

5/17-5/19/2

## SCHOOL BOARD AGENDA ITEM RATIONALE

For Board Workshop Date: . . . .

For Board Meeting Date: . . . .

DISTRICT DEPARTMENT:

DISTRICT DEPARTMENT HEAD:

SCHOOL NAME: Plantation Key School

SCHOOL PRINCIPAL'S NAME & SIGNATURE: Lisa Taylor 

SUBJECT: Out of State Field Trip

AGENDA ITEM TITLE: PKS 5<sup>th</sup> 1 Grade Safety Patrol Trip to Washington DC. May

### GIVE RESUME OF BACKGROUND INFORMATION

1<sup>st</sup> Annual Safety Patrol trip to Washington, D.C.

This trip has no costs for the school or district. The students will raise all funds during the school year. Each student will raise \$1700 to cover airfare from Miami to DC, airfare from DC to Miami, a coach bus for transport while in DC, hotel for 3 nights in Arlington, bus transportation from PKS to Miami Airport and from MIA back to PKS, subway fare, admission to sites, breakfast, lunch, dinner, and snacks for 6 days. The trip accommodates up to 32 students and 6 chaperones, at least 2 of which will be Monroe County School employees.

Students do research for a written report, oral report, and build a model, then travel to DC to experience the topics hands on. While in DC, the students will act as our tour guides, giving oral reports as we travel to each place. They will also complete a scavenger hunt, leading them to particular items of interest previously studied. They will also meet with our current State Representative at the Capitol building for a question/answer session and a group photo. The purpose of the trip is to expose students to historical places and the daily workings of our Nation's Capital. Essentially, it will serve as a review and reinforcement of the 5<sup>th</sup> grade Social Studies American History curriculum.

5<sup>th</sup> grade Social Studies curriculum relevant to trip

<p>Continue with review of historical and geographical development of the U.S.</p> <ul style="list-style-type: none"><li>•Settlement of the 13 English colonies (New England, Middle, and Southern)</li><li>•Introduction of slavery and the middle passage</li></ul> <p>Economic systems</p>	<p>THE LEARNER WILL:</p> <ul style="list-style-type: none"><li>• analyze and compare how religious, social, geographic, political, and economic factors shaped the settlement of the 13 colonies. <b>SS.A.4.2.2; B.1.2.1; B.2.2.2</b></li><li>• locate the 13 colonies on a map. <b>SS.A.1.2.2; B.1.2.1</b></li><li>• trace colonial trade routes on a map.</li><li>• compare the varied economies of selected Native American peoples and English colonies <b>S.S.D.1.2.2</b></li><li>• explain how "price incentives" affect people's behavior and choices (such as colonial decisions)</li></ul>
---	---

	<p>about what crops to grow and products to produce). <b>SS.D.1.2.2</b></p> <ul style="list-style-type: none"> <li>describe how "specialization" improves standards of living (such as how development of specific economies in the three colonial regions developed). <b>SS.D.2.2.1</b></li> <li>describe the movement and conditions of enslaved Africans across the Atlantic to the Caribbean and North America (Middle Passage). <b>SS.A. 1.2.2;</b></li> <li>describe how geography and climate influenced the way early settlers lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools, utensils were obtained. <b>SS.B.2.2.3</b></li> <li>describe the influence of location and physical setting on the founding of the original 13 colonies. <b>SS.B. 2.2.3</b></li> </ul>
<p>Continue Review of Historical development of the United States:</p> <ol style="list-style-type: none"> <li>1. Causes of the American Revolution</li> <li>2. Problems with the Articles of Confederation</li> <li>3. Creation of the Constitution and the Bill of Rights</li> <li>4. Constitution---a nation's plan or framework for how the government will work.</li> <li>5. Three branches of government and their function.</li> <li>6. Bill of Rights</li> </ol>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>identify and create a timeline to depict the series of events leading to the Declaration of Independence and the subsequent outbreak of armed conflict between the American colonists and the British. <b>SS.A.1.2.1; SS.A. 4.2.2; SS.A.4.2.3</b></li> <li>understand the intent and purpose of the Declaration of Independence.</li> <li>participate in <i>Celebrate Freedom Week</i> with at least 3 hours of appropriate instruction. (state statute 1003.421)</li> <li>reaffirm the American ideals of individual liberty by participating in the oral recitation of the Preamble of the Declaration of Independence. (state statute:1003.421)]</li> <li>examine Washington's military and political leadership in conducting the Revolutionary War. <b>SS.A.1.2.1; SS.A.4.2.3</b></li> <li>explain how Americans won the war against superior British resources. <b>SS.A.1.2.1; SS.A.4.2.3</b></li> <li>analyze the factors involved in calling the Constitutional Convention and how the Constitution and Bill of Rights came to be. <b>SS.A.3.2.3</b></li> <li>analyze the principles of Federalism, Separation of Powers, and Checks &amp; Balances <b>SS.A.3.2.3; SS.C.1.2.1</b></li> <li>will give examples of the underlying principles of US representative democracy : <ul style="list-style-type: none"> <li>•People are sovereign; they are the ultimate source of power;</li> <li>•Individual rights(Bill of Rights)</li> <li>•Government power is limited, subject to a constitution;</li> <li>•Exercise of direct authority by voting;</li> <li>•Majority rule and minority rights;</li> <li>•Equality. <b>SS.A.4.2.4; SS.C.1.2.1</b></li> </ul> </li> </ul>
<b>Major Concepts/Content</b>	<b>Learner Outcomes/Skills</b>
<ol style="list-style-type: none"> <li>1.Louisiana Purchase; Louis and Clark Expedition; Zebulon Pike; John Fremont;</li> <li>2.Territorial acquisitions: California, Texas, Oregon;</li> <li>3.The War of 1812</li> <li>4.Beginning of the Industrial and the Transportation Revolutions</li> <li>5.Americans begin to reform society.</li> </ol>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>explain why the Louisiana Purchase is considered to be the "Biggest Bargain" in American History. <b>SS.A.1.2.1; SS.A.4.2.6; B.1.2.1</b></li> <li>analyze the challenges Americans faced as they moved west of the Appalachians. <b>SS.A.1.2.1; SS.A.4.2.2; B.1.2.1; B.2.2.2</b></li> <li>trace the settlement patterns of the American people from 1789-1800's, with emphasis on the defining role of economic incentives and the effects of the physical</li> </ul>

	<p>and political geography. <b>SS.A.1.2.1; SS. A.4.2.2; B.1.2.1; B.2.2.1</b></p> <ul style="list-style-type: none"> <li>describe the causes and results of the War of 1812.</li> <li>list inventions of the time, and analyze the affects on society. <b>SS.A.4.2.5</b></li> <li>describe how better roads, steamboats, canals, and railroads changed the lives of Americans. <b>SS.A.4.2.5</b></li> <li>analyze changing ideas concerning race and slavery.</li> <li>define the second Great Awakening and explain what motivated people to reform in the 1830s and 1840s</li> <li>compare the North, South and West in terms of men's/women's occupation, legal rights, and social status. <b>SS.A.1.2.1; SS.A.1.2.3</b></li> </ul>
<p><b>1. Civil War</b></p> <ul style="list-style-type: none"> <li>•Causes</li> <li>•Advantages/disadvantages of the North/South</li> <li>•Major battles</li> <li>•Key individuals</li> </ul> <p><b>2. Reconstruction</b></p>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>explain the causes and evaluate the importance of slavery as the principle cause of the conflict. <b>SSA.1.2.1; SS.A.4.2.6</b></li> <li>locate Northern/Southern states on a map, describe geographic features, and compare industry and agriculture. <b>SS.A.1.2.1; SS.A.4.2.6; B.1.2.1</b></li> <li>outline the role women played in the Civil War. <b>SS.A.1.2.1</b></li> <li>chart the advantages and disadvantages of the Union and the Confederacy throughout the course of the war. <b>SS.A.4.2.6</b></li> <li>describe how diverging economic interests between the North and the South contributed to the onset of the Civil War. <b>SS.A.4.2.6</b></li> <li>explain the significance of the 13th, 14th, and 15th amendments. <b>SS.A.1.2.1; SS.A.4.2.4;SS.C.2.2.4</b></li> <li>describe reconstruction and the changes that occurred in the South after the Civil War. <b>SSA.4.2.6</b></li> </ul>
<p><b>Westward Expansion (Manifest Destiny)</b></p> <ul style="list-style-type: none"> <li>•Territorial acquisitions after the Civil War</li> <li>•Conflicts with and relocation of Native Americans</li> </ul> <p><b>Changing environment</b></p> <p><b>Irrigation, Fertilization, and Mining</b></p>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>explain how mining and the trans-continental railroad helped the U.S. grow. <b>SS.A.1.2.4; SS.A.5.2.1; SS.A.5.2.2; SS.B.2.2.3</b></li> <li>describe how Manifest Destiny influenced westward expansion after the Civil War. <b>SS.A. 1.2.1</b></li> <li>explain why war broke out between the U.S. and the Native Americans and the outcomes. <b>SS.A.5.2.2</b> Understand how human activity affects the physical environment <b>S.S.B.2.2.3</b></li> <li>locate and identify the major geographic features of the territories that were acquired by the US through 1850 (mountain ranges, principal rivers, bodies of water)<b>SS.B.1.2.1</b></li> </ul>
<b>Major Concepts/Content</b>	<b>Learner Outcomes/Skills</b>
<p><b>The Age of Industry</b></p> <ul style="list-style-type: none"> <li>•Benefits/Consequences</li> <li>•Inventions/Inventors</li> <li>•Advances in both transportation and communication</li> </ul> <p><b>Natural Resources: Renewable and Non-renewable</b></p> <p><b>Immigration: groups and patterns of settlement</b></p>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>identify the reasons that the U.S. became a powerful industrial leader in the late 1800s. <b>SS.A.5.2.2</b></li> <li>analyze how the factory system affected gender roles and changed the lives of men, women, and children.<b>SS.A.1.2.1</b></li> <li>describe the reasons people emigrated to the U.S. after 1880, and where they settled. <b>SS.A.5.2.1; SS.A.5.2.2; SS.B.2.2.1</b></li> <li>compare population maps of 1850 and 1900 and hypothesize why people moved where they did.<b>SS.A.1.2.2; SS.A.1.2.3; SS.A.5.2.2; SS.B.1.2.2</b></li> <li>understand how immigration, technology and</li> </ul>

	urbanization affected population patterns in the US Understand how factors such as population, growth, and human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources? <b>SS.B.2.2.4</b>
Reforming a Nation: Working conditions in factories Corruption in the government Child Labor Women's Rights (19th Amendment) Role of banks, private business and the government in the US economy in this era of US history Credit Personal Budgets	<b>THE LEARNER WILL:</b> <ul style="list-style-type: none"> <li>explain why some Americans changed their views on how government should be involved in business. <b>SS.A.5.2.4</b></li> <li>describe the working conditions in a meat-packing factory in the early 1900s. <b>SS.A. 5.2.4</b></li> <li>compare children in the workforce with those of the time and current. <b>SS.A.5.2.4.</b></li> <li>explain why the 19th amendment changed the role of women in society. <b>SS.A.5.2.4</b></li> <li>describe the changes that T. Roosevelt made in reforming big business as well as conservation of public lands. <b>SS.A.5.2.4</b></li> <li>describe the function of banks as it relates to providing checking accounts, savings accounts and loans. <b>SS.D.1.2.3</b></li> <li>describe the function of the government in taxation and providing certain goods and services.</li> <li>understand the roles that money plays in a market economy <b>SS.D.2.2.2</b></li> <li>describe how "competition", markets, and "prices" influence people's behavior.</li> <li>describe how people earn "income" by selling their labor to businesses. <b>SS.D.1.2.5</b></li> <li>describe how "entrepreneurs" take risks to develop new goods and services.</li> <li>understand the basic concept of credit ( particularly as it was utilized in the 1920's---installment buying) <b>SS.D.1.2.3</b></li> <li>understand that any consumer (e.g., an individual, a household, or a government) has certain rights <b>SS.D.1.2.3</b></li> <li>identify the elements of a "personal budget" and explain why personal "spending" and "saving" decisions are important. <b>SS.D.1.2.5</b></li> </ul>
Students will work in groups or individually to research specific time periods in the 20th century. Time periods: (Please see these units) Decades Project A WWI / Roaring Twenties Decades Project B Depression / WWII (30's-40's) Decades Project C Baby Boom / Cold War / Korean Conflict (50's) Decades Project D Vietnam / Cuban Missile Crisis / Civil Rights (60's-70's)	The project will include skills specific to that time period and integrate the topics including, but not limited to: important people, daily life, transportation, dress, occupations, technology, and entertainment (music, sports, theater, & motion pictures).
<b>Major Concepts/Content</b>	<b>Learner Outcomes/Skills</b>
1. Causes/ Outcomes of World War I 2. Golden Door Policy 3. Automobiles offer: • New Jobs • New freedom 4. New inventions	<b>THE LEARNER WILL:</b> <ul style="list-style-type: none"> <li>research a given decade from 1920-1970 and report back to the class on important events/individuals, trends in music, dress, occupations, and leisure time activities to compare that decade to the present.</li> <li>analyze the causes of U.S. participation in WWI. <b>SS.A.5.2.3</b></li> <li>describe how U.S. involvement contributed to the allied victory. <b>SS.A.5.2.3</b></li> <li>analyze what lead to the closing of the "Golden Door" <b>SS.A.5.2.4</b></li> <li>chart the changes brought about by the mass production of automobiles. <b>SS.A.5.2.4</b></li> <li>list new inventions that made daily life easier and made leisure time possible for Americans. <b>SS.A.5.2.4</b></li> </ul>
<b>A. Causes and effects of the "Great Depression"</b>	<b>THE LEARNER WILL:</b>

<ul style="list-style-type: none"> <li>• Unsold goods</li> <li>• *Bank failures</li> <li>• *Workers without jobs</li> <li>• *Farmers go broke</li> <li>• *Minorities</li> </ul> <p><b>B. The "New Deal" &amp; Its programs: Franklin D. Roosevelt</b></p> <ul style="list-style-type: none"> <li>• Civilian Corporation Corps</li> <li>• Incentives to farmers</li> <li>• Creation of the TVA (Tennessee Valley Authority)</li> <li>• Banking Reforms</li> <li>• Development of the Social Security Act.</li> </ul> <p><b>C. Circumstances leading to U.S. involvement in WW</b></p> <ul style="list-style-type: none"> <li>• Dictators in power abroad and the "Axis of Power" (Germany, Italy, &amp; Japan)</li> <li>• Hitler conquers much of Europe</li> <li>• Attack on Soviet Union</li> <li>• Attack on Pearl Harbor</li> </ul> <p><b>D. Defeating Axis Powers:</b></p> <ul style="list-style-type: none"> <li>• American Aid</li> <li>• Germany is defeated</li> <li>• Discovery of Nazi Death Camps</li> <li>• Defeating Japan</li> <li>• Development of the atomic bomb</li> <li>• President Truman's difficult decision</li> </ul>	<ul style="list-style-type: none"> <li>• research a given decade from 1920-1970 and report back to the class on important events/individuals, trends in music, dress, occupations, and leisure time activities to compare that decade to the present.</li> <li>• explain the causes of the Great Depression and describe their effects on the American population. <b>SS.A.5.2.5</b></li> <li>• summarize the New Deal and the programs that FDR instituted. <b>SS.A.5.2.5</b></li> <li>• identify the countries that made up the Axis Powers. <b>SS.A.5.2.6</b></li> <li>• summarize how Germany's attack on Poland began the war, and their advances through Europe. <b>SS.A.5.2.6</b></li> <li>• explain why the U.S. got involved in WWII. <b>SS.A.5.2.6</b></li> <li>• summarize how the U.S., England, and Soviet Union defeated Germany. <b>SS.A.5.2.6</b></li> <li>• explain the two alternatives that Harry Truman had to decide between to end the war in Japan, and why he ultimately chose his course of action. <b>S.A.5.2.6</b></li> </ul>
<p>After a brief overview of the significant events and individuals, students will break into small groups to research the 1950's.</p> <p>Events that caused conflict between the U.S. and the Soviet Union: Cold War, Space Race, Cuban Missile Crisis</p> <ul style="list-style-type: none"> <li>• Cold War</li> <li>• Space Race</li> <li>• Cuban Missile Crisis</li> </ul> <p>Civil Rights Movement (key events, individuals, legislation) <b>SS.C.2.2.5</b></p>	<p><b>THE LEARNER WILL:</b></p> <ul style="list-style-type: none"> <li>• research a given decade from 1920-1970 and report back to the class on important events/individuals, trends in music, dress, occupations, and leisure time activities to compare that decade to present day.</li> <li>• list the events that caused conflict between the United States and the Soviet Union. <b>SS.A.5.2.7, SS.A.5.2.8</b></li> </ul>

**IS ITEM BUDGETED?:**(Check One:) Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

**TOTAL COST:** Trip is covered by donations and fundraisers performed by students and parents

Chief Financial Officer Signature: \_\_\_\_\_

**(SIGNATURE ONLY REQUIRED FOR BUDGET AMENDMENTS)**

**REVIEWED BY ADMINISTRATION:** YES: \_\_\_\_\_ (Signature of Executive Officer Required)

**REVIEWED BY ATTORNEY:** Yes: \_\_\_\_\_ (initial required) or N/A \_\_\_\_\_

**RECOMMENDATION:**

<b>MONROE COUNTY FIELD TRIP PERMISSION FORM</b>	
SCHOOL <u>PICS</u>	SCHOOL PHONE # <u>853-3281</u>

Parents - For your child to participate in the field trip or activities described below, your permission is required.

STUDENT NAME \_\_\_\_\_

FIELD TRIP\ACTIVITY\DESTINATION Washington DC Safety Patrol Trip.

PURPOSE It will serve as a review and reinforcement of the 5th grade Social Studies American History curriculum

DATE OF TRIP\ACTIVITY 5/17/2021 - 5/19/2021

TIME OF DEPARTURE 5/17/21 6:00 AM TIME OF RETURN 5/19/21 11:00 am

TRANSPORTATION BY: SCHOOL BUS \_\_\_\_\_ PRIVATE VEHICLE \_\_\_\_\_ Charter bus ✓  
airplane ✓

RENTAL VEHICLE \_\_\_\_\_ DRIVEN BY: \_\_\_\_\_

I/we give permission for my/our child to participate in the activity and/or event described above.

Parent(s) or Guardian(s) \_\_\_\_\_

Date \_\_\_\_\_

<b>MONROE COUNTY FIELD TRIP PERMISSION FORM</b>	
SCHOOL _____	SCHOOL PHONE # _____

Parents - For your child to participate in the field trip or activities described below, your permission is required.

STUDENT NAME \_\_\_\_\_

FIELD TRIP\ACTIVITY\DESTINATION \_\_\_\_\_

PURPOSE \_\_\_\_\_

DATE OF TRIP\ACTIVITY \_\_\_\_\_

TIME OF DEPARTURE \_\_\_\_\_ TIME OF RETURN \_\_\_\_\_

TRANSPORTATION BY: SCHOOL BUS \_\_\_\_\_ PRIVATE VEHICLE \_\_\_\_\_

RENTAL VEHICLE \_\_\_\_\_ DRIVEN BY: \_\_\_\_\_

I/we give permission for my/our child to participate in the activity and/or event described above.

Parent(s) or Guardian(s) \_\_\_\_\_

Date \_\_\_\_\_





**Global Travel  
Alliance**

**Plantation Key School  
3 Day Washington, D.C.  
May 17 - May 19 , 2021**

### **Day 1: Arrival and Orientation**

Deluxe motor-coach transfer from PKS, depart from Miami or Fort Lauderdale for Washington, D.C., arrive in Washington, D.C., orientation on the National Mall, Washington Monument (picture opportunity), Smithsonian Museums, Jefferson, FDR, and MLK Jr. Memorials

### **Day 2: Focus on "Freedom Is Not Free"**

Arlington National Cemetery - Changing of the Guard, Tomb of the Unknown Soldier, Robert E. Lee Mansion, and Kennedy gravesites, U.S. Marine Corps Memorial, Ford's Theatre and Petersen House (walk-through), souvenir shopping, White House area (picture opportunity), National Archives - home of the Declaration of Independence, the U.S. Constitution, and Bill of Rights, the Lincoln Memorial, WWII, Vietnam, and Korean War Memorials

### **Day 3: Branches of Government and Balance of Power**

Tour of U.S. Capitol building, Library of Congress and Supreme Court (picture opportunity), Spy Museum, Embassy Row and National Cathedral (driving tour), the National Zoo and panda exhibit, additional touring depending on flight itinerary, return to Miami or Fort Lauderdale, deluxe motor-coach transfer to PKS



**Price per person:  
\$1,320**

Minimum 30 paid travelers

### **Trip Inclusions**

- 1:10 Chaperone Ratio (for every 10 paying students 1 adult is free with double occupancy)
- Round trip airfare from Miami or Fort Lauderdale, FL (excluding any bag fees which are the responsibility of the individual travelers)
- Private group (you will NOT be combined with any other group)
- Round trip, deluxe, motor-coach transportation between the school and airport
- Hotel accommodations at quad occupancy
- Private night-time security
- Private ground transportation to all included sites and activities
- Activities per itinerary
- Breakfast, lunch, and dinner daily while touring starting with lunch on Day 1 and ending with dinner on Day 3
- Tour director/guide for the duration of trip
- 24-hour emergency support
- Convenient monthly payment schedule
- \$5,000,000 Professional Liability Coverage
- *Optional* Trip Protection Plan (TPP) for an additional \$149