

Name: \_\_\_\_\_

**Fish and Wildlife Management**

**Directions:**

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

**Rating Scale:**

- 3 Mastered** – can work independently with no supervision
- 2 Requires Supervision** – can perform job completely with limited supervision
- 1 Not Mastered** – requires instruction and close supervision
- N No Exposure** – no experience or knowledge in this area

| 3 | 2 | 1 | N | <b>A. Natural Resource Conservation</b>   | <b>Notes:</b> |
|---|---|---|---|---|---------------|
|   |   |   |   | 1. Define and describe natural resource conservation  |               |
|   |   |   |   | 2. Compare historical fish and wildlife trends and the public’s response  |               |
|   |   |   |   | 3. Outline the variety of jobs in conservation organizations, educational requirements, employment opportunities, and how to prepare for a professional conservation career |               |
|   |   |   |   | 4. Distinguish the difference between basic fish and wildlife legalities and ethics   |               |
|   |   |   |   | Other:  |               |

| 3 | 2 | 1 | N | <b>B. Fish and Wildlife Values</b>   | <b>Notes:</b> |
|---|---|---|---|--|---------------|
|   |   |   |   | 1. Calculate the commercial value of fish and wildlife resources and how it can benefit the economy and landowners |               |
|   |   |   |   | 2. List the different recreational values of fish and wildlife resources   |               |
|   |   |   |   | 3. Explain how naturally-occurring living organisms benefit humans and the environment                             |               |
|   |   |   |   | 4. Describe the social values and benefits associated with fish and wildlife resources                             |               |
|   |   |   |   | 5. Describe the aesthetic value of fish and wildlife resources   |               |
|   |   |   |   | 6. Describe the scientific and educational values of fish and wildlife resources                                   |               |
|   |   |   |   | 7. Evaluate the negative impacts wild animals have on humans and the objective of wildlife damage control          |               |
|   |   |   |   | Other:   |               |

| 3 | 2 | 1 | N | <b>C. Habitat Management Principles and Techniques</b>                                      | <b>Notes:</b> |
|---|---|---|---|---|---------------|
|   |   |   |   | 1. Explain ecological principles and how they apply to fish and wildlife management         |               |
|   |   |   |   | 2. Design a cropland management plan for wildlife   |               |
|   |   |   |   | 3. Select grassland management practices that improve livestock forage and wildlife habitat |               |
|   |   |   |   | 4. Assess how forest management can be used to improve wildlife habitat                     |               |
|   |   |   |   | 5. Define and describe wetlands and their importance  |               |
|   |   |   |   | 6. Describe stream behavior and relate how it affects fish and wildlife habitat             |               |
|   |   |   |   | 7. Plan a pond using appropriate construction and management techniques                     |               |
|   |   |   |   | 8. Describe the government conservation assistance available to Missouri landowners         |               |
|   |   |   |   | Other:  |               |

| 3 | 2 | 1 | N | <b>D. Animal Life Histories</b>                  | <b>Notes:</b> |
|---|---|---|---|--|---------------|
|   |   |   |   | 1. Outline life history of the bobwhite quail    |               |
|   |   |   |   | 2. Outline life history of the white-tailed deer |               |
|   |   |   |   | 3. Outline life history of the largemouth bass   |               |
|   |   |   |   | 4. Outline life history of the bald eagle        |               |
|   |   |   |   | Other:   |               |

| 3 | 2 | 1 | N | <b>E. Fish and Wildlife Protection</b>  | <b>Notes:</b> |
|---|---|---|---|---|---------------|
|   |   |   |   | 1. Relate the reasons for fish and wildlife regulations and describe how they are made and enforced in Missouri |               |
|   |   |   |   | 2. Describe the legal process associated with fish and wildlife violations                                      |               |
|   |   |   |   | Other:  |               |

| 3 | 2 | 1 | N | <b>F. Leadership and Personal Development for Advanced Students</b>  | <b>Notes:</b> |
|---|---|---|---|--|---------------|
|   |   |   |   | 1. Develop a resume and complete a job application   |               |
|   |   |   |   | 2. Develop a plan for finding a job  |               |
|   |   |   |   | 3. Describe how to apply and interview for a job   |               |
|   |   |   |   | 4. Describe the characteristics needed to develop desirable personal and social skills   |               |
|   |   |   |   | 5. Describe the importance and process of developing better human relationships  |               |
|   |   |   |   | Unit: Explore a career area by investigating entry-level job opportunities at a local agricultural business and writing a résumé and letter of application for a position. |               |
|   |   |   |   | Other:   |               |

| 3 | 2 | 1 | N | <b>D. Using the <i>Missouri Agricultural Record Book for Secondary Students</i></b>  | <b>Notes:</b> |
|---|---|---|---|--|---------------|
|   |   |   |   | 1. Complete forms needed to open the Missouri Agricultural Record Book for Secondary Students  |               |
|   |   |   |   | 2. Complete a budget for the SAE program   |               |
|   |   |   |   | 3. Complete inventory and financial statement forms for the Missouri Agricultural Record Book for Secondary Students   |               |
|   |   |   |   | 4. Complete receipt and expenditure forms in the Missouri Agricultural Record Book for Secondary Students  |               |
|   |   |   |   | 5. Complete additional forms in the Missouri Agricultural Record Book for Secondary Students   |               |
|   |   |   |   | Unit: Demonstrate the ability to use selected forms in the <i>Missouri Agricultural Record Book for Secondary Students</i> by using a list of sample entries to complete the applicable forms in the book. |               |
|   |   |   |   | Other:   |               |