SHELLEY MOORE

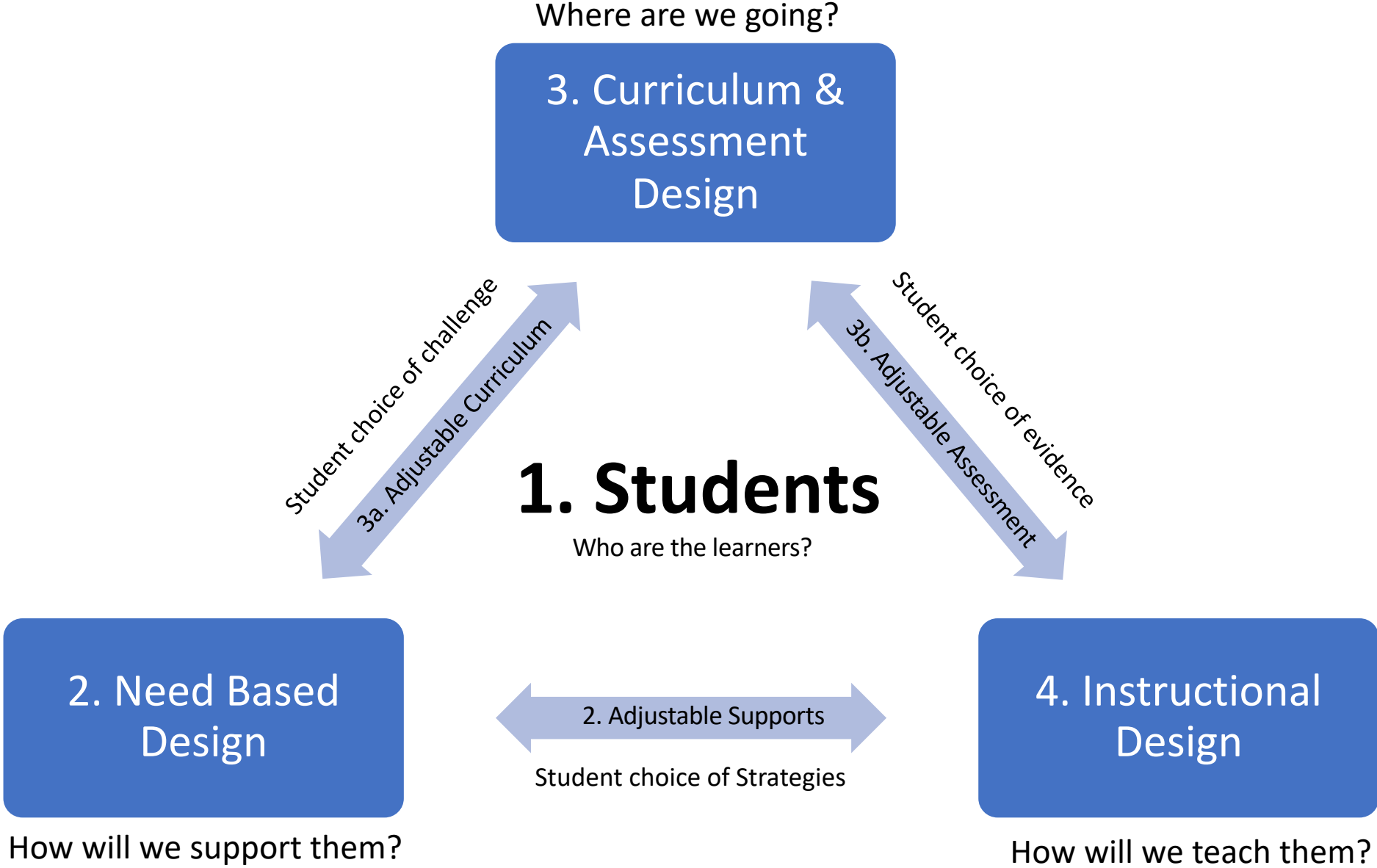@tweetsomemoore

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HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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

- What kind of curricula are the students learning?

- How is the curriculum responsive to the students dimensions?

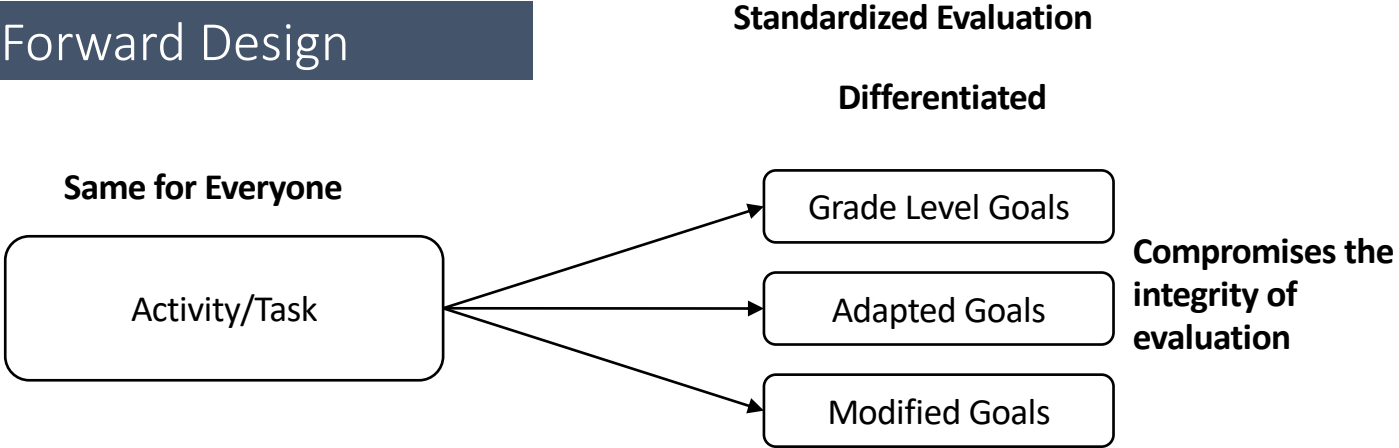- How do the students make the adjustments they need to use the curriculum?

@tweetsomemoore
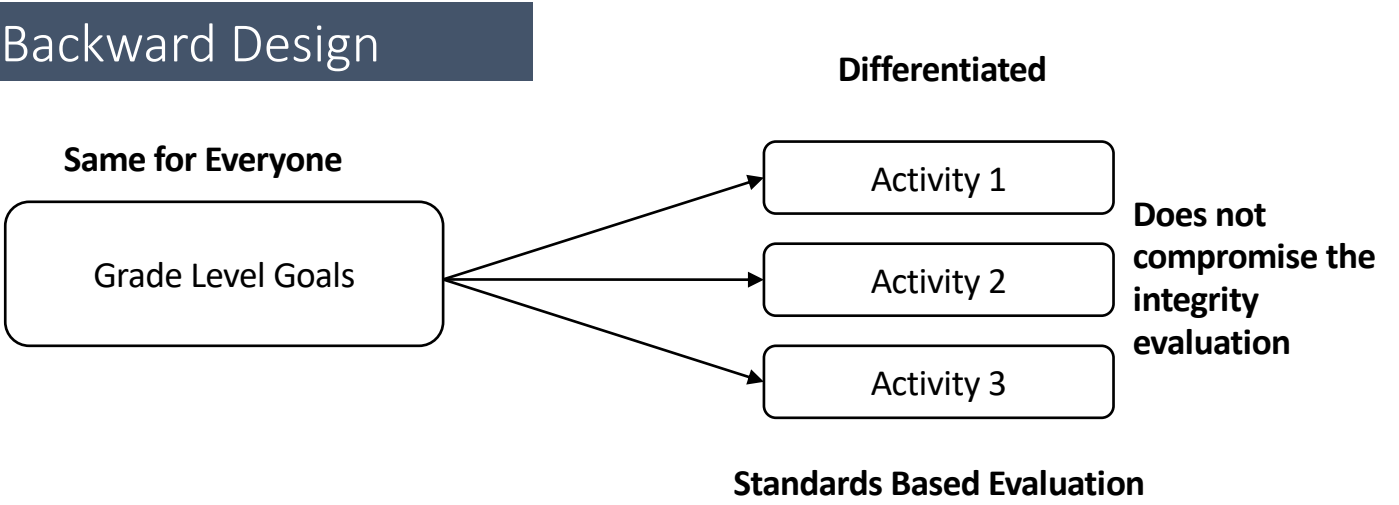
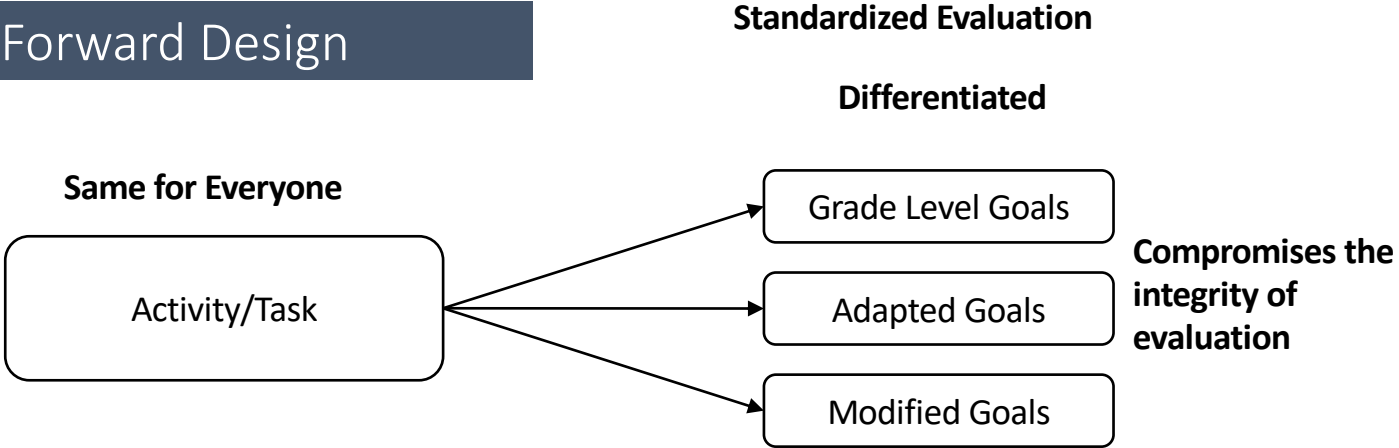# How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019

Where are we going?

3. Curriculum & Assessment Design

Student choice of challenge

3a. Adjustable Curriculum

Student choice of evidence

3b. Adjustable Assessment

1. Students

Who are the learners?

2. Need Based Design

2. Adjustable Supports

Student choice of Strategies

4. Instructional Design

How will we support them?

How will we teach them?

BACKWARDS DESIGN

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Activity/Task

Grade Level Goals

Adapted Goals

Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

Activity 1

Activity 2

Activity 3

Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Activity/Task → Grade Level Goals

Adapted Goals

Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals → Activity 1

Activity 2

Activity 3

Does not compromise the integrity evaluation

McTigue, 2010

Standards Based Evaluation

Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

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

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

Backwards Design: What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to <u>understand</u>?
  - **Content**
    - What do we need to <u>know</u>?
  - **Process/Skills**
    - What do we need to <u>do</u>?
  - **Competencies**
    - Who do we need to <u>become</u>?

Grade:	Subject Area:	Planning Team:	
Big Idea(s): What do I need to Understand?		**Unit Guiding Question(s):**	
Key Vocabulary:			
	Curricular Language		**Student Friendly Language**
What do students need to know? Knowledge Goals		I know	
What do students need to do? Skills/Process Goals		I can	
What do students need to do? Skills/Process Goals		I can	
What do students need to do? Skills/Process Goals		I can	
Who do student need to be? Competency Goals	I can become/ I am...		

Grade: 9	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		**Unit Guiding Question(s):** 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?
	Curriculum	**Student Friendly Goals**
Content Goal 1:	exploration, expansion, and colonization	I know **exploration** I know **expansion** I know **colonization** I know how they are connected
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	I can describe what influences **causes** (actions and events) I can figure out the short and long term **consequences** (effects)
Curricular Competency Goal:	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)	I can explain different **perspectives** I can compare different perspectives
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	I can make **ethical judgements** I can **assess historical perspectives**

Shelley Moore, 2021

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?

English 11

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 using digital spaces to share stories of identity?

- How can digital spaces be used as an opportunity to share issues important to First Peoples?

- 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.

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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"
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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: Intellectual Disability

Student 2: Learning Disability

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

Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: Kelley	
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		**Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?**	

Unit Goals		Activities to capture evidence of this goal
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

Name:	Date:

Unit Guiding question:
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?

Goals	My evidence of learning		Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks		written	oral	visual		
I know reading strategies. I know writing processes.							
I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.							
I can transform ideas and information to create original texts, using various genres, forms, structures, and styles							
I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.							

How do student show what they know?
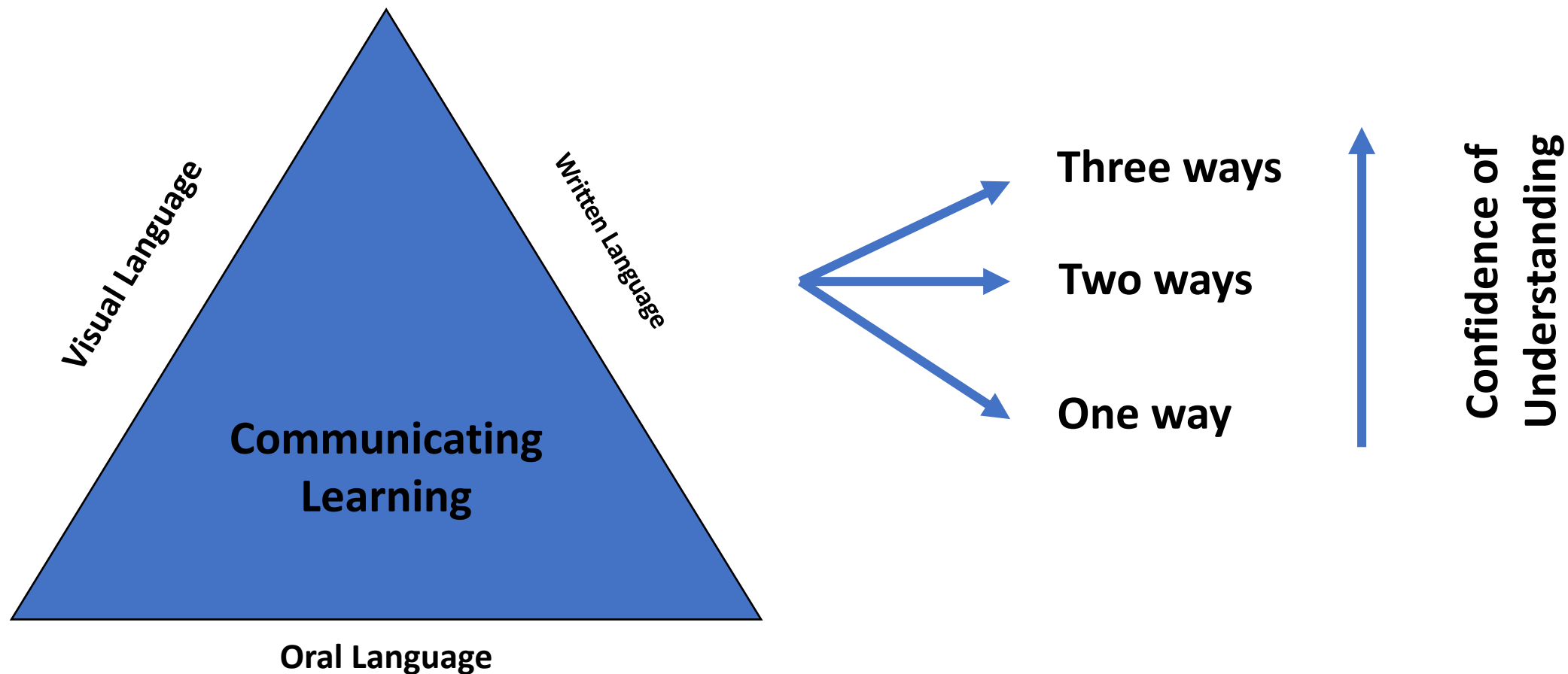
All Languages (in literacy) are Treated Equal!
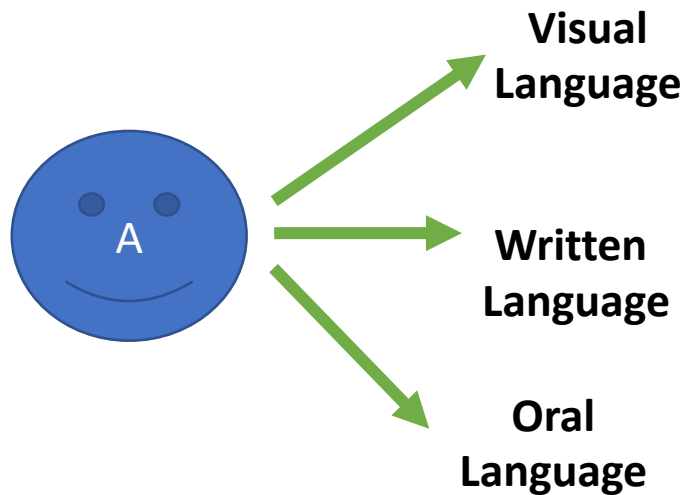
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

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

Visual Language

A

Written Language

Oral Language

Visual Language

A

Written Language

Oral Language
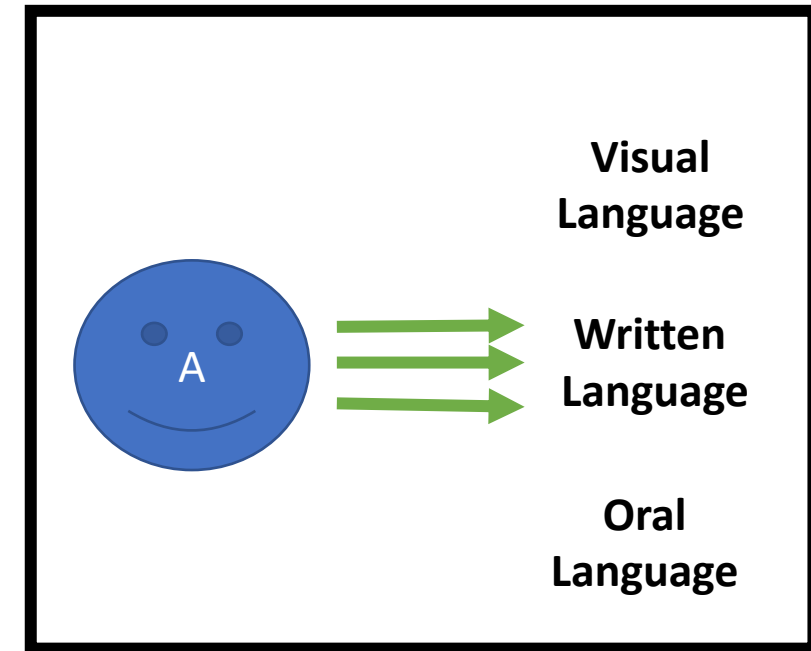
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

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!

Rubrics vs. Learning Maps

	Essential	More complex	More complex
Learning Outcome			
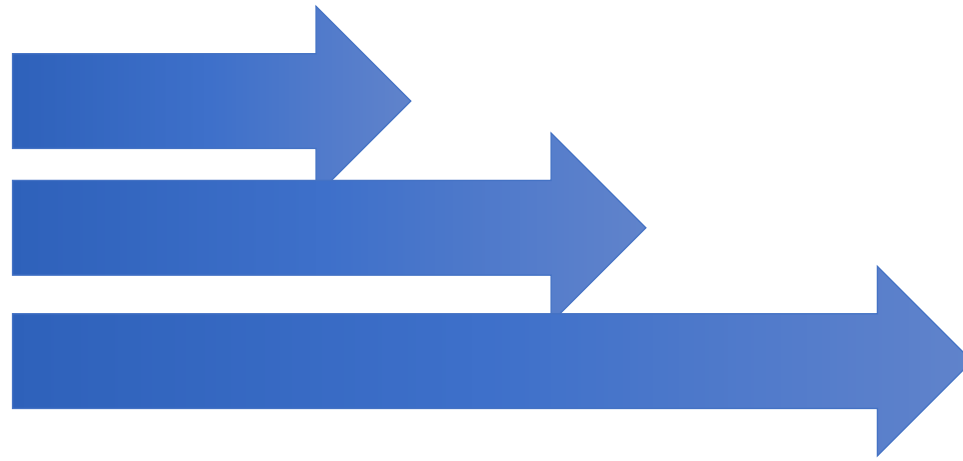
Planning Pyramid
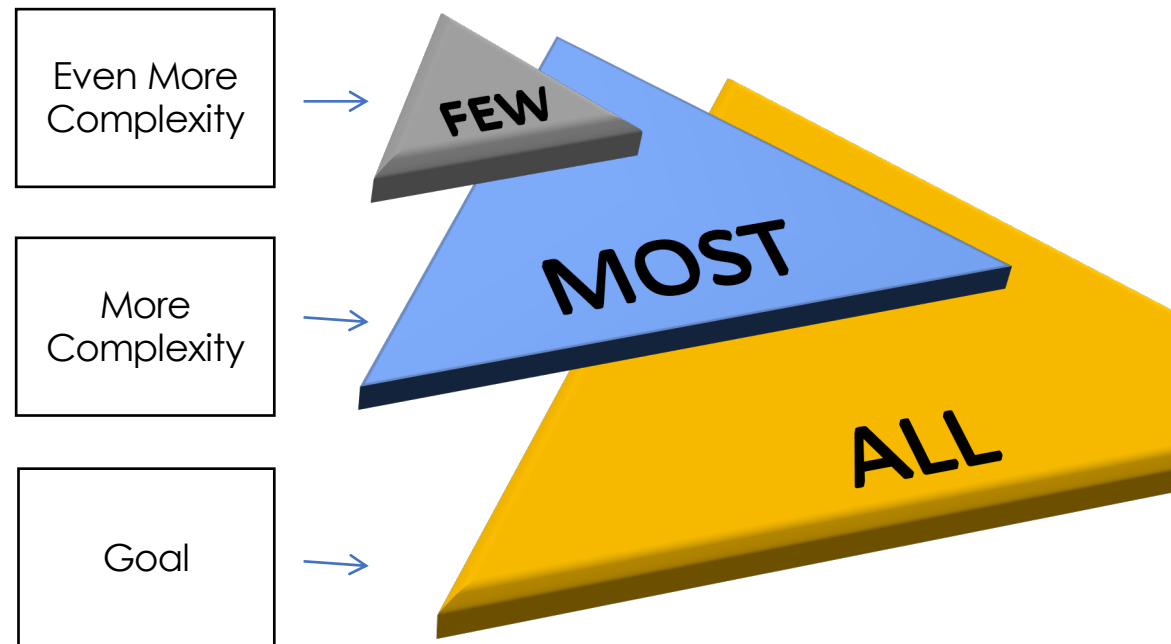
The Baked Potato Planning Strategy:

Goal:

Elaborations/ Achievement Indicators

Goal for ALL (Essential)

Goal for MOST (add complexity)

Goal for FEW (add complexity)
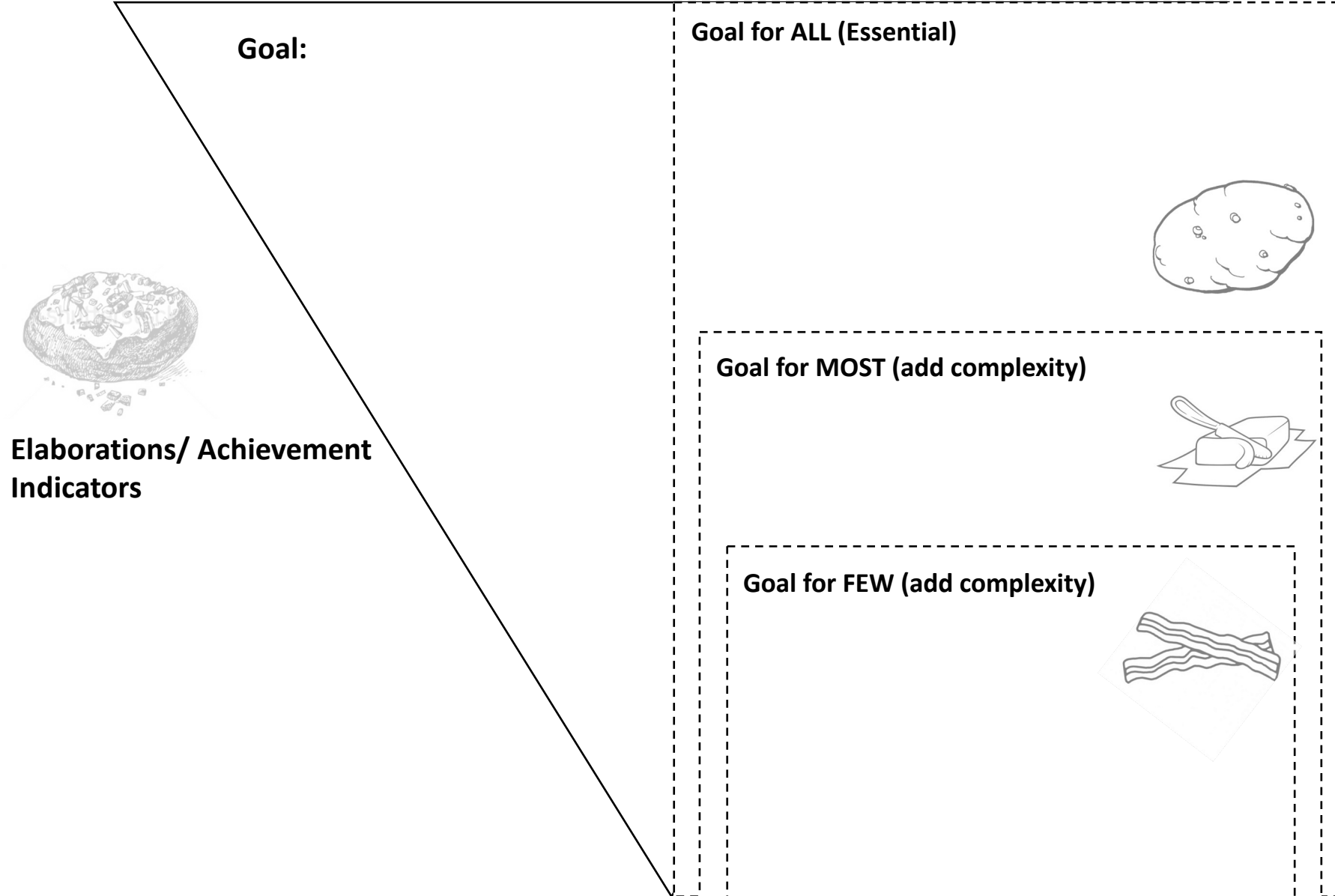
Our Co-Planning Journey: Learning Continuums

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

Learning Outcome:				
Student friendly:				
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

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
	C/C-	B/ B+	A

English 11

Use Backward Design to Identify Big Ideas and Guiding Questions

Big Ideas

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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
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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)

Learning Outcome Progressions: Bio 20-1

What do I need to know?

20–A1.1k: I know how energy is used in a biosphere (stored, transferred, lost)

Approaching	Emerging	Developing	Confident	Extending
The sun and plants work together to form energy	I know what photosynthesis and chemosynthesis and cellular respiration is and examples of each	I know how photosynthesis, chemosynthesis and cellular respiration are connected	I know how energy is transferred by conduction, radiation, and convection, and examples	I know limitations and problems of how energy is used in existing and/or potential biospheres

20–A1.2k I know that energy in different biospheres is balanced and cycles; I know how biospheres are interconnected

Approaching	Emerging	Developing	Confident	Extending
I know why I need the sun and plants I know why plants need me	I know the products of photosynthesis, chemosynthesis, and cellular respiration	I know that there can be balance or imbalance between photosynthesis, chemo synthesis and cellular respiration	I know the impact of imbalance in photosynthesis and chemosynthesis and cellular respiration (global warming)	I know the pros/cons to possible solutions in imbalances of photosynthesis and chemosynthesis and cellular respiration

20–A1.3k I know what an ecosystem is and how it is organized

Approaching	Emerging	Developing	Confident	Extending
I know what a food chain is	I know trophic levels and examples in the world	I know how to show trophic levels on different models	I know how trophic levels are connected to each other	I know the impact of deleting a tropic level

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
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 — each outcome scored: Approaching (IE/IEP), Emerging (2), Developing (3), Confident (3.5), Extending (4)

Biosphere Project	#	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	%
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	30	36	81.94444444