

SHELLEY MOORE



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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

Wild Tea

Something that
stands out from last
session

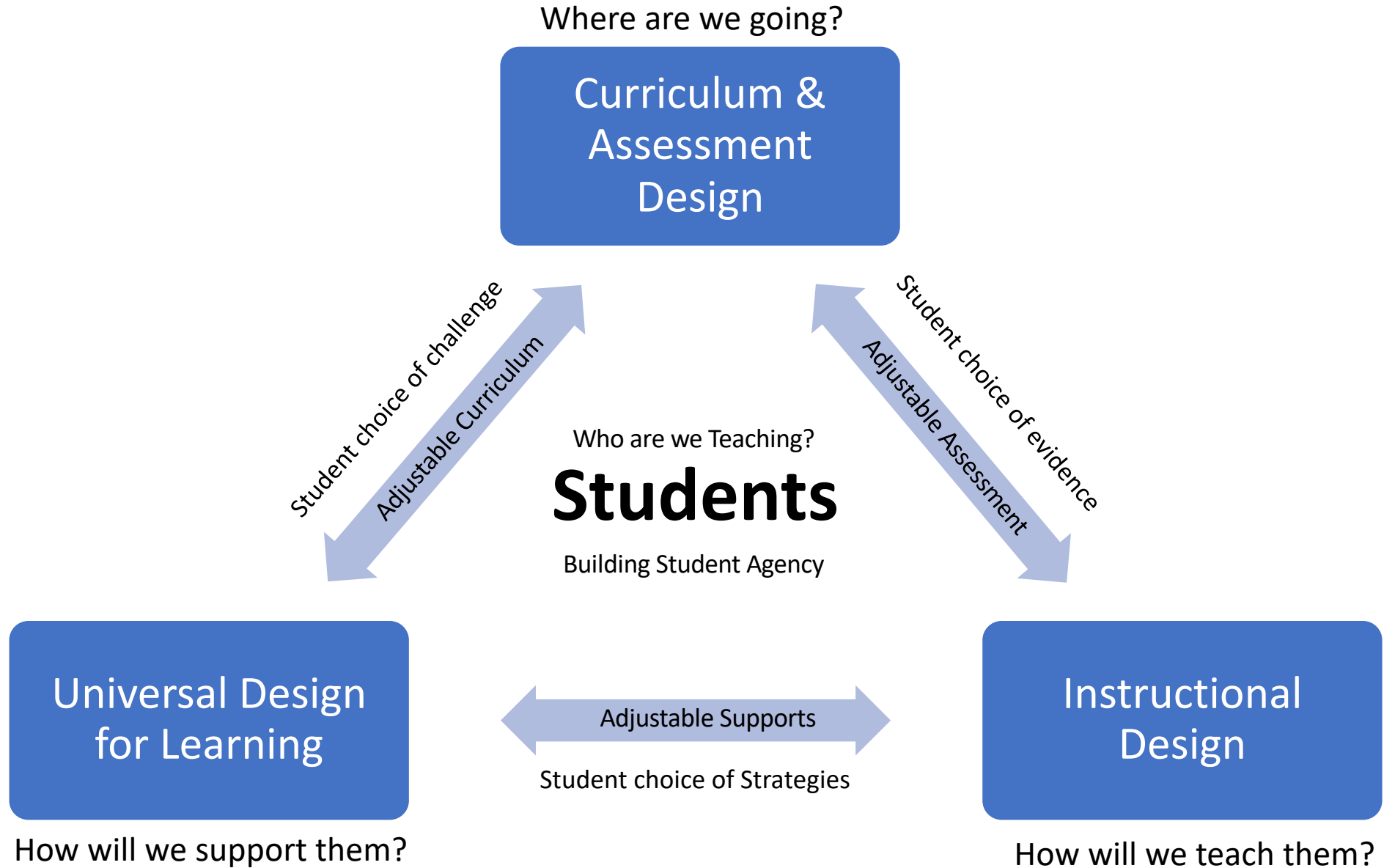
Popcorn

What are you hoping
to get out of today?

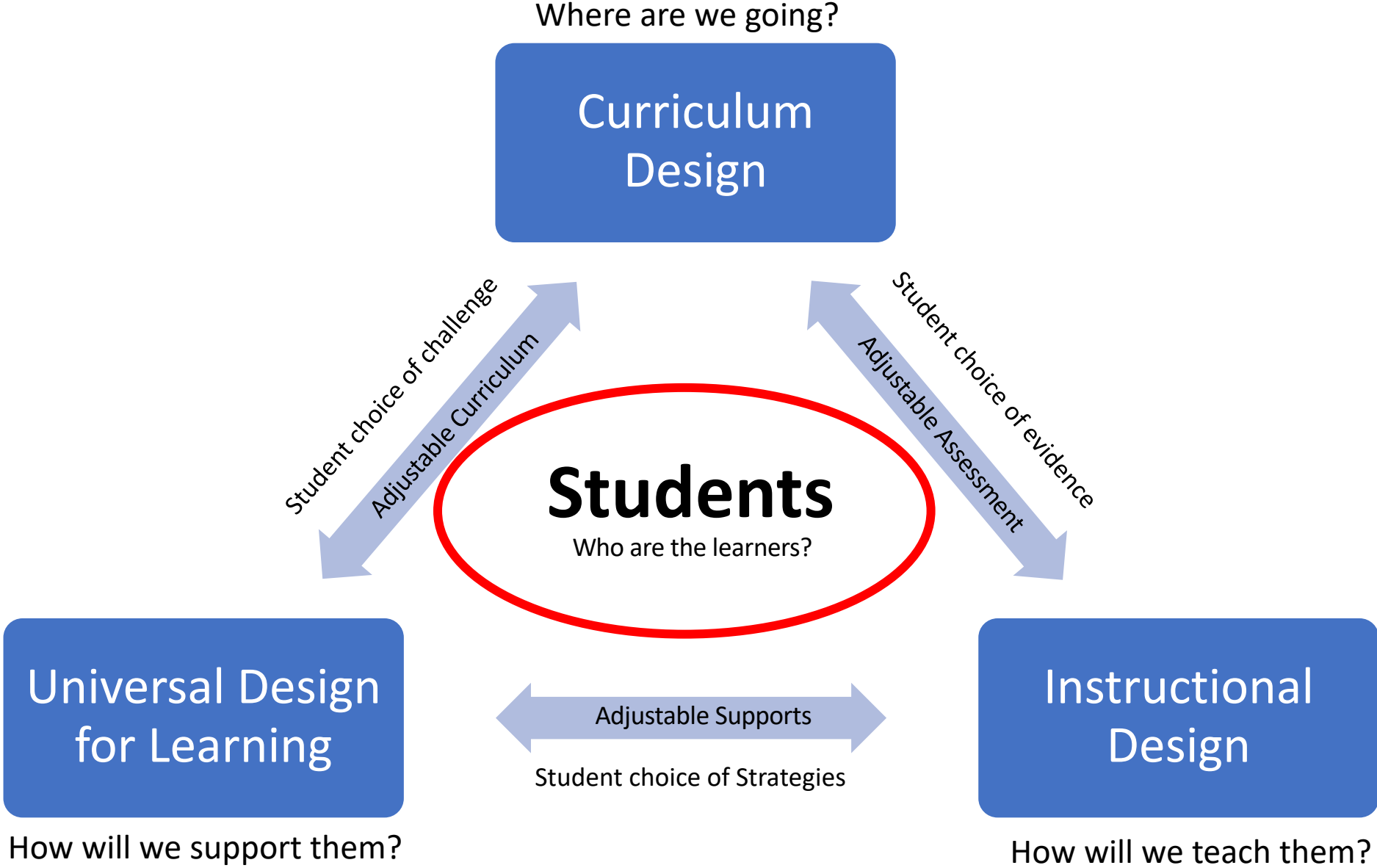
DESIGN: THE MOST UNDERUTILIZED SUPPORT



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

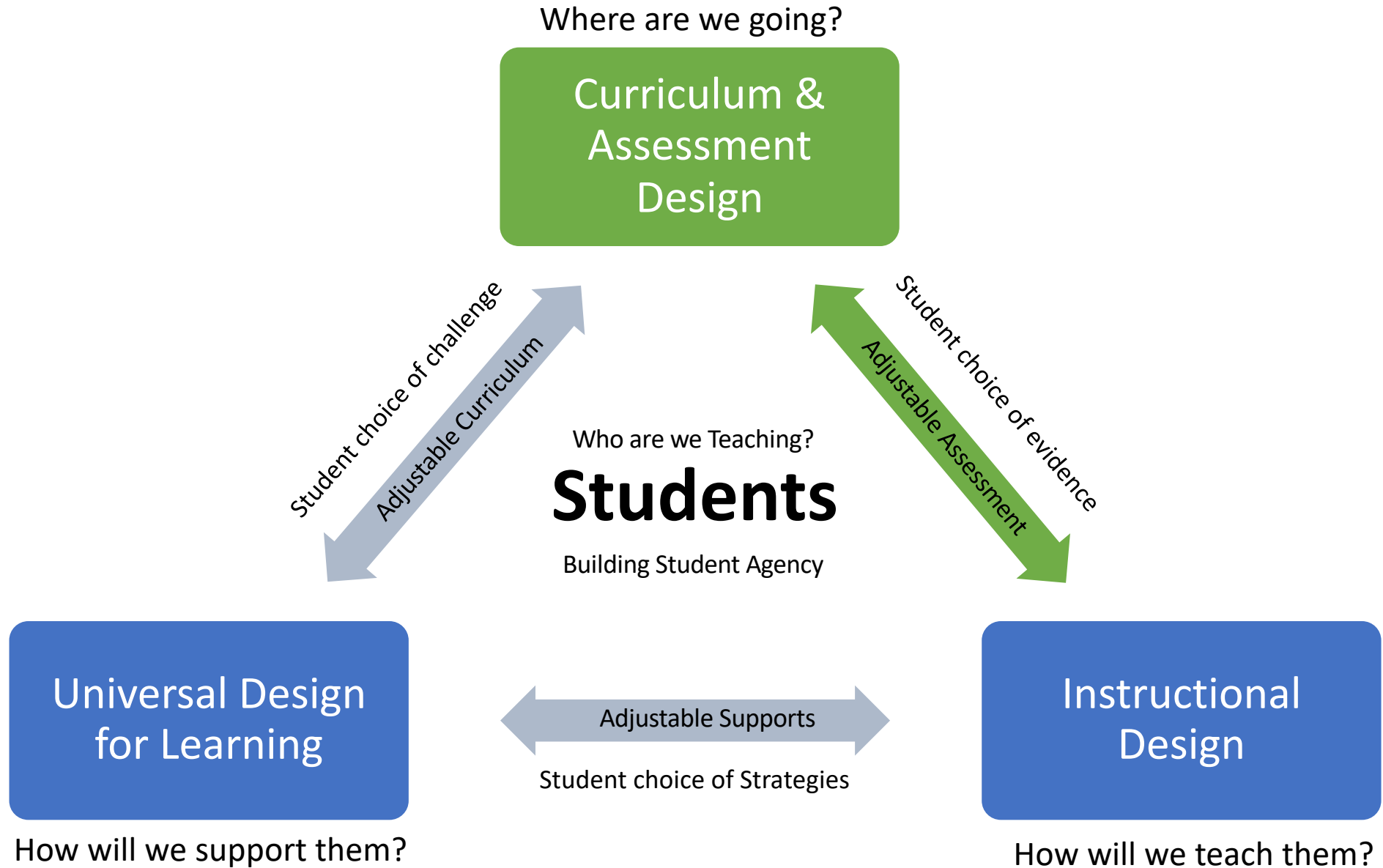


How do we change the system? Design with Equity in Mind



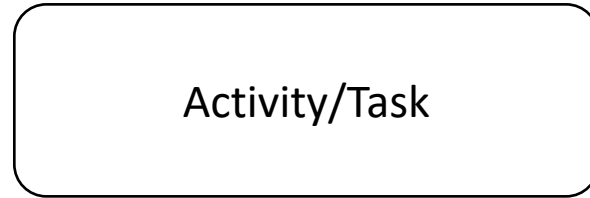
Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this 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

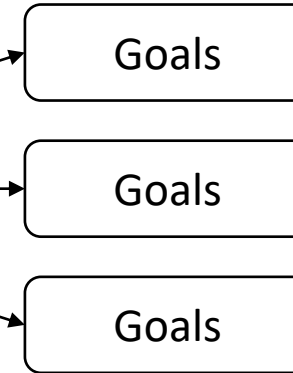


Forward Design

Same for Everyone



Differentiated

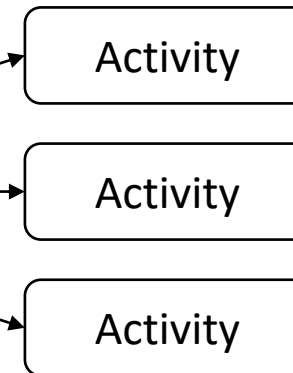


Backward Design

Same for Everyone



Differentiated



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: 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

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					

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

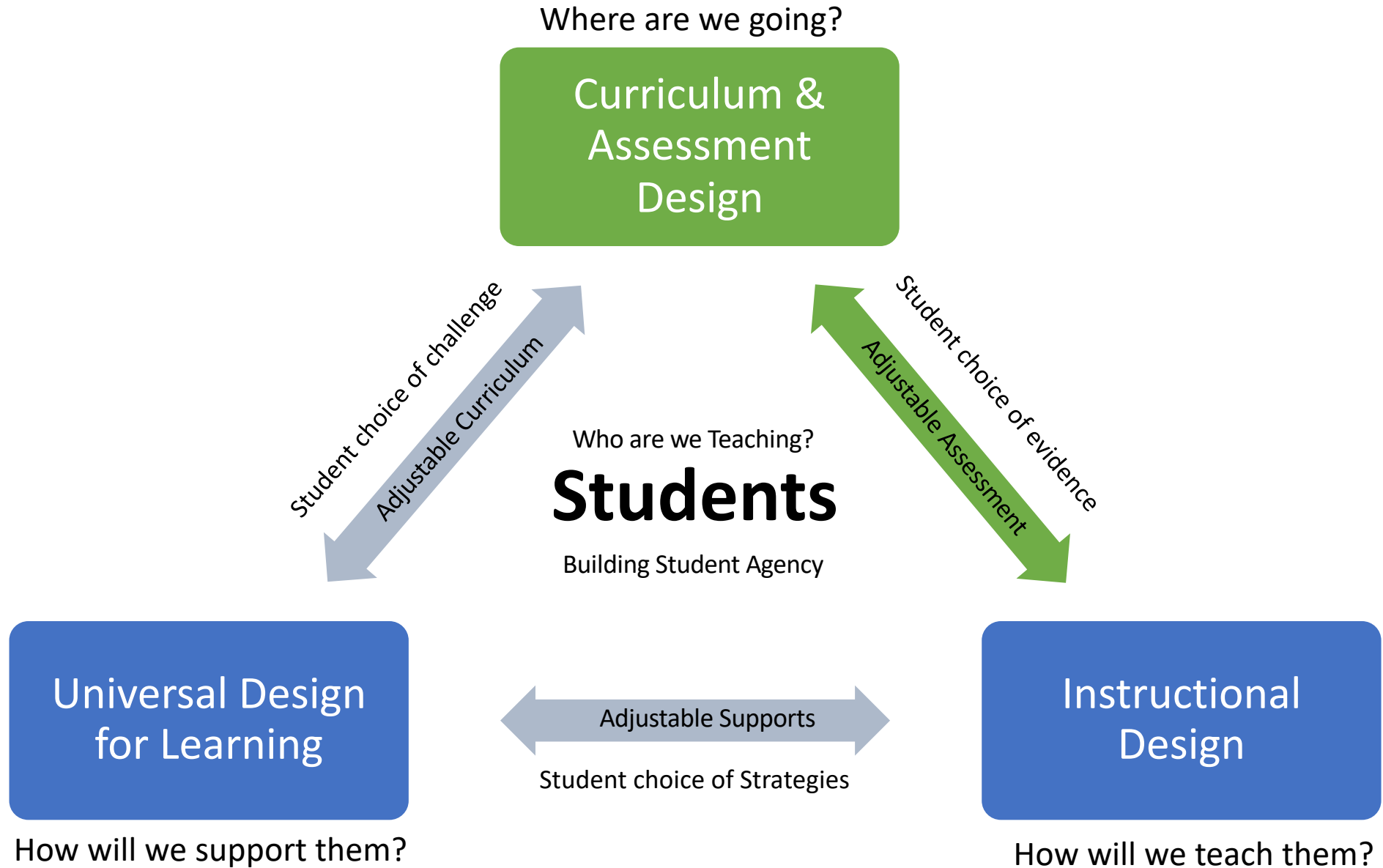
Name:		Date:	
Unit Big Idea: Number represents, describes, and compares the quantities of ratios, rates, and percent.			
I still need support		I can do this!	
		<ul style="list-style-type: none"> • I know percent that are less than 1 • I know percent that are greater than 100 • I know how to represent 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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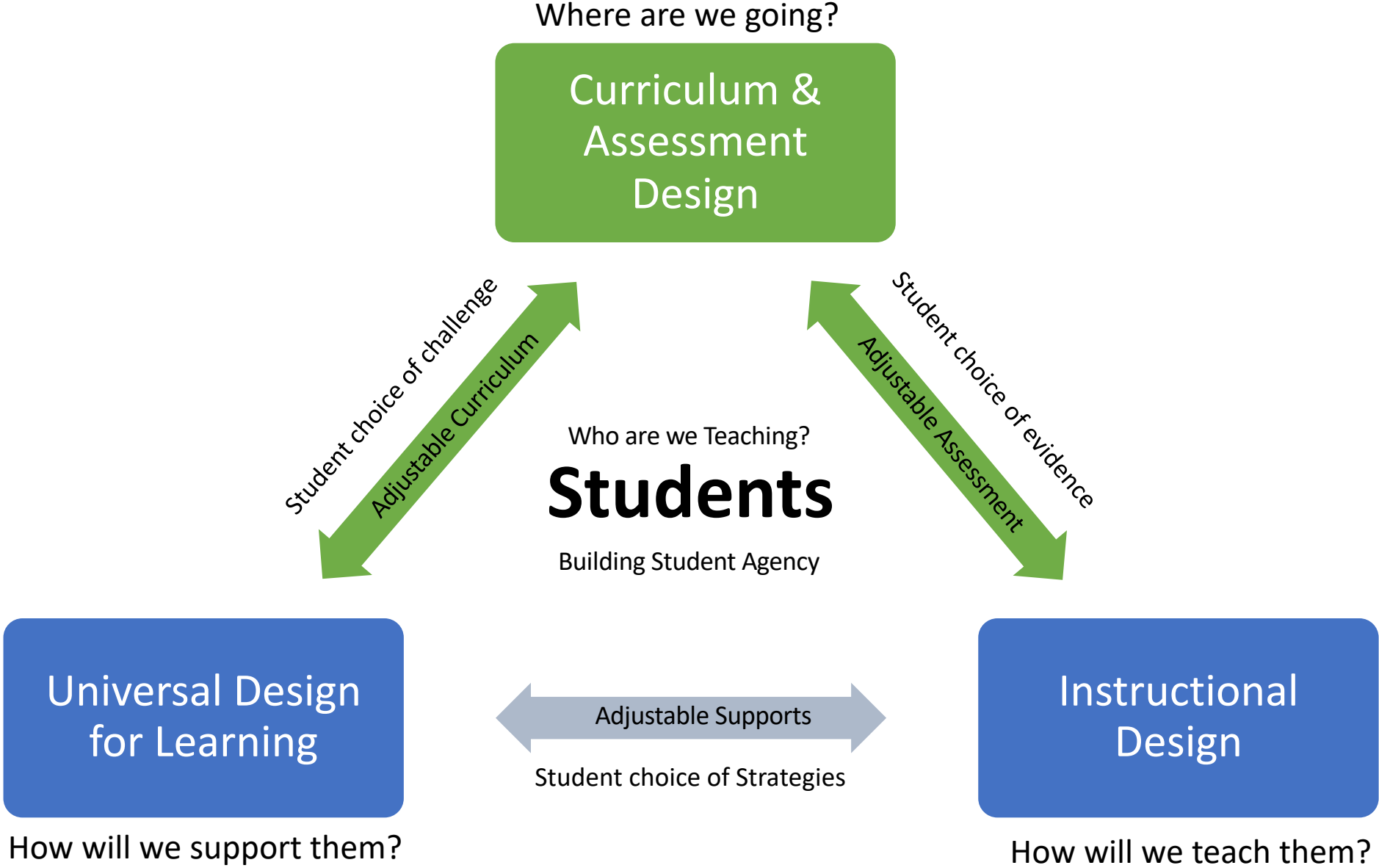
Big Idea
 Number represents, describes, and compares the quantities of ratios, rates, and percent.

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 						

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



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

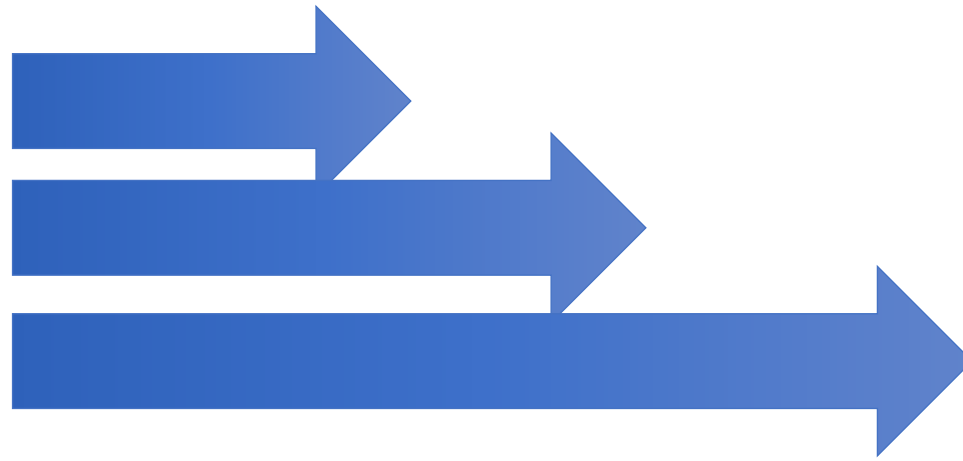
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

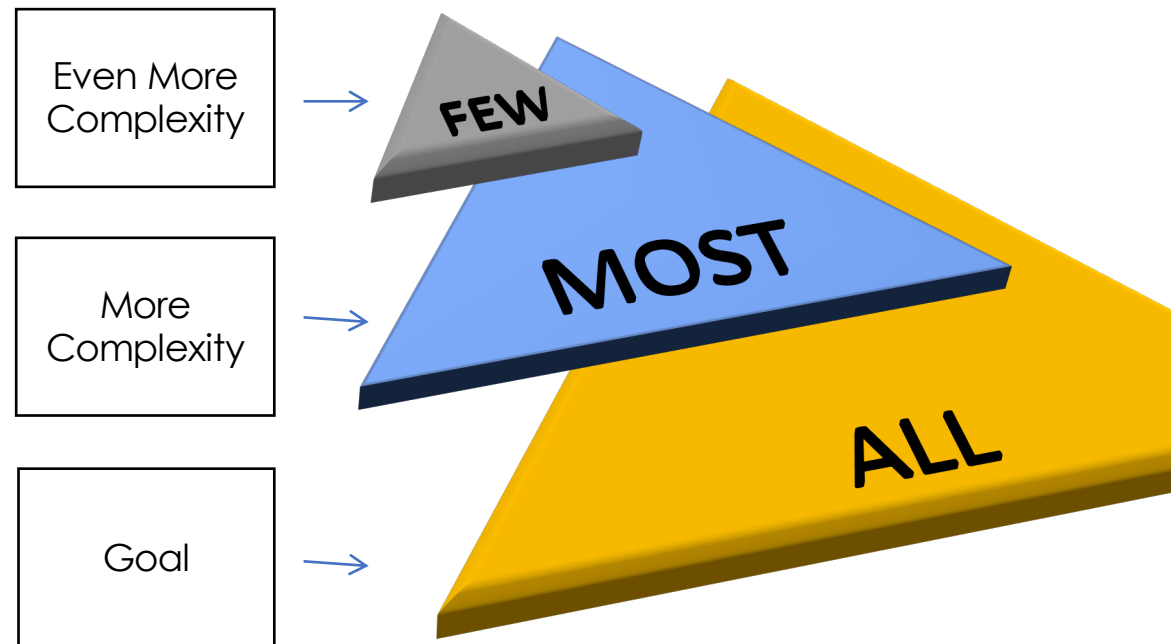


Rubrics vs. Learning Maps

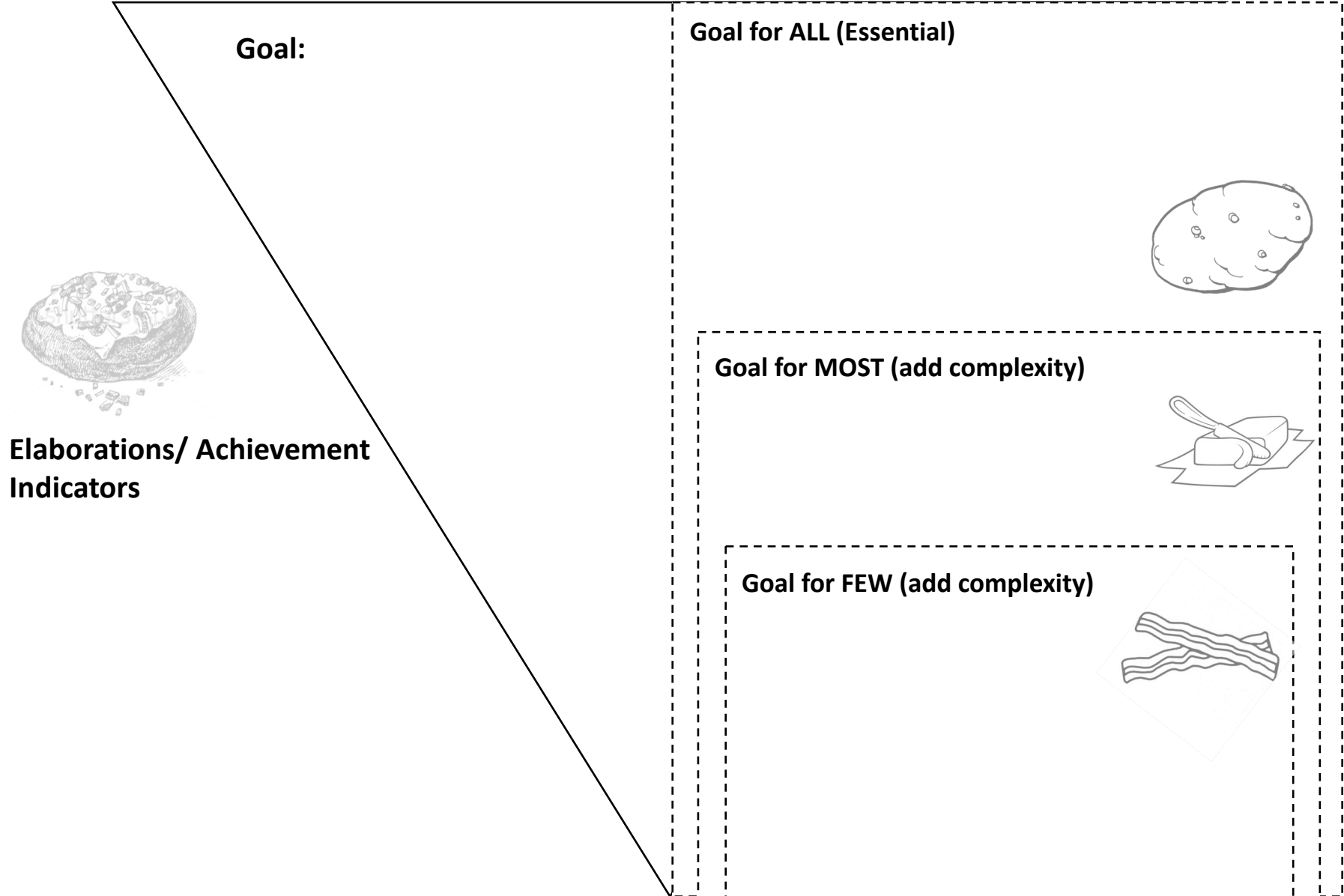
	Standard	More complex	More complex
goal			



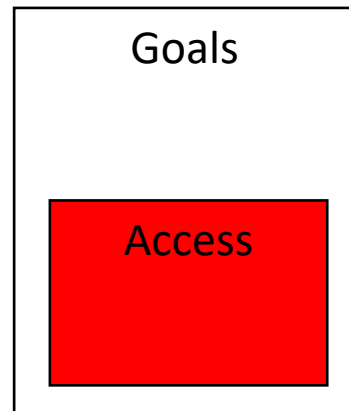
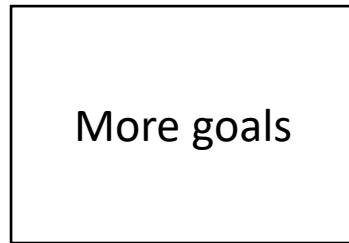
Planning Pyramid



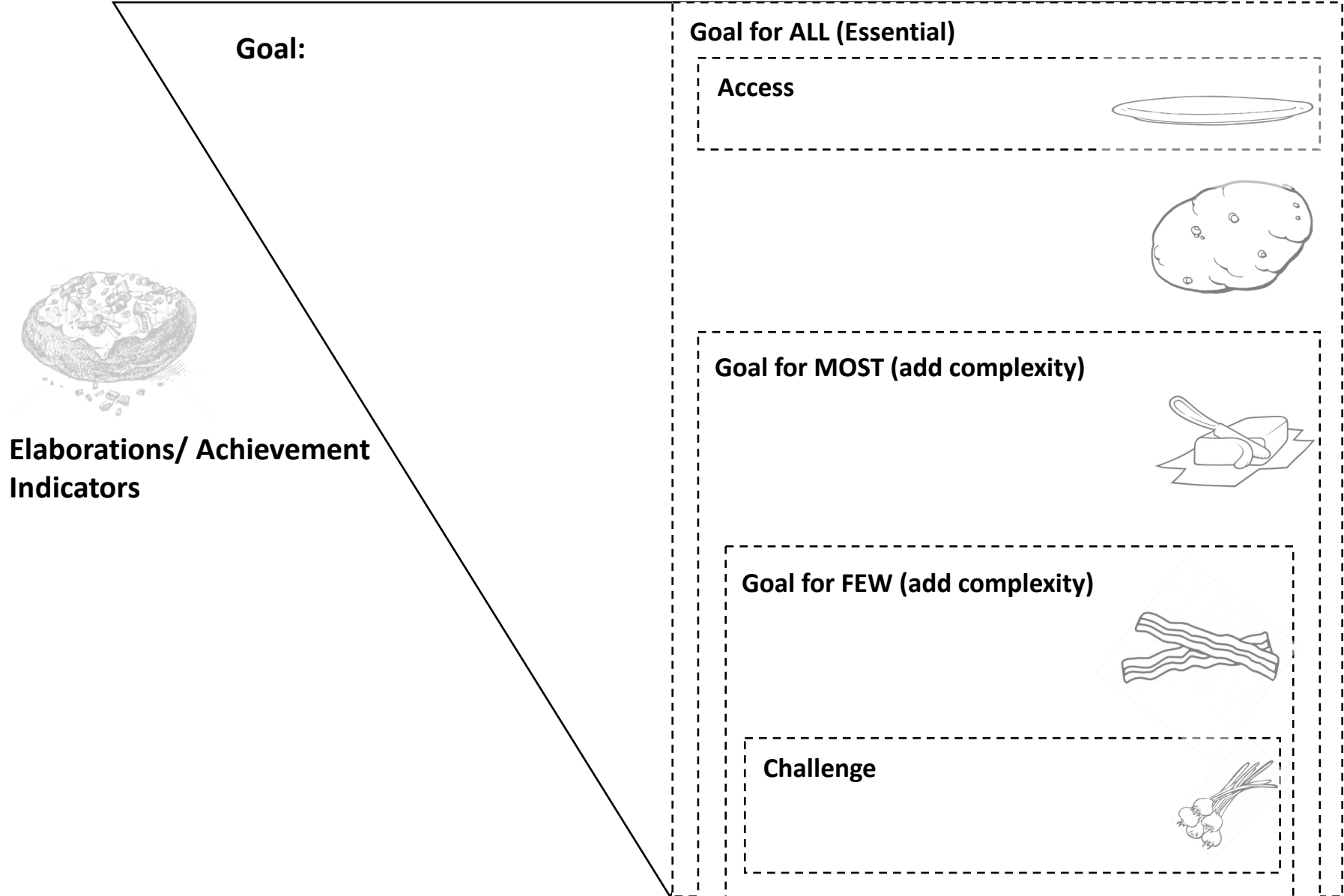
The Baked Potato Planning Strategy:



Planning for the RANGE: Extending for further access and challenge



The Baked Potato Planning Strategy:



Learning Standard: **Estimate reasonably** and demonstrate fluent, **flexible**, and **strategic thinking** about number

Elaborations/ Achievement Indicators	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 aware 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>

Learning Standard: 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

<p>Elaborations/ Achievement Indicators</p>	<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
	<ul style="list-style-type: none"> Most I can wonder about statistics I can describe what is the story (perspective) that specific statistics are presenting
	<ul style="list-style-type: none"> Few 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): Math 9

• 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	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 use a math tool following a model	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 integrate solutions and adjust depending on the task
	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 show my learning in one way I can follow a model	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 find ways that I use math in my life	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	Using mathematical concepts to form an argument in support of an issue or an opinion	I can connect mathematical concepts to concepts in social justice

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

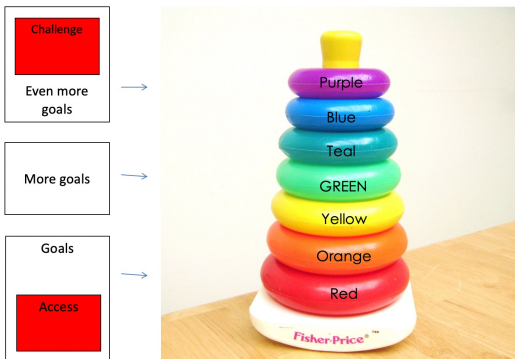
Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized 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)

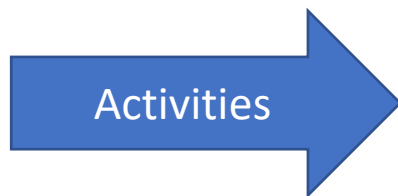
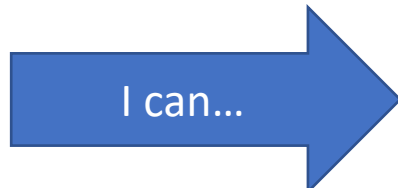
Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess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

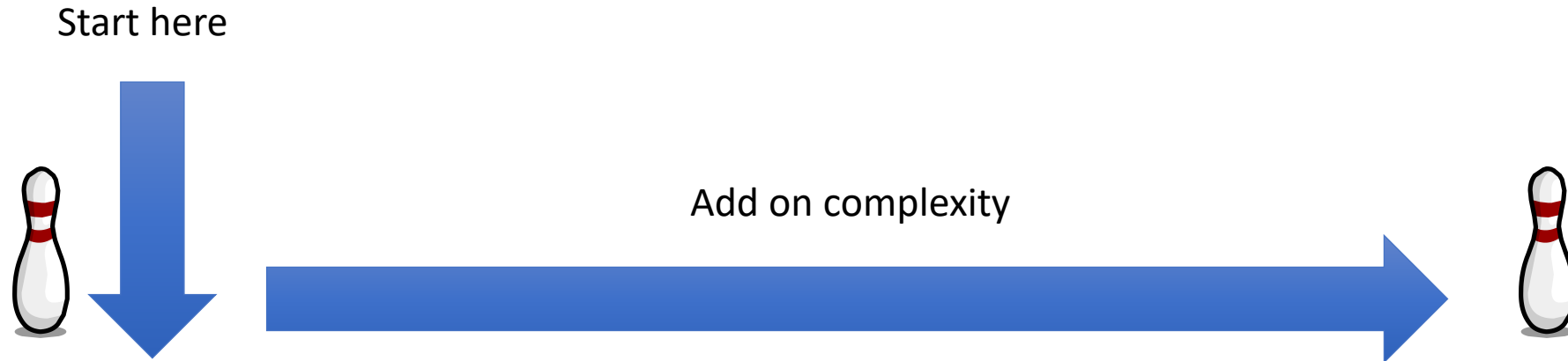


LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS															
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation									
<i>Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>		<i>To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.</i>		<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>		<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>		<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>		<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>									
Key words:		Key words:		Key words:		Key words:		Key words:		Key words:									
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure		
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion		
Define	Quote	State	Classify	Give examples	Purpose	Apply with	Represent	Relate	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive		
Duplicate	Read	Tell	Compare	Illustrate	Rephrase	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade		
Find	Recall	Trace	Contrast	illustrate	Report	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise		
How	Recite	What	Demonstrate	illustrate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove		
Identify	Recognise	When	strategize	Indicate	Restate	Categorise	Interpret	Solve	Cause and effect	In-depth	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate		
Label	Record	Where	Discuss	Infer	Review	Choose	Interview	Summarise	Choose	discussion	See	Compose	Improve	Simplify	Compare	Good	Recommend		
List	Relate	Which	Estimate	Interpret	Show	Classify	Link	Teach	Classify	Inference	See	Construct	Innovate	Solve	Conclude	Grade	Rule on		
Listen	Remember	Who	Explain	Match	Summarise	Connect	Make use of	Transfer	Classify	Inspect	Select	Convert	Integrate	Speculate	Consider	How do we	Select		
Locate	Repeat	Why	Express	Observe	Translate	Construct	Manipulate	Translate	Differences	Investigate	Separate	Create	Invent	Substitute	Convince	know?	Support		
Match	Reproduce	Write				Correlation	Model	Use	Discover	Isolate	Similar to	Delete	Make up	Suppose	Criteria	Importance	Test		
Memorise	Retell					Demonstrate	Organise		Discriminate	List	Simplify	Design	Maximise	Tabulate	Criticise	Infer	Useful		
Name	Select					Develop	Perform		Dissect	Motive	Survey	Develop	Minimise	Test	Debate	Influence	Validate		
						Dramatise	Plan		Distinction	Omit	Take part in	Devise	Model	Theorise	Decide	Interpret	Value		
									Distinguish	Order	Test for	Discover	Modify	Think	Deduct	Judge	Why		
									Divide	Organise	Theme	Discuss	Original	Transform	Defend	Justify			
									Establish	Point out	Comparing	Elaborate	Originate	Visualise	Determine	Mark			
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertising	Attributing	Abstract	Designing	Film	Checking	Chart	Identifying	Label	Explaining	List
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Devising	Media product	Deconstructing	Chart	Integrating	New game	Deconstructing	Checklist	Locating	Quiz	Inferring	Interpreting
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Inventing	Project	Integrating	Database	Making	Painting	Outlining	Mobile	Recognising	Test	Paraphrasing	Quiz
Listing	List	Explaining	Label	Using	Journal	Organising	Database	Outlining	Plan	Organising	Graph	Producing	Project	Structuring	Report	Retrieving	Workbook	Summarising	Summary
Locating	Quiz	Inferring	List		Performance	Structuring	Graph	Structuring	Project	Structuring	Mobile				Spread sheet		Worksheet		
Naming	Reproduction	Interpreting	Outline		Presentation		Mobile				Report				Survey				
Recognising	Test	Paraphrasing	Outline		Sculpture		Report				Spread sheet								
Retrieving	Workbook	Summarising	Show and tell		Simulation		Survey				Survey								
	Worksheet		Summary																
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:
Can you list three ...?	What examples can you find to ...?	How would you use...?	What are the parts or features of ...?	How would you improve ...?	How would you describe ...?	How would you explain ...?	How would you improve ...?	What would happen if...?	Can you elaborate on the reason...?	Can you propose an alternative...?	Can you invent...?	How would you adapt ... to create a different...?	How could you change (modify) the plot (plan)...?	What could be done to minimise (maximise)...?	What way would you design...?	Suppose you could ... what would you do...?	How would you test...?	Can you formulate a theory for...?	Can you predict the outcome if...?
Can you recall ...?	How would you classify the type of ...?	How would you solve ... using what you have learned ...?	How is _____ related to ...?	Why do you think ...?	What is the theme ...?	What motive is there ...?	Can you list the parts ...?	What inference can you make ...?	What conclusions can you draw ...?	How would you classify ...?	How would you categorise ...?	Can you identify the difference parts ...?	What evidence can you find ...?	What is the relationship between ...?	Can you make a distinction between ...?	What is the function of ...?	What ideas justify ...?	Can you think of an original way for the ...?	
Can you select ...?	How would you compare ...?contrast ...?	How would you show your understanding of ...?	What approach would you use to...?	How would you apply what you learned to develop ...?	What other way would you plan to ...?	What would result if ...?	Can you make use of the facts to ...?	What elements would you choose to change ...?	What facts would you select to show ...?	What questions would you ask in an interview with ...?									
How did _____ happen?	How would you summarise ...?	What can you say about ...?	What facts or ideas show ...?	What is the main idea of ...?	Which is the best answer ...?	Which statements support ...?	Will you state or interpret in your own words ...?												
How is ...?	What is ...?	When did ...?	When did _____ happen?	Where is ...?	Which one ...?	Who was ...?	Who were the main ...?	Why did ...?											



Learning Standard: [surface area and volume](#) of regular solids, including triangular and other right prisms and cylinders

Learning Standard: Use mathematical vocabulary and language to contribute to mathematical discussions



Need to know	Must know	Can know	Could know
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

The lesson – Start

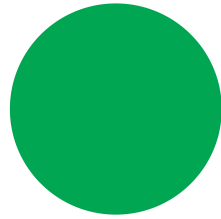
Words I Know	Words I Don't Know

Sort the pictures/words

rectangle



circle



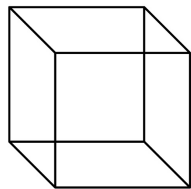
triangle



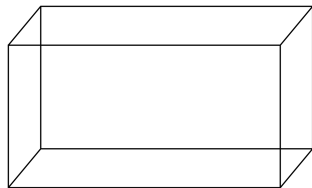
square



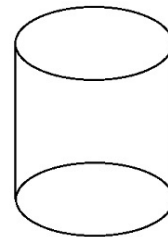
cube



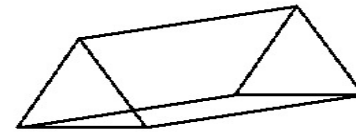
rectangular prism



cylinder



triangular prism



face

surface area

base

net

width

height

area

volume

2D

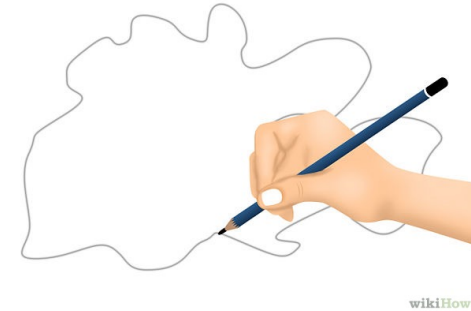
3D

prism

length

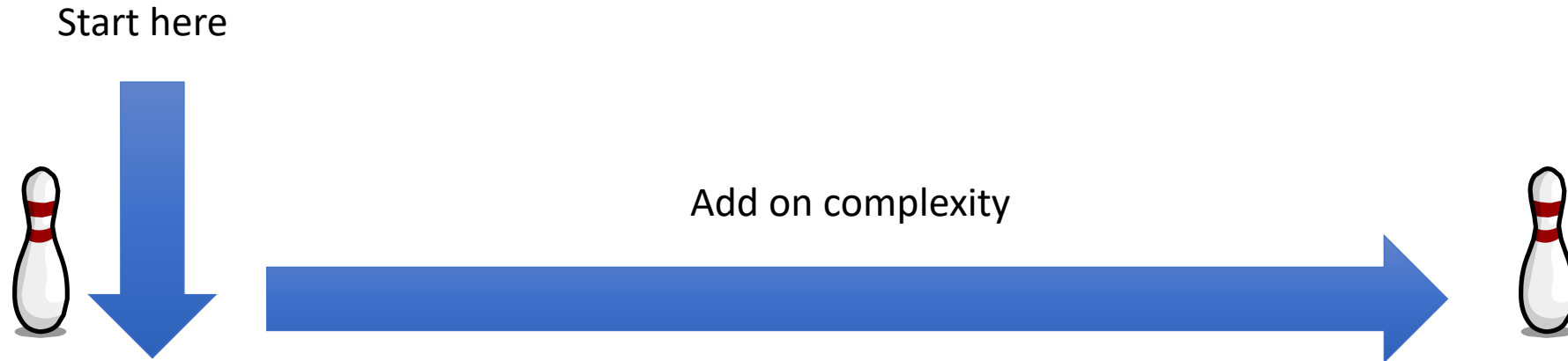
Draw it!

- The words you know
 - Show what the words means in Pictures
- The words you don't know
 - use text, internet, each other
 - show what the words mean in pictures



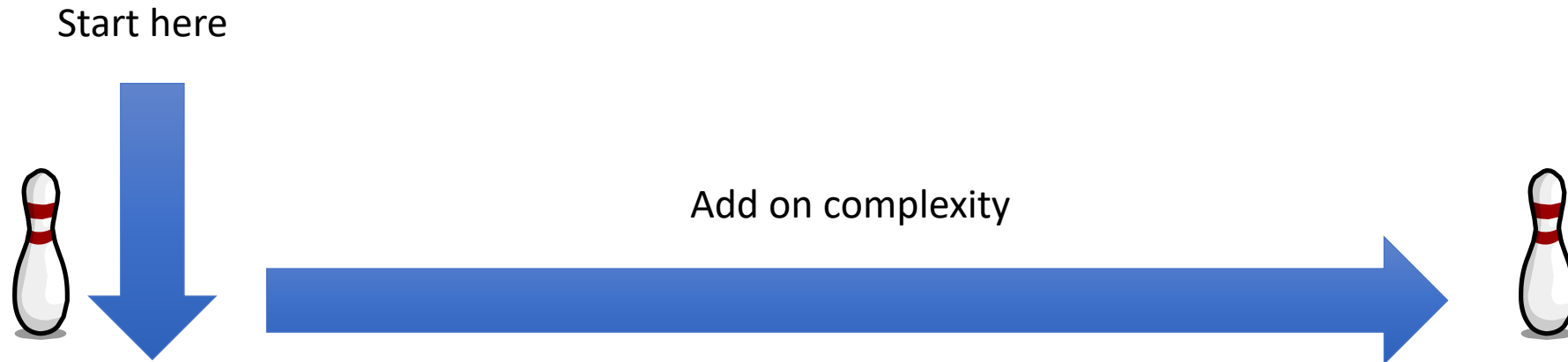
Learning Standard: [surface area and volume](#) of regular solids, including triangular and other right prisms and cylinders

Learning Standard: Use mathematical vocabulary and language to contribute to mathematical discussions



Access	All	Some	Few
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

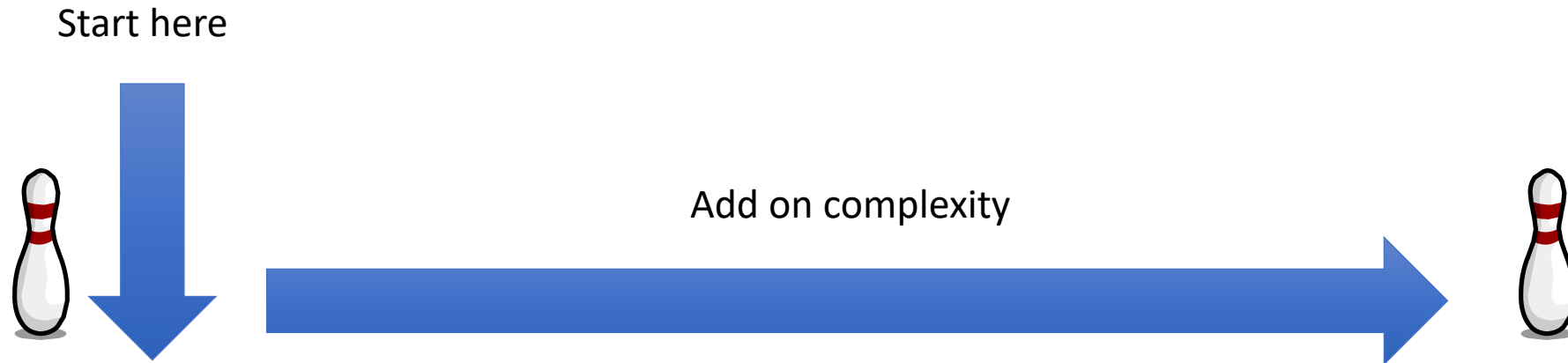
The lesson goal...



Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)

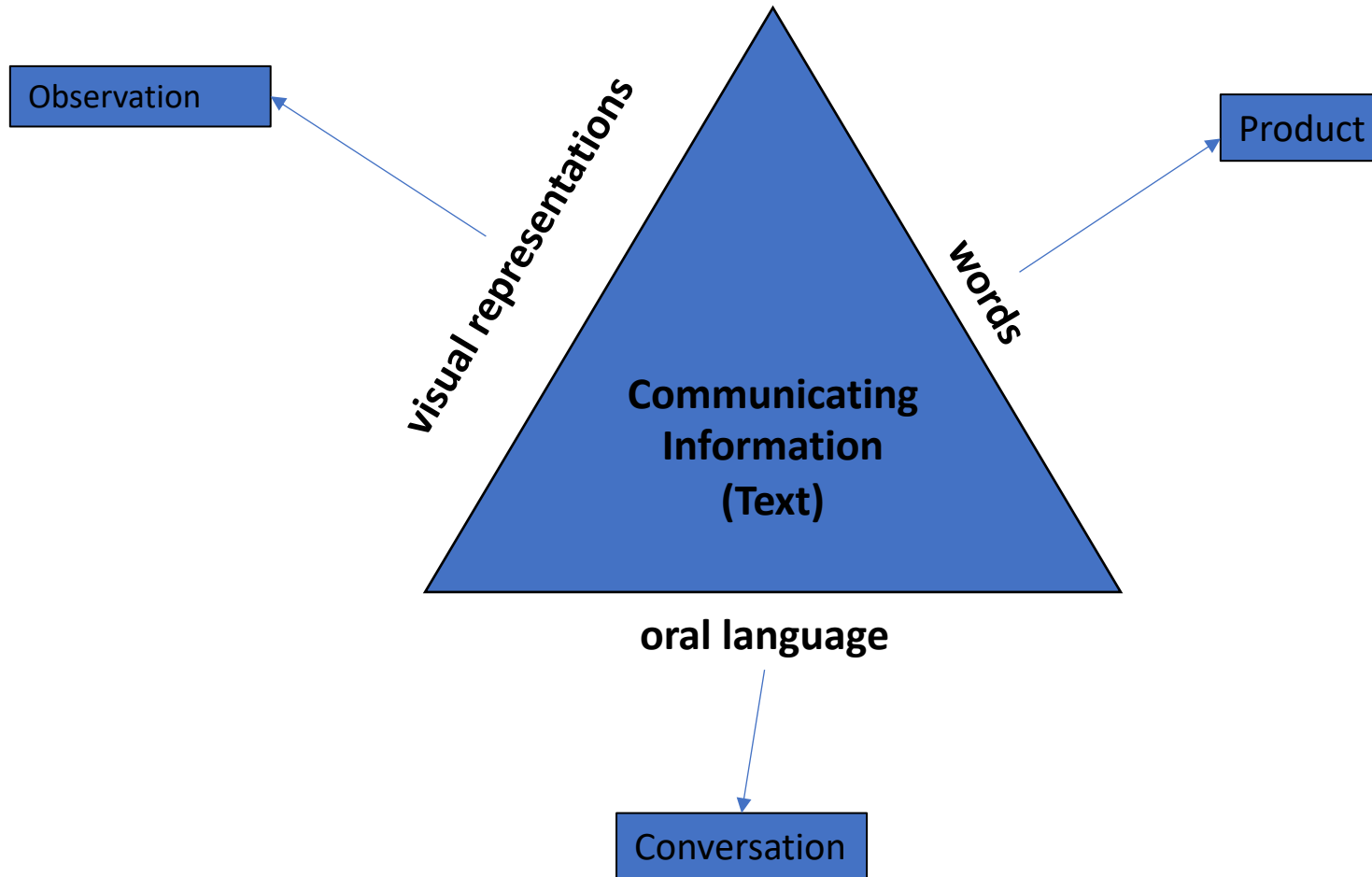
Learning Standard: [surface area and volume](#) of regular solids, including triangular and other right prisms and cylinders

Learning Standard: [Communicate](#) mathematical thinking in many ways

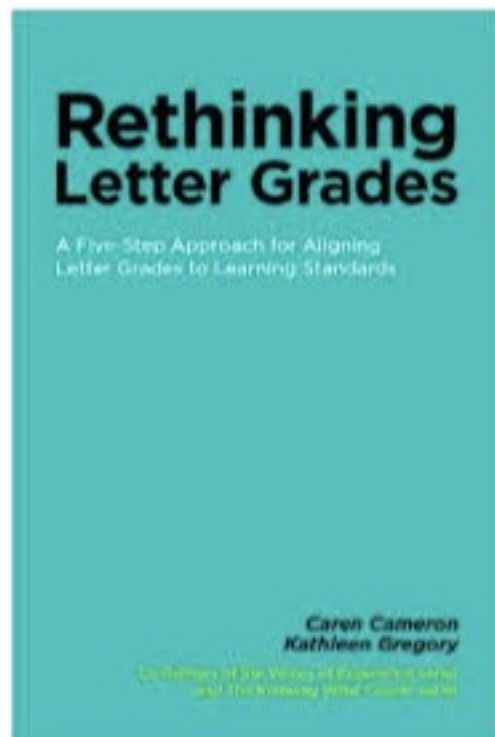


Access (I NEED)	All (I MUST)	Some (I CAN)	Few (I COULD)
I can build a 3D prism	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface area for a 3D prism with the volume of 24 units ³

1. How do students show what they know?



Rethinking Letter Grades



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:
 How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

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)						

Course/Subject/Grade(s): Life Sciences 11		Planning Team: Timberline Secondary				
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?						
Goals	Access	All	Most	Few	Challenge	
Content: I know speciation that occurs within our forest	I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other	
Curricular Competencies	I can experience and interpret the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence	I can interpret the local forests, streams and the ocean by making connections and reflections	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and preform simple calculations	I can identify inconsistencies in data
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other data)	I can interpret a visual representation of data (i know why this data matters)

1. Standards based vs. standardized curriculum

Kristine Nannini YoungTeacherLove

Standards Based Grading ...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.




Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Standards Based Grade Book

Name	Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Katie	4	2	2
Joe	2	3	1

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
			
			
			

An Additive Continuum of Proficiency

Grade Level Learning Standard	Approaching Grade Level	Grade Level Emerging	Grade Level Developing	Grade Level Confident	Extending Grade Level	
Assessment Language	Access Point (Curricular IEP Goal)	Essential Concept	More complexity	More complexity	Creating Challenge	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Incomplete</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">IEP evaluation</div>					

	Content				Curricular Competencies												Date						
	I know speciation that occurs within our forest				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										
Range of Score	2	2.5	3	4	2	2.5	3	4	2	2.5	3	4	2	2.5	3	4							
Letter Grade	C-/C	C+	B	A	C-/C	C+	B	A	C-/C	C+	B	A	C-/C	C+	B	A							
Learning Map	Approaching	Emerging	Developing	Proficient/ Confident	Extending	Approaching	Emerging	Developing	Proficient/ Confident	Extending	Approaching	Emerging	Developing	Proficient	Extending	Approaching	Emerging	Developing	Proficient/ Confident	Extending	Total Points out of 16	Percentage	Letter Grade
Student					x					x				x						1	1	1	
Student	x				x					x				x						8	50	C-	
Student	x	x			x	x				x				x	x					10	63	C	
Student	x	x	x		x	x	x	x		x	x			x	x					14.5	91	A	
Student	x	x	x	x	x	x				x	x				x	x				1	1	1	

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