SHELLEY MOORE

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NEXWLéLEXM (BOWEN ISLAND)

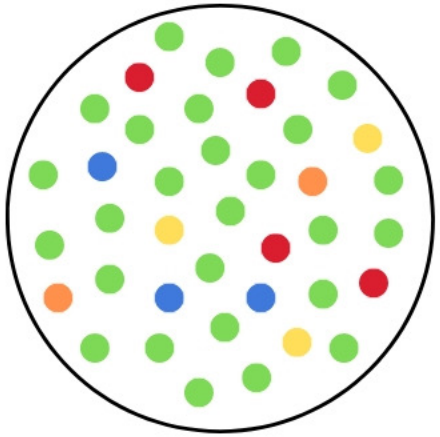
- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

- 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.

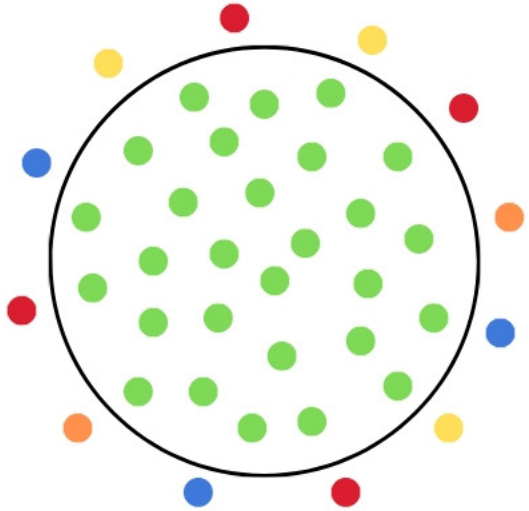
- The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

Thinking back

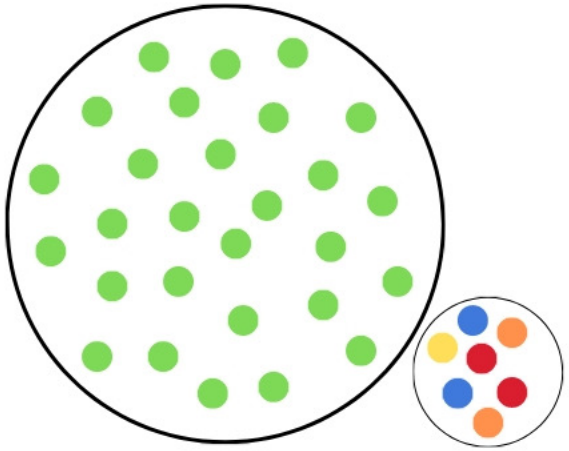
- One stands out from our last sessions together?
- What have you tried or want to try?
- What are you hoping to get out of today?



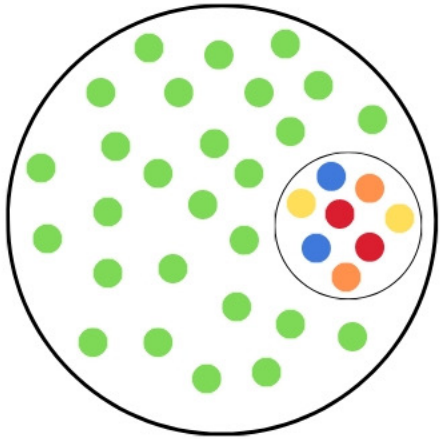
inclusion



exclusion

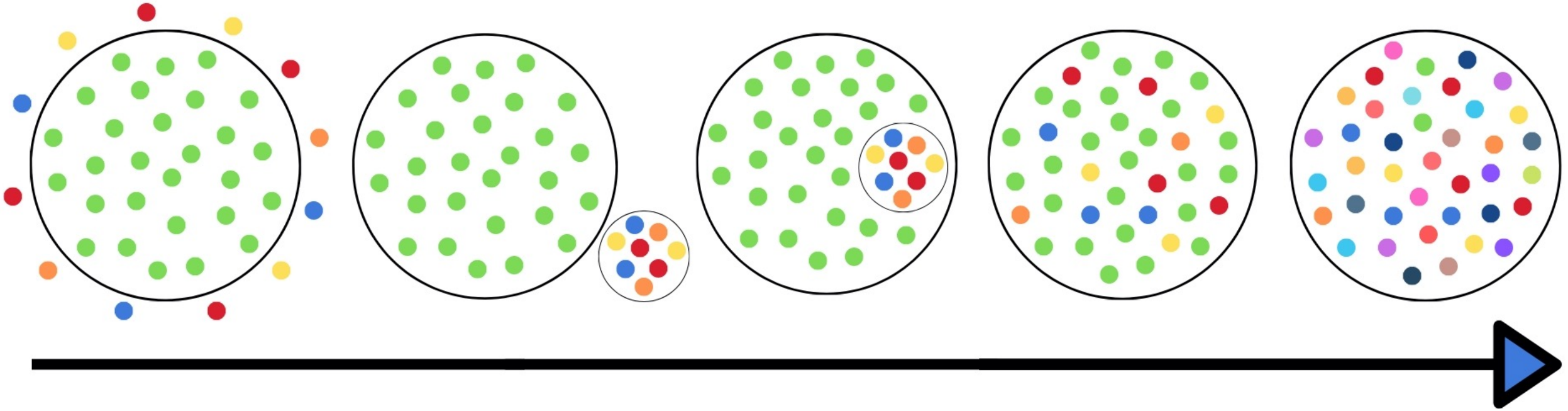


segregation



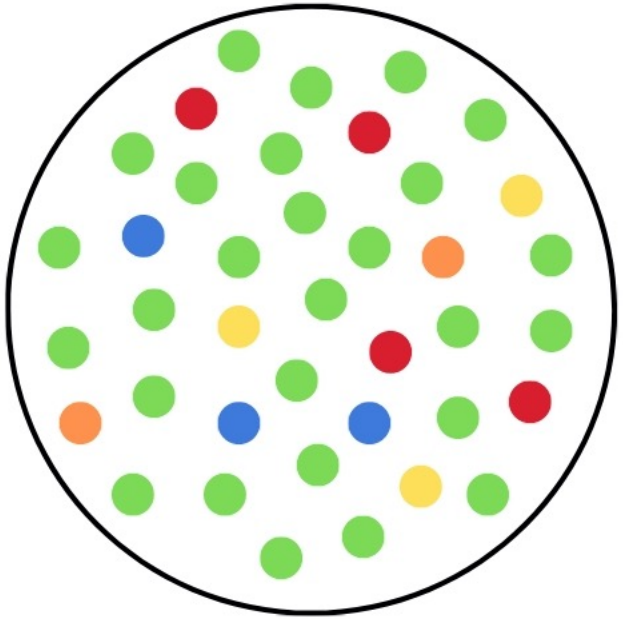
integration

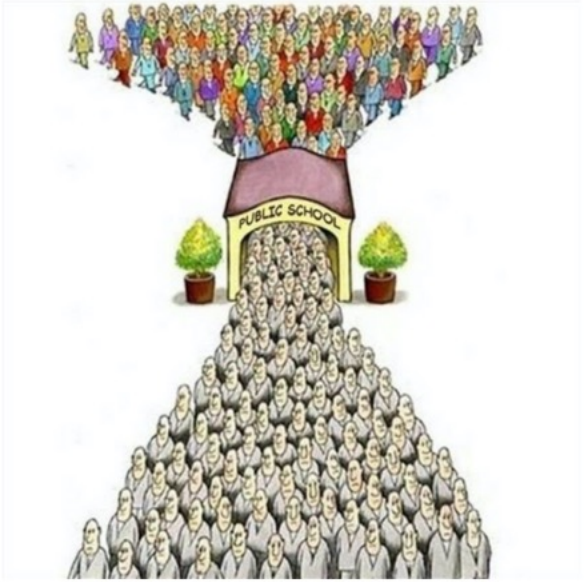
WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

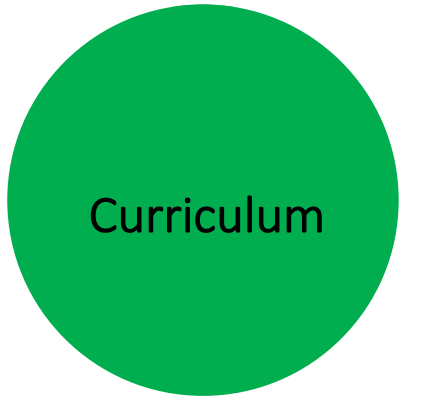
WHERE DID GREEN COME FROM?

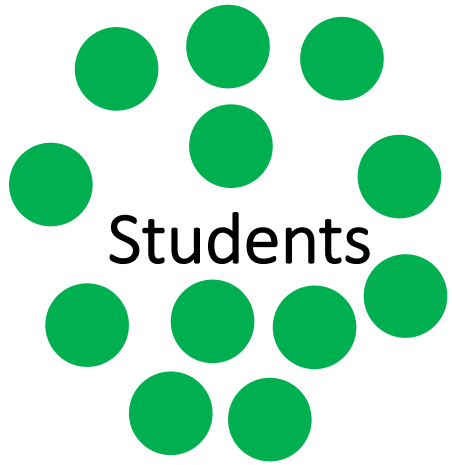


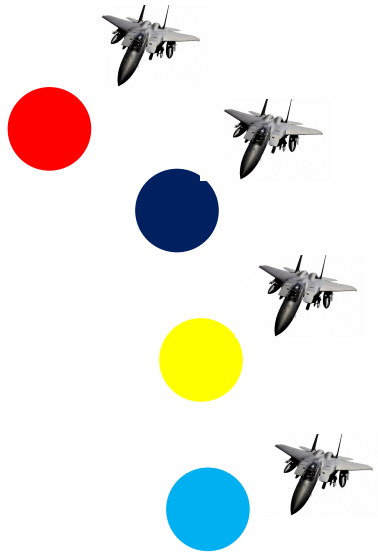


GREEN = AVERAGE

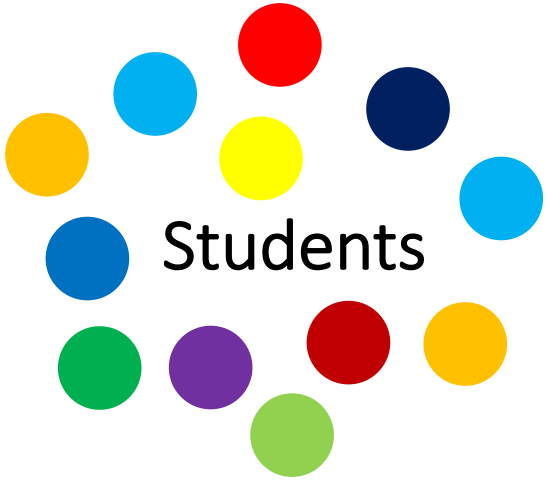
WHAT'S THE DIFFERENCE?

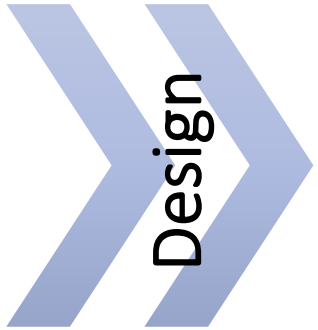


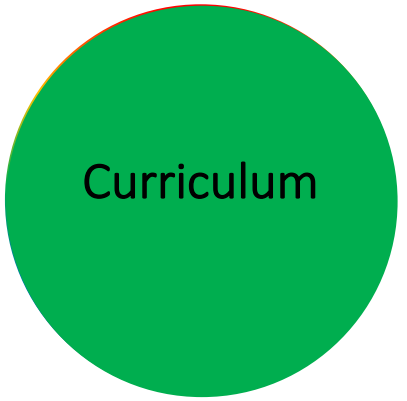




DESIGN: THE MOST UNDERUTILIZED SUPPORT

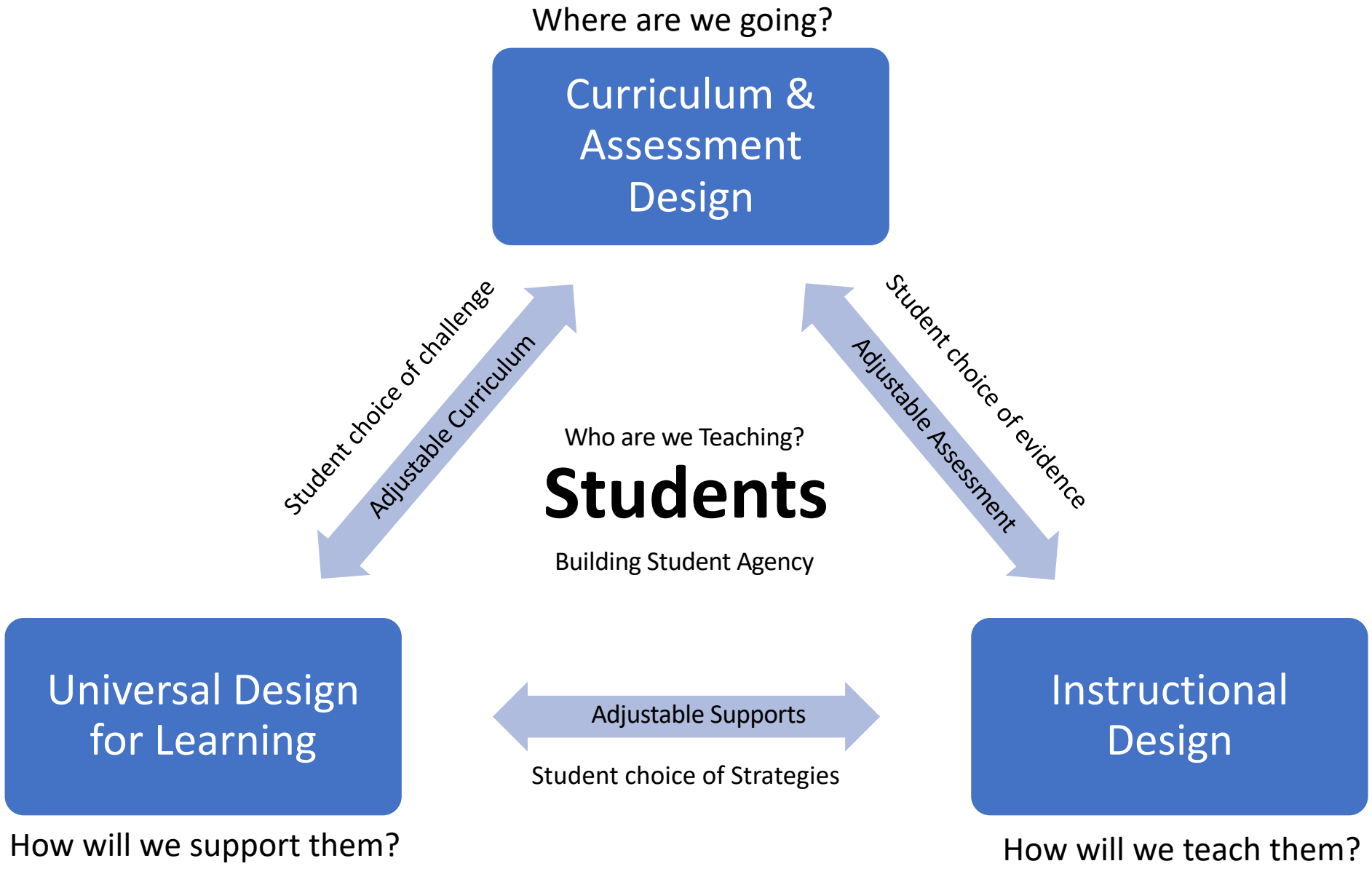






Shelley Moore, 2019

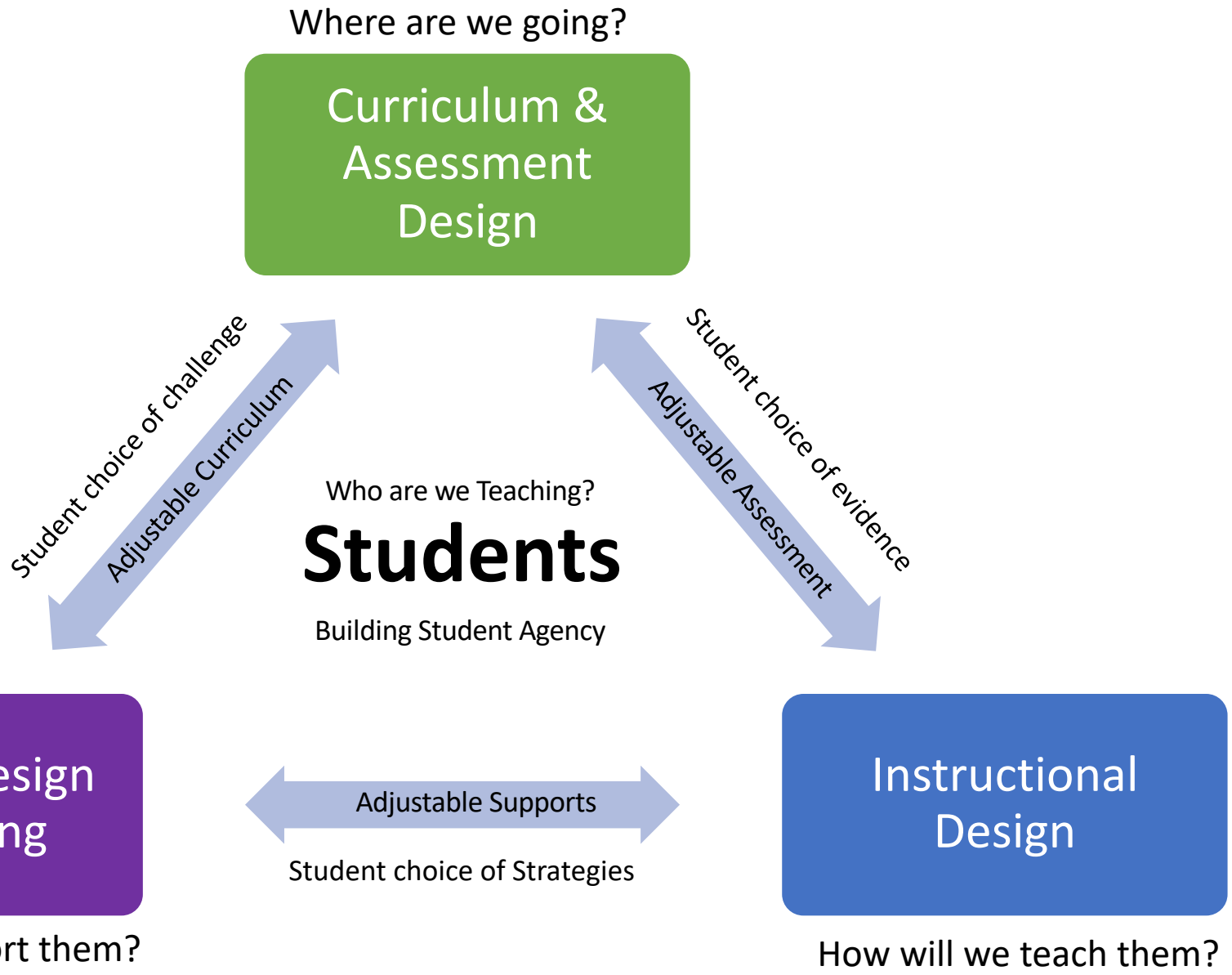
How can we change the system?
Designing with Equity in Mind



Shelley Moore, 2019

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

- **Overview Framework**
- **Class Review**
- **Classroom Support Plan**
- **Backwards Design**
- **Learning Continuums**
- **Standards based Assessment**



Shelley Moore, 2019

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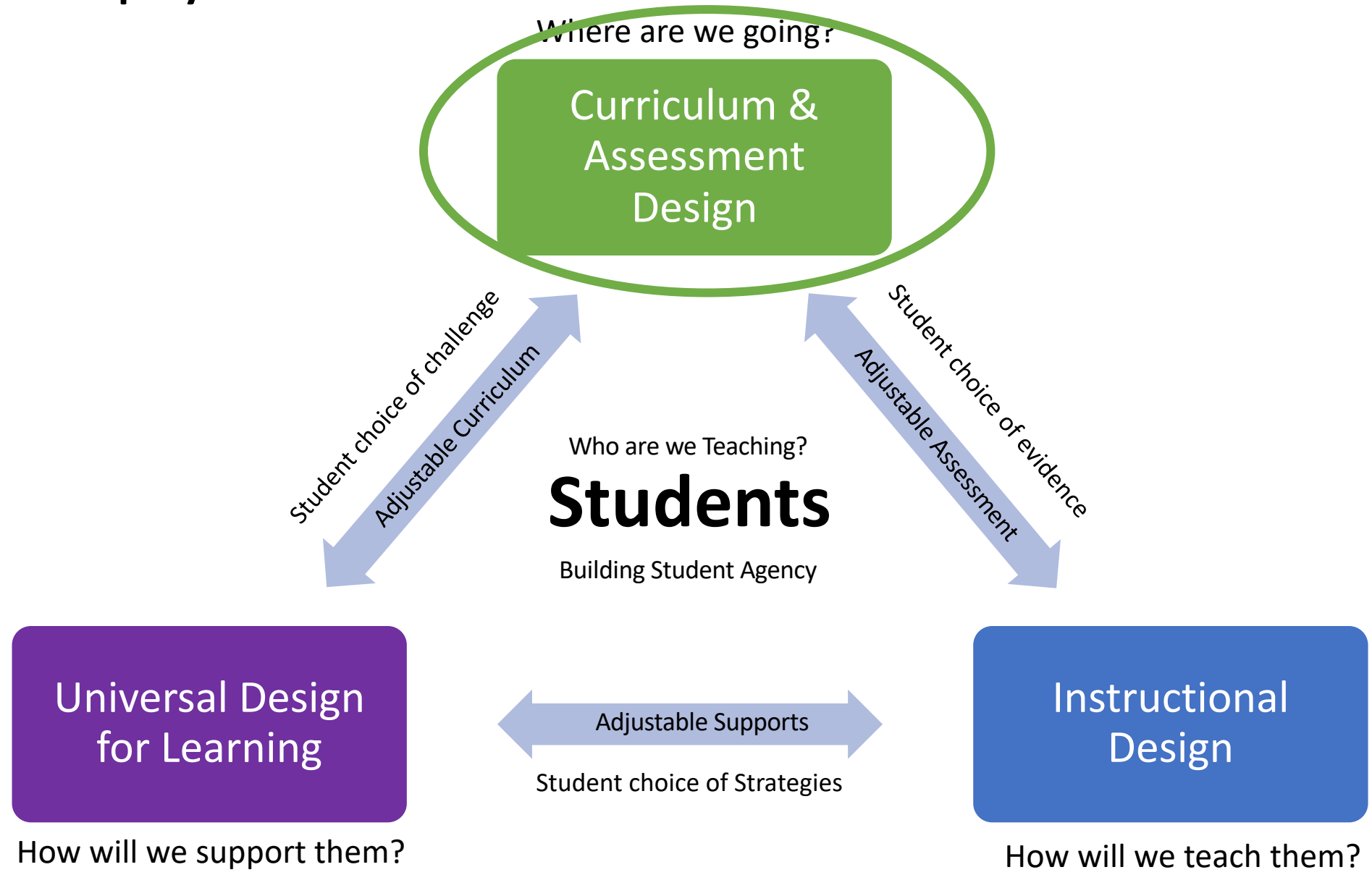
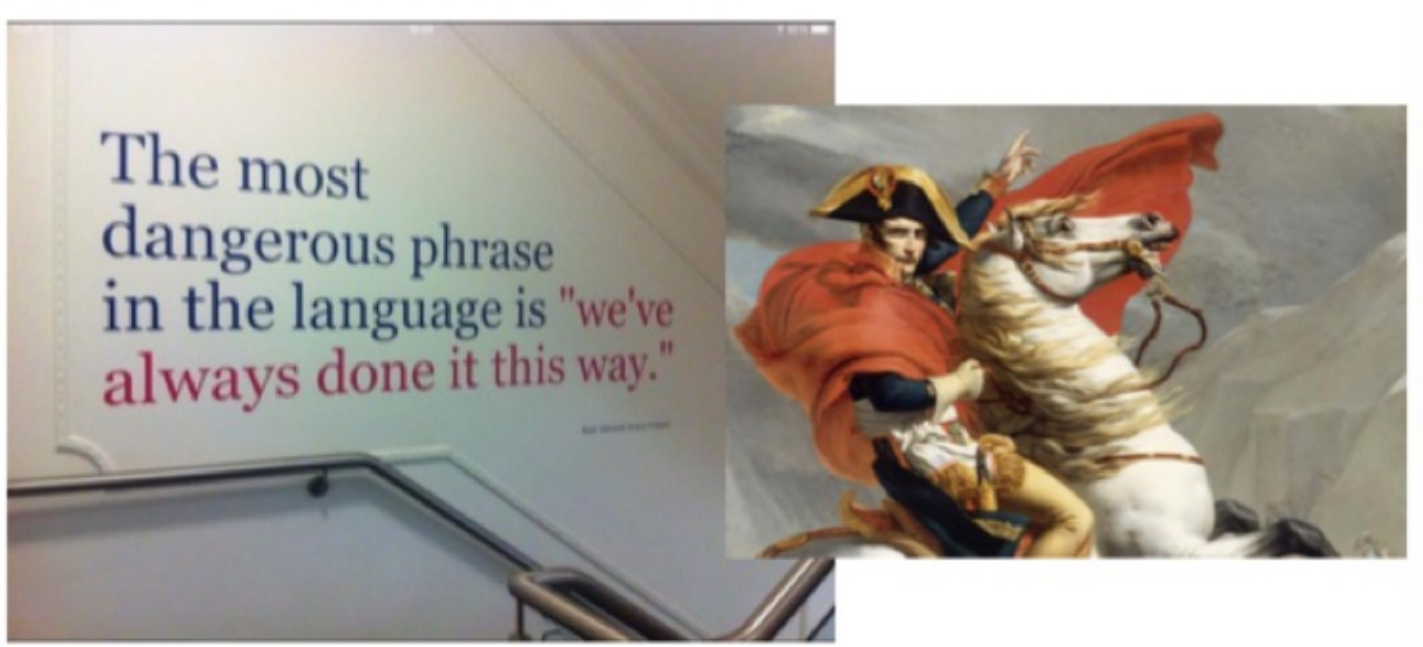
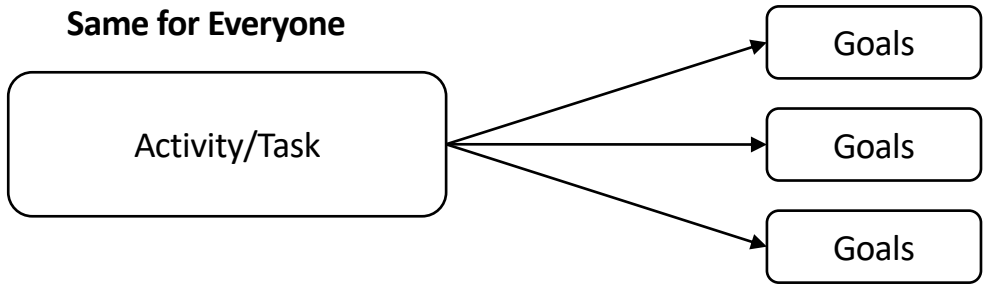


What kind of plane are we flying?
What are the goals?

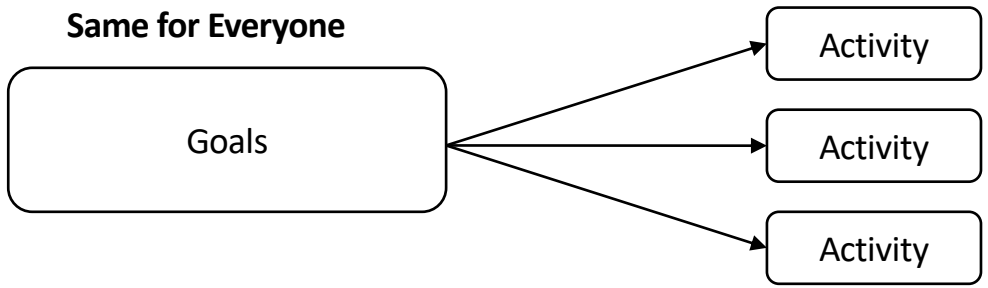


Backwards Design

Forward Design



Backward Design



McTigue, 2010

Backwards Design: What are the GOALS?

- **Content**
  - What do we need to know?
- **Process**
  - What do we need to do?

Backwards Design:
What are the GOALS?

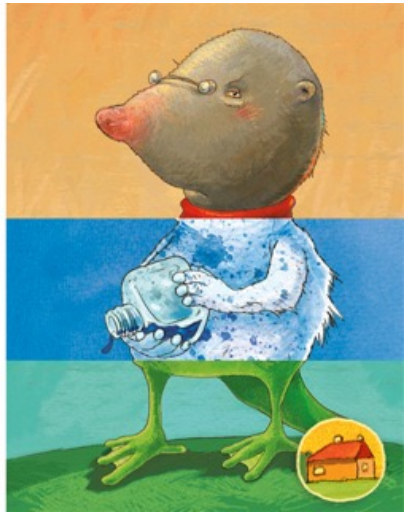
- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Process & Skills**
    - What do we need to do?
  - **Competencies**
    - Who do we need to be?

Flip Book

Miserable

Two-toed

Lizard



The Backwards Design FLIPBOOK

Miserable
Two-toed
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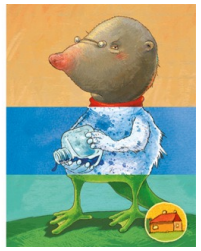

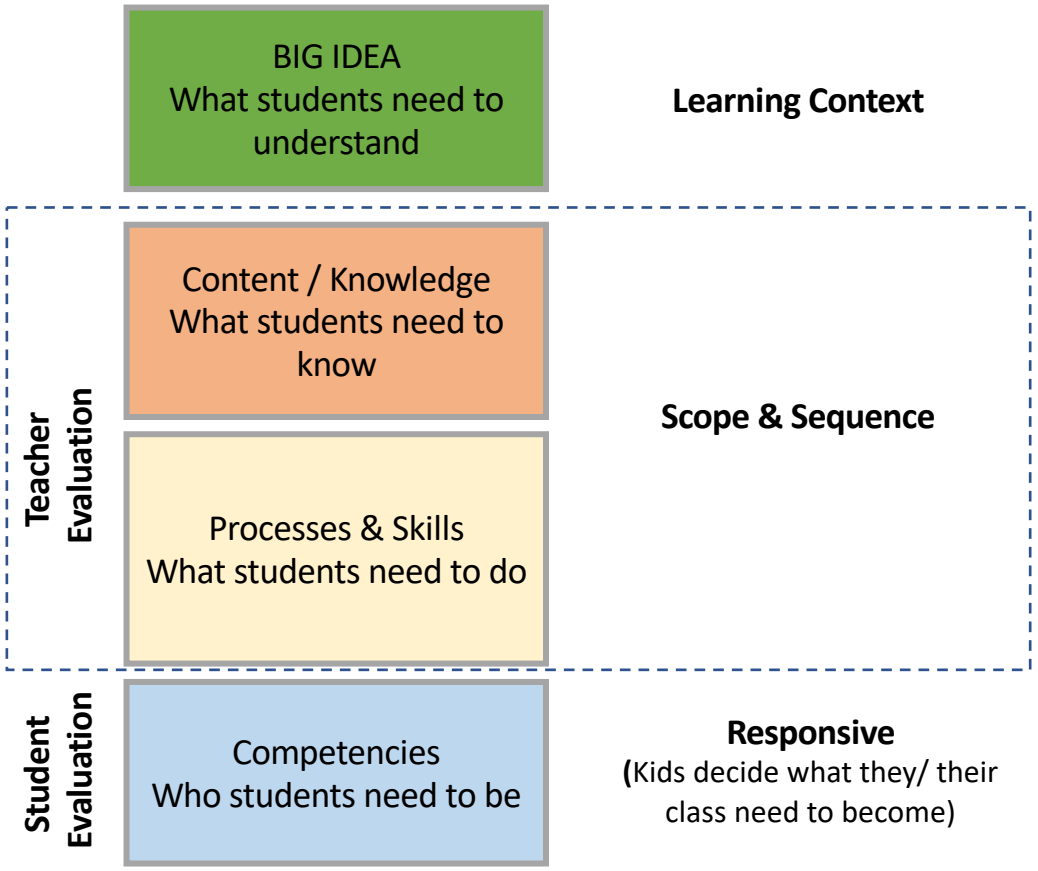

Shelley Moore, 2107

Backwards Design Planning: Manitoba

	Learning Context		Teacher Evaluation		Student Evaluation
Subject	**Topic**	**Big Idea**	**Knowledge**	**Skills**	**Competencies**
In Math it is called:	**Topic**	**Enduring Understandings / General Learning Outcome**		**Specific Learning Outcome/**	**Processes**
In Social Studies it is called:	**Cluster**	**Use cluster overview description**	**Knowledge**	**Skills**	**Values**
In Science in is called:	**Cluster/Unit**	**Use cluster/unit overview description**		**Specific Learning Outcome (Students will…)**	

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course: Grade 9 Math	**Topic: Patterns & Relations**	**Planning Team:**
Big Idea(s): Use patterns to describe the world and solve problems		**Unit Guiding Question(s): How can patterns help us to describe and solve problems in the world?**
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
Skills (Specific Learning Outcome)	9.PR.1. Generalize a pattern rising from a problem-solving context using linear equations and verify by substitution.	I can use a pattern to solve a linear equation I can use substitution to verify
Competencies (Processes)	[C, CN, PS, R, V] – Student/ Class chosen	

Backwards Design

Subject/Grade/Course	**Topic**	**Planning Team:**
Big Idea:		Unit Guiding question:
Curricular Language		Student Friendly Language
Knowledge Goals		I know…
Process Goals		I can…
		I can…
		I can…
Competency Goals		I can be…

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**
Process Goal	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Process Goal	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Process 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
Process 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**
Competency Goal	I can be a creative thinker	

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		**Unit Guiding Question(s):** Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?
Content Goal	exploration, expansion, and colonization	I know exploration I know expansion I know colonization I know how they are connected
Process Goal	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	I can **describe** what i**nfluences causes** (actions and events) I can figure out the short and long term **consequences** (effects)
Process 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**
Process Goal	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	I can make **ethical judgements** I can **assess historical perspectives**

Grade: 11	Subject Area: Bio	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
Process Goals	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	
Competency	I can become socially responsible by…	

One-point rubric

Name:	Date:	
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	**I can do this!**	**I need some challenge**
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

Name:	Date:

Unit Guiding question:
Why is our forest unique in Campbell River?
How and why have our forest ecosystems evolved over time?

Goals	**My evidence of learning**	Showing my Learning			**I Need Support**	**I Need Challenge**
	Actvtivities/ tasks	written	oral	visual		
I know speciation that occurs within our local ecosystems						
I can process and analyze data and information by experiencing and interpreting the local environment						
I can process and analyze data and information by seeking evidence and analyze data						
I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)						

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course	**Topic**	**Planning Team:**
Big Idea(s):		**Unit Guiding Question(s):**
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language

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