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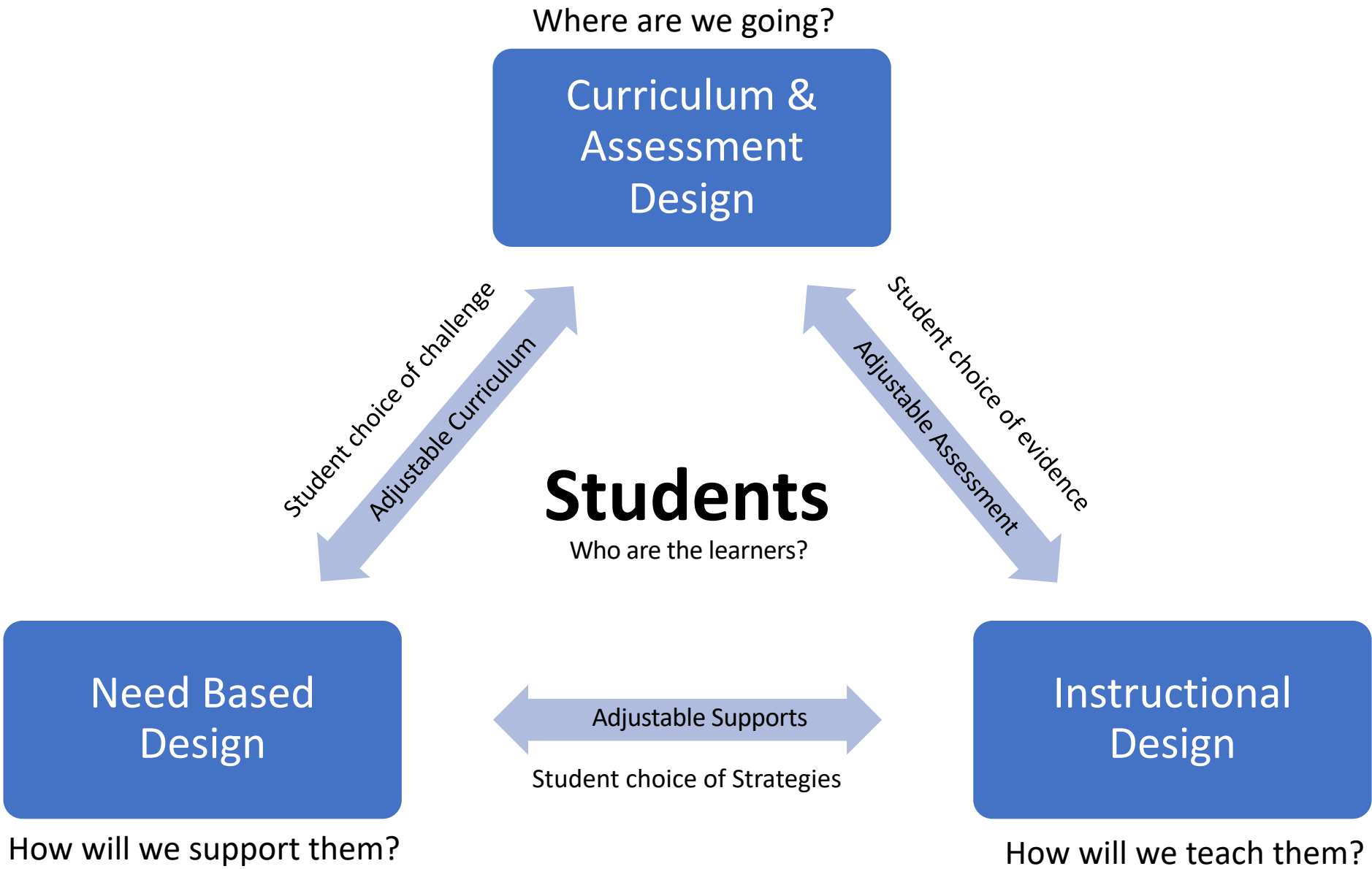


NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



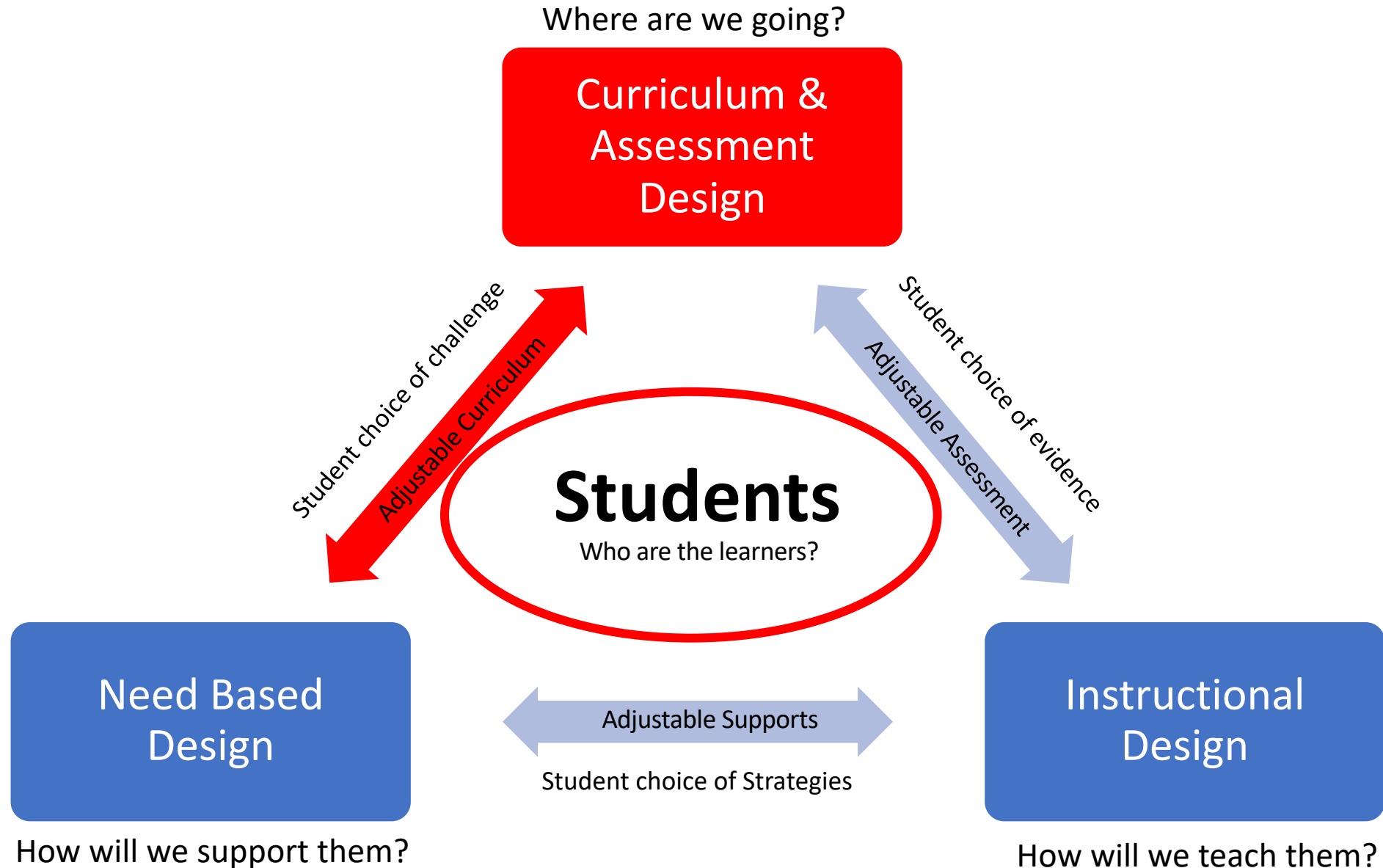
How do we change the system?
Design with Equity in Mind



How do we change the system?

Design with Equity in Mind

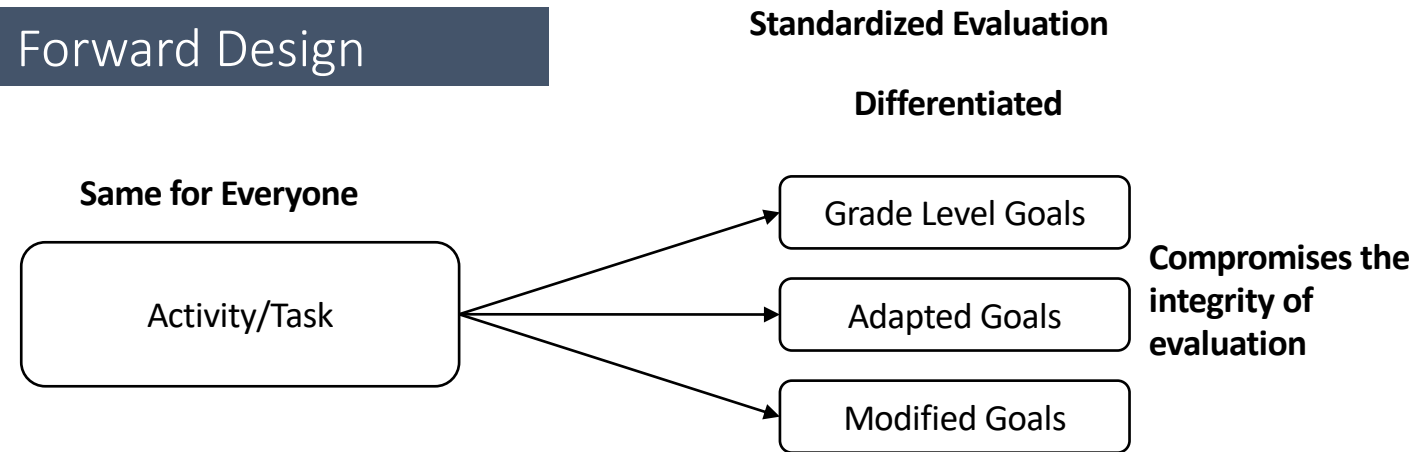
Shelley Moore, 2019



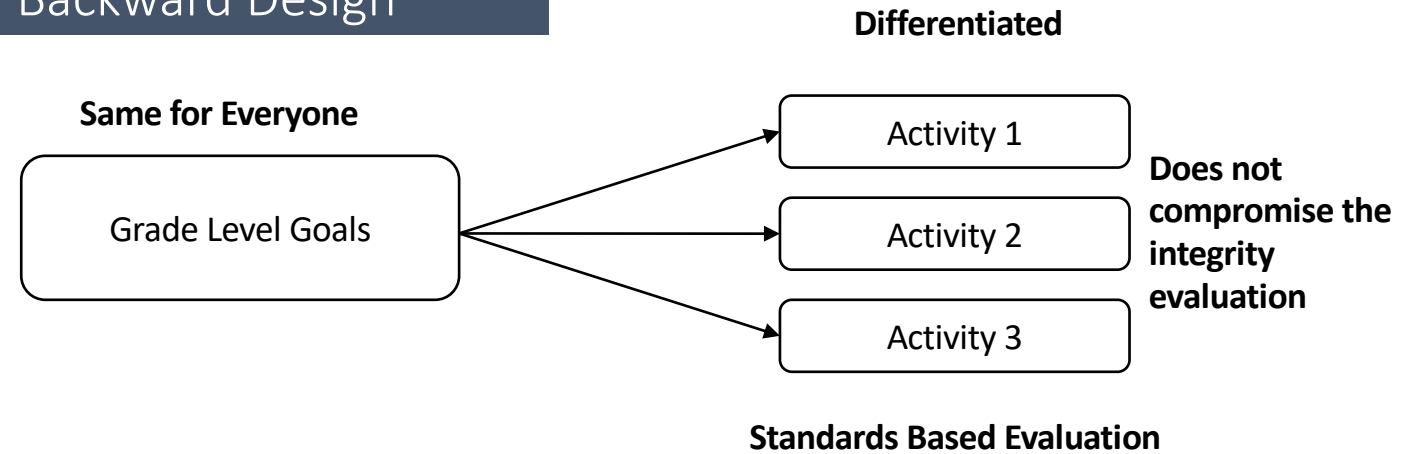
BACKWARDS DESIGN



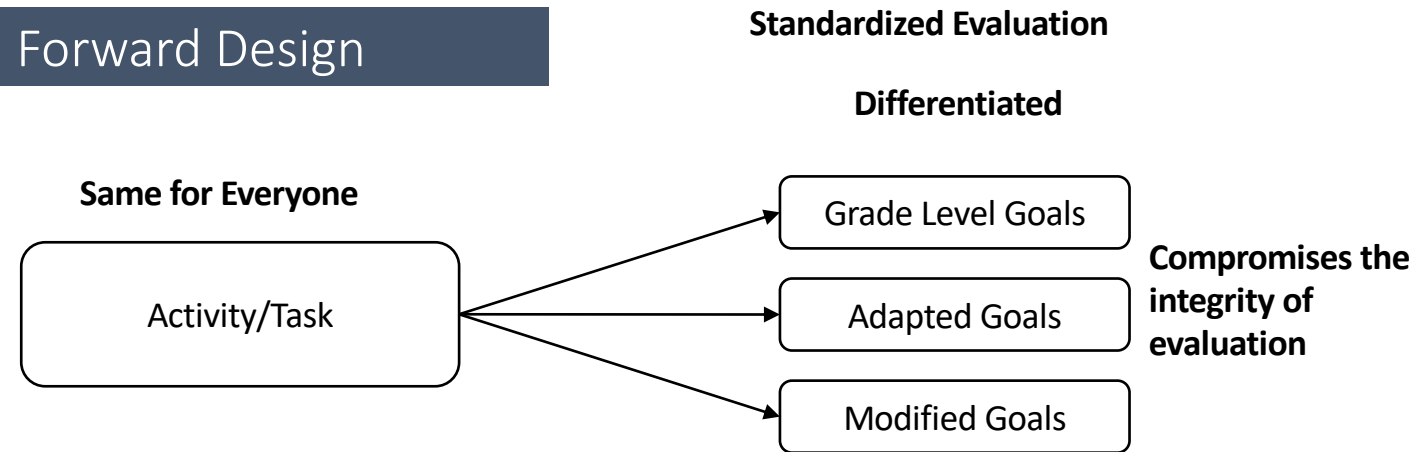
Forward Design



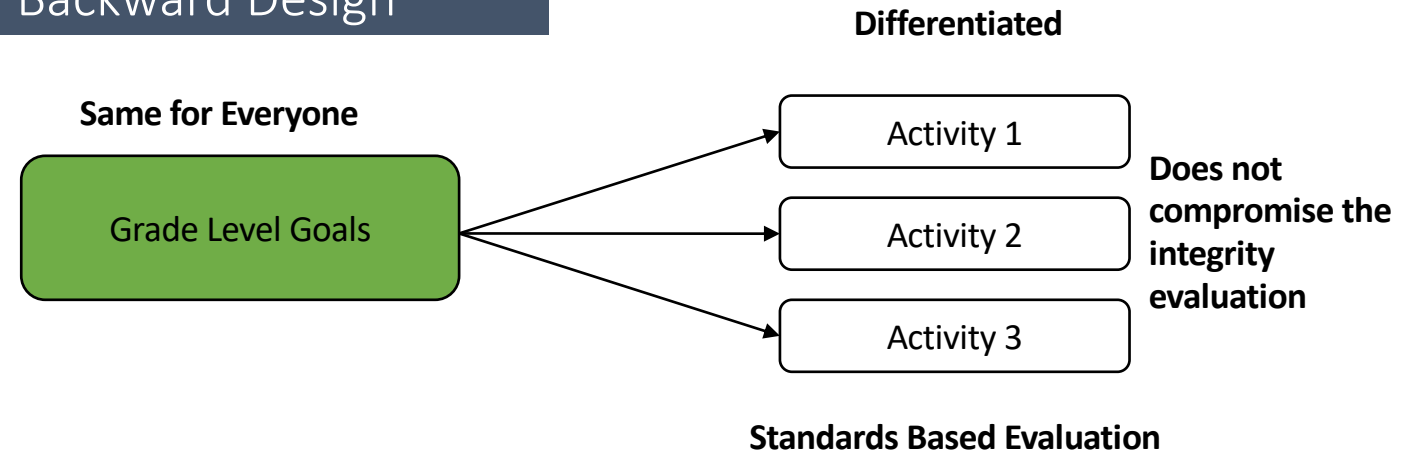
Backward Design



Forward Design



Backward Design



Goals Come From The Curriculum!



Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

What do you notice?

Backwards Design

What do we need to **UNDERSTAND**?

What do we need to **KNOW**?

What do we need to **DO**?

Who do we need to **BECOME**?

Backwards Design

What do we need to **UNDERSTAND**?

I understand ...

What do we need to **KNOW**?

I know...

What do we need to **DO**?

I can...

Who do we need to **BECOME**?

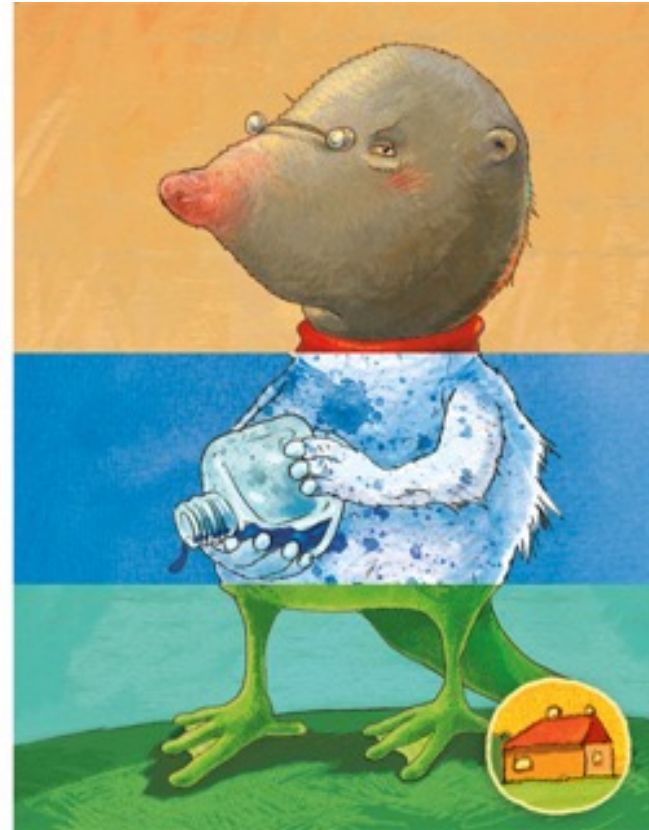
I can become...

Curriculum as a flip book

Miserable

Two-toed

Lizard



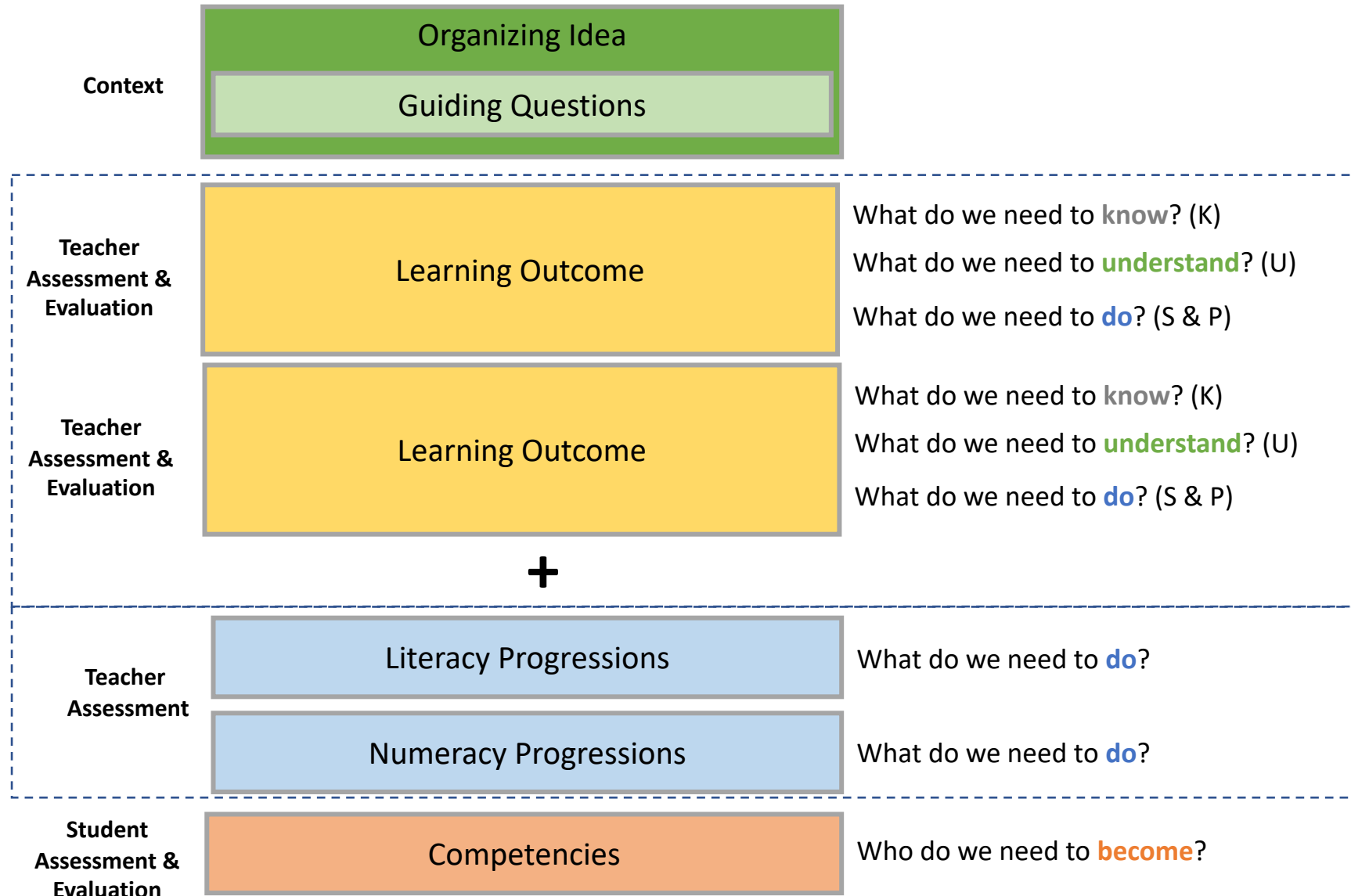
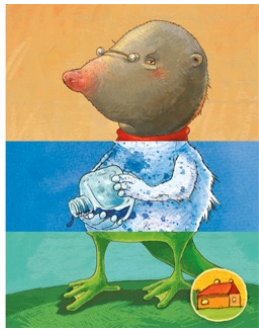
The Backwards Design FLIPBOOK-Unit Planning

Alberta's Renewed/Renewed Curriculum

Miserable

Two-toed

Lizard



Grade: 4	Subject(s): Science	Planning Team:
Organizing Idea: Matter: Understandings of the physical world are deepened through investigating matter and energy.		
Vocabulary: physical world, matter, energy, force , effect objects , understand , reading , reading		
	Curricular Language	Student- Friendly
Our Guiding Unit/Essential Question(s):	How can forces affect objects from a distance?	What is force ? How does force affect objects ?
Learning Outcomes:	Students investigate how forces can act on objects without contact.	I can understand how forces can affect objects around them without touching them
Literacy & Numeracy Progressions	We can construct meaning	We can understand what we are reading
Competencies	We can be critical thinkers	We can be critical thinkers

Grade:	Subject(s):	Planning Team:
Organizing Idea:		
Vocabulary:		
	Curricular Language	Student- Friendly
Our Guiding Unit/Essential Question(s):		
Learning Outcome:		
Learning Outcome:		
Learning Outcome:		
Literacy & Numeracy Progressions		
Competencies		

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?	Student Friendly: What is water ? Why is water important to living things ?	
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Student friendly: I can investigate water I know that water is important to living things and the environment	
Numeracy: We can collect data Numeracy: We can communicate our learning Literacy: We can use strategies to help us understand text Competency: We can be cultural and global citizens		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

Backwards Design Alberta Goals Cheat Sheet (SUPPORTS)

Backward Design Element	In Science it is called:	In Social Studies it is called:	In Math it is called:	In Language Arts/English it is called:
Topic: What is the theme/topic/context?	Unit of Study	Title	Strand	Theme of choice
Big Idea: What do we need to understand? Why are we learning this?	Overview	General Learning Outcome (GLO)	General Learning Outcome (GLO)	General Learning outcome (GLO)
Guiding Question: Turning the BIG IDEA into a questions for the students	Focus Questions	Make it out of the GLO	Make it out of the GLO	Make a question out of the theme
Content Goals: What do we need to know? (evaluate)	STS & Knowledge	Knowledge & Understandings	Specific Outcomes	none
Process Goals: What do we need to do? (evaluate)	Skills	Values & Attitudes	Skills & Processes	Specific learning outcomes
	Attitudes	Dimensions of Thinking		

Backwards Design Plan: Science 9

How have humans attained a <u>presence</u> in space ? What technologies have been developed and on what scientific ideas are they based? How has the development of these technologies contributed to the exploration, use and understanding of space and to benefits on Earth ?	How do humans go to and interact with space? How has technology been used to understand and explore space? How does understand space help to understand the Earth?
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Vocabulary to know and use:			
Unit Goals: Curricular Language		Student Friendly Language	
STS	Investigate and describe ways that human understanding of Earth and space has depended on technological development by:	STS	I can explore and describe how humans use and need technology to understand the Earth the space
	Identify problems in developing technologies for space exploration, describe technologies developed for life in space, and explain the scientific principles involved		I can understand and describe technologies that have been developed for exploring space and for life in space I can find problems in the technologies that have been and are being developed
	Describe and interpret the science of optical and radio telescopes, space probes and remote sensing technologies		I can explain the science of some specific technologies
	4. Identify issues and opportunities arising from the application of space technology, identify alternatives involved, and analyze implications		I can find problems and see potential in studying space and space technology
Skills Outcomes	Initiating and Planning	Skills Outcomes	I can initiate and plan by asking questions investigating and researching to find answers to those questions
	<i>Students will:</i> Ask questions about the relationships between and among observable variables, and plan investigations to address those questions		
	Communication and Teamwork		I can communicate and work as a team by Solve problems and communicate ideas
	<i>Students will:</i> Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results		

Attitudes	Scientific Inquiry <i>Students will be encouraged to:</i> Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (e.g., <i>seek accurate data that is based on appropriate methods of investigation; consider observations and ideas from a number of sources before drawing conclusions</i>)		I can be a scientific researcher by finding evidence to answer questions and solve problems
	Stewardship <i>Students will be encouraged to:</i> Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., <i>consider immediate and long-term consequences of personal and group actions; objectively identify potential conflicts between responding to human wants and needs and protecting the environment</i>)	Attitudes	I can show stewardship by Finding out about and understanding ideas from different perspectives, including stakeholders, that is connected to a problem or event
	Collaboration <i>Students will be encouraged to:</i> Work collaboratively in carrying out investigations and in generating and evaluating ideas (e.g., <i>work with others to identify problems and explore possible solutions; share observations and ideas with other members of the group, and consider alternative ideas suggested by other group members; share the responsibility for carrying out decisions</i>)		I can collaborate by Work together to build ideas and solve problems
Competencies	Critical Thinking - questioning and analyzing evidence, assertions or assumptions - demonstrating intellectual integrity, fairness and open-mindedness	Competencies	I can be a critical thinker by: Questioning what I know by understanding evidence from multiple perspectives Being open minded to learn new things and to change my thinking and my ideas based on what I am learning (growth mindset)

Big Idea: Students will examine the effects of nationalism, ultranationalism and the pursuit of the national interest.	Our Unit Questions: What is nationalism? Why is it important? What are the effects of nationalism?
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Vocabulary to know and use:			
Unit Goals: Curricular Language		Student Friendly Language	
Values &	20-4.2a appreciate that nations and states pursue the national interest	Values &	I understand why nations try and build national interest
	20-4.2b appreciate multiple perspectives related to the pursuit of the national interest		I understand why it is important to include different perspectives when building national interest
Knowledge & Understanding	20-4.2c explore a range of expressions of national interest	Knowledge & Understanding	I learn about different ways that national interest is shown or expressed
	20-4.2d explore the relationship between nationalism and the pursuit of the national interest		I can learn about how nationalism and building national interest connects to each other
	20-4.2e examine similarities and differences between nationalism and ultranationalism		I can look at how nationalism and ultranationalism are the same and different
	20-4.2f identify the effects of nationalism and ultranationalism during times of conflict		I can tell the effects of nationalism and ultranationalism during conflict
	20-4.2g examine ultranationalism as a cause of genocide		I can look at how ultranationalism can lead to genocide
	20-4.2h examine the relationship between nationalism and national self-determination		I can look at how nationalism and national self-determination connect to each other

Grade: 20-2	Subject Area: Math	Planning Team: Kim and team
Big Idea(s): What do I need to understand? I understand algebraic and graphical reasoning through the study of relations	Unit Guiding Question(s): What is algebra and why is it useful? How can we see and understand the relationships between given algebraic scenarios? How are algebraic equations and graphs connected? How can I use graphing to show algebraic equations? How can I understand an algebraic scenario by looking at information in a graph?	
Key Vocabulary: algebra, relationships, algebraic scenarios, algebraic equations, graph, quadratic function, vertex, intercepts, axis of symmetry, domain, range, factors, factoring, ordered pairs, coordinates, x, y, polynomials, roots, quadratic equation, substitution, verify		
	Curricular Language	Student Friendly Language
What do students need to know? Specific Outcome 1.	Demonstrate an understanding of the characteristics of quadratic functions, including: • vertex • intercepts domain and range axis of symmetry.	I know what quadratic functions are I know that quadratic functions have a vertex, intercepts, and an axis of symmetry I know that quadratic functions are defined by their domain and range
What do students need to do? Specific Outcome 2.	Solve problems that involve quadratic equations.	I can solve problems that use quadratic equations
Who do student need to be? Mathematical Processes	CN, PS, T, V, C, R	I can make connections to help me understand I can problem solve in math I can use technology as a tool I can visualize as a strategy to help me understand I can communicate my thinking I can reason by justifying my thinking

Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

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