Listed below are the Wisconsin learning standards correlations for the LEAF lessons in the 2-3 grade lesson guide. On the following pages, you will find the standards listed by lesson along with a brief explanation of how they are addressed by each lesson.

LESSON 1: TO BE A TREE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.E; ENR 6.A; ENR 8.E; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.C.i

Students identify and classify trees based on their characteristics.

Explore; ELS.EX2.A.e

Students identify and name the parts of a tree.

Explore; ELS.EX2.A.i

Students analyze a tree (system) and break it down into its component parts.

Explore; ELS.EX4.A.e

Students recognize that, like animals, trees need nutrients, energy and water to grow and function, which they get from their environment.

Engage; ELS.EN6.A.i

Students make connections between the parts of a tree to identify how the tree (system) works.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.2.2

Students create a drawing and write a paragraph to demonstrate their understanding of tree vocabulary and natural processes.

Writing; W.3.2

Students create a drawing and write a paragraph to demonstrate their understanding of tree vocabulary and natural processes.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; 2-LS2-1

Students simulate the need of water, nutrients, and sunlight by trees.

Inheritance and Variation of Traits: Life Cycles and Traits; 3-LS1-1

Students use correct terms to identify the life stages of a tree by completing Student Page – *Life Stages*.

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

By drawing a tree and its parts, students communicate about the type of tree they have adopted and its features.

Visual Thinking; H.4.1

Through the examination of leaf patterns, branches, bark, and fruit of trees, students learn unique characteristics used to identify trees.

LESSON 2: WHAT MAKES A FOREST?

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.E; ENR 2.A; ENR 2.E; ENR 4.A; ENR 6.A; ENR 6.B; ENR 6.C; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.e

Students identify the natural and cultural parts of a classroom, school and forest community.

Explore; ELS.EX2.A.e

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

Explore; ELS.EX2.A.i

Students analyze a forest ecosystem and break it down into its living and nonliving components.

Explore; ELS.EX2.B.e

Students identify how the living and nonliving parts of a forest ecosystem are important to each other.

Explore; ELS.EX2.B.i

Students explain how the living and nonliving components of a forest ecosystem affect the survival of organisms.

Explore; ELS.EX3.B.e

Students discover that the types of consumers found in a forest ecosystem depend on the producers that are found there.

Explore; ELS.EX3.B.i

Students explore the connection between soil type and types of tree growing in different areas of Wisconsin, then explore the diversity in wildlife supported by different forests.

Explore; ELS.EX4.A.i

Students are introduced to nutrient cycling within forest ecosystems.

Explore; ELS.EX5.B.e

Students identify how the plants and animals of an area depend on the nutrients and water supplied by a natural system.

Explore; ELS.EX5.B.i

Students describe how changes in a natural system can change the composition of living things in the system.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading for Information; RI-2.3

Students determine which habitats meet the criteria for each tree species.

Writing; W-2.3

Students create a skit demonstrating their understanding.

Speaking and Listening; SL-2.1

Students create a skit demonstrating understanding.

Speaking and Listening; SL-3.4

Students create a skit demonstrating understanding.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; 2-LS4-1

Students decide which forest habitats contain the correct nonliving factors for various tree species.

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Thinking; H.4.1

Students explore and illustrate different forest ecosystems in the mural they create.

Making Connections; K.4.3

Students create a mural about a forest ecosystem that they have learned about.

LESSON 3: FOREST ENERGY FLOW

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.E; ENR 2.C; ENR 2.E; ENR 3.A; ENR 6.A; ENR 7.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY & SUSTAINABILITY

Explore; ELS.EX2.A.e

Students identify and name the parts of a forest ecosystem's food web.

Explore; ELS.EX2.A.i
Students identify the food webs (nested systems) within a forest ecosystem (system).

Explore; ELS.EX2.B.i
Students recognize how organisms within a forest ecosystem depend on each other, and identify their functions within the ecosystem.

Explore; ELS.EX3.B.e
Students identify that producers are the basis of forest food chains, and that a variety of producers is necessary to support the overall health of forest ecosystems.

Explore; ELS.EX3.B.i
Students evaluate how the balance of producers, consumers and decomposers in an ecosystem influences the quality of a forest ecosystem.

Explore; ELS.EX4.A.e
Students explain how nutrients, energy and water move through forest ecosystems.

Explore; ELS.EX4.A.i
Students illustrate the cycling of matter in a forest ecosystem.

Explore; ELS.EX5.B.e
Students identify changes that take place in natural systems.

Explore; ELS.EX5.B.i
Students describe how the living components of a forest ecosystem respond to changes in natural systems.

Engage; ELS.EN6.A.i
Students make connections between the living and nonliving parts of a forest ecosystem to identify how matter cycles in the system.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W-2.3
Students create a comic strip to demonstrate their knowledge and tell a story of energy flow.

Writing; W-3.3
Students create a comic strip to demonstrate their knowledge and tell a story of energy flow.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; 2-LS4-1
Students discuss the dependence of consumers on producers.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.3
Students create a comic strip about the flow of energy.

LESSON 4: FORESTS ARE IMPORTANT TO ME!

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 6.C; ENR 9.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.e

Students identify how their community values forests.

Explore; ELS.EX2.C.e

Students identify ways that humans depend on forests for products and services they use every day.

Explore; ELS.EX2.C.i

Students investigate why we value forests.

Explore; ELS.EX3.C.e

Students identify that we use forests for a variety of sustainable benefits.

Explore; ELS.EX4.B.e

Students describe how forest resources are important to the health of Wisconsin citizens.

Explore; ELS.EX4.B.i

Students recognize that Wisconsin's forests provide resources that consumers demand, as well as jobs and income.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.2.2

Students write a paragraph explaining why forests are important to them.

Writing; W.3.2

Students write a paragraph explaining why forests are important to them.

WISCONSIN STANDARDS FOR MATHEMATICS

Measurement and Data; 2.MD.10

Students build a bar graph and discuss how different values contributed to the graph.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: People, Places, and Environments; A.4.2

Students locate the towns and cities on a map where a certain forest product is made. (In Extension)

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

Students create a graph to visually show the variety of forest values people have.

LESSON 5: DECISIONS, DECISIONS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.D; ENR 1.E; ENR 2.B; ENR 4.E; ENR 6.C; ENR 6.D; ENR 7.C; ENR 9.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.D.e

Students identify the physical and emotional benefits of forest recreation.

Explore; ELS.EX2.C.e

Students identify ways that humans depend on forests for products and services they use every day.

Explore; ELS.EX2.C.i

Students investigate ways our access to forest resources has shaped the ways we recreate.

Explore; ELS.EX3.C.e

Students investigate how people work together to make decisions about shared forest resources.

Explore; ELS.EX4.B.e

Students investigate how forest resources are important to the health and wellbeing of Wisconsin citizens.

Explore; ELS.EX5.A.e

Students examine how to balance goals and make decisions about public forest uses.

Explore; ELS.EX5.A.i

Students explore how our cultural views and goals influence the decisions we make about public forest uses.

Explore; ELS.EX5.C.e

Students identify that human uses can change forests.

Explore; ELS.EX5.C.i

Students learn the basic processes involved in forest management decisions.

Explore; ELS.EN6.B.i

Students explore civic and personal goals in managing forest systems.

Engage; ELS.EN6C.e

Students recognize that Wisconsin's forests provide resources that consumers demand, as well as jobs and income.

NEXT GENERATION SCIENCE STANDARDS

Earth's Systems: Processes That Shape the Earth; 2-ESS2-2

Students map a schoolyard to determine the best use of the site. (In Extension, students map their own schoolyard.)

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: People, Places, and Environments A.4.4

Throughout the lesson, students examine how different people are involved in the decisions made about the management of forest land.

Political Science and Citizenship: Power, Authority, Governance, and Responsibility; C.4.5

Students play a card game to illustrate the different people who impact forests. Through this game, they see that citizens have a right and responsibility to participate by voting and voicing their opinion.

LESSON 6: I CAN BE A FOREST STEWARD

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 2.D; ENR 4.E; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX3.C.e

Students identify ways people can maintain the health of forests and other natural resources.

Explore; ELS.EX3.C.i

Students discuss "good" and "bad" decisions and how they affect forests and other natural resources.

Explore; ELS.EX5.A.e

Students identify how individual and group decisions can impact forests and other natural resources.

Explore; ELS.EX5.A.i

Students examine the impact of choices on forests and other natural resources.

Explore; ELS.EX5.C.e

Students identify how humans can change forests and other natural resources.

Explore; ELS.EN6.B.e

Students discuss what it means to be a forest steward.

Explore; ELS.EN6.B.i

Students analyze how personal decisions relate to forest stewardship.

Engage; ELS.EN6C.e

Students describe the importance of forest stewardship.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.2.2

In the Summative Assessment, students write about the forest stewardship.

Writing; W.3.2

In the Summative Assessment, students write about the forest stewardship.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; 3-LS4-4

Students complete the "What if we…?" worksheet to express the changes they envision under different scenarios.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

Students draw what they think forests will look like in the future if we do or don't take the responsibility of being stewards.

Making Connections; K.4.3

Through drawing, students visually describe what they know about the future of forests if humans are good stewards.

CAREERS EXPLORATION

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.E; ENR 10.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Engage; ELS.EN6.C.e

Students learn about jobs related to forests and forestry.

FIELD ENHANCEMENT 1: I CAN BE A FORESTER

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.E; ENR 2.B; ENR 4.E; ENR 4.F; ENR 6.B; ENR 6.D; ENR 6.E; ENR 8.B; ENR 9.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.C.i

Students identify and classify trees based on their characteristics.

Explore; ELS.EX3.C.e

Students investigate how people make decisions about forest resources.

Explore; ELS.EX5.C.e

Students identify that human uses can change forests.

Explore; ELS.EX5.C.i

Students learn the basic processes involved in forest management decisions.

Engage; ELS.EN6.C.e

Students learn about the work of foresters.

WISCONSIN ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Thinking; H.4.5

Students read and complete diagrams during a scavenger hunt.

FIELD ENHANCEMENT 2: OBSERVING FOREST INTERACTIONS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 2.A; ENR 2.C; ENR 2.E; ENR 6.A; ENR 6.B; ENR 7.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.e

Students identify the natural and cultural parts of a forest community.

Connect; ELS.C1.C.i

Students observe and ask questions about the components of a forest ecosystem.

Explore; ELS.EX2.A.e

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

Explore; ELS.EX2.A.i
Students analyze a forest ecosystem and break it down into its living and nonliving components.

Explore; ELS.EX2.B.e
Students identify how the living and nonliving parts of a forest ecosystem are important to each other.

Explore; ELS.EX2.B.i
Students explain how the living and nonliving components of a forest ecosystem affect the survival of organisms.

Explore; ELS.EX5.B.i
Students describe how changes in a natural system can change the composition of living things in the system.

WISCONSIN ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Thinking; H.4.1
Students spend focused, individual time watching and studying the patterns in nature.

Making Connections; K.4.3
Students draw as they observe the natural world.

FIELD ENHANCEMENT 3: FOREST ENERGY SCAVENGER HUNT

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES
ENR 1.A; ENR 2.A; ENR 2.C; ENR 2.E; ENR 6.A; ENR 6.B; ENR 7.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY & SUSTAINABILITY

Connect; C1.C.i
Students investigate forest food webs through sensory observation and active exploration outdoors.

Explore; ELS.EX2.A.e
Students identify and name the parts of a forest ecosystem's food web.

Explore; ELS.EX2.A.i
Students identify the food webs (nested systems) within a forest ecosystem (system).

Explore; ELS.EX2.B.i
Students recognize how organisms within a forest ecosystem depend on each other, and identify their functions within the ecosystem.

Explore; ELS.EX3.B.e
Students identify that producers are the basis of forest food chains, and that a variety of producers is necessary to support the overall health of forest ecosystems.

Explore; ELS.EX3.B.i

Students evaluate how the balance of producers, consumers and decomposers in an ecosystem influences the quality of a forest ecosystem.

Explore; ELS.EX5.B.i

Students describe how the living components of a forest ecosystem respond to changes in natural systems.

Engage; ELS.EN6.A.i

Students make connections between the living and nonliving parts of a forest ecosystem to identify how matter cycles in the system.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

By sketching three different leaf types, seed types, and crown shapes, students communicate about the variety that exists in nature.

Visual Thinking; H.4.1

Students study and observe differences in the patterns of leaves, seeds, and crown shapes.