

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**.

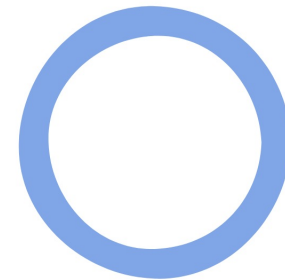
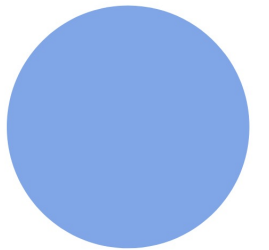


The Chat Box – Waterfall

- 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!”

Waterfall!

What stands out from
the kick off session?



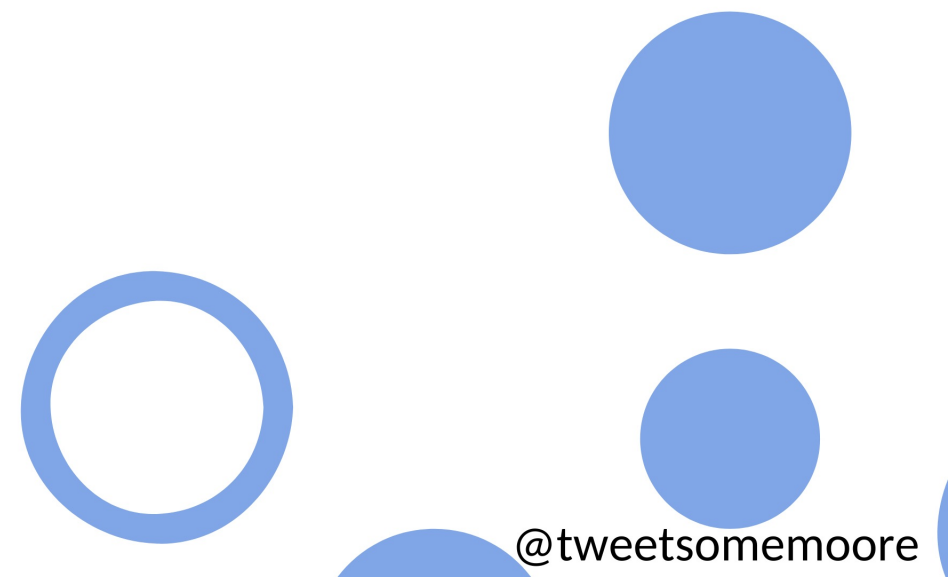
Popcorn

What have you:

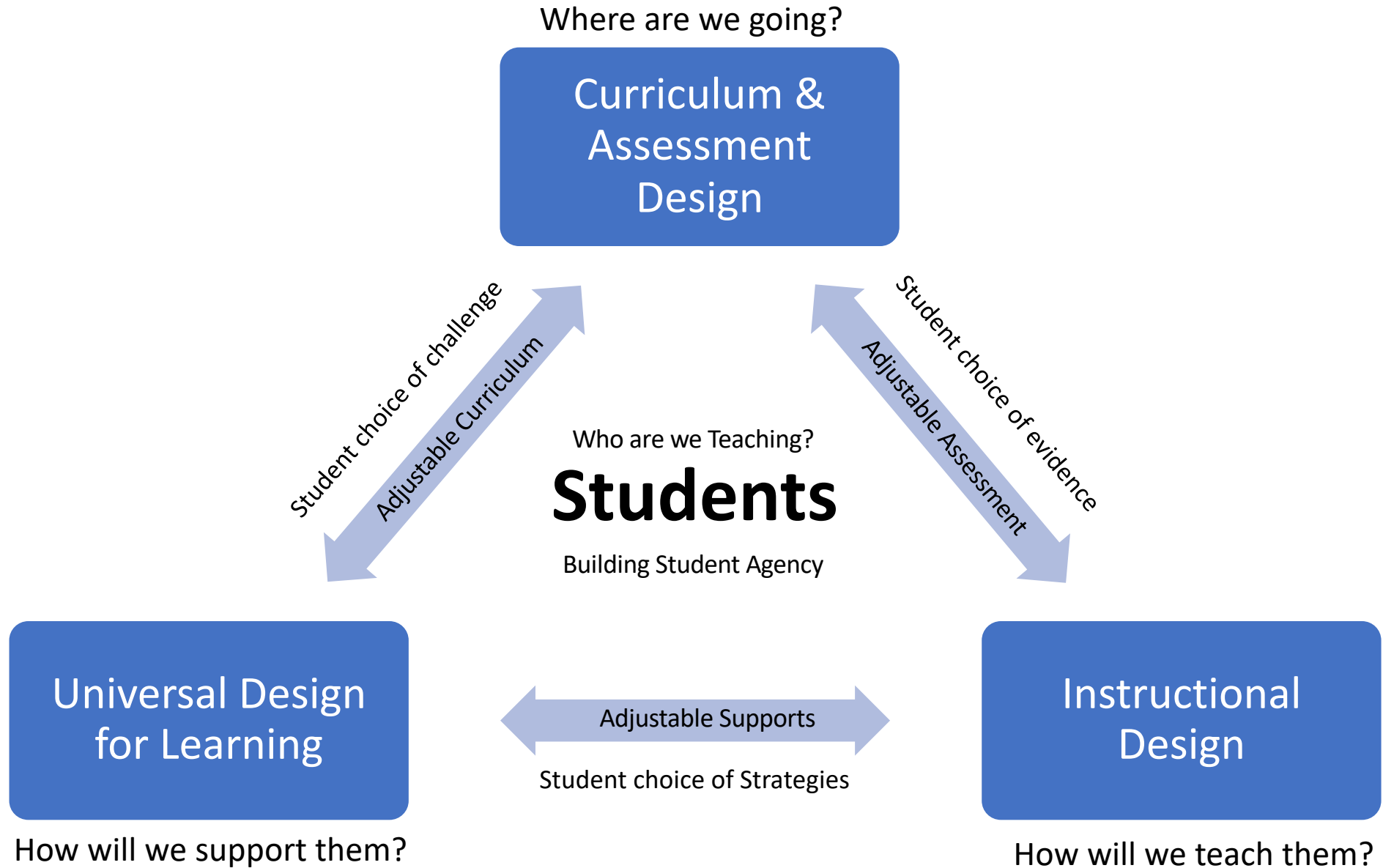
a) Tried?

b) Want to try?

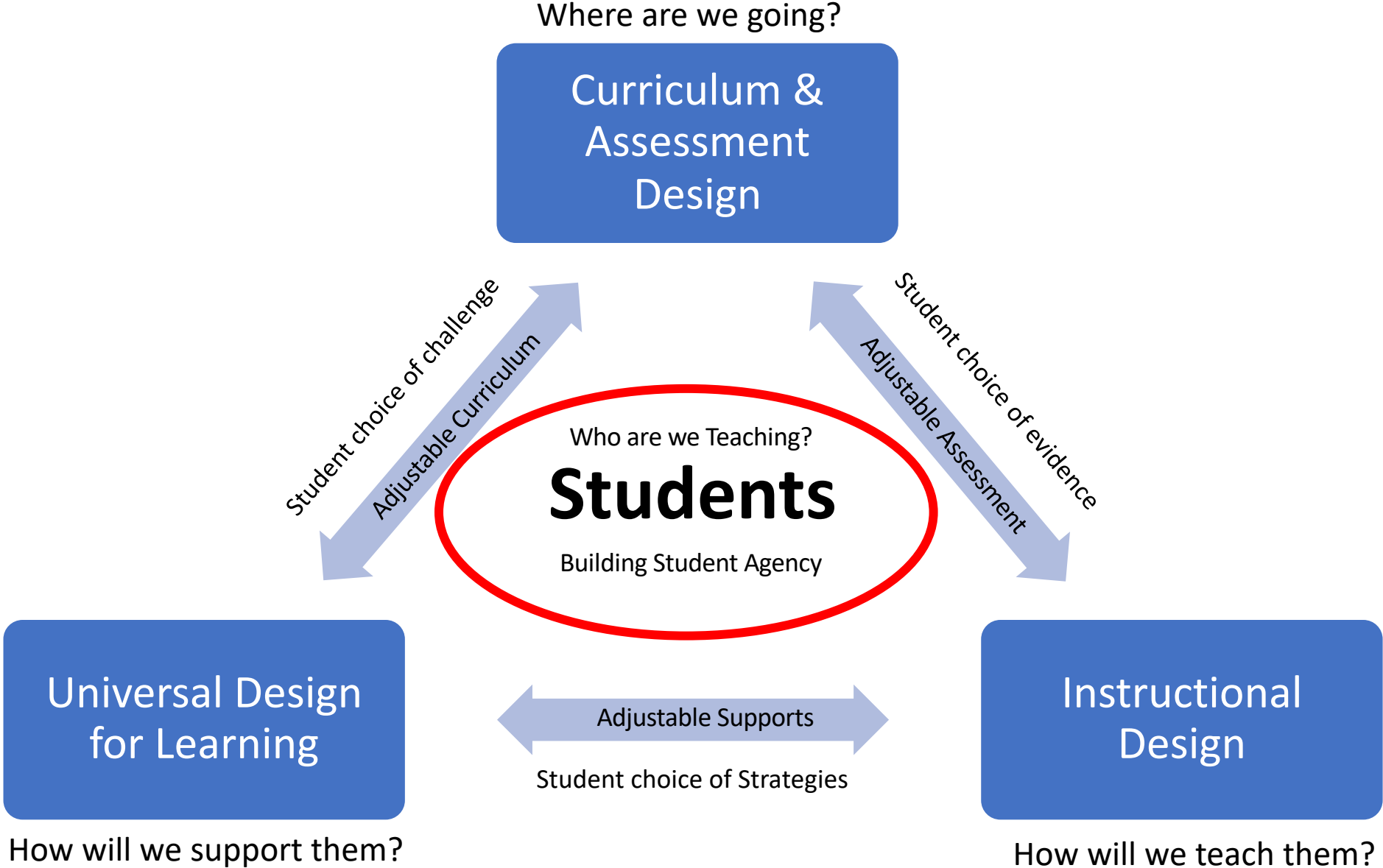
What are you noticing?



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

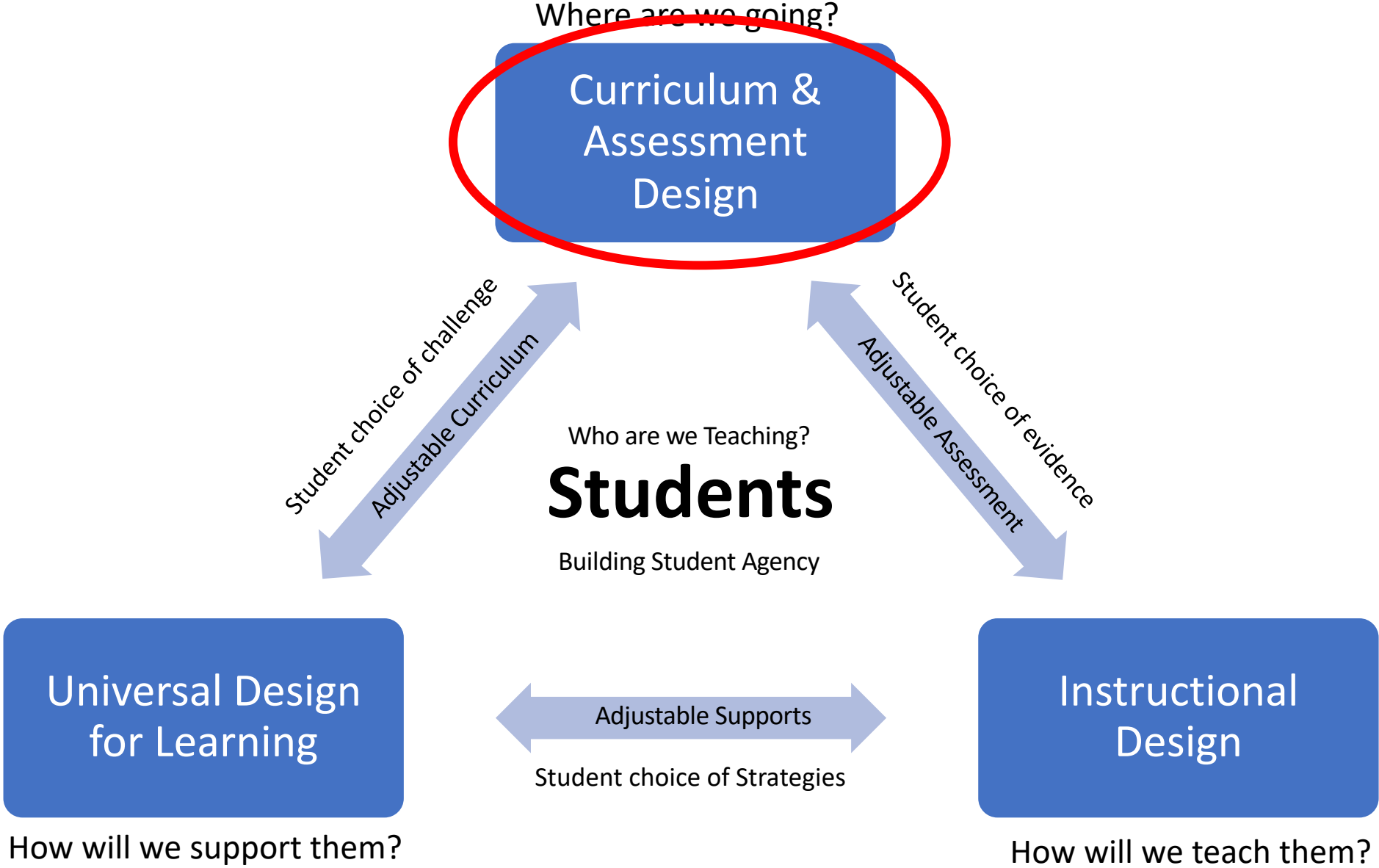


How can we change the system? Designing with Equity in Mind



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



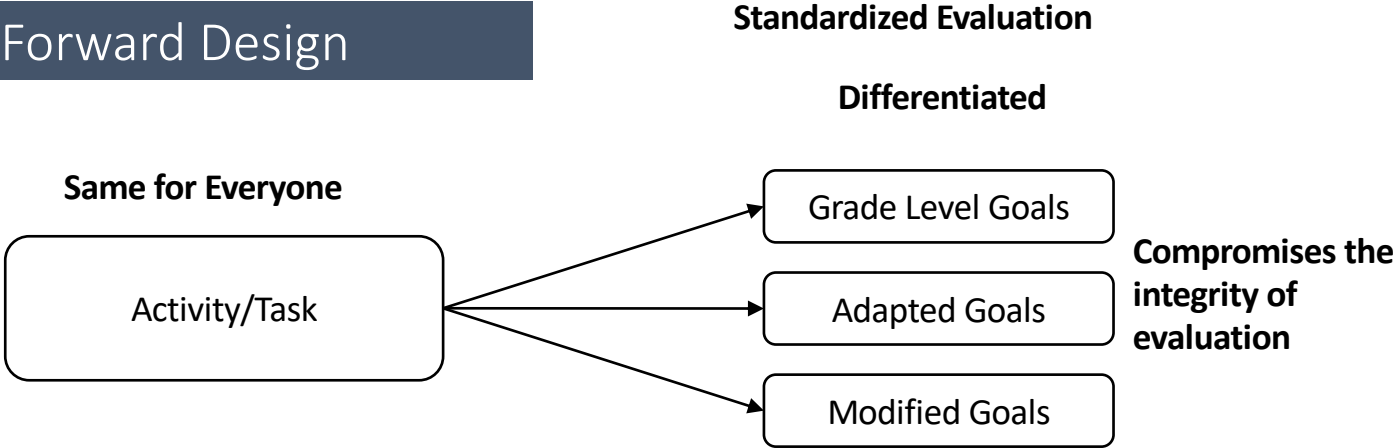
BACKWARDS DESIGN



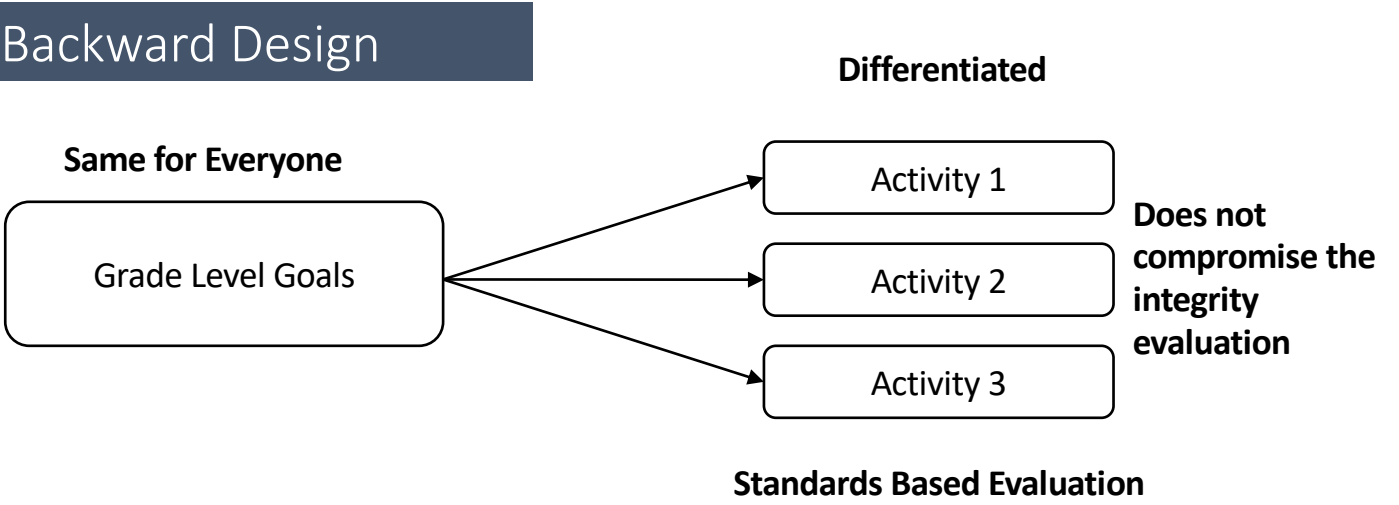
Backwards Design Big Ideas:

- 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)

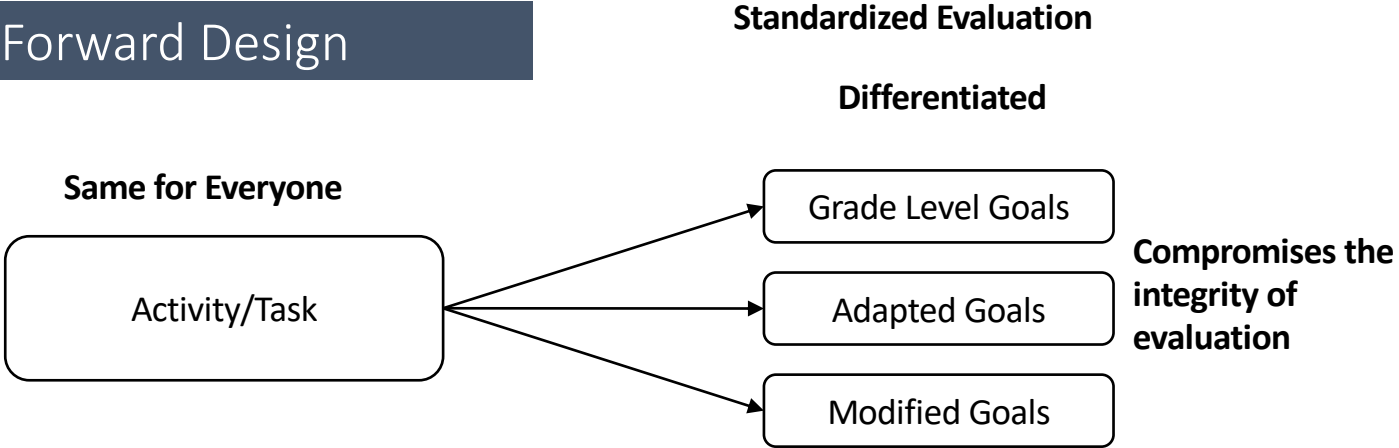
Forward Design



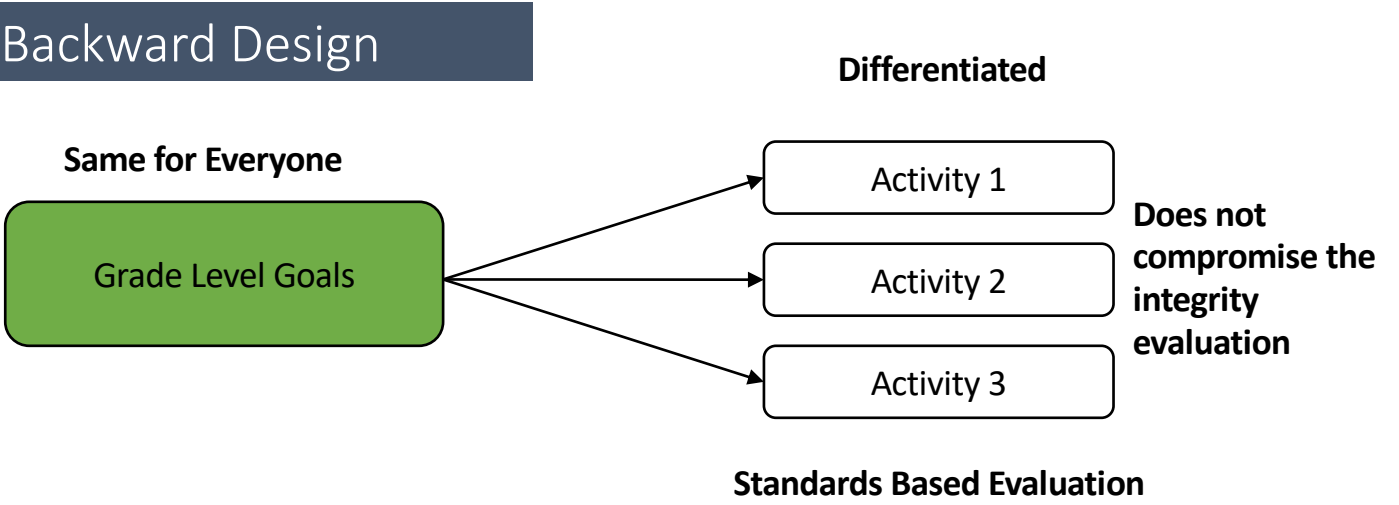
Backward Design



Forward Design



Backward Design



Goals Come From The Curriculum!



Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

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**?

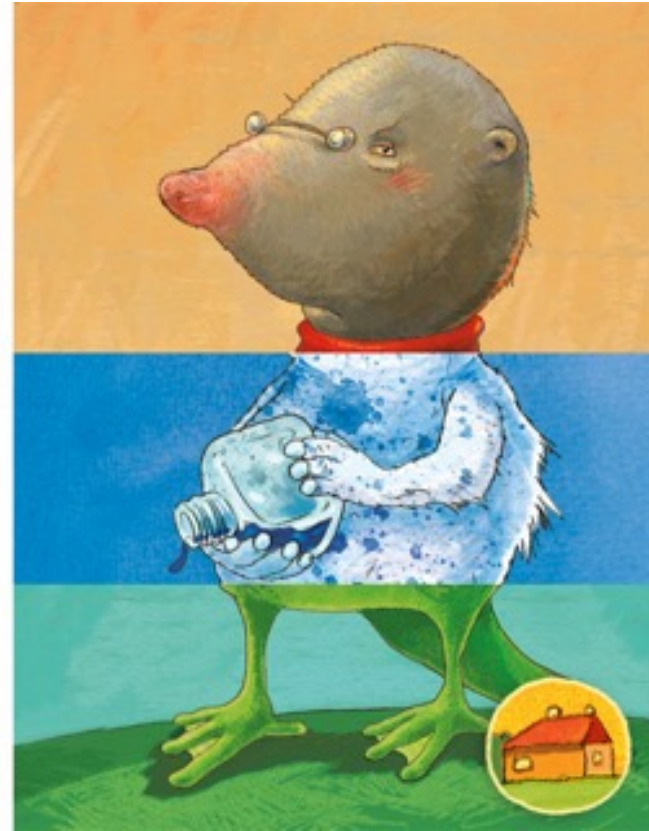
I can become...

Curriculum as a flip book

Miserable

Two-toed

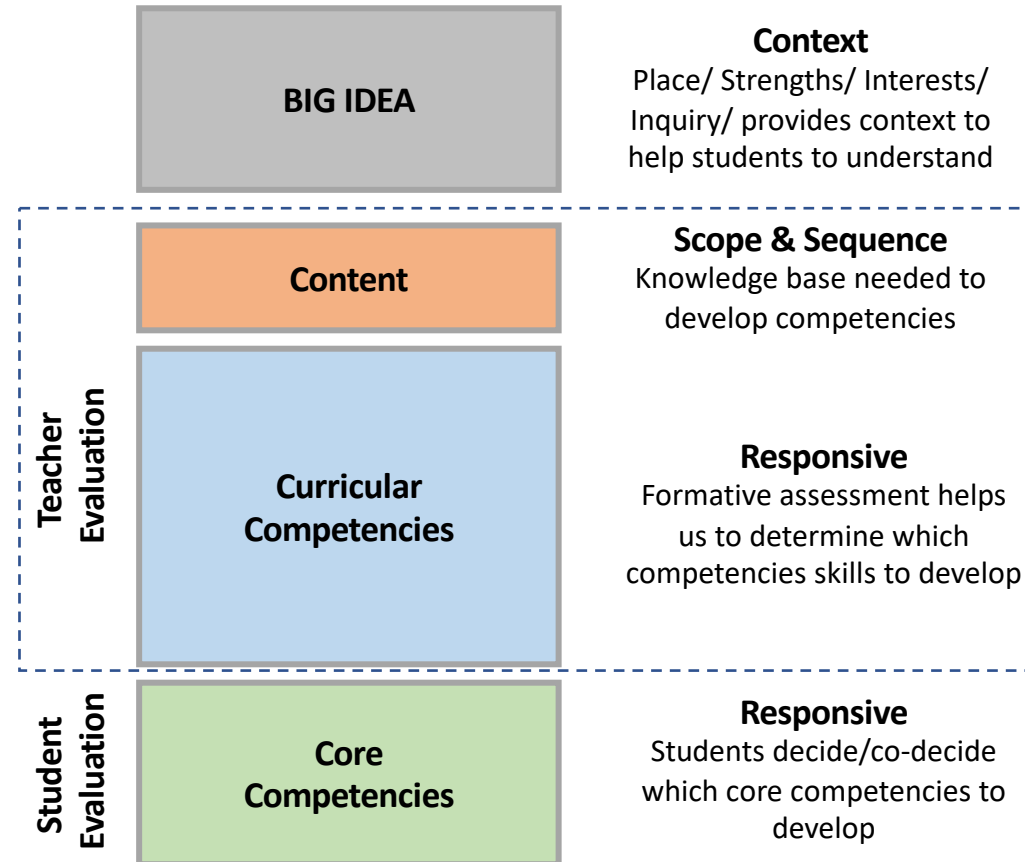
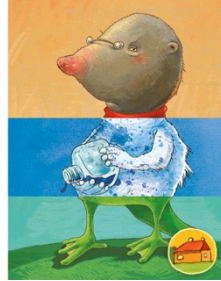
Lizard



Miserable

Two-toed

Lizard



Shelley Moore, 2021

Waterfall!

What questions or
comments do you
have so far?

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...	

Our Co-Planning Journey: Backwards Design

Our Unit Questions
<ul style="list-style-type: none"> • How do I interact with different materials and objects? • How can I describe different materials and objects? • How can I be curious about and play with different materials and objects? • How can I use different materials and objects to share stories about myself and my family? • How can I choose specific materials and objects to represent my family?

Our Unit Goals		
Content Goals		Curricular Competency Goals
Science	Student knows the properties of familiar materials	Science Student can plan and conduct by <ul style="list-style-type: none"> • making exploratory observations using their senses Student can question and predict by <ul style="list-style-type: none"> • demonstrating curiosity and a sense of wonder about the world Student can process and analyze data and information by <ul style="list-style-type: none"> • discussing observations • representing observations and ideas by drawing charts and simple pictographs Student can communicate by <ul style="list-style-type: none"> • sharing observations and ideas orally or (other means)
	Student knows local First Peoples uses of plants and animals as resources	
Math	Student knows single attributes of 2D shapes and 3D objects	Math Student can understand and solve by <ul style="list-style-type: none"> • visualizing to explore mathematical concepts • engaging in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures Student can connect and reflect by <ul style="list-style-type: none"> • incorporating First Peoples worldviews and perspectives to make connections to mathematical concepts
	Student knows concrete or pictorial graphs as a visual tool	
Language Arts	Student knows story structure of story	Language Arts Student can comprehend and connect (reading, listening, viewing) by <ul style="list-style-type: none"> • Using personal experience and knowledge to connect to stories and other texts to make meaning Student can create and communicate (writing, speaking, representing) by <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding
	Student knows language features, structures, and conventions the relationship between reading, writing, and oral language	
Social Studies	Student knows ways in which individuals and families differ and are the same	Social Studies Student can sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) Student can acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
	Student knows people, places, and events in the local community, and in local First Peoples communities	
Art	Student knows processes, materials, movements, technologies, tools, and techniques to support arts activities	Art Student can create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	Student knows traditional and contemporary Aboriginal arts and arts-making processes	

Backward Design Unit Planning Template: Building the Curricular Air Plane

Class: Ms. P Gr. 2/3		Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?	
Unit Goals	Curricular Language		Student friendly language
Content Goal: Science (2)	types of forces		I know different types of forces
Content goal: Language Arts (2/3)	Story/text: elements of a story		I know what makes a story
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others		I can make something for a purpose
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions		I can make a plan and try out my ideas
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences		I can create a story for an audience
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts		I can create many things using different art tools and materials
Core Competency Goal: (Profile 1/2)	Creative Thinking: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)		We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way

**Who are our monsters? What are their stories?
How can we use forces to help us catch them?**

Name:		Date:	
I'm still working on it...	My goals	I got it!	How do I know? What is my evidence?
	<ul style="list-style-type: none"> I know different types of forces 		
	<ul style="list-style-type: none"> I know what makes a story 		
	<ul style="list-style-type: none"> I can make something for a purpose 		
	<ul style="list-style-type: none"> I can make a plan and try out my ideas 		
	<ul style="list-style-type: none"> I can create a story for an audience 		
	<ul style="list-style-type: none"> I can create many things using different art tools and materials 		

Grade: Gr 1/2

Subject Area: Ms. D

Planning Team: Ms. T, Ms. W, Ms. I, Ms. T & Ms. N

Big Idea: Stories and other texts help us learn about ourselves and our families

Unit Guiding question(s):
Who am I? How can I use stories to learn about me and my family?

Goals	Curricular Language	Student & Family Friendly Language
Content Goal:	Oral language strategies	<ul style="list-style-type: none">• I know how to use my voice to express myself
Content Goal:	Elements of a story	<ul style="list-style-type: none">• I know parts of a story
Curricular Competency Goal:	Recognize the importance of story in personal, family, and community identity	<ul style="list-style-type: none">• I can see why story is important to me, my family and my community
Curricular Competency Goal:	Recognize the structure and elements of story	<ul style="list-style-type: none">• I can see and find parts of a story• I can understand how a story is made
Curricular Competency Goal:	Create stories and other texts to deepen awareness of self, family, and community	<ul style="list-style-type: none">• I can create a story about me, my family and my community
Curricular Competency Goal:	Explore oral storytelling processes	<ul style="list-style-type: none">• I can use my voice to share my story
Core Competency Goal:	Personal awareness & responsibility	<ul style="list-style-type: none">• I am aware of myself and how I affect others• I am responsible for myself and my actions

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
Big Ideas:	Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?	
Content Goal:	addition and subtraction to 10 000	I know how to add and subtract numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to add and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use mental math to understand “how much/how many?”
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different strategies
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can connect what I am learning in math to me and my life

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 6/7	Subject Area(s): English	Planning Team: Grand Forks
Big Idea: Developing our understanding of how language works allows us to <u>use it purposefully</u>		Unit Guiding Question(s): What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?
Content Goal	I know techniques of persuasion I know presentation techniques	
Curricular Competency Goal	I can access information and ideas for <u>diverse purposes</u> and from a <u>variety of sources</u> and evaluate their <u>relevance</u> , <u>accuracy</u> , and <u>reliability</u>	
Curricular Competency Goal	I can respond to <u>text</u> in <u>personal, creative, and critical ways</u>	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>	
Curricular Competency Goal	I can assess and <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u> , and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

Backwards Design – Designing the Airplane

Class: Gr. 6/7		Planning Team: Shackles, Locke & Moore	
Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?			
Key vocabulary:		goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative	
Goals			
Competency Goal		I can be personally aware and responsible by being self determined	
Competency Goal		I can be personally aware and responsible by being self regulated	
Summative Tasks (Self Evaluation)			
New format (3D model)		Create a 3D model that represents your understanding of being personally aware & responsible	
Choice Format (letter, comic book, conversation)		Describe how being personally aware & responsible connects to and can help you in your own life	

Grade: 9	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		Unit Guiding Question(s): Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?
	Curriculum	Student Friendly Goals
Content Goal 1:	exploration, expansion, and colonization	I know exploration I know expansion I know colonization I know how they are connected
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	I can describe what influences causes (actions and events) I can figure out the short and long term consequences (effects)
Curricular Competency Goal:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	I can explain different perspectives I can compare different perspectives
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	I can make ethical judgements I can assess historical perspectives

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

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

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

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

One point rubric

Name:		Date:	
Unit Guiding questions: Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?			
I still need support		I can do this!	
		I 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	
I need some challenge			

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

Grade: 11	Subject Area: Life Sciences	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>	
<p>Content Goal:</p>	<p>I know speciation that occurs within our forest</p>	
<p>Curricular Competency Goals</p>	<p>I can experience and interpret the local environment</p>	
	<p>I can seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies</p>	
	<p>I can construct, analyze, and interpret graphs, models, and/or diagrams</p>	
<p>Core Competency</p>	<p>I can become socially responsible by...</p>	

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...	

Backwards Design Big Ideas:

- We **target goals/ learning standards** 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

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