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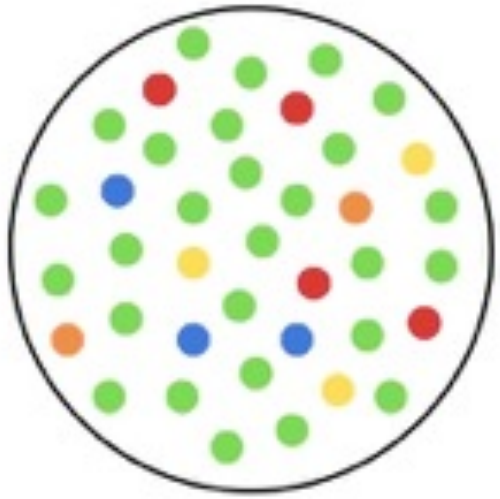
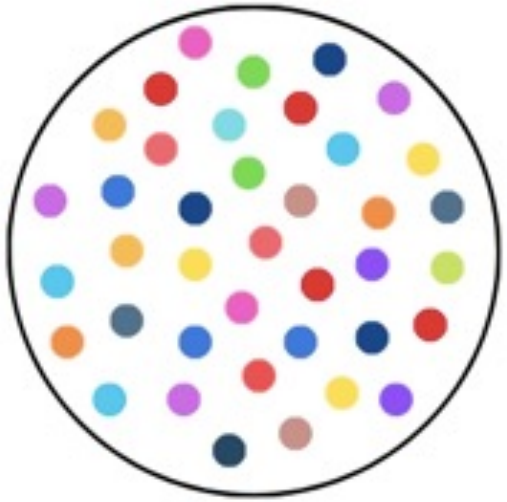
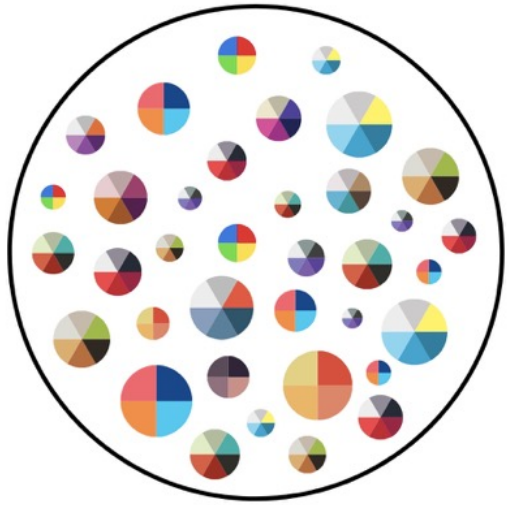
How do we do Inclusion?



How do we
include people
with disabilities?



How do we teach
to ***diversity***?



How do we
teach to ***identity***?

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2023

What is a barrier?

What is a need?

What is a support?

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2023

Reducing Barriers

Supporting Needs

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2023

The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels

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Stair Climbing Wheelchairs

Reducing Barriers

Supporting Needs

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What are barriers?

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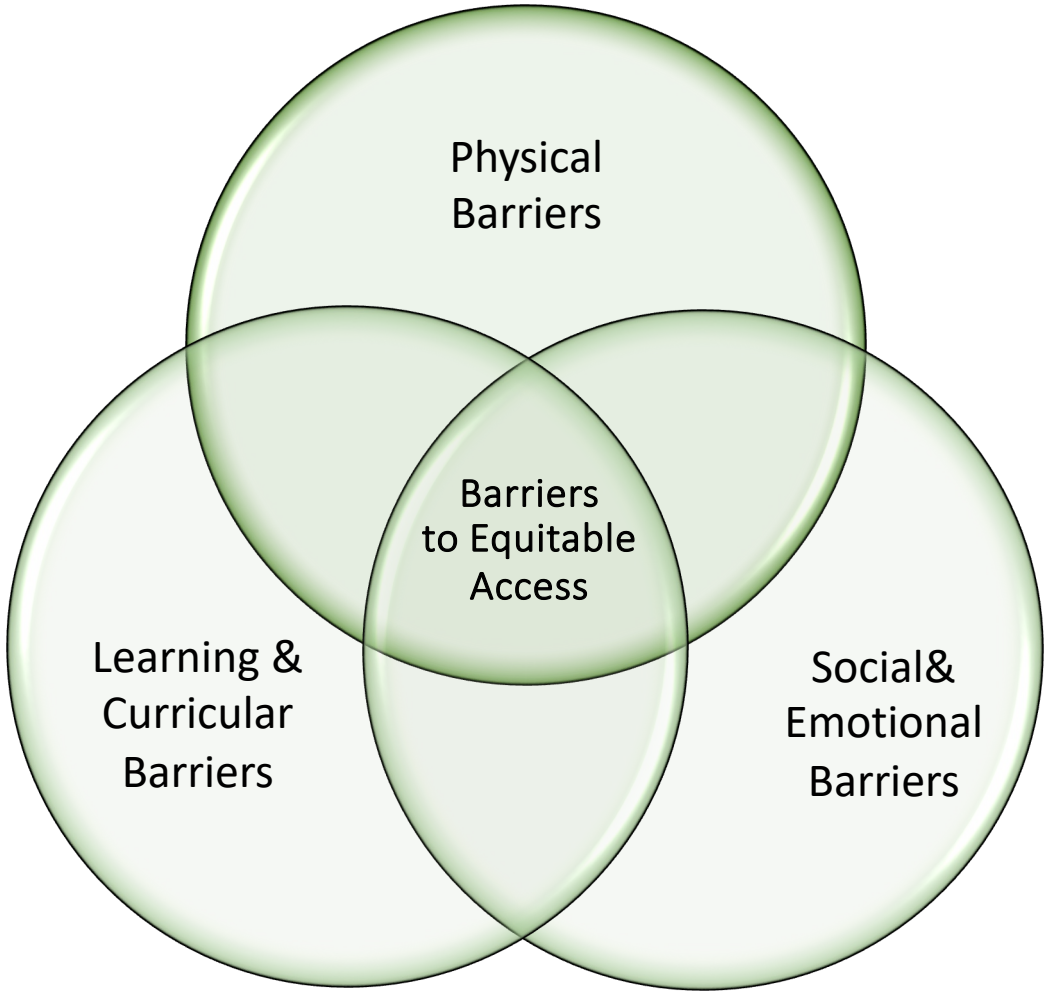
Increasing Inclusive & Equitable Access by Reducing Barriers for All



Moore, 2023

Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination & Agency

Standards Based Assessment

Culturally Responsive Practices

SOGI

Needs Based Design

Accessible Playgrounds

Trauma Sensitive Instruction

Inquiry

Student Voice

First Peoples' Principals of Learning

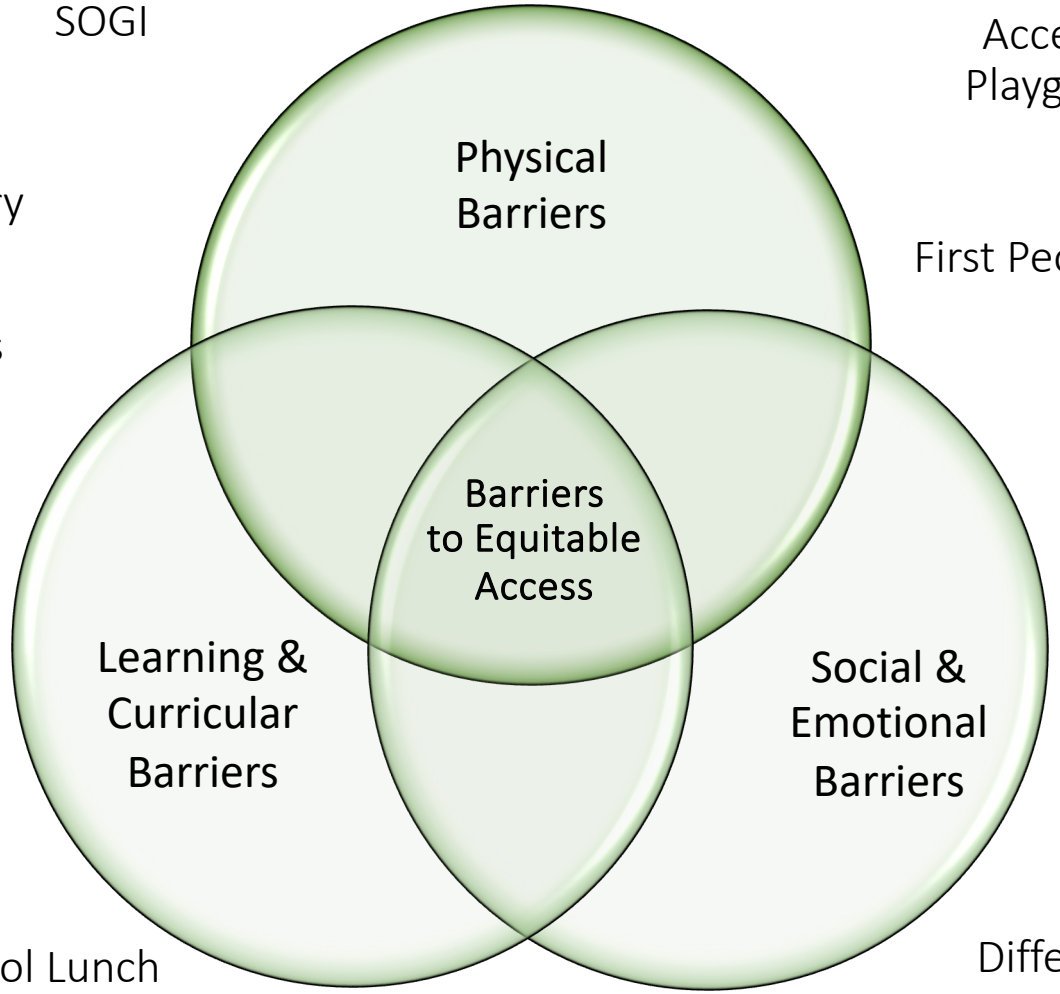
SEL

Core Competencies

SRL

Strength Based Perspectives

Universal Design for Learning



Learning Continuums

Backwards Design

ICBIEP

Land-Based Learning

Restorative Justice Practices

School Lunch Programs

Differentiated Instruction & Curriculum

Examples of Initiatives that Reduce Barriers for ALL

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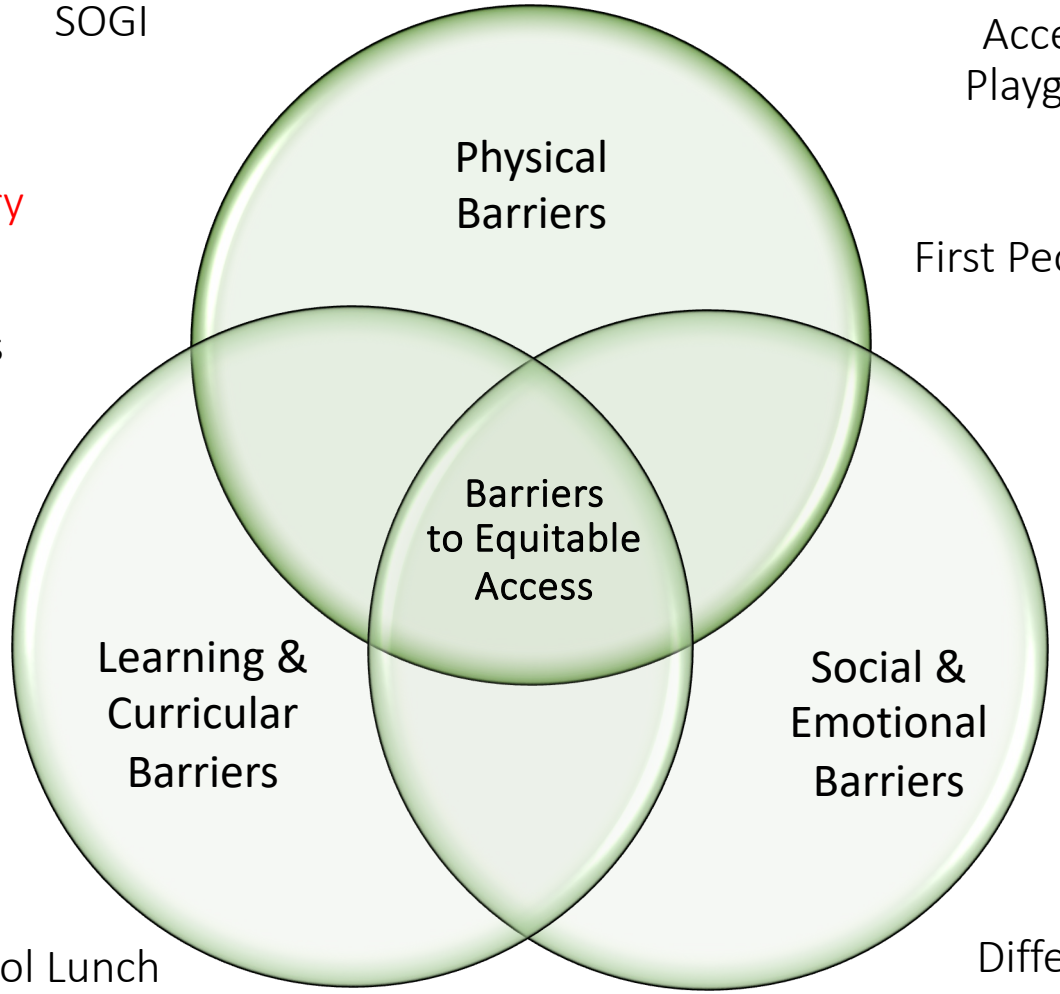

Learning Continuums

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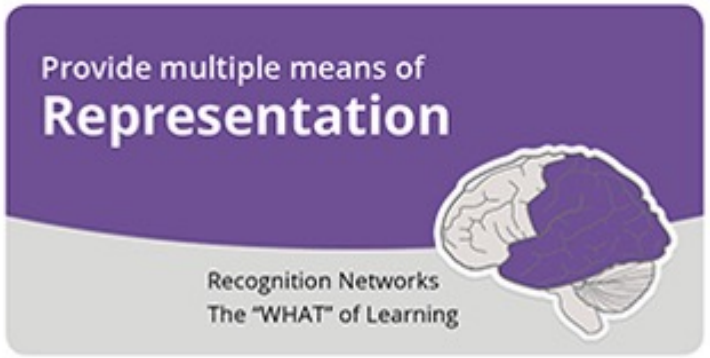
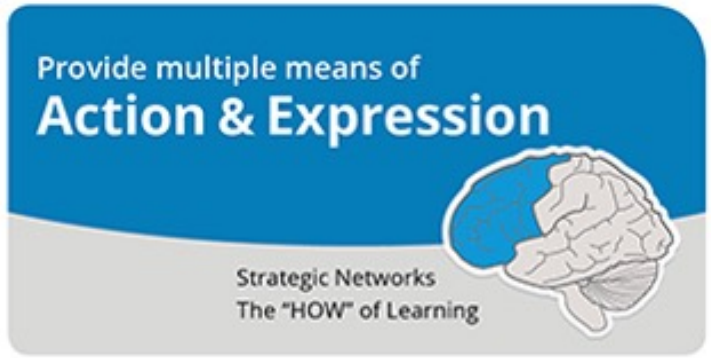
Reducing Barriers to learning

Shelley MOORE PH.D.

Universal Design for Learning: The Ramps for Learning





Universal Design for Learning: The Ramp for Learning

Firm Goal – Flexible Means

Universal Design for Learning: The Ramp for Learning

Firm Goal – Flexible Means

Everyone can go to the coffee shop with different ways to get in

Universal Design for Learning: The Ramp for Learning

Firm Goal – Flexible Means

Everyone can go to the coffee shop with different ways to get in

Grade level learning standard with different pathways to get there

How do we help everyone get into the coffee shop?

- **Guiding questions** big enough for any student to respond to
- **Learning standards** translated into student friendly language
- **Multiple Pathways** to meet the standard

UBD: Determining the Learning Standard

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Planning using Backwards Design and BC/NWT Curriculum

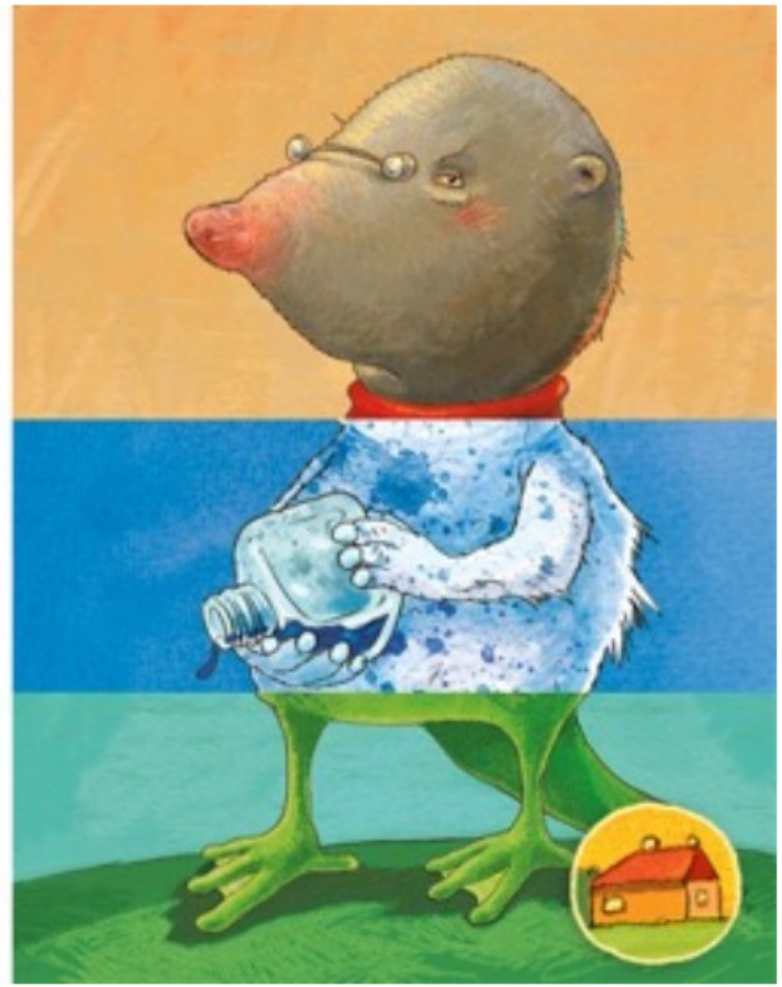
- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



Miserable

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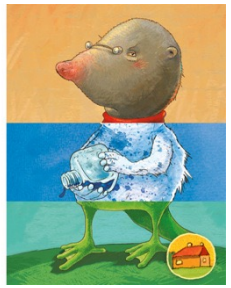


BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

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

Student Evaluation

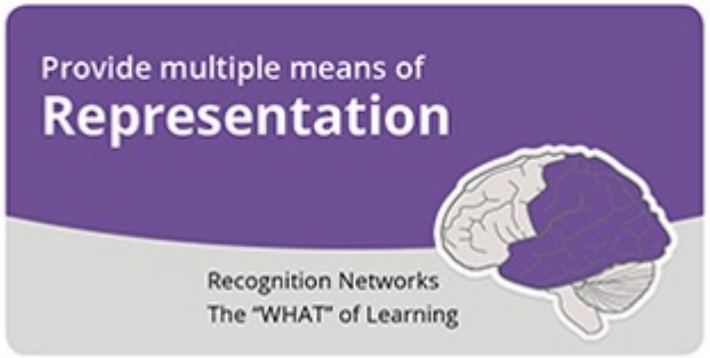
Core Competencies

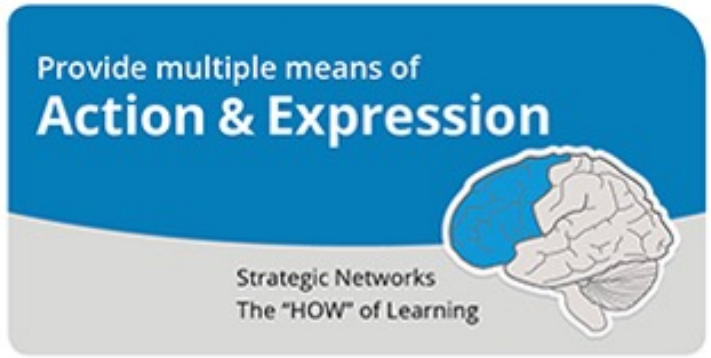
Responsive
Students decide/co-decide which core competencies to develop

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

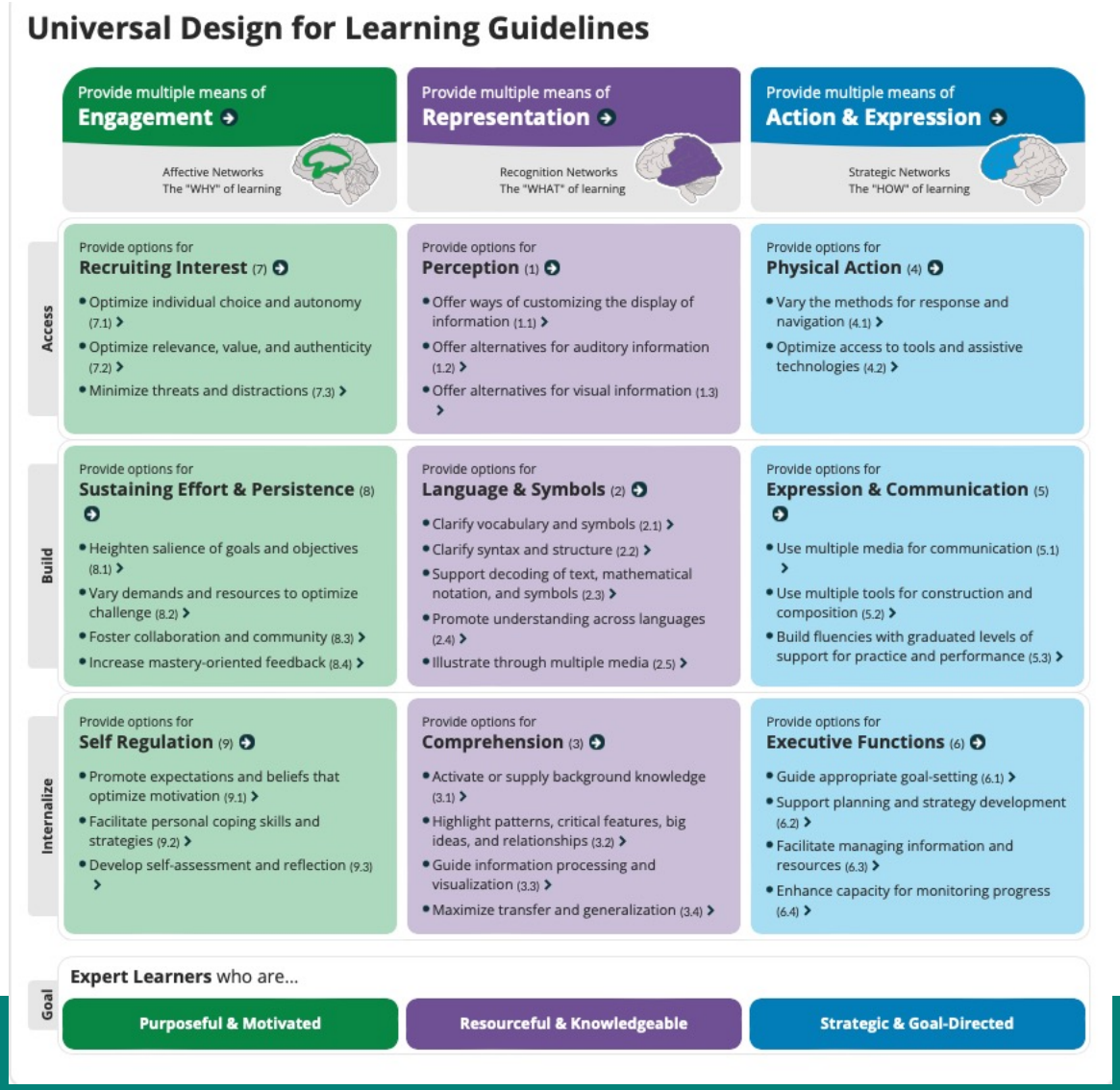
	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Universal Design for Learning: The Ramps for Learning





Universal Design for Learning: The Ramp for Learning



Subject:	Year:	Planning Team:	
Big Idea 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 know?	8.1, 9.1, 9.3, 6.4		
What do students need to do?			
What do students need to do?			
Who do student need to be?			

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**	surface area and volume 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**	Model 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 connected 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**	Incorporate First Peoples worldviews and perspectives to make connections 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: 9	Subject Area: English	Planning Team: K.M. & M.L.
Big Idea(s): What do I need to Understand? Language and story can be a source of creativity and joy.		**Unit Guiding Question(s):** How can we use the power of language and story to capture and share a personal experience?

	Curricular Language	Student Friendly Language
What do students need to know? **Content Goals**	Language features, structures, and conventions	**I know how to use language features, structures and conventions effectively when creating text**
What do students need to do? **Curricular Competency Goal**	Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	**I can make a plan to develop and create text** **I can write an engaging and meaningful text**
What do students need to do? **Curricular Competency Goal**	Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	**I can reflect on and revise a text that I create, to make it clear, effective and impactful**
What do students need to do? **Curricular Competency Goal**	Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation	**I can use Canadian spelling** **I can use grammar and punctuation in effective ways**

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**			

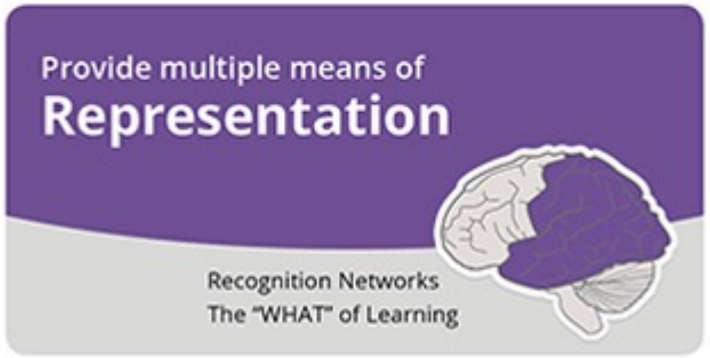
	Curricular Language	Student Friendly Language
Content Goals: What do students need to know?	rearrangement of atoms in **chemical reactions**	**I know how and why atoms move around to create chemical reactions**
Content Goals: What do students need to know?	law of conservation of mass	**I know the** law 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: Applying and innovating**	Transfer and apply learning to new situations	**I can connect and apply what I am learning to other situations and contexts**
Who do student need to be? **Core Competency Goal**	**I can be/ I am critical and reflective thinking**	I am a critical and reflective thinker…

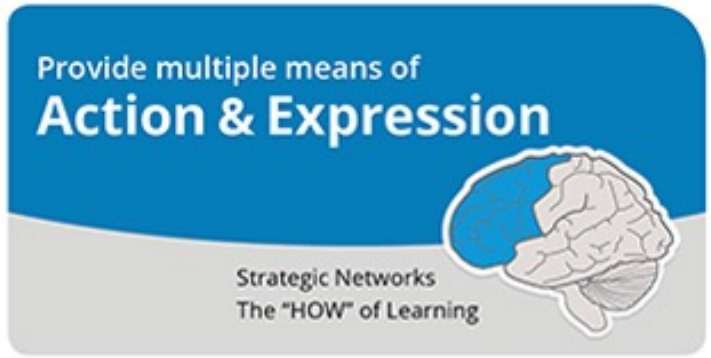
Grade: Kindergarten	Subject Areas: Science, Socials, Art, Math	Planning Team: Eva, Regan, Shelley
Big Ideas: What do students need to understand? • Humans interact with matter every day through familiar materials (science) • Objects have attributes that can be described, measured, and compared (Math) • Engagement in the arts creates opportunities for inquiry through purposeful play (Art) • Stories and other texts help us learn about ourselves and our families (LA) • Stories and traditions about ourselves and our families reflect who we are and where we are from (SS)		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 and **play** with different materials and objects? • How can I use different materials and objects to share **stories** about myself and my family? • How can I choose specific materials and objects to **represent** my family?
Types of Goal	**Curricular Language**	**Student Friendly Language**
Content (Science)	• properties of familiar materials (sci) • local First Peoples uses of plants (sci)	• I know how to **interact** with objects and materials by using my **senses** • I know different ways that First Peoples **use** objects and materials (e.g., plants)
Content (Math)	• single attributes of 2D shapes and 3D objects (math) • concrete or pictorial graphs as a visual tool (math)	• I know what makes materials, objects (**3D**) and shapes (**2D**) different form each other • I know how to show "**how many**" using objects and pictures
Content (Art)	• processes, materials, movements, technologies, tools and techniques to support arts activities (art) • traditional and contemporary Aboriginal arts and arts-making processes (art)	• I know how to use materials and objects to **create** art • I know how First Peoples use materials and objects to make art
Content (Language Arts)	• Story structure of story (LA) • Language features, structures, and conventions the relationship between reading, writing, and oral language (LA)	• I know how to use materials and objects to **show**, **tell** and **write** a story

Content (Social Studies)	• ways in which individuals and families differ and are the same
	• people, places, and events in the local community, and in local First Peoples communities
		• I know what makes my family **unique**
		• I know what makes families different from each other
		• I know how to use materials and objects to show:
		  ○ **Who** my family is
		  ○ **Where** my family is from
		  ○ What **events** or **traditions** are special to my **family**
		  ○ What events or traditions are special to my **community**

Curricular Competency (Science)	• Planning and conducting
	  ○ effects of pushes/pulls on movement
	  ○ Make exploratory observations using their senses
	• Questioning and predicting
	  ○ Demonstrate curiosity and a sense of wonder about the world
	• Processing and analyzing data and information
	  ○ Discuss observations
	  ○ Represent observations and ideas by drawing charts and simple pictographs
	• Communicating
		• I can show what happens to different objects when they are pushed or pulled
		• I can share what happens to objects when they are pushed or pulled on different materials
		• I can share what happened by using my senses
		• I can be curious by asking questions about different materials, shapes and objects
		• I can talk to others about what I see
		• I can show that I understand by making graphs and drawings of my learning
		• I can talk about what I am learning

Universal Design for Learning: The Ramps for Learning





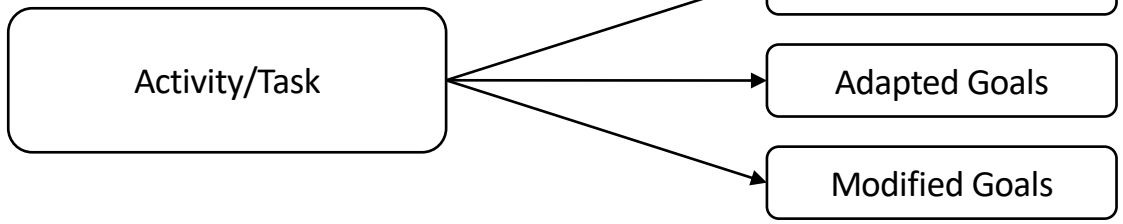
Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Tasks are Evaluated



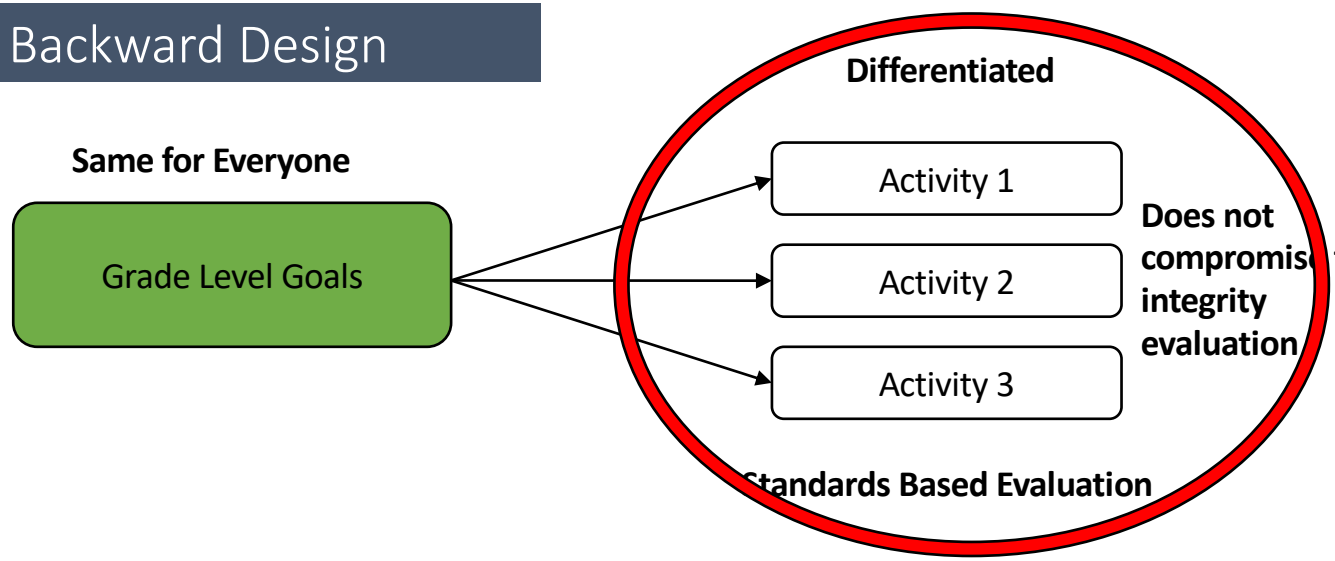
Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Goals are Evaluated

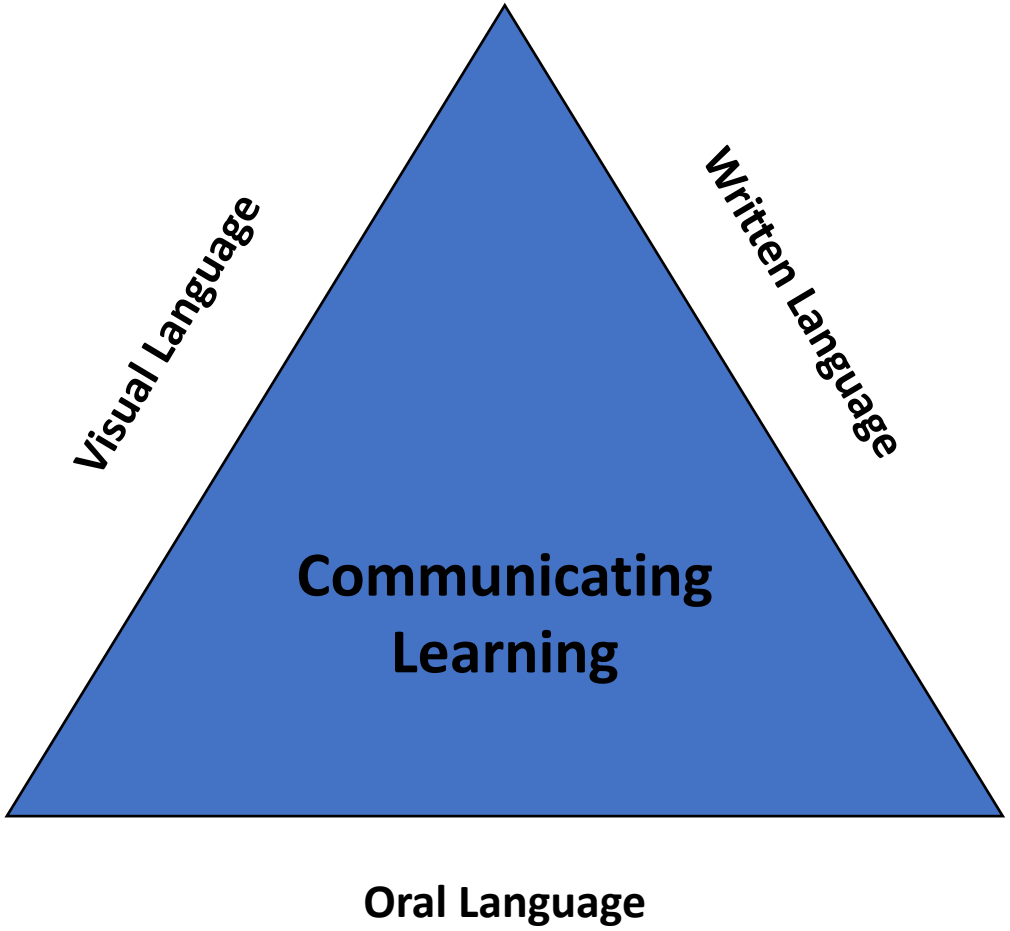


Does not compromise the integrity evaluation

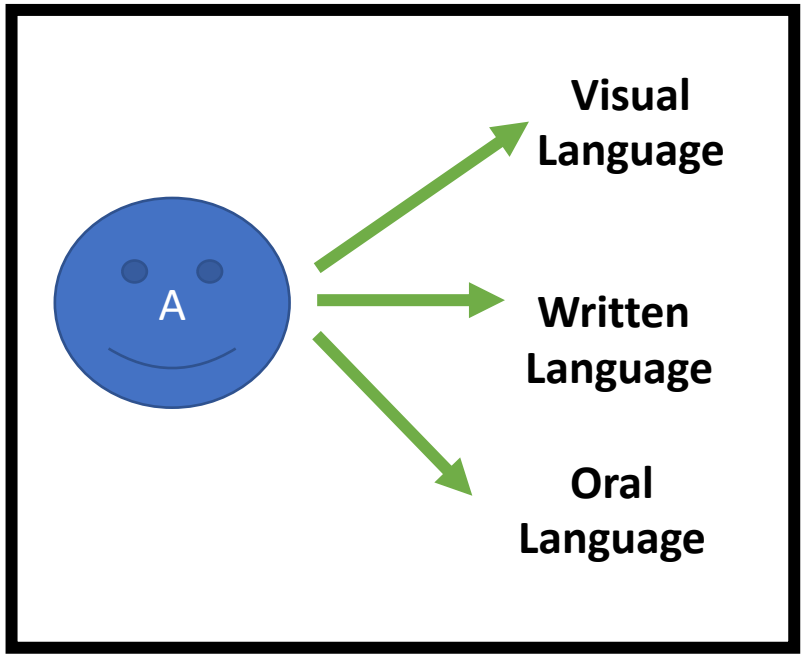
Standards Based Evaluation

Adapted from, McTigue, 2010

How do student show what they know?



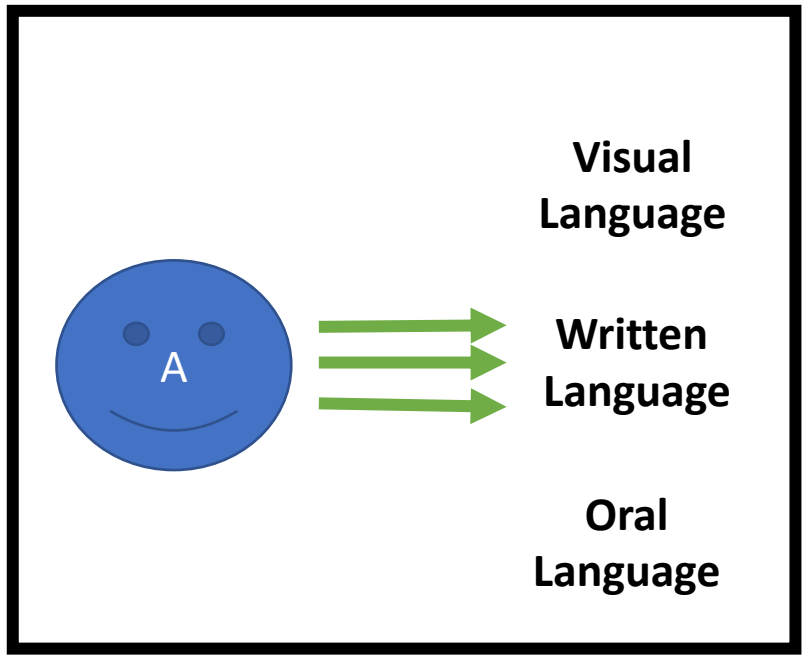
All Languages (in literacy) are Treated Equal!



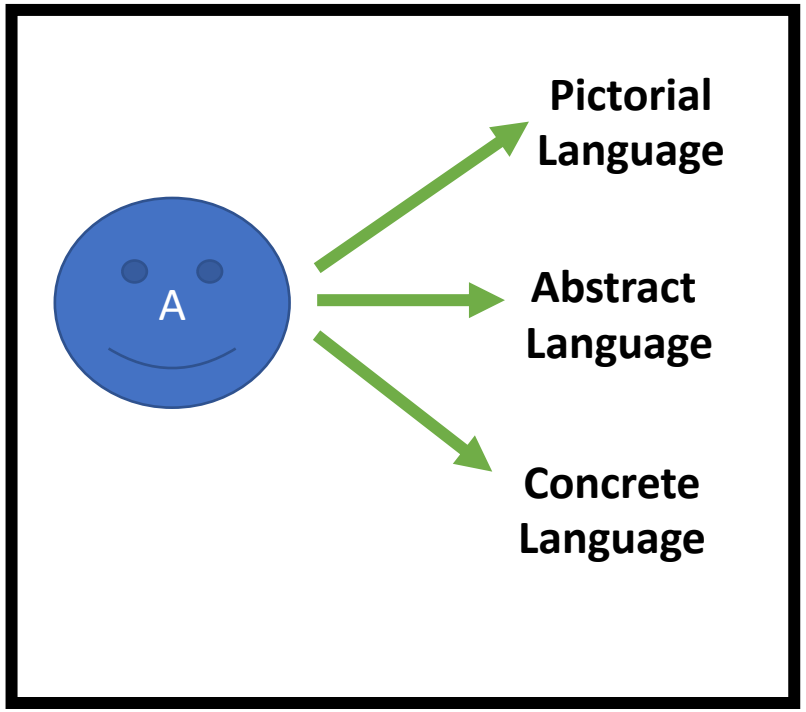
The MORE WAYS students can demonstrate learning, the deeper their understanding is

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!



The MORE WAYS students can demonstrate learning, the deeper their <u>understanding</u> is

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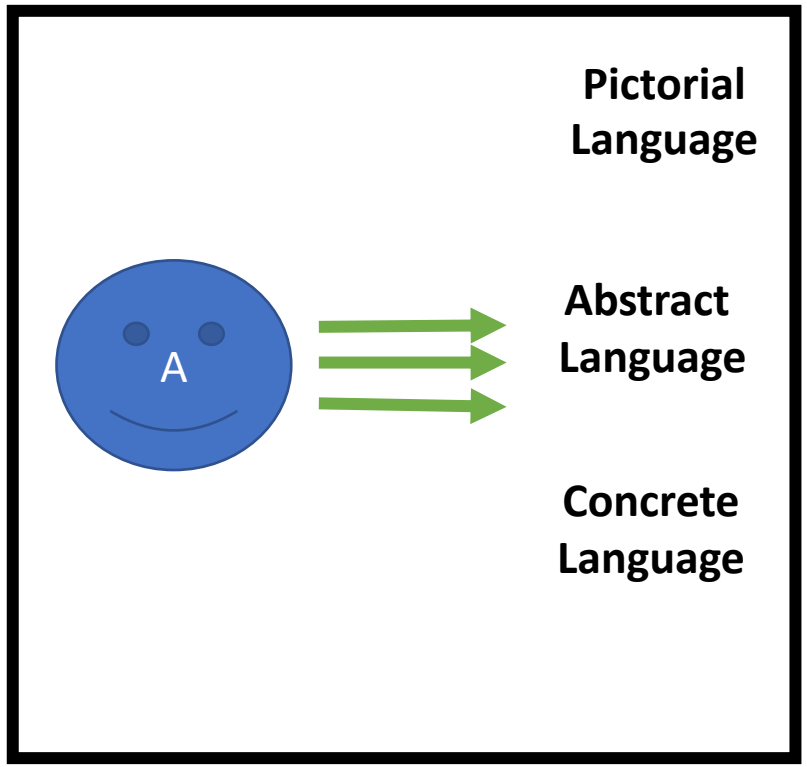


Grade: 10	Subject Area: Socials	Planning Team: Team YK1

Big Idea(s): What do I need to Understand?	Teacher Provocations	Students Generated Questions
Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.	**How do Canada's past and current injustices challenge our understanding of who we are as a country?**	

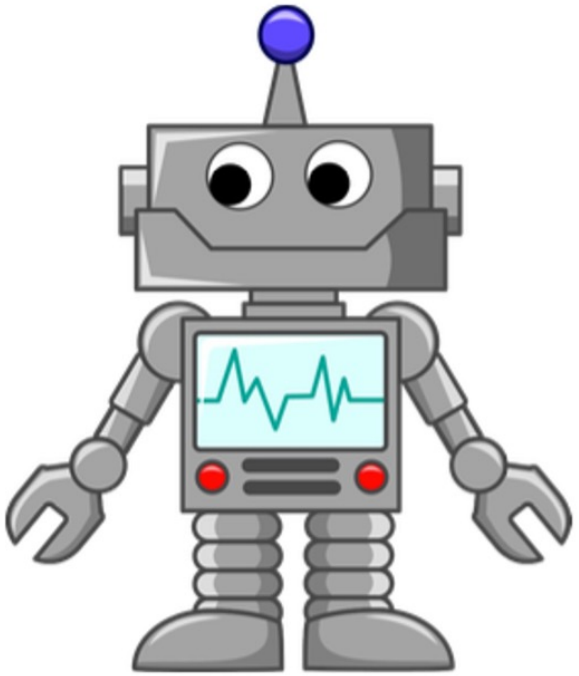
Key Vocabulary: injustices, narrative, identity, Canada, inclusive, multicultural society, **discriminatory policies, injustices, ethical judgements, justify, evidence, perspectives,** critical and reflective thinker

	Curricular Language	Student Friendly Language	Questions for Inquiry
Content Goals: What do students need to know?	discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments	**I know examples of discriminatory policies and injustices in Canada and the world**	**What are some examples of discriminatory policies and injustices in Canada and the world?**
What do students need to do? Curricular Competency Goal: ethical judgements	Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond(ethical judgment)	**I can make ethical judgements**	**What does it mean to make an ethical judgement?**
What do students need to do? Curricular Competency Goal: evidence	Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data(evidence)	**I can justify my learning with evidence**	**How do I justify my learning with evidence?**
What do students need to do? Curricular Competency Goal: perspective	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	**I can explain different perspectives**	**How do I make sure to understand and include multiple 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	**How am I being critical and reflective in my thinking as I learn?**

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	Questions for Inquiry	Tasks & activities to create evidence of learning			
			Visual/pictorial/concrete (observations)	Written/abstract/ (products)	Oral language/ presentations (conversations)	Combination
Content Goals: What do students need to know?	discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments	**What are some examples of discriminatory policies and injustices in Canada and the world?**				
What do students need to do? **Curricular Competency Goal: ethical judgements**	Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond(ethical judgment)	**What does it mean to make an ethical judgement?**				
What do students need to do? **Curricular Competency Goal: evidence**	Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data(evidence)	**How do I justify my learning with evidence?**				
What do students need to do? **Curricular Competency Goal: perspective**	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	**How do I make sure to understand and include multiple perspectives?**				
Who do student need to be? **Core Competency Goal**	**I can be/ I am critical and reflective thinking**	**How am I being critical and reflective in my thinking as I learn?**				

“AI” Assistant - Dale



Can you please show an example of a (format) task that helps students create evidence for the (grade and subject) Learning Standard (content standard) and (competency standard) and …

Can you please show an example of a visual task that helps students create evidence for the grade 10 social studies Learning Standard “I know examples of discriminatory policies and injustices in Canada and the world” and “I can make ethical judgements” and “I can justify my learning with evidence” and “I can explain different perspectives”

Can you add a reflective task that included the competency goal “I can be a critical and reflective thinker”

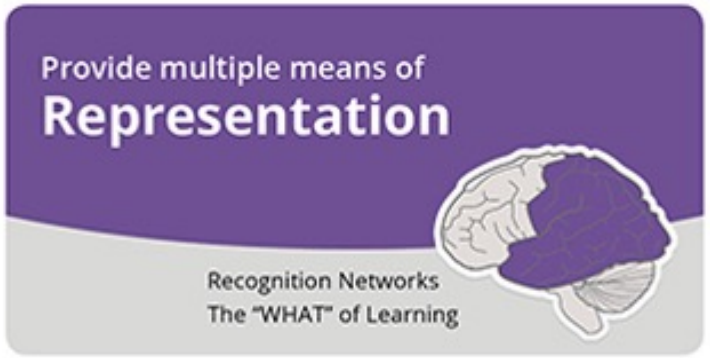
Grade: 10	Subject Area: Socials	Planning Team: Team YK1
Big Idea(s): What do I need to Understand? Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.	**Teacher Provocations** **How do Canada's past and current injustices challenge 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)	Combination
Content Goals: What do students need to know?	discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments	**I know examples of discriminatory policies and injustices in Canada and the world**				
What do students need to do? **Curricular Competency Goal: ethical judgements**	Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond(ethical judgment)	**I can make ethical judgements**				
What do students need to do? **Curricular Competency Goal: evidence**	Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data(evidence)	**I can justify my learning with evidence**				
What do students need to do? **Curricular Competency Goal: perspective**	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (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				

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

		Summative Task Options: The Wonderful World of Tiny Particles!			
Foundations	**Student Friendly Language**	**Visual**	**Written**	**Speaking**	**Combination**
Science & Engineering Practices (skill)	I can make a model to help me understand an idea by:	**Build a 3D model** Use various craft materials such as clay, paper, or recycled objects to build a model that shows your understanding of invisible particles	**Create a written analogy** Paint a picture with world to explain your understanding of invisible particles	**Put on a performance** Use role play, dance, or skits to bring your understanding of invisible particles to life	**Combine 2 or more of the previous options** Mix and match ideas to show your understanding of invisible particles
Disciplinary Core Ideas (knowledge)	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:				
Crosscutting Concepts (understanding)	I understand that objects in the world can be very large and very small by:				

Does do the examples and strategies today increase access to learning?



What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

Q n A

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