

## FIELD TRIP REQUEST FORM

<b>Teacher:</b> Katie Gudorf	<b>School/Class:</b> Celina High School English Dept.
<b>Request Date:</b> January 13, 2020	<b>Trip Date:</b> October 14-16, 2020
<b>Destination:</b> Stratford, Ontario, Canada	
<b>Number of Students:</b> about 35-40	<b>Number of Staff:</b> 3 – Katie Gudorf, male and female chaperones TBD

**Purpose of Trip:** The students visit the finest professional theater in Canada, view several first-rate performances, and either participate in a workshop with the actors or tour some of the behind-the-scenes production facilities. This trip is a unique experience for many of our high school students who rarely have the opportunity to leave Mercer County or to view live performances of high-quality and well-known dramatic literature.

**Course of Study:** Students in the upper tracks of English class have read and been exposed to many of the works that are produced in Stratford. This year, the students will see *Much Ado About Nothing*, a Shakespearean play that will be studied by the AP English class. They will also view *Frankenstein*, a classic book. Finally, the students will have the opportunity to experience *Chicago*, a long-standing and highly acclaimed musical theater production with recognizable songs and dance routines. Students who are active in the music and drama programs have undoubtedly heard some of these pieces before. The trip is an important companion to the four years of English literature study completed at Celina High School that they are unable to get through any other department or coursework.

### Specific Learning Objectives to be Accomplished:

1. Learning objectives concerning out-of-country travel:
  - Students will take responsibility for their personal paperwork for foreign travel, fostering their independence.
  - Students will experience activities outside of their normal comfort zone of Celina High School.
  - Students will develop more knowledge about other cultural locations.
  - Students will gain more confidence and leadership qualities through handling the currency exchange, dealing politely with local inhabitants, and learning proper theater etiquette.
2. Learning objectives for experiencing live theater performances:
  - Students will potentially see improved verbal understanding after their experience.
  - Students will gain a new understanding for Shakespeare's works and other literary content.
  - Students will increase their tolerance by being exposed to a broader and more diverse world experience.
  - Students will find their ability to recognize what other people are thinking and feeling expanded.
  - Students will gain a new appreciation for live singing and dancing performances.
  - Students will be exposed to a quality of performance not found in Mercer County.
3. Learning objectives for career exploration and readiness:
  - Students will explore a variety of career options not commonly pursued in Mercer County.

- Students will have personal experience with either the actors or the production teams of the performances.
- Students will see the wide variety of roles and careers necessary in the performing arts.

**Student Behaviors that will Confirm Achievement of the Learning Objectives:**

The constant excitement and engagement of the students throughout the trip will demonstrate their completion of these learning objectives. Students on this field trip are constantly asking questions about the specific dramas, about the performances, and about the many different people who are involved in the process. They are engaged in the performances, exhibiting polite performance etiquette and comprehension skills. Discussions are held concerning the variety of different students' opinions following each performance, and the students learn to more accurately and clearly give their thoughts and feelings.

**Course Objectives Related to the Learning Objectives:**

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or **live production** of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include **at least one play by Shakespeare** and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, **dramas**, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.11-12.1

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.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Pre-Trip Lessons/Activities to be Done in the Classroom:**

Students who attend this trip are predominantly juniors and seniors, although there are some sophomores. Most sophomores are in the honors track and hear about the trip through my class. Students who are seniors will read *The Merry Wives of Windsor* in class. All the students will have learned about Shakespeare at some point during their high school English educations. Students will also be encouraged to become familiar with the other two performances before embarking on the trip.

**Post-Trip Activities/Lessons to Reinforce/Extend Learning:**

After the trip, students are encouraged to share their experiences with others in their English classes and drama activities. Some may take their experiences further and begin exploring possible career paths in the performance arts.

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3).

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**Field Trip Approval**

Trip Approved:  Trip Disapproved:  Principal: Philip A. M... Date: 1/30/2020

Trip Approved:  Trip Disapproved:  Superintendent: D. K. Sel... Date: 1/31/2020

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