WELCOME TO THE YMCA STORER CAMPS CURRICULUM GUIDE!

Storer Camps Curriculum and Michigan and Ohio Content Standards

As with classroom instruction, it is essential to align outdoor education curriculum with current state standards and grade-level benchmarks. YMCA Storer Camps has aligned its curriculum with both Ohio and Michigan standards for grades three through seven across the content areas. All courses are currently aligned with the following sets of standards:

Michigan Academic Standards Alignment:

- Michigan K-12 Science Standards (Next Generation Science Standards)
- Michigan's newly-approved Social Studies Standards (approved by the MDE in June of 2019)
- Michigan's Social-Emotional Competencies and Indicators

Ohio Learning Standards Alignment:

- Ohio's Learning Standards for Science (revised by the ODE in 2018)
- Ohio's Learning Standards for Science (revised by the ODE in 2018)
- Ohio's Social-Emotional Learning Standards (adopted by the ODE in June of 2019)

In reviewing this year's alignment, it is evident that some classes fulfill benchmarks that carry across two or more grade levels. These benchmarks are listed beside one another to signify this continuation. In the case of some classes, a variety of subject areas may be addressed during the course of a single class.

Additionally, **YMCA Storer Camps has embraced both Michigan and Ohio's newly-adopted Social-Emotional learning standards and indicators.** These competencies and standards highlight the areas of personal growth that students may experience while participating in certain classes, especially those rooted in adventure education. These opportunities for growth help build students' confidence, sense of belonging, and emotional well-being while fulfilling the Y's mission to build healthy minds, spirits, and bodies.

Choosing Your Activities & Classes

Consider the goals of your trip. Do you wish your students to focus on environmental awareness? Group dynamics? Cultural enrichment? Natural science? We can help you make the appropriate curriculum choices to meet your goals and objectives. We are excited about working with teachers to create a quality educational experience for all students.

There are many factors that you should take into consideration when selecting classes for your students and their OEE experience. Here are some topics to consider when looking through the curriculum abstracts and deciding the classes that will best meet your students' needs at camp. Keep in mind that ALL classes are one hour unless otherwise noted.

- The age level of your students
- Curriculum goals of school district
- The purpose of your camp experience
- Prior, current and upcoming curriculum units studied at school
- Weather (the season you are attending)

Sample Daily Schedule

First Day

Arrival between 10-11 a.m.

Arrival/Orientation/Move In

11:45 Malachi Orientation

12:00 Lunch

1:00 Cabin Leader Meeting/Afternoon Activities

2:00 Tour

2:30-3:30 Class

3:45-4:45 Class

5:00 Flag

5:15 Dinner

6:15 Cabin Time

7:00-8:30 Evening Program

8:30 Cabin Time, Showers, get ready for bed

10:00 Lights Out

Full Day(s)

7:45 Flag

8:00 Breakfast

9:30-10:30 Class

10:45-11:45 Class

12:00 Lunch

1:15-2:15 Class/Choice Activities/rest hour

2:30-3:30 Class

3:45-4:45 Class

5:00 Flag

5:15 Dinner

5:15 Dinner

6:15 Cabin Time

7:00-8:30 Evening Program

8:30 Cabin Time, Showers

10:00 Lights Out

Departure Day

7:15 Check out of Cabins

7:45 Flag

8:00 Breakfast

9:30-10:30 Class

11:00 Depart

Curriculum Offerings

Check for new class offerings & name changes

S, O, N, D, J, F, Mr, A, My: Months Offered - check curriculum abstracts for availability

NATURAL SCIENCE

- **Birds of a Feather**
- **Egg Drop**
- **In Cold Blood**
- ***Lake Life**
- **Lunar Learnings**
- **Mammalian Mayhem**
- **Nature Explorers**
- ***Pond Life**
- **Power of Water**
- **Predator and Prey**
- ***Seasonal Discovery Hike**
- **Star Lab**

CULTURAL HISTORY

- ***Down on the Farm**
- **Little Class on the Prairie**
- **Michigan Country (2 Hours)**
- **Mona Manor**
- **Native American Life**
- **Pioneer Pastimes**
- **Those Who Dare**

THEME DAYS

- **Survival Day Full Day**
- **Survival Day Half Day**
- **Pioneer Living Day**
- **Woodland Native American Day**

ADVENTURE EDUCATION

- **Archery**
- **Around the Lake Hike (2 Hours)**
- **The Beast**
- **Canoeing**
- **Beyond Broomball**
- **Disc Golf**
- **Firequest**
- **Gimme Shelter**
- **Gone Fishin'**
- **Horse Ride (additional fee)**
- **Horse Sense (additional fee)**
- **Incredible Journey**
- **Orienteering**
- **Team Challenge Course (2 Hours)**
- **Total Team**
- **The Tower**

EVENING ACTIVITIES

- **Campfire**
- **Dutch Auction**
- **Eco Dramas**
- **Egg Drop**
- **Gold Rush**
- **Lorax**
- **Night Hikes**
- **Predator and Prey**
- **Skit Night**
- **Square Dance**
- **Treaty of 1821**
- **Zingers**
- ***CLUE**

Curriculum Abstracts

The following abstracts include, in this order: the name of the class, the objectives and a brief paragraph outlining the basis of the class, skills that can be developed and a list of compatible classes. Throughout the curriculum abstracts you will find the following symbols signifying which Michigan Common Core State Standards, Next Generation Science Standards, and Ohio Learning Standards are covered by classes offered in the OEE program.

Michigan: 🕮 = English Language Arts ✎= Mathematics ❀ = Science 🏛 = Social Studies

Ohio: 🕮 = English Language Arts ✎= Mathematics ❁ = Science 🏛= Social Studies

NATURAL SCIENCE

BIRDS OF A FEATHER ❀❁ 1 hour Grades 3-7

Students will:

- Define Adaptation and list avian adaptations
- Learn about species specific adaptations through interactive activities
- Visit our bird blind or bird feeding station to do some bird identification and viewing

How can birds fly? Why do some birds have sharp beaks and talons? Through the use of games and hands-on activities, students will learn the characteristics and adaptations of birds. This class is compatible with any of our natural science classes. Students will view and identify birds at our bird blind or bird feeding station.
Setting: Indoor & Outdoor: S, O, N, D, J, F, Mr, A, My (Best in Winter)

EGG DROP ❀❁🏛✎ 1 hour Grades 3-8

Students will:

- Design a prototype mechanism to reduce the impact of a dropped egg
- Make observations about energy and how it relates to the dropped egg
- Test their design and compare their physical results to results from other groups
- Use a budget to help make their decisions on the materials they will use
- Reflect on what designs worked and what designs did not work

Can your egg survive an 8 foot drop from a ladder? After an introduction to the rules of the egg drop, students will be strategizing, designing, and building an object or mechanism for reducing the impact of an egg dropping from a height. Students will be provided a budget that they have to stay under. They can use their budgeted "money" to buy items at a store that has components that may be helpful in completing their design in this fun and practical engineering class.
Setting: Indoor or Outdoor: S, O, N, D, J, F, Mr, A, My

IN COLD BLOOD 1 hour Grades 3-8

Students will:

- Distinguish differences between reptiles and amphibians
- Compare and contrast cold-blooded animals based upon observable physical characteristics
- Define adaptations as physical and/or behavioral characteristics of organisms that help them survive in their environments
- Identify adaptations of the live animal ambassadors

How do snakes smell? What exactly is a salamander? Students will be introduced to different reptile and amphibian species. Students will learn different adaptations about each animal and make hypotheses about the animal's place in the food chain and its habitat.
Setting: Indoor: S, O, N, D, J, F, Mr, A, My

LAKE LIFE 1 hour Grades 3-7

Students will:

- Define the characteristics of a lake
- Define the term macroinvertebrate
- Collect, observe, and classify aquatic organisms from a lake
- Identify aquatic organisms based upon physical characteristics
- Determine the health of the water body

What makes a lake a lake? What lives in a lake? Why does it matter? Using nets, students will collect macroinvertebrates from Stony Lake and learn how to identify them using magnifying glasses and dichotomous keys. Once identified, these organisms tell us a story about the lake. This experiential class strengthens observation and classification skills. It is compatible with In Cold Blood, Birds of a Feather, and Nature Explorers. Setting: Outdoor: S, O, N

LUNAR LEARNINGS 1 hour Grades 3-7

Students will:

- Develop an understanding of the moon's orbit around the earth
- Participate in hands-on experiences to develop an understanding of moon phases as they relate to the position of the moon in its orbit around the earth
- Use activities to demonstrate the causes of lunar and solar eclipses
- Gain knowledge about the moon's composition in relation to the Earth and the changes on Earth that come as a result of the moon's orbit and gravitational pull
- Develop a basic understanding of the moon's geologic and geographical features

Students begin class by participating in a variety of activities that illustrate important principles surrounding Earth's moon, including moon phases, lunar and solar eclipses, and tides. After developing a basic understanding of Earth-moon relations, students will spend the second half of class learning more about the moon's geography and geology.
Setting: Indoor: S, O, N, D, J, F, Mr, A, My

MAMMALIAN MAYHEM 1 hour Grades 3-8

Students will:

- List the six animal classes
- Sort animals into their families and orders
- Define Adaptation
- List some characteristics of mammals
- Be able to name several mammals, its adaptation, and how its adaptation helps it survive

Through the use of activities and discussion students will learn the characteristics and adaptations of mammals. Students will view furs and/or skulls of Michigan/Ohio mammals and play games. This class is compatible with any of our natural science classes.
Setting: Indoor/Outdoor: S, O, N, D, J, F, Mr, A, My

NATURE EXPLORERS 1 hour Grades 4-8

Students will:

- Practice observation skills in a natural setting
- Participate in a nature-based guided hike and cooperative activities
- Identify the basic requirements for all living things to maintain their existence
- Observe signs of animal life in their natural habitat
- Interpret the evidence found to determine health of the species that live in the areas covered

Explore the outdoors and sharpen your students' skills of observation with a Storer Staff member. Students will use their senses and learn how to identify the animals that live around Stony Lake through their tracks and other natural evidence.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

POND LIFE 1 hour Grades 3-7

Students will:

- Define the characteristics of a vernal pond
- Define the term macroinvertebrate
- Collect, observe, and classify aquatic organisms from a vernal pond
- Identify aquatic organisms based upon physical characteristics
- Determine the health of the water body

What is a vernal pool and why is it important? Using nets, students will collect macroinvertebrates from a vernal (seasonal) pond and learn how to identify them using hand lenses and dichotomous keys. This class is highly experiential and can strengthen students' observation and classification skills. It is quite compatible with Birds of a Feather and In Cold Blood.
Setting: Indoor & Outdoor: Mr, A, My

POWER OF WATER 1 hour Grades 3-6

Students will:

- Define weathering, erosion, deposition, suspended sediments, soluble sediments, and till
- Discuss natural, geological changes in the earth's surface caused by the force of water
- Demonstrate and compare patterns on the earth's landscape caused by rivers

In this class, students have the opportunity to learn about water and rivers and how they have shaped our planet through interactive hands-on activities. Students may play Erosion Tag, role-play rivers in their basic movement patterns and create a "real" river to determine the specific pattern of erosion and deposition! This class focuses on geological processes as opposed to aquatic processes. It aims to strengthen students' abilities to recognize patterns and make generalizations about natural phenomena.
Setting: Outdoor: S, O, N, Mr, A, My

PREDATOR/PREY (Class or Evening Program) 2 hours Grades 4-8

Students will:

- Discuss the relationships between predators and prey
- Discuss and act out the concepts of food chains and carrying capacity
- Discuss and list the components of a healthy ecosystem

As students take on the roles of various animals in an ecosystem, they embark on a journey to find food, water and shelter while trying to escape their predators. This high energy, active, outside simulation helps students understand the predator and prey relationship of nature.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

SEASONAL DISCOVERY HIKE 1 hour Grades 3-7

Students will:

- Observe the seasonal changes of the natural world
- Discuss and identify plants and animals throughout the seasons
- Observe what animals do during the specific months
- Discuss ways people can positively impact the environment
- Identify safety guidelines for gathering and eating wild plants

What will we see today? Changing seasons bring new discoveries to explore. Students will discover how Michigan's seasonal cycles affect how plants and animals survive in their habitats. This class aims to develop students' abilities to use good judgment about our actions and how they can affect nature beneficially or adversely. Students may get the chance to taste various wild edible plants during certain months. Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

STARLAB 1 hour Grades 3-8

Students will:

- Discuss various aspects of the night sky, including mythologies, constellation stories, and locations of constellations
- Enter an inflatable planetarium to study the night sky specific to that time of year and camp's location

In this exciting class, students will be introduced to the night sky inside our STARLAB to explore the various constellations that decorate the night sky right over camp. Students will discuss the mythologies surrounding some constellations and attempt to locate some constellations on their own. This class aims to strengthen students' observation skills while introducing them to the basics of astronomy. It is compatible with the Night Hikes Evening Program.
Setting: Indoor: S, O, N, D, J, F, Mr, A, My

CULTURAL/HISTORICAL

DOWN ON THE FARM 1 hour Grades 3-8

Students will:

- Students will learn about farming through interaction with different types of livestock
- Students will be able to see the different uses of livestock. Meat, dairy, fiber, and egg.
- Students will learn about specific traits that make certain breeds more sustainable and ethical animals to raise.

In this interactive class, students will meet a variety of livestock that call YMCA Storer Camps home. During this class, students will learn the historical uses of these amazing animals, and how they help farmers and homesteaders today. Students will get up close and personal with sheep, pigs, goats and other farm animals while discussing sustainable practices for raising and working with them. It is compatible with Little Class on the Prairie and In Cold Blood.
Setting: Indoor/Outdoor: S, O, N, D, J, F, Mr, A, My

LITTLE CLASS ON THE PRAIRIE 1 hour Grades 3-8

Students will:

- Describe the customs, lifestyles and traditions of pioneers in the early US history, specifically in 19th century Michigan/Ohio
- Perform skills needed for daily pioneer life in 19th century Michigan/Ohio
- Discuss the different pioneer tools, what they were used for, and why it was important to the 19th century American Pioneers
- Demonstrate proper and safe method for using typical pioneer tools

This class involves demonstrating and performing basic pioneer tool skills at our 1850's refurbished barn. Students will have the opportunity to make and taste butter and discuss how the pioneers used butter. This class aims to develop students' awareness and appreciation of the lifestyles of the 19th century pioneers in Michigan/Ohio. The class is compatible with Michigan Country and The Treaty of 1821.
Setting: Indoor/Outdoor: S, O, N, D, J, F, Mr, A, My

MICHIGAN COUNTRY 2 hours Grades 5-8

Students will:

- Develop cooperation and communication skills during a role-playing experience
- Practice managing household finances while role-playing a family trying to meet basic requirements for survival in the early 19th century Michigan Territory
- Participate in community discussions and decision-making processes regarding the rule of law, individual rights, the common good, et cetera
- Draw inferences about, and discuss, the experiences, problems and opportunities that families encountered while settling the Michigan Territory during the early 1800s

Students will participate in a simulation activity that depicts how the Michigan area was settled in the early 1800's. Students group into "families'' and role-play early settlers in an attempt to establish their homesteads. In order to establish their homesteads, each family must secure land, shelter, food, clothing, salt and water. This extremely experiential class is excellent at developing students prioritizing skills, decision-making skills and cooperation skills. It is compatible with Treaty of 1821 and Pioneer Past Times.
Setting: Indoor/Outdoor: S, O, N, D, J, F, Mr, A, My

MONA MANOR 1 hour Grades 5-8

Students will:

- Describe the positive and negative effects of different land development plans
- Participate in a democratic decision-making process
- Identify and discuss the importance of "voice" as personal opinion in a decision-making process
- Identify and discuss the power students may exert in order to influence decisions and situations that they identify as important

This is a role-playing class in which Storer Camps land has proposed development plans from various company/industry interests. A mock (sometimes unbeknownst to students!) town meeting is the format for this role-play, where students must decide the fate of camp property. Cabin Leaders should expect to role-play company representatives. This class aims to empower students while strengthening their critical-thinking skills. It works well with the Treaty of 1821.
Setting: Indoor or Outdoor: S, O, N, D, J, F, Mr, A, My

NATIVE AMERICAN LIFE 1 hour Grades 3-8

Students will:

- Describe the customs, traditions and lifestyles of Native American communities of the past and present
- Address concerns about stereotypes of Native Americans
- Demonstrate skills and activities that are part of Native American traditions

Students will participate in a variety of activities that are part of Native American traditions such as warrior games, cooking and sign language. Students will explore and practice a few of the skills used by the Woodland Native Americans. This class aims to introduce students to a culture different from their own. It is compatible with Treaty of 1821 and Pioneer Past Times.
Setting: Indoor & Outdoor: S, O, N, D, J, F, Mr, A, My

PIONEER PASTIMES 1 hour Grades: 3-8

Students will:

- Describe the customs, lifestyles and traditions of pioneer children in the early US history, specifically in 19th century Michigan/Ohio
- Discuss the different pioneer crafts and games
- Create pioneer crafts such as candles and play pioneer games

How did children have fun in the 1800's? This class involves discussing, demonstrating and performing crafts and games of the pioneer children, and aims to develop students' awareness and appreciation of the lifestyles of the 19th century pioneers in Michigan/Ohio. The class is compatible with Little Class on the Prairie, Michigan Country and The Treaty of 1821.
Setting: Indoor/Outdoor: S, O, N, D, J, F, Mr, A, My

THOSE WHO DARE 1 hour Grades: 4 – 6

Students will:

- Practice decision making skills as they work in small groups to determine items needed to make their journey west to Michigan Territory
- Practice basic budgetary skills
- Develop cooperation and communication skills
- Discuss and evaluate the successes or consequences families experienced while settling the Michigan Territory during the 1800's

Students role play being a pioneer family living in New York in the 1800's who are making plans to move to the Michigan territory. By following the interactive story and working in their family teams, students work together to decide what items to purchase to take with them on their journey west. As the game concludes students realize the level of success they have based on the items they chose to take with them. This activity will help students develop their prioritizing skills and cooperation skills. This is a great 1 hour indoor class that would work well for winter months or inclement weather and is a good pairing with Little Class on the Prairie and Pioneer Pastimes.
Setting: Indoor: S, O, N, D, J, F, Mr, A, My

TREATY OF 1821-Evening Program Only 🕮 2 hours Grades 5-8

Students will:

- Role-play Potawatomi Native Americans in the 1820s by engaging in a treaty process
- Collect and consider information concerning problems and issues facing Potawatomi and European Settlers in the 1820s in the Michigan Territory
- Draw inferences about the experiences, problems and opportunities of the Potawatomi to assess the desirability of signing the treaty
- Identify and evaluate both their own decision and the decision made by the Potawatomi in the 1820s
- Identify problems of the past that divided the Michigan community by comparing the cultures of both Potawatomi and European Settlers

As an introduction, students will participate in a discussion of Michigan life circa 1820, focusing on the interaction of Pioneer and Native American cultures, specifically the Potawatomi. Students will learn some history of the Potawatomi, and will get a chance to role-play Potawatomi clans traveling to the Treaty of Chicago meeting. On their "journey", students will meet and interact with residents - both settlers and Native Americans - of the frontier. The class will conclude with a gathering of all students to reenact the 1821 Treaty of Chicago, followed by a discussion of issues brought forth during the class. This class is excellent at allowing students to compare two distinct cultures, strengthening their decision-making skills and empowering them to use their voice in a decision-making process. It is compatible with Native American Life, Michigan Country and Pioneer Past Times.
Setting: Indoor & Outdoor: S, O, N, D, J, F, Mr, A, My

ADVENTURE EDUCATION

THE BEAST 🕮 1 hour Grades 5-8

Students will:

- Describe aspects of and modes of communication including listening, speaking, viewing, reading, writing, gestures, etc.
- Participate in The Beast activity in one of three roles
- Reflect on, discuss and evaluate their success and use of communication skills

The class begins with simple team building exercises. Then students are divided into teams, and each member chooses or is assigned a certain role within their team. Their goal is to build a replica of The Beast (made of Tinker toys) that has been hidden from everyone's view. Only one person from each team, the observer, is allowed to see the original Beast, and can then only speak to the relayer. The relayer tells the buyer what materials the Beast is made of and that person, finally, tells the builder how to build a replica. When they are finished, a discussion of their accomplishments and frustrations helps them focus on the two-way street of communication and effective teamwork skills. This class is particularly compatible with Team Challenge Course, Incredible Journey, and Total Team.
Setting: Usually indoor: S, O, N, D, J, F, Mr, A, My

ARCHERY 1 hour Grades 4-8

Students will:

- Learn about the history of the sport of archery
- Learn about proper range commands, fitting equipment and shooting techniques
- Have a chance to improve their shooting skills

Students will be introduced to the sport of archery through its history, safety procedures, fitting equipment and learn basic shooting techniques using our recurve bows. After a group orientation, the students are divided into smaller groups and have the opportunity to practice/improve their shooting skills on the YMCA Storer Camps archery range.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

AROUND THE LAKE HIKE 2 hours Grades 5-8

Students will:

- Participate in an interpretive hike facilitated by a staff member
- Practice observation skills in a natural setting
- Practice simple plant and wildlife identification skills
- Visit points of historical/traditional interest

This nature hike/recreational activity is a halfway around the lake hike of 2 1/4 miles, with a canoe ride back to the starting point. It is a fascinating hike stressing local ecology, animal signs and habitats, plants and trees, and environmental concerns along the way. This class aims to strengthen students' observation skills while participating in recreational activities.
Setting: Outdoor: S, O, My (**Weather Permitting)**

BEYOND BROOMBALL 1 hour Grades 3-8

Students will:

- Distinguish between contact and non-contact forces in real-life scenarios within popular sports
- Explore examples of kinetic and potential energy and their role in familiar sports
- Play a half-hour game of Broomball in which the concept of contact forces, non-contact forces, kinetic, and potential energy will be recognized and analyzed

Basic concepts in physics are entertainingly presented through the wide world of sports in this hands-on and active class. After a brief discussion of the physics involved in everyday sports, students are asked to create demonstrations of these concepts using a wide range of sporting equipment and their own background experiences with these sports. After thoroughly illustrating the importance of physics, students will be instructed in the game play of broomball, a wintertime sport very similar to ice hockey. The final half of class is dedicated to a rousing game of broomball, in which both aspects of physics and teamwork are utilized by the players. Games of broomball will be played on our basketball courts.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My (Best in Winter)

CANOEING 1 hour Grades 5-8

Students will:

- Employ safe canoeing practices
- Identify parts of the canoe and paddle
- Demonstrate basic canoeing strokes
- Practice flat-water canoeing

Students will be introduced to basic water safety information and skills; all students will be properly fitted with personal floatation devices (PFD's) and will participate in discussions of water rescue procedures. Following this, students will pair up for their "dry-dock" canoeing lesson, learning and practicing a few basic paddle strokes on land. They will then canoe on Stony Lake with a partner for the remainder of the class. A certified lifeguard supervises the water portion of this class, while another staff member stays on land as "eyes on water." This class aims to expand students' comfort zones and to provide positive outdoor recreation.
Setting: Outdoor: S, O, My (**Weather Permitting)**

DISC GOLF 1 hour Grades: 4 – 8

Students will:

- Learn about the history of disc golf.
- Learn the rules and proper throwing techniques used in the game.
- Play on our 9-hole course.

Disc golf is one of the fastest growing recreational sports in the world. Students will be shown disc throwing techniques. Students will then head to our great beginner level nine hole to test their skills. The game itself follows traditional golf rules teaching etiquette of the game as well. The sport is easy to learn and players can see improvement in their own skills within a few holes. We are excited for your students to try this activity at camp.
Setting: Outdoors: S, O, N, Mr, A, My (**Weather Permitting)**

FIREQUEST 1 hour Grades 4-8

Students will:

- Identify and demonstrate proper fire safety
- Identify the three needs of fire: oxygen, fuel and heat source
- Identify the three types of fuel: tinder, kindling and fuel
- Be introduced to several methods of creating a heat source
- Build and light a fire using one or more fire starting techniques

This class consists of an introduction that covers methods of starting fires, fire building procedures, fire safety, and proper ways to extinguish a fire. Students will work in small groups to build their own fires using various techniques (magnifying glasses, batteries, etc.) This class aims to provide both teambuilding skills and recreation. It works well with Gimme Shelter, and Orienteering.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

GIMME SHELTER 1 hour Grades 3-8

Students will:

- Discuss the importance of shelter as a basic human need
- Discuss the appropriate dimensions, materials and weather considerations in building an effective shelter
- Practice building debris shelters in small groups

Students will build debris shelters that are specific to outdoor survival. In small groups, the students will create a plan for building a shelter focusing on materials; structure and safety, and then execute their plan. This class aims to promote independence and teambuilding among small groups of students. It is compatible with Firequest, and Orienteering.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

GONE FISHING 1 hour Grades 4-8

Students will:

- Demonstrate proper safety, care and use of fishing equipment
- Discuss the type of fish found in Stony Lake through catch and release practice
- Learn how to identify fish by learning key characteristics
- Students will fish in Stony Lake

This class gives students an opportunity to experience the sport of fishing. After some basic instruction on the safe way to bait a fish hook, learn about the catch and release method we use, and the type of fish found in Stony Lake, students spend the remainder of class relaxing and fishing on the dock.
Setting: Outdoor: S, O, N, Mr, A, My

HORSE SENSE with Pony Ride ***additional $7 fee per student** 1 hour Grades 3-8

Students will:

- Name barn rules and safety practices
- Learn to start, stop, steer using horse reins
- Define adaptation as physical and/or behavioral characteristics that help an animal survive in its environment
- Identify physical and/or behavioral characteristics as adaptations of a horse
- Identify the role of a horse, as a prey animal in an ecosystem

In addition to information concerning the mechanics of a horse ride, safety around horses and barnyard rules, the class also presents a fascinating look at the adaptations of the horse. A horse is used to demonstrate adaptations during the discussion portion of the class, and students have an opportunity to meet and greet a live horse. The class enables many students to overcome their initial fear of the horse and become comfortable in the presence of this awesome animal. This class is a **prerequisite for the trail ride**.
Setting: Indoor & Outdoor: S, O, N, D, J, F, Mr, A, My

TRAIL RIDE *additional $30 fee per student 1 hour Grades 3-8

Students will:

- Practice safe riding techniques
- Participate in a Trail Ride

After a review of safety procedures, students are mounted on the horses and proceed on a trail ride. Students can feel the pleasure of controlling their own animal under the supervision of trained equestrian staff. This class is excellent in expanding students' comfort zones and boosting self-esteem**. Horse Sense is a prerequisite. Teachers wishing to accompany their students must be present for the pre-ride orientation at the beginning of class.** Additional fee for students required. NOTE: Horseback riding is offered only if the entire school participates in the activity. Exceptions will be made for students with allergic reactions.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My (**Weather Permitting)**

INCREDIBLE JOURNEY 1 hour Grades 3-8

Students will:

- Participate in several elements on the Incredible Journey course
- Practice communication and cooperation skills
- Reflect on, discuss, and evaluate the group dynamics of their team

Students participate in a series of obstacles, or challenges, that are designed to promote a strong group dynamic that includes every member of the group. This class aims to strengthen students' problem-solving skills while promoting tolerant and supportive attitudes towards others. After a group orientation the students are divided into smaller groups and led through the course by their cabin leaders. It is compatible with classes such as Team Challenge Course, The Beast and Total Team.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My (**Weather Permitting)**

ORIENTEERING 1 hour Grades 5-8

Students will:

- Identify parts of a compass
- Demonstrate setting and finding a bearing
- Apply compass skills to navigate an introductory orienteering course/activity

This class focuses on the basics of compass use and direction finding. After practicing their compass skills, students will participate in a small orienteering course. It aims to strengthen students' mathematical (geometry) skills and outdoor skills. It is compatible with Gimme Shelter, and Firequest.
Setting: Indoor & Outdoor: S, O, N, D, J, F, Mr, A, My

TEAM CHALLENGE COURSE 2 hours Grades 6-8

Students will:

- Demonstrate safe spotting techniques
- Reflect, discuss, and evaluate elements of group dynamics such as trust, common goal, common experience, leadership and challenge-by-choice of their team
- Participate in one or more team challenge course activities in a group setting

In this class, students learn and develop teambuilding skills such as communication, cooperation and trust as groups work to overcome the challenges presented by our Team Challenge Course elements. Because the elements are more difficult, Team Challenge Course is a step above Incredible Journey in a teambuilding progression. Facilitators will determine 3 or more elements that are appropriate for the groups' growth and characteristics. Team Challenge Course is compatible with Incredible Journey and The Beast. As our most intense and lengthy teambuilding program, this option is not available for campers in the 5th grade and below. As an alternative, we highly recommend combining Total Team and Incredible Journey for a more successful 5th grade teambuilding experience.
Setting: Outdoor: S, O, N, D, J, F, Mr, A, My

TOTAL TEAM 1 hour Grades 4-8

Students will:

- Participate in several teambuilding games and initiatives
- Practice communication and cooperation skills
- Reflect on, discuss and evaluate the group dynamics of their team

Students play non-competitive games and initiatives, which creates a safe environment for discussion and processing between games, to facilitate students' understanding of cooperative and empathetic skills. This class is compatible with Incredible Journey and The Beast.
Setting: Indoor or Outdoor: S, O, N, D, J, F, Mr, A, My

THE TOWER 1 hour Grades 4-8

Students will:

- Practice setting and meeting personal goals
- Encounter physical and emotional challenges
- Practice appropriate safety commands, equipment use and climbing techniques

Our climbing tower has been carefully designed and structured to provide a safe yet challenging experience, both physically and psychologically, for all participants. After students have reviewed all safety techniques and commands, they will be secured into a climbing harness and belay system, and attempt to scale our Tower on their own. This activity requires strict safety procedures and is directly supervised by trained and experienced Storer facilitators. In order to open the tower and to provide a positive class experience, the temperature must be at least 45 degrees Fahrenheit with minimal precipitation and no strong winds.
Setting: Outdoor: S, O, A, My **Weather Permitting**

THEME DAYS

PIONEER LIVING DAY Entire day Grades 5-8

Students will:

- Describe the lifestyles and traditions of pioneers in 19th century Michigan/Ohio
- Perform skills needed for daily pioneer life in 19th century Michigan/Ohio
- Create traditional crafts commonly made by Michigan and Ohio's first settlers
- Play the role of a pioneer man or woman throughout the day in order to better understand the challenges and hardships faced by early settlers

Students begin this thematic day with our two-hour class, Michigan Country, in which they must play the role of a family attempting to survive during their first two years in the new Michigan territory. The afternoon is spent participating in extended versions of our pioneer programs, Little Class on the Prairie and Pioneer Past Times, in which students learn about pioneer tools, cooking, games, and traditional crafts. An additional hour of pioneer craft time is optional during cabin activity time immediately following lunch. Students will enjoy a majority of their programming at Storer Camp's renovated Emerson Barn, which dates back to the mid-1800s, thus providing a perfect setting for these timely activities.
Setting: Outdoor: S, O, N, Mr, A, My

SURVIVAL DAY Full or Half day Grades 5-8

Students will:

- Discuss the most basic needs/priorities for human survival
- Identify the rule of "3s" in terms of outdoor survival
- Practice a variety of skills used to meet survival requirements in the outdoors
- Participate in a culminating activity to demonstrate mastery of various survival skills

Students spend the day learning a variety of survival skills, which might include emergency signals, shelter building, fire building, wild edible plants, and first aid. Through a staff led hike designed around survival scenarios, students practice new skills. This day is an excellent way to foster cooperation and independence in students. Can be combined with a cookout lunch.
Setting: Outdoor: S, O, N, Mr, A, My

WOODLAND NATIVE AMERICAN DAY Entire day Grades 5-8

Students will:

- Describe the customs, traditions and lifestyles of Native American communities past and present
- Address concerns about stereotypes of Native Americans
- Demonstrate skills and activities that are part of Native American traditions

This day allows students to learn various aspects of Native American tradition including sign language, pictographs, cooking, and games. This theme day includes the classes "Native American Life" and "Treaty of 1821", making for a more comprehensive and meaningful learning experience about Michigan's native Potawatomi tribe. This is an excellent way to immerse students in the customs, belief systems and lifestyles of Native Americans from this area. Setting: Outdoor: S, O, N, Mr, A, My

CHOICE HOUR

Each day after lunch, there will be a choice hour for students. **These activities are supervised by school staff and/or cabin leaders**. Activities are planned ahead of time and children will have a different one each day. Storer Camps Program Staff will teach all chosen activities that are already a class, with school staff/cabin leaders supervising. The other more recreational activities are not taught by Storer Camps staff and only supervised by school staff/cabin leaders. Everyone must participate in an activity since supervision of each student at YMCA Storer Camps is important.

Activities Supervised by School Staff/Cabin Leaders

- Basketball/Volleyball
- Gaga Ball
- Kickball
- Kangaroo Jumper
- Playground
- Chill on the Hill
- Chalk Art
- Nature Walks
- Rest Hour/Packing Hour
- Other activities as approved by director

Activities LED by Storer Staff & Supervised by School Staff/Cabin Leaders

- Any class listed in our curriculum
- Arts & Crafts (Boondoggle, Nature Art)
- Tie Dye *extra fee

EVENING ACTIVITIES

These activities are recreational as well as educational. They serve to bring everyone at YMCA Storer Camps together for enjoyable common experiences. The following activities have proven to be successful, but please feel free to make suggestions or add your own favorite activities to the program. At the conclusion of all evening activities a snack is provided for students, Cabin Leaders and Teachers. Please be aware that during Daylight Savings Time, it does not get dark until between 8:45pm to 9:30pm. Please plan your activities accordingly. Evening activities designated with an asterisk should be combined with another activity.

Campfire: This favorite activity of students includes singing, skits and stories.

CLUE: Do you know the classic detective board game? We play it in person! This is an awesome activity which allows students to think critically, and to build relationships.

Dutch Auction: This activity is designed to heighten group cooperation and imagination. The activity requires cabin groups to collect various items such as toothbrushes, flashlights, bandannas and stuffed animals from each member. An "auctioneer" will call for an item and cabins that present that item will receive a point based on creativity. Several requests are not tangible items, but tasks the group must perform or use their imagination to complete. This is a great activity to get cabin groups working together.

***Eco Drama:** This activity gives students a chance to do impromptu skits dealing with natural occurrences. Each cabin group will receive a card from a staff member with something that would occur in nature on it. The students will have a few moments to discuss what they are going to do and then perform their charade in front of the group. After they have finished the group will then try to guess the Eco Drama that was performed.

Egg Drop: This activity provides the students with the chance to design and make a mechanism for protecting a dropped egg. Storer's take on this classic activity also includes a "store" where students can buy supplies and a budget that they have to stay under in this fun and practical engineering activity.

Square Dance: There is no stop to the enthusiasm for this popular all-evening activity. After watching adults demonstrate the Virginia Reel, students are quickly captured by the spirit of the fun. Students dance to traditional and historical folk music.

***Lorax**: This Dr. Seuss creation is an excellent environmental story that is acted out by the staff. It is a good way to introduce or conclude the week with a discussion about protecting our environment. This program is a nice addition to Zingers or a Night Hike.

***Night Hikes**: This activity is designed to get students feeling comfortable in the outdoor world at night. It encourages them to use their senses of hearing, touch and smell in discovering the excitement of the night. For a true immersion in the night, choose the all-evening version. For a quick series of sensory activities combine this with The Lorax or Zingers. **Night Hikes are only offered between November-March, to assure that it is dark.**

Predator/Prey: As students take on the roles of various animals in a food web, they embark on a journey to find food, water and shelter while trying to escape their predators. This high energy, active, outside simulation helps students understand the predator and prey relationship of nature. **This program requires the entire evening and is only offered from September –October, and April-May, to allow for enough daylight.**

Gold Rush: During this high energy scavenger hunt, students will become members of teams Gold Mountain, Levi Strauss and Eureka as they search for gold nuggets around camp to add to their team banks. However, students must watch out for the "sheriffs" who may send them to jail for not following the game rules, as well as the "bandits" who might try to rob the bank! At the conclusion of the game each team will tally their bank's gold and learn more about the real gold miners and gold rush of the 1800's in California and mining in Michigan. **This program requires the entire evening and is only offered from September –October, and April-May, to allow for enough daylight.**

***Those Who Dare**: Students role play being a pioneer family living in New York in the 1800's and make plans to move to the Michigan territory. By viewing a powerpoint and working in their family teams, students work together to decide what items to purchase to take with them on their journey west. As the game concludes students realize the level of success they have based on the items they chose to take with them. This activity will help students develop their prioritizing skills and cooperation skills. The program is a good combination to be matched with The Lorax, Campfire or Night Hike.

Skit Night: Students, in their cabin groups, present short skits to the assembled group. Students are encouraged to use their imagination and skits are carefully screened. Teachers and Cabin Leaders often enjoy participating as well. It is recommended that skit night occur later in the week so that the students have time to prepare their skits.

Treaty of 1821: This is a re-enactment of the Treaty of 1821 in which students will role-play members of the Potawatomi tribe. Hunters and scouts, elders, young warriors, and visiting tribes come together to discuss with Lewis Cass, the Governor of the Michigan Territories, the treaty to give the land over to the settlers. Much discussion is employed with the ultimate decision held in the hands of the chief. The program requires the entire evening and should not be chosen in combination with the Treaty of 1821 class or Woodland Native American Day. See page 28 for full class description.

***Zingers**: Students are divided into several small groups and rotate through stations. At each station, students will learn a new game, each requiring minimal instructions and props. This activity can be combined with The Lorax, Campfire, or a Night Hike. For groups of more than 4 travel groups, Zingers is only offered from September – October, and April – June, to allow for enough daylight.

APPENDIX A: Michigan Academic Standards Alignment

Science Curriculum	
Storer Curriculum	**Michigan (NGSS) Standard Covered**
Birds of a Feather	NGSS DCI LS1.A: Structure and Function
	NGSS DCI LS1.B: Growth & Development of Organisms
	NGSS DCI LS2.A: Interdependent Relationships in Ecosystems
	NGSS DCI LS3.B: Variation of Traits
	NGSS DCI LS4.B: Natural Selection
	NGSS DCI LS4.C: Adaptation
	Performance Expectations
	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents/guardians and that variation of these traits exists in a group of similar organisms.
	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
	3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
Egg Drop	NGSS DCI PS2.A: Forces and Motion
	NGSS DCI PS2.B: Types of Interactions
	NGSS DCI PS3.A: Definitions of Energy
	NGSS DCI PS3.B: Conservation of Energy and Energy Transfer
	NGSS DCI PS3.C: Relationship Between Energy and Forces

	Performance Expectations
	3-5-ETS1-1 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.
	4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.
	MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
In Cold Blood	NGSS DCI LS1.A: Structure and Function
	NGSS DCI LS1.D: Information Processing
	NGSS DCI LS3.B: Variation of Traits
	NGSS DCI LS4.B: Natural Selection
	NGSS DCI LS4.C: Adaptation
	Performance Expectations
	3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
	3-LS4-4: Make a claim about the merits of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents/guardians and that variation of these traits exists in a group of similar organisms.
	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
	3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Lake Life **Pond Life**	NGSS DCI LS1.A: Structure and Function
	NGSS DCI LS1.D: Information Processing
	NGSS DCI LS2.A: Interdependent Relationships in Ecosystems
	NGSS DCI LS3.B: Variation of Traits
	NGSS DCI LS4.B: Natural Selection
	NGSS DCI LS4.C: Adaptation
	Performance Expectations
	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
	MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
Lunar Learnings	NGSS DCI ESSI.B: Earth and the Solar System
	Performance Expectations
	MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
Mammalian Mayhem	NGSS DCI LS1.A: Structure and Function
	NGSS DCI LS3.B: Variation of Traits
	NGSS DCI LS4.B: Natural Selection
	NGSS DCI LS4.C: Adaptation
	Performance Expectations

	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents/guardians and that variation of these traits exists in a group of similar organisms.
	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
	3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
Nature Explorers	NGSS DCI ESS2.E: Biogeology
	NGSS DCI ESS3.A: Natural Resources
	NGSS DCI LS2.A: Interdependent Relationships in Ecosystems
	NGSS DCI LS2.C: Ecosystem Dynamics, Functioning, and Resilience
	NGSS DCI LS4.D: Biodiversity and Humans
	Performance Expectations
	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
	MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
	MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
Predator/Prey	NGSS DCI LS1.C: Organization of Matter and Energy Flow in Organisms
	NGSS DCI LS2.A: Interdependent Relationships in Ecosystems
	NGSS DCI LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

	NGSS DCI LS2.C: Ecosystem Dynamics, Functioning, and Resilience
	Performance Expectations
	3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
	5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
	5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
	5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
	MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
Power of Water	NGSS DCI ESS2.C: The Roles of Water in Earth's Surface Processes
	NGSS DCI ESS2.D: Weather and Climate
	NGSS DCI ESS3.B: Natural Hazards
	NGSS DCI ESS3.C: Human Impacts on Earth Systems
	NGSS DCI ESS3.D: Global Climate Change
	Performance Expectations
	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
	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.
	4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation*
	4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Star Lab	NGSS DCI ESS1.A: The Universe and its Stars
	NGSS DCI ESS1.B: Earth and the Solar System
	CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text
	Performance Expectations
	S-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

Cultural History Curriculum	
Storer Curriculum	**Michigan Standards Covered**
Little Class on the Prairie	3-H3.0.7: Construct a historical narrative about daily life in the early settlements of Michigan (pre-settlement).
	3-H3.0.8: Use stories to describe how ideas or actions of individuals affected the history of Michigan (pre-statehood).
	3-G5.0.1: Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
	6-G4.1.4: Explain how culture influences the daily lives of people.
Down on the Farm	3-LS2-1: Construct an argument that some animals form groups that help members survive.
	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
	3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
The Lorax	6-G5.1.1: Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of

	consumption, and technology.
	6-G5.1.2: Explain how different technologies can have positive and negative impacts on the environment.
	6-G5.1.3: Analyze ways in which human-induced changes in the physical environment can cause changes in other places.
	6-G5.2.1: Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.
Michigan Country	3-H3.0.7: Construct a historical narrative about daily life in the early settlements of Michigan (pre-settlement).
	3-H3.0.8: Use stories to describe how ideas or actions of individuals affected the history of Michigan (pre-statehood).
	3-G5.0.1: Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
	3-E1.0.1: Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
Mona Manor	3-G5.0.1: Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
	3-C5.0.1: Identify and explain the rights and responsibilities of citizenship.
	4-H3.0.7: Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations and individuals worked in the past and continue to work today to protect its natural resources.
	6-G4.3.1: Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.
	6-G5.1.3: Analyze ways in which human-induced changes in the physical environment can cause changes in other places.
	6-G5.2.1: Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.
Native American Life	3-H3.0.4: Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.
	3-H3.0.5: Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, use, and/or modified environments.

	3-H3.0.8: Use stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).
	3-G5.0.1: Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
	5-U1.1.2: Compare how Indigenous Peoples in the Eastern Woodland region adapted to or modified the environment.
	5-U1.1.3: Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.
	6-G4.1.4: Explain how culture influences the daily lives of people.
Pioneer Pastimes	3-H3.0.7: Construct a historical narrative about daily life in the early settlements of Michigan (pre-settlement).
Treaty of 1821	3-H3.0.4: Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.
	3-H3.0.5: Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, use, and/or modified environments.
	3-H3.0.6: Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.
	3-H3.0.8: Use stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).
	3-G5.0.1: Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
	5-U1.4.1: Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.
	5-U1.4.2: Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
	6-G4.1.4: Explain how culture influences the daily lives of people.
	6-G4.4.1: Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
	6-G4.4.2: Evaluate examples of cooperation and conflict within the region under study from different perspectives.
	7-H1.2.4: Compare and evaluate differing historical perspectives based on evidence.
	7-G4.4.2: Describe examples of cooperation and conflict in the area being studied.

Adventure Education Curriculum		
Storer Curriculum	**Subject Area & SEL Skills**	**Standards**
Around the Lake Hike	Science	2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
		5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
		4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
		4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
	Michigan Social-Emotional Competencies and Indicators	5A. Uses personal, ethical, safety, and cultural factors in making decisions
Beyond Broomball	Science	4-PS3-1: Use evidence to construct an explanation relating the speed of an object to the energy of that object
		4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide
		5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down
	Michigan Social-Emotional Competencies and Indicators	4A. Use positive communication and social skills to interact effectively with others
		4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways
Canoeing	Michigan Social-Emotional Competencies and Indicators	5A. Uses personal, ethical, safety, and cultural factors in making decisions
		4A. Use positive communication and social skills to interact effectively with others
Firequest	Science	3.PS.3: Heat, electrical energy, light, sound and magnetic energy are forms of energy
	Michigan Social-Emotional Competencies and Indicators	5A. Uses personal, ethical, safety, and cultural factors in making decisions

		4A. Use positive communication and social skills to interact effectively with others
Gone Fishin'	Science	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
		3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
	Michigan Social-Emotional Competencies and Indicators	5A. Uses personal, ethical, safety, and cultural factors in making decisions
		4A. Use positive communication and social skills to interact effectively with others
Horse Sense	Science	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
		3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
		4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
		4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
	Michigan Social Emotional Competencies and Indicators	5A. Use personal, ethical, safety, and cultural factors in making decisions.
The Beast	Michigan Social-Emotional Competencies and Indicators	1C. Demonstrate an awareness of their external supports.
		4A. Use positive communication and social skills to interact effectively with other external supports.
		4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.
		5B. Develop, implement, and model effective decision-making skills to deal responsibly with social situations.
Orienteering	Social Studies	3-G1.0.1: Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.

		4-G1.0.2: Identify and describe characteristics and purposes of a variety of technological geographic tools.
	Science	MS-PS2-3: Ask questions about data to determine the factors that affect the strength of magnetic forces.
	Michigan Social-Emotional Competencies and Indicators	4A. Use positive communication and social skills to interact effectively with others.
Total Team **Incredible Journey** **Team Challenge Course** **Tower**	Michigan Social-Emotional Competencies and Indicators	1A. Demonstrate an awareness of their emotions.
		1B. Demonstrate an awareness of their personal traits, including strengths and interests.
		1C. Demonstrate awareness of their external supports.
		3A. Demonstrate an awareness of other people's emotions and perspectives.
		3D. Can read social cues and respond constructively.
		4A. Use positive communication and social skills to interact effectively with others.
		4C. Develop an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.
		5A. Uses personal, ethical, safety and cultural factors in making decisions.
		5B. Develop, implement, and model effective decision-making skills to deal responsibly with social situations.

Ohio Learning Standards Alignment

Science Curriculum	
Storer Curriculum	**Ohio Learning Standards Covered**
Birds of a Feather	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.
	4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.
	5.LS.1: Organisms perform a variety of roles in an ecosystem.
Egg Drop	5.PS.1: The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.
	6.PS3: There are two categories of energy: Kinetic and potential.
	6.PS.4: An object's motion can be described by its speed and the direction in which it is moving.
In Cold Blood	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.
	3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.
	4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.
Lunar Learnings	7.ESS.4: The relative patterns of motion and positions of the Earth, moon, and sun causes solar and lunar eclipses, tides, and phases of the moon.
Mammalian Mayhem	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.
	3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments NGSS DCI LS1.D: Information Processing.
	4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.

Pond Life **Lake Life**	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.
	3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.
	4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.
	5.LS.1: Organisms perform a variety of roles in an ecosystem.
	7.LS.2: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.
Nature Explorers	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These difference give some individuals an advantage in surviving and/or reproducing.
	5.LS.1: Organisms perform a variety of roles in an ecosystem.
Predator/Prey	4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.
	5.LS.1: Organisms perform a variety of roles in an ecosystem.
	5.LS.2: All of the processes that take place within organisms require energy.
	7.LS.1: Energy flows and matter is transferred continuously from one organism to another and between organisms and their physical environments.
	7.LS.2: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.
Power of Water	3.ESS.1: Earth's nonliving resources have specific properties.
	4.ESS.1: Earth's surface has specific characteristics and landforms that can be identified.
	4.ESS.2: The surface of the Earth changes due to weathering.
	4.ESS.3: The surface of the Earth changes due to erosion and deposition.

	6.ESS.4: Soil is unconsolidated material that contains nutrient matter and weathered rock.
Seasonal Discovery Hike	3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.
	3.ESS.2: Earth's resources can be used for energy.
	5.LS.1 Organisms perform a variety of roles in an ecosystem.
Star Lab	5.ESS.1: The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.
	5.ESS.2: The sun is one of many stars that exist in the universe.
	CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.

Cultural History Curriculum	
Storer Curriculum	**Ohio Learning Standards Covered**
Down on the Farm	Grade 3 Geography, Content Statement:5: Daily life is influenced by the agriculture, industry and natural resources in different communities.
	Grade 3 History, Content Statement 3: Local communities change over time.
	Grade 3 Economics, Content Statement:18: A market is where buyers and sellers exchange goods and services.
Little Class on the Prairie	Grade 3 History, Content Statement 3: Local communities change over time.
	Grade 4 History, Content Statement 3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.

	Grade 4 Geography, Content Statement 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.
The Lorax	Grade 3 Geography, Content Statement 6: Evidence of positive and negative human modification of the environment can be observed in the local community.
	Grade 3 Economics, Content Statement 15: Both positive and negative incentives affect individuals' choices and behaviors.
	Grade 3 Economics, Content Statement 16: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.
	Grade 4 Geography, Content Statement 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.
Michigan Country	Grade 4 History, Content Statement 3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.
	Grade 4 Geography, Content Statement 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.
Mona Manor	Grade 3 Geography, Content Statement 6: Evidence of positive and negative human modification of the environment can be observed in the local community.
	Grade 3 Government, Content Statement 9: Members of local communities have rights and responsibilities.
	Grade 3 Government, Content Statement 10: Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.
	Grade 4 Geography, Content Statement 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.
	Grade 4 Government, Content Statement 16: Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.
Native American Life	Grade 4 History, Content Statement 3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.
	Grade 5 History, Content Statement 2: Early Indian civilizations existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

	Grade 5 Geography, Content Statement 8: American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
	Grade 6 Government, Content Statement 9: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
Pioneer Pastimes	Grade 4 History, Content Statement 3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.
Treaty of 1821	Grade 3 Economics, Content Statement 16: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.
	Grade 4 History, Content Statement 3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.
	Grade 4 Geography, Content Statement 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.
	Grade 4 Government, Content Statement 16: Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.
	Grade 5 History, Content Statement 2: Early Indian civilizations existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

Adventure Education Curriculum		
Storer Curriculum	**Subject Area & SEL Skills**	**Standards**
Around the Lake Hike	Science	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing
		5.LS.1: Organisms perform a variety of roles in an ecosystem
	Ohio Social and Emotional Learning Standards	A4.2.b: Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self
		D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships
		E3.2.b: Demonstrate safe practices to guide action

		E4.1.b: Explore new opportunities to expand one's knowledge and experiences
Beyond Broomball	Science	5.PS.1: The amount of change in movement of an object is based on the mass of the object and the amount of force exerted
		6.PS3: There are two categories of energy: Kinetic and potential
		6.PS.4: An object's motion can be described by its speed and the direction in which it is moving
	Ohio Social and Emotional Learning Standards	E3.2.b: Demonstrate safe practices to guide actions
		E4.1.b: Explore new opportunities to expand one's knowledge and experiences
Canoeing	Ohio Social and Emotional Learning Standards	D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships
		E3.2.b: Demonstrate safe practices to guide actions
		E4.1.b: Explore new opportunities to expand one's knowledge and experiences
Firequest	Science	3.PS.3: Heat, electrical energy, light, sound and magnetic energy are forms of energy
		4.PS.2: Energy can be transferred from one form to another
	Ohio Social and Emotional Learning Standards	D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships
		E3.2.b: Demonstrate safe practices to guide actions
Gone Fishin'	Science	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing
		3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments
	Ohio Social and Emotional Learning Standards	D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships
		E3.2.b: Demonstrate safe practices to guide actions

Horse Sense	Science	3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing
		3.LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments
	Ohio Social and Emotional Learning Standards	D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships
		E3.2.b: Demonstrate safe practices to guide action
The Beast	Ohio Social and Emotional Learning Standards	A3.2.b: Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths
		A4.2.b: Demonstrate confidence in a range of tasks and address challenges while expressing positive attitudes towards self
		B3.2.b: Identify the cause of a challenge or setback and with assistance, develop a plan of action
		C1.2.b: Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
Orienteering	Social Studies	Grade 4 Geography, Content Statement 9: Cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.
		Grade 5 & 6 Geography, Content Statement 4/3: Geographic tools can be used to gather, process, and report information about people, places and environments.
	Science	3.PS.3: Heat, electrical, light, sound and magnetic energy is a form of energy.
	Ohio Social and Emotional Learning Standards	D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships.
		E3.2.b: Demonstrate safe practices to guide action.
		E4.1.b: Explore new opportunities to expand one's knowledge and experiences.
Total Team	Ohio Social and Emotional Learning Standards	A3.3.b: Utilize strategies that support safe practices for self and others.
		A4.1.b: Identify and describe how personal choices and behavior impacts self and others.

Incredible Journey **Team Challenge Course** **Tower**		A4.2.b: Demonstrate confidence in a range of tasks and address challenges while expressing positive attitudes towards self.
		B2.3.b: Plan steps needed to reach a short-term goal.
		B2.4.b: Identify alternative strategies with guidance towards a specified goal.
		B3.1.b: Identify strategies for persevering through challenges and setbacks.
		B3.2.b: Identify the cause of a challenge or setback and with assistance, develop a plan of action.
		C1.2.b: Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful.
		D1.1.b: Apply active listening and effective communication skills to increase cooperation and relationships.
		D1.2.b: Demonstrate the ability to give and receive feedback in a respectful way.
		D2.1.b: Identify what creates a feeling of belonging in various relationships.
		E1.1.b: Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.
		E1.2a: Implement strategies to solve a problem.

We hope you have a fantastic Outdoor Environmental Education Camp Experience with YMCA Storer Camps!

YMCA STORER CAMPS

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