

Fall & Spring Activities

Team Building Initiative Games

5-P4.2.2 Participate in projects to help or inform others.

M.MC.05.10 Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.

M.MC.05.11 Demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.

M.MS.05.01 Demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.

K.MS.05.01 Apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.

K.MS.05.02 Apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.

K.PS.05.01 Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.05.02 Distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

K.SB.05.01 Identify benefits of social interaction as part of participation in physical activities in controlled settings.

K.ID.05.01 Choose to participate with students of varying skill and fitness levels in dynamic settings.

K.ID.05.03 Choose to participate with students of varying skill and fitness levels in controlled settings.

B.PS.05.01 Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.05.02 Apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Climbing Tower/Bouldering Cave

M.MS.05.01 Demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.

M.OP.05.01 Demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.02 Demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.03 Demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.04 Demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.

K.OP.05.03 Describe the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.05.04 Describe selected safety features of outdoor pursuits.

K.OP.05.07 Describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings. ???

K.PA.05.01 Explain the effects and benefits of physical activity.

K.SB.05.01 Identify benefits of social interaction as part of participation in physical activities in controlled settings.

High Ropes Course

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K.SB.05.01 Identify benefits of social interaction as part of participation in physical activities in controlled settings.

Hiking

3-G2.0.2 Describe different regions to which Michigan belongs (Midwest, Great Lakes Region)

4-H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

4-G1.0.1 Identify questions geographers ask in examining the United States.

4-G2.0.1 Describe ways in which the United States can be divided into different regions (landform regions)

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.

L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.

E.ES.E.5 Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

Orienteering

3-G1.0.1 Use cardinal directions to describe the relative location of significant places in the immediate environment.

4-G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

4-G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

Canoeing

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.

K.AQ.05.05 Distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking)

M.MC.05.10 Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.

M.MC.05.11 Demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.

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K.PS.05.01 Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.05.02 Distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Pond Study

L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.

L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.

E.ES.E.5 Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

Sand Dune Ecology

- 3-H3.0.1** Identify questions historians ask in examining the past in Michigan.
- 3-H3.0.4** Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.
- 3-G1.0.1** Use cardinal directions to describe the relative location of significant places in the immediate environment.
- 4-H3.0.1** Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.
- 4-H3.0.4** Draw upon stories, photos, artifacts, and other primary resources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present.
- 4-H3.0.8** Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.
- 4-G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- L.EV.E.1** Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.
- E.ES.E.5** Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.
- E.SE.E.1** Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
- E.SE.E.2** Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering; and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
- L.EC.E.2** Changed Environmental Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.
- E.ST.E.3** Fossils- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.

Wildlife Biology

3-G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan

L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

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E.ES.E.5 Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

L.EC.E.1 Interactions- Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.

Unnature

L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.

E.ES.E.5 Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering; and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

Tie-Dye

M.MC.05.10 Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.

L.NC.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

The Survival Game

L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.

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Winter Activities

Snowshoeing & Tracking

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.

S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

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Cross Country Skiing

M.MC.05.02 Demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of fundamental motor skills in controlled settings.

M.MC.05.04 Demonstrate mature form and function of all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.05 Demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.

M.MC.05.06 Demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.

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Team Building Initiative Games

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Shelters

E.ES.E.5 Human Impact-Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.

E.SE.E.3 Using Earth Materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.

“To Build a Fire”

E.SE.E.3 Using Earth Materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.

L.RP.05.05 Respond to and go beyond the information given by a speaker, making inference and drawing appropriate conclusions.

Evening Activities

Bonfires

ART.I.M.EL.3 Sing expressively, with appropriate dynamics, phrasing, and interpretations.

ART.I.M.EL.5 Sing and play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor.

ART.I.M.EL.7 Echo short rhythms and melodic patterns.

ART.III.M.EL.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

ART.IV.M.EL.5 Demonstrate audience behavior appropriate for the context and style of music performed.

Wildlife Rehabilitation Program

L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.

L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.

Songs & Stories with Pat and Norm

R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

ART.I.M.EL.3 Sing expressively, with appropriate dynamics, phrasing, and interpretations.

ART.I.M.EL.5 Sing and play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor.

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ART.IV.M.EL.5 Demonstrate audience behavior appropriate for the context and style of music performed.

Bay Area Recycling for Charities

E.ES.E.4 Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.

Character Education

Here at LOC, character education is what we are all about. We stress our three goals-be considerate, do your best, and have fun-in all of our activities. Below are some excerpts from the Michigan State Board of Education and their “Policy on Quality Character Education”:

“The Michigan State Board of Education believes that there are two important reasons to teach character education in public schools. First, the well being of a democratic society requires the civic engagement of ethical citizens... Secondly, character education helps students learn. Qualities such as caring, responsibility, respect for oneself and others, fairness, trustworthiness, citizenship, and self-restraint promote a healthy, safe, and supportive learning environment that promotes the primary mission of the school, which is to educate.”

The following principles have been adopted by the Michigan State Board of Education from the *Eleven Principles of Effective Character Education*. For more information visit www.character.org.

1. Promote core ethical values as the basis of healthy relationships and good character.
2. Define character comprehensively to include understanding, self-efficacy, social skills, environmental support, and behavior.
3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring community
6. Provide a meaningful and challenging comprehensive curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students' self-motivation.

**There are many variables that exist, which affect the different standards that are covered during a given activity. These variables include, but are not limited to: size of group, age of group, length of activity, previous knowledge of students, course instructor, weather.*