# Decision Paper

**TO:** Hardin County Board of Education

**FROM:** Teresa Morgan

**DATE:** August 20, 2018

**SUBJECT:** Request for John Hardin Class of 2019 Senior Trip to Chicago using a commercial carrier.

1. For Decision

2. Purpose: The Senior Class Sponsors of John Hardin High School are requesting permission to take members of the senior class on a trip to Chicago, IL.

3. Background and Discussion.

John Hardin instituted a senior class trip for its graduating class the past few years. The senior class sponsors and administration have outlined a trip that provides an educational experience as well as an opportunity that some students may not have the chance to experience again. An itinerary is outlined below. Students will experience a mixture of the many outstanding venues Chicago has to offer. We will contract with private carrier for motor coach transportation.

- *Classes Participating:*
  The Field Trip will be offered to members of the Senior Class of 2019.
- *Chicago Field Trip Tentative Itinerary*: May 9-11, 2019.

| **May 09, 2019** | **May 10, 2019** | **May 11, 2019** |
|---|---|---|
| 12:30 Leave JHHS giving students time to eat lunch at JHHS<br>3:00 Stop for break<br>6:00 Dinner at **Giordano's**<br>7:30 **Blue Man Group**<br>11:00 Hotel Check in<br>12:30 Curfew | 7:30 Breakfast @ Starbucks or Corner Café<br>9:00 Walk to **Chicago Bean & Fountain**<br>10:00 Walk to **Chicago Art Institute** for Docent Lead Tour<br>11:30 Load bus<br>12:00 **Navy Pier and lunch**<br>2:00 **Shedd Aquarium and show**<br>4:30 Load charter bus<br>6:30 Dinner at **Hard Rock Café'**<br>8:30 **John Hancock Observatory Group Picture & Tilt Experience**<br>10:00 Load charter bus and head to hotel<br>11:00 Curfew | 9:00 Breakfast @ Corner Cafe<br>10:00 **Field Museum** with **Scavenger Hunt**<br>12:00 Lunch @ Dick's Last Resort<br>2:00 **Science and Industry Museum baseball game**<br>4:00 Leave for home<br>6:00 Dinner in route to home<br>**Return around 11:59 pm<br><br>**Adjustments:** *Schedule has not been released for the 2019 season, so itinerary may be adjusted based on game/performance dates and times.* |

**(See attached itinerary educational descriptions and supporting standards for each excursion.)**

***Estimated Cost per person:***

- Chartered Bus transportation to and from Chicago (including driver tips and tolls) -$80.00
- Hotel room for 2 nights- $90.00
- Security Guard for 2 nights at Hotel) $30.00

- Sightseeing excursions, games and/or shows (examples: John Hancock Observatory, Shedd Aquarium, Sears Tower, Field Museums, Blue Man Group, Museum of Science & Industry, etc.) – approximately $150.
- 3 Prepaid meals at Giordano's, Hard Rock Café' and/or Dick's Last Resort (or similar venues) - $75.00

**Total Cost: $400-425.00 (estimate prior to fundraising)**

***Fundraiser:*** *The Kroger Community Rewards program is being offered to the class of 2019 to create a fund to pay for excursions offered during the educational instructional time. To date, the account has $433.56 towards the excursions. Additional deposits will be made in September, December, and March that will go towards these expenses. Sponsors will be sought for students that qualify for fee waiver and have turned in the appropriate paperwork.*

- ***Payment Schedule:***
  - Payment #1: $100.00 Due on or before October 15, 2018
  - Payment #2: $ 50.00 Due on or before November 15, 2018
  - Payment #3: $ 50.00 Due on or before December 17, 2018
  - Payment #4: $ 50.00 Due on or before January 15, 2019
  - Payment #5 $ 50.00 Due on or before February 15, 2019
  - Payment #6 $ 50.00 Due on or before March 15, 2019.
  - Payment # 7 Balance on the trip will be due by April 15, 2019. (This price will be adjusted based on fundraising proceeds and number of people committed to trip)

***Cancellation Policy:***

**After December 15, 2018 no refunds will be allowed because of reserving the bus, hotels, excursions, etc. After these deposits have been made, there will be absolutely no refunds. Students must sign up prior to December 15, 2018 because of contracts being signed for bus, room and excursions. If a student needs to back out after December 15, 2018 they must find a replacement to be able to obtain a refund.**

- *Chaperones:* We will adhere to the 10:1 student to chaperone ratio. Parents who have a background check on file will be encouraged to participate in order to avoid the expense of substitute teachers at the school.

4. Points of Contact: Tammy Feiler and Maggie Vogel, Co-Senior Class Sponsors

5. Recommendation: The Hardin County Board of Education approve the request for JHHS Class of 2019 Senior Trip to Chicago, IL

6. Recommended Motion: I move to approve the request for the JHHS Class of 2019 Senior Trip to Chicago, IL on May 9-11, 2019 via commercial carrier.

_____ Approved _____ Not approved

# CHICAGO ITENERARY

## Navy Pier

Navy Pier is a not-for-profit vicinity originally opened as a shipping and recreational facility in 1916. Located on Lake Michigan, it has served many purposes throughout its rich history and currently encompasses more than fifty acres of parks, gardens, shops, restaurants, family attractions and exhibition facilities and is the top leisure destination in the Midwest, drawing nearly nine million visitors annually. Students will be able to attend a Shakespearian play based on the novel Sense and Sensibility by Jane Austen or tour the outdoor sculpture and/or garden area. Students will be provided with the opportunity to view an educational video at the IMAX located at Navy Pier.

**Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

**Academic Expectations**

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

**Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

**Academic Expectations**

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

**Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

**Academic Expectations**

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

**Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**Academic Expectations**
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

## Willis Tower and John Hancock Observatory

Students will have the opportunity to explore over 103 sculptures and create memories that will last a lifetime and participate in a Chicago interactive trivia game. Students will explore Chicago with interactive touch screens with various activities, observe various Chicago attractions from the Skydeck like historic Wrigley Field, Experience "Reaching for the Sky", a fascinating 9-minute movie telling the story of Chicago's rise to the top of the architectural world. Learn how the tower went from dream to world icon, compare heights with the tallest structures in the world and view the sights of Chicago from the historic Ledge. Students will be able to explore Chicago from the view at the Hancock Conservatory located on the 94th floor. The observatory provides an interactive experience for the students to participate in.

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## Blue Man Group

The Blue Man group combines music, technology and comedy to create a form of entertainment that many students will not be able to experience in their lifetime.

**Big Idea: Purposes for Creating the Arts**
The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals,
celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

**Academic Expectations**

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
2.22 Students create works of art and make presentations to convey a point of view.
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

**High School Enduring Knowledge – Understandings**
Students will understand that

- the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

***High School Skills and Concepts – Music***
Students will

- create new, listen to, choose and perform music to fulfill a variety of specific purposes

***High School Skills and Concepts – Dance***
Students will

- compare, interpret and explain purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

***High School Skills and Concepts – Drama/Theatre***

Students will

- compare, interpret and explain purposes for which drama/theatre is created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)
- create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes

***High School Skills and Concepts – Visual Arts***

Students will

- compare, interpret and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive)
- create new, choose and experience artworks created to fulfill a variety of specific purposes

## Shedd Aquarium

The Shedd will change how students think, what they feel and what they will do to protect aquatic life for future generations. The visit will be a customize tour to view over 32,000 species of animals. Shedd's educators are learning innovators, constantly developing engaging ways to connect you to the living world, inspiring you to make a difference. They will apply best practices and learning research from colleagues across the field. The tour and show will enable students to better understand science education

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-LS2-7. Examine solutions for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.[Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new

species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]

## Field Museum

Students will be able to explore the Field Museum which focuses on science standards, Next Generation Science Standards and Common Core State Standards for Social Studies and Science and Technology. Students will even be able to participate in a scavenger hunt.

**Big Idea: Historical Perspective**
History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**Academic Expectations**

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**High School Enduring Knowledge – Understandings**
Students will understand that

- history is an account of human activities that is interpretive in nature, and a variety of tools (e.g.,
- primary and secondary sources, data, artifacts) are needed to analyze historical events.
- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- geography and natural resources have a significant impact on historical perspectives and events.
- advances in research, science and technology have a significant impact on historical events, American society, and the global community.

**High School Understandings (specific to United States History, from Reconstruction to the Present)**

- U.S. History can be analyzed by examining significant eras (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression and the New Deal, World War II, Cold War, Contemporary United States) to develop chronological understanding and recognize cause and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- each era in the history of the United States has social, political and economic characteristics.
- the role of the United States in the global community has evolved into that of a world power.

High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)

- world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop
- chronological understanding and recognize cause-effect relationships and multiple causation.
- world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.
- each era in the history of the world has social, political and economic characteristics.
- an increasingly interdependent world provides challenges and opportunities.

## Art Institute with Docent Tour Guide

The Art Institute of Chicago will provide students the opportunity to increase art awareness through numerous programs and resources for students of all ages.

### High School Skills and Concepts - Visual Arts

| | |
|---|---|
| AH-HS-HA-S-VA2 | Students will describe, analyze, and evaluate distinguishing characteristics of visual art representing a variety of world cultures (Middle Eastern, Asian, Modern and Contemporary European and American) and historical/style periods (Renaissance, Baroque, Neo-Classicism, Romanticism, Realism, Impressionism/Post-Impressionism)<br>Students will observe visual art according to styles and processes used in a variety of world cultures and historical/style periods |
| AH-HS-HA-S-VA3 | Students will examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs, or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture |
| AH-HS-HA-S-VA4 | Students will examine visual artworks from various time periods and explain the influence of time and place are reflected in them |

## Science and Industry Museum

The Museum of Science and Industry will extend science learning beyond the classroom and students will be provided with the opportunities with hands-on, real-world examples of science - inspiring them to ask questions and understand the impact of science on their lives.

***Exhibit***: Patterns are everywhere ... if you know where to look! From the delicate nested spirals of a sunflower's seeds, to the ridges of a majestic mountain range, to the layout of the universe, mathematical patterns abound in the natural world. *Numbers in Nature: A Mirror Maze* is a new permanent exhibit that will expose and explain the patterns that surround us. As you enter *Numbers in Nature*, lenticular images and an immersive large-format film reveal these repeating patterns hidden throughout nature: spirals, occurrences of the "golden ratio" ($\phi$), Voronoi patterns, and fractal branching. The exhibit's centerpiece is the 1,800-square-foot mirror maze, where you'll find yourself in a sea of equilateral triangle chambers that repeat in a dizzying array of mirrors. Can you navigate the maze to find the secrets within? Complete your journey through *Numbers in Nature* in a gallery of interactive digital displays and stations, where you can discover even more patterns and ratios in nature—including those found in your own body and in centuries of music, art and architecture. You'll never look at the world the same way again.

***Math Standards:***

***Geometry Overview***

- *Experiment with transformations in the plane*
- *Understand congruence in terms of rigid motions*
- *Make geometric constructions*
- *Understand similarity in terms of similarity transformations*
- *Define trigonometric ratios and solve problems involving right triangles*
- *Apply trigonometry to general triangles*
- *Understand and apply theorems about circles*
- *Find arc lengths and areas of sectors of circles*
- *Visualize relationships between two dimensional and three-dimensional objects*
- *Apply geometric concepts in modeling situations*

## Exhibit: The U-505 Submarine

On June 4, 1944, a German submarine known as U-505 was prowling off the coast of West Africa on a hunt for American and Allied ships, when depth charges from the USS Chatelaine blasted the dreaded U-boat out of hiding. It was the end of a violent run for U-505, which had terrorized the Atlantic Ocean as part of a massive U-boat campaign that almost altered the outcome of World War II.
The Museum of Science and Industry invites you to step inside the real U-505—the only German submarine in the United States, and, now, a national memorial to the 55,000 American sailors who gave their lives on the high seas in WWI and WWII.

***Social Studies Standard:***

- U.S. History can be analyzed by examining significant eras (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression and the New Deal, World War II, Cold War, Contemporary United States) to develop chronological understanding and recognize cause and-effect relationships and multiple causation.

***Exhibit***:
*Science Storms* is a journey that takes us from wonder to inquiry, curiosity to observation, investigation to understanding. *Science Storms* reveals the science behind seven natural phenomena—lightning, fire, tornados, avalanches, tsunamis, sunlight and atoms in motion. Investigate the basic scientific principles behind nature's power as you try more than 50 amazing experiments that take two floors and 26,000 square feet to contain ... barely. It's a perfect storm of physics, chemistry and curiosity.

***Science Standards:***
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate. [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its
associated impacts.]
***Exhibit***:
Enter the complex world of genetics and learn how some of the hottest issues in science affect each of our lives. This exhibit brings genetics to life, translates complex technologies and raises questions and issues about current and future role of genetics. At the Baby Chick Hatchery—one of the Museum's most beloved experiences—you'll watch as chicks peck out of their shells and take their first steps. Fertilized eggs are placed in an incubator each day! The hatchery illustrates animal development and answers questions like, "what is a fertile egg?" and "how can you tell if a chick is male or female?"

- View cloned mice and find out how and why scientists are studying cloning.
- See how genetic engineering makes frogs' eyes glow and how scientists are using this to study how the eye develops.
- Learn about DNA from a real strand of President Abraham Lincoln's hair and study your own hair up-close.
- Play the role of a genetic counselor via a computer interactive and "consult" with doctors and patients on a variety of real-life issues.

- Navigate through an interactive, 3-D human genome and learn about specific genes—and the role they play in genetic diseases and DNA fingerprinting.
- Weigh in and vote on ethics and privacy issues surrounding DNA databases.
- Glimpse the future of medicine when doctors can tailor treatment based on your genetic makeup.
- In a live demonstration, see real DNA—that is extracted from your cheek cells!

***Science Standards:***
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for
characteristic traits passed from parents to offspring. [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. [Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.] [Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.

***Exhibit***: Get an up-close and near "real-time" view of our planet Earth in the new Museum of Science and Industry permanent exhibit Earth Revealed. This 6-foot in diameter, solid carbon fiber globe is dramatically suspended among computers and video projectors, loaded with data sets from the National Oceanic and Atmospheric Administration and NASA. The technology transforms the sphere into a dynamic, revolving globe that demonstrates the Earth as a living system.
The images projected on the globe are organized into "play lists"—allowing you to experience a series of different "shows" about, and snapshots of, our planet. Among the topics explored through the sphere are Earth's climate, weather, currents, and geophysics; land use patterns; the human impact on the planet; and Earth as a habitat for life. See Earth's atmosphere, the flow of our ocean currents, changing cloud cover and the geophysical forces that shape the planet. Walk around the blue orb and view the effects of the Earth's warming temperatures—including the development of deadly storms.

**Science Standards:**
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).]

HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. [Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.]

HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and

destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]