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# CAREER AND TECHNOLOGY STUDIES

## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Courses** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

*Specific outcomes* provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

## LEVELS OF ACHIEVEMENT

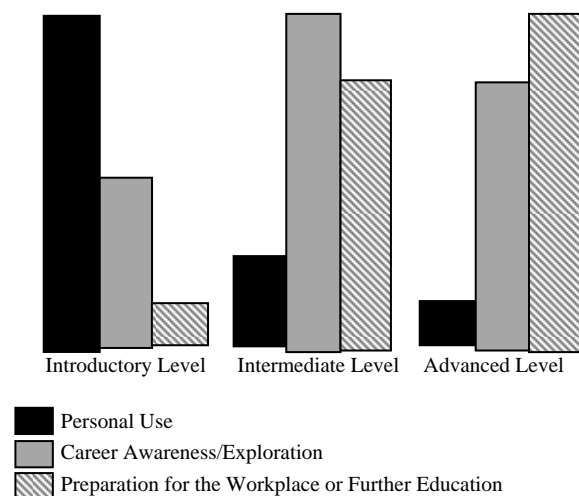
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

**Introductory** level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

**Intermediate** level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced** level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li>   <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li>   <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li>   <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li>   <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li>   <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li>   <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li>   <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li>   <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li>   <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>
<p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>



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# WILDLIFE

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## B. STRAND RATIONALE AND PHILOSOPHY

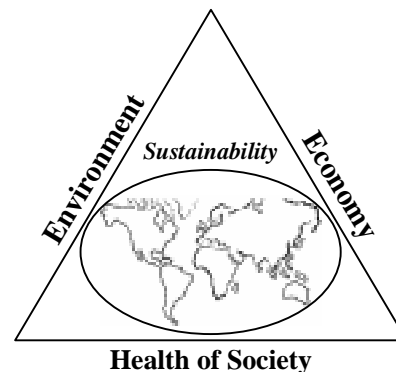
Wildlife is an important part of Canada's heritage. Canada is one of the few places in the world that still contains large natural ecosystems. Natural and wilderness areas of Canada contribute greatly to our quality of life and functioning of the global ecosystem.

But the future of Canada's wildlife cannot be taken for granted. Wild populations and ecosystems have become increasingly vulnerable to human population growth and technological development. Changes to ecosystems, brought about by phenomena such as global warming and the long-range transport of air pollutants, threaten both wildlife and people.

Recently, public concern for wildlife has expanded to embrace any living thing that is part of the natural ecosystem. Discussion of wildlife in this curriculum involves all wild organisms and their habitats—including wild plants, invertebrates and micro-organisms, as well as fishes, amphibians, reptiles, and the birds and mammals traditionally regarded as wildlife.★

Wildlife, a strand in Career and Technology Studies, will provide opportunities for students to view themselves as part of the global ecosystem. Students will be encouraged to share information

and beliefs regarding environmental sustainability, and recognize the need to make informed choices that limit demands placed on ecosystems to sustainable levels.



Students in Wildlife will develop the knowledge, skills, attitudes, motivation and commitment to work individually and collectively, as private citizens and members of the work force, toward the conservation and responsible use of water, land, air, forests and wildlife. Within the philosophy of Career and Technology Studies, *students in Wildlife will:*

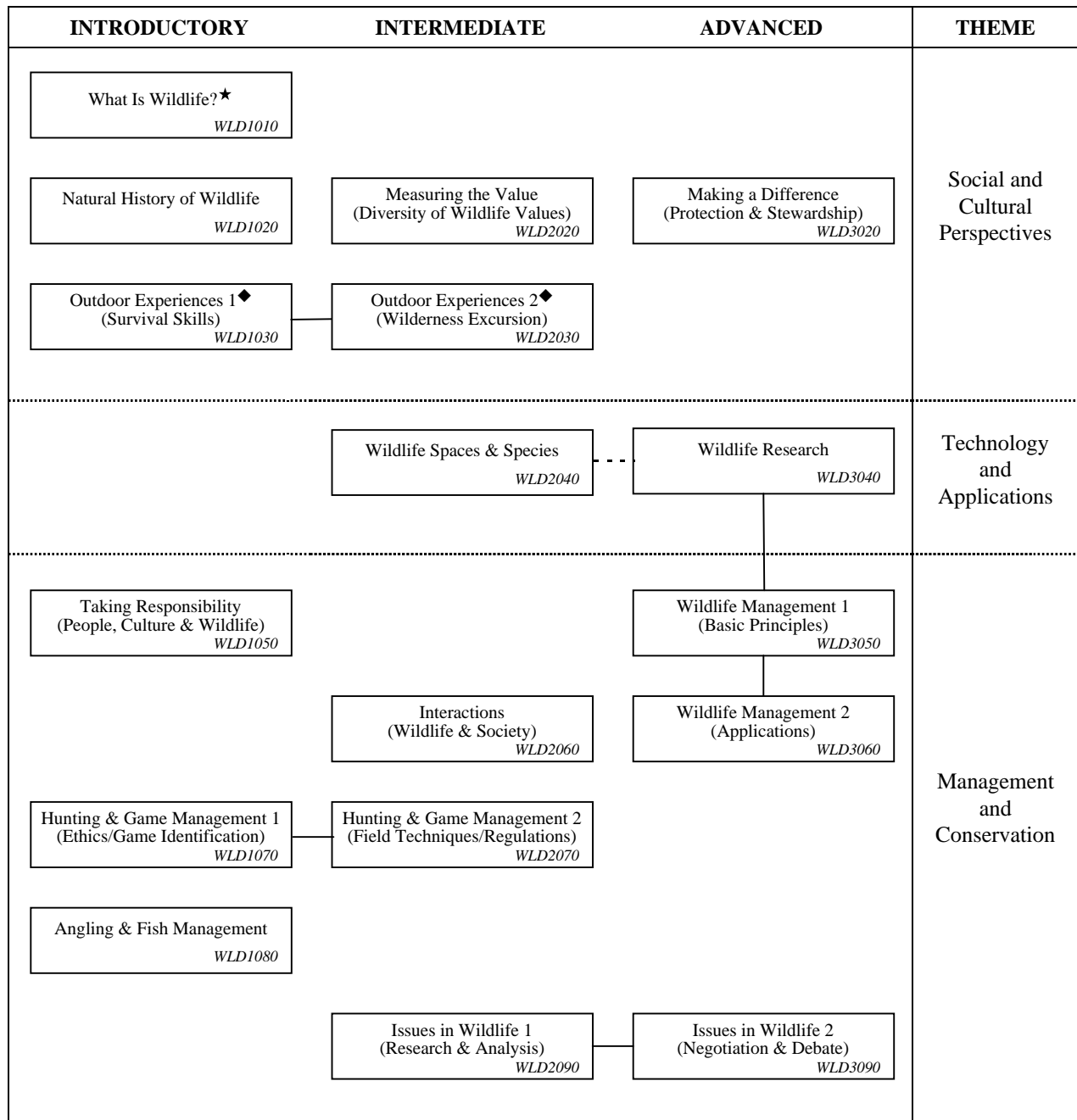
- develop greater awareness of the economic, environmental and social significance of wildlife in Alberta and the rest of the world

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★ Wildlife Ministers' Council of Canada. *A Wildlife Policy for Canada*. Ottawa, ON: Environment Canada, 1990.

- describe the characteristics of Alberta's wildlife, and identify trends in wildlife habitats and populations
- describe technologies and research programs designed to preserve biological diversity and enhance the sustainable, ecologically sound management of species and ecosystems
- translate sustainable development and conservation goals into viable plans for managing consumptive and nonconsumptive use of wildlife
- develop competencies and behaviours that have broad application to environmental career paths, and specific application to careers involving Alberta's wildlife.

## SCOPE AND SEQUENCE



—— Prerequisite

- - - - Recommended sequence

★ Module provides a strong foundation for further learning in this strand.

◆ Refer to specific modules for additional prerequisites.



## MODULE LEARNER EXPECTATIONS: INTRODUCTORY LEVEL

### MODULE WLD1010: WHAT IS WILDLIFE?

**Level:** Introductory

**Theme:** Social and Cultural Perspectives

**Prerequisite:** None

**Module Description:** Students demonstrate knowledge of wildlife and ecosystems, and examine the need to manage and conserve wildlife.

**Module Learner Expectations:** *The student will:*

- provide a definition of wildlife
- describe interrelationships among ecosystem components
- explain the difference between wildlife conservation and preservation
- demonstrate basic competencies.

### MODULE WLD1020: NATURAL HISTORY OF WILDLIFE

**Level:** Introductory

**Theme:** Social and Cultural Perspectives

**Prerequisite:** None

**Module Description:** Students investigate the diversity of Canadian wildlife in terms of structure, behaviour and habitat, and compare Alberta wildlife with wildlife in other parts of the world.

**Module Learner Expectations:** *The student will:*

- describe the diversity of Canadian wildlife
- explain the structure, behaviour and habitat of an Alberta wildlife species
- compare and contrast Alberta's wildlife with wildlife in other parts of the world
- demonstrate basic competencies.

**MODULE WLD1030: OUTDOOR EXPERIENCES 1 (SURVIVAL SKILLS)**

**Level:** Introductory

**Theme:** Social and Cultural Perspectives

**Prerequisite:** Emergency First Aid (current certification)

**Module Description:** Students demonstrate the basic skills required for responsible participation in a range of outdoor activities.

**Module Learner Expectations:** *The student will:*

- demonstrate knowledge and skills necessary for responsible outdoor experiences
- conduct safe outdoor activities that have minimal environmental impact
- demonstrate basic competencies.

**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 Learner Expectations:** *The student will:*

- describe the social, economic and environmental significance of wildlife
- explain how personal needs, wants, beliefs and actions may influence wildlife and wildlife habitats
- identify careers in wildlife-related fields
- demonstrate basic competencies.

**MODULE WLD1070: HUNTING & GAME MANAGEMENT 1  
(ETHICS/GAME IDENTIFICATION)**

**Level:** Introductory

**Theme:** Management and Conservation

**Prerequisite:** None

**Module Description:** Students explain the role of regulated hunting in game management, identify Alberta's game animals, and demonstrate knowledge and skills that ensure safe and comfortable experiences in the outdoors.

**Module Learner Expectations:** *The student will:*

- explain game management practices and the role of regulated hunting in game management
- identify the distinguishing characteristics of Alberta's ungulates, carnivores, upland birds and waterfowls
- describe basic equipment and techniques required for safe and comfortable experiences in the outdoors
- demonstrate basic competencies.

**MODULE WLD1080: ANGLING & FISH MANAGEMENT**

**Level:** Introductory

**Theme:** Management and Conservation

**Prerequisite:** None

**Module Description:** Students explain the role of recreational fishing in the management and conservation of fish resources, and demonstrate knowledge of the responsible practices required for fishing or related outdoor activities.

**Module Learner Expectations:** *The student will:*

- explain the role of recreational fishing in the management of fish resources, and social and legal standards of conduct for game fishing
- identify and describe the distinguishing characteristics and habitats of Alberta's game fish
- describe basic fishing equipment and safe practices for fishing
- demonstrate basic competencies.



## MODULE LEARNER EXPECTATIONS: INTERMEDIATE LEVEL

### 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 Learner Expectations:** *The student will:*

- compare and contrast the social, environmental and economic significance of wildlife
- describe the impact of personal needs, wants, beliefs and actions on wildlife and wildlife habitats
- describe career opportunities and trends in wildlife-related fields
- demonstrate basic competencies.

### MODULE WLD2030: OUTDOOR EXPERIENCES 2 (WILDERNESS EXCURSION)

**Level:** Intermediate

**Theme:** Social and Cultural Perspectives

**Prerequisite:** WLD1030 Outdoor Experiences 1 (Survival Skills)  
Emergency First Aid (current certification)

**Module Description:** Students plan, prepare for and conduct an extended outdoor wilderness trip.

**Module Learner Expectations:** *The student will:*

- present a plan for an extended outdoor wilderness trip
- conduct and conclude, safely, an extended outdoor wilderness trip with minimal environmental impact
- demonstrate basic competencies.

**MODULE WLD2040: WILDLIFE SPACES & SPECIES**

**Level:** Intermediate

**Theme:** Technology and Applications

**Prerequisite:** None

**Module Description:** Students present the results of research on wildlife spaces and species in Alberta and other parts of the world, and compare different strategies used in wildlife management.

**Module Learner Expectations:** *The student will:*

- identify and compare representative ecoregions in Alberta and Canada with similar ecoregions in other parts of the world
- identify and describe threatened or endangered wildlife spaces and species in Alberta and Canada
- describe and compare local and global strategies for wildlife protection and habitat management
- demonstrate basic competencies.

**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 Learner Expectations:** *The student will:*

- describe the effects of human population growth on wildlife
- describe the effects of land use practices on wildlife
- explain management strategies that enable wildlife and society to coexist
- demonstrate basic competencies.

**MODULE WLD2070: HUNTING & GAME MANAGEMENT 2  
(FIELD TECHNIQUES/REGULATIONS)**

**Level:** Intermediate

**Theme:** Management and Conservation

**Prerequisite:** WLD1070 Hunting & Game Management 1 (Ethics/Game Identification)

**Module Description:** Students demonstrate knowledge of the basic parts and safe handling of bows, arrows and firearms, and explain the legal responsibilities of the sports person.

**Module Learner Expectations:** *The student will:*

- demonstrate knowledge of the basic parts and safe handling of bows, arrows and firearms
- describe techniques for targeting, handling and dressing game animals in the field
- explain personal and legal responsibilities of the sports person
- demonstrate basic competencies.

**MODULE WLD2090: ISSUES IN WILDLIFE 1 (RESEARCH & ANALYSIS)**

**Level:** Intermediate

**Theme:** Management and Conservation

**Prerequisite:** None

**Module Description:** Students examine a range of Canadian and global wildlife issues, and present the results of research on one or more issues concerning wildlife in Canada.

**Module Learner Expectations:** *The student will:*

- identify a range of Canadian and global wildlife issues
- describe alternatives and consequences associated with one or more issues concerning wildlife in Canada
- demonstrate basic competencies.



## MODULE LEARNER EXPECTATIONS: ADVANCED LEVEL

### 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 Learner Expectations:** *The student will:*

- describe ways in which human populations and wildlife affect each other
- describe and compare strategies used to manage wildlife spaces and species
- demonstrate commitment to environmental responsibility, through individual and shared actions
- demonstrate basic competencies.

### MODULE WLD3040: WILDLIFE RESEARCH

**Level:** Advanced

**Theme:** Technology and Applications

**Prerequisite:** None

**Module Description:** Students explain applications of the wildlife research process, and conduct experimental research on a wildlife space or species.

**Module Learner Expectations:** *The student will:*

- identify components of the wildlife research process and their application to a sample wildlife space or species
- plan and conduct experimental research on a wildlife space or species
- demonstrate basic competencies.

**MODULE WLD3050: WILDLIFE MANAGEMENT 1 (BASIC PRINCIPLES)**

**Level:** Advanced

**Theme:** Management and Conservation

**Prerequisite:** WLD3040 Wildlife Research

**Module Description:** Students describe the functions and processes of wildlife management, and identify issues that may affect the development of a wildlife management plan.

**Module Learner Expectations:** *The student will:*

- describe the functions of wildlife management
- identify and explain major components of a wildlife management plan
- describe alternatives and consequences associated with current issues involving wildlife management
- demonstrate basic competencies.

**MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS)**

**Level:** Advanced

**Theme:** Management and Conservation

**Prerequisite:** WLD3050 Wildlife Management 1 (Basic Principles)

**Module Description:** Students develop and present a plan for managing a wildlife space or species.

**Module Learner Expectations:** *The student will:*

- explain the basic principles of wildlife management
- develop and present a wildlife management plan
- demonstrate basic competencies.

**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 Learner Expectations:** *The student will:*

- identify and compare social, economic and environmental perspectives regarding a range of current wildlife issues
- compare and contrast issues and trends involving wildlife in Canada with similar issues and trends in other parts of the world
- present a plan of action for the sustainable management of wildlife
- demonstrate basic competencies.