

Shelley MOORE PH.D.



www.drshelleymoore.com



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



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



Dr. Shelley Moore

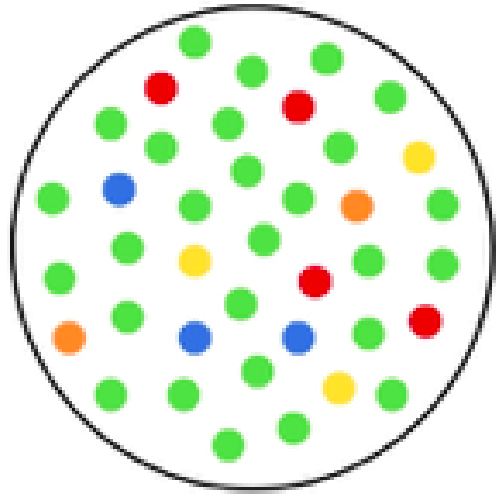
The slide features several large, solid-colored circles in orange, teal, and dark blue, scattered across the background. The text is arranged in a central, staggered layout.

WHAT DOES

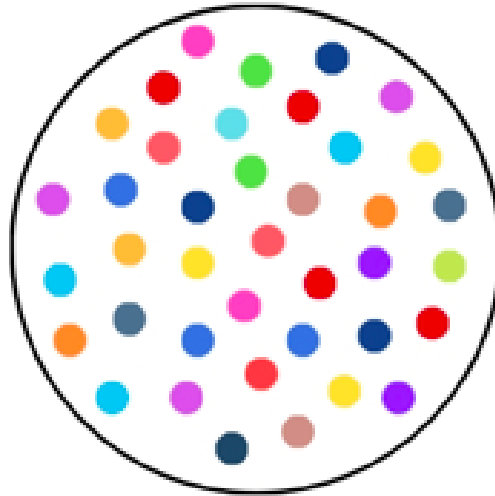
inclusion

MEAN to you?

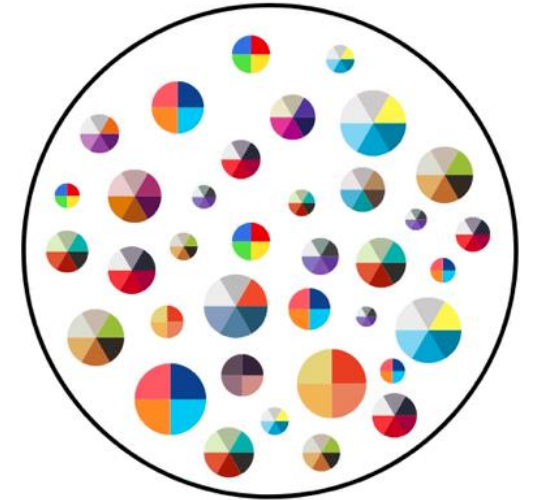
How do we do **inclusion** ?



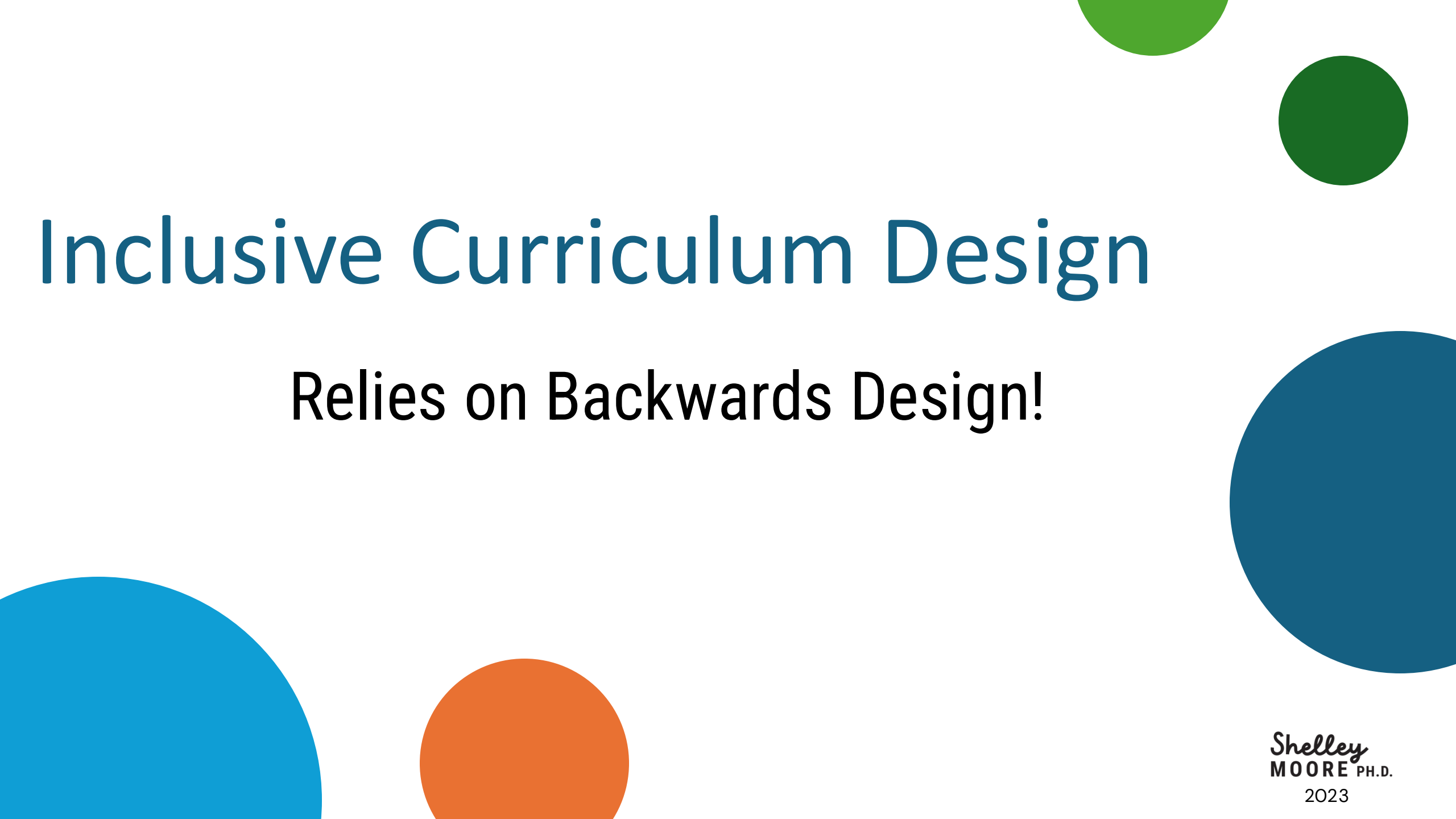
Including
'special needs' children
into general education
classrooms



Teaching and designing to
diversity
(that includes Disability)



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

The slide features several large, solid-colored circles as decorative elements. In the top right corner, there are two green circles of different shades. In the bottom left, there is a large blue circle. In the bottom center, there is an orange circle. On the right side, there is a large dark blue circle.

Inclusive Curriculum Design

Relies on Backwards Design!

What do you notice?



Student

Grade Level Activity



Accommodations

Adaptations

Modifications

Activity: 5 paragraph
essay about Napoleon as
a leader

Student



Accommodations

Adaptations

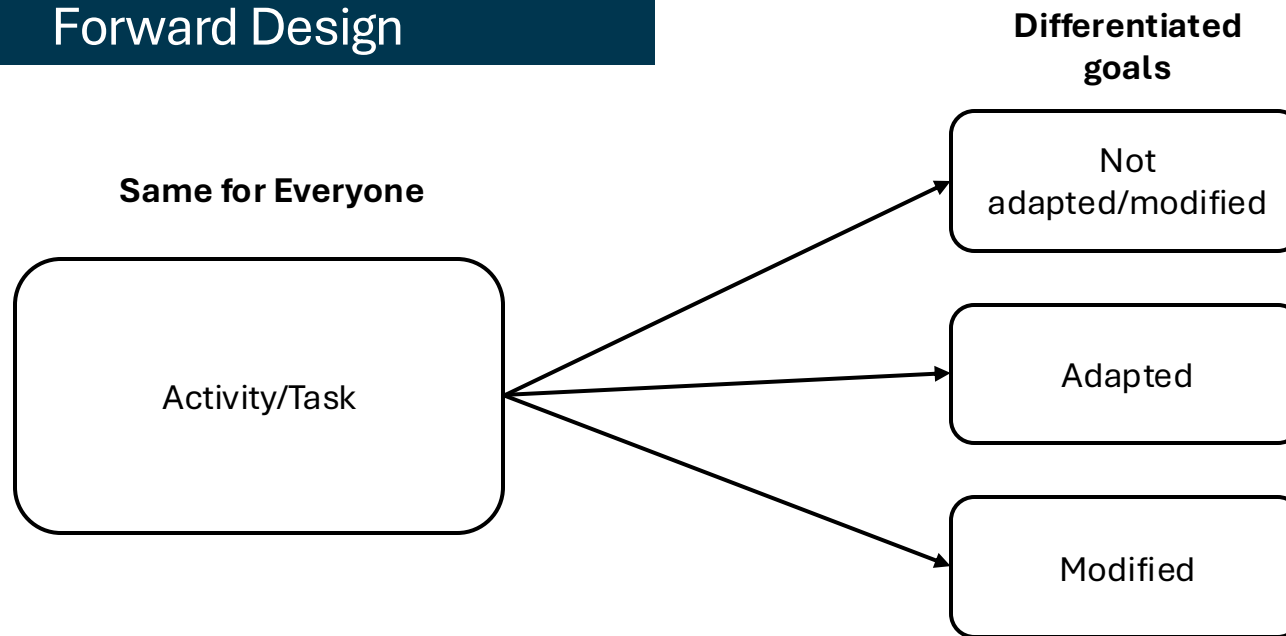
Modifications

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

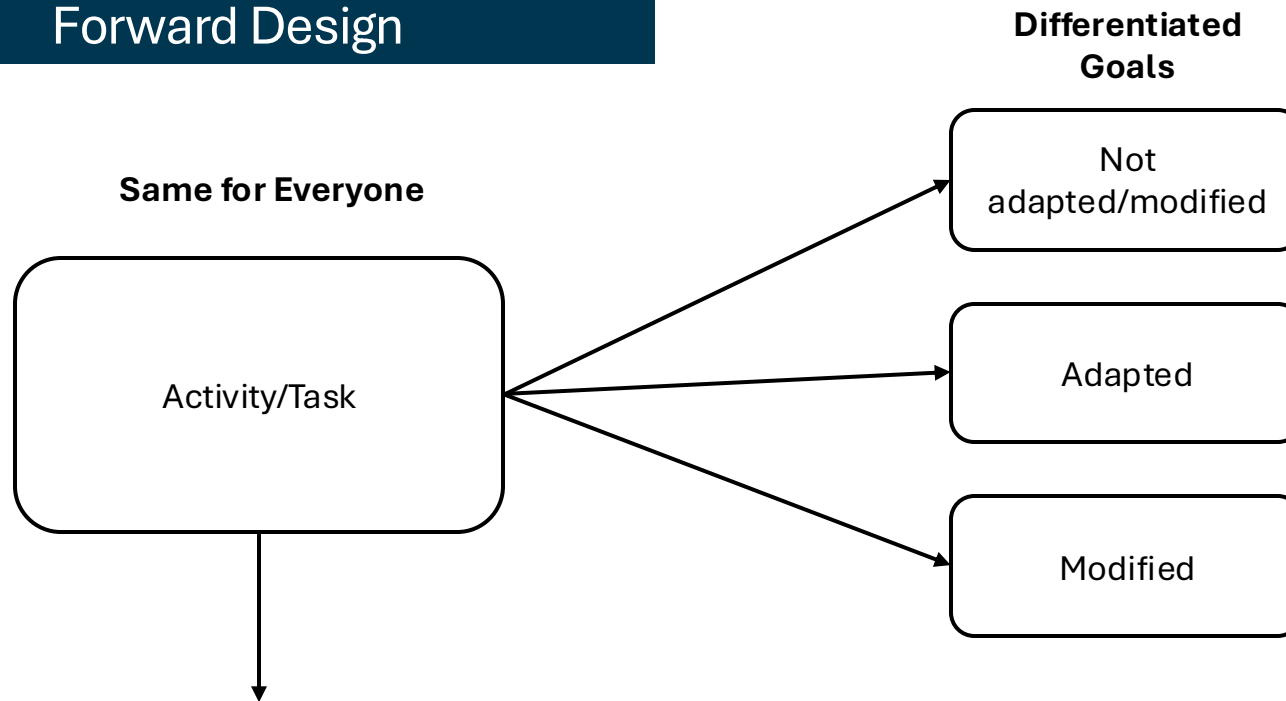
Backwards Design

Forward Design



Backwards Design

Forward Design

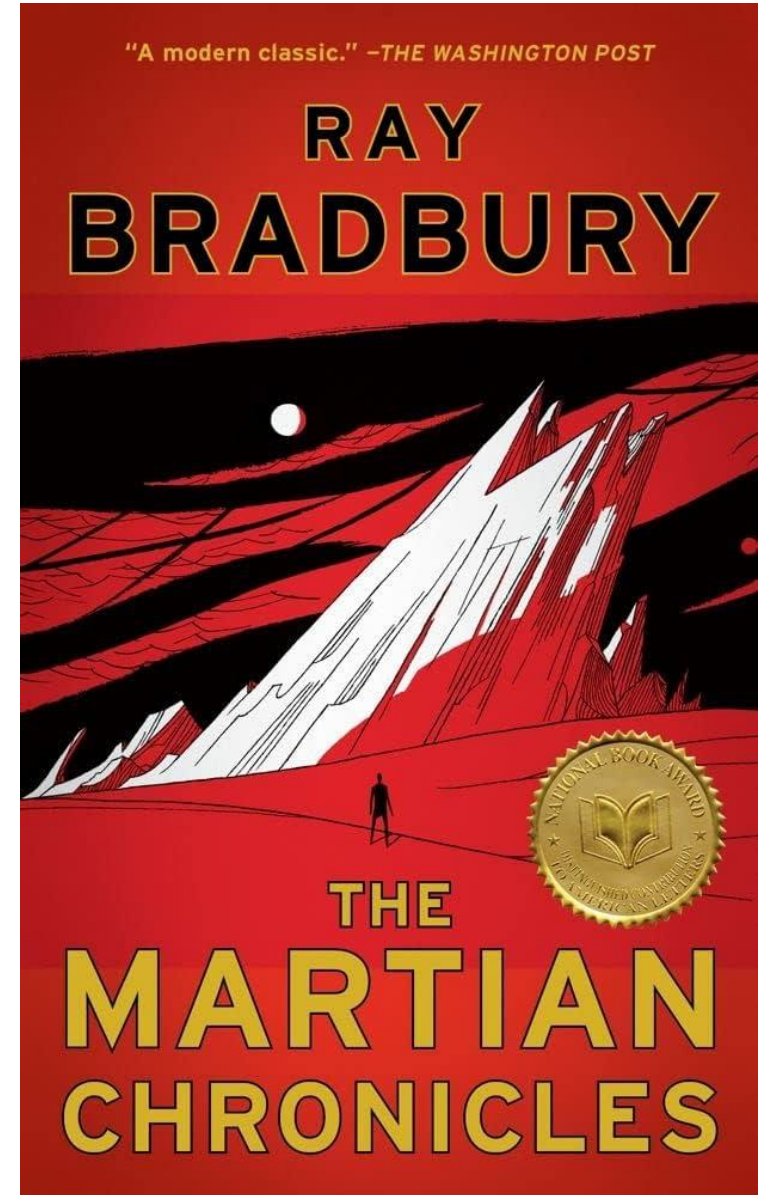


What if the activity or task is the barrier?

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**.

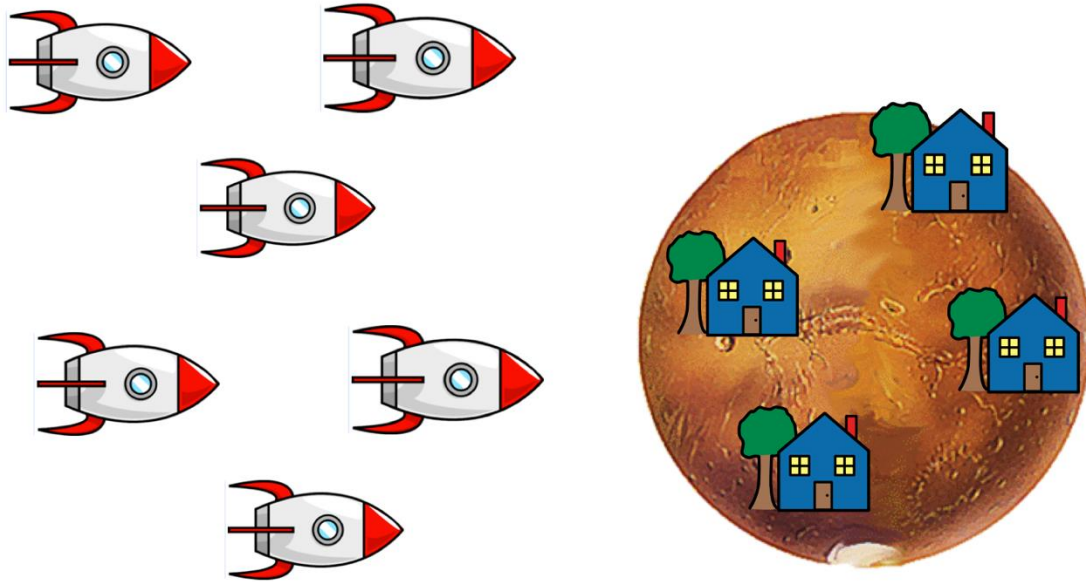


These are **Martians**.



Martians live on **Mars**.



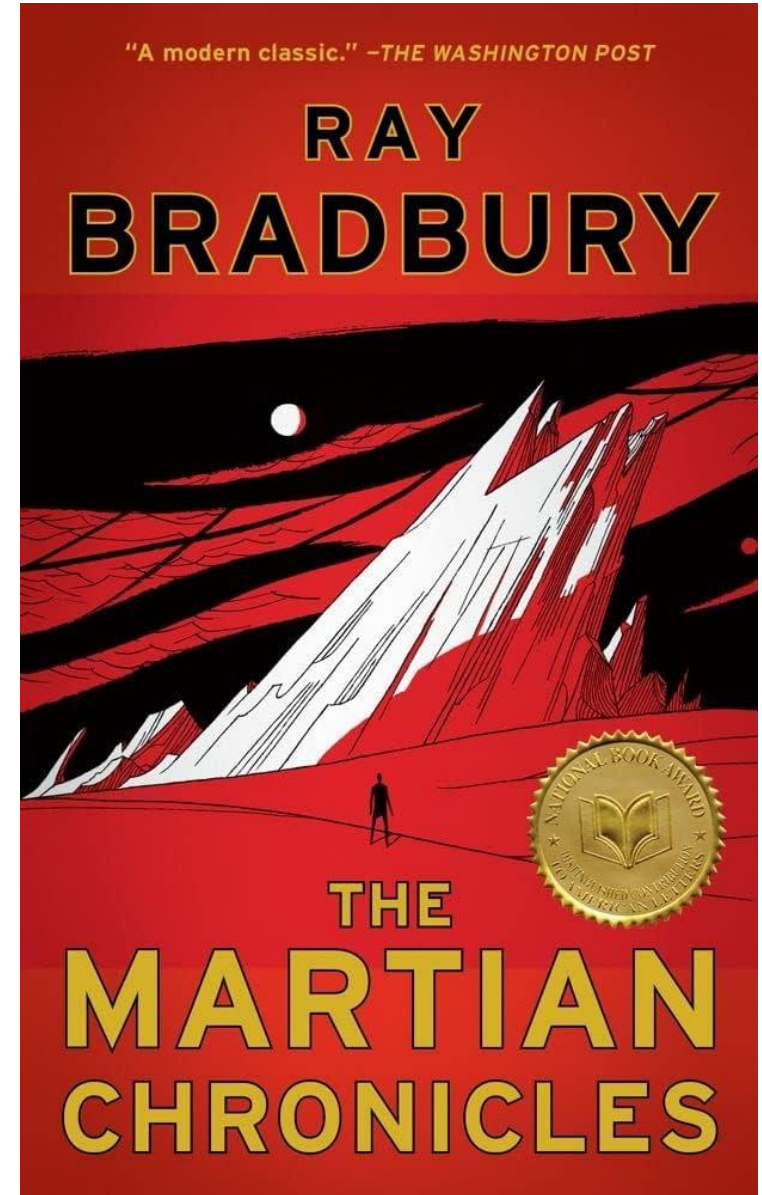


**More and more Humans
kept coming to Mars.**

**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



What is the alternative?

Student



Year Level Goal

UDL

Accessibility

Needs based
supports & strategies

Student



Year Level Goal

Available for ALL Students



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

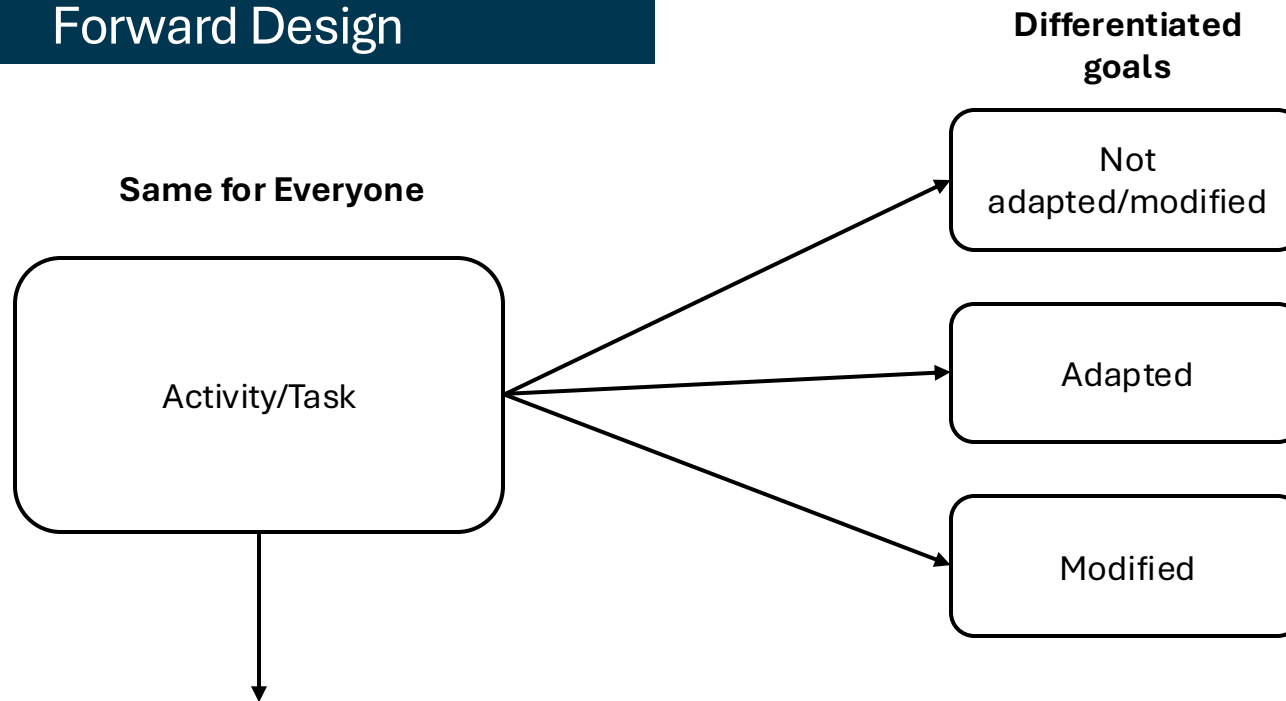
UDL

Accessibility

Needs based
supports & strategies

Backwards Design

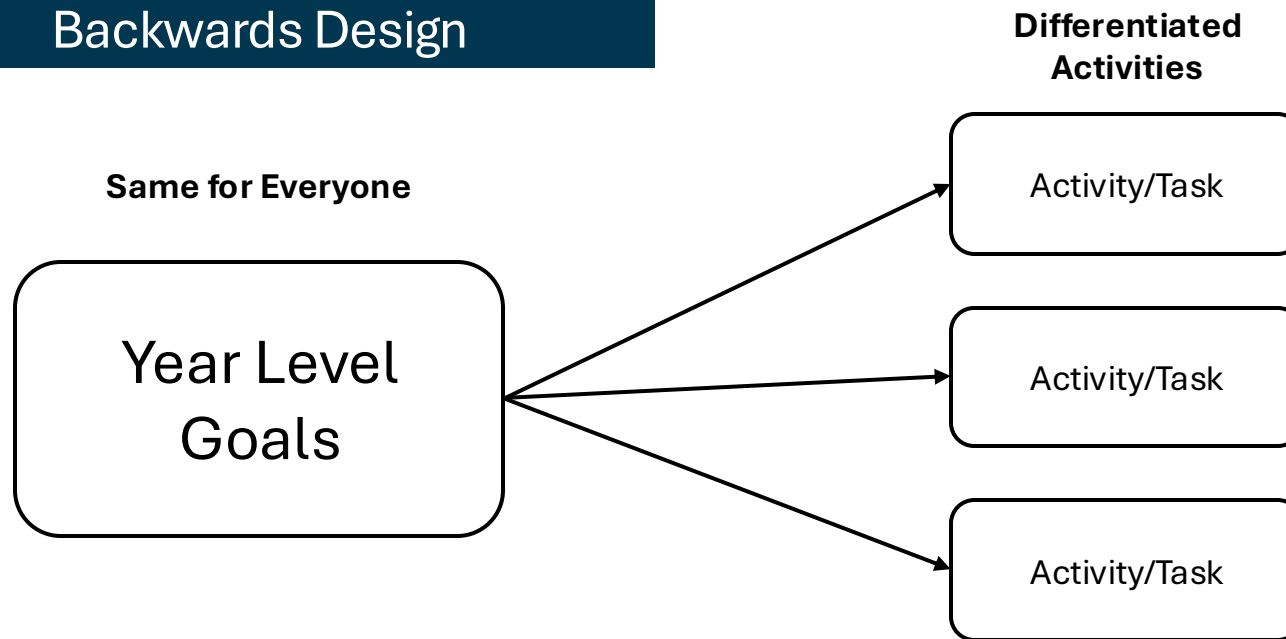
Forward Design



What if the activity or task is the barrier?

Backwards Design

Backwards 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

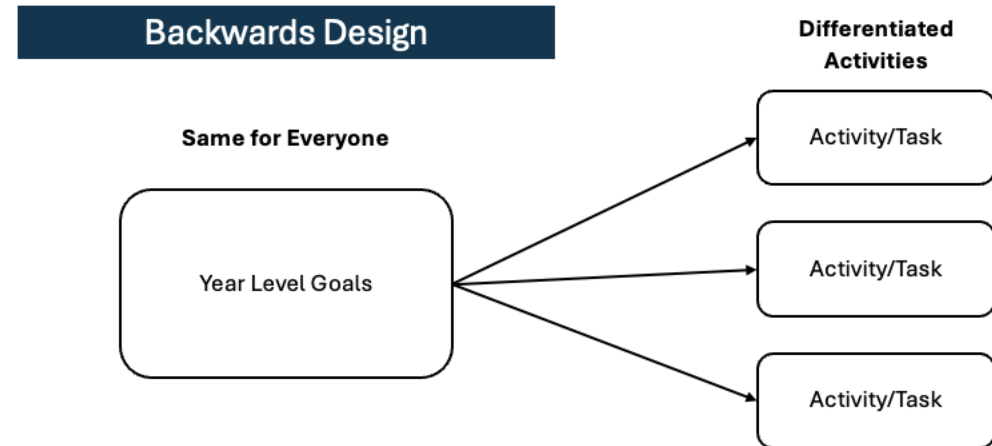
Fahrenheit 451, District
9, Big Hero 6, The Secret
of the Kells

FIRM Goals, FLEXIBLE means

Inclusive Curriculum Design

First, we Backwards Design

- Determine Learning Context
- Determine Learning Standards



Inclusive Curriculum Design

First, we Backwards Design

- Determine Learning Context
- Determine Learning Standards

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)



Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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:
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	

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard	Student Friendly Language	

Prep–Year 6 English

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep–Year 6 English. The paragraphs are organised by the modes: speaking, listening and creating, reading and viewing, and writing and creating. A similar resource is available for Years 7–10 English.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, speaking and creating	By the end of Prep, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.	By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.	By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.	By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.	By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.
Reading and viewing	They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.	They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.	They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.	They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.	They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.	They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.	They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

Prep–Year 6 English

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep–Year 6 English. The paragraphs are organised by the modes: speaking, listening and creating, reading and viewing, and writing and creating. A similar resource is available for Years 7–10 English.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, speaking and creating	By the end of Prep, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.	By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.	By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.	By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.	By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.
Reading and viewing	They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.	They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.	They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.	They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.	They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.	They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.	They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing and creating		They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.	They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.	They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.	They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.	They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
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.		

Prep–Year 6 Mathematics

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep–Year 6 Mathematics, organised by content strands. A similar resource is available for Years 7–10 Mathematics.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Algebra	By the end of the Prep year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns.	By the end of Year 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 to create skip counting and repeating patterns, identifying the repeating unit.	By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.	By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns.	By the end of Year 4, students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They choose rounding and estimation strategies to determine whether results of calculations are reasonable. Students use the properties of odd and even numbers. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. They find unknown values in numerical equations involving addition and subtraction. Students follow and create algorithms that generate sets of numbers and identify emerging patterns.	By the end of Year 5, students use place value to write and order decimals including decimals greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent, add and subtract fractions with the same or related denominators. They represent common percentages and connect them to their fraction and decimal equivalents. Students use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. They check the reasonableness of their calculations using estimation. Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. They apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Students create and use algorithms to identify and explain patterns in the factors and multiples of numbers.	By the end of Year 6, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of prime, composite and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all 4 operations with decimals and connect decimal representations of measurements to the metric system. Students solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices. Students find unknown values in numerical equations involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement and Space	Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.	They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space.	They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.	Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.	They use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. They convert between units of time when solving problems involving duration. Students compare angles relative to a right angle using angle names. They represent and approximate shapes and objects in the environment. Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns.	They choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. Students convert between 12- and 24-hour time. They estimate, construct and measure angles in degrees. Students use grid coordinates to locate and move positions. They connect objects to their two-dimensional nets. Students perform and describe the results of transformations and identify any symmetries.	They interpret and use timetables. Students convert between common units of length, mass and capacity. They use the formula for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for right prisms. They create tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.
Statistics and Probability	Students collect, sort and compare data in response to questions in familiar contexts.	They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	They use a range of methods to collect, record, represent and interpret categorical data in response to questions.	Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.	Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context. Students order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent. They conduct repeated chance experiments and describe the variation in results.	They plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. Students conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes.	They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics. They assign probabilities using common fractions, decimal and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.

More information

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.		

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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: 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 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 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 (English)		Student Friendly Language
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.		

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard (math) By the end of Level 1students ☐ 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

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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

Strategy: Translating goals into student friendly language

Targets UDL Strategies		Engagement	Representation	Expression
8.1	Clarify the meaning and purpose of goals	X		
3.2	Highlight and explore patterns, critical features, big ideas, and relationships		X	
3.4	Maximize transfer and generalization		X	
6.4	Enhance capacity for monitoring progress			X

Year: 1	Subject Area(s): English/Math	Planning Team: Moore & McIntosh
Curricular Language: Achievement Standard		Student Friendly Language
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.		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/ want/don't want ☐ I can use my voice to share my thinking about what I am learning about Reading and Viewing ☐ I can look at and use different kinds of texts ☐ I can build my knowledge 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 mark and exclamation marks are ☐ I can show what I know about characters, settings, events and images ☐ 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 up 1- and 2-digit number into tens and ones ☐ I can break up numbers into equal groups ☐ I can skip count by 2, 5, and 10s up to 120 ☐ I can add and subtract numbers up 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

Queensland Curriculum

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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: 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		Student Friendly Language
❑ 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.		❑ 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

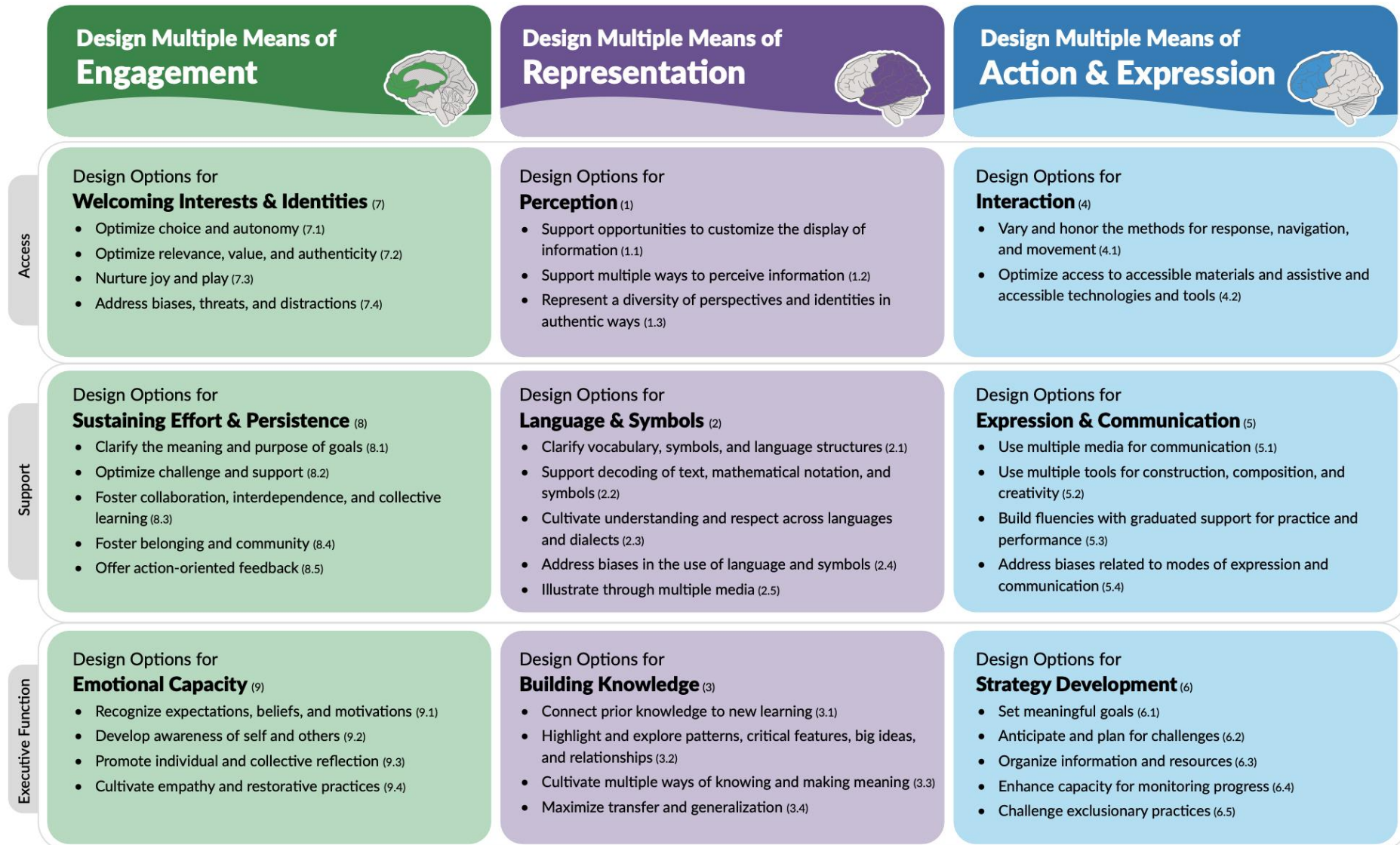
You're turn!

1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement standards
 - 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

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

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Strategy: Translating goals into student friendly language

Targets UDL Strategies		Engagement	Representation	Expression
8.1	Clarify the meaning and purpose of goals	X		
3.2	Highlight and explore patterns, critical features, big ideas, and relationships		X	
3.4	Maximize transfer and generalization		X	
6.4	Enhance capacity for monitoring progress			X

Queensland 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	

Queensland 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
 - Achievement standards to target
 - Vocabulary to teach
6. Create access points
7. Differentiate evidence of learning
8. Teach to ALL

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	

Queensland 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
 - Achievement standards to target
 - Vocabulary to teach
6. Create access points
7. Differentiate evidence of learning
8. Teach to ALL

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: 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

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	

Queensland 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
 - Achievement standards to target
 - Vocabulary to teach
6. Create access & challenge points
7. Differentiate evidence of learning
8. Teach to ALL

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: 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	

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.

One point rubric

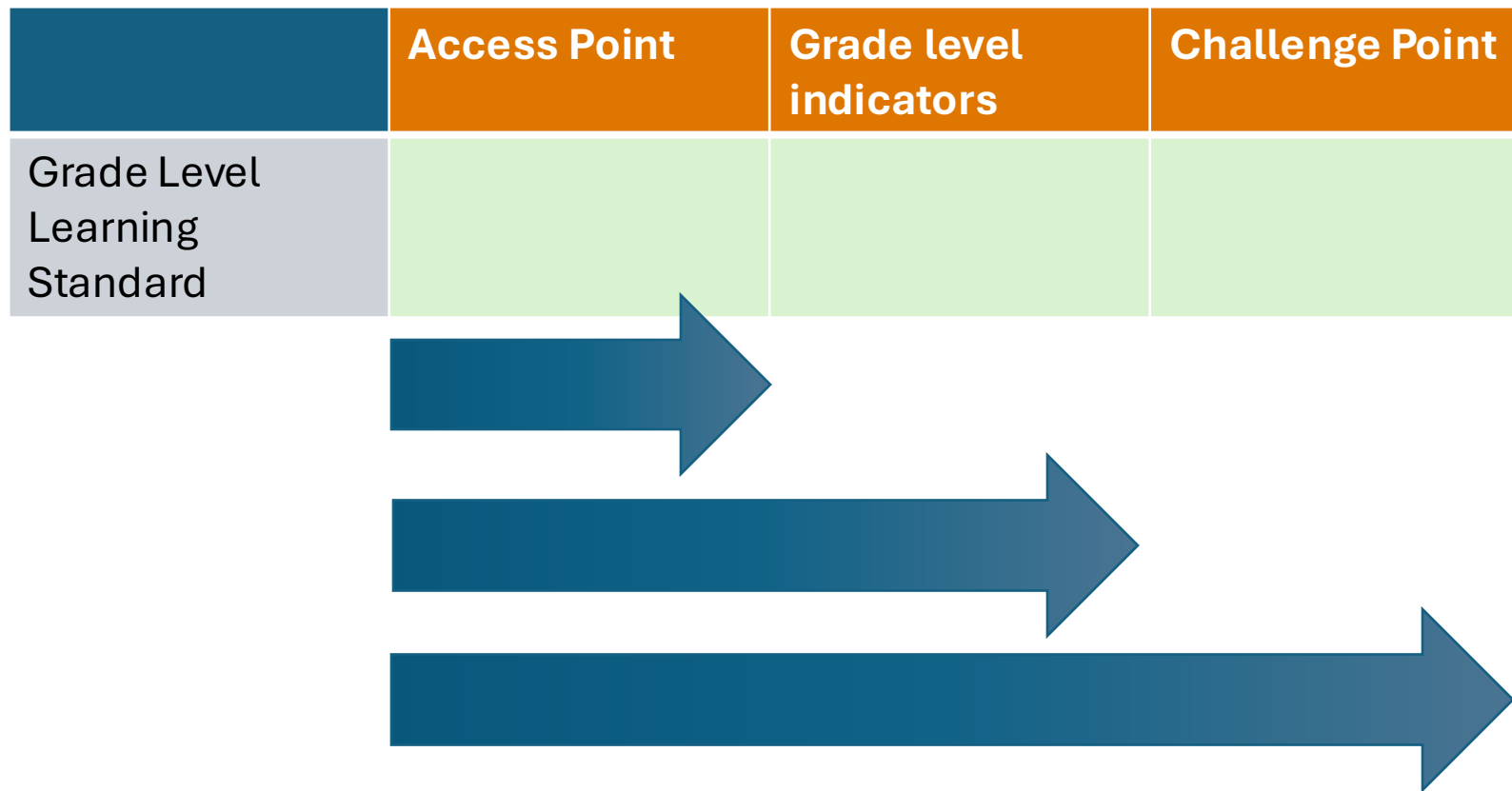
	Standard
goal	





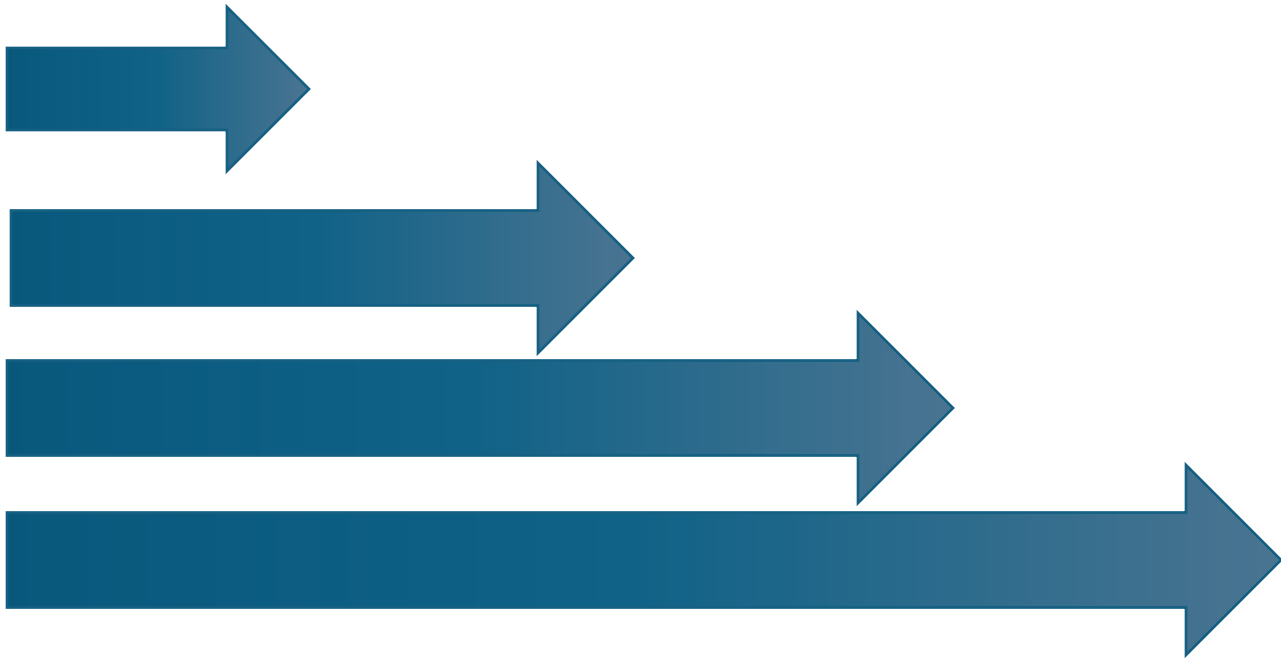
	Year One Level Achievement Standards
How can we use objects to compare and measure?	Math Year One ☐ measure the length of shapes and objects using uniform informal units. ☐ give and follow directions to move people and objects within a space. English Year 1 ☐ deliver short spoken texts, engaging with 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.

Scaffolded Curriculum: 3 Point Continuum



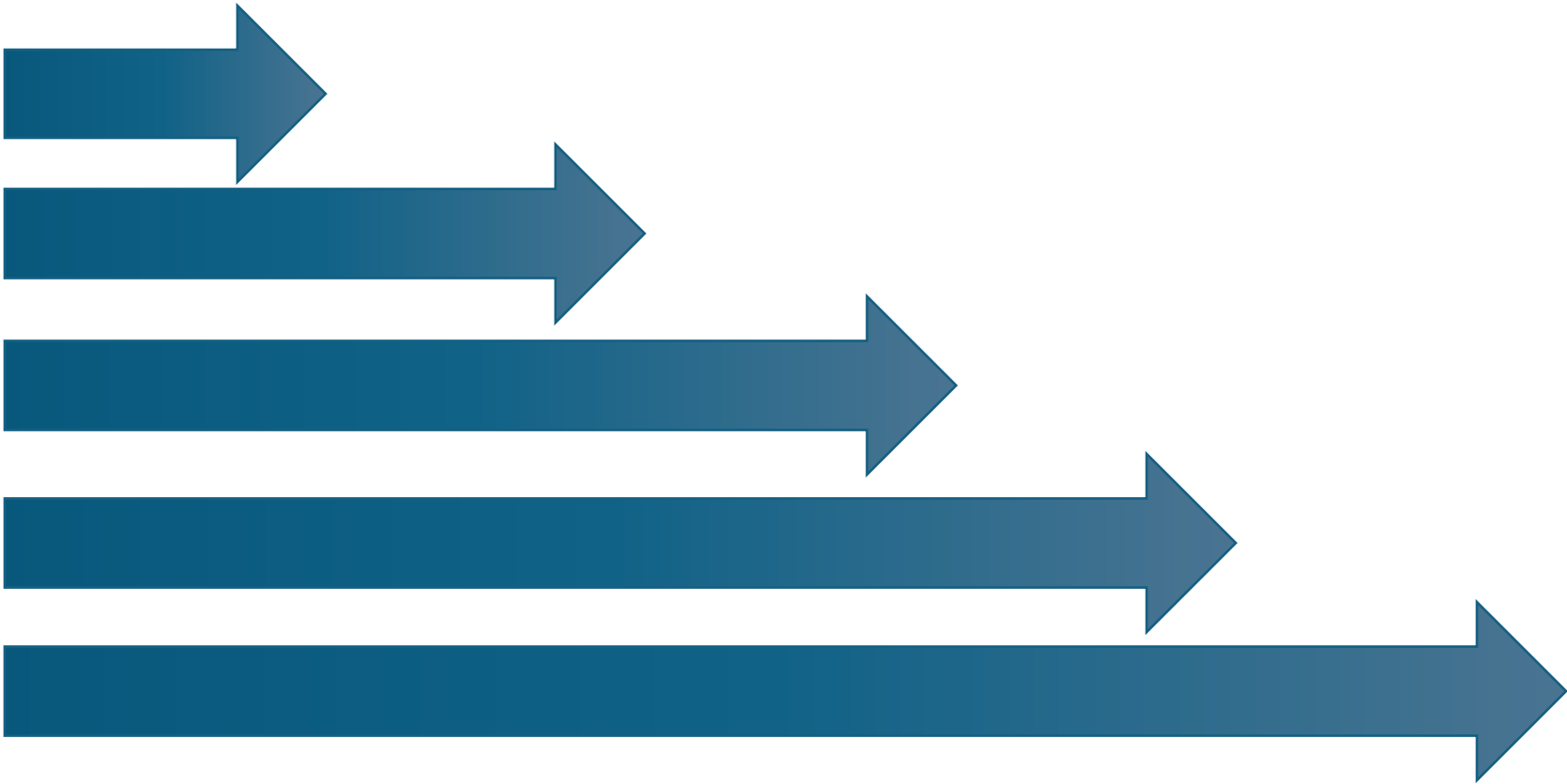
Scaffolded Curriculum: 4 Point Continuum

	Access	Grade level indicators		Challenge
Grade Level Learning Standard	Approaching	Essential	Confident	Extending



Scaffolded Curriculum: Point Continuum

	Access	Grade Level Proficiency			Challenge
Grade Level Learning Standard	Approaching	Essential	Developing	Confident	Extending



An Additive Continuum of Proficiency

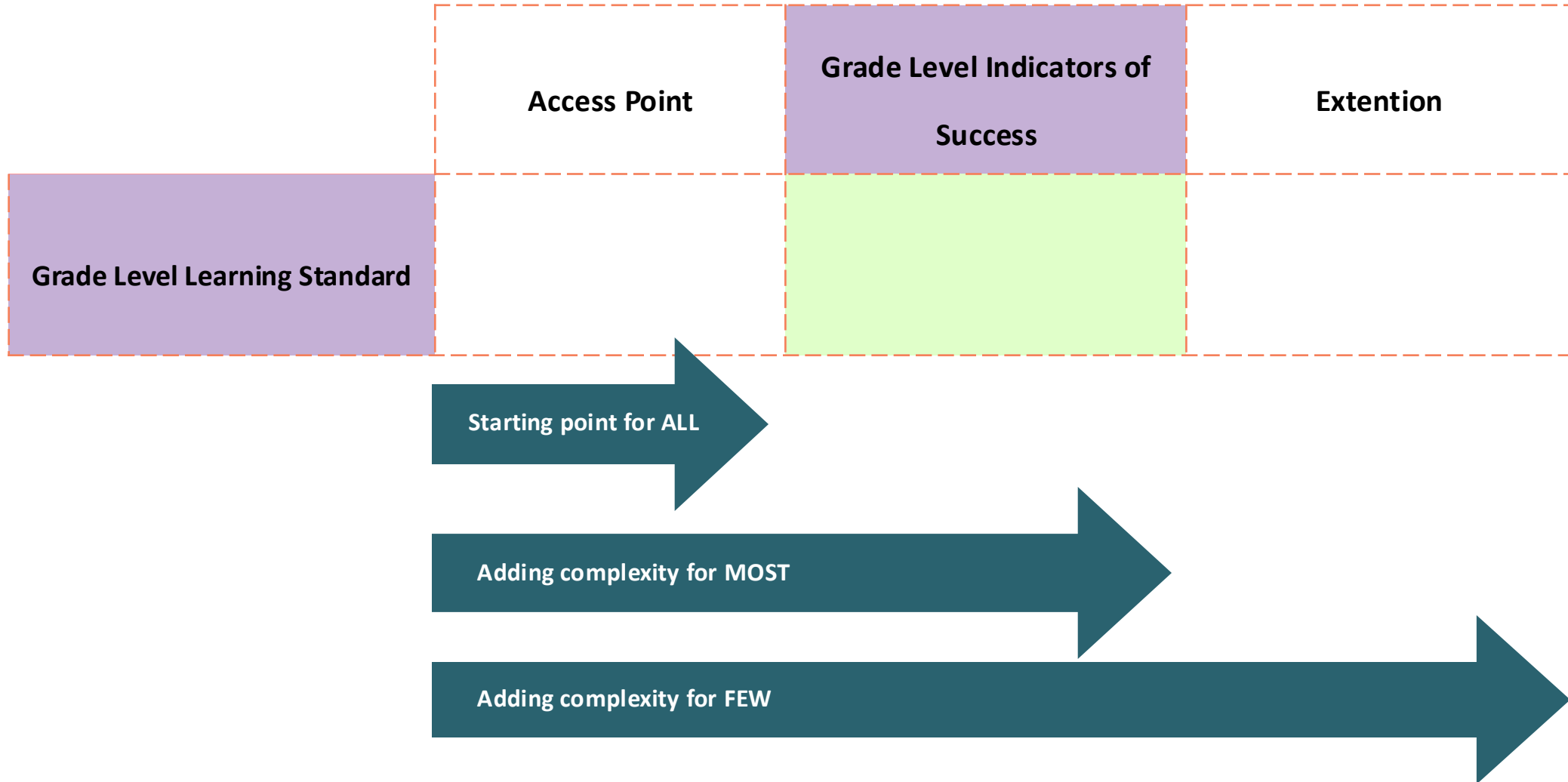
Grade Level Learning Standard	Approaching Grade Level	Grade Level Essential	Grade Level Developing	Grade Level Confident	Grade Level Extending
	Creating Access (Replacement IEP Goal)	Essential Concept	More Complexity	More Complexity	Creating Challenge
	Incomplete (IEP evaluation)				

Scaffolded Curriculum: 3 Point Continuum

	Access	Grade level indicators	Challenge
Grade Level Learning Standard			



3-point Learning Continuum



Queensland 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
 - Achievement standards to target
 - Vocabulary to teach
6. Create access & challenge points
7. Differentiate evidence of learning
8. Teach to ALL

Inclusive Curriculum Design

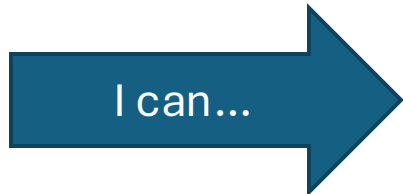
Access Points

Inclusive Curriculum Design

Creating accessible learning goals in inclusive classrooms

1. Once the grade level learning standard has been determined, you can make it accessible by:
 - Identifying the verb and restate the goal using a more accessible verb (e.g., match, find, choose, show, follow etc.)
 - Including more accessible skills/content
 - Making the goal relevant to the student(s)
 - Considering foundational & pre-requisite skills
 - Restating the goal in more accessible language

	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



LOW LEVEL THINKING SKILLS						HIGH LEVEL THINKING SKILLS					
Knowledge			Comprehension			Application			Analysis		
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.			To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.			To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.			To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.		
Key words:			Key words:			Key words:			Key words:		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank
Duplicate	Read	Tell	Compare	Illustrate	Rephrase	Associate	Group	Select	Assumption	Function	Reason
Find	Recall	Trace	Contrast	illustrate	Report	Build	Identify	Show	Breakdown	Group	Relationships
How	Recite	What	Demonstrate	Indicate	Restate	Calculate	Interpret	Solve	Categorise	Highlight	Reorganise
Identify	Recognise	When	Discuss	Infer	Review	Categorise	Interview	Summarise	Cause and effect	In-depth	Research
Label	Record	Where	Estimate	Interpret	Show	Choose	Link	Teach	Choose	discussion	See
List	Relate	Which	Explain	Match	Summarise	Classify	Make use of	Transfer	Classify	Inference	Select
Listen	Remember	Who	Express	Observe	Translate	Connect	Manipulate	Translate	Differences	Inspect	Separate
Locate	Repeat	Why				Construct	Use		Discover	Investigate	Similar to
Match	Reproduce	Write				Correlation	Organise		Isolate	List	Simplify
Memorise	Retell					Demonstrate	Perform		Discriminate	Motive	Survey
Name	Select					Develop	Plan		Dissect	Omit	Take part in
						Dramatise			Distinction	Order	Test for
									Distinguish	Organise	Theme
									Divide	Point out	Comparing
									Establish		
Actions:			Actions:			Actions:			Actions:		
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertising	Advertising	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Journal	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Performance	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Presentation	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Show and tell		Sculpture		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Summary		Simulation		Spread sheet		Song		Spread sheet
	Worksheet						Survey		Story		Survey
Questions:			Questions:			Questions:			Questions:		
Can you list three ...?		Can you explain what is happening ... what is meant ...?		How would you use...?		What are the parts or features of ...?		What changes would you make to solve...?		Do you agree with the actions/outcomes...?	
Can you recall ...?		What examples can you find to ...?		How would you solve ... using what you have learned ...?		How is _____ related to ...?		How would you improve ...?		What is your opinion of...?	
Can you select ...?		How would you classify the type of ...?		How would you organise _____ to show ...?		Why do you think ...?		What would happen if...?		How would you prove/disprove...?	
How did _____ happen?		How would you compare ...?contrast ...?		How would you show your understanding of ...?		What is the theme ...?		Can you elaborate on the reason...?		Can you assess the value/importance of...?	
How is ...?		How would you rephrase the meaning ...?		What approach would you use to...?		What motive is there ...?		Can you propose an alternative...?		Would it be better if...?	
How would you describe ...?		How would you summarise ...?		How would you apply what you learned to develop ...?		Can you list the parts ...?		Can you invent...?		Why did they (the character) choose...?	
How would you explain ...?		What can you say about ...?		What other way would you plan to ...?		What inference can you make ...?		How would you adapt _____ to create a different...?		What would you recommend...?	
How would you show ...?		What facts or ideas show ...?		What would result if ...?		What conclusions can you draw ...?		How could you change (modify) the plot (plan)...?		How would you rate the...?	
What is ...?		What is the main idea of ...?		What would the facts of the facts to ...?		How would you classify ...?		What could be done to minimise (maximise)...?		What would you cite to defend the actions...?	
When did ...?		Which is the best answer ...?		What elements would you choose to change ...?		How would you categorise ...?		What way would you design...?		How would you evaluate ...?	
When did _____ happen?		Which statements support ...?		What facts would you select to show ...?		Can you identify the difference parts ...?		Suppose you could _____ what would you do...?		How could you determine...?	
Where is ...?		Will you state or interpret in your own words ...?		What questions would you ask in an interview with ...?		What evidence can you find ...?		How would you test...?		What choice would you have made...?	
Which one ...?						What is the relationship between ...?		How would you estimate the results for...?		What would you select...?	
Who was ...?						Can you make a distinction between ...?		What facts can you compile...?		How would you prioritise...?	
Who were the main ...?						What is the function of ...?		Can you construct a model that would change...?		What judgement would you make about...?	
Why did ...?						What ideas justify ...?		Can you think of an original way for the ...?		Based on what you know, how would you explain...?	
										What information would you use to support the view...?	
										How would you justify...?	
										What data was used to make the conclusion...?	

Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders



Everyone starts here



Access Point Need to know	Must know	Can know	Could know	Can try to know
I know the names of 2D shapes I know what a prism is I know the difference between 2D and 3D I know length I know width I know height I know how to find the area of a square and a rectangle	I know how 2D shapes are related to 3D prisms I know the faces of a prism I know cube and rectangular prism I know what surface area is I know how to find the surface area of a cube and rectangular prism I know what volume is I know how to find the volume of a cube and rectangular prism I know what a net is	I know how to build the net of a cube and a rectangular prism I know what a triangular prism is I know how to find the surface area of a triangular prism I know how to find the volume of a triangular prism I know how to find the net of a triangular prism I know base I know the net for different prisms	I know what a cylinder is I know how to find the surface area of a cylinder I know how to find the volume of a cylinder I know how to build a net for a cylinder	I know how to find the surface area and volume of an irregular object that incorporated different prisms

Learning Goal:

Everyone starts together

Go as far as you can!

I NEED to:

I MUST:

I CAN:

I COULD:

**I can TRY
to:**

Shared Learning Task

Lesson Outcome: I know and can use math vocabulary

Everyone
start here

Go as far as you can!

NEED

Cut out the vocabulary words and sort into **words you know** and **words you don't know**

MUST

Using your **background knowledge**, create or connect a **visual** to show you understand the **words you know**

CAN

Come up with a plan and find out more about the **words you don't know**

COULD

Create a **visual** for the **words you don't know** based on your **new learning**

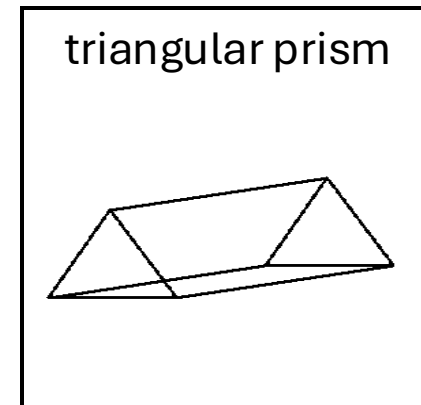
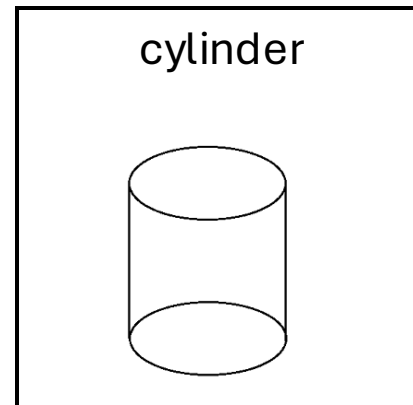
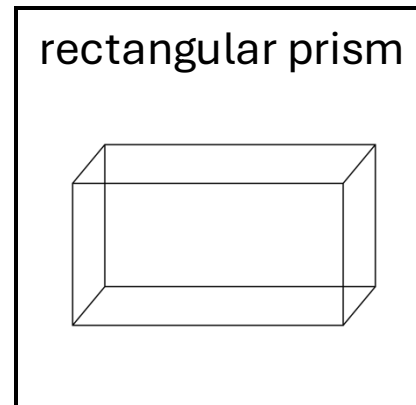
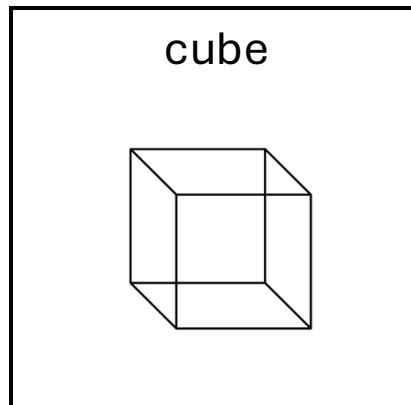
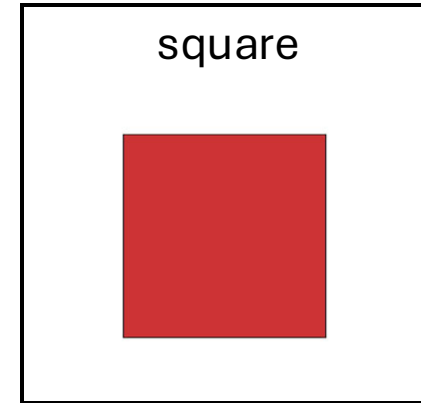
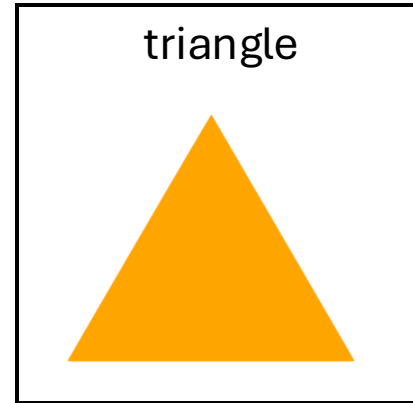
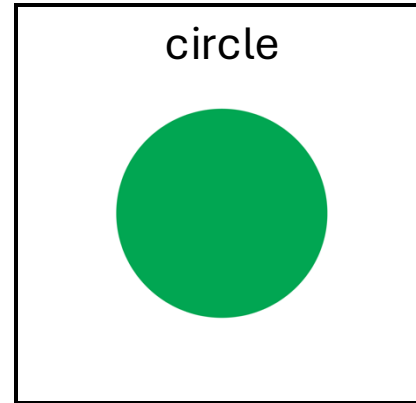
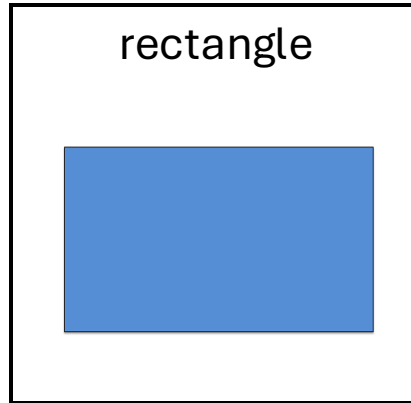
TRY TO

Connect with other groups to make sure that everyone in the class know the **math vocabulary** for this unit

Words I Know

Words I Don't Know

Shared supports: Sort the pictures/words



face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

Shared Learning Task

Lesson Outcome: I know how to find the surface area and volume of a cube and rectangular prism

Everyone
start here

Go as far as you can!

NEED	Build a 3D prism
MUST	Build a 3D prism with the volume of 24 units ³
CAN	Create a drawing of your 3D prism
COULD	Build a net of your 3D prism
TRY TO	Find the surface area of of your 3D prism

Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders



Everyone starts here

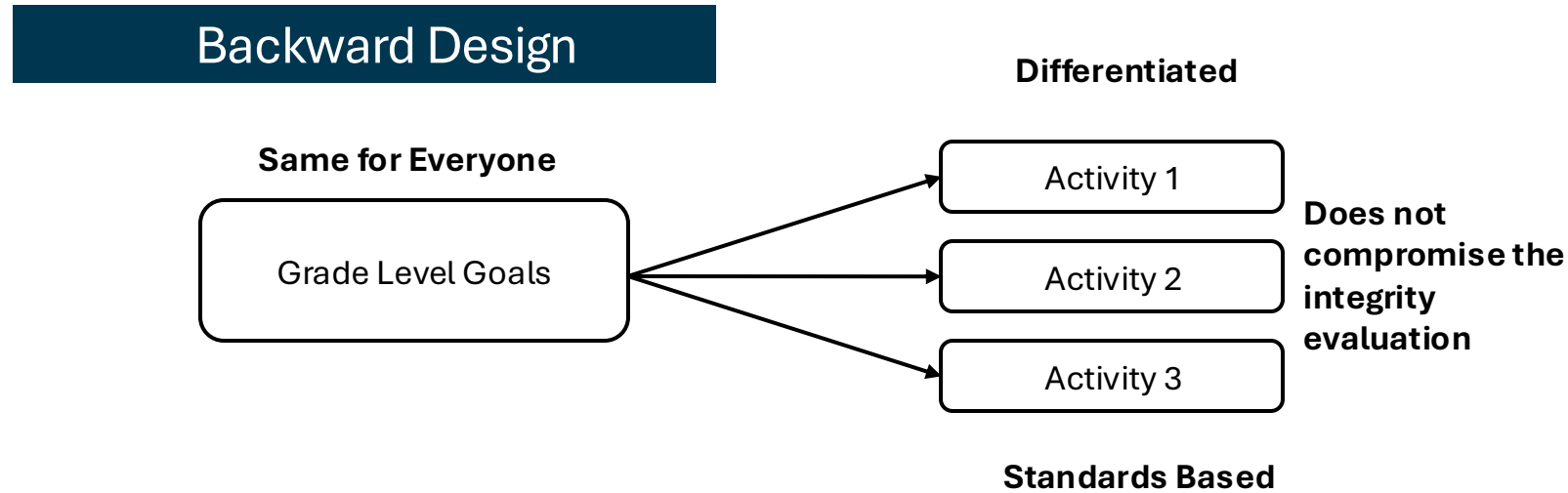


Access Point: Need to know	Must know	Can know	Could know	Can try to know
I know the names of 2D shapes I know what a prism is I know the difference between 2D and 3D I know length I know width I know height I know how to find the area of a square and a rectangle	I know how 2D shapes are related to 3D prisms I know the faces of a prism I know cube and rectangular prism I know what surface area is I know how to find the surface area of a cube and rectangular prism I know what volume is I know how to find the volume of a cube and rectangular prism I know what a net is	I know how to build the net of a cube and a rectangular prism I know what a triangular prism is I know how to find the surface area of a triangular prism I know how to find the volume of a triangular prism I know how to find the net of a triangular prism I know base I know the net for different prisms	I know what a cylinder is I know how to find the surface area of a cylinder I know how to find the volume of a cylinder I know how to build a net for a cylinder	I know how to find the surface area and volume of an irregular object that incorporated different prisms

Queensland Curriculum

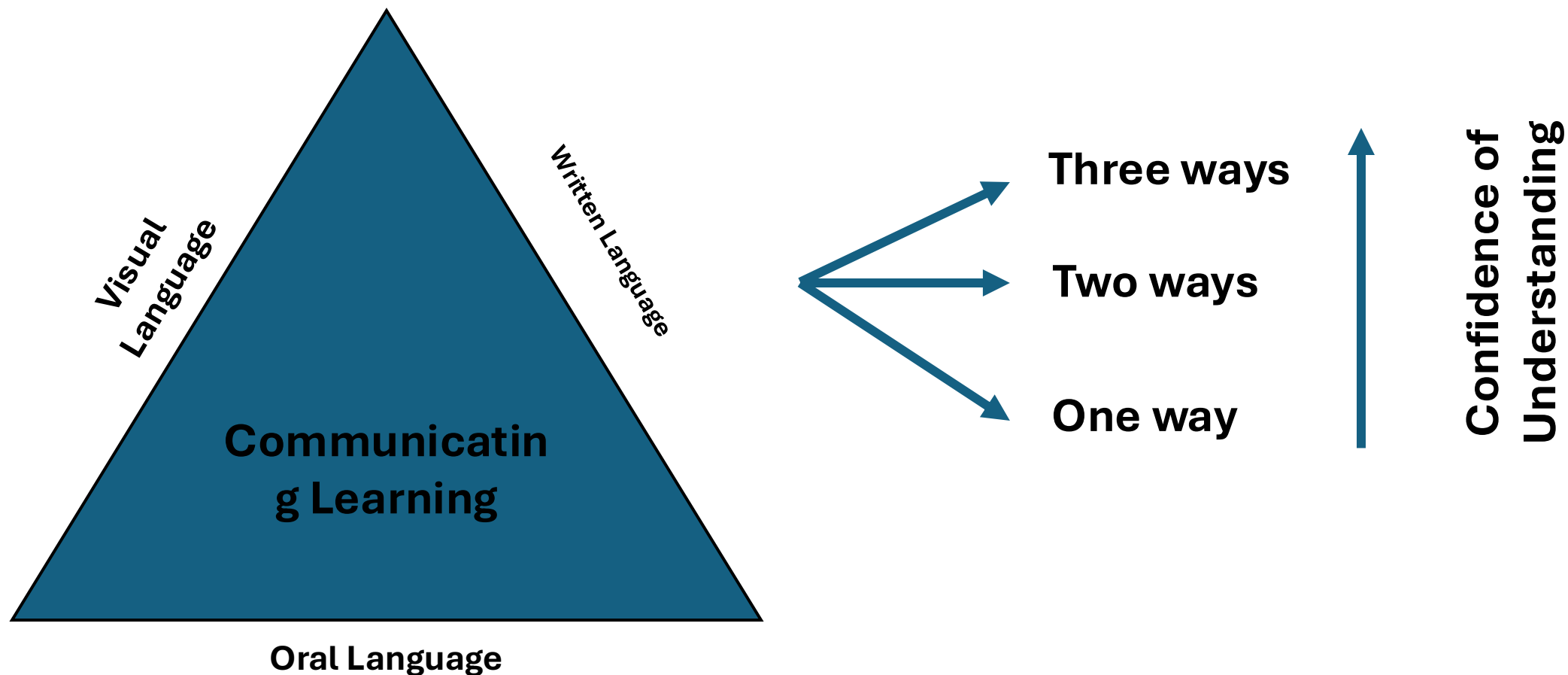
1. Choose a year and subject area
2. Determine academic year level learning goals
 - Copy and paste the achievement indicators
 - Reorganize into learning statements starting with the verb
3. Translate goals into student friendly language
 - Using “I know” and “I can” statements
4. Highlight vocabulary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

Backwards Design

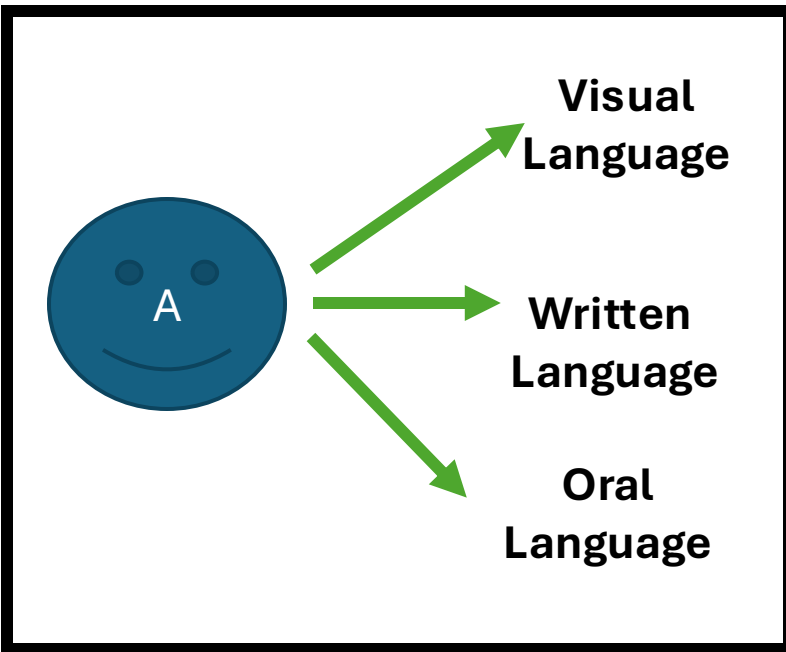


FIRM Goals, FLEXIBLE Means

How do students show what they know?



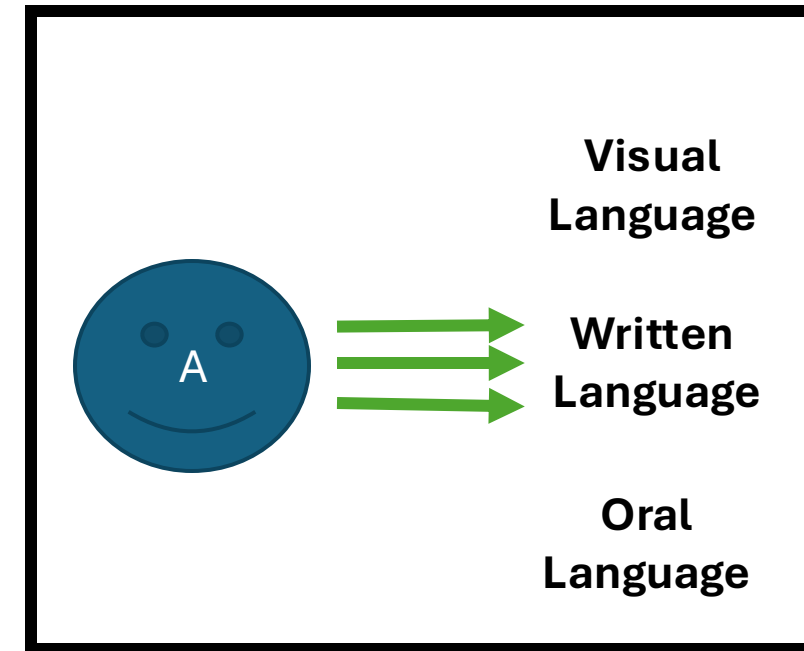
All Languages (in literacy) are Treated Equal!



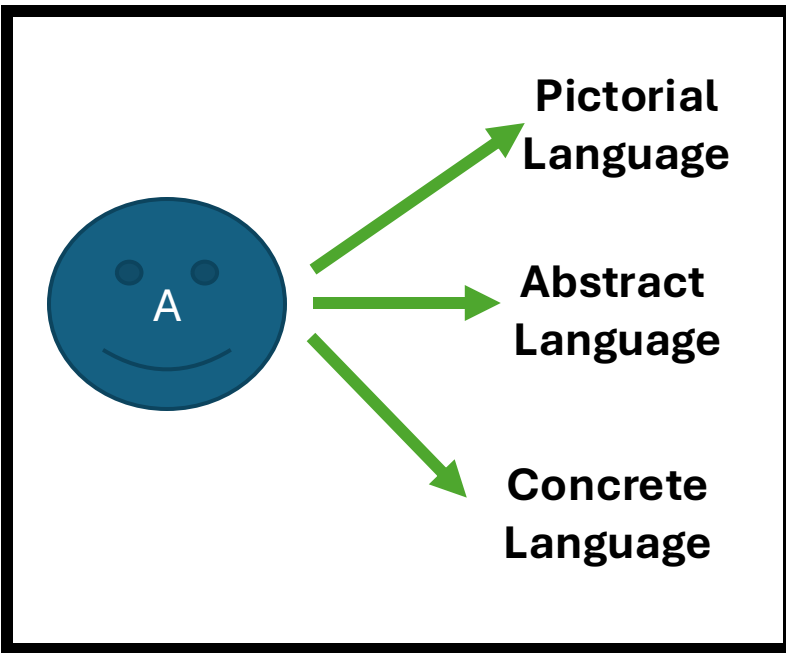
The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

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



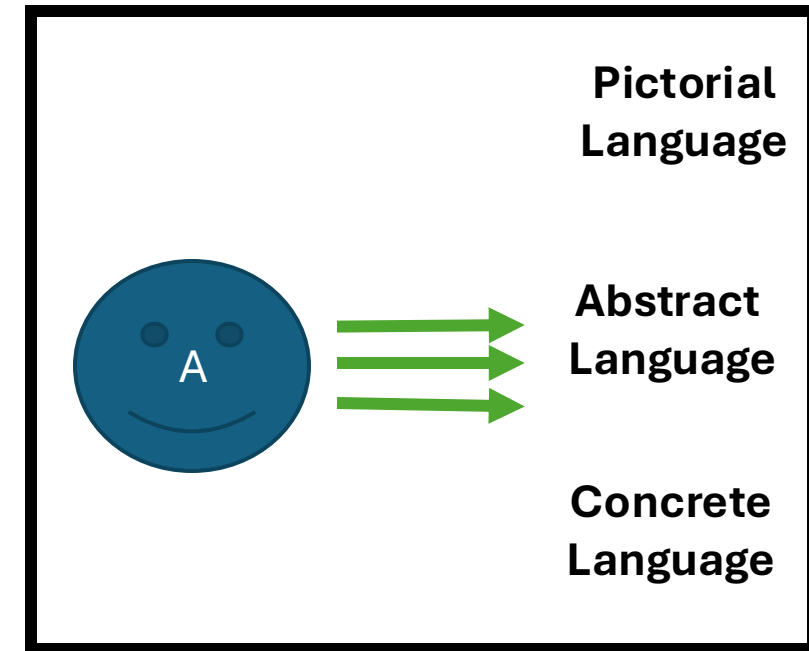
All Languages (in numeracy) are Treated Equal!



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

Vs.

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



Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
	• Assessment for Learning Task(s)				
	• Assessment as Learning Tasks				
	• Assessment of Learning Task(s)				

Planning

Anchor Text: Can You See Me?

Organizing Idea

Measurement:

Attributes such as length, area, volume, and angle are quantified by measurement

Guiding Question

In what ways can size be distinguished?

Learning Outcomes

Math

- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.



Competencies and Progressions

Literacy

- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

Numeracy

- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller)

Competencies

- Communication.

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

Math

- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.

Literacy

- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

Numeracy

- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task e.g., taller, shorter, heavier, smaller

Competencies

- Communication

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

- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.

Literacy

- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

Numeracy

- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task e.g., taller, shorter, heavier, smaller

Competencies

- Communication

Learning
Activities and Tasks

Anchor Text: Can You See Me?

- **Project:** Can you see me?
- **Activity:** Measurement O Rama

Differentiation of Evidence

viewing and
showing

Listening and
speaking

writing and
decoding



Queensland 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
 - Achievement standards to target
 - Vocabulary to teach
6. Create access & challenge points
7. Differentiate evidence of learning
8. Teach to ALL

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

Math

- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.

Literacy

- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

Numeracy

- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task e.g., taller, shorter, heavier, smaller

Competencies

- Communication

Learning Activities and Tasks

Anchor Text: **Can You See Me?**

- **Project:** Can you see me?
- **Activity:** Measurement O Rama

Differentiation of Evidence

viewing and showing

Listening and speaking

writing and decoding



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					

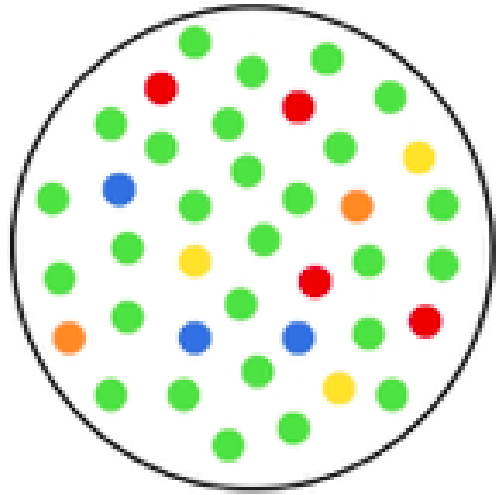
The slide features several large, solid-colored circles in orange, teal, and dark blue, scattered across the background. The text is arranged in a central column.

WHAT DOES

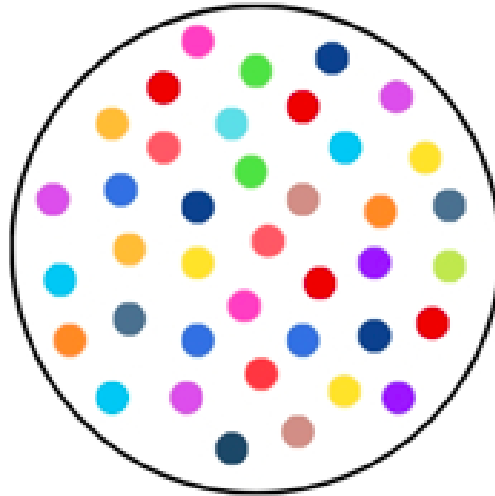
inclusion

MEAN to you?

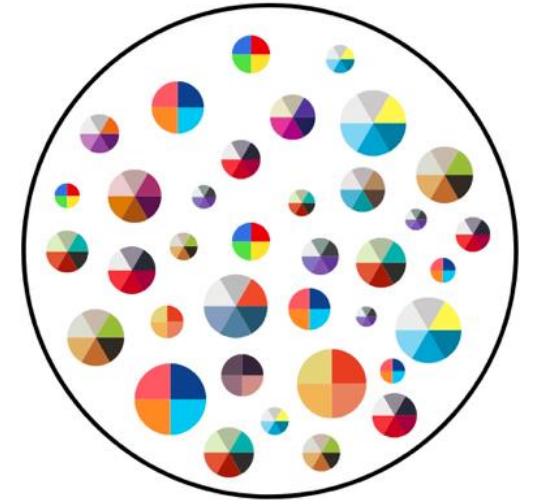
How do we do **inclusion** ?



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)

Universal Design for Learning: The Ramp for Learning

Universal Design for Learning Guidelines



Taking Action

- What is one thing you want to try?
- What is your first step?
- What supports (tools), and strategies (actions) do you need?
- What resources (time, people, funding) do you need?