



# Planning for a Sustainable Future Unit Plan



Day	Lesson	Expectations	Activities	Resources
1	Defining Sustainability	<ul style="list-style-type: none"> <li>– explain ways in which we can improve our protection of natural systems while continuing to meet human needs (e.g., through organic food production, wetland restoration);</li> <li>– evaluate the environmental implications of developments in selected areas of technology (e.g., renewable-energy technologies, biotechnology, forest-harvesting technologies);</li> </ul>	What is Sustainability?	
			Organic Food Production	
			Wetland Restoration	
			Renewable Energy	
	A Global Issue	<ul style="list-style-type: none"> <li>– explain the need for international cooperation in achieving the sustainable use of global resources.</li> <li>– explain how human activity in one place may cause changes to the environment in another place (e.g., the Chernobyl nuclear disaster, acid precipitation, atmospheric pollution);</li> <li>– evaluate the effectiveness of Canada’s participation in selected international organizations and agreements that deal with global environmental concerns;</li> </ul>	Here, There, & Everywhere	<i>Here, There, and Everywhere</i> (Beatles)
			What Does Canada Get?	Internet access
	Differing Viewpoints	<ul style="list-style-type: none"> <li>– identify ways in which the traditional ecological knowledge and related activities of indigenous peoples around the world affect the environment;</li> <li>– analyse and assess selected viewpoints regarding a sustainability or resource management issue.</li> <li>– explain the different points of view on an environmental or resource management issue that are, or might be, held by various stakeholders (e.g., individuals, developers, industrial firms, governments, special interest groups);</li> <li>– analyse a variety of media forms (e.g.,</li> </ul>	Perceptions of Nature	
			Traditional Ecological Knowledge	<i>Brother Bear</i>
			Population Control	
			Save or Pave?	

Day	Lesson	Expectations	Activities	Resources
		<p>political cartoons, government reports, advertisements, newspapers, periodicals, news reports) to identify biases with respect to environmental and resource management issues;</p> <p>– identify differences in the perceptions of nature and the views on environmental preservation of selected individuals and groups (e.g., indigenous people, corporations, government, recreationists);</p>		
	Achieving Sustainability	<p>– identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the environment and resource management.</p> <p>– develop possible solutions to problems or issues related to the environment or resource management (e.g., develop a plan to address a local environmental issue), using appropriate forecasting, decision-making, and/or problem-solving strategies;</p>	<p>EnviroCareers</p> <p>Greening the Community</p>	<p><i>EnviroCareers</i></p>
	Test			