



The Mission of Promontory School of Expeditionary Learning is to provide a rich educational environment that views learning as an Expedition and uses the study of Great Thinkers to cultivate the value of excellence and the love of knowledge. Using investigation and discovery to make connections to ideas and our community, we empower children to embrace challenge, act with humanity, and become the Great Thinkers of the 21st century.

BOARD OF DIRECTORS EMERGENCY MEETING AGENDA

Wednesday, September 3, 2025

5:00PM

Via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/7462007176?pwd=MaOZb09xR1bqDBWrXVleWtR206ZCfp.1&omn=82643568203>

Meeting ID: 746 200 7176

Passcode: PSEL1234

5:00 PM – **CALL TO ORDER-Becca Ashby**

5:05 PM—Action Item:

- 5/6 Expedition and Overnight Campout

5:30 PM – PUBLIC COMMENT

** PUBLIC PLEASE NOTE: All public input will be taken into consideration, but not be discussed by the board during this meeting. Comments will be limited to two minutes each. We appreciate your input and invite your comments. - Promontory Board of Trustees*

5:45 PM – ADJOURN

*Next scheduled Board Meeting: Sept 18, 2025

Fieldwork Request Form

2025-2026

This form is to be completed at least two weeks prior to your planned fieldwork date. If you will need sack lunches from the cafeteria, those numbers will need to be submitted to cafeteria staff one week prior to the lunchroom staff.

****Indicates a required answer***

Email *

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Teacher requesting *

Breanna Berchtold, Nichole Harrison, Jeni Sevilla, Celeste Whipple

Type of fieldwork *

- ☐ Local fieldwork
- ☒ Overnight fieldwork - requires board approval
- ☐ Out of state fieldwork - requires board approval

Which crews will be going on which dates? *

Whipple/Harrison sept 29th, Sevilla/Berchtold Sept 30th

Fieldwork location *

Fremont State indian park

Times leaving from and returning to school *

Leaving 9 am. Returning 1 pm ish

Fieldwork learning targets *

I can explain how the geography, religion, achievements, politics, economy, and social structures of _____ helped meet the needs of its people.

I can explain how _____ influenced future civilizations.

I can identify evidence, both tangible and theoretical, of the lasting influence of the subject ancient civilizations.

Brief description of fieldwork *

We will explore the remnants and artifacts of the ancient Fremont Indians through hikes and stories. We will determine how they met the needs of their people. And the different lasting influences they had on the area.

Equipment needs/requests *

Tents, food, peanut allergy and celiacs

Estimated cost per student and funding source (crew/ community budget or donation) *

\$150 per night for campsite x2

Overnight Fieldwork

This section is to be filled out for overnight fieldwork only.

Estimated numbers of kids and adults for each group

50 kids 30 adults

Meals needed for each day of fieldwork

Lunch, and dinner, breakfast of returning day

This form was created inside of Promontory School of Expeditionary Learning.

Google Forms

Title	<i>Legacies of the Ancients</i>
School	<i>Promontory School of Expeditionary Learning</i>
Grade level	<i>5/6</i>
Discipline(s)	<i>Science/ELA/Social Studies</i>
Specific topic:	<i>Ancient Civilizations</i>
Start & end dates	<i>August 2025 – January 2026</i>
Author(s)	<i>Dorothy Dobson, Jennifer Duncan, Jenny Hilton, and Missy Shunn-Mitchell</i>

Summary
<i>A study of civilizations that have influenced the present.</i>
Guiding Questions
<i>How have the innovations and cultural contributions of ancient civilizations influenced the way we live today?</i>
<i>What defining characteristics transform a simple society into a civilization, and how do those characteristics compare across four distinct ancient civilizations from different regions?</i>

Long Term Learning Targets
<i>I can explain how the geography, religion, achievements, politics, economy, and social structures of _____ helped meet the needs of its people.</i> <i>I can explain how _____ influenced future civilizations.</i> <i>I can identify evidence, both tangible and theoretical, of the lasting influence of the subject ancient civilizations.</i>

Case Study/Studies	
Case study #1, #2, #3, #4	<i>Mesopotamia, Egypt, Maya/Inca, Greece</i>
Case study content	<i>Each case study will address the GRAPES of civilizations: Government, Religion, Achievements, Politics, Economics, Social Structures</i>
Big Ideas/Broad Concepts	<i>The past influences the present.</i>
Key standards that drive the case study	Standards <u>Science:</u> 5.3.4 Balance human needs and the need to conserve the environment 6.4.1. Resource accessibility 6.4.4. Stability of populations <u>Social Studies</u> 6.1.1 Simple societies to civilizations 6.1.2 Religions 6.1.3 Physical geography 6.1.4 Technologies 6.1.5 Cultural expressions 6.1.6 Early governments <u>ELA (both 5th and 6th)</u> SL.1 Conversation and collaboration SL.2 Informed decisions SL.3 Appropriate speaking and presentations R.5 Explicit vs. inference R.7 Compare characters, settings, events

	<p>R.9 New vocabulary, Greek and Latin roots R.12 Perspective</p> <p><u>Writing (both 5th and 6th)</u> W. 2 – 4 Different forms of writing. W. 4 Research.</p>
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Supporting Targets	<p>Supporting Targets:</p> <ol style="list-style-type: none"> <i>1. I can locate key physical features (rivers, mountains, deserts) on a map of the ancient world.</i> <i>2. I can describe how geographic features influenced where people settled and how they lived.</i> <i>3. I can identify major beliefs and practices of ancient religions.</i> <i>4. I can explain how ancient governments were structured and how leaders were chosen, and how ancient governments influence future societies.</i> <i>5. I can give examples of technologies or inventions created by the civilization and how they are passed down to later cultures.</i>

	<p>6. <i>I can describe how the economy worked, including trade and use of resources.</i></p> <p>7. <i>I can use primary and secondary sources to describe daily life in the civilization.</i></p> <p>8. <i>I can analyze how art, architecture, or writing systems were adopted or adapted.</i></p> <p>9. <i>I can compare the achievements of ancient civilizations with modern examples.</i></p> <p>10. <i>I can identify modern institutions or practices that have roots in ancient times.</i></p>
Assessment OF Learning (Summative)	<p>Mesopotamia <i>Time Traveler's Journal- Write a first-person journal from the perspective of someone visiting Ancient Mesopotamia (scribe, merchant, pharaoh, archaeologist). Describe daily life, innovations, and what the world has learned from Mesopotamia. Include sketches or "photos" (drawings/images) and artifacts.</i></p> <p>Egypt <i>Interactive Travel Brochure or Poster: Create a brochure/poster advertising Ancient Egypt as a place to visit during its peak. Include info about its geography, government, religion, daily life, and major achievements. Include sections titled "Lasting Influence" and "What We've Learned from Egypt." Write a first-person journal from the perspective of someone visiting Ancient Egypt (scribe, merchant, pharaoh, archaeologist).</i></p> <p>Inca/Maya <i>Comparative Documentary: Groups produce a short video or podcast comparing Maya and Inca accomplishments (Calendar vs. quipu, cities vs. terraces, etc.)</i></p> <p>Greece <i>Create a Museum Exhibit: Students design a 1-page "exhibit placard" for a museum on Ancient Greece. Must include: description, an image/symbol, and explanation of why this Greek contribution still matters today. Example topics: democracy, Socrates, architecture, Olympics, myths.</i></p>

Resources & Links

Under development

Connections to the Community and the Larger World

Possible Fieldwork

*Fremont Indian State Park
 Natural History Museum of Utah
 BYU Museum of Peoples and Cultures
 Leonardo Museum (dependent on current exhibitions)*

	Utah Museum of Fine Arts Stewart Nature Park USU Anthropology Museum
Great Thinkers	Mesopotamia <i>Enheduanna (first named author in history)</i> Egypt <i>Ptahhotep</i> Maya/Inca <i>Pachacuti Inca Yupanqui (Philosopher king)</i> Greece <i>Socrates</i>
Experts	Under development – exploring possibilities at nearby universities Coach Rob Stewart
Service Learning	Supporting and participating in the local food drive by creating posters and advertising it. We will work with the high school to pick up the food that is donated here around Thanksgiving time. This is related to Ancient Rome. We will help them understand the connection between our local food drive and the grain dole (annona) that provided subsidized or free grain to citizens, combating hunger and indirectly supporting housing for the poor. Land grants or cash payments were offered to retiring soldiers, helping them reintegrate into civilian life. Patronage networks provided informal support, with wealthy patrons offering lodging or financial aid to clients in exchange for loyalty.
Expedition Kickoff	Rotation through classrooms, each providing a hands-on project specific to one of the four civilizations. Each student will experience each project.
Expedition culmination and Celebration of Learning	Ancient Civilization Bazaar <i>More details to come</i>
Literature	<u>Weslandia</u> Links to lists of other books: https://reviews.oneclearwinner.com/product/childrens-ancient-civilization-fiction-books/?gad_source=1&gad_campaignid=22828347515&gclid=Cj0KCQjw5JXF BbCrARIsAL1ckPs_C00A_gLQAITK3Faa6-0LON18zyhkqsfzPBpZHey6Nfvgr3KhmcAkef1EALw_wcB https://www.aliciahutchinson.com/ancient-history/ https://www.getepic.com/collection/221413/ancient-civilizations



EXPEDITIONARY LEARNING

Learning Expedition Plan

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Supporting Targets	<p><i>Can you come up with some supporting targets based on the relevant standards?</i></p> <p><i>They will be smaller and more focused than the long term targets..</i></p>
Assessment OF Learning (Summative)	<p>Mesopotamia <i>Assessment type project</i></p> <p>Egypt <i>Assessment type project</i></p> <p>Inca/Maya <i>Assessment type project</i></p> <p>Greece <i>Assessment type project</i></p>

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