Directions: Evaluate the trainee using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

Rating Scale:
0 - No Exposure - no information nor practice provided during training program, complete training required.
1 - Exposure Only - general information provided with no practice time, close supervision needed and additional training required.
2 - Moderately Skilled - has performed independently during training program, limited additional training may be required.
3 - Skilled - can perform independently with no additional training.

01.0 Our Natural Resources Then and Now
The student will be able to:
0 1 2 3
01.01 Match terms associated with natural resources with their definitions
01.02 Define and discuss the concept of natural resources
01.03 List and describe the major categories of natural resources in America
01.04 Explain what makes something a natural resource
01.05 Explain why nature's resources once seemed limitless, and why this is no longer true
01.06 Describe how the usefulness of a natural resource change over time, and what factors most effect their usefulness
01.07 Identify the land area of the United States, indicating how much is suitable for farming, and how much is suitable for crop production
01.08 Explain why there is a water shortage problem in this country
01.09 Indicate how many species of wild animals, birds, and fish have become extinct in this country since colonial times
01.10 Diagram the forested area of this country 300 years ago compared to today, and explain how our smaller forest area produces more wood today
01.11 Explain what the direct or indirect source of most of our energy resources is
01.12 List our key mineral resources and what their known reserves are

02.0 A History of Conservation in the United States
The student will be able to:
0 1 2 3
02.01 Define terms associated with conservation of our natural resources
02.02 Compare exploitation, conservation, and preservation as they related to natural resources management
02.03 Outline the history of conservation in the United States
02.04 Describe the role of the federal government in conservation
02.05 Explain why Americans have had such wasteful practices in using our natural resources in the past
02.06 Discuss what would have happened to our fish and game animal populations if sport hunters and fisherman had not fought market hunters
02.07 Indicate who pays for wildlife conservation in this country
02.08 Explain what the Weeks Law of 1911 was, and why it was important
02.09 Explain the concept of a soil and water conservation district, and how it works
02.10 Explain how the federal government helped local farmers and other landowners work to solve their soil and water conservation problems
02.11 Explain why soil and water conservation is a federal concern
02.12 List the three needs that early water management efforts in America centered around
03.0 Principles of Ecology-Ecosystem Structure
The student will be able to:

03.01 Define ecology and explain its subdivision structure
03.02 List the characteristics of all living organisms, describe the term irritability and give examples of irritability
03.03 Describe the process of evolution including the concepts of natural selection and adaption
03.04 Explain how genetic change could result in the major changes that occur in evolution and what role the environment plays in evolution
03.05 Define the term biosphere and explain why the biosphere is considered a closed system naming some closed systems
03.06 Define the term biome and explain what determines the type of vegetation in a biome
03.07 Define the term ecosystem and explain some common features of all ecosystems
03.08 Describe the abiotic components of the ecosystem and how these factors affect plant and animal life
03.09 Discuss the concept "range of tolerance"
03.10 Explain a limiting factor and tell what the limiting factor is in most terrestrial ecosystems
03.11 Discuss the terms niche and habitat
03.12 Discuss the statement: no two organisms can occupy the same niche in the same habitat
03.13 Explain an ecological equivalent and give an example

04.0 Principles of Ecology-Ecosystem Function
The student will be able to:

04.01 Explain a food chain, discussing the two major types of food chain, how they are different and how they are similar
04.02 Sketch several simple food chains and indicate all producers and consumers
04.03 Explain microconsumers and why they are important
04.04 Explain biomass and how it is measured
04.05 Discuss why biomass decreases as we ascend the food chain
04.06 Define the following terms: consumer, producer, trophic level and food web
04.07 Explain cellular respiration and why carbon dioxide is released during respiration in producers and consumers

04.08 Explain the implications of decreasing biomass in the food chain and how it affects the number of higher-level consumers
04.09 Define the terms gross primary productivity and net primary productivity, explaining the most productive regions of the earth and why or why not these can be tapped for food
04.10 Draw the carbon cycle, and describe what happens during the various parts of the cycle
04.11 Draw the nitrogen cycle and list organisms that fix atmospheric nitrogen and why this is critical to the operation of the nitrogen cycle
04.12 Draw and describe the phosphorus cycle
04.13 Define the following terms: predation, commensalism, mutualism, neutralism and competition, comparing them for similarities and differences

05.0 Principles of Ecology-Ecosystem Balance and Imbalance
The student will be able to:

05.01 Describe ecosystem stability and give examples of stable ecosystems
05.02 If you were to examine a mature ecosystem over the course of 30 years at the same time each year, discuss why you would expect the number of species in the ecosystem and the population size of each of these species to be the same from year to year or not
05.03 Define inertia and resilience
05.04 Explain environmental resistance and the role it plays in population balance and ecosystem balance
05.05 Define the term species diversity and give evidence that species diversity affects ecosystem stability and any evidence contradicting this idea
05.06 Discuss a mature ecosystem and its major features
05.07 Describe temporary imbalances caused in ecosystems you are familiar with and how the ecosystem returns to normal
05.08 Explain succession and why one biotic community eventually is replace by another during succession
05.09 Discuss a pioneer community
05.10 Discuss why environmental resistance changes during succession as one community is gradually replaced by another and in what ways human populations change environmental resistance and how that affects our population
05.11 Describe how introducing and removing competitors into an ecosystem can affect ecosystem stability and give examples

05.12 Discuss why it is necessary for humans to simplify their ecosystem and how it may be avoided and give some examples

06.0 Concepts of Natural Resources Management
The student will be able to:

06.01 Match the terms and concepts of natural resource management with their definitions

06.02 Explain the differences between nonexhaustible, renewable, and exhaustible natural resources

06.03 Discuss the concept of balance in natural ecosystems

06.04 Discuss the role of food chains in maintaining balanced ecosystems

06.05 Discuss the role of ecology in human efforts at natural resources management

06.06 Define an ecosystem

06.07 Define man's ecosystem

06.08 Discuss some ways that nature is balanced

06.09 Trace the human population level over the past 8000 years

06.10 Discuss differences between conservation and preservation

07.0 Introduction to Range Science
The student will be able to:

07.01 Define or describe the terms associated with range science

07.02 List and describe the various uses of range lands

07.03 Describe the most common limiting factor associated with rangeland

07.04 List the approximate amounts of rangeland in the world, the United States, and Idaho

07.05 Identify the regions or the states consisting of the most range land

08.0 History and Policies of Range Science Before 1934
The student will be able to:

08.01 List the opportunities that the western ranges offered early pioneers

08.02 Describe the effects cattle and sheep had on rangelands from 1825 - 1886

08.03 Date and describe the following Acts that relate to range science:
   a. Homestead Act
   b. Timber Culture Act
   c. Desert Land Act
   d. Enlarged Homestead Act
   e. Stock Grazing Homestead Act
   f. Forest Reserve Act
   g. Soil Erosion Service

08.04 Explain what happened to range management during World War I

09.0 History and Policies of Range Science After 1933
The student will be able to:

09.01 Date and describe why the Taylor Grazing Act was established

09.02 List the three goals of the Taylor Grazing Acts Administration

09.03 Date and describe why range inventories were taken

09.04 Explain what the BLM did to prevent overgrazing

09.05 Describe and explain commensurate and priority property

09.06 Explain why grazing permits were allocated

09.07 Define carrying capacity

09.08 Date and describe the major legislation that stimulated range restoration and management

09.09 Date and describe Land Adjustment and Utilization projects

09.10 Date and describe the Halogeton Control Act

10.0 Range Classification
The student will be able to:

10.01 Summarize each type of physical range classification

10.02 Describe the vegetation in Idaho as described by the Forest Service after 1911

10.03 List 10 of the 18 forage types that were designated to cover the western range region, by the Interagency Range Survey Committee

10.04 List the vegetation units occurring in Idaho, as described by Kuckler

10.05 Describe the best basis for obtaining uniformity in classification

10.06 Define or describe the terms associated with range classification

10.07 Summarize the vegetative features of each vegetative zone in Idaho
11.0 Grazing Systems
The student will be able to:

0 1 2 3

11.01 List and describe the four principles of a grazing system
11.02 List and describe the six objectives of a grazing system
11.03 Define the terms associated with grazing systems
11.04 Describe the five requirements of a successful grazing system
11.05 List and describe the advantages and disadvantages of the grazing systems presented

12.0 Rangeland Ecology and Physiology
The student will be able to:

0 1 2 3

12.01 List and describe the three climatic factors
12.02 Define soil, soil texture, and soil structure
12.03 List the five soil forming factors
12.04 List and describe the two types of range soils
12.05 List and describe the four topographic factors and how they affect an ecosystem
12.06 Describe the three types of fire climax communities
12.07 List the entropic factors and describe their effects on the ecosystem
12.08 Indicate the best measure of sight capacity
12.09 List the four factors involved in the physical description of an ecosystem
12.10 Describe the two interactions within a plant community
12.11 Describe the three primary concerns in the management of an ecosystem or plant community
12.12 Define terms associated with range ecology
12.13 Describe the regression of plant cover
12.14 Describe physiological disturbance and composition change

13.0 Range Inventories
The student will be able to:

0 1 2 3

13.01 List and describe the four types of range inventories
13.02 Explain what is meant by primary and secondary site degradation
13.03 Explain what is meant by the terms range condition, and trend and how they are related
13.04 Describe a multiple use survey and its uses
13.05 Explain what a range appraisal is

14.0 Carrying Capacity
The student will be able to:

0 1 2 3

14.01 Explain what is meant by the term carrying capacity
14.02 List the factors that are used to determine the carrying capacity of a particular area
14.03 Explain the term proper use factor
14.04 Describe how an animal unit and animal unit month are measured
14.05 List the animal equivalents for common range wildlife
14.06 Describe limited stocking rate and how it is used
14.07 Explain range condition and trend assessment and how they are related
14.08 Explain condition classifications and how index ratings are used to assess them
14.09 Describe the difference between apparent trend estimates and true trends
14.10 Explain a climax condition is determined in a range community

15.0 Range Improvement
The student will be able to:

0 1 2 3

15.01 Explain the two types of range improvements, indirect and direct
15.02 Explain the relationship between range management and range improvement
15.03 List the two ecological principles that range improvements must be based on
15.04 List and describe the seven reasons for range improvement
15.05 Identify those plants that are undesirable in a typical range community and explain the accepted measures used to control them