

DERBY PUBLIC SCHOOLS

School Trip Proposal / Request Form

Travel / Study Approval for Out of State and or Overnight Trips

School: Derby High School Principal: Martin Pascale
Date(s) of Trip: 10/20/19, Wednesday Trip Organizer(s): Cristina Kingsbury +
Rebecca Bell
Destination of Trip: Walden Pond + Quincey Market
Grade level of student participants: 12th No. of Students: 50
Educational Objectives including related classroom activities prior to / following the trip: _____
SWBAT engage in a Transcendental conversation
at Walden Pond while immersing themselves
in the environment of Thoreau.
Funding Source(s): student

Complete if students are paying for all or part of the trip.

Total fees required from each student: Transportation Cost: \$40 Event Fee: \$10 Meals pack or
Lodging: n/a purchase
@ Quincey

Source(s) of funds for students who qualify for fee waiver: _____

Cost of Nurse (if applicable): n/a Funding source: _____ No students are identified with health concerns

Name of travel agent (if applicable): n/a

Name of transportation service vendor: Lang Jet

No. of buses required: 1 Cost per bus: \$2,058

Date / Time of trip: Departing Derby: 6:30 am Returning to Derby: 6-7 pm

Number of chaperones on trip: 4-5

Completed forms should be submitted to the principal who, if the trip is approved, will forward this to the Superintendent of Schools and Board of Education for final approval.

Include the information below when submitting this approval form. (Place a check mark by each item indicating its inclusion in the approval packet.)

_____ Information outlining parental financial responsibility should there be an emergency cancellation

_____ Parent / Guardian letter explaining the trip and travel itinerary

_____ Parent / Guardian Permission and Acknowledgment of Risk for Student Travel Form

_____ Emergency Plan (Includes arrangements for medical needs, parent / guardian contact information, access to communication devices, and procedures for general potential emergency situations)

_____ List of Chaperone Names and Phone Numbers with MPS employees noted

_____ Telephone Tree in the event of an emergency

-phone tree will be submitted upon student confirmation as well as chaperones

Be sure the school administrator has a list of those students participating in the activity and a copy of the emergency contact numbers.

I / We certify that this trip proposal is in accordance with Derby Public Schools policies and corresponding regulations:

Signature, Trip Organizer(s)

Trip approved

Signature, Principal / Assistant Principal

Date

Signature, Superintendent or Designee

Date

Trip Denied

Reason: _____

Signature, Superintendent or Designee

Date

Out-of State / Overnight Trips Checklist

- Obtained approval at least three (3) weeks prior to the trip.
- Submitted list of participating students submitted to Principal and Health Office at least two (2) weeks prior to the trip.
- Submitted an updated list of participating students to Principal and Health Office on day of trip (No students should be added to the original list on the day of the trip.)
- Arranged substitute teacher with the Principal / designee if needed
- Arranged instructional and supervisory assignments for students not participating
- Arranged appropriate number of chaperones and provided orientation
- Clearly explained expectations of students
- Received parent permission forms and emergency medical forms
- No students are identified with health concerns

Teacher Directions: After your *School Trip Proposal / Request Form* has been approved, you are required to complete this form, and send it home to parents. Only those students whose parents have signed and returned the form to you will be permitted to go on the school trip. You should follow these directions: 1) Use one form per trip; 2) complete the school portion (top half) of form; 3) duplicate one form per student; and 4) send a copy home for parent and student signatures.

Revised: March 2018

**PARENT/GUARDIAN PERMISSION AND
ACKNOWLEDGEMENT OF RISK FOR STUDENT TRAVEL**

Teacher Directions: After your *School Trip Proposal / Request Form* has been approved, you are required to complete this form, and send it home to parents. Only those students whose parents have signed and returned the form to you will be permitted to go on the school trip. You should follow these directions: 1) Use one form per trip; 2) complete the school portion (top half) of form; 3) duplicate one form per student; and 4) send a copy home for parent and student signatures.

Parent Directions:

Please read this form, and, if you give your child permission to attend the school trip, sign and return it to your child's teacher.

Date(s) of Trip: ^{23rd} Oct. ~~10th~~, 2019 Trip Organizer(s): Mr. Kingsbury

Destination of Trip: Walden Pond + Mrs. Bell

Educational Objectives: Quincy Market
SWBAT engage in Transcendental conversation
at Walden Pond + Immerse in Thoreau's environment.
Supervision:

- Students will be directly supervised by adults at all times.
 Students will be directly supervised by adults with the following exceptions: _____
 A School Nurse will be present on this school trip.
Transportation Provided: School Bus Charter Bus Personal Vehicle Leased Vehicle

Related Risks: Swimming Pool Amusement / Theme Park Beach or Ocean Other None

Student Agreement:

Student Name: _____ Grade: _____

While participating on this school trip, I will accept responsibility for maintaining conduct in accordance with the Derby High School Code of Conduct and I will follow directions of the school trip organizers / chaperones at all times.

Student Signature: _____ Date: _____

Parent / Guardian Permission:

I have read and understand the attached description of the school trip. I also understand that participation in the school trip will involve activities of school property; therefore, neither the Board of Education nor its employees and volunteers will have any responsibility for the condition or use of any nonschool property.

I give permission for _____ to participate in all aspects of this school trip.

Parent / Guardian Signature: _____ Date: _____

Parent Contact Number: _____

Dear Parents/Guardians,

We are excited to invite your Grade 12 son/daughter to attend a class trip to Walden Pond in Concord, Massachusetts and Quincy Market in Boston, MA on October 23, 2019.

In English IV, we are reading and discussing the ideas of transcendentalism and civil disobedience through the writings of Henry David Thoreau. Students are learning how transcendental thinkers lived simple lives, valued nature, acted as individuals within a society, and encouraged others to do the same. Thoreau lived in a small cabin that he built on Emerson's land by Walden Pond in Concord, MA. While reading *Civil Disobedience*, students are comparing Thoreau's thoughts and ideas about transcendentalism and his ideas of government roles to other worldly instances of peaceful protests and boycotts.

Furthermore, students are discussing Thoreau's connection to nature. As they walk around Walden Pond, they will immerse themselves in the same environment that he wrote about and the nature that he explored. They will engage in transcendental conversations and see a replica of the cabin that he lived in.

After leaving Walden Pond, we will take a trip to nearby Boston to discuss the history of the city including a famous act of civil disobedience: the Boston Tea Party. Students will explore the area of Quincy Market where they will learn about the history of Quincy Market and Faneuil Hall Marketplace. Here, they may shop for souvenirs and enjoy lunch in Faneuil Hall (purchased there or packed from home).

The cost for this trip is \$50.00 per student. This includes transportation and the activities at Walden Pond. Students may pack their own lunches or bring money to purchase lunch at Faneuil Hall. If students wish to purchase souvenirs, they should bring money and keep it in a safe place. If the trip is cancelled for any reason, all students will be reimbursed the full amount paid.

For safety, chaperones will have all of the emergency medical information and a list of emergency contacts for each student.

We are excited to share this experience with your children! Thank you!

Rebecca Bell and Cristina Kingsbury

English IV Honors/English 101

This course is designed for students to read nonfiction essays and literature, research, write formal and informal essays to explore, create, and defend their ideas about the society they live in, and develop and deliver speeches that improve confidence, preparation, and teamwork. Each unit will include one shorter essay (500-750 words), one formal essay (1500 words), an editing and revising group session, one speech, and various assignments/projects. For each formal essay, students will submit a draft, peer-edit in small groups, discuss revisions, and then submit final drafts.

All essays will follow MLA format and be graded on the proper use of MLA, your understanding of the prompt, organization, development, incorporation of sources, syntax, diction, and writing conventions.

All speeches will be graded on your understanding of the topic, knowledge of information, presence/voice, tone, familiarity with speech, proper use of technology/props, organization and clarity, and effect on the audience.

Instructors: Mrs. Langworth and Mrs. Bell

Emails: llangworth@derbyps.org and rbell@derbyps.org

Google Classroom Code: 0fxgd1y

You are responsible for contacting your instructors and checking Google Classroom if you are absent from class. All due dates are concrete and follow the make up/late work policy. Assigned due dates for speeches cannot be changed except for emergencies and special circumstances that are known ahead of time. Be sure to communicate with your instructors if you have a conflict with any of the due dates.

Grading:

Short Essays: 20%

Formal Essays: (Drafting/Editing and Revising/Final Version): 30%

Projects/Speeches/Quizzes: 20%

Group Workshop Participation: 10%

Reading Circles/Discussions/Reading Questions/Assignments: 15%

Homework: 5%

Quarter 1: *Our Place in Society*

Essential Questions:

1. In a culture full of ideals and images of what we should be, how do we form an identity that remains true and authentic for the individual?
2. How do you define the term "perfection" in contrast to how it is portrayed in our pop culture media?
3. How do we overcome prejudice and social bias?

Short Essay: Personal Narrative: *What has been the biggest influence in your life?* (500-750 words)

Texts:

Essays: "Civil Disobedience" by Henry David Thoreau
"I Just Wanna Be Average" by Mike Rose
"How to Tame a Wild Tongue" by Gloria Anzaldúa

Literature Element: The function of society in *Pride and Prejudice* by Jane Austen

Film Element: Scenes from *Beauty and the Beast*, *Aladdin*, and *Mulan*

Formal Essay: Research Based Argument : *What are society's expectations of me?* (1500 words)

Speech: *My Place in Society* (individual - personal stance)

Quarter 2: *Taking Action in Society*

Essential Questions:

1. What are the benefits and consequences of questioning/challenging authority?
2. What role(s) do I play in the progress of society?
3. Is humanity inherently "good" or inherently "evil"?

Short Essay: Personal Narrative: *What are the effects of being a bystander in high school?* (500-750 words)

Texts:

News Article:	"Colorado Police Link Rise in Violence to Music" <i>New York Times</i> by Dan Frosch
Essays:	"Why Don't We Complain?" by William F. Buckley Jr. "The Ways We Lie" by Stephanie Ericsson
Literature Element:	Criminal Investigations and Psychology in <i>The Lovely Bones</i> by Alice Sebold
Podcast:	Serial

Formal Essay: Research Based Argument: *How does the public help or hinder progress?* (1500 words)

Speech: *Call to Action* (Motivation - individual or groups of no more than three)

Quarter 3: *Taking Risks in Society: Breaking Away from What You Know*

Essential Questions:

1. How has technology changed the daily lives of humans?
2. How has technology transformed how we see ourselves and others? Is this good or bad?
3. How does an individual leave behind the safety of knowing and take risks to find greatness in the unknown?

Short Essay: Personal Narrative: *What effects does technology have on high school students?* (500-750 words)

Texts:

Essays:	"Is Google making us stupid?" by Nicholas Carr "Small Change: Why the Revolution Will Not Be Tweeted" by Malcolm Gladwell "The Loser Edit" by Colton Whitehead
Literature Element:	The personal journey in <i>The Alchemist</i> by Pablo Coelho
Short Videos:	"Are you Living an Insta Lie? Social Media Vs. Reality" Ted Talk: "Quit social media" Dr. Cal Newport
Film:	<i>Eat Pray Love</i>
Documentary:	<i>Web Junkie</i>

Formal Essay: Research-Based Argument: *How do people grow and succeed in a world of shortcuts?* (1500 words)

Speech: *Teach Us How* (30-45 minute group tutorial presentation)

Quarter 4: Society's Obstacles: Accepting Reality and Moving Forward

Essential Questions:

1. What does it mean to live a meaningful life?
2. Why is it important to embrace emotions and truths, rather than hide them?
3. How do we accept reality and move forward?

Short Essay: Personal Narrative: *Identify a problem in your life and evaluate solutions.* (500-750 words)

Texts:

Essays:	"Notes of a Native Son" by James Baldwin "On Being a Cripple" by Nancy Mairs
Literature Element:	Accepting reality and moving forward in <i>Tuesdays with Morrie</i> by Mitch Albom
Film:	<i>Rudderless</i>

Formal Essay: Research-Based Argument: *Determine an issue affecting many people in society and discuss how it can be remedied.* (1500 words)

Speech: Final Thoughts (Individual - reflection on the past, advice for the future)

Final Projects:

Writing Reflection: Reflect on one essay written throughout the course and revise it. Revisions should include a development of ideas and revisions in writing craft. Submit the original essay along with the revised product. Include a reflection on your process.

Letter to DHS: Write a letter addressed to anyone or any part of DHS, including the building itself. Be creative. You will be graded on your writing conventions, diction and syntax, knowledge of audience, and use of emotion.

Senior Footprint: Reflect on your four years of high school. 1. Create a video that 2. metaphorically conveys an important 3. lesson learned. The video should be the length of 4. one song (that represents your lesson and experiences). A short "on camera" explanation should come at the start or end of the video. This could be seen as: speaking directly to the camera, a voice over, or a scroll of text.

MAKE-UP WORK/LATE WORK POLICY

1. Students who have been absent are required to consult their classroom teachers about work missed as a result of the absence. If absent on one day, the student is responsible for the work previously assigned and due on the day he/she returns (unless excused by the teacher). This policy does not apply to students returning from suspension.

*Google Classroom due dates are hard deadlines.

2. Classwork is expected to be completed during the period assigned; work not completed will result in no credit being issued.

3. Homework is expected to be turned in to the teacher on due date upon arrival to class; homework not completed on time will result in no credit being issued.

*Reading quizzes and notebook checks will be utilized to ensure that homework has been completed

4. Projects, essays, labs, and other assignments are expected to be completed and turned in on the date due at the designated time. Assignments that are late, will result in the loss of a minimum of 10% or one letter grade per calendar day. Assignments will not be accepted after five calendar days past the due date.

Due Date:	10% penalty	20% penalty	30% penalty	40% penalty	50% penalty	Not Accepted
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday

5. Tests, quizzes, labs, and presentations that are missed due to an absence, needs to be made up within three school days (arrangements made with classroom teacher).

* Speeches have hard deadlines unless there are special circumstances understood and approved by the instructors

Day Absent:	Last Day for Make Ups:
Monday	Thursday
Tuesday	Friday
Wednesday	Monday
Thursday	Tuesday
Friday	Wednesday

* Additions made for this course