SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

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 Learning Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Waterfall

Break Out Groups

- Popcorn conversations

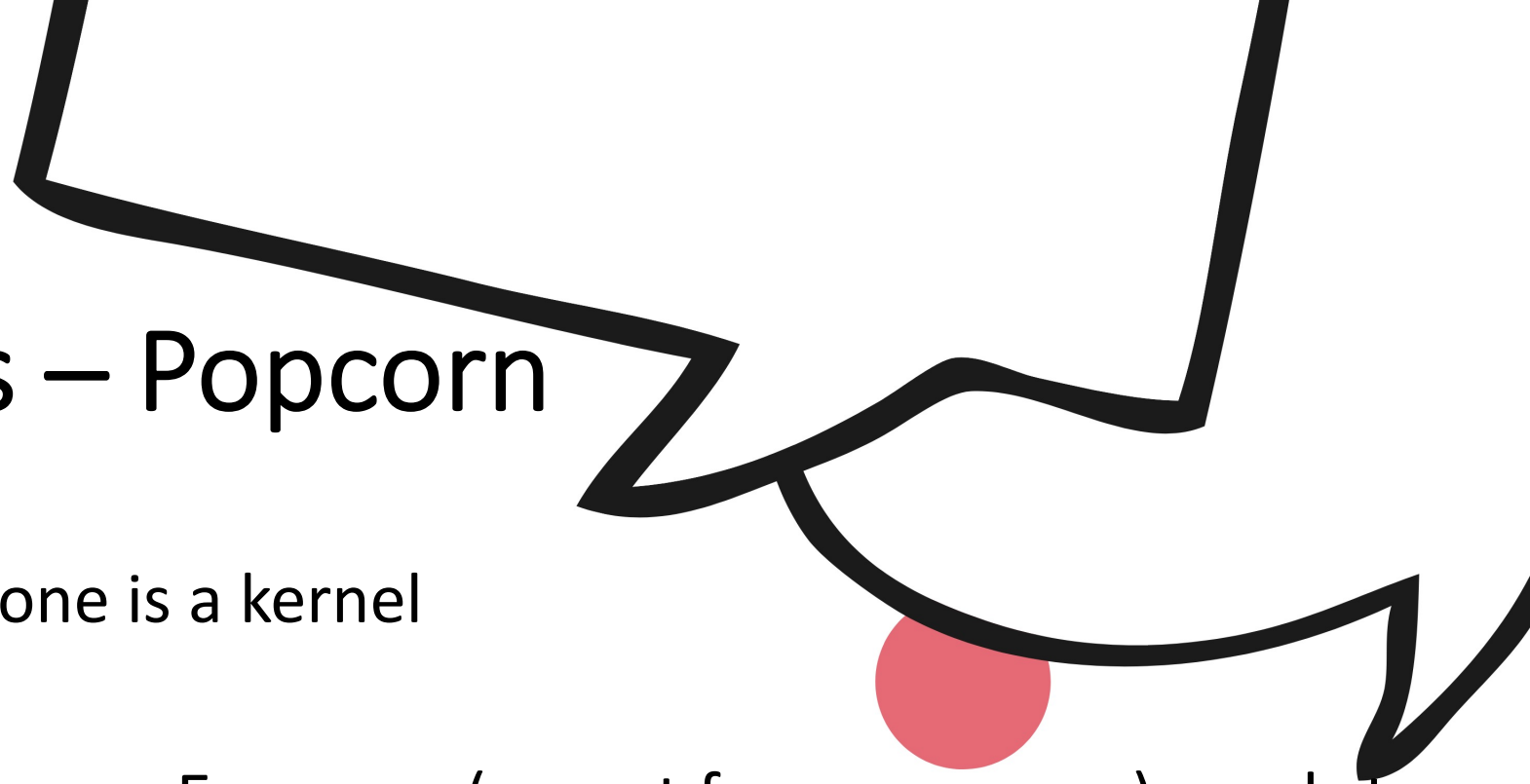
The Chat Box – Waterfall

- 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!”

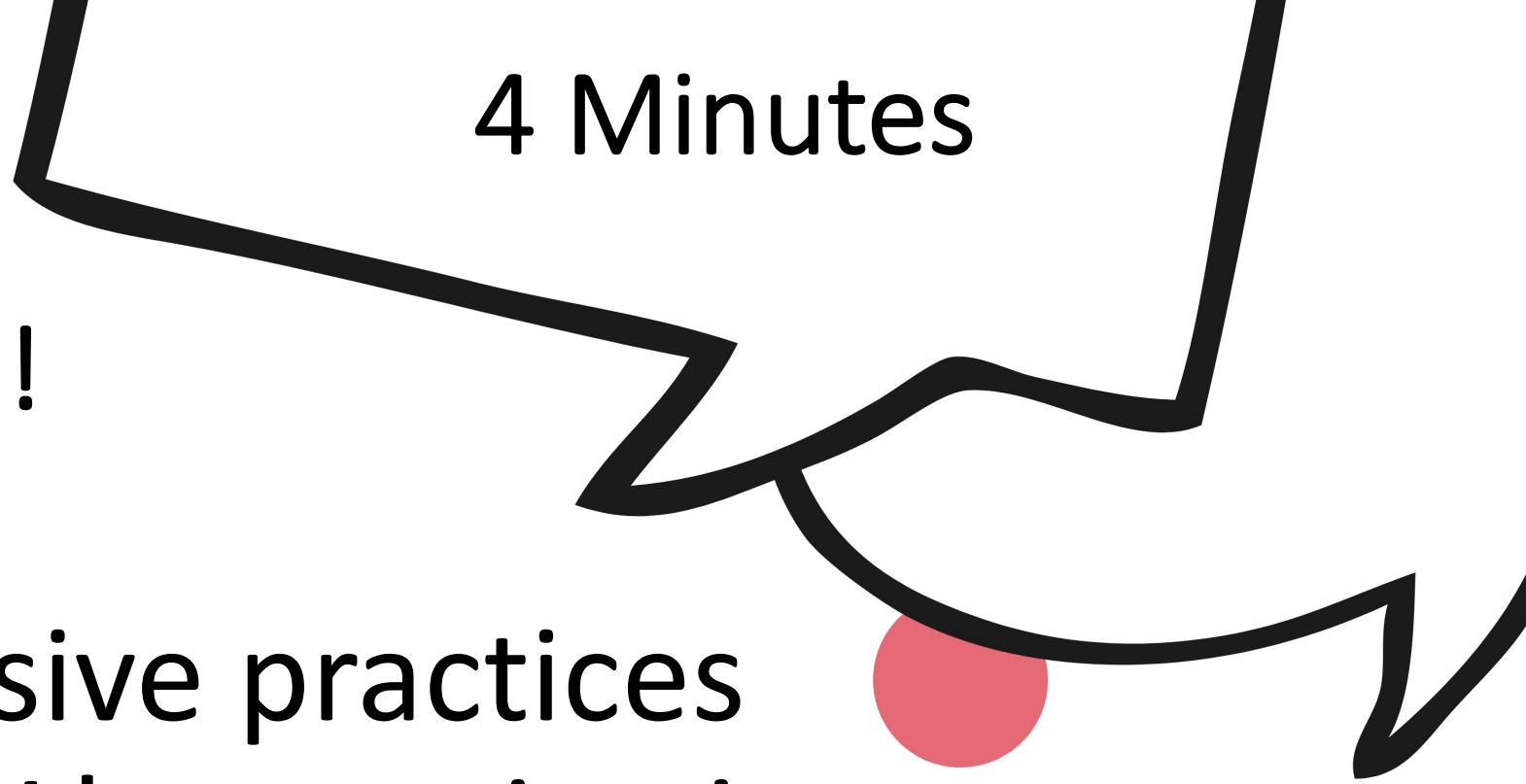
Practice: Waterfall!

What are you hoping to get out of today?

Break Out Groups – Popcorn



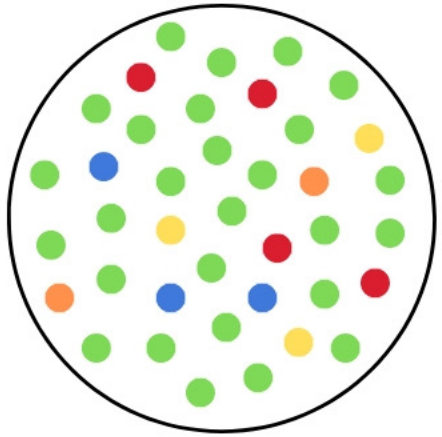
- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone (except for one person) needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone (except for one person) pops in the time allowed?



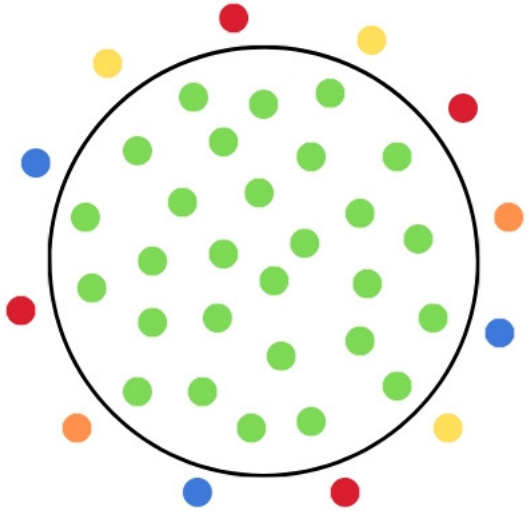
Practice: Popcorn!

What inclusive practices are ALREADY happening in your classroom and/or school?

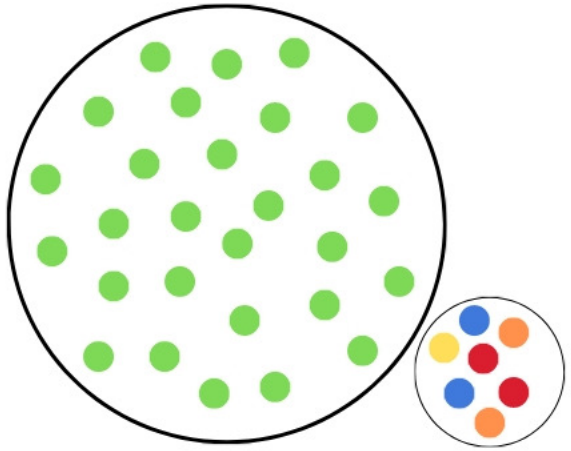
WHAT DOES INCLUSION MEAN?



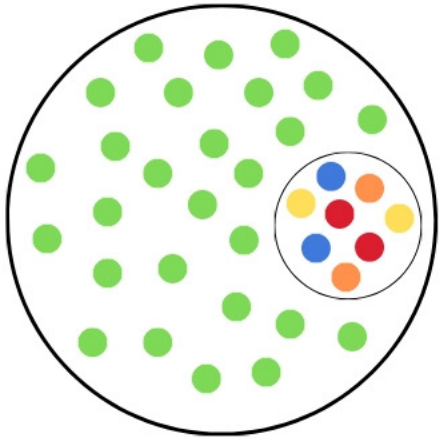
inclusion



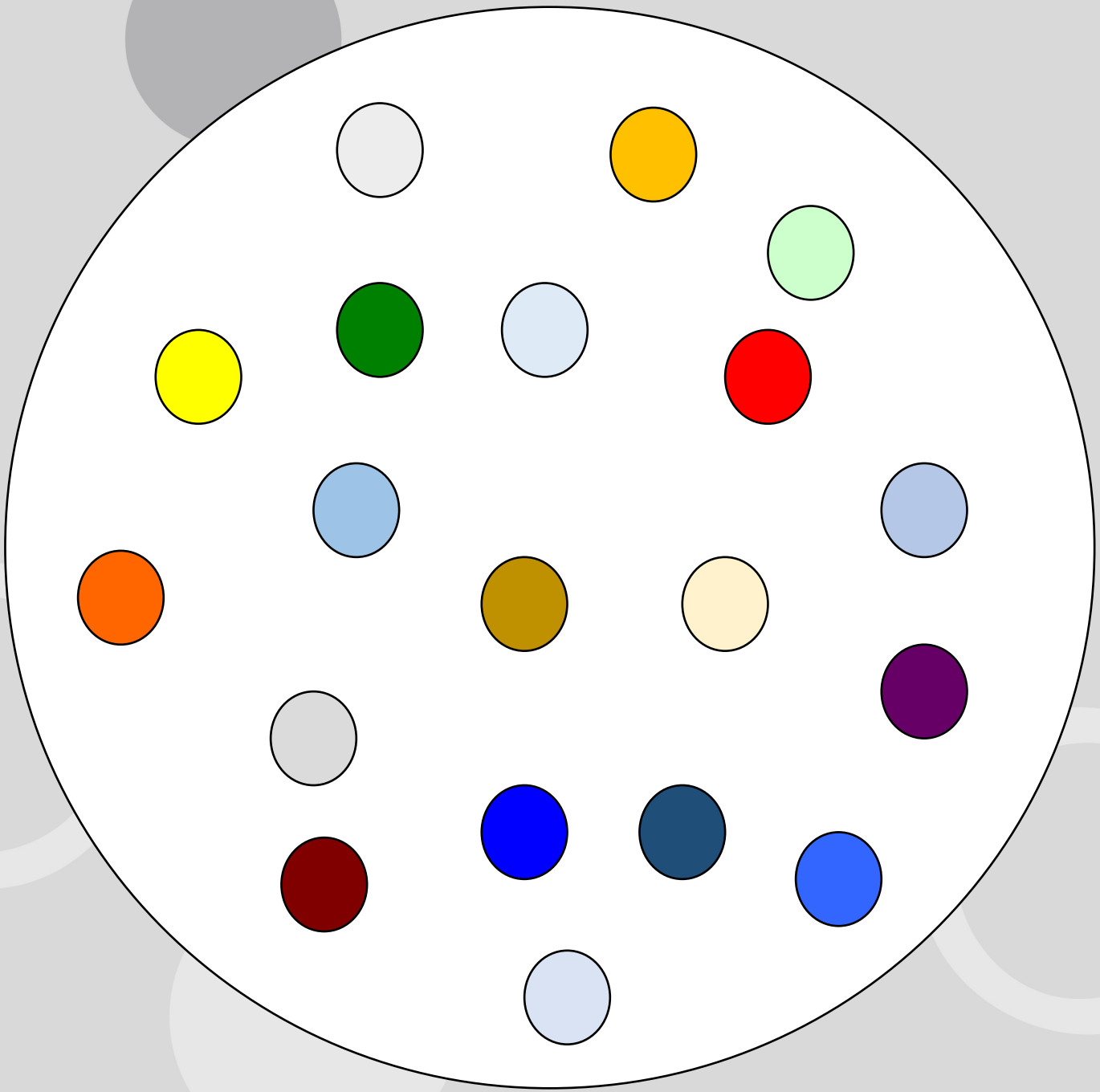
exclusion



segregation



integration



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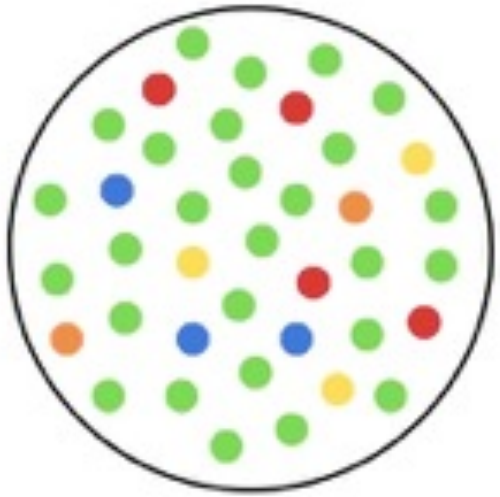
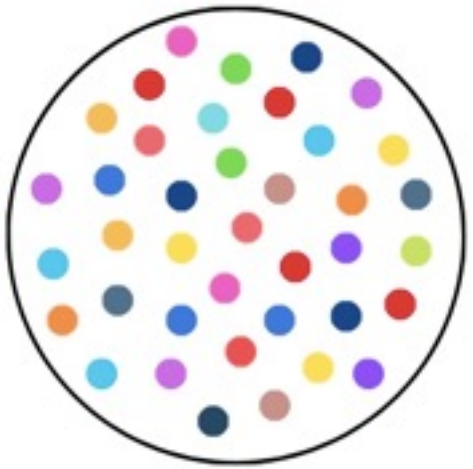
What is inclusion?



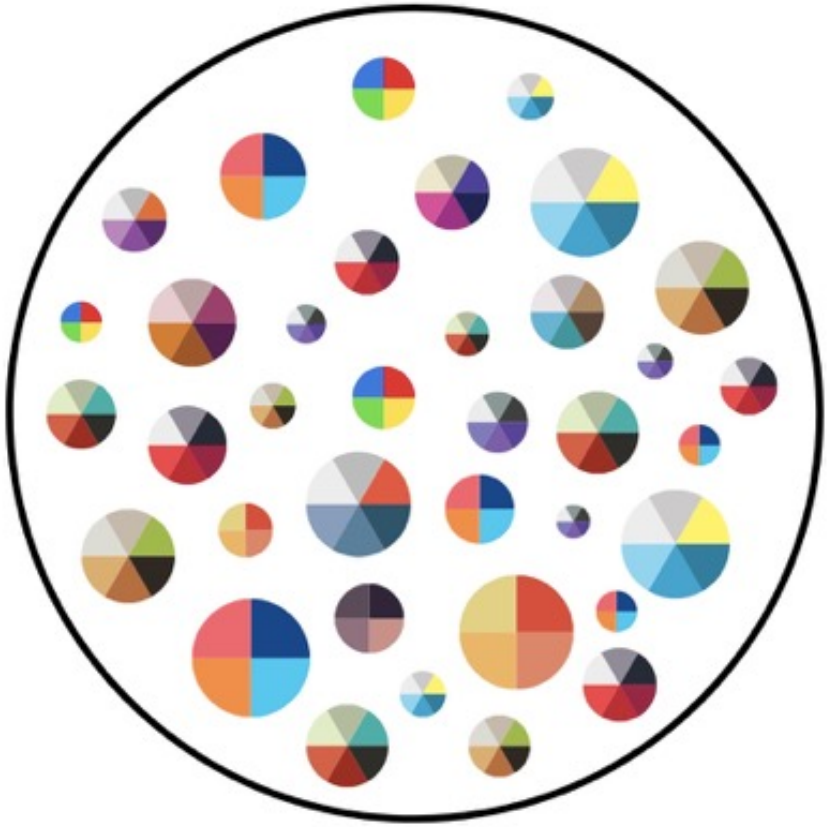
How do we include people who are different



How do we teach to diversity?

How do we teach to identity?

How do we teach to identity?



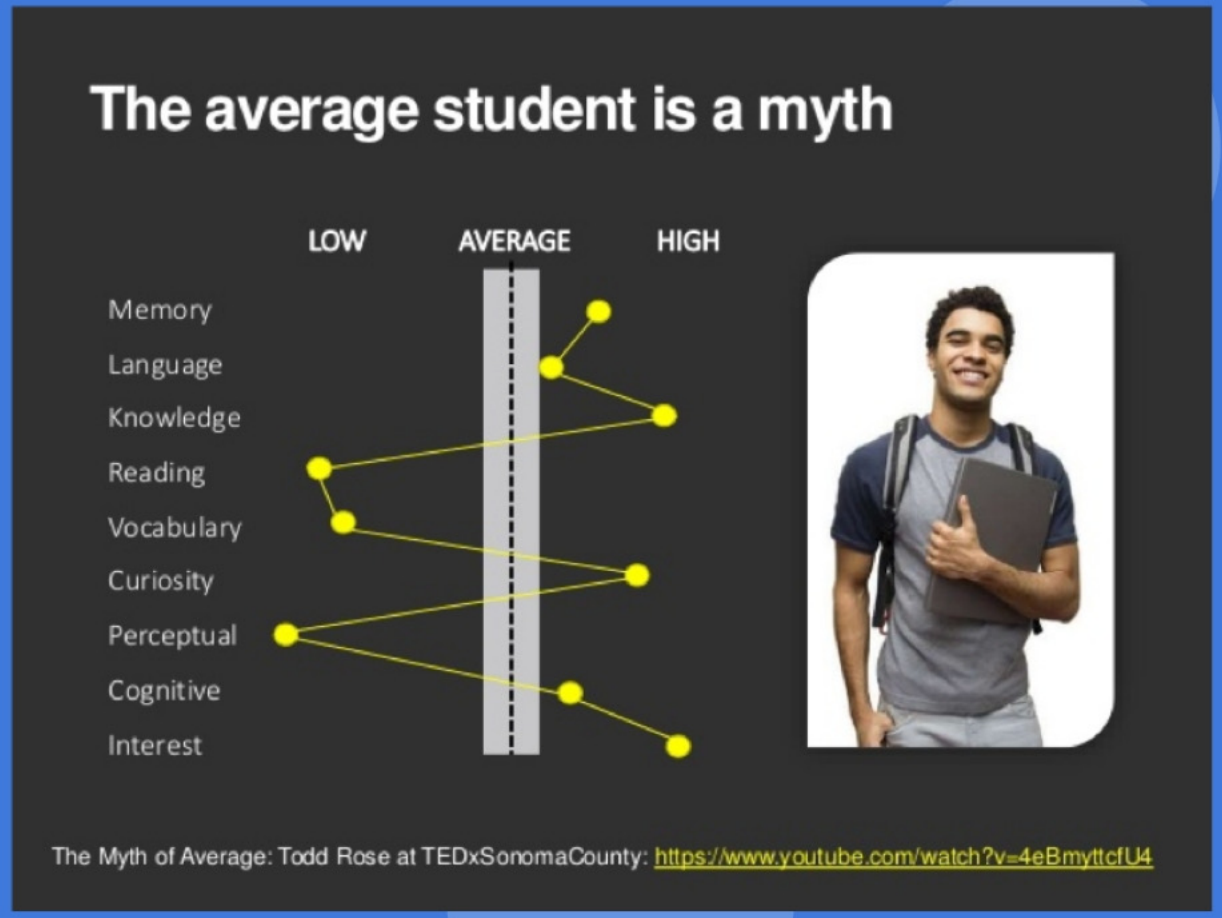
Now What?!

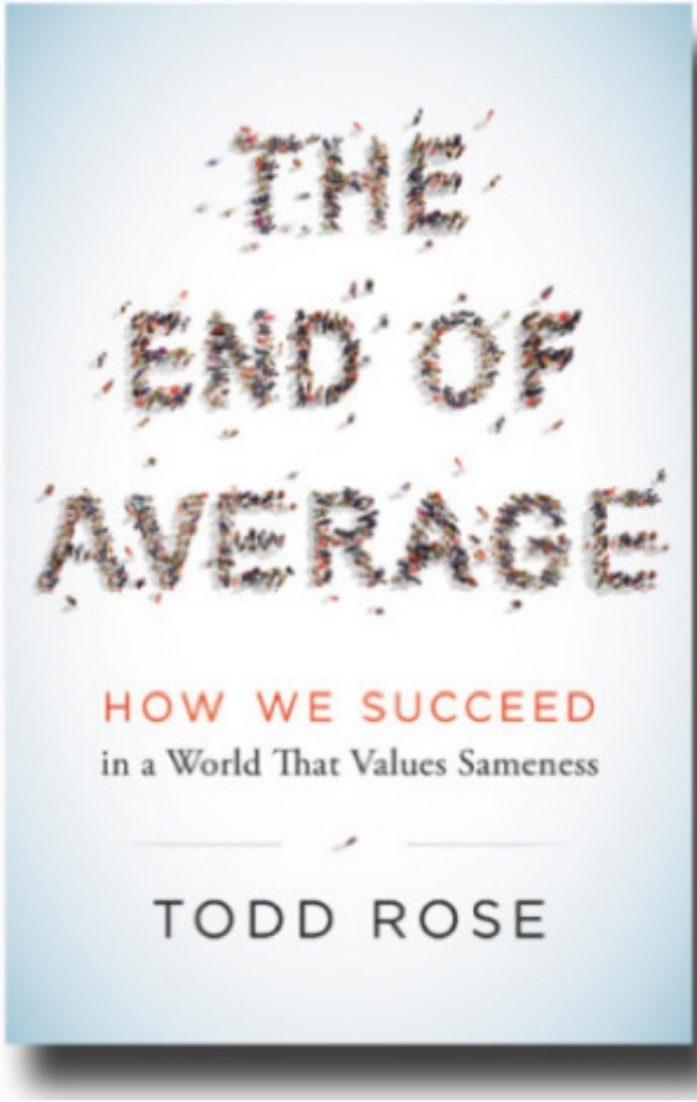
- Understand WHAT Inclusion is….

Understand WHY it is important…

How to we do it?

The End of Average!





THE AIRPLANE DILEMMA...

Effectiveness: Building individualized planes for every pilot

Efficiency: Building one standardized plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

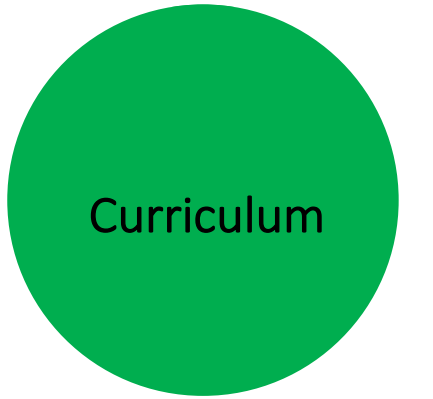
Efficiency: Building one standardized curriculum for ALL students

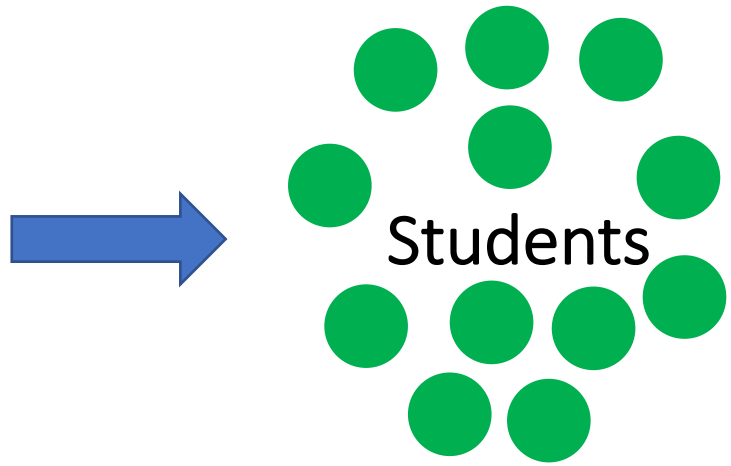
A SOLUTION?! Effective & Efficient?

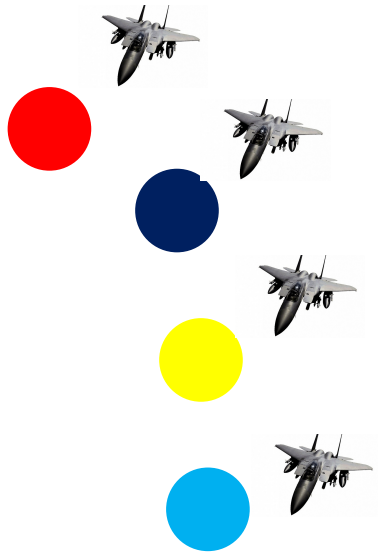
An adjustable plane designed for a range of dimensions

An adjustable curriculum designed for a range of diversity

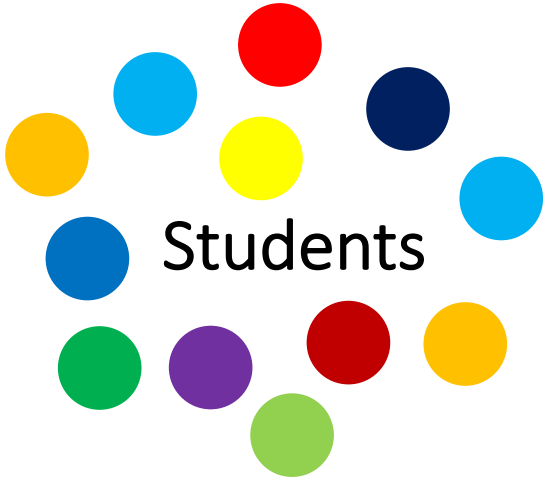
WHAT'S THE DIFFERENCE?

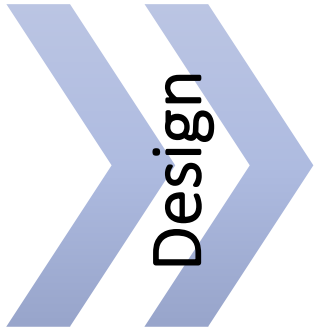


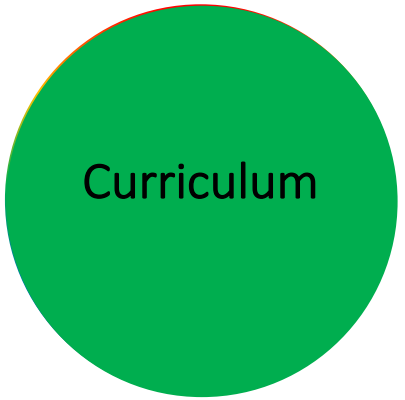




DESIGN: THE MOST UNDERUTILIZED SUPPORT







HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

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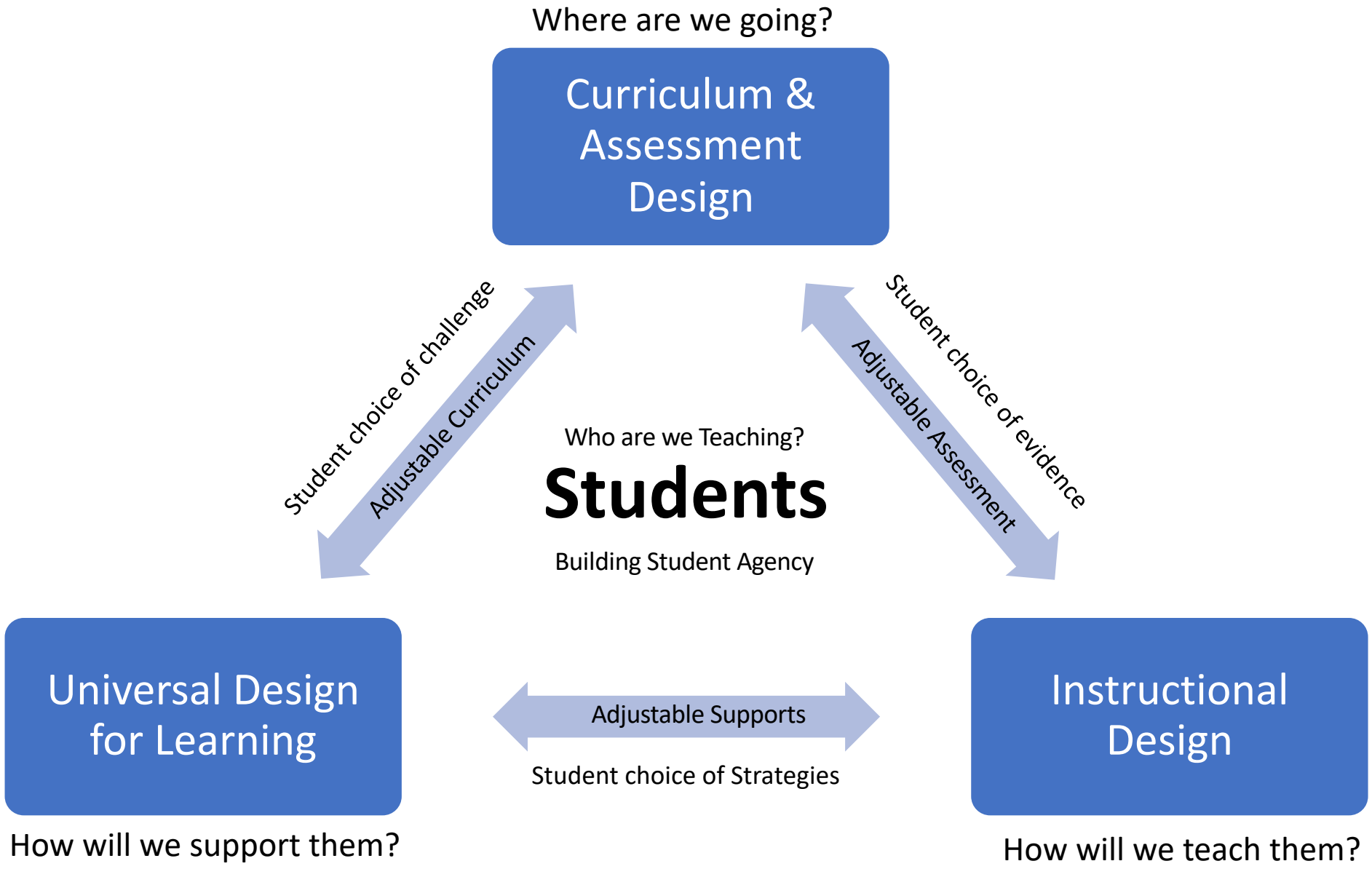
How can we change the system?
Designing with Equity in Mind



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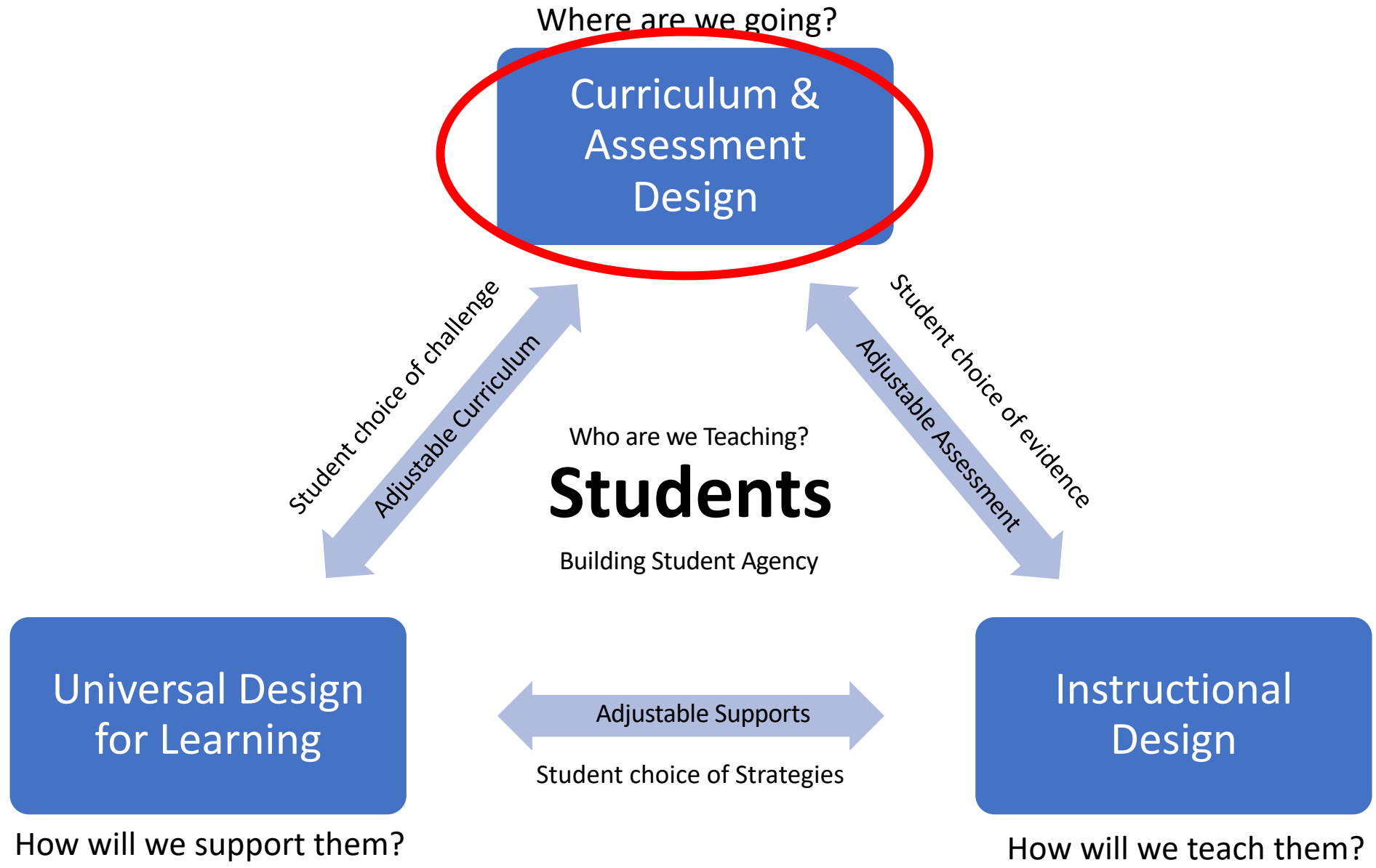
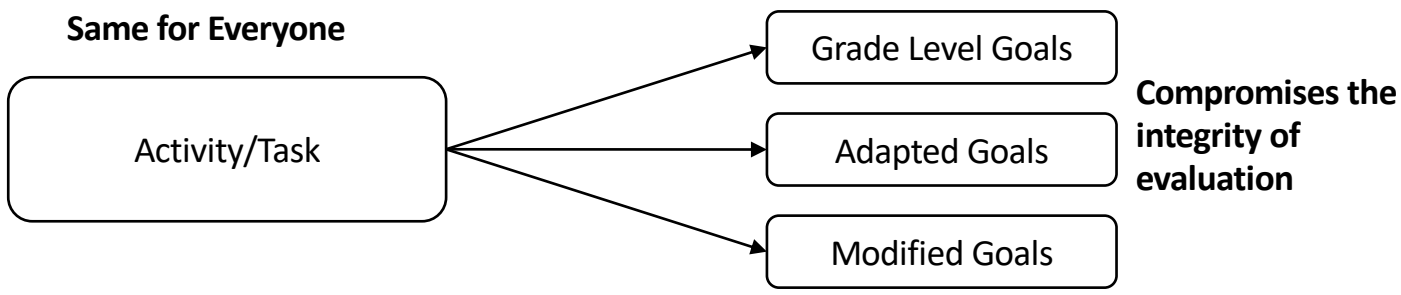


BACKWARDS DESIGN

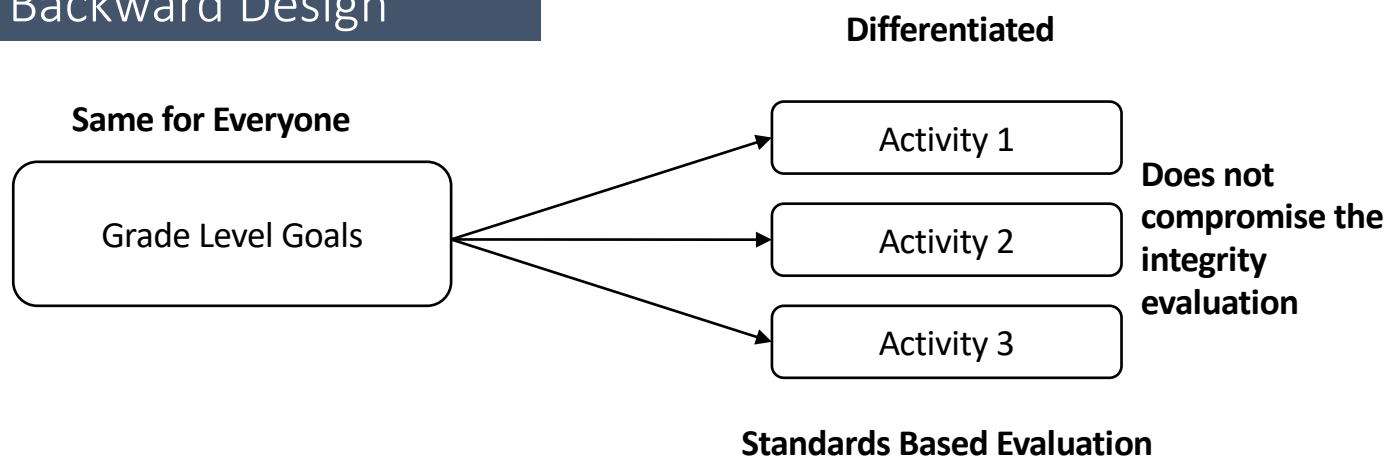
Backwards Design Big Ideas:

- 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



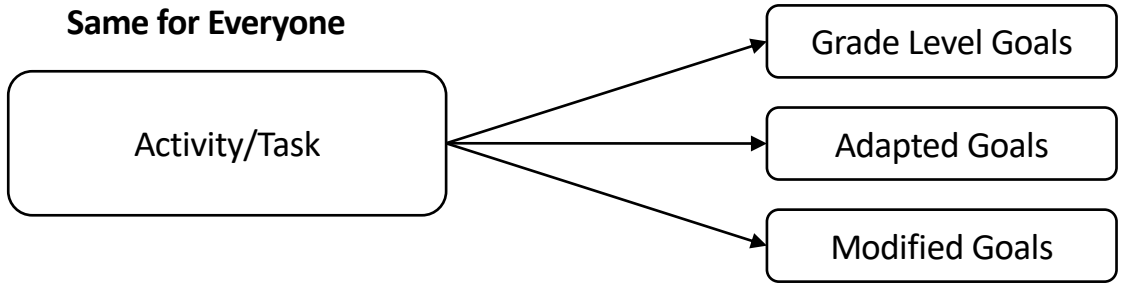
McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

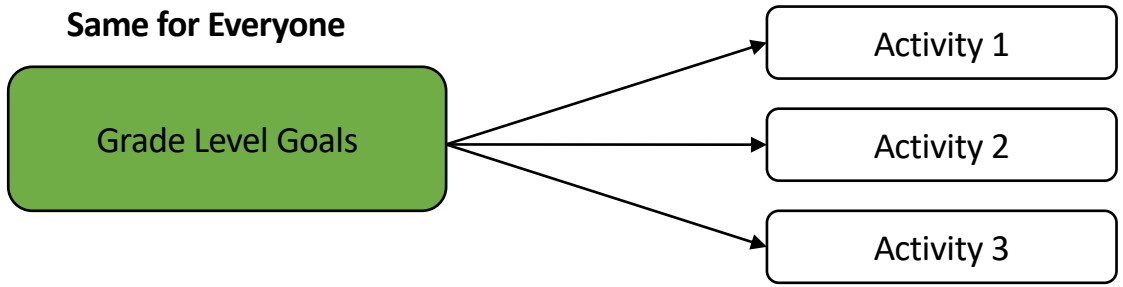


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

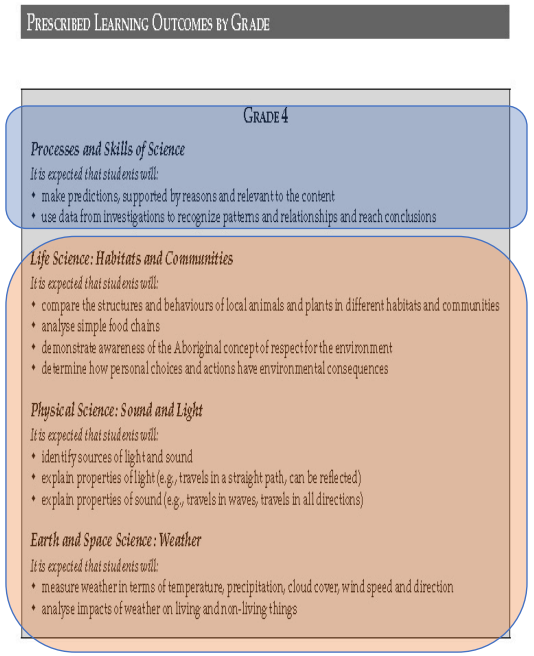
McTigue, 2010

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?



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

What do you notice?

Backwards Design:
What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

What do you Notice?

BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

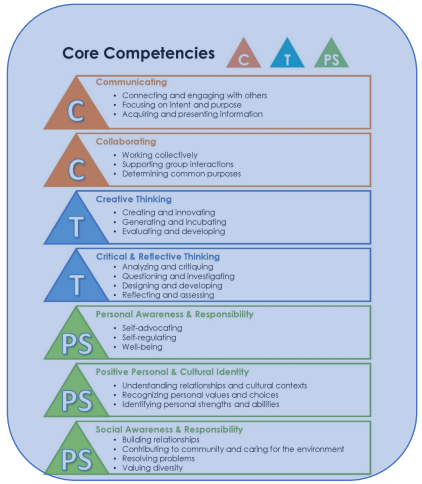
Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

Students will know and understand the following concepts and content related to ***Canada and the Early Modern World (15th to 18th Century)***:

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

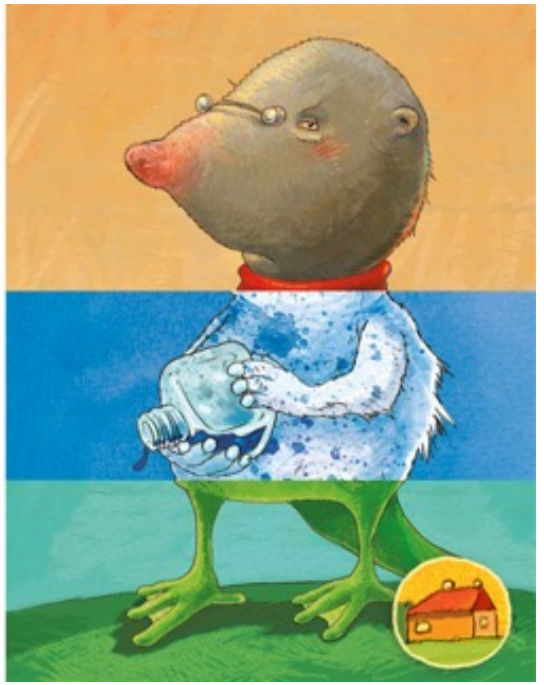


Flip Book

Miserable

Two-toed

Lizard



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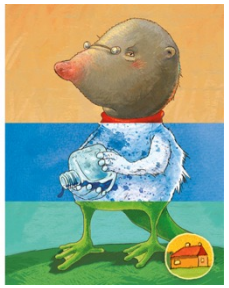

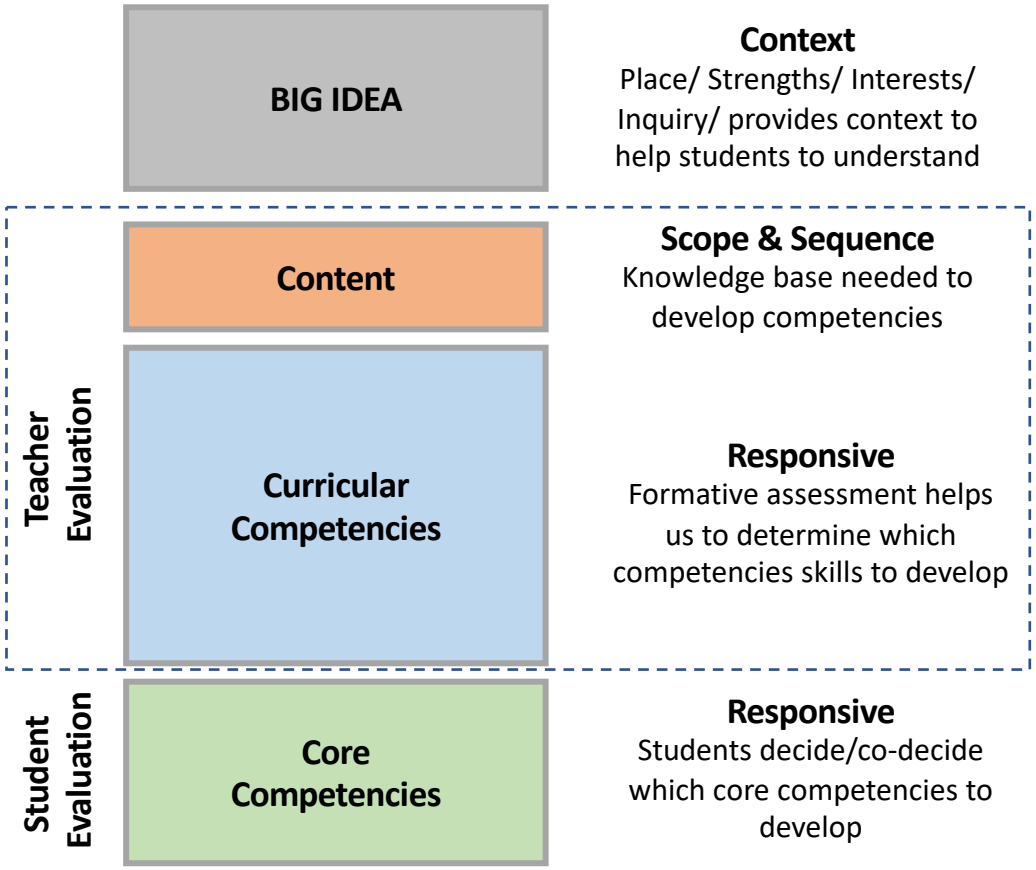

Shelley Moore, 2021

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…	

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): • **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 constrainst of a form, a problem or materials (2)	**We are creative thinkers because we get new ideas!** I get new ideas by: **(Students choose):** • 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?**
	• I know different types of **forces**		
	• I know what makes a **story**		
	• I can **make** something for a **purpose**		
	• I can **make** a **plan** and **try** out my **ideas**		
	• I can **create** a **story** for an **audience**		
	• 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	• I know how to use my voice to express myself
Content Goal:	Elements of a story	• I know parts of a story
Curricular Competency Goal:	Recognize the importance of story in personal, family, and community identity	• I can see why story is important to me, my family and my community
Curricular Competency Goal:	Recognize the structure and elements of story	• 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	• I can create a story about me, my family and my community
Curricular Competency Goal:	Explore oral storytelling processes	• I can use my voice to share my story
Core Competency Goal:	Personal awareness & responsibility	• 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 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

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
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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

Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving					Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage 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	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
Content	number concepts to 10 000																	
	decimals to hundredths																	
	ordering and comparing fractions																	
	addition and subtraction to 10 000																	
	multiplication and division of two- or three-digit numbers by one-digit numbers																	
	addition and subtraction of decimals to hundredths																	
	addition and subtraction facts to 20 (developing computational fluency)																	
	multiplication and division facts to 100 (introductory computational strategies)																	
	increasing and decreasing patterns, using tables and charts																	
	algebraic relationships among quantities																	
	one-step equations with an unknown number using all operations																	
	how to tell time with analog and digital clocks, using 12- and 24-hour clocks																	
	regular and irregular polygons																	
	perimeter of regular and irregular shapes																	
	line symmetry																	
	one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs																	
	probability experiments																	
	financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																	

Grade: 6	Subject Area: Science	Planning Team: Alicia & Shelley
Big Ideas:The solar system is part of the Milky Way, which is one of billions of galaxies.		**Unit Guiding questions:** - **How are the solar system and the milky way connected? How are they similar, How are they different?** - **What are galaxies? How do we know how many galaxies there are? How do we know?**
Content Goal:	**the position, motion, and components(parts) of our solar system in our galaxy**	*I know the position, motion and parts of our solar system in our galaxy*
Content Goal:	**the overall scale, structure, and age of the universe**	I know the scale, structure and age of the universe
Curricular Competency Goal: **Questioning and predicting**	**Demonstrate a sustained (over time) curiosity about a scientific topic or problem of personal interest**	I can show curiosity over time about a scientific topic I can show curiosity about a topic that is interesting to me
Curricular Competency Goal: **Processing and analyzing data and information**	**Identify First Peoples perspectives and knowledge as sources of information**	I can find out about First Peoples perspectives (view) and how they understand I can find out how First Peoples get their knowledge
Curricular Competency Goal: Evaluating	**Identify some of the assumptions in secondary sources**	I can find assumptions (hidden beliefs) in secondary sources
Curricular Competency Goal: **Evaluating**	**Demonstrate an understanding and appreciation of evidence**	I can use evidence to support my understanding
Curricular Competency Goal: **Applying and innovating**	**Co-operatively design projects**	I can work together with my peers on a project
Core Competency Goal:	**We can be collaborators**	

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 use it purposefully		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 *diverse purposes* and from a *variety of sources* and evaluate their *relevance*, *accuracy*, and *reliability*	
Curricular Competency Goal	I can respond to *text* in *personal, creative, and critical ways*	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful *literary and informational texts* for a variety of purposes and *audiences*	
Curricular Competency Goal	I can assess and *refine texts* to improve their clarity, effectiveness, and impact according to purpose, *audience*, and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

Grade: 7	Subject Area: Science	Planning Team: Sandy & Shelley
Big Idea(s): What do I need to Understand? Earth and its climate have changed over geological time.		**Unit Guiding Question(s):** **How has the Earth and its climate changed over geological time?**
Key Vocabulary:		

	Curricular Language	Student Friendly Language
What do students need to know? **Knowledge Goals**	the fossil record provides evidence for changes in biodiversity over geological time	**I know what a fossil record is** **I know that the fossil record shows how biodiversity changes** **I know how geological is used**
What do students need to do? **Skills/Process Goals**	Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest	**I can be curious about scientific topics and problems** **I can be curious about scientific topics that I am interested in** **I can identify topics of interests**
What do students need to do? **Skills/Process Goals**	Identify a question to answer or a problem to solve through scientific inquiry	**I can ask questions to help me solve problems**
What do students need to do? **Skills/Process Goals**	Make observations aimed at identifying their own questions about the natural world	**I can**
Who do student need to be? **Competency Goals**	**I am a critical thinker by exploring** **I am a critical thinker by using evidence to make judgements**	

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

SHELLEY MOORE

@tweetsomemoore

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www.fivemooreminutes.com

www.blogsomemoore.com