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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**.



Virtual Participation Protocols



Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

- Popcorn conversations

The Chat Box – Wild Tea

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

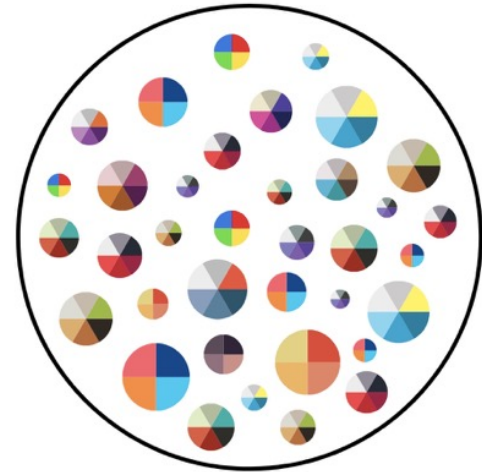
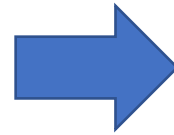
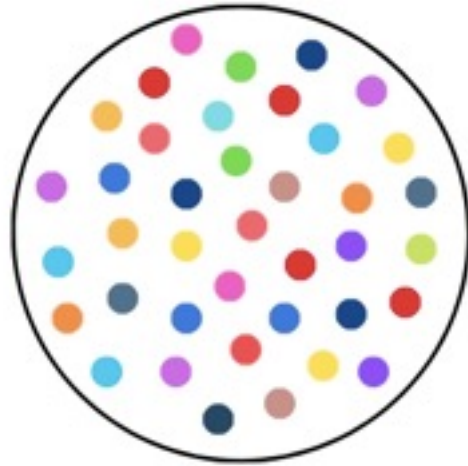
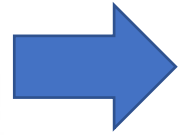
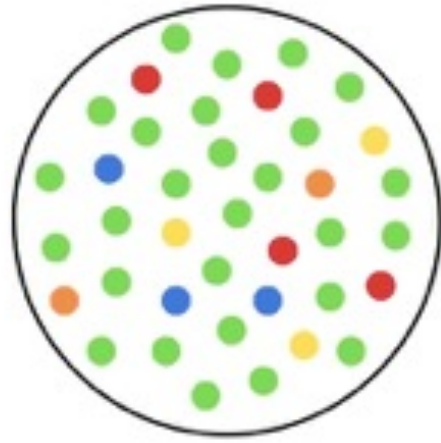
Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone 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 pops in the time allowed?



Practice: Wild Tea

Something that
stands out from last
session

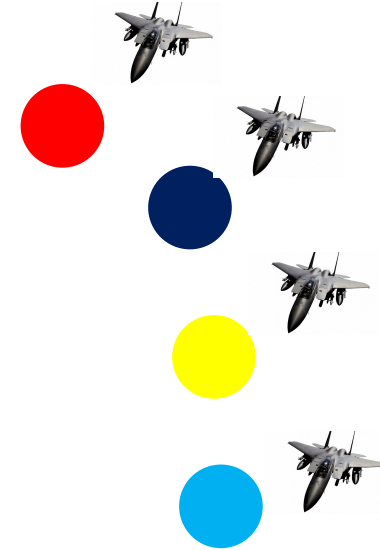
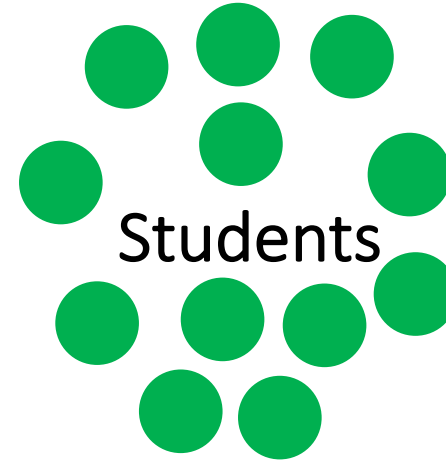
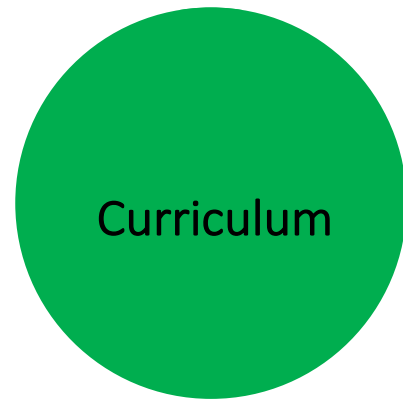


How do we
including people
who are different

How do we teach
to diversity?

How do we
teach to
identity?

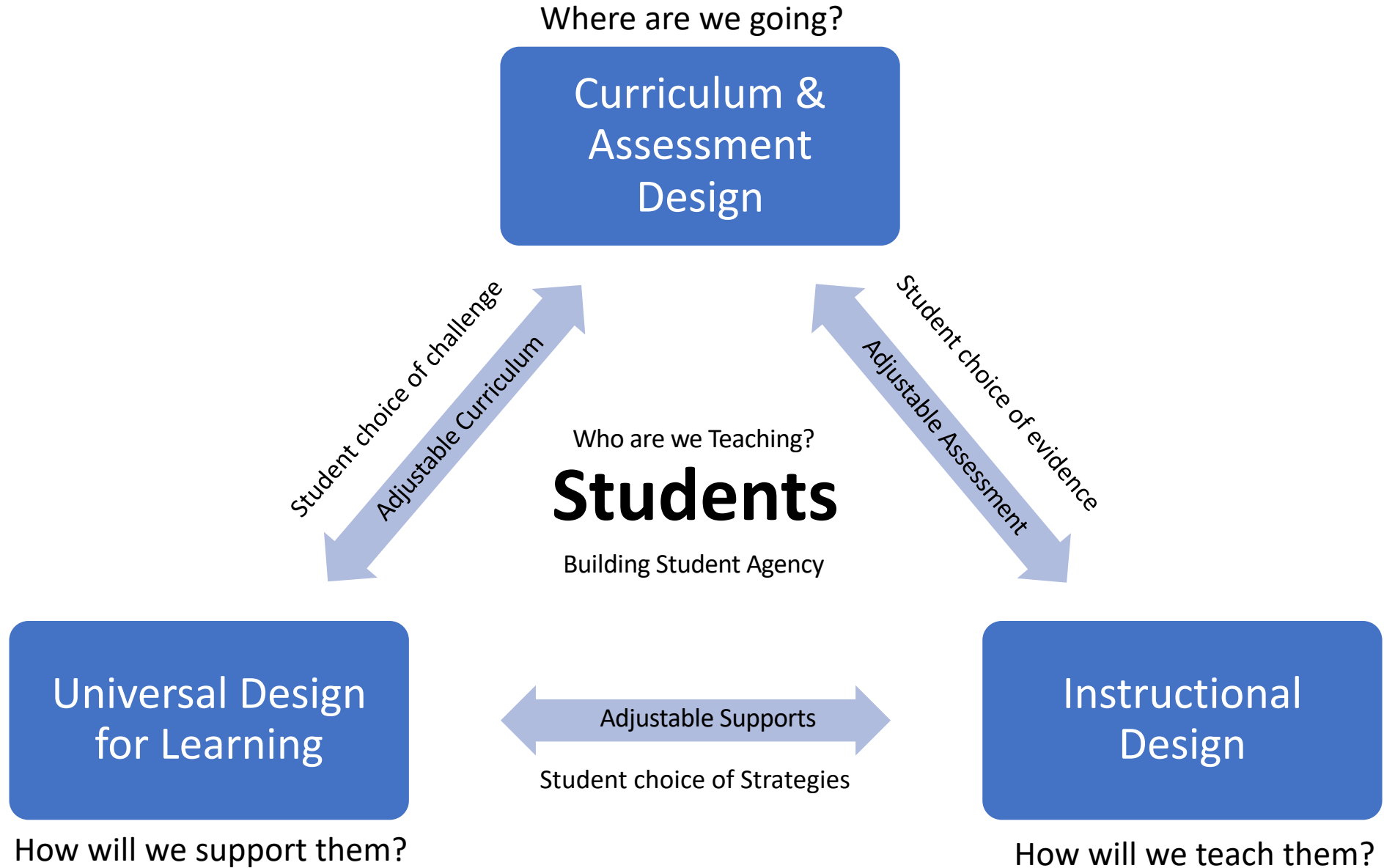
WHAT'S THE DIFFERENCE?



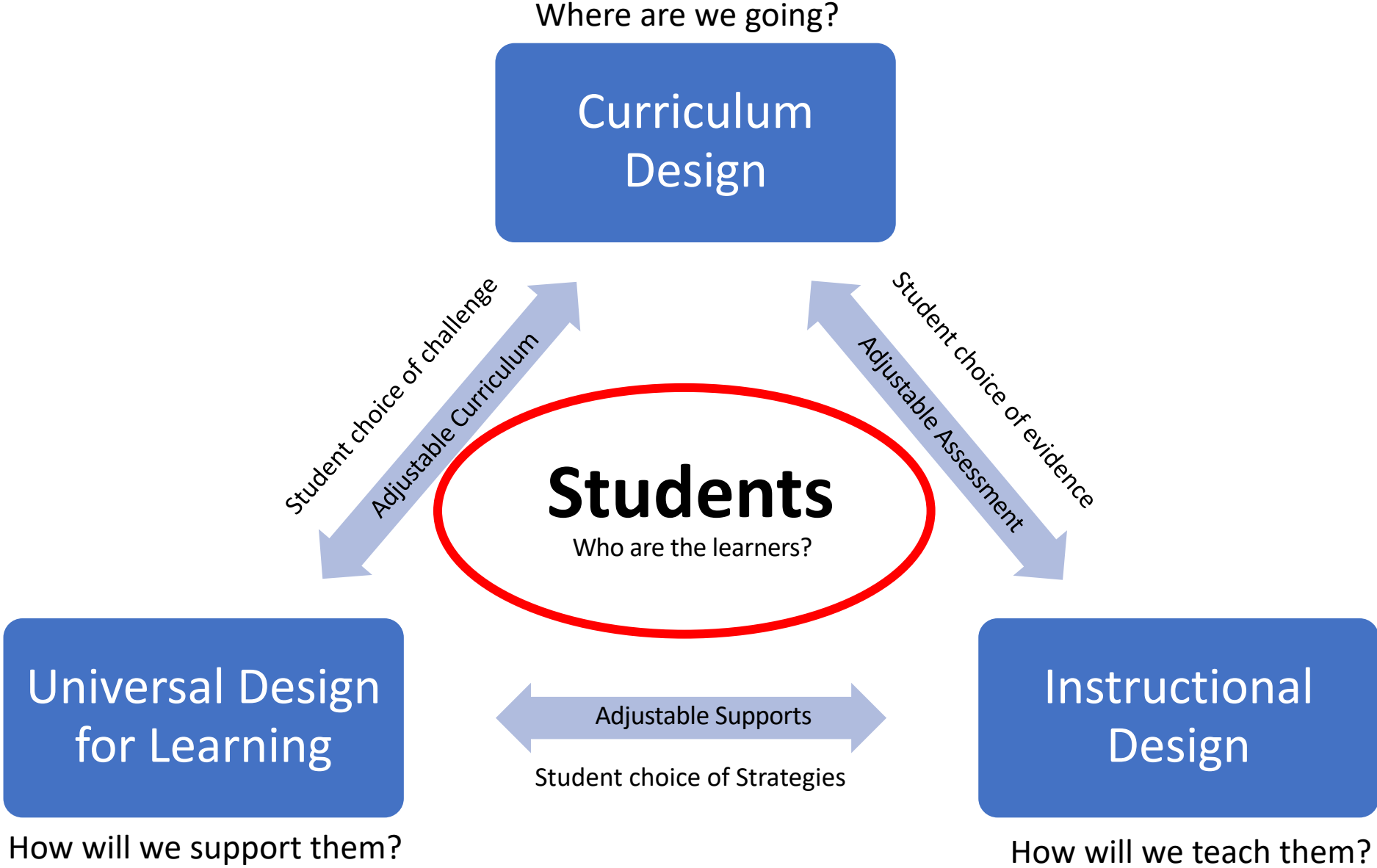
DESIGN: THE MOST UNDERUTILIZED SUPPORT



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

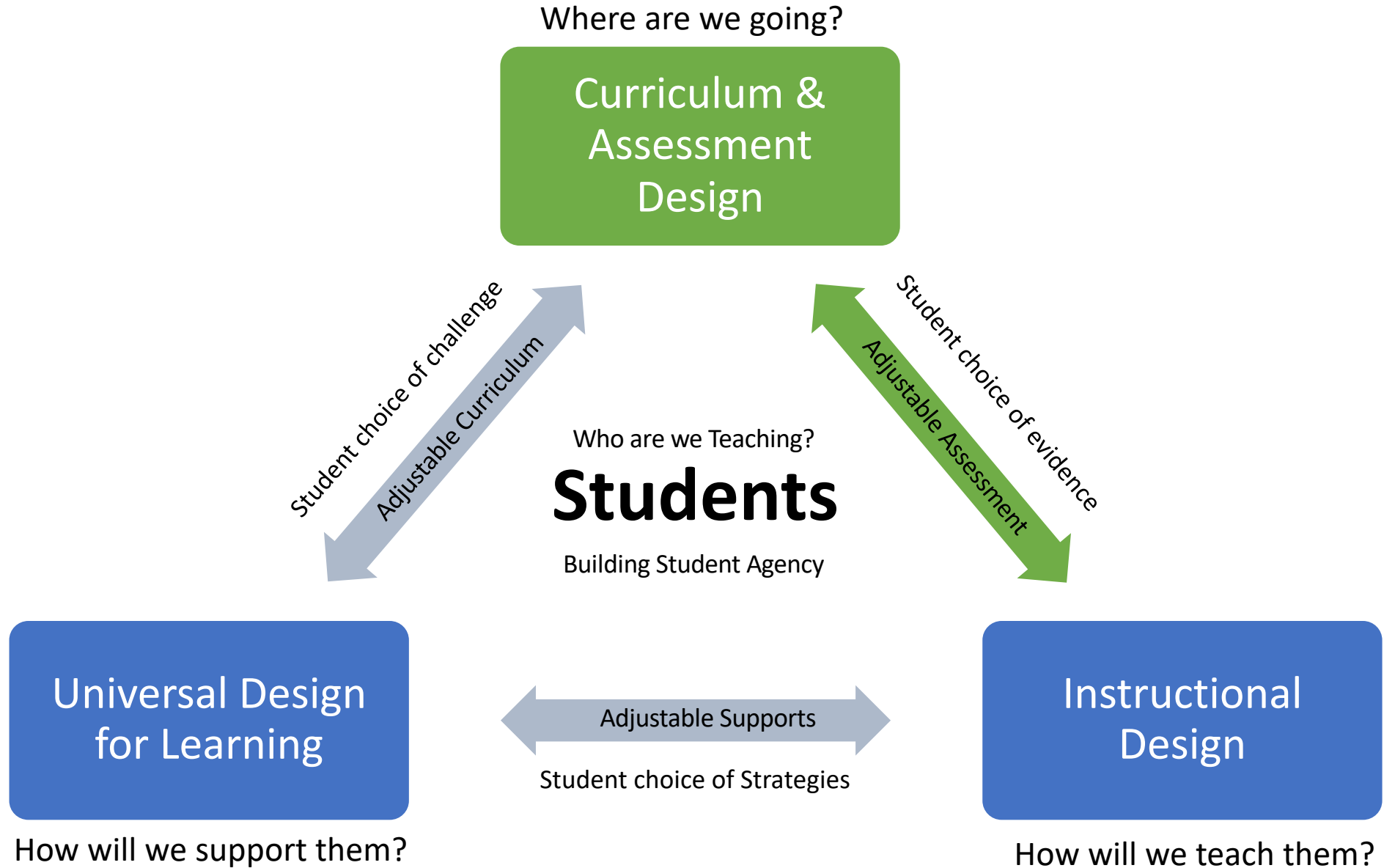


How do we change the system? Design with Equity in Mind



Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: 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)		

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





Wild Tea

What do you already
know about Backwards
Design?

BACKWARDS DESIGN

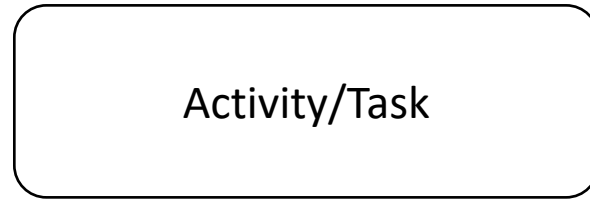


Backwards Design Big Ideas:

- 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)

Forward Design

Same for Everyone



Differentiated



Backward Design

Same for Everyone



Differentiated



Backwards Design

What do we need to **UNDERSTAND**?

What do we need to **KNOW**?

What do we need to **DO**?

Who do we need to **BECOME**?

Backwards Design

What do we need to **UNDERSTAND**?

I understand ...

What do we need to **KNOW**?

I know...

What do we need to **DO**?

I can...

Who do we need to **BECOME**?

I can become...

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
What do students need to know? Knowledge Goals		I know
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
Who do student need to be? Competency Goals	I can become/ I am...	

Grade: 8	Subject Area(s): English	Planning Team: AD Rundle
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: Gr 9	Subject Area: Math	Planning Team:
Unit Guiding question: What is a continuous linear relationship? How can we use patterns in linear relationships to make predictions? What are the different ways to represent linear relations?		
I know <i>two- variable linear relations</i> , using graphing, interpolation, and extrapolation (using different ways)	I know <i>two- variable linear relations</i> , using graphing, interpolation, and extrapolation (using different ways)	
Curricular Competency Goal	I can reason and analyze by...	
Curricular Competency Goal	I can reason and analyze by...	
Curricular Competency Goal	I can communicate and represent in many ways by...	
Curricular Competency Goal	I can communicate and represent in many ways by...	
Core Competency Goal	I can self regulated by persevering though a challenging task	

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: 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:
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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
	<p>I know exploration</p> <p>I know expansion</p> <p>I know colonization</p> <p>I know how they are connected</p> <p>I can describe what influences causes</p> <p>I can figure out the short- and long-term consequences</p> <p>I can explain different perspectives</p> <p>I can compare different perspectives</p> <p>I can make ethical judgements</p> <p>I can assess historical perspectives</p>	

Grade: 8	Subject Area: Math	Planning Team: Nicole, Menolly & THSS Plannign Team
Big Idea: Number represents, describes, and compares the quantities of ratios, rates, and percent.		Unit Guiding question:
Content Goal 1:	percent less than 1 and greater than 100 (decimal and fractional percent)	I know percent that are less than 1 I know percent that are greater than 100 I know how to represent a percent as a decimal and a fraction
Curricular Competency Goal:	Estimate reasonably	I can make an estimate that makes sense
Curricular Competency Goal:	Apply multiple strategies to solve problems in both abstract and contextualized situations	I can use many strategies to solve problems
Curricular Competency Goal:	Use mathematical vocabulary and language to contribute to mathematical discussions	I can use math words in my work and in conversations
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my math thinking in many ways

Name:		Date:	
Unit Big Idea: Number represents, describes, and compares the quantities of ratios, rates, and percent.			
I still need support		I can do this!	
		<ul style="list-style-type: none"> • I know percent that are less than 1 • I know percent that are greater than 100 • I know how to represent a percent as a decimal and a fraction 	
		<ul style="list-style-type: none"> • I can make an estimate that makes sense 	
		<ul style="list-style-type: none"> • I can use many strategies to solve problems 	
		<ul style="list-style-type: none"> • I can use math words in my work and in conversations 	
		<ul style="list-style-type: none"> • I can share my math thinking in many ways 	
I need some challenge			

Name:	Date:
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Big Idea
 Number represents, describes, and compares the quantities of ratios, rates, and percent.

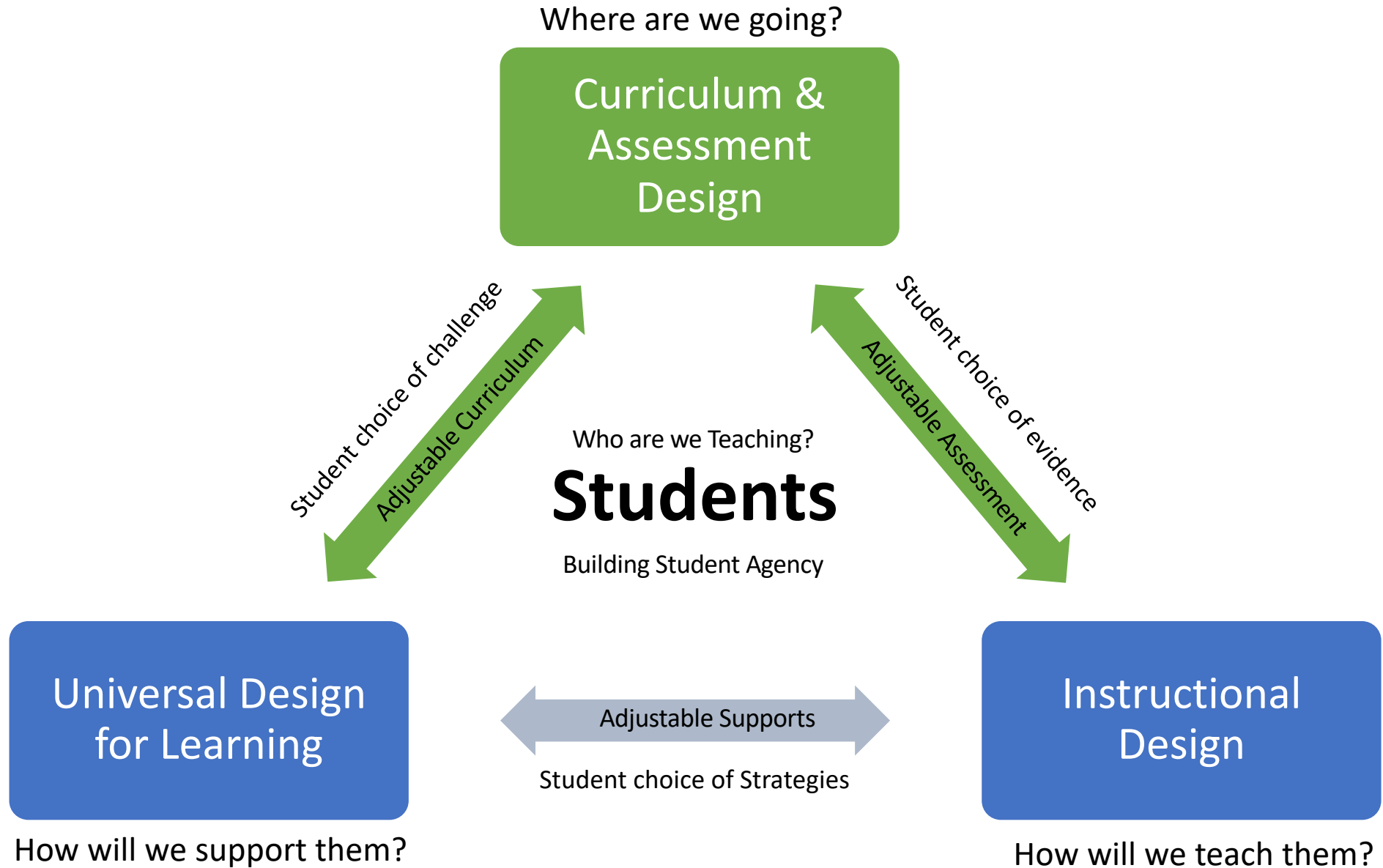
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	Written/ Abstract	Oral/ Concrete	Visual/ Pictorial		
<ul style="list-style-type: none"> I know percent that are less than 1 I know percent that are greater than 100 I know how to represent a percent as a decimal and a fraction 						
<ul style="list-style-type: none"> I can make an estimate that makes sense 						
<ul style="list-style-type: none"> I can use many strategies to solve problems 						
<ul style="list-style-type: none"> I can use math words in my work and in conversations 						



Popcorn

How does this connect
to your curricular
framework?

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



Learning Continuums

- 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			



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.

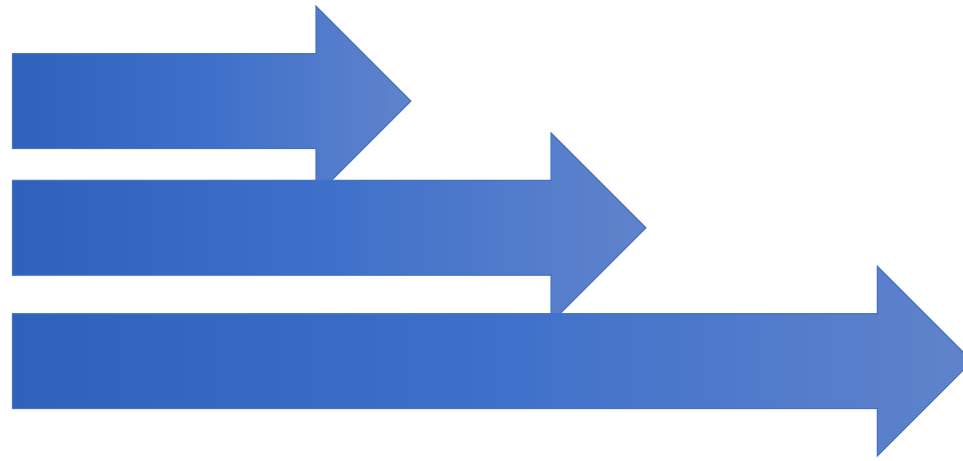
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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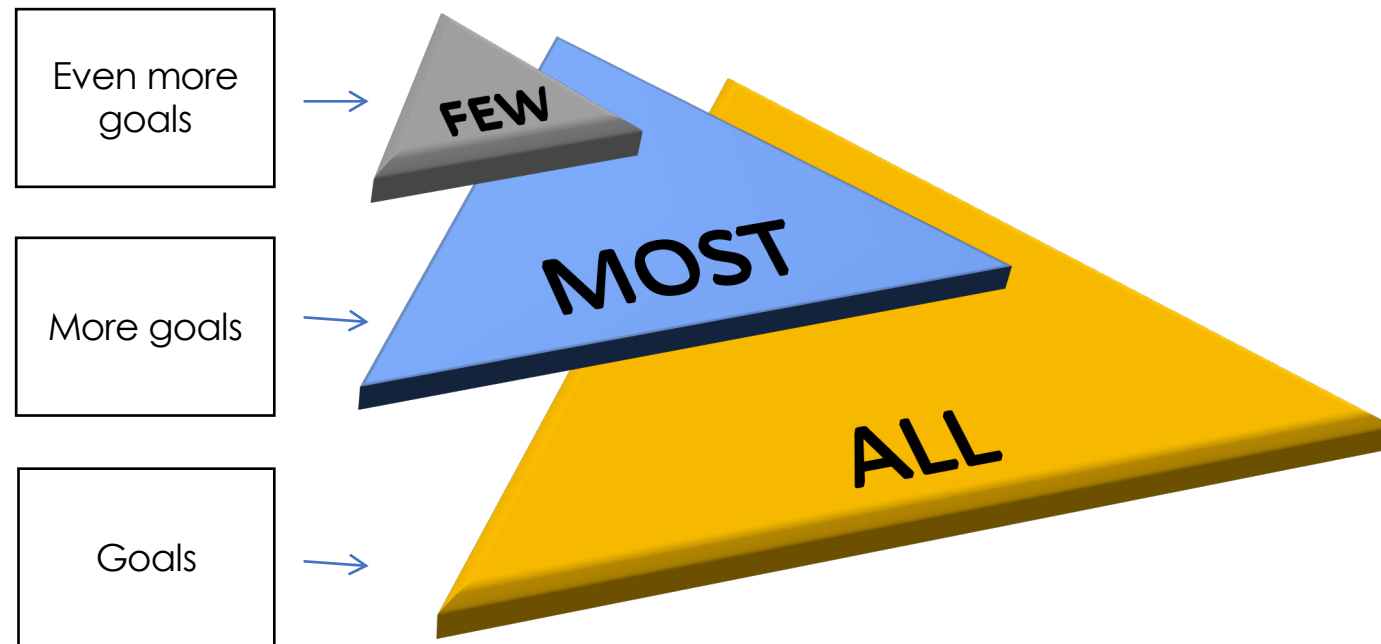
Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Maps

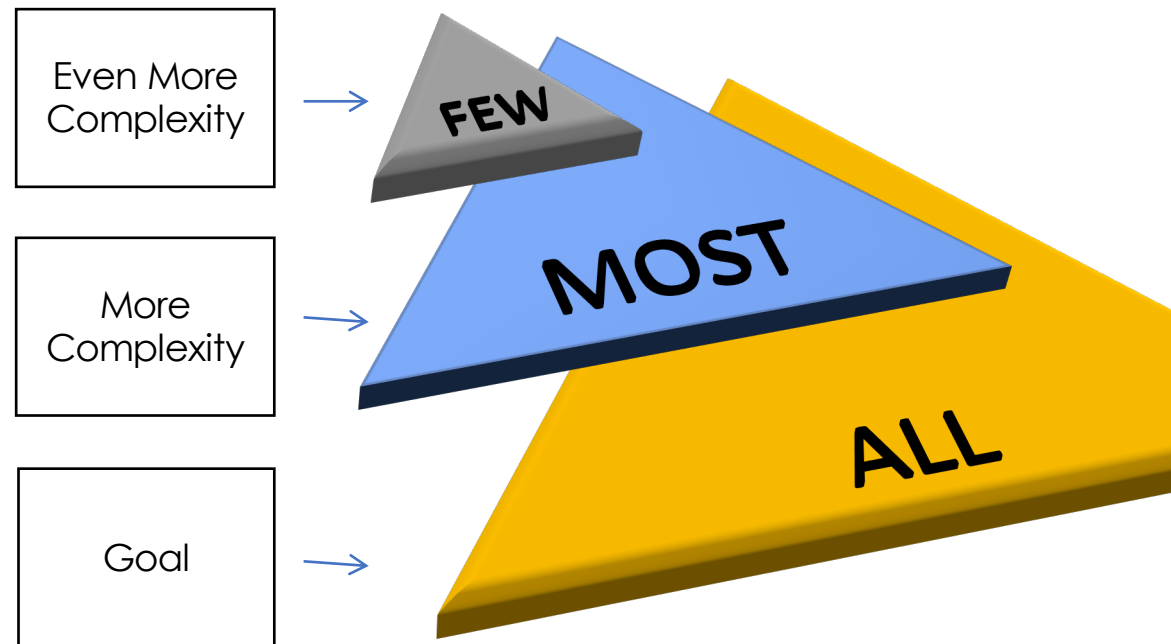
	Standard	More complex	More complex
goal			



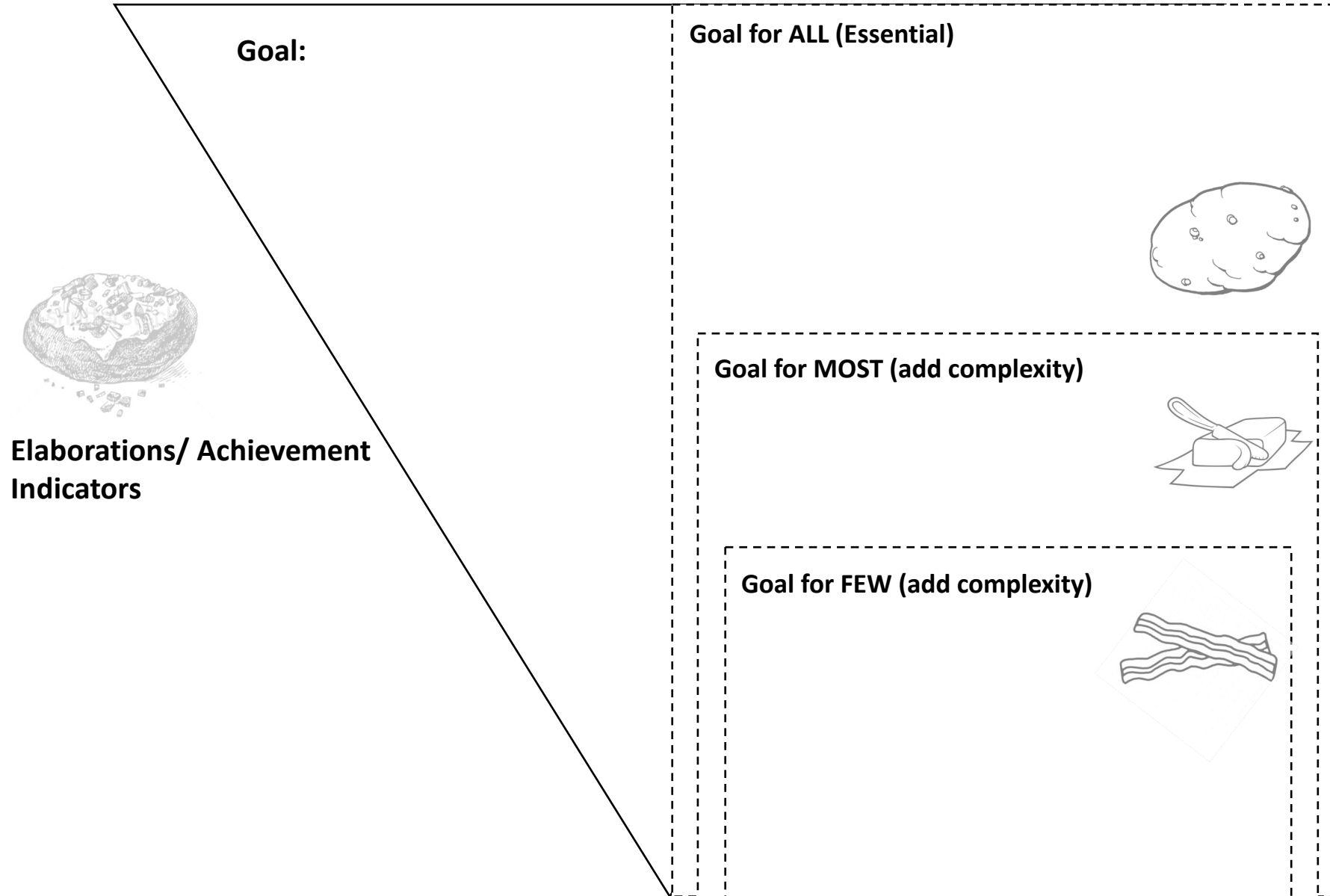
Start from access, build on challenge: Planning Pyramid



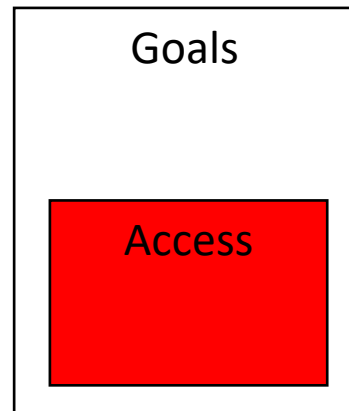
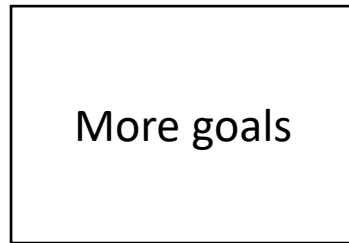
Planning Pyramid



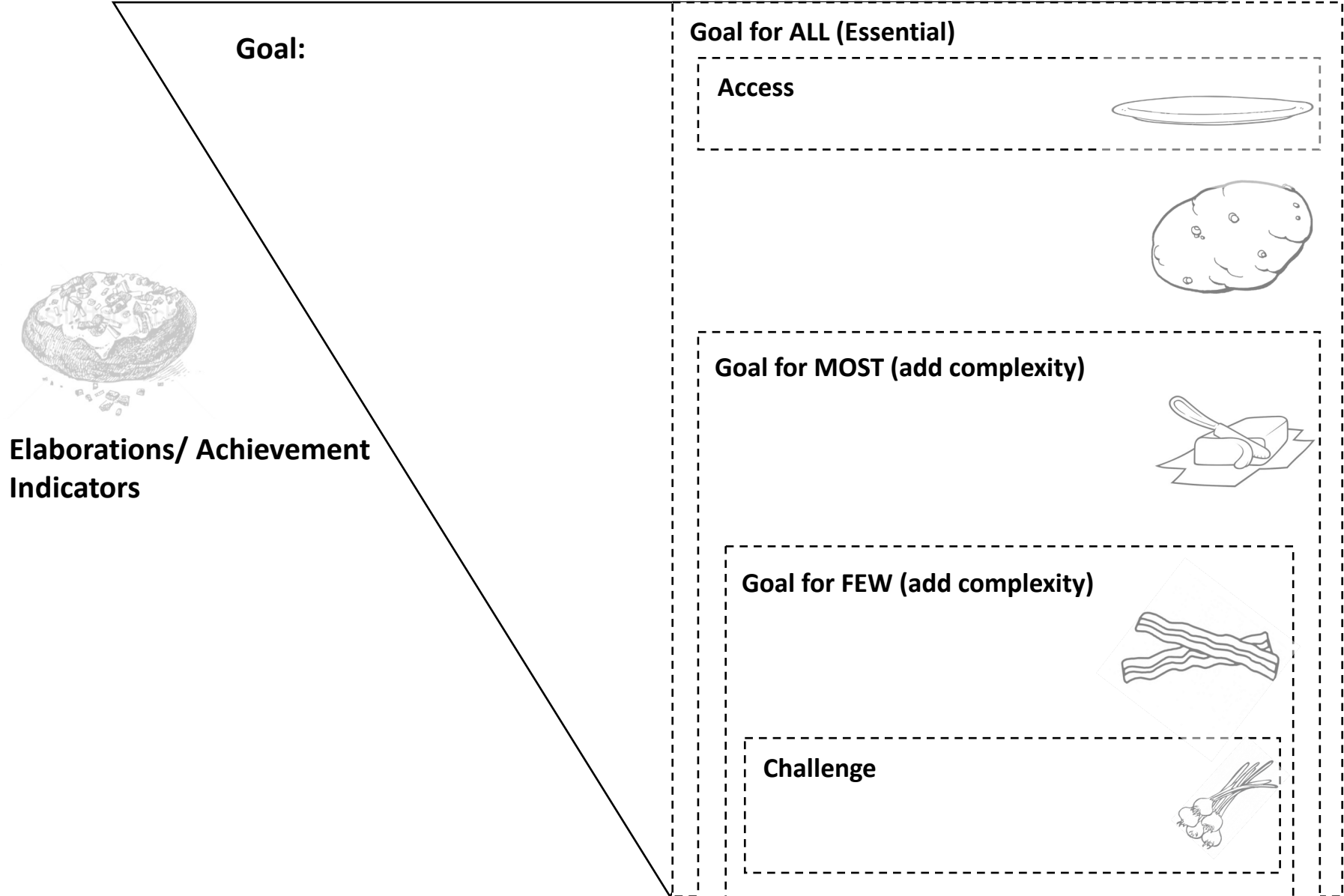
The Baked Potato Planning Strategy:



Planning for the RANGE: Extending for further access and challenge



The Baked Potato Planning Strategy:



Goal: Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number

Elaborations	Baked Potato
<ul style="list-style-type: none"> • be able to defend the reasonableness of an estimated value or a solution to a problem or equation • using known facts (background knowledge) and benchmarks, partitioning, applying whole number strategies to rational numbers and algebraic expressions (Making sense) • Know how and choosing from different ways to think of a number or operation (e.g., Which will be the most strategic or efficient?) is this the best option 	<p>Access</p> <p>I can estimate</p> <p>I can estimate rational numbers</p> <p>I can use a variety of operations</p> <p>All</p> <p>I can defend an estimation</p> <p>I can determine a reasonable estimate</p> <p>I can use a strategy to help me estimate reasonably (benchmark)</p>
	<p>Most</p> <p>I can be a ware of and use multiple strategies to help me estimate reasonably</p> <p>I can choose a strategy that works for me</p>
	<p>Few</p> <p>I can choose a strategy that is most strategic and efficient</p> <p>Ext. – I can mentally use a variety of strategies and operations to create a reasonable estimate</p>

Engage in problem-solving experiences **connected** with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

<ul style="list-style-type: none"> • Elaborations 	<ul style="list-style-type: none"> • Baked Potato
<ul style="list-style-type: none"> • Connected through daily activities, local and traditional practices, popular media and news events, cross-curricular integration • Connected by posing and solving problems or asking questions about place, stories, and cultural practices 	<p>Access</p> <ul style="list-style-type: none"> - I can find/identifying statistics in my life <p>All</p> <ul style="list-style-type: none"> • I can notice and understand what statistics are telling me in my daily life • I can describe how perspectives (diverse /indigenous) can change how statistics are presented <p>Most</p> <ul style="list-style-type: none"> • I can wonder about statistics • I can describe what is the story (perspective) that specific statistics are presenting <p>Few</p> <ul style="list-style-type: none"> • I can pose inquiry questions into statistics • I can consider and describe other perspectives (diverse /indigenous) and possible stories are presenting <p>Extend</p> <p>I can use statistics to inform and shape mine/others opinions</p>

• Course/Subject/Grade(s):		• Planning Team:				
• Unit Guiding Question: What are statistics? How do I understand statistics? How do I use statistics to understand and respond to a local issue?						
Goals	Access (NN)	All	Most	Few	Challenge	
I know statistics vocabulary and what these terms mean	I know where there are statistics in my life or statistics that describe my life/ community I know mean, median, mode & range and how they are connected	I know what statistics are and why they are useful I know that statistics tell a story	I know what these terms represent and communicate - Measures of central tendency - Standard deviation	I know I know what these terms represent and communicate - Confidence interval - Z-scores - distributions	I know how the terms in statistics are connected and influence each other	
Curricular Competencies	I can estimate reasonably	I can estimate I can estimate rational numbers I can use a variety of operations	I can defend an estimation I can determine a reasonable estimate I can use a strategy to help me estimate reasonably (benchmark)	I can be a ware of and use multiple strategies to help me estimate reasonably I can choose a strategy that works for me	I can choose a strategy that is most strategic and efficient	I can mentally use a variety of strategies and operations to create a reasonable estimate
	I can identify the problem I can come up with possible solutions to a problem		I can identify the problem I can use a strategy to solve a problem I can use math tools I can find a possible solution and describe my process	I can use a variety of strategies to solve a problem I know which math tools to use I can adjust my strategies and math tools if my solution doesn't make sense	I can choose the most efficient strategy and math tools to solve a problem I can justify my solution	
	I can identify and solve a problem connected to my local community	I can find/identifying statistics in my life	I can notice and understand what statistics are telling me in my daily life I can describe how perspectives (diverse /indigenous) can change how statistics are presented	I can wonder about statistics I can describe what is the story (perspective) that specific statistics are presenting	I can pose inquiry questions into statistics I can consider and describe other perspectives (diverse /indigenous) and possible stories are presenting	I can use statistics to inform and shape mine/others opinions
	I can identify the math concept we are working with		I can explain my mathematical argument I can explain my thinking in many ways (oral, written, visually) I can integrate technology I can identify that data can be interpreted to form different opinion/ stories	I can explain my mathematical argument by integrating oral, visual and written ways I can recognize bias/others I can question data by understanding the intent/perspectives behind why statistics are presented	I can consider an audience when explaining my mathematical argument I can anticipate consequences and responses in my explanation	
	I can connect math concepts to each other, myself and the world		I can connect mathematical concepts to help us better understand ourselves and our daily life	I can connect mathematical concepts to the world around us (news, traditional practices, media) I can connect mathematical concepts to other curricular areas/concepts	I can connect mathematical concepts to concepts in social justice Using mathematical concepts to form an argument in support of an issue or an opinion	

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?

Collecting Evidence of my Learning

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**?

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)

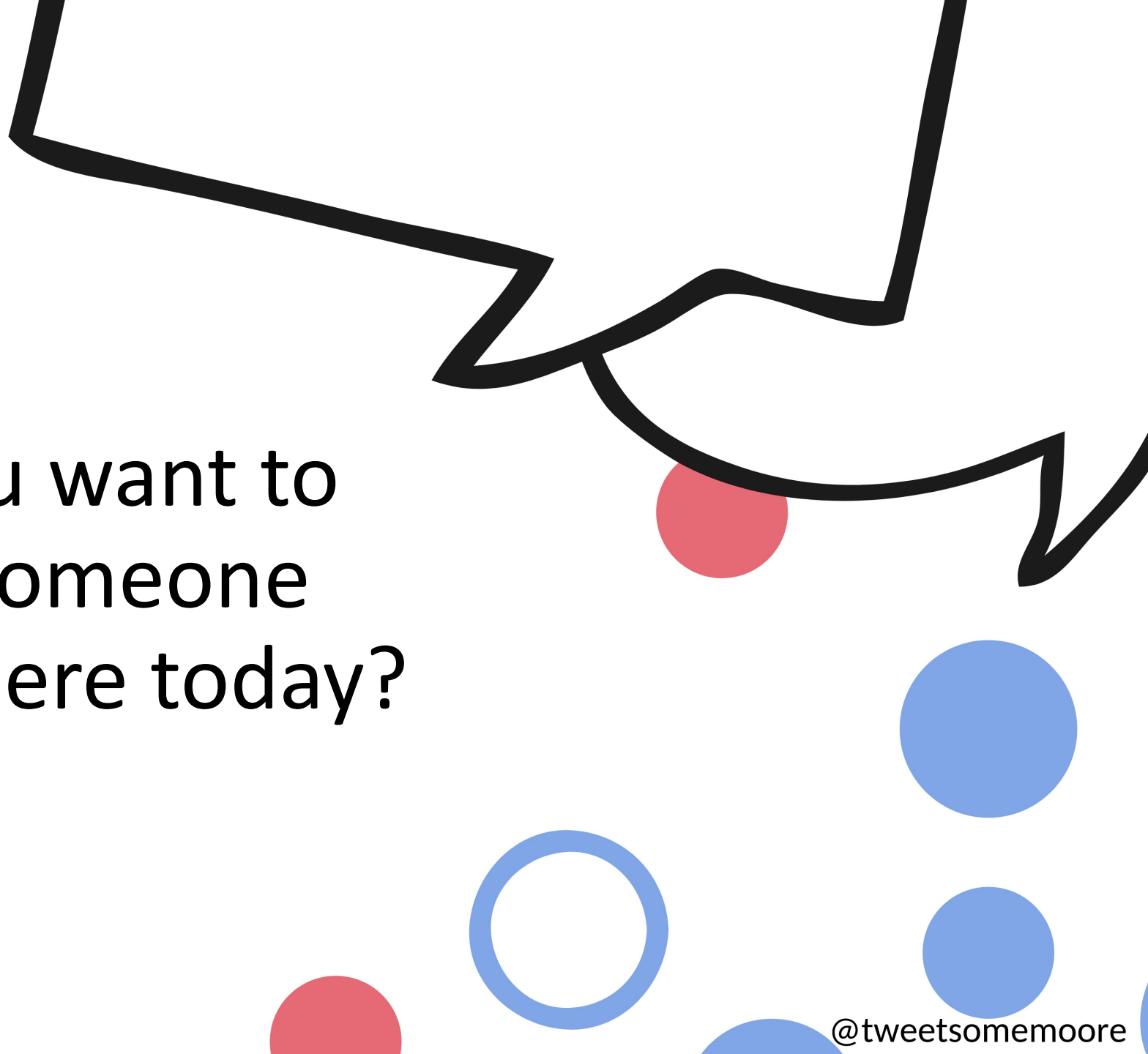
Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess 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

Wild Tea

What do you want to
share with someone
who is not here today?



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