

COURSE WLD1010: INTRODUCTION TO WILDLIFE

Level: Introductory

Prerequisite: None

Description: Students develop the attitudes, skills and knowledge related to wildlife and ecosystems, and an understanding for the need to manage wildlife.

Outcomes: The student will:

1. develop a definition of *wildlife*

- 1.1 create a definition of *wildlife* based on personal experience and relationship with the outdoors
- 1.2 develop a definition of *wildlife* based on the results of research and understanding of legislation

2. describe interrelationships among ecosystem components and their effects on wildlife populations

- 2.1 identify biotic and abiotic components of a local ecosystem
- 2.2 analyze and explain the interrelatedness of factors within a habitat and how they affect wildlife populations; e.g., interrelationships among food, water, shelter and space; relationship of soil, water and air variables to plant and animal health; roles of producers, consumers and decomposers; food webs and energy chains; social organizations and species competition
- 2.3 relate the concepts of “limiting factors” and “carrying capacity” to wildlife populations
- 2.4 identify factors associated with adaptation and change in species
- 2.5 analyze and compare a local ecosystem to another Alberta ecosystem

3. investigate and describe different attitudes and opinions regarding wildlife management

- 3.1 justify wildlife conservation, preservation, re-establishment and game keeping
- 3.2 compare and contrast manipulative and custodial wildlife management
- 3.3 analyze types of hunting seasons, including:
 - 3.3.1 open
 - 3.3.2 limited
 - 3.3.3 closed

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. make personal connections to the cluster content and processes to inform possible pathway choices

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices

COURSE WLD1020: WILDLIFE DIVERSITY

Level: Introductory

Prerequisite: None

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.

Outcomes: The student will:

1. describe the diversity of Canadian wildlife

1.1 describe the major groups of wildlife present in Alberta and Canada, including:

- 1.1.1 micro-organisms
- 1.1.2 invertebrates
- 1.1.3 plants
- 1.1.4 insects
- 1.1.5 fish, amphibians and reptiles
- 1.1.6 birds and mammals

1.2 identify and compare species within major groups of wildlife

1.3 give examples of wildlife species present in rural and urban environments and water and land ecosystems

2. research and explain the structure, behaviour and habitat of a wildlife species present in Alberta

2.1 compare the structures, behaviours and habitats of species that characterize wildlife in Alberta's six natural regions

2.2 explain the interactions of selected wildlife species with other species and the environment, including:

- 2.2.1 predator and prey relationships
- 2.2.2 food chains and webs
- 2.2.3 symbiosis (parasitism, commensalism and mutualism)

2.3 illustrate how wildlife species adapt to their environments

2.4 explain why certain wildlife species may live in some regions of Alberta and Canada and not in others, considering:

- 2.4.1 structural and behavioural adaptations
- 2.4.2 interactions with other species
- 2.4.3 habitat
- 2.4.4 life cycle
- 2.4.5 social organization

3. compare and contrast Alberta's wildlife with wildlife in other parts of the world

3.1 examine the diversity of wildlife in Alberta and compare to other parts of the world; e.g., boreal forest in Alberta to boreal forest in Russia or China

3.2 identify reasons for differences in the diversity of wildlife in Alberta and other parts of the world, including:

- 3.2.1 Earth history
- 3.2.2 adaptation and evolution
- 3.2.3 extinction
- 3.2.4 extent of environmental niches

- 3.2.5 biotic and abiotic factors
- 3.2.6 human influences
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices

COURSE WLD1050: PEOPLE, CULTURE & WILDLIFE HERITAGE

Level: Introductory

Prerequisite: None

Description: Students investigate historical aspects of wildlife and the influence of changes in human activity on wildlife in Alberta and Canada. The significance of wildlife to society and the relationships between humans and wildlife are also examined.

Outcomes: The student will:

- 1. explain the status of Canadian wildlife prior to 1900**
 - 1.1 investigate and compare differences in wildlife populations due to human activity during this time period, including but not limited to:
 - 1.1.1 fur trade
 - 1.1.2 subsistence
 - 1.1.3 European settlers
 - 1.2 describe how wildlife affects the development, movement and size of human societies
- 2. describe the effects of land use practices on wildlife prior to 1900**
 - 2.1 describe the land use practices of Aboriginal peoples
 - 2.2 describe the land use practices of European settlers
 - 2.3 analyze changes in the land use practices of European settlers and Aboriginal peoples
 - 2.4 examine the influence of the conservation and preservation movements and the national parks movement
- 3. explore management strategies that enable wildlife and society to coexist**
 - 3.1 investigate national park policies and legislation
 - 3.2 compare and contrast conservation and preservation
 - 3.3 investigate reintroduction and re-establishment
- 4. identify and explain how human activity affected the structure, behaviour and habitat of a Canadian wildlife species before 1900, considering:**
 - structural and behavioural adaptations
 - interactions with other species (ecosystems)
 - habitat
 - population
 - distribution
- 5. describe the social, economic and environmental significance of wildlife**
 - 5.1 explain the social and cultural significance of wildlife; e.g., recreation, spirituality, aesthetics, medicine, mythology, literature, significance to indigenous peoples
 - 5.2 explain the economic significance of wildlife; e.g., tourism, subsistence, commercial trade
 - 5.3 explain the environmental significance of wildlife; e.g., water, air and soil quality, diversity of life forms, maintenance of ecosystems
- 6. explain how personal needs, wants, beliefs and actions may influence wildlife and wildlife habitats**
 - 6.1 explain how individual attitudes, actions and lifestyles may affect wildlife and the environment; e.g., recreation and tourism, farming practices, housing and transportation choices, subsistence and commercial trade, energy use

6.2 describe how the growth of human populations may affect wildlife through the destruction of habitat; e.g., deforestation, urban sprawl, construction of roads and buildings, extraction or harvesting of natural resources, pollution

7. demonstrate basic competencies

7.1 demonstrate fundamental skills to:

- 7.1.1 communicate
- 7.1.2 manage information
- 7.1.3 use numbers
- 7.1.4 think and solve problems

7.2 demonstrate personal management skills to:

- 7.2.1 demonstrate positive attitudes and behaviours
- 7.2.2 be responsible
- 7.2.3 be adaptable
- 7.2.4 learn continuously
- 7.2.5 work safely

7.3 demonstrate teamwork skills to:

- 7.3.1 work with others
- 7.3.2 participate in projects and tasks

8. make personal connections to the cluster content and processes to inform possible pathway choices

8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

8.2 create a connection between a personal inventory and occupational choices

COURSE WLD1060: WILDERNESS NAVIGATION

Level: Introductory

Prerequisite: None

Description: Students develop the attitudes, skills and knowledge in wilderness navigation to enhance their outdoor experiences.

Parameters: Access to a variety of navigation aids and devices.

Outcomes: The student will:

1. identify and describe different types of navigation techniques, and their development

- 1.1 investigate ancient techniques
- 1.2 describe celestial techniques
- 1.3 describe compass techniques
- 1.4 describe chronometer techniques
- 1.5 investigate other techniques

2. identify and describe different types of maps, including:

- **topographical**
- **hydrographical**
- **satellite imagery**
- **others**

3. demonstrate methods used to read and interpret a variety of types of maps, including:

- **topographical**
- **hydrographical**
- **satellite imagery**
- **others**

4. demonstrate use of a variety of navigational devices, including:

- **maps (paper and digital)**
- **compasses**
- **Romer scale**
- **GPS**
- **other devices**

5. demonstrate basic wilderness navigation

- 5.1 illustrate route planning
- 5.2 determine waypoints
- 5.3 navigate in inclement weather

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 7.2 create a connection between a personal inventory and occupational choices

COURSE WLD1070: HUNTING & GAME MANAGEMENT THEORY

Level: Introductory

Prerequisite: None

Description: Students explain the role of regulated hunting in game management, identify Alberta's game animals, and develop and demonstrate the attitudes, skills and knowledge necessary for safe and comfortable experiences in the outdoors with bows, arrows, crossbows and firearms.

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

Teacher must be a certified Alberta Conservation and Hunter Education Program Instructor (Alberta Hunter Education Instructors' Association) and 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: Alberta Conservation and Hunter Education Training Program student certificates and wallet ID cards may be awarded to students who successfully meet the outcomes of Hunting & Game Management Theory and receive at least 70% on the Alberta Conservation and Hunter Education examination.

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

Outcomes: The student will:

- 1. explain game management practices and the role of regulated hunting in game management**
 - 1.1 describe the goals of game management and the agencies responsible for managing Alberta's game animals
 - 1.2 identify components and techniques of a game management system; e.g., biological research, inventory, habitat manipulation managing wildlife populations
 - 1.3 explain the role of regulated hunting in game management and conservation
 - 1.4 describe the responsibilities of hunters in reporting conditions that may endanger wildlife; e.g., pollution, habitat loss and abuse, threats to rare and endangered species, neglect of wildlife laws
 - 1.5 identify ethical considerations that provide social standards for conduct when hunting; e.g., hunter-landowner relations, regard for other land users, respect for self, respect for wildlife respect for laws and enforcement officers
- 2. identify the distinguishing characteristics of Alberta's ungulates, carnivores, upland birds and waterfowl**
 - 2.1 identify and describe the distinguishing characteristics and habits of Alberta's big game ungulates; e.g., horned animals, antlered animals
 - 2.2 identify and describe the distinguishing characteristics and habits of Alberta's big game carnivores; e.g., cougar, wolf, coyote, grizzly bear and black bear

- 2.3 identify and describe the distinguishing characteristics and habits of Alberta's upland game birds; e.g., ptarmigan, grouse, pheasant and grey partridge
- 2.4 identify and describe the distinguishing characteristics and habits of Alberta's waterfowl; e.g., puddle and diving ducks, geese
- 2.5 distinguish between similar game and non-game species of ungulates, carnivores, upland birds and waterfowl; e.g., woodland caribou and elk, mountain lion and lynx, snow geese and swans
- 3. describe basic equipment and techniques required for safe and comfortable experiences in the outdoors**
 - 3.1 describe the characteristics, use and care of basic equipment and personal gear used when hunting in the outdoors; e.g., clothing, bedding and tents, knives and axes, compass and maps, backpacks
 - 3.2 identify items to be included in first-aid and survival kits
 - 3.3 identify factors that affect the ability to cope with emergency conditions in the outdoors; e.g., pain and cold, thirst and hunger, fatigue, boredom and loneliness, fear
 - 3.4 describe procedures for examining someone who is hurt or suddenly becomes ill in the outdoors
 - 3.5 describe 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 describe techniques for detecting, treating and preventing hypothermia
 - 3.7 describe basic survival techniques for the outdoors; e.g., fire building, shelter building, sending rescue signals, securing water and food
- 4. describe the basic parts and safe handling of bows, arrows, crossbows and firearms**
 - 4.1 explain the design, structure and operation of bows, crossbows and/or firearms; e.g., basic parts and their operation, types of action, function of sights
 - 4.2 describe the basic components of arrows and/or rifle and shotgun ammunition
 - 4.3 explain appropriate techniques for the care and maintenance of bows and/or firearms
 - 4.4 explain the basic practices of safe bow and/or rifle and shotgun handling; e.g., ACTS & PROVE
 - 4.5 explain techniques for safe loading and sighting-in a firearm
 - 4.6 explain appropriate range procedures for recreational shooting activities
 - 4.7 explain safe handling practices for bows and/or firearms and ammunition in the range, classroom and field
- 5. describe techniques for targeting, handling and dressing game animals in the field**
 - 5.1 describe visual acuity as it is important to the sports person; e.g., distance and nearpoint vision, depth perception, peripheral vision, colour vision
 - 5.2 identify factors that may affect visual perception and strategies for improving vision in outdoor environments; e.g., eye dominance
 - 5.3 explain the role of physical conditioning in safe and comfortable outdoor experiences
 - 5.4 identify vital target areas on game animals; e.g., big game, bird game
 - 5.5 explain techniques for handling trophy and non-trophy animals in the field; e.g., dressing, skinning and plucking, hanging and cooling, preserving hide, transporting, taxidermy
- 6. explain personal and legal responsibilities of the sports person**
 - 6.1 explain the legal process and government agencies in place to create, change and enforce laws that influence the practices of the sports person
 - 6.2 identify 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 a sports person
 - 6.3 interpret specific laws and/or regulations regarding trespassing, access to public and private land, use of firearms and bow hunting
 - 6.4 explain the responsibilities and procedures used to report violations of the law and biological data to appropriate officials

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks

8. make personal connections to the cluster content and processes to inform possible pathway choices

- 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 8.2 create a connection between a personal inventory and occupational choices

COURSE WLD1075: BOWHUNTING EDUCATION

Level: Introductory

Prerequisite: None

Description: Students explain the role of regulated bowhunting in game management, identify Alberta's game animals and develop and demonstrate the attitudes, skills and knowledge for safe and comfortable experiences in the outdoors.

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

Teacher must be a certified International Bowhunter Education Instructor (Alberta Hunter Education Instructors' Association) with experience in the safe handling of archery equipment.

Note: Students who successfully meet the outcomes of the Bowhunting Education course and receive at least 70% on the International Bowhunter Education Program (IBEP) examination may be awarded an IBEP student certificate.

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

Outcomes: The student will:

1. define *bowhunting* and describe the history, benefits and challenges of modern bowhunting

2. describe wildlife conservation and game management practices

- 2.1 compare and contrast wildlife conservation and wildlife preservation
- 2.2 list and describe five elements of a wildlife habitat
- 2.3 define carrying capacity
- 2.4 describe the factors that limit wildlife populations
- 2.5 explain the role of hunting in wildlife conservation
- 2.6 describe five examples of wildlife management practices
- 2.7 describe the importance of correct wildlife identification

3. describe safe and responsible bowhunting practices

- 3.1 describe elements of bowhunting safety and responsibility, including:
 - 3.1.1 personal limitations
 - 3.1.2 equipment
 - 3.1.3 landowner relations
 - 3.1.4 game, animals and resources
 - 3.1.5 hunting companions and nonhunters
- 3.2 describe bowhunting laws and regulations, including:
 - 3.2.1 legal bowhunting seasons
 - 3.2.2 equipment (special needs)
 - 3.2.3 tagging requirements
- 3.3 describe bowhunting ethics
- 3.4 define "rule of first blood"
- 3.5 describe actions that create positive and negative perceptions of hunting

- 4. describe basic bowhunting (archery) equipment**
 - 4.1 explain the importance of matching equipment to individual abilities
 - 4.2 define and explain draw length and draw weight and how they are determined for individual users
 - 4.3 identify and describe common bow types and identify their basic parts
 - 4.4 identify and describe the types and basic parts of arrows and arrow points
 - 4.5 define and explain *spine* and *archer's paradox*
 - 4.6 explain and demonstrate the importance of matching bows and arrows
 - 4.7 explain the importance of matching arrow points to the game pursued
 - 4.8 describe equipment that prevents injury to the archer
 - 4.9 describe a variety of bowhunting accessories; e.g., mechanical releases, quivers, stabilizers
- 5. describe how to prepare for a bowhunt**
 - 5.1 explain the importance of proper clothing, storage and use of equipment
 - 5.2 describe and demonstrate proper shooting form
 - 5.3 demonstrate how to tune a bow
 - 5.4 demonstrate how to sight-in a bow
 - 5.5 describe common bow shooting errors
 - 5.6 describe a variety of ways to practise for bowhunting (training techniques)
 - 5.7 describe and demonstrate distance judging methods
 - 5.8 describe and demonstrate how to read game signs
- 6. describe a variety of bowhunting techniques**
 - 6.1 identify and describe two methods of bowhunting
 - 6.2 describe and demonstrate the safe use of tree stands, considering:
 - 6.2.1 harnesses
 - 6.2.2 entering and exiting
 - 6.2.3 haul lines
 - 6.2.4 storage equipment
 - 6.3 describe and demonstrate the use of scents and calls
- 7. describe and explain shot placement and recovery techniques**
 - 7.1 describe how an arrow kills versus modern firearms
 - 7.2 describe and explain the importance of proper shot selection and placement with archery equipment
 - 7.3 describe “jumping the string”
 - 7.4 explain basic responsibilities after shooting game, including:
 - 7.4.1 tracking
 - 7.4.2 tagging
 - 7.4.3 field dressing
 - 7.4.4 transportation
 - 7.4.5 care and cooling
- 8. describe and explain methods of outdoor preparedness**
 - 8.1 describe the use and care of basic equipment and personal gear used when in the field; e.g., clothing, bedding and tents, knives and axes, compass and maps, backpacks
 - 8.2 assemble and carry first-aid and survival kits
 - 8.3 describe skills necessary for handling emergency situations in the outdoors
 - 8.4 describe procedures for examining someone who is hurt or suddenly becomes ill in the outdoors
 - 8.5 describe 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
 - 8.6 describe techniques for detecting, treating and preventing hypothermia

- 8.7 describe basic survival techniques for the outdoors; e.g., fire building, shelter building, sending rescue signals, securing water and food
- 8.8 describe a variety of specific bowhunting hazards and injuries

9. demonstrate basic competencies

- 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
- 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
- 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks

10. make personal connections to the cluster content and processes to inform possible pathway choices

- 10.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 10.2 create a connection between a personal inventory and occupational choices

COURSE WLD1080: ANGLING & FISH MANAGEMENT THEORY

Level: Introductory

Prerequisite: None

Description: Students explain the role of recreational fishing in the management and conservation of fish resources, and develop the attitudes, skills and knowledge required for responsible fishing practices and related outdoor activities.

Parameters: Teacher must be a certified Alberta Fishing Education Program instructor (AHEIA – Alberta Hunter Education Instructors' Association) and a current member of AHEIA to offer an Alberta Fishing Education Program student certificate.

Note: Alberta Fishing Education Program student certificates may be awarded to students who successfully meet the outcomes of Angling and Fish Management 1 Theory and receive at least 70% on the Alberta Fishing Education Program Examination.

Outcomes: The student will:

- 1. explain the role of recreational fishing in the management of fish resources, and social and legal standards of conduct for game fishing**
 - 1.1 describe the goals of fisheries management and the agencies responsible for managing Alberta's fish populations
 - 1.2 distinguish among recreational, commercial and game fishing
 - 1.3 describe components and techniques of a fisheries management program; e.g., fishing regulations, fish stocking and monitoring, aquatic habitat development and improvement, law enforcement, public information programs
 - 1.4 explain the role of recreational fishing in the management and conservation of fish resources
 - 1.5 identify ethical considerations that provide a social standard of conduct for game fishing; e.g., fisherman–landholder relations, regard for other people, respect for self, respect for wildlife, catch-and-release fishing, respect for laws
 - 1.6 describe fishing regulations and associated legislation that provide a legal standard of conduct for game fishing; e.g., laws to protect and conserve fish, laws to govern the conduct of fishermen, small vessel legislation (Pleasure Craft Operator Card, Criminal Code, *Fisheries [Alberta] Act*)
- 2. identify and describe the distinguishing characteristics and habitats of Alberta's game fish**
 - 2.1 describe common ways of classifying fish; e.g., by species relationship (salmonids, percids, minnows), by water temperature preference (cold water, warm water), by feeding habits (fish eaters, insect eaters, plant eaters)
 - 2.2 relate the relative abundance of fish species to their position in a food chain
 - 2.3 describe water characteristics that influence the distribution and abundance of fish; e.g., temperature, dissolved oxygen, water depth, alkalinity (acidity)
 - 2.4 identify and describe the distinguishing characteristics of major game fish species in Alberta; e.g., physical features, habitat, spawning habits, feeding habits and angling techniques

- 3. describe basic fishing equipment**
 - 3.1 describe the characteristics, 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
 - 3.2 describe the nature and purpose of different angling techniques
 - 3.3 describe techniques for the care of table fish and trophy fish
 - 3.4 describe techniques for handling and cooking table fish
- 4. describe safe practices for fishing**
 - 4.1 explain safe practices for fishing and engaging in related outdoor activities; e.g., boat safety, ice safety, hook removal, bear safety
 - 4.2 describe emergency first-aid and survival techniques and items to be included in first-aid and survival kits
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 create a connection between a personal inventory and occupational choices

COURSE WLD1090: BOATING SAFETY

Level: Introductory

Prerequisite: None

Description: Students develop the attitudes, skills and knowledge to evaluate their capabilities and limits, to prepare themselves adequately before heading out, and to be responsible on the water.

Note: Successful completion of this course can lead to obtaining a Pleasure Craft Operators Card through an authorized agency.

Outcomes: The student will:

1. identify and describe safe boating regulations, acts and codes

- 1.1 describe the *Canada Shipping Act, 2001*, the *Criminal Code* and the *Contraventions Act* as they relate to safe boating
- 1.2 describe the *Small Vessel Regulations*, the *Collision Regulations*, the *Charts and Nautical Publications Regulations, 1995* and *Boating Restriction Regulations* as they relate to safe boating, considering:
 - 1.2.1 trip plans, charts, maps and other documents
 - 1.2.2 pre-departure checklist
 - 1.2.3 first-aid kits, safety equipment and life-saving appliances
 - 1.2.4 lights and shapes
 - 1.2.5 standard marine light and sound signals
 - 1.2.6 speed and vessel restrictions

2. describe the operation of a motor boat

- 2.1 describe motor operation and basic trouble-shooting and maintenance
- 2.2 describe motor installation and adjustments and motor controls
- 2.3 describe motor boat operations and basic maneuvers
- 2.4 explain how demonstrating a positive attitude improves boating safety

3. identify water rescue equipment and demonstrate water rescue procedures

- 3.1 identify minimum equipment required aboard vessels
- 3.2 describe equipment maintenance and storage
- 3.3 demonstrate use of safety equipment and fulfill the requirement to inform persons on board regarding safety equipment and procedures
- 3.4 demonstrate response to hull leaks or flooding
- 3.5 demonstrate response to capsizing, swamping, sinking and grounding
- 3.6 demonstrate response to cold water immersion or wind chill
- 3.7 demonstrate techniques to test personal floatation devices and/or life jackets

- 4. describe basic seamanship techniques**
 - 4.1 identify different types of ropes
 - 4.2 demonstrate basic knots for boaters
 - 4.3 describe mooring
 - 4.4 describe anchorage
- 5. describe the Maritime Communications System**
 - 5.1 compare and contrast the public network and private networks
 - 5.2 describe public network regulations and available services
 - 5.3 explain how demonstrating a positive attitude in regards to communication improves boating safety
- 6. describe nautical rules of the road**
 - 6.1 identify the sections in the *Collision Regulations* and the *Criminal Code* that pertain to nautical rules of the road
 - 6.2 explain the rules of the *Collision Regulations* that apply to basic rules of the road; e.g., overtaking another vessel, approaching from port side, approaching head-on, approaching a non-power-driven vessel
 - 6.3 describe basic operating rules
 - 6.4 explain the rules of the *Collision Regulations* that apply to the effects of waves, alertness, vessels crossing, sailing vessels
 - 6.5 explain the sections of the *Criminal Code* that apply to boating and alcohol, dangerous driving and impairment
- 7. describe the buoyage system and navigational charts**
 - 7.1 identify and describe cardinal buoys, including:
 - 7.1.1 north cardinal buoy
 - 7.1.2 south cardinal buoy
 - 7.1.3 east cardinal buoy
 - 7.1.4 west cardinal buoy
 - 7.2 identify and describe special buoys, including:
 - 7.2.1 cautionary buoy
 - 7.2.2 anchorage buoy
 - 7.2.3 mooring buoy
 - 7.2.4 control buoy
 - 7.2.5 hazard buoy
 - 7.2.6 information buoy
 - 7.2.7 swimming buoy
 - 7.2.8 diving buoy
 - 7.2.9 keep out buoy
 - 7.2.10 scientific ODAS (Ocean Data Acquisition System) buoy
 - 7.3 identify and describe navigation buoys, including:
 - 7.3.1 lateral buoys
 - 7.3.2 fairway buoy
 - 7.3.3 isolated danger buoy
 - 7.4 identify and describe standard daybeacons, including:
 - 7.4.1 port and starboard hand
 - 7.4.2 junction
 - 7.5 describe navigational charts
 - 7.6 describe other navigational aids
- 8. identify and describe pleasure craft terminology**

9. demonstrate basic competencies

- 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
- 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
- 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks

10. make personal connections to the cluster content and processes to inform possible pathway choices

- 10.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 10.2 create a connection between a personal inventory and occupational choices

COURSE WLD1100: OUTDOOR COOKING THEORY

Level: Introductory

Prerequisite: None

Description: Students develop and demonstrate safe and sanitary food handling procedures, equipment care, comprehension of recipes and an understanding of the importance of efficient work habits in outdoor cooking environments.

Parameters: Access to outdoor cooking equipment and facilities.

Outcomes: The student will:

- 1. describe and demonstrate factors relating to 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 safely 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. describe factors relating to the safe handling of tools, equipment and products**
 - 2.1 identify and correctly interpret hazardous product symbols (WHMIS)
 - 2.2 select and safely use available tools and equipment when:
 - 2.2.1 measuring
 - 2.2.2 preparing
 - 2.2.3 mixing
 - 2.2.4 cooking
 - 2.2.5 serving
- 3. demonstrate food choices in relation to *Eating Well with Canada's Food Guide***
 - 3.1 analyze one food choice in relation to *Eating Well with Canada's Food Guide*
 - 3.2 identify sources and functions of the following leader nutrients:
 - 3.2.1 water
 - 3.2.2 macronutrients
 - 3.2.3 micronutrients
- 4. describe a variety of outdoor cooking methods and the advantages and limitations of each, including:**
 - **open fire, coals**
 - **gas; e.g., propane, white gas**
 - **alternative methods; e.g., solar, pit, smoking**

- 5. demonstrate knowledge and skills in the planning, preparing and evaluating of basic food recipes in an outdoor environment**
 - 5.1 use accepted recipe language
 - 5.2 select ingredients based on, but not restricted to:
 - 5.2.1 type of excursion; e.g., backpacking, long-term camp
 - 5.2.2 nutritional requirements
 - 5.2.3 freshness and spoilage
 - 5.3 prepare a minimum of five recipes that emphasize:
 - 5.3.1 cooperative teamwork
 - 5.3.2 safety and sanitation
 - 5.3.3 appropriate equipment for the cooking method
 - 5.3.4 recipe modifications
 - 5.3.5 use of available outdoor cooking equipment
- 6. describe proper ways to manage, minimize and contain waste in an outdoor environment**
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 8.2 create a connection between a personal inventory and occupational choices

COURSE WLD1130: OUTDOOR SURVIVAL SKILLS

Level: Introductory

Prerequisite: None

Description: Students develop and demonstrate the attitudes, skills and knowledge required for responsible participation in a range of outdoor activities.

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 enable students to safely observe and appreciate wildlife and habitat within one or more of Alberta's six natural regions.

Parameters: An individual with current Emergency First Aid certification is required on site.

Supporting Courses: HCS2020: First Aid/CPR with AED
TOU1120: Adventure & Ecotourism 1

Outcomes: The student will:

1. demonstrate and apply an understanding of responsible outdoor experiences

- 1.1 select appropriate personal and group gear for outdoor activities
- 1.2 demonstrate safe use and appropriate care of outdoor hand tools, including but not limited to knives, axes and saws
- 1.3 demonstrate safe procedures for building and using outdoor fires; e.g., signaling, warming, cooking
- 1.4 describe techniques used to plan, pack, carry and prepare foods during outdoor expeditions
- 1.5 explain techniques that can be used to maintain hygiene during outdoor expeditions
- 1.6 plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:
 - 1.6.1 researching information from a variety of sources, including maps, aerial photographs, guidebooks, journals and local experts
 - 1.6.2 interpreting route information by selecting reasonable destinations, estimating travel time and anticipating obstacles
 - 1.6.3 applying knowledge and skills while en route, including map reading and compass skills, knowledge of terrain and route selection, and mapping of key landmarks and directions
- 1.7 use appropriate modes of travel to safely participate in outdoor activities; e.g., hiking, backpacking, snowshoeing, cross-country skiing, canoeing

2. demonstrate the knowledge and skills necessary for safe outdoor activities

- 2.1 identify, assess, avoid and/or respond to physical hazards that may be imposed by the natural environment, including but not limited to:
 - 2.1.1 particular terrain and conditions, including avalanche conditions, areas prone to rock slides, lake and river ice, and bush
 - 2.1.2 wildlife that may be encountered, including bears, bees, ticks, non-edible plants, snakes
 - 2.1.3 changes in weather conditions that may affect personal and group safety

- 2.2 identify, assess, avoid and/or respond to physiological and psychological factors often associated with outdoor experiences, including but not limited to:
 - 2.2.1 dealing with hypothermia, frostbite, dehydration and heat stroke
 - 2.2.2 understanding fatigue and when not to move
 - 2.2.3 coping with adversities, such as getting lost or hurt
- 2.3 list and explain the necessary steps to take in emergency and survival situations in the outdoors, including but not limited to:
 - 2.3.1 what to do if lost or separated from the group
 - 2.3.2 first aid and emergency response to injury
 - 2.3.3 construction of emergency shelters
 - 2.3.4 how to gather food from edible plants
 - 2.3.5 en route organizational strategies, including lead and sweep, regrouping procedures, pacing
- 3. demonstrate the knowledge and skills necessary to minimize environmental impact**
 - 3.1 explain techniques for minimum impact and/or no-trace land use
 - 3.2 demonstrate minimum impact and/or no-trace land use while participating in outdoor expeditions
 - 3.3 demonstrate safe and unobtrusive techniques when examining wildlife and habitat
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices

COURSE WLD1910: WLD PROJECT A

Level: Introductory

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: Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate 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. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices

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

COURSE WLD3020: WILDLIFE PROTECTION & STEWARDSHIP

Level: Advanced

Prerequisite: None

Description: Students examine how human populations and wildlife affect each other, and explore management strategies that enable humans and wildlife to coexist and individual and shared actions that foster environmental stewardship.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. describe ways in which human populations and wildlife affect each other**
 - 1.1 explain past and present influences of wildlife on cultures and societies; e.g., food, clothing, shelter, spiritual and aesthetic benefits, medicinal values, recreation and companionship
 - 1.2 identify wildlife relationships expressed through art, literature, dance, music and drama
 - 1.3 explain how social attitudes and values regarding wildlife have changed
 - 1.4 identify positive and negative impacts of human populations on wildlife
- 2. describe and compare strategies used to manage wildlife spaces and species**
 - 2.1 explain how decisions involving Canada's wildlife are a shared responsibility of government agencies and landowners, and are influenced by transboundary concerns
 - 2.2 research decision-making processes that affect wildlife and the environment; e.g., political, economic, social, scientific
 - 2.3 describe two or more wildlife management strategies and related trade-offs or compromises
 - 2.4 compare the contributions of different stakeholder groups that conduct management activities; e.g., government and nongovernment organizations, business and industry, landowners, individual citizens
 - 2.5 assess the impact of individual attitudes, actions and lifestyles on wildlife and habitat; e.g., conservation ethic, consumer practices, recreational choices
- 3. demonstrate commitment to environmental responsibility through individual and shared actions**
 - 3.1 identify an individual action plan for managing wildlife that promotes the achievement of social, cultural, economic and environmental goals; e.g., individual and shared actions, leadership roles
 - 3.2 plan, conduct and assess a school-wide campaign to increase awareness of relationships between lifestyle, wildlife and the environment; e.g., establish goals, plan and conduct, assess results
 - 3.3 research and describe an issue regarding the impact of lifestyle on wildlife; e.g., conduct research, develop a position, participate in debate
 - 3.4 identify ways in which individuals can influence public decisions that affect wildlife and the environment; e.g., voting, lobbying, seeking office, supporting compatible interest groups
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3040: WILDLIFE MANAGEMENT RESEARCH STUDY

Level: Advanced

Prerequisite: None

Description: Students explain applications of the wildlife research process and conduct a research study on the management of a wildlife space or species.

Parameters: Sample research articles, a science laboratory and/or an outdoor wilderness environment.

Note: This course is a supporting course for WLD3050: Wildlife Management Principles and WLD3060: Wildlife Management Applications. It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.

Outcomes: The student will:

1. identify components of the wildlife research process and their application to a sample wildlife space or species

- 1.1 identify and describe major stages and steps in the research process; e.g., defining a research problem, reviewing existing information, organizing information, proposing a plan for data collection, collecting data, analyzing/assessing data, drawing conclusions and making recommendations based on data, communicating results
- 1.2 explain applications of the research process in finding answers to questions about wildlife spaces or species
- 1.3 relate the research process to an existing piece of wildlife research

2. plan and conduct a research study on the management of a wildlife space or species

- 2.1 identify a problem or question regarding a wildlife space or species; e.g., growth rate of a plant, bird preference for seed type, effect of light on plant growth, habitat preference of a mammal, overwintering of species, reproductive rate of composting worms
- 2.2 outline sources for background information about the problem or question; e.g., library, Internet, interview
- 2.3 propose a plan for conducting research related to the problem or question; e.g., research proposal, logistics, partnerships
- 2.4 plan and conduct a research study in an ethical manner, considering but not limited to:
 - 2.4.1 assessment and minimization of potential sources of harm to study and non-study species
 - 2.4.2 non-intrusive collection of samples; e.g., scat, cast-off hair, feathers, branches and leaves
 - 2.4.3 minimization of the frequency and duration of human observation
 - 2.4.4 minimization of disturbances that can lead to abandonment of the habitat
 - 2.4.5 access to traditional/local knowledge and community values
- 2.5 describe baseline and specific data, using a variety of information-gathering techniques; e.g., sampling and surveys, observation, measurement and estimation, experimentation
- 2.6 analyze and interpret data and formulate further questions
- 2.7 draw conclusions related to the problem or question; e.g., recommendations, management actions, further research
- 2.8 communicate the results of his or her research

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. create a transitional strategy to accommodate personal changes and build personal values

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals

COURSE WLD3050: WILDLIFE MANAGEMENT PRINCIPLES

Level: Advanced

Prerequisite: None

Description: Students examine the functions and processes of wildlife management and identify issues that may affect the development of a wildlife management plan.

Parameters: Access to government and community agencies responsible for the sustainable management of spaces and species.

Note: This course is a prerequisite for WLD3060: Wildlife Management Applications. It is recommended that students focus their attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3050 and WLD3060.

Outcomes: The student will:

1. describe the purpose and elements of wildlife management

- 1.1 describe wildlife management as a process that ensures the long-term viability of spaces, species and ecosystems
- 1.2 explain the elements of wildlife management, including:
 - 1.2.1 preservation and re-establishment of threatened and endangered spaces and species
 - 1.2.2 conservation of all other spaces and species
 - 1.2.3 monitoring of all other spaces and species
- 1.3 analyze the relationships between wildlife research and wildlife management

2. identify and explain the major components of a wildlife management plan

- 2.1 explain how wildlife management programs and policies are developed through political, social, economic and scientific decisions
- 2.2 identify and describe the basic steps involved in developing a wildlife management plan; e.g., state goals and objectives, collect data and conduct research, gather government and nongovernment input, consider alternatives, consequences and potential conflicts, select a course of action, implement the action plan, monitor and evaluate outcomes, make recommendations and revisions

3. describe alternatives and consequences associated with current issues involving wildlife management

- 3.1 analyze a variety of issues and problems affecting the management of wildlife spaces and species, including but not limited to:
 - 3.1.1 preservation versus conservation
 - 3.1.2 problems with an “ecosystem management” approach
 - 3.1.3 political boundaries and the species and people involved
 - 3.1.4 legislation versus no legislation
 - 3.1.5 public perception of wildlife management
 - 3.1.6 the value of wildlife
 - 3.1.7 environmental impact assessment plans and legislation
- 3.2 explain how philosophies and goals of different wildlife management practices are sometimes incompatible with each other, and how conflicts and trade-offs may occur

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. create a transitional strategy to accommodate personal changes and build personal values

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

COURSE WLD3060: WILDLIFE MANAGEMENT APPLICATIONS

Level: Advanced

Prerequisite: WLD3050: Wildlife Management Principles

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

Parameters: Access to government and community agencies responsible for the sustainable management of spaces and species.

Note: It is recommended that students focus their attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3050 and WLD3060.

Outcomes: The student will:

1. explain the basic principles of wildlife management

- 1.1 explain sustainable management within the context of wildlife spaces and species
- 1.2 explain how decisions involving wildlife in Canada are made by local, provincial and federal government agencies and private landowners
- 1.3 identify local opportunities for consultation and public involvement in wildlife management decisions

2. develop and present a wildlife management plan

- 2.1 identify short- and long-term goals for the management of a wildlife space or species
- 2.2 identify scientific, economic and social factors that need to be addressed through the management plan
- 2.3 describe the views of different stakeholders; e.g., recreational, environmental, aboriginal, commercial
- 2.4 show that consultation with other resource users and public involvement has been incorporated in the planning process
- 2.5 identify possible approaches of achieving the management goals, and select a preferred approach
- 2.6 describe permits, licenses or other legal agreements that may be required
- 2.7 devise a set of actions and present the management plan; e.g., a general description and background, long-term management objectives, short-term management objectives, proposed standards and guidelines, a schedule of short-term management activities
- 2.8 prepare a map to accompany and elaborate on the management plan; e.g., boundaries, land cover and other resources in the area, physical features, history of past development, road access, proposed development activities
- 2.9 describe techniques for monitoring the management plan to ensure that goals are being achieved

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. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE WLD3090: ANALYZING ISSUES IN WILDLIFE

Level: Advanced

Prerequisite: WLD2090: Issues in Wildlife

Description: Students examine the complexity of wildlife issues affecting Alberta and the rest of the world, and demonstrate individual and shared actions that foster the sustainable management of wildlife.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. identify and compare social, economic and environmental perspectives regarding a range of current wildlife issues**
 - 1.1 describe past and present trends in the recreational and/or commercial use of a wildlife space or species
 - 1.2 describe ways in which stakeholder groups make use of the judicial, legislative and regulatory systems in working toward their objectives
 - 1.3 analyze differing points of view regarding how, when and to what degree the space or species should be used
 - 1.4 analyze issues concerning the scientific, biological, aesthetic, economic and/or intrinsic value of the space or species
- 2. compare and contrast issues and trends involving wildlife in Canada with similar issues and trends in other parts of the world**
 - 2.1 compare and contrast a Canadian issue involving wildlife with a similar issue in other parts of the world; e.g., habitat loss, distribution, diversity and abundance of species
 - 2.2 research the global impacts of the recreational and/or commercial use of a wildlife space or species; e.g., social and cultural, economic, environmental
 - 2.3 infer the long-range effects of acquiring, protecting, improving and restoring wildlife habitat in Canada and other parts of the world
- 3. present a plan of action for the sustainable management of wildlife**
 - 3.1 compare and contrast different philosophies, ethics and alternatives regarding how best to ensure the health and viability of a wildlife space or species
 - 3.2 evaluate the goals and objectives of one or more wildlife conservation groups
 - 3.3 identify and describe a global issue regarding the consumptive and/or non-consumptive use of wildlife; e.g., conduct research, develop a position, participate in debate
 - 3.4 devise a plan for the use of wildlife; e.g., conduct research, generate alternatives, agree to a workable solution
 - 3.5 demonstrate responsible and ethical actions in relation to wildlife and the environment; e.g., personal actions, leadership roles
- 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3130: OUTDOOR LEADERSHIP

Level: Advanced

Prerequisite: WLD2130: Outdoor Excursion

Description: Students develop and demonstrate leadership attitudes, skills and knowledge in the planning and implementation of activities dealing with Outdoor Excursions.

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.

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 potential softcover camping and/or emergency shelter camping opportunities.

Note: WLD1130: Outdoor Survival Skills, WLD2130: Outdoor Excursion and WLD3130: Outdoor Leadership reflect the *National Occupational Standards for Outdoor Guide* (emerit) and address core skills in environmental awareness, camp and/or trip operation, safety and survival.

Supporting Course: TOU2120: Adventure & Ecotourism 2

Outcomes: The student will:

1. demonstrate skill and judgment while planning and implementing outdoor experiences

- 1.1 apply planning and preparation skills developed in WLD1130 and WLD2130 by creating an itinerary and demonstrating en route organization, hazard evaluation, emergency response, and personal and group hygiene
- 1.2 apply environmentally responsible outdoor living and travelling skills in an expedition setting by demonstrating the use of personal and group gear, food preparation skills, route finding skills, travelling skills required for an expedition (e.g., canoeing, cycling, skiing) and minimum impact camping skills

- 1.3 apply his or her skills and make reasonable judgements in selecting and carrying out activities relative to individual skill level and the hazards involved by:
 - 1.3.1 considering the abilities, needs and skill levels of participants
 - 1.3.2 considering physical hazards such as terrain, plants, animals and weather
 - 1.3.3 considering physiological hazards such as hypothermia, frostbite and dehydration
- 2. demonstrate a positive self-concept and an appropriate regard for others in planning and implementing outdoor experiences**
 - 2.1 establish and address personal goals and challenges within the context of an outdoor expedition
 - 2.2 be aware of personal feelings, beliefs and expectations regarding outdoor experiences
 - 2.3 be aware of and concerned about the needs, wants and welfare of others
- 3. demonstrate and apply skills in group problem solving, group living and group activities**
 - 3.1 demonstrate skill in cooperative outdoor living activities; e.g., activities related to food and shelter
 - 3.2 demonstrate skill in cooperative group recreational activities; e.g., group action in overcoming obstacles and cooperative action with partners
 - 3.3 demonstrate the ability to recognize decisions and establish rules that must be made to enhance the group experience
- 4. identify strategies for responding to environmental concerns; e.g., public policy, practices and regulations in Alberta that may help support the conservation of the province's resources**
- 5. develop and act on plans that will make personal growth a lifelong process**
 - 5.1 make realistic assessments of his or her outdoor skills and strive to improve those skills in areas of personal interest and enjoyment
 - 5.2 recognize limitations in knowledge of environments and actively strive to improve that knowledge
 - 5.3 develop and act on plans for self-improvement as part of an expanding, harmonious relationship with the world
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE WLD3140: INTRODUCTION TO GUIDING

Level: Advanced

Prerequisite: WLD 3130: Outdoor Leadership

Description: Students develop an understanding of elements associated with providing a guided experience; e.g., hunting, fishing, ecotourism.

Parameters: Access to a licensed guide. Because of the nature of this course, students must have a general knowledge of basic first aid and survival techniques relevant to wilderness environments.

Outcomes: The student will:

1. identify a variety of guiding experiences

- 1.1 identify a variety of organizations that provide guided services in Alberta; e.g., hunting, fishing, river, ecotourism
- 1.2 identify public policies, regulations and legislation involved in providing guided experiences

2. identify a variety factors that influence decisions regarding guided experiences

- 2.1 research and describe motivating factors and trends that affect the demand for guided experiences; e.g., leisure time, income, individual attributes
- 2.2 compare the expectations of different groups regarding guided experiences; e.g., families, adults, tourists
- 2.3 identify and explain factors that would limit participation in guided experiences

3. identify the range of competencies required to provide a successful guided experience

- 3.1 research and explain guiding competencies
- 3.2 identify a variety of guiding certifications, requirements and specialized skills required by professional guides

4. identify and describe the setting attributes (physical, social, economic and infrastructure) needed to provide a guided experience in a variety of situations; e.g., hunting, fishing, river, wildlife viewing

5. describe the roles and responsibilities of a guide

- 5.1 make a personal connection to a licensed, practising guide
- 5.2 experience the day-to-day activities of a practising guide; e.g., job shadow a practising guide for a day

6. research a variety of associations that support guiding experiences

- 6.1 research and describe business associations that promote and advocate guided experiences
- 6.2 research and describe organizations that provide certification and accreditation for guides
- 6.3 research and describe post-secondary programs related to guiding

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems

- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE WLD3910: WLD PROJECT D

Level: Advanced

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: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3920: WLD PROJECT E

Level: Advanced

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: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate 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. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3950: WLD ADVANCED PRACTICUM

Level: Advanced

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 introductory (1XXX) 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. create a transitional strategy to accommodate personal changes and build personal values

- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals