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Thinking back to yesterday

- One thing that stands out from yesterday
- One thing you want to try
- One thing that validated your thinking
- One thing that is extending your thinking
- One question that is coming up for you

Today's Plan

- Quick review of yesterday
- Universal Design for Learning 3.0
 - Accessible language
- High Impact Curricular UDL Strategies
 - Translating learning goals into student friendly language
 - Creating guiding & provoking unit questions
 - Building grade level learning continuums/progressions
 - Extending grade level for access and challenge
 - Pulling in transferable skills

Guiding Conditions of **inclusion** describe that all students...

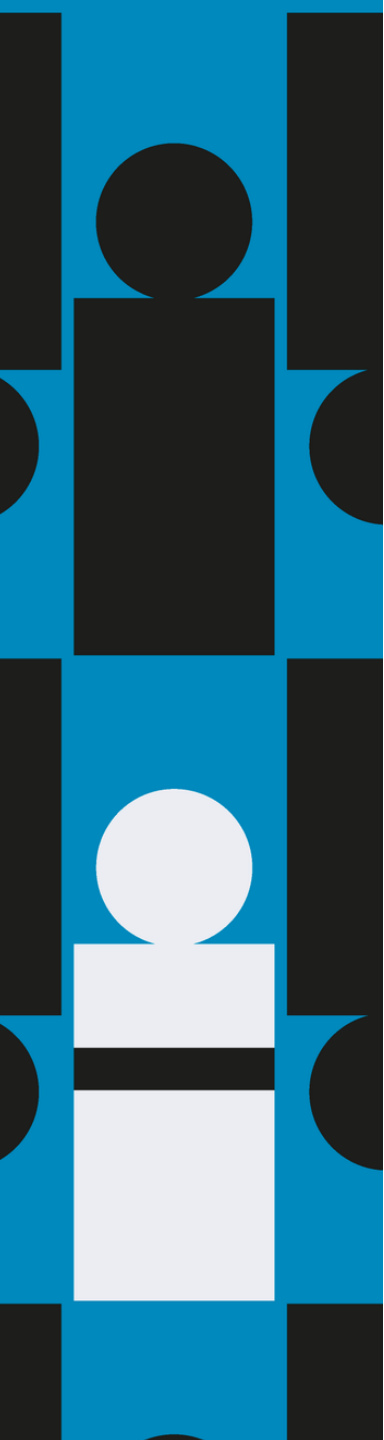
are **PRESUMED**
competent and
as having
POTENTIAL
(positive mindset)

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

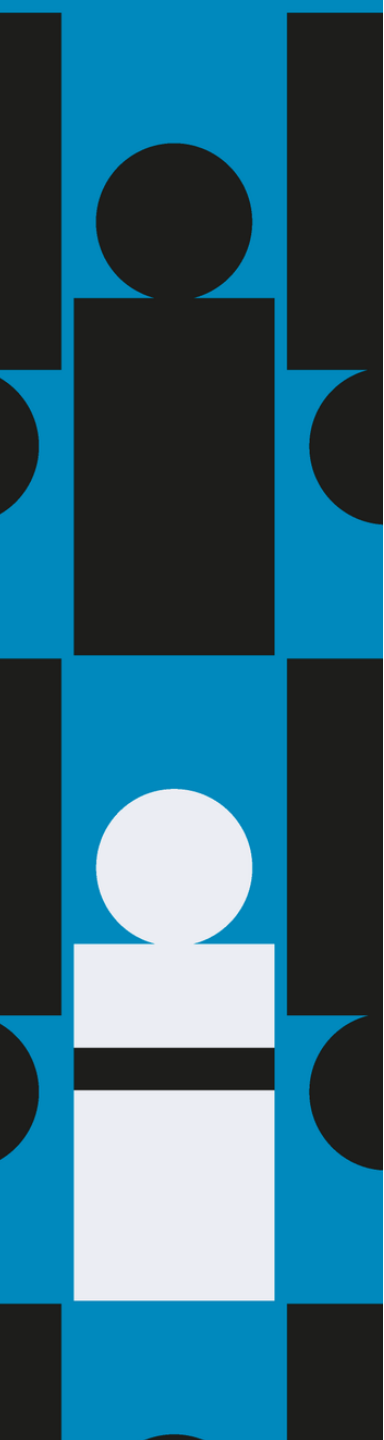
are strategically
PLANNED for
from the start



How do we increase inclusive **placement** in grade level classes?

Explicit Programming

Strategic Programming



Inclusive Curriculum Design

Strategic Programming

- Students are enrolled in grade level classrooms with their peers
- Students work towards/within grade level learning standards of the course (e.g. Math 10, PE 8)
- The goal is not to “close the gap”
- The goal is to build accessibility and multiple pathways
- E.g. ELA, Math, Science, Social Studies, Visual & Performing Arts, Health and PE

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

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

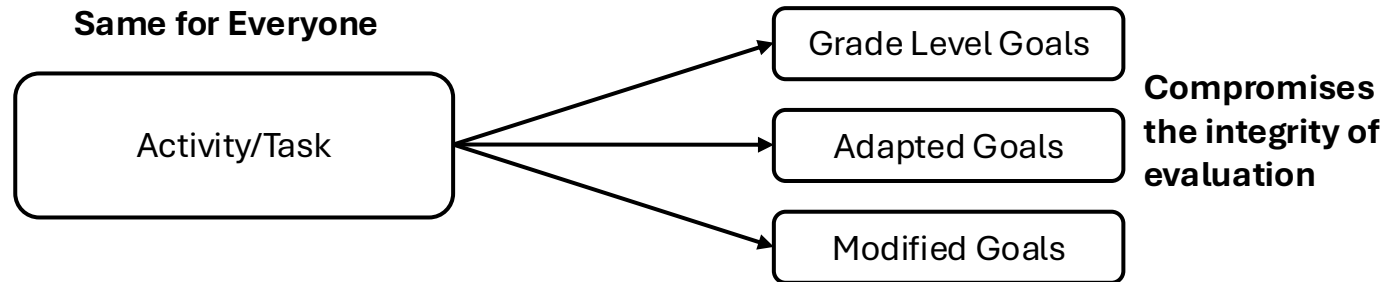
Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

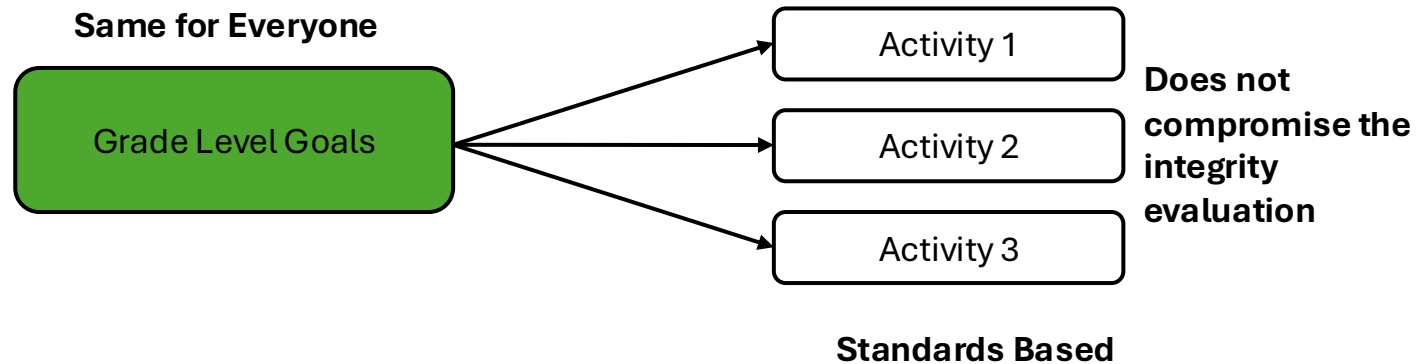
How will students show evidence and growth within the learning standard?
How do we know?

Determining the Learning Standard

Forward Design



Backward Design



Grade:		Subject Area/ Course:		Strand/Topic:	
		Curricular Language			
What do students need to understand?					
What do students need to know?					
What do students need to do?					
What competencies /transferable skills do students need to develop?					

Vermont Curricular Framework

- What is Critical Proficiency?
- What is the Priority Performance Indicator?
 - What grade level standards are included in this PPI?
 - What are the Learning Targets?
 - What do students need to **understand**?
 - What do students need to **know**?
 - What do students need to **do**?
- What is the scale of proficiency?
 - Beginning
 - Developing
 - Proficient
 - Expanding

Proficiency-Based Graduation Requirement

Description of what it means to be literate in a content area.

(1 per content area)

Critical Proficiencies

*Essential, enduring, and transferable knowledge and skills
(2-5 per PBGR)*

Students demonstrate proficiency in each Critical Proficiency through evidence collected at the Priority Performance Indicator level.

Priority Performance Indicators

*Measurable skills and knowledge that provide evidence related to a Critical Proficiency
(2-5 per Critical Proficiency)*

Students advance their learning along a Proficiency Scale related to a Priority Performance Indicator through formative Assessment feedback. Verification of proficiency happens over time through multiple and varied methods.

Proficiency Scales

*Explicit information about an expected learning progression
(1 for each Priority Performance Indicator)*

Proficiency Scales communicate what learning has taken place and provide direction for future learning within a Priority Performance Indicator.

Grade:		Subject Area/ Course:	Critical Proficiency:
Priority Performance Indicator:			
	Learning Targets - Curricular Language		
What do students need to understand?			
What do students need to do?			
What do students need to know?			
What competencies /transferable skills do students need to develop?			

Unpacking Priority Performance Indicators

Purpose

This document provides templates for unpacking Priority Performance Indicators and corresponding grade-level standards as well as developing proficiency scales.

Unpacking Priority Performance Indicator and Corresponding Grade Level Standard(s)

The first step in developing proficiency scales at any grade level is determining what a student has to know and do in order to demonstrate proficiency in a given PPI. This begins with unpacking the grade level standard(s) that correspond to the selected PPI.

Critical Proficiency:

Priority Performance Indicator	Grade Level Standard(s) (Analysis: Bold the nouns; <i>italicize</i> the verbs indicating what students are doing)	Unpack into Learning Targets (Write 2 or more learning targets.)



Understand
Know
Do



How can AI help us to Pull all this Information Together?

- I am building a Backwards Design Plan in Vermont for students in Grade (x) (subject area)
- I am planning using this critical proficiency (x)
- I am planning using these priority performance indicators (x)
- Please list the top 3 things students need to
 - Understand
 - Know
 - Do

Examples

- ELA 4/5
- Science 3
- Socials Studies K-3
- Math 9

Grade: 4/5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4		
	Learning Targets - Curricular Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	

Grade: SS K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	
What do students need to understand?	• Functions model relationships between quantities and help describe patterns and change. • Different representations of a function communicate the same relationship in different ways. • Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	
What do students need to know?	• A function is a relationship in which each input has exactly one output. • Function notation (e.g., $f(x)$) is used to represent and evaluate functions. • Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	
What do students need to do?	• Determine whether a relationship is a function. • Interpret and use function notation to evaluate and describe functions. • Represent and analyze functions using tables, graphs, equations, and contextual situations.	
What competencies/ transferable skills do students need to develop?	Creative and Practical Problem Solving • Identify patterns, trends, and relationships. • Analyze, evaluate, and synthesize evidence. • Use a range of tools to solve problems.	

How do we know if we are on the right track?



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Priority Performance Indicator Quality Criteria

The purpose of this document is to provoke discussions regarding how to prioritize Performance Indicators (PI) in relation to the Quality Criteria below. A PI does not need to score a "clearly evident" in all categories in order to be considered high quality. However, that would be a collective, intentional decision made by educators and possibly students. The Quality Criteria can also be used to refine areas of weakness in PIs.

Performance indicators delineate the knowledge and skills that comprise the larger grain size Critical Proficiency. These must be measurable and allow students to demonstrate their proficiency over time and across contexts. Performance indicators come from content standards or content standard clusters. Many, if not most, Critical Proficiencies have multiple related performance indicators and formally assessing each one would be an arduous task to undertake. Therefore, it is essential that a district go through a process of identifying or developing **Priority Performance Indicators** that best align to the Critical Proficiency from all performance indicators in a content area available in each grade level or grade-band. Though some performance indicators will not be formally assessed, additional performance indicators have a place in student learning as they contribute to the depth and breadth of knowledge.

Performance indicators that are chosen to determine the proficiency of the larger grain size critical proficiency are referred to as **Priority Performance Indicators**. Student proficiency in Priority Performance Indicators will be formally assessed through the use of proficiency scales as part of an SU/SD's Local Comprehensive Assessment System. The overall proficiency of a student on a performance indicator is determined through multiple and varied assessments.

PBGR:

Critical Proficiency:

Contact Information:

If you have questions about this document or would like additional information, please contact:

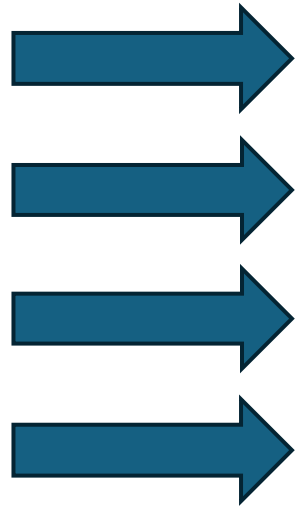
Pat Fitzsimmons, Student Pathways Division, at pat.fitzsimmons@vermont.gov.

Priority Performance Indicator:	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Relationship to the Critical Proficiency The performance indicator builds toward the related Critical Proficiency.				
Alignment to Standards The performance indicator is aligned with the standards approved by the State Board of Education .				
Knowledge and Skills The performance indicator describes what students should know, understand, and do.				
Transferable Skills The performance indicator incorporates transferable skills .				
Complexity The performance indicator is complex and sets high expectations for all students.				
Free of Bias The performance indicator is free of bias and does not advantage some students over others.				
Flexibility Evidence of learning can be demonstrated in multiple ways across a variety of contexts, including Flexible Pathways.				

Recommendation – Adopt, Adapt, Abandon:

How do we know if we are on the right track?

Backwards Design Planning



Priority Performance Indicator:	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Relationship to the Critical Proficiency The performance indicator builds toward the related Critical Proficiency.				
Alignment to Standards The performance indicator is aligned with the standards approved by the State Board of Education .				
Knowledge and Skills The performance indicator describes what students should know, understand, and do.				
Transferable Skills The performance indicator incorporates transferable skills .				
Complexity The performance indicator is complex and sets high expectations for all students.				
Free of Bias The performance indicator is free of bias and does not advantage some students over others.				
Flexibility Evidence of learning can be demonstrated in multiple ways across a variety of contexts, including Flexible Pathways.				

Today!

- Universal Design for Learning
 - Accessible language
- High Impact UDL Strategies

Universal Design for Learning

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

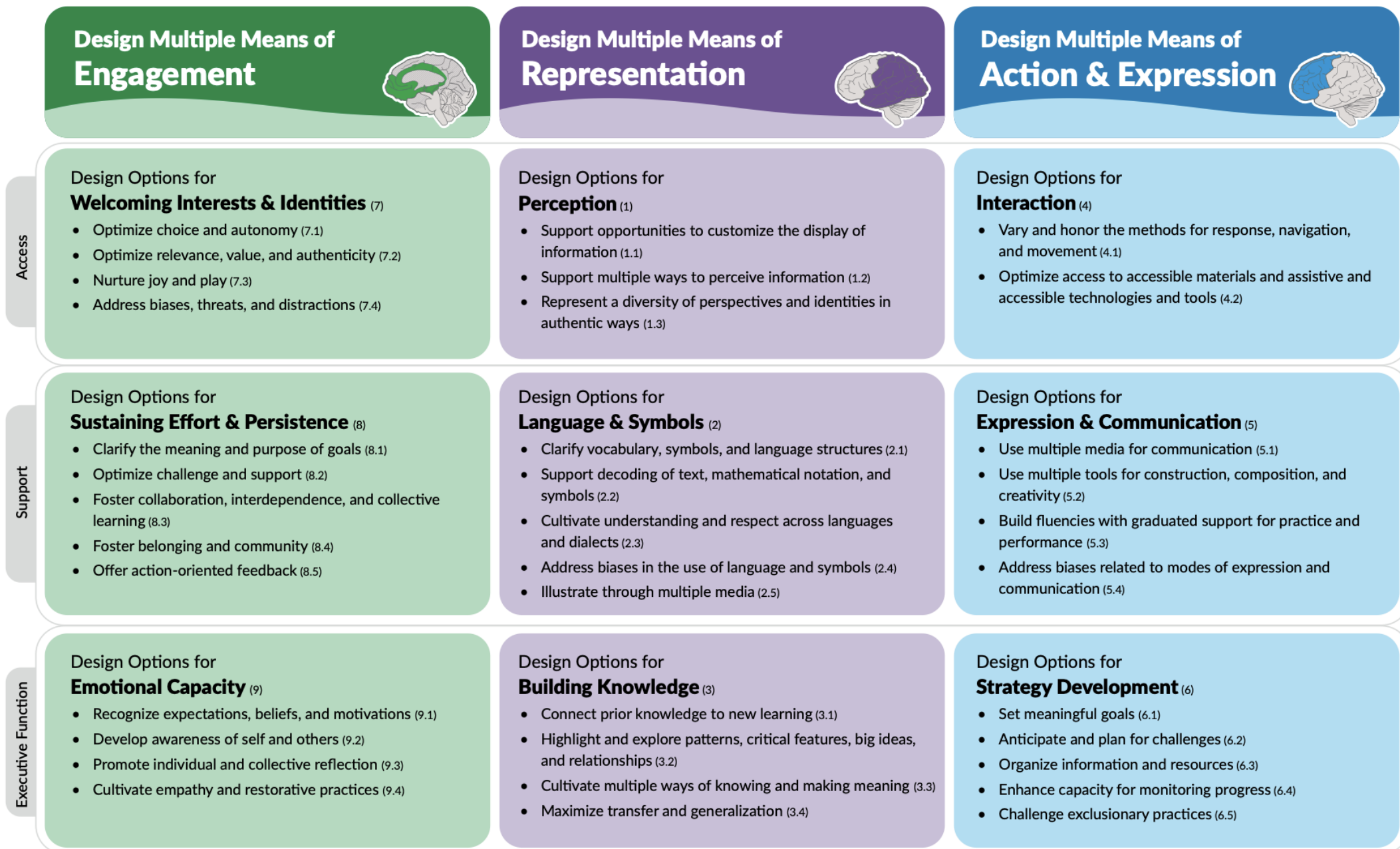
Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning





The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Representation

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	We can give learners different ways to adjust how information is shown so it works best for them.	I need to be able to choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	We can provide information in different formats so all learners can access and understand it	I need to be able to learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	We can include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I need to be able to see people, cultures, experiences, and ideas that reflect the real world to help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	We can help learners understand the words, symbols, and language patterns used in learning.	I need to be able to get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	We can help learners understand written text, math symbols, formulas, and other symbols.	I need to be able to get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	We can value and support different languages, ways of speaking, and cultural background	I need to be able to see that my language, culture, and way of speaking are respected, and I need to learn about others' too
Address biases in the use of language and symbols (2.4)	We can help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	I need to be able to learn about how to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	We can use different types of media to explain ideas and support understanding	I need to be able to learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	We can help learners link what they already know to new ideas and experiences.	I need to be able to connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	We can help learners identify important ideas, patterns, connections, and relationships.	I need to be able to find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	We can encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I need to be able to learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	We can help learners apply what they have learned in new situations and contexts.	I need to be able to use what I have learned in different situations and for new challenges

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

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

Today's Plan

- Quick review of yesterday
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 - Pulling in transferable skills

Strategy: Translating into student friendly language

8.1: Clarify the Meaning and Purpose of Goals

- What is Critical Proficiency?
- What is the Priority Performance Indicator?
 - What grade level standards are included in this PPI?
 - What are the learning targets?
- How do we clarify learning goals, so students and families understand?

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
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Support: Design Options for Sustaining Effort & Persistence		
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Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

Grade:	Subject Area/ Course:	Critical Proficiency:
Priority Performance Indicator:		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?		
What do students need to know?		
What do students need to do?		
What competencies/ transferable skills do students need to develop?		

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	- Accurate word recognition supports comprehension of increasingly complex texts. - Word parts provide clues to both pronunciation and meaning. - Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	- I understand that reading words correctly helps me understand what I am reading. - I understand that word parts can give clues about how a word sounds and what it means. - I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	- Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). - Word analysis structures (prefixes, suffixes, roots, and base words). - Characteristics of fluent reading (accuracy, rate, and expression).	- I know that letter patterns and spelling patterns help me read new words. - I know that word parts can help me figure out what a word means and how to say it. - I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	- Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. - Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. - Use word parts and context to determine the pronunciation and meaning of unknown words.	- I can use phonics and word-solving strategies to read unfamiliar and longer words. - I can read grade-level texts accurately, smoothly, and with expression. - I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction - Apply knowledge in familiar and new contexts. - Demonstrate initiative and responsibility for learning. - Persevere in challenging situations. - Demonstrate flexibility, including the ability to learn, unlearn, and relearn	- I can be self-directed by using what I know in new and different situations. - I can be self-directed by taking responsibility for my learning and doing my best work. - I can be self-directed by sticking with challenging tasks even when they are hard. - I can be self-directed by trying new strategies and learning from my mistakes.

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas	

Try it out

- Choose with the Social Studies K- 3 OR Math 9 Backwards Design Plan
- Using the I can/I know/I understand/I can be stems:
 - Create 2-3 learning targets in student friendly language

Grade: SS K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be/ I am

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Functions model relationships between quantities and help describe patterns and change. • Different representations of a function communicate the same relationship in different ways. • Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	• I understand
What do students need to know?	• A function is a relationship in which each input has exactly one output. • Function notation (e.g., $f(x)$) is used to represent and evaluate functions. • Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• I know
What do students need to do?	• Determine whether a relationship is a function. • Interpret and use function notation to evaluate and describe functions. • Represent and analyze functions using tables, graphs, equations, and contextual situations.	• I can
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving • Identify patterns, trends, and relationships. • Analyze, evaluate, and synthesize evidence. • Use a range of tools to solve problems.	• I can be/ I am

Grade: SS K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	- Functions model relationships between quantities and help describe patterns and change. - Different representations of a function communicate the same relationship in different ways. - Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	- I understand that functions model relationships between quantities and help explain patterns and change. - I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. - I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	- A function is a relationship in which each input has exactly one output. - Function notation (e.g., $f(x)$) is used to represent and evaluate functions. - Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$, is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	- Determine whether a relationship is a function. - Interpret and use function notation to evaluate and describe functions. - Represent and analyze functions using tables, graphs, equations, and contextual situations.	- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving - Identify patterns, trends, and relationships. - Analyze, evaluate, and synthesize evidence. - Use a range of tools to solve problems.	- I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. - I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. - I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Backwards Design Planning - NGSS

Grade:	Subject Area: Science	Strand/Topic:	
Performance Expectation		Unit Guiding Question(s): Teacher provocations:	Student generated:
Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language	
Science and Engineering Practices			
Disciplinary Core Ideas			
Crosscutting Concepts			

Backwards Design Planning

Grade: 5		Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Performance Expectation: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen			Unit Guiding Question(s): How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language	
Science and Engineering Practices (skills)	Developing and Using Models building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	- I can create and improve a model - I can use a model to show an idea - I can use a model to solve a problem	
Disciplinary Core Ideas (knowledge)	PS1.A: Structure and Properties of Matter Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	- I know that matter can be broken apart into tiny particles that are too small to see - I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them - I know that a model is a way to observe tiny particles too small to see - I know some examples of models that can help me observe tiny particles that are too small to see	
Crosscutting Concepts (understanding)	Scale, Proportion, and Quantity Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large	

Grade: 9	Subject Area: Science	Strand/Topic:
Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells		Unit Guiding Question(s): What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do? How are the structures of DNA and the structures of proteins related? How can I use evidence to explain how the structure of DNA impacts that structure of proteins? How are the structure of proteins and related to the essential functions of life? What is the role the systems of specialized cells?

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function 🔗 Systems of specialized cells within organisms help them perform the essential functions of life. 🔗 All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	I know that the systems of specialized cells inside organisms perform essential functions of life • I know what systems of specialized cells are • I know what organisms are • I know what the essential* functions of life are I know that cells have genetic information in DNA molecules I know that genes are parts of DNA that are instructions for how proteins are formed I know how cells work
Crosscutting Concepts (Big Idea)	Structure and Function 🔗 Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	I understand that structures are made of many different components that are connected and have specific functions.

Today's Plan

- Quick review of yesterday
- Universal Design for Learning 3.0
 - Accessible language
- High Impact Curricular UDL Strategies
 - Translating learning goals into student friendly language
 - Creating guiding & provoking unit questions
 - Building grade level learning continuums/progressions
 - Extending grade level for access and challenge
 - Pulling in transferable skills

Strategy: Creating Guiding & Provoking Unit Questions

**7.2: Optimize
relevance, value &
authenticity**

**8.3: Foster
collaboration,
interdependence &
collective learning**

**3.2: Highlight and
explore patterns,
critical features, big
ideas & relationships**

**3.4: Maximize transfer
& generalization**

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Representation

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	We can give learners different ways to adjust how information is shown so it works best for them.	I need to be able to choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	We can provide information in different formats so all learners can access and understand it	I need to be able to learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	We can include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I need to be able to see people, cultures, experiences, and ideas that reflect the real world to help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	We can help learners understand the words, symbols, and language patterns used in learning.	I need to be able to get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	We can help learners understand written text, math symbols, formulas, and other symbols.	I need to be able to get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	We can value and support different languages, ways of speaking, and cultural background	I need to be able to see that my language, culture, and way of speaking are respected, and I need to learn about others' too
Address biases in the use of language and symbols (2.4)	We can help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	I need to be able to learn about how to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	We can use different types of media to explain ideas and support understanding	I need to be able to learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	We can help learners link what they already know to new ideas and experiences.	I need to be able to connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	We can help learners identify important ideas, patterns, connections, and relationships.	I need to be able to find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	We can encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I need to be able to learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	We can help learners apply what they have learned in new situations and contexts.	I need to be able to use what I have learned in different situations and for new challenges

Strategy: Creating Guiding & Provoking Unit Questions

Guiding Questions

- Guiding student to where we are going
- Have no single answer
- Lead all students towards understanding
- Are answered through learning experiences
- Are not evaluated, they create the reflective context for learning
- Are beyond the grade level
- Can be answered at multiple levels of accessibility and complexity
- Can we collective “we/us”

Strategy: Creating Guiding & Provoking Unit Questions

How/Why/In what ways + key concept

- Example: We understand that fluent readers can spend more time thinking about the meaning of a text
 - How does fluent reading help us understand text?
 - Why is fluency important for understanding?
 - In what ways does fluency affect meaning?

Strategy: Creating Guiding & Provoking Unit Questions

Provoking Questions

- Make student curious about where we are going
- Challenge and rethink assumptions
- Create productive debate
- Encourage thinking
- Increase engagement

Strategy: Creating Guiding & Provoking Unit Questions

What if...? Is it possible...? Do you have to ...? Which is more important...?

- Example: We understand that reading words correctly helps us understand what we are reading
 - Is it possible to understand a story if we cannot read the words?
 - What if two different people read the same text, can they understand it differently
 - Which is more important: reading fast or reading accurately?

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	• I can be self-directed by using what I know in new and different situations. • I can be self-directed by taking responsibility for my learning and doing my best work. • I can be self-directed by sticking with challenging tasks even when they are hard. • I can be self-directed by trying new strategies and learning from my mistakes.

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.	
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)			
What do students need to understand?	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.		
	Provoking & Guiding Unit Questions (Teacher Generated)		Inquiry Questions (Student Generated)
	• Can we understand a text if we cannot read many of the words? Why or why not? • Is reading fast the same as reading fluently? • What should we do when we come to a word we do not know?		

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas	

Grade: SS K-2	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	- Functions model relationships between quantities and help describe patterns and change. - Different representations of a function communicate the same relationship in different ways. - Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	- I understand that functions model relationships between quantities and help explain patterns and change. - I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. - I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	- A function is a relationship in which each input has exactly one output. - Function notation (e.g., $f(x)$) is used to represent and evaluate functions. - Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$, is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	- Determine whether a relationship is a function. - Interpret and use function notation to evaluate and describe functions. - Represent and analyze functions using tables, graphs, equations, and contextual situations.	- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving - Identify patterns, trends, and relationships. - Analyze, evaluate, and synthesize evidence. - Use a range of tools to solve problems.	- I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. - I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. - I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Try it out

- Choose with the Science 3, Social Studies K- 3 OR Math 9 Backwards Design Plan
- Using the I can/I know/I understand/I can be stems:
 - Create 2-3 learning targets in student friendly language

Grade: 3	Subject Area/ Course: Sci	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
What do students need to understand?	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.		
	Provoking & Guiding Unit Questions (Teacher Generated)		Inquiry Questions (Student Generated)

Grade: K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.	
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)			
What do students need to understand?	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.		
	Provoking & Guiding Unit Questions (Teacher Generated)		Inquiry Questions (Student Generated)

Grade: 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.	
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)			
What do students need to understand?	• I understand that functions model relationships between quantities and help explain patterns and change. • I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. • I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.		
	Provoking & Guiding Unit Questions (Teacher Generated)		Inquiry Questions (Student Generated)

Today's Plan

- Quick review of yesterday
- Universal Design for Learning 3.0
 - Accessible language
- High Impact Curricular UDL Strategies
 - Translating learning goals into student friendly language
 - Creating guiding & provoking unit questions
 - Building grade level learning continuums/progressions
 - Extending grade level for access and challenge
 - Pulling in transferable skills

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

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

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

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INSTRUCTIONAL DESIGN

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

Strategy: Learning Continuums/ Progressions

7.1: Optimize choice & autonomy

8.1: Clarify the meaning & purpose of goals

8.2: Optimize challenge & support

8.5: Offer action-oriented feedback

9.1: Recognize expectations, beliefs & motivations

9.3: Promote individual & collective reflection

5.3: Build fluencies with graduated support for practice & performance

6.1: Set meaningful goals

6.2: Anticipate & plan for challenges

6.4: Enhance capacity for monitoring progress

6.5: Challenge exclusionary practices

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

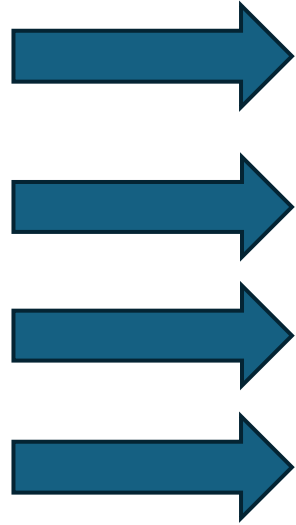
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

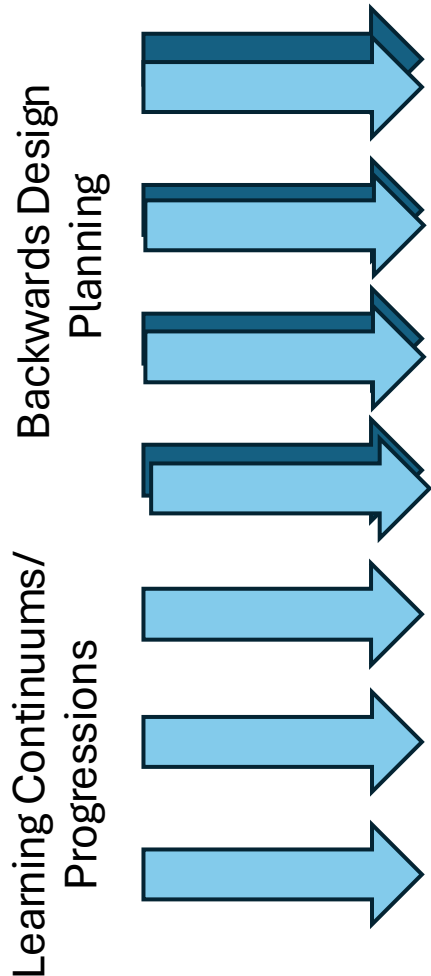
How do we know if we are on the right track?

Backwards Design Planning



Priority Performance Indicator:	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Relationship to the Critical Proficiency The performance indicator builds toward the related Critical Proficiency.				
Alignment to Standards The performance indicator is aligned with the standards approved by the State Board of Education .				
Knowledge and Skills The performance indicator describes what students should know, understand, and do.				
Transferable Skills The performance indicator incorporates transferable skills .				
Complexity The performance indicator is complex and sets high expectations for all students.				
Free of Bias The performance indicator is free of bias and does not advantage some students over others.				
Flexibility Evidence of learning can be demonstrated in multiple ways across a variety of contexts, including Flexible Pathways.				

How do we know if we are on the right track?



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Learning Continuums/Progressions

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Start from foundations, add on challenge
- Students can have a role in choosing their challenge/ student facing
- Additive not reductive
- Different from a rubric

Proficiency Scale Quality Criteria

The purpose of this document is to provoke discussions regarding the quality of Proficiency Scales in relation to the Quality Criteria below. A proficiency scale does not need to score a "clearly evident" in all categories in order to be considered high quality. However, that would be a collective, intentional decision made by educators and possibly students. The Quality Criteria can also be used to refine areas of weakness in proficiency scales.

A proficiency scale is a criterion-based assessment tool that is task-neutral and includes explicit expectations for learning at each level. A proficiency scale should be designed to show a continuum of distinct levels of knowledge and skills relative to a specific performance indicator. These distinct levels are qualitative (not quantitative) and describe what the student can do (rather than not do) at each proficiency level. The proficiency scale is used to assess where a student is along the learning progression and determine if a student has mastered the overarching Critical Proficiency. These results will be used in concert with those from other Priority Performance Indicators to report student attainment of the corresponding Critical Proficiency.

Priority Performance Indicator	Not Evident	Somewhat Evident	Clearly Evident	Notes
The proficiency scale is task neutral.				
All levels of the proficiency scale describe what the student can do (rather than cannot do).				
The proficiency scale descriptors are qualitative (not quantitative) and describe student performance at each proficiency level.				



Contact: Pat Fitzsimmons, Student Pathways Division, pat.fitzsimmons@vermont.gov

Priority Performance Indicator	Not Evident	Somewhat Evident	Clearly Evident	Notes
The proficiency scale levels are written in student-facing language.				
The descriptors at the "proficient" level include all elements of the performance indicator.				
The verbs used in the "proficient" category match the depth of knowledge in the performance indicator.				
The "beginning" level identifies foundational skills or knowledge a student demonstrates first when working toward proficiency.				
The "developing" level identifies foundational skills or knowledge a student demonstrates as a steppingstone to "proficient".				
The "proficient" level requires application of skills and knowledge (e.g., synthesis of information, transfer to a novel context, etc.).				
The "expanding" level requires creative and flexible application of skills and knowledge at an advanced level.				
Every student can find themselves somewhere on the proficiency scale.*				

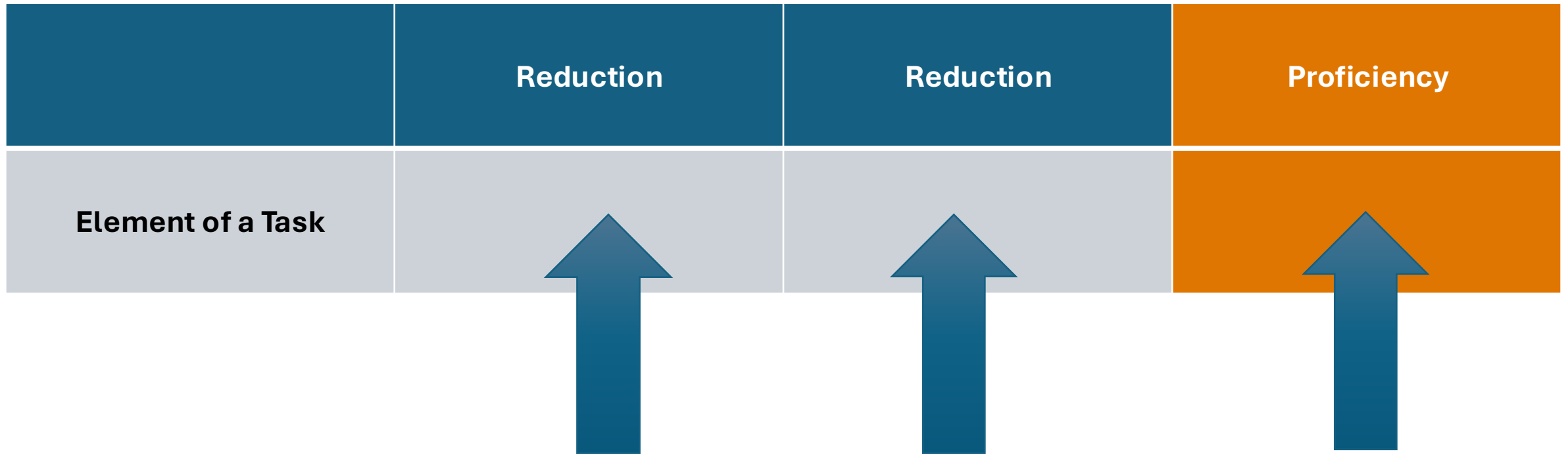
Adapted from Great School Partnership's [Scoring Criteria](#).

* After some instruction has occurred and with appropriate accommodations, modifications, and/or services as needed.

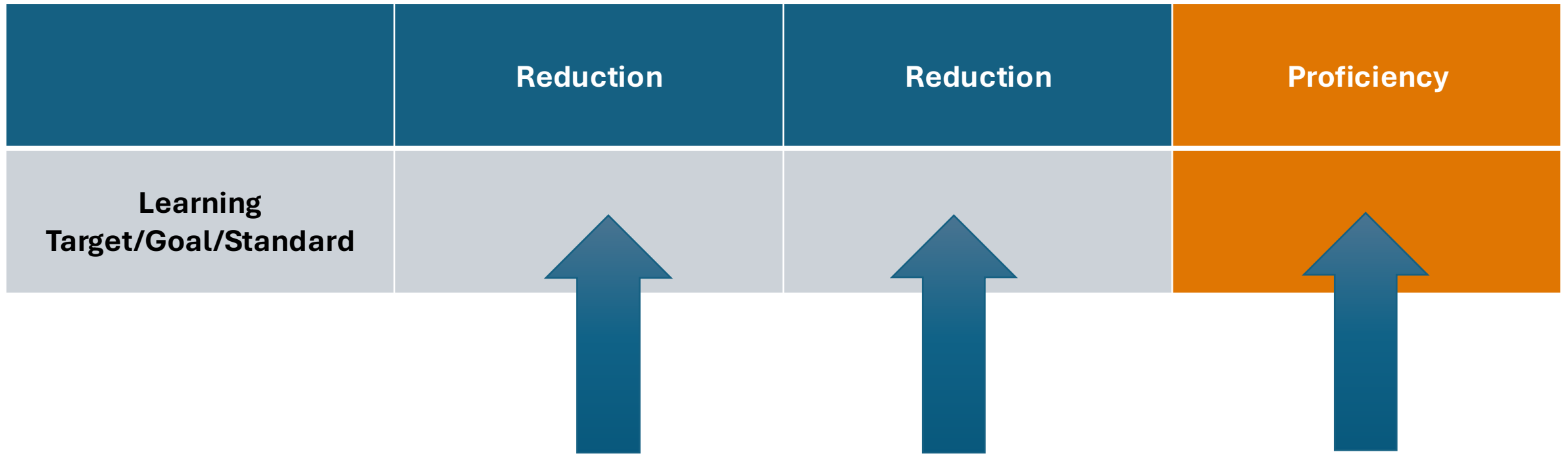
What is missing in the Vermont checklist

- An access point
- A window of proficiency
- Horizontal vs vertical progression
- Defining what is essential (not developing)
- Knowledge, understandings & competencies

How is a continuum different from a rubric?



How is a continuum different from a rubric?



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

One point rubric

	Proficiency
Element of a Task	



One point rubric

	Proficiency
Learning target/goal/ standard	



Grade: SS K-3		Name:
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
Where I need support	Learning Targets – Student Friendly Language	Where I need challenge
	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.	
	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.	
	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	
	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.	

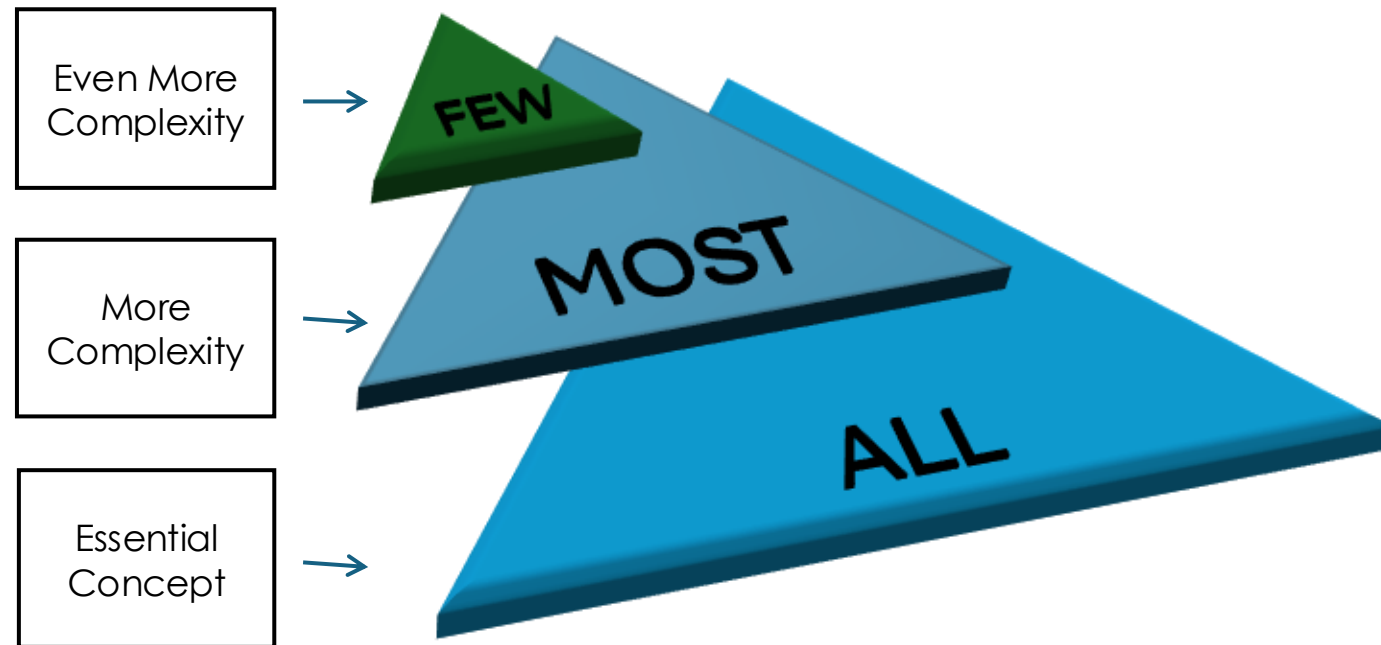
How is a continuum different from a rubric?

	Essential	More complex	More complex
Learning target/goal/ standard			



A continuum adds on complexity horizontally

The Planning Pyramid: Differentiated Curriculum

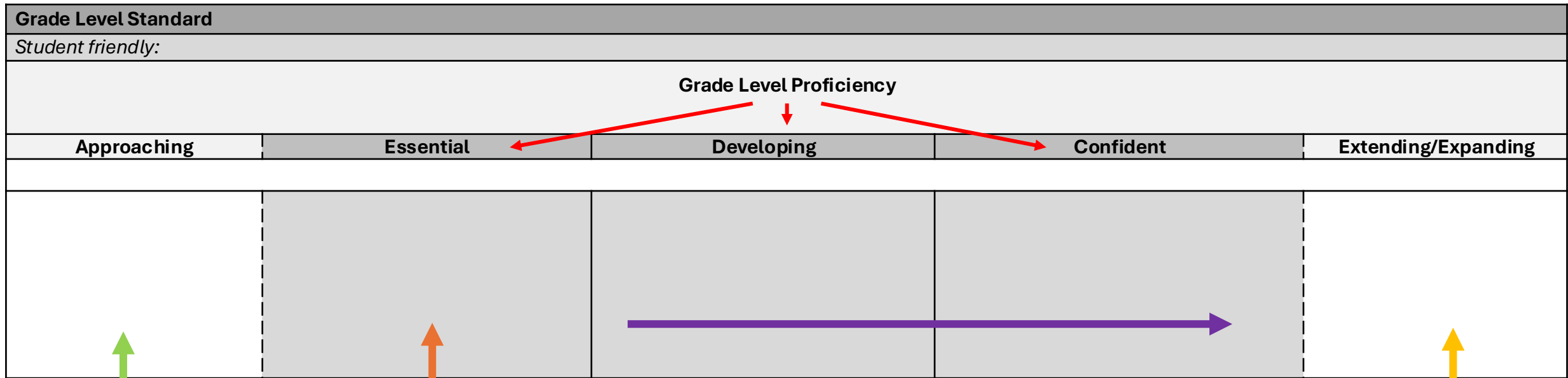


A continuum defines a grade level proficiency window

Today's Plan

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Extending Learning Continuums to be Inclusive



Start with the **most essential concept** of the outcome and then we **added on complexity**

Extended the grade level scaffold to include an **access point** and **challenge point**

A continuum has a window of proficiency

Extending Learning Continuums to be Inclusive

Grade Level Standard			
Student friendly:			
Grade Level Proficiency			
Approaching	Essential	Confident	Extending/Expanding

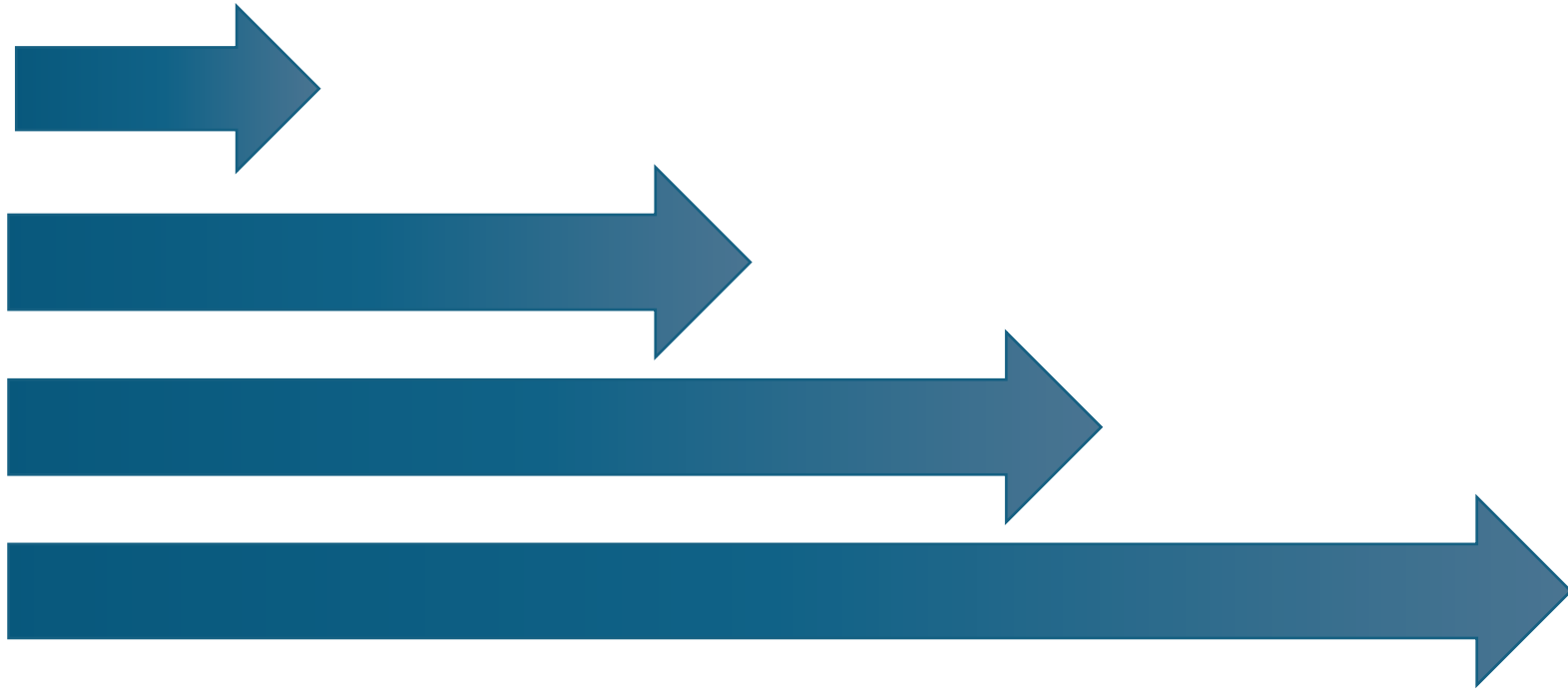
Start with the **most essential concept** of the outcome and then we **added on complexity**

Extended the grade level scaffold to include an **access point** and **challenge point**

A continuum adds includes an access and challenge point

Scaffolded Curriculum: 4 Point Continuum

	Access	Grade level indicators		Challenge
Grade Level Learning Standard	Approaching	Essential	Confident	Extending



A continuum defines what is essential

How to build a learning continuum

1. Determine grade level Priority Performance Indicator (PPI)
2. Draw out the understandings, knowledge & skills from PPI
3. Define the proficiency window
 - a) what is essential grade level - create foundation
 - b) what is confident grade level - add on complexity

Grade:		Subject Area/ Course:		Critical Proficiency:	
Priority Performance Indicators:					
Provoking & Guiding Unit Questions					
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?					
What do students need to do?					

Grade:		Subject Area/ Course:		Critical Proficiency:	
Priority Performance Indicators:					
Provoking & Guiding Unit Questions					
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?					
What do students need to do?					

Defining Grade Level Essential

The **essential** level of a standard is:

- Foundational, serves as the base to build more complexity on
- Non negotiables
- The most important concepts and skills
- Still grade level
- Familiar applications, single steps, benchmark ideas
- Important for all students to build on
- Enough for a “pass” – not remedial or below grade level
- For content goals: Knowledge & comprehension verbs
- For skill goals: Application & analysis verbs

Grade:		Subject Area/ Course:		Critical Proficiency:	
Priority Performance Indicators:					
Provoking & Guiding Unit Questions					
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?					
What do students need to do?					

Adding on Grade Level Complexity

The **confident** level of a standard is:

- The full intent of a grade level standard
- Not increasing quantity
- Unfamiliar situations
- Multiple steps
- Integration of skills
- For content goals: Knowledge & comprehension verbs
- For skills goals: analysis & synthesis verbs

DEPTH OF KNOWLEDGE (DOK)



LEVEL 1

Recall

- Basic recall of a fact, term, definition, or procedure
- Requires students to follow an algorithm

Examples

Find the perimeter of this rectangle.

3

8



LEVEL 2

Skill & Concepts

- Complete multiple steps in order to find a solution
- Requires students to make informed decisions about problem-solving and procedures

Create 3 different rectangles with a perimeter of 20 units.



LEVEL 3

Strategic Thinking

- Reasoning, planning, using evidence, or a higher level of thinking
- Requires students to draw conclusions from observations

What is the greatest area you can make with a rectangle with a perimeter of 24 units?



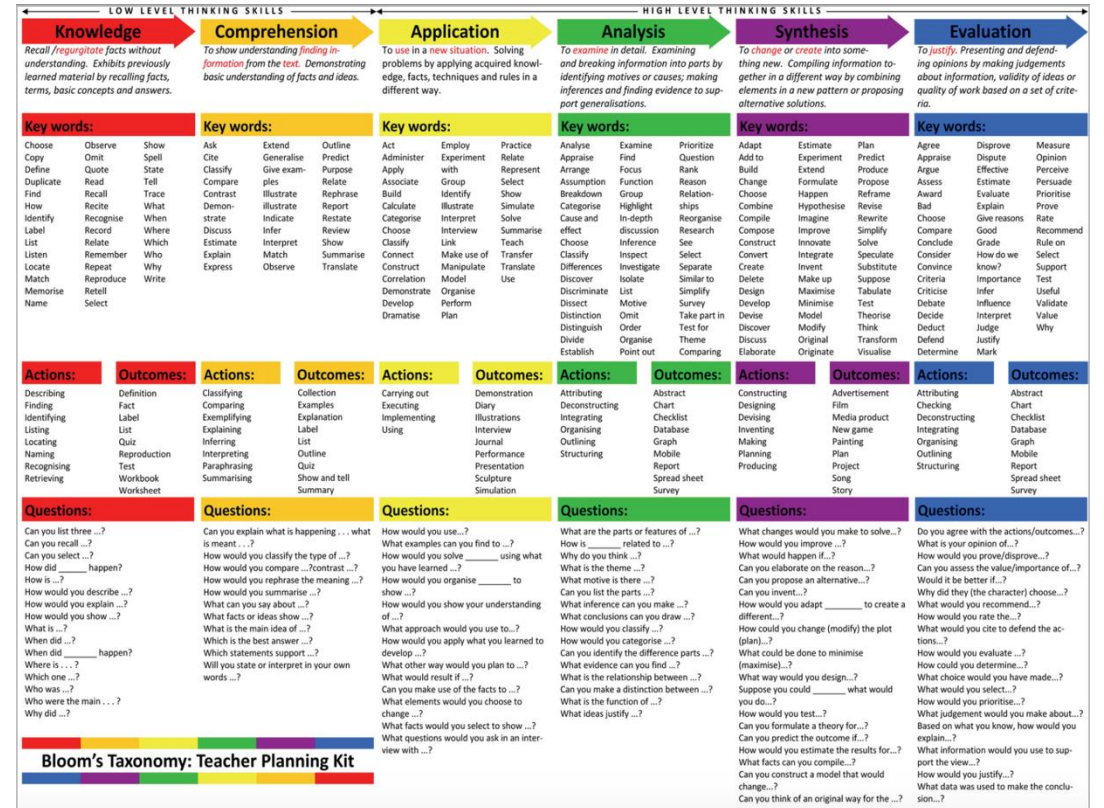
LEVEL 4

Extended Thinking

- Complete reasoning, planning, or thinking over a period of time
- Requires students deal with multiple elements and make connections between them

Design a petting zoo given property limitations and animal space needs. Maximize space (area) while limiting the cost of fencing (perimeter)

MATH IS FUNDAMENTAL



DEPTH OF KNOWLEDGE (DOK)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Recall ● Basic recall of a fact, term, definition, or procedure ● Requires students to follow an algorithm Examples Find the perimeter of this rectangle. 3 8	Skill & Concepts ● Complete multiple steps in order to find a solution ● Requires students to make informed decisions about problem-solving and procedures Create 3 different rectangles with a perimeter of 20 units. MATH IS FUNDAMENTAL	Strategic Thinking ● Reasoning, planning, using evidence, or a higher level of thinking ● Requires students to draw conclusions from observations What is the greatest area you can make with a rectangle with a perimeter of 24 units?	Extended Thinking ● Complete reasoning, planning, or thinking over a period of time ● Requires students deal with multiple elements and make connections between them Design a petting zoo given property limitations and animal space needs. Maximize space (area) while limiting the cost of fencing (perimeter)

DOK 1 and 2
Is Essential

Content
verbs

Skills
Verbs

LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS																			
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation													
Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.				To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.				To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.				To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.				To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.				To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.			
Key words: Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retell Select Show Spell State Tell Trace What When Where Which Who Why Write				Key words: Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe Outline Predict Purpose Rephrase Report Restate Review Show Summarise Translate				Key words: Act Administer Apply Associate Build Calculate Categorise Choose Classify Construct Correlate Demonstrate Develop Dramatise Employ Experiment Group Identify Illustrate Interpret Interview Link Manipulate Model Organise Perform Plan Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use				Key words: Analyse Appraise Arrange Assess Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish Examine Find Focus Function Group Highlight In-depth Inference Inspect Investigate Isolate List Motive Order Organise Point out Prioritize Question Rank Reason Relationships Research See Separate Similar to Survey Take part in Test for Theme Comparing				Key words: Adapt Add to Build Change Choose Combine Compose Construct Convert Create Delete Design Devise Discover Discuss Elaborate Estimate Experiment Extend Formulate Happen Hypothesise Innovate Improve Invent Make up Maximise Minimise Model Modify Original Transform Visualise				Key words: Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Decide Defend Determine Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark Measure Opinion Perceive Persuade Prioritize Prove Rate Recommend Rule on Select Support Test Useful Value Validate Why			
Actions: Describing Finding Identifying Listing Locating Naming Recognising Retrieving		Outcomes: Definition Fact Label List Quiz Reproduction Test Workbook Worksheet		Actions: Classifying Comparing Explaining Inferring Interpreting Paraphrasing Summarising		Outcomes: Collection Comparing Explanation Label List Outline Quiz Show and tell Summary		Actions: Carrying out Executing Implementing Using		Outcomes: Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation		Actions: Attributing Deconstructing Designing Integrating Organising Outlining Structuring		Outcomes: Abstract Chart Checklist Database Graph Mobile Project Spread sheet Survey		Actions: Constructing Designing Devising Inventing Making Planning Producing		Outcomes: Advertisement Film Media product New game Painting Plan Project Song Story		Actions: Attributing Checking Deconstructing Integrating Organising Outlining Structuring		Outcomes: Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	
Questions: Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? What is...? When did... happen? Where is...? Who was...? Who were the main...? Why did...?				Questions: Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...? Contrast...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?				Questions: How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?				Questions: What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? How would you categorise...? What conclusions can you draw...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?				Questions: What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?				Questions: Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?			
Bloom's Taxonomy: Teacher Planning Kit																							

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	• I can be self-directed by using what I know in new and different situations. • I can be self-directed by taking responsibility for my learning and doing my best work. • I can be self-directed by sticking with challenging tasks even when they are hard. • I can be self-directed by trying new strategies and learning from my mistakes.

Grade: 4-5	Subject Area/ Course: ELA		Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.		
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)					
Provoking & Guiding Unit Questions	- Can we understand a text if we cannot read many of the words? Why or why not? - Is reading fast the same as reading fluently? - What should we do when we come to a word we do not know?				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)	
- I know that letter patterns and spelling patterns help me read new words. - I know that word parts can help me figure out what a word means and how to say it. - I know that fluent readers read correctly, smoothly, and with expression.		- I know that letter patterns help me read unfamiliar words. - I know that syllables can help me break apart longer words. - I know that word parts can help me figure out unfamiliar words. - I know that fluent readers read words correctly. - I know that reading words accurately helps me understand what I read.	- I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. - I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. - I know that fluent readers read accurately, at an appropriate pace, and with expression. - I know that recognizing words automatically helps me focus on understanding a text. - I know that word analysis strategies help me comprehend increasingly complex texts.		
- I can use phonics and word-solving strategies to read unfamiliar and longer words. - I can read grade-level texts accurately, smoothly, and with expression. - I can use word parts and context clues to figure out how to say and understand unfamiliar words.		- I can use letter-sound patterns to read unfamiliar words. - I can break longer words into syllables to help me read them. - I can read grade-level text - I can use common word parts to help me read unfamiliar words. - I can use simple context clues to help me understand unfamiliar words.	- I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. - I can read grade-level texts accurately, smoothly, and with expression. - I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. - I can use context clues to determine the meaning of unfamiliar words while reading. - I can apply decoding and fluency skills to comprehend increasingly complex texts.		

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas	

Grade: Sci 3		Subject Area/ Course: Science		Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4					
Provoking & Guiding Unit Questions		• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?			
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.			• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.			• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	

Grade: SS K	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: SS 2	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.		
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)				
Provoking & Guiding Unit Questions	- How would we find a place we have never been before? - How do you know where you are? - What is a map? - What can maps tell us about a place?			
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
- I know that maps help people show and find places. - I know that places have natural features and things people build. - I know that location words help describe where things are.		- I know that maps help people find places. - I know that places have things from nature and things made by people. - I know that location words help tell where things are.	- I know that maps help people show and find places. - I know that places have natural features and things people build. - I know that location words help describe where things are and how places are related to one another.	
- I can use maps, globes, and pictures to find places. - I can describe places using location words and details about what I see. - I can create a map that shows where places are and how they are connected.		- I can use maps, globes, and pictures to identify places. - I can use location words to describe where things are. - I can create a simple map that shows the location of familiar places.	- I can use maps, globes, and pictures to find places. - I can describe places using location words and details about what I see. - I can create a map that shows where places are and how they are connected.	

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	- Functions model relationships between quantities and help describe patterns and change. - Different representations of a function communicate the same relationship in different ways. - Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	- I understand that functions model relationships between quantities and help explain patterns and change. - I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. - I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	- A function is a relationship in which each input has exactly one output. - Function notation (e.g., $f(x)$) is used to represent and evaluate functions. - Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$, is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	- Determine whether a relationship is a function. - Interpret and use function notation to evaluate and describe functions. - Represent and analyze functions using tables, graphs, equations, and contextual situations.	- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving - Identify patterns, trends, and relationships. - Analyze, evaluate, and synthesize evidence. - Use a range of tools to solve problems.	- I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. - I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. - I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.		
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)				
Provoking & Guiding Unit Questions	• How can functions help us make predictions about the future? • Can a function exist without an equation? • What is a function? How do functions describe relationships between quantities? • How can functions help us understand patterns and change?			
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.		• I know that a function is a relationship where each input has only one output. • I know that function notation can be used to represent a function and find outputs. • I know that functions can be shown using tables, graphs, equations, and other representations.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$, is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	
• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.		• I can identify whether a relationship is a function. • I can use function notation to find output values. • I can represent functions using tables, graphs, and equations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	

How to build a learning continuum

1. Determine grade level Priority Performance Indicator (PPI)
2. Draw out the understandings, knowledge & skills from PPI
3. Define the proficiency window
 - a) what is essential grade level - create foundation
 - b) what is confident grade level - add on complexity
4. Extend essential grade level to create an access point (approaching)
5. Extend confident grade level to create a challenge point (expanding)

Strategy: Creating Access & Challenge Points

7.4: Address bias, threats & distractions

8.1: Clarify the meaning & purpose of goals

8.2: Optimize challenge & support

8.3: Foster collaboration, interdependence & collective learning

5.3: Build fluencies with graduated support for practice & performance

6.1: Set meaningful goals

6.2: Anticipate & plan for challenges

6.4: Enhance capacity for monitoring progress

6.5: Challenge exclusionary practices

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

Creating an Access Point (approaching)

An **access point** is

- Derived from an essential grade level standard
- Concrete and familiar
- Adjusting complexity not the concept
- Simplify path, not destination
- Matches a student's literacy and communication levels
- Based on literacy levels
 - Early emergent
 - Emergent
 - Transitional
 - Conventional

Literacy Snapshot for Strategic Curricular Planning

Early Emergent	Emergent	Transitional	Conventional – (Essential until Grade 7)
• Can attends to pictures, symbols, objects • Can match • Can identify • Can respond to choices	• Can read and use familiar words • Can identify simple patterns • Can connect symbols with meaning	• Can read familiar text • Can use multiple cues • Can apply strategies that are modelled	• Can work with grade level text • Can applies multiple strategies • Can explain reasoning

Grade:	Subject Area/ Course:	Critical Proficiency:		
Priority Performance Indicators:				
Provoking & Guiding Unit Questions				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?				
What do students need to do?				

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	• I can be self-directed by using what I know in new and different situations. • I can be self-directed by taking responsibility for my learning and doing my best work. • I can be self-directed by sticking with challenging tasks even when they are hard. • I can be self-directed by trying new strategies and learning from my mistakes.

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.			
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)					
What do students need to understand?	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)	
• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.	• EE: I know what words are and they have meaning • E: I know that patterns and word parts help me read • T: I know that I can use patterns, syllables and word parts to figure out unfamiliar words and understand text	• I know that letter patterns help me read unfamiliar words. • I know that syllables can help me break apart longer words. • I know that word parts can help me figure out unfamiliar words. • I know that fluent readers read words correctly. • I know that reading words accurately helps me understand what I read.	• I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. • I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. • I know that fluent readers read accurately, at an appropriate pace, and with expression. • I know that recognizing words automatically helps me focus on understanding a text. • I know that word analysis strategies help me comprehend increasingly complex texts.	• I know that Greek and Latin roots, prefixes, and suffixes can help me determine the meaning of unfamiliar academic and content-specific words. • I know that words may have multiple meanings and that context helps determine the intended meaning. • I know that authors use increasingly complex vocabulary and language structures that require flexible word-solving strategies. • I know that fluent readers adjust their rate, accuracy, and expression based on the purpose, audience, and complexity of a text.	
• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.	• EE: I can look at and recognize print • E: I can use sound symbol relationships to read familiar words • T: I can apply decoding, word part and context strategies in text	• I can use letter-sound patterns to read unfamiliar words. • I can break longer words into syllables to help me read them. • I can read grade-level text • I can use common word parts to help me read unfamiliar words. • I can use simple context clues to help me understand unfamiliar words.	• I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. • I can use context clues to determine the meaning of unfamiliar words while reading. • I can apply decoding and fluency skills to comprehend increasingly complex texts.	• I can flexibly use multiple strategies to decode and understand unfamiliar words in complex texts. • I can adjust my reading rate, accuracy, and expression based on the purpose and complexity of a text. • I can determine the meaning of words and phrases by using word structure, context, and reference resources when needed. • I can read complex texts fluently and independently while focusing on deeper comprehension, interpretation, and analysis.	

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas	

Grade: Sci 3		Subject Area/ Course: Science		Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4					
Provoking & Guiding Unit Questions		• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?			
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.		• EE: I know that plants and animals are living things • E: I know that living things need food, water and shelter • T: I know that habitats provide what living things need to survive	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.		• EE: I can observe living things • E: I can identify what living things need • T: I can use observations to explain how habitats help living things survive	• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	

Grade: SS K	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: SS 2	Subject Area/ Course: SS		Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.		
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)					
Provoking & Guiding Unit Questions	• How would we find a place we have never been before? • How do you know where you are? • What is a map? • What can maps tell us about a place?				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)	
• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.	• EE: I know that maps show places. • E: I know that maps help people find places; I know that places have things from nature and things made by people. • T: I know that maps use location words to help tell them where things are	• I know that maps help people find places. • I know that places have things from nature and things made by people. • I know that location words help tell where things are.	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are and how places are related to one another.		
• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	• EE: I can recognize places on maps, globes, and pictures. • E: I can use maps, globes, and pictures to find familiar places. • T: I can use location words to describe where things are; I can create a simple map that shows familiar places.	• I can use maps, globes, and pictures to identify places. • I can use location words to describe where things are. • I can create a simple map that shows the location of familiar places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.		

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Functions model relationships between quantities and help describe patterns and change. • Different representations of a function communicate the same relationship in different ways. • Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	• I understand that functions model relationships between quantities and help explain patterns and change. • I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. • I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	• A function is a relationship in which each input has exactly one output. • Function notation (e.g., $f(x)$) is used to represent and evaluate functions. • Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$, is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	• Determine whether a relationship is a function. • Interpret and use function notation to evaluate and describe functions. • Represent and analyze functions using tables, graphs, equations, and contextual situations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving • Identify patterns, trends, and relationships. • Analyze, evaluate, and synthesize evidence. • Use a range of tools to solve problems.	• I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. • I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. • I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Grade: Math 9		Subject Area/ Course: Math		Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.	
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)					
Provoking & Guiding Unit Questions		• How can functions help us make predictions about the future? • Can a function exist without an equation? • What is a function? How do functions describe relationships between quantities? • How can functions help us understand patterns and change?			
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.		• EE: I know that one thing can lead to another thing; I know that information can be shown in different ways. • E: I know that symbols can be used to show mathematical relationships. • T: I know that functions can be represented using tables, graphs, and equations.	• I know that a function is a relationship where each input has only one output. • I know that function notation can be used to represent a function and find outputs. • I know that functions can be shown using tables, graphs, equations, and other representations.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$, is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	
• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.		• EE: I can match inputs to outputs. • E: I can use tables, pictures, or graphs to show information. • T: I can identify input-output relationships; I can use function notation to find output values.	• I can identify whether a relationship is a function. • I can use function notation to find output values. • I can represent functions using tables, graphs, and equations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	

Creating a Challenge Point (expanding)

A challenge point is

- Beyond the grade level complexity
- Increases in complexity, maintains the concept
- Not based on quantity
- Deepens understanding
- Promotes transfer
- Encourages evaluation, creativity or innovation
- Not just the next grade level
- Innovative
- Can be organized around challenge levels

Grade:		Subject Area/ Course:		Critical Proficiency:	
Priority Performance Indicators:					
Provoking & Guiding Unit Questions					
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?					
What do students need to do?					

Complexity Snapshot for Strategic Curricular Planning

Confident Grade Level Proficiency	Deeper Thinking	Transferring Ideas	Pursuing Innovation
• Can meet full grade level proficiency • Can demonstrate intent of full standard	• can analyze, justify, compare, or evaluate the learning. • Verbs: analyze, compare, justify, evaluate, explain why	• can apply the learning in a new context, subject, situation, or problem. • Verbs: apply, connect, adapt, transfer, use in a new context	• can create, design, investigate, refine, or propose something new using the learning. • Verbs: design, create, develop, investigate, propose, refine, defend

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	• I can be self-directed by using what I know in new and different situations. • I can be self-directed by taking responsibility for my learning and doing my best work. • I can be self-directed by sticking with challenging tasks even when they are hard. • I can be self-directed by trying new strategies and learning from my mistakes.

Grade: 4-5	Subject Area/ Course: ELA		Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.	
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)				
What do students need to understand?	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.			
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.	• EE: I know what words are and they have meaning • E: I know that patterns and word parts help me read • T: I know that I can use patterns, syllables and word parts to figure out unfamiliar words and understand text	• I know that letter patterns help me read unfamiliar words. • I know that syllables can help me break apart longer words. • I know that word parts can help me figure out unfamiliar words. • I know that fluent readers read words correctly. • I know that reading words accurately helps me understand what I read.	• I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. • I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. • I know that fluent readers read accurately, at an appropriate pace, and with expression. • I know that recognizing words automatically helps me focus on understanding a text. • I know that word analysis strategies help me comprehend increasingly complex texts.	• DT: I know that different word-solving strategies are more effective for different types of unfamiliar words. • TI: I know that word-analysis strategies can be used to understand academic and technical vocabulary in different subjects. • PI: I know that language follows patterns that can help readers predict the meaning and pronunciation of unfamiliar words
• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.	• EE: I can look at and recognize print • E: I can use sound symbol relationships to read familiar words • T: I can apply decoding, word part and context strategies in text	• I can use letter-sound patterns to read unfamiliar words. • I can break longer words into syllables to help me read them. • I can read grade-level text • I can use common word parts to help me read unfamiliar words. • I can use simple context clues to help me understand unfamiliar words.	• I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. • I can use context clues to determine the meaning of unfamiliar words while reading. • I can apply decoding and fluency skills to comprehend increasingly complex texts.	• DT: I can analyze how accurate and fluent reading affects my understanding of a text. • TI: I can use word-solving strategies to understand unfamiliar academic and technical vocabulary in different subjects. - PI: I can develop and justify my own strategies for solving unfamiliar words and understanding complex texts. I can investigate patterns in words and language to predict the meaning and pronunciation of new vocabulary

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4			
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language	
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.	
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas	

Grade: Sci 3		Subject Area/ Course: Science		Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.	
Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4					
Provoking & Guiding Unit Questions		• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?			
Learning Continuum		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.		• EE: I know that plants and animals are living things • E: I know that living things need food, water and shelter • T: I know that habitats provide what living things need to survive	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	• DP:. I know that evidence can help explain why some plants and animals survive better than others. • TI: I know that the same change in the environment can affect different plants and animals in different ways. I know that what I learn about one habitat can help me understand what might happen in another habitat. • PI: I know that I can use evidence to predict what might happen when a habitat changes.
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.		• EE: I can observe living things • E: I can identify what living things need • T: I can use observations to explain how habitats help living things survive	• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	• DP: I can use evidence to explain how a habitat, an organism's traits, and environmental changes work together to affect survival. • TI: I can use evidence from one habitat to predict what might happen in a different habitat. • PI: I can use evidence to make and defend predictions about how future habitat changes may affect plants and animals.

Grade: SS K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: SS K-3		Subject Area/ Course: SS		Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.	
Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)					
Provoking & Guiding Unit Questions		• How would we find a place we have never been before? • How do you know where you are? • What is a map? • What can maps tell us about a place?			
Learning Continuum K-3		Approaching (Access Point)	Essential Grade Band Proficiency (Grade K-1)	Confident Grade Band Proficiency (grade 2/3)	Expanding (Challenge Point)
• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.		• EE: I know that maps show places. • E: I know that maps help people find places; I know that places have things from nature and things made by people. • T: I know that maps use location words to help tell them where things are	• I know that maps help people find places. • I know that places have things from nature and things made by people. • I know that location words help tell where things are.	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are and how places are related to one another.	• DT: I know that maps can help me understand how places are connected. • TI: I know that I can use maps and location words to learn about new places. • PI: I know that people can make maps to share information with others.
• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.		• EE: I can recognize places on maps, globes, and pictures. • E: I can use maps, globes, and pictures to find familiar places. • T: I can use location words to describe where things are; I can create a simple map that shows familiar places.	• I can use maps, globes, and pictures to identify places. • I can use location words to describe where things are. • I can create a simple map that shows the location of familiar places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	• DT: I can explain how maps, globes, and pictures help me learn about places. • TI: I can use maps and location words to learn about places that are new to me. • PI: I can create a map that helps others find their way or learn about a place or solve a problem

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)		
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	- Functions model relationships between quantities and help describe patterns and change. - Different representations of a function communicate the same relationship in different ways. - Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	- I understand that functions model relationships between quantities and help explain patterns and change. - I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. - I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	- A function is a relationship in which each input has exactly one output. - Function notation (e.g., $f(x)$) is used to represent and evaluate functions. - Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$, is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	- Determine whether a relationship is a function. - Interpret and use function notation to evaluate and describe functions. - Represent and analyze functions using tables, graphs, equations, and contextual situations.	- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving - Identify patterns, trends, and relationships. - Analyze, evaluate, and synthesize evidence. - Use a range of tools to solve problems.	- I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. - I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. - I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.		
Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)				
Provoking & Guiding Unit Questions	- How can functions help us make predictions about the future? - Can a function exist without an equation? - What is a function? How do functions describe relationships between quantities? - How can functions help us understand patterns and change?			
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$,is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	- EE: I know that one thing can lead to another thing; I know that information can be shown in different ways. - E: I know that symbols can be used to show mathematical relationships. - T: I know that functions can be represented using tables, graphs, and equations.	- I know that a function is a relationship where each input has only one output. - I know that function notation can be used to represent a function and find outputs. - I know that functions can be shown using tables, graphs, equations, and other representations.	- I know that a function is a relationship where each input has only one output. - I know that function notation, such as $f(x)$, is used to represent functions and find output values. - I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	- DT: I know that different representations of a function can show different information about the same relationship. - TI: I know that functions can be used to explain patterns and relationships in science, business, and everyday life. - PI: I know that functions can be used to investigate questions, make predictions, and support decisions.
- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.	- EE: I can match inputs to outputs. - E: I can use tables, pictures, or graphs to show information. - T: I can identify input-output relationships; I can use function notation to find output values.	- I can identify whether a relationship is a function. - I can use function notation to find output values. - I can represent functions using tables, graphs, and equations.	- I can determine whether a relationship is a function. - I can use and interpret function notation to evaluate and describe functions. - I can represent and analyze functions using tables, graphs, equations, and real-world situations.	- DT: I can justify reasoning and compare representations. - TI: I can apply functions to new disciplines, contexts, and problems. - PI: I can create, evaluate, and refine mathematical models to investigate questions and support decisions.

Today's Plan

- Quick review of yesterday
- Universal Design for Learning 3.0
 - Accessible language
- High Impact Curricular UDL Strategies
 - Translating learning goals into student friendly language
 - Creating guiding & provoking unit questions
 - Building grade level learning continuums/progressions
 - Extending grade level for access and challenge
 - Pulling in transferable skills

Strategy: Pulling in Transferable Skills

7.1: Optimize choice & autonomy

8.1: Clarify the meaning & purpose of goals

8.2: Optimize challenge & support

8.5: Offer action-oriented feedback

9.3: Promote individual & collective reflection

5.3: Build fluencies with graduated support for practice & performance

6.1: Set meaningful goals

6.2: Anticipate & plan for challenges

6.4: Enhance capacity for monitoring progress

6.5: Challenge exclusionary practices

Transferable Skills



Transferable Skills Sample Graduation Proficiencies and Performance Indicators

While it may be possible to demonstrate proficiency in the transferable skills absent content, it is more effective and relevant to assess these skills in the context of standards from the content areas. Therefore, this framework for the development of graduation proficiencies is organized using the transferable skills as the overarching context, and in alignment with the content-based graduation proficiencies. We believe that each transferable skill will be reflected across multiple content areas. The transferable skills will not be distinguished based on grade level as we believe such distinctions more appropriately arise from the content continuum.

GRADUATION PROFICIENCY	PERFORMANCE INDICATORS
1. Clear and Effective Communication	a. Demonstrate organized and purposeful communication. b. Use evidence and logic appropriately in communication. c. Integrate information gathered from active speaking and listening. d. Adjust communication based on the audience, context, and purpose. e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. f. Use technology to further enhance and disseminate communication. g. Collaborate effectively and respectfully.
2. Self-Direction	a. Identify, manage, and assess new opportunities related to learning goals. b. Integrate knowledge from a variety of sources to set goals and make informed decisions. c. Apply knowledge in familiar and new contexts. d. Demonstrate initiative and responsibility for learning. e. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. f. Analyze the accuracy, bias, and usefulness of information. g. Collaborate as needed to advance learning. h. Persevere in challenging situations. i. Use technology and digital media strategically and capably.
3. Creative and Practical Problem Solving	a. Observe and evaluate situations in order to define problems. b. Frame questions, make predictions, and design data collection and analysis strategies. c. Identify patterns, trends, and relationships that apply to solutions.

GRADUATION PROFICIENCY	PERFORMANCE INDICATORS
	d. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. e. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. f. Identify opportunities for innovation and collaboration. g. Use a range of tools, including technology, to solve problems. h. Persist in solving challenging problems and learn from failure.
4. Responsible and Involved Citizenship	a. Participate in and contribute to the enhancement of community life. b. Take responsibility for personal decisions and actions. c. Demonstrate ethical behavior and the moral courage to sustain it. d. Respect diversity and differing points of view. e. Demonstrate a commitment to personal and community health and wellness. f. Practice responsible digital citizenship.
5. Informed and Integrative Thinking	a. Apply knowledge from various disciplines and contexts to real life situations. b. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. c. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. d. Use evidence and reasoning to justify claims. e. Develop and use models to explain phenomena. f. Use technology to support and enhance the critical thinking process.

Collaboration, Innovation, Inquiry and **Use of Technology** are EQS-required Transferable Skills that are woven throughout the Performance Indicators in this document. Using this model, students would have opportunities to demonstrate acquisition of those skills as a part of attaining their Transferable Skills Graduation Proficiencies.