

**MODULE WLD1010: WHAT IS WILDLIFE?****Level:** Introductory**Theme:** Social and Cultural Perspectives**Prerequisite:** None**Module Description:** Students demonstrate knowledge of wildlife and ecosystems, and examine the need to manage and conserve wildlife.**Module Parameters:** Access to a science laboratory and outdoor environment.**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"> <li>provide a definition of wildlife</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a comprehensive definition of wildlife based on: <ul style="list-style-type: none"> <li>current wildlife policies established for Alberta and Canada</li> <li>personal experience with and response to wildlife.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Knowledge/Application Assessment: A Definition for Wildlife, WLD1010-1</i>  A Wildlife Policy for Canada, <i>Canadian Wildlife Service</i></p> <p><i>Standard</i>  Address 6 of the criteria for a definition of wildlife (as identified in WLD1010-1) to a standard of 1 on the rating scale</p> <ul style="list-style-type: none"> <li>identifying and describing the range of wildlife species, both plant and animal, that are present in Alberta.</li> </ul> <p><i>Assessment Tool</i>  Alberta Wildlife Viewing Guide  Nature Alberta: An Illustrated Guide to Common Plants and Animals</p> <p><i>Standard</i>  Identify the common names, distinguishing characteristics and habitats of 20 different Alberta wildlife species; identification to include wild plants, invertebrates, fish, amphibians, reptiles, birds and mammals</p>	20

**MODULE WLD1010: WHAT IS WILDLIFE?** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe interrelationships among ecosystem components</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>preparing a diagram of a food web or energy chain that illustrates the interrelatedness of ecosystem components. <i>Assessment Tool</i> <i>Sample Food Chain Scenario, WLD1010–2</i> <i>Standard</i> <i>Illustrate the interrelatedness of biotic and abiotic ecosystem components; include decomposers, producers and consumers</i></li> <li>identifying and explaining six limiting factors and their affects on wildlife populations. <i>Assessment Tool</i> <i>Knowledge/Application Assessment: Limiting Factors for Wildlife Populations, WLD1010–3</i> <i>Standard</i> <i>Respond to a standard of 1 on the rating scale</i></li> <li>conducting a laboratory or field investigation that monitors the effects of environmental/limiting factors on a wildlife population. <i>Assessment Tool</i> <i>Lab or Field Investigation: Limiting Factors for Wildlife Populations, WLD1010–4</i> <i>Standard</i> <i>Perform investigation to a standard of 1 on the rating scale</i></li> <li>a teacher-prepared assessment in which the student demonstrates knowledge of basic ecosystem concepts. <i>Assessment Tool</i> <i>Ecosystems (Teacher Resource Guide)</i> <i>Sample Assessment Items: Ecosystem Concepts, WLD1010–5</i> <i>Standard</i> <i>Response indicating 60% mastery</i></li> </ul>	<p>60</p>



**MODULE WLD1010: WHAT IS WILDLIFE?** (continued)

Concept	Specific Learner Expectations	Notes
Awareness	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• write a definition of wildlife based upon personal experience and the results of research</li>   <li>• give evidence of diversity among Alberta’s wildlife species.</li> </ul>	<p>Subscribe to <i>Update</i> (a magazine for environmental educators published by FEESA), <i>Equinox</i> or <i>Environmental Views</i>.</p> <p>See <i>A Wildlife Policy for Canada</i> and <i>The Status of Wildlife in Alberta</i>.</p> <p>Research different definitions of wildlife; emphasize that according to wildlife policy in Canada, wildlife includes both animal and plant life.</p> <p>Make special note of Alberta’s native species of flora and fauna.</p>
Ecosystems	<ul style="list-style-type: none"> <li>• identify biotic and abiotic components of a local ecosystem; e.g.:               <ul style="list-style-type: none"> <li>– soil, water and air characteristics</li> <li>– climate</li> <li>– plant and animal species</li> <li>– micro-organisms</li> </ul> </li> <li>• explain the interrelatedness of components within a habitat; e.g.:               <ul style="list-style-type: none"> <li>– interrelationships among food, water, shelter and space</li> <li>– relationship of soil, water and air characteristics to plant and animal health</li> </ul> </li> <li>• analyze relationships among wildlife species; e.g.:               <ul style="list-style-type: none"> <li>– role of producers, consumers and decomposers</li> <li>– food webs and energy chains</li> <li>– social organizations and species competition</li> </ul> </li> </ul>	<p>See “A Guide to the Ecosystem Concept” (<i>Project Wild</i>, p. 439).</p> <p>Inventory biotic and abiotic ecosystem components.</p> <p>Given a picture/ photograph of a local habitat altered naturally or by humans, discuss possible consequences for three wildlife species.</p> <p>Draw food webs/ pyramids and energy chains using <i>Natural Regions of Alberta</i> posters.</p>

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Concept	Specific Learner Expectations	Notes
Ecosystems (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify environmental factors that affect wildlife populations; e.g.:               <ul style="list-style-type: none"> <li>– natural versus non-natural mortality</li> <li>– climatic conditions</li> <li>– pollution</li> <li>– loss of habitat</li> </ul> </li>   <li>• relate the concepts of “limiting factors” and “carrying capacity” to wildlife populations</li> <li>• identify factors associated with adaptation and change in species.</li> </ul>	<p>Consider factors that determine carrying capacity.</p> <p>See “Checks and Balances” and “Deadly Links” (activities in <i>Project Wild</i>).</p> <p>Discuss natural and human-caused changes in habitat, and the effects of these changes on wildlife species.</p> <p>Consider ecosystem components/ relationships of particular significance during the winter season.</p> <p>See <i>Project Wild</i> (“Oh Deer - How Many Bears Can Live in the Forest?”).</p> <p>Distinguish between structural, physiological and behavioural adaptation.</p>
Wildlife Conservation and Preservation	<ul style="list-style-type: none"> <li>• compare wildlife conservation with preservation</li> <li>• explain how the well-being of both humans and wildlife depend upon the quality of the natural environment</li> <li>• state differing opinions regarding wildlife conservation, preservation and sustainable management of the environment.</li> </ul>	<p>Cite Canadian examples of conservation and preservation.</p>

