

# SHELLEY MOORE



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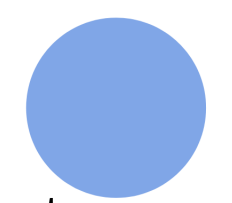
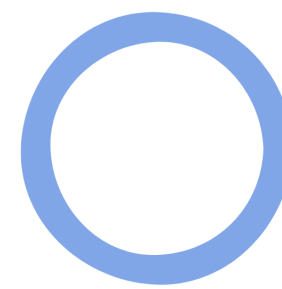
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Waterfall!

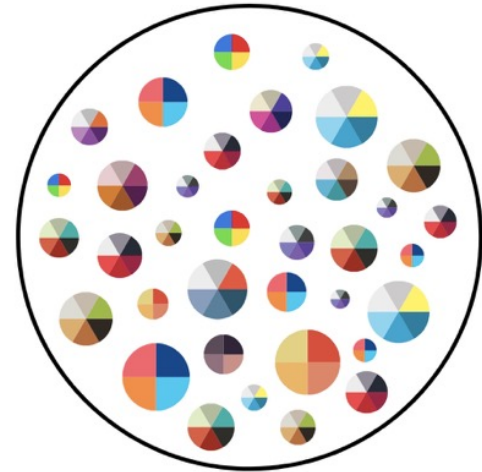
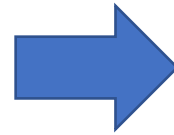
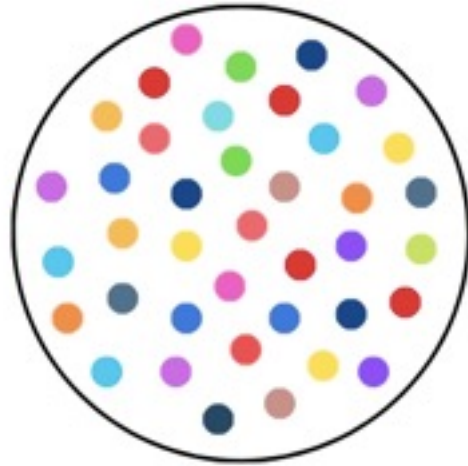
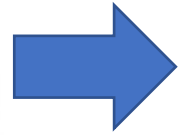
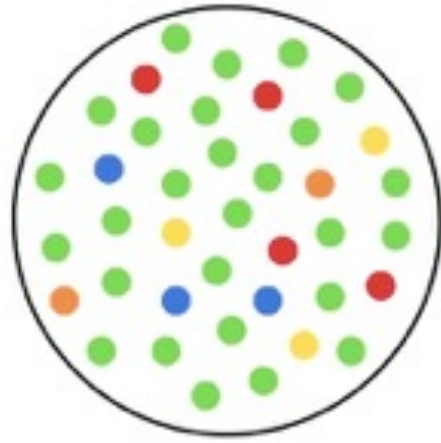
What stands out from  
last session?



4 Minutes

Popcorn!

What questions are you  
hoping to get answers for  
today?



How do we include  
people who are  
different

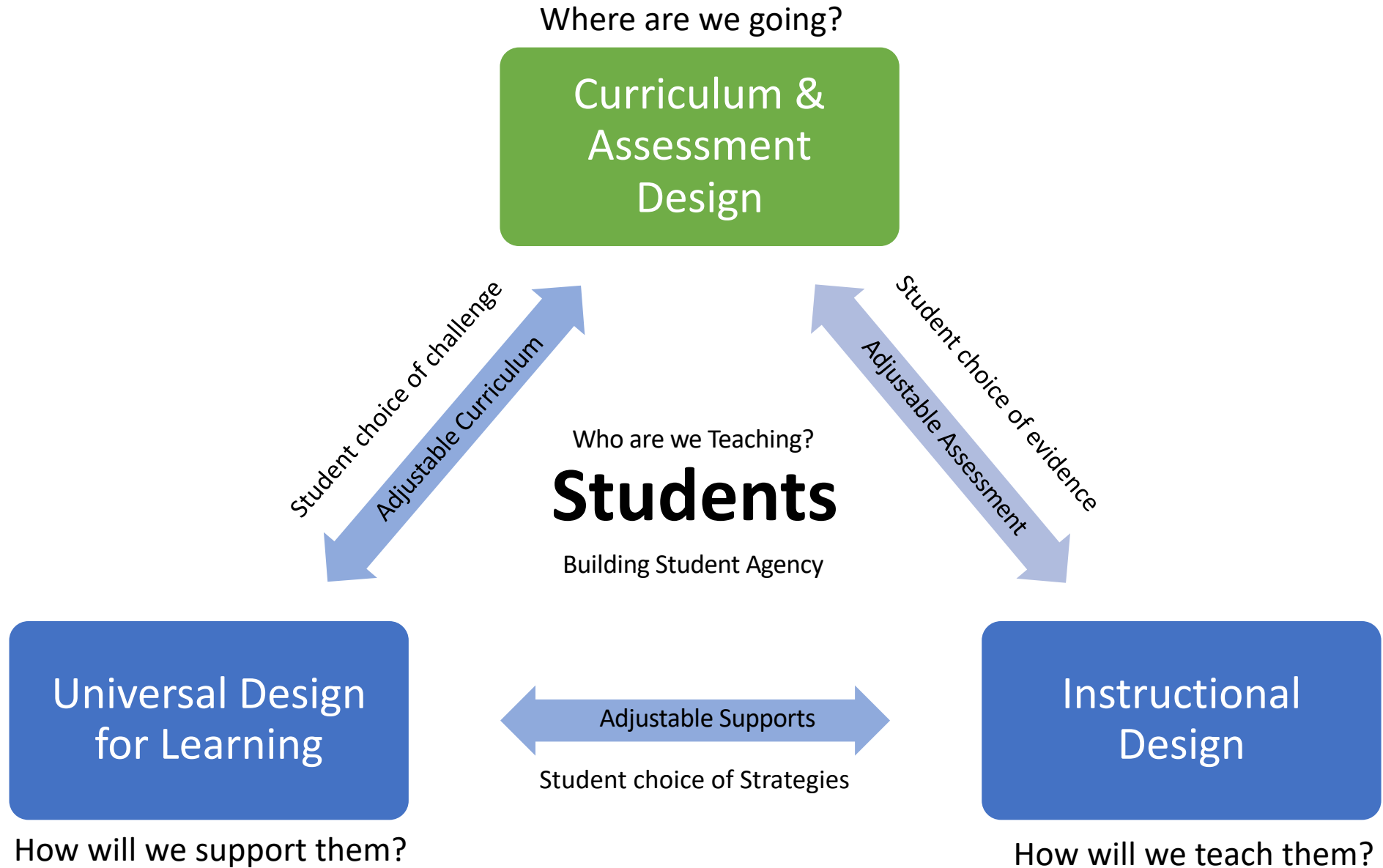
How do we teach  
to diversity?

How do we  
teach to  
identity?

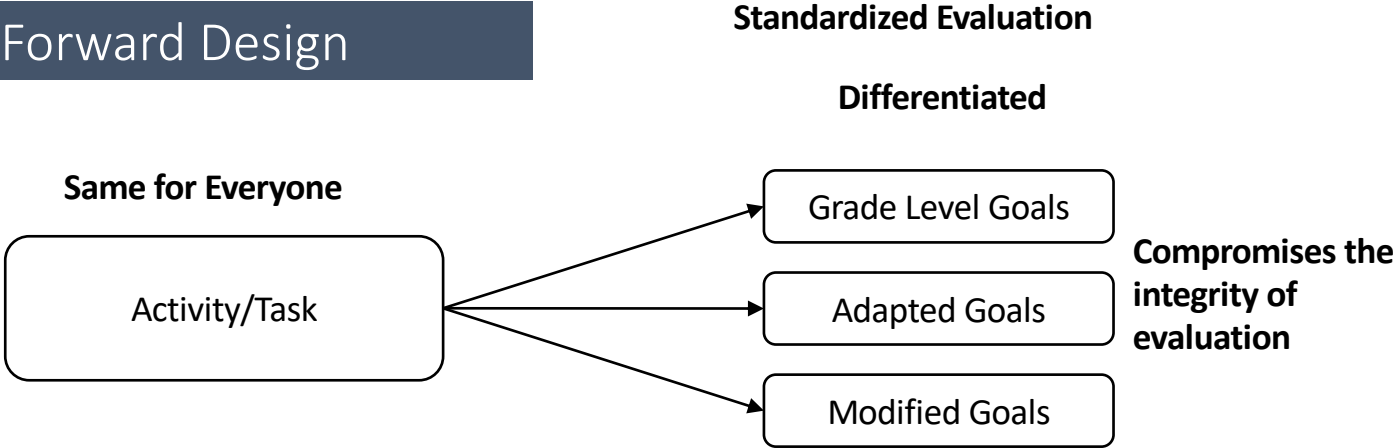
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



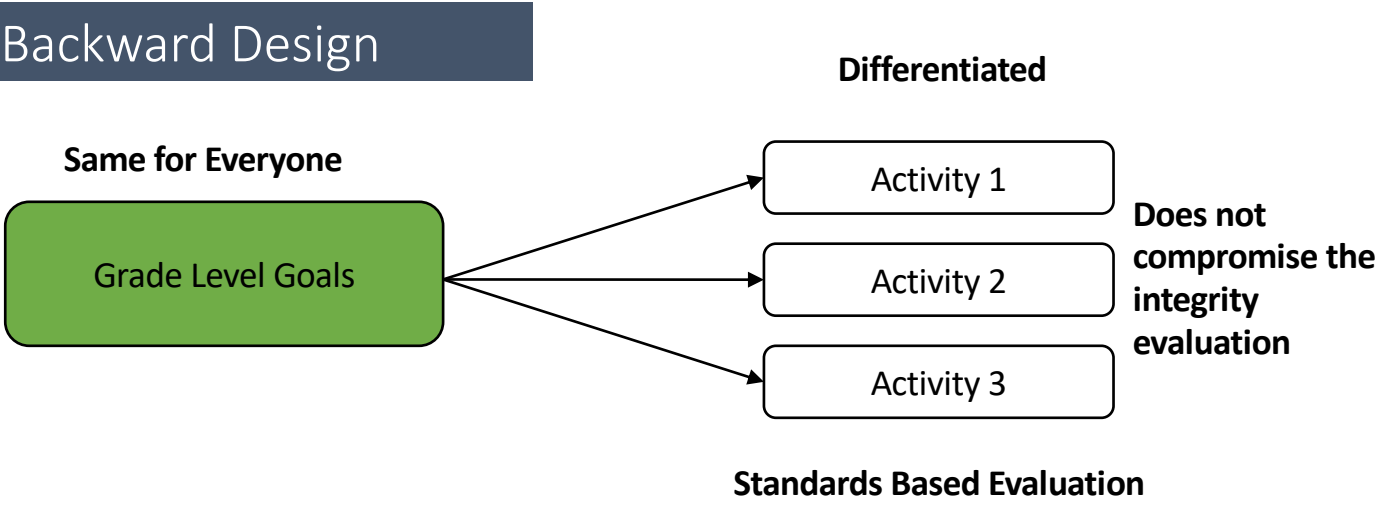
# How can we change the system? Designing with Equity in Mind



# Forward Design



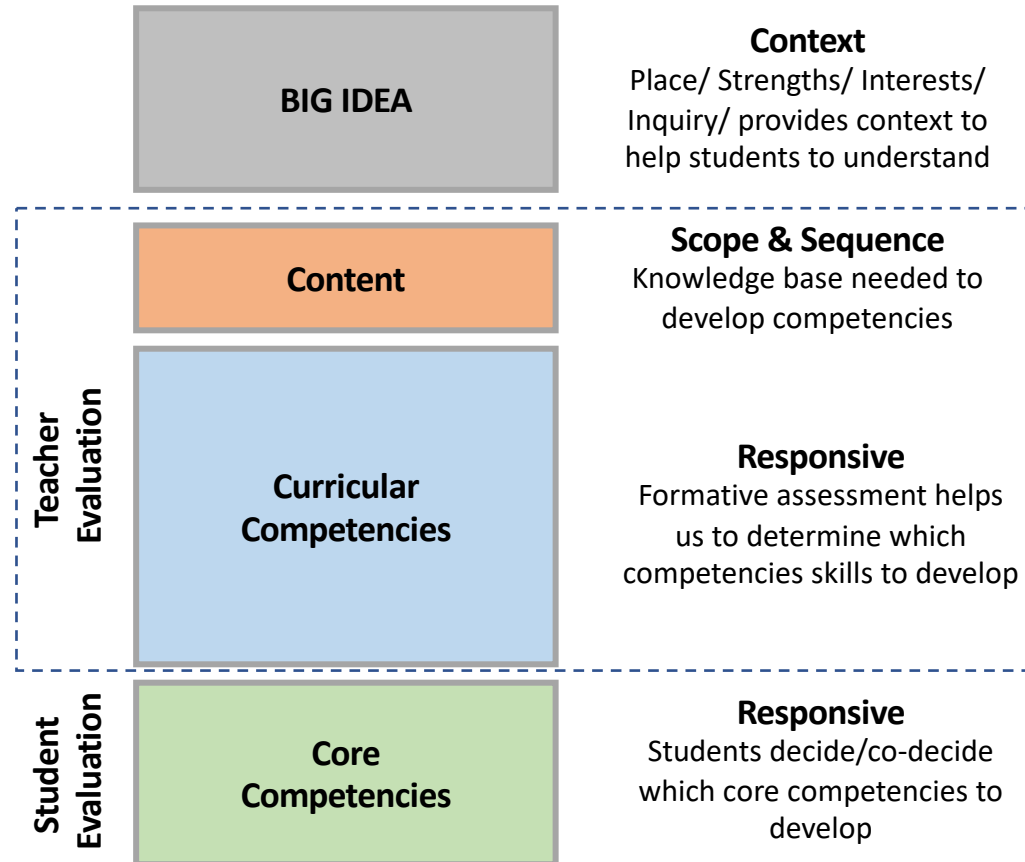
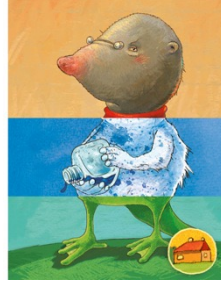
# Backward Design



Miserable

Two-toed

Lizard



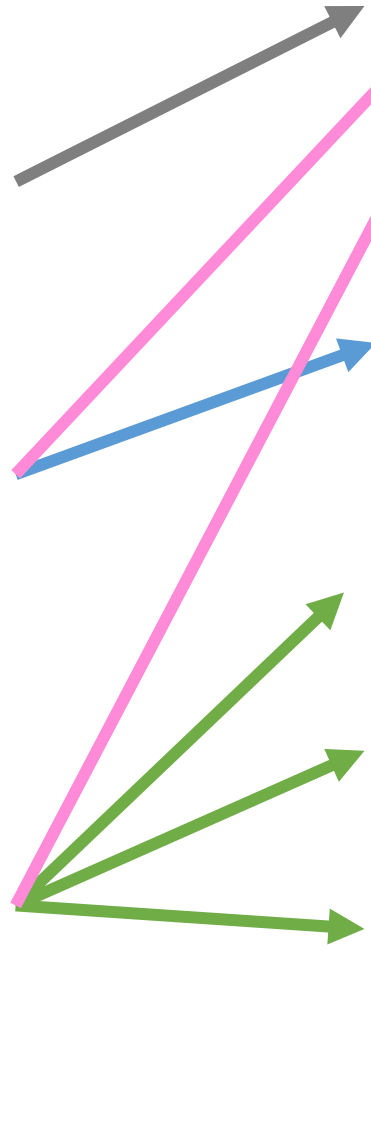
# Our Co-Planning Journey: Backwards Design

1. We turned the Big Ideas into unit guiding questions

2. We chose the **content goals** for the unit and highlighted important **vocabulary**

3. We chose the **curricular competency goals** for the unit and highlighted important **vocabulary**

4. We rewrote the goals into *student friendly language* using I know/I can statements



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

<b>Grade:</b>	<b>Subject Area:</b>	<b>Planning Team:</b>
<b>Big Idea(s): What do I need to Understand?</b>		<b>Unit Guiding Question(s):</b>
<b>Key Vocabulary:</b>		
	<b>Curricular Language</b>	<b>Student Friendly Language</b>
<b>What do students need to know? Knowledge Goals</b>		<b>I know</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>Who do student need to be? Competency Goals</b>	<b>I can become/ I am...</b>	

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



## 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

<b>exploration</b>	<b>resources</b>	<b>short term</b>
<b>expansion</b>	<b>civilizations</b>	<b>long term</b>
<b>colonization</b>	<b>cause &amp; consequence</b>	<b>perspective</b>
<b>values &amp; beliefs</b>	<b>worldview</b>	<b>ethical judgement</b>
<b>artifacts</b>	<b>traces</b>	<b>honour</b>

### What are the goals and how will we meet them?

#### Our Goals for this Unit

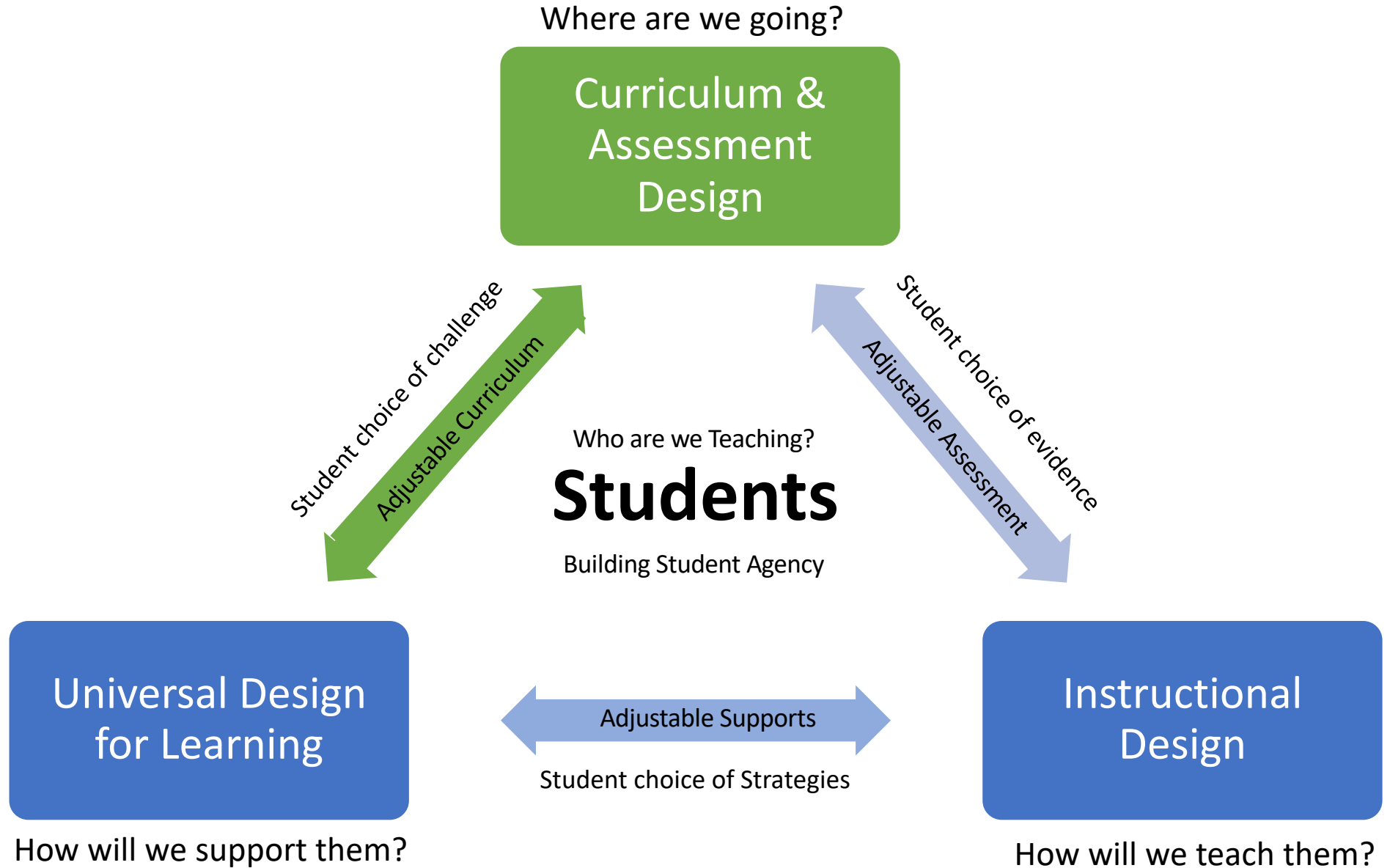
#### Summative Task Activities

<b>Content Goal:</b> I know <b>exploration, expansion, and colonization</b>	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
<b>Curricular Competency Goal:</b> I can determine which causes most influenced particular decisions, actions, or events, and assess their <b>short-and long-term</b> consequences ( <b>cause and consequence</b> )	Why was this artifact created?  What was it celebrating?
<b>Curricular Competency Goal:</b> I can explain different <b>perspectives</b> on past or present people, places, issues, or events, and compare the <b>values, worldviews, and beliefs</b> of human cultures and societies in different times and places ( <b>perspective</b> )	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?
<b>Curricular Competency Goal:</b> I can make <b>ethical judgments</b> about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past ( <b>ethical judgment</b> )	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 need some challenge
	I know <b>exploration</b>	
	I know <b>expansion</b>	
	I know <b>colonization</b>	
	I know how they are connected	
	I can describe what influences <b>causes</b>	
	I can figure out the short- and long-term <b>consequences</b>	
	I can explain different <b>perspectives</b>	
	I can compare different perspectives	
I can make <b>ethical judgements</b>		
I can <b>assess historical perspectives</b>		

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



# Adjustable Curriculum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential), add on challenge
- Students can have role to choose their challenge
- Different from a rubric

# Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



# THE SCRUMPTIOUS RUBRIC REFERENCE

## BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

**Translation:** You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

## NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

**Translation:** You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

## GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

**Translation:** Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

## RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

**Translation:** Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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

**Rubric: Science K**

<b>Content Goal: properties of familiar materials</b>				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
<ul style="list-style-type: none"><li>• I know properties of familiar objects with support</li></ul>	<ul style="list-style-type: none"><li>• I am beginning to know properties of familiar objects</li></ul>	<ul style="list-style-type: none"><li>• I am sometimes know properties of familiar objects</li></ul>	<ul style="list-style-type: none"><li>• I consistently know properties of familiar objects</li></ul>	<ul style="list-style-type: none"><li>• I always know properties of familiar objects</li></ul>

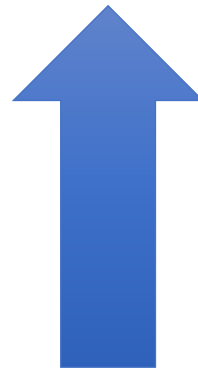
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• I know properties of familiar objects <b>with support</b>	• I am <b>beginning to know</b> properties of familiar objects	• I <b>sometimes know</b> properties of familiar objects	• I <b>consistently know</b> properties of familiar objects	• I <b>always know</b> properties of familiar objects

**The problem is frequency is not complexity & it is deficit based  
 It doesn't matter is a student uses "support" or not if the tool or  
 action increases independence (support is not a person)  
 - If they need a person to meet a goal, the goal is not accessible  
 enough**

# One point rubric

	Standard
goal	



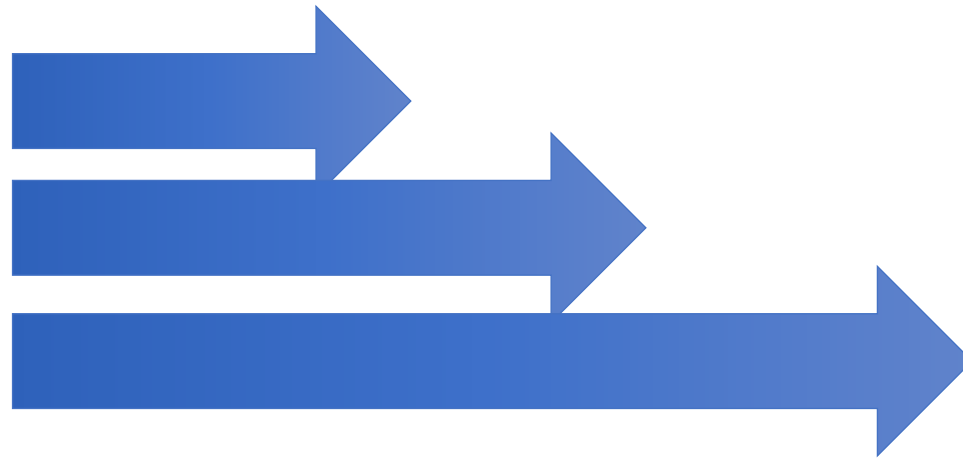
# One Point Rubric: Science K

<b>Our Unit Questions</b>		
<ul style="list-style-type: none"><li>• How do I <b>interact</b> with different <b>materials</b> and <b>objects</b>?</li><li>• How can I <b>describe</b> different materials and objects?</li></ul>		
<b>I need support</b>	<b>My goals for this unit</b>	<b>I need challenge</b>
	<ul style="list-style-type: none"><li>• I know how to interact with objects and materials by using my senses</li><li>• I know different ways that objects move</li><li>• I know different ways that First Peoples <b>use</b> objects and materials</li><li>• I can share what happened by using my senses</li></ul>	

**Hard for summative assessment - does not communicate the various complexities of how to meet each goal**

# Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			



## Adding Complexity: Science

### Content Goal: properties of familiar materials

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

**1**

**2**

**3**

**4**

• I have an emerging understanding of the learning outcome

• I have a developing understanding of the learning outcome

• I have a proficient understanding of the learning outcome

• I have a sophisticated understanding of the learning outcome

## Increasing Complexity: Science

### Content Goal: properties of familiar materials

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

**1**

**2**

**3**

**4**

• I have an **emerging** understanding of the learning outcome

• I have a **developing** understanding of the learning outcome

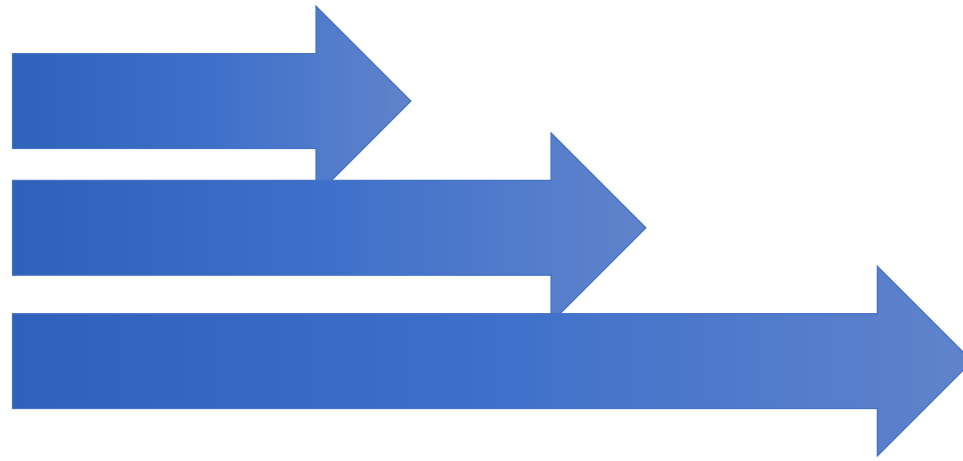
• I have a **proficient** understanding of the learning outcome

• I have a **sophisticated** understanding of the learning outcome


**Subjective and lacks clarity**

# Reductive vs vs. Additive: A learning Continuum

	Essential	More complex	More complex
Learning Outcome			



# Additive Learning Continuum: Science

Content Goal: properties of familiar materials				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:				
Approaching	Emerging	Developing	Confident	Extending
				
<ul style="list-style-type: none"> <li>Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are</li> </ul>	<ul style="list-style-type: none"> <li>Using colour &amp; texture to describe objects and materials</li> <li>Describing roots, bark, trunk and needs of a cedar)</li> <li>Describing fabric and soil</li> </ul>	<ul style="list-style-type: none"> <li>Using hardness and flexibility to describe objects and materials</li> <li>Describing wood, sand, plastic</li> <li>Describing rocks</li> </ul>	<ul style="list-style-type: none"> <li>Using absorbency to describe objects and materials</li> <li>Describing paper, sponges</li> <li>Describing berries (frozen), dyed fabric</li> </ul>	<ul style="list-style-type: none"> <li>Using lustre to describe objects and materials</li> <li>Describing metals</li> <li>Describing bones, fur</li> </ul>

# Rubric: Science

Content Goal: properties of familiar materials				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:				
Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none"> <li>I know properties of familiar objects with support</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to know properties of familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>I am sometimes know properties of familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>I consistently know properties of familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>I always know properties of familiar objects</li> </ul>

# Fake Learning Continuum: Science

Content Goal: properties of familiar materials			
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:			
1	2	3	4
<ul style="list-style-type: none"> <li>I have an emerging understanding of the learning outcome</li> </ul>	<ul style="list-style-type: none"> <li>I have a developing understanding of the learning outcome</li> </ul>	<ul style="list-style-type: none"> <li>I have a proficient understanding of the learning outcome</li> </ul>	<ul style="list-style-type: none"> <li>I have a sophisticated understanding of the learning outcome</li> </ul>

# Learning Continuum: Science

Content Goal: properties of familiar materials				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:				
Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none"> <li>Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are</li> </ul>	<ul style="list-style-type: none"> <li>Using colour &amp; texture to describe objects and materials</li> <li>Describing roots, bark, trunk and needs of a cedar)</li> <li>Describing fabric and soil</li> </ul>	<ul style="list-style-type: none"> <li>Using hardness and flexibility to describe objects and materials</li> <li>Describing wood, sand, plastic</li> <li>Describing rocks</li> </ul>	<ul style="list-style-type: none"> <li>Using absorbency to describe objects and materials</li> <li>Describing paper, sponges</li> <li>Describing berries (frozen), dyed fabric</li> </ul>	<ul style="list-style-type: none"> <li>Using lustre to describe objects and materials</li> <li>Describing metals</li> <li>Describing bones, fur</li> </ul>

# Our Co-Planning Journey: Learning Continuums

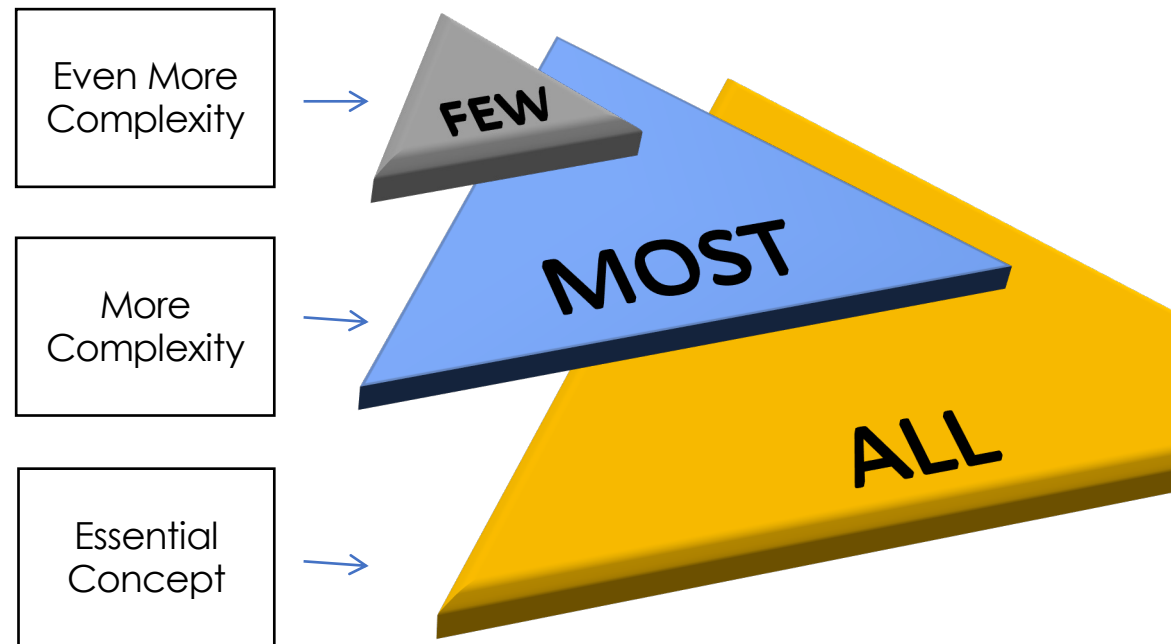
1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
<i>Student friendly:</i>				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

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**

# The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

5

Full



Lemonade Stand

'23

'22

'21

'20

'19

'9

'10

'11

'8

'7

'6

'12

Candy Factory

Candy Farm

'5

'13



'1

'2

'3

'4

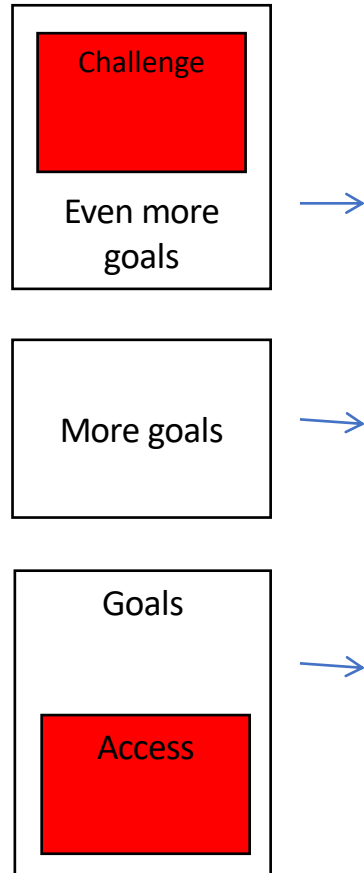
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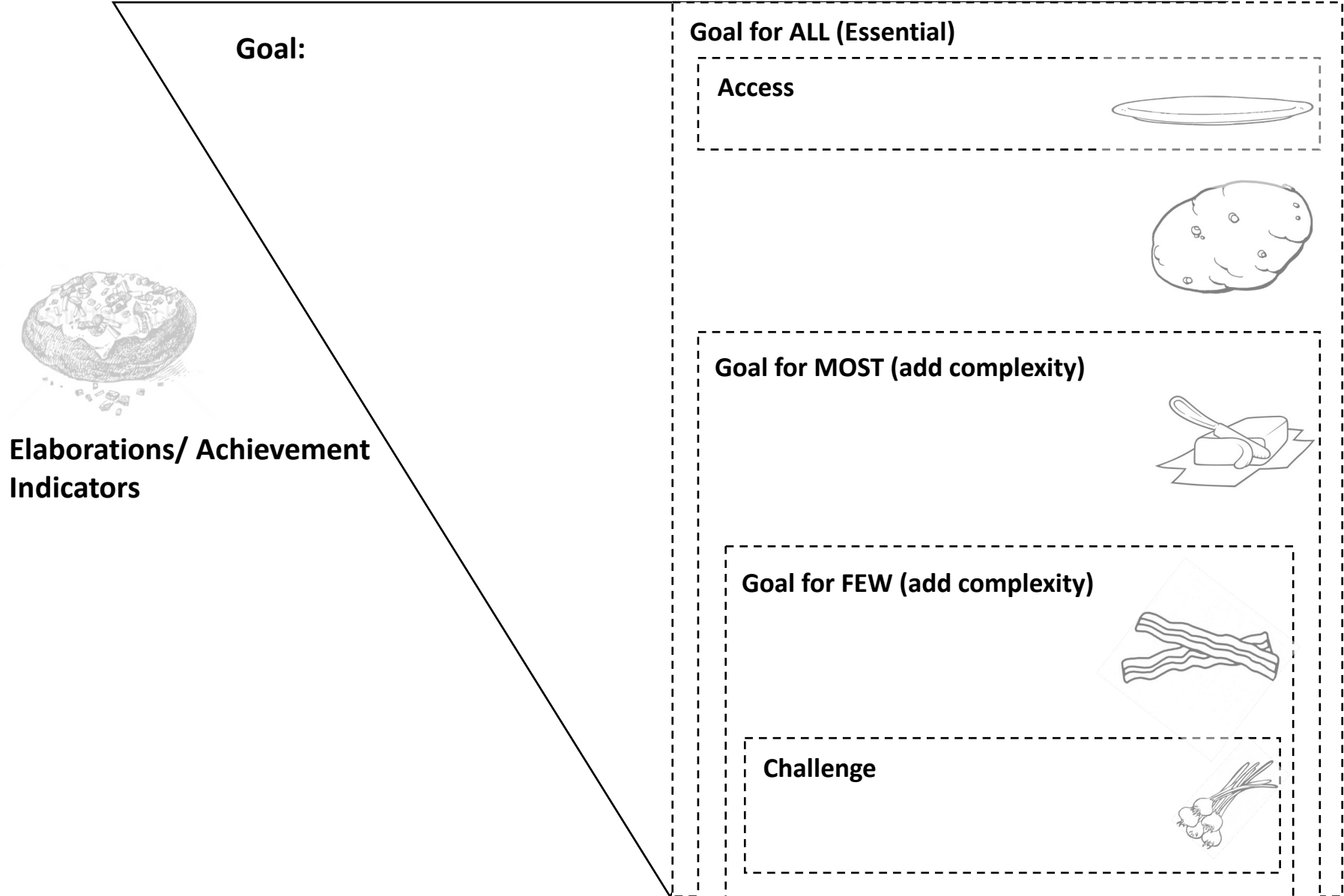
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## Creating Access AND Challenge



# The Baked Potato Planning Strategy:



# Backwards Design Plan

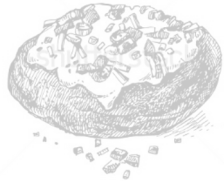
Grade: 2	Subject Area: Cross Curricular	Planning Team:
Unit Guiding question: Who are our monsters? How many ways can we catch a monster?		
Content Goal: Science	I know types of forces	
Content Goal: Language arts	I know elements of a story	
Curricular Competency Goal: ADST	I can make a monster trap	
Curricular Competency Goal: Science	I can plan and test my monster trap	
Curricular Competency Goal: Art	I can explore and create using art processes and materials	
Curricular Competency Goal: LA	I can create a story for an audience	
Cross Curricular Competency	I can use materials safely	

# Backwards Design Plan

Grade: 2	Subject Area: Cross Curricular	Planning Team:
Unit Guiding question: Who are our monsters? How many ways can we catch a monster?		
Content Goal: Science	I know types of forces	
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Curricular Competency Goal: Art	I can explore and create using art processes and materials	
Curricular Competency Goal: LA	I can create a story for an audience	
Cross Curricular Competency	I can use materials safely	

# The Baked Potato Planning Strategy: Grade 2 Science

**Content Goal:**  
Types of forces



## Elaborations/ Achievement indicators

- contact forces and at-a-distance forces:
  - different types of magnets
  - static electricity
- balanced and unbalanced forces:
  - the way different objects fall depending on their shape (air resistance)
  - the way objects move over/in different materials (water, air, ice, snow)
  - the motion caused by different strengths of forces

## Goal for ALL

### Access

- Fall, push, pull



- Forces – fall, push, pull
- the way objects move over/in different materials (water, air, ice, snow)



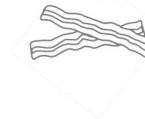
## Goal for MOST

- different types of magnets
- the motion caused by different strengths of forces



## Goal for FEW

- the way different objects fall depending on their shape (air resistance)



## Challenge

- static electricity



# Our Co-Planning Journey: Learning Continuums

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

Learning Outcome:				
<i>Student friendly:</i>				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

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**

Course/Subject/Grade(s): Grade 2/3	Planning Team: Parkway Elementary
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**Unit Guiding Question:** Who are our monsters? How many ways can we catch a monster?

		<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do
<b>Content Goal(s):</b> I know elements of a story		I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces		I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
<b>Curricular Competency Goals</b>	I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
	I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
	I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
	I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

Course/Subject/Grade(s): Grade 2/3	Planning Team: Parkway Elementary
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**Unit Guiding Question:** Who are our monsters? How many ways can we catch a monster?

		<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do
<b>Content Goal(s):</b> I know elements of a story		I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces		I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
<b>Curricular Competency Goals</b>	I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
	I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
	I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
	I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

# Our Co-Planning Journey: Backwards Design

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

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

# Learning Continuums: Science

<b>Content Goal:</b> properties of familiar materials				
<b>Student friendly:</b> 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

<b>Content Goal:</b> effects of pushes/pulls				
<b>Student friendly:</b> 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

<b>Content Goal:</b> local First Peoples uses of plants				
<b>Student friendly:</b> 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 – dyeing, fabric, art, food	Animals – food, clothing, entire animal, bones, symbolism/ character

<b>Curricular Competency Goal:</b> Planning and <u>conducting</u> : making exploratory observations using senses				
<b>Student friendly:</b> 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

# Learning Continuums: Math

<b>Content Goal:</b> single attributes of 2D shapes and 3D objects					
<b>Student Friendly:</b> I know what makes materials, objects (3D) and shapes (2D) different from 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.	

<b>Content Goal:</b> concrete or pictorial graphs as a visual tool					
<b>Student Friendly:</b> 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.	

<b>Curricular Competency Goal: Understanding and solving:</b> Visualize to explore mathematical concepts					
<b>Student Friendly:</b> 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.	

<b>Curricular Competency Goal: Understanding and solving:</b> 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					
<b>Student Friendly:</b> 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.	

# Learning Continuums: English Language Arts

<b>Content Goal:</b> Story structure of story				
<b>Student Friendly:</b> I know how to use materials and objects to recreate a story				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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)

<b>Curricular Competency Goal: Comprehend and connect (reading, listening, viewing):</b> Use personal experience and knowledge to connect to stories and other texts to make meaning				
<b>Student Friendly:</b> I can make connections to a story, between a story and another story, and between a story and the world.				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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).

<b>Curricular Competency Goal: Create and communicate (writing, speaking, representing):</b> Exchange ideas and perspectives to build shared understanding				
<b>Student Friendly:</b> I can show, draw, tell, and write about my ideas and share them with others that I know				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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.

# Learning Continuums: Social Studies

<b>Content Goal:</b> ways in which individuals and families differ and are the same				
<b>Student Friendly:</b> I know what makes my family unique I know what makes families different from each other				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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.

<b>Content Goal:</b> people, places, and events in the local community, and in local First Peoples communities				
<b>Student Friendly:</b> I know about different people, place, and events in my community I know about a local First Nations community				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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, <u>places</u> and practices of the local First Nations (e. g. name giving, traditional medicine, celebrations, <u>etc.</u> ).

<b>Curricular Competency Goal:</b> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)				
<b>Student Friendly:</b> 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				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
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.

<b>Grade:</b>	<b>Subject Area:</b>	<b>Planning Team:</b>
<b>Big Idea(s): What do I need to Understand?</b>		<b>Unit Guiding Question(s):</b>
<b>Key Vocabulary:</b>		
	<b>Curricular Language</b>	<b>Student Friendly Language</b>
<b>What do students need to know? Knowledge Goals</b>		<b>I know</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>What do students need to do? Skills/Process Goals</b>		<b>I can</b>
<b>Who do student need to be? Competency Goals</b>	<b>I can become/ I am...</b>	

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



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

**Grade 4/5**

**Unit Guiding questions:** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Key Vocabulary: add, subtract, mental math, strategy, connect

**Content Goal: *addition and subtraction to 10 000***

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I know how to add and subtract numbers</b>	<ul style="list-style-type: none"> <li>I can add up to 100</li> <li>I can put together and take apart up to 100</li> <li>I can connect addition and subtraction to real life</li> </ul>	<ul style="list-style-type: none"> <li>I can take apart, put together and combining numbers up to 10 000</li> <li>I can use friendly numbers</li> <li>I can use regrouping strategies</li> </ul>	<ul style="list-style-type: none"> <li>I can estimate sums and differences up to 10 000</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract up to 1 000 000</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract in multiple problem-solving contexts and scenarios</li> </ul>

**Content Goal: addition and *subtraction facts to 20 (developing computational fluency)***

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I know how to add subtract up to 20 in my head</b>	<ul style="list-style-type: none"> <li>I can add 1 to a number</li> </ul>	<ul style="list-style-type: none"> <li>I can make 10</li> <li>I can use double</li> </ul>	<ul style="list-style-type: none"> <li>I can make 10 +</li> <li>I can use fact families</li> </ul>	<ul style="list-style-type: none"> <li>I can double plus 1</li> <li>Double minus 1</li> </ul>	<ul style="list-style-type: none"> <li>Using math facts to 20 strategies with larger numbers</li> </ul>

**Curricular Competency Goal: *Develop mental math strategies and abilities to make sense of quantity***

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I can use mental math to understand “how much/how many?”</b>	<ul style="list-style-type: none"> <li>I can use for close numbers (number line)</li> <li>I can follow a model</li> </ul>	<ul style="list-style-type: none"> <li>Break up count on</li> <li>Rounding numbers up and down</li> <li>I can use more than one strategy</li> </ul>	<ul style="list-style-type: none"> <li>Break apart method (expanded form)</li> <li>Counting using benchmark numbers</li> <li>I know and can use different strategies</li> </ul>	<ul style="list-style-type: none"> <li>Making friendly numbers</li> <li>Front end counting</li> <li>I can decide which strategy work best for me</li> </ul>	<ul style="list-style-type: none"> <li>Finding compatibles</li> <li>Knowing which is the most efficient strategy</li> </ul>

Curricular Competency Goal: Develop and use multiple strategies to engage in problem solving

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I can solve problems using different strategies</b>	○ Solve adding and subtracting problems up to 100	○ Solve adding and subtracting problems up to 10 000	○ Solve adding and subtracting word problems up to 10 000	○ Solve adding and subtracting problems up to 1 000 000	○ Solve adding and subtracting word problems up to 1 000 000

Curricular Competency Goal: Communicate mathematical thinking in many ways quantity

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I can share my thinking in many ways</b>	○ I can follow a model to show my thinking	○ I can show my thinking in one way	○ I can show my thinking in different ways	○ I can show my thinking in multiple ways	○ I can integrate my thinking and choose how to show my thinking depending on the task

Curricular Competency Goal: Connect mathematical concepts to each other and to other areas and personal interests

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
<b>I can connect what I am learning in math to me and my life</b>	○ I can think of examples of math in my life	○ I can come up with real life situations that use math in my life	○ I realize when math is happening in my life	○ I can see how math helps me in my life and in our community	○ I can see how math is used to solve problems in the world

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