Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Create Your Own Field Trip to the Courtyard**

**Interactions in the Environment**

**MST and LASS Assignment**

You’ve been hired by Tomken Road Public School to develop, market and sell a field trip for Students in Grades 2, 3 or 4. You will be paid in marks: Two marks for LASS (writing and media), One mark each for Math and Science, and a BONUS mark for French, should you choose to accept your challenge! ☺

**You may work alone or in a small group (maximum 4 people), but each person   
  
must hand in the following items on or before the due date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* One piece of writing
* A poster, brochure or short audio or video advertising your group’s field trip
* A student activity sheet for the younger students
* This package, with your name on it, and all sections complete
* math work from Step 8 attached

**STEP ONE – Choose your Target Audience**

Decide who you are going to create the field trip for:

A Grade 2 class? (Animals) A Grade 3 Class? (Plants) A Grade 4 Class? (Habitats)

**STEP TWO – Brainstorm Ideas**

Alone or in a group, put your ideas on the table – remember, this is not the time to judge whether the idea is “good” or “bad”; you just want to collect as many ideas as possible from all members of the group. Choose someone to record the ideas.

**STEP THREE – Envision Your Field Trip**

What’s the purpose of your trip? What do you hope the target audience will accomplish? (What will they get out of the trip if you convince them to come to the Tomken Courtyard?) What activities will they complete? How many students could you accommodate (how big can the classes be who come?) How will you lead them? What problems do you foresee, and how might you solve them?

Choose some ideas from your brainstorming session, and add other ideas if you like, to begin planning your trip.

**STEP FOUR – Make a Plan**

Complete the chart below. Jot notes are okay, as long as you can explain them if asked.

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Audience:** | | | |
| **Purpose**  (What will your target audience learn if they come on this field trip?) | **How many students & teachers can you accommodate?** | **What activities or worksheets will your target audience complete?** | **Possible Roadblocks**  What challenges do you forsee? (And how will you overcome them?) |
|  |  |  |  |
| **Proposed Cost per Student** |
|  |

**STEP FIVE – Student Activity Sheet**

Many teachers who book field trips like to have an activity or worksheet for their students to complete. Design a worksheet that includes the following:

* Place for student name & date
* Title of worksheet
* Learning goal
* Some questions or activities for students to complete

**STEP SIX – Choose a Written Text to Complete**

Designing a field trip provides many opportunities to practice your writing skills. Choose one or more of the following writing tasks to complete (if you are working in a group, please note that each person will need to hand in a DIFFERENT writing task, so share the work, and decide who will complete which task!)

* **Descriptive**: Describe the courtyard (include 5 senses to make it interesting and effective. This is called *onomatopoeia*)
* **Explanatory**: Explain the impact of human interactions on the courtyard. How might different organisms and abiotic elements in the courtyard be affected by large groups of visitors?
* **Expository:** Write a letter persuading a teacher to bring their Grade 3 class to Tomken for a plant study in the courtyard (Or Grade 2, or 4)
* **Expository:** same as above, but this time convince the Grade 3 *students*, rather than their teacher (purpose and audience)

**STEP SEVEN – Market Your Field Trip**

Design a poster, brochure, recorded announcement or other advertisement promoting your field trip idea and pitching schools and students to convince them to select your trip. (Remember your target audience is the grade level you picked in Step One, plus their teachers!)

Your ad should be visually or auditory appealing, and include things like different font size (or different volumes), colour (or background music), and all the information needed to help the target audience decide if they want to book a trip to the Tomken Courtyard.

*I designed/created a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I chose this media form because \_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**STEP EIGHT – Math & Science Supplement**

Respond to the questions below. Where appropriate, use applicable math and science words to explain.

**Science**

How does this trip show what you know about interactions in the environment? How does it demonstrate an understanding of biotic and abiotic elements? How does it show your target audience that ecosystems change, and/or that Human activities have the potential to alter the environment?

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**Math**

At the rate you are charging per student, how many classes would you need to have in order to pay for each of the following:

* a new latop or netbook for our classroom?
* a classroom visit from *Scientists in the schools* for three Grade 7 classes?

Show your work using the problem-solving model on a separate sheet of paper, and staple it to this package.

**BONUS – “En Francais”!**

Imagine the class you are pitching to is a French immersion class. How might you change or customize your field trip to meet their needs? Include a list of french vocab you might include. (Attach a separate page if needed.)

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **Language - Writing** | * purpose is unclear * writing includes limited organization with introduction and/or body and/or summary paragraphs * spelling, punctuation and grammar are attempted, but include errors that interfere with understanding | * purpose is communicated with some clarity * writing is somewhat organized with introduction, body and/or summary paragraphs * spelling, punctuation and grammar are used to communicate with some effectiveness * stylistic elements are attempted to engage the reader | * purpose is clearly communicated * writing is effectively organized with introduction, body and summary paragraphs * spelling, punctuation and grammar are used to communicate with considerable effectiveness * stylistic elements are used with considerable effectiveness to engage the reader | * purpose is communicated with a high degree of clarity * writing is very effectively organized with introduction, body and summary paragraphs * spelling, punctuation and grammar are used to communicate with a high degree of effectiveness * stylistic elements are used to thoroughly engage the reader |
| **Language - Media**  **(brochure/poster/ad)** | * S7 explains in limited ways how chosen media text suits their specific purpose and audience * conventions and techniques are used, but may be inappropriate or ineffective in delivering message | * S7 explains with some clarity how chosen media text suits their specific purpose and audience * appropriate conventions and techniques are used with some effectiveness to deliver message | * S7 clearly explains how chosen media text suits their specific purpose and audience * appropriate conventions and techniques are used effectively to deliver message | * S7 clearly and thoroughly explains how chosen media text suits their specific purpose and audience * appropriate conventions and techniques are used with a high degree of effectiveness and creativity to deliver message |
| **Science – Interactions in the Environment** | * uses ecology vocabulary and terminology to express and organize ideas in limited ways * S4 identifies one or more possible concerns, and proposes courses of action of limited effectiveness * Field trip proposal, student handout and S8 identify one factor that impacts interactions of biotic and abiotic elements in the courtyard ecosystem. | * uses ecology vocabulary and terminology to express and organize ideas w/ some clarity * S4 identifies possible concerns, and proposes courses of action of some effectiveness * Field trip proposal, student handout and S8 identify a few factors that impact interactions of biotic and abiotic elements in the courtyard ecosystem | * uses ecology vocabulary and terminology to clearly express and organize ideas * S4 identifies possible concerns, and proposes courses of action of considerable effectiveness * Field trip proposal, student handout and S8 identify factors that impact interactions of biotic and abiotic elements in the courtyard ecosystem | * uses rich, varied ecology vocabulary and terminology to clearly and thoroughly express and organize ideas * S4 identifies possible concerns, and proposes highly effective courses of action * Field trip proposal, student handout and S8 clearly identify a variety of factors that impact interactions of biotic and abiotic elements in courtyard ecosystem |
| **Math – Number Sense & Numeration** | * demonstrates limited understanding of problem, chooses ineffective strategy to solve it * uses tool(s) and computational strategy to in limited ways to solve the problem * does not reflect on solution (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions), or does so in limited ways | * demonstrates some understanding of problem, chooses strategy to solve it * uses tool(s) & computational strategy to solve problem, but solution may be incomplete or incorrect * reflects on solution with some effectiveness (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions) | * demonstrates considerable understanding of problem,chooses effective strategy to solve it * effectively uses tool(s) & appropriate computational strategy to accurately solve problem * reflects on solution with considerable effectiveness (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions) | * demonstrates thorough understanding of problem, and chooses effective and efficient strategy to solve it * uses tool(s) and appropriate computational strategy to solve problem with a high degree of accuracy and efficiency * reflects on solution with a high degree of insight (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions) |

***Family Input:*** *I have reviewed this package with my child. I understand that all work needs to be completed at school, and that significant work periods will be allotted in class for this assignment.*

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