

**SUFFOLK PUBLIC SCHOOLS**  
(Attach to field trip application requiring School Board approval)

**Field Trip #:** 22837

**School:** Nansemond River High School

**Grade/Subject/Club/Team:** VA/US History Students

**Date of Field Trip:** June 26, 2025 through July 1, 2025

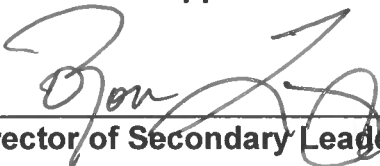
**Destination:** Boston, MA

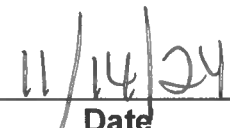
**Purpose:** Nansemond River High School VA/US History students will have the opportunity to tour and explore historic Boston, MA.

**Objectives:** Nansemond River High School VA/US History students will be able to tour and learn about historic Boston, MA through Explore America Tours.

**Approve**

**Disapprove**

  
\_\_\_\_\_  
**Director of Secondary Leadership**

  
\_\_\_\_\_  
**Date**

**School Board Action:**

**Approve**

**Disapprove**

\_\_\_\_\_  
**Clerk of the Board**

\_\_\_\_\_  
**Date**

### Travel Request Form

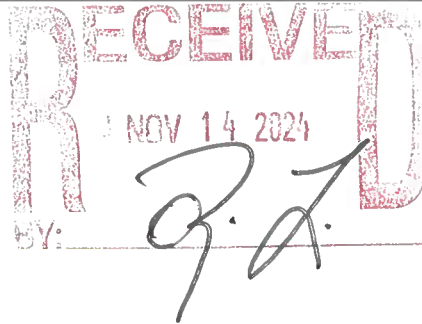
Please Note: Welcome to Suffolk City Public Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve an activity bus for a field trip or athletic event, and reserve a car for staff travel. If you have any questions or comments please email kevinprivott@spsk12.net or call (757) 925-5573.

Trip Number **22837**

\* Category **Travel With Students**

\* Type of Trip **Field Trip**

\* Field Trip Event **OTHER**



#### Trip Leave

\* Date **6/26/25** **Thursday**

\* Time **6:00 AM**

#### Trip Return

\* Date **7/1/25** **Tuesday**

\* Time **6:00 PM**

Trip Year/Week 2025-26

\* Is this trip overnight, out-of-state, or greater than 200 miles one way? **Yes**

#### Comments

\* Your School/Dept **240 Nansemond River High**  
**3301 Nansemond Parkway, Suffolk, VA 23435**

\* Main Destination **Other (Type Below)**  
**Boston, MA, USA**

**Destination Not Listed** **Historic Boston, Massachusetts** \* **Destination Name** **Boston, MA**

\* Approximate Nbr of Miles Round Trip **1.00**

Special Instructions for Permission Slip

Funding Source #1 **School Allotment - Nansemond River High** Budget Code

Funding Source Desc Budget Code Desc

Funding Approver

Are funds payable to a third party? **No**  
 (Does venue require payment prior to trip?)

\* Teacher / Advisor / Staff Name **Heidi Swift**

\* Teacher / Advisor / Staff Phone # 7579234101  
 Teacher / Advisor / Staff Email heidiswift@spsk12.net  
 Note: This email will receive the requester emails if different from requester  
 Emergency Contact Info  Same as Teacher / Advisor / Staff  
 \* Emergency Contact Name Heidi Swift  
 \* Emergency Contact Phone # 7579234101

\* Grade Level(s) Making Trip 11  
 12  
 \* Description of group or person(s) making trip Students enrolled in VA US History.  
 \* Educational Objective for Field Trip To name only a few objectives while others are attached.

Students will use geographic information to determine patterns and trends in the US.  
 Students will interpret charts, graphs, and pictures to determine characteristics of people, places, or events in US history.  
 Students will analyze how social and political factors impacted the culture.  
 Synthesizing evidence from artifacts of primary and secondary sources to obtain information about various events.  
 Explain how indirect cause and effect relationships impact people, places, and events in history.

### Number of Individuals Making Trip

* Male Adults	2	* Female Adults	2	Total Adults	4
* Male Students	20	* Female Students	20	Total Students	40

Need 1 adult(s) for 15 or more students.  
 Need 1 adult(s) for every additional 15 students.

\* Will the students be away from school during lunch? No

### Additional Information

\* School will be billed for Mileage Yes  
 \* School will be billed for Driver Yes  
 \* What is the cost to the Student? \$2,284.00 to be paid by parents by Education First Tour Group making all of the arrangements.  
 \* Description of the funding source you will be using : Parents will have the option to make payments in installments directly to the company.  
 \* Will a coach be driving the trip? No  
 \* If yes, please enter the coaches name. If no, enter NA  
 NA.

\* Will you be using external transportation (ex. plane, walking)? Yes

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itineraries. Indicate chartered transportation company if applicable.

Airplane

### Vehicles Needed

\* Do you need vehicles? No

Person Submitting Request tinapaul@spsk12.net  
Date Submitted

### Field Trip Acceptance of Responsibility

By submitting this request, the trip sponsor (Teacher, Coach, Staff Member, etc.) is validating the following conditions:

1. Possess a current/valid Driver's License for the vehicle you will be driving
2. Absent of any medical condition, medications/alcohol/drugs that will impede the operation of a vehicle
3. You will obey all traffic laws while operating the vehicle
4. You will not "text" or operate any device that may distract you while driving the vehicle
5. Properly authorized use of a Suffolk City Public Schools vehicle for official travel
6. Will only transport authorized passengers for the purpose of official travel
7. The lift is to be operated only for wheelchairs.
8. Buses and vehicles must come back in good condition in order to avoid additional charges.
9. Buses and vehicles must be cleaned in order to avoid additional charges.
10. Elementary Schools must have 1 adult per every 10 students.

\* I have read and understand the information above.

Yes

### Level 01 Approval - Location Approval

Comment

Decision Approved

Name tinapaul@spsk12.net

Decision Date Nov 12, 2024, 8:39:54 PM

### Level 02 Approval - Second Level Location Approval

Comment

Decision

Designated Approver keeshahicks@spsk12.net

Name

Decision Date

### Level 07 Approval - Overnight/OOS Approval

Comment

Decision

Name

Decision Date



# Application for Field Trip

Submit intact to the Athletic Director, Principal, or Bookkeeper/Secretary, at least 30 working days (6 weeks) prior to the scheduled date of the trip. All professional leave forms for this trip must be submitted with this form. All forms are to be done in blue or black ink only.

School/Organization Nansemond River High School Date 10-18-24  
Grade/Subject/Club VA & US History Teachers Heidi Swift

### REQUEST FOR SPECIAL USE OF SCHOOL BOARD VEHICLE (Personal cars are not to be used to transport students)

Date of Field Trip 6/26/24 2025 Time Departing School \_\_\_\_\_:\_\_\_\_ Time Returning to School \_\_\_\_\_:\_\_\_\_

Destination: Boston, MA

School Bus 0 Number Needed 0

#### SPECIAL NEEDS BUS

Equipment Needed: W/C  PCR  Safety Vest

School Car \_\_\_\_\_ Number Needed \_\_\_\_\_

(School cars are not to be used to transport students)

Number of Students 20 Number of Classes \_\_\_\_\_

Overnight Trip?  Yes \_\_\_\_\_ No \_\_\_\_\_

Total Cost to Student \$2284.00 \*Other Costs Incurred \_\_\_\_\_

\*Paid By Parent

Names of Chaperones (Not including Teachers) \_\_\_\_\_

Date Parental Permission Secured and Filed in Office \_\_\_\_\_

Trip Requested By: Heidi Swift

Trip Received By: Tim Paul Date: 11-7-24

(Any field trip is subject to last minute cancellation due to local, state, national and/or international situations)

Non-School Board Transportation	
Type:	_____
Furnished By:	_____

**Heidi Swift - Nansmond River Summer Break Trip Proposal**  
**Travel & Education**  
**EF TOURS (Education First Tours)**  
**Boston, MA**  
**Dates: June 24-July 1, 2025**  
**Program Price \$2,594**

**\*\*\*\*\*No money exchanges hands with teachers or students - EF does all of this through their company website\*\*\*\*\***

**Includes:**

Roundtrip airfare and on tour transportation  
Full-time tour director  
Breakfast and dinner  
Professional overnight security  
On tour transportation  
Guided tours, activities, and entries  
Expert local guides  
24 hour Emergency assistance  
All gratuities

**Not Included:**

Lunch, Snacks, Souvenirs  
Personal Expenses  
Additional field trips that have not been specified  
Usage and upgrades on provided mobile phones  
Optional Excursions (these will be chosen at a later date)

All families have the option to pay:  
12 monthly payments  
One time pay in full  
Payments until 90 days before departure

**Chaperones:**

1 free chaperone per 10 students - Heidi Swift head Chaperone (NRHS Teacher)  
Other chaperones TBA  
Days out of school - None, this will take place over the summer

Target Enrollment: 30-40 students

**Nansmond River High School Teacher Heidi Swift would like permission as soon as possible so that she can hold an interest meeting with said parents and students. She needs to prepare program materials and recruit to guarantee the price quoted.**



**SUFFOLK PUBLIC SCHOOLS**  
**Field Trip Instructional Objectives**

School Nansmond River High School

Person completing the form Heidi Swift

Grade Level 11

Date of Trip 6-24-25 - 7-1-25

Listed below are the instructional objectives for the requested field trip:

<b>Objectives:</b>	<b>Correlated Standard of Learning:</b>
Please see attached ↓	VUS 1a, b, c,
	d, e, f, g, i,
	VUS 2 B
	VUS 3 ABC
	VUS 4 BCDE
	VUS 5 ABCDE

This form must be attached to the Application for Field Trip.



# Nansemond River High School

## Field Trip Permit

\_\_\_\_\_ has my permission to go with the  
**Student Name**

\_\_\_\_\_ of Nansemond River High  
**Name of Organization**

School to \_\_\_\_\_ on \_\_\_\_\_  
**Destination** **Date**

Time of departure: \_\_\_\_\_ Approximate time of return: \_\_\_\_\_

Teacher/Sponsor: \_\_\_\_\_

I authorize a staff member of Nansemond River High School to obtain medical attention for my child should an emergency arise.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Emergency contact number for parent: \_\_\_\_\_

I agree to abide by all the school rules and regulations concerning student behavior. I will not purchase, consume, or possess any type of alcoholic beverage or drug while representing Nansemond River High School during this trip. I understand that violating ANY school rules will result in administrative action taken by Nansemond River.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## History/Social Studies Skills

<b>Click on the link below to go directly to the standard.</b>	
<u>STANDARD VUS.1a</u>	<u>STANDARD VUS.1f</u>
<u>STANDARD VUS.1b</u>	<u>STANDARD VUS.1g</u>
<u>STANDARD VUS.1c</u>	<u>STANDARD VUS.1h</u>
<u>STANDARD VUS.1d</u>	<u>STANDARD VUS.1i</u>
<u>STANDARD VUS.1e</u>	<u>STANDARD VUS.1j</u>

## STANDARD VUS.1b

[Return to the top](#)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) using geographic information to determine patterns and trends in Virginia and United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</p> <p>The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"><li>• Location: Defined according to its position on the earth's surface; where is it?</li><li>• Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?</li><li>• Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?</li><li>• Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?</li><li>• Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of sources, such as the following:<ul style="list-style-type: none"><li>◦ GIS (Geographic Information Systems)</li><li>◦ Field work</li><li>◦ Satellite images</li><li>◦ Photographs</li><li>◦ Maps, globes</li><li>◦ Charts and graphs</li><li>◦ Databases</li><li>◦ Primary sources</li><li>◦ Diagrams</li></ul></li><li>• Analyze the dynamic relationship between physical and human geography.</li><li>• Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends.</li><li>• Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political, and economic landscape of a location.</li><li>• Use maps to explain how the location of resources influences patterns, trends, and migration of a population.</li></ul>

## STANDARD VUS.1d

[Return to the top](#)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

### d) constructing arguments, using evidence from multiple sources;

Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.</p>	<ul style="list-style-type: none"><li>• To construct an argument, consider the following:</li><li>• Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose.<ul style="list-style-type: none"><li>◦ Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.</li><li>◦ Organize ideas in a sustained and logical manner.</li><li>◦ Clarify and defend the position with precise and relevant evidence, elaborating ideas clearly and accurately.</li><li>◦ Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</li><li>◦ Prepare evidence for a Socratic seminar in order to debate and discuss the costs and benefits of a government action or historical event.</li></ul></li><li>• Gather information from a variety of sources to assume a particular perspective from one time period, and write a newspaper editorial persuading readers to adopt the chosen perspective.</li></ul>

## STANDARD VUS.1f

[Return to the top](#)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history:

<b>Essential Understandings</b>	<b>Experiences may include but are not limited to the following:</b>
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.</p> <p>An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"><li>● Apply a process for explaining indirect cause-and-effect relationships, such as the following:<ul style="list-style-type: none"><li>○ Choose an established effect and brainstorm causes of that effect.</li><li>○ Categorize and organize the causes into direct or indirect causes.</li><li>○ Describe direct and indirect items separately.</li><li>○ Compare and contrast direct and indirect causes.</li><li>○ Identify the most important difference between the direct and indirect causes.</li><li>○ Draw conclusions about the impact on people, places, and events.</li><li>○ Discuss, defend, and refine conclusions.</li></ul></li><li>● Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.</li><li>● Create flow charts, storyboards, and timelines that explore multiple causes and effects.</li><li>● Determine how the choices of selected people/groups impacted American history.</li><li>● Examine both intended and unintended consequences of an event, including the following questions:<ul style="list-style-type: none"><li>○ What was the context for the event to take place?</li><li>○ What actions were taken?</li><li>○ What was the result of these actions?</li></ul></li></ul>

**STANDARD VUS.1i**

[Return to the top](#)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) **identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property;**

<b>Essential Understandings</b>	<b>Experiences may include but are not limited to the following:</b>
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"><li>● Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:<ul style="list-style-type: none"><li>○ Socratic seminar</li><li>○ Two-way journaling</li><li>○ Digital media (e.g., videoconferences)</li></ul></li><li>● Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none"><li>○ properly citing authors and sources used in research</li><li>○ validating Web sites</li><li>○ reviewing written drafts so that the language and/or thoughts of others are given credit.</li></ul></li><li>● Provide other students with constructive feedback on written assignments via the peer-editing process.</li><li>● Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.</li></ul>

## STANDARD VUS.2b

The student will apply social science skills to understand the impact of the Age of Exploration by

b) analyzing the cultural interactions among American, Indians, Europeans, and Africans.

### Essential Understandings (Big Ideas)

Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.

### Essential Knowledge 2015

#### **Interactions among American Indians, Europeans, and Africans**

- The explorations and settlements of the English in the American colonies and of the Spanish in the Caribbean, Central America, and South America often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were generally more cooperative.
- The first Africans **forcibly** brought against their will to **Old Point Comfort (Fort Monroe), Virginia** in 1619 to work on plantations, **were taken from Ndongo which is modern-day Angola.** The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led **wealthy English colonists to adopt** an enslaved labor force **despite their fear of bringing an alien people into the colony.**
- **English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world.**
- **By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean.**
- **The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought "twenty and odd" Africans to trade for food in Virginia.**
- **British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619.**
- **Virginia's English colonists struggled to adapt Atlantic slavery to their law, culture, and religion.**
- Over the half century after 1619, white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established.
- Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.

[Return to the top](#)

Suggested Pacing  
4 days including ab

### Learning Experience(s)

**Suggested SS Skill(s) for planning:**  
VUS.1b, VUS.1f

### **Suggested Aligned Literacy Skill(s):**

- Summarize events with beginning, middle, and end in the correct sequence.
- Identify cause and effect relationships

Resources in C&I folder:

**STANDARD VUS.3a**

**The student will apply social science skills to understand early European colonization by**  
**a) evaluating the economic characteristics of the colonies.**

**Essential Understandings (Big Ideas)**

Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.

**Essential Knowledge 2015**

**Economic characteristics of the colonial period**

- The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift.
- The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers.
- Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew cash crops such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.
- Private ownership of property characterized colonial life everywhere, **although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.**
- The economic system of mercantilism used by imperial nations created a system of interdependence between the mother country and its colonies.

[Return to the top](#)

**Suggested Pacing**  
4 days including abc

**Learning Experience(s)**

**No addition needed.**

**Suggested SS Skill(s) for planning:**  
**VUS.1b , VUS.1e, VUS.1f, VUS.1g, VUS.1h**

**Suggested Aligned Literacy Skill(s):**

- Interpret and use data and info in maps, charts, graphs, timelines, tables, and diagrams.
- Identify cause and effect relationships
- Making connections
- Compare and contrast

**Resources in C&I folder:**

**STANDARD VUS.5c**

The student will apply social science skills to understand the development of the American political system by c) assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties

**Essential Understandings (Big Ideas)**

The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.

**Essential Knowledge 2015**

**Debates over the ratification of the U.S. Constitution**

- George Washington and the Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements.
- Anti-Federalists, including Patrick Henry, George Mason, and Thomas Jefferson, were opposed to the ratification of the Constitution because they feared an overly powerful central government destructive of the rights of individuals and states, leading to their demand for the incorporation of the United States Bill of Rights.

**Issues leading to the formation of political parties**

- Controversy over the Federalists' support for Hamilton's financial plan, especially the Bank of the United States; Washington's Proclamation of Neutrality including the Jay Treaty; and the undeclared war on France during the John Adams administration contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.

[Return to the top](#)

**Suggested Pacing**

4 days including abcd

**Learning Experience(s)**

**Suggested SS Skill(s) for planning:**  
VUS.1a, VUS.1d, VUS.1e, VUS.1g

**Suggested Aligned Literacy Skill(s):**

- Identify conflict and resolution
- Comparing and contrasting
- Making connections

**Resources in the C&I Folder:**



**STANDARD VUS.5b**

The student will apply social science skills to understand the development of the American political system by

- b) describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.

**Essential Understandings (Big Ideas)**

The Constitution of the United States was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by Virginians George Washington and James Madison.

**Essential Knowledge 2015**

**Key issues and their resolutions**

- Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves
- Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population as stated in the Great Compromise
- Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives **while avoiding mention of slavery by name.**
- **Established** three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers
- Limited the powers of the federal government to those identified in the Constitution

**Suggested Pacing**

4 days including abcd

**Learning Experience(s)**

**Suggested SS Skill(s) for planning:**  
VUS.1a, VUS.1b, VUS.1f, VUS.1g

**Suggested Aligned Literacy Skill(s):**

- Identify conflict and resolutions
- Making connections

**Resources in the C&I Folder:**

[Return to the top](#)

**STANDARD VUS.5d**

The student will apply social science skills to understand the development of the American political system by d) evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

**Essential Understandings (Big Ideas)**

Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

**Essential Knowledge 2015**

The doctrine of judicial review set forth in *Marbury v. Madison*, the doctrine of implied powers set forth in *McCulloch v. Maryland*, and a broadly national view of economic affairs set forth in *Gibbons v. Ogden* are the foundation blocks of the Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall's tenure as the chief justice of the Supreme Court.

**Suggested Pacing**

4 days including abcd

**Learning Experience(s)**

**Suggested SS Skill(s) for planning:**  
VUS.1a, VUS.1d, VUS.1f

**Suggested Aligned Literacy Skill(s):**

- Identifying cause and effect
- Identifying conflict and resolution

**Resources in the C&I Folder:**

[Return to the top](#)

## Before we begin our meeting



Will you attend the meeting?

yes, I'll be there

Did you RSVP to this meeting? If you haven't already, please do so through the QR code above.



Hold your questions until the end!

Hello! I'm your Group Leader 🙋

### Heidi Swift

I teach VA & US History with Mr. Gatson.

My first travel experience was to Chicago, IL to Recruit Training Command Great Lakes for Navy Bootcamp.

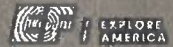
Most importantly, I'm excited to travel with your students because I want to share a love for history with them and show them that it can be fun!





Historic Boston

4 days



## What we'll cover

- > Our Travel Partner
- > Our travel window
- > Everything we'll see
- > Before, during and after tour
- > The lasting impact of travel
- > All that's included
- > Reserving your student's spot

## Who is EF Explore America?

For over 55 years, EF has been working to keep the minds and the world wide open. EF designs tours to help educators teach, so students can learn more—about tolerance, other perspectives, and themselves.

EF Explore America's class trips are specially crafted to help students go beyond the ideas and experiences they know. The world is filled with endless potential, and I want to show your students that they are, too.

EF is here for us before, during and after tour.



## Our travel window



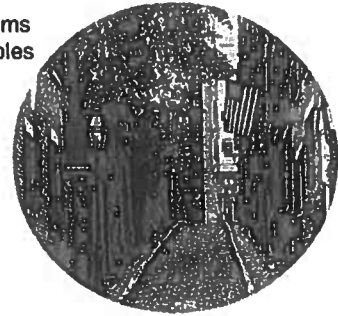
Mark your calendars (for now)

EF uses an industry standard date range to ensure we get the best rates and activities.  
We will confirm our exact dates of travel at least 90 days before we depart.

## Historic Boston – 4 Days

Meet your Tour Director  
Take a walking tour of Charlestown and the North End  
Bunker Hill Monument  
Charlestown Navy Yard  
USS Constitution  
Old North Church  
Black Heritage Trail  
Visit the New England Holocaust Memorial  
Dinner at Quincy Market  
Visit the Boston Tea Party Ships and Museum  
Take a guided tour of Lexington and Concord  
Lexington Battle Green  
Old North Bridge  
Author's Row  
Dinner in Boston

Visit Plymouth Plaxet Museums  
Take a guided tour of Boston and Cambridge  
Newbury Street  
Public Garden  
Boston Common  
Beacon Hill  
Freedom Trail  
Harvard Square  
Dinner in Boston  
Visit one of Salem's witch museums  
Visit the House of the Seven Gables  
Enjoy free time in Boston  
Dinner in Boston  
Depart for home



## Before Tour

- Don't lift a finger

Once you enroll, everything is taken care of. Meals, flights, hotels and attractions are all booked for us, so you don't have to worry about planning a thing.

- One-on-one support

Traveler Support Specialists work with you and your child to answer any what-ifs and how-to's, Don't understand travel options? Want to switch payment plans? Got food allergy questions? Your Traveler Support Specialist has your back.

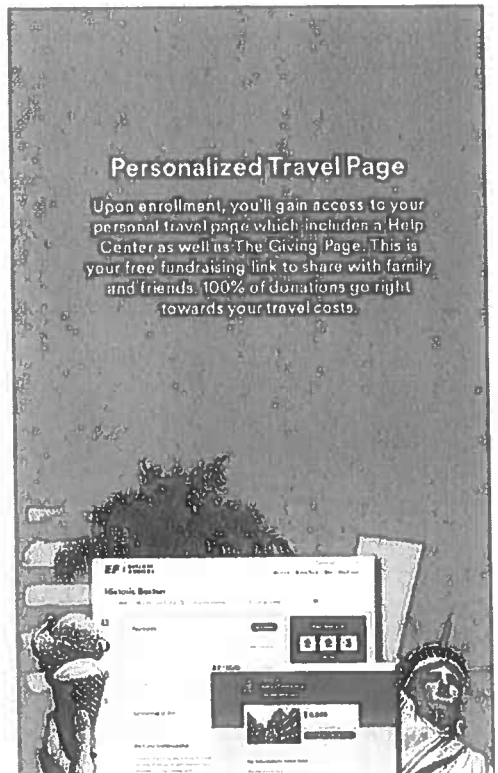
- Explorer Scholarships

Every year, EF awards \$50,000 in needs-based scholarships to travelers from around the country through their Explorer Scholarship.

<https://www.efexploreamerica.com/explorer-scholarship>

### Personalized Travel Page

Upon enrollment, you'll gain access to your personal travel page which includes a Help Center as well as The Giving Page. This is your free fundraising link to share with family and friends. 100% of donations go right towards your travel costs.



## On the road

- **Led by the best**

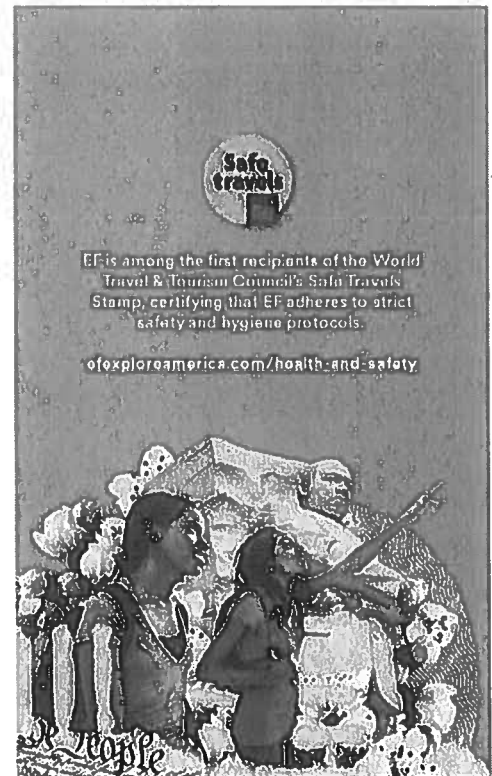
Along with your student's tour leader (me!), your child's tour will be led by a **Tour Director** who'll be with us from day one until they head home. They offer **24/7 support** and the training, experience, and local knowledge to keep groups safe. Plus, their personality and logistical wizardry make our tours shine.

- **Safety First**

Your child's safety is a non-negotiable. From our unmatched **global presence** to our dedicated, 24/7 **Emergency Service** and **Support Team**, EF helps ensure the **safety and welfare** of all of our travelers. For an extra safety precaution, professional overnight security dedicated specifically to our group will be at our hotels.

- **Chaperone Team**

Your students will be accompanied by myself and our other chaperones. All adults on tour complete background checks in order to travel and are there as a familiar face as your child steps into the world.



## After Tour

- **Set up for success**

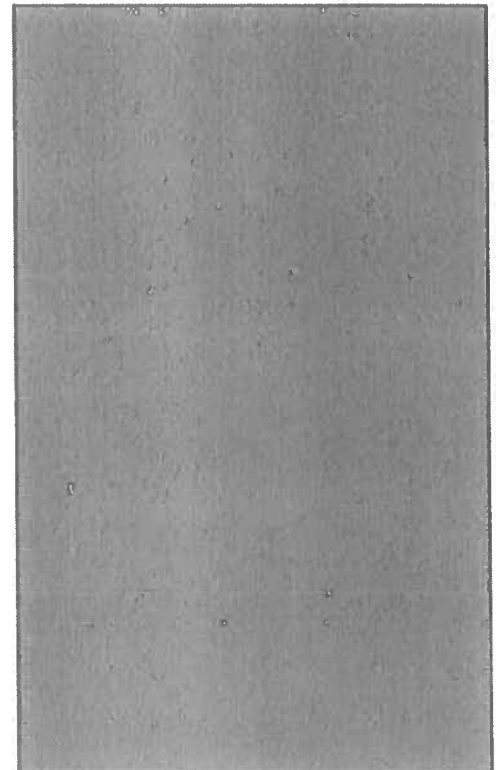
Just like you, I'm thinking about your child's future. More specifically, how to help your child *succeed* in their future. That's why, when students travel, they return home with more than a suitcase full of souvenirs—they also gain understanding of cultural differences and most importantly, themselves. Insights that lead the way for small and big transformations. But don't just take it from us.

- **Extra mileage**

Our educational tools are designed to give our travelers even more opportunities to grow from their experiences, this time in tangible ways. With EF's UnCommon App guide, students can turn their tour into inspiration for a college essay that will stand out to any admissions officer.

- **From travel to transcript**

By focusing on reflection and investigating a topic that inspires them, students can earn high school or college credit as part of their EF tours. The exclusive online course, developed with Southern New Hampshire University, earns them three college credits and a confidence-building taste of higher-ed success.



## By the numbers

93%

of travelers say their tour expanded their knowledge of the world

89%

say they understand more about new people, places, and cultures

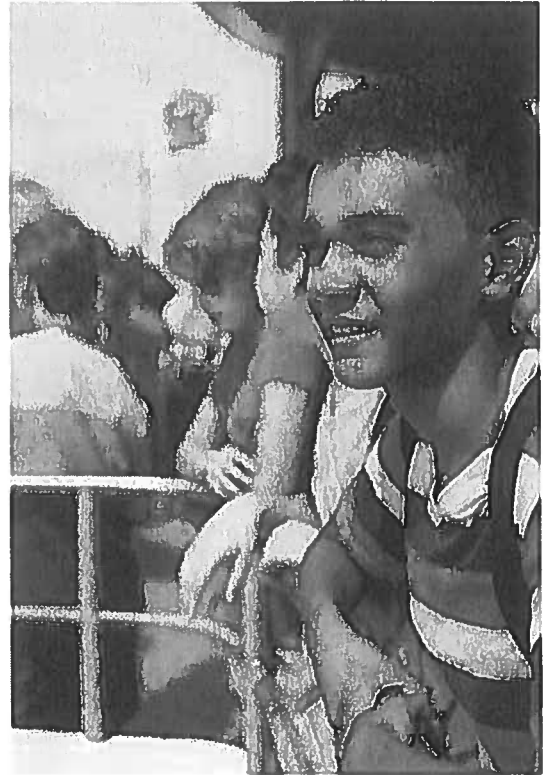
92%

say they discovered more about themselves

88%

of travelers say they grew more confident and independent

Source: LE Education's 2014-2015 Post-Tour Student Survey



## What will your student be most excited for?



Flying on a plane



Meeting our Tour Director (aka their new best friend)



Visiting Quincy Market



Building smart spending habits



Gaining an expanded knowledge of the world



Finding the Make Way for Ducklings sculpture



Choosing their own food



Strolling through Beacon Hill



Visiting Boston's North End



Making new connections



Seeing the Charles River



Learning more about the world



Watching their textbooks come to life



# Protection plans

Protect your investment against the unexpected

- Rolls into your payment plan
- Flight Delay coverage
- Tour Interruption coverage
- Baggage & Property coverage
- Maximum refund available\*
- Cancel for a covered reason up until day of departure
- Cancel for any reason up until day of departure

Included	+ \$190
Travel Protection Plan	Travel Protection Plus Plan
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

\*Maximum refund does not include Protection Plan fees or any non-refundable fees. For full details, visit [efexplorations.com/help-center/safety/travel-protection](http://efexplorations.com/help-center/safety/travel-protection)

## Everything that's included

- ✈️ Airfare
- 🚌 On-tour transportation
- 👤 Full-time Tour Director
- 📖 Guided tours, activities and entries
- 🏨 Hotel accommodations
- 🚩 Expert local guides
- ❤️ Industry leading student-to-chaperone ratio
- 🛡️ 24-hour emergency assistance
- 🍽️ Breakfast and dinner included
- 🏠 Illness and Accident coverage
- 🔒 Professional overnight security
- 👥 Traveler support team
- 🎓 High School & College Credit Opportunities
- 💰 All gratuities
- 👤 Personalized Giving Page

Plus some EF travel gear!



# Let's do this

(Payments made easy)



Travel is for everyone and, by breaking the cost of your trip into manageable payments, our recommended Automatic Payment Plan makes it possible for everyone, too. We also have Pay-in-Full and our Manual Payment Plan as well.

<p><b>\$157</b></p> <p><b>Bi-weekly Payments</b></p> <p>14 bi-weekly payments, after \$95 deposit*</p>	<p><b>Automatic</b></p> <p><b>\$313</b></p> <p><b>Monthly Payments</b></p> <p>7 monthly payments, after \$95 deposit*</p>	<p><b>\$2,594</b></p> <p><b>Pay-in-Full upon enrollment</b></p> <p>One-time payment, includes \$95 deposit (Traveler Preferred!)</p>	<p><b>Manual Payments</b></p> <p>Pay in larger, less frequent installments**</p>
--	---	--	--

Risk-Free Enrollment Eligible\*

\*Card must display the Visa or Mastercard logo.  
\* Estimated cost; may vary based on desired date of deposit withdrawal.  
† Additional restrictions & fees apply.

\*\* New travelers who enroll within the enrollment discount window and paid in full or enrolled in our Automatic Payment Plan can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF.

## Ready to travel?

### ENROLLMENT DEADLINE: FRIDAY, OCTOBER 25<sup>th</sup> 2025

Grab your phones as the QR code to secure your spot on tour will be on the next slide!

\* Fees have been waived until the enrollment period window and paid in full at the time of enrollment. Payment Plan rates are for any term up to 7 days after enrollment for a full term of 90 days of the program prior to EF

# Enroll Here:



Scan QR with your camera, type the link below into your browser window or call with our Tour ID number below.

[efexploreamerica.com/2828417KE](https://efexploreamerica.com/2828417KE)

or 1.888.333.9756  
Tour ID: 2828417KE

