|  |  |
| --- | --- |
| **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)
* Teach ReWordify, Natural Reader extension, Office Lens, OneNote and Word Accessibility features

\*other adaptations noted | 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; create own project and plan
* Blank timeline and contract to be filled in
 |
| **Students:** |
| **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
* Teach ReWordify, Natural Reader extension, Office Lens, OneNote and Word Accessibility features
 | Students:     1+ Daily Less check-ins necessaryCheck-ins |
| **Students:** |

**Historical Events and Their Impact: Transfer of Responsibility**

**Treaty Relationship:**

|  |  |
| --- | --- |
| **I (Teacher) Do** | **We 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
 |
| **Students:** | **Students:** |
| **I Do (adaptations for eIIP students out for programming; others with significant need for adaptations)** | **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)
* 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.
 | 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
 |
| **Students:** | **Students:** |