

Capistrano Unified School District
FIELD STUDY EDUCATIONAL JUSTIFICATION

1. Requesting Teacher's Name: _____
2. Grade Level/Subject: 4th Grade
3. Requested Field Trip: Gray Whale Research Trip
4. Date(s) of Trip: _____
5. Write the Number and a brief version of the Standard(s) to be addressed on this field trip:
Life Sciences 2a: Plants are primary source of energy and matter. Life sciences 2b: Producers and consumers are related in food webs. Investigation & Experimentation 6a,b,c,e,f:
Differentiate observation from inference, measure and estimate, formulate predictions, construct/interpret graphs, follow written instructions for scientific investigation.
6. Write an explanation of how the benefits of this experience justify missing instructional time in other content areas and how this experience will enhance academic achievement of your students. Include a brief description of what classroom instruction will occur prior to and as a follow-up related to the learning of this trip.

On the Gray Whale Research Trip, students will have the opportunity to observe and collect data on gray whales firsthand. The trip supplements curriculum implemented in the classroom as part of the Gray Whale STEM Unit. In addition to the unit curriculum, a pre-trip assembly will be held at each school to prepare students. The assembly presenter is a naturalist and Captain for the Gray Whale Foundation who describes the natural history of gray whales, presents students with biofacts (i.e., fossils), and engages them in activities in preparation for data collection aboard the boat. On the research trip, students will work in groups alongside a scientist to study migrating gray whales and record information on environmental conditions, presence/absence of whales, whale behavior and respiration rates, and estimated sex/age class of whales. They will also hear about current threats facing gray whales (e.g., pollution, ship strikes) and ways that humans can reduce the negative impacts on these animals and their habitat. Students will then take their data and results back to the classroom for activities. Each class can also reference their data alongside other classes' online.
7. For any overnight trips, attach a schedule of specific activities students will be engaged in as part of this field trip. Include instructional, recreational, and other activities.
Not applicable.

Submit this information to your principal along with the Capistrano Unified School District Field Study Request Form.

Principal's (or designee) Signature

Date

Capistrano Unified School District
FIELD STUDY EDUCATIONAL JUSTIFICATION

1. Requesting Teacher's Name: _____
2. Grade Level/Subject: 5th Grade
3. Requested Field Trip: Gray Whale Research Trip
4. Date(s) of Trip: _____

5. Write the Number and a brief version of the Standard(s) to be addressed on this field trip:
Life Sciences:2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. Investigation and Experimentation 6 d, e, g, h, i: Identify independent, dependent, and controlled variables in an investigation; record data and make inferences, draw conclusions, write a report.
6. Write an explanation of how the benefits of this experience justify missing instructional time in other content areas and how this experience will enhance academic achievement of your students. Include a brief description of what classroom instruction will occur prior to and as a follow-up related to the learning of this trip.

On the Gray Whale Research Trip, students will have the opportunity to observe and collect data on gray whales firsthand. The trip supplements curriculum implemented in the classroom as part of the Gray Whale STEM Unit. In addition to the unit curriculum, a pre-trip assembly will be held at each school to prepare students. The assembly presenter is a naturalist and Captain for the Gray Whale Foundation who describes the natural history of gray whales, presents students with biofacts (i.e., fossils), and engages them in activities in preparation for data collection aboard the boat. On the research trip, students will work in groups alongside a scientist to study migrating gray whales and record information on environmental conditions, presence/absence of whales, whale behavior and respiration rates, and estimated sex/age class of whales. They will also hear about current threats facing gray whales (e.g., pollution, ship strikes) and ways that humans can reduce the negative impacts on these animals and their habitat. Students will then take their data and results back to the classroom for activities. Each class can also reference their data alongside other classes' online.

7. For any overnight trips, attach a schedule of specific activities students will be engaged in as part of this field trip. Include instructional, recreational, and other activities.
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Principal's (or designee) Signature

Date