High School Hunting, Camping & Fishing Curriculum

Course Description: The emphasis of this course is to make outdoor sports safer and more successful. Activities include archery, fly-casting, the Missouri Department of Conservation Hunter Education course, fly typing and fire starting.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 days</td>
<td>Missouri Ecology</td>
<td>Topic 1: Ecology&lt;br&gt;Topic 2: Population/Extinction&lt;br&gt;Topic 3: Disturbance of Biological Communities</td>
</tr>
<tr>
<td>22 days</td>
<td>Camping</td>
<td>Topic 1: Backpacking&lt;br&gt;Topic 2: Sleeping Equipment&lt;br&gt;Topic 3: Cooking&lt;br&gt;Topic 4: Shelter</td>
</tr>
<tr>
<td>8 days</td>
<td>Hunting</td>
<td>Topic 1: Firearm Day&lt;br&gt;Topic 2: History and Ethics of Hunting&lt;br&gt;Topic 3: Sport/Market Hunting</td>
</tr>
<tr>
<td>5 days</td>
<td>Fishing</td>
<td>Topic 1: Fishing Pole&lt;br&gt;Topic 2: Types of Fish</td>
</tr>
</tbody>
</table>
Unit 1: Missouri Ecology

Subject: Hunt, Camp, Fish
Grade: 12
Name of Unit: Missouri Ecology
Length of Unit: 6 days
Overview of Unit: Introduce students to the basics of ecology in Missouri.

Priority Standards for unit:
- Understand Ecosystems and the interactions of organisms in their environments
- Understand reproduction and adaptation
- Understand population checks and balances
- Explain extinction
- Explore the nature of energy flow
- Understand diversity and disturbance of biological communities
- Identify Missouri ecosystems and organisms
- Identify wildlife that is under consideration for extinction
- Identify communities that are disturbed by population growth

Supporting Standards for unit:
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecosystems and the interactions of organisms in their environments</td>
<td>Understand</td>
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<tr>
<td>reproduction and adaptation</td>
<td>Understand</td>
<td>Understand</td>
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<td>population checks and balances</td>
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<tr>
<td>extinction</td>
<td>Explain</td>
<td>Understand</td>
<td>1</td>
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<tr>
<td>the nature of energy flow</td>
<td>Explore</td>
<td>Understand</td>
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<td>diversity and disturbance of biological communities</td>
<td>Understand</td>
<td>Understand</td>
<td>1</td>
</tr>
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<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>wildlife that is under consideration for extinction</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>communities that are disturbed by population growth</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How does Ecology impact Missouri?
2. How do species in our environment reproduce?
3. Why is it important to understand how the population reproduces?
4. How does extinction impact our environment?
5. How do organisms obtain the energy to grow, survive, and reproduce?

**Enduring Understanding/Big Ideas:**
1. Ecology is the study of how nature works
2. For species to continue to exist it must reproduce
3. Population produces more offspring than the environment can support
4. Extinction is a part of nature
5. Organisms need energy to grow, survive and reproduce

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Ecology</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Extinction</td>
</tr>
<tr>
<td>Describe</td>
<td>Ecosystems</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Organisms</td>
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<tr>
<td>Determine</td>
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<td>Define</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Nature Unbound (The Impact of Ecology on Missouri and the World)
Engaging Experience 1
Title: What is Ecology?
Suggested Length of Time: 2 Days
Standards Addressed

PRIORITY:
- Understand ecosystems and the interactions of organisms in their environments
- Understand reproduction and adaptation
- Identify Missouri Ecosystems and Organisms

Detailed Description/Instructions: Students will understand core concepts of ecology, reproduction, and adaptation
Bloom’s Levels: Understand
Webb’s DOK: 1
Topic 2: Population/Extinction

Engaging Experience 1
Title: Animal population versus extinction
Suggested Length of Time: 2 Days
Standards Addressed
  Priority:
    ● Understand population checks and balances
    ● Explain extinction
    ● Identify wildlife that is under consideration for extinction
Detailed Description/Instructions: Students will be able to analyze information and communicate checks and balances of our environment. The students will be able to explain how animal extinction impacts our environment
Bloom’s Levels: Analyze
Webb’s DOK: 1
Topic 3: Disturbance of biological communities

Engaging Experience 1
Title: Disturbances of biological communities
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Understand diversity and disturbance of biological communities
- Identify communities that are disturbed by population growth
- Explore the nature of energy flow

Detailed Description/Instructions: Students will understand, memorize, and communicate how diverse wildlife becomes disturbed in its natural habitat.

Bloom’s Levels: Analyze
Webb’s DOK: 1
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will participate in a final written project demonstrating the knowledge of ecology, extinction/population, and disturbances to their communities. During the final written project the students will apply the understanding of ecosystems, organisms, population, extinction, and biological communities.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecology</td>
<td>What is Ecology</td>
<td>Students will understand core concepts of ecology, reproduction, and adaptation</td>
<td>2 days</td>
</tr>
<tr>
<td>Population/Extinction</td>
<td>Animal population versus extinction</td>
<td>Students will be able to analyze information and communicate checks and balances of our environment. The students will be able to explain how animal extinction impacts our environment</td>
<td>2 days</td>
</tr>
<tr>
<td>Disturbances of Biological Communities</td>
<td>Disturbances of Biological Communities</td>
<td>Students will understand, memorize, and communicate how diverse wildlife becomes disturbed in its natural habitat.</td>
<td>2 days</td>
</tr>
</tbody>
</table>
Unit 2: Camping

Subject: Hunt, Camp, Fish
Grade: 12
Name of Unit: Camping
Length of Unit: 22 Days
Overview of Unit: Students will understand all the elements that go into a camping trip including backpacking, cooking, sleeping equipment, and shelter options. Students will investigate outdoor survival strategies and develop a survival plan.

Priority Standards for unit:
- Assess costs, benefits, and other consequences of backpacking
- Identify locations in Missouri
- Identify location in the united states
- Identify all the tools needed to be successful backpacking
- Assess costs, benefits, and consequences of proper sleeping gear.
- Identify all the tools needed for proper sleeping gear.
- Assess costs, benefits, and consequences of proper cooking equipment.
- Identify all the tools needed for a proper camping meal.
- Students will identify the different forms of shelter.
- Identify and list the survival priorities that go along with camping.

Supporting Standards for unit:
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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<thead>
<tr>
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<th>Unwrapped Skills (Students need to be able to do)</th>
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<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost, benefits, and other consequences of backpacking</td>
<td>Assess</td>
<td>Analyze</td>
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</tr>
<tr>
<td>Locations in Missouri</td>
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<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Locations in united states</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Tools to be successful</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Cost, benefits, and other consequences of proper sleeping gear</td>
<td>Assess</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>Tools need to for proper sleeping gear</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Cost, benefits, and other consequences of proper cooking equipment</td>
<td>Assess</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>Tools needed for a proper camping meal</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Different forms of shelter</td>
<td>Identify</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>Survival priorities</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How much will it cost to go backpacking?
2. How is backpacking physically, mentally, and socially beneficial?
3. How can backpacking be dangerous?
4. How much do tents cost?
5. How do different types of sleeping gear vary and what are some advantages/disadvantages to each type?
6. How much does it cost to cook a meal?
7. How can camping meals be properly prepared?
8. How could someone find shelter in the wild?
9. Why are some priorities higher than others in terms of survival?

Enduring Understanding/Big Ideas:
1. The students will understand the cost of backpacking.
2. The students will understand the benefits socially, mentally, and physically of backpacking.
3. The students will understand the dangers of backpacking.
4. The students will understand the cost of a tent.
5. The students will understand the disadvantages and advantages of proper sleeping gear.
6. The students will understand the cost of supplying food for an entire family.
7. The students will understand the disadvantages and advantages of proper cooking equipment.
8. The students will identify the different forms of shelter.
9. The students will be able to identify survival priorities.

Unit Vocabulary:

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
<tr>
<td>Identify</td>
<td>Social</td>
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<tr>
<td>Demonstrate</td>
<td>Mental</td>
</tr>
<tr>
<td>Describe</td>
<td>Physical benefits</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Consequences</td>
</tr>
<tr>
<td>Determine</td>
<td></td>
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<tr>
<td>Define</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
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<tr>
<td>Explain</td>
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</tr>
<tr>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
Missouri Department of Conservation
**Engaging Experience 1**

**Title:** Select Backpacking Gear  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**  

*Priority:*  
- Identify all the tools needed to be successful backpacking

**Detailed Description/Instructions:** Students will learn about gear used in backpacking and select the appropriate gear needed for a successful backpacking trip.  
**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**Engaging Experience 2**

**Title:** Benefits of Backpacking  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**  

*Priority:*  
- Assess costs, benefits, and other consequences of backpacking

**Detailed Description/Instructions:** Students will research the costs, benefits, and consequences of taking a backpacking trip.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 1

**Engaging Experience 3**

**Title:** Backpacking Planning  
**Suggested Length of Time:** 3 Days  
**Standards Addressed**  

*Priority:*  
- Assess costs, benefits, and other consequences of backpacking  
- Identify locations in Missouri  
- Identify location in the united states  
- Identify all the tools needed to be successful backpacking

**Detailed Description/Instructions:** Students will research and detail a week long backpacking trip.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 1
Topic 2: Sleeping Equipment

Engaging Experience 1
Title: Select Sleeping Equipment
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Identify all the tools needed for proper sleeping gear.

Detailed Description/Instructions: Students will select the appropriate gear needed for a successful night outdoors
Bloom’s Levels: Remember
Webb’s DOK: 1

Engaging Experience 2
Title: Evaluation of Sleeping Equipment
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Assess costs, benefits, and consequences of proper sleeping gear.

Detailed Description/Instructions: Students will research the costs, benefits, and consequences of sleeping equipment.
Bloom’s Levels: Analyze
Webb’s DOK: 1

Engaging Experience 3
Title: Putting up a Tent
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Assess costs, benefits, and consequences of proper sleeping gear.

Detailed Description/Instructions: Students will demonstrate how to put up a tent correctly.
Bloom’s Levels: Apply
Webb’s DOK: 1
Topic 3: Cooking

Engaging Experience 1
Title: Select cooking equipment
Suggested Length of Time: 1 Day
Standards Addressed
Priority:
- Identify all the tools needed for creating a successful meal
Detailed Description/Instructions: Students will select the appropriate equipment needed for creating a meal.
Bloom’s Levels: Remember
Webb’s DOK: 1

Engaging Experience 2
Title: Benefits of creating a meal
Suggested Length of Time: 2 Days
Standards Addressed
Priority:
- Assess costs, benefits, and other consequences of proper cooking equipment
Detailed Description/Instructions: Students will research the costs, benefits, and consequences of finding proper cooking equipment.
Bloom’s Levels: Analyze
Webb’s DOK: 1

Engaging Experience 3
Title: Preparing food
Suggested Length of Time: 3 Days
Standards Addressed
Priority:
- Cost, benefit, and other consequences of proper cooking equipment
Detailed Description/Instructions: Students will demonstrate their use of proper cooking equipment.
Bloom’s Levels: Apply
Webb’s DOK: 1
Topic 4: Shelter

Engaging Experience 1
Title: Identifying Shelter
Suggested Length of Time: 6 Days
Standards Addressed

Priority:
- Students will identify the different forms of shelter.
- Identify and list the survival priorities that go along with camping.

Detailed Description/Instructions: Students will analyze cost, benefit, and disadvantages of shelter for survival.

Bloom’s Levels: Analyze

Webb’s DOK: 1
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will participate in a camping project where they will plan a group backpacking excursion where they will include all the elements taught in class. (backpacking, cooking, sleeping, and shelter)
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backpacking</td>
<td>Select Backpacking Gear</td>
<td>Students will learn about gear used in backpacking and select the appropriate gear needed for a successful backpacking trip.</td>
<td>1 day</td>
</tr>
<tr>
<td>Backpacking</td>
<td>Benefits of Backpacking</td>
<td>Students will research the costs, benefits, and consequences of taking a backpacking trip.</td>
<td>2 days</td>
</tr>
<tr>
<td>Backpacking</td>
<td>Backpacking Planning</td>
<td>Students will research and detail a week long backpacking trip.</td>
<td>3 days</td>
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<tr>
<td>Sleeping Equipment</td>
<td>Select Sleeping Equipment</td>
<td>Students will select the appropriate gear needed for a successful night outdoors</td>
<td>1 day</td>
</tr>
<tr>
<td>Sleeping Equipment</td>
<td>Evaluation of Sleeping Equipment</td>
<td>Students will research the costs, benefits, and consequences of sleeping equipment.</td>
<td>2 days</td>
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<tr>
<td>Sleeping Equipment</td>
<td>Putting up a Tent</td>
<td>Students will demonstrate how to put up a tent correctly.</td>
<td>1 day</td>
</tr>
<tr>
<td>Cooking</td>
<td>Select Cooking Equipment</td>
<td>Students will select the appropriate equipment needed for creating a meal.</td>
<td>1 day</td>
</tr>
<tr>
<td>Cooking</td>
<td>Benefits of Creating a Meal</td>
<td>Students will research the costs, benefits, and consequences of finding proper cooking equipment</td>
<td>2 days</td>
</tr>
<tr>
<td>Cooking</td>
<td>Preparing Food</td>
<td>Students will demonstrate their use of proper cooking equipment.</td>
<td>3 days</td>
</tr>
<tr>
<td>Shelter</td>
<td>Identifying Shelter</td>
<td>Students will analyze cost, benefit, and disadvantages of shelter for survival.</td>
<td>6 days</td>
</tr>
</tbody>
</table>
Unit 3: Hunting

Subject: Hunt, Camp, Fish
Grade: 12
Name of Unit: Hunting
Length of Unit: 8 days
Overview of Unit: Students will gain an understanding of the history of hunting and ethics behind hunting. Students will also learn about firearms and firearm safety.

Priority Standards for unit:
- Students will understand how to use a firearm.
- Identify the consequences of improper use of a firearm.
- Students will understand the history of hunting.
- Identify the ethics of hunting.
- Describe how hunting developed
- Compare the differences between sport and market hunting

Supporting Standards for unit:
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of a firearm</td>
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<tr>
<td>Consequences of improper use of a firearm</td>
<td>Identify</td>
<td>Remember</td>
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<tr>
<td>History of hunting</td>
<td>Understand</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>How hunting developed</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Ethics of hunting</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Difference between sport and market hunting</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do you safely use a firearm?
2. Why is it important to practice firearm safety?
3. How has hunting changed over time?
4. How did hunting develop?
5. Why are the ethics of hunting important?
6. How do sport and market hunting differ?
Enduring Understanding/Big Ideas:
1. The students will have an understanding of how to use a firearm.
2. The students will identify the consequences of improper firearm use.
3. The students will understand the history of hunting.
4. The students will understand how hunting developed.
5. The students will understand the ethics of hunting.
6. The students will compare/contrast the difference between sport and market hunting.

Unit Vocabulary:

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
<tr>
<td>Identify</td>
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<tr>
<td>Demonstrate</td>
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<tr>
<td>Describe</td>
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<tr>
<td>Distinguish</td>
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<td>Determine</td>
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<td>Define</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td>Explain</td>
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<tr>
<td>Summarize</td>
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</tbody>
</table>

Resources for Vocabulary Development:
Missouri Department of Conservation
Topic 1: Firearm Day

Engaging Experience 1
Title: Firearm Day

Suggested Length of Time: 3 Days

Standards Addressed

Priority:
- Students will understand how to use a firearm.
- Identify the consequences of improper use of a firearm.

Detailed Description/Instructions: Students will identify and demonstrate how to use a firearm safely.

Bloom’s Levels: Remember

Webb’s DOK: 1
Topic 2: History and Ethics of Hunting

Engaging Experience 1
Title: History of Hunting
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students will understand the history of hunting.
- Describe how hunting developed.

Detailed Description/Instructions: Students will demonstrate an understanding of the history and how hunting developed.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 2
Title: Ethics of Hunting
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Identify the ethics of hunting.

Detailed Description/Instructions: Students will identify the ethics of hunting.

Bloom’s Levels: Remember
Webb’s DOK: 1
Engaging Experience 1
Title: Sport/Market Hunting
Suggested Length of Time: 1 Day
Standards Addressed
  * Compare the differences between sport and market hunting.

Detailed Description/Instructions: Students will compare and contrast the differences between sport and market hunting.
Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will become hunter certified by a professional instructor at the end of the 18 week course. The students will show through written work and application their understanding of the history, gun safety, and the difference between market and sport hunting.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firearm Day</td>
<td>Firearm Day</td>
<td>Students will identify and demonstrate how to use a firearm safely.</td>
<td>3 days</td>
</tr>
<tr>
<td>History and Ethics of Hunting</td>
<td>History of Hunting</td>
<td>Students will demonstrate an understanding of the history and how hunting developed.</td>
<td>2 days</td>
</tr>
<tr>
<td>History and Ethics of Hunting</td>
<td>Ethics of Hunting</td>
<td>Students will identify the ethics of hunting.</td>
<td>2 days</td>
</tr>
<tr>
<td>Sport/Market Hunting</td>
<td>Sport/Market Hunting</td>
<td>Students will compare and contrast the differences between sport and market hunting.</td>
<td>1 day</td>
</tr>
</tbody>
</table>
Unit 4: Fishing

Subject: Hunt, Camp, Fish
Grade: 12
Name of Unit: Fishing
Length of Unit: 5 Days
Overview of Unit: Students will gain an understanding of fishing.

Priority Standards for unit:
- Students will list and describe different types of casting systems
- Students will describe the advantages and disadvantages of casting systems
- Students will demonstrate the care and maintenance of a rod and reel.
- Students will identify the advantages and disadvantages of various line sizes.
- The students will identify types of game fish.
- Students will describe fish habitat and food sources.

Supporting Standards for unit:
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different types of casting systems</td>
<td>describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Advantages and disadvantages of a casting system</td>
<td>describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Care and maintenance of a rod and reel</td>
<td>demonstrate</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Advantages and disadvantages of various line sizes</td>
<td>identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Types of game fish</td>
<td>identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Fish habitat and food sources</td>
<td>describe</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why are there different types of casting systems?
2. How do casting systems differ and what are the advantages and disadvantages of each?
3. How do you care for a rod and reel?
4. How can you identify the different types of game fish?
5. How do fish survive and find food sources?

Enduring Understanding/Big Ideas:
1. The students will understand the different types of casting systems.
2. The students will understand the advantages and disadvantages of a casting system.
3. The students will understand how to care for a rod and reel.
4. The students will understand the different kinds of game fish
5. The students will be able to identify different food sources and natural habitat.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
</tr>
<tr>
<td>Distinguish</td>
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<tr>
<td>Determine</td>
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<tr>
<td>Define</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Missouri Department of Conservation
Topic 1: Fishing Pole

Engaging Experience 1
Title: Fishing Pole
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students will list and describe different types of casting systems
- Students will describe the advantages and disadvantages of casting systems
- Students will demonstrate the care and maintenance of a rod and reel.
- Students will identify the advantages and disadvantages of various line sizes.

Detailed Description/Instructions: Students will identify the parts of a fishing pole.

Bloom’s Levels: Apply

Webb’s DOK: 1
Topic 2: Types of Fish

Engaging Experience 1
Title: Types of fish
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- The students will identify types of game fish.
- Students will describe fish habitat and food sources.

Detailed Description/Instructions: Students will be able to identify the different types of game fish there are in Missouri.

Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will have a final fishing exam where they will demonstrate and apply all of the skills gained through this unit. The students will demonstrate knowledge of different types of casting systems, maintenance of a rod and reel, the various sizes of line used on a fishing rod, and the many different types of fish they can find in Missouri.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishing Pole</td>
<td>Fishing Pole</td>
<td>Students will identify the parts of a fishing pole.</td>
<td>2 days</td>
</tr>
<tr>
<td>Types of Fish</td>
<td>Types of Fish</td>
<td>Students will be able to identify the different types of game fish there are in Missouri.</td>
<td>3 days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.