MARK your CALENDAR
UPCOMING EVENTS

THE CONNECTICUT Audubon SOCIETY

VE RI TAS
HARVARD FOREST

The Connecticut Audubon Society at Pomfret,
in conjunction with **Harvard Forest**, is offering a
FREE Introductory & Refresher Workshop for science teachers.
Join us at 218 Day Rd., Pomfret Center
Tuesday, September 22, 2026 9AM to 2:30 PM Lunch included!

During this **full day session**, teachers will work with Harvard Forest and CT Audubon staff to practice data collection protocols, refine sampling techniques, ask questions and share data. Participants will learn to:

- Engage students in authentic & relevant research with Harvard Forest's Schoolyard Ecology Program https://tinyurl.com/4ee95mkw
- Collect real data in the schoolyard and contribute to Harvard Forest's comprehensive phenology database
- Prepare for Harvard's in-depth institutes where training can/will continue
- Connect and collaborate with other teachers participating in the *Our Changing Forests* program

Who should attend?

Middle and high school science educators who are existing participants, beginning participants still getting their feet wet, and new participants who want to become involved for the first time. Grades 6-12 teachers will be introduced to Harvard's "*Our Changing Forests*" Long Term Ecological Research (LTER) project. Training will focus on how to establish and monitor a schoolyard plot in order to ***document forest change over time***.

- Receive hands-on training
- Obtain in-field support for establishing and monitoring a schoolyard site
- *New participants*: Take home kits that contain everything needed to collect data with students

Possible Middle School NGSS Alignment to "Our Changing Forests" Program

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.

MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

MS ESS3-2. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

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.

Possible NGSS HS Alignment to "Our Changing Forests" Program

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.