

**LA CAÑADA UNIFIED SCHOOL DISTRICT
REQUEST FOR APPROVAL OF SCHOOL SPONSORED ACTIVITY**

TO: Wendy Sinnette
FROM: Debra Craddock
DATE: 11/4/2015

Activity Name and Destination: Before the Mast-Pilgrim

Address: Ocean Institute, 24200 Dana Point Harbor Dr., Dana Point, CA. 92629

Date(s) of Activity: February 1, February 2, February 8 & February 9, 2016

School(s): Paradise Canyon Elementary

Number of Students Attending and Grade Level or Group: 112 – 4th grade

Supervising Certificated Employee(s): Mickey Block, Lori Arbucci, Sandra Hong and Danielle Celestino

How many administrators attending? 0 How many teachers attending? 4

Adult to Student Ratio: 1:4 Employee to Student Ratio: 1:28

How many substitutes? 0 How many days? 1 Charge Substitute to: NA

Rationale for activity:

A) Explain the educational value and relate to the instructional program or sponsoring organization and Policy 1100.

Students sign aboard as green hands for a two year "voyage" from Boston to Alta California in the 1830s. While immersed in early California history and working with a variety of dynamic historical characters, students gain skills in cooperative learning, teamwork, and communication as they hoist cargo, row long-boats, raise sails, stand night watch, swab the decks, and sing chanteys.

B) Explain impact on instructional time and justification for any time lost.

C) C Complete Itinerary: Please be specific and include detailed activity time periods for each day. (Attach additional page(s) if necessary.)
See attachment

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Destination/Date(s): February 1, February 2, February 8, and February 9, 2016

COMPLETE COST BREAKDOWN

<u>Complete Cost Breakdown Per Student</u>	<u>Amount</u>	<u>Group Cost</u>	<u>Amount</u>
Registration:	\$ 98.00	Registration	\$ 10,976.00
Housing:	\$	Housing	\$
Transportation Method:	\$ 50.00	Transportation	\$ 5,600
Miscellaneous Expenses:	\$ 18.00	Miscellaneous Expenses	\$ 2,016
Meals:	\$	Meals	\$
Total Student Cost	\$ 166.00	Total Group Cost	\$ 18,592.00

Source of Funds:
Parent donation

How is financial assistance provided to students in need:
Scholarships are provided by the PTA grant program.

If this activity is not planned for all your students, what learning activities will be planned for the students or classes that remain in session? Please attach lesson plans.
They will spend the day in another 4th grade classroom.


Approved: Principal


Approved: Superintendent or Designee

11/4/15
Date

11/13/15
Date

BEFORE THE MAST OVERNIGHT PROGRAM

Links to Content Standards

All Ocean Institute programs are based around California Content Standards. The activities and investigations that your students participate in during the Before the Mast Overnight program coincide with the concepts being taught in your classroom.

Below is a list of the California State Content Standards for History-Social Science and Visual and Performing Arts that are included in the Before the Mast Overnight Program.

Analysis Skills (Grade K - Grade 5)

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.

Grade Four

History - Social Science Standards

- 4.2.2. Identify the early land and sea routes to, and European settlements in, California...noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- 4.2.4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

Visual and Performing Arts: Dance

3.0 HISTORICAL AND CULTURAL CONTEXT

Diversity of Dance

- 3.1. Perform and identify folk/traditional and social dances from California history.

Visual and Performing Arts: Music

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1. Explain the relationship between music and events in history.

Diversity of Music

- 3.2. Identify music from diverse cultures and time periods.

- 3.3. Sing and play music from diverse cultures and time periods.
- 3.5. Recognize the influence of various cultures on music in California.

Visual and Performing Arts: Theatre

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1. Dramatize events in California history.

Grade Five

History - Social Science Standards

- 5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
- 5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Visual and Performing Arts: Music

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1. Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

- 3.3. Sing and play music from diverse cultures and time periods.
- 3.4. Describe the influence of various cultures and historical events on musical forms and styles.

Visual and Performing Arts: Theatre

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

- 2.1. Participate in improvisational activities to explore complex ideas and literature and life.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1. Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

History Social Science and Visual and Performing Arts Framework for California Public Schools

Grades Kindergarten through Grade Five

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