

MODULE WLD1020: NATURAL HISTORY OF WILDLIFE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • compare and contrast Alberta’s wildlife with wildlife in other parts of the world • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • given one of Alberta’s six natural regions, designing a “critter” (i.e., wildlife species) that reflects structural, physiological and behavioural adaptations suited to that environment. <p><i>Assessment Tool</i> <i>Project Assessment: “Design a Critter,”</i> <i>WLD1020–3</i></p> <p><i>Standard</i> <i>Complete all tasks to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • a presentation or report that compares two similar ecosystems in different parts of the world with respect to: <ul style="list-style-type: none"> – Earth history – geography/climate – number of different species – relative number of niches. <p><i>Assessment Tool</i> <i>Presentations/Reports: Introductory Level,</i> <i>WLDPRE–1</i></p> <p><i>Standard</i> <i>Achieve a minimum rating of 1 on the rating scale for Presentations/Reports</i></p> <ul style="list-style-type: none"> • defining biodiversity, and suggesting possible reasons for differences within and among wildlife species/spaces in Alberta as compared to those in other parts of the world. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Biodiversity,</i> <i>WLD1020–4</i></p> <p><i>Standard</i> <i>Respond to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>25</p> <p>Integrated throughout</p>

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Concept	Specific Learner Expectations	Notes
Diversity of Wildlife	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the major groups of wildlife present in Alberta and Canada; e.g.: <ul style="list-style-type: none"> – micro-organisms – invertebrates – plants – insects – fish, amphibians, reptiles – birds, mammals • identify and compare species within major groups of wildlife • give examples of wildlife species present in rural and urban environments and water and land ecosystems. 	<p>Research representative wildlife groups for major biomes in Alberta and Canada.</p>
Structure, Behaviour and Habitat	<ul style="list-style-type: none"> • compare the structure, behaviour and habitat of species that characterize Alberta’s wildlife • explain interactions of selected wildlife species with other species and the environment; e.g.: <ul style="list-style-type: none"> – predator/prey relationships – food chains/webs – symbiosis/parasitism – commensalism/mutualism • illustrate how wildlife species adapt to their environments • explain why certain wildlife species may live in some regions of Alberta and Canada, and not in others • conduct a research study on one or more wildlife species present in Alberta; e.g.: <ul style="list-style-type: none"> – structural and behavioural adaptations – interaction with other species – habitat – life cycle – social organization. 	<p>Focus attention on Alberta’s six natural regions. Learn to recognize wildlife signs, tracks, behaviours, scat, etc.</p> <p>Design food webs/ pyramids and energy chains using <i>Natural Regions of Alberta</i> posters.</p> <p>Give examples of wildlife adaptation success.</p> <p>See “Focus on Research.”</p> <p>Use magazines/ encyclopedias, resource persons, public libraries, web sites, government brochures, etc.</p> <p>Make plaster casts of animal tracks; collect fur specimens, skulls, bones, nests, etc.</p> <p>Reference activities provided in <i>The Art of Seeing and Tracking</i>.</p>

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Concept	Specific Learner Expectations	Notes
Global Context	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare diversity among living organisms in Alberta and other parts of the world • identify reasons for differences in diversity among living organisms in Alberta and other parts of the world; e.g.: <ul style="list-style-type: none"> – Earth history – evolution – extinction – number of niches – biotic and abiotic factors – human influences. 	<p>Compare the boreal forest in Canada with the boreal forest in Asia.</p> <p>If Alberta data are not available, compare diversity in temperate to tropic regions or temperate to arctic regions.</p>