

Shelley MOORE PH.D.



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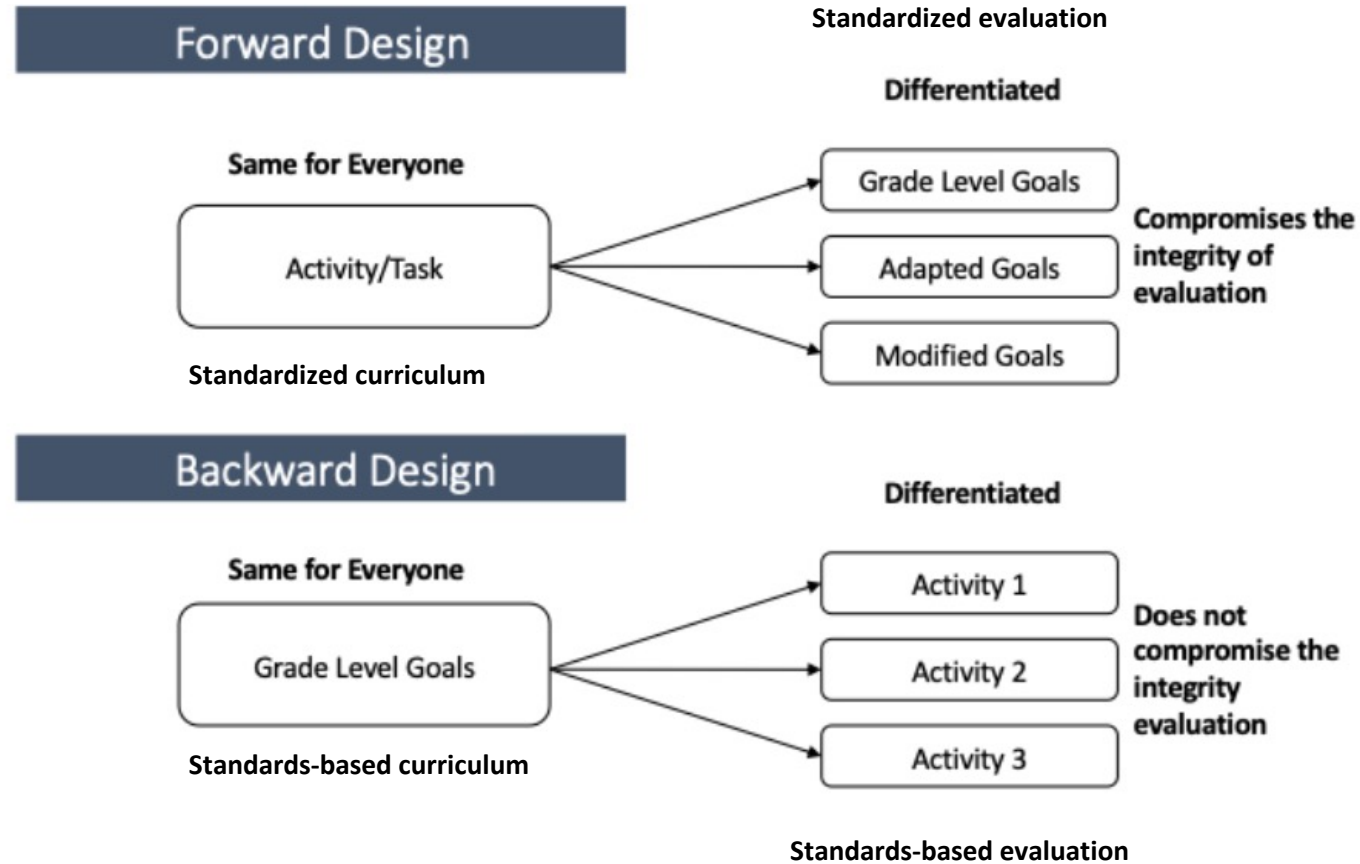
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Burning Questions about the BC curriculum

- What are you wondering about?
- What are you hoping to have clarified by the end of tomorrow?
- What are you excited about?
- What are you worried about?

UBD: Determining the Learning Standard

Adapted from McTigue, 2010

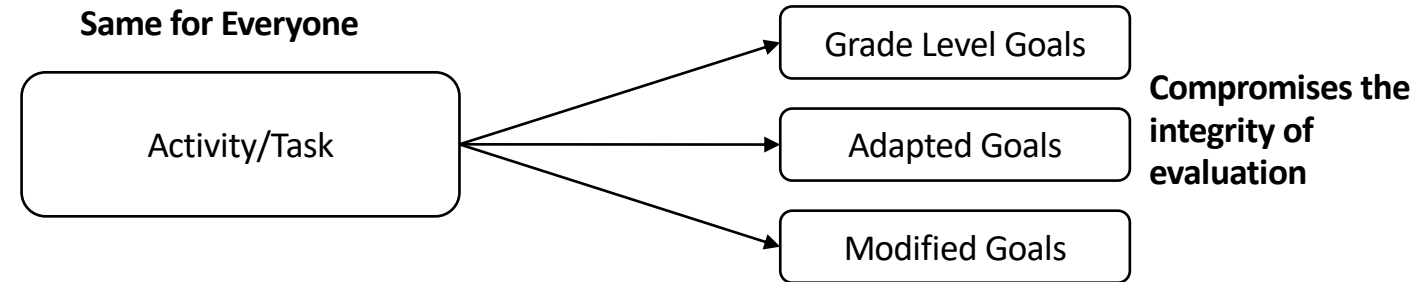


What is standards-based curriculum design?

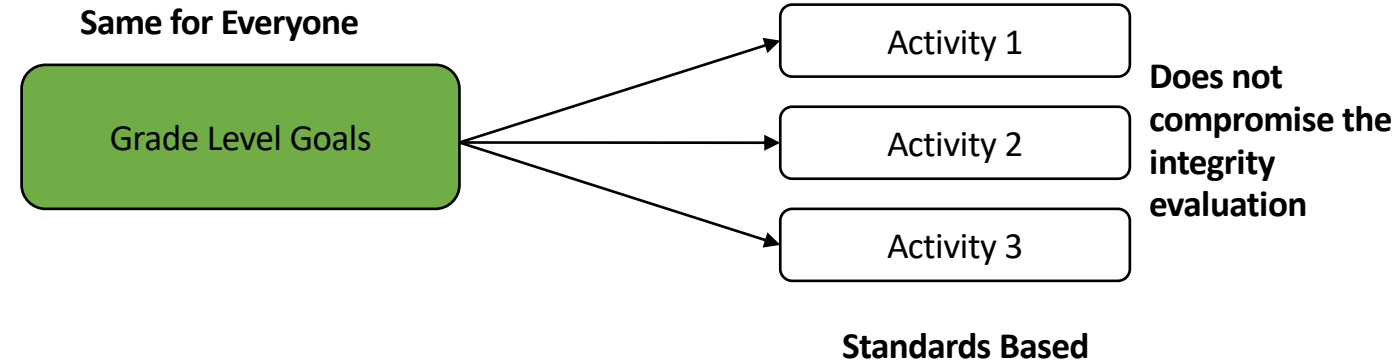
- Coherent **learning goals** (standards) for a grade, grade band, subject or competency area within a specific jurisdiction (e.g., BC Curriculum)
- Standards describe what students need to **know** (content), **understand** (big ideas), **do** (skills & curricular competencies) and **be** (core competencies)
- 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

UBD: Determining the Learning Standard

Forward Design



Backward Design



Is curriculum linear?



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: 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 do we need to **UNDERSTAND**?

What do we need to **KNOW**?

What do we need to **DO**?

Who do we need to **BECOME**?

Backwards Design: What 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?



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

Core Competencies

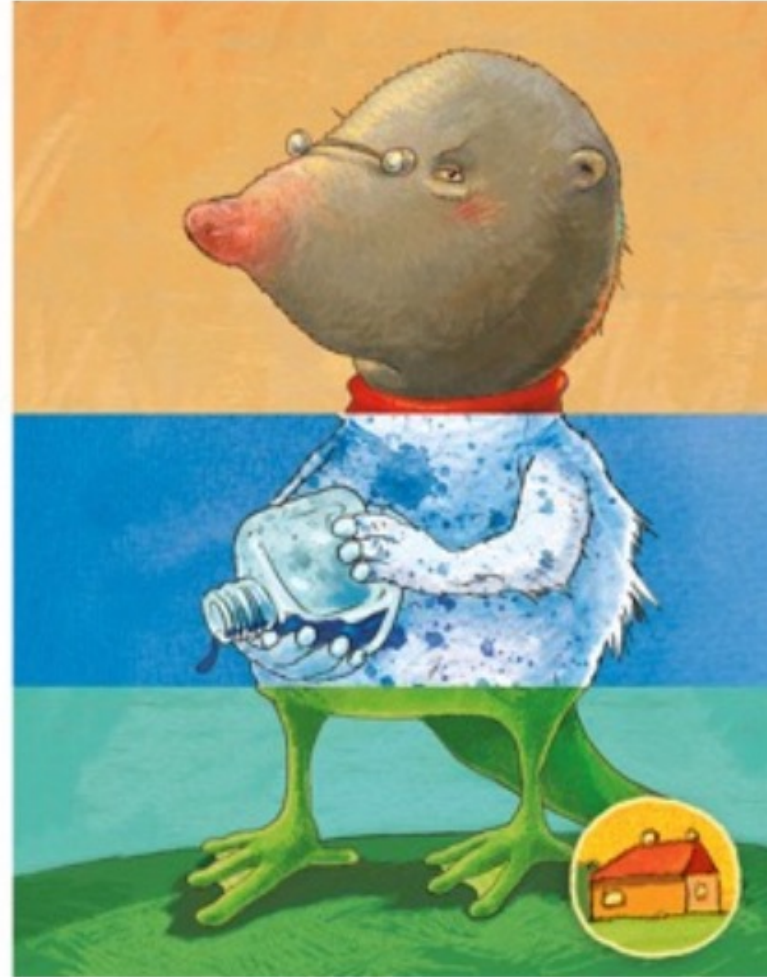
- Communication**
 - Connecting and engaging with others
 - Focusing on intent and purpose
 - Acquiring and presenting information
- Collaboration**
 - Working collectively
 - Respecting group interactions
 - Determining common purposes
- Creative Thinking**
 - Creating understanding
 - Problem-solving
 - Generating new ideas
- Critical & Reflective Thinking**
 - Assessing information
 - Questioning and reflecting
 - Evaluating and developing
 - Making ethical decisions
- Personal Awareness & Responsibility**
 - Self-accepting
 - Self-regulating
 - Resilient
- Positive Personal & Cultural Identity**
 - Understanding and appreciating cultural and context
 - Recognizing and valuing cultural diversity
 - Developing a sense of belonging and identity
- Social Awareness & Responsibility**
 - Building relationships
 - Contributing to community and caring for the environment
 - Resolving problems
 - Taking direction

Can curriculum be less linear and more responsive?

Miserable

Two-toed

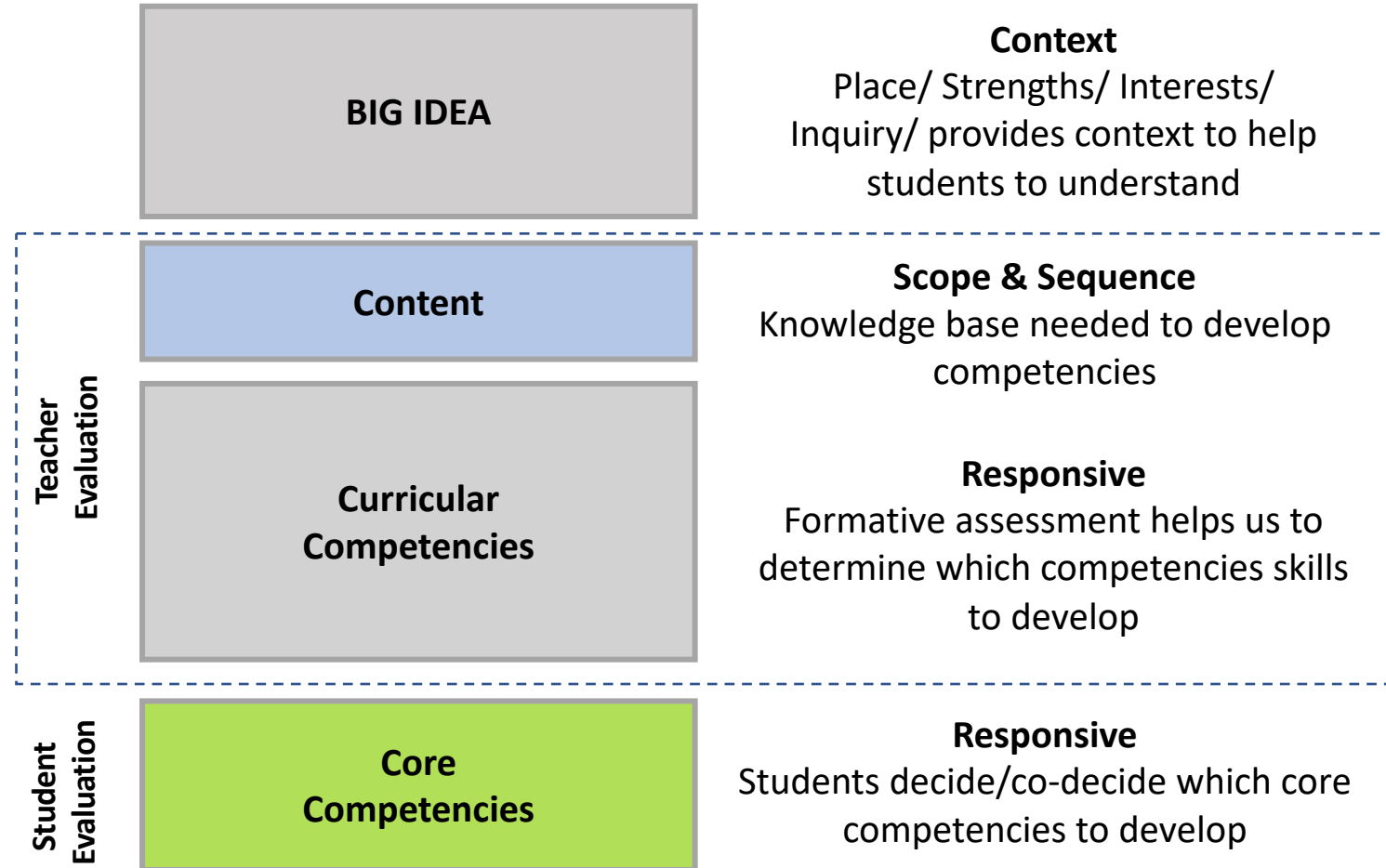
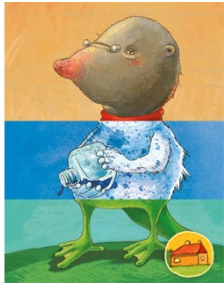
Lizard



Miserable

Two-toed

Lizard



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...	

Universal Design for Learning: The Ramp for Learning

Universal Design for Learning Guidelines



Subject:		Year:	Planning Team:	
Context for Learning: 7.2, 8.3, 3.2		Teacher generated provocation questions: 7.2, 8.3, 3.2, 3.4		Student generated questions: 7.1, 7.2, 8.3, 9.1, 3.4
Key Vocabulary: 2.1				
	Learning Goals Curricular Language		Learning Goals Student Friendly Language	
What do students need to understand?			8.1, 9.1, 9.3, 6.4	
What do students need to know?				
What do students need to do?				
Who do student need to be?				

Backwards Design

- 1. Turn the Big Ideas into unit guiding questions
- 2. Identify the content standards for the unit and highlighted important vocabulary
- 3. We identify the curricular competency standards for the unit and highlighted important vocabulary
- 4. We rewrite the standards into *student friendly language* using I know/I can statements

The diagram illustrates the process of backwards design through a table. Arrows indicate the flow of information: a grey arrow points from the 'Big Idea(s)' section to the 'Unit Guiding Question(s)' section; a pink arrow points from the 'Content standards' row to the 'Curricular Language' column; a blue arrow points from the 'Curricular competency standards' row to the 'Curricular Language' column; a green arrow points from the 'Curricular competency standards' row to the 'Student Friendly Language' column; and a black arrow points from the 'I can' statement in the 'Student Friendly Language' column to the 'Unit Guiding Question(s)' section.

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
What do students need to know? Content standards		I know
What do students need to do? Curricular Competency standards		I can
What do students need to do? Curricular Competency standards		I can
What do students need to do? Curricular Competency standards		I can

Grade: 8	Subject Area: Humanities	Planning Team: AD Rundle Middle
Big Idea(s): Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Key Vocabulary:		
	Learning Standard	Student Friendly Language
Content	oral language features and strategies	I know features of oral speaking
Content	elements of visual and graphic texts	I know elements of visual texts
Curricular Competencies	construct meaningful connections between self, text and world	I can make connections between myself, texts and the worlds to help me better understand an idea
Curricular Competencies	synthesize ideas from a variety of sources to build understanding	I can synthesize or draw information from many sources and find patterns to understand an idea or create a new idea
Curricular Competencies	Use and experiment with oral storytelling processes	I can create and share a story orally
Curricular Competencies	assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	I can refine my texts to make my message clear and impactful to an audience
Who do student need to be? Core Competency Goals	I am socially responsible ...	

Grade: 8	Subject Area: Math	Planning Team: Team 317
Big Idea(s): What do I need to Understand? The relationship between surface area and volume of 3D objects can be used to describe, measure , and compare spatial relationships.		Unit Guiding Question(s): What is the relationship between surface area and volume? What is a 3D object? How do I describe, measure and compare 3D objects?
Key Vocabulary: surface area, volume, 3D objects , relationship, regular solids, triangular, right prisms, cylinders, connect, place, story, cultural practices, community, perspective, First People, social responsibility		Skills: Describe, measure, compare, spatial, solve, include, experience
	Curricular Language	Student Friendly Language
What do students need to know? Content Goals	<u>surface area and volume</u> of regular solids , including triangular and other right prisms and cylinders	I know what a regular solid and examples I know what surface area is and how to find it I know what volume is and how to find
Content Goals	construction, views , and nets of 3D objects	I know how to construct (build, create) a view and a net of a 3D object
What do students need to do? Reason & Analyze Curricular Competency Goal	<u>Model</u> mathematics in contextualized experiences	I can use math in everyday life
What do students need to do? Understand & Solve Curricular Competency Goal	Engage in problem-solving experiences that are <u>connected</u> to place, story, cultural practices , and perspectives relevant to local First Peoples communities , the local community , and other cultures	I can solve problems that are connected to my place, culture, and community I can experience and engage in math that is connected to First Peoples' perspectives, culture, story and understanding of place?
What do students need to do? Curricular Competency Goal Communicate & Reflect	<u>Incorporate First Peoples worldviews</u> and perspectives to <u>make connections</u> to mathematical concepts	I can include First Peoples' perspectives to help me connect to and understand math ideas
Who do student need to be? Core Competency Goal	I can be/ I am... Social Awareness & Responsibility	I can be socially responsible by...

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

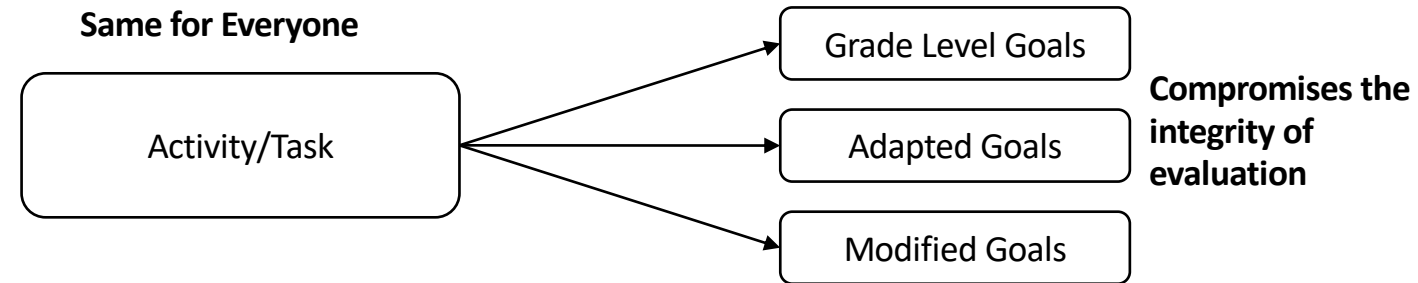
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Foundations of Mathematics and Pre-Calculus 10		Curricular Competencies																		
2			Reasoning and analyzing					Understanding and solving					Communicating and representing				Connecting and reflecting				
3	Big Ideas	Algebra allows us to generalize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

Grade: 11		Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using proportional reasoning to solve indirect measurement problems			Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?
Unit Goals	Learning Standard	Student Friendly Language	
Content Goal	trigonometry: non-right triangles and angles in standard position	I know how to use trigonometry to find non right triangle angles in standard position	
Curricular Competency Goals	Respond & Analyse : Model with mathematics in situational contexts	I can reason and analyze by modelling (mathematics) using real life situations	
Curricular Competency Goals	Understand & Solve: Visualize to explore and illustrate mathematical concepts and relationships	I can understand and solve by visualizing (mathematical concepts) and relationships	
Curricular Competency Goals	Communicate & Respond: Take risks when offering ideas in classroom discourse	I can communicate and represent by taking risks by sharing ideas during classroom discussion	
Curricular Competency Goals	Connecting & Reflecting: Use mistakes as opportunities to advance learning	I can connect and reflect by making mistakes and using those as opportunities to learn	
Core Competency Goal	I can be a creative thinker		

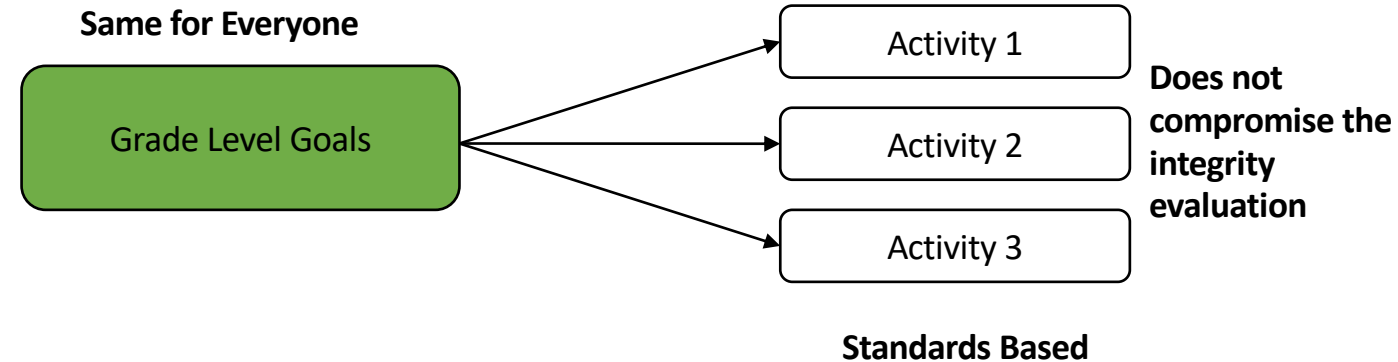
Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: L. Kelley
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?
Learning standards in student friendly language		Possible activities to capture evidence of this goal (FNESC Resource Guide)
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

UBD: Determining the Learning Standard

Forward Design



Backward Design

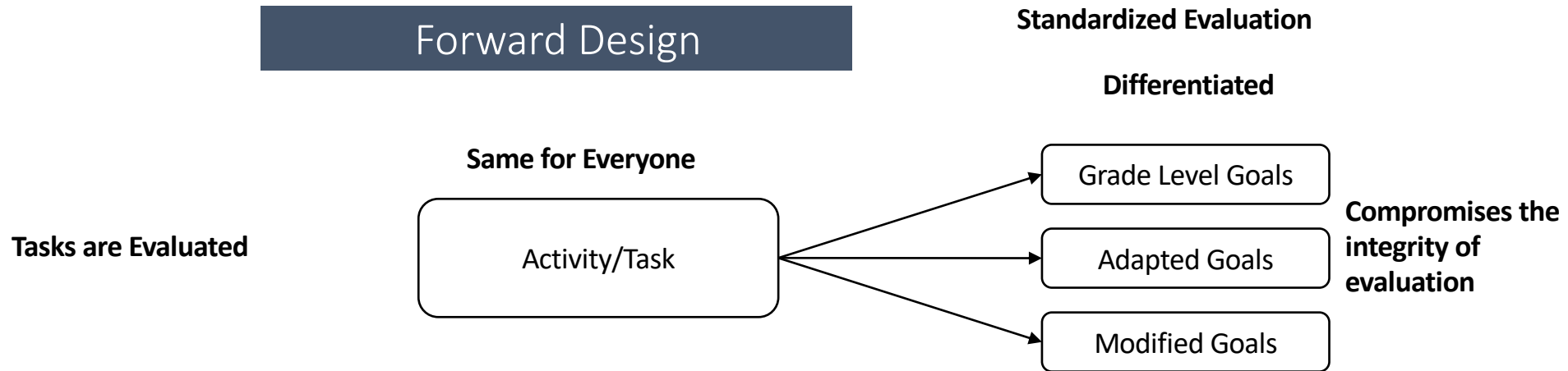


What is inclusive assessment & evaluation?

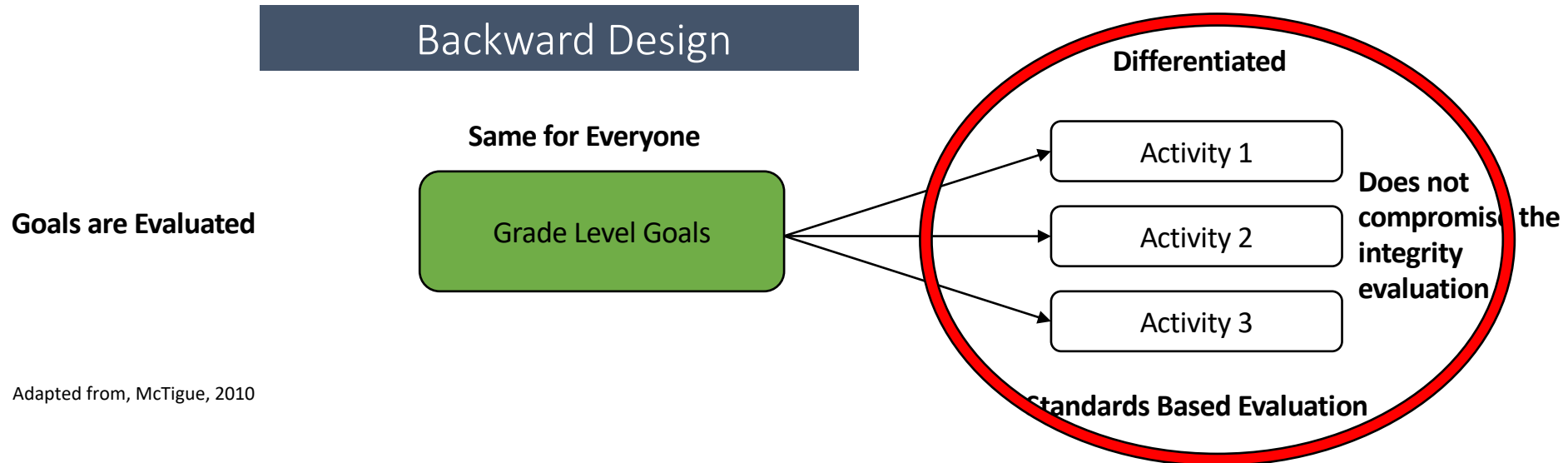
- Combines standards-based assessment with curricular mapping to accommodate the variability in a grade level classroom
- Aims to provide all students with equitable opportunities for learning, while also being flexible for individual accessibility and challenge
- Is a way of assessing student growth 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

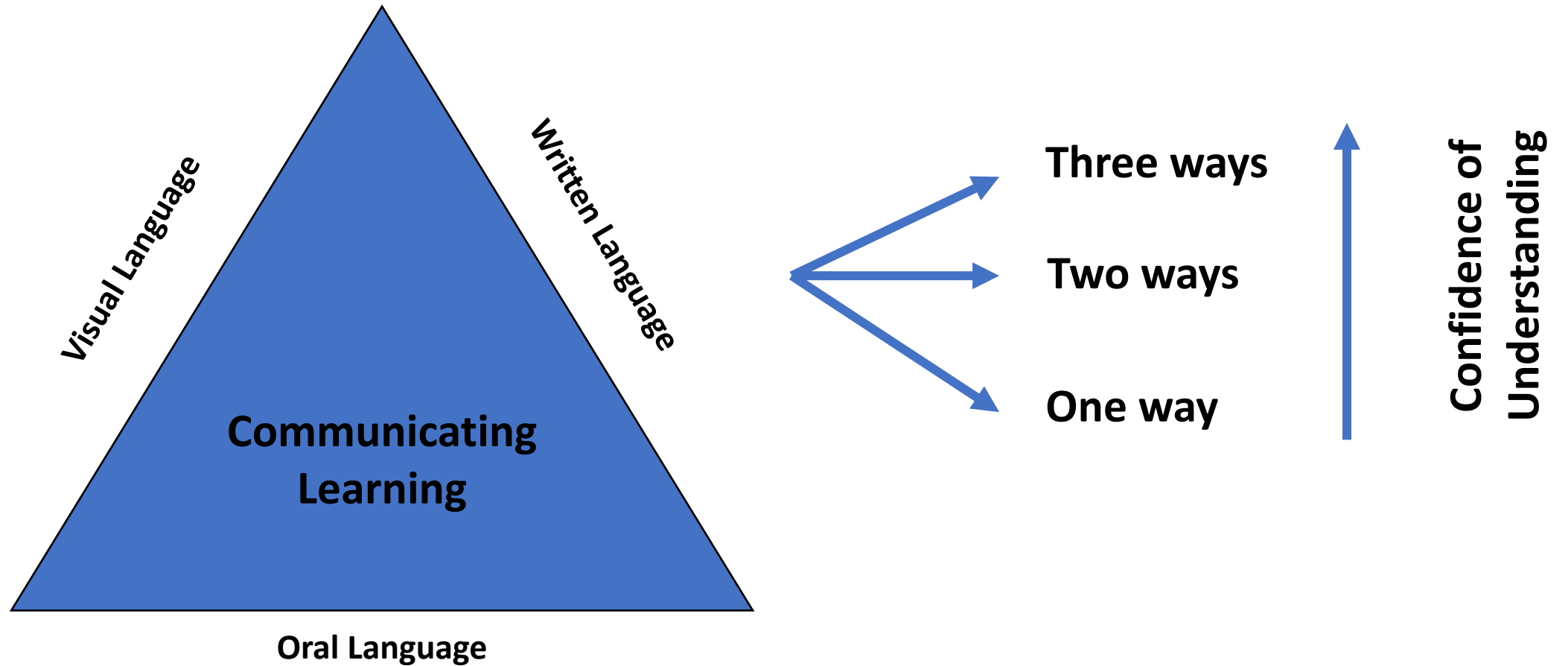


Backward Design

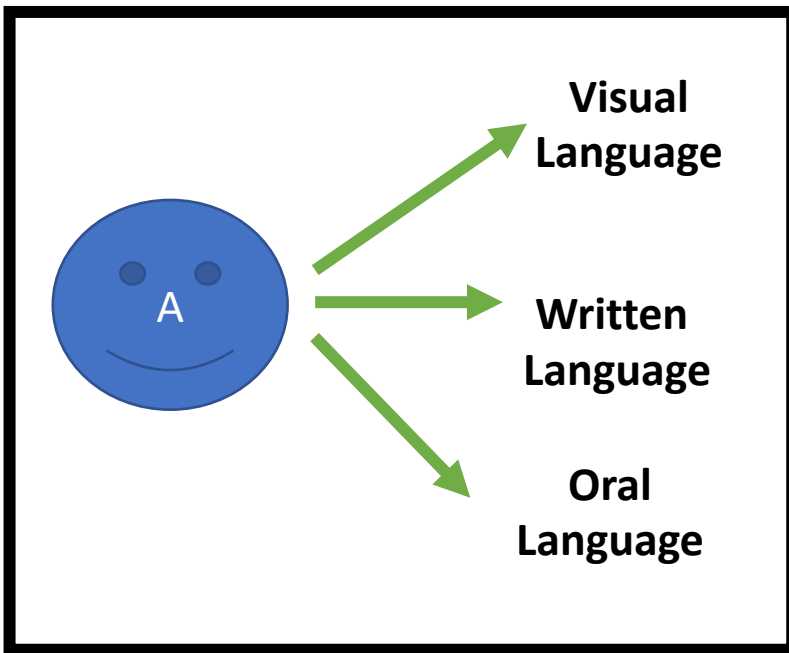


Adapted from, McTigue, 2010

How do student show what they know?



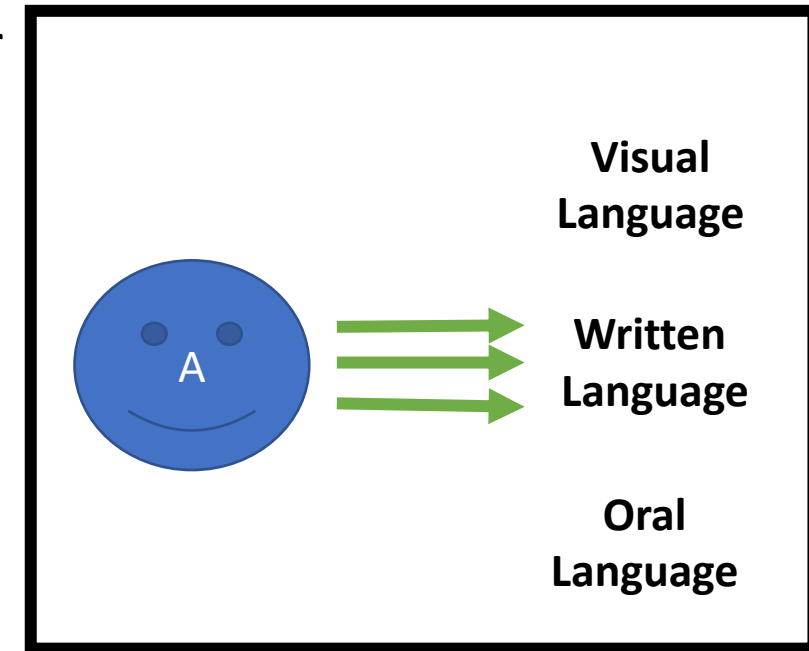
All Languages (in literacy) are Treated Equal!



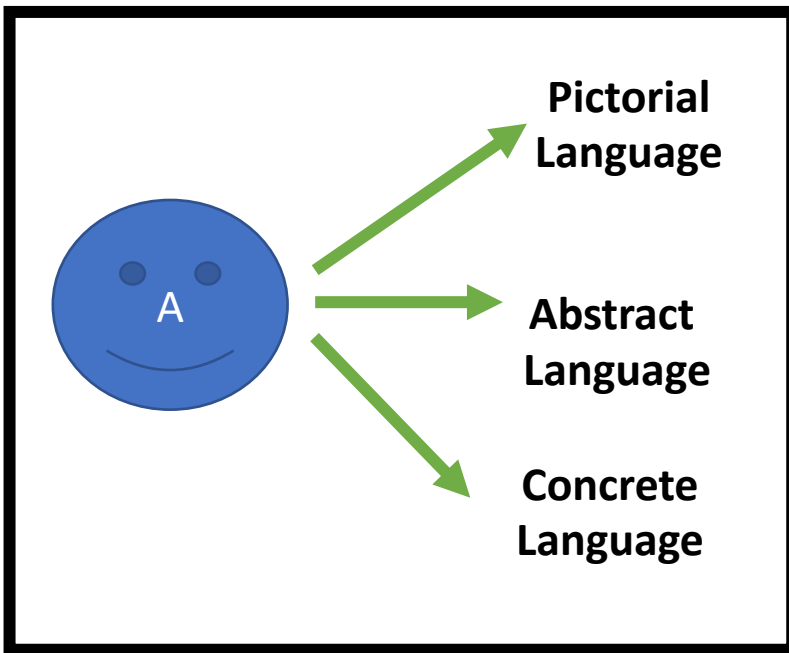
The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

The **NUMBER OF TIMES**, a student can show their learning in one way, the more fluent they become



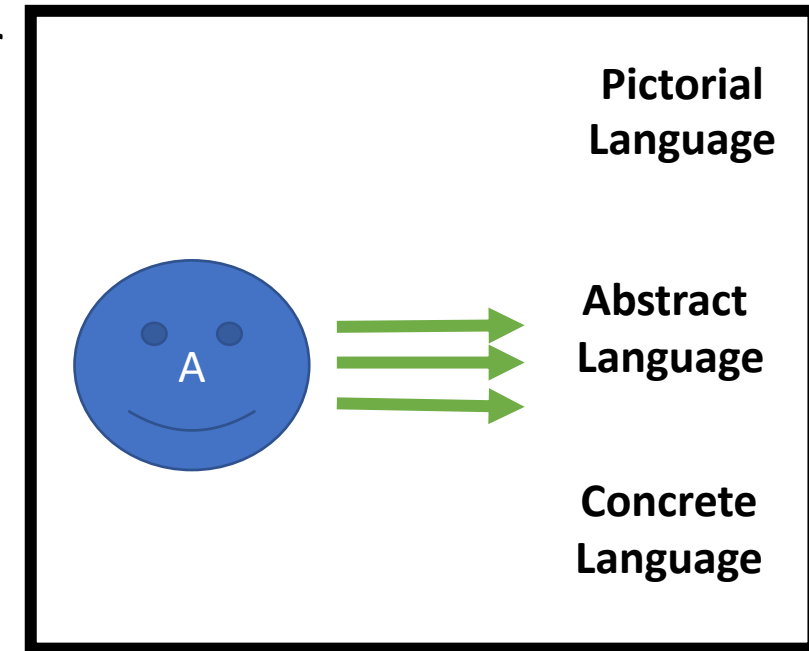
All Languages (in numeracy) are Treated Equal!



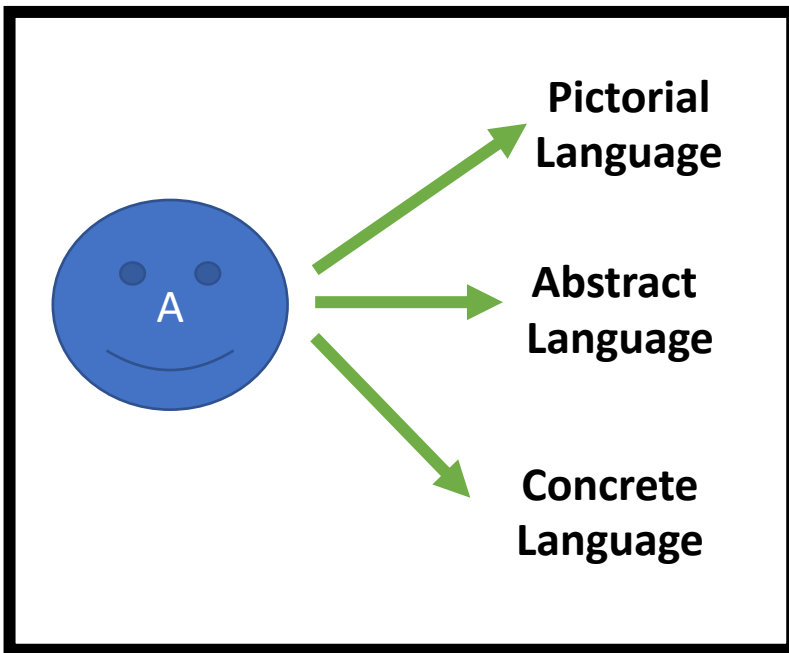
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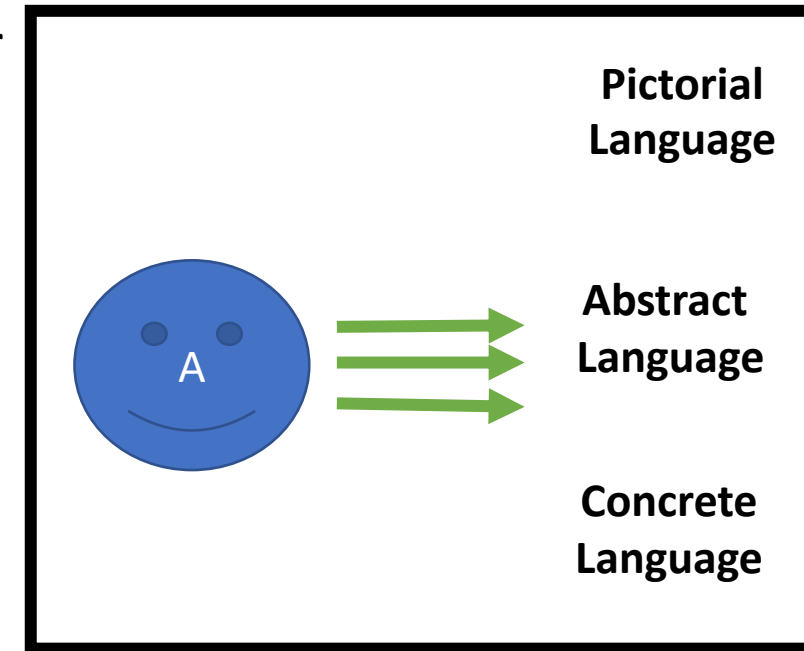
All Languages (in numeracy) are Treated Equal!



The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

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

Asset Based Rubric

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a traditional rubric

Rubrics vs. Continuums

	deficit	deficit	Standard
goal			



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: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	Emerging	Developing	Confident	Extending
I can understand data and information by constructing, analyzing and interpreting visual representations of information with support	I am beginning to understand data and information by constructing, analyzing and interpreting visual representations of information	I sometimes understand data and information by constructing, analyzing and interpreting visual representations of information	I consistently understand data and information by constructing, analyzing and interpreting visual representations of information	I always understand data and information by constructing, analyzing and interpreting visual representations of information

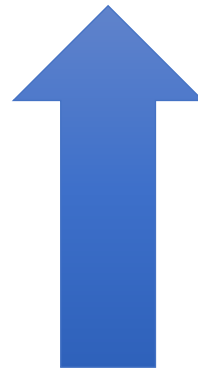
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- The problem is frequency is not complexity, is deficit based and is good to measure fluency not understanding
- It doesn't matter is a student uses "support" or not, if the tool or action increases independence (support is not a person)
- If they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

One point rubric

	Standard
goal	



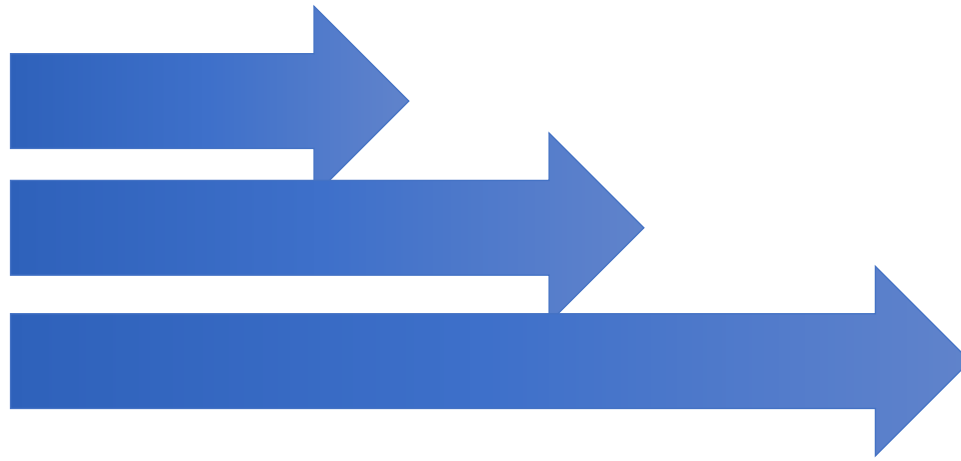
One Point Rubric: Life Sciences 11

Our Unit Questions		
- Why is the forest in Campbell River unique? - How and why has the forest ecosystem in Campbell River evolved over time?		
I need support	My goals for this unit	I need challenge
	• I know speciation that occurs within our local ecosystems • I can understand data and information by experiencing and interpreting the local environment • I can understand data and information by seeking evidence and analyze data • I can understand data and information by constructing, analyzing and interpreting visual representations of information	

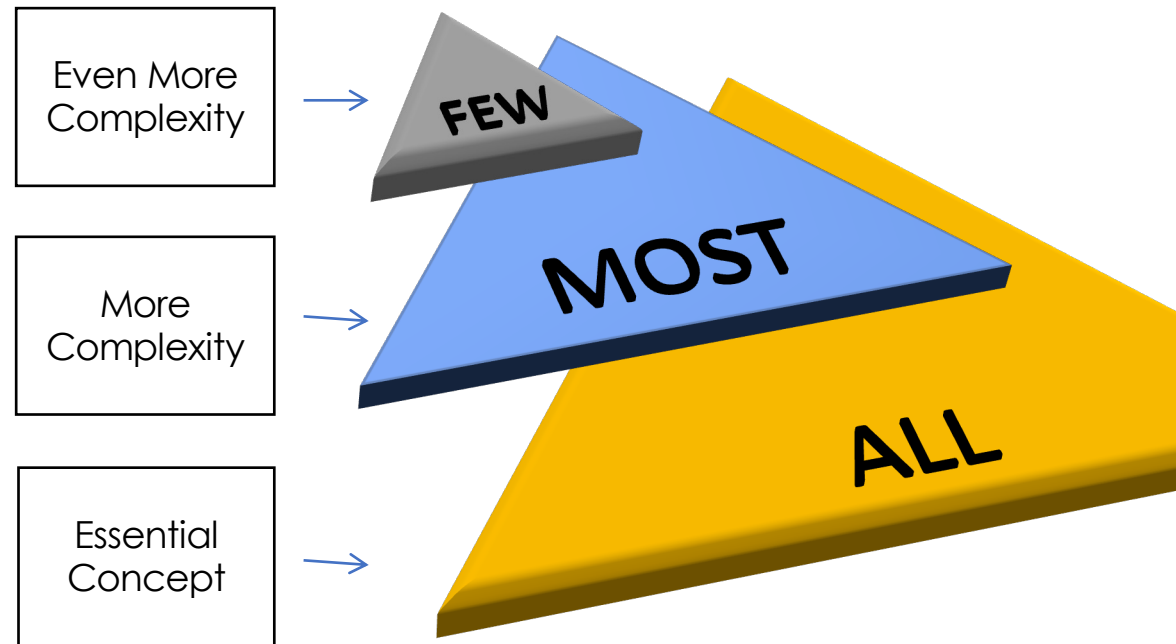
- Great for student self assessment
- Difficult to use for formative & summative teacher assessment
- Does not communicate the variability and complexity within the goal

Reductive vs Additive

	Essential	More complex	More complex
Learning Outcome			



The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge



Additive Learning Continuum: Life Science 11

Curricular Competency Goal: [Processing and analyzing data and information](#)

Construct, analyze, and interpret graphs, models, and/or diagrams

Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information

	Emerging/ Essential	Developing	Confident	
	I can construct a visual representation of data in one way	I can construct a visual representation of data in more than one way	I can construct a visual representation of data in any way	
	I can understand what a visual is communicating (what is happening?)	I can analyze a visual representation of data (How do I know?)	I can interpret a visual representation of data (why does this matter?)	

Our Co-Planning Journey: Learning Continuums

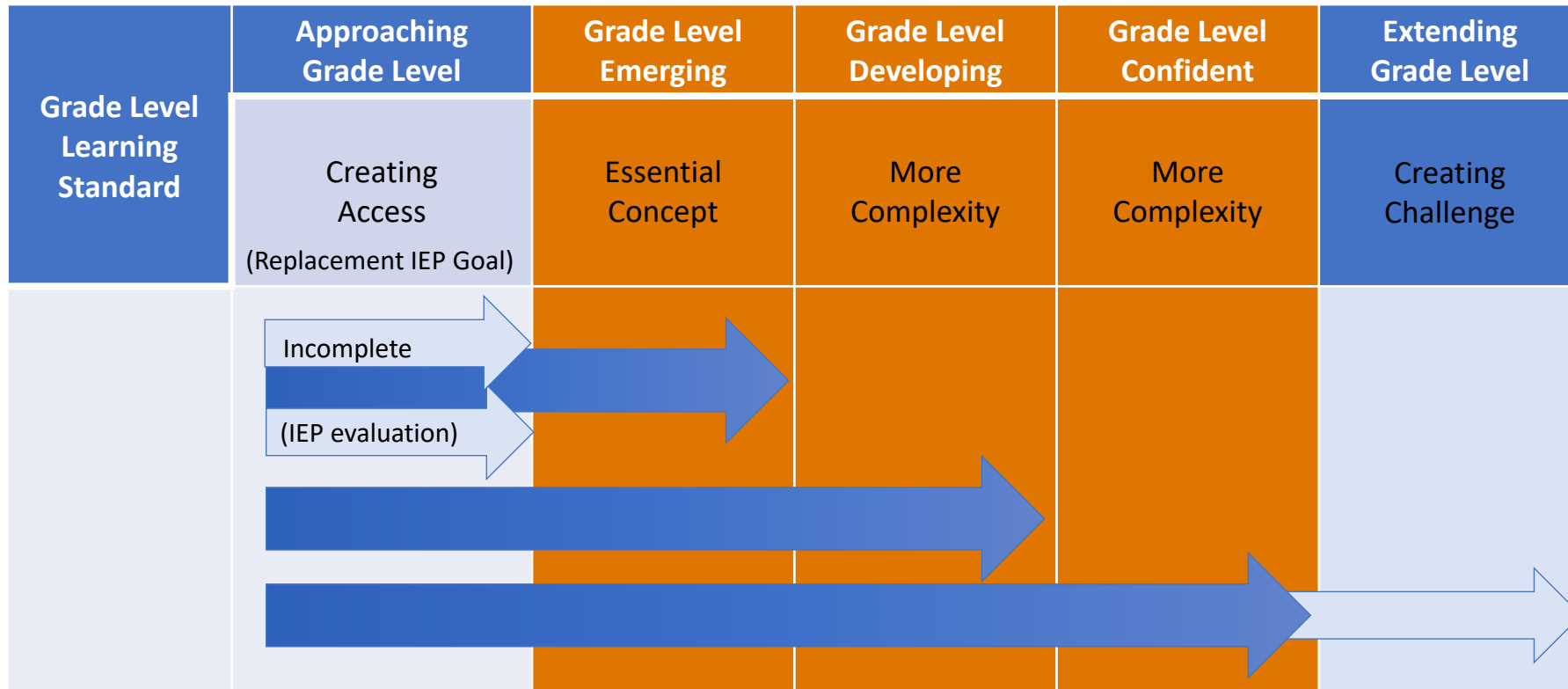
1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
Student friendly:				
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



Additive Learning Continuum: Life Science 11

Curricular Competency Goal: [Processing and analyzing data and information](#)

Construct, analyze, and interpret graphs, models, and/or diagrams

Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information

Approaching	Emerging / Essential	Developing	Confident	Extending
I can build a visual representation of data by following a model	I can construct a visual representation of data in one way	I can construct a visual representation of data in more than one way	I can construct a visual representation of data in any way	I can construct a visual representation of data based on the purpose
I can understand a visual representation of information that is familiar to me	I can understand what a visual is communicating (what is happening?)	I can analyze a visual representation of data (How do I know?)	I can interpret a visual representation of data (why does this matter?)	I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Our Co-Planning Journey: Learning Continuums

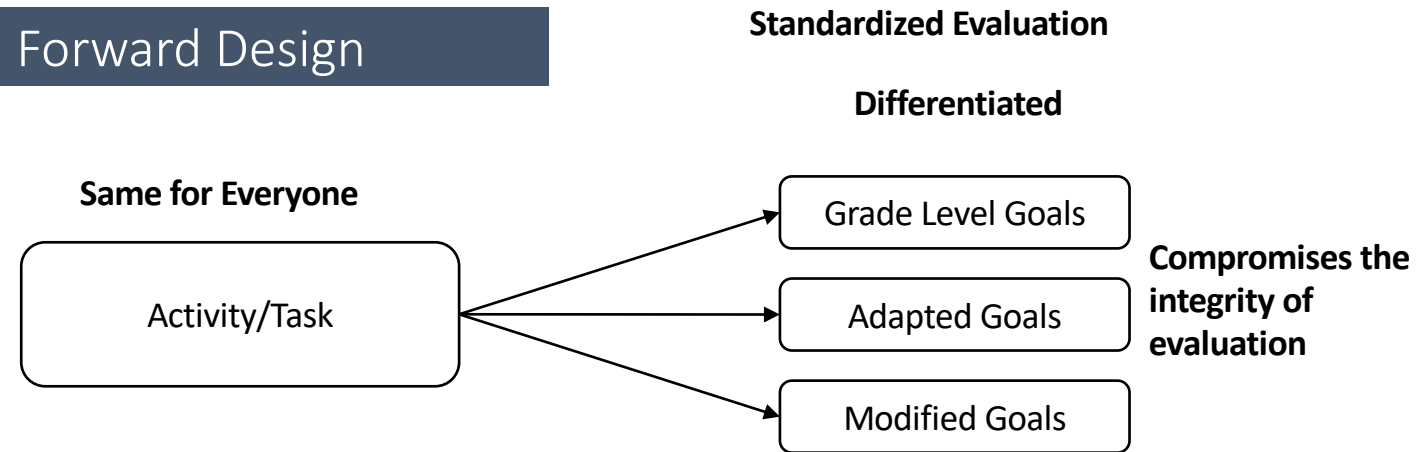
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Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

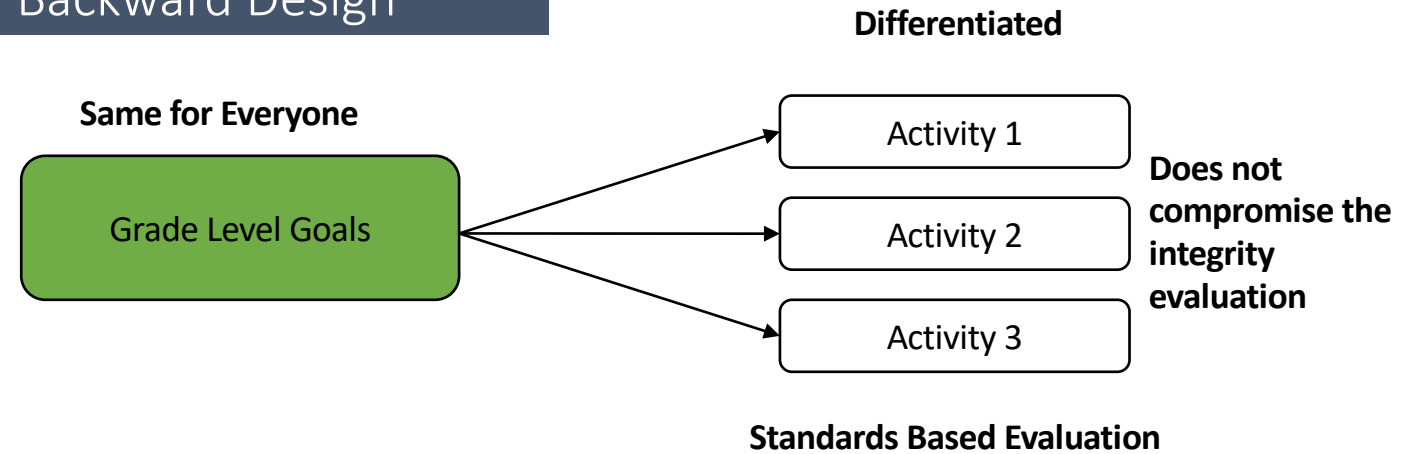
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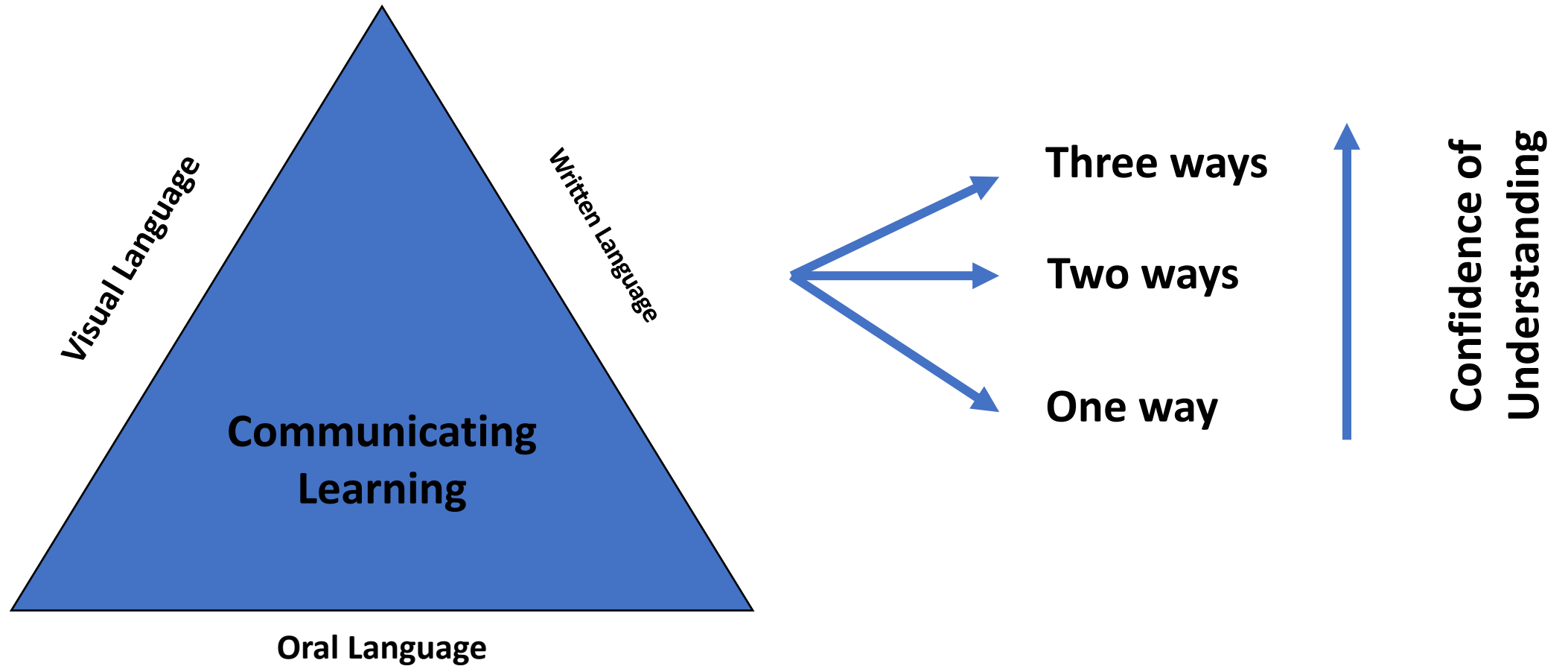
Forward Design



Backward Design



How do student show what they know?



Grade: 8	Subject Area: Math	Planning Team: Nicole, Menolly & THSS Plannign Team
Big Idea: Number represents, describes, and compares the quantities of ratios, rates, and percent.		Unit Guiding question:
Content Goal 1:	percent less than 1 and greater than 100 (decimal and fractional percent)	I know percent that are less than 1 I know percent that are greater than 100 I know how to represent a percent as a decimal and a fraction
Curricular Competency Goal:	Estimate reasonably	I can make an estimate that makes sense
Curricular Competency Goal:	Apply multiple strategies to solve problems in both abstract and contextualized situations	I can use many strategies to solve problems
Curricular Competency Goal:	Use mathematical vocabulary and language to contribute to mathematical discussions	I can use math words in my work and in conversations
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my math thinking in many ways

Name:		Date:	
Unit Big Idea: Number represents, describes, and compares the quantities of ratios, rates, and percent.			
I still need support	I can do this!	I need some challenge	
	• I know percent that are less than 1 • I know percent that are greater than 100 • I know how to represent a percent as a decimal and a fraction		
	• I can make an estimate that makes sense		
	• I can use many strategies to solve problems		
	• I can use math words in my work and in conversations		
	• I can share my math thinking in many ways		

Name:				Date:		
Big Idea Number represents, describes, and compares the quantities of ratios, rates, and percent.						
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	Written/ Abstract	Oral/ Concrete	Visual/ Pictorial		
- I know percent that are less than 1 - I know percent that are greater than 100 - I know how to represent a percent as a decimal and a fraction						
I can make an estimate that makes sense						
I can use many strategies to solve problems						
I can use math words in my work and in conversations						

Name:			Date:			
Big Idea Number represents, describes, and compares the quantities of ratios, rates, and percent.						
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	Written/ Abstract	Oral/ Concrete	Visual/ Pictorial		
- I know percent that are less than 1 - I know percent that are greater than 100 - I know how to represent a percent as a decimal and a fraction						
I can make an estimate that makes sense						
I can use many strategies to solve problems						
I can use math words in my work and in conversations						

Grade: 10		Subject Area: Science	Planning Team: Team YK1		
Big Idea(s): What do I need to Understand? Energy change is required as atoms rearrange in chemical processes		Teacher Provocations How do atoms use energy in a chemical process?		Students Generated Questions	
Key Vocabulary: Energy change, atoms, chemical processes, chemical reactions, law of conservation of mass, hypotheses, critical and reflective thinker, conclusions, pattern, trends, data					
	Curricular Language	Student Friendly Language	Tasks & activities to create evidence of learning		
			Visual/pictorial/concrete (observations)	Written/abstract (products)	Oral language/ presentations (conversations)
Content Goals: What do students need to know?	rearrangement of atoms in chemical reactions	I know how and why atoms move around to create chemical reactions			
Content Goals: What do students need to know?	law of conservation of mass	I know the law of conservation of mass			
What do students need to do? Curricular Competency Goal: Questioning and predicting	Formulate multiple hypotheses and predict multiple outcomes	I can make hypotheses I can predict outcomes			
What do students need to do? Curricular Competency Goal: Processing and analyzing data and information	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies	I can find patterns and trends in data I can figure out what a pattern means			
What do students need to do? Curricular Competency Goal: Processing and analyzing data and information	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	I can draw conclusions based on what I know about science			
What do students need to do? Curricular Competency Goal:	Transfer and apply learning to new situations	I can connect and apply what I am learning to other situations and			

Grade: 10		Subject Area: Socials	Planning Team: Team YK1		
Big Idea(s): What do I need to Understand? Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society .		Teacher Provocations How do Canada’s past and current injustices challenge our understanding of who we are as a country?		Students Generated Questions	
Key Vocabulary: injustices, narrative, identity, Canada, inclusive, multicultural society, discriminatory policies, injustices, ethical judgements, justify, evidence, perspectives, critical and reflective thinker					
	Curricular Language	Student Friendly Language	Tasks & activities to create evidence of learning		
			Visual/pictorial/concrete (observations)	Written/abstract/ (products)	Oral language/ presentations (conversations)
Content Goals: What do students need to know?	<u>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</u>	I know examples of discriminatory policies and injustices in Canada and the world			
What do students need to do? Curricular Competency Goal: ethical judgements	<u>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond</u> (ethical judgment)	I can make ethical judgements			
What do students need to do? Curricular Competency Goal: evidence	<u>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data</u> (evidence)	I can justify with evidence			
What do students need to do? Curricular Competency Goal: perspective	<u>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</u> (perspective)	I can explain different perspectives			
Who do student need to be? Core Competency Goal	I can be/ I am critical and reflective thinking	I can be a critical and reflective thinker			

One Point Rubric: Science 10

Our Unit Questions How do atoms use energy in a chemical process?		
I need support	My goals for this unit	I need challenge
	I know how and why atoms move around to create chemical reactions	
	I know the law of conservation of mass	
	I can make hypotheses I can predict outcomes	
	I can find patterns and trends in data I can figure out what a pattern means	
	I can draw conclusions based on what I know about science	
	I can connect and apply what I am learning to other situations and contexts	
	I can be a critical and reflective thinker	

Name:				Date:			
Unit Guiding Question: How do atoms use energy in a chemical process?							
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge	
	Actvtivities/ tasks	Visual/ Pictorial/ concrete	Written/ abstract	Oral language/ presentations			
I know how and why atoms move around to create chemical reactions							
I know the law of conservation of mass							
I can make hypotheses I can predict outcomes							
I can find patterns and trends in data I can figure out what a pattern means							

Name:				Date:			
Unit Guiding Question: How do atoms use energy in a chemical process?							
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge	
	Actvtivities/ tasks	Visual/ Pictorial/ concrete	Written/ abstract	Oral language/ presentations			
I can draw conclusions based on what I know about science							
I can connect and apply what I am learning to other situations and contexts							

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