



# Career & Technology Wildlife & Recreation Management

Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
<p><b>Math</b> §111.32.1</p> <p><b>English</b> §110.31-34 1,10,13,14,16,18,19</p> <p><b>Science</b> §112.43. 1,2,4,10</p> <p><b>Social Studies</b> §113.34 1,2,3, 6, 8,12, 15, 16, 17</p>	<p>The student learns the employability characteristics of a successful employee.</p>	<p>Careers in the wildlife industry</p> <p>Wildlife Biologist Game Warden Park Ranger Wildlife Manager Game Ranch Foreman Wildlife Geneticist Gunsmith/Bowsmith Pro Shop Owner Dog Trainer</p> <p>Work ethic Skills Safety precautions Certifications/Degrees</p> <p>Supervised Agricultural Experience Placement Entrepreneurship Research Exploratory Improvement Supplemental Record book</p>	<p><i>(A) identify career development and entrepreneurship opportunities in the field of natural resources;</i></p> <ul style="list-style-type: none"> <li>• What is the purpose of studying wildlife biology?</li> <li>• What are the legal requirements of becoming a Game Warden?</li> <li>• What are the advantages of working/owning a pro shop?</li> </ul> <p><i>(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in natural resources;</i></p> <p><i>(C) demonstrate knowledge of personal and occupational health and safety practices in the workplace; and</i></p> <p>What types of safety precautions should someone take when working with and around horses?</p> <p><i>(D) identify employers' expectations, including appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.</i></p> <p>How should someone act as a pro shop owner when dealing with clients and patients?</p>	<p>Research project on possible wildlife careers</p> <p>Guest speakers</p> <ul style="list-style-type: none"> <li>• Pro Shop Owner Wildlife Biologist</li> <li>• Game Warden</li> <li>• Gunsmith &amp; Bowsmith</li> <li>• Dog Trainer</li> </ul> <p>SAE PowerPoint</p> <p>Set up record book on computer</p> <ul style="list-style-type: none"> <li>• 35 hours of out of class time spent learning about Wildlife &amp; Rec. Management</li> </ul>	<p><a href="http://www.theaet.com">www.theaet.com</a></p> <p><a href="http://www.ffa.org">www.ffa.org</a></p>



## Career & Technology Wildlife & Recreation Management

<p><b>Math</b> §111.32.1</p> <p><b>English</b> §110.31-34 1,10,13,14,16,17,18,19,21</p> <p><b>Science</b> §112.43. 3,4,5,6,7,8,10,11,12,13</p> <p><b>Social Studies</b> §113.34. 1,2,3,4,6,7,8,9,10</p>	<p>(2) The student analyzes the importance of wildlife, with an emphasis on use and management.</p>		<p>(A) analyze the importance of wildlife, fisheries, and ecology management;</p> <p>(B) discuss the history of wildlife, fisheries, and ecology management;</p> <p>(C) discuss policies, laws, and the administration of wildlife, fisheries, and ecology management; and</p> <p>(D) describe how public recreation use is a product.</p>		
<p><b>Math</b> §111.32.1,2</p> <p><b>English</b> §110.31. 1,2,8,13,14,17,18,19,26</p> <p>§110.32. 1,2,8,13,14,17,18,19,26</p> <p>§110.33. 1,2,8,13,14,17,18,19,26</p> <p>§110.34. 1,2,8,13,14,17,</p>	<p>(3) The student knows the scientific basis for wildlife management</p>		<p>(A) identify the basic ecological concepts of game management;</p> <p>(B) identify game, non-game, and fish species;</p> <p>(C) describe the management of wildlife populations;</p> <p>(D) identify observable diseases impacting plants and animals; and</p> <p>(E) describe how to report observance of disease infestations.</p>		



## Career & Technology Wildlife & Recreation Management

<p>18,19,26</p> <p>Science §112.43. 4,7,8</p> <p>Social Studies §113.32. 1,2,3</p> <p>§113.37. 10</p>					
<p>Math §111.32 1,2,3</p> <p>English §110.31-34 1,13,18,19, 26</p> <p>Science §112.43. 1,2,3,4,9,10</p> <p>Social Studies §113.34. 5</p>	<p>(4) The student knows the interrelationships between the various aspects of wildlife and outdoor public use management.</p>		<p>(A) identify special areas of importance in wildlife and public use management;</p> <p>(B) identify laws and regulations regarding the use of wildlife resources;</p> <p>(C) discuss laws and regulations regarding recreation safety;</p> <p>(D) list factors involved in landowner and property rights;</p> <p>(E) demonstrate specific safety certification requirements;</p> <p>(F) demonstrate precautions to use when interfacing with the public concerning regulations and law enforcement;</p> <p>(G) describe security issues for closed and restricted areas;</p> <p>(H) describe solutions to issues concerning public protection;</p> <p>(I) recognize potential threat situations for the public and other users;</p> <p>(J) identify the appropriate law enforcement authority;</p>		



## Career & Technology Wildlife & Recreation Management

			<p>(K) describe wildlife harvest techniques and procedures; and</p> <p>(L) describe fish harvest techniques and procedures.</p>		
<p><b>Math</b> §111.34. 1,4,5</p> <p><b>English</b> §110.31-34 1,10,13,17, 18,19,21,2 3,24,25,26</p> <p><b>Science</b> §112.43. 5,6,10</p> <p><b>Social Studies</b> §113.34. 3,4</p>	<p>(5) The student examines natural cycles and related phenomena to describe ecologic concepts and principles.</p>		<p>(A) explain the hydrologic, nitrogen, carbon, and nutrient cycles;</p> <p>(B) describe succession;</p> <p>(C) describe population dynamics;</p> <p>(D) distinguish between primary and secondary producers;</p> <p>(E) describe predator-prey relationships;</p> <p>(F) identify potential pollution sources;</p> <p>(G) define watershed boundaries;</p> <p>(H) use the stream classification system; and</p> <p>(I) describe the influence of weather and climatic factors.</p>		
<p><b>Math</b> §111.34. 1</p> <p><b>English</b> §110.31-34 1,10,13,14, 16,18,19</p> <p><b>Science</b> §112.43. 5,6</p>	<p>(6) The student applies cartographic skills to natural resource activities.</p>		<p>(A) describe different types of maps;</p> <p>(B) interpret map features and legends;</p> <p>(C) determine map scale and actual distance;</p> <p>(D) determine direction from map;</p> <p>(E) determine elevation and terrain features from topographic maps;</p> <p>(F) use directional tools with maps to locate position;</p> <p>(G) use land survey and coordinate system;</p>	<p>Powerpoint Research project Presentation</p>	



## Career & Technology Wildlife & Recreation Management

<p><b>Social Studies</b> §113.34. 3,4</p>			<p>and (H) use a Geographic Information System to interface geospatial data and interpret photos and images.</p>		
<p><b>Math</b> §111.32. 1</p> <p><b>English</b> §110.31-34 1,10,13,14,16, 18,19</p> <p><b>Science</b> §112.43. 1,2,4,10</p> <p><b>Social Studies</b> §113.34 1,2,3,4</p>	<p>(7) The student obtains planning data by monitoring natural resource status.</p>		<p>(A) describe resource inventory and population studies; (B) devise sample plots and points; (C) identify and locate resources; (D) interpret data concerning resource availability and health; (E) organize databases of resource data; (F) use a Geographic Information System to analyze resource data; (G) create a technical report; and (H) describe the relationship of harvest levels to long-term availability of resources.</p>		
<p><b>Math</b> §111.32. 1</p> <p><b>English</b> §110.31-34 1,10,13,14,16, 17,18,19,21</p> <p><b>Science</b> §112.43. 4,5</p>	<p>(8) The student executes various natural resource enhancement techniques using scientific knowledge from the study of environment and wildlife.</p>		<p>(A) demonstrate stream enhancement techniques; (B) demonstrate wildlife habitat enhancement techniques; and (C) demonstrate public use and recreation area enhancement techniques.</p>		



## Career & Technology Wildlife & Recreation Management

<p><b>Social Studies</b> §113.34. 1,3,4,8</p>					
<p><b>Math</b> §111.32. 1</p> <p><b>English</b> §110.31-34 1,10,13,14,16, 17,18,19,21</p> <p><b>Science</b> §112.43. 4,5</p> <p><b>Social Studies</b> §113.34. 1,3,4,8</p>	<p>(9) The student demonstrates the concepts related to the importance of facilities, harvest, processing, and marketing of aquaculture products.</p>		<p>(A) discuss the importance and progress of aquaculture as an emerging industry; and</p> <p>(B) identify and classify plant and animal aquaculture species.</p>		
<p><b>Math</b> §111.32. 1</p> <p><b>English</b> §110.31-34 1,10,13,14,16, 17,18,19,21</p> <p><b>Science</b> §112.43. 4,5</p> <p><b>Social Studies</b> §113.34. 1,3,4,8</p>	<p>(10) The student demonstrates concepts related to optimum production.</p>		<p>(A) describe nutritional aspects of aquaculture production;</p> <p>(B) discuss requirements for optimum growth of species-specific aquacrops;</p> <p>(C) plan and administer treatments for diseases, parasites, predators, and pests of species-specific aquacrops;</p> <p>(D) recognize weather-related dangers;</p> <p>(E) recognize hazards as they relate to terrain;</p> <p>(F) identify poisonous plants and animals;</p> <p>(G) recognize hazardous situations; and</p> <p>(H) demonstrate personal fire prevention precautions while working in natural</p>		



## Career & Technology Wildlife & Recreation Management

			environments.		
	(11) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources.		<p>(A) plan, propose, conduct, and evaluate entrepreneurship; placement; exploratory; research, either experimental or analytical; improvement; supplementary; laboratory-based; or other identified, supervised agricultural experience as an experiential learning activity;</p> <p>(B) apply proper record-keeping skills as they relate to a supervised experience;</p> <p>(C) design and use a customized record-keeping system for the individual supervised experience;</p> <p>(D) participate in youth leadership opportunities to create a well-rounded experience program in agriculture; and</p> <p>(E) produce a challenging approach for a local program of activities in agriculture.</p>		