

Shelley MOORE PH.D.



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Dr. Shelley Moore

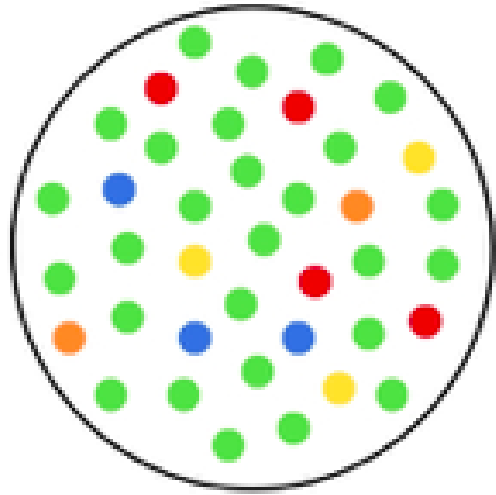
The slide features several large, solid-colored circles in orange, teal, and dark blue, scattered across the background. The text is arranged in a central, staggered layout.

WHAT DOES

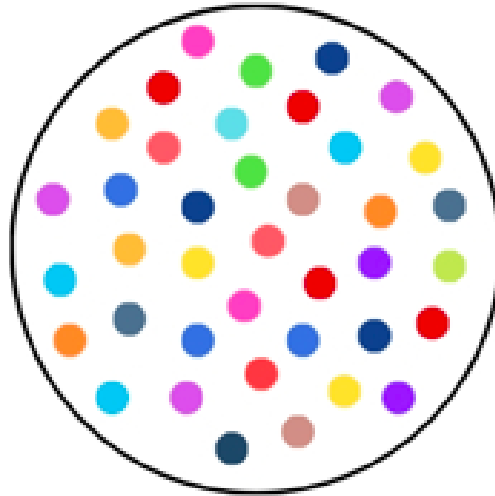
inclusion

MEAN to you?

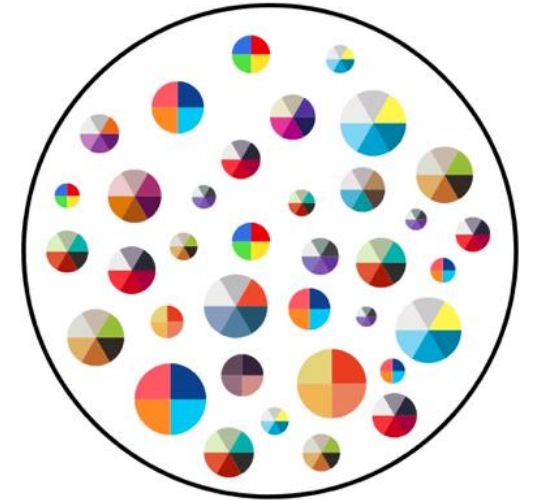
How do we do **inclusion** ?



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)

Inclusive Curriculum Design

First, we **Backwards Design** then
we **Universally Design!**

What do you notice?



Activity: 5 paragraph
essay about Napoleon as
a leader

Student



Accommodations

Adaptations

Modifications

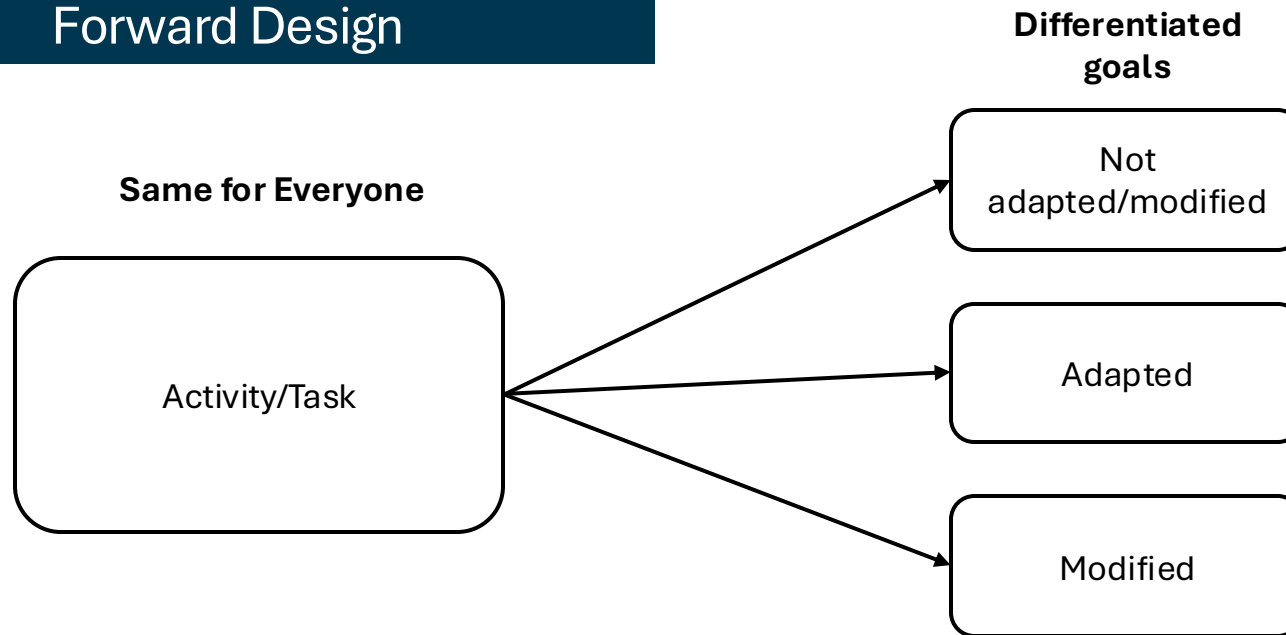
Often only for the student
who “qualifies”



- 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

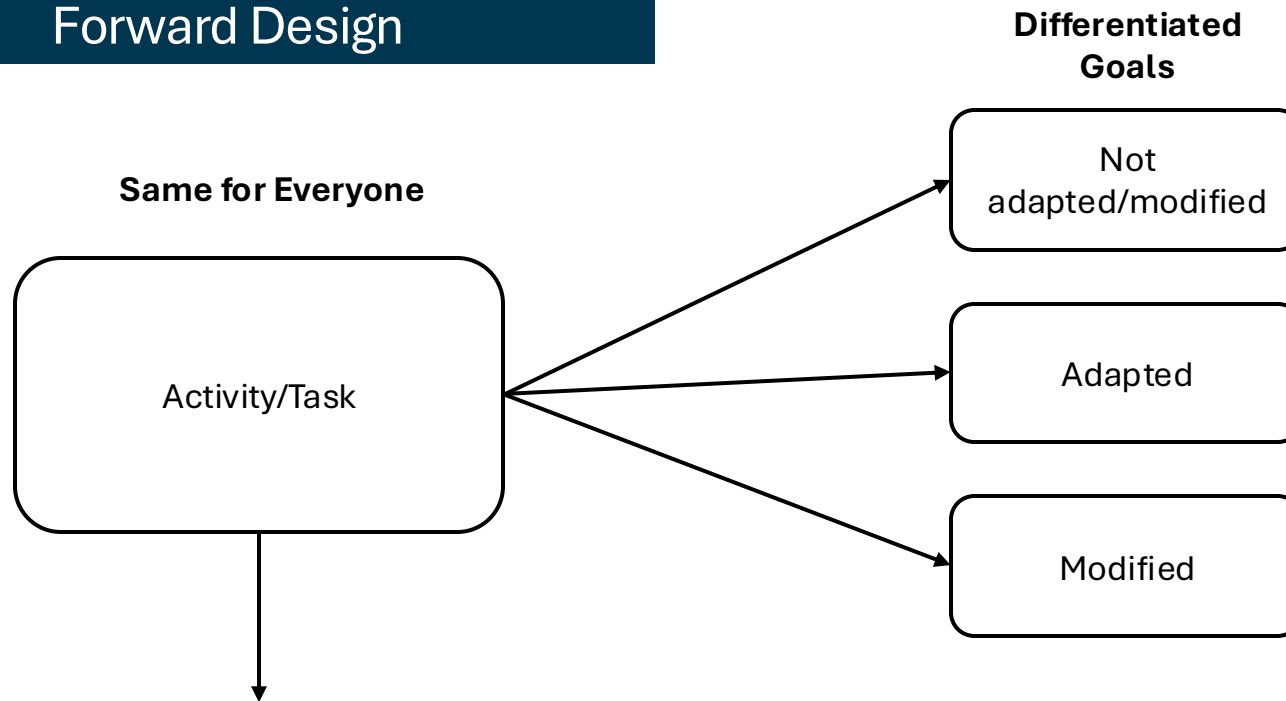
Backwards Design

Forward Design



Backwards Design

Forward Design

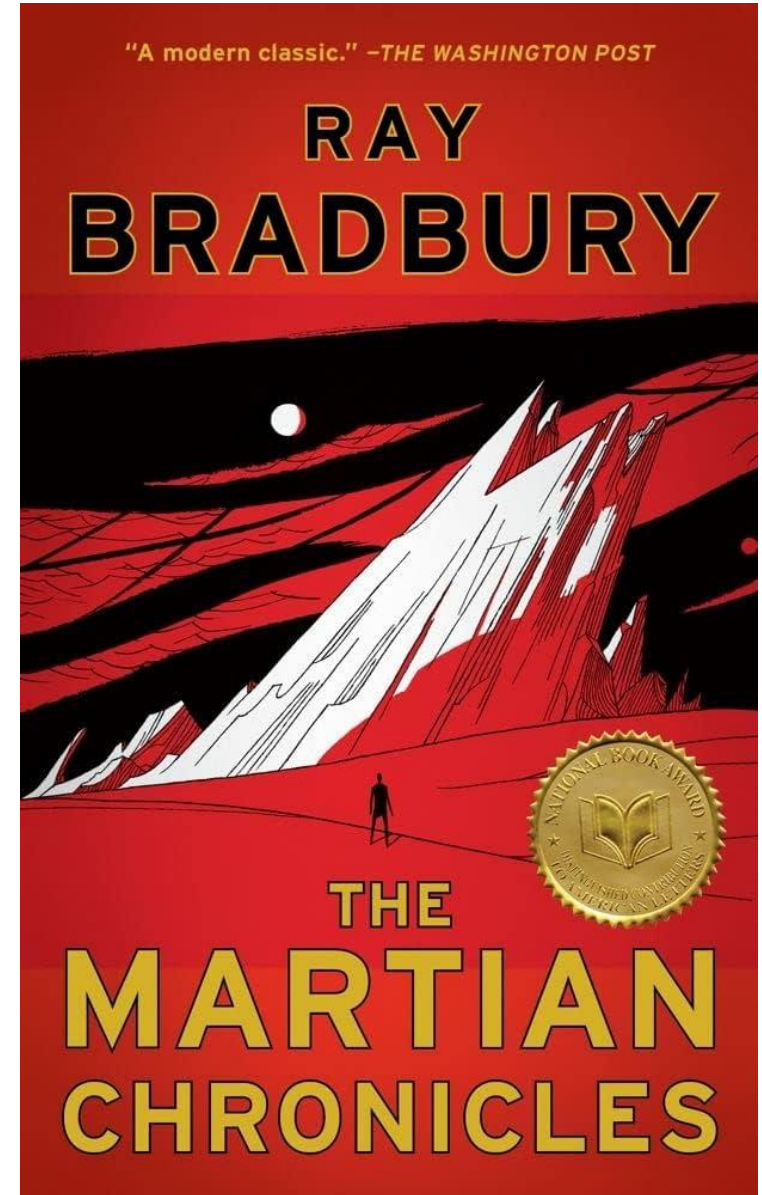


What if the activity or task is the barrier?

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**.



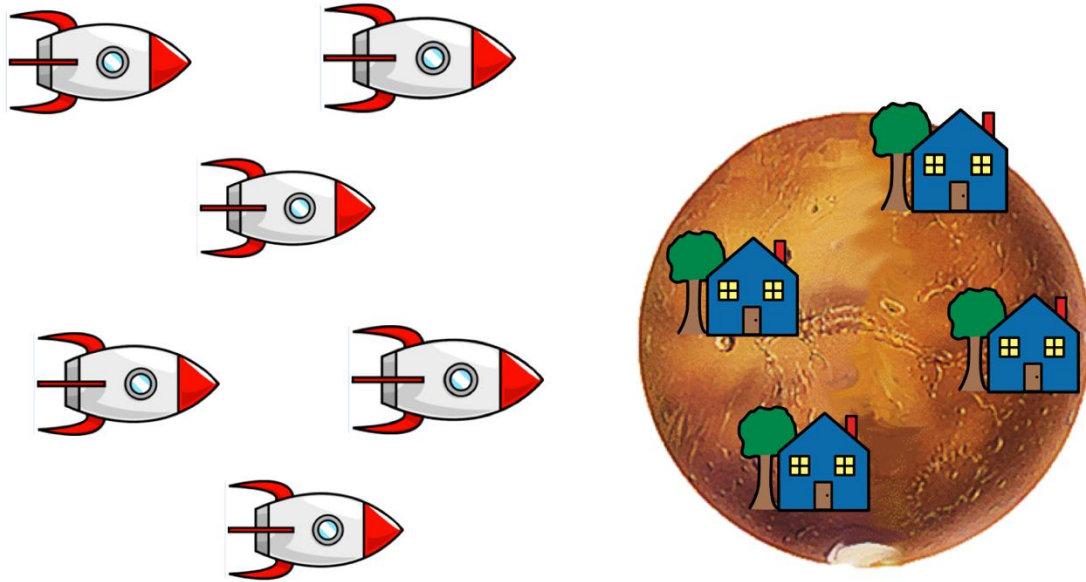
Humans live on **Earth**.



These are **Martians**.



Martians live on **Mars**.

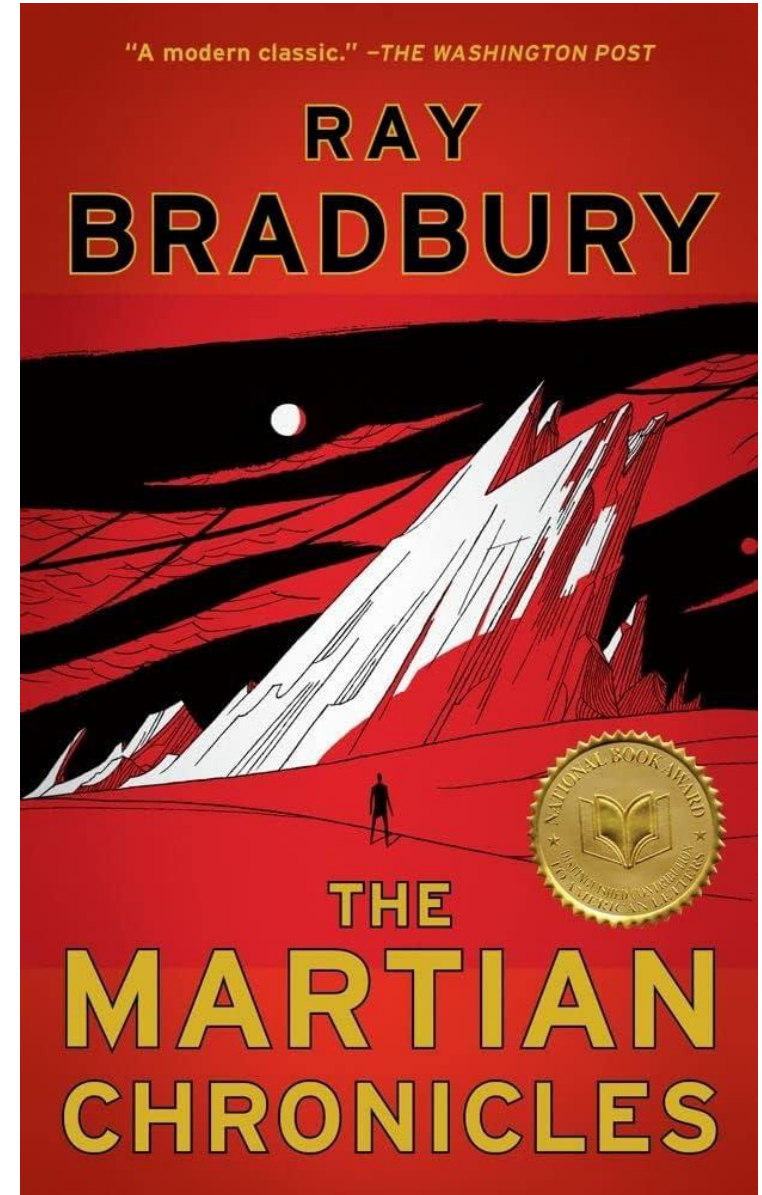


**More and more Humans
kept coming to Mars.**

**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

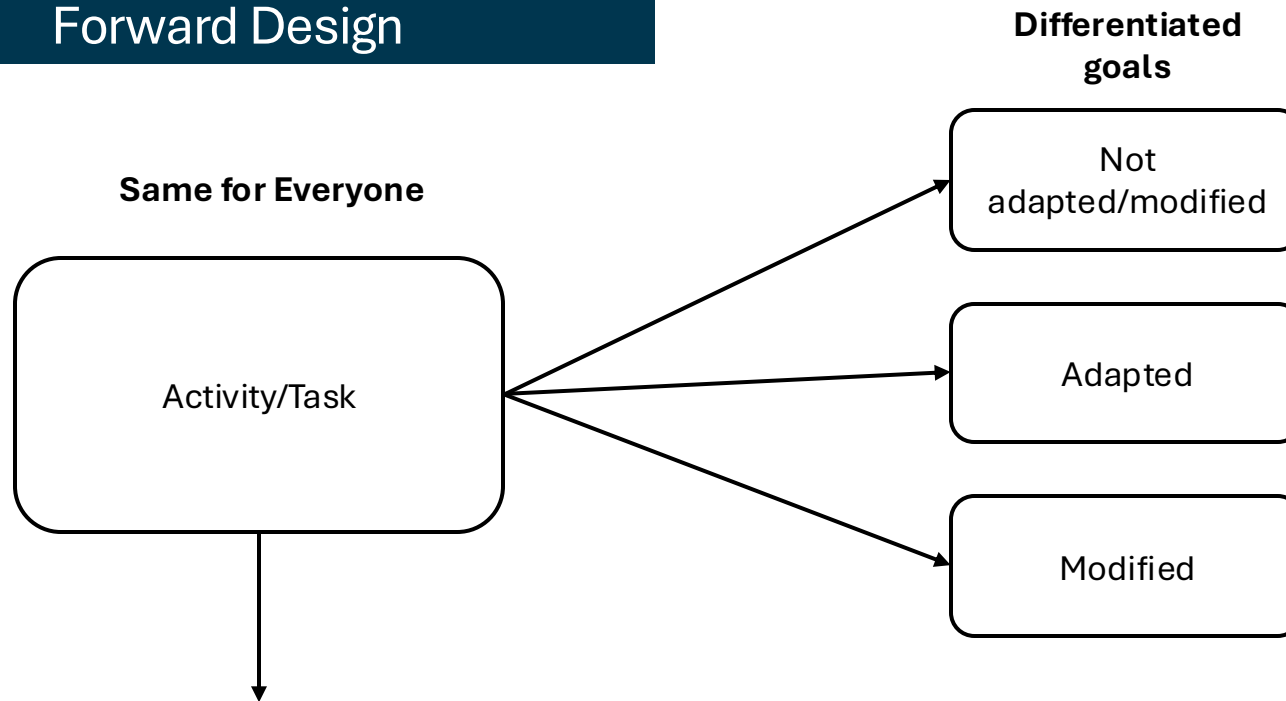
UDL

Accessibility

Needs based
supports & strategies

Backwards Design

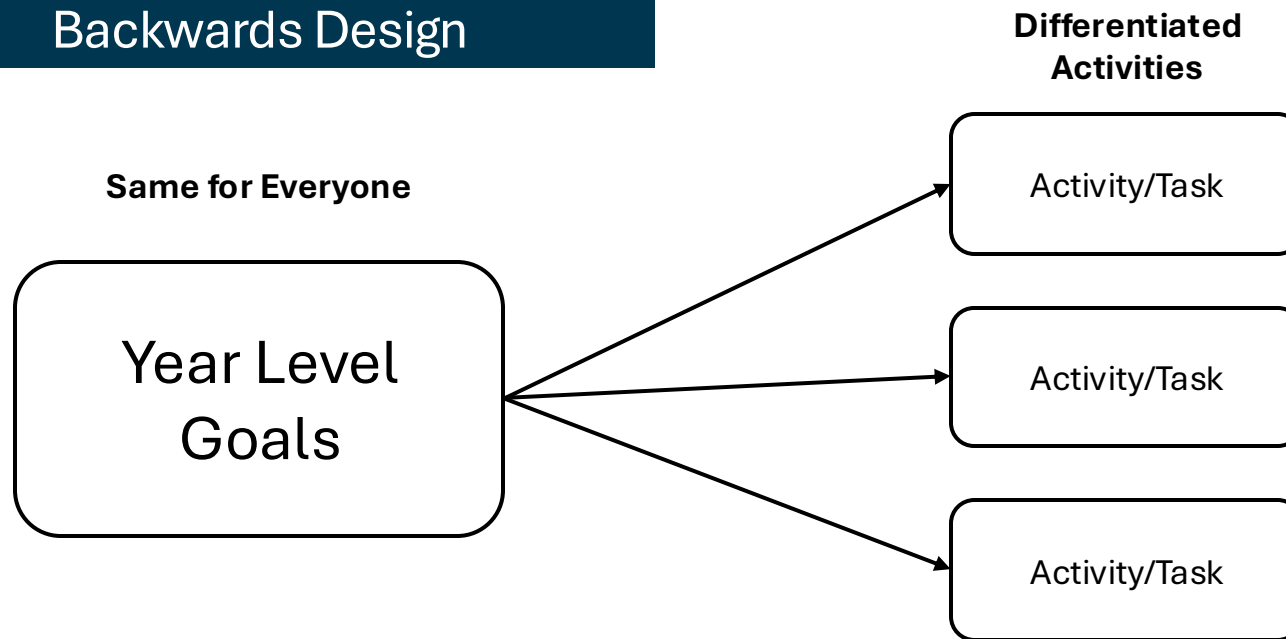
Forward Design



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

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	

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



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.

Level One English



Listening, Reading, and Viewing Processes and strategies <i>Students will:</i> Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.	Speaking, Writing, and Presenting Processes and strategies <i>Students will:</i> Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.
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- uses sources of information (meaning, structure, visual and grapho-phonetic 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.	- seeks feedback and makes changes to texts; - is becoming reflective about the production of own texts; - begins to monitor, self-evaluate, and describe progress.
<i>By using these processes and strategies when listening, reading, or viewing, students will:</i>	<i>By using these processes and strategies when speaking, writing, or presenting, students will:</i>
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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.	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.
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Level One Mathematics and Statistics



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Patterns and relationships

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Shape

- Sort objects by their appearance.

Position and orientation

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- Describe their position relative to a person or object.

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New Zealand Curriculum

First Backwards Design

1. Choose a year and subject area
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Then Universal Design for Learning

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Universal Design for Learning

Universal Design for Learning Guidelines



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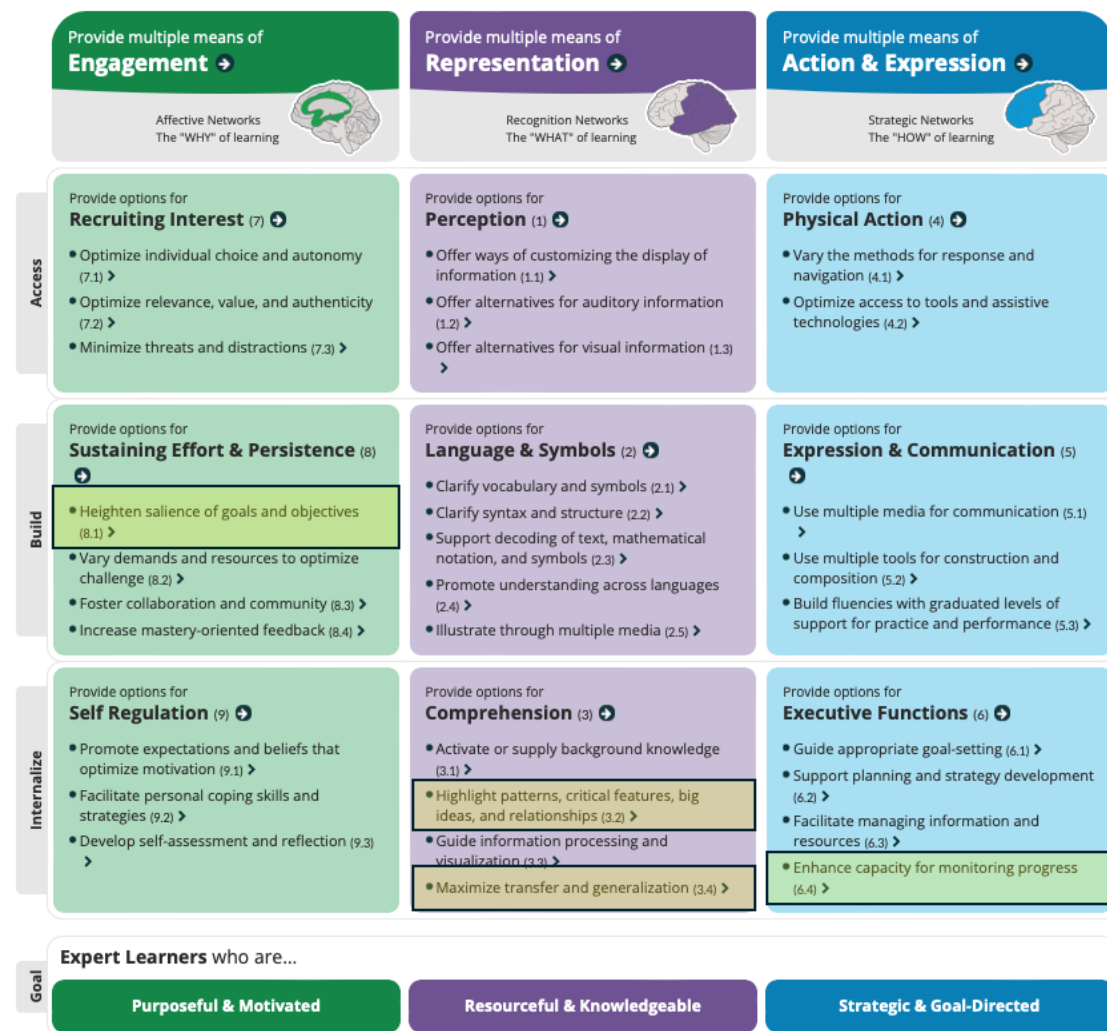
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Strategy: Translating goals into student friendly language

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

Universal Design for Learning Guidelines



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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	

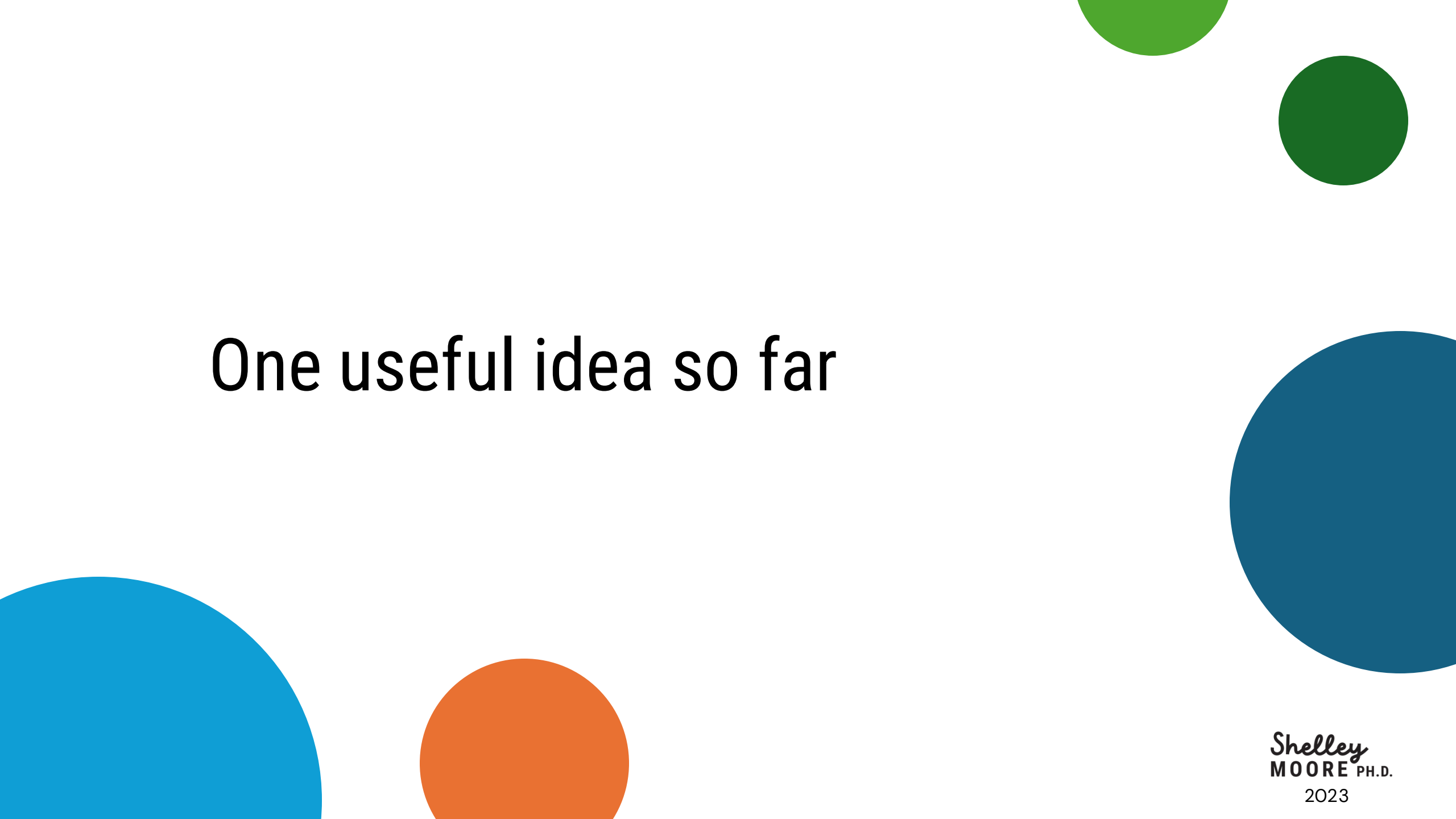
Universal Design for Learning

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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
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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.

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

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		Student Friendly Language
Listening, Reading & Viewing <i>Students will:</i> 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-phonetic 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 <i>Students will:</i> 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- phonetic 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
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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

	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	



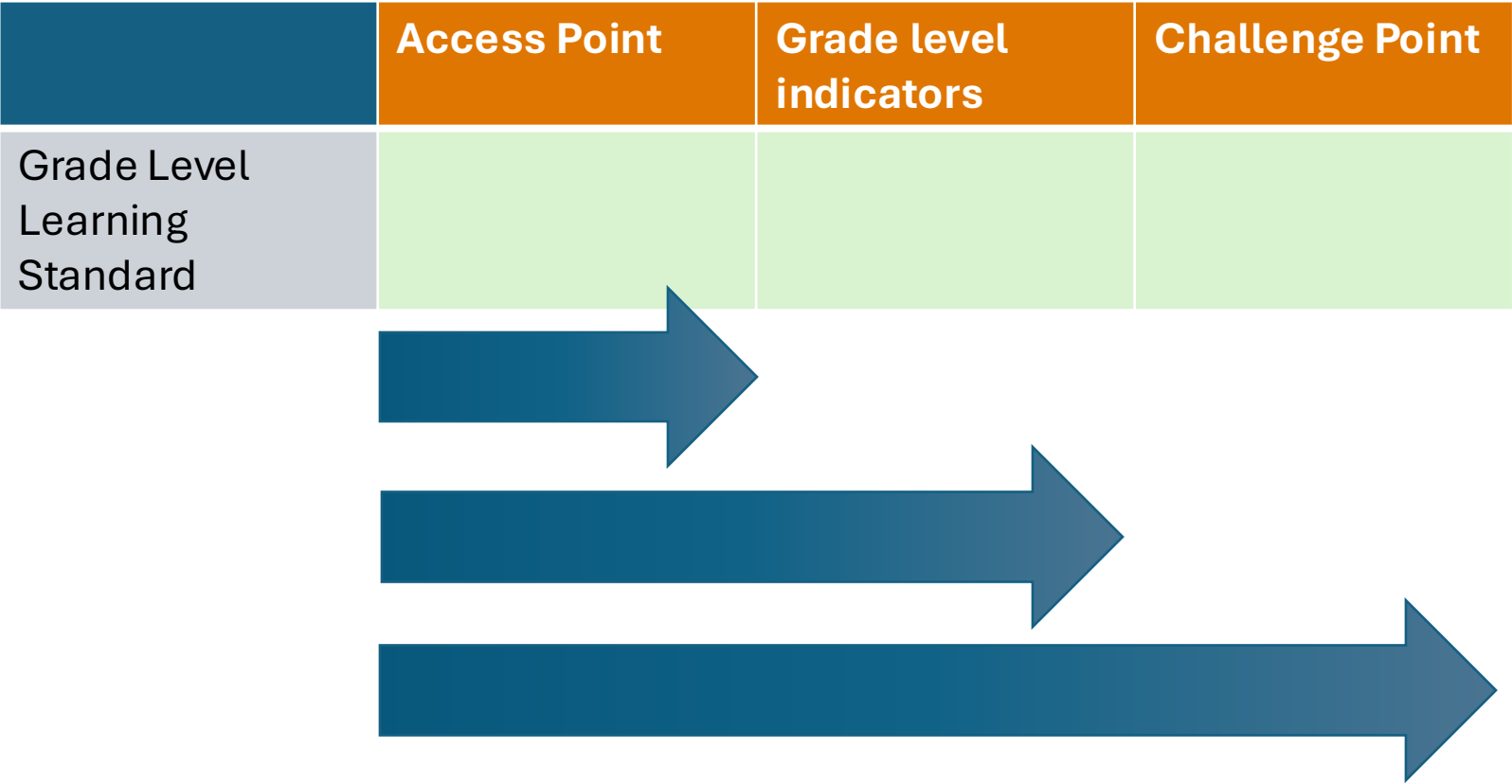
Year: 1 Level 1	Subject Area(s): English/Math	Planning Team: Moore/McIntosh
Guiding & Provoking Questions: How can we use objects to compare and measure?		

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?		

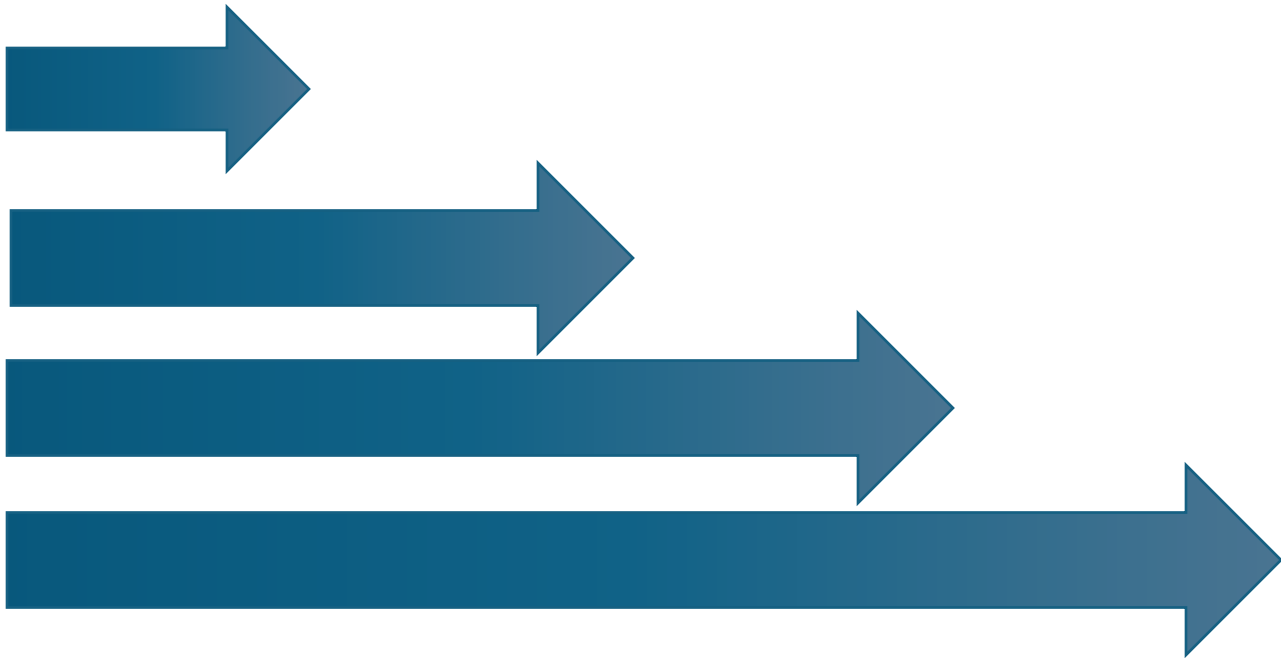
Grade Level Indicators
I can listen, look at and read texts ☐ I can use text and pictures to help me understand stories and ideas. ☐ I can match sounds to letters ☐ I can use strategies to help me understand what I read. ☐ I know that my own experiences help me understand stories better. ☐ I can find 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



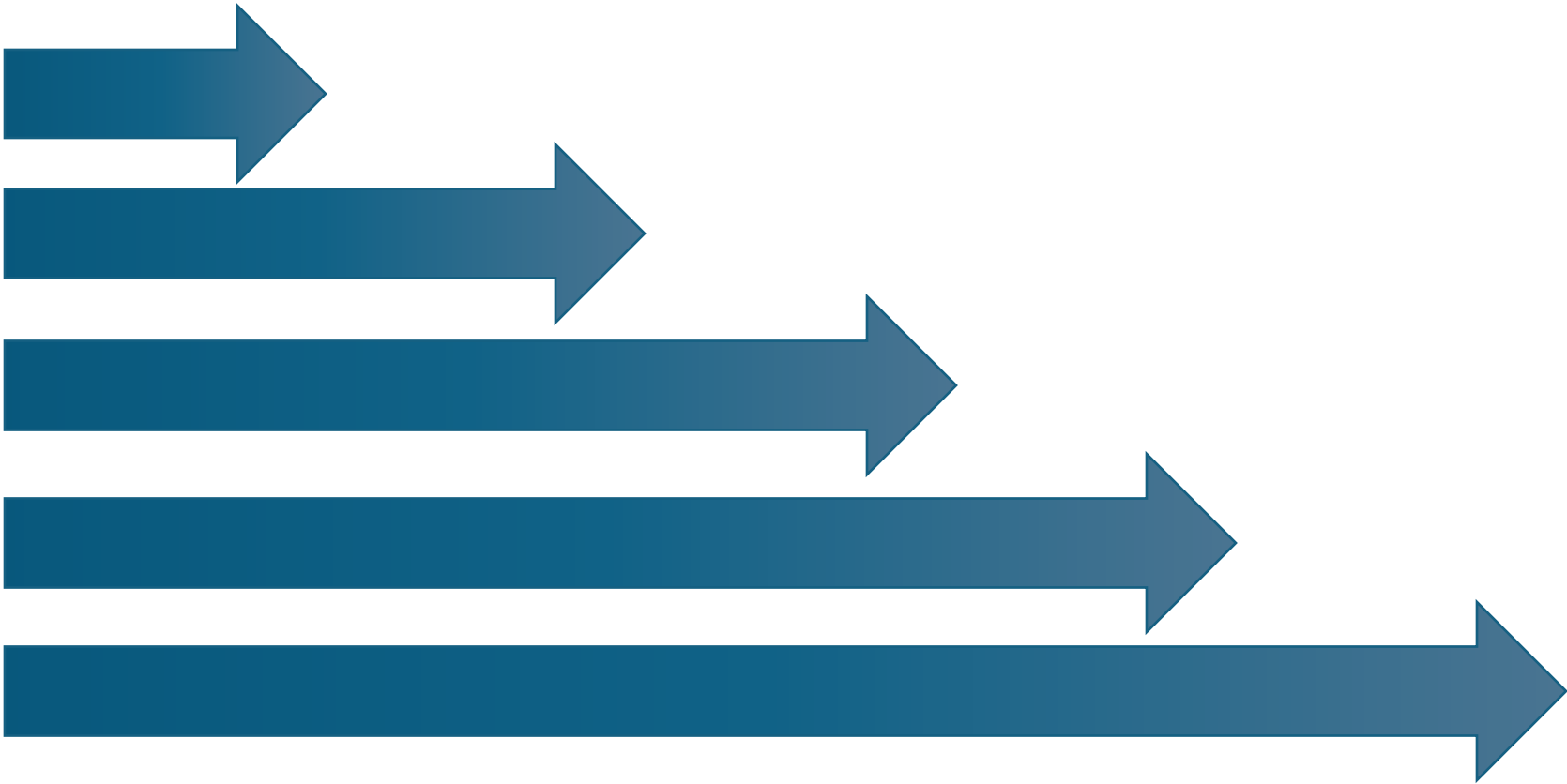
Scaffolded Curriculum: 4 Point Continuum

	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			

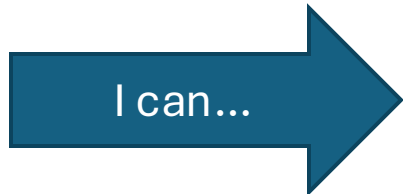


Inclusive Curriculum Design

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



LOW LEVEL THINKING SKILLS						HIGH LEVEL THINKING SKILLS																	
Knowledge			Comprehension			Application			Analysis			Synthesis			Evaluation								
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.			To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.			To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.								
Key words:			Key words:			Key words:			Key words:			Key words:			Key words:								
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure						
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion						
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive						
Duplicate	Read	Tell	Compare	Illustrate	Rephrase	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade						
Find	Recall	Trace	Contrast	Report	Rephrase	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise						
How	Recite	What	Demonstrate	Indicate	Restate	Calculate	Interpret	Solve	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove						
Identify	Recognise	When	Discuss	Infer	Review	Categorise	Interview	Summarise	Cause and effect	In-depth	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate						
Label	Record	Where	Estimate	Interpret	Show	Choose	Link	Teach	Choose	Inference	See	Compose	Improve	Simplify	Compare	Good	Recommend						
List	Relate	Which	Explain	Match	Summarise	Classify	Make use of	Transfer	Classify	Inspect	Select	Construct	Innovate	Solve	Conclude	Grade	Rule on						
Listen	Remember	Who	Express	Observe	Translate	Connect	Manipulate	Translate	Differences	Investigate	Separate	Convert	Integrate	Speculate	Consider	How do we know?	Select						
Locate	Repeat	Why				Construct	Use		Discover	Isolate	Similar to	Create	Invent	Substitute	Convince		Support						
Match	Reproduce	Write				Correlation			Discriminate	List	Simplify	Delete	Make up	Suppose	Criteria	Importance	Test						
Memorise	Retell					Demonstrate	Organise		Dissect	Motive	Survey	Design	Maximise	Tabulate	Criticise	Infer	Useful						
Name	Select					Develop	Perform		Distinction	Omit	Take part in	Develop	Minimise	Test	Debate	Influence	Validate						
						Dramatise	Plan		Distinguish	Order	Test for	Devise	Model	Theorise	Decide	Interpret	Value						
									Divide	Organise	Theme	Discuss	Modify	Think	Deduct	Judge	Why						
									Establish	Point out	Comparing	Elaborate	Original	Transform	Defend	Justify							
													Originate	Visualise	Determine	Mark							
Actions:			Outcomes:			Actions:			Outcomes:			Actions:			Outcomes:			Actions:			Outcomes:		
Describing	Definition		Classifying	Collection		Carrying out	Demonstration		Attributing	Abstract		Constructing	Advertisement		Attributing	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	Interview		Organising	Database		Inventing	New game		Integrating	Database							
Locating	Quiz		Inferring	List			Journal		Outlining	Graph		Making	Painting		Organising	Graph							
Naming	Reproduction		Interpreting	Outline			Performance		Structuring	Mobile		Planning	Plan		Outlining	Mobile							
Recognising	Test		Paraphrasing	Quiz			Presentation			Report		Producing	Project		Structuring	Report							
Retrieving	Workbook		Summarising	Show and tell			Sculpture			Spread sheet			Song			Spread sheet							
	Worksheet		Summary				Simulation			Survey			Story			Survey							
Questions:			Questions:			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 result be ...?			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 ...?			Can you make use of the facts to ...?			How would you categorise ...?			What way would you design...?			How would you evaluate ...?								
When did _____ happen?			Which statements support ...?			What elements would you choose to change ...?			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 facts would you select to show ...?			What evidence can you find ...?			How would you test...?			What choice would you have made...?								
Which one ...?						What questions would you ask in an interview with ...?			Can you make a distinction between ...?			Can you formulate a theory for...?			What would you select...?								
Who was ...?									What is the relationship between ...?			Can you predict the outcome if...?			How would you prioritise...?								
Who were the main ...?									Can you make a distinction between ...?			How would you estimate the results for...?			What judgement would you make about...?								
Why did ...?									What is the function of ...?			What facts can you compile...?			Based on what you know, how would you explain...?								
									What ideas justify ...?			Can you construct a model that would change...?			What information would you use to support the view...?								
												Can you think of an original way for the ...?			How would you justify...?								
															What data was used to make the conclusion...?								

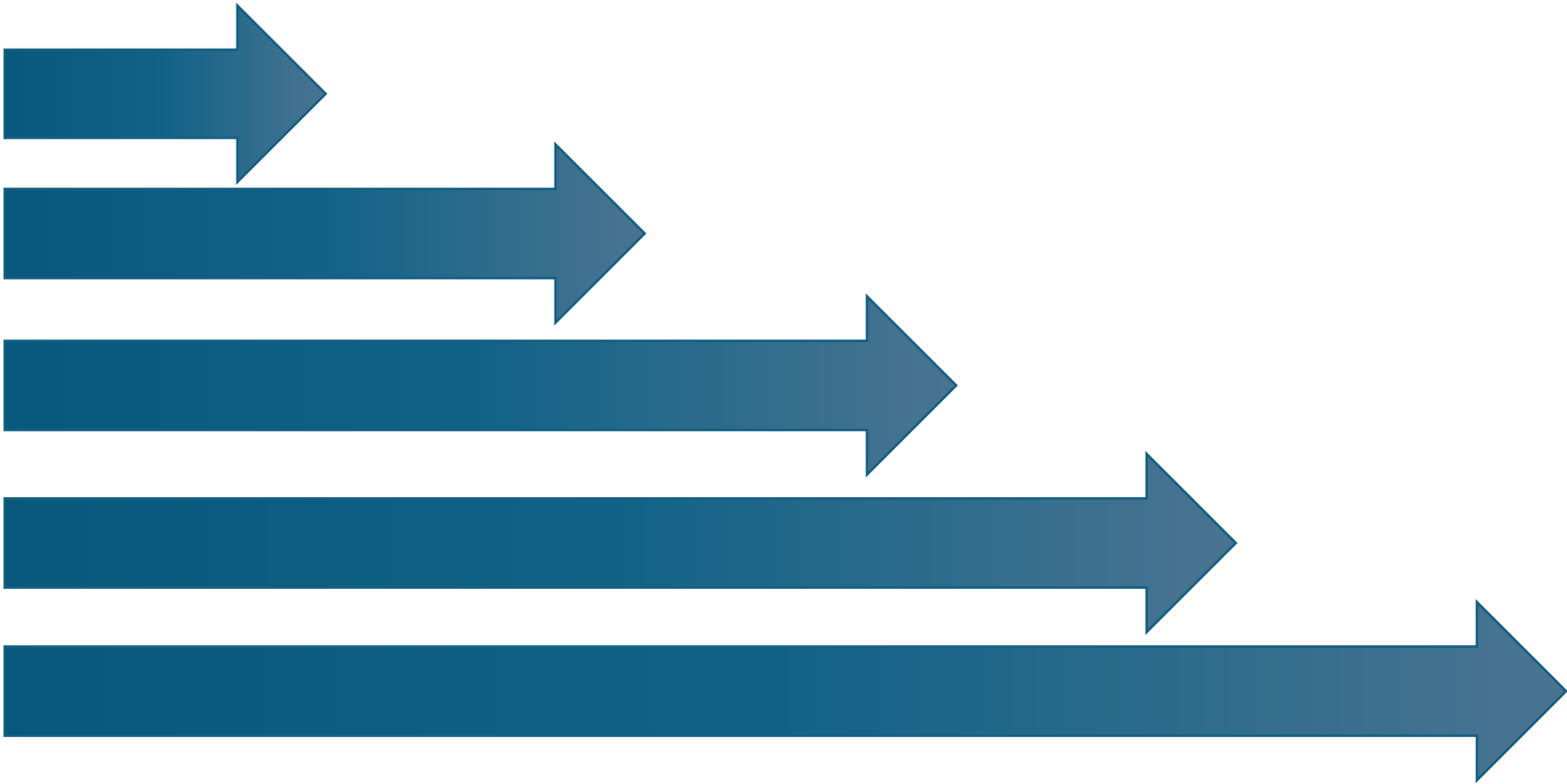
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A little support from AI

“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



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**

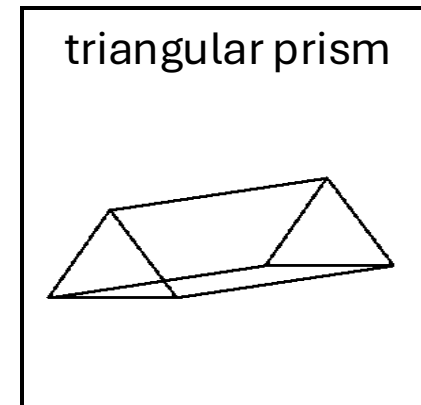
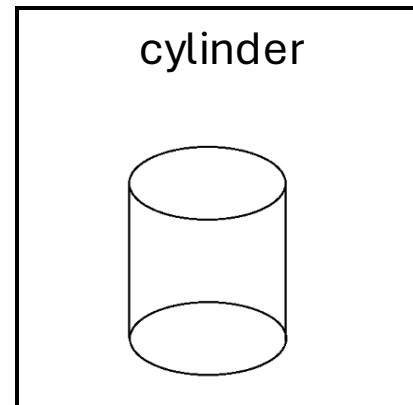
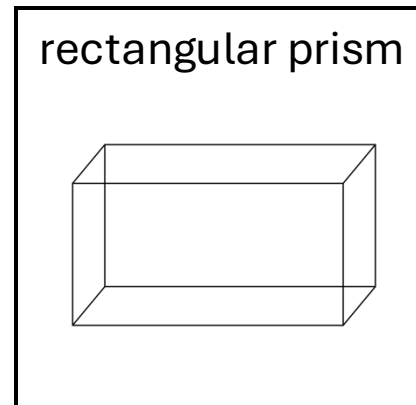
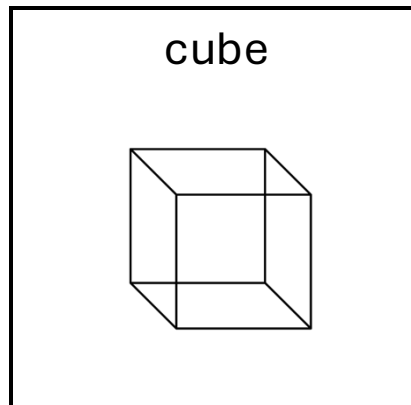
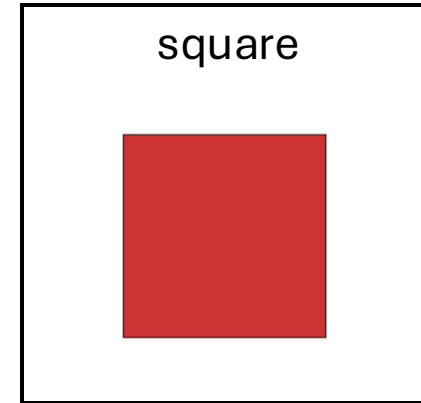
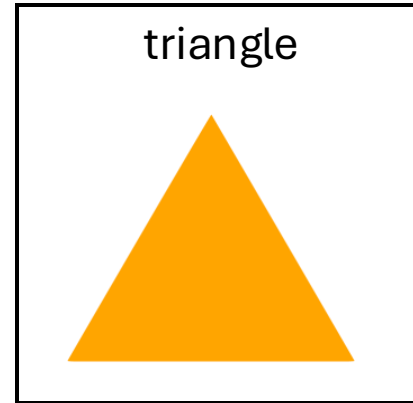
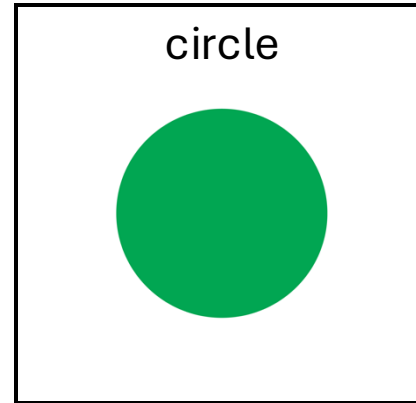
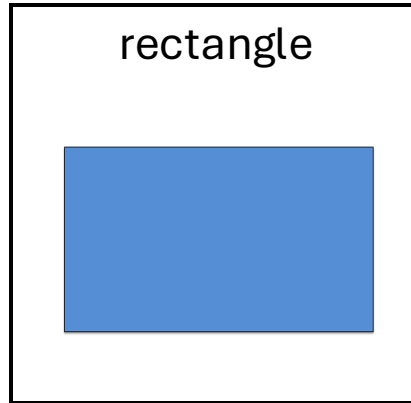
TRY TO

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

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

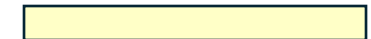
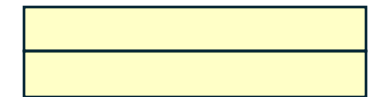
3. Translate goals into student friendly language using “I know” and “I can” statements
4. Highlight vocabulary to teach
5. Create some provoking and guiding questions
6. Create access and challenge points
7. Differentiate evidence of learning

Strategy: Differentiating Evidence

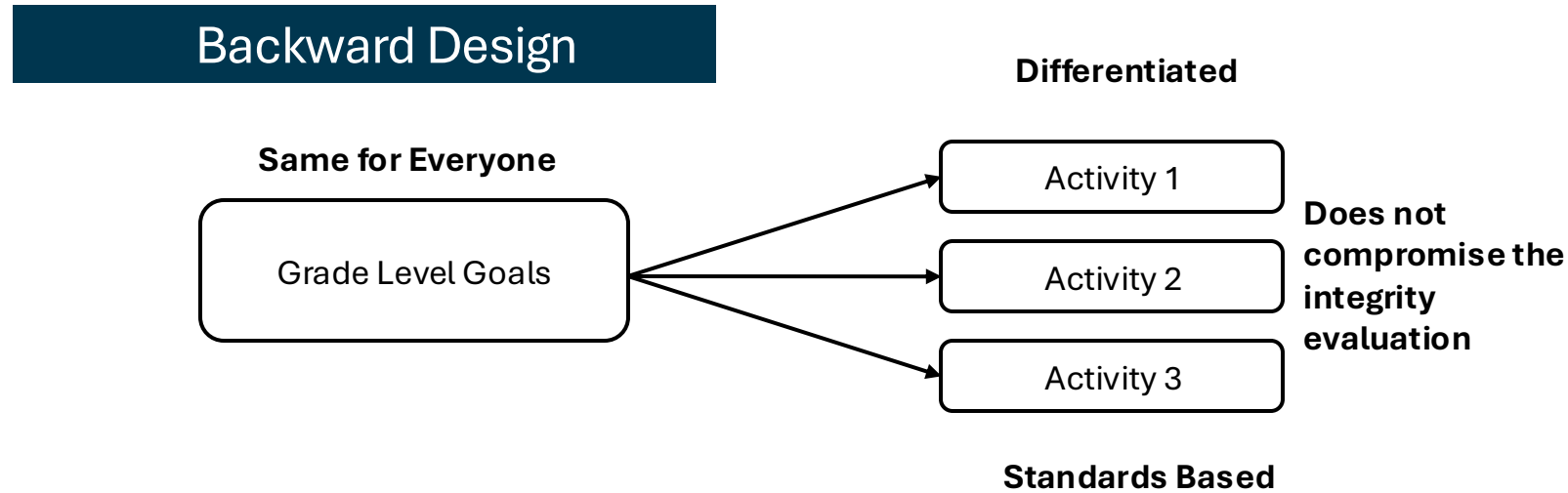
Targets UDL Strategies		Engagement	Representation	Expression
	Optimize choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Address biases, threats, and distractions (7.4)			
	Optimize challenge and support (8.2) Develop awareness of self and others (9.2)			
	Cultivate multiple 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

Universal Design for Learning Guidelines

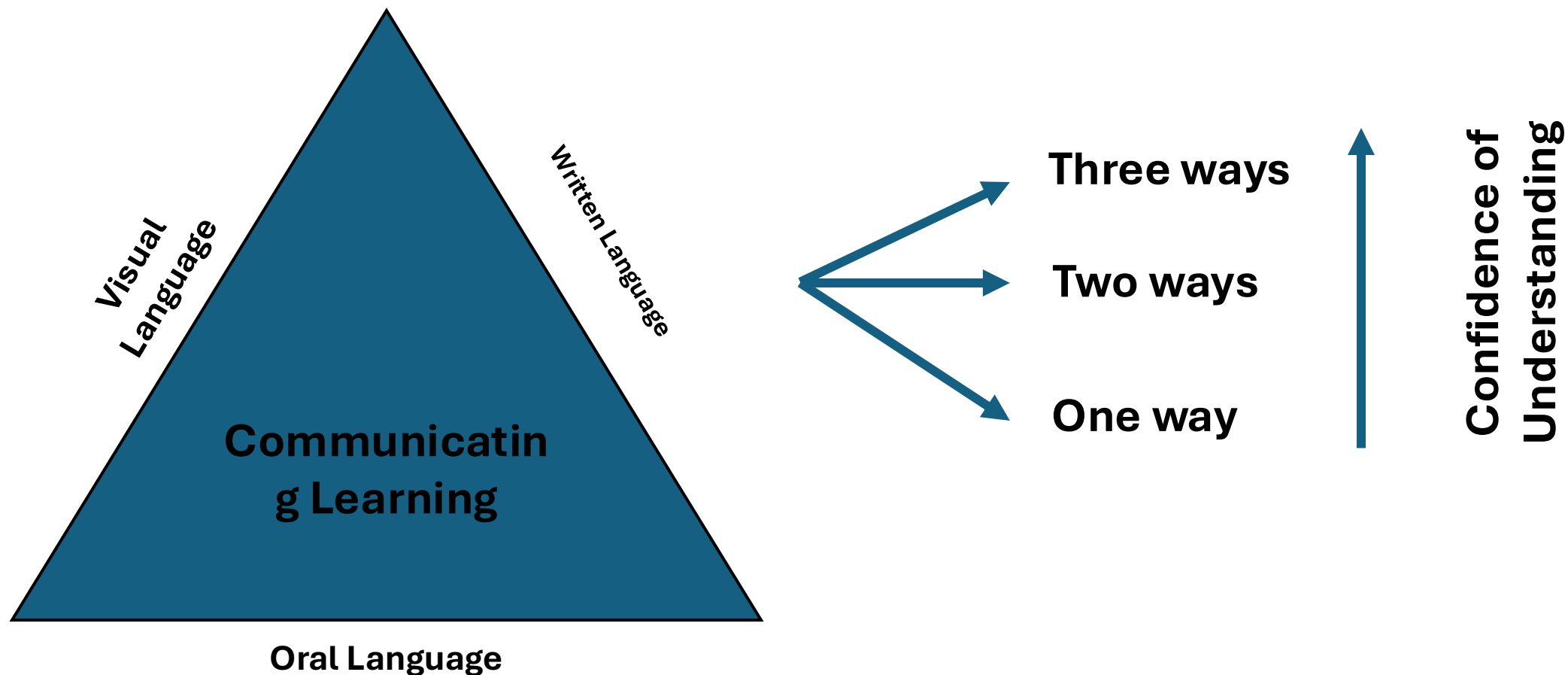


Backwards Design

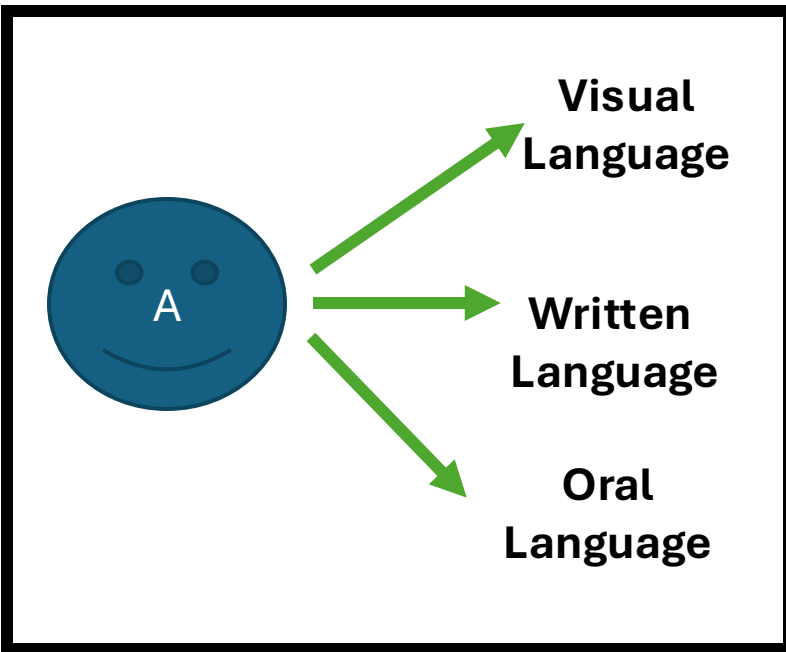


FIRM Goals, FLEXIBLE Means

How do students show what they know?



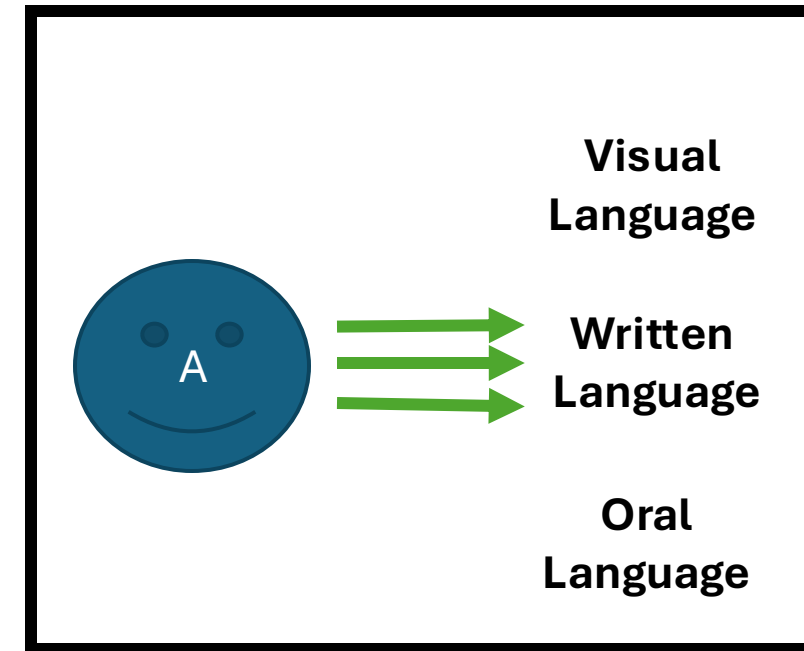
All Languages (in literacy) are Treated Equal!



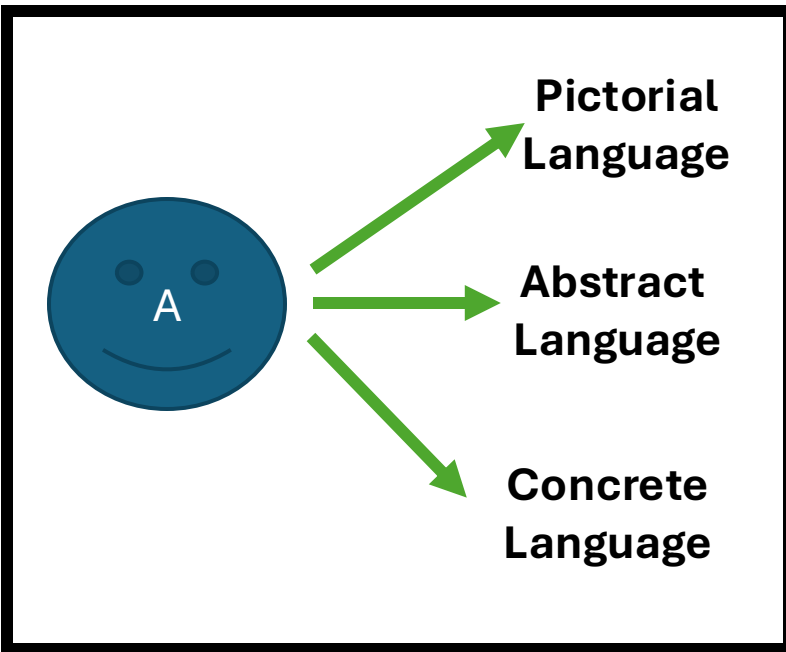
The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

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



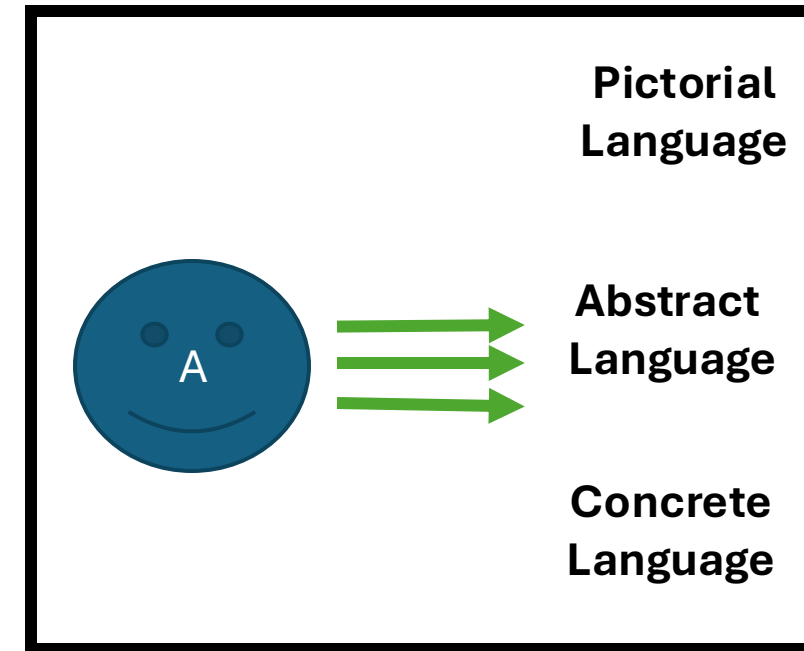
All Languages (in numeracy) are Treated Equal!



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/ 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		Student Friendly Language
Listening, Reading & Viewing <i>Students will:</i> 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-phonetic 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 <i>Students will:</i> 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- phonetic 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: 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**.
- ☐ 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

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**
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- ☐ 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.
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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**.
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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			
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					

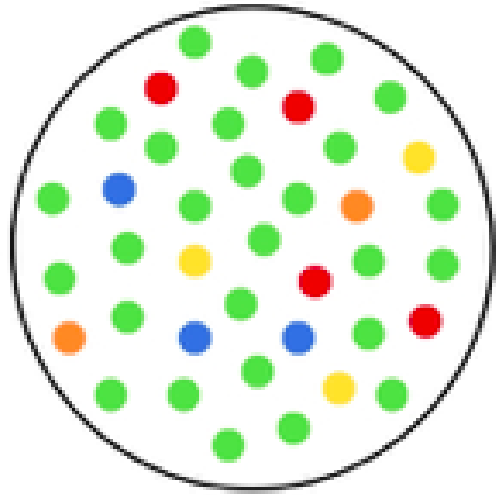
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WHAT DOES

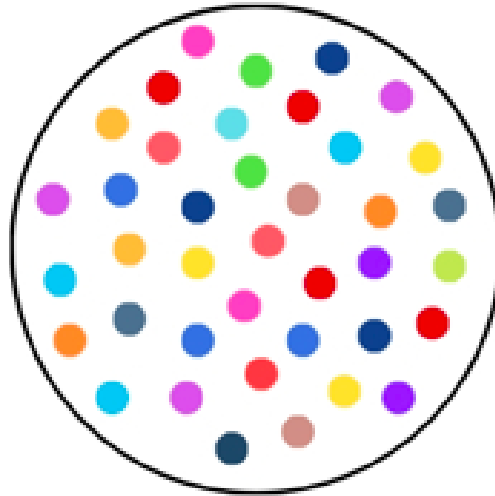
inclusion

MEAN to you?

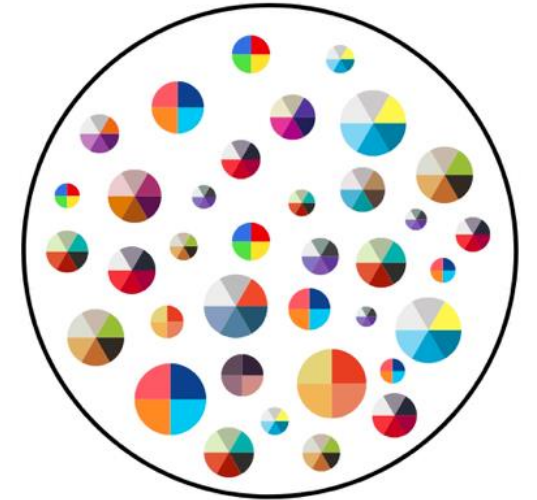
How do we do **inclusion** ?



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?

Shelley MOORE PH.D.



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