

MODULE WLD2060: INTERACTIONS (WILDLIFE & SOCIETY)**Level:** Intermediate**Theme:** Management and Conservation**Prerequisite:** None**Module Description:** Students explain how human populations interact with wildlife, and describe management strategies that enable wildlife and society to coexist.**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 effects of human population growth on wildlife 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying and explaining three or more situations where changes in human populations have resulted in subsequent changes in wildlife (e.g., number, behaviour, habitat). <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Human Interaction with Wildlife, WLD2060-1</i></p> <p><i>Standard</i> <i>Respond to a standard of 2 on the rating scale</i> <ul style="list-style-type: none"> given a map of Canada, identifying six spaces and/or species that have become threatened or endangered because of human population growth. <p><i>Assessment Tool</i> <i>Task Checklist for Mapping, WLDMAP</i></p> <p><i>Standard</i> <i>Complete applicable mapping tasks to a standard of 2 on the rating scale</i></p> </p>	<p>10</p>
<ul style="list-style-type: none"> describe the effects of land use practices on wildlife 	<ul style="list-style-type: none"> describing different land use practices, and the consequences of each for wildlife. Land use practices to be representative of those used in: <ul style="list-style-type: none"> – agriculture – energy and mining – forestry – tourism/outdoor recreation – urban planning. <p><i>Standard</i> <i>Identify 10 different land use practices, and the costs and/or benefits of each to wildlife</i></p>	<p>45</p>

MODULE WLD2060: INTERACTIONS (WILDLIFE & SOCIETY) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • explain management strategies that enable wildlife and society to coexist 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing a research project on one technology or land use practice, and its impacts on wildlife and habitat. Research to address: <ul style="list-style-type: none"> – nature of the technology or land use practice – the wildlife spaces/species affected – benefits and costs for wildlife and society. <p><i>Assessment Tool</i> <i>Research Process: Impacts of Technology/Land Use, WLD2060–2</i></p> <p><i>Standard</i> <i>Complete all components of research to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • given a current issue regarding land use and its consequences for wildlife, negotiating and debating the issue while assuming the role of one or more stakeholder groups. <p><i>Assessment Tool</i> <i>Negotiation and Debate: Intermediate Level, WLDNEG–2</i></p> <p><i>Standard</i> <i>Address criteria in negotiation/debate to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • a presentation or report on an organization working to manage interactions between wildlife and society. Presentation/report to address: <ul style="list-style-type: none"> – goals/objectives of the organization – major stakeholder groups represented – management approaches/techniques – accomplishments of the organization to date – benefits and costs for wildlife and society. <p><i>Assessment Tool</i> <i>Presentations/Reports: Intermediate Level, WLDPRE–2</i></p> <p><i>Standard</i> <i>Complete presentation/report to a standard of 2 on the rating scale</i></p>	<p>45</p>

MODULE WLD2060: INTERACTIONS (WILDLIFE & SOCIETY) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a comparison of two existing wildlife management plans with respect to: <ul style="list-style-type: none"> goals approaches taken outcomes and accomplishments. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Comparing Wildlife Management Plans, WLD2060–3</i></p> <p><i>Standard</i> <i>Respond 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>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Human Populations</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe how wildlife affects the development, movement and size of human societies explain the effects of human populations and developing technologies on wildlife and habitat give examples of the effects of human populations on wildlife and habitat in the local area; e.g.: <ul style="list-style-type: none"> changes in habitat distribution, diversity and abundance of species identify Canadian wildlife spaces and species that have become threatened, endangered and/or extinct as a result of the impact of human populations. 	<p>Make reference to:</p> <ul style="list-style-type: none"> developing nations historical development aboriginal groups. <p>Explore global issues:</p> <ul style="list-style-type: none"> tropical rainforest. <p>Graph local and global population growth over the past 10 years.</p> <p>Video/print studies.</p>

MODULE WLD2060: INTERACTIONS (WILDLIFE & SOCIETY) (continued)

Concept	Specific Learner Expectations	Notes
Land Use Practices	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify human and societal interactions with wildlife; e.g.: <ul style="list-style-type: none"> – agriculture – energy and mining – forestry – tourism and outdoor recreation – urban planning • identify the positive and negative aspects of human and societal interactions; e.g.: <ul style="list-style-type: none"> – food production/habitat loss – employment gains/species extinction • explain positive and negative effects of land use practices on wildlife; e.g.: <ul style="list-style-type: none"> – deforestation – habitat protection and improvement – agriculture: habitat loss and degradation, zero tillage, shelterbelts, pest management – diversification of land use by farmers: special crops, game ranching – range expansion of some species – habitat fragmentation – management of wildlife populations – urban expansion. 	<p>Student-directed research projects concerning specific land use practices and wildlife.</p> <p>Discussion/debate on land use issues.</p> <p>See “Wetland Environments” print materials and videos (Ducks Unlimited).</p>

MODULE WLD2060: INTERACTIONS (WILDLIFE & SOCIETY) (continued)

Concept	Specific Learner Expectations	Notes
<p>Managing Interactions</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the goals and objectives of different stakeholder groups in managing interactions between wildlife and society; e.g.: <ul style="list-style-type: none"> – government and nongovernment organizations – business and industry – landowners – individual citizens • research possible approaches and techniques to manage interactions between wildlife and society; e.g.: <ul style="list-style-type: none"> – legal approaches – incentive programs – education programs – demonstration programs – land use planning – establishment of policies • describe the consequences of an existing management plan for wildlife; e.g.: <ul style="list-style-type: none"> – environmental – social, cultural and economic. 	<p>Use role playing, debate and panel discussion to examine views of different stakeholder groups.</p> <p>This module provides a good introduction to WLD209: Issues in Wildlife 1.</p> <p>Legal approaches: environmental impact assessments/reviews.</p> <p>Incentive Programs: Prairie Farm Rehabilitation Administration (PFRA), Wildlife Habitat Canada.</p> <p>Education programs: District Agriculturists/ Wildlife Biologists, Wetland Conservation Corporation, Alberta North American Waterfowl Management Plan Center (NAWMP), Ducks Unlimited.</p> <p>Demonstration programs: Agriculture Canada demonstrating grazing practices.</p> <p>Establishment of policies: Wildlife Policy for Canada, The Green Plan, Alberta and Canada Wetland Policies.</p> <p>Refer to:</p> <ul style="list-style-type: none"> • North American Waterfowl Management Plan • Peregrine Falcon Recovery Plan • Swift Fox Rehabilitation Project.