

**Correlations to Oregon Department of Education Content Standards
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Correlation of Oregon Forest Literacy Concepts to Oregon Science Standards (2009)

Oregon Forest Literacy Concepts	Science Standards (by grade level)				
	K-1	2-3	4-5	6-8	9-12
Theme 1: What Is a Forest?					
A. Definition of a Forest					
1. Forests are ecosystems characterized by a dominance of tree cover and the presence of a wide variety of other organisms (i.e., other plants and animals).	K.1L.1 K.3S.2	2.1L.1	4.2L.1 5.2L.1	6.2L.2	
2. Forests are comprised of trees that differ in species, age and size and are affected by biotic factors (e.g., plants, animals and humans) and abiotic factors (e.g., soils, nutrients, moisture, sunlight and climate).	K.3S.1 K.3S.2 1.1L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2 7.2L.2	H.2L.2
B. Trees as Part of the Forest					
1. A tree is a perennial plant with a well-defined woody stem, crown and roots. Trees generally have one main stem and are more than 20 feet tall at maturity.	K.1L.1 K.3S.2 1.1L.1	2.1L.1	4.2L.1 5.1L.1 5.2L.1		
2. Trees compete with each other and other plants growing near them for nutrients, sunlight, space and water.	K.3S.1 K.3S.2 1.2L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2 7.2L.2	H.2L.1 H.2L.2
3. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.	K.3S.1 K.3S.2	2.1L.1	4.2L.1 5.2L.1	7.1L.1	H.2L.3
4. As part of the forest ecosystem, trees have various roles (e.g., providing habitat, holding soil, moderating temperature and cycling water and nutrients).	1.2L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2	H.2L.2
C. Forests As Ecosystems					
1. Forest ecosystems are comprised of biotic and abiotic factors interacting within a given environment, space and time.	K.3S.1 K.3S.2	2.1L.1	4.2L.1 5.2L.1	6.2L.2	H.2L.2
2. Forest ecosystems consist of different types of organisms (e.g., producers, consumers and decomposers) that interact with one another and their environment.	K.3S.1 K.3S.2 1.2L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2 7.2L.2	H.2L.2
3. Humans depend on and influence forest ecosystems and are themselves influenced by ecosystems.	1.2L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2 7.2E.1	H.2L.2 H.2E.4
4. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter.	1.2L.1	2.1L.1	4.2L.1 5.2L.1	6.2L.2 8.2P.2	H.2L.1 H.2L.2 H.2E.1
5. Forest ecosystems are complex, dynamic and continuously undergo change or adaptation, ranging		2.1L.1	4.2L.1 5.2L.1	6.2L.2 7.2E.2	H.2L.2

from gradual change (e.g., succession and climate) to abrupt change (e.g., wind, fire, insects, disease, landslides and logging).				8.2E.4	
6. Disturbance is a critical part of a forest ecosystem, leading to a forest's renewal and adding to forest diversity. Disturbance can be both natural (e.g., wind, landslides and volcanic) and human-caused (e.g., logging, road construction and development). ⁹			4.2L.1 5.2L.1	6.2L.2 7.2E.1 7.2E.2 8.2E.4	H.2L.2
7. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems.	1.1L.2	2.1L.1	4.2L.1 5.2L.1	6.2L.2	H.2L.2
8. Biodiversity varies by forest ecosystem, (e.g., biodiversity in older forests differs from that in younger forests). Biodiversity encompasses the variety and variability of all life on earth and includes three levels: ecosystem, species and genetic diversity.					H.2L.2
9. Oregon's regions vary in soil types, elevation, temperature, wind and rainfall patterns. These variations create the different forest types and residents (plants and animals) that, together with disturbance histories, contribute to that region's biodiversity.			5.2L.1 5.2E.1	6.2E.1	H.2L.2
D. Classification of Forests					
1. Different forest biomes exist around the world. Examples include tropical forests, temperate forests and boreal forests. Oregon is in the temperate forest biome.			4.2L.1 5.2L.1 5.2E.1	6.2E.1	H.2L.2
2. 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 Oak Woodland.			4.2L.1 5.2L.1		H.2L.2
Theme 2: Why Are Forests Important?					
A. Historical Importance					
1. In Oregon's development toward becoming a state, forests provided basic resources for Native Americans and settlers, jobs for a growing workforce, resources for building the nation and dollars for a new state economy.			4.1E.1	7.2E.1	H.2E.4
2. As demands on forests increased, scientific principles were needed to guide forest management that would conserve natural resources and improve society's use of forest lands.				7.2E.1	H.2E.4
3. Historical perspectives, which may include aesthetic, cultural, spiritual, economic and educational factors, aid our current understanding of Oregon's forests and inform future generations about their use.				7.2E.1	H.4D.6
B. Environmental Importance					
1. Oregon forests are important ecological systems,				6.2L.2	H.2L.2

interconnected, not only environmentally, but socially and economically with other systems. Changes in the conditions and uses of Oregon forests may affect the conditions and uses of forests worldwide.				7.2E.1 7.2E.2 7.2E.3 8.2E.4	H.2E.2
2. Forests affect air, water and soil quality.		2.1L.1	4.2L.1 4.1E.1 4.2E.1 5.2L.1		H.1E.2 H.2L.2 H.2E.2
3. Forests provide habitat for fish and wildlife.	K.1L.1 K.3S.1 K.3S.2 1.L2.1	2.1L.1	4.2L.1 5.2L.1		H.2L.2
4. Forests sequester carbon from the atmosphere.			4.2L.1 4.1E.1 5.2L.1		H.2L.2 H.2E.2
5. Forests provide the opportunity to study ecosystems, conservation and natural resource management.		2.3S.1 2.3S.2 2.3S.3 3.3S.3	4.2L.1 4.3S.3 5.2L.1 5.3S.2		H.2L.2 H.2E.4 H.3S.4 H.4D.6
C. Economic Importance					
1. Forest products come from a renewable resource. Most are reusable and recyclable. They store carbon and require less energy to produce than materials such as concrete and steel.			4.1E.1 5.2E.1	6.2L.2 7.2L.2 7.2E.1 7.2E.3	H.2L.1 H.2E.1
2. Forests provide multiple economic benefits, including jobs and commodities such as forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as climate change mitigation, clean water, recreation and tourism.			4.1E.1 4.2L.1	6.2L.2 7.2E.1 7.2E.3	H.2L.1 H.2L.2 H.2E.4
3. Forests provide income for local, state, national and international economies. Oregon's forest sector is one of the state's largest economic sectors.					H.2E.4
4. Economic returns to forest landowners are important in preventing the loss of forests to other land uses.					H.2E.4
D. Social Importance					
1. Forests influence the economic, social and cultural composition of both urban and rural communities.				7.2E.1	H.2E.4
2. Oregon's forests provide basic resources that people use every day.	K.1L.1 1.1P.1 1.1E.1	2.1L.1	4.1E.1	7.2E.3	H.2E.4
3. Individuals hold different values concerning forests and their use based on their experience and connection with the forest.					H.4D.6
Theme 3: How Do We Sustain Our Forests?					
A. Forest Ownership					
1. Oregon's forests are managed under private (e.g.,					

industrial, family forestlands and tribal) and public (e.g., city, county, state and national) ownership. Each may have different objectives for how they manage their forests.					
2. Forestlands cross natural boundaries such as watersheds and administrative boundaries such as city limits and private property lines.					
3. 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.					
4. Many forest landscapes are made up of a mix of ownerships, a variety of management objectives and a blend of forest ecosystems.					
B. Forest Management					
1. Forest management embodies both the use of natural processes and purposeful management activities to achieve desired forest outcomes, including reducing the impacts of destructive disturbances such as unwanted wildfire, insect and disease epidemics, storm damage or vandalism.					H.2E.4
2. Forest management ranges from active management to passive management, using silvicultural techniques (e.g., planting, thinning and harvesting) to grow, conserve or alter forests.					H.2E.4
3. Management can lead to changes in tree species composition, size and age, and health and resilience of forests, as can natural processes.					H.2E.4
4. Forests can be managed for a variety of ecological (e.g., water resources and wildlife), economic (e.g., forest products and recreation), and social (e.g., aesthetic appreciation, recreation and wilderness) outcomes. Many of these outcomes are interrelated and some can be managed for simultaneously.					H.2E.4 H.4D.6
C. Forest Management Decisions					
1. The public trust empowers governments to have a role in conserving, maintaining and sustaining forest resources by enacting laws, creating policies, establishing agencies, creating public lands and providing management guidelines for forest landowners (e.g. Oregon forest practices laws).					H.2E.4 H.4D.6
2. A variety of agencies, companies and individuals manage forests.					
3. Forest resource professionals aim to meet individual, societal and environmental needs.					H.2E.4
4. Government has a role to actively engage organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.					H.2E.4

5. The type and intensity of forest management is dependent on the purposes for which the forest is managed, forest type, ownership, size and location.					H.2E.4
6. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capabilities of the forest site, laws and tools available (e.g., planting, harvesting and using prescribed fire).					H.2E.4
7. Management decisions attempt to integrate the social, economic and ecological dimensions of sustainability.					H.2E.4
8. Sustainable management of forests includes maintaining forest health, productivity and diversity, and conserving a forested land base for the needs of present and future generations.					H.2E.4
D. Forest Management Issues					
1. Forest-related issues can be affected by politics, science, emotion, economics, values and perception.					H.2E.4 H.4D.6
2. Forest management can be controversial because of safety issues, aesthetic impact, differences between past and current practices and insufficient communication with the affected public or publics.					H.2E.4 H.4D.6
3. Issues can arise from forest management decisions including: effects of timber harvest; impacts on water quality, air quality and carbon sequestration; wilderness designation; recreational uses; erosion; salvage; livestock grazing; harvest methods; forest roads; forest taxation and many others.					H.2E.4 H.4D.6
Theme 4: What Is Your Responsibility to Oregon's Forests?					
A. Our Role in Sustaining Oregon Forests					
1. Science and technology are the basis of our understanding of forests.				8.4D.3	H.3S.4 H.4D.6
2. Human value systems drive our use of forest resources.					H.2E.4
3. Everyone has a responsibility to treat forests with respect and become a conscientious steward of Oregon's forests and forest resources.					
4. There are many opportunities for individuals to experience and connect with forests in Oregon.					
5. Ways that individuals play a part in sustaining our forests include volunteering for projects in and around forests, becoming informed and active voters, attending public meetings and making wise consumer choices.					
6. Managing for sustainable forests requires technical expertise, critical thinking, creative problem solving and citizen engagement.					H.4D.6
7. Forest research and management involves					

professionals and skilled workers with background and experience in many fields, including forestry, biology, fish and wildlife management, soil and water conservation, land management, political science, engineering, sociology, geography, information technology, environmental education, chemistry, natural resource law, economics, finance and communications.					
B. The Future of Our Forests					
1. Choices humans make regarding the use of renewable resources affect our ability to sustain forest ecosystems.					H.2E.4 H.4D.6
2. The role that forest lands play in meeting human needs will change over time.				8.2E.4	H.2E.4
3. 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.					H.2E.4 H.3S.4 H.4D.6
4. Changing demands and expectations of the forest, as well as unexpected events, will affect decisions about forest resource use. Sound management based on scientific research, economic analysis and public involvement will be required.					H.2E.4 H.3S.4 H.4D.6

Correlation of Oregon Science Standards (2009) to Oregon Forest Literacy Concepts

Science Standards	Oregon Forest Literacy Concepts			
	Theme 1	Theme 2	Theme 3	Theme 4
Kindergarten				
K.1L.1 Compare and contrast characteristics of plants and animals.	A.1 B.1	B.3 D.2		
K.3S.1 Explore questions about living and non-living things and events in the natural world.	A.2 B.2 B.3 C.1 C.2	B.3		
K.3S.2 Make observations about the natural world.	A.1 A.2 B.1 B.2 B.3 C.1 C.2	B.3		
Grade 1				
1.1.P.1 Compare and contrast physical properties and compositions of objects.		D.2		
1.1L.1 Compare and contrast characteristics among individuals within one plant or animal group.	A.2 B.1			
1.1E.1 Examine characteristics and physical properties of Earth materials.		D.3		
1.2L.1 Describe the basic needs of living things.	B.2 B.4 C.2 C.3 C.4	B.3		
Grade 2				
2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environment where they live.	A.1 A.2 B.1 B.2 B.3 B.4 C.1 C.2 C.3 C.4 C.5	B.2 B.3 D.2		

	C.7			
2.3S.1 Observe, measure, and record properties of objects and substances using simple tools to gather data and extend the senses.		B.5		
2.3S.2 Make predictions about living and non-living things and events in the environment based on observed patterns.		B.5		
2.3S.3 Make, describe, and compare observations, and organize recorded data.		B.5		
Grade 3				
3.3S.3 Explain why when a scientific investigation is repeated, similar results are expected.		B.5		
Grade 4				
4.1E.1 Identify properties, uses, and availability of Earth materials.		A.1 B.2 C.2 D.1		
4.2L.1 Describe the interactions of organisms and the environment where they live.	A.1 A.2 B.1 B.2 B.3 B.4 C.1 C.2 C.3 C.4 C.5 C.6 C.7 D.1 D.2	B.2 B.3 B.4 B.5 C.2		
4.2E.1 Compare and contrast the changes in the surface of Earth that are due to slow and rapid processes.		B.2 B.4 C.1		
4.3S.3 Explain that scientific claims about the natural world use evidence that can be confirmed and support a logical argument.		B.5		
Grade 5				
5.1L.1 Explain that organisms are composed of parts that function together to form a living system.	B.1			
5.2L.1 Explain the interdependence of plants, animals, and environment, and how adaptation influences survival.	A.1 A.2 B.1 B.2 B.3 B.4 C.1 C.2	B.2 B.3 B.4 B.5		

	C.3 C.4 C.5 C.6 C.7 C.9 D.1 D.2			
5.2E.1 Explain how the energy from the sun affects Earth's weather and climate.	C.9 D.1	C.1		
5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.		B.5		
Grade 6				
6.2L.2 Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.	A.1 A.2 B.2 B.4 C.1 C.2 C.3 C.4 C.5 C.6 C.7	B.1 C.1 C.2		
6.2E.1 Explain the water cycle and the relationship to landforms and weather.	C.9			
Grade 7				
7.2L.1 Compare and contrast sexual and asexual reproduction. Explain why reproduction is essential to the continuation of every species.	B.3			
7.2L.2 Explain the processes by which plants and animals obtain energy and materials for growth and metabolism.	A.2 B.2 C.2	C.1		
7.2E.1 Describe and evaluate the environmental and societal effects of obtaining, using, and managing waste of renewable and non-renewable resources.	C.3 C.5 C.6	A.1 A.2 A.3 B.1 C.1 C.2 D.1		
7.2E.2 Describe the composition of Earth's atmosphere, how it has changed over time, and implications for the future.	C.6	B.1		
7.2E.3 Evaluate natural processes and human activities that affect global environmental change and suggest and evaluate possible solutions to problems.		B.1 C.1 C.2		

		D.2		
Grade 8				
8.2P.2 Explain how energy is transferred, transformed, and conserved.	C.4			
8.2E.4 Analyze evidence for geologic, climatic, environmental, and life form changes over time.	C.5	B.1		B.2
8.4D.3 Explain how creating a new technology requires considering societal goals, costs, priorities, and trade-offs.				A.1
High School				
H.1E.2 Describe the structure, function, and composition of Earth's atmosphere, geosphere, and hydrosphere.		B.2		
H.2L.1 Explain how energy and chemical elements pass through systems. Describe how chemical elements are combined and recombined in different ways as they cycle through the various levels of organization in biological systems.	B.2 C.4	C.1 C.2		
H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems.	A.2 B.2 B.4 C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8 C.9 D.1 D.2	B.1 B.2 B.3 B.4 B.5 C.2		
H.2L.3 Describe how asexual and sexual reproduction affect genetic diversity.	B.3			
H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time.	C.4	C.1		
H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth.		B.1 B.2 B.4		
H.2E.4 Evaluate the impact of human activities on environmental quality and the sustainability of Earth systems.	C.3	A.1 A.2 B.5 C.2 C.3 C.4 D.1 D.2	B.1 B.2 B.3 B.4 C.1 C.3 C.4 C.5	B.1 B.2 B.3 B.4

			C.6 C.7 C.8 D.1 D.2 D.3	
H.3S.4 Identify examples from the history of science that illustrate modification of scientific knowledge in light of challenges to prevailing explanations.		B.5		A.1 B.3 B.4
H.4D.6 Evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how the results of their work impact human society and the environment.		A.3 B.5 D.3	B.4 C.1 D.1 D.2 D.3	A.1 A.6 B.1 B.3 B.4

Correlation of Oregon Forest Literacy Concepts to Oregon Social Science Standards (2001)

Oregon Forest Literacy Concepts	Social Science Standards (by grade level)				
	K-1	2-3	4-5	6-8	9-12
Theme 1: What Is a Forest?					
E. Definition of a Forest					
3. Forests are ecosystems characterized by a dominance of tree cover and the presence of a wide variety of other organisms (i.e., other plants and animals).	SS.03.GE.04	SS.03.GE.04			
4. Forests are comprised of trees that differ in species, age and size and are affected by biotic factors (e.g., plants, animals and humans) and abiotic factors (e.g., soils, nutrients, moisture, sunlight and climate).	SS.03.GE.04	SS.03.GE.04			
F. Trees as Part of the Forest					
5. A tree is a perennial plant with a well-defined woody stem, crown and roots. Trees generally have one main stem and are more than 20 feet tall at maturity.					
6. Trees compete with each other and other plants growing near them for nutrients, sunlight, space and water.					
7. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.					
8. As part of the forest ecosystem, trees have various roles (e.g., providing habitat, holding soil, moderating temperature and cycling water and nutrients).					
G. Forests As Ecosystems					
10. Forest ecosystems are comprised of biotic and abiotic factors interacting within a given environment, space and time.					
11. Forest ecosystems consist of different types of organisms (e.g., producers, consumers and decomposers) that interact with one another and their environment.					
12. Humans depend on and influence forest ecosystems and are themselves influenced by ecosystems.	SS.03.GE.05	SS.03.GE.05	SS.05.GE.07	SS.08.GE.07	SS.HS.GE.07
13. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter.					
14. Forest ecosystems are complex, dynamic and continuously undergo change or					

adaptation, ranging from gradual change (e.g., succession and climate) to abrupt change (e.g., wind, fire, insects, disease, landslides and logging).					
15. Disturbance is a critical part of a forest ecosystem, leading to a forest's renewal and adding to forest diversity. Disturbance can be both natural (e.g., wind, landslides and volcanic) and human-caused (e.g., logging, road construction and development). [©]			SS.05.GE.07	SS.08.GE.07	SS.HS.GE.07
16. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems.					
17. Biodiversity varies by forest ecosystem, (e.g., biodiversity in older forests differs from that in younger forests). Biodiversity encompasses the variety and variability of all life on earth and includes three levels: ecosystem, species and genetic diversity.					
18. Oregon's regions vary in soil types, elevation, temperature, wind and rainfall patterns. These variations create the different forest types and residents (plants and animals) that, together with disturbance histories, contribute to that region's biodiversity.		SS.03.GE.04	SS.05.GE.04 SS.05.GE. 04.01	SS.08.GE.04	SS.HS.GE.04
H. Classification of Forests					
3. Different forest biomes exist around the world. Examples include tropical forests, temperate forests and boreal forests. Oregon is in the temperate forest biome.		SS.03.GE.04	SS.05.GE.04 SS.05.GE. 04.01	SS.08.GE.04	SS.HS.GE.04
4. 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 Oak Woodland.					
Theme 2: Why Are Forests Important?					
E. Historical Importance					
4. In Oregon's development toward becoming a state, forests provided basic resources for Native Americans and settlers, jobs for a growing workforce, resources for building the nation and dollars for a new state economy.			SS.05.GE. 04.02 SS.05.HS.07	SS.08.GE.04 SS.08.HS.07	SS.HS.GE.04 SS.HS.HS.07
5. As demands on forests increased, scientific principles were needed to guide forest management that would conserve natural		SS.03.EC.01 SS.03.GE.05	SS.05.EC.01 SS.05.GE.07	SS.08.EC.01 SS.08.GE.07	SS.HS.HS.07

resources and improve society's use of forest lands.					
6. Historical perspectives, which may include aesthetic, cultural, spiritual, economic and educational factors, aid our current understanding of Oregon's forests and inform future generations about their use.			SS.05.HS.02	SS.08.HS.02	SS.HS.HS.02 SS.HS.HS.07
F. Environmental Importance					
6. Oregon forests are important ecological systems, interconnected, not only environmentally, but socially and economically with other systems. Changes in the conditions and uses of Oregon forests may affect the conditions and uses of forests worldwide.		SS.03.GE.05	SS.05.GE.07	SS.08.GE.07	SS.HS.GE.07
7. Forests affect air, water and soil quality.					
8. Forests provide habitat for fish and wildlife.					
9. Forests sequester carbon from the atmosphere.					
10. Forests provide the opportunity to study ecosystems, conservation and natural resource management.		SS.03.GE.05	SS.05.GE.07	SS.08.GE.07	SS.HS.GE.07
G. Economic Importance					
5. Forest products come from a renewable resource. Most are reusable and recyclable. They store carbon and require less energy to produce than materials such as concrete and steel.		SS.03.GE.05			SS.HS.GE.07
6. Forests provide multiple economic benefits, including jobs and commodities such as forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as climate change mitigation, clean water, recreation and tourism.		SS.03.EC.01	SS.05.EC.01	SS.08.EC.04	SS.HS.EC.04
7. Forests provide income for local, state, national and international economies. Oregon's forest sector is one of the state's largest economic sectors.				SS.08.EC.04	SS.HS.EC.04
8. Economic returns to forest landowners are important in preventing the loss of forests to other land uses.				SS.08.EC.01 SS.08.EC.04	SS.HS.EC.01 SS.HS.EC.04
H. Social Importance					
4. Forests influence the economic, social and cultural composition of both urban and rural communities.				SS.08.GE. 04.03 SS.08.GE.08	SS.HS.GE.07 SS.HS.GE.08
5. Oregon's forests provide basic resources that people use every day.	SS.03.GE.05	SS.03.GE.05	SS.05.GE.07	SS.08.GE.07	SS.HS.GE. 07.01

6. Individuals hold different values concerning forests and their use based on their experience and connection with the forest.					SS.HS.GE.04 SS.HS.HS.08
Theme 3: How Do We Sustain Our Forests?					
E. Forest Ownership					
5. Oregon’s forests are managed under private (e.g., industrial, family forestlands and tribal) and public (e.g., city, county, state and national) ownership. Each may have different objectives for how they manage their forests.				SS.08.GE.07	SS.HS.GE.07
6. Forestlands cross natural boundaries such as watersheds and administrative boundaries such as city limits and private property lines.				SS.08.GE.01	SS.HE.GE.01
7. 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.				SS.08.GE.01	SS.HS.GE.01
8. Many forest landscapes are made up of a mix of ownerships, a variety of management objectives and a blend of forest ecosystems.					SS.HS.GE.01
F. Forest Management					
5. Forest management embodies both the use of natural processes and purposeful management activities to achieve desired forest outcomes, including reducing the impacts of destructive disturbances such as unwanted wildfire, insect and disease epidemics, storm damage or vandalism.					SS.HS.GE.07
6. Forest management ranges from active management to passive management, using silvicultural techniques (e.g., planting, thinning and harvesting) to grow, conserve or alter forests.					SS.HS.GE.07
7. Management can lead to changes in tree species composition, size and age, and health and resilience of forests, as can natural processes.					SS.HS.GE.07
8. Forests can be managed for a variety of ecological (e.g., water resources and wildlife), economic (e.g., forest products and recreation), and social (e.g., aesthetic appreciation, recreation and wilderness) outcomes. Many of these outcomes are interrelated and some can be managed for					SS.HS.GE.02 SS.HS.GE.07

simultaneously.					
G. Forest Management Decisions					
9. The public trust empowers governments to have a role in conserving, maintaining and sustaining forest resources by enacting laws, creating policies, establishing agencies, creating public lands and providing management guidelines for forest landowners (e.g. Oregon forest practices laws).					SS.HS.CG.01
10. A variety of agencies, companies and individuals manage forests.					
11. Forest resource professionals aim to meet individual, societal and environmental needs.				SS.08.CG.06.01	SS.HS.CG.06
12. Government has a role to actively engage organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.				SS.08.CG.06	SS.HS.CG.06
13. The type and intensity of forest management is dependent on the purposes for which the forest is managed, forest type, ownership, size and location.				SS.08.GE.07	SS.HS.GE.07
14. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capabilities of the forest site, laws and tools available (e.g., planting, harvesting and using prescribed fire).				SS.08.GE.07	SS.HS.GE.07 SS.HS.GE.08
15. Management decisions attempt to integrate the social, economic and ecological dimensions of sustainability.				SS.08.EC.01 SS.08.GE.07	SS.HS.EC.02.02 SS.HS.GE.07
16. Sustainable management of forests includes maintaining forest health, productivity and diversity, and conserving a forested land base for the needs of present and future generations.					SS.HS.GE.07
H. Forest Management Issues					
4. Forest-related issues can be affected by politics, science, emotion, economics, values and perception.				SS.08.SA.01 SS.08.SA.03	SS.HS.SA.01 SS.HS.SA.03
5. Forest management can be controversial because of safety issues, aesthetic impact, differences between past and current practices and insufficient communication with the affected public or publics.				SS.08.SA.03	SS.HS.SA.04
6. Issues can arise from forest management decisions including: effects of timber				SS.08.SA.01	SS.HS.SA.01

harvest; impacts on water quality, air quality and carbon sequestration; wilderness designation; recreational uses; erosion; salvage; livestock grazing; harvest methods; forest roads; forest taxation and many others.					
Theme 4: What Is Your Responsibility to Oregon's Forests?					
C. Our Role in Sustaining Oregon Forests					
8. Science and technology are the basis of our understanding of forests.					
9. Human value systems drive our use of forest resources.		SS.03.SA.03	SS.05.SA.03	SS.08.SA.03	SS.HS.SA.04
10. Everyone has a responsibility to treat forests with respect and become a conscientious steward of Oregon's forests and forest resources.	SS.03.CG.03	SS.03.CG.03	SS.05.CG.05	SS.08.CG.05	SS.HS.CG.05
11. There are many opportunities for individuals to experience and connect with forests in Oregon.					
12. Ways that individuals play a part in sustaining our forests include volunteering for projects in and around forests, becoming informed and active voters, attending public meetings and making wise consumer choices.	SS.03.CG.03 SS.03.EC.01	SS.03.CG.03 SS.03.EC.01	SS.05.CG.05 SS.05.EC.01 SS.05.EC.02	SS.08.CG.05 SS.08.EC.02	SS.HS.CG.05 SS.HS.EC.02
13. Managing for sustainable forests requires technical expertise, critical thinking, creative problem solving and citizen engagement.				SS.08.SA.01	SS.HS.SA.01
14. Forest research and management involves professionals and skilled workers with background and experience in many fields, including forestry, biology, fish and wildlife management, soil and water conservation, land management, political science, engineering, sociology, geography, information technology, environmental education, chemistry, natural resource law, economics, finance and communications.					SS.HS.SA.01
D. The Future of Our Forests					
5. Choices humans make regarding the use of renewable resources affect our ability to sustain forest ecosystems.	SS.03.EC.01	SS.03.EC.01	SS.05.EC.01 SS.05.EC.02	SS.08.EC.01	SS.HS.EC.02
6. The role that forest lands play in meeting human needs will change over time.	SS.03.GE.05	SS.03.GE.05	SS.05.GE.07	SS.08.EC. 03.01 SS.08.GE.07	SS.HS.GE.07 SS.HS.GE.08
7. As human populations and global demand for forest resources increase, forest			SS.05.GE.06 SS.05.GE.	SS.08.EC.04 SS,08.GE.06	SS.HS.EC.03 SS.HS.GE.07

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.			06.01 SS.05.GE.07	SS.08.GE.07 SS.08.GE.08	SS.HS.GE.08
8. Changing demands and expectations of the forest, as well as unexpected events, will affect decisions about forest resource use. Sound management based on scientific research, economic analysis and public involvement will be required.				SS.08.SA.04	SS.HS.GE.08 SS.HS.SA.01 SS.HS.SA.04

Correlation of Oregon Social Science Standards (2001) to Oregon Forest Literacy Concepts

Social Science Standards	Oregon Forest Literacy Concepts			
	Theme 1	Theme 2	Theme 3	Theme 4
Benchmark 1 (Grade 3)				
SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation.				A.3 A.5
SS.03.EC.01 Understand that limited resources make economic choice necessary.		A.2 C.2		A.5 B.1 B.2
SS.03.GE.04 Identify physical characteristics of places and compare them.	A.1 A.2 C.9 D.1			
SS.03.GE.05 Understand how peoples' lives are affected by the physical environment.	C.3	A.2 B.1 B.5 C.1 D.1		
SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem.				A.2
Benchmark 2 (Grade 5)				
SS.05.CG.05 Understand how citizens can learn about public issues.				A.3 A.5
SS.05.EC.01 Understand that not all economic choices have costs and benefits, and compare option in terms of costs and benefits.		A.2 C.1		A.5 B.1
SS.05.EC.02 Identify and give examples of the concepts of "trade-off" and "opportunity costs."				A.5 B.1
SS.05.GE.04 Identify physical and human characteristics of regions in the United States and the process that have shaped them.	C.9 D.1			
SS.05.GE.04.01 Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.	C.9 D.1			
SS.05.GE.04.02 Identify the type of economic activity, population distribution, and cities found in regions of the United States.		A.1		
SS.05.GE.06 Identify and give examples of issues related to population increases and decreases.				B.3
SS.05.GE.06.01 Identify and give examples of positive and negative impacts of population increases and decreases.				B.3
SS.05.GE.07 Understand how physical environments are affected by human activities.	C.3 C.6	A.2 B.1 B.5 D.2		B.2 B.3

SS.05.HS.02 Identify cause and effect relationships in a sequence of events.		A.3		
SS.05.HS.07 Understand how individuals changed or significantly influenced the course of local history.		A.1		
SS.05.SA.03 Identify and study two or more points of view of an event, issue, or problem.				A.2
Benchmark 3 (Grade 8)				
SS.08.CG.05 Understand that citizens can make their voices heard in the political process.				A.3 A.5
SS.08.CG.06 Identify and give examples of how groups and organizations can influence the actions of government.			C.4	
SS.08.CG.06.01 Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.			C.3	
SS.08.EC.01 Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources).		A.2 C.4	C.7	B.1
SS.08.EC.02 Understand how trade-offs and opportunity costs can be identified and measured.				A.5
SS.08.EC.03.01 Understand how supply and demand respond predictably to changes in economic circumstances.				B.2
SS.08.EC.04 Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems.		C.2 C.3 C.4		
SS.08.GE.01 Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections.			A.2 A.3	
SS.08.GE.04 Identify and compare physical and human characteristics of major regions and significant places in the world.	C.9 D.1	A.1		B.3
SS.08.GE.04.03 Recognize relationships between the physical and cultural characteristics of a place or region.		D.1		
SS.08.GE.06 Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.				B.3
SS.08.GE.07 Understand how human modification of the physical environment in a place affects both that place and other places.	C.3 C.6	A.2 B.1 B.5 D.2	A.1 C.5 C.6 C.7	B.2 B.3
SS.08.GE.08 Understand how changes in a physical environment affect human activity.		D.1		B.3
SS.08.HS.02 Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.		A.3		
SS.08.HS.07 Understand how various groups of people were affected by events and developments in Oregon state history.		A.1		
SS.08.SA.01 Clarify key aspects of an event, issue, or problem through inquiry and research.			D.1 D.3	A.6

SS.08.SA.03 Examine a controversial event, issue, or problem from more than one perspective.			D.1 D.2	A.2
SS.08.SA.04 Examine the various characteristics, causes, and effects of an event, issue, or problem.				B.4
High School				
SS.HS.CG.01 Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.			C.1	
SS.HS.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.				A.3 A.5
SS.HS.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.			C.3 C.4	
SS.HS.EC.01 Understand how specialization and competition influence the allocation of resources.		C.4		
SS.HS.EC.02 Understand a cost-benefit analysis of economic choices.				A.5 B.1
SS.HS.EC.02.02 Understand how people make decisions by analyzing economic conditions and changes.			C.7	
SS.HS.EC.03 Understand how consumer demand and market price directly impact one another.				B.3
SS.HS.EC.04 Evaluate different economic systems, comparing advantages and disadvantages of each.		C.2 C.3 C.4		
SS.HS.GE.01 Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement.			A.2 A.3 A.4	
SS.HS.GE.02 Interpret and evaluate information using complex geographic representation.			B.4	
SS.HS.GE.04 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.	C.9 D.1	A.1 D.3		
SS.HS.GE.07 Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.	C.3 C.6	B.1 B.5 C.1 D.1	A.1 B.1 B.2 B.3 B.4 C.5 C.6 C.7 C.8	B.2 B.3
SS.HS.GE.07.01 Distinguish between renewable resources and nonrenewable resources and the global consequences of mismanagement.		D.2		
SS.HS.GE.08 Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.		D.1	C.6	B.2 B.3 B.4

SS.HS.HS.02 Compare and contrast institutions and ideas in history, noting cause and effect relationships.		A.3		
SS.HS.HS.07 Understand the causes, characteristics, and impact or political, economic, and social developments in Oregon state history.		A.1 A.2 A.3		
SS.HS.HS.08 Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.		D.3		
SS.HS.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.			D.1 D.3	A.6 A.7 B.4
SS.HS.SA.03 Understand what it means to be a critical consumer of information.			D.1	
SS.HS.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.			D.2	A.2 B.4