

Wildlife Management 20

2017-18

GENERAL INFORMATION

- i. Wildlife Management 20
 - a. 20 Level PAA Credit
 - b. Available Semester I & 2
 - c. Independent Study Course (Asynchronous)
- ii. Location: HorizoniSchool Course is accessible at <http://courses.horizonsd.ca/course/view.php?id=385>
- iii. Ways to contact Mr. Swan
 - a. Send me a Private Message in Moodle (*Preferred)
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COURSE DESCRIPTION

The aim of Wildlife Management 20 is to provide students with the opportunity to study beliefs and attitudes about wildlife. Units of study include interactions of wildlife and society, managing wildlife, and issues in wildlife. The intent of this course is to raise an awareness of the importance of wildlife in the daily life of an individual and for society as a whole. Modules of study will be flexible and allow students to build on their own knowledge to create new found understandings. Students will be provided with the opportunity for success through a blending of theory and practical experience achieved in and out of school. The activities and theory are intended to lead to an understanding of career development opportunities and hobbies in the field of wildlife appreciation and management.

Course Prerequisite (None)

Module 1: The Value of Wildlife

The world has been enriched by the poetry, literature and art that has its roots in the natural world. Nature and wildlife have always been a source of inspiration as well as economic value. In this unit we will examine the cultural, social and economic significance of wildlife both a group and a personal point of view. We will work to:

- Develop values that will increase an appreciation and respect for wildlife.
- Be aware of the career development opportunities in the field of wildlife that exist in Saskatchewan and other provinces.
- Develop skills that allow students to appreciate the natural world through direct experience.
- Examine relationships between wildlife species and humans and how populations are affected.

Module 2: Wildlife Areas and Species

What do you know about wildlife management strategies? Let's take a look at Saskatchewan research on wildlife areas and species management and how it compares to management strategies used elsewhere in the world. We will work to:

- Develop values that will increase an appreciation and respect for wildlife.
- Understand the role and obligations of government agencies, interest groups and individuals to preserve wildlife.
- examine issues and opinions as to how wildlife should be managed.
- research the structure, diversity, behavior and habitat of Saskatchewan wildlife species.

Module 3: Interactions of Wildlife and Society

Human population growth and land use practices have always affected wildlife. Saskatchewan has a strong agricultural base and land use practices have had major impacts on many native species. Strategies used to manage interactions between wildlife and societies have been influenced by the values that people hold towards wildlife. These values and the policies that are developed from them will be examined. In this module we will further:

- Develop values that will increase an appreciation and respect for wildlife.
- Examine relationships between wildlife species and humans and how populations are affected.

Module 4: Hunting and Game Handling

In this module you will develop a knowledge of the safe handling and basic parts of hunting implements such as bows and arrows, firearms and ammunition. The legal and ethical responsibilities of the sportsperson will also be examined. By the end of this module you will be able to:

- To demonstrate safety practices while engaged in outdoor experiences.
- To understand the role and obligations of government agencies, interest groups and individuals to preserve wildlife.

Module 5 Issues in Wildlife!

In this module you will learn of a range of issues that affect wildlife and research, in detail, one or more of these issues. Local, provincial and federal issues that impact on wildlife are often in the media and us sadly with real world examples. Conservation groups and their mandates are often a part of those media events.

In this module we will work to:

- develop values that will increase an appreciation and respect for wildlife.
- examine issues and opinions as to how wildlife should be managed.
- cultivate an appreciation and understanding of how other cultures view wildlife.

Module 6: Making a Difference to Wildlife

In this module you will learn that wildlife and humans have always coexisted. Wildlife has supplied inspiration, as well as the staples of life, to many cultures. It has importance in all human cultures. Strategies for managing different interactions between humans and wildlife will be examined, and the need to demonstrate individual and shared actions that foster environmental stewardship will be encouraged. In this module we hope it will encourage you:

- To develop values that will increase an appreciation of and respect for wildlife
- To understand the role and obligations of government agencies, interest groups and individuals to preserve wildlife.
- To cultivate an appreciation and understanding of how other cultures view wildlife.

STUDENT LEARNING OUTCOMES:

Module 1: The Value of Wildlife Lessons

1.1 Introductions

- * 8.6 To assess the impact of individual attitudes, actions and lifestyle on wildlife and the environment.

1.2 So what is this Wildlife Management Stuff?

- * 8.6 To assess the impact of individual attitudes, actions and lifestyle on wildlife and the environment.

1.3 Let's Learn: Wildlife's impact on us!

- * 8.1 To examine how human values have been impacted by relationships with wildlife.

1.3.1 Go Deep: Wildlife's Impact on Human Values

- * 8.1 To examine how human values have been impacted by relationships with wildlife.

1.3.2 Let's Talk about it!

- * 8.1 To examine how human values have been impacted by relationships with wildlife.

1.4 Let's Explore: Show me the Values of Wildlife

- * 8.2 To assess social and health benefits that are derived from wildlife.

- * 8.6 To assess the impact of individual attitudes, actions and lifestyle on wildlife and the environment.
 - 1.5 Pursuits in Wildlife
 - * 8.6 To assess the impact of individual attitudes, actions and lifestyle on wildlife and the environment.
 - * 8.7 To examine the impact of human population growth on wildlife and its habitat.
 - * 8.8 To develop responsible and healthy lifestyle actions in relation to wildlife and the environment.
 - * 8.9 To identify pursuits in wildlife that lead to personal growth and satisfaction.
 - 1.6 Let's Learn: Valuing Wildlife as Part of a Business
 - * 8.3 To examine how wildlife contributes to the economy of an area.
 - * 8.4 To investigate game farming in Saskatchewan.
 - * 8.5 To explain how wildlife can be used as a barometer of overall environmental quality.
- End of Module 1 review and quiz
- * All Outcomes

Module 2: Wildlife Areas and Species Lessons

- 2.1 The Role of Public Organizations in Conservation
 - * 10.7 To explain the role of protected spaces in managing ecosystems at local, national and global levels.
 - * 10.8 To explain the role of public and private organizations and other nations with regard to protecting and conserving wildlife.
 - 2.2 Representative Wildlife Areas and Species
 - * 10.1 To research representative wildlife areas and species in Saskatchewan and other parts of the world.
 - * 10.4 To identify relevant representative ecoregions in Saskatchewan and Canada and indicator species found in these regions.
 - 2.3 Food Chains and Ecoregions
 - * 10.1 To research representative wildlife areas and species in Saskatchewan and other parts of the world.
 - 2.4 Endangered Species
 - * 10.2 To identify and describe wildlife areas and species in Saskatchewan and Canada that have become threatened or endangered.
 - 2.5 Canadian Species at Risk
 - * 10.3 To compare local and global strategies for wildlife protection and habitat management.
 - 2.5.1 Let's Talk about it!
 - * 10.2 To identify and describe wildlife areas and species in Saskatchewan and Canada that have become threatened or endangered.
 - 2.6 Go Deep! Why Preserve Biodiversity?
 - * 10.6 To research policy and factors used to determine if a species or population is endangered.
 - 2.7 Species at Risk Poster
 - * 10.7 To explain the role of protected spaces in managing ecosystems at local, national and global levels.
 - 2.8 Human Factors that Affect Wildlife
 - * 10.5 To identify factors that affect wildlife populations within selected ecoregions of Saskatchewan and Canada.
- End of Module 2: Roles in Wildlife Management Thinking
- * All outcomes

Module 3: Interactions of Wildlife and Society Lessons

- 3.1 The People Connection
 - * 11.1 To describe how wildlife affects the development, movement and size of human populations.
- 3.2.1 The Health of the Earth (Part 1)
 - * 11.2 To explain the effects of human populations and developing technologies on wildlife and habitat.
- 3.2.2 The Health of the Earth (Part 2)
 - * 11.2 To explain the effects of human populations and developing technologies on wildlife and habitat.
- 3.2.3 The Health of the Earth Part 3
 - * 11.2 To explain the effects of human populations and developing technologies on wildlife and habitat.
- 3.4 Globalization
 - * 11.1 To describe how wildlife affects the development, movement and size of human populations
 - * 11.4 To examine human and societal interactions with wildlife.
- 3.5 Case Study: Saskatchewan Coyotes ~ Human-Wildlife Conflict Prevention
 - * 11.6 To research possible approaches and techniques to manage interactions between wildlife and

society.

3.6 Public Lands

- * 11.5 To describe the goals and objectives of different stakeholder groups in managing interactions between wildlife and society.

3.7 Public vs. Private Land

- * 11.4 To examine human and societal interactions with wildlife.

3.8 Public Land: Preserve or Develop?

- * 11.5 To describe the goals and objectives of different stakeholder groups in managing interactions between wildlife and society.

- * 11.6 To research possible approaches and techniques to manage interactions between wildlife and society.

3.9 Go Deep! Public Lands - Your Proposal

- * 11.5 To describe the goals and objectives of different stakeholder groups in managing interactions between wildlife and society.

- * 11.6 To research possible approaches and techniques to manage interactions between wildlife and society.

End of Module 3 - Room for us all!

- * 11.4 To examine human and societal interactions with wildlife.

- * All outcomes

Module 4: Hunting and Game Handling

4.1 Introduction to Hunting and Game Handling

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- * 12.2 To examine techniques for targeting, handling and dressing game animals in the field.

- * 12.3 To understand the role of physical conditioning in safe and comfortable outdoor experiences.

- * 12.4 To understand personal and legal responsibilities of the sportsperson.

4.1.1 Let's talk about it!

- * * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- * 12.2 To examine techniques for targeting, handling and dressing game animals in the field.

- * 12.3 To understand the role of physical conditioning in safe and comfortable outdoor experiences.

- * 12.4 To understand personal and legal responsibilities of the sportsperson.

4.2 Decode / Informed Explanation of Wildlife Photo

- * 12.4 To understand personal and legal responsibilities of the sportsperson.

4.3 Archery

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

4.4 Hunting Basics

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- 12.2 To examine techniques for targeting, handling and dressing game animals in the field.

4.5 Ammunition Training and Quiz

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

4.6 Evolution of Hunting

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- * 12.4 To understand personal and legal responsibilities of the sportsperson

4.7 Saskatchewan Hunter Education Program - Awareness and how to take the Course

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- * 12.2 To examine techniques for targeting, handling and dressing game animals in the field.

- * 12.3 To understand the role of physical conditioning in safe and comfortable outdoor experiences.

- * 12.4 To understand personal and legal responsibilities of the sportsperson.

4.7.1 Go Deep! International Hunter Safety Program on ACID

- * 12.1 To demonstrate knowledge and safe handling of the basic parts of bows and arrows, firearms and ammunition.

- * 12.2 To examine techniques for targeting, handling and dressing game animals in the field.

- * 12.3 To understand the role of physical conditioning in safe and comfortable outdoor experiences.

- * 12.4 To understand personal and legal responsibilities of the sportsperson.

End of Module 4 Assessment: Interview a Traditional Hunter

- * All outcomes

Module 5: Issues in Wildlife

5.1 Ethi-Reasoning

- * 13.2 To infer the impact of each of these issues on wildlife, humans and the environment.
- * 13.3 To examine different philosophies, ethics and alternatives regarding each of these issues.
- * 13.16 To have students make responsible and ethical decisions in relation to wildlife and the environment.

5.2 Wildlife Habitat Protection Act

- * 13.5 To assess the goals and achievements of one or more wildlife conservation groups with respect to the issue or issues that they are pursuing.

5.3 Intrinsic Value

- * 13.8 To analyze issues concerning the scientific, biological, aesthetic, economic and intrinsic value of habitat or species.

5.3.1 Let's Talk About It

- * 13.3 To examine different philosophies, ethics and alternatives regarding each of these issues.

5.4 Go Deep: Scrapbooking Wildlife Issues a Working Portfolio

- * 13.1 To identify a range of wildlife issues.
- * 13.9 To compare and contrast a Canadian issue involving wildlife with a similar issue in other parts of the world.
- * 13.10 To research global impacts of the recreational and commercial use of a wildlife space or species.

End of Module 5 Evaluation: Culture and Wildlife

- * 13.4 To conduct research on a significant wildlife issue in Canada.
- * All other outcomes

Module 6: Making a Difference to Wildlife

6.1 How can you help?

- * 14.1 To explain past and present influences of wildlife on cultures and societies.
- * 14.2 To explain how social attitudes and values regarding wildlife have changed.
- * 14.3 To explain how decisions involving Canada's wildlife are a shared responsibility of government agencies, government and landowners, and are influenced by trans-boundary concerns.

6.2 Inventory of Local Wildlife

- * 14.6 To propose an individual action plan for managing wildlife that permits the achievement of social, cultural, economic and environmental goals.

6.3 See you later, Alligator (NY Times)

- * 14.4 To research decision-making processes that affect wildlife and the environment.

6.4 Conservation Photography/Videos

- * 14.8 To identify ways in which individuals may influence public decisions that affect wildlife and the environment.

6.5 Go Deep: Animals as Cultural Symbols

- * 14.1 To explain past and present influences of wildlife on cultures and societies.
- * 14.2 To explain how social attitudes and values regarding wildlife have changed.

6.5.1 Let's Talk About this! Animals in Culture

- * 14.1 To explain past and present influences of wildlife on cultures and societies.
- * 14.2 To explain how social attitudes and values regarding wildlife have changed.

Major Project: Outdoor Experience or Inquiry

In Outdoors Experience or Inquiry Major Project you will need to develop and demonstrate the basic skills that are required for responsible participation in a range of outdoor activities. Field trips such as day hikes or overnight camping experiences, scenario set ups and reenactments are all possibilities to assist your understandings and abilities to:

- Demonstrate safety practices while engaged in outdoor experiences.
- Develop values that will increase an appreciation and respect for wildlife.
- Develop skills that allow students to appreciate the natural world through direct experience.
- Examine relationships between wildlife species and humans and how populations are affected.

TEACHING STRATEGIES:

The majority of this course is based around online Wildlife Management 20 course in moodle. I wanted to create a blend of online and offline activities so that some of the course could be worked on even if access to the internet was slow or unavailable. This course provides plenty of learner choice in ways to learn and respond to your understandings. Inquiry and exploration are encouraged in many of the “Go Deep”, end of module assessments and in your major project. In general each lesson consists of a reading and a video lesson to watch so that then you will have the required base to complete the assigned activities. Many of the activities/assignments within the course will require you to access websites, research and to present your understandings through video, podcasts, web tools and written responses. Of note there are two larger assignments, the Wildlife 20 scrapbook portfolio and the Major project, that will require plenty of planning in advance and conversations with your teacher. You will be required to log into moodle regularly and participate in the online discussions so that we can learn from each by reading and commenting on each other's learning! A twitter feed and a shout box are also available within the course for students to carry on learning conversations and to get to know each other as classmates.

i. Course Schedules

Semester 1 students - 2017-18

Module of Study	Dates
Module 1: The Value of Wildlife	September 4 - Sept 29
Module 2: Wildlife Areas and Species	Sept 29 - Oct 30
Module 3: Interactions of Wildlife and Society	Oct 30 - November 17
Module 4: Hunting and Game Handling	November 17 - December 5
Module 5 Issues in Wildlife!	December 5 - December 19
Module 6: Making a Difference to Wildlife	December 19 - January 10
Major Project	Jan 10 - Jan 19 2018

Semester 2 students - 2016-17

Module of Study	Dates
Module 1: The Value of Wildlife	Feb 1 – Feb 27
Module 2: Wildlife Areas and Species	Feb 27 - Mar 16
Module 3: Interactions of Wildlife and Society	Mar 16 - April 9
Module 4: Hunting and Game Handling	April 9 - April 24
Module 5 Issues in Wildlife!	April 24 - May 15
Module 6: Making a Difference to Wildlife	May 15 – June 1
Major Project	Jun 1 - Jun 20 2018

- There are no specific assignment due dates in this course. Students are welcome to complete assignments in any order they wish just follow the modules due date expectations please!
- Wildlife Management 20 does not include any exams but it does have a larger assignment as a culminating assessment for each module where concepts, terminology and understandings from the module are applied.
- Module 4: Hunting and Gaming will require you as a student to find and interview a traditional hunter in person. It is up to you to structure and conduct the interview in a natural outdoors setting!

Unit of Study	Essential Questions
Module 1: The Value of Wildlife	How have human values been impacted by relationships with wildlife?
Module 2: Wildlife Areas and Species	How do areas and species determine the need for wildlife management strategies?
Module 3: Interactions of Wildlife and Society	What can be done to balance human population growth and land use to minimize the negative impact on wildlife?
Module 4: Hunting and Game Handling	What are the personal and legal responsibilities of hunting and game handling!
Module 5 Issues in Wildlife!	Can we do more to deal with issue in Wildlife?
Module 6: Making a Difference to Wildlife	How can we personally make a difference to the wellbeing of wildlife?
Major Project	

COURSE MATERIALS

- There is no required textbook, videos or workbooks for the course. The online course itself is resource based and all the materials required for this course are included in it. The [Saskatchewan Wildlife Federation](#) offers a book called Wonders of Wildlife by Lori Milligan that you may find very useful for your major project should you decide to conduct an outdoor experience!
- Other resources: This course makes extensive use of a PC, mobile device and broadband internet to access , learn, create and submit your course work. You may also borrow some equipment from the [Saskatchewan Wildlife Federation](#) such as snowshoes and GPS equipment for your major project.

EVALUATION:

Marks Breakdown:

1) Modules of instruction are worth 90% of your final mark.

- Unit Assignments 30%
- Unit Discussions 10%
- “Go Deep” Unit Assignments - 20%
- End of Module Evaluations - 30%

2) Final Evaluation - Outdoor Experience or Inquiry Project - 10%

All assignments, end of module assessments, quizzes and the major project are to be submitted digitally within your course. In general I will return submissions within a day or so and will use one of the following rubrics below to evaluate them (only the Wildlife 20 scrapbook found in unit 5 will be evaluated with a marking guide built within the assignment itself).

Assessment Beliefs

Ultimately I want you to learn the bigger concepts of each Unit and provide every opportunity for success:

- 1. Content is not assessed, understanding is. If you can google it as content, you don't have to "learn" it.*
- 2. No assignment is done evaluation until you are happy with your mark. You can resubmit as assignment again. Be reasonable here though! At times I may not be happy with the first submission and may ask you to simply redo.*
- 3. "Borrowed" Answers - if there is evidence of cut and paste responses I will ignore the submission and ask you to resubmit*
- 4. Learning is a conversation. I will provide meaningful feedback on your assignments and may at times ask for you to respond back. Please do and feel free to ask questions along the way to clarify you learning.*

Mr. Swan

Understandings	Your show a deep understanding of the concepts and topics presented in this assignment. You have applied critical and creative thinking to a exceptional response. 3 points	You demonstrated understanding of the concepts and topics presented in this assignment but your response needs to be further developed and thought out. 2 points	You demonstrated basic understanding of the concepts and topics presented in this assignment. Your response needs to show evidence of thought to each question. 1 points	Lacking, please resubmit assignment 0 points
Knowledge / Research	Information is skillfully researched, accurate and highly relevant 3 points	Information is accurate and relevant 2 points	Information is somewhat accurate and relevant 1 points	Lacking, please resubmit assignment 0 points
Complete (see original assignment for expected details)	Above and beyond expectations/elements of assignment 3 points	All elements of assignment present 2 points	Not all assignment details present. 1 points	Lacking, please resubmit assignment 0 points
Quality of Assignment Submission	* Assignment is complete! Thank you for your effort and keep up the good work! 1 points		* It is my expectation that your assignment would be written with proper grammar, organized for my understanding and completely answered. If your assignment falls short of reasonable length, grammar, organization and readability you will be required to resubmit it. 0 points	

End of Module/Go Deep Assessment Rubric

Knowledge / Research	Information is skillfully researched, accurate and highly relevant 4 points	Information is accurate and relevant 3 points	Information is somewhat accurate and relevant 2 points	Information lacks accuracy and relevance 1 points	Lacking, please resubmit assignment 0 points
Thinking / Inquiry	Ideas are creative and sophisticated understandings presented 4 points	Ideas are creative and understandings explained 3 points	Ideas show some original thinking 2 points	Limited understanding presented 1 points	Lacking, please resubmit assignment 0 points
Criterion (see original assignment for expected details)	Above and beyond expectations of assignment 4 points	All elements of assignment present 3 points	Missing some aspect of assignment 2 points	Little or no detail to actual assignment 1 points	Lacking, please resubmit assignment 0 points
Quality of Assignment Submission	* Effort and quality are met! Keep up the good work! 1 points		* It is my expectation that your assignment would be written with proper grammar, organized for my understanding and completely answered. If your assignment falls short of reasonable length, grammar, organization and readability you will be required to resubmit it. 0 points		

Throughout the course you are expected to participate in discussion forums. You are required to make one intelligent post of your own and response to one other post - interjecting a new idea or thought each time.

When participating in online forums you must remember to follow forum etiquette by being polite and trying hard to show enthusiasm and energy and not to post just to fulfill the requirement of posting. You must try to push the conversation forward through the **SEE** Model!

ie: Make a **s**tatement, follow up with an **e**xample, and then **e**xplain what you mean.

Forums Participation Rubric:

Criteria	Advanced (3)	Proficient (2)	Not Yet There (1)	Not There at All (0)
Development of Ideas	Well-developed ideas; introduces new ideas, and stimulates discussion	Developing ideas; sometimes stimulates discussion	Poorly developed ideas which do not add to the discussion	Does not enter the discussion
Evidence of Critical Thinking	Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported	Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues	Poorly developed critical thinking of what was learned	Does not enter the discussion
Clarity	Posts are well articulated and understandable	Posts are understandable, but some thought is required	Posts are difficult to clarify	Posts are unintelligible or not present
Responds to Other Students and Teacher Posts			Interacts at least once with other student or Teacher	Does not enter the discussion