

COURSE WLD2020: DIVERSITY OF WILDLIFE VALUES

Level: Intermediate

Prerequisite: None

Description: Students assess the significance of wildlife in society, and analyze relationships between humans and wildlife.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. compare and contrast the social, cultural, environmental and economic significance of wildlife**
 - 1.1 explain how human and wildlife relationships are expressed through religious teachings, art, music, drama, literature, photography or other means of expression
 - 1.2 describe present and future social and health benefits that may be derived from wildlife; e.g., recreational, medicinal, spiritual and aesthetic
 - 1.3 explain how wildlife may be used as a barometer of the overall quality of the environment; e.g., water, air and soil quality, diversity of life forms
 - 1.4 infer relationships among the distribution and abundance of wildlife and the economy of a given area; e.g., tourism, commercial trade, industrial products
- 2. describe the impact of personal needs, wants, beliefs and actions on wildlife and wildlife habitats**
 - 2.1 describe the impact of individual attitudes, actions and lifestyles on wildlife and the environment; e.g., pursuit of leisure time and outdoor activities, patterns and levels of resource consumption, subsistence and commercial trade, consumptive and conservation ethics
 - 2.2 describe the impact of human population growth on wildlife and habitat; e.g., rural and urban development, pollution, patterns and levels of resource consumption, recreation and tourism
 - 2.3 propose responsible and ethical lifestyle actions in relation to wildlife and the environment; e.g., personal actions, leadership roles, use and misuse of wildlife resources
- 3. analyze and defend a position on an issue or trend in wildlife**
 - 3.1 identify issues and trends related to wildlife management in both public and private sectors at local, national and international levels
 - 3.2 describe and assess changes in the significance of wildlife based on the following considerations:
 - 3.2.1 social and cultural; e.g., literature, art, film
 - 3.2.2 environmental; e.g., land development, land re-establishment, education, research
 - 3.2.3 economic; e.g., tourism, resource harvesting, commercial trade
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems

- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2040: WILDLIFE SPACES & SPECIES

Level: Intermediate

Prerequisite: None

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

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. identify and compare representative ecoregions in Alberta and Canada with similar ecoregions in other parts of the world**
 - 1.1 identify representative ecoregions in Alberta and Canada and indicator species found in these regions
 - 1.2 illustrate the interdependence of wildlife species within selected ecoregions of Alberta and Canada; e.g., food webs, energy chains
 - 1.3 identify regulating factors for wildlife species within selected ecoregions of Alberta and Canada; e.g., food and water, habitat, predators, carrying capacity, species competition, disease/parasites, other environmental factors
 - 1.4 compare representative ecoregions in Alberta and Canada with similar ecoregions in other parts of the world; e.g., climate, geography, indicator species
- 2. compile and present research on threatened or endangered wildlife spaces and species in Alberta and Canada**
 - 2.1 research Canadian policies and factors used to determine if a species or population is endangered
 - 2.2 define and give examples of Canadian endangered spaces and species
 - 2.3 explain how societal actions may cause wildlife spaces and species to become threatened or endangered; e.g., human population growth, habitat loss: deforestation and agriculture, unsustainable use of renewable resources, wasteful consumption, pollution
 - 2.4 present the results of research on an endangered wildlife space or species in Alberta or Canada
- 3. describe and compare local and global strategies for wildlife protection and habitat management**
 - 3.1 explain the role of protected spaces in managing ecosystems at local, national and global levels; e.g., parks, wildlife and wilderness areas, migratory bird sanctuaries, ecological reserves, world heritage sites, private land, grazing reserves
 - 3.2 explain the role of public and private organizations in Canada and other nations with regard to managing and protecting wildlife; e.g., government, industry, environmental and other organizations
 - 3.3 compare policies and philosophies regarding the sustainable management of wildlife and habitat in Canada with those of other nations and governments
 - 3.4 summarize and compare the viewpoints of indigenous peoples in Canada and other nations regarding the management of wildlife spaces and species; e.g., traditional wilderness use, current use and future use

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

5. identify possible life roles related to the skills and content of this cluster

- 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2060: WILDLIFE & SOCIETY

Level: Intermediate

Prerequisite: WLD1050: People, Culture & Wildlife Heritage

Description: Students examine how human populations interact with wildlife and explore management strategies that enable wildlife and society to coexist.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

1. describe the status of Canadian wildlife

- 1.1 investigate and compare differences in wildlife populations due to human activity since 1900
- 1.2 explain the effects of human populations and developing technologies on wildlife and habitat
- 1.3 provide examples of the effects of human populations on wildlife and habitat in the local area; e.g., changes in habitat, distribution, diversity and abundance of species
- 1.4 identify Canadian wildlife spaces and species that have become threatened, endangered, extirpated or extinct as a result of the impact of human populations

2. describe the effects of land use practices on wildlife

- 2.1 identify individual interactions with wildlife; e.g., agriculture, energy and mining, forestry, tourism and outdoor recreation, urban planning
- 2.2 identify the positive and negative aspects of human and societal interactions; e.g., food production and habitat loss, employment gains and species extinction
- 2.3 explain the positive and negative effects of land use practices on wildlife; e.g., deforestation, habitat protection and improvement, agriculture, diversification of land use by farmers, range expansion of some species, habitat fragmentation, management of wildlife populations, urban expansion

3. explain management strategies that enable wildlife and society to coexist

- 3.1 analyze the goals and objectives of different stakeholder groups in managing the interactions between wildlife and society; e.g., government and nongovernment organizations, business and industry, landowners, individual citizens
- 3.2 research approaches and techniques that could be used to manage interactions between wildlife and society; e.g., legal approaches, incentive programs, education programs, demonstration programs, land use planning, establishment of policies
- 3.3 analyze the consequences of an existing management plan for wildlife; e.g., environmental, social, cultural and economic

4. identify and explain how human activity has affected the structure, behaviour and habitat of a Canadian wildlife species since 1900

5. demonstrate basic competencies

- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2070: HUNTING & GAME MANAGEMENT PRACTICE

Level: Intermediate

Prerequisite: WLD1070: Hunting & Game Management Theory

Description: Students demonstrate and apply the attitudes, skills and knowledge necessary for the safe handling of bows, arrows, crossbows and firearms, and explain legal responsibilities of a sports person.

Parameters: Access to an outdoor wilderness environment and relevant government agencies.

Teacher must be a certified Alberta Conservation and Hunter Education Program instructor (AHEIA – Alberta Hunter Education Instructors’ Association) and a current member of AHEIA.

Instruction on firearms handling and safety must be provided by someone who has successfully completed the Canadian Firearms Safety Course.

Note: Because of the sensitive nature of topics included in this course, school board approval and parental consent may be required prior to course delivery.

Supporting Course: HCS2020: First Aid/CPR with AED

Outcomes: The student will:

1. demonstrate knowledge of the basic parts and safe handling of bows, arrows, crossbows and/or firearms

- 1.1 demonstrate knowledge of the design, structure and operation of bows, crossbows and/or firearms; e.g., basic parts and their operation, types of action, function of sights
- 1.2 demonstrate knowledge of the basic components of arrows and/or rifle and shotgun ammunition
- 1.3 demonstrate appropriate techniques for the care and maintenance of bows and/or firearms
- 1.4 demonstrate the basic practices of safe bow and/or rifle and shotgun handling; e.g., ACTS and PROVE
- 1.5 demonstrate techniques for safe loading and sighting-in a firearm
- 1.6 demonstrate appropriate range procedure for recreational shooting activities
- 1.7 demonstrate safe handling practices for bows and/or firearms and ammunition in the range, classroom and field

2. demonstrate techniques for targeting, handling and dressing game animals in the field

- 2.1 demonstrate the visual acuity that is important to a sports person; e.g., distance and nearpoint vision, depth perception, peripheral vision, colour vision
- 2.2 demonstrate knowledge of factors that may affect visual perception and strategies for improving vision in outdoor environments; e.g., eye dominance
- 2.3 demonstrate the role of physical conditioning in safe and comfortable outdoor experiences
- 2.4 demonstrate knowledge of vital target areas on game animals; e.g., big game, bird game
- 2.5 demonstrate techniques for handling trophy and non-trophy animals in the field; e.g., dressing, skinning and plucking, hanging and cooling, preserving the hide, transporting, taxidermy

- 3. demonstrate the personal and legal responsibilities of the sports person**
 - 3.1 demonstrate knowledge of the legal process and government agencies in place to create, change and enforce laws that influence the practices of the sports person
 - 3.2 demonstrate knowledge of federal, provincial and municipal laws and regulations that are relevant to a sports person in Alberta; e.g., laws that protect life and property, laws that protect and conserve wildlife, laws that govern the behaviour of the sports person, licensing requirements (Wildlife Identification Number, Minor's Permit, Possession and Acquisition License) and opportunities (special draws, undersubscribed license, First Time Hunter)
 - 3.3 demonstrate knowledge of specific laws and/or regulations regarding trespassing, access to public and private land, use of firearms and bow hunting
 - 3.4 demonstrate knowledge of the responsibilities and procedures related to reporting violations of the law and biological data to the appropriate officials
- 4. demonstrate safe and ethical practices in the field**
 - 4.1 demonstrate the use and care of basic equipment and personal gear used when hunting in the field; e.g., clothing, bedding and tents, knives and axes, compass and maps, backpacks
 - 4.2 assemble and carry first-aid and survival kits
 - 4.3 demonstrate the skills necessary for handling emergency situations in the outdoors
 - 4.4 demonstrate procedures for examining someone who is hurt or suddenly becomes ill in the outdoors
 - 4.5 demonstrate emergency first-aid techniques; e.g., artificial respiration, control of bleeding from cuts, care for victims of shock or concussion, care of sprains, fractures and dislocations, treatment of burns, blisters and frostbite, care of animal and insect bites
 - 4.6 demonstrate techniques for detecting, treating and preventing hypothermia
 - 4.7 demonstrate basic survival techniques for the outdoors; e.g., fire building, shelter building, sending rescue signals, securing water and food
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2080: ANGLING & FISH MANAGEMENT PRACTICE

Level: Intermediate

Prerequisite: WLD1080: Angling & Fish Management Theory

Description: Students demonstrate and apply the attitudes, skills and knowledge required for recreational fishing and in the management and conservation of fish resources.

Parameters: Access to an outdoor wilderness environment and relevant government agencies.

Teacher must be a certified instructor and current member of the Alberta Hunter Education Instructors' Association. The teacher and any students operating a motorized pleasure craft must be in possession of a valid Pleasure Craft Operators Card.

Supporting Course: HCS2020: First Aid/CPR with AED

Outcomes: The student will:

1. demonstrate basic fishing techniques

- 1.1 demonstrate the use and care of common fishing equipment; e.g., fishing rods and reels, lines and knots, hooks and artificial lures, swivels and wire leaders, sinkers, down riggers and floats, netting, ice augers
- 1.2 demonstrate the nature and purpose of different angling techniques
- 1.3 demonstrate techniques related to the care of fish, including:
 - 1.3.1 table fish
 - 1.3.2 trophy fish
 - 1.3.3 catch and release fish
- 1.4 demonstrate techniques for preparing and cooking table fish

2. demonstrate the personal and legal responsibilities of the sports person

- 2.1 demonstrate knowledge of the legal process, and government agencies in place, to create, change and enforce laws that influence the practices of the sports person
- 2.2 demonstrate knowledge of federal, provincial and municipal laws and regulations that are relevant to a sports person in Alberta; e.g., laws that protect life and property, laws that protect and conserve wildlife, laws that govern the behaviour of the sports person, licensing requirements (Wildlife Identification Number) and opportunities (special draws, undersubscribed license).
- 2.3 demonstrate knowledge of specific laws and/or regulations regarding trespassing and access to public and private land
- 2.4 demonstrate knowledge of the responsibilities and procedures related to reporting violations of the law and biological data to appropriate officials

3. demonstrate safe and ethical practices in the field

- 3.1 demonstrate the use and care of basic equipment and personal gear used when fishing; e.g., clothing, bedding and tents, knives and axes, compass and maps, backpacks
- 3.2 assemble and carry first-aid and survival kits
- 3.3 demonstrate the skills necessary for handling emergency situations in the outdoors
- 3.4 demonstrate procedures for examining someone who is hurt or suddenly becomes ill in the outdoors

- 3.5 demonstrate emergency first-aid techniques; e.g., artificial respiration, control of bleeding from cuts, care for victims of shock or concussion, care of sprains, fractures and dislocations, treatment of burns, blisters and frostbite, care of animal and insect bites
- 3.6 demonstrate techniques for detecting, treating and preventing hypothermia
- 3.7 demonstrate basic survival techniques for the outdoors; e.g., fire building, shelter building, sending rescue signals, securing water and food
- 3.8 demonstrate safe practices for fishing and engaging in related outdoor activities; e.g., boat safety, ice safety, hook removal, bear safety
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2090: ISSUES IN WILDLIFE

Level: Intermediate

Prerequisite: None

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.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

1. compare and contrast current Canadian and global wildlife issues and trends

- 1.1 identify a range of Canadian wildlife issues and compare with similar issues in other parts of the world, including but not limited to:
 - 1.1.1 loss and degradation of habitat
 - 1.1.2 subsistence and commercial trade
 - 1.1.3 wildlife management including preservation, conservation and re-establishment of species and habitats
- 1.2 infer the impact of each of the issues on wildlife, humans and the environment
- 1.3 explain different philosophies, ethics and alternatives in regards to each of the issues

2. research and defend a position associated with one or more current issues concerning wildlife in Alberta or Canada

- 2.1 research a significant wildlife issue in Canada; e.g., identify key elements and stakeholders, distinguish among facts, opinions and beliefs, consider implications and consequences
- 2.2 describe different alternatives and consequences with respect to the issue and potential strategies for resolving the issue
- 2.3 explain a position with respect to the issue based on the evidence gathered
- 2.4 compare the wildlife issue with similar issues in other parts of the world
- 2.5 compare the goals and achievements of wildlife conservation groups with respect to the issue

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2100: OUTDOOR COOKING PRACTICE

Level: Intermediate

Prerequisite: WLD1100: Outdoor Cooking Theory

Description: Students demonstrate and apply the attitudes, skills and knowledge necessary for cooking in a variety of outdoor situations.

Parameters: Access to outdoor cooking equipment and facilities.

Outcomes: The student will:

1. demonstrate safety and sanitation in an outdoor cooking environment

- 1.1 identify the need for personal hygiene
- 1.2 demonstrate proper ways to purify water
- 1.3 demonstrate proper sanitization of equipment and workspace
- 1.4 demonstrate the ability to leave food preparation area in an appropriate state
- 1.5 practise appropriate workspace safety, including:
 - 1.5.1 prevention of accidents
 - 1.5.2 injury treatment
- 1.6 demonstrate proper ways to store food outdoors, addressing:
 - 1.6.1 spoilage; e.g., appropriate cooling, appropriate containers, cross-contamination
 - 1.6.2 wildlife; e.g., hanging, bear-proof containers
- 1.7 demonstrate safe handling of tools, equipment and products

2. apply knowledge and skills in planning, preparing and evaluating basic food recipes in an outdoor environment

- 2.1 identify appropriate foods related to the *Eating Well with Canada's Food Guide*, including:
 - 2.1.1 fresh
 - 2.1.2 frozen and/or preserved
 - 2.1.3 prepared
- 2.2 identify length and type of excursion, including:
 - 2.2.1 activities (number and length)
 - 2.2.2 facilities and equipment available
 - 2.2.3 number of participants
 - 2.2.4 budget
- 2.3 modify, prepare and evaluate foods and/or food preparation techniques to satisfy the demands of outdoor cooking, considering:
 - 2.3.1 nutrition
 - 2.3.2 resources
 - 2.3.3 palatability
 - 2.3.4 special and religious dietary needs
 - 2.3.5 safety
- 2.4 demonstrate a variety of outdoor cooking methods, including:
 - 2.4.1 open fire, coals
 - 2.4.2 gas; e.g., propane, white gas
 - 2.4.3 alternative methods; e.g., solar, pit, smoking
- 2.5 evaluate menu, meal and preparation choices

- 3. demonstrate proper ways to manage, minimize, and contain waste in an outdoor environment**
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2130: OUTDOOR EXCURSION

Level: Intermediate

Prerequisites: HCS2020: First Aid/CPR with AED
WLD1130: Outdoor Survival Skills

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

Note: WLD1130 Outdoor Survival Skills, WLD2130 Outdoor Excursion and WLD3130 Outdoor Leadership provide opportunities for wilderness interaction at a personal level. This course sequence should emphasize the development of skills that will enable students to safely observe and appreciate wildlife and habitat within one or more of Alberta's six natural regions.

Parameters: Access to an outdoor wilderness environment and gear for outdoor expeditions. Because of the practical nature of this course, students must have a general knowledge of basic first-aid and survival techniques relevant to wilderness environments.

Teachers require current Standard First Aid—Level C CPR and AED certification. Training in first aid in the wilderness is recommended. Teachers may find it beneficial to access the services of a qualified outdoor guide in delivering components of this course.

Note: Off-campus learning activities must be commensurate with previous levels of wilderness training and experience; day trips should precede extended overnight trips and experience in hardcover camping should precede softcover camping and/or emergency shelter camping opportunities.

Supporting Courses: TOU3120: Adventure & Ecotourism 3
WLD2100: Outdoor Cooking Practice

Outcomes: The student will:

1. present a plan for an extended outdoor wilderness trip

- 1.1 establish specific objectives for an outdoor wilderness trip; e.g., goals and expectations, length of trip, destination, general schedule and agenda
- 1.2 incorporate guidelines for environmental awareness into trip planning and preparation; e.g., principles of ecotourism, consideration for the carrying capacity of the area, strategies for minimum impact land use
- 1.3 identify and obtain appropriate supplies, equipment and personal gear for the trip; e.g., water and food, tents, stoves, axe, first-aid and survival kits, clothing and foot wear, toiletries
- 1.4 devise a plan for weather and seasonal conditions; e.g., identify hazards particular to the area, listen to weather and news reports and forecasts
- 1.5 conduct a pre-trip assessment of supplies, equipment and personal gear; e.g., compare to trip checklist, assess quality, quantity and condition, assess relative to weather and seasonal conditions, obtain missing and/or specialty items

- 1.6 prepare supplies, equipment and personal gear for transportation
- 1.7 plan for courses of action to cope with potential emergency situations in the wilderness; e.g., extreme weather conditions, fire or flood, injury and illness
- 2. conduct, safely, an extended outdoor wilderness trip with minimal environmental impact**
 - 2.1 follow guidelines for safe outdoor travel; e.g., inform responsible person of travel plans, follow travel schedule as planned, use orientation and navigational skills, identify potential hazards and take necessary precautions, dress according to mode of travel, weather and season, watch for changes in weather conditions
 - 2.2 set up a wilderness camp site following guidelines for comfort, safety and least possible environmental impact; e.g., select camp site considering site exposure and drainage, access to water and firewood, impact on flora and fauna, proximity to potential dangers; erect tent or lean-to, assemble other amenities, protect food from wildlife and spoilage, protect equipment from the elements
 - 2.3 follow minimal impact guidelines in establishing latrine location and toilet procedures, wash area and procedures, fire site and use, and methods of garbage and waste disposal
 - 2.4 comply with local, provincial and federal legislation relevant to the activities that are undertaken
 - 2.5 assume outdoor camp duties on a rotational basis; e.g., meal preparation, camp maintenance and hygiene
 - 2.6 demonstrate practical knowledge and skills in at least three areas relevant to wilderness interaction; e.g., plant or animal identification, animal track and scat identification, use of equipment, closed compass traverse, survival skills
 - 2.7 monitor the activities of wildlife in the area and take precautions to avoid dangerous situations; e.g., observe animal behaviours, observe social patterns and relationships, identify wildlife hazards
 - 2.8 describe evidence of human impact on flora, fauna and/or natural habitat
 - 2.9 follow appropriate procedures to break camp; e.g., pack supplies, equipment and personal gear, take down shelter, clean site
- 3. conclude the wilderness trip and conduct a post trip assessment**
 - 3.1 compile observations and personal impressions
 - 3.2 analyze problems encountered and possible solutions or alternatives
 - 3.3 develop recommendations regarding future trips
 - 3.4 repair and evaluate equipment and prepare equipment for storage
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2910: WLD PROJECT B

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2920: WLD PROJECT C

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE WLD2950: WLD INTERMEDIATE PRACTICUM

Level: Intermediate

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation

- 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
- 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities/expectations
 - 1.2.3 code of ethics and/or conduct
- 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation

2. analyze personal performance in relation to established standards

- 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
- 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
- 2.3 evaluate adherence to workplace legislation related to health and safety
- 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 2.4.1 training and certification
 - 2.4.2 interpersonal skills
 - 2.4.3 technical skills
 - 2.4.4 ethics

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities