

MODULE WLD2020: MEASURING THE VALUE (DIVERSITY OF WILDLIFE VALUES)

Level: Intermediate

Theme: Social and Cultural Perspectives

Prerequisite: None

Module Description: Students assess the significance of wildlife in society, analyze relationships between humans and wildlife, and research 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"> compare and contrast the social, environmental and economic significance of wildlife 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> comparing and contrasting the social, environmental and economic significance of wildlife within two cultures (e.g., First Nation, European, Asian). <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Significance of Wildlife, WLD2020-1</i></p> <p><i>Standard</i> <i>Respond to a standard of 2 on the rating scale</i> developing a plan for an ecotour (e.g., bird watching, whale watching, river rafting, horseback riding). Plan to address: <ul style="list-style-type: none"> reasons for taking the tour tour agenda/itinerary tour details guidelines for minimum environmental impact. <p><i>Assessment Tool</i> <i>Criteria for Planning an Ecotour, WLD2020-2</i></p> <p><i>Standard</i> <i>Complete the plan to a standard of 2 on the rating scale</i></p> </p>	<p>40</p>
<ul style="list-style-type: none"> describe the impact of personal needs, wants, beliefs and actions on wildlife and wildlife habitats 	<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 2 on the rating scale</i></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"> • describe career opportunities and trends 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"> • a proposal (oral, written or visual) that suggests one personal action and one leadership role in relation to wildlife conservation and environmental citizenship. <p><i>Assessment Tool</i> <i>Assessment Criteria: Proposal for Environmental Action, WLDPRO</i> <i>Sample Proposals: Wildlife Enhancement, WLDSAM</i></p> <p><i>Standard</i> <i>Complete each proposal to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • a letter written to a government official or environmental organization expressing support or concern regarding the impact of personal/societal actions on wildlife and habitat. <p><i>Assessment Tool</i> <i>Assessment Criteria: Letters of Support or Concern, WLDLET</i></p> <p><i>Standard</i> <i>Complete the letter to a standard of 2 on the rating scale; critique of response is optional</i></p> <ul style="list-style-type: none"> • given current information on career opportunities in wildlife-related fields (e.g., recreation, tourism, resource consumption, literature/art/drama, conservation and management, research, education), completing a research project on one or more careers in the wildlife sector. <p><i>Assessment Tool</i> <i>Career Search: Intermediate Level, WLDCAR-2</i></p> <p><i>Standard</i> <i>Conduct research to a standard of 2 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></p> <p>20</p> <p>Integrated throughout</p>

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Concept	Specific Learner Expectations	Notes
Significance of Wildlife	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain how human and wildlife relationships are expressed through religious teachings, art, music, drama, literature, photography or other means of expression • describe present and future social and health benefits that may be derived from wildlife; e.g.: <ul style="list-style-type: none"> – recreational – medicinal – spiritual and aesthetic • explain how wildlife may be used as a barometer of overall environmental quality; e.g.: <ul style="list-style-type: none"> – water, air and soil quality – diversity of life forms • infer relationships among the distribution and abundance of wildlife and the economy of a given area; e.g.: <ul style="list-style-type: none"> – tourism – commercial trade – industrial products. 	<p>See <i>Project Wild</i> (Section 2: Diversity of wildlife values).</p> <p>Interview a religious leader about the significance of wildlife in his or her belief system.</p> <p>Visit an art gallery and survey expressions of wildlife through art forms.</p> <p>Gather and display advertisements for ecotours.</p> <p>Interview a local RCMP or conservation officer about the confiscation of wildlife parts.</p> <p>Prepare a tally sheet of pros and cons regarding several uses of wildlife.</p>
Personal Impact	<ul style="list-style-type: none"> • describe the impact of individual attitudes, actions and lifestyle on wildlife and the environment; e.g., <ul style="list-style-type: none"> – pursuit of leisure time and outdoor activities – patterns and levels of resource consumption – subsistence and commercial trade – consumptive/conservation ethic • describe the impact of human population growth on wildlife and its habitat; e.g.: <ul style="list-style-type: none"> – rural and urban development – pollution – patterns and levels of resource consumption – recreation and tourism • propose responsible and ethical lifestyle actions in relation to wildlife and the environment; e.g.: <ul style="list-style-type: none"> – personal actions – leadership roles. 	<p>Conduct debates on current wildlife issues.</p> <p>Consider:</p> <ul style="list-style-type: none"> • use of water and energy • housing and transportation choices. <p>Consider:</p> <ul style="list-style-type: none"> • transportation corridors • extraction/harvest of natural resources • addition of materials to the environment. <p>Write letters of praise/concern to government agencies and environmental organizations.</p> <p>Design a poster that illustrates responsible actions in relation to wildlife and environment.</p>

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Concept	Specific Learner Expectations	Notes
Career Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify employment opportunities related to wildlife in both public and private sectors at local, national and international levels • 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 • gather employment statistics within one or more career areas; e.g.: <ul style="list-style-type: none"> – types of careers – number of workers – employment trends • infer career opportunities and trends from employment statistics • 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 opportunities – wage and security of employment relative to other fields – opportunity for advancement – opportunity for self-employment and entrepreneurship. 	<p>Gather information through:</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. <p>Obtain National Occupational Profiles (NOC).</p> <p>Contact the “Career Hotline” (telephone 1-800-661-3753).</p>