



## Oregon Environmental Literacy Program (OELP) in relation to Talk About Trees

### Grade Level Progression for Environmentally Literate K-12 Students

**Kindergarten** – An environmentally literate student will know they have influence on their environment and community by the way they care for themselves, others and places.  
(TAT CONCEPTS: Habitat, Resource Use, Recycling)

**First Grade** – An environmentally literate student will know how to take care of themselves, others and places. Students are beginning to identify how problems arise when environments change. Students can work with their peers to solve problems and answer questions.  
(TAT CONCEPTS: Habitat, Resource Use, Recycling)

**Second Grade** – An environmentally literate student will understand, value and promote diversity among plants, animals and their environments.  
(TAT CONCEPTS: Tree ID, Photosynthesis, Tree Growth, Habitat)

**Third Grade** – An environmentally literate student will understand that there are relationships between plants, animals, humans and their environments within their regions and how these relationships can change over time.  
(TAT CONCEPTS: Tree ID, Photosynthesis, Tree Growth, Habitat, Ecosystem)

**Fourth Grade** – An environmentally literate student will have knowledge of and will be a responsible steward of their local environment and natural resources. Students are competent at investigating their questions and formulating solutions to problems.  
(TAT CONCEPTS: Tree ID, Photosynthesis, Tree Growth, Habitat, Ecosystems, Resource Use, Recycling)

**Fifth Grade** – An environmentally literate student will have knowledge of their local environment and understand the impacts of technology and how it can be used to solve problems.  
(TAT CONCEPTS: Tree ID, Photosynthesis, Tree Growth, Habitat, Ecosystems, Resource Use, Recycling)

**Middle School** – An environmentally literate student is a sense of self in their natural and human community, including their impact on others in those systems. They are able to discuss issues, take in multiple perspectives, back up personal opinions with evidence and distinguish between opinion and fact.  
(TAT CONCEPTS: Habitat, Ecosystems, Resource Use, Recycling)

**High School** – An environmentally literate student is inspired to be a life-long learner, steward and enthusiast of the natural world. They are prepared to make informed decisions that consider the economic, social and environmental impacts of issues using credible evidence.