

SUSTAINABLE RESOURCES 11 and 12 (2008)

FINAL DRAFT

CURRICULUM CORRELATION FORM

Title: _____ Series Title: _____

Publisher: _____ Distributor: _____

Media: _____ Copyright Date: _____

**** Instructions:** Complete one form for each resource.
Indicate in the boxes below (✓) the degree of curriculum fit and provide specific unit, chapter, page reference, segment or section.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Print: Unit, Chapter or Page Reference DVD / VHS, etc.: Segment or Section
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Grade: 11

Agriculture

It is expected that students will:	none	slight	moderate	extensive	
• analyse the environmental, social, and economic significance of agriculture at the local, provincial, and global levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline components of agricultural systems and ways of enhancing agriculture production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess current practices related to sustainable management of agricultural resources in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate current practices related to the development of commercial agriculture products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• illustrate various roles of technology in agricultural practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse challenges and opportunities faced by agriculture industries in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fisheries

It is expected that students will:	none	slight	moderate	extensive	
• analyse the environmental, social, and economic significance of fisheries at the local, provincial, and global levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline the dynamics of ecosystems related to fisheries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess current practices related to management of sustainable fishery resources in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate current practices related to the development of fisheries products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• illustrate various roles of technology in fishery practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse challenges and opportunities faced by fishery industries in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Forestry

It is expected that students will:	none	slight	moderate	extensive	
• analyse the environmental, social, and economic significance of forestry and related industries at the local, provincial, and global levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sustainable Resources 11 and 12 (2008) Curriculum Correlation Form

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• outline the dynamics of forest ecosystems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess current practices related to the management of sustainable forest resources in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate current practices related to the development of commercial forest products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• illustrate various roles of technology in forest practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse challenges and opportunities faced by forest industries in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Mining

It is expected that students will:	none	slight	moderate	extensive	
• analyse the environmental, social, and economic impacts of acquiring mineral resources, and hydrocarbons from fossil fuels, at the local, provincial, and global levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe methods used for the exploration, extraction, and processing of hydrocarbon and mineral resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess current practices related to the sustainable management of hydrocarbon and mineral resources in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate current practices related to the development of hydrocarbon and mineral resource products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• illustrate various roles of technology in the exploration, extraction, and processing of hydrocarbon and mineral resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse challenges and opportunities facing hydrocarbon and mineral resource industries in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Energy

It is expected that students will:	none	slight	moderate	extensive	
• analyse the environmental, social, and economic significance of energy generation and use at the local, provincial, and global levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe the processes associated with the generation and use of energy resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate current practices related to the management of sustainable energy resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• illustrate various roles of technology in energy resource industries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse challenges and opportunities faced by energy industries in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Career Topics

It is expected that students will:	none	slight	moderate	extensive	
• research career and job opportunities in resource industries and related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade 12

Agriculture 12

Agricultural Elements

It is expected that students will:

none slight moderate extensive

• examine the importance of agricultural resources in the development of Canada with emphasis on British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the impact of agriculture on global development and international relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• critique current trends in societal expectations for agricultural commodities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• research career information and job opportunities in diverse agricultural enterprises and in related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Components of Sustainable Agricultural Systems

It is expected that students will:

none slight moderate extensive

• debate the concept of sustainability as it relates to agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate the components of an agricultural system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the impact of water management practices on the sustainable production of agricultural commodities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the use of current land and soil management practices on the sustainable production of agricultural commodities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• evaluate the roles of various forms of energy in agricultural production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the use of water, fertilizers, pesticides, and pharmaceuticals in agricultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate the role of climate in agricultural production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Agricultural Commodities

It is expected that students will:

none slight moderate extensive

• identify specific agricultural organisms and associated commodities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline the structures, roles, and physiological processes of various organisms used in agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the importance of animal care and management in agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the effect of agricultural practices and technology on the production of plants and animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Agricultural Supports and Challenges

It is expected that students will:

none slight moderate extensive

• assess the effects of policies and practices on agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse local practices related to agricultural production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine challenges related to the safe and efficient production, handling, and distribution of agricultural commodities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sustainable Resources 11 and 12 Curriculum Correlation Form

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• discuss environmental issues as they relate to agricultural practices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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Grade 12

Fisheries 12

Fishery Resources and Society

It is expected that students will:

none slight moderate extensive

• assess the importance of fisheries in British Columbia and Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the impact of fishing and ocean resources on global development and international relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine the relationship between fisheries and the development of British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• research career information and job opportunities in fisheries and related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Structure and Function of Aquatic Ecosystems

It is expected that students will:

none slight moderate extensive

• examine the biotic and abiotic components of a variety of aquatic ecosystems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate interactions found within aquatic ecosystems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sustainable Fishery Operation and Management

It is expected that students will:

none slight moderate extensive

• examine methods of assessing fishery stocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe harvesting methods associated with wild stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe methods used to produce cultured stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess management practices related to different fisheries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate technologies used in fisheries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fishery Products

It is expected that students will:

none slight moderate extensive

• examine the economic benefits derived from fishery products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe how a variety of fishery products are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate the local, provincial, national, and global marketplace for fishery products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate technology and research related to fishery products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Issues and Challenges Facing Sustainable Fisheries

It is expected that students will:

none slight moderate extensive

• determine environmental issues and challenges related to fisheries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline economic and political issues and challenges related to fisheries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<ul style="list-style-type: none"> analyse sustainability issues and challenges related to fisheries 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> assess issues and challenges related to aquaculture 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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Grade 12

Forestry 12

Forest Resources and Society

It is expected that students will:

none slight moderate extensive

• assess the importance of forest resources to British Columbia and Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• report on the distribution of different types of forests found in Canada, with emphasis on British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine management needs and practices related to forest resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse current forest management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Forest Ecology

It is expected that students will:

none slight moderate extensive

• examine the components of forest ecosystems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate the interactions found within a forest environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the impact of environmental components and changes on a forest ecosystem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the structure and growth of trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Forest Woodland Operations

It is expected that students will:

none slight moderate extensive

• examine the use of various mapping methods in forestry operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• apply measurement practices to collect data related to forests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate practices used in site layout and harvesting of forest resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate technology related to the harvesting, transportation, and processing of forestry resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the post-harvest practices of a managed forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine the tools and machinery used in support of safe forestry practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Forest Products

It is expected that students will:

none slight moderate extensive

• examine the economic benefits derived from forest products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate how a variety of forest products are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• explore the local, provincial, national, and global marketplace for forest products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate technology and research related to forest products development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Sustainable Forestry Opportunities and Challenges

It is expected that students will:

none slight moderate extensive

	none	slight	moderate	extensive	
• investigate career information and job opportunities in the forestry sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse current local and global issues in forest management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse safety practices related to the forest industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline the challenges impacting the health and sustainability of forest resources in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade 12

Mining 12

Hydrocarbon and Mineral Resources in British Columbia

It is expected that students will:

none slight moderate extensive

• examine the importance of hydrocarbon and mineral resources in British Columbia and Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the impact of hydrocarbon and mineral exploration and extraction on global development and international relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the development and growth of the Geological Survey of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine the relationship between resource exploration and the development of Canada with emphasis on British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the importance of hydrocarbon and mineral resources to Canada's position in world markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate career information and job opportunities in hydrocarbon and mineral resources and related industries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Geology and Exploration

It is expected that students will:

none slight moderate extensive

• investigate techniques used for hydrocarbon and mineral exploration in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• examine techniques used for hydrocarbon and mineral identification and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• outline the processes required to claim hydrocarbon and mineral rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess methods of regulating the environmental impact of hydrocarbon and mineral resource exploration, extraction, and processing in British Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• analyse the economic investment and costs needed for a hydrocarbon or mineral extraction project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Extraction and Processing

It is expected that students will:

none slight moderate extensive

• analyse processes related to planning and designing hydrocarbon or mineral extraction facilities and associated industrial sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• compare and contrast surface mining methods, including financial, environmental, and social risks and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• describe subsurface extraction methods for hydrocarbons and minerals, including associated costs, risks, and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• investigate methods of processing hydrocarbon and mineral resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sustainability and Environmental Issues

It is expected that students will:

none slight moderate extensive

• evaluate the environmental assessment processes conducted for proposed hydrocarbon and mineral extraction operations and associated processing plants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• evaluate the processes of site reclamation during and after hydrocarbon and mineral extraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• assess the future of hydrocarbon and mineral resource development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Mining Opportunities and Challenges

It is expected that students will:

none slight moderate extensive

<ul style="list-style-type: none"> • assess the development and use of new extraction and processing methods 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • analyse environmental impacts of various activities related to hydrocarbon and mineral resource extraction, processing, and use 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • investigate possible future activities in hydrocarbon and mineral extraction operations (e.g., seafloor, landfills, moon, asteroids) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	