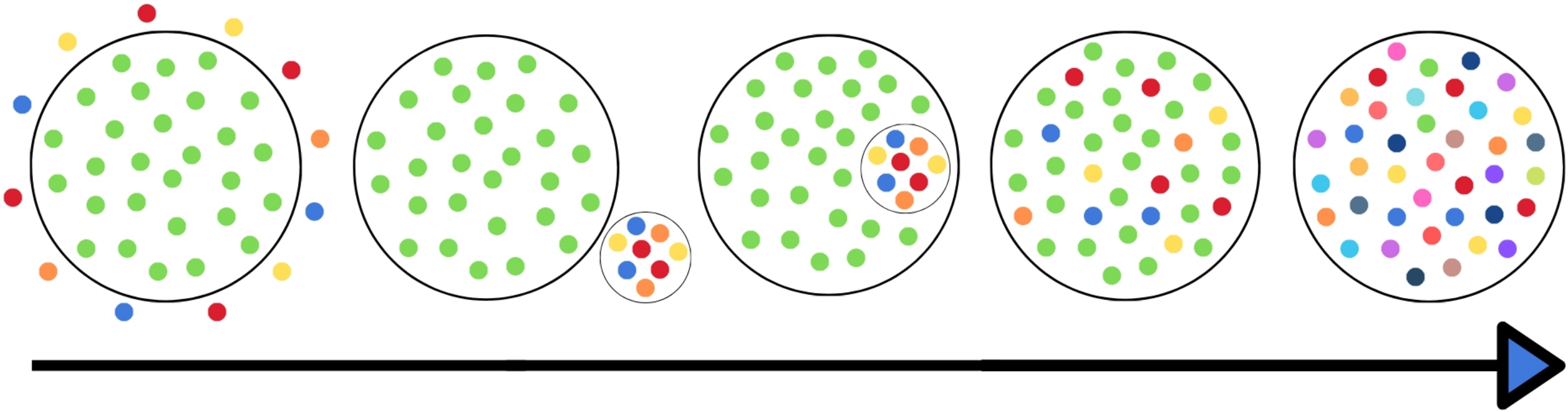


WKTEP
2019-2020

WHAT IS INCLUSION?



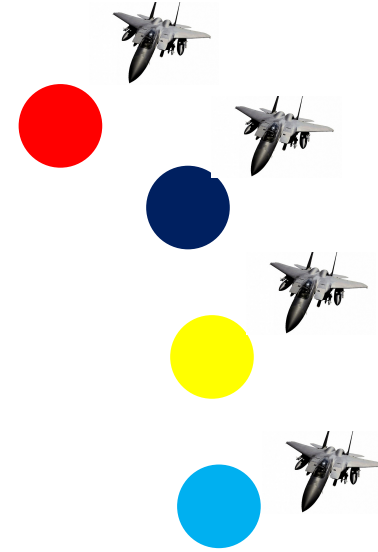
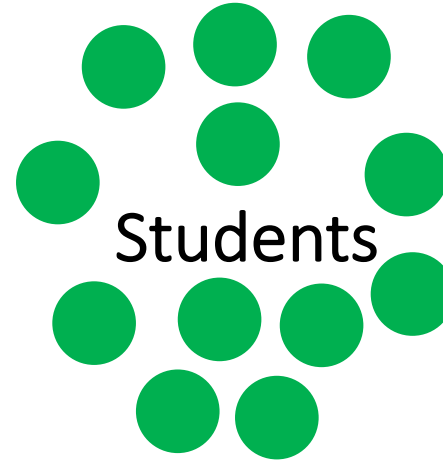
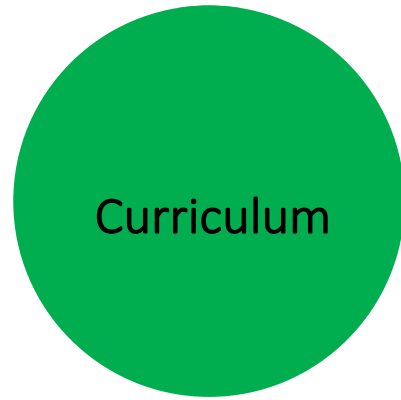
Where are you on this continuum? What's the next step?

What are your
colours?

Do we value ALL
colours equally?



WHAT'S THE DIFFERENCE?



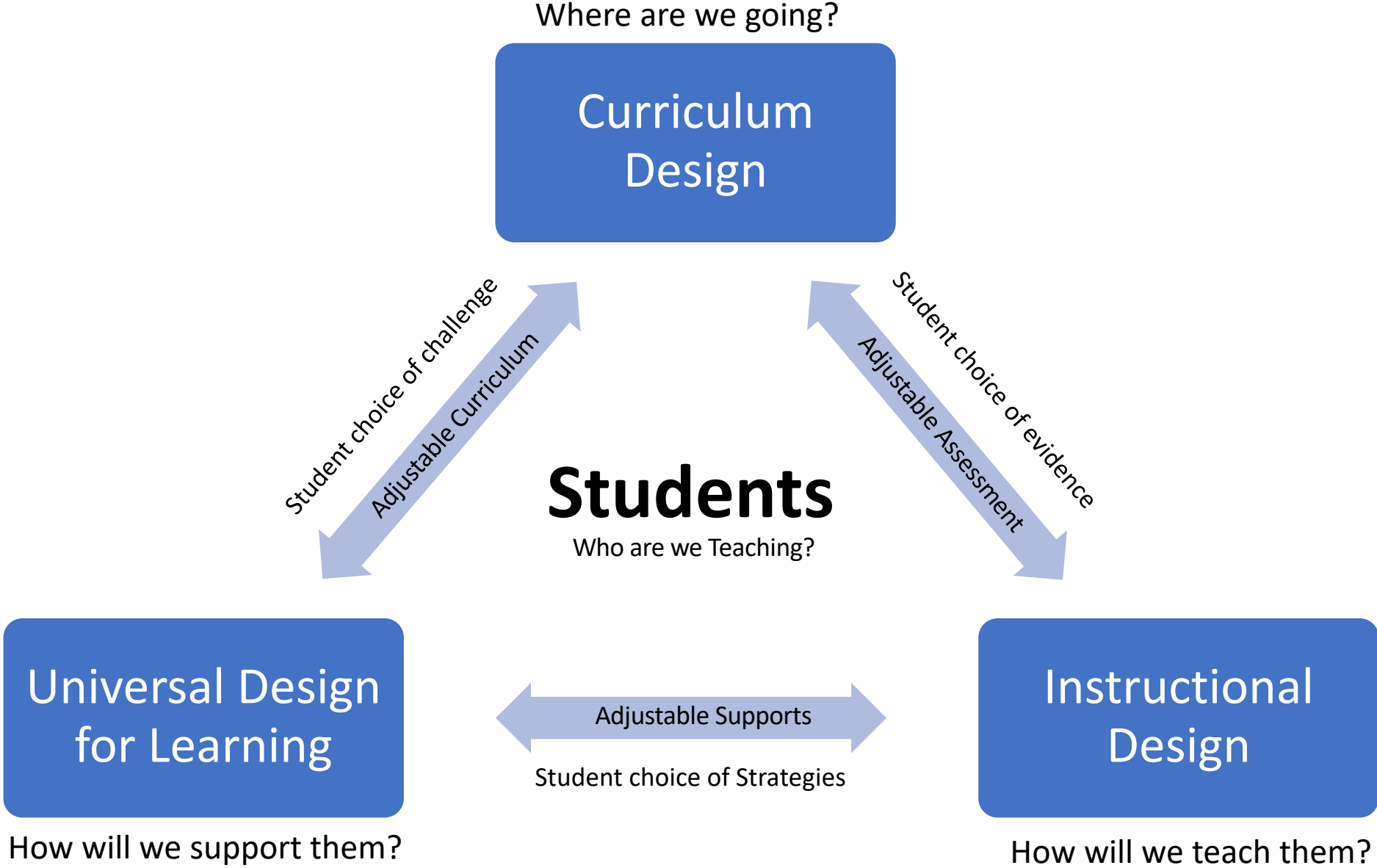
DESIGN: THE MOST UNDERUTILIZED SUPPORT



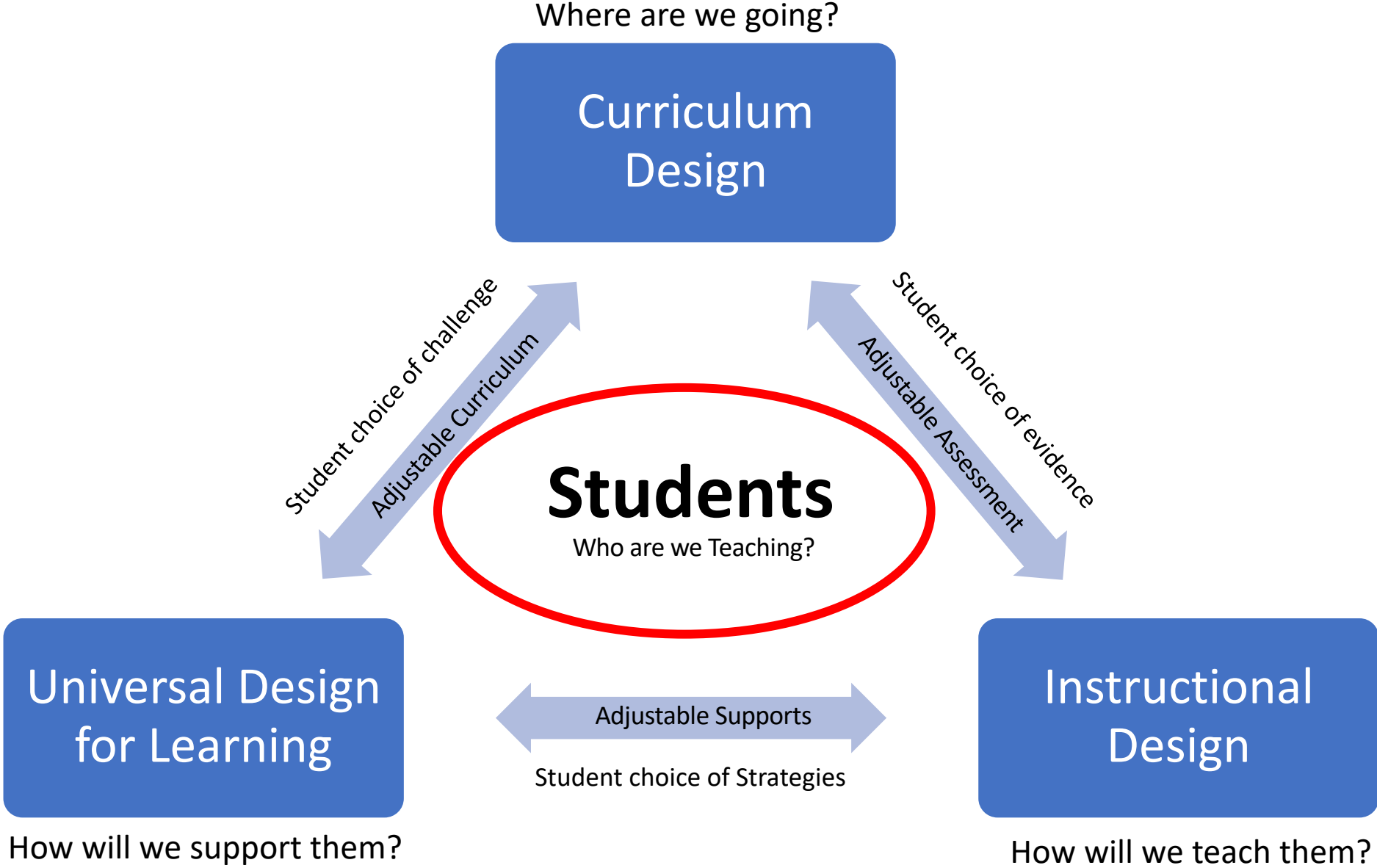
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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 change the system? Design with Equity in Mind



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

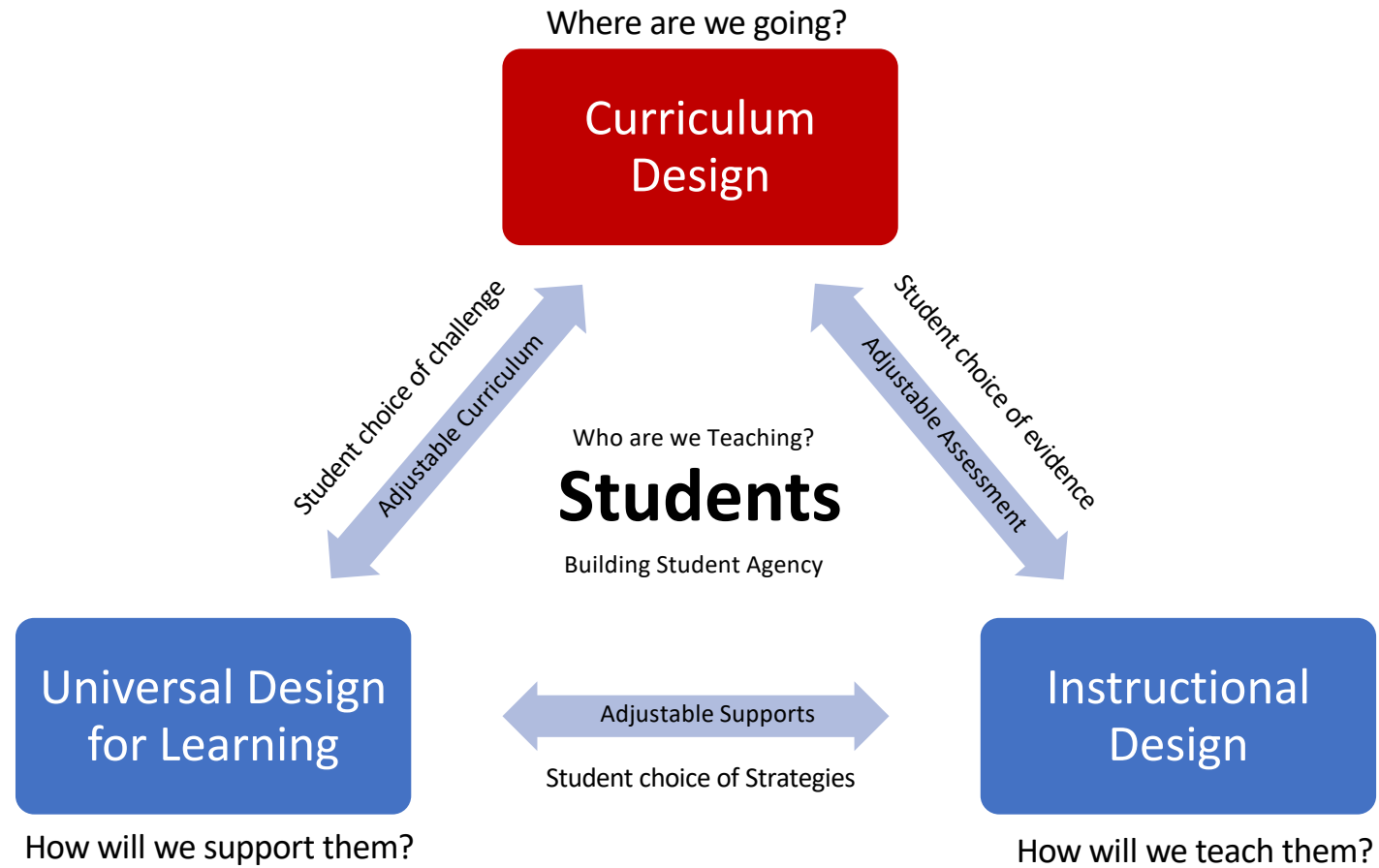


What are some ways that we can get to know our student's **dimensions**?

- Identities
- Interests
- Strengths
- Stretches
- Needs
- Barriers
- Supports
- Strategies
- Goals

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

Shelley Moore, 2019

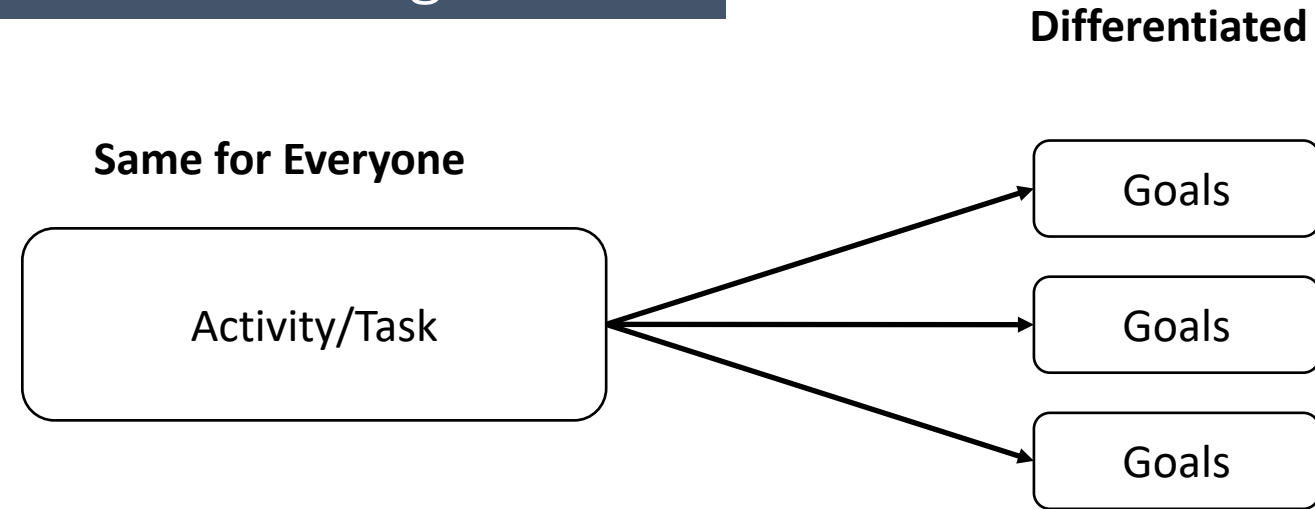


BACKWARDS DESIGN

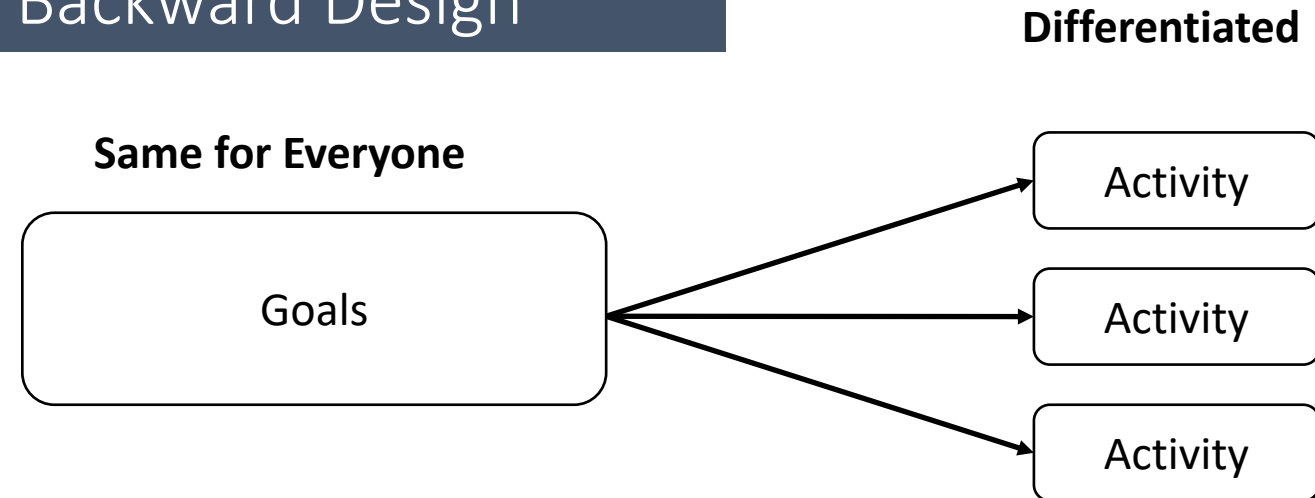


Teaching (and Learning) to **Goals**, not activities

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


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	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> 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 cause 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) 	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> 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

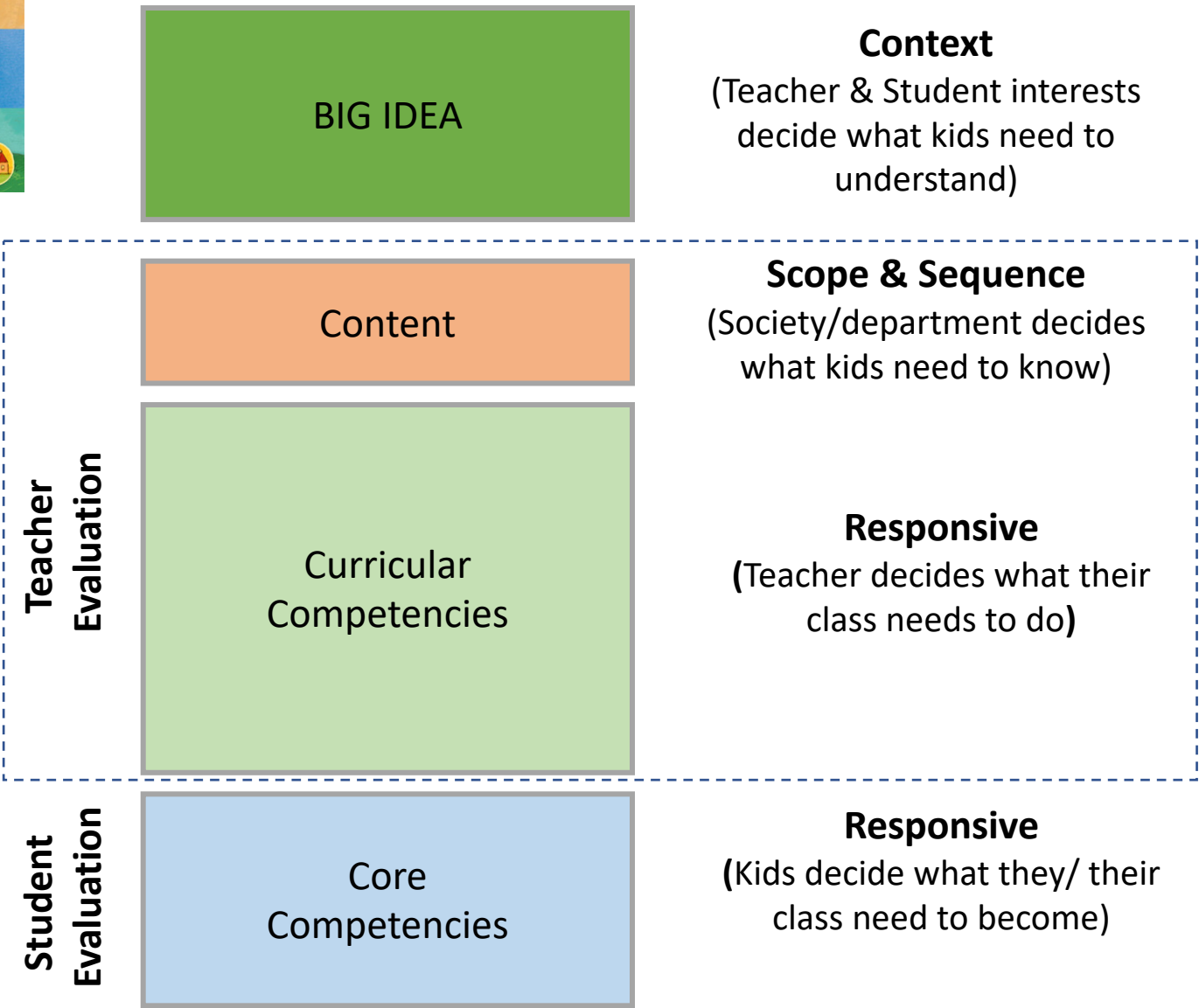


The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



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...	

Grade: 2/3	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy	Unit Guiding question: Who are our monsters? How many ways can we catch a monster?	
Content Goal: Science	I know types of forces	
Content Goal: Language arts	I know elements of a story	
Curricular Competency Goal: ADST	I can make a monster trap	
Curricular Competency Goal: Science	I can plan and test my monster trap	
Curricular Competency Goal: Art	I can explore and create using art processes and materials	
Curricular Competency Goal: LA	I can create a story for an audience	
Cross Curricular Competency	I can use materials safely	

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 6/7	Subject Area(s): English	Planning Team: Grand Forks
Big Idea: Developing our understanding of how language works allows us to <u>use it purposefully</u>		Unit Guiding Question(s): What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?
Content Goal	I know techniques of persuasion I know presentation techniques	
Curricular Competency Goal	I can access information and ideas for <u>diverse purposes</u> and from a <u>variety of sources</u> and evaluate their <u>relevance</u> , <u>accuracy</u> , and <u>reliability</u>	
Curricular Competency Goal	I can respond to <u>text</u> in <u>personal, creative, and critical ways</u>	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>	
Curricular Competency Goal	I can assess and <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u> , and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

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

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

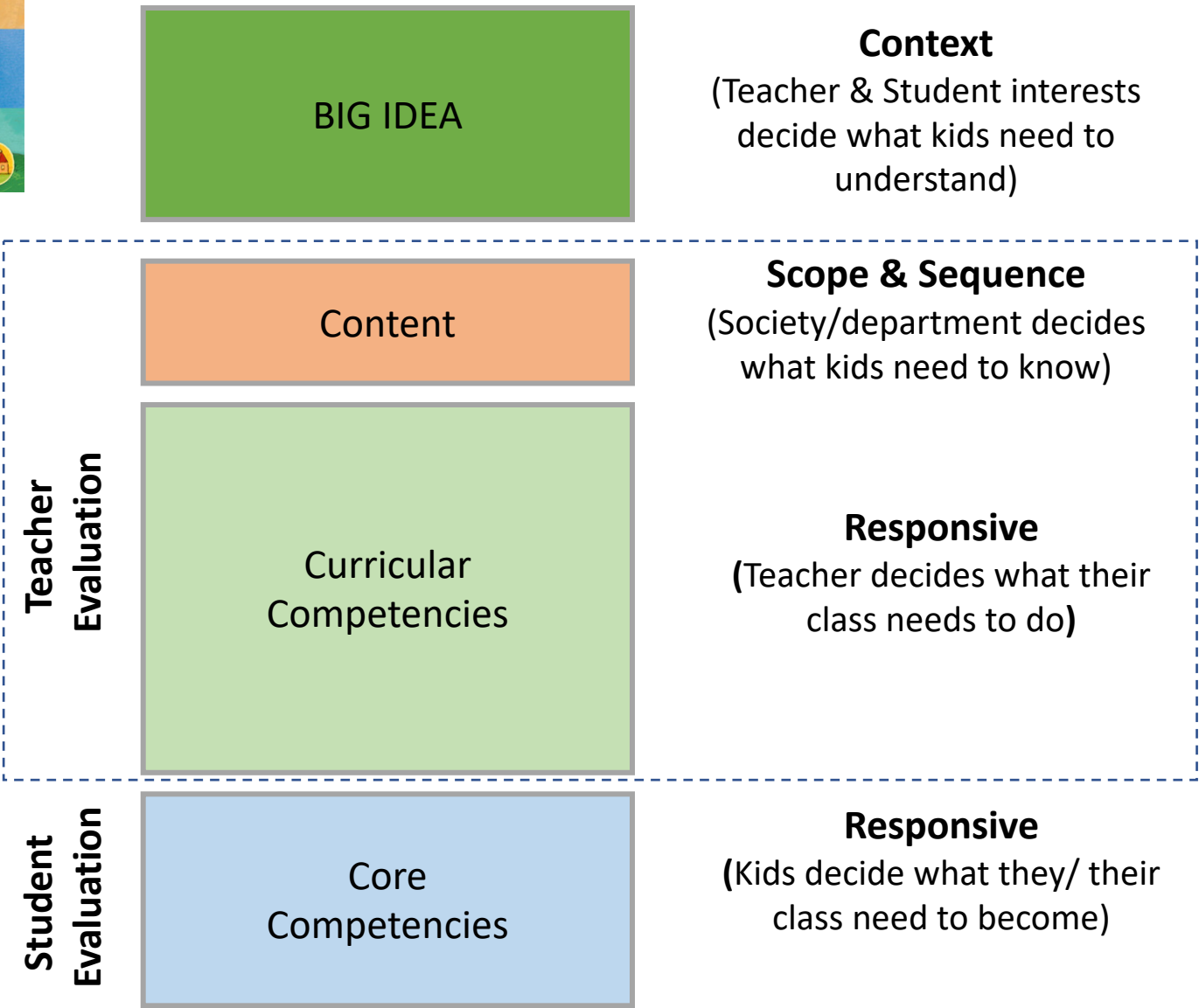
Grade: 11		Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using proportional reasoning to solve indirect measurement problems		Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?	
Content Goal	trigonometry: 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..		

The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



Grade:	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy	Unit Guiding question: Who are our monsters? How many ways can we catch a monster?	
Content Goal: Science	I know types of forces	
Content Goal: Language arts	I know elements of a story	
Curricular Competency Goal: ADST	I can make a monster trap	
Curricular Competency Goal: Science	I can plan and test my monster trap	
Curricular Competency Goal: Art	I can explore and create using art processes and materials	
Curricular Competency Goal: LA	I can create a story for an audience	
Cross Curricular Competency	I can use materials safely	

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Supports

Mini Lesson:

Processing Tasks



I Need to...

I Must...

I Can...

I Could...

I Can Try to...



Access

All

Most

Few



Challenge

Transforming & Personalizing Activity:

Guiding Unit Question: How can I build a monster trap?

Lesson Goal(s): I know that fall, push and pull are different kinds of forces

Date:

Connecting Activity: 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups (3+) -

Essential Supports

(designed for 1, useful for 1)

Mini Lesson: what do all of these have in common? FORCE – watch a video to get more ideas
Model -

Targeted Support

(designed for some, useful for some)

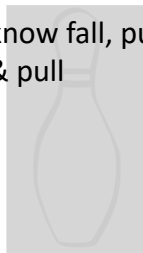
Choice of:

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

Processing Tasks

I Need to...

know fall, push & pull



Access

I Must...

incorporate or explain a force in my trap that includes a falling element

All

I Can...

incorporate or explain a force in my trap that includes a push or pull

Most

I Could...

incorporate a material that speeds up force

Few

I Can Try to...

incorporate a material that slows down a force

Challenge

Universal Supports

(designed for some, useful for all)

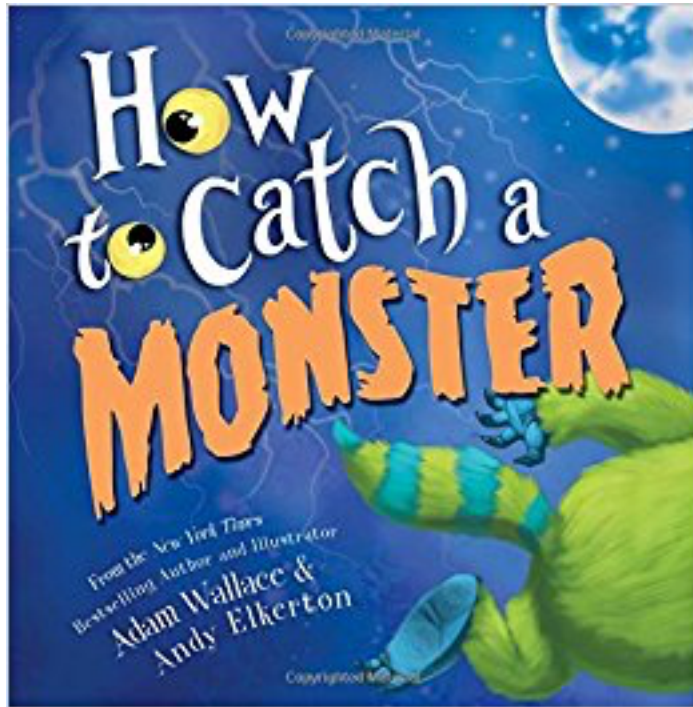
- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

Transforming & Personalizing Activity: Small group share

- Appreciate circle

Who are our monsters?

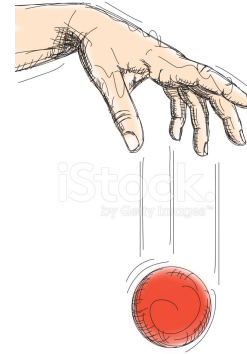
How many ways can we catch them?



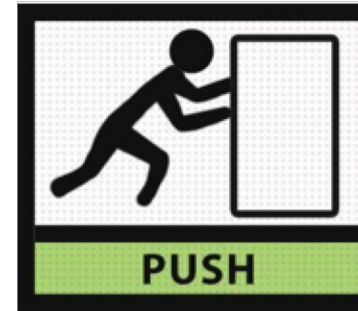
Goal: I can add a **force** to my monster trap!

Where in the world do things:

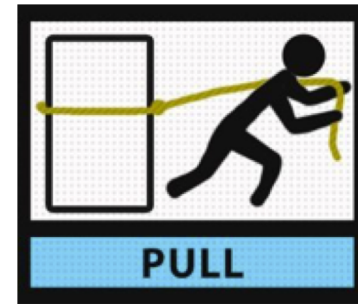
Fall



Push



Pull



In groups of 3...

- 3 minutes at each station
- Record ideas
 - Draw
 - Write
 - Show
 - talk

What do falling, pushing,
and pulling have in common?

FORCE

What ideas to add to our stations?

A large, empty rectangular box with a thin black border, intended for users to write their ideas for adding to the stations.

Your job today!

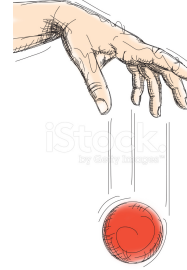
Add a **FORCE**

to your

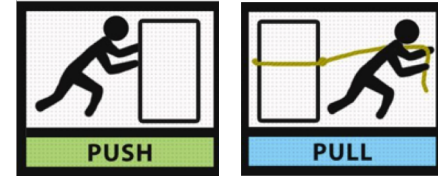
monster trap!

Your job today!

1. Add a force that **falls**



2. Add a force that **push or pulls**



3. Add a **material to speed up** the force



4. Add a **material to slow down** the force



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...	

Guiding Unit Question:

Lesson Goal(s):

Date:

Connecting Activity:

Supports

Mini Lesson:

Processing Tasks



I Need to...

I Must...

I Can...

I Could...

I Can Try to...



Access

All

Most

Few



Challenge

Transforming & Personalizing Activity:



Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use 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	

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Supports

Mini Lesson:

Processing Tasks



I Need to...

I Must...

I Can...

I Could...

I Can Try to...



Access

All

Most

Few



Challenge

Transforming & Personalizing Activity:

Guiding Unit Question: How can I be active citizen? How can I use oral language to contribute to my community?

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

I know oral language features and strategies
I know elements of visual and graphic texts

Date


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

Supports

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

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

Processing Tasks



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

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

Lesson

How can I be an active citizen?

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

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

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

Goals: I know what
makes a powerful TED
talk

What makes a POWERFUL TED talk?

Start here!

Go as far as you can

I NEED to

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

I MUST

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

I CAN

- analyze another QR code

I COULD



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

I CAN TRY TO

- offer some feedback to make the TED talk better

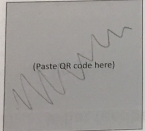
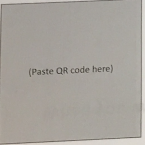
TED Talks

Names of group members: _____

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



TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Under the Table</p>  <p>(Paste QR code here)</p>	<p>Inclusive Education - students in all classrooms - everyone can learn</p>	<p>Red dot → stay in one place pressed up Formal - stage lighting - but room was dark gestures pictures/visuals Colours - red not a script</p>	<p>funny jokes not just read conversational natural some "umms" are ok story</p>	<p>passionate inspiring knowledgeable connected</p>
 <p>(Paste QR code here)</p>				

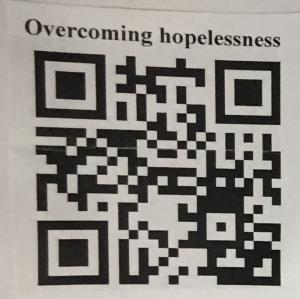
TED Talks

Names of group members: Adrian, Lasenza, Gibert

Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
<p>The unexpected face of homelessness</p> 	<p>-She bought the homeless guy a shoes and she didn't know the homeless stole the shoes" - she talked about how homeless she was and she didn't have many friends. -Never judge people by there cover</p>	<p>-The screen in the back was quite says "I bought him those shoes because he didn't have any" -Showing a bunch picture</p>	<p>-She sounds really confident to what shes talking - it's sounds like she knows what she's doing</p>	<p>-She makes you feel so inspired -it made you somewhat emotional -never judge people by there cover</p>
<p>Rethink before you type</p> 				


TED Talks

Names of group members: Quinn, Morrison, Aiden

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Overcoming Hopelessness</p> 	<ul style="list-style-type: none"> - Always be hopeful - Even if other people tell you bad things or discouraging things - Everyone has value 	<ul style="list-style-type: none"> - Dark - On a table - no limbs - screen behind him 	<ul style="list-style-type: none"> - Inspiring - emotional - Powerful - Brave - Loud - strong - alone 	<ul style="list-style-type: none"> - Inspiring - emotional - Powerful - sad - like you are the only one there
<p>(Paste QR code here)</p>				


TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Rethink before you type</p> 	<p>Rethink about what you say</p> <p>How we need to think what we say, what we do, or post</p>	<p>visuats young relavant red dot</p> <p>Presentable</p> <p>Dark room</p> <p>easy to focus</p>	<p>young</p> <p>Smart</p> <p>calming</p> <p>Clapping</p> <p>Cheering</p> <p>clearly speaking</p>	<p>inspiring</p> <p>astonishing</p> <p>life changing</p> <p>upsetting</p>
<p>(Paste QR code here)</p>				


TED Talks

Names of group members: Chris, Owen, Patrick

Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
<p>The unexpected face of homelessness</p>  <p>The unexpected face of homelessness</p>	<p>The message of this TED talk is that if we keep imagining the stereotypical homeless person how many youths will reach out with this problem. you are more than what you own. home and family is important. have a home.</p>	<p>Rough living</p> <ul style="list-style-type: none"> - Logo - pictures - colourful - successful - fancy, professional - confident - the 	<ul style="list-style-type: none"> - she has an accent - clear - confident 	<ul style="list-style-type: none"> - feels - believed in herself - stage fright - nervous - tired
<p>(Paste QR code here)</p>				

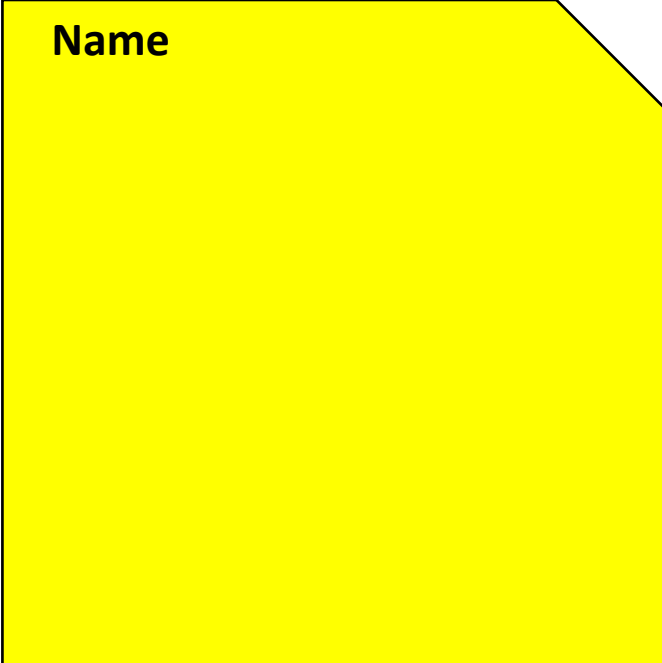
TED Talks

Names of group members: Rylee, Lane, Dart.

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p><u>Overcoming Hopelessness</u></p> 	<ul style="list-style-type: none">• Don't look down on yourself.• Stay hopeful.• Don't let your looks discourage you.• There are no limits, even if you're different looking, cultured or gender.	<p>A 29 yr old with no limbs. He leaved and walked around. Dark settings. He was on a table.</p>	<p>Australian He sounded like Thor A Focused/quiet audience.</p>	<p>Hopeful Deep/heartfelt He has the background, experience/knowledge.</p>
<p>(Paste QR code here)</p>				

Exit Slip – Choose one

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



Name

Work Time

The Goal: We can design adjustable curriculum...

Start Here

The Tasks:

ACCESS (Need): Choose a unit that is coming up

ALL (Must): Choose a big idea and turn it into some guiding questions

SOME (Can): Choose one or two content goals and turn them into kid friendly goals that start with “I know...”

FEW (Could): Choose between 4-6 curricular competency goals and turn them into kid friendly goals that start with “I can ...”

CHALLENGE: (Try): Choose a core competency goal to target in this unit and turn it into a kid friendly goal that starts with “ I can be.. Or I can become...”

Go as far as you can go

End Here

Group Share out

- Something your group created today
- Something that your group wants to try after today
- Something that you will bring back to our next session together