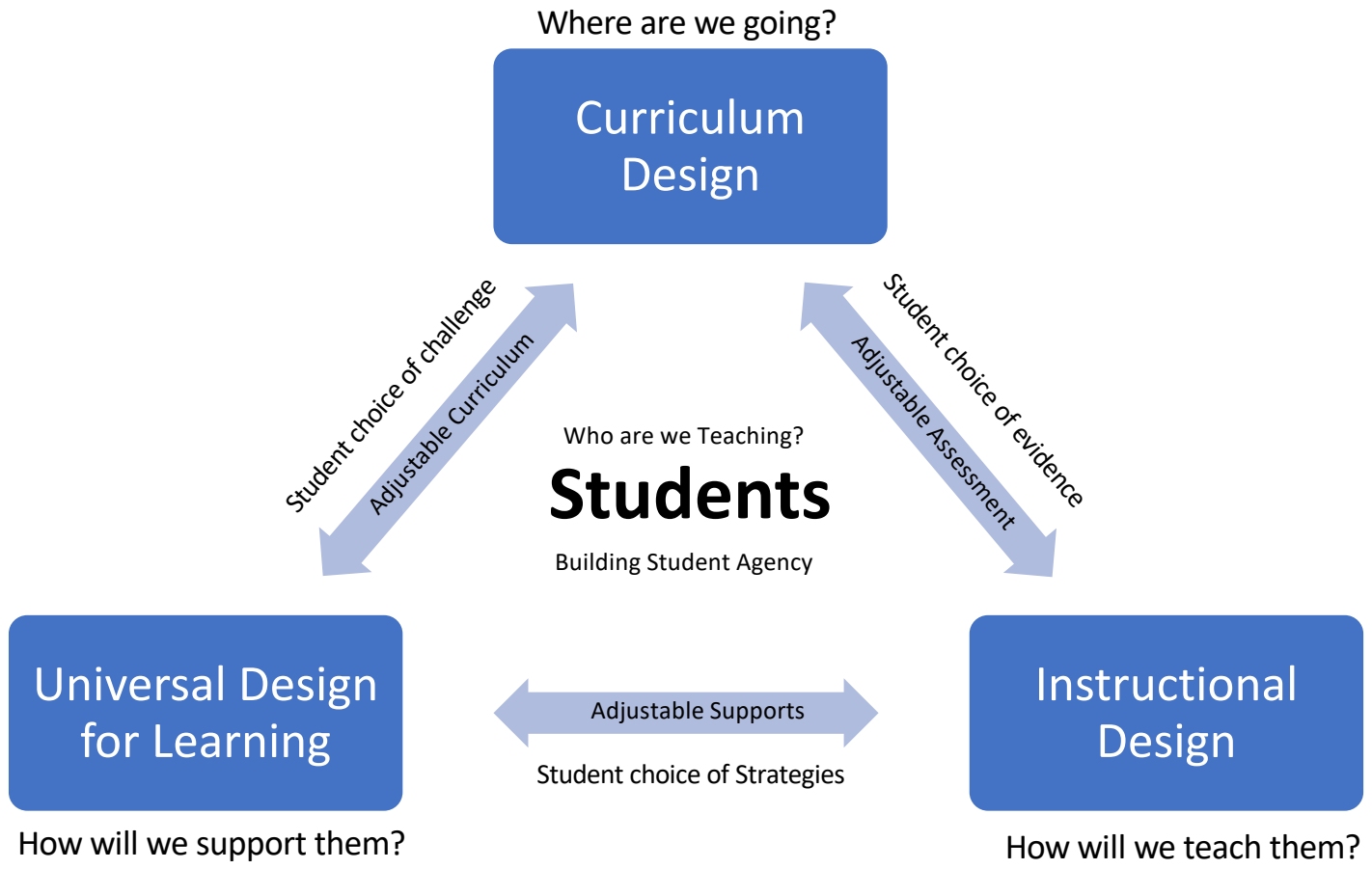


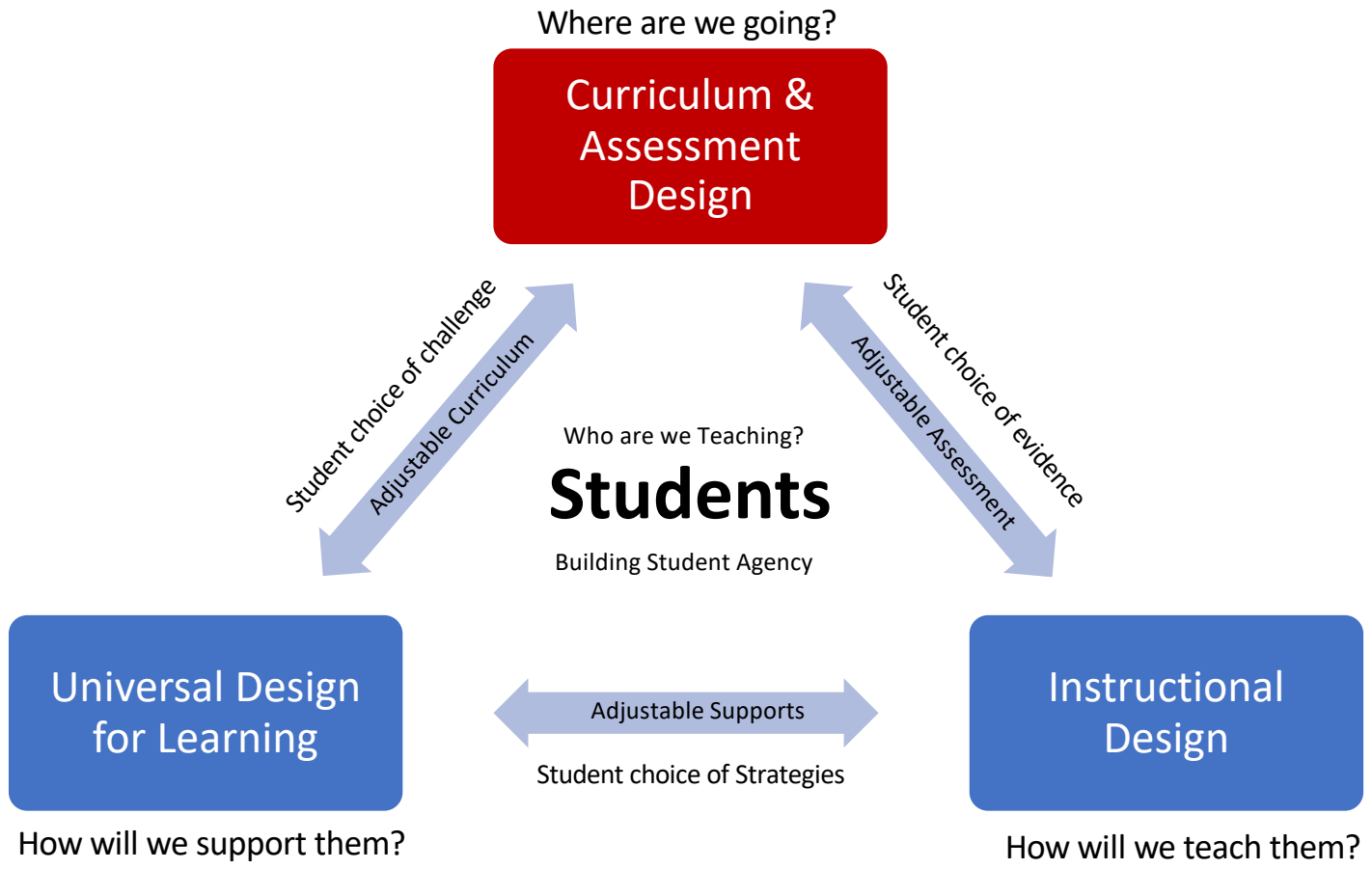
How do we change the system? Design with Equity in Mind

Shelley Moore, 2019



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

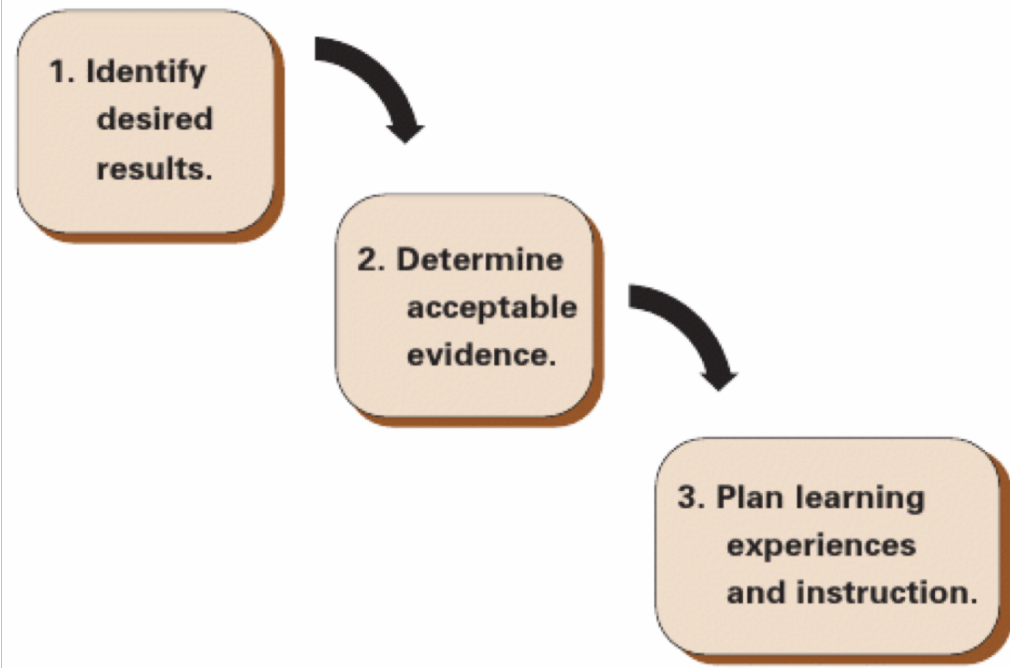
Shelley Moore, 2019



BACKWARDS DESIGN

Figure 1.1

UbD: Stages of Backward Design



Plan with the end in mind

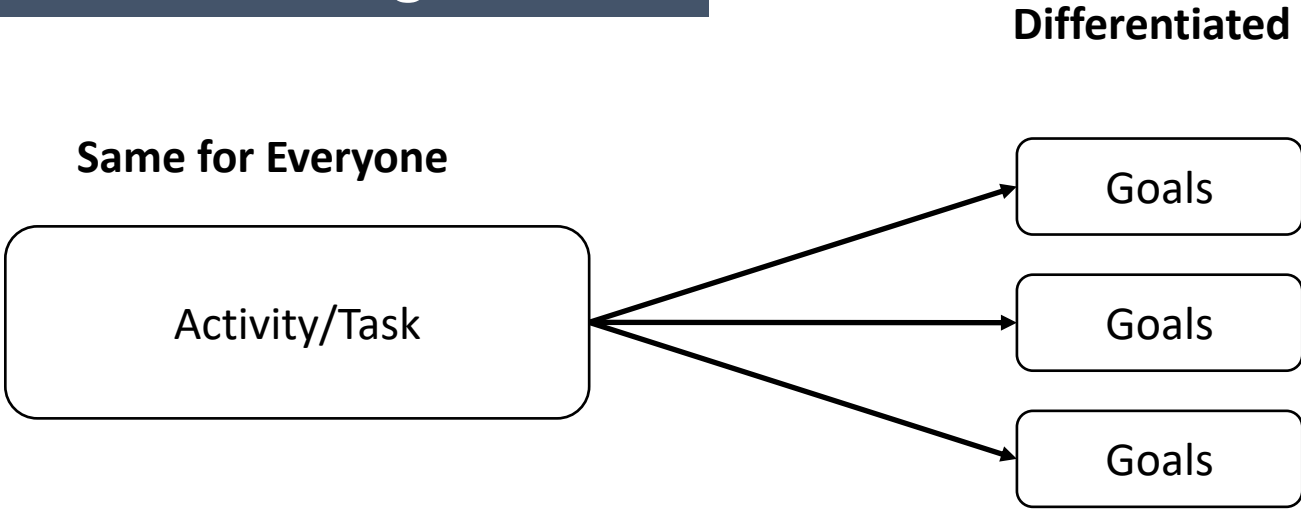
BACKWARDS DESIGN

The most dangerous phrase in the language is "we've always done it this way."

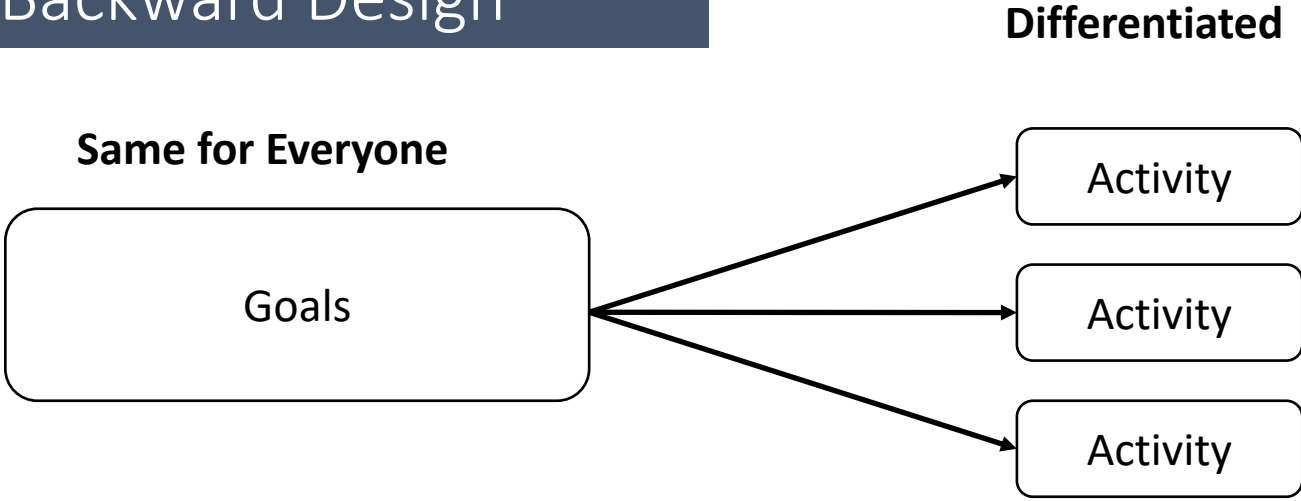


Teaching (and Learning) to **Goals**, not activities

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



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.
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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 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)

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)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Teacher
Evaluation

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)

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 Air Plane

Class: Ms. P Gr. 2/3		Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) • Technologies are tools that extend human capabilities. (ADST) • Inquiry through the arts creates opportunities for risk taking. (Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?	
Unit Goals	Curricular Language	Student friendly language	
Content Goal: Science (2)	types of forces	I know different types of forces	
Content goal: Language Arts (2/3)	Story/text: elements of a story	I know what makes a story	
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others	I can make something for a purpose	
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions	I can make a plan and try out my ideas	
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences	I can create a story for an audience	
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	I can create many things using different art tools and materials	
Core Competency Goal: (Profile 1/2)	Creative Thinking: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)	We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way 	

**Who are our monsters? What are their stories?
How can we use forces to help us catch them?**

Name:		Date:	
I'm still working on it...	My goals	I got it!	How do I know? What is my evidence?
	<ul style="list-style-type: none"> I know different types of forces 		
	<ul style="list-style-type: none"> I know what makes a story 		
	<ul style="list-style-type: none"> I can make something for a purpose 		
	<ul style="list-style-type: none"> I can make a plan and try out my ideas 		
	<ul style="list-style-type: none"> I can create a story for an audience 		
	<ul style="list-style-type: none"> I can create many things using different art tools and materials 		

Summative Task:

Grade: 3	Subject Area: language arts/ Design	Planning Team: Uplands – Kelly, Shelley
Big Idea: Using language in creative and playful ways helps us understand how language works		Unit Guiding question: How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?
Content Goal:	I know elements of story	
Curricular Competency Goal: Create and communicate	I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community	
Curricular Competency Goal: Create and communicate	I can plan and create a variety of <i>communication forms</i> for different purposes and audiences	
Curricular Competency Goal: Create and communicate: ADST	<i><u>I can design by sharing and explaining my ideas</u></i>	
Curricular Competency Goal: ADST	I can design by coming up with ideas (ideate)	
Core Competency Goal:	I can be a creative thinking by generating ideas	

Grade: 5	Subject Area: Science	Planning Team: Alicia & Shelley
Big Ideas: The solar system is part of the Milky Way , which is one of billions of galaxies .		Unit Guiding questions: - How is the solar system and the milky way connected? How are they similar, How are they different?
Content Goal:	the position, motion, and components(parts) of our solar system in our galaxy	<i>I know the position, motion and parts of our solar system in our galaxy</i>
Content Goal:	the overall scale, structure, and age of the universe	I know the scale, structure and age of the universe
Curricular Competency Goal: Questioning and predicting	Demonstrate a sustained (over time) curiosity about a scientific topic or problem of personal interest	I can show curiosity over time about a scientific topic I can show curiosity about a topic that is interesting to me
Curricular Competency Goal: Processing and analyzing data and information	Identify First Peoples perspectives and knowledge as sources of information	I can find out about First Peoples perspectives (view) and how they understand I can find out how First Peoples get their knowledge
Curricular Competency Goal: Evaluating	Demonstrate an understanding and appreciation of evidence	I can use evidence to support my understanding
Curricular Competency Goal: Applying and innovating	Co-operatively design projects	I can work together with my peers on a project
Core Competency Goal:	We can be collaborators by...	

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</u> it <u>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 <i>diverse purposes</i> and from a <i>variety of sources</i> and evaluate their <i>relevance</i> , <i>accuracy</i> , and <i>reliability</i>	
Curricular Competency Goal	I can respond to <i>text</i> in <i>personal, creative, and critical ways</i>	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful <i>literary and informational texts</i> for a variety of purposes and <i>audiences</i>	
Curricular Competency Goal	I can assess and <i>refine texts</i> to improve their clarity, effectiveness, and impact according to purpose, <i>audience</i> , and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

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..	

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BIG IDEA

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

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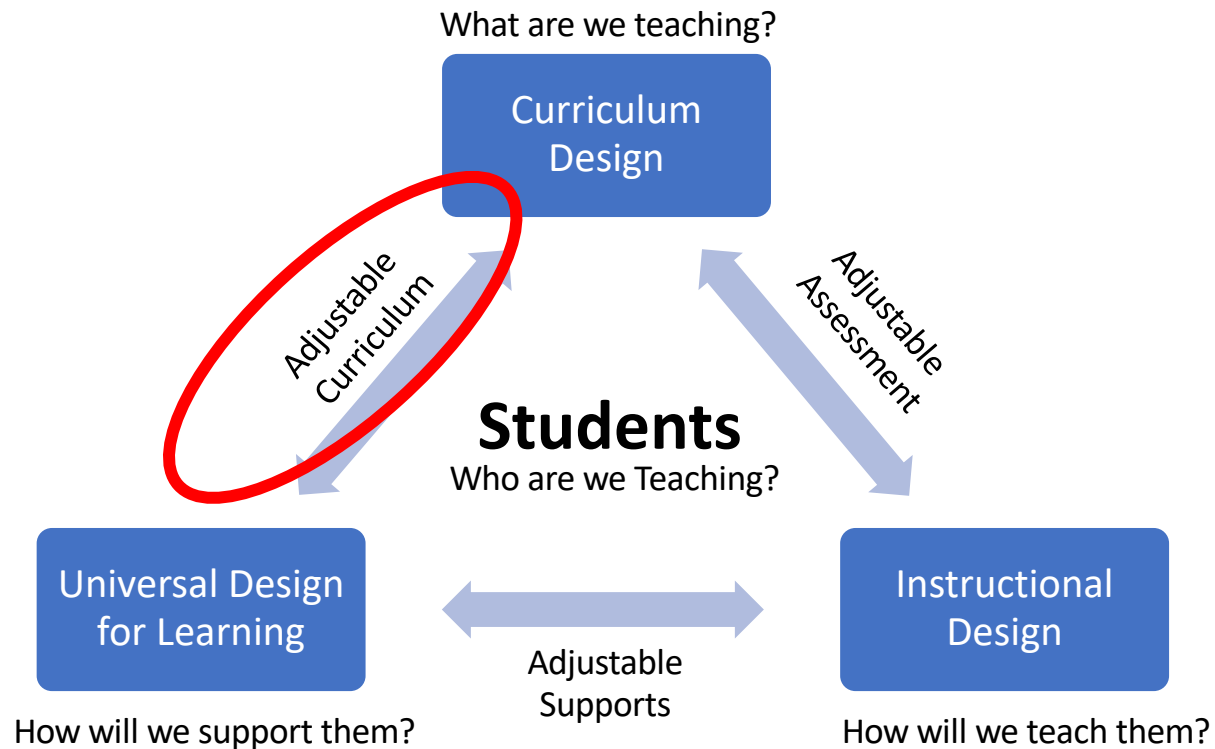
Backwards Design Big Ideas:

- We need to **target goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE** of learning
- We **evaluate goals** NOT activities

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...	

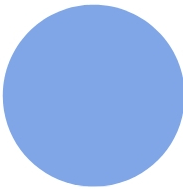
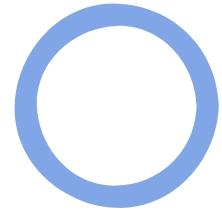
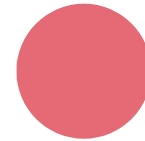
Educational Architects: Designing with Equity in Mind



MAKING A PLAN...

- What is *one useful thing* so far?
- What is something you want to *try*?
- What is your *first step*?
- What *SUPPORTS* do you need?
- How will you *celebrate* your success?

Carly



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