

SHELLEY MOORE



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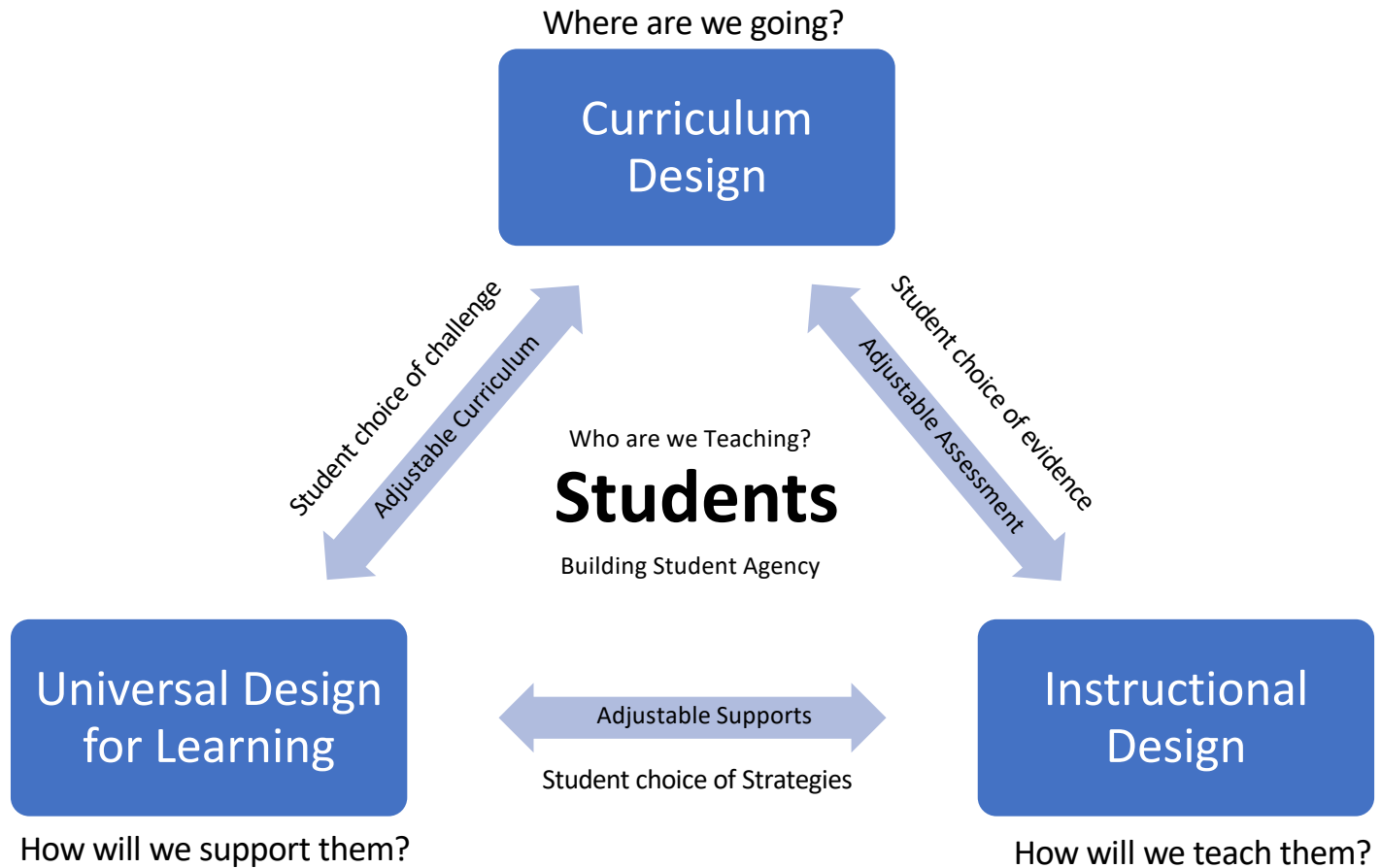
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What stands out from last session?
What questions are coming up?

How do we change the system?

Design with Equity in Mind

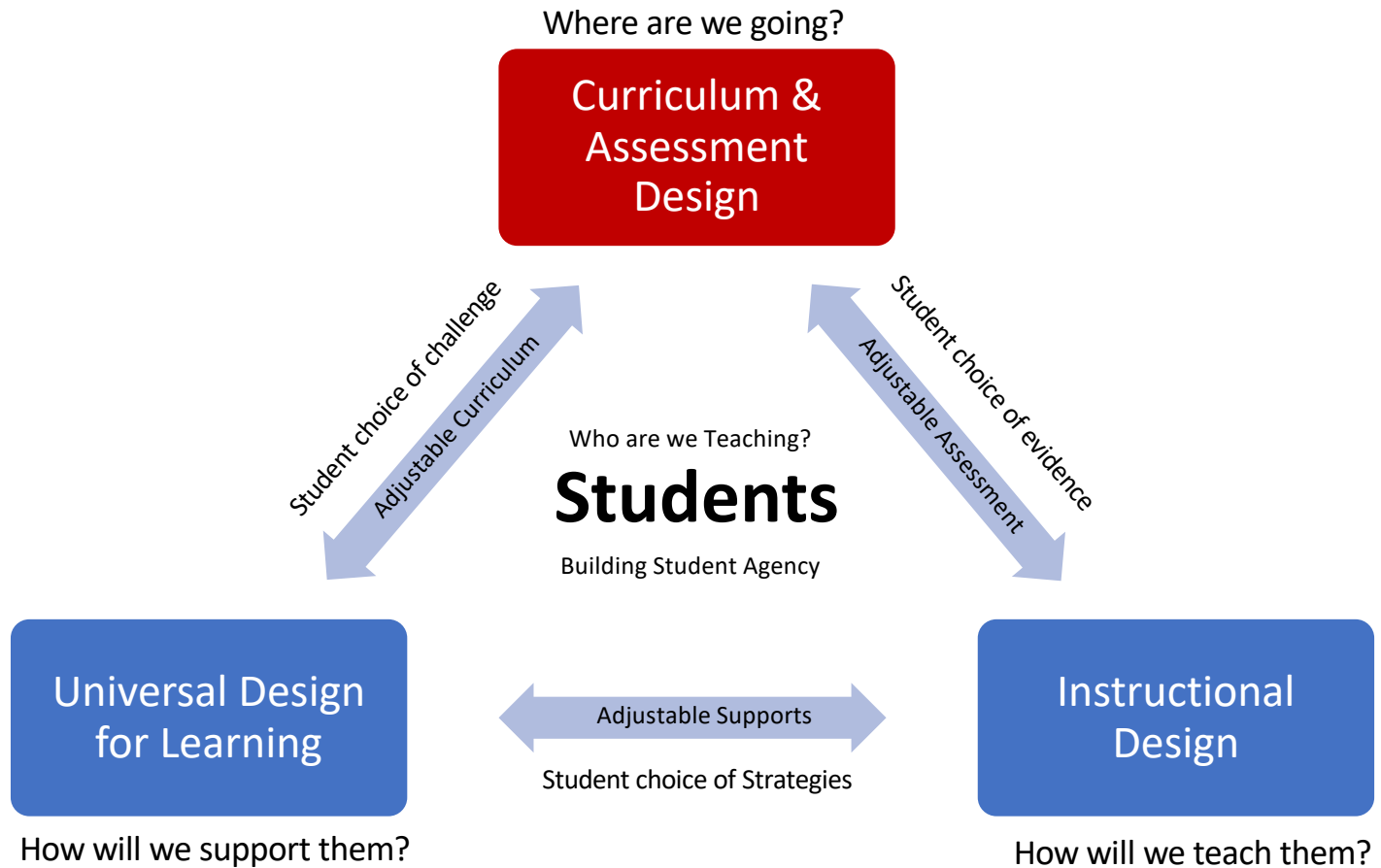
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How do we change the system?

Design with Equity in Mind

Shelley Moore, 2019



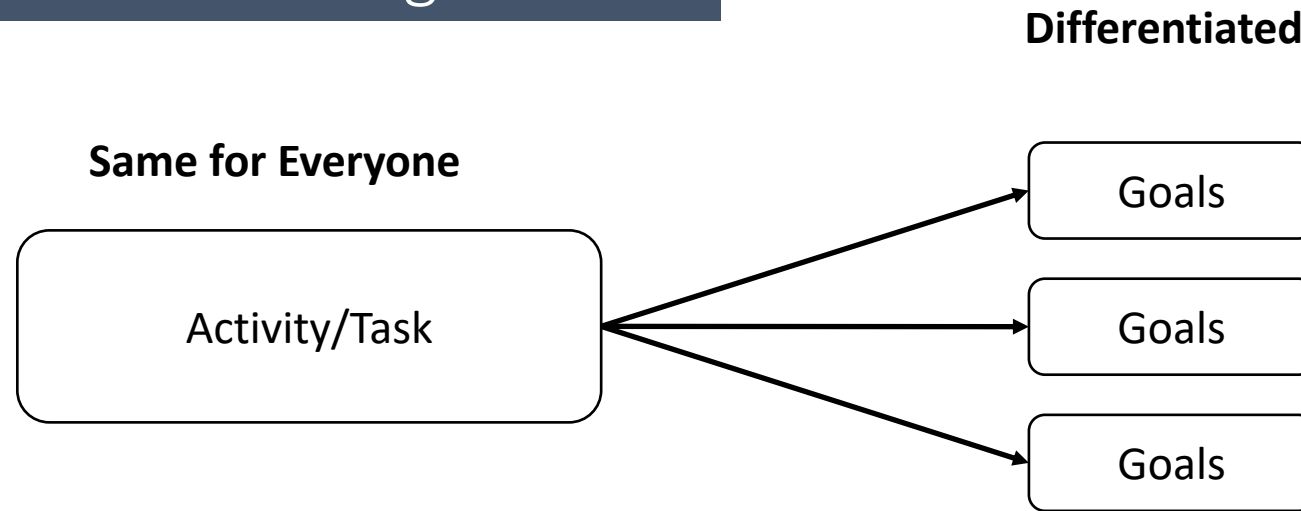
BACKWARDS DESIGN

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

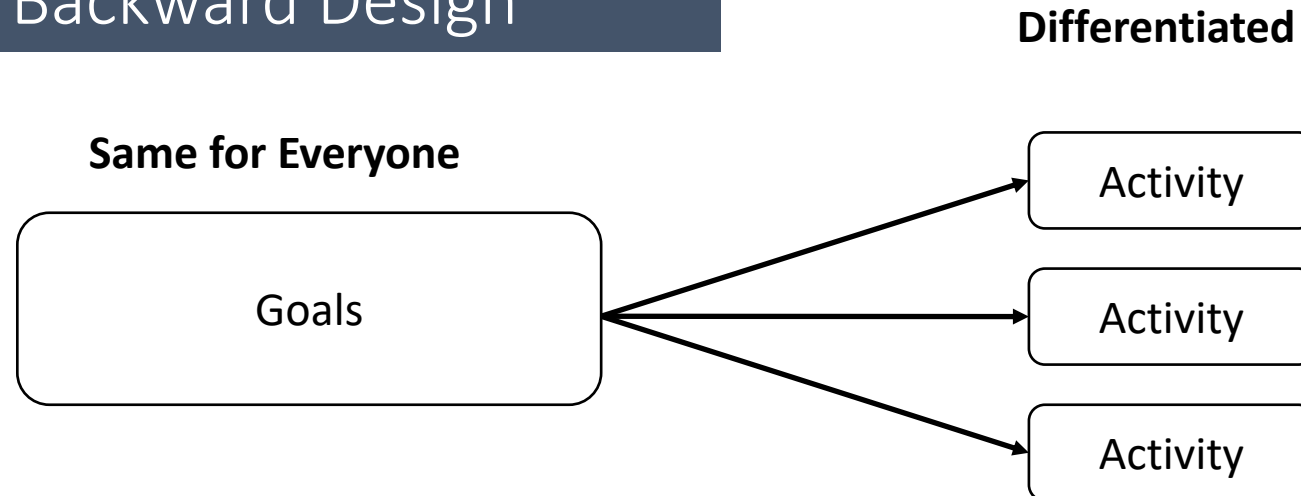


Teaching (and Learning) to **Goals**, not activities

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



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?

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 - **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)

[illegible]

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	can read for enjoyment and to achieve personal goals	can recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	can recognize and understand the diversity within and across First Peoples societies as represented in texts	can understand the influence of land/place in First Peoples and other Canadian texts	can access information for diverse purposes and from a variety of sources to inform writing	can recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages	can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	can recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	can recognize and understand how language constructs personal, social, and cultural identities	can construct meaningful personal connections between self, text, and world	can evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact	can recognize an increasing range of text structures and understand how they contribute to meaning	can identify bias, contradictions, distortions, and omissions	can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking	can respond to text in personal, creative, and critical ways	can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purpose	can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences	can express and support an opinion with evidence	can reflect on, assess, and refine texts to improve clarity, effectiveness, and impact	can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context	can use acknowledgements and citations to recognize intellectual property rights	can transform ideas and information to create original texts, using various genres, forms, structures, and styles	can manipulate language purposefully			
I know text forms and genres																										
I know Reconciliation in Canada																										
I know Text Features and Structures																										
I know strategies and processes								✓		✓							✓	✓	✓							
I know language features, structures and conventions							✓		✓								✓	✓	✓							

The 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): • 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): • 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?
	I know different types of forces		
	I know what makes a story		
	I can make something for a purpose		
	I can make a plan and try out my ideas		
	I can create a story for an audience		
	I can create many things using different art tools and materials		

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

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: 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:	exploration, expansion, and colonization	I know exploration I know expansion I know colonization I know how they are connected
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	I can describe what influences causes (actions and events) I can figure out the short and long term consequences (effects)
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)	I can explain different perspectives I can compare different perspectives
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)	I can make ethical judgements I can assess historical perspectives

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...	

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..		

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)

Name:			Date:			
Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?						
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)						

The Backwards Design FLIPBOOK

Miserable

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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
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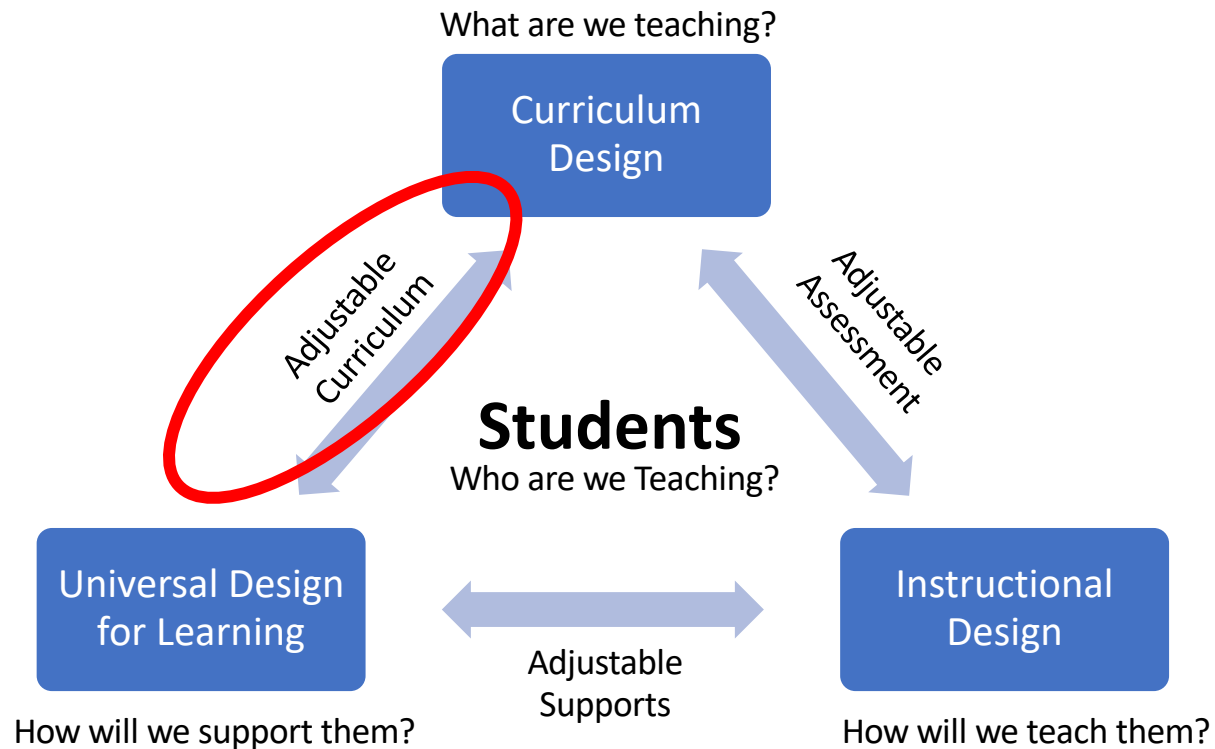
Backwards Design Big Ideas:

- 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

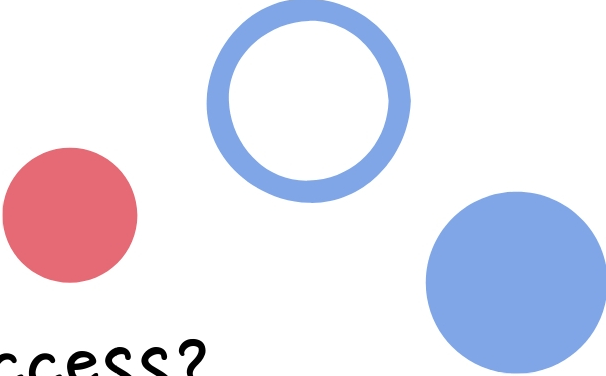
Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

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?
- 

Stay Connected!



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