MEDICINE HAT SCHOOL DISTRICT No. 76
601 – 1 Ave., S.W.
Medicine Hat, Alberta,
T1A 4Y7 526-1323

FIELD TRIP FOR EDUCATIONAL PURPOSES

Application and Approval

Date Application Made: 03/31/2017

Name of Group/Team: Educational Trip New York City

School Applying: Crescent Heights High School

Place to be Visited: . New York City

Depart on: March 3 2018 (*Date*) at 6am (*Time*)

Return on: March 8 2018 (*Date*) at 11:00PM (*Time*)

Trasportation Arrangements: Driving to Calgary on bus, Flying to New York City, Busses, trains, planes, walking, Ferry, sub way

Name(*s*) of Supervising Teachers: Michelle Schneider, Shonna Barth

Name(*s*) of Supervising Teachers with Current First Aid Training: Shonna Barth,

Date(*s*) Substitue Required: March 5, 6, 7, & 8 2018

Educational Guidelines Completed: (x) ☒Yes ☐No

Copy Attched: (x) ☒Yes ☐No

Safety Preparation Completed: (x) ☒Yes ☐No

M. Schneider
(*signature of Teacher in Charge*)

Educational Guidelines Examined and Approved by:

School Principal
(All field trips require *Principal's approval*)

Date approved: June 12, 2017

Superintendant of Schools
(Trips outside city limits also require *Superintedant's approval*)
(Trips outside of province require *Board's approval*)

Date approved: _____

Note:

Forward ONE copy of approved field trip form and guidelines, if within city limits, to the Adminstration Offices.

Forward TWO copies of field trip application and guidelines, if outside city limits, to the Administration Offices. One copy will be returned to the school upon approval from the Superintendant.

EDUCATIONAL GUIDELINES

(To be complete and submitted to the Principal at least two weeks prior to activity)

Description and Objectives of Activity: We will be visiting a variety of educational sites and practical skill opportunities throughout New York. Students will be learning to travel the world in a safe manner. Many children would not have this experience if not through schools. They will have many unique opportunities to see and experience Metropolitan culture. Through hands on experience we hope to ignite their interest in Career and technology Studies and make more relevant the situations they learn about in school.

Activity fits into the CO-CURRICULAR/ COSMETOLOGY CURRICULUM, ESTHETICS CURRICULUM , ART CURRICULUM AND CTS/FOODS CURRICULUM

Planned Lead-Up Activities: Teachers will be meeting with the students and parents in March & September 2017 to begin the preparation for the trip. We will be traveling to a variety of sites that have significance to Art, Foods/CTS, Cosmetology and Esthetics curriculums.

Planned Follow-Up Activites: Students will have to keep a video/picture log on the trip about their experiences, both cultural and educational. We will have this activity scheduled into the day so that the students realize that it is an educational activity not just for fun. We will also be creating a video following the trip.

Supervisors/Instructors: number: Approximately 4-5, 1 for every 8-10 participants.

Names	Qualifications	Responsibilities
Michelle Schneider	Group Leader-Teacher in Charge-ALL	
Shonna Barth	Teacher in Charge-First Aid	Administration Representative

Student Behavioral Expectations: It is expected that students will follow the behavioral expectations of the school division.

Number of Students participating: aiming at 40 Grades: 10-12 only

Teacher Coordinator is: Michelle Schneider

Number of Students per Supervisor: 1 to 8/10

Parent permission forms will be distributed on: March & September 2017

To be returned on: Deadline is September 30, 2017 for sign up.

Parents notified of risks involved: (x) ☒Yes ☐No

As well to ensure safety on our trip we have decided to go STS Tours INC. Travel Company.

We will ensure that students and parents have signed all necessary District's Student Waiver Forms, are covered by the necessary accident insurance (i.e. Industrial Alliance Pacific [IAP]), as well as, each student purchase additional health insurance [i.e. Blue Cross Extended Health Care]. With this company the students also have health and accident insurance, which includes hospital, doctor costs and transportation costs to the hospital. It also covers costs for both parents for hotels, food and transportations. Should we have any parents of students who would like to attend, we would ensure that any adults participating in the trip, who are not designated supervisors be informed and sign a release that the Board does not accept any responsibility (liability or otherwise) as a result of their participation.

Proposed Itinerary: Attached.

Here is why I identified these additional Curriculum strands;

I have included Art outcomes because of the overlap between colour (Hair-coloring 1 and primary, secondary and tertiary mixing and blending as well as the design elemements). The activities that we have planned are:

*Brooklyn graffiti Tour

*Metropolitan Museum of Art

I have also Included CTS/FOODS outcomes as we will be experiencing the cuisine of the metropolitan city of New York.

*Greenwich Village Culinary Tour

CURRICULUM LINKS

COSMETOLOGY

1. Demonstrate understanding of the principles of symmetry and asymmetry as applied to hair design
1. Select, design and create a variety of long hair designs to suit different facial, personality and situational needs
    1.5 Incorporate a variety of devices to enhance the appearance of various long hair designs; e.g., hairclips, hair goods
    1.7 Perform hair design techniques to meet client(s) needs, including:
        1.7.1 Creating a design
        1.7.2 Executing a design
        1.7.3 Finishing a design
2. Select and recreate images of long hair techniques to produce secure finished hair designs
    2.1 identify and describe factors that should be considered when creating long hair designs
    4.2 demonstrate personal management skills to:
        4.2.1 demonstrate positive attitudes and behaviors
        4.2.2 be responsible
        4.2.3 be adaptable
        4.2.4 learn continuously
7. Identify the various ways to enter the different sectors of cosmetology
    7.1 identify and describe the qualifications required to enter the various sectors
    7.2 identify and explain the regulations pertaining to the various sectors
1. Identify grooming practices and conditions that influence:
        1.4.1 self-confidence
        1.4.2 interpersonal relationships
        1.4.3 a sense of well-being
    1.5 relate the importance of professional and personal appearance and positive self-concept
2. Identify personal practices and products that contribute to wellness
    2.1 investigate and describe grooming products and implements available for personal use and professional use
    2.2 apply informed decision-making skills in the selection and use of products and appliances and describe the impact these decisions may have on the environment

HAIR AND SCALP ANALYSIS

2. Identify and describe the purpose and application of various hair and scalp care products and implements
    2.1 identify and describe the advantages and disadvantages of different hair and scalp cleansing and conditioning products
    2.2 describe the action of different cleansing and conditioning products on the hair and scalp
    2.3 match cleansing and conditioning products to the needs of different hair and scalp conditions

1. Define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling and other hair services and is a feature of personal grooming

   1.4 describe the lines and parting patterns used in haircutting

   1.5 explain and describe the principle of elevation as it applies to haircutting

   1.6 identify and describe types of haircuts and cutting techniques, including:

      1.6.1 blunt 1.6.2 short layer 1.6.3 long layer

2. Describe and demonstrate safe handling of haircutting and hair texturizing implements

   2.1 identify and describe implements used to cut, including:

      2.1.1 shears 2.1.2 texturizing shears 2.1.3 razors with a replaceable blade 2.1.4 straight razors 2.1.5 clippers

1. Assess the effects achieved using a variety of haircutting implements

      3.1.1 graduations and combination; e.g., low, medium, high 3.1.2 advanced solid forms; e.g., diagonal forward, diagonal back 3.1.3 taper forms; e.g., men's haircut 3.1.4 texturizing techniques; e.g., carving, point cutting, slithering, scissors over comb

3. Identify and describe hair-colour products, their application and their effects on the hair and scalp

   3.1 Identify and describe the advantages and disadvantages of hair-colour products, including: 3.1.1 temporary 3.1.2 semi-permanent 3.1.3 demi-permanent 3.1.4 oxidative-permanent 3.1.5 non-colour wax for men's beards 3.2 identify and describe the chemistry and active ingredients found in hair colouring products and their effects on hair and scalp

3. Perform hair color formulation

   3.1 Analyze hair structure and condition

   3.2 Determine target of colour to be achieved

   3.3 Formulate appropriate oxidative hair colour for desired effects

   3.4 formulate an appropriate decolourization product

   3.5 follow proper steps to perform decolourization, including: 3.5.1 virgin hair lightening 3.5.2 retouch hair lightening 3.5.3 hair highlighting including caps and foils

   3.4 formulate an appropriate decolourization product

   3.5 follow proper steps to perform decolourization, including: 3.5.1 virgin hair lightening 3.5.2 retouch hair lightening 3.5.3 hair highlighting including caps and foils

3. Identify and perform a variety of methods and procedures to correct hair problems

2. Analyze hair goods

   2.1 Analyze hair goods related to: 2.1.1 hair or fibre content; e.g., human, animal, synthetic 2.1.2 construction; e.g., machine, hand-tied

4. Perform styling procedures on hair goods and extensions

ESTHETICS

2. Analyze skin, determine skin types and perform basic skin care

   2.1 identify and describe the appearance of healthy skin and basic skin types; e.g., normal, dry, oily, combination, mature

   2.2 describe factors that may affect skin condition; e.g., heredity, environment, chemicals, health, wellness

   2.3 identify and describe lesions, disorders, diseases and any contraindications that may affect basic skin care

   2.4 identify and describe the use of appropriate skin care products and materials

   2.5 describe and perform procedures used to care for skin, including: 2.5.1 skin analysis 2.5.2 cleansing 2.5.3 toning 2.5.4 nourishing 2.5.5 protecting

2. Identify procedures and resources used to perform a basic manicure

   2.1 Identify the appropriate steps in a basic manicure procedure

   2.2 identify and describe the implements and materials required to perform a basic manicure

   2.3 follow appropriate procedures used to perform basic manicures, including: 2.3.1 model/client preparation 2.3.2 hand and nail analysis 2.3.3 nail filing and shaping 2.3.4 nail and hand cleansing 2.3.5 cuticle shaping 2.3.6 product applications

2. identify and describe makeup techniques

   2.1 identify make-up essentials, including: 2.1.1 make-up products 2.1.2 make-up implements 2.1.3 make-up equipment

   2.2 identify skin colour classifications

   2.3 identify methods for: 2.3.1 foundation application 2.3.2 contouring 2.3.3 highlighting

2.4 identify methods for applying make-up to: 2.4.1 eyes 2.4.2 eyebrows 2.4.3 lips 2.4.4 cheeks

3. Identify and describe factors involved in corrective make-up techniques

3.1 define the term corrective make-up

3.2 distinguish between regular and corrective make-up techniques

3.3 explain factors that may determine the model/client's need or desire for corrective make-up services

3.4 identify and describe currently available corrective make-up techniques and laser technology

4. Demonstrate the proper application of make-up cosmetics

4.1 apply appropriate cosmetics for a basic make-up application, including: 4.1.1 day 4.1.2 evening 4.1.3 photography

4.2 apply appropriate cosmetics to enhance or minimize facial shapes and features

4.3 apply appropriate cosmetics for corrective make-up procedures

1.2 identify and describe materials and cosmetics available to create various nail art designs

1.3 identify and describe nail art techniques, including: 1.3.1 creative polishing 1.3.2 nail painting 1.3.3 applications; e.g., tape, gems, feathers, gold leaf 1.3.4 combination effects

1. Define the global evolution of the spa

1.1 identify ancient and modern approaches to well-being, including: 1.1.1 healing 1.1.2 beauty 1.1.3 relaxation 1.1.4 spirituality 1.1.5 prestige

1.5 distinguish between physical and chemical methods of hair removal; e.g., tweezing, waxing, sugaring, threading, shaving, depilatories

1.6 describe the advantages and disadvantages of various physical, chemical and electrical methods of hair removal

1. Analyze current fashions trends and fads in facial and body adornment and their origin

2. Perform the nail enhancement services

2.1 prepare materials and implements required to perform a nail tip/gel service

2.2 analyze the model/client's hands and nails and advise the model/client regarding the nature of the services and post-service maintenance required

2.3 select a nail tipping service based on the consultation and analysis

2.4 prepare the model/client by performing a pre-service sanitation procedure

2.5 perform a basic manicure in preparation for nail enhancement gel

2.6 apply the nail tips and gel according to the manufacturer's instructions

2.7 perform a post-service fill-in procedure 2.8 demonstrate the procedures for removing nail tips according to the manufacturer's instructions

2. Perform the nail enhancement services

2.1 prepare materials and implements required to perform a nail extension service

2.2 analyze the model/client's hands and nails and advise the model/client regarding the nature of the services and post-service maintenance required

2.3 select an acrylic nail service and the type of extension service to perform; e.g., one tone, two colours

2.4 prepare the model/client by performing a pre-service sanitation procedure

2.5 perform a basic manicure in preparation for applying acrylic nails

2.6 prepare the compound according to the manufacturer's instructions, apply the compound according to the manufacturer's instructions and complete shaping and related manicure procedures

2.7 perform a post-service fill-in procedure

2.8 demonstrate the procedures for removing nail products according to the manufacturer's instructions

CTS / FOODS

FOD2040: Cake & Pastry

- identify contemporary methods for creating cake and pastry products
  - **3.1** identify a pastry product that has been modified; e.g., oil pastry
  - **3.2** discuss the use of commercial products in the production of cake and pastry products; e.g., puff pastry, phyllo pastry, cake mixes

FOD2050: Bread Products

- **identify and describe the factors involved in the preparation of unleavened and yeast products**
  - **2.1** identify the following ingredients and their roles in the preparation of bread products:
    - **2.1.1** flour
    - **2.1.2** sugars and sugar substitutes; e.g., white/brown sugar, molasses, sweeteners, honey, applesauce
    - **2.1.3** salt
    - **2.1.4** yeast; e.g., the types of yeast and their use, the correct handling of yeast
    - **2.1.5** liquids
    - **2.1.6** fat
    - **2.1.7** eggs
    - **2.1.8** optional ingredients; e.g., raisins, dates, cheese
  - **2.2** identify and describe mixing methods employed in the preparation of the following bread products:
    - **2.2.1** unleavened bread
    - **2.2.2** leavened bread; e.g., traditional, rapid-mix, batter, bread machine
  - **2.3** compare various shaping techniques and surface treatments used for bread products
  - **2.4** demonstrate the proper use of baking skills related to:
    - **2.4.1** accuracy in scaling/measuring
    - **2.4.2** correct mixing procedures
    - **2.4.3** appropriate pan preparation
    - **2.4.4** baking and determining doneness
    - **2.4.5** altering and varying basic recipes; e.g., ingredients/quantity, wellness
    - **2.4.6** identifying quality standards
    - **2.4.7** compensating for failures and defects
  - **2.5** describe bread products according to identified quality standards
  - **2.6** identify appropriate storage and handling of baked bread products

FOD2170: International Cuisine

- **2. identify and compare foods representative of a variety of cultures**
  - **2.1** analyze specialized equipment used in food preparation
  - **2.2** compare the principles of cookery used in the preparation of cultural foods
  - **2.3** describe food aesthetics within cultures, considering:
    - **2.3.1** seasonings
    - **2.3.2** characteristic food and flavor combinations
  - **2.4** identify a variety of presentation methods related to the preparation of cultural food

FOD2060: Milk Products & Eggs

- **4. describe the role of cheese in various cooking applications**
  - **4.1** relate cheese to principles of protein cookery
  - **4.2** address concerns regarding cooking temperature and prolonged cooking

GENERAL GOALS—ART STUDIES 11–21–31

The student will understand that art serves various symbolic, descriptive and decorative purposes in society.

1. The student will understand the role of the artist in the creation of artifacts.
2. The student will develop a personal approach to the appreciation of artifacts.
2. The student will understand that the role, form and value of art differs through time and across cultures.
2. The student will understand the role of culture in the creation of artifacts.
2. The student will analyze the affective power of artifacts over time and across cultures.

3. The student will understand that art reflects and affects cultural character.

3. The student will investigate the concept of style as it affects the creation of artifacts.

4. The student will become aware of how artists work with the components of artifacts: media, techniques and visual

The Power of the Artifact Function: Purpose of Artifacts Art

1: Time Evolution of the Power of Art Function: The Changing Role of Art in Society Art

1: The Contemporary Artifact Function: The Impact of World Culture on the Purpose of Art Students w

Students will:

1. consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures

1. observe the changes in symbols and their meaning in art over time

1. consider the sources of changing purpose and imagery in the art of our time

2. become aware of the use of artifacts for describing and recording phenomena

2. consider the changing values placed on different art forms over time

2. consider the subjective and expressive currents in the art of our time

3. become aware of the function of artifacts for the visual enhancement of people and their environment.

3. identify changes over time in the ways people use art

3. consider the rational– formalist currents in the art of our time

4. consider the emerging value of historic artifacts.

4. consider the impact of technology on the purpose

Crescent Heights High School
NEW YORK 2018

DAY	1	2	3	4	5	6
DATE	Sat, Mar 03, 18	Sun, Mar 04, 18	Mon, Mar 05, 18	Tue, Mar 06, 18	Wed, Mar 07, 18	Thu, Mar 08, 18
7:00 :30						
8:00 :30		Breakfast at hotel	Breakfast at hotel	Breakfast at hotel	Breakfast at hotel	Breakfast at hotel
9:00 :30	Arrive at Airport (on own)	Subway	Walk	Walk	Central Park Walking Tour	
10:00 :30		Brooklyn Graffiti Tour	Walk Highline *on own*	FULL DAY @ IBS New York INTERNATIONAL BEAUTY SHOW		Check out of hotel Load Coach Depart for Airport
11:00 :30			Greenwich Village Culinary Tour			Arrive at Airport
12:00 :30	Depart for NYC				Walk to Met Museum Lunch on own at Met	
1:00 :30		Subway to Macy's		Lunch on own	Metropolitan Museum of Art	Lunch on own at airport
2:00 :30		Lunch on own	Depart for Canal Street			Depart for Calgary
3:00 :30		Macy's Fashion Tour	Lower Manhattan Walk Canal Street	Subway to 9/11 9/11 Memorial		
4:00 :30		Macy's Cosmetic Masterclass	Walk by Brooklyn Bridge Walk through Financial District	9/11 Museum	Return to Hotel	
5:00 :30		Macy's Shopping Explore Herald Square & Area	Battery Park - see Statue of Liberty Staten Island Ferry		Dinner on own	
6:00 :30	Arrive NYC			Subway to Ellen's	*Arrive 15 min early*	
7:00 :30	Depart for Hotel	Dinner on own	Return to Midtown	Dinner Included Ellen's Stardust	Broadway Show	
8:00	Check in	Empire State Building	Dinner on own	Evening to explore & shop		
9:00	Times Square		Rockefeller Center			
10:00		Return to Midtown	5th Avenue			
11:00			Radio City Music Hall			Arrive Calgary