Into the Outdoors

QUIZ BOWL FOR HUNTER SAFETY

Developed by: Rachel Konkle

In This Activity ...

Students will research, discuss, and develop a study guide for hunter safety education that students and others may use to achieve their hunter certification and become safe, responsible, and law-abiding hunters. The students will participate in a quiz bowl about hunter safety and use their study guides to solve questions about the basics of safe firearm handling and hunting.

Educational Partners

WILDLIFE & SPORT FISH RESTORATION

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Natural Resource Managment

GRADE LEVELS
Middle School - Grade 8
High School - Grades 9-12

CONTENT AREA
Life Science,
Natural Resources Management

UNIT THEME
Hunter Safety Education

TOPIC
Firearm Safety, Hunter Safety,
Conservation, Shooting Skills,
Hunting Skills, Firearms, Ethics

TIME REQUIRED
Three, 45-minute sessions

OVERVIEW

Hunting is an outdoor recreation that is known to be one of the safest sports in the United States. According the National Shooting Sports Foundation, this sport ranks 3rd in the country for safety with lower injury rates than sports such as volleyball, golf, and football. This is remarkable since participants handle firearms in the field rather than golf clubs or footballs. The reason behind this is because participants must pass a vigorous hunter safety course and receive their hunter certification before hunting in the field. This curriculum was developed by the International Hunter Education Association with a goal to train safe, responsible, and law-abiding hunters. In the course, hunters will learn about the basics of firearms, safe firearm practices, hunting laws and regulations, ethics, wildlife conservation, and gain safety skills in hunting and shooting. Funding for these safety programs are offered by the U.S. Fish & Wildlife Service, state wildlife agencies, non-government agencies, and local clubs and businesses.

The main purpose for these programs is to give people the skills and knowledge to prevent and reduce hunting and shooting accidents in the field. This is especially important for inexperienced children and families who are unfamiliar with firearms and the sport. And thanks to modern technology, hunter safety is easier than ever for beginners and veterans to take. In fact, each year, hundreds of thousands of young Americans become certified in the sport. This is because the hunter safety course is also offered online now. Students may leave and pick up the course according to their schedule and study the material at their pace. People who enroll in the online course must get an 80% or higher on the test to pass the course. After this, the person is required to attend one hunter field day where they demonstrate firearm safety with the experts. At this event, students are able to work with hunter safety experts and practice handling firearms the safe and right way. At the end of the day, the students must pass a field test and one more written test about firearm safety before receiving their hunter certificate.

In this lesson activity, students will research, discuss, and develop their own custom study guide for hunter safety that explores the basics to firearms and hunting. The students will utilize their hunter safety study guides in a quiz bowl where they will debate and solve questions that students may expect to see on the test. The team to receive the most points wins the quiz bowl!

ENDURING UNDERSTANDING:

Students will understand the essential importance of safely handling and shooting firearms in the field and with others. Students will understand methods students can use to learn the material. Students will also understand the basic knowledge and skills needed to pass a hunter safety course.

CONTENT OBJECTIVES:

Students will evaluate the basics of firearms, safe firearm practices, hunting laws and regulations, ethics and wildlife conservation from the hunter safety course that train students to be safe and responsible in the sport. Students will discuss and solve questions that students may see on a hunter safety course test.

LEARNER OUTCOMES:

Students will use the video, online research, and the free national hunter education course material on hunter-ed.com to develop their own custom study guide for hunter safety. The students will debate hunter safety questions by referring to their study guides.

PROCESS OBJECTIVES:

Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED: (for each group, for each student)

- Access to computers and the internet
- Basics of Firearm Safety video and background information at: http://intotheoutdoors.org/topics/the-basics-of-firearm-safety/
- Pre-lesson Student Worksheet with questions to fill in while watching the video
- Student Worksheets for each group
- Binders and paper
- Art supplies for each group: construction paper, paper, glue, coloring pencils,
- Bells
- Stopwatch

Point muzzles in safe direction

PROCEDURES

Session 1:

Before watching the **Basics of Firearm Safety** classroom video or reading the website background information, ask students what they already know about the key concept of hunting safely with firearms. Also ask students who are already hunters to share what safety practices they followed. Lead a short discussion on the importance of taking hunter safety.

Have students download, or print and distribute the **Pre-Lesson Student Worksheet** (copy contained on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

After watching the video, review and discuss the answers to the worksheet questions as a class. Next, divide the whole class into small groups of four students. Then assign students the following team roles:

- Firearm Master
- Ace Hunter
- Safety Expert
- Game Warden

Then have students download and print, or hand out to each student their respective **Student Worksheet** (copy contained on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2.

Session 2: Team Research and Study Guide Development

In their assigned groups, have students perform online research from links provided and from other sources they discover. The worksheets give instructions and research options that will guide students in their information gathering. Then, have the small groups discuss and develop a study guide about hunter safety education. Encourage students to learn the material and translate it into a study guide they can easily use as a resource during the quiz bowl. They can enhance their study guide with pictures, diagrams, colored tabs, an index, and more to help make their study guide user-friendly and informative. Their study guide must include supporting research and some form of media. Inform each group that they will be utilizing their study guides to solve hunter safety questions in a hunter safety quiz bowl. The group to solve the most questions first wins the contest!

Session 3: Quiz Bowl and Class Debate

Start the session by allowing groups to showcase their study guides to the class. Limit their showcase to a minimum. Then ask students to organize into their teams and assign one person to be the team captain of the group. Then begin the quiz bowl. A list of hunter safety questions (with answers) is provided at the bottom of this lesson guide. Read off the questions to the class and give groups 30 seconds to search through their study guides and debate answers with their group. The first captain to ring the bell may answer the question for their group. If they do not answer correctly, the next group to ring their bell may answer the question. The teacher may reserve the right to ask students to "be more specific". Teams will only have one shot to answer the question correctly. Award teams who get the answer right one point. The group to receive the largest amount of points wins the quiz bowl challenge.

After completing the quiz bowl, **conclude the session** by discussing how students can study for the hunter safety course. Students may discuss the curriculum areas that challenged them the most. The teacher may then offer students a checklist that gives students a pathway to completing the hunter safety course and earning their certificate. Highlight again the importance of hunter safety in preventing accidents and ensuring kids and their families have safe adventures out in nature.

ASSESSMENT

- Students will be informally assessed based on their participation within their groups and during class presentations and discussions.

- Teachers could collect the Pre-Lesson Student Worksheets and formally assess the discussion notes students took during the video to check for completion.

- Students can be assessed on meeting the formal learning objectives based on how thoroughly students completed their group worksheets and study guides.

- Students can be evaluated on their presentations during Session 3.

EXTENSION ACTIVITIES

Challenge students who are interested in hunter safety to enroll in the course or attend a hunter field day. Or, for students who are not sure what hunting is like, challenge them to attend a youth mentored hunt to get a taste of the experience. Students can write a personal report or share a presentation with the class that reveals the kinds of experiences they can gain from hunting in the field safely.

Students may improve their study guides and share them with other schools or hunter safety experts who teach hunter safety programs.

RESOURCES FOR TEACHERS & STUDENT RESEARCH

- https://www.hunter-ed.com/national/studyGuide/201099/
- http://www.ihea-usa.org/

HUNTING QUIZ BOWL QUESTIONS & ANSWERS

Mix up and read these questions for the quiz bowl.

- What are the four main rules of firearm safety?

    Treat every firearm as if it is loaded.

    Always keep your muzzle pointed in a safe direction.

    Be sure of your target and beyond.

    Keep your finger off the trigger until ready to shoot

- Shotguns and rifles have three main parts, which are:

    Stock, action, and barrel

- Shotguns are measured by their _____, while rifles are measured by their caliber.

    Gauge

- Hunters can match the ammunition to their firearm by:

    Matching the barrel stamp to the info on the ammunition box and the head stamp of the ammunition

- The danger of using the wrong ammunition in a firearm is:

    The firearm may explode

    May cause injuries

- A 222 bullet can travel up to:

    3 miles

- What kind of action does this firearm have?

    Lever Action

- Firearms and ammunition should be stored:

    Unloaded, locked, and in separate compartments

- Which shooting position is the most stable?

    Prone

- Which is the most difficult firing position?

    Standing

- Show how to determine your dominant eye.

- This person has mis-aligned this sight on their target. Where will the bullet travel?

    High and left of target

- Hunters will usually hunt turkeys from a long distance with a shotgun. What choke would make the cluster of pellets stay together over a long distance?

    Modified or full choke

- What is the most critical step to preparing for a hunt?

    Educate yourself about your game

- What does stalking mean?

    Follow animal signs that lead to your wild game

- If five hunters are positioned in a circle, which direction should they be facing and point their muzzles? Draw your answer.

  Their backs to everyone. They should be facing outward from the circle.

- When hunting big game animals, which organs offer the best target and largest vital area?

  Heart and Lungs

- Name three shot angles that are not effective in hitting the animal's vital area.

  Head-on

  Rear-end

  Behind tree

  Behind brush

  Running

- The first thing you should do when you reach a downed animal is:

  Safely determine it is dead

- You approach your downed game carefully. How do you know that the animal is dead?

  No rise and fall of chest cavity

  Eyes are open

  Eye does not blink when animal touched with stick

- What can cause meat to spoil?

  Heat

  Moisture

  Dirt

- If you are hunting in a field with hunters on both sides of you, your firearm should be:

  Pointed ahead or up

- Which carry provides the best control?

  Two-handed/Ready Carry

- What's the first thing you should do when loading a firearm?

  Point muzzle in a safe direction

- The safest method of transporting firearms in a vehicle is:

  Unloaded and encased in a carrying case

- Say three hunters are walking side by side hunting birds. If a bird flies over their heads, can they swing and fire?

  No, they would break their safe zone of fire. It's best if all three hold their swings and do not fire.

- Before shooting at anything, you should?

  Be sure of your target and make sure you have a safe backstop

- When should you click your safety "off" and make your firearm ready to shoot?

  Only immediately before you intend to shoot

- To get your firearm into a tree stand, you should:

    Unload the firearm

    Use a haul line

- How should hunters transport their firearms on an ATV?

    Unloaded

    In a carry case

    On a gun rack

- Say a wood duck has a daily limit of 3. If you shoot one on Monday morning and go back out Tuesday afternoon, how many can you shoot?

    3, it is a different hunt

- What is the daily bag limit?

    The number of a species of animal that a person can take in a day

- Why should hunters follow hunting limits, such as the daily bag limit or seasonal limit?

    (any answer)

    Prevents hunters from overharvesting animals

    Keeps animals at healthy numbers.

    Protect animals during their nesting or breeding periods so they can reproduce.

- It's a good idea to tell you family or friends before hunting:

    Where you will be hunting

    The time you will come home

- Hunting ethics preserve …

    Hunter's opportunity to hunt

- What are the four main things hunters should respect according to the Hunter's Ethical Code?

    Natural Resources

    Other Hunters

    Landowners

    Non-hunters

- What should a hunter do before hunting on someone's property?

    Ask and receive permission from the owner

- All wild animals need these things to survive:

    Food, water, cover, spacke, arrangement

- Hunters support wildlife conservation by:

    Buying licenses and paying taxes on hunting gear

- How can you treat hypothermia?

    (Any of these)

    Find shelter

    Remove wet clothing and replace with dry clothing

> Body heat
> Blankets
> Fire
> Heat packs

- What is the main cause of endangered species?

> Urbanization

- Name three survival rules your hunting buddies can use outside.

> Give responsible person your hunting plan
> Don't hunt or travel alone
> Take enough water and food for several days
> Bring map and compass
> Wear layers or extra clothing
> Return before dark
> Take fire-starting equipment and blanket with you
> Don't panic if you get lost

STANDARDS

The following **National Common Core Standards** can be met teaching:

QUIZ BOWL FOR HUNTER SAFETY

Grade 8:

CCSS.ELA-LITERACY.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-LITERACY.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-LITERACY.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-LITERACY.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8:

CCSS.ELA-LITERACY.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CCSS.ELA-LITERACY.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-LITERACY.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-LITERACY.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CCSS.ELA-LITERACY.WHST.6-8.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 9-10:

CCSS.ELA-LITERACY.RI.9-10.1   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.7   Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.2   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5   Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6   Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8   Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2   Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3   Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4   Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
CCSS.ELA-LITERACY.RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCSS.ELA-LITERACY.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-LITERACY.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
CCSS.ELA-LITERACY.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
CCSS.ELA-LITERACY.WHST.9-10.1	Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-LITERACY.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-LITERACY.WHST.11-12.1	Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Into the Outdoors

The following **National Common Core Standards** can be met teaching:

QUIZ BOWL FOR HUNTER SAFETY

MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]
HS-LS2-8.	Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]