

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Science

Grade: 7 - Adopted: 2006

DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) INQ+ POC-1.	Use geological evidence provided to support the idea that the Earth's crust/lithosphere is composed of plates that move.
GSE STEM	ESS1 (7-8)-1.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	1a.	Citing evidence and developing a logical argument for plate movement using fossil evidence, layers of sedimentary rock, location of mineral deposits, and shape of the continents. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) POC-3.	Explain how earth events (abruptly and over time) can bring about changes in Earth's surface: landforms, ocean floor, rock features, or climate.
GSE STEM	ESS1 (7-8)-3.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	3a.	Evaluating slow processes (e.g. weathering, erosion, mountain building, sea floor spreading) to determine how the earth has changed and will continue to change over time. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
SPECIFIC INDICATOR	3b.	Evaluating fast processes (e.g. erosion, volcanoes and earthquakes) to determine how the earth has changed and will continue to change over time. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
SPECIFIC INDICATOR	3c.	Investigating the effect of flowing water on landforms (e.g. stream table, local environment). <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

		National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (5-8) SAE+ POC-4.	Explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate.
GSE STEM	ESS1 (7-8)-4.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	4a.	Explaining cause and effect relationships between global climate and energy transfer. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
SPECIFIC INDICATOR	4b.	Using evidence to make inferences or predictions about global climate issues. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (5-8)-INQ+ SAE-1.	Using data and observations about the biodiversity of an ecosystem make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.
GSE STEM	LS1 (7-8)-1.	Students demonstrate understanding of biodiversity by...
SPECIFIC INDICATOR	1b.	Explaining how organisms with different structures and behaviors have roles that contribute to each other's survival and the stability of the ecosystem. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (5-8) SAE+FAF-2.	Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems).
GSE STEM	LS1 (7-8)-2.	Students demonstrate understanding of structure and function-survival requirements by...
SPECIFIC INDICATOR	2c.	Observing, describing and charting the growth, motion, responses of living organisms <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah The Amazon Rainforest - Part 1 - Older Grades

DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (5-8) INQ+SAE-5.	Using data and observations, predict outcomes when abiotic/biotic factors are changed in an ecosystem.
GSE STEM	LS2 (7-8)-5.	Students demonstrate an understanding of equilibrium in an ecosystem by...
SPECIFIC INDICATOR	5a.	Identifying which biotic (e.g., bacteria, fungi, plants, animals) and abiotic (e.g., weather, climate, light, water, temperature, soil composition, catastrophic events) factors affect a given ecosystem. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
SPECIFIC INDICATOR	5b.	Analyzing how biotic and abiotic factors affect a given ecosystem. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
SPECIFIC INDICATOR	5c.	Predicting the outcome of a given change in biotic and abiotic factors in an ecosystem. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades
SPECIFIC INDICATOR	5d.	Using a visual model (e.g., graph) to track population changes in an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (5-8) SAE-6.	Given a scenario trace the flow of energy through an ecosystem, beginning with the sun, through organisms in the food web, and into the environment (includes photosynthesis and respiration).
GSE STEM	LS2 (7-8)-6.	Students demonstrate an understanding of energy flow in an ecosystem by...
SPECIFIC INDICATOR	6a.	Explaining the transfer of the sun's energy through living systems and its effect upon them. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
SPECIFIC INDICATOR	6d.	Creating or interpreting a model that traces the flow of energy in a food web. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (5-8) SAE-7.	Given an ecosystem, trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition, recycling but not carbon cycle or nitrogen cycle).

GSE STEM	LS2 (7-8)-7.	Students demonstrate an understanding of recycling in an ecosystem by...
SPECIFIC INDICATOR	7a.	Diagramming or sequencing a series of steps showing how matter cycles among and between organisms and the physical environment. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
SPECIFIC INDICATOR	7b.	Developing a model for a food web of local aquatic and local terrestrial environments. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
SPECIFIC INDICATOR	7c.	Explaining the inverse nature or complementary aspects of photosynthesis/respiration in relation to carbon dioxide, water and oxygen exchange. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
SPECIFIC INDICATOR	7d.	Conducting a controlled investigation that shows that the total amount of matter remains constant, even though its form and location change as matter is transferred among and between organisms and the physical environment (e.g., bottle biology, mass of a closed system over time). <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.LS3.	Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).
STATEMENT OF ENDURING KNOWLEDGE	LS3 (5-8) MAS+FAF-8.	Use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).
GSE STEM	LS3 (7-8)-8.	Students demonstrate an understanding of classification of organisms by...
SPECIFIC INDICATOR	8a.	Sorting organisms with similar characteristics into groups based on internal and external structures. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol
SPECIFIC INDICATOR	8c.	Recognizing the classification system used in modern biology. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.LS3.	Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).
STATEMENT OF ENDURING KNOWLEDGE	LS3 (5-8) POC-9.	Cite examples supporting the concept that certain traits of organisms may provide a survival advantage in a specific environment and therefore, an increased likelihood to produce offspring.
GSE STEM	LS3 (7-8)-9.	Students demonstrate an understanding of Natural Selection/ evolution by...

SPECIFIC INDICATOR	9e.	Describing how scientists' understanding of the way species originate or become extinct has changed over time. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.LS 4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STATEMENT OF ENDURING KNOWLEDGE	LS4 (5-8) POC-12.	Describe the major changes that occur over time in human development from single cell through embryonic development to new born (i.e., trimesters: 1st-group of cells, 2nd-organs form, 3rd-organs mature.
GSE STEM	LS4 (7-8)-12.	Students demonstrate an understanding of patterns of human development by...
SPECIFIC INDICATOR	12d.	Comparing the patterns of human development after birth to life stages of other species. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN	RI.PS3.	Physical Science: The motion of an object is affected by forces.
STATEMENT OF ENDURING KNOWLEDGE	PS3 (5-8) INQ+ POC-8.	Use data to determine or predict the overall (net effect of multiple forces (e.g., friction, gravitational, magnetic) on the position, speed, and direction of motion of objects.
GSE STEM	PS3 (7-8)-8.	Students demonstrate an understanding of motion by...
SPECIFIC INDICATOR	8a.	Measuring distance and time for a moving object and using those values as well as the relationship $s=d/t$ to calculate speed and graphically represent the data. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
SPECIFIC INDICATOR	8b.	Solving for any unknown in the expression $s=d/t$ given values for the other two variables. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

**Rhode Island World-Class Standards
Social Studies**

Grade: 7 - Adopted: 2012

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (7-8)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...
SPECIFIC INDICATOR	C&G 1 (7-8)-1.d.	Explaining how geography and economics influence the structure of government. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (7-8)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR	C&G 2 (7-8)-1.a.	Identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers). <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (7-8)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...
SPECIFIC INDICATOR	C&G 5 (7-8)-1.a.	Tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (e.g., trade, transportation, communication). <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (7-8)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (7-8)-1.c.	Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (7-8)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...
SPECIFIC INDICATOR	HP 1 (7-8)-2.a.	Investigating and analyzing historical and visual data in order to draw connections between a series of events. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (7-8)-2.	Students chronicle events and conditions by...
SPECIFIC INDICATOR	HP 2 (7-8)-2.a.	Identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, "The Sixties"). <u>Virtual Field Trips</u>

		<p>Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12</p>
SPECIFIC INDICATOR	HP 2 (7-8)-2.b.	<p>Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr's Rebellion, water power and steam power, WWII and women at work).</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 3.	The study of history helps us understand the present and shape the future.
GSE STEM	HP 3 (7-8)-2.	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
SPECIFIC INDICATOR	HP 3 (7-8)-2.c.	<p>Comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial).</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (7-8)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
SPECIFIC INDICATOR	HP 4 (7-8)-1.a.	<p>Citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
SPECIFIC INDICATOR	HP 4 (7-8)-1.b.	<p>Citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol)</p>

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (7-8)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
SPECIFIC INDICATOR	HP 4 (7-8)-2.a.	Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
SPECIFIC INDICATOR	HP 4 (7-8)-2.c.	Describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (7-8)-2.	Students distinguish between regions and places by...
SPECIFIC INDICATOR	G 2 (7-8)-2.a.	Analyzing and explaining the geographical influences that shape regions and places. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (7-8)-3.	Students understand different perspectives that individuals/ groups have by...
SPECIFIC INDICATOR	G 2 (7-8)-3.a.	Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural). <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

GSE STEM	G 2 (7-8)-4.	Students understand how geography contributes to how regions are defined / identified by...
SPECIFIC INDICATOR	G 2 (7-8)-4.a.	Understanding the difference between formal, vernacular, and functional regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
SPECIFIC INDICATOR	G 2 (7-8)-4.b.	Categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (7-8)-2.	Students demonstrate an understanding of the role of government in a global economy by...
SPECIFIC INDICATOR	E 3 (7-8)-2.b.	Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

Grade: 7 - Adopted: 2010

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12