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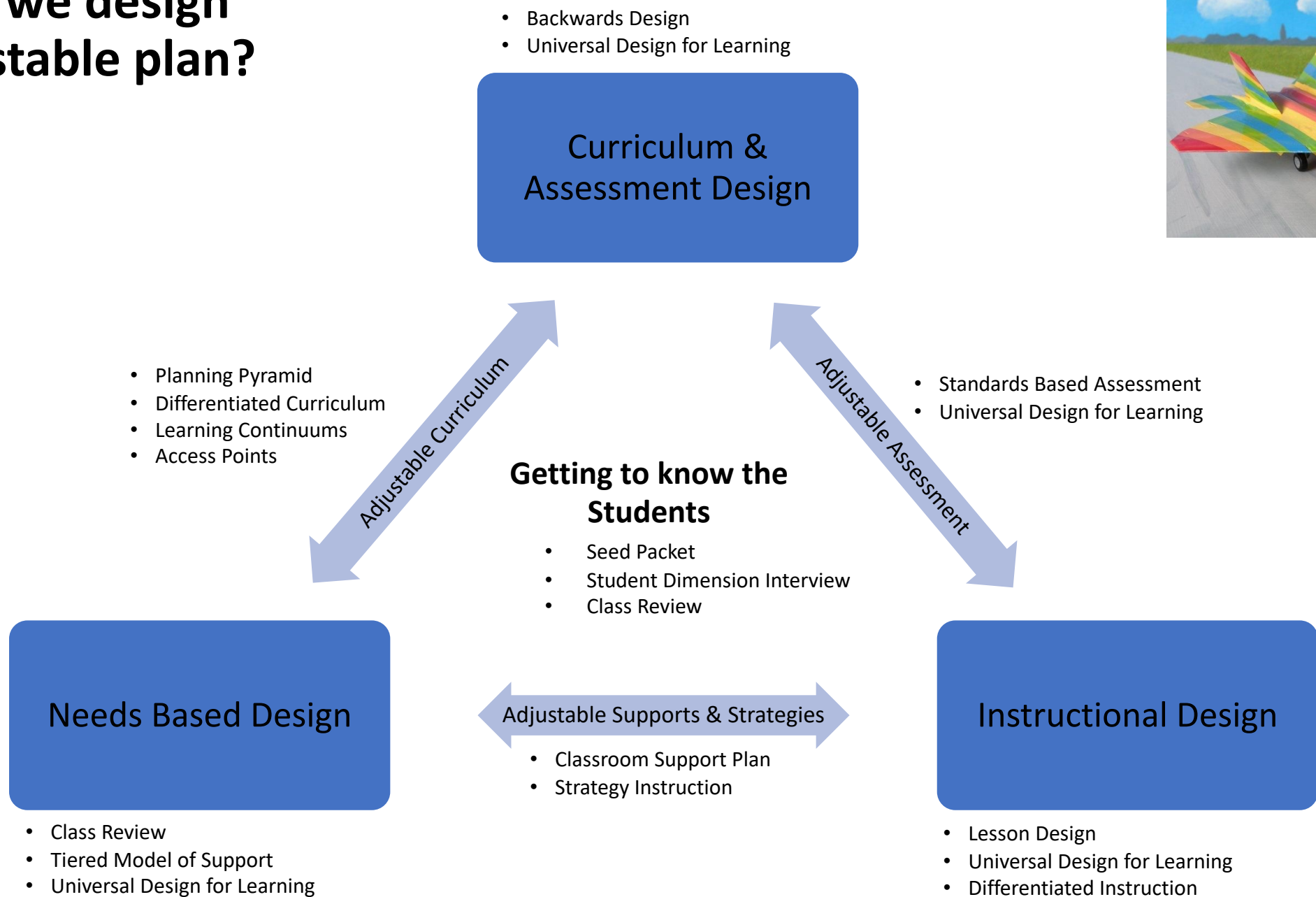
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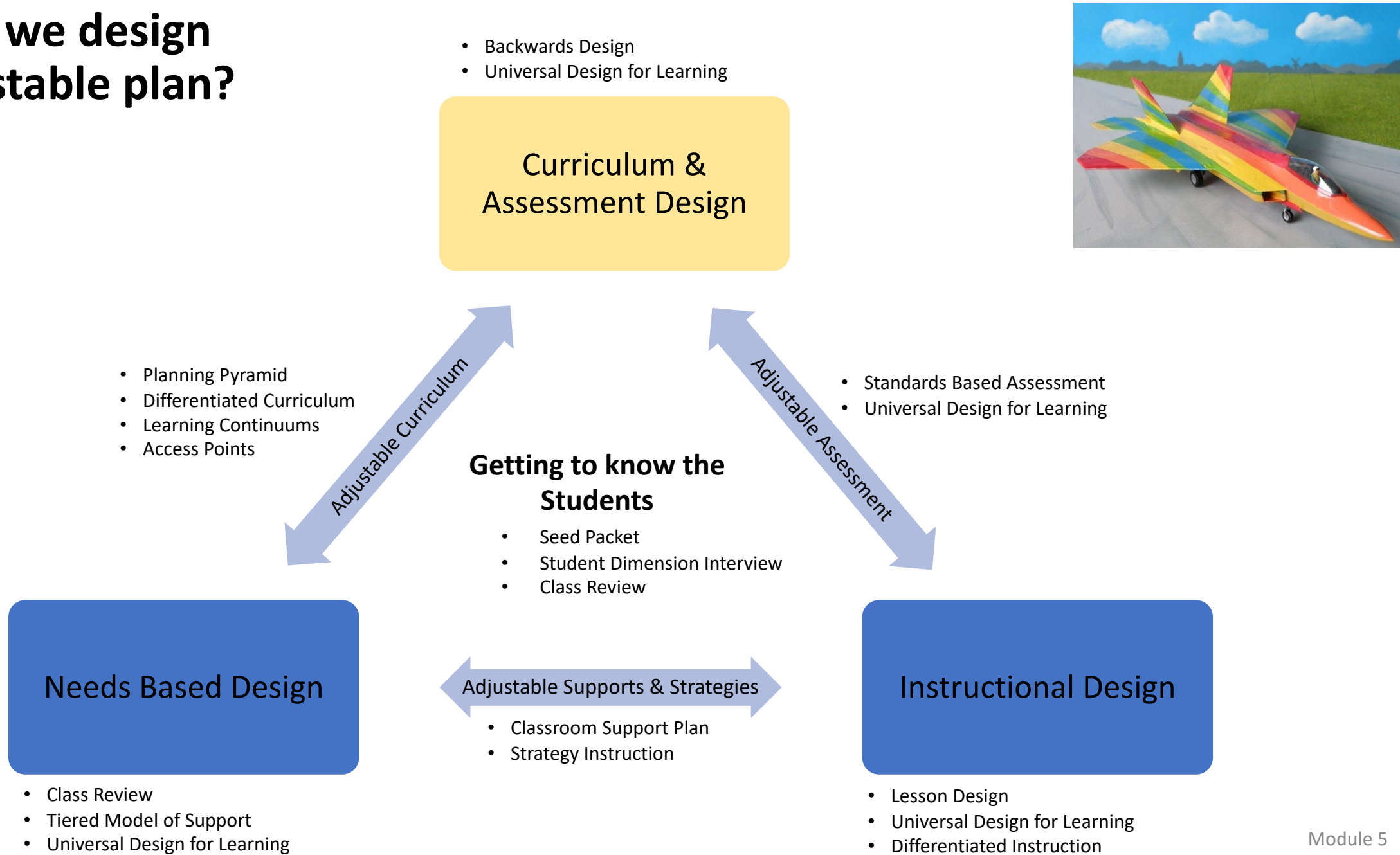
Thinking Back

- What stands out from last session?
- What is important to know and remember about last session?

How do we design an adjustable plan?



How do we design an adjustable plan?



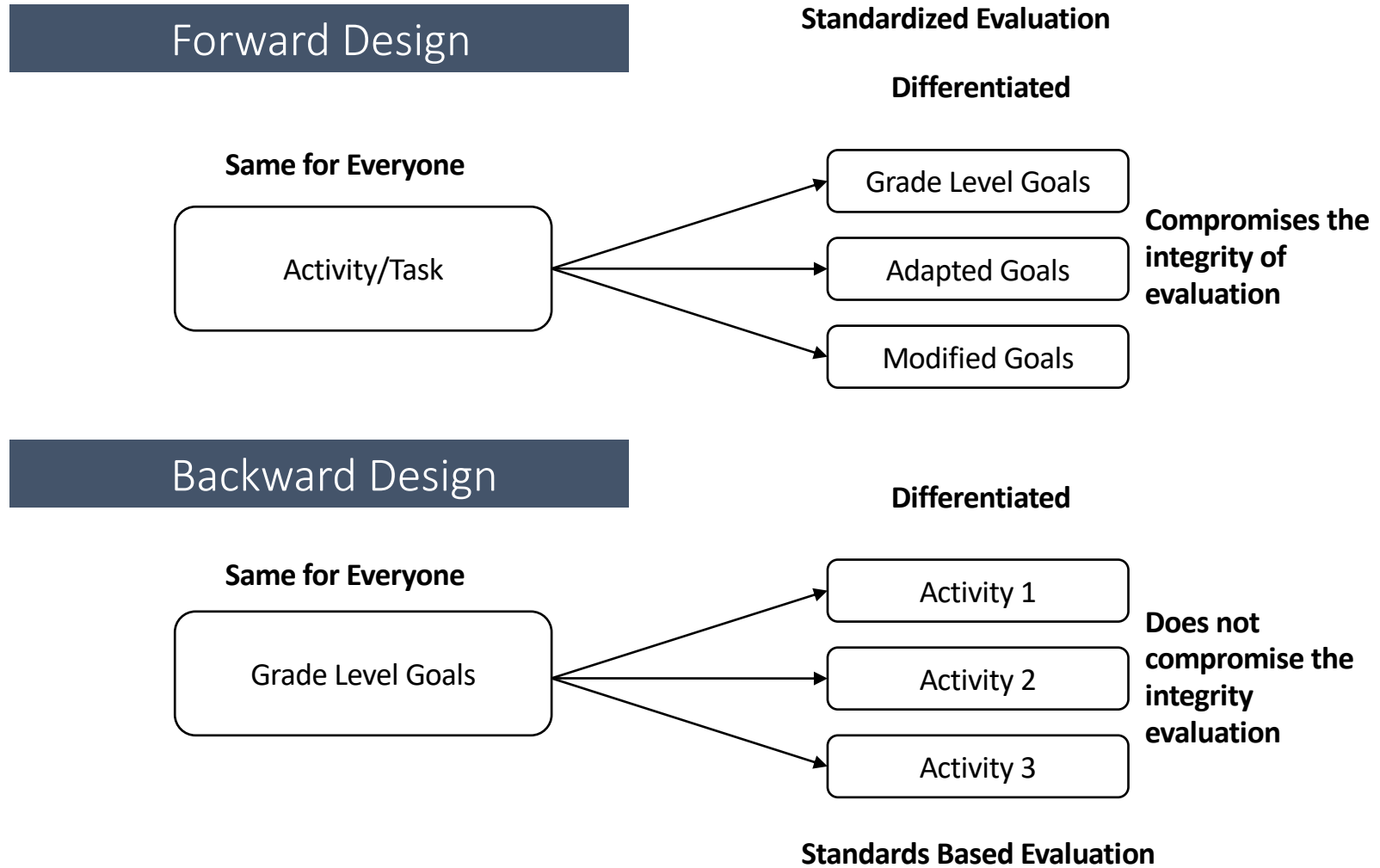
What is standards-based
curriculum design?

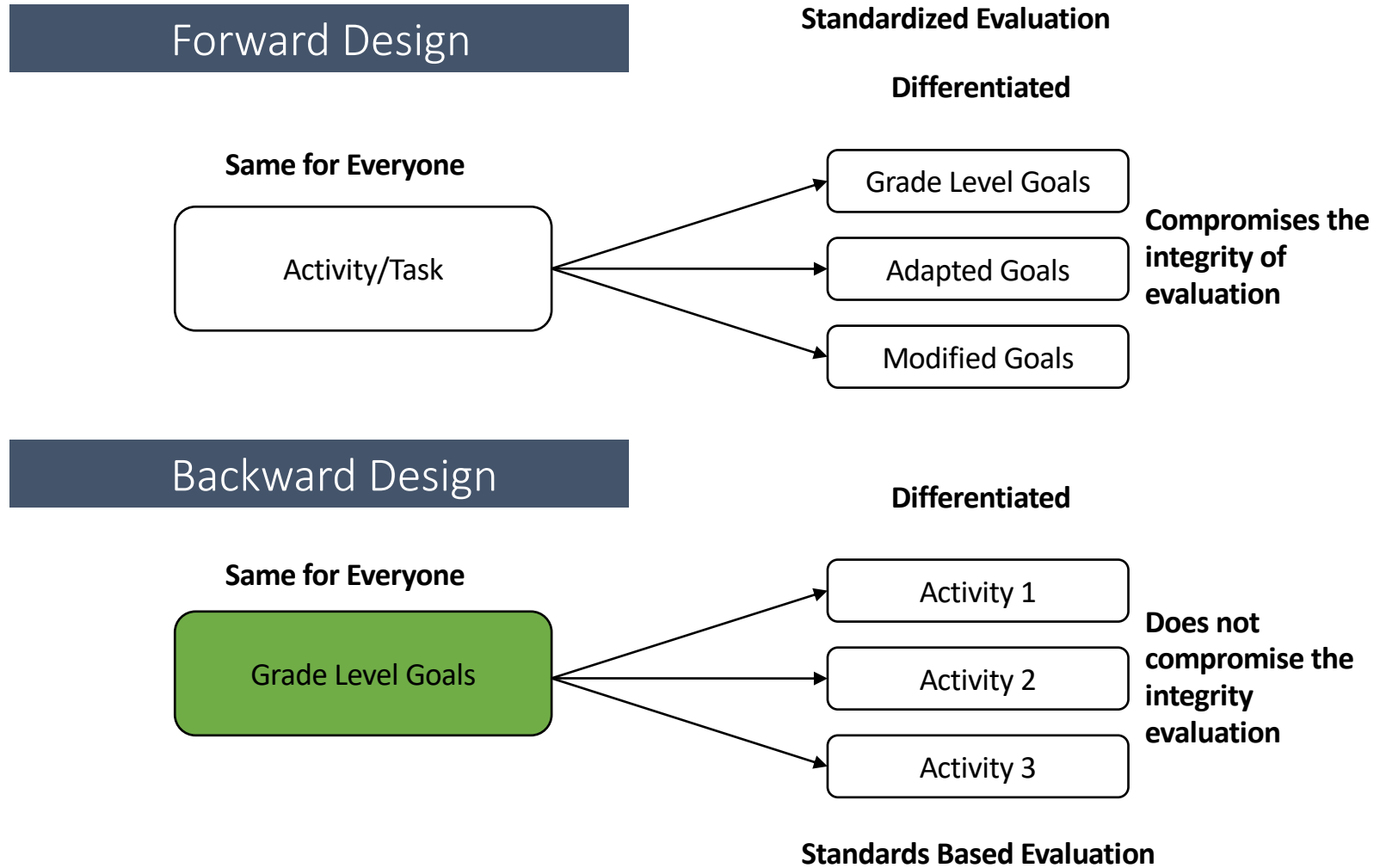
What is standards-based curriculum design?

- Coherent **learning goals** (standards) for a grade, grade band, subject or competency area within a specific jurisdiction (e.g., BC Curriculum)
- Standards describe what students need to **know** (content), **understand** (big ideas), **do** (skills & curricular competencies) and **be** (core competencies)
- When **curriculum** (what is taught), **instruction** (how it is taught) and **assessment** (how it is captured) are aligned to the learning standard
- Activities and tasks are **evidence** of meeting a standard
- Increases **transparency** and reduces **subjectivity and bias** in education, by clearly communicating to parents and students **what they are expected to learn**, and how they are growing over time

Standards Based Design







How can we *shift our thinking*
towards **standards-based design**
processes?

Is curriculum linear?



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 <i>It is expected that students will:</i> <ul style="list-style-type: none">• 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 <i>It is expected that students will:</i> <ul style="list-style-type: none">• 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 <i>It is expected that students will:</i> <ul style="list-style-type: none">• 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 <i>It is expected that students will:</i> <ul style="list-style-type: none">• 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?

Renewed Curriculum

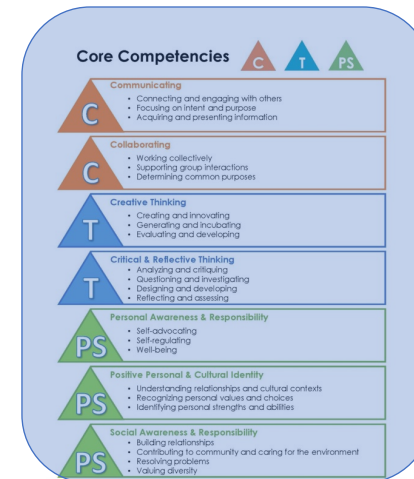
What do you Notice?



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.
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Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> 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) 	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> 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



Can curriculum be less linear and more responsive?

Miserable

Two-toed

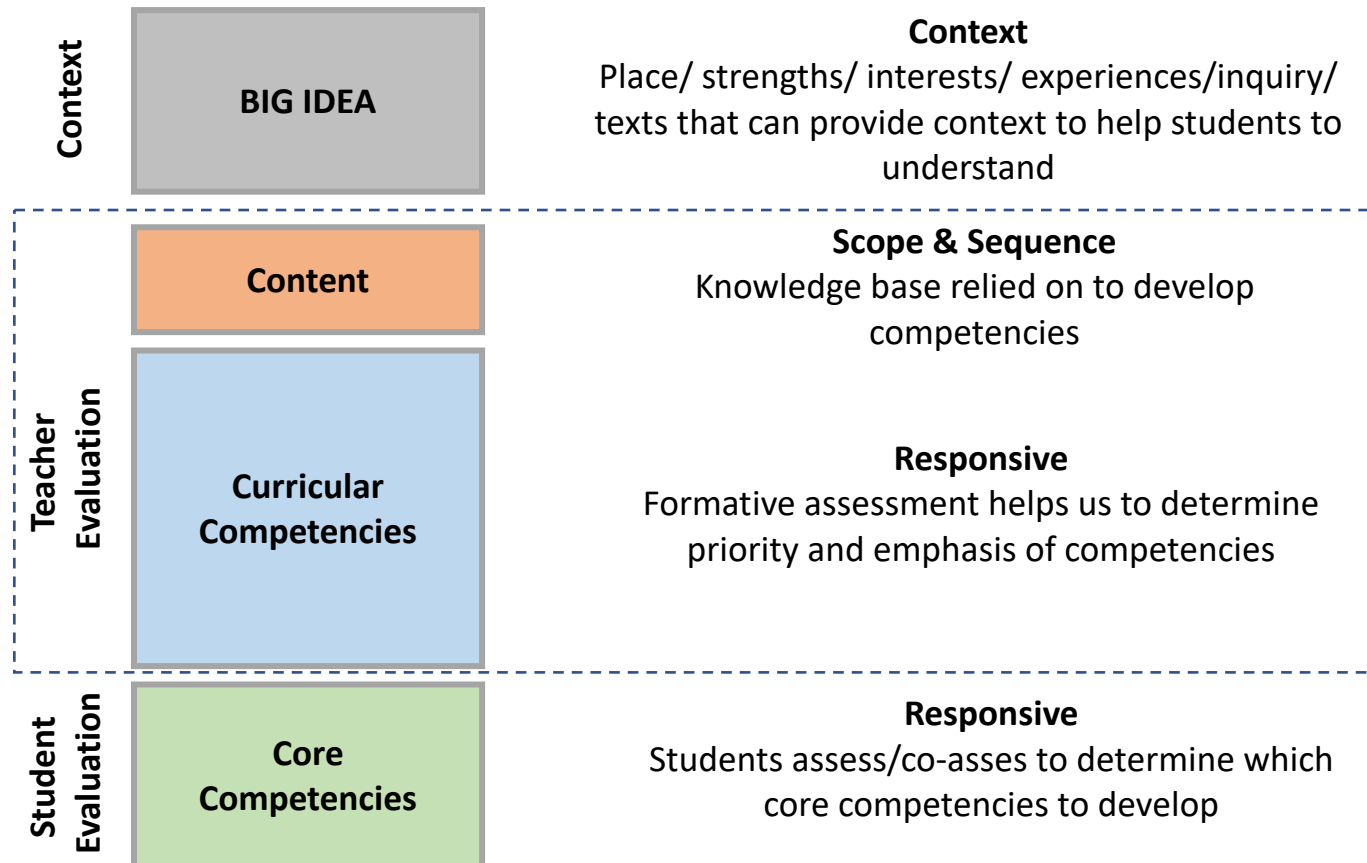
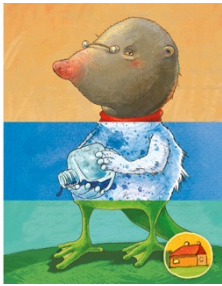
Lizard



Miserable

Two-toed

Lizard



How can we *shift our practices*
towards **standards-based design**
processes?

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am...	

Grade: Gr 1/2	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): Who am I? How can I use stories to learn about me and my family?
Goals	Learning Standard	Student & Family Friendly Language
Content Goal:	Oral language strategies	<ul style="list-style-type: none"> I know how to use my voice to express myself
Content Goal:	Elements of a story	<ul style="list-style-type: none"> I know parts of a story
Curricular Competency Goal:	Recognize the importance of story in personal, family, and community identity	<ul style="list-style-type: none"> I can see why story is important to me, my family and my community
Curricular Competency Goal:	Recognize the structure and elements of story	<ul style="list-style-type: none"> I can see and find parts of a story I can understand how a story is made
Curricular Competency Goal:	Create stories and other texts to deepen awareness of self, family, and community	<ul style="list-style-type: none"> I can create a story about me, my family and my community
Curricular Competency Goal:	Explore oral storytelling processes	<ul style="list-style-type: none"> I can use my voice to share my story
Core Competency Goal:	Personal awareness & responsibility	<ul style="list-style-type: none"> I am aware of myself and how I affect others 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): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?	
Unit Goals	Learning Standard	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: I get ideas when I play (1) I can get new idea or build on or combine other people’s ideas to create new things within the constraint of a form, a problem or materials (2)	We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way 	

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?	
Unit Goals	Learning Standard	Student Friendly Language	
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 add 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

Big Ideas	Curricular Competencies															
	Reasoning and Analyzing				Understanding and Solving				Communicating and Representing				Connecting and Reflecting			
	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																
probability experiments																
financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																



Area of Stretch



Area For More Practice



Area of Strength

Grade 4 Math		Curricular Competencies																	
		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing			Connecting and Reflecting					
Big Ideas	<p>*Fractions and decimals are types of numbers that can represent quantities.</p> <p>*Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.</p> <p>*Regular changes in patterns can be identified and represented using tools and tables.</p> <p>*Polygons are closed shapes with similar attributes that can be described, measured, and compared.</p> <p>*Analyzing and interpreting experiments in data probability develops an understanding of chance.</p>	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		
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		one-step equations with an unknown number using all operations																	
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		one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs																	
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Area of Stretch



Area For More Practice



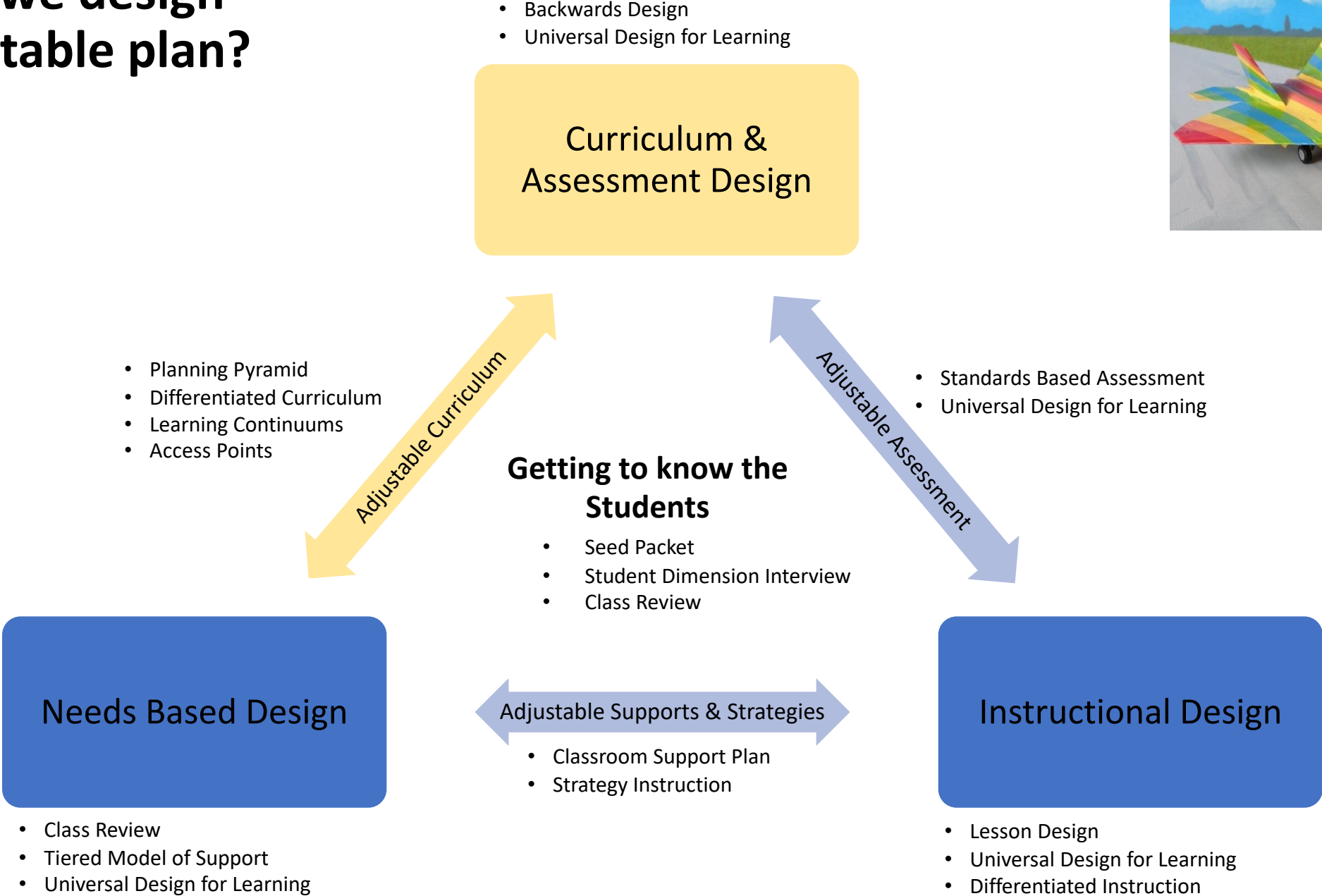
Area of Strength

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.	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																	
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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: <ul style="list-style-type: none"> - How are the solar system and the milky way connected? How are they similar, How are they different? - What are galaxies? How do we know how many galaxies there are? How do we know? 	
Unit Goals	Learning Standard	Student Friendly Language	
Content Goal:	the position, motion, and components (parts) of our solar system in our galaxy	<i>I know the position, motion and parts of our solar system in our galaxy</i>	
Content Goal:	the overall scale, structure, and age of the universe	I know the scale, structure and age of the universe	
Curricular Competency Goal: 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 I can show curiosity about a topic that is interesting to me	
Curricular Competency Goal: Processing and analyzing data and information	Identify First Peoples perspectives and knowledge as sources of information	I can find out about First Peoples perspectives (view) and how they understand I can find out how First Peoples get their knowledge	
Curricular Competency Goal: Evaluating	Identify some of the assumptions in secondary sources	I can find assumptions (hidden beliefs) in secondary sources	
Curricular Competency Goal: Evaluating	Demonstrate an understanding and appreciation of evidence	I can use evidence to support my understanding	
Curricular Competency Goal: Applying and innovating	Co-operatively design projects	I can work together with my peers on a project	
Core Competency Goal:	We are collaborators		

Grade: 7	Subject Area: Science	Planning Team: Sandy & Shelley
Big Idea(s): What do I need to Understand? <u>Earth and its climate have changed over geological time.</u>		Unit Guiding Question(s): How has the Earth and its climate changed over geological time?
Unit Goals	Learning Standard	Student Friendly Language
What do students need to know? Knowledge Goals	the fossil record provides evidence for changes in biodiversity over <u>geological time</u>	I know what a fossil record is I know that the fossil record shows how biodiversity changes I know what geological time and how it is used
What do students need to do? 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 I can be curious about scientific topics that I am interested in I can identify topics of interests
What do students need to do? 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 I can use scientific inquiry to help me solve problems
What do students need to do? 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? Competency Goals	I can be a critical thinker by exploring I can be a critical thinker by using evidence to make judgements	

How do we design an adjustable plan?



What is curriculum mapping?

What is curriculum mapping?

- A way of **scaffolding** a learning standard to allow **all students** to **access grade level curriculum** in a way that **builds on their strengths** and what they can do
- Recognizes that **not all students start at the same level of readiness** or share the same background knowledge, experience, or support networks
- **Breaking down the objectives** of a standard to create a **predicted sequence** which increase in complexity
- Create a **window of proficiency** that can align to assessment and allows for **growth** instead of relying on mastery and pre-requisites
- Fosters **independence** and **self-determination** by allowing students to have a role in determining the level of complexity of the learning standard they are meeting
- Sometimes called learning maps, learning progressions, or learning continuums

How can we *shift our thinking*
towards **curriculum mapping**?

Rubric vs. Map

	1	2	3
Learning Standard			

Rubric vs. Map

	1	2	3
Learning Standard	Deficit of proficient	Deficit of proficient	Proficient



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

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
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I am sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know properties of familiar objects

Rubric: Science K

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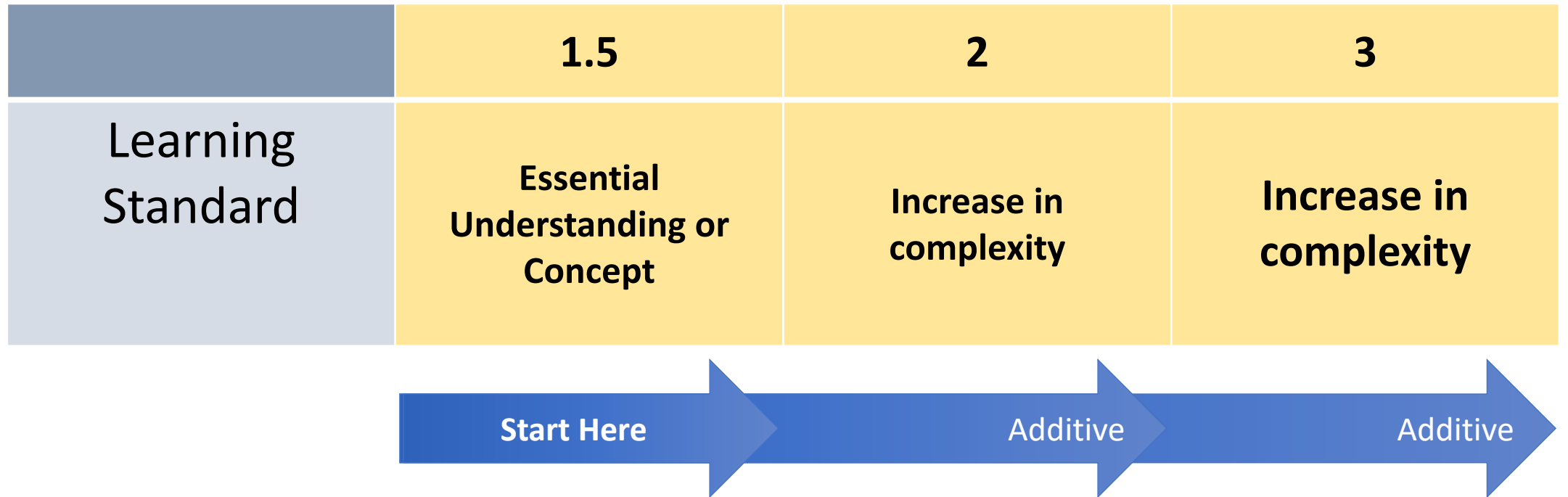
- **The problem is frequency is not complexity & it is deficit based**
- **It doesn't matter if a student uses "support" or not if the tool or action increases independence (support is not a person)**
- **If they need a person to meet a goal, the goal is not accessible enough**

Rubric vs. Map

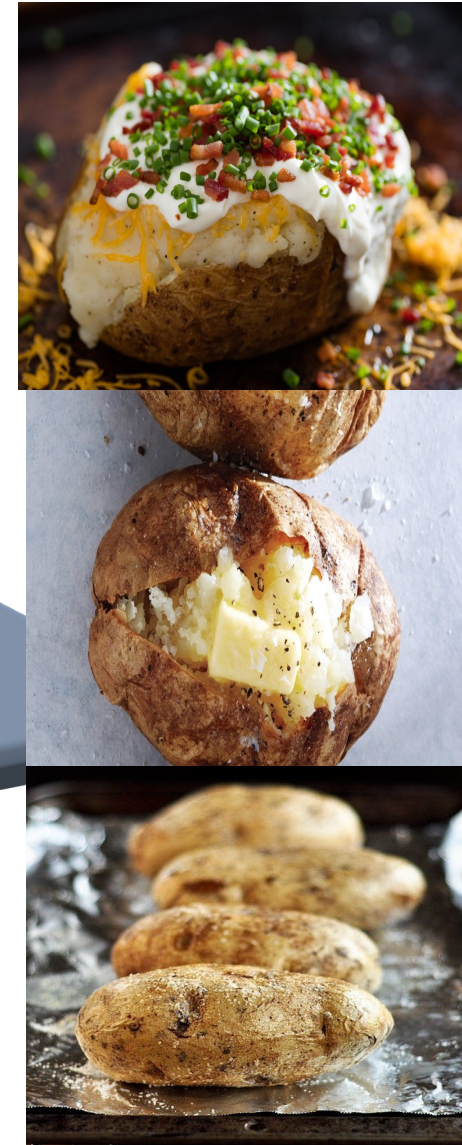
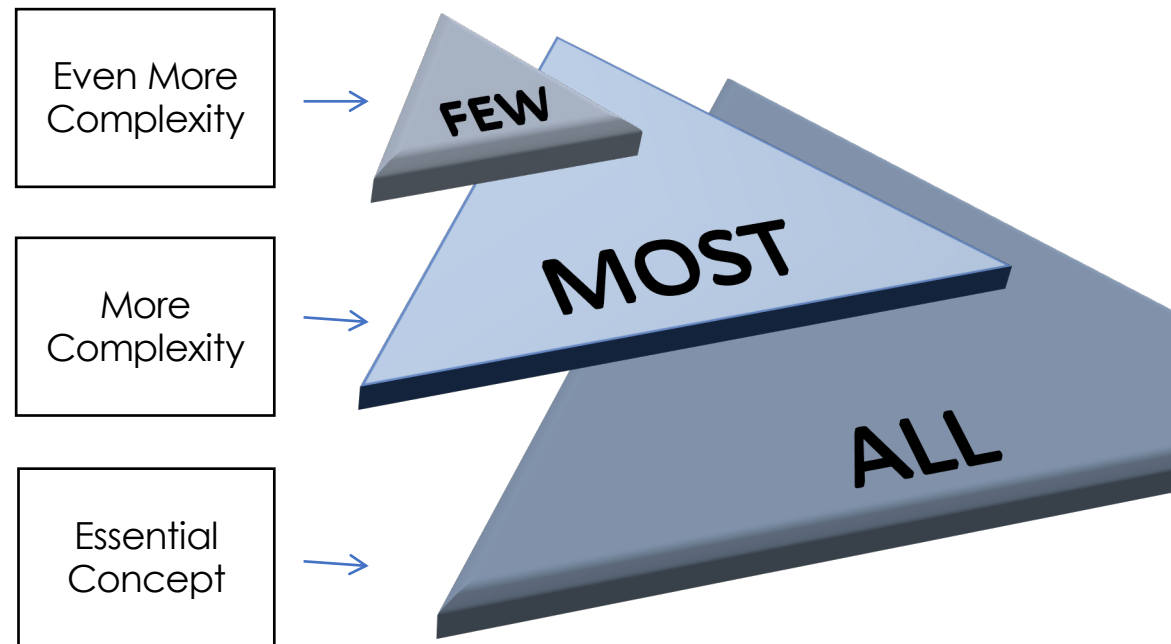
	1	2	3
Learning Standard	Deficit of proficient	Deficit of proficient	Proficient



Rubric vs. **Map**



The Planning Pyramid: Differentiated Curriculum

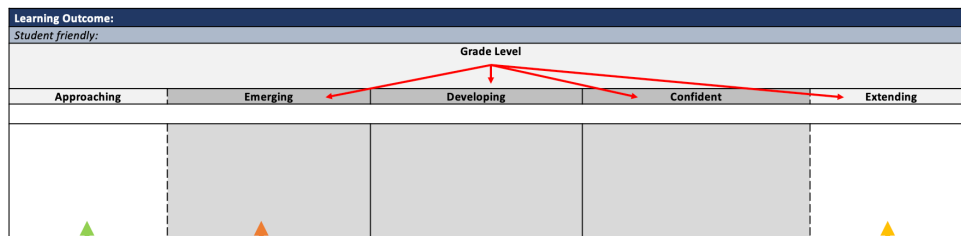


Start from access, build on challenge

How can we *shift our practices*
towards **curricular mapping**?

The strategies in this module will help to plan for learner variability in a standards-based way

Learning Continuum



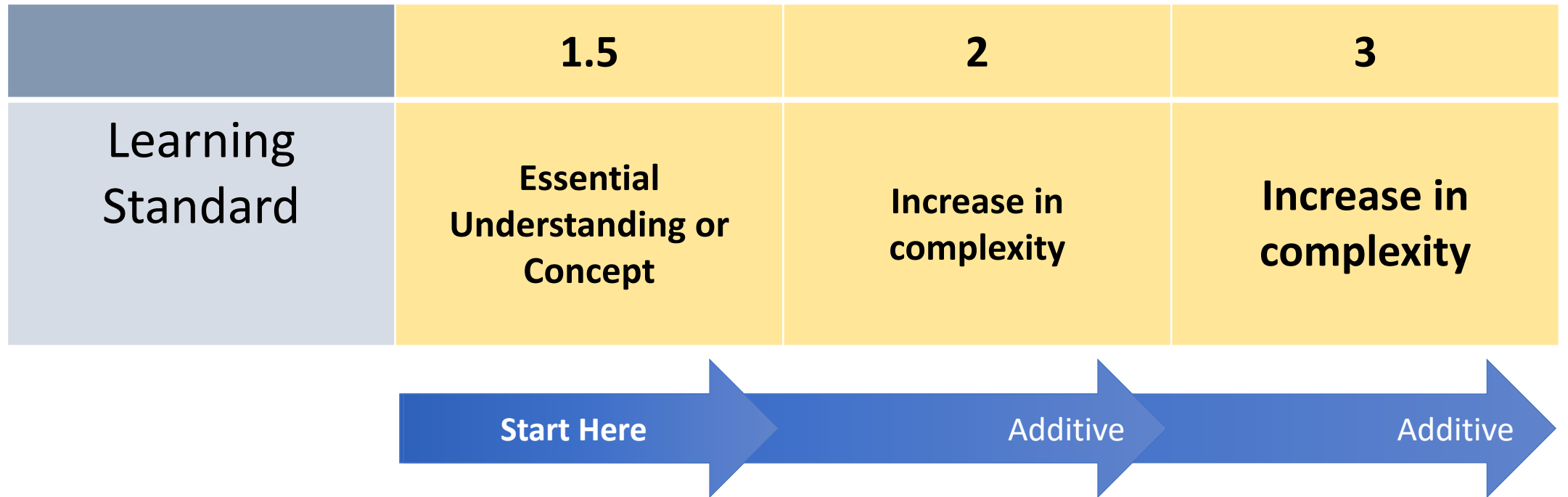
2. We started with the **most essential concept** of the standard and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point** (beyond the grade level standard)

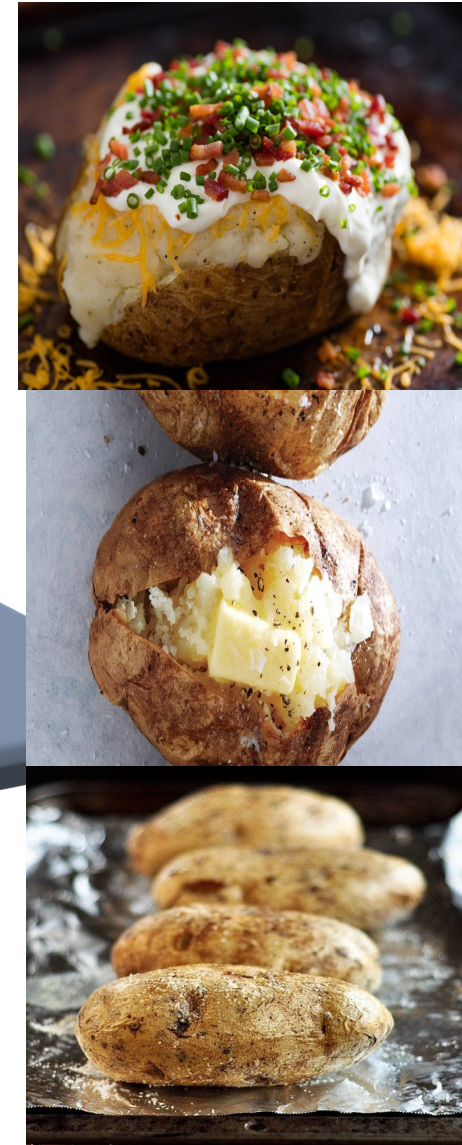
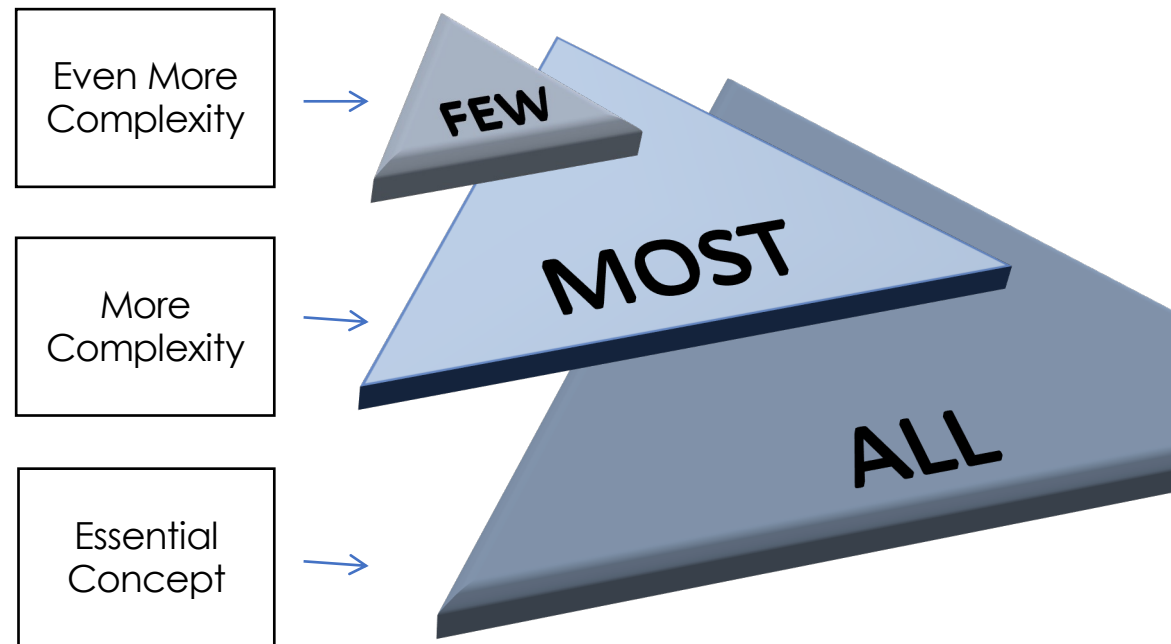
Learning Map

Course/Subject/Grade(s): Life Sciences 11		Planning Team: Timberline Secondary			
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?					
Learning Standards	Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
Content: I know speciation that occurs within our local ecosystems	I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies: I can understand data and information by experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Rubric vs. **Map**

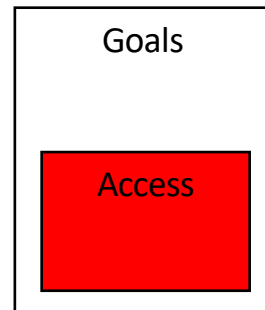
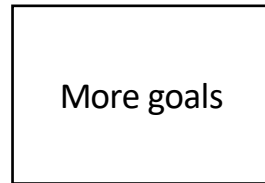


The Planning Pyramid: Differentiated Curriculum

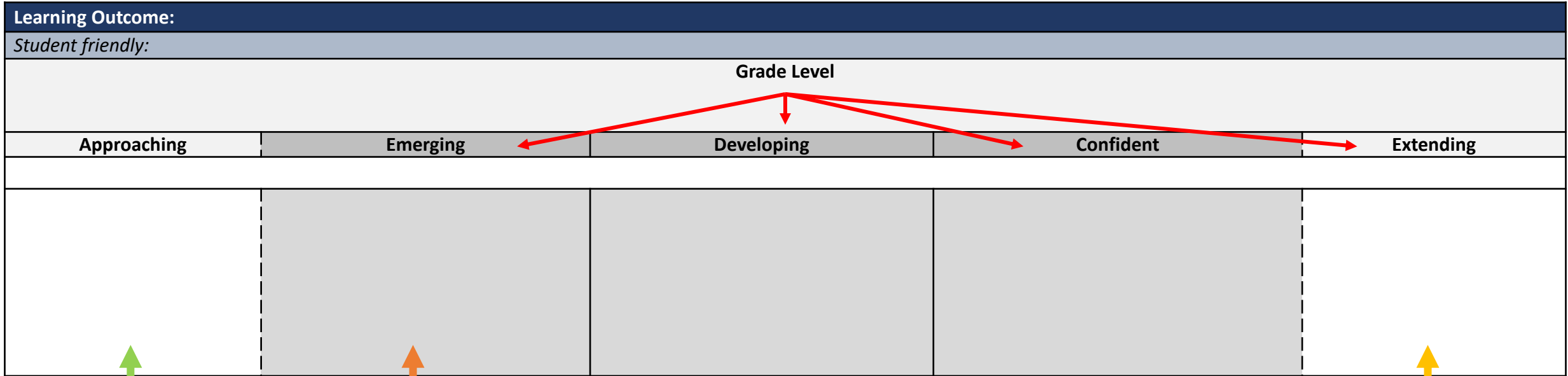


Start from access, build on challenge

Creating Access AND Challenge



An Additive Continuum of Proficiency



2. We started with the **most essential concept** of the standard and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point** (beyond the grade level standard)

Rubric: Science K

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
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know 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**

Additive Learning Continuum: Science K

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"> Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are 	<ul style="list-style-type: none"> Using colour & texture to describe objects and materials Describing roots, bark, trunk and needs of a cedar) Describing fabric and soil 	<ul style="list-style-type: none"> Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic Describing rocks 	<ul style="list-style-type: none"> Using absorbency to describe objects and materials Describing paper, sponges Describing berries (frozen), dyed fabric 	<ul style="list-style-type: none"> Using lustre to describe objects and materials Describing metals Describing bones, fur

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): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?	
Unit Goals	Learning Standard	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: I get ideas when I play (1) I can get new idea or build on or combine other people’s ideas to create new things within the constraint of a form, a problem or materials (2)	We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way 	

Content Goal: Types of forces (Science 2)

Student friendly: I know different types of forces

Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none">fall, push, pull	<ul style="list-style-type: none">Forces – fall, push, pullthe way objects move over/in different materials (water, air, ice, snow)	<ul style="list-style-type: none">different types of magnetsthe motion caused by different strengths of forces	<ul style="list-style-type: none">the way different objects fall depending on their shape (air resistance)	<ul style="list-style-type: none">static electricity

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

Put Multiple Continuums Together...

Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the standard and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point** (beyond the grade level standard)

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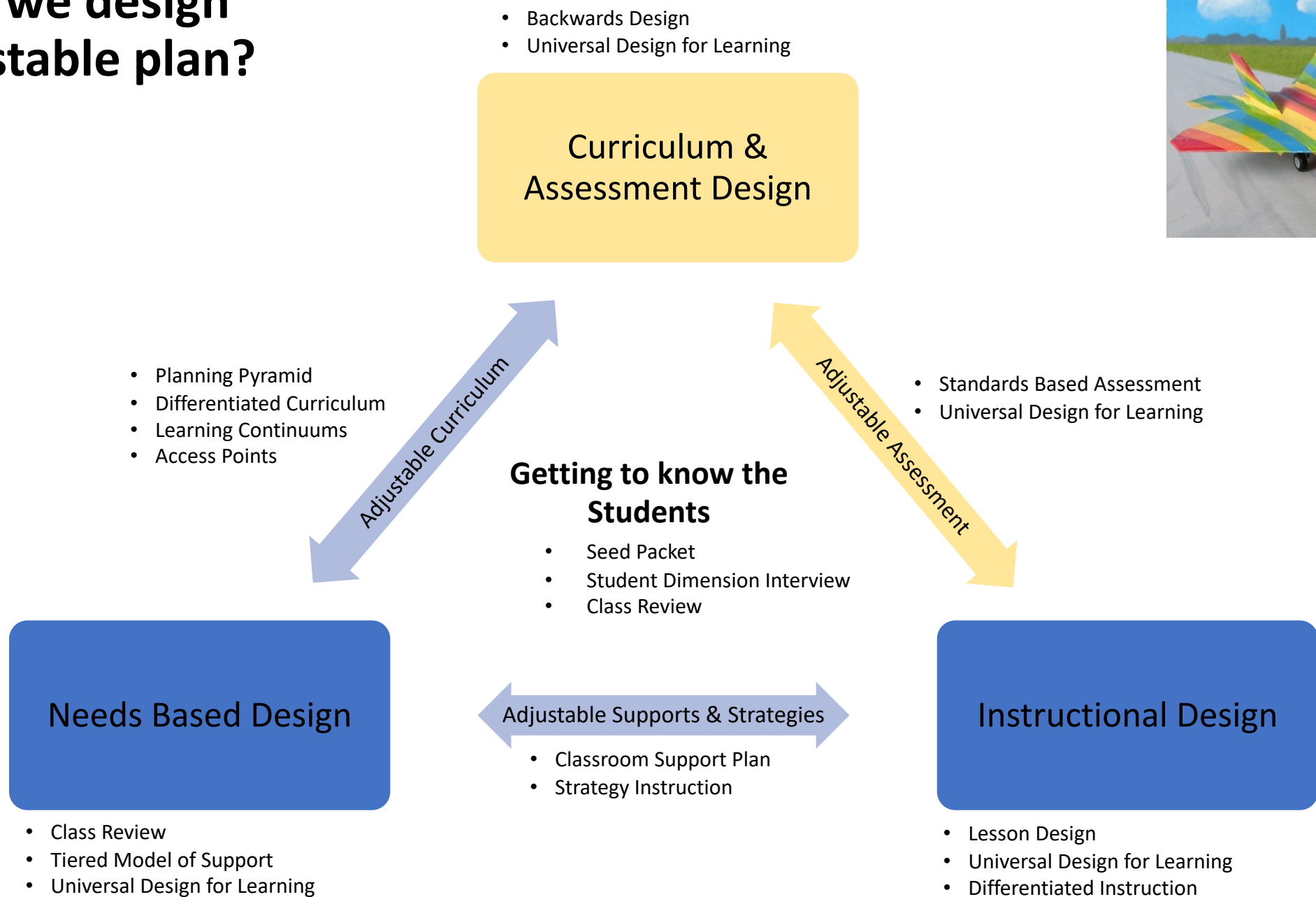
Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none">fall, push, pull	<ul style="list-style-type: none">Forces – fall, push, pullthe way objects move over/in different materials (water, air, ice, snow)	<ul style="list-style-type: none">different types of magnetsthe motion caused by different strengths of forces	<ul style="list-style-type: none">the way different objects fall depending on their shape (air resistance)	<ul style="list-style-type: none">static electricity

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Course/Subject/Grade(s): Grade 2/3		Planning Team: Parkway Elementary				
Unit Guiding Question: Who are our monsters? What are their stories ? How can we use forces to help us catch them?						
Learning Standards	Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4	
Content: 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	
Content: 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	
Curricular Competencies	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
Core: 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 am 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	

How do we design an adjustable plan?



- Backwards Design
- Universal Design for Learning

Curriculum & Assessment Design

- Planning Pyramid
- Differentiated Curriculum
- Learning Continuums
- Access Points

Adjustable Curriculum

Getting to know the Students

- Seed Packet
- Student Dimension Interview
- Class Review

- Standards Based Assessment
- Universal Design for Learning

Adjustable Assessment

Needs Based Design

- Class Review
- Tiered Model of Support
- Universal Design for Learning

Adjustable Supports & Strategies

- Classroom Support Plan
- Strategy Instruction

Instructional Design

- Lesson Design
- Universal Design for Learning
- Differentiated Instruction

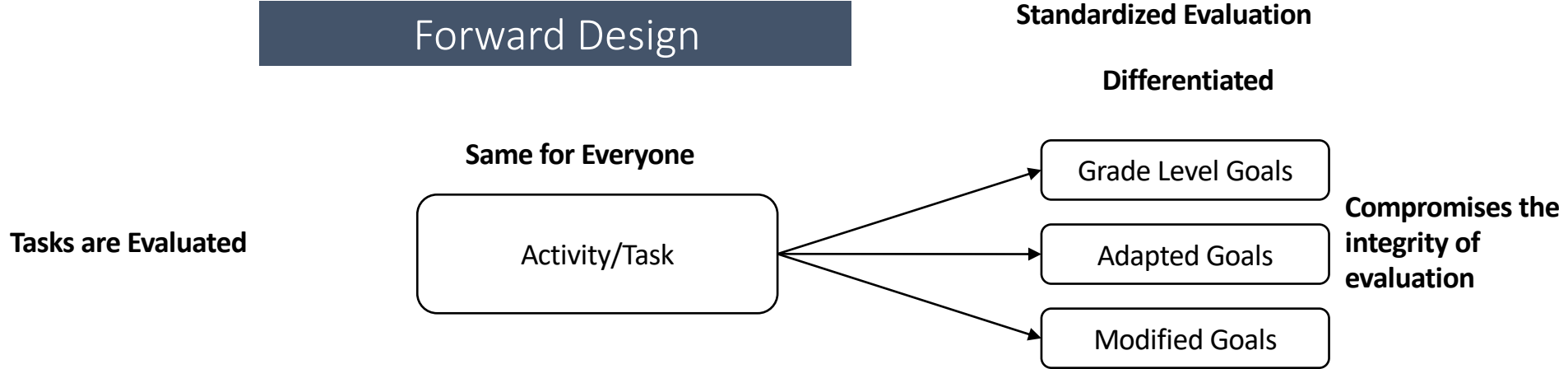
What is inclusive assessment & evaluation?

What is inclusive assessment & evaluation?

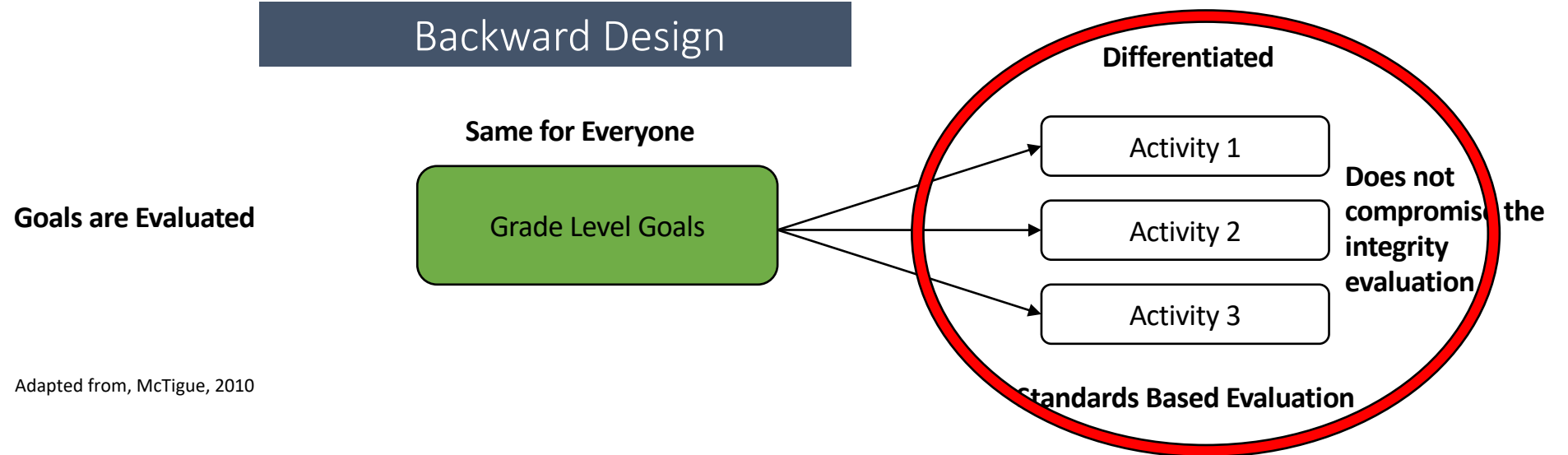
- Combines **standards-based assessment with curricular mapping** to accommodate the variability in a grade level classroom
- Aims to provide all students with **equitable opportunities for learning**, while also being flexible for individual accessibility and challenge
- Is a way of **assessing student growth** and performance in relation to a learning standard, while allowing for **multiple exit points**
- Encourages students to have **a role in determining what complexity of understanding** they will show evidence of, while still knowing what is essential
- It can provide data over time for how students are progressing, **and connects IEP goals to standards-based planning**

How can we *shift our thinking* towards
inclusive assessment & evaluation?

Forward Design

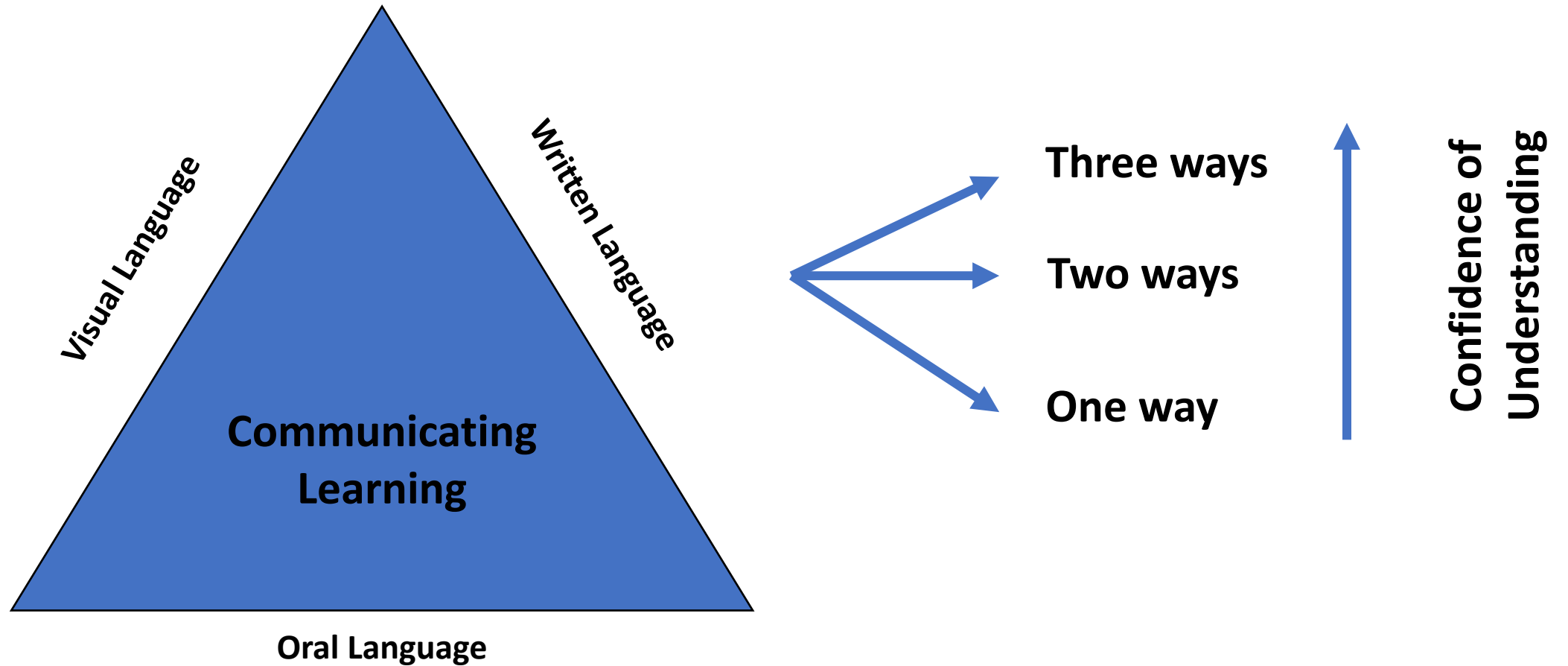


Backward Design

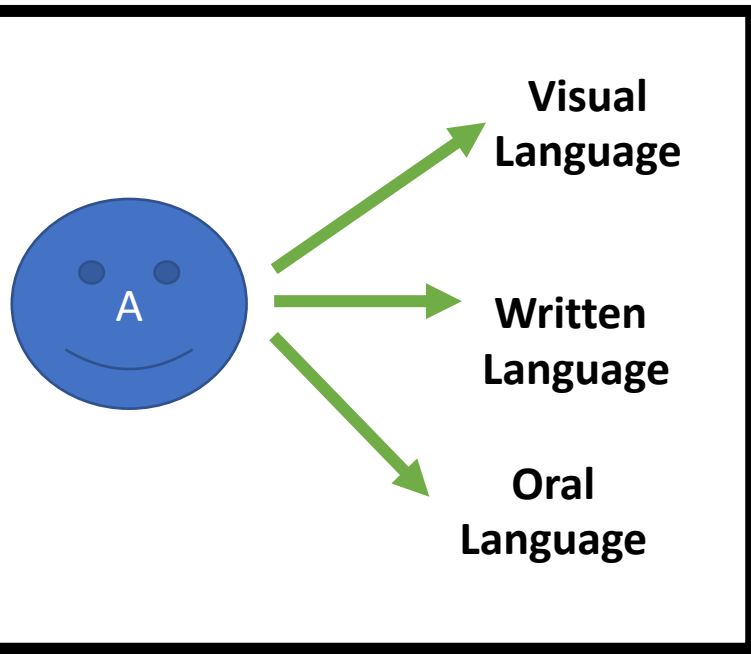


Adapted from, McTigue, 2010

How do students show what they know?



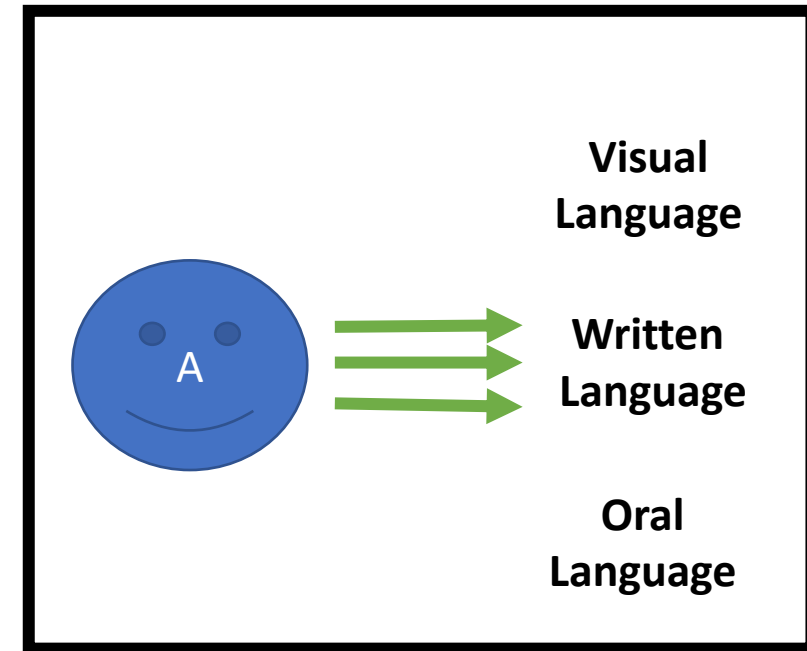
All Languages (in literacy) are Treated Equal!



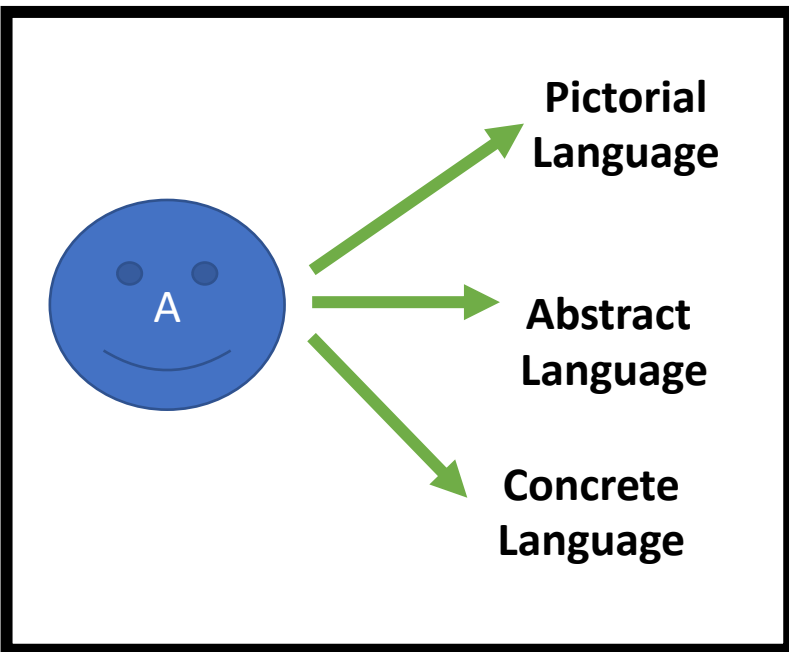
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



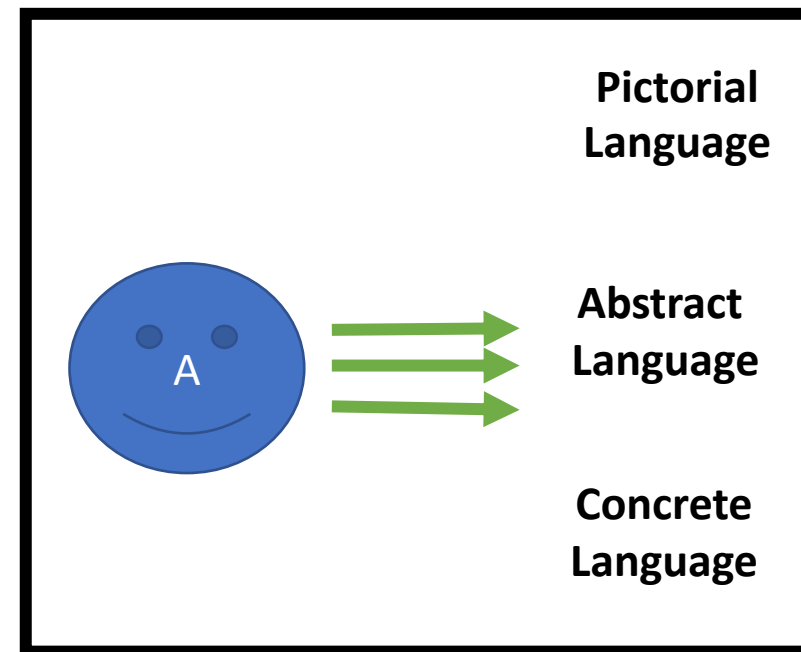
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The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

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How can we *shift our practices* towards
inclusive assessment & evaluation?

Class: Kindergarten		Subject Area(s): Science/Math	Planning Team: Eva & Regan
Big Idea(s): Humans interact with matter every day through familiar materials (Science) Objects have attributes that can be described, measured, and compared (Math) Engagement in the arts creates opportunities for inquiry through purposeful play (Art)		Unit Guiding Question(s): How do I interact with different materials and objects? How can I describe different materials and objects? How can I be curious about, learn, and play using different materials and objects?	
Unit Goals	Learning Standard	Student Friendly Language	
Content Goal (Science)	properties of familiar materials	I know how to interact with objects and materials by using my senses by	
Content Goal (Math)	concrete or pictorial graphs as a visual tool	I know “how many” by using pictures and objects	
Content Goal (Art)	processes, materials, movements, technologies, tools, and techniques to support arts activities	I know how to use materials and objects to create art	
Curricular Competency Goal: Planning and conducting (Science)	Making exploratory observations using senses	I can share what happened by using my senses	
Curricular Competency Goal: (Art)	Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play	I can create art by playing and using different materials by myself and with others.	
Curricular Competency Goal: Communicating (Science)	Share observations and ideas orally	I can talk about what I am learning	
Curricular Competency Goal: Understanding and solving (Math)	Visualize to explore mathematical concepts	I can solve problems by using materials, shapes and objects	
Core Competency Goal:	I can communicate by...		

Science (K) Content Goal: Properties of familiar materials				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses				
Approaching	Emerging	Developing	Confident	Extending
➔				
Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal	Using colour & texture to describe objects and materials Describing rocks, fabric and soil Describing roots, bark, trunk and leaves	Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic	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

Math (K) Content Goal: concrete or pictorial graphs as a visual tool				
<i>Student friendly:</i> I know how to use objects and pictures to represent data				
Approaching	Emerging	Developing	Confident	Extending
➔				
I know that I can show numbers using pictures and objects	I know how to use pictures and objects to create a visual graph	I know how to gather information and show the data as a visual graph	I know how to read and understand a visual graph	I know how to use a visual symbol to represent data

Art (K) Content Goal: processes, materials, movements, technologies, tools, and techniques to support arts activities				
<i>Student friendly:</i> I know how to use materials and objects to create art				
Approaching	Emerging	Developing	Confident	Extending
➔				
I know how to explore using different tools and materials to make art	I know some art techniques (e.g. how to blend colours and make simple shapes, using different tools and materials to create)	I know how use different tools to express myself creatively (including technology)	I know how to use my body in different ways/ movement to create art	I know how to use art to solve a creative problem or challenge

Science (K) Curricular Competency Goal: Planning and conducting: making exploratory observations using senses

Student friendly: I can share what happens by using my senses

Approaching	Emerging	Developing	Confident	Extending
I can look at different objects and materials I can play with different objects and materials	I can describe objects and materials based on what I see and feel	I can describe how objects and materials move	I can describe how different objects and materials interact with each other	I can explain why materials can effect the movement of an object

Art (K) Curricular Competency Goal: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Student friendly: : I can **create** art by **playing** and using **different materials by myself** and **with others**

Approaching	Emerging	Developing	Confident	Extending
I can create art by playing	I can follow a model to create art I can create art on my own	I can use my imagination to create art I can create art with others	I can experiment with new materials to create art I can make a plan with others to make art	I can make art for a reason

Science (K) Curricular Competency Goal: Communicate by sharing observations and ideas orally

Student friendly: I can talk about what I am observing and learning about

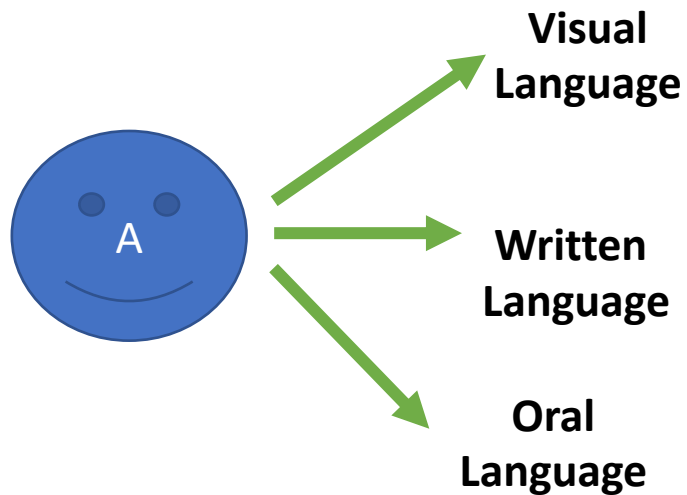
Approaching	Emerging	Developing	Confident	Extending
I can show what I am interested in to a friend	I can describe what I am learning to a partner	I can share my observations with others in small groups	I can present what I am learning to a my class or a larger group of people that I know	I can present my observations and what I am learning to an audience that I do not know

Math (K) Curricular Competency Goal: Visualize to explore mathematical concepts

Student friendly: I can solve problems by using shapes and objects (manipulatives)

Approaching	Emerging	Developing	Confident	Extending
I can count objects that are interesting and familiar to me	I can count using different shapes and objects I can use visual strategies to organize my counting and thinking	I can use manipulatives, to help me understand a math story	I can use manipulatives to create a pattern	I can use manipulatives to play a math game

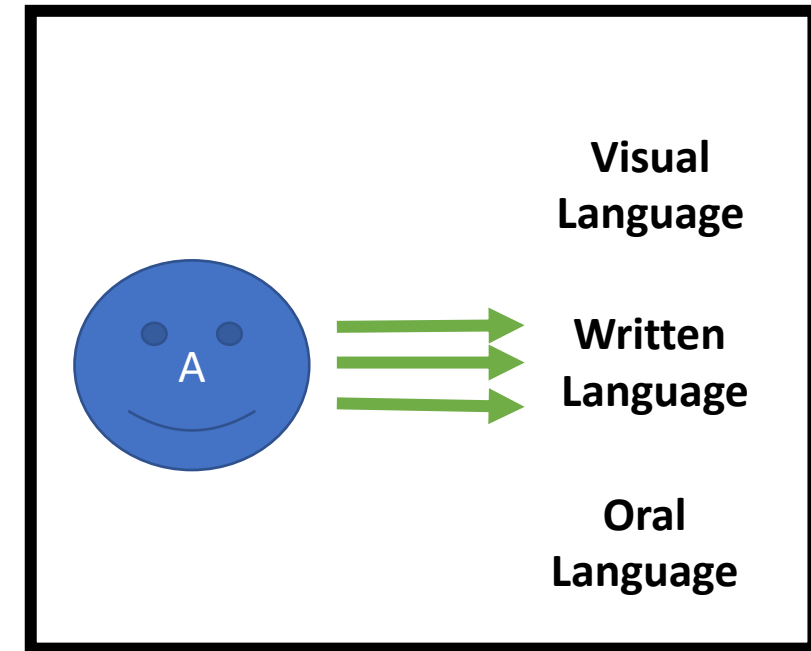
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Lesson Activities to Collect Possible Evidence of Student Learning

- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

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Activity:

Content Learning Outcomes

Science: properties of familiar materials

Kid Friendly: I know how to **interact** with objects and materials by using my **senses**

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses

Kid Friendly: I can share what happens by using my senses

Evidence: drawings (product), photos (observations)

Unit Guiding Questions

How do I interact with different materials and objects?

How can I describe different materials and objects?

How can I be curious about, learn, and play using different materials and objects?

Learning Continuum: Science Content

Science (K) Content Goal: Properties of familiar materials

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

Approaching	Emerging	Developing	Confident	Extending
<p>Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal</p>	<p>Using colour & texture to describe objects and materials</p> <p>Describing rocks, fabric and soil</p> <p>Describing roots, bark, trunk and leaves</p>	<p>Using hardness and flexibility to describe objects and materials</p> <p>Describing wood, sand, plastic</p>	<p>Using absorbency to describe objects and materials</p> <p>Describing paper, sponges</p> <p>Describing berries (frozen), dyed fabric</p>	<p>Using lustre to describe objects and materials</p> <p>Describing metals</p> <p>Describing bones, fur</p>

Unit Guiding Questions

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Learning Continuum: Science Content

Science (K) Curricular Competency Goal: Planning and conducting: making exploratory observations using senses

Student friendly: I can share what happens by using my senses

Approaching	Emerging	Developing	Confident	Extending
I can look at different objects and materials I can play with different objects and materials	I can describe objects and materials based on what I see and feel	I can describe how objects and materials move	I can describe how different objects and materials interact with each other	I can explain why materials can effect the movement of an object

Lesson Activities to Collect Possible Evidence of Student Learning

- Examining rocks
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Activity: Brick & Stick House



Content Learning Outcomes

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Kid Friendly: I know how to **interact** with objects and materials by using my **senses**

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses

Kid Friendly: I can share what happens by using my senses

Evidence: houses (product), photos (observations), quotes (conversations)

Evidence of Learning

- “I feel bricks. And they are hard!” - Maggie
- “I feel the concrete. It is soft.” - Tereza
- “I like it because there is a lot of cement and many bricks.” – Klyde
- “The sticks were bumpy.” –Klyde
- “It feeled hard to build with. The sticks were cold.”-Maggie



Evidence of Learning

- “The mortar feels mushy.” – Oscar
- “The bricks feel hard.” – Patrick
- “The sticks were rough. It was hard [to build with]. – Patrick
- “They felt smooth and hard.” - Oscar



Evidence of Learning

- “Bricks feel like rocks.” – Tadashi
- “The bricks feel cold.” – Jack
- “The sticks were bumpy. It was a bit hard [to build a house.] –Henry
- “The sticks were bumpy and smooth.” –Tadashi
- “They were rough and bumpy.” - Indi

Unit Guiding Questions

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How can I describe different materials and objects?

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Learning Continuum: Science Content

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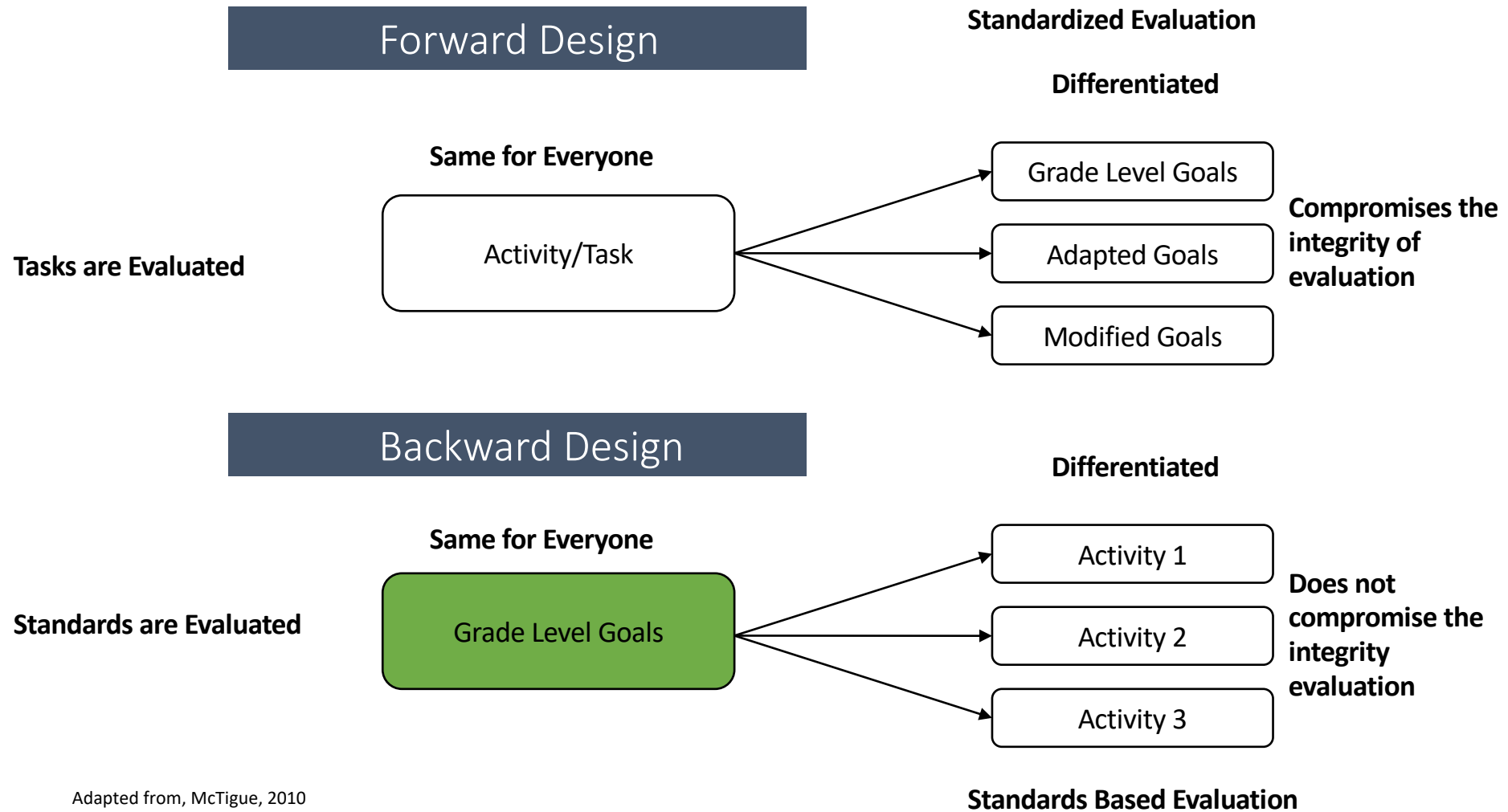
Student friendly: I can share what happens by using my senses

Approaching	Emerging	Developing	Confident	Extending
I can look at different objects and materials I can play with different objects and materials	I can describe objects and materials based on what I see and feel	I can describe how objects and materials move	I can describe how different objects and materials interact with each other	I can explain why materials can effect the movement of an object

The strategies in this module will help to plan for learner variability in a standards-based way

Standards Based Gradebook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ		
1	Content Goals												Curricular Competency Goals																Evaluation									
2	Learning Standards																																					
3	Possible Evidence of Learning																												Total		Out of							
4	Reporting Language																																%		Letter Grade		4 - Point	
5	4- Point																																					
6	Student 1																																					
7	Student 2																																					
8	Student 3																																					
9	Student 4																																					
10	Student 5																																					



Adapted from, McTigue, 2010

1. Standards based vs. standardized curriculum

Kristine Nannini YoungTeacherLove

Standards Based Grading

...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

	Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Name			
Katie	4	2	2
Joe	2	3	1

Combining Standards Based Grading and Curriculum Mapping

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**

An Additive Continuum of Proficiency

	Approaching Grade Level	Grade Level Emerging	Grade Level Developing	Grade Level Confident	Extending Grade Level
Reporting Language	(Approaching)	Emerging	Developing	Confident	Extending
Grade Level Learning Standard	Incomplete	→			
	Replacement IEP Goal	2	→		
		2+ / 3		→	
		3 / 3+			4

An Additive Continuum of Proficiency

	Approaching Grade Level	Grade Level Emerging	Grade Level Developing	Grade Level Confident	Extending Grade Level
Reporting Language	(Approaching)	Emerging	Developing	Confident	Extending
Grade Level Learning Standard	Incomplete	→			
	Replacement IEP Goal	→			
		→ 2			
		→ 3			
	→ 3.5				
	→ 4				

Combining Standards Based Grading and Curriculum Mapping

Standards Based Grade Book (Content)										
Learning Standards										
Possible Evidence of Learning										
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending
Evaluation	I/IEP	2	2+/3	3/3+	4	I/IEP	2	2+/3	3/3+	4
Student 1										
Student 2										
Student 3										
Student 4										
Student 5										

Class: 4/5	Subject Area(s): Math	Planning Team: Eva & Regan
Big Idea(s): Fractions and decimals are types of <u>numbers</u> that can represent quantities		Unit Guiding Question(s): What is a fraction? What is a decimal? How are fractions and decimals connected? How do fractions and decimals show quantity? How do fractions and decimals help us understand the world?
Unit Vocabulary	fractions, decimals, numbers, mental math, strategies, quantity, visualize, communicate, Equivalent fractions	
Unit Goals	Learning Standard	Student Friendly Language
Content Goal (Science)	ordering and comparing fractions (4)	I know what a fraction is I know how to put fractions in order I know how to compare fractions
Content Goal (Math)	Equivalent fractions (5)	I know what an equivalent fraction is I know how to make equivalent fractions
Curricular Competency Goal: Reasoning & Analysis	Develop mental math strategies and abilities to make sense of quantities	(I know some mental math strategies) I can use mental math strategies to help me understand quantity (how much/many)?
Curricular Competency Goal: Understanding & Solving	Visualize to explore mathematical concepts	I can visualize to help me understand math ideas
Curricular Competency Goal: Communicating & Representing	Communicate (share) mathematical thinking in many ways	I can share my thinking in math in different ways
Curricular Competency Goal: Connecting & Reflecting	Connect mathematical concepts (math ideas) to each other and to other areas and personal interests	I can connect what I am learning in math to other subjects and areas I can connect what I am learning in math to my life and my interests I can connect what I am learning in math now, to other math I have learned before
Core Competency Goal:	I can be a creative thinker by...	

Grade 4/5 Math Standards Based Gradebook

	Content Goals										Curricular Competency Goals										Evaluation														
Learning Standards	Ordering and comparing fractions (4)					Equivalent fractions (5)					Develop mental math strategies and abilities to make sense of quantities (4/5)					Visualize to explore mathematical concepts (4/5)					Communicate mathematical thinking in many ways (4/5)					Connect mathematical concepts to each other and to other areas and personal interests (4/5)									
Possible Evidence of Learning																																			
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Total	Out of	%	Letter Grade	4 - Point
4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	24	24			
Student 1				12	24	50	C-	2
Student 2	20	24	83	B	3+	
Student 3		IE	24				
Student 4				IE	24				
Student 5			15.5	24	65	C-	2+	

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