

ALLEGHANY COUNTY PUBLIC SCHOOLS

FIELD TRIP REQUEST FORM

SCHOOL Clifton Middle School CURRENT DATE 11/18/16
TEACHER/SPONSOR Lisa Hanstord CLASS/GROUP 7th Grade
DATE(S) OF TRIP March 9th March 10th NUMBER OF STUDENTS Approx 75
DESTINATION Washington D.C. NUMBER & NAMES OF CHAPERONES: 8
Lisa Hanstord Amanda McNabb
Patty Anderson Wil Fields
Crystal Wimmer Candice Dwoise
Bob Unstead Nancy Perrine
TIME LEAVING 6am Thursday March 9th TIME RETURNING 9pm Friday March 10

EDUCATIONAL OBJECTIVES: (list by narrative & SOL, if applicable)

see attached

*NUMBER OF BUSES 0 - Abbott will provide
(* K-5 = 45 students max.; 6-12 = 40 students max.; transit buses permit 6-10 additional students)

BUS DRIVER(S) N/A

*FUNDING SOURCE Fundraisers

APPROVED Ken Crandall DATE 11/18/16
Principal/Assistant Principal

APPROVED Mary Jane Matispauze DATE 11/21/16
Director of Instruction

APPROVED Mike Spivey DATE 11/21/16
Supervisor of Maintenance and Transportation

APPROVED DATE
Superintendent (Overnight/Out of state trips only)

NOTE: This form must be submitted to the Director of Instruction at least one week before the date of proposed in-state trips. It must be submitted at least eight weeks before the date of proposed out-of-state and/or overnight trips.

**CLIFTON MIDDLE SCHOOL
WASHINGTON, DC**

~~NOVEMBER 10-11, 2016~~

March 9-10 2017

March 9, 2017

~~NOVEMBER 10, 2016~~

- 5:15AM Student arrive at CMS and meet in Forum Hall for check in.
- 6:00AM Depart from Clifton Middle School
- 10:30AM Visit Newseum
- 11:40PM Lunch at Newseum (price included)
- 2:00PM Visit National Archives
- 3:00PM Visit Air and Space Museum
- 5:00PM Walk down National Mall to see monuments
- 6:00PM Pick-up in front of Lincoln Memorial
- 6:30PM Dinner at Cici's (price included)
- 8:30PM Check into hotel
- 10:00PM Bedtime

March 10, 2017

~~NOVEMBER 11, 2016~~

- 6:30AM Breakfast at hotel (price included)
 - 8:00AM Leave hotel for Arlington National Cemetery
 - 8:45AM Arrive at Arlington National Cemetery
 - 10:00AM Leave for Museum of Natural History
 - 11:00AM IMAX movie (price included)
 - 12:00PM Lunch at Museum of Natural History (price included)
 - 2:00PM Leave museum for White House photo opportunity
 - 7:30PM Dinner at Gold Corral in Harrisonburg, VA (price included)
 - 9:30PM Approximate return time to CMS
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SOL Objectives for Field Trip Activities

**** At each of the museums, the students will have scavenger hunt questions that will be related to the information found in the museums. The students will use the SOL's they have learned thus far in their classes to answer real life questions based on information found through out the museums.****

1. Smithsonian National Natural History Museum

Math	<p>7.11 The student, given data for a practical situation, will</p> <ul style="list-style-type: none"> a) construct and analyze histograms; b) compare and contrast histograms with other types of graphs presenting information from the same data set.
Science	<p>LS. 4 The student will investigate and understand how organisms can be classified. Key concepts include</p> <ul style="list-style-type: none"> a) the distinguishing characteristics of domains of organisms; b) the distinguishing characteristics of kingdoms of organisms; c) the distinguishing characteristics of major animal phyla and plant divisions; and d) the characteristics that define a species. <p>LS. 9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include</p> <ul style="list-style-type: none"> a) differences between ecosystems and biomes; b) characteristics of land, marine, and freshwater ecosystems; and c) adaptations that enable organisms to survive within a specific ecosystem. <p>LS. 11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include</p> <ul style="list-style-type: none"> a) food production and harvest; b) change in habitat size, quality, or structure; c) change in species competition; d) population disturbances and factors that threaten or enhance species survival; and e) environmental issues. <p>LS.13 The student will investigate and understand that populations of organisms change over time. Key concepts include</p> <ul style="list-style-type: none"> a) the relationships of mutation, adaptation, natural selection, and extinction; b) evidence of evolution of different species in the fossil record; and c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.
L.A.	<p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. e) Use a variety of strategies to listen actively.
Social Studies	<p>USII 1b, 1i The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ul style="list-style-type: none"> b) make connections between the past and the present i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. <p>USII 9d The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> d) examining American foreign policy, immigration, the global environment, and other emerging issues.

2. Air and Space Museum

Math	<p>7.3 The student will b) add, subtract, multiply, and divide integers.</p> <p>7.5 The student will a) describe volume and surface area of cylinders; b) solve practical problems involving the volume and surface area of rectangular prisms and cylinders</p>
Science	<p>IS.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which a) data are organized into tables showing repeated trials and means; b) a classification system is developed based on multiple attributes; c) models and simulations are constructed and used to illustrate and explain phenomena; d) sources of experimental error are identified; e) dependent variables, independent variables, and constants are identified; f) variables are controlled to test hypotheses, and trials are repeated; g) data are organized, communicated through graphical representation, interpreted, and used to make predictions; h) patterns are identified in data and are interpreted and evaluated; and</p>
L.A.	<p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. c) Make statements to communicate agreement or tactful disagreement with others' ideas. d) Use language and style appropriate to audience, topic, and purpose. e) Use a variety of strategies to listen actively.</p>
Social studies	<p>USII 6a The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.</p> <p>USII 7c The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c) describing the impact of the war on the home front.</p> <p>USII 8c The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.</p> <p>USII 9b The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.</p>

3. Newseum

Math	<p>7.10 The student will determine the probability of compound events, using the Fundamental (Basic) Counting Principle.</p> <p>7.4 The student will solve single-step and multi-step practical problems, using proportional reasoning.</p>
Science	<p>LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include</p> <ul style="list-style-type: none"> a) competition, cooperation, social hierarchy, territorial imperative; and b) influence of behavior on a population.
L.A.	<p>7.3 The student will understand the elements of media literacy.</p> <ul style="list-style-type: none"> a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet. b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. d) Draw conclusions and make inferences on explicit and implied information. e) Differentiate between fact and opinion. f) Identify the source, viewpoint, and purpose of texts. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
Social Studies	<p>USII 8c The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <ul style="list-style-type: none"> c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges. <p>USII 9a The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> a) examining the Civil Rights Movement and the changing role of women. <p>USII 9b The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> b) describing the development of new technologies in communication, entertainment, and business and their impact on American life. <p>USII 9d The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> d) examining American foreign policy, immigration, the global environment, and other emerging issues.

4. National Holocaust Museum

<p>Math</p>	<p>7.11 The student, given data in a practical situation, will</p> <ul style="list-style-type: none"> a) construct and analyze histograms; and b) compare and contrast histograms with other types of graphs presenting information from the same data set. <p>7.12 The student will represent relationships with tables, graphs, rules, and words.</p>
<p>Science</p>	<p>LS. 11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include</p> <ul style="list-style-type: none"> f) food production and harvest; g) change in habitat size, quality, or structure; h) change in species competition; i) population disturbances and factors that threaten or enhance species survival; and j) environmental issues. <p>LS. 12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include</p> <ul style="list-style-type: none"> a) the structure and role of DNA; b) the function of genes and chromosomes; c) genotypes and phenotypes; d) characteristics that can and cannot be inherited; e) genetic engineering and its applications; and f) historical contributions and significance of discoveries related to genetics.
<p>L.A.</p>	<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. d) Draw conclusions and make inferences on explicit and implied information. e) Differentiate between fact and opinion. f) Identify the source, viewpoint, and purpose of texts. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
<p>Social Studies</p>	<p>USII 1d, 1i The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ul style="list-style-type: none"> d) interpret ideas and events from different historical perspectives; i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. <p>USII 7a The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</p> <ul style="list-style-type: none"> a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor. <p>USII 7b The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</p> <ul style="list-style-type: none"> b) locating and describing the major events and turning points of the war in Europe and the Pacific.

5. Smithsonian American History Museum

Math	<p>7.11 The student, given data in a practical situation, will</p> <ul style="list-style-type: none"> a) construct and analyze histograms; and b) compare and contrast histograms with other types of graphs presenting information from the same data set.
Science	<p>LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include</p> <ul style="list-style-type: none"> a) complex relationships within terrestrial, freshwater, and marine ecosystems; and b) energy flow in food webs and energy pyramids. <p>LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include</p> <ul style="list-style-type: none"> c) competition, cooperation, social hierarchy, territorial imperative; and d) influence of behavior on a population. <p>LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include</p> <ul style="list-style-type: none"> a) factors that increase or decrease population size; and b) eutrophication, climate changes, and catastrophic disturbances.
L.A.	<p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. c) Make statements to communicate agreement or tactful disagreement with others' ideas. d) Use language and style appropriate to audience, topic, and purpose. e) Use a variety of strategies to listen actively. <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. d) Draw conclusions and make inferences on explicit and implied information. e) Differentiate between fact and opinion. f) Identify the source, viewpoint, and purpose of texts. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
Social Studies	<p>USII 1d, The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ul style="list-style-type: none"> d) interpret ideas and events from different historical perspectives; i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. <p>USII 6a The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <ul style="list-style-type: none"> a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living. <p>USII 9a, The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> a) examining the Civil Rights Movement and the changing role of women.

Cost Breakdown of 7th Grade Washington D.C. Field Trip

The trip will be organized and directed by Abbott Bus Tours.

The Final Price per student will be \$175.

This price includes:

- 9 chaperones (2 per room) for FREE
- Abbott fees
- 2 coach buses overnight
- Hotel rooms (4 students per room) at Courtyard Marriot Alexandria
- Admission to Newseum
- IMAX movie at Air and Space Museum
- Dinner Friday night
- Buffet breakfast at the hotel Saturday morning
- \$12 lunch voucher at Smithsonian museums for Saturday
- Golden Corral Buffet for dinner Saturday on the ride home.

Cost breakdown per student (\$175.00)

- a. Bus Transportation: \$68.00
- b. Lodging: \$45.00
- c. Attractions: \$12.00
- d. Meals: \$43.00
- e. Taxes/Fees/Gratuities/Comps: \$7.00

APPROXIMATE TOTAL COST OF TRIP PER SEMESTER: \$14,000 (80 students, 10 chaperones)

Fundraising Opportunities

Offered both semesters, money earned goes directly to student seller:

- Krispy Kreme Donut Fundraiser
- Raffle Ticket Fundraiser

Occurring throughout the year, money earned pays for students in need and lunch on 1st day of trip:

- Fall Dance
- Valentine Dance
- 50/50 Tickets at CMS sporting events
- Hat Days