WLD1020

Wildlife Diversity

Marking Master

This guide will help with the marking of the student workbook. You may find there are some mark weightings that you feel are incorrect, or assignment marks that you would like to change – that is your decision. This is only a guide. There are locations at the bottom of every page in the workbook for the instructor to check progress, as well as after some assignments. Part of some assignments is getting the instructor to check the work or present some aspect. The best assessment you can do is engage in a conversation about the assignment and their responses without them reading it to you.

Complete the following assignments in the spaces provided. Where it states date and initial, have your teacher check your work at that point and initial it.

/10

/70

(P1) Using a copy of the vertebrate and plant list, indicate the species which you have personally encountered with a checkmark, indicate the species you have heard of with an “H”, and add any species you notice are missing from the list. After you have gone through the list, show it to your teacher and have them initial your workbook. ***Examine their list and see how thorough they were. Students should be able to check off about 10 – 15. Obvious missing critters are the rattle snake, bull snake.***

(P2) Complete a species information recording sheet for game fish (3), big game(5), game birds(4) and other species (2). There are websites listed on the class website which will be of use, as well as your textbooks. Be sure to list the sources in the bibliography column (you must use at least two) for each species. ***There are going to be 14 various creatures listed. Give one mark for each characteristic. Look for detail in answers i.e. “lives in forest” may be more accurately stated “lives in coniferous forests in foothill region”. The bibliography should be simple – their texts will be one for most species and the internet or encyclopedia will be easily found.***

Species Sheets Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(P3) Complete the following chart which deals with various kinds of wildlife found in urban and rural areas. For each species, describe where they may be found within those areas, what their food and water sources are and whether they cause conflicts or issues in their areas.

/10

/5

|  |  |  |
| --- | --- | --- |
| **URBAN** |  | **RURAL** |
| ***i.e. coyote; found in parks, near garbage dumps; often eat pets, rodents, garbage; problem with eating pets, scaring joggers and children*** | Carnivores (meat eaters) | ***i.e. cougar; found in wooded areas of foothills; feed on small mammals, birds, some big game; occasionally attacks wildlife, people*** |
| ***There are lots of possible answers for this assignment. Give them a mark for each one which they find the information for.*** | Ungulates (deer family) |  |
|  | Rodents |  |
|  | Birds (waterfowl) |  |
|  | Birds (birds of prey) |  |

(P4) Research wildlife conflicts in Alberta. Select three stories taken from newspapers, magazines or TV news stories and compare the reasons for the conflict and make suggestions as to how similar conflicts can be avoided in the future. Summarize your findings on a separate piece of paper, using point form and attach to this workbook. ***Look for some effort in research and explaining why problems happen. Gist should relate to habitat encroachment, food sources changing, etc.***

Wildlife Conflicts Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(P5) Compare the six different regions of Alberta by examining one species from each region and comparing diet, habitat, defenses, physiological make up, and social organization.

/6

/6

***For this assignment look for student ability to find appropriate information. Answers should have some detail which show a deeper understanding of the species. Social organization simply refers to whether they are in a herd/pack all year long, if they are solitary, if they share caring for their young, etc.***

|  |  |  |
| --- | --- | --- |
| Canadian Shield | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

|  |  |  |
| --- | --- | --- |
| Boreal Forest | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

|  |  |  |
| --- | --- | --- |
| Foothills  /6  /6  /6 | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

|  |  |  |
| --- | --- | --- |
| Rocky Mountains | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

|  |  |  |
| --- | --- | --- |
| Parkland | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

|  |  |  |
| --- | --- | --- |
| Grassland  /6  /5  /32 | Species: | Physiological Description: |
| Diet: | Defenses: |
| Preferred Habitat: | Social Organization: |

Regional Comparison Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(P6) Determine the latitude of Alberta (Border with USA and Border with NWT). Using a map, locate another landmass in the same latitudes, find a species of wildlife that naturally occurs there, and compare it to a similar species found in Alberta. An example may be A tiger found at a similar latitude in Europe. You could compare it to an Albertan cat like a cougar or bobcat. Compare the sizes, where they live, what they eat, what is similar, what is different. Complete this on a separate piece of paper and attach to this workbook. ***The latitudes are 49° to 60°. Europe, Russia and China/eastern Europe have the same latitudes. No great deal of detail required, just the exercise of being able to find and compare similar species. The most common will be bears, moose/elk, and big cats. There are also lots of waterfowl and fur bearing animals, but there is limited information on them.***

(P7)The major assignment for this module is to become an expert on one species of Alberta wildlife.

Before beginning your assignment, confirm your choice of creature with your instructor. Your assignment can be in the form of a power point presentation or poster. Use at least three sources of information and include them in your bibliography. Include: Drawing or photo of the creature; Place in predator/prey relationships (food chain);How it is adapted for the environment it lives in; Habitat; Life cycle; Social organization; Diet; How it interrelates with humans/human changes to their habitat

***This assignment is worth 50% of the module mark. Students should spend some serious time researching and organizing information. Decide ahead of time if you want posters or power point. Posters should be large and have a location to post them in the hallway or class room. Power points should be done with an audience in mind – other class/grade, other people taking same module. Keep a list of species selected and don’t allow replication. Also, don’t allow cougar for a choice as the search engine pictures are not always appropriate. Really. Arrange for an opportunity for yourself or students to ask them questions. They should become an expert on the species and be able to explain and describe the animal and its characteristics. Remember to keep exemplars of all levels.***