Decision Paper

TO: Hardin County Board of Education

FROM: Teresa Morgan

DATE: January 16, 2025

SUBJECT: Request for John Hardin Class of 2025 Senior Trip to Atlanta using a commercial carrier.

FACTS:

The Senior Class Sponsors of John Hardin High School are requesting permission to take members of the senior class on a trip to Atlanta, GA.

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 Atlanta has to offer. We will contract with a private carrier for motor coach transportation for cost and time efficiency.

- Classes Participating: The Field Trip will be offered to members of the Senior Class of 2025.
- Atlanta Field Trip Tentative Itinerary: May 8-10, 2025

| | May 8, 2025 | | May 9, 2025 | | May 10, 2025 |
|-------|---------------------------|-------|-------------------------|--|--|
| 11:00 | Leave JHHS (Students | 7:30 | Breakfast | 7:30 | Breakfast |
| | will receive a sack lunch | 9:30 | Atlanta Aquarium | 9:00 | Hotel Check out and load |
| | before leaving.) | 12:00 | Centennial Olympic Park | | charter bus |
| 2:00 | Stop for a break | | and Lunch | 10:00 | Six Flags over Georgia |
| 7:15 | Atlanta Braves Game | 2:00 | World of Coke | 6:00 | Leave for home |
| 10:30 | Hotel Check-in | 5:00 | Dinner | | |
| 12:30 | Curfew | 7:00 | Medieval Times Dinner & | | Dinner in route to home |
| | | | Tournament | | **Return around 1:00 a.m. |
| | | 10:00 | Load charter bus and | | |
| | | | head to hotel | | |
| | | 12:00 | Curfew | Adjus | stments: Itinerary may be adjusted based |
| | | | | on dates and times due to number of students | |
| | | | | | attending. |

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

Estimated Cost per person:

- Chartered Bus transportation to and from Atlanta (including driver tips and tolls) -\$100.00
- Hotel room for 2 nights- \$100.00
- Sight-seeing excursions, games and/or shows approximately \$175.
- 3 Prepaid meals \$75.00

Total Cost: \$450.00 (estimate prior to fundraising)

Fee Waiver: Sponsors will obtain donations for students who qualify for fee waivers and have turned in the appropriate paperwork.

Cancellation Policy:

After January 31, 2025, 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 January 20, 2025, because of contracts being signed for bus, room, and excursions. If a student needs to back out after January 31, 2025, they must find a replacement to be able to obtain a refund.

• Chaperones: We will adhere to the 10:1 student-to-chaperone ratio.

Recommendation:

I recommend the Hardin County Board of Education approve the request for the JHHS Class of 2025 to travel to Atlanta, GA via commercial carrier from May 8-10, 2025, for cost and time efficiency.

Recommended Motion:

I move the Hardin County Board of Education approve the request for the JHHS Class of 2025 to travel to Atlanta, GA via commercial carrier from May 8 -10, 2025, for cost and time efficiency.

ATLANTA ITINERARY

Six Flags over Georgia

Six Flags is a way to add a whole new meaning to "the thrill of learning" by connecting your curriculum to Six Flags. Amplify key themes and concepts from the classroom in a safe, stimulating environment. The students will be able to apply the principles of conservation of energy and kinematics to determine the velocity and acceleration of an object after falling through a given vertical distance in a gravitational field.

Big Idea: Science and Math

Science includes the study of Physics and Engineering. Students must quantify what they see and feel when doing amusement park physics. Unlike textbook problems, no data is given. Therefore, students must start from scratch. Heights of rides, periods of rotation, lengths of roller coaster trains must be obtained before plugging data into equations learned in the classroom. Furthermore, a phenomena, such as weightlessness, that can only be talked about in the classroom, may be experienced by anyone with sufficient courage. The outside laboratory would certainly contain devices for illustrating Newton's laws of motion, energy transformations, momentum conservation, and the dynamics of rotation. It would consist of large-scale apparatus so the phenomena could be easily observed and analyzed.

Academic Expectations

Math

KY.6.SP.0 Apply the four-step investigative process for statistical reasoning.

KY.6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

KY.7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Science

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. **HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

Georgia Aquarium

The Georgia Aquarium 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 customized tour to view over 32,000 species of animals. Georgia Aquarium 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 learn 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 the 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.]

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 a 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.

Atlanta Braves Game

Not only do some of our students never get to leave the state of Kentucky, but some don't get to see sporting events other than those at their local high school. Being able to attend a professional baseball game is something that some students only dream about.

Big Idea: Science and Math

Science includes the study of Physics and Engineering. Students must quantify what they see when looking at different aspects of a baseball field. Unlike textbook problems, no data is given. Therefore, students must start from scratch. Beginning with the length of all the sides of the baseball field before plugging data into equations learned in the classroom. The outside laboratory would certainly contain devices for illustrating Newton's laws of motion, energy transformations, momentum conservation, and the dynamics of rotation. It would consist of large-scale apparatus so the phenomena could be easily observed and analyzed.

Academic Expectations

KY.8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

KY.8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **KY.HS.A.16** Understand each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Science

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HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Centennial Olympic Park

Students will be able to explore the Centennial Olympic Park 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.

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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.

World of Coke

Academic Expectations

Not only will students be able to sample and analyze various coca-cola products, but the students will be able to analyze the globalization of the contemporary world. Students will be able to describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers. They will be able to analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization. The students will demonstrate an understanding of the global political, economic & social impact of World War II. The students will be able to describe the major conflicts and outcomes including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia. The students will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989 and analyze efforts in the pursuit of freedom to include, anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall. The students will analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.

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