

DIVERSE PERSPECTIVES IN SUSTAINABLE SUSTAINABLE RESOURCE MANAGEMENT

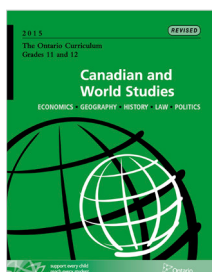


SUSTAINABLE
FORESTRY
INITIATIVE
SFI-00001



PLT is an initiative of SFI 

ONTARIO CURRICULUM ALIGNMENT



CANADIAN AND WORLD STUDIES

CGR4M: The Environment and Resource Management, Grade 12 course

(Page 230 of curriculum doc <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>)

OVERALL EXPECTATIONS:

- **C1.Policies and Strategies:** analyse the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources
- **C2.Development of Natural Resources:** analyse impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably
- **D3. Ecological Processes:** describe key ecological and biological processes, and explain how they are affected by human activities
- **E1.Developing Solutions:** assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally.
- **E2.Community Land Use and Infrastructure:** assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts.

CGR4E: Living in a Sustainable World, Grade 12 course

(Page 279 of curriculum doc <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>)

OVERALL EXPECTATIONS:

- **A2.Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset
- **B2.Human Impacts on Ecosystems:** explain how human settlement and activities alter ecosystems
- **C1. Strategies and Stewardship Initiatives:** assess the contributions of stewardship initiatives by groups and individuals to the sustainable use and management of natural resources, locally, nationally, and globally
- **C2.Resource Development and Impacts:** analyse impacts and issues related to the development and use of natural resources
- **D2. Impacts of Human Activities:** analyse impacts of human activities on ecological processes and on plant and animal species



ONTARIO CURRICULUM ALIGNMENT CONTINUED

CGW4U: World Issues: A Geographic Analysis,

Grade 12 course

(Page 271 of curriculum doc <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>)

OVERALL EXPECTATIONS:

- **Overall Expectation C1. Environmental Stewardship:** analyse the role of individuals, the local community, and governments in achieving sustainability, and assess opportunities for personal stewardship and involvement in sustainability initiatives.

CGD3M: Regional Geography, Grade 11 course

(Page 129 of curriculum doc <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>)

OVERALL EXPECTATIONS:

- **A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify careers in which a background in geography might be an asset
- **C1. Sustainability and Stewardship of Natural Resources:** analyse issues associated with sustainability and stewardship of natural resources
- **C3. Development Projects/Megaprojects:** analyse various issues associated with development projects, including, where applicable, megaprojects

CGC1D and CGC1P: Issues in Canadian

Geography, Grade 9 Academic and Applied Streams

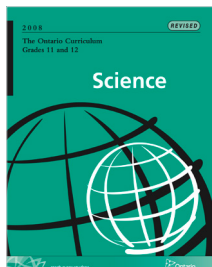
(Pages 69 & 87 curriculum doc <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf>)

OVERALL EXPECTATIONS:

- **A2. Developing Transferable Skills:** ...identify some careers in which a background in geography might be an asset
- **C1. The Sustainability of Resources:** analyse impacts of resource policy, resource management, and consumer choices on resource sustainability
- **C2. The Development of Resources:** analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective
- **C3. Industries and Economic Development:** assess the relative importance of different industrial sectors to the Canadian economy and Canada's place in the global economy, and analyse factors that influence the location of industries in these sectors
- **E1. The Sustainability of Human Systems:** analyse issues relating to the sustainability of human systems in Canada
- **E2. Impacts of Urban Growth:** analyse impacts of urban growth in Canada
- **E3. Characteristics of Land Use in Canada:** analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns



ONTARIO CURRICULUM ALIGNMENT CONTINUED



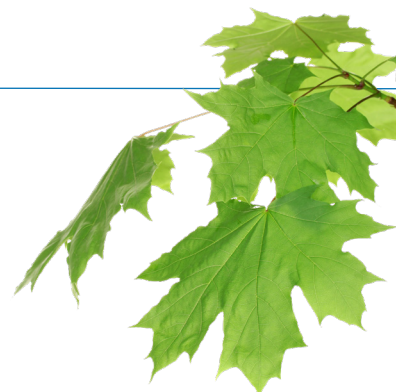
SCIENCE

SVN3M: Environmental Science, Grade 11 University/College Prep

(Page 150 of curriculum doc http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf)

OVERALL EXPECTATIONS:

- **A2.** identify and describe careers related to the fields of science under study, ...
- **B1.** analyse social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment;
- **B2.** investigate a range of perspectives that have contributed to scientific knowledge about the environment, and how scientific knowledge and procedures are applied to address contemporary environmental problems;
- **B3.** demonstrate an understanding of major contemporary environmental challenges and how we acquire knowledge about them.
- **D1.** evaluate the impact of agricultural and forestry practices on human health, the economy, and the environment;



SVN3E: Environmental Science, Workplace Preparation

(Page 166 of curriculum doc http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf)

OVERALL EXPECTATIONS:

- **A2.** identify and describe careers related to the fields of science under study...
- **B1.** analyse selected current environmental problems in terms of the role human activities have played in creating or perpetuating them, and propose possible solutions to one such problem;
- **B3.** demonstrate an understanding of some of the ways in which human activities affect the environment and how the impact of those activities is measured and monitored.
- **E1.** assess the environmental impact of the harvesting and/or extraction of resources, including ways of reducing this impact, and analyse threats to the sustainability of natural resources;
- **E2.** investigate methods scientists use to classify and monitor natural resources, and conduct investigations using those methods;
- **E3.** demonstrate an understanding of the sustainable use of resources and its relationship to the biodiversity and sustainability of ecosystems.



ONTARIO CURRICULUM ALIGNMENT CONTINUED

SNC1D and SNC1P: Science, Grade 9 Academic and Applied Streams

OVERALL EXPECTATIONS:

- **A2.** identify and describe a variety of careers related to the fields of science under study
- **B1.** assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts;
- **B2.** investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems;
- **B3.** demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.

