Berlin-Boylston Regional School District
EDUCATIONAL FIELD TRIP APPLICATION

Late night, overnight and out of state field trips:

- This form, with signatures on page 4, must be submitted to the Office of the Superintendent at least two weeks prior to the next scheduled School Committee meeting.
- The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.
- Approval by the School Committee is required before engaging students in fundraising activities.

Local, day field trips:

- This form, with signatures on page 4, must be submitted to the Building Principal no less than 30 days prior to the field trip.
- Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

- Any planned trip off the school grounds is considered a field trip.
- This includes "walking trips."
- Students have increasingly complex medical and medication needs that may not be evident to staff or administrators. Therefore, school nurse participation in field-trip planning is critical for safety and success. A minimum of one month notice to the school nurse is required.

Permission is hereby requested to conduct the following field trip:

Field Trip Coordinator: Peter Doherty
School: Tahanto
Class/Group: AP Literature and Nature of Being
Place to be Visited: Provincetown / Cape Cod National Seashore
Address: **The Sandcastle Resort and Club,** 929 Commercial Street, Provincetown, MA, 02657. (508)-487-9300
Number of students expected to attend: 25-30
Number of Chaperones needed: 4
Number of Staff Chaperones:
Number of Volunteer Chaperones: 0
Date of Departure: Saturday, October 19, 2024
Departure Time: 7 AM
Day/Date of return: Monday, October 21, 2024
Return Time:

1) **Specific Purpose(s) of the trip:** See our attached letter of invitation

2) Transportation plans: School Bus; 1 or 2 faculty chaperones will bring personal cars for personal use on the trip and in case of emergencies. Students will not be transported in faculty cars unless it is an emergency.

3) Pre-Trip Orientation and/or Activities to be conducted in preparation for the trip: class meetings; various assignments and assessments

4) Trip Itinerary:

A sufficiently detailed trip itinerary must be attached to this application form, which indicates a precise sequencing of events. Detailed information should include, but not be limited to the following (where applicable):

- Confirmations of reservations for planned events
- Confirmations of reservations for lodging (MUST specify name, address AND phone number of hotel/motel AND specific room numbers assigned to the group)
- Number and names of teacher chaperones
- Number and names of other chaperones
- CORI checks completed satisfactorily for chaperones
- Detailed and sequential descriptions of the duties, responsibilities and authority of the chaperones which are specific to the trip, including a description of the method utilized to convey this information. (This is also to be clearly conveyed to all students prior to taking the trip).
- Emergency number for parents to call
- Nurse Coverage **(minimum 1-month prior approval required)** Medication Plan in place
- Kitchen Notification
- Special Education Notification
- Specialist Notification
- Communication Network Statement
- Parent permission slip
- Name of students going on trip
- If trip is going prior to 1st period of the day, then attendance must be given to the office

5) Parent Permission Slip: A sample of the parent permission slip to be secured prior to taking the trip must be attached to this application form, (Note: phone number of parent is to be included on permission slip.)

6) If transportation is being provided in private vehicles, the following must be adhered to according to Policy EEAG (attached) of the Berlin-Boylston Regional

School District Manual Policy. All necessary documentation needs to be attached to this field trip application.

- A photocopy of the driver's coverage selections page to confirm bodily injury liability insurance coverage on the vehicle in the amounts of $100,000/$300,000 or more AND that the driver is listed as a principal or occasional operator of that vehicle.
- A photocopy of the driver's operating license.
- Confirmation by the trip coordinator that the volunteer driver has been through a CORI test without incident.
- Confirmation by the trip coordinator that the vehicle is equipped with seatbelts for each rider, including car seats or booster seats, if required by Motor Vehicle Law (MGL, Chapter 90, Section 7AA and MGL, Chapter 90 Section 13A).
- In the case of an employee driving one(1) or more students in a private vehicle, the employee must own the vehicle, and the employee must file evidence with this form of personal liability insurance coverage on the vehicle in the amounts of $100,000/$300,000 or more.

7) Specific follow-up activities planned as appropriate to this trip:

Varias essays and presentations.

8) How is this trip being financed? Students will pay for the trip; potential grant; potential PTO donation

What provisions are being made for students for whom the expense is a hardship?

We will work with administration to find a solution

9) Communication Network: A communications network must be in place prior to the trip which provides a means of communication between the trip coordinator and the parents of students taking the trip as unanticipated circumstances might dictate (i.e. delayed or early return)

Note well: The building administrator's approval of the trip application will serve as verification of this network being in place.

10) Standards addressed for this trip: Please indicate how this trip aligns with the standards within your curriculum (Specifically address the standards).

SEE ATTACHED

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Approval: (Signatures below indicate your approval of the field trip as described on this form and addenda conditional upon the satisfactory completion of all items as contained herein. It shall remain the responsibility of the Field Trip Coordinator (as identified on this application) to submit evidence of such satisfactory completion to the appropriate building administrator no later than TWO school days prior to departure on the trip.

Department Head _____ Date: 6/12/24

Principal _____ Date: 6/12/24

***Nurse** Jim Jeff RN BSN Date: 6/12/24

Superintendent (or designee) _____ Date: 6/12/24

School Committee (Required for overnight/out of state trips)

Date:

****

* **NOTE**: The following signature indicates that the Principal has received all required forms at

least TWO days prior to the trip.
Principal: Date: **School Committee Policies related to Field Trips**

School Committee Policy on Student Travel

- All student trips which include late night travel after 9:00 p.m., overnight travel, or out-of state travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
- Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.
- Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SAMPLE ITINERARY for OCTOBER 19-21, 2024 - Details are still being finalized

2023 Cape Trip Itinerary, October 21-23

*All times and events subject to change depending on weather

Saturday, October 21

- 6:30 AM Students arrive at Tahanto to pack bus
- 7:00 AM bus leaves Tahanto
- 9 AM - 10:45 Arrive Chatham, MA and explore Lighthouse Beach, Chatham Fish Pier, and Monomoy Wildlife Reserve
- 10:45 AM- 11:45 AM Lunch in Chatham / Shopping / Exploration
- 12:00 - 1 PM Atlantic White Shark Conservancy Center, 235 Orleans Road, Chatham, MA 02650
- 1:30 PM - 3:00 PM - Arrive Salt Pond Visitor Center and then explore Coast Guard Beach, Nauset Marsh, Eastham, MA
- 3:00 PM Three Sisters Lighthouses and Nauset Light tour - from Three Sisters Parking Lot
- 4:30 PM Arrive Sandcastle Beach and Resort, 929 Commercial Street, Provincetown, MA 02657 Settle into rooms,
- 6:00 – 11:00 PM Trip to Head of the Meadow Beach, Truro, MA 02657 for pizza and a campfire [depending on weather]

Sunday, October 22

- 7 AM Breakfast
- 9:00 Depart Sandcastle
- 9:10 Arrive East Harbor / High Head Dune and Beach are, Truro MA for hike and scientific exploration of dunes / beach /marsh ecosystem and discussion of Beston's *Outermost House*
- 11:30 Leave High Head
- 12:00 Arrive MacMillan Pier Parking Lot, Ryder Street Extension, Provincetown, MA 02657
- 12:00 - 2:00 Lunch and shopping in Provincetown, MA
- 2:15 PM Leave MacMillan Pier Parking Lot
- 2:30 PM Arrive Sandcastle Resort
- 5:00 - 6:00 Homemade pasta dinner
- 6:30 – 11:00 PM Trip to Head of the Meadow Beach, Truro, MA 02657 for a campfire [depending on weather]

Monday, October 23

Center for Coastal Studies?

- 10:30 AM Depart Sandcastle Resort
- 2:00 PM Arrival at Tahanto

TAHANTO REGIONAL MIDDLE/HIGH SCHOOL
FIELD TRIP AGREEMENT/PERMISSION SLIP

It is understood that the trip to *Cape Cod National Seashore* to be conducted by

Mr. Doherty and Mr. Pacheco. (Teacher) for The Nature of Being and AP Literature (Class)

on 10/19/24 - 10/21/24, is an educational trip (not a field day or outing) and students are expected to conduct themselves in a manner which will bring credit upon themselves as well as the school. The signature of the student indicates his/her willingness to act in accordance with the above policy and notes his/her responsibility for any missed assignments.

_____
Student Signature

The group plans to leave at 7AM on 10/19 and return to high school approximately 2PM on 10/21.

If the return to Tahanto is later than the afternoon dismissal, parents will be responsible for arranging transportation home for your son or daughter. I agree to allow _____ to attend the field trip designated above for the duration specified by regular transportation facilities provided by the school for the trip.

In case of emergency, illness or accident to the child named above, the school is authorized to proceed as indicated below.

1. Contact father at _____
2. Contact mother at _____
3. Contact relative at _____

MEDICAL RELEASE/MEDICATION ADMINISTRATION FORM

Health Concerns/Conditions (please check)
( ) ADHD ( ) Allergies ( ) Asthma ( ) Diabetes ( ) Seizures ( ) Bee/Insect Stings ( ) Other

Explanation of symptoms and treatment:

_____

_____

Medication your child will require:

Medication _____ Dose _____ Frequency _____

Medication _____ Dose _____ Frequency _____

All students who self medicate must have parental permission and a current prescription on file in the health office. The medication policy applies during field trips as stated in the Student Handbook. In case of emergency, I give permission for my child to receive medical treatment.

Signature of parent/guardian _____ Date _____

Letter of Invitation

Mr. Doherty, Mr. Pacheco, and Mrs. Sequeira would like to formally invite you to the *Great Beach and Beyond*, an exploration into the meaning of life in all of its manifestations. This trip was inspired by the classic work, *The Outermost House,* in which the author, Henry Beston, scarred by the senseless and brutal loss of young lives that he witnessed as an ambulance driver on the battlefields of World War I, discovered the healing qualities of nature. It must be understood that Beston, who originally trekked to the Cape in order to write about the heroes who put their life on the line to save others, the U.S Lifesaving Service, saw a greater truth and inner peace through his observations of nature. Thus, he was drawn to Cape Cod, where the savagery, beauty, power, and splendor of nature were keenly raw, and the people were uniquely living in tune with the cycles of the seasons.

Realizing that mere words cannot hope to capture what Beston experienced, we have put together a sojourn to Beston's beach to explore nature from multiple disciplinary approaches. We believe that this multi-faceted approach is the best way to not only learn about nature but to soak it in all of its majesty. Make no mistake: this trek is not for the timid. To truly recreate just a small part of what Beston experienced, we will need to be exposed to nature in all of its wonder, and fury. Thus, those courageous enough to join us must be willing to trek through mud drenched marshes, feel the fury of the sea in the depth of darkness on a cold fall evening, and dig up specimens of all sorts of wild flora and fauna. Furthermore, this is not a vacation weekend at a resort. You will be living as Beston did, in Spartan conditions, in which you will be asked to chip in to help with the necessary "chores."

So, are you brave enough to challenge yourself to transcend the trappings of modern civilization in order to rediscover humankind's primal connection to nature? If you are up to the challenge, you will be given an opportunity to learn what Beston did, and, in doing so, perhaps learn a little bit more about yourself.

SAMPLE FOR APPROXIMATE COST

Confirmation
Trip #: 65841
Trip Date: 29-Apr-2023
Group: Overnight trip 4/29-5/1

Tahanto Regional High School
1001 Main Street
Boylston, MA 01505
Contact: Peter Doherty
Contact Email: pdoherty@bbrsd.org
Phone: (508) 869-2333 Fax: (508) 869-0175

Booked Date: 30-Nov-2022
Total Vehicles: 3
Sales Person: Janice Moore

Big Bus 1 x $1,260.14 = $1,260.14

Pick Up	29-Apr-2023 6:30 AM	Tahanto Regional High School	1001 Main St Boylston, MA 01505
Drop off at Destination	29-Apr-2023 9:13 AM	Salt Pond Visitor Center	50 Nauset Rd Eastham, MA 02642
Pick Up At Destination	29-Apr-2023 12:00 PM	Salt Pond Visitor Center	50 Nauset Rd Eastham, MA 02642
Drop off at Destination	29-Apr-2023 12:32 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA
Pick Up At Destination	29-Apr-2023 6:27 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA
Drop off at Destination	29-Apr-2023 6:46 PM	Ballston Beach	South Pamet Rd North Truro, MA 02657
Pick Up At Destination	29-Apr-2023 10:44 PM	Ballston Beach	South Pamet Rd North Truro, MA 02657
Drop Off	29-Apr-2023 11:03 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA

Big Bus 1 x $787.77 = $787.77

Pick Up	30-Apr-2023 9:00 AM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA
Drop off at Destination	30-Apr-2023 9:29 AM	Mass Audubon Sanctuary-Wellfleet	291 US-6 South Wellfleet, MA 02663
Pick Up At Destination	30-Apr-2023 11:30 AM	Mass Audubon Sanctuary-Wellfleet	291 US-6 South Wellfleet, MA 02663
Drop off at Destination	30-Apr-2023 12:04 PM	MacMillan Pier Parking Lot	Ryder Street Ext Provincetown, MA 02657
Pick Up At Destination	30-Apr-2023 4:00 PM	MacMillan Pier Parking Lot	Ryder Street Ext Provincetown, MA 02657
Drop off at Destination	30-Apr-2023 4:05 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA
Pick Up At Destination	30-Apr-2023 6:27 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA



Confirmation

Trip #: 65841
Trip Date: 29-Apr-2023
Group: Overnight trip 4/29-5/1

Drop off at Destination	30-Apr-2023 6:46 PM	Ballston Beach	South Pamet Rd North Truro, MA 02657
Pick Up At Destination	30-Apr-2023 10:41 PM	Ballston Beach	South Pamet Rd North Truro, MA 02657
Drop Off	30-Apr-2023 11:00 PM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA

Big Bus 1 x $586.53 = $586.53

Pick Up	01-May-2023 11:00 AM	Sandcastle Beach & Resort	929 Commercial St Provincetown, MA
Drop Off	01-May-2023 2:20 PM	Tahanto Regional High School	1001 Main St Boylston, MA 01505

Total: $2,634.44

Do not pay off of this confirmation ask for an Invoice.

For Your Information
Please do not pay driver.
Accepted Payments, Credit Card, Check or Money Order
To pay by credit card please request an authorization form

All payments made by Check or Money order have to be sent to the address below.
NRT
Department 1101
P.O. Box 986524
Boston, MA 02298-6524

The mystique of the "Great Beach" has been a source of inspiration for countless biologists, naturalists, philosophers, artists, and authors. In this spirit, we have developed a curriculum that incorporates all of these academic areas into a multidisciplinary adventure.

Below is a list of material that inspired us to organize this proposal. This material will be covered in our classes prior to, during, and after our trip:

- Various essays by John Muir
- Specific chapters from the AP Biology text that deal with ecosystems, community structure, biodiversity and understanding the human impact on the environment. (Campbell and Reece, 2005. AP Edition Biology)
- Thoreau's Cape Cod, Walden, and the *European Cranberry* section of Wild Fruits.
- Henry Beston's The Outermost House: A Year of Life on the Great Beach of Cape Cod, with an introduction by Robert Finch
- Excerpts from Robert Finch's Outlands: Journeys to the Outer Edges of Cape Cod
- Robert Lanza's Biocentrism: How Life and Consciousness are the Keys to Understanding the True Nature of the Universe
- Denis Nobel's The Music of Life: Beyond the Human Genome
- Excerpts from Emerson's essays *Nature, Self-Reliance, The Oversoul,* and *Experience*
- Barry M. Andrew's Emerson as Spiritual Guide: A Companion to Emerson's Essays for Personal Reflection and Group Discussion
- Excerpts from Joseph Campbell and Bill Moyer's The Power of Myth
- Various readings that elucidate the philosophy of *Transcendentalism*
- Various essays by Immanuel Kant
- Various essays by Michel De Montaigne
- Various poems by Walt Whitman

A brief note on the reading selections and our course of study:

The Progressive Movement gave birth to the National Park movement. The students will compare and contrast the works of Thoreau to the later works of John Muir and Theodore Roosevelt, as well as learn the 20th Century efforts to make "The Great Beach" of Thoreau and Beston the Cape Cod National Seashore, signed into existence during the Kennedy Administration.

Henry Beston retreated to Eastham in part as an attempt to find peace and heal from the horrors he experienced during World War I. His work in particular offers a unique twist on the "battle" between traditionalism and modernity. Beston lamented, "What a stench modern civilization breathes, and how have we learned to endure that foul blue air… Today the town atmosphere is to be endured by the new synthetic man." (p. 149-150, The Outermost House). Throughout the book, he speaks of how modern industrialized man has lost as a result of losing touch with nature.

This field trip offers the opportunity for the students to see the influence of the transcendental movement through the 19th Century and into the 20th and 21 Centuries. The works of Henry Beston and Robert Lanza (Biocentrism) have clearly been influenced by Thoreau and Emerson,

and to walk in the footsteps of Thoreau (Cape Cod) and Beston (The Outermost House) will offer an invaluable experience that no classroom can recreate.

In relation to our science component, the following passage from the introduction to the "Inquiry, Experimentation, and Design in the Classroom" section of the MA Science Frameworks perfectly articulates our goals in this multi-disciplinary unit:

Engaging students in inquiry-based instruction is one way of developing conceptual understanding, content knowledge, and scientific skills. Scientific inquiry as a means to understand the natural and human-made worlds requires the application of content knowledge through the use of scientific skills. Students should have curricular opportunities to learn about and understand science and technology/engineering through participatory activities, particularly laboratory, fieldwork, and design challenges.

The following frameworks support all the material we will cover, as well as the lessons, assignments and assessments:

- The 2011 MA Curriculum Framework for English Language Arts and Literacy
- The MA Science and Technology/Engineering Framework
- The MA History and Social Science Framework
- AP Biology New Curriculum Frameworks
- AP Literature and Composition Course Description

Appendix A
A detailed list of the specific standards in each content area

ELA - 2011 MA Curriculum Framework for English Language Arts and Literacy

Through reading, analyzing, discussing, and writing about the multiple texts listed in our proposal, as well as completing the post-site activity of a presentation to the School Committee, the following themes, guiding principles, and curriculum standards will be met.

[All of the information below was taken directly from the 2011 MA Curriculum Framework for English Language Arts and Literacy]

The Literate Person of the Twenty-First Century
As a natural outgrowth of meeting the charge to define college and career readiness, the standards also lay out a vision of what it means to be a literate person in this century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Shared Responsibility for Students' Literacy Development
The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The pre-k–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the standards is extensive research establishing the need for students who wish to be college and career ready to be proficient in reading complex informational text independently in a variety of content areas.

Guiding Principle 1

An effective English language arts and literacy curriculum develops thinking and language together through interactive learning.

Effective use of language both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in English language arts and in all the other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

Guiding Principle 2

An effective English language arts and literacy curriculum draws on literature in order to develop students' understanding of their literary heritage.

American students need to become familiar with works that are part of a literary tradition going back thousands of years. Students should read literature reflecting the literary and civic heritage of the English-speaking world. They also should gain broad exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world. In order to foster a love of reading, English language arts teachers encourage independent reading within and outside of class.

Guiding Principle 3

An effective English language arts and literacy curriculum draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge.

In all of their classes, including history/social science, science and technology/engineering, arts, comprehensive health, foreign language, and vocational and technical subjects, students should encounter many examples of informational and media texts aligned to the grade or course curriculum. This kind of reading, listening, and viewing is the key to building a rich academic vocabulary and increasing knowledge about the world. Each kind of print or media text has its unique characteristics, and proficient students apply the critical techniques learned in the study of exposition to the evaluation of multimedia, television, radio, film/video, and websites. School librarians play a key role in finding books and other media to match students' interests, and in suggesting further resources in public libraries.

Guiding Principle 5

An effective English language arts and literacy curriculum emphasizes writing arguments, explanatory/informative texts, and narratives.

At all levels, students' writing records their imagination, exploration, and responses to the texts they read. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate and defend ideas, and to create worlds unseen. A student's writing and speaking voice is an expression of self. Students' voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another's writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their

distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Standards:

Reading Literature (RL)
Reading Informational Texts (RI)
Writing (W)
Speaking and Listening (SL)
Language (L)

RL 11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL 11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL 11/12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL 11/12.MA.8.A Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

RL 11/12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI 11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI 11/12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI 11/12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI 11/12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI 11/12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI 11/12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W 11/12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 11/12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 11/12.MA.3.A Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).

W 11/12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 11/12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

SL 11/12.1.a & c: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and

conclusions; and promote divergent and creative perspectives.

SL 11/12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL 11/12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 11/12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science

Cape Cod National Seashore Exploration – Science Component
Beginning with the Salt Marsh Introductory Activity, supported with The Salt Marsh Science Integrated Unit provided through the NEEDS program and the Marine Debris Survey provided by the Cape Cod National Seashore, the following curricular standards will be met.

From Common Core Standards:
Reading Standards for Literacy in Science and Technical Subjects 6–12

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

From Massachusetts Science and Technology/Engineering Curriculum Framework Content Standards for Biology:

6. Ecology

Central Concept: Ecology is the interaction among organisms and between organisms and their environment

6.2 Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.

6.3 Use a food web to identify and distinguish producers, consumers, and decomposers, and explain the transfer of energy through trophic levels. Describe how relationships among organisms (predation, parasitism, competition, commensalism, mutualism) add to the complexity of biological communities.

SIS1. Make observations, raise questions, and formulate hypotheses.

- Observe the world from a scientific perspective.
- Pose questions and form hypotheses based on personal observations, scientific articles, experiments, and knowledge.
- Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories.

SIS2. Design and conduct scientific investigations.

- Articulate and explain the major concepts being investigated and the purpose of an investigation.
- Select required materials, equipment, and conditions for conducting an experiment.
- Identify independent and dependent variables.
- Write procedures that are clear and replicable.
- Employ appropriate methods for accurately and consistently
    - making observations
    - making and recording measurements at appropriate levels of precision
    - collecting data or evidence in an organized way

- Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration (if required), technique, maintenance, and storage.
- Follow safety guidelines.

New AP Biology Curricular Standards

CR4d The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 4.

Big idea 4: Biological systems interact, and these systems and their interaction possess complex properties.

CR5 The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.

CR7 Students are provided the opportunity to engage in investigative laboratory work integrated throughout the course for a minimum of 25 percent of instructional time.

Cape Cod National Seashore History and Social Studies Learning Standards, Concepts, and Skills

USI 34: Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)

This field trip offers the opportunity for the students to see the influence of the transcendental movement into the beyond the 19th Century into the 20th and 21 Centuries.. The works of Henry Beston and Robert Lanza("Biocentrism") have clearly been influenced by Thoreau and Emerson, and to walk in the footsteps of Thoreau ("Cape Cod") and Beston ("The Outermost House") will offer an invaluable experience that no classroom can recreate.

US II 8: Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

The Progressive Movement gave birth to the National Park movement. The students will compare and contrast the works of Thoreau to the later works of John Muir and Theodore Roosevelt, as well as learn the 20th Century efforts to make "The Great Beach" of Thoreau and Beston the Cape Cod National Seashore, signed into existence during the Kennedy Administration.

US II 10: Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)

A. the Boston police strike in 1919
B. the Red Scare and Sacco and Vanzetti
C. racial and ethnic tensions
D. the Scopes Trial and the debate over Darwin's *Origin of Species*

E. Prohibition

Henry Beston retreated to Eastham in part as an attempt to find peace and heal from the horrors he experienced during World War I. This work in particular offers a unique twist on the "battle" between traditionalism and modernity. Beston lamented, "What a stench modern civilization breathes, and how have we learned to endure that foul blue air... Today the town atmosphere is to be endured by the new synthetic man." (p. 149-150, The Outermost House) Throughout the book, he speaks of how modern industrialized man has lost as a result of losing touch with nature.

GRADES 8–12 CONCEPTS AND SKILLS

The concepts and skills for grades 8 through 12 are defined below. The concepts and skills may be taught at the grade level that each district deems appropriate.

5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C