# Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

**Collaborative Inquiry-Based Learning Series**

**with Jo Chrona & Shelley Moore**

**Session 3**

# Session 3 - Curricular design strategies that support planning for all students Part 1 – Backwards Design

## Guiding Questions

- How can we plan to help us design for a range of diversity using grade level curriculum?
- How can we use curriculum in flexible ways to support success and growth for all learners?
- How do we support the self-determination and agency of learners?

**FPPL - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors**

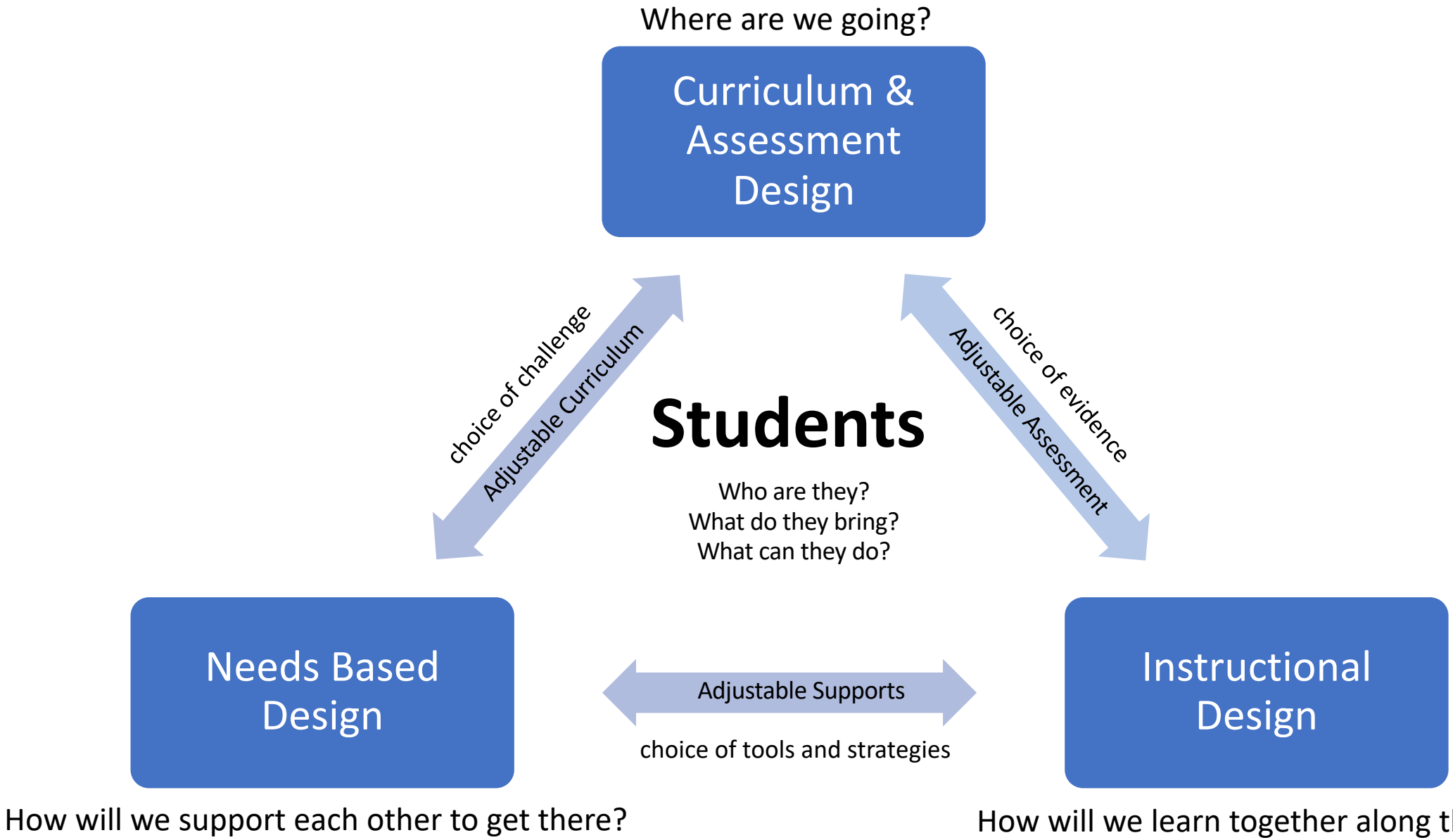
- Diversity necessary for well-being of all
- Diversity is a gift
- Well-being in learning is created by
  - belief in learner's ability to learn
  - knowing what knowledge and skills learners need to develop to achieve goals of learning
  - effective teaching of steps/processes to help learners achieve

# FPPL - Learning involves recognizing the consequences of one‘s actions

- **Isn’t** about consequences in negative perspective
- **Is** about understanding interconnectedness – action/reaction
- Requires *opportunity to make choice*, to have a *sense of agency* and *autonomy*, as well as being connected to larger community(ies)
  - Our actions impact ourselves, each other, our communities, and the land

Shelley Moore, 2019

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



Shelley Moore, 2019

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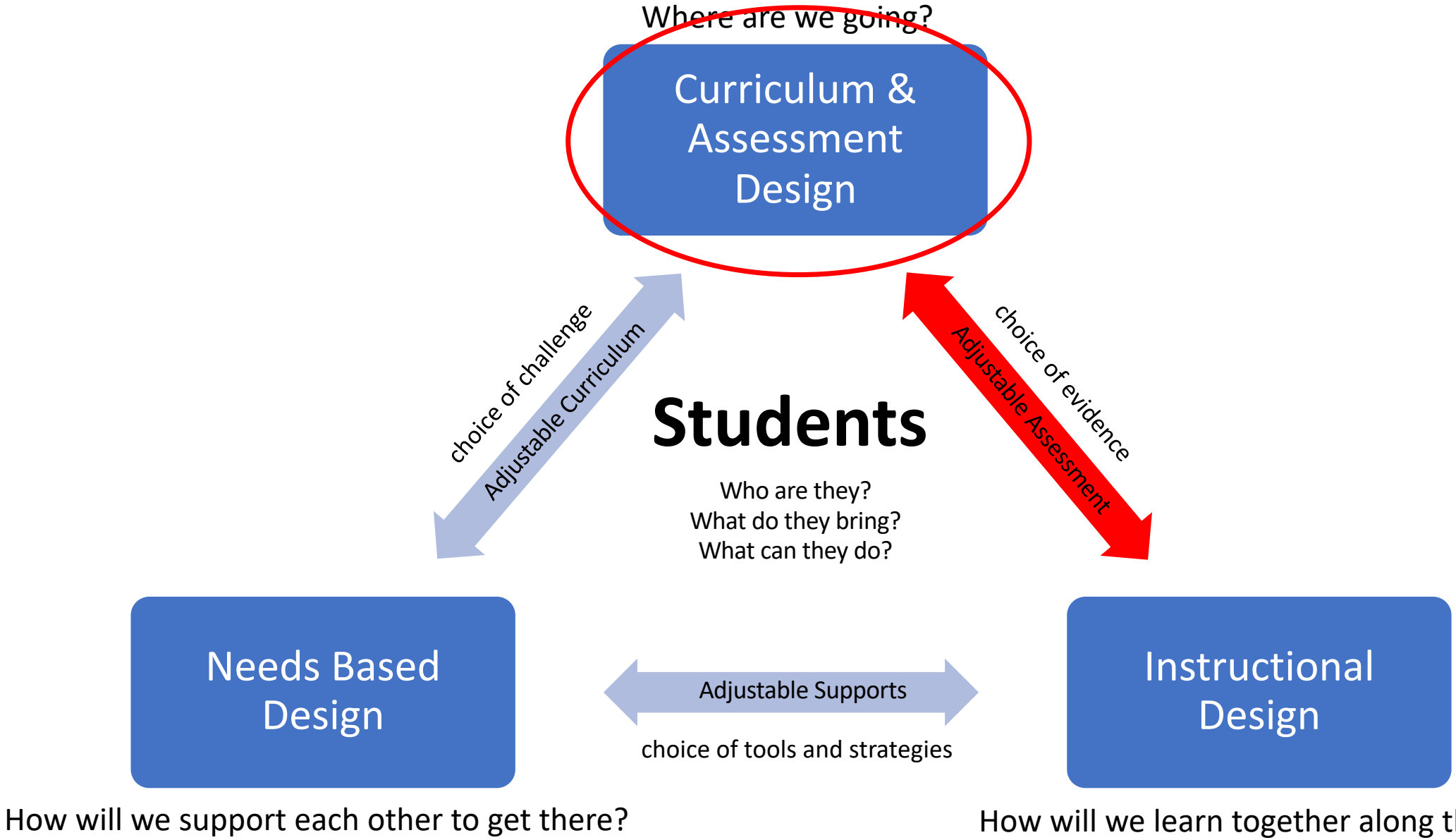
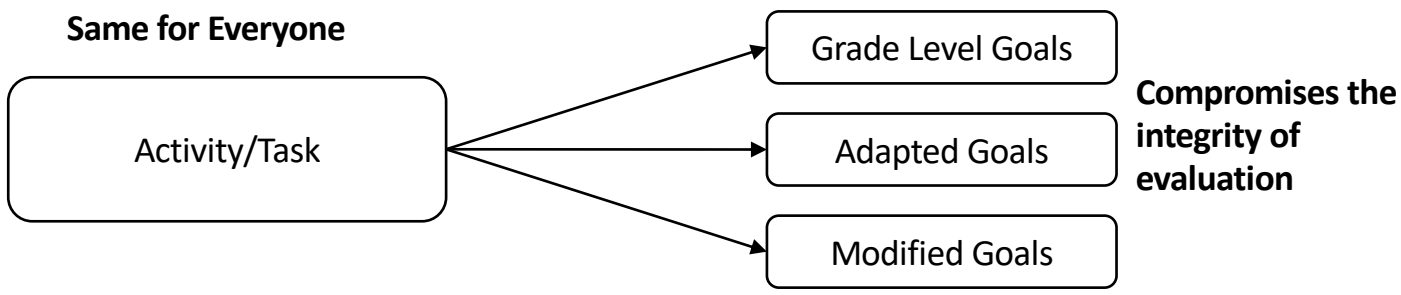


# How I came to understand BACKWARDS DESIGN

## Forward Design

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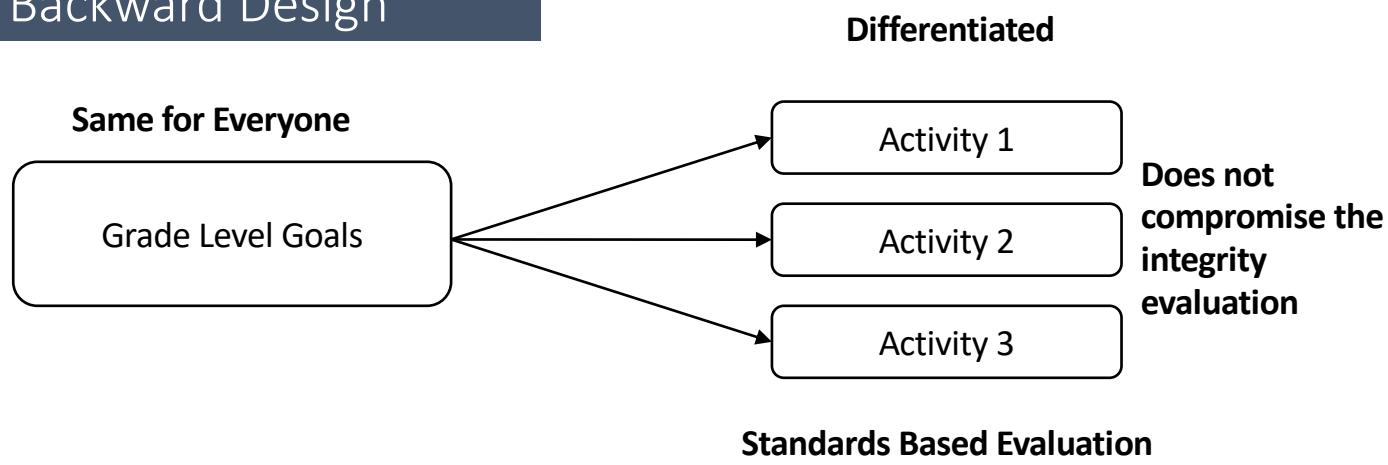


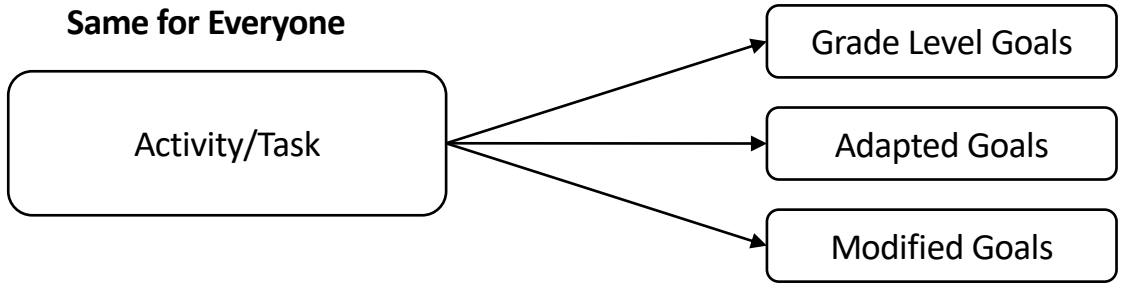

McTigue, 2010

## Forward Design

**Standardized Evaluation**

**Differentiated**

**Same for Everyone**

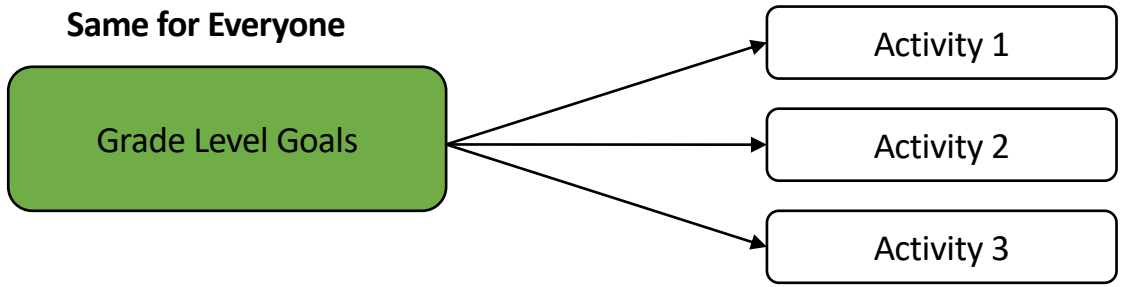



**Compromises the integrity of evaluation**

## Backward Design

**Differentiated**

**Same for Everyone**




**Does not compromise the integrity evaluation**

**Standards Based Evaluation**

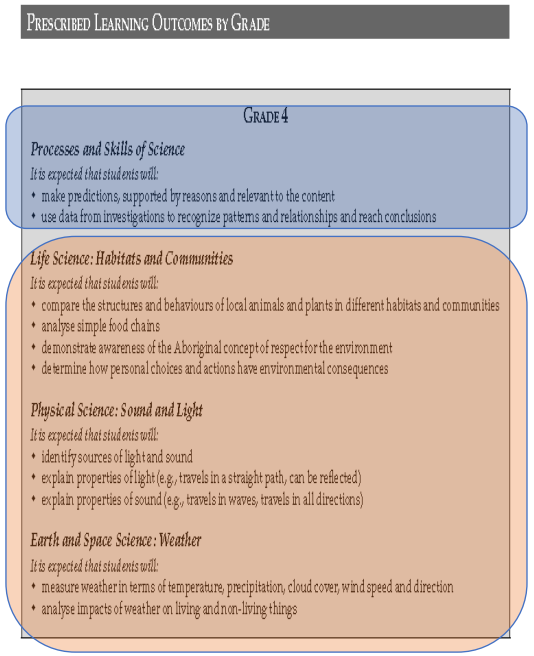
McTigue, 2010

# Goals Come From The Curriculum!

# Backwards Design: Previous Curriculum

What types of goals are in the curriculum?

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



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

*Processes and Skills of Science*

*It is expected that students will:*

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

*Life Science: Habitats and Communities*

*It is expected that students will:*

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

*Physical Science: Sound and Light*

*It is expected that students will:*

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

*Earth and Space Science: Weather*

*It is expected that students will:*

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

What do you notice?

# Backwards Design:
# What are the GOALS?

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

# What do you Notice?

BRITISH COLUMBIA
Ministry of Education

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

**BIG IDEAS**

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

**Learning Standards**

**Curricular Competencies**

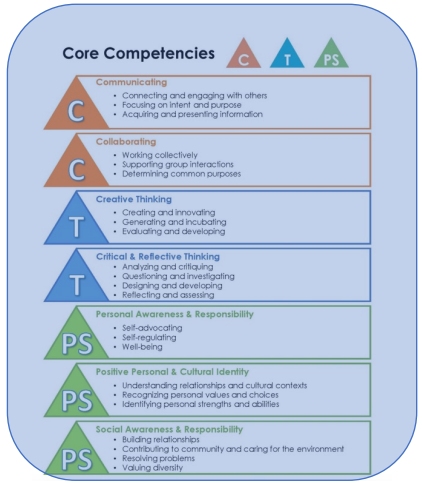
*Students will develop competencies needed to be active, informed citizens*:

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

**Concepts and Content**

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

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

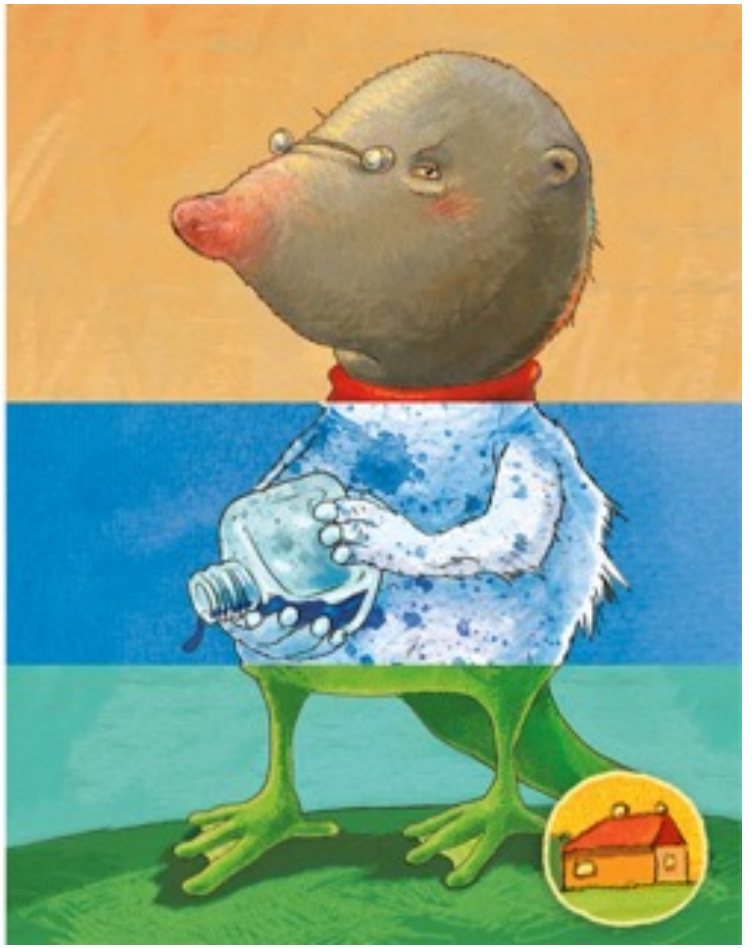


# Flip Book

Miserable

Two-toed

Lizard



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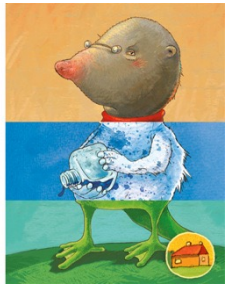

**BIG IDEA**

**Context**
Place/ strengths/ interests/ experiences/inquiry/ texts that can provide context to help students to understand

**Teacher Evaluation**

**Content**

**Scope & Sequence**
Knowledge base relied on to develop competencies

**Curricular Competencies**

**Responsive**
Formative assessment helps us to determine which competencies to develop

**Student Evaluation**

**Core Competencies**

**Responsive**
Students decide/co-decide which core competencies to develop

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

| Grade: Gr K/1 | Subject Area: Ms. D | Planning Team: Ms. T, Ms. W, Ms. I, Ms. T & Ms. N |
|---|---|---|
| **Big Idea:** Stories and other texts help us learn about ourselves and our families | | **Unit Guiding question(s):**<br>**Who am I? How can I use stories to learn about me and my family?** |

| Goals | Curricular Language | Student & Family Friendly Language |
|---|---|---|
| **Content Goal:** | Oral language strategies | • I know how to use my voice to express myself |
| **Content Goal:** | Elements of a story | • I know parts of a story |
| **Curricular Competency Goal:** | Recognize the importance of story in personal, family, and community identity | • I can see why story is important to me, my family and my community |
| **Curricular Competency Goal:** | Recognize the structure and elements of story | • I can see and find parts of a story<br>• I can understand how a story is made |
| **Curricular Competency Goal:** | Create stories and other texts to deepen awareness of self, family, and community | • I can create a story about me, my family and my community |
| **Curricular Competency Goal:** | Explore oral storytelling processes | • I can use my voice to share my story |
| **Core Competency Goal:** | Personal awareness & responsibility | • I am aware of myself and how I affect others<br>• I am responsible for myself and my actions |

**Backward Design Unit Planning Template: Building the Curricular Airplane**

| **Class: Ms. P Gr. 2/3** | **Subject Area(s): Cross Curricular** | **Planning Team: Ms. P & Shelley** |
|---|---|---|
| **Big Idea(s):**<br>• **Forces** influence the motion of an object. (Science)<br>• Everyone has a unique **story** to share. (Language Arts) | | **Unit Guiding Question(s):**<br><br>Who are our monsters? What are their **stories**? How can we use **forces** to help us catch them? |
| Unit Goals | Curricular Language | Student friendly language |
| Content Goal: Science (2) | types of forces | I know different types of **forces** |
| Content goal: Language Arts (2/3) | Story/text: elements of a story | I know what makes a **story** |
| Curricular Competency Goal: ADST (2/3) | Making: Make a product using known procedures or through modelling of others | I can **make** something for a **purpose** |
| Curricular Competency Goal: Science (2/3) | Safely manipulate materials to test ideas and predictions | I can **make** a **plan** and **try** out my **ideas** |
| Curricular Competency Goal: Language Arts (2/3) | Plan and create a variety of communication forms for different purposes and audiences | I can **create** a **story** for an **audience** |
| Curricular Competency Goal: Art (2/3) | Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts | I can **create** many things using different art **tools** and **materials** |
| Core Competency Goal: (Profile 1/2) | **Creative Thinking**:<br>I get ideas when I play (1)<br>I can get new idea or build on or combine other people's ideas to create new things within the constrainst of a form, a problem or materials (2) | **We are creative thinkers because we get new ideas!**<br>I get new ideas by: **(Students choose):**<br>• using my **senses** to **explore**<br>• **changing** what I am doing<br>• **trying** something **new**<br>• **solving a problem** in a **new way** |

# Who are our monsters? What are their stories?
# How can we use forces to help us catch them?

| Name: | | Date: | |
|---|---|---|---|
| **I'm still working on it…** | **My goals** | **I got it!** | **How do I know? What is my evidence?** |
| | • I know different types of **forces** | | |
| | • I know what makes a **story** | | |
| | • I can **make** something for a **purpose** | | |
| | • I can **make** a **plan** and **try** out my **ideas** | | |
| | • I can **create** a **story** for an **audience** | | |
| | • I can **create** many things using different art **tools** and **materials** | | |

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

# Grade 4 Math

# Curricular Competencies

| | | Reasoning and Analyzing | | | | | Understanding and Solving | | | | Communicating and Representing | | | | Connecting and Reflecting | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Big Ideas** | *Fractions and decimals are types of numbers that can represent quantities.<br><br>*Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.<br><br>*Regular changes in patterns can be identified and represented using tools and tables.<br><br>*Polygons are closed shapes with similar attributes that can be described, measured, and compared.<br><br>*Analyzing and interpreting experiments in data probability develops an understanding of chance. | Use reasoning to explore and make connections | Estimate reasonably | Develop mental math strategies and abilities to make sense of quantities | Use technology to explore mathematics | Model mathematics in contextualized experiences | Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving | Visualize to explore mathematical concepts | Develop and use multiple strategies to engage in problem solving | Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures | Communicate mathematical thinking in many ways | Use mathematical vocabulary and language to contribute to mathematical discussions | Explain and justify mathematical ideas and decisions | Represent mathematical ideas in concrete, pictorial, and symbolic forms | Reflect on mathematical thinking | Connect mathematical concepts to each other and to other areas and personal interests | Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts |
| **Content** | number concepts to 10 000 | | | | | | | | | | | | | | | | |
| | decimals to hundredths | | | | | | | | | | | | | | | | |
| | ordering and comparing fractions | | | | | | | | | | | | | | | | |
| | addition and subtraction to 10 000 | | | | | | | | | | | | | | | | |
| | multiplication and division of two- or three-digit numbers by one-digit numbers | | | | | | | | | | | | | | | | |
| | addition and subtraction of decimals to hundredths | | | | | | | | | | | | | | | | |
| | addition and subtraction facts to 20 (developing computational fluency) | | | | | | | | | | | | | | | | |
| | multiplication and division facts to 100 (introductory computational strategies) | | | | | | | | | | | | | | | | |
| | increasing and decreasing patterns, using tables and charts | | | | | | | | | | | | | | | | |
| | algebraic relationships among quantities | | | | | | | | | | | | | | | | |
| | one-step equations with an unknown number using all operations | | | | | | | | | | | | | | | | |
| | how to tell time with analog and digital clocks, using 12- and 24-hour clocks | | | | | | | | | | | | | | | | |
| | regular and irregular polygons | | | | | | | | | | | | | | | | |
| | perimeter of regular and irregular shapes | | | | | | | | | | | | | | | | |
| | line symmetry | | | | | | | | | | | | | | | | |
| | one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs | | | | | | | | | | | | | | | | |
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School District No. 73
(Kamloops/Thompson)

Area of Stretch

Area For More Practice

Area of Strength

# Grade 4 Math

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

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

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

| Grade: 10-11 | Subject Area(s): EFP Literary Studies and Spoken Language<br>How We Define Ourselves p. 189 | Planning Team: Kelley |
|---|---|---|
| **Big Idea: Voice is powerful and evocative** | | **Unit Guiding Question(s):How is our sense of self formed? What are the influential factors that help shape our sense of self?** |

| **Unit Goals** | | Activities to capture evidence of this goal |
|---|---|---|
| **Content Goal** | I know literary elements and devices | Lesson 5, The Boy in the Ditch, p. 192; BLM 6; Lesson 4 , Identity in Poetry, BLM 8; Lesson 4, Creating Poetry, p. 194 |
| **Content Goal** | I know oral language strategies | Lesson 1 Establish Speaking and Listening Skills, p. 190- Formative assessment; Lessons 1-4, Summative assessment Oral Participation, p. 194 |
| **Content Goal** | I know presentation and performance strategies | Lesson 4, Creative Representation Group Work, p. 194 |
| **Curricular Competency Goal** | I can demonstrate understanding of how First Peoples' languages and texts reflect First Peoples' cultures, knowledge, histories, and worldviews. | Lesson 2*, Keeper'n Me*, Novel Study BLMs 1-5; Lesson 4 , Identity in Poetry, BLM 8 |
| **Curricular Competency Goal** | I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | Lesson 2, *Keeper'n Me*, Novel Study BLMs 1-5; Lesson 3, The Boy in the Ditch, p. 192; Lesson 4 , Identity in Poetry, BLM 8; Summative assessment, p. 194/5; |
| **Curricular Competency Goal** | I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes. | Lesson 1 Establish Speaking and Listening Skills, p. 190-;Lesson 2, *Keeper'n Me,* Novel Study BLMs 1-5; Lesson 4 , Identity in Poetry, BLM 8; Lesson 5, The Boy in the Ditch, p. 192, BLM 6; Lesson 4, Creative Representation Group Work, p. 194 |
| **Curricular Competency Goal** | I can assess and refine oral and other texts to improve clarity, effectiveness, and impact | Lesson 4, Creative Representation Group Work, p. 194; Lesson 4, Creating Poetry, p. 194; Unit Summative Assessment Options |

| 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;<br>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 Unit Planning Template**

| **Course:** BCFP12 | **Investigation:** Here & Now: Diversity of BC First Peoples | **Planning Team:** Lesley Gunning, Penny Carnrite |
|---|---|---|

| **Big Idea:** | **Unit Guiding Questions:** |
|---|---|
| BC First Peoples are very diverse but share common values, worldviews and experiences.<br>BC First Peoples diversity should be honoured and respected.<br>There are important protocols to be understood when learning about First Peoples. | Why is it important to understand and respect the extraordinary diversity of First Peoples?<br>* How are diversity and the land connected?<br>How will understanding the diversity of BC First Peoples impact our studies in this course? |

| **Unit Goals** | | **Activities/ Possible Evidence** |
|---|---|---|
| Content | **Student knows traditional territories of the BC First Nations and relationships with the land** | **4d** Create a diversity story or narrative (p63)<br>**4d** Create an eco-tourism plans for different regions. (p63) |
| Content | **Student knows roles of oral traditions for BC First Peoples** | **4c** Identify different Indigenous Languages in BC (p62)<br>**4c** Identify role of elders and language(p62)<br>**4c** Explore and create a word wall of diverse Indigenous greetings. (p63)<br>**4d** Create a diversity story or narrative (p63) |
| Curricular Competency | **Student can explain and infer perspectives and sense of place, and compare varying perspectives on land and place** | **4b** Brainstorm using placemat activity on diversity in First Peoples of BC (p61)<br>**4b** Web or word map connection between diversity of people and diversity of land. (p62) |
| Curricular Competency | **Student can explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past** | **4a** Discussion /Analysis about Walking Eagle Article, Elements of Indigenous Style, Not that Kind of Indian (p61)<br>**4a** Personal Brainstorm or Interview on generalizations and stereotypes. (p61)<br>**4a** Inquiry on stereotypes in the news and social media. (p61) |
| Curricular Competency | **Student can assess the connectedness or the reciprocal relationship between people and place** | **4b** Web or word map connection between diversity of people and diversity of land. (p62)<br>**4b** Investigate food and prepare classroom feast of the local food (p62)<br>**4d** Create a diversity story or narrative (p63) |

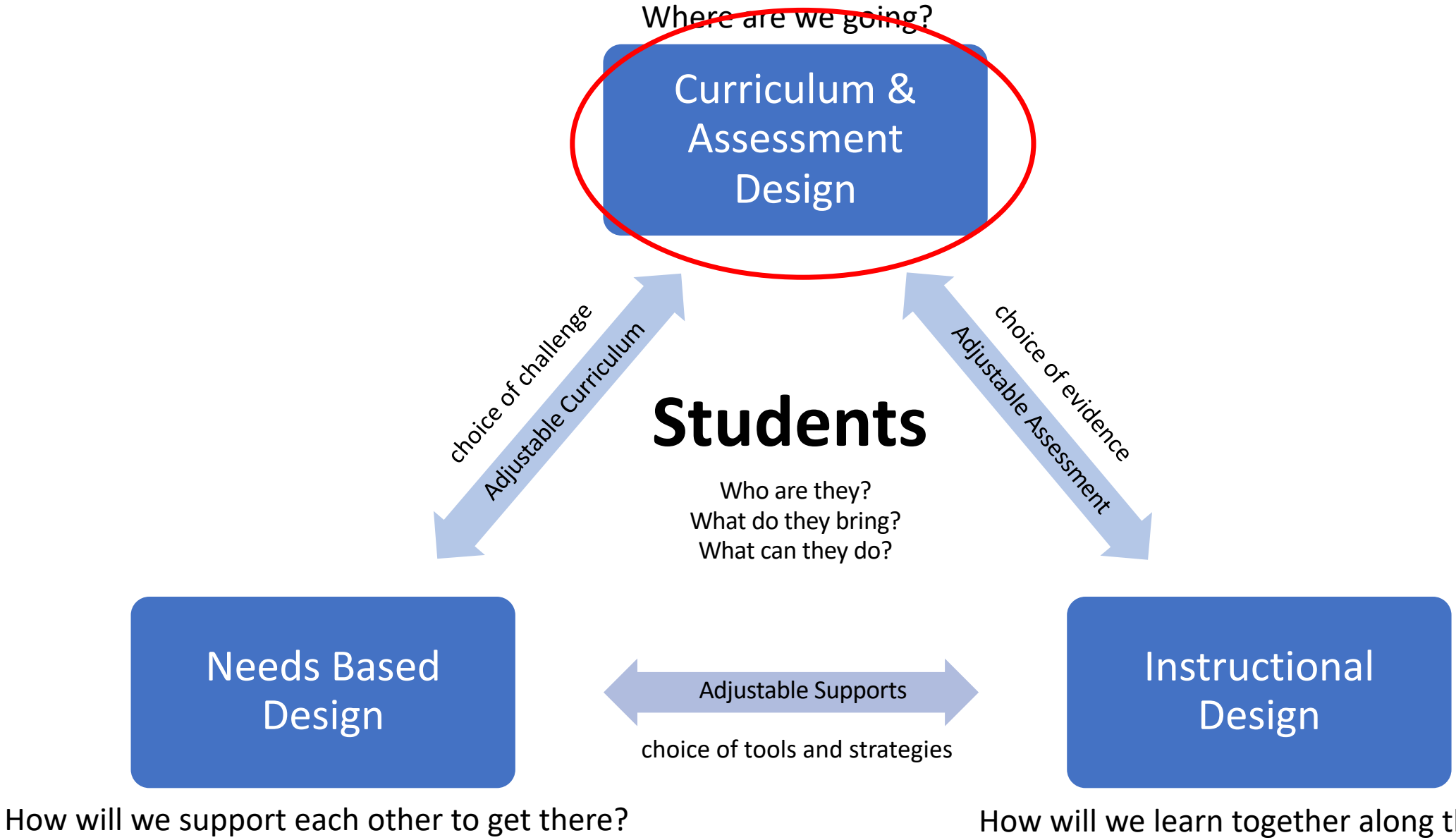
* Added because important

# Backwards Design Big Ideas:

- We target goals/ learning standards for every unit
- We organize goals around a big idea/question
- We need to translate those goals into student friendly language
- Students need to know the goals
- Learning activities are EVIDENCE of learning
- We evaluate goals NOT activities
- ANY activity can count as evidence of goals

Shelley Moore, 2019

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



# How does backwards design planning intersect with the FPPL that we are focusing on today?

**Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors**

**Learning involves recognizing the consequences of one's actions**

# Session 3 - Curricular design strategies that support planning for all students Part 1 – Backwards Design

## Guiding Questions

- How can we design for a range of diversity using grade level curriculum?
- How can we use grade level curriculum in flexible ways to support success and growth for all learners?
- How do we support the self-determination and agency of learners?

# Your Work Between Now and Next Session

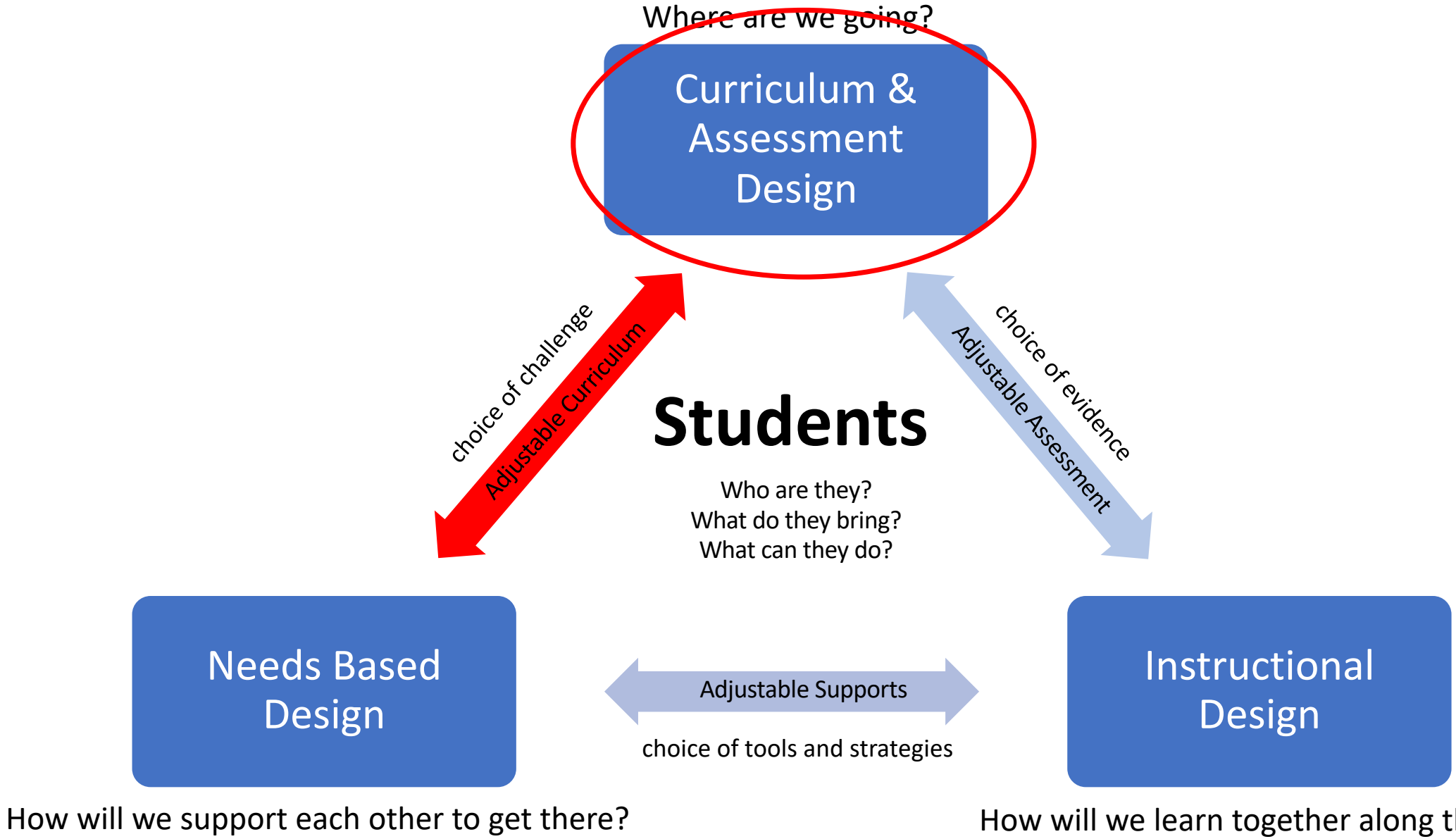
- Choose an upcoming unit
- Determine/ construct the big idea
- Practice generating some open ended questions o guide learning
- Identify the goals that you want to intentionally target, teach and assess in this unit
  - Identity 1or 2 content goals
  - Choose 2-4 curricular competency goals
- Translate the goals into student friendly statements using:
  - I know (content)
  - I can (curricular competency)
  - I can be/ I am (core competency)

# Next Session

**Bring back what you tried!**

**Curricular Design Strategies Part 2 – Curricular Mapping**

- **April 4th Grades K-4 Cohort**
- **April 5th Grades 5-12 Cohort**

Shelley Moore, 2019

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