



# Oregon Forest Resources Institute

## **Grades 6–8 Forest Connections: A Correlation of the Oregon Forest Literacy Plan with Other Educational Resources**

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

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

### **Forest Literacy in Grades 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.

For more information about forest literacy by grade level, see the Oregon Forest Literacy Plan, available at [learnforests.org](http://learnforests.org).

# Grades 6–8 Forest Connections

## 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](http://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

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

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

**PLT Activities** – Relevant activities are identified from PLT’s *Explore Your Environment: K-8 Activity Guide* (EYE), *Green Jobs: Exploring Forest Careers* (GJ), the *Carbon & Climate* e-unit (EU), and the older *PreK-8 Environmental Education Activity Guide* (PK8). Educators can receive these activity guides by participating in a PLT professional development event. For more details, contact the Oregon Natural Resources Education Program at 541-737-9121 or [onrep@oregonstate.edu](mailto:onrep@oregonstate.edu).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                    | Oregon Environmental Literacy Strands | Oregon Science Standards (PEs)                                                                                                              | OFRI Materials*                                                                                                                                    | PLT Activities**                                                                                                                                             | Project WILD Activities*** |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1.A.1. A forest is an ecosystem dominated by trees, and includes a variety of other organisms.                                                                                                                          | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Into the Forest<br>Forest Fact Break: Ecosystems (v)                                                                                               | EYE:<br>Field, Forest, and Stream<br><br>PK8:<br>10: Charting Diversity<br>22: Trees as Habitat<br>49: Tropical Treehouse                                    |                            |
| 1.A.2. Different forest biomes exist around the world. Examples include tropical forests, temperate forests and boreal forests. Oregon is in the temperate forest biome.                                                | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Forest Fact Break: Forest Types (v)                                                                                                                | EYE:<br>Field, Forest, and Stream<br><br>PK8:<br>20: Environmental Exchange Box<br>29: Rain Reasons<br>49: Tropical Treehouse<br><br>EU:<br>Carbon & Climate |                            |
| 1.A.3. Many different forest types exist within a biome, typically named by their dominant tree species. Common forest types in Oregon include spruce-hemlock, Douglas-fir, ponderosa pine, mixed conifer, and juniper. | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Forest Fact Break: Forest Types (v)<br>Into the Forest<br>Oregon's Forests (poster)                                                                | EYE:<br>Field, Forest, and Stream<br><br>PK8:<br>67: How Big Is Your Tree?<br>68: Name That Tree<br>70: Soil Stories<br><br>EU:<br>Carbon & Climate          |                            |
| 1.A.4. Woodlands, such as oak savannas, are areas with trees that are less dense than forests but function similarly.                                                                                                   | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Forest Fact Break: Forest Types (v)<br>Oregon's Forests (poster)                                                                                   | EYE:<br>Field, Forest, and Stream                                                                                                                            |                            |
| 1.A.5. An urban forest is a type of forest that includes all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.                                                    | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Forest Essays, Grade 6<br>Forest Essays, Grade 7-12                                                                                                | EYE:<br>Forest in the City<br><br>PK8:<br>56: We Can Work It Out<br>77: Trees in Trouble                                                                     |                            |
| 1.B.1. A tree is a woody perennial plant, usually more than 12 feet (4 meters) tall at maturity, with a single main stem and a more or                                                                                  | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | Forest Fact Sheet: Woody Biomass<br>Into the Forest<br>Investigate the Forest<br>Forest Fact Break: Tree Biology (v)<br>Forest Essays, Grades 7-12 | EYE:<br>Field, Forest, and Stream<br>Nature's Skyscrapers<br>Tree ID                                                                                         |                            |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                             | Oregon Environmental Literacy Strands | Oregon Science Standards (PEs)                                                                                                                                                                                                                                       | OFRI Materials*                                                                                            | PLT Activities**                                                                                                                                                                                                                                                                      | Project WILD Activities***      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| less distinct crown of leaves or needles.                                                                                                                                                                        |                                       |                                                                                                                                                                                                                                                                      |                                                                                                            | PK8:<br>21: Adopt a Tree<br>23: The Fallen Log<br>63: Tree Factory<br>64: Looking at Leaves<br>76: Tree Cookies                                                                                                                                                                       |                                 |
| 1.B.2. Trees can be identified based on seeds, leaves, flowers, bark, shape and other parts. They are classified into genus, family and species groups. .                                                        | 1) Systems thinking                   | MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. | Into the Forest<br>Investigate the Forest                                                                  | EYE;<br>Tree ID<br><br>PK8:<br>11: Can It Be Real?<br>12: Invasive Species<br>16: Pass the Plants, Please<br>43: Have Seeds, Will Travel<br>61: The Closer You Look<br>63: Tree Factory<br>64: Looking at Leaves<br>65: Bursting Buds<br>66: Germinating Giants<br>68: Name That Tree |                                 |
| 1.B.3. Trees are generally categorized as broadleaf (having broad, flat leaves and producing seeds in fruits, flower or nuts) or conifer (having needle-like or scale-like leaves and producing seeds in cones). | 2) Physical, living and human systems | MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. | Into the Forest<br>Investigate the Forest                                                                  | EYE;<br>Nature's Skyscrapers<br>Tree ID<br><br>PK8:<br>11: Can It Be Real?<br>43: Have Seeds, Will Travel<br>61: The Closer You Look<br>63: Tree Factory<br>64: Looking at Leaves<br>65: Bursting Buds<br>66: Germinating Giants<br>68: Name That Tree                                |                                 |
| 1.B.4. Trees have life stages that include seed germination, growth, maturity, reproduction, decline and death.                                                                                                  | 2) Physical, living and human systems | MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.                                                                                                                          | Forest Fact Break: Tree Biology<br>Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Into the Forest | EYE;<br>Trees in Trouble<br><br>PK8:<br>23: The Fallen Log<br>27: Every Tree for Itself<br>41: How Plants Grow<br>65: Bursting Buds<br>66: Germinating Giants<br>76: Tree Cookies                                                                                                     | Living Factors: How Many Bears? |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                             | Oregon Environmental Literacy Strands | Oregon Science Standards (PEs)                                                                                                                               | OFRI Materials*                                                                                                                                                                                                                                                                                                                                | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                                               | Project WILD Activities*** |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|                                                                                                                                                                                                                                                                                  |                                       |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                | 77: Trees in Trouble<br>79: Tree Lifecycle                                                                                                                                                                                                                                                                                                                                                                     |                            |
| 1.B.5. As part of the forest ecosystem, trees have many roles (e.g., supplying oxygen, providing habitat and food, holding soil, moderating temperature, capturing and storing carbon, and cycling water and nutrients). They may have different roles at different life stages. | 2) Physical, living and human systems |                                                                                                                                                              | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Carbon Capture (v)<br>Forest Fact Break: Ecosystems (v)<br>Forest Fact Break: Water (v)<br>Forest Fact Sheet: Carbon & Climate<br>Forest Fact Sheet: Drinking Water<br>Inquiry at Hinkle Creek (v)<br>Into the Forest<br>Investigate the Forest<br>Tree Carbon Tape | EYE;<br>Field, Forest, and Stream<br>If You Were the Boss<br>Soil Builders<br>The Global Climate<br><br>GJ;<br>2: If You Were the Boss<br>PK8:<br>27: Every Tree for Itself<br>28: Air Plants<br>29: Rain Reasons<br>31: Plant a Tree<br>40: Then and Now<br>41: How Plants Grow<br>44: Water Wonders<br>45: Web of Life<br>63: Tree Factory<br>70: Soil Stories<br>79: Tree Lifecycle<br>88: Life on the Edge | Which Niche?               |
| 1.B.6. Trees have complex relationships with other organisms. They may compete or cooperate with each other and with other organisms for nutrients, sunlight, space and water.                                                                                                   | 2) Physical, living and human systems | 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<br>Into the Forest<br>Investigate the Forest                                                                                                                                                                                                                                                                        | EYE;<br>Every Tree for Itself<br>Invasive Species<br><br>PK8:<br>27: Every Tree for Itself<br>40: Then and Now<br>41: How Plants Grow<br>88: Life on the Edge                                                                                                                                                                                                                                                  |                            |
| 1.B.7. Tree health is affected by many factors, including competition (for space, light, water and nutrients), climate, weather, natural and human-caused disturbances, pests and disease, as well as human interventions.                                                       | 2) Physical, living and human systems | MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations        | Forest Essays, Grades 7-12<br>Forest Fact Break: Ecosystems (v)<br>Forest Fact Break: Sustainability (v)                                                                                                                                                                                                                                       | EYE;<br>Every Tree for Itself<br>Invasive Species<br>Trees in Trouble<br><br>GJ:<br>3: Monitoring Forest Health<br>4: Seeking Sustainability                                                                                                                                                                                                                                                                   | Phenology at Play          |
| 1.C.1. Forest ecosystems consist of different types of living organisms and nonliving components, both                                                                                                                                                                           | 2) Physical, living and human systems | MS-LS2-3. Develop a model to describe the cycle of matter and                                                                                                | Forest Essays, Grades 7-12<br>Into the Forest<br>Inquiry at Hinkle Creek (v)                                                                                                                                                                                                                                                                   | EYE;<br>Every Tree for Itself<br>Field, Forest, and Stream                                                                                                                                                                                                                                                                                                                                                     |                            |

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## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                         | Oregon Environmental Literacy Strands | Oregon Science Standards (PEs)                                                                                                                                                                                                                                                                              | OFRI Materials*                                                                                                                                                                                                                                                                                                                                                                                                          | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                                                                                 | Project WILD Activities***      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| above and below ground, interacting within a given environment, space and time.                                                                                                                                              |                                       | flow of energy among living and non-living parts of an ecosystem.                                                                                                                                                                                                                                           | Investigate the Forest                                                                                                                                                                                                                                                                                                                                                                                                   | Invasive Species<br>Life on the Edge<br>Living with Fire<br>Nothing Succeeds Like Succession<br><br>PK8:<br>11: Can It Be Real?<br>18: Tale of the Sun<br>21: Adopt a Tree<br>22: Trees as Habitat<br>23: The Fallen Log<br>26: Dynamic Duos<br>29: Rain Reasons<br>47: Are Vacant Lots Vacant?<br>48: Field, Forest, and Stream<br>70: Soil Stories<br>78: Signs of Fall<br><br>EU:<br>Carbon & Climate                                         |                                 |
| 1.C.2. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter. Energy and matter are transferred between producers, consumers and decomposers. | 2) Physical, living and human systems | 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.<br><br>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<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Carbon Capture (v)<br>Forest Fact Break: Photosynthesis (v)<br>Forest Fact Break: Water (v)<br>Forest Fact Sheet: Carbon & Climate<br>Forest Fact Sheet: Drinking Water<br>Forest Fact Sheet: Photosynthesis Inquiry at Hinkle Creek (v)<br>Into the Forest<br>Investigate the Forest<br>Tree Carbon Tape<br>Where's All the Carbon? (poster) | EYE:<br>Every Tree for Itself<br>Field, Forest, and Stream<br>Invasive Species<br>Life on the Edge<br>Living with Fire<br>Nothing Succeeds Like Succession<br><br>PK8:<br>16: Pass the Plants, Please<br>24: Nature's Recyclers<br>27: Every Tree for Itself<br>28: Air Plants<br>39: Energy Sleuths<br>42: Sunlight and Shades of Green<br>44: Water Wonders<br>45: Web of Life<br>48: Field, Forest, and Stream<br><br>EU:<br>Carbon & Climate | Owl Pellets<br>Trophic Transfer |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                                                             | Oregon Environmental Literacy Strands                                                            | Oregon Science Standards (PEs)                                                                                                                         | OFRI Materials*                                                                                                                                                                                                | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Project WILD Activities***                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1.C.3. Forest ecosystems are complex and dynamic, and continuously undergo change or adaptation, ranging from gradual change (e.g., succession and climate) to abrupt change (e.g., fire and disease).                                                                                                                                                           | 2) Physical, living and human systems                                                            | 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<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Fire (v)<br>Forest Fact Sheet: Fire<br>Inquiry at Hinkle Creek (v)<br>Into the Forest<br>Investigate the Forest<br>Tree Carbon Tape | EYE:<br>Every Tree for Itself<br>Field, Forest, and Stream<br>Invasive Species<br>Life on the Edge<br>Living with Fire<br>Nothing Succeeds Like Succession<br><br>PK8:<br>10: Charting Diversity<br>11: Can It Be Real?<br>12: Invasive Species<br>26: Dynamic Duos<br>45: Web of Life<br>65: Bursting Buds<br>78: Signs of Fall<br>80: Nothing Succeeds Like Succession<br>81: Living with Fire<br>84: The Global Climate<br>86: Our Changing World<br>88: Life on the Edge<br><br>EU:<br>Carbon & Climate | Time Lapse                                                                         |
| 1.C.4. Disturbance events are a part of forest ecosystems. These events may be natural (e.g., wind and disease outbreaks), human-caused (e.g., harvesting timber and development) or a combination of both (e.g., fire). Disturbance events can change the makeup of the forest because different tree species respond differently to different types of events. | 2) Physical, living and human systems<br><br>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<br>Forest Fact Break: Fire (v)<br>Forest Fact Break: Fire Safety (v)<br>Forest Essays, Grades 7-12<br>Into the Forest<br>Investigate the Forest                                        | EYE:<br>Life on the Edge<br>Living with Fire<br>Nothing Succeeds Like Succession<br>The Global Climate<br><br>PK8:<br>69: Forest for the Trees<br>76: Tree Cookies<br>77: Trees in Trouble<br>80: Nothing Succeeds Like Succession<br>81: Living with Fire<br>88: Life on the Edge<br><br>EU:<br>Carbon & Climate                                                                                                                                                                                           | A Dire Diet<br>Changing the Land<br>Ecosystem Architects<br>Smokey Bear Said What? |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                       | Oregon Environmental Literacy Strands                                                        | Oregon Science Standards (PEs)                                                                                                                               | OFRI Materials*                                                                                                                                      | PLT Activities**                                                                                                                                                                                                                       | Project WILD Activities*** |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1.C.5. Wildfire plays major roles in Oregon's forest ecosystems, including opening the forest canopy to sunlight and creating new habitat. Many forest plants and trees have adapted to wildfire, and some species cannot survive without it.                              | 2) Physical, living and human systems<br>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<br>Forest Fact Break: Fire (v)<br>Forest Fact Break: Fire Safety (v)<br>Forest Essays, Grades 7-12<br>Investigate the Forest | EYE:<br>Living with Fire<br>Nothing Succeeds Like Succession<br>The Global Climate<br><br>PK8:<br>81: Living with Fire                                                                                                                 | Smokey Bear Said What?     |
| 1.C.6. Forests are interconnected with other terrestrial ecosystems (e.g., grasslands, meadows and agricultural lands) and aquatic (e.g., estuaries, riparian areas and wetlands).                                                                                         | 2) Physical, living and human systems                                                        | MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.                                        | Inquiry at Hinkle Creek                                                                                                                              | EYE:<br>The Global Climate<br><br>PK8:<br>20: Environmental Exchange Box<br>44: Water Wonders<br>71: Watch on Wetlands<br>84: The Global Climate<br>86: Our Changing World<br>EU:<br>Carbon & Climate                                  |                            |
| 1.C.7. Oregon's regions vary in soil types, elevation, topography, temperature, wind and rainfall patterns. These variations create the different forest types and species composition that, together with disturbance histories, contribute to the region's biodiversity. | 2) Physical, living and human systems                                                        | 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 Fact Break: Forest Types (v)<br>Into the Forest<br>Investigate the Forest<br>Oregon's Forests (poster)                                        | EYE:<br>Every Tree for Itself<br>Field, Forest, and Stream<br><br>PK8:<br>10: Charting Diversity<br>20: Environmental Exchange Box<br>27: Every Tree for Itself<br>29: Rain Reasons<br>31: Plant a Tree<br><br>EU:<br>Carbon & Climate | Raindrops and Ranges       |
| 1.C.8. Climate change may affect Oregon's forest ecosystems in many ways, such as more frequent and intense fires, severe weather events, increased insect outbreaks, and changes in species composition.                                                                  | 2) Physical, living and human systems<br>3) Interconnectedness of people and the environment |                                                                                                                                                              | Investigate the Forest                                                                                                                               | EYE:<br>The Global Climate<br><br>PK8:<br>84: The Global Climate<br>86: Our Changing World<br>Carbon & Climate                                                                                                                         |                            |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                        | Oregon Environmental Literacy Strands | Oregon Science Standards (PEs)                                                                                                  | OFRI Materials*                                                                                                                                                                                                           | PLT Activities**                                                                                                                                                                                                                      | Project WILD Activities***   |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 2.A.1. Forests improve air and water quality, and help stabilize soil.                                                      | 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 Sheet: Drinking Water<br>Forest Essays, Grades 7-12<br>Into the Forest<br>Forest Fact Break: Water (v)<br>Inquiry at Hinkle Creek (v)                                                                         | EYE:<br>Soil Builders<br>Water Wonders<br><br>PK8:<br>4: Sounds Around<br>28: Air Plants<br>29: Rain Reasons<br>44: Water Wonders                                                                                                     | Eco-Enrichers<br>HabiCache   |
| 2.A.2. Forests provide habitat for fish and wildlife. Many species depend on forest habitats for their survival.            | 2) Physical, living and human systems |                                                                                                                                 | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Wildlife (v)<br>Forest Fact Sheet: Wildlife<br>Inquiry at Hinkle Creek (v)<br>Into the Forest<br>Investigate the Forest<br>Life in the Forest  | EYE:<br>If You Were the Boss<br>Invasive Species<br>Life on the Edge<br><br>PK8:<br>22: Trees as Habitats<br>24: Nature's Recyclers<br>26: Dynamic Duos<br>45: Web of Life<br>48: Field, Forest, and Stream<br>49: Tropical Treehouse | HabiCache<br>Habitat Circles |
| 2.A.3. Forests sequester carbon from the atmosphere and are an essential component of the global carbon cycle.              | 2) Physical, living and human systems | 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)<br>Forest Fact Sheet: Woody Biomass<br>Forest Fact Sheet: Carbon & Climate<br>Where's All the Carbon? (poster)<br>Forest Essays, Grades 7-12<br>Into the Forest<br>Tree Carbon Tape | EYE:<br>The Global Climate<br><br>PK8:<br>13: We All Need Trees<br>84: The Global Climate<br><br>EU:<br>Carbon & Climate                                                                                                              |                              |
| 2.A.4. Forests help mitigate the effects of climate change by storing carbon and regulating air temperature and water flow. | 2) Physical, living and human systems | 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)<br>Forest Fact Sheet: Woody Biomass<br>Forest Fact Sheet: Carbon & Climate<br>Where's All the Carbon? (poster)<br>Forest Essays, Grades 7-12<br>Into the Forest<br>Tree Carbon Tape | EYE:<br>The Global Climate<br><br>PK8:<br>13: We All Need Trees<br>84: The Global Climate<br><br>EU;<br>Carbon & Climate                                                                                                              |                              |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                           | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                                                                                                                                                                       | OFRI Materials*                                                                                                                                                                                                                                                                                                                                                                                                                           | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                                                                                | Project WILD Activities*** |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 2.A.5. Oregon’s forests are important ecological systems that are interconnected with other ecosystems.                                                                                        | 2) Physical, living and human systems               | MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. | Into the Forest<br>Oregon Forest Facts & Figures                                                                                                                                                                                                                                                                                                                                                                                          | PK8:<br>29: Rain Reasons<br>86: Our Changing World<br>95: Did You Notice?                                                                                                                                                                                                                                                                                                                                                                       |                            |
| 2.B.1. Forests provide multiple economic benefits, including jobs, a source of forest products and business opportunities (e.g., recreation and tourism).                                      | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.                                                                                                                                                                   | Find Your Path<br>Find Your Path videos (v)<br>Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Carbon Capture (v)<br>Forest Fact Break: Green Building (v)<br>Forest Fact Break: Wood Products (v)<br>Forest Fact Sheet: Carbon & Climate<br>Forest Fact Sheet: Drinking Water<br>Forest Fact Sheet: Forests<br>Forest Team Go (v)<br>Inquiry at Hinkle Creek (v)<br>Into the Forest<br>Investigate the Forest | EYE;<br>Exploration Energy!<br>Global Goods<br>Plant a Tree<br>Renewable or Not?<br>What’s in a Label?<br><br>PK8:<br>13: We All Need Trees<br>15: A Few of My Favorite Things<br>32: A Forest of Many Uses<br>34: Who Works in this Forest?<br>39: Energy Sleuths<br>50: 400-Acre Wood<br>51: Make Your Own Paper<br>71: Watch on Wetlands<br>75: Tipi Talk<br>82: Resource-Go-Round<br>83: A Peek at Packaging<br><br>EU:<br>Carbon & Climate |                            |
| 2.B.2. Oregon’s forest sector is one of the state’s largest economic sectors. It provides living-wage employment that is important for all communities, particularly in rural areas of Oregon. | 3) Interconnectedness of people and the environment |                                                                                                                                                                                                                                                                      | Find Your Path<br>Find Your Path videos (v)<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Green Building (v)<br>Forest Fact Break: Wood Products (v)<br>Forest Team Go (v)<br>Into the Forest<br>Investigate the Forest<br>Oregon Forest Facts & Figures                                                                                                                                                                            | EYE;<br>Global Goods<br>What in a Label?<br><br>GJ:<br>1: Who Works in This Forest?<br>2: If You Were the Boss<br>4: Seeking Sustainability<br><br>PK8:<br>15: A Few of My Favorite Things<br>20: Environmental Exchange Box                                                                                                                                                                                                                    |                            |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                   | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                     | OFRI Materials*                                                                                                                                                                                                                                              | PLT Activities**                                                                                                                                                                                                                                                                                 | Project WILD Activities***                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                                                                                                                                                                                                                                        |                                                     |                                                                                                    |                                                                                                                                                                                                                                                              | 51: Make Your Own Paper<br>75: Tipi Talk<br>82: Resource-Go-Round                                                                                                                                                                                                                                |                                             |
| 2.B.3. Forests and forest products are important components of Oregon's green economy, which supports sustainable and efficient resource use. Forests are a renewable resource, and forest products store carbon and are also reusable and recyclable. | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Break: Carbon Capture (v)<br>Forest Fact Break: Green Building (v)<br>Forest Fact Break: Wood Products (v)<br>Into the Forest<br>Investigate the Forest<br>Oregon Forest Facts & Figures<br>Tree Carbon Tape<br>Where's All the Carbon? (poster) | EYE:<br>Global Goods<br>What in a Label?<br><br>PK8:<br>1: Who Works in This Forest?<br>13: We All Need Trees<br>14: Renewable or Not?<br>15: A Few of My Favorite Things<br>51: Make Your Own Paper<br>82: Resource-Go-Round<br><br>EU:<br>Carbon & Climate                                     |                                             |
| 2.B.4. Financial gains, economic benefits and returns on investment help incentivize forest landowners to keep their land as forestlands and prevent the loss of forests to other uses.                                                                | 3) Interconnectedness of people and the environment |                                                                                                    |                                                                                                                                                                                                                                                              | EYE;<br>Decisions, Decisions<br>What's in a Label?<br>If You Were the Boss<br><br>GJ:<br>2: If You Were the Boss                                                                                                                                                                                 | Changing the Land<br>To Zone or Not to Zone |
| 2.B.5. Oregon's forest sector is innovative and changing, contributing to scientific research and new product development (e.g., mass timber, medical products and nanotechnology).                                                                    | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Green Building (v)<br>Forest Fact Break: Wood Products (v)<br>Into the Forest<br>Oregon Forest Facts & Figures                                                                                                                            | EYE:<br>Exploration Energy!<br>Reduce, Reuse, Recycle<br>Renewable or Not?<br>What's in a Label?<br><br>GJ:<br>1: Who Works in This Forest?<br><br>PK8:<br>13: We All Need Trees<br>14: Renewable or Not?<br>15: A Few of My Favorite Things<br>51: Make Your Own Paper<br>82: Resource-Go-Round |                                             |
| 2.C.1. Forests have been central to the region's history and are an integral part of Oregon as we know it today.                                                                                                                                       | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12                                                                                                                                                                                                         | PK8:<br>40: Then and Now<br>75: Tipi Talk<br>90: Native Ways                                                                                                                                                                                                                                     |                                             |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                  | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                             | OFRI Materials*                                                                                                                      | PLT Activities**                                                                                                                                                                                                                                                          | Project WILD Activities***                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                                                                                                                                                                                                       |                                                     |                                                                                                                            |                                                                                                                                      | 93: Paper Civilizations<br>94: By the Rivers of Babylon<br>95: Did You Notice?                                                                                                                                                                                            |                                              |
| 2.C.2. Forests have always been – and continue to be – important to people who live on the land and within forest-dependent communities, including Indigenous peoples.                                | 3) Interconnectedness of people and the environment | 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                                                                                                           | PK8:<br>17: People of the Forest<br>40: Then and Now<br>75: Tipi Talk<br>90: Native Ways<br>93: Paper Civilizations<br>94: By the Rivers of Babylon<br>95: Did You Notice?                                                                                                | Let's Talk Turkey                            |
| 2.C.3. Forests provide many valuable benefits for Oregon communities, including clean water, fresh air, forest products, wildlife habitat and employment.                                             | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Find Your Path<br>Find Your Path videos (v)<br>Forest Team Go (v)<br>Into the Forest<br>Investigate the Forest<br>Life in the Forest | GJ:<br>3: Monitoring Forest Health<br>4: Seeking Sustainability                                                                                                                                                                                                           |                                              |
| 2.C.4. Forests provide a variety of foods through hunting or foraging, including deer, elk, salmon, berries and nuts. These traditional forest foods are known as “first foods” by Indigenous people. | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Investigate the Forest<br>Life in the Forest                                                                                         | EYE:<br>If You Were the Boss<br><br>PK8:<br>17: People of the Forest<br><br>GJ:<br>2: If You Were the Boss                                                                                                                                                                | Let's Talk Turkey                            |
| 2.C.5. Forests provide places for people to socialize, learn, recreate and enhance both physical and mental well-being.                                                                               | 3) Interconnectedness of people and the environment |                                                                                                                            |                                                                                                                                      | EYE:<br>Forest in the City<br>Get Outside!<br>Poet-Tree<br><br>PK8:<br>2: Get in Touch with Trees<br>4: Sounds Around<br>5: Poet-Tree<br>18: Tale of the Sun<br>21: Adopt a Tree<br>31: Plant a Tree<br>54: I'd Like to Visit a Place Where...<br>61: The Closer You Look | Animal Poetry<br>Nature in Art<br>Wild Words |

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

\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                      | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                             | OFRI Materials*                                               | PLT Activities**                                                                                                                                                                                                              | Project WILD Activities***                   |
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| 2.C.6. Forests have religious, spiritual and cultural significance for many groups and individuals.                                                                                                                                                                                                                       | 3) Interconnectedness of people and the environment |                                                                                                                            | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12          | PK8:<br>40: Then and Now<br>80: Nothing Succeeds Like Succession<br>90: Native Ways<br>91: In the Good Old Days<br>92: A Look at Lifestyles<br>93: Paper Civilizations<br>94: By the Rivers of Babylon<br>95: Did You Notice? | Animal Poetry<br>Nature in Art<br>Wild Words |
| 3.A.1. For thousands of years, all Oregon forests were Indigenous lands. Federal laws and policies led to the displacement of the Indigenous peoples from these lands.                                                                                                                                                    | 3) Interconnectedness of people and the environment |                                                                                                                            |                                                               | PK8:<br>40: Then and Now<br>90: Native Ways                                                                                                                                                                                   |                                              |
| 3.A.2. The history of forest ownership in Oregon shapes our forests and how they are managed.                                                                                                                                                                                                                             | 3) Interconnectedness of people and the environment |                                                                                                                            | Forest Fact Sheet: Ownership<br>Oregon Forest Facts & Figures | EYE;<br>If I Were the Boss<br><br>GJ:<br>2: If I Were the Boss                                                                                                                                                                |                                              |
| 3.A.3. Today, the size and scale of forest ownership can vary from hundreds of thousands of acres in a national forest to an individual patch of trees in an urban forest.                                                                                                                                                | 2) Physical, living and human systems               |                                                                                                                            | Forest Fact Sheet: Ownership<br>Oregon Forest Facts & Figures |                                                                                                                                                                                                                               |                                              |
| 3.A.4. Oregon's forests are managed under private (e.g., family and industrial), public (e.g., state and federal) and tribal ownership. Each type of ownership may have different management objectives and is subject to different laws and policies. Management objectives may even differ within classes of ownership. | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Forest Fact Sheet: Ownership<br>Oregon Forest Facts & Figures | PK8:<br>35: Loving It Too Much<br>69: Forest for the Trees                                                                                                                                                                    |                                              |
| 3.A.5. Many forest landscapes are made up of a variety of ownerships, a mix of management objectives, and a blend of forest ecosystems.                                                                                                                                                                                   | 3) Interconnectedness of people and the environment |                                                                                                                            | Forest Fact Sheet: Ownership                                  | PK8:<br>69: Forest for the Trees<br>71: Watch on Wetlands<br><br>EU:<br>Carbon & Climate                                                                                                                                      |                                              |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                            | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                     | OFRI Materials*                                                                                                                                                                                                                                                                                          | PLT Activities**                                                                                                                                                                                                   | Project WILD Activities***                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 3.A.6. Oregon's forestlands cross natural boundaries (e.g., watersheds) and human-designed boundaries (e.g., property lines), as do disturbances that affect the forest, such as fire.                                                                                          | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Break: Fire Safety (v)<br>Inquiry at Hinkle Creek (v)                                                                                                                                                                                                                                        | PK8:<br>81: Living with Fire                                                                                                                                                                                       | A Dire Diet<br>Smokey Bear Said What?<br>World Travelers |
| 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 | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Forest Management (v)<br>Into the Forest<br>Investigate the Forest                                                                                                                                                            | PK8:<br>80: Nothing Succeeds Like Succession<br><br>EU:<br>Carbon & Climate                                                                                                                                        |                                                          |
| 3.B.2. From time immemorial, Indigenous people of Oregon have used fire and other practices such as girdling trees and land clearing to manage the forest. Their traditional ecological knowledge of Oregon's forests informs forest management practices that sustain forests. | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Break: Forest Management (v)<br>Forest Essays, Grades 7-12                                                                                                                                                                                                                                   | EYE:<br>Every Tree for Itself<br>If You Were the Boss<br>Living with Fire<br><br>GJ:<br>2: If You Were the Boss<br><br>PK8:<br>17: People of the Forest                                                            |                                                          |
| 3.B.3. Forest management ranges from active management (e.g., planting, thinning, and harvesting) to passive management (e.g., reserves and wilderness areas) to grow, restore, maintain, conserve or alter forests.                                                            | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Forest Fact Break: Clearcutting (v)<br>Forest Fact Break: Forest Management (v)<br>Forest Fact Break: Reforestation (v)<br>Forest Fact Sheet: Clearcutting<br>Forest Fact Sheet: Reforestation<br>Inquiry at Hinkle Creek (v)<br>Into the Forest | EYE:<br>Every Tree for Itself<br>If You Were the Boss<br>Invasive Species<br>Life on the Edge<br>Living with Fire<br>Plant a Tree<br><br>PK8:<br>31: Plant a Tree<br>50: 400-Acre Wood<br>69: Forest for the Trees |                                                          |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                                                                                                                          | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                                                                       | OFRI Materials*                                                                                                                                                                                      | PLT Activities**                                                                                                                                                                                                                                     | Project WILD Activities*** |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 3.B.4. Forest management includes using natural processes and goal-oriented decisions and actions to achieve a variety of desired outcomes, including environmental (e.g., improving wildlife habitat and carbon sequestration), economic (e.g., timber production), and social (e.g., recreation) outcomes. Many of these outcomes are interrelated and can be managed for 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)<br>Into the Forest<br>Tree Carbon Tape                                                                                                                      | EYE:<br>Every Tree for Itself<br>If You Were the Boss<br>Invasive Species<br>Life on the Edge<br>Living with Fire<br>Plant a Tree<br><br>PK8:<br>32: A Forest of Many Uses<br>33: Forest Consequences<br>35: Loving It Too Much<br>50: 400-Acre Wood | Checks and Balances        |
| 3.B.5. In Oregon, forest management is regulated by both state and federal laws. Private and state forests must comply with the Oregon Forest Practices Act, which aims to sustain forest land for timber production and the other benefits forests provide, including clean water, stable soil and wildlife habitat.                                                                                                         | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.                                                                   | Forest Fact Break: Sustainability (v)<br>Forest Fact Break: Water (v)<br>Forest Fact Sheet: Drinking Water<br>Forest Fact Sheet: Protection Laws<br>Into the Forest<br>Oregon Forest Facts & Figures | EYE:<br>Every Tree for Itself<br>If You Were the Boss                                                                                                                                                                                                |                            |
| 3.B.6. Many private landowners participate in third-party forest certification to demonstrate that their forests are managed sustainably and meet criteria for environmental, economic and social outcomes.                                                                                                                                                                                                                   | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.                                           |                                                                                                                                                                                                      | EYE:<br>What's in a Label?                                                                                                                                                                                                                           |                            |
| 3.B.7. As human populations and global demand for forest resources increase, forest management and advances in research and technological systems can help to ensure forest resources are maintained or improved to produce the desired values and products.                                                                                                                                                                  | 3) Interconnectedness of people and the environment | 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. | Forest Fact Break: Forest Management (v)<br>Life in the Forest                                                                                                                                       | EYE:<br>If I Were the Boss<br>Global Goods<br>What's in a Label?<br><br>GJ:<br>2: If I Were the Boss<br><br>PK8:<br>14: Renewable or Not?<br>15: A Few of My Favorite Things<br>93: Paper Civilizations                                              |                            |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                                                                             | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                     | OFRI Materials*                                                                                                                                                                                                                              | PLT Activities**                                                                                                                                                        | Project WILD Activities*** |
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|                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |                                                                                                    |                                                                                                                                                                                                                                              | 94: By the Rivers of Babylon                                                                                                                                            |                            |
| 3.C.1. A variety of individuals, companies, organizations, governments and agencies manage forests. Forest management decisions may involve some or all these working collaboratively to ensure mutually beneficial outcomes.                                                                                                                                                    | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Find Your Path<br>Find Your Path videos (v)<br>Forest Team Go (v)                                                                                                                                                                            | EYE:<br>If I Were the Boss<br><br>GJ:<br>1: Who Works in This Forest?<br>2: If I Were the Boss<br><br>PK8:<br>17: People of the Forest<br>34: Who Works in this Forest? |                            |
| 3.C.2. Forest resource professionals aim to meet environmental, economic and social needs. They use scientific data and traditional ecological knowledge to inform their management decisions.                                                                                                                                                                                   | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Find Your Path<br>Find Your Path videos (v)<br>Forest Fact Break: Forest Management (v)<br>Forest Team Go (v)<br>Life in the Forest                                                                                                          | EYE;<br>If I Were the Boss<br><br>GJ:<br>1: Who Works in This Forest?<br>2: If I Were the Boss<br><br>PK8:<br>34: Who Works in this Forest?                             | Checks and Balances        |
| 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 | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Forest Management (v)<br>Into the Forest                                                                                                                                                                                  | EYE:<br>If I Were the Boss<br><br>GJ:<br>2: If I Were the Boss<br><br>PK8:<br>32: A Forest of Many Uses<br>33: Forest Consequences                                      |                            |
| 3.C.4. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capacities of the forest site, laws and available management tools (e.g., planting, harvesting and using prescribed fire). The plans guide management decisions, and are often required for funding applications or documentation for forest certification. | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Clearcutting (v)<br>Forest Fact Break: Fire (v)<br>Forest Fact Break: Forest Management (v)<br>Forest Fact Sheet: Clearcutting<br>Forest Fact Sheet: Fire<br>Forest Fact Sheet: Protection Laws<br>Investigate the Forest | EYE:<br>If I Were the Boss<br>Plant a Tree<br><br>GJ:<br>2: If I Were the Boss<br><br>PK8:<br>PK8:<br>31: Plant a Tree                                                  | Smokey Bear Said What?     |
| 3.C.5. The public empowers governments to conserve,                                                                                                                                                                                                                                                                                                                              | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Sheet: Protection Laws                                                                                                                                                                                                           | EYE:<br>Our Federal Forests                                                                                                                                             |                            |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                     | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                     | OFRI Materials*                                                                                                                            | PLT Activities**                                                                                                                                                                     | Project WILD Activities*** |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 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.                                                                                             |                                                     |                                                                                                    |                                                                                                                                            | PK8:<br>35: Loving It Too Much<br>54: I'd Like to Visit a Place Where...<br>58: There Ought to Be a Law                                                                              |                            |
| 3.C.6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions for publicly owned forests. Collaboratives (partnerships among forest stakeholders) are increasingly used in making public land management decisions. | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Sheet: Protection Laws                                                                                                         | EYE:<br>Our Federal Lands<br><br>PK8:<br>33: Forest Consequences<br>35: Loving It Too Much<br>57: Democracy in Action<br>58: There Ought to Be a Law                                 |                            |
| 3.C.7. Sustainable forest management takes into account environmental, economic and social dimensions of sustainability. It includes maintaining forest health, productivity and diversity, and maintaining a forested land base for the needs of present and future generations.                        | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Forest Management (v)<br>Forest Fact Break: Sustainability (v)<br>Inquiry at Hinkle Creek (v)<br>Investigate the Forest | EYE:<br>If You Were the Boss<br>Invasive Species<br>Life on the Edge<br>What's in a Label?<br><br>GJ:<br>If I Were the Boss<br><br>PK8:<br>12: Invasive Species<br>50: 400-Acre Wood |                            |
| 3.C.8. Forest management decisions that both respect Indigenous peoples' rights and incorporate their traditional ecological knowledge can help ensure a sustainable future for forests.                                                                                                                 | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. |                                                                                                                                            | EYE:<br>Decisions, Decisions<br>If You Were the Boss<br><br>GJ:<br>2: If You Were the Boss<br>4: Seeking Sustainability                                                              |                            |

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                                                                        | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                             | OFRI Materials*                                         | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                    | Project WILD Activities***                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 3.C.9. Changing public demands and expectations for the forest, as well as unanticipated events, affect decisions about forest resource use. This requires sound management based on scientific research, economic analysis and public involvement.                                                                                                                         | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Inquiry at Hinkle Creek (v)<br>Life in the Forest       | EYE:<br>Our Federal Forests<br><br>PK8:<br>32: A Forest of Many Uses<br>33: Forest Consequences<br><br>35: Loving It Too Much                                                                                                                                                                                                                                                       |                                                   |
| 3.C.10. Climate change is an increasing factor in forest management decisions. Some forest types and tree species are particularly vulnerable to changes in climate, and considerations include species to grow, harvest method to use, and spacing of trees and competing vegetation. Managing forests for increased carbon sequestration is also becoming more prevalent. | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Forest Fact Sheet: Carbon & Climate<br>Tree Carbon Tape | EYE:<br>The Global Climate<br><br>EU:<br>Carbon & Climate                                                                                                                                                                                                                                                                                                                           |                                                   |
| 3.D.1. People have differing perspectives on forests and forest management, which can be affected by cultural background and personal experiences, as well as by values, politics, science and economics. Their perspectives can change over time.                                                                                                                          | 3) Interconnectedness of people and the environment |                                                                                                                            | Forest Fact Break: Forest Management (v)                | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>If You Were the Boss<br><br>GJ:<br>2: If You Were the Boss<br><br>PK8:<br>19: Viewpoints on the Line<br>32: A Forest of Many Uses<br>33: Forest Consequences<br><br>50: 400-Acre Wood<br>58: There Ought to Be a Law<br>59: Power of Print<br><br>60: Publicize It!<br>90: Native Ways<br>91: In the Good Old Days | Wildlife and the Environment:<br>Community Survey |

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                            | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                     | OFRI Materials*                                                                                               | PLT Activities**                                                                                                                                                                                                                                                                                                              | Project WILD Activities***             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 3.D.2. Forestry practices can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.                                                                                                                              | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Forest Management (v)                                                                      | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>If You Were the Boss<br><br>GJ:<br>2: If You Were the Boss<br><br>PK8:<br>32: A Forest of Many Uses<br>33: Forest Consequences<br>50: 400-Acre Wood<br>59: Power of Print<br>60: Publicize It!                                                               |                                        |
| 3.D.3. Oregon has had a history of conflict over forest management issues. For example, conflicts have arisen over the preservation of ancient or old-growth forests, the protection of endangered species, and whether logging is appropriate on public lands. | 3) Interconnectedness of people and the environment | MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | Forest Fact Break: Forest Management (v)                                                                      | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>If You Were the Boss<br><br>GJ:<br>2: If You Were the Boss                                                                                                                                                                                                   |                                        |
| 3.D.3. Current issues related to forest management include the effects of timber harvest, wildfire, climate change and land uses, as well as the perception of these effects.                                                                                   | 3) Interconnectedness of people and the environment |                                                                                                    | Forest Fact Break: Clearcutting (v)<br>Forest Fact Sheet: Clearcutting<br>Forest Fact Sheet: Carbon & Climate | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>If You Were the Boss<br>The Global Climate<br><br>GJ:<br>2: If You Were the Boss<br><br>PK8:<br>32: A Forest of Many Uses<br>81: Living with Fire<br>84: The Global Climate<br>86: Our Changing World<br>88: Life on the Edge<br><br>EU:<br>Carbon & Climate | Changing the Land<br>Phenology at Play |
| 3.D.4. Making sure to involve multiple perspectives in decision-making, especially with regard to                                                                                                                                                               | 4) Personal and civic responsibility                | MS-LS2-5. Evaluate competing design solutions for maintaining                                      |                                                                                                               | EYE:<br>Decisions, Decisions<br>Environmental Justice for All                                                                                                                                                                                                                                                                 |                                        |

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)       | OFRI Materials*                                                                                   | PLT Activities**                                                                                                                                                                                                                                                                                                   | Project WILD Activities***     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Oregon's public forest lands, can lead to more effective problem-solving and result in more sustainable outcomes.                                                                                                                                                                                   |                                                     | biodiversity and ecosystem services. |                                                                                                   | If You Were the Boss<br>Our Federal Forests<br><br>GJ:<br>2: If You Were the Boss<br><br>PK8:<br>33: Forest Consequences<br>35: Loving It Too Much<br>59: Power of Print<br>60: Publicize It!                                                                                                                      |                                |
| 4.A.1. People have a reciprocal and complex relationship with forests: We both affect and are affected by forests.                                                                                                                                                                                  | 3) Interconnectedness of people and the environment |                                      | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Into the Forest                           | EYE;<br>Decisions, Decisions<br>Environmental Justice for All<br>Improve Your Place                                                                                                                                                                                                                                |                                |
| 4.A.2. Everyone should have the opportunity to identify and explore their personal and cultural relationships with forests, and to spend time in forests. Accommodations such as paved paths, multi-language signage, and proximity public transportation help to ensure access to forests for all. | 4) Personal and civic responsibility                |                                      |                                                                                                   | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>Improve Your Place<br>Poet-Tree<br><br>PK8:<br>2: Get in Touch with Trees<br>4: Sounds Around<br>5: Poet-Tree<br>18: Tale of the Sun<br>21: Adopt a Tree<br>31: Plant a Tree<br>54: I'd Like to Visit a Place Where...<br>61: The Closer You Look | Animal Poetry<br>Nature in Art |
| 4.A.3. There are many ways individuals can deepen our relationship with forests in Oregon, including learning about forests, recreating in forests, volunteering for projects in and around forests, and recognizing the ways forests enhance our lives.                                            | 4) Personal and civic responsibility                |                                      | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Into the Forest<br>Investigate the Forest | EYE:<br>Improve Your Place<br>Poet-Tree<br><br>PK8:<br>54: I'd Like to Visit a Place Where...<br>83: A Peek at Packaging<br>89: Trees for Many Reasons<br>96: Improve Your Place                                                                                                                                   |                                |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GJ); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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

## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                    | Oregon Environmental Literacy Strands               | Oregon Science Standards (PEs)                                                                                             | OFRI Materials*                                                                     | PLT Activities**                                                                                                                                                                                                                                                                                                                                                                                                  | Project WILD Activities***     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 4.A.4. We can look to forests to help us address some of the challenges our society faces, including climate change, biodiversity loss, wildfire and human health issues.                                                                                                                               | 3) Interconnectedness of people and the environment | MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | Forest Team Go (v)<br>Into the Forest<br>Investigate the Forest<br>Tree Carbon Tape | EYE:<br>Decisions, Decisions<br>Environmental Justice for All<br>Improve Your Place<br>Life on the Edge                                                                                                                                                                                                                                                                                                           |                                |
| 4.B.1. Everyone has a responsibility to treat forests with respect, and to be a conscientious steward of forests and forest resources.                                                                                                                                                                  | 4) Personal and civic responsibility                |                                                                                                                            | Forest Essays, Grade 6<br>Forest Essays, Grades 7-12<br>Into the Forest             | EYE:<br>Decisions, Decisions<br>Global Goods<br>Improve Your Place<br>Peek at Packaging<br>Plant a Tree<br>Reduce, Reuse, Recycle<br>Renewable or Not?<br>Trees in Trouble<br>What's in a Label?<br><br>PK8:<br>36: Pollution Search<br>37: Reduce, Reuse, Recycle<br>38: Every Drop Counts<br><br>57: Democracy in Action<br>89: Trees for Many Reasons<br>96: Improve Your Place<br><br>EU:<br>Carbon & Climate | Habitat Heroes                 |
| 4. B.2. Personal behaviors and actions directly impact the health and resiliency of our forests. Our consumer choices and investments, how we interact with the land (e.g., trails, campgrounds and forest habitat), how we use or conserve water, and how we use fire can either harm or help forests. | 4) Personal and civic responsibility                | 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<br>Into the Forest                                       | EYE:<br>Decisions, Decisions<br>Global Goods<br>Improve Your Place<br>Plant a Tree<br>Reduce, Reuse, Recycle<br>Renewable or Not?<br>What's in a Label?<br><br>PK8:<br>14: Renewable or Not?<br>15: A Few of My Favorite Things<br>31: Plant a Tree<br>35: Loving It Too Much<br>36: Pollution Search                                                                                                             | Deer Dilemma<br>Habitat Heroes |

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\*\* Activities are from *Explore Your Environment: K-8 Activity Guide* (EYE); *Project Learning Tree PreK-8 Environmental Education Activity Guide* (PK8); *Green Jobs: Exploring Forest Careers* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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## Grades 6–8 Forest Connections

| Oregon Forest Literacy Plan Concepts                                                                                                                                                                                                                                                                                                                                                                                            | Oregon Environmental Literacy Strands                | Oregon Science Standards (PEs)                                                                                             | OFRI Materials*                                                                             | PLT Activities**                                                                                                                                                            | Project WILD Activities***       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                      |                                                                                                                            |                                                                                             | 54: I'd Like to Visit a Place Where...<br>81: Living with Fire<br>96: Improve Your Place<br><br>EU:<br>Carbon & Climate                                                     |                                  |
| 4.B.3. As individuals or as members of groups, we influence laws and policies affecting Oregon's forests. Individuals can have their say by voting, working with community officials, joining organizations that advocate for forests and weighing in when public opinion is sought.                                                                                                                                            | 5) Investigate, plan and create a sustainable future |                                                                                                                            |                                                                                             | EYE:<br>Environmental Justice for All<br>Improve Your Place<br><br>PK8:<br>54: I'd Like to Visit a Place Where...<br>57: Democracy in Action<br>58: There Ought to Be a Law | Habitat Heroes                   |
| 4.B.4. By learning about the objectives for and perspectives on forest management at local, national and global levels, individuals can better engage in conversations and actions to sustain forests.                                                                                                                                                                                                                          | 5) Investigate, plan and create a sustainable future | 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                                                                  | EYE:<br>If You Were the Boss<br>Our Federal Forests<br>Plant a Tree<br><br>GJ:<br>2: If You Were the Boss<br>3. Monitoring Forest Health<br>4: Seeking Sustainability       | Sustainability: Then, Now, Later |
| 4.B.5. We need a variety of professionals and skilled workers to sustain our forests, including foresters, scientists, engineers, lawyers, information technology professionals, land managers, investors, educators, communications specialists, fire fighters, loggers, tree planters, truck drivers, mechanics and wood products manufacturers. Resources are available to learn about these valuable and rewarding careers. | 5) Investigate, plan and create a sustainable future |                                                                                                                            | Find Your Path<br>Find Your Path videos (v)<br>Forest Essays, Grade 6<br>Forest Team Go (v) | GJ:<br>1: Who Works in This Forest?<br>2: If You Were the Boss<br>3: Monitoring Forest Health<br>4: Seeking Sustainability<br><br>PK8:<br>34: Who Works in this Forest?     |                                  |

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