SHELLEY MOORE

@tweetsomemoore

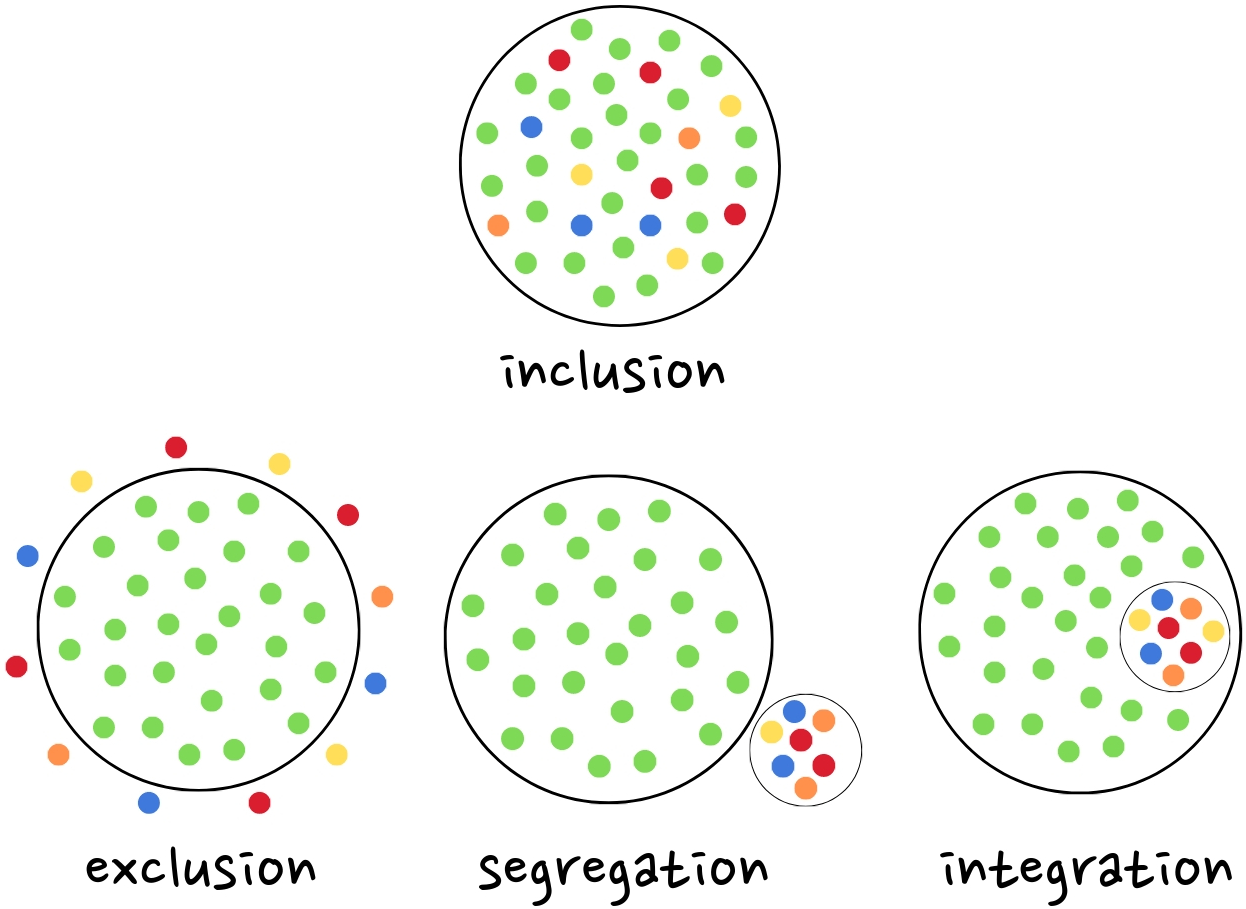
@fivemooreminutes

@fivemooreminutes

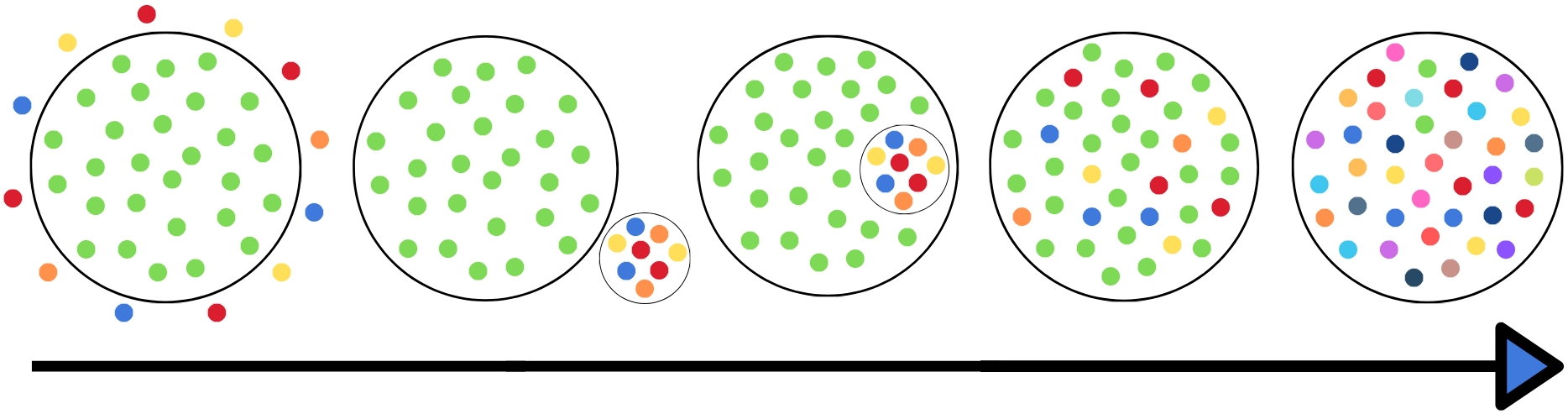
www.fivemooreminutes.com

www.blogsomemoore.com

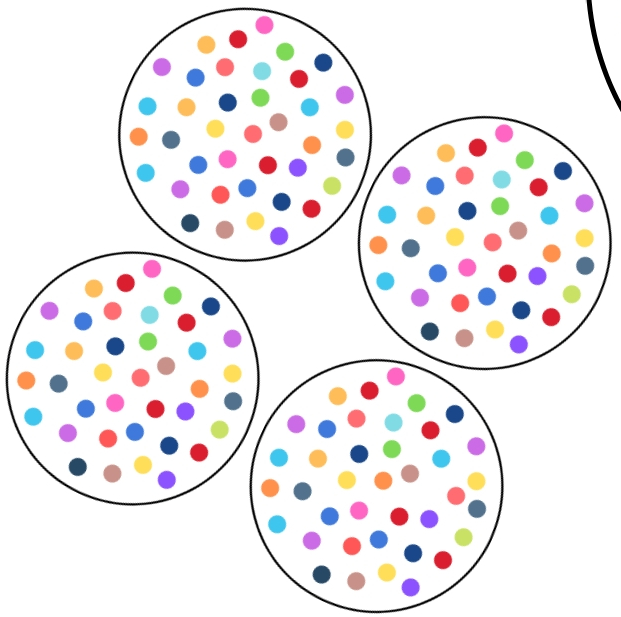
What are you hoping to get out today?

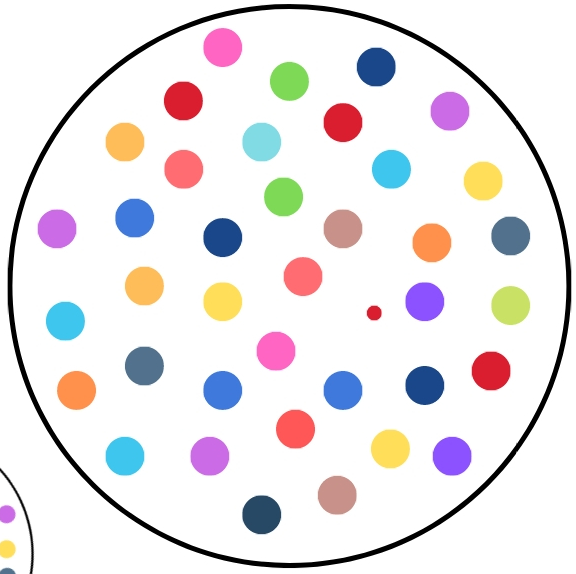

inclusion
exclusion
segregation
integration

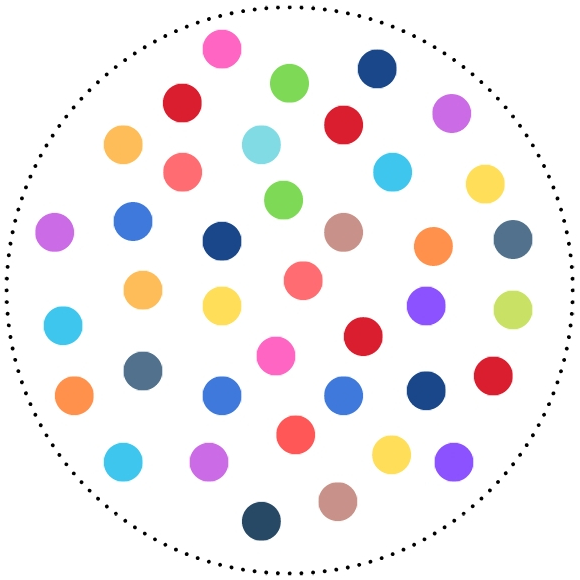
WHAT IS INCLUSION?



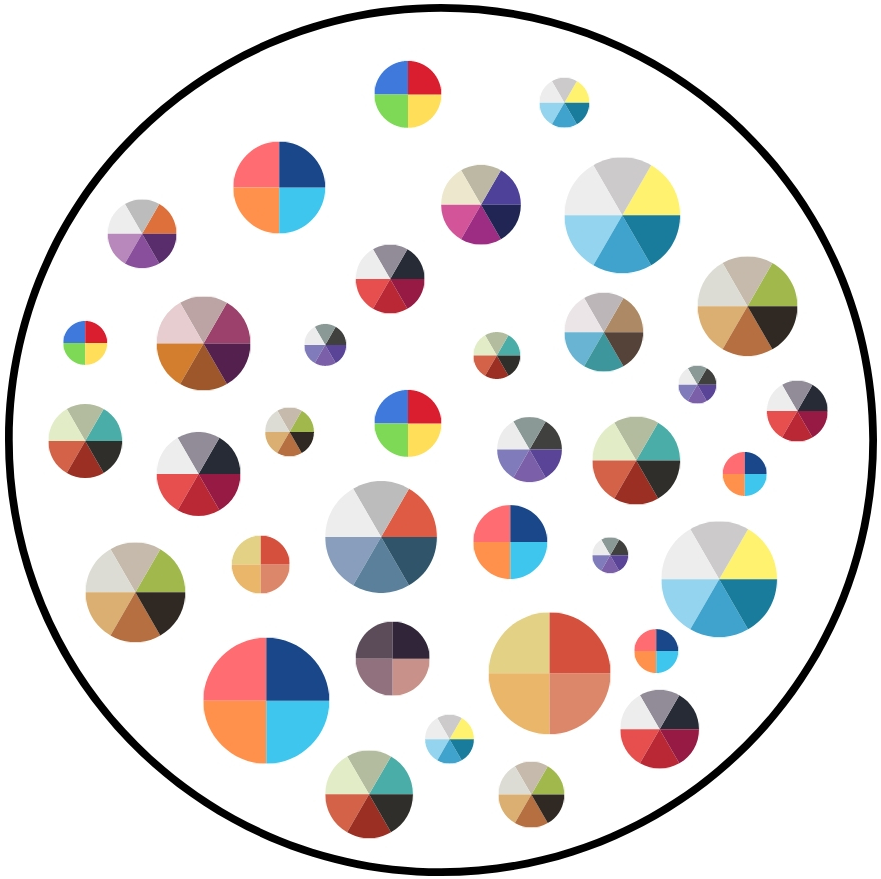
Where are you on this continuum? What's the next step?







WHO IS INCLUSION?

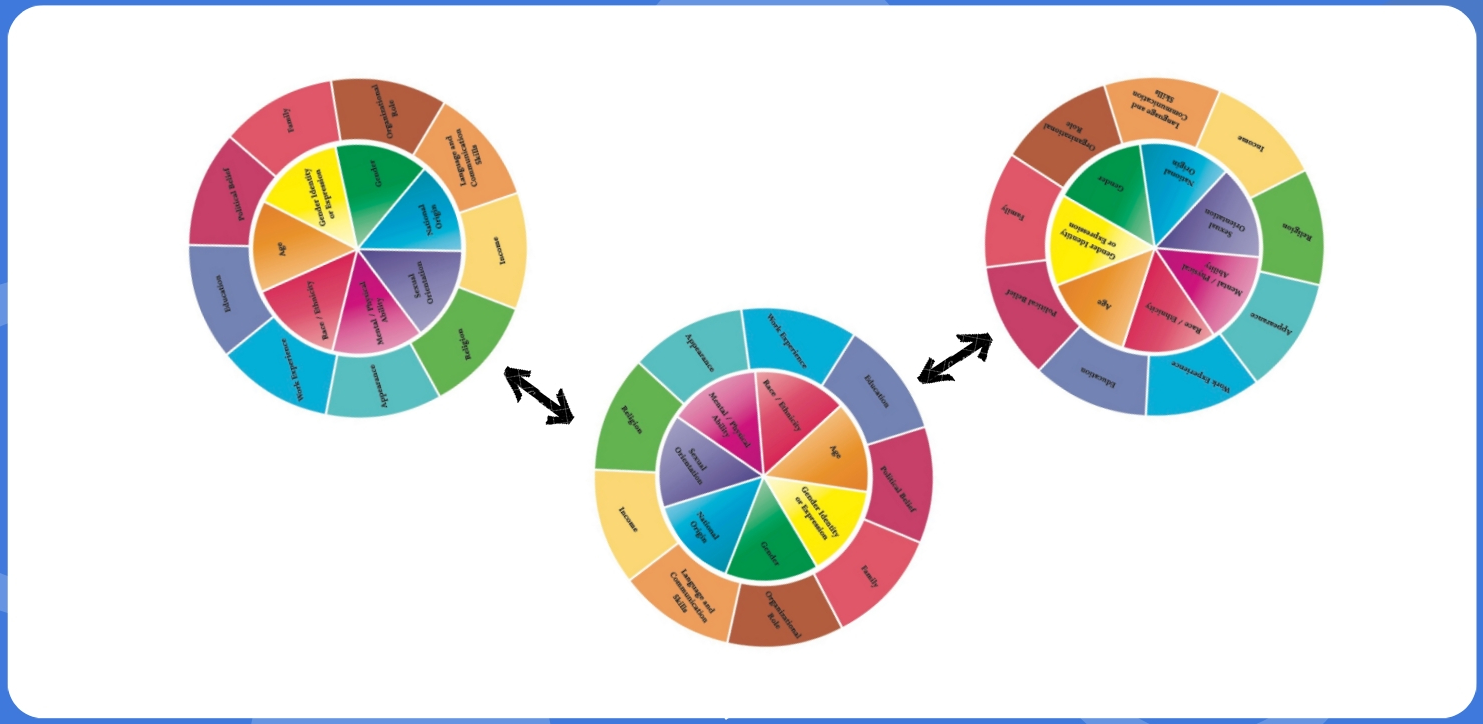


WHO IS INCLUSION?

what are your colours?

Do we value ALL colours equally?

How do we build communities of identity?

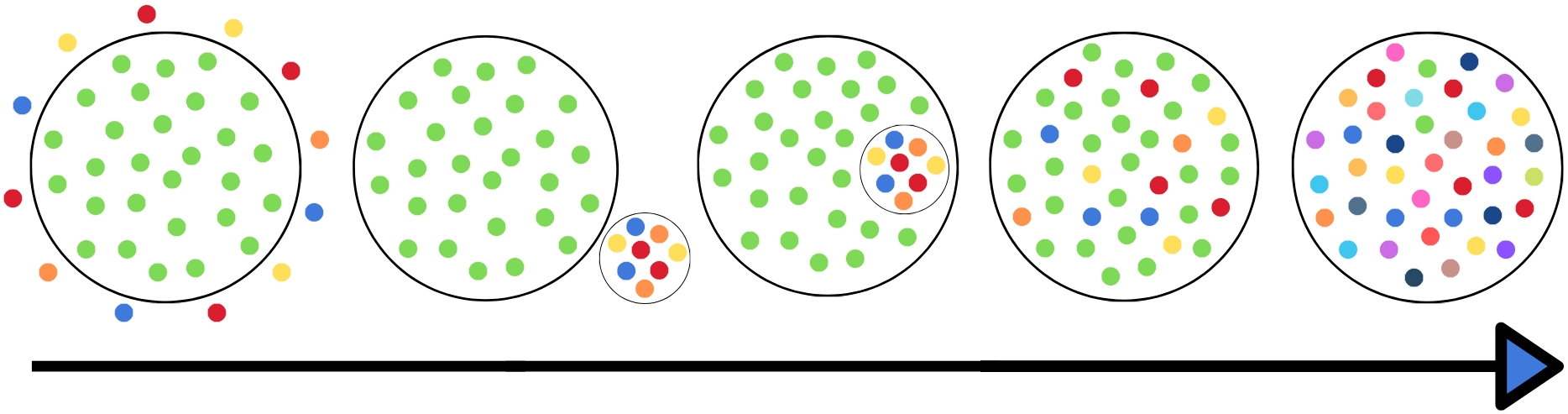


How do we build communities of diversity?

How do we move away from groupings based on deficits?

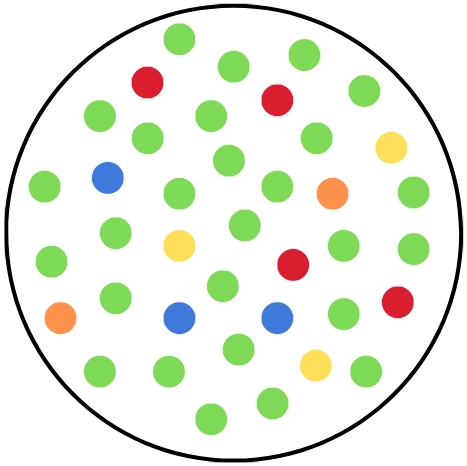
How do we make sure that we are welcoming & valuing all colours?

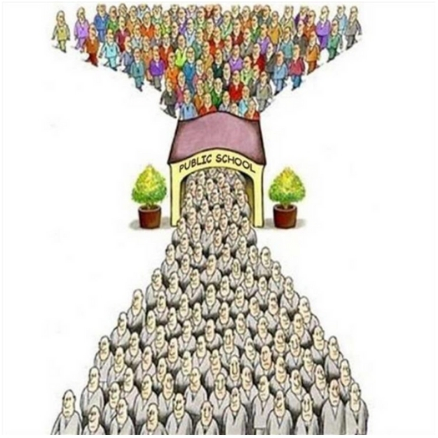
WHAT IS INCLUSION?



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

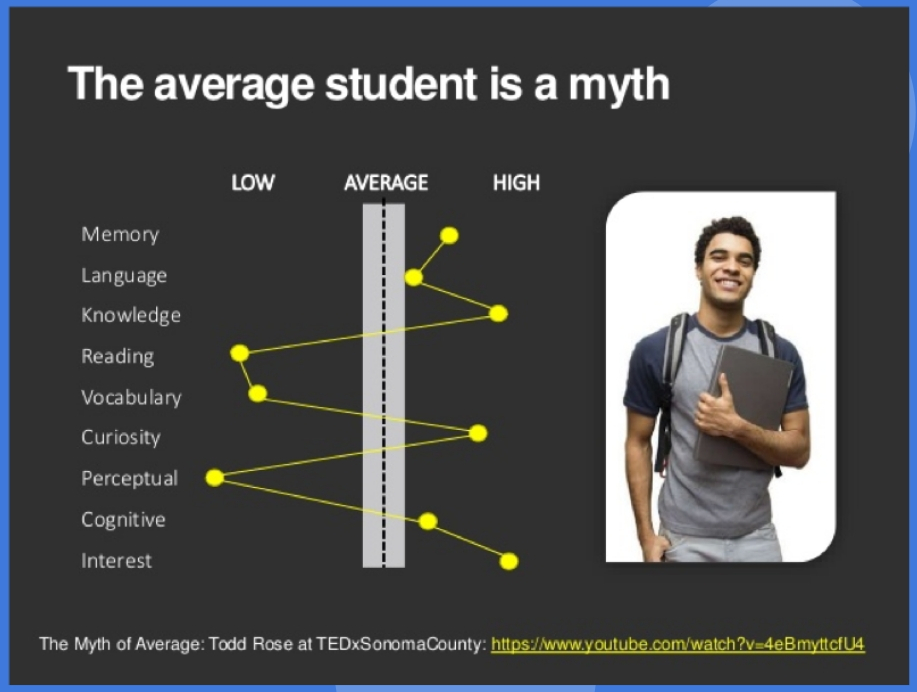
WHERE DID GREEN COME FROM?

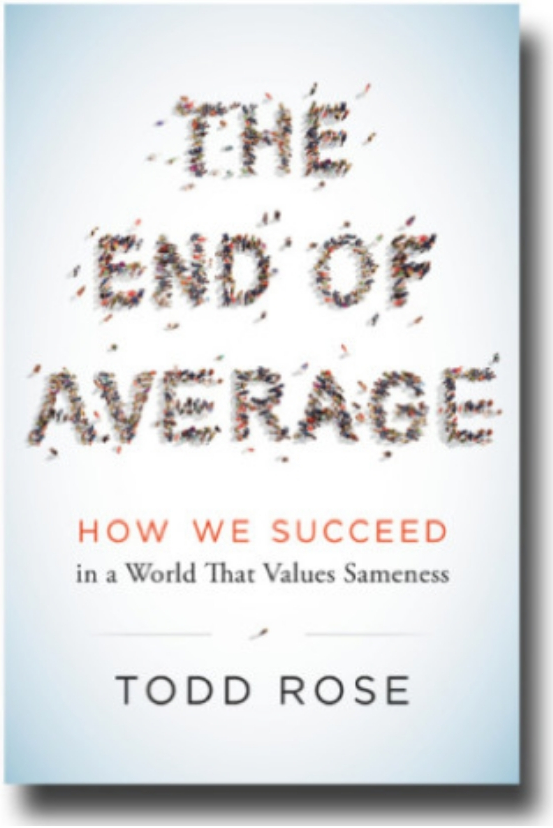




GREEN = AVERAGE

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

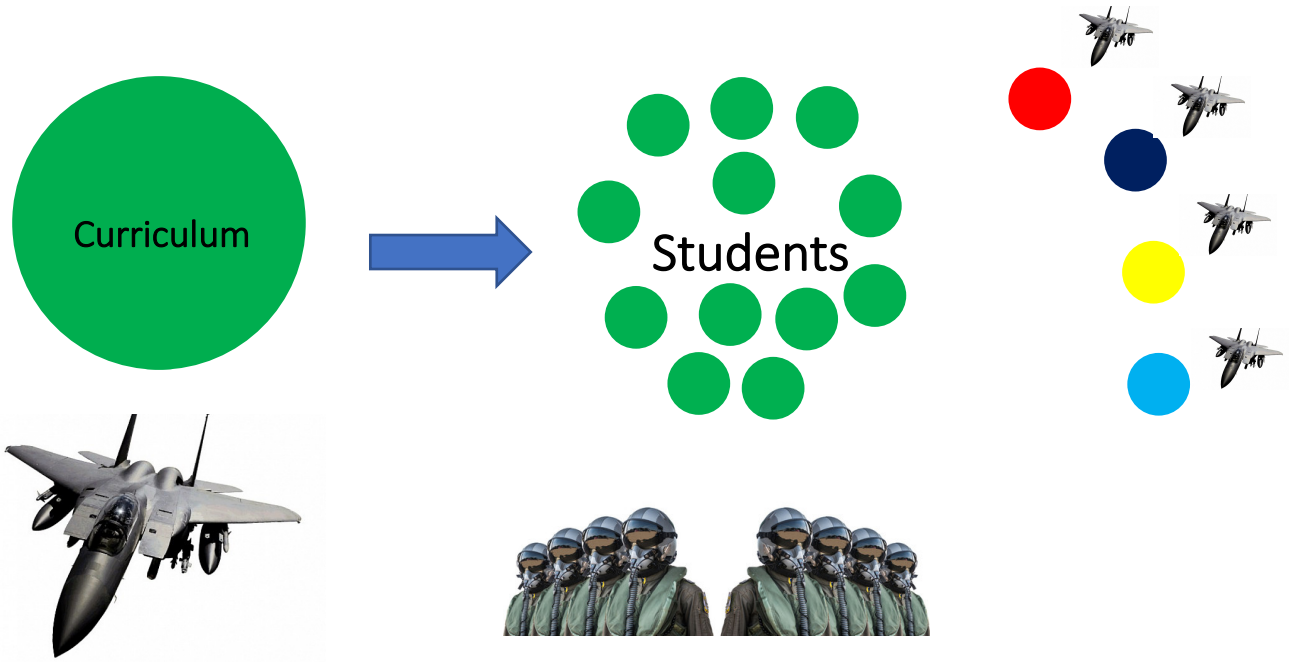
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

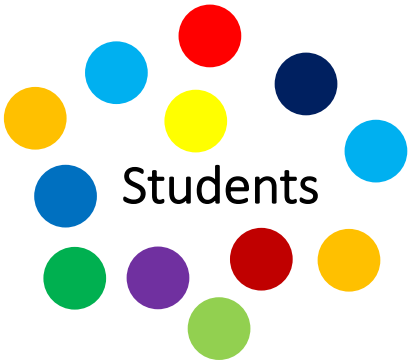
An adjustable plane designed for a range of dimensions

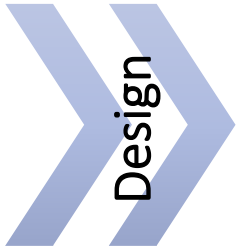
An adjustable curriculum designed for a range of diversity

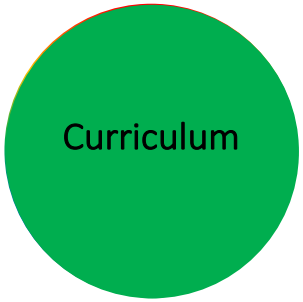
WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT







HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

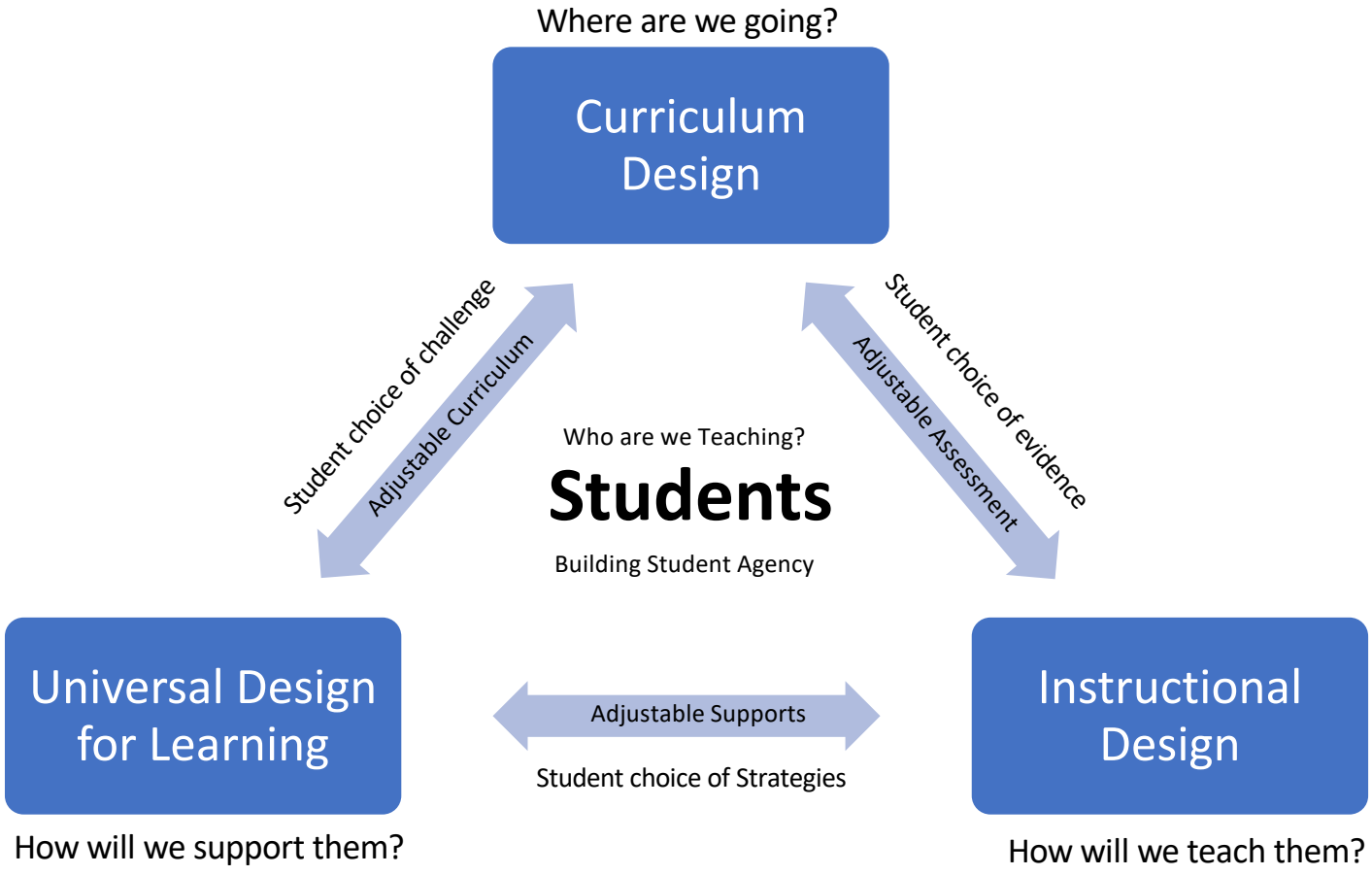
- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

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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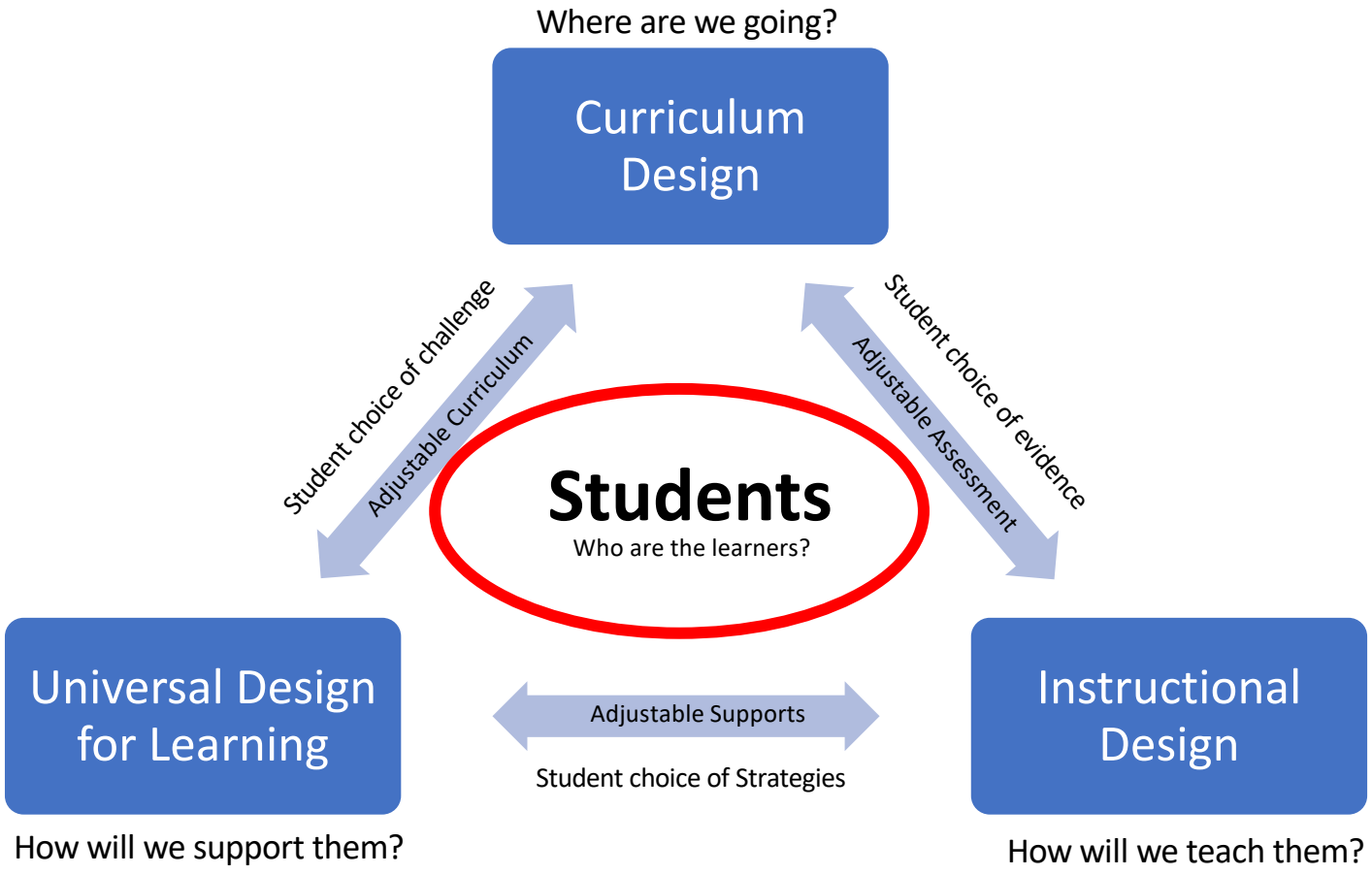
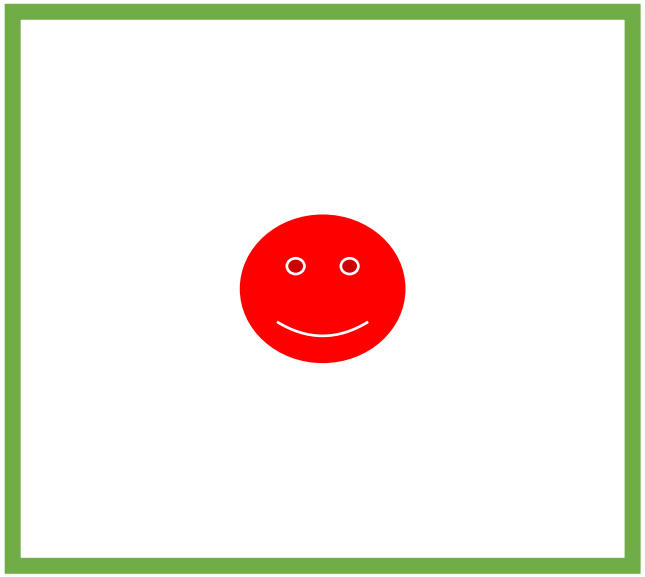


How can we design adjustable curriculum?

- **Get to know our Learners (Pilots) and their range of diversity (dimensions)**
  - "Knowing your learners is foundational to designing curriculum" Chidre, 2009

- **There are TWO things we need to commit to in better understanding adjustable curriculum, supports and assessment**
  - Understand the paradigm shift for how we view individuals with disabilities
  - Understand the role that the context plays in disabling individuals

Shifting the Paradigm: Medical Model of Disability

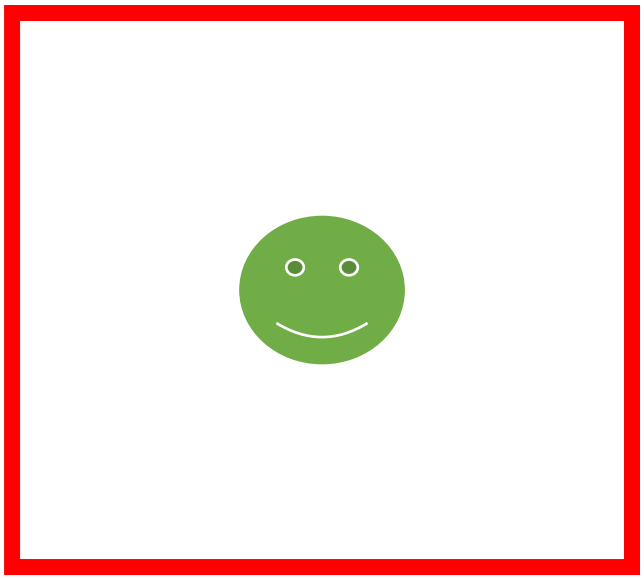


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems in the environment

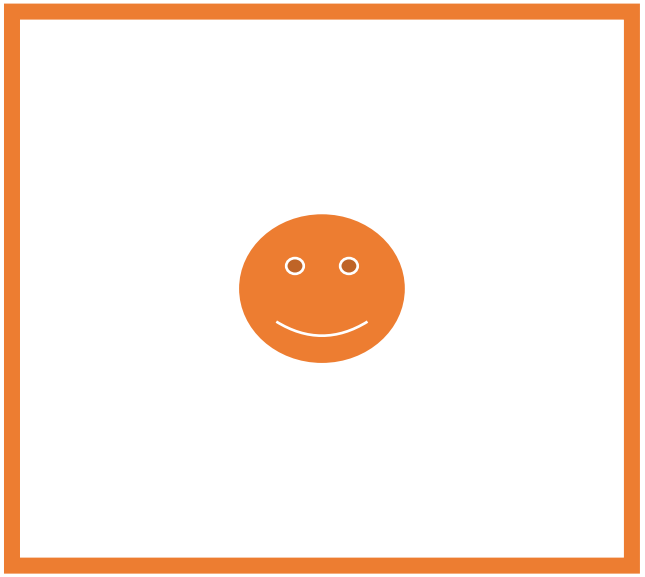


Fix the environment

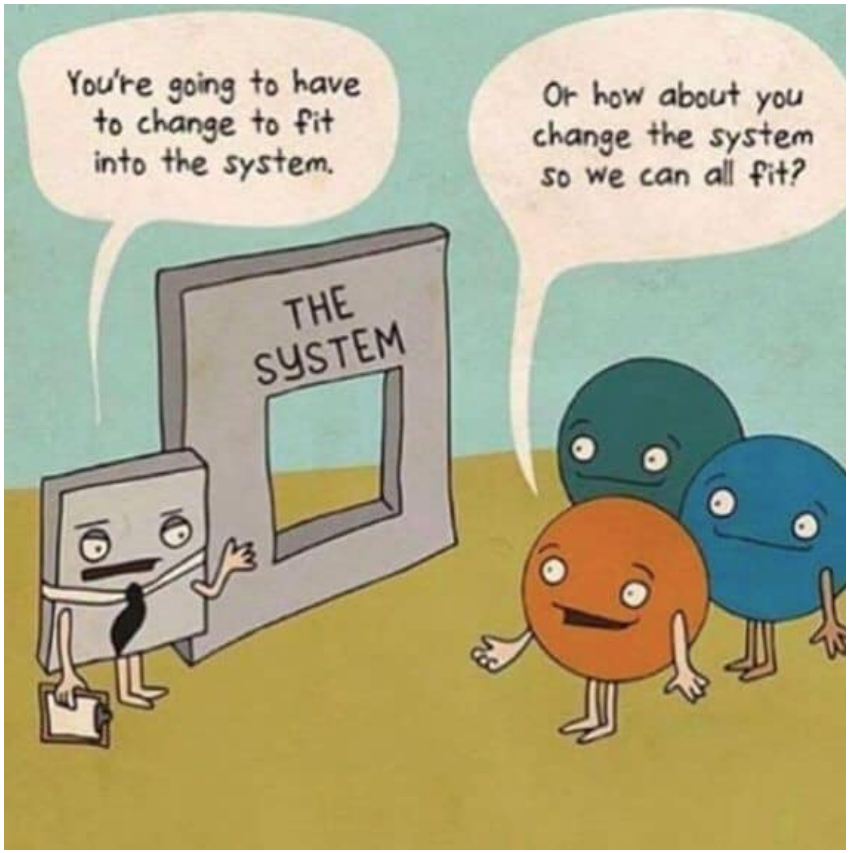
Shifting the Paradigm: Person-Place Model of Disability

Identify the needs of the student AND
Identify the barriers in the environment

Anticipate supports and strategies
needed for students AND
Reduce barriers in the environment



The Role of the Environment/ System in Disabling Individuals



Strengths

Identities

Interests

Goals

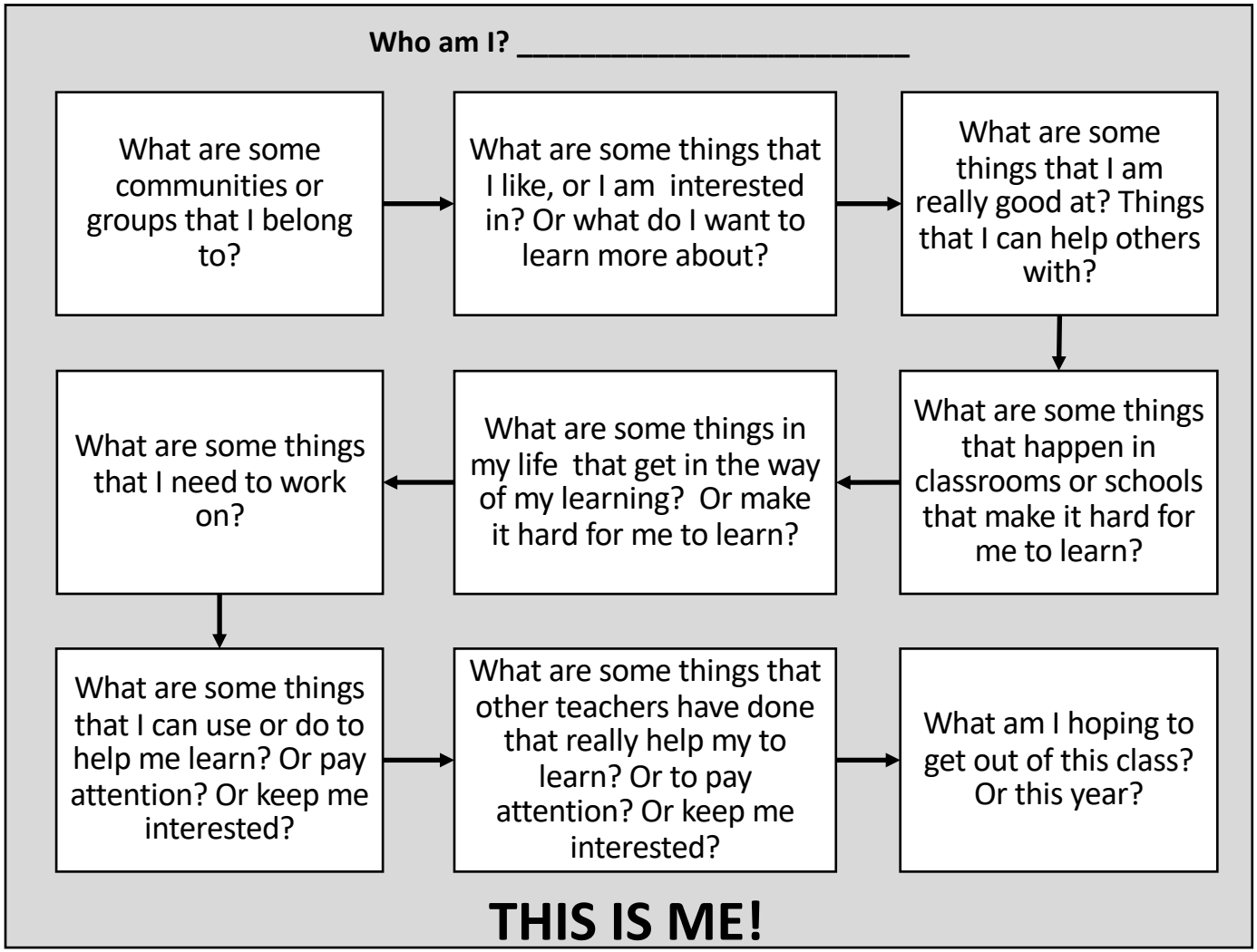
What are student dimensions that we can capture (so that we can design for them)?

Strategies

Needs

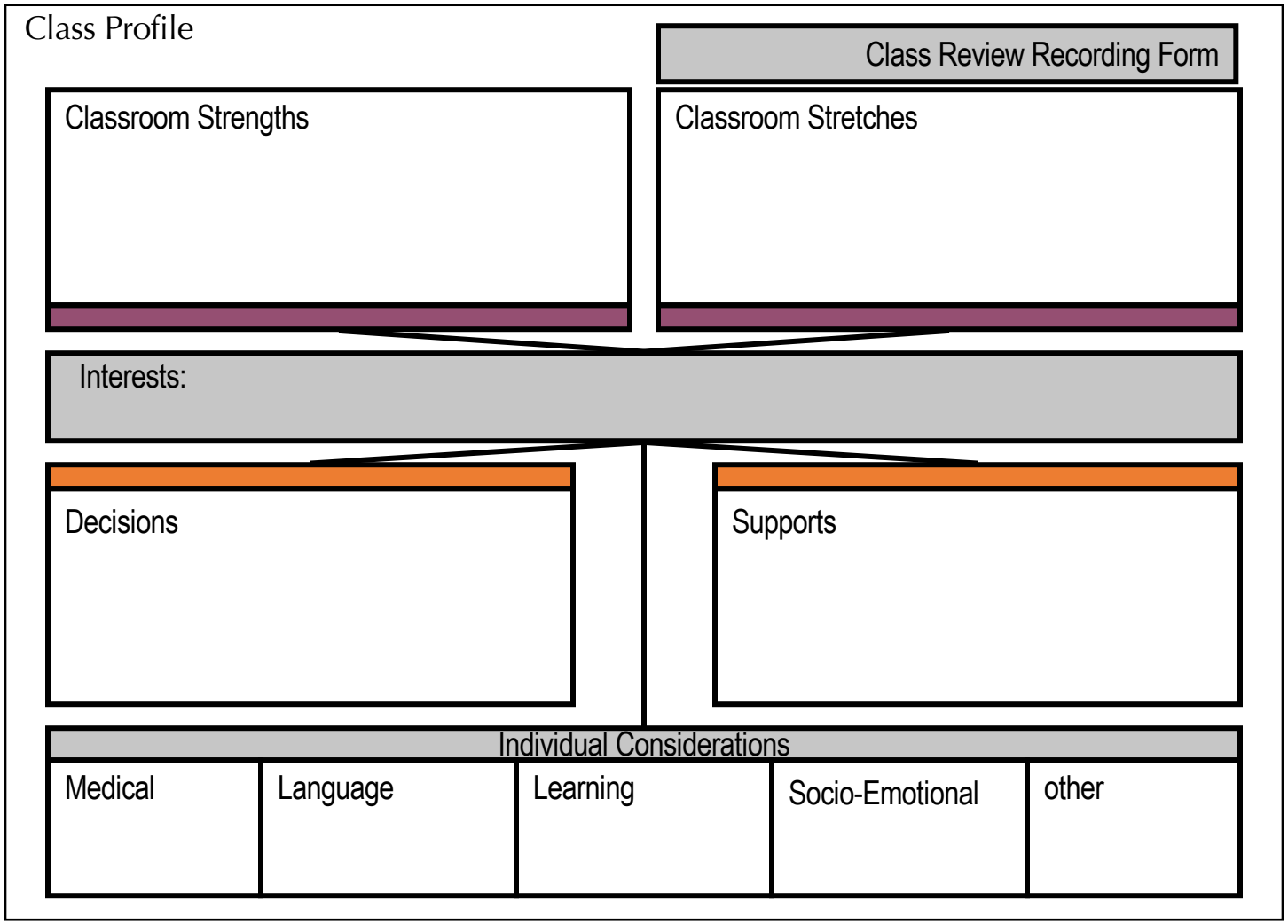
Barriers

Supports



Who Am I? Profile, Adapted from Schnellert & Brownlie, 2011

S. Moore, 2018



(Brownlie & King, 2000)

Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Decisions (Reducing Barriers)

Universal Design Targets

Decisions (Reducing Barriers)

Reconciliation & Equity Targets

Decisions (Reducing Barriers)

Competency Targets

Needs (Designing Supports & Strategies)

Need: _____ | Need: _____ | Need: _____ | Need: _____ | Need: _____

Class Review for _____

(adapted from Brownlie & King, 2000)

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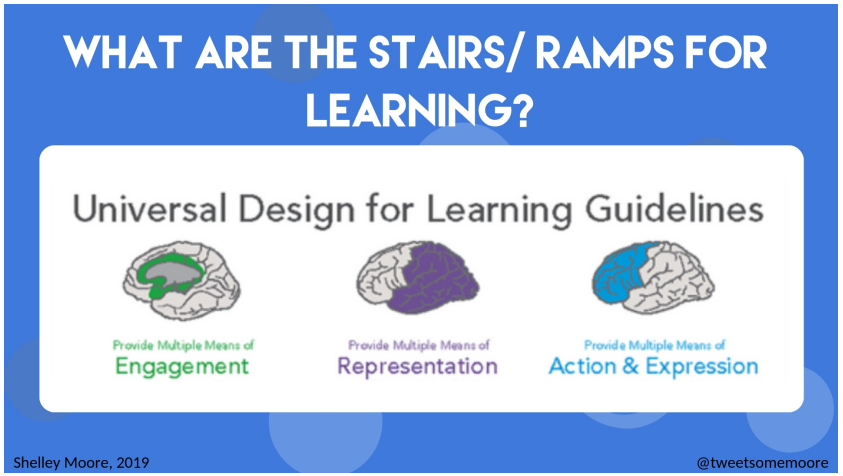
Competency Targets

Needs (Designing Supports & Strategies)

Need: _____ | Need: _____ | Need: _____ | Need: _____ | Need: _____

Reducing Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
  - How students are engaged in learning
  - How new learning/information is shared with/to them
  - How student share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
  - (engagement) I can optimize individual choice and autonomy
  - (representation) I can offer text and different reading levels
  - Action & Expression)I can vary the methods that student can respond



www.CAST.org

Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

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Class Interests:

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Universal Design Targets

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Decisions (Reducing Barriers)

Competency Targets

Needs (Designing Supports & Strategies)

Need: _____ | Need: _____ | Need: _____ | Need: _____ | Need: _____

Reducing Barriers: Equity Targets

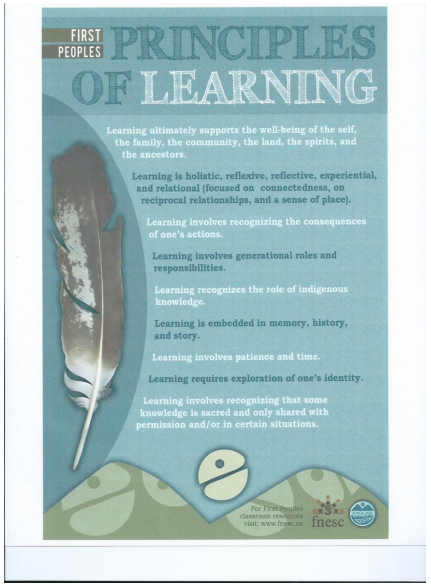
- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the "we've always done it this way" mentality
- Looks at barriers linked to populations that have been/ are being marginalized and/or oppressed:
  - Students of colour
  - Indigenous Students
  - Immigrants/Refugees
  - English Language Learners
  - Students with disabilities
  - LGBTQ2S+
  - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
  - I can commit to ensuring that the population in a classroom mimics the population in the community

Equitable Classroom Practice
1. Welcomes students by name as they enter the classroom *Asks students for correct pronunciation of their names; correctly pronounces students' names*
2. Uses eye contact with all students *Makes culturally appropriate eye contact with all students*
3. Uses proximity with all students equitably *Circulates around student work areas to be close to all students*
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students *Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*
7. Uses a variety of visual aids and props to support student learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*

- http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf
- https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf
- https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html

Reducing Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
  - I can commit to including an indigenous perspective in every unit



- http://www.fnesc.ca/irsr/
- https://www.edcan.ca/articles/truth-reconciliation-classroom/
- https://www.reconciliationeducation.ca

Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Decisions (Reducing Barriers)

Universal Design Targets

Decisions (Reducing Barriers)

Reconciliation & Equity Targets

Decisions (Reducing Barriers)

Competency Targets

Needs (Designing Supports & Strategies)

Need: _____ | Need: _____ | Need: _____ | Need: _____ | Need: _____

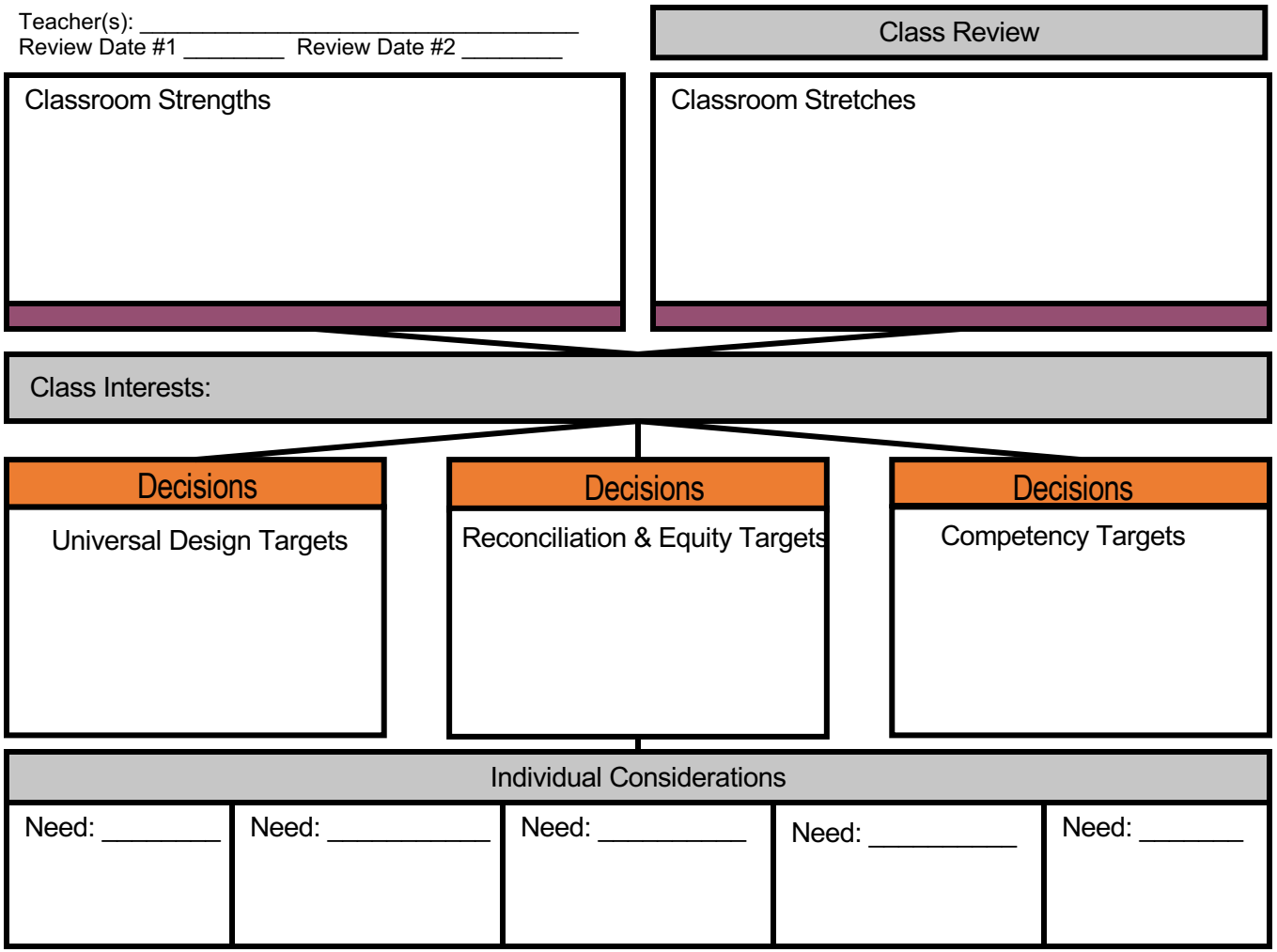
Building Agency: Competency Targets

- Students are reflecting on and self assessing all the competencies
- We need to target and teach them as they connect to our varied and changing contexts
- Competencies are responsive, and so we can choose which ones to target based on:
  - What is a strength area?
  - What is a stretch area?
- Students can be a part of determining which core competencies to target as a community and as individuals
  - We can statements
- Example of class made core competencies target goals:
  - (competency) We can become critical thinkers by…
  - (competency) We can become collaborators by…

Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____



Class Review for Math 8

(adapted from Brownlie & King, 2000)

Teacher(s): Mr. Gray
Review Date #1 Oct. 2019 Review Date #2 _____

Class Review

Classroom Strengths

Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well

Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Class Interests: friends, each other, grades are a motivator, movies, comics

Universal Design Targets

Engage: I can offer individual choice and autonomy
Represent: representation) I can offer text and different reading levels
Action & Expression: I can vary the formats that student are assessed

Reconciliation & Equity Targets

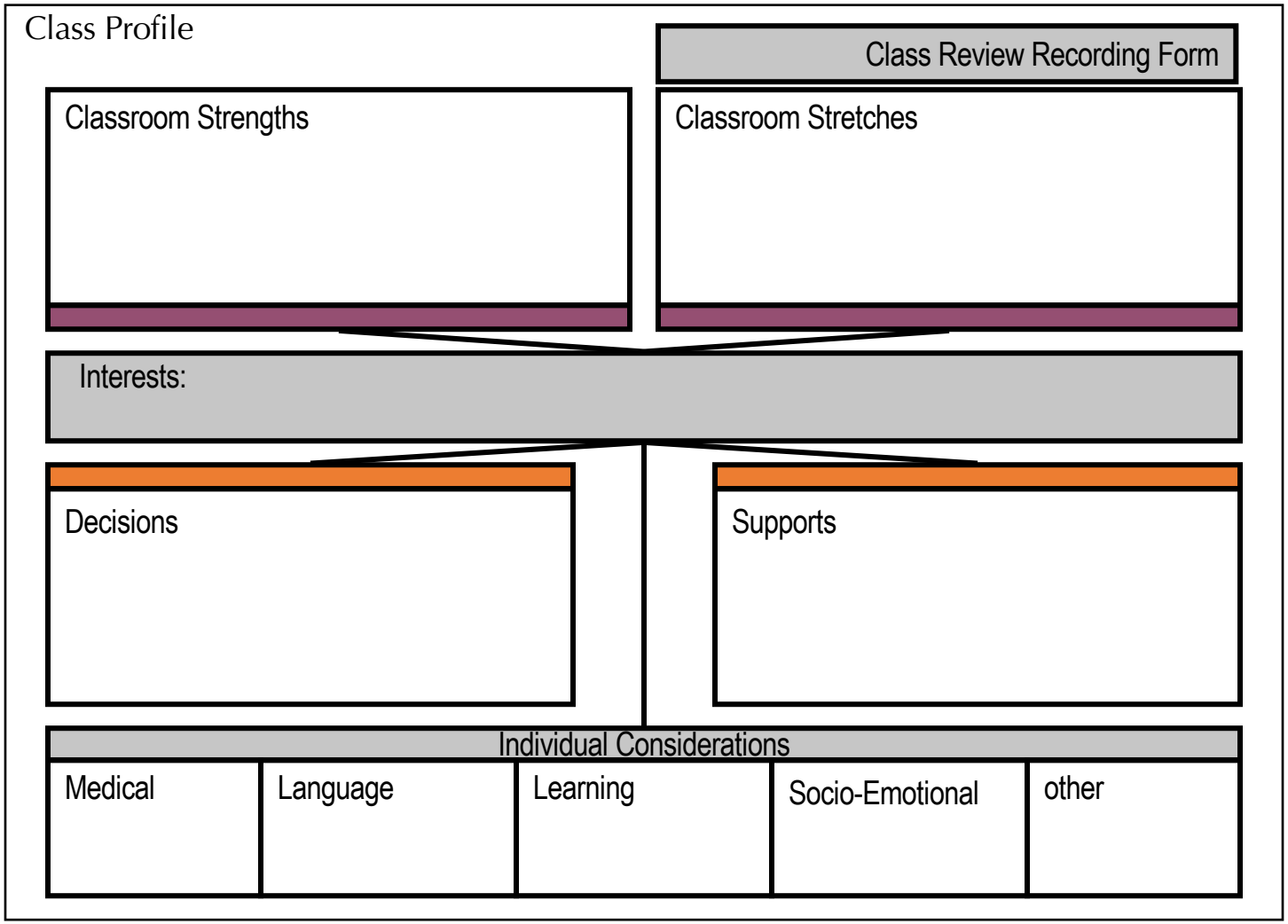
I can commit to including an indigenous perspective in every unit

Core Competency Targets

We can become creative thinkers
We can become socially responsible
We can become personally aware and responsible

Needs (Designing Supports & Strategies)

Need: **Language**	Need: **Learning**	Need: **Social Emotional**	Need: **Self Regulation**	Need: **Behaviour**
J.K., O.L., P.H.	R.R., J.K., T.E., Q.S.	Y. R., W. S., Q.S	G.H., T.J., P.H., S.S., A.Z.	O.K., G.D., E.S., W.S., J, S.



(Brownlie & King, 2000)

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)

Students…		**Strategies & Supports**		
who needs the most support		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		**Resources:**		

SHIFTING OUR SUPPORT MODELS

The cupcake Model

Special Education

Medical Model

Shelley Moore, 2019

@tweetsomemoore

The cupcake model

The layered cake model

Shelley Moore, 2019

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The layered cake model

Shelley Moore, 2019

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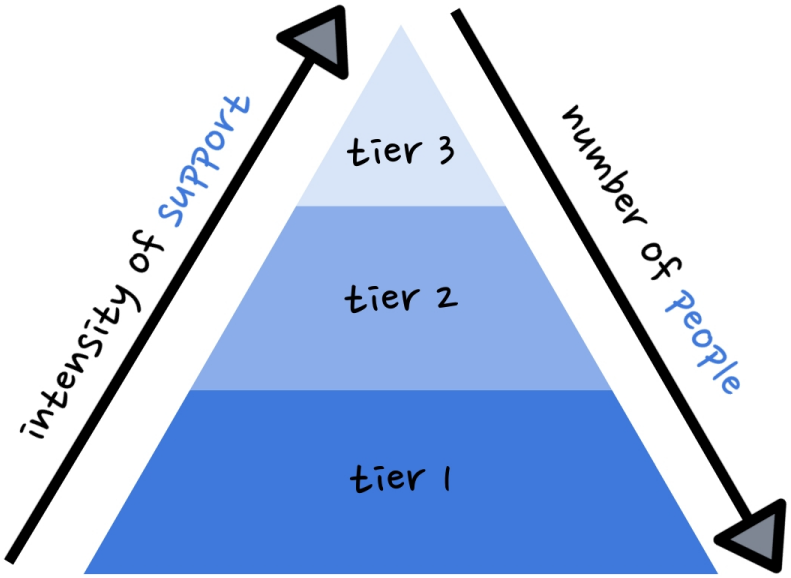
RTI: RESPONSE TO INTERVENTION



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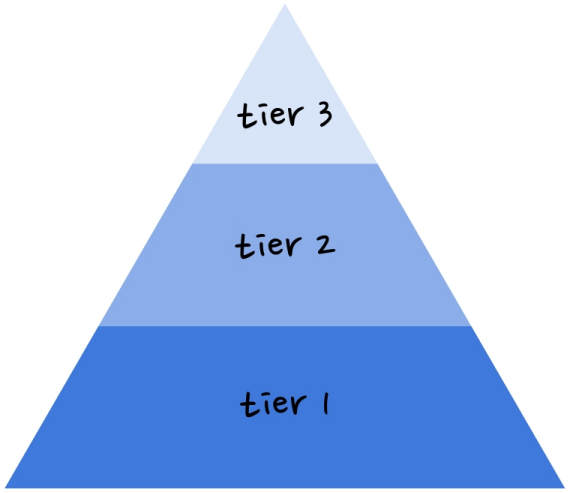
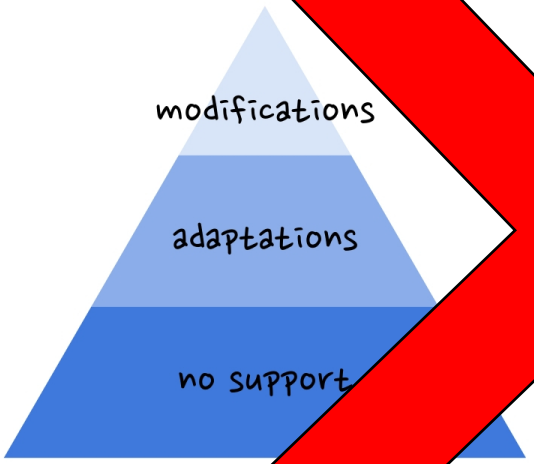


- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??



Shelley Moore, 2019

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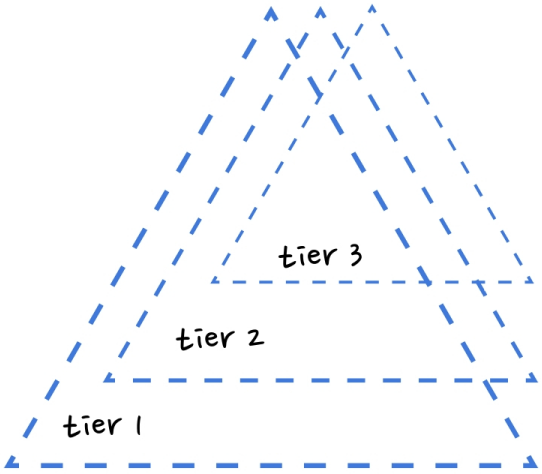
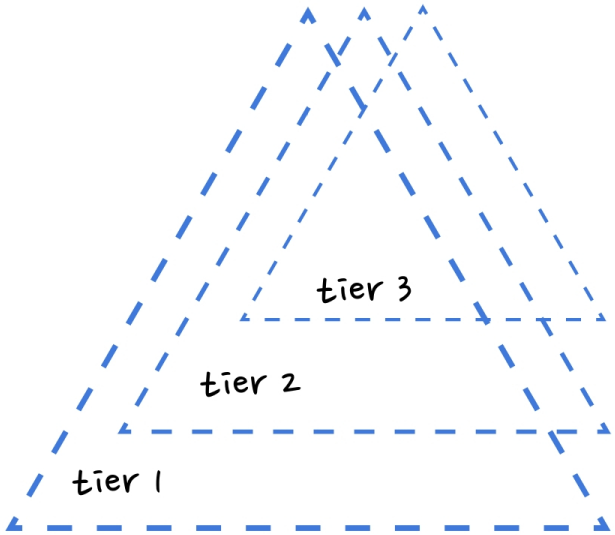
RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

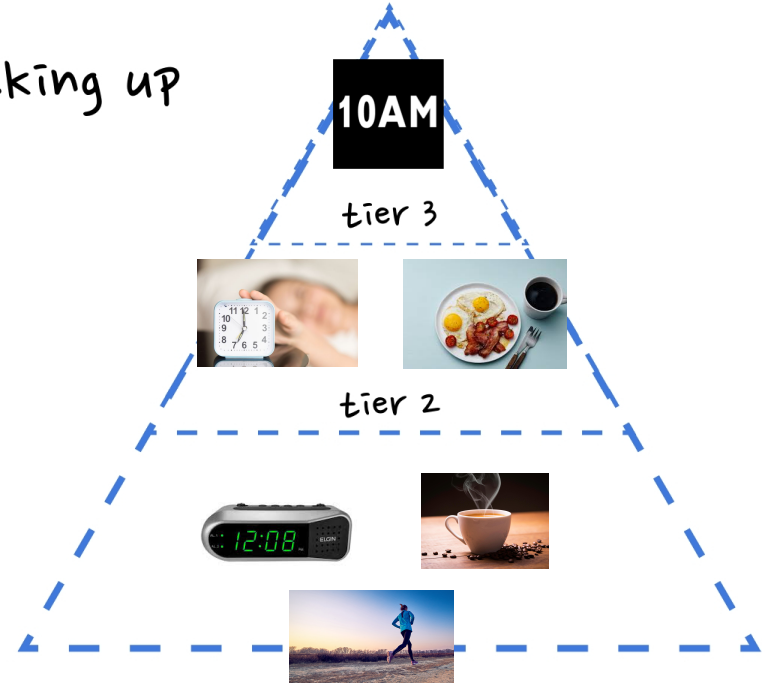


- early instruction of support
- assessment of the environment
- universal supports


When a flower doesn't bloom you fix the environment in which it grows, not the flower.
- Alexander Den Heijer -
www.livelifehappy.com

RESPONSE TO INSTRUCTION

Lens: waking up



RESPONSE TO INSTRUCTION

- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students

THE SUPPORT EQUATION

RTI Response to Instruction

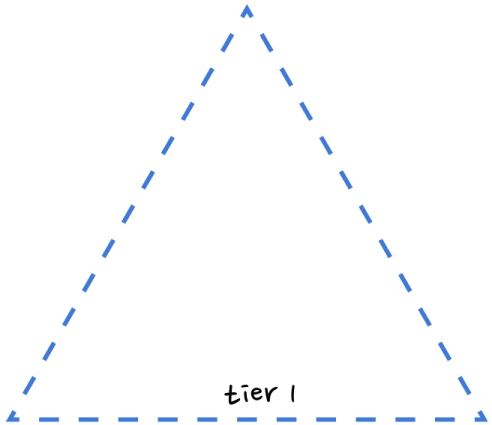
+

UDL Universal Design for Learning

=

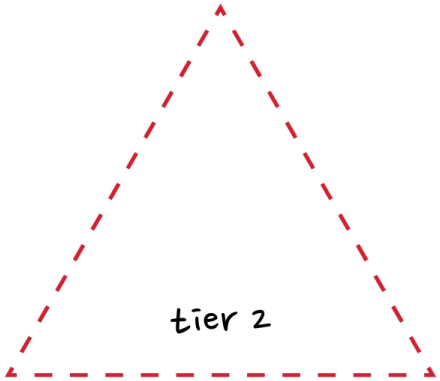
SRL Self Regulation for Learning

RTI/MTLS: UNIVERSAL SUPPORTS



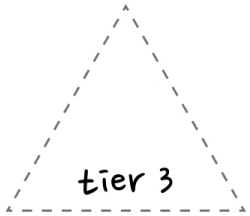
Designed for one or more; useful for ALL

RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

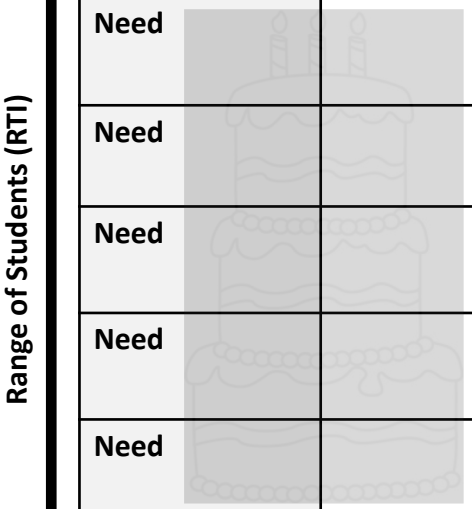
Classroom Support Plan

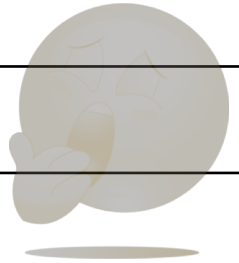
Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)

Students…	Strategies & Supports		
who needs the most support	**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need			
Need			
Need			
Need			
Need			
who needs the most challenge	**Reconciliation & Equity Targets:**		





Classroom Support Plan

Shelley Moore, 2019

Classroom Support Plan

Teacher(s):Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: English 8

Range of Support

Range of Students

Students…		**Strategies & Supports**		
Who needs the most support D.L, R.Y, O.M.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need LD	**D.L., J.K., S,W**	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	**R.Y., I,D., F, C, G, J., OM, DL**	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	**G, J.**	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	**P, K., I, L, E, E, OM**	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	**R.R.**	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge J.L., R.R.		**Reconciliation & Equity Targets:** - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Classroom Support Plan

Teacher(s):Mr. B Support Staff: Ms. C (EA) Class: Math 9

Range of Support

Range of Students

Students…		**Strategies & Supports**		
Who needs the most support J.W.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Cognitive	**J.W.**	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	**R.P**	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	**H.L., U.B**	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	**Y.I., O.R., B, F, N.M**	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	**R.M.**	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		**Reconciliation & Equity Targets:** - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Classroom Support Plan

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)

Students…		**Strategies & Supports**		
who needs the most support		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		**UDL Targets:** **Reconciliation & Equity Targets:**		

Classroom Support Plan

Shelley Moore, 2019

What are my needs??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- Examples – www.teachspeced.ca

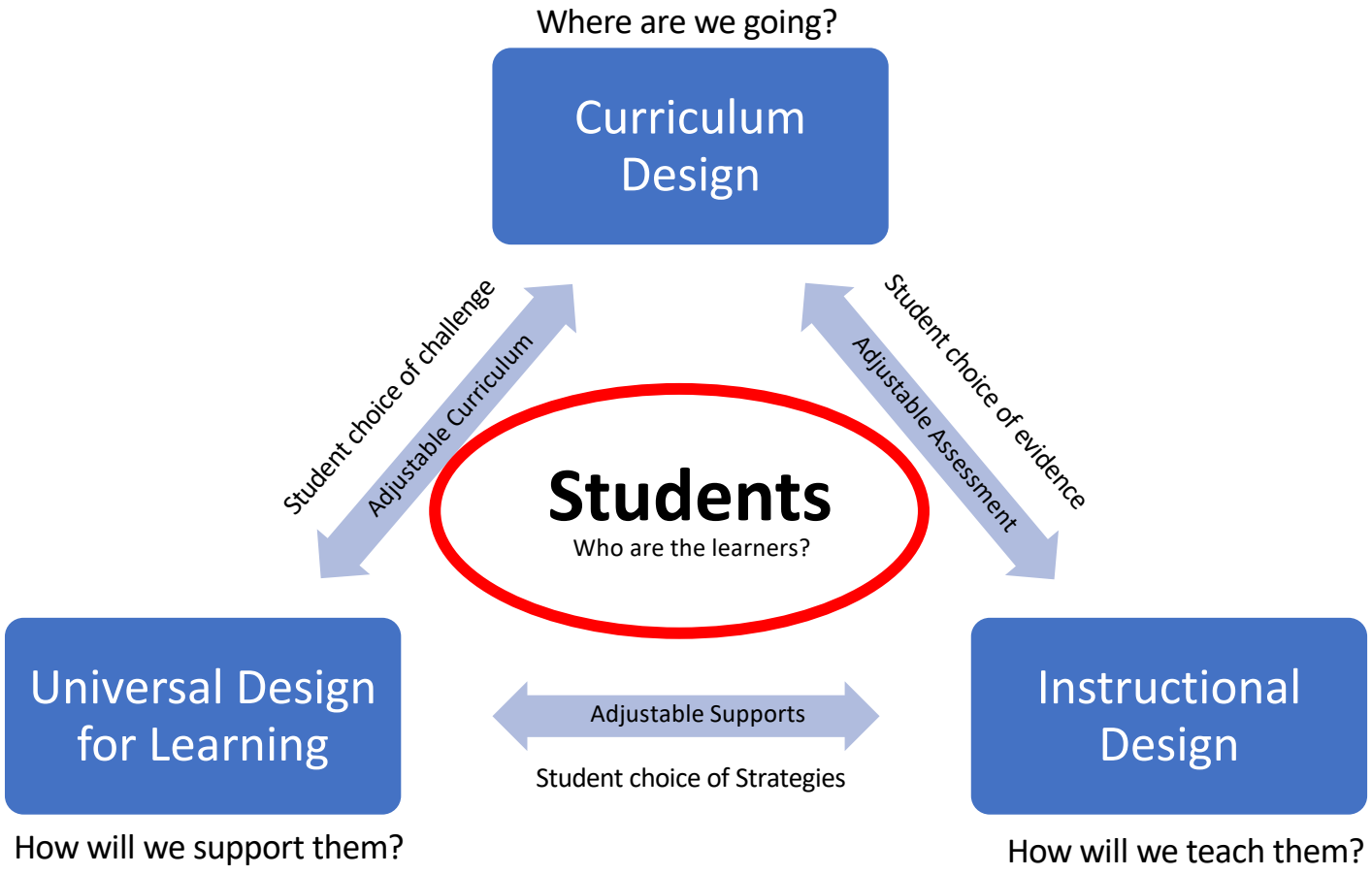
- Writing support, memory support, time management, productivity, getting going on a task I don't want to do, travel bookings, email support, nutrition, anxiety/depression

What is useful so far today?

- a thought?
- a connection?
- an A-HA?
- a reminder?
- an idea?

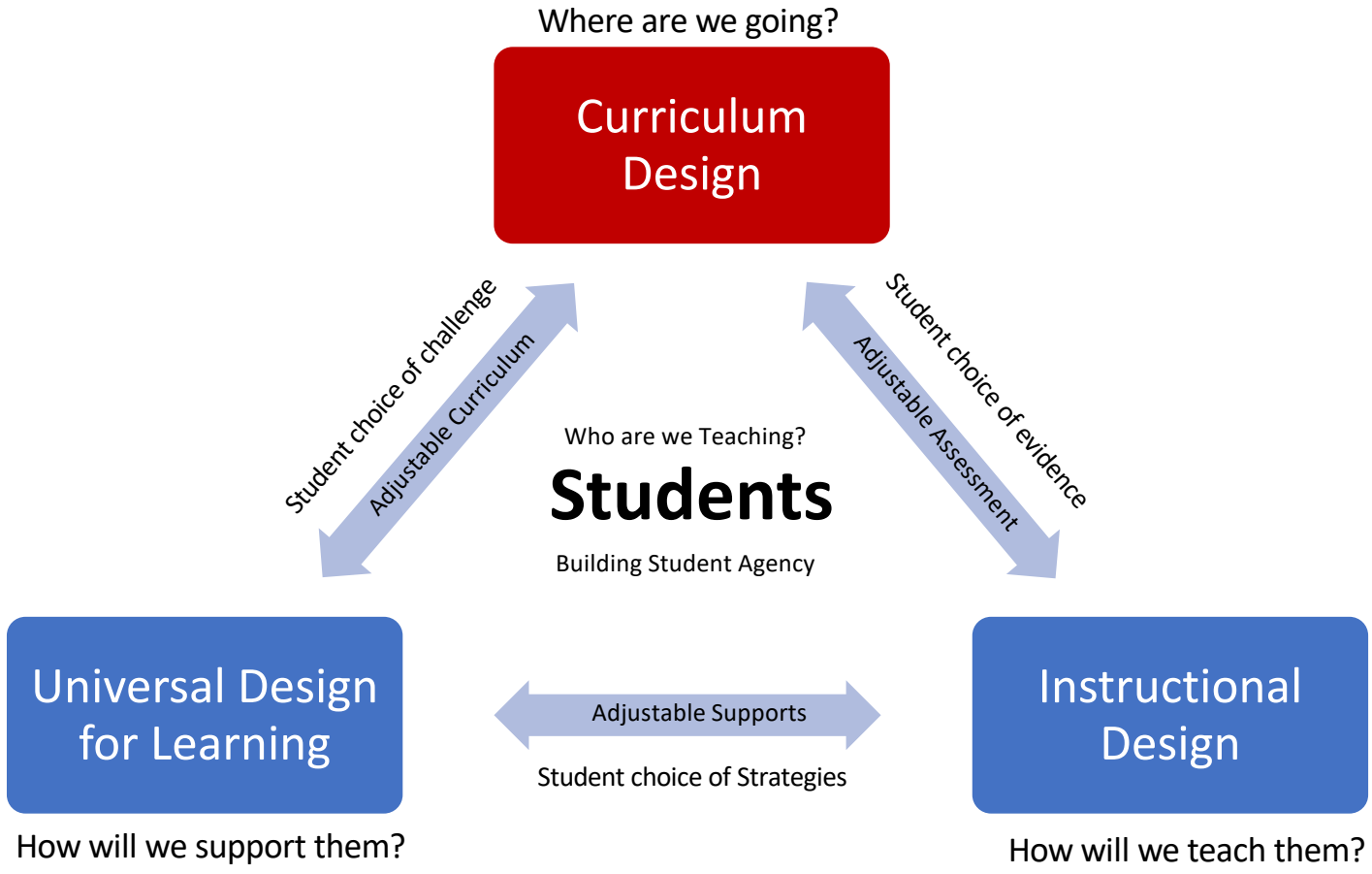
How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019



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

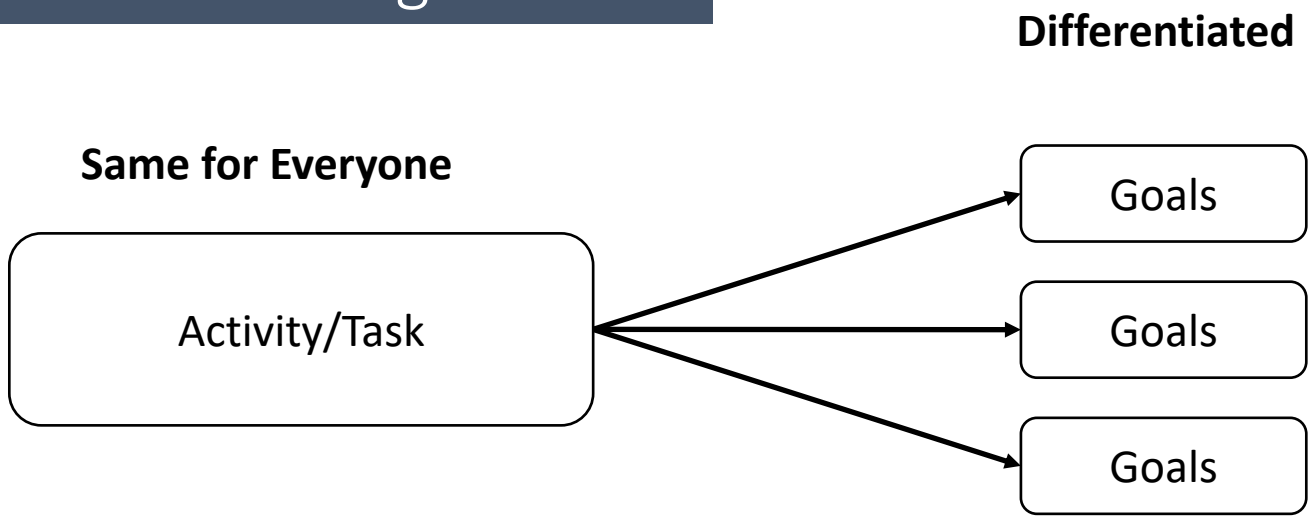
Shelley Moore, 2019



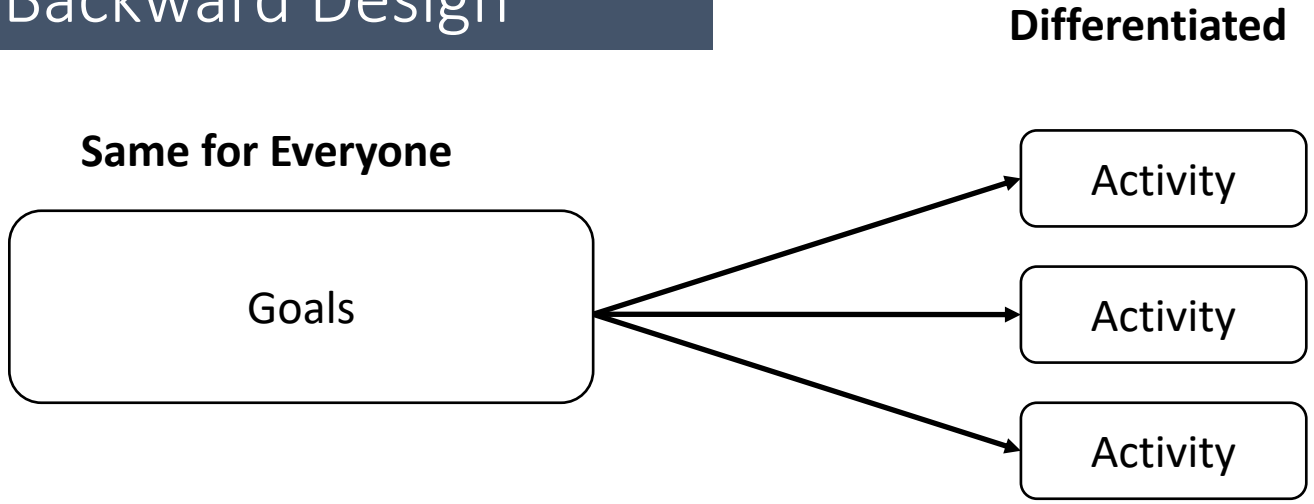
BACKWARDS DESIGN

Teaching (and Learning) to Goals, not activities

Forward Design



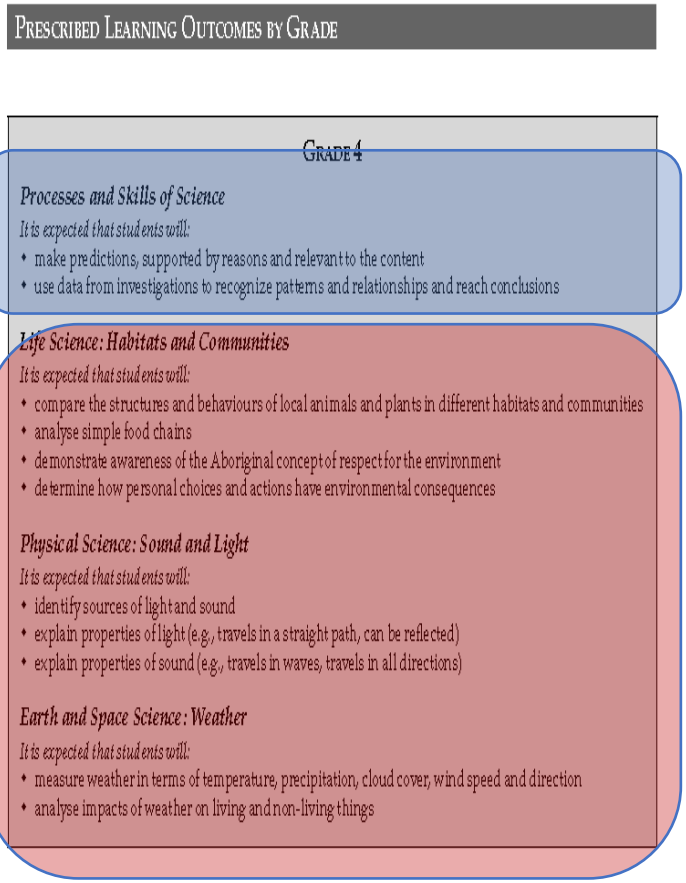
Backward Design



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

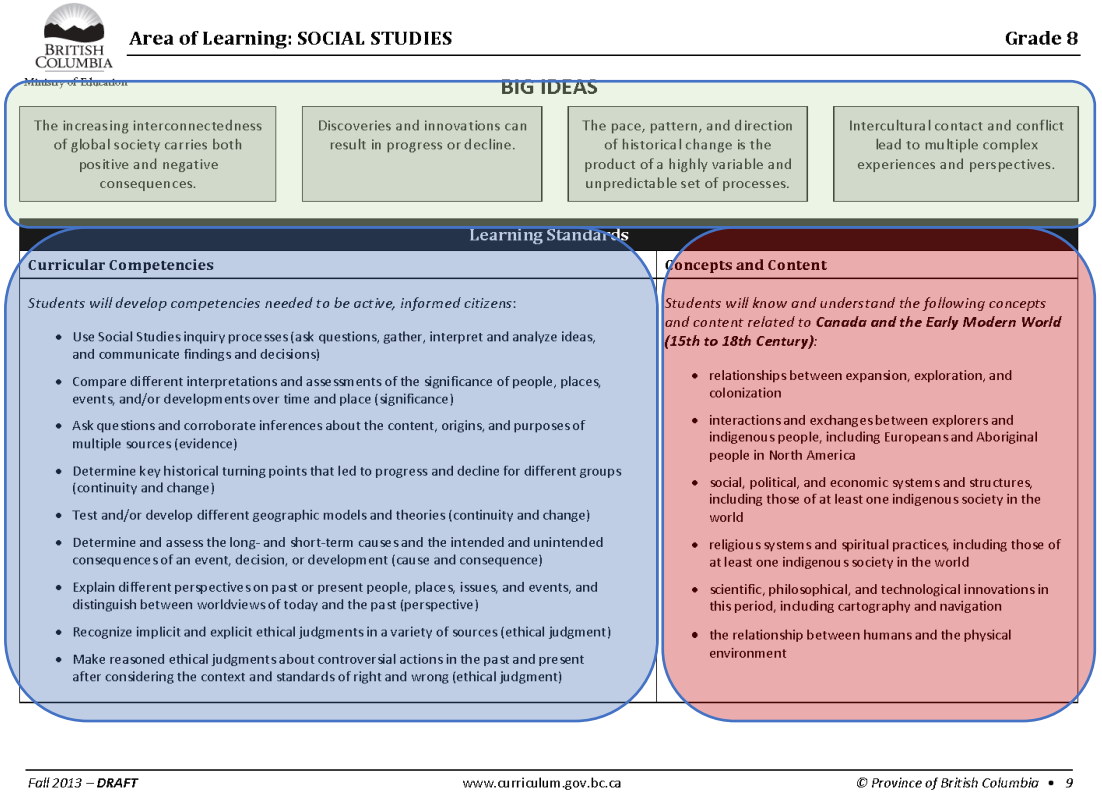
It is expected that students will:

- 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

Lizard

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: 11	Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?
Content Goal	**trigonometry:** non-right triangles and angles in standard position	I know how to use **trigonometry** to find **non right triangle angles** in **standard position**
Curricular Competency Goal	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goal	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goal	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goal	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I can become a creative thinker by..	

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…	

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**	

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																							

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…	

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)	

The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard

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)

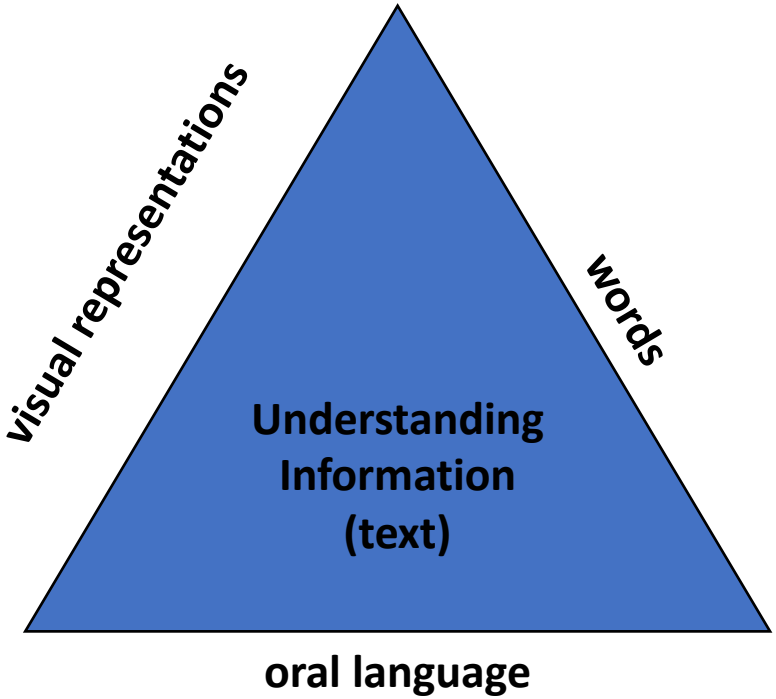
Shelley Moore, 2107

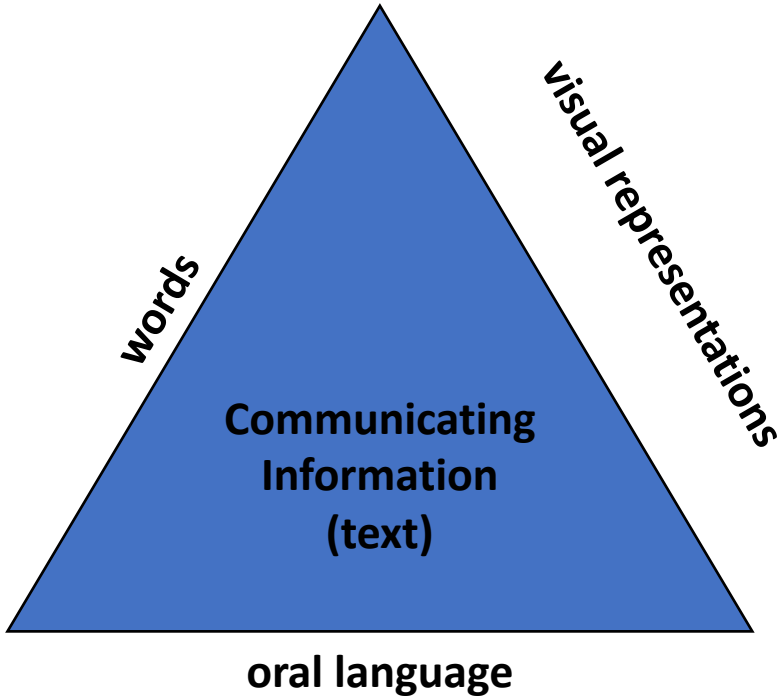
The Curricular Plane

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…	

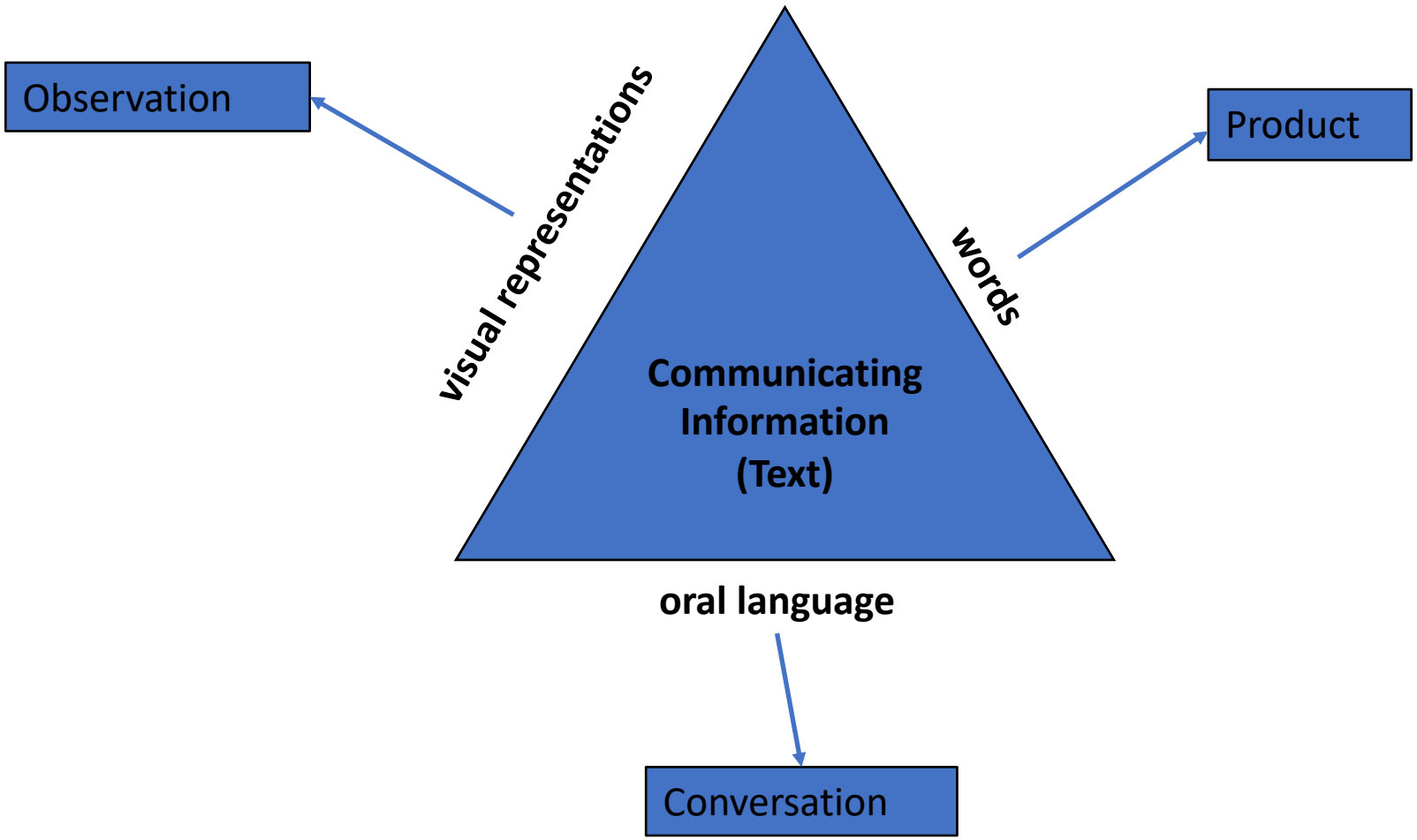
How do help students to collect evidence for assessment?

Teaching & Assessing

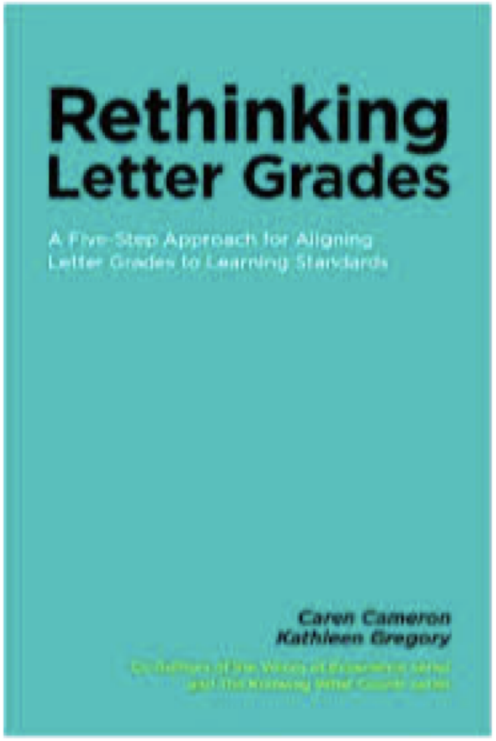




How do students show what they know?



Rethinking Letter Grades



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)	

Name:	Date:

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

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	written	oral	visual		
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)						

How do evaluate the range of proficiency?

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…	

Adjustable Curriculum: Offering a Choice of Challenge

- A continuum of learning
- “proficiency” continuum vs. proficiency benchmark
- Stretching out a goal
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement measures
- Start from access, add on challenge
- Different from a rubric

Rubrics?

	deficit	deficit	Standard
goal			

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubric

One point rubric

	Standard
goal	

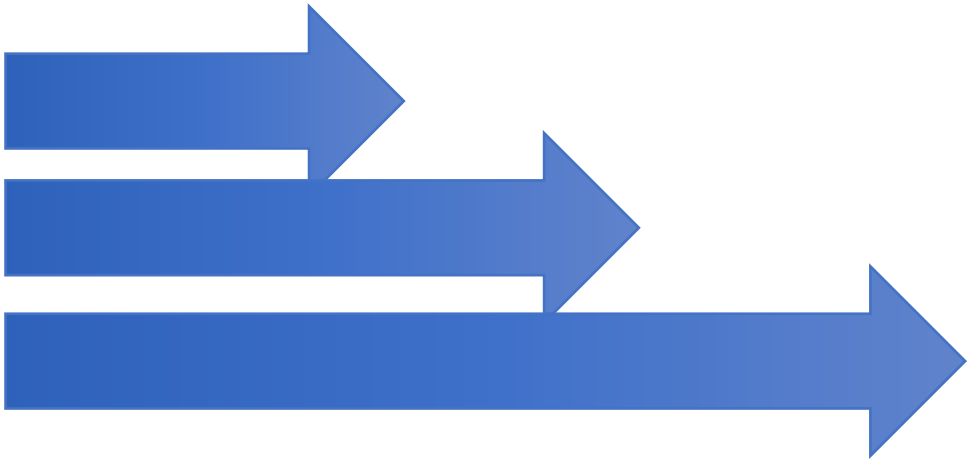
One point rubric

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)	

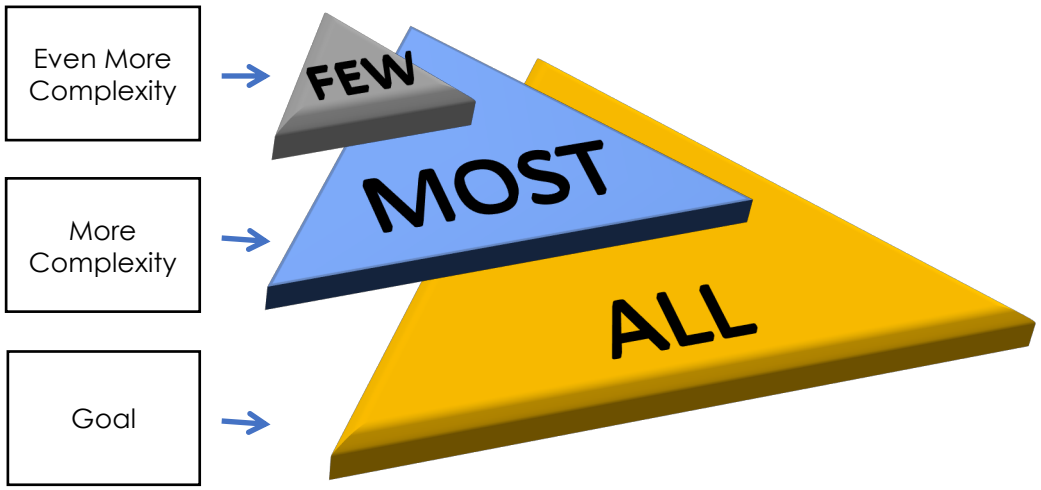
Goal Continuum

	Standard	More complex	More complex
goal			

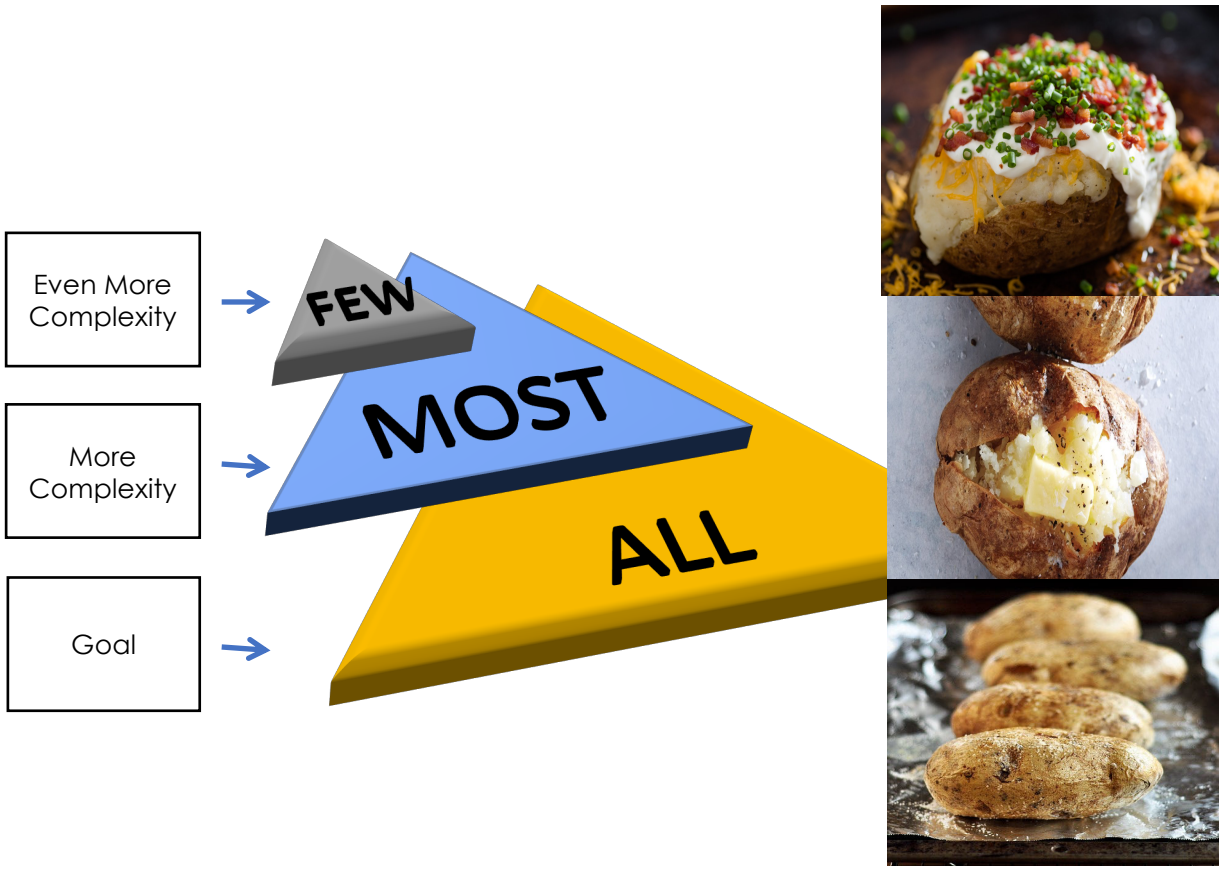


Adjustable

Adjustable Curriculum: Planning Pyramid



Adjustable Curriculum: Planning Pyramid



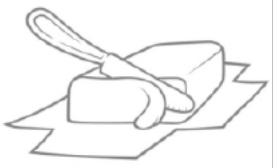
Grade: Gr 9	**Subject Area: Math**
Unit Guiding question: What is a continuous linear relationship? How can we use patterns in linear relationships to make predictions? What are the different ways to represent linear relations?	
I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)	I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)
Curricular Competency Goal	I can **reason and analyze** by **modelling** using real life situations
Curricular Competency Goal	I can **understand and solve** by **visualizing** and **relationships**
Curricular Competency Goal	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goal	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I can self regulate by persevering though a challenging task

Baked Potato Planning Pyramid: Designing for a range of complexity

Goal:

Goal for **ALL**

Goal for **MOST**



Goal for **FEW**

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Baked Potato Planning Pyramid: Designing for a range of complexity

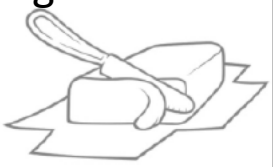
Goal: I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)

two-variable continuous linear relations; includes rational coordinates
horizontal and vertical lines
graphing relation and analyzing
interpolating and extrapolating approximate values
spirit canoe journey predictions and daily checks

Goal for ALL

I know horizontal and vertical lines
I know two variable continuous relations I know graphing relations and analysis
I know how interpolations are useful

Goal for MOST



I know interpolating and extrapolating
I know how extrapolation is useful

Goal for FEW

I know how linear relations connect to our First People
I know how graphing is useful

Shelley Moore, 2019

Building a Learning Map!

Course/Subject/Grade(s):	**Planning Team:**
Unit Big Idea:	Unit Guiding Question:

Goals		Access	All	Most	Few	Extension
Content:						
Curricular Competencies						

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

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

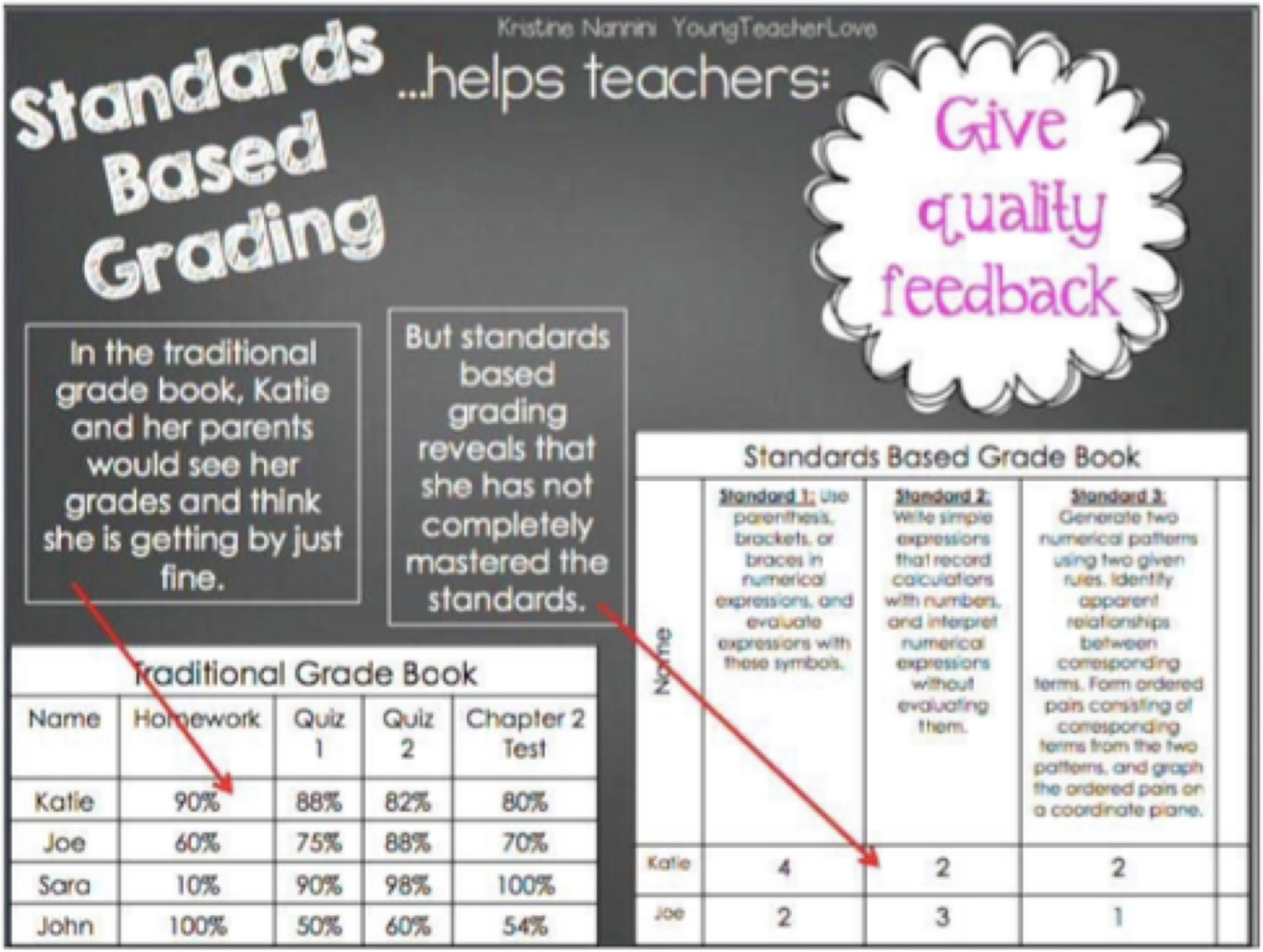
Extension

Building a Learning Map!

Course/Subject/Grade(s): Life Sciences 11		**Planning Team:** Timberline Secondary				
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?						
Goals		Access	All	Most	Few	Challenge
Content: I know speciation that occurs within our forest		I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other
Curricular Competencies	I can experience and interpret the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence	I can interpret the local forests, streams and the ocean by making connections and reflections	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and preform simple calculations	I can identify inconsistencies in data
	I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other data)	I can interpret a visual representation of data (i know why this data matters)

How do we communicate progress with a grade?

1. Standards based vs. standardized curriculum



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	
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	I can Construct, analyze, and interpret graphs, models, and/or diagrams	
Social Responsibility	I can become socially responsible by…	

	Content					**Curricular Competencies**														
	I know speciation that occurs within our forest					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				
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A
Learning Map	Approaching	Emerging	Developing	Proficient	Extending	Approaching	Emerging	Developing	Proficient	Extending	Approaching	Emerging	Developing	Proficient	Extending	Approaching	Emerging	Developing	Proficient	Extending
Student																				
Student																				
Student																				

	Content					Curricular Competencies														
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:
Student																					
Student																					
Student																					
Student																					
Student																					

Building a Learning Map!

Course/Subject/Grade(s): Life Sciences 11		**Planning Team:** Timberline Secondary				
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?						
Goals		Access	All	Most	Few	Challenge
Content: I know speciation that occurs within our forest		I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other
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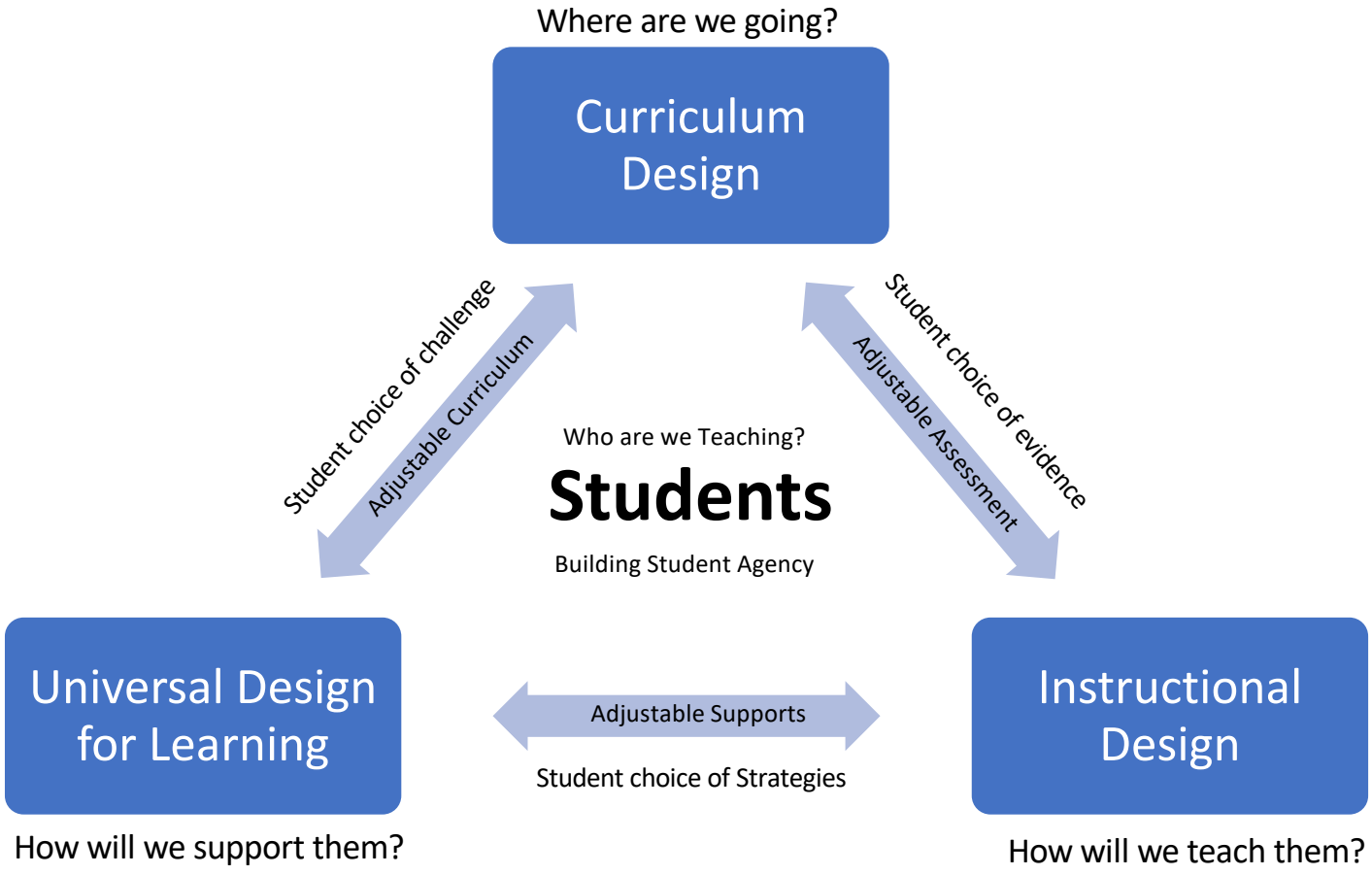
	I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other data)	I can interpret a visual representation of data (i know why this data matters)

	Content					Curricular Competencies																
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total	Percentage %
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80	
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:	
Student	✓	✓				✓	✓				✓	✓				✓	✓				40	50% C -
Student	✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			60	75% B
Student	✓	✓	✓			✓	✓				✓	✓	✓			✓	✓				50	63% C
Student	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		72	90% A
Student	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				66	83% B

It’s the journey

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

Shelley Moore, 2019



One thing..

- What is one USEFUL thing from today?
- What do you want to try?
- What is your next steps?
- Who & what can support you?

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