



Medicine Hat School District No. 76
601 – 1st Avenue S.W.
Medicine Hat, Alberta T1A 4Y7

Enclosure No. 2

C.O.
COPY

FIELD TRIP APPROVAL FORM

EXHIBIT 770 E 001

Date Application Made:	January 20, 2016		
Name of Group/Team:	Crescent Heights High School		
School Applying:	Crescent Heights High School		
Place to be Visited:	New York City		
Depart on:	Wed, April 12, 2017 - (date)	at (time)	(within 2 days)
Return on:	Thurs, April 20, 2017 (date)	at (time)	
Transportation Arrangements:	Traxx bus to Calgary, fly, subway.. Licenced carriers		
Name(s) of Supervising Teachers:	Heather McCaig, Dean Brown (Admin), Lydia Carriere, Micheal Farmer, Jerri Brown		
Name(s) of Supervising Teachers with Current First Aid Training:	Heather McCaig		

Board Financial Considerations

Date(s) Substitute
Required: _____

Total Number of Sub _____ X _____ /day =
Days _____ \$ _____

Other Board costs: (x) ☐ Yes ☐ No

If yes, provide
details:

Educational Guidelines
Completed: (x)

☐
Yes

☐
No

Copy Attached: ☐
(x) Yes

☐ No

Safety Preparation
Completed: (x)

☐
Yes

☐
No

Heather D. McCaig
(signature of teacher in charge)

Educational Guidelines Examined and Approved by:

Peter Jones
School Principal
(All field trips require Principal's
approval)

[Signature]
Superintendent of Schools
(Trips outside city/province require
Superintendent's approval)
(Trips outside country also require
Board's approval)

Date
approved: Jan 22, 2016

Date
approved: Jan 21/16

NOTE:

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

Forward TWO copies of field trip application and guidelines, if outside city limits, to
Superintendent.

One copy will be returned to the school upon approval from the Superintendent.

EDUCATIONAL GUIDELINES

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

Description of Objectives of Activity:

TOUR ITINERARY

Social Science New York City

Day 1: Travel to New York

Visit the Empire State Building

Day 2: New York

Take a guided tour of New York

Visit the World Trade Center Memorial

Enjoy free time at The High Line

Attend a Broadway show

Day 3: Ellis Island • New York

Take a ferry to the Statue of Liberty and Ellis Island

Tour Ellis Island

Take a walking tour of Chinatown

Visit the Tenement Museum

Enjoy free time to explore Little Italy

Take a walking tour of Brooklyn Bridge

Day 4: Harlem • New York

Take a walking tour of Harlem

Take a guided tour of the Apollo Theater

Enjoy free time at the Harlem Market

Take a walking tour of Central Park

Visit the American Museum of Natural History

Enjoy free time in Times Square

Day 5: Stay behind: United Nations Day- These are dependent on availability.

Take a guided tour of the United Nations Building and exhibits

Have a briefing at the United Nations with UN officials

Visit Danny Kayne House for Unicef visit exhibit halls-Free

Have a briefing at Unicef

Visit the Canadian Consulate and get a briefing of what the Canadians do at the United Nations

Evening: Sports/Broadway/comedy event

Day 6:

Mme Tussaud's museum Wax Museum

1 hour workshop on the French Revolution

The Ride tour

Ripley's believe it or not.....

Educational Scavenger Hunt in Ripley's.....made by teacher..

Evening: Sports/Broadway/comedy event

Day 7:

Fly back to Medicine Hat

Activity fits into the Social Studies curriculum.

Planned Lead-Up Activities:

Students

Planned Follow-Up Activities:

Students will be doing a journal assignment on a day to day basis on the trip.

Supervisors/Instructors: Number: 5

Names:	Qualifications:	Responsibilities:
<u>Heather McCaig</u>	<u>Teacher in Charge</u>	<u>All and Main Person</u>
<u>Dean Brown/Jerri Brown</u>	<u>Teacher in Charge</u>	
<u>Lydia Carriere</u>	<u>Teacher in Charge</u>	
<u>Micheal Farmer</u>	<u>Teacher in Charge</u>	
<u>(if more attach list)</u>		

Student Behavioural Expectations: It is expected that students will:

Students will follow sd76 guidelines.

Number of Students Participating: Up to 56 Grade 8-12 s:

Teacher Co-ordinator is: Heather McCaig

Number of Students per Supervisor: 1 to 6 (we will add supervisors with extra students registering)

Parent permission forms will be distributed on: November 2016
(date)

To be returned on: November 2016
(date)

Parents notified of risks involved:
(x)

X ☒ No

Y
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Curriculum Links

- What impact does increasing immigration have on Aboriginal peoples and communities?
- How are governments able to influence and implement immigration policies?
- To what extent do countries benefit from immigration?

- To what extent should contemporary society respond to the legacies of historical globalization?
- examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism
- examine legacies of historical globalization and imperialism that continue to influence globalization
- recognize and appreciate the importance of human rights in determining quality of life
- analyze impacts of globalization on children and youth
- analyze impacts of globalization on women
- evaluate relationships between globalization and democratization and human rights
- analyze how globalization affects individuals and communities