INDIANA ACADEMIC STANDARDS

TRAIL SPECIFIC:

SURVIVAL SIMULATION

PROMOTING A HEALTHY LIFESTYLE

5th Grade: Identify specific ways to avoid or reduce health and safety risks.
8th Grade: Analyze how the environment impacts personal health.

OPTIMIST CHALLENGE

PROMOTING A HEALTHY LIFESTYLE

5/8th Grade: Formulate effective (assertive) verbal and nonverbal communication strategies
5th Grade: Model how to ask for assistance to enhance personal health.
8th Grade: Practice ways to communicate care, consideration, and respect for self and others.
LD-2.1: Communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

COMMUNICATION STATION

PROMOTING A HEALTHY LIFESTYLE

5/8th Grade: Formulate effective (assertive) verbal and nonverbal communication strategies
LD-2.1: Communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

MISSON POSSIBLE

GEOGRAPHY: PLACES AND REGIONS

5th Grade: Identify and describe cultural and physical regions of the United States
Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

GROUP INITIATIVES

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS: SPEAKING AND LISTENING

5-8th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
5-7th Grade: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
8th Grade: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CLIMBING WALL

PROMOTING A HEALTHY LIFESTYLE

5th Grade: Develop a personal health goal and plan to achieve it.
8th Grade: Examine possible barriers to achieve the personal health goal

TEAMS COURSE

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS: SPEAKING AND LISTENING

5-8th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
5-7th Grade: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
8th Grade: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

GENERAL PROGRAM SPECIFIC:

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

SPEAKING AND LISTENING

5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
5.SL.2.3 Establish and follow agreed-upon rules for discussion.
5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
6.SL.2.4 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
7.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
7.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.
8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

PROMOTING A HEALTHY LIFESTYLE

5.2.4 Recognize how peers can influence healthy and unhealthy behaviors.
5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies (Example: Silent One-liners in Communication Station)
5.4.2 Demonstrate the ability to actively listen to enhance health.
5.4.3 Explain healthy ways to communicate kindness and respect for others.
5.4.6 Model how to ask for assistance to enhance personal health.
5.4.7 Analyze strategies to prevent and manage conflict.

5.5.5 Assume responsibility for personal health decisions (Example: Choosing the salad or fruit and yogurt bar at mealtimes, and cutting down on food waste as a school).

5.6.2 Develop a personal health goal and plan to achieve it (Example: Setting personal goal on the rock wall).

5.7.1 Explain character traits and behaviors of a healthy and safe person.

5.7.2 Identify specific ways to avoid or reduce health and safety risks (Example: Assessing the weather conditions in Survival Simulation).

8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health adolescence.

8.1.3 Analyze how the environment impacts personal health (Example: finding enable plants and building shelter in Survival Simulation)

8.2.4 Describe how peers can influence healthy and unhealthy behaviors.

8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.

8.4.2 Demonstrate active listening and response skills to enhance health.

8.4.3 Demonstrate healthy ways to express needs, wants, and feelings (Example: Debriefing during Teams Course)

8.4.4 Practice ways to communicate care, consideration, and respect for self and others.

8.5.3 Personalize health risk of decisions to self and others (Example: During Teams Course being choosing when it is time to be a leader and when to follow).

8.5.5 Describe how personal health decisions may affect subsequent decisions (Example: Using Problem Solving during Teams Course).

8.5.6 Assume responsibility for personal health decisions.

8.6.3 Examine possible barriers to achieve the personal health goal (Example: Using self-confidence on the Climbing Wall).

8.7.2 Describe the results of the personal assessment to identify personal health and safety strengths and needs.

WRITING

5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts

GEOGRAPHY

PLACES AND REGIONS

5.3.2 Identify and describe cultural and physical regions of the United States

5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

LEADERSHIP SKILLS

INDIVIDUAL SKILLS

LD-1.1 Analyze and apply decisions-making skills through classroom, personal, community, and business and industry (work related) experiences.

LD-1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.

LD-1.4 Apply problem-solving, and critical and creative thinking skills to analyze and predict outcomes of related decisions.

LD-1.5 Practice self-advocacy skills to achieve planned individual goals.

TEAMWORK SKILLS

LD-2.1 Communicate, participate, and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

LD-2.2 Demonstrate techniques for conflict resolution and challenge management.

LD-2.3 Analyze the complex responsibilities of leader and follower roles and demonstrate the ability to both lead and follow.

LD-2.6 Use knowledge, build interest, guide and influence decisions; organize efforts: and involve members of a group to assure that a pre-planned group activity is completed.

LD-2.7 Train others to follow established rules and expectations, rationale, and understand consequences.

LD-2.8 Incorporate and utilize the principles of group dynamics in a variety of settings.