

Bubble

PLANET

EXPERIENCE

CALLING ALL K-12 EDUCATORS!

Invite your class on a memorable journey with an educational field trip to Bubble Planet: The Immersive Experience. Students will engage their imagination and critical thinking throughout 12 themed rooms designed for interactive learning. Explore the expansive history, science, and technology of bubbles and their relationships to everyday life.

Students will draw connections between the exhibition and the classroom as they synthesize the facts and amazing stories behind the discoveries, inventions, and creative possibilities of bubbles from the ocean to the sky. Encourage their curiosity about the expansive relationships of bubbles as they dive into an LED underwater world, immerse themselves in clouds, and embark on a hot air balloon flight simulation.

Ignite visual and critical thinking skills as your students explore social connection in virtual worlds through augmented reality simulations.

Through close looking and multisensory observations, students will gain scientific understanding of natural phenomena like how bubbles take shape. Expand their understanding of weather, visual perception, engineering, and more as your students are encouraged to think like historians, biologists, artists, and architects to discover the connections and possibilities of bubbles in their environment and imagination. Give your students an immersive experience that will leave them in awe, enhance their curiosity, and introduce them to STEAM fields like architecture, engineering, exhibition design, media technology, and more!



Exhibition Hub

Edutainment

fever

Book your school field trip today by contacting Jen@JDCgroupmarketing.com



APPLICABLE STANDARDS

A field trip to Bubble Planet: The Immersive Experience addresses the following Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), College, Career, and Civic Life (C3) Social Studies Framework, National Core Arts Standards (NCAS), and Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies.

Common Core State Standards for English Language Arts, Grades K-12

Common Core State Standards for Math, Grades K-8

Next Generation Science Standards, Grades K-8

National Core Arts Standards for Visual Arts, Grades K-12

C3 Social Studies Framework, Grades K-12

CASEL Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness



**Read on for
a complete list
of standards.**

Common Core State Standards for English Language Arts Grades K-5

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes

and finished work, and provide a list of sources.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Grades 6-8

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grades 9-12

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Common Core State Standards



for Mathematics Grades K-5

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6 Compose simple shapes to form larger shapes.

1.MD.1–2 Measure lengths indirectly and by iterating length units.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions

about the total number of data points, how many in each category, and how many more or less are in one category than in another.

2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

5.MD.A. Convert like measurement units within a given measurement system.

5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Grades 6-8

6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.

6.RP.3.a–d Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.

7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.

8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.

8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Next Generation Science Standards Grades K-5

K-LS1-1. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS3-2. Ask questions based on observations to find more information about the designed world.

K-PS3-1. Make observations (firsthand or from media) to collect data that can be used to make comparisons.

1-LS1-1. The shape and stability of structures of natural and designed objects are related to their function(s).

1-LS1-2. Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

2-ESS1-1. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

2-ESS2-2. Develop a model to represent patterns in the natural world.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-PS2-3 Ask questions that can be investigated based on patterns such as cause and effect relationships.

4-LS1-2. Use a model to test interactions concerning the functioning of a natural system.

4-ESS2-2. Analyze and interpret data to make sense of phenomena using logical reasoning.

4-ESS3-1. Obtain and combine information from books and other reliable media to explain phenomena.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2. Describe and graph quantities such as area and volume to address scientific questions.

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-3. Make observations and measurements to

identify materials based on their properties.

Grades 6-8

MS-ESS2-6. Develop and use a model to describe phenomena.

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

MS-LS4-2. Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.

C3 Framework for Social Studies Grades K-5

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

D2.His.2.K-2. Compare life in the past to life today.

D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.

D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

Grades 3-5

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.



- D2.His.2.3-5.** Compare life in specific historical time periods to life today.
- D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.
- D2.His.14.3-5.** Explain probable causes and effects of events and developments.

Grades 6-8

- D2.Geo.2.6-8.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.His.10.6-8.** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

Grades 9-12

- D2.His.12.9-12.** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.

National Core Arts Standards Grades K-5

- VA:Pr6.1.K.a** - Explain what an art museum is and distinguish how an art museum is different from other buildings.
- VA:Re.7.2.K.a** - Describe what an image represents.
- VA:Re8.1.K.a** - Interpret art by identifying subject matter and describing relevant details.
- VA:Pr4.1.1.a** - Explain why some objects, artifacts, and artwork are valued over others.
- VA:Pr6.1.1.a** - Identify the roles and responsibilities of people who work in and visit museums and other art venues.
- VA:Re8.1.1.a** - Interpret art by categorizing subject matter and identifying the characteristics of form.
- VA:Re.7.2.1.a** - Compare images that represent the same subject
- VA:Pr6.1.2.a** - Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- VA:Re.7.1.2.a** - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- VA:Pr4.1.3.a** - Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- VA:Re.7.1.3.a** - Speculate about processes an artist uses to create a work of art.
- VA:Re.7.2.3.a** - Determine messages communicated by an image.

- VA:Pr4.1.4.a** - Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- VA:Pr6.1.4.a** - Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- VA:Re.7.2.4.a** - Analyze components in visual imagery that convey messages.
- VA:Pr4.1.5.a** - Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA:Pr6.1.5.a** - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Re.7.1.5.a** - Compare one's own interpretation of a work of art with the interpretation of others.

Grades 6-8

- VA:Pr4.1.6.a** - Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- VA:Re8.1.6.a** - Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- VA:Pr4.1.7.a** - Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- VA:Pr6.1.7.a** - Compare and contrast viewing and experiencing collections and exhibitions in different venues.
- VA:Re.7.1.7.a** - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- VA:Re.7.2.7.a** - Analyze multiple ways that images influence specific audiences.
- VA:Re8.1.7.a** - Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and



use of media to identify ideas and mood conveyed.

VA:Pr4.1.8.a - Develop and apply criteria for evaluating a collection of artwork for presentation.

VA:Pr6.1.8.a - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Grades 9-12

VA:Pr6.1.HSI.a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re.7.2.HSI.a - Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re.7.2.HSII.a - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Self-Management

- Managing one's emotions
- Exhibiting self-discipline and self-motivation

Responsible Decision-Making

- Demonstrating curiosity and open-mindedness
- Recognizing how critical thinking skills are useful both inside and outside of school

Relationship Skills

- Communicating effectively
- Demonstrating cultural competency
- Seeking or offering support and help when needed

Social Awareness

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others

CASEL Competencies

Self-Awareness

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Linking feelings, values, and thoughts
- Developing interests and a sense of purpose





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