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Dr. Shelley Moore

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- Day 3!

We can build an inclusive unit plan for all students that anticipates variability and is both effective and efficient!

- Quick Review of Planning Frameworks so far:
 - Backwards Design
 - UDL
 - Full Learning Continuums
- High Impact UDL Strategies for Assessment Design
 - Integrating literacy and numeracy modalities
 - Differentiating Evidence
 - Examples

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?					

Grade:	Subject Area/ Course:	Critical Proficiency:	
Priority Performance Indicators:			
What do students need to understand?			
	Provoking & Guiding Unit Questions (Teacher Generated)	Inquiry Questions (Student Generated)	

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)				
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 that letters and symbols have meaning. I know that words can look and sound different. • E: I know that letters and sounds help make words. I know that words can be broken into smaller parts. • T: I know that letter patterns help me read unfamiliar words. I know that word parts can help me figure out words.	• 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.	R: I know that different word-solving strategies can be useful for different kinds of unfamiliar words. I know that accurate and fluent reading helps readers focus on understanding a text. C: I know that word-analysis strategies can help me learn new vocabulary in many subjects. I know that recognizing patterns in words helps me become a more independent reader. I: I know that words follow patterns that can help readers predict pronunciation and meaning. I know that understanding word structures helps readers learn new words on their own.
• 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 match letters, symbols, or words. I can attend to text during a shared experience • E: I can identify letter sounds in familiar words. I can read familiar words • T: I can use letter-sound patterns to read unfamiliar words. I can use word parts to help read 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.	R: I can explain why a particular phonics or word-analysis strategy helped me read an unfamiliar word. I can analyze how fluent reading supports comprehension of a text. C: I can apply phonics and word-analysis strategies when reading science, social studies, and other academic texts. I can use decoding and vocabulary strategies independently in unfamiliar reading situations. I: I can investigate patterns in words to discover how language works. I can develop and explain my own strategies for figuring out unfamiliar words and understanding 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 parti cular 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, I know that living things need to live • E: I know that living things need food, water and shelter; I know that living things live in different places • T: I know that habitats provide what living things need to survive; I know that habitats can change	• 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.	R: I know that different plants and animals may respond differently to the same environmental change. I know that survival depends on how an organism's traits match the conditions of its habitat. C: I know that what I learn about one habitat can help me understand what may happen in another habitat. I know that cause-and-effect relationships can help me predict how environmental changes affect living things. I: I know that understanding habitats and survival can help people make decisions that protect plants and animals. I know that evidence can be used to develop ideas for responding to environmental 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 identify plants and animals; I can identify what living things need • E: I can identify where living things live; I can identify what helps living things to survive • T: I can explain how a habitat helps a plant or animal survive; I can describe change in a habitat	• 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.	R: I can explain why some organisms survive better than others using evidence about their traits and habitat. I can compare how different organisms respond to changes in the same habitat. C: I can use evidence from one habitat to make predictions about another habitat. I can apply what I know about traits, habitats, and survival to new environmental situations. I: I can propose and support ideas that could help plants and animals survive when habitats change. I can use evidence to make and defend predictions about how future environmental changes may affect living things.

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		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 places are different; I know that places have things in them • E: I know that places can be shown in pictures and maps. I know that things can be near or far • T: I know that maps help people find places. I know that places have natural and human-made features.	• 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.	R: I know that maps can show how places are connected and related to one another. I know that the natural and human-made features of a place can influence how people live there. C: I know that geographic skills can help me understand places near me and places far away. I know that maps can help people learn about communities, cultures, and environments around the world. I: I know that maps can be created to answer questions, solve problems, and share information. I know that different maps are designed for different purposes and audiences.
• 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 I know; I can identify places that I know • E: I can find places I know in pictures or simple maps; I can use location words such as near, far, in, and on. • T: I can use maps and pictures to identify locations; I can describe places using location words and observations.	• 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.	I can compare places using their locations, features, and characteristics. I can explain how maps help people understand relationships between places. C: I can apply what I know about familiar places to understand unfamiliar places. I can use maps and geographic information to make connections between people, places, and environments. I: I can create a map that helps others understand a place, answer a question, or solve a problem. I can design and explain a map that communicates important information about a community or environment.

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 things can be matched together, I know that one thing can lead to another thing. • E: I know that rules can connect inputs and outputs; I know that information can be shown in different ways. • T: I know that a function is a rule that connects inputs to outputs; I know that functions can be shown 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.	R: I know that different representations of a function can show different information about the same relationship; I know that function notation helps mathematicians describe and analyze relationships precisely. C: I know that functions can be used to describe patterns and relationships in many subjects and real-world situations; I know that understanding functions helps me make predictions and solve problems in new contexts. I: I know that function models can be used to investigate questions and support decision-making; I know that different mathematical models can represent the same situation with varying degrees of usefulness.
• 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 identify objects, pictures, or symbols. I can follow a rule. • E: I can identify input-output relationships; I can use a rule to find an answer. • T: I can identify input and output values. I can represent simple functions using tables and graphs.	• 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.	R: I can explain why a relationship is or is not a function using mathematical evidence. I can compare different representations of a function and explain what each representation reveals. C: I can apply functions to model situations in science, business, and everyday life; I can select the most useful function representation for a given situation. I: I can develop and test function models to answer questions and make predictions. I can evaluate and justify which function model best represents a real-world situation.

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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?

Strategy: Differentiating Evidence

4.1: Varying and honour the methods for response, navigation and movement

5.2: Use multiple tools for construction, composition and creativity

6.2: Anticipate & plan for challenges

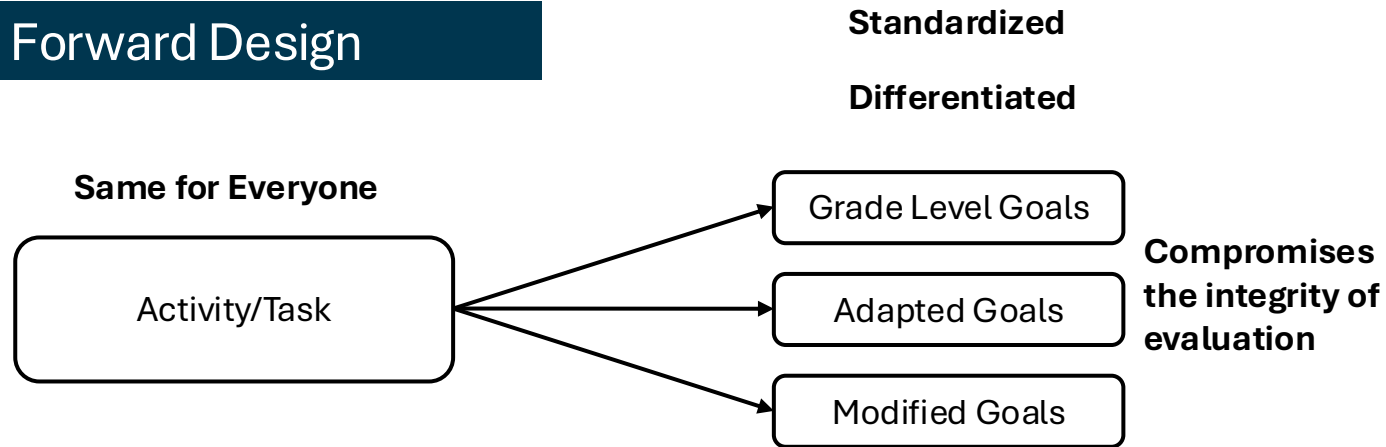
6.5: Challenge exclusionary practices

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

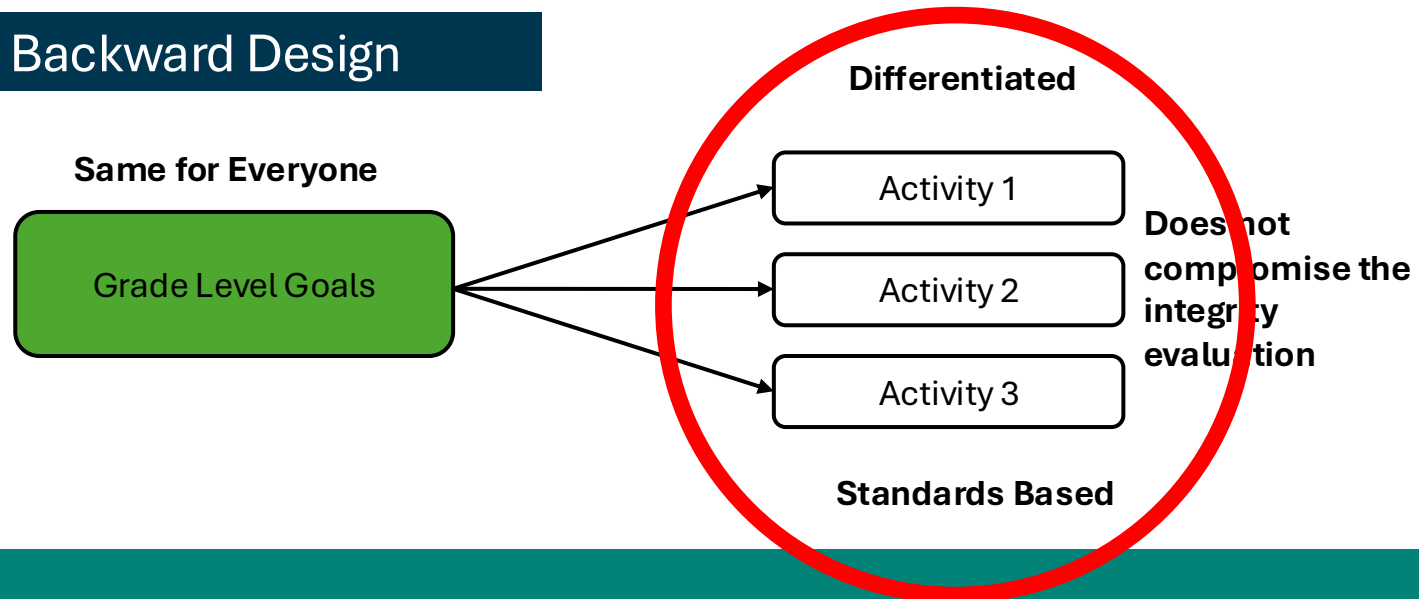
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show 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

Backwards Design

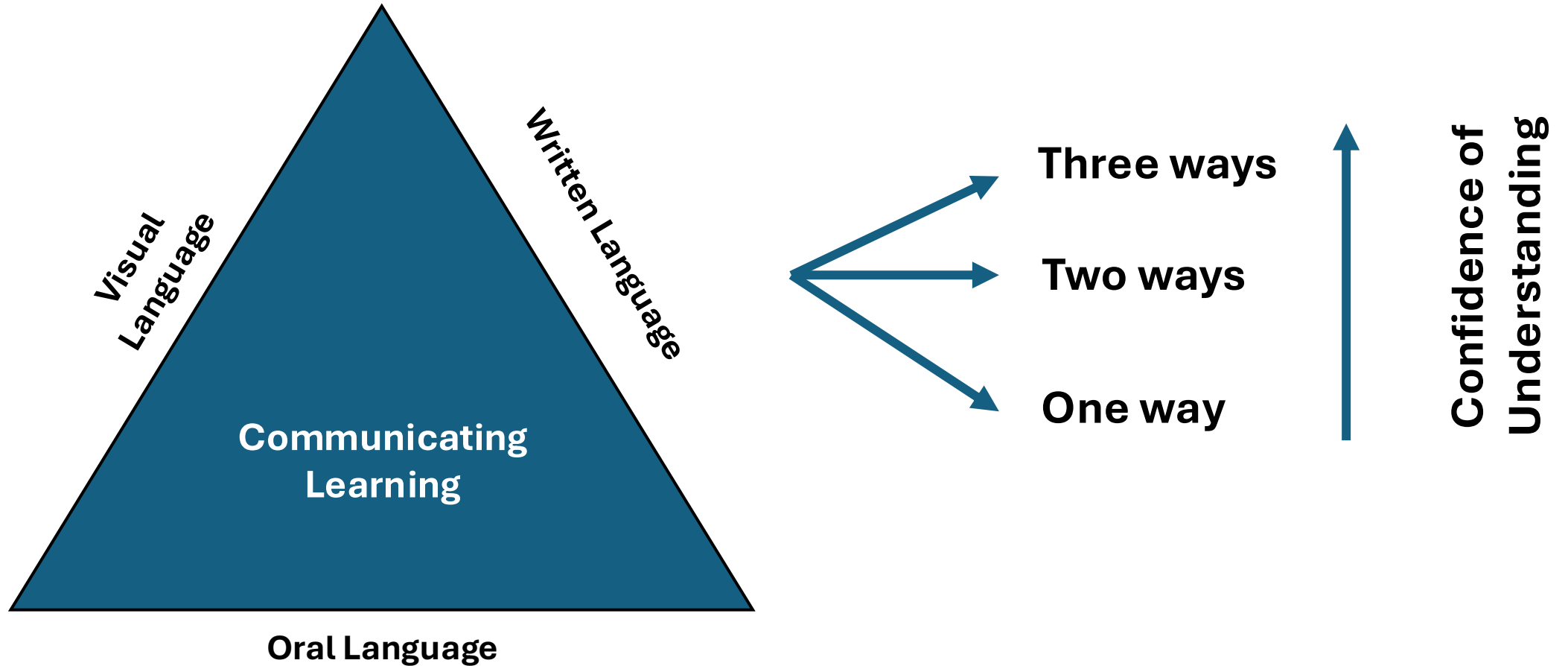
Forward Design



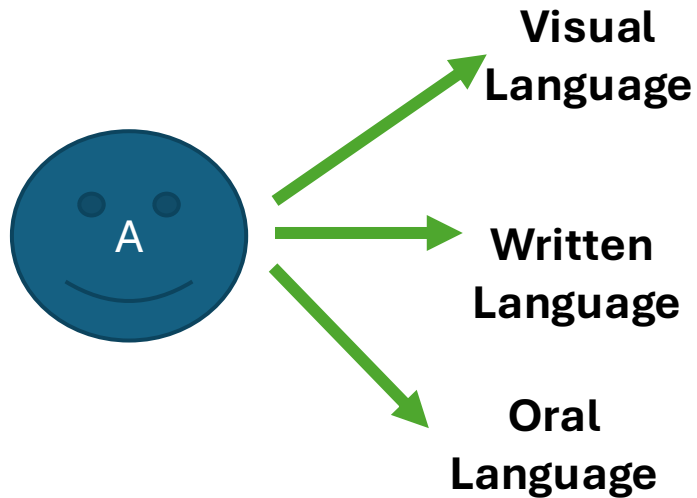
Backward Design



How do students show what they know?



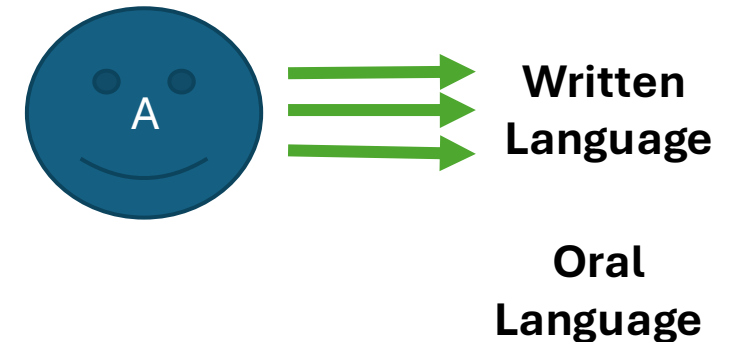
All Languages (in literacy) are Treated Equal!



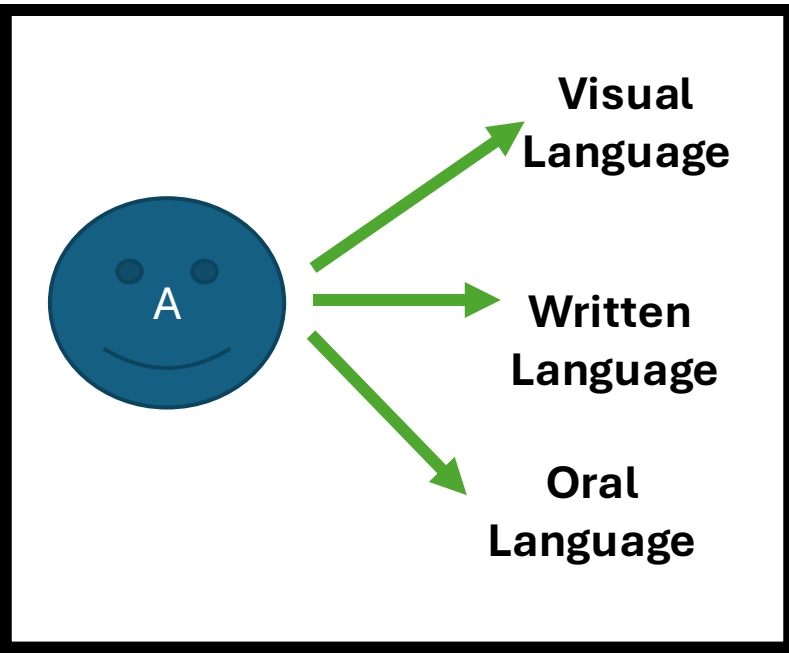
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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



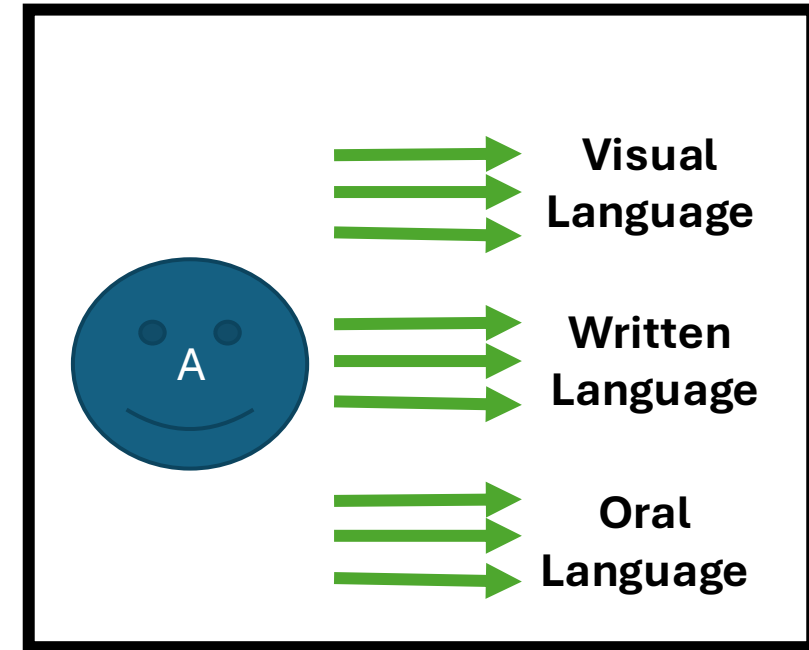
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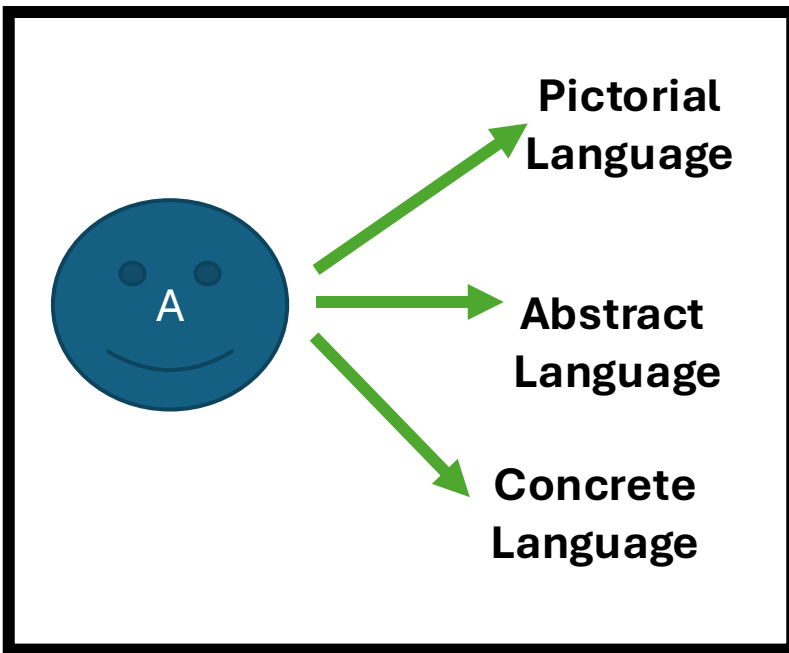
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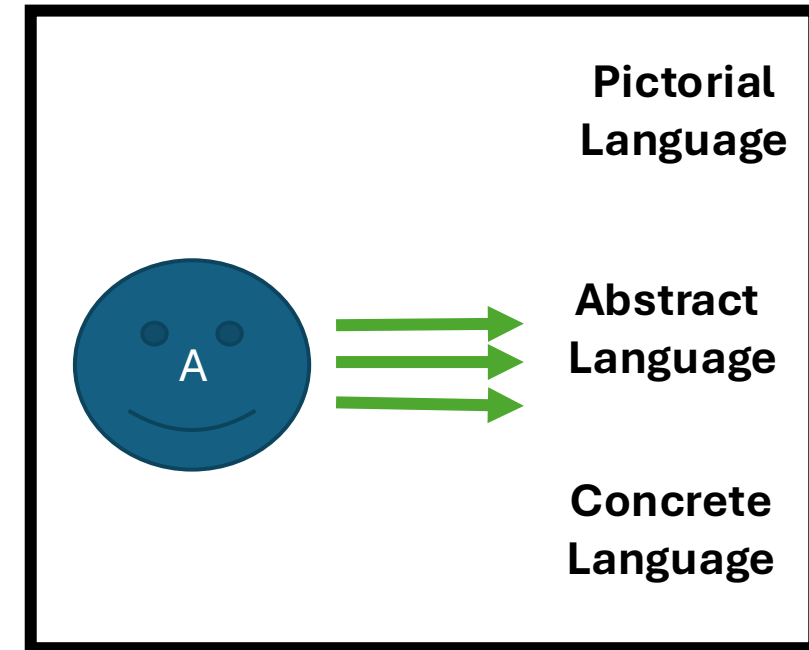
All Languages (in numeracy) are Treated Equal!



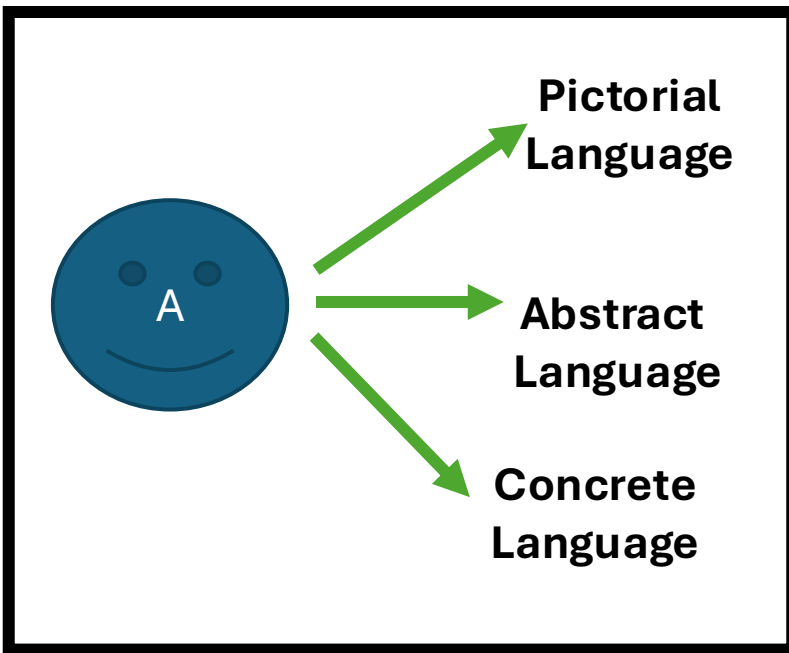
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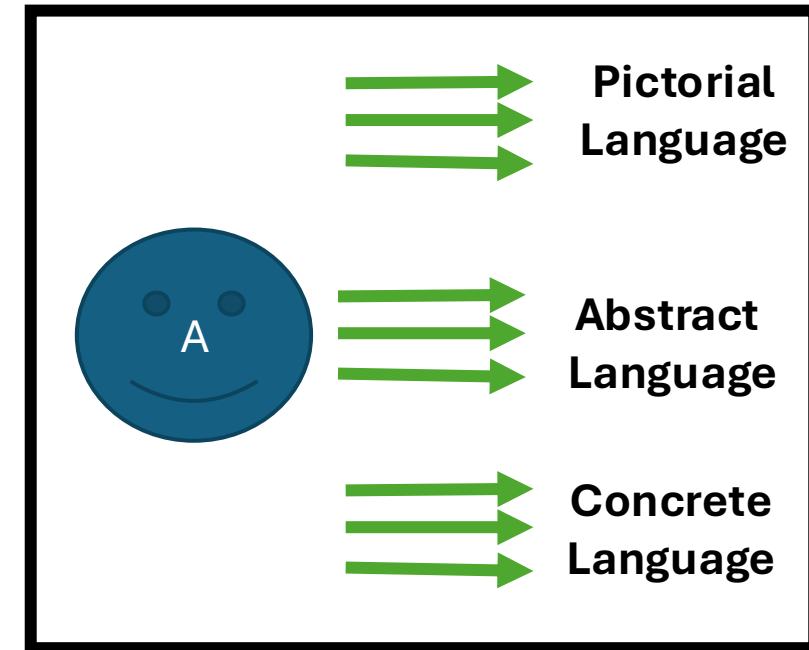
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The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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



Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial

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

Backwards Design
Planning



Learning Continuums/
Progressions



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.				

Differentiating Evidence

Example: Kindergarten ELA/Math

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

Grade: K	Subject Area/ Course: ELA/Math	
	Learning Standards - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	Objects have attributes that can be described, measured, and compared	We can describe, measure, and compare objects to see how they are the same and different.
What do students need to know? Math	Students know direct comparison measurement	We can compare objects to describe and measure them
What do students need to know? ELA	Students know language features, structures, and conventions including: <i>concepts of print; letter knowledge and letter formation</i>	We know that text has meaning and helps us read and share ideas We know that letters have names and sounds. We know that we use letters to make words We know letters are made with different lines and curves.
What do students need to do? Math	Students can understand and solve by <i>visualizing to explore mathematical concepts</i>	We can use pictures, objects, stories, and our imagination to help us understand math
What do students need to do? Math	Students can communicate and represent by <i>representing mathematical ideas in concrete pictorial and symbolic forms</i>	We can show our math thinking with objects, pictures, numbers, symbols and words
What do students need to do? ELA	Students can comprehend and connect by <i>exploring foundational concepts of print, oral and visual texts</i>	We can explore different kinds of texts

Example: Kindergarten ELA/Math

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

A Full Learning Continuum

Grade Level Standard: (Essential Element/Core Content Connector)								
Student friendly:								
Derived from Grade Level Proficiency			Grade Level Proficiency		Extending from Grade Level Proficiency			
Approaching (Access Point)			Essential	Confident	Expanding (Challenge Point)			
Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor	Successor			
Very foundational understanding	Building prerequisite concepts	Closely related prerequisite skills	Essential understanding of grade level	Full understanding of grade level	More complex understanding beyond grade level			
Early Emergent (EE)	Emergent (E)	Transitional (T)	Beginning Conventional	Later Conventional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)	
- Can attend to pictures, symbols, objects, shared experiences - Can match - Can identify - Can respond to choices	- Can read and use familiar words and text - Can identify simple patterns - Can connect symbols with meaning	- Can read familiar academic language - Can use multiple cues - Can apply strategies that are modelled	Can read text fluently enough to access grade level text using UDL supports and strategies (even if not yet reading at grade level)	Can read text fluently enough to access grade level text	Can deepen understanding through analysis and evaluation	Can transfer learning across contexts and disciplines	Can creates, designs, investigates, or improves	

Choose based on student need

Choose based on student need

Grade Level Standard (K): Students know direct comparison measurement						
<i>Student friendly:</i> We can compare objects to describe and measure them						
Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Transitional	Transitional	Grade Level & Beyond: Reflective	Grade Level & Beyond: Connecting	Grade Level & Beyond: Innovative
• I know that objects can be different. • I know that objects have attributes.	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. I know that comparing objects helps me describe them more precisely.	• I know that comparing objects helps me make decisions in everyday life. I know that measurement helps me understand the world around me.	• I know that measurement can help answer questions and solve problems. I know that there are many ways to compare and organize objects.

Choose based on students in your class

Choose based on students in your class

Grade Level Standard (K): Students know direct comparison measurement						
Student friendly: We can compare objects to describe and measure them						
Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Transitional	Transitional	Grade Level & Beyond: Reflective	Grade Level & Beyond: Connecting	Grade Level & Beyond: Innovative
• I know that objects can be different. • I know that objects have attributes.	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. I know that comparing objects helps me describe them more precisely.	• I know that comparing objects helps me make decisions in everyday life. I know that measurement helps me understand the world around me.	• I know that measurement can help answer questions and solve problems. I know that there are many ways to compare and organize objects.
Choose based on students in your class		Choose based on students in your class				

Grade Level Standard (K): Students can understand and solve by visualizing to explore mathematical concepts						
Student friendly: We can use pictures, objects, drawings and our imagination to help us understand math						
Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Grade Level	Transitional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)
I can look at/match/ choose pictures and objects connected to math ideas	I can use pictures and objects to help me understand math ideas	I can make pictures in my mind and use drawings or objects to show my thinking in math	I can use pictures, drawings and models to solve math problems in different ways	I can explain how pictures, drawings and models helped me to understand a math idea	I can connect how I use pictures, drawings and models to solve problems at home, at school, and when I play.	I can choose my own way to visualize a math problem, try different ideas, and explain why my strategy worked

Choose based on students in your class

Choose based on students in your class

Grade Level Standard (K): Students can **communicate and represent by** *representing mathematical ideas in concrete pictorial and symbolic forms*

Student friendly: We can show our math thinking with objects, pictures, numbers, symbols and words

Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Grade Level	Transitional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)
I can use objects and pictures to match and make choices that show my thinking in math	I can show my math thinking with objects and pictures	I can show my math thinking with objects, pictures, numbers, symbols and word	I can show the same math idea in different ways using objects, pictures, numbers, symbols and words	I can explain how my objects, pictures, numbers, or words show my math thinking	I can choose the best way to show my math thinking depending on the problem	I can create my own way to show my math thinking and explain why it helps others understand my ideas

Choose based on students in your class

Choose based on students in your class

Grade Level Standard (K): Students know **language features, structures, and conventions including** *concepts of print; letter knowledge and letter formation*

Student friendly: We know how books work; We know how letters and words work together to share meaning

Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Grade Level	Transitional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)
• We know pictures and books share a story and information • We know that words have meaning and helps us understand stories.	• We know that letters have names • We know that putting letters together makes words. • We know different kinds of texts	• We know how to explore different kinds of texts • We know the sounds that letters make • We know letters are made with different lines and curves	• We know how letters, words, and sentences work together to share meaning	• We know that understanding letters, words, and print helps us become readers and writers	• We know that we use letters, words, and print every day at home, at school, and in our community	• We know that we can use what we know about print, letters, and words to read, write, and share our own ideas in different ways

Grade Level ELA Standard (K): Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

Student friendly: We can explore different kinds of texts

Derived from Grade Level Proficiency		Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)		Essential	Confident	Expanding (Challenge Point)		
Early Emergent (EE)	Emergent (E)	Emergent/ Grade Level	Transitional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)
- I can look at pictures and listen to stories - I can enjoy favourite stories, songs, pictures, and books.	I can talk/share about stories and pictures that are important to me.	I can listen to, look at, and talk about stories, pictures, and books	I can use what I know about stories, pictures, and print to help me understand new texts.	I can explain how pictures, words, and what I already know help me understand a story.	I can use what I know to help me understand new stories, books, and pictures.	I can share my own ideas about stories and make new connections to help me understand and explain my thinking.

Grade: K		Subject Area/ Course: Math		Topic: Measurement	
Provoking & Guiding Unit Questions		How can we use objects to compare and measure?			
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)	
Students know direct comparison measurement <i>We can compare objects to describe and measure them</i>	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me order objects. • I know that the same objects can be compared using different attributes.	• I know that comparing objects helps me make decisions in everyday life. • I know that measurement helps me understand the world around me.	
Students can understand and solve by visualizing to explore mathematical concepts <i>We can use pictures, objects, stories, and our imagination to help us understand math</i>	• I can use pictures and objects to help me understand math ideas	• I can make pictures in my mind and use drawings or objects to show my thinking in math	• I can use pictures, drawings and models to solve math problems in different ways	• I can connect how I use pictures, drawings and models to solve problems at home, at school, and when I play.	
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms <i>We can show our math thinking with objects, pictures, numbers, symbols and words</i>	• I can show my math thinking with objects and pictures	• I can show my math thinking with objects, pictures, numbers, symbols and word	• I can show the same math idea in different ways using objects, pictures, numbers, symbols and words	• I can choose the best way to show my math thinking depending on the problem	

Grade: K	Subject Area/ Course: ELA				
Provoking & Guiding Unit Questions	How can we use objects to compare and measure?				
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)	
Students know language features, structures, and conventions including concepts of print; letter knowledge letter formation <i>We know how books work; We know how letters and words work together to share meaning</i>	• I know that letters have names • I know that putting letters together makes words. • I know different kinds of texts	• I know how to explore different kinds of texts • I know the sounds that letters make • I know letters are made with different lines and curves	• I know how letters, words, and sentences work together to share meaning	• I know that we use letters, words, and print every day at home, at school, and in our community	
Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts We can explore different kinds of texts	• I can look at pictures and listen to stories • I can enjoy favourite stories, songs, pictures, and books.	• I can listen to, look at, and talk about stories, pictures, and books	• I can use what I know about stories, pictures, and print to help me understand new texts.	• I can use what I know to help me understand new stories, books, and pictures.	

Using Learning Continuums

Use full learning continuums to

- make sure we are teaching all the levels of complexity of a standard or PPI
- view curricular resources critically to see what we need to add and/or remove
- make sure that we are providing students the opportunity to create evidence of showing their learning across the continuum
- assess and give feedback to students based on what they CAN do and ARE showing
- for student to self assess and set goals

Example: Kindergarten ELA/Math

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
Math (K) Content 1. Students know direct comparison measurement	Activity: Can you see me? Goals: 1, 2, 3, 4, 5	x	x	x	x
ELA Content 2. Students know language features, structures, and conventions including: - concepts of print - letter knowledge - letter formation	Activity: Measurement O Rama Goals: 1, 2, 3, 4, 5	x	x	x	x
Math (K) Skills 3. Students can understand and solve by <i>visualizing to explore mathematical concepts</i> 4. Students can communicate and represent by <i>representing mathematical ideas in concrete pictorial and symbolic forms</i>	Activity: What kind of box? Goals: 1, 2, 3, 4, 5	x	x	x	x
ELA (K) Skills 5. Students can comprehend and connect by <i>exploring foundational concepts of print, oral and visual texts</i>					

Grade: K		Subject Area/ Course: Math		Topic: Measurement	
Provoking & Guiding Unit Questions		How can we use objects to compare and measure?			
Grade Level Standards		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know direct comparison measurement <i>We can compare objects to describe and measure them</i>		• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me order objects. • I know that the same objects can be compared using different attributes.	• I know that comparing objects helps me make decisions in everyday life. • I know that measurement helps me understand the world around me.
Students can understand and solve by visualizing to explore mathematical concepts <i>We can use pictures, objects, stories, and our imagination to help us understand math</i>		• I can use pictures and objects to help me understand math ideas.	• I can make pictures in my mind and use drawings or objects to show my thinking in math	• I can use pictures, drawings and models to solve math problems in different ways	• I can connect how I use pictures, drawings and models to solve problems at home, at school, and when I play.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms <i>We can show our math thinking with objects, pictures, numbers, symbols and words</i>		• I can show my math thinking with objects and pictures.	• I can show my math thinking with objects, pictures, numbers, symbols and word	• I can show the same math idea in different ways using objects, pictures, numbers, symbols and words	• I can choose the best way to show my math thinking depending on the problem

Grade: K	Subject Area/ Course: ELA			
Provoking & Guiding Unit Questions	How can we use objects to compare and measure?			
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know language features, structures, and conventions including concepts of print; letter knowledge letter formation <i>We know how books work; We know how letters and words work together to share meaning</i>	• I know that letters have names • I know that putting letters together makes words. • I know different kinds of texts	• I know how to explore different kinds of texts • I know the sounds that letters make • I know letters are made with different lines and curves	• I know how letters, words, and sentences work together to share meaning	• I know that we use letters, words, and print every day at home, at school, and in our community
Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts <i>We can explore different kinds of texts</i>	• I can look at pictures and listen to stories • I can enjoy favourite stories, songs, pictures, and books.	• I can listen to, look at, and talk about stories, pictures, and books	• I can use what I know about stories, pictures, and print to help me understand new texts.	• I can use what I know to help me understand new stories, books, and pictures.

Grade: K		Subject Area/ Course: Math		Topic: Measurement	
Provoking & Guiding Unit Questions		How can we use objects to compare and measure?			
Grade Level Standards		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know direct comparison measurement <i>We can compare objects to describe and measure them</i>		- I know that objects can be compared. - I know that some objects are bigger, smaller, longer, or shorter than others.	- I know that I can measure two objects by comparing them. - I know that comparing measurements helps me describe objects. - I know that different attributes, such as length, height, and weight, can be compared.	- I know that comparing measurements helps me order objects. - I know that the same objects can be compared using different attributes.	- I know that comparing objects helps me make decisions in everyday life. - I know that measurement helps me understand the world around me.
Students can understand and solve by visualizing to explore mathematical concepts <i>We can use pictures, objects, stories, and our imagination to help us understand math</i>		I can use pictures and objects to help me understand math ideas.	I can make pictures in my mind and use drawings or objects to show my thinking in math	I can use pictures, drawings and models to solve math problems in different ways	I can connect how I use pictures, drawings and models to solve problems at home, at school, and when I play.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms <i>We can show our math thinking with objects, pictures, numbers, symbols and words</i>		I can show my math thinking with objects and pictures.	I can show my math thinking with objects, pictures, numbers, symbols and word	I can show the same math idea in different ways using objects, pictures, numbers, symbols and words	I can choose the best way to show my math thinking depending on the problem

Grade: K	Subject Area/ Course: ELA			
Provoking & Guiding Unit Questions	How can we use objects to compare and measure?			
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know language features, structures, and conventions including concepts of print; letter knowledge letter formation <i>We know how books work; We know how letters and words work together to share meaning</i>	• I know that letters have names • I know that putting letters together makes words. • I know different kinds of texts	• I know how to explore different kinds of texts • I know the sounds that letters make • I know letters are made with different lines and curves	• I know how letters, words, and sentences work together to share meaning	• I know that we use letters, words, and print every day at home, at school, and in our community
Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts We can explore different kinds of texts	• I can look at pictures and listen to stories • I can enjoy favourite stories, songs, pictures, and books.	• I can listen to, look at, and talk about stories, pictures, and books	• I can use what I know about stories, pictures, and print to help me understand new texts.	• I can use what I know to help me understand new stories, books, and pictures.

Grade: K		Subject Area/ Course: Math		Topic: Measurement	
Provoking & Guiding Unit Questions		How can we use objects to compare and measure?			
Grade Level Standards		Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know direct comparison measurement <i>We can compare objects to describe and measure them</i>		• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me order objects. • I know that the same objects can be compared using different attributes.	• I know that comparing objects helps me make decisions in everyday life. • I know that measurement helps me understand the world around me.
Students can understand and solve by visualizing to explore mathematical concepts <i>We can use pictures, objects, stories, and our imagination to help us understand math</i>		• I can use pictures and objects to help me understand math ideas.	• I can make pictures in my mind and use drawings or objects to show my thinking in math	• I can use pictures, drawings and models to solve math problems in different ways	• I can connect how I use pictures, drawings and models to solve problems at home, at school, and when I play.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms <i>We can show our math thinking with objects, pictures, numbers, symbols and words</i>		• I can show my math thinking with objects and pictures.	• I can show my math thinking with objects, pictures, numbers, symbols and word	• I can show the same math idea in different ways using objects, pictures, numbers, symbols and words	• I can choose the best way to show my math thinking depending on the problem

Grade: K	Subject Area/ Course: ELA			
Provoking & Guiding Unit Questions	How can we use objects to compare and measure?			
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Students know language features, structures, and conventions including concepts of print; letter knowledge letter formation <i>We know how books work; We know how letters and words work together to share meaning</i>	- I know that letters have names - I know that putting letters together makes words. - I know different kinds of texts	- I know how to explore different kinds of texts - I know the sounds that letters make - I know letters are made with different lines and curves	I know how letters, words, and sentences work together to share meaning	I know that we use letters, words, and print every day at home, at school, and in our community
Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts We can explore different kinds of texts	- I can look at pictures and listen to stories - I can enjoy favourite stories, songs, pictures, and books.	I can listen to, look at, and talk about stories, pictures, and books	I can use what I know about stories, pictures, and print to help me understand new texts.	I can use what I know to help me understand new stories, books, and pictures.

Example: Grade 6/7 ELA & Core Competencies

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

Grade: 6/7	Subject Area/ Course: ELA	
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	Exploring stories and other <u>texts</u> helps us understand ourselves and make connections to others and to the world.	We understand that exploring stories and other texts helps me learn more about myself, connect with other people, and better understand the world around me.
What do students need to know?	Strategies and processes (metacognitive strategies, writing processes, oral language strategies) Story/Text (form)	We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.
What do students need to do?	Construct meaningful personal connections between self, text, and world	We can make meaningful connections between ourselves, the texts we read, and the world around us.
What do students need to do?	Exchange ideas and viewpoints to build shared understanding and extend thinking	We can share and discuss ideas with others to build understanding and help everyone learn more.
What do students need to do?	Transform ideas and information to create original texts	We can use ideas and information in new ways to create original texts and express my thinking.
What competencies do students need to develop? (Decided based on needs of class)	Personal Awareness and Responsibility - self determination - self regulation	- We can be personally aware and responsible by being self determined - We can be personally aware and responsible by being self regulated

Grade: 6/7	Subject Area/ Course: ELA		Name:	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Grade Level Standards	Approaching (1) (Access Point)	Essential Grade Level Proficiency (2)	Confident Grade Level Proficiency (3)	Expanding (4) (Challenge Point)
<i>We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.</i>	• I know the supports that I need to understand what I read, and how I communicate my thinking	• I know strategies and processes that help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing	• I know I can choose and use strategies that best support my learning and communication in different situations.	• I know thinking about the strategies I use helps me understand what works best for my learning.
<i>We can make meaningful connections between ourselves, the texts we read, and the world around us.</i>	• I can notice when something in a text reminds me of my own life	• I can make connections between myself, other texts, and the world around me	• I can explain how my connections help me understand a text better.	• I can reflect on how my experiences and perspectives influence the way I understand a text
<i>We can share and discuss ideas with others to build understanding and help everyone learn more.</i>	• I can take turns listening, asking questions, and sharing my thinking	• I can exchange ideas and viewpoints with others to build understanding and extend my thinking	• I can ask thoughtful questions, build on others' ideas, and explain my thinking clearly.	• I can lead meaningful discussions by encouraging different perspectives, asking insightful questions, and helping our group develop new ideas together.
<i>We can use ideas and information in new ways to create original texts and express my thinking.</i>	• I can use what I learn to create something new.	• I can organize ideas and information to create an original piece of writing or another type of text	• I can use ideas from different sources to create original texts for different purposes and audiences	• I can creatively combine ideas, information, and different forms of communication to create original texts that inspire, inform, or persuade others

Grade: 6/7	Subject Area/ Course: ELA		Name:	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Core Competency Self Assessment	Emerging	Developing	Growing	Thriving
Personal Awareness and Responsibility • self determination <i>We can be personally aware and responsible by being self determined</i>	I can set a goal that is meaningful to me	I can create and follow a plan that I have made to meet a goal	- I can accomplish a goal - I can celebrate my efforts and accomplishments	I can adjust a plan that I have made to be able to meet a goal
Personal Awareness and Responsibility • self regulation <i>We can be personally aware and responsible by being self regulated</i>	I know what support I need to meet a goal	I can persevere when learning feels hard	I can advocate for my myself and my needs	I can take initiative and make change in myself

	My core competency goal for this unit	Date:
highlight	My core competency self assessment for this unit	Date:
	The next core competency goal I want to focus on	Date:

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
1. We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.	Summative Task 1: Create a 3D model that represents your understanding of being personally aware & responsible (new form) Goals: 1, 2, 4		X	X	X
2. We can make meaningful connections between ourselves, the texts we read, and the world around us.	Summative Task 2: Describe how being personally aware & responsible connects to and can help you and others in our classroom community (choice of letter, comic, presentation) Goals: 1, 2, 3, 4	X			X
3. We can share and discuss ideas with others to build understanding and help everyone learn more.					
4. We can use ideas and information in new ways to create original texts and express my thinking.					

Reaching for the Moon by Buzz Aldrin

Theme: People in the world who have persevered to meet a goal



Summative Task 1: Create a **3D model** that represents your understanding of being personally aware & responsible (new form)

What is a 3D model?

Why is a 3D model useful as a form of text?

How do we build a 3D model?

When would be a good time to use a 3D model to show my thinking?

Learning Standard: We can use ideas and information in new ways to create original texts and express my thinking.

What is a 3D model?

- a three-dimensional object that helps us explore, explain, or share an idea
- a model is not the real thing—it *stands for* or *represents* something else
- a bridge between an idea and the real world.
- a way to make invisible thinking visible

Why is a 3D model useful as a form of text?

- To see, explore, and understand something in a way that a flat picture cannot
- To understand how parts fit together.
- To show how something works
- To share and explain ideas in a hands-on way.
- To try out ideas and make improvements
- To explain something that is hard to imagine

When would be a good time to use a 3D model to show my thinking?

- A 3D model is a good text form to use when you need to explain something that might be hard to understand with just a picture or writing

How do I build a 3D model? (Co-Constructed)

My 3D model MUST

- ☐ have a clear three-dimensional shape (not flat)
- ☐ include important parts so it is clear what the model is
- ☐ be able to be viewed from multiple angles
- ☐ make thinking visible

My 3D model CAN

- ☐ represent something else/ be a metaphor
- ☐ include details that make the model more realistic.
- ☐ have different heights, depths, and layers to show how parts fit together.

My 3D model COULD

- ☐ have moving or interactive parts.
- ☐ have parts that can be taken apart or explored from the inside.
- ☐ include working features that demonstrate how something functions.

Grade: 6/7	Subject Area/ Course: ELA			Name: Kenny M.	
Provoking & Guiding Unit Question(s)		How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Core Competency Self Assessment		Emerging	Developing	Growing	Thriving
Personal Awareness and Responsibility • self determination <i>We can be personally aware and responsible by being self determined</i>		• I can set a goal that is meaningful to me	• I can create and follow a plan that I have made to meet a goal	• I can accomplish a goal • I can celebrate my efforts and accomplishments	• I can adjust a plan that I have made to be able to meet a goal
Personal Awareness and Responsibility • self regulation <i>We can be personally aware and responsible by being self regulated</i>		• I know what support I need to meet a goal	• I can persevere when learning feels hard	• I can advocate for my myself and my needs	• I can take initiative and make change in myself

	My core competency goal(s) for this unit	Date: Jan 15, 2025
highlight	My core competency self assessment for this unit	Date:
	The next core competency goal(s) I want to focus on	Date:

Grade: 6/7	Subject Area/ Course: ELA		Name: Kenny M.	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Grade Level Standards	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
Student know strategies and processes (metacognitive strategies, writing processes, oral language strategies) Story/Text (form) <i>We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.</i>	I know that strategies can help me understand what I read, and how I communicate my thinking	I know strategies and processes that help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing	I know I can choose and use strategies that best support my learning and communication in different situations.	I know thinking about the strategies I use helps me understand what works best for my learning.
Student can construct meaningful personal connections between self, text, and world <i>We can make meaningful connections between ourselves, the texts we read, and the world around us.</i>	I can notice when something in a text reminds me of my own life	I can make connections between myself, other texts, and the world around me	I can explain how my connections help me understand a text better.	I can reflect on how my experiences and perspectives influence the way I understand a text
Students can exchange ideas and viewpoints to build shared understanding and extend thinking <i>We can share and discuss ideas with others to build understanding and help everyone learn more.</i>	I can take turns listening, asking questions, and sharing my thinking	I can exchange ideas and viewpoints with others to build understanding and extend my thinking	I can ask thoughtful questions, build on others' ideas, and explain my thinking clearly.	I can lead meaningful discussions by encouraging different perspectives, asking insightful questions, and helping our group develop new ideas together.
Students can transform ideas and information to create original texts <i>We can use ideas and information in new ways to create original texts and express my thinking.</i>	I can use what I learn to create something new.	I can organize ideas and information to create an original piece of writing or another type of text	I can use ideas from different sources to create original texts for different purposes and audiences	I can creatively combine ideas, information, and different forms of communication to create original texts that inspire, inform, or persuade others

Grade: 6/7	Subject Area/ Course: ELA		Name: Kenny M.	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Core Competency Self Assessment	Emerging	Developing	Growing	Thriving
Personal Awareness and Responsibility • self determination <i>We can be personally aware and responsible by being self determined</i>	I can set a goal that is meaningful to me	I can create and follow a plan that I have made to meet a goal	- I can accomplish a goal - I can celebrate my efforts and accomplishments	I can adjust a plan that I have made to be able to meet a goal
Personal Awareness and Responsibility • self regulation <i>We can be personally aware and responsible by being self regulated</i>	I know what support I need to meet a goal	I can persevere when learning feels hard	I can advocate for my myself and my needs	I can take initiative and make change in myself

	My core competency goal(s) for this unit	Date: Jan 15, 2025
highlight	My core competency self assessment for this unit	Date: Feb 5, 2026
	The next core competency goal(s) I want to focus on	Date: Feb 7, 2026

Example: Grade 9 Humanities (ELA & SS)

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

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

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

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

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

Name:				Date:			
How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?							
Goals	My evidence of learning	Showing my Learning				I Need Support	I Need Challenge
	Actvtivities/ tasks	Kinesthetic/ Concrete	Written/ abstract	Oral/ conversation	Visual/ pictorial/		
I know how different civilizations interacted and exchanged goods and ideas							
I know what exploration, expansion and colonization is							
I can explain different perspectives of different cultures and communities over time							
I can explain the causes and consequences of decisions, actions, or events							

Name:				Date:			
How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?							
Goals	My evidence of learning	Showing my Learning				I Need Support	I Need Challenge
	Actvtivities/ tasks	Kinesthetic/ Concrete	Written/ abstract	Oral/ conversation	Visual/ pictorial/		
I can appreciate the story and oral traditions of (local) Indigenous Peoples							
I can gather and find themes from many different sources to help me understand							
I can share ideas and viewpoints to help myself and others understand and stretch our thinking							
I can be a critical thinker							

1. Standards based vs. standardized curriculum

Kristine Nannini YoungTeacherLove

Standards Based Grading

...helps teachers:

Give quality feedback

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

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

Traditional Grade Book

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

Standards Based Grade Book

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

Standards Based Grade Book

[illegible]

Backwards Design Planning

Grade: 5		Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 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 ?
Content Vocabulary: model, matter, particles, idea, bulk matter			Skills Vocabulary: create, build, change, solve a problem, observe
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	

Standards Based Grade Book (NGSS)

Learning Standard/ Performance Expectation	Develop a model to describe that matter is made of particles too small to be seen												Evaluation				
	Science and Engineering Practices				Disciplinary Core Ideas				Crosscutting Concepts				Total	Out of	%	Letter Grade	4-Point
Possible Evidence of Learning																	
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Extending					
Evaluation	IE/IEP	2	3	4	IE/IEP	2	3	4	IE/IEP	2	3	4		12			
Student 1 (IEP)	•				•				•	•			3	3*	100%	A*	4*
Student 2	•	•			•	•			•	•			6	12	50%	D	2.5
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	12	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	12			
Student 5	•	•	•	•	•	•							IE	12			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	12	92%	A-	3.67