



The Human Dimensions of Wildlife Conservation

Education Standards

Next Generation Science Standards

Performance Expectations

- **MS-LS2-5. Ecosystems: Interactions, Energy, and Dynamics.** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- **HS-LS2-7. Interdependent Relationships in Ecosystems.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Disciplinary Core Ideas

- **ESS3.C. Human Impacts on Earth's Systems.** Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
- **ESS3.C. Human Impacts on Earth's Systems.** Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Science and Engineering Practices

- **Analyzing and Interpreting Data.** Middle School: Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and non-linear relationships.
- **Analyzing and Interpreting Data.** High School: Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
- **Constructing Explanations and Designing Solutions.** Middle School: Construct explanations and design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
- **Constructing Explanations and Designing Solutions.** High School: Construct explanations and design solutions that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

C3 Framework for Social Studies State Standards

Processes, Rules, and Laws

- **D2.Civ.13.6-8.** Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- **D2.Civ.13.9-12.** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Human-Environment Interaction

- **D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Taking Informed Action

- **D4.7.6-8.** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- **D4.7.9-12.** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Conservation Education Core Concepts

- 3. Sustainable natural resources depend on the support of an informed and responsible citizenry.
- 7. Fish and wildlife can be conserved and restored through science based management which considers the needs of humans as well as those of fish and wildlife.
- 8. Everyone impacts fish and wildlife and their habitats and as human populations grow, impacts on natural resources increase.

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