

APPROVED: Melissa [Signature]
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

SCHOOL DISTRICT OF CLATSOP
FIELD TRIP REQUEST

1. School Requesting: Keystone Heights Elementary
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier WMA Other First Student
If Commercial Carrier or Other, please state type: _____
3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes _____ No
4. Dates of Field Trip* June 7 & 8 Destination*: Orlando
* For School Buses...if more than one bus is requested, reference bus request form.
5. Group Taking Trip: Safety Patrol
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: See Attached forms
8. Supporting SSS Benchmark(s) with Narrative(s): See Attached forms
9. Number of Students*: 38 Number of Chaperones*: 10
10. Cost Per Student: \$50.00 Budget Code or Source to be charged: 3406 Safety Patrol
(example: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: 7:30 A.M. Returning Time*: 8:00 pm.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

RECEIVED

MAR - 7 2013

ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

Sandra Gance
Victoria [Signature]
Teacher, Team Leader, Department Head, Etc.
Principal
[Signature]
District Office Approval

APPROVED: [Signature]
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

1. School Requesting: Orange Park Jr., Wilkinson Jr.

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____

3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes _____ No

4. Dates of Field Trip*: 5/5 - 5/7/2013 Destination*: Tallahassee, FL
* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: Clay County HISTORY FAIR Delegates

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. Cynthia Cheatwood, Megan Stokes, Marlene Crews
(all clay teachers)

7. Educational Value of Field Trip: Academic research competition.
Students defend analysis and conclusions of historical research conducted 1st semester; respond to judges' extensive verbal questioning. Civics related side trips included.

8. Supporting SSS Benchmark(s) with Narrative(s): SS.8.A.4.3+ describe contributions of key groups to society of America
SS.8.A.3.15 Examine time periods from cultural perspectives; SS.8.A.4.17- Examine key events in FL History (also SS.8.A.5.7) SS.8.A.1.1. Details from info. text; SS.8.4.4. Fact/Opinion Civis - SS.7.C.3, all - state government as well as SS.7.C.2.10,12 - influence on gov. (at capital visit)

9. Number of Students*: 13 Number of Chaperones*: 6

10. Cost Per Student: for student pay food only Budget Code or Source to be charged: _____
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: 9 AM 5/5 Returning Time*: 6 PM 5/7

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):

Cynthia Cheatwood
Teacher, Team Leader, Department Head, Etc.
[Signature] Principal

District Office Approval

10

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: [Signature]
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

1. School Requesting: Clay High

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: Charter Bus

3. Trip(s) overnight: Yes _____ No Trip(s) out-of-state: Yes No _____

4. Dates of Field Trip*: May 11, 2013 Destination*: Valdosta, GA Wild
* For School Buses...if more than one bus is requested, reference bus request form. Adventures

5. Group Taking Trip: BAND

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: Reward Trip

8. Supporting SSS Benchmark(s) with Narrative(s): _____

9. Number of Students*: 50 Number of Chaperones*: 5

10. Cost Per Student: \$75.00 Budget Code or Source to be charged: _____
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: 8:00 AM Returning Time*: 10:00 PM

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
District Office Approval [Signature]

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: [Signature]
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: CLAY HIGH SCHOOL
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____
3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes _____ No
4. Dates of Field Trip*: 22-23 MARCH 2013 Destination*: JACKSONVILLE UNIVERSITY/BISHOP KENNY HS
* For School Buses...if more than one bus is requested, reference bus request form.
5. Group Taking Trip: CLAY HS NJROTC
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. CAPT BOYD, MRS. HEATHER WILSON, DYLAN WILSON
7. Educational Value of Field Trip: CAMPUS VISIT TO JACKSONVILLE UNIVERSITY HOSTED BY THE JU NAVY ROTC UNIT ON FRIDAY, 22 MARCH 2013. SATURDAY WILL BE AN NJROTC AREA 12 ACADEMIC BRAIN BRAWL AT BISHOP KENNY HIGH SCHOOL.
8. Supporting SSS Benchmark(s) with Narrative(s): _____
9. Number of Students*: 10 Number of Chaperones*: 2
10. Cost Per Student: \$20.00 Budget Code or Source to be charged: _____
(example: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: 11:30 AM, 22 MAR 2013 Returning Time*: 4:00 PM, 23 MAR 2013

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

[Signature] ✓
Teacher, Team Leader, Department Head, Etc.
[Signature] Principal
[Signature] District Office Approval

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: Michael W. [Signature]
Received to Date for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: CLAY HIGH SCHOOL

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: RENTAL MINI-VANS

3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes No _____

4. Dates of Field Trip*: 4-6 APRIL 2013 Destination*: CROSS CREEK HS, AUGUSTA, GA
* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: CLAY NJROTC

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: STUDENTS WILL VISIT THE MUSEUM OF HISTORY, FORT GORDON, AND PARTICIPATE IN THE NJROTC AREA 12 BRAIN BRAWL CHAMPIONSHIP. THE TRIP IS IN SUPPORT OF THE NAVAL SCIENCE CURRICULUM.

8. Supporting SSS Benchmark(s) with Narrative(s): _____

9. Number of Students*: 10 Number of Chaperones*: 2

10. Cost Per Student: \$20.00 Budget Code or Source to be charged: N/A
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: 4 APRIL 2013 / 1:45 PM Returning Time*: 6 APRIL 2013 / 9:00 PM

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

M. J. [Signature]
Teacher, Team Leader, Department Head, Etc.
Michael W. [Signature] Principal
District Office Approval [Signature]

SCHOOL DISTRICT OF CI
FIELD TRIP REQU

APPROVED: [Signature]
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: KHS

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) X Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____

3. Trip(s) overnight: Yes X No _____ Trip(s) out-of-state: Yes _____ No X

4. Dates of Field Trip*: 3/21/13 Destination*: TAMPA, FL
* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: DRAMA THESPIANS

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. PATRICIA WILLIAMS, JOHN WILLIAMS, LEATITA DAVIS

7. Educational Value of Field Trip: STUDENTS WILL PARTICIPATE IN PERFORMANCE AND TECHNICAL BASED WORKSHOPS, COMPETE IN SKILL COMPETITIONS AND HAVE THE OPPORTUNITY FOR CULTURAL ENRICHMENT.

8. Supporting SSS Benchmark(s) with Narrative(s): SEE ATTACHED PRINTOUT APPLICABLE STANDARDS ARE HIGHLIGHTED.

9. Number of Students*: 13 Number of Chaperones*: 3

10. Cost Per Student: \$215 - PAID BY STUDENT Budget Code or Source to be charged: 0311 DRAMA
(example: Internal Accounts, 5100-331, Athletic Departments) INTERNAL FUND

11. Departure Time*: 6 AM Returning Time*: 7 PM

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):

[Signature]
Teacher, Team Leader, Department Head Etc.
[Signature]
Principal
[Signature]
District Office Approval

Arts: Theatre: 9-12

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. (TH.912.C.1)

1. Devise an original work based on a global issue that explores various solutions to a problem. (TH.912.C.1.1)
2. Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. (TH.912.C.1.2)
3. Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology. (TH.912.C.1.3)
4. Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. (TH.912.C.1.4)
5. Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response. (TH.912.C.1.5)
6. Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts. (TH.912.C.1.6)
7. Justify personal perceptions of a director's vision and/or playwright's intent. (TH.912.C.1.7)
8. Apply the components of aesthetics and criticism to a theatrical performance or design. (TH.912.C.1.8)

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (TH.912.C.2)

1. Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results. (TH.912.C.2.1)
2. Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. (TH.912.C.2.2)
3. Analyze different types of stage configurations to determine the effects of each as potential production solutions. (TH.912.C.2.3)
4. Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success. (TH.912.C.2.4)
5. Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log. (TH.912.C.2.5)
6. Assess a peer's artistic choices in a production as a foundation for one's own artistic growth. (TH.912.C.2.6)
7. Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. (TH.912.C.2.7)
8. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. (TH.912.C.2.8)

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. (TH.912.C.3)

1. Explore commonalities between works of theatre and other performance media. (TH.912.C.3.1)
2. Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis. (TH.912.C.3.2)
3. Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. (TH.912.C.3.3)

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. (TH.912.S.1)

1. Describe the interactive effect of audience members and actors on performances. (TH.912.S.1.1)
2. Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century. (TH.912.S.1.2)
3. Develop criteria that may be applied to the selection and performance of theatrical work. (TH.912.S.1.3)
4. Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. (TH.912.S.1.4)
5. Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature. (TH.912.S.1.5)
6. Respond appropriately to directorial choices for improvised and scripted scenes. (TH.912.S.1.6)
7. Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. (TH.912.S.1.7)
8. Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. (TH.912.S.1.8)

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. (TH.912.S.2)

1. Create one or more technical design documents for a theatrical production. (TH.912.S.2.1)
2. Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. (TH.912.S.2.2)
3. Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. (TH.912.S.2.3)
4. Sustain a character or follow technical cues in a production piece to show focus. (TH.912.S.2.4)
5. Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability. (TH.912.S.2.5)

6. Transfer acting and technical skills and techniques from one piece of dramatic text to another. (TH.912.S.2.6)

7. Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager. (TH.912.S.2.7)

8. Strengthen acting skills by engaging in theatre games and improvisations. (TH.912.S.2.8)

9. Research and defend one's own artistic choices as a designer. (TH.912.S.2.9)

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (TH.912.S.3)

1. Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material. (TH.912.S.3.1)

2. Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance. (TH.912.S.3.2)

3. Develop acting skills and techniques in the rehearsal process. (TH.912.S.3.3)

4. Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text. (TH.912.S.3.4)

5. Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting. (TH.912.S.3.5)

6. Compare the Stanislavski Method with other acting methods to support development of a personal method. (TH.912.S.3.6)

7. Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection. (TH.912.S.3.7)

8. Direct a scene or one-act play. (TH.912.S.3.8)

9. Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent. (TH.912.S.3.9)

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. (TH.912.O.1)

1. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. (TH.912.O.1.1)

2. Compare the conventions of western theatre with eastern theatre practices. (TH.912.O.1.2)

3. Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. (TH.912.O.1.3)

4. Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions. (TH.912.O.1.4)

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. (TH.912.O.2)

1. Apply the principles of dramatic structure to the writing of a one-act play. (TH.912.O.2.1)

2. Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure

and can be justified within the script. (TH.912.O.2.2)

3. Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. (TH.912.O.2.3)

4. Construct and perform a pantomime of a complete story, showing a full character arc. (TH.912.O.2.4)

5. Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. (TH.912.O.2.5)

6. Deconstruct a play, using an established theory, to understand its dramatic structure. (TH.912.O.2.6)

7. Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. (TH.912.O.2.7)

8. Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship. (TH.912.O.2.8)

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (TH.912.O.3)

1. Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. (TH.912.O.3.1)

2. Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. (TH.912.O.3.2)

3. Analyze and demonstrate how to use various media to impact theatrical productions. (TH.912.O.3.3)

4. Create a performance piece to document a significant issue or event. (TH.912.O.3.4)

5. Design technical elements to document the progression of a character, plot, or theme. (TH.912.O.3.5)

6. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. (TH.912.O.3.6)

7. Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. (TH.912.O.3.7)

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d). (TH.912.H.1)

1. Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created. (TH.912.H.1.1)

2. Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world. (TH.912.H.1.2)

3. Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture. (TH.912.H.1.3)

4. Interpret a text through different social, cultural, and historical lenses to consider how

perspective and context shape a work and its characters. (TH.912.H.1.4)

5. Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards. (TH.912.H.1.5)

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. (TH.912.H.2)

1. Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre. (TH.912.H.2.1)

2. Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works. (TH.912.H.2.2)

3. Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact. (TH.912.H.2.3)

4. Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works. (TH.912.H.2.4)

5. Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers. (TH.912.H.2.5)

6. Explore how gender, race, and age are perceived in plays and how they affect the development of theatre. (TH.912.H.2.6)

7. Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre. (TH.912.H.2.7)

8. Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. (TH.912.H.2.8)

9. Create scenes that satirize current political or social events. (TH.912.H.2.9)

10. Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved. (TH.912.H.2.10)

11. Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. (TH.912.H.2.11)

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. (TH.912.H.3)

1. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. (TH.912.H.3.1)

2. Compare the applications of various art forms used in theatre production. (TH.912.H.3.2)

3. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. (TH.912.H.3.3)

4. Create a routine of wellness and care for the actor's physical being as a performance instrument. (TH.912.H.3.4)

5. Explain how the social interactions of daily life are manifested in theatre. (TH.912.H.3.5)

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the

imagination and encourage innovation and creative risk-taking. (TH.912.F.1)

1. Synthesize research, analysis, and imagination to create believable characters and settings. (TH.912.F.1.1)

2. Solve short conflict-driven scenarios through improvisation. (TH.912.F.1.2)

3. Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays. (TH.912.F.1.3)

4. Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre. (TH.912.F.1.4)

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies. (TH.912.F.2)

1. Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. (TH.912.F.2.1)

2. Assess the skills needed for theatre-related jobs in the community to support career selection. (TH.912.F.2.2)

3. Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy. (TH.912.F.2.3)

4. Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance. (TH.912.F.2.4)

5. Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful. (TH.912.F.2.5)

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. (TH.912.F.3)

1. Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. (TH.912.F.3.1)

2. Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs. (TH.912.F.3.2)

3. Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. (TH.912.F.3.3)

4. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. (TH.912.F.3.4)

5. Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. (TH.912.F.3.5)

6. Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. (TH.912.F.3.6)

7. Use social networking or other communication technology appropriately to advertise for a production or school event. (TH.912.F.3.7)

8. Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production. (TH.912.F.3.8)

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: Michael Wyles
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: Middleburg High Sc.

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) + one County Van (from Clay High)
Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____

3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes _____ No

4. Dates of Field Trip*: March 19 (2:30) - March 24 (noon) Destination*: Tampa, FL
* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: Theatre

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. Terry/Marilee Giles, Gianna Childers, Jennifer Goddard, Sheila/William Hawkins, Ann Lepore, Bridget Maney

7. Educational Value of Field Trip:
State contest - taking play, individual events, seeing theatre, participation in workshops

8. Supporting SSS Benchmark(s) with Narrative(s): The viewing of theatre and participation hits almost all of the theatre benchmarks

9. Number of Students*: 23 Number of Chaperones*: 8 + 2 sponsors (=10)

10. Cost Per Student: \$200 each - covers registration and hotel Budget Code or Source to be charged: Theatre Club
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: 2:30 on Tues March 19 Returning Time*: Noon - Sunday - March 24

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):

[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
District Office Approval

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: [Signature]
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: MHS NJROTC

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) 2 Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____

3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes No _____

4. Dates of Field Trip*: 5-6 APR Destination*: CROSS CREEK HS, AUGUSTA, GA
* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: NJROTC ACADEMIC TEAM

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. DONNA WALP (PARENT)

7. Educational Value of Field Trip: ACADEMIC COMPETITION

8. Supporting SSS Benchmark(s) with Narrative(s): _____

9. Number of Students*: 10 Number of Chaperones*: 2

10. Cost Per Student: _____ Budget Code or Source to be charged: _____
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: 1400 SAPR Returning Time*: 2100 6 APR

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
District Office Approval



APPROVED: M. H. [Signature]
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

SCHOOL DISTRICT OF CLATSOP
FIELD TRIP REQUEST

1. School Requesting: Oakleaf H. S.
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other county van
If Commercial Carrier or Other, please state type: _____
3. Trip(s) overnight: Yes No _____ Trip(s) out-of-state: Yes _____ No
4. Dates of Field Trip*: 4/4 - 4/7 Destination*: Rosen Shingle Creek Resort
* For School Buses...if more than one bus is requested, reference bus request form.
5. Group Taking Trip: Key Club
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: To develop leaders in the school and community.
8. Supporting SSS Benchmark(s) with Narrative(s): _____
9. Number of Students*: 2 Number of Chaperones*: 1
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(example: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: 4/4 11:00 am Returning Time*: 4/7 2:00 pm

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): _____

[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
District Office Approval

SCHOOL DISTRICT OF CLATSOP
FIELD TRIP REQUEST

APPROVED: [Signature]
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

1. School Requesting: Orange Park High School

2. Transportation (Check one):
School Bus/s _____ Automobile/s _____ Commercial Carrier X Other _____
If commercial or other, state type: _____

3. Trip(s) overnight: yes X no _____ Trip(s) out-of-state: yes X no _____

4. Dates of Field Trip*: 6/9/13 - 6/14/13 Destination*: Washington DC
*For school buses . . . if more than one bus is requested, reference bus request form.

5. Group Taking Trip: OPHS Band #summer / optional (SP)

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: Performance opportunities with memorial & Partners in Performance workshop. Other activities include Historical Monuments, Museums & Infrastructure.

8. Supporting SSS Benchmark(s): MA.912.H.2, MA.912.H.1, MA.912.H.3
SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.7, SS.912.A.1.1,
SS.912.C.3.15, SS.912.C.3.12

9. Number of Students*: Approx 150 Number of Chaperones*: 8-12

10. Cost Per Student: \$700.00 Budget Code or Source to be charged: TBA / 2100
(Examples: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time*: Please see Attached Returning Time*: Please see Attached

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: _____

Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
District Office Approval (SP)

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: Michael Hughes
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

1. School Requesting: Ridgeview High School
2. Transportation (Check one):
School Bus/s _____ Automobile/s Commercial Carrier _____ Other _____
If commercial or other, state type: _____
3. Trip(s) overnight: yes no _____ Trip(s) out-of-state: yes _____ no
4. Dates of Field Trip*: April 28 - May 1 Destination*: Pensacola
*For school buses . . . If more than one bus is requested, reference bus request form.
5. Group Taking Trip: Skills USA
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: State Skills USA contest
8. Supporting SSS Benchmark(s): _____
9. Number of Students*: 2 Number of Chaperones*: 1
10. Cost Per Student: _____ Budget Code or Source to be charged: 3207
(Examples: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: April 28 12:00 pm Returning Time*: May 1st 3:00 pm

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: _____

[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
Michael Hughes
District Office Approval

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SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

APPROVED: M. H. [Signature]
Received to Late for March 19, 2013
Board Meeting
Receive For Information: April 18, 2013

1. School Requesting: Ridgeview HS
2. Transportation (Check one):
School Bus/s _____ Automobile/s _____ Commercial Carrier _____ Other
If commercial or other, state type: US Navy Bus
3. Trip(s) overnight: yes _____ no Trip(s) out-of-state: yes no _____
4. Dates of Field Trip*: 4/13/2013 Destination*: Blythe Island, Ga
*For school buses . . . if more than one bus is requested, reference bus request form.
5. Group Taking Trip: NJROTC Orienteering Team
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. N/A
7. Educational Value of Field Trip: Spring Simulational Orienteering Meet
8. Supporting SSS Benchmark(s):

<u>PEB 2.4.4</u>	<u>HEB 1.4.3</u>	<u>HEB 1.4.1</u>
<u>AG 1.4.2</u>	<u>PEA 3.4.1</u>	<u>HEC 2.4.3</u>
<u>AT 9.1.4.2</u>	<u>PEA 3.4.2</u>	<u>HEA 1.4.2</u>
<u>SSB 1.4.1</u>	<u>PEB 1.4.1</u>	<u>HEA 1.4.3</u>
9. Number of Students*: 15 Number of Chaperones*: 2
10. Cost Per Student: \$5 Budget Code or Source to be charged: 3167
(Examples: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: 0600 Returning Time*: 1700

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: N/A

[Signature]
Teacher, Team Leader, Department Head, Etc
[Signature]
Principal
[Signature]
District Office Approval

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SCHOOL DISTRICT OF CLARK
FIELD TRIP REQUEST

APPROVED: Michael M. [Signature]
ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 18, 2013

1. School Requesting: RAS

2. Transportation (Check one):
School Bus/s _____ Automobile/s Commercial Carrier _____ Other _____
If commercial or other, state type: _____

3. Trip(s) overnight: yes no _____ Trip(s) out-of-state: yes _____ no _____

4. Dates of Field Trip*: 4-28 - 5-1 Destination*: Pensacola
*For school buses . . . if more than one bus is requested, reference bus request form.

5. Group Taking Trip: SKILLS USA

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: STATE SKILLS USA CONTEST

8. Supporting SSS Benchmark(s): _____

9. Number of Students*: 2 Number of Chaperones*: 1

10. Cost Per Student: 0 Budget Code or Source to be charged: 0

11. Departure Time*: 12:00 PM Returning Time*: 3:00 PM
(Examples: Internal Accounts, 5100-331, Athletic Departments)

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: _____

[Signature] for STAN GREEN
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
District Office Approval

