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What is one useful idea so  
far today?

When the conditions are  
right, everyone can be  
successful

What grade level curriculum are we using?  
What are the learning standards?

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the students?  
What are their dimensions?  
Where is their agency?

Adjustable Supports & Strategies  
Student choice of tools and actions

## NEEDS BASED DESIGN

What are the student needs?  
What barriers are getting in the way?  
What do students require to navigate needs & barriers?

## INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?  
How do we know?



A photograph of a person in a wheelchair on a brick path. In the foreground, there are several concrete steps leading up to a building. The person is positioned on the left side of the frame, partially obscured by a dark blue text box. The background shows a brick building and some greenery.

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

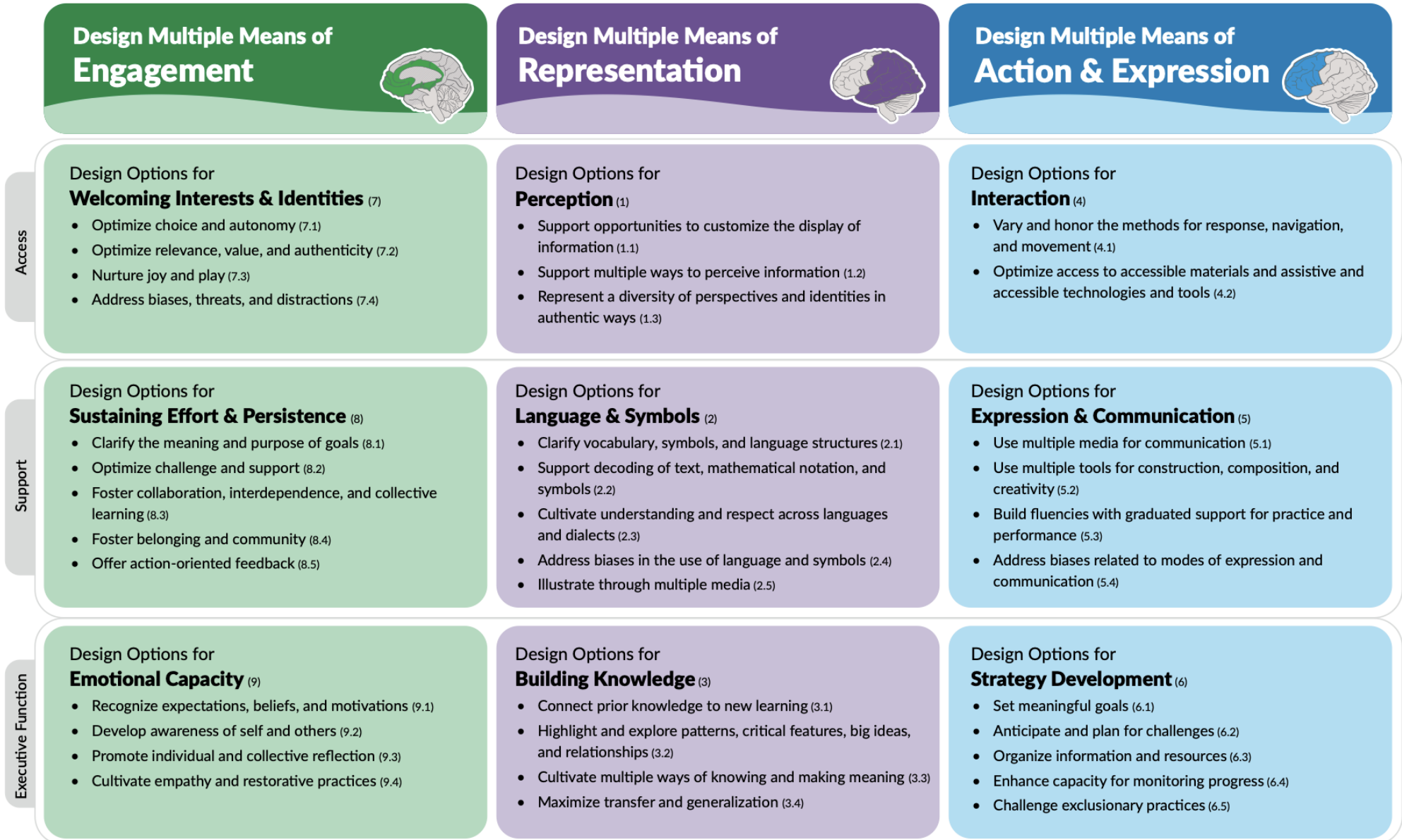


All students  
need to  
understand



All students  
need to show  
learning

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



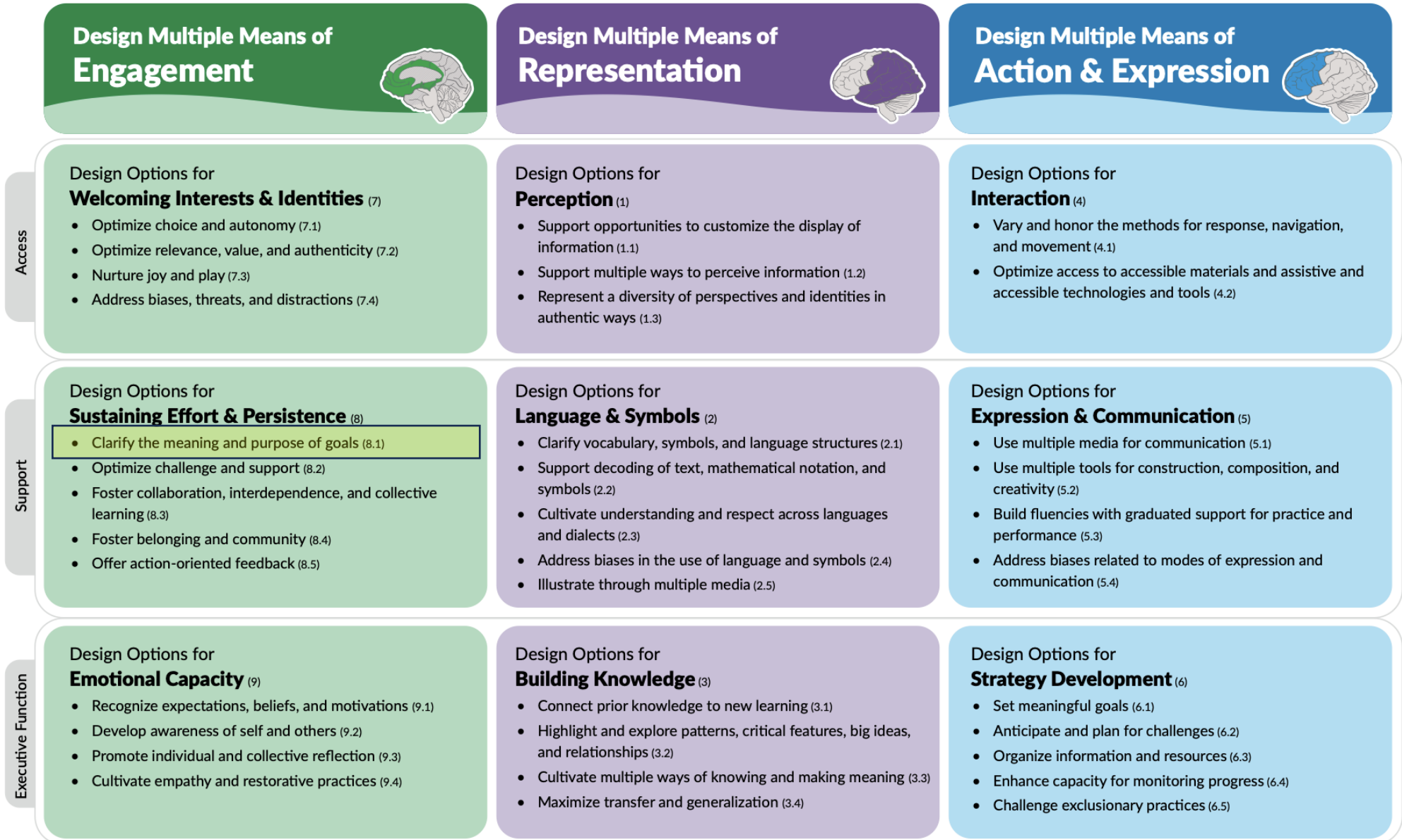
# High Impact UDL Strategies

- 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**

# 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**
  - **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

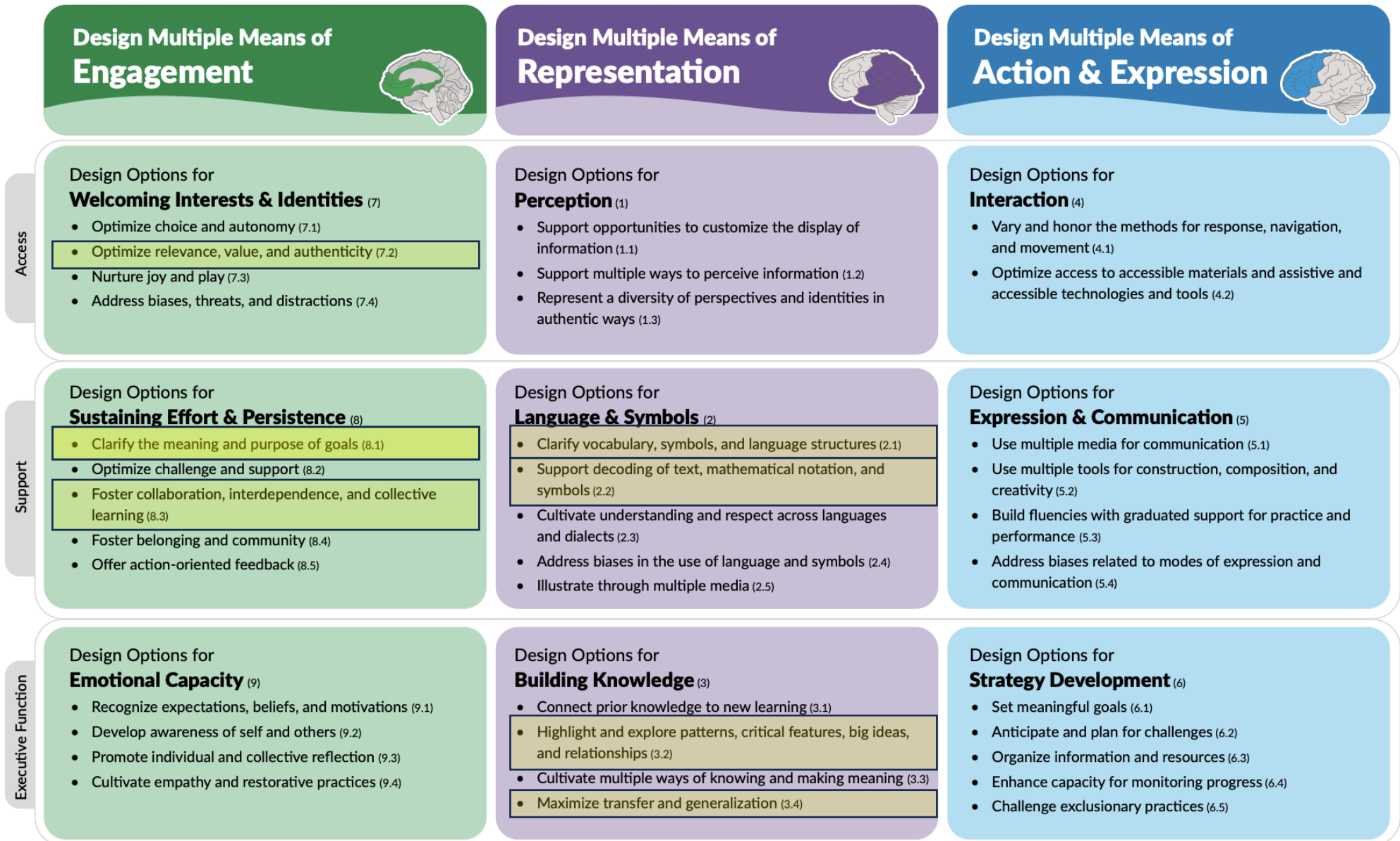
**Curricular Competency Goal: ELA – Create & Communicate**

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

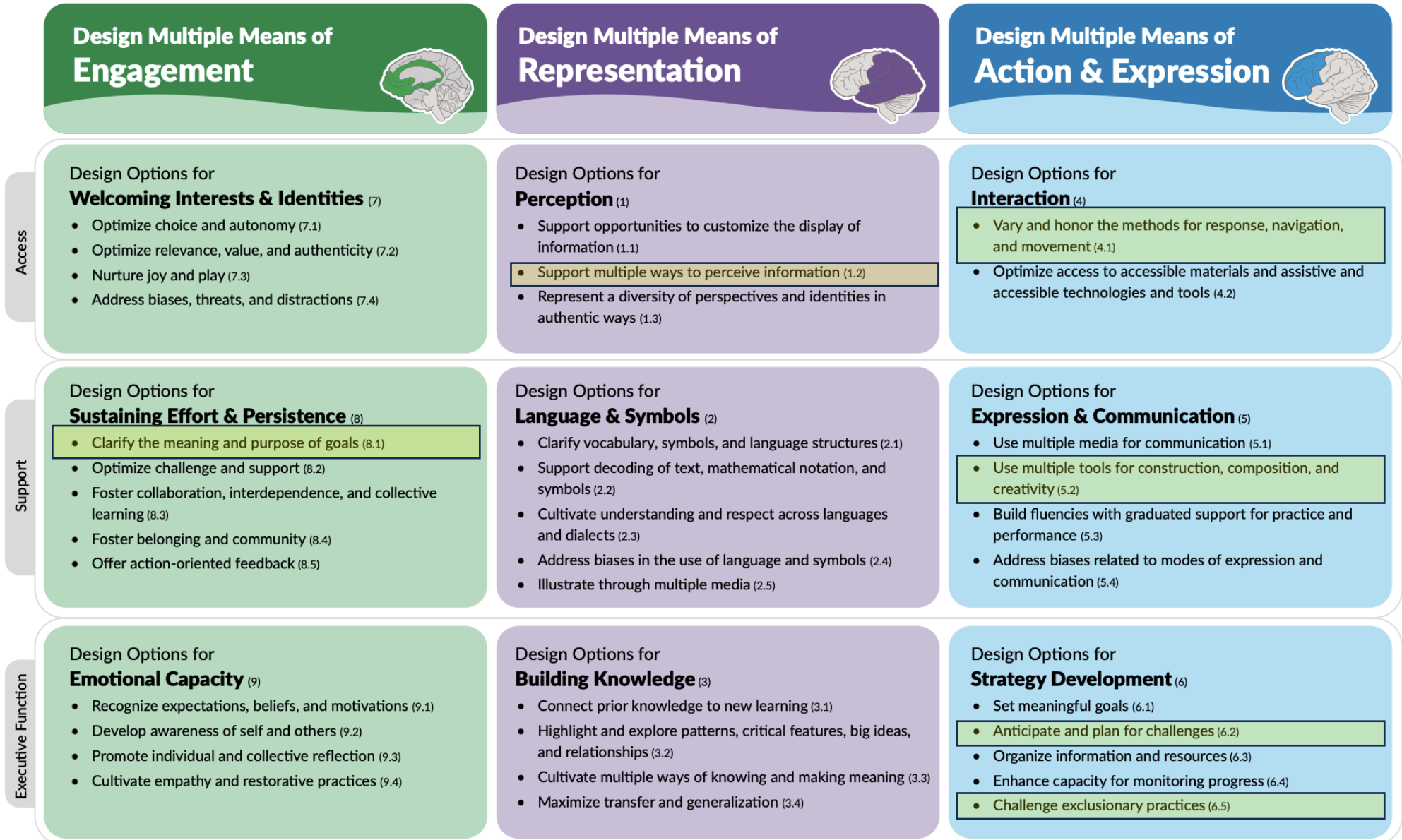
3.2: Highlight patterns, critical features, big ideas and relationships

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
<p><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</p>		<p><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?</p>	
<p><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</p>		<p><b>Vocabulary to know and use (skills &amp; competencies):</b> compare, explain/describe, understand, critical thinking, reflective thinking</p>	
Unit Goals	Curricular Language	Student friendly language	
<b>Content Goal:</b>	<b>interactions</b> and <b>exchanges</b> of <b>resources, ideas, arts,</b> and <b>culture</b> between and among different <b>civilizations</b>	I know how different civilizations interacted and exchanged goods and ideas	
<b>Content Goal:</b>	<b>exploration, expansion, and colonization</b>	I know what exploration, expansion and colonization is	
<b>Curricular Competency Goal:</b> SS - Perspective	Explain different <b>perspectives</b> on <b>past</b> or <b>present people, places, issues,</b> or <b>events,</b> and <b>compare</b> the <b>values, worldviews,</b> and <b>beliefs</b> of <b>human cultures</b> and societies in <b>different times</b> and <b>places</b>	I can explain different perspectives of different cultures and communities over time	
<b>Curricular Competency Goal:</b> SS- Cause & Consequence	Determine which <b>causes</b> most <b>influenced</b> particular <b>decisions, actions, or events,</b> and assess their <b>short-and long-term consequences</b>	I can explain the causes and consequences of decisions, actions, or events	
<b>Curricular Competency Goal:</b> ELA - Comprehend & Connect	Recognize and <b>appreciate</b> the role of <b>story,</b> narrative, and <b>oral tradition</b> in expressing <b>local Indigenous perspectives, values, beliefs,</b> and <b>points of view</b>	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 <b>sources</b> to build <b>understanding</b>	I can gather and find themes from many different source to help me understand	
<b>Curricular Competency Goal:</b> ELA – Create & Communicate	<b>Exchange ideas</b> and <b>viewpoints</b> to build shared <b>understanding</b> and extend <b>thinking</b>	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)		

# High Impact UDL Strategies in Curricular Design



# High Impact UDL Strategies

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

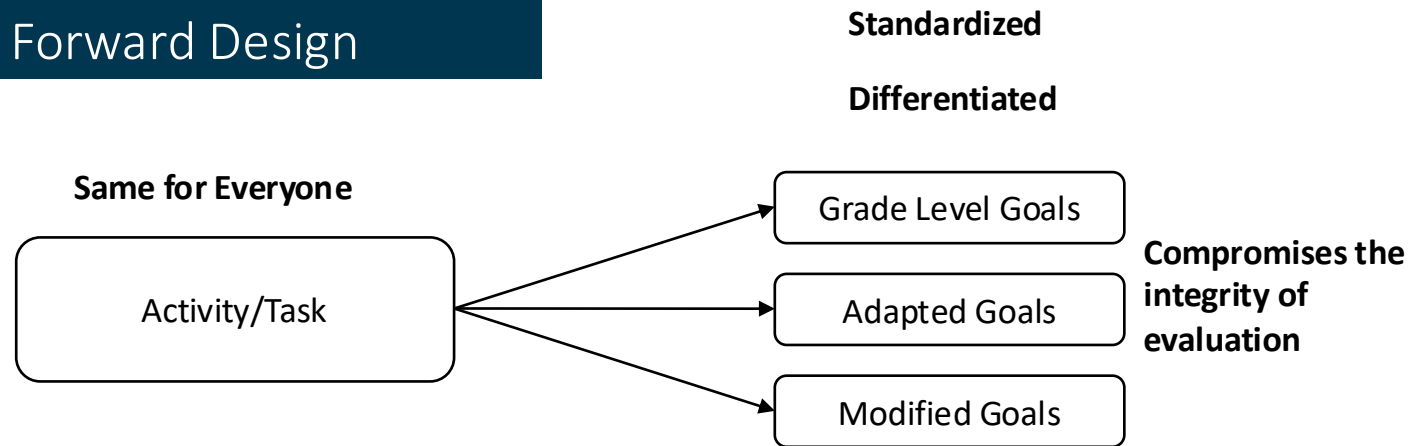
5.2: Use multiple tools for construction, composition and creativity

5.3: Build fluencies with graduated support for practice and performance

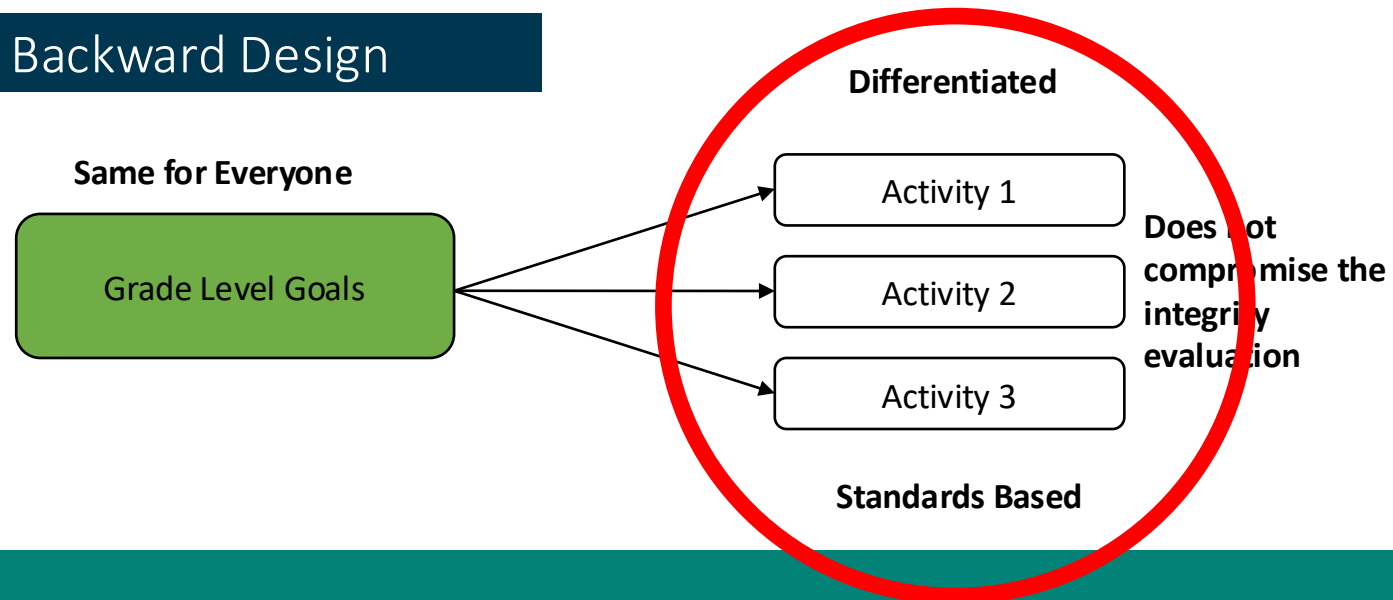
- Designing lessons that create opportunities for teaching all students how to **show their learning in many ways**
- Students must show their learning in all ways, but use **strongest evidence to evaluate** learning standards
- Collecting **multiple pieces** of similar evidence over time to build fluency

# Design with the End in Mind!

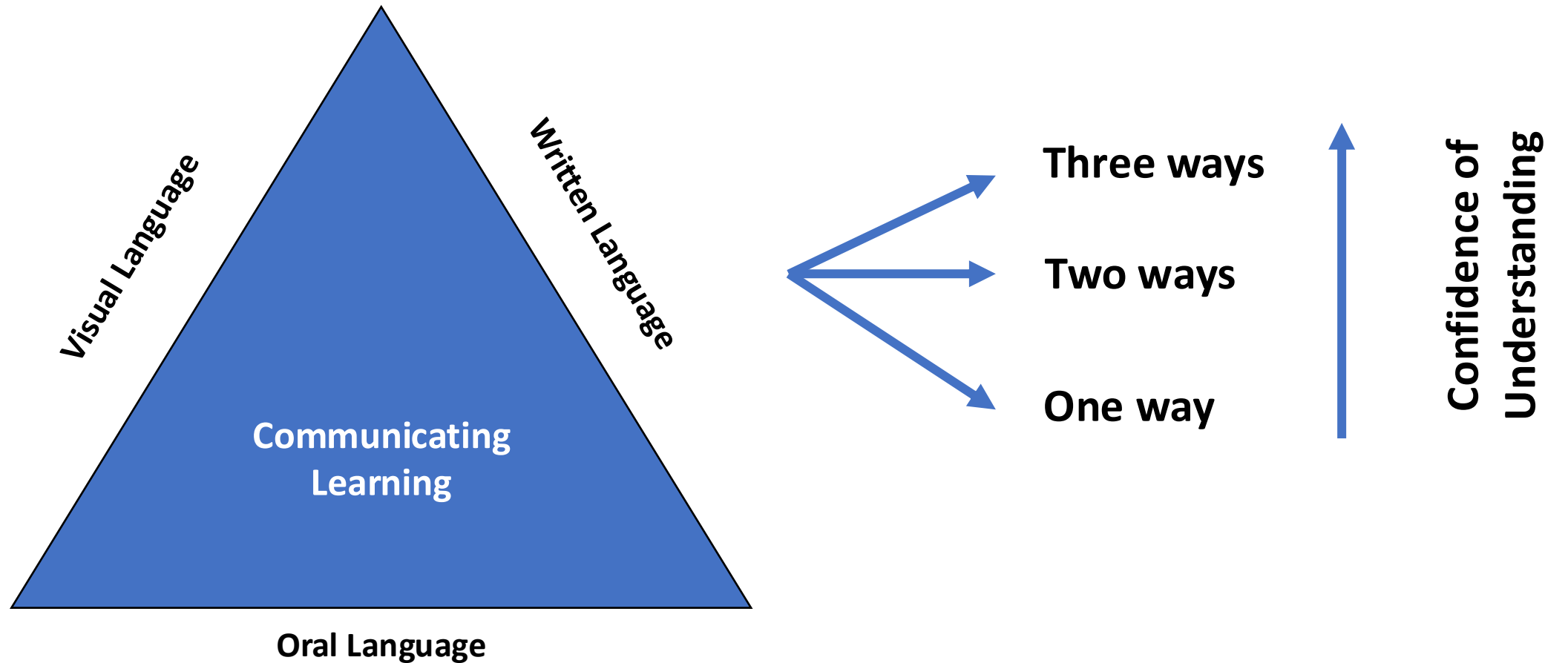
## Forward Design



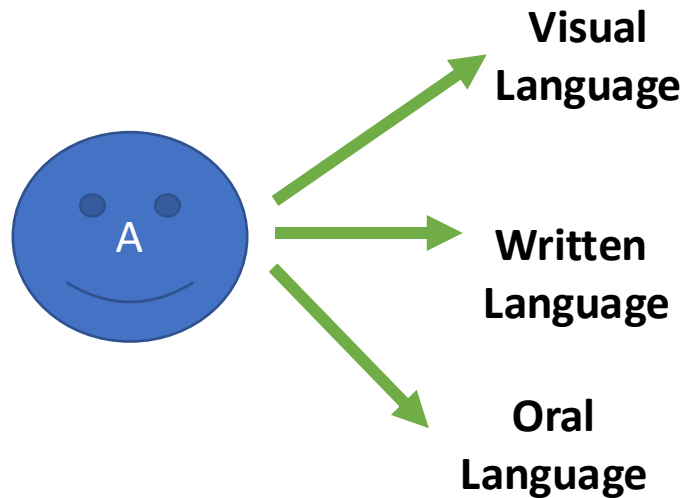
## Backward Design



# How do students show what they know?



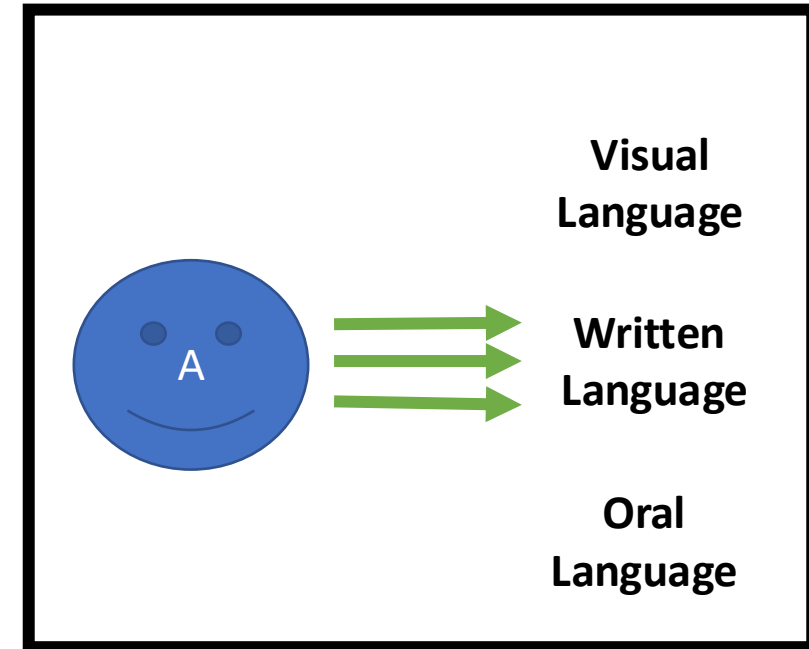
# All Languages (in literacy) are Treated Equal!



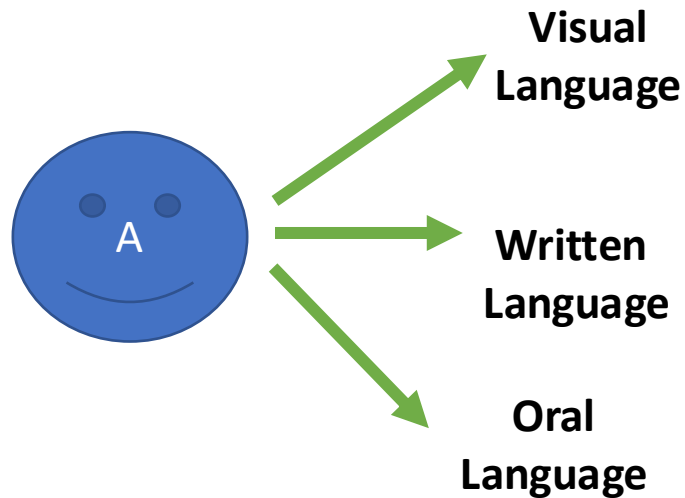
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

**Instead of**

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



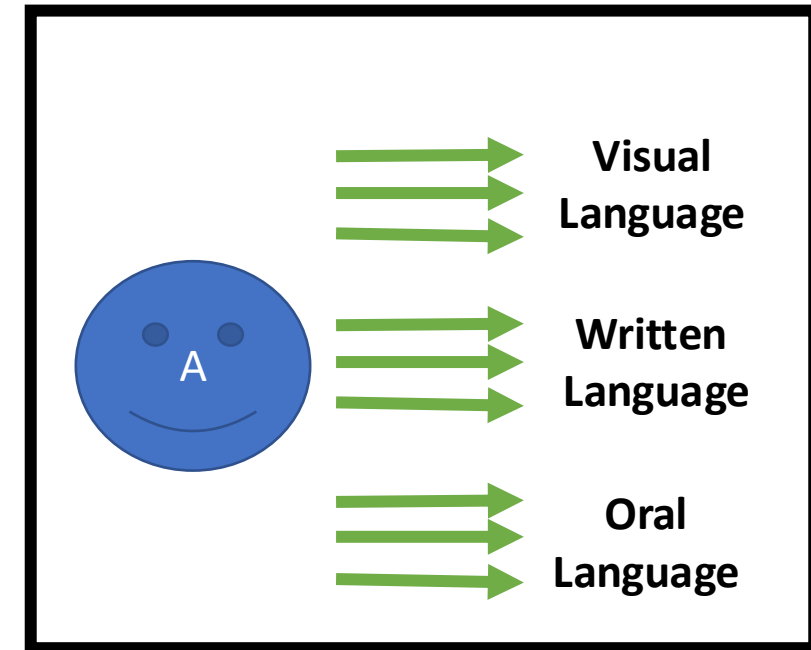
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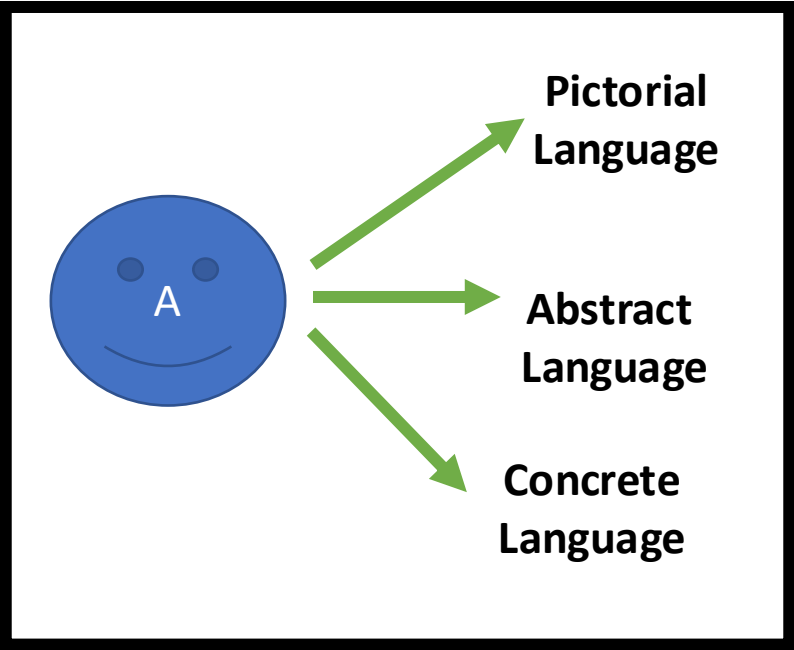
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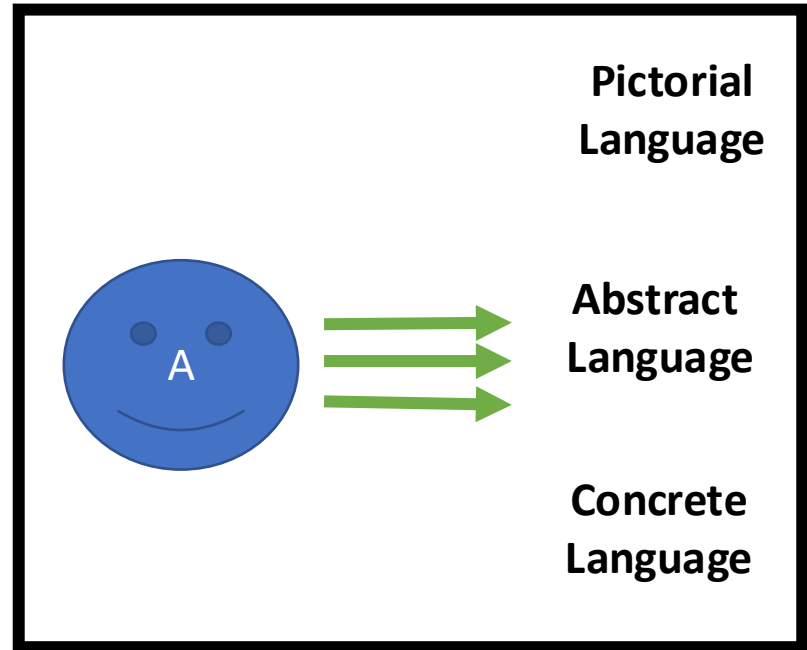
# All Languages (in numeracy) are Treated Equal!



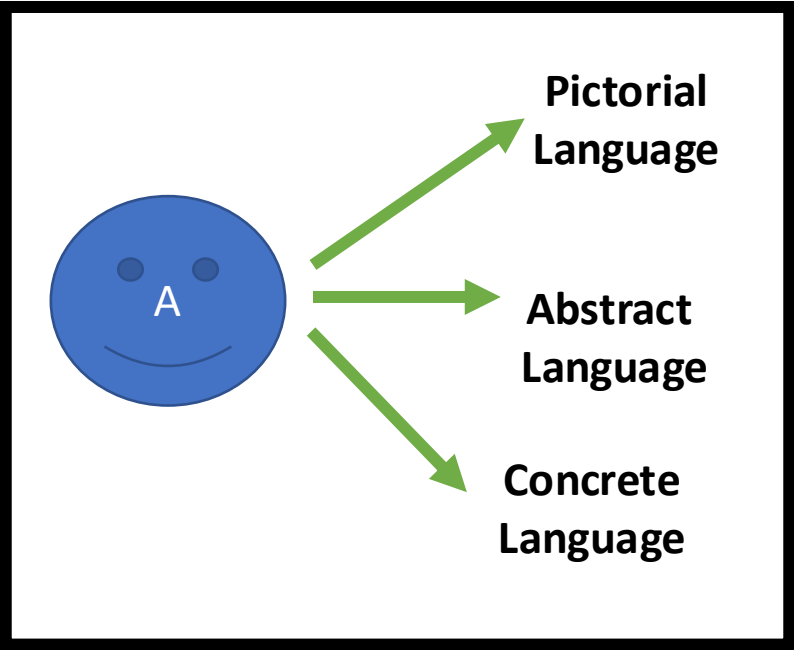
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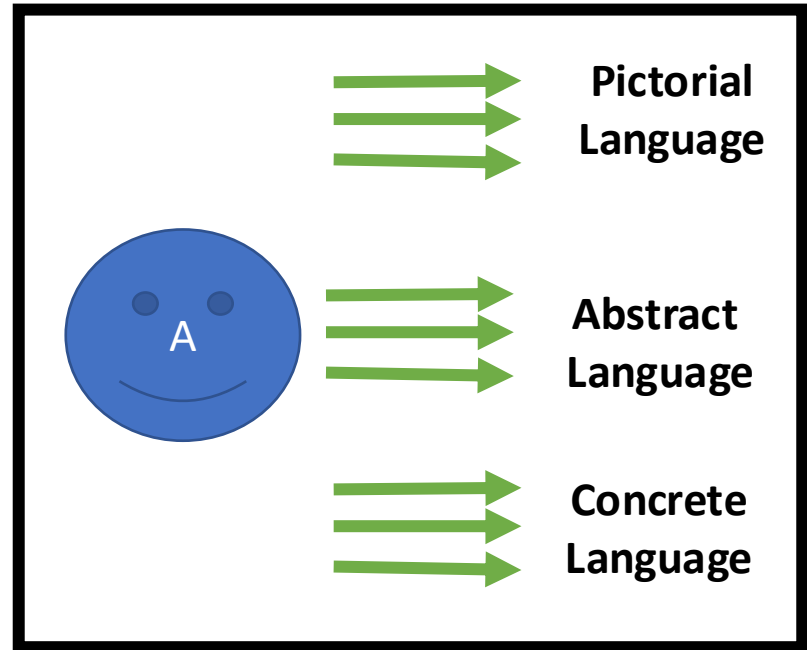
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The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

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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
<p><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</p>		<p><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?</p>	
<p><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</p>		<p><b>Vocabulary to know and use (skills &amp; competencies):</b> compare, explain/describe, understand, critical thinking, reflective thinking</p>	
Unit Goals	Curricular Language	Student friendly language	
<b>Content Goal:</b>	<b>interactions</b> and <b>exchanges</b> of <b>resources, ideas, arts,</b> and <b>culture</b> between and among different <b>civilizations</b>	I know how different civilizations interacted and exchanged goods and ideas	
<b>Content Goal:</b>	<b>exploration, expansion, and colonization</b>	I know what exploration, expansion and colonization is	
<b>Curricular Competency Goal:</b> SS - Perspective	Explain different <b>perspectives</b> on <b>past</b> or <b>present people, places, issues,</b> or <b>events,</b> and <b>compare</b> the <b>values, worldviews,</b> and <b>beliefs</b> of <b>human cultures</b> and societies in <b>different times</b> and <b>places</b>	I can explain different perspectives of different cultures and communities over time	
<b>Curricular Competency Goal:</b> SS- Cause & Consequence	Determine which <b>causes</b> most <b>influenced</b> particular <b>decisions, actions, or events,</b> and assess their <b>short-and long-term consequences</b>	I can explain the causes and consequences of decisions, actions, or events	
<b>Curricular Competency Goal:</b> ELA - Comprehend & Connect	Recognize and <b>appreciate</b> the role of <b>story,</b> narrative, and <b>oral tradition</b> in expressing <b>local Indigenous perspectives, values, beliefs,</b> and <b>points of view</b>	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 <b>sources</b> to build <b>understanding</b>	I can gather and find themes from many different source to help me understand	
<b>Curricular Competency Goal:</b> ELA – Create & Communicate	<b>Exchange ideas</b> and <b>viewpoints</b> to build shared <b>understanding</b> and extend <b>thinking</b>	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> </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               <ul style="list-style-type: none"> <li>LS: 4, 7</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>Quick write/ Whole class 3 column chart               <ul style="list-style-type: none"> <li>LS: 2, 3</li> </ul> </li> </ul>	X	X		
6. I can gather and find themes from many different sources to help me understand	<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
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	<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> <li>Comparing perspectives Venn diagram               <ul style="list-style-type: none"> <li>LS: 3, 5, 8</li> </ul> </li> </ul>	X	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

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



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

Isabelle

Should Humans Explore Other Planets If The Technology Becomes Available?

I think humans should explore other planets for a few reasons. My 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.

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> </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               <ul style="list-style-type: none"> <li>LS: 4, 7</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>Quick write/ Whole class 3 column chart               <ul style="list-style-type: none"> <li>LS: 2, 3</li> </ul> </li> </ul>	X	X		
6. I can gather and find themes from many different sources to help me understand	<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
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	<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> <li>Comparing perspectives Venn diagram               <ul style="list-style-type: none"> <li>LS: 3, 5, 8</li> </ul> </li> </ul>	X	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

Name:

Date:

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?

Goals	My evidence of learning	Showing my Learning				I Need Support	I Need Challenge
	Actvtivities/ tasks	Kinesthetic/ Concrete	Written/ abstract	Oral/ conversation	Visual/ pictorial/		
I know how different civilizations interacted and exchanged goods and ideas							
I know what exploration, expansion and colonization is							
I can explain different perspectives of different cultures and communities over time							
I can explain the causes and consequences of decisions, actions, or events							

Name:

Date:

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?

Goals	My evidence of learning	Showing my Learning				I Need Support	I Need Challenge
	Actvtivities/ tasks	Kinesthetic/ Concrete	Written/ abstract	Oral/ conversation	Visual/ pictorial/		
I can appreciate the story and oral traditions of (local) Indigenous Peoples							
I can gather and find themes from many different sources to help me understand							
I can share ideas and viewpoints to help myself and others understand and stretch our thinking							
I can be a critical thinker							

# 1. Standards based vs. standardized curriculum

Kristine Nanni YoungTeacherLove

Standards Based Grading ...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Name	Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Katie	4	2	2
Joe	2	3	1

**Standards Based Grade Book**

Learning Standard/ Performance Expectation													Evaluation								
													Total	Out of	%	Letter Grade	4-Point				
Possible Evidence of Learning																					
Reporting Language	Approaching/ Access Point	Essential	Confident	Extending	Approaching/ Access Point	Essential	Confident	Extending	Approaching/ Access Point	Essential	Confident	Extending	Essential	Total	Out of	%	Letter Grade	4-Point			
Evaluation	IE/IEP	2	3	4	IE/IEP	2	3	4	IE/IEP	2	3	4	IE/IEP	2	3	4	Total	Out of	%	Letter Grade	4-Point
Student 1 (IEP)																					
Student 2																					
Student 3																					
Student 4																					
Student 5																					
Student 6																					

What grade level curriculum are we using?  
What are the learning standards?

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the students?  
What are their dimensions?  
Where is their agency?

Adjustable Supports & Strategies  
Student choice of tools and actions

## NEEDS BASED DESIGN

What are the student needs?  
What barriers are getting in the way?  
What do students require to navigate needs & barriers?

## INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?  
How do we know?

What grade level curriculum are we using?  
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