



**Manitoba Rural Learning Consortium
Senior Years ELA
Backward Planning Sample**

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Senior Years teachers from rural Manitoba have developed this document. The mRLC Senior Years ELA Backward Planning Cohort was made up of the following members:

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Introduction

This draft document is intended to support **teams** of Senior Years teachers in planning, teaching, assessing, and reporting on their ELA programs. Teams of rural teachers developed the backward planning samples you see here. They used the **mRLC Essential Learning** and **backward planning** templates, the **Manitoba Curriculum**, and other related resources. The **mRLC Essential Learning** and **backward planning templates** helped teachers summarize and plan around important ideas and core processes that are central to the discipline and that have lasting value beyond the classroom.

This sample material includes:

- a backwards plan template (that was used with the corresponding **mRLC Essential Learning** template)
- an outcome based grade book page
- a common assessment (s)
- samples of student work and rubrics based on a the report scale of 1-4
- black line masters (where applicable)
- a list of resources

mRLC believes that a collaborative planning process using **mRLC Essential Learning** documents and **backward planning** is key in developing teachers' knowledge, expertise and professional competencies. This in turn improves student engagement and learning. **mRLC Essential Learning** and **backward planning** documents challenge the status quo of those existing planning, teaching and assessment practices that are often done in isolation with little regard given to such questions as,

- *“Why is this important to teach in the first place?”*
- *“What are the essential skills, 21st century values and dispositions that must be imparted to students through this course of study?”*
- *“How can this be accomplished in an engaging and creative way that will capture **all** students' interest and talents?”*
- *“What and how will evidence be collected to determine what students know, have learned, or have yet to learn?”*

Backward Planning captures the important ideas and core processes that are central to the discipline, it allows for a 21st century lens and the integration of provincial initiatives such as student engagement, social justice, sustainable development.... mRLC believes teachers will best acquire these skills together, overtime - learning constructively with “ an expert” guiding the process.

This is work that requires deep thinking, time and practice to get it right. mRLC thinks this is time well spent.

The value is in the **doing**.

If the planning process is rigorous and thoughtful all students will be well served. It will take multiple years for teachers to master the backward planning process. It's a process that will fundamentally impact every level of learning and teaching. Divisions that embark on supporting a backward planning process will, overtime, create a professional culture where standards and experience are shared as a way of doing business. They will have cultivated a level of professional practices that will have a huge impact on student learning.

What we do know is that shift takes multiple years and requires a lot of guided professional practice, trail, error, reflection, collegiality and administrative support to accomplish.

Teachers are expected to design plans that create engaging 21st century learning environments for their students - environments that are inquiry based, collaborative and problem solving in nature and that use important ideas – this being the case then it is incumbent that professional development experiences provide 21st learning environments for teachers. How else will they be able to duplicate this in their classrooms?

These backward plans can serve as a testament to a process that engages groups of teachers in a collaborative process of designing engaging and rigorous 21st century learning and assessment opportunities for students. It is important to note that the attached templates are intended to serve as an example of how teachers might plan using essential learning and backward planning. The document should be used alongside the Manitoba Curriculum Framework of Outcomes for ELA, as well as the grade-specific support documents. In addition, teachers are encouraged to consider the following issue:

- Although the templates have been organized by specific processes of the ELA curriculum, the overall program is intended to be presented as a spiral curriculum using a planning approach that is interwoven and explored throughout the ELA and other curriculum over multiple years

What is backward planning?

Backward planning is a method of designing curriculum so that the curriculums' intention is realized. Setting goals before choosing instructional methods and forms of assessment breathes life into the curriculum. Backward planning of curriculum involves three stages:

- Identify the results desired
- Determine acceptable levels of evidence that the desired results have occurred
- Design activities that will make desired results happen

Backward planning challenges "traditional" methods of curriculum planning. In traditional curriculum planning, a list of content that will be taught is created and/or selected. In backward planning, the educators starts with goals, creates or plans out assessments and finally makes lesson plans. *Backward planning process is like using a "road map". In this case, the destination is chosen first and then the road map is used to plan the trip to the desired destination. In contrast, in traditional curriculum planning there is no formal destination identified before the journey begins.*

The idea in backward planning is to teach toward the "end point" or learning goals, which typically ensures that the content taught remains focused and organized. This, in turn, aims at promoting better understanding of the content or processes to be learned by students. The teacher is able to focus on addressing what the students need to learn, what data can be collected to show that the students have learned the desired outcomes and how to ensure the students will learn. (Wiggins, McTighe)

What mRLC teachers are saying about backward planning....

- *“It’s extremely beneficial having the opportunity to collaborate with colleagues. This was awesome professional development and it gave me great insight and ideas.”*
- *“I grew as a professional. I made new contacts. I have shared learning with the grade groups in my school and division. I got another chance to use backward design.”*
- *“I taught our draft unit and the growth was significant for my students and myself!”*
- *“Enhanced clarity and consistency in instruction and assessment, the development of exemplars for each grade scale of the new provincial report card sets a consistent standard.”*

Grade 11

Theme: Human Rights

Backward Planning Sample Template

Stage 1: Identify Desired Learning

What aspect of the strand/unit are you focusing on in this plan?

Students will be able to think critically about human rights violations that occurred before and during the Holocaust of World War II and understand how their own actions affect others.

Enduring Understanding/Purpose

Communication

Big Idea

Human rights are everyone's responsibility.

Essential Skills for: Critical thinking, Comprehension, or **Communication**

Can express and develop ideas, organize ideas appropriate for audience and purpose.

Can communicate with clarity and artistry and use conventions appropriate for audience and purpose.

[see: http://www.mrlc.ca/pdf/ELA_senior_years_overview.pdf]

What are human rights?

What are the effects of the WWII Holocaust?

What are basic human privileges and freedoms for all people?

How do my own behaviours impact the rights of others?

Know

Students will know and understand ...

- What human rights are
- There are different standards in different countries
- All people should have the right to live with dignity
- Their own actions affect others on a personal, national, and global level

Do

Students will be able to ...

- 1.2.1 – Develop an initial understanding of new knowledge of human rights and violations of human rights.
- 1.2.2 – Explain the impact of their own behaviour.
- 1.2.3 – Combine ideas from a variety of sources.
- 2.2.2 – Connect themselves to text, culture, and history.
- 3.1.2 – Formulate and revise questions about human rights.

- 3.3.1 – Organize information appropriately for audience and purpose.
- 3.3.4 – Explain the importance of human rights to themselves and others.
- 4.4.1 – Share ideas and information regarding research and knowledge of human rights.
- 5.2.3 – Reflect on and provide insight into personal participation and responsibilities.

Key Vocabulary:

Holocaust Human Rights Kristallnacht Prejudice Discrimination Stereotype Bystander Death camp Concentration Camp Work Camp National Socialism Kapo

Grade 11

Theme: Human Rights

Stage 2: Determine Acceptable Evidence

Address the questions through these assessments ...

Formative

- Think, Pair, Share notes
- List of privileges and freedoms
- 3 point approach for definitions
- Jigsaw

Common Performance Assessments (Summative)

- Personal response journal
- Compare/contrast Venn diagram
- Final research presentation (see attached assignment and rubric)

What are the performance indicators?

Report Card Categories	Questions	Level 1	Level 2	Level 3	Level 4
Comprehension (Reading, Listening, and Viewing)	What is the message of this text? What inferences can you make about motives and feelings? What do you remember? What did you hear? What did you see?	<ul style="list-style-type: none"> • Off topic • No connections made to the assignment • Did not understand the assignment 	<ul style="list-style-type: none"> • Limited • Undeveloped • Vague • Illogical • Superficial 	<ul style="list-style-type: none"> • Clear • Developed • Logical • Coherent • Specific 	<ul style="list-style-type: none"> • Sophisticated • Insightful • Thorough • Perceptive • Precise
Communication (Writing, Speaking, and Representing)	Personal response journal What can you tell me about...? How can you tell me about...?				
Critical Thinking	What is the relevance...? Select... Develop...				

Grade 11

Theme: Human Rights

Stage 3: Plan Learning Experiences

Learning Sequence:

Activate:

Communication

Brainstorm and/or Jigsaw about one or more of the following questions:

- What are human rights?
- What are some examples of human rights?
- Is there a time in history when human rights have been violated?
- Is there a place right now in the world where human rights are being violated?
- Why are human rights important?

Acquire:

Comprehension

- 3 point approach for terms: bias, stereotype, discrimination and prejudice.
- Readings:
- Holocaust history and Chronology of World War II;
- Examine the poem “First They Came for the Socialists”; discussion afterward re bullying and standing up for others- discuss how they relate to human rights;
- What basic human privileges and freedoms were denied during the Holocaust; how was this a method of “control”? (articles) - Jigsaw
- Individual activity: Resistance – “The Secret Room” reading (<http://holocaust.umd.umich.edu/lul/Readings/Reading%2014A.pdf>); OR Auschwitz video (<http://youtu.be/o0T9tZiKYl4>); OR the reading (A “NORMAL” DAY IN AUSCHWITZ – https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCsQFjAA&url=http%3A%2F%2Fholocaust.umd.umich.edu%2F%2Flul%2FReadings%2FReading%252011A.pdf&ei=UH9eU5PLAorO2AW_tYGQBQ&usg=AFQjCNGUOU3OfVpVVCV3JlxTPMxIMjfL-bw&sig2=uddqWKDyqYN443lf76mQCQ&bvm=bv.65397613,d.b2l);
 - For either reading, students will answer the following questions in their journals: is it futile to resist those who take away other’s human rights? What is different in those who resist and those who don’t?

Critical Thinking

- Group Discussion OR Think Pair Share: What/who do we stereotype? Who do we pre-judge? How do my own behaviors impact the rights of others?

Communication

- Basic human privileges and freedom – viewing Holocaust survivor videos in groups; group presentation on the video to answer one/all of the following questions: why would “civilized” people choose to do this to others? Are we “our brother’s keeper”? Can we be that way all the time?
- Venn diagram comparing and contrasting life for Jews before and during the war (during presentations)
- What questions do I have/think are important for further research - list

Apply:

Communication, Comprehension, Critical Thinking

- Research presentation

* optional summative assessments: compare and contrast venn diagram, personal response journal

Resources:

- 3 point approach (Success for all Learners)
- Holocaust history and Chronology of World War II (<http://www.edu.gov.mb.ca/k12/cur/multic/holocaust.html>), (<http://www.ushmm.org/learn/timeline-of-events/before-1933>)
- “First They Came for the Socialists” (<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392>)
- What basic human privileges and freedoms were denied during the Holocaust; how was this a method of “control”? (articles: http://www1.eboard.com/boards/23/39/13/cbauer/att-3246258/Life_During_the_Holocaust%5B1%5D.docx, <http://www.nytimes.com/learning/teachers/archival/19450506notforget.pdf>) - Jigsaw
- Resistance – “The Secret Room” reading (<http://holocaust.umd.umich.edu/lul/Readings/Reading%2014A.pdf>); OR Auschwitz video (<http://youtu.be/o0T9tZiKYI4>); OR the reading (A “NORMAL” DAY IN AUSCHWITZ – https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCsQFjAA&url=http%3A%2F%2Fholocaust.umd.umich.edu%2F%2FReadings%2FReading%252011A.pdf&ei=UH9eU5PLAorO2AW_tYGQBQ&usg=AFQjCNGUOU3OfVpVCV3JlxTPMxIMjfl-bw&sig2=uddqWKDyqYN443lf76mQCQ&bvm=bv.65397613,d.b2l);
- Holocaust survivor videos: <http://youtu.be/od3IYMHRxRc>, <http://youtu.be/aE35pZTs0Z0>

HUMAN RIGHTS RESEARCH PRESENTATION

Purpose: to teach your peers and others about the importance of human rights and how individual behaviour affects others.

Outcomes assessed:

- 1.2.1 – *Develop an initial understanding of new knowledge of human rights and violations of human rights.*
- 1.2.2 – *Explain the impact of their own behaviour.*
- 1.2.3 – *Combine ideas from a variety of sources.*
- 2.2.2 – *Connect themselves to text, culture, and history.*
- 3.3.1 – *Organize information appropriately for your purpose and audience.*
- 3.3.4 – *Explain the importance of human rights to themselves and others.*
- 4.4.1 – *Share ideas and information regarding research and knowledge of human rights.*
- 5.2.3 – *Reflect on and provide insight into personal participation and responsibilities.*

Prepare a presentation in a format of your choice (prezi, video, powerpoint, poster, etc.) that will teach others:

1. What human rights are
2. Why human rights are important (connect this to what you have learned about the Holocaust)
3. How our own behaviour impacts others (connect your own behaviour to human rights violations)

Guidelines:

- Individual project
- Presentation duration: 5-7 minutes long

Due Date: _____

Human Rights Presentation Rubric

	0 - Below	1 - Limited	2 - Basic	3 – Very Good	4 - Thorough
1.2.1 – Develop an understanding of new knowledge of human rights and violations of human rights.	<p>Off topic No connections made to the assignment Did not understand the assignment Did not hand in the assignment</p>	Limited understanding of human right and violations	Basic understanding of human right and violations	Very good understanding of human right and violations	Thorough understanding of human rights and violations
1.2.2 – Explain the impact of their own behaviour.		Underdeveloped understanding and explanation of their own behaviour	Basic understanding and explanation of their own behaviour	Coherent understanding and explanation of their own behaviour	Insightful understanding and explanation of their own behaviour
1.2.3 – Combine ideas from a variety of sources.		Superficial combination of ideas	Basic combination of ideas from a variety of sources (no outside sources used/referenced)	Clear combination of ideas from a variety of sources (referencing class material)	Sophisticated combination of ideas from a variety of sources (academic sources not used in class)
2.2.2 – Connect themselves to text, culture, and history.		Limited connections to themselves, text, culture, or history	Basic connections recognized between themselves, text, culture, or history	Specific connections recognized between themselves, text, culture, and history	Insightful connections recognized between themselves, text, culture, and history (includes other circumstances besides the holocaust)
3.3.1 – Organize information appropriately for your purpose and audience.		Illogical organization of information to engage audience and achieve purpose	Basic organization of information to engage audience and achieve purpose	Logical organization of information to engage audience and achieve purpose	Thorough organization of information to engage audience and achieve purpose
3.3.4 – Explain the importance of human rights to themselves and others.		Limited explanation of the importance of human rights to themselves and others	Basic explanation of the importance of human rights to themselves and others	Specific explanation of the importance of human rights to themselves and others	Insightful explanation of the importance of human rights to themselves and others
4.4.1 – Share ideas and information regarding research and knowledge of human rights.		Undeveloped ideas and information are shared regarding research and knowledge of human rights	Somewhat clear ideas and information are shared regarding research and knowledge of human rights	Clear ideas and information are shared regarding research and knowledge of human rights	Perceptive ideas and information are shared regarding research and knowledge of human rights
5.2.3 – Reflect on and provide insight into personal participation and responsibilities.		Vague reflection and insight into personal participation and responsibilities regarding human rights	Somewhat coherent reflection and insight into personal participation and responsibilities regarding human rights	Coherent reflection and insight into personal participation and responsibilities regarding human rights	Insightful reflection and insight into personal participation and responsibilities regarding human rights

