RGS Field Studies Experiences for the 26-27 SY

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Donation Schedule

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Kindergarten

Oregon Zoo

Riverdale's kindergarten zoo field study offers a highly engaging and multi-sensory learning experience that connects directly to a wide range of developmental and educational objectives for our young students. Here is how it fosters learning:

1. Concrete, Hands-On Learning:

- **Beyond the Textbook:** Unlike looking at pictures in a book or on a screen, a zoo trip allows students to see, hear, and sometimes even smell animals in a real-world context. This direct interaction makes learning tangible and memorable.
- **Multi-Sensory Engagement:** The sights, sounds, and sometimes even textures create a rich sensory experience that enhances comprehension and retention of information.

2. Science and Nature Exploration:

- **Animal Needs and Characteristics:** Students observe what different animals eat, how they move, where they live, and their unique physical features (e.g., a giraffe's long neck, an elephant's trunk). This directly supports early science concepts about living things and their basic needs.
- **Habitats and Ecosystems:** Zoo exhibits are often designed to mimic natural habitats, helping students understand how animals are suited to their environments and the interconnectedness of living things within an ecosystem.
- **Biodiversity:** They encounter a wide variety of animals from different parts of the world, fostering an early appreciation for the diversity of life on Earth.
- **Observation Skills:** Zoos encourage careful observation. Students learn to pay attention to details, notice animal behaviors, and ask questions about what they see. This is a foundational skill for scientific inquiry.

3. Language and Communication Development:

- **Vocabulary Expansion:** Students are exposed to new words related to animals, habitats, and conservation (e.g., "mammal," "reptile," "carnivore," "habitat," "endangered").
- **Descriptive Language:** They practice describing what they see, hear, and feel, enhancing their descriptive vocabulary and communication skills.

- **Asking Questions:** The novelty of the zoo environment naturally sparks curiosity, leading children to ask "why" and "how" questions, fostering critical thinking and inquiry.
- **Discussion and Sharing:** Field studies provide opportunities for students to discuss their observations with peers and adults, strengthening their social communication skills.

4. Social-Emotional Growth:

- **Empathy and Compassion:** Seeing animals up close and learning about their lives can foster empathy and compassion for living creatures. They can understand that animals have needs and feelings, just like humans.
- **Environmental Awareness and Conservation:** Many zoos highlight conservation efforts and endangered species. This introduces students to the importance of protecting animals and their habitats, instilling a sense of environmental responsibility from a young age.
- **Respect for Others:** Students learn to respect animals by observing appropriate behavior (e.g., not tapping on glass, not yelling). This extends to respecting rules and the environment.
- **Working in a Group:** Field studies require students to follow directions, stay with their group, and cooperate with chaperones and peers, promoting valuable social skills.

5. Cognitive Skills:

- **Critical Thinking:** Observing animal behaviors and understanding their adaptations prompts students to think critically about *why* animals do what they do and *how* their bodies help them survive.
- **Problem-Solving (early stages):** They might consider simple problems, like "How does that monkey get its food?" or "Why does the polar bear live in a cold place?"
- **Making Connections:** The zoo helps students connect classroom learning about animals to real-world examples.

6. Physical Development:

- **Gross Motor Skills:** Walking around the zoo, navigating pathways, and possibly climbing on play structures contributes to gross motor development and physical activity.
- **Exploration and Movement:** The open-ended nature of a zoo visit encourages exploration and movement, which is essential for young student's physical well-being.

In summary, our kindergarten zoo field study transforms abstract concepts into concrete experiences, making learning joyful, relevant, and deeply impactful for young learners. It is a prime example of experiential learning that leaves a lasting impression.

Pumpkin Patch

Our kindergarten pumpkin patch field study offers a wealth of learning opportunities that are both educational and developmentally appropriate for our young students. It connects to learning in various ways, spanning across multiple curriculum areas:

1. Science and Nature Exploration:

- **Life Cycle of a Plant:** Students can see pumpkins growing on the vine, understand that they come from seeds, and learn about the stages of a pumpkin's life cycle (seed, sprout, vine, flower, green pumpkin, orange pumpkin).
- **Plant Parts:** They can identify different parts of the pumpkin plant (vine, stem, leaves) and the pumpkin itself (skin, pulp, seeds).
- **Sensory Exploration:** The trip engages multiple senses: seeing the varying colors and sizes of pumpkins, feeling their texture (smooth, bumpy), smelling the earthy scent of the farm, and perhaps tasting pumpkin-flavored treats.
- **Harvest and Agriculture:** Students gain a basic understanding of where food comes from and the concept of a harvest. They see that plants are grown by farmers.
- **Animal Observation:** They also see farm animals, connecting to broader concepts of living things.

2. Math Concepts:

- **Counting:** Students can count pumpkins, seeds, or even the number of steps they take.
- **Size and Measurement:** They compare pumpkins by size (big, small, bigger, smaller), weight (heavy, light), and shape. They might even try to estimate how many seeds are in a pumpkin.
- **Sorting and Classifying:** Pumpkins can be sorted by size, color, shape, or whether they have a stem. Seeds can be sorted and counted.
- **Patterns:** If there are decorative gourds or corn, patterns can be identified.

3. Language and Literacy Development:

- **Vocabulary Expansion:** Students learn new words related to the farm and pumpkins (e.g., vine, stem, farmer, harvest, gourd, squash, scarecrow, hayride).

- **Descriptive Language:** They practice using adjectives to describe pumpkins (e.g., "round," "bumpy," "orange," "warty," "smooth").
- **Storytelling and Retelling:** The experience provides rich material for students to share what they saw and did, fostering oral language skills and narrative development.
- **Reading and Writing Connections:** The trip can inspire classroom activities like reading pumpkin-themed books, writing about their favorite pumpkin, or labeling parts of a pumpkin.

4. Social-Emotional Development:

- **Cooperation and Sharing:** Students learn to share space on a hayride, take turns picking pumpkins, and work together in group activities.
- **Following Directions:** They practice listening to and following directions from teachers and farm staff.
- **Respect for Nature and Property:** They learn to respect the farm environment and the pumpkins.
- **Excitement and Wonder:** The trip creates a sense of wonder and excitement, fostering a positive attitude towards learning and new experiences.
- **Independence:** They might make choices about which pumpkin to pick, fostering a sense of independence and decision-making.

5. Fine and Gross Motor Skills:

- **Gross Motor:** Walking through fields, climbing onto a hayride, and carrying a pumpkin all engage gross motor skills.
- **Fine Motor:** Picking up seeds, drawing or decorating pumpkins, and manipulating small objects (if there are craft stations) utilize fine motor skills.

6. Cultural and Seasonal Awareness:

- **Seasonal Changes:** The trip reinforces the concept of autumn and the changing seasons.
- **Traditions:** It connects to cultural traditions associated with fall, Halloween, and Thanksgiving.

In essence, our kindergarten pumpkin patch field study is a fantastic example of **experiential learning**. It takes learning out of the classroom and places it in a real-world context, making abstract concepts tangible, engaging all senses, and providing memorable experiences that support holistic child development across multiple domains.

1st Grade

Luscher Farms

A visit to Luscher Farm, complete with vibrant plant beds, active worm bins, and a variety of seeds, offers a rich, hands-on learning experience that directly aligns with first-grade science standards. Observing plants in different stages of growth allows students to understand basic plant needs (sunlight, water, soil) and life cycles, fulfilling standards related to biological processes. The worm bins provide a fascinating introduction to decomposition and the vital role of living organisms in creating healthy soil, touching upon concepts of ecosystems and interdependence. Finally, exploring seeds of various shapes and sizes helps children grasp the concept of plant reproduction and diversity, while also promoting observation and classification skills. Together, these farm elements provide concrete examples that deepen understanding of life science principles, foster scientific inquiry, and connect classroom learning to the natural world.

This field study offers rich connections to 1st Grade Oregon Science Standards, primarily within the Life Science and Earth Science domains.

- Students have the opportunity to visit the farm's resident chickens. We will learn about the life cycle of chickens, what they eat, the role that they play on a farm, and the journey of an egg from the coop to the kitchen.
- Students are introduced to the fundamental principles of organic agriculture. We will discover how farmers grow healthy food without synthetic pesticides and fertilizers, and the importance of healthy soil.
- Students will delve into the life cycle of a plant. First graders can learn about different types of seeds, what they need to germinate, and how they grow into the plants that produce our food.
- Students will uncover the vital role of worms in composting and creating nutrient-rich soil. We can observe worms in action and learn about decomposition in a fun and accessible way.
- Students will learn about the essential role that bees, butterflies, and other insects play in the food system.
- Students will see and learn about the tools and machinery that farmers use. This can include everything from hand tools to tractors, providing a glimpse into the mechanics of modern and traditional farming.

- Students will explore the farm's garden, which offers a space for unstructured discovery. Students can smell, touch, and even taste a variety of plants.
- Students will learn about the farm's sustainable and organic practices and walk away with an early appreciation for environmental stewardship.

OMSI

Visiting OMSI provides an excellent opportunity to align with first-grade science standards, particularly those in Earth and Space Science. Through engaging visuals and narration, students can observe the apparent motion of the sun, moon, and stars, understanding daily and nightly patterns. A visit to OMSI offers hands-on exploration and direct observation that fosters scientific inquiry and the development of observational skills. This experiential learning helps young students develop a foundational understanding of the natural world and the scientific process.

This field study offers rich connections to 1st Grade Oregon Science Standards, primarily within the Earth and Space Science and Engineering, Technology and Application of Science domains.

- First graders can embark on a journey through the cosmos in the **Kendall Planetarium**, where students will compare the Earth and the Moon and observe that the Sun, Moon, and stars are visible to everyone on Earth.
- First graders will get a glimpse into how humans travel to and study space. Students will understand the basic needs of astronauts for space travel.
- Students will be introduced to the idea that stars form patterns and that these patterns have names and stories. We will explore major constellations and the stories behind them.
- **Turbine Hall** features a variety of permanent exhibits focused on physics, engineering, and technology. Students can engage in hands-on challenges that encourage problem-solving and engineering skills.
- Through their visit to OMSI, students will observe the world around them and ask questions, building this foundational skill for scientific inquiry.

2nd Grade

OMSI

A field trip to the Oregon Museum of Science and Industry (OMSI) can align well with 2nd-grade Common Core State Standards, particularly in the area of English Language Arts (ELA) and Next Generation Science Standards (NGSS), which Oregon has adopted. While Common Core is specifically for ELA and Math, science museums inherently offer opportunities to practice ELA skills while deeply engaging with science content.

During ***Cowabunga Chemistry*** students will perform amazing chemical reactions as they measure and mix ingredients and discover substances with strange and surprising properties: polymers. In the Little Chemists' lab students will explore, why do solids, liquids and gases act the way they do, and what happens when things defy definition?

Students will investigate these questions with slimes, crushing cans, and extremely cold air to:

- Students can see how temperature and pressure connect to cloud formation.
- Students will explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Students will naturally discuss exhibits with their classmates and chaperones, sharing observations and questions.
- Many hands-on exhibits allow students to interact with different materials and observe their properties (e.g., flexibility, hardness, texture).
- Students will analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Exhibits involving simple machines, construction, or engineering challenges can provide opportunities to see materials being tested for specific uses.
- Students will make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Students will ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Many exhibits are designed as engineering challenges, prompting students to identify problems and think about solutions.

Cannon Beach Tide Pools Trip

A field trip to the tide pools at Cannon Beach, Oregon, offers a wealth of opportunities to align with 2nd Grade Common Core State Standards (CCSS) across various subjects, particularly Science (NGSS), English Language Arts (ELA), and even elements of Math.

Our essential question, "What structures allow a plant or animal to survive in an ocean ecosystem?" will guide the children as they explore the balance in this fragile system.

This trip will connect two science units: Erosion and Earth's Surface and Oceanography. Students will learn about the powerful forces that drive the tides. They will also get to explore the tidepools and witness the diverse array of fascinating species that live there. We will investigate coastal geology, the dynamics of the sandy shore, and go birding for the Tufted Puffin.

The tide pools are an excellent natural laboratory for 2nd-grade life and earth science concepts:

- Students will be observing a unique intertidal habitat and comparing the diverse marine life (sea stars, anemones, crabs, mussels, barnacles, various seaweeds) to what they might see in a forest or freshwater environment. They can note how the organisms are adapted to the harsh conditions of the tide pool.
- Students can observe the quick change of the tides, and discuss how the constant movement of water and waves (erosion) slowly shapes the rocks and creates the tide pools over time.
- Students can observe the rocky shore and the ocean, and discuss their characteristics.
- The direct experience of the tide pools allows students to recall what they saw to answer questions about marine life or the environment.
- Students will naturally engage in conversations with classmates and chaperones about their discoveries. They can ask questions, share observations, and listen to explanations.
- Students can ask questions of experts (e.g., Haystack Rock Awareness Program volunteers if present) or their teachers about the creatures they find.
- Students will compare the size of different shells or rocks (e.g., "Which barnacle is bigger?").

3rd Grade

Portland Bridges Tour

This field study takes 3rd-grade students on a tour of several bridges in

Portland, Oregon. The tour aims to provide students with a hands-on, real-world experience that connects to their classroom learning in science and social science. Students will observe different bridge types, learn about their construction, understand their historical significance, and recognize their role in the community and local geography. The 2024 Oregon Social Science Standards reflect current educational best practices and emphasize a complete approach to history, geography, economics, and civics, including diverse experiences and perspectives.

This field study offers rich connections to 3rd Grade Oregon Social Science Standards, primarily within the Geography and History domains.

- Students will observe how bridges are depicted on physical maps of the Willamette River, recognizing them as human-made features. Tour guides can also refer to political maps to show how bridges connect different parts of the city and county.
- The Willamette River is a significant physical feature influencing Portland's development. The tour directly demonstrates how bridges, as human-made features, have transformed the physical environment to facilitate human interaction and movement, profoundly affecting the community's attributes.
- The discussion of bridge construction materials (e.g., steel from mining, concrete components) can touch upon natural resources used in their creation. The river itself is a natural resource whose navigation (requiring drawbridges) is impacted by human design.
- The tour can highlight the construction dates of various bridges, allowing students to place them on a timeline of Portland's development, distinguishing older bridges from newer ones.
- The building of the Portland bridges is a key part of Portland's local history. Students can learn about the sequence of bridge construction and how each bridge contributed to the city's growth over time.

- The tour can be enhanced by research into the labor force that built the bridges, including traditionally underrepresented groups (e.g., immigrant laborers, specific ethnic groups) whose contributions might otherwise be overlooked. This aligns with the standards' emphasis on inclusive social science and expanding narratives.
- The bridges themselves are significant landmarks and symbols of Portland. The tour can discuss how they are celebrated (e.g., during events like the Rose Festival) and their cultural importance to the city's identity.

- The creation and maintenance of bridges are examples of how local and state governments address community needs for infrastructure.
  The tour can touch upon the role of civic participation in advocating for such projects.
- Discussions around historical decisions to build or modify bridges can illustrate how community needs led to civic action and engagement with decision-makers.

Urban Portland Walking Tour (No Cost)

This field study aims to provide 3rd-grade students with a fun and engaging way to learn about Portland's history, interesting buildings, and helpful community resources through an Urban Portland Walking Tour. These tours are offered by the Urban Tour Group and can help students see how the past connects to their present-day community. This tour will bring their classroom learning to life, helping them see how the past connects to their present-day community.

This field study offers rich connections to 3rd Grade Oregon Social Science Standards.

- We will learn about some of the buildings and places in Portland where local government decisions are made, and maybe even see signs of state offices. We can discuss how these places help our community run smoothly.
- As we walk, we'll see examples of different groups in Portland, like people from different cultures or those who have worked together for a cause. We'll talk about how people work together and what makes a community strong.
- We can look for clues about how people in Portland have worked to solve problems, like making things fair or helping everyone feel included. We can imagine how leaders might have talked about these issues long ago and today.
- We will identify a local public issue in Portland (like how we use parks or keep historical buildings safe) and talk about how people in our community can work with leaders to make decisions.
- We'll use maps (or mental maps!) to understand where we are in Portland and how the city is laid out.

OMSI Birds of Prey Program (On-Site Experience)

The OMSI Birds of Prey program brings engaging, hands-on science directly to our school. Students will gain a unique "bird's-eye view" of how hawks, owls, and eagles survive in the wild. Through interactive presentations, students will explore

remarkable adaptations such as "silent flight" and learn about the acute vision and hunting strategies of raptors. A highlight of the program involves students actively dissecting owl pellets to discover what these birds of prey consume for their "midnight snacks," and they will have the opportunity to take home their findings. Key scientific topics covered include adaptations, anatomy, biology, and classification.

This field study offers rich connections to 3rd Grade Oregon Science Standards (NGSS based):

- Students will engage in hands-on scientific inquiry: The owl pellet dissection is a direct, tangible experience that promotes observation, data collection (of a sort), and interpretation.
- Students will develop understanding of biological concepts: Students will gain a deeper comprehension of adaptations, anatomy, and classification within the context of birds of prey.
- Students will observe real-world examples of scientific principles: Learning about "silent flight" and keen eyesight provides concrete examples of natural selection and specialized adaptations.
- Students will foster curiosity about the natural world: The interactive nature of the program, combined with fascinating facts about raptors, is expected to spark students' interest in wildlife and ecosystems.
- Students will apply vocabulary: Students will learn and use scientific terms related to biology, anatomy, and classification (e.g., predator, prey, adaptations, talons, pellets, nocturnal).

4th Grade

Aurora Colony/Stauffer Will Farm

The entire 4th grade Social Studies curriculum focuses on Oregon and Oregon history. All of our field trips tie directly into the various Oregon history units. This ties into the Oregon Trail unit and the first Oregon homesteaders. Located within the Old Aurora Colony Museum complex are four buildings, including a log cabin, wash house, 1860s home, and tie sheds which together give a sense of what life was like in this small pioneer Oregon town. Students rotate through 5 stations where a living history interpreter shares their curriculum and engages students in a hands-on project which will be taken home at the end of the day. They will saw wood, carve candle sticks, make candles to go in the candlesticks and bake bread.

A field trip to the Aurora Colony covers several Oregon State Standards for 4th grade, particularly in Social Studies, History, and Geography:

- The field trip would give students an opportunity to explore the 19th-century history of Oregon, particularly focusing on the Oregon Trail, settlement, and how the Aurora Colony was founded.
- The field trip provides context for how settlers lived in Oregon during the 1840s and 1850s, including their contributions to the development of the region.
- Students would learn about the Aurora Colony's self-sustaining community, including their farming practices, craftsmanship, and community governance.
- Students would observe and learn about the geography of the Aurora Colony area, the Willamette Valley, and how the settlers adapted to the land and climate for farming and living.
  The colony was founded in a fertile agricultural region. Students would see how geography played a role in the settlement of the Aurora Colony and other pioneer settlements.
- The Aurora Colony was unique in that it had its own form of governance, and students would learn how the colony's residents worked together to make decisions, form rules, and maintain order.
- The colony's focus on self-sufficiency and cooperation could be tied to broader lessons about how citizens contribute to their communities, emphasizing the idea of civic engagement in early Oregon.
- The students could learn about the specific jobs and industries that were part of the Aurora Colony's economy, such as farming, carpentry, and crafts, and how these industries supported the colony's self-sufficiency.
- A tour of the colony could include how the settlers produced goods, traded with other communities, and met their basic needs in a remote environment.
- After visiting the colony, students might engage in group discussions about the history and significance of the colony, developing their speaking and listening skills.
- Students might be asked to write about the history of the Aurora Colony, the people who lived there, and the colony's importance in Oregon's history.
- Students also learn about the artistry and craftsmanship of the Aurora Colony settlers, including furniture making, quilting, and other cultural expressions, which tie into the broader study of historical and cultural influences on Oregon.

Fort Vancouver

This ties into the Lewis and Clark expedition and the Beaver Trade part of the social studies curriculum. It is a hands-on program in which students will get a chance to experience a day in the life of a laborer at Fort Vancouver in the 1840s. Students will sign a copy of the Hudson Bay Contract, watch sea biscuits being made, and identify

animal pelts in the warehouse. They will watch a blacksmith in action in the Blacksmith Shop. They will learn about the Native American tribes who traded with the Beaver traders at the fort, and they will see the actual trade shop and hear about how the transactions happened.

A field trip to Fort Vancouver site provides hands-on experiences in understanding the history of the fur trade and early settler communities in the Pacific Northwest. Student will learn about:

- **Native American History:** The Fort Vancouver field trip provides a deep dive into Native American history, showing how Native groups interacted with settlers and how their societies were impacted by European contact.
- **Cultural Significance:** Students learn about the diverse cultures and practices of Native American tribes in the Pacific Northwest, emphasizing their role as both cultural stewards and critical trade partners in the region.
- **Ecosystem Connections:** The trip also connects students with the local environment, offering a chance to understand how Native Americans used and managed their natural resources.
- Identify important events and individuals in Oregon's history, including Native American tribes, explorers, settlers, and key historical periods.
- Understand Native American Tribes of Oregon: Learn about the major Oregon tribes, such as the Chinook, Nez Perce, Klamath, and Umatilla.
- Focus on their cultures, languages, and traditional ways of life, including their interaction with the environment (e.g., fishing, hunting, gathering).

5th Grade

Mt. St. Helens Field Studies

In September of each year, 5th Grade students travel to the Mt. St. Helens region and study volcanology and ecology in the field. Students spend one day on the south side of the mountain studying the volcano's eruptive history, as well as learn about the Native tribes that inhabited the area through the pre-settler era, then spend a second day on the north side studying the 1980 eruption and the ecological recovery, as well as time exploring and collecting data on rocks that will be integrated later in the year as they study geology.

This content is an integral element of 5th grade science curriculum, featuring a hands on exploration of the following science learning targets:

- Students will explore layers of the earth, convection, the movement of tectonic plates, and volcanoes.
- Students will understand that the locations of mountain ranges, deep ocean trenches, ocean floor structure, earthquakes, and volcanoes occur in patterns, and that most earthquakes and volcanoes occur in bands along boundaries between continents and oceans.
- Students will explore how local, regional, and global patterns of rock formations reveal changes over time due to earth forces.
- Students will explain how igneous, metamorphic, and sedimentary rocks are uniquely different, observing and recording characteristics of identified rock types.

Day Trip to Evergreen Space Museum

In February of each year, 5th Grade students travel to McMinnville for a one-day exploration of the Evergreen Space Museum. Students spend half the day in the flight building and the other half of the day in the space building. The flight museum portion introduces students to the history of flight, as well as flight mechanics, and will be connected to later units on force and motion. The space museum portion culminates a unit on planets and space exploration.

This content is an integral element of 5th grade science curriculum, featuring a hands on exploration of the following science learning targets:

- Students will compare the gravitational pull of other planets and describe the orbital path of the moon and planets.

6th Grade

Outdoor School

In the spring of each year, 6th Grade students spend a week at Outdoor School, an Oregon tradition for 6th Graders dating back decades. In addition to the benefit of sharing the experience with other schools in the Portland Metro area, students spend a day in the field conducting experiments and collecting and analyzing data about plants, animals, water and soil.

There are many curricular connections, including but not limited to learning targets such as:

- Ecosystems: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Ecosystems: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Junior Achievement

Junior Achievement BizTown is a series of 12 teacher-led lessons that provides financial literacy and work and career readiness into the school classroom culminating in a 4-to-5-hour visit to a hands-on, simulated community experience and a final in-class debrief lesson to tie it all together .. Join Junior Achievement's national network of volunteers and help students connect the dots between what they learn in school and the "business of life."
Curricular Connections include:

- Discuss the roles they play as citizens, employees, and consumers in their community and relate those roles to the market economy.
- Discuss the importance of citizen rights and responsibilities in a community, including being an informed voter.
- Demonstrate a basic understanding of the free enterprise system and its historic foundation.
- Foster money management skills through practical experiences of economic concepts and banking practices.
- Develop an understanding of foundational business practices and responsibilities.
- Display the soft skills essential for successful participation in the world of work and career building.

7th Grade

Field Study to the Coast

At Camp Gray on the Oregon coast, student learning will be focused on how coastal flora and fauna adapt and thrive. We will study the nutrient cycle of the coastal organisms, allowing for real world connections to our ecosystems unit. We will dissect squids to observe their unique adaptations up close. Focus groups at Camp Gray also allow for more real life connections to how humans are impacting the Oregon Coast, and time to generate solutions. Students will also review the water cycle and observe how wind/ water shape the land.
At the coast, students will:

- analyze and interpret data to determine similarities and differences in findings
- apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

8th Grade

Field Study to Ashland, Oregon, and the Oregon Shakespeare Festival

Our 8th-grade Field Study to Ashland and the Oregon Shakespeare Festival (OSF) promises an enriching experience where learning transcends the confines of the classroom and takes center stage. Picture this: diving into the captivating world of William Shakespeare's plays in English class, and then bringing those words to life amidst the enchanting backdrop of Ashland and the Oregon Shakespeare Festival. Imagine stepping behind the curtain for an exclusive backstage tour, where students will marvel at the intricate set designs, exquisite costumes, and mesmerizing special effects. But that's not all – prepare to be enchanted further as we receive a special preface of the plays by the talented artists at the Oregon Shakespeare Festival. And the cherry on top? A live performance that will leave students spellbound, courtesy of OSF's unparalleled stagecraft. As part of our field study, we'll also venture to the picturesque campus of Southern Oregon University and the beauty and wildlife of Lithia Park. We hope 8th graders will join us on this thrilling adventure where education meets entertainment, and memories are made to last a lifetime!

At the Oregon Shakespeare Festival, students will:

- Engage with complex literary texts in a dynamic way while actively exploring the texts of Shakespeare and other authors, encouraging critical thinking, close reading, and performance skills
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Analyze the extent to which a live production of a story or drama adheres to or departs from the text or script, evaluating the choices made by the director or actors
- Investigate how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new
- Survey how a drama's form or structure contributes to its meaning
- Examine how particular lines of dialogue or incidents in a drama propel the action, reveal aspects of a character, or provoke a decision
- Determine a theme or central idea of a play and analyze its development over the course of the text

7th & 8th Grade

RGS 7th & 8th Grade Field Trip: Exploring Science & Nature at OMSI & the Oregon Zoo (Alternating Years)

Our 7th and 8th graders head to two of Portland's premier educational institutions: the Oregon Museum of Science and Industry (OMSI) and the Oregon Zoo. These interactive field trips provide hands-on learning experiences that directly connect to our curriculum at RGS.

At OMSI, students will:

- Engage with physical science principles: Explore exhibits that demonstrate concepts like electricity, magnetism, motion, and energy, directly reinforcing topics covered in our 7th and 8th-grade physical science units. Students will have the opportunity to experiment and observe these principles in action.
- Investigate engineering and technology: Discover the wonders of innovation through various exhibits, providing real-world examples of how scientific principles are applied to solve problems and create new technologies. This will complement our discussions on design and problem-solving.
- Dive into Earth and space science: From exploring the mysteries of the universe in the planetarium (if time allows) to understanding geological processes, OMSI offers a dynamic way to visualize and interact with Earth and space science concepts.

At the Oregon Zoo, students will:

- Observe biodiversity and ecosystems: Witness a wide array of animal species from around the globe, allowing for direct observation of adaptations, habitats, and the interconnectedness of living things. This will enrich our biology and life science units on ecosystems, food webs, and classification.
- Learn about conservation and environmental stewardship: Discover the vital role zoos play in wildlife conservation, species protection, and environmental education. This fosters an understanding of human impact on the natural world and the importance of sustainability.
- Explore animal behavior and adaptations: Through close observation, students can analyze how different animals behave in their environments and identify unique adaptations that allow them to thrive in their specific habitats, reinforcing concepts learned in biology.

Field Study Volunteer Procedures

All field study volunteers must meet all of the RSD volunteering requirements. Volunteers must complete a yearly background check through our Volunteer Management system. All volunteers must also complete Riverdale's community bias training and read the Abuse and Sexual Conduct Information and Reporting Requirements document annually. Training will be offered throughout the year. Any volunteer who will have direct, unsupervised contact with students will need to be fingerprinted and undergo an additional state and national criminal records check based on fingerprints. Please plan accordingly, as all training must be completed 1 month before field studies.

Field Study Donation Breakdown by Grade/Experience

All field study monies are aggregated every year to fund the entirety of the K-12 experience, so you know that every dollar donated goes toward a RSD's Field Study experiences designed for your child that builds year after year. All activities listed here will occur so you as parents can appropriately plan. At the end of the academic year, field studies are reviewed and adjusted as necessary for the next year.

26-27 SY Donation Schedule

K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
$50	$50	$50	$50	$50	$250	$250	$500	$500	$500