

SHELLEY MOORE



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NEXWLÉLEXM (BOWEN ISLAND)

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





Waterfall

One thing that stands out from
last time

OR

What are you hoping for today?



Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...

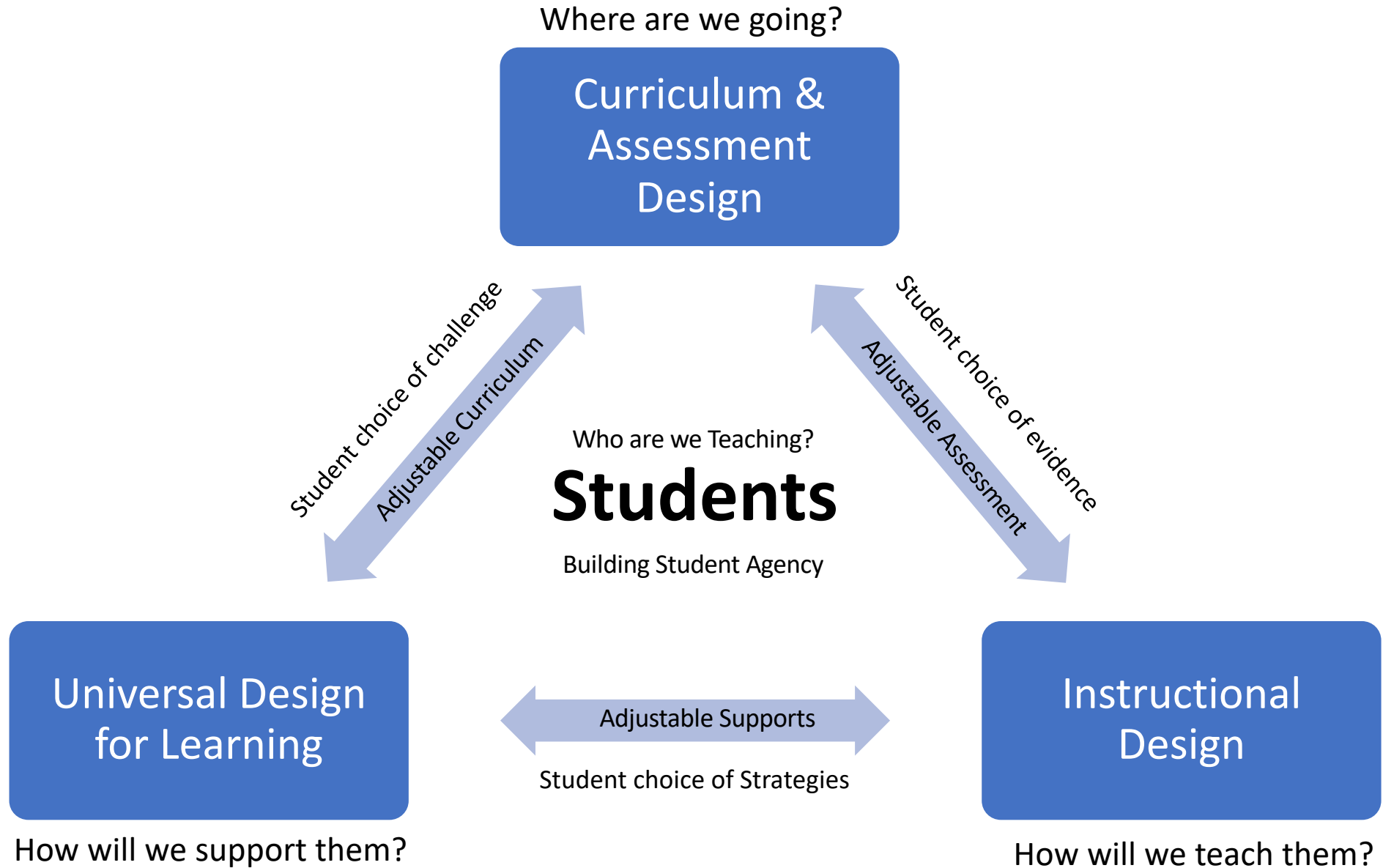


How to we do it?

DESIGN: THE MOST UNDERUTILIZED SUPPORT



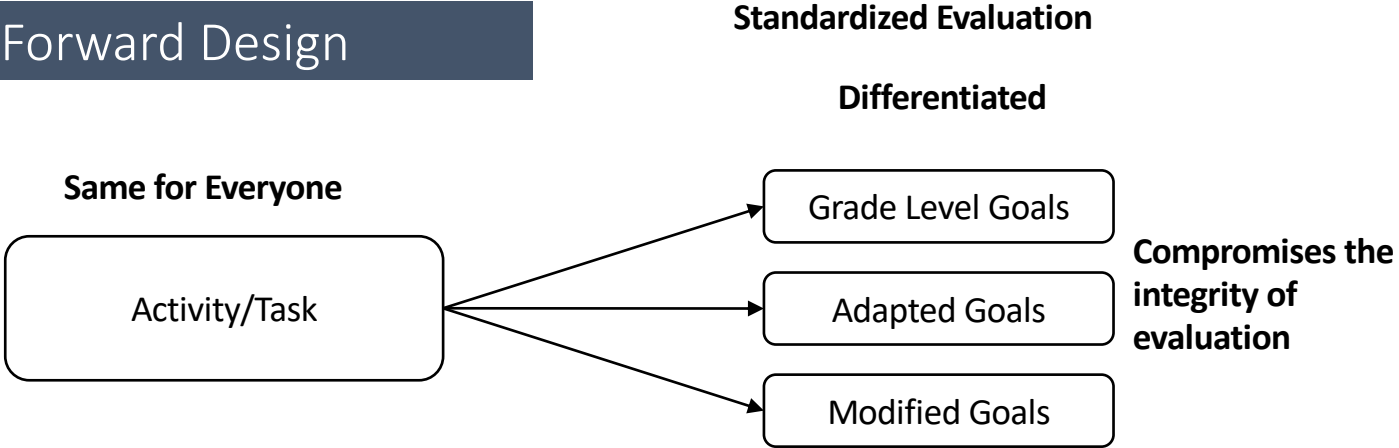
How can we change the system? Designing with Equity in Mind



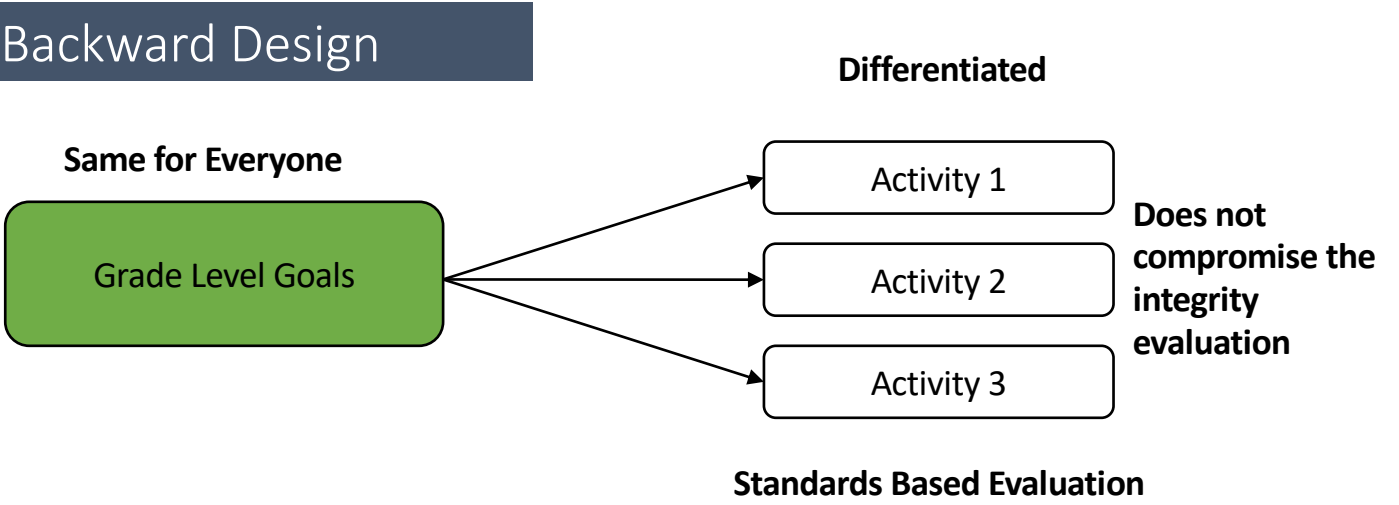
Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

Forward Design



Backward Design

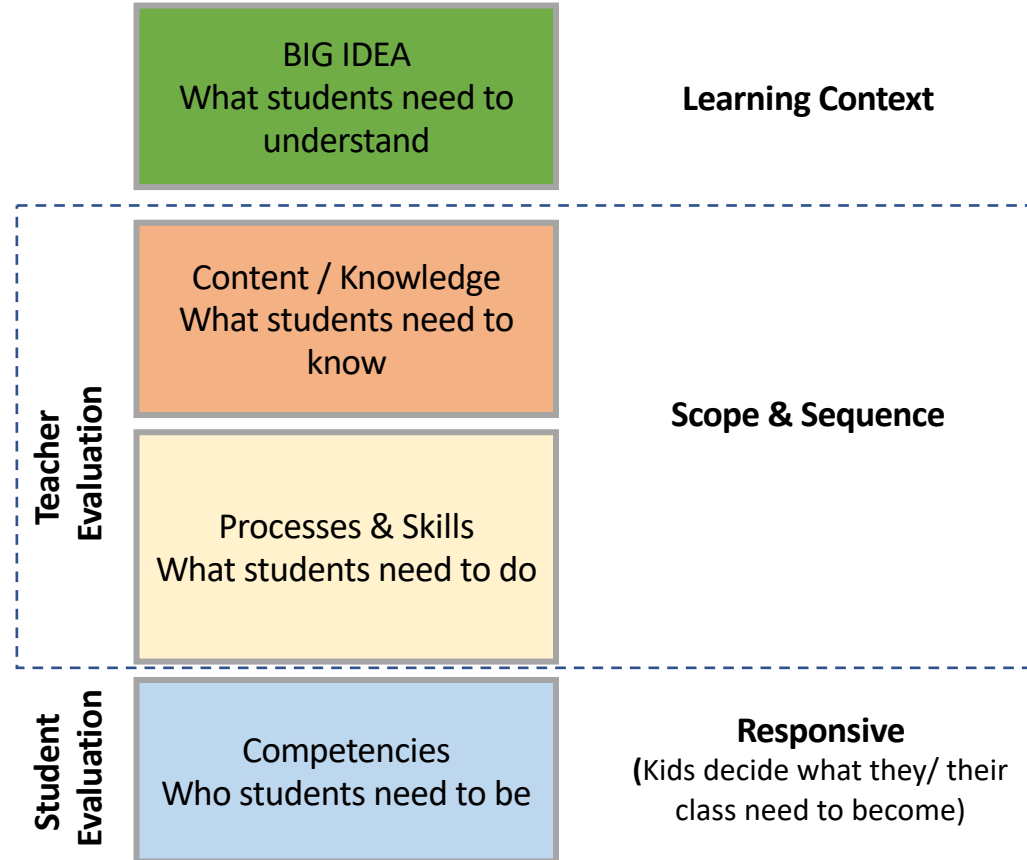


The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



Shelley Moore, 2107

Backwards Design Planning: Manitoba

	Learning Context		Teacher Evaluation		Student Evaluation
Subject	Topic	Big Idea	Knowledge/ Content	Skills	Competencies
In Math it is called:	Topic	Enduring Understandings / General Learning Outcome		Specific Learning Outcome/	Processes
In Social Studies it is called:	Cluster	Use cluster overview description	Knowledge/ Content	Skills	Values
In Science in is called:	Cluster #	Use cluster/unit overview description	Specific Learning Outcome (Students will...)	Cluster 0 – Overall scientific and technological Skills	Cluster 0 – Overall scientific and technological attitudes

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course: Grade 9 Math	Topic: Patterns & Relations	Planning Team:
Big Idea(s): Use patterns to describe the world and solve problems		Unit Guiding Question(s): How can patterns help us to describe and solve problems in the world?
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
Skills (Specific Learning Outcome)	9.PR.1. Generalize a pattern rising from a problem-solving context using linear equations and verify by substitution.	I can use a pattern to solve a linear equation I can use substitution to verify
Competencies (Processes)	[C, CN, PS, R, V] – Student/ Class chosen	

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course: Gr 5 Science	Topic:	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
	5-1-01 Use appropriate vocabulary related to their investigations of human health.	
	5-1-02 Interpret nutritional information found on food labels.	
	5-1-03 Describe the types of nutrients in foods and their function in maintaining a healthy body.	
	5-1-04 Evaluate a daily menu plan and suggest changes	
	5-1-05 Evaluate prepared food products using the design process.	
	5-1-06 Identify the major components of the digestive system, and describe its role in the human body.	
	5-1-07 Identify the major components of the skeletal, muscular, and nervous systems, and describe the role of each system in the human body.	

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course: Gr 5 Science	Topic:	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
	5-1-08 Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.	
	5-1-09 Identify components of the human body's defenses against infections, and describe their role in defending the body against infection.	
	5-1-10 Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body.	
	5-1-11 Describe how the human body gets rid of waste. Include: kidneys filter blood and dispose of waste as urine; lungs give off waste carbon dioxide; the rectum collects and expels undigested food matter.	
	5-1-12 Give examples of how systems of the human body work together.	
	5-1-06 Identify the major components of the digestive system, and describe its role in the human body.	
	5-1-13 Identify and describe factors necessary to maintain a healthy body.	
	5-1-08 Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.	

Learning Maps

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement measures
- Start from access, add on challenge
- Different from a rubric

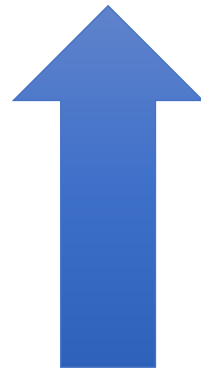
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



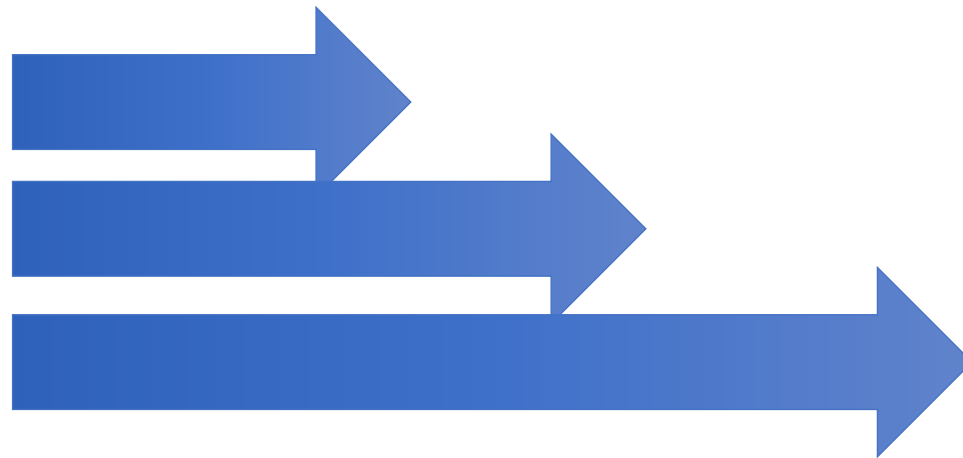
One point rubric

	Standard
goal	

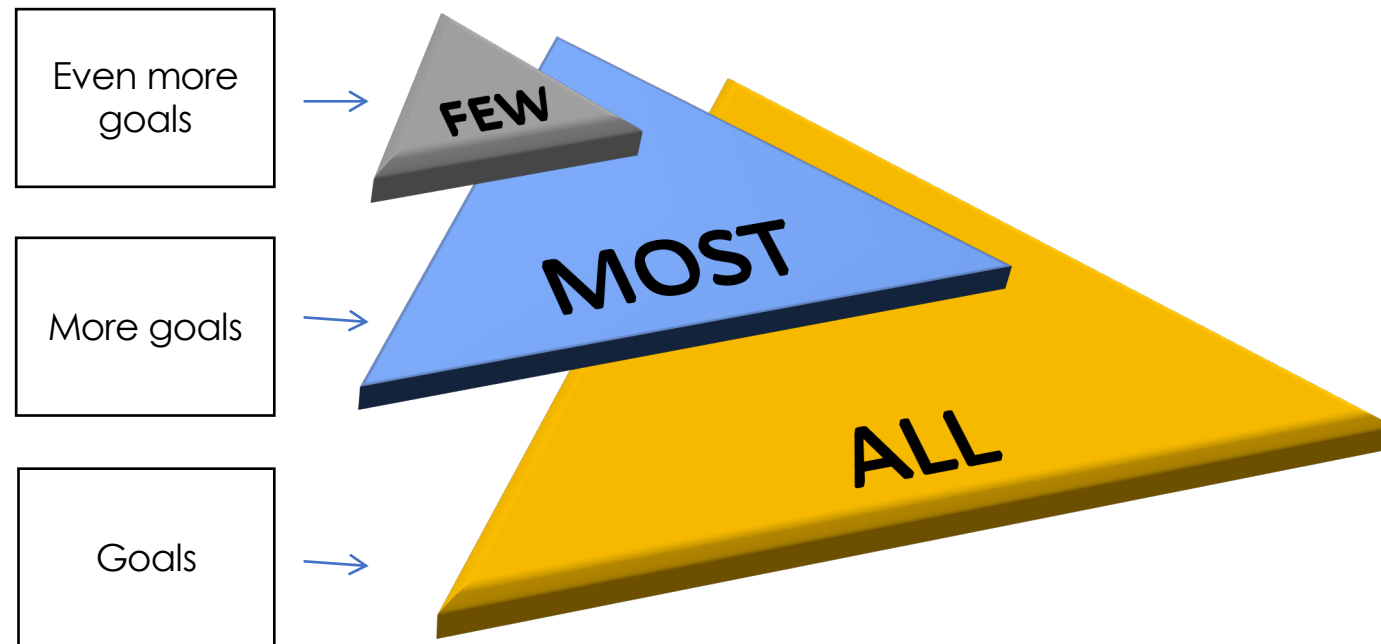


Rubrics vs. Learning Maps

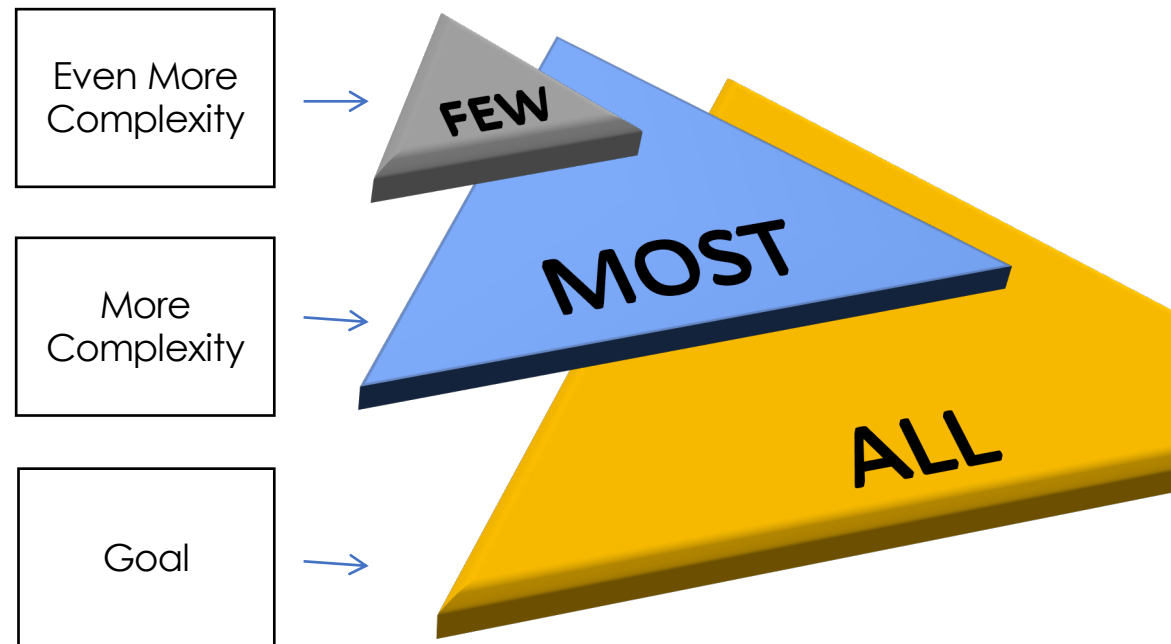
	Essential	More complex	More complex
Learning Outcome			



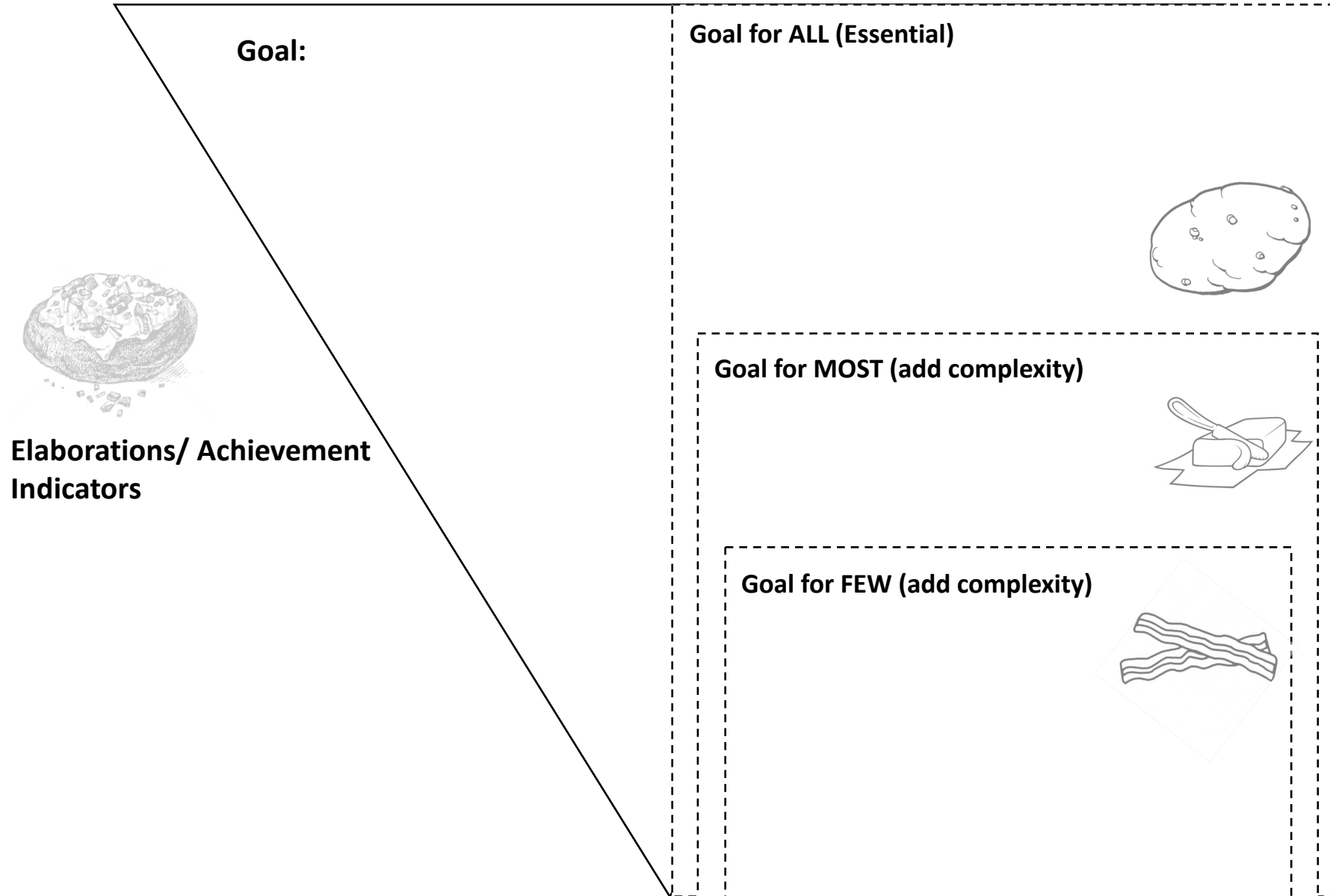
Start from access, build on challenge: Planning Pyramid



Planning Pyramid



The Baked Potato Planning Strategy:



5 Full



Lemonade Stand



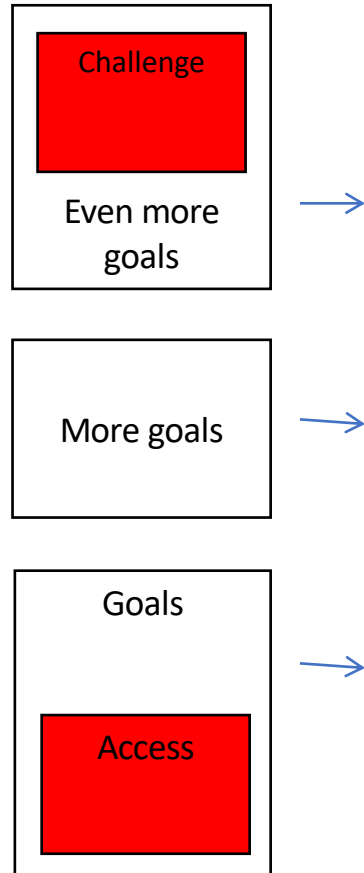
Candy Farm



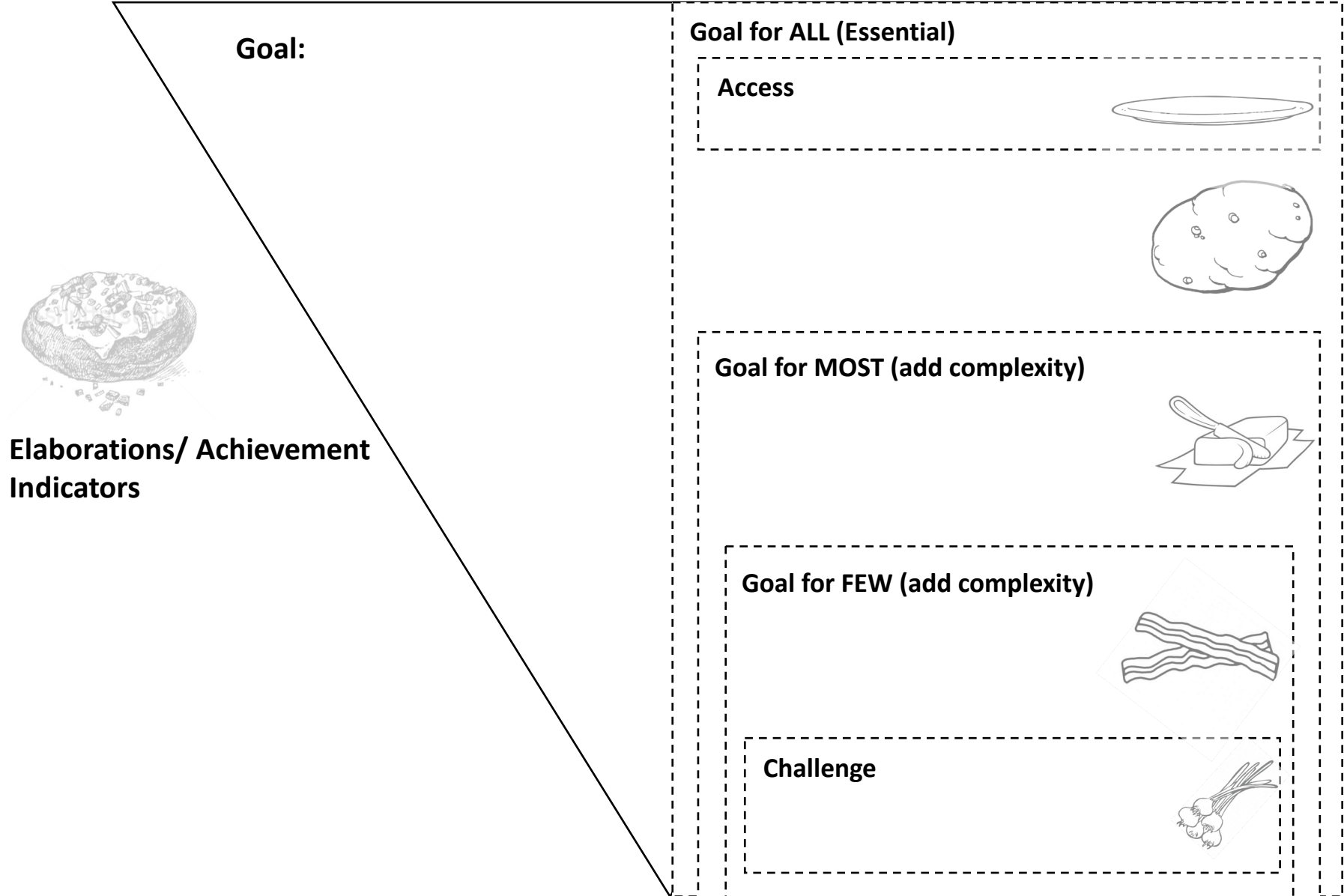
Candy Factory



Creating Access AND Challenge



The Baked Potato Planning Strategy:



Our Co-Planning Journey: Learning Continuums

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

Learning Outcome:				
<i>Student friendly:</i>				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

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

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

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	resources	short term
expansion	civilizations	long term
colonization	cause & consequence	perspective
values & beliefs	worldview	ethical judgement
artifacts	traces	honour

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

Content Goal: I know exploration, expansion, and colonization	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

Collecting Evidence of my Learning

Our Unit Questions

- Where are the **traces of exploration, expansion and/or colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces of colonialism**?

Content Goal: I know exploration, expansion, and colonization

Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present
I know some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can assess long term consequences of a cause (decision, action, event)

Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Approaching	Emerging	Developing	Confident	Extending
I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change

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

Grade 4/5

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Key Vocabulary: add, subtract, mental math, strategy, connect

Content Goal: addition and subtraction to 10 000

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add and subtract numbers	<ul style="list-style-type: none"> I can add up to 100 I can put together and take apart up to 100 I can connect addition and subtraction to real life 	<ul style="list-style-type: none"> I can take apart, put together and combining numbers up to 10 000 I can use friendly numbers I can use regrouping strategies 	<ul style="list-style-type: none"> I can estimate sums and differences up to 10 000 	<ul style="list-style-type: none"> I can add and subtract up to 1 000 000 	<ul style="list-style-type: none"> I can add and subtract in multiple problem-solving contexts and scenarios

Content Goal: addition and subtraction facts to 20 (developing computational fluency)

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add subtract up to 20 in my head	<ul style="list-style-type: none"> I can add 1 to a number 	<ul style="list-style-type: none"> I can make 10 I can use double 	<ul style="list-style-type: none"> I can make 10 + I can use fact families 	<ul style="list-style-type: none"> I can double plus 1 Double minus 1 	<ul style="list-style-type: none"> Using math facts to 20 strategies with larger numbers

Curricular Competency Goal: Develop mental math strategies and abilities to make sense of quantity

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can use mental math to understand “how much/how many?”	<ul style="list-style-type: none"> I can use for close numbers (number line) I can follow a model 	<ul style="list-style-type: none"> Break up count on Rounding numbers up and down I can use more than one strategy 	<ul style="list-style-type: none"> Break apart method (expanded form) Counting using benchmark numbers I know and can use different strategies 	<ul style="list-style-type: none"> Making friendly numbers Front end counting I can decide which strategy work best for me 	<ul style="list-style-type: none"> Finding compatibles Knowing which is the most efficient strategy

Curricular Competency Goal: Develop and use multiple strategies to engage in problem solving

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can solve problems using different strategies	○ Solve adding and subtracting problems up to 100	○ Solve adding and subtracting problems up to 10 000	○ Solve adding and subtracting word problems up to 10 000	○ Solve adding and subtracting problems up to 1 000 000	○ Solve adding and subtracting word problems up to 1 000 000

Curricular Competency Goal: Communicate mathematical thinking in many ways quantity

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can share my thinking in many ways	○ I can follow a model to show my thinking	○ I can show my thinking in one way	○ I can show my thinking in different ways	○ I can show my thinking in multiple ways	○ I can integrate my thinking and choose how to show my thinking depending on the task

Curricular Competency Goal: Connect mathematical concepts to each other and to other areas and personal interests

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can connect what I am learning in math to me and my life	○ I can think of examples of math in my life	○ I can come up with real life situations. that use math in my life	○ I realize when math is happening in my life	○ I can see how math helps me in my life and in our community	○ I can see how math is used to solve problems in the world

Grade 4/5 – Lesson Sequences

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Week 1	1. I know how to add and subtract numbers by:				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	Adding numbers - 100, 10 000 ,1 000 000	I can use mental math strategies - Number line - Break up count on - Rounding up or down	I can solve problems using different strategies (using 100, 10 000)	I can try different ways to show my thinking here my thinking in many ways - Introduce 3 ways of thinking in math	I can connect what I am learning in math to me and my life - Examples in our lives

Week 2	1. I know how to add and subtract numbers by: I can estimate sums and differences up to 10 000				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	Estimating - 100, 10 000 ,1 000 000	I can use mental math strategies - Break apart - Benchmarks	I can solve word problems using different strategies (using 100, 10 000)	I can share my thinking in different ways	I can connect what I am learning in math to me and my life by coming up with real life situations that use math in my life I realize when math is happening

Waterfall

What is useful from today?

OR

What is one thing you want to try??

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