WILDLIFE

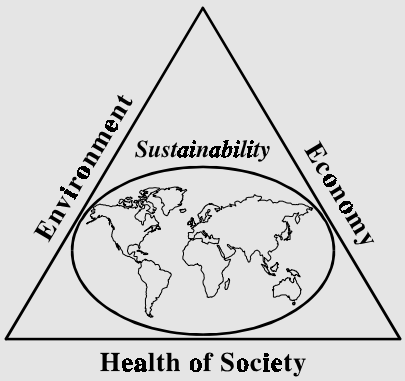
B. STRAND RATIONALE AND PHILOSOPHY

Wildlife is an important part of Canada's heritage. Canada is one of the few places in the world that still contains large natural ecosystems. Natural and wilderness areas of Canada contribute greatly to our quality of life and functioning of the global ecosystem.

But the future of Canada's wildlife cannot be taken for granted. Wild populations and ecosystems have become increasingly vulnerable to human population growth and technological development. Changes to ecosystems, brought about by phenomena such as global warming and the long-range transport of air pollutants, threaten both wildlife and people.

Recently, public concern for wildlife has expanded to embrace any living thing that is part of the natural ecosystem. Discussion of wildlife in this curriculum involves all wild organisms and their habitats—including wild plants, invertebrates and micro-organisms, as well as fishes, amphibians, reptiles, and the birds and mammals traditionally regarded as wildlife.★

Wildlife, a strand in Career and Technology Studies, will provide opportunities for students to view themselves as part of the global ecosystem. Students will be encouraged to share information and beliefs regarding environmental sustainability, and recognize the need to make informed choices that limit demands placed on ecosystems to sustainable levels.



Students in Wildlife will develop the knowledge, skills, attitudes, motivation and commitment to work individually and collectively, as private citizens and members of the work force, toward the conservation and responsible use of water, land, air, forests and wildlife. Within the philosophy of Career and Technology Studies, *students* in Wildlife *will*:

- develop greater awareness of the economic, environmental and social significance of wildlife in Alberta and the rest of the world

★ Wildlife Ministers' Council of Canada. *A Wildlife Policy for Canada*. Ottawa, ON: Environment Canada, 1990.

- describe the characteristics of Alberta's wildlife, and identify trends in wildlife habitats and populations

- describe technologies and research programs designed to preserve biological diversity and enhance the sustainable, ecologically sound management of species and ecosystems

- translate sustainable development and conservation goals into viable plans for managing consumptive and nonconsumptive use of wildlife

- develop competencies and behaviours that have broad application to environmental career paths, and specific application to careers involving Alberta's wildlife.

STRAND ORGANIZATION

DEVELOPMENT MODEL

The development model depicts three dimensions that provide a basis for selecting and organizing content within the Wildlife strand.

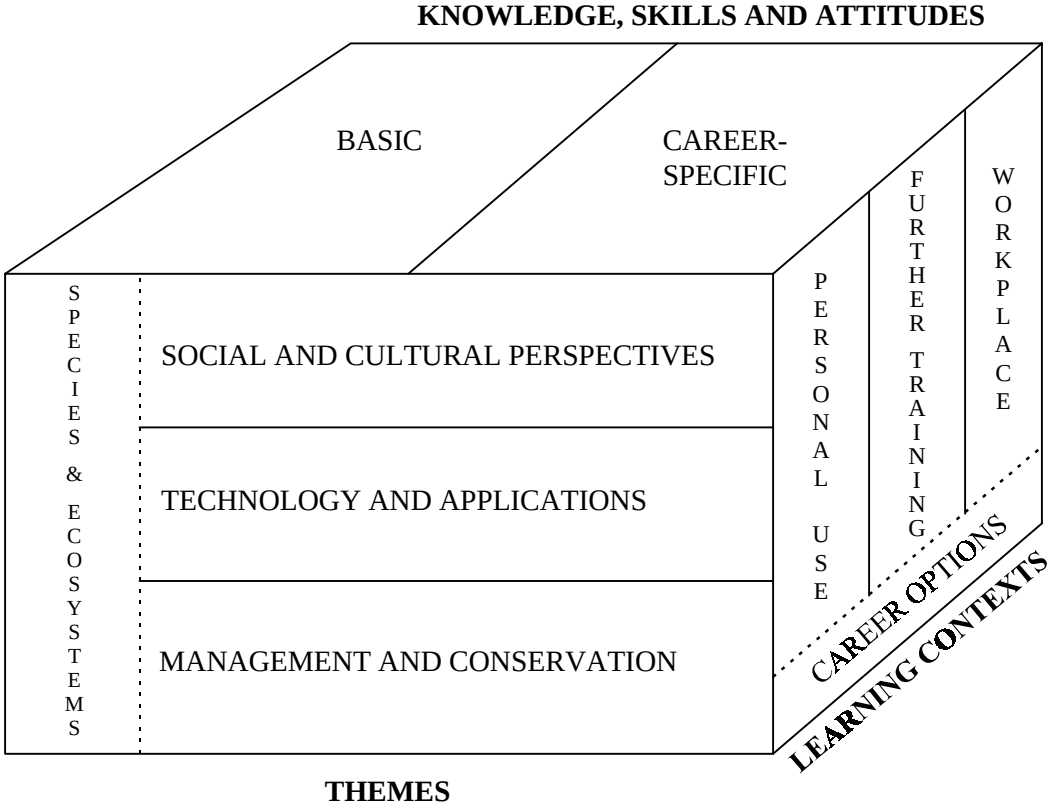
- The KNOWLEDGE, SKILLS AND ATTITUDES, represented on the upper face of the model, provide structure for the course and focus attention on learning goals common to all CTS courses.

- The LEARNING CONTEXTS, represented on the right face of the model, foster the development of knowledge and behaviours that will enable students to meet the demands of daily living, further training and the workplace.

- The THEMES provide situational and concrete learning experiences that support the development of knowledge, skills and attitudes relevant to each of the learning contexts. Each theme focuses attention on the sustainable use of species and ecosystems. Blended together, the themes enable students to understand how it is possible to fulfill social, cultural, aesthetic and economic goals through resource development, while embracing a conservation ethic so as to maintain essential ecological processes, genetic diversity and an adequate resource base for future generations.

LEVELS

The Wildlife curriculum is organized into three levels of learning: introductory, intermediate and advanced.



Introductory level modules develop knowledge, skills and attitudes necessary for functioning in the natural environment. Students examine their relationship with the environment, observe trends in wildlife populations and habitats, and consider the impacts of various pursuits on local species and ecosystems.

Intermediate and advanced level modules develop more specialized knowledge and skills regarding wildlife species, sustainable ecosystems and management practices. Students consider the social, economic and environmental significance of wildlife and gather information regarding both intended and unintended outcomes of particular management strategies.