



FOR YOUTH DEVELOPMENT®
 FOR HEALTHY LIVING
 FOR SOCIAL RESPONSIBILITY

Curriculum Planning Guide

These class summaries are designed so you can get an idea of what classes, games, simulations, and activities are offered at Camp Weaver. Each topic has symbols next to it for easy reference as to which classes are active, instructive, investigative, or hands-on. Take a few moments to look over this helpful and informative packet to decide which classes would best fit the needs of your students. Each class is one hour and fifteen minutes long unless otherwise specified.

Key

- Hands On; - Investigative; - Instructive; - Active

<p>Wildlife Ecology Topics</p> <ul style="list-style-type: none"> Predator Prey Relationships Animal Adaptations <p>Plant Ecology Topics</p> <ul style="list-style-type: none"> Professor Hike Organic Garden <p>Water Topics</p> <ul style="list-style-type: none"> Aquatic Habitat and Organism Search The Water Cycle <p>Earth Science Topics</p> <ul style="list-style-type: none"> Climate and Sustainability Compasses/Orienteering Frisbee Golf Course 	<p>Outdoor Skills</p> <ul style="list-style-type: none"> Maps Canoeing Survival Archery <p>Experiential Education/Team Building</p> <ul style="list-style-type: none"> Rigamajig Team Building Challenges High Ropes Course Low Ropes challenge course <p>Evening Programs</p> <ul style="list-style-type: none"> Campfire Night Hike Astronomy Pioneer Night
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Wildlife Ecology Topics



✍ Predator Prey Relationships

You're a lion hunting in the savanna. You spot your prey, a herd of zebras, ahead of you through the thick grasses. You creep towards them, careful not to let your scent give you away. You get closer...closer...and then pounce! This is just one of the many exciting games students may experience. The connections between predator and prey animals are illustrated in a series of active games. This is a high-energy class where students take on the roles of animals in different stages of the food chain. This is a great class choice if you are interested in providing a chance for your students to expend some of their excess energy.

Social Studies 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States

Social Studies 4.G.1.2 Explain the impact that human activity has had on the availability of natural resources in NC

Science 4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival growth and repair of the body

Science 5.L.2.2 Classify the organisms within an ecosystem according to the function that they serve: producers, consumers, or decomposers.

Science 5-PS3-1 Use models to describe that energy in animals' food was once energy from the sun.

Science 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Science MS-LS2-4 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.



✍ Animal Adaptations

Who's hiding behind that tree? I can see you! Too bad you don't have a prehensile tail. Using a series of activities and games, students get a hands on lesson about how animals must adjust to survive in their ecosystem. After learning about our own adaptations, students will explore what makes each animal uniquely adapted to their own environment.

Social Studies 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States

Science 4.L.1.4 Explain how differences among animals of the same populations sometimes gives an advantage in surviving and reproducing in changing habitats.

Science 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful

Science 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem

Science 5.L.2.2 Classify the organisms within an ecosystem according to the function that they serve.

Health 3.IRC.1.2 Plan to show compassion to all living things and respect for other people's property

Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced.

Science 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Science 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Science 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Science 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Plant Ecology Topics

? Professor Hike

Become a professor and teach about turkey tail fungus, forest succession, and invasive species. In this activity, the students teach their peers about forest ecology. Also known as an each-one-teach one, the professor hike provides the student with an opportunity to work on their speaking skills in a non-intimidating setting. After learning from their instructor/naturalist, students will be given the opportunity to teach a fact about forest ecology to their peers.

Social Studies 4.G.1.2 explain the impact that human activity has had on the availability of natural resources in NC

Social Studies 4.h.2.2 explain the historical significance of NC state symbols

Science 3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environments: roots, stems, leaves, flowers

Science 3.L.1.2 Explain why skin is necessary in order for the body to remain healthy.

Science 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem

Science 5.L.2.2 classify the organisms within an ecosystem according to the function that they serve.

Science 5-PS3-1 Use models to describe that energy in animals' food was once energy from the sun.

Science 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from the air and water.

? Organic Garden

Get your hands in the dirt and find our worms singing the decomposition blues. Depending on the time of the year, naturalists choose from a variety of gardening activities to get students involved hands on in the garden. The garden is an ideal place for learning about plant parts, soils, and invertebrates.

Heath 3.NPA.2.N Identify the sources of a variety of foods.

Social Studies 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States.

Science 3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environments: roots, stems, leaves, flowers.

Science 3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.

Science 3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.

Science 3.L.2.4 Explain how the basic properties and components of soil determine the ability of soil to support the growth and survival of plants.

Science 5.L.2.2 Classify the organisms within an ecosystem according to the function that they serve.

Science 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

Science 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

Science 3-LS3-2 Use evidence to support the explanation that traits can be influenced.

Science 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Science 5-PS3-1 Use models to describe that energy in animals' food was once energy from the sun.

Science 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from the air and water.

Water Topics



Aquatic Habitat and Organism Search

Make a big SPLASH and jump into the water cycle. Explore with us as we plumb the depths of the lake and our various waterways by using nets and big rubber boots. Don't forget your bright orange life-jacket! In this hands-on investigative study, students explore the lake and other natural bodies of water for a diversity of aquatic species. Students are introduced to a biotic index and discover how the organisms they find in the water can be used to indicate the health of the waterway.

Science 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Science 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Science 5.L.2.2 classify the organisms within an ecosystem according to the function that they serve.

Science 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem

Science 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful

Science 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Health 3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water

Health 3.IRC.1.2 Plan to show compassion to all living things and respect for other people's property



The Water Cycle

Boogie down with us and take a trip as a drop of water! Through a game of over-sized dice, the students take on the role of a water droplet and travel through the water cycle. Students explore different routes water can take and learn a song called the water cycle boogie to help them remember the concepts of evaporation, condensation, and precipitation.

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

Science 5-Ess2-2 Describe and graph the amounts of salt and fresh water in various reservoirs to provide evidence about the distribution of water on Earth

Science 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

Social Studies 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States

Science 3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans seas rivers lakes ponds streams and glaciers)

Science 5.p.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures (conduction convection, radiation)

Science 3.p.3.2 recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer

Science 3.p.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water

Science 3.p.2.2 Compare solids liquids and gases based on their basic properties.

Science 3.p.1.3 Explain the effects of earth's gravity of any object on or near the earth.

Science 5.p.2.1 Explain how the sun's energy impacts the process of the water cycle.

Earth Science Topics

Climate and Sustainability

It's hot! It's cold! It's wet! It's dry! It's our climate. In this exciting class, students have the opportunity to learn about our current climate, and ways to help protect the environment. Students will participate in hands-on activities aimed at teaching them the value of renewable resources. We will also experiment with the latest technology that can harness the energy around us in clean, environmentally friendly ways. This activity prepares future generations to be stewards of our natural environment.

Social Studies 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States

Science 4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., Recycling wastes, Establishing rain gardens, planting trees and shrubs to prevent flooding and erosion)

Science 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

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

Science 5-Ess2-2 Describe and graph the amounts of salt and fresh water in various reservoirs to provide evidence about the distribution of water on Earth

Science 5-ESS3-1 Obtain and combine information about why individual communities use science ideas to protect Earth's resources and environment.

Compasses/Orienteering Frisbee Golf Course

Still lost? Pick up a compass, put the red in the shed and figure out how to get to the next tee! In this class students are introduced to the parts of a compass, how it works, and how to take a bearing. After practicing with a compass, students learn about pacing and then spend time on the Weaver Frisbee Golf Orienteering course testing their skills. This activity is recommended for 5th grade and up.

Science 3.p.1.1 Infer changes in speed or direction resulting from forces acting on an object

Science 5.p.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and direction in which they travel

Science 5.p.1.4 Predict the effect of a given force or change in mass on the motion of an object

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Science 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Social Studies 5.G.1.3 Exemplify how technological advances (communication transportation and agriculture) have allowed people to overcome geographic limitations.

Outdoor Skills

? Maps

Don't lose your way! Discover the nuts and bolts of maps. This class familiarizes students with different types of maps and their features. After a session inside, students test their map skills with a map hunt around Camp. This is a popular class that leaves students wanting more.

Social Studies 3.G.1.1 Find absolute and relative locations of places within the local community and region.

Canoeing

What floats your boat? After learning safe and proper canoeing techniques, students get the opportunity to test their canoeing skills on Turtle Lake. A naturalist will be in the water with the students assisting and playing games aimed at increasing comfort and technique in a canoe. This class is not recommended from mid November to mid March due to cold weather/water temperatures. If chosen during this time, it is subject to cancellation when the combined air and water temperatures do not equal 100 degrees.

Health 3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.

PE.3.MS.1.3 Execute mature form when combining locomotor skills with changes in direction.

PE.3.MC.2.1 Illustrate how practice, attention, and effort are required to improve skills.

PE.4.MS.1.1 Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.

PE.4.MS.1.2 Create movement skill sequences commonly associated with various sports and activities.

PE.4.MS.1.3 Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.

Health 4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

? Survival

Do you have the attitude it takes to survive in the woods? Learn the skills necessary to build a fire, shelter, and help signals. After survival instruction, students will get an opportunity to practice these skills under the watchful eye of a naturalist.

Science 3.p.3.2 recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer

Science 3.p.3.1 recognize that energy can be transferred from one object to another by rubbing them against each other.

Science 4.L.2.1 classify substances as food or non-food items based on their ability to provide energy and materials for survival growth and repair of the body

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Archery

Ever wanted to see if you're as good as Katniss Everdeen? Here's your chance. Our trained staff will instruct you in the proper technique to make sure you hit your mark. Every will love this fun shooting sport after watching their first arrow hit home!

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Health 4.PCH.4.2 Identify personal protection equipment needed.

4-PS3-1 Use evidence to construct an explanation relating the speed of an object to its energy.

Experiential Education/Team Building

Rigamajig

The rigamajig creates playful, cooperative learning community, through means of collaborative building and child-directed play with a large scale building kit. This interactive class fits with the principles of STEM and STE(A)M education, which focuses on science, technology, engineering, math, and art through hands-on inquiry-based learning to provide children opportunities for creativity, innovation, collaboration, and critical thinking. Students will make friends and share resources "Trade you this pulley for that canvas bucket!", "Want to help me make a fort?", "Is that a giraffe?", and "Hey, will you hold this while I connect it?" are commonly heard amongst students during a build session.

Science 3-5-ETS1-1 Define a simple problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.

Health 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

Health 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

Health 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.

Health 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

Health 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2, PE.4.PR.4.2, PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of working productively with others.

PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Team Building Challenges

Do you want to be a Samurai in Training? Or do you think your group has the courage to take on the Toxic River Challenge? This series of games and initiatives is designed to build a sense of unity among students. Activities will focus on trust, leadership, and communication. Students learn to work together to achieve a goal and to confront issues as they arise. This class includes the use of props and portable presentation of these principles.

Health 3.IRC.1.2 Plan to show compassion to all living things and respect for other people's property

Health 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

Health 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

Health 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

Health 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.

Health 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2, PE.4.PR.4.2, PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of working productively with others.

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

High Ropes Course

On belay. Belay is on. Climbing. Climb on! Push yourself outside of your comfort zone in the high adventure activity. With a practice of challenge by choice, naturalist help guide students to set goals and step outside of their comfort level to accomplish some challenging high ropes elements. Safety is the primary focus as students are roped in harnesses to help them reach new heights. Additional fees may apply for this activity. Availability is determined by group size and length of trip.

Health 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

Health 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

Health 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.

Health 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

Health 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2, PE.4.PR.4.2, PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of working productively with others.

PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Low Ropes challenge course

Do you have what it takes to conquer our challenge course? Gather your team and follow us down the path to some serious challenges. Whether it's keeping your "boat" afloat at the whale watch or traversing between the "three peaks" we're sure to have some brain teasers that will coax any group into working together to accomplish their end goals. Our trained facilitators will guide you through a thicket of group development as we discover how you work together to solve our real life challenge course.

Health 3.IRC.1.2 Plan to show compassion to all living things and respect for other people's property

Health 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

Health 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

Health 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

Health 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.

Health 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2, PE.4.PR.4.2, PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of working productively with others.

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Evening Programs

Campfire

Come and join us for friendship, fire, fabulous songs and skits! This entertaining evening program turns two of your naturalists into comedians as they perform skits and teach songs that students will be singing for weeks to come. The campfire program involves some students and adults in skits and engages students throughout the entire program. The campfire is usually held at the Amphitheatre, but can be moved inside in the event of bad weather.

Night Hike

How good is your eyesight in the dark? Come discover the mystery and surprise of the woods at night. This popular evening program gives students the opportunity to experience Camp Weaver's nature at night. Through a series of activities, students will learn many interesting facts about nocturnal animals, the structures of the eyes, how humans and animals use our senses, and will do a short solo hike in a supportive, safe environment.

Science 5.L.2.2 classify the organisms within an ecosystem according to the function that they serve.

Science 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Astronomy

How hot is a blue star? Where do constellations come from? Come and find out the answers to these questions as we present clear, concise information about astronomy through crafts, stories, trivia questions, and games. Students will participate in rotating activities that leave them with an incredible introduction to astronomy. If the skies are clear students will star gaze and our knowledgeable naturalist will point out constellations telling mythological stories associated with the constellations.

Science 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Science 5-ESS1-2 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

Science 3.E.1.2 Recognizes that changes in the length and direction of an object's shadow indicate the apparent changing position of the sun during the day, although the pattern of the stars in the sky stays the same.

Science 3.E.1.1 Recognize that the Earth is part of a system called the solar system that includes the sun planets and many moons and that the Earth is the third planet from our sun in the solar system.

Science 4.E.1.1 Explain the cause of day and night based on the rotation of the earth on its axis

Science 4.E.1.2 explain the monthly changes in the appearance of the moon based on the moon's orbit around the earth.

 **Pioneer Night**

Do you have the skills to survive in the eighteenth century? Come join us as we take you back in time to forge your own tools at our very own Blacksmith Forge, make your own candles, cook over a fire, demonstrate a black-powder rifle, and play games without batteries! Students experience hands on what it was like to live before the digital age and take home a new perspective and appreciation for the world around them.

Social Studies 3.H.2.1 Explain change over time through historical narratives.

Science 3.p.3.2 recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.

Science 3.p.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water)

Health 4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.

Science 5.p.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures (conduction convection, radiation)

Health 3.PCH.3.1 Use methods for prevention of unintentional injuries.

Science 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.