




	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• Optimize choice and autonomy (7.1)• Optimize relevance, value, and authenticity (7.2)• Nurture joy and play (7.3)• Address biases, threats, and distractions (7.4)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• Support opportunities to customize the display of information (1.1)• Support multiple ways to perceive information (1.2)• Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• Clarify the meaning and purpose of goals (8.1)• Optimize challenge and support (8.2)• Foster collaboration, interdependence, and collective learning (8.3)• Foster belonging and community (8.4)• Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• Clarify vocabulary, symbols, and language structures (2.1)• Support decoding of text, mathematical notation, and symbols (2.2)• Cultivate understanding and respect across languages and dialects (2.3)• Address biases in the use of language and symbols (2.4)• Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• Recognize expectations, beliefs, and motivations (9.1)• Develop awareness of self and others (9.2)• Promote individual and collective reflection (9.3)• Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• Connect prior knowledge to new learning (3.1)• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)• Cultivate multiple ways of knowing and making meaning (3.3)• Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

Principle: Designing Multiple Means of Engagement

Designing Options for...	What this means	What this looks like in a Primary Context
Welcoming Interests & Identities (7)		
Access	<ul style="list-style-type: none"> Optimize choice & autonomy (7.1) 	Give students meaningful options so they feel ownership over their learning
	<ul style="list-style-type: none"> Optimize relevance, value, & authenticity (7.2) 	Connect learning to things that matter to students' lives, cultures, and interests.
	<ul style="list-style-type: none"> Nurture joy & play (7.3) 	Build in fun, imagination, and playful exploration as legitimate ways to learn
	<ul style="list-style-type: none"> Address biases, threats, & distractions (7.4) 	Reduce stress, remove negative stereotypes, and create emotionally safe spaces for learning
Sustaining Effort & Persistence (8)		
Support	<ul style="list-style-type: none"> Clarify the meaning & purpose of goals (8.1) 	Make learning goals clear so students know <i>why</i> they are doing something.
	<ul style="list-style-type: none"> Optimize challenge & support (8.2) 	Adjust tasks so they are “just right”—not too hard, not too easy—while offering scaffolds
	<ul style="list-style-type: none"> Foster collaboration, interdependence, & collective learning (8.3) 	Encourage students to learn with and from each other.
	<ul style="list-style-type: none"> Foster belonging & community (8.4) 	Build relationships and ensure every student feels included and valued
	<ul style="list-style-type: none"> Offer action-oriented feedback (8.5) 	Provide feedback that helps students know what to do next—concrete and actionable
Emotional Capacity (9)		
Executive Function	<ul style="list-style-type: none"> Recognize expectations, beliefs & motivations (9.1) 	Help students understand what motivates them and how their beliefs affect learning
	<ul style="list-style-type: none"> Develop awareness of self & others (9.2) 	Support emotional awareness, perspective-taking, and social understanding
	<ul style="list-style-type: none"> Promote individual & collective reflection (9.3) 	Invite students to think about their learning and experiences
	<ul style="list-style-type: none"> Cultivate empathy & restorative practices (9.4) 	Teach students to understand others, repair relationships, and resolve conflicts kindly

Principle: Designing Multiple Means of Representation		
Designing Options for...	What this means	What this looks like in a Primary Context
Access	Perception (1)	
	<ul style="list-style-type: none"> 1.1 Support opportunities to customize the display of information 	Let students change how things look so they can understand better.
	<ul style="list-style-type: none"> 1.2 Support multiple ways to perceive information 	Show information in more than one way so all children can access it
	<ul style="list-style-type: none"> 1.3 Represent a diversity of perspectives and identities in authentic ways 	Make sure pictures, books, and examples reflect real, diverse children and families
Support	Language & Symbols (2)	
	<ul style="list-style-type: none"> 2.1 Clarify vocabulary, symbols, and language structures 	Help students understand key words, symbols, and language patterns
	<ul style="list-style-type: none"> 2.2 Support decoding of text, mathematical notation, and symbols 	Give support to help students read words, numbers, and symbols.
	<ul style="list-style-type: none"> 2.3 Cultivate understanding and respect across languages and dialects 	Celebrate and use student's confident languages as part of learning.
	<ul style="list-style-type: none"> 2.4 Address biases in the use of language and symbols 	Make sure the words and images children encounter are fair, inclusive, and safe.
	<ul style="list-style-type: none"> 2.5 Illustrate through multiple media 	Show ideas through pictures, videos, real objects, sounds, and movement.
Executive Function	Building Knowledge (3)	
	<ul style="list-style-type: none"> 3.1 Connect prior knowledge to new learning 	Link new ideas to things children already know from home, play, or past lessons.
	<ul style="list-style-type: none"> 3.2 Highlight and explore patterns, critical features, big ideas, and relationships 	Help students notice patterns, big ideas, and important parts of what they're learning.
	<ul style="list-style-type: none"> 3.3 Cultivate multiple ways of knowing and making meaning 	Value many ways students learn—through play, storytelling, land, culture, movement, and art.
	<ul style="list-style-type: none"> 3.4 Maximize transfer and generalization 	Help students use skills in many places, not just one activity.

Principle: Designing Multiple Means of Expression		
Designing Options for...	What this means	What this looks like in a Primary Context
Access	Interaction (4)	
	<ul style="list-style-type: none"> 4.1 Vary and honor the methods for response, navigation, and movement 	Let students show what they know in different ways, and support multiple ways of navigating materials, tools, and the learning environment.
	<ul style="list-style-type: none"> 4.2 Optimize access to accessible materials and assistive and accessible technologies and tools 	Make sure students have the tools they need—digital, physical, or assistive—to participate fully and express their learning.
	<ul style="list-style-type: none"> 5.1 Use multiple media for communication 	Allow students to communicate using many formats (spoken, written, visual, digital, artistic), depending on what works best for them.
Support	Expression & Communication (5)	
	<ul style="list-style-type: none"> 5.2 Use multiple tools for construction, composition, and creativity 	Provide different tools and materials so students can create, compose, build, or demonstrate understanding in various ways.
	<ul style="list-style-type: none"> 5.3 Build fluencies with graduated support for practice and performance 	Give step-by-step scaffolding and practice opportunities so students can become more skilled and confident over time.
	<ul style="list-style-type: none"> 5.4 Address biases related to modes of expression and communication 	Ensure no communication method is unfairly privileged; value diverse ways of expressing ideas.
Executive Function	Strategy Development (6)	
	<ul style="list-style-type: none"> 6.1 Set meaningful goals 	Help students identify and understand learning goals that matter and make sense to them.
	<ul style="list-style-type: none"> 6.2 Anticipate and plan for challenges 	Teach students to think ahead, recognize obstacles, and make plans to work through them.
	<ul style="list-style-type: none"> 6.3 Organize information and resources 	Support students to sort, arrange, and manage materials, ideas, and tools effectively.
	<ul style="list-style-type: none"> 6.4 Enhance capacity for monitoring progress 	Teach students how to track their learning, notice growth, and identify next steps.
	<ul style="list-style-type: none"> 6.5 Challenge exclusionary practices 	Help students recognize and question unfair systems or practices that limit participation or expression

Principle: Designing Multiple Means of Engagement

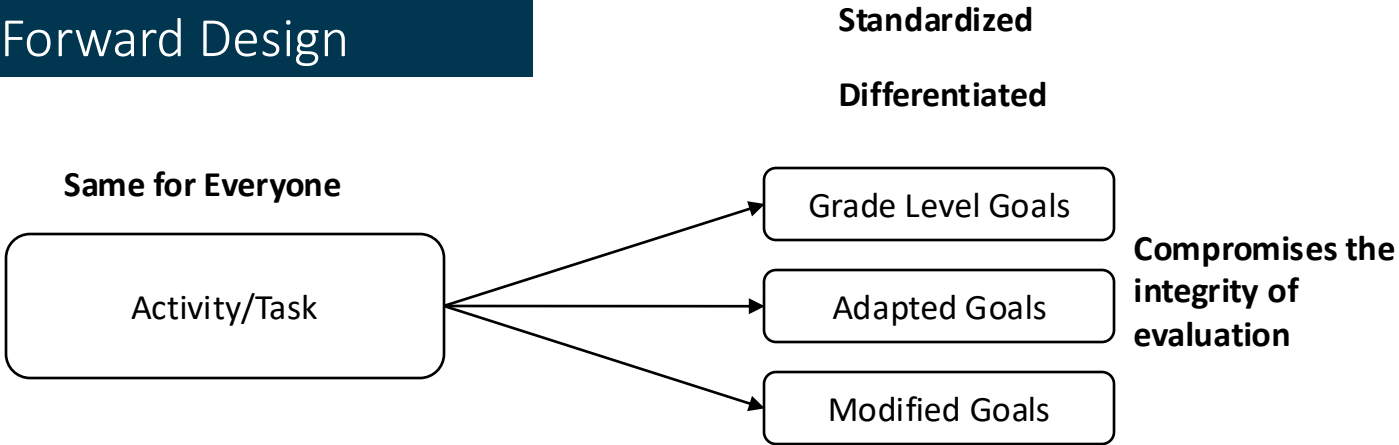
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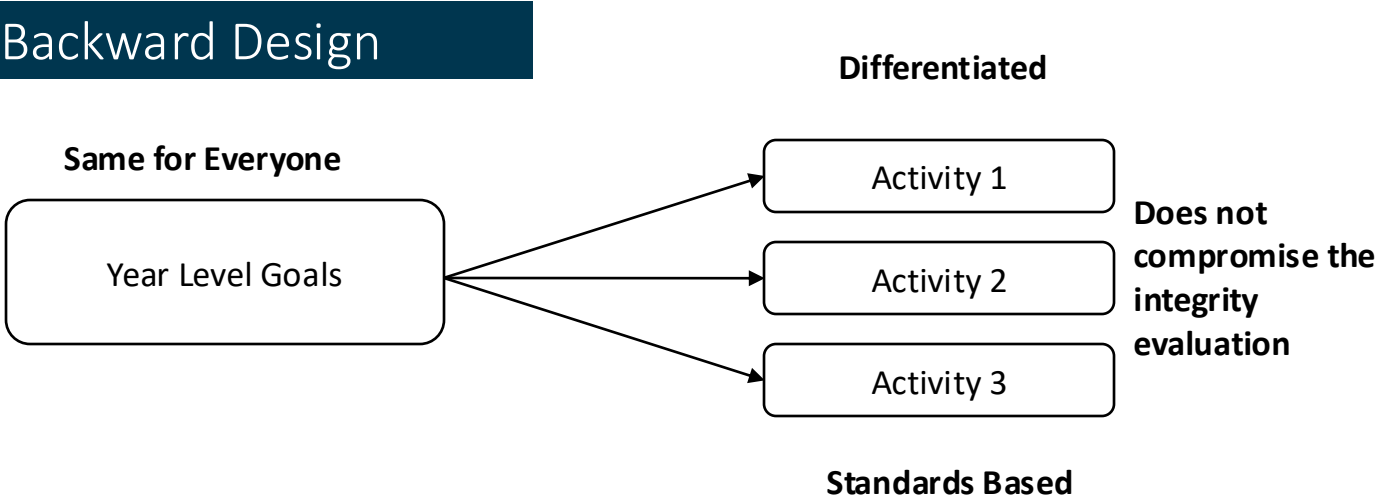
How I came to understand **BACKWARDS DESIGN**

Backwards Design: Determining the Learning Goals

Forward Design

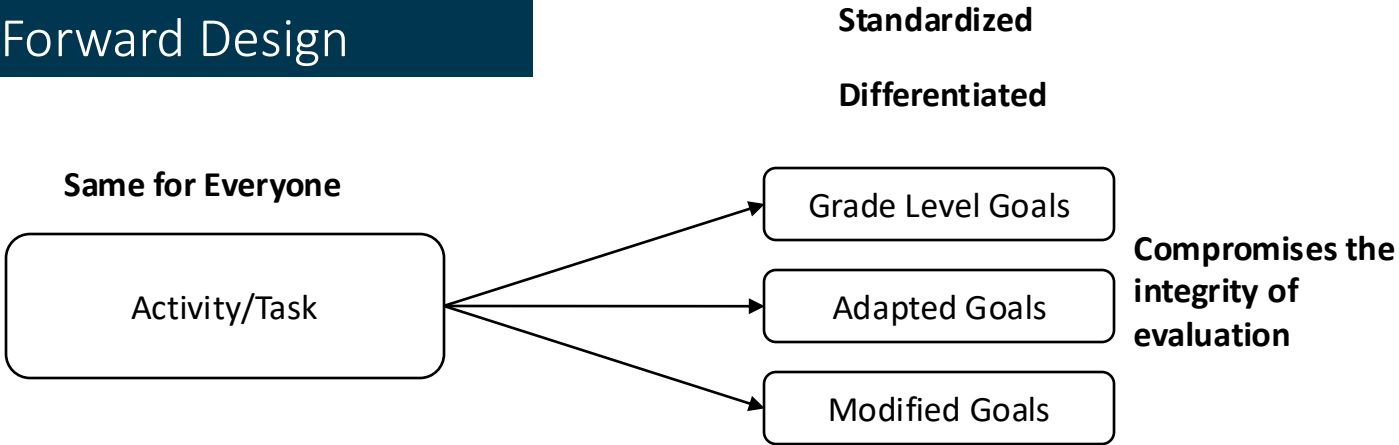


Backward Design

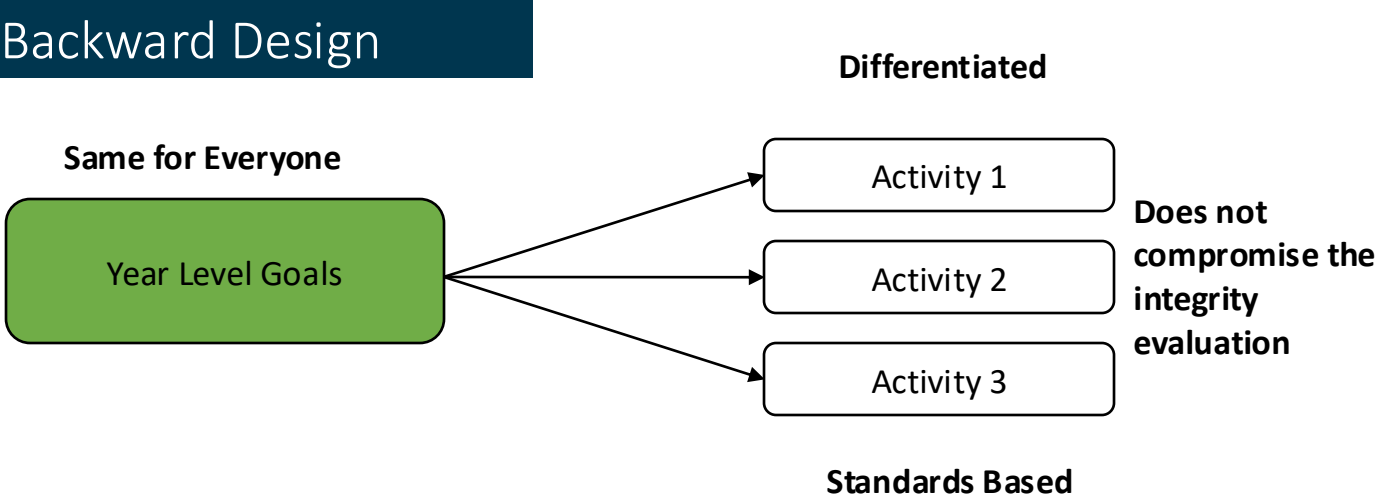


Backwards Design: Determining the Learning Goals

Forward Design



Backward Design



Backwards Design

What do we need to **UNDERSTAND**?

What do we need to **KNOW**?

What do we need to **DO**?

Who do we need to **BECOME**?

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent	MYP Equivalent
Learning Context		
Big Ideas/ Conceptual Understandings		
Understandings What do students need to understand?		
Knowledge What do students need to know?		
Skills What do students need to do?		
Competencies Who do students need to be?		

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent
Learning Context	Transdisciplinary Themes
Big Ideas/ Conceptual Understandings	Enduring Understandings (Why?) Central Idea
Understandings What do students need to understand?	Key Concepts Related Concepts
Knowledge What do students need to know?	Scope & Sequences
Skills What do students need to do?	Key Skills (ATL) subskills
Competencies Who do students need to be?	Learner Profile Attributes

Backwards Design (MYP Curricular Framework)




Backwards Design Facet	MYP Equivalent
Learning Context	Context – Big Picture
Big Ideas/ Conceptual Understandings	Statement of Inquiry
Understandings What do students need to understand?	Key & related concept
Knowledge What do students need to know?	
Subject specific Skills What do students need to do?	Subject Specific Skills
Cross Curricular Skills What do students need to do?	ATLs
Competencies Who do students need to be?	Learner Profile Traits

Backwards Design Facet	PYP Equivalent	Teacher Language	Student Language
Learning Context	Transdisciplinary Themes	How we organise ourselves (economic activities and their impact on humankind and the environment)	I am learning about (how economic activities impact humans and the world) I am studying how the things people do to make money effect both people and the whole world
Big Ideas/ Conceptual Understandings	Enduring Understandings Central Idea	Entrepreneurs face opportunities and challenges in a marketplace (Understanding the real world. Consumerism. Businesses in the future - how it works. Students are the consumers of the future - what choices that they make matter. People need to work together to be successful and create things. Actions have consequences.)	<ul style="list-style-type: none"> • What do I already know about the economy, businesses, money, supply & demand • What am I learning about the impact of economic activities on people and the world • Why is it important to inquire into the impact of economic activities on people and the world? • How does the impact of economic activities connect to my life and the world around me?
Understandings What do students need to understand?	Key Concepts	<i>An inquiry into:</i> <ul style="list-style-type: none"> ■ How business operate (Function) ■ Ethical business practices (Responsibility) ■ How supply and demand affect business (Causation) 	<i>To help me to understand the impact of economic activities on people and the world...</i> <i>I can inquire into.. how businesses function (I understand how businesses function)</i> <i>I can inquire into.. the ethical responsibility of businesses (I understand the ethical responsibility of businesses)</i> <i>I can inquire into... the impact of supply and demand in business (I understand the impact of supply and demand in business)</i>
Knowledge What do students need to know?	Scope & Sequences – what do they need to know?	Opportunities - innovate, make the world a better place by producing something that helps, make money, inspire, To be ethical → treating people that work for you fairly, responsibilities, wages, work environment. → not scamming your customers: fair price, good quality → process is sustainable - products/materials you use	
Skills What do students need to do?	Key Skills (ATL)	Social skills: Interpersonal relationships → Can work effectively as a team by building consensus and making fair and equitable decisions. Self-management: Organisation Skills → Can plan short- and long-term tasks, using time effectively and appropriately. Thinking skill: Reflection → Can record thinking and reflect by identifying strengths and areas for improvement. Research skill: Data gathering and recording → Can gather information from both primary and secondary sources in order to evaluate and form conclusions.	<i>Approaches to Learning that can help me to understand:</i> <i>I can work together as a team by...</i> I can plan to accomplish a task by... <i>I can record and reflect on my thinking by...</i> <i>I can gather information by...</i>
Competencies Who do students need to be?	Learner Profile Attributes	Principled, Communicators, Risk Takers	<i>Learner Attributes that can help me understand:</i> I am/ I can be

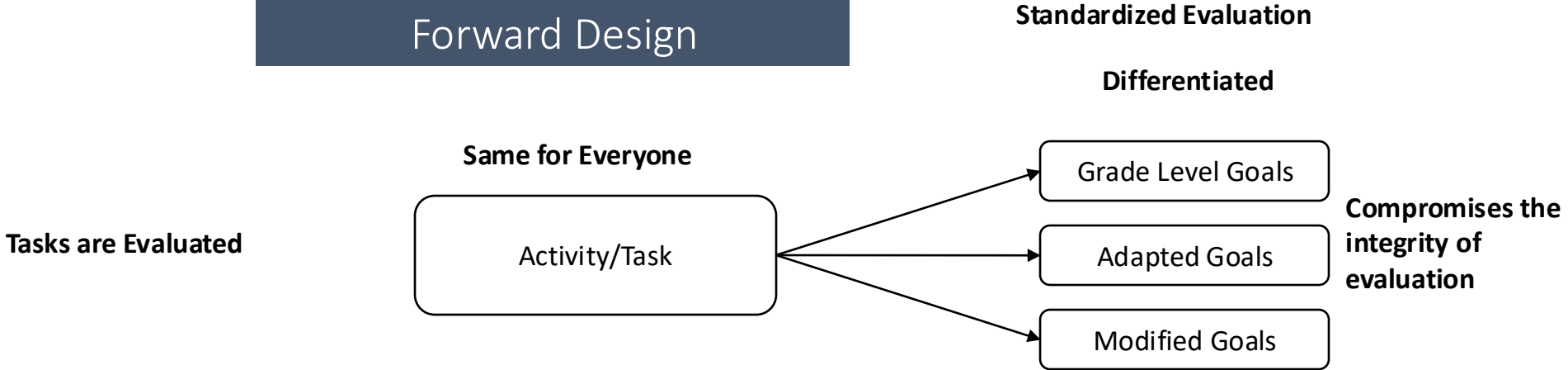
Year 9: English

Backwards Design Facet	MYP Equivalent	Teacher Language	Student Language
Learning Context	Context – Big Picture	Diverse Perspectives – Identities & Relationships	We are exploring individual and cultural identity We are learning about the power of perspective We are learning about how our identities are shaped
Big Ideas/ Conceptual Understandings	Statement of Inquiry (responsive/constructed)	Exploration of literature can provide readers with diverse perspectives As perspectives change, so does identity	Student generated questions Student translated statements
Understandings What do students need to understand?	Key & related concept	Perspective Characterization setting	I can understand that perspective is flexible and changes over time and is influenced by their community (different perspectives, impacts are language and behaviours, responsibilities)
Knowledge What do students need to know?			I can understand that characters are archetypes and are used intentionally in text (how characters are changing, evaluate, why they are changing) I can understand that setting is essential to provoking atmosphere and narrative within text
Subject specific Skills What do students need to do?	Subject Specific Skills English - written, oral visual output	Interpreting text Comprehending text Analysis Organization Use of language	I can interpret text by... I can understand text by... I can analysis text... I can organize my thinking and how I express my thinking by.. I can use language to express my opinions by...
Cross Curricular Skills What do students need to do?	ATLs	Thinking – flexible thinking	I can be a flexible thinker by...
Competencies Who do students need to be?	Learner Profile Traits	Open minded, principled Transferring to new context	Teacher generated: I can be open minded and reflective Student generated:

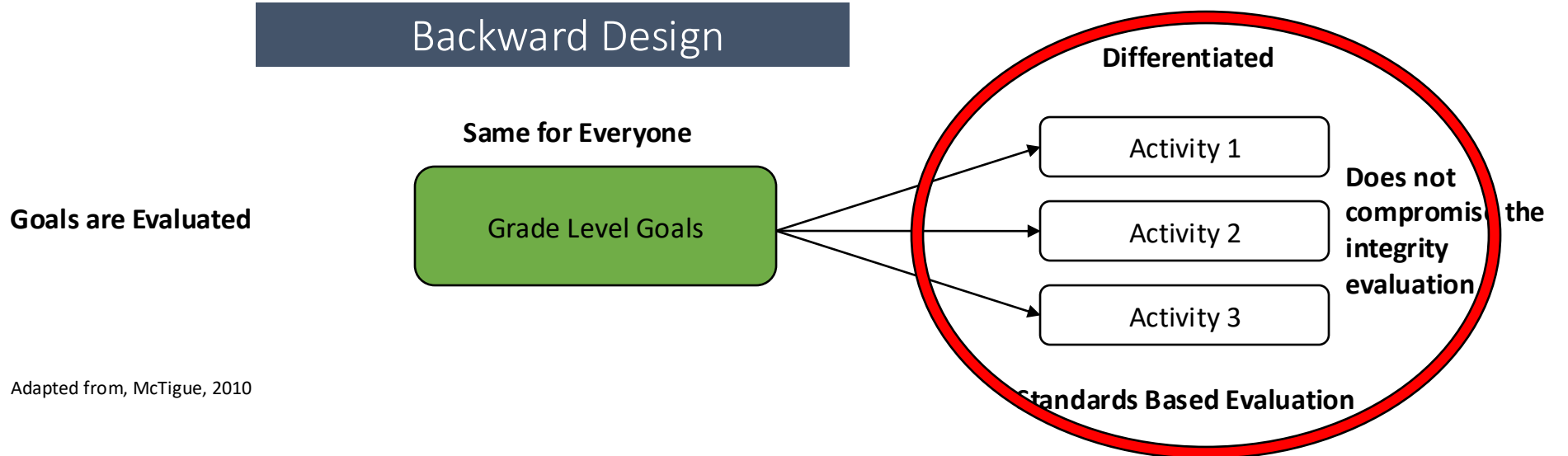
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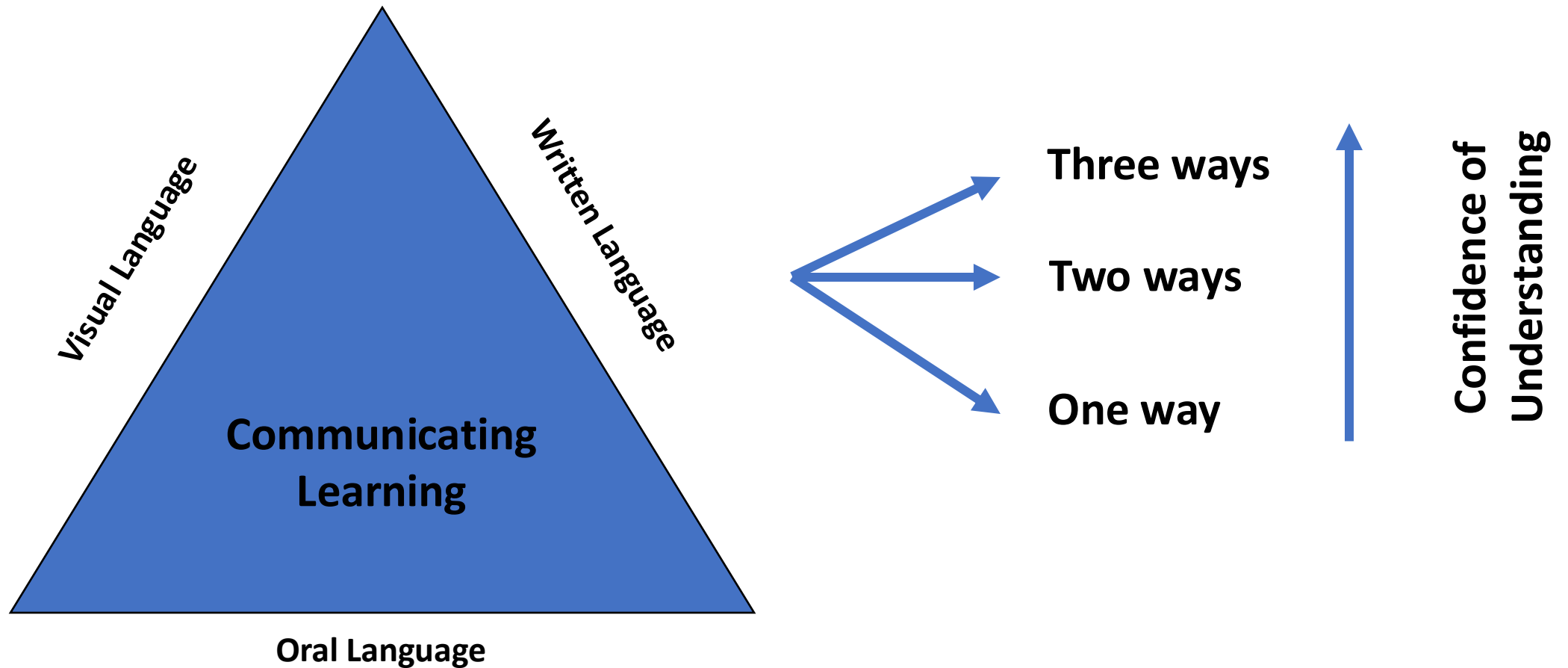


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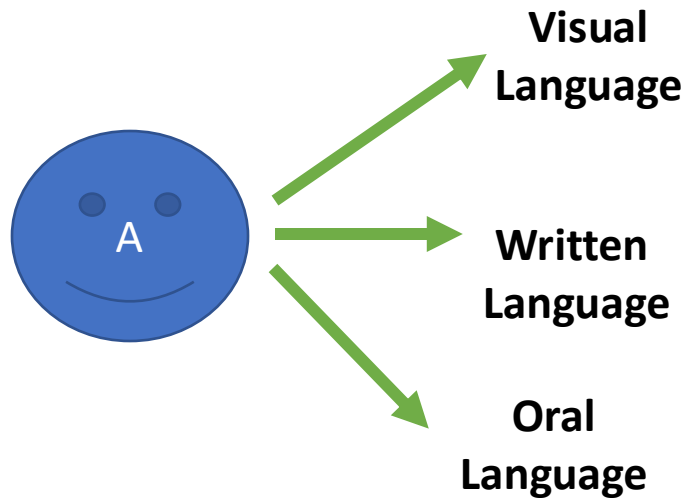


Adapted from, McTigue, 2010

How do students show what they know?



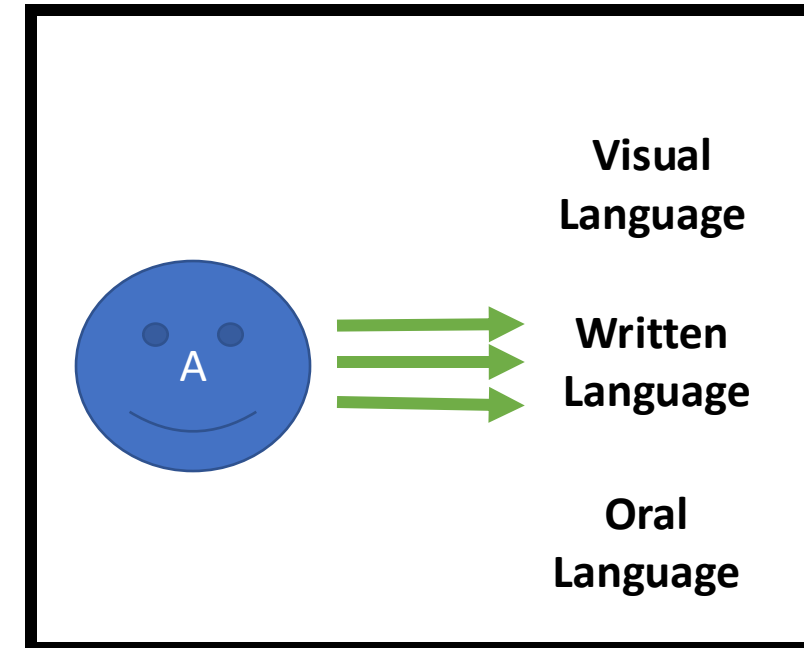
All Languages (in literacy) are Treated Equal!



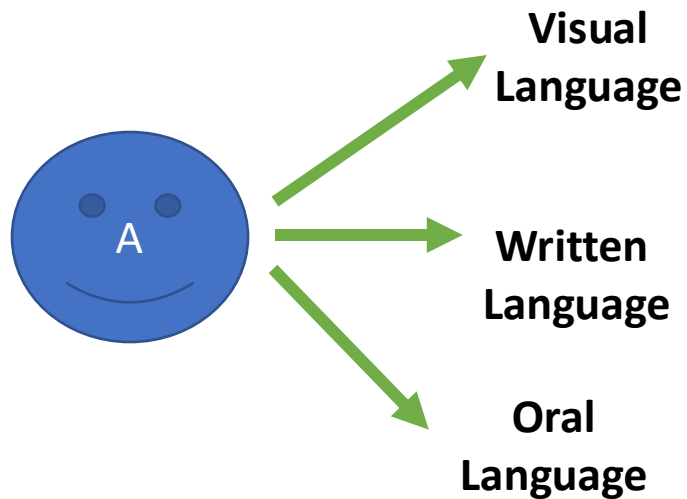
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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



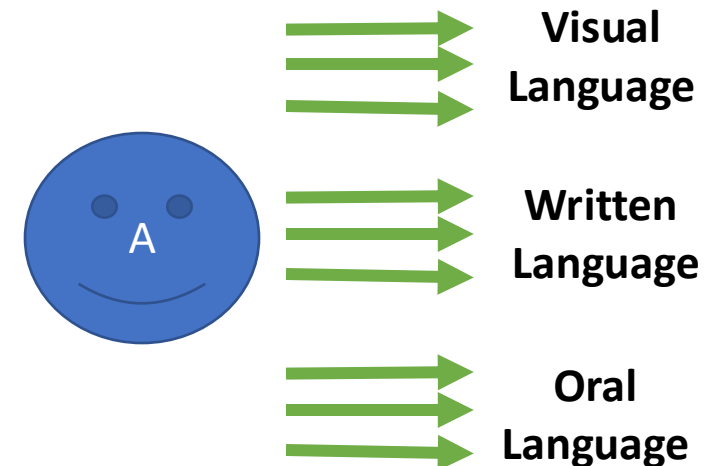
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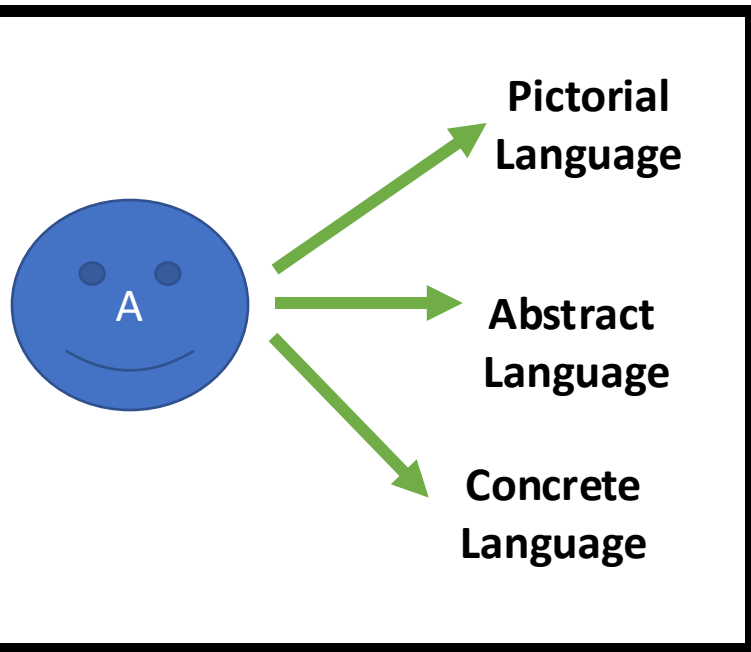
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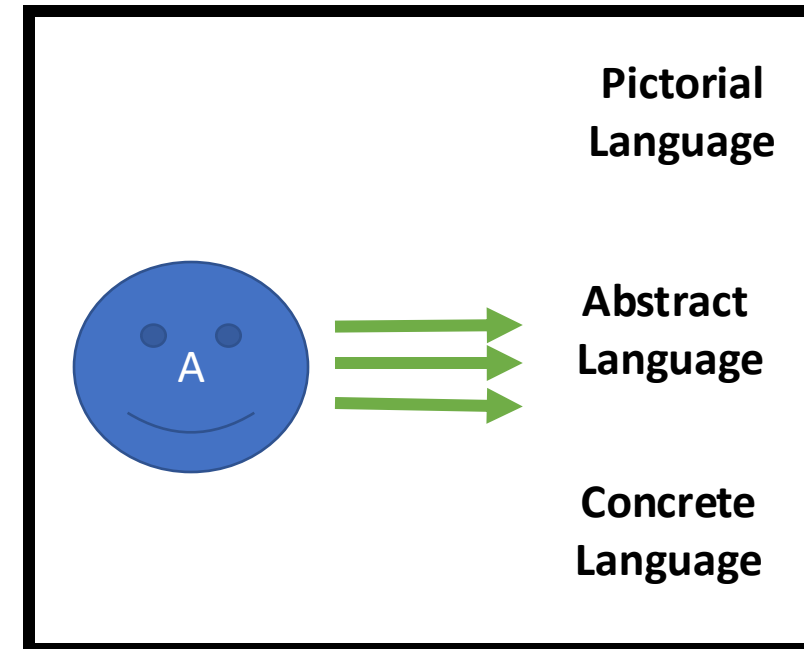
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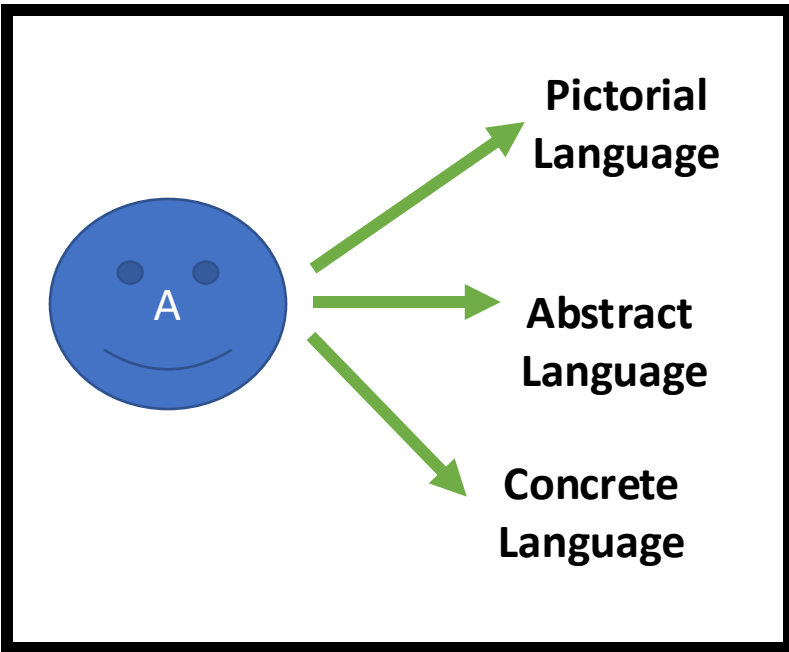
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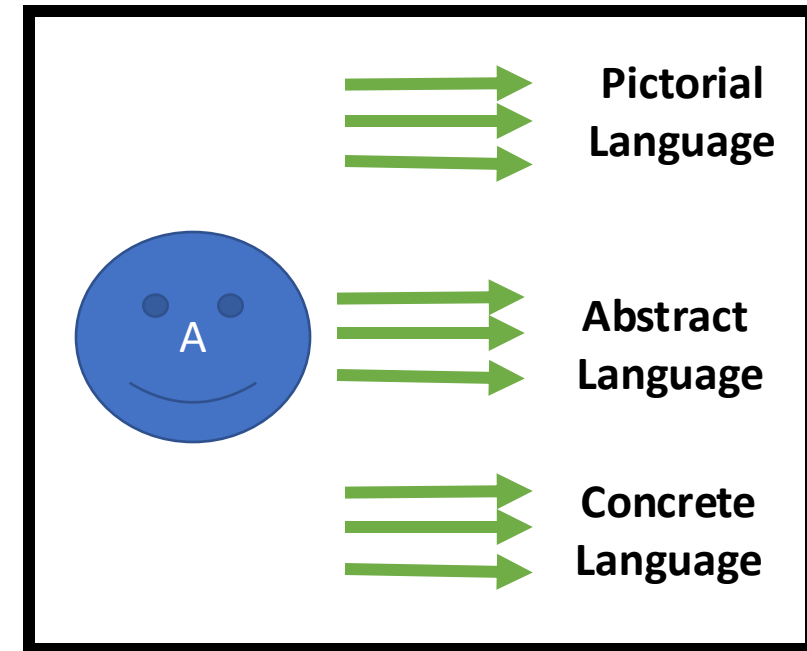
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Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual

Planning

Anchor Text: Can You See Me?

Organizing Idea

Measurement:

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

Guiding Question

In what ways can size be distinguished?

Learning Outcomes

Math

- Students will explore size through direct comparison

ELA

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



Competencies and Progressions

Literacy

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

Numeracy

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

Competencies

- Communication.

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

Math

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Competencies

- Communication

Learning Activities and Tasks

Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding



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- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
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Numeracy

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Competencies

- Communication

Learning Activities and Tasks

Anchor Text: Can You See Me?

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

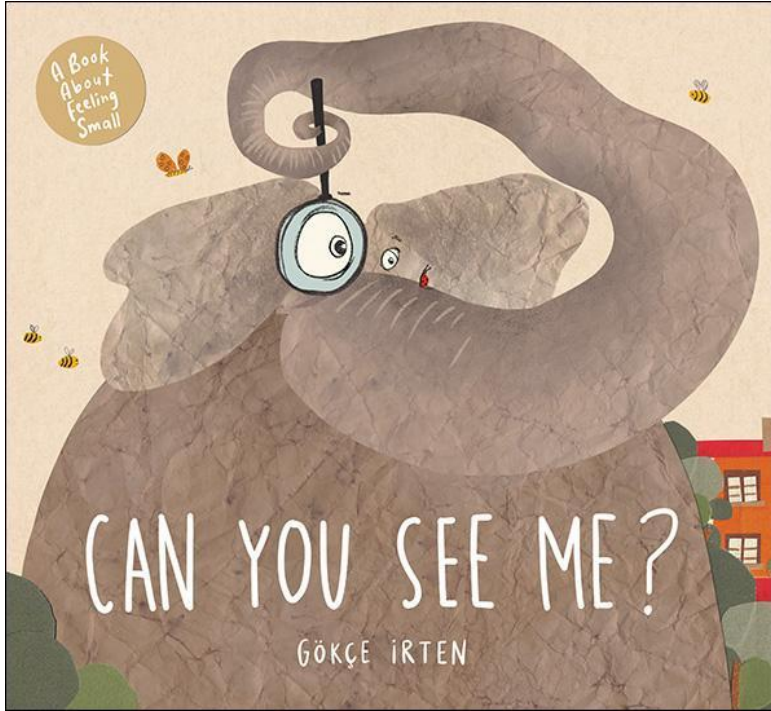
Differentiation of Evidence

viewing and showing

Listening and speaking

writing and decoding



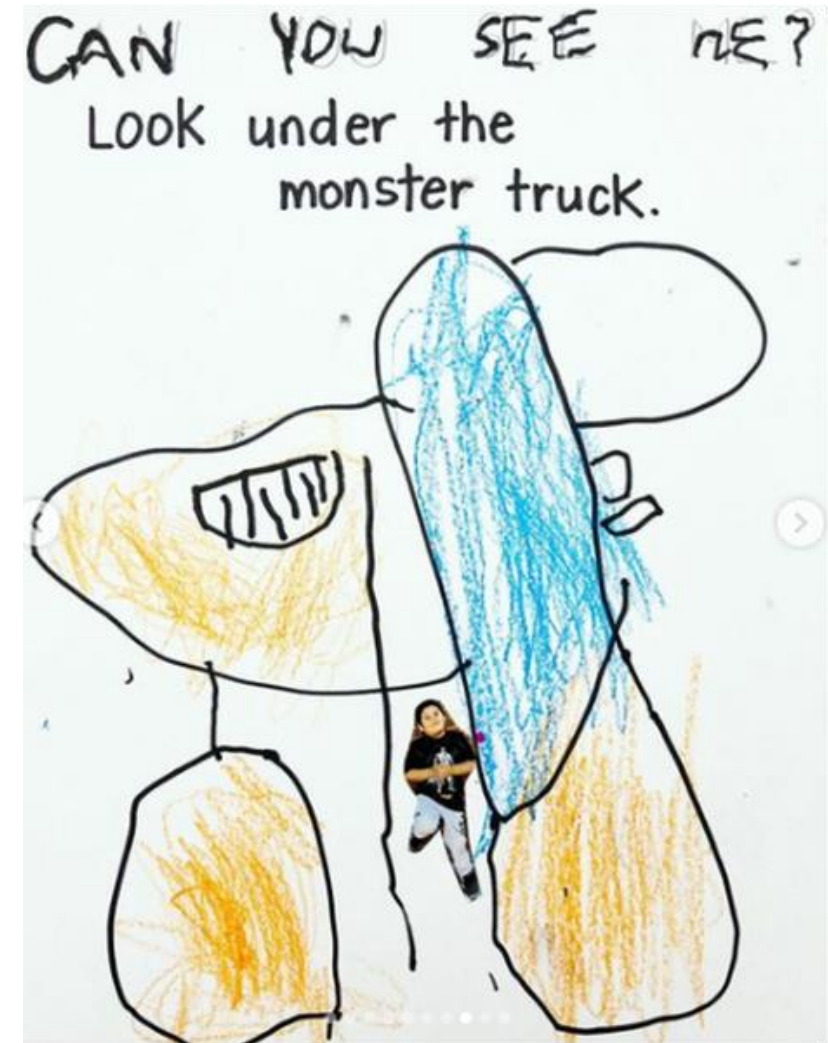


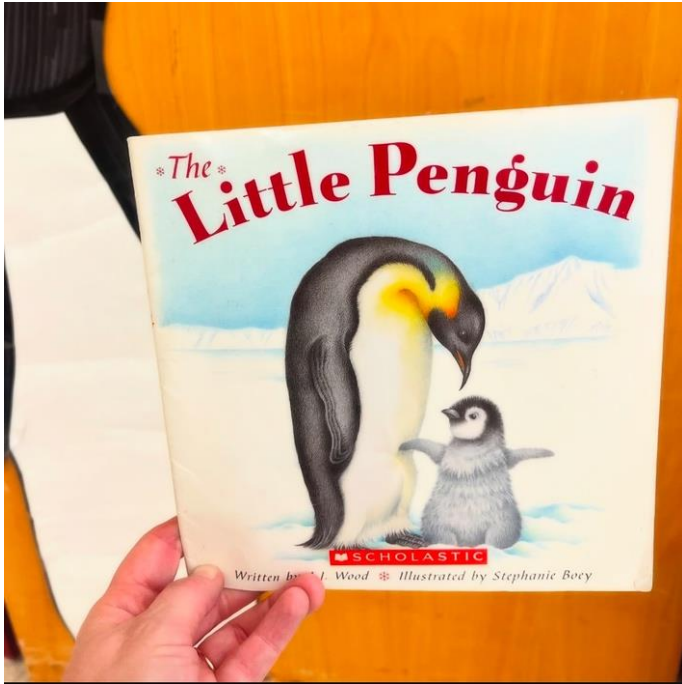
Project: Can you see me?

viewing and
showing

Listening and
speaking

writing and
decoding





Activity: What kind of box?

viewing and showing

Listening and speaking

writing and decoding



Dear Shelley,
Here is what I discovered:

A SMALL box can hold _____ child.

A MEDIUM box can hold _____ children.

A LARGE box can hold _____ children.

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

ANOTHER TIP? _____

FROM _____

Dear Kindergarten,

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

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

I need you to do an experiment for me.

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

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

Thank you!
Sincerely,
Shelley

Class: Grade 8		Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
<p>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</p>		<p>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?</p>	
<p>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</p>		<p>Vocabulary to know and use (skills & competencies): compare, explain/describe, understand, critical thinking, reflective thinking</p>	
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	<ul style="list-style-type: none"> Creating a Timeline <ul style="list-style-type: none"> LS: 6 	X			
2. I know what exploration, expansion and colonization is	<ul style="list-style-type: none"> Event worksheet activity <ul style="list-style-type: none"> LS: 3 	X			
3. I can explain different perspectives of different cultures and communities over time	<ul style="list-style-type: none"> Quick write <ul style="list-style-type: none"> LS: 4, 7 				
4. I can explain the causes and consequences of decisions, actions, or events	<ul style="list-style-type: none"> Quick write <ul style="list-style-type: none"> LS: 2, 3 	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	<ul style="list-style-type: none"> Read article/comprehension questions <ul style="list-style-type: none"> LS: 1, 2, 4, 6, 7 	X			
6. I can gather and find themes from many different sources to help me understand	<ul style="list-style-type: none"> Unit test: M/C, short answer <ul style="list-style-type: none"> 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		X			

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

Background Information: Creating a Timeline



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



Questions/Comments:

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



LESSON 2: ELA

PROVOCATIONS

Strategy: Quick Write

Access

Confident



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

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



Sezibelle

Should Humans Explore Other Planets If
The Technology Becomes Available?

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

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

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

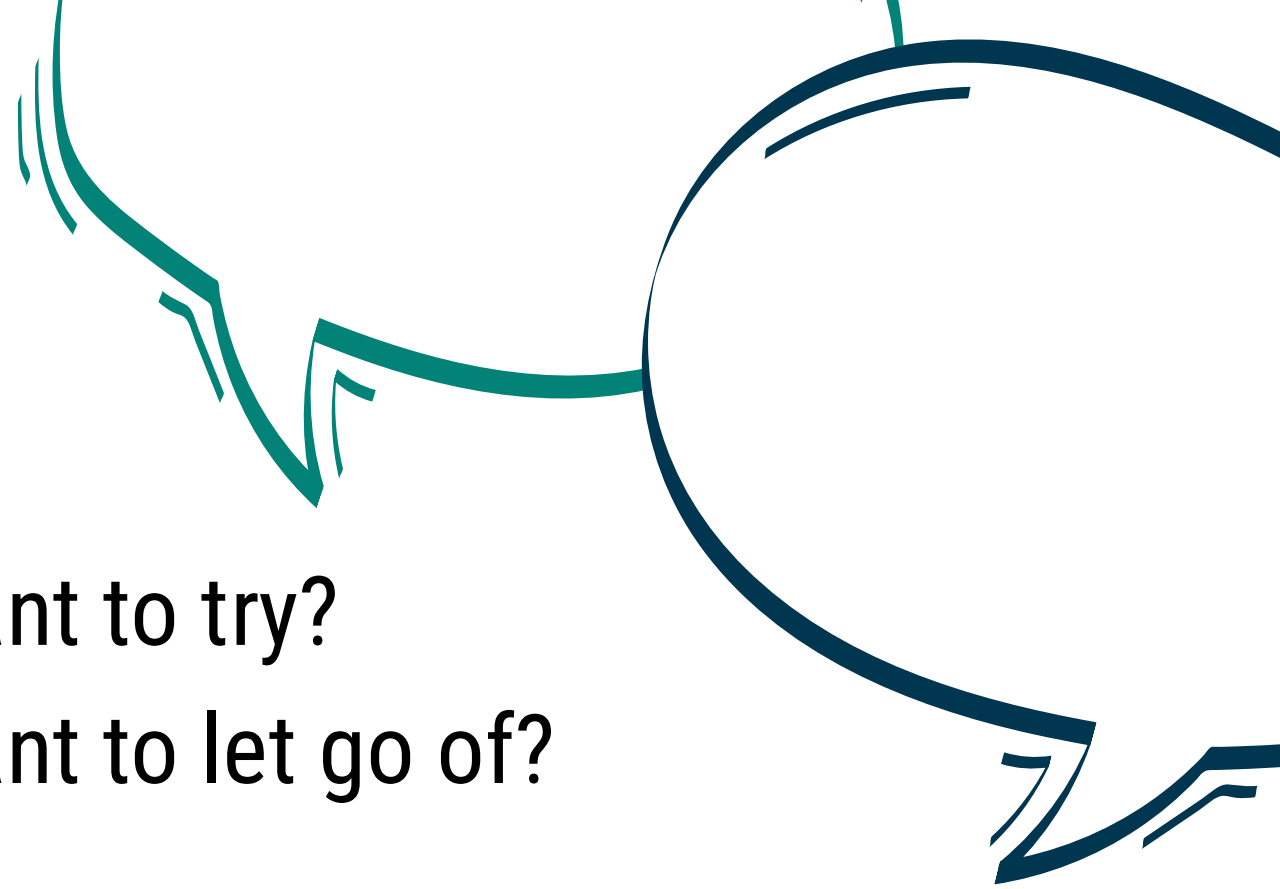


Time to Play

What is one useful idea?

What is one thing you want to try?

What is one thing you want to let go of?



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