

**MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE)****Level:** Advanced**Theme:** Management and Conservation**Prerequisite:** WLD2090 Issues in Wildlife 1 (Research & Analysis)**Module Description:** Students examine the complexity of wildlife issues affecting Alberta and the rest of the world, and demonstrate individual and shared actions that foster sustainable management of wildlife.**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"> <li>identify and compare social, economic and environmental perspectives regarding a range of current wildlife issues</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>analyzing alternatives and consequences associated with each of five wildlife issues. Alternatives and consequences to address relevant social, economic and environmental perspectives.</li> </ul> <p><i>Assessment Tool</i> <i>Issue Analysis: Alternatives and Consequences, WLD3090–1</i></p> <p><i>Standard</i> <i>Analyze five issues to a standard of 3 on the rating scale</i> <li>a critique of one newspaper/magazine article regarding a wildlife issue. Critique to address: <ul style="list-style-type: none"> <li>– range of viewpoints/biases evident</li> <li>– recommended course of action.</li> </ul> </li> <p><i>Assessment Tool</i> <i>Guidelines to Critiquing Media Information, WLDMED</i></p> <p><i>Standard</i> <i>Critique one article to a standard of 3 on the rating scale</i></p> </p>	<p>30</p>



**MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE) (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <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>Issues Involve Alternatives</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe past and present trends in the recreational and/or commercial use of a wildlife space or species</li> <li>describe ways in which stakeholder groups make use of the judicial, legislative and regulatory systems in working toward their objectives</li> <li>analyze differing points of view regarding how, when and to what degree the space or species should be used</li> <li>analyze issues concerning the scientific, biological, aesthetic, economic and/or intrinsic value of the space or species.</li> </ul>	<p>See <i>Project Wild</i> (Section 6: Trends, Issues and Consequences).</p> <p>Written/oral critique of relevant periodical literature and videos.</p> <p>Independent research on an issue of personal interest.</p>
<p>Global Issues and Trends</p>	<ul style="list-style-type: none"> <li>compare and contrast a Canadian issue involving wildlife with a similar issue in other parts of the world; e.g.:                             <ul style="list-style-type: none"> <li>habitat loss</li> <li>distribution, diversity and abundance of species</li> </ul> </li> </ul>	<p>Review magazine articles that focus on Canadian and global wildlife issues (e.g., <i>Equinox</i>, <i>Canadian Geographic</i>, <i>International Wildlife</i>).</p>

**MODULE WLD3090: ISSUES IN WILDLIFE 2 (NEGOTIATION & DEBATE) (continued)**

Concept	Specific Learner Expectations	Notes
Global Issues and Trends (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research global impacts of the recreational and/or commercial use of a wildlife space or species; e.g.:               <ul style="list-style-type: none"> <li>– social and cultural</li> <li>– economic</li> <li>– environmental</li> </ul> </li> <li>• infer the long-range effects of acquiring, protecting, improving and restoring wildlife habitat in Canada and other parts of the world.</li> </ul>	<p>Independent research on topic of global significance.</p> <p>Student debates.</p> <p>Forecasting.</p>
Personal and Shared Actions	<ul style="list-style-type: none"> <li>• compare and contrast different philosophies, ethics and alternatives regarding how best to ensure its health and viability of a wildlife space or species</li> <li>• evaluate the goals and objectives of one or more wildlife conservation groups</li> <li>• identify and describe a global issue regarding the consumptive and/or non-consumptive use of wildlife; e.g.:               <ul style="list-style-type: none"> <li>– conduct research</li> <li>– develop a position</li> <li>– participate in debate</li> </ul> </li> <li>• devise a plan for the use of wildlife; e.g.:               <ul style="list-style-type: none"> <li>– conduct research</li> <li>– generate alternatives</li> <li>– agree to a workable solution</li> </ul> </li> <li>• demonstrate responsible and ethical actions in relation to wildlife and the environment; e.g.:               <ul style="list-style-type: none"> <li>– personal actions</li> <li>– leadership roles.</li> </ul> </li> </ul>	<p>Group projects involving discussions, consensus building, debate and panel discussion.</p> <p>See <i>Project Wild</i> (Section 7: Responsible Human Actions).</p> <p>Participation in group process is essential.</p> <p>Implement a course of action suggested through group discussion and consensus building.</p>