

**COURSE FOR1010: WHY FORESTRY?****Level:** Introductory**Theme:** Social and Cultural Perspectives**Prerequisite:** None**Description:** Students explain the social, economic and environmental significance of forests, describe the impact of individuals on forests, and identify career opportunities in forestry.**Parameters:** Access to relevant government, industry and community resources.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the social, economic and environmental significance of forests</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>identifying and explaining six or more ways in which local forests (regional or provincial) have: <ul style="list-style-type: none"> <li>social and cultural significance; e.g., recreational, spiritual, aesthetic, medicinal</li> <li>economic significance; e.g., employment, product export, tourism, subsistence, tax base</li> <li>environmental significance; e.g., air, water and soil cycles.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Knowledge/Application Assessment: Significance of Forests, FOR1010-1</i>  <i>Sample Timeline: Forestry in North America, FOR1010-2</i></p> <p><i>Standard</i>  <i>Respond to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> <li>a comprehensive list of forest products and services.</li> </ul> <p><i>Standard</i>  <i>Identify and describe 20 products and 10 services derived from Canadian forests</i></p>	40

**COURSE FOR1010: WHY FORESTRY?** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• explain how personal needs, wants, beliefs and actions may influence the forest resource</li> <li>• identify career opportunities relevant to forestry</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• completing a research project that examines influences of personal needs, wants, beliefs and actions on the forest resource. Research to address the influences of:               <ul style="list-style-type: none"> <li>– consumer choices</li> <li>– recreational patterns</li> <li>– product marketing and promotion</li> <li>– environmentally friendly products</li> <li>– conservation and preservation ethics.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Impacts on the Forest Resource, FOR1010-3</i></p> <p><i>Standard</i>  <i>Complete all components of research to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> <li>• maintaining a log/journal of reflections and thoughts regarding the impact of personal attitudes, actions and lifestyle on the forest resource, and ideas for environmental citizenship.</li> </ul> <p><i>Assessment Tool</i>  <i>Reflection Guide for Environmental Responsibility/Citizenship, FORREF-ENV</i></p> <p><i>Standard</i>  <i>Complete five journal/log entries; address criteria for reflection to a standard of 1 on the rating scale</i></p>	<p>30</p>
	<ul style="list-style-type: none"> <li>• given current information on career opportunities in forestry, completing a research project on one or more occupations in the forestry sector.</li> </ul> <p><i>Assessment Tool</i>  <i>Career Search: Introductory Level, FORCAR-1</i></p> <p><i>Standard</i>  <i>Conduct research to a standard of 1 on the rating scale</i></p>	<p>30</p>
	<ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

**COURSE FOR1010: WHY FORESTRY?** (continued)

Concept	Specific Outcomes	Notes
Forest Role	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• present a historical perspective on the social and cultural significance of forests; e.g.:               <ul style="list-style-type: none"> <li>– recreational</li> <li>– spiritual/aesthetic</li> <li>– medicinal</li> <li>– community dependence</li> </ul> </li> <li>• describe the economic significance of forests at local, national and global levels; e.g.:               <ul style="list-style-type: none"> <li>– direct and indirect employment</li> <li>– forest products and export values</li> <li>– tourism</li> <li>– subsistence</li> <li>– tax base</li> </ul> </li> <li>• describe the environmental significance of forests at local, national and global levels; e.g.:               <ul style="list-style-type: none"> <li>– wildlife and fisheries habitat</li> <li>– watershed protection and maintenance</li> <li>– water, air and soil quality</li> <li>– maintenance of ecosystems</li> <li>– climate change.</li> </ul> </li> </ul>	<p>Interview people for whom the forest has historical significance; e.g., senior citizens, aboriginal groups.</p> <p>Monitor the performance of forest industry in the stock market.</p> <p>Interview local industry representatives.</p> <p>Visit a local sawmill.</p> <p>Contact the Canadian Forestry Service (Natural Resources Canada) for current resource materials (see Section I: Learning Resource Guide).</p> <p>See <i>Alberta's Focus on Forests</i> (Activity 4.2– Products From Canadian Forests).</p>
Personal Impact	<ul style="list-style-type: none"> <li>• describe the impact of individual attitudes, actions and lifestyle on the forest resource; e.g.:               <ul style="list-style-type: none"> <li>– conservation ethic</li> <li>– preservation ethic</li> <li>– consumer practices</li> <li>– recreational patterns</li> </ul> </li> <li>• describe how consumer and marketing trends in society may affect the forest resource; e.g.:               <ul style="list-style-type: none"> <li>– needs versus wants</li> <li>– media exaggeration</li> <li>– use of environmental friendly products</li> </ul> </li> </ul>	<p>Conduct interviews with foresters, ranchers, environmentalists, etc. Summarize their views regarding conservation, preservation and sustainable management of forests.</p> <p>Prepare an inventory of household materials used each day. How many of these materials are derived from the forest resource?</p> <p>Distinguish between wants and needs. Analyze the impact of television advertisements.</p>

**COURSE FOR1010: WHY FORESTRY?** (continued)

Concept	Specific Outcomes	Notes
<p>Personal Impact (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• propose personal strategies for using forests wisely that foster the attainment of social, cultural, economic and environmental goals; e.g.:               <ul style="list-style-type: none"> <li>– personal actions</li> <li>– leadership roles.</li> </ul> </li> </ul>	<p>Analyze and debate a controversial issue.</p> <p>Contact the Environmental Law Centre for resources that support issue analysis and conflict resolution.</p> <p>Plan and implement a paper recycling project at home and/or school.</p>
<p>Career Opportunities</p>	<ul style="list-style-type: none"> <li>• research potential careers and the range of occupational opportunities within the forestry sector:               <ul style="list-style-type: none"> <li>– professional</li> <li>– technical</li> <li>– labour-based</li> </ul> </li> <li>• describe employment statistics within one or more areas of specialization; e.g.,               <ul style="list-style-type: none"> <li>– types of careers</li> <li>– number of workers</li> <li>– employment trends</li> </ul> </li> <li>• infer career opportunities and trends from employment statistics</li> <li>• infer impacts of the marketplace on employment opportunities</li> <li>• predict possible forest industries in the future, and resulting career opportunities.</li> </ul>	<p>Interview people employed in the forestry sector. Identify general areas of specialization; e.g.:</p> <ul style="list-style-type: none"> <li>• resource inventory</li> <li>• biology/ecology</li> <li>• resource protection</li> <li>• resource harvest</li> <li>• forest products</li> <li>• environmental management</li> <li>• recreation</li> <li>• education.</li> </ul> <p>Review National Occupational Profiles (NOC).</p> <p>Contact the “Career Hotline” (telephone 1-800-661-3753).</p> <p>Contact senior management people in the forest industry; also producers of value-added products.</p>