

MODULE WLD3020: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)**Level:** Advanced**Theme:** Social and Cultural Perspectives**Prerequisite:** None**Module Description:** Students explain how human populations and wildlife affect each other, describe management strategies that enable humans and wildlife to coexist, and demonstrate individual and shared actions that foster environmental stewardship.**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 ways in which human populations and wildlife affect each other 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a visual/multimedia presentation (e.g., poster, scrapbook, videotape, computer design) that profiles interrelationships among wildlife and cultures/societies. Presentation to include one or more examples of the influences of wildlife in each of the following areas: <ul style="list-style-type: none"> – food, clothing and shelter – spiritual and aesthetic – medicinal – recreation. <p><i>Assessment Tool</i> <i>Presentations/Reports: Advanced Level, WLDPRE-3</i></p> <p><i>Standard</i> <i>Present and explain 10 scenarios where wildlife has influenced societies/cultures; complete the presentation to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> identifying and explaining one or more human-wildlife relationships expressed through each of the following: art, literature, dance, music and drama. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Wildlife and the Arts, WLD3020-1</i></p> <p><i>Standard</i> <i>Respond to a standard of 3 on the rating scale</i></p>	20

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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 and compare strategies used to manage wildlife spaces and species • demonstrate commitment to environmental responsibility, through individual and shared actions 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a written composition (e.g., story, poem) inspired by a painting, photograph or sculpture of a wildlife space or species. <i>Assessment Tool</i> <i>Criteria for Evaluating Written Compositions, WLD3020–2</i> <i>Standard</i> <i>Complete to a standard of 3 on the rating scale</i> • completing a research project on a wildlife management program working to enhance a wildlife space and/or species. <i>Assessment Tool</i> <i>Research Process: Wildlife Management Programs, WLD3020–3</i> <i>Standard</i> <i>Complete research to a standard of 3 on the rating scale</i> • negotiating and debating an issue regarding the impact of lifestyle on wildlife and the environment. <i>Assessment Tool</i> <i>Negotiation and Debate: Advanced Level, WLDNEG–3</i> <i>Standard</i> <i>Address criteria in negotiation/debate to a standard of 3 on the rating scale</i> • a proposal and rationale (oral, written or visual) for: <ul style="list-style-type: none"> – a personal action that will affect wildlife in positive ways – a leadership role/community program that will enhance a wildlife space and/or species. <i>Assessment Tool</i> <i>Assessment Criteria: Proposal for Environmental Action, WLDPRO</i> <i>Sample Proposals: Wildlife Enhancement, WLDSAM</i> <i>Standard</i> <i>Complete each proposal to a standard of 3 on the rating scale</i> 	<p>30</p> <p>50</p>

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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"> volunteering five hours of time working in the community to enhance a wildlife space and/or species. <p><i>Assessment Tool</i> <i>Log/Verification of Volunteer Work, WLDLOG-VOL</i></p> <p><i>Standard</i> <i>Complete all sections of the log/verification for five hours of volunteer work</i> 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, and critique of the response received. <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 3 on the rating scale</i> 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>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Our Relationship with Wildlife</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain past and present influences of wildlife on cultures and societies; e.g.: <ul style="list-style-type: none"> food, clothing and shelter spiritual and aesthetic benefits medicinal values recreation and companionship 	<p>Examine differing cultural views regarding wildlife:</p> <ul style="list-style-type: none"> consumption aesthetics.

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(continued)

Concept	Specific Learner Expectations	Notes
Our Relationship with Wildlife (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify wildlife relationships expressed through art, literature, dance, music and drama • explain how social attitudes and values regarding wildlife have changed • identify positive and negative impacts of human populations on wildlife. 	<p>Visit cultural/ natural museums; e.g.:</p> <ul style="list-style-type: none"> • Provincial Museum • Glenbow Museum. <p>Visit historic sites/ national and provincial parks.</p>
Management Strategies	<ul style="list-style-type: none"> • explain how decisions involving Canada’s wildlife are a shared responsibility of government agencies and landowners, and are influenced by transboundary concerns • research decision-making processes that affect wildlife and the environment; e.g.: <ul style="list-style-type: none"> – political – economic – social – scientific • describe two or more wildlife management strategies, and related trade-offs or compromises • compare the contributions of different stakeholder groups that conduct management activities; e.g.: <ul style="list-style-type: none"> – government and nongovernment organizations – business and industry – landowners – individual citizens • assess the impact of individual attitudes, actions and lifestyle on wildlife and habitat; e.g.: <ul style="list-style-type: none"> – conservation ethic – consumer practices – recreational choices. 	<p>Research international agreements on cooperative wildlife protection plans.</p> <p>Investigate:</p> <ul style="list-style-type: none"> • <i>Migratory Bird Act</i> • <i>Wildlife Act</i> • North American Waterfowl Management Plan • Ramsar Convention • CITIES • COSEWIC • World Conservation Strategy.
Environmental Stewardship	<ul style="list-style-type: none"> • identify an individual action plan for managing wildlife that permits the achievement of social, cultural, economic and environmental goals; e.g.: <ul style="list-style-type: none"> – individual and shared actions – leadership roles 	<p>See <i>Project Wild</i> (Section 7: Responsible Human Actions).</p>

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(continued)

Concept	Specific Learner Expectations	Notes
Environmental Stewardship (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan, conduct and assess a school-wide campaign to increase awareness of relationships between lifestyle, wildlife and the environment; e.g.: <ul style="list-style-type: none"> – establish goals – plan and conduct – assess results • research and describe an issue regarding the impact of lifestyle on wildlife; e.g.: <ul style="list-style-type: none"> – conduct research – develop a position – participate in debate • identify ways in which individuals can influence public decisions that affect wildlife and the environment; e.g.: <ul style="list-style-type: none"> – voting – lobbying – seeking office – supporting compatible interest groups. 	<p>Plan and implement as a group project.</p> <p>See <i>The Nature of Canada: A Primer on Spaces and Species</i> (Chapter 8: Seven Steps to Making a Difference, p. 155).</p>