School Name		**Teacher(s)**	
# of Students	~20	**# of Adults**	3 AD + 1 BD
Grade(s)	JR-HS	**Program Focus**	Wildlife WLD 1010 Navigation WLD 1060
Meeting Room and Code		**Accommodation and Code**	
Date(s)		**Language**	E

Pre-Immersion Activities

WLD 1010 Outcome 1:	**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
WLD 1060	**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

CTS Course	Title	1	2	3	4	5
WLD 1010	Intro to Wildlife	Define Wildlife	Interrelationships in ecosystems	wildlife management	Cluster content*	Careers
WLD 1060	Wilderness Navigation	Different types of navigation	Different types of maps	Interpret a variety of maps	Use of various navigational devices	Basic wilderness navigation

***Basic Competencies** are assessed throughout the course. Students are living in a residential setting and core competencies are developed inherently as students navigate the social dynamics of travelling, learning, working and living with classmates over the four intensive days.

Palisades Stewardship Education Centre
Jasper National Park
Centre des Palissades pour l'enseignement de la gérance
Parc national Jasper
Grande Yellowhead Public School Division

Tuesday, January 30

Time	Activity	Location	Staff
9:15 am	Arrival, gear to rooms		PSEC Staff
9:45 am	Welcome, orientation hunt	Grounds	PSEC Staff
10:15 am	-Wildlife focus: Wildlife definitions based on personal experience and understanding of legislation -Wildlife signs and tracking	Grounds	PSEC Staff
12:00 pm	LUNCH	Bunkhouse	Teachers
1:00 pm	Moose Lake Hike: Snowshoeing - Fire ecology (abiotic vs biotic factors) -Caribou management: threats game, manipulative and custodial management -Interrelatedness of factors within a habitat and how they affect wildlife populations	Maligne Valley	PSEC Staff
4:30 pm	Return to palisades- Handover to teachers		Teachers

Wednesday, January 31

Time	Activity	Location	Staff
8:00 am	Breakfast	Bunkhouse	Teachers
9:00 am	Basic wilderness navigation: -Intro to maps including symbols, colours, contour lines, cardinal directions, distances on map, elevation on map -Orienteering (route planning, waypoints and navigation in inclement weather)	Garage OR barn	PSEC Staff
11:15 am	Trip planning for the afternoon at Old Fort Point with AdventureSmart online trip plan (iPads)	Garage	PSEC Staff
12:00 pm	**LUNCH**	**Bunkhouse**	**Teachers**
1:00 pm	Trip to Old Fort Point: -To bring= binoculars, maps, compasses -questions to address from 1010, 1060 -P.18 Navigation to "pyramid mtn." consider white-out conditions	Whaleback loop clockwise	PSEC Staff
4:00 pm	Depart to return to Palisades Centre	Bus	ALL
4:30 pm	Handover to teachers	Grounds	Teachers

Thursday, February 1

Time	Activity	Location	Staff
7:30 am	Breakfast + Make bagged lunch	Bunkhouse	Teachers
8:30 am	Marmot Ski Hill: Rentals, Group Meeting Arranged by Teacher		Teachers
9:00 am	CASIA Certified Ski Instruction Meet Instructors at base of hill by quad chair		Teachers

	Arranged by Teacher		
10:00 pm	Movement in Snow: Skiing and Snowboarding Skill Development		Teachers
12:00 pm	Lunch at MLC , Mid Mountain: -Presentation about into the wild	Marmot Learning Centre	Palisades
1:00 pm	Back on the ski hill		Teachers
4:00 pm	Lifts close - Back on the bus		Teachers

Friday, February 2

Time	Activity	Location	Staff
8:00 am	Breakfast + Move out of rooms + grab bagged lunch	Bunkhouse	Teachers
9:00 am	Intro to Navigational Devices -Using GPS Devices (Find other navigational devices in birdhouses- GPS, maps, compasses, romer scale) -Waypoints= in pairs set two waypoints. Leave bird stuffy at each waypoint. Exchange GPS with another pair to find and collect.	Garage	PSEC Staff
11:00 am	Team building activity	On-Site	PSEC Staff
11:30 am	Closing circle/Reflection	Off-site	Teachers

WLD 1010 <u>Outcome 2:</u>	**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	Activites: • Wildlife signs and tracking • Discussion and games at Moose Lake: Fire ecology, Limiting factors, Interrelatedness of factors • Discussion of humans' effect causing adaptations and change during marmot lunch hour

	2.5 analyze and compare a local ecosystem to another Alberta ecosystem (MOUNTAIN)	
WLD 1060 Outcome 2: Outcome 3: Outcome 4: Outcome 5:	**2. Identify and describe different types of maps** • Topographical • Hydrographical • Satellite imagery • Others **3. Demonstrate methods used to read and interpret a variety of maps** • Topographical • Hydrographical • Satellite imagery • Others **4. Demonstrate use of a variety of navigational devices** • 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	• Introduction to maps • Orienteering • Trip planning + follow up questions while on hikes • Using GPS devices • Setting waypoints • Pre-trip planning and discussion

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

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