

SHELLEY MOORE



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www.fivemooreminutes.com

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Virtual Learning Protocols



Chat Box

- Anytime! All the time!
- Respond to specific questions
- The Last Pop

Break Out Groups

- Popcorn conversations

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone (except for one person) needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone (except for one person) pops in the time allowed?

The Last Pop

- When you go into your breakout groups choose one person who will stay a kernel
- The kernel doesn't pop! Instead, they listen to the other responses
- We all come back to the large group
- The kernel then gets the last pop and types their response in the chat box



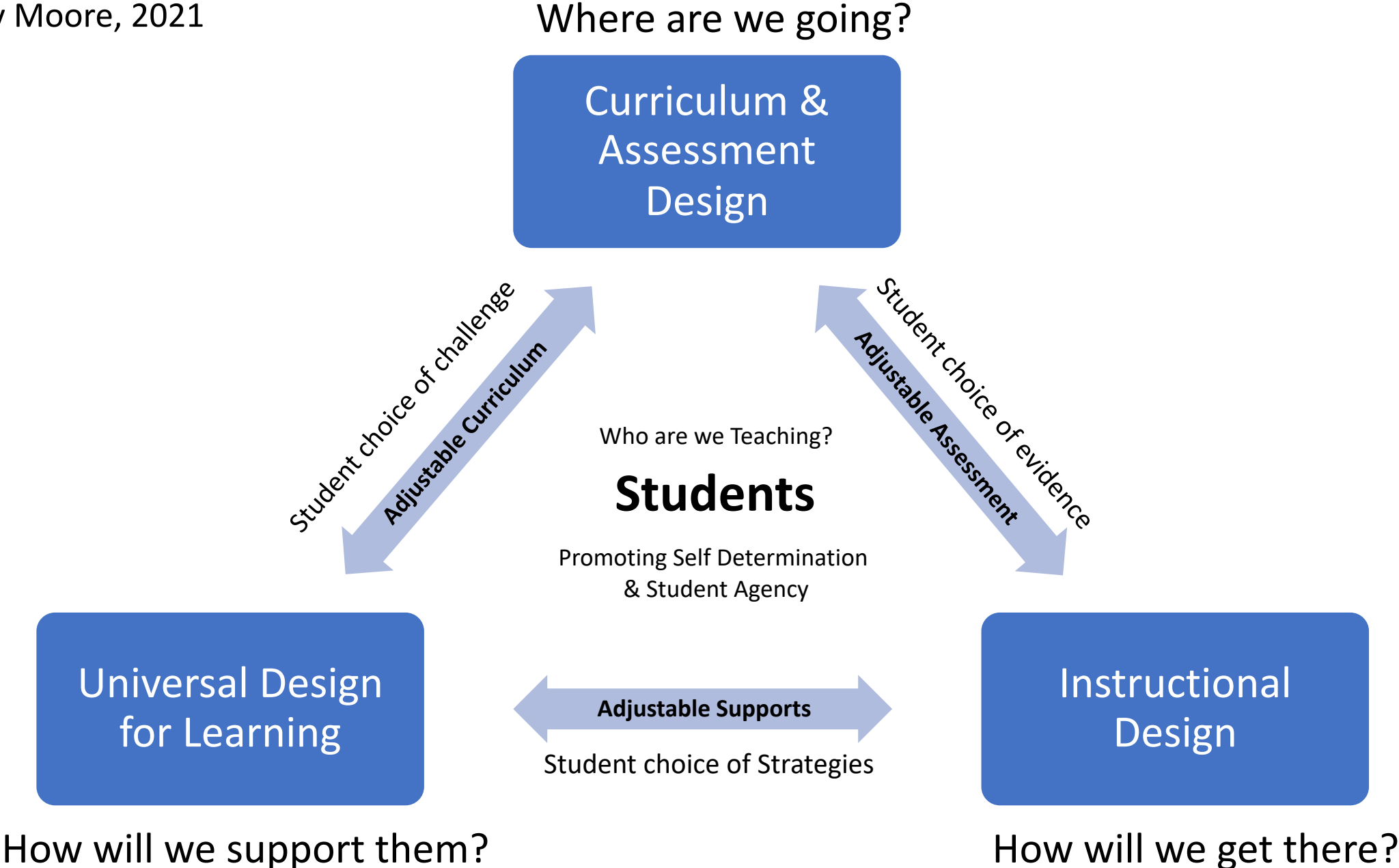
3 Minutes

Practice: Popcorn Conversations & The Last Pop

Thinking about the
previous session, what is
important to know if
someone wasn't there?

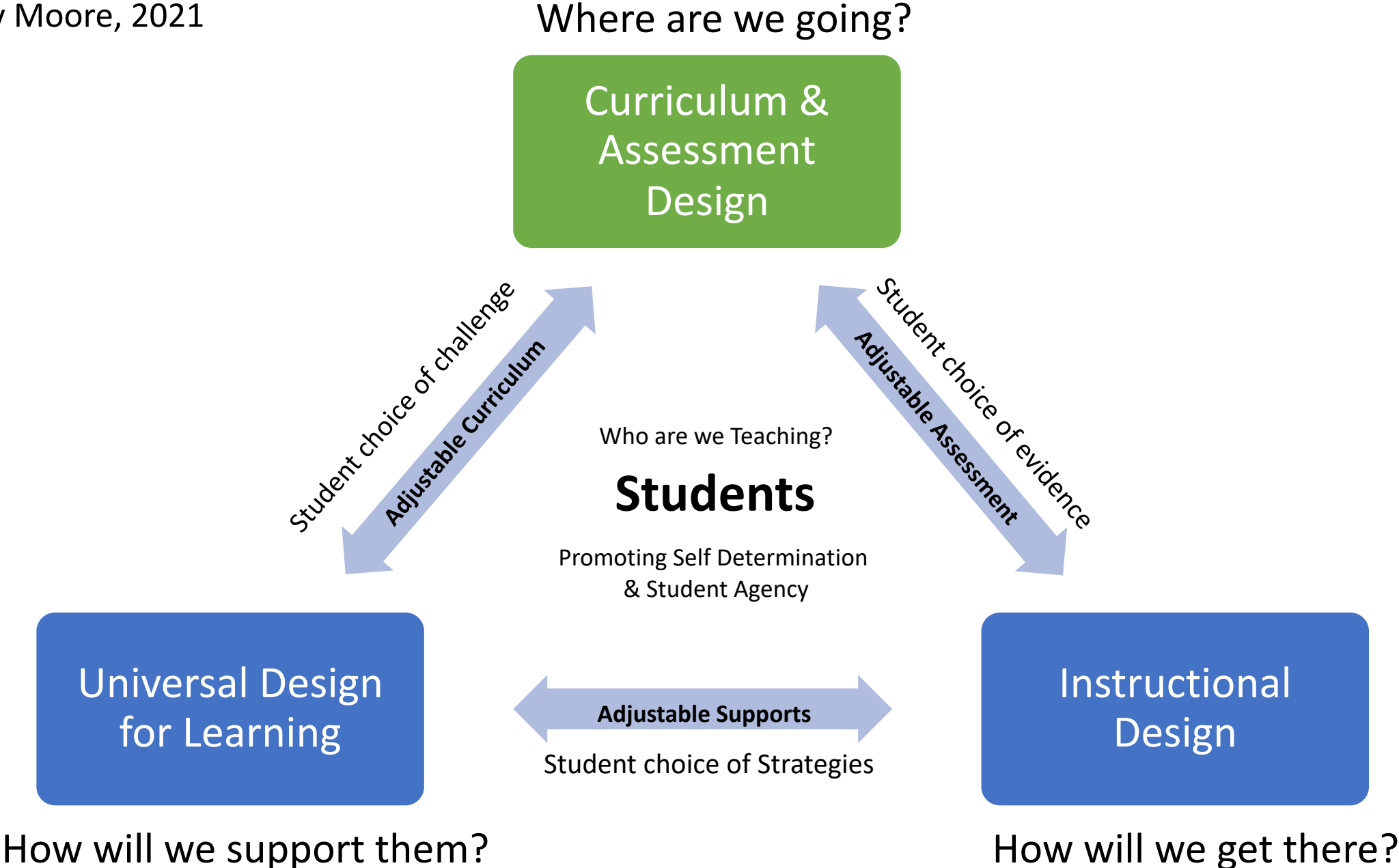
Inclusive Planning Blueprint

Shelley Moore, 2021



Inclusive Planning Blueprint

Shelley Moore, 2021



Where are we going?

- **Curriculum & Assessment design** : What are the curricular goals? How do we know students have met the goals?

Backwards Design



Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose 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
- Student choose their **best examples** of evidence (triangulation)

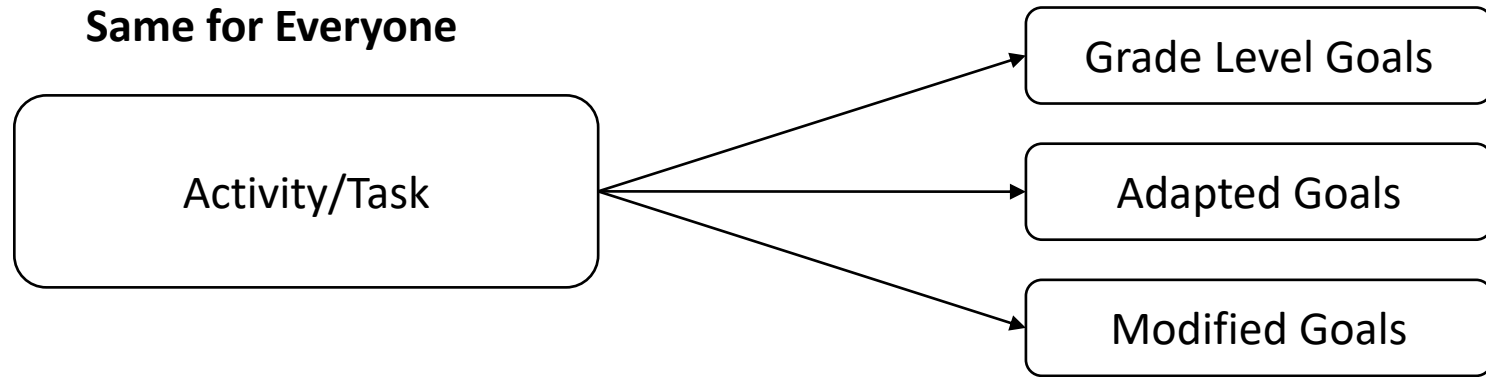


3 Minutes

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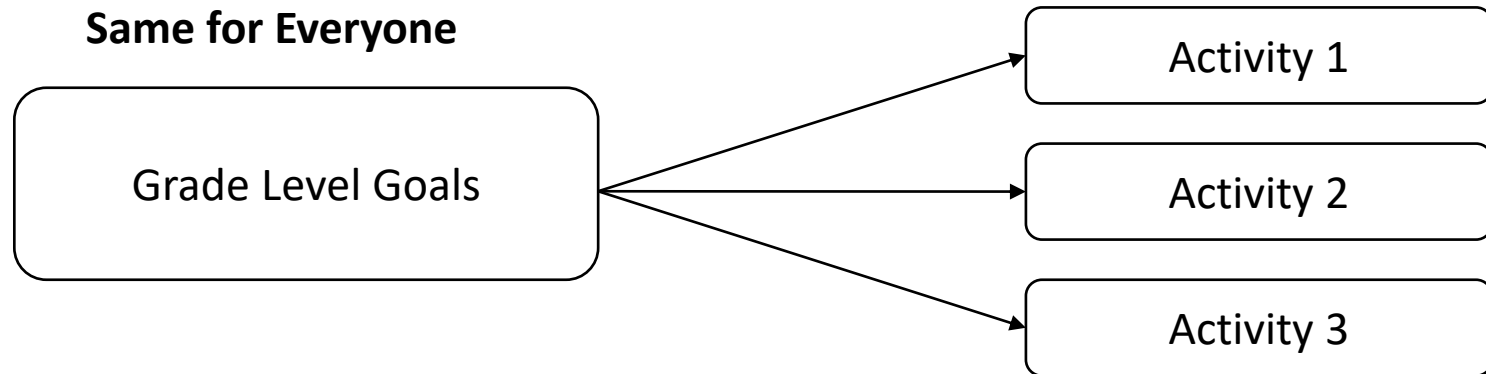
How does this connect to
what you are already
doing?

Forward Design



Compromises the integrity of evaluation

Backward Design

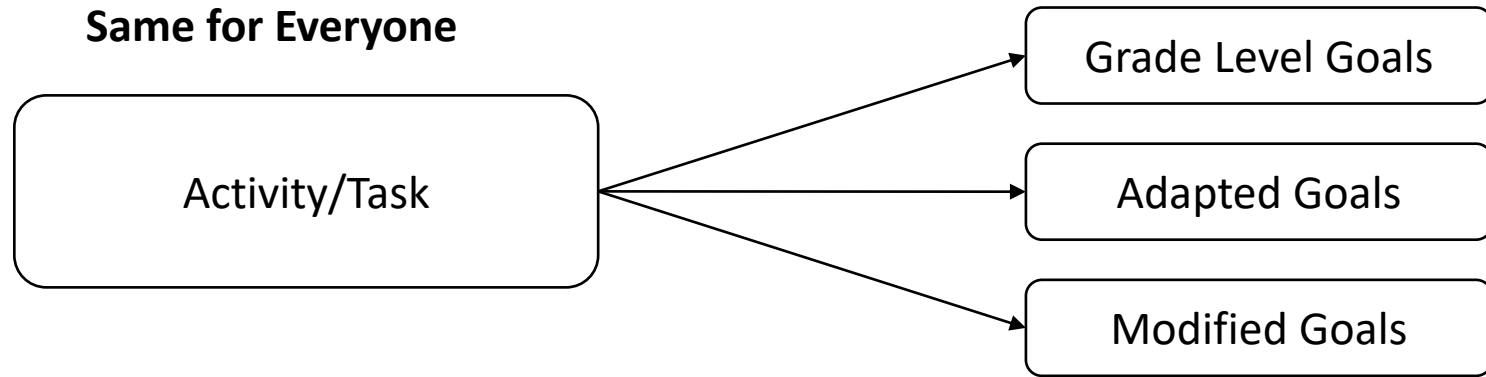


Does not compromise the integrity of evaluation

Standardized Evaluation

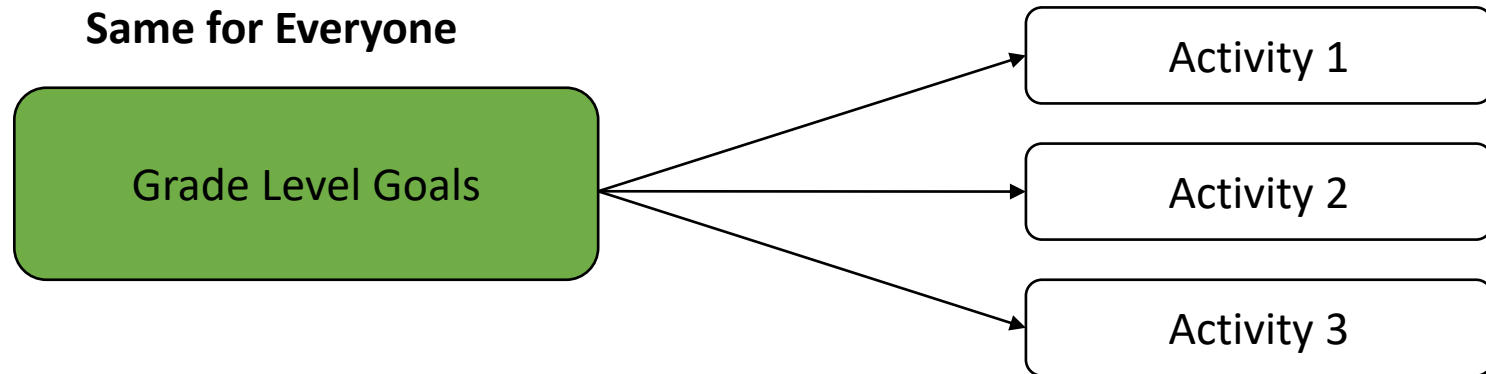
Standards Based Evaluation

Forward Design



Compromises the integrity of evaluation

Backward Design



Does not compromise the integrity evaluation

Standardized Evaluation

Standards Based Evaluation

Goals Come From The Curriculum!



Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

What do you notice?

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: Renewed Curriculum

What types of goals are in the curriculum?

- **Big Idea (Not a goal)**
 - What do we need to understand?
- **Content (Content)**
 - What do we need to know?
- **Curricular Competencies (Process)**
 - What do we need to do?
- **Core Competencies (Process)**
 - Who do we need to become?

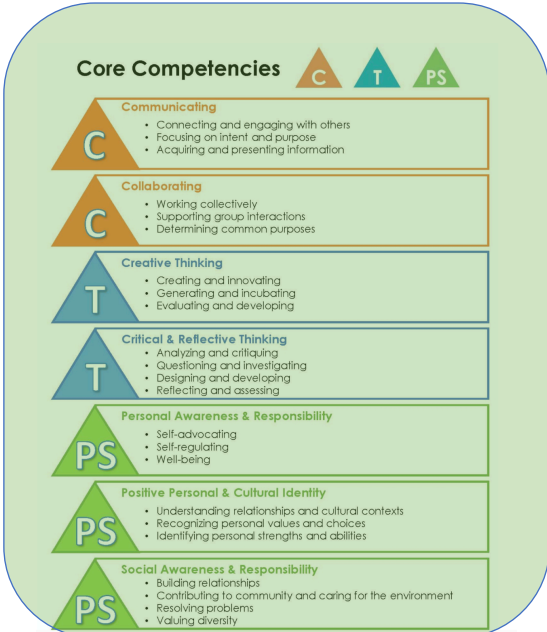
What do you Notice?



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	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> 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) 	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> 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: Renewed Curriculum

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- **Core Competencies (Process)**
 - Who do we need to become?

Flip Book

Miserable

Two-toed

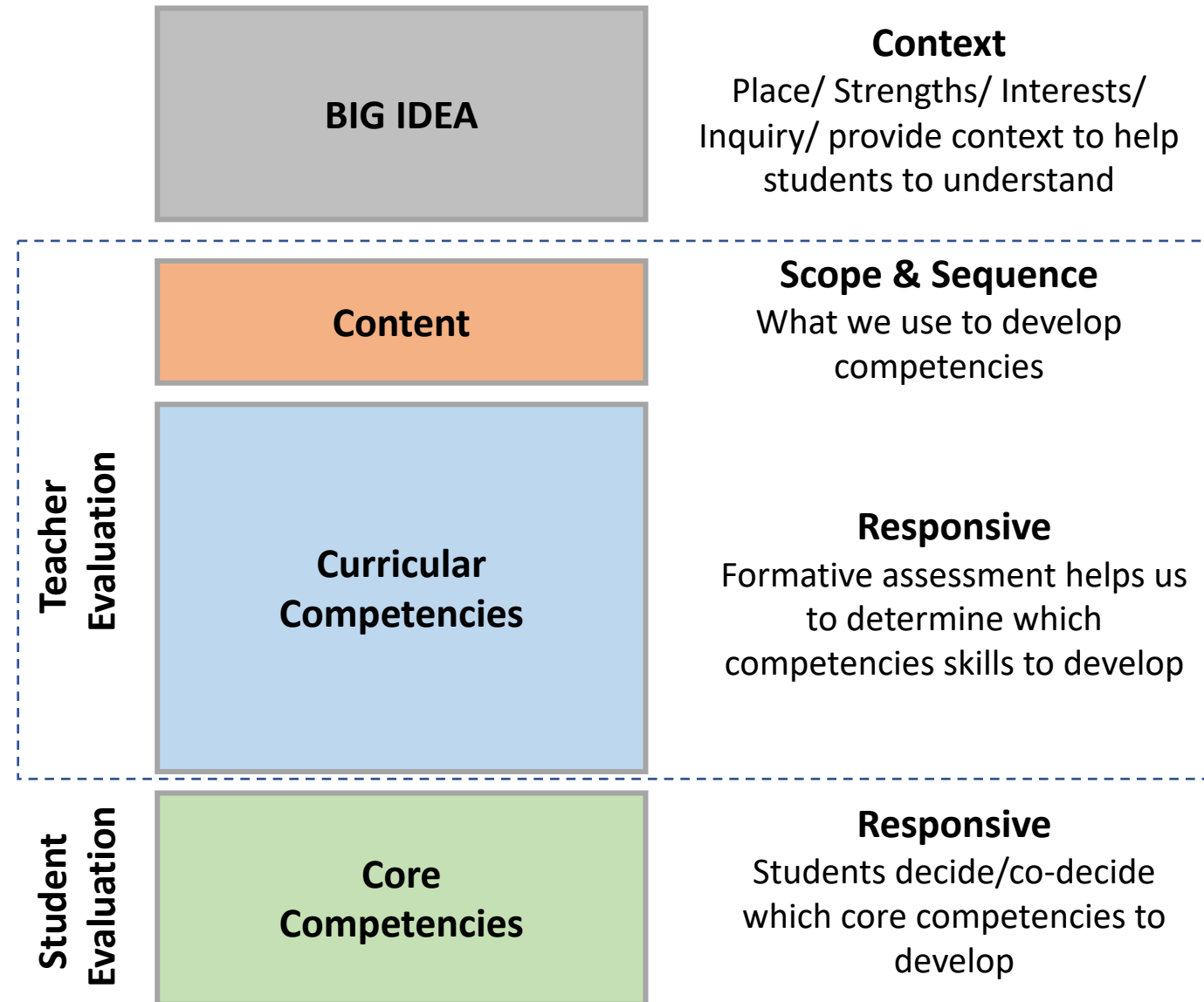
Lizard



Miserable

Two-toed

Lizard






3 Minutes

Practice: Popcorn Conversations & The Last Pop

What questions are
coming up?

Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	Planning Team:
Big Idea		Unit Guiding Question(s):
Content Goal	I know...	
Curricular Competency Goal	I can...	
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 Plane

Grade: 8	Subject Area(s): ELA	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: 9	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?
	Curriculum	Student Friendly Goals
Content Goal 1:	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

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- 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?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	resources	short term
expansion	civilizations	long term
colonization	cause & consequence	perspective
values & beliefs	worldview	ethical judgement
artifacts	traces	honour

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

Content Goal: I know exploration, expansion, and colonization	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: 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 places (perspective)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

One point rubric

Name:		Date:
Unit Guiding questions: 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?		
I still need support	I can do this!	I need some challenge
	I know exploration	
	I know expansion	
	I know colonization	
	I know how they are connected	
	I can describe what influences causes	
	I can figure out the short- and long-term consequences	
	I can explain different perspectives	
I can compare different perspectives		
I can make ethical judgements		
I can assess historical perspectives		

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Collecting Evidence of my Learning

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Content Goal: I know exploration, expansion, and colonization

Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	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 some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
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 assess long term consequences of a cause (decision, action, event)

Curricular Competency Goal: 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 places (perspective)

Approaching	Emerging	Developing	Confident	Extending
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

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

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What are the goals and how will we meet them?

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Collecting Evidence of my Learning

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Content Goal: I know exploration, expansion, and colonization

Replacement IEP goal OR I	Grade Level Proficiency			Extension 4+
	2	3	4	
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	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 some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
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 assess long term consequences of a cause (decision, action, event)

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Approaching	Emerging	Developing	Confident	Extending
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

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Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

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Curricular IEP Goals

Learning/ Subject Area	Social Studies 9	Type of Goal	Replacement	Teacher	H. P.
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Curricular IEP Goal 1	Student knows exploration, expansion and colonialism by				
Objective 1A	Knowing a time or a place that I have explored knowing some explorers in history				
Curricular IEP Goal 2	Student can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence) by				
Objective 2A	figuring out the effect of a cause (decision, action or event) connected to something I am familiar with				
Curricular IEP Goal 3	Student 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 places (perspective) by				
Objective 3A	describing a different point of view in an event that I am familiar with				
Curricular IEP Goal 4	Student can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) by				
Objective 4A	having an opinion (agree or disagree) with an event, action or decision				

Grade: 11	Subject Area(s): EFP Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: FNE SC Planning Team
Big Idea: The exploration of text deepens understanding of one’s identity, others, and the world.		Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?
Unit Goals		Possible Activities
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples’ languages and text reflect First Peoples’ cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

3 Minutes

Practice: Popcorn Conversations & The Last Pop

What is one thing that you
want to try?

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

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