

Listed below are the Wisconsin learning standards correlations for the LEAF lessons in the 7-8 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: DISCOVERING WISCONSIN'S FORESTS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.E; ENR 2.A; ENR 2.B; ENR 2.D; ENR 2.E; ENR 3.D; ENR 6.B; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; EL5.C1.B.m

Students compare and contrast different types of forests within Wisconsin and summarize how climate, soils, and topography affect the location of different types of forests.

Explore; EL5.EX2.A.m

Students compare and contrast different types of forests within Wisconsin and summarize how climate, soils, and topography affect the location of different types of forests.

Explore; EL5.EX2.B.m

Students compare and contrast different types of forests within Wisconsin and summarize how climate, soils, and topography affect the location of different types of forests.

Explore; EL5.EX5.B.m

Students investigate and analyze patterns of historic glaciation in Wisconsin and describe the impacts on soils, topography, and soil types throughout the state.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.7.2a-f & w.8.2a-f

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.7.4 & w.8.4

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.7.5 & W.8.5

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.7.6

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.8.6

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.7.7 & W.8.7

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; w.7.8

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.8.8

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; w.7.9a-b & W.8.9A-B

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing; W.8.6

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Speaking and Listening; SL.7.1a-d & SL.8.1a-d

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Speaking and Listening; SL.7.2

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Speaking and Listening; SL.8.2

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Speaking and Listening; SL.7.4

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Speaking and Listening; SL.8.4

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Speaking and Listening; SL.7.6 & SL.8.6

Student presentations and discussions in Activities 1 and 2 require students to work to this standard.

Language; L.7.1a-d & L.8.1a-D

Students present and discuss while creating a forest community brochure.

Language; L.7.2a-b & L.8.2a-b

Students create a forest community brochure and address these standards.

WISCONSIN STANDARDS FOR LITERACY IN ALL SUBJECTS

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.2a-f

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.4

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.5

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.6

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.7

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.8

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects; WHST.6-8.9

Students develop a travel brochure to provide information on a particular Wisconsin forest.

Reading for Literacy in Science and Technical Subjects; RST.6-8.2

Students do additional research for their biome brochure to work toward this standard.

Reading for Literacy in Science and Technical Subjects; RST.6-8.4

Students do additional research for their biome brochure to work toward this standard.

Reading for Literacy in Science and Technical Subjects; RST.6-8.7

Students do additional research for their biome brochure to work toward this standard.

Reading for Literacy in Science and Technical Subjects; RST.6-8.8

Students do additional research for their biome brochure to work toward this standard.

WISCONSIN STANDARDS FOR MATHEMATICS

Ratios and Proportional Relationships; 7.RP.2

Students graph precipitation and temperature data for different biomes.

NEXT GENERATION SCIENCE STANDARDS

Earth's Systems; MS-ESS2-2

Students explore how Wisconsin glaciation has affected soil and topography creating different forest communities of varying biodiversity.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: People, Places, and Environments; A.8.1

Students superimpose data from maps showing Wisconsin glaciation and climatic zones on a map of Wisconsin landforms as a way of determining the factors that affect where different types of forest are located.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.8.3

Students create a travel brochure with images or graphics describing one of the types of forests in Wisconsin, including factors contributing to its location and plants and animals present.

Visual Communication and Expression; H.8.5

Students superimpose data from maps showing Wisconsin glaciation and climatic zones on a map of Wisconsin landforms as a way of determining the factors that affect where different types of forests are located.

LESSON 2: BIODIVERSITY AND THE FOREST CONNECTION

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL

RESOURCES

ENR 1.A; ENR 2.B; ENR 2.D; ENR 1.E; ENR 2.E; ENR 2.F; ENR 6.B; ENR 7.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.A.m

Students explain how interconnections between forest ecosystems and other ecosystems contribute to biodiversity.

Explore; ELS.EX2.B.m

Students explain how interconnections between forest ecosystems and other ecosystems contribute to biodiversity.

Explore; ELS.EX3.B.m

Students recognize the importance of biodiversity within Wisconsin's forests and the world.

Explore; ELS.EX5.C.m

Students explain how natural and cultural factors influence biodiversity.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Speaking and Listening; SL.7.1A-D & SL.8.1A-D

Student presentations and discussions in the conclusion activity require students to work to this standard.

Speaking and Listening; SL.7.2

Student presentations and discussions in the conclusion activity require students to work to this standard.

Speaking and Listening; SL.8.2

Student presentations and discussions in the conclusion activity require students to work to this standard.

Speaking and Listening; SL.7.4

Student presentations and discussions in the conclusion activity require students to work to this standard.

Speaking and Listening; SL.8.4

Student presentations and discussions in the conclusion activity require students to work to this standard.

Speaking and Listening; SL.7.6 & SL.8.6

Student presentations and discussions in the conclusion activity require students to work to this standard.

NEXT GENERATION SCIENCE STANDARDS

Ecosystems: Interactions, Energy, and Dynamics; MS-LS2-2

Students investigate how forest ecosystems interconnect with other terrestrial and aquatic ecosystems.

Ecosystems: Interactions, Energy, and Dynamics; MS-LS4-4

Students recognize the importance of genetic diversity in maintaining healthy populations when faced with various natural selection pressures such as disease.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.8.4

Students compare ecosystems by making a Venn diagram.

LESSON 3: HOW FORESTS ARE MANAGED

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.C; ENR 1.D; ENR 1.E; ENR 2.B; ENR 2.D; ENR 2.G; ENR 4.E; ENR 4.F; ENR 6.D; ENR 6.G; ENR 7.C; ENR 8.A; ENR 9.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students explore how different landowner perspectives and objectives affect forest management decisions.

Explore; ELS.EX3.A.m

Students explore how different landowner perspectives and objectives affect forest management decisions.

Explore; ELS.EX2.B.m

Students identify environmental, social, and economic factors that influence management decisions and how this is tied to sustainable forestry.

Explore; ELS.EX3.Cm

Students explore how different landowner perspectives and objectives affect forest management decisions.

Explore; ELS.EX5.A.m

Students identify environmental, social, and economic factors that influence management decisions and how this is tied to sustainable forestry.

Engage; ELS.EN6.A.m

Students identify environmental, social, and economic factors that influence management decisions and how this is tied to sustainable forestry.

Engage; ELS.EN6.B.m

Students explore factors that define forestry decisions as *sustainable*.

Engage; ELS.EN6.C.m

Students identify environmental, social, and economic factors that influence management decisions and how this is tied to sustainable forestry.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Speaking and Listening; SL.7.1a-d & SL.8.1a-d

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

Speaking and Listening; SL.7.2

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

Speaking and Listening; SL.8.2

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

Speaking and Listening; SL.7.4

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

Speaking and Listening; SL.8.4

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

Speaking and Listening; SL.7.6 & SL.8.6

Throughout this lesson, discussion is used to make comparisons and draw conclusions, especially during the newspaper simulation and from the video discussion.

NEXT GENERATION SCIENCE STANDARDS

Earth and Human Activity; MS-ESS3-4

Students learn how an increase in human population increases the challenge of using our forests in a sustainable manner.

LESSON 4: FOREST MANAGEMENT ISSUES

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.C; ENR 1.D; ENR 1.E; ENR 1.F; ENR 2.B; ENR 2.D; ENR 2.G; ENR 4.E; ENR 6.D; ENR 6.F; ENR 6.G; ENR 7.C; ENR 8.B; ENR 9.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify issues that can arise when people's perception of forest management differ.

Explore; ELS.EX2.B.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Explore; ELS.EX3.A.m

Students explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify issues that can arise when people's perception of forest management differ.

Explore; ELS.EX3.B.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Explore; ELS.EX3.C.m

Students explain how forest management may have positive or negative social, economic, or ecological effects and explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify issues that can arise when people's perception of forest management differ.

Explore; ELS.EX4.B.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Explore; ELS.EX5.A.m

Students explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify issues that can arise when people's perception of forest management differ.

Explore; ELS.EX5.C.m

Students explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify and discuss why some management techniques are controversial.

Engage; ELS.EN6.A.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Engage; ELS.EN6.B.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Engage; ELS.EN6.C.m

Students explain how forest management may have positive or negative social, economic, or ecological effects.

Engage; ELS.EN7.B.m

Students explain how people's beliefs, values, and knowledge shape their perceptions of forest management, and identify issues that can arise when people's perception of forest management differ.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Comprehension and Collaboration; SL.7.1A-D & SL.8.1A-D

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Speaking and Listening; SL.7.2

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Speaking and Listening; SL.8.2

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Speaking and Listening; SL.7.4

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Speaking and Listening; SL.8.4

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Speaking and Listening; SL.7.6 & SL.8.6

Students participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Reading Informational Text; RI.7.1

Students read an article and participate in discussion to evaluate the role of knowledge, beliefs, and values in people's perceptions of forest management techniques and decisions.

Reading Informational Text; RI.8.1

Students identify the controversial statements in an article about a forest related issue and analyze the values and knowledge held by the people or groups making those statements.

Reading Informational Text; RI.7.3

Students identify the controversial statements in an article about a forest related issue and analyze the values and knowledge held by the people or groups making those statements.

Reading Informational Text; RI.8.3

Students identify the controversial statements in an article about a forest related issue and analyze the values and knowledge held by the people or groups making those statements.

Writing; W.7.10 & W.8.10

Students use reflective writing in the conclusion to summarize how and why conflicts arise regarding forest issues.

NEXT GENERATION SCIENCE STANDARDS

Science Applications; MS-LS2-5

Students evaluate and discuss a case study to illustrate competing points of view regarding management options for a forest to maintain biodiversity.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

History: Time, Continuity, and Change; B.8.4 & B.8.10

Students read an article about a controversial issue related to forestry to identify and evaluate the ways that those issues arise from differing beliefs, values, and knowledge.

Political Science and Citizenship: Power, Authority, Governance, and Responsibility; C.8.7

Students read an article about a controversial issue related to forestry to identify and evaluate the ways that those issues arise from differing beliefs, values, and knowledge.

LESSON 5: MANY FORESTS, MANY VALUES, MANY REASONS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL

RESOURCES

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

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students identify factors that influence how individuals value forests (wealth, health, religion, ecology, and culture), and recognize the role that forest values play in shaping communities.

Connect; ELS.C1.B.m

Students describe why forests are important to the environment, economy, and to themselves, and recognize the role that forest values play in shaping communities.

Explore; ELS.EX3.Bm

Students describe why forests are important to the environment, economy, and to themselves, and recognize the role that forest values play in shaping communities.

Explore; ELS.EX3.Cm

Students identify factors that influence how individuals value forests (wealth, health, religion, ecology, and culture), and recognize the role that forest values play in shaping communities.

Explore; ELS.EX5.A.m

Students identify factors that influence how individuals value forests (wealth, health, religion, ecology, and culture), and recognize the role that forest values play in shaping communities.

Explore; ELS.EX5.C.m

Students recognize the role that forest values play in shaping communities and relate how forest values have played this important role throughout history.

Engage; ELS.EN6.C.m

Students describe why forests are important to the environment, economy, and to themselves, and recognize the role that forest values play in shaping communities.

Engage; ELS.EN7.BAm

Students explore how the values people place on forests have changed over time.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Comprehension and Collaboration; SL.7.1a-d & SL.8.1a-d

Students participate in discussion about the way they value forests.

Speaking and Listening; SL.7.2

Students participate in discussion about the way they value forests.

Speaking and Listening; SL.8.2

Students participate in discussion about the way they value forests.

Speaking and Listening; SL.7.4

Students participate in discussion about the way they value forests.

Speaking and Listening; SL.8.4

Students participate in discussion about the way they value forests.

Speaking and Listening; SL.7.6 & SL.8.6

Students participate in discussion about the way they value forests.

Writing; W.7.10 & W.8.10

Students use reflective writing in the conclusion to summarize how and why they value forest products.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: People, Places, and Environments; A.8.4

Students take a historical look at how forests impact society and how human activities impact forests by completing the *Wisconsin Forests and Communities Then & Now* Student Page.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Design and Production; C.8.9

Students creatively express what they've learned. Among the options are making a collage, making a mobile, writing a poem or reflective prose that includes an illustration, creating a slide show presentation, or performing a rap, song, play, puppet show, mock TV talk show interview, etc.

Visual Communication and Expression; E.8.1, E.8.2, & E.8.3

Students creatively express what they've learned. Among the options are making a collage, making a mobile, writing a poem or reflective prose that includes an illustration, creating a slide show presentation, or performing a rap, song, play, puppet show, mock TV talk show interview, etc.

LESSON 6: MAKING BROADER CONNECTIONS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.C; ENR 1.D; ENR 1.E; ENR 2.B; ENR 2.C; ENR 2.D; ENR 2.E; ENR 2.F; ENR 4.F; ENR 6.A; ENR 6.C; ENR 6.D; ENR 6.F; ENR 6.G; ENR 7.B; ENR 7.C; ENR 8.B; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.m

Students evaluate the impact of forestry and forest products on Wisconsin's economy, society, and environment.

Explore; ELS.EX2.B.m

Students evaluate the impact of forestry and forest products on Wisconsin's economy, society, and environment, and predict how changes in demand and use of forests may affect forests worldwide.

Explore; ELS.EX4.B.m

Students evaluate the impact of forestry and forest products on Wisconsin's economy, society, and environment.

Explore; ELS.EX5.A.m

Students explain some of the current challenges in forestry and how these challenges could be met, and summarize how they will impact Wisconsin and world forests.

Explore; ELS.EX5.B.m

Students predict how changes in the demand for and use of forests and forest products of Wisconsin may affect forests worldwide.

Explore; ELS.EX5.C.m

Students evaluate the impact of forestry and forest products on Wisconsin's economy, society, and environment.

Engage; ELS.EN6.A.m

Students evaluate the impact of forestry and forest products on Wisconsin's economy, society, and environment.

Engage; ELS.EN6.B.m

Students explain some of the current challenges in forestry and how these challenges could be met, and summarize how they will impact Wisconsin and world forests.

Engage; ELS.EN6.C.m

Students complete a sustainable forestry simulation and evaluate the impact of forestry on Wisconsin's economy, society, and environment.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Comprehension and Collaboration; SL.7.1A-D & SL.8.1A-D

The introduction and parts of all activities rely heavily on discussion and student participation.

Speaking and Listening; SL.7.2

The introduction and parts of all activities rely heavily on discussion and student participation.

Speaking and Listening; SL.8.2

The introduction and parts of all activities rely heavily on discussion and student participation.

Speaking and Listening; SL.7.4

The introduction and parts of all activities rely heavily on discussion and student participation.

Speaking and Listening SL.8.4

The introduction and parts of all activities rely heavily on discussion and student participation.

Speaking and Listening; SL.7.6 & SL.8.6

The introduction and parts of all activities rely heavily on discussion and student participation.

Writing; W.7.10 & W.8.10

Students use reflective writing in the conclusion to summarize their views of forest issues in Wisconsin and elsewhere.

NEXT GENERATION SCIENCE STANDARDS

Human Impacts; MS-ESS.3-4

Students examine how an increase in population increases the challenge of sustainable forest management.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Economics: Production, Distribution, Exchange, and Consumption; D.8.3

Students evaluate future demand for forest resources and suggest ways that these changes will affect forests and the economy of Wisconsin and the world through a simulation activity.

LESSON 7: KEY STRATEGIES FOR OUR FUTURE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

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

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.A.m

Students summarize how forest-related decisions and the factors that influence them (science, politics, emotion, economics) determine the balance between the quality of human life and the quality of forests.

Explore; ELS.EX2.B.m

Students summarize how forest-related decisions and the factors that influence them (science, politics, emotion, economics) determine the balance between the quality of human life and the quality of forests.

Explore; ELS.EX2.C.m

Students describe the ways that science and technology contribute to our understanding of forest systems, wood utilization, human impacts, and current issues and can help us respond to future challenges in sustainable ways; students explain how individuals, organizations, government, and industry must use creativity, collaboration, and innovation to manage forests sustainably.

Explore; ELS.EX4.B.m

Students summarize how forest-related decisions and the factors that influence them (science, politics, emotion, economics) determine the balance between the quality of human life and the quality of forests.

Explore; ELS.EX5.A.m

Students describe the ways that science and technology contribute to our understanding of forest systems, wood utilization, human impacts, and current issues and can help us respond to future challenges in sustainable ways; students explain how individuals, organizations, government, and industry must use creativity, collaboration, and innovation to manage forests sustainably.

Explore; ELS.EX5.C.m

Students describe the ways that science and technology contribute to our understanding of forest systems, wood utilization, human impacts, and current issues and can help us respond to future challenges in sustainable ways.

Engage; ELS.EN6.A.m

Students summarize how forest-related decisions and the factors that influence them (science, politics, emotion, economics) determine the balance between the quality of human life and the quality of forests.

Engage; ELS.EN6.B.m

Students explain how individuals, organizations, government, and industry must use creativity, collaboration, and innovation to manage forests sustainably.

Engage; ELS.EN6.C.m

Students summarize how forest-related decisions and the factors that influence them (science, politics, emotion, economics) determine the balance between the quality of human life and the quality of forests.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Comprehension and Collaboration; SL.7.1A-D & SL.8.1A-D

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

Speaking and Listening SL.7.2

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

Speaking and Listening; SL.8.2

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

Speaking and Listening; SL.7.4

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

Speaking and Listening; SL.8.4

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

Speaking and Listening; SL.7.6 & SL.8.6

The conclusion requires students to discussion their ideas for the future of Wisconsin's forests.

NEXT GENERATION SCIENCE STANDARDS

Matter and Energy in Organisms and Ecosystems; MS-LS2-1

Students discuss land use effects on fish habitat and the potential impact on fish populations.

Matter and Energy in Organisms and Ecosystems;; MS-LS2-4

Students examine fish habitat in terms of decaying trees, sunlight, and soil and the potential effects on fish populations.

LESSON 8: SUSTAINING OUR FORESTS – CITIZENS' ROLES

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

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

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students explain what it means to be a steward and how they can be one.

Explore; ELS.EX2.A.m

Students identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Explore; ELS.EX2.C.m

Students identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Explore; ELS.EX4.B.m

Students identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Explore; ELS.EX5.A.m

Students explain what it means to be a steward and how they can be one, and identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Explore; ELS.EX5.C.m

Students explain what it means to be a steward and how they can be one, and identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Engage; ELS.EN6.A.m

Students identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Engage; ELS.EN6.C.m

Students explain what it means to be a steward and how they can be one, and identify lifestyle choices and actions that can ensure the sustainable use of our forests.

Engage; ELS.EN7.A.m

Students explain what it means to be a steward and how they can be one, and identify lifestyle choices and actions that can ensure the sustainable use of our forests.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Comprehension and Collaboration; SL.7.1A-D & S.8.1A-D

Students participate in discussion in a variety of ways throughout the lesson.

Speaking and Listening; SL.7.2

Students participate in discussion in a variety of ways throughout the lesson.

Speaking and Listening; SL.8.2

Students participate in discussion in a variety of ways throughout the lesson.

Speaking and Listening; SL.7.4

Students participate in discussion in a variety of ways throughout the lesson.

Speaking and Listening; SL.8.4

Students participate in discussion in a variety of ways throughout the lesson.

Speaking and Listening; SL.7.6 & SL.8.6

Students participate in discussion in a variety of ways throughout the lesson.

Writing; W.7.10 & W.8.10

In the summative assessment, or optionally in the conclusion, students use reflective writing to describe a forest they've visited.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

The Behavioral Sciences: Individuals, Institutions, and Society; E.8.4

Students read about and discuss what individuals and groups do to be forest stewards on their land and promote sustainable use of Wisconsin's forests. Students also examine lifestyle choices that impact the forests and community around them.

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: TREE IDENTIFICATION

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 6.A; ENR 6.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.m

Students work in groups to study and identify trees using a dichotomous key.

Connect; ELS.C1.C.m

Students work in groups to study and identify trees using a dichotomous key.

WISCONSIN STANDARDS FOR LITERACY IN ALL SUBJECTS

Reading in Science, and Technical Subjects; RST.6-8.3

Students read and navigate a dichotomous tree key.

FIELD ENHANCEMENT 2: FOREST MAPPING

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 6.A; ENR 6.E

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students gather data on a forest plot and discuss the unique features of the area.

Connect; ELS.C1.B.m

Students gather data on a forest plot and discuss the unique features of the area.

Connect; ELS.C1.C.m

Students gather data on a forest plot and discuss the unique features of the area.

Explore; ELS.EX2.A.m

Students compare and contrast the age, location, and type of trees in different forest plots.

Explore; ELS.EX3.C.m

Students analyze the impact of trees on human communities.

WISCONSIN STANDARDS FOR LITERACY IN ALL SUBJECTS

Reading in Science, and Technical Subjects; RST.6-8.3

Students find the diameter measurements of trees.

WISCONSIN STANDARDS FOR MATHEMATICS

Geometry; 7.G.4

Students measure a tree to determine its diameter.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: People, Places, and Environments; A.8.1

Students study various kinds of maps to determine the types of information they are conveying and then gather data to create their own maps. From maps they have created, the class answers questions about the forest area they are in.

FIELD ENHANCEMENT 3: FOREST DIVERSITY

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 2.B; ENR 2.C; ENR 2.D; ENR 2.E; ENR 4.A; ENR 6.A; ENR 6.B; ENR 6.C; ENR 6.E; ENR 6.F

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.A.m

Students gather data on a forest plot and discuss the biodiversity of the area.

Connect; ELS.C1.B.m

Students gather data on a forest plot and discuss the biodiversity of the area.

Connect; ELS.C1.C.m

Students gather data on a forest plot and discuss the biodiversity of the area.

Explore; ELS.EX2.A.m

Students investigate how the components of a forest plot contribute to its overall biodiversity.

Explore; ELS.EX2.B.m

Students investigate how the components of a forest plot contribute to its overall biodiversity.

Explore; ELS.EX3.B.m

Students recognize the importance of biodiversity within Wisconsin's forests and the world.

Explore; ELS.EX5.C.m

Students explain how natural and cultural factors influence biodiversity.

Explore; ELS.EN6.A.m

Students investigate how the components of a forest plot contribute to its overall biodiversity.

WISCONSIN STANDARDS FOR MATHEMATICS

Statistics and Probability; 7.SP.1

Students evaluate levels of diversity in forest plots and draw conclusions about the implications of different levels of diversity after gathering and comparing data.