

# Making Forest Connections — Grades 6-8



## Making Forest Connections: A Correlation of the Washington Forest Education K-12 Learning Framework with Other Educational Resources

### Grades 6-8

The Washington Forest Education K-12 Learning Framework 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 Washington’s forests. This correlation document helps them further by identifying connections between each of the Washington Forest Education K-12 Learning Framework’s 62 concepts and:

- [Next Generation Science Standards \(NGSS\)](#) performance expectations
- [Project Learning Tree \(PLT\)](#) activities
- [Pacific Education Institute Resources](#)
- [Project WILD](#) activities
- Other resources

### Forest Education 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 education 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 Washington’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 the forest learning framework by grade level, see [the Washington Forest Education K-12 Learning Framework](#).

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## About the Resources

This document identifies connections between the Washington Forest Education K-12 Learning Framework and the following resources for Grades 6-8.

**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](http://www.nextgenscience.org).

**Project Learning Tree (PLT) Activities** – Relevant activities are identified from PLT's *PreK-8 Environmental Education Activity Guide*. **Bolded** activities are the most relevant. Activities in **red** represent updates found in PLT's *Explore Your Environment K-8 Activity Guide*, published in 2021. Educators can receive these curriculum guides by attending a PLT professional development. For more details, contact the Pacific Education Institute.

**Pacific Education Institute (PEI) Resources** – A variety of guides, lessons, and videos from PEI help to strengthen the Washington Forest Education K-12 Learning Framework. They provide information and learning activities to support K-12 teachers and their students in learning about forests. These include:

- PEI Guides
- ELA and Math Performance Tasks
- Forests of Washington Lessons
- Healthy Forests, Healthy Waters Curriculum
- Drain Rangers Secondary Curriculum
- PLT extension activities
- Career Profile Cards
- Solution Oriented Learning Storylines (SOLS)

Resources available for download at <https://pacifieducationinstitute.org/>.

**Project WILD Activities** – Relevant activities are identified from the *Project WILD K-12 Curriculum and Activity Guide*. Educators can receive this guide by attending a Project WILD workshop. For more details, contact the Pacific Education Institute.

**Oregon Forest Resources Institute (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.

For more information on receiving these free resources go to: [oregonforests.org](http://oregonforests.org).

## Acknowledgements

This correlation was supported by a Project Learning Tree Model Program Initiative grant from the Sustainable Forestry Initiative. We appreciate the hard work of the Oregon Forest Resources Institute (OFRI) to create such valuable forest education resources and their generosity in sharing them with others to adapt and use. Thank you to Pat Otto, former PLT WA State Coordinator and PEI Education Manager for adapting these correlations for use by Washington educators. Her forest education expertise and work to create locally relevant materials is an invaluable resource and we are grateful.

# Making Forest Connections — Grades 6-8

Theme 1: What is a Forest?					
Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities (Title and Location in <i>Explore Your Environment K-8</i> are in red)	PEI Resources	Project WILD Activities	Additional Resources
<p><b>Definition of a Forest</b></p> <p>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).</p> <p>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).</p> <p>3. Urban forests include all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.</p>	<p>MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	<p>4: Sounds Around            10: Charting Diversity (<i>Charting Biodiversity</i>, p. 90)            12: Invasive Species (p. 299)            20: Environmental Exchange Box            22: Trees as Habitat (p. 76)            23: The Fallen Log (p. 116)            29: Rain Reasons            41: How Plants Grow (<i>Here We Grow Again</i>, p. 57)            48: Field, Forest, and Stream (p. 257)            49: Tropical Treehouse            56: We Can Work It Out            67: How Big Is Your Tree? (<i>Nature's Skyscrapers</i>, p. 325)            68: Name That Tree (<i>Tree ID</i>, p. 186)            70: Soil Stories (<i>Soil Builders</i>, p. 161)            77: Trees in Trouble (p. 197)            78: Signs of Fall (p. 155)</p> <p>E-Unit for Grades 6-8  <a href="#">Carbon &amp; Climate</a></p>	<p><b>Forests of Washington</b></p> <p>1. There's no Place Like Home            2. Getting to know the Trees of Washington            3. Here's Looking at Yew            4. Forest Homes</p> <p><b>ELA Performance Tasks</b>  <a href="#">Invasive Plants (Grade 6-7)</a></p> <p><b>Guides</b>  <a href="#">Field Investigations</a>  <a href="#">Schoolyard Biodiversity</a>  <a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a></p> <p><b>Curriculum</b>  <a href="#">Healthy Forests, Healthy Waters</a></p> <p><b>PLT Extensions</b>  <a href="http://www.pltwa.com">www.pltwa.com</a>            Fallen Log Student Page            Tree Abundance Field Investigation            Trees as Habitats journal</p> <p><b>Solutions Oriented Learning Storylines</b>  <a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a></p>	<p>What's That Habitat?</p> <p>Map that Habitat</p> <p>Forest in a Jar</p> <p>Time Lapse</p> <p>Raindrops and Ranges</p>	<p><b>OFRI</b>  <a href="#">Explore the Forest Into the Forest</a>  <a href="#">Sounds of the Forest</a></p> <p><b>Forest Fact Breaks:</b>            Ecosystems            Tree Biology</p>

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<p style="text-align: center;"><b>Trees as Part of the Forest</b></p> <p>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.</p> <p>2. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.</p> <p>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).</p> <p>4. Trees compete with each other and with other plants growing near them for nutrients, sunlight, space and water.</p> <p>5. The health and wellness of trees in a forest ecosystem depend on and are affected by many factors.</p>	<p>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.</p>	<p>4: Sounds Around 21: Adopt a Tree (p. 21) 23: The Fallen Log (p. 116) 26: Dynamic Duos 27: Every Tree for Itself (p. 110) 28: Air Plants 29: Rain Reasons 31: Plant a Tree (p. 350) 36: Pollution Search 40: Then and Now 41: How Plants Grow (Here We Grow Again, p. 57) 44: Water Wonders (p. 206) 45: Web of Life (p. 216) 50: 400- Acre Wood (If I Were the Boss, p. 280) 63: Tree Factory (p. 180) 64: Looking at Leaves (Tree ID, p. 186) 65: Bursting Buds (p. 40) 66: Germinating Giants (Nature’s Skyscrapers, p. 325) 67: How Big Is Your Tree? (Nature’s Skyscrapers, p. 325) 70: Soil Stories (Soil Builders, p. 161) 76: Tree Cookies (p. 171) 77: Trees in Trouble (p. 197) 79: Tree Lifecycle (A Tree’s Life, p. 14) 88: Life on the Edge (p. 308)</p>	<p><a href="#">Forests of Washington</a></p> <p>1. There’s no Place Like Home 2. Getting to know the Trees of Washington 4. Forest Homes</p> <p><a href="#">ELA Performance Tasks</a> Climate Change, Carbon, and Trees (Grade 8)</p> <p><b>Guides</b> <a href="#">Field Investigations</a> <a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a> <a href="#">Fostering Outdoor Observation Skills</a></p> <p><b>Curriculum</b> <a href="#">Healthy Forests, Healthy Waters</a></p> <p><b>Solutions Oriented Learning Storylines</b> <a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>)</p> <p><b>PLT Extensions</b> <a href="http://www.pltwa.com">www.pltwa.com</a></p> <p>Every Tree for Itself Cards Tree Cookies Tree Bingo Fallen Log student page Forest Benefits Trees as Habitat and Tree Benefits Leaf as a System Tree Abundance Field Investigation</p>	<p>What’s That Habitat?</p> <p>Which Niche?</p> <p>Environmental Barometer</p>	<p><a href="#">OFRI</a> Into the Forest Forest Essays, Grade 6 Forest Essays, Grades 7-12 <b>Forest Fact Breaks:</b> Tree Biology Carbon Capture Ecosystems Sustainability Water Woody Biomass Carbon &amp; Climate Drinking Water Inquiry at Hinkle Creek</p> <p><b>Other</b> I-Tree: Tree Benefits <a href="http://www.treebenefits.com">www.treebenefits.com</a></p>

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<p><b>Forests as Ecosystems</b></p> <p>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.</p> <p>2. Humans depend on and influence forest ecosystems and are themselves influenced by forest ecosystems.</p> <p>3. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon, and other matter.</p> <p>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).</p> <p>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.</p> <p>6. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems, forming a larger system.</p>	<p>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.</p> <p>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.</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.</p>	<p>10: Charting Diversity (<a href="#">Charting Biodiversity</a>, p. 90)</p> <p>11: Can It Be Real?</p> <p>12: Invasive Species (p. 299)</p> <p>16: Pass the Plants, Please</p> <p>18: Tale of the Sun</p> <p>20: Environmental Exchange Box</p> <p>21: Adopt a Tree (p. 21)</p> <p>22: Trees as Habitats (p. 76)</p> <p>23: The Fallen Log (p. 116)</p> <p>24: Nature's Recyclers (<a href="#">Soil Builders</a>, p. 161)</p> <p>26: Dynamic Duos</p> <p>27: Every Tree for Itself (p. 110)</p> <p>28: Air Plants</p> <p>29: Rain Reasons</p> <p>31: Plant a Tree (p. 350)</p> <p>39: Energy Sleuths (<a href="#">Exploration Energy</a>, p. 247)</p> <p>42: Sunlight and Shades of Green (<a href="#">Here We Grow Again</a>, p. 57)</p> <p>44: Water Wonders (p. 206)</p> <p>45: Web of Life (p. 216)</p> <p>48: Field, Forest, and Stream (p. 257)</p> <p>47: Are Vacant Lots Vacant? (<a href="#">Discover Diversity</a>, p. 97)</p> <p>48: Field, Forest, and Stream (p. 257)</p> <p>63: Tree Factory (p. 180)</p>	<p><a href="#">Forests of Washington</a></p> <p>1. There's no Place Like Home</p> <p>2. Getting to know the Trees of Washington</p> <p>3. Here's Looking at Yew</p> <p>4. Forest Homes</p> <p>5. Come Grow with Us</p> <p>6. Washington Forest Eco-Connections</p> <p>7. Fire: Friend or Foe</p> <p>8: The Forest Flu</p> <p>9: Weather Waltzes with the Forest</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Climate Change, Carbon, and Trees (Grade 8)</p> <p><b>Guides</b></p> <p><a href="#">Fostering Outdoor Observation Skills</a></p> <p><a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a></p> <p><a href="#">Field Investigations</a></p> <p><a href="#">Schoolyard Biodiversity</a></p> <p><a href="#">Photo Point Monitoring</a></p> <p><b>Solutions Oriented Learning Storylines</b></p> <p><a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>)</p> <p><a href="#">Fire: Forest Management</a> (also available in <a href="#">Spanish</a>)</p>	<p>Limiting Factors</p> <p>How Many Bears?</p> <p>Tracks!</p> <p>Oh Deer!</p> <p>Graphanimal</p> <p>What's that Habitat?</p> <p>Which Niche?</p> <p>Urban Nature Search</p> <p>Raindrops and Ranges</p> <p>Busy Bees, Busy Blooms</p> <p>Surprise Terrarium</p> <p>What Bear Goes Where?</p> <p>Seed Need</p> <p>Good Buddies</p> <p>Trophic Transfer</p> <p>Environmental Barometer</p> <p>Eco-enrichers</p>	<p><a href="#">OFRI</a></p> <p>Forest Essays, Grade 6</p> <p>Forest Essays, Grades 7-12</p> <p>Into the Forest</p> <p><a href="#">Inquiry at Hinkle Creek</a> (video)</p> <p><b>Forest Fact Breaks:</b></p> <p>Tree Biology</p> <p>Carbon &amp; Climate</p> <p>Carbon Capture</p> <p>Photosynthesis</p> <p>Water</p> <p>Fire</p> <p>Forest Types</p> <p>Drinking Water</p> <p><b>Forest Fact Sheet:</b></p> <p>Photosynthesis</p> <p><b>Where's All the Carbon?</b> (carbon cycle poster)</p> <p>Oregon's Forests (poster)</p> <p><b>Other</b></p> <p><a href="#">The Truth about Science: A Curriculum for Developing Young Scientists</a>, by Kathryn Kelsey and Ashley Steel. NSTA Press</p> <p><a href="#">Citizen Science: 15 Lesson that Bring Biology to Life</a>, 6-12 -NSTA Press</p> <p><a href="#">Rainforest Alliance Carbon Curriculum</a></p> <p><a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p>

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<p>7. Washington’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.</p>		<p>65: Bursting Buds (p. 40)            68: Name that Tree (Tree ID, p. 186)            69: Forest for the Trees            70: Soil Stories (Soil Builders, p. 161)            71: Watch on Wetlands            76: Tree Cookies (p. 171)            77: Trees in Trouble (p. 197)            78: Signs of Fall (p. 155)            79: Tree Lifecycle (A Tree’s Life, p. 14)            80: Nothing Succeeds Like Succession (p. 334)            81: Living with Fire (p. 315)            84: The Global Climate (p. 375)            86: Our Changing World            88: Life on the Edge (p. 308)</p>	<p><b>Curriculum</b>  <a href="#">Healthy Forests, Healthy Waters</a></p> <p><b>PLT Extensions</b>  <a href="http://www.pltwa.com">www.pltwa.com</a>            Forest Benefits student page            Trees as Habitat and Tree Benefits            Leaf as a System            Tree Abundance Field Investigation            Temperature investigation journal            Rainfall investigation            Habitat diversity field investigation</p>		
<p style="text-align: center;"><b>Forest Classification</b></p> <p>1. Trees can be identified by their leaves, seeds, cones, flowers, fruits, and other characteristics. Trees can be classified into family, genus and species groups based on their reproductive parts and/or genetics.</p> <p>2. Different forest biomes exist around the world. Examples include tropical forests, temperate forests, and boreal forests. Washington is in the temperate forest biome.</p> <p>3. Many different forest types exist within a biome, typically named by their dominant tree species. Common forest types in Washington include spruce-hemlock, Douglas-fir, ponderosa pine, mixed conifer, and hardwood.</p>	<p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p>11: Can It Be Real?            12: Invasive Species (p. 299)            16: Pass the Plants, Please            20: Environmental Exchange Box            29: Rain Reasons            43: Have Seeds, Will Travel (p. 50)            61: The Closer You Look (p. 72)            63: Tree Factory (p. 180)            64: Looking at Leaves (Tree ID, p. 186)            65: Bursting Buds (p. 40)            66: Germinating Giants (Nature’s Skyscrapers, p. 325)            67: How Big Is Your Tree? (Nature’s Skyscrapers, p. 325)            68: Name That Tree (Tree ID, p. 186)</p>	<p><b>Forests of Washington</b></p> <ol style="list-style-type: none"> <li>There’s no Place Like Home</li> <li>Getting to know the Trees of Washington</li> <li>Forest Homes</li> <li>Come Grow with Us</li> <li>Washington Forest Eco-Connections</li> </ol> <p><b>PLT Extensions</b>  <a href="http://www.pltwa.com">www.pltwa.com</a>            Habitat diversity field investigation            Tree abundance field investigation</p>	<p>Raindrops and Ranges             Time Lapse</p>	<p><b>OFRI</b>            Into the Forest  <b>Forest Fact Break:</b>            Forest Types  <b>Oregon’s Forests</b> (poster)</p>

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Theme 1: What is a Forest?					
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		49: Tropical Treehouse 70: Soil Stories ( <i>Soil Builders</i> , p. 161)			

## Making Forest Connections — Grades 6-8

Theme 2: Why are Forests Important?					
Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;"><b>Historical Importance</b></p> <p>1. Today, as in the past, forest continue to play a significant cultural, spiritual, and economic role in Native American Societies.</p> <p>2. In Washington '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.</p> <p>3. 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.</p> <p>4. 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.</p>		<p>40: Then and Now</p> <p>75: Tipi Talk</p> <p>80: Nothing Succeeds Like Succession (p. 334)</p> <p>90: Native Ways</p> <p>91: In the Good Old Days</p> <p>92: A Look at Lifestyles</p> <p>93: Paper Civilizations</p> <p>94: By the Rivers of Babylon</p> <p>95: Did You Notice? (p. 293)</p>	<p><a href="#">Forests of Washington</a></p> <p>13. Who Manages Washington's Forests?</p> <p>14. Where There's a Will There's a Way</p> <p>21. A Forest Full of Views</p>		<p><a href="#">OFRI</a></p> <p>Forest Essays, Grade 6</p> <p>Forest Essays, Grades 7-12</p>
<p style="text-align: center;"><b>Environmental Importance</b></p> <p>1. Forests affect air, water, and soil quality.</p> <p>2. Forests provide habitat for fish and wildlife.</p> <p>3. Forests provide the opportunity to study ecosystems, conservation, and natural resource management.</p> <p>4. Forests sequester carbon from the atmosphere and are an</p>	<p>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.</p> <p>(Somewhat relevant)</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that</p>	<p>4: Sounds Around</p> <p>13: We All Need Trees (p. 82)</p> <p>28: Air Plants</p> <p>29: Rain Reasons</p> <p>44: Water Wonders (p. 206)</p> <p>22: Trees as Habitats (p. 76)</p> <p>24: Nature's Recyclers (Soil Builders, p. 161)</p> <p>26: Dynamic Duos</p> <p>29: Rain Reasons</p> <p>45: Web of Life (p. 216)</p>	<p><a href="#">Forests of Washington</a></p> <p>3. Here's Looking at Yew</p> <p>4. Forest Homes</p> <p>5. Come Grow with Us</p> <p>6. Washington Forest Eco-Connections</p> <p>19. Town Trees</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Summer in the City (Grade 6-7)</p>	<p>Habitat Circles</p> <p>My Kingdom for a Shelter</p> <p>Map that Habitat</p> <p>Tracks!</p>	<p><a href="#">OFRI</a></p> <p>Into the Forest</p> <p>Forest Essays, Grades 6</p> <p>Forest Essays, Grades 7-12</p> <p><b>Forest Fact Breaks:</b></p> <p>Water</p> <p>Wildlife</p> <p>Carbon Capture</p> <p><b>Inquiry at Hinkle Creek</b> (video)</p> <p><b>Forest Fact Sheets:</b></p> <p>Drinking Water</p> <p>Woody Biomass</p>



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Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>essential component of the global carbon cycle. Forest products made from wood also store carbon.</p> <p>5. Washington 's forests are important ecological systems, interconnected with other systems not only environmentally, but socially and economically. Changes in the conditions and uses of Washington 's forests may affect the conditions and uses of forests worldwide.</p>	<p>changes to physical and biological components of an ecosystem affect populations</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>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.</p>	<p>47: Are Vacant Lots Vacant? (<i>Discover Diversity</i>, p. 97)</p> <p>48: Field, Forest, and Stream (p. 257)</p> <p>49: Tropical Treehouse</p> <p>67: How Big Is Your Tree? (<i>Nature's Skyscrapers</i>, p. 325)</p> <p>84: The Global Climate (p. 375)</p> <p>86: Our Changing World</p> <p>89: Trees for Many Reasons (p. 193)</p> <p>95: Did You Notice? (p. 44)</p> <p><b>NEW: Environmental Justice for All</b>, p. 233</p> <p><b>NEW: What's in a Label</b>, p. 382</p> <p>E-Unit for Grades 6-8 <a href="#">Carbon &amp; Climate</a></p>	<p>Invasive Plants (Grade 6-7)</p> <p>Renewable Energy: Biomass (Grade 6-8)</p> <p>Climate Change, Carbon, and Trees (Grade 8)</p> <p>Urban Heat Island Effect (Gr. 8)</p> <p><b>Guides</b> <a href="#">Field Investigations</a> <a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a> <a href="#">Fostering Outdoor Observation Skills</a> <a href="#">Landscape Investigations</a></p> <p><a href="#">Career Profile Cards</a></p> <p><b>Solutions Oriented Learning Storylines</b> <a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>) <a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a></p> <p><b>Curriculum</b> <a href="#">Heathy Forests, Healthy Waters</a> <a href="#">Drain Rangers Secondary</a></p>	<p>Graphananimal</p> <p>Habicache</p> <p>Seed Need</p> <p>Eco-Enrichers</p> <p>Environmental Barometer</p> <p>Nature in Art</p>	<p>Carbon &amp; Climate</p> <p><b>Where's All the Carbon?</b> (carbon cycle poster)</p> <p><b>Oregon Forest Facts &amp; Figures</b></p> <p><b>Other</b> <i>The Truth about Science: A Curriculum for Developing Young Scientists</i>, by Kathryn Kelsey and Ashley Steel. NSTA Press</p> <p><i>Citizen Science: 15 Lesson that Bring Biology to Life</i>, 6-12 -NSTA Press</p> <p><i>Rainforest Alliance Carbon Curriculum</i> <a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p> <p>I-Tree: Tree Benefits <a href="http://www.treebenefits.com">www.treebenefits.com</a></p>
<p style="text-align: center;"><b>Social Importance</b></p> <p>1. Washington 's forests provide basic resources that people use every day.</p> <p>2. Individuals hold different values concerning forests and their use, based on their experience and connection with the forest.</p> <p>3. Forests influence the economic, social and cultural composition of both urban and rural communities</p>		<p>13: We All Need Trees (p. 82)</p> <p>16: Pass the Plants, Please</p> <p>17: People of the Forest</p> <p>18: Tale of the Sun</p> <p>19: Viewpoints on the Line</p> <p>21: Adopt a Tree (p. 21)</p> <p>55: Planning the Ideal Community</p> <p>56: We Can Work It Out</p>	<p><a href="#">Forests of Washington</a></p> <p>11. Watershed Benefits</p> <p>19. Town Trees</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Climate Change, Carbon, and Trees (Grade 8)</p>	<p>Habicache</p> <p>Natural Dilemmas</p>	<p><a href="#">OFRI</a></p> <p>Into the Forest</p> <p>Forest Essays, Grade 6 Forest Essays, Grades 7-12</p> <p>Oregon Forest Facts &amp; Figures</p>

## Making Forest Connections — Grades 6-8

Theme 2: Why are Forests Important?					
Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
		<p>(<a href="#">Decisions, Decisions</a>, p. 224)</p> <p>59: Power of Print</p> <p>90: Native Ways</p> <p>82: Resource-Go-Round</p> <p>91: In the Good Old Days</p> <p>92: A Look at Lifestyles 93: Paper Civilizations</p> <p>95: Did You Notice? (p. 293)</p>	<p><b>Solutions Oriented Learning Storylines</b></p> <p><a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>)</p> <p><a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a></p>		
<p><b>Economic Importance</b></p> <p>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.</p> <p>2. Forests provide income for local, state, national, and international economies. Washington’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.</p> <p>3. Forest products are an important component of Washington’s “green” economy. They come from a renewable resource and store carbon, and most are also reusable and recyclable.</p> <p>4. Economic returns to forest landowners are important in preventing the loss of forests to other non-forest land uses.</p>	<p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	<p>13: We All Need Trees (p. 82)</p> <p>14: Renewable or Not? (p. 364)</p> <p>15: A Few of My Favorite Things (<a href="#">Global Goods</a>, p. 272)</p> <p>20: Environmental Exchange Box</p> <p>32: A Forest of Many Uses (<a href="#">Our Federal Forests</a>, p. 342)</p> <p>34: Who Works in this Forest? (<a href="#">My Green Future</a>, p. 132)</p> <p>39: Energy Sleuths (<a href="#">Exploration Energy</a>, p. 247)</p> <p>50: 400-Acre Wood (<a href="#">If You Were the Boss</a>, p. 280)</p> <p>51: Make Your Own Paper (p. 63)</p> <p>71: Watch on Wetlands</p> <p>75: Tipi Talk</p> <p>82: Resource-Go-Round</p> <p>83: A Peek at Packaging (p. 136)</p> <p><b>NEW: Forest In the City</b>, p. 265</p> <p>E-Unit for Grades 6-8 <a href="#">Carbon &amp; Climate</a></p>	<p><a href="#">Forests of Washington</a></p> <p>11. Watershed Benefits</p> <p>13. Who Manages Washington’s Forests?</p> <p>14. Where There’s a Will There’s a Way</p> <p>16. Tree Uses</p> <p>17. Wood You Make a Difference?</p> <p>21. A Forest Full of Views</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Stormwater Pollution (Grade 6)</p> <p>Renewable and Non-Renewable Energy (Grade 6-8)</p> <p>Renewable Energy: Biomass (Grade 6-8)</p> <p>Climate Change, Carbon, and Trees (Grade 8)</p> <p><a href="#">Career Profile Cards</a></p> <p><b>Solutions Oriented Learning Storylines</b></p> <p><a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>)</p> <p><b>Curriculum</b></p> <p><a href="#">Healthy Forests, Healthy Waters</a></p>	<p>Natural Dilemmas</p>	<p><a href="#">OFRI</a></p> <p>Into the Forest</p> <p>Find Your Path videos</p> <p>Forest Essays, Grade 6</p> <p>Forest Essays, Grades 7-12</p> <p><b>Forest Fact Breaks:</b></p> <p>Carbon Capture</p> <p>Green Building</p> <p>Wood Products</p> <p><b>Inquiry at Hinkle Creek</b> (video)</p> <p>Oregon Forest Facts &amp; Figures</p> <p><b>Forest Fact Sheets:</b></p> <p>Forests</p> <p>Carbon &amp; Climate</p> <p>Drinking Water</p> <p><b>Where's All the Carbon?</b> (carbon cycle poster)</p> <p><b>Other</b></p> <p><a href="#">Rainforest Alliance Carbon Curriculum</a></p> <p><a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p> <p>I-Tree: Tree Benefits <a href="http://www.treebenefits.com">www.treebenefits.com</a></p>

## Making Forest Connections — Grades 6-8

<b>Theme 3: How Do We Sustain Our Forests?</b>					
Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;"><b>Forest Ownership</b></p> <p>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.</p> <p>2. Washington’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.</p> <p>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.</p> <p>4. Many forest landscapes are made up of a variety of ownerships, a mix of management objectives, and a blend of forest ecosystems.</p>		<p>35: Loving It Too Much (<a href="#">Our Federal Forests, p. 342</a>)</p> <p>69: Forest for the Trees</p> <p>71: Watch on Wetlands</p> <p>81: Living with Fire (<a href="#">p. 315</a>)</p> <p>E-Unit for Grades 6-8 <a href="#">Carbon &amp; Climate</a></p>	<p><a href="#">Forests of Washington</a></p> <p>7. Fire: Friend or Foe?</p> <p>13. Who Manages Washington’s Forests?</p> <p>14. Where There’s a Will There’s a Way</p> <p>18. Let’s Make a Deal</p> <p>19. Town Trees</p> <p>21. A Forest Full of Views</p> <p><a href="#">Career Profile Cards</a></p> <p><b>Solutions Oriented Learning Storylines</b></p> <p><a href="#">Fire: Forest Management</a> (also available in <a href="#">Spanish</a>)</p>	<p>Smokey Bear Said What?</p>	<p><a href="#">OFRI</a></p> <p><b>Forest Fact Sheet:</b> Ownership Oregon Forest Facts &amp; Figures</p> <p><b>Forest Fact Breaks:</b> Fire Safety</p> <p><b>Inquiry at Hinkle Creek</b> (video)</p>
<p style="text-align: center;"><b>Forest Management</b></p> <p>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.</p> <p>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.</p> <p>3. Forest management includes the use of natural processes and goal-oriented decisions and actions to</p>	<p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical and biological components of an ecosystem affect populations.</p> <p>MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</p>	<p>14: Renewable or Not? (<a href="#">p. 364</a>)</p> <p>15: A Few of My Favorite Things (<a href="#">Global Goods, p. 272</a>)</p> <p>31: Plant a Tree (<a href="#">p. 350</a>)</p> <p>32: A Forest of Many Uses (<a href="#">Our Federal Forests, p. 342</a>)</p> <p>33: Forest Consequences (<a href="#">Decisions, Decisions, p. 224</a>)</p> <p>35: Loving It Too Much (<a href="#">Our Federal Forests, p. 342</a>)</p> <p>50: 400-Acre Wood (<a href="#">If I Were the Boss, p. 280</a>)</p> <p>69: Forest for the Trees</p> <p>80: Nothing Succeeds</p>	<p><a href="#">Forests of Washington</a></p> <p>7. Fire: Friend or Foe?</p> <p>8. The Forest Flu</p> <p>9. Weather Waltzes with the Forest</p> <p>13. Who Manages Washington’s Forests?</p> <p>14. Where There’s a Will There’s a Way</p> <p>18. Let’s Make a New Deal</p> <p>19. Town Trees</p> <p>21. A Forest Full of Views</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Stormwater Pollution (Grade 6)</p>	<p>Bat Blitz</p> <p>Time Lapse</p> <p>Ecosystem Architects</p> <p>Natural Dilemmas</p> <p>Sustainability: Then. Now. Later.</p>	<p><a href="#">OFRI</a></p> <p>Into the Forest</p> <p>Forest Essays, Grade 6 Forest Essays, Grades 7-12</p> <p><b>Forest Fact Breaks:</b> Forest Management Clearcutting Reforestation Sustainability Water</p> <p><b>Inquiry at Hinkle Creek</b> (video)</p> <p><b>Forest Fact Sheets:</b> Clearcutting Forests Reforestation Drinking Water Protection Laws</p>

# Making Forest Connections — Grades 6-8

## Theme 3: How Do We Sustain Our Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>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.</p> <p>4. In Washington, forest management in private and state forests is regulated by the Washington 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.</p> <p>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.</p>		<p>Like Succession (p. 334) 93: Paper Civilizations 94: By the Rivers of Babylon</p> <p>PLT Carbon &amp; Climate (E-Unit for Grades 6-8)</p>	<p>Summer in the City (Grade 6-7) Invasive Plants (Grade 6-7) Climate Change, Carbon, and Trees (Grade 8) Urban Heat Island Effect (Gr. 8)</p> <p><b>Guides</b> <a href="#">Field Investigations</a> <a href="#">Schoolyard Biodiversity</a></p> <p><b>Curriculum</b> <a href="#">Healthy Forests, Healthy Waters</a></p> <p><a href="#">Career Profile Cards</a></p> <p><b>Solutions Oriented Learning Storylines</b> <a href="#">Fire: Forest Management</a> (also available in <a href="#">Spanish</a>)</p>		<p><b>Oregon Forest Facts &amp; Figures</b></p>
<p><b>Forest Management Decisions</b></p> <p>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.</p> <p>2. Forest resource professionals aim to meet individual, societal and environmental needs.</p> <p>3. The type and intensity of forest management is dependent on the purposes for which the forest is</p>	<p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services</p>	<p>12: Invasive Species (p. 299) 17: People of the Forest 31: Plant a Tree (p. 350) 32: A Forest of Many Uses (Our Federal Forests, p. 342) 33: Forest Consequences (Decisions, Decisions, p. 224) 34: Who Works in this Forest? (My Green Future, p. 132) 35: Loving It Too Much (Our Federal Forests, p. 342) 50: 400-Acre Wood (If I Were the Boss, p. 280) 54: I'd Like to Visit a Place Where...</p>	<p><a href="#">Forests of Washington</a></p> <p>7. Fire: Friend or Foe? 8. The Forest Flu 9. Weather Waltzes with the Forest 13. Who Manages Washington's Forests? 14. Where There's a Will There's a Way 18. Let's Make a New Deal 19. Town Trees 21. A Forest Full of Views</p> <p><a href="#">ELA Performance Tasks</a> Forest Management (Grade 6)</p>	<p>Keeping Cool</p> <p>Ecosystem Architects</p> <p>Natural Dilemmas</p> <p>Sustainability: Then. Now. Later.</p>	<p><a href="#">OFRI</a></p> <p>Into the Forest Find Your Path Find Your Path videos</p> <p><b>Forest Fact Breaks:</b> Clearcutting Fire</p> <p><b>Forest Fact Sheets:</b> Clearcutting Fire Protection Laws Sustainability</p> <p><b>Inquiry at Hinkle Creek</b> (video)</p>

## Making Forest Connections — Grades 6-8

### Theme 3: How Do We Sustain Our Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>managed, as well as forest type, ownership, size, and location.</p> <p>4. Washington 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).</p> <p>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.</p> <p>6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.</p> <p>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.</p> <p>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.</p>		<p>57: Democracy in Action 58: There Ought to Be a Law <b>NEW: Forest In the City, p. 265</b></p>	<p>Stormwater Pollution (Grade 6) Summer in the City (Grade 6-7) Invasive Plants (Grade 6-7) Climate Change, Carbon, and Trees (Grade 8) Urban Heat Island Effect (Gr. 8)</p> <p><a href="#">Career Profile Cards</a></p> <p><b>Solutions-Oriented Learning Storylines</b> <a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>) <a href="#">Fire: Forest Management</a> (also available in <a href="#">Spanish</a>)</p> <p><b>Curriculum</b> <a href="#">Healthy Forests, Healthy Waters</a></p>		<p><b>Other</b> <a href="#"><i>Rainforest Alliance Carbon Curriculum</i></a> <a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p>

# Making Forest Connections — Grades 6-8

## Theme 3: How Do We Sustain Our Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p><b>Forest Management Perspectives</b></p> <p>1. People have differing perspectives about forest management, which can be affected by politics, science, economics, values, perception, and experience.</p> <p>2. Forest management can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.</p> <p>3. Issues related to forest management include the effects of timber harvest, carbon sequestration and climate change, forest land uses, wildfire, and others.</p> <p>4. Involving multiple perspectives in decision-making, especially with regard to Washington’s public forests, can lead to more effective problem-solving and result in more sustainable outcomes for Washington’s forests.</p>	<p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	<p>19: Viewpoints on the Line            32: A Forest of Many Uses (<b>Our Federal Forests, p. 342</b>)            33: Forest Consequences (<b>Decisions, Decisions, p. 224</b>)            35: Loving It Too Much (<b>Our Federal Forests, p. 342</b>)            50: 400-Acre Wood (<b>If You Were the Boss, p. 280</b>)            58: There Ought to Be a Law            59: Power of Print            60: Publicize It!            81: Living with Fire (<b>p. 315</b>)            84: The Global Climate (<b>p. 375</b>)            86: Our Changing World            88: Life on the Edge (<b>p. 308</b>)            90: Native Ways            91: In the Good Old Days  <b>NEW: Forest In the City, p. 265</b></p> <p>E-Unit for Grades 6-8  <a href="#">Carbon &amp; Climate</a></p>	<p><a href="#">Forests of Washington</a></p> <p>7. Fire: Friend or Foe?            8. The Forest Flu            9. Weather Waltzes with the Forest            13. Who Manages Washington’s Forests?            14. Where There’s a Will There’s a Way            18. Let’s Make a New Deal            19. Town Trees            21. A Forest Full of Views</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)            Stormwater Pollution (Grade 6)            Summer in the City (Grade 6-7)            Invasive Plants (Grade 6-7)            Climate Change, Carbon, and Trees (Grade 8)            Urban Heat Island Effect (Gr. 8)</p> <p><a href="#">Career Profile Cards</a></p> <p><b>Guides:</b>  <a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a></p> <p><b>Solutions Oriented Learning Storylines</b>  <a href="#">Fire: Forest Management</a> (also available in <a href="#">Spanish</a>)  <a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a></p>	<p>Wildlife and the Environment:            Community Survey</p> <p>Changing the Land</p> <p>Phenology at Play</p> <p>To Zone or Not to Zone</p> <p>Natural Dilemmas (adapt)</p> <p>Sustainability: Then. Now. Later.</p> <p>Changing the Land</p>	<p><a href="#">OFRI</a></p> <p><b>Forest Fact Breaks:</b>            Clearcutting  <b>Forest Fact Sheets:</b>            Carbon &amp; Climate            Clearcutting  <b>Inside Oregon's Forests: A High School Forestry Curriculum</b></p> <p><b>Other</b>  <a href="#">Rainforest Alliance Carbon Curriculum</a>  <a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p>

# Making Forest Connections — Grades 6-8

## Theme 4: What is Our Responsibility to Washington Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;"><b>Our Connection to Washington’s Forests</b></p> <p>1. Everyone should have the opportunity to identify and explore their personal connection with forests.</p> <p>2. Resources we use and consume every day are connected to Washington’s forests.</p> <p>3. There are many ways that individuals can connect with forests in Washington, 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.</p>		<p>2: Get in Touch with Trees</p> <p>4: Sounds Around</p> <p>5: Poet-Tree (p. 143)</p> <p>13: We All Need Trees (p. 82)</p> <p>15: A Few of My Favorite Things (Global Goods, p. 272)</p> <p>18: Tale of the Sun</p> <p>21: Adopt a Tree (p. 21)</p> <p>31: Plant a Tree (p. 350)</p> <p>32: A Forest of Many Uses (Our Federal Forests, p. 342)</p> <p>37: Reduce, Reuse, Recycle (p. 356)</p> <p>38: Every Drop Counts (p. 104)</p> <p>54: I'd Like to Visit a Place Where...</p> <p>61: The Closer You Look (p. 72)</p> <p>83: A Peek at Packaging (p. 136)</p> <p>89: Trees for Many Reasons (p. 193)</p> <p>92: A Look at Lifestyles</p> <p>96: Improve Your Place (p. 293)</p>	<p><a href="#">Forests of Washington</a></p> <p>1. There’s no Place Like Home</p> <p>2. Getting to know the Trees of Washington</p> <p>3. Here’s Looking at Yew</p> <p>4. Forest Homes</p> <p>5. Come Grow with Us</p> <p>6. Washington Forest Eco-Connections</p> <p>11. Watershed Benefits</p> <p>15. Less is More</p> <p>16. Tree Uses</p> <p>17. Wood You Make a Difference?</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Summer in the City (Grade 6-7)</p> <p>Urban Heat Island Effect (Gr. 8)</p> <p><b>Guides</b></p> <p><a href="#">Field Investigations</a></p> <p><a href="#">Project Based Learning Model</a></p> <p><a href="#">Fostering Outdoor Observation Skills</a></p> <p><a href="#">Photo Point Monitoring</a></p> <p><a href="#">FieldDesign: Engineering</a></p> <p><a href="#">Design for Field-Based Applications 6-12</a></p> <p><b>PLT Extensions</b></p> <p><a href="http://www.pltwa.com">www.pltwa.com</a></p> <p>Trees as Habitat and Tree Benefits</p> <p><b>Curriculum</b></p> <p><a href="#">Healthy Forests, Healthy Waters</a></p>	<p>Animal Poetry</p> <p>Learning to Look, Looking to See</p> <p>Nature in Art</p> <p>Tracks!</p> <p>Graphanimal</p> <p>Urban Nature Search (adapt to forests)</p> <p>Seed Need</p> <p>Eco-Enrichers</p>	<p><a href="#">OFRI</a></p> <p>Forest Essays, Grade 6</p> <p>Forest Essays, Grades 7-12</p> <p><b>Other</b></p> <p><i>The Truth about Science: A Curriculum for Developing Young Scientists</i>, by Kathryn Kelsey and Ashley Steel. NSTA Press</p> <p><i>Citizen Science: 15 Lesson that Bring Biology to Life</i>, 6-12 -NSTA Press</p> <p>Ellie’s Log and Teacher’s Guide <a href="http://ellieslog.osupress.oregonstate.edu/ellies-log">http://ellieslog.osupress.oregonstate.edu/ellies-log</a></p> <p><i>Rainforest Alliance Carbon Curriculum</i> <a href="https://www.rainforest-alliance.org/curricula/climate">https://www.rainforest-alliance.org/curricula/climate</a></p>

## Making Forest Connections — Grades 6-8

### Theme 4: What is Our Responsibility to Washington Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
			<b>Solutions Oriented Learning Storylines</b> <a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a> ) <a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a>		
<p><b>Working for the Future of Washington’s Forests</b></p> <p>1. Everyone has a responsibility to treat forests with respect and to become a conscientious steward of Washington’s forests and forest resources.</p> <p>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.</p> <p>3. Choices we make regarding the use of forest resources affect our ability to sustain forest ecosystems into the future.</p> <p>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.</p> <p>5. As individuals or as members of groups, we can influence laws and policies about Washington’s forests.</p>	<p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>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.</p>	<p>14: Renewable or Not? (p. 364)</p> <p>15: A Few of My Favorite Things (<a href="#">Global Goods</a>, p. 272)</p> <p>31: Plant a Tree (p. 350)</p> <p>32: A Forest of Many Uses (<a href="#">Our Federal Forests</a>, p. 342)</p> <p>34: Who Works in this Forest? (<a href="#">My Green Future</a>, p. 132)</p> <p>35: Loving It Too Much (<a href="#">Our Federal Forests</a>, p. 342)</p> <p>36: Pollution Search</p> <p>37: Reduce, Reuse, Recycle (p. 356)</p> <p>38: Every Drop Counts (p. 104)</p> <p>51: Make Your Own Paper (p. 63)</p> <p>54: I'd Like to Visit a Place Where...</p> <p>57: Democracy in Action</p> <p>58: There Ought to Be a Law</p> <p>81: Living with Fire (p. 315)</p> <p>82: Resource-Go-Round</p> <p>83: A Peek at Packaging (p. 136)</p> <p>89: Trees for Many Reasons (p. 183)</p> <p>96: Improve Your Place (p. 293)</p> <p><a href="#">NEW: Environmental Justice For All</a>, p. 233</p>	<p><a href="#">Forests of Washington</a></p> <p>15. Less is More</p> <p>17. Wood You Make a Difference?</p> <p>19. Town Trees</p> <p>20. Earthkeepers: From Schoolyard to Planet</p> <p>22: A Washington Forest Fair.</p> <p><a href="#">ELA Performance Tasks</a></p> <p>Forest Management (Grade 6)</p> <p>Stormwater Engineers (Grade 6-7)</p> <p>Summer in the City (Grade 6-7)</p> <p>Invasive Plants (Grade 6-7)</p> <p>Urban Heat Island Effect (Grade 8)</p> <p>Climate Change, Carbon, and Trees (Grade 8)</p> <p><b>Guides</b></p> <p><a href="#">Project Based Learning Model</a></p> <p><a href="#">FieldDesign: Engineering Design for Field-Based Applications 6-12</a></p> <p><b>Curriculum</b></p> <p><a href="#">Healthy Forests, Healthy Waters</a></p> <p><a href="#">Drain Rangers Secondary</a></p> <p><a href="#">Career Profile Cards</a></p>	<p>Deer Dilemma</p> <p>Habitat Heroes</p> <p>Ecosystem Architects</p>	<p><a href="#">OFRI</a></p> <p>Forest Essays, Grade 6</p> <p>Forest Essays, Grades 7-12</p> <p>Into the Forest</p> <p>Find Your Path</p> <p>Find Your Path videos</p>



# Making Forest Connections — Grades 6-8

## Theme 4: What is Our Responsibility to Washington Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
		<p>NEW: <i>What's in a Label</i>, p. 382</p> <p>E-Unit for Grades 6-8  <a href="#">Carbon &amp; Climate</a></p>	<p>Solutions Oriented Learning Storylines</p> <p><a href="#">Fire: Forest Management</a>                      (also available in <a href="#">Spanish</a>)</p> <p><a href="#">Forests: Carbon Sequestration</a> (also available in <a href="#">Spanish</a>)</p> <p><a href="#">Urban Forestry: Ecosystem Benefits of an Urban Forest</a></p>		