

# 2020 – Course Framework - Outdoor Adventure Scope and Sequence



The Outdoors Tomorrow Foundation does not require a school to teach any particular unit. Each school can use the units that best meet the needs for their students and communities.

Sample lessons: Angler Ed and NASP Archery – last pages

## 1<sup>st</sup> Six Weeks

### Outdoor Adventures Objectives Challenge Course

### Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7

### Unit(s)

- The student is expected to think critically about what makes a team, a team.
- The students will interact with classmates by playing getting to know you games.
- The students will need to use communication, cooperation and creative problem-solving skills to complete short tasks as a team.
- The students will need to use alternate forms of communication to complete short tasks as a team.
- The students will use non-verbal communication and reading body language to complete tasks as a team in a competitive nature.
- The students will need to use communication, cooperation and creative thinking to complete short tasks as a team. Students will also begin to learn trust within their groups.
- The students will need to use communication, cooperation and creative thinking to complete short tasks as a team.
- The students will need to use communication and learn to trust each other during fall activities.
- The students will recall their learning during the unit and discuss their experience in a 1-2 page paper.

**TEKS 116.63 The student is expected to:**  
**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. **NPH.K-12.1**  
**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. **NPH.K-12.2**  
**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**  
**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. **NPH.K-12.3, NPH.K-12.7, NPH.K-12.6**  
**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5, NPH.K-12.6**

- Challenge Course
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### Hunter Education

- The student is expected to understand the role of the Hunter’s Education Course and the benefits of outdoor activity as a health-related fitness activity.
- The student will define what a firearm is and the basic parts of a rifle, shotgun and handgun.

**TEKS 116.63 The student is expected to:**  
**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. **NPH.K-12.1**  
**c1(B)** apply the rules and strategies of the selected

- Hunter Education
- Hunter Education

The student will understand ammunition, how a firearm works and proper cleaning/storage of their firearm.	lifetime recreation and outdoor pursuits. <b>NPH.K-12.2 c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2 c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6 c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6 c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6 c4(C)</b> evaluate the impact of the use of technology on social and emotional health. <b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7 c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3 c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5 c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5 c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire	<b>Hunter Education</b>
The student will learn the basic skills needed for good marksmanship and shooting accuracy.		<b>Hunter Education</b>
The learner will explain the proper preparation necessary for good shotgun and handgun marksmanship.		<b>Hunter Education</b>
The learner will explain the importance of taking the vital shot & the factors affecting this process.		<b>Hunter Education</b>
The learner will explain the best way to approach downed game; and how to care for the harvested game.		<b>Hunter Education</b>
The student will identify parts of muzzleloader, the safe practices of muzzle loading and explain the use of black powder; identify types of bows and arrows and shooting safety		<b>Hunter Education</b>
The student will know and understand safe practices for storing, handling and hunting with firearms; explain safe practices for loading, unloading and transporting firearms; describe safe hunting practices.		<b>Hunter Education</b>
The student will know and demonstrate the 6 field carries, demonstrate safe practices when crossing an obstacle with a firearm; explain safe practices for loading, unloading and transporting firearms; describe safe hunting practices.		<b>Hunter Education</b>
The student will learn to be a responsible and ethical hunter by observing and understanding laws, and have hunting opportunities.		<b>Hunter Education</b>
The student will list 3 conditions that affect a hunter’s physical ability to perform safely and responsibly; know the importance of developing a hunting plan; know how to cope with extreme weather conditions and perform basic first aid procedures.		<b>Hunter Education</b>
The student will explain the role of hunting in wildlife conservation, and give examples of wildlife management and habitat.		<b>Hunter Education</b>
The student will identify at least three animals in each wildlife group and distinguish habitat characteristic, geographic locations, and specific male and female traits.		<b>Hunter Education</b>
The student will be able to identify wildlife poaching, who to contact if they witness such activity; identify specific laws related to hunting; know how to use the outdoor annual.		<b>Hunter Education</b>
The learner will be able to research and plan for a potential public land hunt.		<b>Hunter Education</b>
The student will learn to make safe, legal, ethical decisions in actual hunting situations.		<b>Hunter Education</b>
The student will experience a variety of hunting situations.		<b>Hunter Education</b>

The student will demonstrate competency in Hunter Education certification exam.

technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**C(1)(A) identify** career development, education, and entrepreneurship opportunities in the field of natural resources;

**(B) apply** competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;

**(C) demonstrate** knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and **(D) analyze** employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.

**C(3)(A) analyze** the importance of wildlife, fisheries, and ecology management;

**(B) discuss** the history of wildlife, fisheries, and ecology management; **(C) discuss** policies, laws, and the administration of wildlife, fisheries, and ecology management; and

**(D) analyze** the economic impact of public recreation

**C(4)(A) analyze** the basic ecological concepts of game management; **(B) identify** game, non-game, upland, and migratory game birds, waterfowl [water fowl], furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;

**(C) describe and assess** the management of wildlife populations;

**(D) identify** diseases and parasites impacting wildlife species;

**(E) discuss** the appropriate method of reporting disease and parasite outbreaks;

**(F) identify** plants impacting aquaculture and wildlife management practices; and

**(G) discuss** habitat and food plot management to benefit aquaculture and wildlife species.

**C(5)(A) discuss** the importance and role of the Wildlife Management Areas of Texas in the management of private and public lands;

**(B) identify** laws and regulations regarding the use of wildlife resources;

**(C) apply** laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;

**(D) compare and contrast** public and private land use;

**(E) identify** appropriate safety certification requirements;

**Hunter Education**

**2<sup>nd</sup> Six Weeks**

Outdoor Adventures Objectives Angler Education	Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7	Unit(s)
The student is expected to understand types of rods and reels and demonstrate proper assembly techniques.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.<b>NPH.K-12.1</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.<b>NPH.K-12.2</b>  <b>c2(A)</b> modify movement during performance using appropriate internal and external feedback.<b>NPH.K-12.1</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.<b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits.<b>NPH.K-12.4</b>  <b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.<b>NPH.K-12.5</b>  <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.<b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits.<b>NPH.K-12.7</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.<b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.<b>NPH.K-12.5</b></p>	Angler Education
The student is expected to know the components of basic tackle and describe specific uses for each.		Angler Education
The student is expected to demonstrate how to tie a variety of knots used for fishing and the appropriate application for each.		Angler Education
The student is expected to describe the safety rules for casting and demonstrate proper casting technique using a spin cast rod and reel.		Angler Education
The student is expected to demonstrate a variety of casting techniques.		Angler Education
The student will be able identify a variety of live baits & lures, and successfully choose the appropriate lure or bait to be used for specific species of fish.		Angler Education
The student is expected understand the basics of fly fishing and effectively cast a fly rod.		Angler Education
The student is expected to be able to identify the 5 parts of a fish and describe the function of each.		Angler Education
The student is expected to be able to identify the 5 essential components of a fish habitat.		Angler Education
The student is expected to know the various types fresh and saltwater ecosystems that can be found in their state.		Angler Education
The student will identify at least 6 species of fish and give 3 basics facts about each		Angler Education
The student will demonstrate proper casting techniques and be able to properly identify fish species.		Angler Education
The student will know where to find information on fishing laws and regulations and explain the basic fishing regulations for their state.		Angler Education
The student will be able to explain ethical behavior and how it relates to good fishing practices.		Angler Education
The students will be able to describe a variety of safety practices used when fishing.		Angler Education
The student will demonstrate how to cast properly in a variety of situations.		Angler Education
The student will grasp a better understanding of the total angler process by participating in a field trip to a local bait shop, Bass Pro Shops, Cabelas, Gander Mountain, etc.		Angler Education
The student is expected to demonstrate fishing skills acquired during Angler Ed. unit.		Angler Education
The student will know and understand the information presented during the Angler Ed. Unit	Angler Education	

<p>The student will demonstrate their understanding of all the elements of Angler Education.</p>	<p><b>c5(G)</b> design safe practices and procedures to improve skill during an activity.<b>NPH.K-12.5</b></p>	<p><b>Angler Education</b></p>
<p>The student is expected to demonstrate proper technique and casting with a hand spool. Hand spool fishing is a tried and true method of catching fish that is still used in numerous countries by many different cultures. In this lesson, students will learn how to make, cast, and fish with a hand spool.</p>	<p><b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b></p>	<p><b>Angler Education</b></p>
<p>To enhance the Physical Education component of Outdoor Adventures by utilizing the Aerobic Capacity, Body Composition, and Muscular Strength, Endurance, and Flexibility standards established by Fitnessgram Testing.</p>	<p><b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p><b>Angler Education</b></p>
<p>To promote conservation of our natural resources by building monofilament line recycling stations to implement at local bodies of water.</p>	<p><b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p><b>C(1)(A)</b> identify career development, education, and entrepreneurship opportunities in the field of natural resources;</p> <p><b>(B) apply</b> competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;</p> <p><b>(C) demonstrate</b> knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and</p> <p><b>(D) analyze</b> employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.</p> <p><b>C(3)(A) analyze</b> the importance of wildlife, fisheries, and ecology management;</p> <p><b>(B) discuss</b> the history of wildlife, fisheries, and ecology management; <b>(C) discuss</b> policies, laws, and the administration of wildlife, fisheries, and ecology management; and</p> <p><b>(D) analyze</b> the economic impact of public recreation</p> <p><b>C(4)(A) analyze</b> the basic ecological concepts of game management; <b>(B) identify</b> game, non-game, upland, and migratory game birds, waterfowl [water fowl] , furbearers, freshwater and saltwater [salt water] fish,</p>	<p><b>Angler Education</b></p>

predators, and protected endangered species;  
**(C) describe and assess** the management of wildlife populations;  
**(D) identify** diseases and parasites impacting wildlife species;  
**(E) discuss** the appropriate method of reporting disease and parasite outbreaks;  
**(F) identify** plants impacting aquaculture and wildlife management practices; and  
**(G) discuss** habitat and food plot management to benefit aquaculture and wildlife species.

**C(5)(A) discuss** the importance and role of the Wildlife Management Areas of Texas in the management of private and public lands;  
**(B) identify** laws and regulations regarding the use of wildlife resources;  
**(C) apply** laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;  
**(D) compare and contrast** public and private land use;  
**(E) identify** appropriate safety certification requirements;  
**(F) recognize** precautions to use when interfacing with the public concerning regulations and law enforcement;  
**(G) describe** security issues for closed and restricted areas;  
**(H) recognize** potential threat situations for the public of dangers on public and private lands;  
**(I) recognize** the role of law enforcement; and  
**(J) summarize** wildlife and fish harvest techniques and procedures.

**C(6)(A) explain** the hydrologic, nitrogen, carbon, and nutrient cycles; **(B) evaluate** the impact of natural cycles on succession;  
**(C) analyze** the effects of natural cycles on population dynamics;  
**(D) distinguish** between primary and secondary producers;  
**(E) compare and contrast** predator-prey relationships;  
**(F) evaluate** the effects of pollution sources; and  
**(G) evaluate** riparian zones.

**C(8)(A) identify** resource inventory and population studies;  
**(B) devise** sample plots and points;  
**(C) identify and locate** resources;  
**(D) interpret** data concerning resource availability and health;  
**(E) organize** databases of resource data; and  
**(F) create** a technical report

Archery NASP		
The student is expected to understand the importance of archery throughout history. The student is expected to understand and demonstrate the importance of proper physical training for archery success. The student will understand how to determine eye dominance and use a string bow tool to improve archery skills.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b> <b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance. <b>NPH.K-12.5</b> <b>c3(C)</b> establish realistic and challenging health-related fitness goals. <b>NPH.K-12.4</b> <b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness. <b>NPH.K-12.2</b>	Archery - TASP
The student is expected to demonstrate and execute ideal shooting form using the 11 steps to archery success.		Archery - TASP
The student is expected to demonstrate the knowledge, skills, and strategies for safe range shooting.		Archery - TASP
The student will demonstrate consistency in the execution of the basic skills of archery. The student will use internal and external information to modify movement during archery target shooting.		Archery - TASP
The student is expected to identify parts of the genesis compound bow, and arrow. The student is expected to list and describe safety inspection of equipment necessary for safe performance.		Archery - TASP
The student is expected to analyze and compare health and fitness benefits derived from participation in archery. The student is expected to continue to show improvement in archery technique and skills.		Archery - TASP
The student is expected to show archery proficiency while competing in a tournament setting.		Archery - TASP
The student is expected to pass with at least a 70 an archery test over the basics archery.		Archery - TASP

The student is expected to participate in archery activities that provide for enjoyment and challenge

**c3(E)** analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits.**NPH.K-12.4**  
**c3(F)** design and participate in a personal health-related fitness program that has the potential to meet identified activity goals.**NPH.K-12.4**  
**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.  
**NPH.K-12.5, NPH.K-12.6**  
**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.**NPH.K-12.5, NPH.K-12.6**  
**c4(D)** analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits.**NPH.K-12.7**  
**c4(E)** design a personal wellness plan that includes time engaging in outdoor pursuits.**NPH.K-12.3**  
**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.**NPH.K-12.5**  
**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.**NPH.K-12.5**  
**c5(C)** identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits.**NPH.K-12.7**  
**c5(E)** analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness.**NPH.K-12.7**  
**c5(F)** provide evidence of developing and maintaining health-related fitness.**NPH.K-12.3**  
**c5(G)** design safe practices and procedures to improve skill during an activity.**NPH.K-12.5**  
**TEKS §130.17. Wildlife, Fisheries, and Ecology Management**  
**B(4)** Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations

**Archery - TASP**



3 <sup>rd</sup> Six Weeks		
Outdoor Adventures Objectives Camp Cooking	Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7	Unit(s)
The student is expected to learn 5 different outdoor cooking techniques used for camp meal preparation.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>B(2) The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</b>	<b>Outdoor Cooking</b>
The student is expected to learn how to prepare and cook biscuits using the stick roasting method		<b>Outdoor Cooking</b>
The student is expected to research and find 2 recipes for each of the 5 methods of cooking previously studied.		<b>Outdoor Cooking</b>
The student is expected to follow the instructions of and prepare a recipe safely using one of the 5 cooking methods studied.		<b>Outdoor Cooking</b>
The student is expected to follow the instructions of cleaning cast iron cookware once meals have been cooked and eaten		<b>Outdoor Cooking</b>
Camping		
The student is expected to understand the importance of selecting and using appropriate camping equipment according to the type of camping trip they plan. This includes: tents, sleeping bags, stoves, backpacks, water treatment options, clothing, boots, and various sundry items.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b> <b>c3(F)</b> design and participate in a personal health-related	<b>Outdoor Camping</b>
The student is expected to evaluate a tent site and construct a tent in that location. The student will learn the value of sleep while camping.		<b>Outdoor Camping</b>
The student will learn how to identify a safe area for a campsite. The student will learn how to build a shelter using a tent or tarp.		<b>Outdoor Camping</b>

Students are expected to plan a camping trip adventure spanning several days.	fitness program that has the potential to meet identified activity goals. <b>NPH.K-12.4</b> <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b> <b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b> <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b> <b>c5(D)</b> describe how sleep is essential to optimal performance and recovery. <b>NPH.K-12.4</b> <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>	<b>Outdoor Camping</b>
Students will acquire an understanding of the different types of backpacks available; how to choose a backpack for each specific type of camping; and how to calculate the appropriate weight for their pack.		<b>Outdoor Camping</b>
Students will explain how to plan and camp safely; be able to list the dangers involved in a variety of camping situations; complete a pre-trip emergency plan.		<b>Outdoor Camping</b>
Students will explain the skills and equipment necessary to prepare meals and properly dispose of food and human waste while camping.		<b>Outdoor Camping</b>
Students are expected locate and identify wildlife during a nature hike.		<b>Outdoor Camping</b>
<b>Orienteering/GPS - Advanced H.S. Unit</b>		
The student is expected to know the difference between true north and magnetic north; what it is called and how it is measured. Students will know the basics of a compass.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The student will be able to orient a map, take a map bearing and triangulate their position on a map. Students will also know how to read a topographical map.	<b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The student will be able to orient a map, take a map bearing and triangulate their position on a map. Students will also know how to read a topographical map.	<b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The students will learn to read and use topographical maps.	<b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The student will practice orienting a map and triangulating a position on the map.	<b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The student will learn the background of GPS and the basics of using it. Students will understand why technology is important in exploring.	<b>c3(D)</b> select and use appropriate technology tools to	<b>Orienteering/GPS Advanced H.S. Unit</b>

The student will learn the background of GPS and the basics of using it. Students will understand why technology is important in exploring.	evaluate, monitor, and improve health-related fitness. <b>NPH.K-12.2</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
The student will create a podcast in response to prompts from a geocache.	<b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b> <b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>C(7)(A) compare and contrast types of maps;</b> <b>(B) interpret map features and legends;</b> <b>(C) compare map scale to actual distance;</b> <b>(D) evaluate elevation and terrain features from topographic maps;</b> <b>(E) use land survey and coordinate systems; and</b> <b>(F) locate position and interpret images using a geospatial interface.</b>	<b>Orienteering/GPS Advanced H.S. Unit</b>
<b>Orienteering/GPS Basic - Simple Unit</b>		
The student will have a basic understanding of orienteering and how to use a compass.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will demonstrate how to use a compass to find magnetic north, a bearing, and orient a compass; how to record several bearings and determine paces for orienteering purposes.	<b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will demonstrate how to record and locate a series of bearings to simulate a treasure hunt or simply navigate to a location using a compass.	<b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b>	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will become familiar with the basic functions of the GPS, display options, menus, owners manual and clearing data storage.	<b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b>	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will demonstrate how to create waypoints with their GPS units and use the “go-to” functions.	<b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will demonstrate how to enter and locate waypoints	<b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor	<b>Orienteering / GPS Basic – Simple Unit</b>
The learner will explain how Geocaching works.		<b>Basic – Simple Unit Basic – Simple Unit</b>

<p>The learner will demonstrate how to use a GPS unit for Geocachings.</p>	<p>pursuits.<b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity.<b>NPH.K-12.5</b></p> <p><b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>C(7)(A) compare and contrast types of maps;</b>  <b>(B) interpret map features and legends;</b>  <b>(C) compare map scale to actual distance;</b>  <b>(D) evaluate elevation and terrain features from topographic maps;</b>  <b>(E) use land survey and coordinate systems; and</b>  <b>(F) locate position and interpret images using a geospatial interface.</b></p>	<p><b>Orienteering / GPS Basic – Simple Unit</b></p>
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**4th Six Weeks**

<p><b>Outdoor Adventures Objectives</b>  <b>Boater Education</b></p>	<p><b>Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7</b></p>	<p><b>Unit(s)</b></p>
<p>The student will be able to identify:</p> <ul style="list-style-type: none"> <li>◆ different types of hulls and their performance characteristics</li> <li>◆ the basic parts of a boat, a PWC, and a sailboat</li> <li>◆ the different kinds of engines commonly found in recreational boats and their uses.</li> </ul>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.  <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>Boater Education</b></p>
<p>The student will be able to locate and understand a boat’s capacity plate  The student will be able to file a float plan  The students will understand how to fuel a boat or PWC properly and safely.  The student will be able to launch and retrieve a boat from a trailer safely and courteously.  The student will know the basics of boat and engine maintenance.</p>	<p><b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>Boater Education</b></p>
<p>The student will be able to cast off and dock a boat under different wind and current conditions: know the major responsibilities of a boat operator and what to do when encountering other vessels; be able to interpret and use sound signals; know the types of night navigation lights and how to interpret them.</p>	<p><b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>Boater Education</b></p>
<p>The student will identify non-lateral and lateral buoys, and what to do when encountering Lateral System buoys and markers. The student will understand the dangers inherent in boating near dams, locks and bridges and the effects of tides and currents on boats. The student will be able to identify types of anchors and which are appropriate to use for certain types of boats.  The student will be able to operate a PWC safely and do so courteously.  The student will be strongly aware that power is required for steering control of a PWC and understand how ignition safety switches work.</p>	<p><b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity.<b>NPH.K-12.5</b>  <b>TEKS §130.17. Wildlife, Fisheries, and Ecology</b></p>	<p><b>Boater Education</b></p>

<p>The student will know the registration process, which boats need to be registered, and how to do so.</p> <p>The student will know where to find the HIN number; know the State of Texas boating laws.</p> <p>The student will be able to describe the effects of alcohol and drugs on their ability to navigate their vessel.</p>	<p><b>Management</b></p> <p><b>B (3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p><b>Boater Education</b></p>
<p>The student will be able to identify classifications and uses of personal floatation devices and state the legal requirements.</p> <p>The student will be aware of legal requirements for fire extinguishers, flame arrestors, ventilation and muffler systems and be aware of all legal requirements for PWC.</p> <p>The student will understand how to take care of the environment with proper disposal of waste products.</p>	<p><b>C(1)(A) identify</b> career development, education, and entrepreneurship opportunities in the field of natural resources;</p>	<p><b>Boater Education</b></p>
<p>The student will understand how to practice risk management while boating and understand the effects of boating stressors.</p> <p>The student will be able to respond to a fire emergency.</p> <p>The student will be able to properly size a PFD for a wearer and check the condition, know the proper response in an emergency boating situation and necessary first aid to administer for minor accidents.</p> <p>The student will be able to obtain weather forecasts and recognize weather warnings and know what to do if caught in foul weather.</p>	<p><b>(B) apply</b> competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;</p> <p><b>(C) demonstrate</b> knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and</p> <p><b>(D) analyze</b> employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.</p>	<p><b>Boater Education</b></p>
<p>The student will be able to respond to a fire emergency.</p> <p>The student will be able to identify basic water emergencies and do basic first aid for hypothermia.</p> <p>The student will be able to respond properly to a fire emergency.</p> <p>The student will be able to take the proper safety action if a vessel capsizes, is swamped or runs aground.</p>	<p><b>C(3)(A) analyze</b> the importance of wildlife, fisheries, and ecology management;</p> <p><b>(B) discuss</b> the history of wildlife, fisheries, and ecology management; <b>(C) discuss</b> policies, laws, and the administration of wildlife, fisheries, and ecology management; and</p>	<p><b>Boater Education</b></p>
<p>The student will understand a boat /PWC operator's responsibility to their passengers, environment and when they loan their boat/PWC to others.</p> <p>The student will recognize skier hand signals and how to properly tow a skier, and understand the shared responsibilities of all those enjoying the waters (boaters, swimmers, anglers, water skiers, divers, windsurfers, canoeist, kayakers, and hunters).</p>	<p><b>(D) analyze</b> the economic impact of public recreation</p> <p><b>C(4)(A) analyze</b> the basic ecological concepts of game management; <b>(B) identify</b> game, non-game, upland, and</p>	<p><b>Boater Education</b></p>

The student will demonstrate proficiency in boating safety, rules and regulation, emergencies, water sports, operating and navigating a water vessel safely.

migratory game birds, waterfowl [water fowl] , furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;  
**(C) describe and assess** the management of wildlife populations;  
**(D) identify** diseases and parasites impacting wildlife species;  
**(E) discuss** the appropriate method of reporting disease and parasite outbreaks;  
**(F) identify** plants impacting aquaculture and wildlife management practices; and  
**(G) discuss** habitat and food plot management to benefit aquaculture and wildlife species.  
**C(5)(A) discuss** the importance and role of the Wildlife Management Areas of Texas in the management of private and public lands;  
**(B) identify** laws and regulations regarding the use of wildlife resources;  
**(C) apply** laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;  
**(D) compare and contrast** public and private land use;  
**(E) identify** appropriate safety certification requirements;  
**(F) recognize** precautions to use when interfacing with the public concerning regulations and law enforcement;  
**(G) describe** security issues for closed and restricted areas;  
**(H) recognize** potential threat situations for the public of dangers on public and private lands;  
**(I) recognize** the role of law enforcement; and  
**(J) summarize** wildlife and fish harvest techniques and procedures.  
**C(6)(A) explain** the hydrologic, nitrogen, carbon, and nutrient cycles; **(B) evaluate** the impact of natural cycles on succession;  
**(C) analyze** the effects of natural cycles on population dynamics;  
**(D) distinguish** between primary and secondary producers;  
**(E) compare and contrast** predator-prey relationships;  
**(F) evaluate** the effects of pollution sources; and  
**(G) evaluate** riparian zones.

**Boater Education**

<b>Outdoor Survival Skills – Advanced H.S. Course</b>		
The student is expected to demonstrate their knowledge and experience in a simulated survival situation.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b> <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>C(1)(C)</b> demonstrate knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace <b>C(5)(E)</b> identify appropriate safety certification requirements	<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student will describe the psychological and the physiological aspects of surviving a wilderness emergency; list and explain the threats of death associated with wilderness survival.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to learn a specific topic of the survival unit and share this knowledge with all students.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to understand the importance of first aid and fire building skills in wilderness survival situation.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to understand and demonstrate techniques in building and starting a fire using various fire-starting materials.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to learn how to build and start a fire using various fire-starting materials and techniques.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to explain the importance of shelter in an emergency survival situation; describe ways to find and build shelter.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to understand the importance of protecting and maintaining their life by building or seeking shelter. The students will demonstrate proficiency by constructing their own shelter.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to understand the importance of hydration in a survival situation and learn ways water can be acquired and sterilized.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to explain the importance of signaling and demonstrate a variety of equipment and methods used for signaling.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to explain the purpose of a survival kit and list the basic contents included in the kit.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
The student is expected to list and describe techniques and methods used in wilderness survival.		<b>Outdoor Survival Skills – Advanced H.S. Course</b>
<b>Outdoor Survival Skills – Short Course</b>		
The student is expected to explain the psychological and physiological aspects of surviving a wilderness emergency; describe basic strategies to improve chances of survival; describe medical emergencies that may arise in a wilderness emergency and how to treat them.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict	<b>Outdoor Survival Skills – Short Course</b>
The student is expected to understand the importance of protecting and maintaining his/her life by getting out of the elements by building or seeking shelter. The students will demonstrate proficiency by constructing their own shelters.		<b>Outdoor Survival Skills – Short Course</b>

The student is expected to learn how to build and start a fire using various fire-starting materials and techniques.	resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b>	<b>Outdoor Survival Skills – Short Course</b>
The student is expected to explain the purpose of a survival kit and the contents needed in a basic survival kit.	<b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>	<b>Outdoor Survival Skills – Short Course</b>
The student will describe various signal techniques used in wilderness survival and demonstrate how to use a signal mirror.	<b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>	<b>Outdoor Survival Skills – Short Course</b>
The student is expected to learn how to construct a solar still and use a transpiration bag.	<b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b>	<b>Outdoor Survival Skills – Short Course</b>
The student is expected to show mastery of the skills and knowledge gained during the outdoor survival unit.	<b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>C(1)(C) demonstrate</b> knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace <b>C(5)(E) identify</b> appropriate safety certification requirements	<b>Outdoor Survival Skills – Short Course</b>

**5<sup>th</sup> Six Weeks**

<b>Outdoor Adventures Objectives CPR</b>	<b>Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7</b>	<b>Unit(s)</b>
The student is expected to understand the science and purpose of cardiopulmonary resuscitation.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(B)</b> explain and follow safety procedures during	<b>CPR/First Aid</b>
The student is expected to perform adult CPR effectively for one minute.		<b>CPR/First Aid</b>
The student is expected to perform adult foreign body airway obstruction. The student will be able to perform child CPR effectively for one minute.		<b>CPR/First Aid</b>
The student is expected to perform child foreign body airway obstruction. The student will be able to perform child CPR effectively for one minute.		<b>CPR/First Aid</b>
The student is expected to perform infant foreign body airway obstruction. The student will be able to perform infant CPR effectively for one minute.		<b>CPR/First Aid</b>
The student is expected to understand how an AED works and how to use one in an emergency.		<b>CPR/First Aid</b>



<p>The student will learn how to properly make a 9-1-1 phone call. The student will learn how to communicate with first responders in the field</p>	<p>selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p> <p><b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>C(1)(C)</b> demonstrate knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace.  <b>C(5)(E)</b> identify appropriate safety certification requirements</p>	<p><b>CPR/First Aid</b></p>
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**6<sup>th</sup> Six Weeks**

<p><b>Outdoor Adventures Objectives</b>            Additional Lessons</p>	<p><b>Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7</b></p>	<p><b>Unit(s)</b></p>
<p><b>The last Six Weeks is designed to be flexible and utilized in the best way to match the individual campus schedule. We realize many factors such as testing, tutoring, extracurricular activities, weather, etc. may impact a campus schedule during the year. Below are a few options:</b></p>		
<p><b>The units listed below are new for 2017 Outdoor Adventures curriculum. Teachers may select any of the new units to fill in the rest of the year.</b></p>		
<p><b>Option 1:</b> With proper planning, previous units may be extended during the year and designed to carry over into this last six-weeks.</p>	<p>TEKS would be applicable from prior units.</p>	<p><b>Selected Unit or Activities</b></p>
<p><b>Option 2:</b> The teacher may choose to select specific units to repeat and focus on activities that provide application and advanced practice, such as the NASP Archery Unit, Angler Education unit, Outdoor Cooking, or Orienteering.</p>		<p><b>Selected Unit or Activities</b></p>
<p><b>Option 3:</b> A teacher may choose to use some of this time to incorporate advanced study and research on wildlife, conservation, ecosystems, career options, etc.</p>		<p><b>Selected Unit or activities</b></p>
<p><b>Ice Fishing</b></p>		

<ol style="list-style-type: none"> <li>1. The students will be able to name methods used for Ice Fishing over 100 years ago.</li> <li>2. The students will be able to name at least two tools used to cut through the ice.</li> <li>3. The students will be able to list safe thickness of ice for individuals and groups.</li> <li>4. The students will be able to name important articles of clothing for Ice Fishing.</li> </ol>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. The students will be able to successfully tie a Clinch knot.</li> <li>2. The students will be able to identify 3 parts of a hook.</li> <li>3. The students will be able to tell the difference between ice fishing rods and regular rods.</li> <li>4. Students will be able to operate a spin casting reel. (This is the reel we use on our field trip)</li> </ol>	<p><b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. Students will be able to define Terminal Tackle</li> <li>2. Students will be able to give two examples of Live Bait</li> <li>3. Students will be able to identify two examples of Artificial Bait</li> <li>4. Students will be able to explain one way to locate fish under the ice.</li> </ol>	<p><b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. Students will be able to explain how to set the hook.</li> <li>2. Students will be able to explain how to land a fish.</li> <li>3. Students will be able to explain how to handle a fish properly.</li> <li>4. Students will be able to explain how to properly release or store a fish.</li> </ol>	<p><b>c4(C)</b> evaluate the impact of the use of technology on social and emotional health.  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate how to walk on ice.</li> <li>2. Students will be able to explain how to drill holes in the ice.</li> <li>3. Students will be able to identify an ice shack.</li> <li>4. Students will be able to explain how to read an electronic fish finder.</li> </ol>	<p><b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. Students will dress appropriately.</li> <li>2. Students will perform ice safety properly.</li> <li>3. Students will use proper fishing techniques.</li> <li>4. Students will be respectful of the environment.</li> </ol>	<p><b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>  <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b></p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. The students will be able to identify two different game fish.</li> <li>2. The students will be able to two different panfish.</li> <li>3. The students will be able to identify two different rough fish.</li> </ol>	<p><b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. The students will be able to describe how sonar works.</li> <li>2. The students will be able to list three benefits of using sonar for fishing.</li> <li>3. The students will be to tell the difference between flashers and LCD units.</li> </ol>	<p><b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p><b>Ice Fishing</b></p>
<ol style="list-style-type: none"> <li>1. The students will be able to describe where to find Big Bluegills.</li> <li>2. The students will be able to list different factors to consider in catching Big Bluegills.</li> <li>3. The students will be to explain the difference between horizontal and vertical jigging.</li> </ol>	<p><b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p><b>Ice Fishing</b></p>

<p>1. The students will be able to describe what Selective Harvest means.  2. The students will be able to list different ways they can be a steward for the fishing population.  3. The students will be to list at least 2 different ways to improve the taste and freshness of their catch.</p>	<p><b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.  <b>C(1)(A)</b> identify career development, education, and entrepreneurship opportunities in the field of natural resources;  <b>(B)</b> apply competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;  <b>(C)</b> demonstrate knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and  <b>(D)</b> analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.  <b>C(3)(A)</b> analyze the importance of wildlife, fisheries, and ecology management;  <b>(B)</b> discuss the history of wildlife, fisheries, and ecology management; <b>(C)</b> discuss policies, laws, and the administration of wildlife, fisheries, and ecology management; and  <b>(D)</b> analyze the economic impact of public recreation  <b>C(4)(A)</b> analyze the basic ecological concepts of game management; <b>(B)</b> identify game, non-game, upland, and migratory game birds, waterfowl [water fowl] , furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;  <b>(B)</b> identify laws and regulations regarding the use of wildlife resources;  <b>(C)</b> apply laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;  <b>(J)</b> summarize wildlife and fish harvest techniques and procedures.</p>	<p><b>Ice Fishing</b></p>
<p>1. The students will be able to list two different tools needed to fillet a fish.  2. The students will be able to explain the four steps in filleting a fish.  3. The students will be to describe how to cook the fish fillets.</p>	<p><b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.  <b>C(1)(A)</b> identify career development, education, and entrepreneurship opportunities in the field of natural resources;  <b>(B)</b> apply competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;  <b>(C)</b> demonstrate knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and  <b>(D)</b> analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.  <b>C(3)(A)</b> analyze the importance of wildlife, fisheries, and ecology management;  <b>(B)</b> discuss the history of wildlife, fisheries, and ecology management; <b>(C)</b> discuss policies, laws, and the administration of wildlife, fisheries, and ecology management; and  <b>(D)</b> analyze the economic impact of public recreation  <b>C(4)(A)</b> analyze the basic ecological concepts of game management; <b>(B)</b> identify game, non-game, upland, and migratory game birds, waterfowl [water fowl] , furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;  <b>(B)</b> identify laws and regulations regarding the use of wildlife resources;  <b>(C)</b> apply laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;  <b>(J)</b> summarize wildlife and fish harvest techniques and procedures.</p>	<p><b>Ice Fishing</b></p>
<b>LV Project – Be Buoyant</b>		
<p>The student is expected to understand the importance of wearing a life vest at all times in or near the water.</p>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b></p>	<p><b>LV Project – Be Buoyant</b></p>
<p>The student is expected to explain the potential dangers of open water and how to reduce the risk of drowning by creating a public service announcement.</p>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b></p>	<p><b>LV Project – Be Buoyant</b></p>

<p>The student is expected to demonstrate knowledge of drowning facts, risk factors, and drowning prevention.</p>	<p><b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>LV Project – Be Buoyant</b></p>
<p>The student is expected to identify the different types of PFD’s and their uses. The student is expected to know how to determine the proper fit when choosing a life vest to wear.</p>	<p><b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>LV Project – Be Buoyant</b></p>
<p>The student is expected to identify drowning risk factors. The student will learn how to identify a swimmer in distress. The student is expected to demonstrate knowledge of water rescue steps.</p>	<p><b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b> <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b> <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b> <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>C(5)(C) apply laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety</b> <b>C(5)(E) identify appropriate safety certification requirements</b></p>	<p><b>LV Project – Be Buoyant</b></p>
<p><b>Wildlife Conservation Short Course</b></p>		
<p>The student is expected to understand the seven major components of the North American Model of Conservation.</p>	<p><b>TEKS 116.63 The student is expected to:</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b></p>	<p><b>Wildlife Conservation Short Course</b></p>
<p>The student is expected to understand the importance that wildlife has a value to humans and that this value will be the foundation of the protection of wildlife.</p>	<p><b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b></p>	<p><b>Wildlife Conservation Short Course</b></p>
<p>The student is expected to understand the importance that all wild lands are valuable to wildlife and that wild lands will generate value in different markets.</p>	<p><b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>Wildlife Conservation Short Course</b></p>
<p>The student is expected to understand that poaching is wildlife theft. Poachers break the law and are a major cause of wildlife destruction. Hunters are law abiding. Hunting is a scientifically proven part of wildlife conservation.</p>	<p><b>c4(A)</b> demonstrate teamwork such as leadership,</p>	<p><b>Wildlife Conservation Short Course</b></p>

The student is expected to understand how hunters can provide value to wildlife and how this value will protect wildlife.

problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.

**NPH.K-12.5, NPH.K-12.6**

**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. **NPH.K-12.5, NPH.K-12.6**

**c4(C)** evaluate the impact of the use of technology on social and emotional health.

**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.

**NPH.K-12.5**

**c5(C)** identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. **NPH.K-12.7**

**c5(G)** design safe practices and procedures to improve skill during an activity. **NPH.K-12.5**

**TEKS §130.17. Wildlife, Fisheries, and Ecology Management**

**B(3) Wildlife, Fisheries, and Ecology Management** examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**B(4)** Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**C(1)(A) identify** career development, education, and entrepreneurship opportunities in the field of natural resources;

**(B) apply** competencies related to resources, information, interpersonal skills, and systems of

**Wildlife Conservation Short Course**

operation in natural resources;  
**(C) demonstrate** knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and  
**(D) analyze** employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.

**C(3)(A) analyze** the importance of wildlife, fisheries, and ecology management;

**(B) discuss** the history of wildlife, fisheries, and ecology management; **(C) discuss** policies, laws, and the administration of wildlife, fisheries, and ecology management; and

**(D) analyze** the economic impact of public recreation

**C(4)(A) analyze** the basic ecological concepts of game management; **(B) identify** game, non-game, upland, and migratory game birds, waterfowl [water fowl], furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;

**(C) describe and assess** the management of wildlife populations;

**(D) identify** diseases and parasites impacting wildlife species;

**(E) discuss** the appropriate method of reporting disease and parasite outbreaks;

**(F) identify** plants impacting aquaculture and wildlife management practices; and

**(G) discuss** habitat and food plot management to benefit aquaculture and wildlife species.

**C(5)(A) discuss** the importance and role of the Wildlife Management Areas of Texas in the management of private and public lands;

**(B) identify** laws and regulations regarding the use of wildlife resources;

**(C) apply** laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;

**(D) compare and contrast** public and private land use;

**(E) identify** appropriate safety certification requirements;

**(F) recognize** precautions to use when interfacing with the public concerning regulations and law enforcement;

**(G) describe** security issues for closed and restricted areas;

**(H) recognize** potential threat situations for the public of dangers on public and private lands;

**(I) recognize** the role of law enforcement; and

**(J) summarize** wildlife and fish harvest techniques and procedures.

**C(6)(A) explain** the hydrologic, nitrogen, carbon, and nutrient cycles; **(B) evaluate** the impact of natural

Wildlife Conservation Long Course		
The student is expected to understand the seven major components of the North American Model of Conservation.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p> <p><b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>B(3) Wildlife, Fisheries, and Ecology Management</b> examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their</p>	<b>Wildlife Conservation Long Course</b>
The student is expected to understand the role of the Hunter's Education Course and the benefits of outdoor activity as a health-related fitness activity.		<b>Wildlife Conservation Long Course</b>
The student will explain the role of hunting in wildlife conservation, and give examples of wildlife management and habitat.		<b>Wildlife Conservation Long Course</b>
The student is expected to understand the importance that all wild lands are valuable to wildlife and that wild lands will generate value in different markets.		<b>Wildlife Conservation Long Course</b>
The student is expected to understand the importance that wildlife has a value to humans and that this value will be the foundation of the protection of wildlife.		<b>Wildlife Conservation Long Course</b>
The student will identify at least three animals in each wildlife group and distinguish habitat characteristic, geographic locations, and specific male and female traits.		<b>Wildlife Conservation Long Course</b>
The student is expected to understand how hunters can provide value to wildlife and how this value will protect wildlife.		<b>Wildlife Conservation Long Course</b>
The student will know and understand safe practices for storing, handling and hunting with firearms; explain safe practices for loading, unloading and transporting firearms; describe safe hunting practices.		<b>Wildlife Conservation Long Course</b>
The student will know and demonstrate the 6 field carries, demonstrate safe practices when crossing an obstacle with a firearm; explain safe practices for loading, unloading and transporting firearms; describe safe hunting practices.		<b>Wildlife Conservation Long Course</b>
The student will learn to be a responsible and ethical hunter by observing and understanding laws, and have hunting opportunities.		<b>Wildlife Conservation Long Course</b>
The student is expected to understand that poaching is wildlife theft. Poachers break the law and are a major cause of wildlife destruction. Hunters are law abiding. Hunting is a scientifically proven part of wildlife conservation.		<b>Wildlife Conservation Long Course</b>
The student will be able to identify wildlife poaching, who to contact if they witness such activity; identify specific laws related to hunting; know how to use the outdoor annual.		<b>Wildlife Conservation Long Course</b>
The learner will explain the proper preparation necessary for good shotgun and handgun marksmanship.		<b>Wildlife Conservation Long Course</b>
The learner will explain the importance of taking the vital shot & the factors affecting this process.		<b>Wildlife Conservation Long Course</b>

The student will learn to make safe, legal, ethical decisions in actual hunting situations. The student will experience a variety of hunting situations.	knowledge and skills in a variety of settings. <b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	<b>Wildlife Conservation Long Course</b>
The student will learn to make safe, legal, ethical decisions in actual hunting situations. The student will experience a variety of hunting situations.		<b>Wildlife Conservation Long Course</b>



The student will list 3 conditions that affect a hunter's physical ability to perform safely and responsibly; know the importance of developing a hunting plan; know how to cope with extreme weather conditions and perform basic first aid procedures.

**C(1)(A) identify** career development, education, and entrepreneurship opportunities in the field of natural resources;  
**(B) apply** competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;  
**(C) demonstrate** knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace; and  
**(D) analyze** employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.  
**C(3)(A) analyze** the importance of wildlife, fisheries, and ecology management;  
**(B) discuss** the history of wildlife, fisheries, and ecology management; **(C) discuss** policies, laws, and the administration of wildlife, fisheries, and ecology management; and  
**(D) analyze** the economic impact of public recreation  
**C(4)(A) analyze** the basic ecological concepts of game management; **(B) identify** game, non-game, upland, and migratory game birds, waterfowl [water fowl] , furbearers, freshwater and saltwater [salt water] fish, predators, and protected endangered species;  
**(C) describe and assess** the management of wildlife populations;  
**(D) identify** diseases and parasites impacting wildlife species;  
**(E) discuss** the appropriate method of reporting disease and parasite outbreaks;  
**(F) identify** plants impacting aquaculture and wildlife management practices; and  
**(G) discuss** habitat and food plot management to benefit aquaculture and wildlife species.  
**C(5)(A) discuss** the importance and role of the Wildlife Management Areas of Texas in the management of private and public lands;  
**(B) identify** laws and regulations regarding the use of wildlife resources;  
**(C) apply** laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety;  
**(D) compare and contrast** public and private land use;  
**(E) identify** appropriate safety certification requirements;  
**(F) recognize** precautions to use when interfacing with the public concerning regulations and law enforcement;  
**(G) describe** security issues for closed and restricted areas;  
**(H) recognize** potential threat situations for the public of dangers on public and private lands;

**Wildlife Conservation  
Long Course**

<b>Paddle Sports</b>		
The student is expected to show a basic understanding of kayaking, canoeing and standup paddle boarding and what it takes to have a successful, enjoyable trip.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>  <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>C(3)(D)</b> analyze the economic impact of public recreation  <b>C(5)(B)</b> identify laws and regulations regarding the use of wildlife resources  <b>(C)</b> apply laws and regulations regarding recreation safety such as angler, archer, boater, and hunter safety  <b>C(5)(F)</b> recognize precautions to use when interfacing with the public concerning regulations and law enforcement;  <b>(G)</b> describe security issues for closed and restricted areas;  <b>(H)</b> recognize potential threat situations for the public of dangers on public and private lands;  <b>(I)</b> recognize the role of law enforcement</p>	<b>Paddle Sports</b>
The student is expected to learn about different clothing options and compare pricing/quality of paddle sport clothing and equipment.		<b>Paddle Sports</b>
The student is expected to show a basic understanding of what paddle sports are to differentiate between kayaking, canoeing and standup paddle boarding.		<b>Paddle Sports</b>
The student is expected to understand the difference between a basic kayak, canoe, and stand up paddle board and their respective paddles.		<b>Paddle Sports</b>
The student is expected to understand learn the importance of life jackets and how to put them on, adjust and wear it while on their watercraft.		<b>Paddle Sports</b>
The student is expected to understand the dangers involved with paddle sports and how to prevent accidents, injury, and death.		<b>Paddle Sports</b>
The student is expected to understand the different strokes to paddle the vessel and what it takes to be prepared for a paddle sport trip.		<b>Paddle Sports</b>
The student is expected to learn the many jobs and activities associated with paddle sports.		<b>Paddle Sports</b>
<b>Backpacking</b>		
The students are expected to have a basic understanding of what backpacking is, when it began and the importance of being a good environmental steward.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b></p>	<b>Backpacking</b>

The students will be able to plan a safe, successful, and enjoyable backpacking trip	<b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>	<b>Backpacking</b>
The student is expected to understand <b>essentials</b> needing for backpacking safely and successfully. They will also learn three different types of <b>shelters</b> and how to construct them.	<b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>	<b>Backpacking</b>
The student is expected to understand the different types of backpacking <b>backpacks</b> and how to properly be fitted for one.	<b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b>	<b>Backpacking</b>
The student is expected to understand the difference between down and synthetic sleeping bags as well as know what the ratings mean. They will also understand the types of sleeping pads as well as the purpose of them. The student will learn the value of sleep while camping.	<b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b>	<b>Backpacking</b>
The student is expected to understand what makes up a backpacker's kitchen. They will also learn how to use the backpacking stoves and fuels.	<b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>	<b>Backpacking</b>
The students are expected to understand how to use and maintain different types of water purification systems. They will also learn about the importance of clothes, clothing, and shoes to stay comfortable on the trails with the least amount possible. A full understanding of how to use trekking poles as well as their pros/cons will be learned.	<b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b>	<b>Backpacking</b>
The student is expected to learn the components of the compass and how to use it to navigate.	<b>c5(D)</b> describe how sleep is essential to optimal performance and recovery. <b>NPH.K-12.4</b>	<b>Backpacking</b>
The student is expected to understand how to be safe while backpacking and the importance of adhering to these life-saving guidelines.	<b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>	<b>Backpacking</b>
The student is expected to understand the importance of protection of the environment by adhering to LNT principles when dealing with human waste while backpacking.	<b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b> <b>C(3)(D)</b> analyze the economic impact of public recreation <b>C(5)(D)</b> compare and contrast public and private land use; <b>(F)</b> recognize precautions to use when interfacing with the public concerning regulations and law enforcement; <b>(G)</b> describe security issues for closed and restricted	<b>Backpacking</b>

<p>Students will display an effective understanding of the subject covered throughout the unit.</p>	<p>areas;  <b>(H) recognize</b> potential threat situations for the public of dangers on public and private lands;  <b>C(7)(A) compare</b> and contrast types of maps;  <b>(B) interpret</b> map features and legends;  <b>(C) compare</b> map scale to actual distance;  <b>(D) evaluate</b> elevation and terrain features from topographic maps;  <b>(E) use</b> land survey and coordinate systems; and  <b>(F) locate</b> position and interpret images using a geospatial interface.</p>	<p><b>Backpacking</b></p>
<p><b>Fauna/Flora/Wilderness Medicine</b></p>		
<p>The student is expected to understand the roles that safety and ethics play when participating in outdoor investigations.</p>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b></p>	<p><b>Fauna//Flora/Wilderness Medicine</b></p>
<p>The student is expected to review the anatomy of a plant, look for details, details to help with plant identification, and become familiar with wildflowers native to their area.</p>	<p><b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b></p>	<p><b>Fauna//Flora/Wilderness Medicine</b></p>
<p>The student is expected to understand the balance between outdoor investigation and safety. The student should have the opportunity to view and identify edible and medicinal plants in your area. Students will learn about the ethics of foraging, and will review safety concerns associated with foraging and how to address them.</p>	<p><b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>Fauna//Flora/Wilderness Medicine</b></p>
<p>The student is expected to understand the balance between outdoor investigation and safety. The student should have the opportunity to view and identify bugs in your area. Students will reflect on their feelings about bugs and discuss what roles bugs play in our ecosystem.</p>	<p><b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b></p>	<p><b>Fauna//Flora/Wilderness Medicine</b></p>
<p>The student is expected to understand the balance between outdoor investigation and safety. The student should understand the role of decomposers and scavengers in our ecosystem, and how they benefit producers and consumers in the food chain.</p>	<p><b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>C(6)(A) explain</b> the hydrologic, nitrogen, carbon, and nutrient cycles  <b>(C) analyze</b> the effects of natural cycles on population dynamics</p>	<p><b>Fauna//Flora/Wilderness Medicine</b></p>

<b>Bikepacking - Mountain Bike Camping</b>		
The student will learn the evolution of the sport of bikepacking. The student will learn the difference between bikepacking and bike touring. The student will identify benefits of bikepacking.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p>	<b>Bikepacking</b>
The student will be able to identify different types of bikes and their use. The student will be able to identify parts of a road bike. The student will be able to perform basic bike safety checks.		<b>Bikepacking</b>
The student will learn safe biking practices. The student will how to fit a bike. The student will learn how to size a helmet. The student will learn the importance of wearing a properly fitted helmet.		<b>Bikepacking</b>
The student will learn how to use hand and audible signals while riding. The student will learn tips for safe riding. The student will learn trail etiquette and importance of leave no trace when riding in the backcountry.		<b>Bikepacking</b>
The student will learn the essential equipment needed for bikepacking. The student will be familiar with a variety of specialty bags and how to use them.		<b>Bikepacking</b>
The student will learn how to identify a safe area for a campsite. The student will learn how to build a shelter using a tent or tarp. The student will learn campfire skills and camp etiquette.		<b>Bikepacking</b>
The student will learn the basic logistics of planning a bikepacking trip. The student will learn where to find riding trails and routes opportunities. The student will learn the difference between loop and thru routes.		<b>Bikepacking</b>
<b>Rock Climbing</b>		
The student is expected to understand the general rock climbing equipment, holds and fears with several types of climbing.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>  <b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations  <b>C(5)(E)</b> identify appropriate safety certification requirements</p>	<b>Rock Climbing</b>
The student is expected to demonstrate how to tie ropes for climbing.		<b>Rock Climbing</b>
The student is expected to know the definition of terms and equipment used in rock climbing. The students will research potential rock climbing venues for a field trip within 100 miles from school.		<b>Rock Climbing</b>
The student is expected to know and apply rock climbing terminology to determine the best place to visit and practice skills.		<b>Rock Climbing</b>

<b>Firearm Safety</b>		
The student is expected to understand the importance of and implementation of firearm safety rules.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness. <b>NPH.K-12.2</b>  <b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b>  <b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p> <p><b>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</b>  <b>B(4)</b> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations  <b>C(5)(E)</b> identify appropriate safety certification requirements</p>	<b>Firearm Safety</b>
The student is expected to understand the types of shotguns and their parts.		<b>Firearm Safety</b>
The student is expected to understand the shotgun shooting process.		<b>Firearm Safety</b>
The student is expected to understand the types of rifles and how they operate.		<b>Firearm Safety</b>
The student is expected to understand the rifle shooting process.		<b>Firearm Safety</b>
The student is expected to understand the types of handguns and their parts.		<b>Firearm Safety</b>
The student is expected to understand the handgun shooting process.		<b>Firearm Safety</b>
The student will demonstrate their understanding of all the elements of Firearm Safety.		<b>Firearm Safety</b>
<b>PCQ Quail Conservation partnership Texas Wildlife Association</b>		
Students will be encouraged to “think like a quail.” Students will study their basic survival; quail depend on food, water and cover.	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(B)</b> apply the rules and strategies of the selected</p>	<b>Quail Conservation</b>

<p>The students will identify and define the four components of a habitat; diagram the flow of energy through living systems, including food chains, food webs; observe, record, and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms; describe how biodiversity contributes to the sustainability of an ecosystem</p>	<p>lifetime recreation and outdoor pursuits. <b>NPH.K-12.2 c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2 c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b></p>	<p><b>Quail Conservation</b></p>
<p>The students will investigate predator and prey interactions. The students will observe animal tracks, distinguish between predators and prey, draw inferences based on observations of nest depredation, analyze, describe, and compare adaptive characteristics and behaviors that improve a species' ability to survive and reproduce in an ecosystem, and predict how the predator/prey relationship affects populations of quail and its predator species.</p>	<p><b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b></p> <p><b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b></p>	<p><b>Quail Conservation</b></p>
<p>The student will be able to distinguish between adaptations that are physiological and behavioral. The students will research and describe how a quail's adaptations and response to external stimuli, such as fight-flight, can be an advantage or a disadvantage based upon environmental pressures. Demonstrate the behavior(s) and discuss the physical adaptation(s) that would be required to carry out the behavior.</p>	<p><b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b></p> <p><b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p>	<p><b>Quail Conservation</b></p>
<p>The students will – recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis. Investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition. Analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids. Recognize that long-term survival of species is dependent on changing resource bases that are limited. Use dichotomous keys to instill a working knowledge of plant varieties and identification methods</p>	<p>4<sup>th</sup> Grade Physical Education 3E, F, 7C  4th Grade Science 1A, B, 2A, F, 3A, 9A, B 10A  4<sup>th</sup> Grade Art 2C, 3D  5<sup>th</sup> Grade Physical Education 3C, 7A  5th Grade Science 1A, B, 2C, D, F, G, 3A, 4, 9A, B, C, F  5<sup>th</sup> Art 2C, 3D, 4C  6th Grade Science 1A, B, 2A, E, 3A, B, 4A, 12E, F  7th Grade Physical Education 1H, 3A  7th Grade Science 1A, B, H, 2A, E, 3A, B, C, 4A, 5A, B, 7A, B, 10A, B, C, F, 13A  8th Grade Science 1A, B, 2A, E, 3A, B, C, 4A, 11A  Biology 10C, 12 A, B, C, D, E  Environmental Systems 4B, F, 6E, 7A, G  Wildlife, Fisheries, Ecology Management 6A, B, C, D, E  AFNR  Entomology  Plant Sciences</p>	<p><b>Quail Conservation</b></p>
<p>The students will – Identify captured terrestrial insects in the local ecosystem. Understand the relationship between terrestrial insects and the plant community they dwell in. Create a distribution of terrestrial insects species captured. Analyze what the array of captured terrestrial insects reveals about the habitat sample site. Evaluate the nutritional value offered to bobwhite quail by the captured insects.</p>		<p><b>Quail Conservation</b></p>
<p>The students will – demonstrate the flow of energy through living systems. Observe and describe how different environments support different varieties of organisms and ecosystems. Investigate how organisms respond to external stimuli found in the environment. Create a model that demonstrates a food web within an ecosystem to include symbiotic relationships. Predict how environmental changes such as invasive species and/or species extinction will impact existing populations</p>		<p><b>Quail Conservation</b></p>

<p>The students will - Identify the importance of health related to the habitat that they link to. Understand the appearance and sex of individual animals. Observe, record, and describe the age of the bobwhite quail. Understand anatomical features and uses of the animal. Describe how biodiversity contributes to the sustainability of an ecosystem. Understand, observe, and review the digestive system of a Bobwhite quail.</p>		<p><b>Quail Conservation</b></p>
<p>The students will - Investigate and evaluate the process of embryology, health, and diet of Quail. Objectives: The students will - Identify the importance of temperature, humidity, and airflow related to the hatching of quail eggs. Observe, record, and describe the process and timeline of quail egg hatching. Understand the reproductive anatomy of bobwhite quail and the process of egg production. Identify quail chick health and provide a safe environment for the grow out of the quail. Understand, observe, and review quail health and diets related to the production of quail in the classroom.</p>		<p><b>Quail Conservation</b></p>
<b>ATV Safety</b>		
<p>Students will learn the characteristics of All-Terrain Vehicles (ATVs), will be able to locate and identify common ATV parts and controls, recognize the risks involved with operating an ATV, and will discuss the responsibilities and risks associated with owning and/or operating an ATV.</p>	<p><b>TEKS 116.63 The student is expected to:</b> <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b> <b>c3(C)</b> establish realistic and challenging health-related fitness goals. <b>NPH.K-12.4</b> <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b> <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5,</b></p>	<p><b>ATV Safety</b></p>
<p>Students will be able to list the items to check during a pre-ride inspection, learn to use the START-GO technique when doing a pre-ride inspection, list additional gear to take along on an ATV trip, and name 5 essential items to wear when operating an ATV.</p>		<p><b>ATV Safety</b></p>
<p>Students will be able to recognize special risks and requirements associated with an ATV's unique design, review the leading causes of ATV accidents, recall the key steps in starting an ATV, describe good riding posture and explain why it is important for safety, describe how to turn at low to medium speeds, describe how to climb a hill, explain what to do when riding uphill and your engine begins to lug, losses forward momentum, or begins to roll backward, describe how to ride downhill, describe what to do when traversing a slope, identify features of a good practice area, describe what to keep in mind when reading terrain, and be able to explain how to cross roads and highways safely.</p>		<p><b>ATV Safety</b></p>
<p>Students will be able to list items to check when performing maintenance on an ATV/ORV, explain how to position hands correctly during off-road driving, explain the IPDE driving strategy, describe how to check the clearance for an ATV/ORV, describe how to drive up and down hills, describe how to handle a side tilt, describe how to cross a log or tree, and describe how to drive on different types of terrain – mud, water crossings, rocks, ruts, ditches, sand, snow and ice, dust and meadows.</p>		<p><b>ATV Safety</b></p>



<p>Students will be able to name two methods for pulling out a stuck vehicle, list three items that are necessary to operate a winch safely, explain why you should not use the ball hitch on your vehicle as an anchor point, explain why using a recovery strap is more dangerous than using a winch, explain how to connect two recovery straps, and list at least five precautions you must take when using a recovery strap.</p>	<p><b>NPH.K-12.6</b>  <b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.</p>	<p><b>ATV Safety</b></p>
<p>Students will be able to describe the effects of alcohol and drugs and how they make riding dangerous, describe how fatigue affects riding, list what a rider must do to abide by the code of safety, list ways to protect the environment while riding an ATV, describe riparian areas and explain why they are environmentally sensitive, list what a rider must do to practice good trail etiquette.</p>	<p><b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(C)</b> identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.7</b></p>	<p><b>ATV Safety</b></p>
<p>Students will be able to list four risks of venturing onto ATV terrain, describe four ways to plan properly for outings, list essential items to take on an ATV trip, demonstrate how to use a compass, list three priorities that will help you survive outdoors if you become lost, describe what to look for when seeking a natural shelter and how to build a lean-to, demonstrate how to build and start a fire safely, describe the causes and symptoms of hypothermia, and explain how to treat hypothermia, list the symptoms of frostbite, and describe how to treat affected areas, describe the symptoms of heat exhaustion and heat stroke, and explain the proper treatment for both conditions.</p>	<p><b>c5(F)</b> provide evidence of developing and maintaining health-related fitness. <b>NPH.K-12.3</b></p>	<p><b>ATV Safety</b></p>
<p>Students will be able to define an ATV/ORV according to their state law, explain how to obtain an ATV/ORV certificate of title, explain if/when you are required to wear a helmet, explain who may operate an ATV/ORV, list the prohibited uses of ATVs/ORVs, and tell what you should do if you are involved in an ATV/ORV accident.</p>		<p><b>ATV Safety</b></p>
<p>Students will practice hand signals, review Lessons 1-8, identify and label common ATV parts and controls while being provided the opportunity to explore ATVs more extensively with hands-on activities.</p>		<p><b>ATV Safety</b></p>
<b>3-D Archery</b>		
<p>The student is expected to have already taken the NASP archery class or lesson. The student is expected to understand and demonstrate the importance of proper physical training for archery success.</p>	<p><b>TEKS 116.63 The student is expected to:</b>  <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b></p>	<p><b>3-D Archery</b>  <b>3-D Archery</b></p>
<p>The student is expected to understand and demonstrate safety in an archery range as outlined in the NASP unit.  The student will understand and demonstrate how to set up a NASP/IBO 3D range.  The student will demonstrate proper scoring on 3D animals.</p>	<p><b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b>  <b>c2(B)</b> identify critical elements for a successful</p>	<p><b>3-D Archery</b>  <b>3-D Archery</b>  <b>3-D Archery</b></p>

<p>The student is expected to show archery proficiency while competing in a tournament setting.</p>	<p>performance during a specific activity. <b>NPH.K-12.2 c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>  <b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance. <b>NPH.K-12.5</b>  <b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness. <b>NPH.K-12.2</b>  <b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b>  <b>c4(A)</b> demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(B)</b> demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits. <b>NPH.K-12.3</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p>	<p><b>3-D Archery</b></p>
<p><b>Fly Tying</b></p>		
<p>The student is expected to understand how fly tying equipment is used and the importance of taking proper care of equipment. The student will explain how building and then catching a fish with their fly could impact social and emotional health.</p>	<p><b>TEKS 116.53 The student is expected to:</b>  <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b>  <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>  <b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b>  <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b>  <b>c3(A)</b> participate in lifetime recreational and outdoor</p>	<p><b>Fly Tying</b></p>
<p>The student will demonstrate the beginning and ending steps to tying a fly.</p>		<p><b>Fly Tying</b></p>
<p>The student is expected to understand the basic concepts of fly tying a Crappie Jig.</p>		<p><b>Fly Tying</b></p>
<p>The student is expected to understand how to work a Crappie Jig to catch fish.</p>		<p><b>Fly Tying</b></p>

The student is expected to self-guide themselves in fly tying the Crappie Jig.	pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>	<b>Fly Tying</b>
The student is expected to understand the basic concepts of fly tying a Wooly Bugger.	<b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b>	<b>Fly Tying</b>
The student is expected to understand how to work a Wooly Bugger to catch fish.	<b>c4(D)</b> analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. <b>NPH.K-12.7</b>	<b>Fly Tying</b>
The student is expected to self-guide themselves in fly tying the Wooly Bugger.	<b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.5</b>	<b>Fly Tying</b>
The student is expected to self-guide themselves in fly tying the Crappie Jig or Wooly Bugger for assessment.	<b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b>	<b>Fly Tying</b>
<b>Slingshots</b>		
The student is to be introduced to what a slingshot is. The student is expected to understand the history of slingshots. The student is expected to understand the parts of a slingshot. The student is expected to understand and demonstrate the importance of proper physical training for slingshot success.	<b>TEKS 116.63 The student is expected to:</b> <b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. <b>NPH.K-12.1</b> <b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b> <b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits. <b>NPH.K-12.2</b>	<b>Slingshots</b>
The student is expected to understand how to check slingshots for safe operation and everyday maintenance The student is expected to understand the safe set up and positioning of a working slingshot range The student is expected to understand the safety and operational whistle commands of a slingshot range. The student is expected to understand the determination of the surrounding range safety areas associated with shooting.	<b>c2(A)</b> modify movement during performance using appropriate internal and external feedback. <b>NPH.K-12.1</b> <b>c2(B)</b> identify critical elements for a successful performance during a specific activity. <b>NPH.K-12.2</b> <b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge. <b>NPH.K-12.3, NPH.K-12.7, NPH.K-12.6</b>	<b>Slingshots</b>
The student is expected to learn the proper operating steps to successfully and safely shoot and slingshot. The student is expected to understand the importance of using the proper form and steps for shooting slingshots. The student is expected to demonstrate and execute these shooting steps and form using safety whistle commands on an operating range.	<b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance. <b>NPH.K-12.5</b> <b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness. <b>NPH.K-12.2</b>	<b>Slingshots</b>
The student is expected to show understanding of the importance of proper shooting form, operating steps, and safety precautions for shooting slingshots. The student is expected to safely demonstrate and execute this shooting form using the outline of the steps of slingshot success and whistle commands while shooting a slingshot on a working range.	<b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits. <b>NPH.K-12.4</b> <b>c4(A)</b> demonstrate teamwork such as leadership,	<b>Slingshots</b>

<p>The student is expected to demonstrate and execute safe and proper slingshot shooting form while shooting at various forms and sizes of targets while using various shooting stances.</p>	<p>problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5, NPH.K-12.6</b>  <b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.  <b>NPH.K-12.5</b>  <b>c5(G)</b> design safe practices and procedures to improve skill during an activity. <b>NPH.K-12.5</b></p>	<p><b>Slingshots</b></p>
<p><b>Trapping</b></p>		
<p>The student is expected to comprehend the history and benefits of trapping.</p>	<p><b>TEKS 116.53 - None for this unit</b></p>	<p><b>Trapping</b></p>
<p>The student is expected to understand the value of ethics and responsibility in trapping.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be able to properly choose and prepare equipment for trapping</p>		<p><b>Trapping</b></p>
<p>The student is expected to be able to properly choose and prepare equipment for trapping.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be knowledgeable about furbearers and the proper ways to trap them.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be knowledgeable about making trapping sets appropriate to each species.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be knowledgeable about running a trap line responsibly.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be knowledgeable about properly handling an animal they have caught in a trap.</p>		<p><b>Trapping</b></p>
<p>The student is expected to be knowledgeable about preserving trapping for future generations.</p>		<p><b>Trapping</b></p>
<p><b>Elementary Outdoor Adventures K – 5<sup>th</sup> Grade</b></p>		
<p><b>Outdoor Adventures Objectives</b>  <b>Hiking K- 5<sup>th</sup> Grade</b></p>		<p><b>Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7</b></p>
<p>The student is expected to understand the necessities to prepare for a hike.</p>	<p><b>TEKS 116 The student is expected to:</b>  <b>§116.2. Physical Education, Kindergarten.</b></p>	<p><b>Hiking K-5<sup>th</sup> Grade</b></p>

The student is expected to understand the 5 basic principles of beginner hiking and utilizing a pedometer.	1(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking. 6(C) demonstrate safe practices by following rules, procedures, and directions during class and activities.	<b>Hiking K-5<sup>th</sup> Grade</b>
The student is expected to understand how to navigate using a map as a group.	7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to discuss outdoor recreation and health and fitness activities in school and the community.	<b>Hiking K-5<sup>th</sup> Grade</b>
The student is expected to understand the 3 different types of hiking elements and identify harmful plants and common animals related to their hikes.	11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.	<b>Hiking K-5<sup>th</sup> Grade</b>
The student is expected to understand the variety of natural hikes and experience them virtually.	11(A) identify proper clothing and footwear for physical activity.	<b>Hiking K-5<sup>th</sup> Grade</b>
The student is expected to understand distance, using their pedometer data and converting steps into miles.	13(A) demonstrate respect and cooperation through words and actions with teacher guidance.	<b>Hiking K-5<sup>th</sup> Grade</b>
The student is expected to understand how hiking is a lifelong activity and the importance of community/family.	<b>§116.3. Physical Education, Grade 1.</b> (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation and, health and fitness activities in school and the community.	<b>Hiking K-5<sup>th</sup> Grade</b>
	11(A) identify proper clothing, footwear, and safety equipment for a variety of physical activities. 11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance. 16(B) describe physical activity for personal enjoyment with teacher guidance. <b>§116.4. Physical Education, Grade 2.</b> (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation and, health and fitness activities in school and the community. 11(A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities. 11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance. 16(A) participate in moderate to vigorous physical activity on a regular basis. <b>§116.5. Physical Education, Grade 3.</b> (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in	

	<p>introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.  11(A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities.  16(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available.  <b>§116.6. Physical Education, Grade 4.</b>  (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.  11(A) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games.  16(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available.  16(B) participate in a variety of physical activities in the school and community for personal enjoyment.  <b>§116.7. Physical Education, Grade 5.</b>  1(A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities.  (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.  11(A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games.  12(A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games.</p>	
<b>Camping and Backpacking K – 5<sup>th</sup> Grade</b>		
The student is expected to understand the importance of identifying and using appropriate camping equipment. This includes: tents, sleeping bags, backpacks, clothing, shoes, and various other items.	<p><b><u>National PE Standards</u></b>  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness  <b>Standard 4:</b> The physically literate individual exhibits responsible personal behavior that respects self and others  <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social</p>	<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to understand the purpose of a sleeping bag, how to roll and unroll, and its placement in the tent.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to identify a variety of tents, learn tent placement, and enter and exit a tent safely.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to learn different methods for tent construction.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
Student will become familiar with tent equipment and recognize how to build a tent.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>

The student is expected to identify special guest Smokey Bear with the U.S. Forest Service.	<p>interaction.</p> <p><b>TEKS 116 The student is expected to:</b></p> <p><b>§116.2. Physical Education, Kindergarten.</b> 6(C) demonstrate safe practices by following rules, procedures, and directions during class and activities.</p> <p>7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to discuss outdoor recreation and, health and fitness activities in school and the community.</p> <p>11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.</p> <p>12 (B) demonstrate respect for differences and similarities in abilities of self and others.</p> <p>13(A) demonstrate respect and cooperation through words and actions with teacher guidance.</p> <p><b>§116.3. Physical Education, Grade 1.</b> 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation and, health and fitness activities in school and the community.</p> <p>11(A) identify proper clothing, footwear, and safety equipment for a variety of physical activities;</p> <p>11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.</p> <p>13(A) demonstrate respect and cooperation through words and actions with teacher guidance.</p> <p><b>§116.4. Physical Education, Grade 2.</b> 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation and, health and fitness activities in school and the community.</p> <p>11(A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities.</p> <p>11(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.</p> <p>12 (B) demonstrate respect for differences and similarities in abilities of self and others.</p> <p><b>Other TEKS vary by grade level</b></p>	<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
Student will learn fire safety, camp safety, and weather discernment.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to identify emergency situations and respond accordingly.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to recognize general first aid supplies.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to recognize multiple pieces of campfire equipment and associated supplies.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to learn stories/songs around a campfire setting.		<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>
The student is expected to recognize commonly known constellations in the nighttime sky.	<b>Camping and Backpacking K-5<sup>th</sup> Grade</b>	
<b>Orienteering K- 5<sup>th</sup> Grade</b>		
The student will have a basic understanding of cardinal and ordinal directions.	<p><b>TEKS 116.5 The student is expected to:</b></p> <p><b>§116.4. Physical Education, Grade 2.</b> 4(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space.</p> <p>7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation and, ] health and fitness activities in school and the</p>	<b>Orienteering K-5<sup>th</sup> Grade</b>
The student will have a basic understanding of how to use a compass and the rose.		<b>Orienteering K-5<sup>th</sup> Grade</b>
The student will use their compass to follow course directions.		<b>Orienteering K-5<sup>th</sup> Grade</b>

The student will utilize their compass to create a navigation course map.	community. <b>§116.5. Physical Education, Grade 3.</b> 4(B) combine pathways and levels into various movement patterns in a wide variety of physical activities. 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. 16(B) select and participate in physical activity for personal enjoyment.	<b>Orienteering K-5<sup>th</sup> Grade</b>
The student will learn map reading and how to navigate an orienteering course.	<b>§116.6. Physical Education, Grade 4.</b> 1(A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities. 4(B) demonstrate appropriate use of pathways and levels during dynamic activities and leadup games. (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.	<b>Orienteering K-5<sup>th</sup> Grade</b>
<b>Angler Education K- 5<sup>th</sup> Grade</b>		
The student is expected to understand safe fishing guidelines and demonstrate fishing commands.	<b><u>National PE Standards</u></b> <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness <b>Standard 4:</b> The physically literate individual exhibits responsible personal behavior that respects self and others <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>TEKS 116 The student is expected to:</b> <b>§116.5. Physical Education, Grade 3.</b> 6(C) explain and follow rules, procedures, and safe practices during games and activities. 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. 16(B) select and participate in physical activity for personal	<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to understand basic fishing tackle and knot tying.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to know basic fish species and basic live/artificial bait.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to understand and demonstrate basic first aid kit supplies and the importance of water safety.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to recognize and follow all fishing regulations and guidelines.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to take responsibility to care for their environment and know about the fish's habitat.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to understand the benefits of eating fish.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to learn how different cultures in the world catch fish.		<b>Angler Education K-5<sup>th</sup> Grade</b>
The student is expected to understand the aspect of competitive fishing and higher education opportunities fishing offers.		<b>Angler Education K-5<sup>th</sup> Grade</b>



<p>The student is expected to understand how fishing is a lifelong activity and the importance of community/family.</p>	<p>enjoyment.  <b>§116.6. Physical Education, Grade 4.</b>          6(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group;          (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.          16(B) participate in a variety of physical activities in the school and community for personal enjoyment.  <b>§116.7. Physical Education, Grade 5.</b>          3(A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;          (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.          11(B) demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety.  <b>Other TEKS vary by grade level</b></p>	<p><b>Angler Education K-5<sup>th</sup> Grade</b></p>
<b>NASP – 4<sup>th</sup> and 5<sup>th</sup> Grade</b>		
<p>The student is introduced to the history of archery.</p>	<p><b>TEKS 116 The student is expected to:</b>  <b>§116.6. Physical Education, Grade 4.</b>          6(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group;          7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.          11(B) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.          12(A) accept and take responsibility for personal actions that affect self and others.          16(B) participate in a variety of physical activities in the school and community for personal enjoyment.  <b>§116.7. Physical Education, Grade 5.</b>          3(A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;          7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.          11(A) describe and select proper attire and safety equipment that</p>	<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student will understand how to determine eye dominance and use a string bow tool to improve archery skills.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to demonstrate and execute ideal shooting form using the 11 steps to archery success.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to demonstrate the knowledge, skills, and strategies for safe range shooting.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student will demonstrate consistency in the execution of the basic skills of archery.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student will use internal and external information to modify movement during archery target shooting.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to identify parts of the genesis compound bow, and arrow.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to list and describe safety inspection of equipment necessary for safe performance.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to continue to show improvement in archery technique and skills.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>
<p>The student is expected to show archery proficiency while competing in a tournament setting.</p>		<p><b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b></p>

The student is expected to participate in archery activities that provide for enjoyment and challenge.	promote safe participation and prevent injury in dynamic activities and games. 12(A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games.	<b>NASP 4<sup>th</sup> and 5<sup>th</sup> Grade</b>
<b>Wildlife Conservation – North American Model for Wildlife Conservation – K- 5<sup>th</sup> Grade</b>		
The student is expected to understand the difference between pets (domesticated animals) and wildlife.	<p><b>TEKS 116 The student is expected to:</b></p> <p><b>§116.6. Physical Education, Grade 4.</b> 1(A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities. 6(C) exhibit appropriate sporting behavior during independent games and activities. 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.</p> <p><b>§116.7. Physical Education, Grade 5.</b> 1(A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities. 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses. 12(A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games</p>	<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>
The student will be able to label the 5 wildlife categories.		<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>
The student will identify at least three animals in each wildlife group and distinguish habitat characteristics & geographic locations		<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>
The student will explain the role of wildlife conservation, and list the 4 components of a habitat for survival.		<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>
The student will explain S.H.A.P.E.D in relation to wildlife conservation.		<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>
The student will describe the difference between a hunter and a poacher.		<b>Wildlife Conservation K-5<sup>th</sup> Grade</b>

2020

## Angler Education - Lesson 3: Know Your Knots



Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Angler Education	The student is expected to demonstrate how to tie a variety of knots used for fishing and the appropriate application for each.	45 minutes (2 days with added activities)
TEKS/Student Expectations		Materials Needed:	Resources/Web links:
<p><b>TEKS 116.63 The student is expected to:</b></p> <p><b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.</p> <p><b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.</p> <p><b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits.</p> <p><b>c2(A)</b> modify movement during performance using appropriate internal and external feedback.</p> <p><b>c2(B)</b> identify critical elements for a successful performance during a specific activity.</p> <p><b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.</p> <p><b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.</p> <p><b>c3(C)</b> establish realistic and challenging health-related fitness goals.</p> <p><b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.</p> <p><b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.</p> <p><b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.</p> <p><b>c5(G)</b> design safe practices and procedures to improve skill during an activity.</p>		<p>Angler Education Student Handbook: <u>"Take Me Fishing"</u> A basic guide for the beginning angler</p> <p>Get Fit Fishing Log in resource section</p> <p>Material for knot tying:</p> <ol style="list-style-type: none"> <li>1. Cotton cord or shoe lace- two-foot sections</li> <li>2. Eye Bolts</li> <li>3. Monofilament line</li> <li>4. Paper Clips</li> </ol> <p><a href="http://quizlet.com">quizlet.com</a> flashcards</p>	<p><a href="http://mo.gov">An Introduction to Fishing (mo.gov)</a> Knot tying pictures and information</p> <p><a href="#">Guide on How to Tie a Fishing Knot</a> --knot tying</p> <p><a href="#">Animated Knots by Grog   Learn how to tie knots with step-by-step animation</a> --animated demonstration of all knots for easy step by step directions (<b>WARNING:</b> some ads on site may not be suitable for student audience - better to download or go to YouTube.)</p> <p><a href="http://quizlet.com/">http://quizlet.com/</a> - online resource for building flashcards, study, self-test and playing games while learning new terms</p>

## Learning Experiences:

### Day 3

**Cardiovascular/Physical Education component:** Students will estimate how far they can walk in a 5 minutes period; record their estimated time in their “Get Fit Fishing Log.” Have students walk over a measured distance for a 5-minute period; record the distance traveled in their log. Discuss the importance of cardiovascular fitness when hiking on a fishing trip. The students will then establish a goal for the next walking session. This activity could also be completed using pedometers. The students can estimate how many steps they will take in the 5-minute period; complete the walk, and then establish a new goal for more steps.

**Warm-up:** Journal Entry: List 4 pieces of terminal fishing tackle you learned about while completing your “Gallery Walk”. Explain the specific use of each in setting up your rod and reel for fishing. When you have finished your journal entry login to quizlet.com to review rods, reels, and terminal tackle.

#### Activities:

1. Discuss warm-up.
2. Cardiovascular/Physical Education component.
3. Discuss how knots are used in fishing and the importance of using the correct knot. <https://www.takemefishing.org/how-to-fish/how-tie-fishing-knots/>
4. Show students examples of knots you would use in fishing; use actual examples, suggested internet sites, or Junior Angler Ed. manual.
5. Demonstrate and practice knot tying.  
Give each student a cotton cord/shoe string and eye bolt.  
Demonstrate the knot or use <http://www.animatedknots.com> and have the students follow step by step to complete each knot.  
Recommended knots: Improved clinch knot; arbor knot; palomar; simplified blood knot

#### Additional Activities:

1. Students will pair up and complete the following tasks:  
Assemble rod and reel  
Attach weight, bobber and hook using the appropriate knot
2. Peer teaching assignment: assign each student a knot to learn. They must watch the appropriate video and master tying prior to coming to class. Place students into pairs and have each student teach their partner the knot they mastered.  
blood knot, arbor knot, palomar knot, improved clinch knot
3. Students will complete each of the knots used to attach hook to the fishing line. Use fishing line and a paperclip as the hook. Tape the completed knot to a paper; label it; choose your favorite and explain why it is your favorite.
4. Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait.

#### Vocabulary

arbor knot, palomar knot, simplified blood knot, improved clinch, cardiovascular

#### Formative Assessments:

#### Summative Assessments

#### Suggested Modifications

#### Enrichment/Distance Learning

Participation in physical activity, Journal Entry, Teacher observation, quizlet activities, Demonstration of successful knot tying, Peer teaching assignment

Angler Education Unit Test

Written copy of class notes  
Peer Assistance for knot tying  
Hand over hand assistance  
Enlarged picture directions  
Extended time for completion of task  
Shortened assignment

- Know Your Knots Poster: Create a poster illustrating 5 knots used for fishing. Label each knot and describe how it is used in fishing.
- Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait. They can bring additional items to display for the students.
- Have students record tying 3 – 5 tying knots and submit the video.

2020

## Archery - Lesson 1: Introduction to Archery



Course	Unit	Objective of lesson	Estimated Time Frame
Outdoor Adventures	Archery	The student is expected to understand the importance of archery throughout history. The student is expected to understand and demonstrate the importance of proper physical training for archery success. The student will understand how to determine eye dominance and use a string bow tool to improve archery skills.	45-90 minutes (2 days with added activities)
TEKS/Student Expectations		Materials Needed	Resources/Web links
<p><b>TEKS 116.63 The student is expected to:</b></p> <p><b>c1(A)</b> demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.</p> <p><b>c1(B)</b> apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.</p> <p><b>c1(C)</b> design a conditioning program for the selected lifetime recreation and outdoor pursuits.</p> <p><b>c2(A)</b> modify movement during performance using appropriate internal and external feedback.</p> <p><b>c2(B)</b> identify critical elements for a successful performance during a specific activity.</p> <p><b>c3(A)</b> participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.</p> <p><b>c3(B)</b> describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.</p> <p><b>c3(D)</b> select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.</p> <p><b>c3(E)</b> analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits.</p> <p><b>c4(E)</b> design a personal wellness plan that includes time engaging in outdoor pursuits.</p> <p><b>c5(A)</b> list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.</p> <p><b>c5(B)</b> explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.</p> <p><b>c5(G)</b> design safe practices and procedures to improve skill during an activity.</p>		<p>*PowerPoint- Gallery walk posters - Exercises to Improve Archery Fitness and Performance</p> <p>*PowerPoint: The History and Sport of Archery</p> <p>“Archery Safety Insight” PDF</p> <p>11 steps to Archery Success</p> <p>NASP instruction video/DVD</p> <p>1/8-inch diameter non-elastic cord 84-90 inches long (one for each student).</p> <p>Painters tape to mark range lines to simulate shooting technique using bow strings while in the classroom.</p>	<p>NASP- <a href="#">Information/Learning Center</a></p> <p>NASP- <a href="#">National Curriculum Grades 9-12</a></p> <p><b>Video:</b> <a href="#">11 STEPS TO ARCHERY SUCCESS</a></p> <p><b>Archery Safety Insight-</b> <a href="#">Archery Safety Insight</a></p> <p><b>Video:</b> <a href="#">Dominant Eye</a></p>

## Learning Experiences

### Day 1

**Bellringer:** Gallery Walk -Exercises to improve archery fitness and performance. Students will complete Gallery Walk.

**Discussion question:** Why is it important to complete a warm-up activity before participating in physical activities or competition?

**Cardiovascular/Physical Education component:** The student will understand the importance of warm-up before participating in physical activity and be able to perform at least six exercises that are beneficial in preparing for archery participation. (See six exercises from the NASP manual or gallery walk)

**Activities:** Outline of class discussion for lesson one. **To teach this unit, instructors must be NASP – BAI (Basic Archery Instructor) trained and must use NASP certified equipment.**

1. Chapter One – NASP manual. Explain the mission of NASP and Archery safety record.
  - a. Archery Safety Insight (Teacher Resources)
2. Discuss how bows and arrows have evolved from primitive hunting technique to competitive tournament
  - a. The History and Sport of Archery (PowerPoint -Teacher Resources)
3. Discuss three areas of physical conditioning especially important to archers: flexibility, muscular strength, and stamina.
  - a. Discuss Gallery walk question and exercises (Gallery Walk-Teacher Resources)
4. Demonstrate and explain the importance of knowing your dominant eye. Video: [Dominant Eye](#)
5. Have students determine their own eye dominance.
6. Discuss the importance of proper practice with the string bow.
7. Watch video: NASP instruction video (stop the video after instructions on making a string bow).
8. Give each student a piece of cord and have them make their own string bow.
9. [Explain the muscles and joints involved in drawing a bow.](#) Discuss proper draw length and demonstrate the proper way to draw a bow.
10. Discuss and demonstrate correct posture and shooting form.
11. Go over the 11 steps to archery success and demonstrate how to use the string bow. Video: [11 STEPS TO ARCHERY SUCCESS](#)
  - a. 11 Steps to Archery Success (teacher resources)

### Vocabulary

**Dominant eye, draw hand, bow hand, string bow, archery, bow, arrow, nock, anchor, reflect, draw, aim,**

### Formative Assessments

### Summative Assessments

### Suggested Modifications

### Enrichment/Distance Learning

Self-evaluation  
Group participation  
Peer teaching.  
Teacher observation  
Notes over video recorded in each student's journal

Archery in Schools Unit Test

- Copy of written notes
- Peer buddy
- Shortened Assignments
- Extended time to complete assignments

Create a manual depicting a timeline of the history of archery.  
Journal entry  
Write a comparative article describing the value and safety of participation in archery compared to other sports.