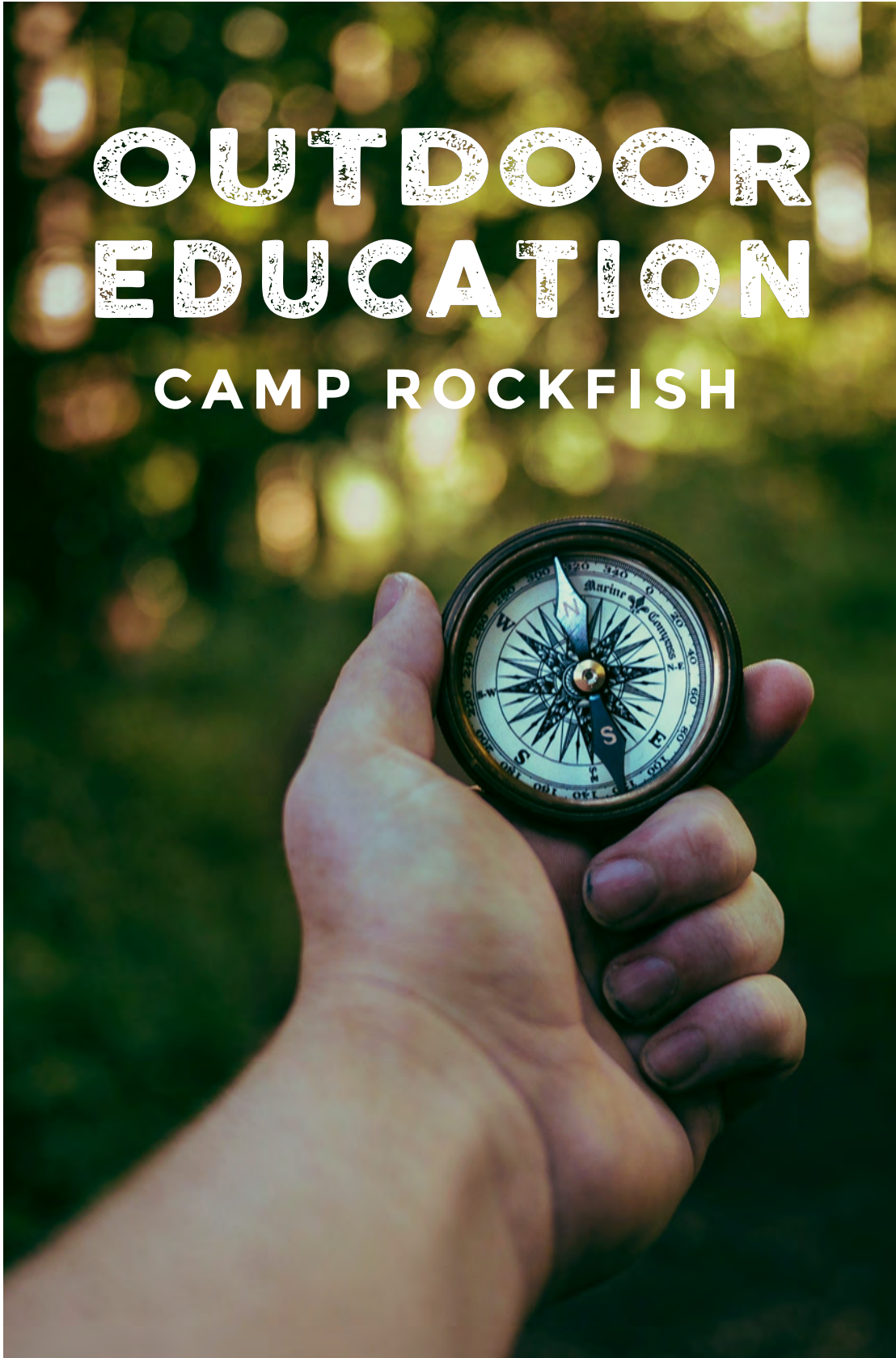


OUTDOOR EDUCATION

CAMP ROCKFISH



WELCOME TO CAMP ROCKFISH

A LETTER FROM THE DIRECTOR

Welcome to Rockfish Camp and Retreat Center! Nestled in the Sandhills region of North Carolina at the intersection of Hoke, Cumberland, and Robeson counties, our 486 acres are ideally located to create an adventurous learning experience for guests and students of all ages. The camp's diverse ecosystem and varied array of native flora and fauna, make Rockfish a significant learning resource for any educator. Let us know how we can partner with you to design the best classroom outing for your students! Thank you for allowing Camp Rockfish to be a part of your students' educational journey.



Jim Martin
Center Director
Rockfish Camp and Retreat Center



226 Camp Rockfish Road, Parkton, NC 28371
(910) 425-3529 // www.camprockfish.org

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program information

CUSTOMIZED CURRICULUM

Every Rockfish Outdoor Education activity and the accompanying curriculum conforms to NC Standards. Yet, we go beyond simple information transmission and provide an adventurous, hands-on, educational outdoor experience for students from preschool through 8th grade. Because each group is unique, we seek to accommodate the needs and goals of every group. Whether it's curriculum focus, interactive game choice, the level of physical activity, or meeting space, we strive to ensure each group leaves Camp Rockfish having accomplished all they had hoped to accomplish. Through group interaction and instruction, we set the stage for students to think independently and apply learned concepts as they develop a deeper understanding of the world in which they live.

FIELD TRIP PROGRAMS

HALF DAY // \$10 PER PERSON

4 HOURS AT CAMP

3 PROGRAM ACTIVITIES

ALL DAY // \$15 PER PERSON

7 HOURS AT CAMP

5 PROGRAM ACTIVITIES

OVERNIGHT // \$55 PER PERSON

12 HOURS AT CAMP

5 PROGRAM ACTIVITIES

CAMP GAMES

LODGING IN CABINS

BOOKING YOUR CAMP VISIT

A minimum of four (4) weeks advance notice is suggested when booking your classroom outing at Camp Rockfish. Please book your reservation by emailing outdoored@camprockfish.org or by calling the camp office at 910-425-3529. See additional information and hours at the back of the brochure.

WHAT YOU NEED TO BOOK YOUR CAMP VISIT

- > Number of students and groups or classes
- > First, second, and third choice of date options
- > Arrival and Departure time
- > Program selections



MEALS AT CAMP

Meal options are available with every school field trip. Breakfast and Lunch packages start at \$5 per person, and Dinner options are \$10 per person. The culinary team at Camp Rockfish seeks to meet all reasonable dietary restrictions when given an advanced notice. All meals are prepared and served on-site at Camp Rockfish.

FACILITIES & ACTIVITIES

Indoor meeting spaces at Camp Rockfish range in capacity from 10 to 299 persons. We also offer a pavilion and multiple picturesque outdoor amphitheaters with seating up to 150. Based on the grade level and size of each group, the most appropriate meeting spaces will be reserved for group field trips.

Camp Rockfish also offers over 25 engaging outdoor activities to help add an extra splash of fun and adventure to any group's experience. Activities include: archery, zip lines, art and crafts, canoeing and kayaking, biking, high rope adventures, rock climbing, fishing, sling shots, sports, swimming, gaga ball, bazooka ball and Outdoor Wilderness Living Skills (O.W.L.S.). For a full list, please see our website.

GROUP BEHAVIOR

To help facilitate the most positive and enriching experience possible, we ask that students be under the supervision of a teacher or chaperone at all times during your visit to Rockfish Camp and Retreat Center.

ADDITIONAL PROGRAMS

Camp Rockfish is more than an awesome field trip destination. We offer team building, leadership advancement, service opportunities, and so much more. Our 486 acres are here to help you grow both professionally and personally. A sample of what Camp Rockfish provides for educators and administrators includes:

- > Space for:
 - Planning Meetings
 - Conferences and Workshops
 - Staff Development Trainings
- > Team Building
- > Fun Filled Staff Outings
- > Leadership Retreats
- > Campouts

For more information, you can check out our website at www.camprockfish.org or call the camp office at 910-425-3529.



standard-based lessons

PROGRAMS FOR PRE-SCHOOL & KINDERGARTEN

Pre-school refers to the year before a student enters Kindergarten. Please note that a recommended ratio of student to chaperone is 1 to 4. If further staff are needed for your classroom outing, you may contact the office to inquire about the availability of Camp Rockfish staff.



FORCE AND MOTION

Let's get moving! People and animals are always in action. Children will learn the where, what, and why of movement and location. Life doesn't stand still, and at Rockfish, we don't either!

(meets NC standards K.P.1.1, K.P.1.2)



ROCKFISH SAFARI

The backcountry of Camp Rockfish is our destination! On this adventure, we will observe trees, leaves, rocks, soil and animals. Let's explore to better understand the ecosystem that surrounds us.

(meets NC standards K.L.1.1, K.L.1.2)

NATIVE AMERICAN WAYS

How well do you know your neighbor? Let's explore the culture and society of the local Native Americans of the Sandhills area.

(meets NC standards K.H.1.1, K.H.1.3, K.G.2.1, K.C.1.2)



PLANTS

Discover the differences between the various types of plants in the Sandhills ecosystem. Along with many other aspects, we will focus on plant sizes, shapes, and textures. There's a lot to explore!

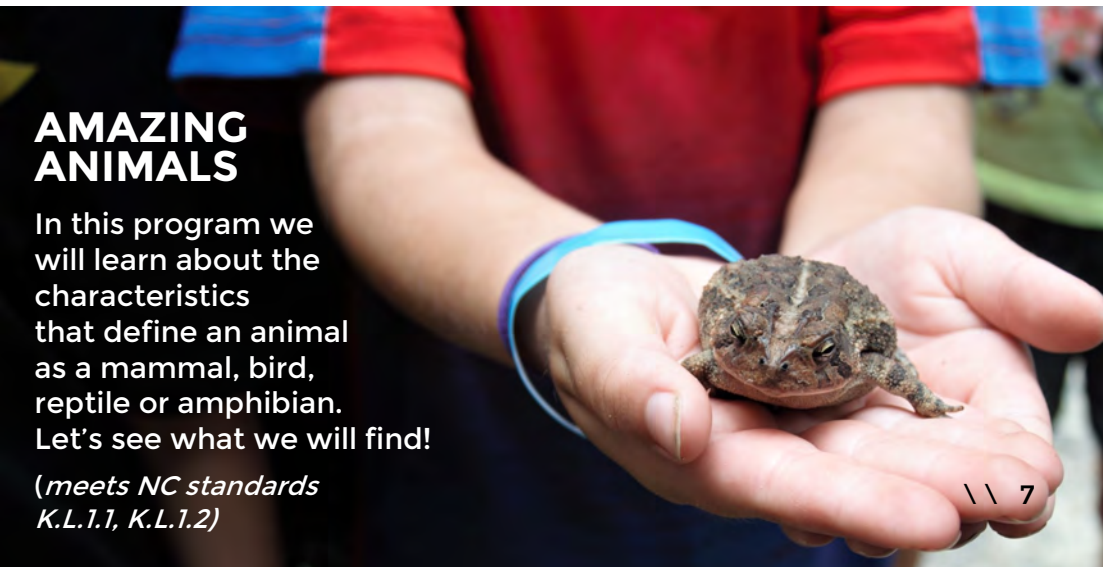
(meets NC standard K.L.1.2)



AMAZING ANIMALS

In this program we will learn about the characteristics that define an animal as a mammal, bird, reptile or amphibian. Let's see what we will find!

(meets NC standards K.L.1.1, K.L.1.2)



PROGRAMS FOR 1ST-8TH



The programs described in this section align with the North Carolina Standards for grades first (1st) through eighth (8th). The team at Camp Rockfish is available to assist in developing educational experiences that utilize science, team building, high and low rope adventures, target sports, and much more! We are here to be a resource for your school.

> ROCKFISH HIKE



Let's take a hike and gain a new perspective. There's a whole world right in front of us which we will rediscover as we learn how plants and animals work together in this unique Sandhills environment. Come be a part of the adventure!

- 1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- 1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- 1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.
- 2.L.1.1 Summarize the life cycle of animals: Birth, Developing into an adult, Reproducing, Aging, and Death.
- 2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.
- 3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.
- 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.
- 4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).

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> AMAZING SANDHILLS

1 2 3 4 5 6 8

The NC Sandhills are as amazing as they are diverse. You won't want to miss the show. Join us as we study and learn more about this unique ecosystem, and understand how important it is to protect it and every living thing that calls the Sandhills home.

- 1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- 1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- 1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water and food) for energy and growth.
- 2.L.1.1 Summarize the life cycle of animals: birth, developing into an adult, reproducing, aging, and death.
- 2.L.2.2 Recognize that there is variation among individuals that are related.
- 3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.
- 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.
- 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.
- 4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.
- 5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.
- 6.L.2.3 Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.
- 8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.
- 8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including: coexistence and cooperation, competition (predator/prey), parasitism, & mutualism.

> FORCE & MOTION

Let's move! Force and Motion are all around us in invisible ways. Let's learn about how some of our favorite things move and the forces that make that movement possible. We will explore the laws that control force and motion in a unique outdoor setting.



- **1.P.1.1** Explain the importance of a push or pull to changing the motion of an object.
- **1.P.1.2** Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.
- **3.P.1.1** Infer changes in speed or directions resulting from forces acting on an object.
- **3.P.1.2** Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.
- **3.P.1.3** Explain the effects of earth's gravity on the motion of any object on or near the earth.
- **5.P.1.1** Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
- **5.P.1.2** Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.
- **7.P.1.1** Explain how the motion of an object can be described by its position, direction of motion, and speed with respect to some other object.
- **7.P.1.2** Explain the effects of balanced and unbalanced forces acting on an object (including friction, gravity and magnets).
- **7.P.1.3** Illustrate the motion of an object using a graph to show a change in position over a period of time.
- **7.P.1.4** Interpret distance versus time graphs for constant speed and variable motion.
- **7.P.2** Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.
- **7.P.2.1** Explain how kinetic and potential energy contribute to the mechanical energy of an object.
- **7.P.2.2** Explain how energy can be transformed from one form to another (specifically potential energy and kinetic energy) using a model or diagram of a moving object (roller coaster, pendulum, or cars on ramps as examples).
- **7.P.2.3** Recognize that energy can be transferred from one system to another when two objects push or pull on each other over a distance (work) as is the case with electrical circuits that require a complete loop through which an electrical current can pass.
- **7.P.2.4** Explain how simple machines such as inclined planes, pulleys, levers and wheel and axles are used to create mechanical advantage and increase efficiency.



> SOIL

1 3 4

It's ok to get a bit messy! A little dirt never hurt anyone! In fact, it is very important. Without the ground under our feet, we couldn't enjoy all the beautiful plants on the earth's surface. Let's dig in and explore the components of soil.

- 1.E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.
- 1.E.2.2 Compare the properties of soil samples from different places relating their capacity to retain water, nourish and support the growth of certain plants.
- 1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- 1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- 3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.
- 4.L.2.3 Give examples of how the surface of the Earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

> WEATHER

2

5

Every day is a new day, but can you predict what tomorrow will be like? When you understand how weather works, you will appreciate the impact it has on our daily lives!

- 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water.
- 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe: temperature, wind direction, and precipitation.
- 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.
- 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.
- 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
- 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.
- 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

> PROPERTIES OF MATTER 2 3

Does it really matter? What if your shoes became liquid and your soda became a solid? Learn more about the changing properties of matter and how they work.

- 2.P.2.1 Give examples of matter that change from a solid to a liquid, and from a liquid to a solid by heating and cooling.
- 2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.
- 2.P.2.3 Note what happens to water left in an open container over time as compared to water left in a closed container.
- 3.P.2.1 Recognize that air is a substance that surrounds us, takes up space, and has mass.
- 3.P.2.2 Compare solids, liquids, and gases based on their basic properties.
- 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.



> FIELD, FOREST, & STREAM

4 5 6 8

Where would you rather be: a field, forest, or stream? Gain a new perspective and discover what it's like to be a plant, animal, or non-living thing in each of these mini-ecosystems.

- 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.
- 5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.
- 6.L.2.3 Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.
- 8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.
- 8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including: coexistence and cooperation, competition (predator/prey), parasitism, mutualism.
- 8.L.3.3 Explain how the flow of energy within food is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).



> MINERALS

4

Not all rocks are created equal! There are many types of rocks around you, composed of different minerals. See if you can tell the difference.

- 4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reaction to water and fire).
- 4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.
- 4.P.2.3 Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.



> IN THE WEB

5

6

8

Did you know that you are in a web? Not a spider web, but a food web. All plants and animals are connected, and you are too! Let's learn how.

- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.
- 6.L.2.1 Summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis), and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.
- 8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.
- 8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of interactions including: coexistence and cooperation, Competition (predator/prey), parasitism, and mutualism.
- 8.L.3.3 Explain how the flow of energy within food web is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).

connecting with Rockfish

ROCKFISH

CAMP & RETREAT CENTER

TAKING EDUCATION OUTDOORS

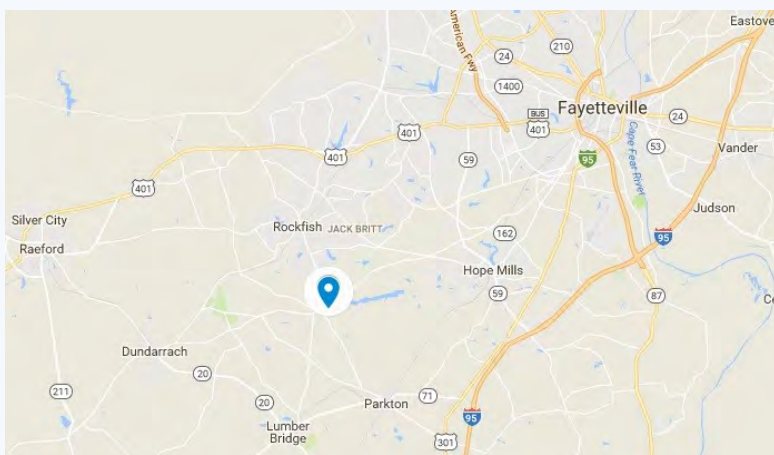
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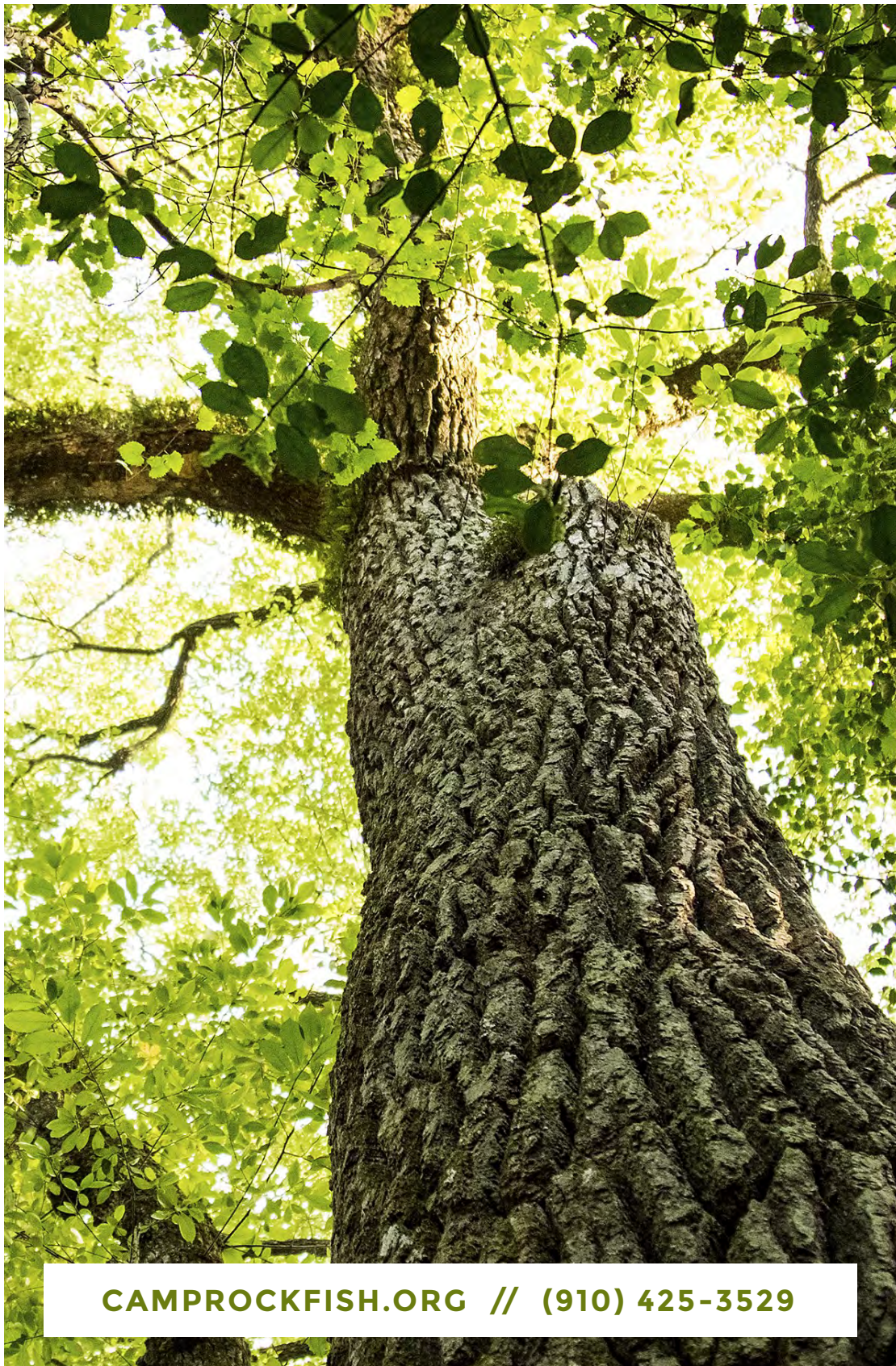
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