# Shelley MOORE PH.D.

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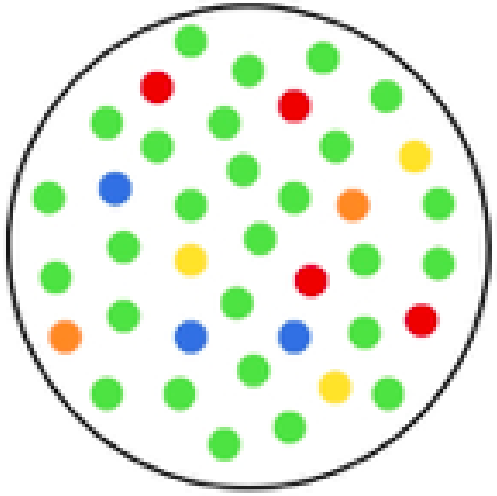
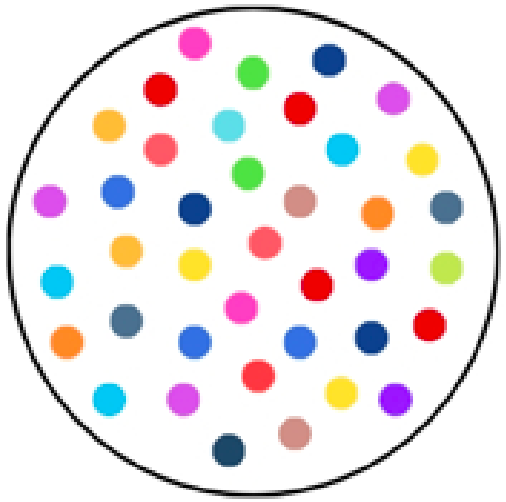
# How do we do inclusion ?



Including

‘special needs’ children into general education classrooms



Teaching and designing for

diversity

(that includes Disability)

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2023

# Reducing Barriers

# Supporting Needs

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# What are barriers?

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Student Learning


# Ramp: UDL

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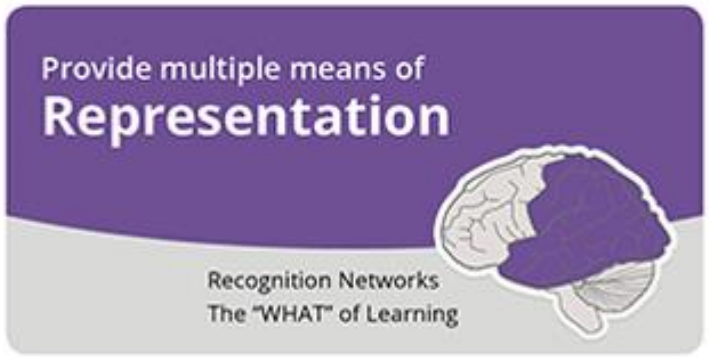
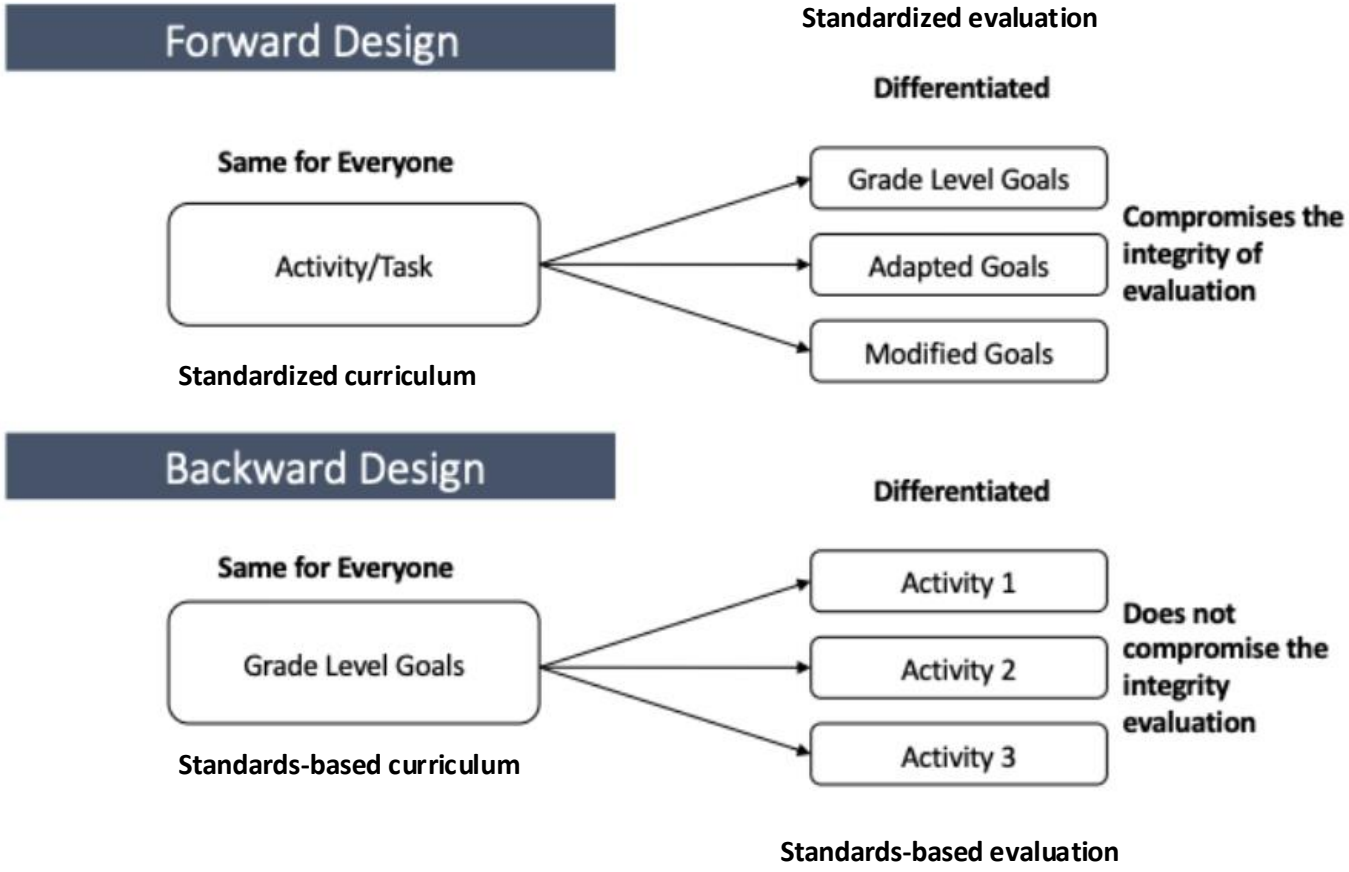
# Universal Design for Learning: The Ramp for Learning

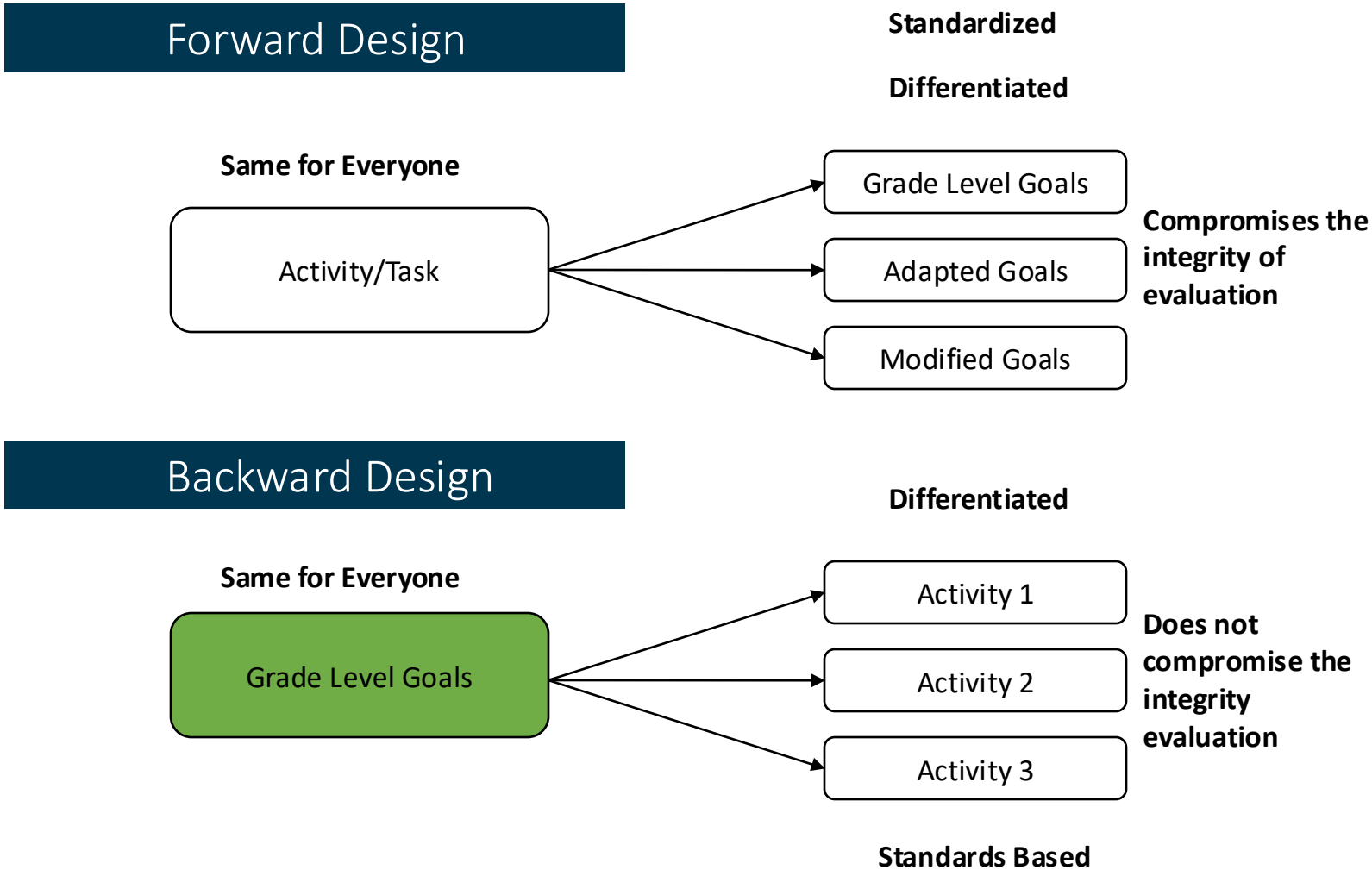

# How I came to understand BACKWARDS DESIGN

# UBD: Determining the Learning Standard

Adapted from McTigue, 2010

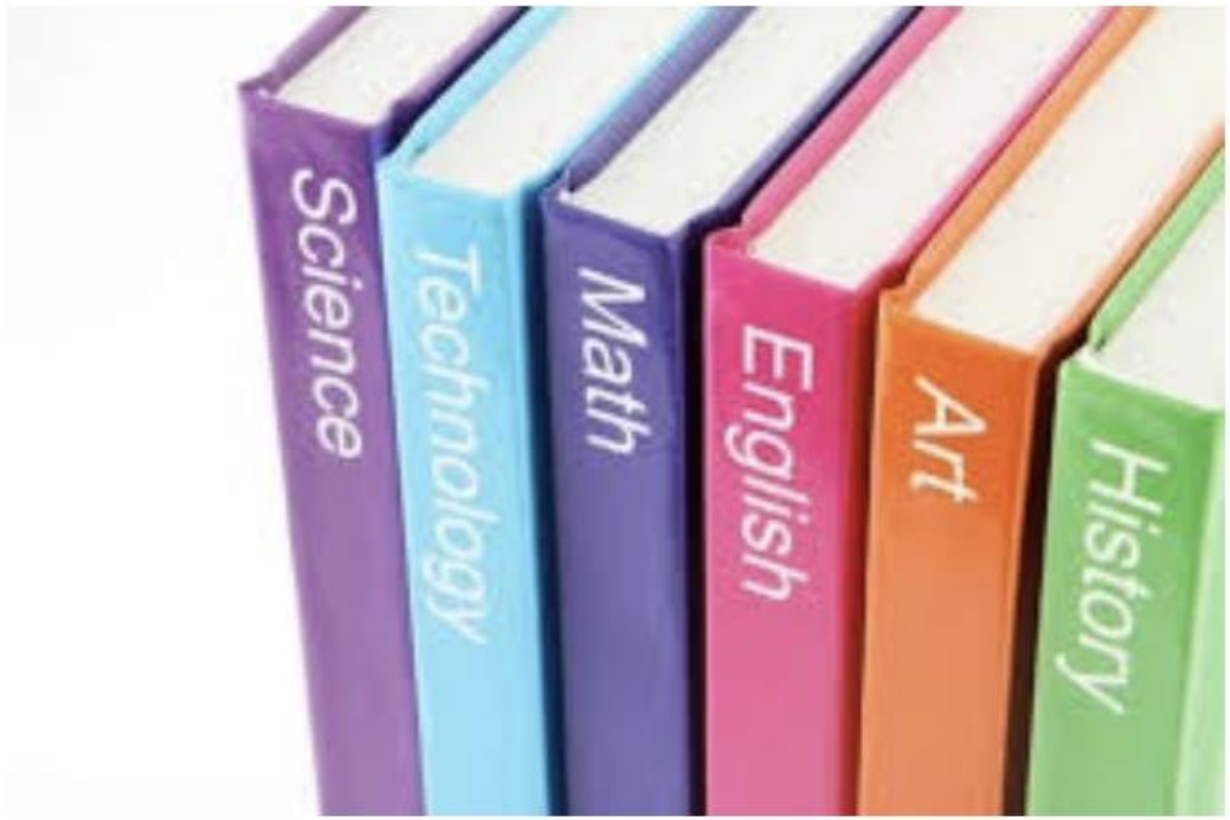


# UBD: Determining the Learning Standard




McTigue, 2010

# Is curriculum linear?



# 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: Previous Curriculum

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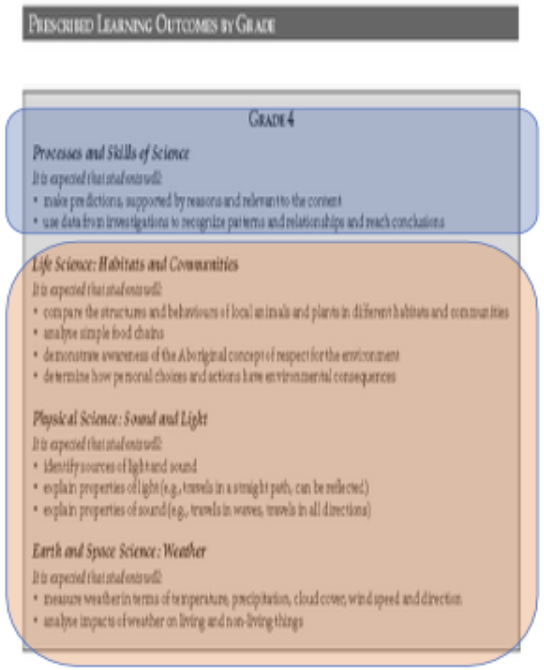


PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

*Processes and Skills of Science*

It is expected that students will:

- make predictions, supported by reasons and relevant to the context
- use data from investigations to recognize patterns and relationships and reach conclusions

*Life Science: Habitats and Communities*

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyze simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

*Physical Science: Sound and Light*

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

*Earth and Space Science: Weather*

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyze impacts of weather on living and non-living things

What do you notice?

# Backwards Design

**What do we need to UNDERSTAND?**

**What do we need to KNOW?**

**What do we need to DO?**

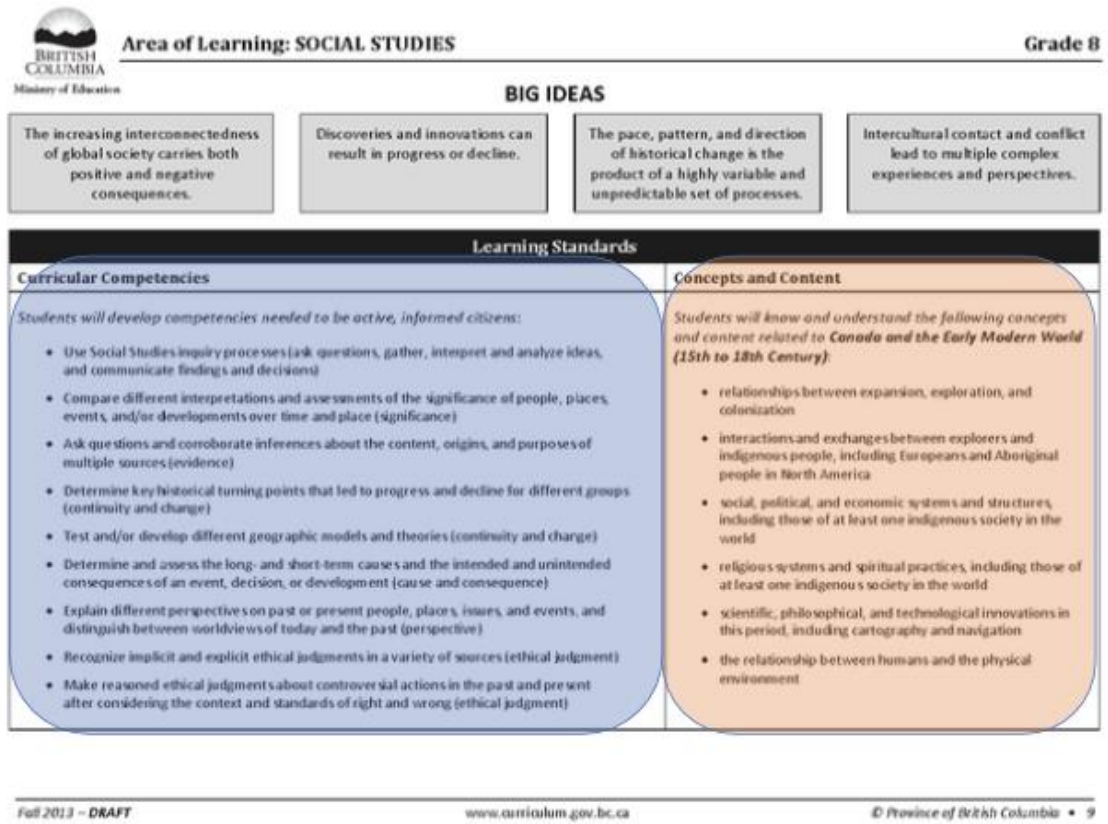
**Who do we need to BECOME?**

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?

# Renewed Curriculum
# What do you Notice?



BRITISH COLUMBIA
Ministry of Education

**Area of Learning: SOCIAL STUDIES** — **Grade 8**

**BIG IDEAS**

| | | | |
|---|---|---|---|
| The increasing interconnectedness of global society carries both positive and negative consequences. | Discoveries and innovations can result in progress or decline. | The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes. | Intercultural contact and conflict lead to multiple complex experiences and perspectives. |

**Learning Standards**

**Curricular Competencies**

*Students will develop competencies needed to be active, informed citizens:*

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

**Concepts and Content**

*Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:*

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

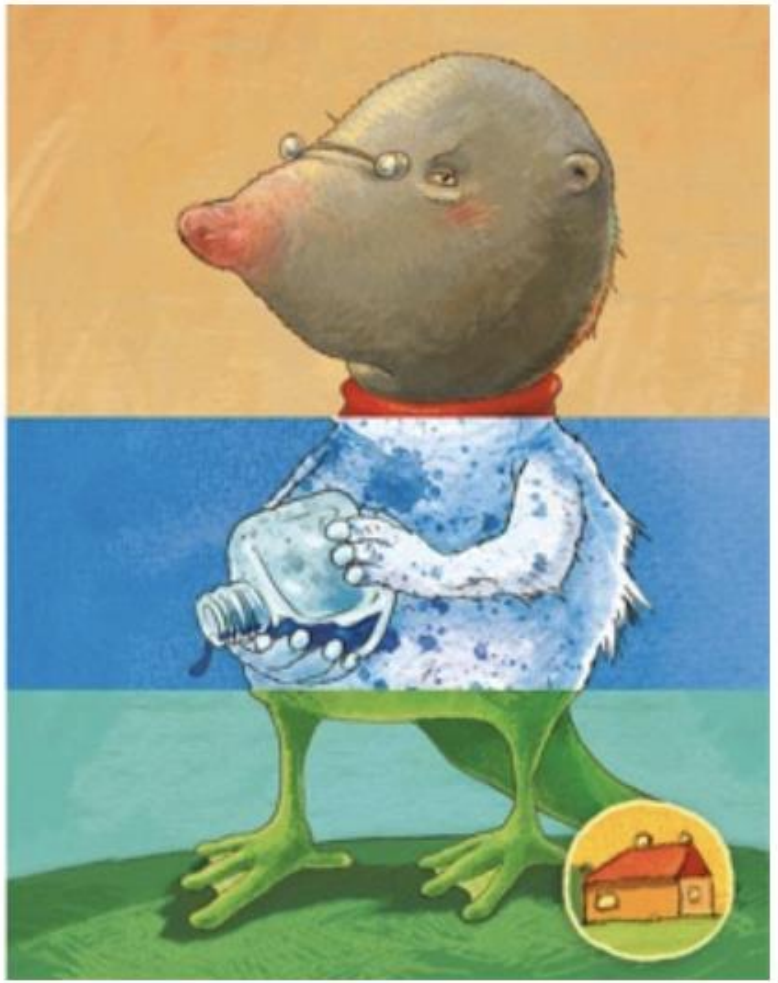


# Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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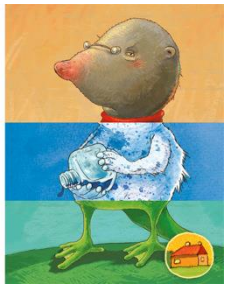

**BIG IDEA**

**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?<br>Content | | I know |
| What do students need to do?<br>Curricular Competencies | | I can |
| What do students need to do?<br>Curricular Competencies | | I can |
| What do students need to do?<br>Curricular Competencies | | I can |
| Who do student need to be?<br>Core Competency Goals | I can become/ I am… | |

| Class: Ms. P Gr. 2/3 | Subject Area(s): Cross Curricular | Planning Team: Ms. P & Shelley |
|---|---|---|
| **Big Idea(s):**<br>• **Forces** influence the motion of an object. (Science)<br>• Everyone has a unique **story** to share. (Language Arts) | | **Unit Guiding Question(s):**<br>Who are our monsters? What are their **stories**? How can we use **forces** to help us catch them? |
| **Vocabulary to know and use (content):**<br>Forces, story, ideas, audience, purpose, idea, tools, materials | | **Vocabulary to know and use (skills & competencies):**<br>know, can, make, plan, try, create, use my sense, creative thinking, solving a problem, trying something new, changing what I am doing |

| Unit Goals | Curricular Language | Student friendly language |
|---|---|---|
| **Content Goal:** Science (2) | types of forces | **I know** different types of **forces** |
| **Content Goal**: Language Arts (2/3) | Story/text: elements of a story | **I know** what makes a **story** |
| **Curricular Competency Goal**: ADST (2/3) | Making: Make a product using known procedures or through modelling of others | I can **make** something for a **purpose** |
| **Curricular Competency Goal**: Science (2/3) | Safely manipulate materials to test ideas and predictions | I can **make** a **plan** and **try** out my **ideas** |
| **Curricular Competency Goal**: Language Arts (2/3) | Plan and create a variety of communication forms for different purposes and audiences | I can **create** a **story** for an **audience** |
| **Curricular Competency Goal**: Art (2/3) | Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts | I can **create** many things using different art **tools** and **materials** |
| **Core Competency Goal:** (Profile 1/2) | **Creative Thinking**:<br>I get ideas when I play (1)<br>I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2) | **We are creative thinkers because we get new ideas!**<br>I get new ideas by: **(Students choose):**<br>• using my **senses** to **explore**<br>• **changing** what I am doing<br>• **trying** something **new**<br>• **solving a problem** in a **new way** |

Area of Stretch

Area For More Practice

Area of Strength

# Grade 4 Math

## Big Ideas

*Fractions and decimals are types of numbers that can represent quantities.

*Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

*Regular changes in patterns can be identified and represented using tools and tables.

*Polygons are closed shapes with similar attributes that can be described, measured, and compared.

*Analyzing and interpreting experiments in data probability develops an understanding of chance.

## Curricular Competencies

| Content | Reasoning and Analyzing | | | | | Understanding and Solving | | | | Communicating and Representing | | | | Connecting and Reflecting | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Use reasoning to explore and make connections | Estimate reasonably | Develop mental math strategies and abilities to make sense of quantities | Use technology to explore mathematics | Model mathematics in contextualized experiences | Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving | Visualize to explore mathematical concepts | Develop and use multiple strategies to engage in problem solving | Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures | Communicate mathematical thinking in many ways | Use mathematical vocabulary and language to contribute to mathematical discussions | Explain and justify mathematical ideas and decisions | Represent mathematical ideas in concrete, pictorial, and symbolic forms | Reflect on mathematical thinking | Connect mathematical concepts to each other and to other areas and personal interests | Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts |
| number concepts to 10 000 | | | | | | | | | | | | | | | | |
| decimals to hundredths | | | | | | | | | | | | | | | | |
| ordering and comparing fractions | | | | | | | | | | | | | | | | |
| addition and subtraction to 10 000 | | | | | | | | | | | | | | | | |
| multiplication and division of two- or three-digit numbers by one-digit numbers | | | | | | | | | | | | | | | | |
| addition and subtraction of decimals to hundredths | | | | | | | | | | | | | | | | |
| addition and subtraction facts to 20 (developing computational fluency) | | | | | | | | | | | | | | | | |
| multiplication and division facts to 100 (introductory computational strategies) | | | | | | | | | | | | | | | | |
| increasing and decreasing patterns, using tables and charts | | | | | | | | | | | | | | | | |
| algebraic relationships among quantities | | | | | | | | | | | | | | | | |
| one-step equations with an unknown number using all operations | | | | | | | | | | | | | | | | |
| how to tell time with analog and digital clocks, using 12- and 24-hour clocks | | | | | | | | | | | | | | | | |
| regular and irregular polygons | | | | | | | | | | | | | | | | |
| perimeter of regular and irregular shapes | | | | | | | | | | | | | | | | |
| line symmetry | | | | | | | | | | | | | | | | |
| one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs | | | | | | | | | | | | | | | | |
| probability experiments | | | | | | | | | | | | | | | | |
| financial literacy - monetary calculations, making change up to 100 dollars & financial decisions | | | | | | | | | | | | | | | | |

| Grade: 4/5 | Subject Area: Math | Planning Team: Kelset Team |
|---|---|---|
| **Big Ideas:** | | **Unit Guiding questions:** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction? |
| **Content Goal:** | addition and subtraction to 10 000 | I know how to **add** and **subtract** numbers up to 10 000 |
| **Content Goal:** | addition and subtraction facts to 20 (developing computational fluency) | I know how to and subtract up to 20 in my head |
| **Curricular Competency Goal:** | Develop mental math strategies and abilities to make sense of quantities | I can use **mental math** to understand **"how much/how many?"** |
| **Curricular Competency Goal:** | Develop and use multiple strategies to engage in problem solving | I can solve problems using different **strategies** |
| **Curricular Competency Goal**: | Communicate mathematical thinking in many ways | I can share my thinking in many ways |
| **Curricular Competency Goal**: | Connect mathematical concepts to each other and to other areas and personal interests | I can **connect** what I am learning in math to me and my life |

| Grade: 6 | Subject Area: Science | Planning Team: Alicia & Shelley |
|---|---|---|
| **Big Ideas:The solar system is part of the Milky Way, which is one of billions of galaxies.** | | **Unit Guiding questions:**<br>- **How are the solar system and the milky way connected? How are they similar, How are they different?**<br>- **What are galaxies? How do we know how many galaxies there are? How do we know?** |
| **Content Goal:** | **the position, motion, and components(parts) of our solar system in our galaxy** | *I know the position, motion and parts of our solar system in our galaxy* |
| **Content Goal:** | **the overall scale, structure, and age of the universe** | I know the scale, structure and age of the universe |
| **Curricular Competency Goal:**<br>**Questioning and predicting** | **Demonstrate a sustained (over time) curiosity about a scientific topic or problem of personal interest** | I can show curiosity over time about a scientific topic<br>I can show curiosity about a topic that is interesting to me |
| **Curricular Competency Goal:**<br>**Processing and analyzing data and information** | **Identify First Peoples perspectives and knowledge as sources of information** | I can find out about First Peoples perspectives (view) and how they understand<br>I can find out how First Peoples get their knowledge |
| **Curricular Competency Goal: Evaluating** | **Identify some of the assumptions in secondary sources** | I can find assumptions (hidden beliefs) in secondary sources |
| **Curricular Competency Goal:**<br>**Evaluating** | **Demonstrate an understanding and appreciation of evidence** | I can use evidence to support my understanding |
| **Curricular Competency Goal:**<br>**Applying and innovating** | **Co-operatively design projects** | I can work together with my peers on a project |
| **Core Competency Goal:** | **We can be collaborators** | |

| 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.<br><br>The meanings of, and connections between, each operation extend to powers and polynomials.<br><br>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: 10 | Subject Area: Math 10 | Planning Team: Jen |
|---|---|---|
| Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems | | Unit Guiding Question:<br>1. What is Trigonometry and why is it useful?<br>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<br>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<br>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 | |

| Grade: 11 | Subject Area: Math | Planning Team: Jen |
|---|---|---|
| Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems | | Unit Guiding Question:<br>1. What is Trigonometry and why is it important?<br>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** |
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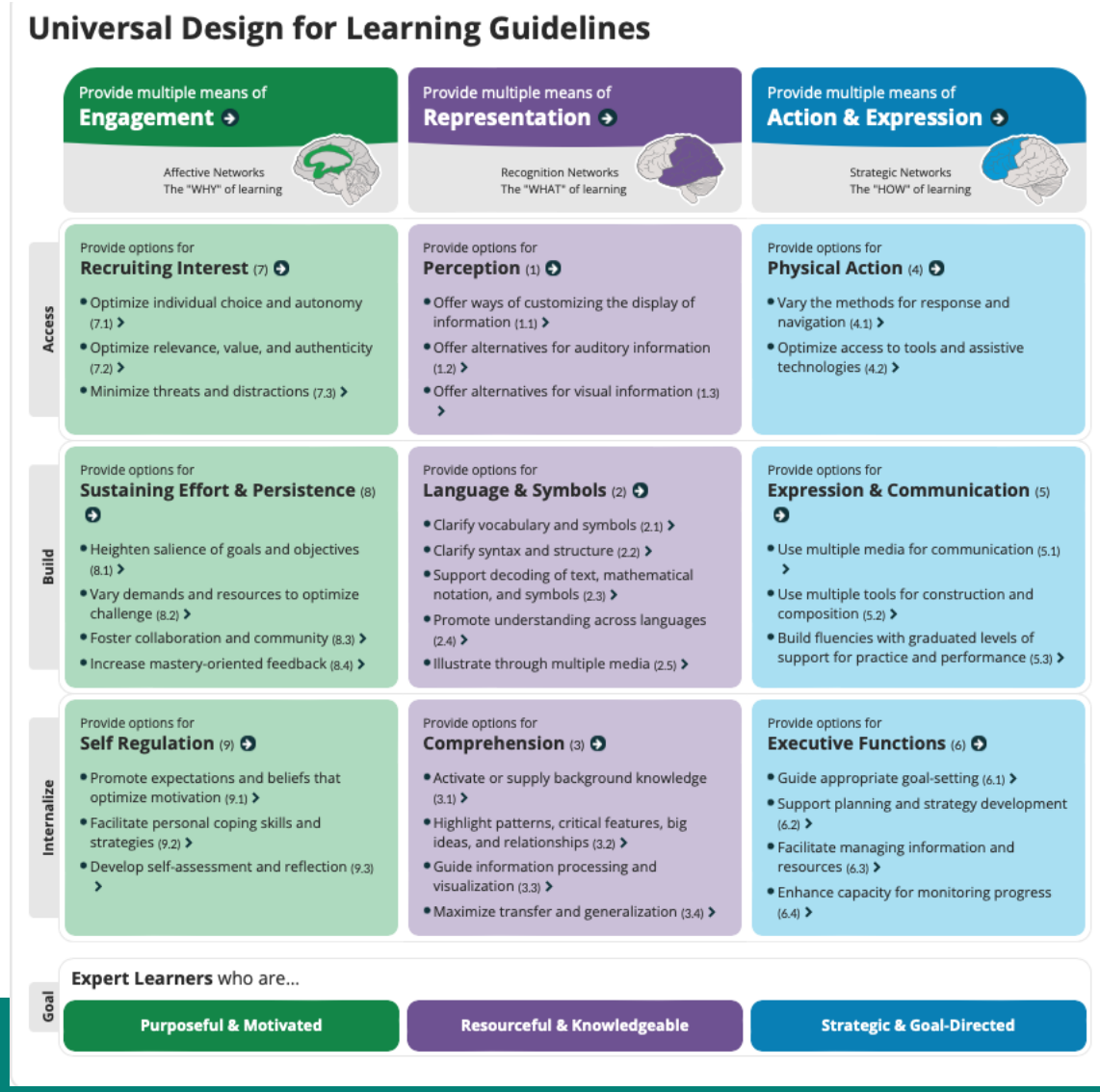
| Curricular Competency Goals | **Connecting & Reflecting: Use mistakes as opportunities to advance learning** | **I can connect and reflect by making mistakes and using those as opportunities to learn** |
| Core Competency Goal | I can be a creative thinker | |

| Grade: 9 | Subject Area: Life Sciences | Planning Team: Timberline Secondary |
|---|---|---|
| **Big Ideas:**<br>• All living things have common characteristics.<br>• Living things evolve over time. | | Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time? |
| **Unit Goals** | **Learning Standard** | **Student Friendly Language** |
| **Content Goal** | Speciation | **I know speciation that occurs within our local ecosystems** |
| **Curricular Competency: Process and analyze data and information** | Experience and interpret the local environment | **I can understand data and information by** experiencing and interpreting the local environment |
| | Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies | **I can understand data and information by** seeking evidence and analyze data |
| | Construct, analyze, and interpret graphs, models, and/or diagrams | **I can understand data and information by** constructing, analyzing and interpreting visual representations of information |
| **Core Competency Goal** | I can become socially responsible by… | |

# Universal Design for Learning: The Ramp for Learning

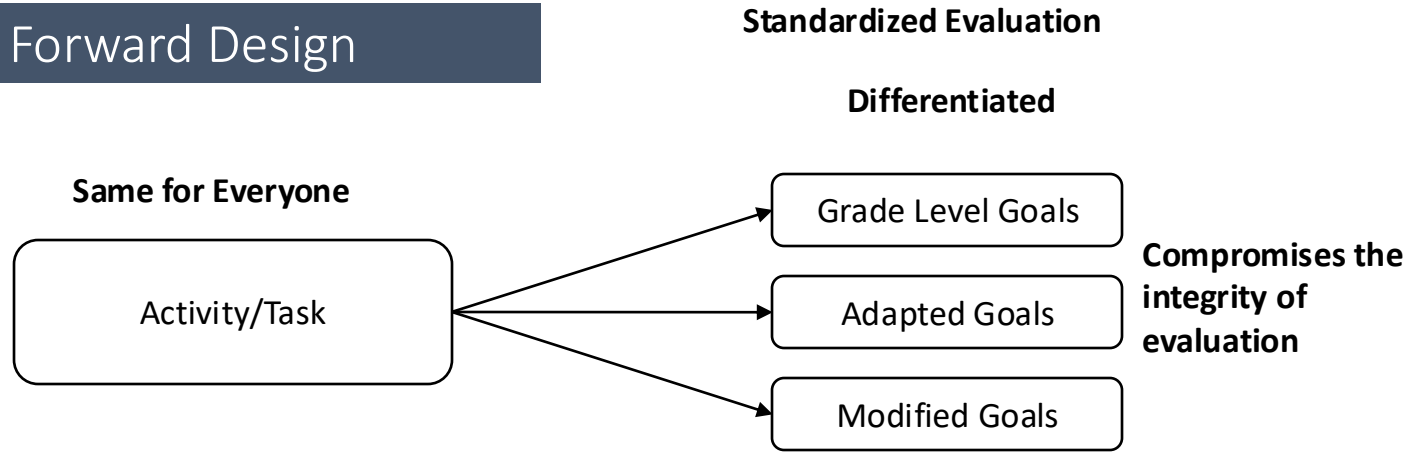


| Subject: | Year: | Planning Team: | |
|---|---|---|---|
| Context for Learning: | | Teacher generated provocation questions: | Student generated questions: |
| Key Vocabulary: | | | |
| | Learning Goals<br>Curricular Language | Learning Goals<br>Student Friendly Language | |
| What do students need to understand? | | | |
| What do students need to know? | | | |
| What do students need to do? | | | |
| Who do student need to be? | | | |

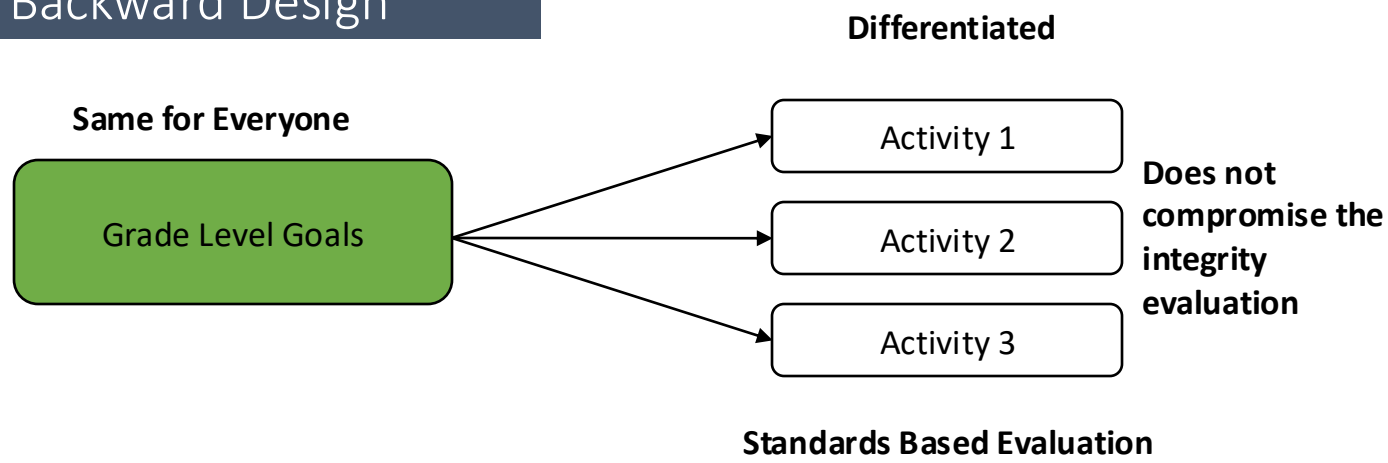
| Subject: | Year: | Planning Team: | |
|---|---|---|---|
| Context for Learning:<br>7.2, 8.3, 3.2 | | Teacher generated provocation questions:<br>7.2, 8.3, 3.2, 3.4 | Student generated questions:<br>7.1, 7.2, 8.3, 9.1, 3.4 |
| Key Vocabulary: 2.1 | | | |

| | Learning Goals<br>Curricular Language | Learning Goals<br>Student Friendly Language |
|---|---|---|
| What do students need to understand? | | 8.1, 9.1, 9.3, 6.4 |
| What do students need to know? | | |
| What do students need to do? | | |
| Who do student need to be? | | |

## Forward Design

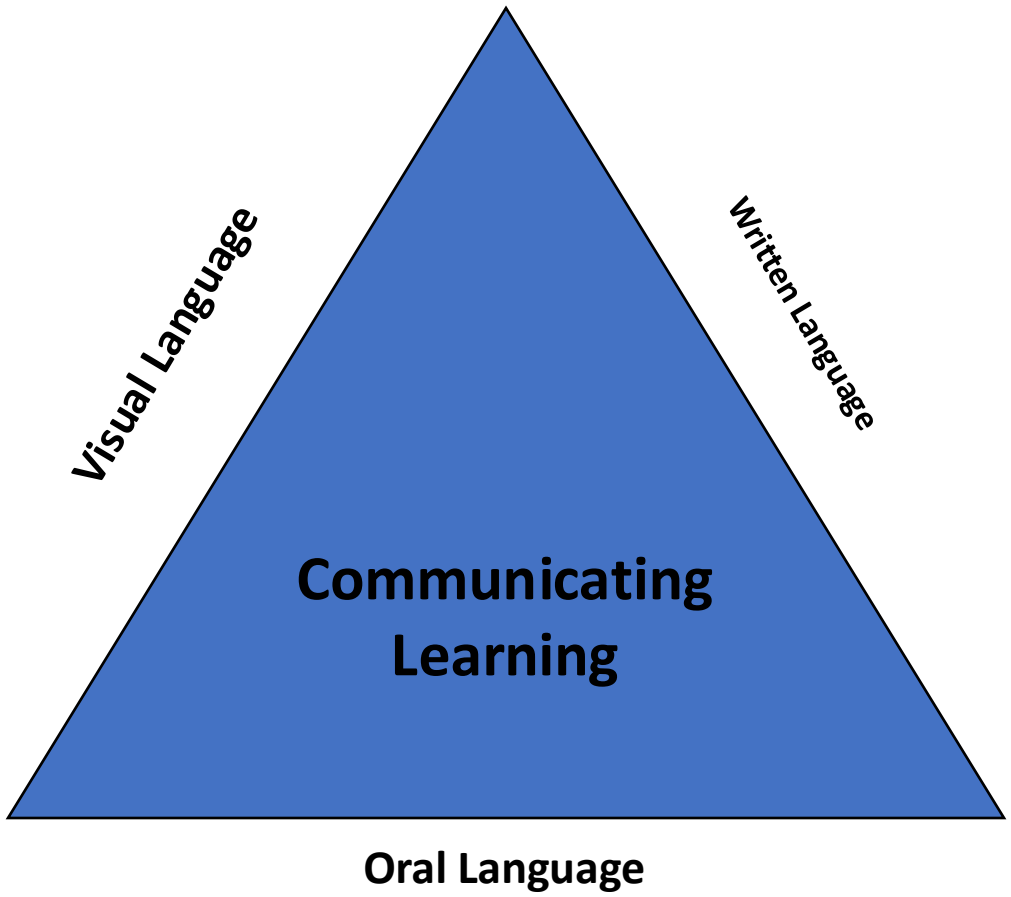


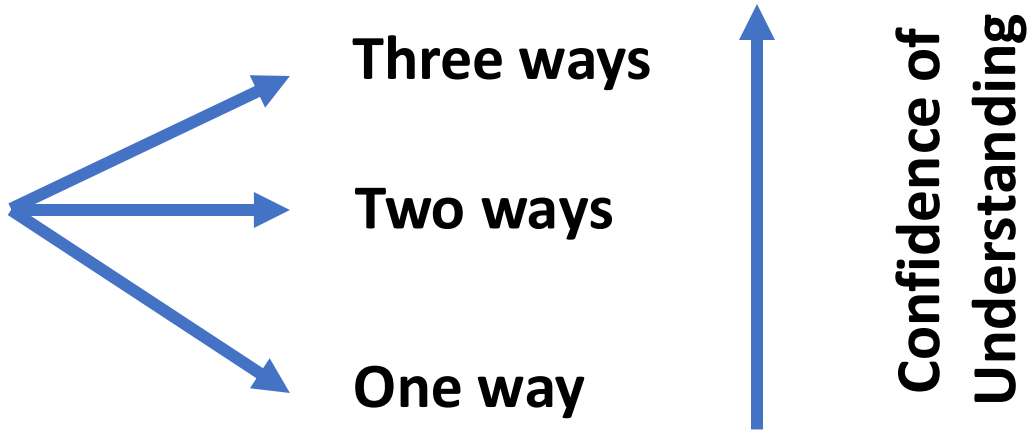

## Backward Design



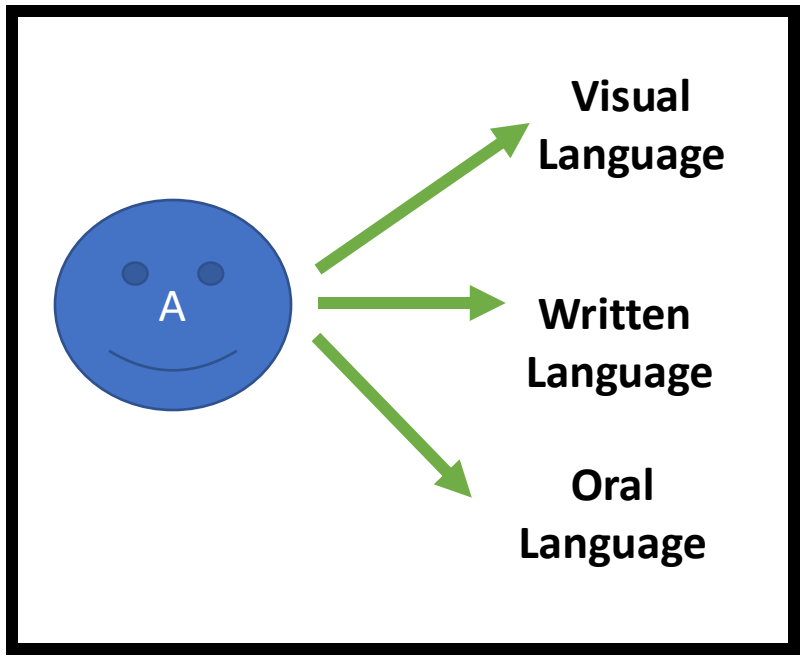

McTigue, 2010

# How do students show what they know?



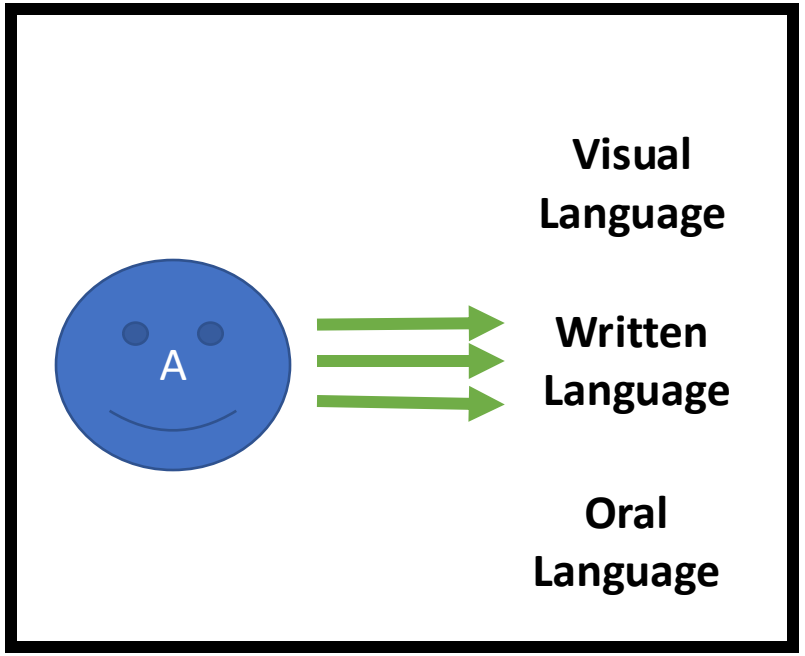
# All Languages (in literacy) are Treated Equal!



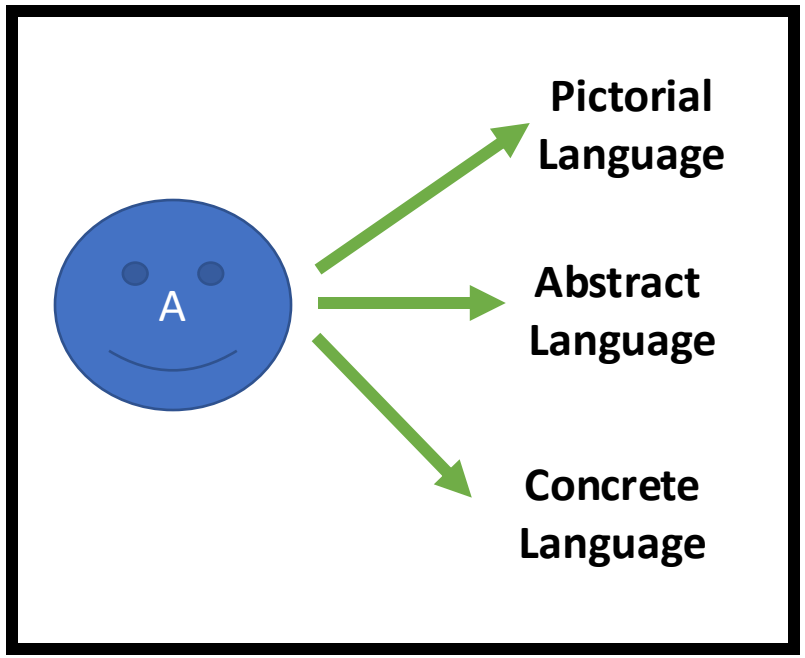

The MORE WAYS students can demonstrate learning, the deeper their understanding is

**Vs.**

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



# All Languages (in  numeracy) are Treated Equal!

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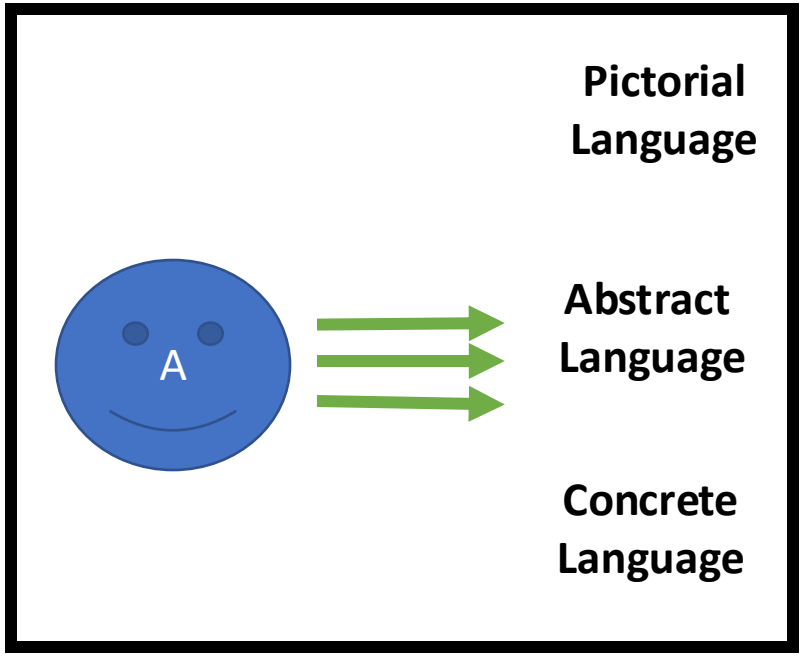


# Planning

**Anchor Text: Can You See Me?**

## Organizing Idea

**Measurement**:
Attributes such as length, area, volume, and angle are quantified by measurement

## Guiding Question

In what ways can size be distinguished?

## Learning Outcomes


**Math**
- Students will explore size through direct comparison

**ELA**
- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.

## Competencies and Progressions

**Literacy**
- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

**Numeracy**
- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller

**Competencies**
- Communication.

Moore and McIntosh, 2025

# Planning

# One Point Rubric

## Anchor Text: Can you see me?


**Kindergarten Math**
Students will explore size through direct comparison

## Grade Level Indicators of Success

**Knowledge 1**
- Size can be interpreted in many ways according to measurable attributes such as length, area, capacity, weight

**Understanding 1**
- Size describes the amount of one measurable attribute of an object or a space

**Skills and Processes 1**
- Identify measurable attributes of familiar objects to which size may refer

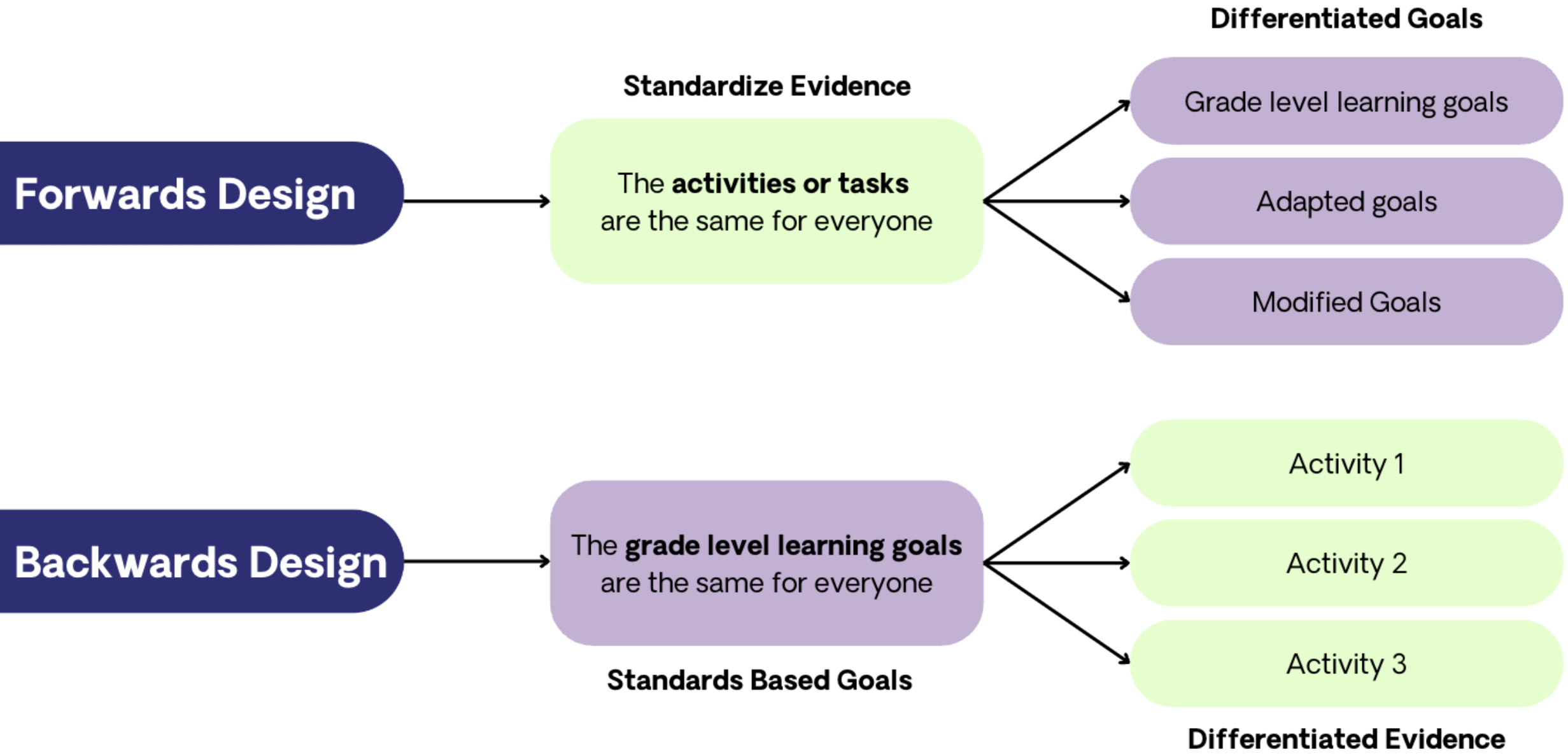
**Knowledge 2**
- Comparisons of size can be described by using words such as long, short, heavy, light, too big, too small

**Understanding 2**
- Size may refer to only one measurable attribute at a time
- The size of two objects can be compared directly
- The size of an object can be described in relation to a purpose of need

**Skills and Processes 2**
- Compare the length, area, weight, or capacity of two objects directly.
- Describe the size of an object in relation to a purpose or need, using comparative language.
- Describe the size of an object in relation to another object, using comparative language.

Moore and McIntosh, 2025

# Understanding by Design

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## The **grade level learning goals** are the same for everyone

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**Competencies**
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## Learning Activities and Tasks

## Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding

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**Competencies**
- Communication

## Learning Activities and Tasks

**Anchor Text: Can You See Me?**

- **Project**: Can you see me?
- **Activity**: Measurement O Rama

## Differentiation of Evidence

| viewing and showing | Listening and speaking | writing and decoding |
|---|---|---|
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |


Moore and McIntosh, 2025

| 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;<br>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 |

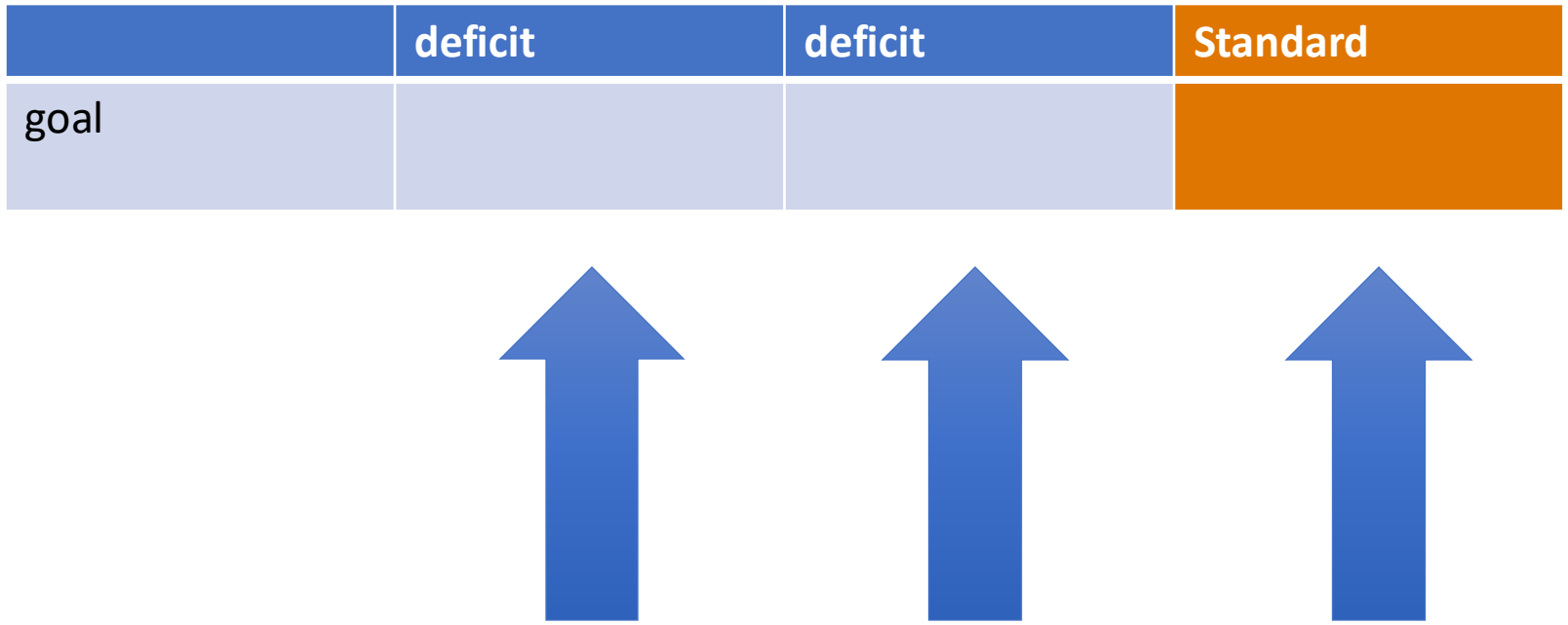
# Determine learning standards and objectives

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

# Differentiated Curriculum

- 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



# 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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# What is useful so far?

# 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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