SHELLEY MOORE

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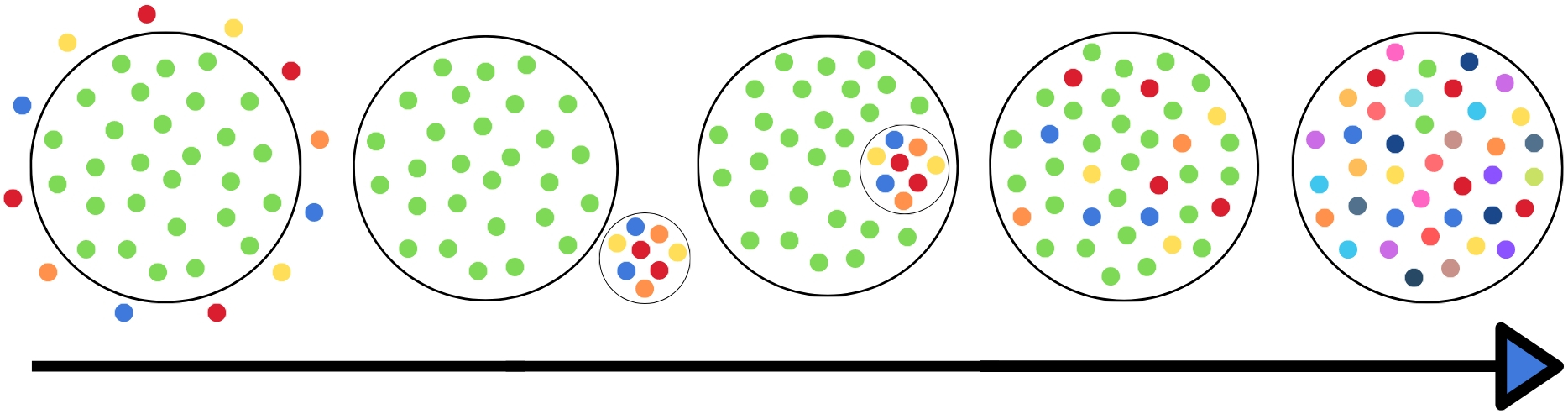
Intros – Name/ Role

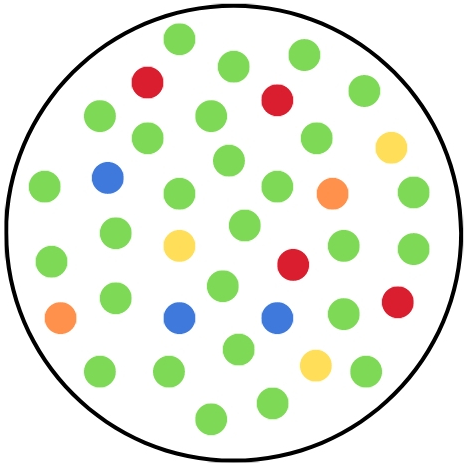
Questions – What re you hoping to get out today/ this series?

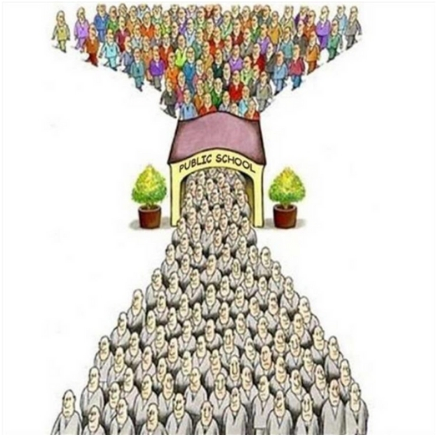
WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

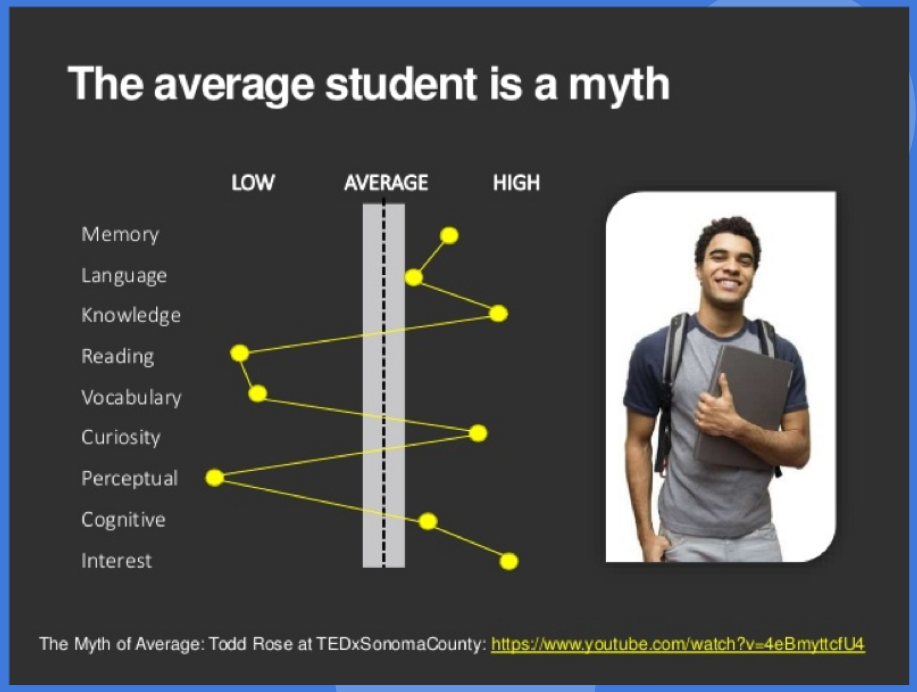
WHERE DID GREEN COME FROM?

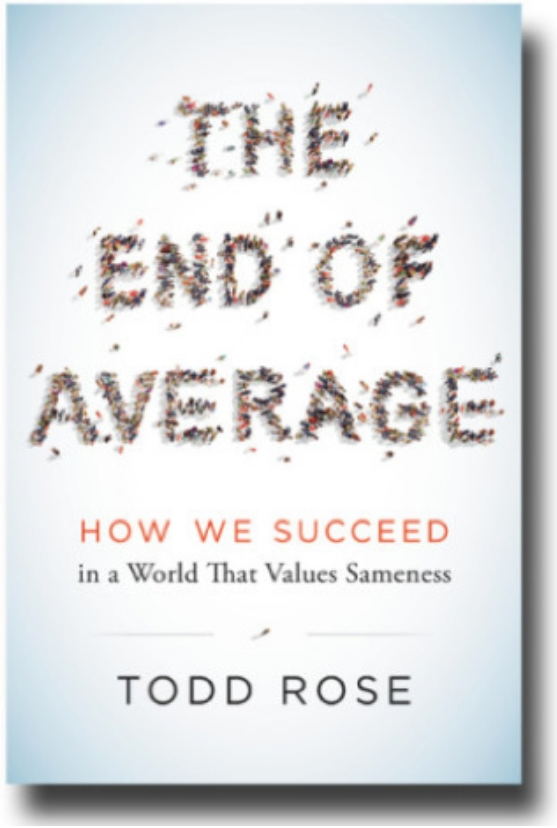




GREEN = AVERAGE

The End of Average!





THE AIRPLANE DILEMMA...

Effectiveness: Building individualized planes for every pilot

Efficiency: Building one standardized plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

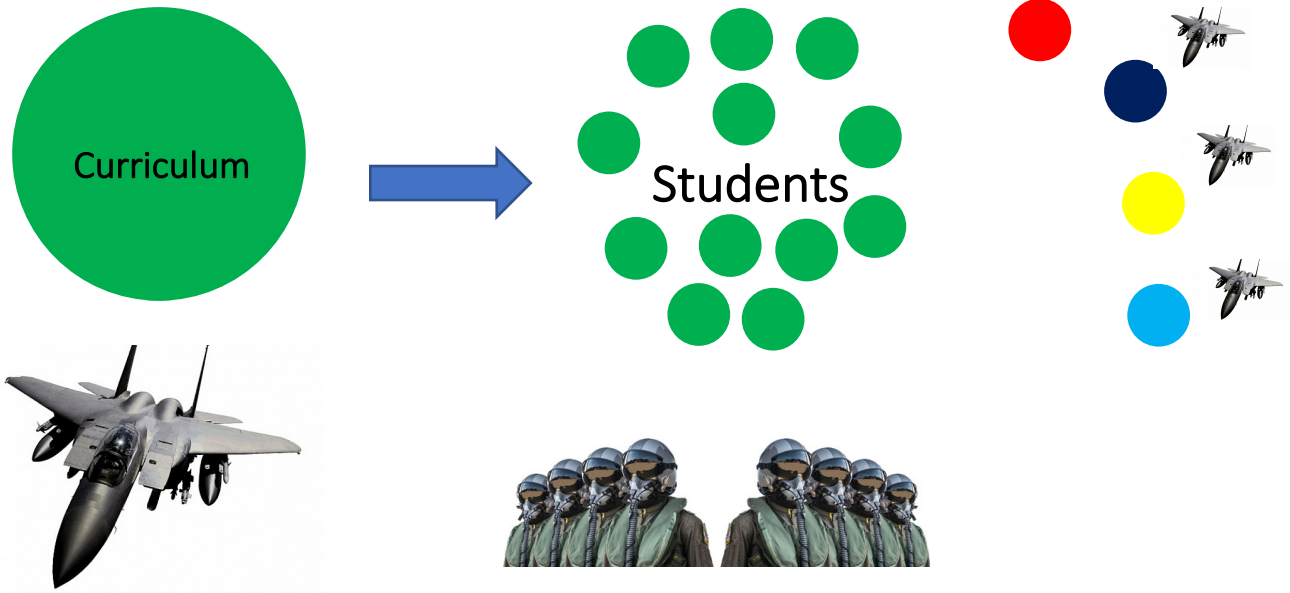
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

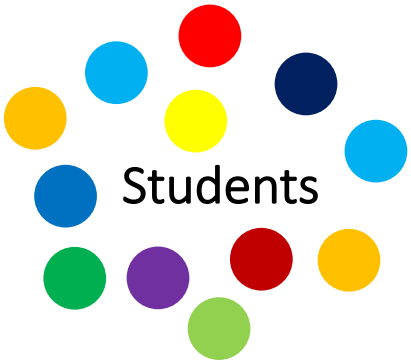
An adjustable plane designed for a range of dimensions

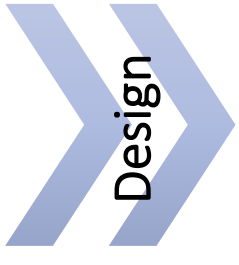
An adjustable curriculum designed for a range of diversity

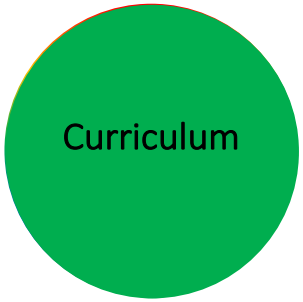
WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT







HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

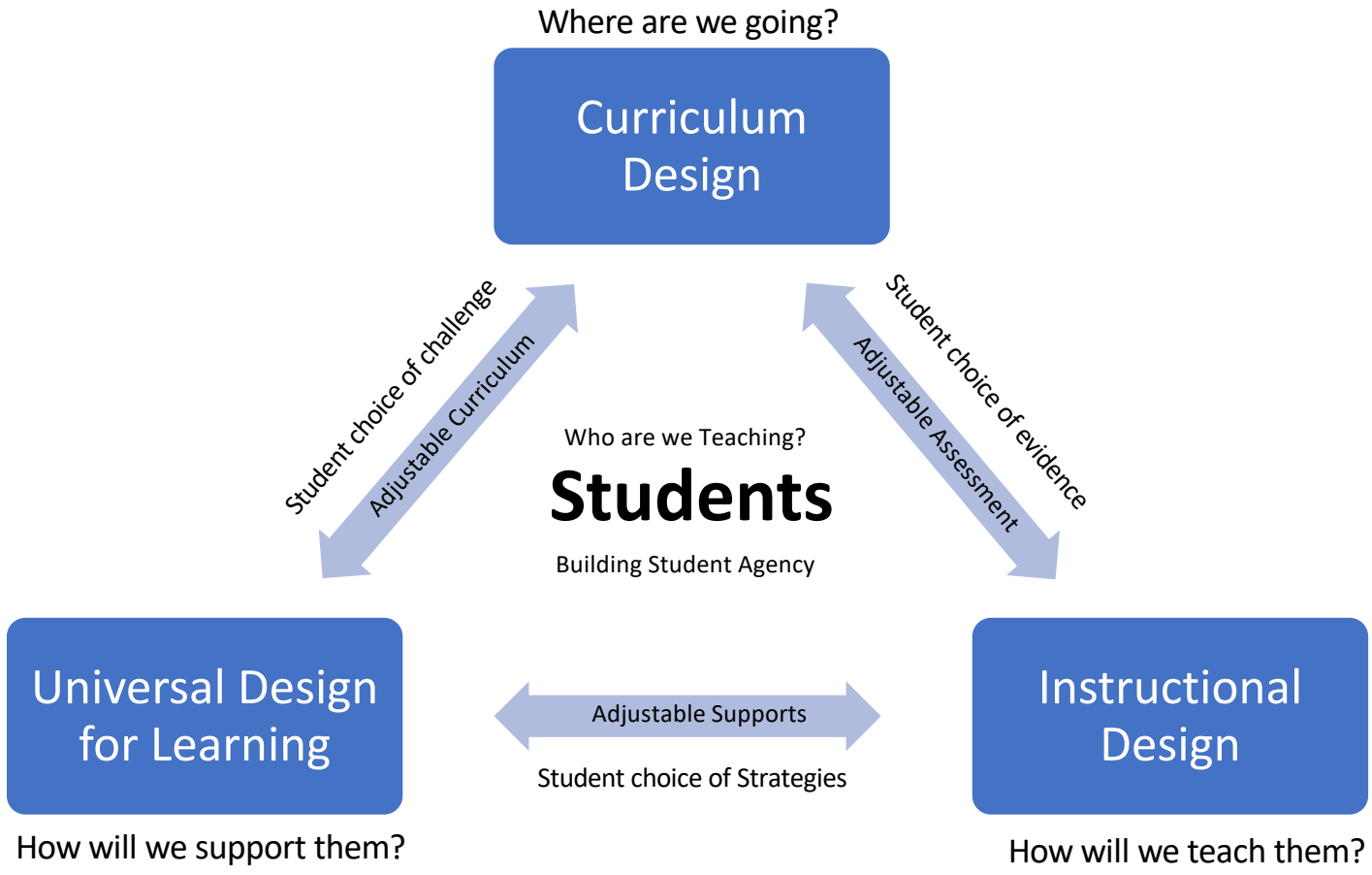
- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019



How do we change the system?
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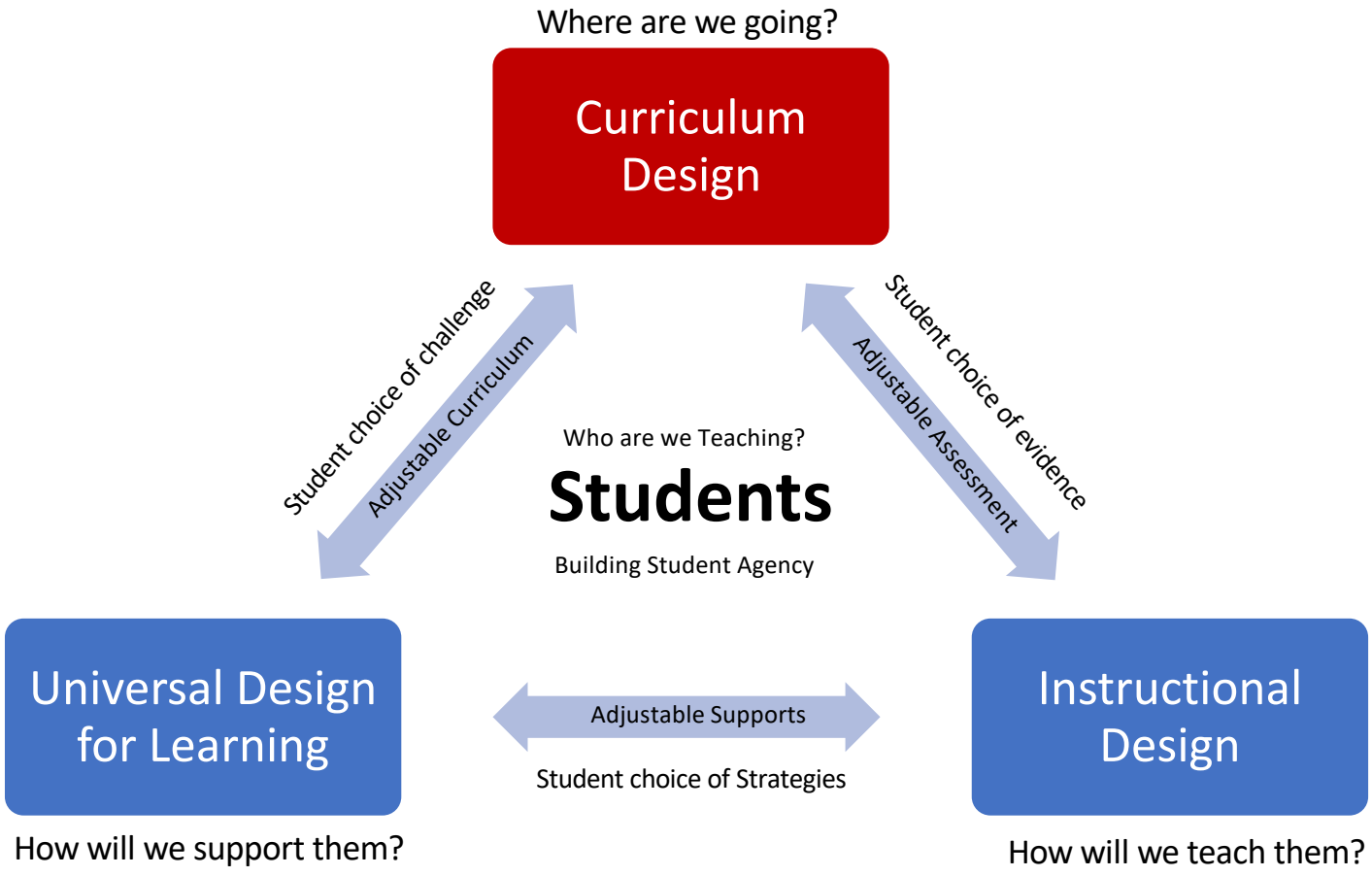
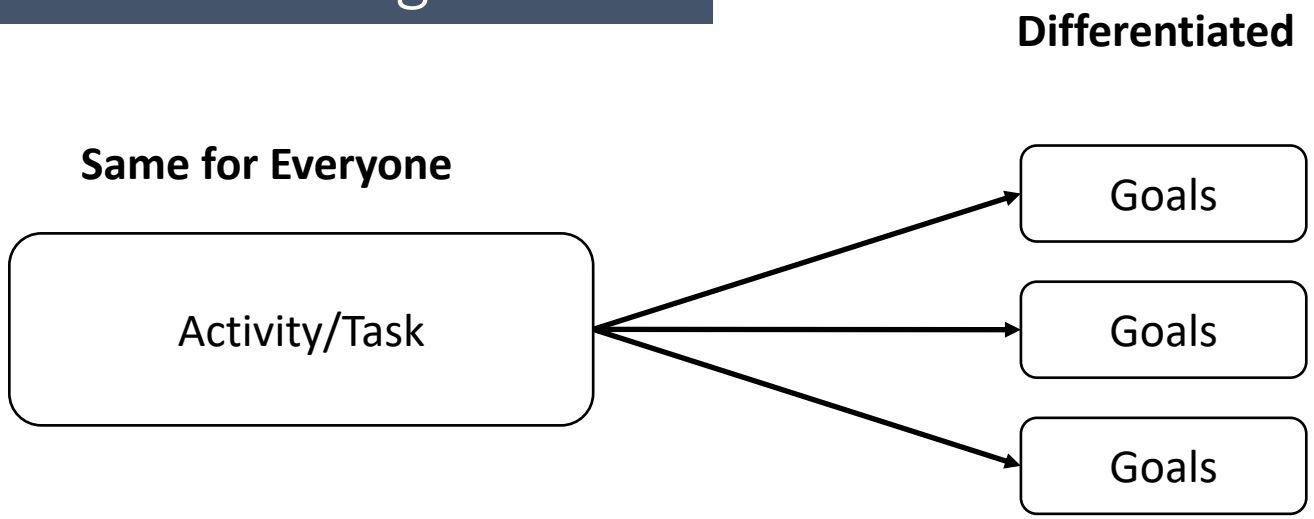


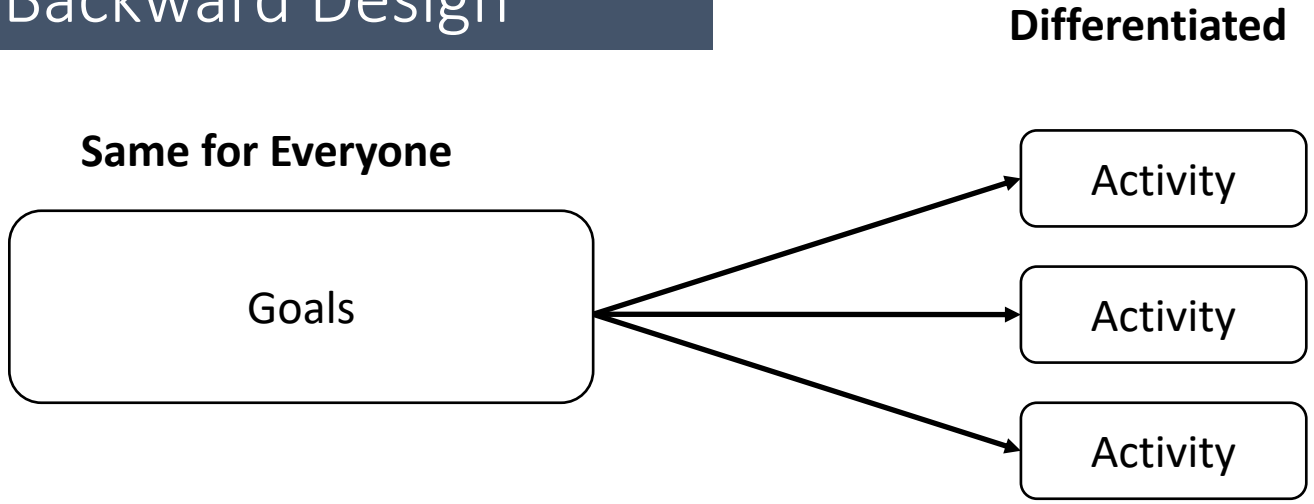
BACKWARDS DESIGN

Teaching (and Learning) to Goals, not activities

Forward Design



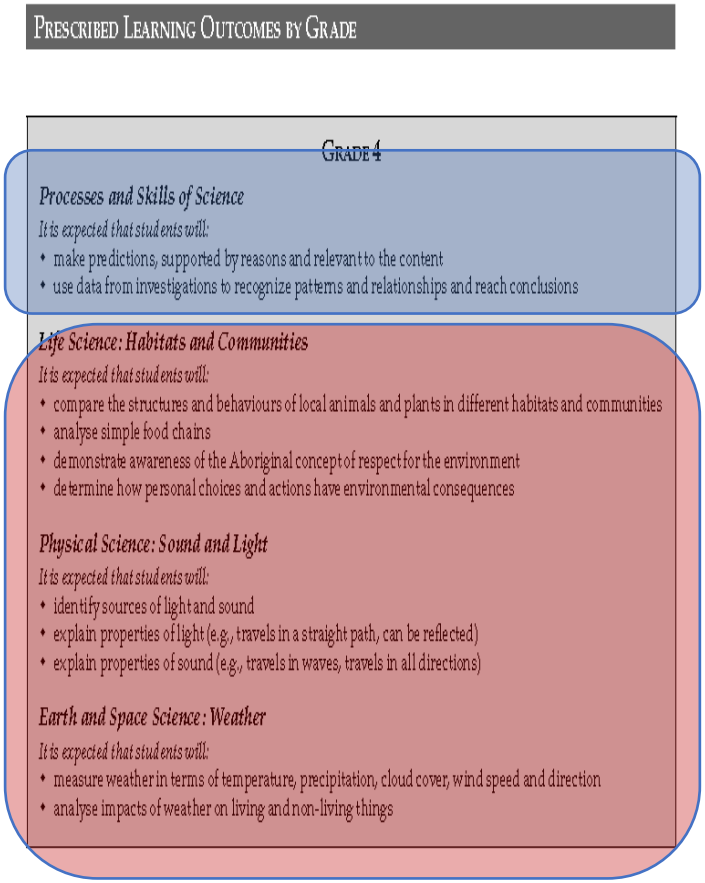
Backward Design



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

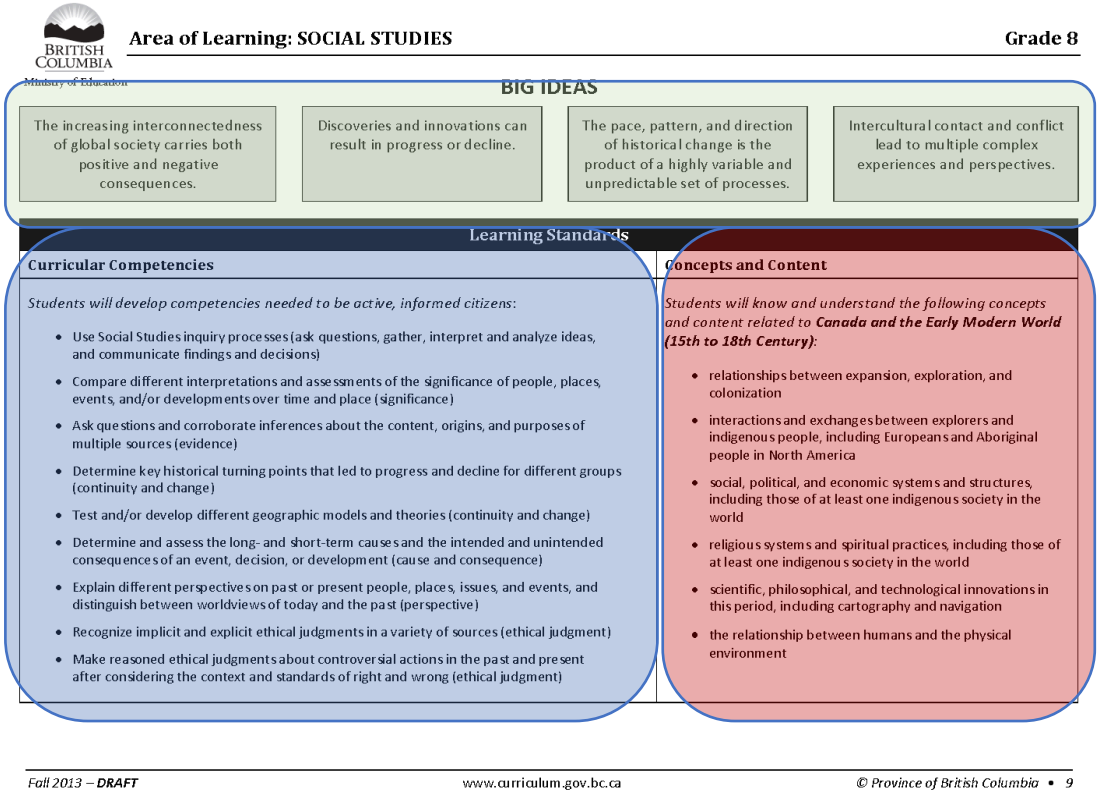
It is expected that students will:

- 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



BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

Students will know and understand the following concepts and content related to ***Canada and the Early Modern World (15th to 18th Century)***:

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

Backwards Design: What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Flip Book

Miserable

Two-toed

Lizard

The Backwards Design FLIPBOOK

Miserable

Two-toed

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BIG IDEA

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

Teacher Evaluation

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do**)**

Student Evaluation

Core Competencies

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

Shelley Moore, 2107

The Curricular Air Plane

Grade:	Subject Area:	Planning Team:
Big Idea:		Unit Guiding question:
Content Goal	I know…	
Curricular Competency Goal	I can…	
Curricular Competency Goal	I can…	
Curricular Competency Goal	I can…	
Core Competency Goal	I can become…	

Backward Design Unit Planning Template: Building the Curricular Plane

Grade: 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:	I can assess 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:	I can apply First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	I can consider social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	I can formulate physical or mental theoretical models to describe a phenomenon	
Core Competency Goal: Communication	I can become a communicator by…	

Backwards Design: The Plane

Grade: Grade 11	Subject Area: Bio	Planning Team: Timberline Secondary
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?

Content Goal:	I know speciation that occurs within our forest - I know divergent evolution - I know convergent evolution - I know co-evolution
Curricular Competency Goal: I can process and analyze data and information by:	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

One point rubric

Name:	Date:	
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	**I can do this!**	**I need some challenge**
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

Backwards Design: The Plane

Grade: 11	Subject Area: Bio	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
Curricular Competency Goal I can process and analyze data and information by:	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**

English Studies 12	Comprehend and connect (reading, listening, viewing)													Create and communicate (writing, speaking, representing)									
• I understand that the exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world. • I understand that people understand text differently depending on their worldviews and perspectives • I understand that texts are socially, culturally, geographically and historically constructed • I understand that language shapes ideas and influences others • I understand that questioning what we hear, read and view contributes to our ability to be educated and engaged citizens • I understand that the examination of First Peoples' cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation	I can read for enjoyment and to achieve personal goals	I can recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	I can recognize and understand the diversity within and across First Peoples societies as represented in texts	I can understand the influence of **land/place** in First Peoples and other Canadian texts	I can access information for diverse purposes and from a variety of sources to inform writing	I can recognize and understand how different **forms**, **formats**, **structures**, and **features of texts** reflect a variety of purposes, audiences, and messages	I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	I can recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	I can recognize and understand how language constructs personal, social, and cultural identities	I can construct meaningful personal connections between self, text, and world	I can evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact	I can recognize an increasing range of text structures and understand how they contribute to meaning	I can identify bias, contradictions, distortions, and omissions	**I can respectfully exchange ideas and viewpoints** from diverse perspectives to build shared understandings and extend thinking	I can respond to text in personal, creative, and critical ways	I can demonstrate **speaking** and **listening skills** in a variety of formal and informal contexts for a **range of purpose**	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 express and support an opinion with evidence	I can reflect on, assess, and **refine texts to improve clarity, effectiveness, and impact**	I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context	I can use **acknowledgements and citations** to recognize intellectual property rights	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	I can manipulate language purposefully
I know text forms and genres																							
I know Reconciliation in Canada																							
I know Text Features and Structures																							
I know strategies and processes																							
I know language features, structures and conventions																							

The Backwards Design FLIPBOOK

Miserable

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BIG IDEA

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

Teacher Evaluation

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do**)**

Student Evaluation

Core Competencies

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

Shelley Moore, 2107

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		**Unit Guiding Question(s):** Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?
Content Goal 1:	exploration, expansion, and colonization	
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	
Curricular Competency Goal:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		**Unit Guiding Question(s):** How has/is exploration **impacting** different groups of people around the world? How are **exploration**, **expansion** and **colonialization** connected?
Content Goal 1:	I know exploration I know expansion I know colonization I know how they are connected	
Content Goal 2:	I know that resources (ideas, arts, cultures) are shared between different groups of people	
Curricular Competency Goal:	I can describe what influences **causes** (actions and events) I can figure out the short and long term **consequences** (effects)	
Curricular Competency Goal:	I can explain different perspectives I can compare different perspectives	
Curricular Competency Goal:	I can make **ethical judgements** I can **assess historical perspectives**	

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…	

Building a Backwards Design Plan

Targeted goal: collaboratively apply design strategies to support inclusive practice
Targeted goal: critically consider theoretical ideas and practical applications of inclusive design

Task: In your working groups:

- You need to:
  - Plan for the grade and subject area you are focusing on
  - Choose a Big Idea for your unit plan
  - Determine some guiding questions for your big idea
- You must:
  - Choose 1 or 2 content goals and turn them into kids friendly goals using “I know” stems
- You can:
  - Choose 3 – 5 curricular competency goals and turn them into kids friends goals using “I can” stems
- You could:
  - Choose a core competency goal or goal area and turn it into a kid friends goal using “I can become/ I am” stems
- You could try to:
  - Design a cross curricular unit plan