

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

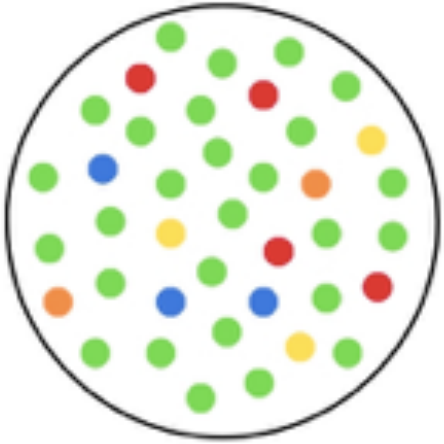
www.blogsomemoore.com



Hello!

- What are your big questions for this year?
- Where are you in your inclusive journey?
- What are you trying? What is your next step?

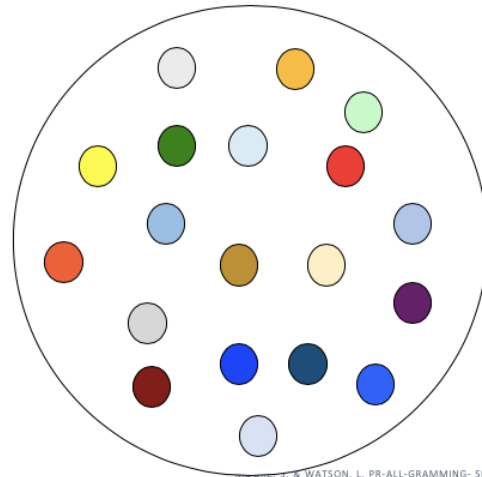
What is Inclusion?



How do we include students who are different?

VS.

How do we teach to student diversity?



VS.

How do we teach to student identity?



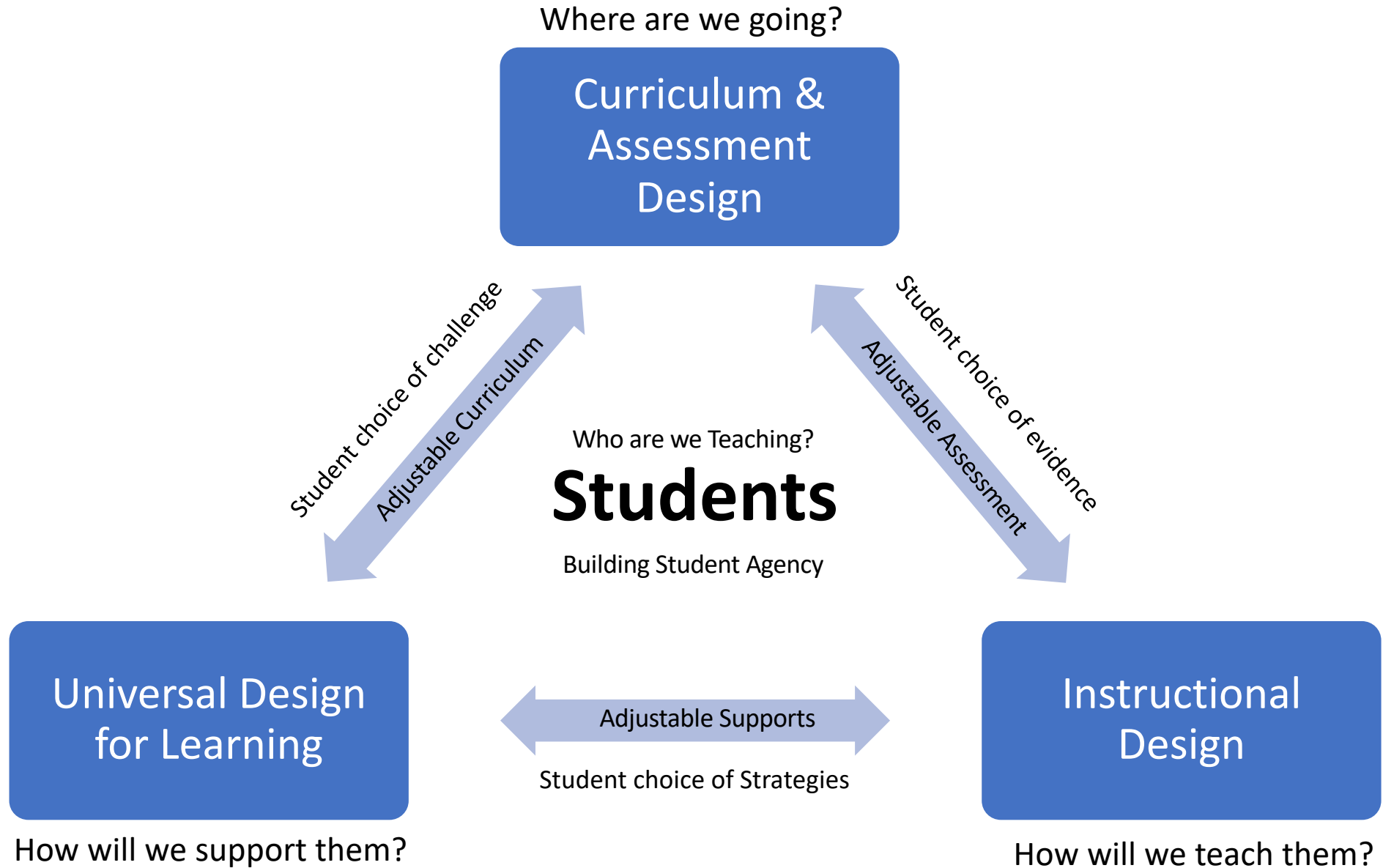
DESIGN: THE MOST UNDERUTILIZED SUPPORT



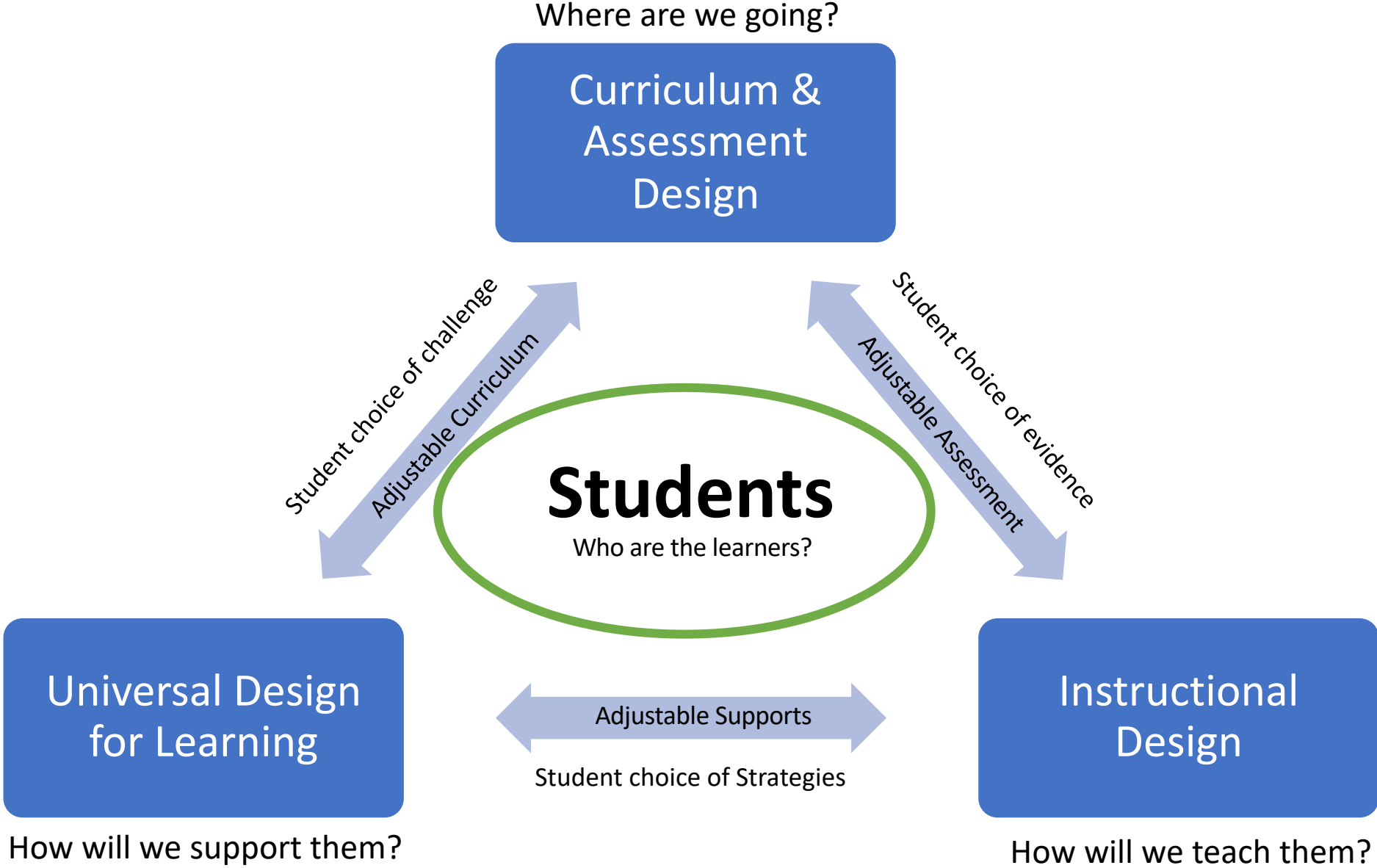
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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 can we change the system? Designing with Equity in Mind

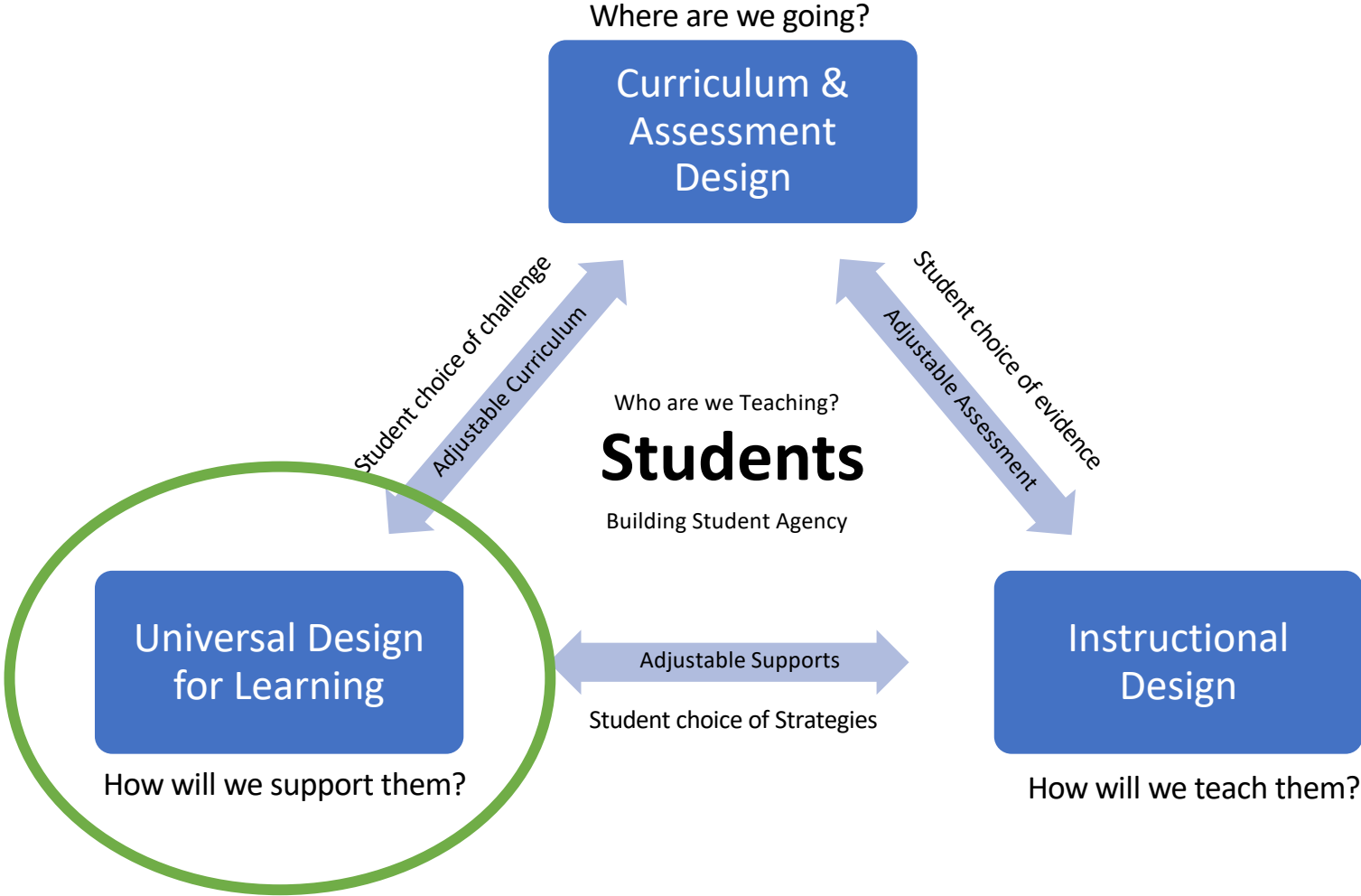


How do we change the system? Design with Equity in Mind



| | | | |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------|-------|
| Class Review for : | | Teacher: | Date: |
| I can plan for my students by getting to know the: | | | |
| Interests & Identities of the class | Classroom Strengths | Classroom Stretches | |
| | | | |
| Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is: | | | |
| The BIG goal I have for this class: | | | |
| I can meet this goal(s) by making a plan: | | I can meet this goal(s) by reducing barriers in the classroom: | |
| Decision: Something I want to try | Decision: Barriers to Learning (UDL) | Decision: Barriers to Equity (Reconciliation) | |
| | | | |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Core competencies to target for this class (Decided by the class) | | | |

How can we change the system? Designing with Equity in Mind



The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

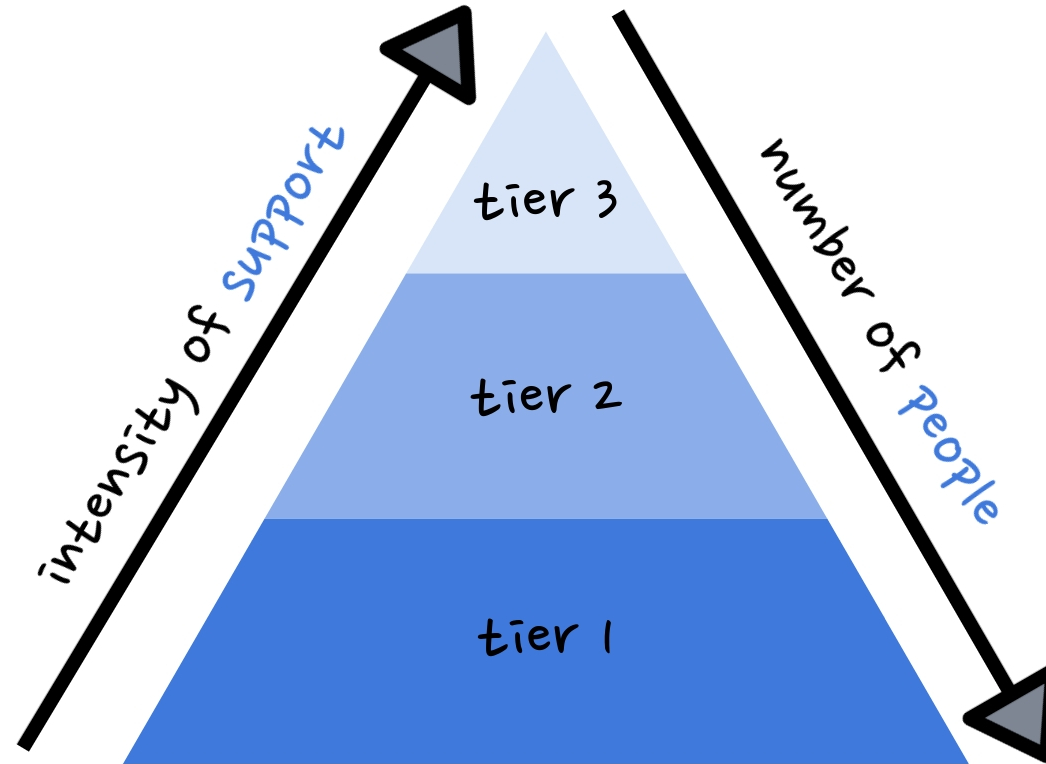
The layered cake model



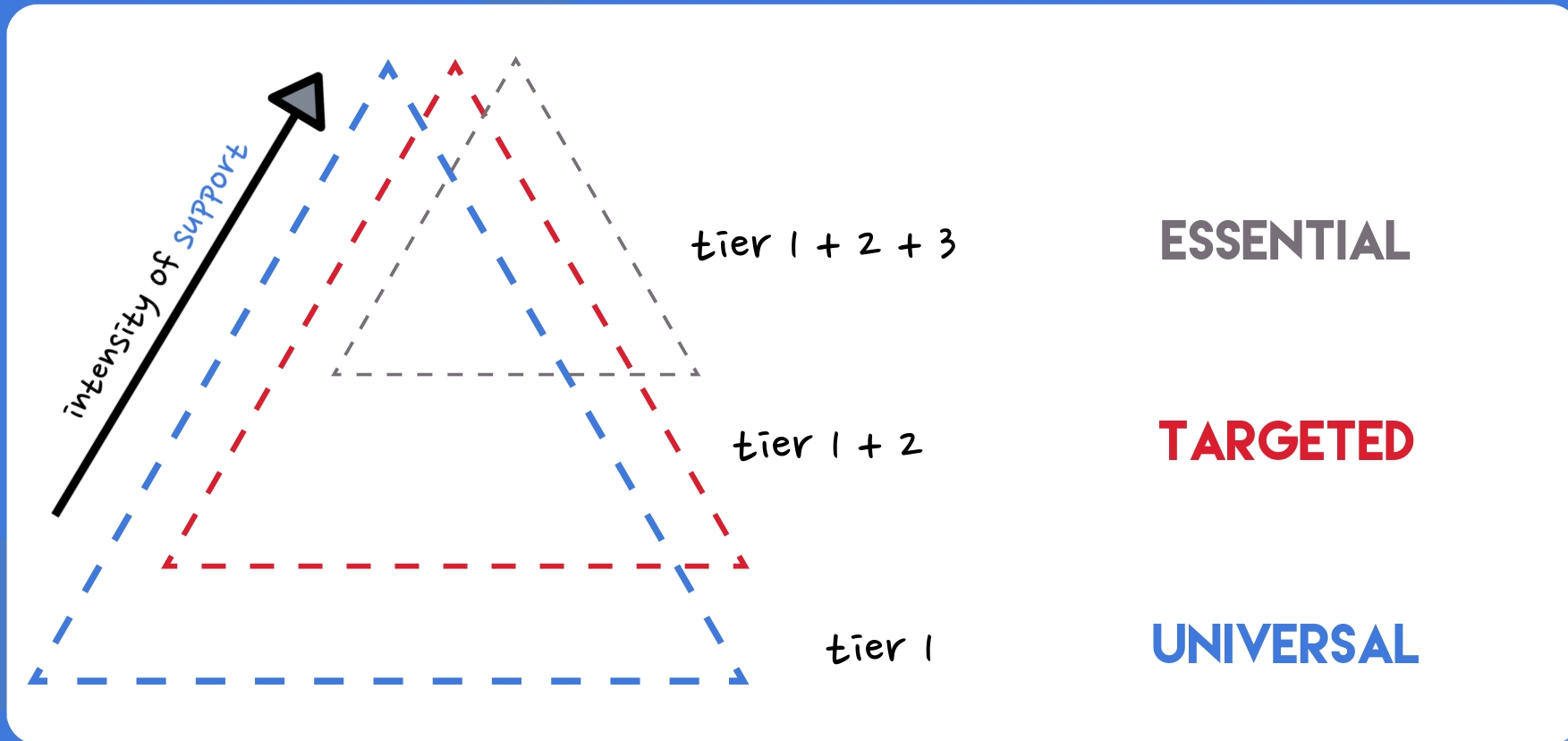
Shelley Moore, 2019

@tweetsomemoore


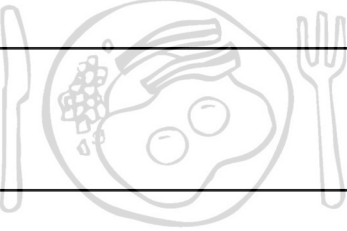
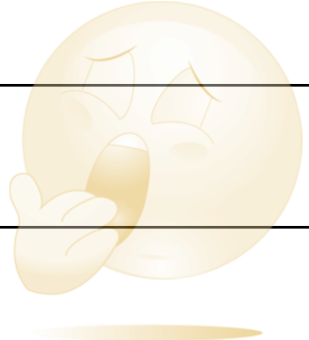
RTI: RESPONSE TO INTERVENTION



RTI/MTLS





| 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 | | | |
| who needs the most challenge | | | |

Classroom Support Plan: Need Based Reflection

Target Classroom: _____ **Classroom Teacher(s):** _____ **Date:** _____

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher etc.)
3. Decide which needs are affecting learning in the classroom (needs can reflect one or more students, but are not disabilities. For example, "Autism" is not a need)
4. Determine the priority of needs-based support that this classroom community needs
5. Target five areas of need to start with, to construct a classroom support plan

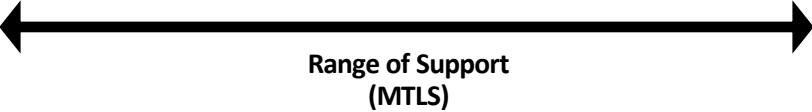
| Areas of Need | Our classroom community needs support for this immediately | Our classroom community needs support for this soon | Our classroom community does not need support for this right now |
|-----------------------------|-------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------|
| Aggression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anger or Frustration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anxiety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Articulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assistive Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Blind/Vision Impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bullying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Central Auditory Processing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hearing Impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depression/Sadness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Motivation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eating Disorder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional Regulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English Language Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Executive Functioning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fine Motor Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gambling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Greif Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gross Motor Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intellectual Ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening Comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Low Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Memory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mental Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Metacognition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mobility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Non-Verbal Reasoning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| Organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal Care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal Safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonological Processing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Processing Speed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self Esteem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self- Advocacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Harm/ Suicide Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Regulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sensory Integration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sequencing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Substance Abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Task Initiation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Verbal Ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visual-Motor Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visual Spatial Processing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What top five areas of need are we going to target in our classroom support plan

1. _____
2. _____
3. _____
4. _____
5. _____

| | | |
|-------------------------------|-----------------------------------------------|--------------|
| Classroom Support Plan | | |
| Teacher(s): C. Woods | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: Math 8 |

| Students... | | Strategies & Supports | | |
|------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------|
| who needs the most support ST, CH, JP (f) | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| Need Executive Functioning | JC, CH, JK, JP(f), AT, ST, LV, DV | | | |
| Need Ability | ST, AT | | | |
| Need Processing Speed | JC, CH, JK, IR, LV, DV | | | |
| Need Self Esteem | JB, RJ, FK, AT, ST, LV, DV, CH | | | |
| Need Memory | DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV | | | |
| who needs the most challenge JP, CG, LJ | |  | | |

Range of Students (RTI)

www.teachspeced.ca



TEACHERS' GATEWAY TO
SPECIAL EDUCATION



| Teaching Strategies & Resources | | | Key Practices | | | Glossary | | | FAQs | | | <input type="text"/> | | |
|-------------------------------------|--|--|---------------|--------------------------------|--|--------------------------------------------------------|--|-----------------------------------------------------|------|--|--|----------------------|--|--|
| Student Needs | | | | IPRC Exceptionalities | | | | Diagnosed Conditions ✕ | | | | | | |
| Aggression Management | | | | Autism Spectrum Disorder (ASD) | | | | Acquired Brain Injury | | | | | | |
| Anger/Frustration Management | | | | Behaviour | | | | Alcohol-Related Neuro-developmental Disorder (ARND) | | | | | | |
| Anxiety Management | | | | Blind and Low Vision | | | | Angelman Syndrome | | | | | | |
| Articulation Skills | | | | Deaf and Hard of Hearing | | | | Anxiety Disorders | | | | | | |
| Attendance Strategies | | | | Developmental Disability (DD) | | | | Attention Deficit Hyperactivity Disorder (ADHD) | | | | | | |
| Attention Skills | | | | Giftedness | | | | Auditory Processing Disorder (Central) | | | | | | |
| Assistive Technology Skills | | | | Language Impairment | | | | Autism Spectrum Disorder (ASD) | | | | | | |
| Blind/Vision Impaired | | | | Learning Disabilities (LD) | | | | Bipolar Disorder | | | | | | |
| Bullying Management Skills | | | | Mild Intellectual Disabilities | | | | Blind/Vision Impaired | | | | | | |
| Central Auditory Processing | | | | Multiple Exceptionalities | | | | Brain Injury | | | | | | |
| Deafness | | | | Physical Disability | | | | Cerebral Palsy (CP) | | | | | | |
| Depression/Sadness Management | | | | Speech Impairment | | | | Conduct Disorder (CD) | | | | | | |
| Disengagement/Motivation Strategies | | | | | | Concussions | | | | | | | | |
| Eating Disorder Strategies | | | | | | Cystic Fibrosis (CF) | | | | | | | | |
| Emotional Regulation | | | | | | Deafness | | | | | | | | |
| English Language Skills | | | | | | Depression Disorders | | | | | | | | |
| Executive Function | | | | | | Down Syndrome | | | | | | | | |
| Fine Motor Skills | | | | | | Eating Disorders | | | | | | | | |
| Gambling Disorder | | | | | | Epilepsy | | | | | | | | |
| Grief Management | | | | | | Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) | | | | | | | | |
| Gross Motor Skills | | | | | | Fragile X Syndrome | | | | | | | | |
| Hearing | | | | | | Gambling Disorder | | | | | | | | |
| Intellectual Ability – High | | | | | | Intellectual Disabilities | | | | | | | | |
| Intellectual Ability – Low | | | | | | Klinefelter's Syndrome | | | | | | | | |
| Listening Comprehension Skills | | | | | | Learning Disabilities/Specific Learning Disorders | | | | | | | | |
| Low Vision | | | | | | Muscular Dystrophy (MD) | | | | | | | | |
| Memory Skills | | | | | | Neurological Disabilities | | | | | | | | |

| | | |
|-------------------------------|-----------------------------------------------|--------------|
| Classroom Support Plan | | |
| Teacher(s): C. Woods | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: Math 8 |

| Students... | | Strategies & Supports | | |
|-----------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| who needs the most support ST, CH, JP (f) | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| Need Executive Functioning | JC, CH, JK, JP(f), AT, ST, LV, DV | <ul style="list-style-type: none"> • Visual instructions • Pre teach vocabulary • Structured agenda support | <ul style="list-style-type: none"> • 2 min breaks • Using a computer for tasks • Work bin | |
| Need Ability | ST, AT | <ul style="list-style-type: none"> • concept based planning • random/ strategic seating • access point/ scaffolding | <ul style="list-style-type: none"> • Quiet location • home-communication • unlimited time for assessment | |
| Need Processing Speed | JC, CH, JK, IR, LV, DV | <ul style="list-style-type: none"> • Develop/practice basic math fluency (without calculator, with manipulatives, not timed) • Windows of due dates • No marks lost for late assignments | <ul style="list-style-type: none"> • Choice of complexity | CH- Assistive tech (Computer) |
| Need Self Esteem | JB, RJ, FK, AT, ST, LV, DV, CH | <ul style="list-style-type: none"> • Strength based goals (I can...) • Strategic groupings • Build community | <ul style="list-style-type: none"> • Check ins | |
| Need Memory | DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV | <ul style="list-style-type: none"> • Structured agenda support • Task chunking/ reference • Highlight verbs/ key words in tasks | <ul style="list-style-type: none"> • Home communication • Calculator • Colour coding | |
| who needs the most challenge JP, CG, LJ | | | | |

Range of Students (RTI)

Range of Support
(MTLS)

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 6 Class

Range of Support

| 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 I.L., R.R | | Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week | | |

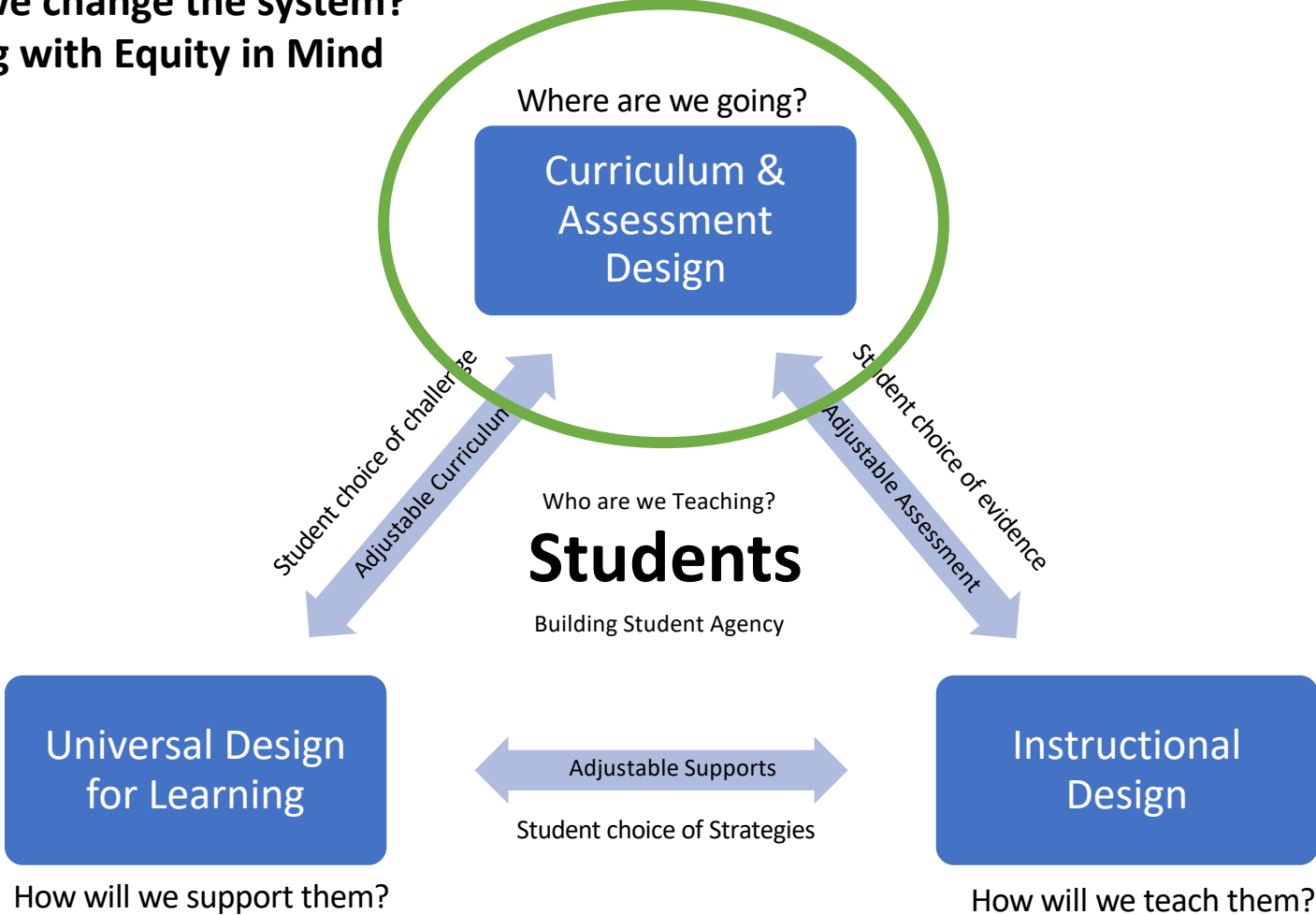
Range of Students

| | | |
|-------------------------------|---------------|-------|
| Classroom Support Plan | | |
| Teacher(s): | Support Staff | Lens: |

| 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 | | | | |

Range of Students (RTI)

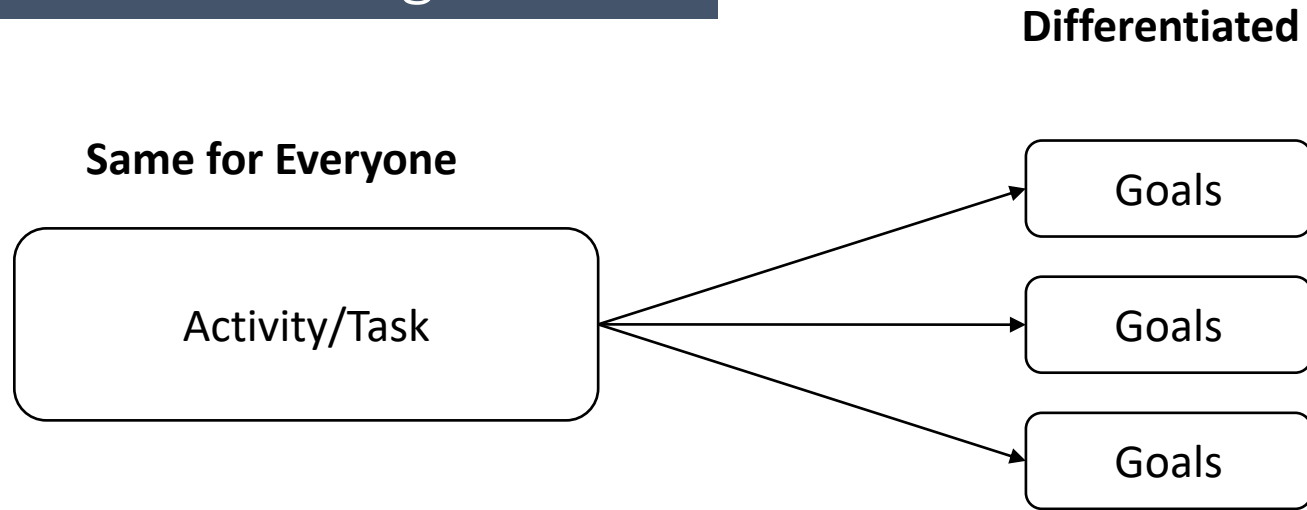
**How can we change the system?
Designing with Equity in Mind**



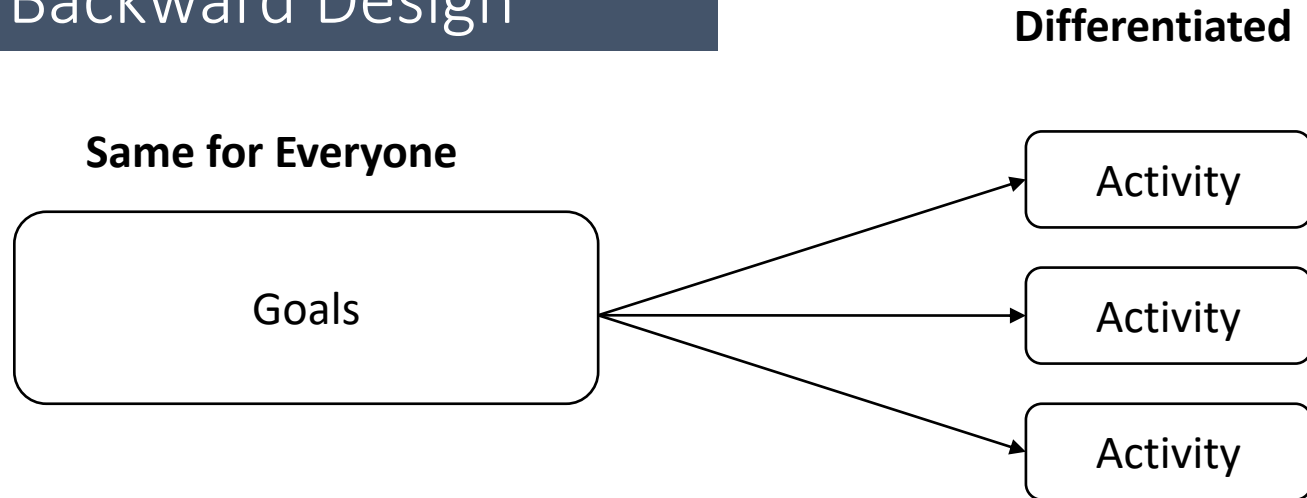
Backwards Design:

- 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**
- We **evaluate goals** NOT activities
- We use open-ended learning activities as **EVIDENCE of learning**

Forward Design



Backward Design



Backwards Design: What are the GOALS?

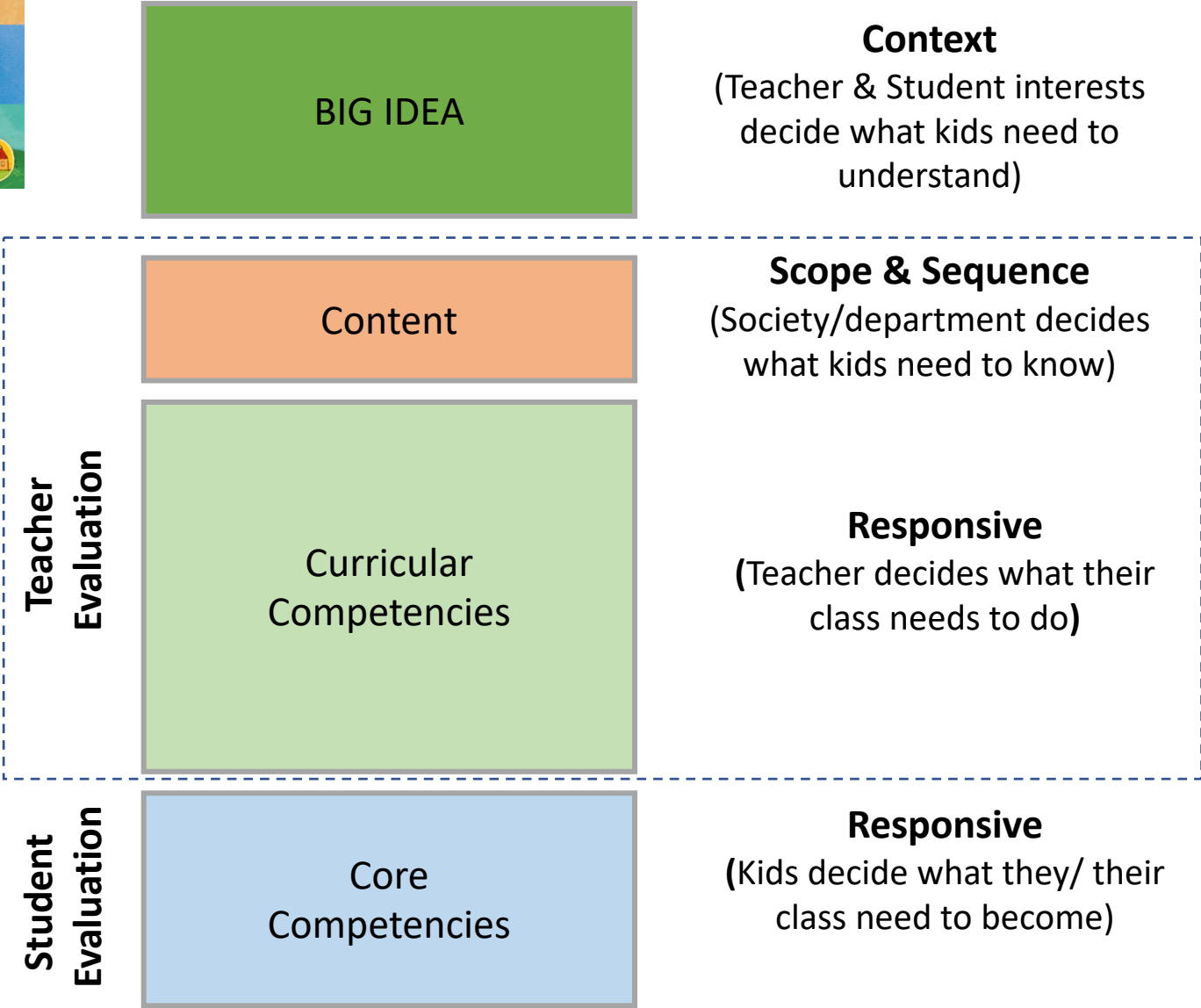
- **Backwards Design**
 - **Big Idea**
 - What do we need to understand?
 - **Content**
 - What do we need to know?
 - **Curricular Competencies**
 - What do we need to do?
 - **Core Competencies**
 - Who do we need to become?

The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



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 Planning

| | | |
|----------------------------|----------------------|------------------------|
| 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 | | |

| 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 |

Backwards Design: The Plane

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

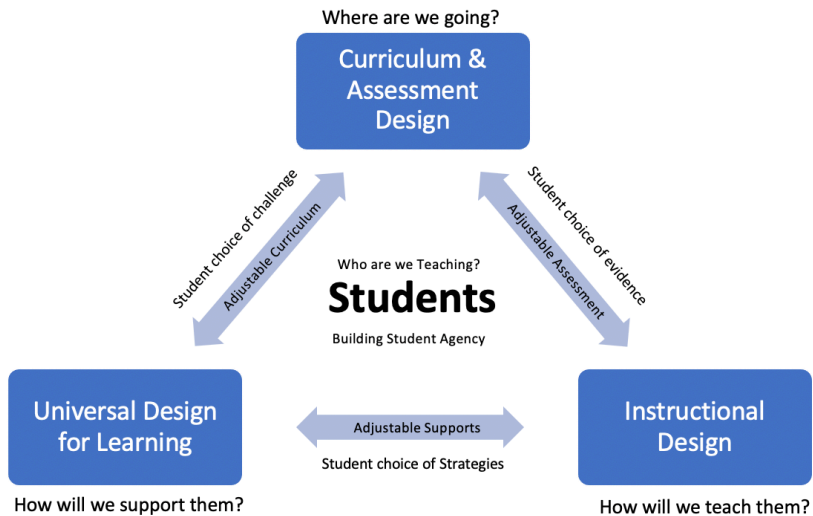
Date:

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) | | | | | | |
| | | | | | | |
| | | | | | | |

Next Steps

- Looking for school teams to receive inclusive coaching
- Team must:
 - Include a Classroom teacher
 - Include a Support Teacher
 - Commit to ongoing sessions over the year
- Team can:
 - Include other support team member and consultants
 - Educational Assistants
 - Administrators
- Follow up sessions:
 - Dec. 1 – School Team 1
 - Jan .19 – School Team 2
 - May 4 – School Team 3



SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

