

SHELLEY MOORE



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www.fivemooreminutes.com

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Nexwlélexm (Bowen Island)

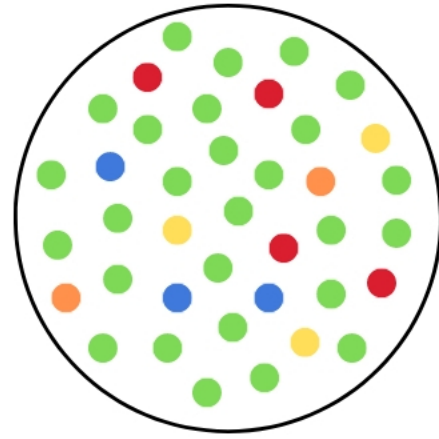
- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council 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.



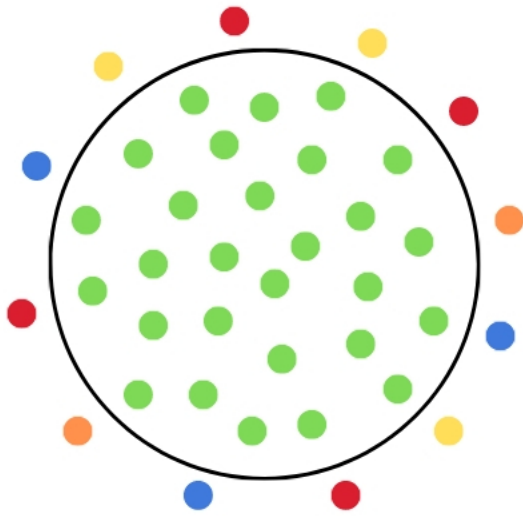
What is your BIG question
for today?



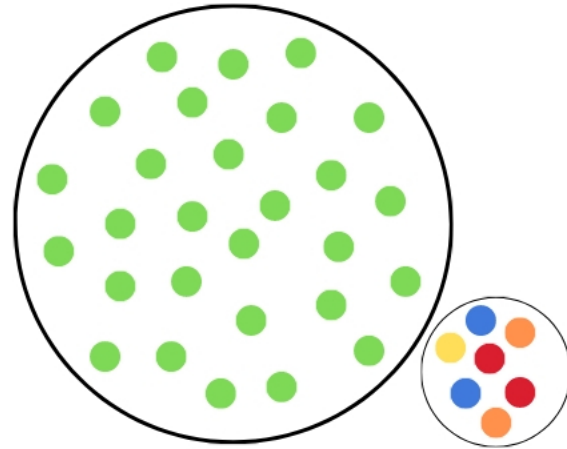
WHAT DOES INCLUSION MEAN?



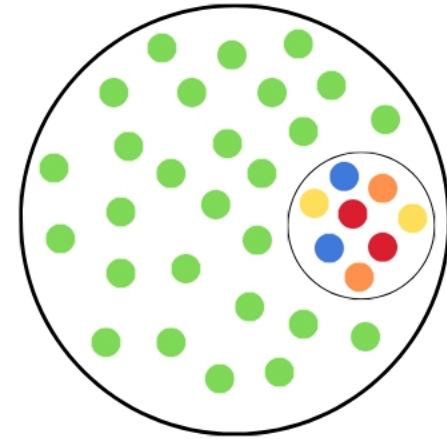
inclusion



exclusion

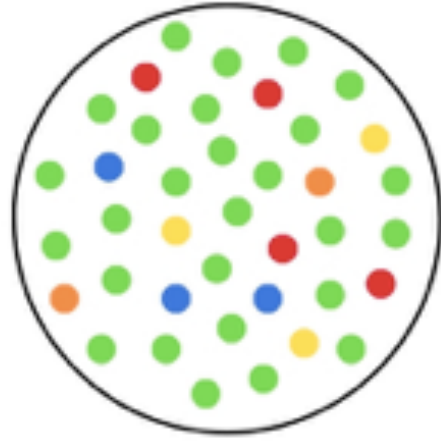


segregation

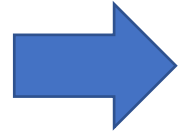


integration

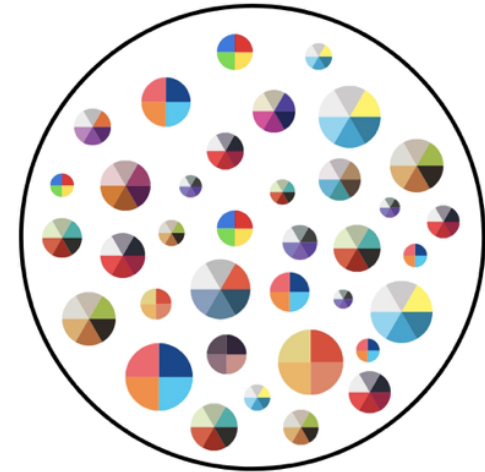
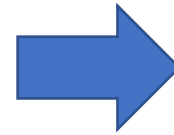
What is INCLUSION?



How do we
including people
who are different

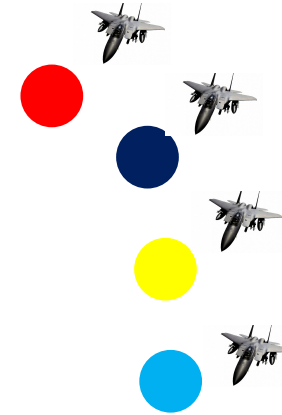
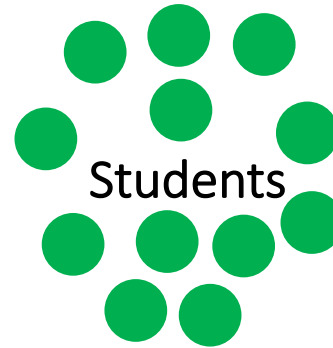
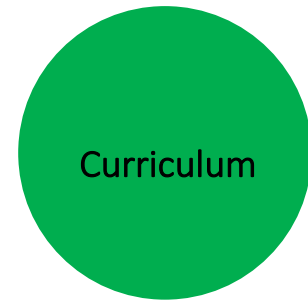


How do we teach
to diversity?



How do we
teach to
identity?

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



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: Learning Barriers (UDL)	Decision: Equity barriers (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)		

Once we get to know our Pilots...

Our Job: To design and build the “Airplane”

The “Airplane” blueprint has three parts:

- **Curriculum** : What are the curricular goals?
- **Universal Design**: What supports & strategies do students need to meet the goals?
- **Assessment Design**: How do we know students have met the goals?

Once the airplane is built...

Student's Job: To make the adjustments to the "airplane"

The "Airplane" has four parts:

- **Curriculum Design:** What are the curricular goals?
 - Choice of **challenge**
- **Universal Design:** What supports & strategies do students need to meet the goals?
 - Choice of **supports & strategies**
- **Assessment Design:** How do we know students have met the goals?
 - Choice of **evidence**

Planning Big Ideas

- Goal based
- Choice of activities
- Organized by goals **not time**
- Flexibility
- Movement
- Support students to **connect** with each other
- Connect learning to **interests**
- Start **accessibly**, provide **options** for more **complexity**



School Assignments Hour

Work on your school assignments. Connect with your teachers & classmates online, or work on a project together. Find creative ways to stay connected and on task!



Create & Connect Hour

Come on over to @pegcityteachers & grab the daily project!



Mathematics Hour

Work on your math assignment from school. All caught up? Do a task from youcubed.org!



Quiet Time Hour

Read a book, draw, create with lego, do a puzzle, work on an art project etc Have a better idea? Great! Just do it quietly.



Fitness Hour

Get moving! Go for a walk, do a workout online, play outside. Check out GoNoodle.com. Follow a 5K training program!

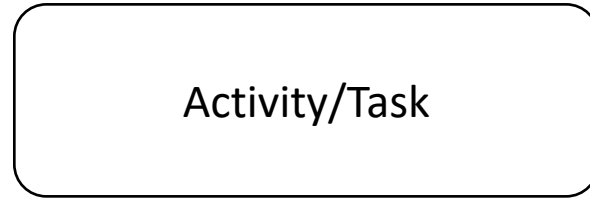


Acts of Service

Do something for others. Create a chore per day chart with your family. Reach out to connect with someone who might be lonely. Find a way to serve others around you.

Forward Design

Same for Everyone



Differentiated

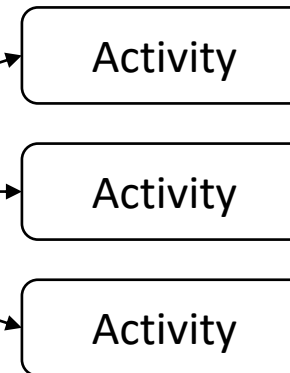


Backward Design

Same for Everyone



Differentiated



Backwards Design Plan

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding questions:
Specific Learning Outcome		
Specific Learning Outcome		
Specific Learning Outcome		
Specific Learning Outcome		
Specific Learning Outcome		
Specific Learning Outcome		

Grade: Science 10 – Senior 2		Topic: Dynamics of Ecosystems	Planning Team:
Big Idea: In this cluster, students examine the complex relationships present in ecosystems in order to further investigate issues of sustainability. The large-scale cycling of elements in biogeochemical cycles and the bioaccumulation of toxins in food chains are studied. Population dynamics are examined in the context of the carrying capacity and limiting factors of ecosystems. The concepts and implications of species biodiversity are explored as well. With the knowledge they have gained, students investigate how human activities affect an ecosystem and use the decision-making model to propose a course of action to enhance its sustainability.		Unit Guiding questions: Student/ community created	
	Curricular Language	Student/Family Friendly Language	
Specific Learning Outcome	Students will illustrate and explain how carbon, nitrogen, and oxygen are cycled through an ecosystem.	I can show how carbon, nitrogen and oxygen cycle through an ecosystem	
Specific Learning Outcome	Discuss factors that may disturb biogeochemical cycles. Include: natural events, human activities	I can share factors that may disturb biogeochemical cycles	
Specific Learning Outcome	Describe bioaccumulation and explain its potential impact on consumers.	I can describe bioaccumulation I can explain the impact of bioaccumulation on consumers	
Specific Learning Outcome	Describe the carrying capacity of an ecosystem.	I can describe the carrying capacity of an ecosystem	
Specific Learning Outcome	Investigate and discuss various limiting factors that influence population dynamics.	I can investigate and discuss various limiting factors that influence population dynamics .	
Specific Learning Outcome	Construct and interpret graphs of population dynamics.	I can create and understand graphs of population dynamics	
Specific Learning Outcome	Discuss the potential consequences of introducing new species and of species extinction to an ecosystem.		
Specific Learning Outcome	Observe and document a range of organisms that illustrate the biodiversity within a local or regional ecosystem.		
Specific Learning Outcome	Observe and document a range of organisms that illustrate the biodiversity within a local or regional ecosystem.		
Specific Learning Outcome	Observe and document a range of organisms that illustrate the biodiversity within a local or regional ecosystem.		
Specific Learning Outcome	Investigate how human activities affect an ecosystem and use the decision-making model to propose a course of action to enhance its sustainability.		
Specific Learning Outcome	Investigate how human activities affect an ecosystem and use the decision-making model to propose a course of action to enhance its sustainability.		

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**

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..		

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...	

Name:	Date:
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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
	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)						

Planning for Choice & Complexity – (Week of Activities)

Specific Learning Outcome:	Start here 			
Instructional Virtual Seminar				
MUST DO (ensures evidence)				
Movement or Outdoor Activity				
Arts Activity				
Home Based Activity				
Competency Based Activity				


Choose 2 or 3 over the week 

Planning for Choice & Complexity – (Week of Activities)

Goal: I can sustain intellectual curiosity by	Start here 			
Science 9 instructional Virtual Seminar	<ul style="list-style-type: none"> I can wonder about a scientific topic 	<ul style="list-style-type: none"> I can ask scientific questions about a topic 	<ul style="list-style-type: none"> I can ask questions to further my inquiry 	<ul style="list-style-type: none"> I can sustain my inquiry over time
MUST DO: Literacy Activity				
Movement or Outdoor Activity				
Arts Activity				
Home Activity				
Competency Activity				

Choose 2 or 3 over the week 


Planning for Choice & Complexity – (Week of Activities)

Goal: I can sustain intellectual curiosity by	Start here 			
Science 9 instructional Virtual Seminar Recorded (20 - 30 min)	<ul style="list-style-type: none"> I can wonder about a scientific topic 	<ul style="list-style-type: none"> I can ask scientific questions about a topic 	<ul style="list-style-type: none"> I can ask questions to further my inquiry 	<ul style="list-style-type: none"> I can sustain my inquiry over time
MUST DO: Literacy Activity	Choose a scientific topic from the list provided (concrete options) Make a list of what you already know about this topic	Choose one of your wonderings and turn it into a “scientific” question Find an article or video about your topic and list 3-5 questions that you have about it	Create another 3 -5 questions to help guide you in your research about the sun Research and explore to find some answers to your questions	Over the next month, research your questions. At your next check in, share some of your learnings in the class website
Movement or Outdoor Activity	Take a walk outdoors and practice recording some observations and wonderings	Find one location outside and observe it at a specific time over multiple days. Record your noticings and generate 3-5 questions	While in a car, organize a game for you and your family to practice asking questions about what they see. Try and turn them into scientific questions	Go back to your one location outdoors and continue to observe it for a longer period of time (e.g. a month), record what you notice
Arts Activity	Create a model of your scientific topic	Create an online poll asking the class or other about what questions they are interested	Create visual notes as you research information to help you inquire into your questions	Add to your visual notes in a new colour to show how your thinking is changing over time
Home Activity	Ask your family to vote on which questions that they are curious about	Ask your family to add to your list questions that they have	Organize a family inquiry. Choose a question that you are all interested in together	Create a blog or Padlet about you/ your family’s inquiry so that you can share your learning with others
Competency Activity	Personal Awareness: How does this topic connect or affect your life	Positive Personal Identity & Culture: Generate some questions about your family history and interview a family member	Critical thinking: Reflect on how the world would be different if your scientific topic didn’t exist	Social Responsibility: Include and investigate a question to your inquiry that targets the effects of your topic on the world

Choose 2 or 3 over the week



Planning for Choice & Complexity – (Month of Activities)

Goal: I can sustain intellectual curiosity by	Start here 			
Science 9 instructional Virtual Seminar (recorded) (15 min)	<ul style="list-style-type: none"> I can wonder about a scientific topic 	<ul style="list-style-type: none"> I can ask scientific questions about a topic 	<ul style="list-style-type: none"> I can ask questions to further my inquiry 	<ul style="list-style-type: none"> I can sustain my inquiry over time
MUST DO: Literacy Activity	Choose a scientific topic from the list provided (concrete options) Make a list of what you already know about this topic	Choose one of your wonderings and turn it into a “scientific” question Find an article or video about your topic and list 3-5 questions that you have about it	Create another 3 -5 questions to help guide you in your research about the sun Research and explore to find some answers to your questions	Over the next month, research your questions. At your next check in, share some of your learnings in the class website
Movement or Outdoor Activity	Take a walk outdoors and practice recording some observations and wonderings	Find one location outside and observe it at a specific time over multiple days. Record your noticings and generate 3-5 questions	While in a car, organize a game for you and your family to practice asking questions about what they see. Try and turn them into scientific questions	Go back to your one location outdoors and continue to observe it for a longer period of time (e.g. a month), record what you notice
Arts Activity	Create a model of your scientific topic	Create an online poll asking the class or other about what questions they are interested	Create visual notes as you research information to help you inquire into your questions	Add to your visual notes in a new colour to show how your thinking is changing over time
Home Activity	Ask your family to vote on which questions that they are curious about	Ask your family to add to your list questions that they have	Organize a family inquiry. Choose a question that you are all interested in together	Create a blog or Padlet about you/ your family’s inquiry so that you can share your learning with others
Competency Activity	Personal Awareness: Write a reflection about how this topic connect or affect your life	Positive Personal Identity & Culture: Generate some questions about your family history and interview a family member	Critical thinking: Reflect on how the world would be different if your scientific topic didn’t exist	Social Responsibility: Include and investigate a question to your inquiry that targets the effects of your topic on the world


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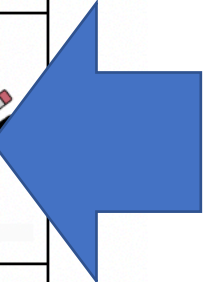
- Choose one activity a day or 5 activities a week.
- Try to take pictures of activities while you are doing them and keep track of all your activities in your IEP Portfolio.
- Try and choose an activity from each column by the end of June
- Have an idea for another activity? Let me know!

Goal Area	IEP GOAL & Objective	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can respond meaningfully to communication from peers and adults by... ... making conversational communication exchanges.	Set up facetime, skype or a phone call. Get student to say good morning to 5 people they know. Have them choose a question to ask from their question communication board.	Have student choose a picture book. After reading each page, describe what you see in the pictures, and have student point to what you are describing	Go for a family walk, have student choose what they want count along the way (e.g. red cars, dogs, birds, trees), count items together as you find them	Play a guessing game like Eye Spy that looks for a specific colour. Celebrate with a dance party when you get the answer!	Take turns with family members to choose a favourite singer and/or band. Search for an online concert to watch and give each performance a thumbs up or thumbs down vote
Critical Thinking & Reflective Thinking	I can explore by... ...interacting with a variety of hands on learning materials in the context of group learning activities.	Set up a parallel really soapy dish tub for student to wash dishes beside someone cleaning up after a meal	Make labels for items in the pantry. Have student type or print out labels and match picture beside each ingredient	Have student set table for dinner. Help them decide how many settings and what items they will need.	Help student find an internet dance. Get them to try and memorize one or two steps and put on a show for the family	Search " Muffalo Potato " on Youtube and get student to learn to draw a character using only numbers and letters.
Social Awareness & Responsibility	I can interact with others and my surroundings respectfully by... ...engaging in group learning activities, within a classroom structure, for extended periods of time	Connect with class on a zoon call and remind everyone about the importance of handwashing Share with them the " Germ s" book in PDF	Write a letter together to someone that you are missing. Send it in the mail or as an email!	Play a board game/card game that requires turn taking Ex. Guess Who, Go Fish, Memory Matching	In the yard or in the living room play balloon volleyball. See how long you can go without the balloon touching the floor!	Make a card or artwork for someone you would like to cheer up!
SCIENCE	Use scientific understandings to identify relationships and draw conclusions by... ...identifying sources of light and the effect light has on objects.	Make a rainbow at home: Place a small mirror half in a bowl of water with part of it sticking out. Put bowl near a window. (early morning or afternoon)	Prediction and Research: Talk to student about what they think they will see if they look at their reflection in a spoon. Was their prediction correct? What will you see on the other side? Help them research online why that happened.	Use a mirror and a flashlight to direct light in different directions. Choose a spot on the wall or a family member and try to hit the target.	Play hide and seek with a flashlight	Drawing a shadow: Line up toys in the sun or with a light and trace the shadow that you see
NUMERACY	Communicate mathematical thinking in many ways by... ...showing my understanding of composing and decomposing numbers concretely with ten frames and manipulatives	Baking: Have student help with adding ingredients, helping them with prompts such as, "first we add..., next we add.... Then we add...."	Financial Literacy: Have a variety of coins, help student figure out different ways to make one dollar (make sure you wash hands after activity)	Play a card game and focus on counting how many cards everyone is holding after each round or the end of game (e.g. go fish, war)	Go on a Shapes Scavenger hunt: Hunt outside in the neighborhood and try and find 10 natural items. Organize them in a ten frame.	Help student search and find objects from around the house to create counting collections e.g. 10 items, 20 items, 30 items etc.)


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	My Goals	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can have conversations with people I care about					
Critical Thinking & Reflective Thinking	I can explore with my hands					
Social Awareness & Responsibility	I can work together					
SCIENCE	I can find and play with light					
NUMERACY	I can show number in many ways					



Planning for Choice & Complexity – (Week of Activities)

Specific Learning Outcome:	Start here 			
Instructional Virtual Seminar				
MUST DO (ensures evidence)				
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Arts Activity				
Home Based Activity				
Competency Based Activity				

Choose 2 or 3 over the week 