

## Standard Alignments for Low & High Challenge Course Programs

Standards Type	Key Standards or Code	Standard Description	Instructional Activities
<b>NYS Standards for Health, Phys. Ed &amp; Family &amp; Consumer</b>	<b>Standard 1:</b> Personal Health and Fitness	<b>Physical Education:</b> Students will perform basic motor and manipulative skills. Students: develop leadership, problem solving, cooperation, and team work by participating in group activities. <b>Family &amp; Consumer:</b> 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 teambuilding, using good communication skills and cooperation.
	<b>Standard 2</b> A Safe and Healthy Environment	<b>Health Education:</b> Students will demonstrate personally and socially responsible behaviors and will respect themselves and others. <b>Physical Education:</b> 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 throughout all activities and correct spotting techniques for each activity are taught. Through 'processing" after each activity, students have the opportunity to self-reflect on how their actions affected the group and understand the balance between cooperative and competitive behaviors and as a means to develop leadership and problem solving skills.
	<b>Standard 3</b> Resource Management	<b>Physical Education:</b> 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.
<b>NYS Common Core</b>	<b>Supporting Standards</b>	<b>Description</b>	<b>Instructional Activities</b>
<b>ELA Anchor Standards</b>	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 a task and reaching new goals.
	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.	
<b>SEL Competencies</b>	<b>Supporting Standards</b>	<b>Description</b>	<b>Instructional Activities</b>
<a href="http://www.casel.org">www.casel.org</a>	<b>Dignity Act</b>	<p><b>Self-awareness</b>—Recognizing one's emotions and values as well as one's strengths and limitations.</p> <p><b>Self-management</b> - Managing emotions and behaviors to achieve one's goals</p> <p><b>Social awareness</b> - Showing understanding and empathy for others</p> <p><b>Relationship skills</b> - Forming positive relationships, working in teams, dealing effectively with conflict</p> <p><b>Responsible decision-making</b> - Making ethical, constructive choices about personal and social behavior.</p>	Through guided discussions, opportunities are present throughout the day for self-reflection regarding the impact of the student's actions on others both positive and negative as well as the effect of the group's actions on the individual student.