**SD 6 Grade 9 Numeracy Assessment – Tree Planting Task (Spring 2023)**

This assessment consists of two components – a collaborative element, intended to ensure that all students have a minimum amount of *contextual literacy* prior to the second element and an individual task.

The collaborative component can be completed in any subject area and is intended to be one class period in length. There is flexibility in how the desired outcome – *to become familiar with the nature of work as a tree planter* – can be achieved, with schools having the ability to adapt this plan to best suit the needs of students.

**At no point during the collaborative component should teachers give hints to students about the individual task**. Facilitators should therefore preview the assessment so as to not accidentally give students too much information.

**Teacher script for introducing the purpose of the collaborative component:**

On [insert date here], all Grade 9 students at [insert school here] will be participating in the District Numeracy Assessment. During that time, you will have 90 minutes to work through a situation that requires you to think critically, make choices, and communicate your thinking. Before we place this task in front of you, we want to make sure that you have an understanding of the *context*, or the theme.

Today is about working together to learn about a new topic – broadening our understanding of the world around us – so that when we have a problem to solve, we have what’s called *contextual literacy* to help us.

You do not need to take notes. You do not need to memorize anything from today. In order to be successful, you need to actively participate – be engaged in the discussion both before and after we watch the video. If you can do that, you will be well-prepared to understand the individual task.

**Suggested Anticipatory Activity**

Print a variety of images of tree planters.

Solicit predictions as to what the discussion topic of the day is.

Compare images – how are they the same/how are they different.

Generate a list of questions that come to mind when looking at the images.

Be prepared for students to share stories – it is likely someone knows someone who has planted trees and will have something to say! Depending on which video you choose you share, you may or may not have the time to entertain anecdotal additions.

**Video options:**

[(Playlist link)](https://youtube.com/playlist?list=PLUy4iur-hMqS5iPAQD0WGswlmdyUnOpTC)

**No matter which video you decide to show your students, please PREVIEW it in its entirety to ensure it is appropriate in both content and desired outcome.**

**Option 1:** The BEST Summer Job for Students | Tree Planting in Canada (Mike Morrison)

Change the playback speed to 0.75 – speech is otherwise very fast!

Duration is approximately 13 minutes.

**Option 2:** How hard is it to plant trees for a living? Lisa Owen finds out (RNZ News)

**Warning: a few swears**.

Duration is approximately 26 mins.

Situated in New Zealand but generally applicable to BC.

*Options 1 and 2 could easily be used together.*

**Option 3:** One Million Trees (CBC)

**BIG Warnings: to avoid glorifying drugs and alcohol as part of the tree planting lifestyle, START the clip at 5:25; to avoid mention of SEXUAL ASSAULT occurring in camps, PAUSE at 15:25 and restart at 16:39.**

**Be aware that later in the video there is mention of substance abuse, but it is in discussion of tree planting as being healing. There are a few swear words.**

Despite the warnings, this is an EXCELLENT video. Use with care and heed the sections to skip.

Duration is approximately 40 mins once you have cut out the prescribed sections.

**Following the video(s):**

Revisit the questions generated by students at the beginning. Which questions were answered? Do they have any new questions?

One question you may wish to prepare for is “how much do tree planters carry?” The answers can be as much as 40-60 lbs at the beginning of the day. You may wish to have an object on hand that students can use as a personal referent to estimate what that weight feels like – for example, a backpack with 20 lbs in it (so the students could imagine 2-3 times that weight), or other object with a known weight.

Depending on time remaining – you may wish to have a class discussion about tree planting as a possible summer job. How many students would consider working as a tree planter? Why or why not?

**Teacher script for introducing the individual task:**

Today, all Grade 9 students at [insert school here] will be participating in the District Numeracy Assessment. During this time, you will have 90 minutes to work through a situation that requires you to think critically, make choices, and communicate your thinking.

This is an *individual task*. This means no discussion or help from other students. The adults in the room can only provide limited help – they cannot tell you if you are on the right path, or if you have done enough.

You will receive a numbered booklet. Do not write your name anywhere in the booklet. We will review the instructions on the first page as a class before you start working on your own.

There is a typo that we need to correct before we proceed. On page 2, change the year “2027” to “2026”.

**Teacher caution:**

If a student asks what a word means, please ensure that providing a definition would not inadvertently provide the answer to the question. For example:

Multiple choice question 2 – if a student asks what “variable” means, providing synonyms or the definition is likely to give away the correct answer.

Multiple choice question 3 – if a student asks what “terrain” means, it is unlikely that providing synonyms or a definition will give away the correct answer.