



Oregon Forest Resources Institute

Grades K–2 Forest Connections: A Correlation of the Oregon Forest Literacy Plan with Other Educational Resources

The [Oregon Forest Literacy Plan](#) gives educators in our forest-rich state a strong foundation for incorporating forest and natural resources in their classrooms and programs, and provides a conceptual framework for teaching about Oregon’s forests. This correlation document helps them further by identifying connections between each of the Oregon Forest Literacy Plan’s 73 concepts and:

- [Oregon Environmental Literacy Plan](#) strands
- [Oregon Science Standards](#) performance expectations
- [Oregon Forest Resource Institute \(OFRI\)](#) materials
- [Project Learning Tree \(PLT\)](#) activities
- [Project WILD](#) activities

Forest Literacy in Grades K-2

Primary students are active explorers, and are naturally curious about their world. They learn best through direct discovery in hands-on experiences that engage the five senses. During the primary years, students develop the ability to approach the world logically, with an increasing capacity to use abstract reasoning. Students in urban and suburban areas may never have seen a forest firsthand, and may have preconceived notions about forests based on stories or movies.

Forest literacy activities at this level should aim to introduce students to trees and forests, focusing on:

- What is a forest?
- Who lives in forests?
- What can we do to help forests?

Giving students opportunities to be keen observers will provide them with a strong foundation for becoming both good scientists and critical thinkers. Simple investigations both inside and outside the classroom will help them learn to analyze results and apply their understanding to new situations. Collecting and categorizing natural objects, and other hands-on activities, will help acquaint them with the natural world in general — and with Oregon’s forests in particular.

For more information about forest literacy by grade level, see the Oregon Forest Literacy Plan, available at learnforests.org.

About the Resources

This document identifies connections between the Oregon Forest Literacy Plan concepts and the following resources for Grades K-2.

Oregon Environmental Literacy Plan – The goal of the [Oregon Environmental Literacy Plan](#) is to promote environmental literacy, which is defined in the plan as “an individual’s understanding, skills and motivation to make responsible decisions that consider his or her relationships to natural systems, communities and future generations.” The plan identifies five learning strands designed to support the cultivation of environmentally literate students and to integrate learning experiences inside and outside the classroom.

The following table outlines what environmentally literate students should know at each grade level. For more information about the Oregon Environmental Literacy Plan, see oelp.oregonstate.edu.

Grades K–2 Forest Connections

Grade Level Progression for Environmentally Literate K-12 Students		
Elementary	Middle School	High School
Know they have influence on their environment and community by the way that they care for themselves, others and places.	Are gaining a sense of self in their natural and human community, including their impact on others in those systems. Are able to discuss issues, take in multiple perspectives, back up personal opinions with evidence, and distinguish between opinion and fact.	Are inspired to be lifelong learners, stewards and enthusiasts of the natural world. Are prepared to make informed decisions that consider the economic, social and environmental impacts of issues using credible evidence.

Source: Standards Integration: A Framework for Incorporating NGSS, Social Sciences and Environmental Literacy into Classroom Curriculum. Oregon State University Extension Service.

Oregon Science Standards (PEs) – Oregon Science Standards identify expectations for what students should be able to do by the end of the year or grade band. Adapted from the Next Generation Science Standards (NGSS), these Performance Expectations (PEs) also incorporate three dimensions of science: disciplinary core ideas, science and engineering practices, and crosscutting concepts. For more information, see oregon.gov/ode.

OFRI Materials – A variety of publications and videos from OFRI help to strengthen forest literacy. They provide information and learning activities to support K-12 teachers and their students in learning about the environment. See learnforests.org to order or download these free materials.

PLT Activities – Relevant activities are identified from PLT’s *Explore Your Environment: K-8 Activity Guide* (EYE), *Trees & Me: Activities for Exploring Nature with Young Children* (T&M), the *Treemendous Science* e-unit (EU), and the older *PreK-8 Environmental Education Activity Guide* (PK8). Educators can receive these activity guides by participating in a PLT professional development event. For more details, contact the Oregon Natural Resources Education Program at 541-737-9121 or onrep@oregonstate.edu.

Project WILD Activities – Relevant activities are identified from the *Project WILD K-12 Curriculum and Activity Guide*. Educators can receive this guide by participating in a Project WILD workshop. For more details, contact the Oregon Natural Resources Education Program at 541-737-9121 or onrep@oregonstate.edu.

Grades K–2 Forest Connections

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Strands	Oregon Science Standards (PEs)	OFRI Materials*	PLT Activities**	Project WILD Activities***
1.A.1. A forest is an ecosystem dominated by trees, and includes a variety of other organisms .	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of live in different habitats.	More Than Trees Sounds of the Forest	EYE: Trees as Habitats PK8: 1: The Shape of Things 8: The Forest of S.T. Shrew 22: Trees as Habitat 49: Tropical Treehouse T&M: 1: The Shape of Things 10: Home Tweet Home EU: Treemendous Science!	
1.A.2. Different forest biomes exist around the world. Examples include tropical forests, temperate forests and boreal forests. Oregon is in the temperate forest biome.	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of live in different habitats.	Forest Essays, Grades 2-3	PK8: 68: Name That Tree 70: Soil Stories EU: Treemendous Science!	
1.A.3. Many different forest types exist within a biome, typically named by their dominant tree species. Common forest types in Oregon include spruce-hemlock, Douglas-fir, ponderosa pine, mixed conifer, and juniper.	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of live in different habitats.	Forest Essays, Grades 2-3	PK8: 68: Name That Tree 70: Soil Stories	
1.A.4. Woodlands, such as oak savannas, are areas with trees that are less dense than forests but function similarly.	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of live in different habitats.		PK8: 68: Name That Tree	
1.A.5. An urban forest is a type of forest that includes all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of live in different habitats.		EYE: Backyard Safari Tree Cookies We All Need Trees PK8: 30: Three Cheers for Trees 77: Trees in Trouble T&M: 11: Community Explorers	

* OFRI materials marked with a (v) are videos.

** Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE), *Trees & Me: Activities for Exploring Nature with Young Children* (T&M), *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8), and *Treemendous Science! E-Unit* (EU)

*** Activities are from *Project WILD K-12 Curriculum & Activity Guide*

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1.B.1. A tree is a woody perennial plant, usually more than 12 feet (4 meters) tall at maturity, with a single main stem and a more or less distinct crown of leaves or needles.	2) Physical, living and human systems			EYE: The Closer You Look Tree Cookies PK8: 62: To Be a Tree 64: Looking at Leaves 76: Tree Cookies	
1.B.2. Trees can be identified based on seeds, leaves, flowers, bark, shape and other parts. They are classified into genus, family and species groups.	1) Systems thinking	(Somewhat relevant) 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.		EYE; Bursting Buds Did You Notice? Have Seeds, Will Travel The Closer You Look PK8: 6: Picture This! (possibly) 16: Pass the Plants, Please 43: Have Seeds, Will Travel 61: The Closer You Look 62: To Be a Tree 64: Looking at Leaves 65: Bursting Buds 68: Name That Tree T&M: 3: Tree Textures 4: Follow Your Nose 7: Best Buds 9: Parts to Play EU: Treemendous Science!	
1.B.3. Trees are generally categorized as broadleaf (having broad, flat leaves and producing seeds in fruits, flower or nuts) or conifer (having needle-like or scale-like leaves and producing seeds in cones).	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.		EYE: Bursting Buds Have Seeds, Will Travel The Closer You Look PK8: 43: Have Seeds, Will Travel 61: The Closer You Look 62: To Be a Tree 64: Looking at Leaves 65: Bursting Buds 68: Name That Tree 3: Tree Textures	

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Grades K–2 Forest Connections

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				4: Follow Your Nose 7: Best Buds 9: Parts to Play EU: Treemendous Science!	
1.B.4. Trees have life stages that include seed germination, growth, maturity, reproduction, decline and death.	2) Physical, living and human systems		Forest Essays, Grades 2-3	EYE: A Tree's Life Bursting Buds Did You Notice? Tree Cookies PK8: 27: Every Tree for Itself 41: How Plants Grow 65: Bursting Buds 76: Tree Cookies 77: Trees in Trouble 79: Tree Lifecycle T&M: 5: Fall for Trees 6: Evergreens in Winter 7: Best Buds 8: My Tree and Me EU: Treemendous Science!	
1.B.5. As part of the forest ecosystem, trees have many roles (e.g., supplying oxygen, providing habitat and food, holding soil, moderating temperature, capturing and storing carbon, and cycling water and nutrients). They may have different roles at different life stages.	2) Physical, living and human systems		Forest Essays, Grades 2-3	EYE: A Tree's Life Here We Grow Again PK8: 2: Get in Touch with Trees 31: Plant a Tree 70: Soil Stories 79: Tree Lifecycle T&M: 3: Tree Textures EU: Treemendous Science!	What's That, Habitat?

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1.B.6. Trees have complex relationships with other organisms. They may compete or cooperate with each other and with other organisms for nutrients, sunlight, space and water.	2) Physical, living and human systems	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.		EYE: Here We Grow Again PK8: 41: How Plants Grow EU: Treemendous Science!	
1.B.7. Tree health is affected by many factors, including competition (for space, light, water and nutrients), climate, weather, natural and human-caused disturbances, pests and disease, as well as human interventions.	2) Physical, living and human systems	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.		EYE: Here We Grow Again PK8: 4: Sounds Around 36: Pollution Search 41: How Plants Grow 67: How Big Is Your Tree? 77: Trees in Trouble T&M: 8: My Tree and Me	Busy Bees, Busy Blooms
1.C.1. Forest ecosystems consist of different types of living organisms and nonliving components, both above and below ground, interacting within a given environment, space and time.	2) Physical, living and human systems	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Forest Essays, Grades 2-3 More Than Trees Sounds of the Forest	EYE: Backyard Safari Birds and Bugs Trees as Habitats PK8: 1: The Shape of Things 18: Tale of the Sun 22: Trees as Habitat 25: Birds and Worms 46: Schoolyard Safari 47: Are Vacant Lots Vacant? 48: Field, Forest, and Stream 70: Soil Stories 78: Signs of Fall T&M: 1: The Shape of Things 5: Fall for Trees Treemendous Science!	

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Grades K–2 Forest Connections

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1.C.2. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter. Energy and matter are transferred between producers, consumers and decomposers.	2) Physical, living and human systems		Forest Essays, Grades 2-3 More Than Trees	EYE: Adopt a Tree Tree Factory PK8: 16: Pass the Plants, Please 24: Nature's Recyclers 27: Every Tree for Itself 39: Energy Sleuths 48: Field, Forest, and Stream EU: Treemendous Science!	
1.C.3. Forest ecosystems are complex and dynamic, and continuously undergo change or adaptation, ranging from gradual change (e.g., succession and climate) to abrupt change (e.g., fire and disease).	2) Physical, living and human systems		Forest Essays, Grades 2-3	EYE: Birds and Bugs Peppermint Beetles PK8: 3: Peppermint Beetle 25: Birds and Worms 65: Bursting Buds 78: Signs of Fall 81: Living with Fire T&M: 5: Fall for Trees 7: Best Buds	
1.C.4. Disturbance events are a part of forest ecosystems. These events may be natural (e.g., wind and disease outbreaks), human-caused (e.g., harvesting timber and development) or a combination of both (e.g., fire). Disturbance events can change the makeup of the forest because different tree species respond differently to different types of events.	2) Physical, living and human systems 3) Interconnectedness of people and the environment			EYE: Tree Cookies PK8: 76: Tree Cookies 77: Trees in Trouble 81: Living with Fire EU: Treemendous Science!	
1.C.5. Wildfire plays major roles in Oregon's forest ecosystems, including opening the forest canopy to sunlight and creating new habitat. Many forest plants and trees have adapted to wildfire,	2) Physical, living and human systems 3) Interconnectedness of people and the environment				

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Grades K–2 Forest Connections

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and some species cannot survive without it.					
Theme 1, C.6. Forests are interconnected with other terrestrial ecosystems (e.g., grasslands, meadows and agricultural lands) and aquatic (e.g., estuaries, riparian areas and wetlands).	2) Physical, living and human systems				
1.C.7. Oregon's regions vary in soil types, elevation, topography, temperature, wind and rainfall patterns. These variations create the different forest types and species composition that, together with disturbance histories, contribute to the region's biodiversity.	2) Physical, living and human systems	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	Forest Essays, Grades 2-3	PK8: 20: Environmental Exchange Box 27: Every Tree for Itself EU: Treemendous Science!	
1.C.8. Climate change may affect Oregon's forest ecosystems in many ways, such as more frequent and intense fires, severe weather events, increased insect outbreaks, and changes in species composition.	2) Physical, living and human systems 3) Interconnectedness of people and the environment				
2.A.1. Forests improve air and water quality, and help stabilize soil.	2) Physical, living and human systems			EYE: Adopt a Tree PK8: 2: Get in Touch with Trees 4: Sounds Around EU: Treemendous Science!	
2.A.2. Forests provide habitat for fish and wildlife. Many species depend on forest habitats for their survival.	2) Physical, living and human systems	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. 2-LS4-1. Make observations of plants and animals to compare the	Forest Essays, Grades 2-3 More Than Tree Sounds of the Forest	EYE: Backyard Safari Trees as Habitats PK8: 1: The Shape of Things 8: The Forest of S.T. Shrew 22: Trees as Habitat 24: Nature's Recyclers	Graphananimal My Kingdom for a Shelter What's That, Habitat?

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Grades K–2 Forest Connections

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		diversity of life in different habitats.		46: Schoolyard Safari 49: Tropical Treehouse T&M: 1: The Shape of Things 10: Home Tweet Home EU: Treemendous Science!	
2.A.3. Forests sequester carbon from the atmosphere and are an essential component of the global carbon cycle.	2) Physical, living and human systems			EYE: We All Need Trees PK8: 13: We All Need Trees T&M: Three Cheers for Trees	
2.A.4. Forests help mitigate the effects of climate change by storing carbon and regulating air temperature and water flow.	2) Physical, living and human systems			EYE: We All Need Trees PK8: 13: We All Need Trees T&M: Three Cheers for Trees	
2.A.5. Oregon's forests are important ecological systems that are interconnected with other ecosystems.	2) Physical, living and human systems			EYE: Backyard Safari Did You Notice PK8: 95: Did You Notice?	
2.B.1. Forests provide multiple economic benefits, including jobs, a source of forest products and business opportunities (e.g., recreation and tourism).	3) Interconnectedness of people and the environment			EYE: Make Your Own Paper We All Need Trees PK8: 13: We All Need Trees 32: A Forest of Many Uses 39: Energy Sleuths 51: Make Your Own Paper T&M:	

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				Three Cheers for Trees	
2.B.2. Oregon's forest sector is one of the state's largest economic sectors. It provides living-wage employment that is important for all communities, particularly in rural areas of Oregon.	3) Interconnectedness of people and the environment			EYE: Make Your Own Paper PK8: 51: Make Your Own Paper	
2.B.3. Forests and forest products are important components of Oregon's green economy, which supports sustainable and efficient resource use. Forests are a renewable resource, and forest products store carbon and are also reusable and recyclable.	3) Interconnectedness of people and the environment		Forest Activity Sheet	EYE: Make Your Own Paper We All Need Trees PK8: 13: We All Need Trees 51: Make Your Own Paper	
2.B.4. Financial gains, economic benefits and returns on investment help incentivize forest landowners to keep their land as forestlands and prevent the loss of forests to other uses.	3) Interconnectedness of people and the environment				
2.B.5. Oregon's forest sector is innovative and changing, contributing to scientific research and new product development (e.g., mass timber, medical products and nanotechnology).	3) Interconnectedness of people and the environment				
2.C.1. Forests have been central to the region's history and are an integral part of Oregon as we know it today.	3) Interconnectedness of people and the environment				
2.C.2. Forests have always been – and continue to be – important to people who live on the land and within forest-dependent communities, including Indigenous peoples.	3) Interconnectedness of people and the environment				

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2.C.3. Forests provide many valuable benefits for Oregon communities, including clean water, fresh air, forest products, wildlife habitat and employment.	3) Interconnectedness of people and the environment				
2.C.4. Forests provide a variety of foods through hunting or foraging, including deer, elk, salmon, berries and nuts. These traditional forest foods are known as “first foods” by Indigenous people.	3) Interconnectedness of people and the environment				
2.C.5. Forests provide places for people to socialize, learn, recreate and enhance both physical and mental well-being.	3) Interconnectedness of people and the environment				
2.C.6. Forests have religious, spiritual and cultural significance for many groups and individuals.	3) Interconnectedness of people and the environment				
3.A.1. For thousands of years, all Oregon forests were Indigenous lands. Federal laws and policies led to the displacement of the Indigenous peoples from these lands.	3) Interconnectedness of people and the environment				
3.A.2. The history of forest ownership in Oregon shapes our forests and how they are managed.	3) Interconnectedness of people and the environment				
3.A.3. Today, the size and scale of forest ownership can vary from hundreds of thousands of acres in a national forest to an individual patch of trees in an urban forest.	2) Physical, living and human systems				
3.A.4. Oregon’s forests are managed under private (e.g., family and industrial), public (e.g., state and federal) and tribal ownership. Each type of ownership may have different management objectives and is subject to different laws and policies. Management objectives may even differ within classes of ownership.	3) Interconnectedness of people and the environment				

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3.A.5. Many forest landscapes are made up of a variety of ownerships, a mix of management objectives, and a blend of forest ecosystems.	3) Interconnectedness of people and the environment				
3.A.6. Oregon’s forestlands cross natural boundaries (e.g., watersheds) and human-designed boundaries (e.g., property lines), as do disturbances that affect the forest, such as fire.	3) Interconnectedness of people and the environment				
3.B.1. Forest management is a long-term process that can lead to changes in tree species composition, size and age, as well as in forest health and resilience.	3) Interconnectedness of people and the environment				
3.B.2. From time immemorial, Indigenous people of Oregon have used fire and other practices such as girdling trees and land clearing to manage the forest. Their traditional ecological knowledge of Oregon’s forests informs forest management practices that sustain forests.	3) Interconnectedness of people and the environment				
3.B.3. Forest management ranges from active management (e.g., planting, thinning, and harvesting) to passive management (e.g., reserves and wilderness areas) to grow, restore, maintain, conserve or alter forests.	3) Interconnectedness of people and the environment				
3.B.4. Forest management includes using natural processes and goal-oriented decisions and actions to achieve a variety of desired outcomes, including environmental (e.g., improving wildlife habitat and carbon sequestration), economic (e.g., timber production), and social (e.g., recreation) outcomes. Many of these outcomes are interrelated and can be managed for	3) Interconnectedness of people and the environment				Deer Dilemma Migration Barriers

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simultaneously, while others may be incompatible.					
3.B.5. In Oregon, forest management is regulated by both state and federal laws. Private and state forests must comply with the Oregon Forest Practices Act, which aims to sustain forest land for timber production and the other benefits forests provide, including clean water, stable soil and wildlife habitat.	3) Interconnectedness of people and the environment				
3.B.6. Many private landowners participate in third-party forest certification to demonstrate that their forests are managed sustainably and meet criteria for environmental, economic and social outcomes.	3) Interconnectedness of people and the environment				
3.B.7. As human populations and global demand for forest resources increase, forest management and advances in research and technological systems can help to ensure forest resources are maintained or improved to produce the desired values and products.	3) Interconnectedness of people and the environment				A Picture Is Worth a Thousand Words
3.C.1. A variety of individuals, companies, organizations, governments and agencies manage forests. Forest management decisions may involve some or all these working collaboratively to ensure mutually beneficial outcomes.	3) Interconnectedness of people and the environment				Deer Dilemma
3.C.2. Forest resource professionals aim to meet environmental, economic and social needs. They use scientific data and traditional ecological knowledge to inform their management decisions.	3) Interconnectedness of people and the environment				Deer Dilemma

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3.C.3. The type and intensity of forest management is dependent on the purposes for which the forest is managed, as well as forest type, ownership, size and location.	3) Interconnectedness of people and the environment				
3.C.4. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capacities of the forest site, laws and available management tools (e.g., planting, harvesting and using prescribed fire). The plans guide management decisions, and are often required for funding applications or documentation for forest certification.	3) Interconnectedness of people and the environment				
3.C.5. The public empowers governments to conserve, maintain and sustain forest resources by enacting laws, creating policies, establishing agencies, creating public lands, and providing management guidelines and continuing education for forest landowners.	3) Interconnectedness of people and the environment				Wild Bill's Fate
3.C.6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions for publicly owned forests. Collaboratives (partnerships among forest stakeholders) are increasingly used in making public land management decisions.	3) Interconnectedness of people and the environment				

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3.C.7. Sustainable forest management takes into account environmental, economic and social dimensions of sustainability. It includes maintaining forest health, productivity and diversity, and maintaining a forested land base for the needs of present and future generations.	3) Interconnectedness of people and the environment				Bird Song Survey A Picture Is Worth a Thousand Words
3.C.8. Forest management decisions that both respect Indigenous peoples' rights and incorporate their traditional ecological knowledge can help ensure a sustainable future for forests.	3) Interconnectedness of people and the environment				
3.C.9. Changing public demands and expectations for the forest, as well as unanticipated events, affect decisions about forest resource use. This requires sound management based on scientific research, economic analysis and public involvement.	3) Interconnectedness of people and the environment				Deer Dilemma Migration Barriers
3.C.10. Climate change is an increasing factor in forest management decisions. Some forest types and tree species are particularly vulnerable to changes in climate, and considerations include species to grow, harvest method to use, and spacing of trees and competing vegetation. Managing forests for increased carbon sequestration is also becoming more prevalent.	3) Interconnectedness of people and the environment				
3.D.1. People have differing perspectives on forests and forest management, which can be affected by cultural background and personal experiences, as well as by values, politics, science and economics. Their perspectives can change over time.	3) Interconnectedness of people and the environment				Back from the Brink Natural Dilemmas Wildlife and the Environment: Community Survey

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*** Activities are from *Project WILD K-12 Curriculum & Activity Guide*

Grades K–2 Forest Connections

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Strands	Oregon Science Standards (PEs)	OFRI Materials*	PLT Activities**	Project WILD Activities***
3.D.2. Forestry practices can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.	3) Interconnectedness of people and the environment				Deer Dilemma
3.D.3. Oregon has had a history of conflict over forest management issues. For example, conflicts have arisen over the preservation of ancient or old-growth forests, the protection of endangered species, and whether logging is appropriate on public lands.	3) Interconnectedness of people and the environment				
3.D.3. Current issues related to forest management include the effects of timber harvest, wildfire, climate change and land uses, as well as the perception of these effects.	3) Interconnectedness of people and the environment			PK8: 32: A Forest of Many Uses	
3.D.4. Making sure to involve multiple perspectives in decision-making, especially with regard to Oregon's public forest lands, can lead to more effective problem-solving and result in more sustainable outcomes.	4) Personal and civic responsibility				Back from the Brink Natural Dilemmas Wildlife and the Environment: Community Survey
4.A.1. People have a reciprocal and complex relationship with forests: We both affect and are affected by forests.	3) Interconnectedness of people and the environment				Deer Dilemma Here Today, Gone Tomorrow
4.A.2. Everyone should have the opportunity to identify and explore their personal and cultural relationships with forests, and to spend time in forests. Accommodations such as paved paths, multi-language signage, and proximity public transportation help to ensure access to forests for all.	4) Personal and civic responsibility			EYE: Adopt a Tree Backyard Safari The Closer You Look PK8: 18: Tale of the Sun 21: Adopt a Tree 30: Three Cheers for Trees 31: Plant a Tree 54: I'd Like to Visit a Place Where... 61: The Closer You Look T&M:	Learning to Look, Looking to See

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Grades K–2 Forest Connections

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				11: Community Explorers 12: Three Cheers for Trees EU: Treemendous Science!	
4.A.3. There are many ways individuals can deepen our relationship with forests in Oregon, including learning about forests, recreating in forests, volunteering for projects in and around forests, and recognizing the ways forests enhance our lives.	4) Personal and civic responsibility		Forest Essays, Grades 2-3	EYE: Adopt a Tree Backyard Safari Did You Notice The Closer You Look PK8: 31: Plant a Tree 54: I'd Like to Visit a Place Where... 89: Trees for Many Reasons	
4.A.4. We can look to forests to help us address some of the challenges our society faces, including climate change, biodiversity loss, wildfire and human health issues.	3) Interconnectedness of people and the environment				
4.B.1. Everyone has a responsibility to treat forests with respect, and to be a conscientious steward of forests and forest resources.	4) Personal and civic responsibility		Sounds of the Forest Forest Essays, Grades 2-3	EYE: Adopt a Tree Backyard Safari Did You Notice The Closer You Look PK8: 36: Pollution Search 87: Earth Manners 89: Trees for Many Reasons T&M: 11: Community Explorers	
4.B.2. Personal behaviors and actions directly impact the health and resiliency of our forests. Our consumer choices and investments, how we interact with the land (e.g., trails, campgrounds and forest habitat), how we use or conserve water, and how we use fire can either harm or help forests.	4) Personal and civic responsibility	K-ESS2-2. Construct an argument supported by evidence for how plant and animals (including humans) can change the environment to meet their needs. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air		EYE: Adopt a Tree PK8: 30: Three Cheers for Trees 36: Pollution Search 54: I'd Like to Visit a Place Where... 81: Living with Fire 87: Earth Manners	What You Wear is What They Were

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Grades K–2 Forest Connections

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		and/or living things in the local environment.		T&M: 12: Three Cheers for Trees	
4.B.3. As individuals or as members of groups, we influence laws and policies affecting Oregon's forests. Individuals can have their say by voting, working with community officials, joining organizations that advocate for forests and weighing in when public opinion is sought.	5) Investigate, plan and create a sustainable future				
4.B.4. By learning about the objectives for and perspectives on forest management at local, national and global levels, individuals can better engage in conversations and actions to sustain forests.	5) Investigate, plan and create a sustainable future				
4.B.5. We need a variety of professionals and skilled workers to sustain our forests, including foresters, scientists, engineers, lawyers, information technology professionals, land managers, investors, educators, communications specialists, fire fighters, loggers, tree planters, truck drivers, mechanics and wood products manufacturers. Resources are available to learn about these valuable and rewarding careers.	5) Investigate, plan and create a sustainable future				

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