



Project	Collective Rights Museum																																
Driving Question	To what extent has Canada affirmed collective rights?	Total Time	4 weeks																														
Scenario	As the new director of the Royal Alberta Museum, you have been asked to create a display that discusses the history of Collective Rights in Canada. You are free to choose any display method you like, but it must be exciting and interactive!																																
Interdisciplinary Learning	<p>GRADE LEVEL <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9</p> <p>SUBJECT AREA</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> English Language Arts</td> <td><input type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input checked="" type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Religious Education</td> <td><input type="checkbox"/> Physical Education</td> </tr> <tr> <td><input checked="" type="checkbox"/> Fine Arts</td> <td><input type="checkbox"/> Health and Life Skills</td> <td><input checked="" type="checkbox"/> Languages</td> </tr> <tr> <td><input type="checkbox"/> Outdoor Education</td> <td><input checked="" type="checkbox"/> French Language Arts</td> <td></td> </tr> </table>			<input checked="" type="checkbox"/> English Language Arts	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Religious Education	<input type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Fine Arts	<input type="checkbox"/> Health and Life Skills	<input checked="" type="checkbox"/> Languages	<input type="checkbox"/> Outdoor Education	<input checked="" type="checkbox"/> French Language Arts																			
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CTF Program of Studies Learning Outcomes	<p>Essence 1: Career and Technology Foundations is exploring interests, passions and skills while making personal connections to career possibilities and technologies.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I explore my interests and passions while making personal connections to career possibilities <input checked="" type="checkbox"/> I demonstrate skills associated with occupational areas. <input checked="" type="checkbox"/> I use technologies related to occupational areas. <input type="checkbox"/> I follow safety requirements associated with occupational areas and related technologies. <p>Essence 2: CTF/FCT is designing, creating, appraising and articulating responses to challenges</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I problem solve when creating responses to challenges. <input checked="" type="checkbox"/> I design when creating responses to challenges. <input checked="" type="checkbox"/> I make decisions when creating responses to challenges. <input checked="" type="checkbox"/> I adapt to change and unexpected events. <input checked="" type="checkbox"/> I appraise product(s), performance(s) or service(created in response to challenges. <input checked="" type="checkbox"/> I appraise the skills and technologies use to respond to challenges. <input checked="" type="checkbox"/> I articulate my learning. <p>Essence 3: CTF/FCT is working independently and with others through the exploration of careers and technology</p> <p>Learning Outcomes:</p>																																



Plan: Project Name Goes Here

- I describe how my actions support learning.
- I develop personal skills to support mutually respectful and effective relationships.
- I work with others to achieve common goals.

Competencies

MINISTERIAL ORDER (#001/2013)

2.4 Discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:

- know to How to Learn:** to gain knowledge, understanding or skill through experience, study, and interaction with others;
- think Critically:** conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
- identify and Solve Complex Problems;**
- manage information:** access, interpret, evaluate and use information effectively, efficiently, and ethically;
- innovate:** create, generate and apply new ideas or concepts;
- create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;**
- apply multiple literacies:** reading, writing, mathematics, technology, languages, media, and personal finance;
- demonstrate good communication skills and the ability to work cooperatively with others;**
- demonstrate global and cultural understanding, considering the economy and sustainable development; and**
- identify and apply career and life skills through personal growth and well-being.**

Resources

Technology (laptops, iPads), Textbooks, Online resources

Lessons	Summary	Resources	Time
Lesson 1 (Entry Event)	Student Letter from Admin		
Lesson 2 (Driving Question)	What is collective rights?		
Lesson 3 Need to know	What is important to know for your project?		
Lesson 4 work on idea	Student research		
Lesson 5 work on idea	Student research		
Lesson 6 present and feedback	Gallery Walk – student led feedback		
Lesson 7 work – revise	Project revision		
Lesson 8 work – revise	mini lessons- treaties and aboriginal rights		
Lesson 9 present and feedback	Critical Friends		
Lesson 10 work - revise	Polish project		
Lesson 11 work - revise	Polish Project		
Lesson 12 present and feedback	Museum Set Up		
Lesson 13 work - revise	Final touches		
Lesson 14 (Public Audience)	Museum Tour – parents and public		



CTF Plan: Project Name Goes Here

Lesson 15 (Reflection and Revision)	Self Evaluation/Group Evaluation		1 class
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