

SAN MARINO UNIFIED SCHOOL DISTRICT
APPLICATION FOR APPROVAL TO CONDUCT
MULTI-DAY OVERNIGHT AND/OR OUT-OF-STATE/COUNTRY FIELD TRIP
(AT LEAST THREE TO SIX MONTHS BEFORE DEPARTURE DATE)

(Exceptions to timeline must be approved in advance by the Assistant Superintendent of Instructional Services)

To: Board of Education OF SAN MARINO UNIFIED SCHOOL DISTRICT Date: 10/1/2019

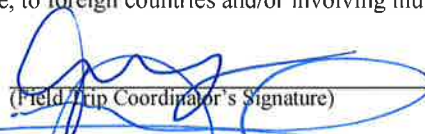
The undersigned for SAN MARINO HIGH SCHOOL School hereby applies for approval to conduct a field trip to 48TH ANNUAL - YOSEMITE NATIONAL PARK Date: 2/9 - 2/14/2020

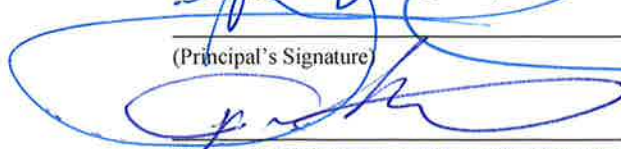
1. Inclusive dates of trip: NOT DURING TESTING () Itinerary attached	2. Purpose of trip: () Paragraph attached describing educational value and specific activities students will be required to complete
3a. Membership of Group: <u>San Marino High School</u> (e.g., U.S. History class, choral group)	3b. Number of Students Attending: <u>85</u> Boys: pending Girls: pending
4a. Cost of trip financed by: <u>parents</u> 4b. Name of travel agency contracted for trip: (professional travel organization is required) <u>N/A</u> 4c. Cost per student: (no student will be excluded from a required trip due to a lack of funds.) <u>\$1100 - 1200 depending on option choice</u> () Attached student(s) name and verify funding source	4d. Describe fundraising activities, if any: n/a Attachment(s), if any
5a. Name of certificated employee(s) in charge of trip: Jorge Munoz Responsible for coordinating fundraising, organization, and supervision while students are on SMUSD – sponsored trip	5b. Names of staff members who will provide supervision of students: <u>Micheal Condie, Robert Chacon, Zak Quiggle, Kailyn Enriquez, Angus Leung, Vanessa Palacios, Alec Taratula</u>
5c. Attach names of authorized chaperones on FORM #1 (include relationship to students and/or school)	5d. Student/Chaperone ratio: (see attached FORM #1) 12-1


This application, together with the necessary documents, must be sent to the Assistant Superintendent of Instructional Services at least three months in advance (unless an exception to timeline is granted).

The undersigned applying for approval of the field trip will ensure conformance with all requirements of San Marino Unified School District procedures for field trips out-of-state, to foreign countries and/or involving multiple days.

Endorsed with Approval:


 (Field Trip Coordinator's Signature) 9/26/19
 (Date)


 (Principal's Signature) 9/26/19
 (Date)


 (Assistant Superintendent of Instructional Services Signature) 10/10/19
 (Date)

Endorsed with Approval

BOARD APPROVAL DATE:

San Marino Unified School District
FIELD TRIP COORDINATOR'S CHECKLIST
FOR MULTI-DAY OUT OF COUNTRY FIELD TRIPS

School: San Marino High School **Dates of Trip:** 2/9 - 2/14/2020

Trip Destination: Yosemite National Park

To be completed by field trip coordinator in charge of the field trip

Date Completed	Initials	SIX MONTHS PRIOR TO TRIP Exceptions to timeline must be approved in advance by the Assistant Superintendent of Instructional Services.
10/1/19	JM	1. Secure Principal's tentative approval to conduct field trip (and approval to conduct fundraising, if applicable). Send form Application for Approval to Conduct Multi-Day Out of Country Field Trip to the site administrator in charge of field trips.
10/1/19	JM	2. Review procedure for fundraising and develop plan to include: a) description of fundraising activities, b) plans to assist students who are unable to pay their own expenses, c) a written statement that no student will be excluded from a required trip due to lack of funds, and d) that funds will be returned to the school if not used for the trip.
10/1/19	N/A	3. Select the travel agency to be used (if appropriate). Have travel agency complete "Compliance Form for Sellers of Educational Travel" and forward to the site administrator in charge of field trips.
10/1/19	JM	4. Obtain and submit copy of itinerary. This itinerary shall include: a) dates (not during testing), b) locations (city, state, country) and c) accommodations. Attach itinerary
10/1/19	JM	5. Arrange for chaperones, if appropriate. Provide chaperones with guidelines to complete Volunteer Application and the on-line training module no later than, date <u>1/1/2020</u> . Ensure chaperones have completed chaperone training and agree to comply with all states and District laws, rules, and regulations. Provide list to Principal and secure his/her approval.
10/1/19	JM	6. If academic competition is involved, submit to Principal for approval: a) written criteria and guidelines used to select participants in academic competitions, and b) copies of written communications used to inform parents and students of the academic competition and of the governing guidelines.
10/1/19	JM	7. Send home request for parental approval of student participation. If parent does not sign, student cannot go.
10/1/19	JM	8. Verify insurance coverage to provide personal medical insurance for participating students where required.
10/1/19	JM	9. Secure trip cancellation insurance from travel agency where required.


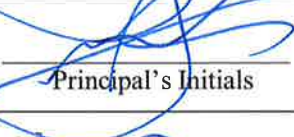


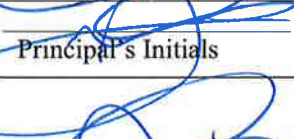

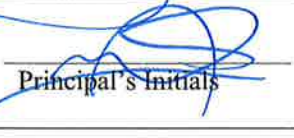
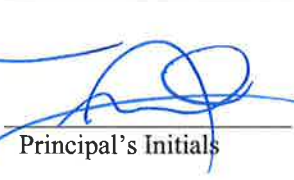
10/1/19	JM	10. Notify parents of other insurance coverage available as an option.
10/1/19	JM	11. Provide written evidence of financial ability to cover travel and living expenses for all participants while outside of San Marino.
10/1/19	JM	12. Verify that permission forms and waivers are returned for all students participating on a field trip. Verify alternate arrangements at school for those students not participating.

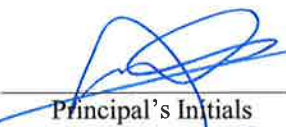


Date Completed	Initials	TWO MONTHS PRIOR TO FIELD TRIP Exceptions to timeline must be approved in advance by the Assistant Superintendent of Instructional Services.
		13. Field trip coordinator develops orientation plan for students, parents, and chaperones.

Date Completed	Initials	THREE WEEKS PRIOR TO FIELD TRIP Exceptions to timeline must be approved in advance by the Assistant Superintendent of Instructional Services.
		14. Arrange for participating students to be excused from other classes.
		15. Arrange for first-aid kit and/or snake-bite kit, and ensure they are taken on trip.

Date Completed	Initials	ONE WEEK PRIOR TO FIELD TRIP Exceptions to timeline must be approved in advance by the Assistant Superintendent of Instructional Services.
		16. Report to principal's designee the names of all persons (adults and students) who will actually go on the trip. Provide list of students to verify those actually participating prior to departure.
		17. File this form with other required papers in school office. (Records must be kept for three years.)

San Marino Unified School District
PRINCIPAL'S CHECKLIST
MULTI-DAY AND/OR OUT-OF-STATE/COUNTRY
FIELD TRIPS

1. Approval for Field Trip: I have reviewed the plan for the field trip to _____ on _____ (not during testing) and I give tentative approval for the students to participate.	 Principal's Initials	9/30/19 Date
2. Approval for Field Trip Fund-Raising: I have reviewed the plan for fundraising for this field trip and give my approval for fundraising activities to begin.	 Principal's Initials	9/30/19 Date
3. Lack of Funds: To help students in need of funds, the following actions are being taken:	 Principal's Initials	9/30/19 Date
4. Return of Funds: Any funds not used for the trip will be returned in the following way:	 Principal's Initials	9/30/19 Date
5. Chaperones: An approved list of chaperones is on file in the main office of the school. (FORM #1)	 Principal's Initials	9/30/19 Date
6. Academic Competition Trips Only: I certify that written criteria, guidelines and other communication to parents and students related to the competition are on file in the main office of the school.	 Principal's Initials	9/30/19 Date
7. Insurance: I certify that each and every student participating in the field trip has personal medical insurance and trip cancellation insurance, if applicable.	 Principal's Initials	9/30/19 Date
8. Travel and Living Expenses: Provision has been made for coverage of all expenses while outside of San Marino. This includes airfare, ground transportation, hotels, tours, and meals. Written evidence of this coverage is on file in the main office of the school.	 Principal's Initials	9/30/19 Date

9. Contribution of Services: Statement of Acknowledgment and Consent to Conditions of trip are on file at the following location at the school site:	 Principal's Initials	9/30/19 Date
10. Authorization for Student Participation: For each and every student participating in the field trip there is a <i>Permission to Participate, Notification of Insurance, Waiver of Claims, and other Release Forms</i> on file in the main office of the school. File title, if appropriate: _____	 Principal's Initials	9/30/19 Date
11. Forward this completed form to the Assistant Superintendent of Instructional Services.	 Principal's Initials	9/30/19 Date

Conflict of Interest Disclosure Form

Each Principal, ASB Advisor or Sponsoring or participating in a tour or trip paid by students is required to complete this form.

Field Trip and Date: Yosemite 2/9 - 2/14/2020

Name: Jorge Munoz

Position: Assistant Principal

Location: Yosemite National Park

Indicate below whether you or a member of your family is currently receiving (or has received during the last five year) any gratuity, commission, rebate, or thing of value from any travel agency or travel promoter involved or associated with the trip. Airfare, hotel accommodations, etc., provided in return for chaperoning should be listed and would be considered reasonable and acceptable.

Self	Relative	Company Name	Type of Gratuity	Value of Gratuity	Year of Gratuity

Signature: 

Date: 9/26/19

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, JORGE MUNOZ, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

I understand that a group identified as San Marino High School
(School Function)
at the following school(s): San Marino High School

will participate in a field trip to Yosemite National Park,

and that I have been asked to accompany these students on their trip during the period from

2/9/2020 to 2/14/2020.

I agree to donate as much of my time beyond my normal workday as may be required while on the field trip. I understand that I will suffer no loss of pay by reason of participating in the field trip. I further understand that, except as set forth above, I may receive no additional compensation for any such time or services donated by me, or for any other reason, in connection with the trip.

I am aware of the provisions of Education Code Section 35330, which states in part that "... All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during, or by reason of, the field trip or excursion..."

My acknowledgment of the foregoing paragraph is subject to the provision that I retain any and all of my employment rights including, but not limited to, District liability insurance, workers compensation insurance, and District health insurance.

I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

September 26, 2019
(Date and Year)

[Signature]
(Signature)

Jorge Munoz
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, ANGUS LEUNG, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

I understand that a group identified as San Marino High School
(School Function)
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I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

9/30/2019
(Date and Year)

[Signature]
(Signature)

Kwan "Angus" Leung
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, MICHAEL CONDIE, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

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I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

Sept 30 2019
(Date and Year)

J. Condie
(Signature)

J. Condie
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, VANESSA PALACIOS, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

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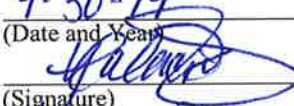
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I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

9-30-19
(Date and Year)

(Signature)
Vanessa Palacios
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, ALEC TARATULA, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

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I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

4-25-19
(Date and Year)

[Signature]
(Signature)

Alec Taratula
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, ROBERT CHACON, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

I understand that a group identified as San Marino High School
(School Function)
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My acknowledgment of the foregoing paragraph is subject to the provision that I retain any and all of my employment rights including, but not limited to, District liability insurance, workers compensation insurance, and District health insurance.

I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

9/25/19
(Date and Year)

[Signature]
(Signature)

Robert Chacon
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, ZAK QUIGGLE, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

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I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

9/25/2019
(Date and Year)

Zak Quiggle
(Signature)

Zak Quiggle
(Print or Type Name)

SAN MARINO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACKNOWLEDGMENT AND CONSENT TO CONDITIONS OF TRIP
(Employee Chaperone of the San Marino Unified School District)

I, KAILYN ENRIQUEZ, am an Employee of the San Marino Unified School District
(Name of Employee)

assigned to San Marino High School, a public school operated by
(Name of School)
the San Marino Unified School District.

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My acknowledgment of the foregoing paragraph is subject to the provision that I retain any and all of my employment rights including, but not limited to, District liability insurance, workers compensation insurance, and District health insurance.

I acknowledge that I have received Chaperone Guidelines and agree to comply with them.

I acknowledge that I have completed the online training and agree to comply with all state, federal laws, and District policies and regulations.

I have read and understand the foregoing statement and sign it below voluntarily.

Executed in the City of San Marino, County of Los Angeles, State of California, on

10/7/19
(Date and Year)

(Signature)
Kailyn Enriquez
(Print or Type Name)

Estimated - Yosemite Costs 2020

Tuition:

Rotation A = 30 x \$1,200 for Wilderness Survival (2 Days Half Dome Village - 3 Days Backpacking)

Rotation B = 14 x \$1,200 for Hybrid (2 Days Half Dome Village - 2 Days Merced Grove - 1 Day Half Dome)

Rotation C = 41 x \$1,100 for Classic (5 Days Half Dome Village)

Tuition totals: \$97,900

Rotation A = \$36,000 / Rotation B = \$16,800 / Rotation C = \$45,100

Item	Cost
NatureBridge Program	\$59,778
Transportation	\$14,000
Substitutes - Certificated Staff (x8)	\$5,536
Substitutes - Classified Staff	
Extra Duty Pay	\$10,431.36
Incidentals - Car Rental / Gas / Mileage	\$1,000
Incidentals - Supplies and Food	\$1,000
Total Cost of Trip	\$91,745.36

Carryover Money from 2019 Trip - \$386

Cost of NatureBridge: \$59,788

Lux Bus - 2 Busses Transportation: \$6,300

\$7,000 to Yosemite

\$7,000 to San Marino

Substitutes:

Teachers - sub fee \$173 per day x 4 days = \$692

8 Teachers = 8 x \$692 = \$5,536

Extra Duty - \$10,431.36

6 hours/day x \$36.22/hour x 8 chaperones x (6 days) = \$10,431.36

Cost likely to be cheaper as \$36.22/hour is for certificated staff. Classified staff is \$33.76

Incidentals - \$2,000 estimated

2019 Trip

Zak Quiggle - sub fee \$173 per day x 4 = \$692

Michael Condie sub fee \$173 per day x 4 = \$692

Robert Chacon sub fee \$173 per day x 4 = \$692

Certificated Total: \$2,075

Angus Leung - no sub provided

Alec Taratula - **4 days for Inc. Aides** (Est. \$150 per day x 4 = \$600 estimate)

Kailyn Enriquez - **3 days for Health Clerk** (Est. \$150 per day x 3 = \$450 estimate)

Vanessa Palacios - **4 Days at Carver for Health Clerk** (Est. \$150 per day x 4 = \$600 estimate)

Classified Total Estimated; \$1,650

Nature is Our Classroom

Experience Environmental Science Programs in Yosemite National Park



Connect your students to nature, science, and each other while exploring one of the most iconic national parks in the country.

Sense of Place: Students spend their days on trail, exploring the deep valleys, grand meadows, and sequoia forests of Yosemite. Students sleep in tent cabins in Yosemite Valley or dormitories at Crane Flat.

Interconnections: NatureBridge educators guide students through hands-on science investigations augmented by activities incorporating team building, group challenges, art, writing, and math. Students develop tools and hone their perspectives in ways that help them relate their national park experiences back to their home communities.

Stewardship: Students realize their actions impact the world, and are inspired to care for their environment and home communities.

Outcomes: Students experience personal growth, build interpersonal skills, and engage in academic content that supports Common Core, NGSS Standards, and the California Blueprint for Environmental Literacy.

“ My students were awed by the natural beauty of Yosemite and our NatureBridge educators. They brought them to new, exciting, challenging, and quiet experiences that connected their hearts to the environment and each other. ”

—Elisa C., Teacher at Mariposa School of Global Education, attending NatureBridge since 2014



A proud partner of the
National Park Service

Contact Information:
yosemite reservations@naturebridge.org
naturebridge.org/yosemite/school-group

NatureBridge National Park Locations:

Yosemite • Golden Gate • Olympic • Santa Monica Mountains • Channel Islands • Prince William Forest

SAMPLE DAY



Morning: Students wake up in tent cabins or dorms, eat breakfast in the dining hall, pack backpacks, and prepare for the day.

Instructional Day on Trail: Students are divided into small learning groups and led by an experienced NatureBridge educator. Lessons reinforce classroom learning, incorporate NatureBridge's Core Educational Framework, and meet the learning goals of each group. All students participate in an engaging and authentic science investigation that brings classroom learning to life. Lunch is eaten out on trail.

Afternoon/Early Evening: Students return to campus to reflect, relax, and unwind while school chaperones supervise. Dinner gives everyone a chance to share their trail stories.

Evening: NatureBridge educators facilitate an evening program that could include a short night hike, a presentation about black bears, or a town-hall style debate about damming Hetch Hetchy Valley. Students then return to the cabins or dorms and get ready for bed.

SAMPLE ACTIVITIES

- Hike along the path of a waterfall and learn about glaciation.
- Study ecological relationships from the perspective of a 2,000-year-old giant sequoia tree.
- Discover winter adaptations of plants and animals while cross-country skiing or snowshoeing in high Sierra meadows.
- Participate in National Park Service research projects such as macroinvertebrate biomonitoring and phenology tracking.



naturebridge.org/yosemite/school-group

Nature is Our Classroom

Experience Environmental Science Programs in Yosemite National Park



Connect your students to nature, science, and each other while exploring one of the most iconic national parks in the country.

Sense of Place: Students spend their days on trail, exploring the deep valleys, grand meadows, and sequoia forests of Yosemite. Students sleep in tent cabins in Yosemite Valley or dormitories at Crane Flat.

Interconnections: NatureBridge educators guide students through hands-on science investigations augmented by activities incorporating team building, group challenges, art, writing, and math. Students develop tools and hone their perspectives in ways that help them relate their national park experiences back to their home communities.

Stewardship: Students realize their actions impact the world, and are inspired to care for their environment and home communities.

Outcomes: Students experience personal growth, build interpersonal skills, and engage in academic content that supports Common Core, NGSS Standards, and the California Blueprint for Environmental Literacy.

“

My students were awed by the natural beauty of Yosemite and our NatureBridge educators. They brought them to new, exciting,

”

challenging, and quiet experiences that connected their hearts to the environment and each other.

—Elisa C., Teacher at Mariposa School of Global Education, attending NatureBridge since 2014

Sample 6-day/5-night Yosemite Valley Program for High School

In a 6-day Yosemite Valley itinerary, students will stay in Half Dome Village with room and board supplied by Yosemite Hospitality, LLC. Each day will approximately follow the itinerary below.

SAMPLE DAY	
Approximate Time	Activity
6:30 - 7:15 a.m.	Wake up in Half Dome Village heated tent cabins
7:15 - 8:00 a.m.	Breakfast in the Half Dome Village Dining Pavilion
8:30 - 9:00 a.m.	Morning meeting with all students, chaperones, and NatureBridge educators
8:30/9:00 a.m. - 3:30/4:30 p.m.	Small group instructional day with NatureBridge environmental science educators
4:00 - 6:00 p.m.	Recreation time supervised by chaperones/ other school administration and faculty
5:00 - 6:00 p.m.	Dinner in the Half Dome Village Dining Pavilion
7:00 - 8:00 pm or 8:00 - 9:00 pm	Evening program - Locations and content vary based on weather, staff availability, and school objectives and requests
9:00 - 10:00 pm	Quiet hours and bedtime

Each day, students will depart from Half Dome Village with their NatureBridge environmental science educator at approximately 8:30/9:00 a.m., spend the entire day exploring nature's classroom, and return to Half Dome Village between 3:30 and 4:30 p.m..

Variations in specific destinations and activities during the small group instructional days will vary based on the season, weather, skills/abilities of the individual students, the educator's goals and objectives, and the school's desired outcomes. All programs are designed to meet state and national academic standards (NGSS Lead States, 2013) with social and emotional learning core competencies (CASEL, 2018) interwoven to create authentic, engaging, and lasting experiences in nature's classroom.

(NGSS Lead States. 2013. *Next Generation Science Standards: For States. By States*. Washington, DC: The National Academies Press.; CASEL. (2018). *What is SEL?* Retrieved March 2, 2018, from Collaborative for Academic, Social, and Emotional Learning : <https://casel.org/what-is-sel/>)



The following is a sample outline of a 6-day program in Yosemite Valley for a high school audience. This outline is based on themes, activities, and experiences that are commonly facilitated by current educators during a typical NatureBridge program. A brief list of possible academic standards and SEL competencies is provided at the end of the outline for each individual day with a more detailed list included in the Appendix.

SAMPLE PROGRAM

Day 1 - Arrival and Orientation

On day 1, groups should plan to arrive at 3:00 p.m. in Half Dome Village. Upon arrival, participants will receive an orientation from the NatureBridge Site Manager and staff, move in to their tent cabins, attend dinner, and enjoy an educational evening program before quiet hours at 9:00 pm and their 10:00 pm bedtime.

Day 2 – “Welcome to YOURsemite” and exploring Yosemite Valley

Potential Objectives	Students might...
Get-to-know-you activities and team challenges	Build relationship skills through team building challenges. Develop empathy and respect with an emphasis on how diversity makes them stronger, through analyzing and solving problems as a team.
Developing a sense of place	Learn how to use a topographical map and explore the scale and distribution of Yosemite's iconic waterfalls and landforms through interactive experiences that require active listening, effective communication, and respect for others.
Exploring your classroom	Learn the key flora and fauna of Yosemite and observe patterns in plant growth and distribution. Start to use a field guide to identify local species and examine the cause and effect of evolutionary adaptations on different animals and plants. Observe a variety of organisms in Yosemite and construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Examining predator/prey relationships	Compete in an interactive game to develop an understanding of predator/prey interactions and behavior and graph the resulting effect of various factors on carrying capacity of ecosystems at different scales.
Journal distribution and reflection time	Reflect on their day and place in their outdoor classroom. Support self-confidence and perseverance by creating personal and team goals for the week.

Next Generation Science Standards (NGSS) - Cross Cutting Concepts (CCC):

- Scale, Proportion and quantity
- Patterns
- Stability and Change
- Cause and Effect

NGSS - Disciplinary Core Ideas (DCI):

- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Life Science - Biological Evolution: Unity and Diversity

Social and Emotional Learning (SEL) Core Competencies:

- Relationship Skills
- Critical Thinking
- Empowerment
- Personal and Social Responsibility

Day 3 – “Everything is Connected”

Potential Objectives	Students might...
Observing natural surroundings	Develop scientific observation skills by analyzing similarities and differences of natural phenomena and patterns. Ask scientific questions about the cause and effect of observed phenomena and make connections between present observations and past experiences. Construct explanations based on observations and evidence about factors affecting biodiversity and populations in ecosystems of different scales within Yosemite Valley.
Team challenges and citizen science	Analyze and solve a team challenge that empowers students to unravel and define connections between biotic and abiotic factors and explain interdependent relationships in ecosystems within Yosemite.
Investigating effects of bark beetle outbreaks	Evaluate the effects of humans on the delicate ecological balance of Yosemite by constructing explanations about bark beetle outbreaks based on evidence left behind in forest ecosystems. Make connections between bark beetle outbreaks, beetle kill forests, and fire danger in the Sierra Nevada. Examine the flow of energy among organisms within systems affected by bark beetle outbreaks
Exploring water as a connecting life force	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes using scientific best practices. Using maps of California’s watersheds, examine the water cycle. Evaluate the value of clean water while making connections to downstream environmental justice issues.

NGSS - CCC:

- Patterns
- Cause and Effect
- Systems and models

System

NGSS - DCI:

- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity
- Earth and Space Science - Earth’s Place in the Universe
- Physical Science - Matter and its Interactions

SEL Core Competencies:

- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

Day 4 – “Together Everyone Achieves More” and Challenge Hike

Potential Objectives	Students might...
Explore student's own physical limits and work together as a team	Embark on a scenic and challenging hike where students might see waterfalls and iconic Yosemite granite mountains while pushing their comfort zones physically and mentally.
Apply leadership and teamwork to overcome challenges	Demonstrate effective leadership by providing physical and emotional support through empathy and empowerment. Understand the power of teamwork and the ability for diverse students of different physical levels to achieve common goals.
Apply ecological knowledge gained throughout the week to new environments	Recognize, understand, and apply knowledge gained to navigation, identifying landforms and flora/fauna, and assessing abiotic conditions experienced throughout the challenge hike. Recognize patterns and assess ecological stability and change based on variations in conditions.
Design a scientific investigation to monitor change	In small groups, choose a variable (such as temperature, atmospheric pressure, wind speed, and humidity) and design an investigation compare abiotic variables to changes in elevation throughout the hike. Apply critical thinking to analyze data, create a graph or table to examine the rate at which change occurs, and construct explanations for observed changes.
Evaluate human impacts and design solutions to mitigate observed impacts	Evaluate or refine a technological solution that reduces the impacts of human recreation on natural systems surrounding the trail corridor during the challenge hike.

NGSS - CCC:

- Patterns
- Stability and Change
- Cause and Effect

NGSS - DCI:

- Physical Science - Energy
- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity
- Earth and Space Science - Earth's Systems

SEL Core Competencies:

- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

Day 5 – “Yosemite Rocks” and continued exploration of Yosemite Valley

Potential Objectives	Students might...
Recall the formation of our planet and the processes that shape the Earth's surface	Describe the geologic timeline and the formation of the Earth. Create hands-on models to display continental and oceanic plates and explain the formation of the Sierra Nevada and the theory of plate tectonics to explain the ages of crustal rocks. Recall the different rock types and analyze how land forming processes drive the rock cycle.
Analyze geological features of Yosemite	Observe rocks from Yosemite Valley and identify the mineral composition. Learn about the geological history of the Valley's most prominent features and analyze the patterns in the mineral composition of different landforms. Explore and appreciate the Miwok and Ahwahneechee culture through legends associated with landforms of the valley.
Evaluate the geologic processes that formed Yosemite Valley	Collect evidence and construct explanations for dominant forces behind the formation of the Yosemite landscape. Through hands-on demonstrations and constructing 3D models, discover the cause of glacier movement and the effects of glaciers on the landscape.
Make connections between global changes local impacts to the Yosemite landscape	Create models to describe how variations in the flow of energy into an out of Earth's systems result in Climate Change. Examine the effects of weather, erosion, and climate change on the Valley's walls. Analyze questions about how global climate change, and corresponding changing temperatures, will affect the geologic landscape and biological community in Yosemite.

NGSS - CCC:

- Systems and System Models
- Patterns
- Cause and Effect

NGSS - DCI:

- Earth and Space Science - Earth's Place in the Universe
- Earth and Space Science - Earth's Systems
- Earth and Space Science - Earth and Human Activity

SEL Core Competencies:

- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

Day 6 (Departure Day) – “Take it Home” and giving back to Yosemite

On the morning of the departure day, all students and chaperones should pack up all belongings EXCEPT for their day pack, and load all of their luggage and belongings EXCEPT daypacks into one central luggage cabin.

All learning groups will return from their day in the field at least 30 minutes prior to their departure time in order to give students and chaperones time to use the bathroom, retrieve luggage and smellable items from the luggage cabin and associated bear locker, load luggage on the bus, and take care of other last minute needs.

Schools should plan to depart Half Dome Village no later than 3:00 p.m..

Potential Objectives	Students might...
Discover the “footprints” that environmental players (humans) have on their environments	Explore the perspectives and backgrounds of contemporary historical figures in Yosemite National Park and land management philosophies. Design your own national park (complete with management policies and regulations) and create 3D models that represent the natural and cultural resources of their landscape.
Develop a sense of responsibility for wilderness and natural places	Engage in stewardship projects that help support the structure and function of ecological systems in Yosemite. Identify and evaluate programs that empower students to participate in stewardship in their home community.
Plan ways in which students can make an impact at home	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Develop an action plan to help conserve resources and natural places in their own hometowns. Write a letter to self (to be mailed in the future) that empowers students to follow through with their conservation action plans.
Debate the ethics of renewable and nonrenewable resources	Engage in a debate about origins of synthetic materials and the causes and effects of depletion of natural resources. Evaluate alternatives to non renewable resources and brainstorm pathways to more sustainable decision-making.

NGSS - CCC:

- Systems and System Models
- Structure and Function
- Cause and Effect

NGSS - DCI:

- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity

SEL Core Competencies:

- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

APPENDIX: STATE AND NATIONAL STANDARDS/ COMPETENCIES:

NatureBridge designs individual programs to fluidly interconnect science content, environmental literacy, and social and emotional learning. This is accomplished through weaving the SEL Core Competencies with the three dimensions of science learning as defined by the Next Generation Science Standards: Science Practices, Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The NatureBridge program outlined in this sample itinerary encompasses the following **DCIs**: Life Science, Physical Science, Earth and Space Science

The following **Performance Expectation Standards** are included in the program outlined in this sample itinerary:

- Physical Science

- NGSS 9-12th grade, High School - Physical Science 1 (Matter and Its Interactions), 5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs
- NGSS 9-12th grade, High School - Physical Science 2 (Motion and Stability: Forces and Interactions), 1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration

- Life Science

- NGSS 9 - 12th grade, High School - Life Science 1(From Molecules to Organisms: Structures and Processes) 5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- NGSS 9-12th grade, High School - Life Science 1(From Molecules to Organisms: Structures and Processes), 7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy
- NGSS 9th - 12th grade, High School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics) 1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- NGSS 9th - 12th grade, High School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics) 2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- NGSS 9th - 12th grade, High School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics) 4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.



- NGSS 9th - 12th grade, High School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics) 7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- NGSS 9th - 12th grade, High School - Life Science 4 (Biological Evolution: Unity and Diversity) 4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- **Earth and Space Science**
 - NGSS 9th - 12th grade, High School - Earth and Space Science 1 (Earth's Place in the Universe) 5: Evaluate Evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks
 - NGSS 9th - 12th grade, High School - Earth and Space Science 2 (Earth's Systems) 4: Use a model to describe how variations in the flow of energy into an out of Earth's systems result in Climate Change.
 - NGSS 9th - 12th grade, High School - Earth and Space Science 2 (Earth's Systems) 5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
 - NGSS 9th - 12th grade, High School - Earth and Space Science 3 (Earth and Human Activity) 4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Cross Cutting Concepts provide context for application through ideas, common language, and intellectual tools. The following crosscutting concepts are woven throughout the NatureBridge program outline described in this sample itinerary:

- | | |
|------------------------------------------|---------------------------------|
| - <i>Patterns</i> | - <i>Structure and function</i> |
| - <i>Cause and Effect</i> | - <i>Stability and change</i> |
| - <i>Scale, proportion, and quantity</i> | |
| - <i>Systems and system models</i> | |

Science and Engineering Practices provide students with the opportunity to engage with the the practices of science inquiry and apply their knowledge to meaningful problems. All NatureBridge programs focus on four of the science practices with opportunities to highlight other practices when applicable.

- | | |
|--------------------------------------------|----------------------------|
| - Asking questions | - Constructing Explanation |
| - Planning and carrying out investigations | |
| - Analyzing and interpreting data | |



The Social and Emotional Learning Core Competencies is a set of four fundamental skill sets that help students connect with themselves and others and that support environmental literacy. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2018). NatureBridge has adapted the five core competencies into four core competencies that students practice throughout our programs, including the program outlined in this document. The NatureBridge four **SEL Core Competencies** are:

- *Empowerment*: Self-confidence, Perseverance
- *Personal and Social Responsibility*: Perspective-taking, Empathy, Appreciating diversity, Responsible decision making
- *Relationship Skills*: Effective communication, Active listening, Respect for others
- *Critical thinking*: Identifying problems, Analyzing problems, Evaluation, Solving problems

CASEL. (2018). *What is SEL?* Retrieved March 2, 2018, from Collaborative for Academic, Social, and Emotional Learning : <https://casel.org/what-is-sel/>