

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Wildlife.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

| | |
|---|------|
| Module WLD3020: Making a Difference (Protection & Stewardship)..... | F.3 |
| Module WLD3040: Wildlife Research..... | F.9 |
| Module WLD3050: Wildlife Management 1 (Basic Principles)..... | F.13 |
| Module WLD3060: Wildlife Management 2 (Applications)..... | F.17 |
| Module WLD3090: Issues in Wildlife 2 (Negotiation & Debate)..... | F.21 |

MODULE WLD3020: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)**Level:** Advanced**Theme:** Social and Cultural Perspectives**Prerequisite:** None**Module Description:** Students explain how human populations and wildlife affect each other, describe management strategies that enable humans and wildlife to coexist, and demonstrate individual and shared actions that foster environmental stewardship.**Module Parameters:** Access to relevant government and community resources.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe ways in which human populations and wildlife affect each other | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a visual/multimedia presentation (e.g., poster, scrapbook, videotape, computer design) that profiles interrelationships among wildlife and cultures/societies. Presentation to include one or more examples of the influences of wildlife in each of the following areas: <ul style="list-style-type: none"> – food, clothing and shelter – spiritual and aesthetic – medicinal – recreation. <p><i>Assessment Tool</i> <i>Presentations/Reports: Advanced Level, WLDPRE-3</i></p> <p><i>Standard</i> <i>Present and explain 10 scenarios where wildlife has influenced societies/cultures; complete the presentation to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> identifying and explaining one or more human-wildlife relationships expressed through each of the following: art, literature, dance, music and drama. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Wildlife and the Arts, WLD3020-1</i></p> <p><i>Standard</i> <i>Respond to a standard of 3 on the rating scale</i></p> | 20 |

MODULE WLD3020: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> volunteering five hours of time working in the community to enhance a wildlife space and/or species. <p><i>Assessment Tool</i> <i>Log/Verification of Volunteer Work, WLDLOG-VOL</i></p> <p><i>Standard</i> <i>Complete all sections of the log/verification for five hours of volunteer work</i> a letter written to a government official or environmental organization expressing support or concern regarding the impact of personal/societal actions on wildlife and habitat, and critique of the response received. <p><i>Assessment Tool</i> <i>Assessment Criteria: Letters of Support or Concern, WLDLET</i></p> <p><i>Standard</i> <i>Complete the letter to a standard of 3 on the rating scale</i> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> </p></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|---------------------------------------|--|--|
| <p>Our Relationship with Wildlife</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> explain past and present influences of wildlife on cultures and societies; e.g.: <ul style="list-style-type: none"> food, clothing and shelter spiritual and aesthetic benefits medicinal values recreation and companionship | <p>Examine differing cultural views regarding wildlife:</p> <ul style="list-style-type: none"> consumption aesthetics. |

MODULE WLD3020: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

| Concept | Specific Learner Expectations | Notes |
|--|---|---|
| Our Relationship with Wildlife (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify wildlife relationships expressed through art, literature, dance, music and drama • explain how social attitudes and values regarding wildlife have changed • identify positive and negative impacts of human populations on wildlife. | <p>Visit cultural/ natural museums; e.g.:</p> <ul style="list-style-type: none"> • Provincial Museum • Glenbow Museum. <p>Visit historic sites/ national and provincial parks.</p> |
| Management Strategies | <ul style="list-style-type: none"> • explain how decisions involving Canada’s wildlife are a shared responsibility of government agencies and landowners, and are influenced by transboundary concerns • research decision-making processes that affect wildlife and the environment; e.g.: <ul style="list-style-type: none"> – political – economic – social – scientific • describe two or more wildlife management strategies, and related trade-offs or compromises • compare the contributions of different stakeholder groups that conduct management activities; e.g.: <ul style="list-style-type: none"> – government and nongovernment organizations – business and industry – landowners – individual citizens • assess the impact of individual attitudes, actions and lifestyle on wildlife and habitat; e.g.: <ul style="list-style-type: none"> – conservation ethic – consumer practices – recreational choices. | <p>Research international agreements on cooperative wildlife protection plans.</p> <p>Investigate:</p> <ul style="list-style-type: none"> • <i>Migratory Bird Act</i> • <i>Wildlife Act</i> • North American Waterfowl Management Plan • Ramsar Convention • CITIES • COSEWIC • World Conservation Strategy. |
| Environmental Stewardship | <ul style="list-style-type: none"> • identify an individual action plan for managing wildlife that permits the achievement of social, cultural, economic and environmental goals; e.g.: <ul style="list-style-type: none"> – individual and shared actions – leadership roles | <p>See <i>Project Wild</i> (Section 7: Responsible Human Actions).</p> |

MODULE WLD3020: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------------------------|---|---|
| Environmental Stewardship (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan, conduct and assess a school-wide campaign to increase awareness of relationships between lifestyle, wildlife and the environment; e.g.: <ul style="list-style-type: none"> – establish goals – plan and conduct – assess results • research and describe an issue regarding the impact of lifestyle on wildlife; e.g.: <ul style="list-style-type: none"> – conduct research – develop a position – participate in debate • identify ways in which individuals can influence public decisions that affect wildlife and the environment; e.g.: <ul style="list-style-type: none"> – voting – lobbying – seeking office – supporting compatible interest groups. | <p>Plan and implement as a group project.</p> <p>See <i>The Nature of Canada: A Primer on Spaces and Species</i> (Chapter 8: Seven Steps to Making a Difference, p. 155).</p> |

MODULE WLD3040: WILDLIFE RESEARCH

Level: Advanced

Theme: Technology and Applications

Prerequisite: None

Module Description: Students explain applications of the wildlife research process, and conduct experimental research on a wildlife space or species.

Module Parameters: Sample research articles, a science laboratory and/or outdoor wilderness environment.

Note: This module is a prerequisite for WLD3050: Wildlife Management 1 and WLD3060: Wildlife Management 2. It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">identify components of the wildlife research process and their application to a sample wildlife space or species | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">given information regarding scientific research conducted on a wildlife space or species, identifying major components of the research process as they apply to the space or species. <p><i>Assessment Tool</i> <i>Assessment Criteria: Components of Scientific Research, WLD3040–1</i></p> <p><i>Standard</i> <i>Identify components and applications of scientific research within the context of one space or species to a standard of 3 on the rating scale</i><ul style="list-style-type: none">defining concise research problems for each of five wildlife topics suited to scientific research.<p><i>Assessment Tool</i> <i>Assessment Criteria: Defining Research Problems, WLD3040–2</i></p><p><i>Standard</i> <i>Define five research problems to a standard of 3 on the rating scale</i></p></p> | 30 |

MODULE WLD3040: WILDLIFE RESEARCH (continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------------------|--|--|
| Research Process (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain applications of the research process in finding answers to questions about wildlife spaces or species • relate the research process to an existing piece of wildlife research. | Refer to Canadian Wildlife Services project reports. |
| Research Project | <ul style="list-style-type: none"> • identify a problem or question regarding a wildlife space or species; e.g.: <ul style="list-style-type: none"> – growth rate of a plant – bird preference to seed type – effect of light on plant growth – habitat preference of a mammal – overwintering of species – reproductive rate of composting worms • outline sources for background information about the problem or question; e.g.: <ul style="list-style-type: none"> – library – computer – interview • propose a plan for conducting research related to the problem or question; e.g.: <ul style="list-style-type: none"> – experimental design – logistics – funding and partnerships • describe baseline and specific data using a variety of information gathering techniques; e.g.: <ul style="list-style-type: none"> – sampling and surveys – observation – measurement and estimation – experimentation • analyze and interpret data that is gathered, and formulate further questions • draw conclusions related to the problem or question; e.g.: <ul style="list-style-type: none"> – recommendations – management actions – further research • communicate the results of research through written reports and oral presentations. | <p>Limit, define and refine.</p> <p>Written review and summary of relevant literature.</p> <p>Submit a written plan.</p> <p>Consider:</p> <ul style="list-style-type: none"> • species count • observation of behaviours • experimental controls, groups and variables. <p>Use data tables, graphs, anecdotal reports, photographic records, videotape.</p> <p>Consider:</p> <ul style="list-style-type: none"> • logical relationships • significant elements and implications • potential sources of bias • limitations of data. <p>Display boards.</p> |

MODULE WLD3050: WILDLIFE MANAGEMENT 1 (BASIC PRINCIPLES)**Level:** Advanced**Theme:** Management and Conservation**Prerequisite:** WLD3040 Wildlife Research**Module Description:** Students describe the functions and processes of wildlife management, and identify issues that may affect the development of a wildlife management plan.**Module Parameters:** Access to government and community agencies responsible for the sustainable management of spaces and species.**Note:** This module is a prerequisite for WLD3060: Wildlife Management 2. It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the functions of wildlife management identify and explain major components of a wildlife management plan | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a teacher-prepared assessment in which the student demonstrates knowledge of conservation, preservation and the function of wildlife management. <p><i>Assessment Tool</i> <i>Sample Assessment Items: Wildlife Management, WLD3050–1</i></p> <p><i>Standard</i> <i>Response indicating 70% mastery</i></p> | 20 |
| | <ul style="list-style-type: none"> given information regarding a current plan for managing a wildlife space or species, identifying major components of the plan and applying each to the management of the space or species. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Components of Wildlife Management, WLD3050–2</i></p> <p><i>Standard</i> <i>Identify components and applications of wildlife management within the context of one space or species to a standard of 3 on the rating scale</i></p> | 40 |

MODULE WLD3050: WILDLIFE MANAGEMENT 1 (BASIC PRINCIPLES) (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|---|
| <p>Functions of Wildlife Management</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe wildlife management as a process that ensures long-term viability of spaces, species and ecosystems • explain how wildlife management involves the preservation of endangered spaces and species, and conservation of all other spaces and species • analyze relationships between wildlife research and wildlife management. | <p>See:</p> <ul style="list-style-type: none"> • A Wildlife Policy for Canada • The Status of Wildlife in Alberta • <i>Project Wild</i> (Section 4: Management and Conservation). <p>Compare preservation with conservation.</p> <p>Examine ways of surveying the demographics of specific species:</p> <ul style="list-style-type: none"> • migratory species (international) • indigenous species (local). |
| <p>The Management Process</p> | <ul style="list-style-type: none"> • explain how wildlife management programs and policies are developed through political, social, economic and scientific decisions • identify and describe basic steps involved in developing a wildlife management plan; e.g.: <ul style="list-style-type: none"> – state goals and objectives – collect data and conduct research – gather government and nongovernment input – consider alternatives, consequences and potential conflicts – select a course of action – implement the action plan – monitor and evaluate outcomes – make recommendations and revisions. | <p>Investigate current management plans:</p> <ul style="list-style-type: none"> • North American Waterfowl Management Plan • Peregrine Falcon Recovery Plan • Vermilion Lakes Area Plan • Kootenay National Park Management Plan. <p>See:</p> <ul style="list-style-type: none"> • <i>Prairie Conservation: A Landowner's Guide.</i> |

MODULE WLD3050: WILDLIFE MANAGEMENT 1 (BASIC PRINCIPLES) (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------------------|---|--|
| <p>Issues in Wildlife Management</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze a variety of issues and problems affecting the management of wildlife spaces and species; e.g.: <ul style="list-style-type: none"> – preservation versus conservation – problems with an “ecosystem management” approach – political boundaries and the species/people involved – legislation versus no legislation – public perception of wildlife management – the value of wildlife – environmental impact assessment plans and legislation • explain how philosophies and goals of different wildlife management practices are sometimes incompatible with each other, and how conflicts and trade-offs may occur. | <p>Conduct interviews with naturalists, conservationists, preservationists, wildlife managers and/or stakeholder groups (see “Guidelines for Interviewing People,” <i>Project Wild</i>, p. 436).</p> <p>Student presentations and debates.</p> |

MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS)**Level:** Advanced**Theme:** Management and Conservation**Prerequisite:** WLD3050 Wildlife Management 1 (Basic Principles)**Module Description:** Students develop and present a plan for managing a wildlife space or species.**Module Parameters:** Access to government and community agencies responsible for the sustainable management of spaces and species.**Note:** It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> explain the basic principles of wildlife management | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> explaining the general objectives of wildlife management. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Principles of Wildlife Management, WLD3060–1</i></p> <p><i>Standard</i> <i>Respond to a standard of 3 on the rating scale</i> the results of an interview with a wildlife manager regarding wildlife management principles. <p><i>Assessment Tool</i> <i>Interview Techniques: Wildlife Manager, WLD3060–2</i></p> <p><i>Standard</i> <i>Apply interview techniques to a standard of 3 on the rating scale</i></p> </p> | 20 |
| <ul style="list-style-type: none"> develop and present a wildlife management plan | <ul style="list-style-type: none"> a summary and analysis of critical components included in an existing plan for managing a wildlife space or species. Summary and analysis to address: <ul style="list-style-type: none"> data collection and research techniques management strategies/tools in use outcomes/results and suggested revisions. <p><i>Assessment Tool</i> <i>Summary and Analysis: A Wildlife Management Plan, WLD3060–3</i></p> <p><i>Standard</i> <i>Complete summary and analysis to a standard of 3 on the rating scale</i></p> | 80 |

MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS) (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • developing and presenting a plan for managing a wildlife space or species. Management plan to address: <ul style="list-style-type: none"> – the concerns of three or more stakeholder groups – management goals and priorities – research strategies/actions – maps and monitoring strategies. <p><i>Assessment Tool</i> <i>Assessment Criteria: Developing a Wildlife Management Plan, WLD3060–4</i> <i>Presentations/Reports: Advanced Level, WLDPRE–3</i></p> <p><i>Standard</i> <i>Develop and present the plan to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------|---|---|
| <p>Basic Principles</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain sustainable management within the context of wildlife spaces and species • explain how decisions involving wildlife in Canada are made by local, provincial and federal government agencies and private landowners • identify local opportunities for consultation and public involvement in wildlife management decisions. | <p>Suggested resources include:</p> <ul style="list-style-type: none"> • <i>A Wildlife Policy for Canada</i> • <i>The Status of Alberta Wildlife</i> • <i>Project Wild Activity Guide</i> • <i>Alberta Conservation and Hunter Education.</i> <p>Field studies. Interviews. Oral Presentations.</p> |

MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS) (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------|--|---|
| <p>Planning Process</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify short- and long-term goals for the management of a wildlife space or species • identify scientific, economic and social factors that need to be addressed through the management plan • describe the views of different stakeholders and resolve conflicts that may arise; e.g.: <ul style="list-style-type: none"> – recreational – environmental – aboriginal – commercial • show that consultation with other resource users and public involvement has been incorporated into the planning process • identify alternative means of achieving the management goals, and select preferred alternatives • describe permits, licences or other legal agreements that may be required • devise a set of actions and present the management plan; e.g.: <ul style="list-style-type: none"> – a general description and background – long-term management objectives – short-term management objectives – proposed standards and guidelines – a schedule of short-term management activities • prepare a map to accompany and elaborate upon the management plan; e.g.: <ul style="list-style-type: none"> – boundaries – land cover and other resources in the area – physical features – history of past development – road access – proposed development activities • describe techniques for monitoring the management plan to ensure that goals are being achieved. | <p>See sample management plans described in:</p> <ul style="list-style-type: none"> • <i>North American Waterfowl Management Plan</i> • <i>Prairie Conservation: A Landowner's Guide.</i> <p>Consider species that are at risk <u>OR</u> problem wildlife.</p> <p>Discuss management tools required to increase or decrease a population:</p> <ul style="list-style-type: none"> • environmental manipulation • direct population control. <p>Examine concerns regarding biological management tools:</p> <ul style="list-style-type: none"> • B.t.k. treatments for spruce budworm • specific insects that eat purple loosestrife. <p>Tables and graphs.</p> <p>Diagrams.</p> <p>Webbing (mind maps).</p> <p>Display boards.</p> <p>Oral presentations.</p> <p>Evaluation.</p> <p>Forecasting.</p> |

MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE)**Level:** Advanced**Theme:** Management and Conservation**Prerequisite:** WLD2090 Issues in Wildlife 1 (Research & Analysis)**Module Description:** Students examine the complexity of wildlife issues affecting Alberta and the rest of the world, and demonstrate individual and shared actions that foster sustainable management of wildlife.**Module Parameters:** Access to relevant government and community resources.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and compare social, economic and environmental perspectives regarding a range of current wildlife issues | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> analyzing alternatives and consequences associated with each of five wildlife issues. Alternatives and consequences to address relevant social, economic and environmental perspectives. <p><i>Assessment Tool</i> <i>Issue Analysis: Alternatives and Consequences, WLD3090–1</i></p> <p><i>Standard</i> <i>Analyze five issues to a standard of 3 on the rating scale</i> a critique of one newspaper/magazine article regarding a wildlife issue. Critique to address: <ul style="list-style-type: none"> – range of viewpoints/biases evident – recommended course of action. <p><i>Assessment Tool</i> <i>Guidelines to Critiquing Media Information, WLDMED</i></p> <p><i>Standard</i> <i>Critique one article to a standard of 3 on the rating scale</i></p> </p> | 30 |

MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE) (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • compare and contrast issues and trends involving wildlife in Canada with similar issues and trends in other parts of the world • present a plan of action for the sustainable management of wildlife | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing a research project on one international wildlife issue. Research to address: <ul style="list-style-type: none"> – an explanation of the issue and stakeholders involved – a survey of different viewpoints regarding the issue – a statement of personal position regarding the issue and rationale for the position taken – suggested strategies/actions for dealing with the issue – reference to a related wildlife issue in Canada and/or Alberta. <p><i>Assessment Tool</i> <i>Research Process: A Wildlife Issue, WLD3090–2</i></p> <p><i>Standard</i> <i>Complete research to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • given a current issue regarding wildlife conservation and management: <ul style="list-style-type: none"> – negotiating and debating the issue while assuming the role of one or more stakeholder groups – preparing and presenting a position paper that outlines a responsible course of action. <p><i>Assessment Tool</i> <i>Negotiation and Debate: Advanced Level, WLDNEG–3</i> <i>Position Paper: Wildlife Conservation and Management, WLD3090–3</i></p> <p><i>Standard</i> <i>Address criteria in negotiation/debate and the position paper to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • a proposal and rationale (oral, written or visual) for: <ul style="list-style-type: none"> – personal action that will support wildlife conservation and management – a leadership role/community program that will support wildlife conservation and management. <p><i>Assessment Tool</i> <i>Assessment Criteria: Proposal for Environmental Action, WLDPRO</i> <i>Sample Proposals: Wildlife Enhancement, WLDSAM</i></p> <p><i>Standard</i> <i>Complete each proposal to a standard of 3 on the rating scale</i></p> | <p style="text-align: center;">30</p> <p style="text-align: center;">40</p> |

MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE) (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|------------------------------------|--|---|
| <p>Issues Involve Alternatives</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe past and present trends in the recreational and/or commercial use of a wildlife space or species describe ways in which stakeholder groups make use of the judicial, legislative and regulatory systems in working toward their objectives analyze differing points of view regarding how, when and to what degree the space or species should be used analyze issues concerning the scientific, biological, aesthetic, economic and/or intrinsic value of the space or species. | <p>See <i>Project Wild</i> (Section 6: Trends, Issues and Consequences).</p> <p>Written/oral critique of relevant periodical literature and videos.</p> <p>Independent research on an issue of personal interest.</p> |
| <p>Global Issues and Trends</p> | <ul style="list-style-type: none"> compare and contrast a Canadian issue involving wildlife with a similar issue in other parts of the world; e.g.: <ul style="list-style-type: none"> habitat loss distribution, diversity and abundance of species | <p>Review magazine articles that focus on Canadian and global wildlife issues (e.g., <i>Equinox</i>, <i>Canadian Geographic</i>, <i>International Wildlife</i>).</p> |

MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE) (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------------------|---|---|
| Global Issues and Trends (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • research global impacts of the recreational and/or commercial use of a wildlife space or species; e.g.: <ul style="list-style-type: none"> – social and cultural – economic – environmental • infer the long-range effects of acquiring, protecting, improving and restoring wildlife habitat in Canada and other parts of the world. | <p>Independent research on topic of global significance.</p> <p>Student debates.</p> <p>Forecasting.</p> |
| Personal and Shared Actions | <ul style="list-style-type: none"> • compare and contrast different philosophies, ethics and alternatives regarding how best to ensure its health and viability of a wildlife space or species • evaluate the goals and objectives of one or more wildlife conservation groups • identify and describe a global issue regarding the consumptive and/or non-consumptive use of wildlife; e.g.: <ul style="list-style-type: none"> – conduct research – develop a position – participate in debate • devise a plan for the use of wildlife; e.g.: <ul style="list-style-type: none"> – conduct research – generate alternatives – agree to a workable solution • demonstrate responsible and ethical actions in relation to wildlife and the environment; e.g.: <ul style="list-style-type: none"> – personal actions – leadership roles. | <p>Group projects involving discussions, consensus building, debate and panel discussion.</p> <p>See <i>Project Wild</i> (Section 7: Responsible Human Actions).</p> <p>Participation in group process is essential.</p> <p>Implement a course of action suggested through group discussion and consensus building.</p> |