



Oregon Forest Resources Institute

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

For Grades 9-12

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 62 concepts and:

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

Forest Literacy in Grades 9-12

High school students are able to apply sophisticated reasoning to difficult concepts, particularly when the learning context is familiar to them. Using forests as a context for learning is beneficial for students this age, as it provides them with a “real-world” basis for applying new knowledge. Many high school students still have difficulty proposing explanations based on logic and evidence instead of on their prior conceptions of the natural world. Providing many opportunities to collect evidence and develop explanations based on that evidence can help them develop this skill.

Forest literacy activities at the high school level may explore:

- What factors contribute to the biodiversity of Oregon’s forests?
- How do people manage forests to achieve desired forest outcomes and ensure the sustainability of our forests?
- What role do governments, private companies and individuals play in managing Oregon’s forests?
- What can individuals do to help sustain forests?

Forests can become the focus of more and more sophisticated research, in which students can use data to drive their decisions. Forests can also provide a meaningful context for high school students to examine the implications of issues on a variety of levels, both locally and globally.

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

About the Resources

This document identifies connections between the Oregon Forest Literacy Plan concepts and the following resources for Grades 9-12.

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

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

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

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

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

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

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

PLT Activities – Relevant activities are identified from PLT’s *Global Connections: Forests of the World (FOTW)* and *Focus on Forests (FoF)* secondary environmental education modules. Educators can receive

these curriculum guides by participating in a PLT professional development program. For more details, contact the Oregon Natural Resource Education Program at 541-737-9121 or onrep@oregonstate.edu.

Project WILD Conceptual Framework – This framework serves as the conceptual basis for activities in the Project WILD activity guides. It is organized around three topics: Ecological Knowledge, Social and Political Knowledge, and Sustaining Fish and Wildlife Resources. For more information, see www.projectwild.org.

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

Acknowledgements

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Oregon Forest Literacy Plan Concepts	Oregon Environmental Literacy Strands	NGSS Performance Expectations	OFRI Materials*	PLT Conceptual Framework	PLT Activities**	Project WILD Conceptual Framework	Project WILD Activities***
Theme 1, A.1. Forests are ecosystems characterized by a dominance of tree cover and the presence of a wide variety of other organisms (e.g., other plants and animals).	2) Physical, living and human systems		Forest Fact Break: Ecosystems (v) Inside Oregon's Forests: A High School Forestry Curriculum	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	2: What Is a Forest? (FOTW) 1: Monitoring Forest Health (FoF)		
Theme 1, A.2. Forests are comprised of trees that may differ in species, age and size, and are affected by biotic factors (e.g., plants, animals and humans) and abiotic factors (e.g., soils, nutrients, moisture, sunlight and climate).	2) Physical, living and human systems		Inside Oregon's Forests: A High School Forestry Curriculum	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features.	2: What Is a Forest? (FOTW) 3: Mapping the World's Forests (FOTW) 1: Monitoring Forest Health (FoF) 7: Forest Invaders (FoF)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance.	Bottleneck Genes
Theme 1, A.3. Urban forests include all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.	2) Physical, living and human systems			4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	4: Analyzing Patterns of Forest Change (FOTW)		
Theme 1, B.1. A tree is a woody perennial plant usually 12 feet or more (4 meters or more) tall, with a single main stem and a more or less distinct crown of leaves or needles.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Tree Biology (v) Forest Fact Sheet: Woody Biomass Inside Oregon's Forests: A High School Forestry Curriculum	1.0. Ecosystems, organisms, societies, cultures, and economies throughout the world exhibit many observable patterns.			
Theme 1, B.2. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Tree Biology (v)	5.1. Organisms change throughout their lifetimes. Species of organisms change over long periods of time.	1: Monitoring Forest Health (FoF)	WP.I.B. All living things go through a series of orderly changes in life cycles. Some species have distinct changes; the young of other species resemble their parents.	
Theme 1, B.3. As part of the forest ecosystem, trees have various roles (e.g., supplying oxygen, providing habitat, holding soil, moderating temperature, capturing and storing carbon, and cycling water and nutrients).	2) Physical, living and human systems	(Somewhat relevant) HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon	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)	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features.	1: Monitoring Forest Health (FoF) 6: Forest to Faucet (FoF) 8: Climate Change and Forests (FoF)	HN.II.A.1. Habitat is composed of many integrated components including food, water, shelter or cover, space, and the suitable arrangement of these in relation to each other.	

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		among the biosphere, atmosphere, hydrosphere, and geosphere.	Inside Oregon's Forests: A High School Forestry Curriculum				
Theme 1, B.4. Trees compete with each other and with other plants growing near them for nutrients, sunlight, space and water.	2) Physical, living and human systems	HS-LS2-1. Use mathematical and/or computational representations to support explanations for factors that affect carrying capacity of ecosystems at different scales. HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Forest Essays, Grades 7-12 Inside Oregon's Forests: A High School Forestry Curriculum	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.		ID.II.C.1.a. Competition is a major determinant of community structure.	
Theme 1, B.5. The health and wellness of trees in a forest ecosystem depend on and are affected by many factors.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Ecosystems (v) Forest Fact Break: Sustainability (v)	3.4. There are measurable indicators of environmental health in ecosystems. 3.6. The application of scientific knowledge and technological systems can have unintended effects on economic, social, and environmental well-being.	6: Seeking Sustainability: A Global Response (FOTW) 7: Exploring the World Marketplace (FOTW) 1: Monitoring Forest Health (FoF) 4: Tough Choices (FoF) 6: Forest to Faucet (FoF)	ID.II.A. All living things are affected by and interact with their environments.	Phenology at Play
Theme 1, C.1. Forest ecosystems consist of different types of organisms (e.g. producers, consumers, and decomposers) and nonliving components (e.g. sunlight, soil, minerals, and water) interacting within a given environment, space and time.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Inquiry at Hinkle Creek (v)	2.1. Organisms are interdependent and depend on nonliving components of the Earth. 4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	1: Monitoring Forest Health (FoF) 2: What Is a Forest? (FOTW) 4: Analyzing Patterns of Forest Change (FOTW)	ID.II.B.2.a. Either directly or indirectly, plants support nearly all forms of animal life, including humans.	Birds of Prey

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Theme 1, C.2. Humans depend on and influence forest ecosystems and are themselves influenced by forest ecosystems.	3) Interconnectedness of people and the environment		Forest Essays, Grades 7-12 Forest Fact Break: Tree Biology (v) Forest Fact Sheet: Carbon & Climate Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	4.3. When the Earth is studied as an interacting ecological system, every action, regardless of its scale, affects the biosphere in some way.	1: Making the Global Connection (FOTW) 4: Analyzing Patterns of Forest Change (FOTW) 5: Understanding the Effects of Forest Uses (FOTW) 6: Seeking Sustainability: A Global Response (FOTW) 9: Researching Forests of the World (FOTW) 8: Climate Change and Forests (FoF)	HN.I.B.1. The environment—created and shaped by natural forces or modified by humans—shapes life forms that occupy it.	
Theme 1, C.3. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon and other matter.	2) Physical, living and human systems	HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	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) Inside Oregon's Forests: A High School Forestry Curriculum Where's All the Carbon? (carbon cycle poster)	3.1. In biological systems, energy flows and materials continually cycle in predictable and measurable patterns.	6: Forest to Faucet (FoF) 8: Climate Change and Forests (FoF)	ID.II.B.1. Many interactions result in a flow of energy and matter throughout the system.	Birds of Prey
Theme 1, C.4. Forest ecosystems are complex and dynamic, and continuously undergo change or adaptation, ranging from gradual change (e.g., succession and climate) to abrupt change (e.g., fire and disease).	2) Physical, living and human systems	HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems	Forest Essays, Grades 7-12 Forest Fact Break: Fire (v) Forest Fact Sheet: Fire Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	2.3. Organisms adapt to changes in the environment according to the genetic and behavioral capacity of their species. 3.2. Plant and animal populations exhibit interrelated cycles of growth and decline. 5.2. Healthy ecosystems are in a state of dynamic equilibrium, with steady inflows and outflows.	4: Analyzing Patterns of Forest Change (FOTW) 1: Monitoring Forest Health (FoF) 2: Story of Succession (FoF) 5: The Nature of Fire (FoF) 7: Forest Invaders (FoF)	CA.I.A. Variation and change occur in all ecological systems. CA.I.B. Succession is an orderly, gradual, and continuous replacement of one natural community of life by another.	Forest in a Jar

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		maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.					
Theme 1, C.5. Natural and human-caused disturbance events are a part of forest ecosystems. Examples of natural events are wind and volcanic activity, and examples of human-caused events are logging, road construction and development. Wildfire is a disturbance that can be both natural and human-caused.	2) Physical, living and human systems 3) Interconnectedness of people and the environment	HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Forest Essays, Grades 7-12 Forest Fact Break: Fire (v) Forest Fact Break: Fire Safety (v) Forest Fact Sheet: Fire	5.3. Ecosystems change over time through patterns of growth and succession. They are also affected by other phenomena, such as disease, insects, fire, weather, climate, and human intervention.	4: Analyzing Patterns of Forest Change (FOTW) 2: Story of Succession (FoF) 5: The Nature of Fire (FoF)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance. CA.I.A. Variation and change occur in all ecological systems.	Fire Ecologies
Theme 1, C.6. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems, forming a larger system.	2) Physical, living and human systems		Inquiry at Hinkle Creek (v)	1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities.	3: Mapping the World's Forests (FOTW)		
Theme 1, C.7. Oregon's regions vary in soil types, elevation, temperature, wind and rainfall patterns. These variations create the different forest types and residents (plants and animals) that, together with disturbance histories, contribute to that region's biodiversity.	2) Physical, living and human systems		Forest Fact Break: Forest Types (v) Inside Oregon's Forests: A High School Forestry Curriculum Oregon's Forests (poster)	1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities. 2.4. Biodiversity results from the interaction of living and nonliving environmental components.	3: Mapping the World's Forests (FOTW) 4: Analyzing Patterns of Forest Change (FOTW)	BD.I.A.1. Ecosystem diversity is affected by many influences, such as climate and level of disturbance.	Bottleneck Genes

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Theme 1, D.1. Trees can be classified into genus, family and species groups based on their seeds, leaves, flowers and other tree parts.	1) Systems thinking			4.1. Populations of organisms exhibit variations in size and structure as a result of adaptations to their habitats.	7: Forest Invaders (FoF)	WP.I.D. Animals can be classified according to life needs, behavior, and physical characteristics, including body appearance, movement, habitat type, and relationship to humans (wild/domesticated).	
Theme 1, D.2. Different forest biomes exist around the world. Examples include tropical forests, temperate forests and boreal forests. Oregon is in the temperate forest biome.	2) Physical, living and human systems			1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities.	3: Mapping the World's Forests (FOTW)		
Theme 1, D.3. Many different forest types exist within a biome, typically named by their dominant tree species. Common forest types in Oregon include spruce-hemlock, Douglas-fir, ponderosa pine, mixed conifer, and hardwood.	2) Physical, living and human systems		Forest Fact Break: Forest Types (v) Inside Oregon's Forests: A High School Forestry Curriculum Oregon's Forests (poster)	4.2. The structure and scale of ecosystems are influenced by environmental factors such as soil type, climate, availability of water, and human activities.	3: Mapping the World's Forests (FOTW)		
Theme 2, A.1. In Oregon's development toward becoming a state, forests provided basic resources for Native Americans and settlers, jobs for a growing workforce, resources for building the nation and dollars for a new state economy.	3) Interconnectedness of people and the environment	HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	2.10. The quantity and quality of resources and their use—or misuse—by humans affect the standard of living of societies and the well-being of individuals.		CP.I.A. Human cultures and societies, past and present, affect and are affected by wildlife and its habitat.	
Theme 2, A.2. As multiple demands on forests increased, the practice of forest management evolved to conserve and preserve natural resources and to improve society's use of forestlands. It incorporated scientific principles and an understanding of competing interests.	3) Interconnectedness of people and the environment	HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of	Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	3.7. Sustainable technologies enable human and natural systems to maintain and extend the productivity of vital resources.		WM.II.A. Wildlife resources can be managed and conserved.	Deer Dilemma

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		natural resources, the sustainability of human populations, and biodiversity.					
Theme 2, A.3. Historical perspectives, which may include aesthetic, cultural, spiritual, economic and educational factors, form our understanding of forests and our personal connections to forests, and guide decisions to ensure forests for future generations.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.	2: What Is a Forest? (FOTW) 9: Words to Live By (FoF)	CP.I.B. B. Values, ethics, and historical traditions of cultures and societies are reflected in their treatment of wildlife and other resources.	A Picture Is Worth a Thousand Words
Theme 2, B.1. Forests affect air, water and soil quality.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Water (v) Forest Fact Sheet: Drinking Water Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	1.1. Living components of the environment interact in predictable ways with nonliving components, such as air, water, and geologic features.	1: Monitoring Forest Health (FoF) 6: Forest to Faucet (FoF)	ID.I.A.2.b. The health and well-being of humans and wildlife depend on the quality of the natural environment.	
Theme 2, B.2. Forests provide habitat for fish and wildlife.	2) Physical, living and human systems		Forest Essays, Grades 7-12 Forest Fact Break: Wildlife (v) Forest Fact Sheet: Wildlife Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	1.2. The arrangement of living and nonliving components within a habitat determines the organisms it can support.	1: Monitoring Forest Health (FoF)	HN.II.A.1. Habitat is composed of many integrated components including food, water, shelter or cover, space, and the suitable arrangement of these in relation to each other.	
Theme 2, B.3. Forests provide the opportunity to study ecosystems, conservation and natural resource management.	1) Systems thinking	HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Forest Essays, Grades 7-12 Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	4.3. When the Earth is studied as an interacting ecological system, every action, regardless of its scale, affects the biosphere in some way.	3: Mapping the World's Forests 5: Understanding the Effects of Forest Uses (FOTW) 6: Seeking Sustainability: A Global Response (FOTW) 9: Researching Forests of the World (FOTW)	HG.2.C. As human populations have grown and pressures on wildlife populations have increased, people have developed systems to study wildlife and to regulate human impact on wildlife and habitats.	

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					1: Monitoring Forest Health (FoF)		
Theme 2, B.4. Forests sequester carbon from the atmosphere and are an essential component of the global carbon cycle. Forest products made from wood also store carbon.	2) Physical, living and human systems	HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Forest Essays, Grades 7-12 Forest Fact Break: Carbon Capture (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Woody Biomass Inside Oregon's Forests: A High School Forestry Curriculum Where's All the Carbon? (carbon cycle poster)	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other. 5.2. Healthy ecosystems are in a state of dynamic equilibrium, with steady inflows and outflows.	8: Making Consumer Choices (FOTW) 8: Climate Change and Forests (FoF)	ID.II.B.1.b. Material substances, such as water, nitrogen, carbon, and phosphorus, cycle through ecosystems.	
Theme 2, B.5. Oregon's forests are important ecological systems, interconnected with other systems not only environmentally, but socially and economically. Changes in the conditions and uses of Oregon's forests may affect the conditions and uses of forests worldwide.	2) Physical, living and human systems		Oregon Forest Facts & Figures	2.2. Altering the environment affects all life forms, including humans, and the interrelationships that link them.	4: Analyzing Patterns of Forest Change (FOTW) 7: Exploring the World Marketplace (FOTW) 7: Forest Invaders (FoF)	IT.I.B.1. Wildlife issues can affect global and international as well as national, regional, and local political activities—particularly regarding human harvesting practices, transmission of pollutants and their secondary impacts, migratory species, and aquatic habitats.	
Theme 2, C.1. Oregon's forests provide basic resources that people use every day.	3) Interconnectedness of people and the environment		Forest Fact Sheet: Forests Forest Essays, Grades 7-12	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs.	1: Making the Global Connection (FOTW) 2: What Is a Forest? (FOTW) 9: Researching Forests of the World (FOTW)	EC.I.A. Natural resources include water, air, minerals, soil, fossil fuels, and plant life, as well as aquatic and terrestrial wildlife.	
Theme 2, C.2. Individuals hold different values concerning forests and their use, based on their experience and connection with the forest.	3) Interconnectedness of people and the environment			1.7. Human societies have many similarities, as well as differences, in their relationship to the landscapes and climates in which they live.	1: Making the Global Connection (FOTW) 2: What Is a Forest? (FOTW) 9: Words to Live By (FoF)	WM.II.C.1. Humans differ in how they value wildlife and its habitat, and the total demand on each may exceed the supply.	Deer Dilemma Migration Barriers

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Theme 2, C.3. Forests influence the economic, social and cultural composition of both urban and rural communities.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum Oregon Forest Facts & Figures Forest Essays, Grades 7-12	1.9. A society's standard of living and individual well-being are dependent on environmental quality; the availability, utilization, and distribution of resources; the government; and the culture of its inhabitants.	7: Exploring the World Marketplace (FOTW) 5: The Nature of Fire (FoF)	EC.I.B. The distribution and abundance of wildlife can affect the economy of an area.	
Theme 2, D.1. Forests provide multiple economic benefits, including jobs and forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as carbon storage, clean water, recreation and tourism.	3) Interconnectedness of people and the environment	HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Find Your Path Find Your Path videos (v) 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 Inside Oregon's Forests: A High School Forestry Curriculum Inquiry at Hinkle Creek (v)	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 2.6. The management of natural resources provides employment opportunities for many people and communities.	1: Making the Global Connection (FOTW) 5: Understanding the Effects of Forest Uses (FOTW) 6: Seeking Sustainability: A Global Response (FOTW) 7: Exploring the World Marketplace (FOTW) 8: Making Consumer Choices (FOTW) 1: Monitoring Forest Health (FoF) 3: Who Owns America's Forests? (FoF) 6: Forest to Faucet (FoF) 8: Climate Change and Forests (FoF)	EC.I.B.3. Human use of wildlife directly and indirectly creates job opportunities for people.	
Theme 2, D.2. Forests provide income for local, state, national and international economies. Oregon's forest sector is one of the state's largest economic sectors and provides critical resources and products to the global marketplace, including softwood lumber, plywood, and engineered wood products.	3) Interconnectedness of people and the environment		Forest Essays, Grades 7-12 Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v) Inside Oregon's Forests: A High School Forestry Curriculum Oregon Forest Facts & Figures	3.5. Global and local economies are complex systems involving costs and benefits, labor markets, citizen rights, and resource distributions.	1: Making the Global Connection (FOTW) 5: Understanding the Effects of Forest Uses (FOTW) 7: Exploring the World Marketplace (FOTW) 8: Making Consumer Choices (FOTW) 9: Researching Forests of the World (FOTW)	EC.I.B. The distribution and abundance of wildlife can affect the economy of an area.	
Theme 2, D.3. Forest products are an important component of Oregon's "green" economy. They come from a renewable resource and store carbon, and most are also reusable and recyclable.	3) Interconnectedness of people and the environment		Forest Fact Break: Carbon Capture (v) Forest Fact Break: Green Building (v) Forest Fact Break: Wood Products (v)	4.5. The structure and scale of an area's natural resources shape the economy on which the society and its culture are based.	8: Climate Change and Forests (FoF)	EC.I.A.2. Renewable natural resources, including wildlife, can replenish themselves independently or with human assistance.	

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			Inside Oregon's Forests: A High School Forestry Curriculum Oregon Forest Facts & Figures Where's All the Carbon? (carbon cycle poster)				
Theme 2, D.4. Economic returns to forest landowners are important in preventing the loss of forests to other non-forest land uses.	3) Interconnectedness of people and the environment			5.4. Economic stability is resilient to minor fluctuations in the production of goods and services.	7: Exploring the World Marketplace (FOTW) 3: Who Owns America's Forests? (FoF) 8: Climate Change and Forests (FoF)	HI.II.A.3.b. Community conservation practices, plus social, cultural, and economic values affect environmental programs and activities.	
Theme 3, A.1. The size and scale of forest ownership can vary from hundreds of thousands of acres in a national forest to an individual patch of trees in an urban forest.	2) Physical, living and human systems		Forest Fact Sheet: Ownership Oregon Forest Facts & Figures	4.0. Environments (including both natural and human-built components), economies, and societal institutions vary in structure and scale.	3: Who Owns America's Forests? (FoF)		
Theme 3, A.2. Oregon's forests are managed under private (e.g., family and industrial) and public (e.g., state and federal) ownership. Each type of ownership may have different management objectives and may be subject to different laws and policies.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum Forest Fact Sheet: Ownership Oregon Forest Facts & Figures	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 4.5. The structure and scale of an area's natural resources shape the economy on which the society and its culture are based.	3: Who Owns America's Forests? (FoF)	PL.I.B. In the United States, wildlife is considered to be a public resource. Ownership of land or water alone does not secure ownership of wildlife on that land or in that water as it does in some other countries.	Wild Bill's Fate
Theme 3, A.3. Forestlands – as well as fire and other disturbances that affect them – cross natural boundaries, such as watersheds, and administrative boundaries, such as city limits and private property lines.	3) Interconnectedness of people and the environment		Forest Fact Break: Fire Safety (v) Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	4.7. Human-built environments, if planned and constructed to be compatible with the environment in which they will be located, can conserve resources, enhance environmental quality, and promote the well-being of those who live within them.	5: The Nature of Fire (FoF) 6: Forest to Faucet (FoF)	PL.II.B. Many wildlife species regularly move across national boundaries, necessitating the adoption of international agreements and the formation of international agencies and organizations to ensure protection and management of these species.	
Theme 3, A.4. Many forest landscapes are made up of a variety of ownerships, a mix of management objectives, and a blend of forest ecosystems.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum Forest Fact Sheet: Ownership	1.3. Patterns of variation from region to region in the Earth's atmosphere, water, soil, climate, and geology create a wide diversity of biological communities.	3: Mapping the World's Forests (FOTW) 3: Who Owns America's Forests? (FoF) 6: Forest to Faucet (FoF)	IT.II.B. Private landowners play an important role in sustaining and improving wildlife habitat.	

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				4.5. The structure and scale of an area's natural resources shape the economy on which the society and its culture are based.			
Theme 3, B.1. Forest management is a long-term process that can lead to changes in tree species composition, size and age, as well as in forest health and resilience.	3) Interconnectedness of people and the environment	HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Inside Oregon's Forests: A High School Forestry Curriculum Forest Fact Break: Forest Management (v) Forest Essays, Grades 7-12	5.3. Ecosystems change over time through patterns of growth and succession. They are also affected by other phenomena, such as disease, insects, fire, weather, climate, and human intervention.	4: Analyzing Patterns of Forest Change (FOTW) 6: Seeking Sustainability: A Global Response (FOTW) 2: Story of Succession (FoF)	WM.I.B. Wildlife management is the application of scientific knowledge and technical skills to the protection, preservation, conservation, limitation, or enhancement of wildlife and its habitat.	Deer Dilemma
Theme 3, B.2. Forest management ranges from active management (e.g., planting, thinning, and harvesting) to passive management (e.g., set-asides and wilderness areas) to grow, restore, maintain, conserve or alter forests.	3) Interconnectedness of people and the environment		Forest Essays, 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) Inside Oregon's Forests: A High School Forestry Curriculum	3.7. Sustainable technologies enable human and natural systems to maintain and extend the productivity of vital resources. 4.6. Conservation technologies, when appropriately applied to resource management or environmental protection, can support environmental, societal, and economic sustainability.	2: Story of Succession (FoF)	WM.I.C. Conservation is the use of natural resources in a way that assumes their continuing availability to future generations through the wise use or protection of natural resources.	Deer Dilemma
Theme 3, B.3. Forest management includes the use of natural processes and goal-oriented decisions and actions to achieve a variety of desired outcomes, including ecological (e.g., improving wildlife habitat), economic (e.g., timber production), and social (e.g., recreation) outcomes. Many of these outcomes are interrelated and can be managed for simultaneously, while others may be incompatible.	3) Interconnectedness of people and the environment	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Forest Fact Break: Forest Management (v) Inside Oregon's Forests: A High School Forestry Curriculum	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	6: Seeking Sustainability: A Global Response (FOTW)	WM.II.C.2. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	Deer Dilemma Migration Barriers

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Theme 3, B.4. In Oregon, forest management in private and state forests is regulated by the Oregon Forest Practices Act, which aims to sustain forest land for timber production and the other benefits forests provide, including clean water, wildlife habitat, and recreation.	3) Interconnectedness of people and the environment		Forest Fact Break: Sustainability (v) Forest Fact Break: Water (v) Forest Fact Sheet: Drinking Water Forest Fact Sheet: Protection Laws Inside Oregon's Forests: A High School Forestry Curriculum Oregon Forest Facts & Figures	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs. 1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.			
Theme 3, B.5. As human populations and global demand for forest resources increase, forest management and advances in research and technological systems can help to ensure forest resources are maintained or improved to produce the desired values and products.	3) Interconnectedness of people and the environment	HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity. HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.		2.8. International cooperation regarding sustainable resource management and environmental protection is beneficial to the well-being of humans and other life forms. 5.6. Industries often respond to consumer demand for recyclable, recycled, or otherwise environmentally sustainable products.	1: Making the Global Connection (FOTW) 4: Analyzing Patterns of Forest Change (FOTW) 7: Exploring the World Marketplace (FOTW) 9: Researching Forests of the World (FOTW)	HG.II.C. As human populations have grown and pressures on wildlife populations have increased, people have developed systems to study wildlife and to regulate human impact on wildlife and habitats.	A Picture Is Worth a Thousand Words
Theme 3, C.1. A variety of individuals, companies, organizations, and government agencies manage forests. Forest management decisions may involve some or all of these working collaboratively to ensure mutually beneficial outcomes.	3) Interconnectedness of people and the environment		Find Your Path Find Your Path videos (v)	1.8. Humans throughout the world create social, cultural, political, and economic systems and organizations to meet their physical and emotional needs.	6: Seeking Sustainability: A Global Response (FOTW)	WM.II.D. Philosophies and practices in wildlife management have been both supported and criticized by individuals, as well as by public and private organizations.	Deer Dilemma
Theme 3, C.2. Forest resource professionals aim to meet individual, societal and environmental needs.	3) Interconnectedness of people and the environment		Find Your Path Find Your Path videos (v)	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	6: Seeking Sustainability: A Global Response (FOTW)	WM.II.C.1. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	Deer Dilemma

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Theme 3, C.3. The type and intensity of forest management is dependent on the purposes for which the forest is managed, as well as forest type, ownership, size and location.	3) Interconnectedness of people and the environment	HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Inside Oregon's Forests: A High School Forestry Curriculum	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	3: Who Owns America's Forests? (FoF)		
Theme 3, C.4. Oregon foresters and forest managers prepare forest management plans based on landowner goals and objectives, capabilities of the forest site, laws and available tools (e.g., planting, harvesting and using prescribed fire).	3) Interconnectedness of people and the environment		Forest Fact Break: Clearcutting (v) Forest Fact Break: Fire (v) Forest Fact Sheet: Clearcutting Forest Fact Sheet: Fire Forest Fact Sheet: Protection Laws Inside Oregon's Forests: A High School Forestry Curriculum	2.7. Resource management systems interact and influence environmental quality; the acquisition, extraction, and transportation of natural resources; all life forms; and each other.	3: Who Owns America's Forests? (FoF) 5: The Nature of Fire (FoF)		
Theme 3, C.5. The public empowers governments to conserve, maintain and sustain forest resources by enacting laws, creating policies, establishing agencies, creating public lands and providing management guidelines and continuing education for forest landowners.	3) Interconnectedness of people and the environment		Forest Fact Sheet: Protection Laws	3.10. In many societies, individuals and groups can work through governmental channels to influence the management of public and private resources.	6: Seeking Sustainability: A Global Response (FOTW) 3: Who Owns America's Forests? (FoF) 4: Tough Choices (FoF)	PL.I.B.2. Primary responsibility for most wildlife conservation programs in the United States is delegated to governmental agencies.	Wild Bill's Fate
Theme 3, C.6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.	3) Interconnectedness of people and the environment			4.9. The structure and scale of governments and other organizations in power, as well as their actions, influence the management of resources and affect environmental quality. 5.8. Stable governments change and evolve over time. Such changes affect the lives of their citizens, as well as resource management and environmental policies.	7: Exploring the World Marketplace (FOTW)		

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Theme 3, C.7. Sustainable management of forests takes into account social, economic and ecological dimensions of sustainability. It includes maintaining forest health, productivity and diversity, and conserving a forested land base for the needs of present and future generations.	3) Interconnectedness of people and the environment	HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Forest Fact Break: Sustainability(v) Inquiry at Hinkle Creek (v) Inside Oregon's Forests: A High School Forestry Curriculum	1.6. Successful economic solutions are appropriate for the people involved, use resources sustainably, and preserve and enhance environmental quality. 3.5. Global and local economies are complex systems involving costs and benefits, labor markets, citizen rights, and resource distributions.	6: Seeking Sustainability: A Global Response (FOTW) 7: Exploring the World Marketplace (FOTW) 1: Monitoring Forest Health (FoF) 4: Tough Choices (FoF) 7: Forest Invaders (FoF)	WM.III.B. Wildlife management practices involve population and habitat inventory and monitoring, direct management of wildlife species through manipulation of populations, indirect management of wildlife species through protection and manipulation of habitat, and public regulation and education.	Bird Song Survey A Picture Is Worth a Thousand Words
Theme 3, C.8. Changing public demands and expectations for the forest, as well as unanticipated events, affect decisions about forest resource use. Sound management based on scientific research, economic analysis and public involvement is required.	3) Interconnectedness of people and the environment			1.5. Alternative approaches to economic issues may have different benefits and costs for different groups, for society as a whole, and for the environment.	6: Seeking Sustainability: A Global Response (FOTW) 7: Exploring the World Marketplace (FOTW)	WM.II.C.2. Wildlife management decisions must consider political, social, economic, and biological concerns; such decisions should involve all interested or potentially affected constituencies.	Deer Dilemma Migration Barriers
Theme 3, D.1. People have differing perspectives about forest management, which can be affected by politics, science, economics, values, perception and experience.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum	2.11. Cultural and societal perspectives influence the attitudes, beliefs, and values that people hold toward resource management and environmental protection. 3.8. Most cultures have beliefs, values, and traditions that shape human interactions with the environment and its resources.	1: Making the Global Connection (FOTW) 2: What Is a Forest? (FOTW) 5: Understanding the Effects of Forest Uses (FOTW) 4: Tough Choices (FoF) 9: Words to Live By (FoF)	IT.IV.B. Issues involving wildlife and its habitat are often products of cultural differences and priorities.	Back from the Brink Wildlife and the Environment: Community Survey
Theme 3, D.2. Forest management can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.	3) Interconnectedness of people and the environment		Inside Oregon's Forests: A High School Forestry Curriculum	4.8. Cultural perspectives and the actions of individuals and groups affect the management of resources and environmental quality.	4: Tough Choices (FoF) 9: Words to Live By (FoF)	WM.II.D. Philosophies and practices in wildlife management have been both supported and criticized by individuals, as well as by public and private organizations.	Deer Dilemma

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Theme 3, D.3. Issues related to forest management include the effects of timber harvest, carbon sequestration and climate change, forest land uses, wildfire, and others.	3) Interconnectedness of people and the environment	HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Forest Fact Break: Clearcutting (v) Forest Fact Sheet: Carbon & Climate Forest Fact Sheet: Clearcutting Inside Oregon's Forests: A High School Forestry Curriculum	4.4. Economic issues involve short-term and long-term outcomes and positive and negative effects on the environment.	7: Exploring the World Marketplace (FOTW) 4: Tough Choices (FoF) 5: The Nature of Fire (FoF) 8: Climate Change and Forests (FoF)	IT.I.A. Current wildlife issues and trends are complex, involve alternatives, and affect the environment. CA.I.A. Variation and change occur in all ecological systems.	Back from the Brink Fire Ecologies Phenology at Play Wildlife and the Environment: Community Survey
Theme 3, D.4. Involving multiple perspectives in decision-making, especially with regard to Oregon's public forests, can lead to more effective problem-solving and result in more sustainable outcomes for Oregon's forests.	4) Personal and civic responsibility			3.11. Effective decision-making involves a careful study of all sides of the issues, along with the ability to differentiate between honest, factually accurate information and propaganda.	4: Tough Choices (FoF)	IT.IV.B. Issues involving wildlife and its habitat are often products of cultural differences and priorities.	Back from the Brink Wildlife and the Environment: Community Survey
Theme 4, A.1. Everyone should have the opportunity to identify and explore their personal connection with forests.	4) Personal and civic responsibility		Inside Oregon's Forests: A High School Forestry Curriculum	1.10. Natural beauty, as experienced in forests and other habitats, enhances the quality of human life by providing artistic and spiritual inspiration, as well as recreational and intellectual opportunities.		AA.I.B. Citizens benefit from experiencing and enjoying their natural resources.	
Theme 4, A.2. Resources we use and consume every day are connected to Oregon's forests.	4) Personal and civic responsibility		Forest Essays, Grades 7-12	1.4. Humans use environments and resources to meet a variety of physical, social, and cultural needs.	5: Understanding the Effects of Forest Uses (FOTW)		

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Theme 4, A.3. There are many ways that individuals can connect with forests in Oregon, including hiking and picnicking in forests, volunteering for projects in and around forests, becoming informed and active voters, attending public meetings and making wise consumer choices.	4) Personal and civic responsibility		Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	5.5. Consumers influence the marketplace with demands for goods and services. Such demands shift with time and may have positive or negative effects on societal and environmental sustainability.	8: Making Consumer Choices (FOTW)		
Theme 4, B.1. Everyone has a responsibility to treat forests with respect and to become a conscientious steward of Oregon's forests and forest resources.	4) Personal and civic responsibility		Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	3.9. In many societies, citizens have a voice in shaping resource and environmental management policies. Individuals and societies share in the responsibility of sustaining resources and behaving in an environmentally responsible manner.	8: Making Consumer Choices (FOTW)	RA.I.C. Communities can learn to live in a sustainable manner by understanding the effects of their actions on the long-term health of the environment.	Habitat Heroes Sustainability: Then, Now, Later
Theme 4, B.2. Personal behaviors directly impact the health and resiliency of our forests. For example, the products we buy, how we treat trails and campgrounds, and how we hunt or use fire can either harm or help forests.	4) Personal and civic responsibility	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Inside Oregon's Forests: A High School Forestry Curriculum Forest Essays, Grades 7-12	2.5. All humans make individual and group decisions about the consumption of products, which affects the availability of renewable and nonrenewable natural resources. 5.9. Leisure and recreational pursuits can have positive and negative effects on the sustainability of forests and other resource-producing areas.	5: Understanding the Effects of Forest Uses (FOTW) 8: Making Consumer Choices (FOTW) 5: The Nature of Fire (FoF)	RA.I.C.2. Private decisions that affect wildlife and the environment are made through personal judgments. Each person makes such decisions each day, including use of time and energy, consumer choices, and vocational and leisure time activities.	Habitat Heroes
Theme 4, B.3. Choices we make regarding the use of forest resources affect our ability to sustain forest ecosystems into the future.	5) Investigate, plan and create a sustainable future		Inside Oregon's Forests: A High School Forestry Curriculum	2.5. All humans make individual and group decisions about the consumption of products, which affects the availability of renewable and nonrenewable natural resources. 5.9. Leisure and recreational pursuits can	5: Understanding the Effects of Forest Uses (FOTW) 8: Making Consumer Choices (FOTW)	RA.I.C.2. Private decisions that affect wildlife and the environment are made through personal judgments. Each person makes such decisions each day, including use of time and energy, consumer choices, and vocational and leisure time activities.	Habitat Heroes Sustainability: Then, Now, Later

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				have positive and negative effects on the sustainability of forests and other resource-producing areas.			
Theme 4, B.4. A variety of professionals and skilled trade workers are needed to sustain our forests, including foresters, biologists, soil scientists, engineers, lawyers, information technology professionals, land managers, investors, environmental educators, communications specialists, logging operators, mechanics, and wood products manufacturers.	5) Investigate, plan and create a sustainable future	HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Find Your Path Find Your Path videos (v) Inside Oregon's Forests: A High School Forestry Curriculum	2.6. The management of natural resources provides employment opportunities for many people and communities. 5.7. New technologies require implementation by a well-informed and highly skilled workforce.			
Theme 4, B.5. As individuals or as members of groups, we can influence laws and policies about Oregon's forests.	5) Investigate, plan and create a sustainable future			3.10. In many societies, individuals and groups can work through governmental channels to influence the management of public and private resources.	4: Tough Choices (FoF)	RA.I.C.3. Citizens can become involved in the management of wildlife, habitat, and the environment by direct participation in the political process or through local, state, national, or international organizations.	

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

** FOTW = *Forests of the World Secondary Module*

FoF = *Focus on Forests Secondary Module*

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