

MODULE WLD1050: TAKING RESPONSIBILITY (PEOPLE, CULTURE & WILDLIFE)

Level: Introductory

Theme: Management and Conservation

Prerequisite: None

Module Description: Students explain the significance of wildlife in society, examine relationships among humans and wildlife, and research potential career opportunities in wildlife-related fields.

Module Parameters: Access to relevant government and community resources.

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"> • describe the social, economic and environmental significance of wildlife • explain how personal needs, wants, beliefs and actions may influence wildlife and wildlife habitats 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • identifying and explaining six or more scenarios where wildlife: <ul style="list-style-type: none"> – is important in social and cultural contexts – has economic value – is important in environmental contexts. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Significance of Wildlife, WLD1050–1</i> <i>Sample Interview Project: Significance of Wildlife, WLD1050–2</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"> • completing a research project that examines influences of personal needs, wants, beliefs and actions on wildlife and its habitat. Research to address impacts of: <ul style="list-style-type: none"> – human population growth – technological and/or economic development – the extraction and use of natural resources. <p><i>Assessment Tool</i> <i>Research Process: Impacts on Wildlife and Habitat, WLD1050–3</i></p> <p><i>Standard</i> <i>Complete all components of research to a standard of 1 on the rating scale</i></p>	<p>40</p> <p>40</p>

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(continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify careers in wildlife-related fields demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> maintaining a log/journal of reflections and thoughts regarding the impact of personal attitudes, actions and lifestyle on wildlife and the environment, and ideas for environmental citizenship. <p><i>Assessment Tool</i> <i>Reflection Guide for Environmental Responsibility/Citizenship, WLDREF-ENV</i></p> <p><i>Standard</i> <i>Complete five journal/log entries; address criteria for reflection to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> given current information on career opportunities in wildlife-related fields, completing a research project on one or more career opportunities in the wildlife sector. <p><i>Assessment Tool</i> <i>Career Search: Introductory Level, WLDCAR-1</i></p> <p><i>Standard</i> <i>Conduct research 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 Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Significance of Wildlife	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain the social and cultural significance of wildlife; e.g.: <ul style="list-style-type: none"> recreational spiritual and aesthetic medicinal indigenous peoples mythology/astrology literature 	Subscribe to a magazine for environmental educators (e.g., <i>Borealis</i> , <i>Environmental Views</i> , <i>Update</i>).

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(continued)

Concept	Specific Learner Expectations	Notes
Significance of Wildlife (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the economic significance of wildlife; e.g.: <ul style="list-style-type: none"> – tourism – subsistence – commercial trade • explain the environmental significance of wildlife; e.g.: <ul style="list-style-type: none"> – water, air and soil quality – diversity of life forms – maintenance of ecosystems. 	<p>Investigate differing views regarding the social, cultural, economic and environmental significance of wildlife based on interviews with community members.</p> <p>Create a pictorial exposé of social and cultural effigy found in periodicals and advertisements.</p>
Personal Impact	<ul style="list-style-type: none"> • explain how individual attitudes, actions and lifestyle may affect wildlife and the environment; e.g.: <ul style="list-style-type: none"> – recreation and tourism – farming practices – housing and transportation choices – subsistence and commercial trade – energy use • describe how the growth of human populations may affect wildlife through the destruction of habitat; e.g.: <ul style="list-style-type: none"> – deforestation – urban sprawl – construction of roads and buildings – extraction or harvesting of natural resources – pollution. 	<p>See <i>Project Wild</i> (Section 5: People, Culture and Wildlife).</p> <p>Role playing:</p> <ul style="list-style-type: none"> • “Area of Land for Sale” (Land Conservation Education Program, Factsheet #19). • “To Dam or Not to Dam” (<i>Project Wild</i>, p. 312).
Career Opportunities	<ul style="list-style-type: none"> • outline career areas and the range of occupational opportunities within wildlife-related fields; e.g.: <ul style="list-style-type: none"> – recreation – tourism – resource harvesting – literature, art and/or film – conservation and management – research – education 	<p>Gather information from:</p> <ul style="list-style-type: none"> • post-secondary calendars • interviews with people employed in the field • job search manuals • employment offices • newspapers and government publications

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(continued)

Concept	Specific Learner Expectations	Notes
Career Opportunities (continued)	<i>The student should:</i> <ul style="list-style-type: none">• research one or more career opportunities in a wildlife-related field; e.g.:<ul style="list-style-type: none">– job description/working conditions– entry requirements/competencies– educational/training programs.	Contact “Career Hotline” (telephone 1-800-661-3753).