

Standard Alignments for Overnight Programs (In addition to those highlighted below, please see alignments for specific activities to address content standards)

Standards Type	Key Standards or Code	Standard Description	Instructional Activities
NYS Standards for Health. Phys. Ed & Family & Consumer	Standard 1: Personal Health and Fitness	Physical Education: Students will perform basic motor and manipulative skills. Students: develop leadership, problem solving, cooperation, and team work by participating in group activities. Family & Consumer: Evident when students practice communication skills that foster positive interpersonal relationships and optimum health for all family members	The whole program is skill-based with an emphasis on cooperation and using good communication skills. Living together in a collaborative environment reinforces interpersonal relationships.
	Standard 2 A Safe and Healthy Environment	Health Education: Students will demonstrate personally and socially responsible behaviors and will respect themselves and others. Physical Education: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.	Safety is stressed during all activities and correct techniques for each activity are taught (especially noted during canoeing and teambuilding activities.) Through ‘processing” after each activity, students have the opportunity to self-reflect on how their actions affected the group as a means to develop leadership and problem solving skills.
	Standard 3 Resource Management	Physical Education: Students will also be aware of some career options in the field of physical fitness and sports.	Our naturalists are role models for an active lifestyle and often provide students with information on requirements for the job.
NYS Common Core	Supporting Standards	Description	Instructional Activities
ELA Anchor Standards	Comprehension & Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	Students will participate in conversations with ideas on solving tasks and reaching new goals. Throughout the experience they will present their new knowledge during summative sessions following each activity session.
	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SEL Competencies	Supporting Standards	Description	Instructional Activities
www.casel.org	Dignity Act	Self-awareness —Recognizing one’s emotions and values as well as one’s strengths and limitations. Self-management - Managing emotions and behaviors to achieve one’s goals Social awareness - Showing understanding and empathy for others Relationship skills - Forming positive relationships, working in teams, dealing effectively with conflict Responsible decision-making - Making ethical, constructive choices about personal and social behavior.	An overnight experience provides multiple opportunities for living and working as a collaborative team. Guided discussions often take place throughout the program to support students in self-reflection regarding the impact of their actions on others both positive and negative as well as the effect of the group’s actions on the individual student.