

Making Forest Connections – for Grades 6-8



Oregon Forest Resources Institute

Making Forest Connections: A Correlation of the Oregon Forest Literacy Plan with Other Educational Resources

For Grades 6-8

The [Oregon Environmental 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 62 concepts and:

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

Forest Literacy in Grades 6-8

Middle school students are gaining a deeper sense of themselves as members of communities – both human communities and natural communities. They are becoming aware of how people's actions impact others, and friends and relationships consume a lot of their thought and energy. Students this age understand that problems have multiple solutions, and are able to see different perspectives on an issue. They should also be able to back up personal opinions with evidence and to distinguish between opinion and fact.

Forest literacy activities at the middle school level may focus on:

- What social, economic and environmental benefits do forests provide?
- How do human activities affect forests?
- What can we do to protect Oregon's forests?

Forests can become a meaningful context for middle schoolers to design and conduct investigations, use evidence to analyze results, and examine issues from various perspectives. Activities such as these will help students gain a deeper appreciation of the interconnected relationships between people and the environment.

Making Forest Connections – for Grades 6-8

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 6-8.

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.

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

NGSS Performance Expectations – NGSS standards identify expectations for what students should be able to do by the end of the year or grade band. These performance expectations also incorporate three dimensions of science: disciplinary core ideas, science and engineering practices, and cross-cutting concepts. For more information, see www.nextgenscience.org.

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. To receive these materials, see learnforests.org.

PLT Conceptual Framework – This framework forms the basis of PLT’s curriculum materials and is arranged around five major themes: Patterns, Interrelationships, Systems, Structure and Scale, and Stability and Change. Each theme encompasses the topics of Environment, Economy, and Society, the three elements of sustainability. (Note that this correlation uses the 2015 revised version of the PLT Conceptual Framework.) For more information, see www.plt.org.

PLT Activities – Relevant activities are identified from PLT’s *PreK-8 Environmental Education Activity Guide* and from *Carbon & Climate*, an e-unit for Grades 6-8. Educators can receive these curriculum materials by participating in a PLT professional development program. For more details, contact the Oregon Natural Resource Education Program at 541-737-9121 or onrep@oregonstate.edu.

Project WILD Conceptual Framework – This framework serves as the conceptual basis for activities in the Project WILD activity guides. It is organized around three topics: Ecological Knowledge, Social and

Making Forest Connections – for Grades 6-8

Political Knowledge, and Sustaining Fish and Wildlife Resources. For more information, see www.projectwild.org.

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 Resource Education Program at 541-737-9121 or onrep@oregonstate.edu.

Acknowledgements

This correlation was supported by a Model Program Initiative grant from Project Learning Tree.

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 1, A.1. Forests are ecosystems characterized by a dominance of tree cover and the presence of a wide variety of other organisms (e.g., other plants and animals).	2) Physical, living and human systems		Into the Forest Forest Fact Break: Ecosystems (v)	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	10: Charting Diversity 22: Trees as Habitat 49: Tropical Treehouse		
Theme 1, A.2. Forests are comprised of trees that may 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).	2) Physical, living and human systems		Into the Forest	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features.	4: Sounds Around 12: Invasive Species 20: Environmental Exchange Box 23: The Fallen Log 29: Rain Reasons 41: How Plants Grow 48: Field, Forest, and Stream 49: Tropical Treehouse 67: How Big Is Your Tree? 68: Name That Tree 70: Soil Stories 78: Signs of Fall Carbon & Climate (E-Unit for Grades 6-8)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance.	Rainfall and the Forest
Theme 1, A.3. Urban forests include all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.	2) Physical, living and human systems		Forest Essays, Grade 6	4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	56: We Can Work It Out 77: Trees in Trouble		
Theme 1, B.1. A tree is a woody perennial plant usually 12 feet or more (4 meters or more) tall, with a single main stem and a more or less distinct crown of leaves or needles.	2) Physical, living and human systems		Forest Fact Sheet: Woody Biomass Into the Forest Forest Fact Break: Tree Biology (v) Forest Essays, Grades 7-12	1.0. Ecosystems, organisms, societies, cultures, and economies throughout the world exhibit many observable patterns.	21: Adopt a Tree 23: The Fallen Log 63: Tree Factory 64: Looking at Leaves 76: Tree Cookies		
Theme 1, B.2. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.	2) Physical, living and human systems		Forest Fact Break: Tree Biology Forest Essays, Grade 6 Forest Essays, Grades 7-12	5.1. Organisms change throughout their lifetimes. Species of organisms change over long periods of time.	23: The Fallen Log 27: Every Tree for Itself 41: How Plants Grow 65: Bursting Buds 66: Germinating Giants 76: Tree Cookies 77: Trees in Trouble 79: Tree Lifecycle	WP.I.B. All living things go through a series of orderly changes in life cycles. Some species have distinct changes; the young of other species resemble their parents.	Bearly Growing

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 1, B.3. As part of the forest ecosystem, trees have various roles (e.g., supplying oxygen, providing habitat, holding soil, moderating temperature, capturing and storing carbon, and cycling water and nutrients).	2) Physical, living and human systems		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Ecosystems (v) Forest Fact Break: Water (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Inquiry at Hinkle Creek (v) Into the Forest	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features. 1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	27: Every Tree for Itself 28: Air Plants 29: Rain Reasons 31: Plant a Tree 40: Then and Now 41: How Plants Grow 44: Water Wonders 45: Web of Life 63: Tree Factory 70: Soil Stories 79: Tree Lifecycle 88: Life on the Edge	HN.II.A.1. Habitat is composed of many integrated components including food, water, shelter or cover, space, and the suitable arrangement of these in relation to each other.	Which Niche?
Theme 1, B.4. Trees compete with each other and with other plants growing near them for nutrients, sunlight, space and water.	2) Physical, living and human systems	MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Forest Essays, Grades 7-12	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	27: Every Tree for Itself 40: Then and Now 41: How Plants Grow 88: Life on the Edge	ID.II.C.1.a. Competition is a major determinant of community structure.	
Theme 1, B.5. The health and wellness of trees in a forest ecosystem depend on and are affected by many factors.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Ecosystems (v) Forest Fact Break: Sustainability (v)	3.4. There are measurable indicators of environmental health in ecosystems. 3.6. The application of scientific knowledge and technological systems can have unintended effects on economic, social, and environmental well-being.	4: Sounds Around 26: Dynamic Duos 36: Pollution Search 41: How Plants Grow 50: 400-Acre Wood 67: How Big Is Your Tree? 77: Trees in Trouble	ID.II.A. All living things are affected by and interact with their environments.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 1, C.1. Forest ecosystems consist of different types of organisms (e.g. producers, consumers, and decomposers) and nonliving components (e.g. sunlight, soil, minerals, and water) interacting within a given environment, space and time.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Into the Forest Inquiry at Hinkle Creek (v)	2.1. Organisms are interdependent and depend on nonliving components of the Earth. 4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	11: Can It Be Real? 18: Tale of the Sun 21: Adopt a Tree 22: Trees as Habitat 23: The Fallen Log 26: Dynamic Duos 29: Rain Reasons 47: Are Vacant Lots Vacant? 48: Field, Forest, and Stream 70: Soil Stories 78: Signs of Fall Carbon & Climate (E-Unit for Grades 6-8)	ID.II.B.2.a. Either directly or indirectly, plants support nearly all forms of animal life, including humans.	
Theme 1, C.2. Humans depend on and influence forest ecosystems and are themselves influenced by forest ecosystems.	3) Interconnectedness of people and the environment		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Tree Biology (v) Forest Fact Sheet: Carbon & Climate Inquiry at Hinkle Creek (v) Into the Forest	4.3. When the Earth is studied as an interacting ecological system, every action, regardless of its scale, affects the biosphere in some way.	28: Air Plants 29: Rain Reasons 31: Plant a Tree 44: Water Wonders 45: Web of Life 63: Tree Factory 70: Soil Stories 79: Tree Lifecycle Carbon & Climate (E-Unit for Grades 6-8)	HN.1.B.1. The environment—created and shaped by natural forces or modified by humans—shapes life forms that occupy it.	
Theme 1, C.3. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter.	2) Physical, living and human systems	MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS2-3. Develop a model to describe the cycle of matter and flow of energy among living and non-living parts of an ecosystem.	Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Photosynthesis (v) Forest Fact Break: Water (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Forest Fact Sheet: Photosynthesis Inquiry at Hinkle Creek (v) Into the Forest Where's All the Carbon? (carbon cycle poster)	3.1. In biological systems, energy flows and materials continually cycle in predictable and measurable patterns.	16: Pass the Plants, Please 24: Nature's Recyclers 27: Every Tree for Itself 28: Air Plants 39: Energy Sleuths 42: Sunlight and Shades of Green 44: Water Wonders 45: Web of Life 48: Field, Forest, and Stream Carbon & Climate (E-Unit for Grades 6-8)	ID.II.B.1. Many interactions result in a flow of energy and matter throughout the system.	Owl Pellets Energy Pipeline

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 1, C.4. 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	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.	Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Fire (v) Forest Fact Sheet: Fire Inquiry at Hinkle Creek (v) Into the Forest	2.3. Organisms adapt to changes in the environment according to the genetic and behavioral capacity of their species. 3.2. Plant and animal populations exhibit interrelated cycles of growth and decline. 5.2. Healthy ecosystems are in a state of dynamic equilibrium, with steady inflows and outflows.	10: Charting Diversity 11: Can It Be Real? 12: Invasive Species 26: Dynamic Duos 45: Web of Life 65: Bursting Buds 78: Signs of Fall 80: Nothing Succeeds Like Succession 81: Living with Fire 84: The Global Climate 86: Our Changing World 88: Life on the Edge Carbon & Climate (E-Unit for Grades 6-8)	CA.1.A. Variation and change occur in all ecological systems. CA.1.B. Succession is an orderly, gradual, and continuous replacement of one natural community of life by another.	Time Lapse
Theme 1, C.5. Natural and human-caused disturbance events are a part of forest ecosystems. Examples of natural events are wind and volcanic activity, and examples of human-caused events are logging, road construction and development. Wildfire is a disturbance that can be both natural and human-caused.	2) Physical, living and human systems 3) Interconnectedness of people and the environment	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.	Forest Fact Sheet: Fire Forest Fact Break: Fire (v) Forest Fact Break: Fire Safety (v) Forest Essays, Grades 7-12	5.3. Ecosystems change over time through patterns of growth and succession. They are also affected by other phenomena, such as disease, insects, fire, weather, climate, and human intervention.	69: Forest for the Trees 76: Tree Cookies 77: Trees in Trouble 80: Nothing Succeeds Like Succession 81: Living with Fire 88: Life on the Edge Carbon & Climate (E-Unit for Grades 6-8)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance. CA.I.A. Variation and change occur in all ecological systems.	Move Over Rover Ecosystem Facelift Shrinking Habitat Smokey Bear Said What? Hazardous Links, Possible Solutions
Theme 1, C.6. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems, forming a larger system.	2) Physical, living and human systems		Inquiry at Hinkle Creek	1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities.	20: Environmental Exchange Box 44: Water Wonders 71: Watch on Wetlands 84: The Global Climate 86: Our Changing World Carbon & Climate (E-Unit for Grades 6-8)		
Theme 1, C.7. 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.	2) Physical, living and human systems		Forest Fact Break: Forest Types (v) Into the Forest Oregon's Forests (poster)	1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities. 2.4. Biodiversity results from the interaction of living and nonliving	10: Charting Diversity 20: Environmental Exchange Box 27: Every Tree for Itself 29: Rain Reasons 31: Plant a Tree Carbon & Climate (E-Unit for Grades 6-8)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance.	Rainfall and the Forest

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
				environmental components.			
Theme 1, D.1. Trees can be classified into genus, family and species groups based on their seeds, leaves, flowers and other tree parts.	1) Systems thinking		Into the Forest	4.1. Populations of organisms exhibit variations in size and structure as a result of adaptations to their habitats.	11: Can It Be Real? 12: Invasive Species 16: Pass the Plants, Please 43: Have Seeds, Will Travel 61: The Closer You Look 63: Tree Factory 64: Looking at Leaves 65: Bursting Buds 66: Germinating Giants 68: Name That Tree	WP.I.D. Animals can be classified according to life needs, behavior, and physical characteristics, including body appearance, movement, habitat type, and relationship to humans (wild/domesticated).	
Theme 1, D.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			1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities.	20: Environmental Exchange Box 29: Rain Reasons 49: Tropical Treehouse Carbon & Climate (E-Unit for Grades 6-8)		
Theme 1, D.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 hardwood.	2) Physical, living and human systems		Forest Fact Break: Forest Types (v) Into the Forest Oregon's Forests (poster)	4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	67: How Big Is Your Tree? 68: Name That Tree 70: Soil Stories Carbon & Climate (E-Unit for Grades 6-8)		
Theme 2, A.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.	3) Interconnectedness of people and the environment		Forest Essays, Grade 6 Forest Essays, Grades 7-12	2.10. The quantity and quality of resources and their use—or misuse—by humans affect the standard of living of societies and the well-being of individuals.	40: Then and Now 75: Tipi Talk 90: Native Ways 93: Paper Civilizations 94: By the Rivers of Babylon 95: Did You Notice?	CP.I.A. Human cultures and societies, past and present, affect and are affected by wildlife and its habitat.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 2, A.2. As multiple demands on forests increased, the practice of forest management evolved to conserve and preserve natural resources and to improve society's use of forestlands. It incorporated scientific principles and an understanding of competing interests.	3) Interconnectedness of people and the environment		Forest Essays, Grades 7-12	3.7. Sustainable technologies enable human and natural systems to maintain and extend the productivity of vital resources.	91: In the Good Old Days 93: Paper Civilizations	WM.II.A. Wildlife resources can be managed and conserved.	
Theme 2, A.3. Historical perspectives, which may include aesthetic, cultural, spiritual, economic and educational factors, form our understanding of forests and our personal connections to forests, and guide decisions to ensure forests for future generations.	3) Interconnectedness of people and the environment		Forest Essays, Grade 6 Forest Essays, Grades 7-12	1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.	40: Then and Now 80: Nothing Succeeds Like Succession 90: Native Ways 91: In the Good Old Days 92: A Look at Lifestyles 92: A Look at Lifestyles 93: Paper Civilizations 94: By the Rivers of Babylon 95: Did You Notice?	CP.I.B. B. Values, ethics, and historical traditions of cultures and societies are reflected in their treatment of wildlife and other resources.	Wildlife Bibliography Changing Societies
Theme 2, B.1. Forests affect air, water and soil quality.	2) Physical, living and human systems		Forest Fact Sheet: Drinking Water Into the Forest Forest Fact Break: Water (v) Inquiry at Hinkle Creek (v) Forest Essays, Grades 7-12	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features.	4: Sounds Around 28: Air Plants 29: Rain Reasons 44: Water Wonders	ID.I.A.2.b. The health and well-being of humans and wildlife depend on the quality of the natural environment.	Microtrek Treasure Hunt Eco-Enrichers
Theme 2, B.2. Forests provide habitat for fish and wildlife.	2) Physical, living and human systems		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Wildlife (v) Forest Fact Sheet: Wildlife Inquiry at Hinkle Creek (v) Into the Forest	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	22: Trees as Habitats 24: Nature's Recyclers 26: Dynamic Duos 45: Web of Life 48: Field, Forest, and Stream 49: Tropical Treehouse	HN.II.A.1. Habitat is composed of many integrated components including food, water, shelter or cover, space, and the suitable arrangement of these in relation to each other.	Habitat Lap Sit Who Fits Here? Microtrek Treasure Hunt
Theme 2, B.3. Forests provide the opportunity to study ecosystems, conservation and natural resource management.	1) Systems thinking	MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and	Forest Essays, Grade 6 Forest Essays, Grades 7-12 Inquiry at Hinkle Creek (v)	4.3. When the Earth is studied as an interacting ecological system, every action, regardless of its scale, affects the biosphere in some way.	47: Are Vacant Lots Vacant? 67: How Big Is Your Tree? 89: Trees for Many Reasons	HG.2.C. As human populations have grown and pressures on wildlife populations have increased, people have developed systems to	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
		<p>populations of organisms in an ecosystem.</p> <p>(Somewhat relevant) MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>				study wildlife and to regulate human impact on wildlife and habitats.	
Theme 2, B.4. Forests sequester carbon from the atmosphere and are an essential component of the global carbon cycle. Forest products made from wood also store carbon.	2) Physical, living and human systems	MS-LS2-3. Develop a model to describe the cycle of matter and flow of energy among living and non-living parts of an ecosystem.	Forest Fact Break: Carbon Capture (v) Forest Fact Sheet: Woody Biomass Forest Fact Sheet: Carbon & Climate Where's All the Carbon? (carbon cycle poster) Forest Essays, Grades 7-12 Into the Forest	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other. 5.2. Healthy ecosystems are in a state of dynamic equilibrium, with steady inflows and outflows.	13: We All Need Trees 84: The Global Climate Carbon & Climate (E-Unit for Grades 6-8)	ID.II.B.1.b. Material substances, such as water, nitrogen, carbon, and phosphorus, cycle through ecosystems.	
Theme 2, B.5. Oregon's forests are important ecological systems, interconnected with other systems not only environmentally, but socially and economically. Changes in the conditions and uses of Oregon's forests may affect the conditions and uses of forests worldwide.	2) Physical, living and human systems		Oregon Forest Facts & Figures	2.2. Altering the environment affects all life forms, including humans, and the interrelationships that link them.	29: Rain Reasons 86: Our Changing World 95: Did You Notice?	IT.I.B.1. Wildlife issues can affect global and international as well as national, regional, and local political activities—particularly regarding human harvesting practices, transmission of pollutants and their secondary impacts, migratory species, and aquatic habitats.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 2, C.1. Oregon's forests provide basic resources that people use every day.	3) Interconnectedness of people and the environment		Forest Fact Sheet: Forests Forest Essays, Grades 7-12 Into the Forest	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs.	13: We All Need Trees 82: Resource-Go-Round 91: In the Good Old Days 92: A Look at Lifestyles 93: Paper Civilizations 95: Did You Notice?	EC.I.A. Natural resources include water, air, minerals, soil, fossil fuels, and plant life, as well as aquatic and terrestrial wildlife.	
Theme 2, C.2. Individuals hold different values concerning forests and their use, based on their experience and connection with the forest.	3) Interconnectedness of people and the environment			1.7. Human societies have many similarities, as well as differences, in their relationship to the landscapes and climates in which they live.	17: People of the Forest 18: Tale of the Sun 19: Viewpoints on the Line 21: Adopt a Tree 59: Power of Print 90: Native Ways 91: In the Good Old Days	WM.II.C.1. Humans differ in how they value wildlife and its habitat, and the total demand on each may exceed the supply.	For Your Eyes Only Ethi-Reasoning
Theme 2, C.3. Forests influence the economic, social and cultural composition of both urban and rural communities.	3) Interconnectedness of people and the environment		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Oregon Forest Facts & Figures Into the Forest	1.9. A society's standard of living and individual well-being are dependent on environmental quality; the availability, utilization, and distribution of resources; the government; and the culture of its inhabitants.	16: Pass the Plants, Please 17: People of the Forest 55: Planning the Ideal Community 56: We Can Work It Out 92: A Look at Lifestyles	EC.I.B. The distribution and abundance of wildlife can affect the economy of an area.	
Theme 2, D.1. Forests provide multiple economic benefits, including jobs and forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as carbon storage, clean water, recreation and tourism.	3) Interconnectedness of people and the environment	MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Find Your Path Find Your Path videos (v) Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Forest Fact Sheet: Forests Inquiry at Hinkle Creek (v) Into the Forest	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 2.6. The management of natural resources provides employment opportunities for many people and communities.	13: We All Need Trees 15: A Few of My Favorite Things 32: A Forest of Many Uses 34: Who Works in this Forest? 39: Energy Sleuths 50: 400-Acre Wood 51: Make Your Own Paper 71: Watch on Wetlands 75: Tipi Talk 82: Resource-Go-Round 83: A Peek at Packaging Carbon & Climate (E-Unit for Grades 6-8)	EC.I.B.3. Human use of wildlife directly and indirectly creates job opportunities for people.	Wildwork

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 2, D.2. Forests provide income for local, state, national and international economies. Oregon’s forest sector is one of the state’s largest economic sectors and provides critical resources and products to the global marketplace, including softwood lumber, plywood, and engineered wood products.	3) Interconnectedness of people and the environment		Forest Essays, Grades 7-12 Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Oregon Forest Facts & Figures	3.5. Global and local economies are complex systems involving costs and benefits, labor markets, citizen rights, and resource distributions.	15: A Few of My Favorite Things 20: Environmental Exchange Box 51: Make Your Own Paper 75: Tipi Talk 82: Resource-Go-Round	EC.I.B. The distribution and abundance of wildlife can affect the economy of an area.	
Theme 2, D.3. Forest products are an important component of Oregon’s “green” economy. They come from a renewable resource and store carbon, and most are also reusable and recyclable.	3) Interconnectedness of people and the environment		Forest Fact Break: Carbon Capture (v) Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Oregon Forest Facts & Figures Where’s All the Carbon? (carbon cycle poster)	4.5. The structure and scale of an area’s natural resources shape the economy on which the society and its culture are based.	13: We All Need Trees 14: Renewable or Not? 15: A Few of My Favorite Things 51: Make Your Own Paper 82: Resource-Go-Round Carbon & Climate (E-Unit for Grades 6-8)	EC.I.A.2. Renewable natural resources, including wildlife, can replenish themselves independently or with human assistance.	
Theme 2, D.4. Economic returns to forest landowners are important in preventing the loss of forests to other non-forest land uses.	3) Interconnectedness of people and the environment			5.4. Economic stability is resilient to minor fluctuations in the production of goods and services.		HI.II.A.3.b. Community conservation practices, plus social, cultural, and economic values affect environmental programs and activities.	To Zone or Not to Zone Riparian Zone Changing the Land
Theme 3, A.1. 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		Forest Fact Sheet: Ownership Oregon Forest Facts & Figures	4.0. Environments (including both natural and human-built components), economies, and societal institutions vary in structure and scale.			
Theme 3, A.2. Oregon’s forests are managed under private (e.g., family and industrial) and public (e.g., state and federal) ownership. Each type of ownership may have different management objectives and may be subject to different laws and policies.	3) Interconnectedness of people and the environment		Forest Fact Sheet: Ownership Oregon Forest Facts & Figures	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 4.5. The structure and scale of an area’s natural resources shape the economy on which the society and its culture are based.	35: Loving It Too Much 69: Forest for the Trees	PL.I.B. In the United States, wildlife is considered to be a public resource. Ownership of land or water alone does not secure ownership of wildlife on that land or in that water as it does in some other countries.	History of Wildlife Management

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 3, A.3. Forestlands – as well as fire and other disturbances that affect them – cross natural boundaries, such as watersheds, and administrative boundaries, such as city limits and private property lines.	3) Interconnectedness of people and the environment		Forest Fact Break: Fire Safety (v) Inquiry at Hinkle Creek (v)	4.7. Human-built environments, if planned and constructed to be compatible with the environment in which they will be located, can conserve resources, enhance environmental quality, and promote the well-being of those who live within them.	81: Living with Fire	PL.II.B. Many wildlife species regularly move across national boundaries, necessitating the adoption of international agreements and the formation of international agencies and organizations to ensure protection and management of these species.	Smokey Bear Said What? Hazardous Links, Possible Solutions World Travelers
Theme 3, A.4. 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		Forest Fact Sheet: Ownership	1.3. Patterns of variation from region to region in the Earth’s atmosphere, water, soil, climate, and geology create a wide diversity of biological communities. 4.5. The structure and scale of an area’s natural resources shape the economy on which the society and its culture are based.	69: Forest for the Trees 71: Watch on Wetlands Carbon & Climate (E-Unit for Grades 6-8)	IT.II.B. Private landowners play an important role in sustaining and improving wildlife habitat.	
Theme 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		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Into the Forest Forest Fact Break: Forest Management (v)	5.3. Ecosystems change over time through patterns of growth and succession. They are also affected by other phenomena, such as disease, insects, fire, weather, climate, and human intervention.	80: Nothing Succeeds Like Succession Carbon & Climate (E-Unit for Grades 6-8)	WM.I.B. Wildlife management is the application of scientific knowledge and technical skills to the protection, preservation, conservation, limitation, or enhancement of wildlife and its habitat.	
Theme 3, B.2. Forest management ranges from active management (e.g., planting, thinning, and harvesting) to passive management (e.g., set-asides and wilderness areas) to grow, restore, maintain, conserve or alter forests.	3) Interconnectedness of people and the environment		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Clearcutting (v) Forest Fact Break: Forest Management (v) Forest Fact Break: Reforestation (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Reforestation	3.7. Sustainable technologies enable human and natural systems to maintain and extend the productivity of vital resources. 4.6. Conservation technologies, when appropriately applied to resource management or environmental protection, can support	31: Plant a Tree 50: 400-Acre Wood 69: Forest for the Trees	WM.I.C. Conservation is the use of natural resources in a way that assumes their continuing availability to future generations through the wise use or protection of natural resources.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
			Inquiry at Hinkle Creek (v) Into the Forest	environmental, societal, and economic sustainability.			
Theme 3, B.3. Forest management includes the use of natural processes and goal-oriented decisions and actions to achieve a variety of desired outcomes, including ecological (e.g., improving wildlife habitat), economic (e.g., timber production), and social (e.g., recreation) outcomes. Many of these outcomes are interrelated and can be managed for simultaneously, while others may be incompatible.	3) Interconnectedness of people and the environment	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.	Forest Fact Break: Forest Management (v)	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	32: A Forest of Many Uses 33: Forest Consequences 35: Loving It Too Much 50: 400-Acre Wood	WM.II.C.2. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	Checks and Balances
Theme 3, B.4. In Oregon, forest management in private and state forests is regulated by the Oregon Forest Practices Act, which aims to sustain forest land for timber production and the other benefits forests provide, including clean water, wildlife habitat, and recreation.	3) Interconnectedness of people and the environment		Forest Fact Break: Sustainability (v) Forest Fact Break: Water (v) Forest Fact Sheet: Drinking Water Forest Fact Sheet: Protection Laws Into the Forest Oregon Forest Facts & Figures	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.			
Theme 3, B.5. 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	3) Interconnectedness of people and the environment	MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources		2.8. International cooperation regarding sustainable resource management and environmental protection is beneficial to the well-being of humans and other life forms.	14: Renewable or Not? 15: A Few of My Favorite Things 93: Paper Civilizations 94: By the Rivers of Babylon	HG.II.C. As human populations have grown and pressures on wildlife populations have increased, people have developed systems to study wildlife and to regulate human impact on wildlife and habitats.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
or improved to produce the desired values and products.		impact Earth's systems.		5.6. Industries often respond to consumer demand for recyclable, recycled, or otherwise environmentally sustainable products.			
Theme 3, C.1. A variety of individuals, companies, organizations, and government agencies manage forests. Forest management decisions may involve some or all of these working collaboratively to ensure mutually beneficial outcomes.	3) Interconnectedness of people and the environment		Find Your Path Find Your Path videos (v)	1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.	17: People of the Forest 34: Who Works in this Forest?	WM.II.D. Philosophies and practices in wildlife management have been both supported and criticized by individuals, as well as by public and private organizations.	
Theme 3, C.2. Forest resource professionals aim to meet individual, societal and environmental needs.	3) Interconnectedness of people and the environment		Find Your Path	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.		WM.II.C.1. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	Checks and Balances
Theme 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		Into the Forest	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	32: A Forest of Many Uses 33: Forest Consequences		
Theme 3, C.4. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capabilities of the forest site, laws and available tools (e.g., planting, harvesting and using prescribed fire).	3) Interconnectedness of people and the environment		Forest Fact Break: Clearcutting (v) Forest Fact Break: Fire (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Fire Forest Fact Sheet: Protection Laws	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	31: Plant a Tree		Smokey Bear Said What?

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 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		Forest Fact Sheet: Protection Laws	3.10. In many societies, individuals and groups can work through governmental channels to influence the management of public and private resources.	35: Loving It Too Much 54: I'd Like to Visit a Place Where... 58: There Ought to Be a Law	PL.I.B.2. Primary responsibility for most wildlife conservation programs in the United States is delegated to governmental agencies.	History of Wildlife Management
Theme 3, C.6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.	3) Interconnectedness of people and the environment			4.9. The structure and scale of governments and other organizations in power, as well as their actions, influence the management of resources and affect environmental quality. 5.8. Stable governments change and evolve over time. Such changes affect the lives of their citizens, as well as resource management and environmental policies.	33: Forest Consequences 35: Loving It Too Much 57: Democracy in Action 58: There Ought to Be a Law		
Theme 3, C.7. Sustainable management of forests takes into account social, economic and ecological dimensions of sustainability. It includes maintaining forest health, productivity and diversity, and conserving a forested land base for the needs of present and future generations.	3) Interconnectedness of people and the environment	MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Forest Fact Break: Sustainability (v) Inquiry at Hinkle Creek (v)	1.6. Successful economic solutions are appropriate for the people involved, use resources sustainably, and preserve and enhance environmental quality. 3.5. Global and local economies are complex systems involving costs and benefits, labor markets, citizen rights, and resource distributions.	12: Invasive Species 50: 400-Acre Wood	WM.III.B. Wildlife management practices involve population and habitat inventory and monitoring, direct management of wildlife species through manipulation of populations, indirect management of wildlife species through protection and manipulation of habitat, and public regulation and education.	

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 3, C.8. Changing public demands and expectations for the forest, as well as unanticipated events, affect decisions about forest resource use. Sound management based on scientific research, economic analysis and public involvement is required.	3) Interconnectedness of people and the environment		Inquiry at Hinkle Creek (v)	1.5. Alternative approaches to economic issues may have different benefits and costs for different groups, for society as a whole, and for the environment.	32: A Forest of Many Uses 33: Forest Consequences 35: Loving It Too Much	WM.II.C.2. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	
Theme 3, D.1. People have differing perspectives about forest management, which can be affected by politics, science, economics, values, perception and experience.	3) Interconnectedness of people and the environment			2.11. Cultural and societal perspectives influence the attitudes, beliefs, and values that people hold toward resource management and environmental protection. 3.8. Most cultures have beliefs, values, and traditions that shape human interactions with the environment and its resources.	19: Viewpoints on the Line 32: A Forest of Many Uses 33: Forest Consequences 50: 400-Acre Wood 58: There Ought to Be a Law 59: Power of Print 60: Publicize It! 90: Native Ways 91: In the Good Old Days	IT.IV.B. Issues involving wildlife and its habitat are often products of cultural differences and priorities.	Changing Attitudes Pros and Cons: Consumptive and Nonconsumptive Uses of Wildlife
Theme 3, D.2. Forest management can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.	3) Interconnectedness of people and the environment			4.8. Cultural perspectives and the actions of individuals and groups affect the management of resources and environmental quality.	32: A Forest of Many Uses 33: Forest Consequences 50: 400-Acre Wood 59: Power of Print 60: Publicize It!	WM.II.D. Philosophies and practices in wildlife management have been both supported and criticized by individuals, as well as by public and private organizations.	
Theme 3, D.3. Issues related to forest management include the effects of timber harvest, carbon sequestration and climate change, forest land uses, wildfire, and others.	3) Interconnectedness of people and the environment		Forest Fact Break: Clearcutting (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Carbon & Climate	4.4. Economic issues involve short-term and long-term outcomes and positive and negative effects on the environment.	32: A Forest of Many Uses 81: Living with Fire 84: The Global Climate 86: Our Changing World 88: Life on the Edge Carbon & Climate (E-Unit for Grades 6-8)	IT.I.A. Current wildlife issues and trends are complex, involve alternatives, and affect the environment. CA.I.A. Variation and change occur in all ecological systems.	Riparian Zone Changing the Land

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 3, D.4. Involving multiple perspectives in decision-making, especially with regard to Oregon's public forests, can lead to more effective problem-solving and result in more sustainable outcomes for Oregon's forests.	4) Personal and civic responsibility	MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.		3.11. Effective decision-making involves a careful study of all sides of the issues, along with the ability to differentiate between honest, factually accurate information and propaganda.	33: Forest Consequences 35: Loving It Too Much 59: Power of Print 60: Publicize It!	IT.IV.B. Issues involving wildlife and its habitat are often products of cultural differences and priorities.	
Theme 4, A.1. Everyone should have the opportunity to identify and explore their personal connection with forests.	4) Personal and civic responsibility			1.10. Natural beauty, as experienced in forests and other habitats, enhances the quality of human life by providing artistic and spiritual inspiration, as well as recreational and intellectual opportunities.	2: Get in Touch with Trees 4: Sounds Around 5: Poet-Tree 18: Tale of the Sun 21: Adopt a Tree 31: Plant a Tree 54: I'd Like to Visit a Place Where... 61: The Closer You Look	AA.I.B. Citizens benefit from experiencing and enjoying their natural resources.	Animal Poetry Drawing on Nature
Theme 4, A.2. Resources we use and consume every day are connected to Oregon's forests.	4) Personal and civic responsibility		Forest Essays, Grade 6 Forest Essays, Grades 7-12	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs.	13: We All Need Trees 15: A Few of My Favorite Things 32: A Forest of Many Uses 37: Reduce, Reuse, Recycle 38: Every Drop Counts 92: A Look at Lifestyles		
Theme 4, A.3. There are many ways that individuals can connect with forests in Oregon, including hiking and picnicking in forests, volunteering for projects in and around forests, becoming informed and active voters, attending public meetings and making wise consumer choices.	4) Personal and civic responsibility		Forest Essays, Grade 6 Forest Essays, Grades 7-12	5.5. Consumers influence the marketplace with demands for goods and services. Such demands shift with time and may have positive or negative effects on societal and environmental sustainability.	54: I'd Like to Visit a Place Where... 83: A Peek at Packaging 89: Trees for Many Reasons 96: Improve Your Place		

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 4, B.1. Everyone has a responsibility to treat forests with respect and to become a conscientious steward of Oregon's forests and forest resources.	4) Personal and civic responsibility		Forest Essays, Grade 6 Forest Essays, Grades 7-12 Into the Forest	3.9. In many societies, citizens have a voice in shaping resource and environmental management policies. Individuals and societies share in the responsibility of sustaining resources and behaving in an environmentally responsible manner.	36: Pollution Search 37: Reduce, Reuse, Recycle 38: Every Drop Counts 57: Democracy in Action 89: Trees for Many Reasons 96: Improve Your Place Carbon & Climate (E-Unit for Grades 6-8)	RA.I.C. Communities can learn to live in a sustainable manner by understanding the effects of their actions on the long-term health of the environment.	Litter We Know Planning for People and Wildlife Improving Wildlife Habitat in the Community
Theme 4, B.2. Personal behaviors directly impact the health and resiliency of our forests. For example, the products we buy, how we treat trails and campgrounds, and how we hunt or use fire can either harm or help forests.	4) Personal and civic responsibility	MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Forest Essays, Grades 7-12 Into the Forest	2.5. All humans make individual and group decisions about the consumption of products, which affects the availability of renewable and nonrenewable natural resources. 5.9. Leisure and recreational pursuits can have positive and negative effects on the sustainability of forests and other resource-producing areas.	14: Renewable or Not? 15: A Few of My Favorite Things 31: Plant a Tree 35: Loving It Too Much 36: Pollution Search 54: I'd Like to Visit a Place Where... 81: Living with Fire 96: Improve Your Place Carbon & Climate (E-Unit for Grades 6-8)	RA.I.C.2. Private decisions that affect wildlife and the environment are made through personal judgments. Each person makes such decisions each day, including use of time and energy, consumer choices, and vocational and leisure time activities.	The Hunter Litter We Know Improving Wildlife Habitat in the Community
Theme 4, B.3. Choices we make regarding the use of forest resources affect our ability to sustain forest ecosystems into the future.	5) Investigate, plan and create a sustainable future	MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.		2.5. All humans make individual and group decisions about the consumption of products, which affects the availability of renewable and nonrenewable natural resources. 5.9. Leisure and recreational pursuits can have positive and negative effects on the sustainability of forests and other resource-producing areas.	14: Renewable or Not? 15: A Few of My Favorite Things 32: A Forest of Many Uses 37: Reduce, Reuse, Recycle 38: Every Drop Counts 51: Make Your Own Paper 82: Resource-Go-Round 83: A Peek at Packaging 96: Improve Your Place	RA.I.C.2. Private decisions that affect wildlife and the environment are made through personal judgments. Each person makes such decisions each day, including use of time and energy, consumer choices, and vocational and leisure time activities.	Litter We Know Planning for People and Wildlife Improving Wildlife Habitat in the Community

Making Forest Connections – for Grades 6-8

Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Plan Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 4, B.4. A variety of professionals and skilled trade workers are needed to sustain our forests, including foresters, biologists, soil scientists, engineers, lawyers, information technology professionals, land managers, investors, environmental educators, communications specialists, logging operators, mechanics, and wood products manufacturers.	5) Investigate, plan and create a sustainable future		Find Your Path Find Your Path videos (v) Forest Essays, Grade 6	2.6. The management of natural resources provides employment opportunities for many people and communities. 5.7. New technologies require implementation by a well-informed and highly skilled workforce.	34: Who Works in this Forest?		
Theme 4, B.5. As individuals or as members of groups, we can influence laws and policies about Oregon’s forests.	5) Investigate, plan and create a sustainable future			3.10. In many societies, individuals and groups can work through governmental channels to influence the management of public and private resources.	54: I'd Like to Visit a Place Where... 57: Democracy in Action 58: There Ought to Be a Law	RA.I.C.3. Citizens can become involved in the management of wildlife, habitat, and the environment by direct participation in the political process or through local, state, national, or international organizations.	Planning for People and Wildlife Improving Wildlife Habitat in the Community

* OFRI materials marked with a (v) are videos. Otherwise, they are publications.

** Unless otherwise indicated, PLT activities are from *Project Learning Tree PreK-8 Environmental Education Activity Guide*.

*** From *Project WILD K-12 Curriculum & Activity Guide*