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@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

What stands out from last session?

What are you hoping to learn more about today?

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WHAT DOES *inclusion* LOOK LIKE?

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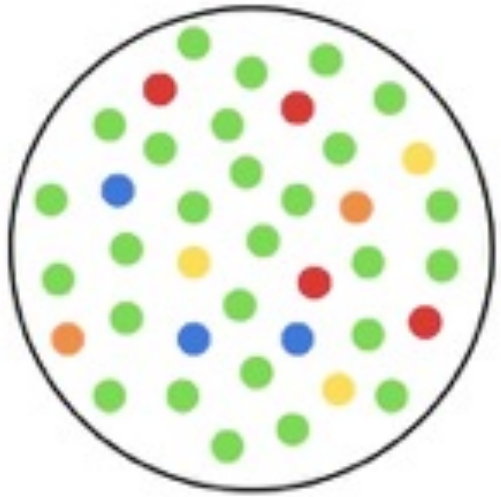
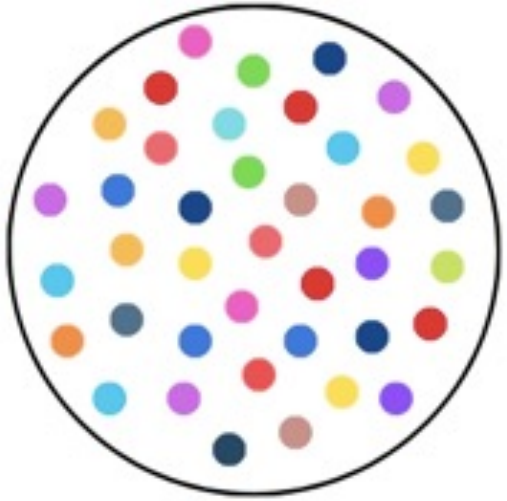
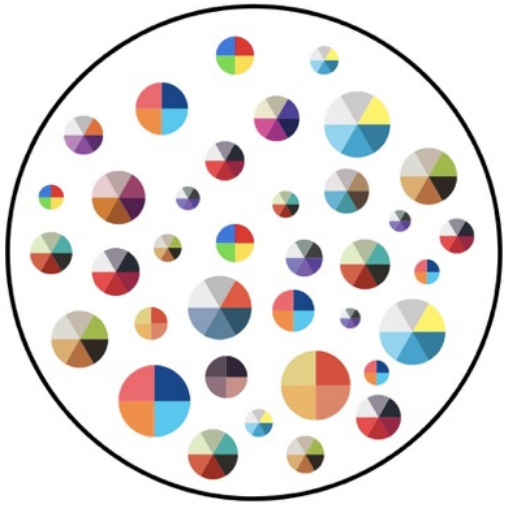
WHAT IS *inclusion*?



Including
'special needs' students into general education classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating space for students to feel confident and safe to **identify**?
(that includes students who are Disabled)

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How can design using *curriculum* in ways that maintain the *integrity* of the diversity?

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Reducing Barriers

Supporting Needs

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What are barriers?

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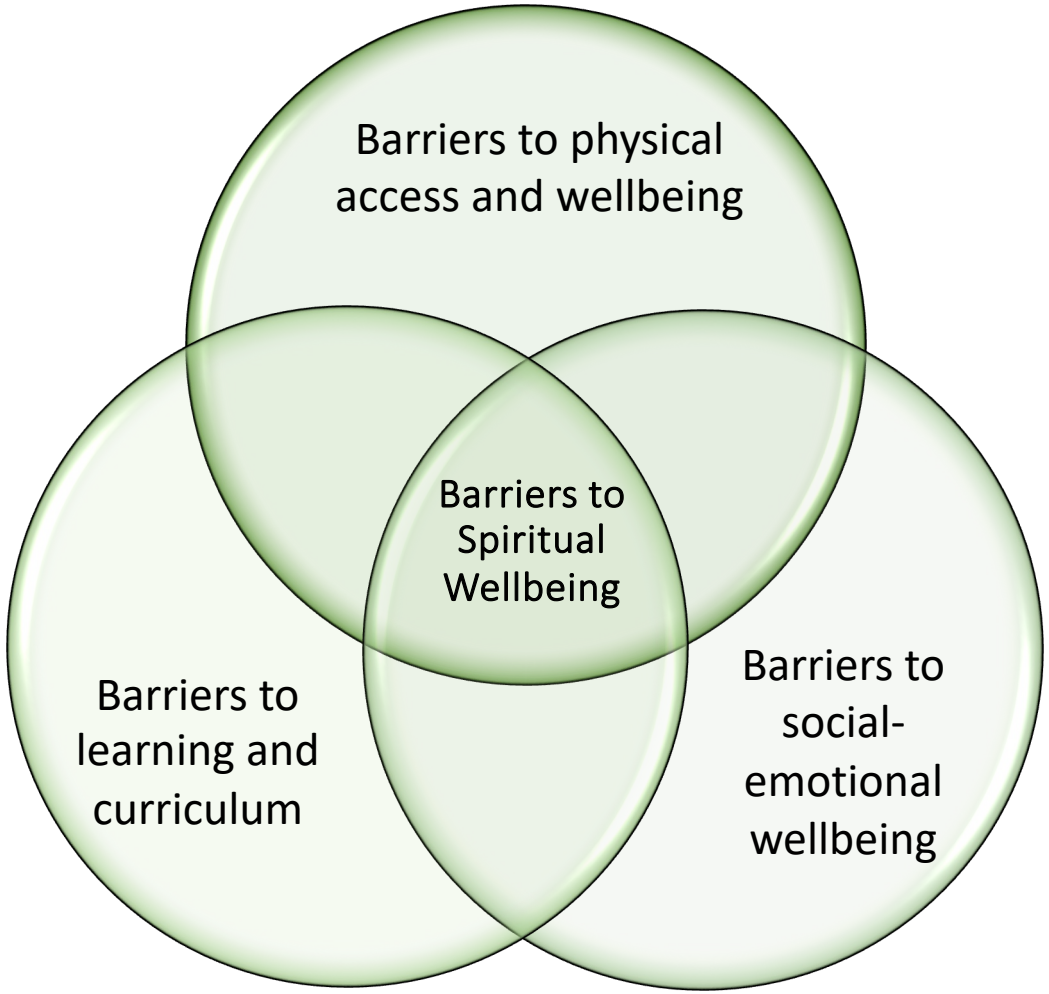
Adding Ramps to Learning



Thank you Pat from Paradise Hill, SK

Examples of Initiatives that Reduce Barriers for ALL

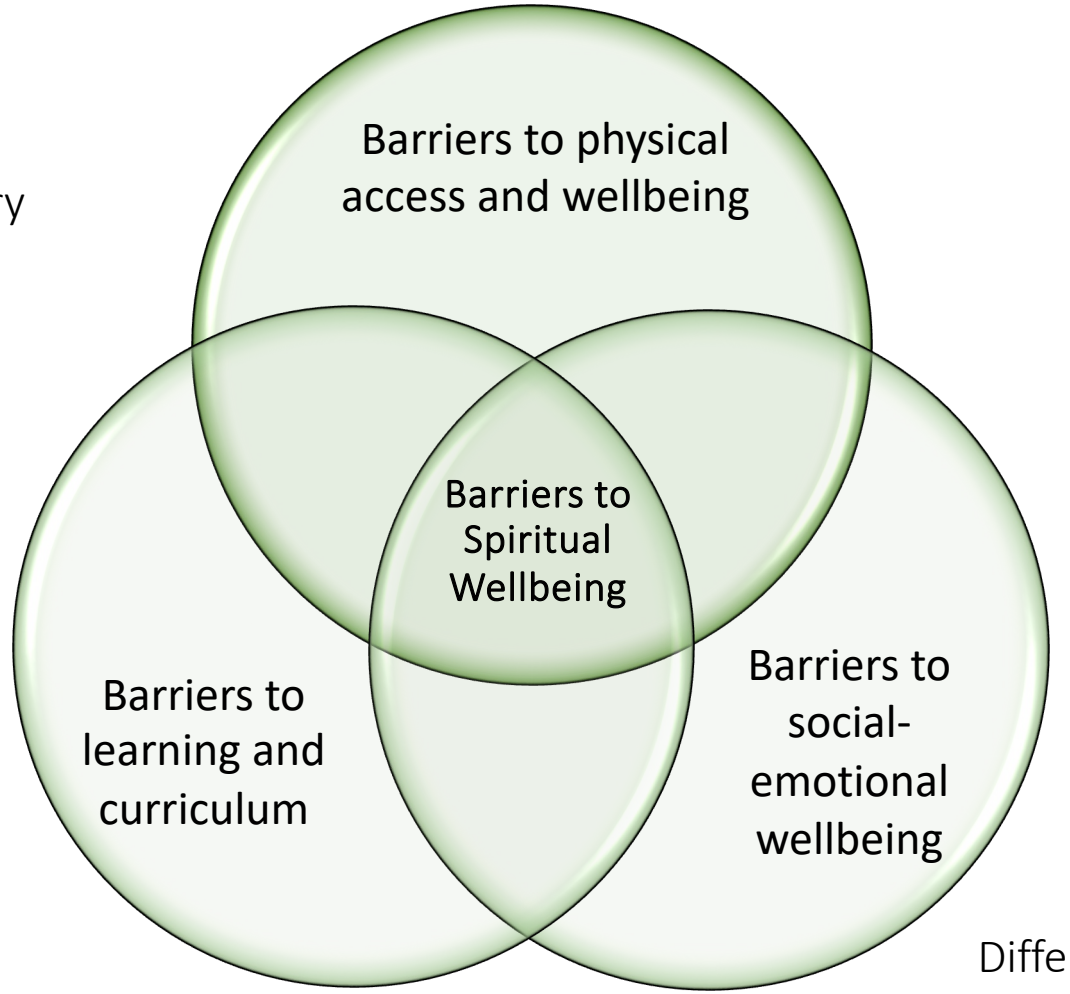
Student Self Determination & Agency

Standards Based Assessment

Inquiry

Backwards Design

Universal Design for Learning



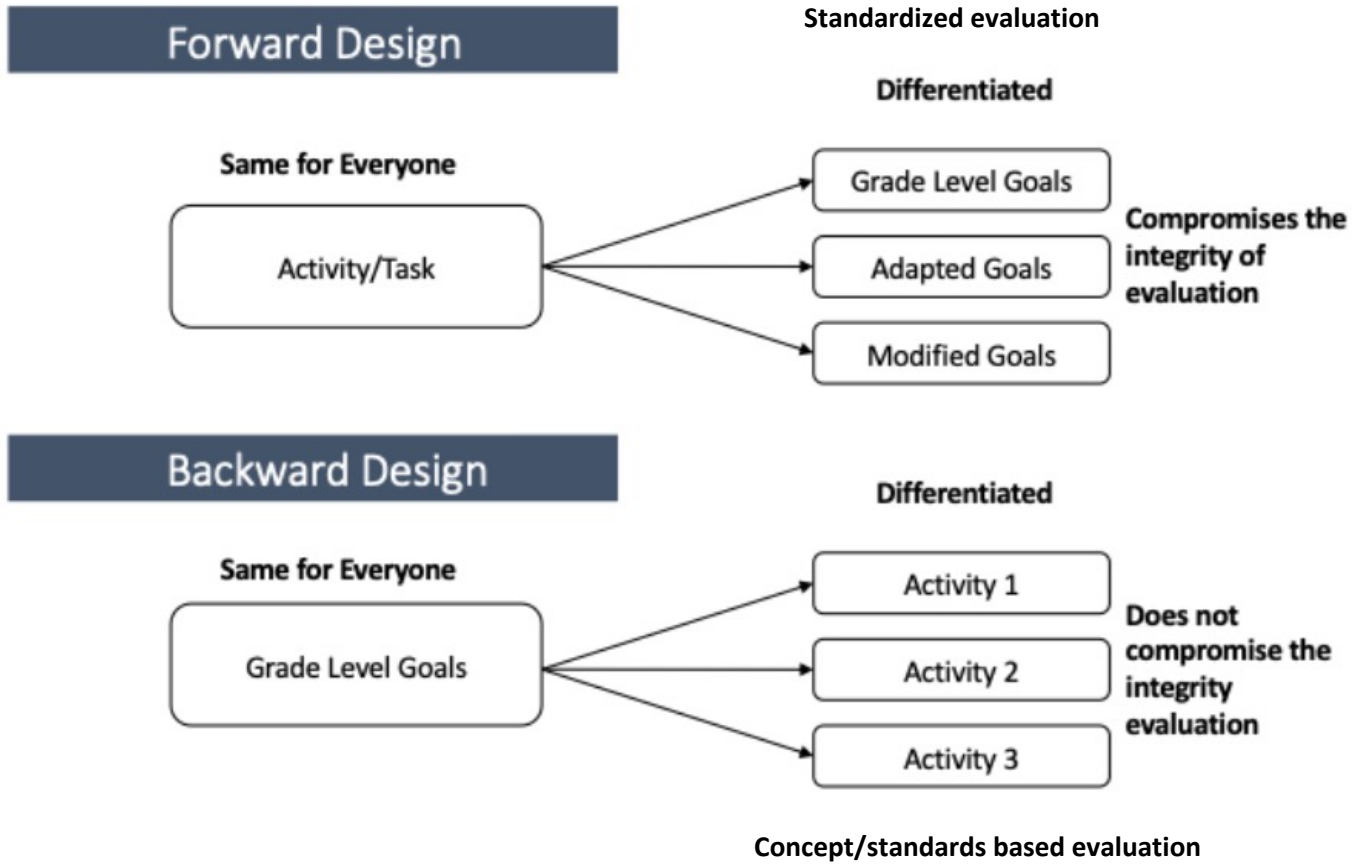
Learning Continuums

Differentiated Instruction & Curriculum

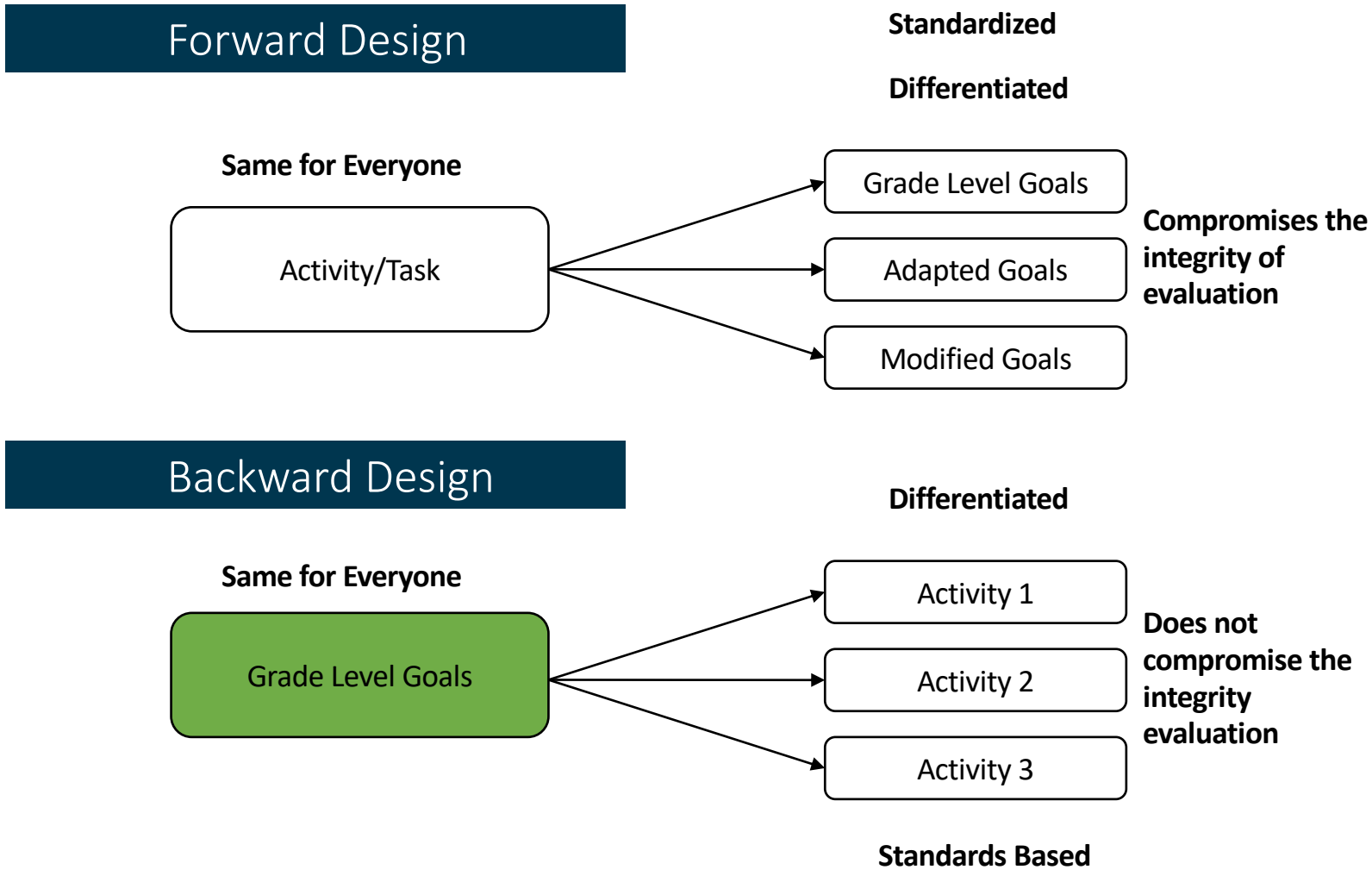
How I came to understand BACKWARDS DESIGN

Backwards Design

Adapted from McTigue, 2010



UBD: Determining the Learning Standard



McTigue, 2010

Backwards Design

1. Content Knowledge
2. Skills & Processes

Backwards Design

1. Learning Context
2. Big Ideas/ Understandings
3. Knowledge
4. Skills
5. Competencies

Backwards Design Facet	Context	Teacher Language	Student Language
Learning Context			
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 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.)	• 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	*An inquiry into:* ☐ How business operate (Function) ☐ Ethical business practices (Responsibility) ☐ How supply and demand affect business (Causation)	***To help me to understand the impact of economic activities on people and the world…*** *I can inquire into.. how businesses function* *(I understand how businesses function)* *I can inquire into.. the ethical responsibility of businesses* *(I understand the ethical responsibility of businesses)* *I can inquire into… the impact of supply and demand in business* *(I understand the impact of supply and demand in business)*
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	
Skills What do students need to do?	Key Skills (ATL)	Social skills: Interpersonal relationships → Can work effectively as a team by building consensus and making fair and equitable decisions. Self-management: Organisation Skills → Can plan short and long term tasks, using time effectively and appropriately. Thinking skill: Reflection → Can record thinking and reflect by identifying strengths and areas for improvement. Research skill: Data gathering and recording → Can gather information from both primary and secondary sources in order to evaluate and form conclusions.	***Approaches to Learning that can help me to understand:*** *I can work together as a team by…* I can plan to accomplish a task by… *I can record and reflect on my thinking by…* *I can gather information by…*
Competencies Who do students need to be?	Learner Profile Attributes	Principled, Communicators, Risk Takers	***Learner Attributes that can help me understand:*** I am/ I can be

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 6/7	Subject Area(s): English	Planning Team: Grand Forks
Big Idea: Developing our understanding of how language works allows us to use it purposefully		Unit Guiding Question(s): What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?
Content Goal	I know techniques of persuasion I know presentation techniques	
Curricular Competency Goal	I can access information and ideas for *diverse purposes* and from a *variety of sources* and evaluate their *relevance*, *accuracy*, and *reliability*	
Curricular Competency Goal	I can respond to *text* in *personal, creative, and critical ways*	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful *literary and informational texts* for a variety of purposes and *audiences*	
Curricular Competency Goal	I can assess and *refine texts* to improve their clarity, effectiveness, and impact according to purpose, *audience*, and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

Grade: 9	Subject Area: Science	Planning Team: Colleen and Shelley	
Big Ideas: Students will understand that the electron arrangement of atoms impacts their chemical nature.		**Teacher Provocation:** How does the organization of electrons in atoms impact their chemical nature?	**Student Generated Questions**:
Vocabulary to know and use	Electron, atom, chemical nature, element properties, periodic table, compounds, pattern, trend, data, inconsistencies, data, variables, scientific concepts		Question, predict, observe, process, analyze, apply, innovate, draw conclusions, transfer, apply

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	Students will know element properties as organized in the periodic table	I know that there are patterns used in the periodic table I know that the periodic table organizes elements by their properties
Content Goal	Students will know that the arrangement of electrons determines the compounds formed by elements	I know that electrons determine which elements make compounds
Curricular Competency:	Students will be able to **question and predict** by …making observations aimed at identifying their own questions, including increasingly complex ones, about the natural world	I can question and predict by asking questions about what I am observing
	Students will be able to **process and analyze** by…seeking and analyzing patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies	I can process and analyze data by seeing patterns and trends in data; by finding connections in data and information; by describing relationships between variables; by finding inconsistencies in data
	Students will be able to **process and analyze** by…using knowledge of scientific concepts to draw conclusions that are consistent with evidence	I can process and analyze data by using what I know about scientific concepts to draw conclusions
	Students will be able to **apply and innovate** by…transferring and applying learning to new situations	I can apply and innovate by transferring and applying what I am learning to new situations
Core Competency Goal	We can communicate by…	

Backwards Design Facet	Australian Curriculum	Teacher Language	Student Language
Learning Context	Content Strand	Statistics & Probability Year 2	
Understandings What do students need to understand?	Key Ideas (Proficiency Strands)	Understanding Fluency Problem Solving Reasoning	• I understand that counting numbers in different ways helps me to see how numbers are connected and helps me to solve problems • I understand that practicing and talking about math and connecting math to the world, helps us to feel more confident about math • I understand that when I can connect math to the real world, and think about math in many ways, that it can help me to solve problems • I understand that using what I already know to solve problems and solving problems in different ways can help me understand new information
Knowledge What do students need to know?	Structure (Content Strands)	Chance: • Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'	• I know what chance means • I know examples of everyday activities that are based on chance • I can determine if a chance is likely, unlikely, or impossible
Skills What do students need to do?		Data representation and interpretation: • Identify a question of interest based on one categorical variable. Gather data relevant to the question • Collect, check and classify data • Create displays of data using lists, table and picture graphs and interpret them	• I know how to show data and describe what it means • I know what a variable is • I can ask a question about a variable • I can gather data connected to a variable • I can collect, check and organize data • I can show data in different ways and explain what it means
Competencies Who do students need to be?	General Capabilities	Literacy: • Comprehending texts through listening, reading and viewing • Composing texts through speaking, writing and creating texts • Word Knowledge	• I can understand text by listening, reading and watching • I can create text by speaking, writing, and creating • I can learn and use new words
		Numeracy • Interpreting statistical information	• I can understand information using numbers
		Critical & Creative Thinking • Inquiring – identifying, exploring and organising information and ideas • Generating ideas, possibilities and actions	• I can inquire by exploring and gathering information around an idea • I can come up with new ideas and imagine new possibilities

Our Unit Guiding Question:

How can we use data to understand what happens most often and what might happen next?

Important words to know and use:

Data, chance, likely, unlikely, impossible, variable, question, gather, collect, check, organize, text, listening, reading, viewing, information, numbers, inquire, exploring, idea

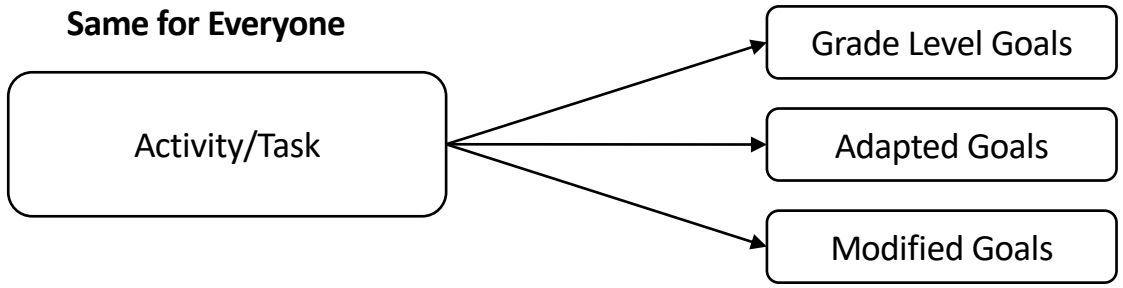
I got it!	My goals for this unit	I need some support
	• I know what chance means • I know examples of everyday activities that are based on chance • I can determine if a chance is likely, unlikely, or impossible	
	• I know how to show data and describe what it means • I know what a variable is • I can ask a question about a variable • I can gather data connected to a variable • I can collect, check and organize data • I can show data in different ways and explain what it means	
	• I can understand text by listening, reading and viewing	
	• I can understand information using numbers	
	• I can inquire by exploring and gathering information around an idea	

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone



Compromises the integrity of evaluation

Backward Design

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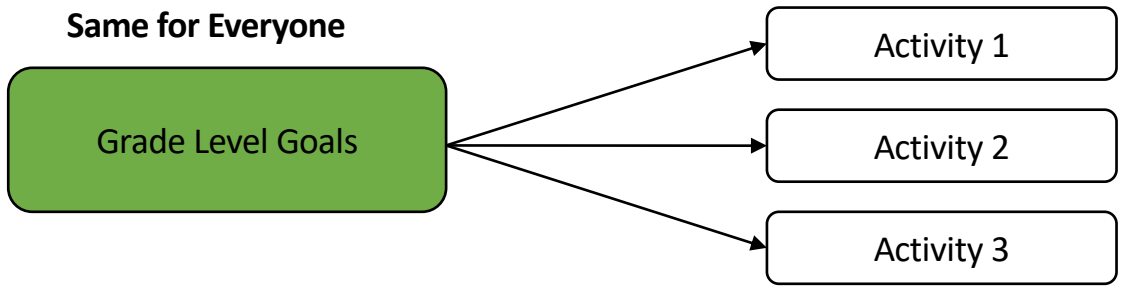
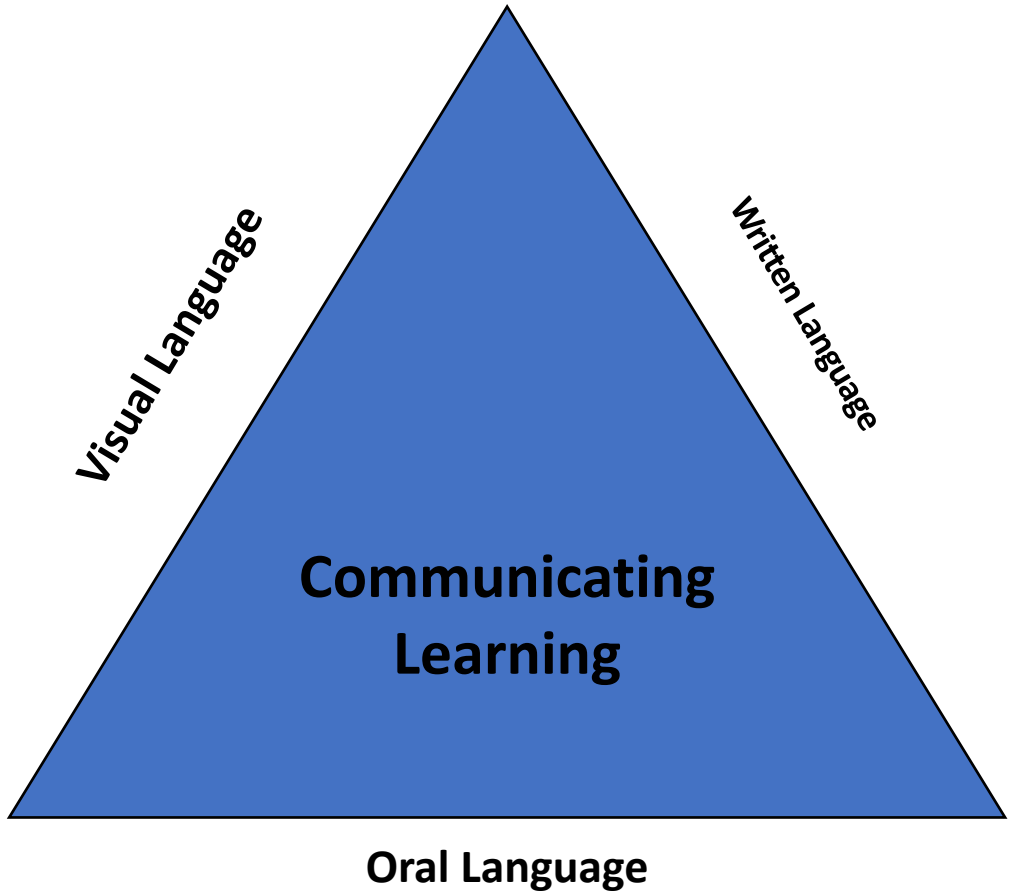


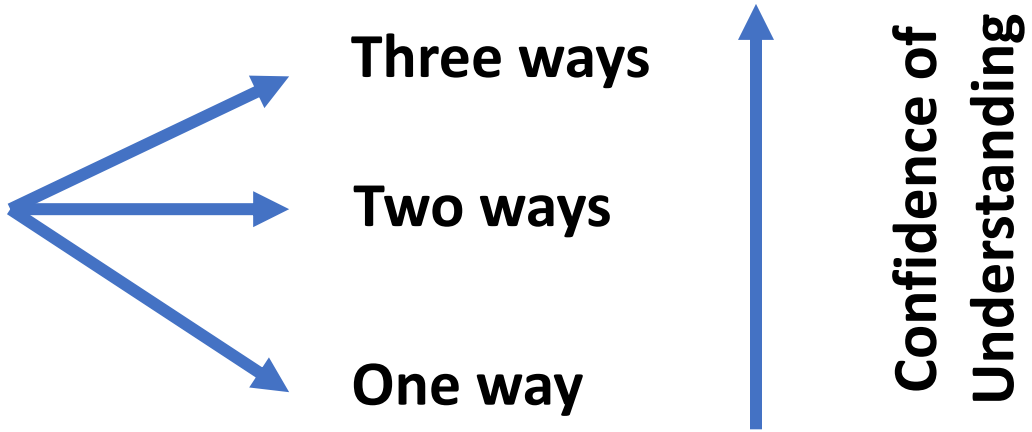
Does not compromise the integrity evaluation

Standards Based Evaluation

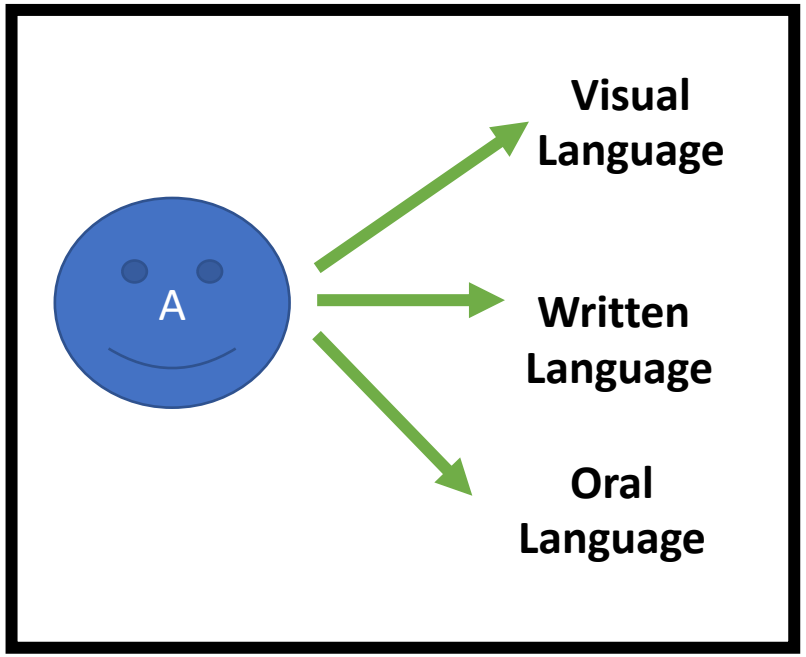
McTigue, 2010

How do student show what they know?





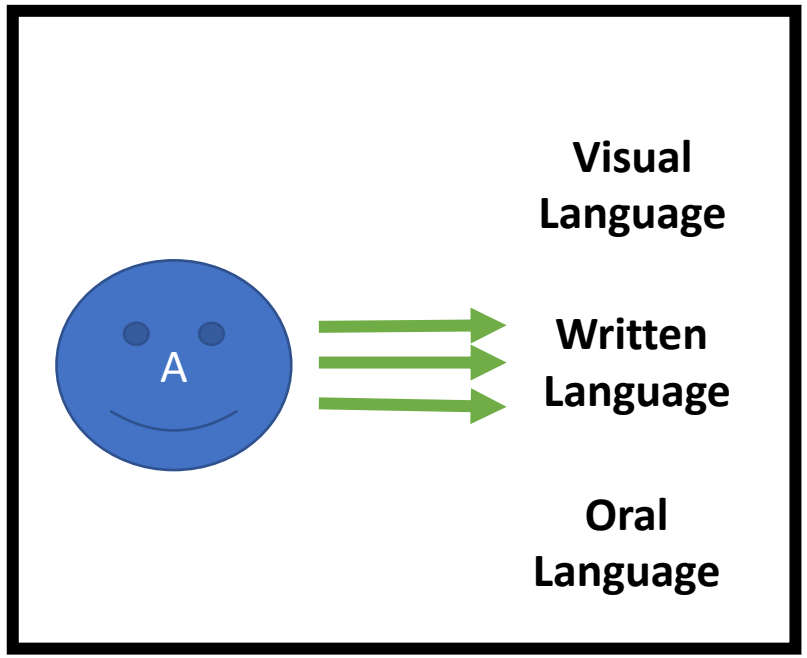
All Languages (in literacy) are Treated Equal!



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

Vs.

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



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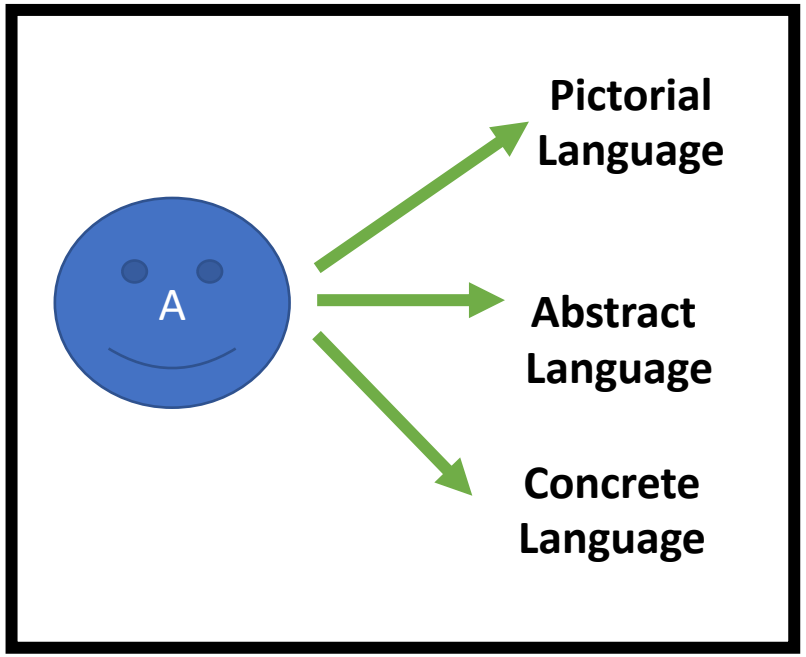

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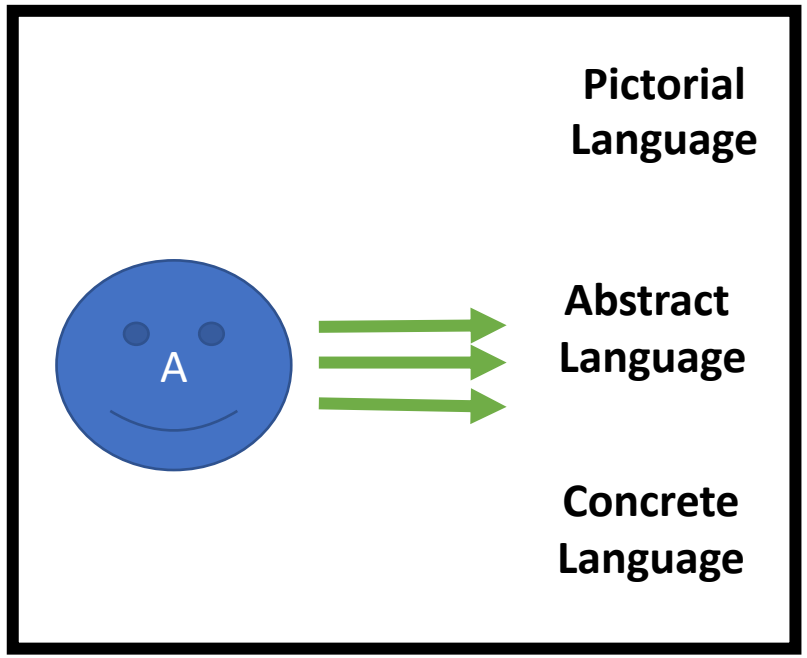

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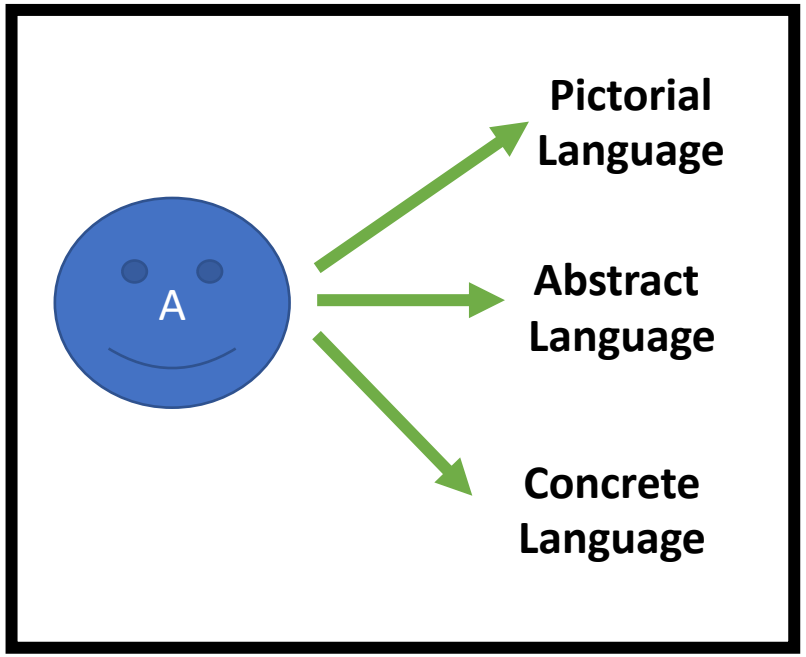

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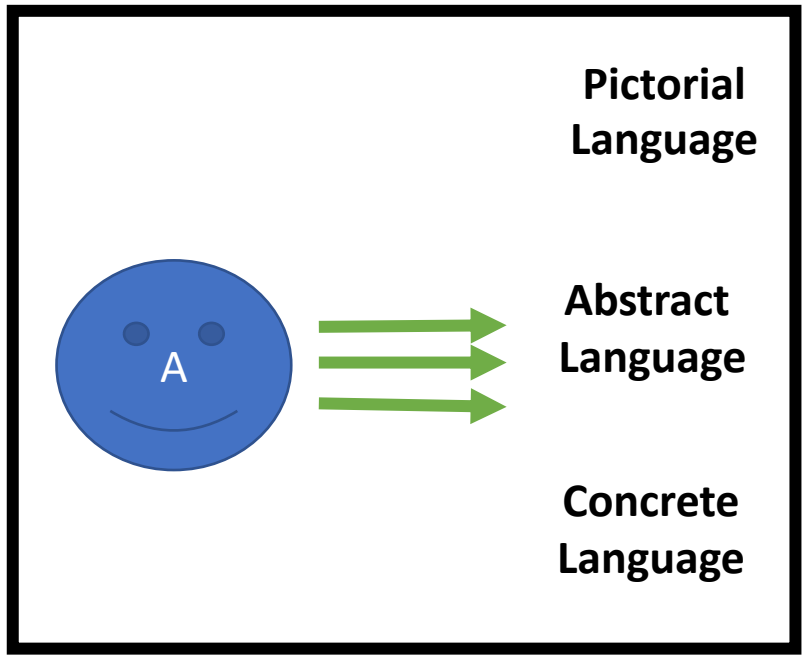


Our Unit Guiding Question:
How can we use data to understand what happens most often and what might happen next?

Important words to know and use:
Data, chance, likely, unlikely, impossible, variable, question, gather, collect, check, organize, text, listening, reading, viewing, information, numbers, inquire, exploring, idea

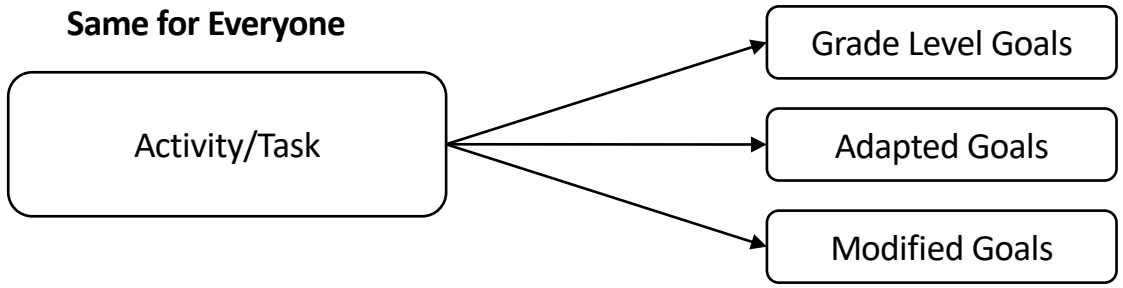
My goals for this unit	I can draw it	I can build it	I can write it	I can talk about it
• I know what chance means • I know examples of everyday activities that are based on chance • I can determine if a chance is likely, unlikely, or impossible				
• I know how to show data and describe what it means • I know what a variable is • I can ask a question about a variable • I can gather data connected to a variable • I can collect, check and organize data • I can show data in different ways and explain what it means				
• I can understand text by listening, reading and viewing				
• I can understand information using numbers				
• I can inquire by exploring and gathering information around an idea				

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone



Compromises the integrity of evaluation

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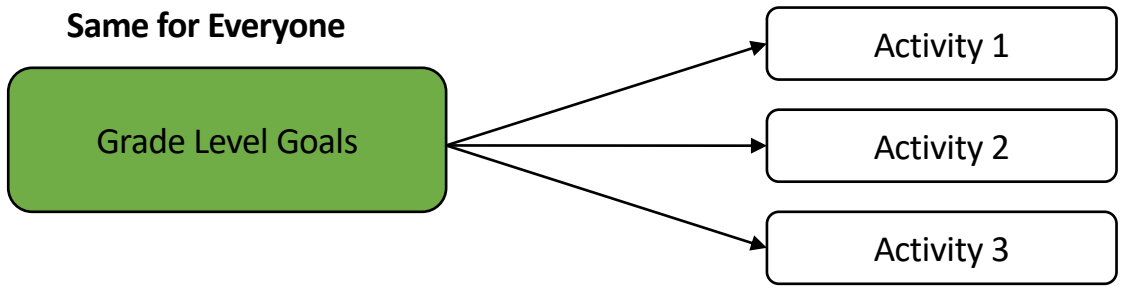

Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

How can we use data to understand what happens most often and what might happen next?

Statistics & Probability
Year 2

- I know what chance means
- I know examples of everyday activities that are based on chance
- I can determine if a chance is likely, unlikely, or impossible
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- I can understand text by listening, reading and viewing
- I can understand information using numbers
- I can inquire by exploring and gathering information around an idea

Visual activities

Concrete activities

Writing activities

Talking activities

Abstract activities

Triangulate Evidence
(best 3 pieces of evidence)

Firm Goals

Flexible Means

Choice of Expression

How can design using *curriculum* in ways that maintain the *integrity* of the diversity?

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Why do we need IEPs?

How do they need to shift to support students in inclusive classrooms?

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