



## FIELD STUDY OVERVIEW

### UNITING STUDENTS, TEACHERS AND COMMUNITY THROUGH SHARED OUTDOOR EXPERIENCES

Students attending Unite Outdoor Education Camps will gain knowledge, skills and experiences in many curricular areas. As an outdoor experience-based education there will be an emphasis on physical and life sciences. The following are examples of learning opportunities that relate to the California State Standards.

#### **Investigation and Experimentation**

Investigation and experimentation is a focus of state science standards at all grade levels. Scientific progress is made by asking meaningful questions and conducting careful investigations.

- Classify objects
- Measure and use appropriate tools
- Observe and identify change
- Develop a prediction or hypothesis
- Perform investigations
- Record data
- Formulate conclusions
- Communicate results of investigation

#### **FOREST EXPLORATION**

This hike will reinforce learning of key concepts under each standard with special attention to sustainable forest management, identification of trees, plants, & vegetation, erosion and rock cycles.

#### **STANDARDS MET**

##### **5-LS1-1**

Support an argument that plants get the materials they need for growth chiefly from air and water.

##### **5-LS2-1**

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

##### **LS2.A**

Interdependent Relationships in Ecosystems

##### **5-ESS3-1**

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

##### **5-PS1-3**

Make observations and measurements to identify materials based on their properties.





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### LAKE/ CREEK / POND EXPLORATION

We will explore a lake, creek, or pond. It will reinforce all key learning concepts with attention to lake or reservoir ecosystems. Students will identify wildlife, bugs as well as plants, trees and other vegetation. Students will be able to compare and contrast a forest region versus a lake region in regards to plants and eco systems.

STANDARDS MET

#### **5-ESS2-2**

Describe and graph the amounts and percentages of water and fresh water.

#### **5-PS1-3**

Make observations and measurements to identify materials based on their properties.

#### **5-LS1-1**

Support an argument that plants get the materials they need for growth chiefly from air and water.

### SOLAR SYSTEM EXPLORATION

Weather permitting students will be taken to the field to observe the night sky and discuss their observations. Topics will include 1) characteristics of stars in the sky, 2) the size and scope of Earth in the solar system and the universe. 3) the relationship between our planet and the solar system. 4) the moon as a satellite and planets.

STANDARDS MET

#### **5-ESS1-1 and ESS1.A**

The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

#### **5-ESS1-2 and Ess1.B**

The orbits of earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. The seasonal appearance of some stars in the night sky.





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### TEAM BUILDING CHALLENGE COURSE

This activity will focus on team building, conflict resolution, problem solving, and critical thinking. Students would work in groups and collaborate with each other to complete challenges.

#### STANDARDS MET

##### **3-5-ETS1-1**

People's needs and wants change over time, as do their demands for new and improved technologies.

##### **3-5-ETS1-2**

Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.

##### **3-5-ETS1-2**

At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.

