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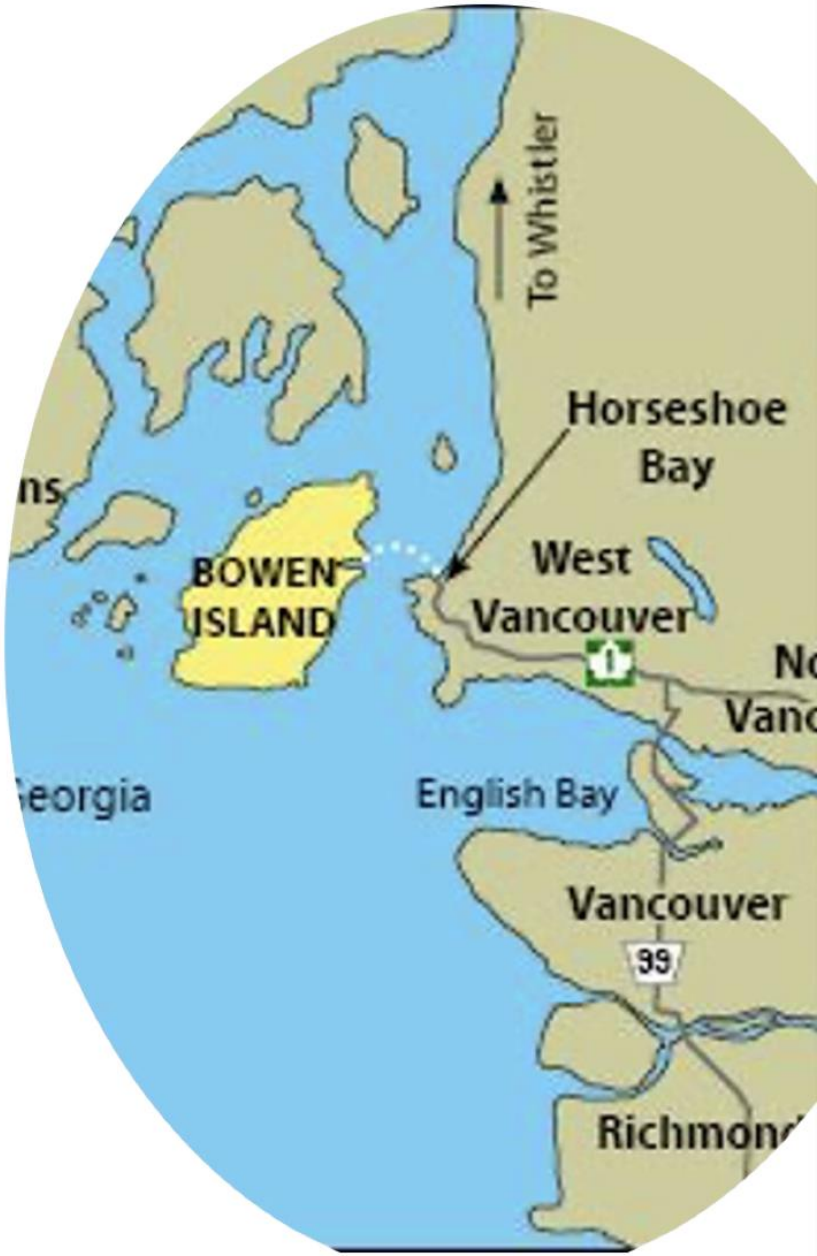
Dr. Shelley Moore

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



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Think about your target class….

What are you trying?

What are you noticing?

What are you learning?

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2023

Today!

Inclusive Curriculum Design

Backwards Design Planning

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Reducing Barriers

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Student Learning

Ramp: UDL

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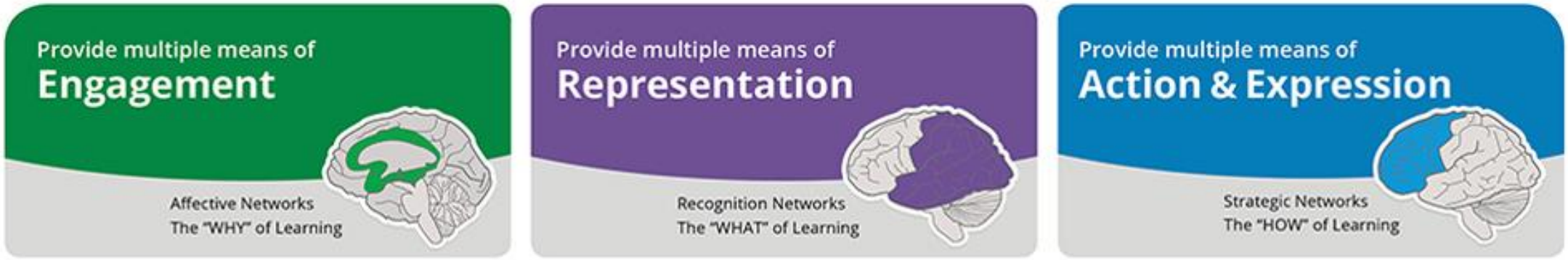
Universal Design for Learning: The Ramp for Learning



FIRM Goals, FLEXIBLE means

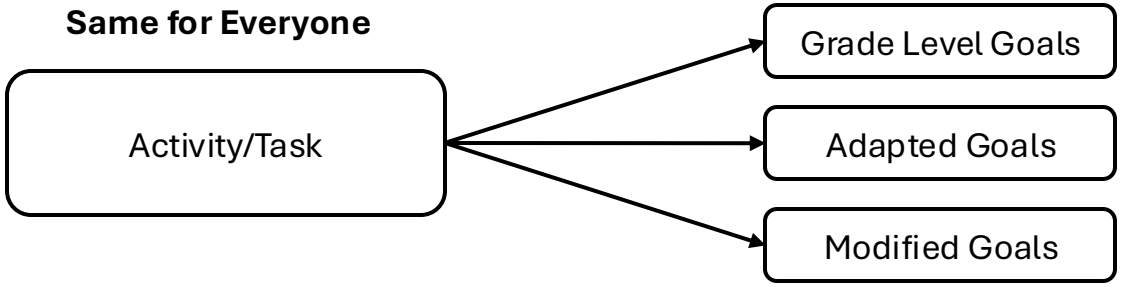
Backwards Design

Forward Design

Standardized

Differentiated

Same for Everyone

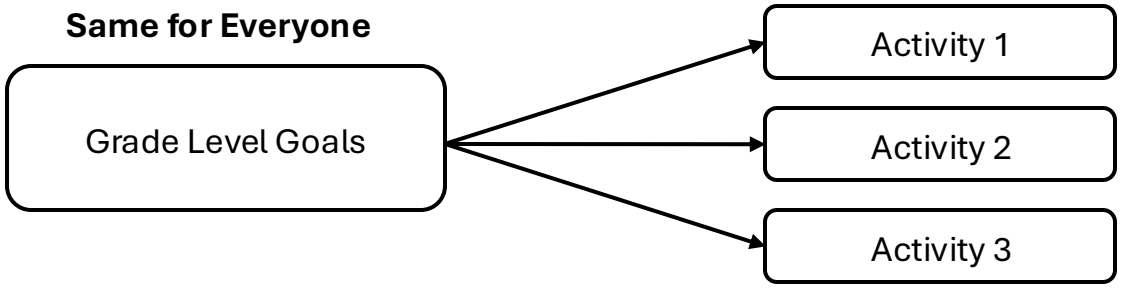


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

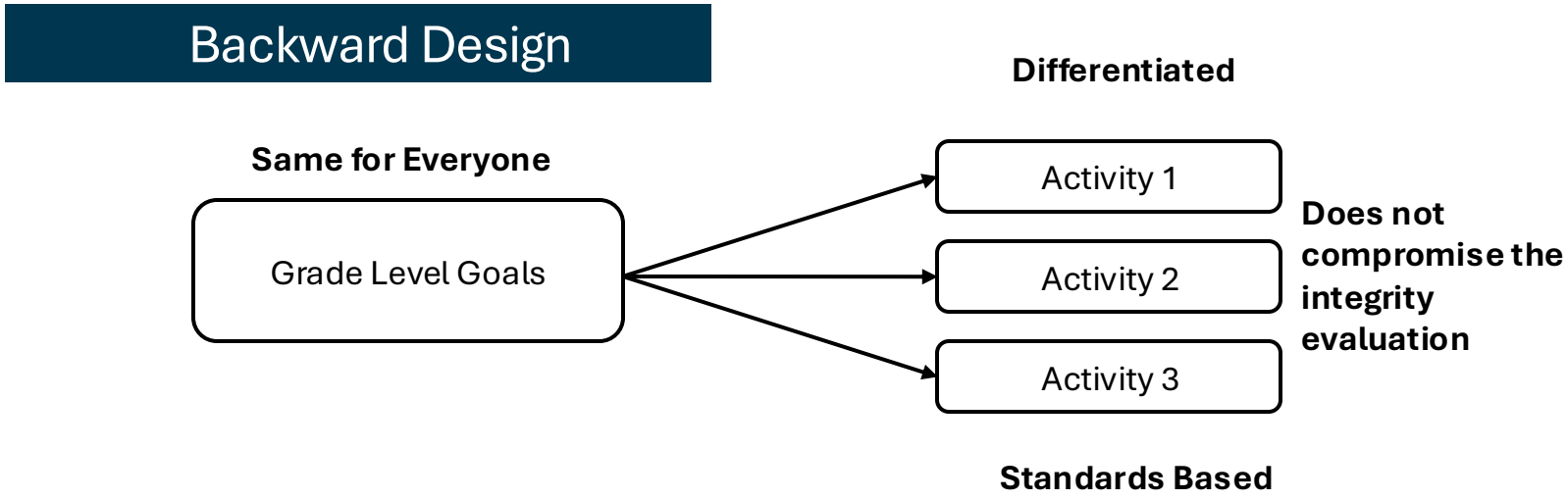


Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Backwards Design



FIRM Goals, FLEXIBLE means

McTigue, 2010

Backwards Design:
What are the GOALS?

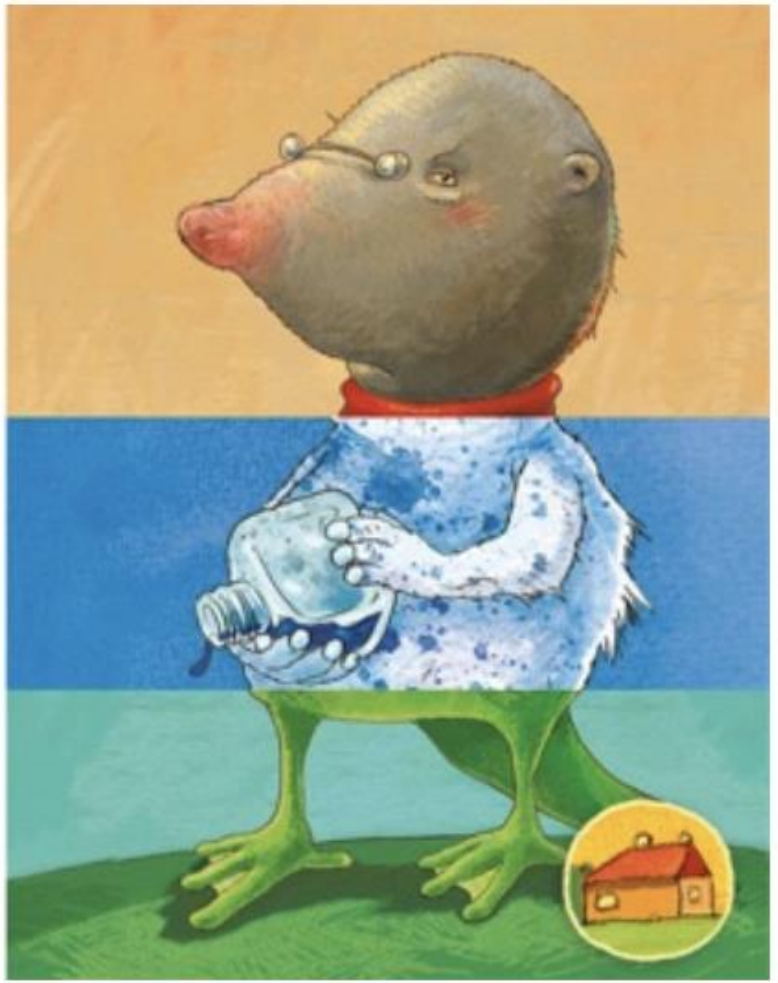
- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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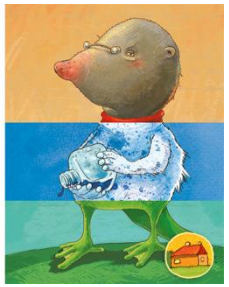


BIG IDEA

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

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

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

Student Evaluation

Core Competencies

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

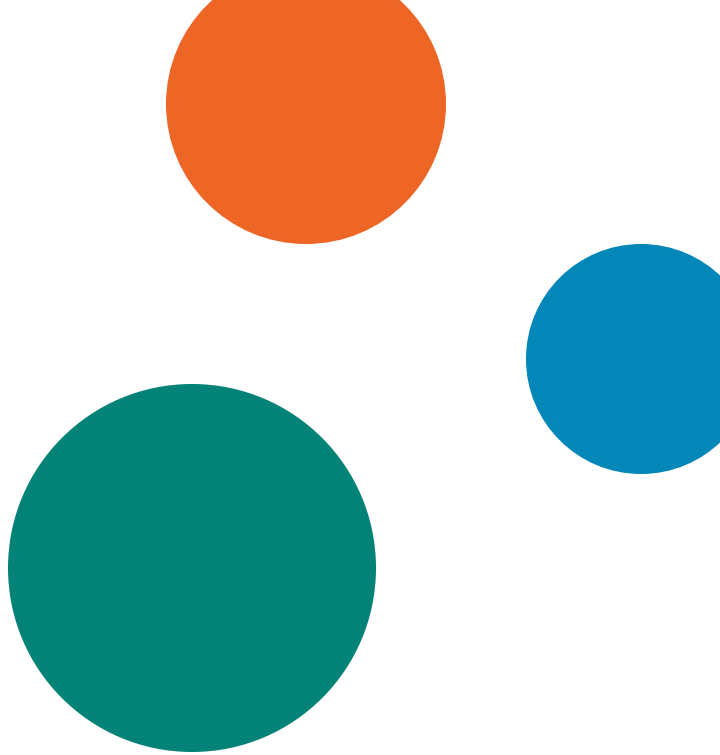
Shelley Moore, 2021

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

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

Where do we start?

- Choose a subject area(s) and assess/reflect on:
  - Areas of strength
  - Areas of stretch
  - Areas for more practice



Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

Curricular Competencies

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

Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

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Class: Ms. P	Subject Area(s): Math 4	Planning Team: Ms. P & Shelley
Big Idea(s):		**Unit Guiding Question(s):** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Vocabulary to know and use (content): Add, subtract, mental math, how much? How many?		**Vocabulary to know and use (skills & competencies):** Strategies, share my thinking, connect, creative thinking, changing, trying something new, solving a problem

Unit Goals	Curricular Language	Student friendly language
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
Core Competency Goal: (Profile 1/2)	**Creative Thinking**: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)	**We are creative thinkers because we get new ideas!** I get new ideas by: **(Students choose):** • **changing** what I am doing • **trying** something **new** • **solving a problem** in a **new way**

Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
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Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

Big Ideas

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

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

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

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

Curricular Competencies

Content	Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
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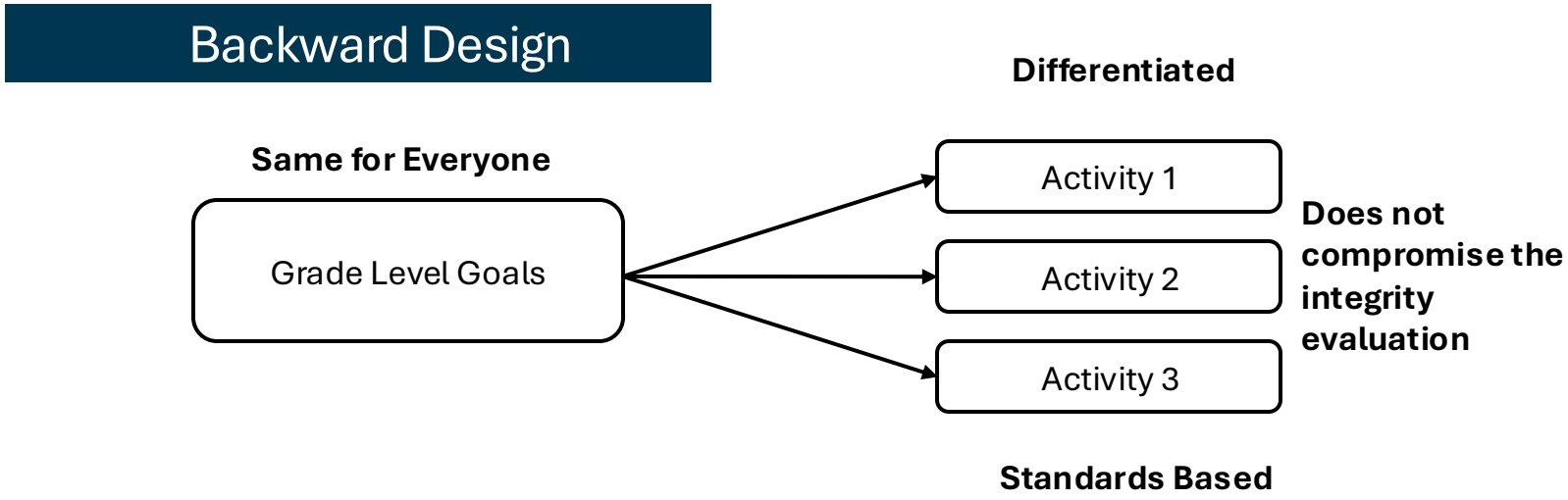
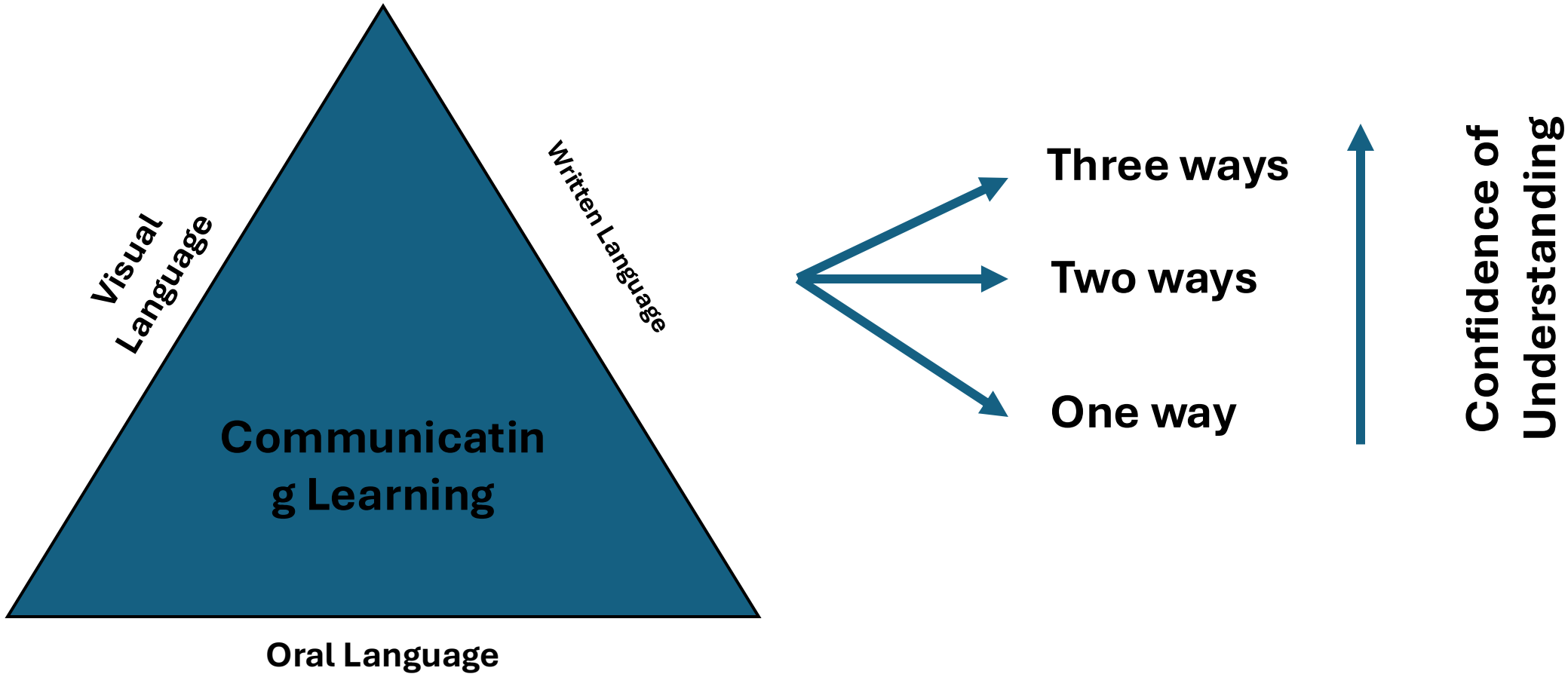
Backwards Design



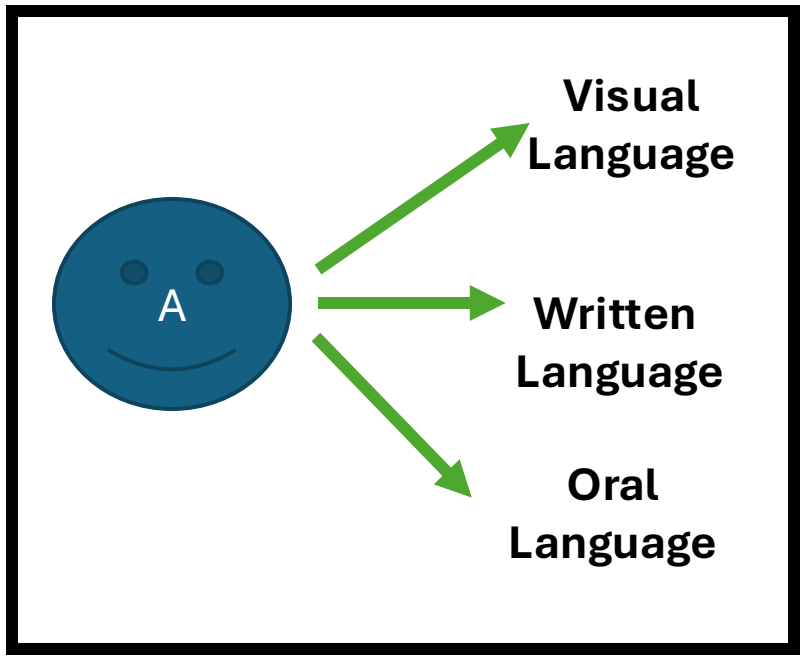
FIRM Goals, FLEXIBLE Means

McTigue, 2010

How do students show what they know?



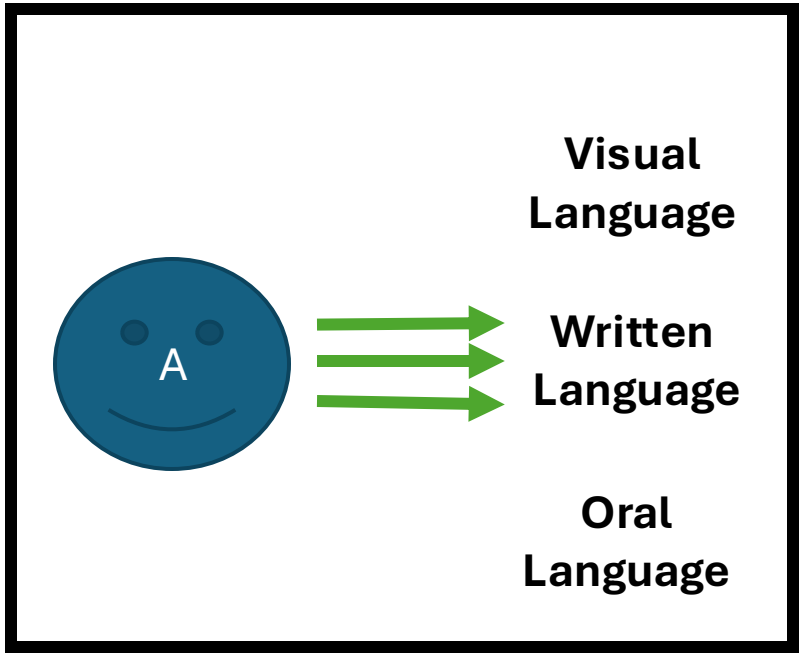
All Languages (in literacy) are Treated Equal!



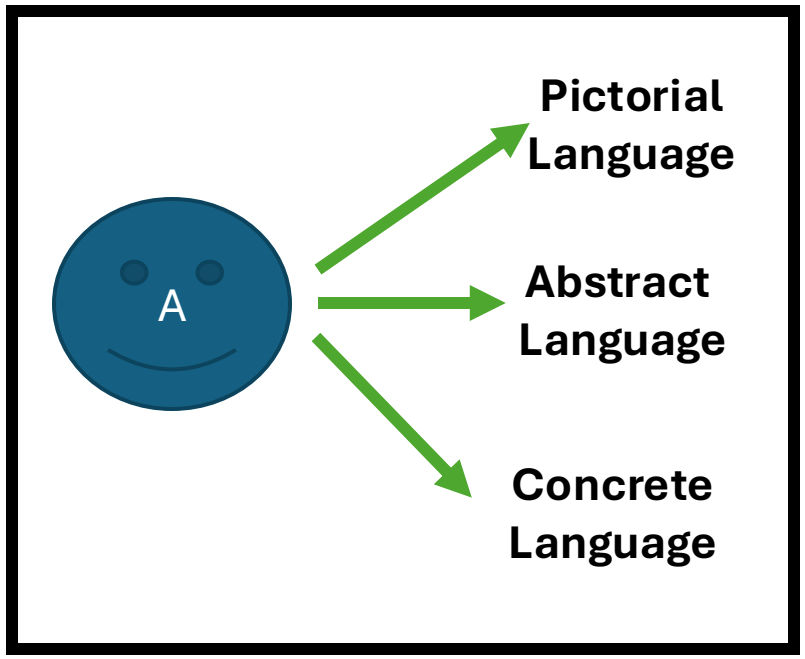
The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

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



All Languages (in numeracy) are Treated Equal!



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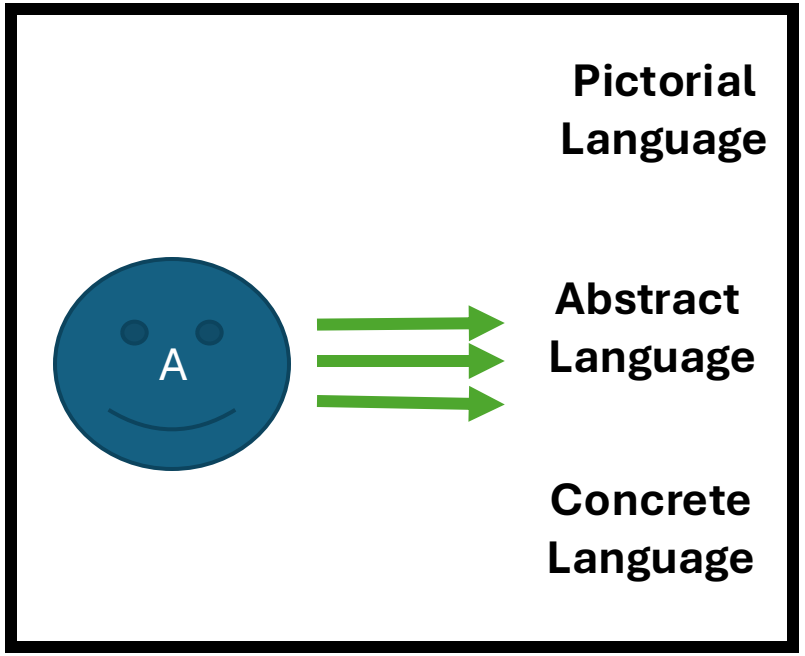

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
	• **Assessment for Learning Task(s)**				
	• **Assessment as Learning Tasks**				
	• **Assessment of Learning Task(s)**				

Planning

Anchor Text: Can You See Me?

Organizing Idea

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

Guiding Question

In what ways can size be distinguished?

Learning Outcomes

Math
- Students will explore size through direct comparison

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

Competencies and Progressions

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

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

Competencies
- Communication.

Moore and McIntosh, 2025

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

Math

- Students will explore size through direct comparison

ELA

- Students will develop vocabulary through a variety of literacy experiences
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Competencies

- Communication

Learning Activities and Tasks

Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding

Moore and McIntosh, 2025

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Competencies
- Communication

Learning Activities and Tasks

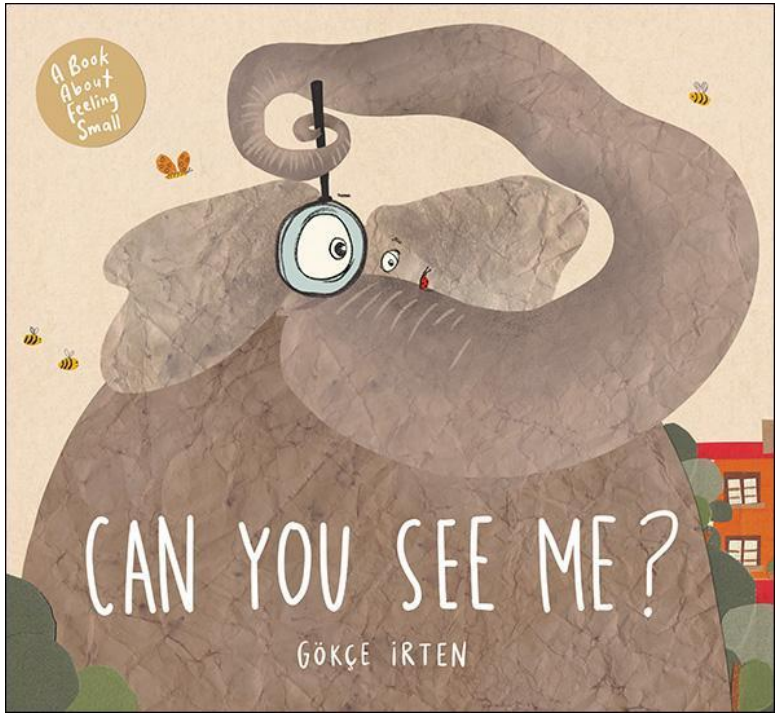
Anchor Text: Can You See Me?

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

Differentiation of Evidence

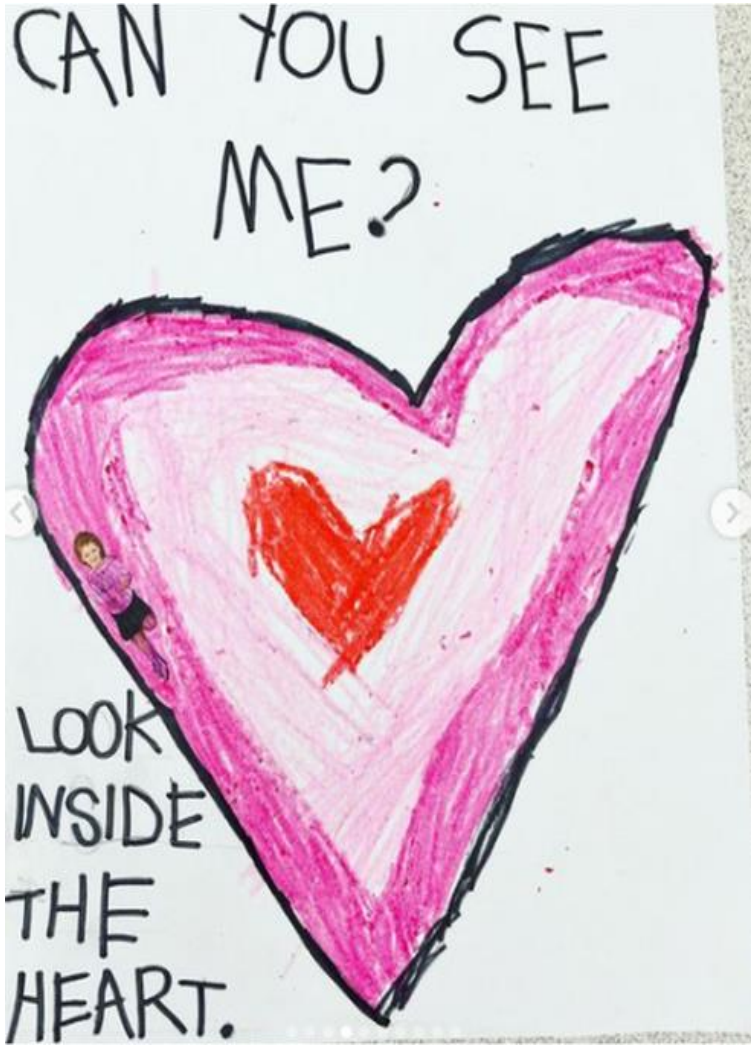
viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓
✓	✓	✓

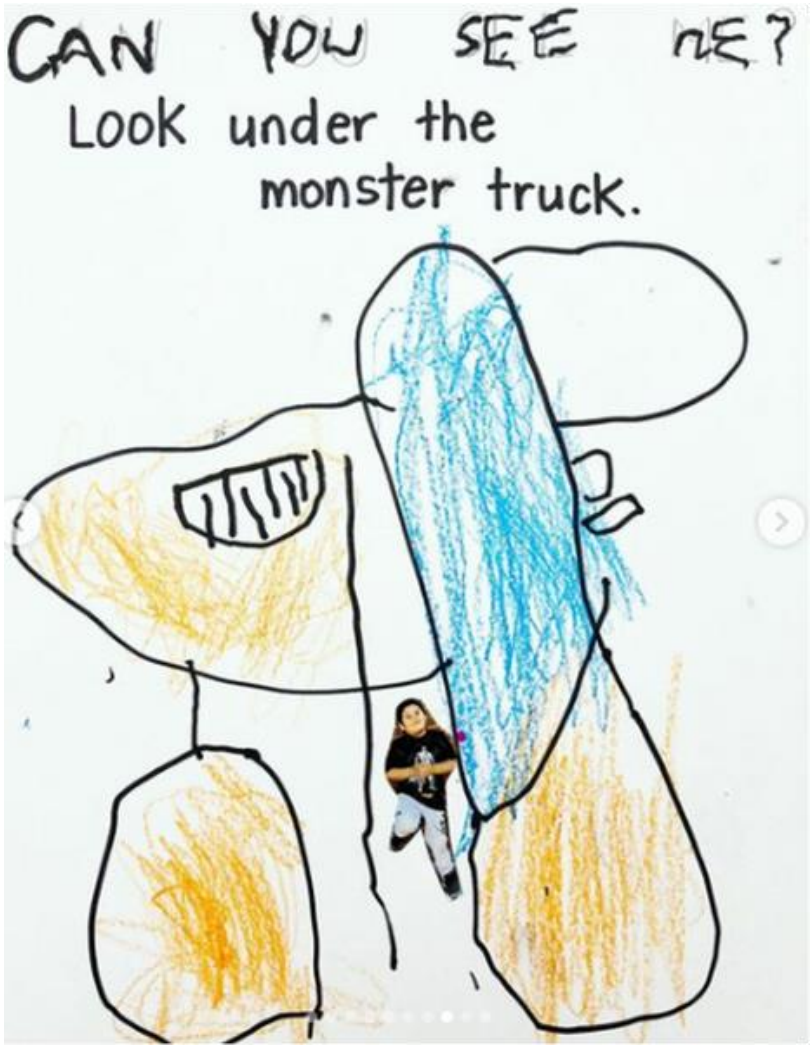
Moore and McIntosh, 2025



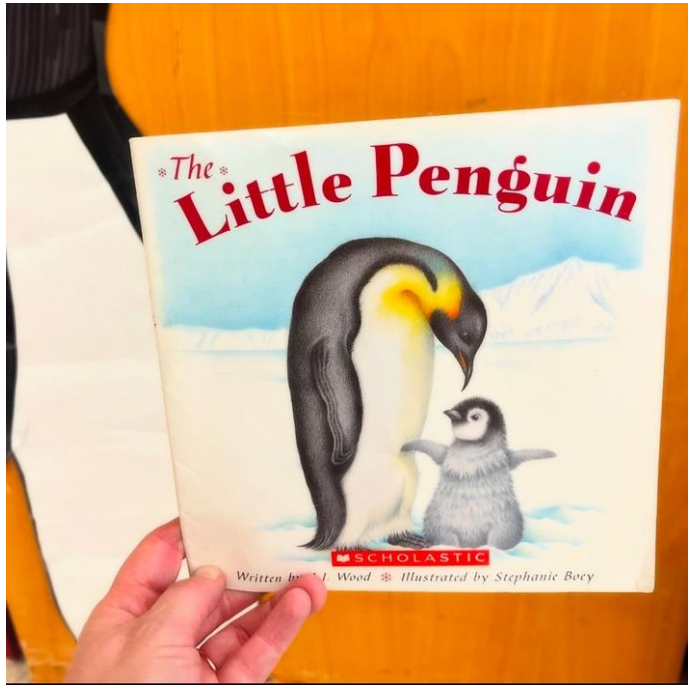
Project: Can you see me?

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



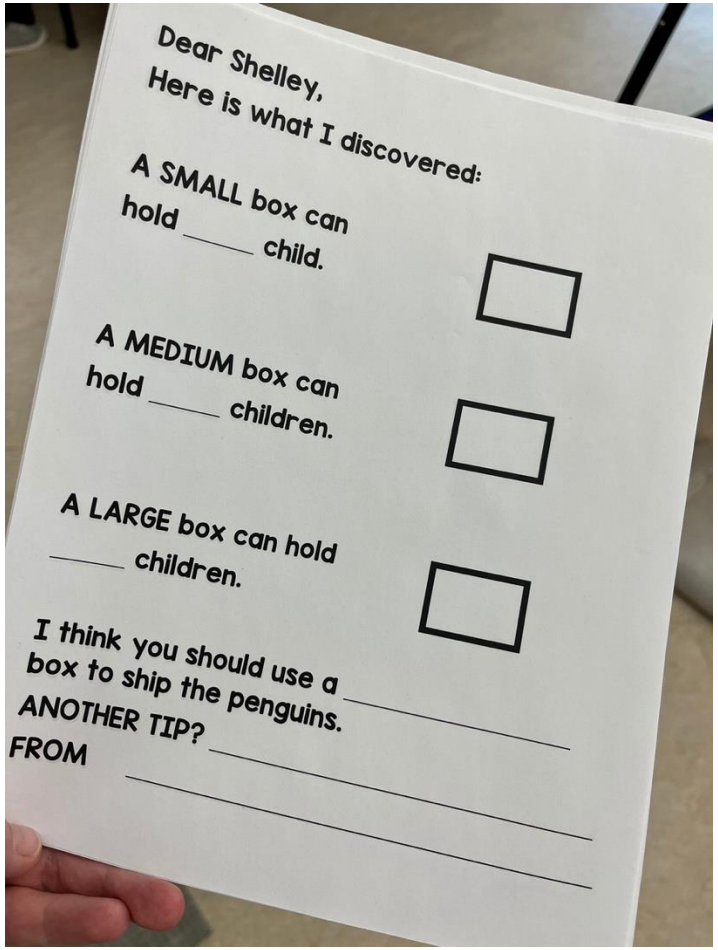


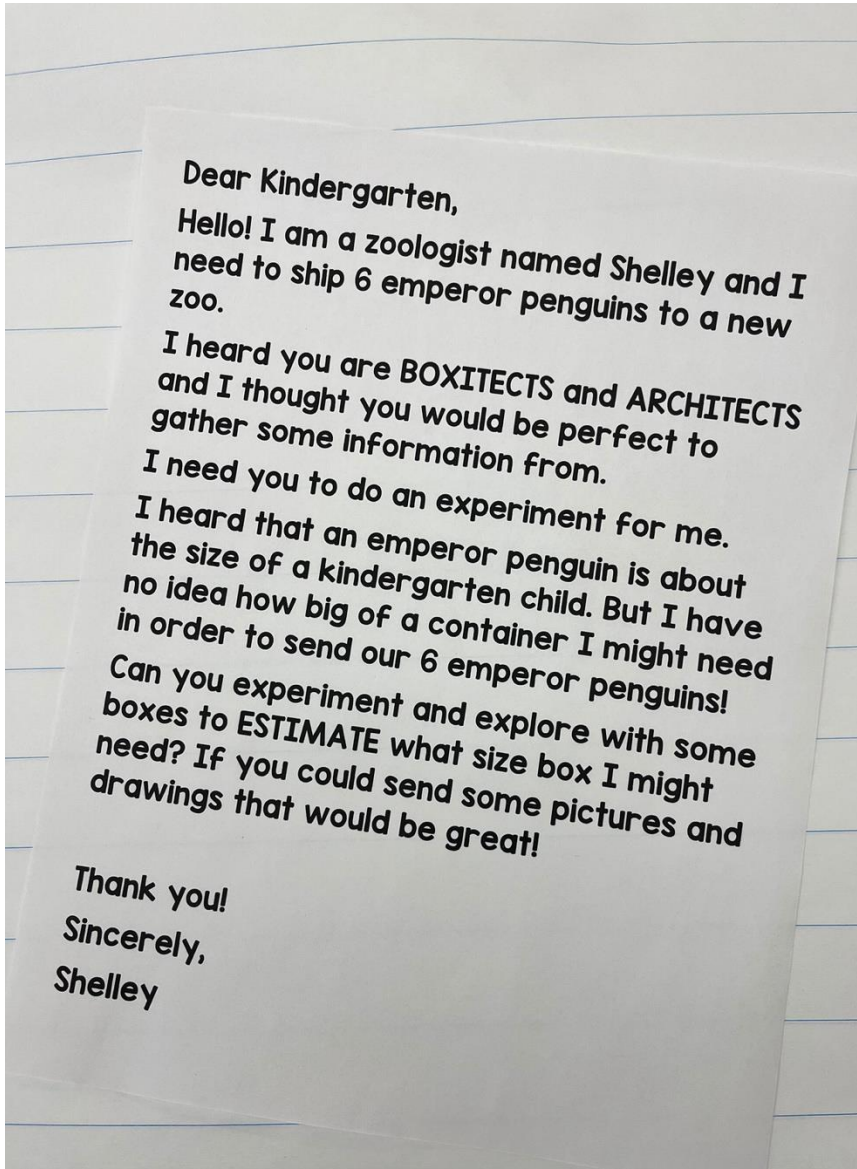
Moore and McIntosh, 2025



Activity: What kind of box?

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





Class: Grade 8	Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
Big Idea(s): Exploration, expansion, and colonization had varying consequences for different groups Exploring stories and other texts helps us understand ourselves and make connections to others and to the world I can understand that different cultures and communities have different perspectives		**Unit Guiding Question(s):** How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?
Vocabulary to know and use (content): narratives, exploration, expansion, colonization, interactions, exchange, ideas, arts, cultures, civilizations, perspectives, past, present, people, places, issues, events, values, worldviews, beliefs, time and place, cause, influence, decisions, actions, events, short term, long term, consequences, story, oral tradition, local Indigenous perspectives, points of view, sources, viewpoints		**Vocabulary to know and use (skills & competencies):** compare, explain/describe, understand, critical thinking, reflective thinking

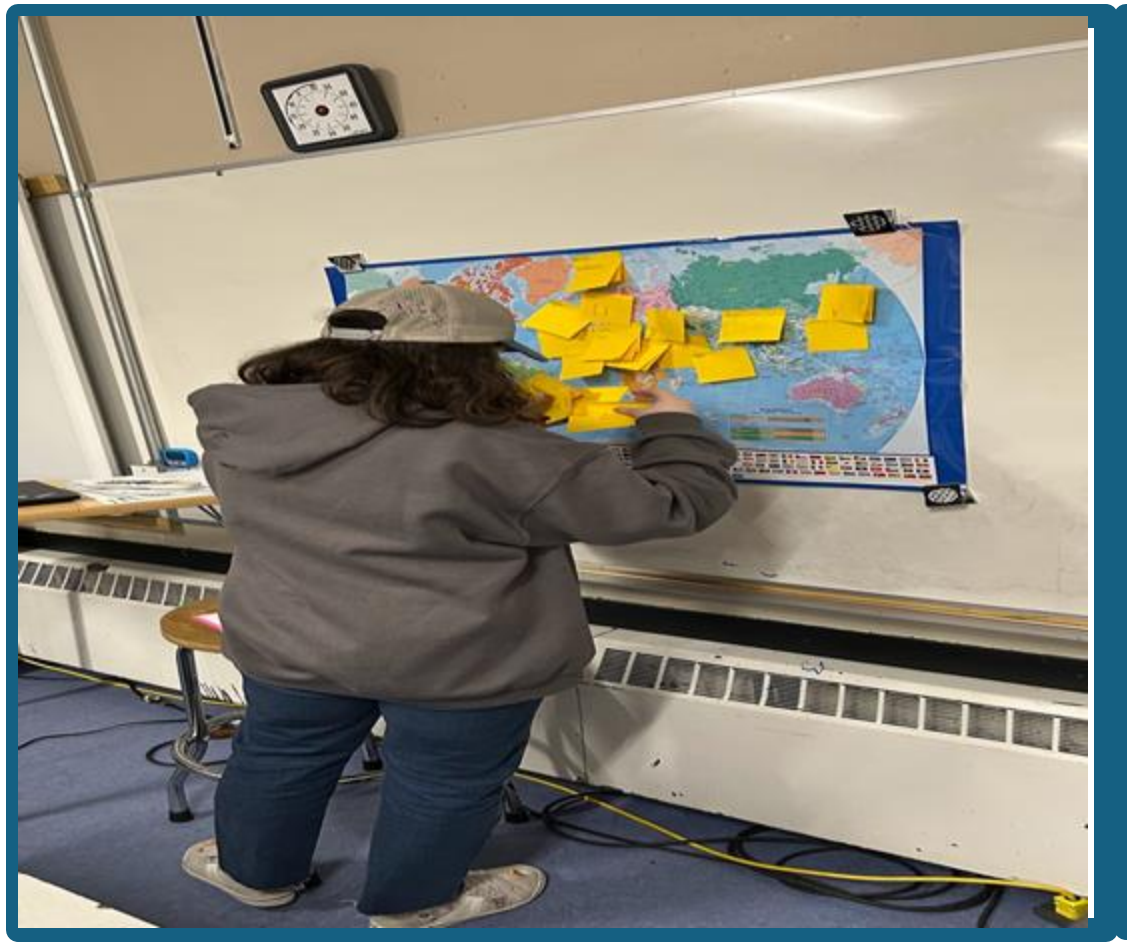
Unit Goals	Curricular Language	Student friendly language
Content Goal:	interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	I know how different civilizations interacted and exchanged goods and ideas
Content Goal:	exploration, expansion, and colonization	I know what exploration, expansion and colonization is
Curricular Competency Goal: SS - Perspective	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	I can explain different perspectives of different cultures and communities over time
Curricular Competency Goal: SS- Cause & Consequence	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences	I can explain the causes and consequences of decisions, actions, or events
Curricular Competency Goal: ELA - Comprehend & Connect	Recognize and appreciate the role of story, narrative, and oral tradition in expressing local Indigenous perspectives, values, beliefs, and points of view	I can appreciate the story and oral traditions of (local) Indigenous Peoples
Curricular Competency Goal: ELA - Comprehend & Connect	Synthesize ideas from a variety of sources to build understanding	I can gather and find themes from many different source to help me understand
Curricular Competency Goal: ELA – Create & Communicate	Exchange ideas and viewpoints to build shared understanding and extend thinking	I can share ideas and viewpoints to help myself and others understand and stretch our thinking
Key Competency Goal: Critical & Reflective Thinking	Critical and Reflective Thinking (1-3)	

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	• Creating a Timeline • LS: 6	X			
2. I know what exploration, expansion and colonization is	• Event worksheet activity • LS: 3	X			
3. I can explain different perspectives of different cultures and communities over time	• Quick write • LS: 4, 7				
4. I can explain the causes and consequences of decisions, actions, or events	• Quick write • LS: 2, 3	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	• Read article/comprehension questions • LS: 1, 2, 4, 6, 7	X			
6. I can gather and find themes from many different sources to help me understand	• Unit test: M/C, short answer • LS: 1, 2, 3, 4, 5	X			
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking		X			
8. I can be a critical thinker					

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	• Creating a Timeline • LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	• Locating of key events on timeline • LS: 3	X		X	X
3. I can explain different perspectives of different cultures and communities over time	• Questioning Post-it note activity • LS: 3, 4, 7, 8		X		X
4. I can explain the causes and consequences of decisions, actions, or events	• Quick write • LS: 4, 7	X			
	• Quick write/ Whole class 3 column chart • LS: 2, 3	X	X		
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	• See/Think/Wonder • LS: 1, 2, 4, 7, 8	X	X		
6. I can gather and find themes from many different sources to help me understand	• Jigsaw Activity • LS: 1, 2, 4, 6, 7	X	X		
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	• Comparing perspectives Venn diagram • LS: 3, 5, 8	X			
8. I can be a critical thinker					

Background Information: Creating a Timeline

Next, they identified the locations by placing their sticky notes on a world map.



Questions/Comments:

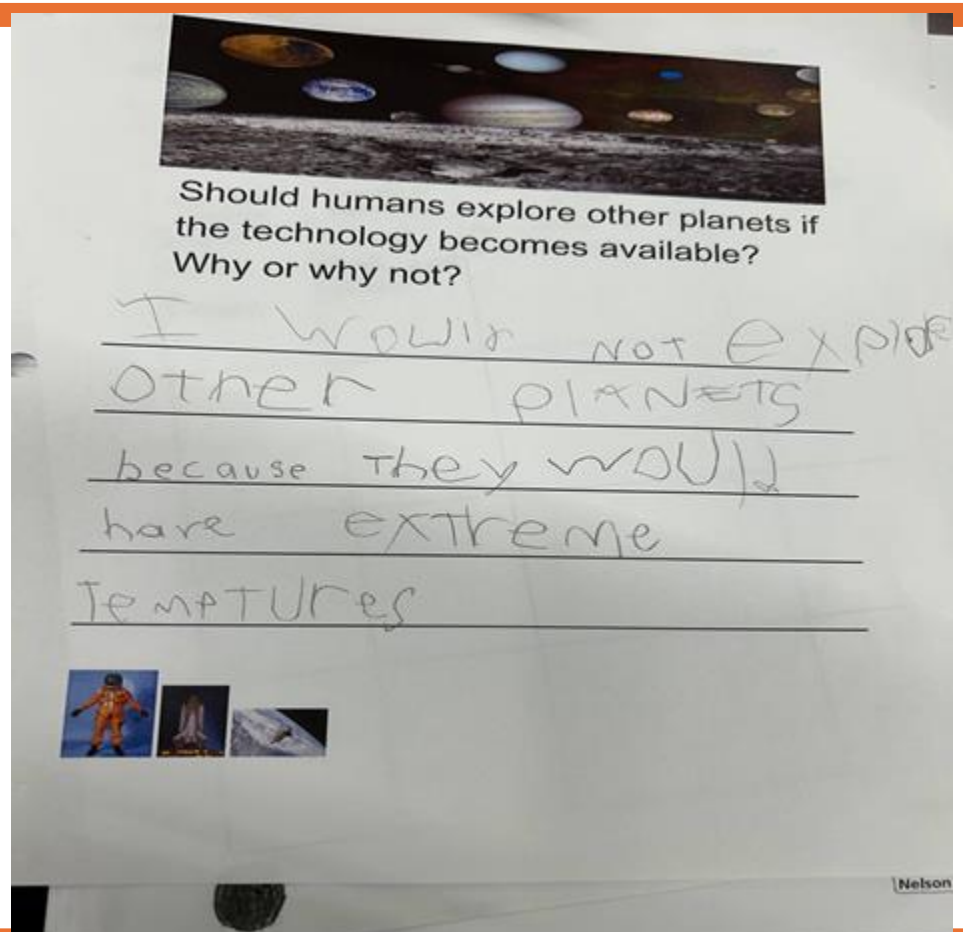
- ★ Do we have the whole story?
- ★ Whose stories are missing?
- ★ Why are they missing?
- ★ How can we fill in the missing pieces? Who can we ask? Where can we look?
  - Talk to Elders
  - Read Legends
  - Change our research focus to “Indigenous stories” re: contact
  - Museum
- ★ We need to get all sides of the story
- ★ Everyone’s <u>perspective</u>

LESSON 2: ELA

PROVOCATIONS

Strategy: Quick Write

Access



Confident

Jezebelle

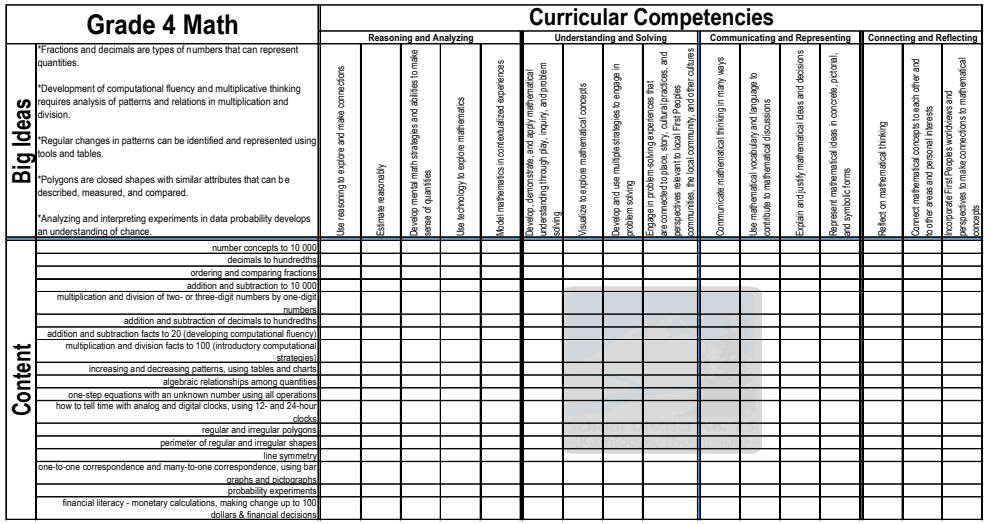
Should Humans Explore Other Planets If The Technology Becomes Available?

think humans should explore other planets for a few reasons. My most important reason is that we could discover living organisms, like other species or creatures and how they are in their habitat. My second reason is that if the Earth gets destroyed we could live on another safe planet permanently or temporarily. We could also discover new minerals, we may have many uses for them too.

, my reasons for exploring wouldn't change. We could just ask them what they've discovered during their time on that planet, we could work together to explore more planets, or we'll see how us humans adapt to another environment.

would question their intentions but once they explain their reasoning to being here, I would be welcoming. Scientists could show them what they've discovered and they could help each other to discover other things.

What do you want to try with you target class?



Grade 4 Math		Curricular Competencies																	
		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
		Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.																	
Content	number concepts to 10 000																	
	decimals to hundredths																	
	ordering and comparing fractions																	
	addition and subtraction to 10 000																	
	multiplication and division of two- or three-digit numbers by one-digit numbers																	
	addition and subtraction of decimals to hundredths																	
	addition and subtraction facts to 20 (developing computational fluency)																	
	multiplication and division facts to 100 (introductory computational strategies)																	
	increasing and decreasing patterns, using tables and charts																	
	algebraic relationships among quantities																	
	one-step equations with an unknown number using all operations																	
	how to tell time with analog and digital clocks, using 12- and 24-hour clocks																	
	regular and irregular polygons																	
	perimeter of regular and irregular shapes																	
	line symmetry																	
	one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs																	
	probability experiments																	
	financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																	

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

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

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
	• Assessment for Learning Task(s)				
	• Assessment as Learning Tasks				
	• Assessment of Learning Task(s)				

Shelley MOORE PH.D.
2023

May 15

Inclusive Curriculum Design

Access Points

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2023

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