**Historical & FNMI Events and Their Impact- November 2019**

**Timeline**: 15 school days (2 hours each day)

**Outcomes:**

* **Social Studies**
	+ DR8.1
		- Develop an understanding of the significance of land on the evolution of Canadian Identity.
	+ DR8.2
		- Describe the influence of the treaty relationship on Canadian identity.
	+ DR8.3
		- Assess how historical events in Canada have affected the present Canadian identity
* **Arts Ed.**
	+ CH8.1
		- Research and share insights about arts expressions that incorporate social commentary.
	+ CH8.2
		- Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.
	+ CR8.2
		- Investigate and identify ways that today’s arts expressions often reflect concern for social issues
* **ELA**
	+ Grade 7
		- CR7.6
			* Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
		- CC7.1& CC7.5
			* Create various visual, oral, written, and multimedia (including digital) texts that explore social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).
			* Create and present a display and enhance communication with appropriate timelines and maps
	+ Grade 8
		- CR8.6
			* Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.
		- CC8.1, CC8.5 & CC8.9- presentation software
			* Create various visual, oral, written, and multimedia (including digital) texts that explore social responsibility
			* Create and present a variety of visual and multimedia presentations including using presentation software
			* Experiment with a variety of text forms (e.g. an electronic presentation, using graphics and statistics in a multimedia presentation).

**Outcomes divided to show where they are covered:**

|  |  |
| --- | --- |
| **Historical Event outcomes** | **FNMI (Treaty Relationship) outcomes** |
| **Textbook Jigsaw** | **Song Analysis** |
| DR8.3CH8.1CC7.1/CC8.1CC7.5/CC8.5 & CC8.9 | DR8.2 | CH8.2CR7.6/CR8.6 |

**Transfer of Responsibility:**

**Historical Event:**

|  |  |  |
| --- | --- | --- |
| **I (Teacher) Do** | **We Do** | **You (Student) Do** |
| Historical Event:* Handout- topics narrowed down, resources/research narrowed down
* Daily timeline provided
* Formal check-ins/lessons minimum once daily
* All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write)
 | Historical Event: * Handout- guidance provided
* Blank timeline with hard deadline(s) included
* Informal check-ins/lessons minimum once daily (less for those transitioning from We Do to You Do)
 | Historical Event:* Handout with expectations
* Blank timeline and contract to be filled in
 |
| **I Do (adaptations for eIIP students out for programming; others with significant need for adaptations)** |
| Historical Event:* Reduced Content
* Handout- with visuals and chunked; topics narrowed down, resources/research narrowed down
* Daily chunked timeline provided
* Formal check-ins/lessons every 20-30 minutes
* All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write)
 |

\*See transfer of responsibility document for details on individual students

**Treaty Relationship:**

|  |  |  |
| --- | --- | --- |
| **I (Teacher) Do** | **We Do** | **You (Student) Do** |
| FNMI adaptations provided:DR8.2 (Jigsaw)* Formal check-ins/lessons after instructions given
* Peer support
* Visual created they create that can be used after
* All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write)
* Office Lens for textbook reading

Song Analysis:* Can do one song only
* Gradual release- We do together, partners do, then you do alone (if needed, can join group working on One Turn Deserves Another- see below)

All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write) | FNMI: * DR8.2 (Jigsaw)- none offered

Song Analysis:* If follow I Do plan:
	+ choice of song
	+ up to 3 songs can be completed
	+ choice to do the “early finisher” job
* If follow We Do plan:
	+ Create own plan to meet outcomes (slide 8 in PP)
	+ Handout
 | FNMI:* DR8.2 (Jigsaw)- none offered

Song Analysis* Create own plan for the two days, after joining for mini-lesson, on how to complete outcomes (slide 6 in PP)
* Handout
 |
| **I Do (adaptations for eIIP students out for programming; others with significant need for adaptations)** |
| FNMI adaptations provided:DR8.2 (Jigsaw)* Formal check-ins/lessons after instructions given
* Peer support
* Visual created they create that can be used after
* All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write)
* Can record themselves teaching their section so it can be used during the jigsaw
* Will make sure group jobs are ones geared for their level (simpler)
* Office Lens for textbook reading

Song Analysis:* Can do one song only
* Gradual release- We do together, partners do, then you do alone
* All: record answers in OneNote instead of typing or handwriting (unless they greatly prefer to type/write)
* Will be assigned song: One Turn Deserves Another. Start as a group with teacher and judgment call will be made: can handle it on own/in partners/group without teacher OR keep completing with teacher in a group.
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\*See transfer of responsibility document for details on individual students

**Outline:**

|  |  |
| --- | --- |
| Project Intro PPOneNote with all files readyPrinted copies of all student filesTransfer of Resp. sheet- to know who is where | Two lessons:Project IntroductionLesson on iPad/computer accessibility features (I Do students only)Students choose topic and begin research |
| Citations PPCheck in recording sheets | Lesson:CitationsBegin check ins |
| Check In Recording Sheets | Check- Ins |
| Check In Recording Sheets | Check Ins |
| Check In Recording Sheets | Check InsPart One research must be done by end of class today (for all I Do and We Do students) |
| Check In Recording Sheets | Lesson:Part Two Check Ins |
| Check In Recording Sheets | Check Ins |
| Final Presentation Lesson PPCheck In Recording Sheets | Check InsFinal Presentation Expectations Lesson* One for Grade 7, one for Grade 8. Pull each group over for the lesson, the other group keeps working.

Part Two research must be done by end of class today (for all I Do and We Do students) |
| Check In Recording Sheets | Check InsChoice Board Teacher Times* 3 Visual art outcomes from Arts Ed Choice Boards- Caelyn, Sophia, Junell
 |
| Check In Recording Sheets | Check InsChoice Board Teacher Times |
| Check In Recording Sheets | Check InsPresentation (display/media) must be done by end of class |
| Final Presentation Recording Sheets | Historical Events Presentation Day |
| PP Lesson- Jigsaw | Treaty Relationship- JigsawLesson- Textbook JigsawStudents work on jigsawSee Transfer of Responsibility document for plan for different levels |
| 3-2-1PP Lesson- Sing AnalysisSong LinksSong analysis handout | Treaty RelationshipB4 Recess: Share JigsawAfter Recess- Lesson- Song Analysis- to slide 7 minimum* song links- when get to independent song, have I Do eIIP and significant adaptations group do: One Turn Deserves Another. Start with them as a group working with teacher. See if they can handle the interpretation on their own or if they should stay a group
* See Transfer of Responsibility document for plan for different levels
 |
|  | Treaty Relationship- finish song analysisPP- Song Analysis- slide 8+9\*- see slide 8 in Power Point lesson on early finishers |