

Assessment Criteria and Conditions:

- comparing and contrasting the social, environmental and economic significance of wildlife within two cultures (e.g., First Nation, European, Asian).

Suggested Reference(s):

- *The Nature of Canada: A Primer on Spaces and Species*
- *A Primer on Environmental Citizenship*
- *Project Wild*

STANDARD: Respond to a minimum standard of 2 on the rating scale

Rating Scale

The student:

- 4 meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
- 3 meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using precise terminology. Requires little or no prompting.
- 2 meets project/task objectives with limited assistance in planning and in selecting and using resources. Applies knowledge of concepts in different situations using correct terminology. Requires occasional prompting.
- 1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
- 0 does not complete task, or is unable to provide a suitable response.

N/A Not applicable

G.64/ Wildlife, CTS
(1997)

Background Information	Sample Questions/Activities
<p>See <i>The Nature of Canada: A Primer on Spaces and Species</i>:</p> <ul style="list-style-type: none"> • Chapter 3 – The Cultural Heritage Perspective • Chapter 4 – The Importance of Spaces and Species. <p>Q42: How does the environment affect culture?</p> <p>Q43: How does culture affect the environment?</p> <p>Q48: How can history help us protect our environment in the future?</p> <p>Q56: Why should we value the natural environment?</p> <p>Q58: In what ways do people depend on the natural environment for survival?</p> <p>Q59: How does the health of wildlife relate to our own health?</p> <p>Q60: How do plants and animals help us stay healthy?</p> <p>Q61: Do spaces and species contribute to our psychological and emotional health?</p> <p>Q62: How do spaces and species contribute to our economic well-being?</p> <p>Q66: What is wildlife worth in dollars and cents?</p> <p>Q67: How have spaces and species contributed to human knowledge?</p> <p>Q69: How will the preservation of spaces and species benefit us in the future?</p>	<p>1. Compare and contrast the significance of wildlife in two cultures; e.g.:</p> <ul style="list-style-type: none"> – recreational – medicinal – spiritual and aesthetic <p>2. Cite instances within two cultures where human and wildlife relationships are expressed through religious teachings, art, music, drama, literature, photography and/or other means of communication.</p> <p>3. Compare and contrast the economic significance of wildlife within two cultures; e.g.:</p> <ul style="list-style-type: none"> – subsistence – commercial trade – tourism <p>4. Compare and contrast the environmental significance of wildlife within two cultures; e.g.:</p> <ul style="list-style-type: none"> – indicator species – biodiversity – water, air and soil quality

RATING	PLANNING CRITERIA
<p>4 3 2 1 0</p>	<p><i>The student:</i></p> <p>Reasons for Taking the Tour</p> <p><input type="checkbox"/> provides a rationale for taking the tour; e.g.:</p> <ul style="list-style-type: none"> - recreational - health - spiritual/aesthetic <p><input type="checkbox"/> identifies economic considerations; e.g.:</p> <ul style="list-style-type: none"> - revenue to the community <p><input type="checkbox"/> identifies environmental considerations; e.g.:</p> <ul style="list-style-type: none"> - impact of activities <p><input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Tour Agenda/Itinerary</p> <p><input type="checkbox"/> establishes a route plan and mode(s) of travel</p> <p><input type="checkbox"/> establishes a timeline for travel</p> <p><input type="checkbox"/> identifies and maps points of interest along the route</p> <p><input type="checkbox"/> plans activities for participants throughout the tour</p> <p><input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Tour Details</p> <p><input type="checkbox"/> establishes accommodation, meal and clothing needs for tour participants</p> <p><input type="checkbox"/> prepares a comprehensive list of equipment and supplies required</p> <p><input type="checkbox"/> establishes a budget for the tour</p> <p><input type="checkbox"/> identifies safety hazards and emergency response procedures</p> <p><input type="checkbox"/> addresses legal matters relevant to the tour; e.g.:</p> <ul style="list-style-type: none"> - environmental regulation - impending liabilities - insurance requirements <p><input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Guidelines for Minimal Environmental Impact</p> <p><input type="checkbox"/> explains basic principles of ecotourism</p> <p><input type="checkbox"/> identifies five or more guidelines for ensuring minimal environmental impact while en route</p> <p><input type="checkbox"/> reflects on the strengths/limitations of the plan for minimal environmental impact, and suggests refinements</p> <p><input type="checkbox"/> _____</p>

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

<p>REFLECTIONS/COMMENTS</p>

Sample Ecotours

- Whale Watching at Tofino
- A Nahanni Canoe Trip
- Horseback Riding in Waterton National Park

TRIP PLANNING AND PREPARATION	
<i>The student:</i>	
<input type="checkbox"/>	establishes specific objectives for an outdoor wilderness trip; e.g.: <input type="checkbox"/> goals and expectations <input type="checkbox"/> length of trip <input type="checkbox"/> destination <input type="checkbox"/> general itinerary and daily agendas
<input type="checkbox"/>	prepares a camping menu for self that addresses: <input type="checkbox"/> expected caloric output <input type="checkbox"/> all food groups included in the <i>Canada's Food Guide for Healthy Eating</i> <input type="checkbox"/> concerns related to food spoilage <input type="checkbox"/> provisions for emergency
<input type="checkbox"/>	plans for weather and seasonal conditions; e.g.: <input type="checkbox"/> identifies hazards particular to the area <input type="checkbox"/> listens to weather and news reports/forecasts
<input type="checkbox"/>	incorporates guidelines for environmental awareness into trip planning; e.g.: <input type="checkbox"/> principles of ecotourism <input type="checkbox"/> consideration for carrying capacity <input type="checkbox"/> strategies for minimum impact land use
<input type="checkbox"/>	identifies and obtains appropriate supplies, equipment and personal gear for the trip; e.g.: <input type="checkbox"/> water and food <input type="checkbox"/> tent, stove, axe <input type="checkbox"/> first aid and survival supplies <input type="checkbox"/> clothing and foot wear <input type="checkbox"/> toiletries

TRIP PLANNING AND PREPARATION (continued)	
<i>The student:</i>	
<input type="checkbox"/>	conduct pre-trip assessment of supplies, equipment and personal gear; e.g.: <input type="checkbox"/> compares to trip checklist <input type="checkbox"/> assesses quality, quantity and condition <input type="checkbox"/> assesses weather and seasonal conditions <input type="checkbox"/> obtains missing and/or specialty items
<input type="checkbox"/>	prepares supplies, equipment and personal gear for transportation; e.g.: <input type="checkbox"/> addresses weight restrictions <input type="checkbox"/> makes efficient use of space <input type="checkbox"/> packs food to prevent spoilage and minimize odour
<input type="checkbox"/>	plans course of action to cope with potential emergency situations in the wilderness; e.g.: <input type="checkbox"/> extreme weather conditions <input type="checkbox"/> fire or flood <input type="checkbox"/> injury and illness <input type="checkbox"/> avalanche
<input type="checkbox"/>	reviews legislation and policy requirements relevant to area being visited; e.g.: <input type="checkbox"/> information regarding dangers inherent in the area <input type="checkbox"/> permits/licences that may be required
<input type="checkbox"/>	
<input type="checkbox"/>	

CONDUCTING THE TRIP	
<i>The student:</i>	
<input type="checkbox"/>	follows guidelines for safe travel in an outdoor environment; e.g.: <input type="checkbox"/> follows travel schedule as planned <input type="checkbox"/> uses orientation and navigational skills <input type="checkbox"/> identifies potential hazards and takes necessary precautions <input type="checkbox"/> dresses according to mode of travel, weather and season <input type="checkbox"/> watches for changes in current weather conditions
<input type="checkbox"/>	sets up campsite following guidelines for comfort, safety and least possible environmental impact; e.g.: <input type="checkbox"/> selects appropriate campsite <input type="checkbox"/> erects tent or lean-to <input type="checkbox"/> assembles other amenities <input type="checkbox"/> protects food from wildlife and spoilage <input type="checkbox"/> protects equipment from the elements
<input type="checkbox"/>	follows minimal impact guidelines in establishing and using campsite; e.g.: <input type="checkbox"/> latrine location and toilet procedures <input type="checkbox"/> wash area and procedures <input type="checkbox"/> fire site and use <input type="checkbox"/> garbage and waste water disposal
<input type="checkbox"/>	complies with local, provincial and federal legislation relevant to activities that are undertaken
<input type="checkbox"/>	assumes camp duties on a rotational basis; e.g.: <input type="checkbox"/> meal preparation <input type="checkbox"/> camp maintenance and hygiene

CONDUCTING THE TRIP (continued)	
<i>The student:</i>	
<input type="checkbox"/>	monitors the activities of wildlife in the area and takes precautions to avoid dangerous situations
<input type="checkbox"/>	
<input type="checkbox"/>	

WILDERNESS INTERACTION	
<i>The student:</i>	
<input type="checkbox"/>	identifies 25 insect, bird, mammal and/or other animal species
<input type="checkbox"/>	identifies 25 tree, shrub and/or other plant species
<input type="checkbox"/>	identifies, while demonstrating appropriate safety/health precautions , five different: <ul style="list-style-type: none"> <input type="checkbox"/> animal tracks and scat <input type="checkbox"/> hazardous plants
<input type="checkbox"/>	identifies five or more uses of plants and/or animals for human survival and comfort in the wilderness environment
<input type="checkbox"/>	spends three hours alone in a designated wilderness area, and shares experiences and coping strategies

WILDERNESS INTERACTION (continued)	
<i>The student:</i>	
<input type="checkbox"/>	
<input type="checkbox"/>	

BREAKING CAMP AND CONCLUDING THE TRIP	
<i>The student:</i>	
<input type="checkbox"/>	follows appropriate procedures for breaking camp: <ul style="list-style-type: none"> <input type="checkbox"/> packs supplies, equipment and personal gear <input type="checkbox"/> takes down shelter <input type="checkbox"/> cleans site and removes waste <input type="checkbox"/> does circle tour of site
<input type="checkbox"/>	conducts a post-trip assessment: <ul style="list-style-type: none"> <input type="checkbox"/> observations and personal impressions <input type="checkbox"/> activities well done <input type="checkbox"/> problems encountered <input type="checkbox"/> recommendations regarding future trips
<input type="checkbox"/>	
<input type="checkbox"/>	

STANDARD IS 2 IN EACH APPLICABLE TASK AREA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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N/A Not applicable

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Individual/Group Preparedness	4	3	2	1	0	N/A
Cooperation and Teamwork	4	3	2	1	0	N/A
Responsibility and Safety	4	3	2	1	0	N/A
Environmental Ethics	4	3	2	1	0	N/A

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N/A Not applicable

TASK CHECKLIST

The student:

Individual/Group Preparedness

- sets goals and follows instructions accurately
- adheres to established timelines
- identifies/assembles outdoor gear appropriate to the task
- uses time effectively
- identifies tasks well done
- identifies problems encountered and suggests solutions
- makes recommendations regarding future trips
- _____
- _____

Responsibility and Safety

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- anticipates and advises of potential hazards
- practises proper sanitation procedures
- identifies tasks well done
- identifies problems encountered and suggests solutions
- makes recommendations regarding future trips
- _____
- _____

Cooperation and Teamwork

- works with a range of peer members
- shares work appropriately among group members
- considers the ideas/suggestions of others
- identifies tasks well done
- identifies problems encountered and suggests solutions
- makes recommendations regarding future trips
- _____
- _____

Environmental Ethics

- uses environmentally friendly materials
- picks up garbage and carries out everything that is carried in
- avoids ecologically sensitive areas
- demonstrates techniques for protecting water supply
- identifies tasks well done
- identifies problems encountered and suggests solutions
- makes recommendations regarding future trips
- _____
- _____

REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- provides an outline map of Canada that identifies seven major ecoregions
- provides an outline map of the world that identifies five World Heritage sites
- identifies and describes the characteristics of at least five indicator species for an ecoregion of Canada

Content (continued)

- identifies and describes at least five regulating factors for one of Canada’s wildlife species; e.g.:
 - food, water and habitat
 - carrying capacity
 - predators and species competition
 - disease and pests
- compares and contrasts an ecoregion of Canada with a similar ecoregion in another part of the world, considering:
 - climate
 - geography
 - indicator species

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

REFLECTIONS/COMMENTS:

Sample Assessment Items

For centuries, most people in Canada believed that the resources would never run out. But now there is a growing awareness that this isn't true. Test your awareness with the following quiz on Canada's spaces and species.

1. How much of South America's rainforest remains?
a) 85% b) 23% c) 52%
2. In comparison, how much of Canada's west coast rainforest is undisturbed?
a) 25% b) 65% c) 3%
3. What percent of Canada's tall-grass prairie remains?
a) 11% b) 25% c) 1%
4. What are the biggest threats to built heritages (e.g., buildings, statues) in Canada?
a) air pollution b) neglect c) development
d) vandalism e) weather f) water action
g) all of the foregoing
5. By 1993, how many Canadian species, including plants and animals, were officially listed as "at risk"?
a) 147 b) 236 c) 11
6. What is the single biggest reason for wildlife problems in Canada?
a) over-hunting b) pollution c) loss of habitat
d) acid rain
7. True or false? Special neighbourhoods and places you treasured as a child have been drastically altered by development.
8. Name four symbols of Canadian identity.

Answers to Sample Assessment Items

1. a) 85%
The real issue in South America is that these rainforests are incredibly rich and diverse. It is estimated that 90% of the world's species are found there. We are losing species we haven't even discovered yet.
2. c) 3%
3. c) 1%
Tall-grass prairie in Canada is pretty well confined to southern Manitoba. Almost all of the original prairie grassland has been converted to other uses.
4. g) all of the foregoing
5. b) 236
The Committee on the Status of Endangered Wildlife in Canada (COSEWIC) compiles an annual list. The total list includes plants and animals that are endangered, threatened or rare, as well as those that are gone from Canada because they are extinct or extirpated. However there are many species, such as insects, about which we have no information.
6. c) loss of habitat
7. *No surveys have been done on this subject. The question is intended to get you reflecting for a moment on how your world has changed. Perhaps you can think of something you valued that has disappeared.*
8. *No right or wrong answers. What we value depends on our age, interest, and regional or cultural background. But Canadians often mention some of the same things: the maple leaf, our anthem (O Canada), the Rockies, the Parliament Buildings, the beaver, the Canadian flag, hockey, loons—a mix of cultural and natural heritage.*

STANDARD: Response indicating 80% mastery.

Assessment Criteria and Conditions:

- identifying and explaining:
 - the roles of the Committee on the Status of Endangered Wildlife in Canada (COSEWIC) and the Canadian Register of Heritage Properties (CRHHP)
 - the five categories of species at risk in Canada
 - methods used to identify spaces at risk in Canada.

Suggested Reference(s):

- *The Nature of Canada: A Primer on Spaces and Species*
- *Project Wild*

STANDARD: Respond to a minimum standard of 2 on the rating scale

Rating Scale

The student:

- 4 met project/task objectives in a self-directed manner. Provided explanations and critical judgements based on a superior knowledge base. Demonstrated an understanding of relevant concepts and related issues.
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- 2 met project/task objectives with limited assistance in planning and in the selection and use of resources. Applied knowledge of concepts in different situations using correct terminology. Required occasional prompting.
- 1 completed task as directed, demonstrating basic skills/completeness by following a guided course of action. Used simple recall to demonstrate basic knowledge of concepts. Required prompting.
- 0 did not complete task, or was unable to provide a suitable response.

N/A Not applicable

Assessment Tools

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Background Information	Sample Questions/Activities
<p>See <i>The Nature of Canada: A Primer on Spaces and Species</i>:</p> <p><u>Chapter 5 – The Changing Nature of Canada’s Spaces and Species</u></p> <p>Q70: What is happening to the nature of Canada? Q71: Why should we be concerned? Q74: What are “endangered spaces”? Q75: Why are natural spaces disappearing? Q77: What are “endangered species”? Q78: Why are species disappearing? Q79: How serious is the situation in Canada?</p> <p><u>Chapter 6 – The 100 Per Cent Solution</u></p> <p>Q83: What is the “100 per cent solution”? Q84: Why is 12 per cent the target for protected areas? Q86: What are “protected natural areas”? Q89: What are “representative” protected areas? Q90: What are “critical wildlife areas”? Q92: Is setting aside protected areas enough?</p> <p><u>Chapter 7 – Programs for Protection and Stewardship</u></p> <ul style="list-style-type: none"> • Research for the Protection of Spaces and Species • Identifying Spaces and Species • Protecting Biodiversity • Protecting Ecosystem Diversity • Protecting Critical Wildlife Habitat 	<ol style="list-style-type: none"> 1. Explain how societal actions have caused wildlife spaces and species to become threatened or endangered; e.g.: <ul style="list-style-type: none"> – human population growth – resource extraction – deforestation – pollution. 2. What do we mean when we say a space or species is “at risk”? 3. What factors/criteria are used to determine if a space or species is at risk in Canada? 4. Explain the roles of agencies established to identify spaces and species at risk in Canada; e.g.: <ul style="list-style-type: none"> – Committee on the Status of Endangered Wildlife in Canada (COSEWIC) – Canadian Register of Heritage properties (CRHP). 5. Explain and give examples of different types of spaces at risk in Canada; e.g.: <ul style="list-style-type: none"> – threatened natural areas – areas essential to the functioning of the biosphere – areas essential to the survival of a particular species – cultural heritage sites. 6. Define and give examples of the five categories of species at risk in Canada; e.g.: <ul style="list-style-type: none"> – vulnerable – threatened – endangered – extirpated – extinct.

Assessment Criteria and Conditions:

- identifying and comparing roles, responsibilities and strategies relevant to two local, two national and two international programs currently implemented to protect spaces and species.

Suggested Reference(s):

- *The Nature of Canada: A Primer on Spaces and Species*
- *Project Wild*

STANDARD: Respond to a minimum standard of 2 on the rating scale

Rating Scale

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N/A Not applicable

Background Information	Sample Questions/Activities
<p>See <i>The Nature of Canada: A Primer on Spaces and Species</i>:</p> <p><u>Chapter 6 – The 100 Per Cent Solution</u></p> <p>Q87: Who creates protected natural areas?</p> <p>Q91: What role do nongovernmental organizations play in protecting areas?</p> <p>Q101: What is being done to restore degraded ecosystems?</p> <p>Q102: What is being done to recover specific wildlife species?</p> <p><u>Chapter 7 – Programs for Protection and Stewardship</u></p> <ul style="list-style-type: none"> • Research for the Protection of Spaces and Species • Identifying Spaces and Species • Protecting Biodiversity • Protecting Ecosystem Diversity • Protecting Both Natural and Cultural Heritage • Protecting Critical Wildlife Habitat • Promoting Stewardship of Spaces and Species 	<p>1. Provide one or more examples of each of the following in managing ecosystems at local, national and/or international levels:</p> <ul style="list-style-type: none"> – parks – wildlife and wilderness areas – migratory bird sanctuaries – ecological reserves – world heritage sites – private landowners – grazing reserves. <p>2. Outline the mandates, roles and responsibilities of two <u>local programs</u> (that receive support by government, industry, environmental and/or other community organizations) underway to protect spaces and species.</p> <p>3. Outline the mandates, roles and responsibilities of two <u>national programs</u> (that receive support by government, industry, environmental and/or other community organizations) underway to protect spaces and species.</p> <p>4. Outline the mandates, roles and responsibilities of two <u>international programs</u> (that receive support by government, industry, environmental and/or other community organizations) underway to protect spaces and species.</p> <p>5. Compare one or more aspects of Canadian policy/philosophy regarding wildlife management with that of another nation regarding similar issues.</p>

Assessment Criteria and Conditions:

- identifying and explaining three or more situations where changes in human populations have resulted in subsequent changes in wildlife (e.g., number, behaviour, habitat).

Suggested Reference(s):

- *The Nature of Canada: A Primer on Spaces and Species*
- *A Primer on Environmental Citizenship*
- *Project Wild*

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Assessment Tools

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Background Information	Sample Questions/Activities
<p>See <i>A Primer on Environmental Citizenship</i>, Section 2: Humans and Their Environment:</p> <p><u>A Changing Relationship</u> Q2.70: Are there ways to gauge the scale at which human activity affects the environment? Q2.71: What has caused the increase in the environmental impact of our species?</p> <p><u>Population</u> Q2.84: Is population growth really an environmental issue? Q2.85: Are there other factors that determine environmental impact?</p> <p><u>Technology</u> Q2.93: Does technological change pose a threat to human society and the environment? Q2.94: What technological changes have had the greatest impact on modern society and its natural environment?</p> <p><u>Economy</u> Q2.102: What are the economic reasons for environmental degradation? Q2.103: Why are environmental resources sometimes undervalued?</p> <p><u>Resource Use</u> Q2.111: What are some of the environmental concerns associated with the harvesting of renewable resources? Q2.115: What are the environmental concerns associated with the use of nonrenewable and nonreplenishable resources?</p>	<p>1. How has wildlife affected the development, movement and size of human societies? e.g.: – historical development – aboriginal settlement.</p> <p>2. Provide a personal interpretation of three or more situations where changes in human populations have resulted in subsequent changes in the number, behaviour or habitat of wildlife; e.g.: – urbanization – dam construction – hunting/fishing – agriculture practices – transportation corridors – recreation and tourism – resource extraction.</p> <p>3. How have human populations affected wildlife and its habitat in your community? e.g.: – changes in distribution, diversity and/or abundance – changes in habitat.</p> <p>4. Explain “habitat fragmentation.” Identify three or more local wildlife species affected by this phenomenon.</p>

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- identifies and describes one technology or land use practice that influences wildlife and/or habitat
- explains applications of the technology or land use practice; e.g.:
 - agriculture/forestry
 - energy/mining
 - tourism/recreation

Content (continued)

- provides a drawing/illustration of the technology or land use practice
- identifies wildlife spaces/species affected by the technology or land use practice, and interactions of the technology/land use with wildlife/habitat
- provides a balance sheet of positive and negative affects of the technology/land use on wildlife and habitat; e.g.:
 - food production/habitat loss
 - employment gains/species extinction
- summarizes the benefits and costs of the technology or land use practice for wildlife and society
- _____
- _____

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

REFLECTIONS/COMMENTS:

Assessment Criteria and Conditions:

- a comparison of two existing wildlife management plans with respect to:
 - goals
 - approaches taken
 - outcomes and accomplishments.

Suggested Reference(s):

- *The Nature of Canada: A Primer on Spaces and Species*
- *Project Wild*

STANDARD: Respond to a minimum standard of 2 on the rating scale

Rating Scale

The student:

- 4 meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
- 3 meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using precise terminology. Requires little or no prompting.
- 2 meets project/task objectives with limited assistance in planning and in selecting and using resources. Applies knowledge of concepts in different situations using correct terminology. Requires occasional prompting.
- 1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
- 0 does not complete task, or is unable to provide a suitable response.

N/A Not applicable

Assessment Tools

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Background Information	Sample Questions/Activities
<p>See <i>The Nature of Canada: A Primer on Spaces and Species</i>, Chapter 7: Programs for Protection and Stewardship.</p> <p>There are more than 120 programs underway across Canada to protect spaces and species. This chapter describes some of the national and international programs developed to:</p> <ul style="list-style-type: none"> • support research for the protection of spaces and species • identify spaces and species • protect biodiversity • protect ecosystem diversity • protect both natural and cultural heritage • protect historic places • protect critical wildlife habitat • promote stewardship of spaces and species. <p>See also <i>The Nature of Canada: A Primer on Spaces and Species</i>, Appendix A: Directory of Government and Non-Government Organizations.</p>	<ol style="list-style-type: none"> 1. Gather information regarding two existing wildlife management plans; e.g.: <ul style="list-style-type: none"> – North American Waterfowl Management plan – Peregrine Falcon Recovery Plan – Swift Fox Rehabilitation Project. 2. Explain and compare the two wildlife management plans with respect to goals and objectives. 3. Explain and compare the approaches taken/ techniques used in each management plan; e.g.: <ul style="list-style-type: none"> – legislation and policy – incentives – education – demonstration – land use planning. 4. Explain and compare the outcomes and accomplishments of each of the management plans; e.g.: <ul style="list-style-type: none"> – social – economic – environmental.

BOWS AND ARROWS (PERFORMANCE STANDARD IS 3 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	conducts safety inspection of equipment: <ul style="list-style-type: none"> <input type="checkbox"/> string (e.g., signs of wear, proper installation on bow nocks) <input type="checkbox"/> limbs (e.g., check for cracks, twisted limbs, broken/splintered bow tips) <input type="checkbox"/> arrows (e.g., check for cracks and splinters, cracked/loose nocks, loose/broken points, fletching damage)
<input type="checkbox"/>	identifies situations where equipment repair or replacement is required <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input type="checkbox"/>	identifies optional accessories available for archery; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> finger tabs <input type="checkbox"/> armguard <input type="checkbox"/> glove <input type="checkbox"/> _____
<input type="checkbox"/>	explains appropriate storage techniques for equipment used <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input type="checkbox"/>	demonstrates safe bow handling techniques; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> stringing <input type="checkbox"/> marking the nocking point <input type="checkbox"/> observing range rules

<input type="checkbox"/>	demonstrates archery fundamentals; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> identifying the master/dominant eye <input type="checkbox"/> stance (e.g., regular, oblique) <input type="checkbox"/> gripping <input type="checkbox"/> nocking (e.g., recognize cock feather, placement of nock on bow string) <input type="checkbox"/> draw and anchor (e.g., anchor point) <input type="checkbox"/> aim (e.g., use of bow sights, point of aim, recognition of safe target and surroundings) <input type="checkbox"/> release <input type="checkbox"/> follow through
<input type="checkbox"/>	recognizes common errors and identifies how they can be corrected; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> high <input type="checkbox"/> low <input type="checkbox"/> right <input type="checkbox"/> left <input type="checkbox"/> high and right <input type="checkbox"/> low and left
<input type="checkbox"/>	

FIREARMS (PERFORMANCE STANDARD IS 3 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	describes the evolution of the modern firearm; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> black powder <input type="checkbox"/> modern firearm

<input type="checkbox"/>	identifies basic parts of firearms and their operation; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> stock <input type="checkbox"/> action <input type="checkbox"/> barrel
<input type="checkbox"/>	explains characteristics of firearms; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> rifling <input type="checkbox"/> calibre <input type="checkbox"/> shotgun gauge <input type="checkbox"/> shotgun choke
<input type="checkbox"/>	explains basic types of actions used to classify firearms; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> bolt <input type="checkbox"/> pump <input type="checkbox"/> lever <input type="checkbox"/> hinge <input type="checkbox"/> semi-automatic
<input type="checkbox"/>	explains different types of safety devices used on firearms; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> slide <input type="checkbox"/> button
<input type="checkbox"/>	explains types of sights on firearms; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> open <input type="checkbox"/> aperture <input type="checkbox"/> scope <input type="checkbox"/> bead
<input type="checkbox"/>	describes the basic components of rifle and shotgun ammunition; e.g.: <ul style="list-style-type: none"> <input type="checkbox"/> centrefire <input type="checkbox"/> rimfire <input type="checkbox"/> shotshell
<input type="checkbox"/>	illustrates selection of firearm and ammunition for appropriate game or intended use

FIREARMS (continued) (PERFORMANCE STANDARD IS 3 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	explains the key concerns related to the acquisition of firearms; e.g.: <input type="checkbox"/> new (e.g., manufacturer's warranty) <input type="checkbox"/> used (e.g., inspection by certified gunsmith)
<input type="checkbox"/>	explains appropriate techniques for the care of firearms in the field; e.g.: <input type="checkbox"/> checking for obstruction <input type="checkbox"/> operating safety <input type="checkbox"/> general cleanliness
<input type="checkbox"/>	explains appropriate techniques for maintaining firearms; e.g.: <input type="checkbox"/> periodic cleaning/maintenance <input type="checkbox"/> thorough cleaning prior to storage
<input type="checkbox"/>	explains appropriate techniques for storing firearms; e.g.: <input type="checkbox"/> locking separate from ammunition <input type="checkbox"/> vault <input type="checkbox"/> trigger lock or cable lock <input type="checkbox"/> bolt removal
<input type="checkbox"/>	explains basic principles of safe rifle and shotgun handling; e.g.: <input type="checkbox"/> controlling muzzle <input type="checkbox"/> treating firearm as if loaded <input type="checkbox"/> keeping action open <input type="checkbox"/> selecting correct ammunition <input type="checkbox"/> focusing on target and beyond <input type="checkbox"/> refraining from the use of alcohol/drugs <input type="checkbox"/> being aware of fatigue <input type="checkbox"/> making firearms safe while travelling

<input type="checkbox"/>	explains safe procedures for the use of firearms in the field; e.g.: <input type="checkbox"/> muzzle control <input type="checkbox"/> use of safety device <input type="checkbox"/> finger outside trigger guard <input type="checkbox"/> crossing fences or barriers
<input type="checkbox"/>	explains techniques for the safe loading and sighting of a firearm; e.g.: <input type="checkbox"/> checking data stamp against ammunition <input type="checkbox"/> stance and shooting position <input type="checkbox"/> mount and positioning <input type="checkbox"/> aim <input type="checkbox"/> trigger control <input type="checkbox"/> breath control <input type="checkbox"/> follow through
<input type="checkbox"/>	explains appropriate range procedure for recreational shooting activities; e.g.: <input type="checkbox"/> novelty shooting <input type="checkbox"/> regulation shooting (e.g., trap, skeet, silhouette, target)
<input type="checkbox"/>	explains range procedures relevant to a specific club; e.g.: <input type="checkbox"/> procedure while on the firing line <input type="checkbox"/> instructions to load <input type="checkbox"/> instructions for cease fire
<input type="checkbox"/>	
<input type="checkbox"/>	

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

REFLECTIONS/COMMENTS

**VISUAL ACUITY AND PHYSICAL STRENGTH
(PERFORMANCE STANDARD IS 2 IN EACH TASK AREA)**

The student:

- describes the importance of visual acuity

- conducts an assessment of personal visual ability; e.g.:
 - distance and nearpoint vision
 - depth perception
 - peripheral vision
 - colour vision
 - binocular coordination
 - _____

- identifies factors that affect visual perception; e.g.:
 - lighting (dusk/dawn, light/shadow)
 - atmospheric conditions (rain, snow)
 - cover type (heavy vegetation)
 - snow cover/sun reflection
 - _____

- identifies strategies for improving vision in outdoor environments; e.g.:
 - corrective lenses
 - sunglasses (tinted, polarized)
 - optical instruments (binoculars, spotting scope)
 - _____

- explains the role of physical conditioning in safe outdoor experiences; e.g.:
 - endurance
 - stamina
 - _____

- explains the importance of recognizing personal limitations relevant to endurance and stamina in outdoor experiences

TARGETING

(PERFORMANCE STANDARD IS 3 IN EACH TASK AREA)

The student:

- explains the importance of safe and accurate targeting of big game and bird game

- identifies vital target areas and targeting techniques for big game

- identifies vital target areas and targeting techniques for bird game

- identifies and explains all safety criteria relevant to taking aim; e.g.:
 - correct identification of target
 - proper backstop
 - safe impact zone
 - _____
 - _____

**HANDLING AND DRESSING GAME ANIMALS
(PERFORMANCE STANDARD IS 2 IN EACH TASK AREA)**

The student:

- explains techniques for dressing big game animals in the field

- explains techniques for skinning big game animals; e.g.:
 - antlered and horned animals
 - non-trophy animals
 - trophy animals
 - bears, wolves, coyotes, cougars

HANDLING AND DRESSING GAME ANIMALS (continued) (PERFORMANCE STANDARD IS 2 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	explains techniques for hanging and cooling the carcass of a big game animal
<input type="checkbox"/>	explains techniques for preserving the hides and capes of big game
<input type="checkbox"/>	explains techniques for transporting game from field to camp
<input type="checkbox"/>	explains techniques for butchering big game
<input type="checkbox"/>	explains techniques for skinning, plucking and cleaning game birds
<input type="checkbox"/>	explains techniques for cooling and transporting game birds
<input type="checkbox"/>	explains techniques for the care of trophy game birds
<input type="checkbox"/>	explains techniques for dressing and handling rabbits in the field
<input type="checkbox"/>	
<input type="checkbox"/>	

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- identifies and interprets federal, provincial and/or municipal laws and regulations intended to protect life and property; e.g.:
 - safety of self and others
 - trespassing
 - access to public lands

Content (continued)

- identifies and interprets federal, provincial and/or municipal laws and regulations intended to protect and conserve wildlife; e.g.:
 - hunting season/species
 - gender identification/maturation/bag limits
 - management units
- identifies and interprets federal, provincial and/or municipal laws and regulations intended to govern behaviour of a sports person; e.g.:
 - use of bows/arrows/firearms
 - “use respect” protocol
- explains responsibilities of the sports person and procedures to follow in reporting violations of the law and biological data to appropriate officials; e.g.:
 - “TIPS”
 - “Report a Poacher”

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
 - e.g., written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

RESOURCES:

- *Migratory Game Bird Act*
- *National Parks Act and Regulations*
- *Fisheries Act of Alberta*
- *Alberta Wildlife Act*
- *Alberta Hunting Regulations*

CRITERIA FOR SUMMARIZING WILDLIFE ISSUES

WLD2090–1

WILDLIFE ISSUE	Statement of Issue	Related Positions/ Stakeholders	Contributing Factors	Consequences for Humans/Wildlife	Actions Being Taken
Issue #1:	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0
Issue #2:	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0
Issue #3:	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0
Issue #4:	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0
Issue #5:	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0

STANDARD: Summarize 5 current wildlife issues to a standard of 2 on the rating scale; each summary to address criteria identified above.

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

Assessment Tools

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SAMPLE ISSUE: Protection of Wolf Populations

Statement of the Issue

Some ranchers, stock growers and hunters do not want wolves protected because they prey on livestock and ungulates.

Related Positions/Stakeholders

Conservationists would advocate for total protection of wolves in order to re-establish natural populations. Wildlife managers need to ensure the well-being and survival of wolf populations.

Contributing Factors

Wolves prey on livestock and ungulates. Some humans perceive wolves as a threat. As a large predator, wolves are an important part of the ecosystem.

Consequences for Humans/Wildlife

There is a loss in agriculture revenue when livestock are preyed upon by wolves. Where wolf numbers are high, some ungulate populations are declining. Some wolf populations have been eliminated through hunting, trapping and poisoning.

Actions Being Taken

Wolves have been reintroduced into some regions. Liberal hunting and trapping policies exist in areas where wolf populations are high. Compensation is sometimes given to landowners for livestock lost to wolves.

CATEGORY	Alberta	Canada	Global
Habitat Loss/Manipulation	<ul style="list-style-type: none"> • Urbanization • Grizzly Bear • Agriculture • 	<ul style="list-style-type: none"> • Urbanization • Prairie Grassland • Swift Fox • 	<ul style="list-style-type: none"> • Urbanization • Rainforest • Wetland Drainage •
Introduction of Non-native Species	<ul style="list-style-type: none"> • Starlings/Sparrows • Suffield Horses • • 	<ul style="list-style-type: none"> • Water Milfoil • Thistle • Purple Loosestrife • 	<ul style="list-style-type: none"> • Norway Rats • • •
Hunting and Commercial Trade	<ul style="list-style-type: none"> • Antlers/Horns • Bear Gallbladders • Filling Wetlands 	<ul style="list-style-type: none"> • Antlers/Horns • Bear Gallbladders • Seals/Salmon/Cod • 	<ul style="list-style-type: none"> • Antlers/Horns • Bear Gallbladders • Fur Clothing •
Industrial Development	<ul style="list-style-type: none"> • Dams and Reservoirs • Clearcut Logging • 	<ul style="list-style-type: none"> • Great Lakes • Arctic Pipelines • • 	<ul style="list-style-type: none"> • Oil Spills • Logging Rainforests • •
Pollution	<ul style="list-style-type: none"> • Power Plants • Use of Pesticides • • 	<ul style="list-style-type: none"> • Chemicals in Water Supply • • • 	<ul style="list-style-type: none"> • Use of DDT • Rivers/Water Systems • •
Conservation/Preservation	<ul style="list-style-type: none"> • Bow Valley Corridor • Alberta Provincial Parks • • 	<ul style="list-style-type: none"> • National Parks • Arctic Ecosystem • • 	<ul style="list-style-type: none"> • World Heritage Areas • • •

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- identifies and explains one local or national wildlife issue
- explains the impact of the issue on wildlife, humans and/or the environment

Content (continued)

- identifies stakeholders involved, and the viewpoints of each stakeholder group
- identifies different philosophies, ethics and alternatives regarding the issue
- states a personal position regarding the issue and a rationale for the position taken
- compares and contrasts the issue with a related wildlife issue in another part of the world

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

REFLECTIONS/COMMENTS: