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Dr. Shelley Moore

WHAT DOES inclusion MEAN to you?

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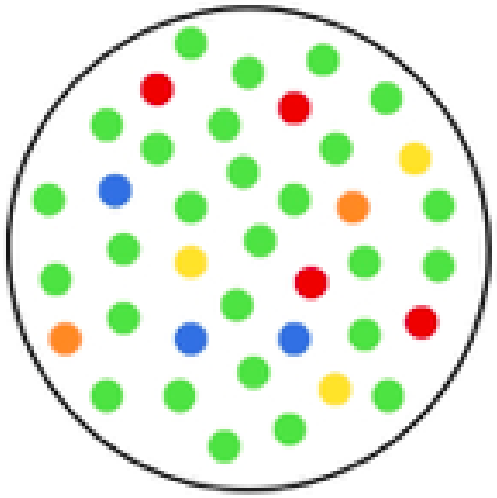
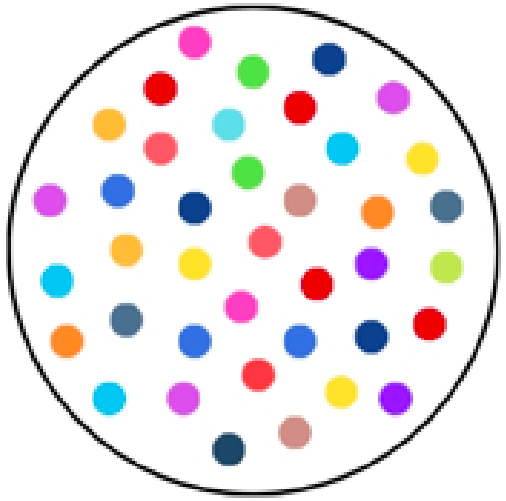
2023

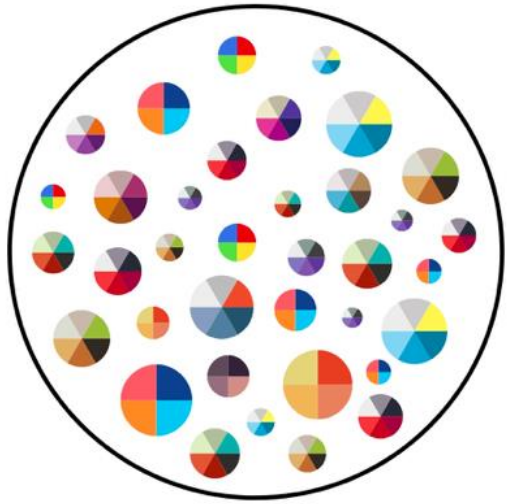
How do we do inclusion ?



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)

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2023

Inclusive Curriculum Design

First, we Backwards Design then we Universally Design!

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What do you notice?

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Activity: 5 paragraph essay about Napolean as a leader

Student

Often only for the student who “qualifies”

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

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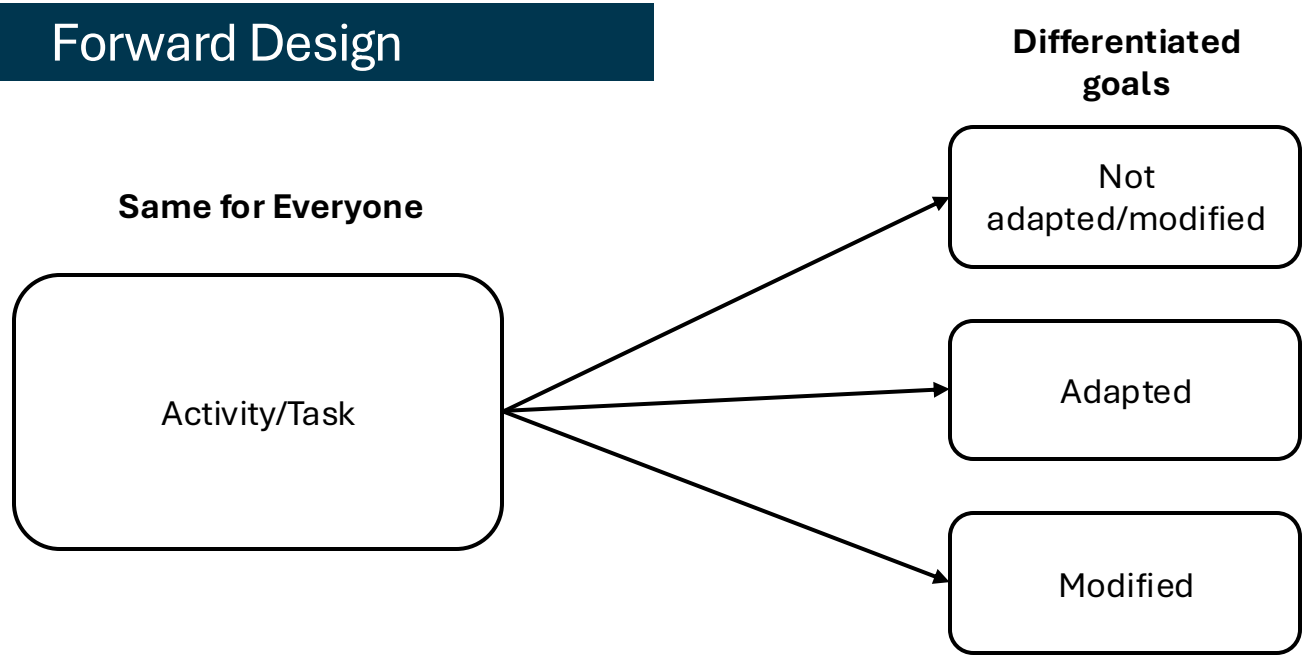
~~Backwards~~ Design

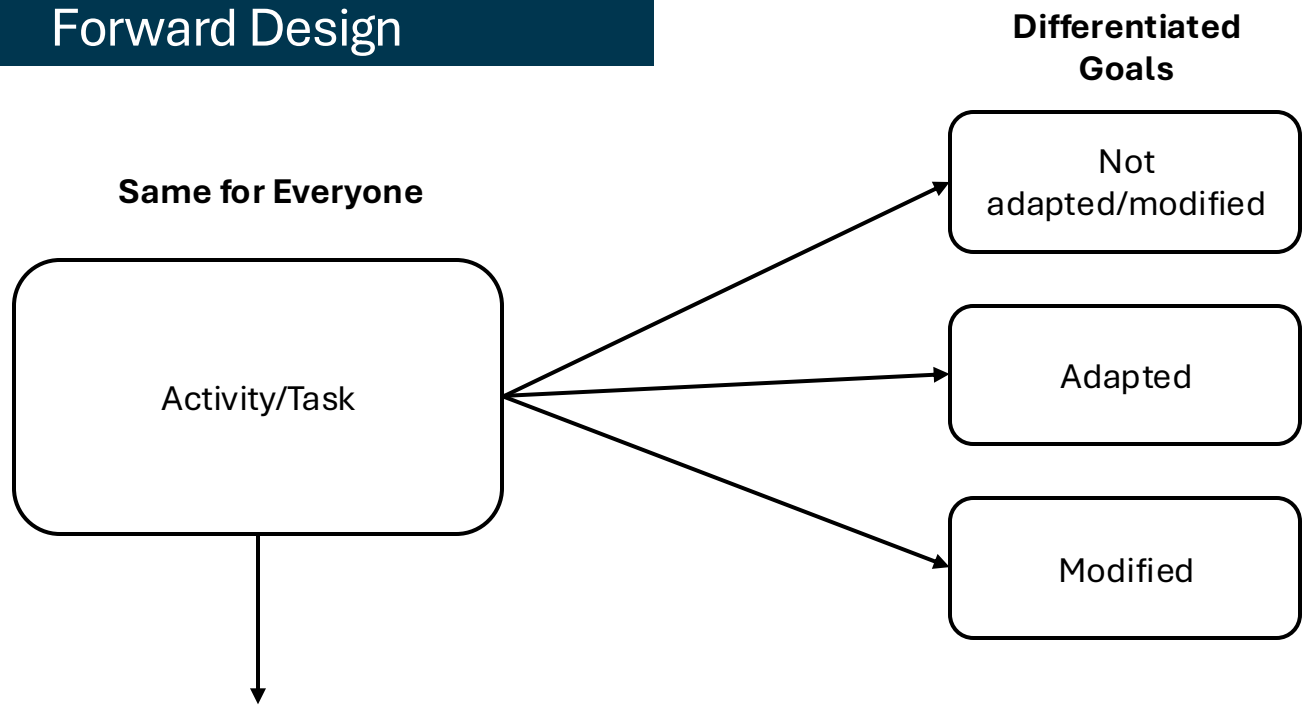
Forward Design



McTigue, 2010

~~Backwards~~ Design

Forward Design

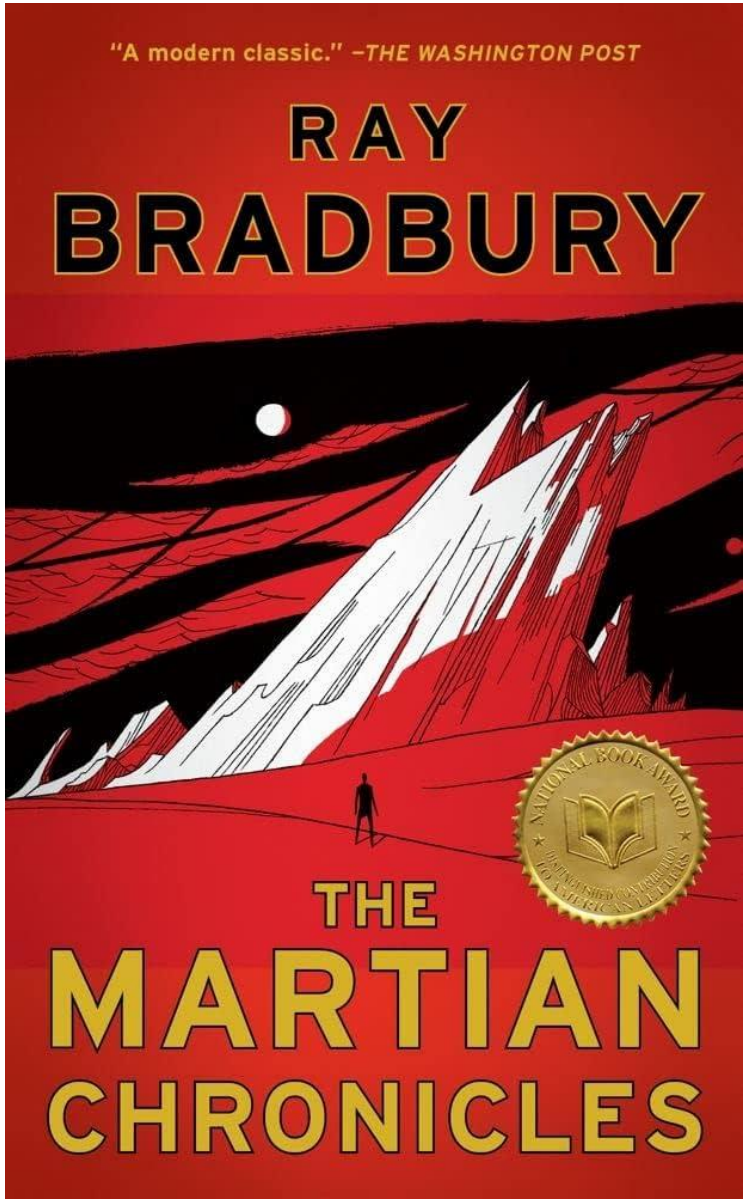


What if the activity or task is the barrier?

McTigue, 2010

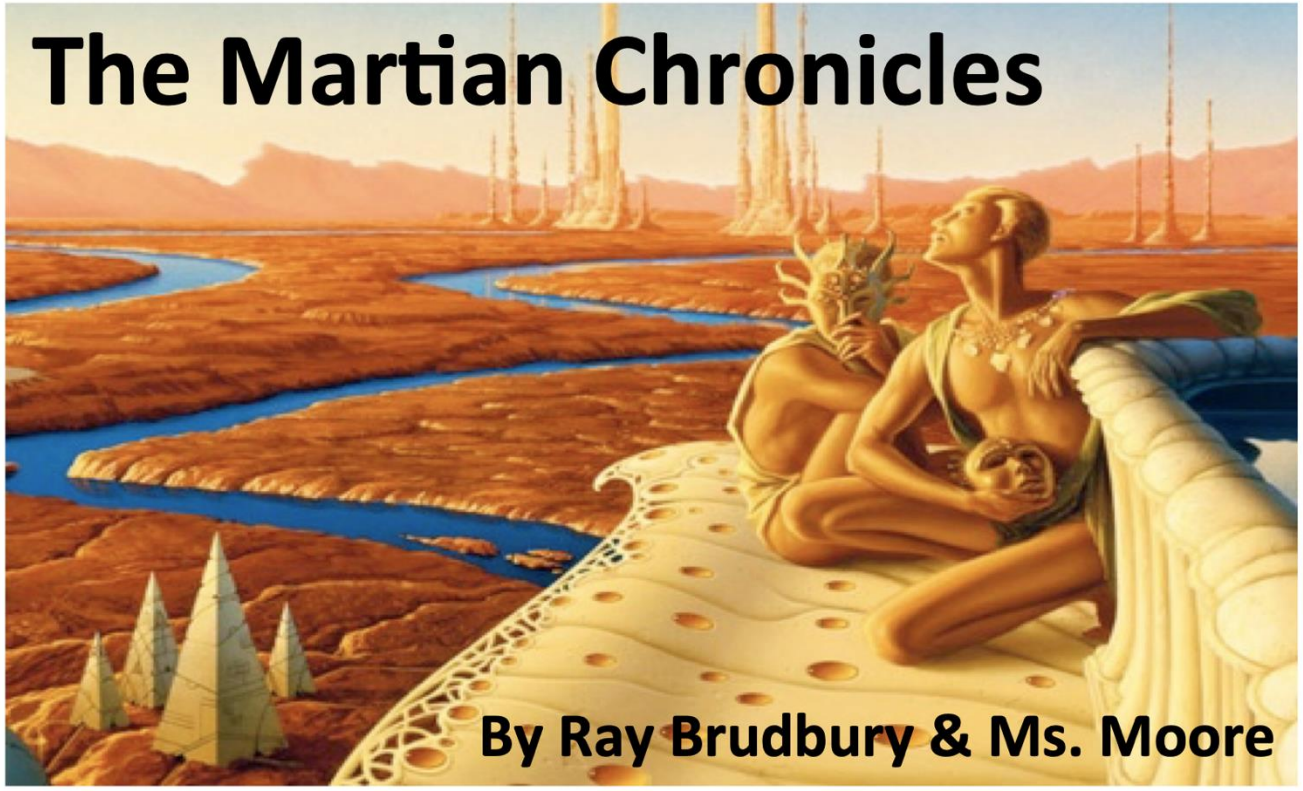
Forward Design Example Grade 10 English

- 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.

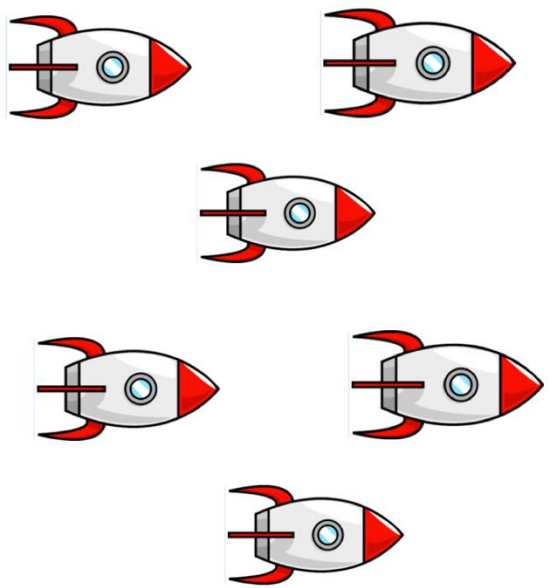
Mars is a planet.

These are Humans.

Humans live on Earth.

These are Martians.

Martians live on Mars.

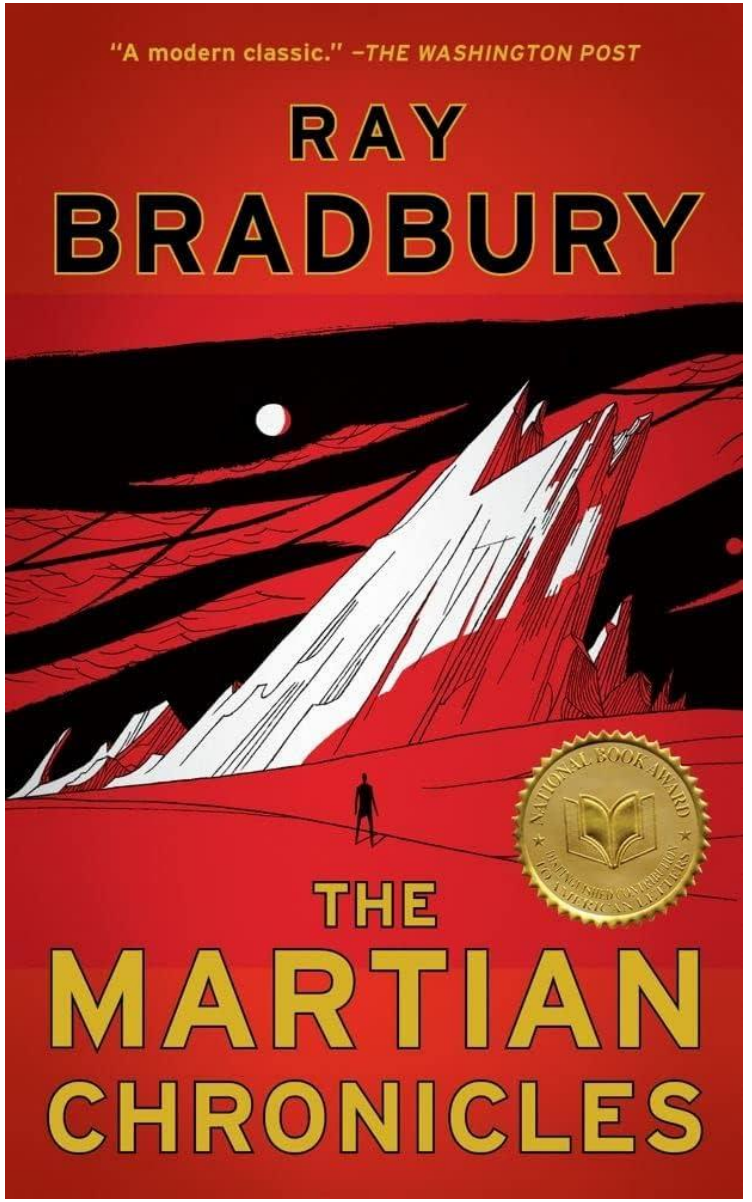


More and more Humans kept coming to Mars.

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?

Year Level Goal

Student

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Year Level Goal

Available for ALL Students

Student

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

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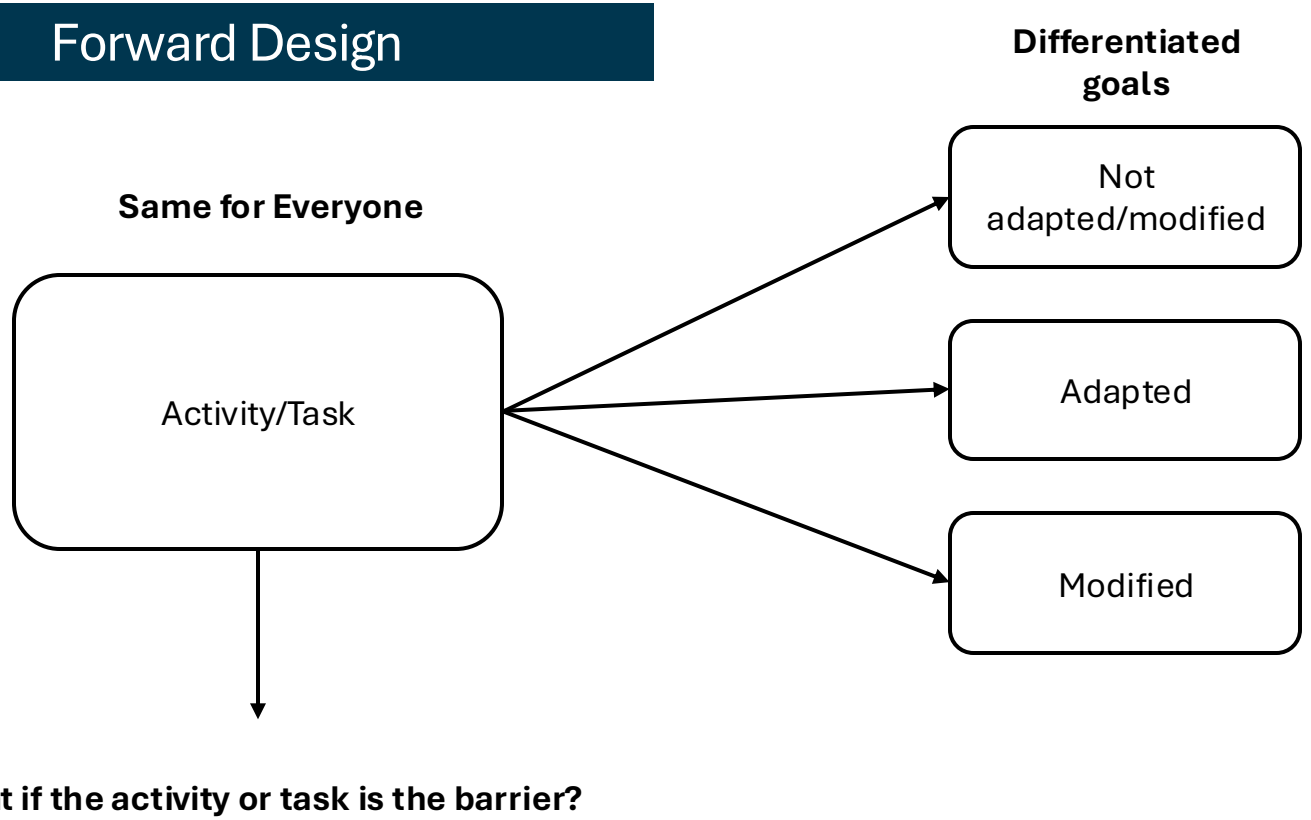
~~Backwards~~ Design

Forward Design



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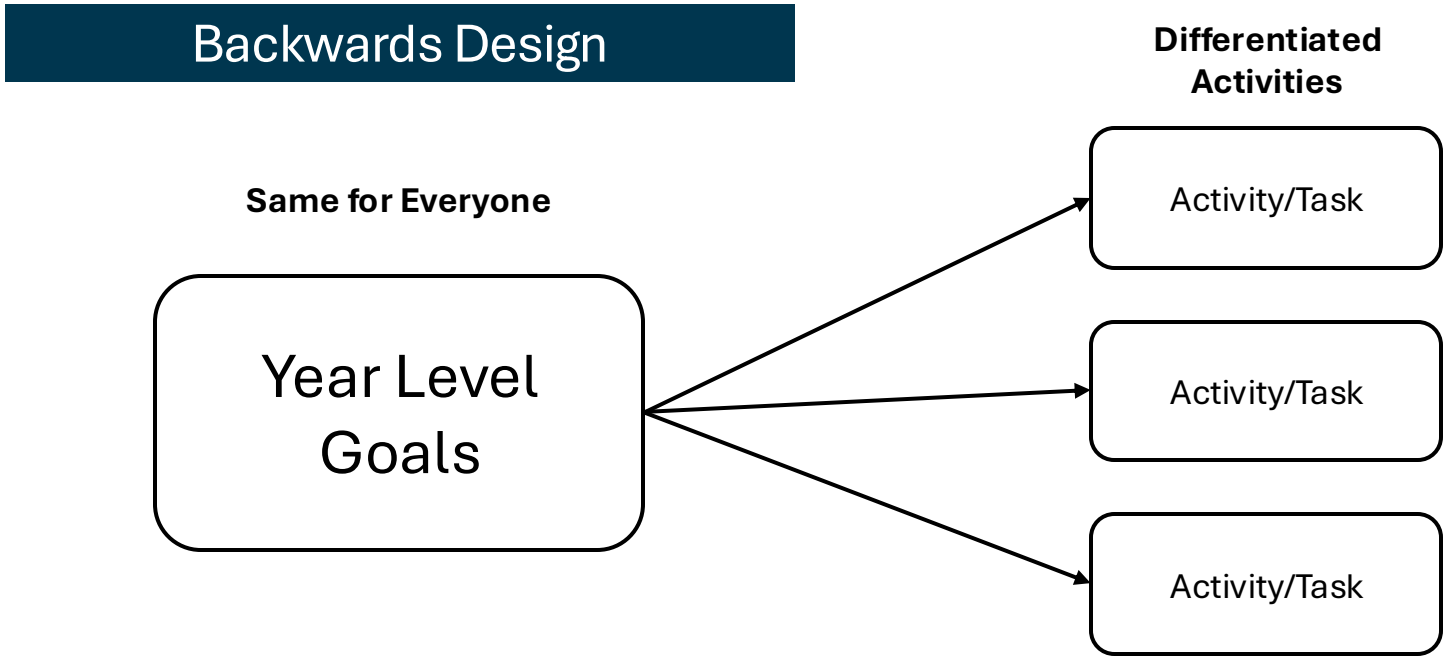

McTigue, 2010

Backwards Design

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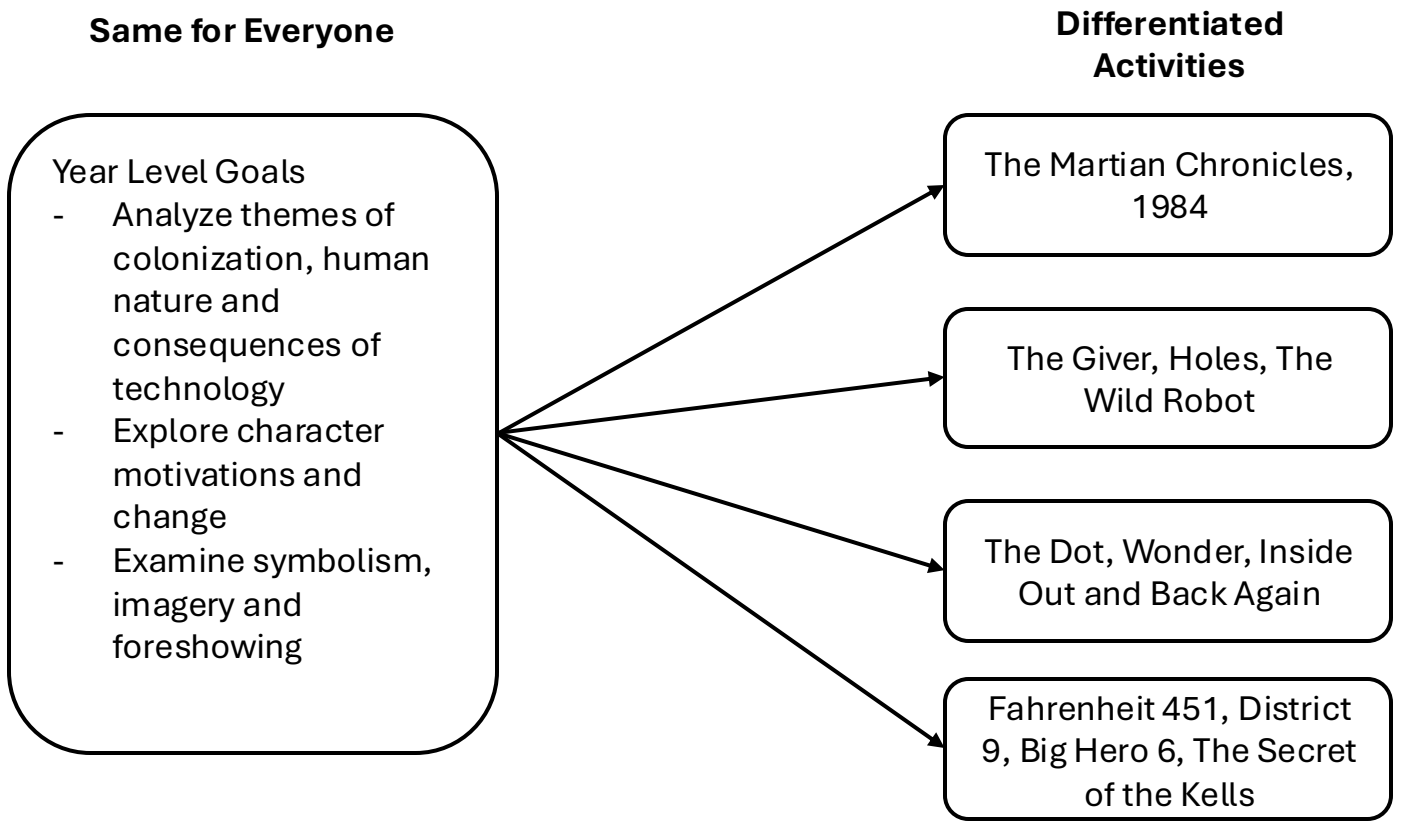

McTigue, 2010

FIRM Goals, FLEXIBLE means

New Zealand Curriculum

First Backwards Design

1. Choose a year and subject area
2. Determine year the level learning standards that you want to target in a unit

Then Universal Design for Learning

3. Translate goals into student friendly language using “I know” and “I can” statements
4. Highlight vocabulary to teach
5. Create some provoking and guiding questions
6. Create access and challenge points
7. Differentiate evidence of learning

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Year:	Subject Area(s):	Planning Team:
Teacher Provoking Inquiry Questions:		**Student Generated Inquiry Questions:**
Vocabulary to know and use:		
Curricular Language		**Student Friendly Language**

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Level One English

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - has an awareness of the connections between oral, written, and visual language;
  - uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts;
  - associates sounds with letter clusters as well as with individual letters;
  - uses processing and some comprehension strategies with some confidence;
  - is developing the ability to think critically about texts;
  - begins to monitor, self-evaluate, and describe progress.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Recognise that texts are shaped for different purposes and audiences.

  INDICATORS:
  - identifies the purposes of simple texts;
  - evaluates the usefulness of simple texts.

Ideas

- Recognise and identify ideas within and across texts.

  INDICATORS:
  - understands that personal experience can influence the meaning gained from texts;
  - makes meaning of texts by identifying ideas in some texts.

Language features

- Recognise and begin to understand how language features are used for effect within and across texts.

  INDICATORS:
  - begins to recognise that oral, written, and visual language features can be used for effect;
  - recognises a large bank of high-frequency and some topic-specific words;
  - shows some knowledge of text conventions, such as: capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure

- Recognise and begin to understand text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, and images contribute to text meaning;
  - recognises some text forms and some differences between them.

Speaking, Writing, and Presenting

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

  INDICATORS:
  - has an awareness of the connections between oral, written, and visual language when creating text;
  - creates texts by using meaning, structure, visual and grapho-phonic sources of information, prior knowledge, and some processing strategies with some confidence;
  - seeks feedback and makes changes to texts;
  - is becoming reflective about the production of own texts;
  - begins to monitor, self-evaluate, and describe progress.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

- Recognise how to shape texts for a purpose and an audience.

  INDICATORS:
  - constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form;
  - expects the texts they create to be understood, responded to, and appreciated by others;
  - is developing and conveying personal voice where appropriate.

Ideas

- Form and express ideas on a range of topics.

  INDICATORS:
  - forms and expresses simple ideas and information, usually drawing from personal experience and knowledge;
  - begins to support ideas with some detail.

Language features

- Use language features, showing some recognition of their effects.

  INDICATORS:
  - uses some oral, written, and visual language features to create meaning and effect;
  - uses a range of high-frequency, topic-specific, and personal-content words to create meaning;
  - spells some high-frequency words correctly and begins to use some common spelling patterns;
  - begins to use some strategies to self-correct and monitor spelling;
  - writes most letters and number forms legibly when creating texts;
  - begins to gain control of text conventions, such as: capital letters and full stops; some basic grammatical conventions; volume, clarity, and tone; and simple symbols.

Structure

- Organise texts, using simple structures.

  INDICATORS:
  - uses knowledge of word and sentence order to communicate meaning in simple texts;
  - begins to sequence ideas and information;
  - uses simple sentences with some variation in beginnings;
  - may attempt compound and complex sentences.

Level One Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

Number and Algebra

Number strategies

- Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

Number knowledge

- Know the forward and backward counting sequences of whole numbers to 100.
- Know groupings with five, within ten, and with ten.

Equations and expressions

- Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.

Patterns and relationships

- Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.
- Create and continue sequential patterns.

Geometry and Measurement

Measurement

- Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

Shape

- Sort objects by their appearance.

Position and orientation

- Give and follow instructions for movement that involve distances, directions, and half or quarter turns.
- Describe their position relative to a person or object.

Transformation

- Communicate and record the results of translations, reflections, and rotations on plane shapes.

Statistics

Statistical investigation

- Conduct investigations using the statistical enquiry cycle:
  - posing and answering questions;
  - gathering, sorting and counting, and displaying category data;
  - discussing the results.

Statistical literacy

- Interpret statements made by others from statistical investigations and probability activities.

Probability

- Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

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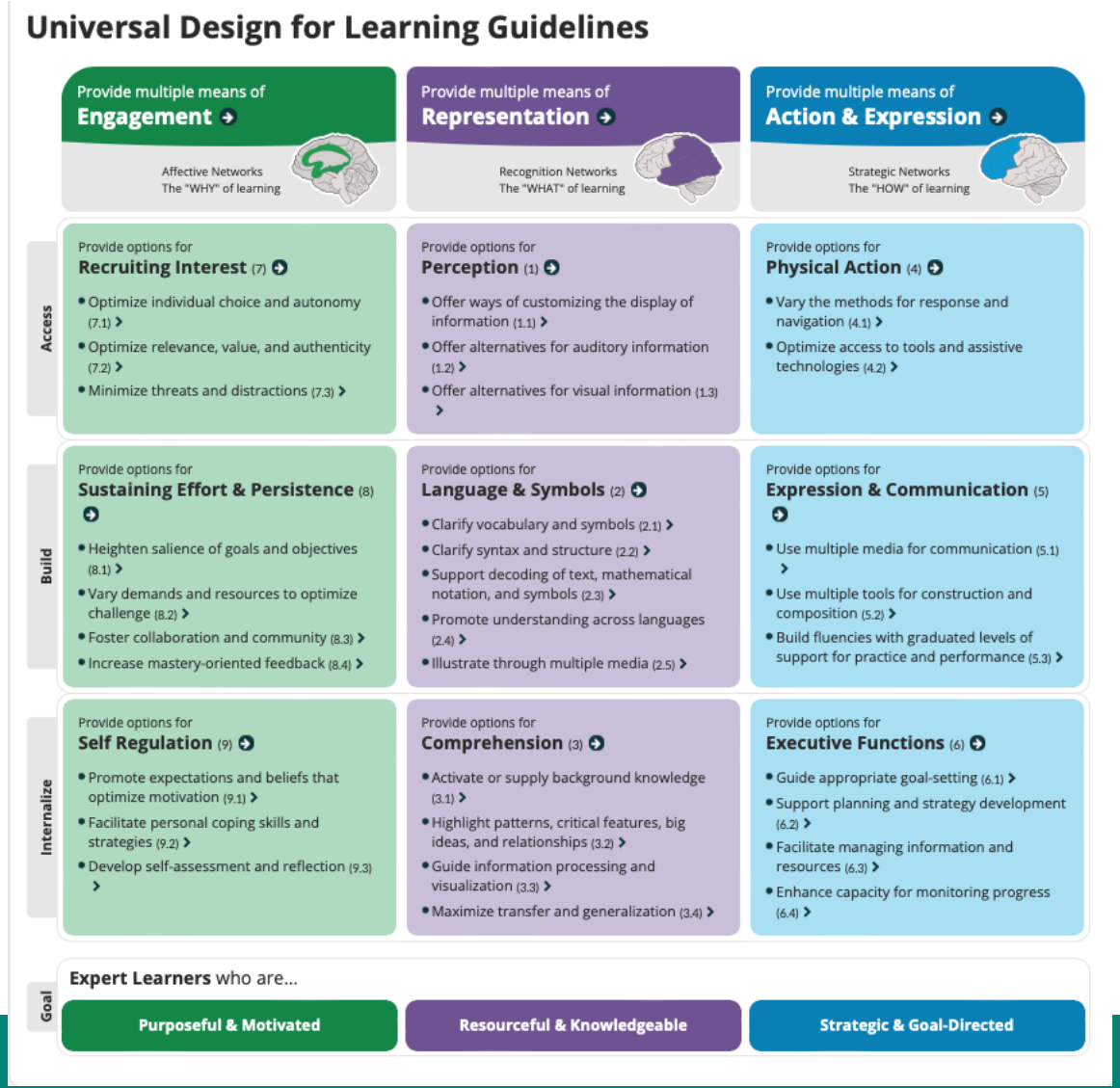
Universal Design for Learning



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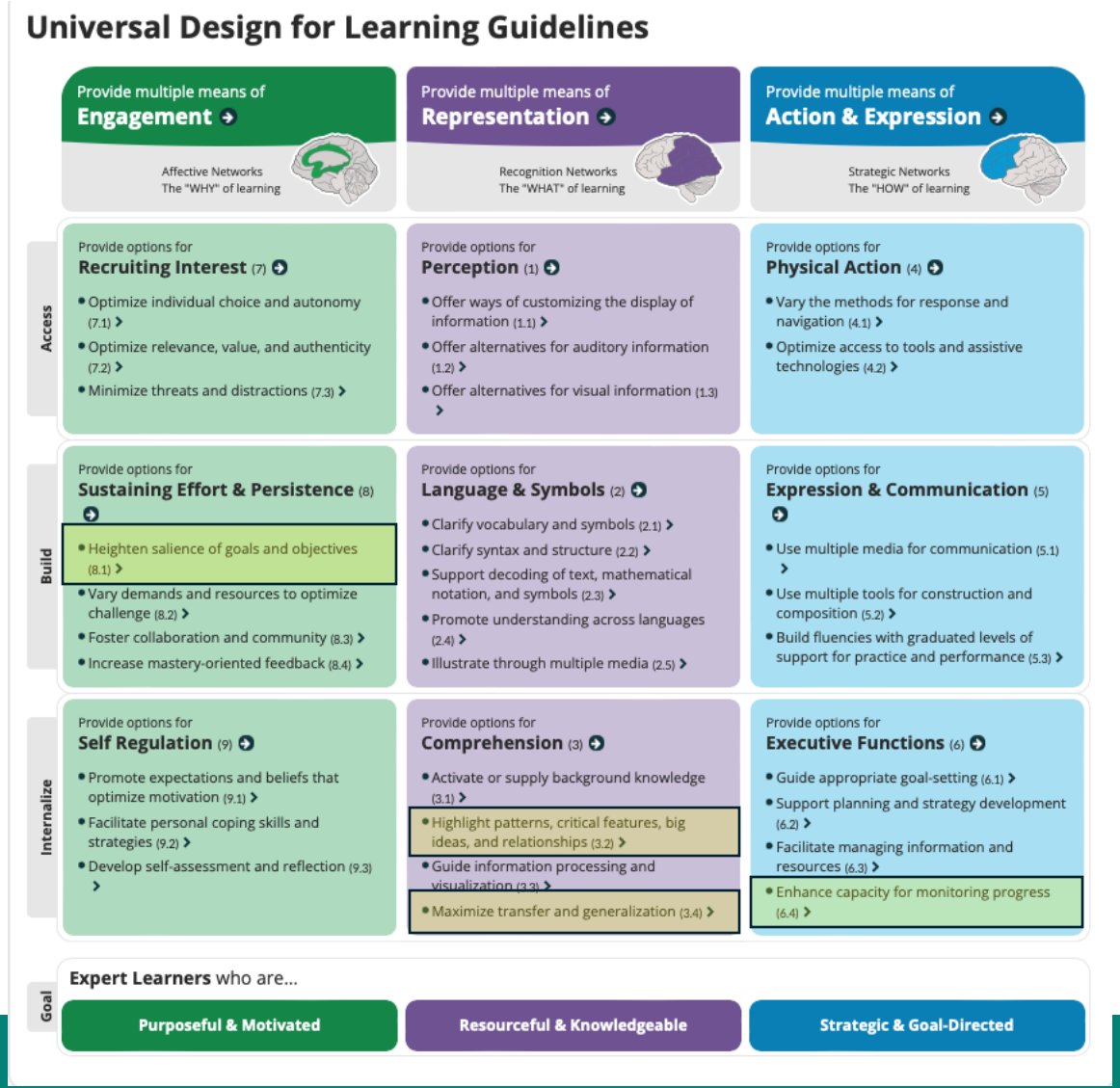
Strategy: Translating goals into student friendly language

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

Universal Design for Learning



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A little support from AI

"Can you rewrite these learning standards, as "I can" and "I know" statements so that year one students in New Zealand can understand?"

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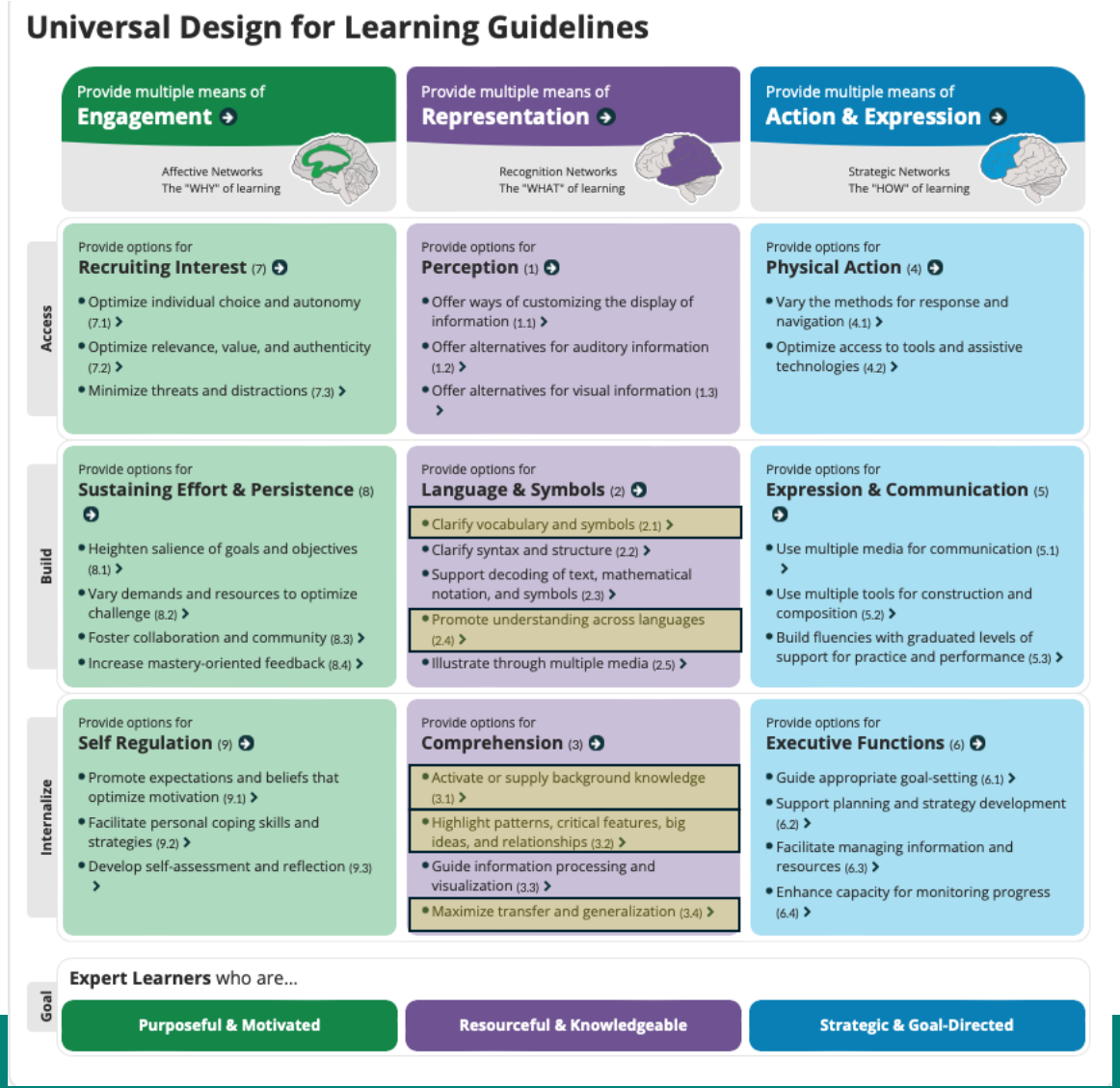
Strategy: Highlighting vocabulary words to teach

Targets UDL Strategies		Engagement	Representation	Expression
2.1	Support decoding of text, mathematical notation, and symbols (2.2)		x	
2.4	Address biases in the use of language and symbols (2.4)		x	
3.1	Connect prior knowledge to new learning (3.1)		x	
3.2	Highlight and explore patterns, critical features, big ideas, and relationships (3.2)		x	
3.4	Maximize transfer and generalization (3.4)		x	

Universal Design for Learning



Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
Teacher Provoking Inquiry Questions:		**Student Generated Inquiry Questions:**

Vocabulary to know and use: listen, look at, read, texts, pictures, understand, stories, ideas, sounds, letter, strategies, understand, find, important,speak, write, share my thinking, create, share, experiences, details, words, clear, interesting, arrange, sentences, make sense, start, different ways

Curricular Language	Student Friendly Language
Listening, Reading & Viewing *Students will:* Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by: - uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts - associates sounds with letter clusters as well as with individual letters - uses processing and some comprehension strategies with some confidence Recognise and identify ideas within and across texts by: - understands that personal experience can influence the meaning gained from texts - makes meaning of texts by identifying ideas in some texts **Speaking, Writing & Presenting** *Students will:* Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by: - has an awareness of the connections between oral, written, and visual language when creating text - creates texts by using meaning, structure, visual and grapho- phonic sources of information, prior knowledge, and some processing strategies with some confidence Form and express ideas on a range of topics by: - forms and expresses simple ideas and information, usually drawing from personal experience and knowledge - begins to support ideas with some detail Use language features, showing some recognition of their effects by: – uses some oral, written, and visual language features to create meaning and effect; – uses a range of high-frequency, topic-specific, and personal- content words to create meaning Organise texts, using simple structures by: - uses knowledge of word and sentence order to communicate meaning in simple texts - uses simple sentences with some variation in beginnings	**I can listen, look at and read texts** ❑I can use text and pictures to help me understand stories and ideas. ❑I can match sounds to letters ❑I can use strategies to help me understand what I read. ❑I know that my own experiences help me understand stories better. ❑I can find important ideas in some stories. **I can speak, write and text** ❑I can connect speaking, writing, and pictures when I share my thinking. ❑I can create my own stories and texts using what I know and pictures. ❑I can share experiences that I have had. ❑I can add details to my ideas. ❑I can use different words and pictures to make my ideas clear and interesting ❑I can arrange my words and sentences to make sense in my stories. ❑I can start my sentences in different ways.

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
Teacher Provoking Inquiry Questions:		**Student Generated Inquiry Questions:**
Vocabulary to know and use: measure, compare, order objects, how long, big, heavy, full, measurements, count, understand, size, amount, give, follow, directions, moving, how far, which way, describe, in relation		
Curricular Language		**Student Friendly Language**
Measurement • Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units. **Position and orientation** • Give and follow instructions for movement that involve distances, directions, and half or quarter turns. • Describe their position relative to a person or object.		**I can measure** ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements. ❑ I can count to help me understand sizes and amounts ❑ I can give and follow directions for moving, like how far to go and which way to turn. ❑ I can describe where I am in relation to someone or something else.

One useful idea so far

New Zealand Curriculum

First Backwards Design

1. Choose a year and subject area
2. Determine year the level learning standards that you want to target in a unit

Then Universal Design for Learning

3. Translate goals into student friendly language using “I know” and “I can” statements
4. Highlight vocabulary to teach
5. Create some provoking and guiding questions
6. Create access and challenge points
7. Differentiate evidence of learning

Strategy: Creating Guiding & Provoking Questions

Targets UDL Strategies		Engagement	Representation	Expression
	Optimize relevance, value, and authenticity (7.2			
	Foster collaboration, interdependence, and collective learning (8.3)			
	Promote individual and collective reflection (9.3)			
	Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2) Maximize transfer and generalization (3.4) Organize information and resources (6.3)			

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
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: listen, look at, read, texts, pictures, understand, stories, ideas, sounds, letter, strategies, understand, find, important, speak, write, share my thinking, create, share, experiences, details, words, clear, interesting, arrange, sentences, make sense, start, different ways

Curricular Language

Listening, Reading & Viewing

Students will:

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by:

- uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts
- associates sounds with letter clusters as well as with individual letters
- uses processing and some comprehension strategies with some confidence

Recognise and identify ideas within and across texts by:

- understands that personal experience can influence the meaning gained from texts
- makes meaning of texts by identifying ideas in some texts

Speaking, Writing & Presenting

Students will:

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by:

- has an awareness of the connections between oral, written, and visual language when creating text
- creates texts by using meaning, structure, visual and grapho- phonic sources of information, prior knowledge, and some processing strategies with some confidence

Form and express ideas on a range of topics by:

- forms and expresses simple ideas and information, usually drawing from personal experience and knowledge
- begins to support ideas with some detail

Use language features, showing some recognition of their effects by:

– uses some oral, written, and visual language features to create meaning and effect;

– uses a range of high-frequency, topic-specific, and personal- content words to create meaning

Organise texts, using simple structures by:

- uses knowledge of word and sentence order to communicate meaning in simple texts
- uses simple sentences with some variation in beginnings

Student Friendly Language

I can listen, look at and read texts

❑I can use text and pictures to help me understand stories and ideas.

❑I can match sounds to letters

❑I can use strategies to help me understand what I read.

❑I know that my own experiences help me understand stories better.

❑I can find important ideas in some stories.

I can speak, write and text

❑I can connect speaking, writing, and pictures when I share my thinking.

❑I can create my own stories and texts using what I know and pictures.

❑I can share experiences that I have had.

❑I can add details to my ideas.

❑I can use different words and pictures to make my ideas clear and interesting

❑I can arrange my words and sentences to make sense in my stories.

❑I can start my sentences in different ways.

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
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: listen, look at, read, texts, pictures, understand, stories, ideas, sounds, letter, strategies, understand, find, important,speak, write, share my thinking, create, share, experiences, details, words, clear, interesting, arrange, sentences, make sense, start, different ways

Curricular Language	Student Friendly Language
Measurement • Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units. **Position and orientation** • Give and follow instructions for movement that involve distances, directions, and half or quarter turns. • Describe their position relative to a person or object.	**I can measure** ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements. ❑ I can count to help me understand sizes and amounts ❑ I can give and follow directions for moving, like how far to go and which way to turn. ❑ I can describe where I am in relation to someone or something else.

A little support from AI

"Can you determine some guiding and provoking questions for these learning standards?"

New Zealand Curriculum

First Backwards Design

1. Choose a year and subject area
2. Determine year the level learning standards that you want to target in a unit

Then Universal Design for Learning

3. Translate goals into student friendly language using “I know” and “I can” statements
4. Highlight vocabulary to teach
5. Create some provoking and guiding questions
6. Create access and challenge points
7. Differentiate evidence of learning

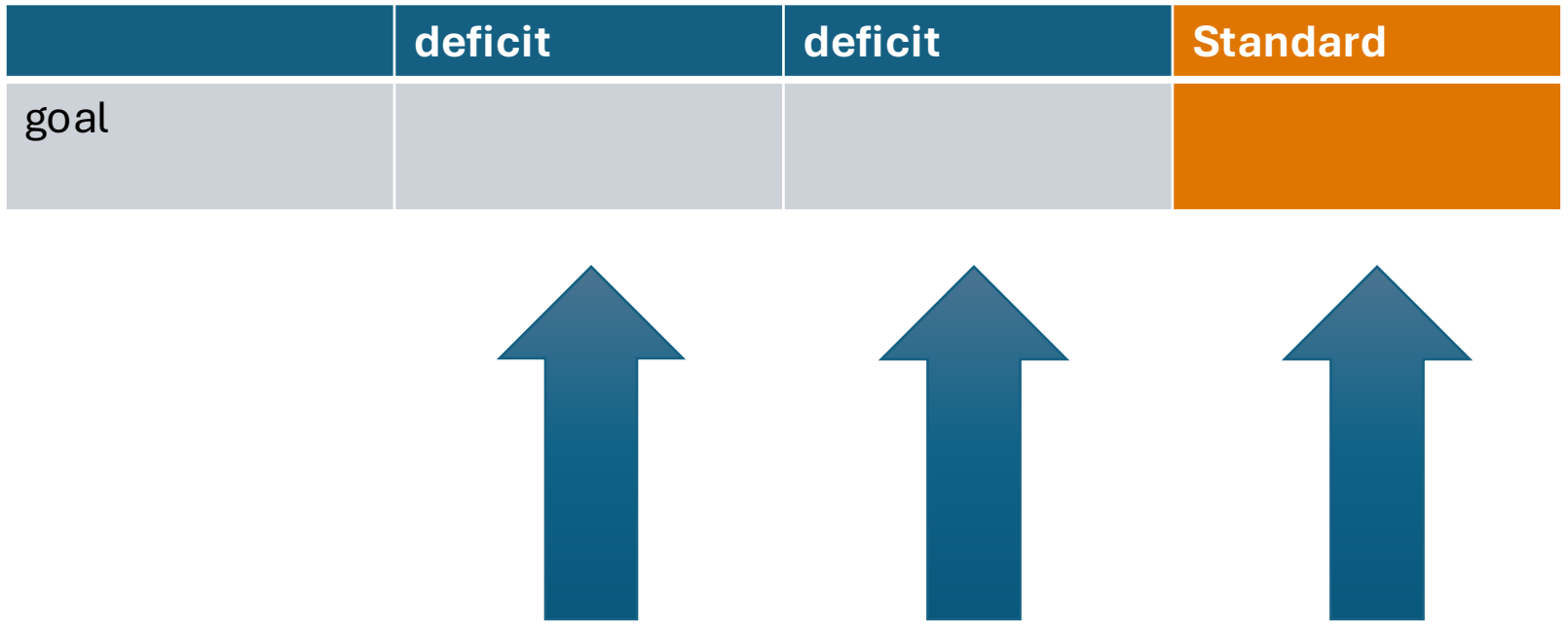
Strategy: Creating Access & Challenge Points

Targets UDL Strategies	Engagement	Representation	Expression
Optimize choice and autonomy (7.1) Address biases, threats, and distractions (7.4)			
Clarify the meaning and purpose of goals (8.1) Optimize challenge and support (8.2) Offer action-oriented feedback (8.5)			
Promote individual and collective reflection (9.3)			
Connect prior knowledge to new learning (3.1) Build fluencies with graduated support for practice and performance (5.3) Set meaningful goals (6.1) Enhance capacity for monitoring progress (6.4)			

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



Moore, 2025

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	

Moore, 2025

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
Guiding & Provoking Questions: How can we use objects to compare and measure?		

Grade Level Indicators

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

Guiding & Provoking Questions: How can we use objects to compare and measure?

Grade Level Indicators

I can listen, look at and read texts

- ❑ I can use text and pictures to help me understand stories and ideas.
- ❑ I can match sounds to letters
- ❑ I can use strategies to help me understand what I read.
- ❑ I know that my own experiences help me understand stories better.
- ❑ I can find important ideas in some stories.

I can speak, write and text

- ❑ I can connect speaking, writing, and pictures when I share my thinking.
- ❑ I can create my own stories and texts using what I know and pictures.
- ❑ I can share experiences that I have had.
- ❑ I can add details to my ideas.
- ❑ I can use different words and pictures to make my ideas clear and interesting
- ❑ I can arrange my words and sentences to make sense in my stories.
- ❑ I can start my sentences in different ways.

- ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements.
- ❑ I can count to help me understand sizes and amounts
- ❑ I can give and follow directions for moving, like how far to go and which way to turn.
- ❑ I can describe where I am in relation to someone or something else.

Scaffolded Curriculum: 3 Point Continuum

	Access Point	Grade level indicators	Challenge Point
Grade Level Learning Standard			

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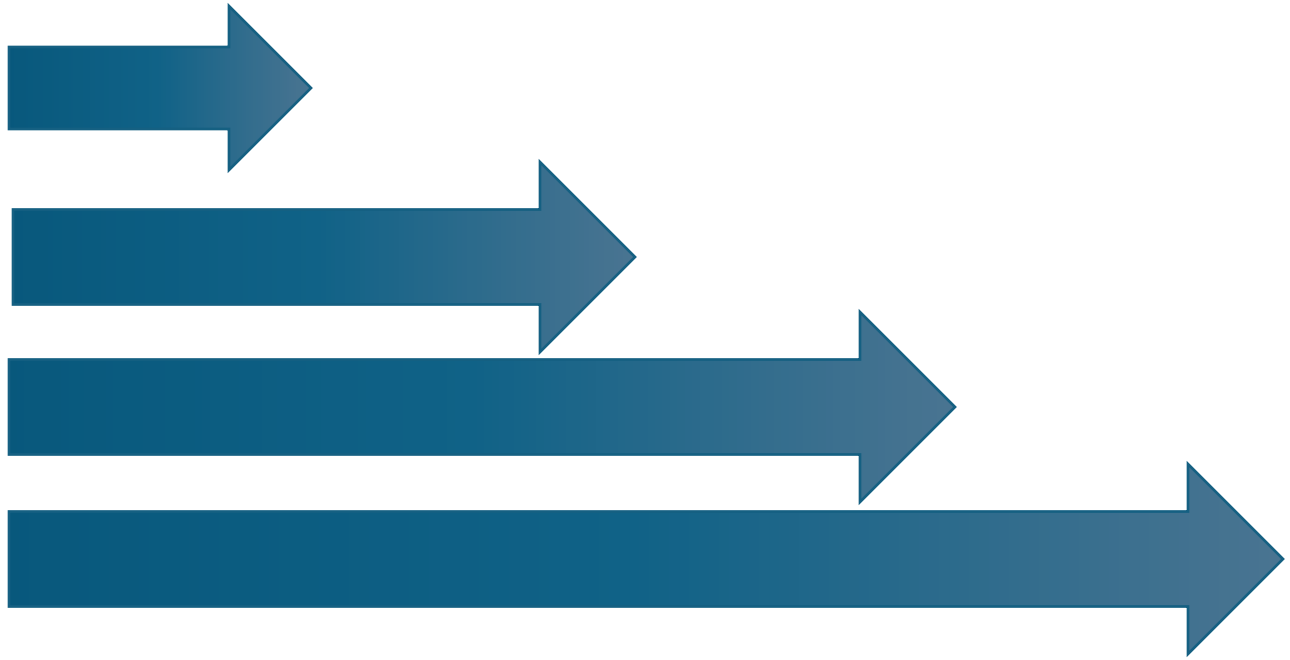
Scaffolded Curriculum: 4 Point Continuum

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



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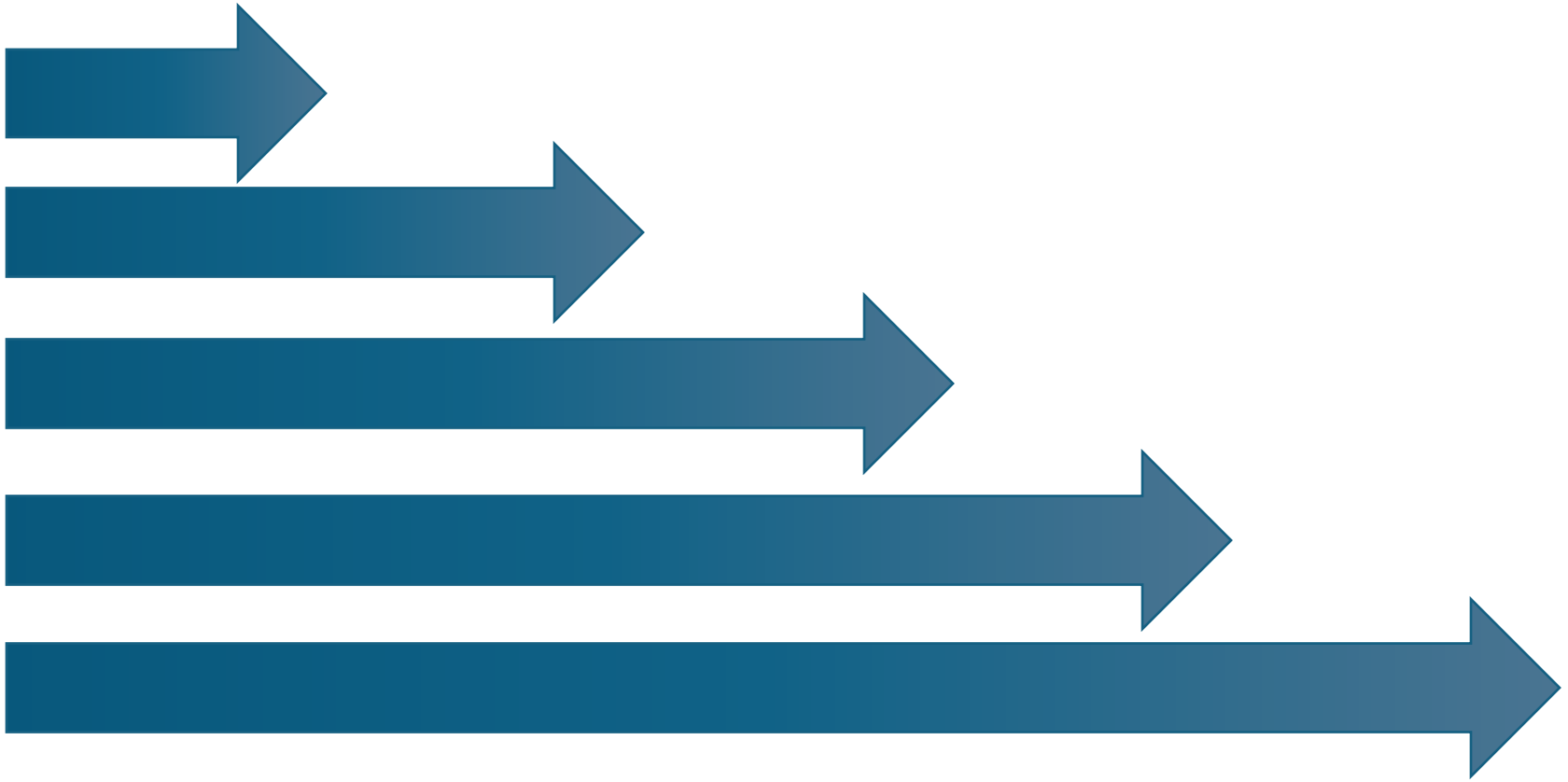
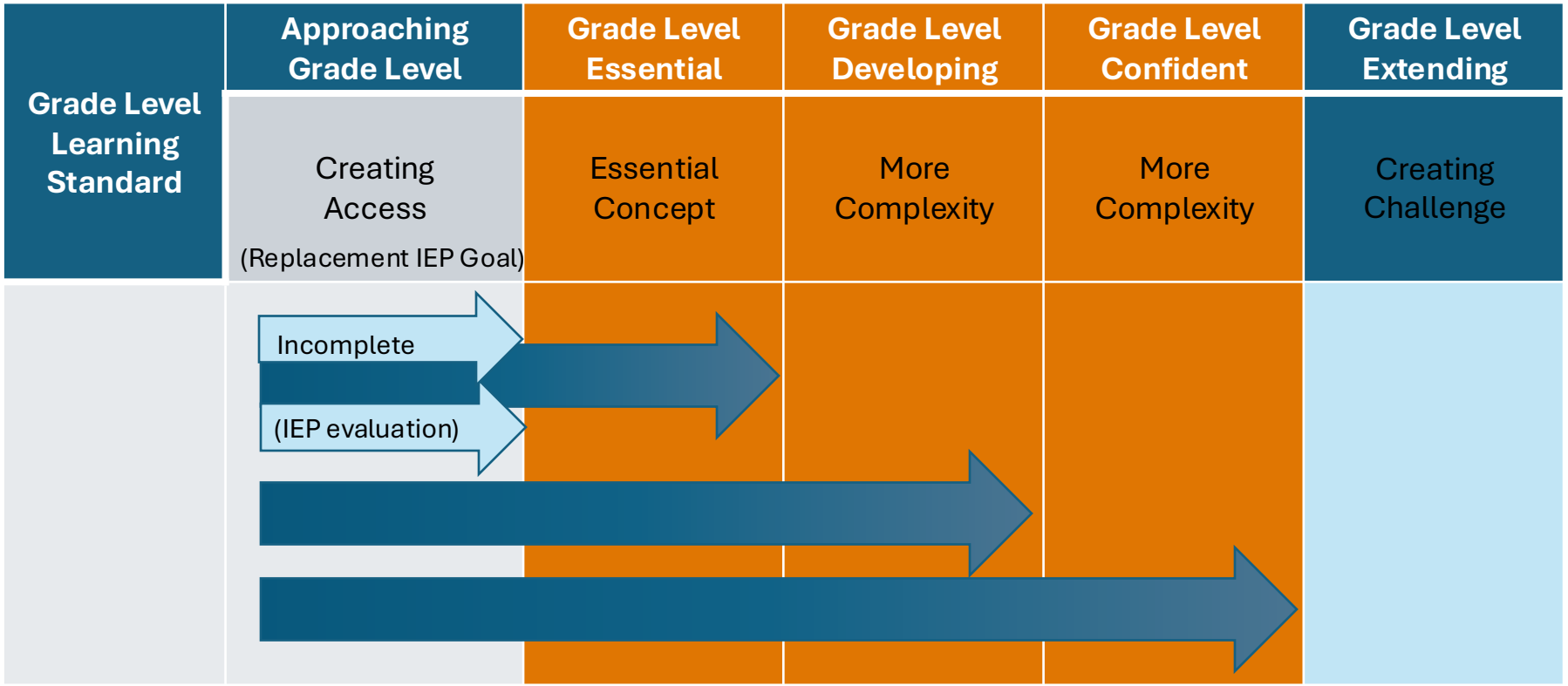
Scaffolded Curriculum: Point Continuum

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



Moore, 2025

An Additive Continuum of Proficiency



Moore, 2025

Scaffolded Curriculum: 3 Point Continuum

	Access	Grade level indicators	Challenge
Grade Level Learning Standard			

Moore, 2025

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

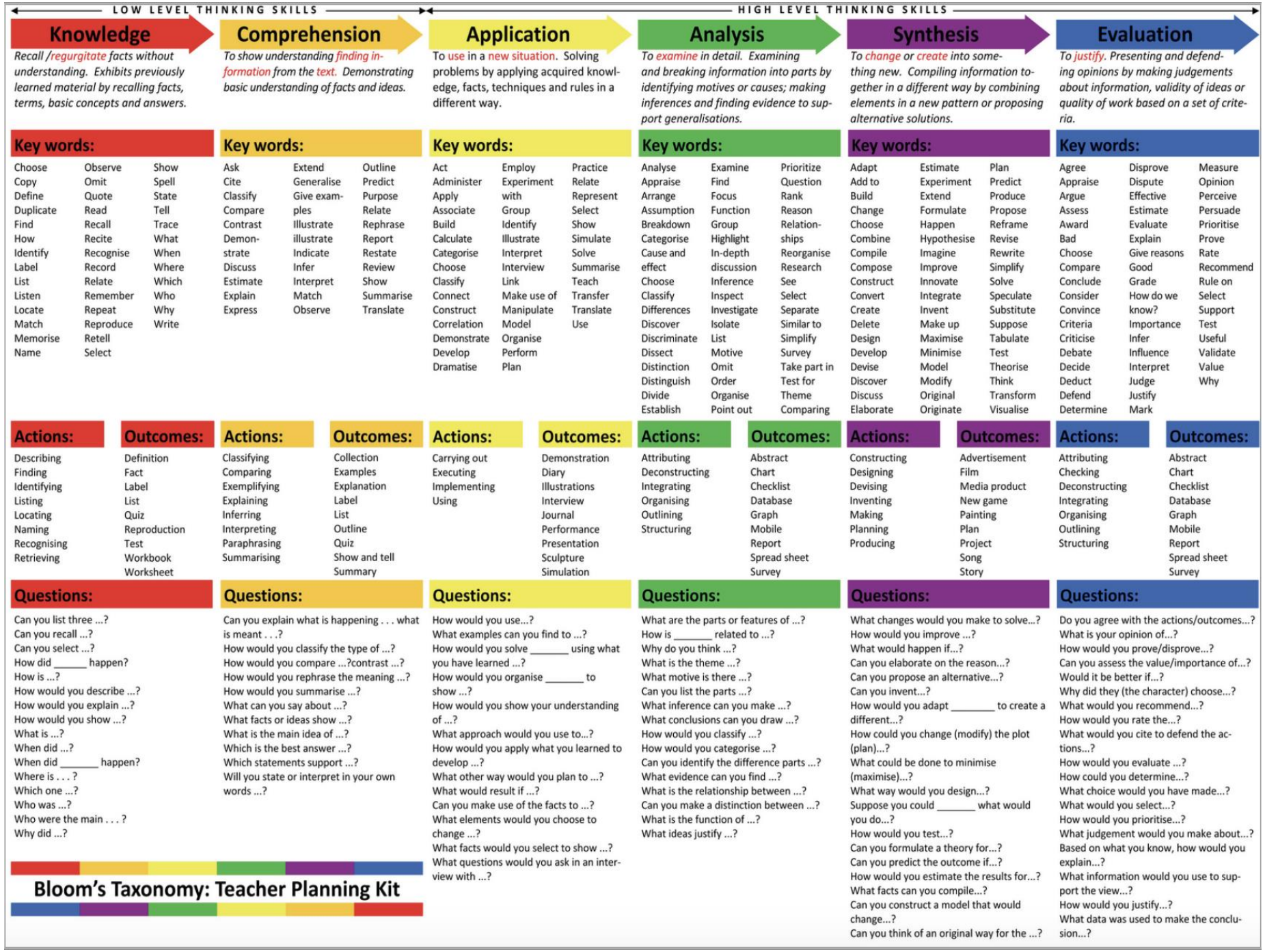
Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh

How can we use objects to compare and measure?

Possible Access Points	Grade Level Indicators	Possible Challenge Points
❑ 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	**I can listen, look at and read texts** ❑ I can use text and pictures to help me understand stories and ideas. ❑ I can match sounds to letters ❑ I can use strategies to help me understand what I read. ❑ I know that my own experiences help me understand stories better. ❑ I can find important ideas in some stories. **I can speak, write and text** ❑ I can connect speaking, writing, and pictures when I share my thinking. ❑ I can create my own stories and texts using what I know and pictures. ❑ I can share experiences that I have had. ❑ I can add details to my ideas. ❑ I can use different words and pictures to make my ideas clear and interesting ❑ I can arrange my words and sentences to make sense in my stories. ❑ I can start my sentences in different ways.	❑ Students know more complex language features, structures, and conventions including print awareness ❑ Students can explore more complex print, oral and visual text
❑ Student know that there are objects that are different sizes in their life ❑ Students know that size describes how big or small something is	❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements. ❑ I can count to help me understand sizes and amounts ❑ I can give and follow directions for moving, like how far to go and which way to turn. ❑ I can describe where I am in relation to someone or something else.	❑ Students know standard units of measurement ❑ 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

I can...

Activities

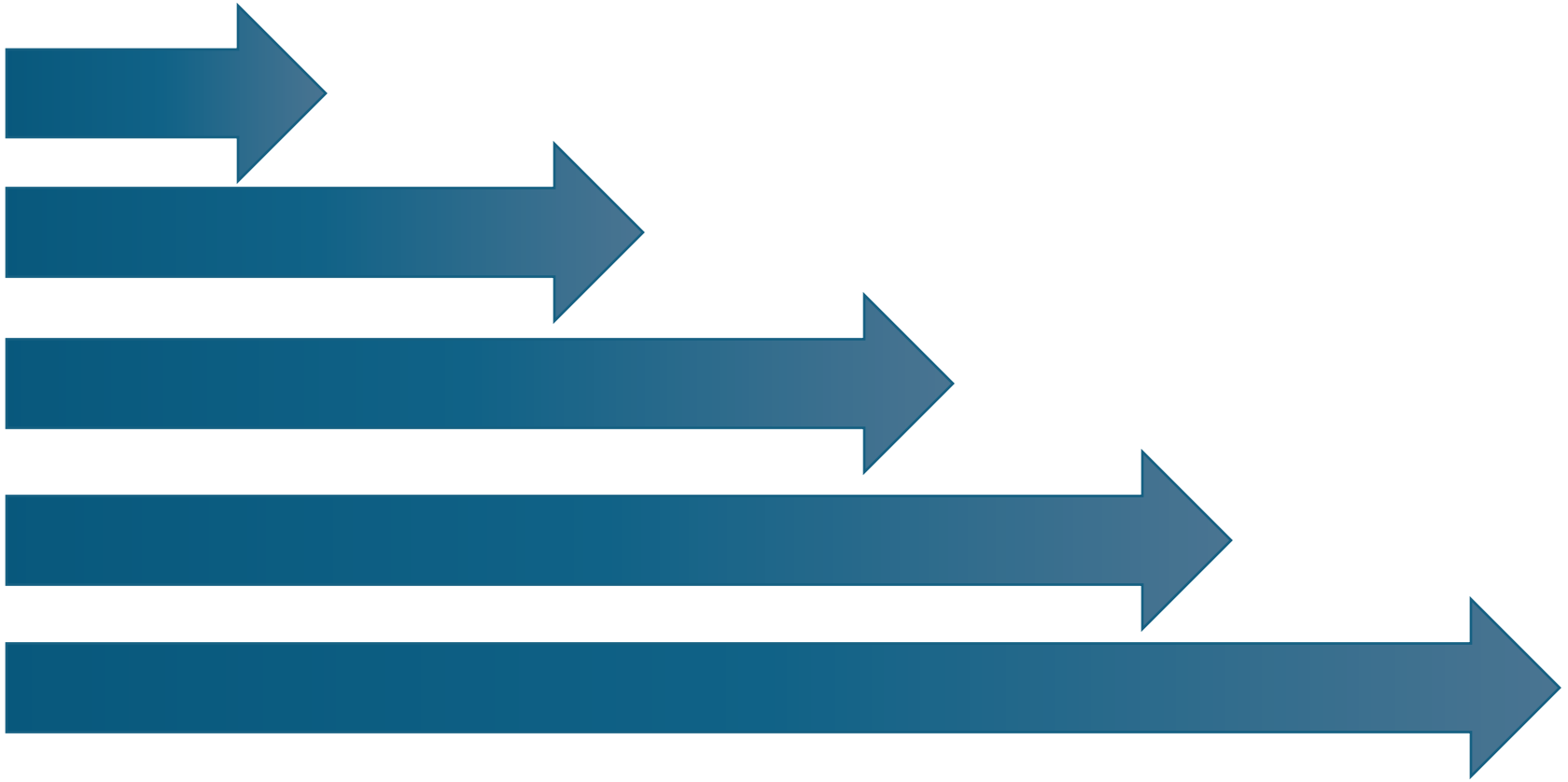


A little support from AI

"Can you create an accessible version of this goal for a student with an intellectual disability/who needs more challenge?"

Scaffolded Curriculum: Point Continuum

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



Moore, 2025

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

Add on complexity

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 he 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 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:

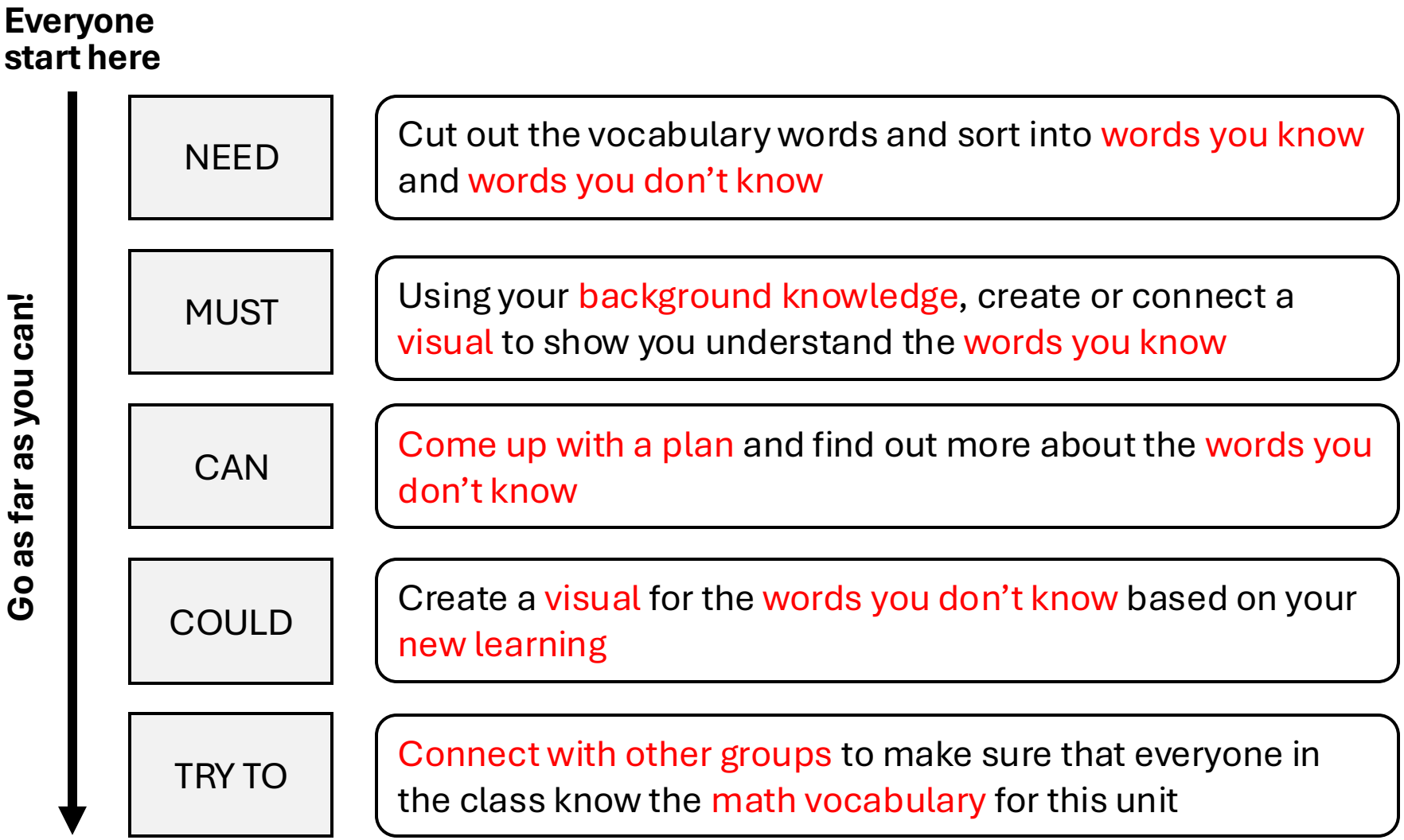
Everyone starts together

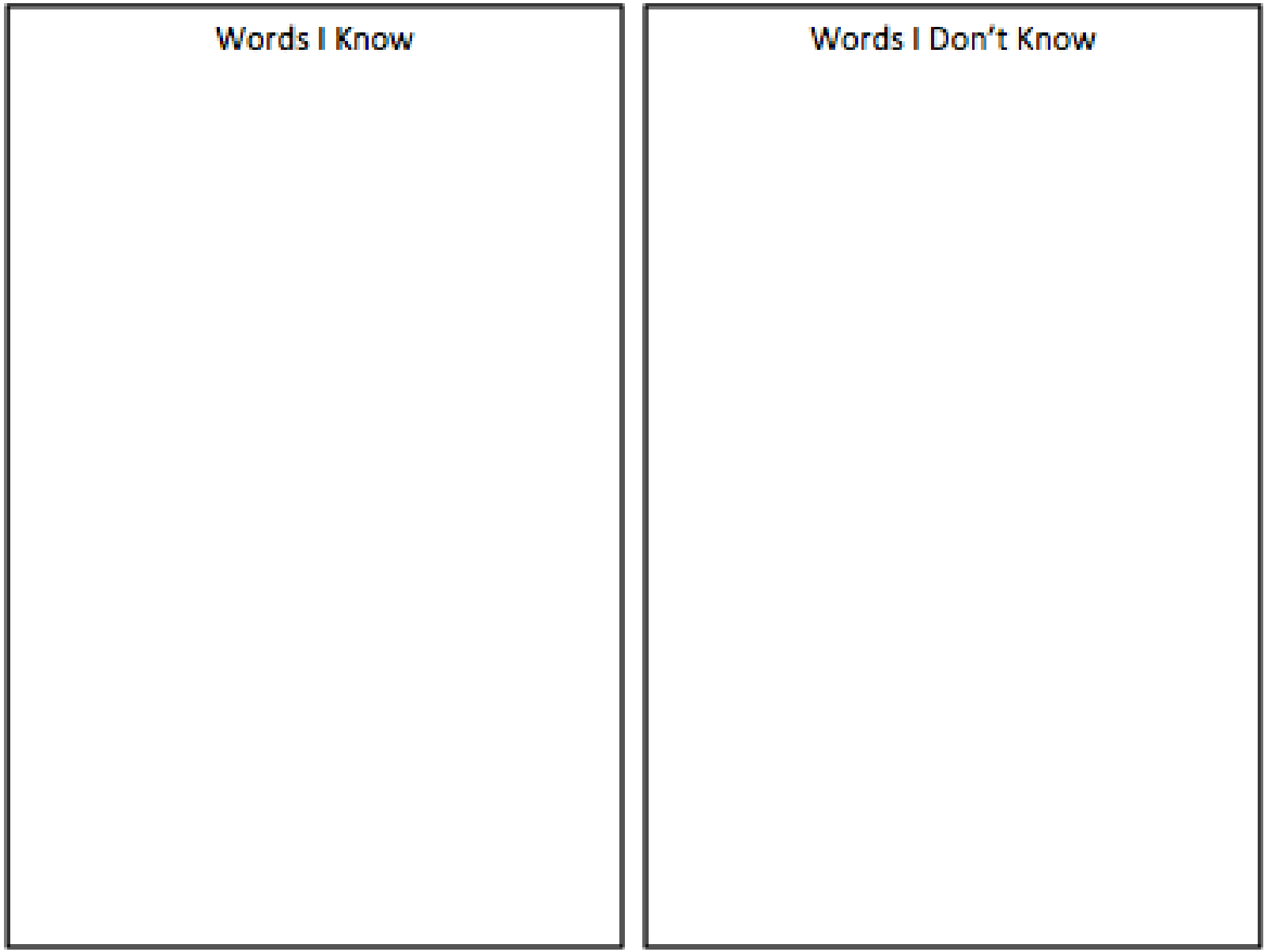
Go as far as you can!

I **NEED** to:		
I **MUST**:		
I **CAN**:		
I **COULD**:		
I can **TRY** to:		

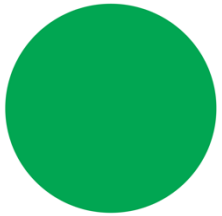
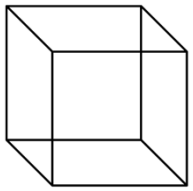
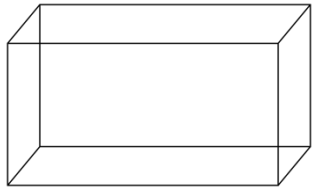
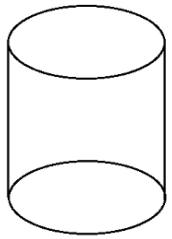
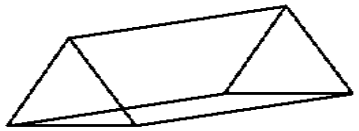
Shared Learning Task

Lesson Outcome: I know and can use math vocabulary





Shared supports: Sort the pictures/words

rectangle 	circle 	triangle 	square 
cube 	rectangular prism 	cylinder 	triangular prism 

Shelley Moore, 2024

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 units3
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

Add on complexity

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 he 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 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

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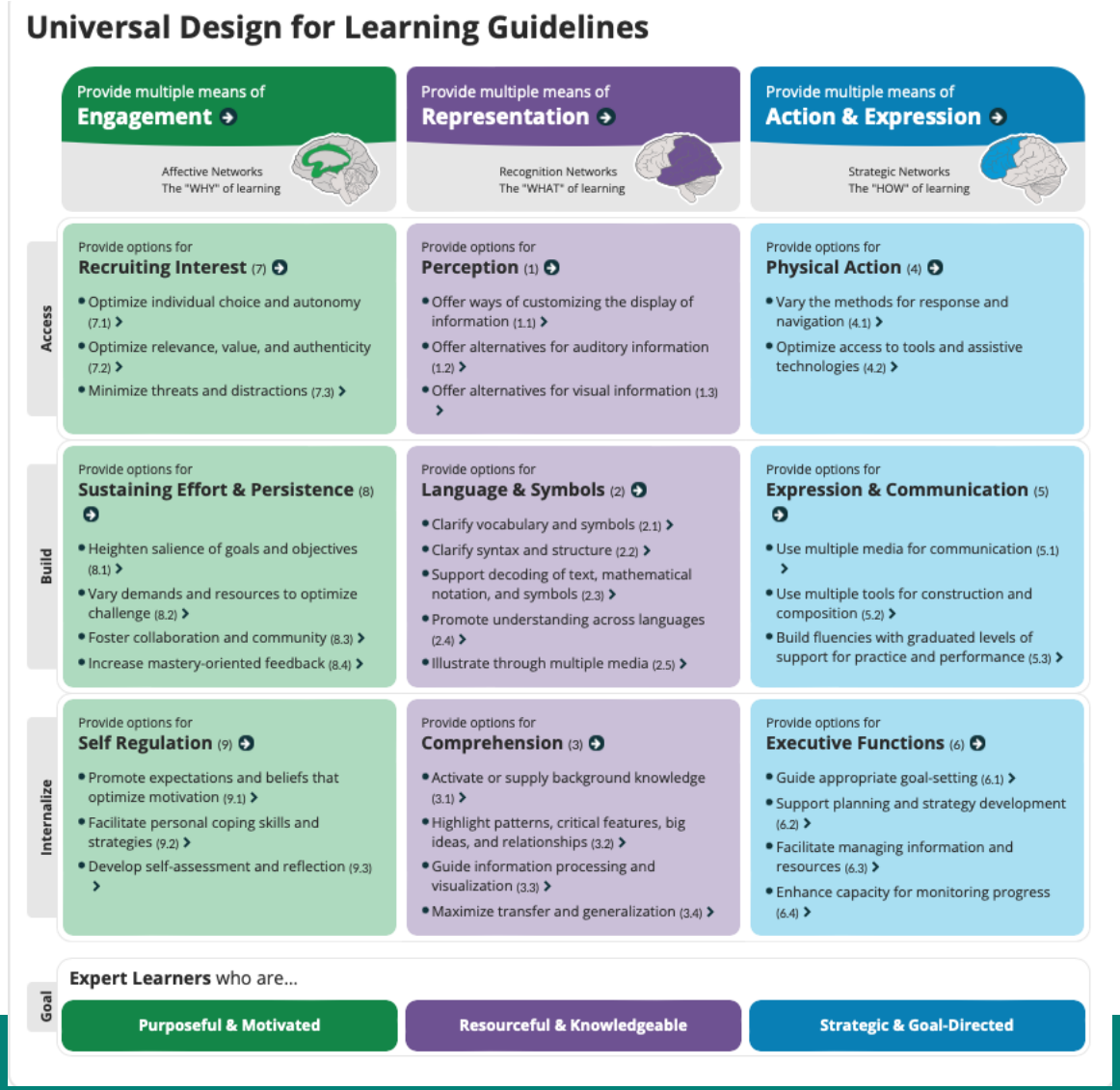
5. Create some provoking and guiding questions
6. Create access and challenge points
7. Differentiate evidence of learning

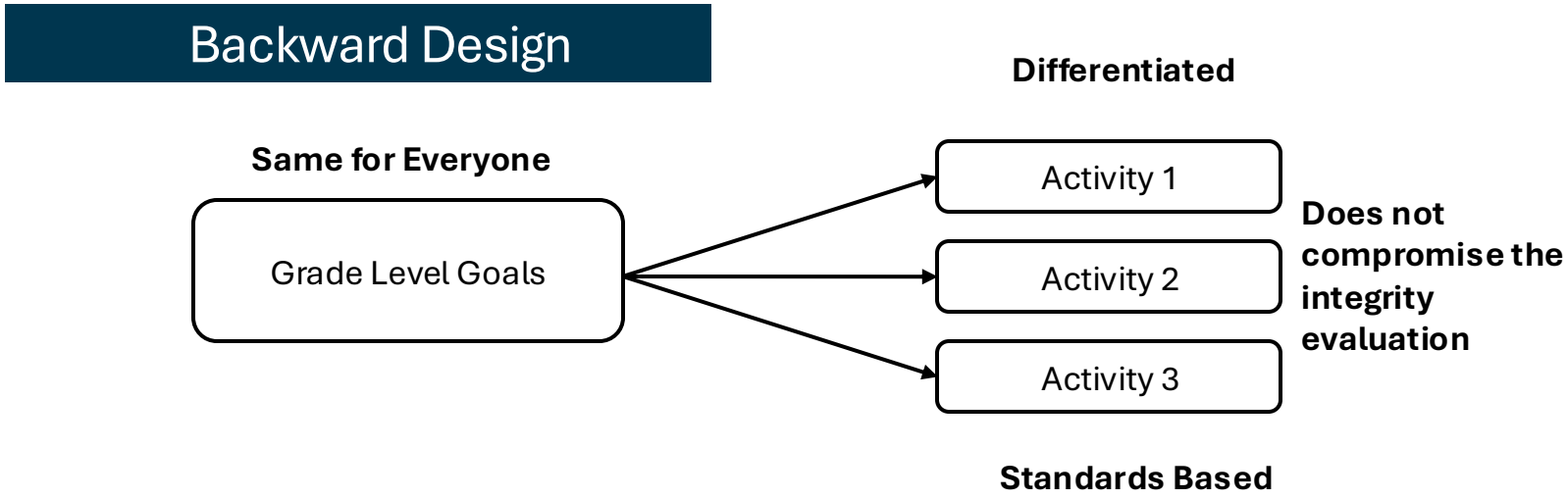
Strategy: Differentiating Evidence

Targets UDL Strategies	Engagement	Representation	Expression
Optimize choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Address biases, threats, and distractions (7.4)			
Optimize challenge and support (8.2) Develop awareness of self and others (9.2)			
Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization (3.4)			
Build fluencies with graduated support for practice and performance (5.3) Use multiple tools for construction, composition, and creativity (5.2) Use multiple media for communication (5.1) Address biases related to modes of expression and communication (5.4) Organize information and resources (6.3) Enhance capacity for monitoring progress (6.4)			

Universal Design for Learning



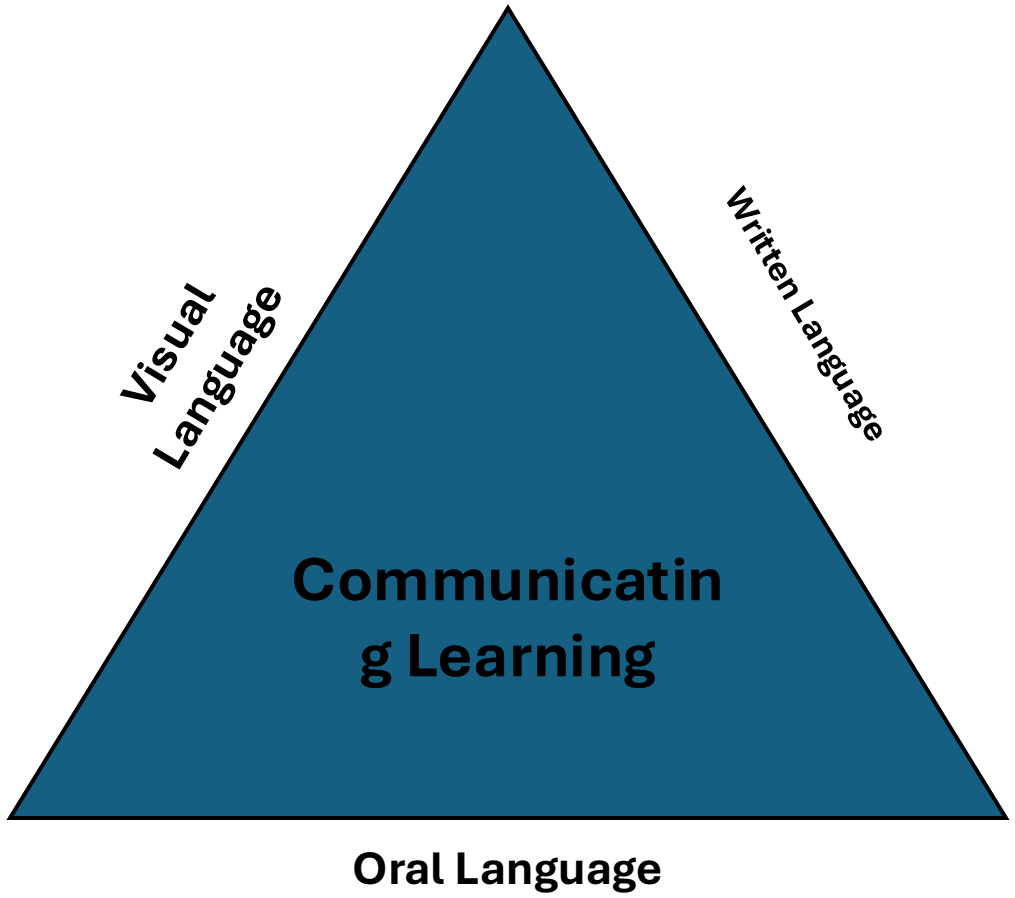
Backwards Design

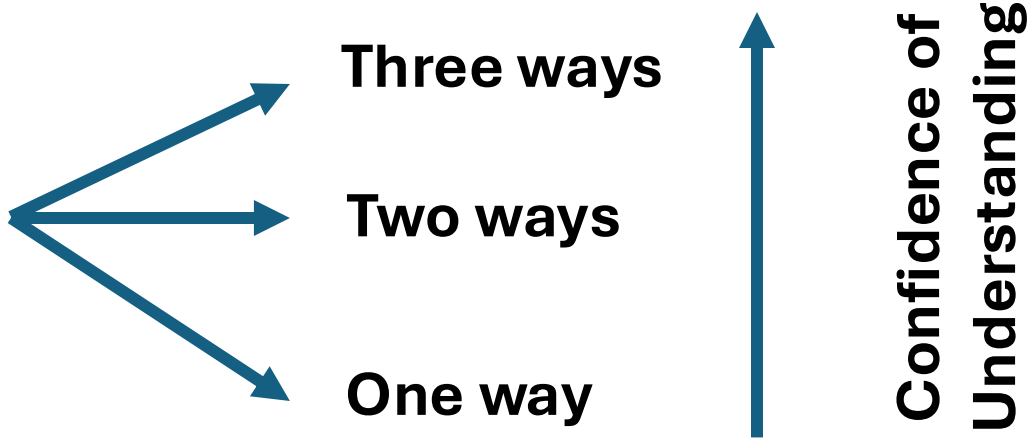


FIRM Goals, FLEXIBLE Means

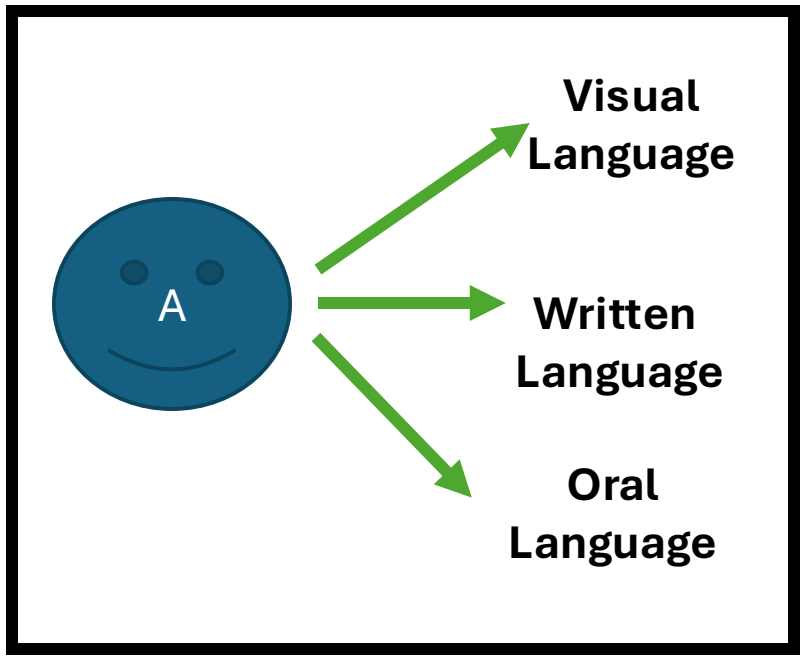
McTigue, 2010

How do students show what they know?





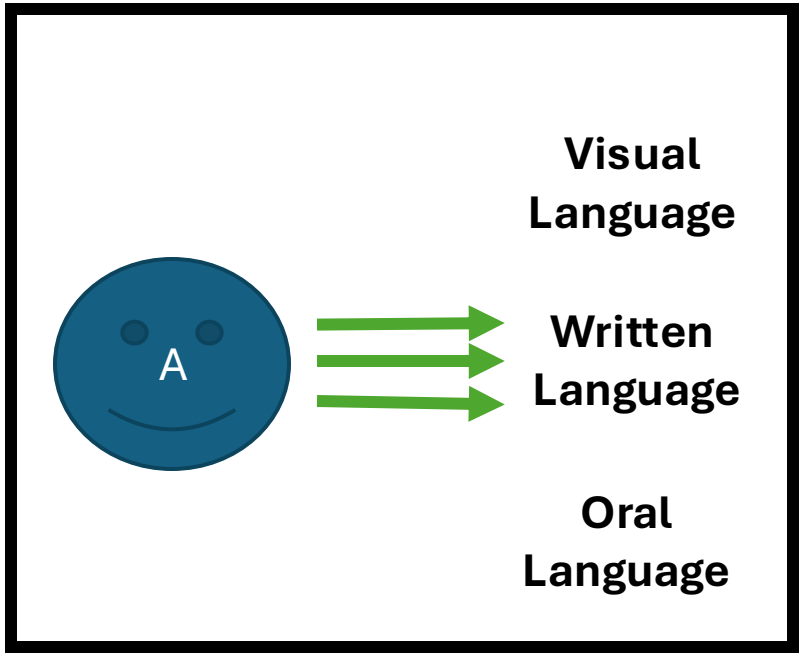
All Languages (in literacy) are Treated Equal!



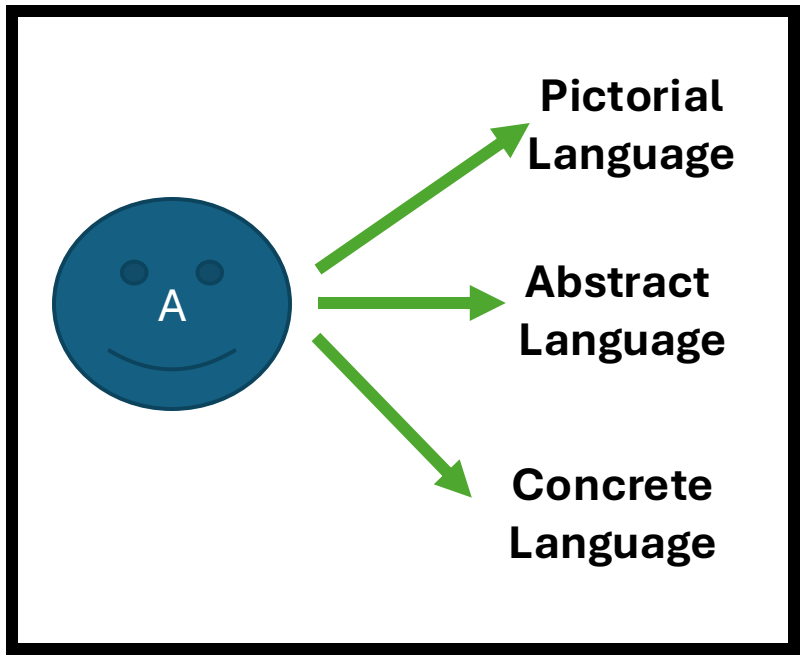
The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

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



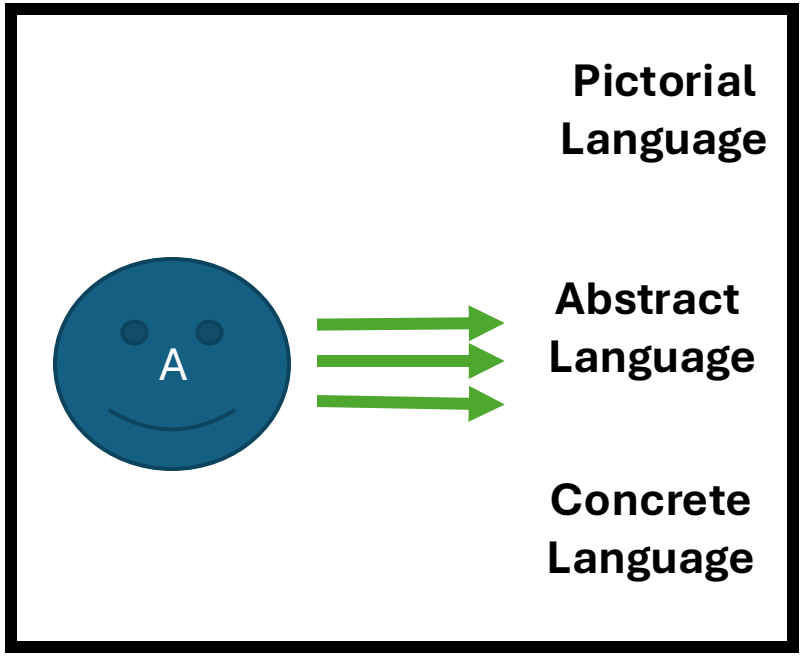
All Languages (in numeracy) are Treated Equal!



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/ Abstract	Oral	Visual/ Pictorial	Concrete

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
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: listen, look at, read, texts, pictures, understand, stories, ideas, sounds, letter, strategies, understand, find, important, speak, write, share my thinking, create, share, experiences, details, words, clear, interesting, arrange, sentences, make sense, start, different ways

Curricular Language

Listening, Reading & Viewing

Students will:

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by:

- uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts
- associates sounds with letter clusters as well as with individual letters
- uses processing and some comprehension strategies with some confidence

Recognise and identify ideas within and across texts by:

- understands that personal experience can influence the meaning gained from texts
- makes meaning of texts by identifying ideas in some texts

Speaking, Writing & Presenting

Students will:

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas by:

- has an awareness of the connections between oral, written, and visual language when creating text
- creates texts by using meaning, structure, visual and grapho- phonic sources of information, prior knowledge, and some processing strategies with some confidence

Form and express ideas on a range of topics by:

- forms and expresses simple ideas and information, usually drawing from personal experience and knowledge
- begins to support ideas with some detail

Use language features, showing some recognition of their effects by:

– uses some oral, written, and visual language features to create meaning and effect;

– uses a range of high-frequency, topic-specific, and personal- content words to create meaning

Organise texts, using simple structures by:

- uses knowledge of word and sentence order to communicate meaning in simple texts
- uses simple sentences with some variation in beginnings

Student Friendly Language

I can listen, look at and read texts

❑I can use text and pictures to help me understand stories and ideas.

❑I can match sounds to letters

❑I can use strategies to help me understand what I read.

❑I know that my own experiences help me understand stories better.

❑I can find important ideas in some stories.

I can speak, write and text

❑I can connect speaking, writing, and pictures when I share my thinking.

❑I can create my own stories and texts using what I know and pictures.

❑I can share experiences that I have had.

❑I can add details to my ideas.

❑I can use different words and pictures to make my ideas clear and interesting

❑I can arrange my words and sentences to make sense in my stories.

❑I can start my sentences in different ways.

Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
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: listen, look at, read, texts, pictures, understand, stories, ideas, sounds, letter, strategies, understand, find, important,speak, write, share my thinking, create, share, experiences, details, words, clear, interesting, arrange, sentences, make sense, start, different ways

Curricular Language	Student Friendly Language
Measurement • Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units. **Position and orientation** • Give and follow instructions for movement that involve distances, directions, and half or quarter turns. • Describe their position relative to a person or object.	**I can measure** ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements. ❑ I can count to help me understand sizes and amounts ❑ I can give and follow directions for moving, like how far to go and which way to turn. ❑ I can describe where I am in relation to someone or something else.

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

I can listen, look at and read texts

- ❑ I can use text and pictures to help me understand stories and ideas.
- ❑ I can match sounds to letters
- ❑ I can use strategies to help me understand what I read.
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- ❑ I can find important ideas in some stories.

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- ❑ I can use different words and pictures to make my ideas clear and interesting
- ❑ I can arrange my words and sentences to make sense in my stories.
- ❑ I can start my sentences in different ways.

I can measure

- ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements.
- ❑ I can count to help me understand sizes and amounts
- ❑ I can give and follow directions for moving, like how far to go and which way to turn.
- ❑ I can describe where I am in relation to someone or something else.

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

I can listen, look at and read texts

- ❑ I can use text and pictures to help me understand stories and ideas.
- ❑ I can match sounds to letters
- ❑ I can use strategies to help me understand what I read.
- ❑ I know that my own experiences help me understand stories better.
- ❑ I can find important ideas in some stories.

I can speak, write and text

- ❑ I can connect speaking, writing, and pictures when I share my thinking.
- ❑ I can create my own stories and texts using what I know and pictures.
- ❑ I can share experiences that I have had.
- ❑ I can add details to my ideas.
- ❑ I can use different words and pictures to make my ideas clear and interesting
- ❑ I can arrange my words and sentences to make sense in my stories.
- ❑ I can start my sentences in different ways.

I can measure

- ❑ I can compare and order objects by how long, big, heavy, or full they are using my own measurements.
- ❑ I can count to help me understand sizes and amounts
- ❑ I can give and follow directions for moving, like how far to go and which way to turn.
- ❑ I can describe where I am in relation to someone or something else.

Learning Activities and Tasks

Anchor Texts: Can You See Me? Little Penguin, Boxitects

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

Differentiation of Evidence

Written	Oral	Visual	Concrete
✓	✓	✓	✓
✓	✓	✓	✓
✓	✓	✓	✓

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					

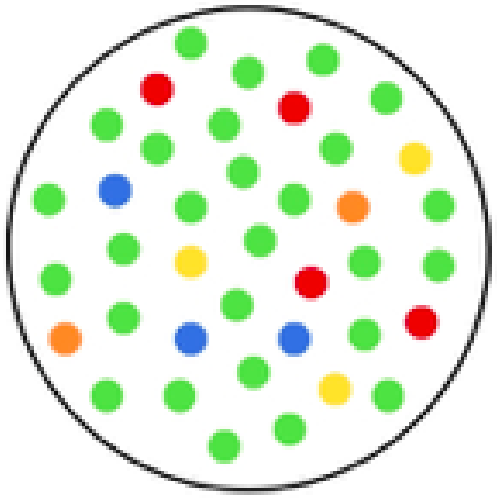
Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	• Creating a Timeline • LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	• Locating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

WHAT DOES inclusion MEAN to you?

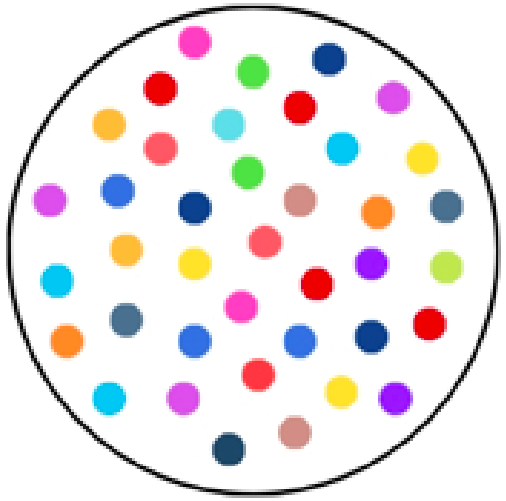
Shelley MOORE PH.D.

2023

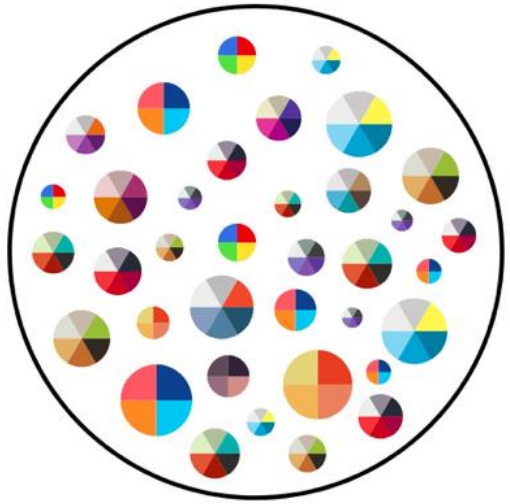
How do we do inclusion ?



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)

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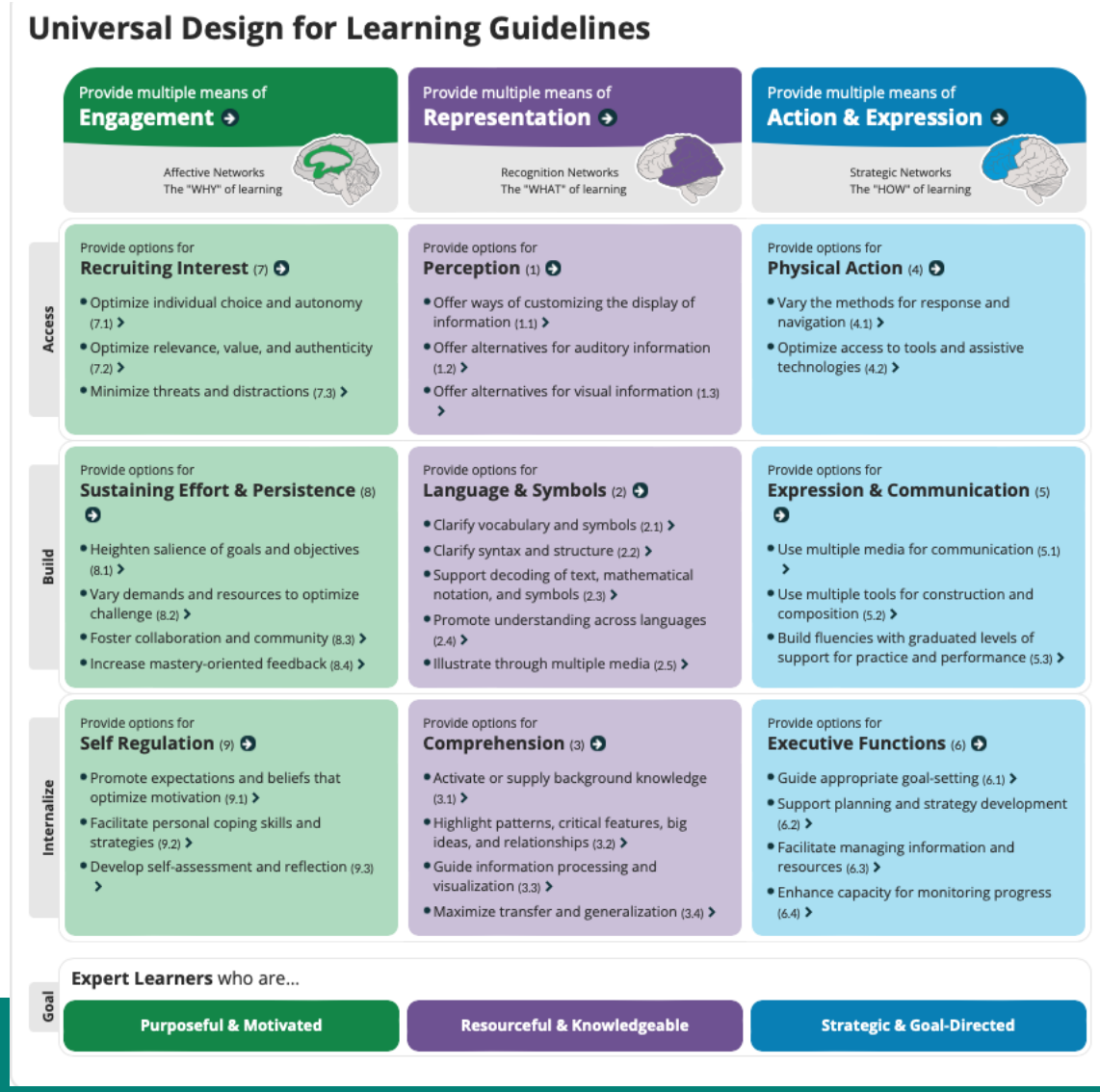
2023

Universal Design for Learning: The Ramp for Learning



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?

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2025

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Dr. Shelley Moore