

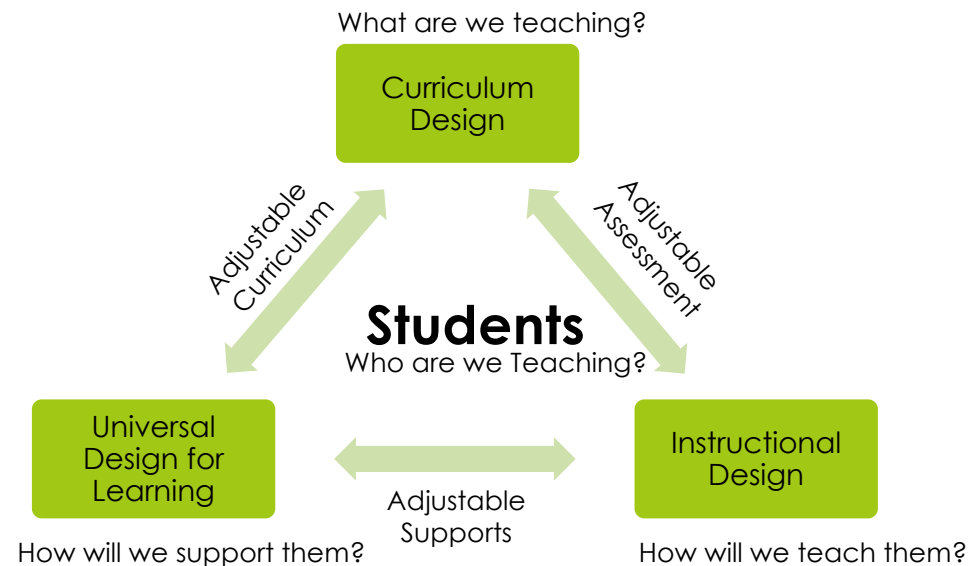
Mike – Grade 4/5

- Who is this class?
- What supports do they need?
- What are they learning?

Chelsea – Grade 2/3

- Who is this class?
- What supports do they need?
- What are they learning?

Educational Architects: Designing with Equity in Mind



Classroom Support Plan

Teacher(s): Chelsea EA: Ms. W (am), Ms. M (pm) Support Staff: Kathy, Kim

Lens: Literacy

Range of Support (MTLS)

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support QK, CL, EM, JSN, AK		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Social-emotional (anger, frustration, defiance)	QK, JSN, HP, CS, AK, EM, CS, WM	Conflict escalator, mindfulness, routines, predictability, calm room, lamp lights, sharing circles, social stories, modeling what to do, practicing (what do I do, what do I say...when I am upset, growth mindset, being prepared, planned, preventative behaviour strategies, quiet times, strong relationships, not engaging in arguments, homeschool connection, doing fun activities, first/then, explicit instructions, consequence mapping (if/then)	Behaviour specific social stories, check in/check out, breaks, body breaks, additional praise for successes, special responsibilities (paring up with younger kids, class jobs), building relationship to other adults in the school, organizational support to reduce frustration	
Need: Cognitive	EM, QK, CL			
Need: Learning 1	JSN, AK, RM, CS, WM	Scaffolding, modelling, shared reading, 4 star journals (clear expectations), diverse range of text levels, routines, book boxes (organization), RED CAT, mentor texts, examples, co created anchor charts, small group /individual conferencing, visuals, celebrate success, hands on manipulatives, phonics, timer, materials and where to find them, first/then, strategy instruction, multi sensory, Access points	Writing prompts, check ins, proximity, check in about tasks, breaking tasks into small steps, breaks, build on successes, explicit small group instruction Modify amount of task, individual check/task lists, individual word walls/ anchor charts/ schedules	
Need: Self regulation (independence)	EM, JSN, AK, RM, AT, QK, CL, CS, WM			
who needs the most challenge JB, HP, QB		Reconciliation & Equity Targets:		

Classroom Support Plan

Teacher(s): Mike, Josianne (EA in pm)

Support Staff: Cathy, Andrea

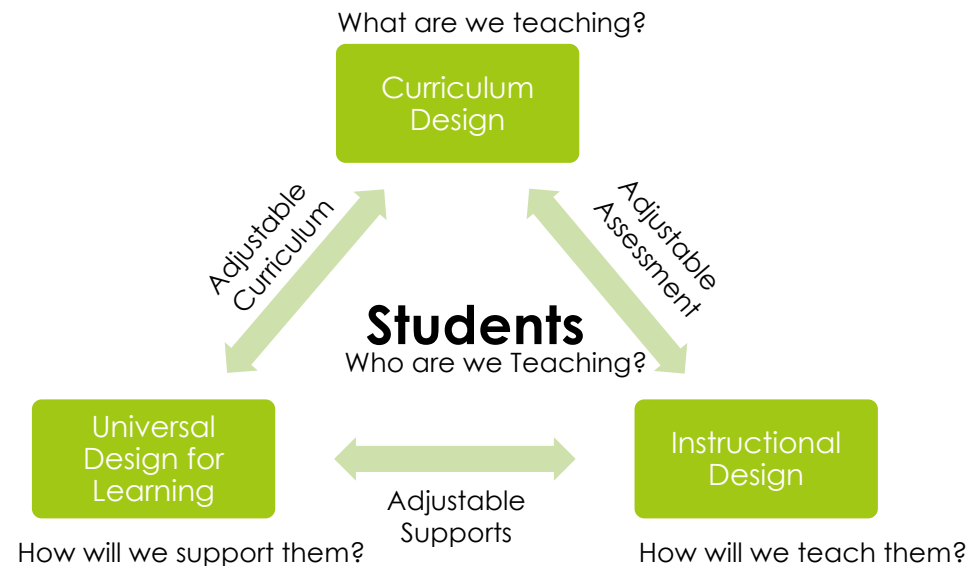
Lens: Literacy

Range of Support (MTLS)

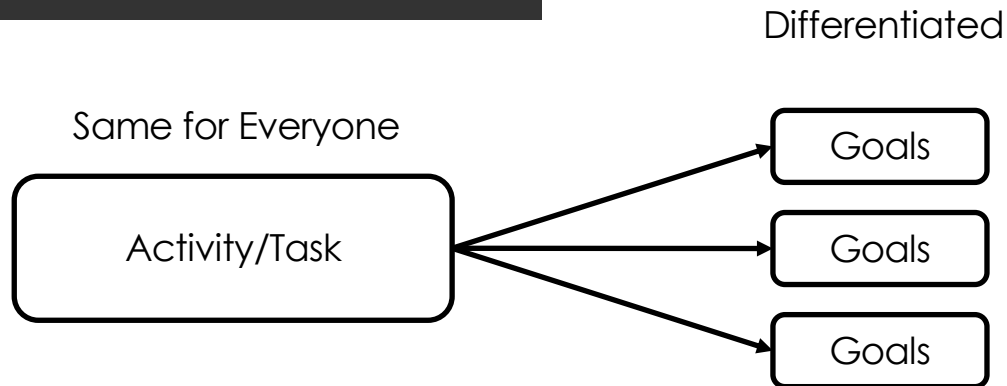
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support EB, MA, CC, DA, AY, LY, CW		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: trauma	EP, EB, CC	Relationships, calm environment, clear expectations, predictability, structure, safe classroom, empathetic, look for the "why" behind the behaviour, help student understand the "why," co creating expectations, prepare students if there is upcoming changes, structures and plans for when there are changes, teaching self advocacy, helping students feel welcome (especially in the am), frequent check-ins, modelling healthy coping strategies, take time to get to know students interests	Offering breaks when they needs Different physical spaces for breaks, calm down	C - Check in/ check out with specific people, E - Strategic partner Flexible in specific areas
Need: LD	DA, EB, CW, AW, AC,	Choice of how they express and where to start, chunking expectations, clear and focused objectives, choice of challenge, teach different organization strategies, gradual release, model model model the task, doing activities together, mentor texts, multiple & diverse texts, build vocab, prior knowledge, maintain high expectations, conferencing, purpose!, following writing workshop model	Speech to text, graphic organizers, story starters/sentence stems, time, allow students to copying/following the model, shared pen (group writing, Point form writing, remove pressure of time,	Scribing,
Need: ELL	EB, LY, AY, MA, RL			
Need: Self Reg (attention, focus)	DA, CC, EP, JS, AW, AC, MA			
Need: social emotional (conflict, anger)	CW, EP, CD, AC, AW, DA, CC, JS	Teaching conflict resolution strategies, mindfulness, relationships, look for and respond to the why of behaviour, consider basic needs, see above..., consistency, predictability, dealing with the small issues, balance of choosing battles, restorative justice through circle practices, stability, clear expectations for behaviour (construction), teaching the class how to react when there is conflict	Give special jobs in the class helps to make them feel they are contributing, providing purpose, allow outlets for release -people to talk to, activities, movement breaks – heavy lifting, punching bag/pound it out,	
who needs the most challenge AH, MF, AA, JS, AA		Reconciliation & Equity Targets:		

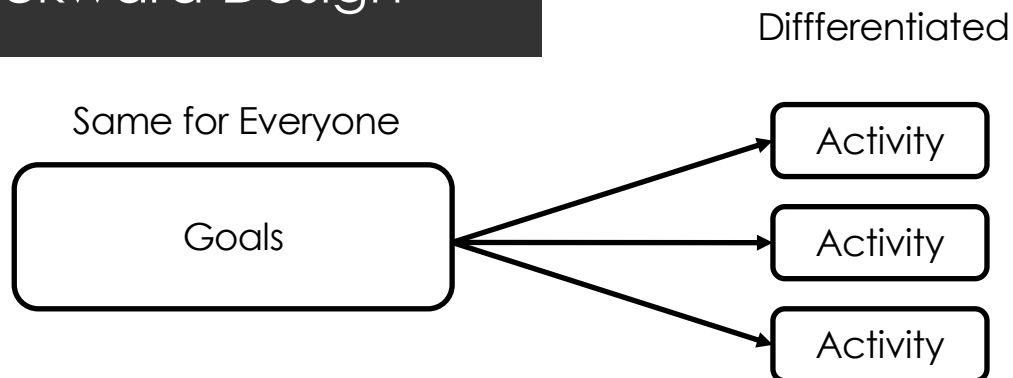
Educational Architects: Designing with Equity in Mind



Forward Design



Backward Design



Curriculum!



Curriculum as a flip book

Miserable

Two-toed

Lizard



Backwards Design

What do we need to **UNDERSTAND**?

What do we need to
KNOW?

What do we need to **DO**?

Who do we need to
BECOME?

Backwards Design

What do we need to **UNDERSTAND**?

I understand ...

What do we need to **KNOW**?

I know...

What do we need to **DO**?

I can...

Who do we need to

BECOME?

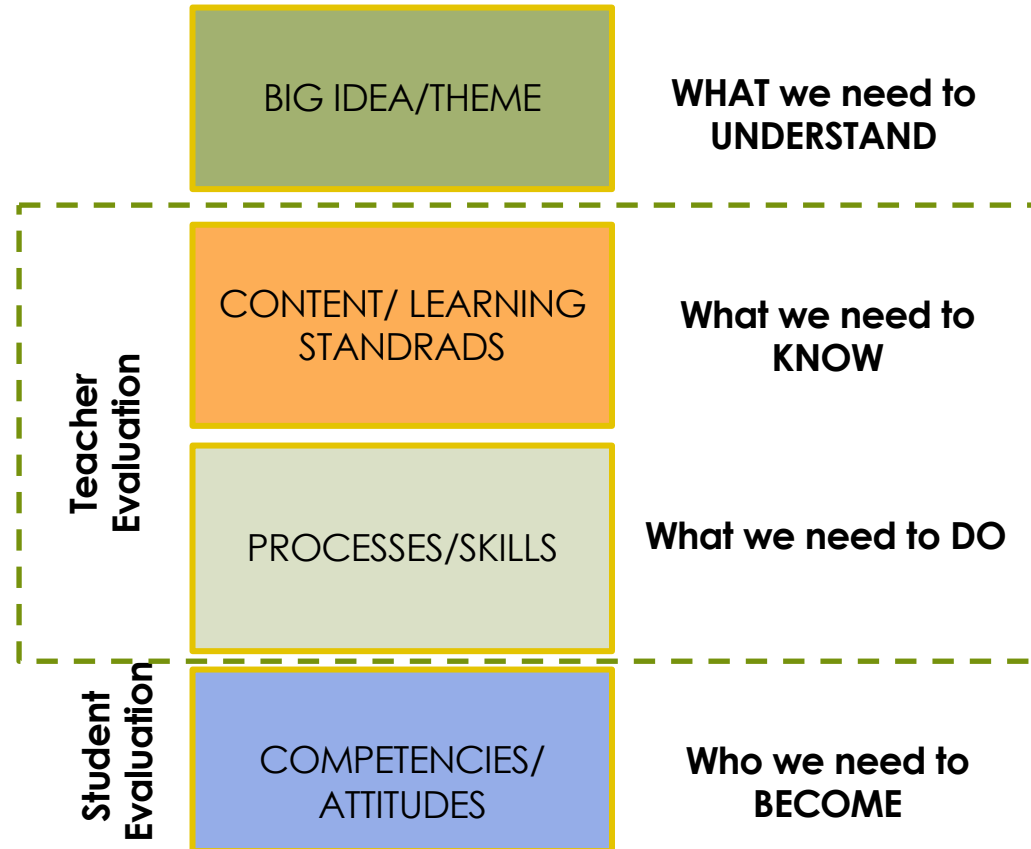
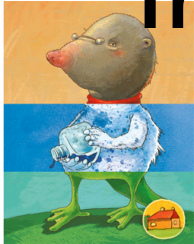
I can become...

The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



Shelley Moore, 2107

The Backwards Design FLIPBOOK Alberta Curriculum

Miserable
Two-toed
Lizard



Context

Strand

Guiding Questions

What do we need to
understand?

Teacher
Evaluation

GLO

SLO

What do we need to **know?**

Skills & Processes

What do we need to **do?**

Student
Evaluation

Competencies

Who do we need to **become?**

Alberta Backwards Design Template (5-12)				Grade: 2/3		Strand:	
Guiding Unit Questions: How can we explore an ancient society? How are other ancient societies the same and/or different from our local ancient societies?							
Processes to Target							
☐	☐	☐	☐	☐	☐	☐	☐
Mathematical Goals to Target							
General Outcome:	Specific Outcomes:			Kid Friendly Goals			
	3.4.1 Daily Life in an Ancient Society KT-023 Describe characteristics of daily life VT-007 Express interest in and curiosity about people, events and ways of life in the past 3.4.2 Cultural Expression in an Ancient Society KT-024 Give examples of customs, stories, and traditions of an ancient society KT-025 Describe ways in which members of an ancient society expressed themselves 3.4.3 Contributions, Continuity and Change KT-021 Recognize the continuity of cultures, traditions and practices over time KT-022 Recognize that communities change over time KT-026 Give examples of the enduring contributions of an ancient society over time VT-008 Value the enduring contribution of societies of the past			I can explore an ancient society by: - Learning about daily life - Being interested and curious I can learn about cultures of an ancient society by: - Giving example of customs, stories and traditions - Finding out how people were creative I can see how ancient civilizations stay the same and/or change over time by: - Discovering and sharing ancient things still happen today - Knowing that communities change over time - Knowing why ancient societies are important			
Student Competencies to Target							
☐ I can be a critical thinker	☐ I can be a problem solver	☐ I can manage information	☐ I can be creative & innovative	☐ I can communicate	☐ I can collaborate	☐ I can be a cultural & global citizen	☐ I can have personal growth and well being

Alberta Math Backwards Design Template (5-12)				Grade: 5		Strand: Number	
Guiding Unit Questions: What are numbers? How they help us to understand the world? How are decimals and fraction related? How do mathematicians use numbers?							
Mathematical Processes to Target							
☐ I can communicate		☐ I can make connections		☐ I can use mental math and estimation		☐ I can problem solve	
				☐ I can use technology		☐ I can visualize	
Mathematical Goals to Target							
General Outcome: I can develop number sense	Specific Outcomes:					Kid Friendly Goals	
	1. Represent and describe whole numbers to 1 000 000 2. Use estimation strategies in problem-solving contexts. 3. Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts. 4. Apply mental mathematics strategies for multiplication. 5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. 6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems 7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators. 8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. 9. Relate decimals to fractions and fractions to decimals (to thousandths). 10. Compare and order decimals (to thousandths) by using: • benchmarks • place value • equivalent decimals. 11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).					1. I can show and describe numbers to 1 000 000 2. I can use strategies to estimate to help me solve problems 3/4. I can use mental math to help me multiply and divide . 5. I can use materials and tools to help me multiply 6. I can use materials to help me divide 7. I can compare fractions 8. I can show and describe decimals 9. I can connect decimals and fractions 10. I can compare and order decimals 11. I can add and subtract decimals	
Student Competencies to Target							
☐ I can be a critical thinker		☐ I can be a problem solver		☐ I can manage information		☐ I can be creative & innovative	
				☐ I can communicate		☐ I can collaborate	
						☐ I can be a cultural & global citizen	
						☐ I can have personal growth and well being	

Alberta Math Backwards Design Template (5-12)				Grade: 8		Strand: Shape & Space	
Guiding Unit Questions: How can we understand and make sense of shapes in our world? How are surface area and volume connected? How are 2 D and 3 D shapes connected?							
Mathematical Processes to Target							
☐ I can communicate		☐ I can make connections		☐ I can use mental math and estimation		☐ I can problem solve	
☐ I can use technology		☐ I can visualize					
Mathematical Goals to Target							
General Outcome: I can describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.	Specific Outcomes:					Kid Friendly Goals	
	Measurement 1. Develop and apply the Pythagorean theorem to solve problems. 2. Draw and construct nets for 3-D objects. 3. Determine the surface area of: • right rectangular prisms • right triangular prisms • right cylinders to solve problems 4. Develop and apply formulas for determining the volume of right rectangular prisms, right triangular prisms and right cylinders. 3D Objects and 2 D Shapes 5. Draw and interpret top, front and side views of 3-D objects composed of right rectangular prisms. Transformation 6. Demonstrate an understanding of the congruence of polygons.					1. I can use the Pythagorean Theorem to solve problems 2. I can draw and construct a net for a 3D object 3. I can find surface area 4. I can use formulas to help me find volume 5. I can draw 3D objects 6. I can understand congruence of polygons	
Student Competencies to Target							
☐ I can be a critical thinker	☐ I can be a problem solver	☐ I can manage information	☐ I can be creative & innovative	☐ I can communicate	☐ I can collaborate	☐ I can be a cultural & global citizen	☐ I can have personal growth and well being

Alberta Backwards Design Template (5-12)				Grade: 4/5		Strand: Clarify and enhance oral, written and visual forms of communication, through a process	
Guiding Unit Questions:							
Processes to Target							
	☐	☐	☐	☐	☐	☐	
Mathematical Goals to Target							
General Outcome # 4: Generate and focus: 4.1.3 – create original text (I can come up with ideas and create a text that is my own)	Specific Outcomes:				Kid Friendly Goals		
	4.1.3.a – creating original narrative text when creating 4.1.3 b – incorporating some elements of narrative text when creating Enhance and improve: 4.2.4 – enhance artistry Attend to conventions: 4.3.1 – Grammar and usage Engage audience: 4.4.1 – Effective presentations				I can create a narrative text I can use narrative elements in my text I can edit and revise my texts I can share a published text with others		
Student Competencies to Target							
☐ I can be a critical thinker	☐ I can be a problem solver	☐ I can manage information	☐ I can be creative & innovative	☐ I can communicate	☐ I can collaborate	☐ I can be a cultural & global citizen	☐ I can have personal growth and well being

One point rubric

Name:		Date:	
Unit Guiding question:			
Where I need support	I can do this!	Where I need some challenge	
	I can come up with ideas and create a text that is my own		
	I can enhance the texts I create		
	I can edit and revise my texts		
	I can share a published text with others		

One point rubric

Name:		Date:	
Unit Guiding question:			
Some things to pay attention to... (support)	The goals		Some next steps... (challenge)
	I can come up with ideas and create a text that is my own		
	I can enhance the texts I create		
	I can edit and revise my texts		
	I can share a published text with others		

One point rubric

Name:

Date:

Unit Guiding Question(s): **How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?**

My Goals for this Unit

Evidence of my Learning

What is my next step?

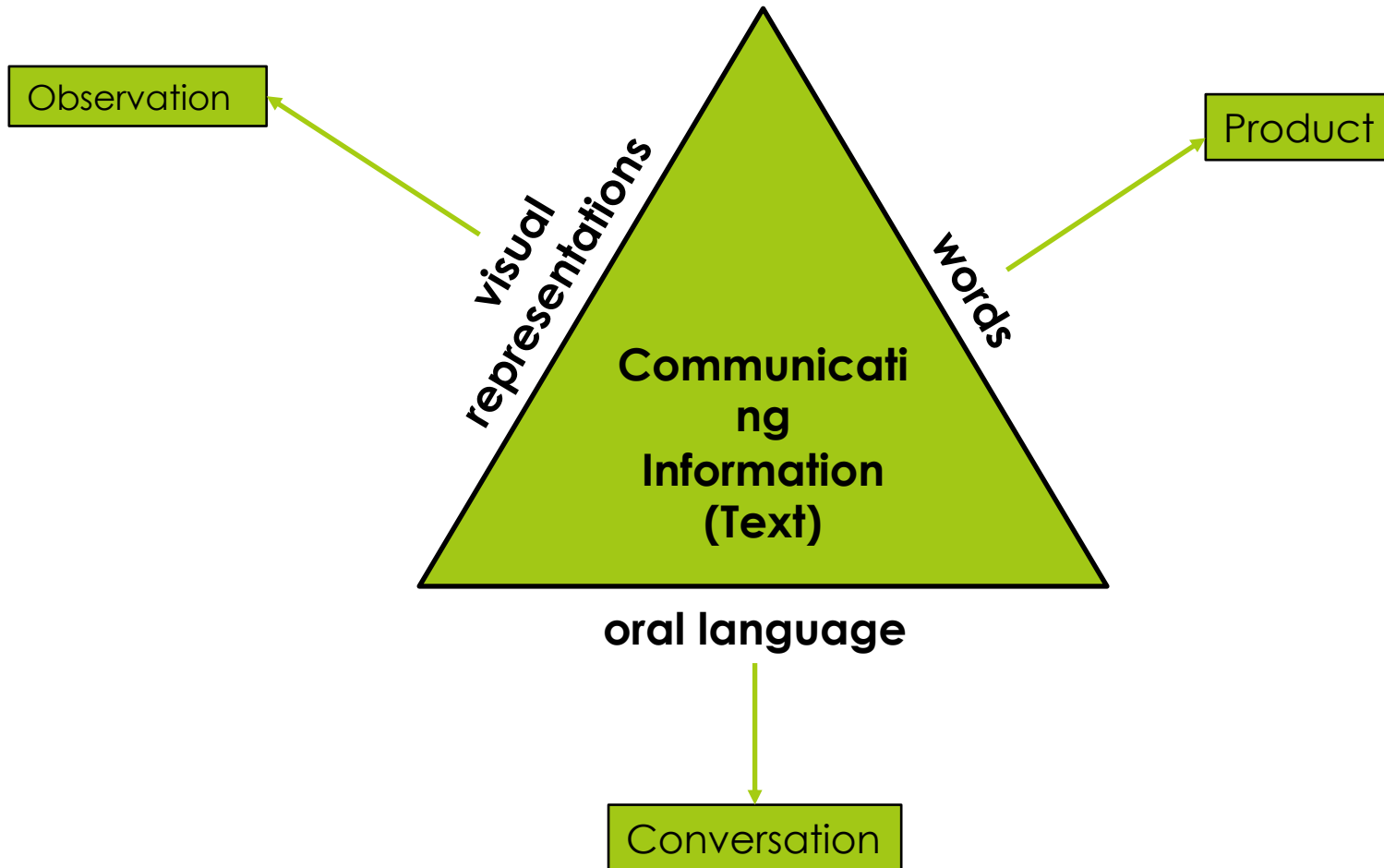
I can come up with ideas and create a text that is my own

I can enhance the texts I create

I can edit and revise my texts

I can share a published text with others

How do students show what they know?



Name:

Date:

Unit Guiding question:

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Activities/ tasks	written	oral	visual		
I can come up with ideas and create a text that is my own						
I can enhance the texts I create						
I can edit and revise my texts						
I can share a published text with others						