

WILDLIFE

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Wildlife.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

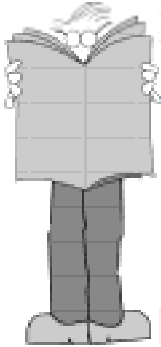
A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

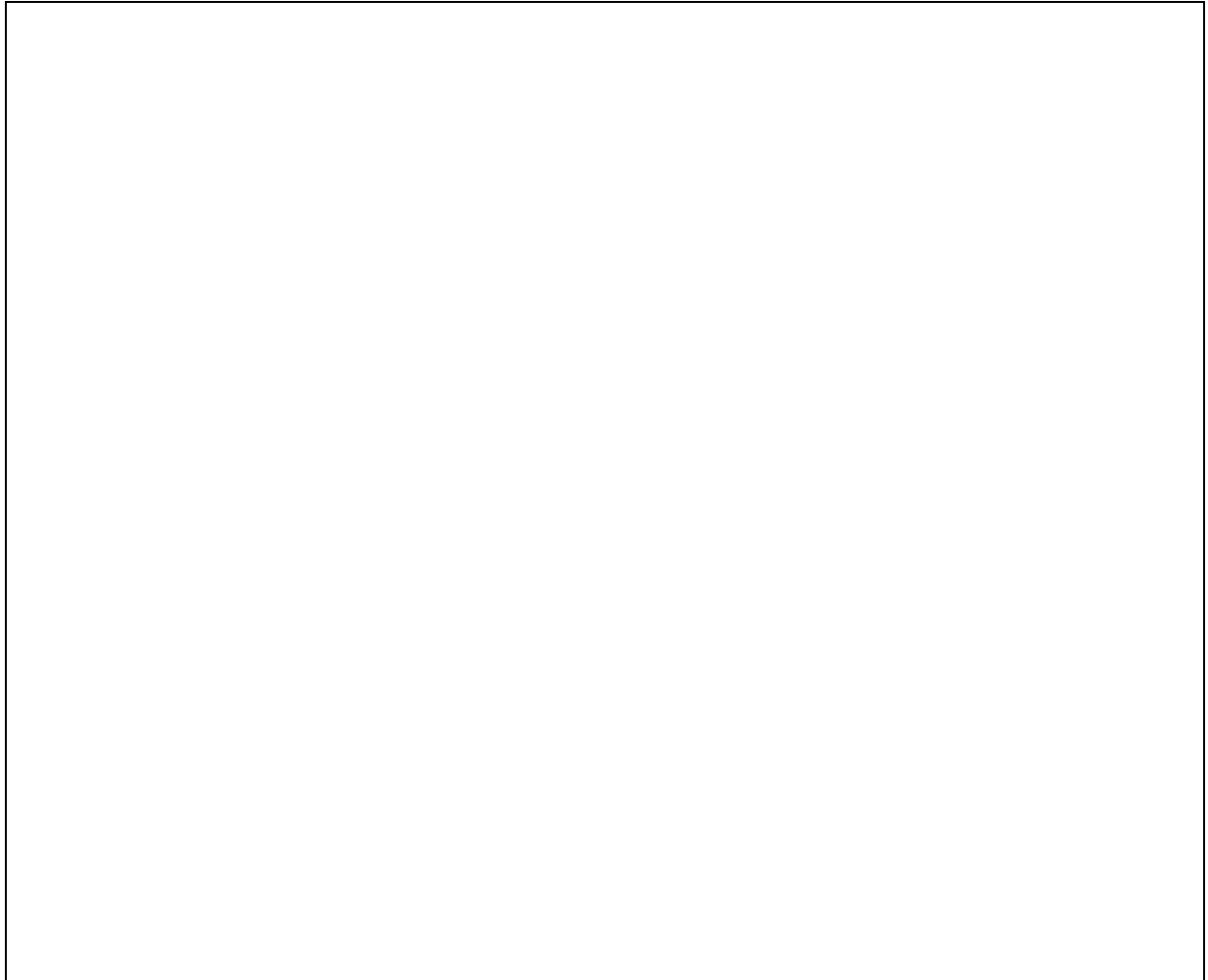


WHICH RESOURCES MAY YOU USE?



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ACTIVITIES/WORKSHEETS



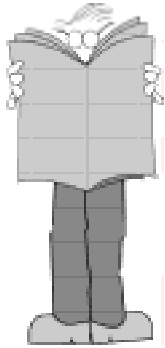
CAREER & TECHNOLOGY STUDIES

WILDLIFE

SAMPLE STUDENT LEARNING GUIDE

WLD1020 Natural History of Wildlife

WHY TAKE THIS MODULE?



- Alberta contains many diverse and interesting wildlife species. Learn about the biodiversity of wildlife species found in Alberta and Canada, and the varied structures, behaviours and habitats that make them so interesting.
- You will also compare Alberta's wildlife diversity with that in another part of the world.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, you will need to be able to:

- explain terms used in the study of wildlife
- identify the characteristics of major taxonomic groups of wildlife.



WLD1020 Natural History of Wildlife

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the diversity of Canadian wildlife
- explain the structure, behaviour and habitat of an Alberta wildlife species
- compare and contrast Alberta's wildlife with wildlife in other parts of the world
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none"> • Assignment 1 • Assignment 2 • Assignment 3 	<p>20%</p> <p>50%</p> <p>30%</p>



WHICH RESOURCES MAY YOU USE?



- Status of Fish and Wildlife
- Alberta Conservation and Hunter Education
- Alberta Fishing Education Program
- *Investigating Terrestrial Ecosystems*
- *Proceedings of the Second Endangered Species and Prairie Conservation Workshop*
- *Green Inheritance: The World Wildlife Fund Book of Plants*
- *Singing in the Rainforest* (Missing Link Productions, video)
- “Muted Spring” (*The Globe and Mail*, article)
- *The Fishes of Alberta*, The University of Calgary and the University of Alberta Press
- *Fishes of Alberta*, Government of Alberta
- *Birds of North America: A Guide to Field Identification*
- *A Guide to Amphibians and Reptiles of Alberta*, The University of Calgary and the University of Alberta Press
- *Freshwater Fishes of Canada*, Fisheries Research Board of Canada
- *Wildflowers of the Canadian Rockies*
- *The Atlas of Breeding Birds*
- *Mammals of Alberta* (The Department of Industry and Development)
- *Hoofed Animals of Alberta*
- *The Book of Canadian Fishes*
- “Don’t let the voice of spring be silenced” (World Wildlife Fund of Canada, brochure)

WLD1020 Natural History of Wildlife

ACTIVITIES/WORKSHEETS

Assignment 1: Compile a list of wildlife species found in Alberta. Include the biological and common names and include at least three species from each of the following categories

plants	grasses, ferns, mosses, conifers, flowering
mammals	bats, rodents, ungulates, carnivores
birds	prey, perching, waterfowl, shorebirds, upland game, arctic migrants, grassland
amphibians	no specific category
reptiles	no specific category
fish	native, introduced
insects	no specific category

Assignment 2: Research project on selected wildlife species found in Alberta or Canada. Your written research report will be based on the following criteria

- Description
- Distribution - include a map
- Habitat
- Feeding habits
- Reproduction
- Social organization
- Interactions with other wildlife species
- Interesting adaptations and behaviours
- Why you have interest in this particular species
- Status/Man's impact on the wildlife species
- Current research endeavours
- A bibliography of reference used.

Use all possible types of resources: books, encyclopedias, magazines, resource people, public libraries, government brochures, etc.

Assignment 3: Comparing Diversity

1. a) Graph the following data: the number of species of breeding birds at different latitudes.
b) Suggest a least three reasons why there is a change in the number of species at different latitudes. Explain your reasons.
2. Read *Investigating Terrestrial Ecosystems*, Chapter 13, pages 268–288. Compare the temperate rainforest biome in British Columbia with the boreal forest biome found in Yellowknife, NWT (and Alberta) and the tropical rainforest biome found in low altitude regions by answering the questions on pages 276, 277, 279 and 285. **Note:** Other comparisons could be done if resources could be found, e.g. compare a plains-type ecosystem like southern Alberta grasslands with the African Plains, or compare the boreal forest in Asia with the boreal forest in Canada.

WLD1020 Natural History of Wildlife

3. Watch *Singing in the Rainforest*. Explain in at least one page of writing the message the film is trying convey.
4. Read the article “Muted Spring” and the brochure about songbirds by WWF. Create a poster about an Alberta or Canadian songbird that explains the problems the birds are facing and what can be done.

CAREER & TECHNOLOGY STUDIES

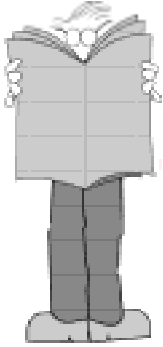
WILDLIFE

SAMPLE STUDENT LEARNING GUIDE

WLD2040 Wildlife Spaces & Species

Wildlife Spaces and Species (WLD204)

WHY TAKE THIS MODULE?



- You will examine representative wildlife spaces and species of Alberta, and investigate global factors which cause the depletion of wildlife species, populations and habitats.
- You will also conduct research on an endangered species or space, and learn about an important local and national strategy to conserve wildlife and its habitat; e.g., the Endangered Spaces Campaign.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, you should be able to:

- describe the geographical regions of Canada
- gather topical information using the library, computer, interview and other media sources
- identify and describe major stages and steps in the research process.



WLD2040 Wildlife Spaces & Species

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and compare representative ecoregions in Alberta and Canada with similar ecoregions in other parts of the world
- identify and describe threatened or endangered wildlife spaces and species in Alberta and Canada
- describe and compare local and global strategies for wildlife protection and habitat management
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

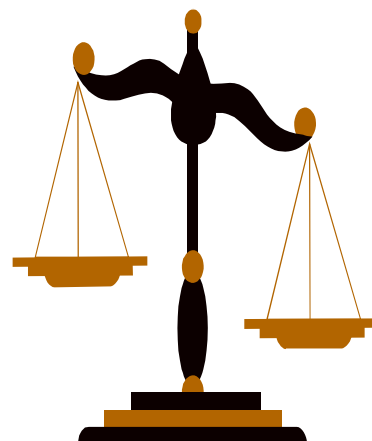
Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Assignment #1• Assignment #2• Assignment #3• Assignment #4	<p>20%</p> <p>30%</p> <p>20%</p> <p>30%</p>



WHICH RESOURCES MAY YOU USE?



- *Borealis*. 1993. Vol. 4, No. 1, Issue 13, or Alberta's Endangered Spaces (a supplement publication to *Borealis*. 1993. Vol. 3, No. 4, Issue 12
- *Extinction: The causes and consequences of the disappearance of a species*
- *Endangered Spaces: The future for Canada's wilderness*
- *Borealis*. Canadian Parks and Wilderness Society
- *The Status of Alberta Wildlife*, Alberta Energy/Forestry, Lands and Wildlife
- *Endangered Species*. Environment Canada
- *Working for Wildlife*. World Wildlife Fund of Canada
- *Canadian Endangered Species List*. World Wildlife Fund of Canada

WLD2040 Wildlife Spaces & Species

ACTIVITIES/WORKSHEETS

Assignment #1: Alberta Spaces and Species

Choose **one** natural region of Alberta that you are not really familiar with. Using the map provided (refer to Appendix), draw a map of Alberta and colour your natural region (and subregions).

Read the section on your chosen natural region. Summarize the status of your chosen natural area in Alberta by answering the following questions:

1. What is the area of your chosen natural region in Alberta? What percentage of Alberta is this?
2. How much of the area remains in a natural state?
3. Define endangered and vulnerable according to the Committee on the Status of Wildlife in Canada (COSEWIC). Put these definitions into your own words.
4. List the endangered and/or vulnerable wildlife species in your chosen natural area.
5. What are the current threats to your natural region? Explain.
6. Read the article "Posterity will Bless Us," pages 15–16. Compose one page of writing summarizing the message the author is trying to convey and your reaction to it.

Assignment #2: How are Spaces and Species Endangered?

You are required to read Chapter 6 (Direct Endangering) and Chapter 7 (Indirect Endangering) and complete the following assignment.

Part A: Chapter 6 Direct Endangering

Read pages 123–154 in *Extinction*. Answer all the following questions.

1. How does the author define overexploitation and what does he use as an example?
2. How does "The Tragedy of the Commons" analogy relate to whaling?
3. List other examples of overexploitation of a marine resource.
4. What is the most serious environmental challenge to overexploited marine species? Explain in your own words.
5. Some 12,000 years ago, large mammal species in North America went extinct in a short time. Provide three examples of the type of species that went extinct and explain possible reasons for the extinctions.
6. What are moas and rheas?
7. Where is Mauritius Island and what caused the extinction of the Dodo bird?
8. What are the two major reasons for the extinction of the Woolly Mammoths?
9. What are the Inukshucks?
10. Where did the Passenger Pigeon live and what caused its extinction?
11. Why are great apes in such demand for medical research?
12. Provide at least five examples of illegal trade in wildlife.
13. Explain at least three reasons why the Cheetah has an uncertain future?
14. Give three examples of human predation for nonedible products.
15. What is a predator control program? Provide three examples of direct endangering by predator control programs.

WLD2040 Wildlife Spaces & SpeciesPart B: Chapter 7 Indirect Endangering

Read pages 155–212 in *Extinction* and answer the following questions:

1. What caused the destruction of corals in Kaneohe Bay, Hawaii and why were the corals not able to survive?
2. How did the introduction of the mosquito decimate native bird populations in Hawaii?
3. What is a serpentine patch?
4. Why are the butterflies Atala Hairstreak in Florida and Karner Blue in New York on the verge of extinction?
5. Describe the complex interactions required for the Large Blue Butterfly which led to its extinction in England.
6. Because of the foundation position of plants in any food chain, it has been estimated that for every one plant species that goes extinct, how many other organisms that depend on the plant species also go extinct?
7. The development and spread of agriculture has always been, and continues to be, a much more serious source of habitat destruction than urbanization. Entire natural ecosystems are converted into stands of one or a few plants and efforts are made to exclude herbivores. Diversity of populations and species is automatically lost, and the plants are usually the first to go. "...Agriculture is a root cause of the extinction of enormous numbers of plant populations and species..." Summarize three examples of how agriculture causes habitat destruction.
8. What is the naive viewpoint about overpopulation often adopted by politicians and developers? What is a more realistic viewpoint?
9. Describe two impacts of water diversion on wildlife near Los Angeles.
10. "It is estimated that the eagle population in the contiguous forty-eight states is less than 1 percent of the population that once lived there." Explain the reasons for this.
11. List all five pollutants humans puts into freshwater systems all over the world.
12. List three ways that mining and development of minerals and energy can have negative effects on habitats and species.
13. List two species in North America that have become endangered by dams.
14. What is the human activity that threatens species worldwide?
15. Why is the species diversity of deciduous forests much greater than coniferous forests?
16. Reforestation of temperate zone forests focuses on conserving area rather than quality. Explain how this has implications for species diversity.
17. What makes tropical rainforests more vulnerable to irreversible damage than temperate forests?
18. What are four major assaults on the tropical rainforests?
19. List five species that are threatened by introduced species.
20. What is one reason introduced species are so successful?
21. List at least three ways that recreation can threaten species.

Assignment #3: Research Project on an Endangered Space or Species

You must design and conduct a research project on an endangered space or species. Instead of the teacher defining the criteria (what must be included in your research project) for you, you will develop your own. The organization and criteria of your research project must be organized into an outline and handed into your teacher for comments and feedback before you begin your project. Be sure to include resources that you plan to use.

WLD2040 Wildlife Spaces & Species

Assignment #4: The Endangered Spaces Campaign

Part A: Class presentation on The Endangered Spaces Campaign. Your presentation must include the following:

- a visual overview of Alberta's natural areas
- What is the Endangered Spaces Campaign?
- How is Alberta doing?
- What areas in Alberta need protection and why
- What areas in Alberta have adequate protection?
- What is Special Places 2000?
- Existing protected areas of Alberta and proposed areas for protection
- a letter written to the premier of Alberta expressing your concerns about an endangered space(s)/specie(s) in Alberta.

Part B: The Canadian Wilderness Charter. Read and sign the charter. Encourage others to sign the charter. Mail your list of signatures to

The Endangered Spaces Campaign
World Wildlife Fund
Suite 504
90 Eglinton Avenue East
Toronto, Ontario
M4P 2Z7

CAREER & TECHNOLOGY STUDIES

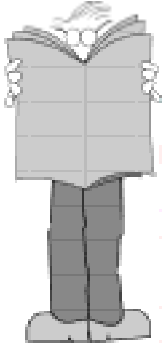
WILDLIFE

SAMPLE STUDENT LEARNING GUIDE

WLD3050 Wildlife Management 1

WLD3050 Wildlife Management 1

WHY TAKE THIS MODULE?



- This module will introduce you to wildlife management and help you understanding its importance. Our spaces and species are threatened by a growing human population and demand for raw materials. With cooperation and wise management, we can protect our wildlife resource.
- Some situations are not easy to resolve to everyone's satisfaction. A complicated situation can be simplified by breaking it down into smaller parts and weighing the pros and cons of each consideration. By developing goals and objectives, a plan can eventually be developed.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: WLD3040: Wildlife Research

In addition, to be successful in this module you should be able to:

- gather topical information via library, computer, interview and other media sources
- identify and describe major stages and steps in the research process
- collect baseline and specific data using a variety of information gathering techniques
- analyze, interpret and draw conclusions needed to solve a problem or answer a question.



WLD3050 Wildlife Management 1

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the functions of wildlife management
- identify and explain major components of a wildlife management plan
- describe alternatives and consequences associated with current issues involving wildlife management
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



WLD3050 Wildlife Management 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none"> • Short Answer Quiz • Final Examination • Written Report • Video Review Questions • Time on Task (participation) • Class Presentation 	<p>10%</p> <p>20%</p> <p>30%</p> <p>5%</p> <p>5%</p> <p>30%</p>



WHICH RESOURCES MAY YOU USE?



- *The Importance of Wildlife to Canadians*
- *Prairie Habitat: A Prospectus*
- Alberta Conservation and Hunter Education
- *North American Waterfowl Management Plan*
- *Conservation of Canadian Prairie Grasslands: A Landowner's Guide*
- *A New Leaf*
- Project Wild Activity Guide
- *International Wildlife*
- "Tallgrass Prairie Revival" (*Equinox*, Jan./Feb. 1993)
- *Canadian Geographic*
- Alberta Fishing Education Program
- *Water Management in Alberta*
- *A Wildlife Policy for Canada*
- *The Nature of Canada: A Primer on Spaces and Species*

WLD3050 Wildlife Management 1

ACTIVITIES/WORKSHEETS

Video Review Questions - *A New Leaf: Real Sustainability for the Boreal Forest*

Part 1: Branching Out

1. What rare or endangered flora and fauna do Alberta's forests have?
2. The economic potential of Alberta's natural resources is tremendous. Name five established or budding industries that could increase job creation and expand renewable resource usage.

Think about it!

Discuss what options or compromises there are for various interest groups who want their share of the northern Alberta forests and wildlife.

Part 2: A Natural Selection

1. The forest is a renewable resource that is sometimes referred to as a sustainable forest resource. What does this mean?
2. What is the percentage of regrowth in clearcut areas after 10 years?
3. Regrowth in some clearcut areas is slow or nonexistent. Name and describe three inhibiting factors that slow down the process of natural reforestation and tree planting programs.
4. Describe the difference between a naturally occurring forest fire and a clearcut.
5. After an area of forest is clearcut, two dramatic things occur along the clearcut edge. Describe what happens in each case and how is the problem currently solved?
6. What is the cut block size recommended by researchers?
7. What are the four detrimental effects of clearcutting?
8. Advocates of selective forestry suggest three different alternatives to clearcut harvesting. Name, describe and illustrate with a diagram the methods involved.
9. Some European countries have initiated monoculture tree stands in tree harvested areas but are experiencing some difficulty with this method of reforestation. How and why does this problem exist?
10. What are alternatives for wood fibre?

Think about it

Is it feasible to think that selective harvesting by horse and small machine is economically and environmentally sound compared with the harvesting and reforestation methods that big logging companies use?

WLD3050 Wildlife Management 1**Part 3: The Economics of the Boreal Forest**

1. What economic advantage do small logging operations have over larger logging operations?
2. What disadvantage do small logging operators have in securing forest harvesting rights as compared to the big multinational companies?
3. How can small industry create more labour-intensive jobs using the forest than bigger industry?

Think about it!

Do you think that Alberta industry can turn more profit, protect the environment and create more jobs by allowing the forest resources to become more multi-usage? If so, how?

Wildlife Management 1: Short Answer Quiz

1. State the Principles of Inversity. (1 mark)
2. Would an abrupt stop to a forest or other vegetative community hold any more animal life than a gradual transition from one vegetative community to the next? Explain. (3 marks)
3. Explain the difference between the concept of species categories extirpated and extinct species. (4 marks)
4. Explain what the carrying capacity of an ecosystem means. (1 mark)
5. Management schemes that deal with big game animals are varied. Name and describe three ways to manipulate the population of a big game animal such as moose during hunting season. (6 marks)
6. Describe two management schemes that could be employed to increase browse habitat for big game animals such as moose or elk. (2 marks)
7. Describe two ways to manipulate habitat and give a positive effect for each that would result from that manipulation. (2 marks)
8. Why does a wildlife inventory take place? (1 mark)
9. A sage grouse population is living in a small portion of southern Alberta. If a scenario such as this were to be played out, what could be three limiting factors to this bird's population? Explain each limiting factor. (6 marks)