

June 29, 2017

SCHOOL DISTRICT OF CLAY COUNTY
FIELD TRIP REQUEST

1. School Requesting: OPJH
2. Transportation (Check One):
 School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier X Other _____
 If Commercial Carrier or Other, please state type: Amtrak
3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes No _____
4. Dates of Field Trip*: 2/6 - 2/11 2018 Destination*: Washington DC, Philly, PA
5. Group Taking Trip: Wildcat Acceleration Program 8th graders
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. _____
7. Educational Value of Field Trip: Rigorous curricula needs to offer balance. Shared social experiences let students explore history in its authentic setting. Students experience core knowledge content in "real world" setting; they can observe the continuum of technology at places like Mt Vernon and Smithsians. Students make connections
8. Supporting Florida Standards Benchmark(s) with Narrative(s):
See attached sheets
9. Number of Students*: 48 Number of Chaperones*: 20
10. Cost Per Student: 849 Budget Code or Source to be charged: Accelerated Studies Parents
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 5PM Returning Time*: 9AM

with not only curricula but the world around them

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

C. Cheatwood
 Teacher, Team Leader, Department Head, Etc.
[Signature]
 Principal
[Signature]
 Assistant Superintendent
[Signature]
 Superintendent

5/11/17
 Date
5/11/17
 Date
5/12/17
 Date
5/11/17
 Date

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Washington, DC trip

History/Social Studies » Standards

- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
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- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- SS.C.1.4.2 Understand the ideas that led to the creation of limited government in the US (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
- SS.A.1.4.2 Identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.A.1.4.3 Evaluate conflicting sources and materials in the interpretation of an historical event or episode.

SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system

SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1	Evaluate domestic and international interdependence.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
SS.C.1.4.3	Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
SS.A.4.4.3	Understand the significant military and political events that took place during the American Revolution.
SS.A.4.4.4	Understand the political events that defined the Constitutional period.
SS.A.4.4.5	Understand the significant political events of the early national period.