SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

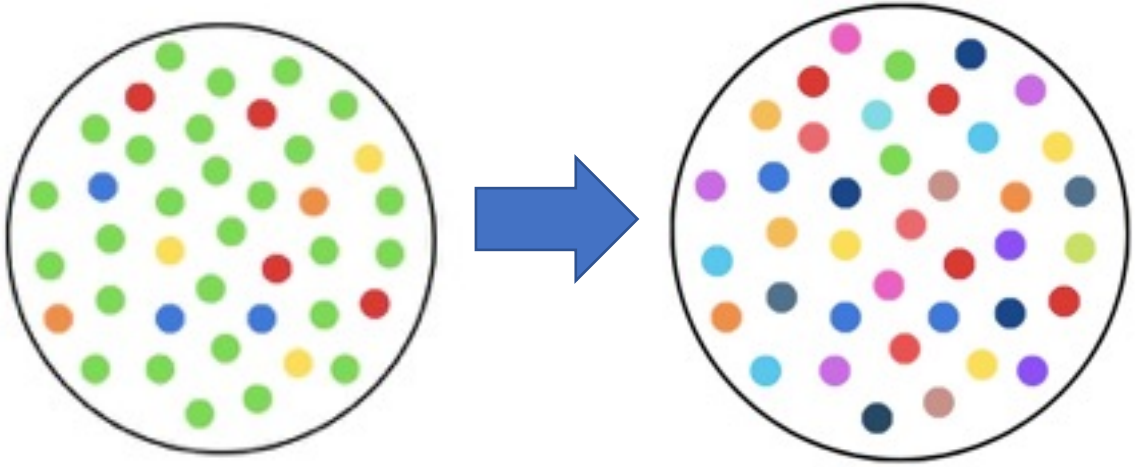
@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

Break out group

What stands out from last session?

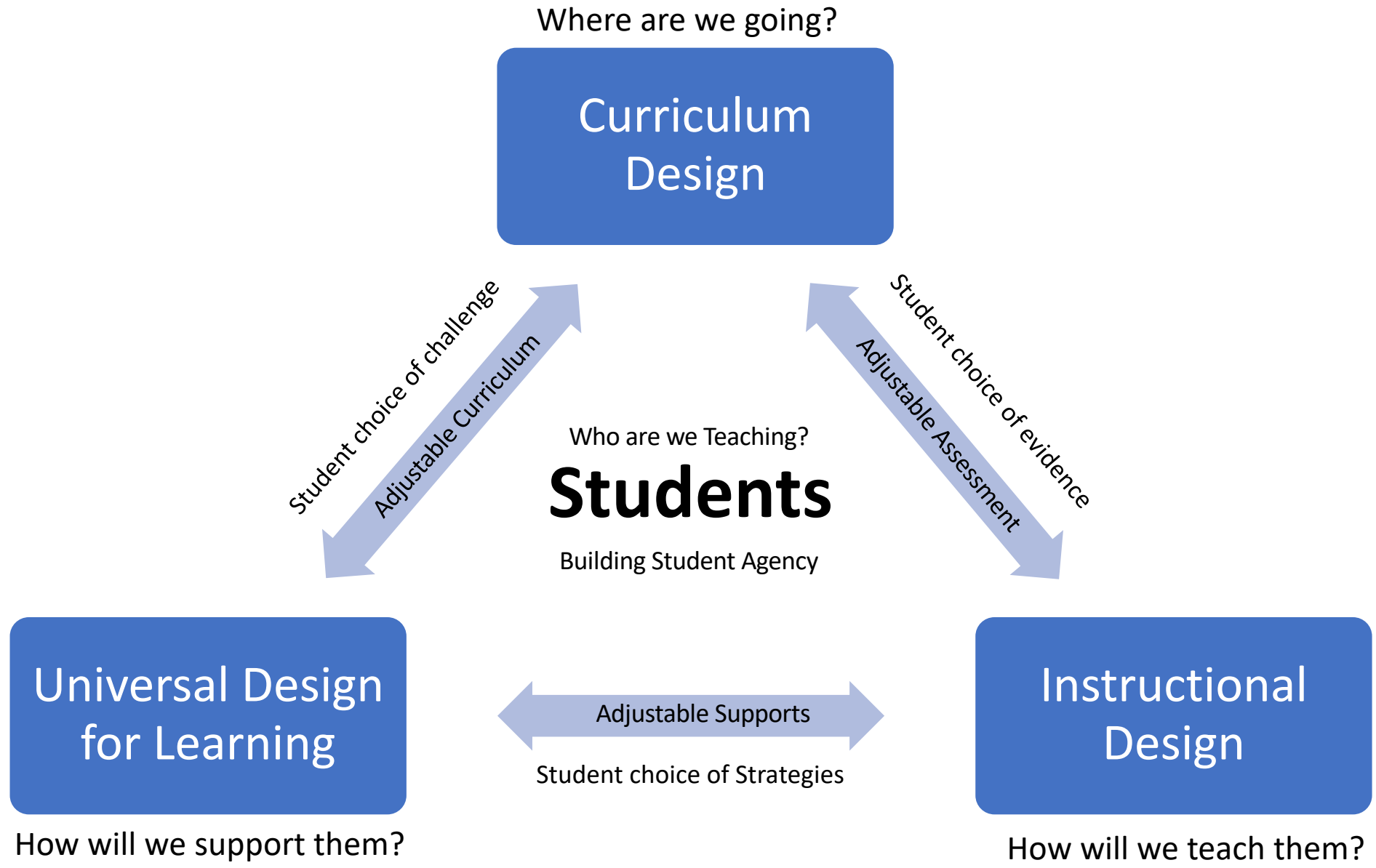


How do we include people who are different

How do we teach to diversity?

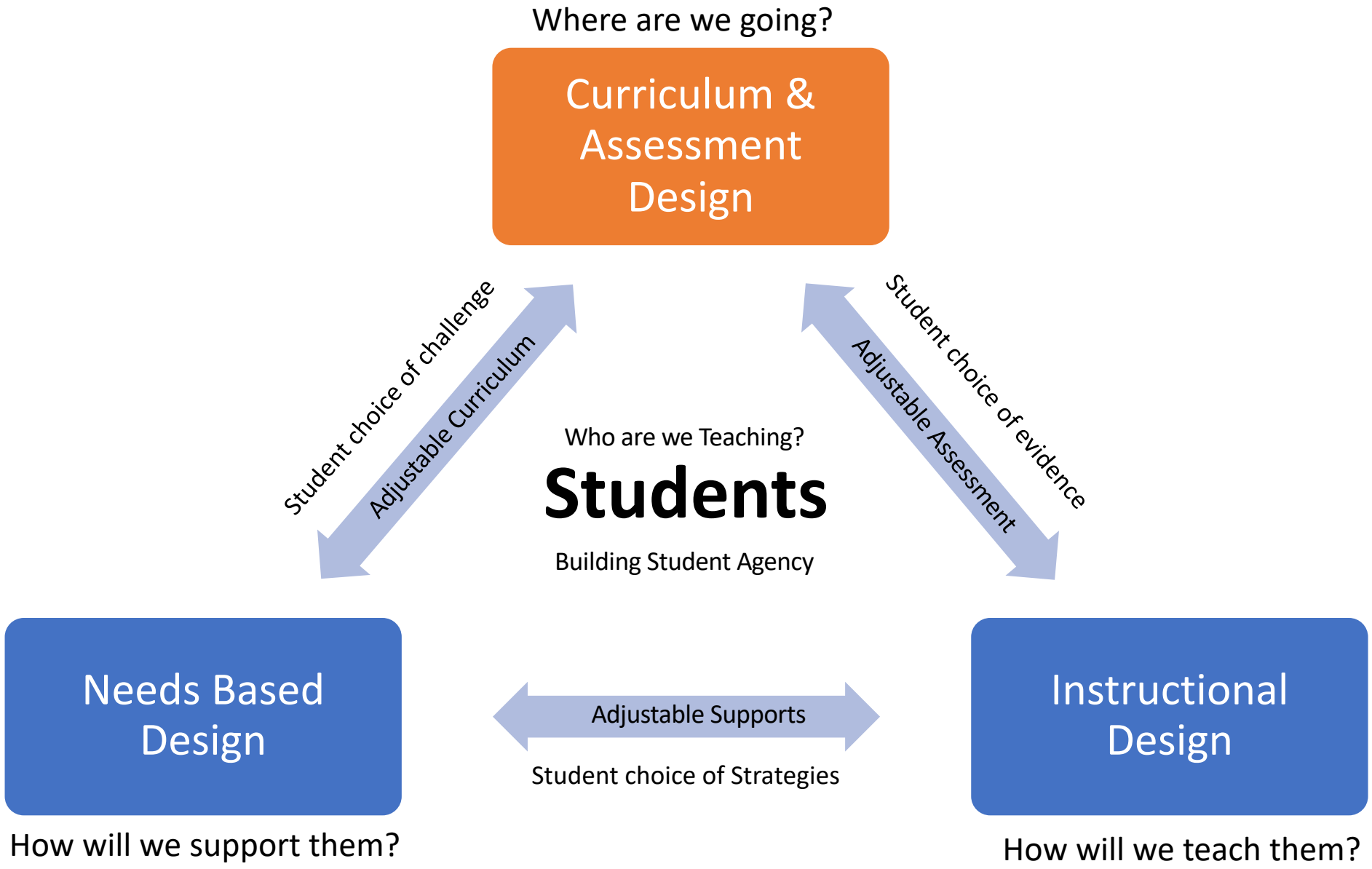
Shelley Moore, 2019

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



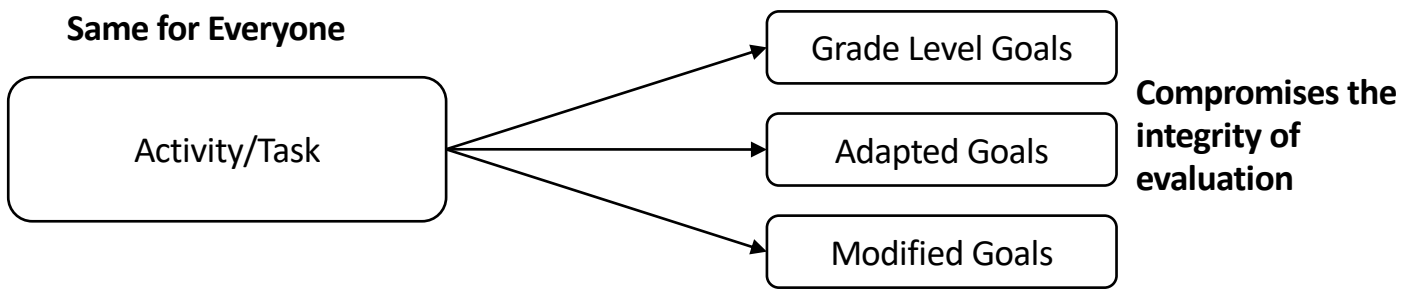
Shelley Moore, 2019

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

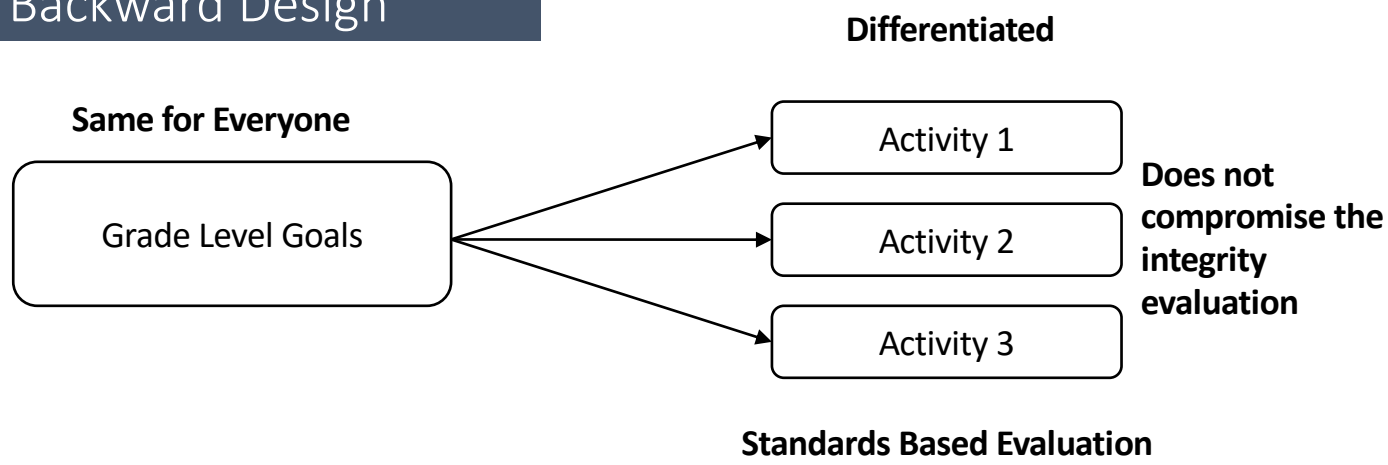


BACKWARDS DESIGN

Forward Design



Backward Design



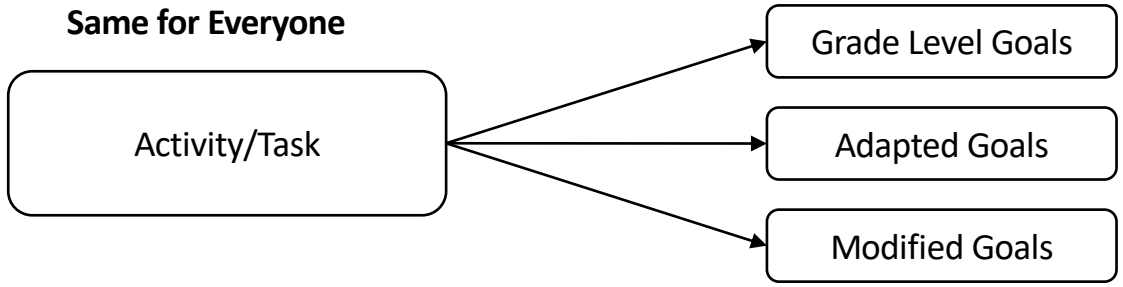
McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

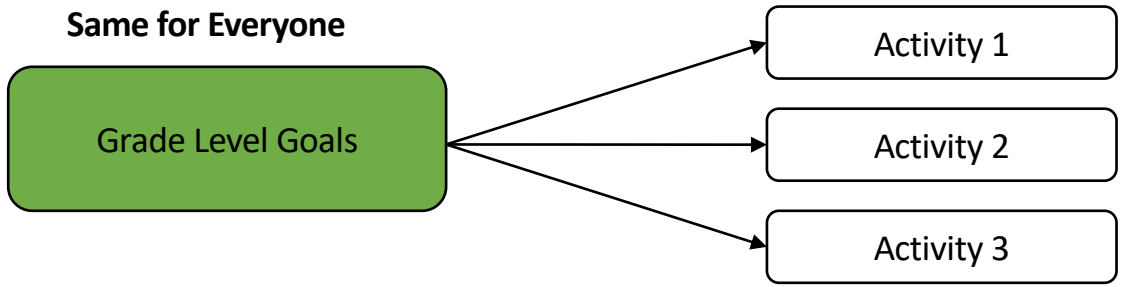


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

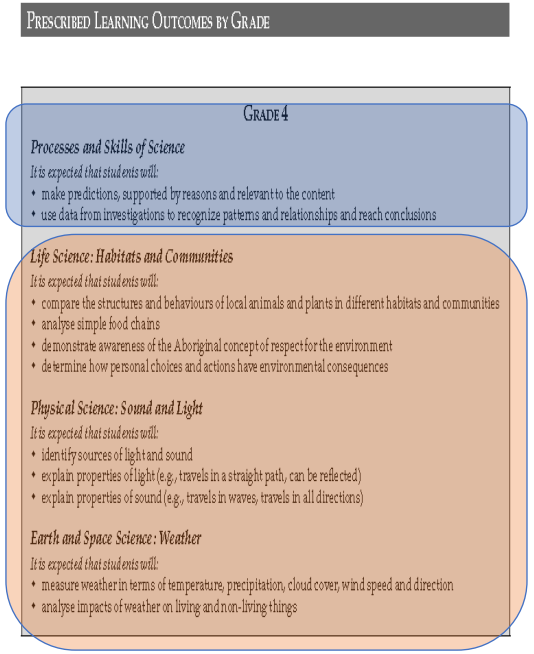
McTigue, 2010

Goals Come From The Curriculum!

Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**
  - What do we need to know?
- **Process**
  - What do we need to do?



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

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

Life Science: Habitats and Communities

It is expected that students will:

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

Physical Science: Sound and Light

It is expected that students will:

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

Earth and Space Science: Weather

It is expected that students will:

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

What do you notice?

Backwards Design:
What are the GOALS?

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

What do you Notice?

BRITISH COLUMBIA
Ministry of Education

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

BIG IDEAS

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

Learning Standards

Curricular Competencies

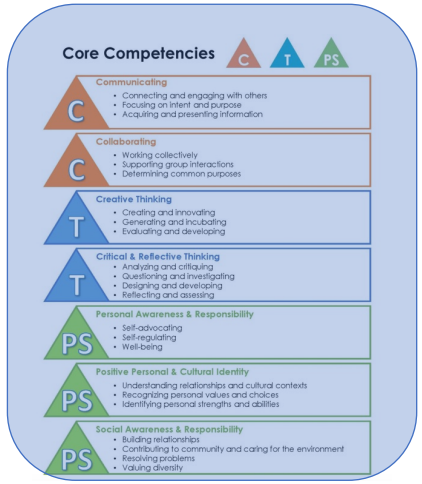
Students will develop competencies needed to be active, informed citizens:

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

Concepts and Content

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

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

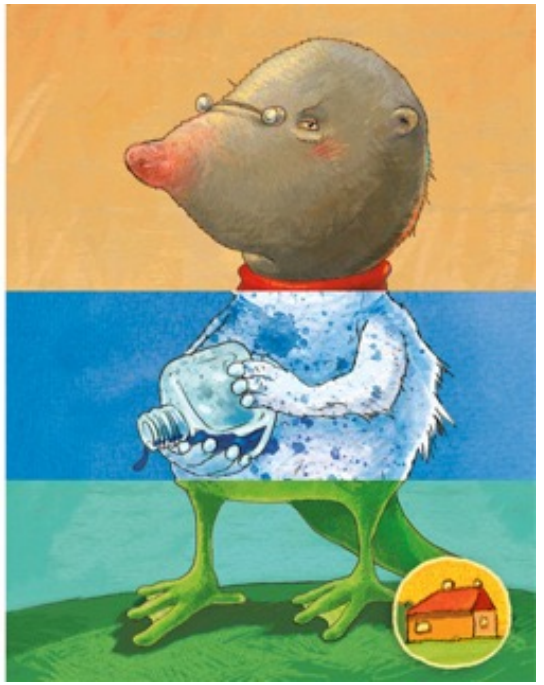


Flip Book

Miserable

Two-toed

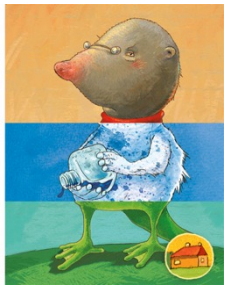
Lizard

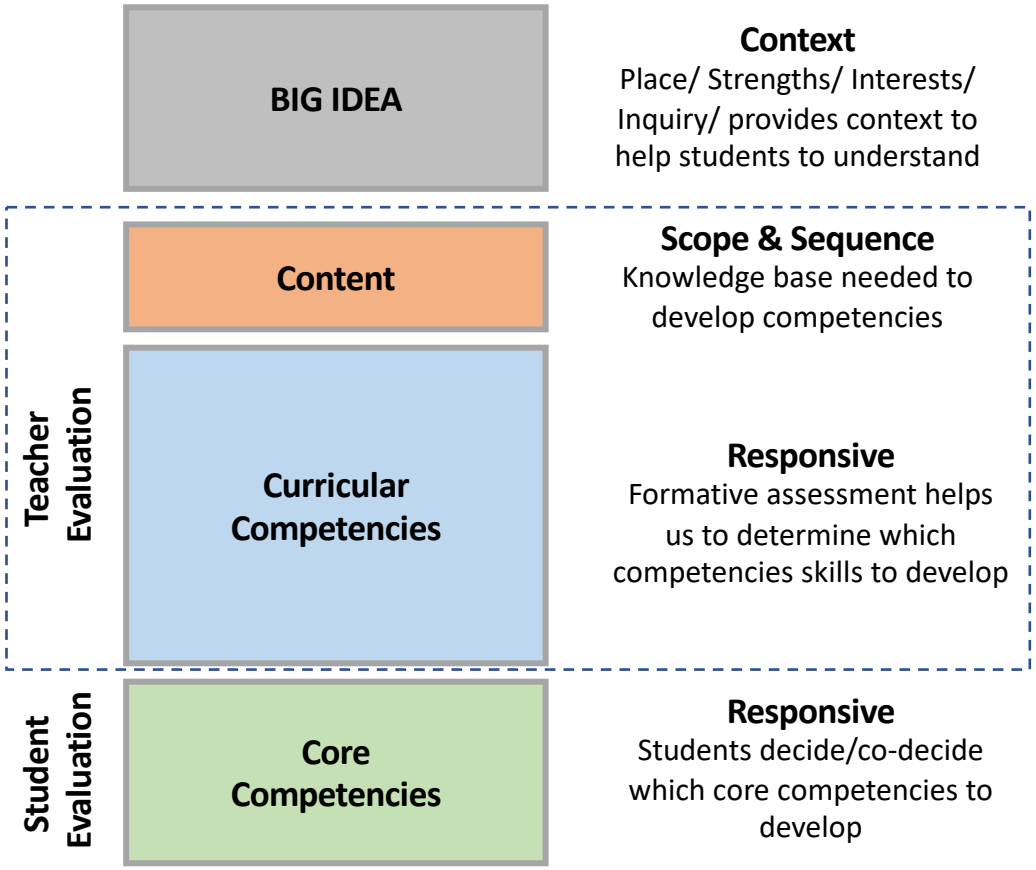


Miserable

Two-toed

Lizard





Shelley Moore, 2021

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Curricular Language	Student Friendly Language
What do students need to know? 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…	

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

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or 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?

Grade: 10	Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?
Content Goal	**Primary trigonomic ratios**	I know what **trigonometry** is and why it is useful I know how to use **trigonometry** to help me solve a problem
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I can be a creative thinker	

Foundations of Mathematics and Pre-Calculus 10		Curricular Competencies																	
		Reasoning and analyzing					Understanding and solving					Communicating and representing				Connecting and reflecting			
Big Ideas	Algebra allows us to generalize relationships through abstract thinking. The meanings of, and connections between, each operation extend to powers and polynomials. Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.	Develop thinking strategies to solve puzzles and play games	Explore, analyze, and apply mathematical ideas using reason, technology, and other tools	Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number	Model with mathematics in situational contexts	Think creatively and with curiosity and wonder when exploring problems	Develop, demonstrate, and apply mathematical understanding through play, story, inquiry, and problem solving	Visualize to explore and illustrate mathematical concepts and relationships	Apply flexible and strategic approaches to solve problems	Solve problems with persistence and a positive disposition	Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Explain and justify mathematical ideas and decisions in many ways	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Use mathematical vocabulary and language to contribute to discussions in the classroom	Take risks when offering ideas in classroom discourse	Reflect on mathematical thinking	Connect mathematical concepts with each other, other areas, and personal interests	Use mistakes as opportunities to advance learning	Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts
Content	operations on powers with integral exponents																		
	prime factorization																		
	functions and relations: connecting data, graphs, and situations																		
	linear functions: slope and equations of lines																		
	arithmetic sequences																		
	systems of linear equations																		
	multiplication of polynomial expressions																		
	polynomial factoring																		
	primary trigonometric ratios																		
	financial literacy: gross and net pay																		

https://curriculum.gov.bc.ca/curriculum/mathematics/10/foundations-of-mathematics-and-pre-calculus

Grade: 11	Subject Area: Life Sciences	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
Curricular Competency Goals	I can experience and interpret the local environment	
	I can seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can construct, analyze, and interpret graphs, models, and/or diagrams	
Core Competency	I can become socially responsible by…	

One point rubric

Name:	Date:	
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	**I can do this!**	**I need some challenge**
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

Name:	Date:

Unit Guiding question:
How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	written	oral	visual		
I know speciation that occurs within our local ecosystems						
I can process and analyze data and information by experiencing and interpreting the local environment						
I can process and analyze data and information by seeking evidence and analyze data						
I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)						

Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: Kelley
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		**Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?**

Unit Goals		Activities to capture evidence of this goal
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

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)

Next Steps

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com