SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

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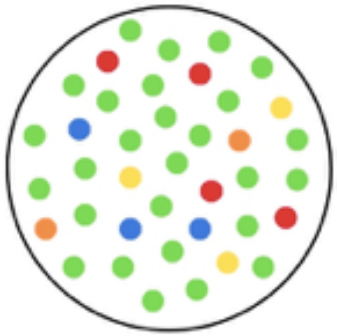
Nexwlélexm (Bowen Island)

- *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.*

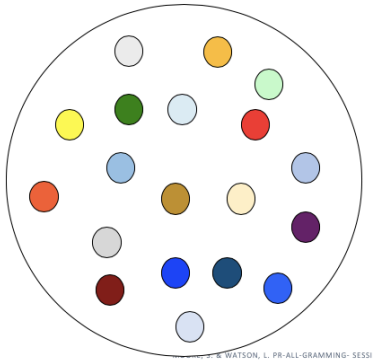
What is Inclusion?

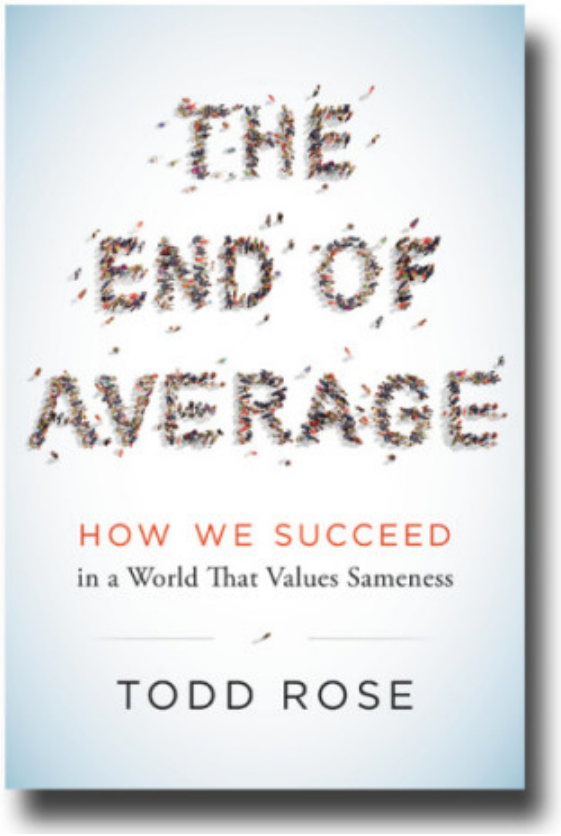


How do we include students who are different?

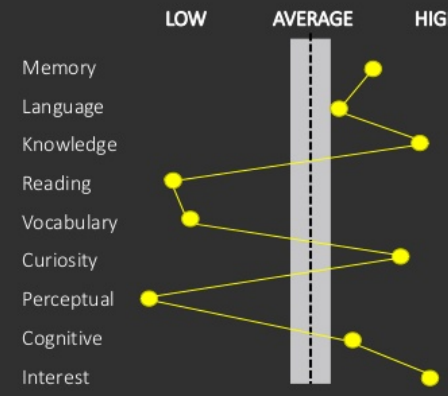
VS.

How do we teach to student diversity?

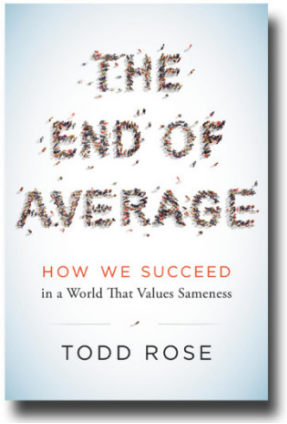




The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: https://www.youtube.com/watch?v=4eBmyttcfU4

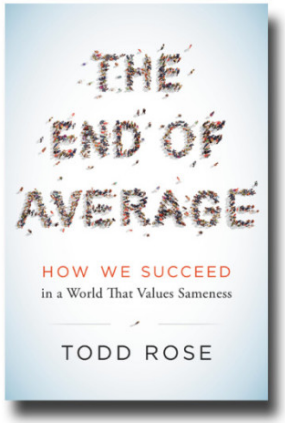


The Airplane Dilemma…

Designing INDIVIDUAL planes for every pilot is not efficient!

AND

Designing ONE plane for EVERY pilot is not effective!

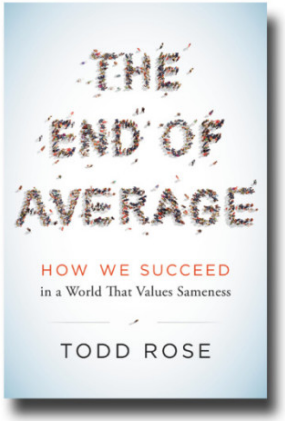


The Curricular Dilemma…

Designing INDIVIDUAL curriculum for every learner is not efficient!

AND

Designing ONE curriculum for EVERY student is not effective!



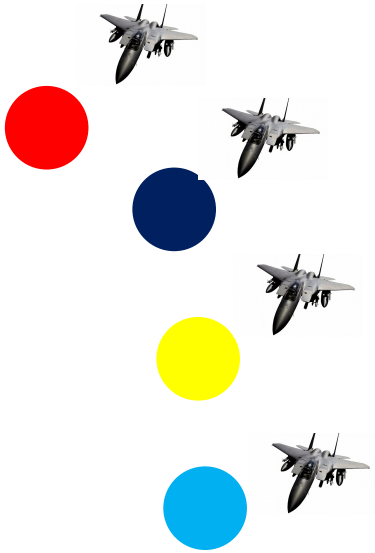
A solution….

An ADJUSTABLE plane, designed for a range of dimensions

OR

An ADJUSTABLE curriculum, designed for a range of diversity

Design is the MOST underutilized support!



Curriculum

Students

Design is the MOST underutilized support!

Students

Design

Curriculum

How can we design an adjustable plane?

- **Who are our pilots?**
  - Getting to know who the pilots are and their range of dimensions
- **What is the plane they are flying?**
  - Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)
- **How is the plane responsive to the pilot's dimensions?**
  - Designing planes with both access and extension as well as considering specific supports needed for this group of pilots
- **How are we teaching pilots to make the adjustments they need to fly the plane?**
  - Pilots knowing what they need to fit into and fly the plane

How can we design an adjustable curriculum?

- **Who are our Learners?**
  - Getting to know who are learners are and their range of diversity
- **What is the curriculum we are using?**
  - Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)
- **How is the curriculum responsive to the learners?**
  - Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners
- **How are we teaching students to make the adjustments they need to use the curriculum?**
  - Students knowing what they need to fit into and use the curriculum

How can we design an adjustable curriculum?

- **Who are our Learners?**
  - Getting to know who are learners are and their range of diversity
- **What is the curriculum we are using?**
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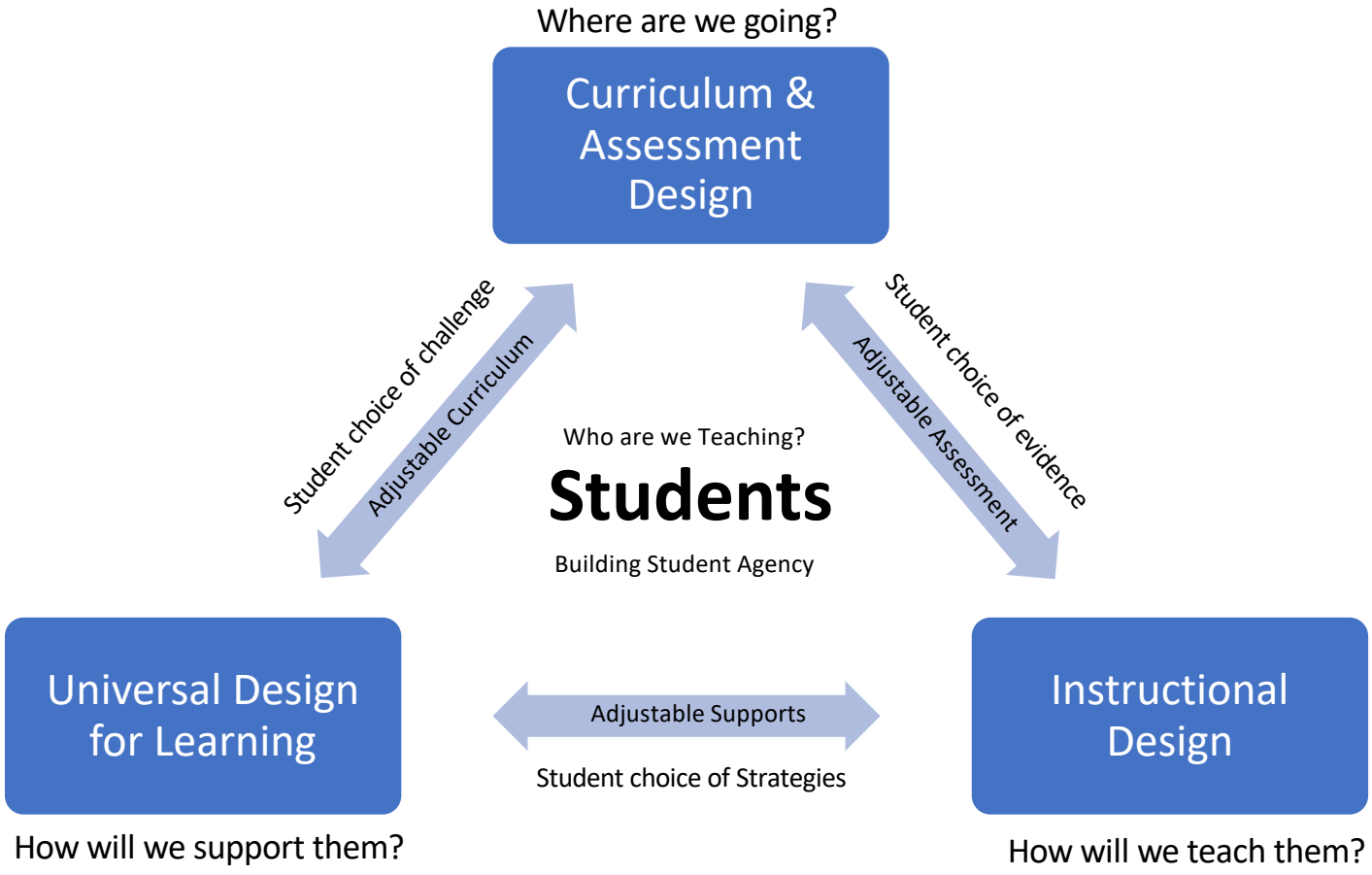
- **How are we teaching students to make the adjustments they need to use the curriculum?**
  - Students knowing what they need to fit into and use the curriculum

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

Shelley Moore, 2019



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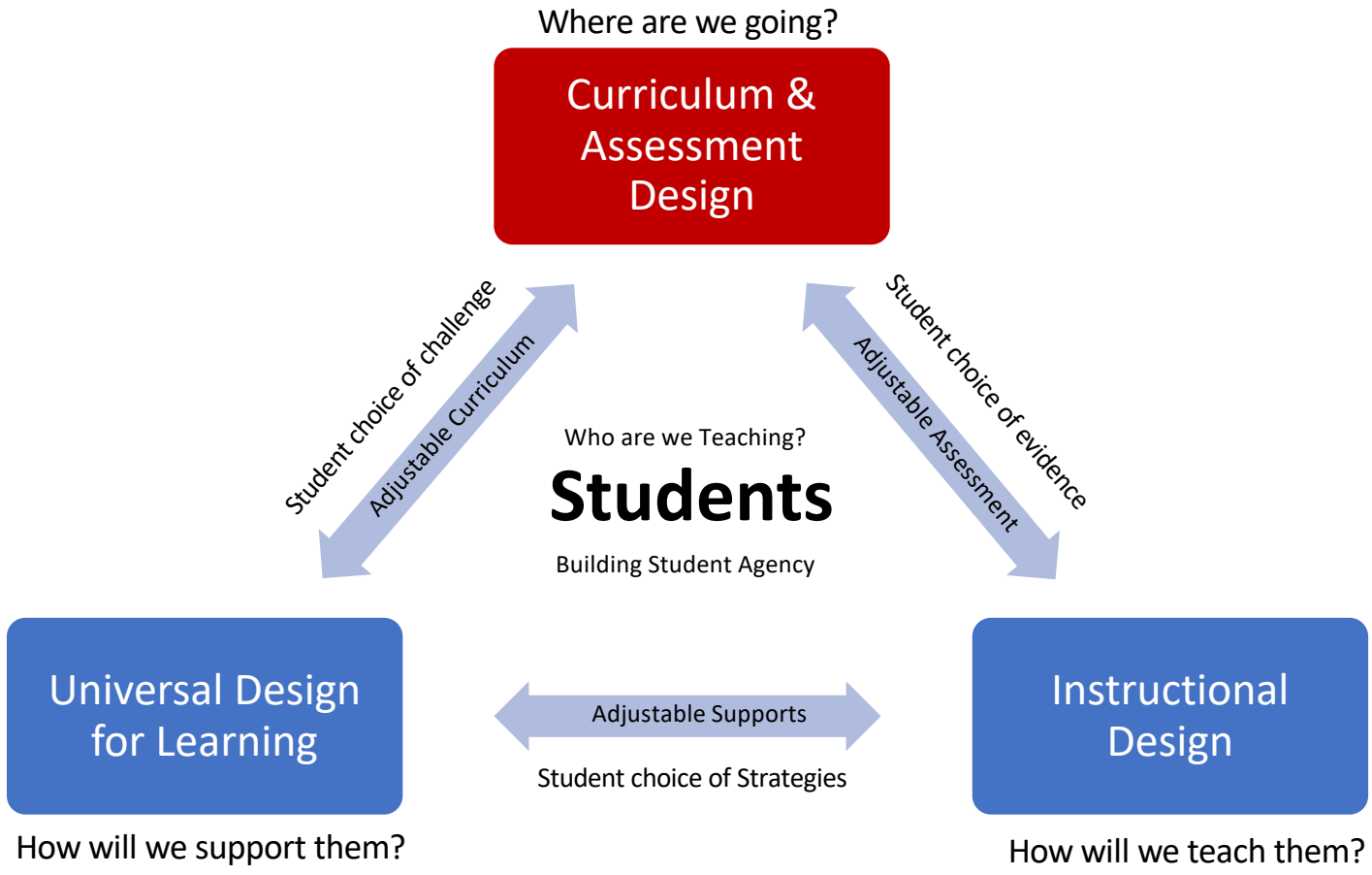
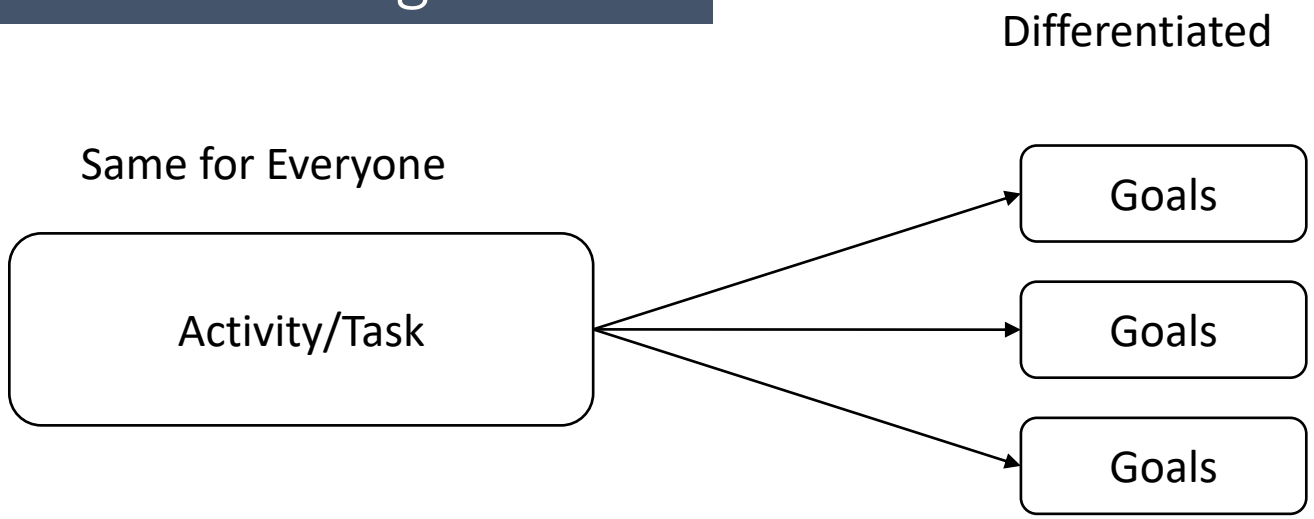


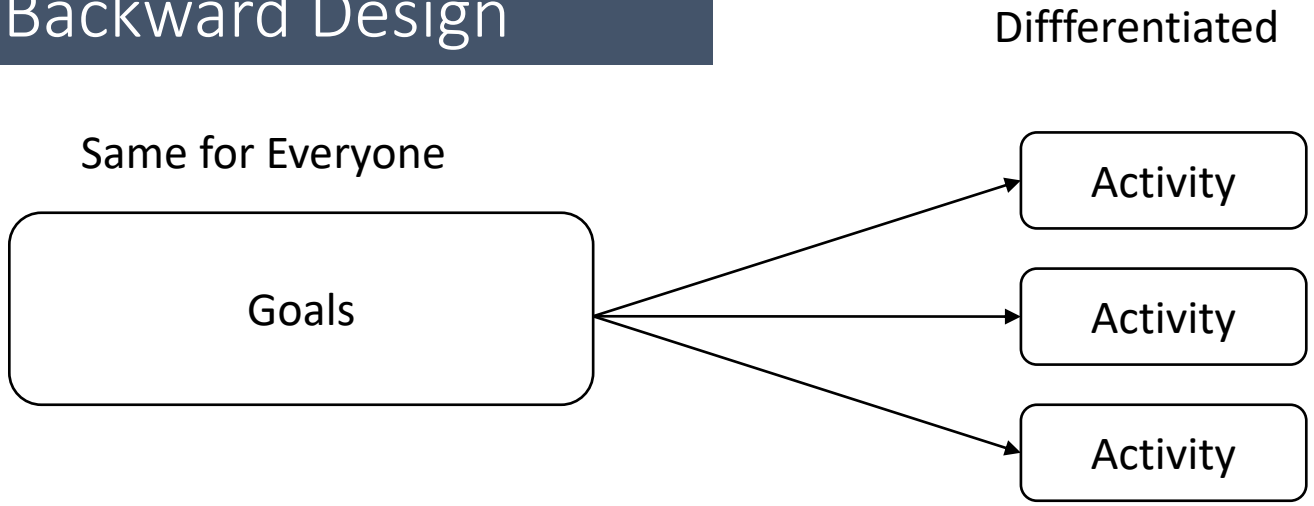
Backwards Design Big Ideas:

- 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

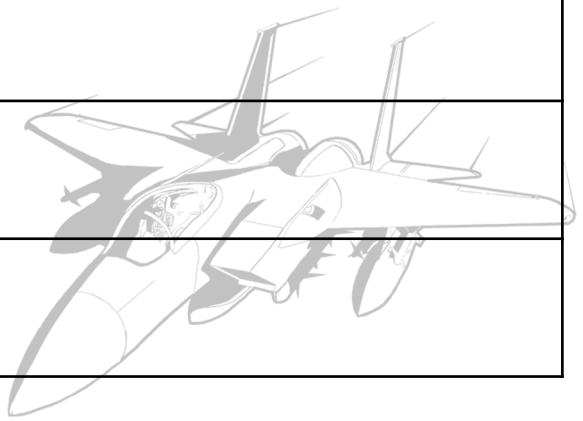


Backwards Design: Choose the goals

- **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?

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



Shelley Moore, 2020

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)		**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 constrainst 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**		

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?		**Kid Friendly:** What is water? Why is water important to living things?
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.		**Kid friendly goals:** I can investigate water I know that water is important to living things and the environment
Competency: We can be cultural and global citizens **Numeracy**: We can collect data **Numeracy**: We can communicate our learning **Literacy:** We can use strategies to help us understand text		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

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 i**nfluences 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: 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)						

Backward Design Unit Planning Template: Building the Curricular Airplane

Class	**Subject Area(s): Cross Curricular**	**Planning Team: Ms. P & Shelley**
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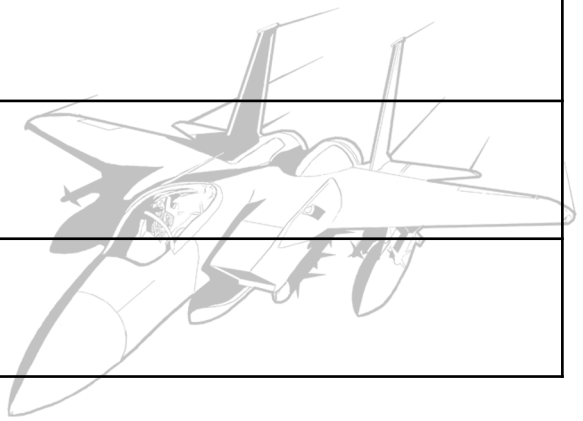
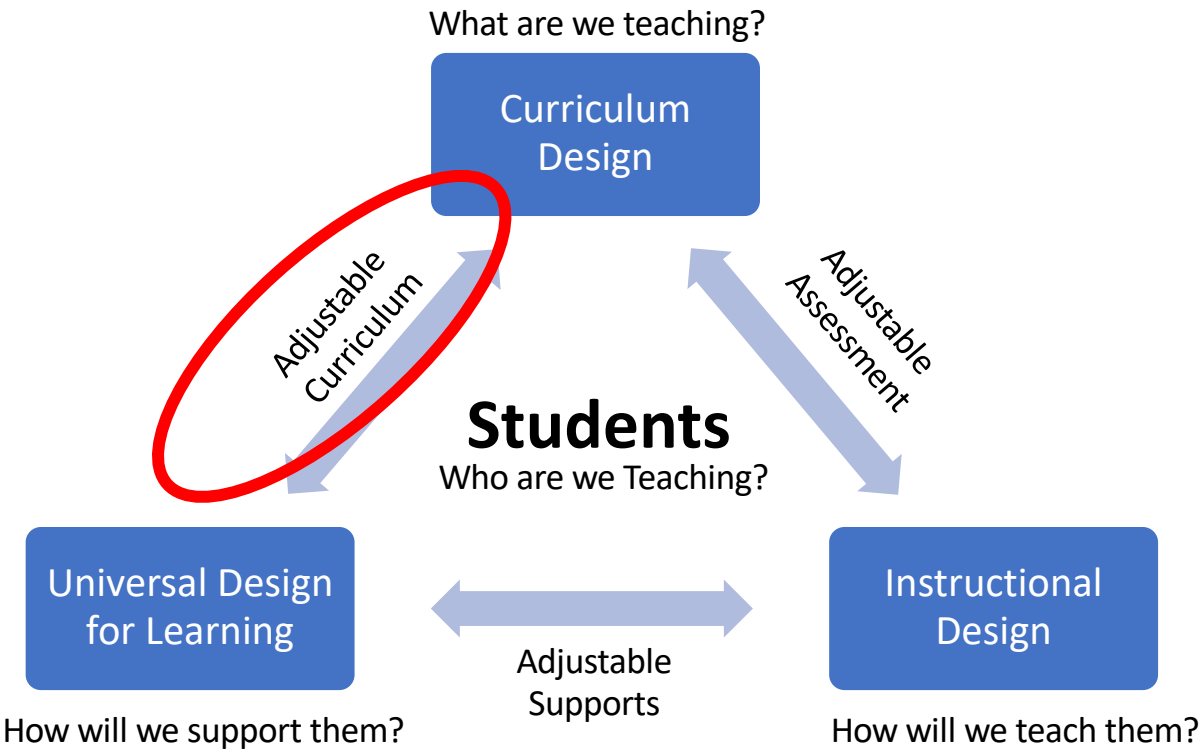
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language

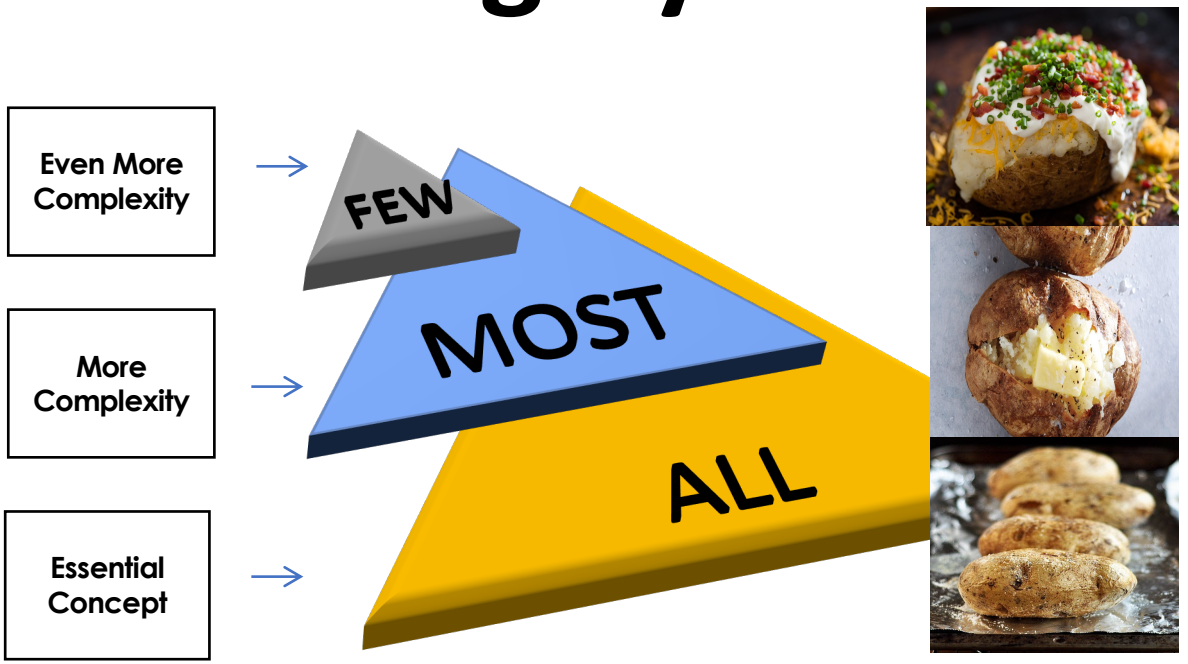


Educational Architects:
Designing with Equity in Mind




DOCTOR
BAKED POTATO

Planning Pyramid



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Planning pyramid

- Adjustable curriculum
- More than one “standard” designed for the average
- Start together - multiple exit points
- Increasing complexity of achievement indicators
- Start from access, add on challenge
- A goal continuum
- Different from a rubric

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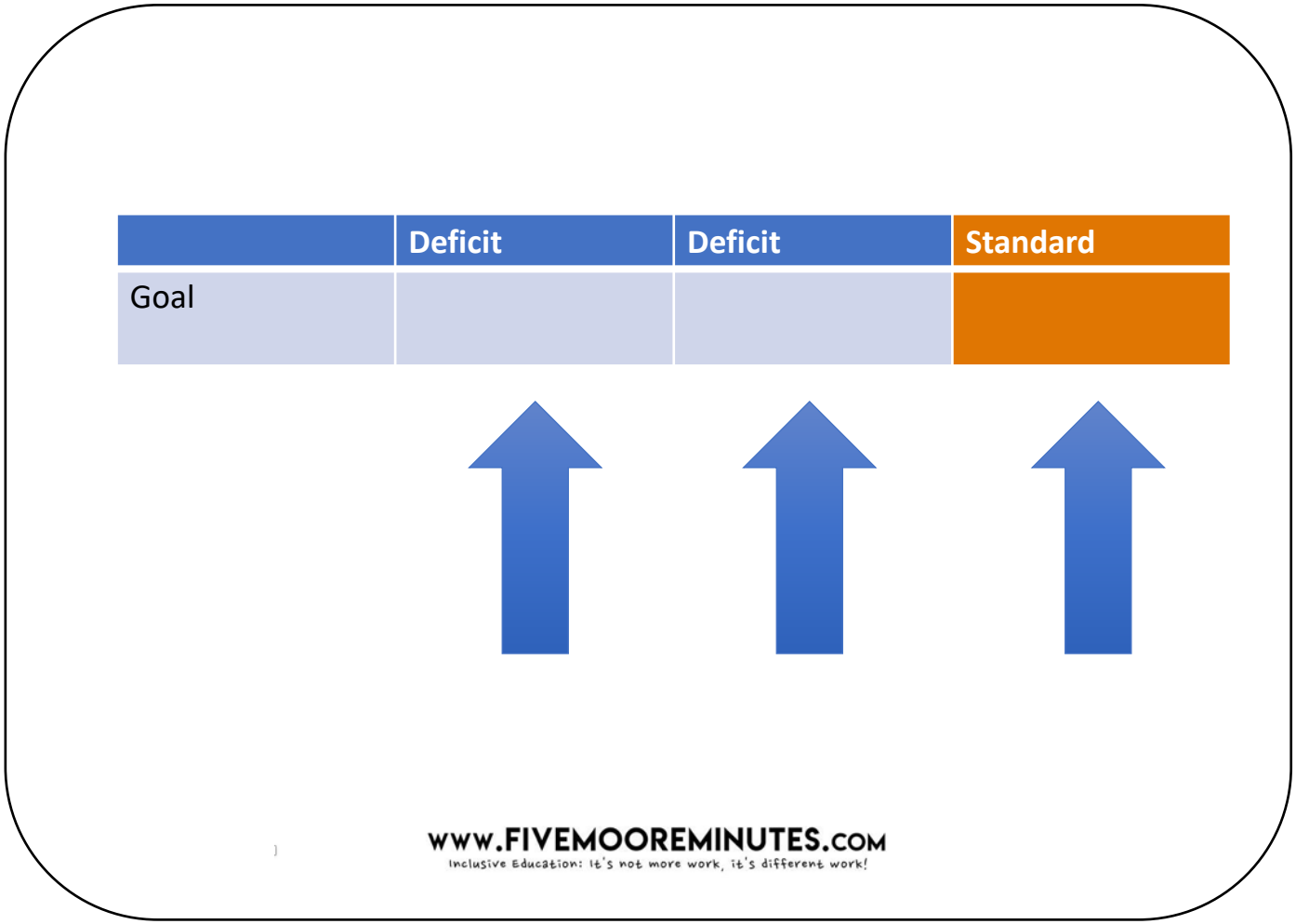
The tricky think about rubrics?



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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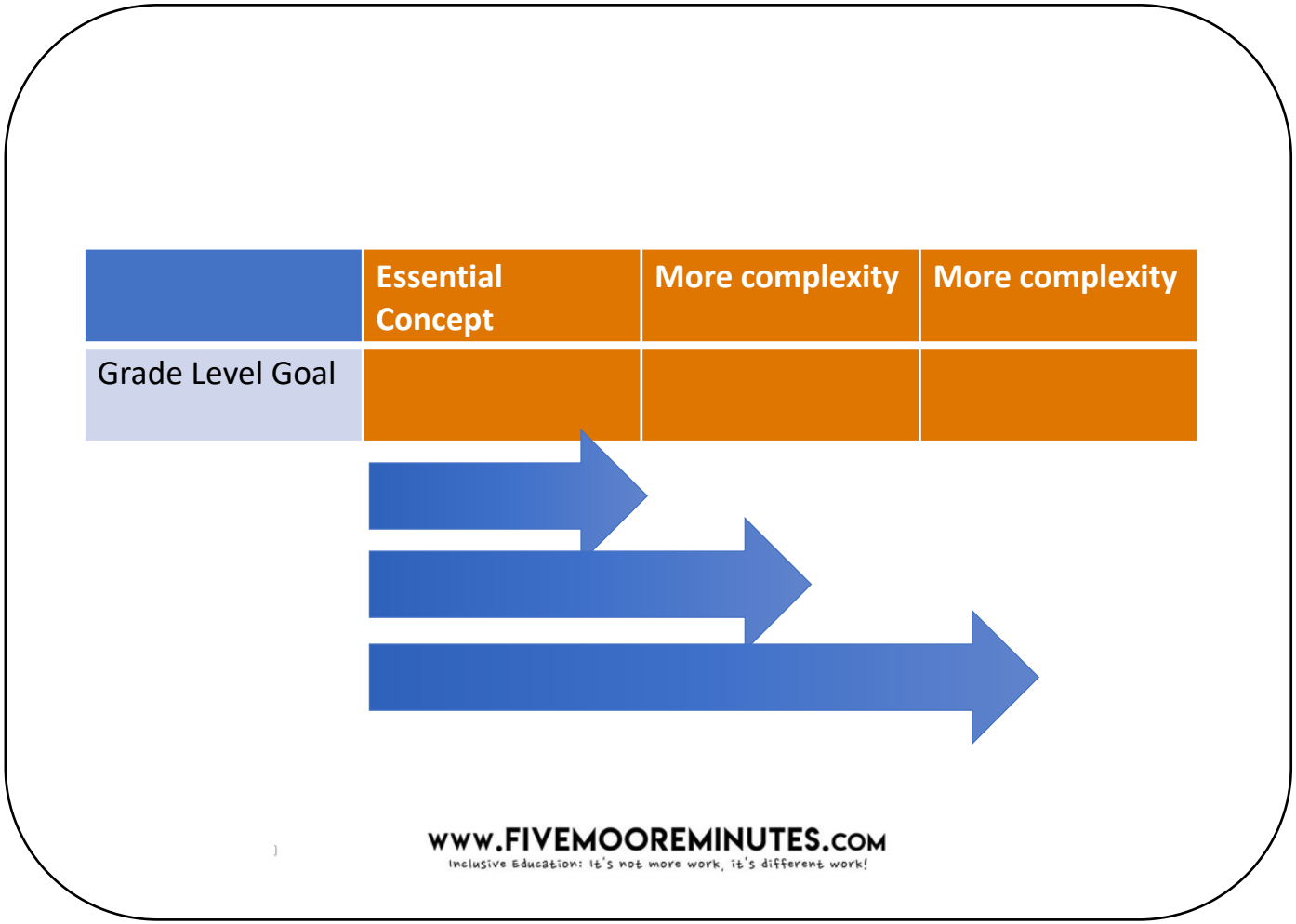
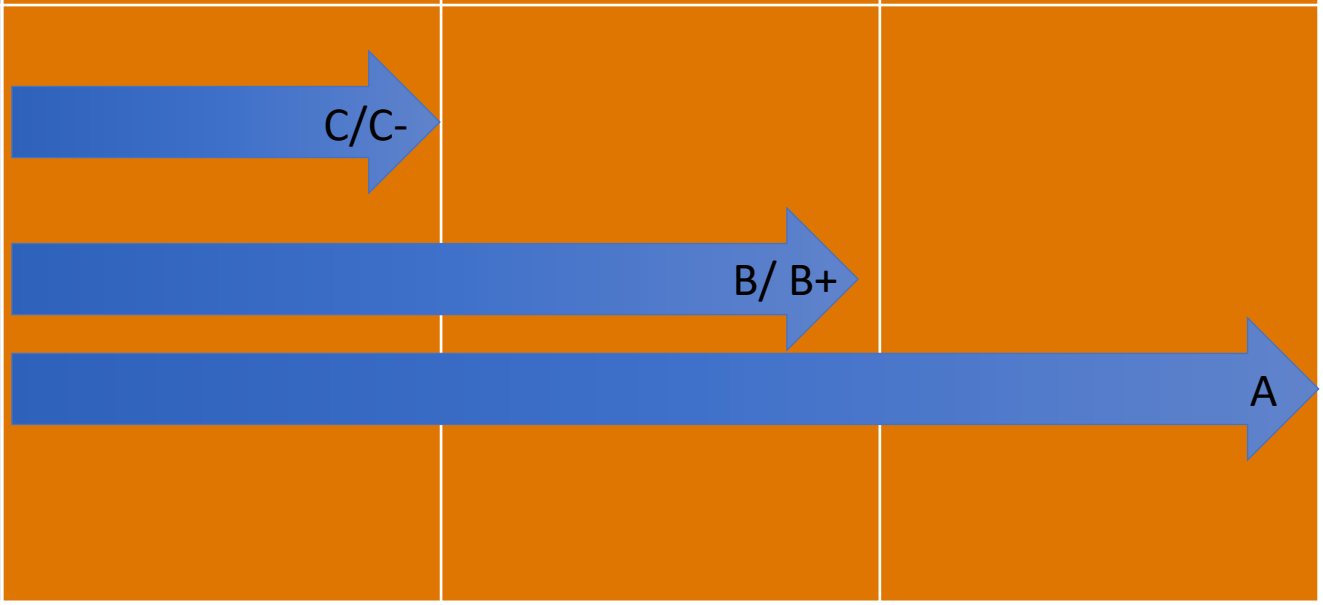
A Goal Continuum of Proficiency



An Additive Continuum of Proficiency

Assessment Language	Grade Level Emerging	Grade Level Developing	Grade Level Confident
Grade Level Learning Standard	Essential Concept	More complexity	More complexity
			

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 content, skills or competencies
- Chunk remaining indicators or elaborations to increase complexity

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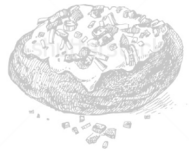
The Baked Potato Planning Strategy:

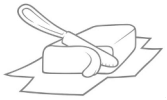
Goal:



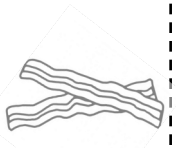
Elaborations/ Achievement Indicators

Goal for ALL (Essential)

Goal for MOST (add complexity)



Goal for FEW (add complexity)



Planning Pyramid Goal Template
Shelley Moore, 2019

How do we use the planning pyramid?

Step. 1 - Build a learning 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 content, skills or competencies
- Chunk remaining indicators or elaborations to increase complexity
- Extend for students who need support (Access)
- Extend for students who need challenge (Extension)

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Planning for the RANGE: Extending for further access and challenge

Challenge

Even more goals

More goals

Goals

Access

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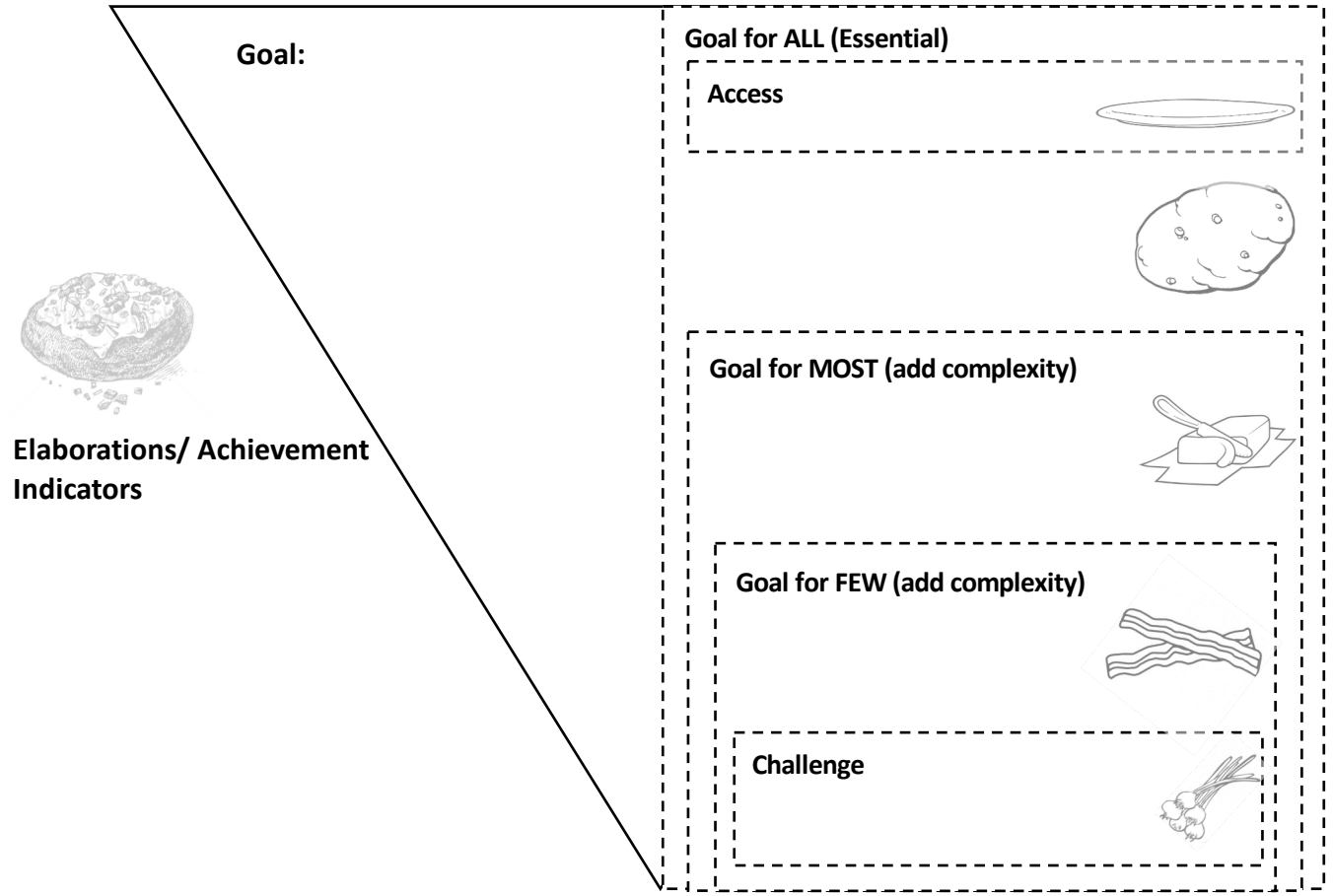
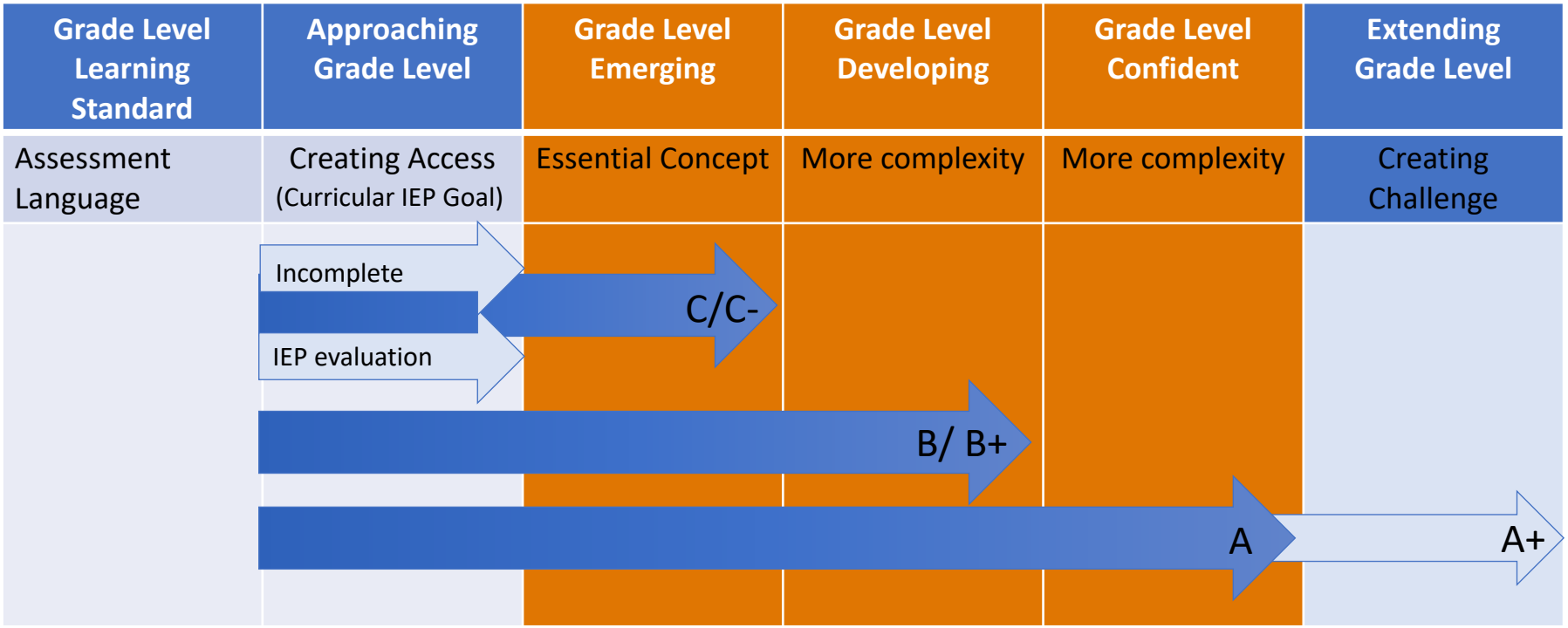
The Baked Potato Planning Strategy:



Planning Pyramid Goal Template
Shelley Moore, 2019

An Additive Continuum of Proficiency



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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**
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Unit Goals	Curricular Language	Student friendly language
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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**
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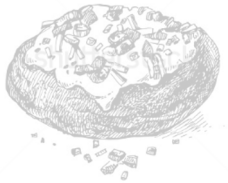
The Baked Potato Planning Strategy: Grade 2 Science

Content Goal:
Types of forces



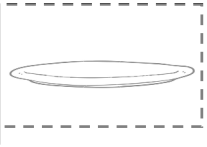
Elaborations/ Achievement indicators

- contact forces and at-a-distance forces:
  - different types of magnets
  - static electricity
- balanced and unbalanced forces:
  - the way different objects fall depending on their shape (air resistance)
  - the way objects move over/in different materials (water, air, ice, snow)
  - the motion caused by different strengths of forces

Goal for ALL

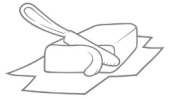
Access

- Fall, push, pull



- Forces – fall, push, pull
- the way objects move over/in different materials (water, air, ice, snow)

Goal for MOST



- different types of magnets
- the motion caused by different strengths of forces

Goal for FEW

- the way different objects fall depending on their shape (air resistance)

Challenge

- static electricity

Shelley Moore, 2019

Course/Subject/Grade(s): Grade 2/3		Planning Team: Parkway Elementary			
Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?					
	ACCESS: This is what I **need** to know and do	**ALL:** This is what I **must** know & do	**MOST:** This is what I **can** know & do	**FEW:** This is what I **could** know & do	**CHALLENGE:** This is what I **can try to** know & do
Content Goal(s): I know elements of a story	I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces	I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
Curricular Competency Goals I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

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Guiding Unit Question: Who are our monsters, how many ways can we catch them?

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

Date:

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

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

Processing Tasks: We can add to our monster traps

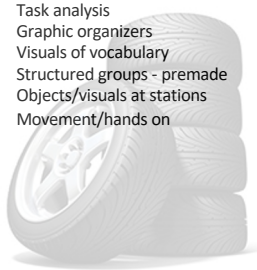
I Need to…	I Must…	I Can…	I Could…	I Can Try to…
know fall, push & pull	incorperate or explain a force in my trap that includes a falling element	incorperate or explain a force in my trap that includes a push or pull	incorpate a material that speeds up force	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Small group share
- **Appreciate circle**

Essential Supports
(designed for 1, useful for 1)

Targeted Support
(designed for some, useful for some)
Choice of:
- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
- Proximity
- Pcs symbols of examples

Universal Supports
(designed for some, useful for all)
- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

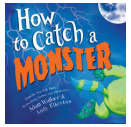
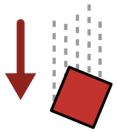
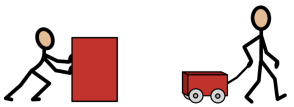


Lesson Planning Pyramid Examples

Learning Target: I know different types of forces

Start Together

Go as far as you can!

NEED	Finish building the monster trap with your group	
MUST	Add a falling force to your monster trap	
CAN	Add a push or a pull force to your monster trap	
COULD	Add a material to slow down force	
TRY	Add a material to speed up force	

Stay Connected!

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com