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What is inclusion?

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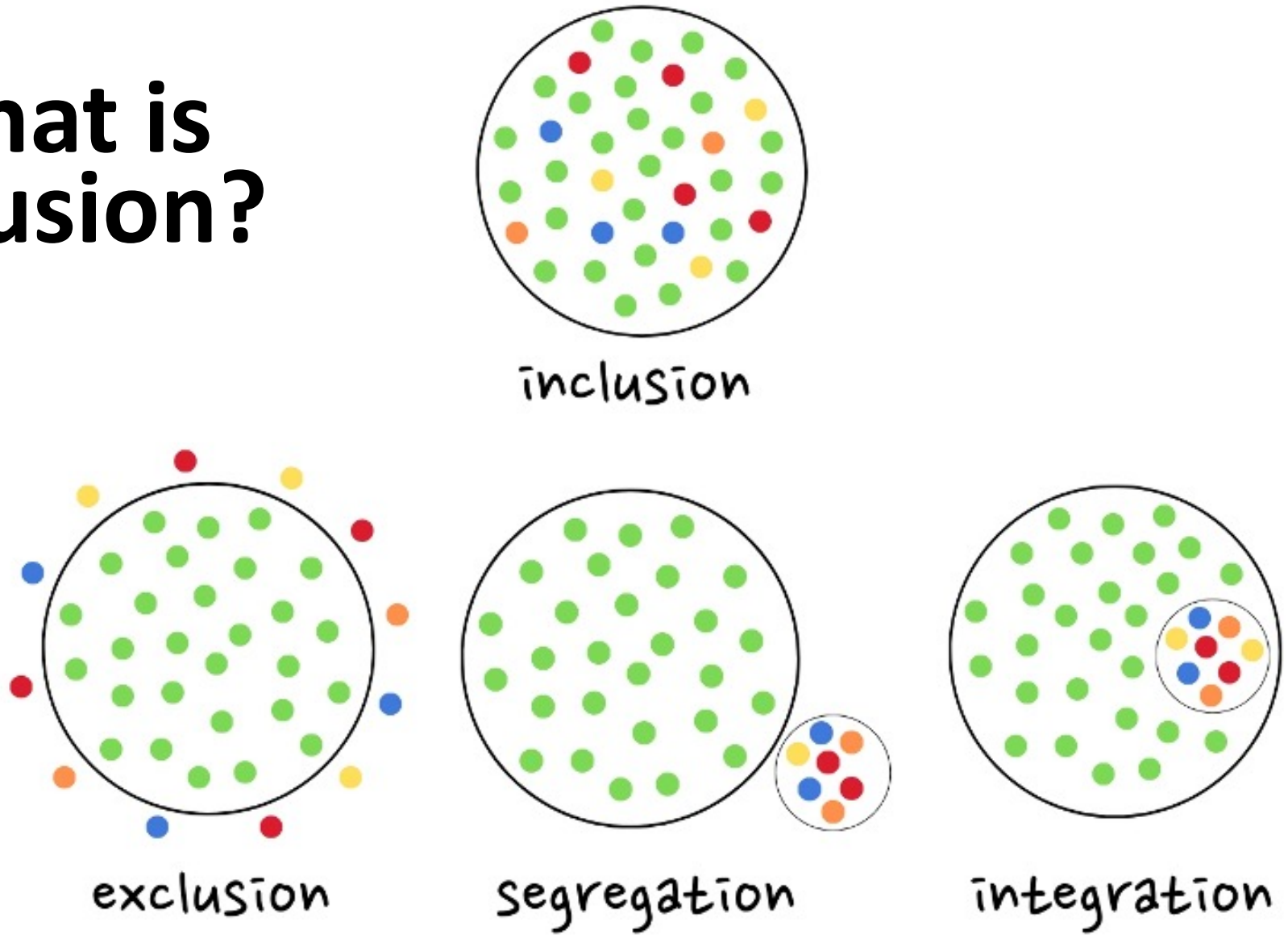

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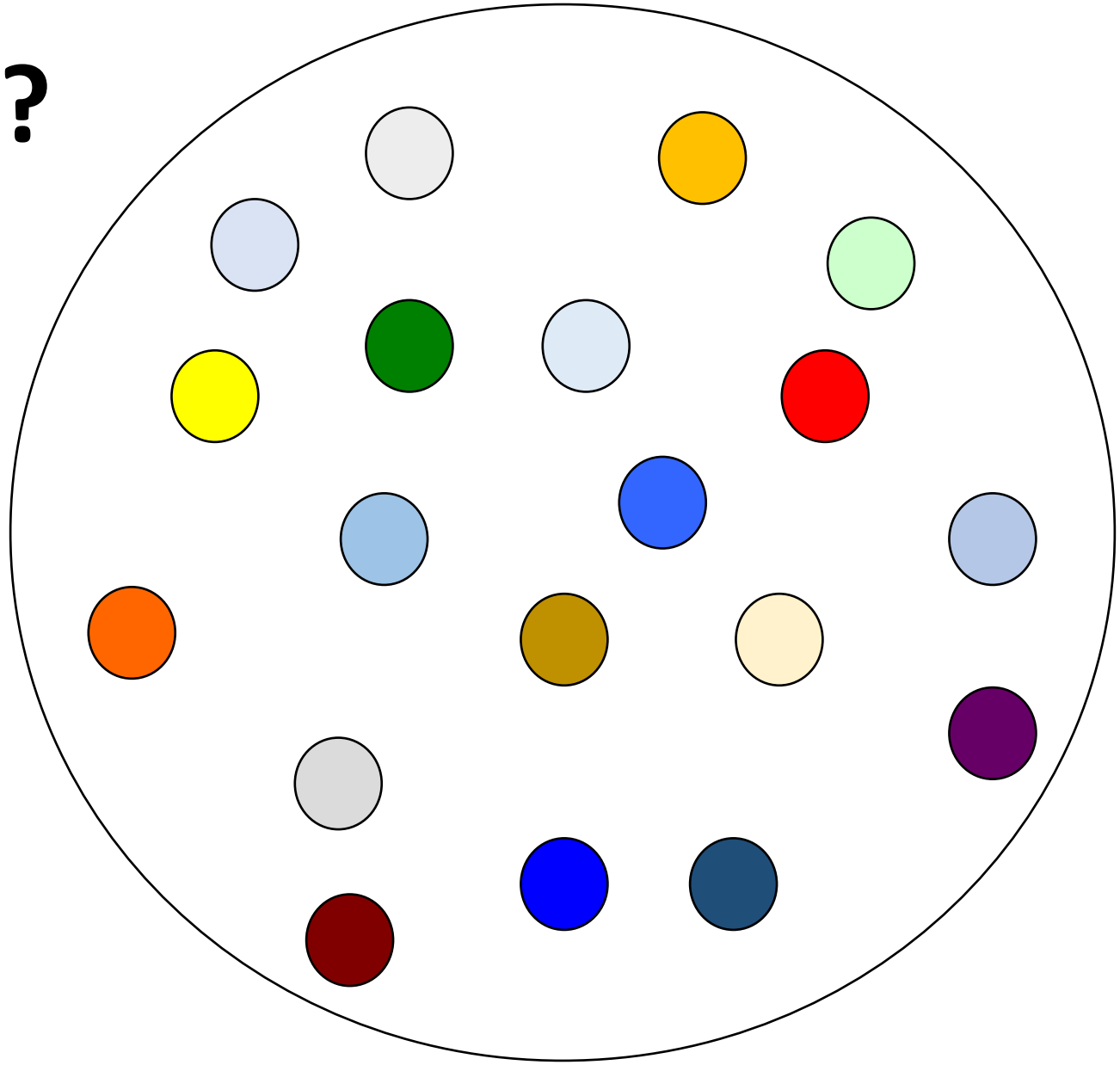

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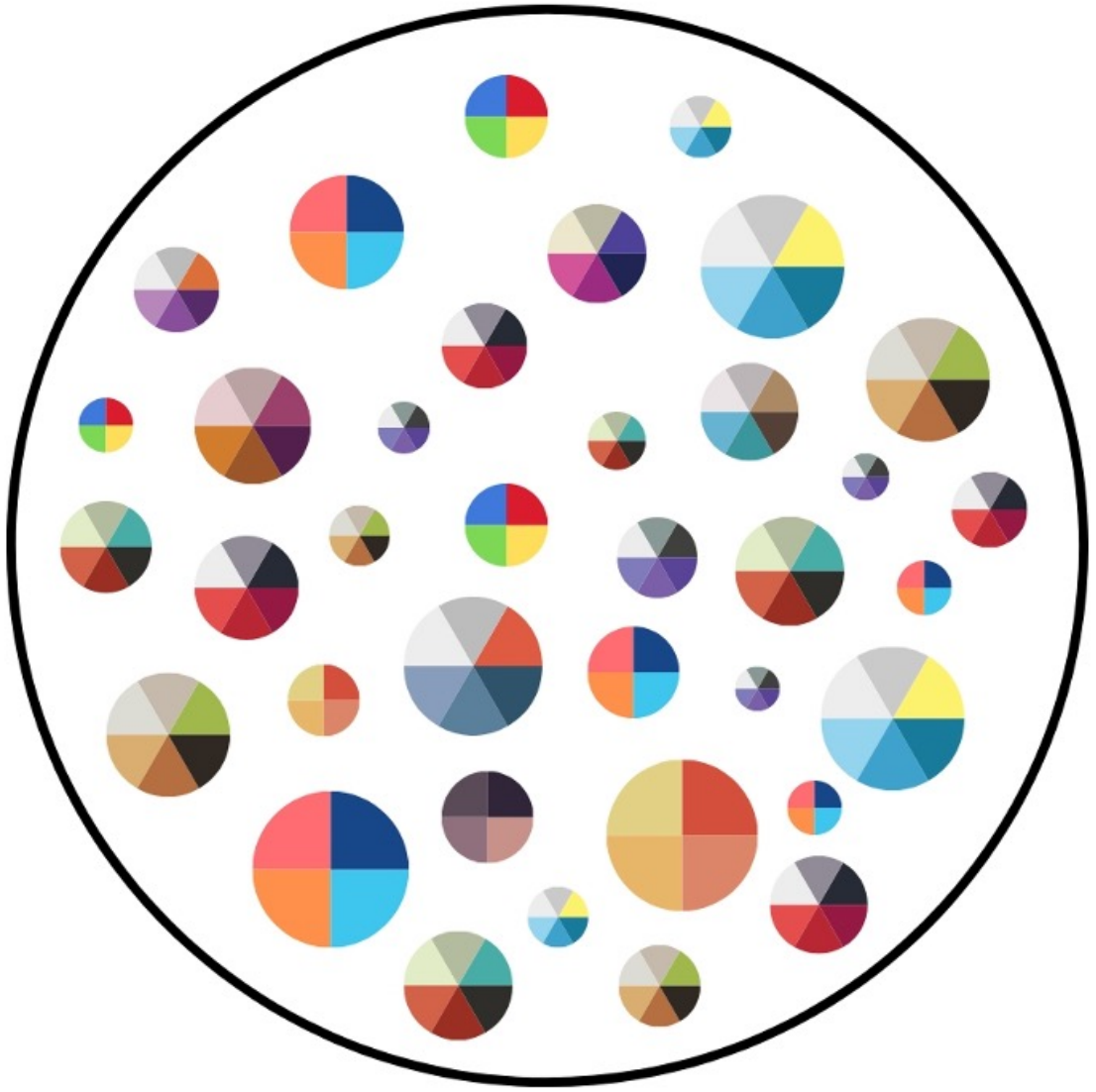

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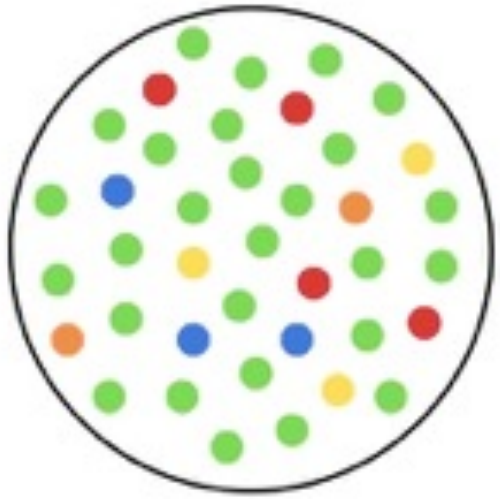
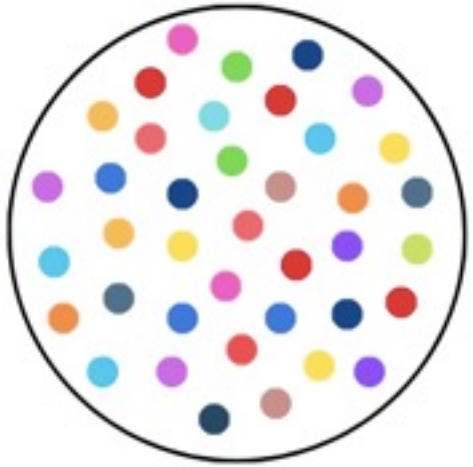


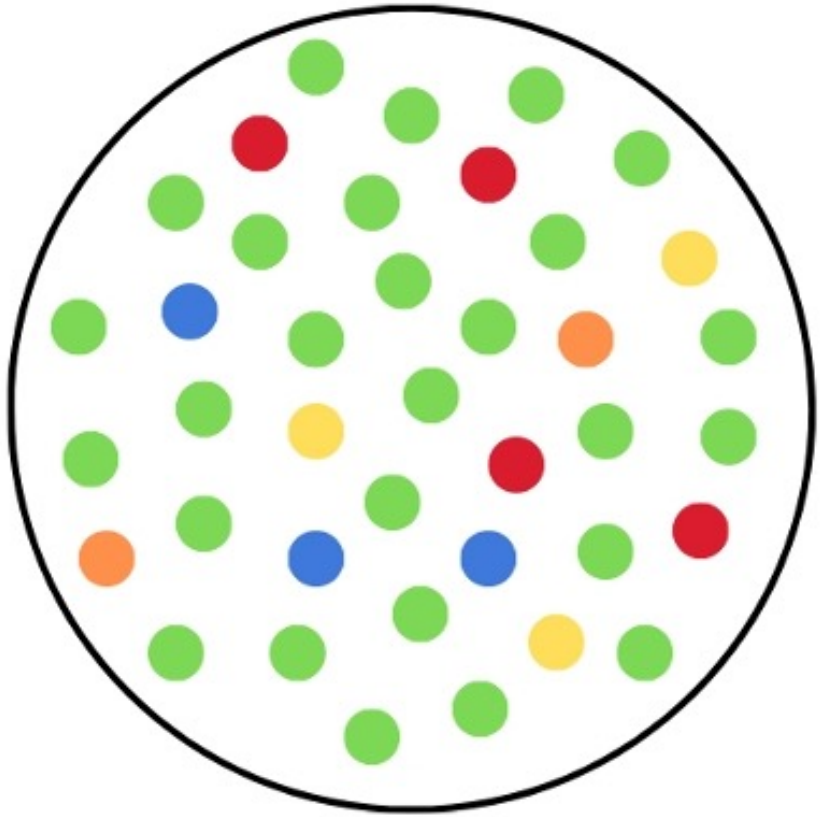
How do we include people with disabilities?

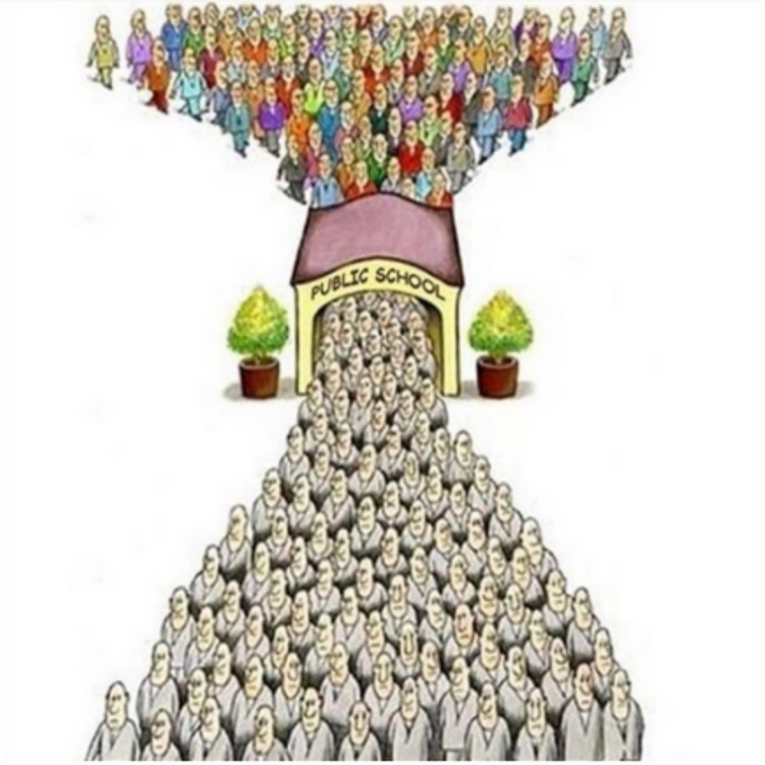


How do we teach to diversity?

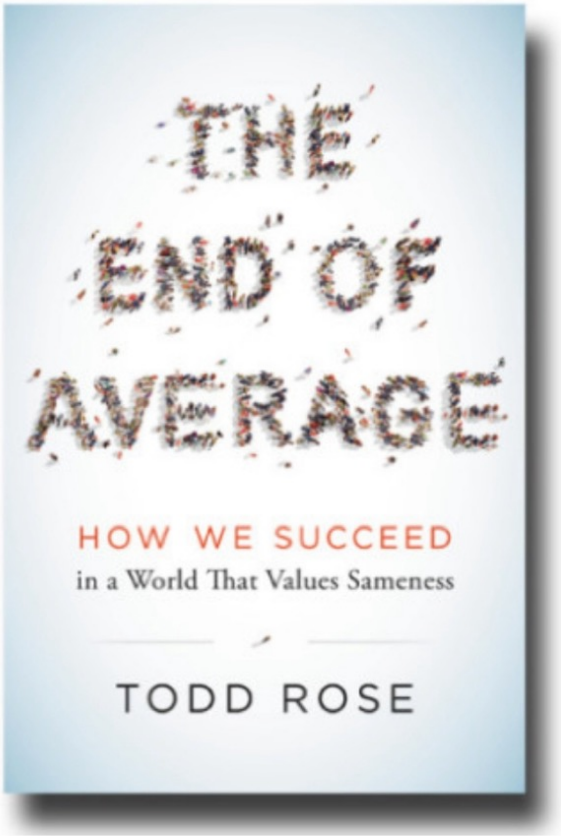
How do we teach to identity?

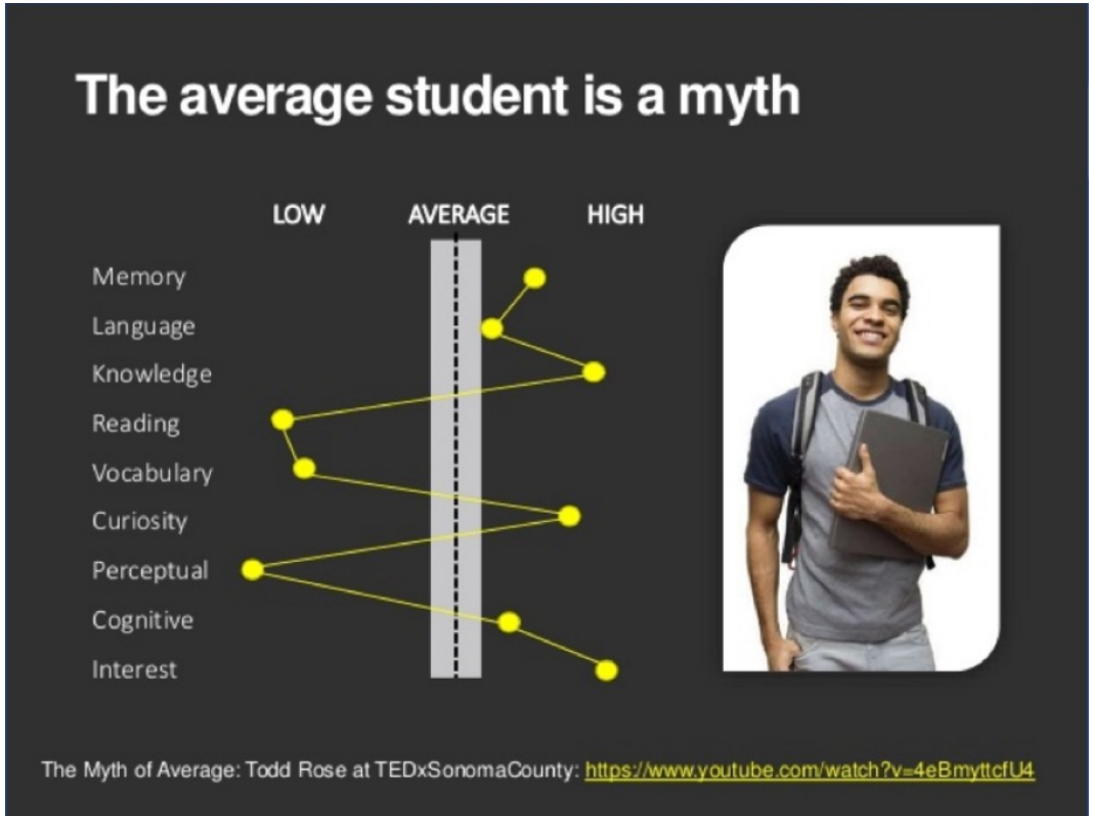
The intersections of ableism





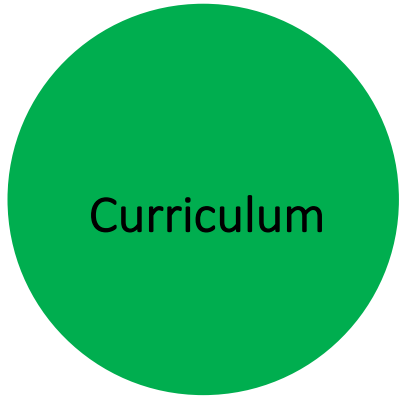
What is “normal”?

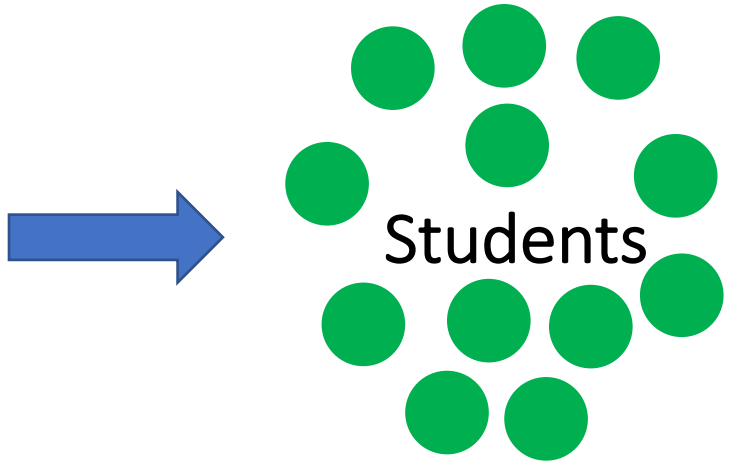


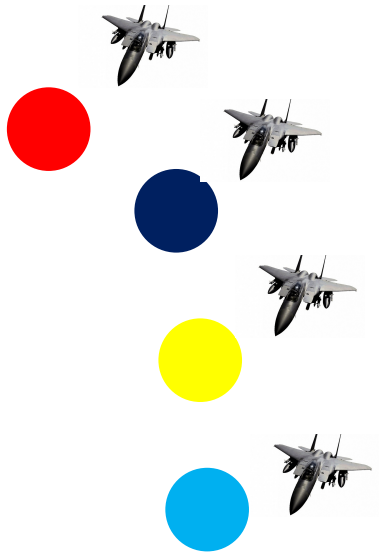


What is “average”?

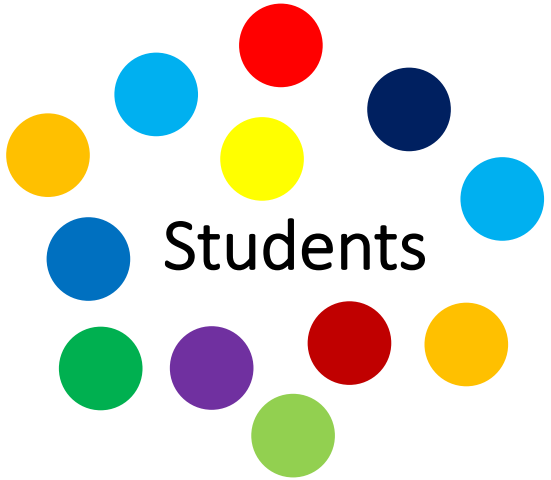
What & how we were taught…

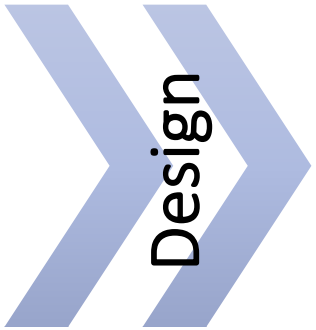


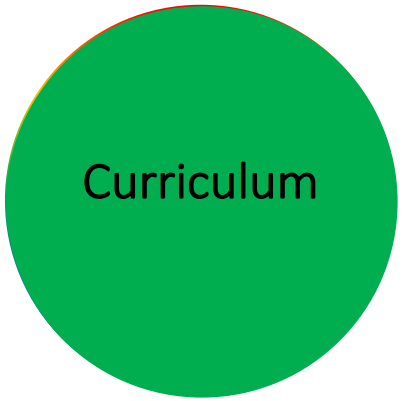




What if we anticipated variability







instead of homogeneity?

How do we design an adjustable plane?

- Who are the pilots? What are their dimensions?
- What kind of planes are they flying?

- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

How do we design an adjustable plan?

- Who are the students? What is the range of the variability?

- What is the grade level curriculum that students need to access?
- How is the grade level curriculum responsive to the range of student variability?
- How do we help students to make the adjustments they need to access the grade level curriculum?

How do we design an adjustable plan?

- Backwards Design
- Universal Design for Learning

Curriculum & Assessment Design

- Planning Pyramid
- Differentiated Curriculum
- Learning Continuums
- Access Points

Adjustable Curriculum

Adjustable Assessment

- Standards Based Assessment
- Universal Design for Learning

Getting to know the Students

- Seed Packet
- Class Review

Needs Based Design

- Class Review
- Tiered Model of Support
- Universal Design for Learning

Adjustable Supports & Strategies

- Classroom Support Plan
- Strategy Instruction

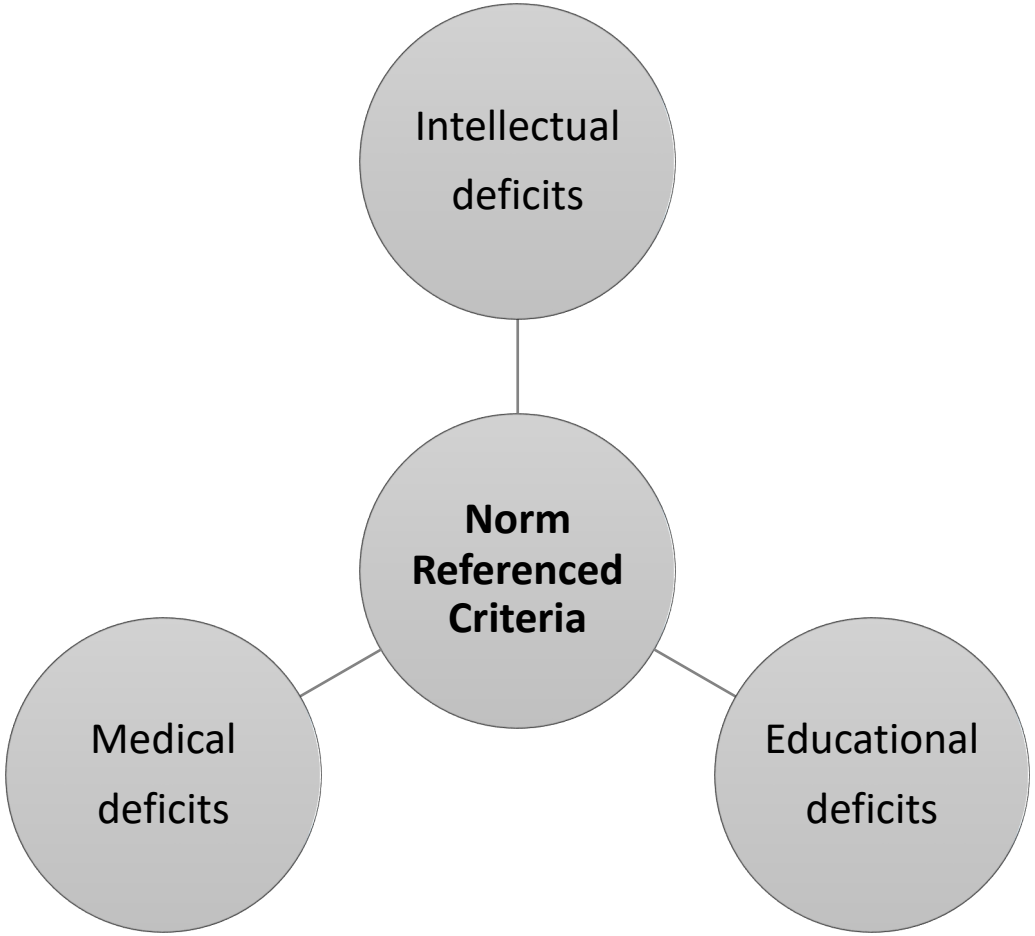
Instructional Design

- Lesson Design
- Universal Design for Learning
- Differentiated Instruction

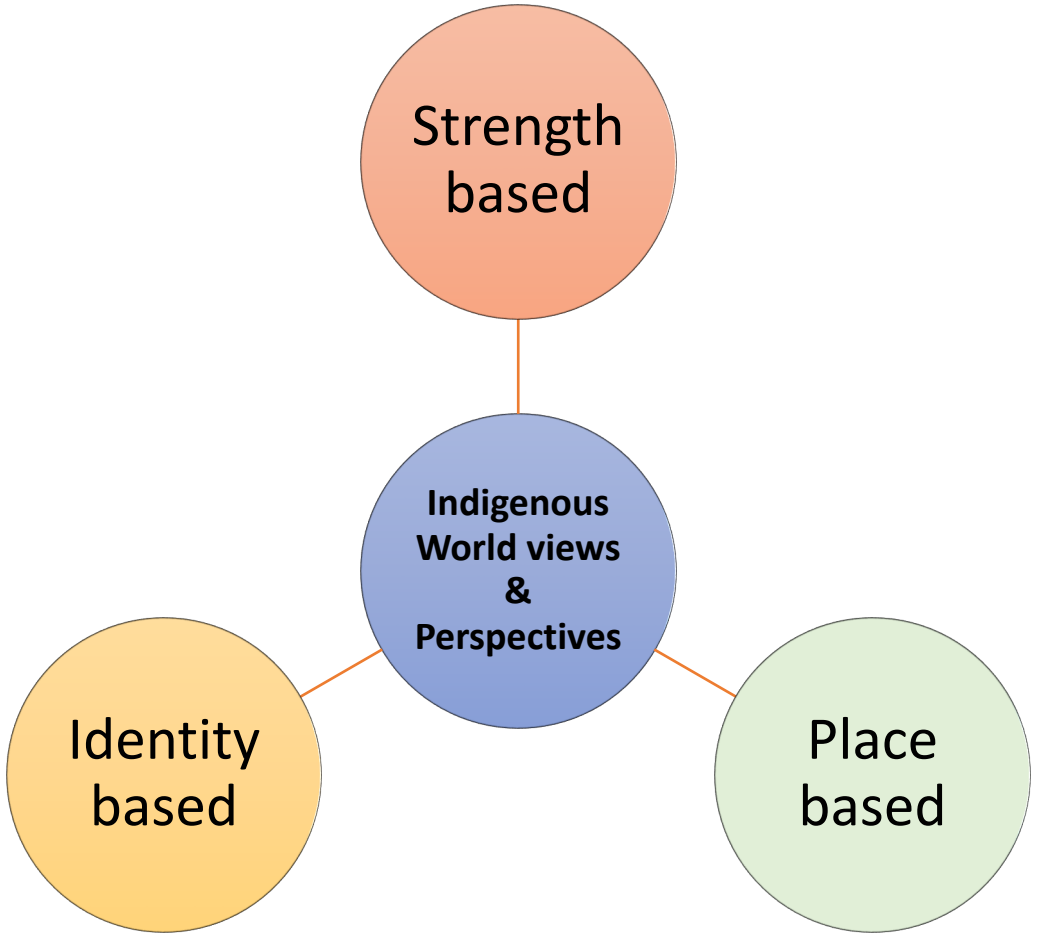
A strength-based perspective is…

- Believing that ANY and ALL students can learn in ANY and ALL contexts because accessing learning does not rely on pre-requisites
- Focusing on what students CAN do and where they COULD be, instead of what they CAN'T do and where they SHOULD be
- Build on the strengths of students to contribute to their communities, teach others and facilitate a sense of belonging
- Harness the strengths of students to build on their stretches, or get better at things that are hard

Why are students not often viewed through a strength-based perspective?



Have all education systems viewed students this way?

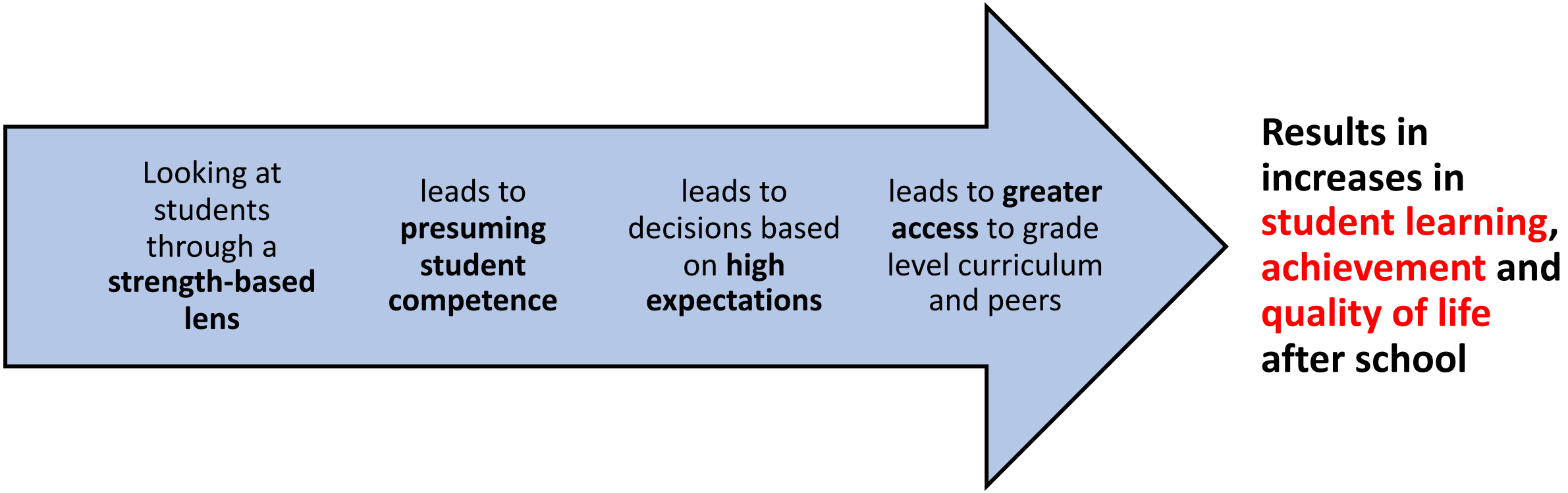


NO

Inclusive ideas and practices are attempts to realign to a view that situates all students as having strengths, a strong identity and value in a community

Inclusion is not "new"

Why a strength-based perspective?



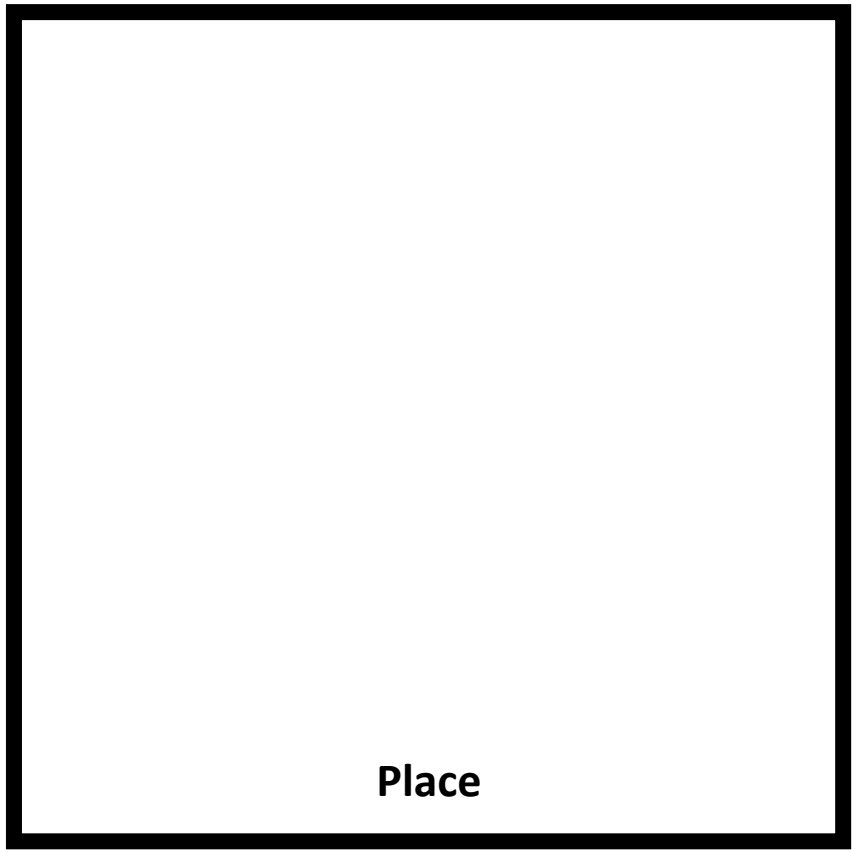
Even if we are wrong about a students' capabilities to access and learn grade level curriculum with their peers, the consequences of that presumption being wrong are not as dangerous as not holding high expectations.

Cheryl Jorgenson

How do we shift towards a strength-based perspective?

What are the barriers?

Shifting the Paradigm:
Medical Model of Disability



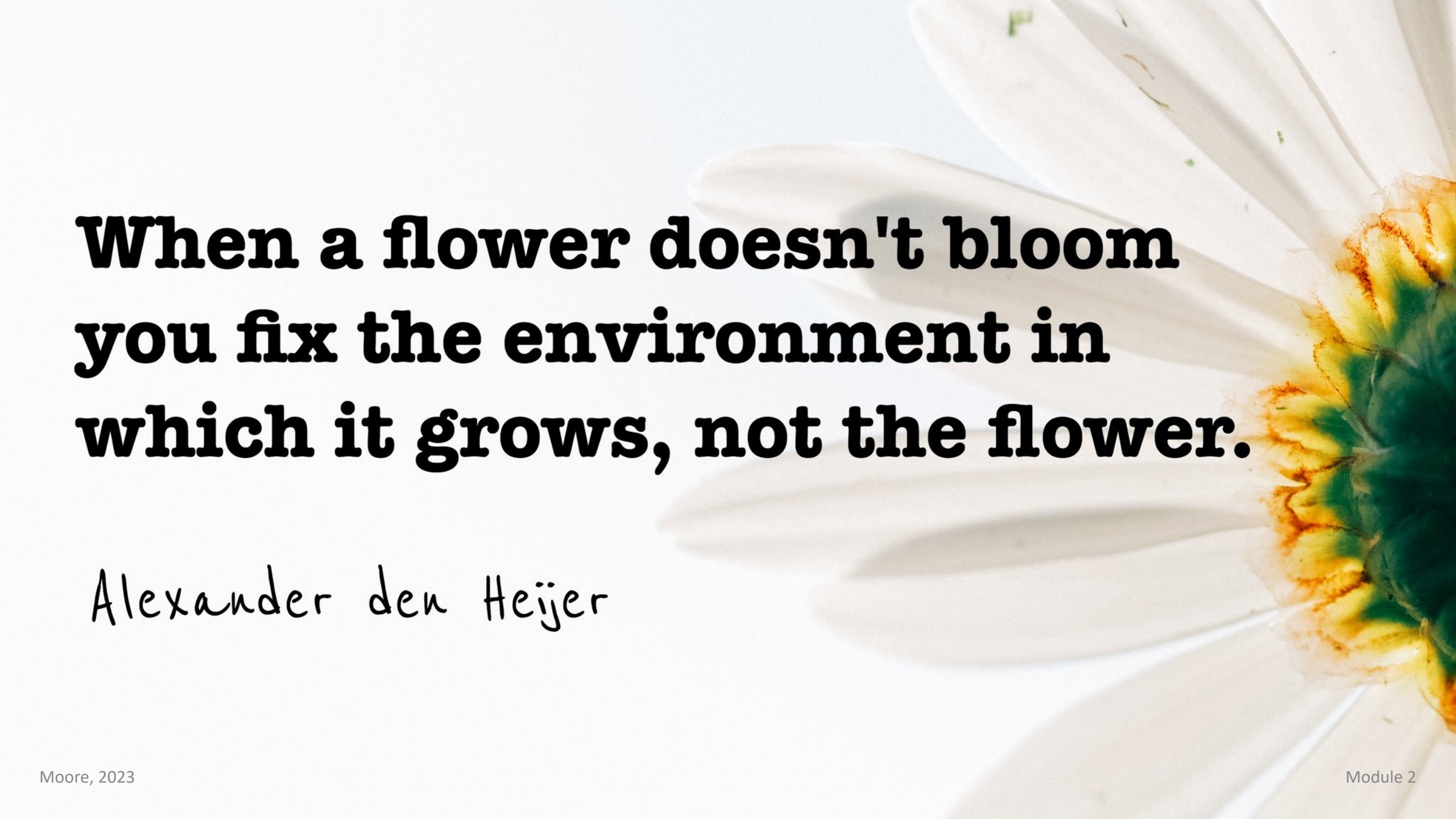
Individual

IEP

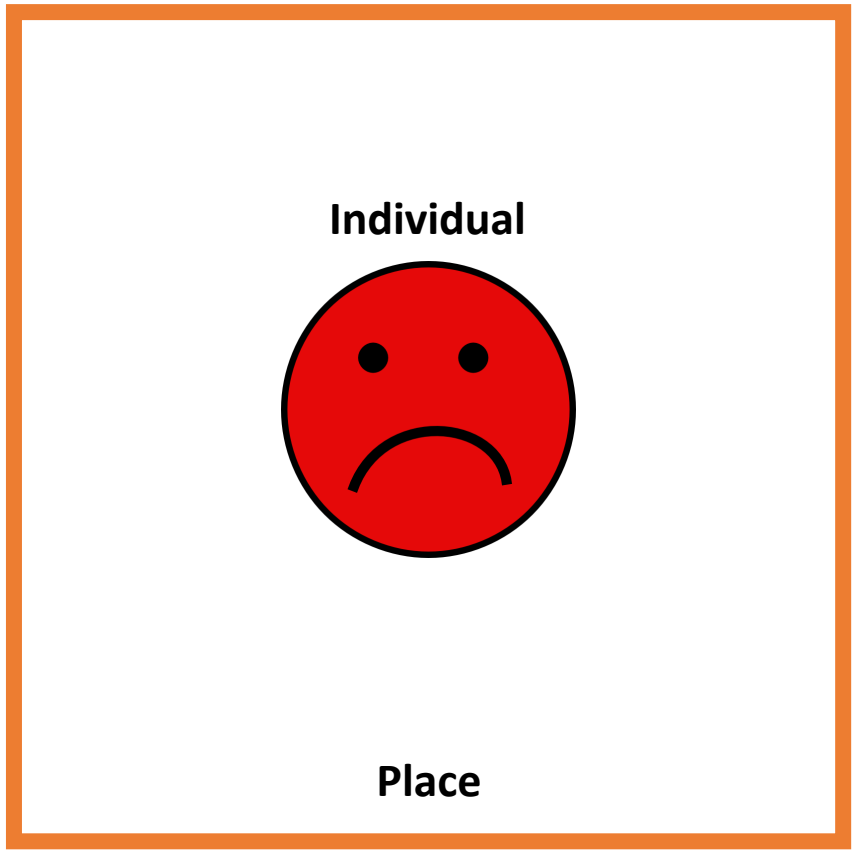
Historical Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place


When a flower doesn't bloom
you fix the environment in
which it grows, not the flower.
Alexander den Heijer

Shifting the Paradigm: **Social Model** of Disability

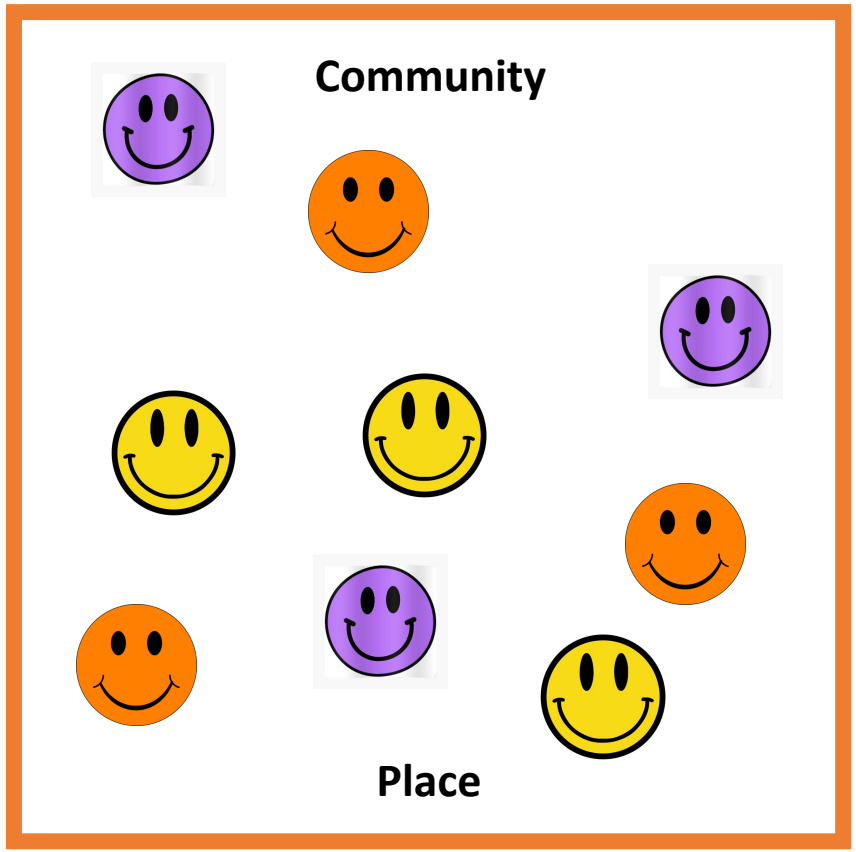


Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place

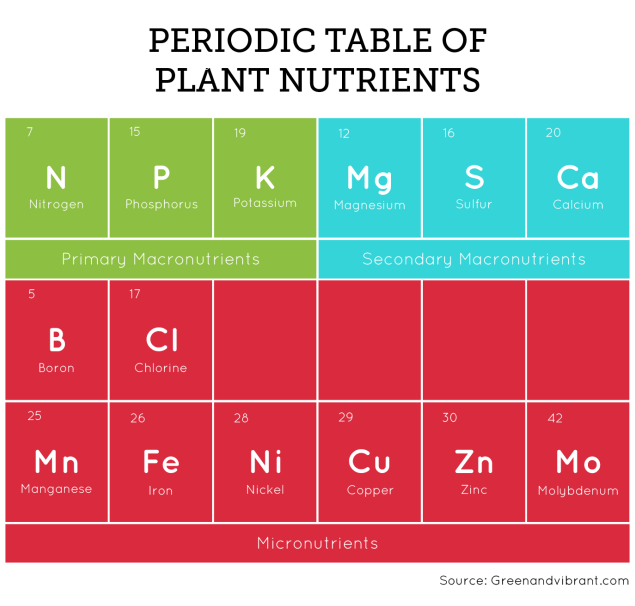
Shifting the Paradigm: **Person-Place Model** of Need



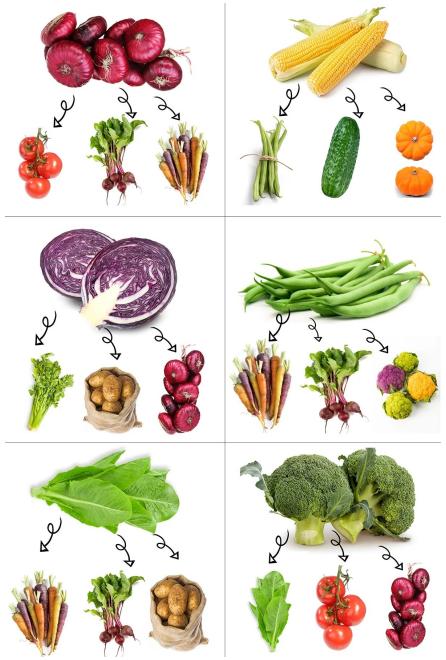
Inclusive Education

- THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community
- BY: Determining the needs of individuals and anticipating the supports & strategies that they will require

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require



Some plants need added nutrients

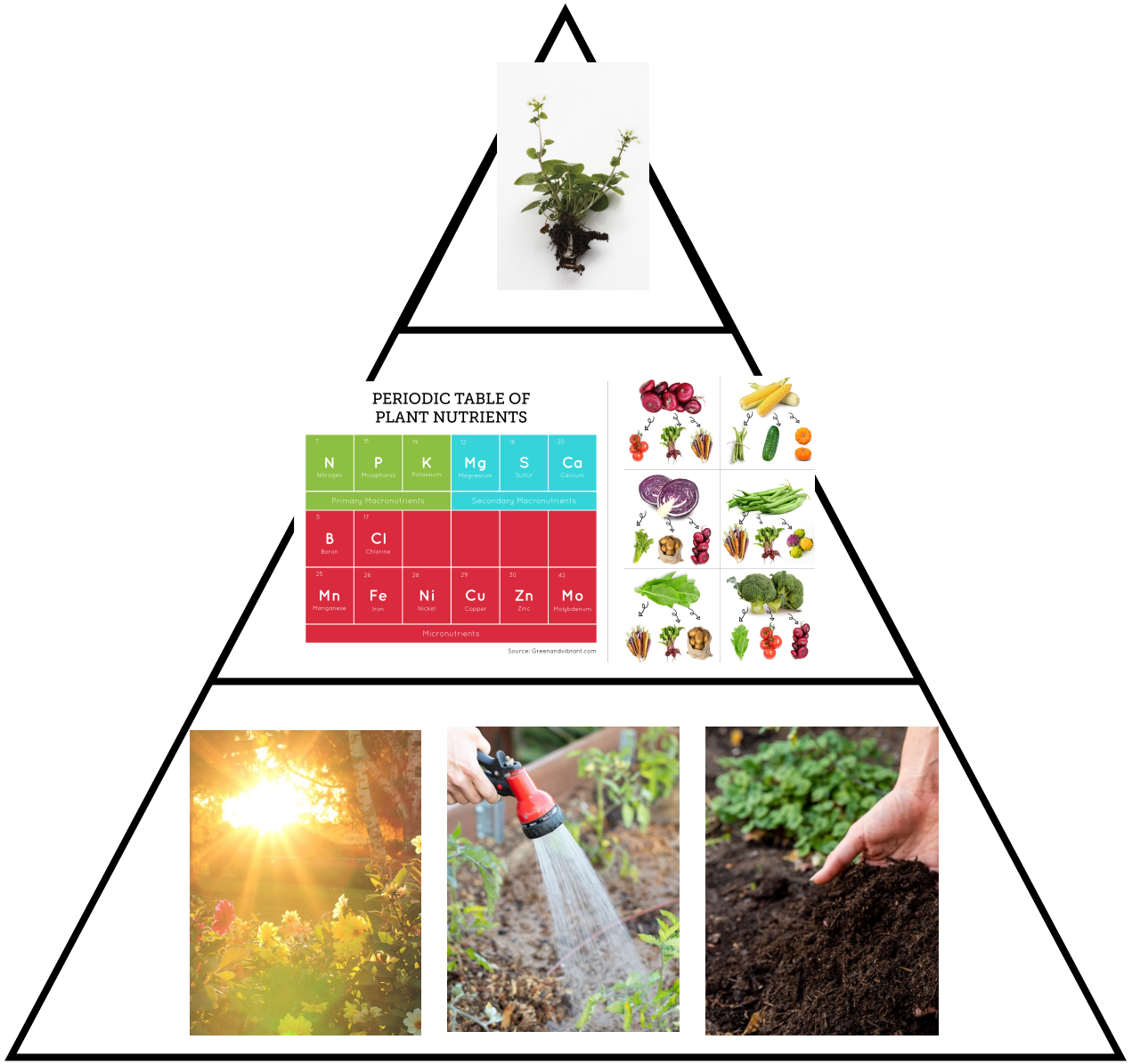


Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will need

A few plants may need very specific temperatures & humidity levels

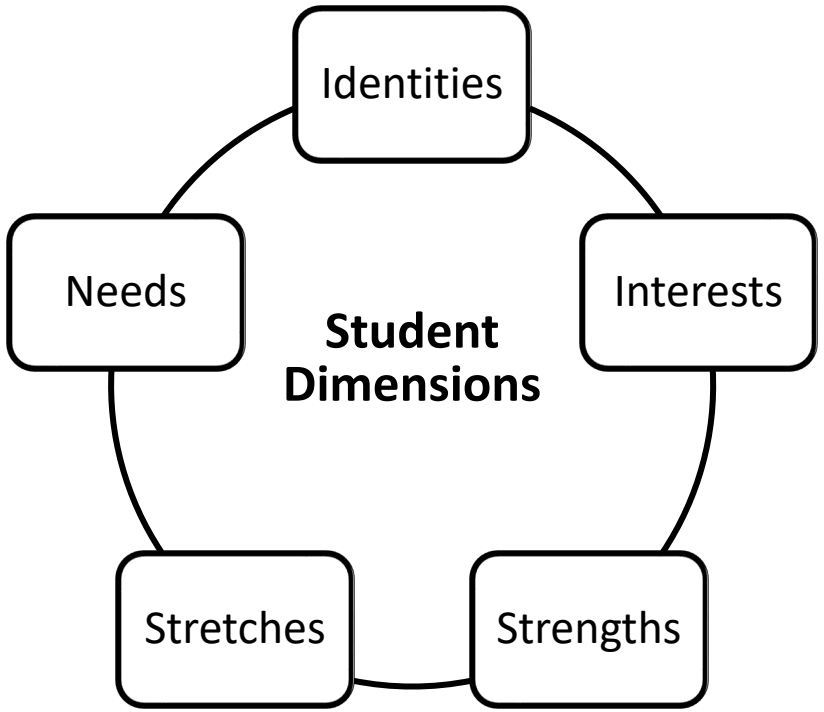
Multiple Layers of Support



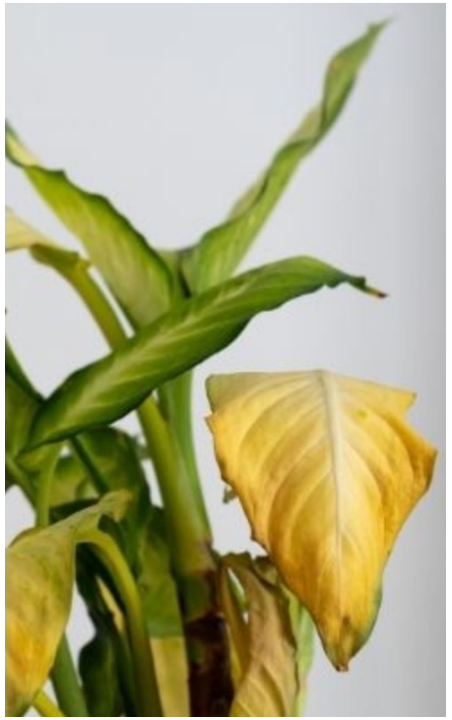
The SEED PACKET

Getting to know who the students are

What dimensions can we capture student dimensions in ways that allow for student, family, and community voice?



How do we know if a plant is not thriving?



Needs more light

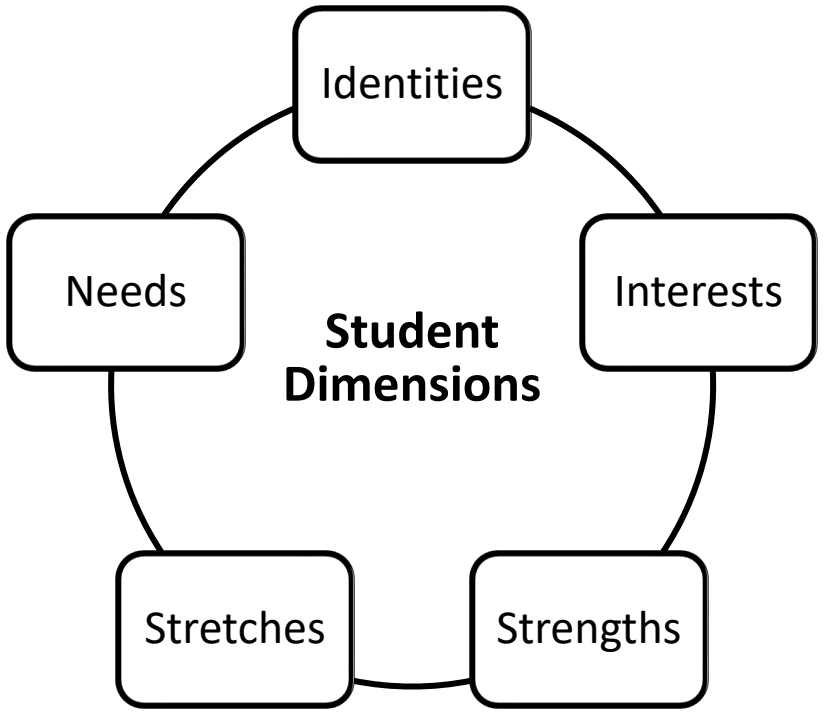
Needs more moisture

Needs more space

The plant TELLS and SHOWS us what it needs

By letting them tell and show us what they need to grow

What dimensions can we capture student dimensions in ways that allow for student, family, and community voice?

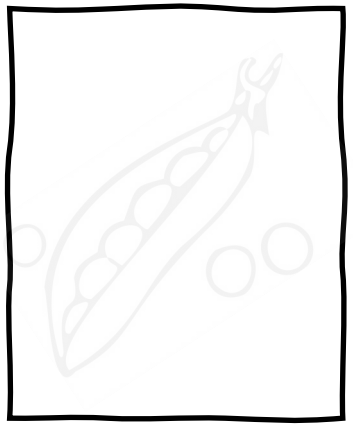


Strategy 1:

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____



Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

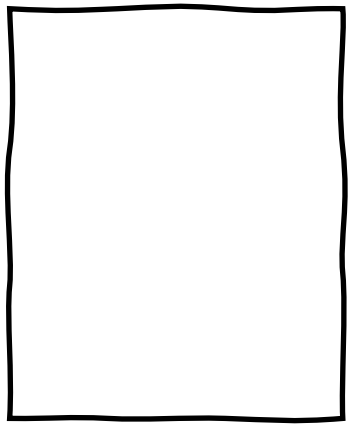
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year: 2022

Name: Joshua I. **Grade: 11**



Identities: I am…

- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. **I want to learn more about different countries**
2. **I want to learn how to be a good leader**
3. **I want to get a job**

Needs: I need this support in these areas to grow:

- communication
- emotional regulation
- literacy (understanding)
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes too write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:

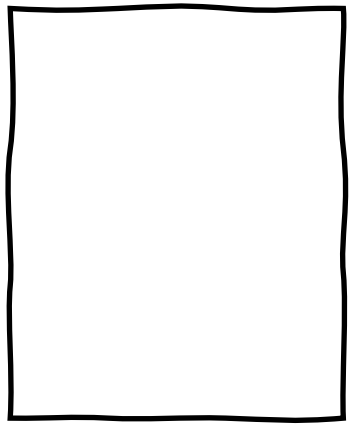
- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is to hard, when there are only words and no pictures, when people do things for me because they think I cant do it

Thank You For helping me GROW

Student Voice

Growth Year:

Name: Conor G. **Grade: 1**



Identities: I am…

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Community Voice

Strategy 2: Student Dimension Interview

Help us get to know: _____ **Date: _____**

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know: _____ **Date: _____**

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

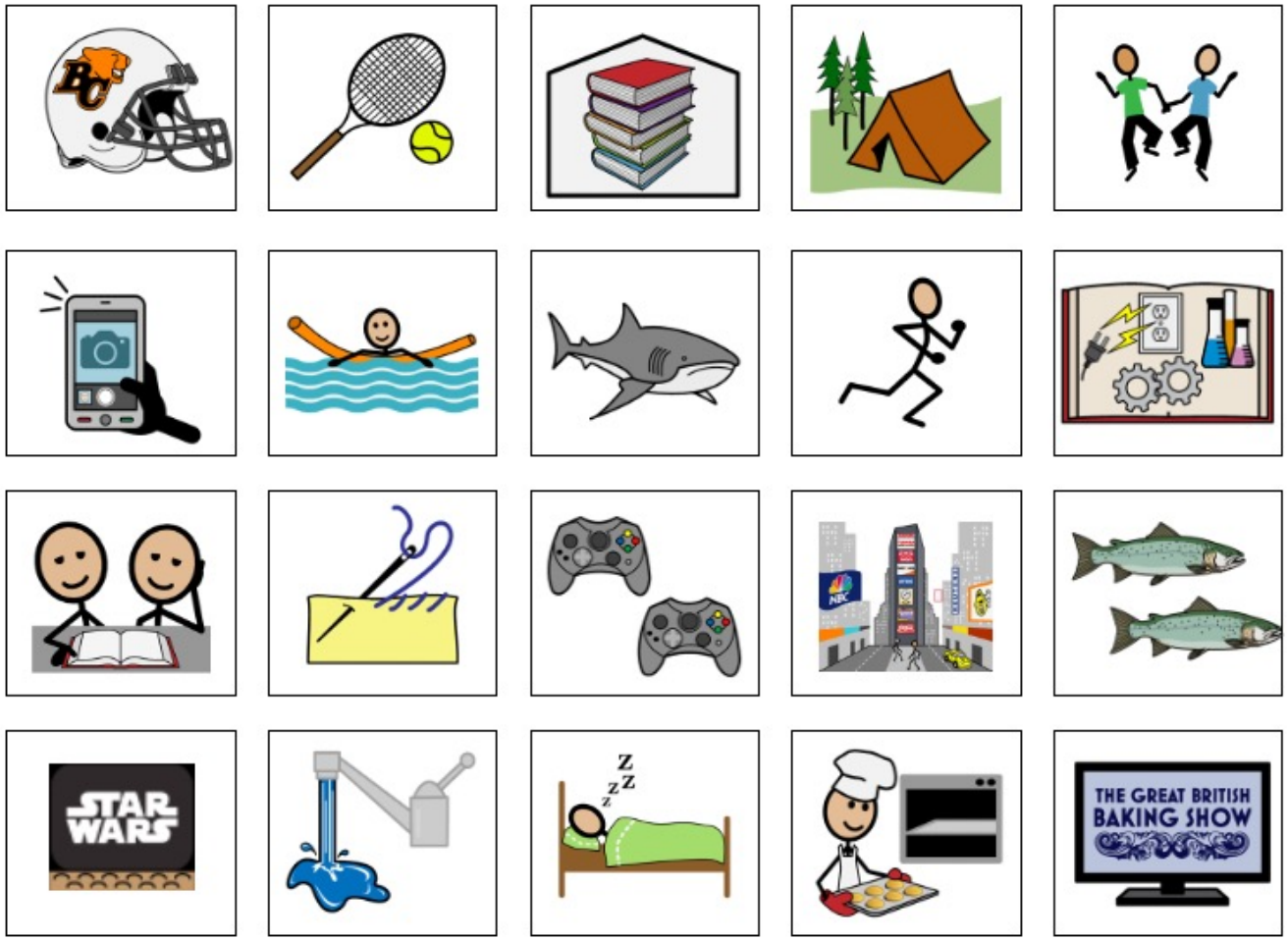
	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper **Grade: 2**

Identities: I am…

kind	a friend	funny
an athlete	Ukrainian	smart

Interests: I really like and/or what to learn more about:

reading	whale sharks	Star Wars	fashion	Great British Bakinig Show
camping	BC lions	taking pictures	salmon in river	dancing

Strengths: I am really good at and/or could teach others:

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:

emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored

Thank You For helping me GROW

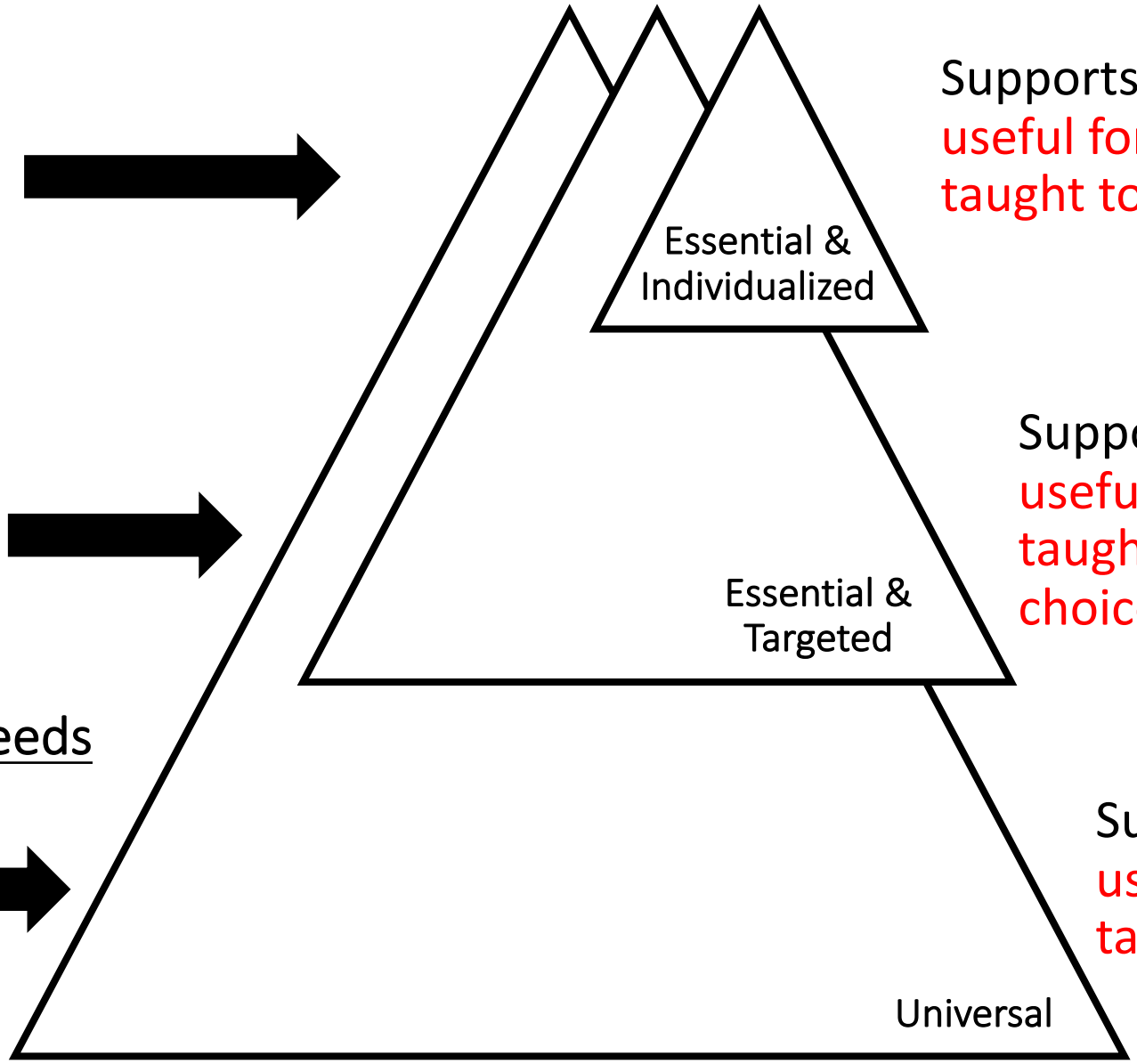
Student Voice

Multiple Layers of Support

<u>What one needs</u>
Needs of individual students

<u>What some need</u>
Needs of individual students

<u>What most/everyone needs</u>
Reducing/ Eliminating Barriers for the place/community



Supports & Strategies are useful for ONE taught to ALL

+

Supports & Strategies are useful for SOME taught to ALL choice for ALL

+

Supports & Strategies are useful for ALL taught to ALL

What is a Barriers?

Physical Barrier

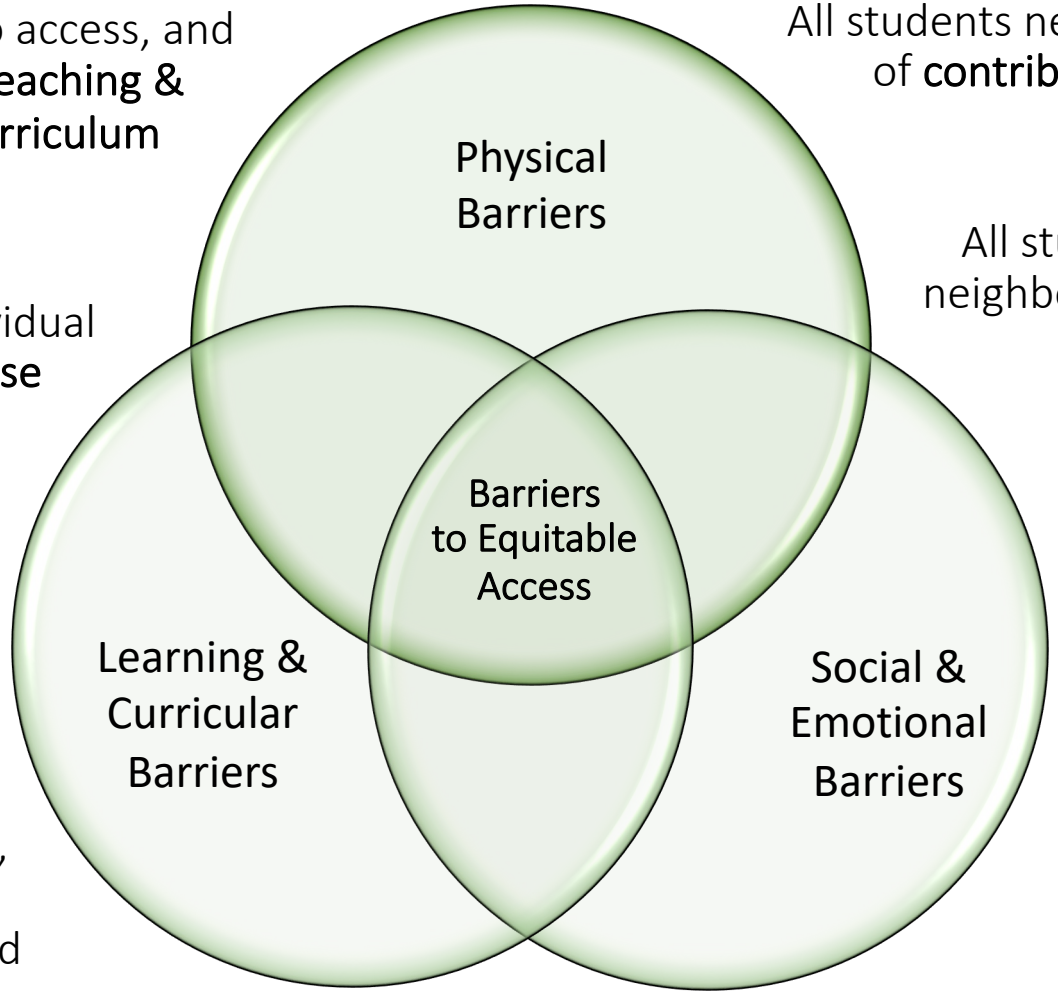
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All students need opportunities to access, and be challenged by, **high quality teaching & learning** within **grade level curriculum**

All students need a sense of individual and community **place** & **purpose**

All students need access to **tools and actions** that will respond to their **individual dimensions**

All students need **representation**, **connection & relationships** with diverse & identity-based peers and adults



All students need to **feel valued** and a sense of **contribution** to their community

All students need **physical access** to neighbourhood classrooms and schools

All students need their **basic physical needs** met

All students need a **sense of belonging and safety** in a classroom and school community

All students need **agency** through **high expectations** and the presumption of competence

Universal Approaches
Useful to ALL, Taught to ALL

Student Self Determination & Agency

Standards Based Assessment

Needs Based Design

Mind Up/ Zones of Regulation Etc.

First Peoples' Principals of Learning

Culturally Responsive Practices

SOGI

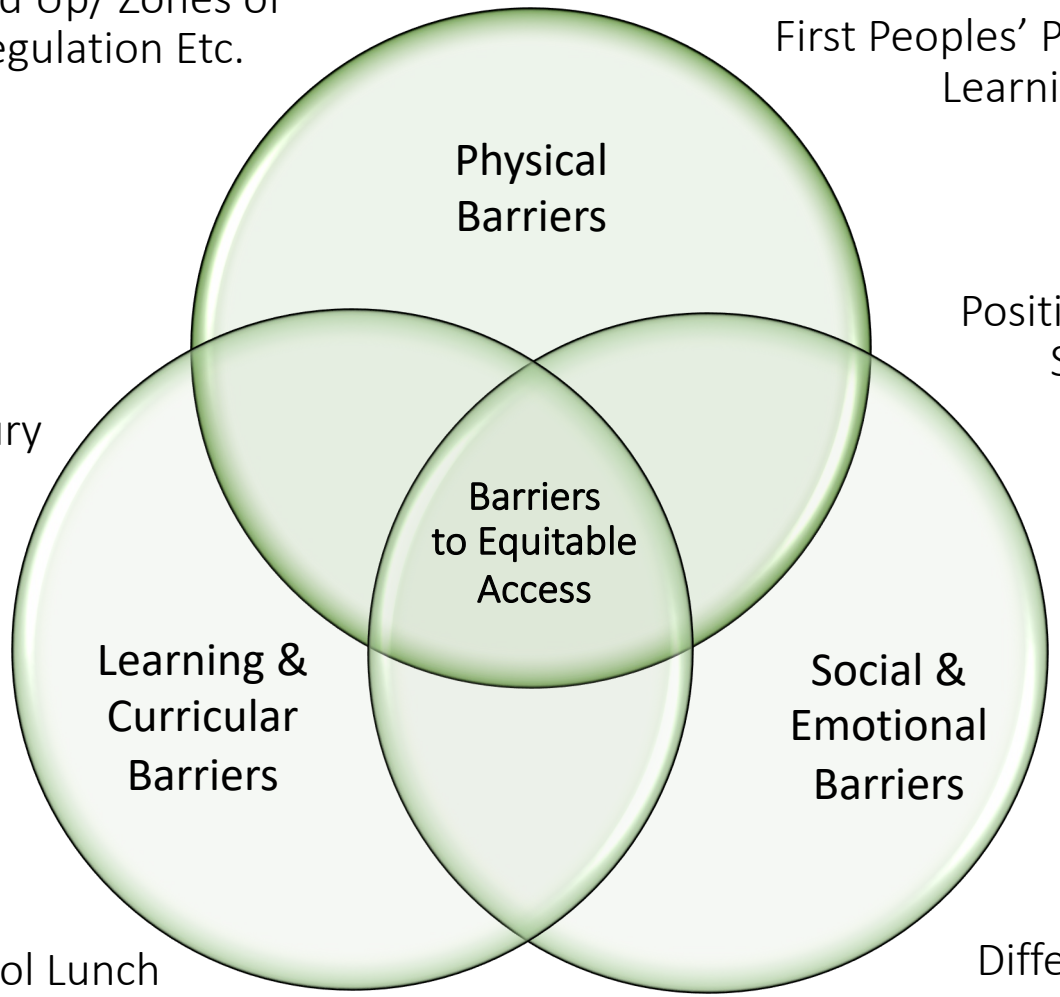
Inquiry

Trauma Sensitive Instruction

Positive Behaviour Supports

Competencies/ 21st Century Learning

Strength Based Perspectives



Universal Design for Learning

Learning Continuums

ICBIEP

Land-Based Learning

Accessible Playgrounds

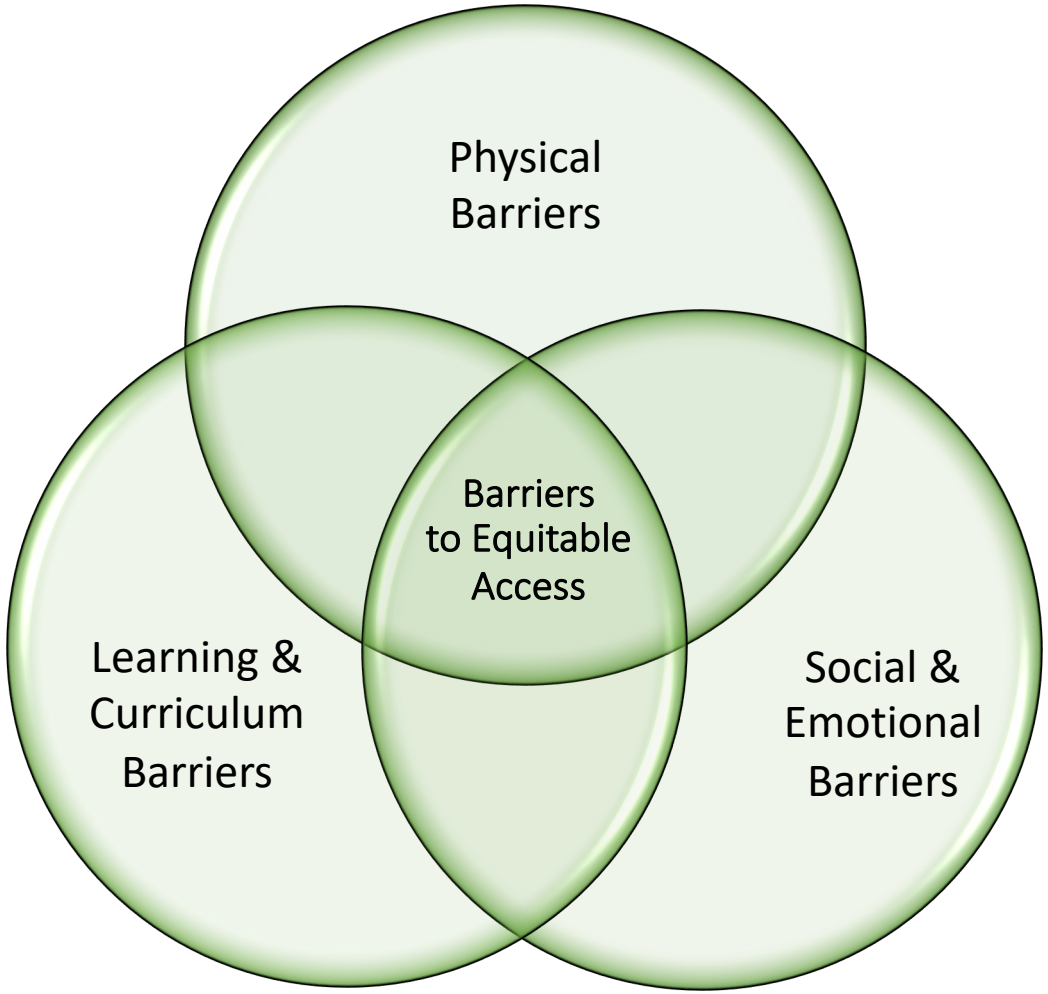
Restorative Practices

School Lunch Programs

Differentiated Instruction & Curriculum

Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

How do we design an adjustable plan?

- Backwards Design
- Universal Design for Learning

Curriculum & Assessment Design

- Planning Pyramid
- Differentiated Curriculum
- Learning Continuums
- Access Points

Adjustable Curriculum

Adjustable Assessment

- Standards Based Assessment
- Universal Design for Learning

Getting to know the Students

- Seed Packet
- Student Dimension Interview
- Class Review

Needs Based Design

- Class Review
- Tiered Model of Support
- Universal Design for Learning

Adjustable Supports & Strategies

- Classroom Support Plan
- Strategy Instruction

Instructional Design

- Lesson Design
- Universal Design for Learning
- Differentiated Instruction

What is standards-based curriculum design?

What is standards-based curriculum design?

- Coherent learning goals (standards) for a grade, grade band, subject or competency area
- Standards describe what students need to know (content), understand (big ideas), do (skills & curricular competencies) and be (core competencies)
- Standards are evaluated, not activities
- Activities and tasks are evidence of meeting a standard

BACKWARDS DESIGN

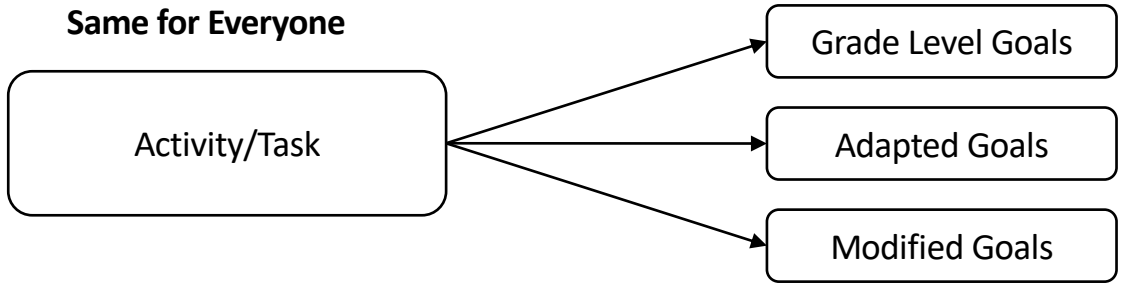
Adapted from McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

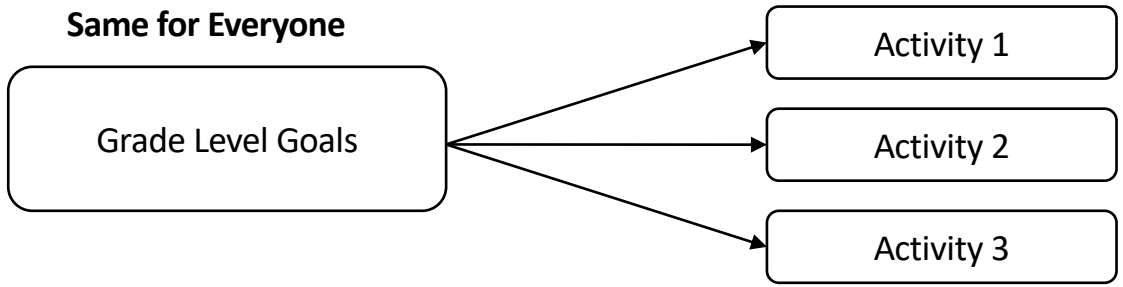


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

Backwards Design: Previous Curriculum

What types of goals are in the curriculum?

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

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

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?

How do we design an adjustable plan?

- Backwards Design
- Universal Design for Learning

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- Classroom Support Plan
- Strategy Instruction

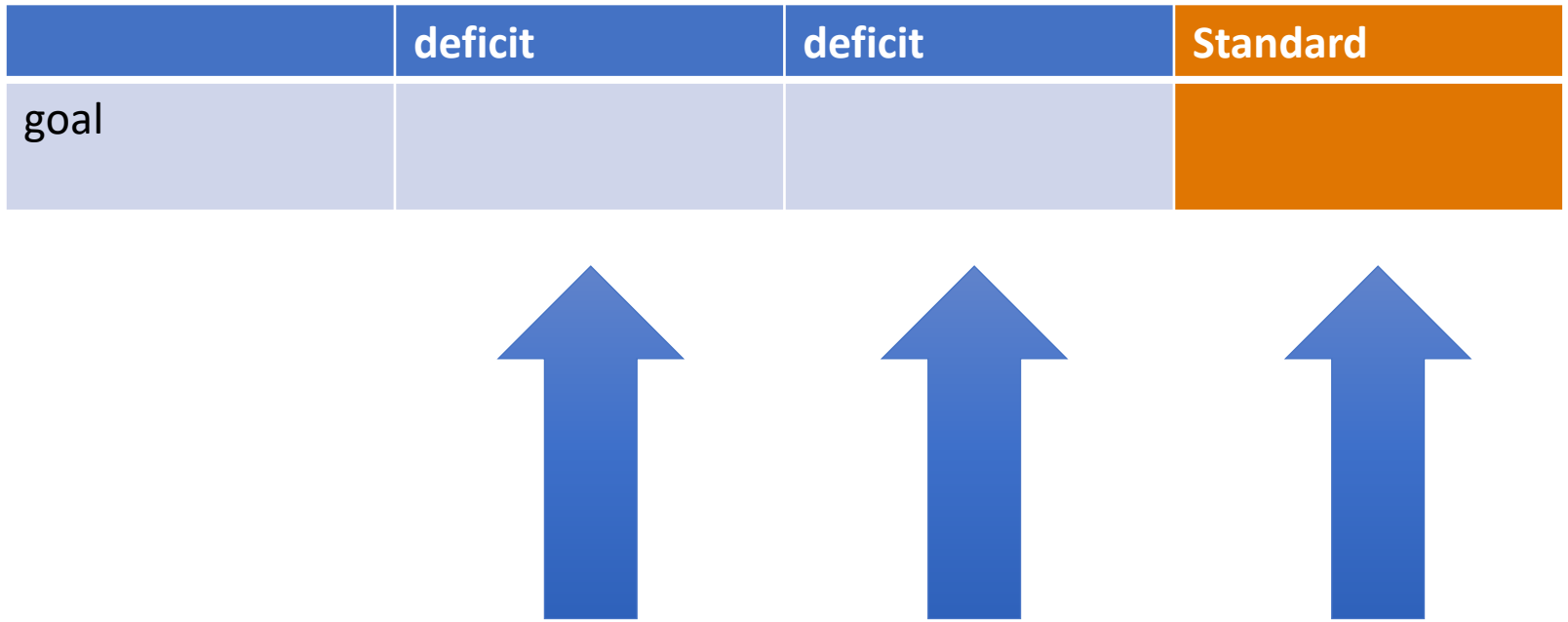
Instructional Design

- Lesson Design
- Universal Design for Learning
- Differentiated Instruction

Adjustable Curriculum

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

Rubrics vs. Learning Progressions



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!

One point rubric

	Standard
goal	

One Point Rubric: Science K

Our Unit Questions • 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**
	• 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

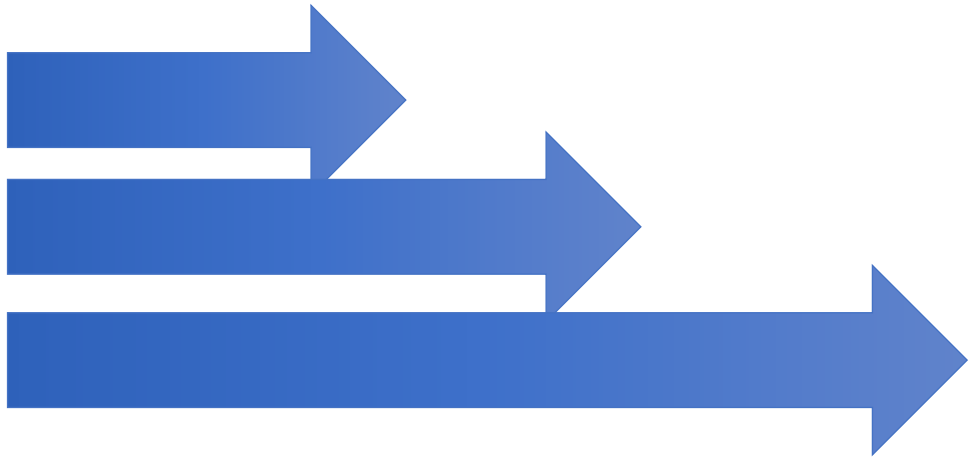
One Point Rubric: Life Sciences 11

Our Unit Questions - Why is the forest in Campbell River unique? - How and why has the forest ecosystem in Campbell River evolved over time?		
I need support	**My goals for this unit**	**I need challenge**
	• **I know speciation that occurs within our local ecosystems** • **I can understand data and information by** experiencing and interpreting the local environment • **I can understand data and information by** seeking evidence and analyze data • **I can understand data and information by** constructing, analyzing and interpreting visual representations of information	

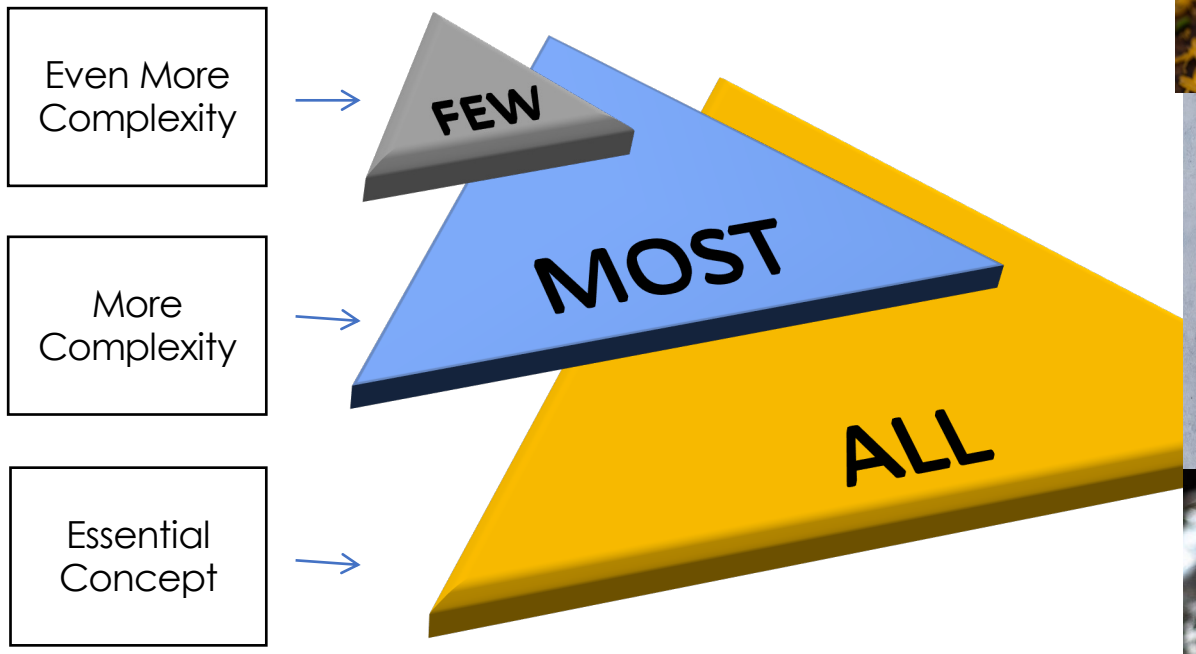
- **Great for student self assessment**
- **Difficult to use for formative & summative teacher assessment**
- **Does not communicate the variability and complexity within the goal**

Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			



The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

Creating Access AND Challenge

Challenge

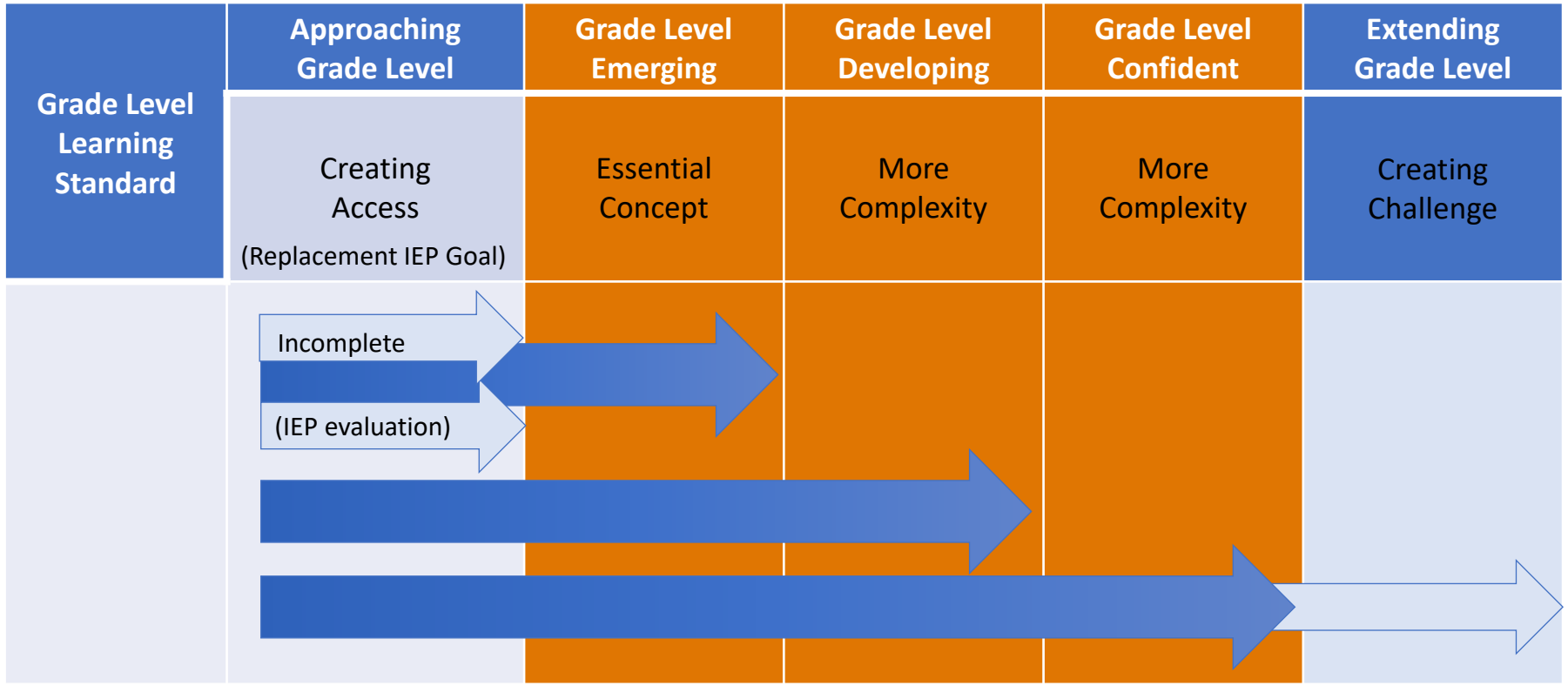
Even more goals

More goals

Goals

Access

An Additive Continuum of Proficiency



Additive Learning Continuum: Science K

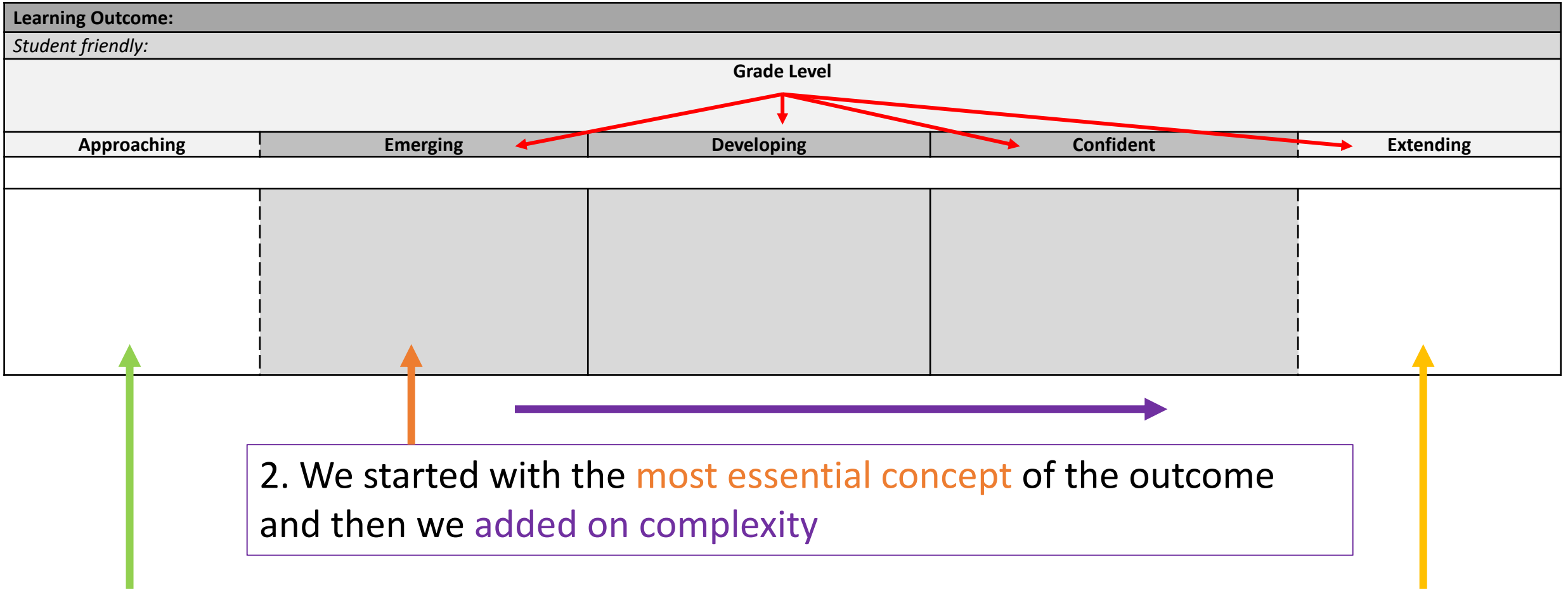
Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching - IE	**Emerging - 2**	**Developing – 3**	**Confident – 3.5**	**Extending - 4**
→				
I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Our Co-Planning Journey: Learning Continuums

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



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

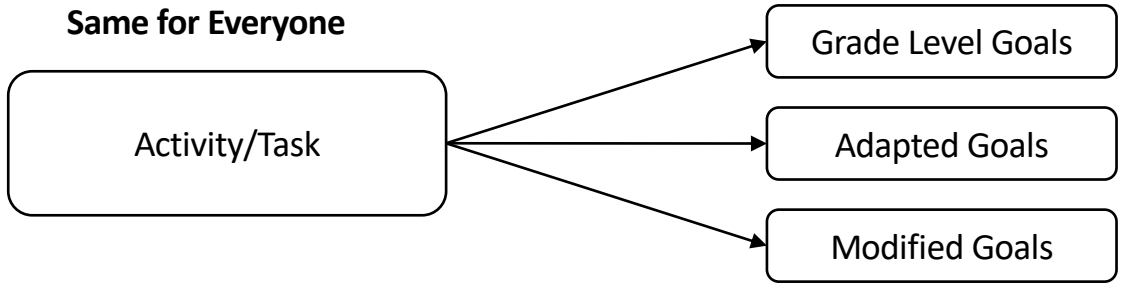
3. We extended the grade level scaffold to include an access point and challenge point

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

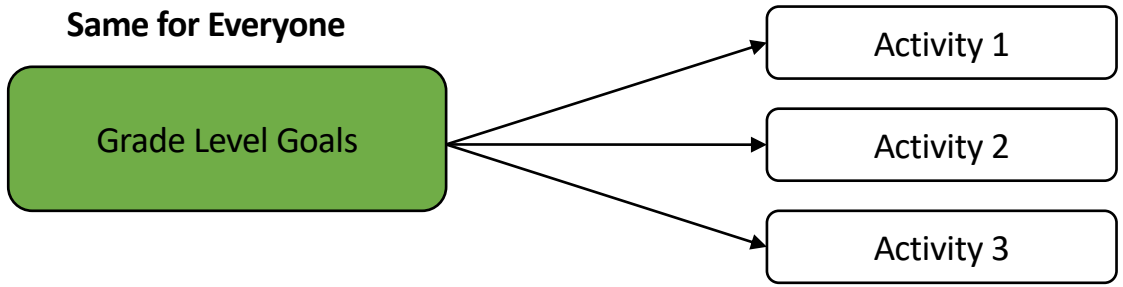


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

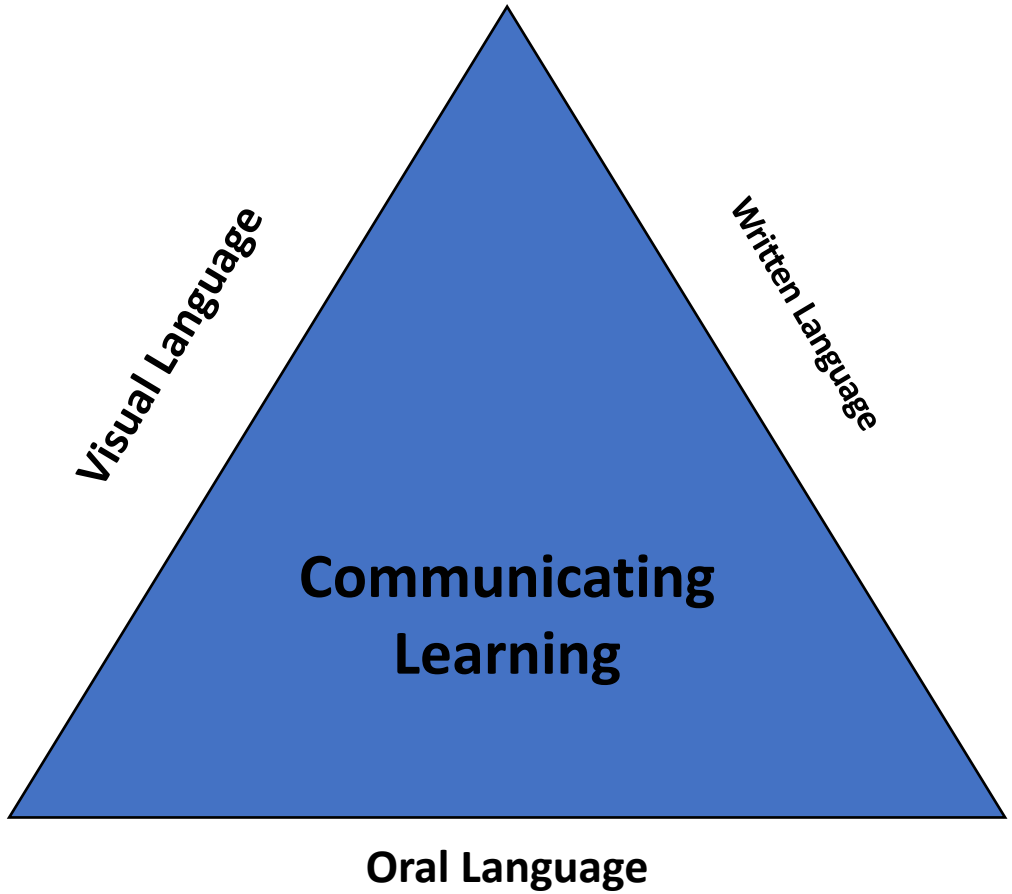


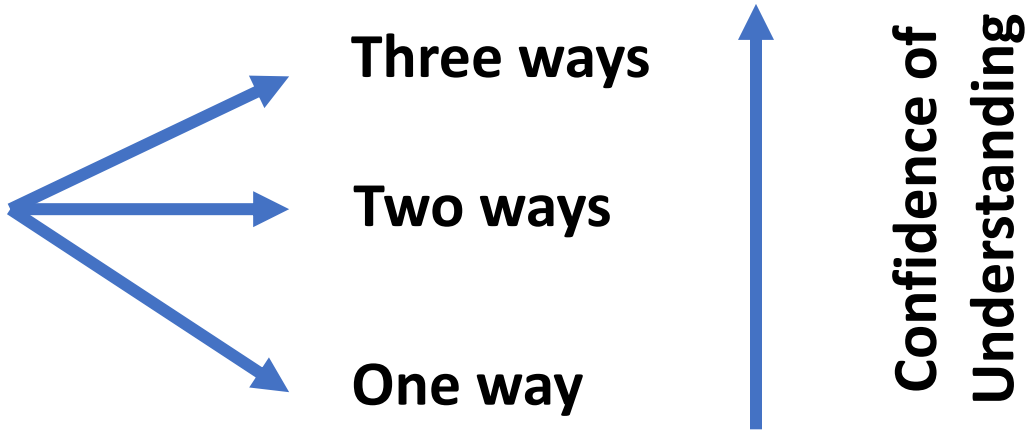
Does not compromise the integrity evaluation

Standards Based Evaluation

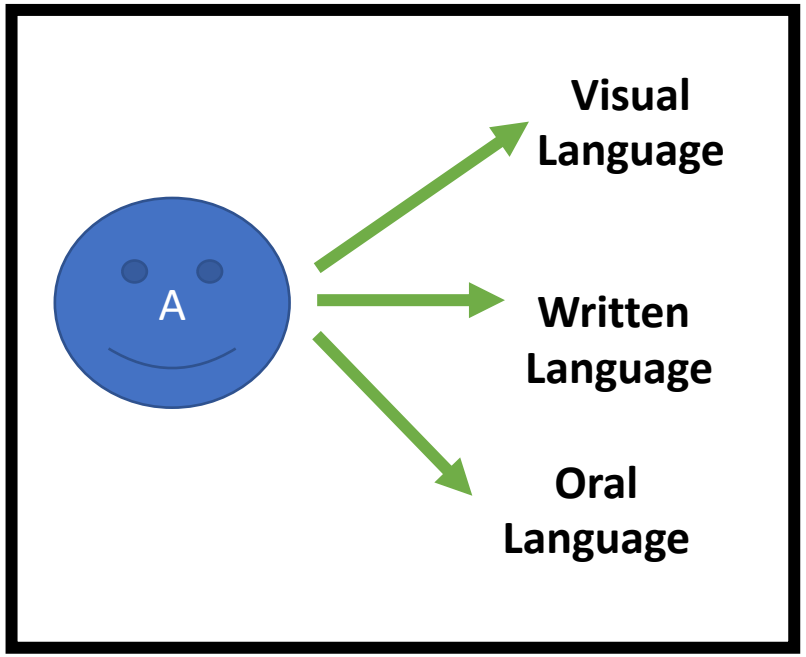
McTigue, 2010

How do student show what they know?





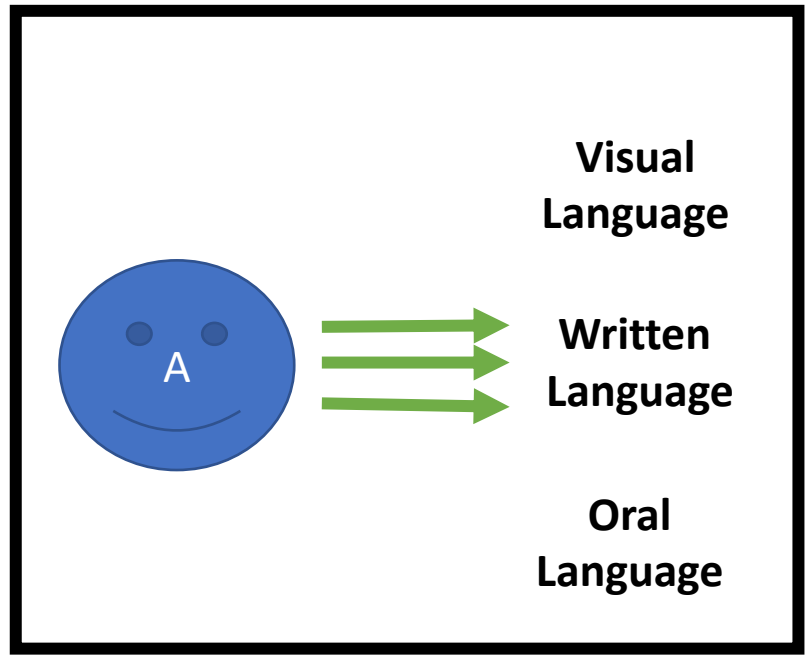
All Languages (in literacy) are Treated Equal!



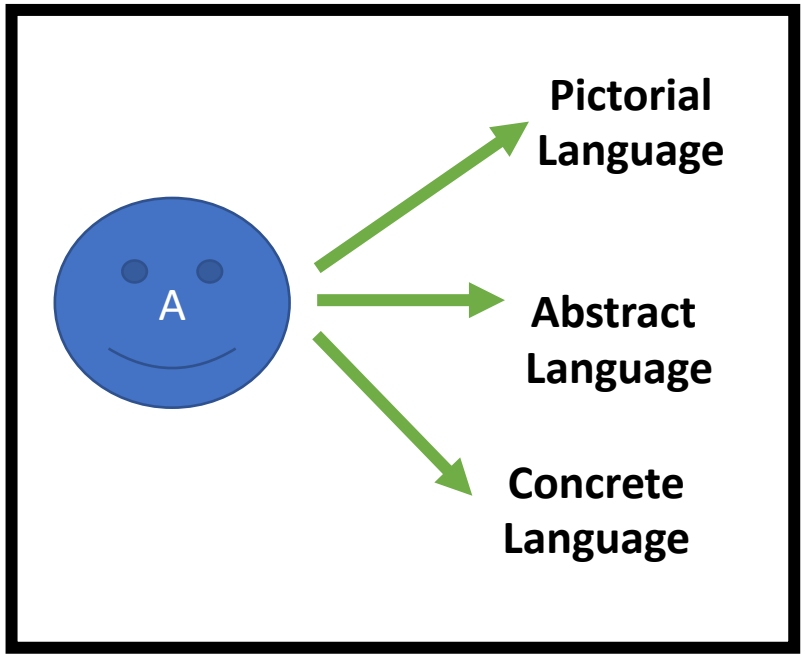
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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



All Languages (in numeracy) are Treated Equal!



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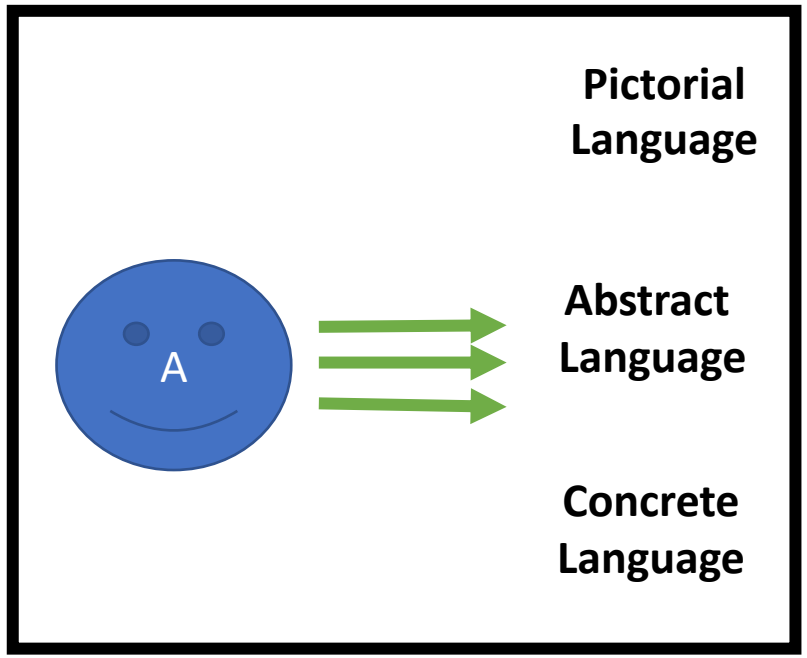


Our Co-Planning Journey: Backwards Design

Kindergarten: Materials & Objects

Our Unit Questions

- How do I **interact** with different **materials** and **objects**?
- How can I **describe** different materials and objects?
- How can I be **curious** about and **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?

Our Unit Goals

Content Goals		Curricular Competency Goals	
Science	Student knows the **properties of familiar materials**	Science	Student can **plan and conduct** by • making exploratory observations using their senses Student can **question and predict** by • demonstrating curiosity and a sense of wonder about the world Student can **process and analyze data and information** by • discussing observations • representing observations and ideas by drawing charts and simple pictographs Student can **communicate** by • sharing observations and ideas orally or (other means)
	Student knows **local First Peoples uses of plants and animals as resources**		
Math	Student knows **single attributes of 2D shapes and 3D objects**	Math	Student can **understand and solve** by • visualizing to explore mathematical concepts • engaging 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 Student can **connect and reflect** by • incorporating First Peoples worldviews and perspectives to make connections to mathematical concepts
	Student knows **concrete or pictorial graphs as a visual tool**		
Language Arts	Student knows **story structure of story**	Language Arts	Student can **comprehend and connect (reading, listening, viewing)** by • Using personal experience and knowledge to connect to stories and other texts to make meaning Student can **create and communicate (writing, speaking, representing)** by • Exchange ideas and perspectives to build shared understanding
	Student knows **language features, structures, and conventions the relationship between reading, writing, and oral language**		
Social Studies	Student knows **ways in which individuals and families differ and are the same**	Social Studies	Student can **sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)** Student can **acknowledge different perspectives on people, places, issues, or events in their lives (perspective)**
	Student knows **people, places, and events in the local community, and in local First Peoples communities**		
Art	Student knows **processes, materials, movements, technologies, tools, and techniques to support arts activities**	Art	Student can **create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play**
	Student knows **traditional and contemporary Aboriginal arts and arts-making processes**		

Content Goal: single attributes of 2D shapes and 3D objects

Student Friendly: I know what makes materials, objects (**3D**) and shapes (**2D**) different form each other

Approaching	Emerging	Developing	Confident	Extending
I can match names of basic 2D and 3D objects with their models. (I can show you these when you name them.)	I can find everyday objects that have the same shape.	I can sort objects by their properties.	I can compare different 2D and 3D objects and tell you how they are the same and how they are different.	I can tell you what 2D and 3D objects can be used for. I can make a model using these shapes.

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
I can count the objects or pictures.	I can draw a desired number of objects.	I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	I can compare quantities by using symbols. I can identify "fewer" and "more" by reading numbers.

Curricular Competency Goal: Understanding and solving: Visualize to explore mathematical concepts

Student Friendly: I can solve problems by using materials, and objects

Approaching	Emerging	Developing	Confident	Extending
I can identify a pattern.	I can make a simple repeating pattern using two elements and using materials that are readily available for manipulation.	I can distinguish between a pattern and non-pattern design.	I can identify a core of a pattern and continue with the pattern.	I can identify a mistake in a pattern, correct it and continue with the pattern. I can make more sophisticated patterns using 3 elements.

Curricular Competency Goal: Understanding and 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

Student Friendly: I can solve problems that are connected to mine and others, family, and community

Approaching	Emerging	Developing	Confident	Extending
I can listen to stories about different communities, cultures and places.	I notice that there are different stories, traditions and perspectives.	I can ask questions or make comments about a problem, story, practices or perspectives.	I can identify a problem and offer a solution to a problem.	I can identify a problem, offer one or more solutions, and explain how they solve the problem.

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
Showing (or matching) that I know what fabric, soil, wood, sand, plastic, paper, sponges, metal	Using colour & texture to describe objects and materials Describing fabric and soil Describing roots, bark, trunk and needs of a cedar)	Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic Describing rocks	Using absorbency to describe objects and materials Describing paper, sponges Describing berries (frozen), dyed fabric	Using lustre to describe objects and materials Describing metals Describing bones, fur

Content Goal: effects of pushes/pulls

Student friendly: I know different ways that objects move

Approaching	Emerging	Developing	Confident	Extending
I know (can show) push, pull, roll, and bounce	I know what action I am taking and what objects and materials I am using	I know what happens when I (roll, push, bounce etc.) objects over different materials	I know that some objects move better on some materials than others	I know why some objects move better on some materials than others

Content Goal: local First Peoples uses of plants

Student friendly: I know different ways that First Peoples **use** objects and materials

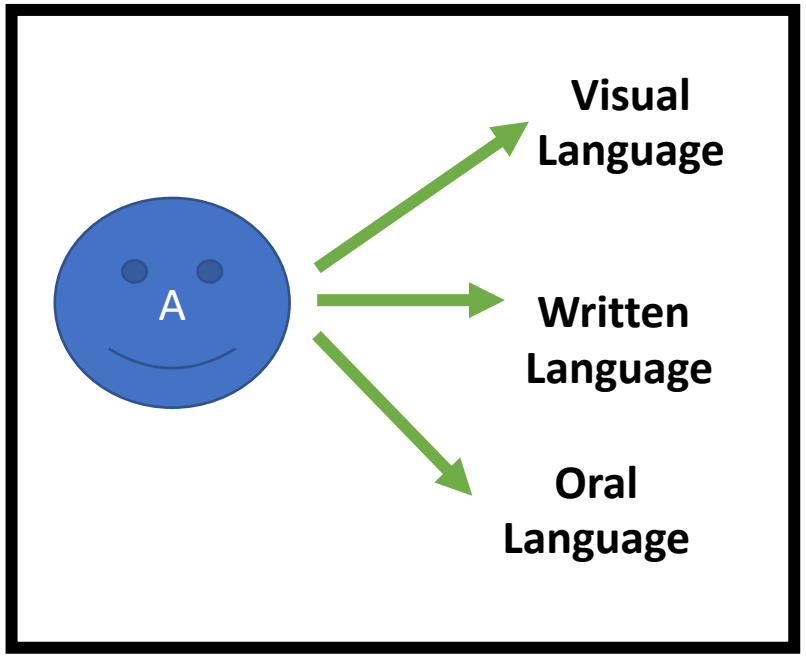
Approaching	Emerging	Developing	Confident	Extending
I know what cedar is, what rocks are etc.	cedar – parts of the cedar, how it is used	Rocks – use of rocks for making gardens, cooking, bentwood boxes	Berries – dying, fabric, art, food	Animals – food, clothing, entire animal, bones, symbolism/ character

Curricular Competency 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
I can look at different objects and materials I can follow a model to move objects	I can use properties of objects and materials to describe what I see and feel	I can observe different objects interact with different materials and describe what I see	I can compare how different objects move on different materials	I can explain which materials and surfaces work better for certain objects to move

All Languages (in literacy) are Treated Equal!



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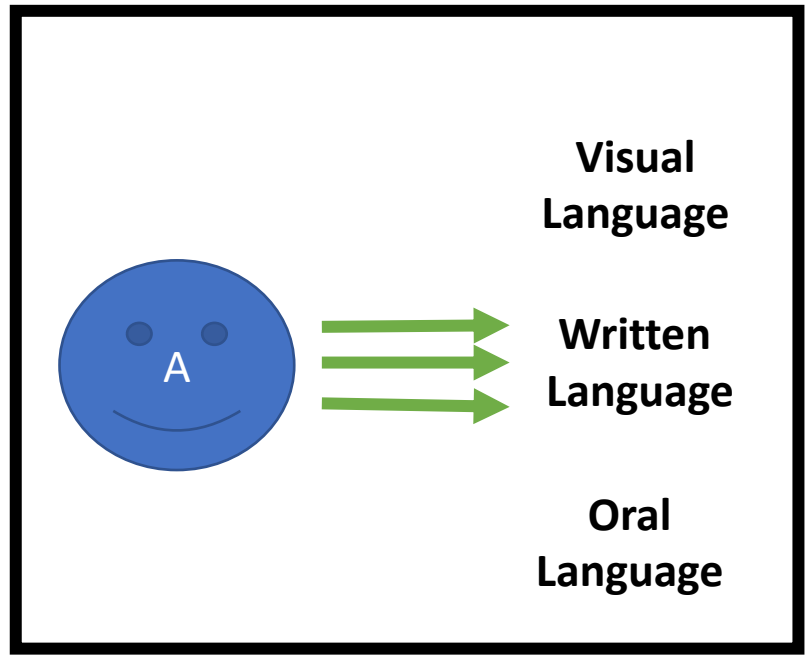

Activities to Collect Possible Evidence of Student Learning

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

Activities to Collect Possible Evidence of Student Learning

- Examining rocks
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Activity:

Evidence: drawings (product), photos (observations)

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

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?

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**
→				
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• 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**
→				
• I can count the objects or pictures.	• I can draw a desired number of objects.	• I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	• I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	• 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**
→				
I can look at different objects and materials I can follow a model to move objects	• I can use properties of objects and materials to describe what I see and feel	• I can observe different objects interact with different materials and describe what I see	• I can compare how different objects move on different materials	• I can explain which materials and surfaces work better for certain objects to move

Activities to Collect Possible Evidence of Student Learning

- Examining rocks
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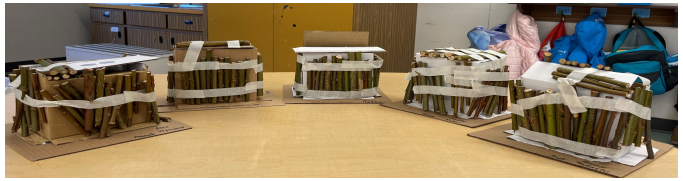
- Cedar art drawing & labelling

Activity: Brick & Stick House



Evidence: houses (product), photos (observations), quotes (conversations)

Content Learning Outcomes

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

Curricular Competency Learning Outcomes

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

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?

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**
→				
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Learning Continuum: Science Content

Content Goal: local First Peoples uses of plants				
Student friendly: I know different ways that First Peoples use objects and materials				
Approaching	Emerging	Developing	Confident	Extending
I know what cedar is, what rocks are etc.	cedar – parts of the cedar, how it is used	Rocks – use of rocks for making gardens, cooking, bentwood boxes	Berries – dying, fabric, art, food	Animals – food, clothing, entire animal, bones, symbolism/ character

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**
→				
I can look at different objects and materials I can follow a model to move objects	• I can use properties of objects and materials to describe what I see and feel	• I can observe different objects interact with different materials and describe what I see	• I can compare how different objects move on different materials	• I can explain which materials and surfaces work better for certain objects to move

Learning Continuum: Art Content

Content Goal: processes, materials, movements, technologies, tools, and techniques to support arts activities				
Student Friendly: I know how to use materials and objects to create art				
Approaching	Emerging	Developing	Confident	Extending
I can create art based on a model.	I can create art based on a model and a limited number of materials and a limited number of steps.	I can create art based on a model and selected materials/ objects and following a step by step process.	I can create unique art using a variety of materials independently and describe the process.	I can create unique art and describe the process. I can tell you what I enjoyed about the process and explain why.

Learning Continuum: Art Curricular Competency

Curricular Competency Goal: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play				
Student Friendly: I can create art by playing and using different materials by myself and with others.				
Approaching	Emerging	Developing	Confident	Extending
I can create art by myself.	I can create art with others.	I can create art by following a plan by myself and with others.	I can make a plan and follow it when creating art. I can change my plan when I create art with others.	I can plan with others and follow our plan when creating art as a team.

Evidence of Learning

- “I feel bricks. And they are hard!” - Maggie
- “I feel the concrete. It is soft.” - Tereza
- “I like it because there is a lot of cement and many bricks.” – Klyde
- “The sticks were bumpy.” –Klyde
- “It feeled hard to build with. The sticks were cold.”-Maggie

Evidence of Learning

- “The mortar feels mushy.” – Oscar
- “The bricks feel hard.” – Patrick
- “The sticks were rough. It was hard [to build with]. – Patrick
- “They felt smooth and hard.” - Oscar

Evidence of Learning

- “Bricks feel like rocks.” – Tadashi
- “The bricks feel cold.” – Jack
- “The sticks were bumpy. It was a bit hard [to build a house.] –Henry
- “The sticks were bumpy and smooth.” –Tadashi
- “They were rough and bumpy.” - Indi

Course: Bio 20	Student: H

General Learning Outcome: 20-A1.4s I can work collaboratively and communicate my findings by presenting so that it makes sense to others

Student Evidence

RESPONSE 1 - NAME: **H**

I agree with the question. I believe that rising Carbon Dioxide will benefit plants. Photosynthesis relies on energy, water and carbon dioxide. Carbon Dioxide being one of the most important. Therefore if there was more Carbon Dioxide in the world, then it could increase the growth of plants. It would also increase the time. The plants could grow faster.

Specific Learning Outcome:

Modeling Responses

20–A1.4s I can work **collaboratively** & **communicate** my findings by:

- presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I know my assigned role and I complete the tasks assigned to my role within a group.	I can choose my role cooperatively based on a given template, based on the needs of the assignment and group. I am able to communicate overall findings/results clearly.	I can understand what needs to be done and carry out the steps to complete and communicate the tasks, with the support of guiding questions, cues and prompts. I can show synthesis of multiple sources of information.	I can work effectively in my group to synthesize our results into a clear and concise presentation/report.	I can work effectively in my group to synthesize, using classwork and my personal background knowledge, and our results into a clear and concise presentation/report.

Course: Bio 20	Student: P

General Learning Outcome: 20-A1.4s I can work collaboratively and communicate my findings by presenting so that it makes sense to others

Student Evidence

RESPONSE 1 - NAME: **P**

I disagree that rising carbon dioxide levels can benefit plants and, in addition, other organisms. I say this because when CO_2 rises it can cause the warmth of the atmosphere, climate change. Climate change affects the conditions for the plants to grow and can cause damage to environments as plants can start dying. This can affect the whole dynamic of ecosystems as certain animals can't rely on the same resources for food. As well as certain plants, such as Poison Ivy, can have an increase in growth, but they can have negative health effects on humans that are allergic to them. https://environment.co/how-does-global-warming-affect-plants/#:~:text=Climate%20change%20causes%20warmer%20summer,flower%20earlier%20in%20the%20season.&text=As%20precipitation%20decreases%2C%20flowers%20may%20bloom%20later%20in%20the%20season.

Specific Learning Outcome:

Modeling Responses

20–A1.4s I can work **collaboratively** & **communicate** my findings by:
- presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I know my assigned role and I complete the tasks assigned to my role within a group.	I can choose my role cooperatively based on a given template, based on the needs of the assignment and group. I am able to communicate overall findings/results clearly.	I can understand what needs to be done and carry out the steps to complete and communicate the tasks, with the support of guiding questions, cues and prompts. I can show synthesis of multiple sources of information.	I can work effectively in my group to synthesize our results into a clear and concise presentation/report.	I can work effectively in my group to synthesize, using classwork and my personal background knowledge, and our results into a clear and concise presentation/report.

Course: Bio 20	Student: M

General Learning Outcome: 20-A1.4s I can work collaboratively and communicate my findings by presenting so that it makes sense to others

Student Evidence

RESPONSE 1 - NAME: M

I agree with the article, it's points about how is you add more CO2 you'd also need nitrogen to increase, there was a trial that had artificially CO2 added to an ecosystem, that caused an increase of 23% for tree productivity but over time these trials show a diminish of CO2 improvements, CO2 also rises temperature, meaning more droughts and heat stress, which will negatively affect plants by overwhelming them, CO2 does benefit agriculture plants better than wild ones but over time the effects wear off and there's still the issue of heat, CO2 also worsens plants health values, such as iron, zinc, and protein.

Source:
https://www.scientificamerican.com/article/ask-the-experts-does-rising-co2-benefit-plants1/

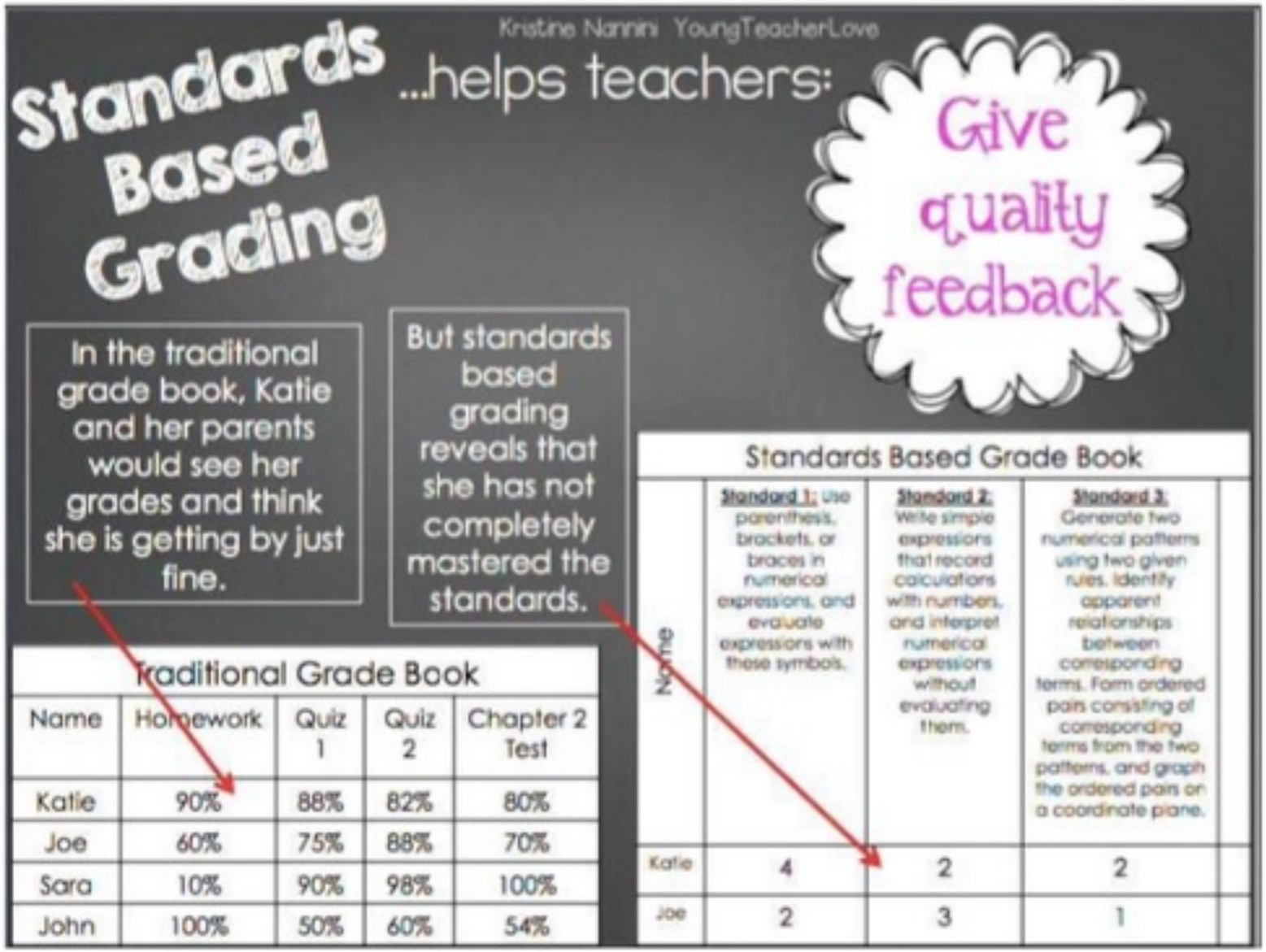
Specific Learning Outcome:

Modeling Responses

20–A1.4s I can work **collaboratively** & **communicate** my findings by:
- presenting my findings so it makes sense to others (modes representation)

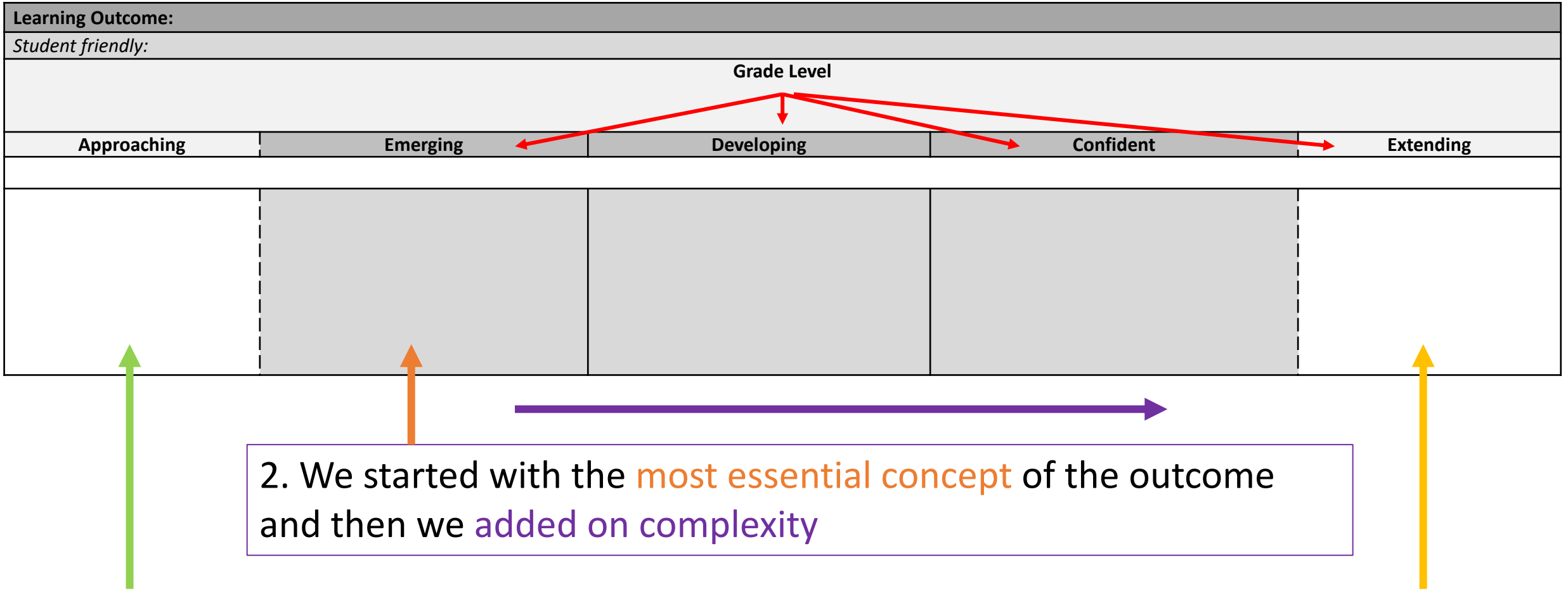
Approaching	Emerging	Developing	Confident	Extending
I know my assigned role and I complete the tasks assigned to my role within a group.	I can choose my role cooperatively based on a given template, based on the needs of the assignment and group. I am able to communicate overall findings/results clearly.	I can understand what needs to be done and carry out the steps to complete and communicate the tasks, with the support of guiding questions, cues and prompts. I can show synthesis of multiple sources of information.	I can work effectively in my group to synthesize our results into a clear and concise presentation/report.	I can work effectively in my group to synthesize, using classwork and my personal background knowledge, and our results into a clear and concise presentation/report.

1. Standards based vs. standardized curriculum



Our Co-Planning Journey: Learning Continuums

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



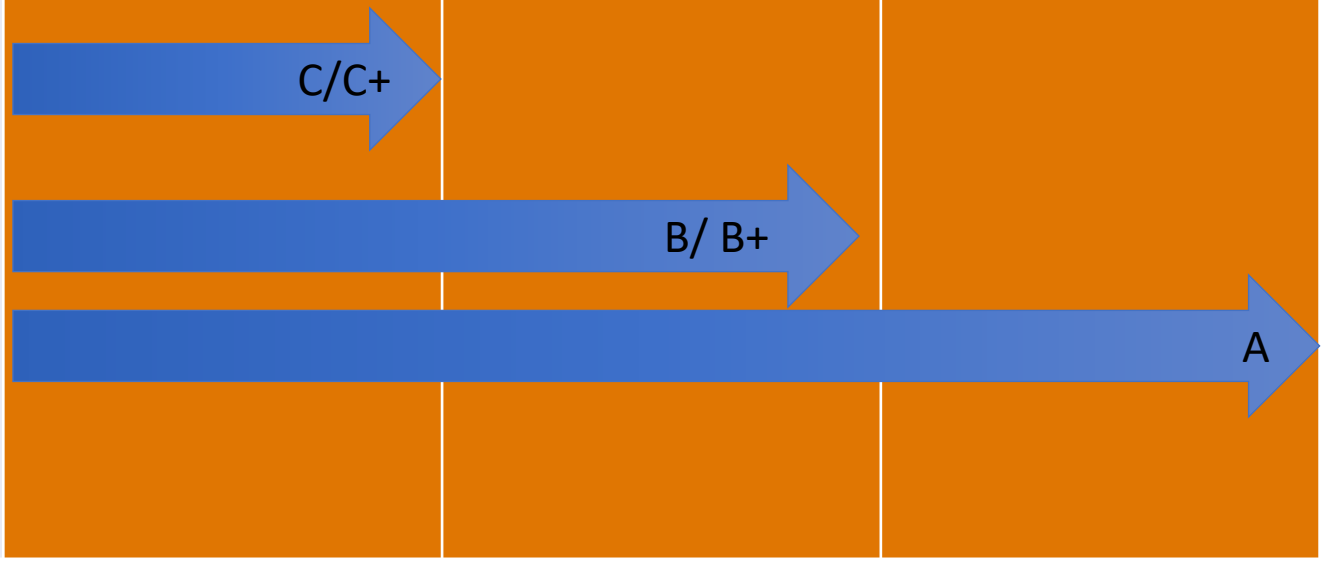
2. We started with the most essential concept of the outcome and then we added on complexity

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

	Content					Curricular Competencies													
	I know speciation that occurs within our forest					I can experience and interpret the local environment					I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies					I can Construct, analyze, and interpret graphs, models, and/or diagrams				
	C/C+		B	A	A+	C/C+		B	A	A+	C/C+		B	A	A+	C/C+		B	A	A+
Learning Map	Approaching	Emerging	Developing	Proficient/ Confident	Extending	Approaching	Emerging	Developing	Proficient/ Confident	Extending	Approaching	Emerging	Developing	Proficient	Extending	Approaching	Emerging	Developing	Proficient/ Confident	Extending
Student																				
Student																				

An Additive Continuum of Proficiency

Assessment Language	Grade Level Emerging	Grade Level Developing	Grade Level Confident
Grade Level Learning Standard	Essential Concept	More complexity	More complexity



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Grade: 4/5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? Fractions and decimals are types of numbers that can represent quantities			**Unit Guiding Question(s):** What is a fraction? What is a decimal? How are fractions and decimals connected? How do fractions and decimals show quantity? How do fractions and decimals help us understand the world?
Key Vocabulary: fractions, decimals, numbers, mental math, strategies, quantity, visualize, communicate, Equivalent fractions			

	Learning Standard	Curricular Language What do I need to know and do?	Student Friendly Language	Possible summative activities/ tasks
	Content	ordering and comparing fractions (4)	I know what a fraction is I know how to put fractions in order I know how to compare fractions	
	Content	Equivalent fractions (5)	I know what an equivalent fraction is I know how to make equivalent fractions	
Curricular Competencies	Reasoning & Analysis	Develop mental math strategies and abilities to make sense of quantities	(I know some mental math strategies) I can use mental math strategies to help me understand quantity (how much/many)?	
	Understanding & Solving	Visualize to explore mathematical concepts (math ideas)	I can visualize to help me understand math ideas	
	Communicating & Representing	Communicate (share) mathematical thinking in many ways	I can share my thinking in math in different ways	
	Connecting & Reflecting	Connect mathematical concepts (math ideas) to each other and to other areas and personal interests	I can connect what I am learning in math to other subjects and areas I can connect what I am learning in math to my life and my interests I can connect what I am learning in math now, to other math I have learned before	

Standards Based Grade Book (Content)

Learning Standards	ordering and comparing fractions (4)					Equivalent fractions (5)					Evaluation Date:	
Levels of Complexity	Approaching (IEP)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Approaching (IEP)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Total	Out of
	2		**2+/3**	**3/3+**	**4**	**2**		**2+/3**	**3/3+**	**4**		
	ALL	**ALL**	**MOST**	**SOME**	**FEW**	**ALL**	**ALL**	**MOST**	**SOME**	**FEW**		
Student 1												
Student 2												
Student 3												
Student 4												
Student 5												

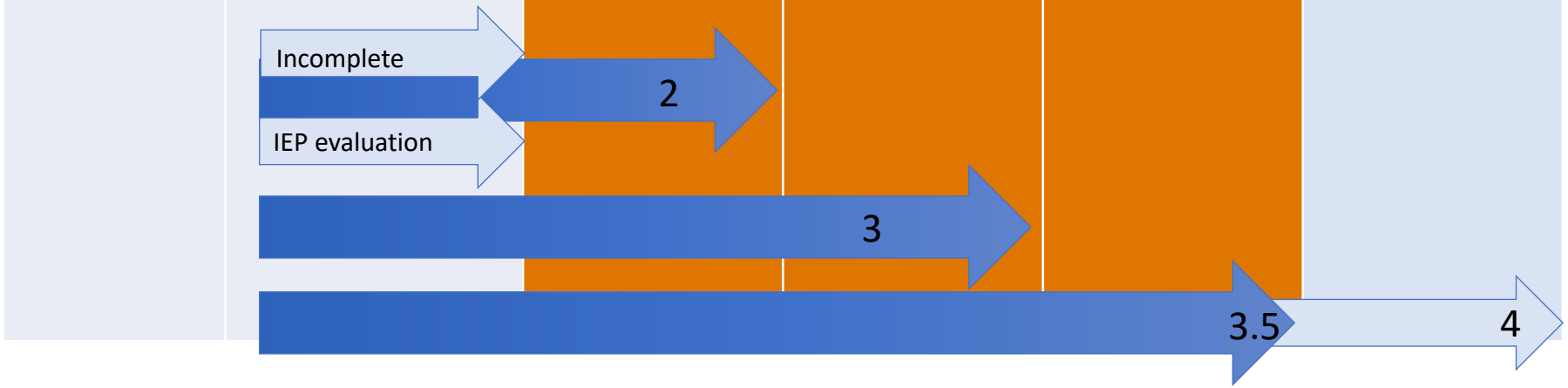
Standards Based Grade Book (Curricular Competencies)

Learning Standards	Develop mental math strategies and abilities to make sense of quantities					Visualize to explore mathematical concepts					Communicate mathematical thinking in many ways					Connect mathematical concepts to each other and to other areas and personal interests					Evaluation Date:				
Levels of Complexity	Approaching (IEP-R)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Approaching (IEP-R)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Approaching (IEP-R)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Approaching (IEP-R)	Essential (Emerging)	Developing	Confident (Proficient)	Extending	Total	Out of	%	Letter Grade	4-point
	2		**3**	**3.5**	**4**	**2**		**3**	**3.5**	**4**	**2**		**3**	**3.5**	**4**	**2**		**3**	**3.5**	**4**	**16**	**16**			
	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW	ALL	ALL	MOST	SOME	FEW					
Student 1	•	•				•	•				•	•				•	•				**8**	**16**	**50**	**C-**	**2**
Student 2	•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		**14**	**16**	**88**	**A**	**3 +**
Student 3	•	•				•	•	•	•		•		•			•	•	•			**I**	**16**	**I**	**I**	**1**
Student 4 (IEP-S)	•	•	•	•			•	•	•		•	•				•	•				**11**	**16**	**69**	**C+**	**2+**
Student 5 (IEP-R)	•					•					•					•					**4**	**4***	**100**	**A**	**4(R)**

Dr. Shelley Moore, 2023

An Additive Continuum of Proficiency

Grade Level Learning Standard	Approaching Grade Level	Grade Level Emerging	Grade Level Developing	Grade Level Confident	Extending Grade Level
Assessment Language	(Approaching)	Emerging	Developing	Proficient (Confident)	Extending



EFP 11

Use Backward Design to Identify Big Ideas and Guiding Questions

Big Ideas

- First Peoples texts and stories provide insight into key aspects of Canada's past, present and future.
- New media influence people's understanding of community

Guiding Questions

- How are First Peoples/ does our community use digital spaces to share stories of identity?
- How use digital spaces to share stories of identity?
- How can digital spaces be used as an opportunity to share issues important to First Peoples/our community?
- What are the impacts on the reader/listener/viewer of the change in the medium (delivery) of story?
- How can I respond using digital platforms?

Identify Learning Standards

Content Competencies

✓ I know new media functions, including community building and advocacy

Curricular Competencies

✓ I can apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts

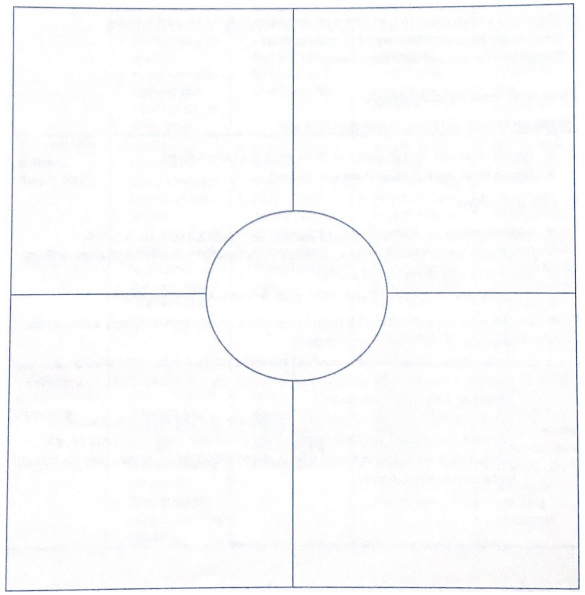
✓ I can respond to text in personal, creative, and critical ways

Accessing	Emerging	Developing	Proficient	Extending
I can ask questions to help me understand text	I can apply appropriate strategies in a variety of contexts to comprehend texts	I can apply appropriate strategies in a variety of contexts to extend thinking	I can apply appropriate strategies in a variety of contexts to comprehend text, extend thinking, and guide inquiry	I can evaluate why specific strategies for comprehension, extending thinking and guiding inquiry are more effective than others depending on context

Accessing	Emerging	Developing	Proficient	Extending
I can respond to text	I can respond to text personally	I can respond to texts creatively	I can respond to a texts critically	I can respond to diverse texts in critical and creative ways

Performance Task One: Listen to the Voices- Using the Placemat

- Considering the various artists you watched and listened to, what are the different messages being shared?
- What connections can you make between them?
- How do the messages connect with First Peoples languages, cultures and traditions?
- How are these artists using their voices to share stories of who they are?
- Why might hip hop or spoken word be an effective way to talk about issues affecting First Peoples?
- Record your notes on the placemat. You will be submitting it.



JB The First Lady performs at the Pipeline Resistance Café for Unist'ot'en Camp https://www.youtube.com/watch?v=UEAyDes1Llw
JB The First Lady Still Here
https://www.youtube.com/watch?v=wGTqXZrH374

Andrew Dexel https://www.beatnation.org/andrew-dexel.html
Sonny Assu http://nationtalk.ca/story/a-radical-mixing-by-sonny-assu-at-canada-gallery
Supaman Why https://www.youtube.com/watch?v=OiVU-W9VT7Q

Winona Linn Knock Off Native
https://www.youtube.com/watch?v=i_zFOsd_pqA
Zaccheus Jackson: Invicta
https://www.youtube.com/watch?v=KW2EJHZo1a8
Zaccheus Jackson: Of Wings
https://www.youtube.com/watch?v=jKVkOmxdwxQ

N'we Jinan Artist "Home to Me"
https://www.youtube.com/watch?v=EgaYz8YWsO8
N'we Jinan Artist "The Highway"
https://www.youtube.com/watch?v=hG_9d260YeI
N'we Jinan Artist "Hide and Seek"
https://www.youtube.com/watch?v=ZV9AUQoqfAc

Performance Task Two: Social Commentary

Create a digital multimedia commentary which reflects your newfound understanding of Indigenous issues in the past, present and future. You may directly respond to the artists or to the issues they are highlighting. You should consider the perspective from which you are viewing the texts and respond appropriately.

Student 1:

Student 2:

Accessing	Emerging	Developing	Proficient	Extending
I can respond to text	I can respond to text personally	I can respond to texts creatively	I can respond to a texts critically	I can respond to diverse texts in ways that integrate critical thought and creative performance

Biology 20-1: Energy and Matter Exchange in the Biosphere

Our Unit Questions

- How are carbon, oxygen, nitrogen and phosphorus cycled in the biosphere?
- How is the flow of energy balanced in the biosphere?
- How have human activities and technological advances affected the balance of energy and matter in the biosphere?

General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.

	Unit Goals: Curricular Language		Student Friendly Language
Knowledge	**20–A1.1k** Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the **biosphere**, as a system, is eventually "lost" as heat	Knowledge	I know how energy is used in a biosphere (stored, transferred, lost)
	20–A1.2k Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities		I know that energy in different biospheres is balanced and cycles I know how biospheres are interconnected
	20–A1.3k Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs		I know what an ecosystem is and how it is organized
	20–A1.4k Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, biomass and energy		I know how energy moves in an ecosystem I know how to represent the movement of energy in ecosystems using a model
STS	**20–A1.1sts** Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts	STS	I can connect what I am learning about biospheres to real life examples and events
Specific Outcomes for Skills	**Initiating and Planning** **20–A1.1s** Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues	Specific Outcomes for Skills	I can **initiate** and **plan** by: • by asking questions about what I observe in my environment • by making predicting based on what I observe
	Performing and Recording **20–A1.2s** Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment		I can **investigate** and **record my observations** by: • using different tools and techniques to gather data • complete an experiment
	Analyzing and Interpreting **20–A1.3s** Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions		I can **analyze** and **interpret** by: • looking for patterns in my data to help me understand what is happening • connecting my data to other scenarios and contexts • coming up with some possible solutions or explanations for what is happening • organizing and displaying my data in ways that make sense to me
	Communication **20–A1.4s** Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results		I can **communicate** my findings by: • using SI units and Sig Digs • presenting my findings so it makes sense to others (modes representation)

Biology 20

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat.	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
- coming up with some possible solutions or explanations for what is happening
- organizing and displaying my data in ways that make sense to me

Approaching	Emerging	Developing	Confident	Extending
I can make a logical decision when given choices, by using my background knowledge and observations.	I can identify patterns and trends in data and explain relationships among the variables.	I can interpret and connect my data to determine possible solutions or explanations for my investigation.	I can identify and evaluate potential applications of findings to different scenarios.	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment

20–4.4s I can **communicate** my findings by:

- using SI units and Sig Digs
    - presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I/we don't give up when things get hard I/we can participate in a task without or without a group I/we share my thinking and ideas	I/we can understand what needs to be done, I know what the task is asking me/us to do I/we can communicate findings/results clearly I/we can use unit vocabulary when responding to tasks	I/we can choose my role based on the needs of the assignment and group I/we can follow the steps of a task I/we can use of multiple sources of information.	I can work to combine input and ideas from everyone in my group and create a clear presentation I/we can use multiple forms to present our findings (visual, oral, written)	I/we can connect our findings to multiple perspectives I/can ask follow up questions to understand the information

Task Question	Outcomes Targeted
Use these words to fill in the blanks in questions 1a-c below: contraction heat actin myosin warm/hot **1 a. I know that when I move my body I feels _____.**	**20-D4.2k** (approaching) **20- 4.3s** (approaching) **20–4.4s** (approaching)
1b. Muscles are made up of _____ and _____. **1c. The movement between actin and myosin is done through _____ movement only, and a by-product of this movement produces ATP and _____.**	**20-D4.2k** (emerging) **20- 4.3s** (approaching) **20–4.4s** (approaching)
2. After exercising heavily, athletes sometimes experience muscle cramps. Explain what is happening in the muscle when it is cramping ensuring you reference actin, myosin, and the specific cause of a cramp in your description.	**20-D4.2k** (developing) **20–4.4s** (approaching/ emerging)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
- coming up with some possible solutions or explanations for what is happening
- organizing and displaying my data in ways that make sense to me

Approaching	Emerging	Developing	Confident	Extending
I can make a logical decision when given choices, by using my background knowledge and observations.	I can identify patterns and trends in data and explain relationships among the variables.	I can interpret and connect my data to determine possible solutions or explanations for my investigation.	I can identify and evaluate potential applications of findings to different scenarios.	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment

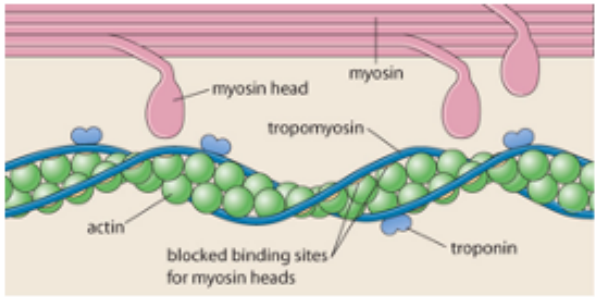
20–4.4s I can **communicate** my findings by:

- using SI units and Sig Digs
- presenting my findings so it makes sense to others (modes representation)

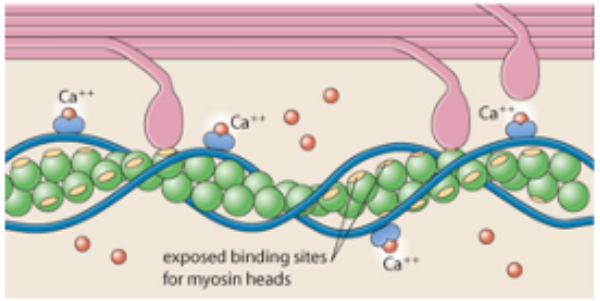
Approaching	Emerging	Developing	Confident	Extending
I/we don't give up when things get hard I/we can participate in a task without or without a group I/we share my thinking and ideas	I/we can understand what needs to be done, I know what the task is asking me/us to do I/we can communicate findings/results clearly I/we can use unit vocabulary when responding to tasks	I/we can choose my role based on the needs of the assignment and group I/we can follow the steps of a task I/we can use of multiple sources of information.	I can work to combine input and ideas from everyone in my group and create a clear presentation I/we can use multiple forms to present our findings (visual, oral, written)	I/we can connect our findings to multiple perspectives I/can ask follow up questions to understand the information

5. Use the following additional information to answer the next two questions.

Additional experiments using injections of radioactive Ca^{2+} show that the ions are stored within the sacs of the sarcoplasmic reticulum in resting muscle tissue. When the tissue is stimulated to contract with electrodes, the radioactive Ca^{2+} ions are found among the actin and myosin filaments as shown below.



The muscle is at rest.



The muscle is contracting.

5a. Refer to diagram of the muscle at rest above, and explain what effect a lack of tropomyosin would have in muscle tissue

5b. The diagram of the muscle contracting shows the role of calcium ions in repositioning tropomyosin. Where are these ions stored when the muscle is at rest? What causes them to move among the actin and myosin filaments?

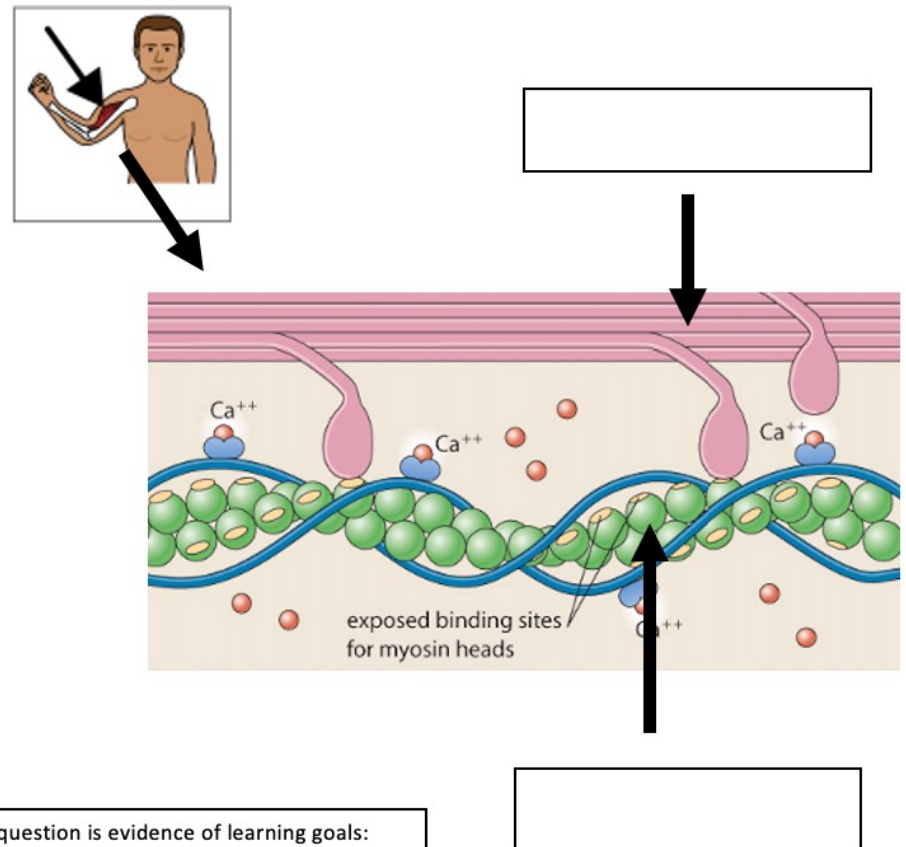
20-D4.2K (confident)

20–4.4s (approaching/ emerging)

3. Label the diagram of the muscle below.

Which part of the muscle is pointing to MYOSIN?

Which part of the muscle is pointing to ACTIN?



This question is evidence of learning goals:
- 20-D4.2K (R, E)
- 20-4KS (R)
- 20-4.4S (R)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
I know moving my muscles can make me warm.	I know that muscles can only contract and this produces heat. I know that muscles use actin and myosin to contract and this type of work requires ATP which releases heat	I can explain a muscle cramp referring to how actin and myosin bind and identify the cause of the cramp.	I know the relationship between actin, the myosin and the tropomyosin	I understand the impact of various substances (i.e. poisons) and how they impact muscle contraction and function.

20- 4.3s I can **analyze** and **interpret** by:

- looking for patterns in my data to help me understand what is happening
- connecting my data to other scenarios and contexts
- coming up with some possible solutions or explanations for what is happening
- organizing and displaying my data in ways that make sense to me

Approaching	Emerging	Developing	Confident	Extending
I can make a logical decision when given choices, by using my background knowledge and observations.	I can identify patterns and trends in data and explain relationships among the variables.	I can interpret and connect my data to determine possible solutions or explanations for my investigation.	I can identify and evaluate potential applications of findings to different scenarios.	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment

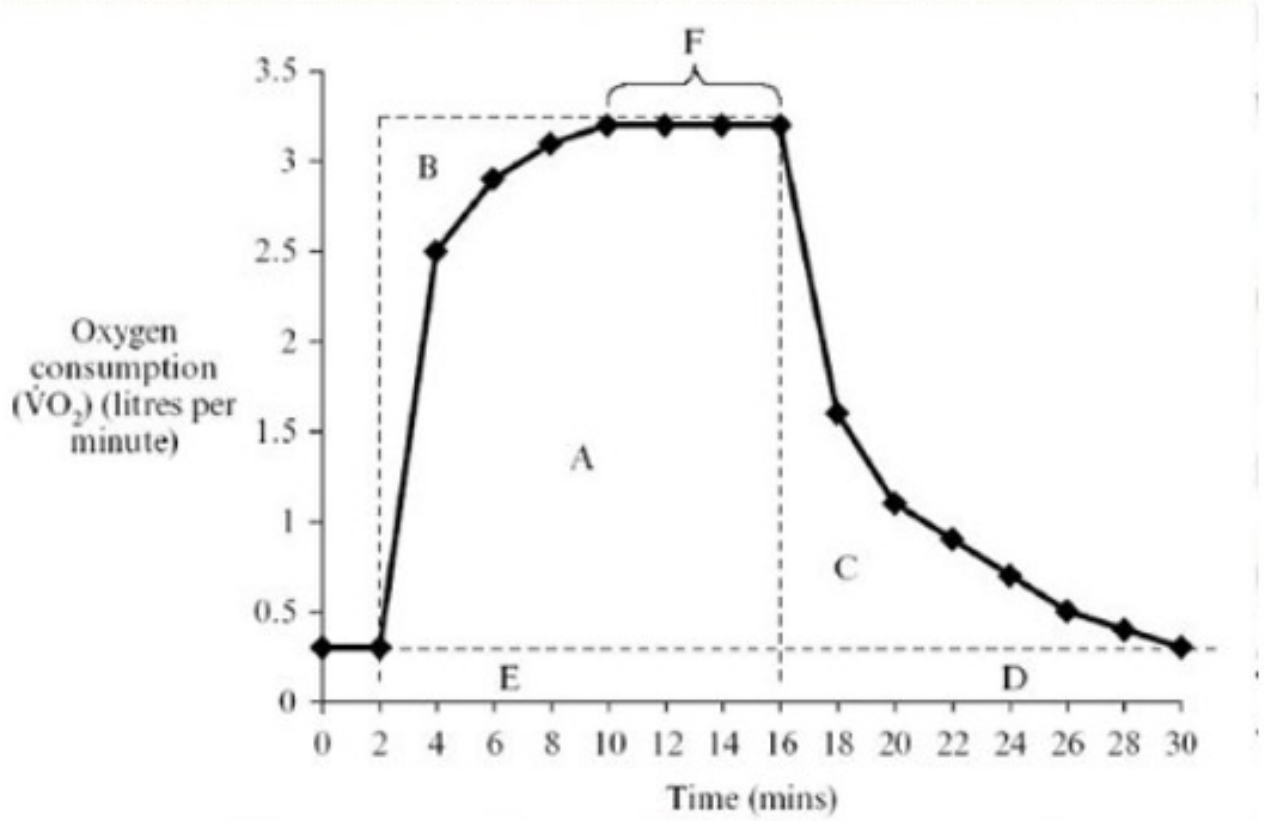
20–4.4s I can **communicate** my findings by:

- using SI units and Sig Digs
- presenting my findings so it makes sense to others (modes representation)

Approaching	Emerging	Developing	Confident	Extending
I/we don't give up when things get hard I/we can participate in a task without or without a group I/we share my thinking and ideas	I/we can understand what needs to be done, I know what the task is asking me/us to do I/we can communicate findings/results clearly I/we can use unit vocabulary when responding to tasks	I/we can choose my role based on the needs of the assignment and group I/we can follow the steps of a task I/we can use of multiple sources of information.	I can work to combine input and ideas from everyone in my group and create a clear presentation I/we can use multiple forms to present our findings (visual, oral, written)	I/we can connect our findings to multiple perspectives I/can ask follow up questions to understand the information

6. *Use the following information to answer the next two questions.*

The graph shows the oxygen consumption of a subject during a period of rest, exercise, and recovery.



5a.	Which letter (A-F) represents the oxygen deficit?	**20-D4.2k** (emerging)
b.	How long did the exercise last?	**20-D4.2k** (emerging)
c.	What is occurring during C?	**20- 4.3s** (emerging)

Bio 20-1 Unit Test: Muscles

Name: _____ Date: _____

4. Use the words in the box to label the pictures. Use these words to help you in the next question

rest	recovery
exercise	how long

This question is evidence of learning goals:
- 20-D4.2K (R)
- 20-4KS (R)
- 20-4.4S (R)

Bio 20-1 Unit Test: Muscles

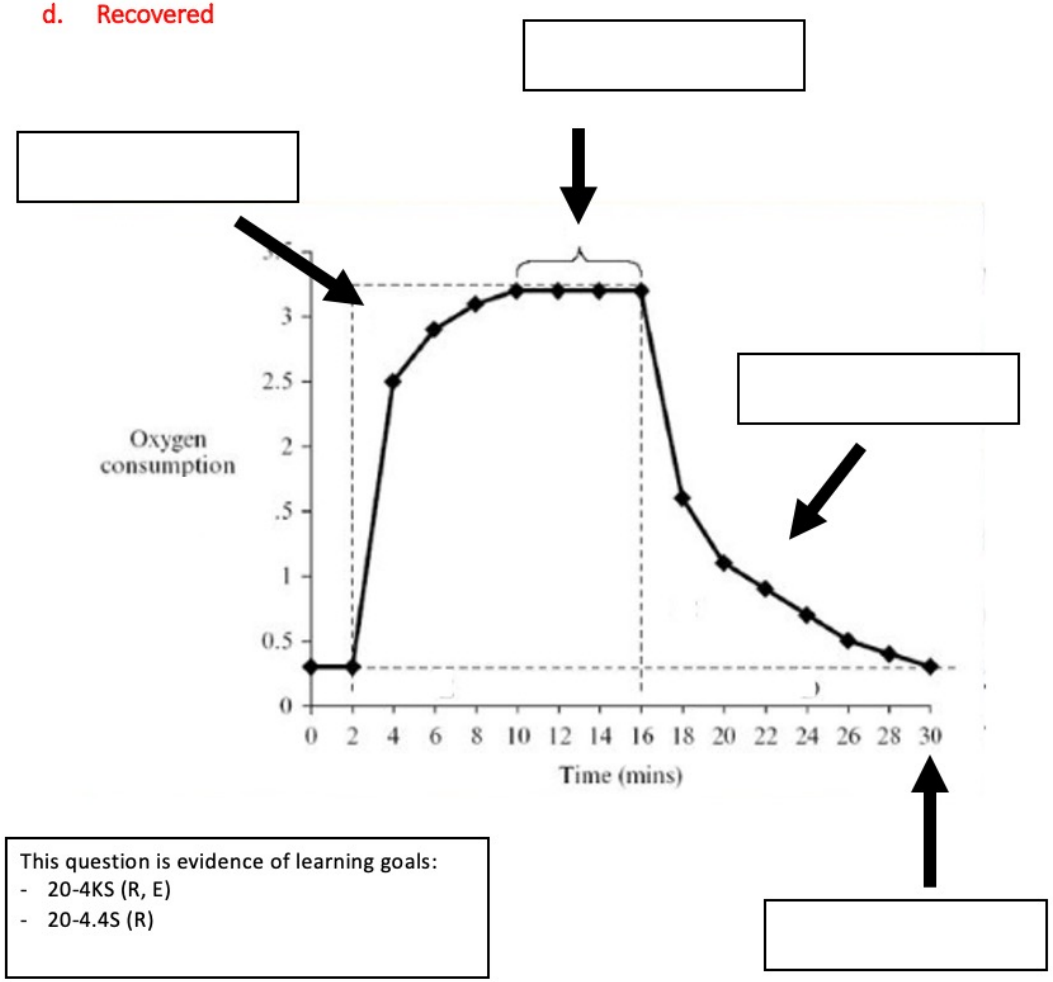
4. This graph shows how a person's body moves during exercise. Can you figure out when they:

a. Took a rest

b. Exercised really hard

c. How long they exercised for

d. Recovered



This question is evidence of learning goals:
- 20-4KS (R, E)
- 20-4.4S (R)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

Approaching	Emerging	Developing	Confident	Extending
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20- 4.3s I can **analyze** and **interpret** by:

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- organizing and displaying my data in ways that make sense to me

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- using SI units and Sig Digs
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ACCESS Point/Alternate Goal

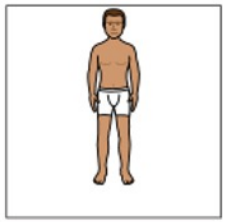
Grade Level (pass)

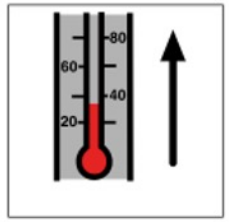
Bio 20-1 Unit Test: Muscles

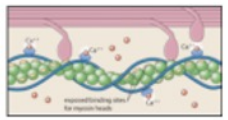
Name: _____ Date: _____

1. Use the words in the box to label the pictures

contracting	actin and myosin	warm
heat	muscles	body







This question is evidence of learning goals:
- 20-D4.2K (R)
- 20-4KS (R)
- 20-4.4S (R)

Bio 20-1 Unit Test: Muscles

2. Use the words in the box to complete the paragraph:

contracting	actin and myosin	warm
heat	muscles	body

When I move around a lot, my _____ feels _____ .

My body feels warm becasuse my muscles are _____ and

when my muscles contract, the movement between _____

releases ATP and _____ .

This question is evidence of learning goals:
- 20-D4.2K (R, E)
- 20-4KS (R)
- 20-4.4S (R)

Grade 11 Biology Quiz

Bio 20-1: Muscles Unit Test

Targeted Outcomes for this Task:

20-D4.2k - Students will know how muscles contract and that heat is generated in the muscles through contraction.

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General Learning Outcome		1. Student will explain the constant flow of energy through the biosphere and ecosystems																																Biosphere Project		
Specific Learning Outcome		**20–A1.1k**					**20–A1.3k**					**20–A2.1k**					**20–A2.2k**					**20–A3.1k**					**20–A3.2k**					**20–A3.1sts**					**20–A1.1s**					**20–A1.4s**					Total	Out of	%
Curricular Outcome - Student Language		I know how energy is used in a biosphere (stored, transferred, lost)					I know what an ecosystem is and how it is organized					I know the biogeochemical cycles (carbon, oxygen, nitrogen & phosphorus) and can explain how they recycle matter					I know the role of water in the hydrologic (water) cycle, label the steps and explain the process of the water cycle					I know how energy and matter cycle through an ecosystem and how this impacts the productivity of the ecosystem.					I know how photosynthesis and cellular respiration work together in the atmosphere					I can connect the value of creating a biosphere to meet the future needs of society.					I can **initiate** and **plan** by: -asking questions about what I observe in my environment -making predictions based on what I observe					I can work collaboratively and communicate my findings by: -presenting my findings so that it makes sense to others (modes of resprestation)							
Specific tasks in Biopshere project pertaining to this Outcome		Breakdown of the food necessary to have in the biosphere. Ingredients needed for your favourite food.					Planet choice, inhabitants and carrying capacity.					Oxygen in the biosphere					Water in the biosphere					Biomes chosen and description					Article Review					Model created					All planning pages that led to the development of your model.					(model) is clear and understandable, infomercial communicated key elements of project,							
Learning Outcome Progressions		Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending	Approaching	Emerging	Developing	Confident	Extending			
Biosphere Project		IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4			
Student	11																																													0	36	0
Student	12				3.5					3.5				3						3.5					3.5					3.5						4					4				3.5		32	36	88.88888889
Student	13				3.5					3.5				3					3						3.5					3.5						3.5					3.5				3.5		31	36	84.72222222
Student	14				3.5					3.5				3					3						3.5					3.5				3						3.5				3.5		30	36	83.33333333
Student	15			3						3.5				3					3						3.5					3				3					3				3.5		29	36	79.16666667
Student	16				3.5					3.5				3						3.5					3.5					3.5						3.5					4				3.5		32	36	87.5
Student	17																																													0	36	0
Student	18		2						3			0					0					0							3						3					3						2			16	36	44.44444444
Student	19																																													0	36	0
Student	20		2						3					3					3				0							3						3					3						2			22	36	61.11111111
Student	21					4					4			3					3							4					4						4					4						4	34	36	94.44444444
Student	22																																													0	36	0
Student	23																																													0	36	0
Student	24																																													0	36	0
Student	25				3.5					3.5				3					3						3.5					3.5					2					3						3			28	36	77.77777778
Student	26					4				3.5				3					3							4					4						4					4						4	30	36	81.94444444

Who are the PILOTS?
Who are the students? What are their dimensions?

Class Review for : Ms. S Grade 6/7 class	Teacher: Ms S, Ms.L	Date: October 2018
We can plan for our students by getting to know the:		
Interests & Identities of the class	**Classroom Strengths**	**Classroom Stretches**
Pokemon, skateboarding, art/drawing, read a louds, each other Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative	English language, written output, taking the lead, initiative
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class: How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?		
We can try to answer this questions by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	**Decision:** Barriers to Learning (UDL)	**Decision**: Barriers to Equity (Reconciliation)
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas We can make learning intentions clear (and the range of complexity for kids to choose from)	We can include multiple perspectives with the texts we choose We can reflect on our identities as we learn
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class We can be personally aware and responsible		

The Class Review – Brownlie, F & King, J, 2011 adapted by S. Moore, 2019

What kind of plane are we flying?
What are the grade-level standards?

Class: Gr. 6/7	**Planning Team: Shackles, Locke & Moore**
Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?	
Key vocabulary:	goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
Goals	
Competency Goal	I can be personally aware and responsible by being **self determined**
Competency Goal	I can be personally aware and responsible by being **self regulated**
Summative Tasks (Self Evaluation)	
New format (3D model)	Create a 3D model that represents your understanding of being personally aware & responsible
Choice Format (letter, comic book, conversation)	Describe how being personally aware & responsible connects to and can help you in your own life

How do we make the airplane adjustable?
How do we allow for access and challenge?

Class: Gr. 6/7	Planning Team: Shackles, Locke & Moore
Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?	
Key vocabulary:	goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here →

Goal	Access Goal	Goal for ALL	Goal for MOST	Goal for FEW
being self determined	• I can set a goal	• I can celebrate my efforts and accomplishments	• I can advocate for my myself and my ideas	• I can take initiative and make change in myself and the world
being self regulated	• I can accomplish a goal	• I can persevere through challenging tasks	• I can implement a plan that I have made to meet a goal	• I can adjust a plan that I have made to meet a goal

Who are the PILOTS?
Who are the students? What are their dimensions?

Classroom Support Plan

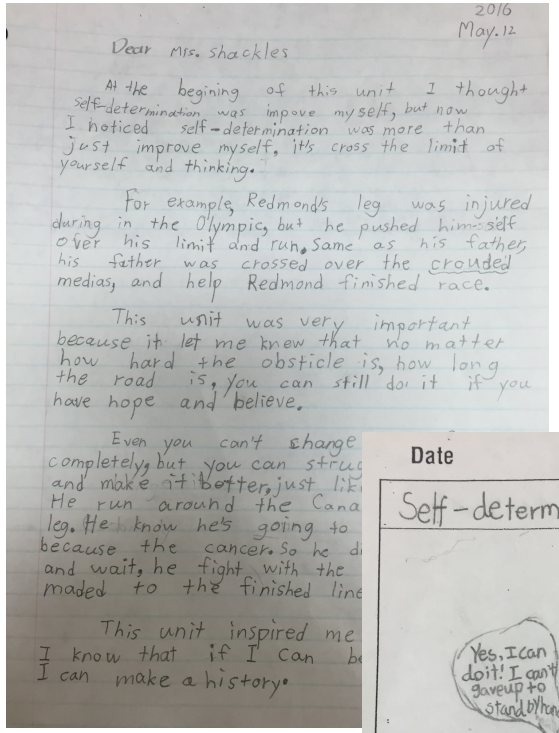
Teacher(s): Ms. S Support Staff: Ms. L Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

Students…		Strategies & Supports		
who needs the most support Kenny		**Universal Support (Good for ALL)**	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need behaviour	Kenny, Kendra , Max, Jackson	- Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life	Choice to work alone, 2 min	K - ?????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	- Attend to vocabulary - Group work - Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge Johnathan Ethan				

How do we support pilots (students) to make the adjustment they need?

Shelley Moore, 2019



2016
May. 12

Dear Mrs. shackles

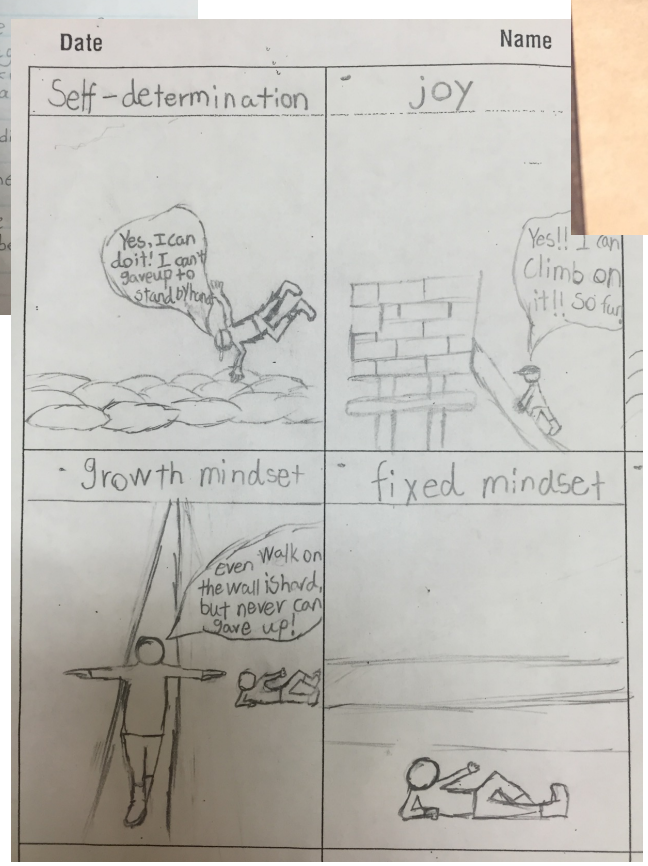
At the begining of this unit I thought self-determination was impove myself, but now I noticed self-determination was more than just improve myself, it's cross the limit of yourself and thinking.

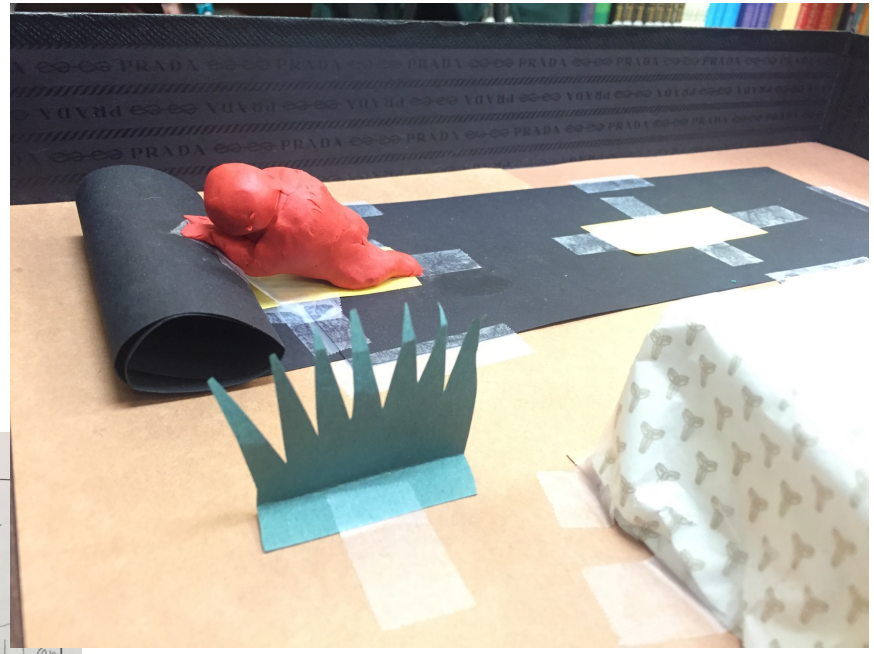
For example, Redmond's leg was injured during in the Olympic, but he pushed himself over his limit and run. Same as his father, his father was crossed over the crouded medias, and help Redmond finished race.

This unit was very important because it let me knew that no matter how hard the obsticle is, how long the road is, you can still do it if you have hope and believe.

Even you can't change completely, but you can stru and make it better, just li He run around the Cana leg. He know he's going to because the cancer. So he d and wait, he fight with the maded to the finished line

This unit inspired me I know that if I can b I can make a history.





Students as Pilots

How do we support pilots (students) to make the adjustment they need?

Classroom Support Plan
Teacher(s): Ms. S **Support Staff: Ms. L** **Lens: Personal Awareness & Responsibility/ Literacy**

Range of Students (RTI)

Students…		**Strategies & Supports**		
who needs the most support		**Universal Support (Good for ALL)**	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need behaviour	Kenny, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, Connect to interest, 11 min. lessons (timer)	Choice to work alone, 2 min, Body zone/ tools	Choice to stay in the classroom or work outside the classroom (hallway, office, library)
Need literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
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