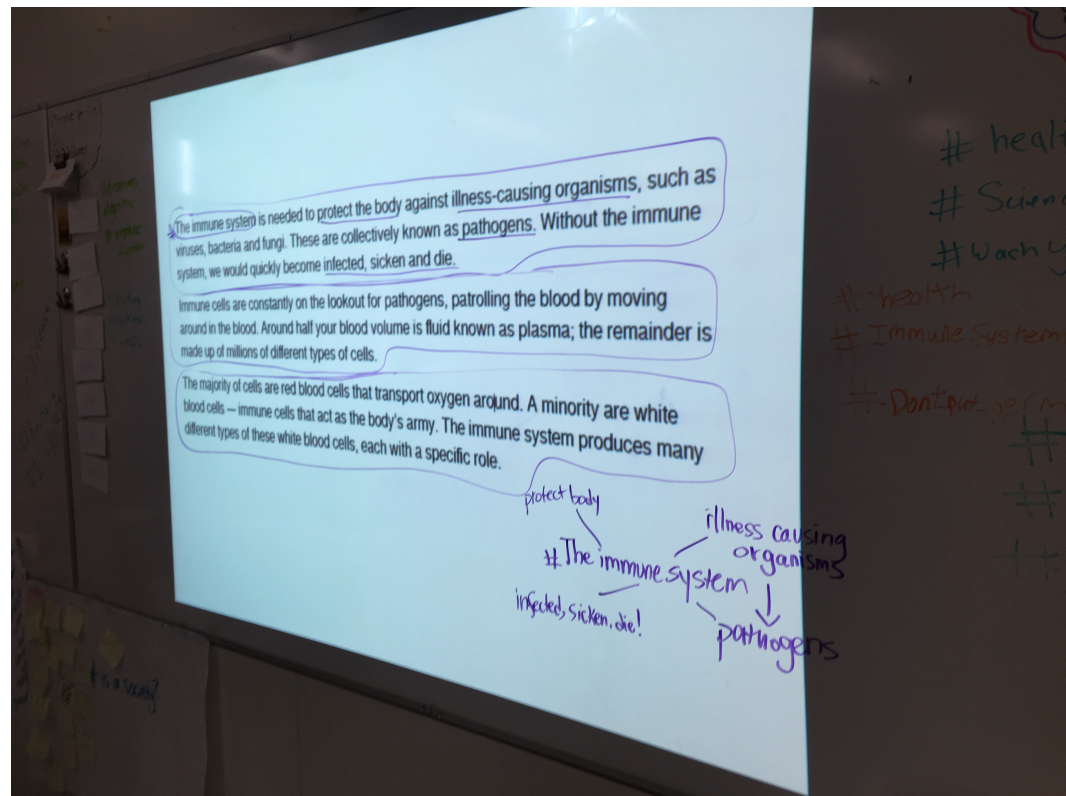
Level 1140L



The immune system is needed to protect the body against illness-causing organisms, such as viruses, bacteria and fungi. These are collectively known as pathogens. Without the immune system, we would quickly become infected, sicken and die.

Immune cells are constantly on the lookout for pathogens, patrolling the blood by moving around in the blood. Around half your blood volume is fluid known as plasma; the remainder is made up of millions of different types of cells.

The majority of cells are red blood cells that transport oxygen around. A minority are white blood cells — immune cells that act as the body's army. The immune system produces many different types of these white blood cells, each with a specific role.



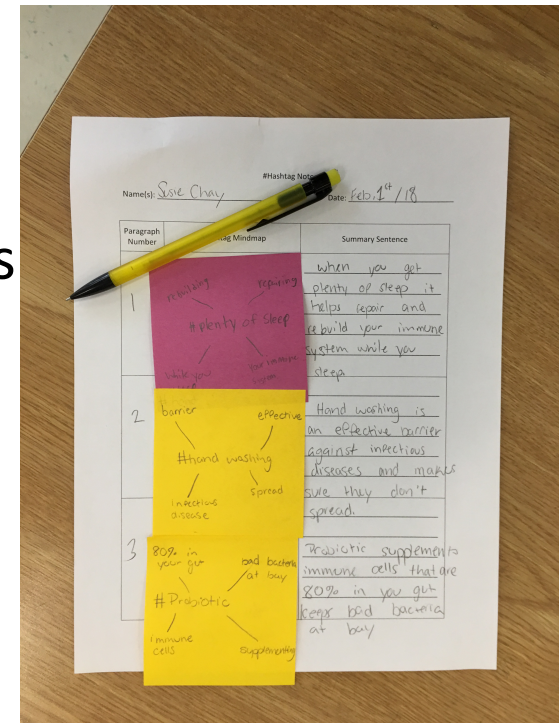
Process: Hashtag Strategy

6. Continue with another paragraph
7. Put post it notes on note making summary form
8. Make a summary sentence using all of your #hashtag words
9. Choose another text

Paragraph #	Post it note	Summary Sentence
1		

Supports you can access

1. Work with a partner
2. Choice of text
3. Choice of where to work in the class
4. Someone can read aloud the text
5. Someone can be the recorder



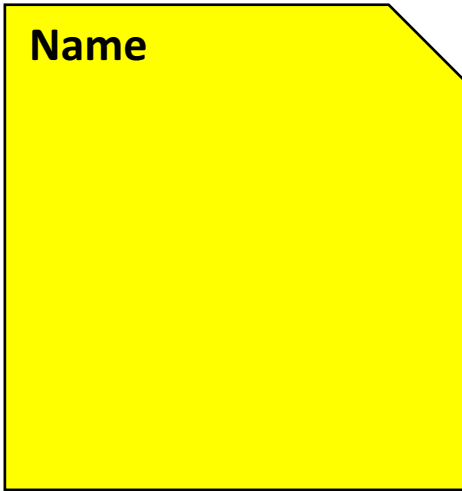
Our Goals today!

1. I know the functions of the **immune system**
2. I can understand what I am reading/viewing
3. I can summarize what I have read/viewed

Exit out the door

Choose a Question

1. What did you learn today
2. What helped you learn today
3. How does this connect to your life



Name

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Thinking back over the series...

- What are some take aways from our sessions together?
- What is something that you want to try in the fall?
- Group Share Out