

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Outdoor Survival**

School Department: **FRMS**

2. Check One: Change in old course

New Course

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students who are more kinesthetic or nontraditional learners; students who like problem solving**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

This course gives students the opportunity to learn practical outdoor survival skills while building confidence, teamwork, and problem-solving abilities. Students will explore how to stay safe and prepared in a variety of environments, with a focus on both Oregon’s landscapes and different regions around the world. Throughout the class, students will participate in hands-on activities such as shelter building, navigation, basic first aid, outdoor cooking, and survival challenges. The course also includes elements of geography and culture by examining how people survive in environments like deserts, jungles, mountains, and Arctic regions. Overall, the goal is to help students develop real-world skills, make responsible decisions, and gain a greater appreciation for the outdoors.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	_____

Initiator(s) **Pete Frazee**
School **Fern Ridge Middle School**

Position: **Teacher**
Date **4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Outdoor Survival

INITIATOR: Pete Frazee

1. Submitted to: _____ Date: _____
(Curriculum Associate)

Signature: _____ Date: _____

2. Submitted to: Aimee Johnson Date: _____
(Supervising Administrator)

Signature: [Signature] Date: _____

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending
Supt. & Board approval

Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized
_____ Implementation with specified modification is authorized
_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Fern Ridge Middle School

Teacher and Room Number: Pete Frazee room 7

E-Mail:

pfrazee@fernridge.k12.or.us

Phone: 541-505-1571

Course Name: Outdoor Survival

Course Description:

This course gives students the opportunity to learn practical outdoor survival skills while building confidence, teamwork, and problem-solving abilities. Students will explore how to stay safe and prepared in a variety of environments, with a focus on both Oregon's landscapes and different regions around the world. Throughout the class, students will participate in hands-on activities such as shelter building, navigation, basic first aid, outdoor cooking, and survival challenges. The course also includes elements of geography and culture by examining how people survive in environments like deserts, jungles, mountains, and Arctic regions. Overall, the goal is to help students develop real-world skills, make responsible decisions, and gain a greater appreciation for the outdoors.

Content Covered:

- **Course introduction, expectations, and outdoor safety procedures**
- **Survival priorities and decision-making (Rules of 3s)**
- **Shelter construction using natural and available materials**
- **Outdoor cooking basics and food preparation in survival situations**
- **Fishing fundamentals, including techniques, safety, and basic fish cleaning (gutting and filleting demonstrations)**
- **Backpacking skills, including gear selection, packing, and trip planning**
- **Navigation and orienteering (map reading, route planning, basic compass use)**
- **Water sourcing and purification methods**
- **Fire safety and fire-building concepts**
- **Basic first aid and emergency response, including treating wounds and injuries**
- **Signaling for help, including smoke signals, calls, and modern signaling tools (e.g., whistles, mirrors, flares)**
- **Survival challenges and scenario-based problem solving**
- **Environmental awareness and adapting to different climates and terrains (Oregon and global)**
- **Indigenous and traditional survival practices (local and global perspectives)**
- **Outdoor ethics, including Leave No Trace principles**

How Students Working Below Grade Level Will Be Supported:

- Clear, step-by-step instructions and modeling of all skills
 - Visual demonstrations and hands-on learning opportunities
 - Partner and small group work for support and collaboration
 - Reduced writing expectations with a focus on participation and application
 - Sentence starters and structured templates for projects
 - Frequent check-ins and reteaching as needed
-

How Students Working Above Grade Level Will Be Challenged:

- Opportunities to take leadership roles during group activities
 - Extended or more detailed versions of projects (e.g., advanced survival plans)
 - Independent research on survival techniques or environments
 - More complex scenario-based problem solving
 - Encouragement to connect skills to real-world applications
-

Prioritized Content Standards:

- Oregon Social Science Standards (Geography: human-environment interaction, physical geography)
 - Oregon Health Education Standards (safety, risk management, decision-making)
 - Oregon Physical Education Standards (outdoor activity participation and responsibility)
 - Career and Technical Education (CTE) Skills:
 - Critical thinking
 - Problem-solving
 - Collaboration
 - Real-world application
-

Textbook(s):

- No single required textbook
- Teacher-selected resources including excerpts from:
 - Hatchet
 - National Geographic Kids Survival Guide
- Supplemental materials from:
 - REI Co-op Expert Advice
 - National Geographic
 - Leave No Trace Center for Outdoor Ethics

- Bear Grylls Man vs Wild (show)
 - Outdoor Boys (youtube)
-

Course Goal(s):

- Develop foundational outdoor survival skills
 - Build confidence in problem-solving and decision-making
 - Promote teamwork and effective communication
 - Encourage safe and responsible behavior in outdoor environments
 - Increase understanding of how people adapt to different environments (Oregon and global)
 - Foster appreciation and respect for nature
-

Materials Needed:

- Notebook or journal
 - Pencil/pen
 - School Chromebook (for research and projects)
 - Occasional basic outdoor materials (provided or teacher-directed)
-

Classroom Rules:

- Follow FRMS expectations (“High 5”):
 - Be respectful
 - Be responsible
 - Be ready
 - Hands and feet to self
 - Follow directions
 - Participate actively in all activities
 - Use equipment safely and appropriately
 - Respect outdoor spaces and materials
 - Stay on task during both indoor and outdoor lessons
-

How Students Will Be Graded:

- Participation and effort – 60%
- Projects (e.g., survival plan, presentations) – 10%

- Classwork and daily activities – 20%
 - Quizzes and reflections – 10%
-

Homework Policies:

- Homework is minimal and typically only assigned if classwork is not completed
- Occasional project work or preparation may be required
- Emphasis is placed on in-class participation and completion of activities

Scope and Sequence Planning Sheet- For each of the months below, include the major concepts and skills you hope to cover that month.

September (Weeks 1–4): Foundations + Oregon Survival

- Course intro, expectations, safety
 - Rules of 3s
 - Oregon geography and environments
 - Shelter basics (rain/forest focus)
 - Intro to backpacking
-

October (Weeks 5–8): Survival Around the World

- Desert, Arctic, Jungle, Mountain survival
- Compare environments and strategies
- Video + discussion-based learning

November (Weeks 9–12): Native Survival + Water/Food

- Indigenous survival practices (Oregon + global)
 - Water sourcing and purification
 - Food basics
 - Scenario-based survival decisions
-

December (Weeks 13–16): Navigation & Outdoor Skills

- Map reading and navigation basics
 - Intro to orienteering
 - Backpacking skills
 - Fire safety concepts
-

January (Weeks 17–20): Final Project + Winter Survival

- Cold-weather survival
- Final 3-day survival project
- Presentations and reflection

Course Restarts

February (Weeks 1–4): Foundations + Oregon Survival

- Course introduction, expectations, and safety procedures
 - Rules of 3s and survival priorities
 - Introduction to Oregon geography and wilderness regions
 - Basic shelter concepts (forest/rain environments)
 - Intro to backpacking and outdoor preparedness
-

March (Weeks 5–8): Survival Around the World

- Desert survival (heat, water, movement strategies)
 - Arctic survival (shelter, insulation, Inuit practices)
 - Jungle survival (rain, insects, navigation challenges)
 - Mountain survival (terrain, altitude, weather)
 - Compare environments and survival strategies
-

April (Weeks 9–12): Native Survival + Water/Food

- Indigenous survival practices (Oregon + global connections)
 - Respect for land and sustainability
 - Water sourcing and purification methods
 - Food basics and survival decision-making
 - Scenario-based survival activities
-

May (Weeks 13–16): Navigation & Outdoor Skills

- Map reading and navigation basics
 - Orienteering skills
 - Backpacking (gear, packing, planning)
 - Fire safety and survival techniques
 - **Outdoor Activity #1 (weather permitting):**
 - Orienteering course or survival scavenger hunt
-

June (Weeks 17–20): Final Project + Outdoor Application

- Final “3-Day Survival Plan” project (Oregon or global)
- Group survival challenges and review
- **Outdoor Activity #2 (weather permitting):**
 - Shelter-building challenge or gear simulation
- Presentations and course reflection