

# Washington State Standards Correlations with Project Learning Tree - *Forests of the World*

Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards														
<p><b>About the Forestry Center and PLT (pp. 7-10)</b></p> <p><b>Why Study Forests of the World (pp. 11-13)</b></p>	<p>This provides background information for teachers and/or students about to use some or al of the lessons in this module.</p>	<p>6-12</p>	<p>Introductory: Students and teachers will become informed and make the global connection to Forests in the World</p>	<p>National Standards are referenced in this module for Social Studies and Science on pp. 148-149</p> <p><b>Science</b></p> <table border="1" data-bbox="1381 566 1614 703"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2E</td> </tr> <tr> <td>9-12</td> <td>LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" data-bbox="1381 777 1724 878"> <tr> <td>Grade Level</td> <td>Econ</td> <td>History</td> </tr> <tr> <td>6-12</td> <td>2.4</td> <td>4.3</td> </tr> </table>	Grade Level	Life Science	6-8	LS2E	9-12	LS2F	Grade Level	Econ	History	6-12	2.4	4.3		
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<p><b>The Forest Planet/The Forest Tour (pp. 15-31)</b></p>	<p>Forests are the most prominent natural community on earth, covering 30% of the earths total land area. This lesson introduces students to the multiple purposes of forests on the earth.</p>	<p>6-12</p>	<p>Introductory: Students will discover the multiple uses and purposes of forests around the world</p>	<p><b>Science</b>-supports but does not directly instruct</p> <table border="1" data-bbox="1381 1024 1629 1157"> <tr> <td>Grade Level</td> <td>Systems</td> </tr> <tr> <td>6-8</td> <td>SYSC</td> </tr> <tr> <td>9-12</td> <td>SYSC</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" data-bbox="1381 1234 1839 1334"> <tr> <td>Grade Level</td> <td>Econ</td> <td>Geog</td> <td>SS Skills</td> </tr> <tr> <td>6-12</td> <td>2.2</td> <td>3.2, 3.3</td> <td>5.1</td> </tr> </table>	Grade Level	Systems	6-8	SYSC	9-12	SYSC	Grade Level	Econ	Geog	SS Skills	6-12	2.2	3.2, 3.3	5.1
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<b>Making the Global Connection (pp. 31-36)</b>	Students will create and conduct a survey to help them determine how they and others view themselves as linked to forests around the world	6-12	<p>Students will identify ways that forests are important to people and other living things</p> <p>Students will develop and conduct a survey of family and friends to learn what others think about their connection to the world forests</p>	<p><b>Science-</b>supports but does not directly instruct</p> <table border="1" data-bbox="1381 423 1625 558"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2E</td> </tr> <tr> <td>9-12</td> <td>LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" data-bbox="1381 634 1629 737"> <tr> <td>Grade Level</td> <td>Geog</td> </tr> <tr> <td>6-12</td> <td>3.2.,3.3</td> </tr> </table>	Grade Level	Life Science	6-8	LS2E	9-12	LS2F	Grade Level	Geog	6-12	3.2.,3.3
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<b>What is a Forest? (pp. 37-42)</b>	Dozens of official definitions of the term forest are used throughout the world.	6-12	<p>Students will analyze various definitions of this term and consider cultural perspectives that affect people’s perceptions of forests</p> <p>Students will describe ways culture affects people’s perceptions of the forest</p>	<p><b>Science-</b> supports but does not directly instruct</p> <table border="1" data-bbox="1381 959 1625 1094"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2E</td> </tr> <tr> <td>9-12</td> <td>LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" data-bbox="1381 1170 1629 1305"> <tr> <td>Grade Level</td> <td>Geog</td> </tr> <tr> <td>6-12</td> <td>3.1,3.2, 3.3</td> </tr> </table>	Grade Level	Life Science	6-8	LS2E	9-12	LS2F	Grade Level	Geog	6-12	3.1,3.2, 3.3
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<b>Mapping the World's Forests pp 43-52</b>	Identifying, documenting, classifying and accurately mapping the diversity of forests found around the world is an active, ongoing process. Ecological zones are now used to classify. This activity identifies two features temperature and moisture as determinants of types of forests.	6-12	Students will interpret maps to identify global patterns of forest cover  Students will analyze temperature and moisture and their relation to global ecological zones  Students will collect data on local climate conditions and vegetation	<p><b>Science-</b> supports but does not directly instruct</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Life Science</td> <td>Earth Science</td> </tr> <tr> <td>6-8</td> <td>LS2A, LS2E</td> <td>ES2A, ES3A</td> </tr> <tr> <td>9-12</td> <td>LS2B, LS2E</td> <td>ES3B</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Geog</td> </tr> <tr> <td>6-12</td> <td>3.1</td> </tr> </table>	Grade Level	Life Science	Earth Science	6-8	LS2A, LS2E	ES2A, ES3A	9-12	LS2B, LS2E	ES3B	Grade Level	Geog	6-12	3.1			
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<b>Analyzing Patterns of Forest Change (pp53-64)</b>	Human activities and other forces can change forests in a variety of ways. Students will identify global trends in forest cover, using maps and historical accounts, they examine change over time.	6-12	Students will identify global trends in a forest area  Students will analyze maps of a particular forest to determine how and why its shape & size have changed over time  Students will examine how people affect forest changes  Students will investigate and present the reasons behind changes in a forest area observed	<p><b>Science-</b> supports but does not directly instruct</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2E, LS3E</td> </tr> <tr> <td>9-12</td> <td>LS2C, LS2E, LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Econ</td> <td>Geog</td> <td>History</td> <td>SS Skills</td> </tr> <tr> <td>6-12</td> <td>2.1,2.2</td> <td>3.1</td> <td>4.2</td> <td>5.1</td> </tr> </table>	Grade Level	Life Science	6-8	LS2E, LS3E	9-12	LS2C, LS2E, LS2F	Grade Level	Econ	Geog	History	SS Skills	6-12	2.1,2.2	3.1	4.2	5.1
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<p><b>Understanding the Effects of Forest Uses</b>  (pp 65-74)</p>	<p>Analyzing the effects of ways people use the world's forests helps determine which effects may be sustainable according to one definition. This activity helps define sustainability of natural resources (forests).</p>	<p>6-12</p>	<p>Students will analyze different uses of forests in terms of benefits and of both positive and negative effects</p> <p>Students will determine which of the uses may be sustainable</p>	<p><b>Science-</b> supports but does not directly instruct</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2D, LS2E</td> </tr> <tr> <td>9-12</td> <td>LS2E, LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Econ</td> <td>Geog</td> <td>SS skills</td> </tr> <tr> <td>6-12</td> <td>2.1,2.4</td> <td>3.3</td> <td>5.1</td> </tr> </table>	Grade Level	Life Science	6-8	LS2D, LS2E	9-12	LS2E, LS2F	Grade Level	Econ	Geog	SS skills	6-12	2.1,2.4	3.3	5.1		
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<p><b>Seeking Sustainability: A Global Response</b>  (pp 75-86)</p>	<p>Students will consider possible indicators that a forest is sustainable and learn about one international initiative for monitoring forest sustainability. They will find out what is being done locally to manage forests.</p>	<p>6-12</p>	<p>Students will identify possible criteria for defining and measuring forest sustainability.</p> <p>Students will compare their criteria to those included in the Montreal Process.</p> <p>Students will find out how sustainability is being measures and monitored locally.</p>	<p><b>Science</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Life Science</td> </tr> <tr> <td>6-8</td> <td>LS2D, LS2E</td> </tr> <tr> <td>9-12</td> <td>LS2C, LS2E, LS2F</td> </tr> </table> <p><b>Social Studies</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Grade Level</td> <td>Civics</td> <td>Econ</td> <td>Geog</td> <td>SS Skills</td> </tr> <tr> <td>6-12</td> <td>1.4</td> <td>2.1,2.2, 2.3, 2.4</td> <td>3.2</td> <td>5.1, 5.2</td> </tr> </table>	Grade Level	Life Science	6-8	LS2D, LS2E	9-12	LS2C, LS2E, LS2F	Grade Level	Civics	Econ	Geog	SS Skills	6-12	1.4	2.1,2.2, 2.3, 2.4	3.2	5.1, 5.2
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<b>Exploring the World Marketplace</b>  <b>(pp 87-96)</b>	This simulation allows students to “manufacture” and sell forest products. They will experience what can happen when forest resources are unevenly distributed around the world and will explore some of the tradeoffs of resource use.	6-12	Students will model some of the dynamics involved in international trade of forest products.  Students will compare different countries in term of their exports and imports of forest products.	<b>Social Studies</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Civics</th> <th style="text-align: center;">Econ</th> <th style="text-align: center;">Geog</th> <th style="text-align: center;">History</th> <th style="text-align: center;">SS Skills</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6-12</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">2.1, 2.2, 2.3, 2.4</td> <td style="text-align: center;">3.3</td> <td style="text-align: center;">4.2</td> <td style="text-align: center;">5.1, 5.3</td> </tr> </tbody> </table>	Grade Level	Civics	Econ	Geog	History	SS Skills	6-12	1.3	2.1, 2.2, 2.3, 2.4	3.3	4.2	5.1, 5.3				
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<b>Making Consumer Choices</b>  <b>(pp97-104)</b>	By using paper as an example students will analyze the life cycle and consumption of forest products and identify international dimensions of forest product use.	6-12	Students will conduct and analyze a life cycle analysis of a forest product, and identify international dimensions of its use. locally  Students will make recommendations for more “intelligent consumption” of the product.	<b>Science</b> -supports but does not directly instruct <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">LS2D, LS2E</td> </tr> <tr> <td style="text-align: center;">9-12</td> <td style="text-align: center;">LS2F</td> </tr> </tbody> </table> <b>Social Studies</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Econ</th> <th style="text-align: center;">Geog</th> <th style="text-align: center;">History</th> <th style="text-align: center;">SS Skills</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6-12</td> <td style="text-align: center;">2.2, 2.4</td> <td style="text-align: center;">3.3</td> <td style="text-align: center;">4.3</td> <td style="text-align: center;">5.1, 5.3, 5.4</td> </tr> </tbody> </table>	Grade Level	Life Science	6-8	LS2D, LS2E	9-12	LS2F	Grade Level	Econ	Geog	History	SS Skills	6-12	2.2, 2.4	3.3	4.3	5.1, 5.3, 5.4
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<b>Researching Forests Around the world</b>  <b>(pp105-112)</b>	Students will explore their connection to the world’s forests by researching a forest in another country or region and by creating a profile about that forest.	6-12	Students will explore their connection to the world’s forests by researching a forest in another country or region and by creating a profile about that forest. They will include their relationship to this forest.	<b>Social Studies</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Geog</th> <th style="text-align: center;">SS Skills</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6-12</td> <td style="text-align: center;">3.1,3.3</td> <td style="text-align: center;">5.1,5.2, 5.4</td> </tr> </tbody> </table>	Grade Level	Geog	SS Skills	6-12	3.1,3.3	5.1,5.2, 5.4										
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