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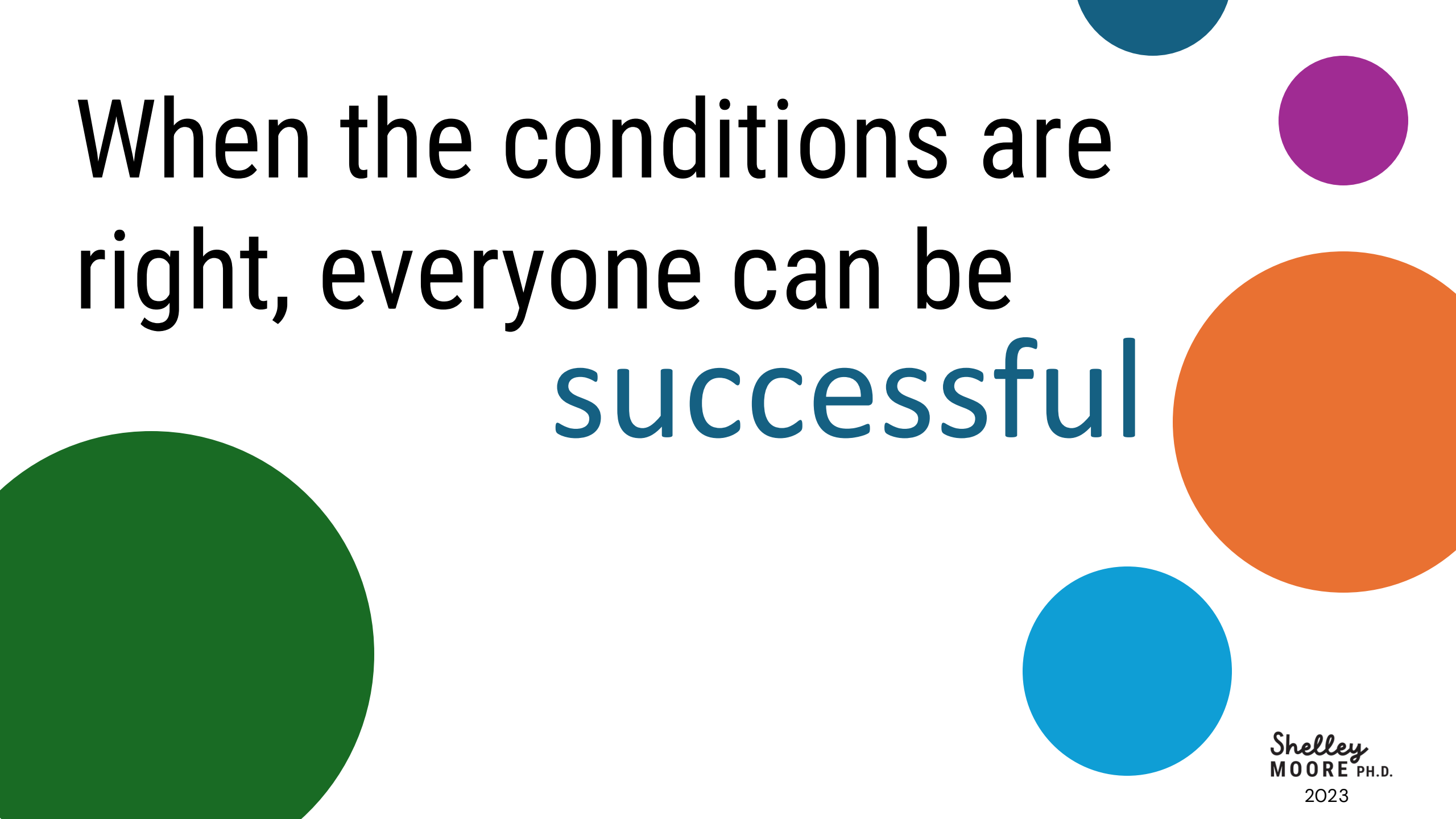
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When the conditions are  
right, everyone can be  
successful





Executive  
Functioning  
Needs

Grade level  
learning  
standard

Communication  
Needs

Language  
Needs

Literacy Needs

What is the ramp?

# Accessing Grade Level Learning Standards



All students  
need to be  
engaged

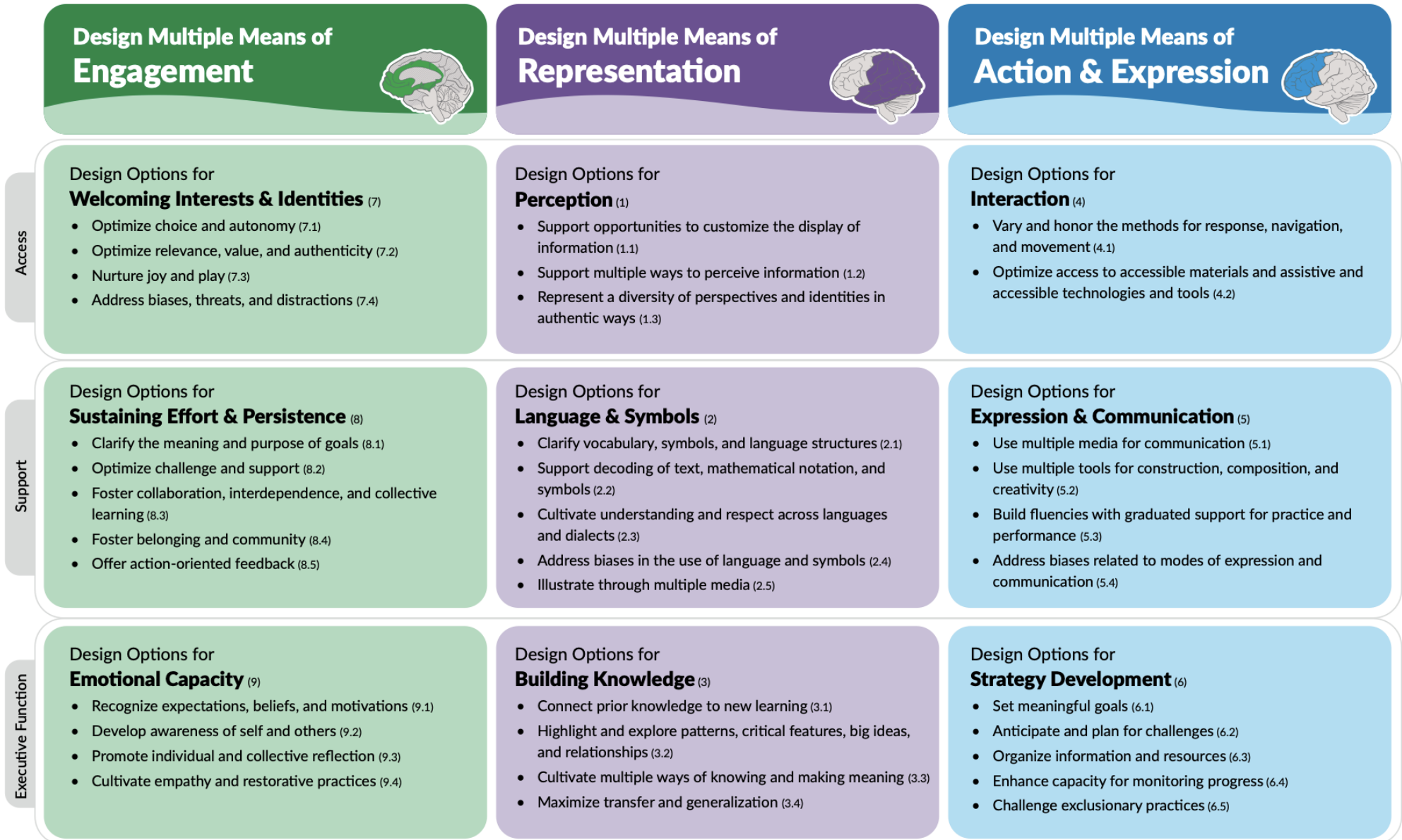


All students  
need to  
understand



All students  
need to show  
learning

# What universal supports & strategies can be taught to reduce barriers for everyone?



Principle: Designing Multiple Means of Engagement		
Designing Options for...		What this means
Access	<b>Welcoming Interests &amp; Identities (7)</b>	<b>Providing ways for students to see themselves, their strengths, and their interests in the learning.</b>
	<ul style="list-style-type: none"> <li>Optimize choice &amp; autonomy (7.1)</li> </ul>	Give learners meaningful choices in how they learn, work, and show what they know, building ownership and agency.
	<ul style="list-style-type: none"> <li>Optimize relevance, value, &amp; authenticity (7.2)</li> </ul>	Connect learning to students' lives, cultures, interests, and real-world purposes so it feels meaningful.
	<ul style="list-style-type: none"> <li>Nurture joy &amp; play (7.3)</li> </ul>	Incorporate curiosity, creativity, play, and enjoyment into learning to boost motivation and engagement.
	<ul style="list-style-type: none"> <li>Address biases, threats, &amp; distractions (7.4)</li> </ul>	Create a safe, identity-affirming, and predictable learning environment by reducing stressors, distractions, and bias.
Support	<b>Sustaining Effort &amp; Persistence (8)</b>	<b>Designing ways to help students stick with learning, even when it gets hard.</b>
	<ul style="list-style-type: none"> <li>Clarify the meaning &amp; purpose of goals (8.1)</li> </ul>	Clearly explain what learners are working toward and why it matters so expectations make sense.
	<ul style="list-style-type: none"> <li>Optimize challenge &amp; support (8.2)</li> </ul>	Provide the right balance of challenge and scaffolds so every learner experiences success and growth.
	<ul style="list-style-type: none"> <li>Foster collaboration, interdependence, &amp; collective learning (8.3)</li> </ul>	Support learners to work together, value each other's contributions, and learn as a community
	<ul style="list-style-type: none"> <li>Foster belonging &amp; community (8.4)</li> </ul>	Build strong, inclusive relationships so learners feel accepted, valued, and connected.
	<ul style="list-style-type: none"> <li>Offer action-oriented feedback (8.5)</li> </ul>	Give clear, specific feedback that helps learners know what to do next to improve.
Executive Function	<b>Emotional Capacity (9)</b>	<b>Designing ways for students to feel calm, safe, and ready to learn.</b>
	<ul style="list-style-type: none"> <li>Recognize expectations, beliefs &amp; motivations (9.1)</li> </ul>	Help learners understand how their beliefs, expectations, and motivations influence their engagement and learning.
	<ul style="list-style-type: none"> <li>Develop awareness of self &amp; others (9.2)</li> </ul>	Support learners in understanding emotions, perspectives, identities, and social dynamics.
	<ul style="list-style-type: none"> <li>Promote individual &amp; collective reflection (9.3)</li> </ul>	Encourage reflection on learning, behaviour, and collaboration to strengthen growth and self-regulation.
	<ul style="list-style-type: none"> <li>Cultivate empathy &amp; restorative practices (9.4)</li> </ul>	Teach and model strategies for empathy, repairing harm, and maintaining healthy relationships.

<b>Principle: Designing Multiple Means of Expression</b>		
<b>Designing Options for...</b>		<b>What this means</b>
<b>Access</b>	<b>Interaction (4)</b>	<b>Designing flexible ways for learners to interact with tools, materials, and the classroom environment.</b>
	<ul style="list-style-type: none"> <li>4.1 Vary and honor the methods for response, navigation, and movement</li> </ul>	Allow learners multiple ways to respond, move, participate, and navigate tools or materials, depending on their needs and strengths.
	<ul style="list-style-type: none"> <li>4.2 Optimize access to accessible materials and assistive and accessible technologies and tools</li> </ul>	Ensure learners have access to the tools, technologies, and materials they need to express their learning fully and independently.
	<ul style="list-style-type: none"> <li>5.1 Use multiple media for communication</li> </ul>	Let students communicate ideas in many ways—spoken, written, visual, digital, physical, artistic, or multimodal.
<b>Support</b>	<b>Expression &amp; Communication (5)</b>	<b>Designing flexible options for learners to express themselves through writing, speaking, drawing, building, or using digital tools.</b>
	<ul style="list-style-type: none"> <li>5.2 Use multiple tools for construction, composition, and creativity</li> </ul>	Provide a variety of tools so students can build, create, and compose in forms that match their strengths and learning goals.
	<ul style="list-style-type: none"> <li>5.3 Build fluencies with graduated support for practice and performance</li> </ul>	Give step-by-step scaffolding, guided practice, and chances to rehearse so learners become more confident and skillful over time.
	<ul style="list-style-type: none"> <li>5.4 Address biases related to modes of expression and communication</li> </ul>	Ensure no type of communication (oral, written, digital, artistic, etc.) is treated as more valid than others, and challenge bias in how expression is evaluated.
<b>Executive Function</b>	<b>Strategy Development (6)</b>	<b>Offering supports that build students' ability to plan, organize, reflect, and adjust their approach as they learn.</b>
	<ul style="list-style-type: none"> <li>6.1 Set meaningful goals</li> </ul>	Support learners in understanding, co-constructing, or identifying goals that are purposeful and relevant to their learning.
	<ul style="list-style-type: none"> <li>6.2 Anticipate and plan for challenges</li> </ul>	Teach learners to think ahead, plan strategies, and prepare for obstacles before they happen.
	<ul style="list-style-type: none"> <li>6.3 Organize information and resources</li> </ul>	Help learners sort, structure, and manage materials, tools, and information so they can work efficiently and independently.
	<ul style="list-style-type: none"> <li>6.4 Enhance capacity for monitoring progress</li> </ul>	Build students' skills in self-monitoring, checking their work, noticing growth, and identifying next steps.
	<ul style="list-style-type: none"> <li>6.5 Challenge exclusionary practices</li> </ul>	Encourage learners to question and address unfair barriers, systems, or practices that limit participation or expression.

<b>Principle: Designing Multiple Means of Representation</b>		
	<b>Designing Options for...</b>	<b>What this means</b>
<b>Access</b>	<b>Perception (1)</b>	<b>Designing multiple ways for learners to see, hear, or experience information.</b>
	<ul style="list-style-type: none"> <li>1.1 Support opportunities to customize the display of information</li> </ul>	Allow learners to adjust how information looks so it is easier for them to access and understand (e.g., size, contrast, format).
	<ul style="list-style-type: none"> <li>1.2 Support multiple ways to perceive information</li> </ul>	Provide information through more than one sensory channel (visual, auditory, tactile) so all learners can access it.
	<ul style="list-style-type: none"> <li>1.3 Represent a diversity of perspectives and identities in authentic ways</li> </ul>	Ensure materials reflect diverse identities, cultures, and viewpoints in accurate, respectful ways.
<b>Support</b>	<b>Language &amp; Symbols (2)</b>	<b>Providing multiple tools to help learners make sense of language, math symbols, and subject-specific terms.</b>
	<ul style="list-style-type: none"> <li>2.1 Clarify vocabulary, symbols, and language structures</li> </ul>	Make sure academic words, phrases, symbols, and language patterns are clearly explained and easy to understand.
	<ul style="list-style-type: none"> <li>2.2 Support decoding of text, mathematical notation, and symbols</li> </ul>	Help learners interpret written text, math symbols, diagrams, charts, and other symbolic forms.
	<ul style="list-style-type: none"> <li>2.3 Cultivate understanding and respect across languages and dialects</li> </ul>	Value and integrate linguistic diversity, helping learners recognize and respect multiple languages and dialects.
	<ul style="list-style-type: none"> <li>2.4 Address biases in the use of language and symbols</li> </ul>	Ensure language and visuals do not perpetuate stereotypes or exclusion; teach learners to notice and question bias.
	<ul style="list-style-type: none"> <li>2.5 Illustrate through multiple media</li> </ul>	Present ideas using varied media—images, audio, video, models, simulations—to deepen understanding.
<b>Executive Function</b>	<b>Building Knowledge (3)</b>	<b>Offering multiple pathways for students to learn, connect, and apply new knowledge.</b>
	<ul style="list-style-type: none"> <li>3.1 Connect prior knowledge to new learning</li> </ul>	Help learners link new information to what they already know from school, home, or life experiences.
	<ul style="list-style-type: none"> <li>3.2 Highlight and explore patterns, critical features, big ideas, and relationships</li> </ul>	Make key concepts, patterns, and underlying structures visible so learners understand the “big picture”
	<ul style="list-style-type: none"> <li>3.3 Cultivate multiple ways of knowing and making meaning</li> </ul>	Support and honour diverse ways of making meaning—cultural, embodied, creative, land-based, and experiential.
	<ul style="list-style-type: none"> <li>3.4 Maximize transfer and generalization</li> </ul>	Help learners apply skills and knowledge to new situations, subjects, and real-world contexts.

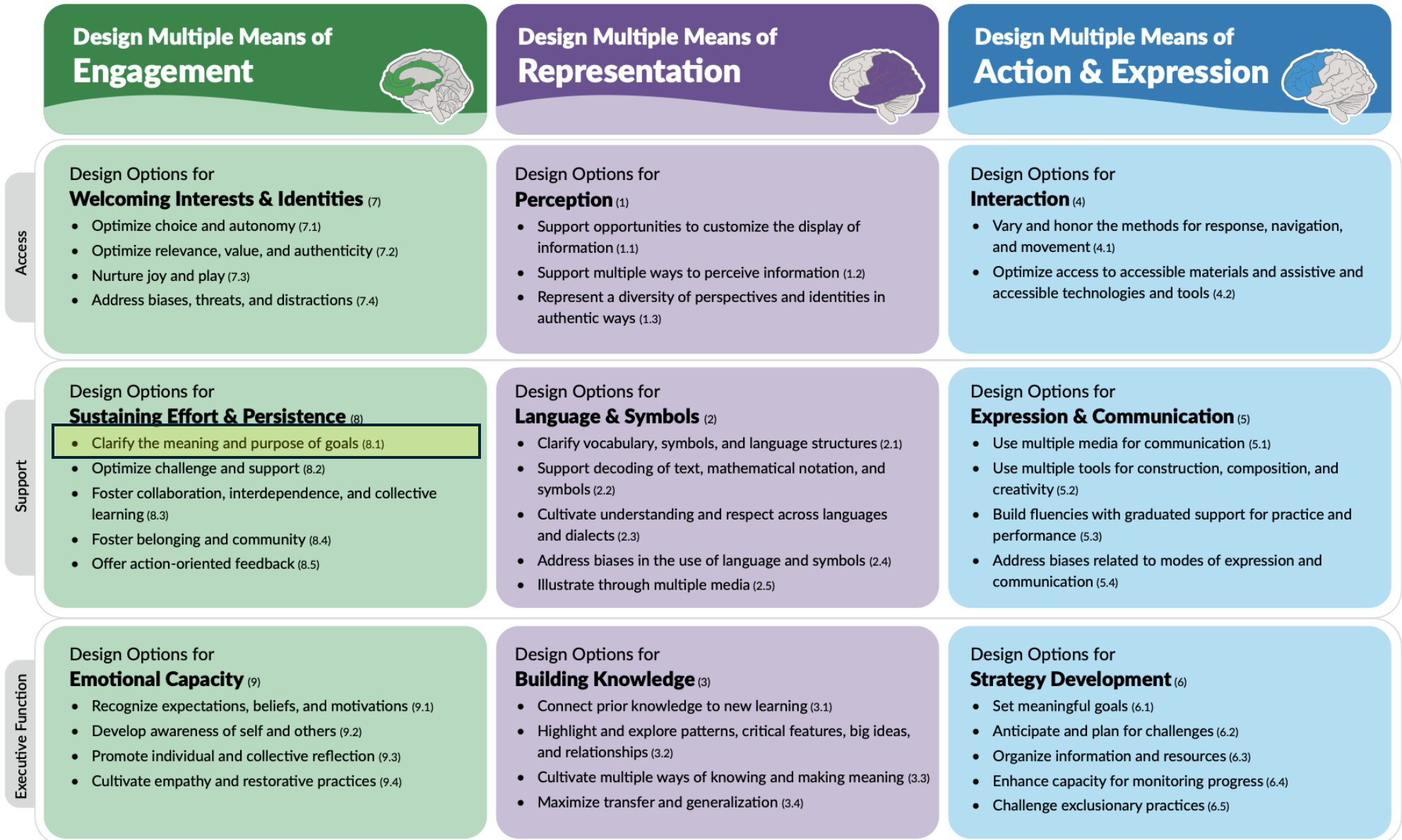
# High Impact UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

**What are you already doing?**

**What is one more thing you could try?**

# High Impact UDL Strategies in Curricular Design

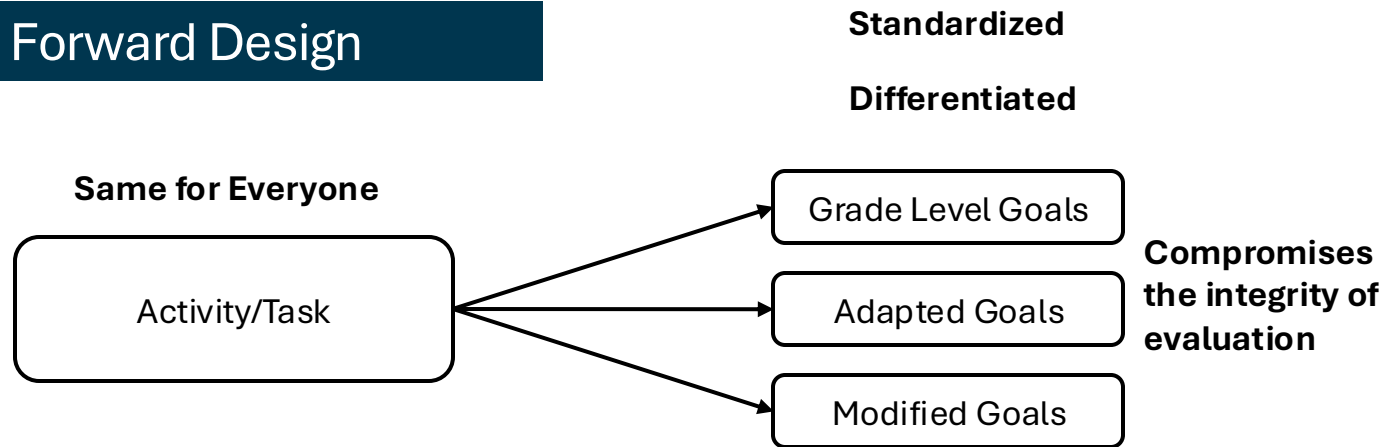




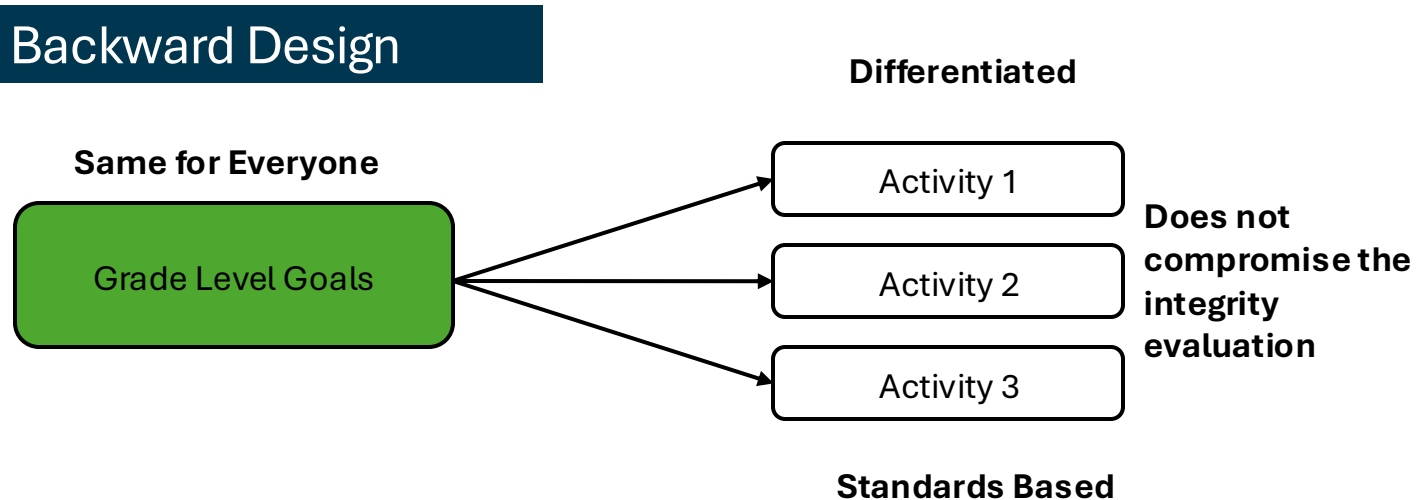
# How I came to understand **BACKWARDS DESIGN**

# Design with the End in Mind!

## Forward Design

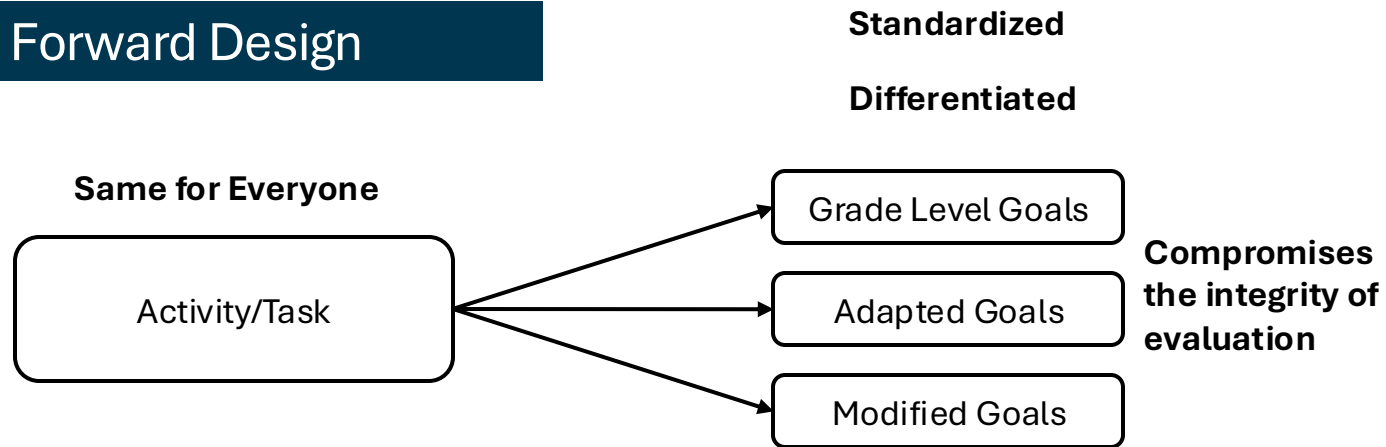


## Backward Design

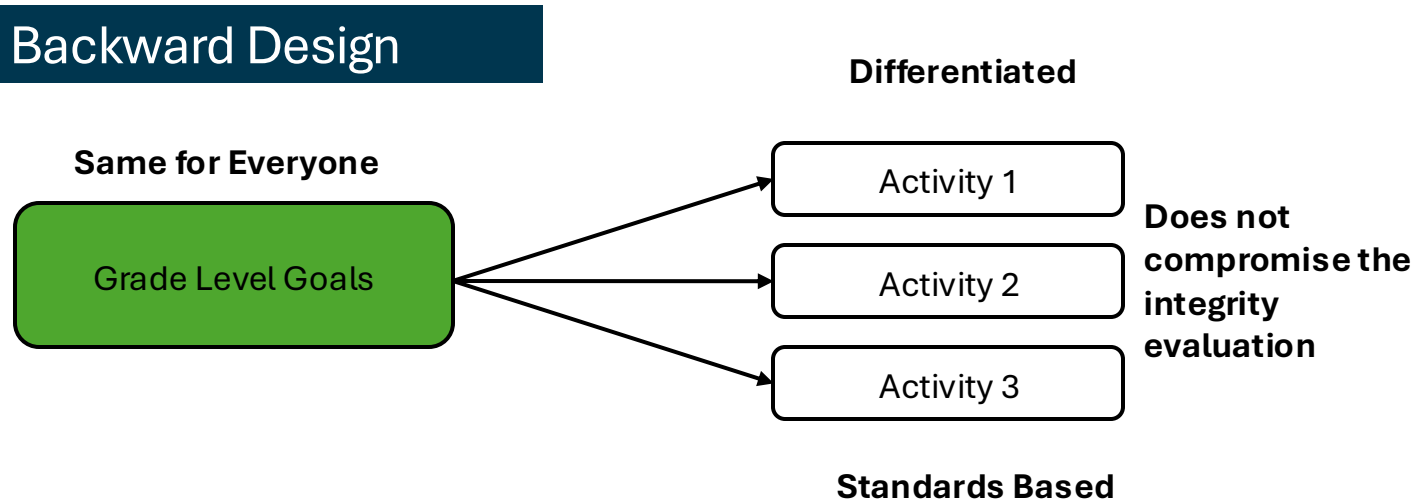


# Design with the End in Mind!

## Forward Design



## Backward Design



# Backwards Design (previous curricular model)

What types of goal are in the curriculum?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?



# Backwards Design (current curricular model)

## What types of goal are in the curriculum?

- **Big Ideas**
  - What do we need to understand?
- **Content**
  - What do we need to know?
- **Curricular Competencies**
  - What do we need to do?
- **Core Competencies**
  - Who are we? Or, Who do we need to become?

BRITISH COLUMBIA  
Ministry of Education

Area of Learning: SOCIAL STUDIES  
Grade 8

**BIG IDEAS**

- The increasing interconnectedness of global society carries both positive and negative consequences.
- Discoveries and innovations can result in progress or decline.
- The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.
- Intercultural contact and conflict lead to multiple complex experiences and perspectives.

**Learning Standards**

Curricular Competencies	Concepts and Content
<p>Students will develop competencies needed to be active, informed citizens:</p> <ul style="list-style-type: none"><li>Use the Social Studies inquiry process (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li><li>Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)</li><li>Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)</li><li>Determine key historical turning points that led to progress and decline for different groups (continuity and change)</li><li>Test and/or develop different geographic models and theories (continuity and change)</li><li>Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)</li><li>Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)</li><li>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li><li>Make reasoned ethical judgment about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)</li></ul>	<p>Students will know and understand the following concepts and content related to <i>Canada and the Early Modern World (15th to 18th Century)</i>:</p> <ul style="list-style-type: none"><li>relationships between expansion, exploration, and colonization</li><li>interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America</li><li>social, political, and economic systems and structures, including those of at least one indigenous society in the world</li><li>religious systems and spiritual practices, including those of at least one indigenous society in the world</li><li>scientific, philosophical, and technological innovations in this period, including cartography and navigation</li><li>the relationship between humans and the physical environment</li></ul>

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**Core Competencies**

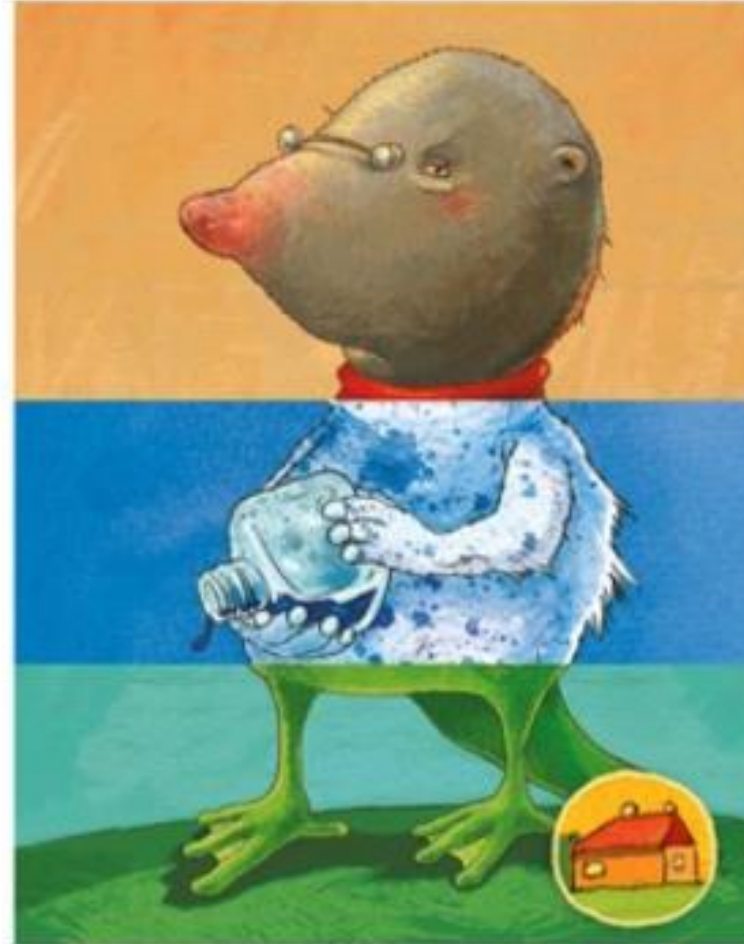
- Communication**
  - Communicating meaningfully with others
  - Using a variety of media
  - Using a variety of languages
- Critical Thinking**
  - Analyzing and evaluating information
  - Problem-solving
  - Using critical thinking
- Personal & Social Responsibility**
  - Understanding and respecting diversity
  - Using a variety of languages
  - Using a variety of media

# Responsive Curriculum Design

**M**iserable

**T**wo-toed

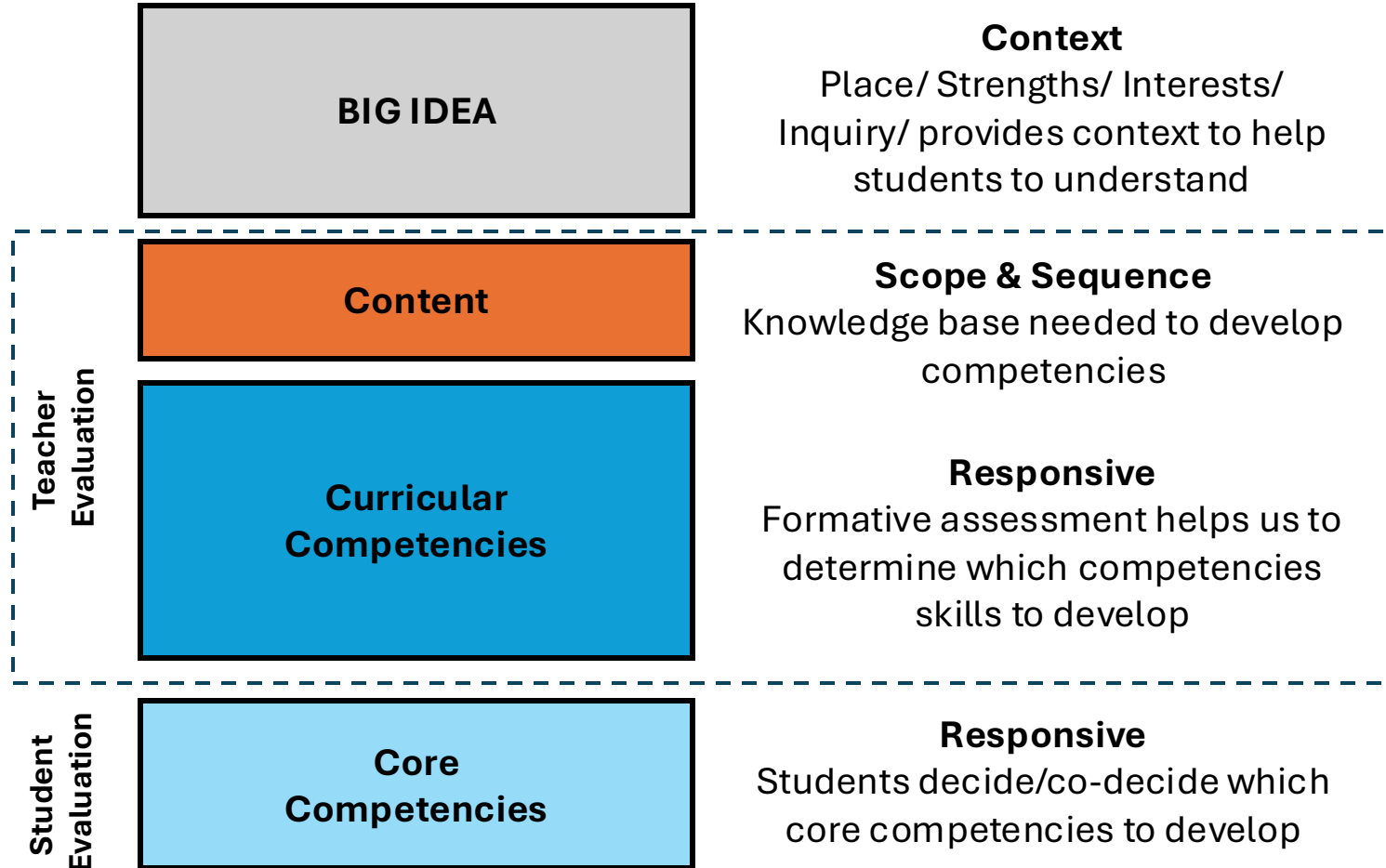
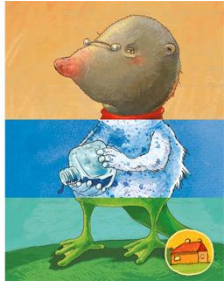
**L**izard



Miserable

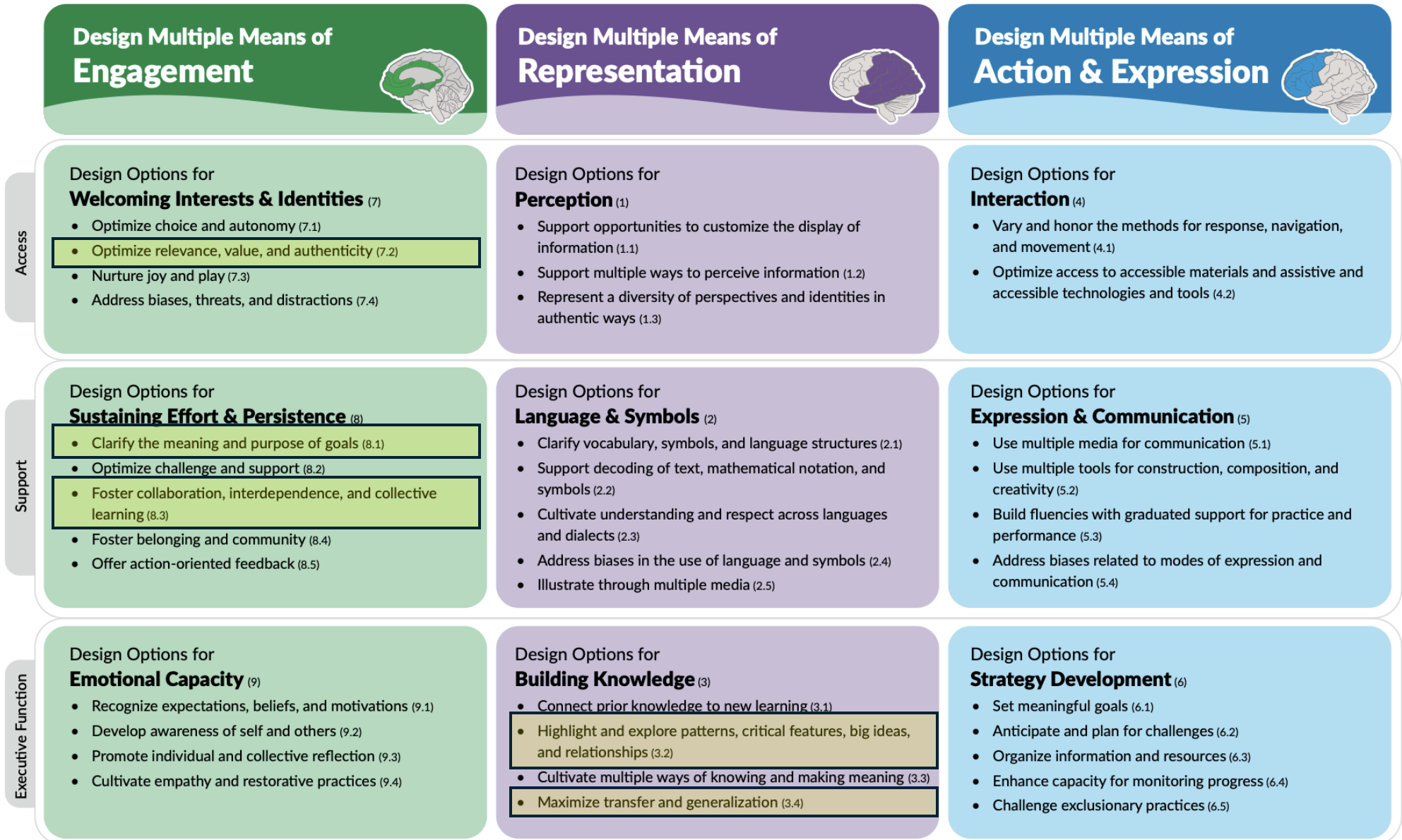
Two-toed

Lizard



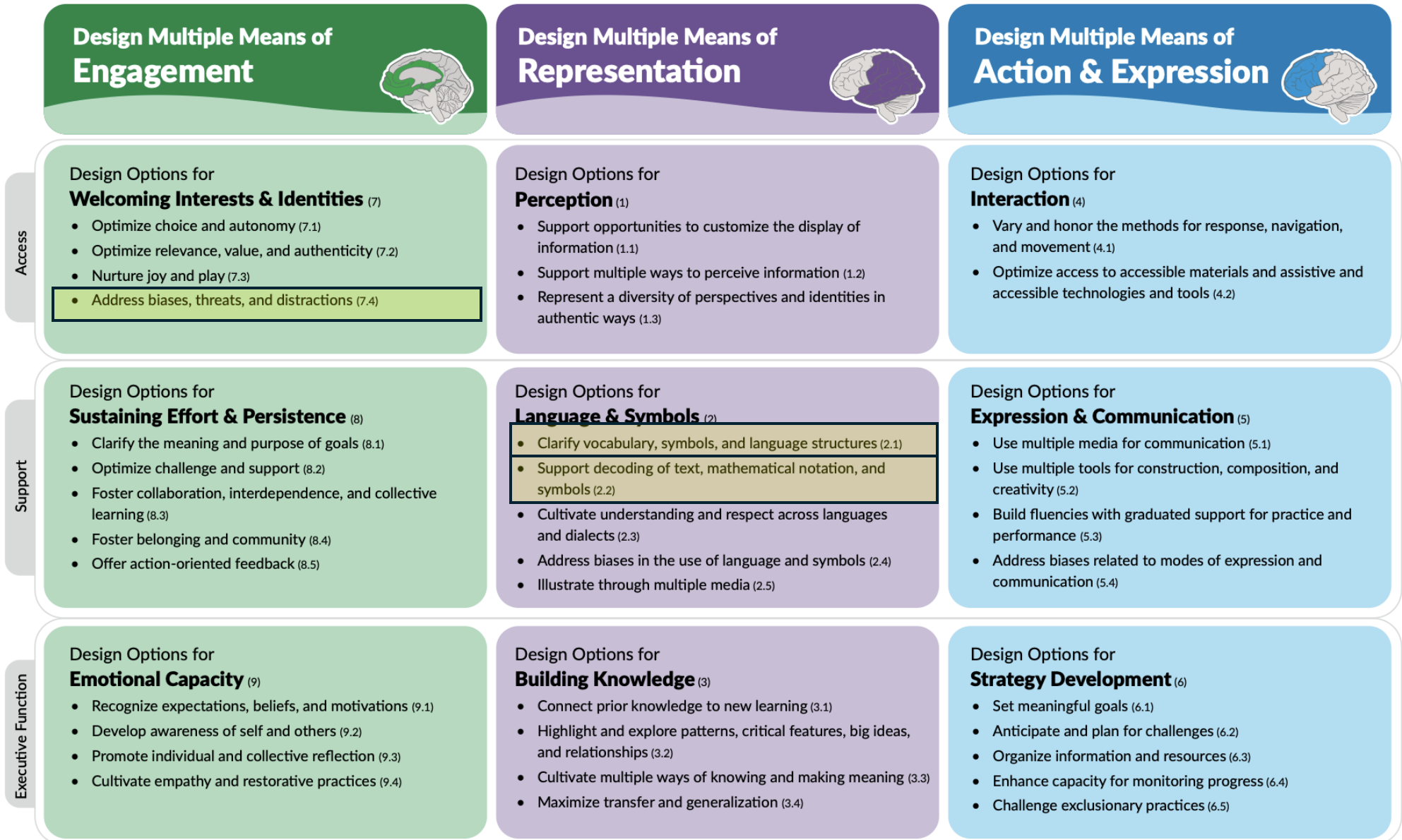
<b>Class:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
<b>Big Idea(s):</b>		
<b>Unit Goals</b>	<b>Curricular Language</b>	
<b>Content Goal</b>		
<b>Content Goal</b>		
<b>Curricular Competency Goal</b>		
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<b>Curricular Competency Goal</b>		
<b>Core Competency Goal</b>		

# High Impact UDL Strategies in Curricular Design



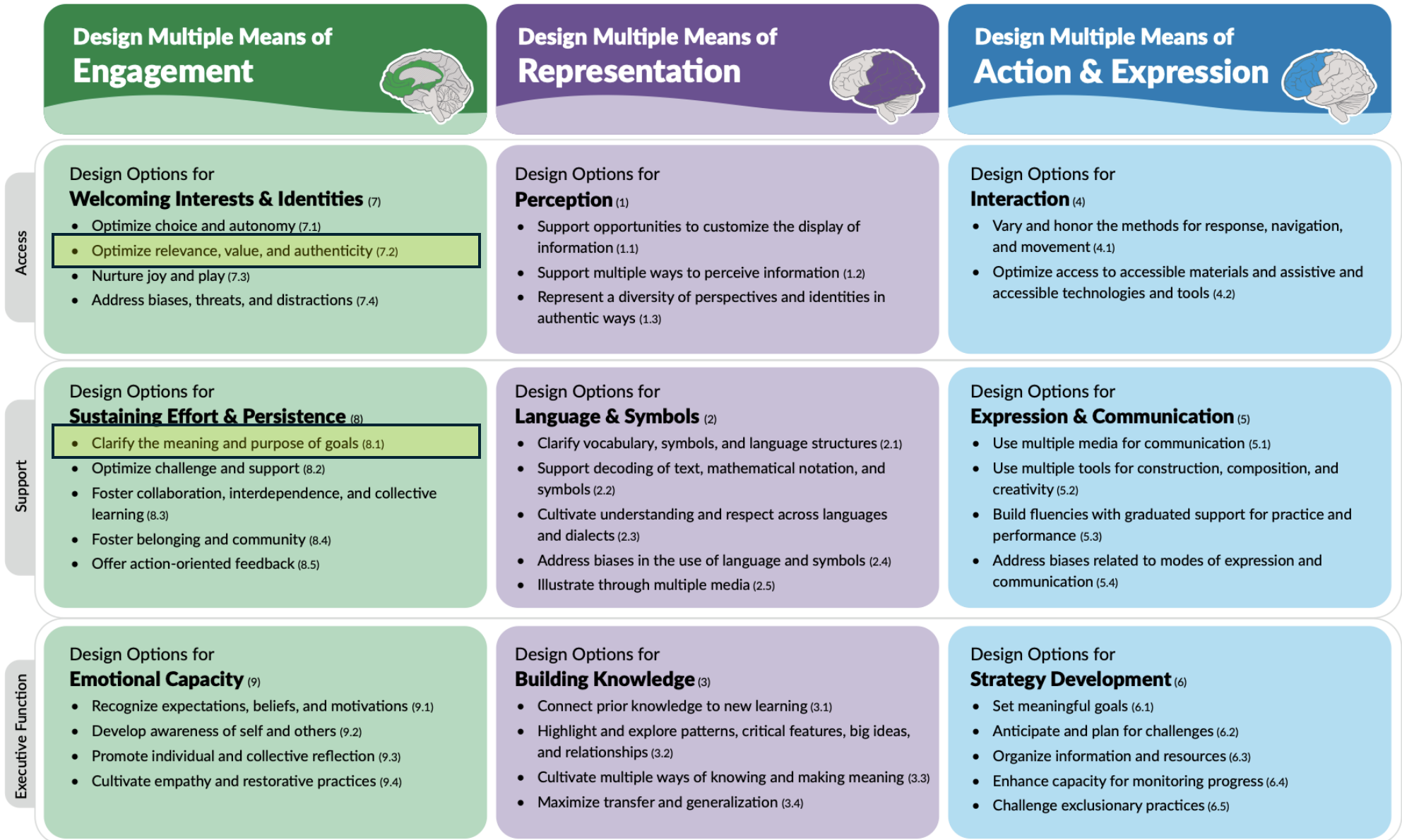
<b>Class:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
<b>Big Idea(s):</b>		<b>Unit Guiding/Provoking Question(s):</b>
<b>Vocabulary to know and use (content):</b>		<b>Vocabulary to know and use (skills &amp; competencies):</b>
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>		<i>I know...</i>
<b>Content Goal</b>		<i>I know...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Core Competency Goal</b>		<i>We are...</i>

# High Impact UDL Strategies in Curricular Design



<b>Class:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
<b>Big Idea(s):</b>		<b>Unit Guiding/Provoking Question(s):</b>
<b>Vocabulary to know and use (content):</b>		<b>Vocabulary to know and use (skills &amp; competencies):</b>
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>		<i>I know...</i>
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<b>Curricular Competency Goal</b>		<i>I can...</i>
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<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Core Competency Goal</b>		<i>We are...</i>

# High Impact UDL Strategies in Curricular Design



<b>Class:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
<b>Big Idea(s):</b>		<b>Unit Guiding/Provoking Question(s):</b>
<b>Vocabulary to know and use (content):</b>		<b>Vocabulary to know and use (skills &amp; competencies):</b>
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>		<i>I know...</i>
<b>Content Goal</b>		<i>I know...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
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<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Core Competency Goal</b>		<i>We are...</i>

<b>Class: Grade 9</b>	<b>Subject Area(s): Visual Art</b>	<b>Planning Team: JL &amp; HG</b>
<b>Big Idea(s):</b> Identity is explored, expressed, and impacted through visual arts experiences.		<b>Unit Guiding Question(s):</b> How can I learn more about myself and others through Art?
<b>Vocabulary to know and use (content):</b> elements of design, principles of design, image, mood, ideas, line, shape, space, texture, colour, form, value, pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony, narrative, self perception, identity, work of art		<b>Vocabulary to know and use (skills &amp; competencies):</b> explore, artistic experiences
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>	visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to elements of design, principles of design, image design	<i>I know how to create mood and show my ideas by using elements of visual design</i>
<b>Content Goal</b>	personal narrative as a means of representing self-perception and identity in artistic works	<i>I know how to show who I am and tell my story through visual arts</i>
<b>Curricular Competency Goal: Exploring &amp; Creating</b>	Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies	<i>I can explore using art materials and processes</i>
<b>Curricular Competency Goal: Exploring &amp; Creating</b>	Explore relationships between identity, place, culture, society, and belonging through artistic experiences	<i>I can use art to explore how to better understand myself and the world</i>
<b>Curricular Competency Goal: Communicating &amp; Documenting</b>	Present or share personal works of art	<i>I can present and share my works of art</i>
<b>Curricular Competency Goal: Connecting &amp; Exploring</b>	Reflect on works of art and creative processes to make connections to personal learning and experiences	<i>I can reflect on how art connects to my learning and experiences</i>
<b>Core Competency Goal</b>	Personal awareness & responsibility	<i>We are personally aware and responsible because we...(students choose)/ IEP objective</i>

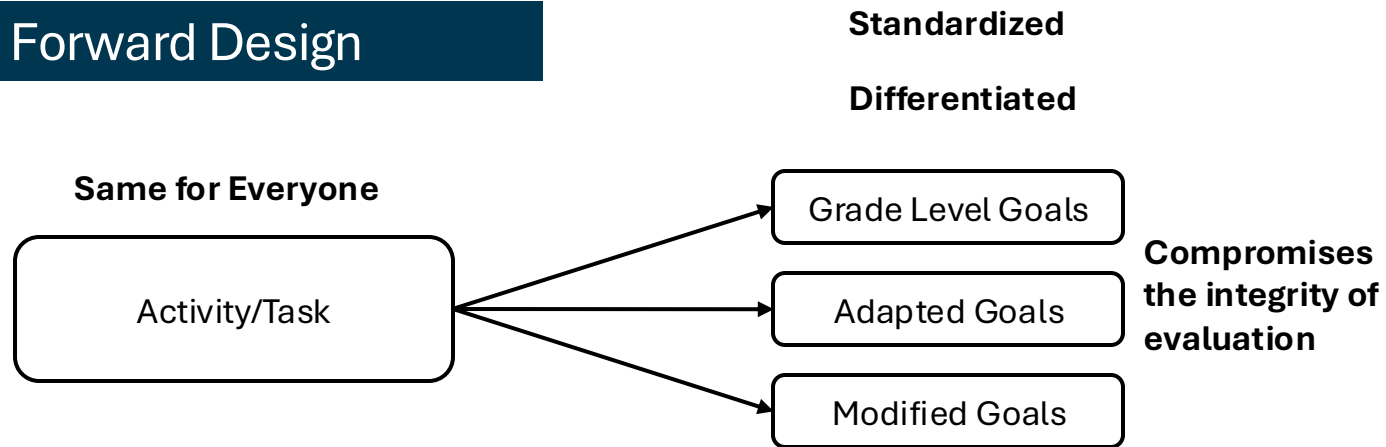
<b>Class: Grade 10</b>	<b>Subject Area(s): PE</b>	<b>Planning Team: PO &amp; YT</b>
<b>Big Idea(s):</b> Trying a variety of <a href="#">physical activities</a> can increase the likelihood that we will be active throughout our lives.		<b>Unit Guiding Question(s):</b> What physical activities work for me? How do I know?
<b>Vocabulary to know and use (content):</b> physical activity, health, benefits, preferred, fitness, health components, physical confidence, mental well-being		<b>Vocabulary to know and use (skills &amp; competencies):</b> participate, personal awareness, responsibility, competencies,
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>	<a href="#">individual and dual activities</a> , <a href="#">rhythmic activities</a> , <a href="#">games</a> , and outdoor activities	<i>I know different kinds of physical activities</i>
<b>Content Goal</b>	health benefits of physical activities	<i>I know the health benefits of participating in physical activity</i>
<b>Curricular Competency Goal: Physical Literacy</b>	Identify and participate in preferred <a href="#">types of physical activity</a>	<i>I can participate in physical activity that I like</i>
<b>Curricular Competency Goal: Healthy Active Living</b>	Participate in physical activities designed to enhance and maintain <a href="#">health components of fitness</a>	<i>I can participate in physical activities that will support my health</i>
<b>Curricular Competency Goal: Healthy Active Living</b>	Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities	<i>I can develop my confidence in different physical activities that will support my health</i>
<b>Curricular Competency Goal: Mental Wellbeing</b>	Describe the relationships between physical activities, mental well-being, and overall health	<i>I can notice and describe the relationship between physical activities that I engage in and my mental well-being and over all health</i>
<b>Core Competency Goal</b>	Personal awareness & responsibility	<i>We are personally aware and responsible because we...(students choose)/ IEP objective</i>

Grade: 10		Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using <b>proportional reasoning</b> to solve <b>indirect measurement</b> problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?	
Unit Goals	Learning Standard	Student Friendly Language	
Content Goal	Primary trigonometric ratios	I know what <b>trigonometry</b> is and why it is useful I know how to use <b>trigonometry</b> to help me solve a problem	
Curricular Competency Goals	<b>Respond &amp; Analyse : Model</b> with mathematics in <b>situational contexts</b>	I can <b>reason and analyze</b> by <b>modelling</b> (mathematics) using real life situations	
Curricular Competency Goals	<b>Understand &amp; Solve: Visualize</b> to explore and illustrate mathematical concepts and relationships	I can <b>understand and solve</b> by <b>visualizing</b> (mathematical concepts) and <b>relationships</b>	
Curricular Competency Goals	<b>Communicate &amp; Respond:</b> Take risks when offering ideas in classroom <b>discourse</b>	I can <b>communicate and represent</b> by taking <b>risks</b> by sharing ideas during classroom discussion	
Curricular Competency Goals	<b>Connecting &amp; Reflecting:</b> Use mistakes as <b>opportunities to advance learning</b>	I can <b>connect and reflect</b> by making mistakes and using those as <b>opportunities to learn</b>	
Core Competency Goal	I am a creative thinker		

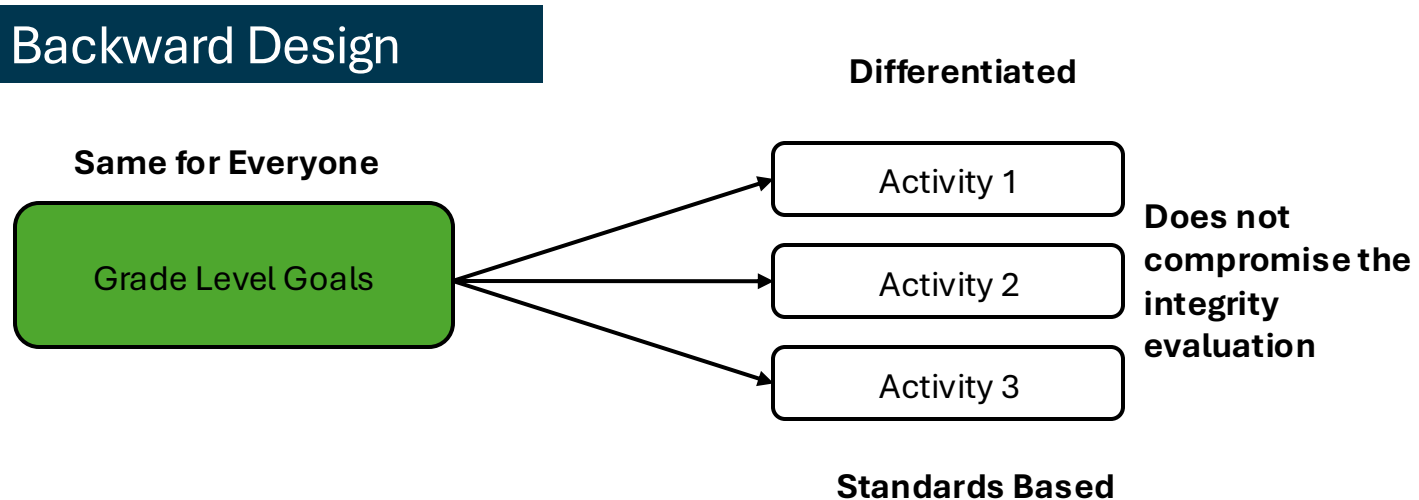
<b>Class:</b>	<b>Subject Area(s):</b>	<b>Planning Team:</b>
<b>Big Idea(s):</b>		<b>Unit Guiding Question(s):</b>
<b>Vocabulary to know and use (content):</b>		<b>Vocabulary to know and use (skills &amp; competencies):</b>
<b>Unit Goals</b>	<b>Curricular Language</b>	<b>Student friendly language</b>
<b>Content Goal</b>		<i>I know...</i>
<b>Content Goal</b>		<i>I know...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Curricular Competency Goal</b>		<i>I can...</i>
<b>Core Competency Goal</b>		<i>We are...</i>

# Design with the End in Mind!

## Forward Design

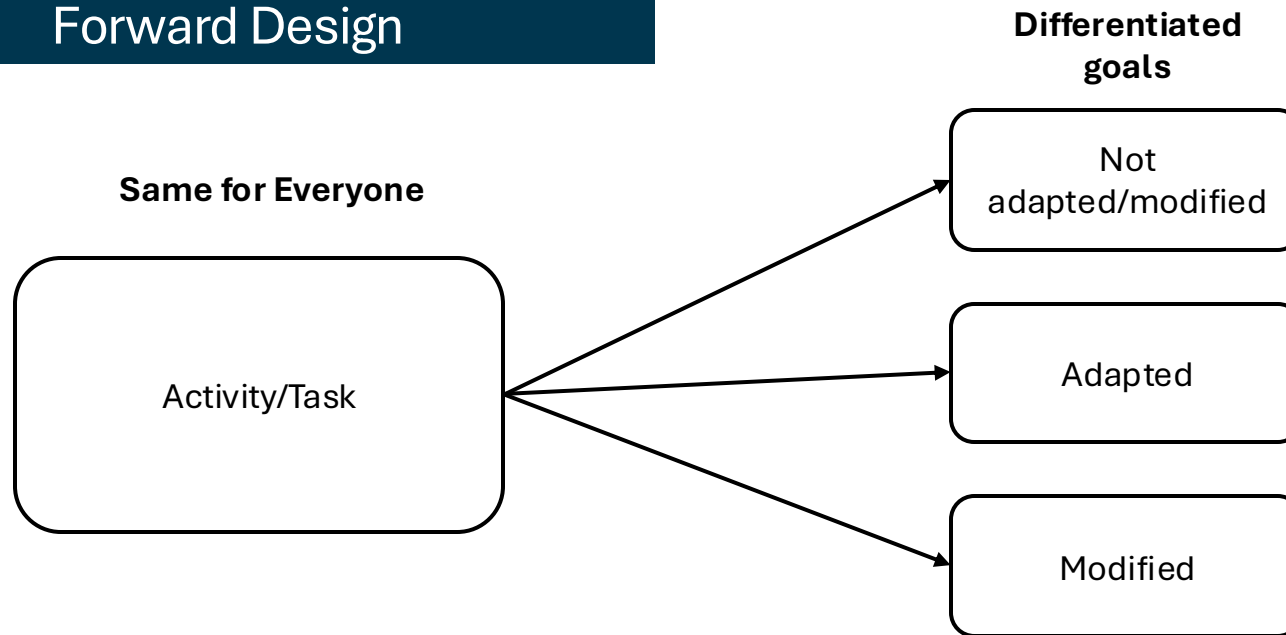


## Backward Design



# Backwards Design

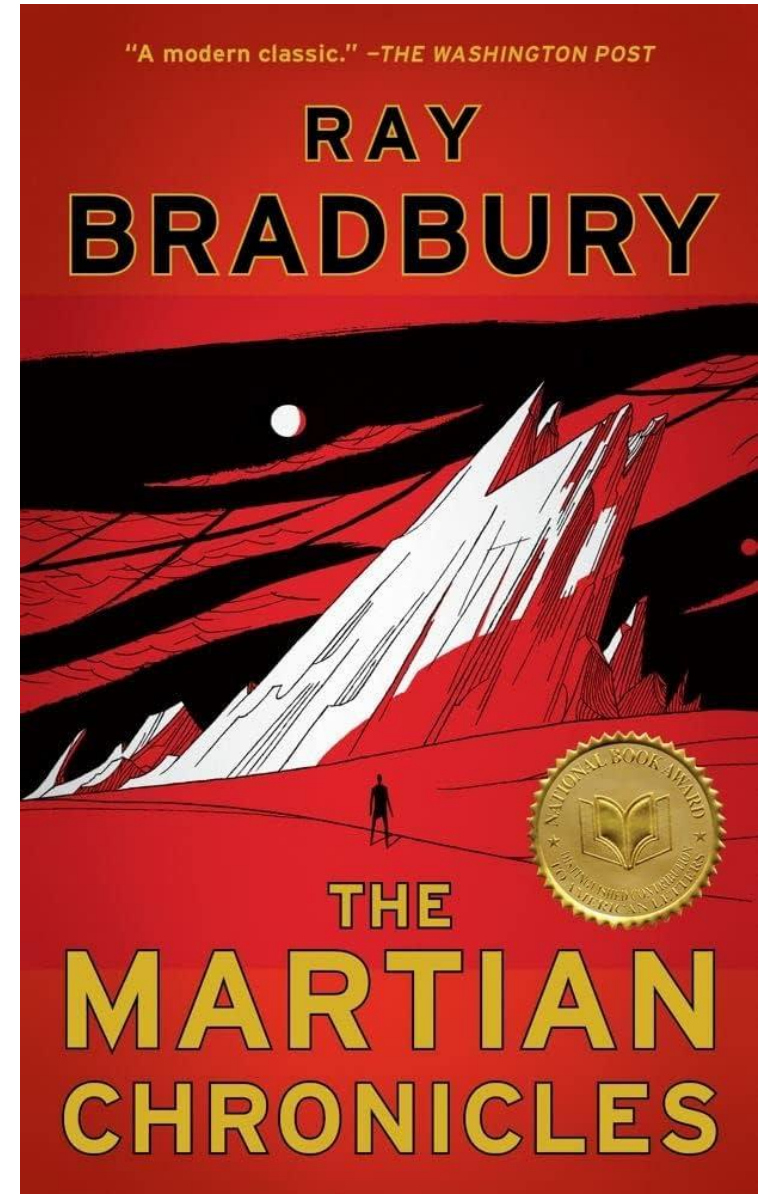
Forward Design



# Forward Design Example

## English 9

- 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.

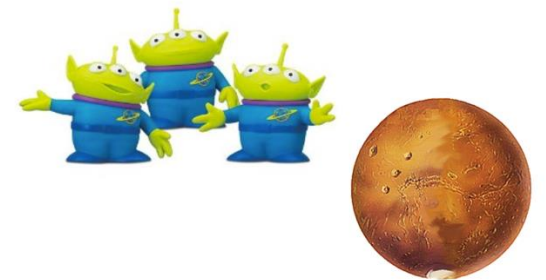
These are **Humans**.



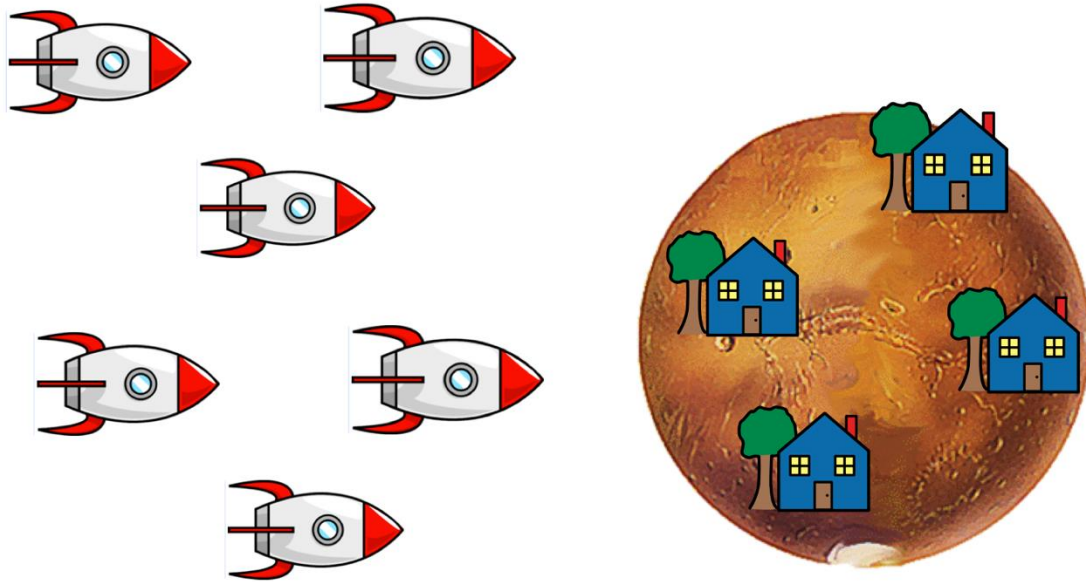
**Humans** live on **Earth**.



These are **Martians**.



**Martians** live on **Mars**.

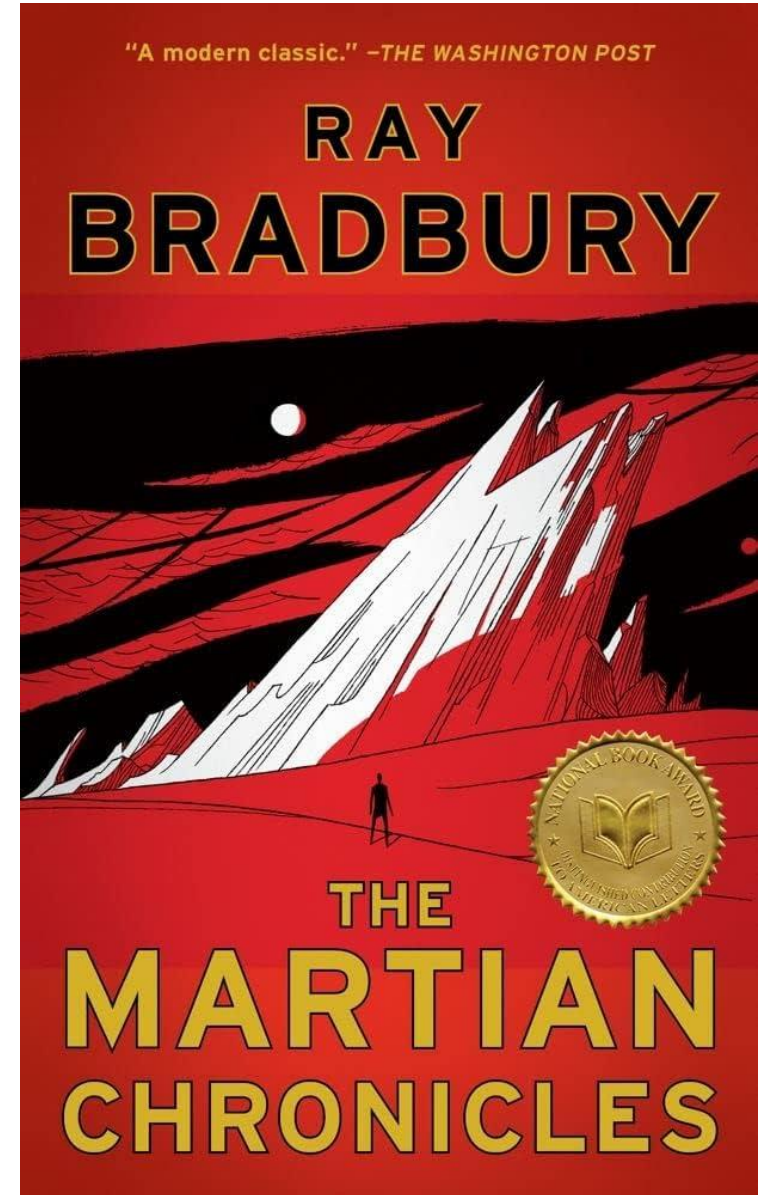


**More and more Humans  
kept coming to Mars.**

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

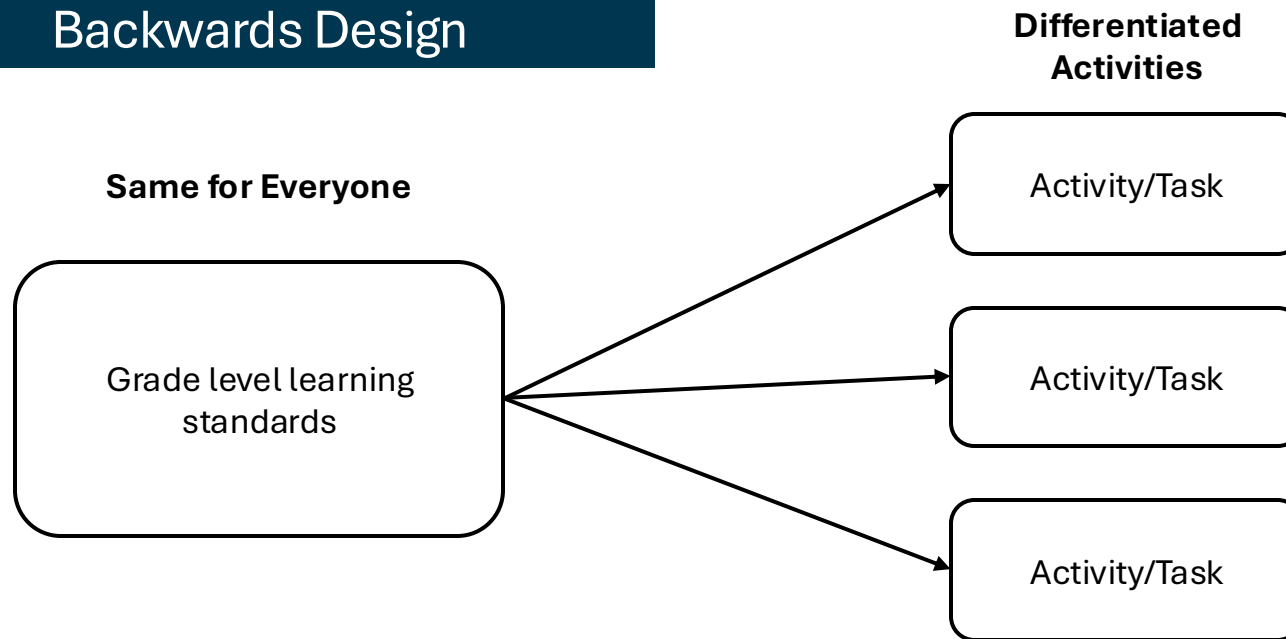
# Forwards Design

- 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

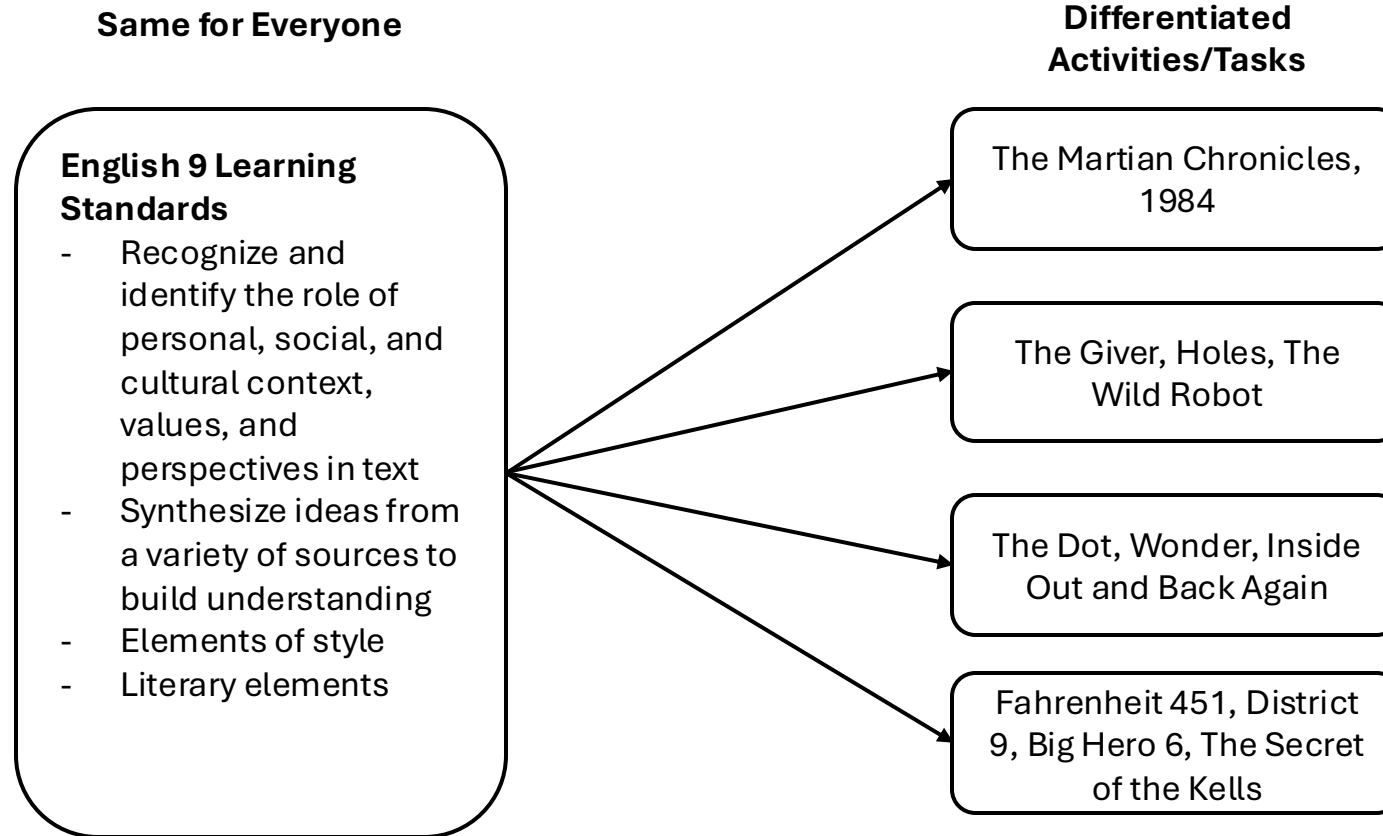


# Backwards Design

## Backwards Design



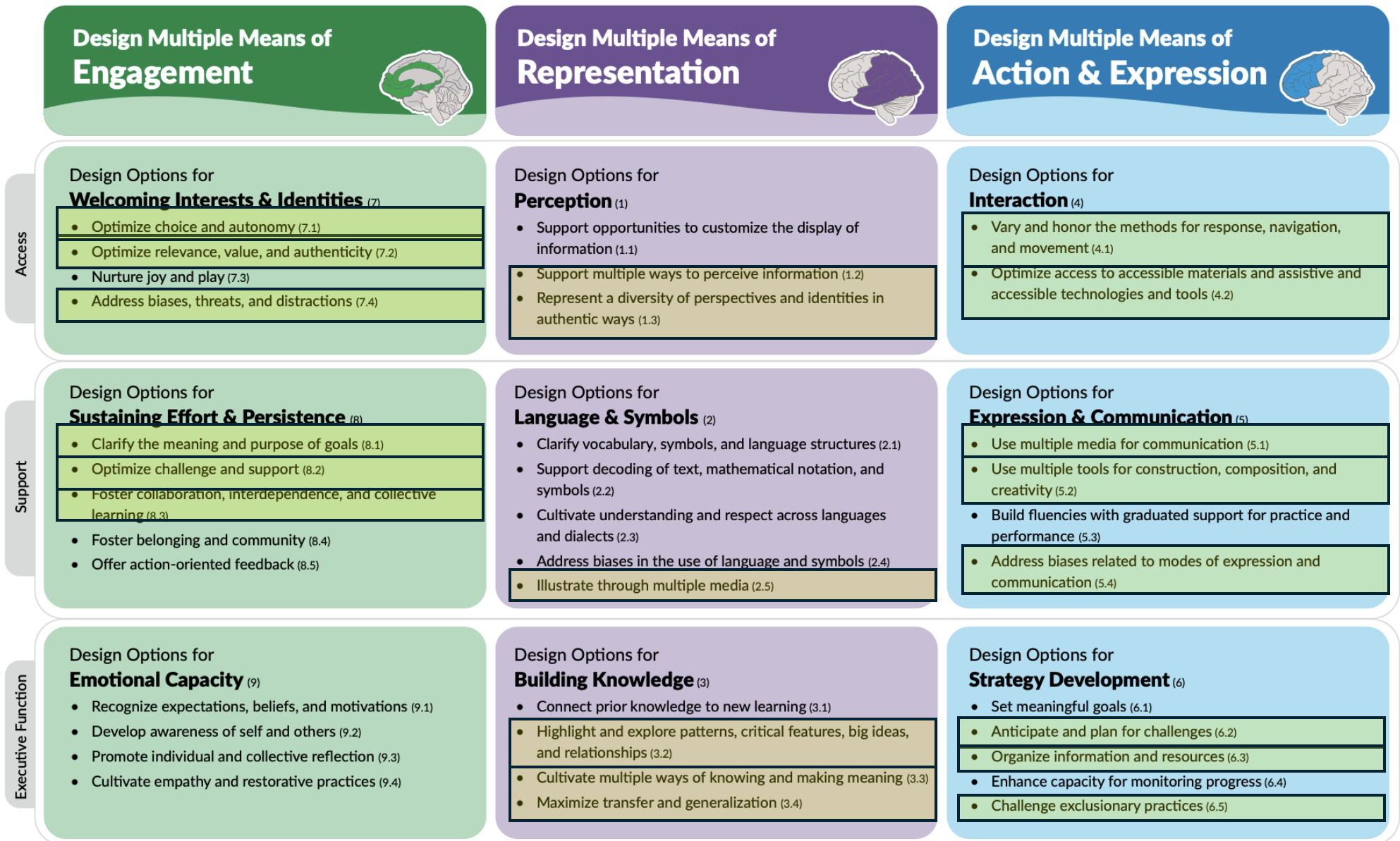
# Backwards Design

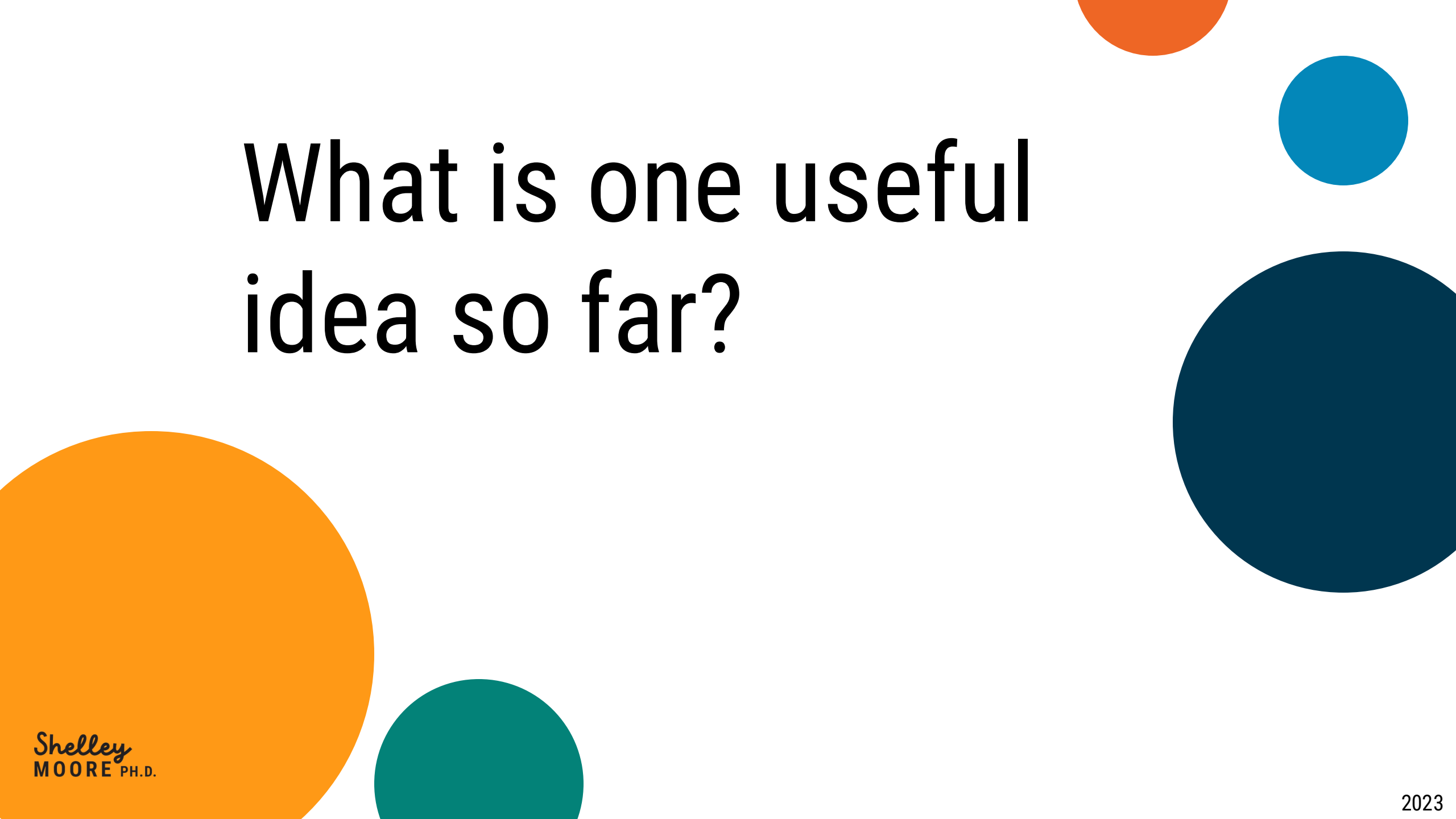


McTigue, 2010

**FIRM Goals, FLEXIBLE means**

# High Impact UDL Strategies in Curricular Design

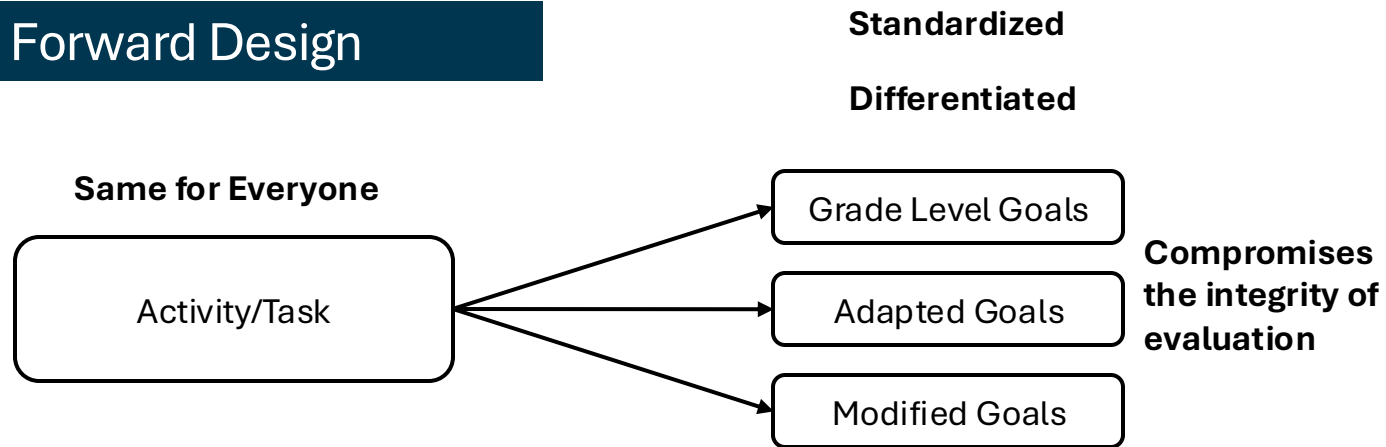


The slide features several large, solid-colored circles in orange, teal, and dark blue, scattered across the background. The text is centered in a large, black, sans-serif font.

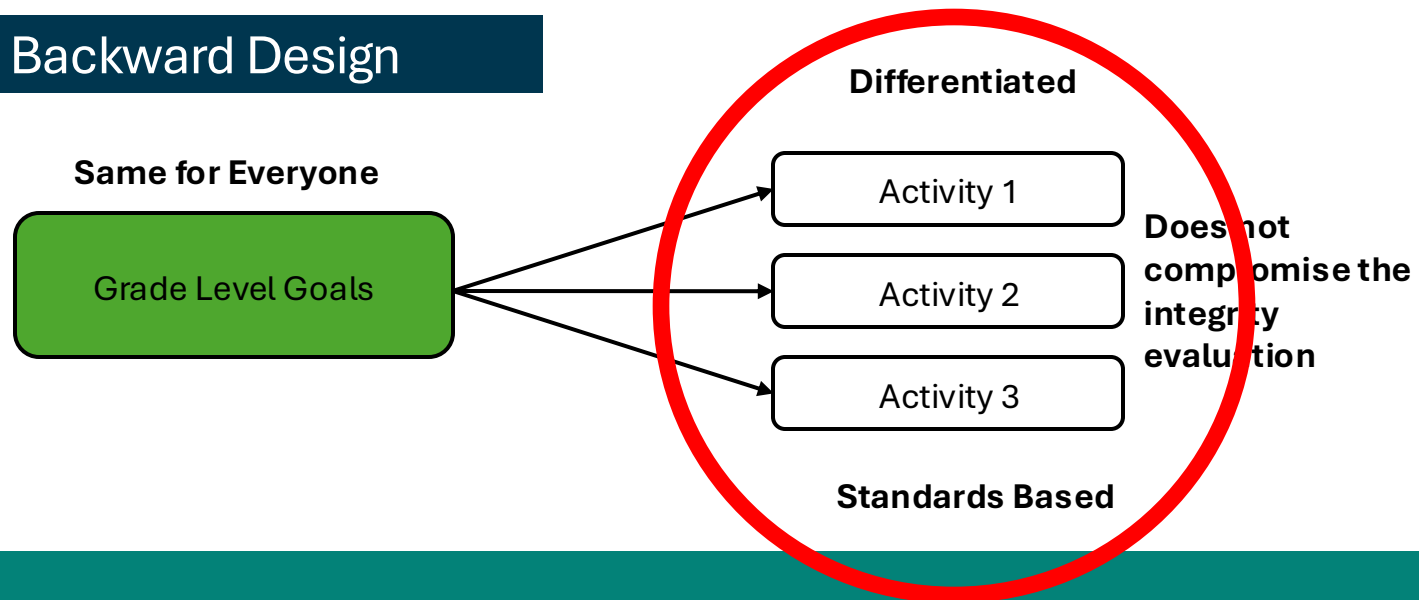
What is one useful  
idea so far?

# Design with the End in Mind!

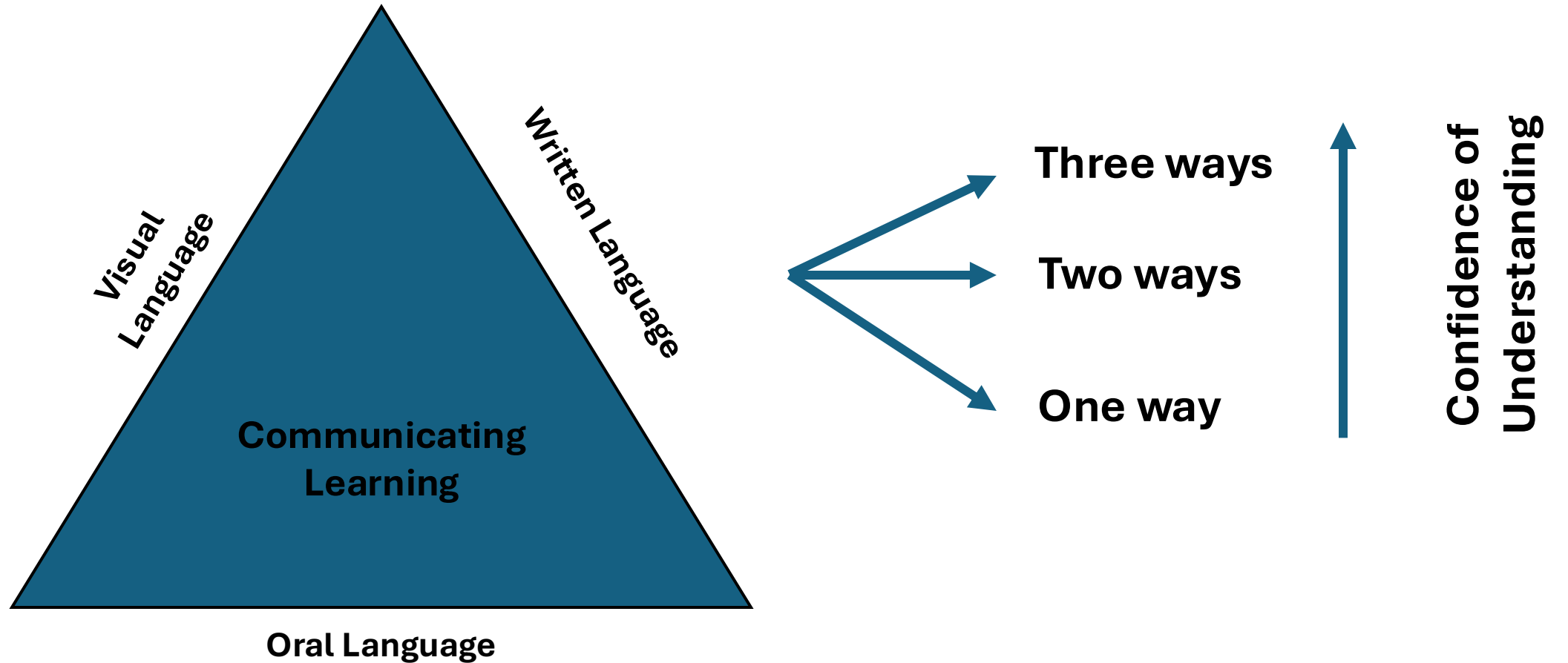
## Forward Design



## Backward Design



# How do student show what they know?

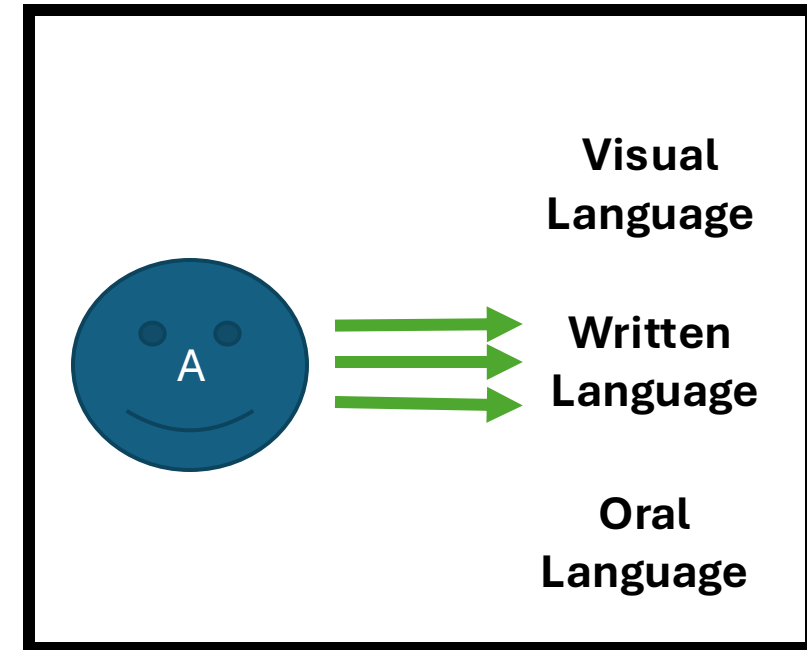
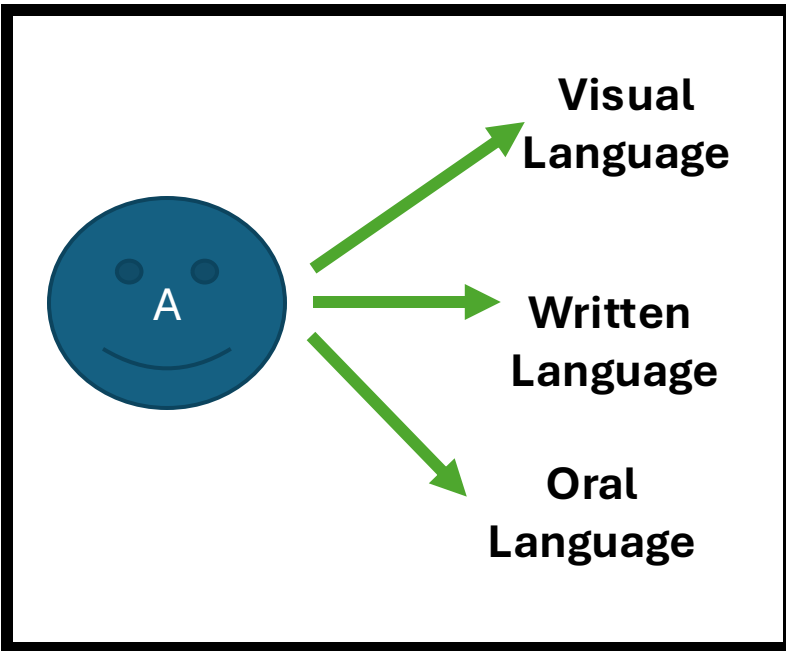


# All Languages (in literacy) are Treated Equal!

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

**Instead of**

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

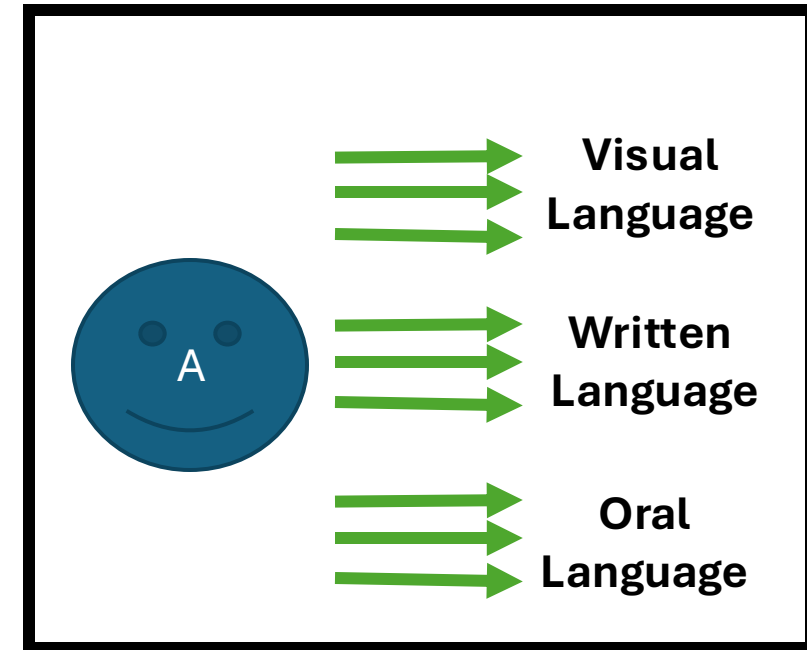
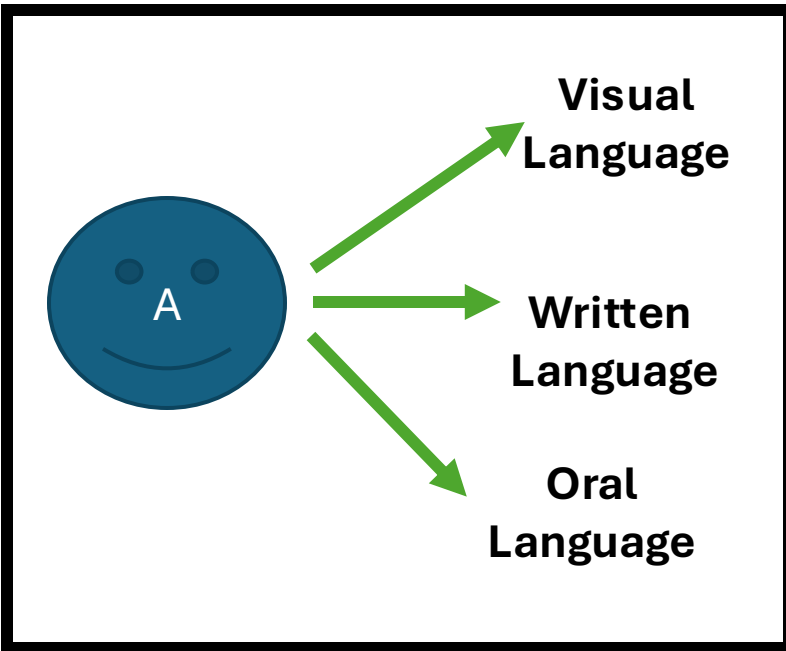


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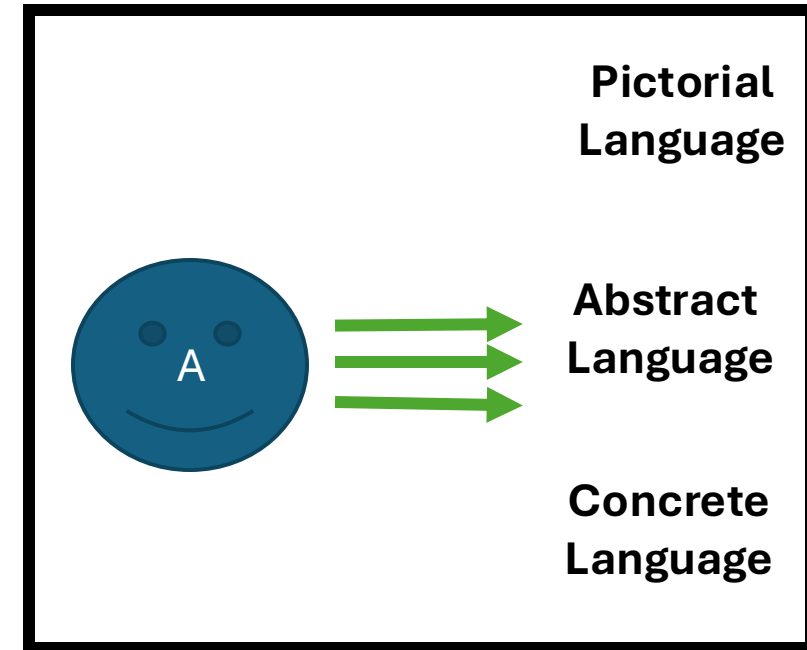
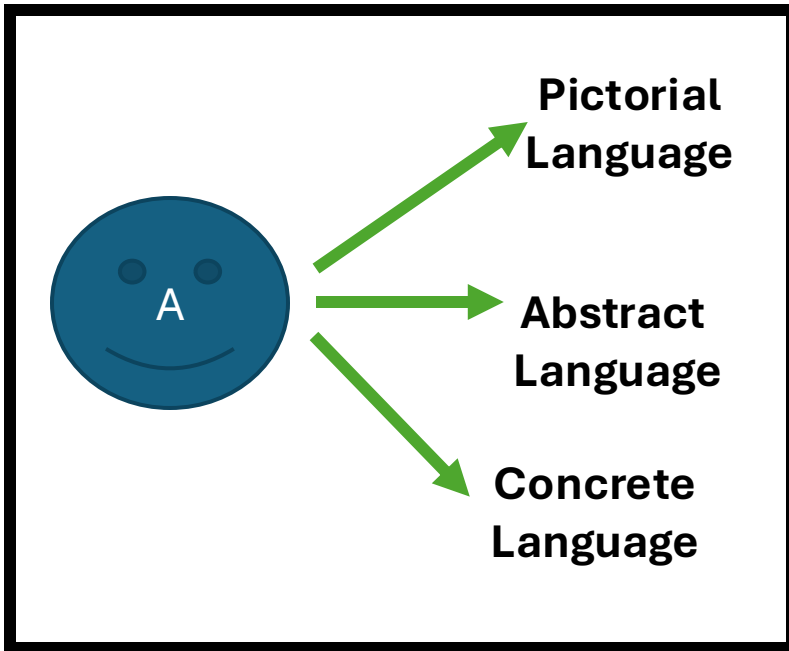


# All Languages (in numeracy) are Treated Equal!

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

**Instead of**

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

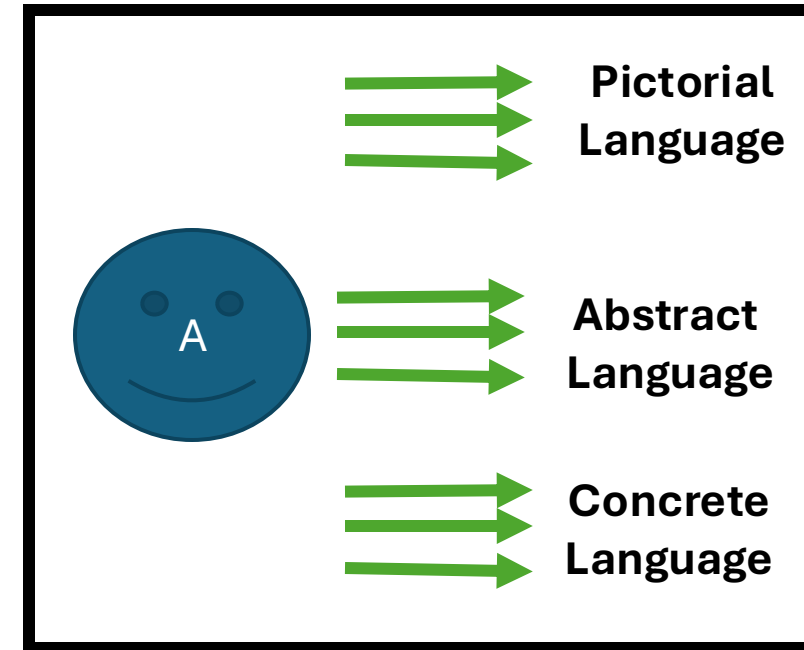
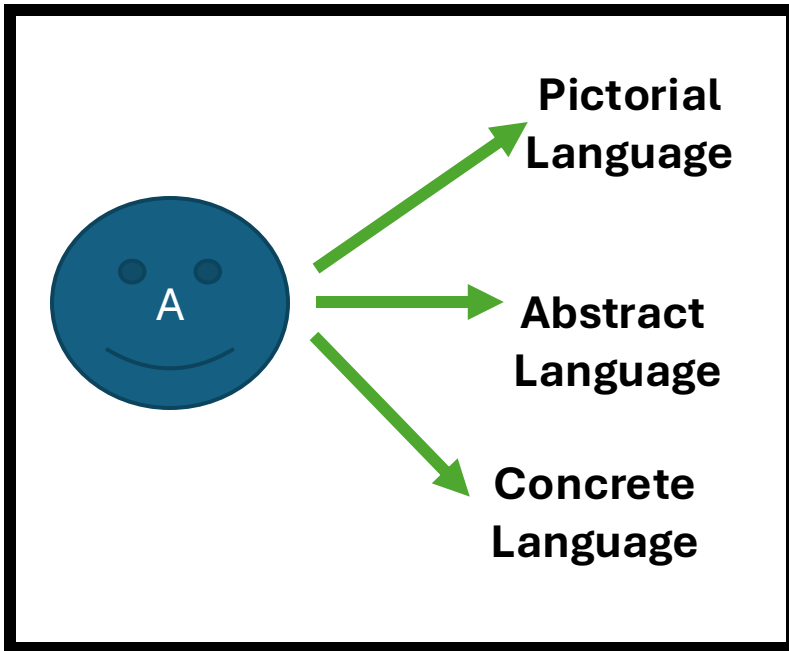


# All Languages (in numeracy) are Treated Equal!

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

**Instead of**

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



Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual

Class: Grade 8		Subject Area(s): ELA/Social Studies		Planning Team: J & S & Team NT	
<b>Big Idea(s):</b> 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			<b>Unit Guiding Question(s):</b> How do the <b>narratives</b> of <b>exploration</b> and <b>colonization</b> reflect the <b>diverse perspectives</b> the <b>cultures</b> and <b>communities</b> involved? How can <b>stories</b> from multiple <b>perspectives</b> help us to better understand ourselves and how we connect to others?		
<b>Vocabulary to know and use (content):</b> 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			<b>Vocabulary to know and use (skills &amp; competencies):</b> compare, explain/describe, understand, critical thinking, reflective thinking		
Unit Goals		Curricular Language		Student friendly language	
<b>Content Goal:</b>		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	
<b>Content Goal:</b>		exploration, expansion, and colonization		I know what exploration, expansion and colonization is	
<b>Curricular Competency Goal:</b> 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	
<b>Curricular Competency Goal:</b> 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	
<b>Curricular Competency Goal:</b> 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	
<b>Curricular Competency Goal:</b> 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	
<b>Curricular Competency Goal:</b> 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	
<b>Key Competency Goal:</b> 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	<ul style="list-style-type: none"> <li>Creating a Timeline               <ul style="list-style-type: none"> <li>LS: 6</li> </ul> </li> </ul>	X			
2. I know what exploration, expansion and colonization is	<ul style="list-style-type: none"> <li>Event worksheet activity               <ul style="list-style-type: none"> <li>LS: 3</li> </ul> </li> </ul>	X			
3. I can explain different perspectives of different cultures and communities over time	<ul style="list-style-type: none"> <li>Quick write               <ul style="list-style-type: none"> <li>LS: 4, 7</li> </ul> </li> </ul>	X			
4. I can explain the causes and consequences of decisions, actions, or events	<ul style="list-style-type: none"> <li>Quick write               <ul style="list-style-type: none"> <li>LS: 2, 3</li> </ul> </li> </ul>	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	<ul style="list-style-type: none"> <li>Read article/comprehension questions               <ul style="list-style-type: none"> <li>LS: 1, 2, 4, 6, 7</li> </ul> </li> </ul>	X			
6. I can gather and find themes from many different sources to help me understand	<ul style="list-style-type: none"> <li>Unit test: M/C, short answer               <ul style="list-style-type: none"> <li>LS: 1, 2, 3, 4, 5</li> </ul> </li> </ul>	X			
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking					
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	<ul style="list-style-type: none"> <li>Creating a Timeline               <ul style="list-style-type: none"> <li>LS: 6</li> </ul> </li> </ul>	X		X	X
2. I know what exploration, expansion and colonization is	<ul style="list-style-type: none"> <li>Locating of key events on timeline               <ul style="list-style-type: none"> <li>LS: 3</li> </ul> </li> </ul>	X		X	X
3. I can explain different perspectives of different cultures and communities over time	<ul style="list-style-type: none"> <li>Questioning Post-it note activity               <ul style="list-style-type: none"> <li>LS: 3, 4, 7, 8</li> </ul> </li> <li>Quick write               <ul style="list-style-type: none"> <li>LS: 4, 7</li> </ul> </li> </ul>		X	X	X
4. I can explain the causes and consequences of decisions, actions, or events	<ul style="list-style-type: none"> <li>Quick write/ Whole class 3 column chart               <ul style="list-style-type: none"> <li>LS: 2, 3</li> </ul> </li> </ul>	X	X		
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	<ul style="list-style-type: none"> <li>See/Think/Wonder               <ul style="list-style-type: none"> <li>LS: 1, 2, 4, 7, 8</li> </ul> </li> </ul>	X	X		X
6. I can gather and find themes from many different sources to help me understand	<ul style="list-style-type: none"> <li>Jigsaw Reading Activity               <ul style="list-style-type: none"> <li>LS: 1, 2, 4, 6, 7</li> </ul> </li> </ul>	X	X		
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	<ul style="list-style-type: none"> <li>Comparing perspectives Venn diagram               <ul style="list-style-type: none"> <li>LS: 3, 5, 8</li> </ul> </li> </ul>	X			X
8. I can be a critical thinker	<ul style="list-style-type: none"> <li>Unit test: M/C, short answer               <ul style="list-style-type: none"> <li>LS: 1, 2, 3, 4, 5</li> </ul> </li> </ul>	X			

# Creating a Collaborative Visual Timeline




# Questions/Comments:

- ★ Do we have the whole story?
- ★ Whose stories are missing?
- ★ Why are they missing?
- ★ How can we fill in the missing pieces? Who can we ask? Where can we look?
  - Talk to Elders
  - Change our research focus to “Indigenous stories”
- ★ Everyone’s perspective




# Activity: Quick Write

Access



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

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



Nelson

Confident

Isabelle

Should Humans Explore Other Planets If The Technology Becomes Available?

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

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

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

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	<ul style="list-style-type: none"> <li>Creating a Timeline               <ul style="list-style-type: none"> <li>LS: 6</li> </ul> </li> </ul>	X		X	X
2. I know what exploration, expansion and colonization is	<ul style="list-style-type: none"> <li>Locating of key events on timeline               <ul style="list-style-type: none"> <li>LS: 3</li> </ul> </li> </ul>	X		X	X
3. I can explain different perspectives of different cultures and communities over time	<ul style="list-style-type: none"> <li>Questioning Post-it note activity               <ul style="list-style-type: none"> <li>LS: 3, 4, 7, 8</li> </ul> </li> <li>Quick write               <ul style="list-style-type: none"> <li>LS: 4, 7</li> </ul> </li> </ul>		X	X	X
4. I can explain the causes and consequences of decisions, actions, or events	<ul style="list-style-type: none"> <li>Quick write/ Whole class 3 column chart               <ul style="list-style-type: none"> <li>LS: 2, 3</li> </ul> </li> </ul>	X	X		
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	<ul style="list-style-type: none"> <li>See/Think/Wonder               <ul style="list-style-type: none"> <li>LS: 1, 2, 4, 7, 8</li> </ul> </li> </ul>	X	X		X
6. I can gather and find themes from many different sources to help me understand	<ul style="list-style-type: none"> <li>Jigsaw Activity               <ul style="list-style-type: none"> <li>LS: 1, 2, 4, 6, 7</li> </ul> </li> </ul>	X	X		
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	<ul style="list-style-type: none"> <li>Comparing perspectives Venn diagram               <ul style="list-style-type: none"> <li>LS: 3, 5, 8</li> </ul> </li> </ul>	X			X
8. I can be a critical thinker	<ul style="list-style-type: none"> <li>Unit test: M/C, short answer               <ul style="list-style-type: none"> <li>LS: 1, 2, 3, 4, 5</li> </ul> </li> </ul>	X			

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual

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



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

# Aligning IEP Assessment in Inclusive Classrooms

Grade Level  
Learning Big Idea



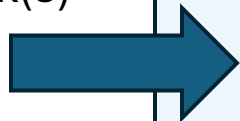
Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

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

Grade Level  
Learning Standards



Grade Level  
Summative Task(s)



# Session 8: Aligning IEP Assessment in Inclusive Classrooms

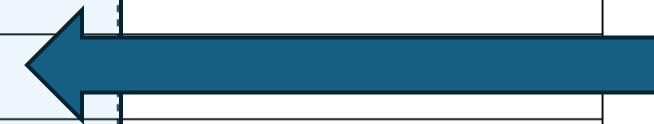
Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

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

Student Friendly Language - Questions



Student Friendly Language - Goals



# Session 8: Aligning IEP Assessment in Inclusive Classrooms

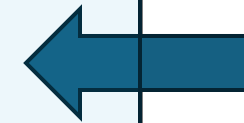
Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

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

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



Parallel Summative Task that creates evidence of replacement goal



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



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

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

Class/ Subject: Math 8 – Rational and Irrational Numbers	Teacher:	Support Staff:
<b>Unit Big Idea(s):</b> Students will understand how numbers are used in everyday life		<b>Unit Guiding Question(s):</b> How are <u>really big</u> and really small numbers represented and used in everyday life?
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	<b>I know how <u>really big</u> and really small numbers are represented and used in everyday life</b> <b>I can show how <u>really big</u> and really small numbers are represented</b>	<b>I know numbers up to 100 (or 1000, 10 000)</b> <b>I know how I use numbers in my everyday life</b> <b>I know the place values of numbers up to _____</b>
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	<b>I know what rational and irrational numbers are</b> <b>I can describe and compare numbers and put numbers in order</b>	<b>I can show numbers, compare numbers (more/less/bigger/smaller) up to ____</b> <b>I can put numbers in order up to ____</b>
B1.3 Students can estimate and calculate square roots in various context	<b>I know what a square root</b> <b>I know how to use square roots to solve problems</b>	<b>I can use a calculator to find square root</b>
Summative Task(s)		Replacement Summative Task(s)
Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice.</li> <li>- find the average distance of each celestial object from Earth in kilometers</li> <li>- Convert the distances to scientific notation with two significant figures</li> <li>- Calculate the square root of each distance</li> <li>- Compare the distances between the celestial objects using both scientific notation and square roots</li> </ul>		Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- <b>Choose 3-5 celestial objects</b></li> <li>- <b>Put the objects in order based on their distance from the Earth</b></li> <li>- <b>Label objects using their distances from Earth (distances provided)</b></li> </ul>

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



<b>Class/ Subject: Math 8 – Rational and Irrational Numbers</b>		<b>Teacher:</b>	<b>Support Staff:</b>
<b>Unit Big Idea(s):</b> Students will understand how numbers are used in everyday life		<b>Unit Guiding Question(s):</b> How are <u>really big</u> and really small numbers represented and used in everyday life?	
<b>Unit Curricular Learning Outcomes</b>	<b>Student Friendly Language</b> (Replacement IEP Goal)	<b>Access Points</b> (Replacement IEP Objective)	
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	<b>I know how <u>really big</u> and really small numbers are represented and used in everyday life</b> <b>I can show how <u>really big</u> and really small numbers are represented</b>	<b>I know numbers up to _____</b> <b>I know how I use numbers in my everyday life</b> <b>I know the place values of numbers up to _____</b>	
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	<b>I know what rational and irrational numbers are</b> <b>I can describe and compare numbers and put numbers in order</b>	<b>I can describe, <u>compare</u> and order positive whole numbers up to _____</b>	
B1.3 Students can estimate and calculate square roots in various context	<b>I know what a square root</b> <b>I know how to use square roots to solve problems</b>	<b>I can use a calculator to find square root</b>	
<b>Summative Task(s)</b>		<b>Replacement Summative Task(s)</b>	
Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice.</li> <li>- find the average distance of each celestial object from Earth in kilometers</li> <li>- Convert the distances to scientific notation with two significant figures</li> <li>- Calculate the square root of each distance</li> <li>- Compare the distances between the celestial objects using both scientific notation and square roots</li> </ul>		Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- <b>Choose 3-5 celestial objects</b></li> <li>- <b>Put the objects in order based on their distance from the Earth</b></li> <li>- <b>Label objects using their distances from Earth (distances provided)</b></li> </ul>	

# High Impact UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

**What are you already doing?**

**What is one more thing you could try?**

**What is one thing you could let go of?**

# Guiding Conditions & Structures of Inclusion

**ALL students are enrolled in & attending curricular classes with their peers**

- Inclusive placements, more so than segregated or self-contained, provide more opportunities to:
  - engage in interesting and age-appropriate curriculum
  - interact with nondisabled peers
  - access universal supports
  - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living



Executive  
Functioning  
Needs

Grade level  
learning  
standard

Communication  
Needs

Language  
Needs

Literacy Needs

What is the ramp?



Executive  
Functioning  
Needs

Communication  
Needs

Language  
Needs

Literacy Needs

Grade level  
learning  
standard

What is the ramp?

Shelley  
MOORE PH.D.



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