SHELLEY MOORE

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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.

The Plan!

Session 1: Review, Overview of the framework, Reducing Barriers

Strategy 1: The Class Review

Try something new!

Session 2: Curricular Design Frameworks

Strategy 3: Backwards Design Planning

Try something new!

Session 3: Curricular Design Frameworks

Strategy 4: Learning Progressions

Try something new!

Session 4: Inclusive Assessment

Strategy 4: Standards Based Assessment

5 Minutes

What did you try (or want to try) based on our learning together so far?

What are you noticing and/or learning?

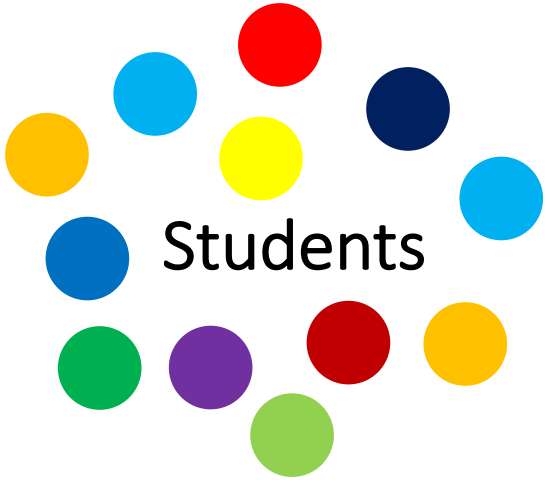
What questions are coming up for you!

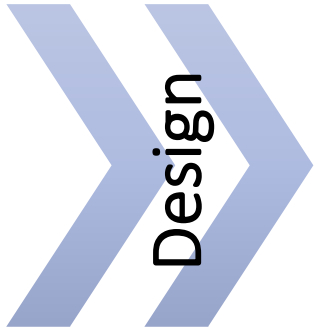
What is inclusion?

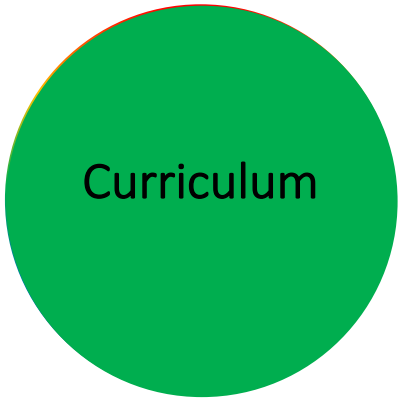
How do we include people who are different

How do we teach to diversity?

DESIGN: THE MOST UNDERUTILIZED SUPPORT

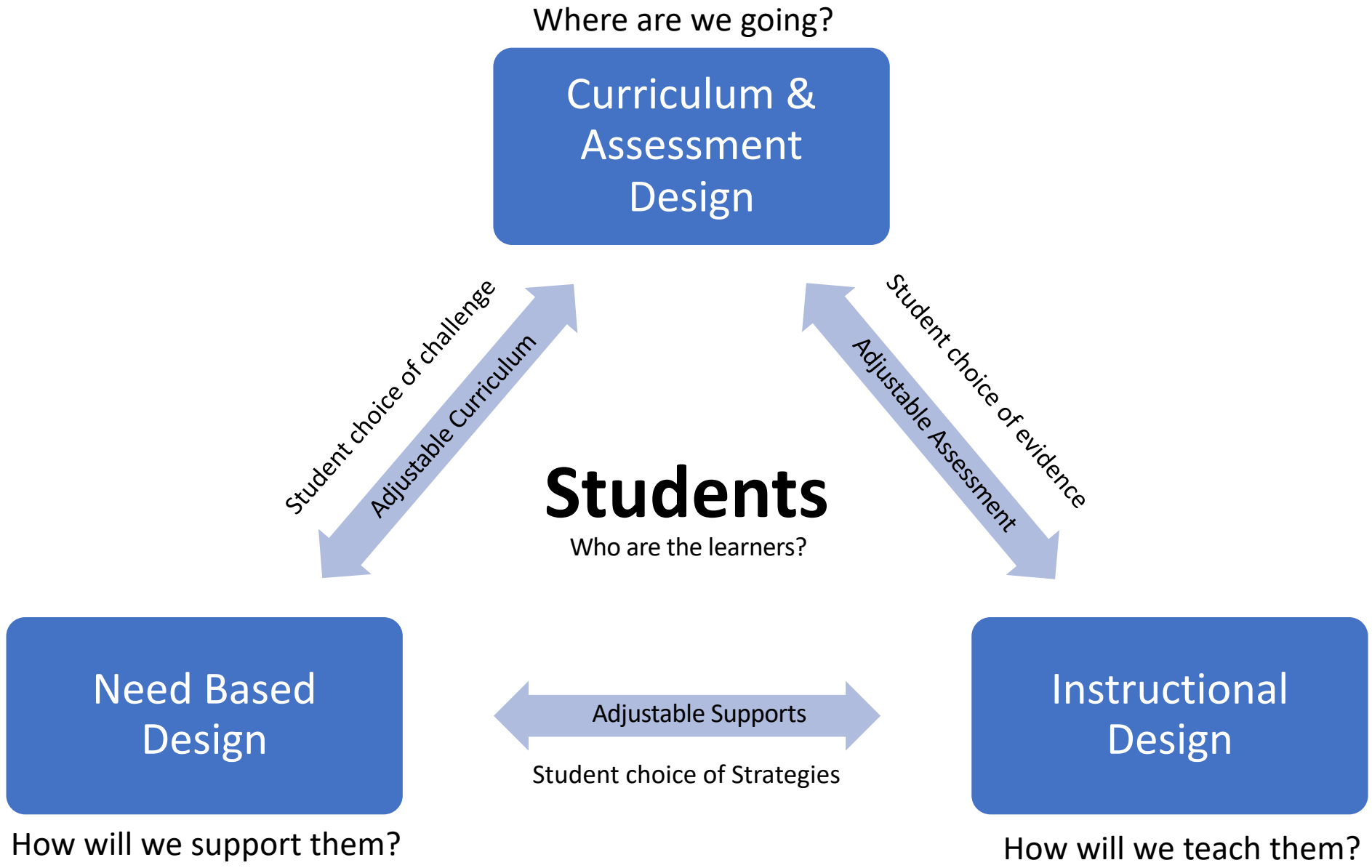






How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019



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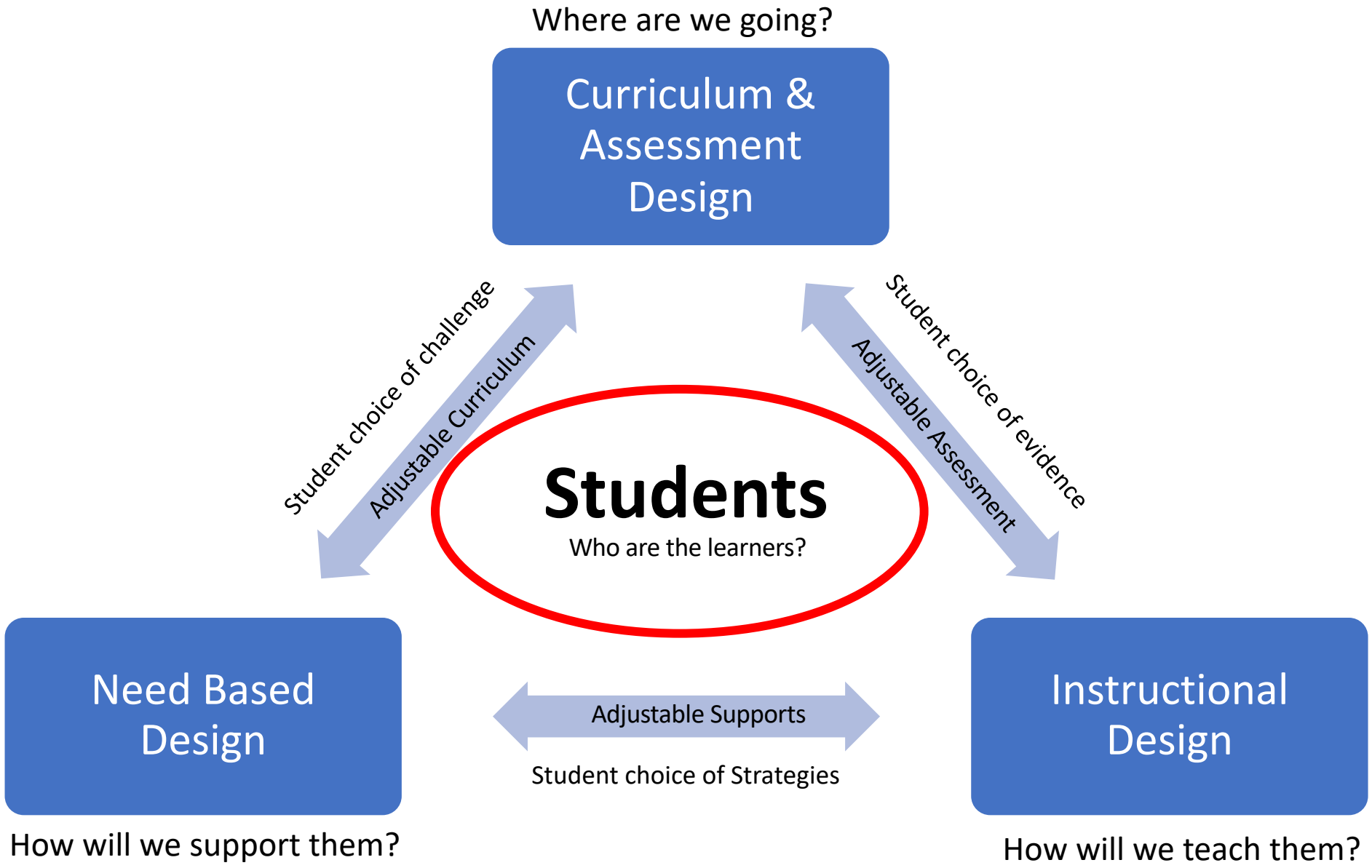
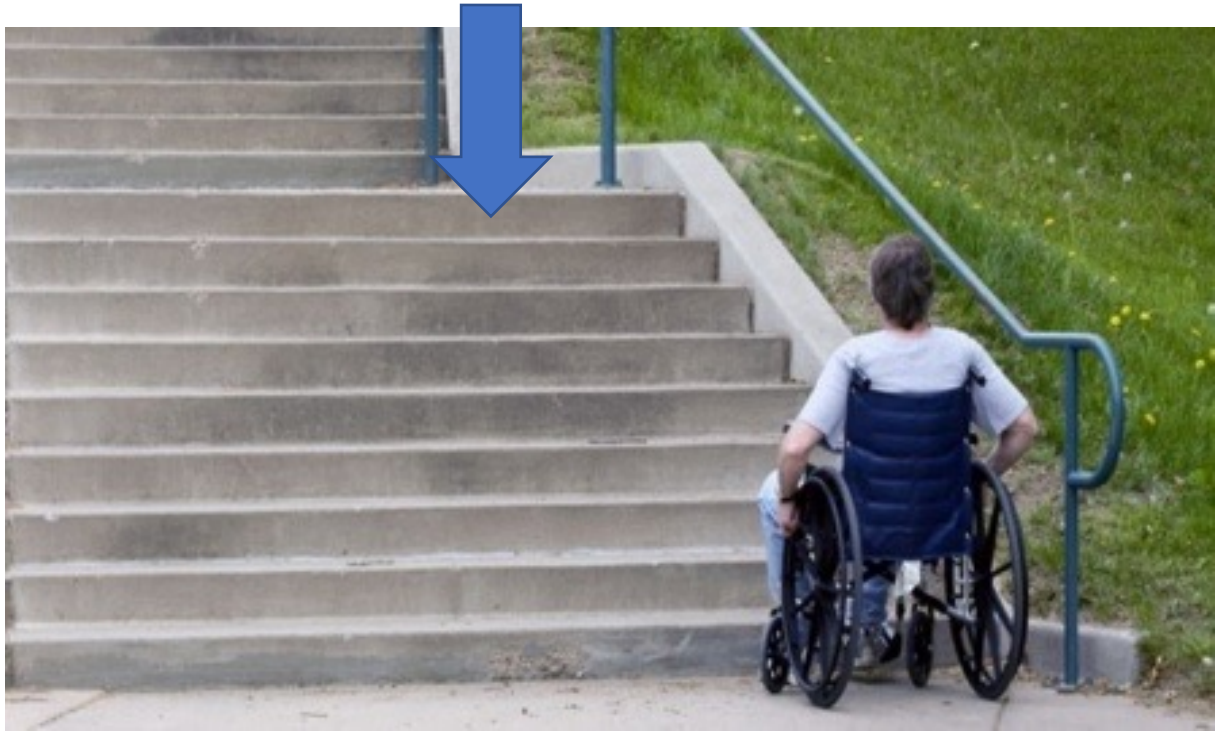


Class Review for :	**Teacher:**	**Date:**
I can plan for my students by getting to know the:		
Interests & identities of the class	**Classroom Strengths**	**Classroom Stretches**
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something new I want to try	**Decision:** Learning Barriers (UDL)	**Decision**: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

What are barriers??

PHYSICAL

To LEARNING



To EQUITY

How can we REDUCE barriers??

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

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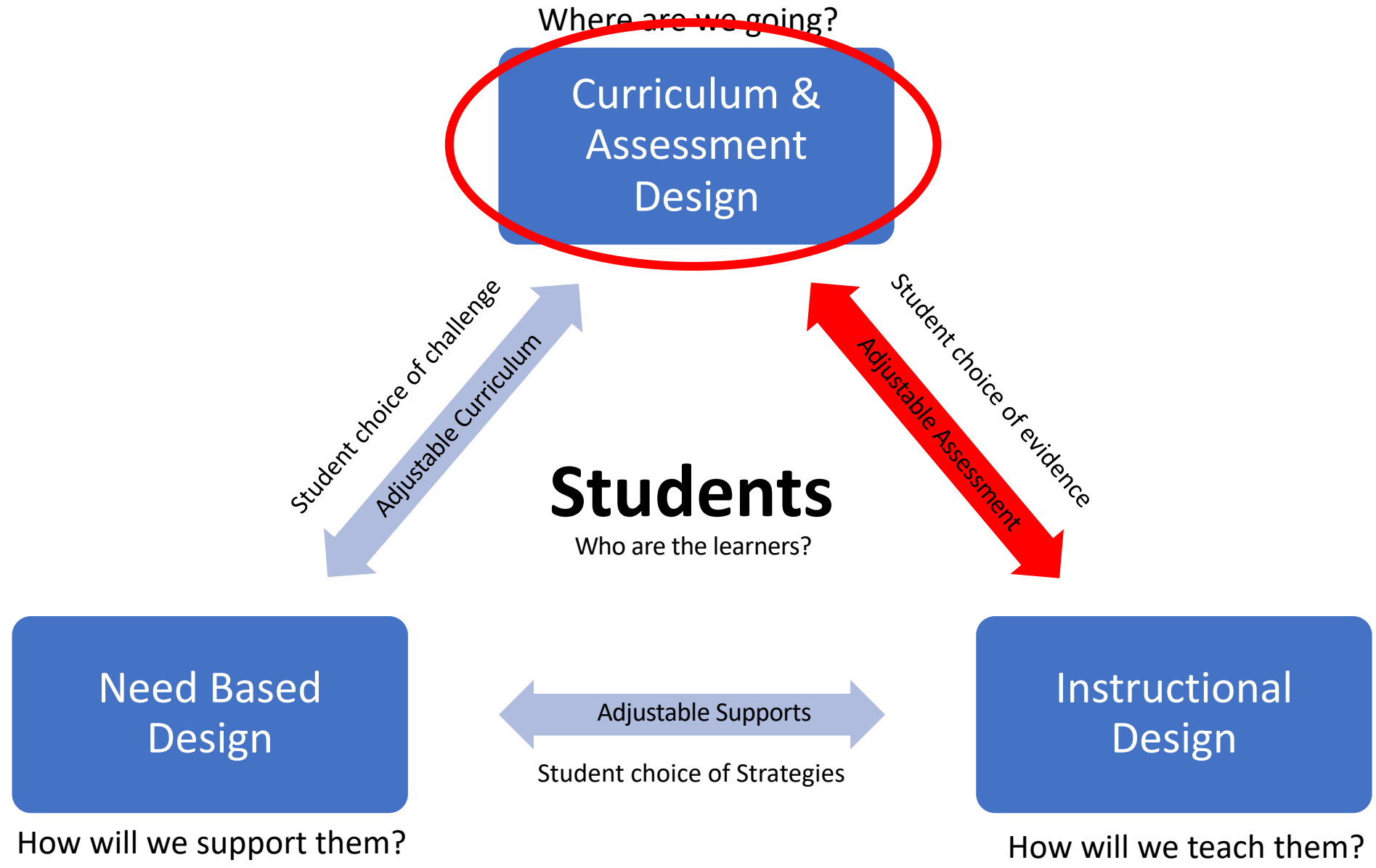
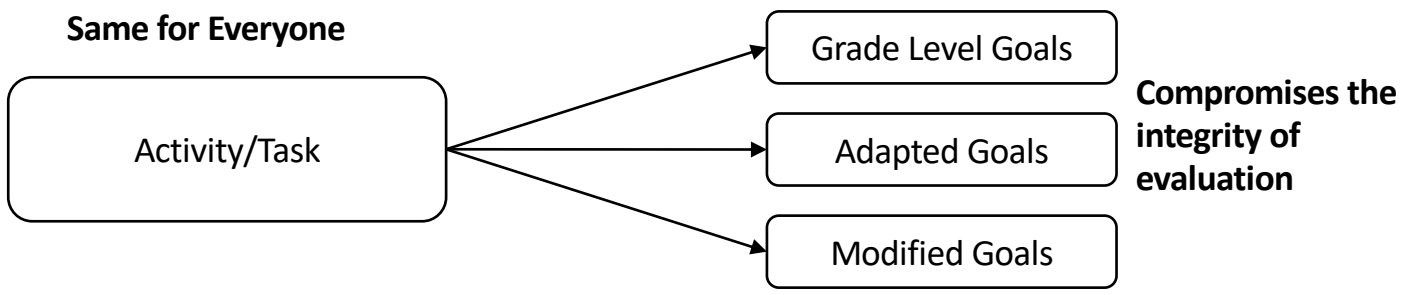
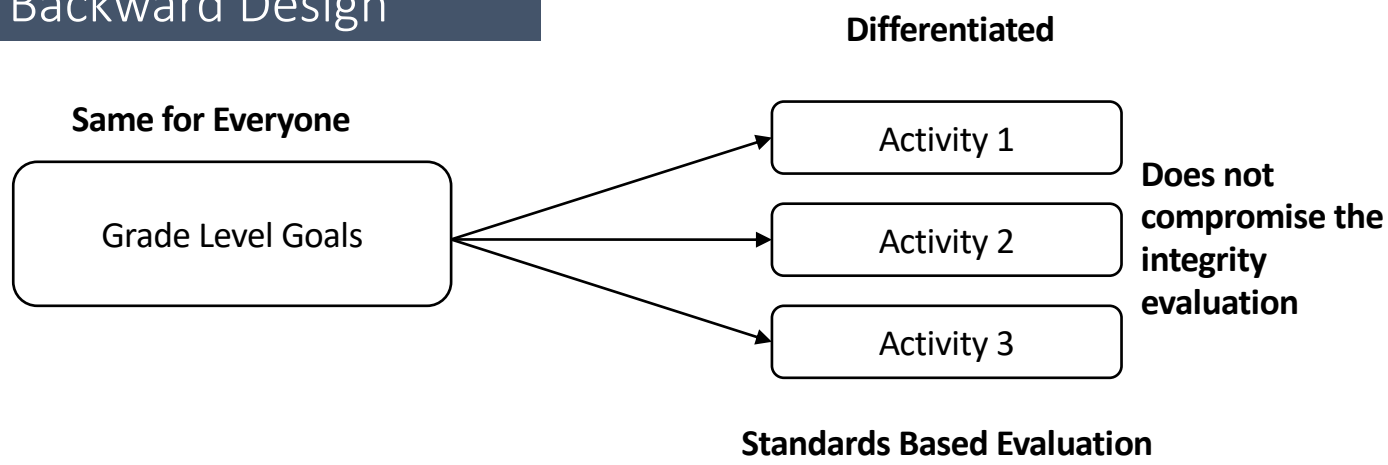


BACKWARDS DESIGN

Forward Design



Backward Design



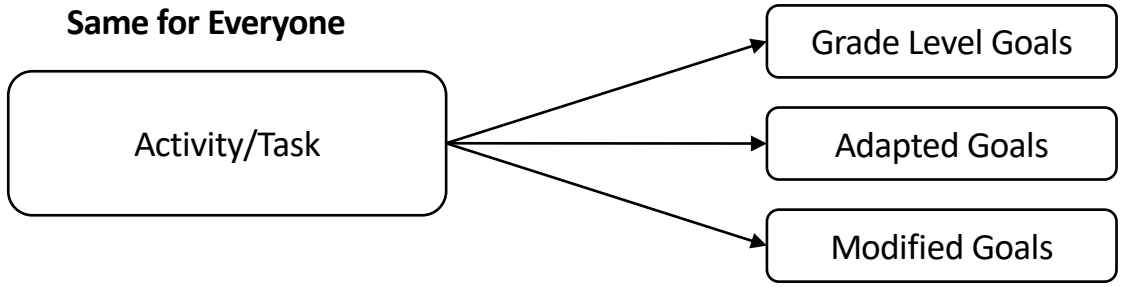
McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

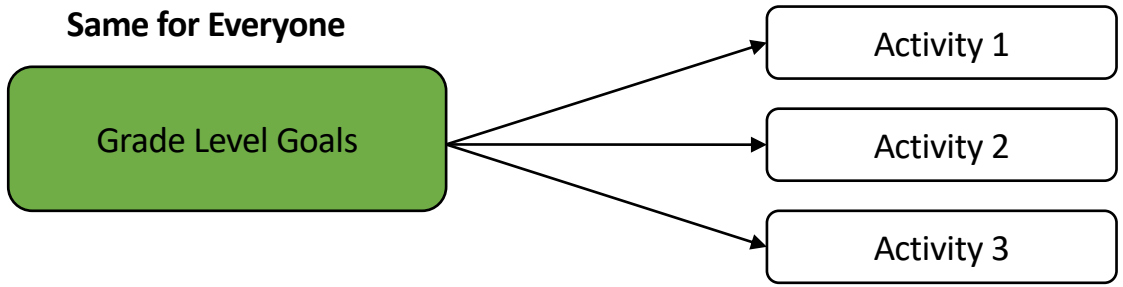


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

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?

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 BE?

Shelley Moore, 2107

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?

We are

Shelley Moore, 2107

Grade:	Subject Area:	Strand:	Planning Team:
Big Idea(s): What do I need to Understand? Overall Expectation:			Unit Guiding Question(s):
Key Vocabulary:			
Specific Expectations	Curricular Language What do I need to know and do?		Student Friendly Language
(required, assessed & evaluated)			
(required, assessed & evaluated)			
(required, assessed & evaluated)			
Strand A: (responsive & assessed)			
Transferable skills (responsive & assessed)			

Grade:	Subject Area: Math	Strand:	Planning Team:
Big Idea(s): What do I need to Understand? **Overall Expectation:**			**Unit Guiding Question(s):**
Key Vocabulary:			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
(required, assessed & evaluated)			
(required, assessed & evaluated)			
Strand A: SEL (responsive & assessed)	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		
Transferable skills (responsive & assessed)	• Critical Thinking & Problem Solving • Communication		

Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life		**I know numbers up to 100 000** **I know where to find numbers up to 100 000 in my life** **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts		**I can compare numbers up to 100 000** **I can order numbers up to 100 000**
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		**We can be motivated to learn and understand** **We can persevere when learning gets hard**
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		**We are communicators**

Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life		**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**	
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			

Specific Expectations	Curricular Language What do I need to know and do?	Student Friendly Language	Possible Resources and Activities
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	• **I know numbers up to 100 000** • **I know where to find numbers up to 100 000 in my life** • **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** • **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**	
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts	• **I can compare numbers up to 100 000** • **I can order numbers up to 100 000**	
Strand A: SEL **(responsive & assessed)**	• maintain positive motivation and perseverance	• **We can be motivated to learn and understand** • **We can persevere when learning gets hard**	
Transferable skills **(responsive & assessed)**	• Communication	• **We are communicators**	

Backward Design

Adapted from McTigue, 2010

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

Everyone

Goals

- **I know numbers up to 100 000**
- **I know where to find numbers up to 100 000 in my life**
- **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000**
- **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**

- **I can compare numbers up to 100 000**
- **I can order numbers up to 100 000**

Activity (product) — Quiz, tests, summative project(s)

Activity (conversation) — Real life collaborative hands-on problem, conferencing

Activity (observation) — Visual performance task, lesson activities

- **Student choose their BEST evidence to justify learning o of the goals**

One point rubric

Name:	Date:

Unit Guiding questions:
What are numbers? How are they useful in our lives? How can they help us better understand the world?

I still need support	I can do this!	I need some challenge
	• I know numbers up to 100 000 • I know where to find numbers up to 100 000 in my life • I know tools and strategies to help me read, show, build and break apart numbers up to 100 000 • I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000	
	• I can compare numbers up to 100 000 • I can order numbers up to 100 000	
	• We can be motivated to learn and understand • We can persevere when learning gets hard	
	• We are communicators	

Name:	Math 5	Date:	Topic: Number

What are numbers? How are they useful in our lives? How can they help us better understand the world?

Goals	My evidence of learning	How I am showing my learning			I Need Support	I Need Challenge
	The BEST examples of activities that show my learning	concrete	pictorial	abstract		
• I know numbers up to 100 000 • I know where to find numbers up to 100 000 in my life • I know tools and strategies to help me read, show, build and break apart numbers up to 100 000 • I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000						
• I can compare numbers up to 100 000 • I can order numbers up to 100 000						
• We can be motivated to learn and understand • We can persevere when learning gets hard						
• We are communicators						

Grade: 6	Subject Area: Math	Strand: Probability	Planning Team:
Big Idea(s): What do I need to Understand? **Overall Expectation: D2. Probability:** describe the likelihood that events will happen, and use that information to make predictions			**Unit Guiding Question(s):** **What is probability?** **How can probability help us to predict events and outcomes?** **Where can we find probability in everyday life?** **What are the different ways that I can describe/show the probability of outcomes?**
Key Vocabulary: probability, likelihood, events, predictions			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
D2.1 **(required, assessed & evaluated)**	use fractions, decimals, and percents, to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions		**I know different way to show probability outcomes** **I can show probability outcomes in different ways** **I know can use a probability line to make predictions**
D2.2 **(required, assessed & evaluated)**	determine and compare the theoretical and experimental probabilities of two independent events happening		
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		

Grade: 6	Subject Area: Science	Strand: Life Systems - Bio Diversity	Planning Team:
Big Idea(s): What do I need to Understand? **Overall Expectation:** assess the importance of biodiversity, and describe ways of protecting biodiversity			**Unit Guiding Question(s):**
Key Vocabulary:			

Specific Expectations	Curricular Language	Student Friendly Language
B1.1 **(required, assessed & evaluated)**	assess the benefits of biodiversity and the consequences of the diminishing of biodiversity	**I know** **I can**
B1.2 **(required, assessed & evaluated)**	analyse a local issue related to biodiversity while considering different perspectives; plan a course of action in response to the issue; and act on their plan	**I know** **I can**
Strand A: STEM (responsive, assessed & evaluated)	Throughout Grade 6, in connection with the learning in the other strands, students will: **A1.1** use a scientific research process and associated skills to conduct investigations **A1.2** use a scientific experimentation process and associated skills to conduct investigations **A1.3** use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems **A1.4** follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials **A1.5** communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	**We can**
Transferable skills (responsive & assessed)	• Global citizenship and sustainability • **Critical Thinking and Problem Solving** • **Innovation, Creativity, and Entrepreneurship**	**We are global citizens** **We are sustainable**

Backwards Design Planning

1. Choose an upcoming unit
2. Highlight key vocabulary and create some unit guiding questions using the overall expectations of the strand (you can also do this with students)
3. Determine the specific outcomes that will be evaluated
4. Choose which SEL goals would be useful to target in this unit (you can also do this with students)
5. Choose with transferable skills would be useful to target in this unit (you can also do this with students)
6. Highlight key vocabulary and translate all the goals into student friendly language and pull out key vocabulary
7. Align & Design summative tasks that allow for three types of evidence to be captures (product, observation, conversation)
8. Align & Design lesson activities to goals and ensure there is multiple opportunities for students to build their three communication muscles (concrete, pictorial, abstract)

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)

For Next Session

1. Bring the evidence of what you tried!
2. You will be sharing what you tried with another school team
    1. What did we try?
    2. What did we notice?
    3. What is our next step?

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