



GILROY UNIFIED SCHOOL DISTRICT

Within the State and Out of State / Overnight Field Trip Request Form

LEVEL 1	LEVEL 2
<i>Within the State / One-Day Trip (District Office information only)</i>	<i>Out of State and/or Overnight Trip (Board Approval required)</i>
<u>Submit (6) weeks in advance for Principal approval and District Office information.</u>	<u>Submit (4) months in advance for BOARD APPROVAL.</u>
Date of Trip: _____	Dates of Trip: <u>May 15 - 16, 2019</u>
Please check: <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F <input type="checkbox"/> Sat <input type="checkbox"/> Sun	Number of Days: <u>1</u> Please check: <input type="checkbox"/> M <input type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> Th <input type="checkbox"/> F <input type="checkbox"/> Sat <input type="checkbox"/> Sun
<u>DEPARTURE DATE / TIME:</u> _____	<u>DEPARTURE DATE / TIME:</u> <u>05/15/2019</u>
<u>RETURN DATE / TIME:</u> _____	<u>RETURN DATE / TIME:</u> <u>05/16/2019</u>
Number of Students attending: _____	Number of Students attending: <u>100</u>
Names of Chaperones <u>mandatory!</u>	Names of Chaperones <u>mandatory!</u>

Date: 01/08/2019 School Site: Christopher High School Grade Level: 9-12

Name of Group / Organization: Museum of Tolerance/Getty/UCLA Trip

Name of Lead Instructor(s): Emily Diaz & Jeff Day **School Extension:** 242143

DESTINATION (Location / City / State):

Los Angeles, CA – Please see itinerary.

Does the trip involve any water related activities? ☐ Yes ☒ No

If yes, please describe as additional information/assurances may be required (GUS 67A).

According to GUSD's AR 6153 "Field Trips about trips involving water craft, the use of private and or non-commercial vessels is prohibited.

The teacher must verify the following:

- ☐ 1) The vessel must be properly licensed.
- ☐ 2) The Captain has a current valid license for the type and size of the vessel.
- ☐ 3) The vessel has adequate life jackets for the group.
- ☐ 4) The teacher must obtain a certificate of insurance naming the district as an additional insured. (Please attach to Field Trip Request Form #67)
- ☐ 5) The teacher must insist that emergency procedures and drills are reviewed by the boat personnel with the filed trip adults and participants.

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- ☐ 6) The teacher must review weather conditions and information prior to the trip and be aware of any warnings out.
- ☐ 7) The teacher will assign adult chaperons to specific children.
- ☐ 8) The teacher must have school's first aid kit.
- ☐ 9) The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross

Number of Chaperones attending: Teachers 7 School Staff _____ Parents 1 Community Members: _____

LIST NAMES OF ALL CHAPERONES

- Teachers and other school staff: Emily Diaz, Jeff Day, Haviland Hage, Julie Grant,
Julie Graham, David Salles, 1 SPED Teacher if needed.
- Community Members: _____

- Parent/Guardian Name: (Please also include GUSD Student) You may add another sheet, if necessary.
Enrique Diaz - Parent of Isabella Diaz

Academic Purpose of Field Trip: (include curriculum and standards met by this field trip below).

Please see attached letter and standards. Thank you.

Lodging arrangements:

Please see attached itinerary for details. Thank you.

Pasadena High School Gym or PUSD gym for students/staff. A hotel is provided for the bus drivers.

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MODE of Transportation (please check below):

☐ School Bus ☒ Charter Bus ☐ District Vehicle ☐ Private Car

If District vehicles or private vehicles are the mode of transportation, please check box below confirming all employees or volunteer drivers have been cleared by the District. All documents must be on file with the Transportation Department or with the Athletic Director at each site.

List Names of Drivers:

Documents required for clearance include: copy of driver's license, proof of insurance, GUS Form #110 and DMV II6 record

☐ All above documents are on file.

Estimated total cost per student \$ 150.00


Transportation Costs: Yes ☒ No ☐ Funding Source: Fundraising & Grants

Admission Fees: Yes ☒ No ☐ Funding Source: Museum Fees - Fundraising

Substitute Teacher required? YES ☒ If yes, check one: full day sub ☐ or ½ day sub ☐ NO sub required ☐

Funding Source: MOT/UCLA/Getty Fund

LEVEL 1	LEVEL 2
<i>Within the State / One-Day Trip</i> (Principal Approval only)	<i>Out of State and/or Overnight Trip</i> Board Approval required (*)
Signed: _____ Principal	Signed: _____ Principal
Dated: _____ Request approved: Yes [] No []	Dated: <u>01/08/2019</u> Request approved: Yes <input checked="" type="checkbox"/> No []
Date received in Curriculum and Instruction Office: _____	Signed: _____ Director of Curriculum and Instruction
Signed: _____ Director of Curriculum and Instruction	Dated: _____ Request approved: Yes [] No []



G.U.S.D. BOARD OF EDUCATION

Approved: [] YES [] NO

Rationale (if not approved): _____

Christopher High School

850 Day Road
Gilroy, CA 95020

(669) 205-5300



January 8th, 2019

Dear Board Members,

During the 2018-2019 school year, teachers are working diligently with 10th grade students to fundraise for a field trip to the Museum of Tolerance, the Getty Museum and UCLA on May 15th & 16th, 2019. This will be CHS's "10th Annual Museum of Tolerance, Getty & UCLA Tour" for our 10th graders, and the continuance of a powerful tradition! A visit to these two museums and a university is part of our curriculum and our three departments are working together to make it happen! This is one trip that definitely meets Common Core Standards on many levels as you may see from the attached standards and the simple fact that touring UCLA has inspired many CHS students to create a vision of themselves at the university level. What is most exciting is that we currently have at least 12 CHS Alumni who are attending UCLA or have graduated from it: Alyssa Dorn, Alejandra Gonzalez, Veasna Khay, Nathan Morla, Lili Nguyen, Jesus Nunez, Shelby O'Hara, Maddie Gullen, Bridget Brown, Mackenzie Robinson, Mirna Velasco, and James Eichenbaum, Mia Navarro to mention a few! This year we will be meeting with some of the aforementioned CHS graduates, as we tour the campus. They love to see us and answer questions from CHS students. It also makes us proud to see them as well. Our 10th grade students will also have the opportunity to attend a one hour lecture by a Holocaust survivor at the Museum of Tolerance again, in addition to the docent guided tour. In the past we have listened to a powerful lecture by Sol Berger who has written a book and has been interviewed by the LA Times about his experience and survival of the Holocaust. He not only gives a primary account of the Holocaust, but he also sends a message of gratitude for living in a country where he was able to get an education and become successful in real estate. He has inspired our students and stands as a reminder about the crimes of war and that education is an important place where we can learn to make a positive difference in the lives of others. Unfortunately he passed away in 2009 at the age of 98, however, CHS students and staff stand as witnesses to his words. This field trip really is the opportunity of a lifetime to listen to a true witness!

To support this academic excursion, the English, History and Art departments are teaching units that cover the topics of racism, genocide, prejudice, responsibility, and justice by reading, writing and creating art about World War II and the Holocaust. Students are also expected to read the autobiographical novel, "Night" by Holocaust survivor, Elie Wiesel. Wiesel was given the Nobel Peace prize in 1986. As Elie Wiesel himself said, "Mankind must remember that peace is not God's gift to his creatures; peace is our gift to each other." This is a theme we hope to share with our students by taking them on this trip. Teachers will go as chaperones and *a/so* serve as small group leaders to help students debrief the information and learn from the experience.

The second portion of our trip will include dinner in Old Town Pasadena, a stay on the gym floor at a school in the Pasadena Unified School District and a trip to the J. Paul Getty Museum. The mission of the museum is to, "to inspire curiosity about, and enjoyment and understanding of, the visual arts by collecting, conserving, exhibiting and interpreting works of art of outstanding quality and historical importance." Students will be led through the museum in small groups and given information about all the amazing artwork. Our Art and History teachers will be attending the trip and will be highlighting certain artwork and historical periods and answering any questions. Jeff Day, our lead history teacher, and Haviland Hage, our lead art teacher, are always an inspiration to students on the trip.

In addition to attending both museums, we also want to give students the vision of attending a university and using their education to make this world a better place. We will be attending a university tour at UCLA lead by college students and a tour lead by CHS teacher & UCLA alumni, Jeff Day. We will also meet up with CHS

alumni students who are currently attending UCLA. Teachers and students are already excited about all the excursion points of travel. After attending the UCLA tour during the first year, one student said to Ms. Kuwada, "Now I really want to go to college!!! Now I need to focus more in school!" Visiting a university truly has a positive impact on high school students.

We raise money through grants and an annual Breakfast. Please consider joining us. Visit our website for more details or contact Emily Diaz, the lead English teacher. We know that this field trip is important and we are willing to work with students, parents and board members to make it a reality again! We also offer scholarships to students on free and reduced lunch or if they have an emergency situation. This has benefited many students over the years. We also receive two full scholarships from the Natalia Salcido Foundation and these have also benefited students.

As you review this trip please know that this excursion is open to every 10th grader. The field trip is tied to what we read, write and discuss in the classroom and the attached CCSS in History, English and Art. In addition, we make it a priority to hold 15 spots for our EL students and Art students, who may or may not be sophomores, but have an interest in seeing UCLA, the Getty, or the Museum of Tolerance. We work with the Art teacher and the EL teachers to make this happen and have these students travel outside of Gilroy and experience something new.

We already have several teachers and parents signed up to chaperone the trip. There is tremendous support for this field trip over the years. We have had former administrators like Sal Tomasello, and counselors like Marah Kuwada attend the trip and enjoy its' educational value. We plan to continue this excursion each year as a way to enhance what students are learning by going to the Museum of Tolerance, the Getty and also giving them a vision of themselves at the university level. It is amazing how all of it comes together year after year! I can't believe this is going to be year ten! With the support of our principal, Jeremy Dirks, and your approval, we would like to offer this amazing academic field trip to our students once again!

Sincerely,

Emily Diaz & Jeff Day

Christopher High School

jeff.day@gilroyunified.org

emily.diaz@gilroyunified.org

Lead Teachers: Jeff Day (History), Emily Diaz (English), Haviland Hage (Art),

Breakdown of trip

- Open to all 10th grade students
- **Cost = \$150.00 per student** (\$11.50 for museum ticket, Getty is free, \$138.50 for transportation, food)
(Scholarships offered to students on free and reduced lunch)
- Estimated \$3,925.00 per bus –Transportation (50 students per bus) (2 buses = \$8000)
- Overnight Stay will be at a Pasadena school and again will be free.
- Grants & Breakfast fundraiser will continue too!
- **The trip will be May 15-16, 2019.**

Teacher/Chaperones

1. Emily Diaz – English Lead Teacher
2. Jeff Day – History Lead Teacher
3. Haviland Hage – Art Lead Teacher

4. SPED teacher if needed - Katy Fleener
5. Julie Grant - 10th Grade teacher and parent
6. Julie Graham - 10th grade English Teacher
7. David Salles - 10th grade Science teacher
8. Enrique Diaz - Parent of 10th grader, Isabella Diaz, and new GUSD board member

These are all the teachers that are attending meetings to make this happen. We will be working with students, administration, the parent club and community members to get all materials/food donated for the bus again! It is awesome!

CCSS for English/History/Art

CCSS ELA

Reading Standards for Informational Text

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS ELA Writing ELA

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ELA – Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Focus of Common Core Standards in History

Reading Standards:9. Compare and contrast treatments of the same topic in several primary and secondary sources. Students can compare what the survivor, (a primary source) has to say to what was covered in the text.

Literacy Standards:9. Integrate information from diverse sources, both primary, (survivor), and secondary, (museum exhibits) into a coherent understanding of an idea or event, noting discrepancies among sources.

History Standards

10.8 Students analyze the causes and consequences of World War II.

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

CA Fine Arts Standard, Proficient.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

2019 Museum of Tolerance & UCLA College Tour
Getty Center- Old Town Pasadena

Itinerary

May 15th, 2019 - Wednesday

- A. 4:15 am Arrival of bag check (Students. Be on time!!!)
- B. 5:00 am SHARP! Bus leaves **CHS!!!**
- C. 6:00am Rest Stop (John "Chuck" Erreca Rest Area)
- D. 9:00-9:30 am Stop in Buttonwillow (20640 Tracy Ave Buttonwillow) (breakfast)
- E. 11:30 am Arrive at Museum of Tolerance.
- F. 12:00pm to 2:15 pm Museum of Tolerance tour and lecture (Survivor lecture 1st, then museum walk)
- G. 2:30-4pm Drive to Pasadena Memorial Park (85 E Holly St, Pasadena, CA 91103) for dinner (4-5:15 pm)
- H. 5:15-5:30pm Drive to Blair High School (1135 S Euclid Ave, Pasadena, CA 91106).
 - a. 5:30-5:40 pm park, unload buses and spend the night.
- B. 5:45 pm (Bus Drivers will go to the Hotel) (Must be there by 6pm).
 - a. Bus Drivers stay at the Howard Johnson Inn in Pasadena. (1599 East Colorado Blvd., Pasadena, CA 91106), (626) 304-9678.
- B. 7:00-7:30 Students will debrief Tour of Museum
- C. 10:00 Lights out for all. No electronics

May 16th, 2018-Thursday

- A. 6:30 am Wake-up call for high school students
- B. 8:15 am Leave Blair High School
- C. 8:15-9:00 am Breakfast on the way to the Getty Center (Eat on bus). Jack-in-the-Box 1415 E Colorado Blvd, Pasadena, CA 91106.
- D. 9:30 Arrive at the Getty Center (1200 Getty Center Dr, Los Angeles, CA 90049, (310) 440-7300).
 - a. 10:00-12:00 Tour of the Museum
- B. 12:30-2:00 Arrive at UCLA for lunch/shopping (110 Westwood Plaza, Los Angeles, CA 90077) (310) 825-8764
- C. 2:15 pm- 3:00 pm Official UCLA tour, meeting at the Bruin statue
- D. 3:00 Head home - Arrive in Garlic City by 8:00pm (850 Day Rd, Gilroy, CA 95020)

Questions: Email

- emily.diaz@gilroyunified.org
- jeff.day@gilroyunified.org

Call CHS at (408) 843-4124 **Classrooms:** Diaz E104 and Day E E216.