



The mission of Camp Harrison's Environmental Education Program is to have our students:

- Learn about environmental concepts
- Have hands-on experience with the scientific process in many of our outdoor classrooms.
- Have an opportunity to develop a lifelong interest in science
- Make a valid contribution to the scientific community through research-based projects specific to the Brushy Mountains and North Carolina
- Are challenged to think critically about ethical issues pertaining to the environment

Camp Harrison is very willing to work with your specific curriculum goals. A staff member will contact you prior to your visit to determine ways that our program can be tailored to best fit your students' needs.

Our Lesson Plans have been designed to meet the following 5th Grade N.C. Curriculum Standards:

Terrific Trees

Objectives:

- ✓ Understand the basic components and functions of trees.
- ✓ Learn how trees interact with other organisms in their ecosystems.
- ✓ Learn what products come from trees and how things in nature are recycled.

Science

- Identify and analyze the functions of organisms within the population of the ecosystem: producers, consumers, and decomposers. (Science 1.02)
- Explain why an ecosystem can support a variety of organisms. (Science 1.03)
- Discuss and determined the role of light, temperature, and soil composition in an ecosystem's capacity to support life. (Science 1.04)
- Determine the interaction of organisms within an ecosystem. (Science 1.05)
- Explain and evaluate some ways that humans affect ecosystems. (Science 1.06)
- Determine how materials are recycled in nature (Science 1.07)



(Trees Continued)

Language Arts

• Expand and refine vocabulary through knowledge of context clues to assist comprehension. (Language Arts 1.01)

• Make oral presentations to inform selecting vocabulary for impact. (Language Arts 4.03)

Math

• Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems. (Math 4.01)

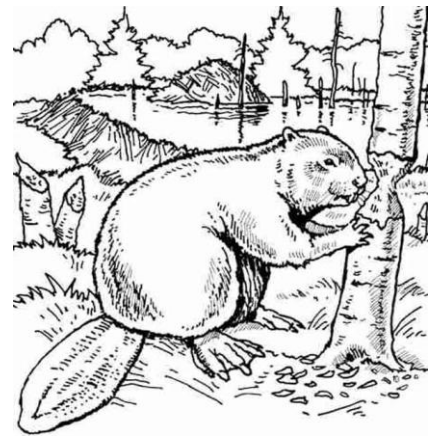
• Solve problems with data from a single set or multiple sets of data using median, range, and mode. (Math 4.03)

• Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols. (Math 5.01)

Beaver Ecology (Amazing Animals)

Objectives:

- ✓ Identify the physical and behavioral adaptations that help beavers survive in their environment.
- ✓ Understand how beavers survive and grow in their specific environments.
- ✓ Recognize beaver signs in the natural world.
- ✓ Compare and contrast how beavers influence the ecology of both forest and aquatic ecosystems.



Science

• Identify and analyze the functions of organisms within the population of the ecosystem. (Science 1.01)

• Identify and analyze the functions of organisms within the population of the ecosystem. (Science 1.02)

• Explain why an ecosystem can support a variety of organisms. (Science 1.03)

• Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life. (Science 1.04)

• Determine the interaction of organisms within an ecosystem. (Science 1.05)

• Explain and evaluate some ways that humans affect ecosystems. (Science 1.06)

Language Arts

• Increase reading and writing vocabulary through debate and discussion. (Language Arts 1.03)

• Listen actively and critically by elaborating on the information presented, evaluating information, and making judgments. (Language Arts 2.09)

• Make oral and written presentations to inform or persuade. (Language Arts 4.03)

Web of Life

Objectives:

- ✓ Students will learn why an ecosystem can support a variety of organisms.
- ✓ Students will learn about predator and prey relationships.
- ✓ Students will learn about producers, consumers, scavengers, and decomposers.



(Web of Life Continued)

- ✓ Students will learn about carrying capacity, herbivores, carnivores, and omnivores.

Science

- Identify and analyze the functions of organisms within the population of the ecosystem. (Science 1.02)
- Explain why an ecosystem can support a variety of organisms. (Science 1.03)
- Determine the interaction of organisms within an ecosystem. (Science 1.05)
- Determine how materials are recycled in nature. (Science 1.07)

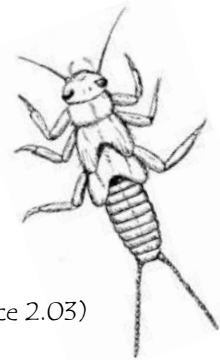
Math

- Collect, organize, analyze, and display data to solve problems. (Math 4.01)

Water Quality

Objectives:

- ✓ Students will investigate the water cycle.
- ✓ Students will investigate how humans affect water quality and erosion.
- ✓ Students will learn how to test water quality.
- ✓ Students will learn why it is important to keep water clean.
- ✓ Students will learn how to improve water quality.



Science

- Discuss and consider the wearing away and movement of rock and soil erosion. (Science 2.03)
- Discuss how the flow of water and the slope of the land affect erosion. (Science 2.05)
- Discuss and analyze how humans influence erosion and deposition. (Science 2.07)
- Investigate the water cycle including the processes of evaporation, condensation, precipitation, and run-off. (Science 3.01)

Math

- Collect, organize, analyze, and display data to solve problems. (Math 4.01)
- Solve problems with data from a single set or multiple sets of data using median, range, and mode. (Math 4.03)

Wetland Ecology

Objectives:

- ✓ Students will be able to describe and define a wetland ecosystem.
- ✓ Students will actively observe a wetland environment.
- ✓ Students will discover how humans affect wetland ecosystems.
- ✓ Students will learn about wetland protection.



Science

- Describe and compare several common ecosystems. (Science 1.01)
- Explain why an ecosystem can support a variety of organisms. (Science 1.03)
- Determine the interaction of organisms within an ecosystem. (Science 1.05)
- Explain and evaluate some ways that humans affect ecosystems: habitat reduction, pollutants, increased nutrients. (Science 1.06)
- Discuss how the flow of water and the slope of the land affect erosion. (Science 2.05)
- Identify the use of maps as ways of representing landforms. (Science 2.06)

(Wetland Ecology Continued)

- Discuss and analyze how humans influence erosion and deposition in local communities as a result of: clearing land, planting vegetation, building dams. (Science 2.07)

Language Arts

- Use oral and written language to present and support arguments and influence the thinking of others. (Language Arts 4.02)
- Make oral presentations to inform or persuade. (Language Arts 4.03)

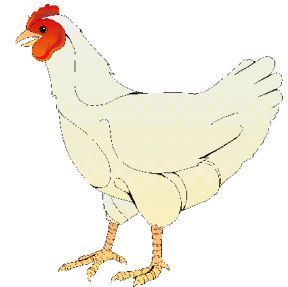
Step Back in Time: Living Off the Land

Objectives:

- ✓ Students will learn how people lived in Wilkes County during the 1800s, and how they used the land to meet their basic needs.
- ✓ Students will learn how the land provided plants for medicines and food.
- ✓ Students will study soil, erosion, and components of a healthy garden.
- ✓ Students will explore the many uses of trees, and get to use woodworking tools.
- ✓ Students will discover what resources go into raising animals, and evaluate the process food takes from farm to table.

Science

- Identify and analyze the functions of organisms within the population of the ecosystem: producers, consumers, and decomposers. (Science 1.02)
- Explain why an ecosystem can support a variety of organisms. (Science 1.03)
- Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life. (Science 1.04)
- Determine the interaction of organisms within an ecosystem. (Science 1.05)



Social Studies

- Explain how people of the United States adapt to, modify, and use their physical environment. (Social Studies 1.06)
- Analyze the past movement of people, goods, and ideas within and among the United States...and compare it to a movement today. (Social Studies 1.07)
- Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States. (Social Studies 3.01)
- Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States. (Social Studies 3.02)
- Explain when, where, why, and how groups of people settled in different regions of the United States. (Social Studies 4.02)

Grow Garden Grow

Objectives:

- ✓ Students will learn about soil & its contents.
- ✓ Students will learn about water and erosion as it pertains to farming.



(Grow Garden Grow Continued)

- ✓ Students will learn about photosynthesis and how it helps plants make food.
- ✓ Students will get the chance to plant their own seeds!

Science

- Identify and analyze the functions of organisms within the population of the ecosystem: producers, consumers, and decomposers. (Science 1.02)
- Explain why an ecosystem can support a variety of organisms. (Science 1.03)
- Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life. (Science 1.04)
- Determine the interaction of organisms within an ecosystem. (Science 1.05)
- Explain some of the ways that humans affect ecosystems. (Science 1.06)
- Determine how materials are recycled in nature. (Science 1.07)
- Discuss and analyze how humans influence erosion and deposition in local communities as a result of: clearing land, planting vegetation, building dams. (Science 2.07)

People and the Planet

Objectives:

- ✓ Encourage students to consider the connections between aspects of the natural environment and human society.
- ✓ Provide students with an understanding of the issues surrounding the human population rate.
- ✓ The students will learn the definitions of renewable and nonrenewable resources.
- ✓ The students will learn about the items found in a landfill.
- ✓ The students will put "reduce, reuse, recycle" to use!



Science

- Determine the interaction of organism's within an ecosystem. (Science 1.05)

Social Studies

- Forecast how technology can be managed to have the greatest number of people enjoy the benefits. (Social Studies 6.03)
- Predict future trends in technology management that will benefit the greatest number of people. (Social Studies 6.06)
- Explain how people of the United States adapt to, modify, and use their physical environment. (Social Studies 1.06)

Boomer Land Debate

Objectives:

- ✓ Students will be put in the place of certain interests groups who have varying ideas about the environment.
- ✓ Students will be asked to present their opinions and ideas based on their group's interests.



Social Studies

- Explain how people of the United States adapt to, modify, and use their physical environment. (Social Studies 1.06)

(Boomer Land Debate Continued)

Language Arts

- Use oral and written language to: evaluate information and ideas, present and support arguments, and influence the thinking of others. (Language Arts 4.02)
- Make oral and written presentations to inform or persuade selecting vocabulary for impact. (Language Arts 4.03)
- Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline. (Language Arts 4.05)

The Respect Dinner

Objectives:

- ✓ Students will be able to understand the global disparities of resources as well as the disparity of resources within their own communities.
- ✓ Students will be able to discuss their reactions to the inequities of the dinner in a debriefing session.
- ✓ Students will be able to express their values as they respond to the global distribution of population, wealth, and food.



Social Studies

- Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors. (Social Studies 5.02)

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