

SHELLEY MOORE



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Nexwléexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since time immemorial and honours **the rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful **relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to create opportunities for **knowledge-sharing** and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

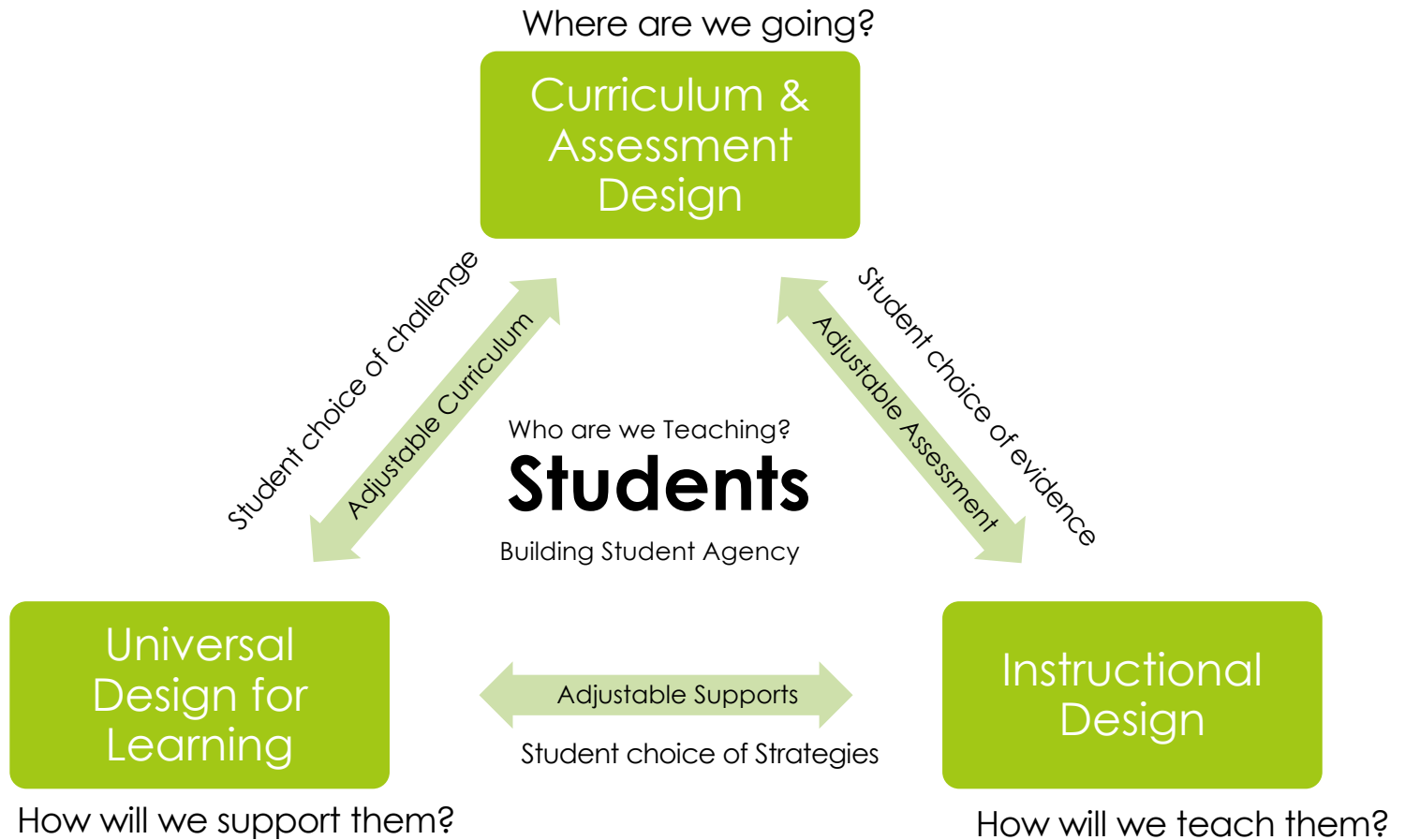


DESIGN: THE MOST UNDERUTILIZED SUPPORT



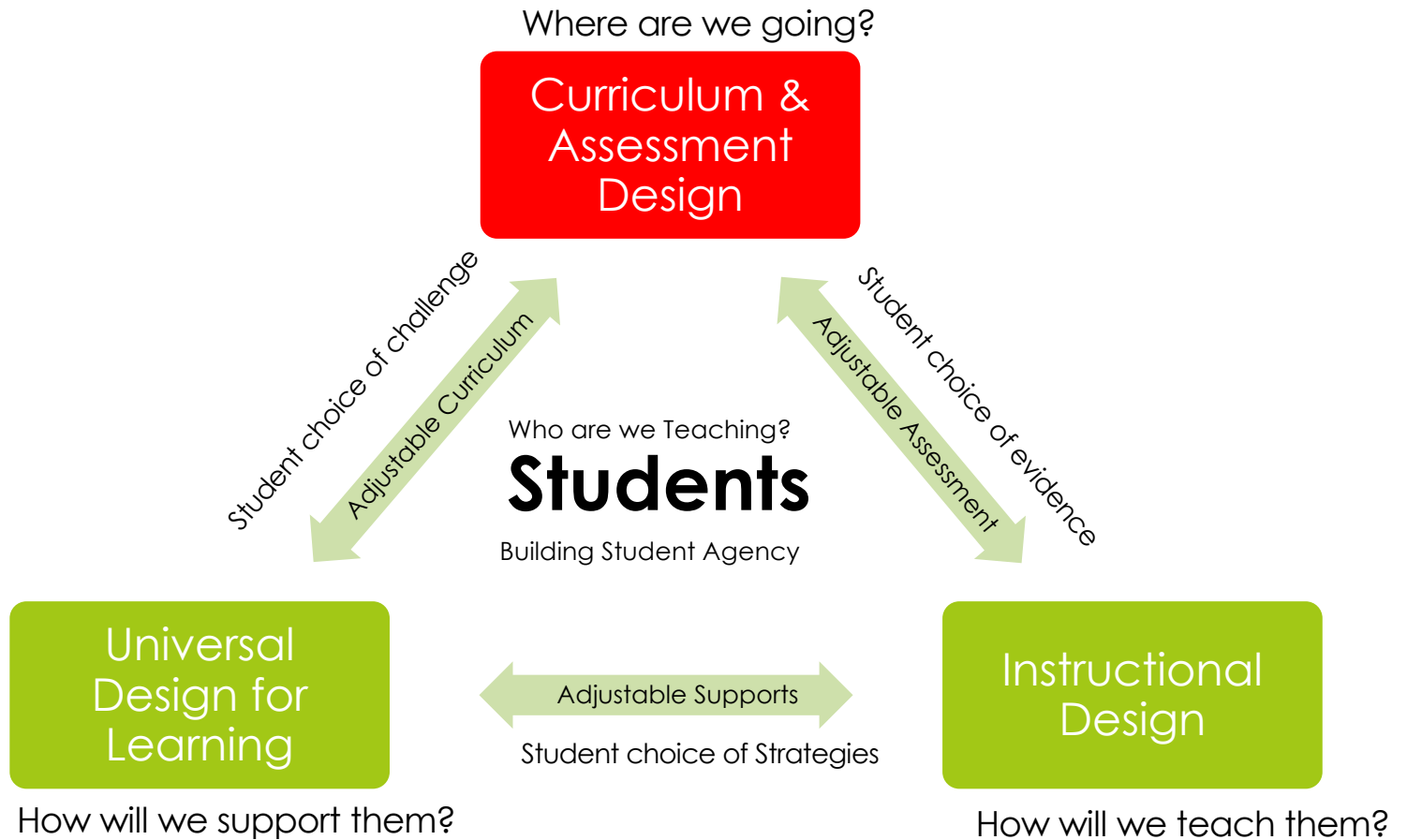
How do we change the system? Design with Equity in Mind

Shelley Moore, 201



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

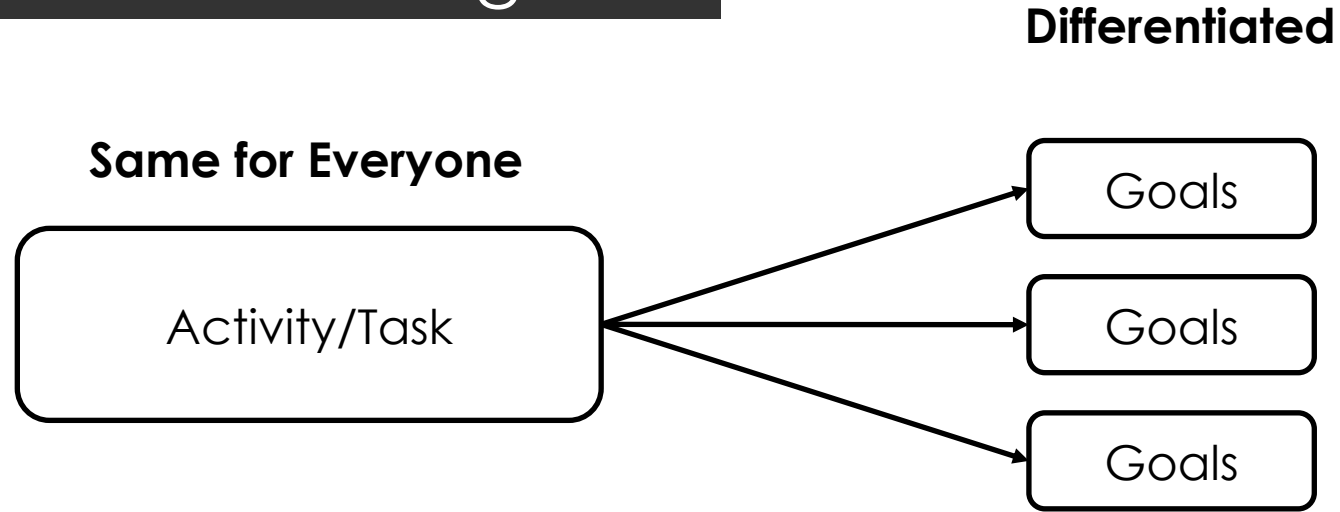
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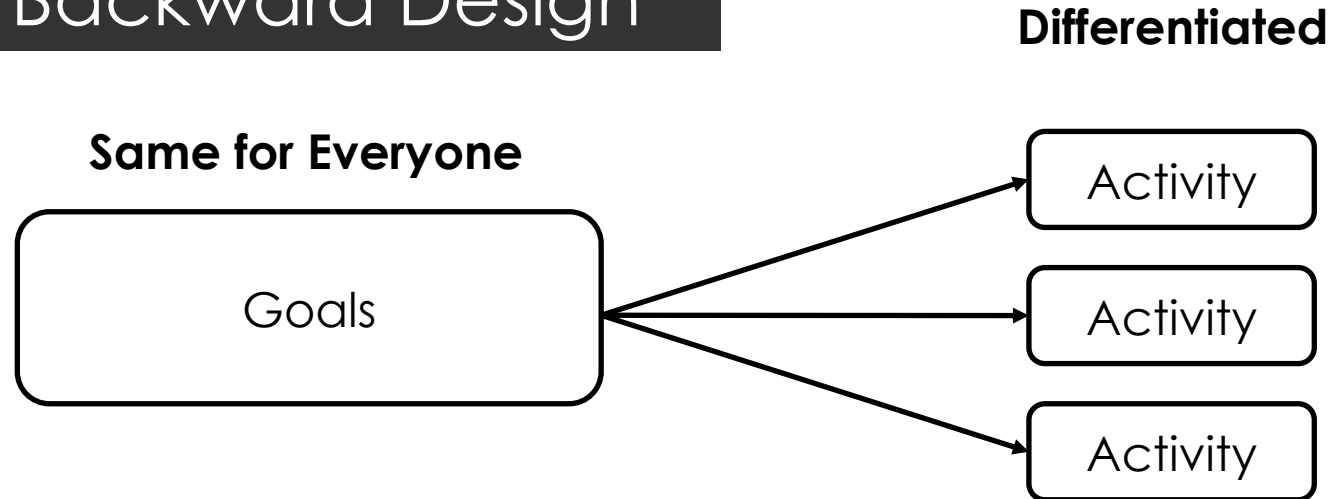
Backwards Design Big Ideas:

- We **target goals/ learning standards** 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

Forward Design



Backward Design



Backwards Design: Choose the goals

□ Backwards Design

□ Big Ideas

□ What do we need to understand?

□ Content

□ What do we need to know?

□ Process/ Skills

□ What do we need to do?

□ Attitudes/ Competencies

□ Who do we need to become?

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)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

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...	

Backward Design Unit Planning Template: Building the Curricular Airplane

Class	Subject Area(s):	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
Content		
Content		
Curricular Competency		
Curricular Competency		
Curricular Competency		
Curricular Competency		
Core Competency		

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..		

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**

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 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)	

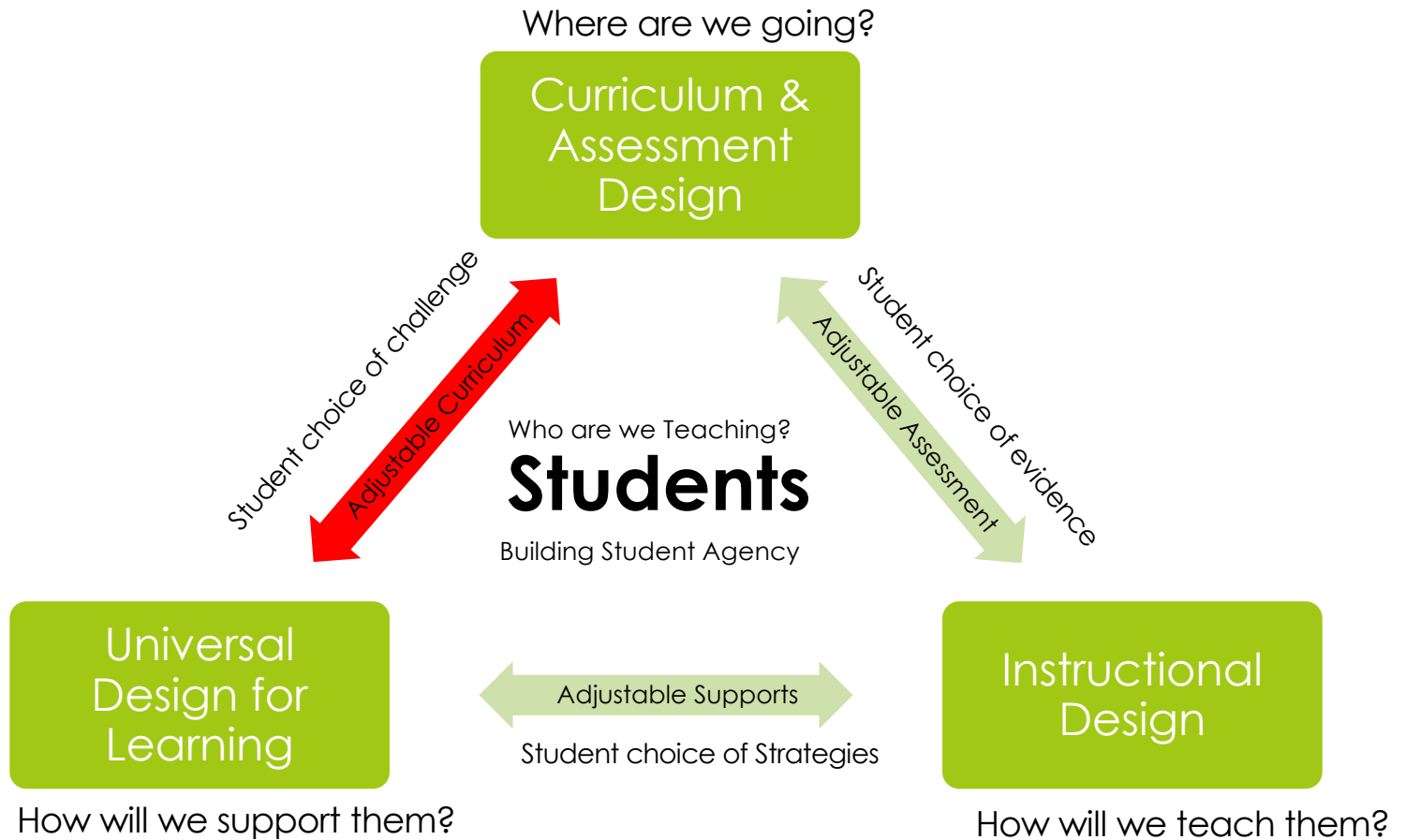
Name:	Date:
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Unit Guiding question:
 Why is our forest unique in Campbell River?
 How and why have our forest ecosystems evolved over time?

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Activities/ 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)						

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Learning Maps

- ▣ Adjustable curriculum
- ▣ More than one “standard” designed for the average
- ▣ Multiple exit points
- ▣ Multiple achievement measures
- ▣ Start from access, add on challenge
- ▣ Different from a rubric

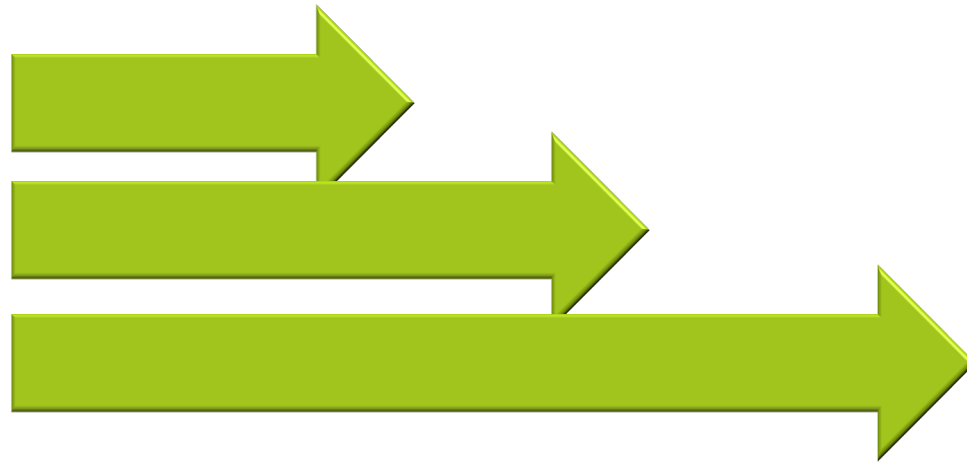
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

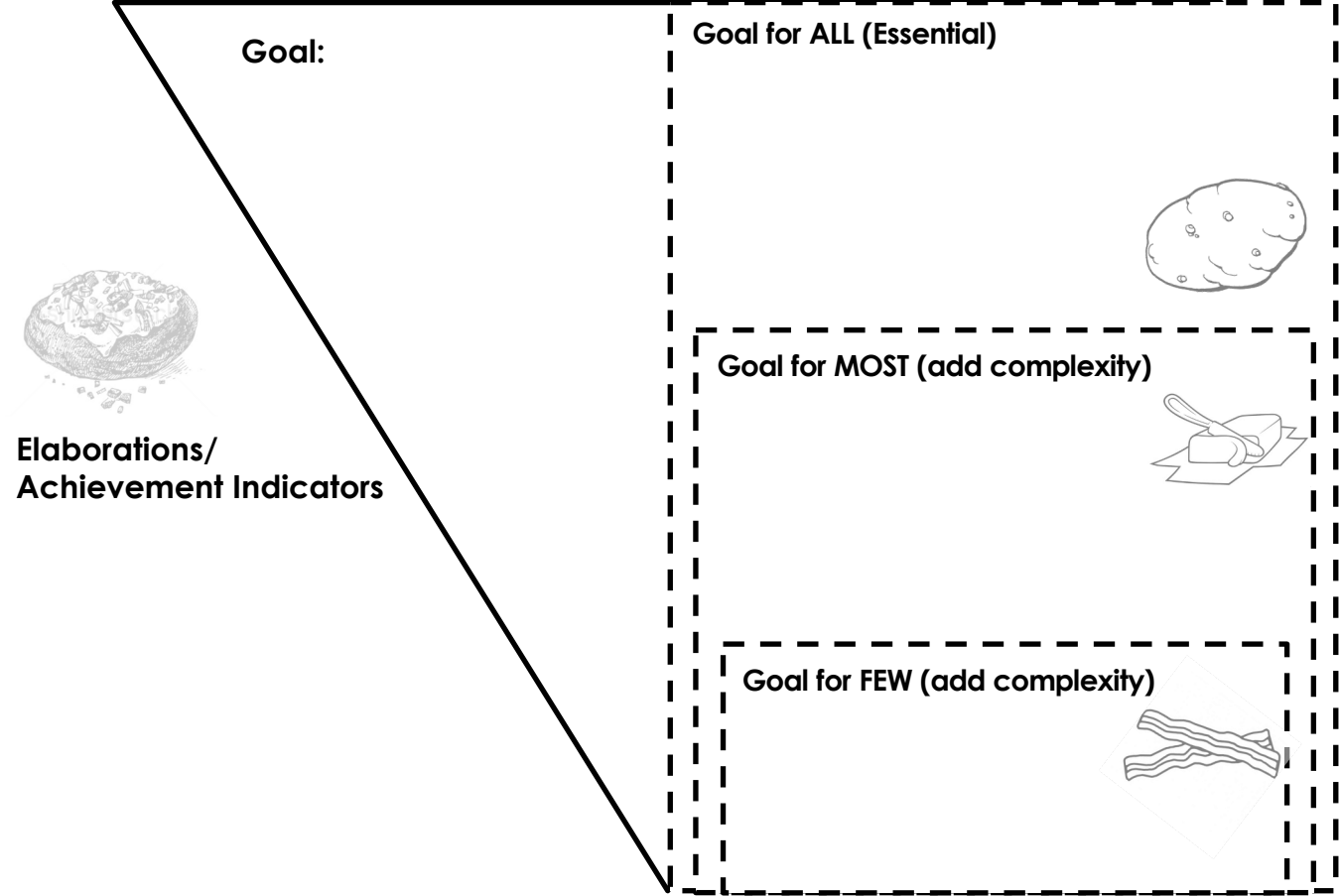


Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			



The Baked Potato Planning Strategy:



How could we use the planning pyramid?

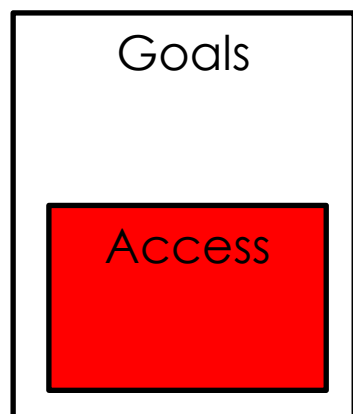
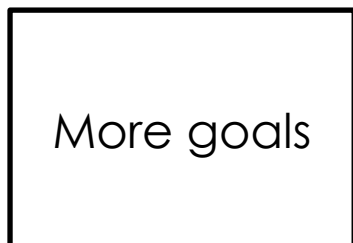
Building a goal continuum for a curricular goal or outcome

- Choose a **grade appropriate** curricular **goal** or learning outcome
- **Prioritize** achievement indicators or elaborations to determine most **essential** concept, skills or competencies
- Chunk remaining indicators or elaborations to **increase complexity**

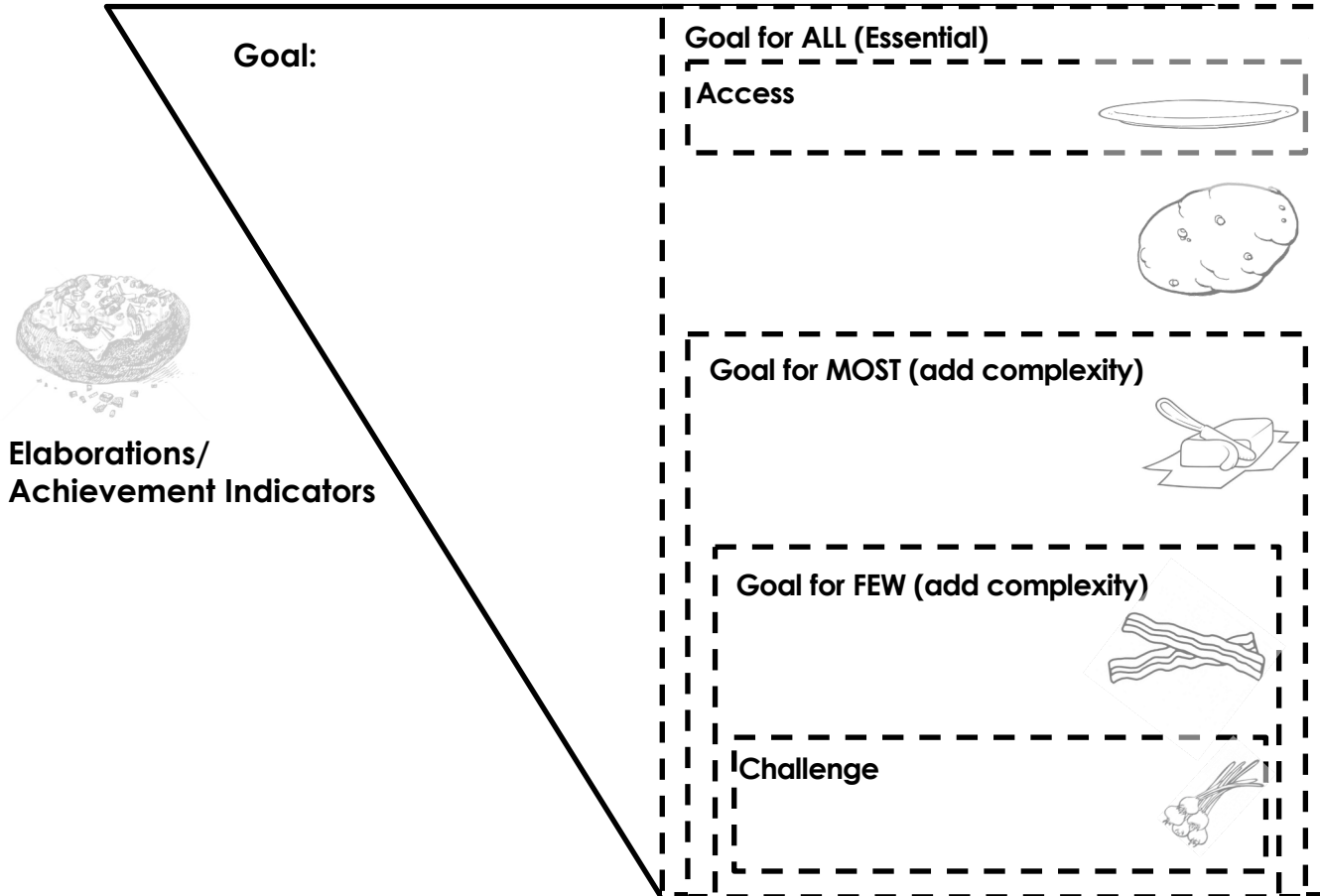
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Inclusive Education: It's not more work, it's different work!




Planning for the RANGE: Extending for further access and challenge



The Baked Potato Planning Strategy:



Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Extension
Content:					
Curricular Competencies					
	 Prior knowledge	 Grade Level Curriculum			 Challenge

Backwards Design: The Plane

Grade: Grade 11	Subject Area: Bio	Planning Team: Timberline Secondary
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?
Content Goal:	I know speciation that occurs within our forest - I know divergent evolution - I know convergent evolution - I know co-evolution	
Curricular Competency Goal: I can process and analyze data and information by:	I can experience and interpret the local environment	
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	

One point rubric

Name:

Date:

Unit Guiding question: Why is our forest unique?

- How and why have our forest ecosystems evolved over time?

I still need support

I can do this!

I need some challenge

I know speciation that occurs within our local ecosystems

I can process and analyze data and information by experiencing and interpreting the local environment

I can process and analyze data and information by seeking evidence and analyze data

I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)

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

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

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups	Unit Guiding Question(s): Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?	
Content Goal 1:	exploration, expansion, and colonization	
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	
Curricular Competency Goal:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	

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

Unit Guiding Question: How has/is exploration **impacting** different groups of people around the world?
 How are **exploration**, **expansion** and **colonialization** connected?

Goals		Access	All	Most	Few	Challenge
Content: I know exploration, expansion, and colonization		I know a time or a place that I have explored I know some explorers in history	I know what exploration is I know civilizations that have been explored	I know what expansion is I know civilizations that have been expanded	I know what colonialization is I know civilizations that have been colonialized in the past	I know the connections between exploration, expansion and colonialization I know civilizations that have been and still are colonialized in the past and present
I know interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations		I know what a resource is I know resources in my local community	I know resources of different civilizations	I know how resources interact with local and different civilizations (effect)	I know how resources are exchanged within and between different civilizations	I know why resources are exchanged within and between different civilizations
Curricular Competencies	I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can asses long term consequences of a cause (decision, action, event)
	I can 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	I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change

A takeaway from today

- A useful reminder
- A new learning
- A question
- A connection

Next time

- Evaluation
- Building a lesson sequence
- Lesson design