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.

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

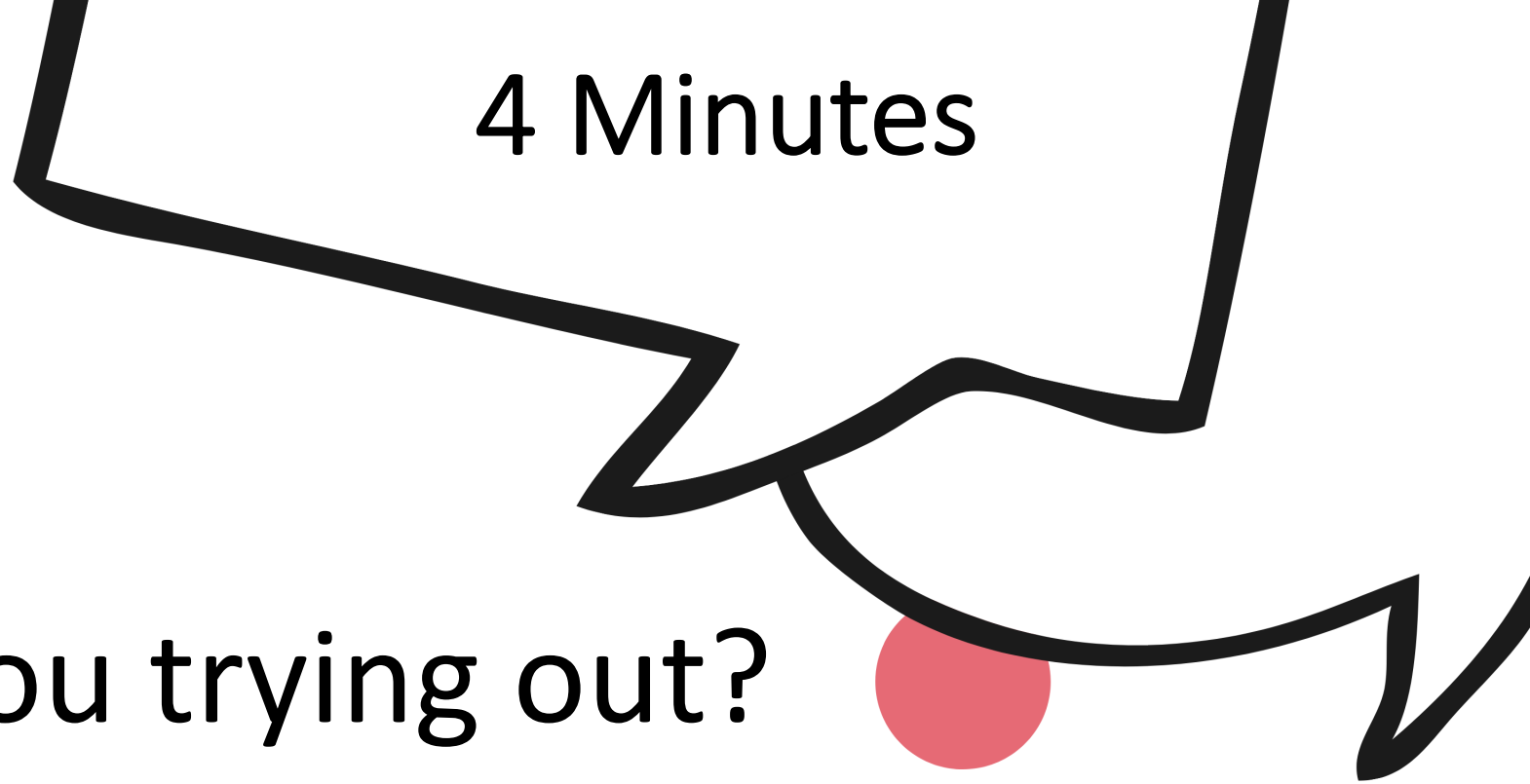
www.blogsomemoore.com

Waterfall

One thing that stands out from last time

OR

What are you hoping for today?



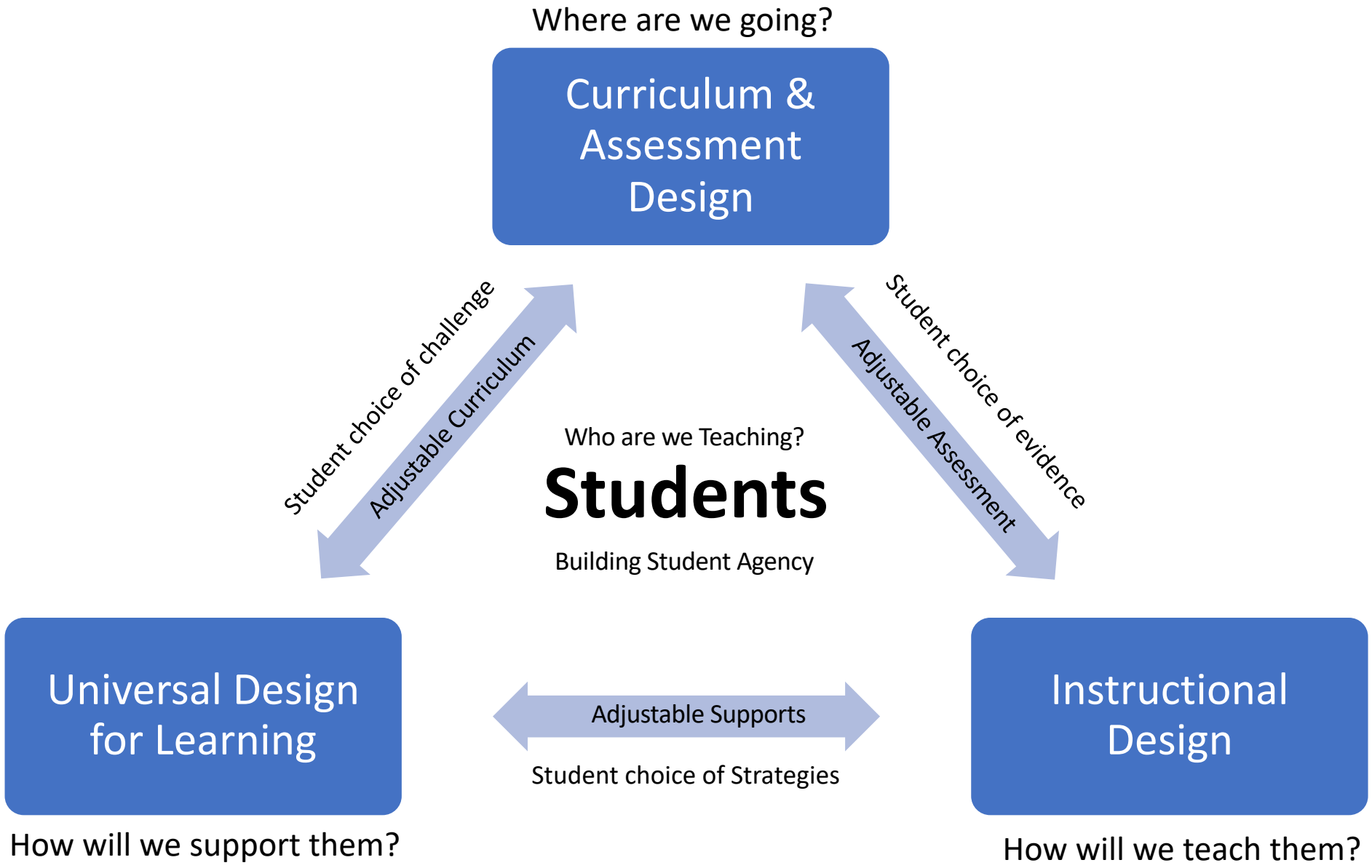
Popcorn!

What are you trying out?

What do you want to try looking ahead to next year?

Shelley Moore, 2019

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)		

Classroom Support Plan

Teacher(s): Support Staff Lens:

Range of Students (RTI)

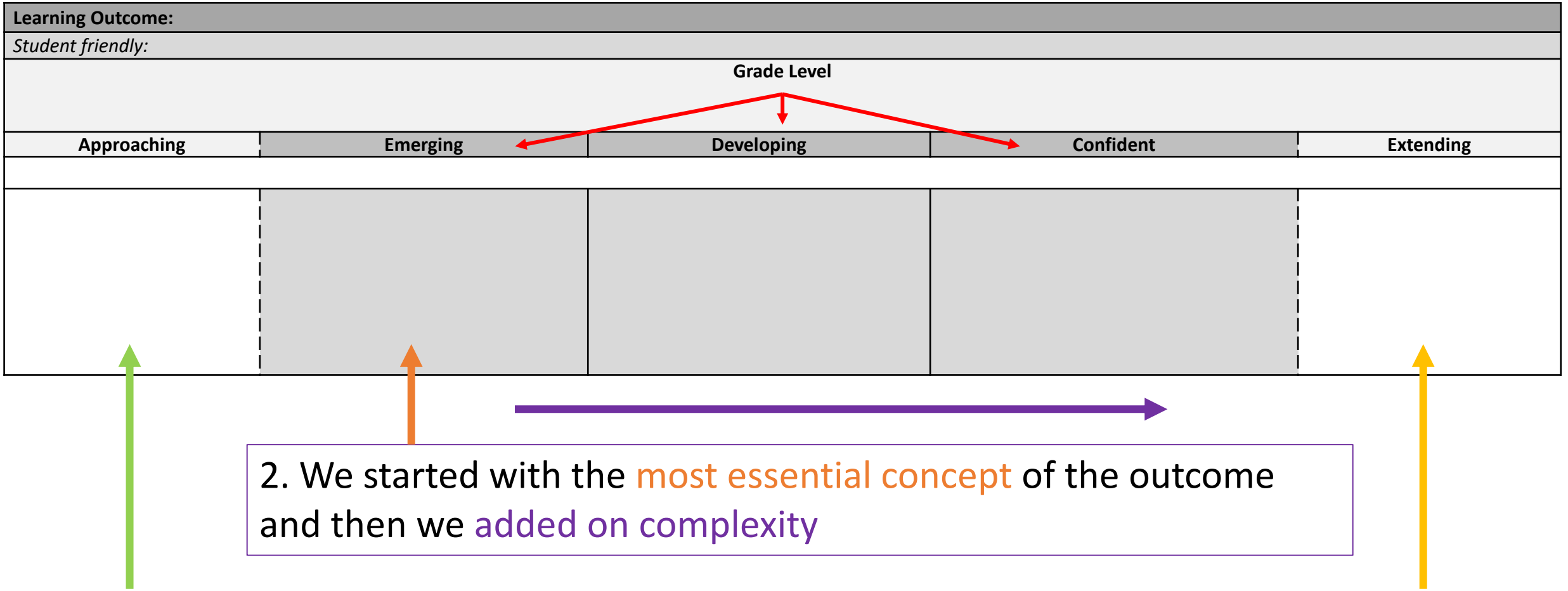
Students…		Strategies & Supports		
who needs the most support		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

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? Content Goals		I know
What do students need to do? Curricular Competency Goals		I can
What do students need to do? Curricular Competency Goals		I can
What do students need to do? Curricular Competency Goals		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*



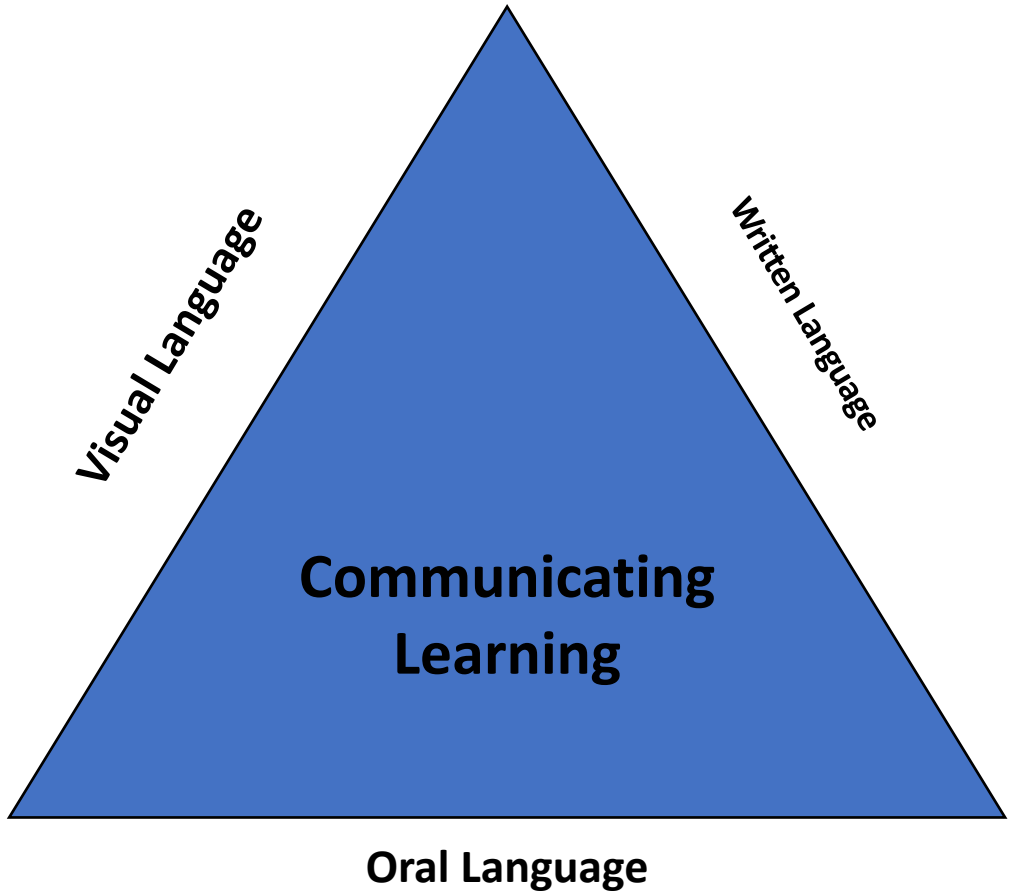
2. We started with the most essential concept of the outcome and then we added on complexity

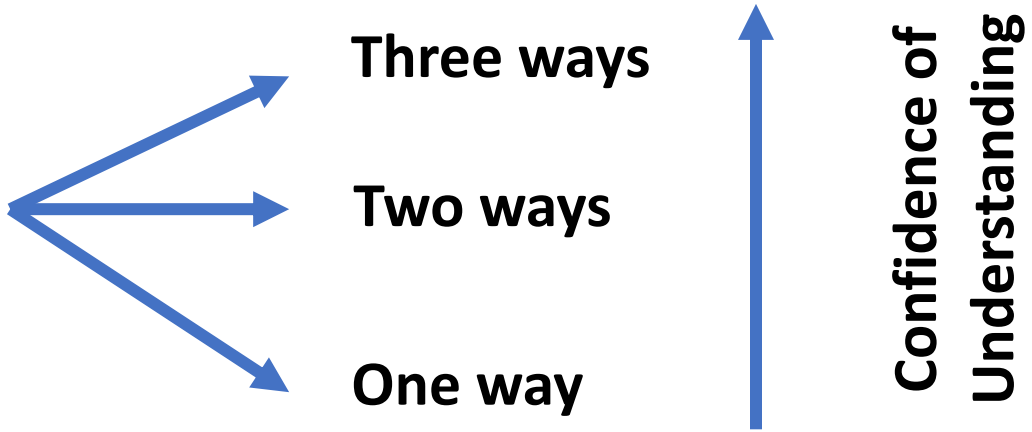
3. We extended the grade level scaffold to include an access point and challenge point

Varied Evidence for Assessment

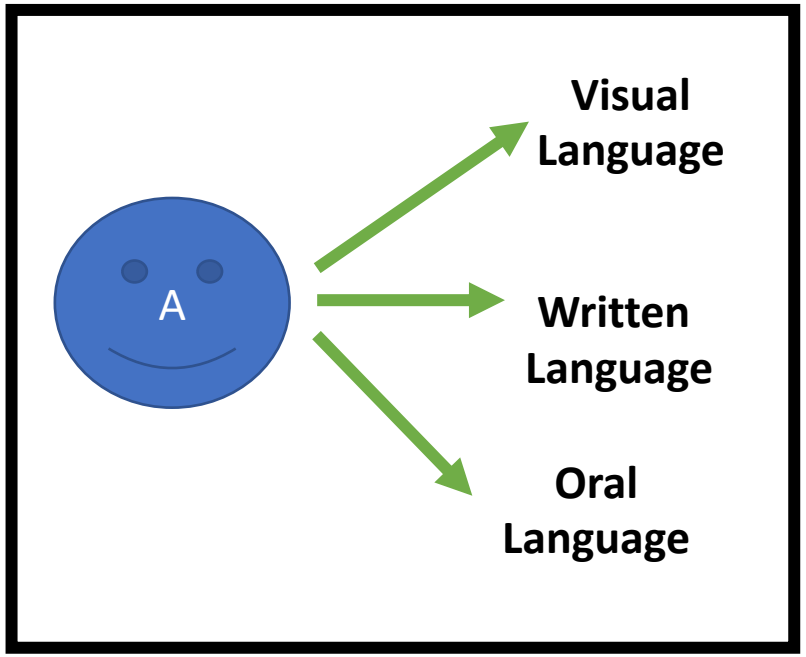
How can we use Learning Continuums to create a range of learning opportunities that result in evidence of learning?

How do student show what they know?





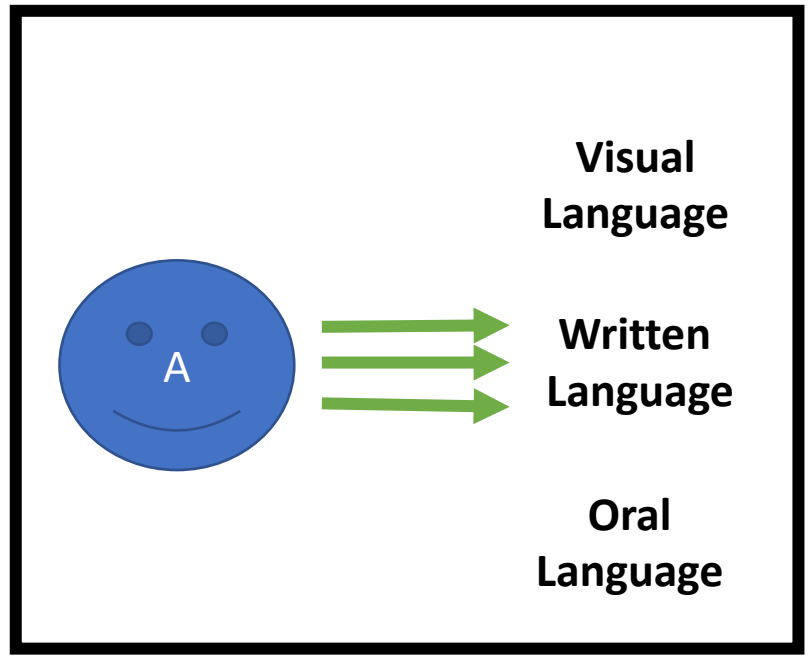
All Languages (in literacy) are Treated Equal!



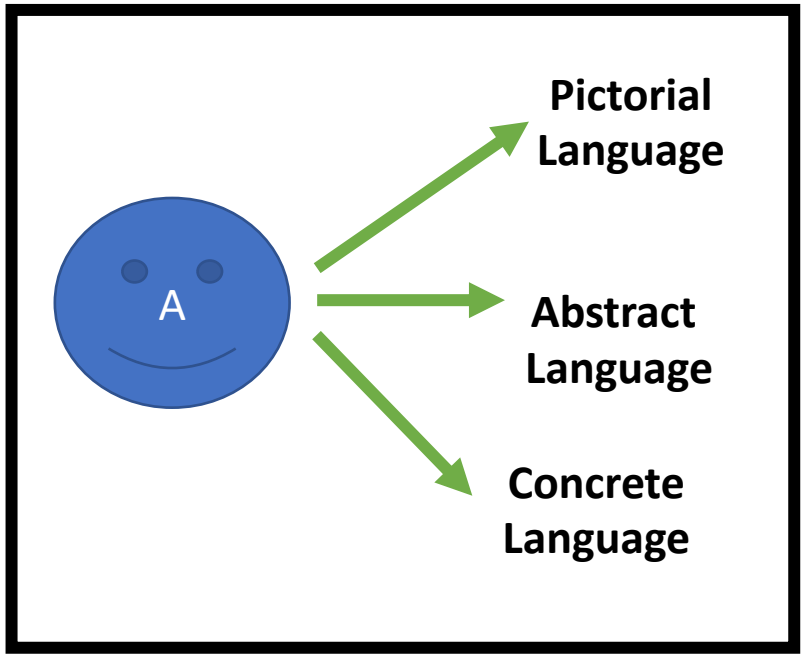
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



All Languages (in numeracy) are Treated Equal!



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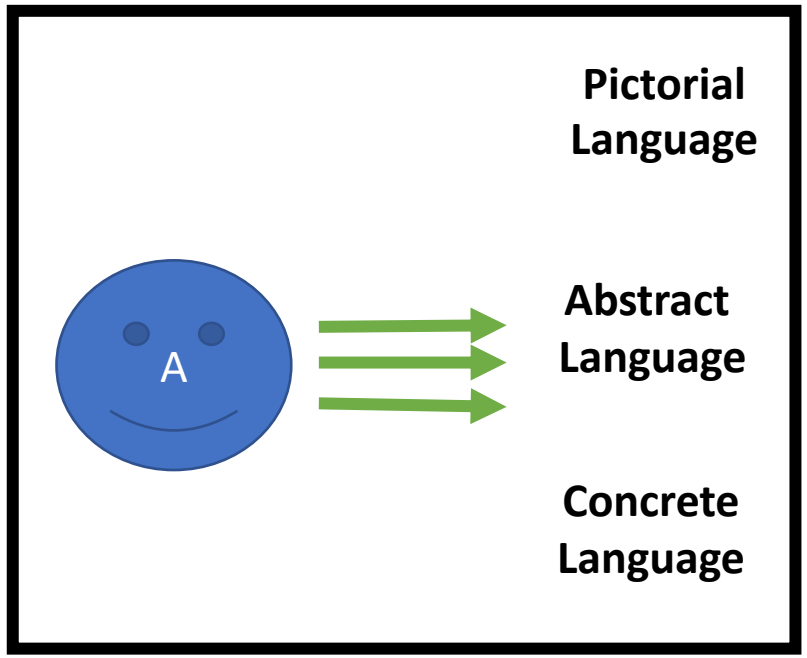


Backward Design

McTigue, 2010

Differentiated Activities: Opportunities to create evidence
(Formative & Summative)

Everyone

Goals

- **Activity (product)**
- **Activity (conversation)**
- **Activity (observation)**

Student choose their BEST evidence to justify their learning

Grade: Math 10C	Topic: Measurement	Planning Team:
Big Idea(s): What do I need to Understand? Students understand spatial sense and proportional reasoning		Unit Guiding Question(s): What is spatial sense? What is proportional reasoning? How are they connected?
Key Vocabulary:		

	Curricular Language	Student Friendly Language
What do students need to know? Knowledge goals		I know SI units I know Imperial Unite I know measurement strategies and how to use them to solve problems I know what 3D objects are and different types of 3D objects I know sine, cosign & tangent are trigonomic ratios and how to use them to solve problems
What do students need to do? Skills/Process Goals	Solve problems that involve linear measurement, using: • SI and imperial units of measure • estimation strategies • measurement strategies.	I can solve problems by: - Using different units of measure - Estimating - Using measurement strategies
What do students need to do? Skills/Process Goals	Apply proportional reasoning to problems that involve conversions between SI and imperial units of measure.	I can convert between SI and Imperial units of measure
What do students need to do? Skills/Process Goals	Solve problems, using SI and imperial units, that involve the surface area and volume of 3-D objects, including: • right cones • right cylinders • right prisms • right pyramids • spheres.	I can find the surface area and volume of 3D objects including: - Right cones - Right cylinders - Right prisms - Right pyramids - spheres
What do students need to do? Skills/Process Goals	Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles	I can use trigonomic ratios to solve problems that have a right triangle
What subject specific competencies do students need to develop?	I am/can _____ to help me understand. ME, PS, CN, R, V , C, T	I can use mental math strategies and estimation I am a problem solver I can make connections I can reason I can visualize I can use technology

Backward Design

McTigue, 2010

Differentiated Activities: Opportunities to create evidence
(Formative & Summative)

Everyone

Goals

- **Activity (product)** — Quiz, tests, unit exam
- **Activity (conversation & observation)** — Real life collaborative hands-on problem
- **Activity (observation)** — Visual performance task

1. **I can solve problems**
2. **I can find the surface area and volume of 3D objects**
3. **I can convert between SI and Imperial units of measure**
4. **I can use trigonomic ratios to solve problems that have a right triangle**

Student choose their BEST evidence to justify their learning

Name:	Date:	Unit Topic: Measurement
General Learning Outcome/ Unit Guiding questions: **What is spatial sense? What is proportional reasoning? How are they connected?**		
I still need support	**I can do this!**	**I need some challenge**

- I know know SI units
- I know Imperial Unite
- I know measurement strategies and how to use them to solve problems
- I know what 3D objects are and different types of 3D objects
- I know sine, cosign & tangent are trigonomic ratios and how to use them to solve problems

1. I can solve problems by:

- Using different units of measure
- Estimating
- Using measurement strategies

2. I can find the surface area and volume of 3D objects including:

- Right cones
- Right cylinders
- Right prism
- Right pyramids
- Spheres

3. I can convert between SI and Imperial units of measure

4. I can use trigonomic ratios to solve problems that have a right triangle

I can …

use mental math strategies and estimation	solve problems	make connections	reason	visualize	use technology

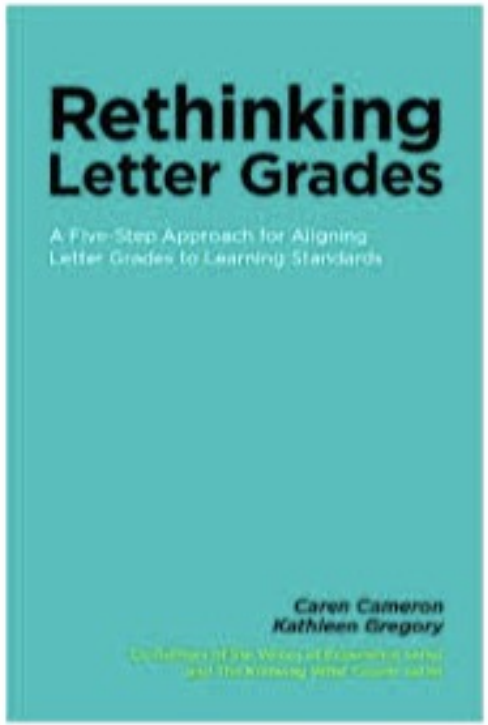
…to help me understand

Name:	Math 10 C	Date:	Topic: Measurement

Unit Guiding Question: What is spatial sense? What is proportional reasoning? How are they connected?

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	concrete	pictorial	abstract		
1. I can solve problems by: • Using different units of measure • Estimating • Using measurement strategies						
2. I can find the surface area and volume of 3D objects including: • Right cones • Right cylinders • Right prism • Right pyramids • Spheres						
3. I can convert between SI and Imperial units of measure						
4. I can use trigonomic ratios to solve problems that have a right triangle						

Rethinking Letter Grades



Our Co-Planning Journey: Backwards Design

Kindergarten: Materials & Objects

Our Unit Questions

- 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 • making exploratory observations using their senses Student can **question and predict** by • demonstrating curiosity and a sense of wonder about the world Student can **process and analyze data and information** by • discussing observations • representing observations and ideas by drawing charts and simple pictographs Student can **communicate** by • 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 • 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 • 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 • Using personal experience and knowledge to connect to stories and other texts to make meaning Student can **create and communicate (writing, speaking, representing)** by • 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**		

Content Goal: single attributes of 2D shapes and 3D objects

Student Friendly: I know what makes materials, objects (**3D**) and shapes (**2D**) different form each other

Approaching	Emerging	Developing	Confident	Extending
I can match names of basic 2D and 3D objects with their models. (I can show you these when you name them.)	I can find everyday objects that have the same shape.	I can sort objects by their properties.	I can compare different 2D and 3D objects and tell you how they are the same and how they are different.	I can tell you what 2D and 3D objects can be used for. I can make a model using these shapes.

Content Goal: concrete or pictorial graphs as a visual tool

Student Friendly: I know how to show "**how many**" using objects and pictures

Approaching	Emerging	Developing	Confident	Extending
I can count the objects or pictures.	I can draw a desired number of objects.	I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	I can compare quantities by using symbols. I can identify "fewer" and "more" by reading numbers.

Curricular Competency Goal: Understanding and solving: Visualize to explore mathematical concepts

Student Friendly: I can solve problems by using materials, and objects

Approaching	Emerging	Developing	Confident	Extending
I can identify a pattern.	I can make a simple repeating pattern using two elements and using materials that are readily available for manipulation.	I can distinguish between a pattern and non-pattern design.	I can identify a core of a pattern and continue with the pattern.	I can identify a mistake in a pattern, correct it and continue with the pattern. I can make more sophisticated patterns using 3 elements.

Curricular Competency Goal: Understanding and 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

Student Friendly: I can solve problems that are connected to mine and others, family, and community

Approaching	Emerging	Developing	Confident	Extending
I can listen to stories about different communities, cultures and places.	I notice that there are different stories, traditions and perspectives.	I can ask questions or make comments about a problem, story, practices or perspectives.	I can identify a problem and offer a solution to a problem.	I can identify a problem, offer one or more solutions, and explain how they solve the problem.

Content Goal: properties of familiar materials

Student friendly: I know how to **interact** with objects and materials by using my **senses by:**

Approaching	Emerging	Developing	Confident	Extending
Showing (or matching) that I know what fabric, soil, wood, sand, plastic, paper, sponges, metal	Using colour & texture to describe objects and materials Describing fabric and soil Describing roots, bark, trunk and needs of a cedar)	Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic Describing rocks	Using absorbency to describe objects and materials Describing paper, sponges Describing berries (frozen), dyed fabric	Using lustre to describe objects and materials Describing metals Describing bones, fur

Content Goal: effects of pushes/pulls

Student friendly: I know different ways that objects move

Approaching	Emerging	Developing	Confident	Extending
I know (can show) push, pull, roll, and bounce	I know what action I am taking and what objects and materials I am using	I know what happens when I (roll, push, bounce etc.) objects over different materials	I know that some objects move better on some materials than others	I know why some objects move better on some materials than others

Content Goal: local First Peoples uses of plants

Student friendly: I know different ways that First Peoples **use** objects and materials

Approaching	Emerging	Developing	Confident	Extending
I know what cedar is, what rocks are etc.	cedar – parts of the cedar, how it is used	Rocks – use of rocks for making gardens, cooking, bentwood boxes	Berries – dying, fabric, art, food	Animals – food, clothing, entire animal, bones, symbolism/ character

Curricular Competency Goal: Planning and ~~conducting~~ making exploratory observations using senses

Student friendly: I can share what happened by using my senses

Approaching	Emerging	Developing	Confident	Extending
I can look at different objects and materials I can follow a model to move objects	I can use properties of objects and materials to describe what I see and feel	I can observe different objects interact with different materials and describe what I see	I can compare how different objects move on different materials	I can explain which materials and surfaces work better for certain objects to move

Content Goal: Story structure of story

Student Friendly: I know how to use materials and objects to **recreate** a story

Approaching	Emerging	Developing	Confident	Extending
I can listen to a story I can build a character or a setting	I can choose an event in a story I can follow a model	I can show what happened first and next	I can show a problem in a story (middle)	I can show how the event started (beginning) and how it was solved (end)

Curricular Competency Goal: Comprehend and connect (reading, listening, viewing): Use personal experience and knowledge to connect to stories and other texts to make meaning

Student Friendly: I can **make connections** to **a story**, between **a story and another story,** and between **a story and the world**.

Approaching	Emerging	Developing	Confident	Extending
I can listen to a story.	I can tell who is in the story.	I can make a connection to myself or to my life based on the story.	I can make a connection with another story based on similarities/differences (e. g. setting, characters, problem, solution).	I can make a connection between a story and the world (family, community, nation, world).

Curricular Competency Goal: Create and communicate (writing, speaking, representing): Exchange ideas and perspectives to build shared understanding

Student Friendly: I can **show, draw, tell, and write about my ideas and share them** with others that I know

Approaching	Emerging	Developing	Confident	Extending
I can draw a picture or show you with gestures my story or ideas.	I can draw a picture or tell you my story or ideas.	I can tell you and draw a picture and write a few letters to share my story and ideas.	I can draw a picture, write a few words and read my story or ideas to you.	I can tell, draw, and write/read my story and share my ideas without assistance.

Content Goal: ways in which individuals and families differ and are the same

Student Friendly: I know what makes my family **unique**
I know what makes families different from each other

Approaching	Emerging	Developing	Confident	Extending
I can name people in my family.	I describe and name people in my family.	I can observe some differences in families.	I can compare my family with another one. I can point out similarities and differences.	I can compare my family with two other families and point out how is my family similar and different with the other two.

Content Goal: people, places, and events in the local community, and in local First Peoples communities

Student Friendly: I know about different people, place, and events in my community
I know about a local First Nations community

Approaching	Emerging	Developing	Confident	Extending
I know what First Nations or Indigenous people are.	I can name the two First Nations in our neighborhood/ community.	I can name a few events or places in our community that are tied to First Nations.	I can tell you a local First Nations story that is tied to our community.	I can tell you about events, stories, places and practices of the local First Nations (e. g. name giving, traditional medicine, celebrations, etc).

Curricular Competency Goal: Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)

Student Friendly: I can show and/or tell **what changed** and what **stayed the same**
I can show and/or tell what happened first, next, and then

Approaching	Emerging	Developing	Confident	Extending
I can sequence three events (beginning, middle, end) using pictures.	I can tell/describe what happened first, then, next.	By looking at two images (depicting past and present), I can tell what has changed.	By looking at two images, I can tell what changed and what stayed the same.	I can tell what changed and what stayed the same and predict possible future changes/development of the story.

Activities to Collect Possible Evidence of Student Learning

- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Journal Writing: how Indigenous Peoples use rocks
- Journal Writing: creating stories
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

Activities to Collect Possible Evidence of Student Learning

- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Journal Writing: how Indigenous Peoples use rocks
- Journal Writing: creating stories
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

Activity:

Evidence: drawings (product), photos (observations)

Content Learning Outcomes

Science: properties of familiar materials
Kid Friendly: I know how to **interact** with objects and materials by using my **senses by:**

Math: concrete or pictorial graphs as a visual tool
Kid Friendly: I know how to show "**how many**" using objects and pictures

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses
Kid Friendly: I can share what happened by using my senses

Unit Guiding Questions

- How do I interact with different materials and objects?
- How can I describe different materials and objects?
- How can I be curious about 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?

Learning Continuum: Science Content

Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Learning Continuum: Math Content

Content Goal: concrete or pictorial graphs as a visual tool				
Student friendly: I know how to show "**how many**" using objects and pictures				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
• I can count the objects or pictures.	• I can draw a desired number of objects.	• I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	• I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	• I can compare quantities by using symbols. I can identify "fewer" and "more" by reading numbers.

Learning Continuum: Science Curricular Competency

Content Goal: Planning and conducting: making exploratory observations using senses				
Student friendly: I can share what happened by using my senses				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
I can look at different objects and materials I can follow a model to move objects	• I can use properties of objects and materials to describe what I see and feel	• I can observe different objects interact with different materials and describe what I see	• I can compare how different objects move on different materials	• I can explain which materials and surfaces work better for certain objects to move

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat.	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
- coming up with some possible solutions or explanations for what is happening
- organizing and displaying my data in ways that make sense to me

Approaching	Emerging	Developing	Confident	Extending
I can make a logical decision when given choices, by using my background knowledge and observations.	I can identify patterns and trends in data and explain relationships among the variables.	I can interpret and connect my data to determine possible solutions or explanations for my investigation.	I can identify and evaluate potential applications of findings to different scenarios.	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment

20–4.4s I can **communicate** my findings by:

- using SI units and Sig Digs
    - presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I/we don't give up when things get hard I/we can participate in a task without or without a group I/we share my thinking and ideas	I/we can understand what needs to be done, I know what the task is asking me/us to do I/we can communicate findings/results clearly I/we can use unit vocabulary when responding to tasks	I/we can choose my role based on the needs of the assignment and group I/we can follow the steps of a task I/we can use of multiple sources of information.	I can work to combine input and ideas from everyone in my group and create a clear presentation I/we can use multiple forms to present our findings (visual, oral, written)	I/we can connect our findings to multiple perspectives I/can ask follow up questions to understand the information

Task Question	Outcomes Targeted
Use these words to fill in the blanks in questions 1a-c below: contraction heat actin myosin warm/hot **1 a. I know that when I move my body I feels _____.**	**20-D4.2k** (approaching) **20- 4.3s** (approaching) **20–4.4s** (approaching)
1b. Muscles are made up of _____ and _____. **1c. The movement between actin and myosin is done through _____ movement only, and a by-product of this movement produces ATP and _____.**	**20-D4.2k** (emerging) **20- 4.3s** (approaching) **20–4.4s** (approaching)
2. After exercising heavily, athletes sometimes experience muscle cramps. Explain what is happening in the muscle when it is cramping ensuring you reference actin, myosin, and the specific cause of a cramp in your description.	**20-D4.2k** (developing) **20–4.4s** (approaching/ emerging)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
- coming up with some possible solutions or explanations for what is happening
- organizing and displaying my data in ways that make sense to me

Approaching	Emerging	Developing	Confident	Extending
I can make a logical decision when given choices, by using my background knowledge and observations.	I can identify patterns and trends in data and explain relationships among the variables.	I can interpret and connect my data to determine possible solutions or explanations for my investigation.	I can identify and evaluate potential applications of findings to different scenarios.	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment

20–4.4s I can **communicate** my findings by:

- using SI units and Sig Digs
- presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I/we don't give up when things get hard I/we can participate in a task without or without a group I/we share my thinking and ideas	I/we can understand what needs to be done, I know what the task is asking me/us to do I/we can communicate findings/results clearly I/we can use unit vocabulary when responding to tasks	I/we can choose my role based on the needs of the assignment and group I/we can follow the steps of a task I/we can use of multiple sources of information.	I can work to combine input and ideas from everyone in my group and create a clear presentation I/we can use multiple forms to present our findings (visual, oral, written)	I/we can connect our findings to multiple perspectives I/can ask follow up questions to understand the information

4. Use the following information to answer the next two questions.

20-D4.2K (developing)

20- 4.3s (developing)

Normally, skeletal muscle contractions are stimulated and controlled by nerve cells. Calcium ions (Ca^{2+}) also play an important role in the way muscles are controlled, as demonstrated by a series of experiments using isolated muscle fibres. These fibres can be manipulated in various ways:

These fibres can be manipulated in various ways:

- They can be stimulated with electrodes to mimic the effect of nerve cells.
- Ca^{2+} in solution can be injected into the fibres.
- A chemical that removes Ca^{2+} already present in the fibres can be injected.

The results from experiments using these procedures are given in the table below.

The Effect of Calcium Ions on Muscle Fibre Contraction

Experiment	Procedures		Results
	Electrode Stimulation	Ca^{2+} injected or removed	
1	on	neither	contraction
2	off	injected	contraction
3	on	removed	no contraction

4a. Interpret the results of these experiments.

4b. Based on the evidence above, explain a how the information used above would be beneficial to a medical emergency, or in a training program.

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
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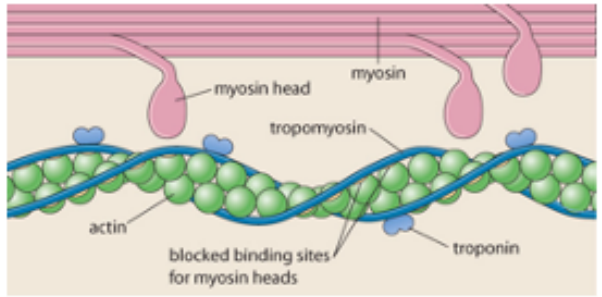
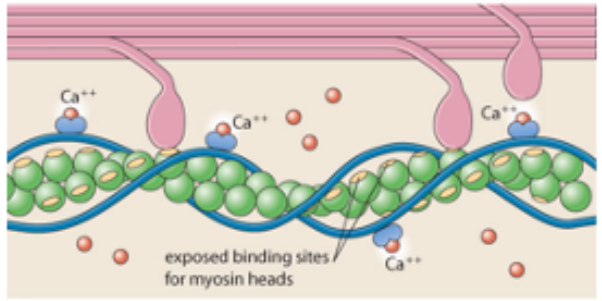
5. Use the following additional information to answer the next two questions.

Additional experiments using injections of radioactive Ca^{2+} show that the ions are stored within the sacs of the sarcoplasmic reticulum in resting muscle tissue. When the tissue is stimulated to contract with electrodes, the radioactive Ca^{2+} ions are found among the actin and myosin filaments as shown below.



The muscle is at rest.



The muscle is contracting.

5a. Refer to diagram of the muscle at rest above, and explain what effect a lack of tropomyosin would have in muscle tissue

5b. The diagram of the muscle contracting shows the role of calcium ions in repositioning tropomyosin. Where are these ions stored when the muscle is at rest? What causes them to move among the actin and myosin filaments?

20-D4.2K (confident)

20–4.4s (approaching/ emerging)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

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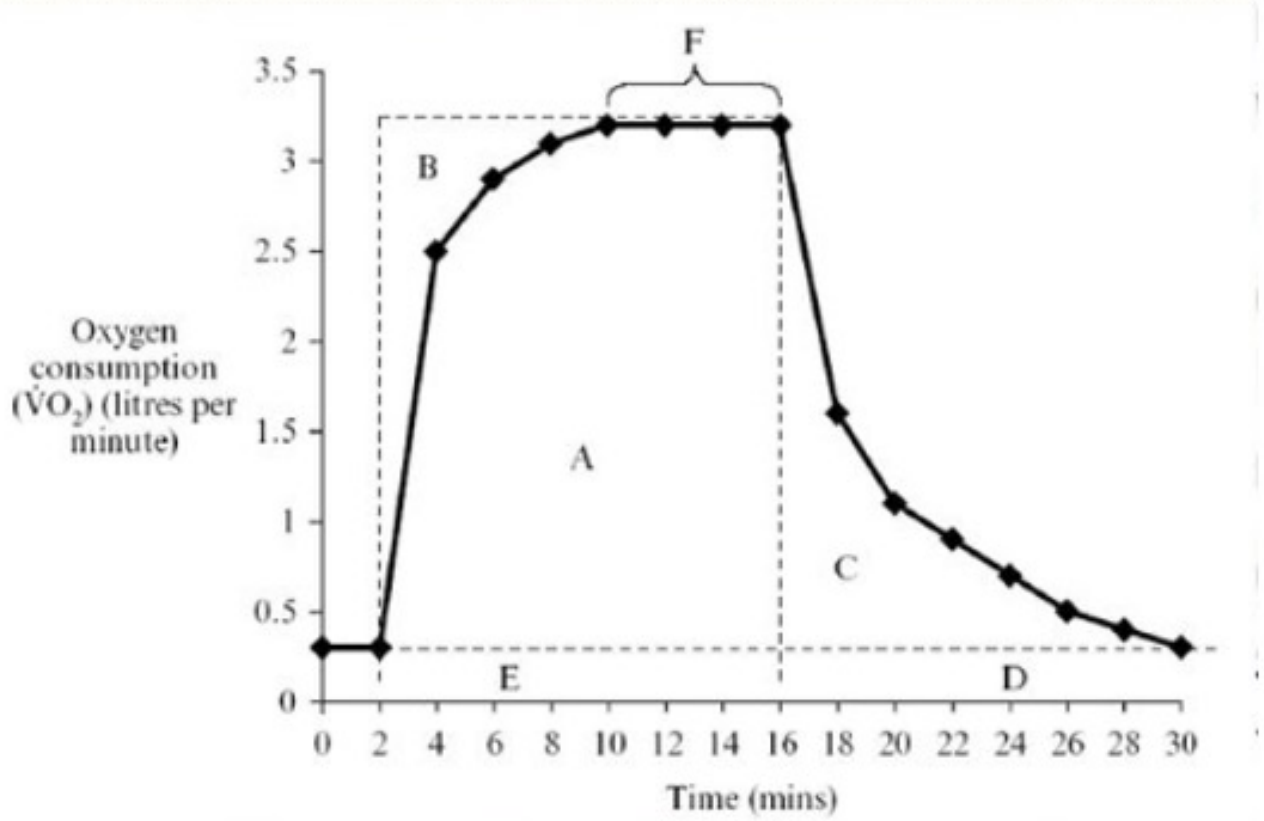
6. *Use the following information to answer the next two questions.*

The graph shows the oxygen consumption of a subject during a period of rest, exercise, and recovery.



5a.	Which letter (A-F) represents the oxygen deficit?	**20-D4.2k** (emerging)
b.	How long did the exercise last?	**20-D4.2k** (emerging)
c.	What is occurring during C?	**20- 4.3s** (emerging)

Grade 11 Biology Quiz

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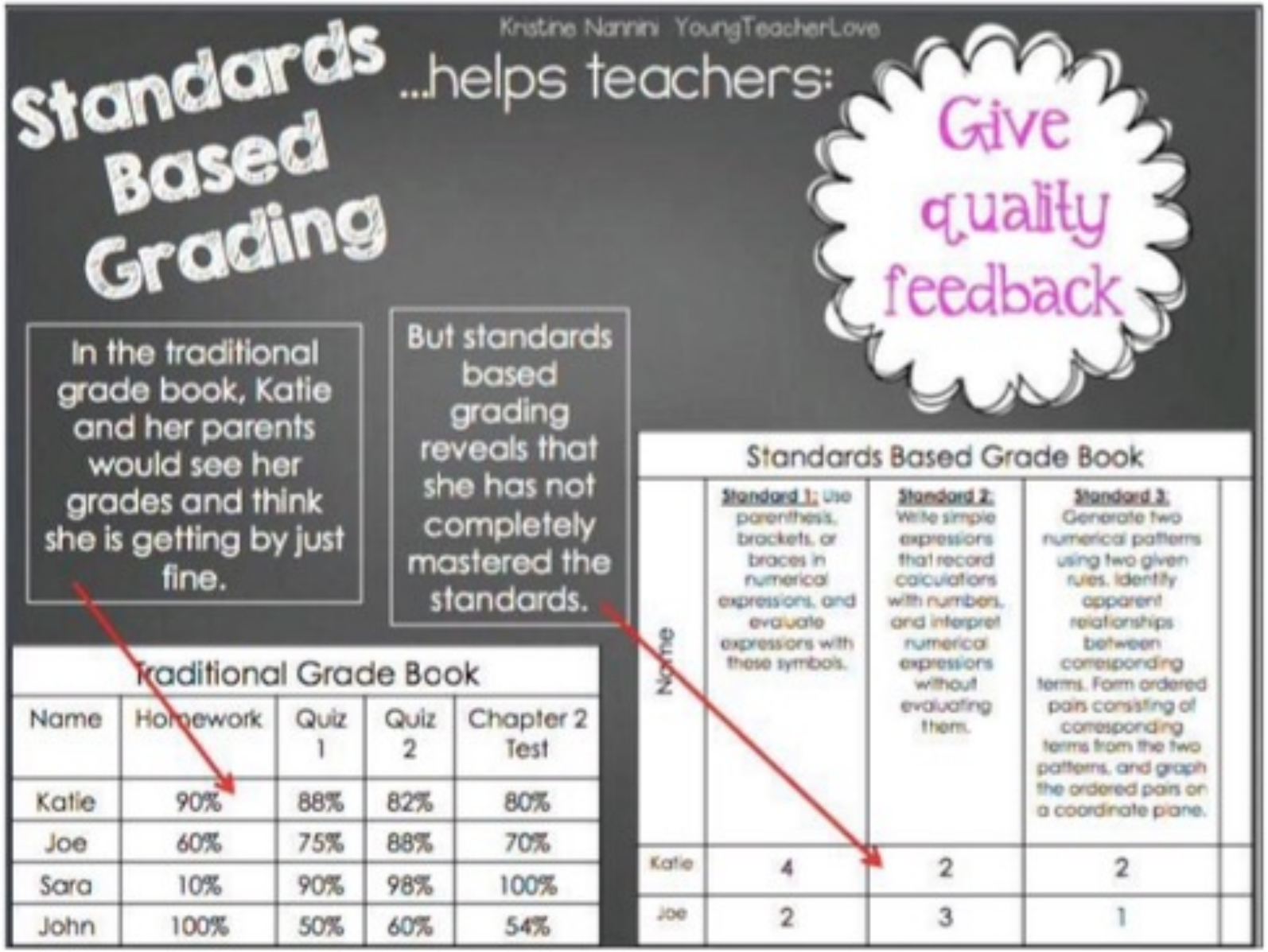
Using Evidence for Assessment

How can we use learning continuums to give feedback to, and evaluate learning goals?

1. Standards based vs. standardized curriculum



Standards Based Grade Book – Math 10 C: Measurement

Big Idea: Students understand spatial sense and proportional reasoning

Learning Outcomes	**1. I can solve problems by:** • Using different units of measure • Estimating • Using measurement strategies					**2. I can find the surface area and volume of 3D objects including:** • Right cones • Right cylinders • Right prism • Right pyramids • Spheres					**3. I can convert between SI and Imperial units of measure**					**4. I can use trigonomic ratios to solve problems that have a right triangle**				
Levels of Complexity	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending
Student																				
Student																				
Student																				
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Standards Based Grade Book – Math 10 C: Measurement

Essential Understanding: Students understand spatial sense and proportional reasoning

Learning Outcomes	**1. I can solve problems by:** • Using different units of measure • Estimating • Using measurement strategies					**2. I can find the surface area and volume of 3D objects including:** • Right cones • Right cylinders • Right prism • Right pyramids • Spheres					**3. I can convert between SI and Imperial units of measure**					**4. I can use trigonomic ratios to solve problems that have a right triangle**					Evaluation Date:			
Levels of Complexity	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Proficient	Extending	Total	Out of	%	Letter Grade
	2.5		3	4	5	2.5		3	4	5	2.5		3	4	5	2.5		3	4	5	**20**	**20**		
	ALL	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**				
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	2.5		3	4	5	2.5		3	4	5	2.5		3	4	5	2.5		3	4	5	**20**	**20**		
	ALL	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**				
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	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW				
Student	•	•				•	•				•	•				•	•				10	20	50%	Pass
Student	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		16	20	80%	A-
Student	•	•	•	•		•	•				•	•				•		•			IEA	20		IEA
Student	•	•	•	•		•	•	•	•	•		•	•			•	•	•			15	20	75%	B
Student	•	•	•	•		•	•				•	•	•			•	•	•	•		13.5	20	68%	C+

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	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW				
Student	•	•				•	•				•	•				•	•				10	20	50%	Pass
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Student	•	•	•	•		•	•				•	•				•		•			IEA	20		IEA
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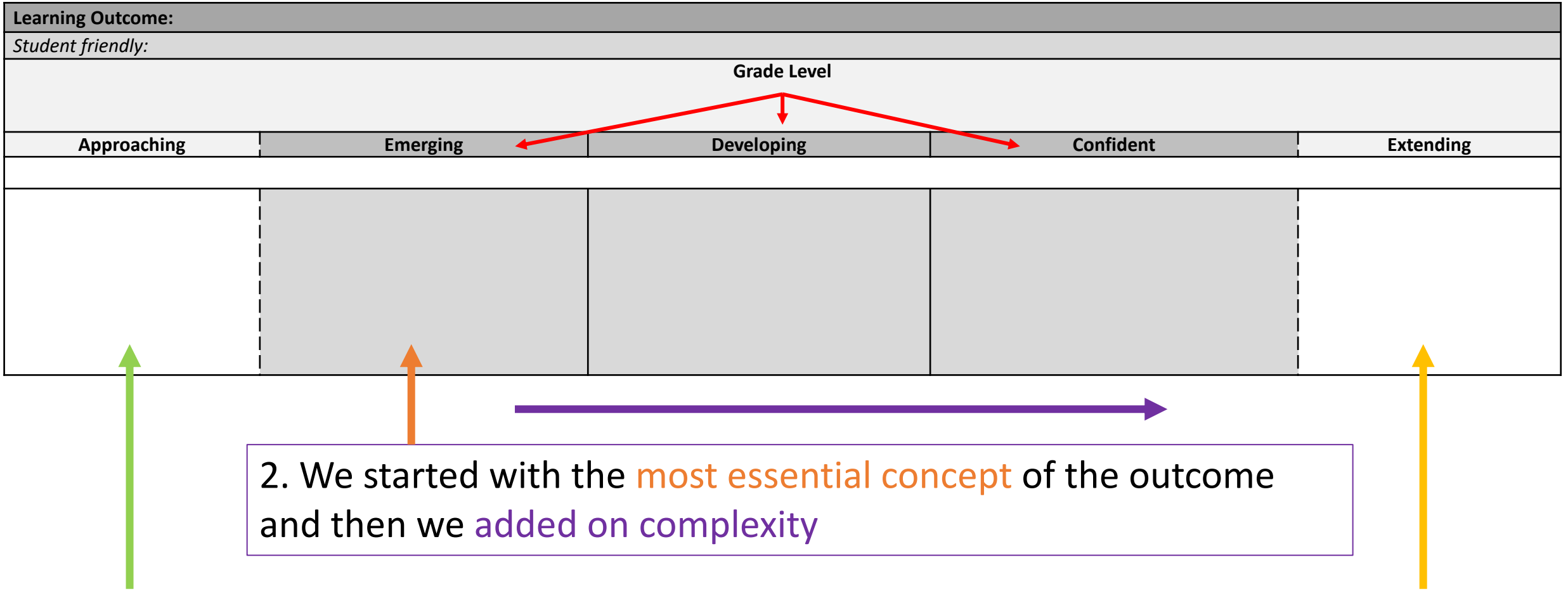
Student	•	•	•	•		•	•				•	•				•		•				IEA	20		IEA
Student	•	•	•	•		•	•	•	•	•		•	•			•	•	•				15	20	75%	B
Student	•	•	•	•		•	•				•	•	•			•	•	•	•			13.5	20	68%	C+

Learning Proficiency Continuums
(criteria of goal complexity)

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*

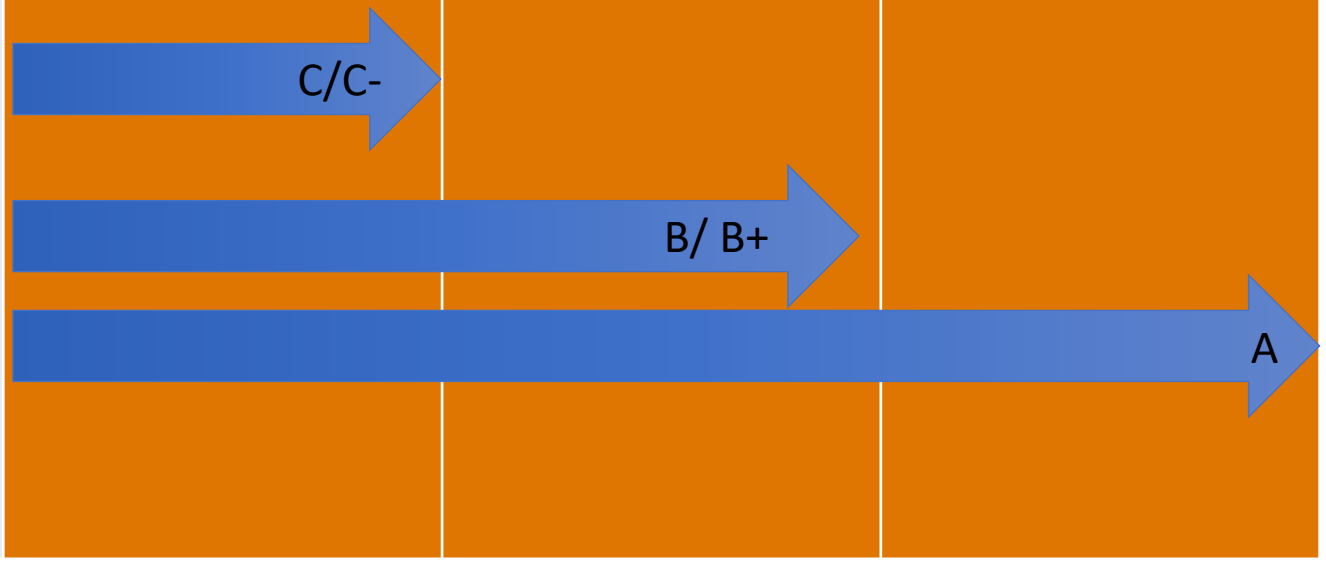


2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

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



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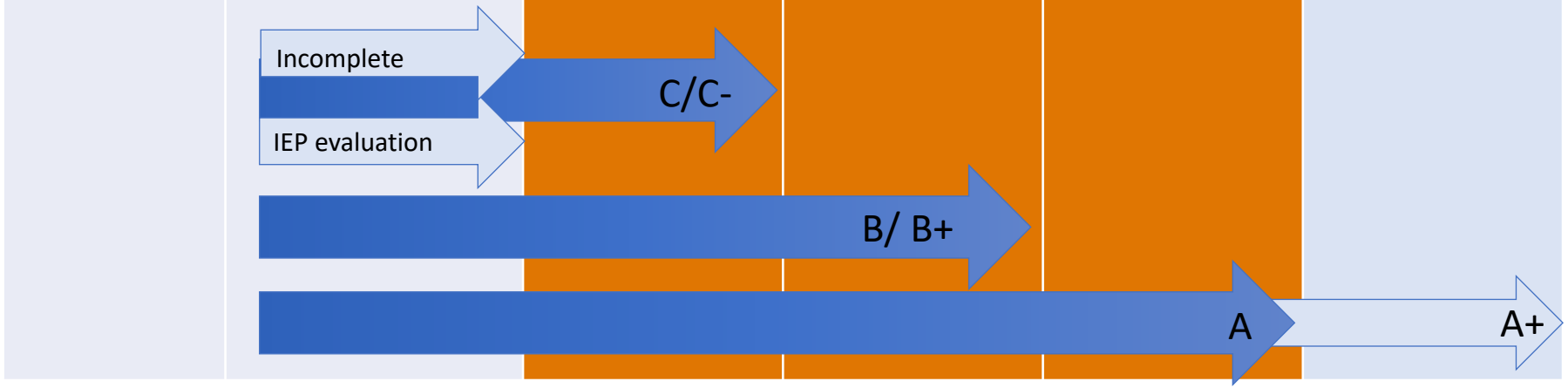
Inclusive Education: It's not more work, it's different work!

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



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General Learning Outcome	1. Student will explain the constant flow of energy through the biosphere and ecosystems																																Biosphere Project		
Specific Learning Outcome	**20–A1.1k**					**20–A1.3k**					**20–A2.1k**					**20–A2.2k**					**20–A3.1k**					**20–A3.2k**					**20–A3.1sts**					**20–A1.1s**					**20–A1.4s**							
Curricular Outcome - Student Language	I know how energy is used in a biosphere (stored, transferred, lost)					I know what an ecosystem is and how it is organized					I know the biogeochemical cycles (carbon, oxygen, nitrogen & phosphorus) and can explain how they recycle matter					I know the role of water in the hydrologic (water) cycle, label the steps and explain the process of the water cycle					I know how energy and matter cycle through an ecosystem and how this impacts the productivity of the ecosystem.					I know how photosynthesis and cellular respiration work together in the atmosphere					I can connect the value of creating a biosphere to meet the future needs of society.					I can **initiate** and **plan** by: -asking questions about what I observe in my environment -making predictions based on what I observe					I can work collaboratively and communicate my findings by: -presenting my findings so that it makes sense to others (modes of resprestation)							
Specific tasks in Biopshere project pertaining to this Outcome	Breakdown of the food necessary to have in the biosphere. Ingredients needed for your favourite food.					Planet choice, inhabitants and carrying capacity.					Oxygen in the biosphere					Water in the biosphere					Biomes chosen and description					Article Review					Model created					All planning pages that led to the development of your model.					(model) is clear and understandable, infomercial communicated key elements of project,							
Learning Outcome Progressions	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Total	Out of	%
[Biosphere Project](#)	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4			
Student 11																																														0	36	0
Student 12				3.5					3.5				3						3.5					3.5					3.5					4					4				3.5		32	36	88.88888889
Student 13				3.5					3.5				3					3						3.5					3.5				3.5					3.5				3.5		31	36	84.72222222
Student 14				3.5					3.5				3					3						3.5					3.5					3				3.5				3.5		30	36	83.33333333
Student 15			3						3.5				3					3						3.5				3					3					3				3.5		29	36	79.16666667
Student 16				3.5					3.5				3						3.5					3.5					3.5					3.5					4				3.5		32	36	87.5
Student 17																																														0	36	0
Student 18		2						3			0					0					0							3				3					3					2				16	36	44.44444444
Student 19																																														0	36	0
Student 20		2						3					3					3					0							3				3					3					2				22	36	61.11111111
Student 21					4					4			3					3									4					4					4					4				34	36	94.44444444
Student 22																																														0	36	0
Student 23																																														0	36	0
Student 24																																														0	36	0
Student 25				3.5					3.5				3					3						3.5					3.5				2					3					3				28	36	77.77777778
Student 26					4				3.5				3					3				4				4													4					4	30	36	81.94444444

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or c**olonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in e**thical** 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 c**olonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in e**thical** 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 some explorers in history	I know what exploration & expansion is I know civilizations that have been explored & expanded	I know what colonialization is I know civilizations that have been colonialized in the past	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present

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

Standards Based Grade Book
SS 9 (Grade Book)

Learning Outcomes	I know **exploration**, **expansion**, and **colonization**					I can determine which causes most influenced particular decisions, actions, or events, and assess their **short-and long-term** consequences (**cause and consequence**)					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**)				
Levels of Proficiency	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending
Student															
Student															
Student															
Student															
Student															

Standards Based Grade Book
SS 9 (Collecting Evidence)

Learning Outcomes	I know exploration, expansion, and colonization					I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)					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)				
Levels of Complexity	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending
Student	II	III				III	I				III	II			
Student	•					•					•	•			
Student	✓	✓	✓	✓		✓	✓				✓	✓			
Student	✓	✓	✓			✓									
Student	✓					✓	✓				✓	✓	✓		

Standards Based Grade Book
SS 9 (Formative Assessment)

Learning Outcomes	I know exploration, expansion, and colonization					I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)					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)				
Levels of Complexity	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending
Student	✓	✓				✓	✓				✓	✓			
Student	✓					✓					✓	✓			
Student	✓	✓	✓	✓		✓	✓				✓	✓			
Student	✓	✓	✓			✓									
Student	✓					✓	✓				✓	✓	✓		

Standards Based Grade Book
SS 9 (Communicating Progress)

																Reporting Period:		
Learning Outcomes	I know **exploration**, **expansion**, and **colonization**					I can determine which causes most influenced particular decisions, actions, or events, and assess their **short-and long-term** consequences (**cause and consequence**)					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**)					Reporting		
Levels of Complexity	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Approaching	Minimally Meeting / Emerging	Meeting/ Developing	Fully Meeting/ Confident	Extending	Total	Grade	
Grading	2		3	4	4+	2		3	4	4+	2		3	4	4+	12		
Student	✓	✓				✓	✓				✓	✓				6	12	
Student	✓					✓	✓				✓	✓	✓	✓		IE		
Student	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	10	12	
Student	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			10	12	

Sharing Our Learning

May 31 – 330 pm – 430 pm

- Share one thing you have learned
- Share one thing you have tried or want to try
- Share one piece of evidence of your learning or what you have tried
- Share your next steps
- 2-3 minutes
- Share in a small group twice