

# MULTI-DAY EDUCATION PROGRAM



**Program:** Discover Pearl Harbor

**Age Level:** Middle & High School

**Group Size:** Maximum 40

**Length:** 3 days, 2 nights

**Location:** Pacific Aviation Museum Pearl Harbor &  
USS Missouri Battleship Monument

## Overview

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Students explore a wide range of history and STEM topics within the context of the Museum's historic site and aviation/aerospace concepts. Participants engage in hands-on, immersive, and relevant activities that foster 21<sup>st</sup> Century Learning Skills, such as critical thinking, collaboration, communication, and decision making. The flexible curriculum design accommodates specific age groups, developmental needs, and learning goals using object and place-based instructional strategies. This program is available to school groups and youth organizations.

## Theme

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- Progression of flight through the ages
- True stories of bravery, perseverance, and innovation
- Geographical perspective of historical events
- Forces of flight and flight controls
- Careers in aviation and aerospace

## Activities

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- Tour USS Arizona Memorial and USS Bowfin
- Spend 2 nights aboard USS Missouri Battleship Monument
- Flight Lab
- Engineering process
- Hands-on activities in our historic aircraft hangars
- Swamp Ghost accident investigation
- Engaging museum tour
- The Decision Center education simulation (for grades 9-12)

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## **Standards Supported**-Common Core/NGSS/C3 Framework

### Common Core Math

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

### Common Core ELA Standards:

CCSS.ELA-LITERACY.RI.6-10.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.SL.6-10.1.ABCD 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.

CCSS.ELA-LITERACY.L.6-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.RST.6-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

### Next Generation Science Standards

MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects

MS-PS2-2 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.

6-MS-ETS1-1: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

### C3 Framework

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.Civ.7.9-12 Apply civic virtue and democratic principles when working with others.

D2.Civ.9.9-12 Use appropriate deliberative processes in multiple settings

D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights