

Shelley MOORE PH.D.



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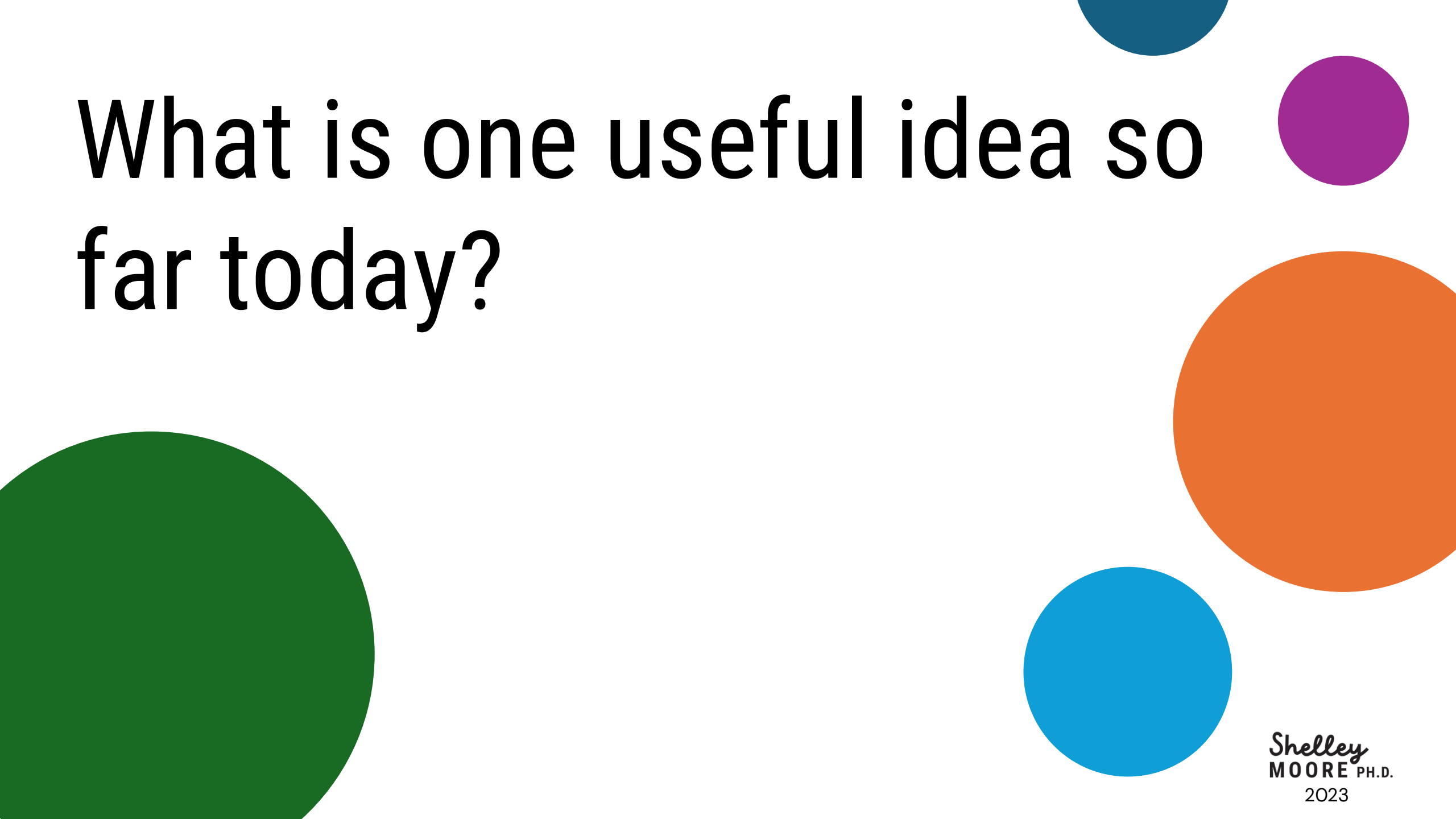
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Dr. Shelley Moore

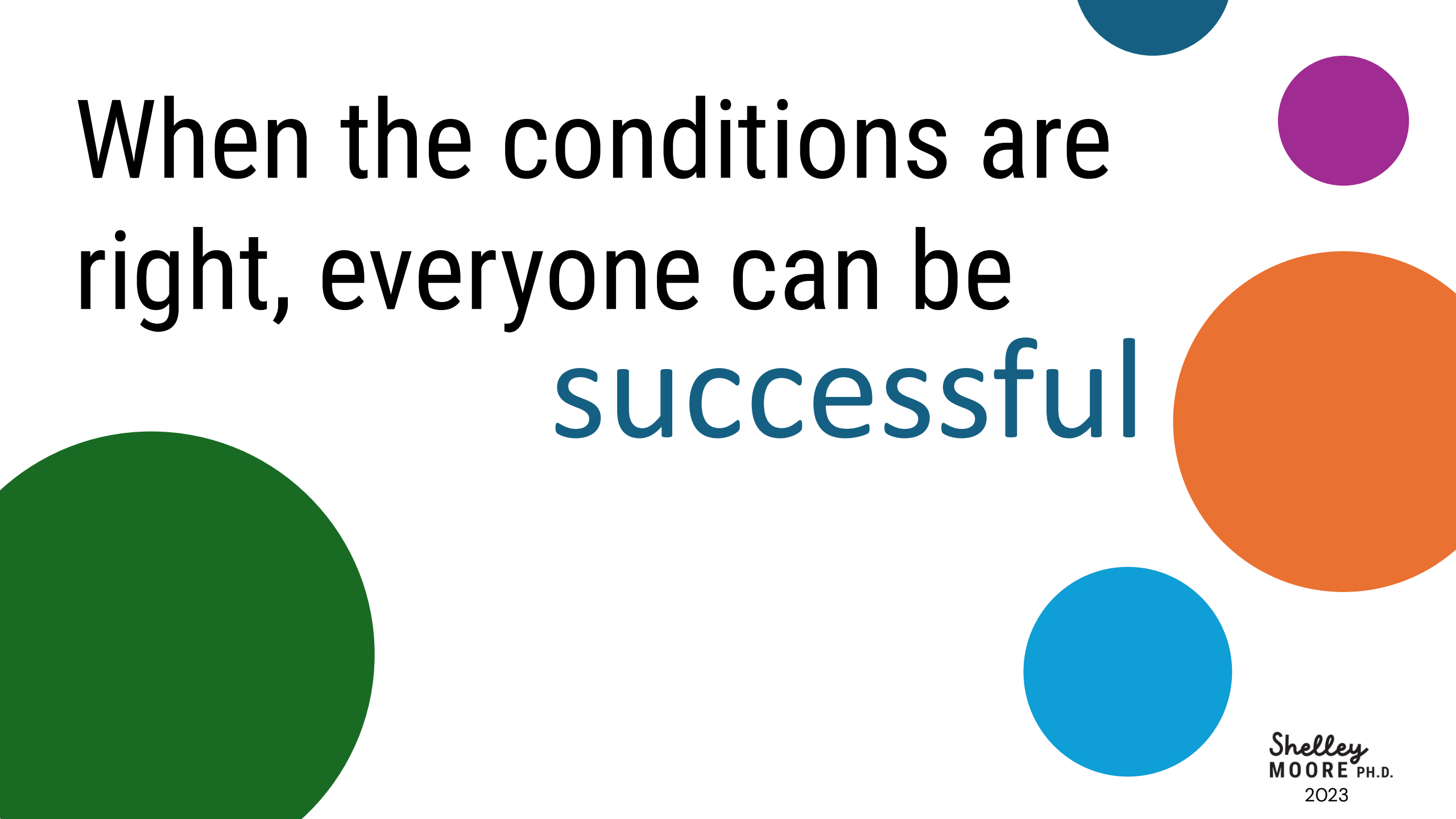
The slide features five large, solid-colored circles: a teal circle at the top center, a purple circle at the top right, a large orange circle on the right side, a blue circle at the bottom right, and a large green circle on the bottom left. The text is positioned in the upper left area.

What is one useful idea so far today?

In a world of
UNiCORNS

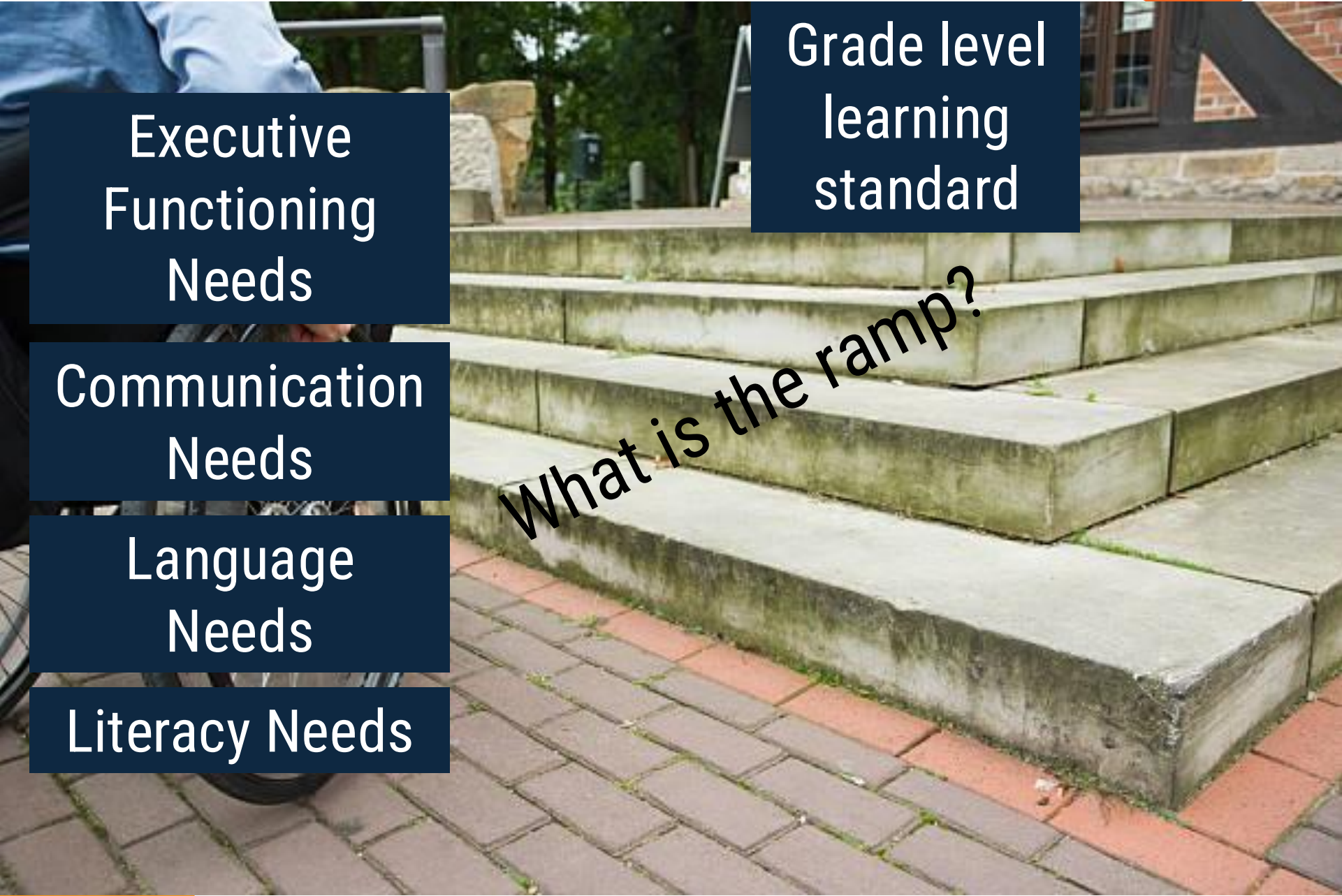
Be a **UNiCORN**
that celebrates a
BAT



The slide features several large, solid-colored circles in the background: a large green circle on the bottom left, a large orange circle on the right, a medium blue circle at the bottom right, a small purple circle at the top right, and a small dark blue circle at the top center.

When the conditions are
right, everyone can be
successful



The background image shows a person in a wheelchair on a brick path leading up to a set of concrete steps. The person is wearing a blue shirt. The steps are made of concrete and are slightly weathered. The path is made of red and grey bricks. The overall scene is outdoors with trees and a building in the background.

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

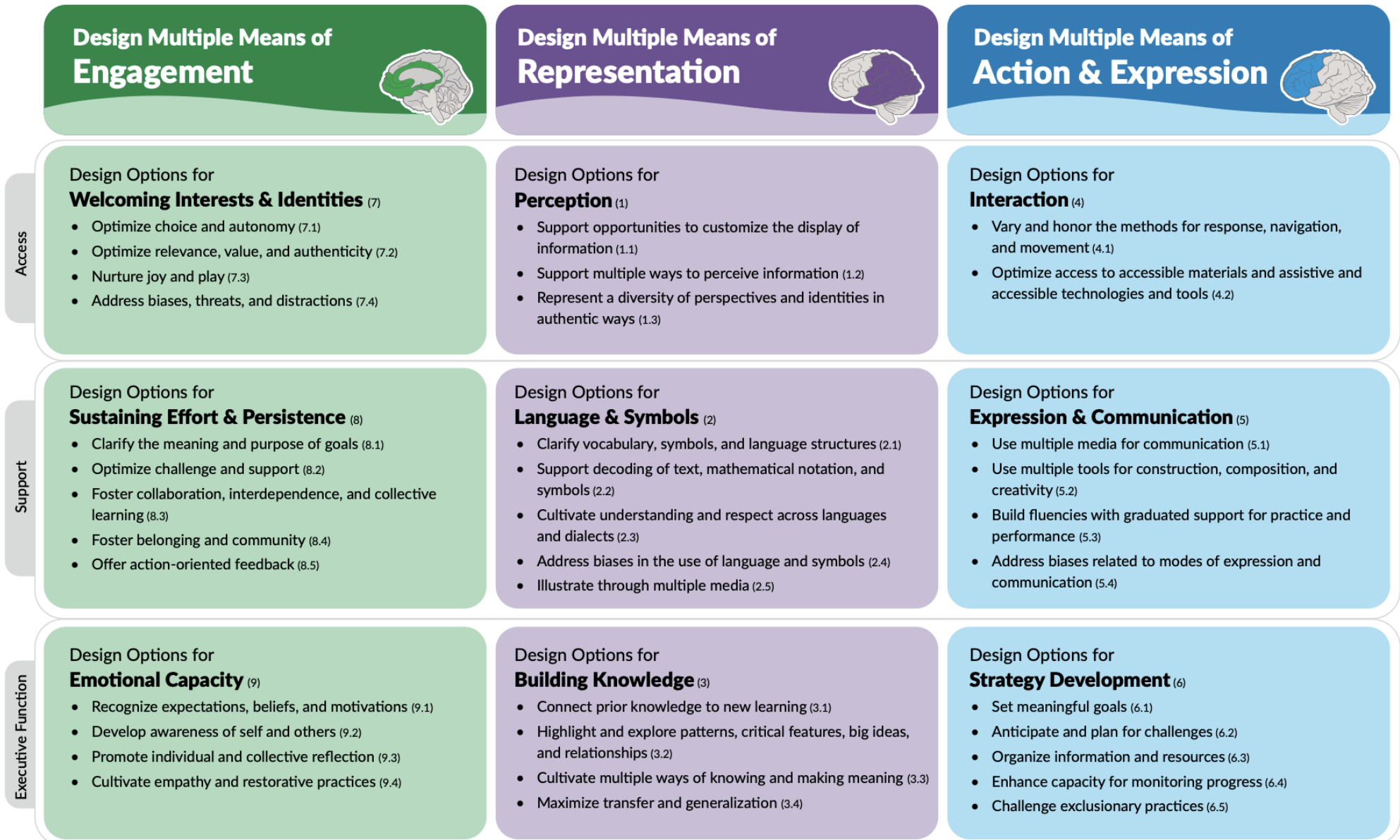


All students
need to
understand



All students
need to show
learning

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



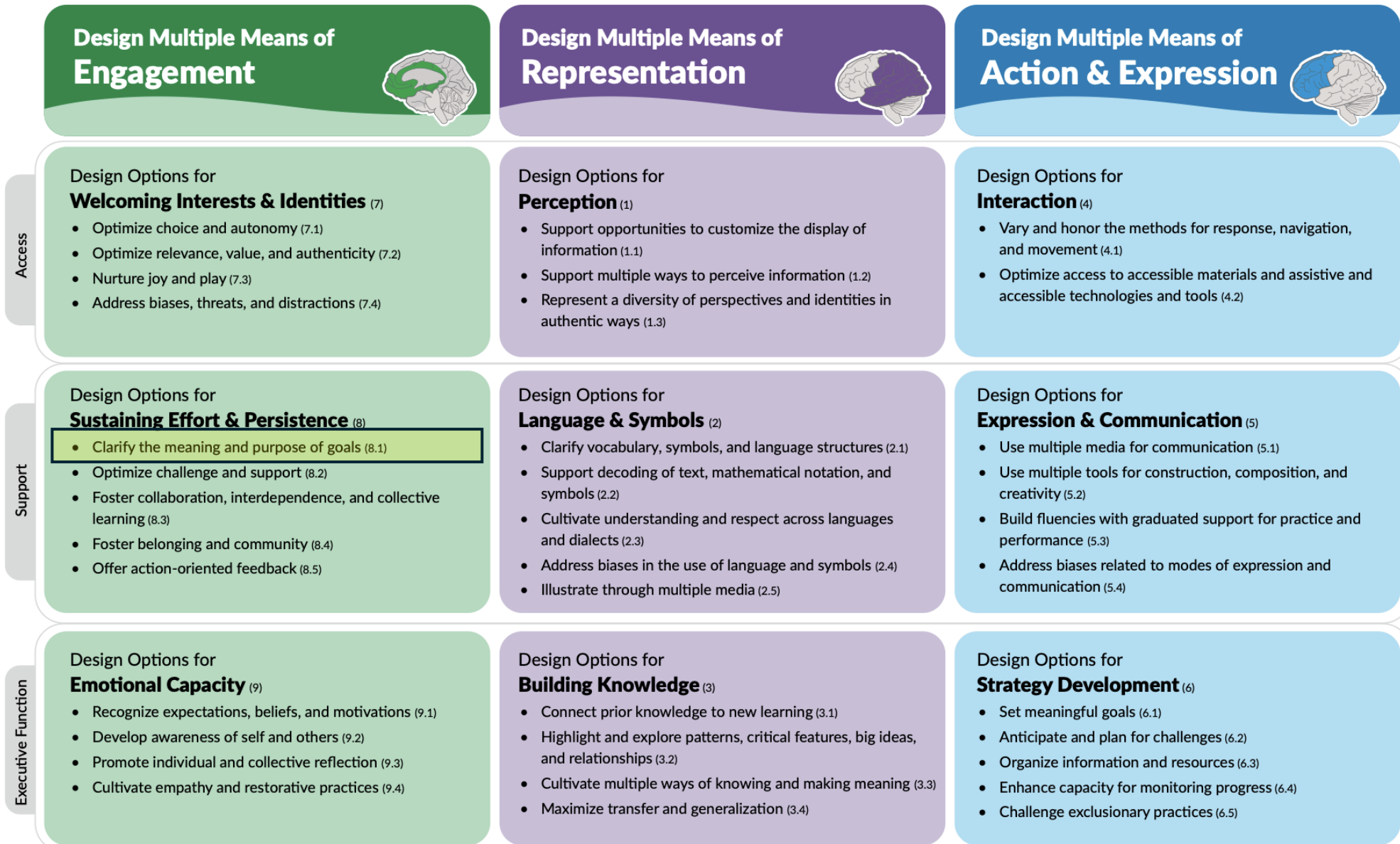
High Impact UDL Strategies

- 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

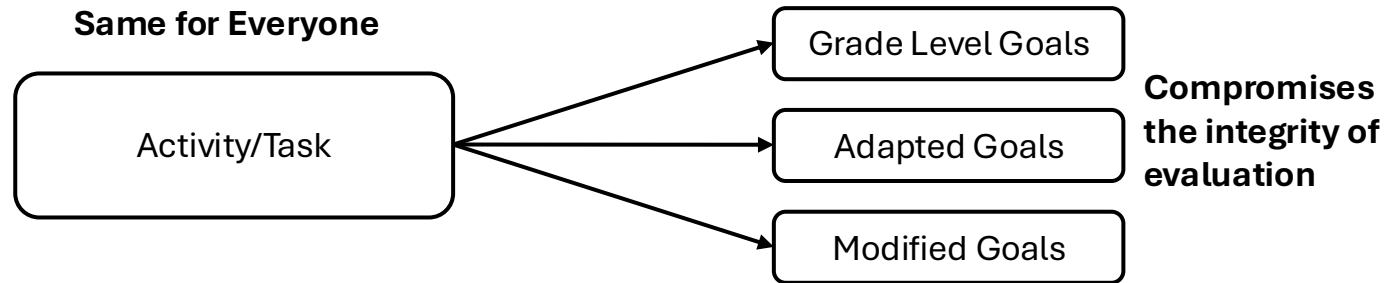




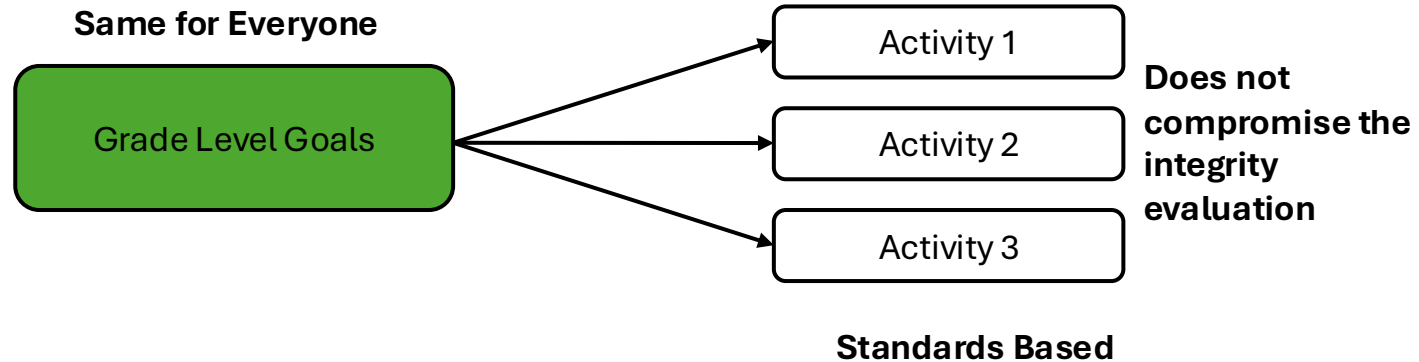
How I came to understand **BACKWARDS DESIGN**

Design with the End in Mind!

Forward Design



Backward Design



High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- **What grade level learning standards are we intentionally targeting, teaching and assessing the unit we are teaching?**

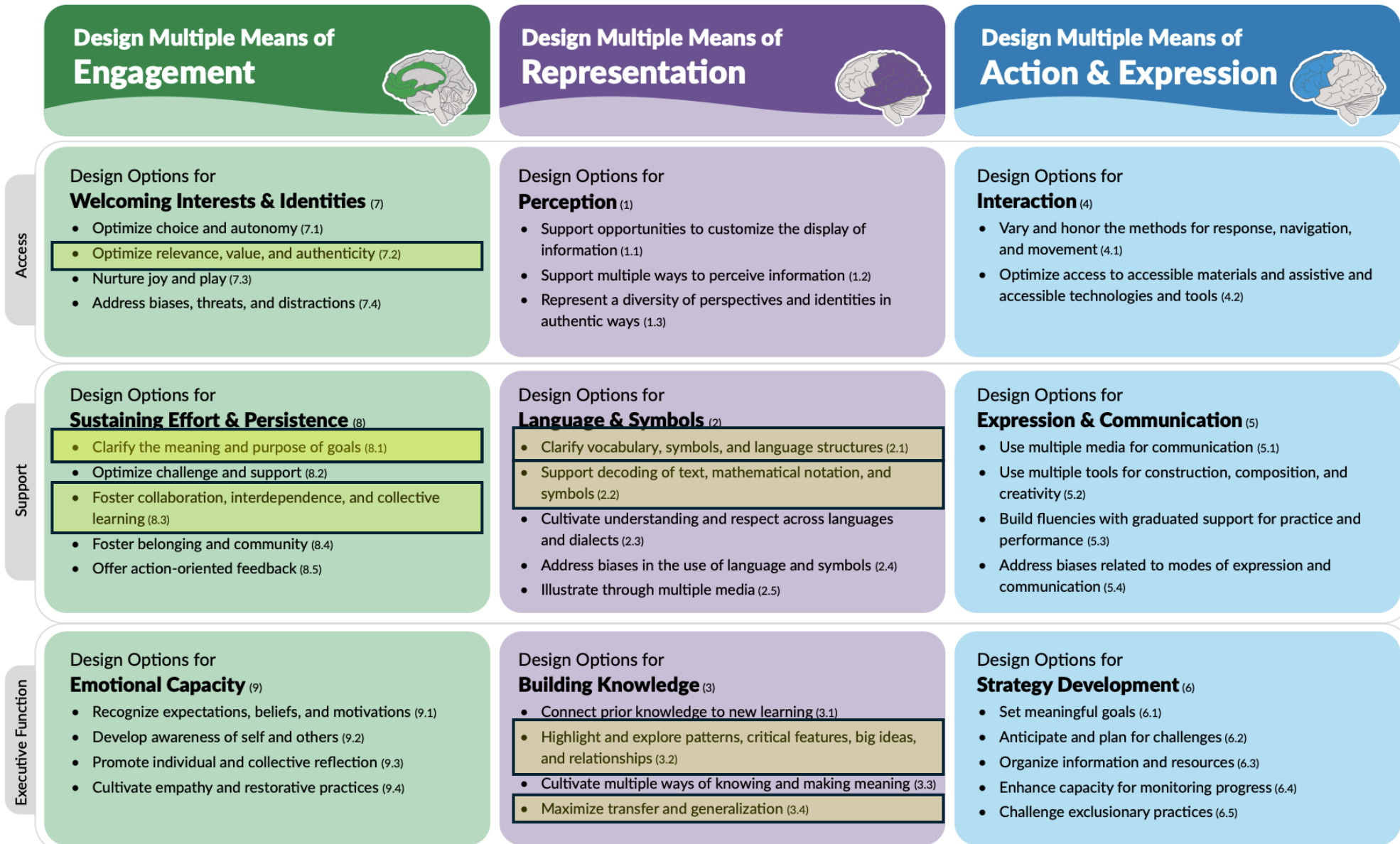
High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- **What grade level learning standards and sub-standards are we intentionally targeting, teaching and assessing the unit??**
- **There are different kinds of goals in Backwards Design**
 - **Competencies**
 - **Understandings**
 - **Concepts**
 - **Knowledge**
 - **Skills**

Class: Grade 8		Subject Area(s): ELA/Social Studies	
Unit Goals		Curricular Language	
Content Goal:		interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	
Content Goal:		exploration, expansion, and colonization	
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	
Curricular Competency Goal: SS- Cause & Consequence		Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences	
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	
Curricular Competency Goal: ELA - Comprehend & Connect		Synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal: ELA – Create & Communicate		Exchange ideas and viewpoints to build shared understanding and extend thinking	
Key Competency Goal: Critical & Reflective Thinking		Critical and Reflective Thinking (1-3)	

High Impact UDL Strategies in Curricular Design



High Impact UDL Strategies

7.2: Optimizing relevance, value & authenticity

8.1: Clarify the Meaning and Purpose of Goals

8.3: Foster collaboration and community

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

2.1: clarify vocabulary, symbols, and language structures

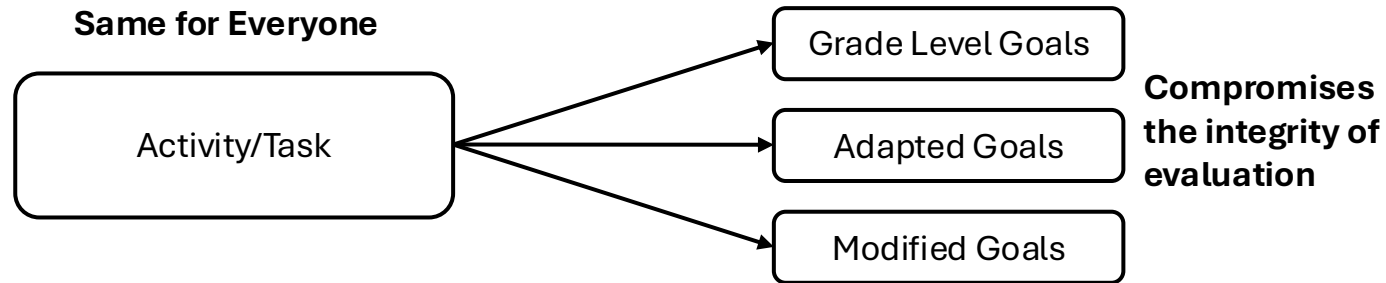
- Developing **guiding questions** that anchor learning in an authentic and relevant problem, collective context and/or a community-based idea that they can learn about together over time
- Giving students an opportunity to understand and/or **translate the learning standards**
- Identify and teach the **vocabulary** you want students to know and use

Class: Grade 8		Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
Big Idea(s): Exploration, expansion, and colonization had varying consequences for different groups Exploring stories and other texts helps us understand ourselves and make connections to others and to the world I can understand that different cultures and communities have different perspectives			Unit Guiding Question(s): How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?
Vocabulary to know and use (content): narratives, exploration, expansion, colonization, interactions, exchange, ideas, arts, cultures, civilizations, perspectives, past, present, people, places, issues, events, values, worldviews, beliefs, time and place, cause, influence, decisions, actions, events, short term, long term, consequences, story, oral tradition, local Indigenous perspectives, points of view, sources, viewpoints			Vocabulary to know and use (skills & competencies): compare, explain/describe, understand, critical thinking, reflective thinking
Unit Goals		Curricular Language	Student friendly language
Content Goal:		interactions and exchanges of resources , ideas , arts , and culture between and among different civilizations	I know how different civilizations interacted and exchanged goods and ideas
Content Goal:		exploration, expansion, and colonization	I know what exploration, expansion and colonization is
Curricular Competency Goal: SS - Perspective		Explain different perspectives on past or present people , places , issues , or events , and compare the values , worldviews , and beliefs of human cultures and societies in different times and places	I can explain different perspectives of different cultures and communities over time
Curricular Competency Goal: SS- Cause & Consequence		Determine which causes most influenced particular decisions, actions, or events , and assess their short-and long-term consequences	I can explain the causes and consequences of decisions, actions, or events
Curricular Competency Goal: ELA - Comprehend & Connect		Recognize and appreciate the role of story , narrative, and oral tradition in expressing local Indigenous perspectives , values , beliefs , and points of view	I can appreciate the story and oral traditions of (local) Indigenous Peoples
Curricular Competency Goal: ELA - Comprehend & Connect		Synthesize ideas from a variety of sources to build understanding	I can gather and find themes from many different source to help me understand
Curricular Competency Goal: ELA – Create & Communicate		Exchange ideas and viewpoints to build shared understanding and extend thinking	I can share ideas and viewpoints to help myself and others understand and stretch our thinking
Key Competency Goal: Critical & Reflective Thinking		Critical and Reflective Thinking (1-3)	

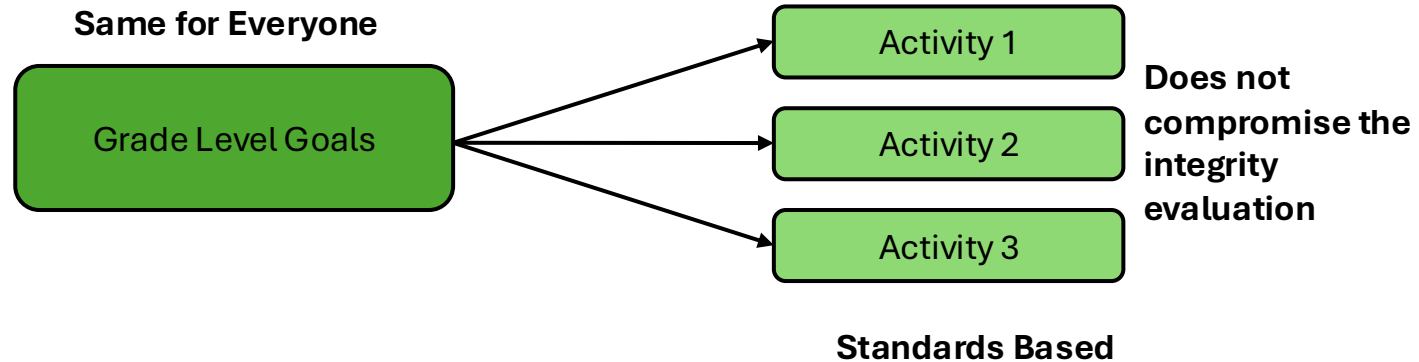
Class:	Subject Area(s):	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Vocabulary to know and use (content):		Vocabulary to know and use (skills & competencies):
Unit Goals	Curricular Language	Student friendly language
		<i>I know...</i>
		<i>I know...</i>
		<i>I can...</i>
		<i>I can...</i>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

Design with the End in Mind!

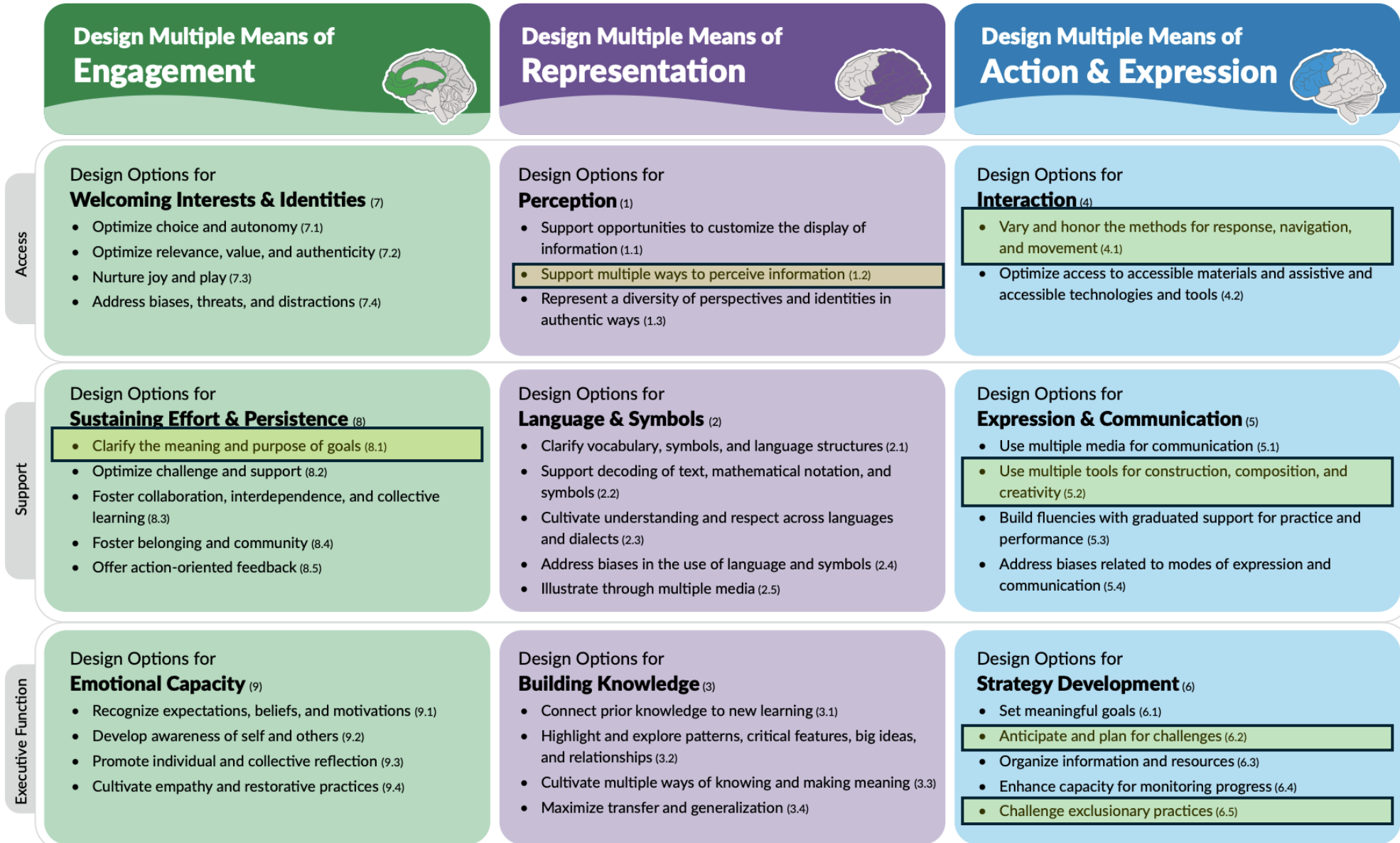
Forward Design



Backward Design



High Impact UDL Strategies in Curricular Design



High Impact UDL Strategies

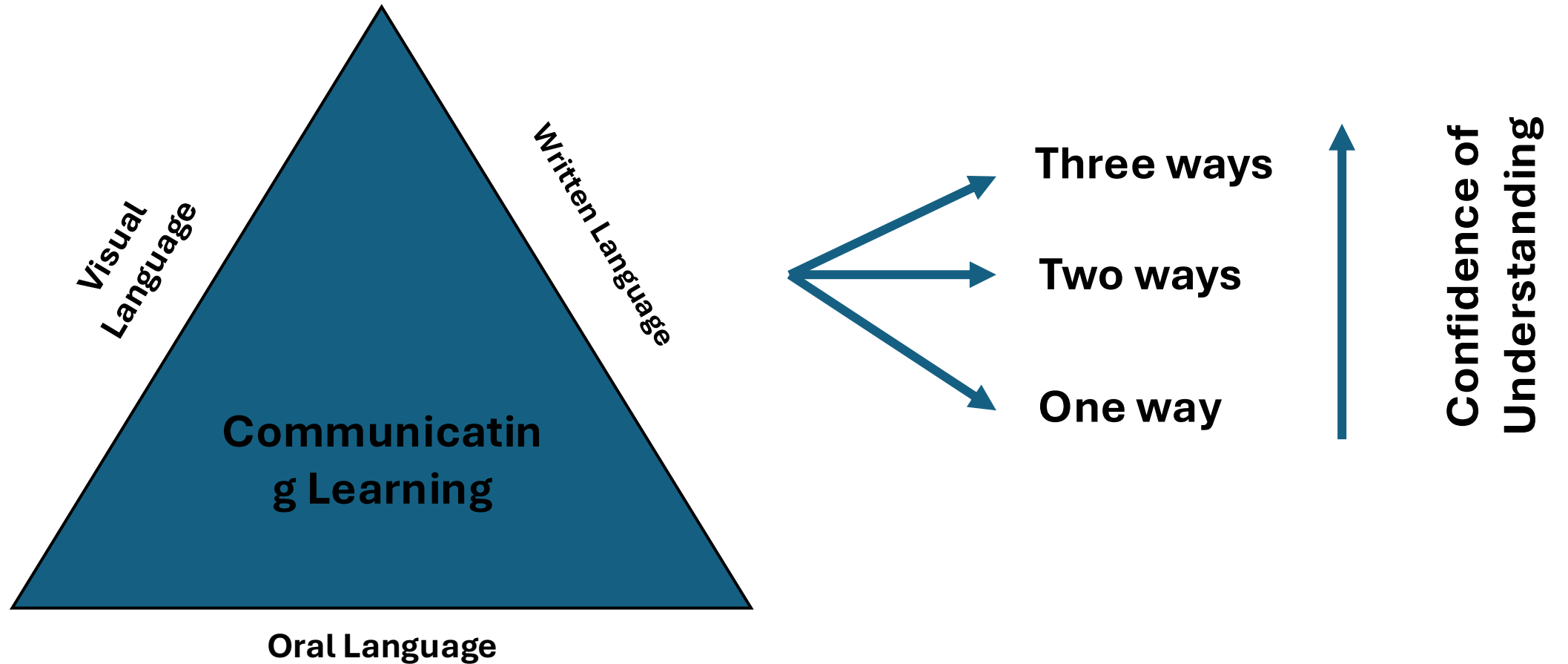
4.1: Vary & honour the methods for response, navigation, and movement

5.2: Use multiple tools for construction, composition and creativity

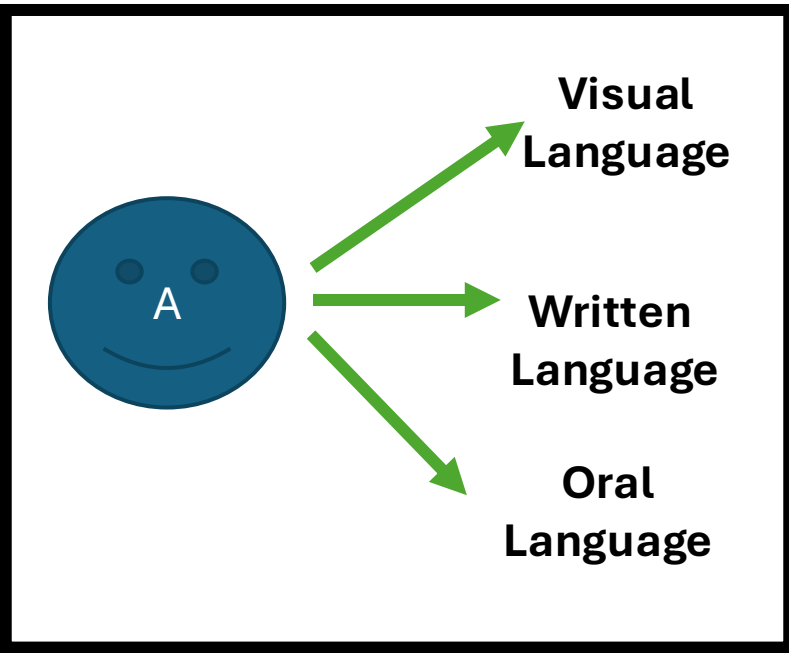
5.3: Build fluencies with graduated support for practice and performance

- Designing lessons that create opportunities for teaching all students how to **show their learning in many ways**
- Students must show their learning in all ways, but use **strongest evidence to evaluate** learning standards
- Collecting **multiple pieces** of similar evidence over time to build fluency

Differentiating Evidence



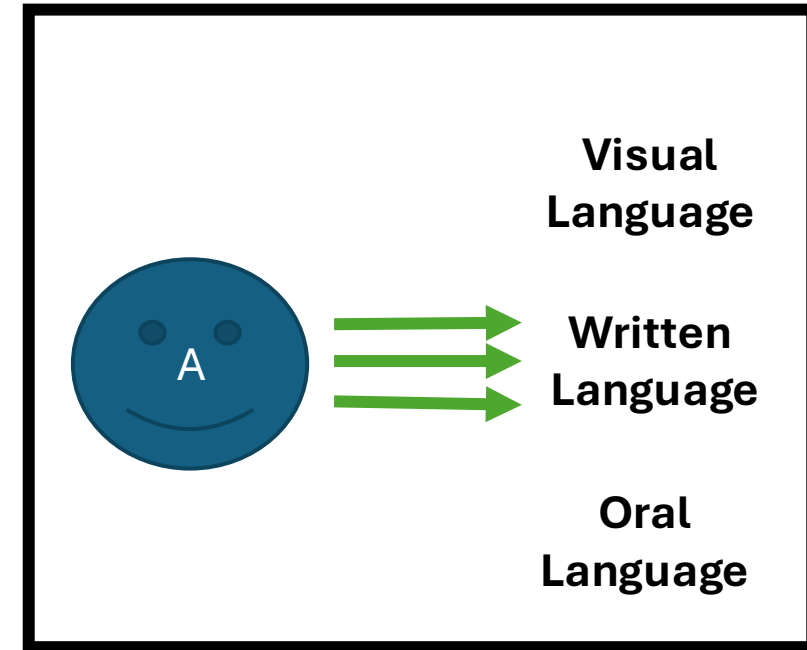
All Languages (in literacy) are Treated Equal!



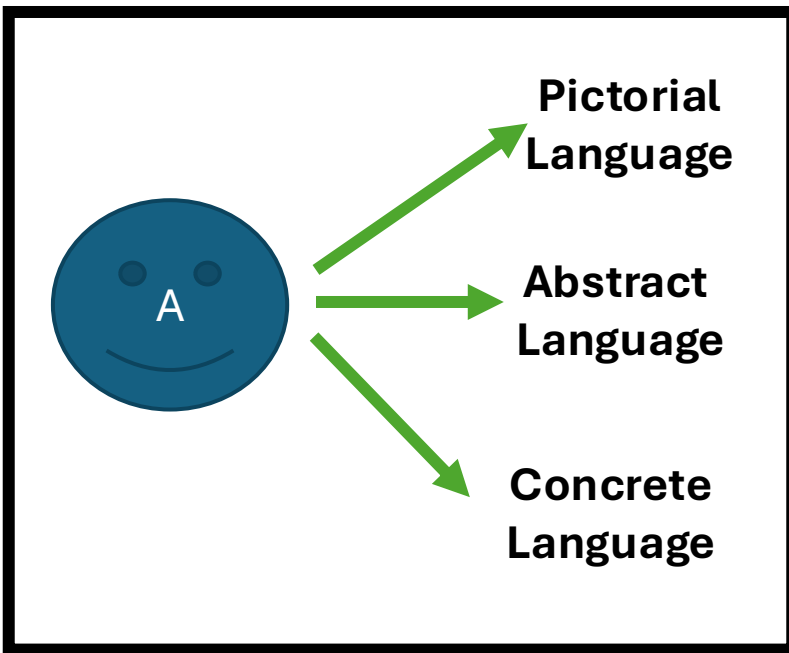
The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

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



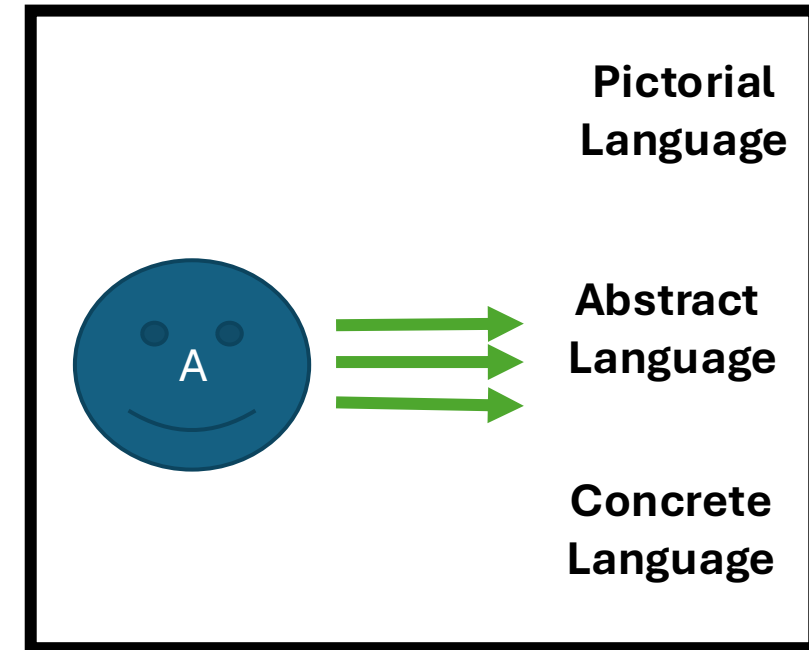
All Languages (in numeracy) are Treated Equal!



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

Vs.

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



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

Class: Grade 8		Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
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Key Competency Goal: Critical & Reflective Thinking		Critical and Reflective Thinking (1-3)	

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	- Creating a Timeline - LS: 6	X			
2. I know what exploration, expansion and colonization is	- Event worksheet activity - LS: 3	X			
3. I can explain different perspectives of different cultures and communities over time	- Quick write - LS: 4, 7	X			
4. I can explain the causes and consequences of decisions, actions, or events	- Quick write - LS: 2, 3	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	- Read article/comprehension questions - LS: 1, 2, 4, 6, 7	X			
6. I can gather and find themes from many different sources to help me understand	- Unit test: M/C, short answer - LS: 1, 2, 3, 4, 5	X			
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking					
8. I can be a critical thinker					

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	- Creating a Timeline - LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	- Locating of key events on timeline - LS: 3	X		X	X
3. I can explain different perspectives of different cultures and communities over time	- Questioning Post-it note activity - LS: 3, 4, 7, 8		X	X	X
4. I can explain the causes and consequences of decisions, actions, or events	- Quick write - LS: 4, 7	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	- Quick write/ Whole class 3 column chart - LS: 2, 3	X	X		
6. I can gather and find themes from many different sources to help me understand	- See/Think/Wonder - LS: 1, 2, 4, 7, 8	X	X		X
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	- Jigsaw Reading Activity - LS: 1, 2, 4, 6, 7	X	X		
	- Comparing perspectives Venn diagram - LS: 3, 5, 8	X			X
8. I can be a critical thinker	- Unit test: M/C, short answer - LS: 1, 2, 3, 4, 5	X			

Creating a Collaborative Visual Timeline

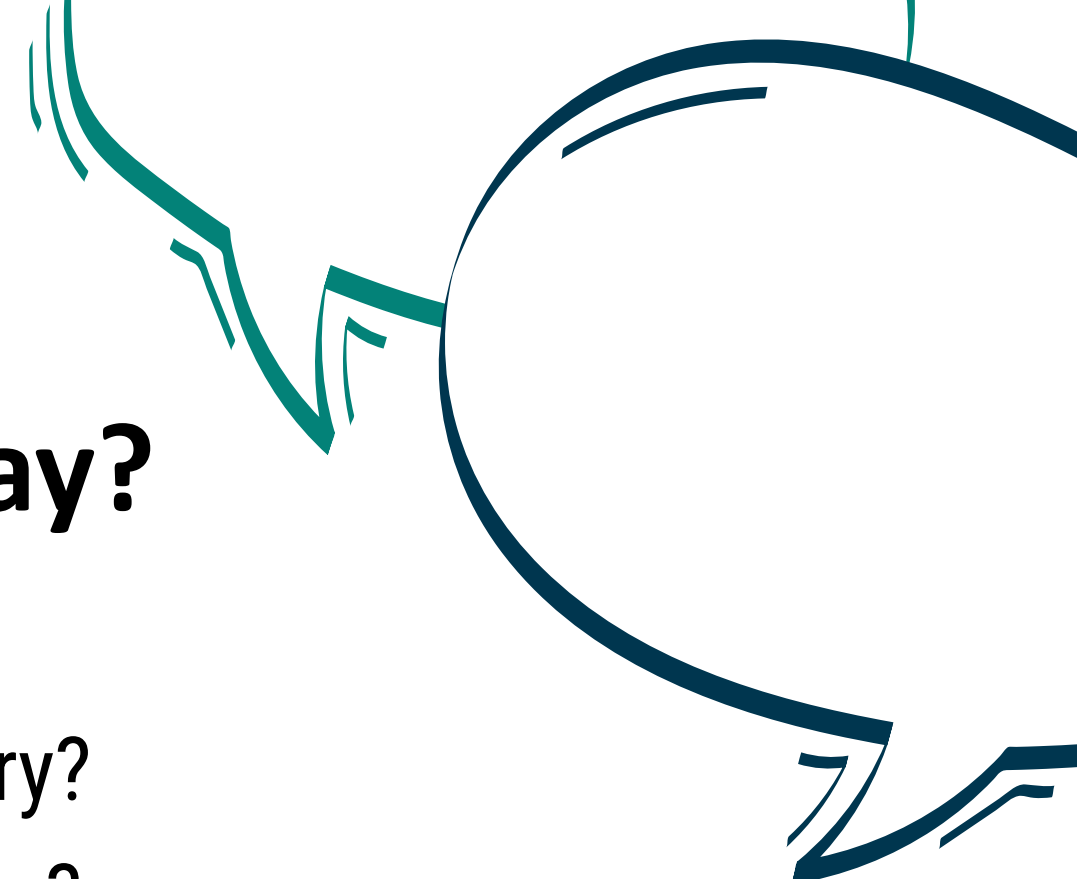


Questions/Comments:

- ★ 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



Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	- Creating a Timeline - LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	- Locating of key events on timeline - LS: 3	X		X	X
3. I can explain different perspectives of different cultures and communities over time	- Questioning Post-it note activity - LS: 3, 4, 7, 8		X	X	X
4. I can explain the causes and consequences of decisions, actions, or events	- Quick write - LS: 4, 7	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	- Quick write/ Whole class 3 column chart - LS: 2, 3	X	X		
6. I can gather and find themes from many different sources to help me understand	- See/Think/Wonder - LS: 1, 2, 4, 7, 8	X	X		X
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	- Jigsaw Activity - LS: 1, 2, 4, 6, 7	X	X		
	- Comparing perspectives Venn diagram - LS: 3, 5, 8	X			X
8. I can be a critical thinker	- Unit test: M/C, short answer - LS: 1, 2, 3, 4, 5	X			



What are you taking away?

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

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