Shelley MOORE PH.D.

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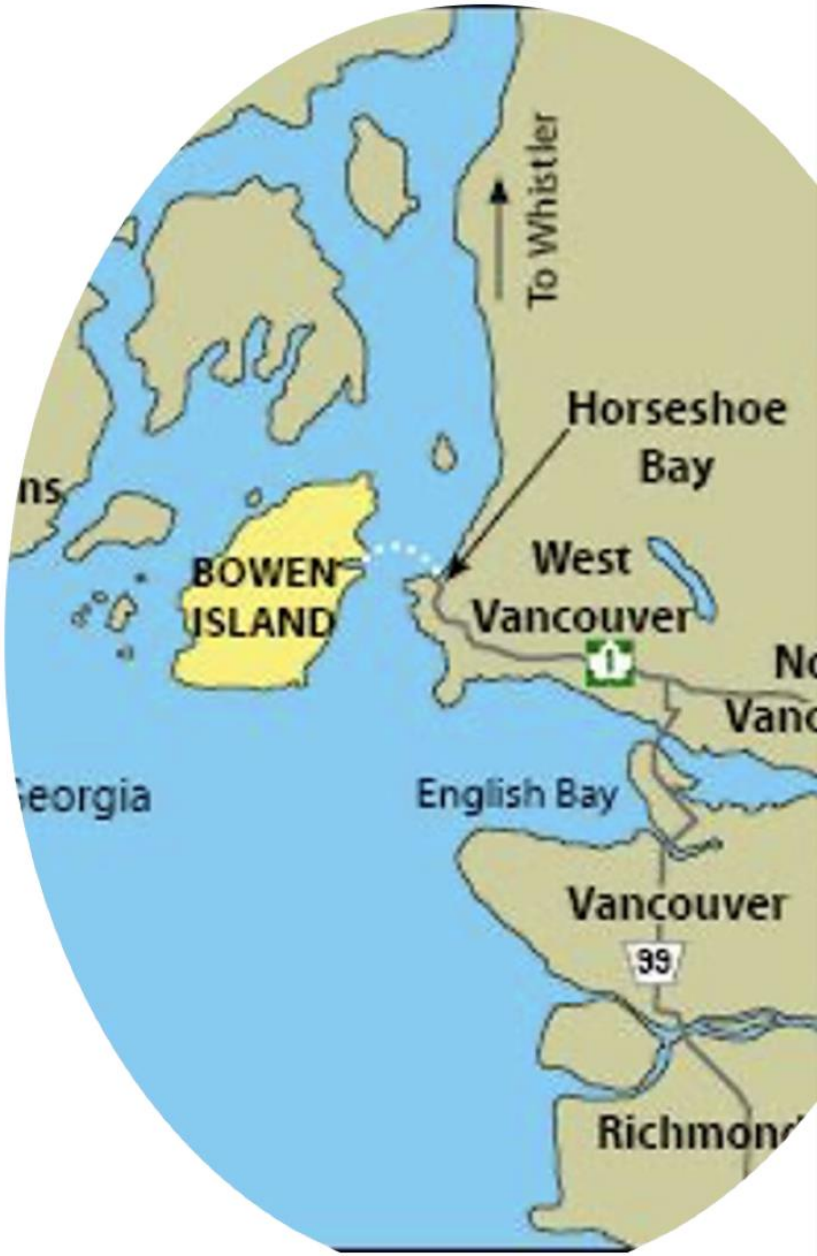
Nexwlélexm (Bowen Island)

•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



Shelley MOORE PH.D.

How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?

Session 1: Getting to know students from a strength based perspective

Session 2: Determining the grade level learning standards

Session 3: Developing asset based learning continuums for grade level curriculum

Session 4: Using asset based learning continuums to extend grade level curriculum

Session 5: Inclusive and standards based assessment

Series Guiding Question:

How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewe
curriculum?

Session 2 goals:

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** some curricular design strategies that allow all students to access grade level curriculum
- I know that determining the grade level learning standards first will promote Universal Design for Learning strategies that increase access and success for all learners
- **I can** inclusively and collaboratively plan using grade level curriculum so that all students can access and show growth over time
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Thinking back

- What did you try since last session?
- What are you noticing?
- What questions are coming up?

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Evidence of Learning: Choose your Challenge

Start Here

Go as far as you can in the time allotted

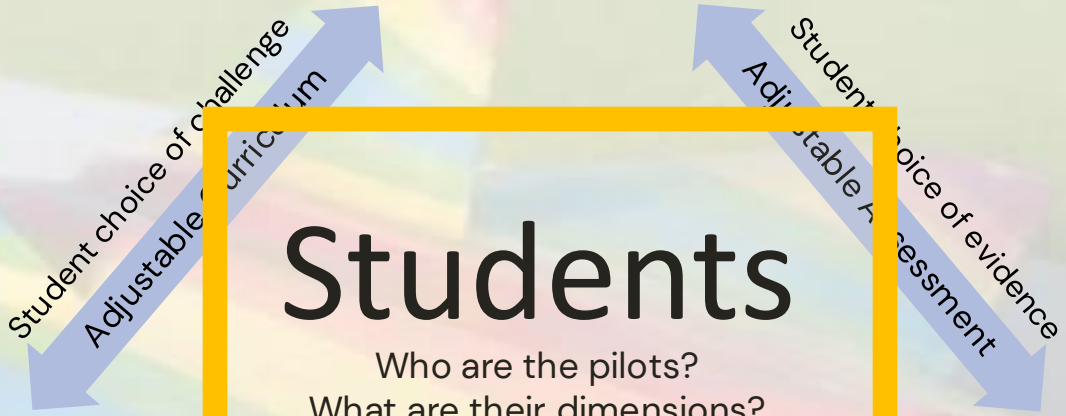
Series Guiding Question: How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** that getting to know students from their perspectives allows us to design for them in ways that preserve the integrity of the diversity
- **I can** gather data about my students that can inform our curricular design, and that highlights students strengths, interests, and identities
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Getting to know students	Time: Before the next session (Oct 30, 2024)	Supports & Strategies
I NEED to…	• Choose a target class and a target student • Reflect on what you know so far about the target student AND the class dimensions (identities, strengths, interests, needs, stretches)	• Choice of target class and student • Choice of task challenge On Series Dashboard • Access to session handouts • Access to data collection strategies and templates
I MUST…	• Gather data from the students' perspectives about their dimensions (as a class or as a grade) • Gather data from target student (providing supports where needed to capture their voice)	
I CAN…	• Collate the data collected from students (as a class or grade cohort) to find trends and patterns	
I COULD…	• Reflect on the needs of the class using the needs-based reflection and prioritize 3-5 to target • Complete the Class Review	
I can TRY to…	• Using the data collected from the target student, create a Student Profile	

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

CURRICULUM & ASSESSMENT DESIGN



NEEDS BASED DESIGN

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

INSTRUCTIONAL DESIGN

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

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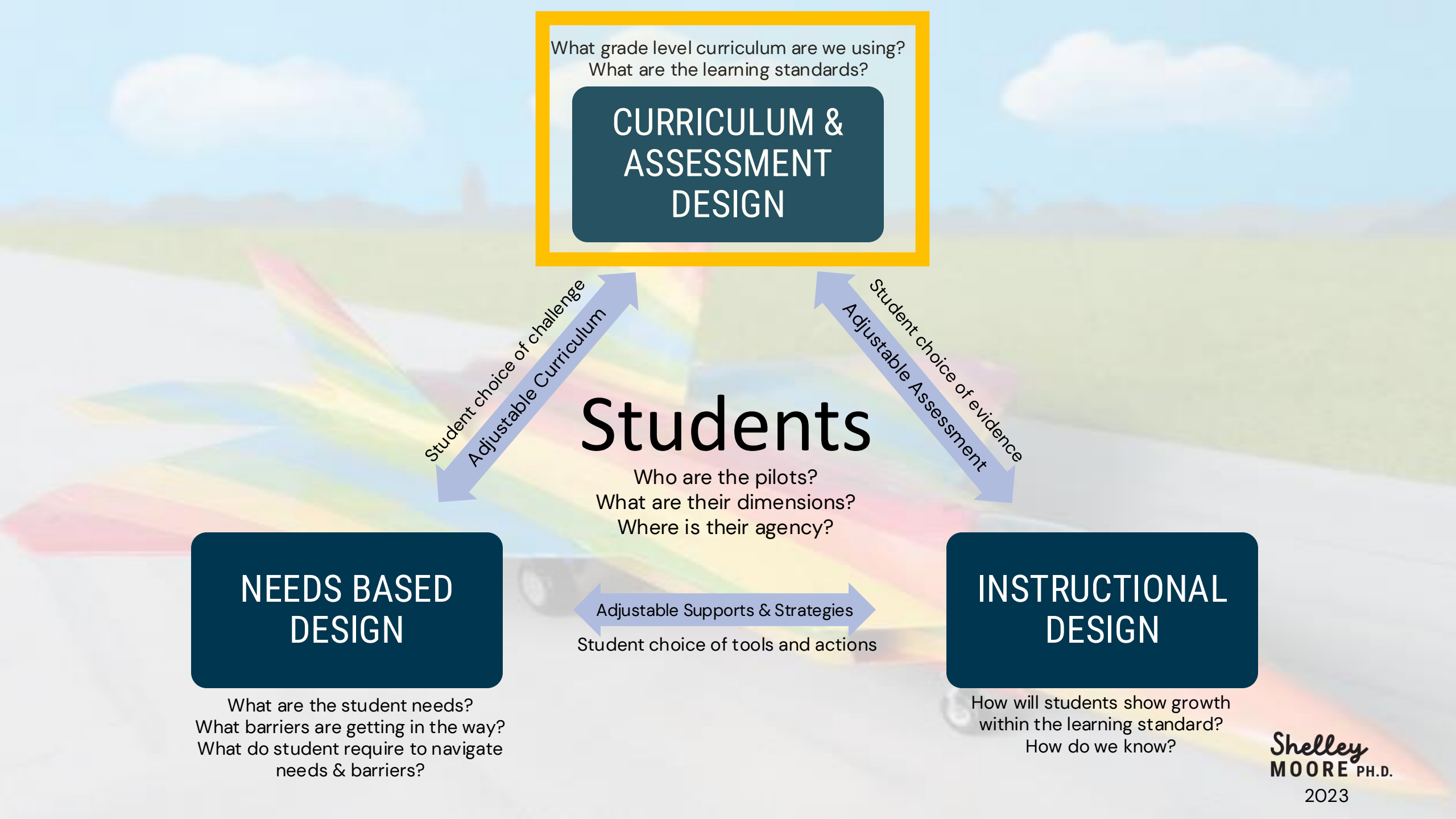
2023


What grade level curriculum are we using?
What are the learning standards?
CURRICULUM & ASSESSMENT DESIGN
Student choice of challenge
Adjustable Curriculum
Student choice of evidence
Adjustable Assessment
Students
Who are the pilots?
What are their dimensions?
Where is their agency?
NEEDS BASED DESIGN
What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?
Adjustable Supports & Strategies
Student choice of tools and actions
INSTRUCTIONAL DESIGN
How will students show growth within the learning standard?
How do we know?
Shelley MOORE PH.D.
2023

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2023

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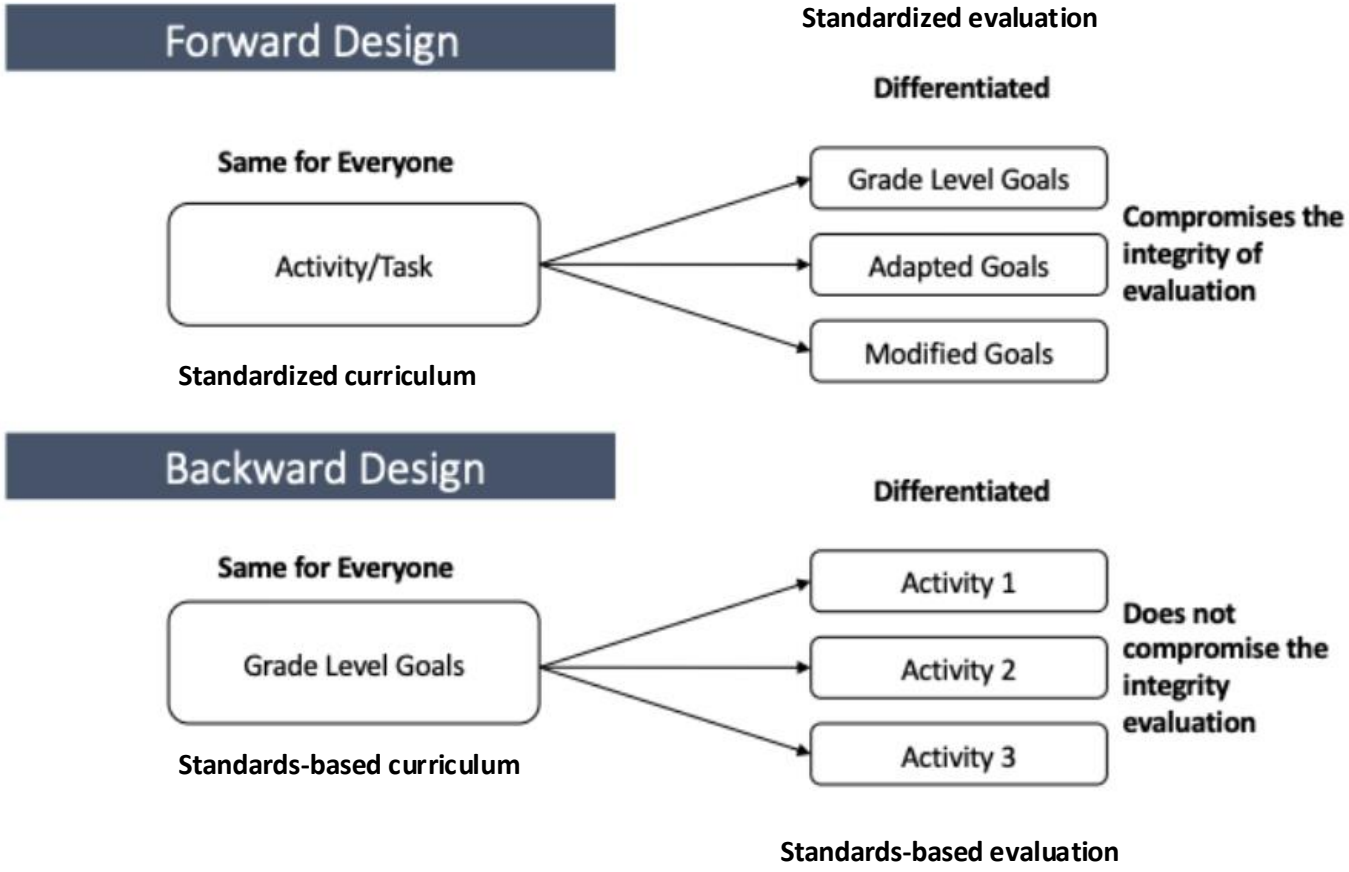
2023

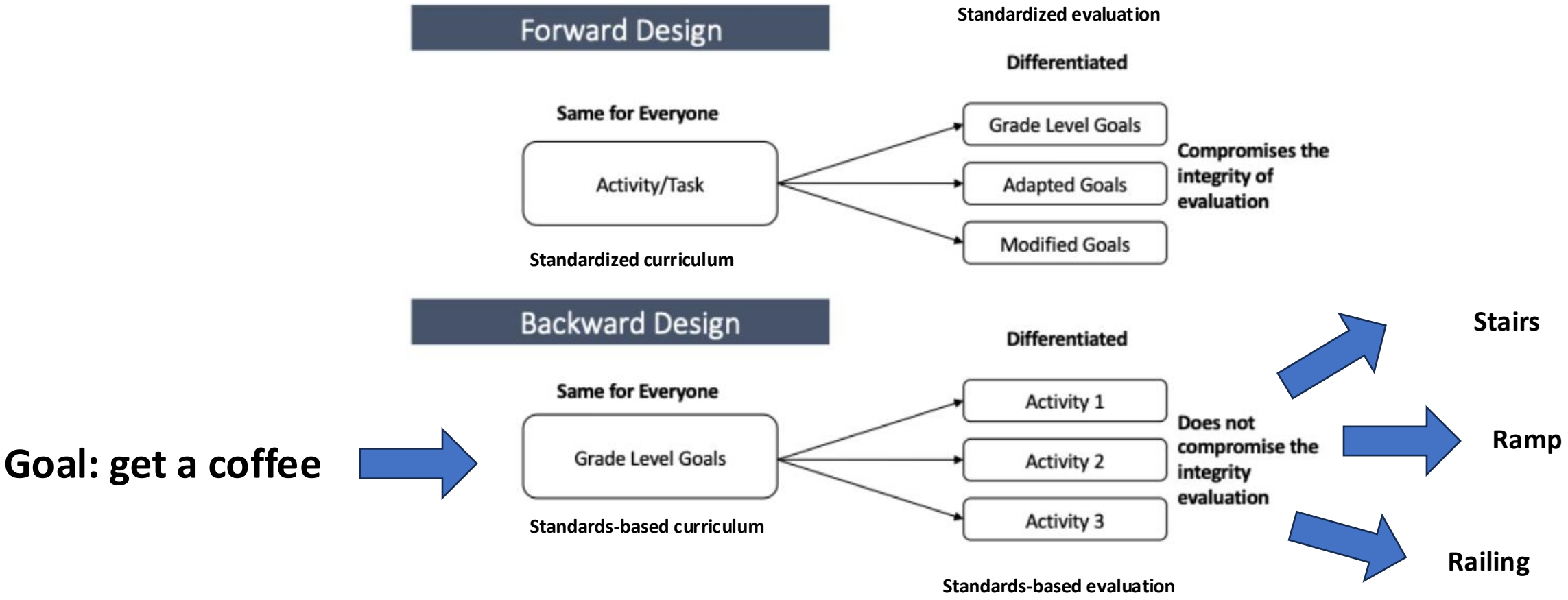
UBD: Determining the Learning Standard

Adapted from McTigue, 2010

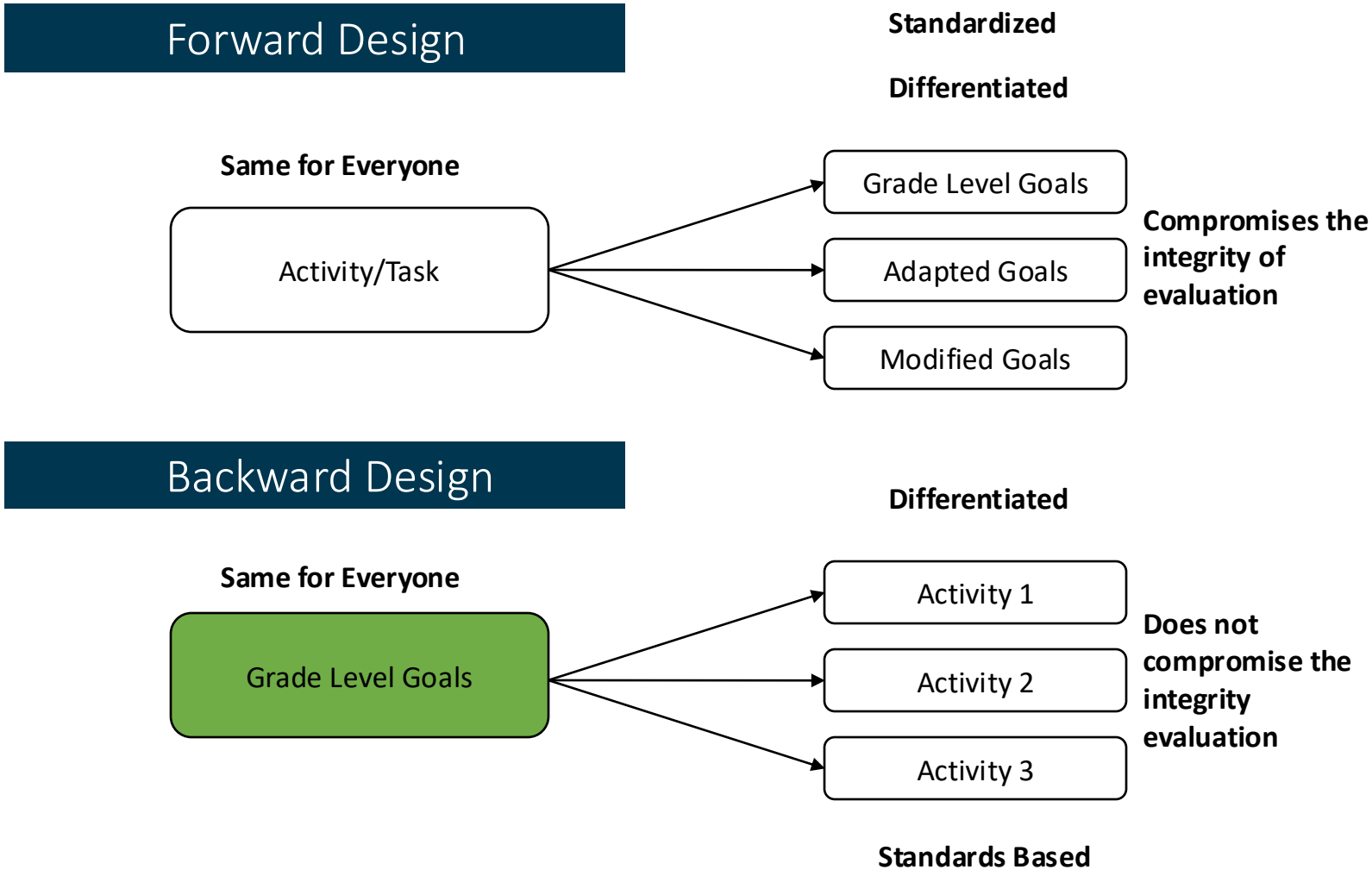


UBD: Determining the Learning Standard

Adapted from McTigue, 2010



UBD: Determining the Learning Standard



McTigue, 2010

The goal doesn't change, even if we add more options to meet it

Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**
  - What do we need to know?

- **Process**
  - What do we need to do?

Backwards Design

What do we need to UNDERSTAND?

What do we need to KNOW?

What do we need to DO?

Who do we need to BECOME?

Shelley Moore, 2107

Backwards Design:
What are the GOALS?

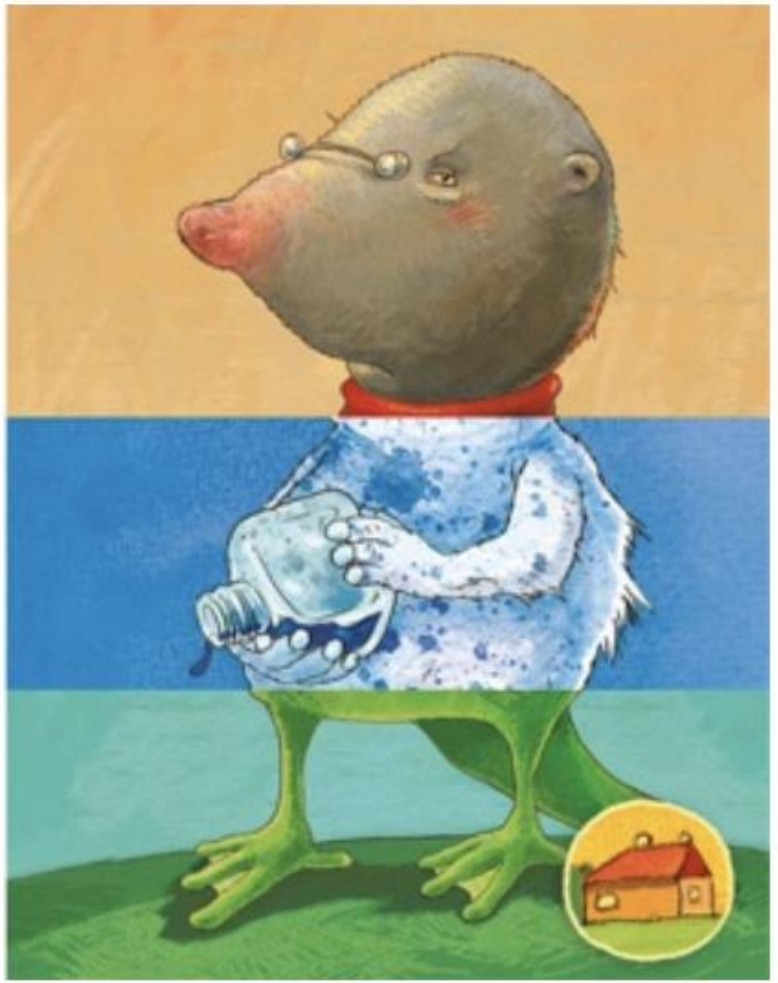
- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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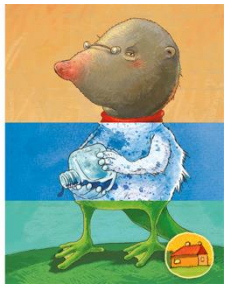


BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine which competencies skills to develop

Student Evaluation

Core Competencies

Responsive
Students decide/co-decide which core competencies to develop

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

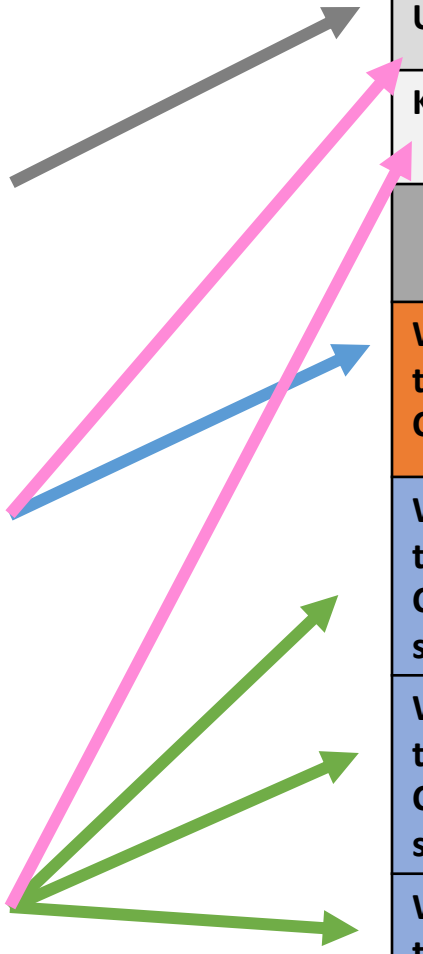
	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Backwards Design

1. Turn the Big Ideas into unit guiding questions

2. Identify the content standards for the unit and highlighted important vocabulary

3. We identify the curricular competency standards for the unit and highlighted important vocabulary



Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Curricular Language	Student Friendly Language
What do students need to know? Content standards		I know
What do students need to do? Curricular Competency standards		I can
What do students need to do? Curricular Competency standards		I can
What do students need to do? Curricular Competency standards		I can

4. We rewrite the standards into *student friendly language* using I know/I can statements

Grade: 10	Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**Primary trigonomic ratios**	I know what **trigonometry** is and why it is useful I know how to use **trigonometry** to help me solve a problem
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I am a creative thinker	

Foundations of Mathematics and Pre-Calculus 10		Curricular Competencies																	
		Reasoning and analyzing					Understanding and solving					Communicating and representing				Connecting and reflecting			
Big Ideas	Algebra allows us to generalize relationships through abstract thinking. The meanings of, and connections between, each operation extend to powers and polynomials. Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.	Develop thinking strategies to solve puzzles and play games	Explore, analyze, and apply mathematical ideas using reason, technology, and other tools	Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number	Model with mathematics in situational contexts	Think creatively and with curiosity and wonder when exploring problems	Develop, demonstrate, and apply mathematical understanding through play, story, inquiry, and problem solving	Visualize to explore and illustrate mathematical concepts and relationships	Apply flexible and strategic approaches to solve problems	Solve problems with persistence and a positive disposition	Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Explain and justify mathematical ideas and decisions in many ways	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Use mathematical vocabulary and language to contribute to discussions in the classroom	Take risks when offering ideas in classroom discourse	Reflect on mathematical thinking	Connect mathematical concepts with each other, other areas, and personal interests	Use mistakes as opportunities to advance learning	Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts
Content	operations on powers with integral exponents																		
	prime factorization																		
	functions and relations: connecting data, graphs, and situations																		
	linear functions: slope and equations of lines																		
	arithmetic sequences																		
	systems of linear equations																		
	multiplication of polynomial expressions																		
	polynomial factoring																		
	primary trigonometric ratios																		
	financial literacy: gross and net pay																		

https://curriculum.gov.bc.ca/curriculum/mathematics/10/foundations-of-mathematics-and-pre-calculus

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…	

Grade: 11	Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**trigonometry:** non-right triangles and angles in standard position	I know how to use **trigonometry** to find **non right triangle angles** in **standard position**
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I can be a creative thinker	

Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: L. Kelley
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		**Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?**
Learning standards in student friendly language		**Possible aactivities to capture evidence of this goal (FNESC Resource Guide)**
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

What is standards-based curriculum design?

- Coherent learning goals (standards) for a grade, grade band, subject or competency area within a specific jurisdiction (e.g., BC Curriculum)
- Standards describe what students need to know (content), understand (big ideas), do (skills & curricular competencies) and be (core competencies)
- When curriculum (what is taught), instruction (how it is taught) and assessment (how it is captured) are aligned to the learning standard
- Activities and tasks are evidence of meeting a standard
- Increases transparency and reduces subjectivity and bias in education, by clearly communicating to parents and students what they are expected to learn, and how they are growing over time

Start Here

Go as far as you can in the time allotted

Series Guiding Question: **How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?**

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** some curricular design strategies that allow all students to access grade level curriculum
- **I know** that determining the grade level learning standards first will promote Universal Design for Learning strategies that increase access and success for all learners
- **I can** inclusively and collaboratively plan using grade level curriculum so that all students can access and show growth over time
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Getting to know students	**Time: Before the next session (Nov 21, 2024)**	**Supports & Strategies**
I NEED to…	• Choose a unit and a planning partner • Choose 1-2 Big Ideas that you want to target in this unit	• Choice of subject area • Choice of task challenge On Series Dashboard • Access to session handouts • Access to planning templates • Access to examples
I MUST…	• Choose the content goals that you want to teach, target and assess in this unit • Choose the curricular competency goals that you want teach, target and assess in this unit	
I CAN…	• Either in your planning team or with the students, choose the core competency goal(s) that you want to teach, target and get students to self assess in this unit	
I COULD…	• Either in your planning team or with the students, translate the learning standards into student friendly language, pulling out vocabulary words as you go	
I can TRY to…	• Either in your planning team or with the students, develop some guiding questions to inquiry into in this unit based	

Next Steps

- What do you want to do before next session?
- What do you need to be able to meet that goal?
- What evidence of learning will you bring back to the next session?

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Series Guiding Question:

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Session 2 goals:

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How can we inclusively plan for, teach, and assess all students in a diverse classroom?

Session 3: Developing asset-based learning continuums

Bring back what you tried to the next session

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