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Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



Today's Plan

Inclusive Curriculum Design Frameworks & Strategies

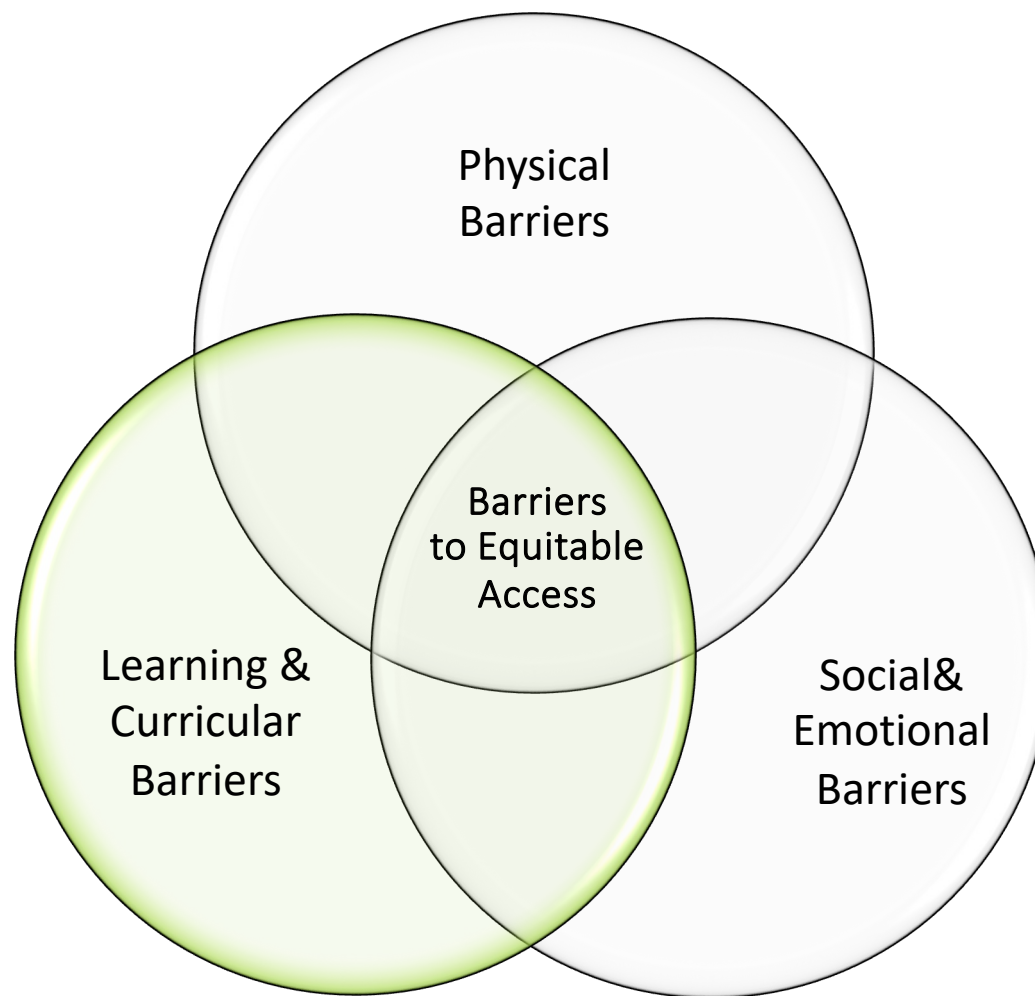
- **Universal Design**
- **Backwards Design**
- **Learning Continuums**

What are barriers?



Increasing Inclusive & Equitable Access

What do all students need?



Student

Learning Goal



Barriers

Ramp: UDL

How do we “UDL?”

- 1. Get to know the students**
- 2. Determine learning standards and objectives**
- 3. Identify potential barriers**
- 4. Consider universal supports & strategies**
- 5. Design a learning experience**
- 6. Teach, assess, reflect**

How do we “UDL?”

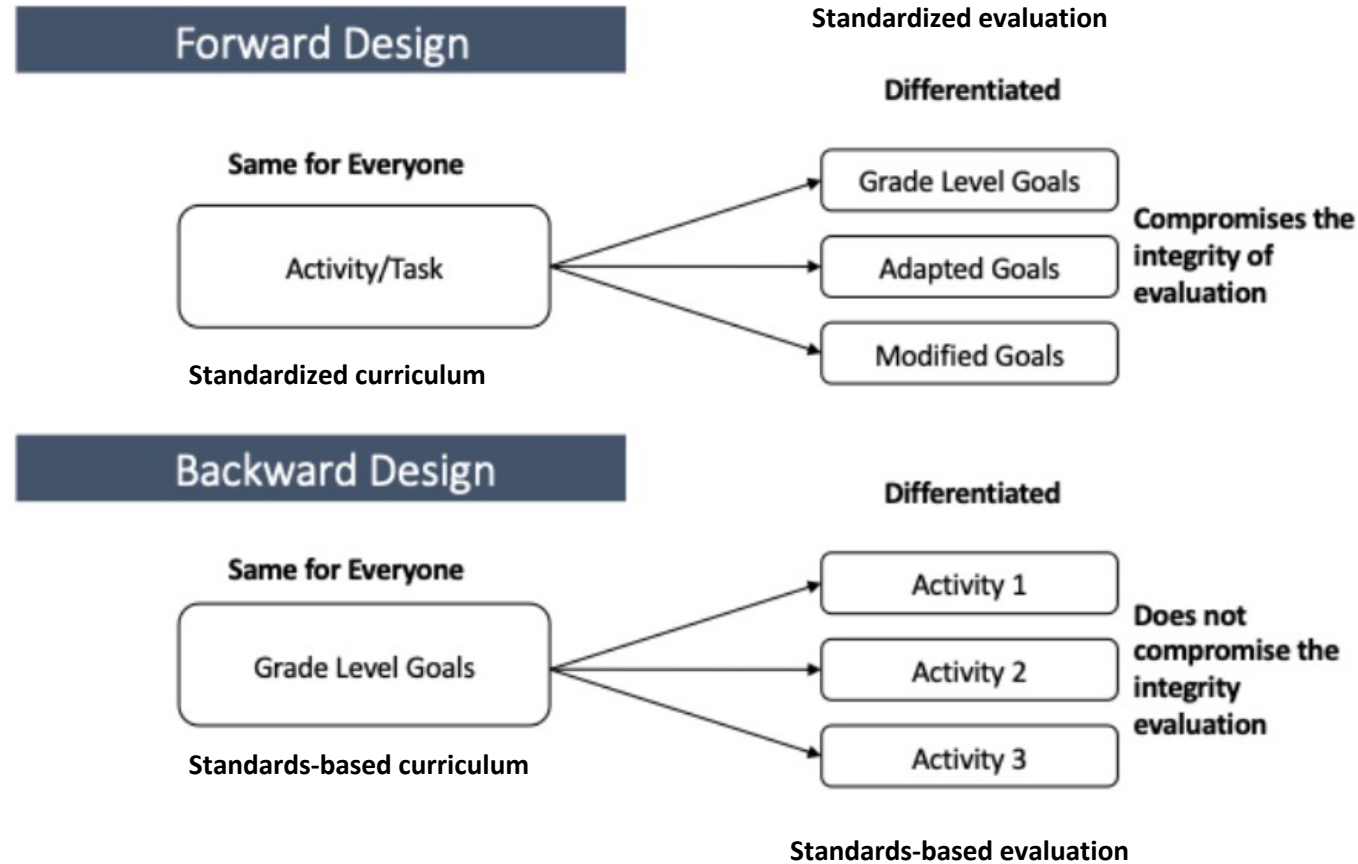
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2. **Determine learning standards and objectives**
3. **Identify potential barriers**
4. **Consider universal supports & strategies**
5. **Design a learning experience**
6. **Teach, assess, reflect**

Determine learning standards and objectives

- 1. Backwards Design/ UbD**
- 2. Asset Based Rubrics/Learning Continuums**

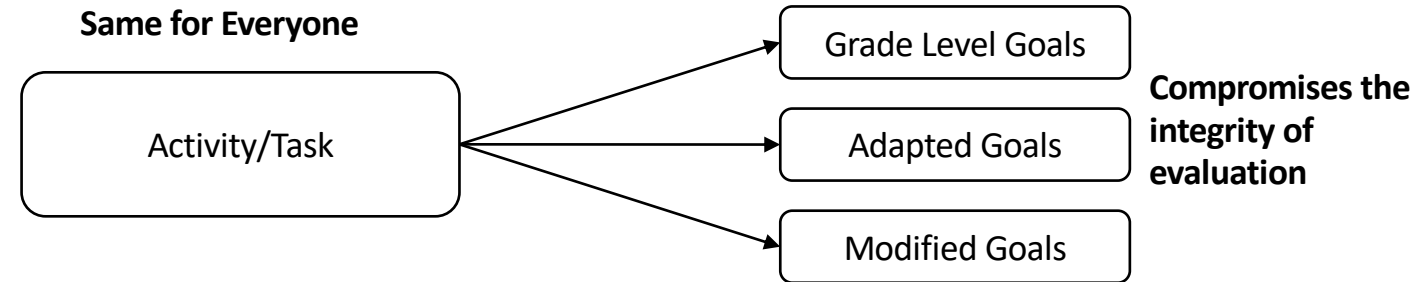
UBD: Determining the Learning Standard

Adapted from McTigue, 2010

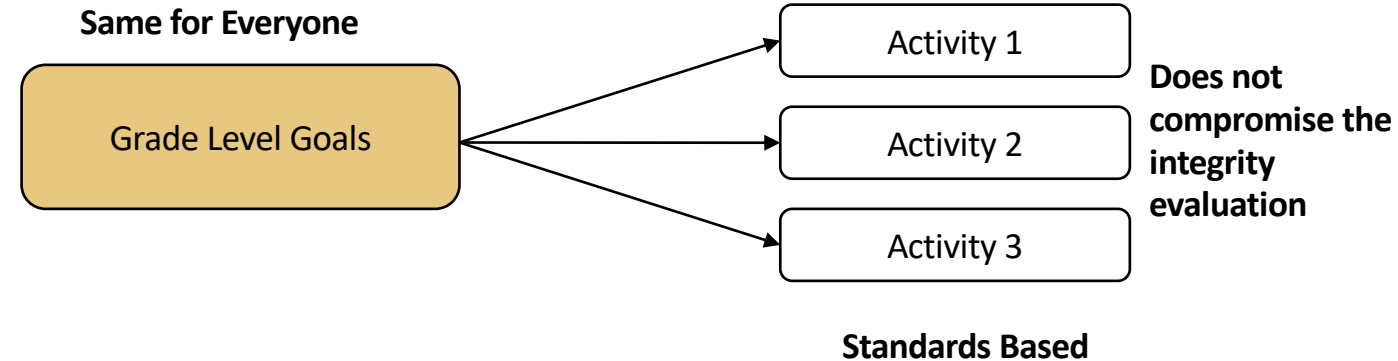


UBD: Determining the Learning Standard

Forward Design



Backward Design



Backwards Design

- 1. Content Knowledge**
- 2. Skills & Processes**

Backwards Design

- 1. Learning Context**
- 2. Big Ideas/ Conceptual Understandings**
- 3. Understandings**
- 4. Knowledge**
- 5. Skills**
- 6. Competencies**

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent
Learning Context	
Big Ideas/ Conceptual Understandings	
Understandings What do students need to understand?	
Knowledge What do students need to know?	
Skills What do students need to do?	
Competencies Who do students need to be?	

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent
Learning Context	Transdisciplinary Themes
Big Ideas/ Conceptual Understandings	Enduring Understandings (Why?) Central Idea
Understandings What do students need to understand?	Key Concepts (form, connection, perspective, function, causation, responsibility, connection, change) Related Concepts
Knowledge What do students need to know?	Scope & Sequences – what do they need to know?
Skills What do students need to do?	Key Skills (ATL) (thinking, communication, research, social, self management) subskills
Competencies Who do students need to be?	Learner Profile Attributes

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent	Example Unit
Learning Context	Transdisciplinary Themes	How we organise ourselves (economic activities and their impact on humankind and the environment)
Big Ideas/ Conceptual Understandings	Enduring Understandings (Why?) Central Idea	Entrepreneurs face opportunities and challenges in a marketplace (Understanding the real world. Consumerism. Businesses in the future - how it works. Students are the consumers of the future - what choices that they make matter. People need to work together to be successful and create things. Actions have consequences.)
Understandings What do students need to understand?	Key Concepts (form, connection, perspective, function, causation, responsibility, connection, change) Related Concepts	<i>An inquiry into:</i> <ul style="list-style-type: none"> How business operate (Function) Ethical business practices (Responsibility) How supply and demand affect business (Causation)

Backwards Design (PYP Curricular Framework)

Backwards Design Facet	PYP Equivalent	Example Unit
Knowledge What do students need to know?	Scope & Sequences – what do they need to know?	<p>Opportunities - innovate, make the world a better place by producing something that helps, make money, inspire, To be ethical</p> <p>→ treating people that work for you fairly, responsibilities, wages, work environment.</p> <p>→ not scamming your customers: fair price, good quality</p> <p>→ process is sustainable - products/materials you use</p>
Skills What do students need to do?	Key Skills (ATL) (thinking, communication, research, social, self management) subskills	<p>Social skills: Interpersonal relationships → Can work effectively as a team by building consensus and making fair and equitable decisions.</p> <p>Self-management: Organisation Skills → Can plan short & long term tasks, using time effectively and appropriately.</p> <p>Thinking skill: Reflection → Can record thinking and reflect by identifying strengths and areas for improvement.</p> <p>Research skill: Data gathering and recording → Can gather information from both primary and secondary sources in order to evaluate and form conclusions.</p>
Competencies Who do students need to be?	Learner Profile Attributes	Principled, Communicators, Risk Takers

Backwards Design Facet	PYP Equivalent	Teacher Language	Student Language
Learning Context	Transdisciplinary Themes	How we organise ourselves (economic activities and their impact on humankind and the environment)	I am learning about (how economic activities impact humans and the world) I am studying how the things people do to make money effect both people and the whole world
Big Ideas/ Conceptual Understandings	Enduring Understandings Central Idea	Entrepreneurs face opportunities and challenges in a marketplace (Understanding the real world. Consumerism. Businesses in the future - how it works. Students are the consumers of the future - what choices that they make matter. People need to work together to be successful and create things. Actions have consequences.)	<ul style="list-style-type: none"> What do I already know about the economy, businesses, money, supply & demand What am I learning about the impact of economic activities on people and the world Why is it important to inquire into the impact of economic activities on people and the world? How does the impact of economic activities connect to my life and the world around me?
Understandings What do students need to understand?	Key Concepts	<i>An inquiry into:</i> <ul style="list-style-type: none"> How business operate (Function) Ethical business practices (Responsibility) How supply and demand affect business (Causation) 	<i>To help me to understand the impact of economic activities on people and the world...</i> <i>I can inquire into.. how businesses function (I understand how businesses function)</i> <i>I can inquire into.. the ethical responsibility of businesses (I understand the ethical responsibility of businesses)</i> <i>I can inquire into... the impact of supply and demand in business (I understand the impact of supply and demand in business)</i>
Knowledge What do students need to know?	Scope & Sequences – what do they need to know?	Opportunities - innovate, make the world a better place by producing something that helps, make money, inspire, To be ethical → treating people that work for you fairly, responsibilities, wages, work environment. → not scamming your customers: fair price, good quality → process is sustainable - products/materials you use	
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Competencies Who do students need to be?	Learner Profile Attributes	Principled, Communicators, Risk Takers	<i>Learner Attributes that can help me understand:</i> I am/ I can be

Backwards Design Facet	PYP Equivalent	Teacher Language	Student Language
Learning Context	Transdisciplinary Themes		I am learning about ... I am studying how ...
Big Ideas/ Conceptual Understandings	Enduring Understandings Central Idea		
Understandings What do students need to understand?	Key Concepts		<i>To understand ... by...</i> <i>knowing ...</i> <i>knowing ...</i> <i>knowing ...</i>
Knowledge What do students need to know?	Scope & Sequences – what do they need to know?		
Skills What do students need to do?	Key Skills (ATL)		<i>Approaches to Learning that can help me to understand:</i> <i>I can ...</i> I can... I can... I can...
Competencies Who do students need to be?	Learner Profile Attributes		<i>Learner Attributes that can help me understand:</i> I am/ I can be

Determine learning standards and objectives

- 1. Backwards Design/ UbD**
- 2. Asset Based Rubrics/Learning Continuums**

Asset Based Rubric

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a traditional rubric

Rubrics vs. Continuums

	deficit	deficit	Standard
goal			



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.

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Inclusive Education: It's not more work, it's different work!

Example: Traditional Rubric: Science K

Content Goal: Students will know that materials can be described using their properties				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching	Emerging	Developing	Confident	Extending
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I am sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know properties of familiar objects

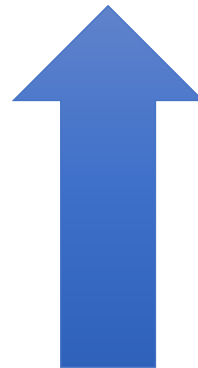
Rubric: Science K

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- The problem is frequency is not complexity & it is deficit based
- It doesn't matter if a student uses "support" or not if the tool or action increases independence (support is not a person)
- If they need a person to meet a goal, the goal is not accessible enough

One point rubric

	Standard
goal	



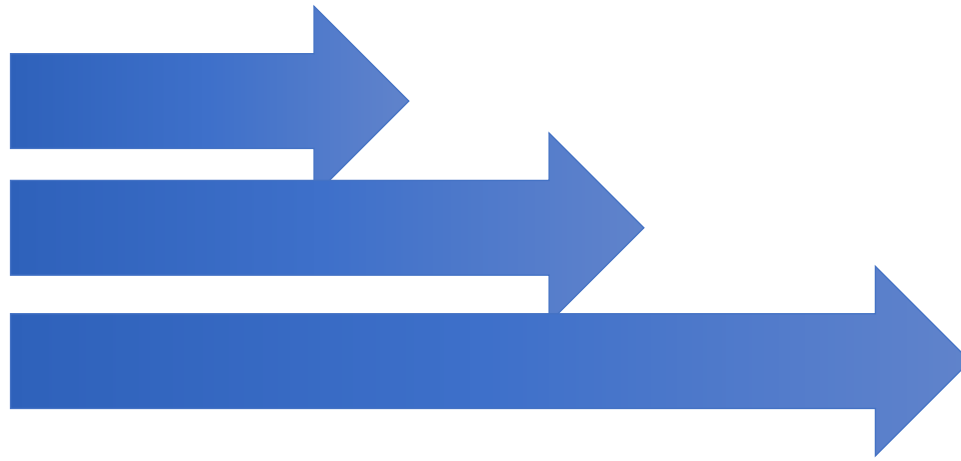
One Point Rubric: Science K

Our Unit Questions		
<ul style="list-style-type: none">• How do I interact with different materials and objects?• How can I describe different materials and objects?		
I need support	My goals for this unit	I need challenge
	<ul style="list-style-type: none">• I know how to interact with objects and materials by using my senses• I know different ways that objects move• I know different ways that First Peoples use objects and materials• I can share what happened by using my senses	

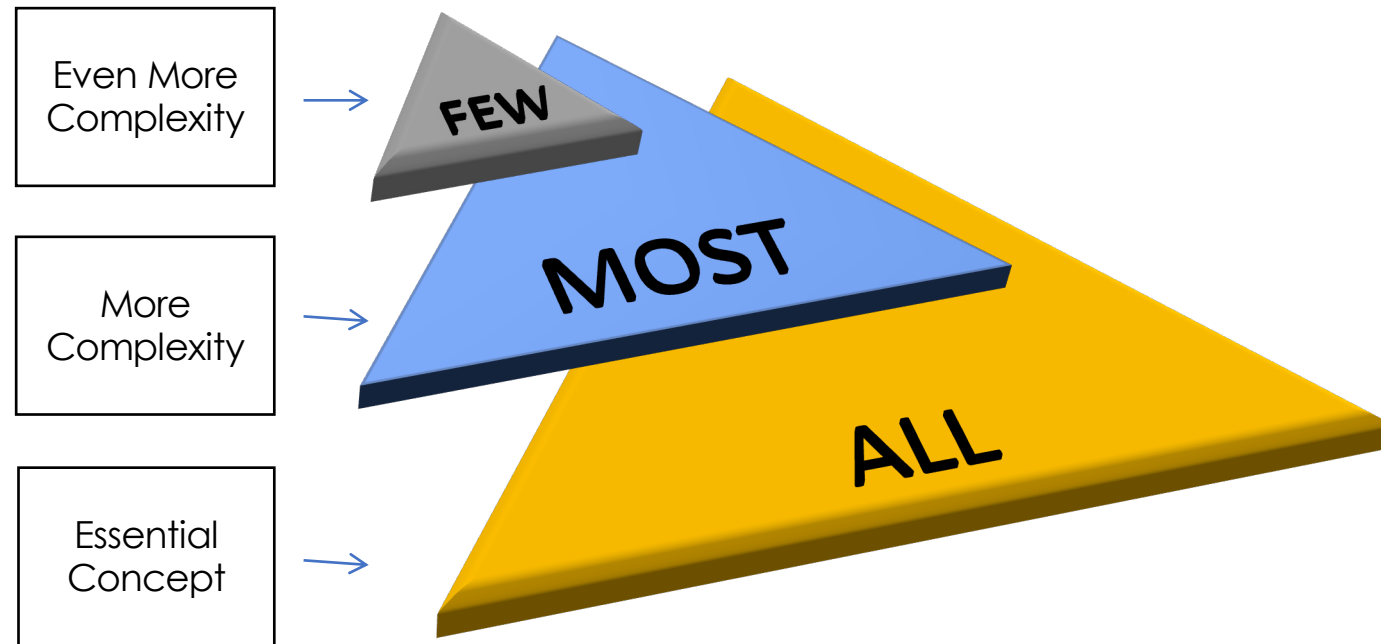
Hard for summative assessment - does not communicate the various complexities of how to meet each goal

Reductive vs Additive

	Essential	More complex	More complex
Learning Outcome			



The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

Our Co-Planning Journey: Learning Continuums

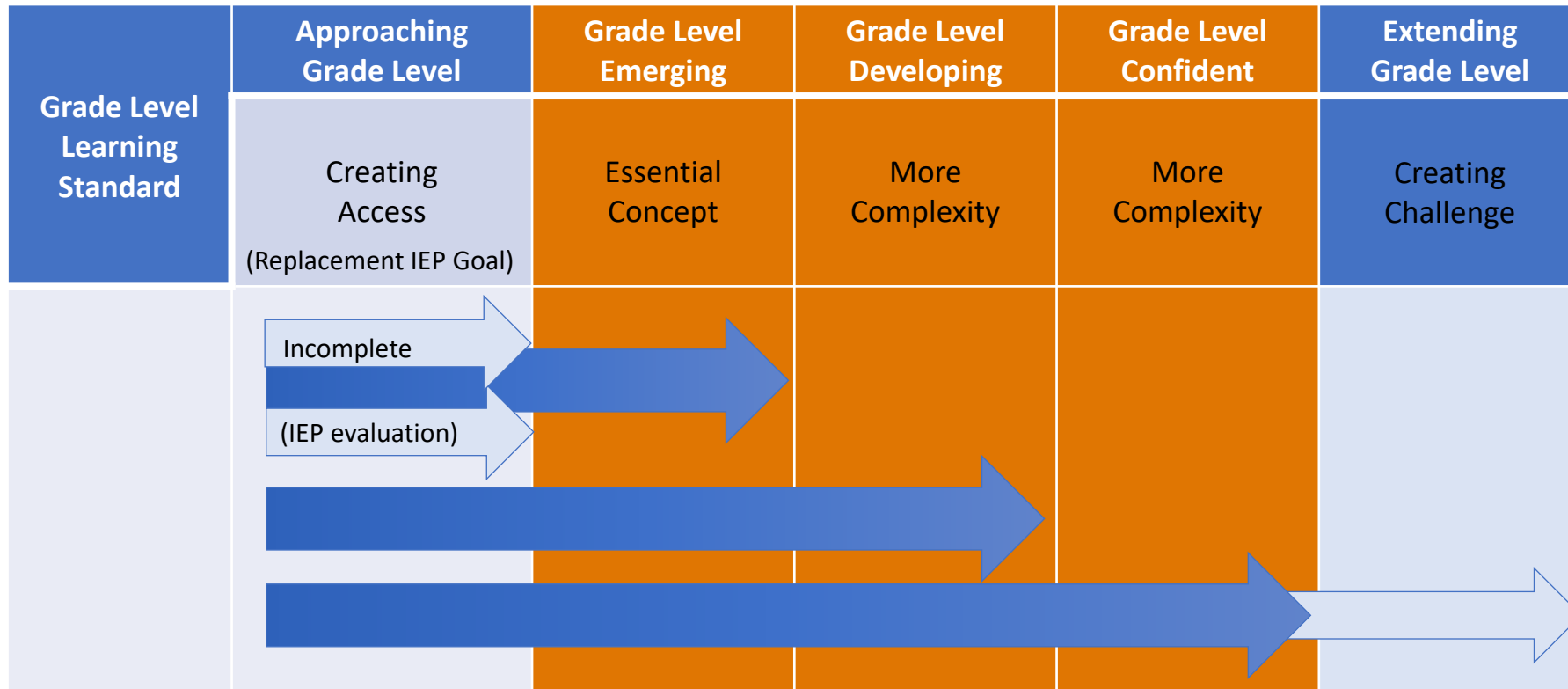
1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending


2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

An Additive Continuum of Proficiency



Additive Learning Continuum: Science

Content Goal: Students will know that materials can be described using their properties				
<i>Student friendly:</i> I know how to interact with objects and materials by using my senses by:				
Approaching (IEA/IEP)	Emerging (2)	Developing (3)	Confident (3.5)	Extending (4)
				
<ul style="list-style-type: none">• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	<ul style="list-style-type: none">• Using colour & texture to describe objects and materials• Describing roots, bark, trunk and needs of a cedar)• Describing fabric and soil	<ul style="list-style-type: none">• Using hardness and flexibility to describe objects and materials• Describing wood, sand, plastic• Describing rocks	<ul style="list-style-type: none">• Using absorbency to describe objects and materials• Describing paper, sponges• Describing berries (frozen), dyed fabric	<ul style="list-style-type: none">• Using lustre to describe objects and materials• Describing metals• Describing bones, fur

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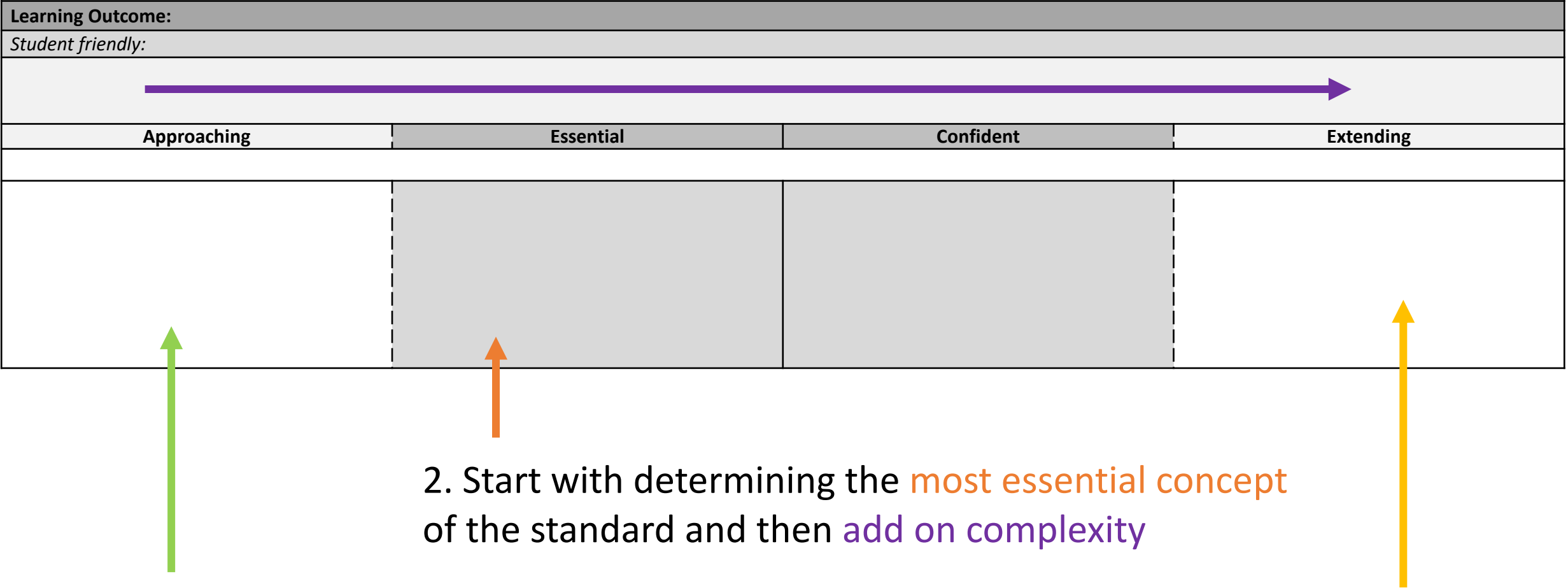
Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language



3. Extend the grade level standard to include an **access point** and **challenge point**

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PYP: How we organize ourselves

Transdisciplinary Theme: I am studying how the things people do to make money effect both people and the world.

Vocabulary to know and use:

Lines of Inquiry: *I understand how businesses function*

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)
I know businesses in my life and community	I know what a business is	I know what makes a business successful	I know that business need to adapt to survive
I know why I use different businesses in my community	I know how a business works (cycle of business)	I know different forms of business	I know how businesses respond to different target customers
I know why people buy and sell things	I know the why we need businesses	I know how businesses serve community needs differently	I know how businesses serve global needs differently
	I know why business are different from each other		
	I know different roles and responsibilities within a business		

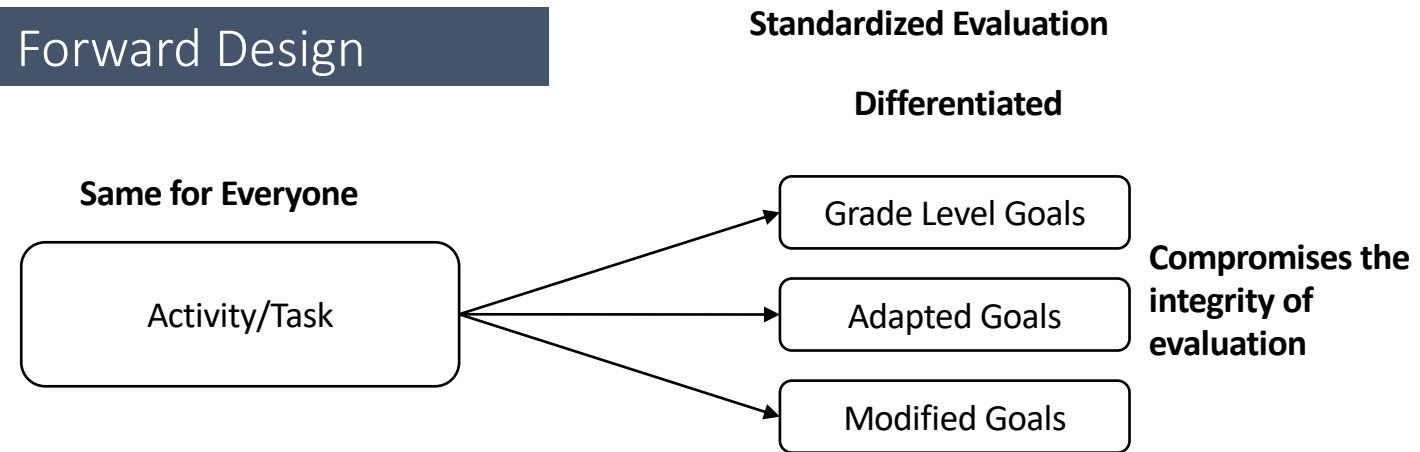
Key skills: *Interpersonal relationships: I can work together as a team by...*

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)
I can listen to other voices	I know strategies to make sure all voices are heard	I know strategies to make sure our team is making decisions equitably.	I can be a part of coming to consensus
I know what a team is	fairly		
I know different roles within a team	I can be a part of making a fair decision within a team or group	I can be a part of making an equitable decision within a team or group	I know strategies to make to come to consensus.
I know examples of team or groups in my life			I can use strategies in a tea, that respond to specific contexts and restricting factors
I can share my voice in a team			

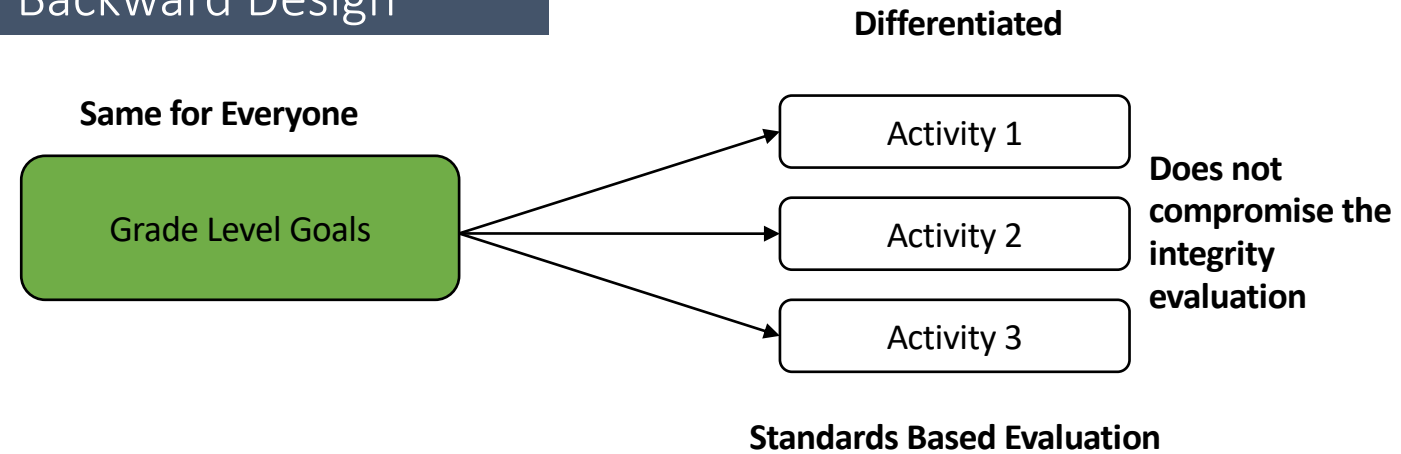
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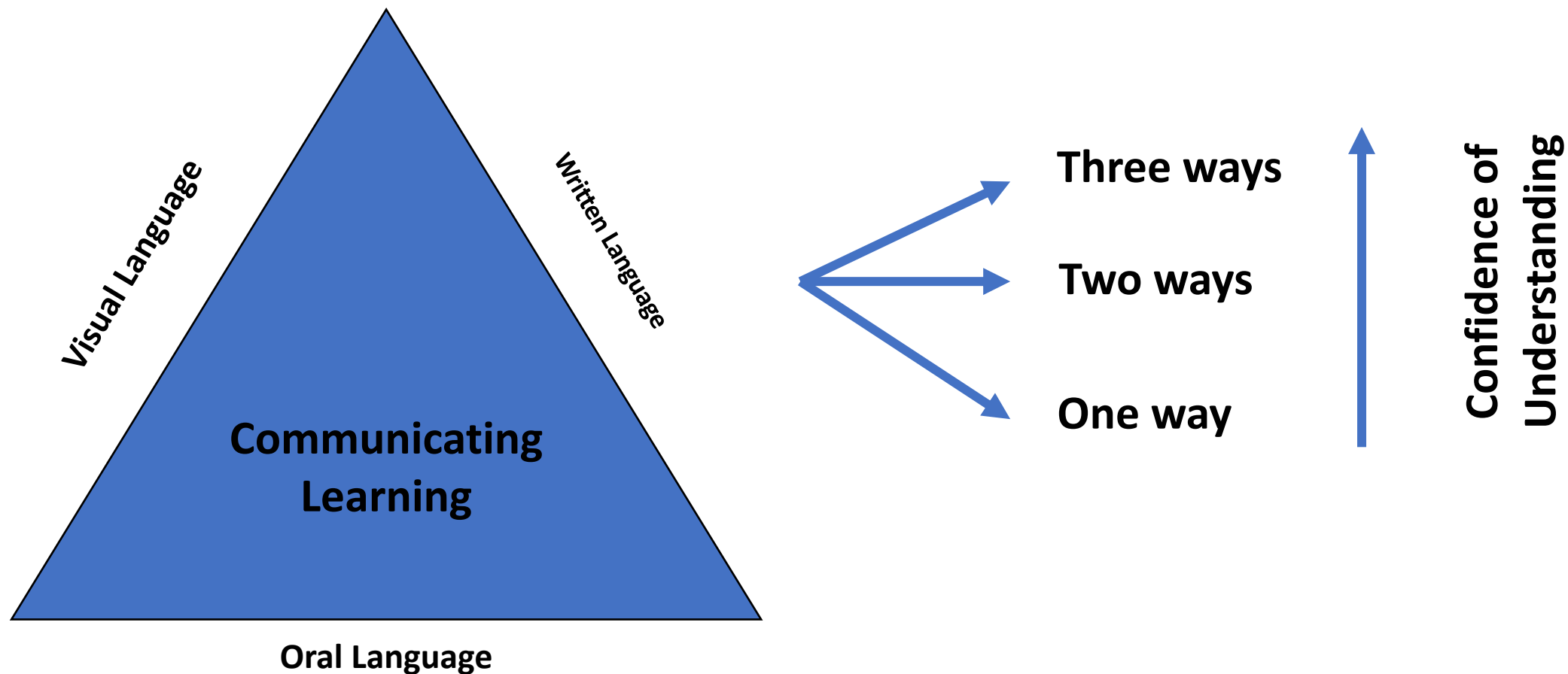
Forward Design



Backward Design

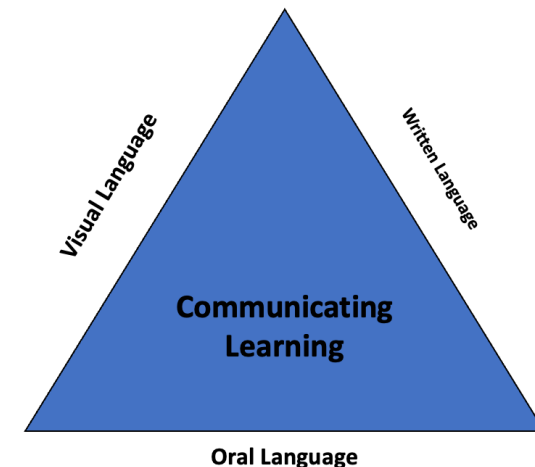


How do student show what they know?



Activities to Collect Possible Evidence of Student Learning

- Examining rocks (visual, oral, written)
- Brick and stick house (visual, oral)
- Science center: exploring materials with 5 senses (visual, oral)
- Exploring rocks & trees (visual, oral)
- Journal Writing: how Indigenous Peoples use rocks (visual, written)
- Journal Writing: creating stories (visual, written)
- Stories: The Two Rock Sisters (visual, oral)
- Cedar art drawing & labelling (visual, oral, written)



Activity:

Content Learning Outcomes

Science: properties of familiar materials
Kid Friendly: I know how to **interact** with objects and materials by using my **senses** by:

Math: concrete or pictorial graphs as a visual tool
Kid Friendly: I know how to show “**how many**” using objects and pictures

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses
Kid Friendly: I can share what happened by using my senses

Evidence: drawings (product), photos (observations)

Unit Guiding Questions

- How do I interact with different materials and objects?
- How can I describe different materials and objects?
- How can I be curious about play with different materials and objects?
- How can I use different materials and objects to share stories about myself and my family?
- How can I choose specific materials and objects to represent my family?

Examining Rocks



Learning Continuum: Science Content

Content Goal: properties of familiar materials


Student friendly: I know how to interact with objects and materials by using my senses by:

Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none"> • Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are 	<ul style="list-style-type: none"> • Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil 	<ul style="list-style-type: none"> • Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks 	<ul style="list-style-type: none"> • Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric 	<ul style="list-style-type: none"> • Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Learning Continuum: Math Content

Content Goal: concrete or pictorial graphs as a visual tool


Student friendly: I know how to show “**how many**” using objects and pictures

Approaching	Emerging	Developing	Confident	Extending
				
<ul style="list-style-type: none"> I can count the objects or pictures. 	<ul style="list-style-type: none"> I can draw a desired number of objects. 	<ul style="list-style-type: none"> I can use symbols (digits) to indicate “how many.” I can compare quantities by counting the objects. 	<ul style="list-style-type: none"> I can compare quantities by using objects and symbols. I can identify ‘fewer’ and ‘more’ than. 	<ul style="list-style-type: none"> I can compare quantities by using symbols. I can identify “fewer” and “more” by reading numbers.

Learning Continuum: Science Curricular Competency

Content Goal: Planning and conducting: making exploratory observations using senses

Student friendly: I can share what happened by using my senses

Approaching	Emerging	Developing	Confident	Extending
				
<ul style="list-style-type: none"> I can look at different objects and materials I can follow a model to move objects 	<ul style="list-style-type: none"> I can use properties of objects and materials to describe what I see and feel 	<ul style="list-style-type: none"> I can observe different objects interact with different materials and describe what I see 	<ul style="list-style-type: none"> I can compare how different objects move on different materials 	<ul style="list-style-type: none"> I can explain which materials and surfaces work better for certain objects to move

PYP Unit:

Transdisciplinary Theme: I am studying ...

Vocabulary to know and use:

Lines of Inquiry: I understand

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)

Lines of Inquiry: I understand ...

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)

Lines of Inquiry: I understand ...

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)

Key skills: I can ...

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)

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Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)

Key skills: I can ...

Beginning (1)	Consolidating (2)	Meeting Expectations (3)	Exceeding Expectations (4)



FiNAL REFLECTIONS

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

What is one thing you want to learn more about?

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

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