

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

TO: Wendy Sinnette  
FROM: Debra Cradduck  
DATE: September 14, 2016

Activity Name and Destination: Before the Mast-Pilgrim

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

Date(s) of Activity: January 30, January 31, February 6 & February 7, 2017

School(s): Paradise Canyon Elementary

Number of Students Attending and Grade Level or Group: 112 – 4<sup>th</sup> grade

Supervising Certificated Employee(s): Lori Arbucci, Sandra Hong, Anya Lloyd 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

### REQUEST FOR APPROVAL OF SCHOOL SPONSORED ACTIVITY

Destination/Date(s): January 30-31, 2017 and February 6-7, 2017


#### COMPLETE COST BREAKDOWN

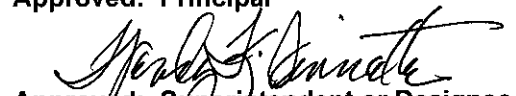
<u>Complete Cost Breakdown Per Student</u>	<u>Amount</u>	<u>Group Cost</u>	<u>Amount</u>
Registration:	\$ 98.00	Registration	\$ 10,976.00
Housing:	\$	Housing	\$
Transportation Method:	\$ 50.00	Transportation	\$ 5,600
Miscellaneous Expenses:	\$ 18.00	Miscellaneous Expenses	\$ 2,016
Meals:	\$	Meals	\$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

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 4<sup>th</sup> grade classroom.

  
\_\_\_\_\_  
Approved: Principal

  
\_\_\_\_\_  
Approved: Superintendent or Designee

9/14/16  
\_\_\_\_\_  
Date

9-15-16  
\_\_\_\_\_  
Date



# Before the Mast Overnight

Grades 4-5

Maritime Field Trip | 18 hours

Travel back in time in this award winning program to the seafaring world of Richard Henry Dana Jr.'s *Two Years Before the Mast*. Students sign aboard as greenhands 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.



4th: HSS 1.1, 1.2, 2.2, 2.4, 2.5; AS CST 1, 2; RE 1, 2; HI 1, 2; LA LR 3.0; SF 3.1; NA 3.2, 3.3

5th: HSS 8.5; AS CST 3, 4; RE 3, 4; HI 3, 4; LA LR 3.4; SF 3.1; NA 3.2, 3.3

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## Related Contacts

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### Field Trip & Camp Information

Let us help you plan your next field trip or camp!

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### Request More Information

**Name: \***

Name

**Email: \***

Email

**Phone Number: \***

Phone Number

## Before the Mast Overnight Program

### LINKS TO CALIFORNIA 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 back in your classroom.

Here is a list of the general California History-Social Science and English-Language Arts Content Standards that are included in the Before the Mast Overnight Program.

#### **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.

##### **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.

#### **English-Language Arts Standards**

##### **Literary Response and Analysis**

##### *Structural Features of Literature*

- 3.1 Describe the structural differences of various forms of literature, including fantasies, fables, myths legends, and fairy tales.

##### *Narrative Analysis of Grade-Level-Appropriate Text*

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

## **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.

### **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:***

3. 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.
4. 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 differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
5. Students judge the significance of the relative location of a place (e.g., proximity to trade routes) and analyze how relative advantages or disadvantages can change over time.

#### ***Historical Interpretation***

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

## **English-Language Arts Standards**

### **Literary Response and Analysis**

#### ***Structural Features of Literature***

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

#### ***Narrative Analysis of Grade-Level-Appropriate Text***

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and the appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.