Forestry



*Jr. High Option*

Mrs. Weber

**Course Description:**

Students will study the social, cultural, economic and environmental significance of forests, with particular focus on the impact of society as a whole and the impact individuals have had on forests.

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| Timeline | Outcomes | Assessments/Student Activities |
| September - January | **1. compare the social, economic and environmental significance of forests**  1.1 examine the economic significance of forests at local, national and global levels, including but not limited to:  1.1.1 direct and indirect employment  1.1.2 forest products and export values  1.1.3 tourism  1.1.4 subsistence  1.1.5 tax revenue  1.2 examine the environmental significance of forests in local, national and global contexts,  including but not limited to:  1.2.1 wildlife habitat  1.2.2 watershed protection and maintenance  1.2.3 water, air and soil quality  1.2.4 maintenance of ecosystems  1.2.5 climate change  1.3 examine the social and cultural significance of forests, including but not limited to:  1.3.1 entertainment and recreation  1.3.2 spirituality  **2. explain how personal needs, wants, beliefs and actions may influence forest resources**  2.1 describe how consumer and marketing trends in society may affect forest resources, including but not limited to:  2.1.1 needs versus wants  2.1.2 media influence  2.1.3 third party environmental certification (CSA, ISO, Forest Stewardship Council)  2.1.4 use of environmentally friendly products  2.2 describe the impact of individual attitudes, actions and lifestyles on forest resources, including but not limited to:  2.2.1 conservation and sustainability ethics  2.2.2 consumer practices and trends  2.2.3 recreational patterns  **3. demonstrate knowledge about public land use**  3.1 identify public forested land in Alberta  3.2 identify and explain the implementation of legislation and policies that govern the use of public lands, including but not limited to:  3.2.1 tenure  3.2.2 reclamation  3.2.3 reforestation  **4. review historical use of the forests by First Nations peoples and European and Asian settlers,**  **and the agriculture and oil industry**  4.1 examine traditional First Nations values related to forests and land tenures  4.2 demonstrate an appreciation for cultural awareness  4.3 examine land use and forest attitudes demonstrated by early settlers  4.4 show how agriculture and oil production have had an impact on forests in Alberta, today and in the past  **5. demonstrate basic competencies**  5.1 demonstrate fundamental skills to:  5.1.1 communicate  5.1.2 manage information  5.1.3 use numbers  5.1.4 think and solve problems  5.2 demonstrate personal management skills to:  5.2.1 demonstrate positive attitudes and behaviors  5.2.2 be responsible  5.2.3 be adaptable  5.2.4 learn continuously  5.2.5 work safely  5.3 demonstrate teamwork skills to:  5.3.1 work with others  5.3.2 participate in projects and tasks  **6. make personal connections to the cluster content and processes to inform possible pathway**  choices  6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences  6.2 create a connection between a personal inventory and occupational choices | Research  Portfolios  Interviews  Field Trips  Local Speakers  Tree Identification  Skits  Building Models  Presentations  Posters  Letters  Journals |

**Student Expectations:**

* Come to class prepared with all necessary materials and supplies
* Be respectful to their instructor and fellow classmates
* Demonstrate quality and pride in projects and assignments
* Participate fully in all classes
* Attend classes regularly

**Materials Needed:**

* Notebook
* Pencil and eraser or pens
* Binder to keep materials organized.

**Assessment:**

Major Assignments: 30%

Daily Work/Assignments: 20%

Discussion/General Participation: 20%

Final Project: 30%

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100%

I look forward to a terrific class with you! Please remember to utilize the website (houseofweber.weebly.com) to keep up with homework and find class information.

* Mrs. Weber ☺

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