

Travelling the BC Coast – Teacher Planning

Core Competencies

Communication

- Connecting and engaging with others
- Communicating with intention and purpose
- Acquiring and presenting information

Collaboration

- Determining common purpose
- Working collectively

Critical and reflective thinking

- Questioning and investigating
- Reflecting and assessing

Creative thinking

- Evaluating and developing

Big Ideas

English Language Arts

- Exploring [stories](#) and other [texts](#) helps us understand ourselves and make connections to others and to the world.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Social Studies

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. (Social Studies)

Science

- [All living things sense and respond to their environment.](#) (Science)

Curricular Competencies

English Language Arts

- [Access and integrate information and ideas](#) from a variety of sources and from [prior knowledge](#) to build understanding
- Use a variety of [comprehension strategies](#) before, during, and after reading, listening, or viewing to deepen understanding of [text](#)
- Apply a variety of [thinking skills](#) to gain meaning from [texts](#)
- [Respond to text in personal and creative ways](#)
- [Exchange ideas and perspectives](#) to build shared understanding
- Use writing and design processes to plan, develop, and create [texts](#) for a variety of purposes and audiences
- Use [oral storytelling processes](#)

Social Studies

- [Construct arguments defending the significance of individuals/groups, places, events, or developments](#) (significance)
- [Sequence objects, images, or events, and determine continuities and changes between different time periods or places](#) (continuity and change)

Science

- Demonstrate curiosity about the natural world
- Make observations about living and non-living things in the local environment
- Identify first people's perspectives and knowledge as sources of learning
- Identify some simple environmental implications of their and others actions

Curricular Content

English Language Arts

- Story/text
 - [forms, functions, and genres of text](#)
 - [text features](#)
 - evidence
- Strategies and processes
 - [reading strategies](#)
 - [oral language strategies](#)
 - [metacognitive strategies](#)
 - [writing processes](#)
- Language features, structures, and conventions
 - [features of oral language](#)
 - sentence structure and [grammar](#)

Social Studies

- The history of the local community and of local first people's communities
- Physiographic features and natural resources of Canada
- The impact of colonization of first people's societies in British Columbia

Science

- Biomes as large regions with similar environmental features

GRASPS Framework

Goal

1	Your task is	Is to create a presentation to convince other grade 3-5 teachers to take their students on your field trip
2	Your goal is to	Research your part of the BC coast to determine what is most important for other students your own age to know about it.
3	The problem or challenge is	<ul style="list-style-type: none"> • Figuring out what other kids will want or need to know about your place • Finding reliable information beyond what is in the package provided by your teacher • Choosing good information to answer students' questions
4	The obstacles to overcome are	<ul style="list-style-type: none"> • Convincing teachers to go on your field trip • Convincing Ms. Younger that you have chosen the best place on the BC Coast • Convincing your classmates to go on your field trip

Role

1	You are	A group of grade 4 teachers
2	You have been asked to	Plan a field trip to the part of the BC coast you have selected
3	Your job is	To plan a field trip to the part of the BC coast you have selected including the information your students need to know before they go on the trip.

Audience

1	Your clients are	Teachers and principals choosing your field trip
2	The target audience is	Students in grades 3-5
3	You need to convince	Teachers and principals to take their students on your field trip

Situation

1	The context you find yourself in is	Presenting to teachers at a teacher conference or making a commercial for your trip to convince teacher to come on your trip
2	The challenge involves dealing with	Teachers, principals and parents Meeting learning goals

Product, performance, and purpose

1	You will create a	Power point and present it to the class live or a video and play it for the class
2	In order to	Convince teachers and principals to choose your field trip
3	You need to develop	Clear points to sell your field trip
4	So that	Teachers choose your trip

Standards and criteria for success

1	Your performance needs to	Clearly tell your teacher and classmates why they should go on your field trip and what they will learn about
2	Your work will be assessed by	<ul style="list-style-type: none">• Your clear and interesting presentation• How well your group works together
3	Your product must meet the following standards	<ul style="list-style-type: none">• Have the required information• All information is correct• Tell others why they should go there• Use visuals to tell your story• Make use of point form text as needed

Travelling the BC Coast – Student Copy

You have been asked to plan a field trip for students in grades 3-5 to your part of the BC Coast. You will select a place on our BC Coast and work in groups of 3 to research and present your information. Plan your field trip to showcase the best your place has to offer including the natural and human features. Use images to show your audience how beautiful your place is. Plan your field trip so other students understand the importance of your place to British Columbia. Make sure you show how beautiful your place is as well as explaining how it is important to the BC coast. Tell your audience how your place has helped make BC what it is today.

Due: June 10, 2022

Places to consider

- Gulf Islands
- Vancouver Island
- Sunshine Coast
- South Coast
- Central Coast
- North Coast
- Haida Gwaii
- Inside Passage

Required information – what the students need to learn about

- A map showing where your place is in BC.
- A map of your place.
- Which indigenous groups traditionally lived in your place? Write about their culture, traditions and history.
- Why is your place important to BC?
- How has your place changed over time?
- What needs to be done to protect your place?
- What makes your place special?
- What are some things you can do in your place?
- How will you get there?
- What equipment will you need on the field trip?

Steps to completion

The deadlines for each section are listed in the project calendar on the next page. Check in with your teacher each step of the way, make sure they check each step before you move on.

1. Read through the project package
2. Pick your top 3 places to learn about
3. Ms. Younger will build groups using your top 5 places → you will have one of your top 5 but it may not be your first choice.
4. Meet with your group
5. Brainstorm everything you know about the place
6. Write down any questions you have about your place as a group
7. Pick up your essential information package from Ms. Younger
8. Choose who will find the answer to which questions, your own and the required information ones
9. Research your questions and write down the answers
10. Share your answers with your group
11. As a group decide what information should be included in your presentation
12. Decide who will write which part of your presentation, everyone will write a section
13. Write your section of the presentation
14. Have a TAG conference with your group to make your section even better
15. Edit your presentation
16. Meet with another group to share and have TAG conferences
17. Edit the presentation
18. Practice presenting your presentation or film it
19. Share with the class

Group work expectations

1. All members of the group have a job to do
2. everyone does their share
3. Stay together
4. Whisper voices
5. No one is the “boss”
6. Everyone has a fair say
7. Use everyone’s ideas

Project Calendar

Nicely laid out but should you leave a few blank spaces for catch up days

Monday	Tuesday	Wednesday	Thursday	Friday
				April 1 Explore BC Coast Regions
4 Meet in groups Initial brainstorm	5 Generate questions	6 Divide up questions	7 Research questions	8 Catch Up Day
11 Research questions	12 Share answers with your group	13 Research questions	13 Research questions	15 No school
18 No school	19 Research Questions	20 Share answers with your group	21 Research questions	22 Catch up day
25 Research questions	26 Share answers with your group	27 Research questions	28 Research questions	29 Catch Up Day
May 2 Research questions	3 Research questions	4 Share answers with your group	5 Choose type of presentation	6 Catch Up Day
9 Decide what needs to go in the presentation	10 Decide what needs to go in the presentation	11 Plan Presentation	12 Plan Presentation	13 Catch Up Day
16 Work on presentation	17 Work on presentation	18 Work on presentation	19 Work on presentation	20 No school
23 No school	24 Work on presentation	25 Edit presentation	26 Edit presentation	27 Catch up day
30 Edit presentation	31 Edit presentation	June 1 Share draft with another group TAG conference	2 Edit presentation	3 Catch Up Day
6 Edit presentation	7 Rehearse presentations	8 Rehearse presentations	9 Rehearse presentations	10 Presentation day

Assessment

A successful project will:

Grow	Criteria	Glow
	<p style="text-align: center;">Information</p> <p>All information is factual and accurate</p>	
	<p style="text-align: center;">Text</p> <p>Is in point form Is in your own words Gives only necessary information Uses triple scoop words Is spelled correctly</p>	
	<p style="text-align: center;">Visuals</p> <p>All images are clear Credit is given to photographers or creators</p>	
	<p style="text-align: center;">Slide lay out</p> <p>Slides use more images than text Neatly organized Back ground fits the topic and is not distracting</p>	
	<p style="text-align: center;">Presentation</p> <p>Speakers are clear and well-rehearsed The presentation holds the audience's attention Convinces others they want to go there</p>	
	<p style="text-align: center;">Group work</p> <p>All members of the group participate equally</p>	
	<p style="text-align: center;">Research</p> <p>Uses reliable sources Students have notes from research to share with each other and the teacher</p>	
	<p style="text-align: center;">Content</p> <p>Has all of the required information Has 2-3 questions and answers per team mate Tells the audience the most important things about your place</p>	