SUFFOLK PUBLIC SCHOOLS

(Attach to field trip application requiring School Board approval)

School: HP/KFMS/KFHS Summer Series Sites

Grade/Subject/Club/Team: 3rd – 12th Grade Students

Date of Field Trip: August 2, 2024

Destination: Smithsonian National Museum of Natural History

Purpose: Student will visit/tour the Smithsonian National Museum of Natural History

Objectives:

Students will experience and explore the Smithsonian National Museum of Natural History to gain a deeper understanding of:

- **cross-curricular scientific processes and content application (i.e., math, history, science and literacy),**
- **analyzing and interpreting data, asking questions and predicting outcomes,**
- **analyzing displays of pictorial data to compare patterns of similarities in the embryological development across multiple species**
- **using mathematical representations to support scientific claims during a chemical reaction**

The collection of exhibits, artifacts and learning experiences showcased by Smithsonian National Museum of Natural History provides additional opportunities for students to learn about the history of the planet and human interactions with the environment and one another through multiple lenses. The list of History and Science standards of learning that are aligned to these learning experiences includes but is not limited to the following (See Attached):

☑ **Approved**

☐ **Disapproved**

Okema A Branch — July 30, 2024

Chief Academic Officer — **Date**

School Board Action:

☐ **Approved**

☐ **Disapproved**

_____ _____

Clerk of the Board — **Date**

Travel Request Form

Trip Number **21956**

* Category Travel With Students

* Type of Trip Field Trip

* Field Trip Event

Standard Field Trip

Trip Leave

* Date 8/2/24 **Friday**

* Time 6:00 AM

Trip Return

* Date 8/2/24 **Friday**

* Time 5:30 PM

Trip Year/Week 2024-31

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

Comments

* Your School/Dept ⓘ 000 Transportation

120 Forest Glen Drive, Suffolk, VA 23434

* Main Destination ⓘ Other (Type Below)

Constitution Ave. NW & 10th St NW, Washington, DC 20004, USA

Destination Not Listed

10th St. & Constitution Ave. NW, Washington, DC 20560

* **Destination Name** Smithsonian National Museum of Natural History

* Approximate Nbr of Miles Round Trip 383.72

Special Instructions for Permission Slip

Funding Source #1 District Funded

Budget Code

Funding Source Desc

Budget Code Desc

Funding Approver

Are funds payable to a third party?

(Does venue require payment prior to trip?)

* Teacher / Advisor / Staff Name Douglas Wagoner

* Teacher / Advisor / Staff Phone # 757-925-6760

	Teacher / Advisor / Staff Email	douglaswagoner@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	Douglas Wagoner
*	Emergency Contact Phone #	757-925-6760
*	Grade Level(s) Making Trip	4 5 6 7 8 9 10 11 12
*	Description of group or person(s) making trip	3rd - 12th grade summer series program students.
*	Educational Objective for Field Trip	Students in grades 3rd - 12th grade summer series will visit and tour the Smithsonian National Museum of Natural History.

Number of Individuals Making Trip

*	Male Adults	8	*	Female Adults	29	Total Adults	37
*	Male Students	52	*	Female Students	72	Total Students	124

*	Will the students be away from school during lunch?	Yes
*	If so, will these students need packed lunches?	No

Nbr Students 124 **Teacher** Douglas Wagoner
Students will be away from school during the lunch period.

Additional Information

*	School will be billed for Mileage	No
*	School will be billed for Driver	No
*	What is the cost to the Student?	0.00
*	Description of the funding source you will be using :	Grant Funded
*	Will a coach be driving the trip?	No
*	If yes, please enter the coaches name. If no, enter NA.	n/a

*	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.	

Lassiter Bus Service

Vehicles Needed

* Do you need vehicles? No

Person Submitting Request	keeshahicks@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	keeshahicks@spsk12.net
Decision Date	Jul 24, 2024, 4:52:09 PM

SUFFOLK
PUBLIC SCHOOLS

SUFFOLK PUBLIC SCHOOLS
Field Trip Instructional Objectives

School HP/KFMS/KFHS Summer Series Sites

Person completing the form Dr. Okema Branch

Grade Level 3rd – 12th Grade Students

Date of Trip August 2, 2024

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

Objectives:	***Correlated Standard of Learning:***
See attached sheet	

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

a) matter is distributed throughout the solar system;
b) planets have different sizes and orbit at different distances from the sun;
c) gravity contributes to orbital motion; and
d) the understanding of the solar system has developed over time.

6.3 The student will investigate and understand that there is a relationship between the sun, Earth, and the moon. Key ideas include

a) Earth has unique properties;
b) the rotation of Earth in relationship to the sun causes day and night;
c) the movement of Earth and the moon in relationship to the sun causes phases of the moon;
d) Earth's tilt as it revolves around the sun causes the seasons; and
e) the relationship between Earth and the moon is the primary cause of tides.

The student will investigate and understand that land and water have roles in watershed systems. Key ideas include

a) a watershed is composed of the land that drains into a body of water;
b) Virginia is composed of multiple watershed systems which have specific features;
c) the Chesapeake Bay is an estuary that has many important functions; and
d) natural processes, human activities, and biotic and abiotic factors influence the health of a watershed system.

The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment. Key ideas include

a) natural resources are important to protect and maintain;
b) renewable and nonrenewable resources can be managed;
c) major health and safety issues are associated with air and water quality;
d) major health and safety issues are related to different forms of energy;
e) preventive measures can protect land-use and reduce environmental hazards; and
f) there are cost/benefit tradeoffs in conservation policies.

LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include

a) the development of the cell theory demonstrates the nature of science;
b) cell structure and organelles support life processes;
c) similarities and differences between plant and animal cells determine how they support life processes;
d) cell division is the mechanism for growth and reproduction; and
e) cellular transport (osmosis and diffusion) is important for life processes.

LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include

a) patterns of cellular organization support life processes;
b) unicellular and multicellular organisms have comparative structures; and
c) similar characteristics determine the classification of organisms.

LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include

a) photosynthesis is the foundation of virtually all food webs; and
b) photosynthesis and cellular respiration support life processes.

LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include

a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
b) energy flow is represented by food webs and energy pyramids; and
c) relationships exist among producers, consumers, and decomposers.

LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include

a) relationships exist between predators and prey and these relationships are modeled in food webs;
b) the availability and use of resources may lead to competition and cooperation;
c) symbiotic relationships support the survival of different species; and
d) the niche of each organism supports survival.

LS.7 The student will investigate and understand that adaptations support an organism's survival in an ecosystem. Key ideas include

a) biotic and abiotic factors define land, marine, and freshwater ecosystems; and
b) physical and behavioral characteristics enable organisms to survive within a specific ecosystem.

LS.8 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time. Key ideas include

a) organisms respond to daily, seasonal, and long-term changes;
b) changes in the environment may increase or decrease population size; and
c) large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems.

LS.9 The student will investigate and understand that relationships exist between ecosystem dynamics and human activity. Key ideas include

a) changes in habitat can disturb populations;
b) disruptions in ecosystems can change species competition; and
c) variations in biotic and abiotic factors can change ecosystems.

LS.10 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include

a) DNA has a role in making proteins that determine organism traits;
b) the role of meiosis is to transfer traits to the next generation; and
c) Punnett squares are mathematical models used to predict the probability of traits in offspring.

LS.11 The student will investigate and understand that populations of organisms can change over time. Key ideas include

a) mutation, adaptation, natural selection, and extinction change populations;
b) the fossil record, genetic information, and anatomical comparisons provide evidence for evolution; and
c) environmental factors and genetic variation, influence survivability and diversity of organisms.

PS.4 The student will investigate and understand that the periodic table is a model used to organize elements based on their atomic structure. Key uses include

a) symbols, atomic numbers, atomic mass, chemical groups (families), and periods are identified on the periodic table; and
b) elements are classified as metals, metalloids, and nonmetals.

BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include

a) organisms have structural and biochemical similarities and differences;
b) fossil record interpretation can be used to classify organisms;
c) developmental stages in different organisms can be used to classify organisms;
d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;