

Shelley MOORE PH.D.



blogsomemoore.com



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[@drshelleymoore](mailto:drshelleymoore@gmail.com)



[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

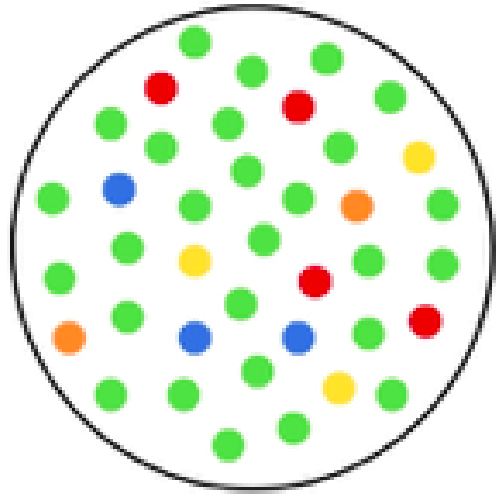
The slide features several large, solid-colored circles in orange, teal, and dark blue, scattered across the background. The text is arranged in a central column.

WHAT DOES

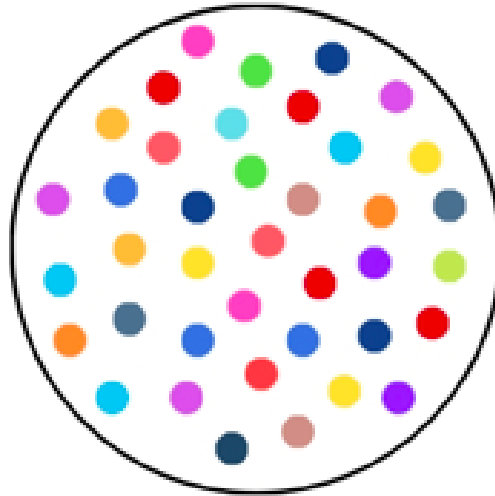
inclusion

MEAN to you?

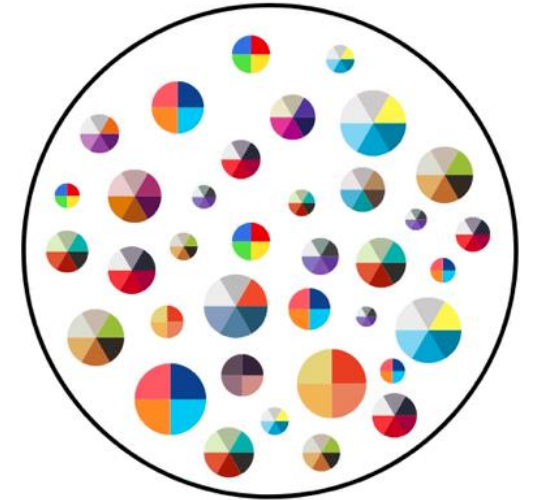
How do we do **inclusion** ?



Including
'special needs' children
into general education
classrooms



Teaching and designing to
diversity
(that includes Disability)



Creating safe spaces for students to
identify
(that includes Disability)

Inclusive Curriculum Design

What do you notice?



Student

Grade Level Activity



Accommodations

Adaptations

Modifications

Activity: 5 paragraph
essay about Napoleon as
a leader

Student



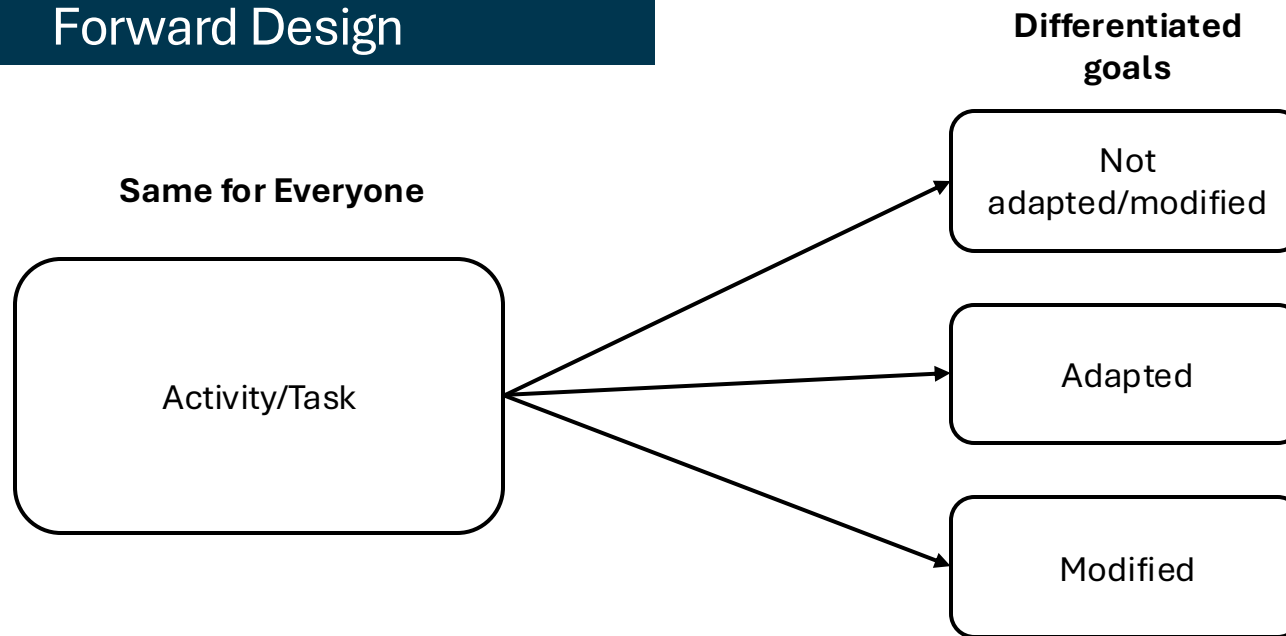
Often only for the student
who “qualifies”



- Extra time
- Include visuals of Napoleon
- Scribe, spellcheck, present instead of write
- Accessible text e.g., movie
- 3 paragraphs instead of 5
- Less complex responses e.g., what did Napoleon look like vs. what positive/negative leadership qualities did Napoleon hold

Backwards Design

Forward Design

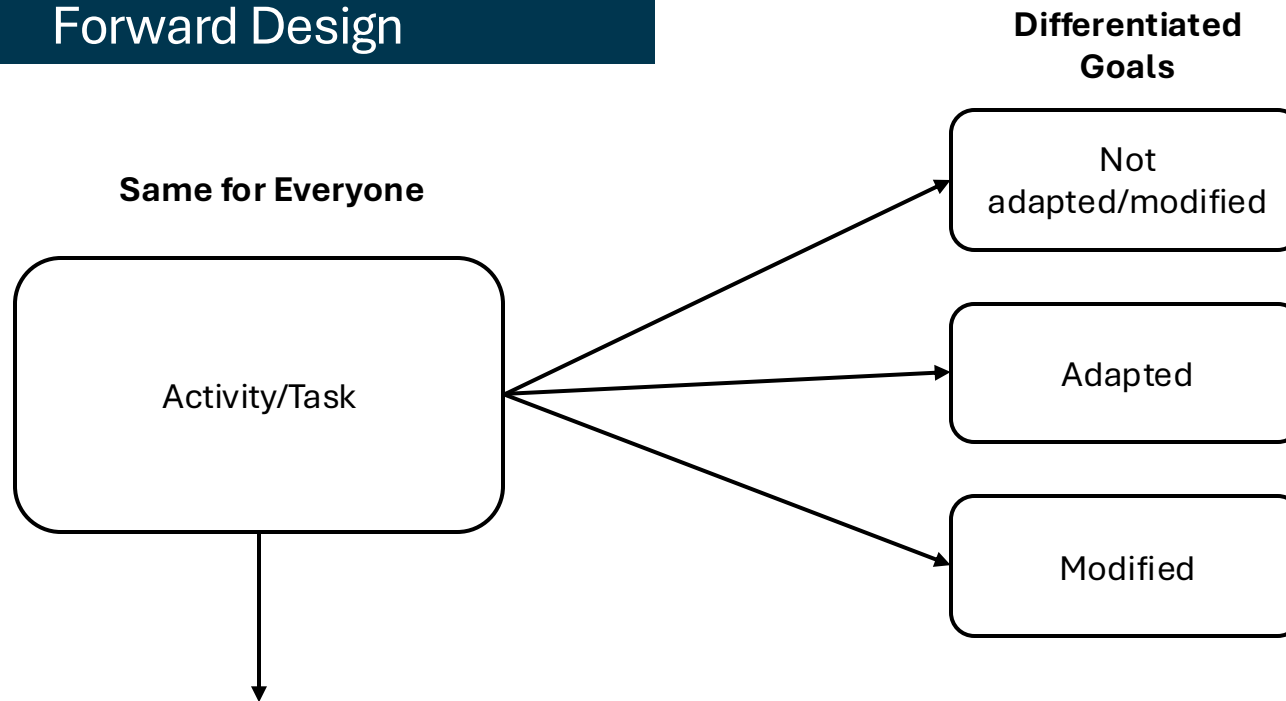




One useful idea so far!

Backwards Design

Forward Design

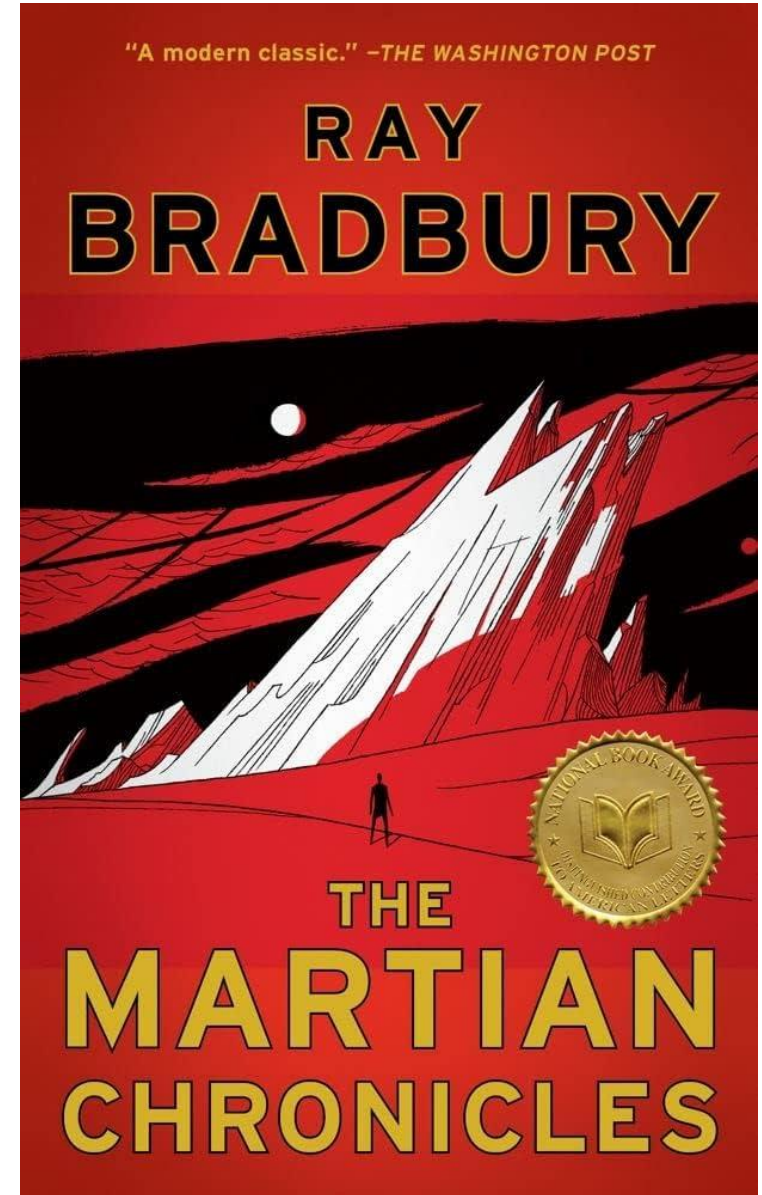


What if the activity or task is the barrier?

Forward Design Example

Grade 10 English

- Task for all: Read “The Martian Chronicles”



Differentiated Accommodations

- Modified Text/Task:



Words I need to know...

Earth

home

Mars

Y

safe

danger

old

young

This is **Earth**.



Earth is a planet.

This is **Mars**.



Mars is a planet.

These are **Humans**.



Humans live on **Earth**.

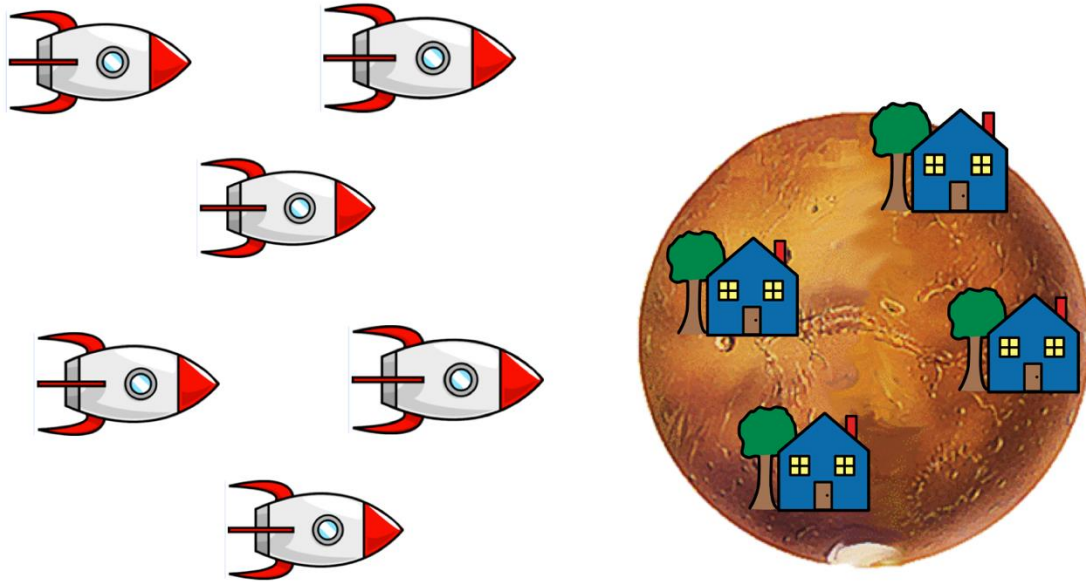


These are **Martians**.



Martians live on **Mars**.



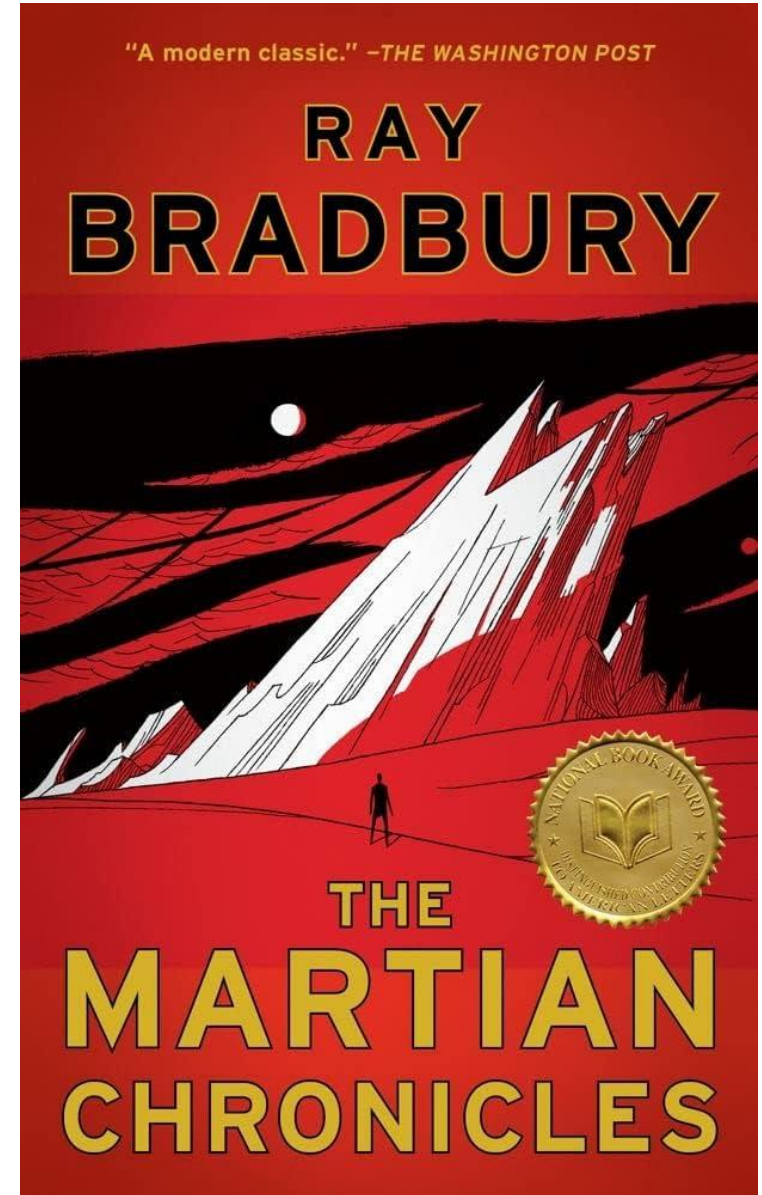


**More and more Humans
kept coming to Mars.**

**And more and more they
tried to make it look like
Earth.**

Forwards Design

- A lot of work for one student/ no one else benefits from the resources
- Focus is on task not goals
- The student may be able to meet the goals, just not using this text or doing this task
- The task is evaluated, not the goal
- Reading The Martian Chronicles is not a learning goal
- Compromising evaluation



Inclusive Curriculum Design

1. Backwards Design
2. High impact Universal Design for Learning strategies
3. 3-point Continuums (access points)
4. Differentiated evidence of learning

What is the alternative?

Student

Year Level Goal



UDL

Accessibility

Needs based
supports & strategies

Student



Year Level Goal

UDL

Accessibility

Needs based
supports & strategies

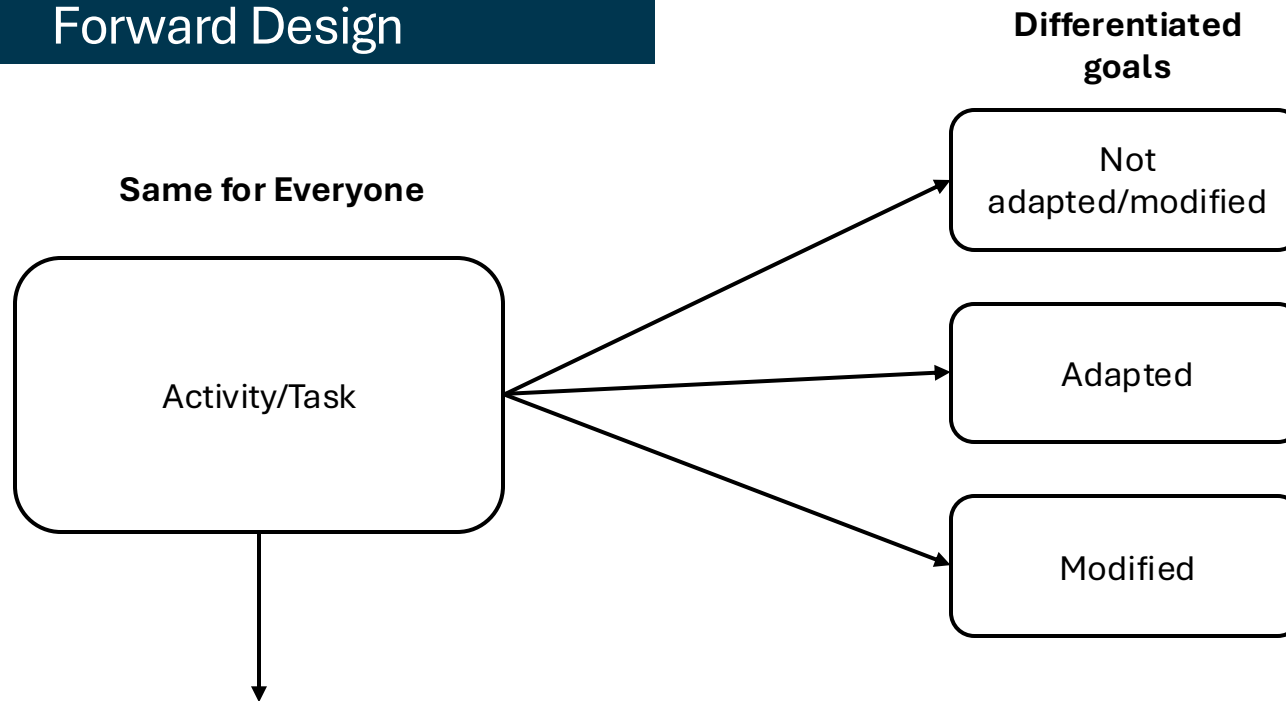
Available for ALL
Students



- Multiple means of engaging, representing and expressing learning
- Accessible entry points
- Self determining strategies for students to learn and use

Backwards Design

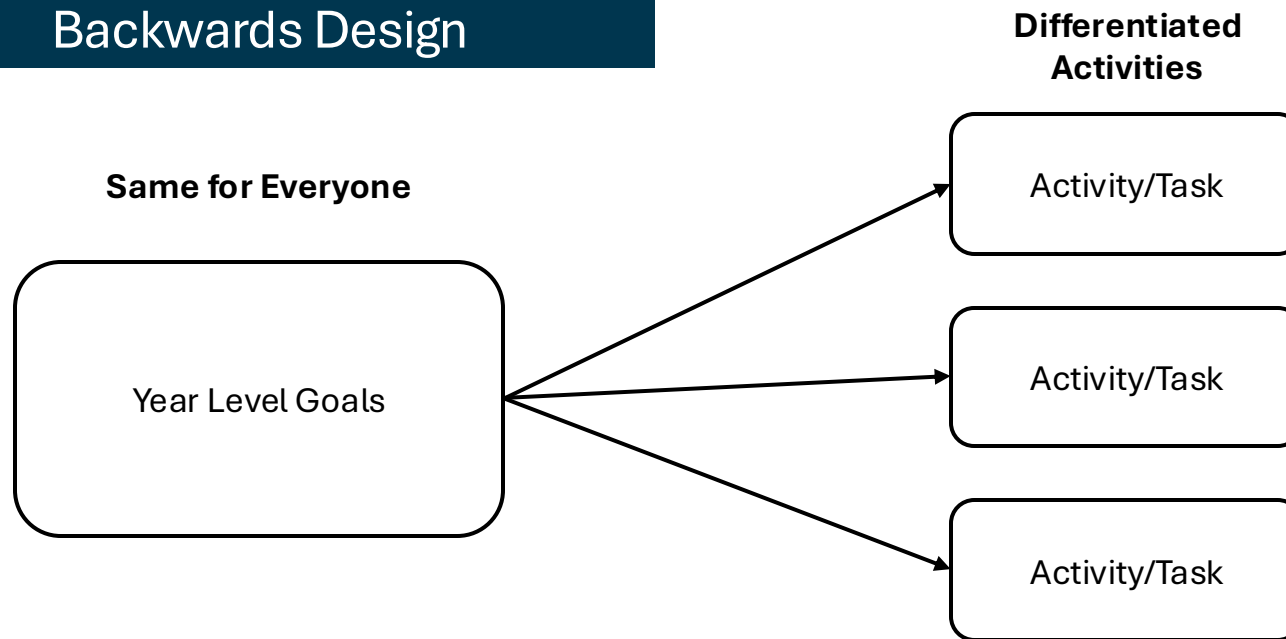
Forward Design



What if the activity or task is the barrier?

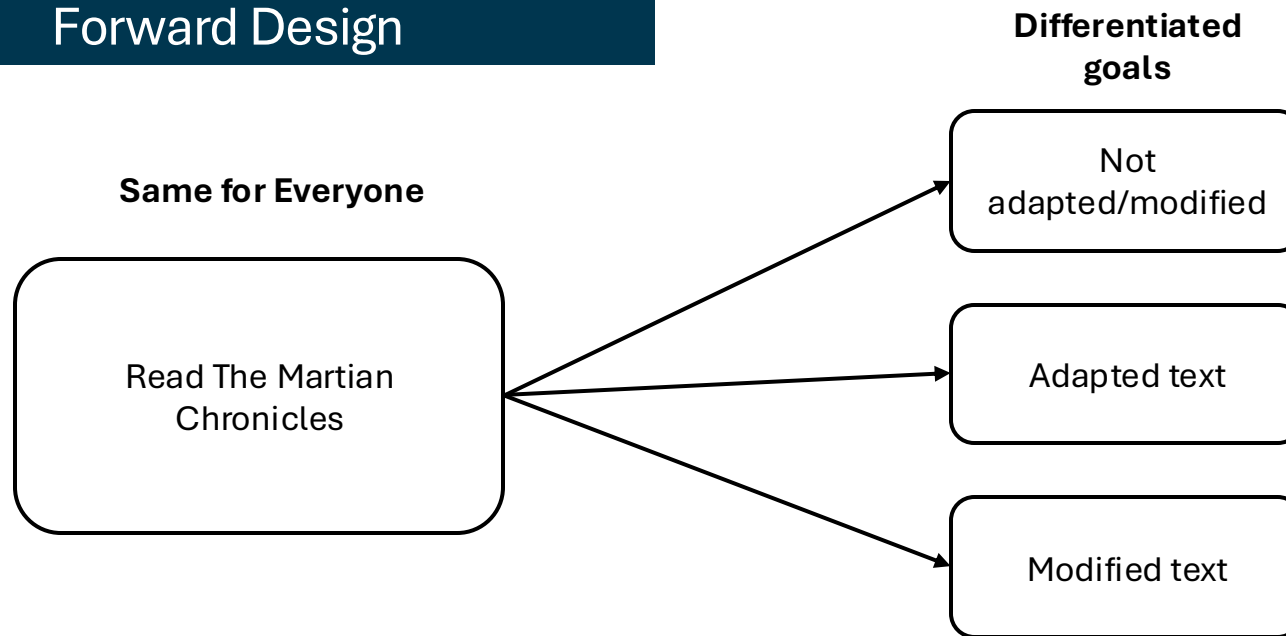
Backwards Design

Backwards Design



Backwards Design

Forward Design



Backwards Design

Backwards Design

Same for Everyone

Year Level Goals

- Analyze themes of colonization, human nature and consequences of technology
- Explore character motivations and change
- Examine symbolism, imagery and foreshowing

Differentiated Activities

The Martian Chronicles,
1984

The Giver, Holes, The
Wild Robot

The Dot, Wonder, Inside
Out and Back Again

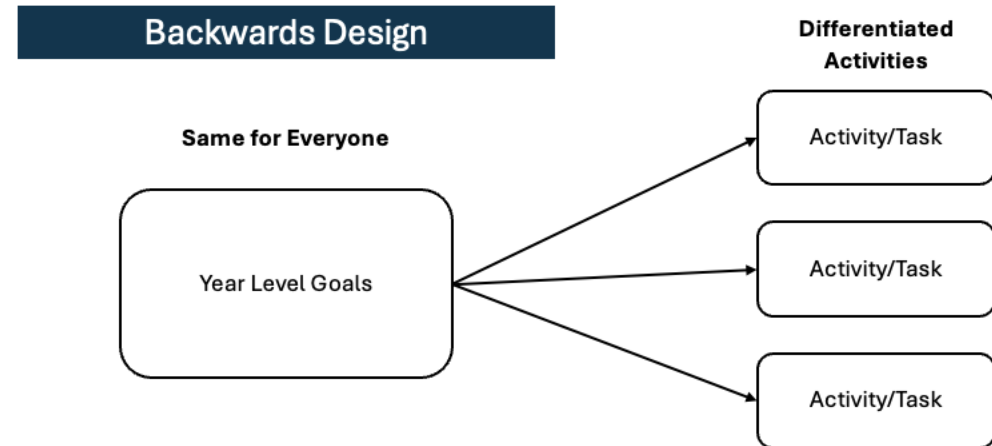
Fahrenheit 451, District
9, Big Hero 6, The Secret
of the Kells

FIRM Goals, FLEXIBLE means

Inclusive Curriculum Design

First, we Backwards Design

- Determine Learning Context
- Determine Learning Standards



Inclusive Curriculum Design

1. Backwards Design
2. High impact Universal Design for Learning strategies
3. 3-point Continuums (access points)
4. Differentiated evidence of learning

Inclusive Curriculum Design

First, we Backwards Design

Then, we can Universal Design (High Impact UDL Strategies)

- Determine questions for inquiry (engagement)
- Translate goals into student friendly language (engagement)
- Highlight vocabulary to teach (representation)
- Create access points (representation)
- Differentiate evidence of learning (expression)



Victorian Curriculum

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English

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INTRODUCTIONCURRICULUMSCOPE AND SEQUENCERESOURCESGLOSSARY

Curriculum

Multi-viewFocus viewFull view

Customise +1

Levels

F12345678910

Expand allCollapse all

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Level 1

>

Level description – Level 1

Achievement standard – Level 1

Content descriptions – Level 1

Language

Literature

Literacy

Mathematics

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FLAFLBFLCFLDF1234567891010A

Expand allCollapse all

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Level 1

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Level description – Level 1

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Number

Algebra

Measurement

Space

Statistics

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Year:		Subject Area(s):	Planning Team:
Curricular Language: Achievement Standard			Student Friendly Language

Year: 1		Subject Area(s): English/Math	Planning Team: Moore & McIntosh	
Curricular Language: Achievement Standard			Student Friendly Language	

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Curricular Language: Achievement Standard	Student Friendly Language	

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Curricular Language: Achievement Standard (English) By the end of Level 1, students demonstrate the following skills in English Speaking and Listening When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills. They explore language to express preferences and opinions. When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice. Reading and Viewing When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation. When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts. Writing When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits. They select learning area or topic-specific vocabulary. They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation.		

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard (Math) By the end of Level 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit. Students compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning. They measure the length of shapes and objects using uniform informal units. Students make, compare and classify shapes and objects using identifiable features. They give and follow directions to move people and objects within a space. Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.		

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Curricular Language: Achievement Standard (English)		Student Friendly Language
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Curricular Language: Achievement Standard (math) By the end of Level 1 students ☐ connect number names, numerals and quantities, and order numbers to at least 120. ☐ demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. ☐ partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. ☐ solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. ☐ use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit. ☐ compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning. They measure the length of shapes and objects using uniform informal units. ☐ make, compare and classify shapes and objects using identifiable features. They give and follow directions to move people and objects within a space. ☐ collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.		Student Friendly Language

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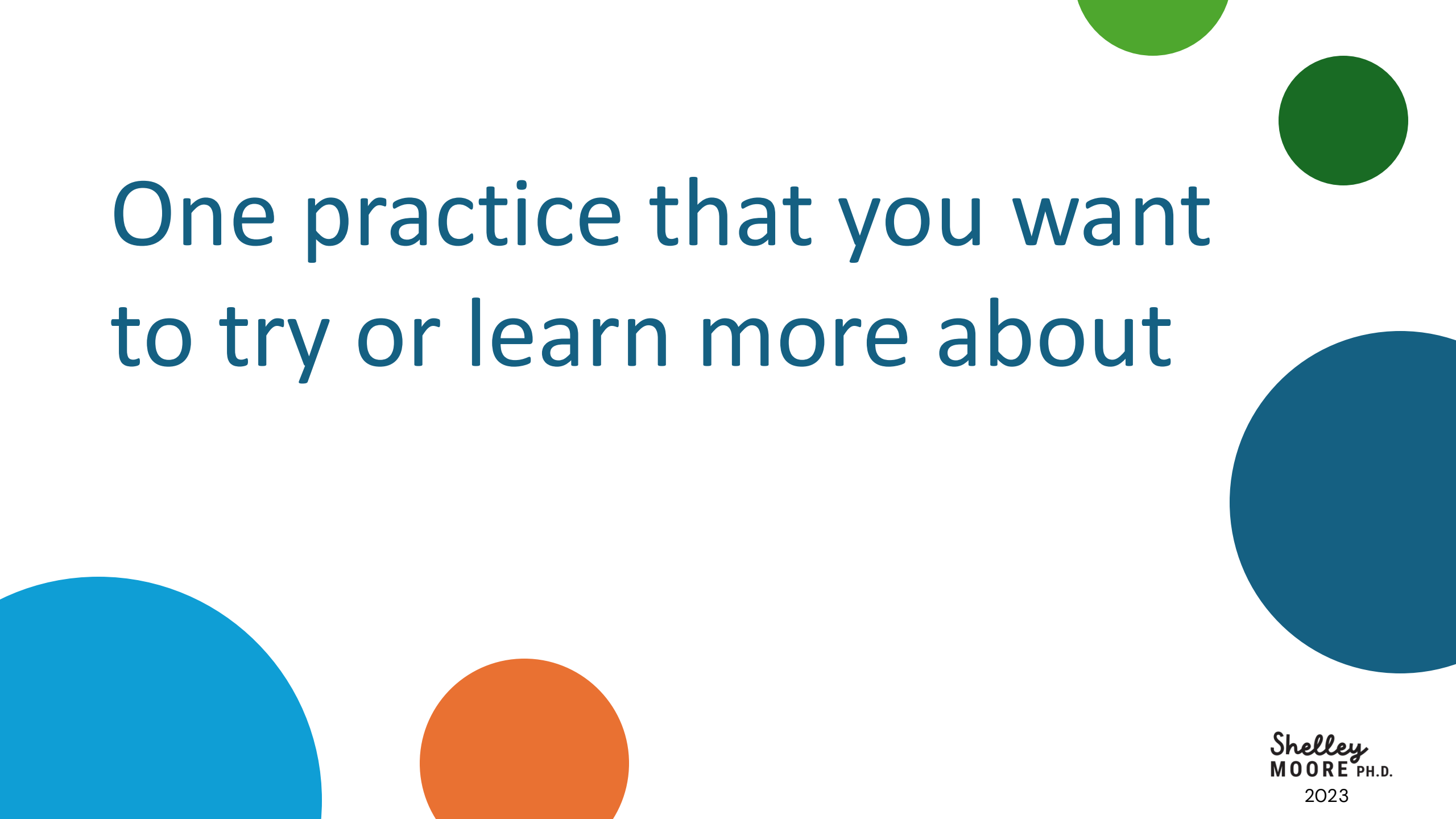
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You're turn!

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4. Highlight vocabulary words to teach

Year:		Subject Area(s):	Planning Team:
Curricular Language: Achievement Standard			Student Friendly Language

The slide features several large, solid-colored circles in the background: a light green circle in the top right, a dark green circle below it, a large blue circle on the right side, a large blue circle in the bottom left, and an orange circle in the bottom center.

One practice that you want
to try or learn more about

Victorian Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement indicators
 - Reorganize into learning statements starting with the verb
3. Translate goals into student friendly language
 - Using “I know” and “I can” statements
4. Highlight vocabulary words to teach
5. Create the unit learning context
 - Unit guiding questions
 - Vocabulary to teach
 - Achievement standards to target
6. Create access points
7. Differentiate evidence of learning
8. Teach to ALL

Year:	Subject Area(s):	Planning Team:
Learning Context		
Teacher Provoking Inquiry Questions:	Student Generated Inquiry Questions:	
Vocabulary to know and use		
Achievement Standards to Target	Student Friendly	

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Learning Context		
Teacher Provoking Inquiry Questions: How can we use objects to compare and measure?		Student Generated Inquiry Questions: - How do we know how big something is? - What does measure mean? - How do I measure?
Vocabulary to know and use:		
Achievement Standards to Target in this Unit	Student Friendly	

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Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard By the end of Level 1, students demonstrate the following skills in English: Speaking and Listening ☐ understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. ☐ use turn-taking skills. ☐ explore language to express preferences and opinions. ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. Reading and Viewing ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ blend, segment and manipulate words with one and 2 syllables. ☐ read an increasing number of high-frequency words and understand boundary punctuation. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ begin to build their understanding of literal and inferred meanings. ☐ identify how types of texts, both print and digital, are organised for purpose and navigation. ☐ compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts. Writing ☐ use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. ☐ re-read their texts and complete simple edits. ☐ select learning area or topic-specific vocabulary. ☐ write words using unjoined lower-case and upper-case letters. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. ☐ apply boundary punctuation.		Student Friendly Language Speaking and Listening ☐ I know and can use words connected to topics that I am learning about ☐ I can use words, body language and actions to communicate ☐ I can take turns ☐ I can share what I like and don't like and what I want/don't want ☐ I can use my voice to share my thinking about what I am learning about Reading and Looking At ☐ I can look at and use different kinds of texts ☐ I can learn about letters and sounds ☐ I can blend and pull apart sounds in words ☐ I can remember words that I use a lot ☐ I know what periods, question marks and exclamation marks are ☐ I can show what I know about characters, settings, events and pictures ☐ I can make connections between texts and my life ☐ I know the difference between literal and inferred ☐ I can show how different kinds of texts are organized to help me understand ☐ I can compare how different kinds of texts help me to understand Writing ☐ I know the difference between story and informational texts ☐ I can connect what I am learning to what I already know ☐ I can re read text to edit ☐ I can use new words that I am learning ☐ I can write words using lower-case and upper-case letters ☐ I can spell words that have patterns and words I use a lot ☐ I can use periods, question marks and exclamations marks

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard (math) By the end of Level 1 students ☐ connect number names, numerals and quantities, and order numbers to at least 120. ☐ demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. ☐ partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. ☐ solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. ☐ use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit. ☐ compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning. ☐ measure the length of shapes and objects using uniform informal units. ☐ make, compare and classify shapes and objects using identifiable features ☐ give and follow directions to move people and objects within a space. ☐ collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.		Student Friendly Language ☐ I know the names of numbers up to 120 ☐ I can show how much a number is up to 120 ☐ I can put numbers up to 120 in order ☐ I can break apart 1- and 2-digit numbers into tens and ones ☐ I can break apart numbers into equal groups ☐ I can skip count by 2, 5, and 10s up to 120 ☐ I can add and subtract numbers to 20 ☐ I can solve problems by sharing equally and grouping ☐ I can use numbers, symbols and objects to skip count and create patterns ☐ I can compare objects and organize them by their length, mass, capacity, duration ☐ I can explain my thinking ☐ I can measure the length of shapes and objects using informal units ☐ I can make, compare and organize shapes and objects by their features ☐ I can give and follow directions that move people and objects through space ☐ I can collect, record and organize information ☐ I can share what I notice by talking about how many

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Learning Context		
Teacher Provoking Inquiry Questions: How can we use objects to compare and measure?	Student Generated Inquiry Questions: - How do we know how big something is? - What does measure mean? - How do I measure?	
Vocabulary to know and use:		
Achievement Standards to Target in this Unit ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	Student Friendly ☐ I can compare objects and organize them by their length, mass, capacity, duration ☐ I can explain my thinking ☐ I can measure the length of shapes and objects using informal units ☐ I can share what I notice by talking about how many ☐ I know and can use words connected to topics that I am learning about ☐ I can use my voice to share my thinking about what I am learning about ☐ I can look at and use different kinds of texts ☐ I can learn about letters and sounds ☐ I can blend and break apart sounds in words ☐ I can remember words that I use a lot ☐ I can make connections between texts and my life ☐ I can use new words that I am learning ☐ I can write words using lower-case and upper-case letters ☐ I can spell words that have patterns and words I use a lot	

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Vocabulary to know and use: compare, objects, organize, length, mass, capacity, duration, explain my thinking, measure, shapes, informal units, share, notice, how many, words, topics, learning, voice, share my thinking, look at, texts, letters, sounds, blend, break apart, sounds, connections, life, new words, write, lower-case, upper-case, spell, patterns		
Achievement Standards to Target in this Unit ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	Student Friendly ☐ I can compare objects and organize them by their length, mass, capacity, duration ☐ I can explain my thinking ☐ I can measure the length of shapes and objects using informal units ☐ I can share what I notice by talking about how many ☐ I know and can use words connected to topics that I am learning about ☐ I can use my voice to share my thinking about what I am learning about ☐ I can look at and use different kinds of texts ☐ I can learn about letters and sounds ☐ I can blend and break apart sounds in words ☐ I can remember words that I use a lot ☐ I can make connections between texts and my life ☐ I can use new words that I am learning ☐ I can write words using lower-case and upper-case letters ☐ I can spell words that have patterns and words I use a lot	

You're turn!

5. Create the unit learning context

- Unit guiding questions
- Achievement standards to target
- Vocabulary to teach

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Learning Context		
Teacher Provoking Inquiry Questions:	Student Generated Inquiry Questions:	
Vocabulary to know and use		
Achievement Standards to Target	Student Friendly	

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Vocabulary to know and use: compare, objects, organize, length, mass, capacity, duration, explain my thinking, measure, shapes, informal units, share, notice, how many, words, topics, learning, voice, share my thinking, look at, texts, letters, sounds, blend, break apart, sounds, connections, life, new words, write, lower-case, upper-case, spell, patterns		
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Year One Level Achievement Standards	
How can we use objects to compare and measure?	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Scaffolding Curriculum

- 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 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.

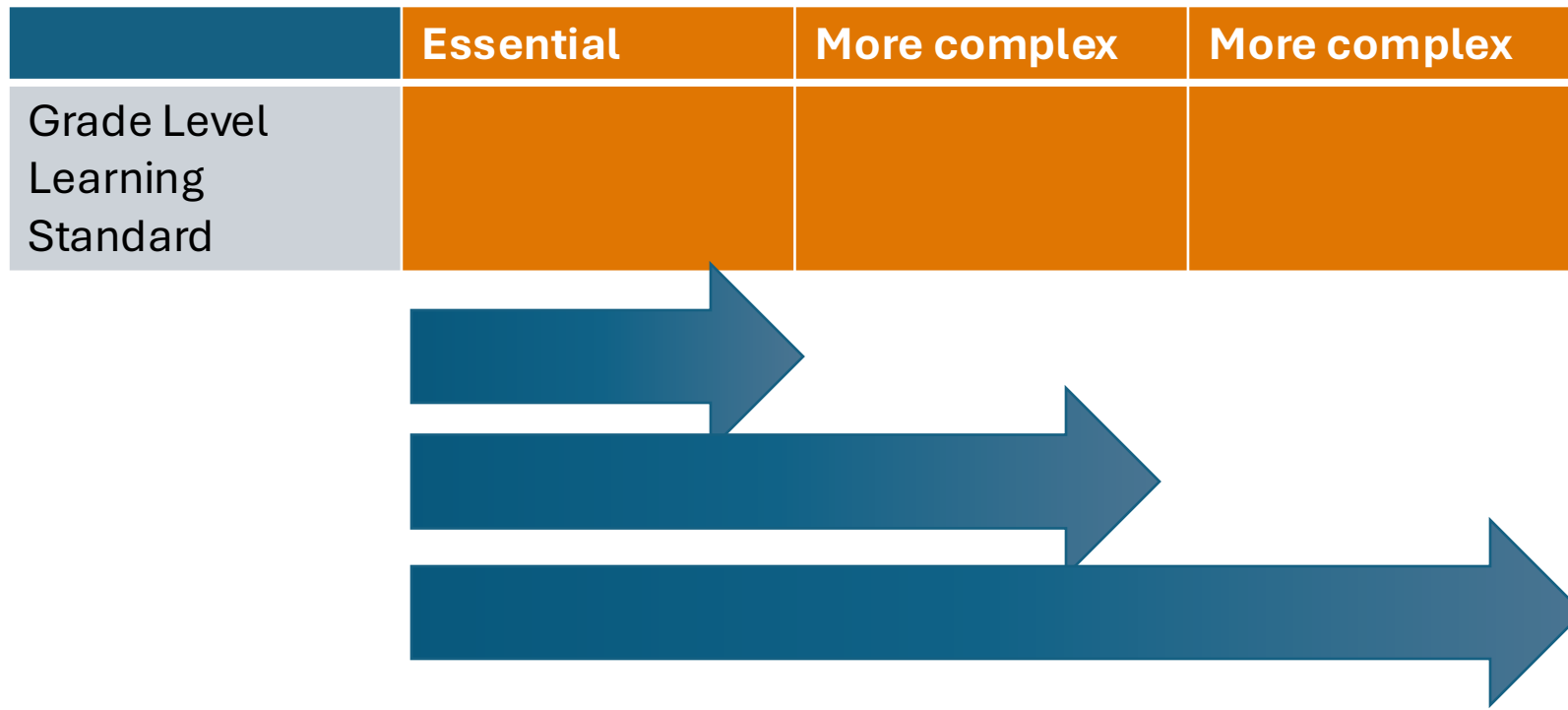
RIGHT ON!



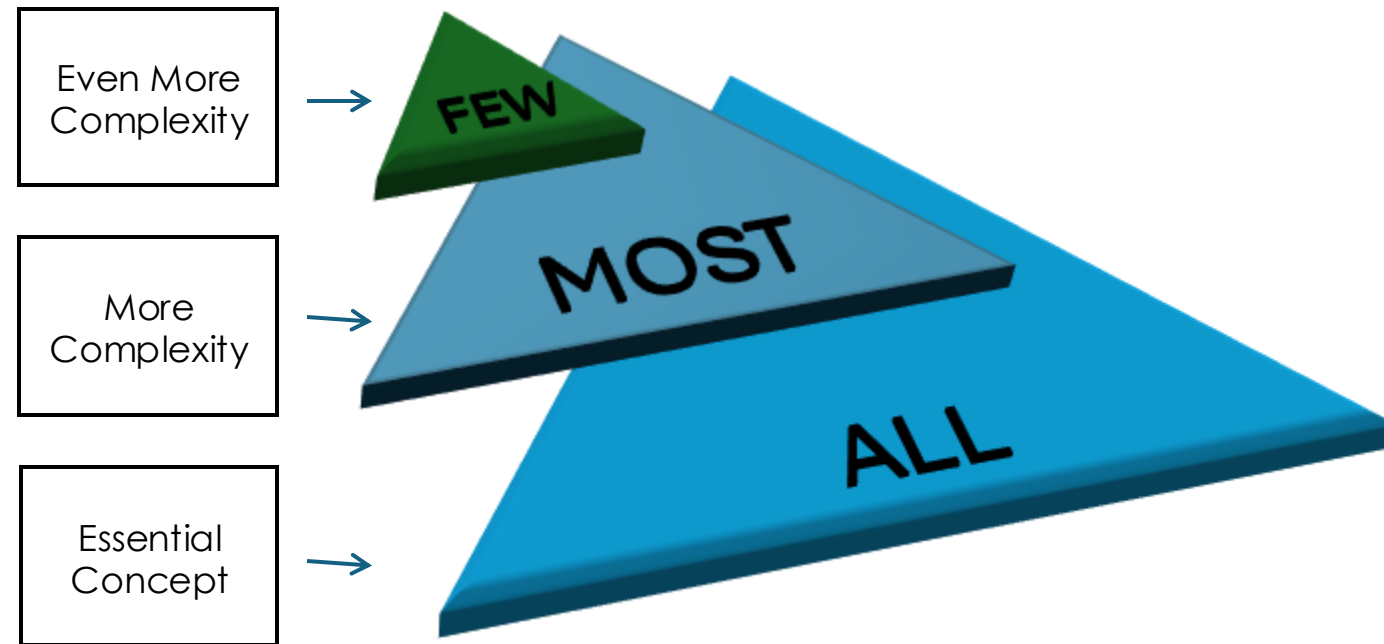
Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

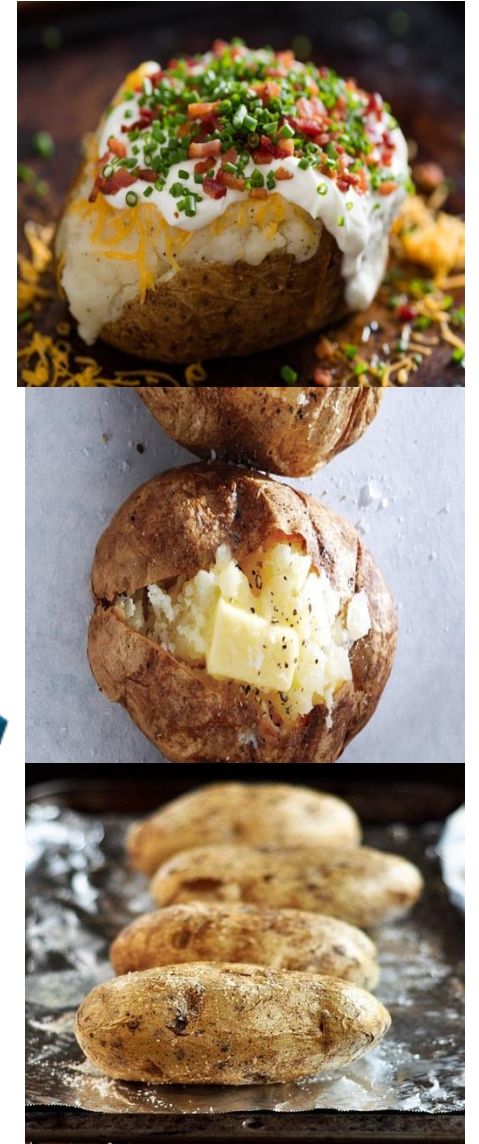
Reductive vs Additive

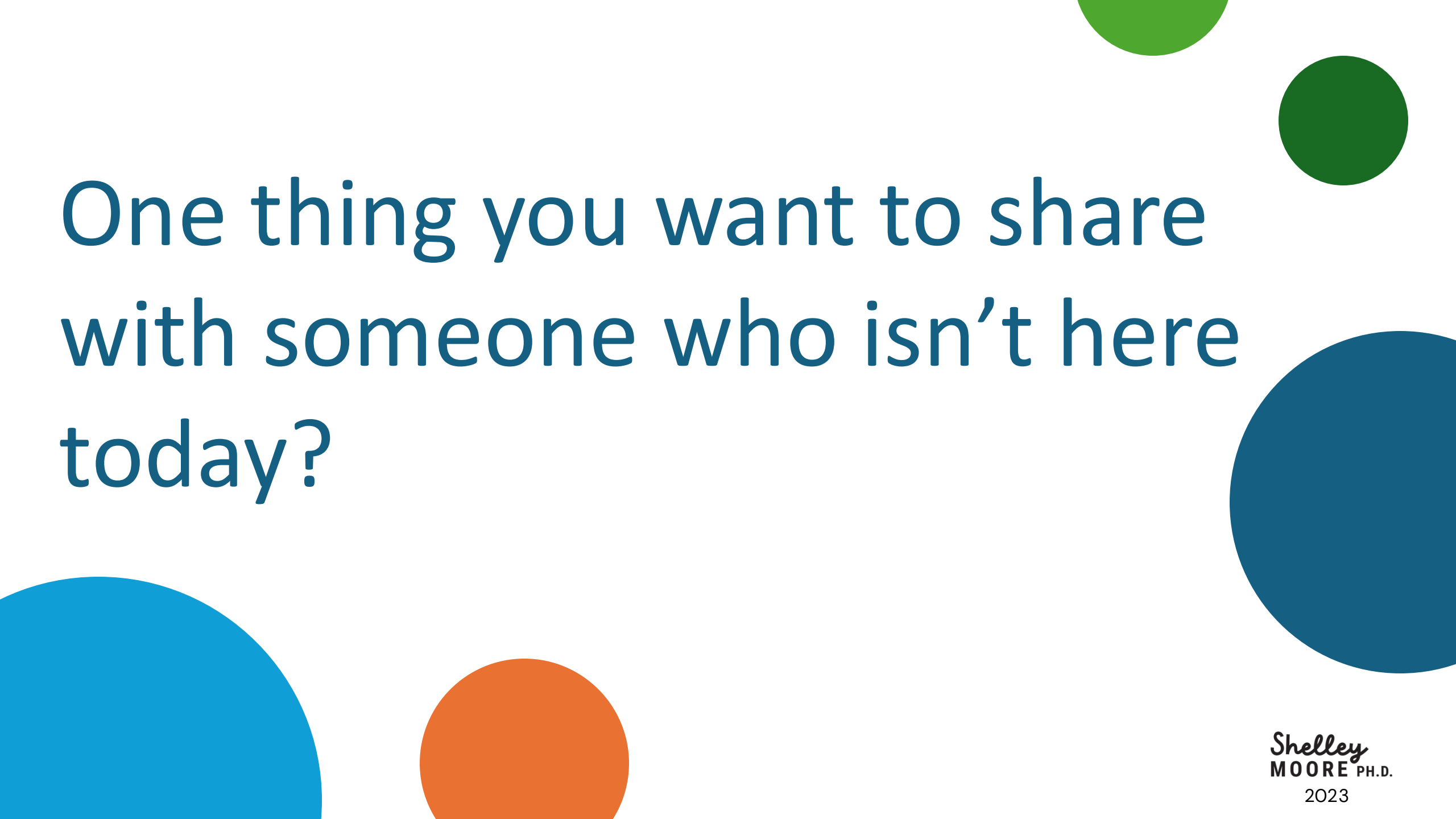


The Planning Pyramid: Scaffolded Curriculum



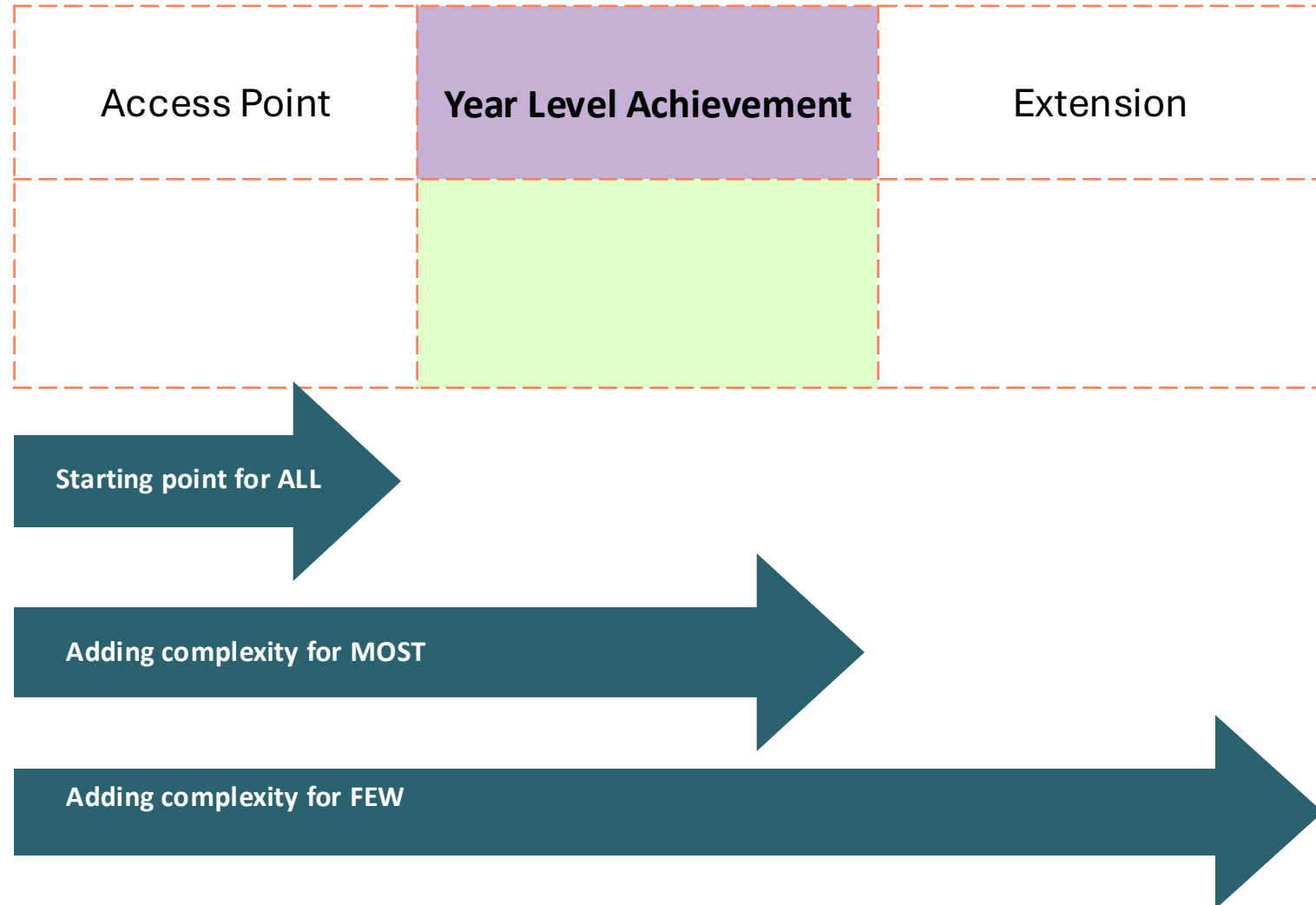
Start from access, build on challenge





One thing you want to share
with someone who isn't here
today?

3-point Learning Continuum



Year:		Guiding Unit Question(s):	
Possible Access Points	Year Level Achievement Standards		Possible Challenge Points

Inclusive Curriculum Design

Creating access points in inclusive academic classrooms

1. Determine academic year level learning goals (course or unit level)
2. Use a more accessible verb (blooms)
3. Include more accessible concepts/ideas (e.g., benchmark numbers)
4. Make the goal relevant to the student(s)
5. Consider foundational & pre-requisite skills
6. AI! “please create an accessible version of this goal for a 10 year old student who has an Intellectual Disability”

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING



Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing

UNDERSTANDING



Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing

APPLYING



Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting

ANALYZING



Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining

EVALUATING



Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing

CREATING



Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading

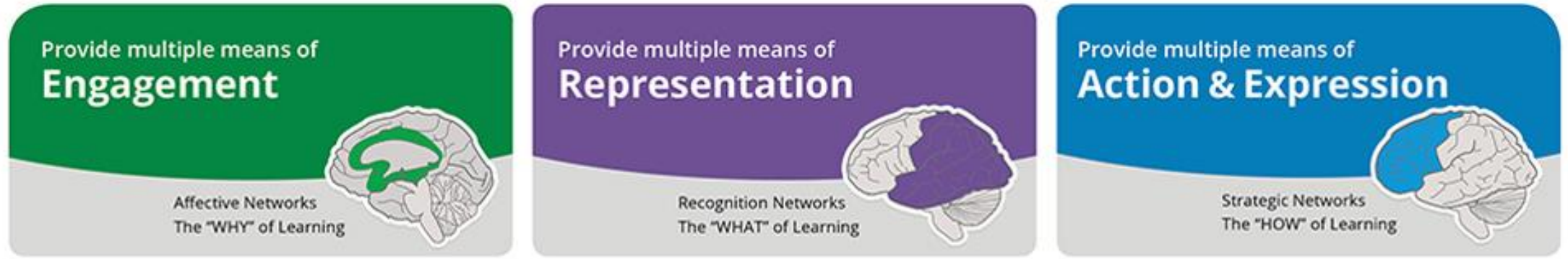
Year:		Guiding Unit Question(s): How can we use objects to compare and measure?	
Possible Access Points	Year Level Achievement Standards	Possible Challenge Points	
☐ Students know that size describes how big or small something is ☐ Students know that there are objects that are different sizes and lengths in their life	☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences.		

	Possible Access Points	Year One Level Achievement Standards	Possible Challenge Points
How can we use objects to compare and measure?	☐ Student know that there are objects that are different sizes in their life ☐ Students know that size describes how big or small something is ☐ Students know the difference between words, pictures ☐ Students know the letters in their name/ first letters and sounds of familiar names and words ☐ Students know the difference between reading, writing and speaking ☐ Students can show “more” or “less” when estimating familiar items ☐ Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials ☐ Students can attend to and participate in shared numeracy activities ☐ Students can attend to participate in shared literacy activities	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	☐ Students know standard units of measurement ☐ Students know more complex language features, structures, and conventions including print awareness ☐ Students can justify why an estimation is reasonable ☐ Student can visualize to explore more complex mathematical concepts ☐ Students can communicate mathematical ideas in any way and with more complex mathematical concepts ☐ Students can connect mathematical ideas to events in the world ☐ Students can explore more complex print, oral and visual text

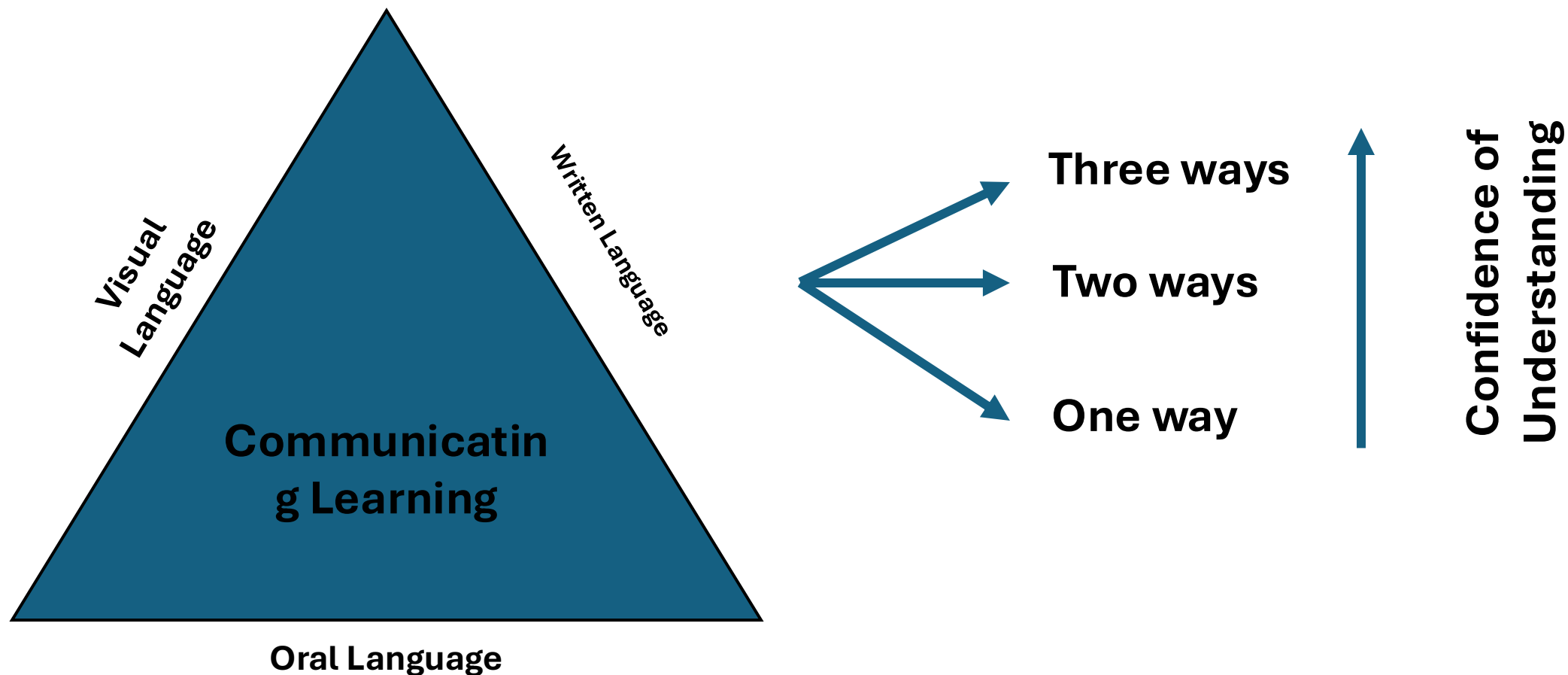
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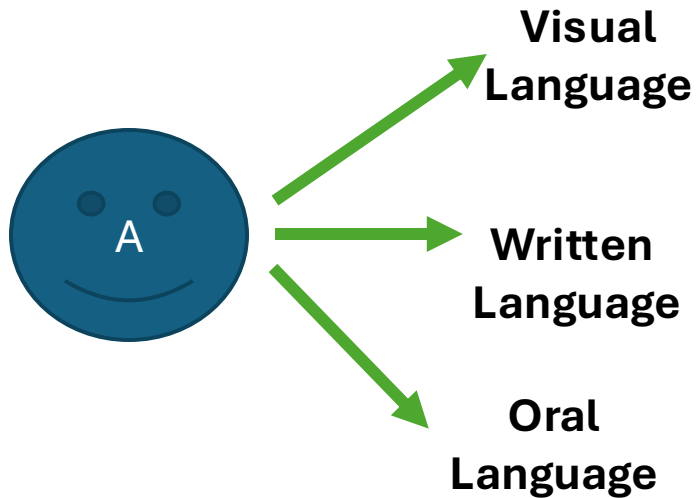
Universal Design for Learning: The Ramp for Learning



How do student show what they know?



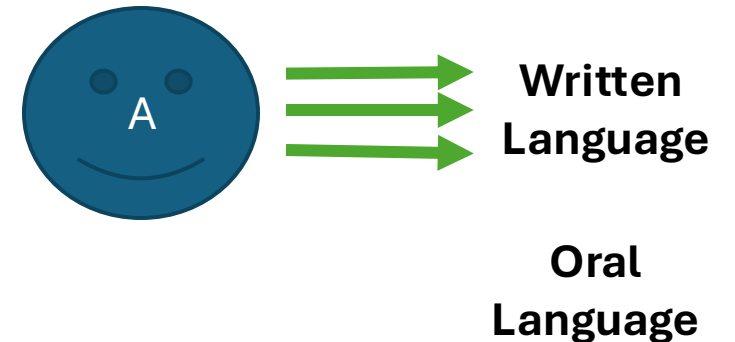
All Languages (in literacy) are Treated Equal!



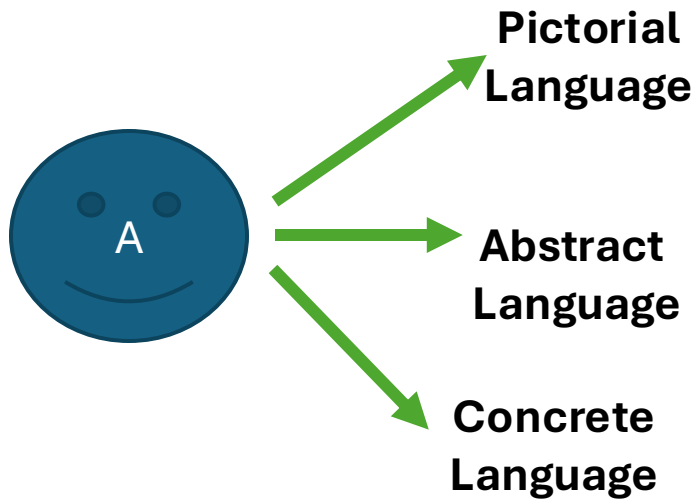
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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



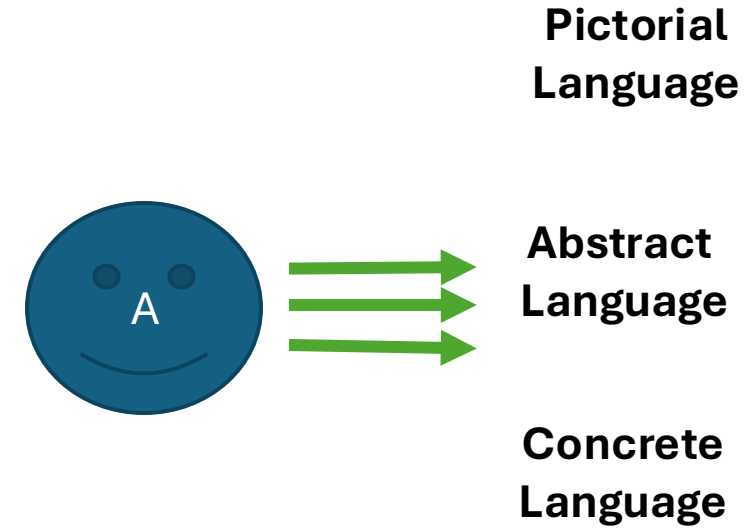
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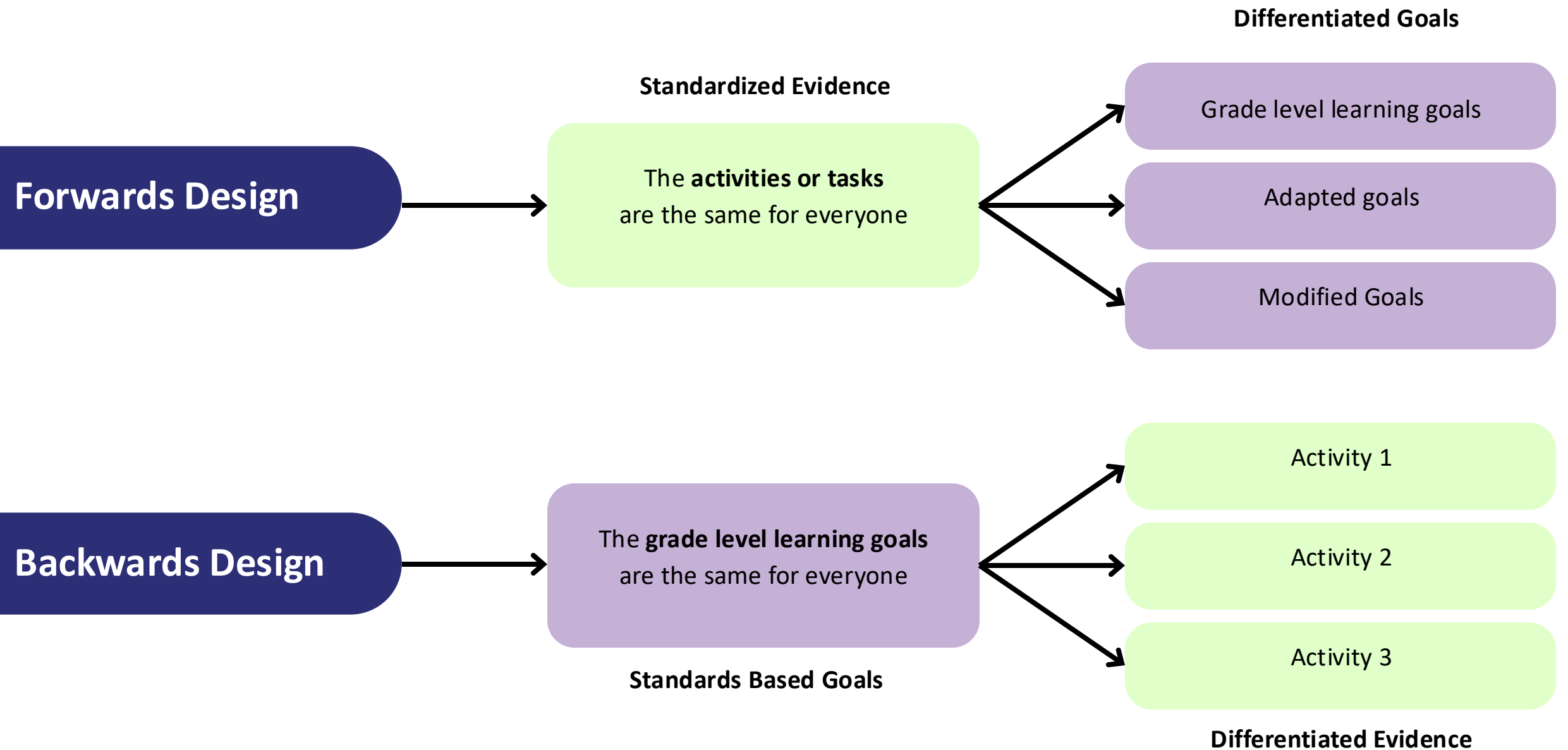
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The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



Understanding by Design



The **grade level learning goals**
are the same for everyone



Math Year One

- ☐ measure the length of shapes and objects using uniform informal units.
- ☐ give and follow directions to move people and objects within a space.

English Year 1

- ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice.
- ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.
- ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences.
- ☐ select learning area or topic-specific vocabulary.
- ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Learning
Activities and Tasks

Differentiation of Evidence

Viewing and
showing

Listening and
speaking

Writing and
decoding

The **grade level learning goals**
are the same for everyone



Math Year One

- ☐ measure the length of shapes and objects using uniform informal units.
- ☐ give and follow directions to move people and objects within a space.

English Year 1

- ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice.
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Learning
Activities and Tasks

- **Activity:** Can you see me?
- **Activity:** Measurement O Rama
- **Activity:** What kind of box?

Differentiation of Evidence

viewing and
showing

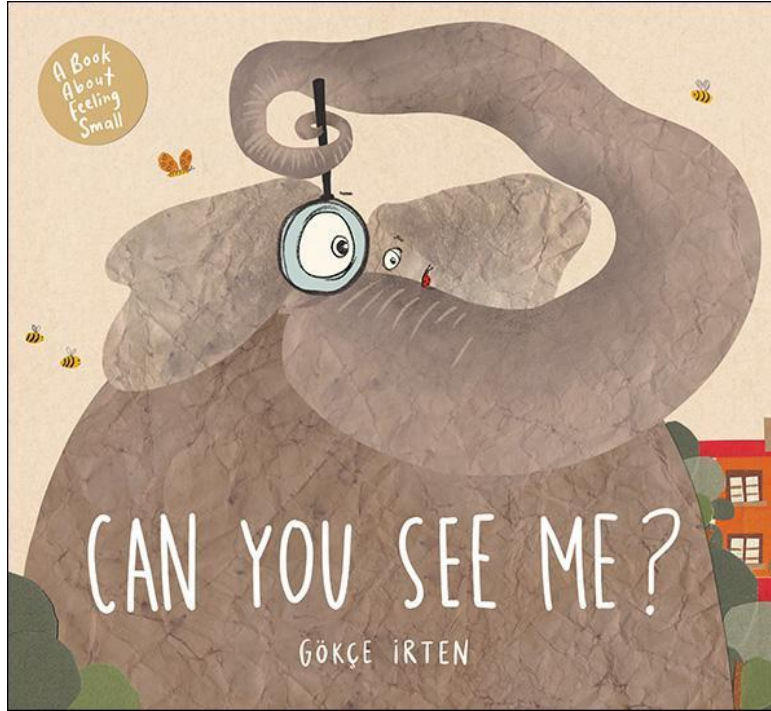
Listening and
speaking

writing and
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Project: Can you see me?

viewing and
showing



Listening and
speaking

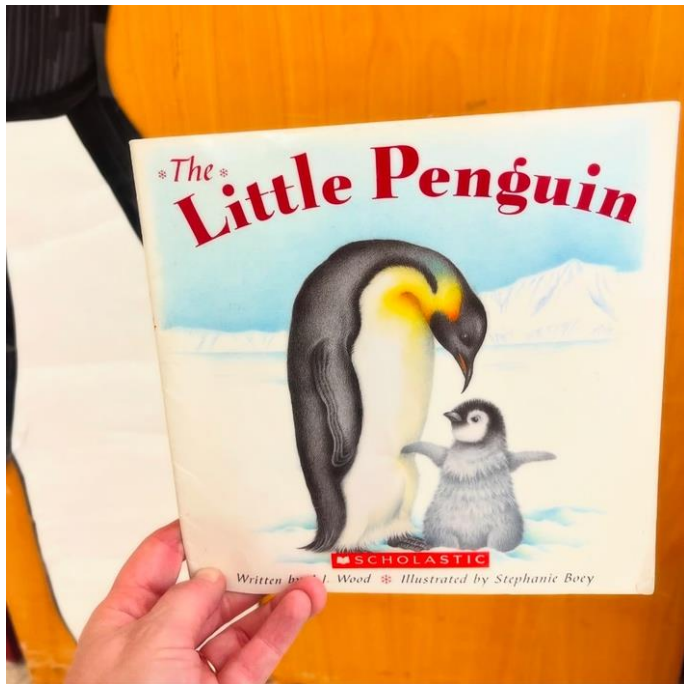


writing and
decoding



	Possible Access Points	Year One Level Achievement Standards	Possible Challenge Points
How can we use objects to compare and measure?	☐ Student know that there are objects that are different sizes in their life ☐ Students know that size describes how big or small something is ☐ Students know the difference between words, pictures ☐ Students know the letters in their name/ first letters and sounds of familiar names and words ☐ Students know the difference between reading, writing and speaking ☐ Students can show “more” or “less” when estimating familiar items ☐ Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials ☐ Students can attend to and participate in shared numeracy activities ☐ Students can attend to participate in shared literacy activities	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	☐ Students know standard units of measurement ☐ Students know more complex language features, structures, and conventions including print awareness ☐ Students can justify why an estimation is reasonable ☐ Student can visualize to explore more complex mathematical concepts ☐ Students can communicate mathematical ideas in any way and with more complex mathematical concepts ☐ Students can connect mathematical ideas to events in the world ☐ Students can explore more complex print, oral and visual text

	Possible Access Points	Year One Level Achievement Standards	Possible Challenge Points
How can we use objects to compare and measure?	☐ Student know that there are objects that are different sizes in their life ☐ Students know that size describes how big or small something is ☐ Students know the difference between words, pictures ☐ Students know the letters in their name/ first letters and sounds of familiar names and words ☐ Students know the difference between reading, writing and speaking ☐ Students can show “more” or “less” when estimating familiar items ☐ Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials ☐ Students can attend to and participate in shared numeracy activities ☐ Students can attend to participate in shared literacy activities	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	☐ Students know standard units of measurement ☐ Students know more complex language features, structures, and conventions including print awareness ☐ Students can justify why an estimation is reasonable ☐ Student can visualize to explore more complex mathematical concepts ☐ Students can communicate mathematical ideas in any way and with more complex mathematical concepts ☐ Students can connect mathematical ideas to events in the world ☐ Students can explore more complex print, oral and visual text



Activity: What kind of box?

viewing and
showing

Listening and
speaking

writing and
decoding



Dear Shelley,
Here is what I discovered:

A SMALL box can
hold _____ child.

A MEDIUM box can
hold _____ children.

A LARGE box can hold
_____ children.

I think you should use a
box to ship the penguins.

ANOTHER TIP? _____

FROM _____

Dear Kindergarten,

Hello! I am a zoologist named Shelley and I
need to ship 6 emperor penguins to a new
zoo.

I heard you are BOXITECTS and ARCHITECTS
and I thought you would be perfect to
gather some information from.

I need you to do an experiment for me.

I heard that an emperor penguin is about
the size of a kindergarten child. But I have
no idea how big of a container I might need
in order to send our 6 emperor penguins!

Can you experiment and explore with some
boxes to ESTIMATE what size box I might
need? If you could send some pictures and
drawings that would be great!

Thank you!

Sincerely,
Shelley

	Possible Access Points	Year One Level Achievement Standards	Possible Challenge Points
How can we use objects to compare and measure?	☐ Student know that there are objects that are different sizes in their life ☐ Students know that size describes how big or small something is ☐ Students know the difference between words, pictures ☐ Students know the letters in their name/ first letters and sounds of familiar names and words ☐ Students know the difference between reading, writing and speaking ☐ Students can show “more” or “less” when estimating familiar items ☐ Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials ☐ Students can attend to and participate in shared numeracy activities ☐ Students can attend to participate in shared literacy activities	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ☐ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ☐ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ☐ select learning area or topic-specific vocabulary. ☐ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	☐ Students know standard units of measurement ☐ Students know more complex language features, structures, and conventions including print awareness ☐ Students can justify why an estimation is reasonable ☐ Student can visualize to explore more complex mathematical concepts ☐ Students can communicate mathematical ideas in any way and with more complex mathematical concepts ☐ Students can connect mathematical ideas to events in the world ☐ Students can explore more complex print, oral and visual text

Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
Class Identities <i>Student Perspectives:</i> - Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby <i>Team Perspectives:</i> 8 B, 8 G - Newcomer families, - Pakistan, Nigeria, Indigenous (Reserve land), - Non-speaking, Pre speaking, - English, Tagalog, Blackfoot - Autistic		Class Interests <i>Student Perspectives:</i> - Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot) <i>Team Perspectives:</i> - Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact		Classroom Strengths <i>Student Perspectives:</i> - Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art <i>Team Perspectives:</i> - Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique	
Classroom Stretches <i>Student Perspectives:</i> - Reading, writing, using writing tools, independence (solve problem, tie show, do this without help) <i>Team Perspectives:</i> - Being part of a community that isn’t their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community					
Class Needs					
Need: Communication (receptive) AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		Need: Communication (expressive) AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		Need: Executive Functioning AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	
				Need: Gross/Fine Motor AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	
				Need: Self Regulation of Learning AA, DC, AC, CS, KP, IO, DG, KM, BQ	
Team Goals					
Some big questions and/or goals that we have for this class: - How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home? - How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves? - How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?					
Team Reflections & Decisions					
What works well for this class? - Food, fresh air, and fun - Movement, voice & choice, goal setting, involving them in problem solving as a community			What else can we do to reduce barriers for this class? - Inclusive curricular planning - Making curriculum accessible		

Class: Grade 8		Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
Big Idea(s): Exploration, expansion, and colonization had varying consequences for different groups Exploring stories and other texts helps us understand ourselves and make connections to others and to the world I can understand that different cultures and communities have different perspectives			Unit Guiding Question(s): How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?
Vocabulary to know and use (content): narratives, exploration, expansion, colonization, interactions, exchange, ideas, arts, cultures, civilizations, perspectives, past, present, people, places, issues, events, values, worldviews, beliefs, time and place, cause, influence, decisions, actions, events, short term, long term, consequences, story, oral tradition, local Indigenous perspectives, points of view, sources, viewpoints			Vocabulary to know and use (skills & competencies): compare, explain/describe, understand, critical thinking, reflective thinking
Unit Goals		Curricular Language	Student friendly language
Content Goal:		interactions and exchanges of resources , ideas , arts , and culture between and among different civilizations	I know how different civilizations interacted and exchanged goods and ideas
Content Goal:		exploration, expansion, and colonization	I know what exploration, expansion and colonization is
Curricular Competency Goal: SS - Perspective		Explain different perspectives on past or present people, places, issues , or events , and compare the values, worldviews , and beliefs of human cultures and societies in different times and places	I can explain different perspectives of different cultures and communities over time
Curricular Competency Goal: SS- Cause & Consequence		Determine which causes most influenced particular decisions, actions, or events , and assess their short-and long-term consequences	I can explain the causes and consequences of decisions, actions, or events
Curricular Competency Goal: ELA - Comprehend & Connect		Recognize and appreciate the role of story , narrative, and oral tradition in expressing local Indigenous perspectives, values, beliefs , and points of view	I can appreciate the story and oral traditions of (local) Indigenous Peoples
Curricular Competency Goal: ELA - Comprehend & Connect		Synthesize ideas from a variety of sources to build understanding	I can gather and find themes from many different source to help me understand
Curricular Competency Goal: ELA – Create & Communicate		Exchange ideas and viewpoints to build shared understanding and extend thinking	I can share ideas and viewpoints to help myself and others understand and stretch our thinking
Key Competency Goal: Critical & Reflective Thinking		Critical and Reflective Thinking (1-3)	

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	- Creating a Timeline - LS: 6	X			
2. I know what exploration, expansion and colonization is	- Event worksheet activity - LS: 3	X			
3. I can explain different perspectives of different cultures and communities over time	- Quick write - LS: 4, 7				
4. I can explain the causes and consequences of decisions, actions, or events	- Quick write - LS: 2, 3	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	- Read article/comprehension questions - LS: 1, 2, 4, 6, 7	X			
6. I can gather and find themes from many different sources to help me understand	- Unit test: M/C, short answer - LS: 1, 2, 3, 4, 5	X			
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking		X			
8. I can be a critical thinker					

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	- Creating a Timeline - LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	- Locating of key events on timeline - LS: 3	X		X	X
3. I can explain different perspectives of different cultures and communities over time	- Questioning Post-it note activity - LS: 3, 4, 7, 8		X		X
4. I can explain the causes and consequences of decisions, actions, or events	- Quick write - LS: 4, 7	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	- Quick write/ Whole class 3 column chart - LS: 2, 3	X	X		
6. I can gather and find themes from many different sources to help me understand	- See/Think/Wonder - LS: 1, 2, 4, 7, 8	X	X		
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	- Jigsaw Activity - LS: 1, 2, 4, 6, 7	X	X		
	- Comparing perspectives Venn diagram - LS: 3, 5, 8	X			
8. I can be a critical thinker					

Background Information: Creating a Timeline



Lesson 1: Students were asked to revisit the timeline and make note of WHERE the key events took place



Next, they identified the locations by placing their sticky notes on a world map.



Questions/Comments:

- ★ Do we have the whole story?
- ★ Whose stories are missing?
- ★ Why are they missing?
- ★ How can we fill in the missing pieces? Who can we ask? Where can we look?
 - Talk to Elders
 - Read Legends
 - Change our research focus to “Indigenous stories” re: contact
 - Museum
- ★ We need to get all sides of the story
- ★ Everyone’s perspective



LESSON 2: ELA

PROVOCATIONS

Strategy: Quick Write

Access

Confident



Should humans explore other planets if the technology becomes available? Why or why not?

I would not explore other planets because they would have extreme temperatures



Nelson

Isabella

Should Humans Explore Other Planets If The Technology Becomes Available?

I think humans should explore other planets for a few reasons. The most important reason is that we could discover living organisms, like other species or creatures and how they are in their habitat. My second reason is that if the Earth gets destroyed we could live on another safe planet permanently or temporarily. We could also discover new minerals, we may have many uses for them too.

So, my reasons for exploring wouldn't change. We could just ask them what they've discovered during their time on that planet, we could work together to explore more planets, or we'll see how us humans adapt to another environment.

I would question their intentions but once they explain their reasoning to bring here, I would be welcoming. Scientists could show them what they've discovered and they could help each other to discover other things.



What Motivated European Exploration?

Strategy: Jigsaw Activity (Four Groups)

Identify and Assess Causes of European Exploration



Inclusive Curriculum Design

Aligning IEP/ILPs to inclusive curriculum planning

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	



Aligning IEP Assessment in Inclusive Classrooms

Year Level
Learning Big Idea



Year Level
Achievement
Standards



Year Level
Summative Task(s)



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

Session 8: Aligning IEP Assessment in Inclusive Classrooms

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:		Teacher:	Support Staff:
Unit Big Idea(s):		Unit Guiding Question(s):	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)		Replacement Summative Task(s)	

Student Friendly Language - Questions

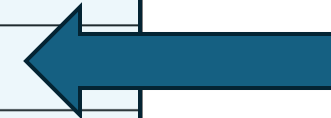
Student Friendly Language - Goals

Session 8: Aligning IEP Assessment in Inclusive Classrooms

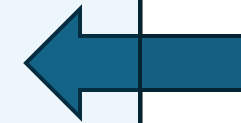
Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)		
Summative Task(s)			Replacement Summative Task(s)		

Access Point of Year Level goal designed for student who has an intellectual disability (they get graded on THIS goal)



Parallel Summative Task that creates evidence of replacement goal



Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	



Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	Teacher:	Support Staff:
Unit Big Idea(s): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are really big and really small numbers represented and used in everyday life?
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	I know how really big and really small numbers are represented and used in everyday life I can show how really big and really small numbers are represented	I know numbers up to 100 (or 1000, 10 000) I know how I use numbers in my everyday life I know the place values of numbers up to _____
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	I know what rational and irrational numbers are I can describe and compare numbers and put numbers in order	I can show numbers, compare numbers (more/less/bigger/smaller) up to ____ I can put numbers in order up to ____
B1.3 Students can estimate and calculate square roots in various context	I know what a square root I know how to use square roots to solve problems	I can use a calculator to find square root
Summative Task(s)		Replacement Summative Task(s)
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots		Exploring Celestial Distances Project - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided)

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives



Class/ Subject: Math 8 – Rational and Irrational Numbers		Teacher:	Support Staff:
Unit Big Idea(s): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are <u>really big</u> and <u>really small</u> numbers represented and used in everyday life?	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (Replacement IEP Objective)	
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	I know how <u>really big</u> and <u>really small</u> numbers are represented and used in everyday life I can show how <u>really big</u> and <u>really small</u> numbers are represented	I know numbers up to _____ I know how I use numbers in my everyday life I know the place values of numbers up to _____	
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	I know what rational and irrational numbers are I can describe and compare numbers and put numbers in order	I can describe, <u>compare</u> and order positive whole numbers up to _____	
B1.3 Students can estimate and calculate square roots in various context	I know what a square root I know how to use square roots to solve problems	I can use a calculator to find square root	
Summative Task(s)		Replacement Summative Task(s)	
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots		Exploring Celestial Distances Project - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided)	

Curricular Inclusive IEP – Replacement Goals (example)



Student Name, Year

Curricular Goals					
Learning/ Subject Area	Math 8	Type of Goal	Access	Teacher/ Support Staff	
Inclusive Big Idea	Students will understand how numbers are used in everyday life		Inclusive Learning Standard	B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	
Individualized Curricular IEP Goal 1	I can describe, compare, and order positive whole numbers by				
Individualized Objective 1A ☐ specific to designation	describing how I use numbers up to 100 in my everyday life		Instructional Strategies	Visuals, scaffolded tasks (must/can/could), hands-on manipulatives (using high interest areas), colour codes e.g. place value, social stories, peer support and collaboration, word banks/labels	
Individualized Objective 1B ☐ specific to designation	comparing numbers up to 100 using words such as bigger/smaller; more/less etc.		Instructional Strategies		
Individualized Objective 1C ☐ specific to designation	putting numbers up to 100 in order		Instructional Strategies		

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)

IEP Evidence Log for: _____

School Year: _____

Term: _____

Graded (Replacement Curricular Goals) IEP Evidence Log for: _____				Learning progress			Triangulation of evidence			Location of evidence
				Emerging	Developing	Confident				
School Year: _____ Term: _____				Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Observation	Product	Conversation	
Date	Goals & Objectives									
	Goal									
	Objective									
	Comments:			Grade:						
	Goal									
	Objective									
	Comments:			Grade:						
	Goal									
	Objective									
	Comments:			Grade:						
	Goal									
	Objective									
	Comments:			Grade:						
	Goal									
	Objective									
	Comments:			Grade:						

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives



Class/ Subject: Math 8 – Rational and Irrational Numbers		Teacher:	Support Staff:
Unit Big Idea(s): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are really big and really small numbers represented and used in everyday life?	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (Replacement IEP Objective)	
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	I know how really big and really small numbers are represented and used in everyday life I can show how really big and really small numbers are represented	I know numbers up to 100 (or 1000, 10 000) I know how I use numbers in my everyday life I know the place values of numbers up to _____	
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	I know what rational and irrational numbers are I can describe and compare numbers and put numbers in order	I can show numbers, compare numbers (more/less/bigger/smaller) up to ____ I can put numbers in order up to ____	
B1.3 Students can estimate and calculate square roots in various context	I know what a square root I know how to use square roots to solve problems	I can use a calculator to find square root	
Summative Task(s)		Replacement Summative Task(s)	
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots		Exploring Celestial Distances Project - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided)	

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Learning progress			Triangulation of evidence			Location of evidence
Emerging	Developing	Confident				
Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Observation	Product	Conversation	

Accessible Version
of Year Level goal
designed for student
who has an
intellectual
disability (they get
graded on THIS goal)



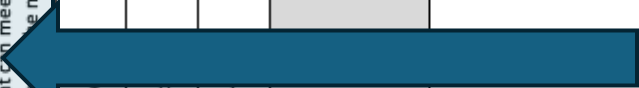
Date	Goals & Objectives	
	Goal	
	Objective	
	Comments:	Grade:
	Goal	
	Objective	
	Comments:	Grade:
	Goal	
	Objective	
	Comments:	Grade:
	Goal	
	Objective	
	Comments:	Grade:

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Date	Goals & Objectives	Learning progress			Triangulation of evidence			Location of evidence
		Emerging	Developing	Confident	Observation	Product	Conversation	
	Goal	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
	Objective							
	Comments: Grade:							
	Goal							
	Objective							
	Comments: Grade:							
	Goal							
	Objective							
	Comments: Grade:							
	Goal							
	Objective							
	Comments: Grade:							



Evaluation based on language/ grading scale of the class (e.g., descriptive/4-point/%)



Evaluation based on evidence collected of IEP objective

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

		Learning progress			Triangulation of evidence			Location of evidence
		Emerging	Developing	Confident	Observation	Product	Conversation	
	Goal	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
	Objective							
	Comments: _____							
	Grade: _____							
	Goal							
	Objective							
	Comments: _____							
	Grade: _____							
	Goal							
	Objective							
	Comments: _____							
	Grade: _____							
	Goal							
	Objective							
	Comments: _____							
	Grade: _____							
	Goal							
	Objective							
	Comments: _____							
	Grade: _____							

Triangulated evidence collected over time allowing for multiple forms of expression



IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Graded (Replacement Curricular Goals) IEP Evidence Log for: _____				Learning progress			Triangulation of evidence			Location of evidence
				Emerging	Developing	Confident	Observation	Product	Conversation	
School Year: _____ Term: _____				Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
Date	Goals & Objectives									
	_____ Goal									
	Objective									
	Comments:		Grade:							
	_____ Goal									
	Objective									
	Comments:		Grade:							
	_____ Goal									
	Objective									
	Comments:		Grade:							
	_____ Goal									
	Objective									
	Comments:		Grade:							
	_____ Goal									
	Objective									
	Comments:		Grade:							

Where evidence of learning can be located (e.g., digital learning portfolio, binder/folder, USB etc.)



IEP Evidence Log – Replacement Goals (example)

Graded (Replacement Curricular Goals)
IEP Evidence Log for: G.L.

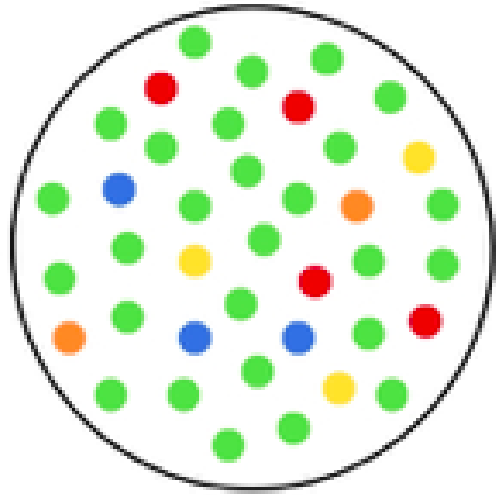
School Year: 2024

Term: 4

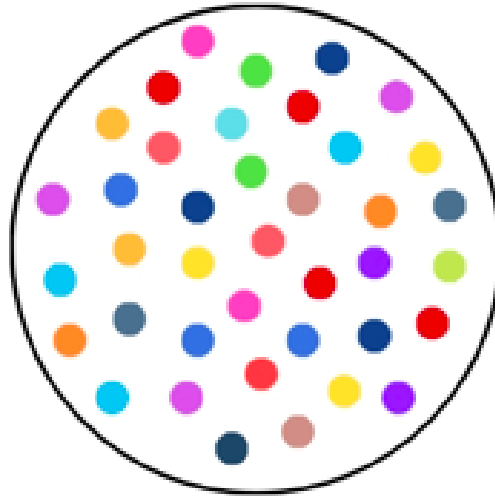
Goals & Objectives

			Learning progress			Triangulation of evidence			Location of evidence
			2	3	4	Observation	Product	Conversation	
			Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
Replacement Goal	I can describe, compare, and order positive whole numbers by								
Objective	describing how I use numbers up to 100 in my everyday life								
Date:	Comments:								
	Grade: 8								
Objective	comparing numbers up to 100 using words such as bigger/smaller; more/less								
Date:	Comments:								
	Grade: 8								
Objective	putting numbers up to 100 in order								
Date:	Comments:								
	Grade: 8								

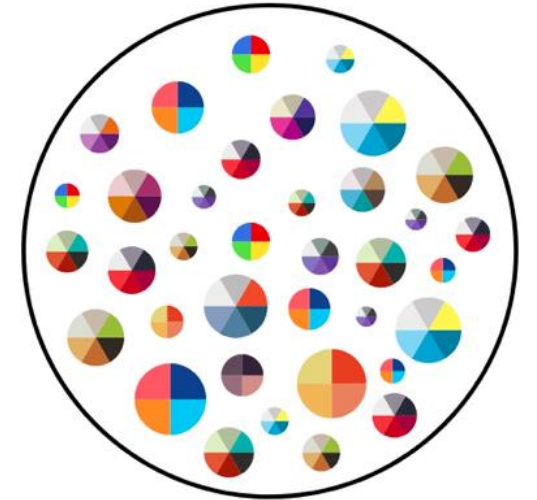
How do we do **inclusion** ?



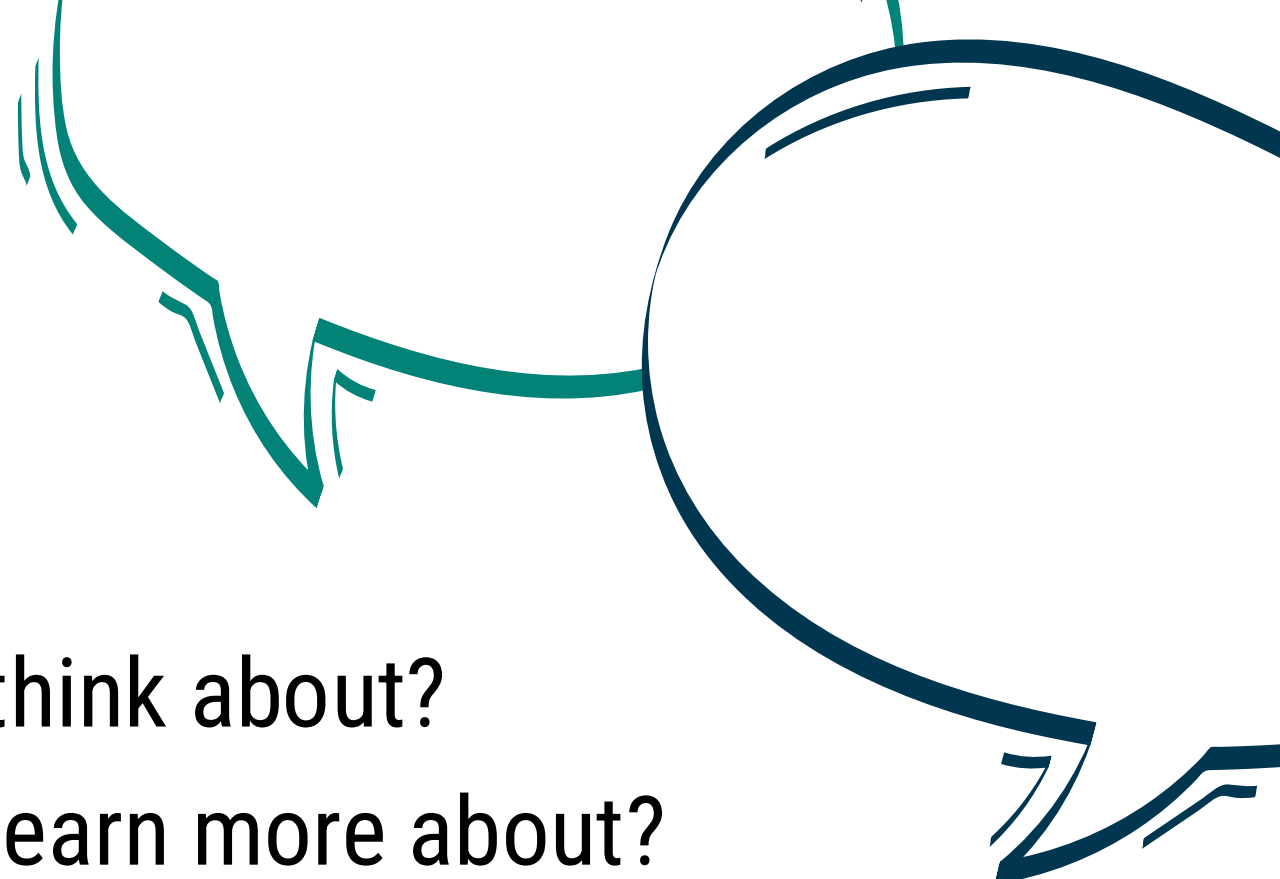
Including
'special needs' children
into general education
classrooms



Teaching and designing to
diversity
(that includes Disability)



Creating safe spaces for students to
identify
(that includes Disability)

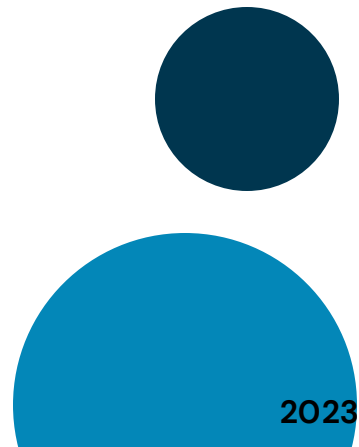


What is one useful idea?

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?



Shelley MOORE PH.D.



blogsomemoore.com



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



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