

# CTF Plan: Project Name Goes Here



<b>Project</b>	Jr. Inventors		
<b>Driving Question</b>	What inventor/invention had the most significant impact on our world.	<b>Total Time</b>	15 h
<b>Scenario</b>	Students were asked to pick three inventors or inventions to do a mini research project on. They then presented their information to the class gathering feedback as to the person or invention the class was most interested in. Then they worked on the project with a number of different reviews to the class finally inviting parents in to see the final presentation.		

<b>Interdisciplinary Learning</b>	<p><b>GRADE LEVEL</b>  <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9</p> <p><b>SUBJECT AREA</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">X English Language Arts</td> <td style="width: 33%;">Mathematics</td> <td style="width: 33%;">X Science</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Religious Education</td> <td><input type="checkbox"/> Physical Education</td> </tr> <tr> <td><input type="checkbox"/> Fine Arts</td> <td><input type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Languages</td> </tr> <tr> <td><input type="checkbox"/> Outdoor Education</td> <td><input type="checkbox"/> French Language Arts</td> <td></td> </tr> </table>	X English Language Arts	Mathematics	X Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Religious Education	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Health and Life Skills	<input type="checkbox"/> Languages	<input type="checkbox"/> Outdoor Education	<input type="checkbox"/> French Language Arts	
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<b>Occupational Areas</b>	<p><b>BUSINESS</b>  <input type="checkbox"/> X Computing Science <input type="checkbox"/> Enterprise &amp; Innovation <input type="checkbox"/> Financial Management  <input type="checkbox"/> Information Processing <input type="checkbox"/> Management &amp; Marketing <input type="checkbox"/> Networking</p> <p><b>COMMUNICATION</b>  <input type="checkbox"/> X Communication Technology <input type="checkbox"/> Design Studies <input type="checkbox"/> Fashion Studies</p> <p><b>HUMAN SERVICE</b>  <input type="checkbox"/> Community Care Services <input type="checkbox"/> Cosmetology <input type="checkbox"/> Esthetics  <input type="checkbox"/> Foods <input checked="" type="checkbox"/> Health Care Services <input type="checkbox"/> Human &amp; Social Services  <input type="checkbox"/> Legal Studies <input type="checkbox"/> Recreation Leadership <input type="checkbox"/> Tourism</p> <p><b>RESOURCES</b>  <input type="checkbox"/> Agriculture <input checked="" type="checkbox"/> X <input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Forestry  <input type="checkbox"/> Primary Resources <input type="checkbox"/> Wildlife</p> <p><b>TECHNOLOGY</b>  <input type="checkbox"/> Construction <input checked="" type="checkbox"/> X <input type="checkbox"/> Electro-Technologies <input type="checkbox"/> Fabrication  <input type="checkbox"/> Logistics <input type="checkbox"/> Mechanics</p>												
<b>CTF Program of Studies Learning Outcomes</b>	<p><b>Essence 1: Career and Technology Foundations is exploring interests, passions and skills while making personal connections to career possibilities and technologies.</b></p> <p><b>Learning Outcomes:</b>          I explore my interests and passions while making personal connections to career possibilities          I demonstrate skills associated with occupational areas.  <b>X I use technologies related to occupational areas.</b>          I follow safety requirements associated with occupational areas and related technologies.</p> <p><b>Essence 2: CTF/FCT is designing, creating, appraising and articulating responses to challenges</b></p> <p><b>Learning Outcomes:</b>  <b>I problem solve when creating responses to challenges.</b>          I design when creating responses to challenges.          I make decisions when creating responses to challenges.          I adapt to change and unexpected events.          I appraise product(s), performance(s) or service(created in response to challenges).          I appraise the skills and technologies use to respond to challenges.          I articulate my learning.</p> <p><b>Essence 3: CTF/FCT is working independently and with others through the exploration of careers and technology</b></p> <p><b>Learning Outcomes:</b>          I describe how my actions support learning.          I develop personal skills to support mutually respectful and effective relationships.</p>												

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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:**

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

Lessons	Summary	Resources	Time
Lesson 1 (Entry Event)	power point and lesson on the car.	Jr. Inventor slide show	45 min
Lesson 2 (Driving Question)		Idea board	45 min
Lesson 3 Need to know	Student generated list edmodo	Edmodo	45 min
Lesson 4 work on idea	list 3 inventors / inventions	Short list of kneed to knows	45 min
Lesson 5 work on idea	continue above		45 min
Lesson 6 present and feedback	place inventor / invention short info to class, class to resound using Edomdo	Edmodo / Inventor, invention short work sheet	45 min
Lesson 7 work – feedback	Students respond to the above Edmodo entries. Students use information from th class to choose what inventor/invention they will be doing the research on.	Google dock	45 min
Lesson 8 work – revise	Research / development on the project.	Internet	45 min
Lesson 9 work - revise	Continue		
Lesson 10 work - present to a classmate.	Students present to a classmate for feedback and revision.		45 min
Lesson 11 work - revise	Revise and continue development	Google Doc	45 min
Lesson 12 letter writing.	Students write a letter home requesting parents to come and see their presentation.		45 min
Lesson 13 work - revise	Continue on project.		45 min
Lesson 14 student self evaluation	Students evaluate themselves provide	Google Form	45 min

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	feedback to the teacher. Introduction of the feedback forms that the class will be filling out during the presentations. Also discuss the guidelines for parents and introduce the rubric parents will be using	Parent rubric	
Lesson 15 (Reflection and Revision)	Presentations as they are able to attend.		As needed
Lesson 16 (Celebration)	Wrap up by providing the students with the package of feedback from the class, the teacher, and the parents.		