

**COURSE FOR2030: MANAGING ALBERTA FORESTS****Level:** Intermediate**Theme:** Social and Cultural Perspectives**Prerequisite:** None**Description:** Students research agencies and structures used to manage forested lands in Alberta.**Parameters:** Access to government agencies responsible for forest management; e.g., Alberta Environmental Protection, Parks Canada.**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>explain how Alberta's forested lands are managed</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>preparing and presenting a report (written, oral or multimedia) that explains how Alberta's forested lands are administered. Report to include: <ul style="list-style-type: none"> <li>a timeline of changes that have occurred in the ownership and administration of forested lands</li> <li>a map and explanation of different land tenures (public and private)</li> <li>a list of five or more agencies responsible for managing forested lands within Alberta's boundaries, and the mandates of each agency.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Managing Alberta's Forested Lands, FOR2030-1</i>  <i>Sample Timeline: Management History of Alberta's Forested Lands, FOR2030-2</i>  <i>Task Checklist for Mapping, FORMAP</i></p> <p><i>Standard</i>  <i>Complete all components of the report to a standard of 2 on the rating scale</i></p>	<p>20</p>

**COURSE FOR2030: MANAGING ALBERTA FORESTS** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• describe government legislation and policies that influence the use of Alberta’s forest resource</li>   <li>• explain methods of allocating land and timber in forest management</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>• summarizing the general intent and major roles of:               <ul style="list-style-type: none"> <li>– important government legislation in managing the forest</li> <li>– regulations and/or guidelines established in association with government legislation for managing the forest.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Sample Acts and Regulations for Managing Alberta’s Forests, FOR2030–3</i></p> <p><i>Standard</i>  <i>Summarize four important government legislation <u>and</u> four regulations and/or guidelines</i></p> <ul style="list-style-type: none"> <li>• given access to current resources on forest management in Alberta, completing a research project that examines the intent of five or more:               <ul style="list-style-type: none"> <li>– timber dispositions issued by Alberta Land and Forest Services</li> <li>– other types of dispositions used to manage nonfibre aspects of forest use.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Allocation Procedures for Land and Timber, FOR2030–4</i></p> <p><i>Standard</i>  <i>Complete all components of research to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tools</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>40</p>         <p>40</p>          <p>Integrated throughout</p>

**COURSE FOR2030: MANAGING ALBERTA FORESTS (continued)**

Concept	Specific Outcomes	Notes
Administration of Forested Lands	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe major changes that have occurred from past to present in the ownership and administration of forested lands in Alberta:               <ul style="list-style-type: none"> <li>– federal jurisdiction</li> <li>– provincial status</li> <li>– <i>Natural Resources Transfer Act</i></li> </ul> </li>   <li>• describe different land tenures in Alberta today:               <ul style="list-style-type: none"> <li>– public (provincial and federal crown lands)</li> <li>– private</li> </ul> </li>   <li>• identify, locate and compare different land management areas in Alberta:               <ul style="list-style-type: none"> <li>– white area</li> <li>– green area</li> </ul> </li>   <li>• describe the mandates of agencies or groups responsible for managing forested lands within Alberta’s boundaries, and the proportion of land under their jurisdiction.</li> </ul>	<p>Use archives, films and library resources to research the history of forestry in Alberta.</p> <p>Explain how the management of Alberta’s forested lands became a responsibility of the provincial government.</p> <p>Contact Alberta Environmental Protection to obtain maps of land management areas in Alberta.</p> <p>Construct a circle graph depicting the distribution of land ownership in Alberta (e.g., provincial public, provincial private, federal public, aboriginal lands).</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• Alberta Environmental Protection (Land and Forest Services, Parks Services, Fish and Wildlife Services)</li> <li>• Parks Canada</li> <li>• private ownership</li> <li>• Metis or Native Indian</li> <li>• Forestry Canada.</li> </ul>

**COURSE FOR2030: MANAGING ALBERTA FORESTS (continued)**

Concept	Specific Outcomes	Notes
<p>Government Legislation and Policies</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain how activities in Alberta’s forests are subject to a variety of government legislation and regulations</li>   <li>• research the role of important government legislation in managing the forest</li>   <li>• research the role of regulations and guidelines established in association with government legislation in further managing the forest</li>   <li>• assess the short- and long-term effects of selected government legislation and regulations on forested land.</li> </ul>	<p>Contact Alberta Environmental Protection (or Queen’s Printer, Province of Alberta) to request various legislation, regulations and guidelines used in managing forested lands.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• <i>Forest Act</i></li> <li>• <i>Forest Reserves Act</i></li> <li>• <i>Forest and Prairie Protection Act</i></li> <li>• <i>Provincial Parks Act</i></li> <li>• <i>Wilderness Areas, Ecological Reserves and Natural Areas Act.</i></li> </ul> <p>For example,</p> <ul style="list-style-type: none"> <li>• Timber Management Regulation</li> <li>• Timber Operating Groundrules</li> <li>• Reforestation Standards</li> <li>• Forest and Prairie Protection Regulation (Part I and II)</li> <li>• Forest Land Use Regulation (Recreation, Mineral, Pipeline, Grazing).</li> </ul> <p><b>Avoid detailed analysis of acts and regulations; focus on an <u>OVERVIEW ONLY</u>.</b></p>
<p>Allocation Procedures</p>	<ul style="list-style-type: none"> <li>• explain the use of dispositions in managing commercial activities on forested lands</li>   <li>• identify criteria used to establish forest land and timber dispositions</li> </ul>	<p>For example, authorizations in the form of permits, licences or other legal agreements.</p> <p>Consider different public land users/uses. For example,</p> <ul style="list-style-type: none"> <li>• fibre production</li> <li>• recreation</li> <li>• agriculture</li> <li>• wildlife habitat</li> <li>• integrated use.</li> </ul>

**COURSE FOR2030: MANAGING ALBERTA FORESTS (continued)**

Concept	Specific Outcomes	Notes
<p>Allocation Procedures (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the intent of different timber dispositions issued by the Alberta Forest Service, and the responsibilities of holders of these dispositions</li>   <li>• describe other types of dispositions that are used to manage nonfibre aspects of forest use</li>   <li>• research the role of consultation (with other resource users) and public involvement in establishing land and timber dispositions.</li> </ul>	<p>For example,</p> <ul style="list-style-type: none"> <li>• Forest Management Agreements (FMAs)</li> <li>• Quota Certificates</li> <li>• Timber Licences</li> <li>• Commercial Timber Permits</li> <li>• Local Timber Permits.</li> </ul> <p>For example,</p> <ul style="list-style-type: none"> <li>• grazing</li> <li>• hunting, fishing and trapping</li> <li>• energy and mineral development</li> <li>• commercial trail riding.</li> </ul> <p>Involve students in role-playing activities.</p>

