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 employment1.1.2 forest products and export values1.1.3 tourism1.1.4 subsistence1.1.5 tax revenue1.2 examine the environmental significance of forests in local, national and global contexts,including but not limited to:1.2.1 wildlife habitat1.2.2 watershed protection and maintenance1.2.3 water, air and soil quality1.2.4 maintenance of ecosystems1.2.5 climate change1.3 examine the social and cultural significance of forests, including but not limited to:1.3.1 entertainment and recreation1.3.2 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 wants2.1.2 media influence2.1.3 third party environmental certification (CSA, ISO, Forest Stewardship Council)2.1.4 use of environmentally friendly products2.2 describe the impact of individual attitudes, actions and lifestyles on forest resources, including but not limited to:2.2.1 conservation and sustainability ethics2.2.2 consumer practices and trends2.2.3 recreational patterns**3. demonstrate knowledge about public land use**3.1 identify public forested land in Alberta3.2 identify and explain the implementation of legislation and policies that govern the use of public lands, including but not limited to:3.2.1 tenure3.2.2 reclamation3.2.3 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 tenures4.2 demonstrate an appreciation for cultural awareness4.3 examine land use and forest attitudes demonstrated by early settlers4.4 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 information5.1.3 use numbers5.1.4 think and solve problems5.2 demonstrate personal management skills to:5.2.1 demonstrate positive attitudes and behaviors5.2.2 be responsible5.2.3 be adaptable5.2.4 learn continuously5.2.5 work safely5.3 demonstrate teamwork skills to:5.3.1 work with others5.3.2 participate in projects and tasks**6. make personal connections to the cluster content and processes to inform possible pathway** choices6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences6.2 create a connection between a personal inventory and occupational choices | ResearchPortfoliosInterviewsField TripsLocal SpeakersTree IdentificationSkitsBuilding ModelsPresentationsPostersLettersJournals |

**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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