Kenmore-Town of Tonawanda UFSD
Long Distance/Overnight Field Trip Requests
School Year 2016-17

* **FOR BUILDING USE – SUBMIT 1 FORM PER BUILDING PLEASE LIST ALL TRIPS HERE AND ATTACH A FIELD TRIP FORM AND ITINERARY FOR EACH TRIP LISTED**

School: Hoover Middle School

DATES	TEACHER	DESTINATION (FULL ITINERARY MUST BE ATTACHED)	PURPOSE OF TRIP	COST PER STUDENT	FUNDING SOURCES	GRADES/ # OF STUDENTS	# OF CHAPERONES	INST DAYS MISSED	# OF SUBS	APPROVE	DISAPPROVE
Summer Recess or Spring Recess	DePasquale	See attached Florida	Educational/ Exploration of Florida Everglades along with earth & ocean science (STEM) see Attached itinerary	1760 Depends on # Attending	Chocolate/ Candy Sales Delta Sonic Car Washes Magazines Concessions at School events	5 – 7	2 or more if needed	0	0		

Principal's Signature: _____ Date: 6/1/16

Asst Supt, Instr & Student Svcs Signature: _____ Date: 8/11/16

Board of Education Signature: _____ Date: _____

Kenmore-Town of Tonawanda Union Free School District
Request for Approval of Long Distance, Out of Country or Overnight Educational Field Trip

(Must be submitted 8 WEEKS in advance)

Charge to Account No. _____ Teacher Requesting: Penny DePasquale

School Hoover Middle School Date(s) of Trip Spring Recess 4/10-4/14/17 or Summer Recess 6/26-6/30/17

Grade, Class Travel Club, Grades 5-7 Site of Trip Headwaters of Everglades, Florida, Kennedy Space Center, Disney's Epcot, Animal Kingdom, and iFly

CHAPERONE INFORMATION

Of Students: approx.. 20 # of Chaperones 2 or 3

Names of Chaperones	**Substitute Needed (List time if not full day)**
Penny DePasquale	*Yes NO No
Second chaperone tbd	*Yes NO No
Third chaperone if needed, tbd	*Yes NO No

***If a substitute is needed, the Building Secretary will process the substitute requests after approval of the field trip.**

TRAVEL ARRANGEMENTS

Ken-Ton Buses Needed 0

Depart From Buffalo or Toronto Airport flights not yet scheduled

Pick up From Buffalo or Toronto Airport flights not yet scheduled
Arrive Back At School At TBD

Special Needs TBD

Other Travel Arrangements – explained fully on itinerary

Incomplete requests will be returned.

Approved ☑ _____ Principal 5/27/16 Date

Approved ☐ Disapproved ☐ (Reason) _____

_____ Assistant Superintendent for Instruction & Student Services 8/11/16 Date

Long distance, out of country or overnight trip requests must be accompanied with an itinerary including what the students are going to know or do when they return from this field trip that they did not know or do before. Also include lodging arrangements, meal arrangements, and ratio of students to chaperones, insurance, safety precautions, instructional provisions made for any student not participating in the trip and travel provisions.

****Please see attached possible itinerary. Our group plans to travel with an official education-based student-touring company which includes meals, lodging, and transportation while in Florida. Tour guides are provided. The goal of our club is to learn more about protecting and preserving the environment, increase our understanding about earth and ocean science. At this time, we have not signed a contract because we are waiting on field trip approval from the district.**

Herbert Hoover Middle School
Central Florida Educational tour - 2017

Day 1:	Depart the Buffalo Niagara International Airport on a morning flight Arrive in Orlando and meet Tour Director at baggage claim Board motorcoach for transfers to themed park, and throughout your stay Lunch at own expense Disney's Animal Kingdom with (Youth Education Series) Y.E.S. Program (Environmental Studies) Dinner in park with Youth Dining Card ($15.00 value) Hotel check-in
Day 2:	Breakfast at hotel Kennedy Space Center Lunch at own expense Optional - Free time at Cocoa Beach (time permitting) *includes towel rental and changing rooms* Return to Orlando Dinner at Golden Corral buffet Free time at hotel pool (weather permitting) and game room
Day 3:	Breakfast at hotel Wild Florida Wildlife Park half-day Everglades package – *includes admission with guided airboat ride, animal park, cypress swamp boardwalk, BBQ lunch and gator demo* Return to Orlando hotel for refreshing Choice of Pirates Dinner Adventure or Medieval Times dinner show
Day 4:	Breakfast at hotel Disney's Epcot Center with Y.E.S. program (Applied Sciences) Lunch at own expense Dinner in park with Youth Dining Card ($15.00 value)
Day 5:	Breakfast at hotel followed by checkout and luggage storage iFLY Indoor Skydiving with STEM Educational Program (Science, Physics, Engineering) Lunch at own expense Depart for Orlando International Airport for return flight home

OTHER OPTIONS:

Blizzard Beach
Disney Springs
House of Blues
Planet Hollywood
Sea World of Florida
Universal Studios

Blue Man Group
Kennedy Space Center

Busch Gardens
Hard Rock Café
Fun Spot
Ripley's Believe It or Not
Universal CityWalk
WonderWorks

kaleidoscope ADVENTURES®

7081 EDUCATING STUDENTS THROUGH TRAVEL L **32819**

www.kaleidoscopeadventures.com

We strongly suggest your participants purchase trip insurance which includes the Cancel for any Reason Benefit (This covers 75% of the non-refundable trip cost. Cancellation must be 2 or more days prior to scheduled departure)
$61.50 - $81.00 additional per person.

TRIP INCLUDES:
ESTIMATED roundtrip airfare excluding baggage fees*
All local Orlando motorcoach transportation and driver gratuity**
3 nights hotel accommodations interior corridors (quad occupancy)
4 breakfasts, 1 BBQ lunch, 3 dinners and 1 dinner show
2 Day Disney YES Starter ticket (One park per day)
All admissions, entrance fees and taxes
Towel rental and hotel changing rooms for beach time
Sponsor's Gift
Lanyard, luggage tag, and string backpack for all participants
Professional tour director (gratuity not included)
1 free package (double occupancy) for every 15 paid

$1,762.00 per person quad occupancy

Prices based on 17-20 total participants

Should you have fewer than four persons per hotel room the following price(s) will be charged for those persons:

Triple: $1,800.00 **Double: $1,875.00** **Single: $2,101.00**

Proposal prices are subject to availability and may increase until time of booking.
The proposal is subject to change based on your final numbers of participants.
****In the event of rising fuel cost, it may be necessary to add additional fuel surcharges to the cost of the charter.**
Kaleidoscope Adventures has purchased Travel Insured's Student Deluxe Post Departure plan for all travelers.

Kaleidoscope Adventures
7081 Grand National Drive Suite 110 Orlando, FL 32819
800-774-7337
www.kaleidoscopeadventures.com

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EDUCATING STUDENTS THROUGH TRAVEL

IMPORTANT AIRLINE INFORMATION

*Please note that the airfare is subject to change until time of ticketing. Additional fuel charges and/or taxes can be charged until airline tickets are issued. **Also, airfare does not include additional fees for checked luggage, oversized luggage or over weight luggage.** Once the airfare is booked, the airline will require an instrument list with weight and dimensions of each instrument. An airline representative will determine any additional costs once they receive the instrument list. Any extra fees will be charged at airport check-in. A credit card is usually the best payment method.

Kaleidoscope Adventures
7081 Grand National Drive Suite 110 Orlando, FL 32819
800-774-7337
www.kaleidoscopeadventures.com

Florida Everglades Trip Standards

Day 1 Standards – Disney's Animal Kingdom – Sustainable Practices in Wildlife Conservation

CCLS - ELA

RI.6.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

L.6.2-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.2-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

L.6.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NYS – Intermediate Science Standards

Performance Indicators for Standard 4: The Living Environment:

4.3-Observe and describe developmental patterns in selected plants and animals.

5.1b-An organism's overall body plan and its environment determine the way that the organism carries out the life processes.

5.1g-The survival of an organism depends on its ability to sense and respond to its external environment.

7.1c-In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive without the other.

7.1e-The environment may contain dangerous levels of substances that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.

7.2d-Since the Industrial Revolution, human activities have resulted in major pollutions of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

Day 2 Standards – Kennedy Space Center

CCLS - ELA

RI.6.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

L.6.2-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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NYS – Intermediate Science Standards

Performance Indicators for Standard 4: The Physical Setting:

1.1b-Other stars are like the Sun but are so far away that they look like points of light. Distances between stars are vast compared to distances within our solar system.

1.1c-The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moon, and asteroids. Earth's orbit is nearly circular.

1.1.d-Gravity is the force that keeps planets in orbit around the Sun and the Moon in orbit around the Earth.

1.1e-Most objects in the solar system have a regular and predictable motion. These motions explain such phenomena as a day, a year, phases of the Moon, eclipses, tides, meteor showers, and comets.

1.1j The shape of Earth, the other planets, and stars is nearly spherical.

Day 3 Standards – Wild Florida – Exploring the Headwaters of the Florida Everglades

CCLS - ELA

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L.6.2-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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Day 3 Standards – Wild Florida – Exploring the Headwaters of the Florida Everglades

NYS – Intermediate Science Standards

Performance Indicators for Standard 4: The Living Environment:

4.3-Observe and describe developmental patterns in selected plants and animals.

5.1b-An organism's overall body plan and its environment determine the way that the organism carries out the life processes.

5.1g-The survival of an organism depends on its ability to sense and respond to its external environment.

7.1c-In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive without the other.

7.1e-The environment may contain dangerous levels of substances that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.

7.2d-Since the Industrial Revolution, human activities have resulted in major pollutions of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

Day 4 Standards – Disney's Epcot Center - The Evolution of Technology

CCLS - ELA

RI.6.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

L.6.2-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.2-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

L.6.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mathematics, Science, and Technology

Standard 2 – Information Systems - 3. Information technology can have positive and negative impacts on society, depending upon how it is used.

Day 4 Standards – Disney's Epcot Center - The Evolution of Technology

NYS K-8 Social Studies Framework

5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy

6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

Day 5 Standards – Ifly – Indoor Skydiving

CCLS - ELA

RI.6.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

L.6.2-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.2-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

L.6.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Next Generation Science Standards

MS-PS2-Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

CCLS - Math

RP6.3b-Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

SP.5.d-Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Day 5 Standards – Ifly – Indoor Skydiving

CCLS - Math

EE.3-Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

EE.3-Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Day 1

Disney Youth Education Series

Walt Disney World®

program description

SUSTAINABLE PRACTICES IN WILDLIFE CONSERVATION

ENVIRONMENTAL STUDIES

Designed For Students:
Grades 6th-12th
Ages 11-18

Program Length:
3 hours

Park:
Disney's Animal Kingdom® Theme Park
(Morning) Meet at the flagpole outside the Main Entrance
(Afternoon) Meet at Garden Gate Gifts

OVERVIEW

Students discover how people and animals are all connected and how each uniquely responds to environmental challenges. Students examine different perspectives on conservation and how these might impact decision-making. They will work collaboratively using their newly-gained knowledge and insight to create an effective conservation action plan for a community that closely resembles some of the lands found within Disney's Animal Kingdom Theme Park. The importance of teamwork is reinforced as an essential tool in conservation, as well as everyday life.

LEARNING OUTCOMES

Everyone Has a Role in Conservation

- Through a variety of engaging and action-oriented activities throughout the park, students learn that everyone is connected in today's world of conservation.
- Students practice diversity in thinking through the exploration of environmental issues, while discovering that conservation involves many people with different beliefs, interests, and backgrounds.
- Students use their critical thinking skills to consider issues from a broader perspective.
- By sparking new directions of thought, students will be inspired to become involved in conservation in their own lives and communities.

Development of Teamwork Through Conservation Challenges

- Students travel throughout Disney's Animal Kingdom Theme Park where they are immersed in a variety of team-focused conservation challenges.
- Students explore how human decisions affect animals and the environment in more ways than they may have imagined.
- Challenges to fossil fuel and renewable energy usage are investigated with an emphasis on development and consumption.
- A ride on the DINOSAUR attraction provides students an opportunity to see when and where fossil fuels were created.
- Through the exploration of culture and myth, students gain insight into the lives and beliefs of different people and their view of animals.
- Navigating through the land of Asia, students see firsthand how ecotourism is a positive travel approach for local residents, businesspeople, scientists, visitors, and animals.

GROUP LEADER RESOURCES

A video overview of *Sustainable Practices in Wildlife* is available on the Disney Youth Programs YouTube Channel.

National Standards aligned with this program are available at DisneyYES.com.

NWAC Northwest Accreditation Commission

Disney Youth Education Series programs are accredited by the Northwest Accreditation Commission.

ASSOCIATION OF ZOOS & AQUARIUMS

Disney's Animal Kingdom® Theme Park is accredited by the Association of Zoos and Aquariums.

All programs subject to availability. Program content, times, attractions, and locations subject to change due to inclement weather, availability, or group dynamics. Students must meet minimum age/grade requirements.

Start planning your field study today! Call 877-FIELDTRIP (877-343-5387) • Visit DisneyYES.com

Disney Education | Disney Youth Programs

Day 1

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Walt Disney World

national standards

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Science and Technology

- Proposes solutions to conservation challenges, and understands the costs and benefits of that solution

History and Nature of Science

- Knows that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science

Language Arts

Grades 6-12

- Communication Skills
- Speaks clearly at an understandable rate and uses appropriate volume.
- Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences
- Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others

Applying Knowledge

- Responds to speakers by asking questions, making contributions, and paraphrasing what is said

Evaluating Data

- Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a non-print message.
- Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

Applying Language Skills

- Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

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Social Sciences (Geography)

Grades K-12

- The World in Spatial Terms
- Understands how to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

- Understands the interactions of people and the physical environment.
- Understands the global impact of human changes in the physical environment.
- Understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.

Environment and Society

- Understands the environmental consequences of people changing the physical environment in various world locations.
- Understands how the interaction between physical and human systems affects current conditions on earth.

Human Systems

- Knows ways in which the spatial organization of a society changes over time.
- Understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

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Science

Grades 6-8

Life Sciences

- Understands that quality of life is relevant to personal experience
- Knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction
- Knows the roles animals play in their ecosystem, including the ways in which animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility)
- Knows that each organism requires resources in order to survive in its environment.
- Knows that a lack of resources, from environmental change or human-induced habitat destruction, will affect the number of animals an ecosystem can support
- Knows that fossils indicate that many organisms that lived a long time ago are now extinct.
- Identifies a conservation question that can be answered through scientific investigation, and proposes a method of investigating that question

Science and Technology

- Designs a solution to a technological challenge, implements the design, communicates the rationale for the design to a group and critiques their design relevant to the original need

Personal and Social Perspectives

- Knows the positive and negative consequences of human action on the Earth's systems.
- Knows that some resources are renewable and others are nonrenewable
- Understands that humans are part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems

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History and Nature of Science

- Understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times, and are an intrinsic part of the development of human culture

Physical Science

- Knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels)

Grades 9-12

Life Sciences

- Knows that each source of energy presents advantages and disadvantages to its use in society (e.g., political and economic implications may determine a society's selection of renewable or nonrenewable energy sources)

Earth and Space Science

- Knows that Earth's systems and organisms are the result of a long, continuous change over time

Personal and Social Perspectives

- Understands the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion)
- Understands the interconnectedness of the systems on Earth and the quality of life
- Understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth
- Understands the role of science and technology to meet local, national and global conservation challenges (e.g., biomass and waste-to-energy systems, habitat conservation)

Physical Science

- Understands that the burning of fossil fuels and carbon-based waste from municipal garbage releases large amounts of energy by emitting heat, which is used to create electricity

Day 2

Kennedy Space Center Trip Planner

Welcome to the Greatest Space Adventure on Earth!

Kennedy Space Center Visitor Complex is the only place in the world where you can see the real space shuttle Atlantis, touch a moon rock, meet a veteran NASA astronaut, and get an up-close view of a real Saturn V moon rocket all in the same day!

Arrive early for this full-day experience to make the most of your visit. The Visitor Complex opens at 9 am every day.

Recommended Itineraries

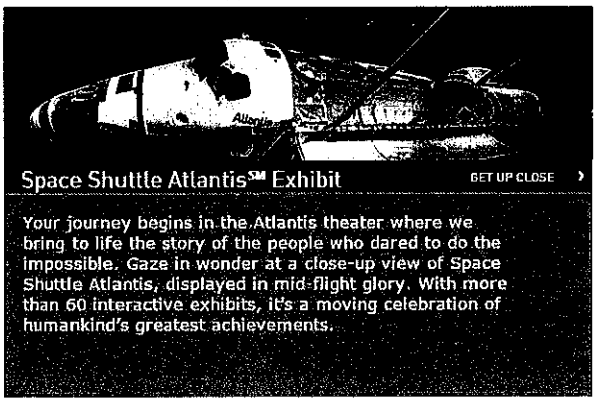
One Day Visit: Family

- KSC Bus Tour of Kennedy Space Center and Apollo/Saturn V Center 2 hours
- Space Shuttle Atlantis® with Shuttle Launch Experience® 2 hours
- Rocket Garden Tour 30 minutes
- Journey To Mars: Explorers 30 minutes
- Children's Playdome for Junior Astronauts 30 minutes
- IMAX® 3D Space Films 1 hour
- Science on a Sphere 30 minutes
- Dining/Shopping 1 hour

Total hours: 8

Add an additional hour with upgraded experience Lunch With An Astronaut
Dining locations at the main Visitor Complex include breakfast and snacks at Rocket Fuel coffee truck, breakfast and lunch at Rocket Garden Café, lunch at Orbit Café, lunch at G Force Grill, and ice cream treats at Milky Way and Space Dots. An additional dining location for lunch at Moon Rock Café is located at the Apollo/Saturn V Center.
Shopping locations at the main Visitor Complex include The Space Shop, Shuttle Express and Information (with limited selection). An additional shopping location at The Right Stuff is located at Apollo/Saturn V Center.
Upgraded Experiences Enhance your visit by adding Lunch With An Astronaut, KSC Up-Close Tours, Cosmic Quest and Astronaut Training Experience (ATX)®. Though Lunch With An Astronaut and Cosmic Quest can be scheduled for a one day visit, we recommend a multi-day ticket or annual pass to experience more than one bus tour and ATX.
Hotel Recommendations

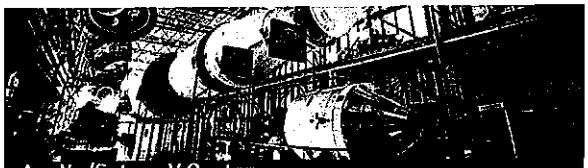
For more information, call 866.737.5235 8 am – 6 pm daily



Kennedy Space Center Bus Tour

GET UP CLOSE ›

There's no better way to get a glimpse of Kennedy Space Center than on one of our daily tours, departing by bus every 15 minutes from the Visitor Complex. Our experienced tour guides will take you past some of the most iconic NASA landmarks.



Apollo/Saturn V Center

GET UP CLOSE ›

Relive the wonder and excitement of the Apollo era in this one-of-a-kind exhibit that celebrates the unprecedented achievement of putting man on the moon and the joy felt in that moment by all humankind.

Astronaut Encounter

GET UP CLOSE ›

You're invited to meet a veteran NASA astronaut at the live Astronaut Encounter show. Offered multiple times daily, this exciting presentation features an astronaut every day with more than 30 of the approximately 500 hundred men and women who have flown in space scheduled throughout the year.

Rocket Garden

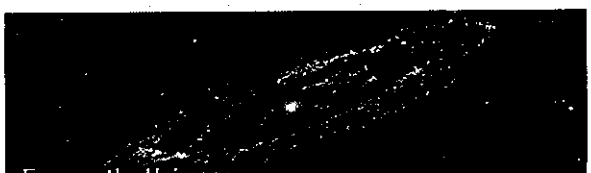
GET UP CLOSE ›

At NASA, it is often said that we stand on the shoulders of giants. Nowhere is that more apparent than in the Rocket Garden. Behind every rocket you see are great men and women engineers and astronauts, designers and thinkers who turned dreams into history. It is here you find the first rocket to break free from gravity.

IMAX® Theater

GET UP CLOSE ›

Two incredible, five-story 3D presentations tell stories certain to inspire. One explores breathtaking images of Earth in A Beautiful Planet, and the other details projects that NASA is currently working on, like sending astronauts to Mars.



Eyes on the Universe

GET UP CLOSE ›

Journey through time and space to the farthest reaches of the universe at "Eyes on the Universe: NASA'S Space Telescopes," the newest and only 3D 4K resolution show at Kennedy Space Center Visitor Complex.

Fly With An Astronaut

GET UP CLOSE ›

Take a guided tour of Kennedy Space Center, eat lunch and launch into space aboard the Shuttle Launch Experience® with an astronaut during this exclusive program.

Science on a Sphere® in IMAX®

GET UP CLOSE ›

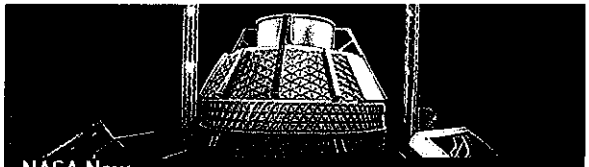
Get an astronaut's view of space and gaze down upon the magnificence of Earth at our new Science on a Sphere® exhibit in the IMAX® Theater.

Day 2

Journey To Mars: Explorers Wanted

GET UP CLOSE ›

The future of space travel lies with you. Learn more about what it takes to explore Mars in this inspiring show. Exhibits provide a look at prototypes and designs that will launch the next generation to Mars and beyond, including rovers, simulators, and the Orion crew capsule.



NASA Now

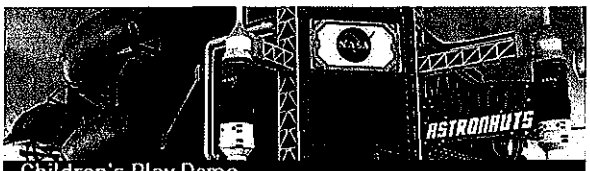
GET UP CLOSE ›

After discovering the history of America's space program at Kennedy Space Center, view the NASA Now exhibit in the West Gallery of IMAX Theater building to explore the future of NASA's Commercial Crew program and the Journey to Mars!

Astronaut Memorial

GET UP CLOSE ›

At the Astronaut Memorial, we honor NASA's fallen heroes, those among the elite astronaut corps who gave their lives in the pursuit of knowledge that lies beyond our Earth.



Children's Play Dome

GET UP CLOSE ›

Imaginations will soar at the Children's Play Dome, a one-of-a-kind space-themed playground. With the majestic Rocket Garden as a backdrop, children can take off in a spacecraft, climb a moon rock wall, crawl through rocket tunnels and slide to the surface of the Moon.

Day 3

(HTTP://WILDFLORIDAIRBOATS.COM)

ARE YOU READY TO JOIN US IN THE MIDDLE OF NOWHERE?

BOOK NOW (http://wildfloridairboats.com/buy-tickets/)

Student Field Trips/Camps

(http://wildfloridairboats.com/student-field-tripscamps/)

Online - Click here for help

(http://wildfloridairboats.com/wp-content/uploads/2015/07/student-group.jpg)

(http://wildfloridairboats.com/wp-content/uploads/2015/07/student-groups-wild-florida.jpg)

Head to Wild Florida for a learning adventure

Day 3

Exploring the headwaters of the Florida Everglades, learning about exotic animals from all over the world, and seeing what goes on at one of the oldest working cattle operations in Florida is exciting and fun. Wild Florida is the perfect place to explore those concepts learned in a classroom by putting them into practice in a real setting.

Our guests are able to see wild animals in their native habitat in the headwaters of the Florida Everglades. Alligators, eagles, roseate spoonbills, wild hogs, and turkeys are just some of the animals you can see in the thousands of acres surrounding Wild Florida.

In our Gator and Wildlife Park, you'll see lemurs, sloths, alligators, zebra, and other exotic animals. Our airboat captains and animal keepers are very knowledgeable about the animals and environment of Wild Florida and can speak to the first-hand encounters they have had while on our Airboat Tours or in the Wildlife Park.

The experience we offer can be built for any age group and we can customize your visit to fit any budget.

You can bring in your own food, or let our full-time chef work up something special for your group. We offer boxed lunches or a full buffet to suit any taste.

Our air-conditioned Cypress Ballroom can accommodate groups up to 220, and we have a 1,500-square-foot covered deck area overlooking Lake Cypress.

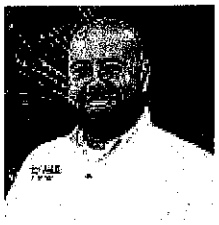
Call us today to begin working on the details of your next field trip or club outing to make it an experience you group won't soon forget.

Here are some of the packages we offer:

- **30 Min Everglades Airboat Package**
  - Includes – Admission to our Gator and Wildlife Park
  - Includes – Exotic animal show and hands-on alligator demonstration
- **1 Hour Everglades Airboat Package**
  - Includes – Admission to our Gator and Wildlife Park
  - Includes – Exotic animal show and hands-on alligator demonstration
- **1 Hour Private Everglades Airboat Package**
  - Includes – Admission to our Gator and Wildlife Park
  - Includes – Exotic animal show and hands-on alligator demonstration
- **Wildlife Park Adventure Package**
  - Includes – Exotic animal show and hands-on alligator demonstration

NY State Intermediate Science Stan. 7.1a, 7.1c

For more information please contact us below!



(http://wildfloridairboats.com/wp-content/uploads/2015/07/porter-pj-brown.jpg)STUDENT FIELD TRIPS & CAMPS

Field trips and student tour operators should contact **Porter Brown** for more information, pricing, and custom packages at 407-922-2771 (tel:407-922-2771) or porter@wildfloridairboats.com (mailto:porter@wildfloridairboats.com).

Are you an out of state school or need more information about student tours?

First Name*

Last Name*

Email*

Phone Number

Anything else you'd like us to know

Contact us now!

Need more information about field trips?

First Name*

Last Name*

Email*

Phone Number

Day 4

Disney Youth Education Series

THE EVOLUTION OF TECHNOLOGY

Designed for Students
Grades 6th-12th
Ages 11-18

Program Length
3 hours

Park Location
Epcot®

SYNOPSIS

Future World is a showcase for the best future thinking in the realms of design, technology communications, transportation and more! This big idea land within *Epcot®* offers students an opportunity to explore the influences that impact the developmental progress of technology.

Setting the stage for the learning experience are activities and guided discussions that allow for an examination of the evolutionary nature of technology, its drivers and how it is used in their lives.

A model of a fictional technology innovation introduces four key factors: society, level of technology, government, and economics as influences in breakthrough technological development. Students further come to understand that the balance of these four factors are precarious and discover just how much they can impact technology's progression. An exploration of a select attraction provides real-world examples of the far-reaching effects of the four key factors.

Through a mathematical activity and an attraction experience, students examine how the level of available technology influences technological change. These experiences allow students to deduce that the tools and technology available to a society affect the discoveries, inventions, and exploration that can be accomplished.

A final select attraction provides students with an opportunity to discover how advancements in technology have enabled humankind to progress beyond images on a cave wall to sophisticated systems that allowed the conception of revolutionary ideas and solutions. Students are called to action to consider the role they play in determining the success or failure of technology.

LEARNING OUTCOMES

After completing The Evolution of Technology, participants will be able to:

- ✔ Describe technology and determine evolving technology as being the result of accumulated knowledge
- ✔ Connect that the wants and needs of society influence changes in technology
- ✔ Apply the role of mathematics in the development of technology
- ✔ Assess the influence of the level of available technology on technological change
- ✔ Determine the impacts of governments on the development of technology and ways in which social and economic forces influence which technologies will be developed and used

DECA endorses *Disney Youth Education Series.*

National Association for Gifted Children endorses *Disney Youth Education Series.*

Disney Youth Education Series programs are accredited by the Northwest Accreditation Commission.

Day 4

Day 4

Disney Youth Education Series

MIDDLE SCHOOL (6–8)

SOCIAL STUDIES, COMMON CORE ELA AND MATH STANDARDS ALIGNMENT

PROGRAMS	NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES THEMES											COMMON CORE ENGLISH/LANGUAGE ARTS					COMMON CORE MATH					
	Culture	Time, Continuity and Change	People, Places and Environment	Individual Development and Identity	Individuals, Groups and Institutions	Power, Authority and Governance	Production, Distributions and Consumption	Science, Technology and Society	Global Connections	Civic Ideals and Practices		Reading Literature	Reading Informational Text	Writing	Speaking & Listening	Language		Operations & Algebraic Thinking	Measurement & Data	Geometry	Ratios & Proportional Relationships	Expressions & Equations
~~Energy and Waves~~															X	X			X			
~~Properties of Motion Physics Lab~~													X		X	X		X	X	X	X	X
~~The Science of Disney Imagineering: Gravity~~		X						X					X		X	X			X			
The Evolution of Technology													X		X	X		X			X	X
~~Everyday Chemistry~~															X							
~~Discovering the American Spirit~~	X	X	X	X	X	X	X			X		X	X	X	X	X						
~~Fundamentals of Photo Storytelling~~	X		X	X	X			X					X		X							
~~Introduction to Global Citizenship~~	X	X	X	X	X	X		X	X	X		X	X		X	X		X	X	X		
~~Managing Your Personal Brand~~		X		X	X	X	X	X	X	X			X		X	X						
~~Techniques of Teamwork Through Improvisation~~				X	X	X				X					X	X						

Day 4

Disney Youth Education Series

MIDDLE SCHOOL (6–8)
NATIONAL SCIENCE STANDARDS ALIGNMENT

PROGRAMS	NEXT GENERATION SCIENCE STANDARDS																NATIONAL SCIENCE EDUCATION STANDARDS 6–8							
	Engineering Design (6–8)	Structure and Properties of Matter	Chemical Reactions	Forces and Interactions	Energy	Waves and Electromagnetic Radiation	Structure, Function and Information Processing	Growth, Development, and Reproduction of Organisms	Matter and Energy in Organisms and Ecosystems	Interdependent Relationships in Ecosystems	Natural Selection and Adaptations	Space Systems	History of Earth	Earth's Systems	Weather and Climate	Human Impacts	Abilities to Do Science Inquiry	Understanding about Scientific Inquiry	Characteristics of Organisms	Life Cycle of Organisms	Organisms and Environment	Understanding about Science and Technology	Characteristics and Changes in Population	Abilities of Technological Design (5–8)	Understanding about Science and Technology (5–8)
~~Energy~~ and ~~Waves~~	X			X	X	X											X	X				X		X	X
~~Properties of Motion Physics Lab~~	X			X	X												X	X				X		X	X
~~The Science of Disney Imagineering: Gravity~~	X			X	X												X	X				X		X	X
The Evolution of Technology	X				X		X					X					X					X		X	X
~~Everyday~~ Chemistry	X																X	X						X	X

Day 5

iFLY

Education Program *Grades 6-8*

iFLY field trips make STEM relevant, interesting and accessible for your students.

Our Learning Objectives include:

- Increasing awareness of exciting STEM careers
- Learning how STEM is used in the real-world
- Understanding the nature of fluids and how they exert forces on solid objects
- Using algebraic thinking to understand proportional relationships
- Using decimal, scientific notation, and unit conversions to do calculations
- Graphing and interpreting results
- Understanding variability, uncertainty, and error in experimental results

All iFLY field trips support the following standards:
Common Core Mathematics: 6.RP.A.3.B; 6.NS.B.3; 6.EE.A.1-3; 6.EE.B.6-7; 6.SP.B.5.D; 7.EE.B.3-4; 8.EE.A.2; 8.EE.C.7

NGSS: MS-PS2-2; MS-ETS1-1; MS-ETS1-3

Education Program *Grades 6-8*

iFLY's unique vertical wind tunnel provides the perfect environment to show students how exciting STEM can be! Our Education Program has been designed by professional educators to support and enhance STEM learning in your classroom.

Every iFLY Field Trip includes:

- Interactive STEM presentation, delivered by iFLY STEM Educator
- Physics demonstration in the wind tunnel
- Classroom experiment that compares students' predicted and measured wind tunnel speeds
- Flying instruction & safety training
- Flying time, with one-on-one supervision from a highly-trained and certified instructor
- Pre and post-field trip activities to conduct in your classroom
- Photos and videos for the students to keep

"...all I can say is *WOW!* Best field trip in 18 years of teaching. My students couldn't stop talking about it today!"

– Raine Maggio, Austin teacher

Day 5

Day 5

iFLY Education Program
Middle School Standards Alignment

Field Trip Activity	Standard
Interactive Presentation: • Students use the pitot-static tubes in the wind tunnel to observe and record the velocities of different objects in the wind tunnel. • Use a free body diagram of a skydiver to discuss the forces acting on his/her body • Discuss that when forces are balanced (net force = 0), acceleration is zero, and a skydiver achieves "terminal velocity" • Discuss the differences between objects falling through air vs. a vacuum. Conclude that in a vacuum, mass has no effect on acceleration or velocity. • Discuss the difference in frames of reference between the wind tunnel and skydiving, i.e, in the wind tunnel the flyer is still and the air is moving, while in free flight the air is still and the skydiver is moving • Identify when the gravitational force or the force of air drag is dominant. Discuss the effect this has on a skydiver's velocity and acceleration. • Discuss that when forces are balanced (net force = 0), acceleration is zero, and a skydiver achieves "terminal velocity". • Discuss the differences between objects falling through air vs. a vacuum. Conclude that in a vacuum, mass has no effect on acceleration or velocity. • Educator leads a discussion about engineering careers, the engineering process as applied to the design of iFLY tunnels, and other applications of wind tunnels in STEM	Science TEKS: 6.8B-D 7.7C 8.6 Next Generation Science Standards: HS-PS2-1
LAB ACTIVITY • Students break into small groups and brainstorm ways to measure the variables required for solving the lab activity • Students measure the mass and circumference of various objects using scales and tape measures. They use geometric formulas to calculate surface area. All calculations are made using SI units. • Students use Microsoft Excel to create class graphs depicting the relationship between mass, surface area, and velocity. • The educator leads the class through an analysis of the scatter plots, asking students to interpret the shapes of the plots and determine if a relationship exists between the variables and whether or not there is a linear relationship • The class makes connections between the lab activity and the activities of professional scientists and	Science TEKS: 6.2A-C,E, 6.3A, 6.4A 7.2A,B,C,E, 7.3A, 7.4A 8.2A-E, 8.3A, 8.4A Math TEKS: 6.1, 6.3D,E, 6.4B,E, 6.5A, 6.6C, 6.8D 7.1, 7.3, 7.4D,E, 7.6H, 7.9B 8.1, 8.7B, 8.8C, 8.11A Next Generation Science Standards: MS-PS2-2 MS-ETS1-1

engineers	Common Core Mathematics: 6.NS.B.3 6.EE.A.1-3 6.EE.B.6-7 7.EE.B.3-4
Post-field trip classroom activity • Students measure their mass and surface area to calculate their predicted terminal velocity in the wind tunnel. • Students compare their predicted velocities to known velocities of other people and objects and determine if they have arrived at a reasonable solution. • Students brainstorm possible reasons for error in their theoretical values.	Science TEKS: 6.2A-C,E, 6.3A, 6.4A 7.2A,B,C,E, 7.3A, 7.4A 8.2A-E, 8.4A Math TEKS: 6.1, 6.3D,E, 6.4B,E, 6.5A, 6.6C, 6.8D, 6.9A 7.1, 7.3, 7.4D,E, 7.6H, 7.9B, 7.11A 8.1, 8.7B, 8.8C Next Generation Science Standards: MS-ETS1-3 Common Core Mathematics: 6.RP.A.3.B 6.NS.B.3 6.EE.A.1-3 6.EE.B.6-7 6.SP.B.5.D 7.EE.B.3-4 8.EE.A.2 8.EE.C.7