



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.

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About the Resources

This document identifies connections between the Oregon Forest Literacy Plan concepts and the following resources for Grades 6-8.

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

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

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

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

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

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

PLT Activities – Relevant activities are identified from PLT’s *Explore Your Environment: K-8 Activity Guide* (EYE), *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.

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.

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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 Forest Fact Break: Ecosystems (v)	EYE: Field, Forest, and Stream PK8: 10: Charting Diversity 22: Trees as Habitat 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: Field, Forest, and Stream PK8: 20: Environmental Exchange Box 29: Rain Reasons 49: Tropical Treehouse EU: 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) Into the Forest Oregon's Forests (poster)	EYE: Field, Forest, and Stream PK8: 67: How Big Is Your Tree? 68: Name That Tree 70: Soil Stories EU: 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) Oregon's Forests (poster)	EYE: 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 Forest Essays, Grade 7-12	EYE: Forest in the City PK8: 56: We Can Work It Out 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 Into the Forest Investigate the Forest Forest Fact Break: Tree Biology (v) Forest Essays, Grades 7-12	EYE: Field, Forest, and Stream Nature's Skyscrapers 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*.

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less distinct crown of leaves or needles.				PK8: 21: Adopt a Tree 23: The Fallen Log 63: Tree Factory 64: Looking at Leaves 76: Tree Cookies	
1.B.2. Trees can be identified based on seeds, leaves, flowers, bark, shape and other parts. They are classified into genus, family and species groups. .	1) Systems thinking	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 Investigate the Forest	EYE; Tree ID PK8: 11: Can It Be Real? 12: Invasive Species 16: Pass the Plants, Please 43: Have Seeds, Will Travel 61: The Closer You Look 63: Tree Factory 64: Looking at Leaves 65: Bursting Buds 66: Germinating Giants 68: Name That Tree	
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 Investigate the Forest	EYE; Nature's Skyscrapers Tree ID PK8: 11: Can It Be Real? 43: Have Seeds, Will Travel 61: The Closer You Look 63: Tree Factory 64: Looking at Leaves 65: Bursting Buds 66: Germinating Giants 68: Name That Tree	
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 Forest Essays, Grade 6 Forest Essays, Grades 7-12 Into the Forest	EYE; Trees in Trouble PK8: 23: The Fallen Log 27: Every Tree for Itself 41: How Plants Grow 65: Bursting Buds 66: Germinating Giants 76: Tree Cookies	Living Factors: How Many Bears?

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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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				77: Trees in Trouble 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 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Ecosystems (v) Forest Fact Break: Water (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Inquiry at Hinkle Creek (v) Into the Forest Investigate the Forest Tree Carbon Tape	EYE; Field, Forest, and Stream If You Were the Boss Soil Builders The Global Climate GJ; 2: If You Were the Boss PK8: 27: Every Tree for Itself 28: Air Plants 29: Rain Reasons 31: Plant a Tree 40: Then and Now 41: How Plants Grow 44: Water Wonders 45: Web of Life 63: Tree Factory 70: Soil Stories 79: Tree Lifecycle 88: Life on the Edge	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 Into the Forest Investigate the Forest	EYE; Every Tree for Itself Invasive Species PK8: 27: Every Tree for Itself 40: Then and Now 41: How Plants Grow 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 Forest Fact Break: Ecosystems (v) Forest Fact Break: Sustainability (v)	EYE; Every Tree for Itself Invasive Species Trees in Trouble GJ: 3: Monitoring Forest Health 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 Into the Forest Inquiry at Hinkle Creek (v)	EYE; Every Tree for Itself Field, Forest, and Stream	

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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 Life on the Edge Living with Fire Nothing Succeeds Like Succession PK8: 11: Can It Be Real? 18: Tale of the Sun 21: Adopt a Tree 22: Trees as Habitat 23: The Fallen Log 26: Dynamic Duos 29: Rain Reasons 47: Are Vacant Lots Vacant? 48: Field, Forest, and Stream 70: Soil Stories 78: Signs of Fall EU: 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. MS-LS2-3. Develop a model to describe the cycle of matter and flow of energy among living and non-living parts of an ecosystem.	Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Photosynthesis (v) Forest Fact Break: Water (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Forest Fact Sheet: Photosynthesis Inquiry at Hinkle Creek (v) Into the Forest Investigate the Forest Tree Carbon Tape Where's All the Carbon? (poster)	EYE: Every Tree for Itself Field, Forest, and Stream Invasive Species Life on the Edge Living with Fire Nothing Succeeds Like Succession PK8: 16: Pass the Plants, Please 24: Nature's Recyclers 27: Every Tree for Itself 28: Air Plants 39: Energy Sleuths 42: Sunlight and Shades of Green 44: Water Wonders 45: Web of Life 48: Field, Forest, and Stream EU: Carbon & Climate	Owl Pellets Trophic Transfer

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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 Forest Essays, Grades 7-12 Forest Fact Break: Fire (v) Forest Fact Sheet: Fire Inquiry at Hinkle Creek (v) Into the Forest Investigate the Forest Tree Carbon Tape	EYE: Every Tree for Itself Field, Forest, and Stream Invasive Species Life on the Edge Living with Fire Nothing Succeeds Like Succession PK8: 10: Charting Diversity 11: Can It Be Real? 12: Invasive Species 26: Dynamic Duos 45: Web of Life 65: Bursting Buds 78: Signs of Fall 80: Nothing Succeeds Like Succession 81: Living with Fire 84: The Global Climate 86: Our Changing World 88: Life on the Edge EU: 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 3) Interconnectedness of people and the environment	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.	Forest Fact Sheet: Fire Forest Fact Break: Fire (v) Forest Fact Break: Fire Safety (v) Forest Essays, Grades 7-12 Into the Forest Investigate the Forest	EYE: Life on the Edge Living with Fire Nothing Succeeds Like Succession The Global Climate PK8: 69: Forest for the Trees 76: Tree Cookies 77: Trees in Trouble 80: Nothing Succeeds Like Succession 81: Living with Fire 88: Life on the Edge EU: Carbon & Climate	A Dire Diet Changing the Land Ecosystem Architects Smokey Bear Said What?

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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 3) Interconnectedness of people and the environment	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.	Forest Fact Sheet: Fire Forest Fact Break: Fire (v) Forest Fact Break: Fire Safety (v) Forest Essays, Grades 7-12 Investigate the Forest	EYE: Living with Fire Nothing Succeeds Like Succession The Global Climate PK8: 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: The Global Climate PK8: 20: Environmental Exchange Box 44: Water Wonders 71: Watch on Wetlands 84: The Global Climate 86: Our Changing World EU: 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) Into the Forest Investigate the Forest Oregon's Forests (poster)	EYE: Every Tree for Itself Field, Forest, and Stream PK8: 10: Charting Diversity 20: Environmental Exchange Box 27: Every Tree for Itself 29: Rain Reasons 31: Plant a Tree EU: 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 3) Interconnectedness of people and the environment		Investigate the Forest	EYE: The Global Climate PK8: 84: The Global Climate 86: Our Changing World Carbon & Climate	

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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 Forest Essays, Grades 7-12 Into the Forest Forest Fact Break: Water (v) Inquiry at Hinkle Creek (v)	EYE: Soil Builders Water Wonders PK8: 4: Sounds Around 28: Air Plants 29: Rain Reasons 44: Water Wonders	Eco-Enrichers 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 Forest Essays, Grades 7-12 Forest Fact Break: Wildlife (v) Forest Fact Sheet: Wildlife Inquiry at Hinkle Creek (v) Into the Forest Investigate the Forest Life in the Forest	EYE: If You Were the Boss Invasive Species Life on the Edge PK8: 22: Trees as Habitats 24: Nature's Recyclers 26: Dynamic Duos 45: Web of Life 48: Field, Forest, and Stream 49: Tropical Treehouse	HabiCache 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) Forest Fact Sheet: Woody Biomass Forest Fact Sheet: Carbon & Climate Where's All the Carbon? (poster) Forest Essays, Grades 7-12 Into the Forest Tree Carbon Tape	EYE: The Global Climate PK8: 13: We All Need Trees 84: The Global Climate EU: 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) Forest Fact Sheet: Woody Biomass Forest Fact Sheet: Carbon & Climate Where's All the Carbon? (poster) Forest Essays, Grades 7-12 Into the Forest Tree Carbon Tape	EYE: The Global Climate PK8: 13: We All Need Trees 84: The Global Climate EU; 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* (GI); and *Carbon & Climate: E-Unit for Grades 6-8* (EU).

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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 Oregon Forest Facts & Figures	PK8: 29: Rain Reasons 86: Our Changing World 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 Find Your Path videos (v) Forest Essays, Grade 6 Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Drinking Water Forest Fact Sheet: Forests Forest Team Go (v) Inquiry at Hinkle Creek (v) Into the Forest Investigate the Forest	EYE; Exploration Energy! Global Goods Plant a Tree Renewable or Not? What's in a Label? PK8: 13: We All Need Trees 15: A Few of My Favorite Things 32: A Forest of Many Uses 34: Who Works in this Forest? 39: Energy Sleuths 50: 400-Acre Wood 51: Make Your Own Paper 71: Watch on Wetlands 75: Tipi Talk 82: Resource-Go-Round 83: A Peek at Packaging EU: 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 Find Your Path videos (v) Forest Essays, Grades 7-12 Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Forest Team Go (v) Into the Forest Investigate the Forest Oregon Forest Facts & Figures	EYE; Global Goods What in a Label? GJ: 1: Who Works in This Forest? 2: If You Were the Boss 4: Seeking Sustainability PK8: 15: A Few of My Favorite Things 20: Environmental Exchange Box	

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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).

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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 75: Tipi Talk 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) Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Into the Forest Investigate the Forest Oregon Forest Facts & Figures Tree Carbon Tape Where's All the Carbon? (poster)	EYE: Global Goods What in a Label? PK8: 1: Who Works in This Forest? 13: We All Need Trees 14: Renewable or Not? 15: A Few of My Favorite Things 51: Make Your Own Paper 82: Resource-Go-Round EU: 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; Decisions, Decisions What's in a Label? If You Were the Boss GJ: 2: If You Were the Boss	Changing the Land 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) Forest Fact Break: Wood Products (v) Into the Forest Oregon Forest Facts & Figures	EYE: Exploration Energy! Reduce, Reuse, Recycle Renewable or Not? What's in a Label? GJ: 1: Who Works in This Forest? PK8: 13: We All Need Trees 14: Renewable or Not? 15: A Few of My Favorite Things 51: Make Your Own Paper 82: Resource-Go-Round	
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 Forest Essays, Grades 7-12	PK8: 40: Then and Now 75: Tipi Talk 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).

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Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Strands	Oregon Science Standards (PEs)	OFRI Materials*	PLT Activities**	Project WILD Activities***
				93: Paper Civilizations 94: By the Rivers of Babylon 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: 17: People of the Forest 40: Then and Now 75: Tipi Talk 90: Native Ways 93: Paper Civilizations 94: By the Rivers of Babylon 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 Find Your Path videos (v) Forest Team Go (v) Into the Forest Investigate the Forest Life in the Forest	GJ: 3: Monitoring Forest Health 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 Life in the Forest	EYE: If You Were the Boss PK8: 17: People of the Forest GJ: 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: Forest in the City Get Outside! Poet-Tree PK8: 2: Get in Touch with Trees 4: Sounds Around 5: Poet-Tree 18: Tale of the Sun 21: Adopt a Tree 31: Plant a Tree 54: I'd Like to Visit a Place Where... 61: The Closer You Look	Animal Poetry Nature in Art Wild Words

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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***
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 Forest Essays, Grades 7-12	PK8: 40: Then and Now 80: Nothing Succeeds Like Succession 90: Native Ways 91: In the Good Old Days 92: A Look at Lifestyles 93: Paper Civilizations 94: By the Rivers of Babylon 95: Did You Notice?	Animal Poetry Nature in Art 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: 40: Then and Now 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 Oregon Forest Facts & Figures	EYE; If I Were the Boss GJ: 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 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 Oregon Forest Facts & Figures	PK8: 35: Loving It Too Much 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: 69: Forest for the Trees 71: Watch on Wetlands EU: Carbon & Climate	

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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***
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) Inquiry at Hinkle Creek (v)	PK8: 81: Living with Fire	A Dire Diet Smokey Bear Said What? 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 Forest Essays, Grades 7-12 Forest Fact Break: Forest Management (v) Into the Forest Investigate the Forest	PK8: 80: Nothing Succeeds Like Succession EU: 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) Forest Essays, Grades 7-12	EYE: Every Tree for Itself If You Were the Boss Living with Fire GJ: 2: If You Were the Boss PK8: 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 Forest Essays, Grades 7-12 Forest Fact Break: Clearcutting (v) Forest Fact Break: Forest Management (v) Forest Fact Break: Reforestation (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Reforestation Inquiry at Hinkle Creek (v) Into the Forest	EYE: Every Tree for Itself If You Were the Boss Invasive Species Life on the Edge Living with Fire Plant a Tree PK8: 31: Plant a Tree 50: 400-Acre Wood 69: Forest for the Trees	

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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***
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) Into the Forest Tree Carbon Tape	EYE: Every Tree for Itself If You Were the Boss Invasive Species Life on the Edge Living with Fire Plant a Tree PK8: 32: A Forest of Many Uses 33: Forest Consequences 35: Loving It Too Much 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) Forest Fact Break: Water (v) Forest Fact Sheet: Drinking Water Forest Fact Sheet: Protection Laws Into the Forest Oregon Forest Facts & Figures	EYE: Every Tree for Itself 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: 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) Life in the Forest	EYE: If I Were the Boss Global Goods What's in a Label? GI: 2: If I Were the Boss PK8: 14: Renewable or Not? 15: A Few of My Favorite Things 93: Paper Civilizations	

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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***
				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 Find Your Path videos (v) Forest Team Go (v)	EYE: If I Were the Boss GJ: 1: Who Works in This Forest? 2: If I Were the Boss PK8: 17: People of the Forest 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 Find Your Path videos (v) Forest Fact Break: Forest Management (v) Forest Team Go (v) Life in the Forest	EYE; If I Were the Boss GJ: 1: Who Works in This Forest? 2: If I Were the Boss PK8: 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) Into the Forest	EYE: If I Were the Boss GJ: 2: If I Were the Boss PK8: 32: A Forest of Many Uses 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) Forest Fact Break: Fire (v) Forest Fact Break: Forest Management (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Fire Forest Fact Sheet: Protection Laws Investigate the Forest	EYE: If I Were the Boss Plant a Tree GJ: 2: If I Were the Boss PK8: PK8: 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: Our Federal Forests	

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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***
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: 35: Loving It Too Much 54: I'd Like to Visit a Place Where... 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: Our Federal Lands PK8: 33: Forest Consequences 35: Loving It Too Much 57: Democracy in Action 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) Forest Fact Break: Sustainability (v) Inquiry at Hinkle Creek (v) Investigate the Forest	EYE: If You Were the Boss Invasive Species Life on the Edge What's in a Label? GJ: If I Were the Boss PK8: 12: Invasive Species 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: Decisions, Decisions If You Were the Boss GJ: 2: If You Were the Boss 4: Seeking Sustainability	

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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***
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) Life in the Forest	EYE: Our Federal Forests PK8: 32: A Forest of Many Uses 33: Forest Consequences 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 Tree Carbon Tape	EYE: The Global Climate EU: 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: Decisions, Decisions Environmental Justice for All If You Were the Boss GJ: 2: If You Were the Boss PK8: 19: Viewpoints on the Line 32: A Forest of Many Uses 33: Forest Consequences 50: 400-Acre Wood 58: There Ought to Be a Law 59: Power of Print 60: Publicize It! 90: Native Ways 91: In the Good Old Days	Wildlife and the Environment: Community Survey

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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***
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: Decisions, Decisions Environmental Justice for All If You Were the Boss GJ: 2: If You Were the Boss PK8: 32: A Forest of Many Uses 33: Forest Consequences 50: 400-Acre Wood 59: Power of Print 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: Decisions, Decisions Environmental Justice for All If You Were the Boss GJ: 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) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Carbon & Climate	EYE: Decisions, Decisions Environmental Justice for All If You Were the Boss The Global Climate GJ: 2: If You Were the Boss PK8: 32: A Forest of Many Uses 81: Living with Fire 84: The Global Climate 86: Our Changing World 88: Life on the Edge EU: Carbon & Climate	Changing the Land 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: Decisions, Decisions Environmental Justice for All	

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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***
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 Our Federal Forests GJ: 2: If You Were the Boss PK8: 33: Forest Consequences 35: Loving It Too Much 59: Power of Print 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 Forest Essays, Grades 7-12 Into the Forest	EYE; Decisions, Decisions Environmental Justice for All 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: Decisions, Decisions Environmental Justice for All Improve Your Place Poet-Tree PK8: 2: Get in Touch with Trees 4: Sounds Around 5: Poet-Tree 18: Tale of the Sun 21: Adopt a Tree 31: Plant a Tree 54: I'd Like to Visit a Place Where... 61: The Closer You Look	Animal Poetry 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 Forest Essays, Grades 7-12 Into the Forest Investigate the Forest	EYE: Improve Your Place Poet-Tree PK8: 54: I'd Like to Visit a Place Where... 83: A Peek at Packaging 89: Trees for Many Reasons 96: Improve Your Place	

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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***
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) Into the Forest Investigate the Forest Tree Carbon Tape	EYE: Decisions, Decisions Environmental Justice for All Improve Your Place 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 Forest Essays, Grades 7-12 Into the Forest	EYE: Decisions, Decisions Global Goods Improve Your Place Peek at Packaging Plant a Tree Reduce, Reuse, Recycle Renewable or Not? Trees in Trouble What's in a Label? PK8: 36: Pollution Search 37: Reduce, Reuse, Recycle 38: Every Drop Counts 57: Democracy in Action 89: Trees for Many Reasons 96: Improve Your Place EU: 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 Into the Forest	EYE: Decisions, Decisions Global Goods Improve Your Place Plant a Tree Reduce, Reuse, Recycle Renewable or Not? What's in a Label? PK8: 14: Renewable or Not? 15: A Few of My Favorite Things 31: Plant a Tree 35: Loving It Too Much 36: Pollution Search	Deer Dilemma Habitat Heroes

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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... 81: Living with Fire 96: Improve Your Place EU: 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: Environmental Justice for All Improve Your Place PK8: 54: I'd Like to Visit a Place Where... 57: Democracy in Action 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: If You Were the Boss Our Federal Forests Plant a Tree GJ: 2: If You Were the Boss 3. Monitoring Forest Health 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 Find Your Path videos (v) Forest Essays, Grade 6 Forest Team Go (v)	GJ: 1: Who Works in This Forest? 2: If You Were the Boss 3: Monitoring Forest Health 4: Seeking Sustainability PK8: 34: Who Works in this Forest?	

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