



## Information for "A" Off-Site Activity Proposal (CBE ONLY)

<b>Curriculum Areas Taught:</b> Language Arts, Math, Science, Art, Social Studies, and Physical Education	
<b>Supervision:</b>	
<ul style="list-style-type: none"> <li>• Teacher in Charge: first aid and knowledge of all students</li> <li>• Volunteers: no training necessary</li> <li>• Managing/splitting group:             <ol style="list-style-type: none"> <li>1. Group according to ability to cooperate</li> <li>2. Sub grouping needs a good reader in each pair</li> <li>3. Sub grouping according to activity choice</li> </ol> </li> </ul>	
<b>Service Provider Information:</b>	<b>Role of Service Provider:</b>
Calgary Tower, Aspen Property Management 101-9th Avenue, SW Calgary, Alberta Rachel Soong Education Coordinator 403-781-8520 upperclass@calgarytower.com	The Calgary Tower has developed a hands-on, student centered educational program for students using the Calgary Tower as a vantage point, which reflects a recreational site and Calgary's heritage.

Specific Activities, Learner Outcomes & Method of Assessment			
Use of Tablet Technology			
<ul style="list-style-type: none"> <li>• To examine our city from a different perspective, both cityscape and landforms.</li> <li>• Understanding Alberta's landforms, our city's history and changes within our city.</li> <li>• Appreciating how Alberta's history, people and stories contribute to students' sense of belonging and identity.</li> <li>• Examining recreation and tourism in Alberta.</li> </ul>			
Specific Curriculum Areas Taught			
Social Studies	Math	Language Arts	Science
Grade 1	Grade 1	Grade 1	Grade 1
Grade 2	Grade 2	Grade 2	Grade 3
Grade 3	Grade 3	Grade 3	Grade 4
Grade 4	Grade 4	Grade 4	Grade 5
Grade 5	Grade 5	Grade 5	
Grade 6	Grade 6	Grade 6	
*A full list of curriculum connections can be found at: <a href="http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf">http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf</a>			
<b>Assessment:</b> Oral discussion of things perceived; ability to use tablets to find information. Upper Class program has feedback regarding whether questions have been answered correctly and the ability to go back and self-correct. Results will also be e-mail to teachers.			



<b>Choice of Hands-On Activity</b>			
<b>#1. Tower Building</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Science</b> Kindergarten Grade 1-6	<b>Art</b> Kindergarten Grade 1-6	<b>Language Arts</b> Kindergarten Grade 1-6	<b>Math</b> Kindergarten Grade 1-6
<b>Assessment:</b> Height and strength test of towers built. Drawing, colouring, and writing about towers.			
<b>#2. Oil Pastel Cityscape</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Art</b> Kindergarten Grade 1-6	<b>Math</b> Kindergarten Grade 1-6	<b>Science</b> Kindergarten Grade 1	
<b>Assessment:</b> Accuracy and use of techniques taught to create artwork.			
<b>#3. Landmark Scouting</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Art</b> Kindergarten Grade 1-2		<b>Social Studies</b> Kindergarten Grade 1-2	
<b>Assessment:</b> Scavenger hunt checklist for buildings to be found, with a discussion after. Drawing and colouring landmarks they have found on a mapping sheet (direction, shape, colour accuracy)			
<b>#4. Shapes of Our City</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Math</b> Kindergarten Grade 1-3		<b>Art</b> Kindergarten Grade 1-3	
<b>Assessment:</b> Scavenger hunt checklist for recording number of shapes found. Creating a building out of specific paper shapes and guidelines.			
<b>#5. Mapping Your Community</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Social Studies</b> Grade 1-2		<b>Art</b> Grade 1-2	
<b>Assessment:</b> Accuracy of building placement on map, as well as shape and colour of buildings.			
<b>#6. Compass Challenge</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Science</b> Grade 2-3		<b>Art</b> Grade 2-3	
<b>Assessment:</b> Chart for collecting building directions. Accuracy of building placement on map.			
<b>#7. Hot or Cold?</b>			
<b>Specific Curriculum Areas Taught</b>			
<b>Science</b> Grade 2-5		<b>Math</b> Grade 2-5	
<b>Assessment:</b> Chart for collecting temperature data. Creating a bar graph to represent this data. Discussion about why each space was a certain temperature.			



<b>#8. 360° of Math</b>		
<b>Specific Curriculum Areas Taught</b>		
<b>Math</b> Grade 4-6		
<b>Assessment:</b> Worksheet completed by students.		
<b>#9. Calgary's Link to the World</b>		
<b>Specific Curriculum Areas Taught</b>		
<b>Science</b> Grade 4-6	<b>Social Studies</b> Grade 4-6	<b>Art</b> Grade 4-6
<b>Assessment:</b> New landmark planning sheet, completed with location of tower, drawing of tower in 2 forms, and writing about tower.		
<b>#10. Engineering Challenge</b>		
<b>Specific Curriculum Areas Taught</b>		
<b>Science</b> Grade 6	<b>Math</b> Grade 6	<b>Art</b> Grade 6
<b>Assessment:</b> Height and strength test of tower within building material and time constraints. Drawing of original building plan and what actually got built, and reflecting on differences		
*A full list of all curriculum connections can be found at: <a href="http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf">http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf</a>		
<b>Tower Stair Climb</b>		
<ul style="list-style-type: none"> <li>Physical Education curriculum connections for grades 3-6 can be found at:  <a href="http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf">http://www.calgarytower.com/assets/PDF/Upper-Class-Curriculum-Connections.pdf</a></li> </ul>		

<b>Risks and Hazards</b>
<ul style="list-style-type: none"> <li>Slipping, tripping, falling while getting off school bus, using stairs, etc.             <ul style="list-style-type: none"> <li>Class meeting regarding expectations of behaviour and care when walking and transitioning from space to space or from the bus to the tower.</li> </ul> </li> <li>Getting lost or separated from the group:             <ul style="list-style-type: none"> <li>Meeting point established for those separated from the group; plenty of adult supervision of all students at all times.</li> </ul> </li> <li>Pre-existing medical conditions:             <ul style="list-style-type: none"> <li>Review of procedures to deal with pre-existing conditions.</li> </ul> </li> </ul>