

# **BCPS Field Trip Request ID # 7837**

Trip Request By	Brandi Forman - OMES
Trip Name	4th Grade Camp Piomingo
Trip Date	04-20-2018
Approx. Pick-up Time	9:15AM
Return Date	04-21-2018
Approx. Return Time	1:00PM
Class/Group	Grade 4
Student Count	74
Chaperone Count	40
Number of Vans/Buses	2
Common Carrier	
Cost to Students	60
How will you pay for students who cannot afford the fee?	Through the use of fundraisers for the grade level (not individual students) and the \$60 per student will help fund students who cannot afford the cost.

## **Place of Departure**

Name:	Old Mill Elementary
Address:	11540 Highway 44 East
City:	Mt Washington
State:	KY

## **Destination**

Name:	Camp Piomingo
Address:	1950 Otter Creek Park Rd
City:	Brandenburg
State:	KY

## **Lesson Plans**

Camp based activity subject to change based on camp staff, number of students, and weather.

Old Mill 4<sup>th</sup> Grade Trip to Camp Piomingo Itinerary

April 20-21, 2018

Friday, Day 1

8:30 Meet at school, load buses

9:30 Buses leave

10:00 Arrive at Camp Piomingo

10:15 Unpack in cabins, meet with student groups/leaders

11:00 Tour Camp, review expectations- find important areas- restrooms, showers, camp fire, etc

11:30 Lunch and intro to the day's activities

12:00 Group 1- Camp Activity (engineering) Building shelter/fire/survival

Group 2- Earth Science / Engineering ( Vormbrock/Forman)

Group 3- Energy / Waves/ Engineering (Brown/Priddy)

Group 4- Social Studies salt maps, regions, etc (Thornsberry)

1:30 Group 1- Social Studies salt maps, regions, etc (Thornsberry)

Group 2- Camp Activity (engineering) Building shelter/fire/survival

Group 3- Earth Science / Engineering (Vormbrock/Forman)

Group 4- Energy / Waves/ Engineering (Brown/Priddy)

3:00 Group 1- Energy / Waves/ Engineering (Brown/Priddy)

Group 2- Social Studies salt maps, regions, etc (Thornsberry)

Group 3- Camp Activity (engineering) Building shelter/fire/survival

Group 4- Earth Science / Engineering (Vormbrock/Forman)

4:30 journal/discuss/reflect on the day's activities

5:00 recess/physical activity time

6:00 dinner

7:30 camp fire

9:00 Showers/nightly routines/cabin games

10:30 Lights Out

#### Old Mill 4<sup>th</sup> Grade Trip to Camp Piomingo Itinerary

##### Saturday, Day 2

7:30 Wake/Morning Routines

8:00 breakfast

9:00 Group 1- Earth Science / Engineering (Vormbrock/Forman)

Group 2- Energy / Waves/ Engineering (Brown/Priddy)

Group 3- Social Studies salt maps, regions, etc (Thornsberry)

Group 4- Camp Activity (engineering) Building shelter/fire/survival

10:30 Pack up, clean cabins, load luggage in chaperone cars

11:00 Lunch- discuss and reflect

12:15 bus will pick up students

### **Physical Science Group**

Camp Piomingo Staff- as teachers (Students and parent chaperones will rotate through groups)	
Science Strand	Engineering
Content Met	3-5-ETS-1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Activity 1 1 hour 30 minutes	<p>Students will work through the engineering process in order to build shelters and fires.</p> <ul style="list-style-type: none"><li>• Asking questions (for science) and defining problems (for engineering)</li><li>• Developing and using models</li><li>• Planning and carrying out investigations</li><li>• Analyzing and interpreting data</li><li>• Using mathematics and computational thinking</li><li>• Constructing explanations (for science) and designing solutions (for engineering)</li></ul> <p>They will work with the following crosscutting concepts:</p> <ul style="list-style-type: none"><li>• Patterns</li><li>• Cause and effect</li><li>• Scale, proportion, and quantity</li><li>• Energy and matter: Flows, cycles, and conservation</li><li>• Stability and change</li></ul> <p>Students will learn where/how to build outdoor shelter. Students will practice these skills.</p>

	<p>They will also learn where/how to build fires and how different kinds of fires have different uses.</p> <p>(Students WILL NOT actually create a fire).</p>
--	---

### **Energy / Waves/ Engineering**

Brown/Priddy (Students and parent chaperones will rotate through groups)	
Science Strand	Energy / Waves / Engineering
Content Met	<p><b>4-PS3-2</b> Make observations to provide evidence that energy can be transferred from place to place</p> <p><b>3-5-ETS1-1</b> Define a simple design problem reflecting a need or want that includes specific criteria</p> <p><b>3-5-ETS1-2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet criteria and constraints.</p> <p><b>3-5-ETS1-3</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model.</p> <p><b>4-PS3-1</b> Use evidence to construct an explanation relating the speed of an object to the energy of the object.</p> <p><b>4-PS3-2</b> Make observations to provide evidence that energy can be transferred from place to place</p>
Activity 1 (1 hour)	<p><u>Zipline</u></p> <p>Students will modify a paper cup so it can zip down a line and drop a marble onto a target. Students will first set up the zip line by attaching a 6 foot line between two objects. Students will then have to modify the cup to carry the marble down the zip line. They will have to add a remote release to drop the marble onto a target.</p>
Activity 2 30 minutes	<p><u>Army Man Launcher</u></p> <p>Students will create an Army Man launcher. Students will use one cup, one army man, one spoon, six popsicle sticks, two rubber bands and tape to launch an army man the greatest distance. Students will create blueprints on their catapult design. Students will see examples of other catapults that have already been created. Student will test and improve on their designs to create the greatest distance.</p>

### **Earth Science / Engineering**

Vormbrock, Forman (Students and parent chaperones will rotate through groups)	
Science Strand	Earth Science / Engineering
Content Met	<p><b>4-ESS1-1</b> Identifying evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes over time.</p> <p><b>4-ESS2-1</b> Make observations and / or measurements to provide evidence of the effects of weathering or the rate of erosion.</p> <p><b>4-ESS3-2</b> Generate and compare multiple solutions to reduce the impacts of natural Earth's processes on humans.</p> <p><b>3-5-ETS1-1</b> Define a simple design problem reflecting a need or want that includes specific criteria</p> <p><b>3-5-ETS1-2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet criteria and constraints.</p>

	<b>3-5-ETS1-3</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model.
Activity (1 hour 30 minutes)	Go to Creek bed and look for layering of rocks. Looking for erosion and weathering. Students will draw what they observe to help with understanding of concepts listed above. Students will work in groups and determine a way to reduce or stop erosion in the creek with supplies given or found. Students will draw a blueprint of their idea and plan how to create a model. Students will create the model, test and revise and share their findings with peers.

### Social Studies / Engineering

Thornsberry/Cox Energy Transfer- if time allows, students will create the ziplines Salt Map- KY Regions	
	Kentucky Regions / Engineering
Content Met	<p><b>4-ESS1-1</b> Identifying evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes over time.</p> <p><b>4-ESS2-2.</b> Analyze and interpret data from maps to describe patterns of Earth's features</p> <p><b>SS-04-4.1.1</b>  <b>Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.DOK 2</b></p> <p><b>SS-04-4.1.2</b>  <i>Students will use geographic tools to locate major landforms, bodies of water, places and objects in Kentucky by their absolute and relative locations.</i></p> <p><b>SS-04-4.1.3</b>  <i>Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in Kentucky.</i></p> <p><b>SS-04-4.3.1</b>  <b>Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water) DOK 2</b></p> <p><b>SS-04-4.4.2</b>  <b>Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of Kentucky. DOK 2</b></p> <p><b>4-PS3-1</b> Use evidence to construct an explanation relating the speed of an object to the energy of the object.</p> <p><b>4-PS3-2</b> Make observations to provide evidence that energy can be transferred from place to place</p> <p><b>4-PS4-2</b> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen</p> <p><b>3-5-ETS1-1</b> Define a simple design problem reflecting a need or want that includes specific criteria</p> <p><b>3-5-ETS1-2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet criteria and constraints.</p> <p><b>3-5-ETS1-3</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model.</p>
Activity 1 1 hour	<u>Salt Map of Kentucky</u>

	Students will work in small groups to create a salt map of kentucky. They will be responsible for labeling the regions, finding major waterways, labeling their home city and creating elevation to match the state. (This activity will be taken back to school and may be finished artistically when we return, after drying, more information may be added in terms of important KY cities, landmarks, etc). Students will work with information gained from the salt maps to answer questions about how and why certain areas of KY were settled first and where large populations have stayed in the state.
Activity2 (30 minutes)	<u>Laser Maze</u> Students will create a laser maze using mirrors, a laser pointer, clay and a box. There will be an entrance and exits create and opposing sides of the box. The objective is to get the laser light to reflect and refract through all the mirrors to go from the entrance door and out an exit point.

Copyright 2/6/2018 - All rights reserved.  
T.R.I.P. - v1.0.5 [Debug](#)