

Main Criteria: Utah Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Utah Core Standards
Science
Grade: 8 - Adopted: 2015

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.1:	MATTER AND ENERGY INTERACT IN THE PHYSICAL WORLD
INDICATOR / CLUSTER		The physical world is made of atoms and molecules. Even large objects can be viewed as a combination of small particles. Energy causes particles to move and interact physically or chemically. Those interactions create a variety of substances. As molecules undergo a chemical or physical change, the number of atoms in that system remains constant. Humans use energy to refine natural resources into synthetic materials.

EXPECTATION / STANDARD Standard 8.1.4 Obtain and evaluate information to describe how synthetic materials come from natural resources, what their functions are, and how society uses these new materials. Examples of synthetic materials could include medicine, foods, building materials, plastics, and alternative fuels.

Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 6-8

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.3:	LIFE SYSTEMS STORE AND TRANSFER MATTER AND ENERGY
INDICATOR / CLUSTER		Living things use energy from their environment to rearrange matter to sustain life. Photosynthetic organisms are able to transfer light energy to chemical energy. Consumers can break down complex food molecules to utilize the stored energy and use the particles to form new, life-sustaining molecules. Ecosystems are examples of how energy can flow while matter cycles through the living and nonliving components of systems.

EXPECTATION / STANDARD Standard 8.3.3 Ask questions to obtain, evaluate, and communicate information about how changes to an ecosystem affect the stability of cycling matter and the flow of energy among living and nonliving parts of an ecosystem. Emphasize describing the cycling of matter and flow of energy through the carbon cycle.

Virtual Field Trips
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8

STANDARD / AREA OF LEARNING		SEEd - Grade 8 (2017)
OBJECTIVE / STRAND	Strand 8.4:	INTERACTIONS WITH NATURAL SYSTEMS AND RESOURCES
INDICATOR / CLUSTER		Interactions of matter and energy through geologic processes have led to the uneven distribution of natural resources. Many of these resources are nonrenewable, and per-capita use can cause positive or negative consequences. Global temperatures change due to various factors, and can cause a change in regional climates. As energy flows through the physical world, natural disasters can occur that affect human life. Humans can study patterns in natural systems to anticipate and forecast some future disasters and work to mitigate the outcomes.

EXPECTATION / STANDARD	Standard 8.4.1	Construct a scientific explanation based on evidence that shows that the uneven distribution of Earth's mineral, energy, and groundwater resources is caused by geological processes. Examples of uneven distribution of resources could include Utah's unique geologic history that led to the formation and irregular distribution of natural resources like copper, gold, natural gas, oil shale, silver, and uranium. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California
EXPECTATION / STANDARD	Standard 8.4.2	Engage in argument supported by evidence about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 National Parks - Nevada, California
EXPECTATION / STANDARD	Standard 8.4.3	Design a solution to monitor or mitigate the potential effects of the use of natural resources. Evaluate competing design solutions using a systematic process to determine how well each solution meets the criteria and constraints of the problem. Examples of uses of the natural environment could include agriculture, conservation efforts, recreation, solar energy, and water management. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
EXPECTATION / STANDARD	Standard 8.4.4	Analyze and interpret data on the factors that change global temperatures and their effects on regional climates. Examples of factors could include agricultural activity, changes in solar radiation, fossil fuel use, and volcanic activity. Examples of data could include graphs of the atmospheric levels of gases, seawater levels, ice cap coverage, human activities, and maps of global and regional temperatures. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION / STANDARD	Standard 8.4.5	Analyze and interpret patterns of the occurrence of natural hazards to forecast future catastrophic events, and investigate how data are used to develop technologies to mitigate their effects. Emphasize how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow prediction, but others, such as earthquakes, may occur without warning. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

Utah Core Standards

Social Studies

Grade: 8 - Adopted: 2016

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
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OBJECTIVE / STRAND	USI.1.	THREE WORLDS MEET (Prehistory–Ca. 1650)
INDICATOR / CLUSTER		Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

EXPECTATION / STANDARD USI.1.3. Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.

Virtual Field Trips

Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.USI.	UNITED STATES HISTORY I
OBJECTIVE / STRAND	USI.4.	THE U. S. CONSTITUTION (Ca. 1781–1789)
INDICATOR / CLUSTER		American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.

EXPECTATION / STANDARD USI.4.2. Students will describe the structure and function of the government that the Constitution creates.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.1.	HUMANS AND THEIR PHYSICAL ENVIRONMENT
INDICATOR / CLUSTER		The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.

EXPECTATION / STANDARD WG.1.1. Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

Virtual Field Trips

National Parks - Alaska & Hawaii

EXPECTATION / STANDARD	WG.1.2.	Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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EXPECTATION / STANDARD	WG.1.3.	Students will cite evidence of how the distribution of natural resources affects physical and human systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.1.4.	Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss. Virtual Field Trips Exploring Cuba
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.2.	POPULATION DISTRIBUTION AND MIGRATION
INDICATOR / CLUSTER		The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.

EXPECTATION / STANDARD	WG.2.1.	Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data. Virtual Field Trips Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.2.2.	Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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EXPECTATION / STANDARD	WG.2.3.	Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.3.	CULTURE
INDICATOR / CLUSTER		Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

EXPECTATION / STANDARD WG.3.1. Students will identify and describe the essential defining characteristics and functions of culture.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

EXPECTATION / STANDARD WG.3.2. Students will explain how the physical environment influences and is influenced by culture.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.3. Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.4. Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION / STANDARD WG.3.5. Students will explain how the basic tenets of world religions affect the daily lives of people.

Virtual Field Trips

Jerusalem - Then and Now (Older Grades)

EXPECTATION / STANDARD WG.3.6. Students will cite examples of how globalization creates challenges and opportunities for different cultures.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.4.	POLITICAL SYSTEMS
INDICATOR / CLUSTER		People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.

EXPECTATION / STANDARD	WG.4.2.	Students will describe and explain the role physical and human characteristics play in establishing political boundaries. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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STANDARD / AREA OF LEARNING	UT.WG.	WORLD GEOGRAPHY
OBJECTIVE / STRAND	WG.5.	ECONOMIC DEVELOPMENT
INDICATOR / CLUSTER		Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.

EXPECTATION / STANDARD	WG.5.2.	Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors. Virtual Field Trips Canada: Our Northern Neighbor
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EXPECTATION / STANDARD	WG.5.4.	Students will cite examples of various levels of economic interdependence between nations and peoples. Virtual Field Trips Exploring Cuba
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.1.	PREHISTORY TO THE NEOLITHIC REVOLUTION (Ca. 150,000 B.C.E.–1,000 B.C.E.)
INDICATOR / CLUSTER		The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

EXPECTATION / STANDARD	WH.1.3.	Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
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STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.2.	THE RISE OF CLASSICAL SOCIETIES (Ca. 1000 B.C.E.–900 C.E.)
INDICATOR / CLUSTER		The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns.

EXPECTATION / STANDARD	WH.2.1.	Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam. Virtual Field Trips Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WH.2.2.	Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
EXPECTATION / STANDARD	WH.2.3.	Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION / STANDARD	WH.2.4.	Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Rome Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	WH.2.5.	Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.3.	AN AGE OF EXPANDING CONNECTIONS (Ca. 500 C.E.–1450 C.E.)

INDICATOR / CLUSTER		The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas.
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EXPECTATION / STANDARD WH.3.2. Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world.

Virtual Field Trips

Ancient Mayan Civilization

STANDARD / AREA OF LEARNING	UT.WH.	WORLD HISTORY
OBJECTIVE / STRAND	WH.4.	GLOBAL INTERACTIONS (Ca. 1400 C.E.–1750 C.E.)
INDICATOR / CLUSTER		During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes.

EXPECTATION / STANDARD WH.4.2. Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.

Virtual Field Trips

Rome - The Eternal City

STANDARD / AREA OF LEARNING	UT.USII.	UNITED STATES HISTORY II
OBJECTIVE / STRAND	USII.7.	THE COLD WAR ERA AND A CHANGING AMERICA (Ca. 1950–2000)
INDICATOR / CLUSTER		Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

EXPECTATION / STANDARD USII.7.2. Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

Virtual Field Trips

Exploring Cuba

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.1.	FOUNDATIONAL PRINCIPLES
INDICATOR / CLUSTER		The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.

EXPECTATION / STANDARD	USG.1.2.	Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government.
Virtual Field Trips Washington, DC - Grades 6 - 8		
STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.3.	DISTRIBUTION OF POWER
INDICATOR / CLUSTER		The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.

EXPECTATION / STANDARD USG.3.1. Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

Virtual Field Trips
Washington, DC - Grades 6 - 8

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.4.	FISCAL POLICIES AND DECISIONS
INDICATOR / CLUSTER		Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.

EXPECTATION / STANDARD USG.4.2. Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

Virtual Field Trips
Barcelona

STANDARD / AREA OF LEARNING	UT.USG.	UNITED STATES GOVERNMENT AND CITIZENSHIP
OBJECTIVE / STRAND	USG.5.	THE U.S. AND OUR RELATIONSHIP TO THE WORLD
INDICATOR / CLUSTER		As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.

EXPECTATION / STANDARD USG.5.3. Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

Virtual Field Trips
Exploring Cuba

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Craft and Structure

INDICATOR /
CLUSTER RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

STANDARD / AREA OF LEARNING	UT.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas

INDICATOR /
CLUSTER RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8