Shelley MOORE PH.D.

www.drshelleymoore.com

@drshelleymoore

@drshelleymoore.bksy.social

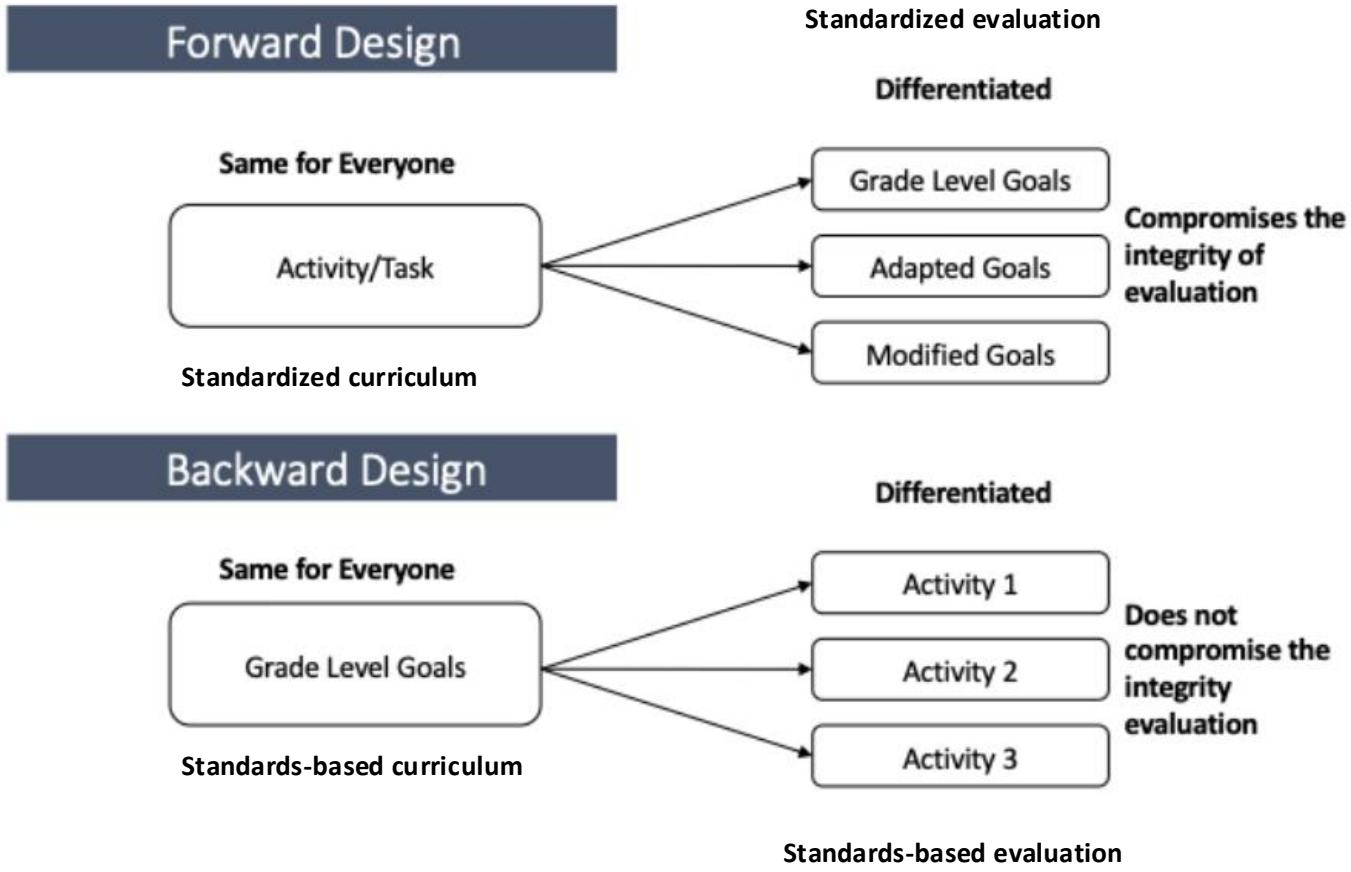
@drshelleymoore

Dr. Shelley Moore

The renewed curriculum relies on a Backwards Design framework

UBD: Determining the Learning Standard

Adapted from McTigue, 2010



UBD: Determining the Learning Standard

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Is curriculum linear?

Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**
  - What do we need to know?

- **Process**
  - What do we need to do?

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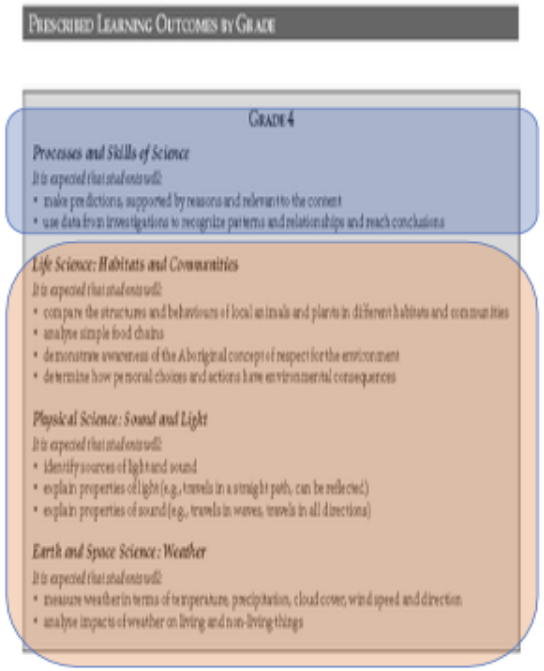

PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the context
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

What do you notice?

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?

Shelley Moore, 2107

Backwards Design:
What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Key Competencies**
    - Who do we need to become?

BIG IDEAS

Decimals, fractions, and percents are used to represent and describe parts and wholes of **numbers**.	Computational **fluency** and flexibility with numbers extend to operations with integers and decimals.	**Linear relations** can be represented in many connected ways to identify regularities and make generalizations.	The constant ratio, π, between the circumference and diameter of any circle can be used to describe, measure, and compare **spatial relationships**.	**Data** from circle graphs can be used to illustrate proportion and to compare and interpret.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Reasoning and analyzing • Use **logic and patterns** to solve puzzles and play games • Use **reasoning and logic** to explore, analyze, and apply mathematical ideas • **Estimate** using a variety of strategies • Demonstrate and **apply** mental math strategies • Use **tools or technology** to explore and create patterns and relationships, and test conjectures • **Model** mathematics in contextualized experiences Understanding and solving • Apply **multiple strategies** to solve problems in both abstract and contextualized situations • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local communities, and other cultures Communicating and representing • **Communicate** mathematical thinking in many ways • Use mathematical vocabulary and language to engage in mathematical discussions • **Explain and justify** mathematical ideas and decisions	*Students are expected to know the following:* • multiplication and division **facts to 100** (extending computational fluency) • **operations with integers** (addition, subtraction, multiplication, division, and order of operations) • **operations with decimals** (addition, subtraction, multiplication, division, and order of operations) • **relationships** between decimals, fractions, ratios, and percents • **discrete linear relations**, using expressions, tables, and graphs • **two-step equations** with whole-number coefficients, constants, and solutions • **circumference** and area of circles • **volume** of rectangular prisms and cylinders • **Cartesian coordinates** and graphing • combinations of **transformations** • **circle graphs** • **experimental probability** with two independent events • **financial literacy** — financial percentage and consumer transactions

Learning Standards (continued)

Curricular Competencies	Content
• Represent mathematical ideas in concrete, pictorial, and symbolic forms Connecting and reflecting • **Reflect** on and **articulate** mathematical thinking • Connect mathematical concepts to each other and to **other areas and personal interests** • Use mathematical arguments to support **personal choices** • **Incorporate** Indigenous worldviews and perspectives to **make connections** to mathematical concepts	

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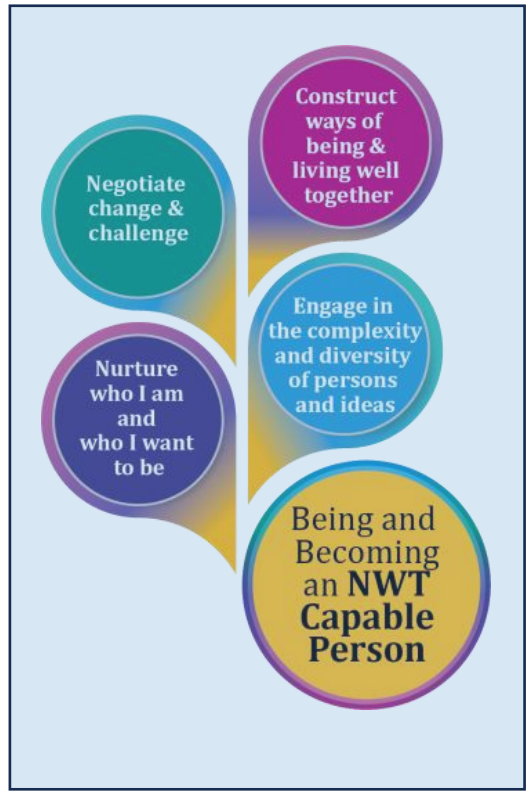
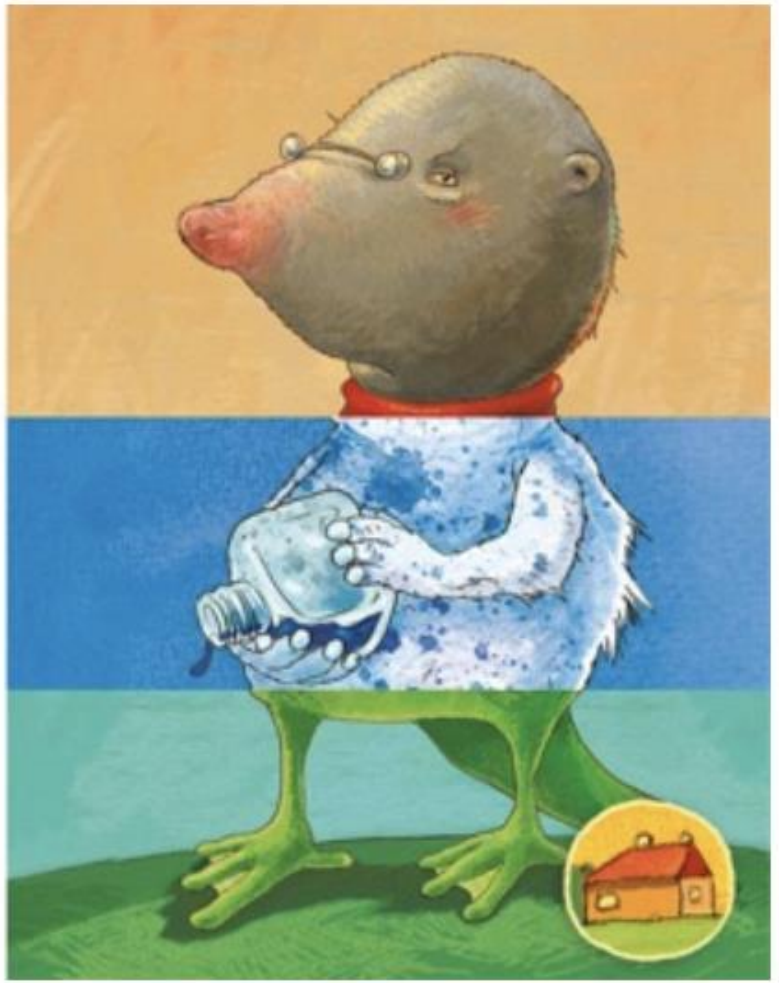


Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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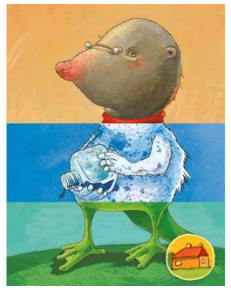

BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine which competencies skills to develop

Student Evaluation

Key Competencies

Responsive
Students decide/co-decide which core competencies to develop

Grade 5 Math

Big Ideas

*Numbers describe quantities that can be represented by equivalent fractions.

*Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.

*Identified regularities in number patterns can be expressed in tables.

*Closed shapes have area and perimeter that can be described, measured, and compared..

*Data represented in graphs can be used to show many-to-one correspondence.

Curricular Competencies

Content	Reasoning and Analyzing					Understanding and Solving				Communicating & Representing				Connecting and Reflecting		
	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
number concepts to 1 000 000																
decimals to thousandths																
equivalent fractions																
whole-number, fraction, and decimal benchmarks																
addition and subtraction to 1 000 000																
multiplication and division to three digits, including division with remainders																
addition and subtraction of decimals to thousandths																
addition and subtraction facts to 20 (extending computational fluency)																
multiplication and division facts to 100 (emerging computational fluency)																
rules for increasing and decreasing patterns with words, numbers, symbols, and variables																
one-step equations with variables																
area measurement of squares and rectangles																
relationships between area and perimeter																
duration, using measurement of time																
classification of prisms and pyramids																
single transformations																
one-to-one correspondence and many-to-one correspondence using double bar graphs																
probability experiments, focusing on independence																
financial literacy – monetary calculations, making change up to 1000 dollars and financial plans																

Foundations of Mathematics and Pre-Calculus 10		Curricular Competencies																	
		Reasoning and analyzing					Understanding and solving					Communicating and representing				Connecting and reflecting			
Big Ideas	Algebra allows us to generalize relationships through abstract thinking. The meanings of, and connections between, each operation extend to powers and polynomials. Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.	Develop thinking strategies to solve puzzles and play games	Explore, analyze, and apply mathematical ideas using reason, technology, and other tools	Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number	Model with mathematics in situational contexts	Think creatively and with curiosity and wonder when exploring problems	Develop, demonstrate, and apply mathematical understanding through play, story, inquiry, and problem solving	Visualize to explore and illustrate mathematical concepts and relationships	Apply flexible and strategic approaches to solve problems	Solve problems with persistence and a positive disposition	Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Explain and justify mathematical ideas and decisions in many ways	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Use mathematical vocabulary and language to contribute to discussions in the classroom	Take risks when offering ideas in classroom discourse	Reflect on mathematical thinking	Connect mathematical concepts with each other, other areas, and personal interests	Use mistakes as opportunities to advance learning	Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts
Content	operations on powers with integral exponents																		
	prime factorization																		
	functions and relations: connecting data, graphs, and situations																		
	linear functions: slope and equations of lines																		
	arithmetic sequences																		
	systems of linear equations																		
	multiplication of polynomial expressions																		
	polynomial factoring																		
	primary trigonometric ratios																		
	financial literacy: gross and net pay																		

https://curriculum.gov.bc.ca/curriculum/mathematics/10/foundations-of-mathematics-and-pre-calculus

Class:	Subject Area(s):	Planning Team:
Big Idea(s):		

Unit Goals	Curricular Language
Content Goal	
Content Goal	
Curricular Competency Goal	
Curricular Competency Goal	
Curricular Competency Goal	
Curricular Competency Goal	
Core Competency Goal	

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

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • 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)	Design Options for **Perception** (1) • 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)	Design Options for **Interaction** (4) • 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	Design Options for **Sustaining Effort & Persistence** (8) • 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)	Design Options for **Language & Symbols** (2) • 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)	Design Options for **Expression & Communication** (5) • 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	Design Options for **Emotional Capacity** (9) • 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)	Design Options for **Building Knowledge** (3) • 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)	Design Options for **Strategy Development** (6) • 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)

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

8.1: Clarify the Meaning and Purpose of Goals

- What learning standards are we intentionally targeting, teaching and assessing the unit we are teaching?
- How do the goals represent all the area of the BC Curriculum?
  - Content
  - Curricular Competency Goals
  - Core Competency Goals
    - Does our unit emphasize competencies? (i.e., are there more competencies than content?

High Impact UDL Strategies in Curricular Design

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
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CAST | Until learning has no limits®

Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

High Impact UDL Strategies in Curricular Design

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High Impact UDL Strategies

7.2: Optimizing relevance, value & authenticity

8.1: Heighten Salience of goals and objectives

8.3: Foster collaboration and community

3.2: Highlight patterns, critical features, big ideas and relationships

3.4: Maximize transfer and generalization

- **How does the Big Idea(s) of the unit anchor in an authentic and relevant problem, context, community-based idea?**
- **Where are the students given an opportunity to understand and/or translate the learning standards?**
- **What guiding questions can teachers/students codevelop to navigate learning together over time?**
- **How do the guiding questions help students to connect their learning to the world?**

Class:	Subject Area(s):	Planning Team:
Big Idea(s):		**Unit Guiding Question(s):**
Vocabulary to know and use (content):		**Vocabulary to know and use (skills & competencies):**

Unit Goals	Curricular Language	Student friendly language
Content Goal		*I know…*
Content Goal		*I know…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Core Competency Goal		*We are…*

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Class: Ms. P Gr. 2/3	Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): • **Forces** influence the motion of an object. (Science) • Everyone has a unique **story** to share. (Language Arts)		**Unit Guiding Question(s):** Who are our monsters? What are their **stories**? How can we use **forces** to help us catch them?
Vocabulary to know and use (content): Forces, story, ideas, audience, purpose, idea, tools, materials		**Vocabulary to know and use (skills & competencies):** know, can, make, plan, try, create, use my sense, creative thinking, solving a problem, trying something new, changing what I am doing

Unit Goals	Curricular Language	Student friendly language
Content Goal: Science (2)	types of forces	**I know** different types of **forces**
Content Goal: Language Arts (2/3)	Story/text: elements of a story	**I know** what makes a **story**
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others	I can **make** something for a **purpose**
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions	I can **make** a **plan** and **try** out my **ideas**
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences	I can **create** a **story** for an **audience**
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	I can **create** many things using different art **tools** and **materials**
Key Competency Goal: (Profile 1/2)	**Creative Thinking**: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)	**We are creative thinkers because we get new ideas!** I get new ideas by: **(Students choose):** • using my **senses** to **explore** • **changing** what I am doing • **trying** something **new** • **solving a problem** in a **new way**

Grade: 9	Subject Area: Science	Planning Team: Colleen and Shelley	
Big Ideas: Students will understand that the electron arrangement of atoms impacts their chemical nature.		**Teacher Provocation:** How does the organization of electrons in atoms impact their chemical nature?	**Student Generated Questions**:
Vocabulary to know and use	Electron, atom, chemical nature, element properties, periodic table, compounds, pattern, trend, data, inconsistencies, data, variables, scientific concepts		Question, predict, observe, process, analyze, apply, innovate, draw conclusions, transfer, apply

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	Students will know element properties as organized in the periodic table	I know that there are patterns used in the periodic table I know that the periodic table organizes elements by their properties
Content Goal	Students will know that the arrangement of electrons determines the compounds formed by elements	I know that electrons determine which elements make compounds
Curricular Competency:	Students will be able to **question and predict** by …making observations aimed at identifying their own questions, including increasingly complex ones, about the natural world	I can question and predict by asking questions about what I am observing
	Students will be able to **process and analyze** by…seeking and analyzing patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies	I can process and analyze data by seeing patterns and trends in data; by finding connections in data and information; by describing relationships between variables; by finding inconsistencies in data
	Students will be able to **process and analyze** by…using knowledge of scientific concepts to draw conclusions that are consistent with evidence	I can process and analyze data by using what I know about scientific concepts to draw conclusions
	Students will be able to **apply and innovate** by…transferring and applying learning to new situations	I can apply and innovate by transferring and applying what I am learning to new situations
Key Competency Goal	We can communicate by…	

Shelley MOORE PH.D.

@tweetsomemoore

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