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Lesson 1: The Physical Environment

LEARNING INTENTION:

Students will learn about how the physical environment can be harnessed as a resource for the nation.

SUCCESS CRITERIA:

Students will be able to identify how sustainable forestry management can help a community and nation prosper.

MATERIALS NEEDED:

- Reading Notes #1
- Student Worksheet #1, #2

PROCEDURE:

(This lesson should be completed in one period between 40-60 minutes long)

The teacher will call the class together and introduce the unit to the students.

The teacher will begin with an oral conversation about what are the best conditions to build a community.

The students will be allowed to talk to their peers and come up with a list of things people need to keep in mind when they build a community.

The teacher will restart the oral discussion and ask the students for ideas about what we can use in the community that is a natural resource and can provide money for us.

Hopefully during the discussion students will discuss and use local parks or provincial or national parks, or even the water ways as a physical feature that can be managed for our enrichment.

The teacher will hand out Reading Notes #1 and Student Worksheet #1.

The students will read about sustainable forestry management and how it can help a nation and region prosper.

The students will have the remainder of this period to work on the study notes and read about the physical environment.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via a school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

The teacher can extend this lesson by handing out Student Worksheet #2. The students will spend this time completing an assignment that is based on the idea of where to settle the planned community. Students will have a choice and have to explain why they chose the spot they did and what they would do with the physical environment obstacles.



Sustainable Forest Management in Canada

Canada's commitment to sustainable forest management ensures that the country's forests remain healthy now and for generations to come.

Sustainable forest management in Canada is supported by laws, regulations and policies; a rigorous forest management planning process; and a science-based approach to decision-making, assessment and planning. Independent third-party certification of sustainable forest practices in Canada's forests is further evidence of our success in meeting internationally accepted standards for sustainable forest management.



What is sustainable forest management?

Sustainable forest management is a way of using and caring for forests so as to maintain their environmental, social and economic values and benefits over time.

In Canada, sustainable forest management decisions and activities are based on scientific research, rigorous planning processes and public consultation. To uphold these decisions and activities, Canada has developed laws, regulations and policies to enforce sustainable management standards and practices across the country.

(<http://www.nrcan.gc.ca/forests/canada/sustainable-forest-management/13183>)

Why Canada is so committed to sustainably managed forests

Canada's federal, provincial and territorial governments have long recognized that forests and their many resources are essential in so many ways to the long-term well-being of Canada's environment, communities and economy.



Managing forests sustainably is therefore critical for Canada, not only to balance competing uses in the short term, but to ensure we can enjoy the benefits of the forests for generations to come. Managing our forests sustainably is also critical from a global perspective. Canada has 10% of the world's forests, which means that keeping them healthy contributes to global ecosystem health.

In 1992, Canada acted on these responsibilities when the Canadian Council of Forest Ministers and Canada's forest sector endorsed national adoption of sustainable forest management principles. Now, more than two decades later, Canada is a world leader in sustainable forest management, applying it across the country's publicly owned forests – meaning about 94% of all Canada's forest land.

This is an important commitment to provide assurance to the international marketplace that all forest products, including those from Canada, are sourced from forests that are managed sustainably.

Laws, regulations and policies back up Canada's commitment.

An extensive framework of federal, provincial and territorial laws, regulations and policies enforces and guides sustainable forest management practices in Canada. These are important tools given that 94% of the country's forests are on public land – that is owned and managed by the provincial, territorial and federal governments.

Laws and policies are made in an open and collaborative government process in Canada, with extensive public participation and consultation. Canadians expect to be involved in decision-making and to see a balance achieved among competing interests for forest resources and benefits.

Laws, regulations, policies and enforcement are in place to:

- set aside protected areas
- protect wildlife
- respect Aboriginal and treaty rights
- specify harvesting and regeneration practices
- prevent illegal logging in Canada and the import of illegal timber products into Canada



Forest management planning underpins sustainable forest management

Forest companies wanting to harvest on public lands must develop forest management plans that comply with forest laws and are consistent with sustainable forest management principles. Companies must also consult the public, industry and experts to ensure that the plans include steps to maintain ecosystem health and to create economic opportunities for communities.

A great strength of forest management planning, as a tool for achieving sustainability objectives, is that it can be adapted to respond to ever-evolving situations. Scientific advances, changing public expectations and new market circumstances constantly shape the alternatives considered and the decisions made. In this way, regulators and forest managers are able to apply adaptive forest management to both long-term planning and day-to-day decision-making activities.

[illegible]

Sustainable Forest Management in Canada

Instructions:

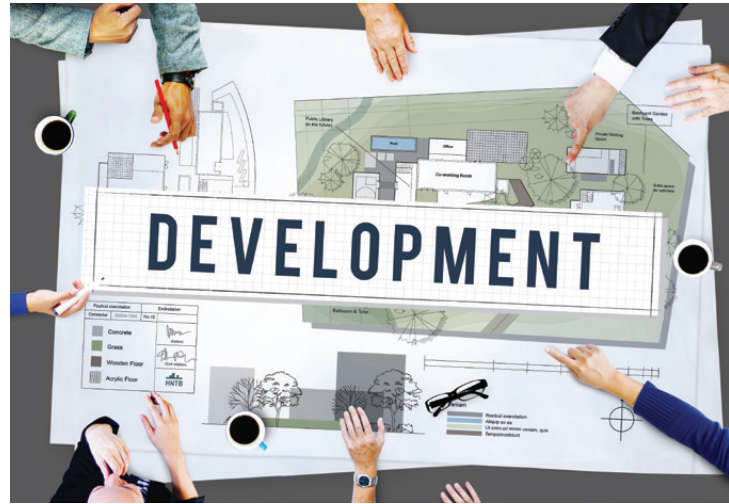
You have been given the awesome responsibility of starting the newest community in the world. The one problem is that the three sites that are best for settlement have physical barriers that either need to be overcome, or harnessed for the community.

Site #1: On the slope of a mountain

Site #2: Next to a volcano

Site #3: Next to a river.

Your job is to choose a site and then explain how your community would incorporate, or modify the existing physical feature for your community.



Name: _____

Final Mark: _____

1) Student has created a detailed plan that incorporates the physical feature into his/her planned community.

LEVEL : 1 2 3 4

2) Students plan is creative and unique, while being plausible.

LEVEL : 1 2 3 4

3) Student has made few to no spelling and grammar errors.

LEVEL : 1 2 3 4

Comments: _____

Global Settlement Patterns and Sustainability Curriculum Map

The activities in this curriculum have two intentions:

1. to teach concepts that relate to Global Settlement,
2. and also expose students to a variety of issues that affect the lives of many people around the world.

Students will have a chance to learn about settlement patterns, and how some countries are planning ahead to deal with climate change. Lessons will expose students to a variety of activities that relate to the curriculum expectations on Global Settlement. The Extras contain the unit test and other activities that the teacher may choose to use after all of the lessons are complete.

Meeting Your Student's Needs: Depending on the needs of the students in your class, the teacher may want to scan any Reading Notes into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible, in order to allow all students to be successful without modifying the text significantly.

Introduction:

- At A Glance – List of Learning Intentions
- Introduction
- Teacher Assessment Rubric
- Student Self-Assessment Rubric

Lessons Topics:

Lesson 1: The Physical Environment

- Students will learn about how the physical environment can play a role in the development of a community and how we can alter the physical environment to our needs.

Lesson 2: Environmental Consequences

- Focuses on how nations are planning to combat the issue of climate change. By looking at the country of Maldives, students will get a chance to see how low lying islands are trying to prevent their destruction from rising sea levels.

Lesson 3: The Community of the Future

- Allows the students to look at how communities were believed to be in the future, which is our modern day. Students will get a chance to look at how Walt Disney tried to plan a futuristic community with EPCOT in 1965.

Lesson 4: Fighting for the Land

- Looks at the issue of land claims with First Nation groups in Canada. Students will have the chance to learn about a complex issue that affects Canadians today, and is still unresolved.

Lesson 5: Human Settlement Patterns

- Allows the students to look at the settlement patterns of Canada and Japan. Students will have a chance to see the differences between the two nations and how and why the people of the countries chose to settle where they did.

Lesson 6: Human Settlement Building Cities Right

- Allows the students to learn about how people today are planning for the future, and how we can live in communities that do not cause destruction on the environment.

Unit Test and Answers