

**COURSE FOR3010: ISSUES IN FORESTRY**

<b>Level:</b>	Advanced
<b>Theme:</b>	Social and Cultural Perspectives
<b>Prerequisite:</b>	None
<b>Description:</b>	Students analyze current local and global issues in forest management, and demonstrate individual and shared actions that foster environmental stewardship.

**Parameters:** Access to information available from government, industry and community organizations (e.g., special-interest groups) regarding current forestry issues.

**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 alternatives and consequences associated with current issues in forest management</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>for each of <u>five</u> current issues in forest management, identifying and explaining three or more:               <ul style="list-style-type: none"> <li>– immediate and/or long-term consequences</li> <li>– possible alternatives for dealing with the issue.</li> </ul> </li> </ul> <p>Consequences and alternatives to address social, economic and environmental perspectives.</p> <p><i>Assessment Tool</i>  <i>Issues in Forestry: Analyzing Issues, FOR3010–1</i>  <i>Assessment Framework: Issue Analysis, CTSISS</i></p> <p><i>Standard</i>  <i>Analyze five issues to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> <li>a critique of one newspaper/magazine article or video documentary regarding an issue in forest management. Critique to address:               <ul style="list-style-type: none"> <li>– range of viewpoints/biases evident</li> <li>– validity/reliability of information presented</li> <li>– recommended course of action.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Issues in Forestry, FOR3010–1</i>  <i>Guide to Critiquing Media Information, FORMED</i></p> <p><i>Standard</i>  <i>Critique one piece of media information to a standard of 3 on the rating scale</i></p>	<p>30</p>

**COURSE FOR3010: ISSUES IN FORESTRY** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>compare and contrast issues and trends involving Canada's forests with similar issues and trends in other parts of the world</li> <li>demonstrate individual and shared actions that foster the sustainable management of forested regions</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 on an international forest issue. Research to provide:               <ul style="list-style-type: none"> <li>an explanation of the issue, including the stakeholders involved and their respective points of view</li> <li>positive and negative consequences for the forest resource and society</li> <li>a comparison of the issue with a similar forest issue in Canada</li> <li>suggested strategies/actions for dealing with the issue at local and global levels.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Issues in Forestry, FOR3010-1</i>  <i>Assessment Framework: Research Process, CTSRES</i></p> <p><i>Standard</i>  <i>Complete all components of research to a standard of 3 on the rating scale</i></p>	<p>30</p>
	<ul style="list-style-type: none"> <li>providing a summary of the goals and accomplishments of one environmental conservation group.</li> </ul> <p><i>Assessment Tool</i>  <i>Issues in Forestry, FOR3010-1</i></p> <p><i>Standard</i>  <i>Summarize goals/accomplishments to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> <li>given a current issue in forest management:               <ul style="list-style-type: none"> <li>negotiating and debating the issue while assuming the role of one or more stakeholder groups</li> <li>through group consensus building, developing and presenting a shared agreement on a preferred course of action for dealing with the issue.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Issues in Forestry, FOR3010-1</i>  <i>Negotiation and Debate: Advanced Level, FORNEG-3</i></p> <p><i>Standard</i>  <i>Negotiate and present and shared agreement to a standard of 3 on the rating scale</i></p>	<p>40</p>

**COURSE FOR3010: ISSUES IN FORESTRY** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <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>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>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Issues Involve Alternatives</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe past and present trends in the consumptive and non-consumptive use of forests</li> <li>analyze differing points of view regarding how and to what degree Canada's forests should be used</li> <li>identify positive and negative effects of forest industry development on people, industry and the environment</li> <li>describe and assess the pros and cons of different forest harvesting practices; e.g.:               <ul style="list-style-type: none"> <li>clearcutting</li> <li>selective harvesting</li> </ul> </li> <li>describe issues related to the expansion and management of Alberta's forest industry; e.g.:               <ul style="list-style-type: none"> <li>access management</li> <li>herbicide use in timber management</li> <li>old-growth management</li> <li>maintenance of biodiversity</li> </ul> </li> <li>describe ways in which different forest stakeholders make use of the judicial, legislative and regulatory systems in working toward their objectives.</li> </ul>	<p>Gather appropriate resource materials <u>prior</u> to beginning the course.</p> <p>Discuss issues from a variety of perspectives; e.g., social, economic, environmental.</p> <p>Discuss different perspectives regarding how and to what degree Canada's forests should be used.</p> <p>Analyze pros and cons related to different forest harvest practices.</p> <p>Identify issues regarding the expansion of forest management in Alberta.</p>

**COURSE FOR3010: ISSUES IN FORESTRY** (continued)

Concept	Specific Outcomes	Notes
Global Issues and Trends	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• compare issues involving Canada’s forests with similar issues in other parts of the world; e.g.:               <ul style="list-style-type: none"> <li>– land use</li> <li>– expansion of the forest industry</li> <li>– forest renewal processes</li> <li>– management of old-growth forests</li> <li>– climate change and forest ecosystems</li> <li>– extensive versus intensive management</li> </ul> </li> <li>• describe global impacts of the recreational and commercial use of forests; e.g.:               <ul style="list-style-type: none"> <li>– social and cultural</li> <li>– economic</li> <li>– environmental</li> </ul> </li> <li>• infer the long-range effects of the sustainable use of forests in Canada and other parts of the world.</li> </ul>	<p>Research a forest issue of significance in another country. Compare and contrast with the Canadian situation.</p>
Individual and Shared Actions	<ul style="list-style-type: none"> <li>• compare and contrast different philosophies, ethics and alternatives regarding the forest resource and how best to ensure its health and sustainability</li> <li>• describe the goals and objectives of one or more forest conservation or preservation groups</li> <li>• explain a global issue regarding the consumptive and/or non-consumptive use of forests; e.g.:               <ul style="list-style-type: none"> <li>– conduct research</li> <li>– develop a position</li> <li>– participate in debate</li> </ul> </li> <li>• identify a plan for the use of a forested region; e.g.:               <ul style="list-style-type: none"> <li>– conduct research</li> <li>– generate alternatives</li> <li>– agree to a plan that meets an acceptable level of needs</li> </ul> </li> <li>• initiate responsible and ethical actions in relation to the forest and its many resources; e.g.:               <ul style="list-style-type: none"> <li>– individual actions</li> <li>– shared actions</li> <li>– leadership roles.</li> </ul> </li> </ul>	<p>See <i>Alberta’s Focus on Forests</i>:</p> <ul style="list-style-type: none"> <li>• Activity 3.6–An Urban Wilderness at School</li> <li>• Activity 5.1–Forest Values</li> <li>• Activity 5.3–Forest Perspectives.</li> </ul> <p>Plan learning activities that emphasize and develop strategies for <u>empowerment</u>.</p>