8th Grade Curriculum Standards
Forest Hills Lutheran Christian School

Table of Contents

Math

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that math instruction should be grounded in number sense and a solid understanding of basic math facts as well as an ability to apply those facts in real-life settings. These skills are developed by continuous review, enabling the students to build new knowledge on prior learning. Math concepts are first presented in concrete, hands-on form. Then, deeper understanding develops as students are challenged by more abstract concepts. Throughout instruction, students will be encouraged to reflect on the orderliness and dependability of God, exemplified by His creation.

Eighth grade students should continue to master previously acquired concepts and procedures, applying them to higher-level problem solving and deductive reasoning. Emphasis is placed on consistent practice and multiple approaches to solving different types of problems.

Forest Hills Lutheran Christian School has formally adopted the curriculum standards outlined in the program, Math in Focus. These standards can be found [here.](#)

Ratios and Proportional Relationships

Ratios and Proportional Relationships

Ratios
- Define the slope of a line as the ratio of the vertical change to the horizontal change of the line.

Representing Ratios
- Graph proportional relationships, interpreting the unit rate as the slope of the graph.
- Compare two different proportional relationships represented in different ways.
- Establish the constant of proportionality in similar figures.
- Use scales and scale factors to solve problems related to scale drawings and scale models.

Rates
- Relate unit rate to slope.

The Number System

Sets and Numbers
- Know that numbers that are not rational are called irrational.

Number Representations
- Write the prime factorization of a number using exponential notation.
- Represent numbers in scientific notation.
- Interpret numbers in scientific notation that have been generated by technology.

Compare and Order

- Compare the relative sizes of two measurements expressed in exponential notation or in scientific notation.

Place Value
- Write numbers in scientific notation.

Whole Number Computation: Multiplication and Division
- Compute with very large and very small numbers written in scientific notation.
- Solve real-world problems that involve calculations using scientific notation.

Decimal Computation
- Compute with very large and very small numbers written in scientific notation.
- Solve real-world problems that involve calculations using scientific notation.

Expressions and Equations

Patterns
- Use number patterns as a context for generating equations in two variables.

Properties
- Apply properties of real numbers to manipulate variables when solving linear equations in two variables.

Number Theory
- Write the prime factorization of a number using divisibility rules and exponential notation.

Functional Relationships
- Understand that a function is a rule that assigns to each input exactly one output.
- Represent functions algebraically, in tables, and in graphs.
- Know that the graph of a function is the set of ordered pairs consisting of an input and its corresponding output.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- Interpret the equation $y=mx+b$ as defining a linear function.
- Determine and interpret the rate of change and initial value of a function from the context or data.
- Give examples of functions that are not linear.
- Construct a function to model a linear relationship between two quantities.

Expressions/Models
- Write equivalent expressions by knowing and applying the following properties of integer exponents:
    - The product and quotient of powers
    - The power of powers
    - The power of products and quotients
    - Zero and negative exponents

- Write two numbers in scientific notation to compare their relative sizes.

Number Sentences, Equations and Inequalities
- Use square root and cube root radicals to represent solutions and equations.
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution.
- Solve linear equations with rational coefficients, including equations that require expanding and collecting like terms.
- Identify the slope, x-intercept, and y-intercept of a linear equation.
- Sketch the graph of a linear equation and write a linear equation from a graph or set of data.
- Know that the solutions to a system of linear equations in two variables correspond to points of intersection of their graphs.
- Solve systems of two linear equations in two variables algebraically.
- Estimate the solution of a system of two linear equations in two variables graphically.
- Solve real-world problems leading to two linear equations in two variables.
- Identify inconsistent and dependent systems of equations.

The Coordinate Plane
- Graph proportional relationships, interpreting the unit rate as the slope of the graph.
- Define the slope of a line as the ratio of the vertical change to the horizontal change of the line.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.
- Know that the solutions to a system of linear equations in two variables correspond to points of intersection of their graphs.
- Estimate solutions to systems of two linear equations in two variables graphically.
- Know that the graph of a function is the set of ordered pairs consisting of an input and its corresponding output.
- Know that the graph of a linear function, given by an equation of the form $y=mx+b$ is a straight line.
- Interpret the graph of a nonlinear function as a curve.
- Sketch the graph of a relationship whose verbal description has given qualities.
- Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation.
- Apply the Pythagorean Theorem to find the distance between two points in the coordinate plane.

Geometry

Lines and Angles
- Find the images of lines, angles, and parallel lines under rotations, reflections, and translations.

Polygons
- Explain a proof of the Pythagorean Theorem and its converse.
- Use the Pythagorean Theorem to find unknown side lengths in right triangles in real-world problems.
- Use the converse of the Pythagorean Theorem to determine whether a triangle is a right triangle.

Solid Figures
- Apply the Pythagorean Theorem to find the slant height of pyramids and cones, or the length of diagonals in prisms.

Congruence and Similarity
- Understand that two figures are congruent if one can be moved onto the other by a series of translations, reflections, and rotations.
- Understand that two figures are similar if one can be moved onto the other by a series of translations, reflections, rotations, and dilations.
- Given two congruent or similar figures in a plane, find a sequence of transformations that moves one onto the other.
- Establish the constant of proportionality in similar figures.
- Establish through informal arguments the AA Similarity Theorem for triangles.
- Understand that if two figures are related by a scale factor of k, then their areas are related by a scale factor of $k2$.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.

Transformations
- Verify experimentally that rotations, reflections, and translations preserve lengths, angle measures, parallelism, and perpendicularity.
- Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation.
- Understand that two figures are congruent if one can be moved onto the other by a series of translations, reflections, and rotations.
- Understand that two figures are similar if one can be moved onto the other by a series of translations, reflections, rotations, and dilations.
- Given two congruent or similar figures in a plane, find a sequence of transformations that moves one onto the other.

Circles
- Know that arcs of circles can be used to mark off equal distances on a line or in a plane.

Area
- Understand that if two figures are related by a scale factor of k, then their areas are related by a scale factor of $k2$.

Surface Area and Volume
- Apply the Pythagorean Theorem to find the slant height of pyramids and cones and find their surface areas.

Statistics and Probability

Classifying and Sorting
- Represent bivariate data in a scatter plot.

Interpret/Analyze Data
- Interpret the relationship between two data sets shown in a scatter plot.
- Describe patterns of clustering, outliers, linear, or nonlinear association displayed by a scatter plot.
- For scatter plots that suggest a linear relationship, informally fit a straight line to the data.
- Assess how well a "line of best fit" represents the data shown in a scatter plot.
- Use the equation of a linear model to solve problems in the context of the data, including interpreting the slope and intercept.
- In two-way tables, identify and analyze patterns of association displayed in the frequencies and relative frequencies.

Outcomes
- Represent the outcomes of compound events using organized lists or tree diagrams.

Expressing Probability
- Use tree diagrams and multiplication to find the probabilities of dependent and independent events.
- Represent non-mutually exclusive events using Venn diagrams.

1. Make sense of problems and persevere in solving them

Build skills through a problem-solving perspective
- Build skills in operations with integers and rational numbers, proportionality, measurement, statistics, and probability through problem solving.

Plan how and use appropriate strategies tools, and thinking skills to solve problems.
- Discuss mathematical ideas, use appropriate strategies, solve real-world problems, and explain solution methods in class.

Use bar and other models consistently to persevere in problem solving.
- Use models to solve multi-step real-world problems involving rational and irrational numbers, equations, inequalities, proportions, formulas, probability, and statistics.
- Apply the problem-solving process to non-routine problems in Challenging Practice and Brain@Work, Chapter Projects, and other activities.

Monitor and evaluate the solution process and explain problem solving.
- Explain problem solving in Guided Practice, Math Journal, and "explain" exercises.

2. Reason abstractly and quantitatively

Investigate mathematical ideas and models through a concrete to pictorial to abstract progression.
- Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Hands-On, Technology, and other activities.
- Represent a wide variety of real-world context through the use of real numbers, variables, equations, and inequalities.
- Apply the properties of operations in manipulating symbolic representations.

Make sense of quantities and their relationships.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities.
- Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.
- Graph proportional relationships, interpreting the unit rate as the slope of the graph.
- Know that straight lines are widely used to model relationships between two quantitative variables.
- Construct a function to model a linear relationships between two quantities.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

Investigate mathematical ideas and models.
- Explore concepts and models more deeply and justify reasoning in Hands-On, Technology, and other activities.
- Investigate mathematical ideas through non-routine problems in Brain @ Work activities.

3. Construct viable arguments and critique the reasoning of others.

Identify, demonstrate, and explain mathematical proof.
- Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.
- Derive the equation y=mx for a line through the origin and the equation y=mx+b for a line intercepting the vertical axis at b.
- Emphasize the process skills: look for a pattern in generalizing and comparing the properties of two functions.
- Explain a proof of the Pythagorean Theorem and its converse.
- Establish through informal arguments the AA Similarity Theorem for triangles.

Use a variety of reasoning skills to communicate arguments.
- Interpret scientific notation that has been generated by technology.
- Describe qualitatively the functional relationship between two quantities by analyzing a graph.
- Verify experimentally the properties of rotations, reflections, and translations.
- Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

Share and communicate mathematical thinking and ideas.
- Express and explain ideas in Math Journal and other activities, using lesson vocabulary.
- Work together in pairs or groups in Projects and other activities.

4. Model with Mathematics

Interpret phenomena through representations.
- Write numbers in exponential notation.
- Interpret numbers in scientific notation that have been generated by technology.

- Apply properties of real numbers to manipulate variables when solving linear equations in two variables.
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution.
- Represent functions algebraically, in tables, and in graphs.
- Construct a function to model a linear relationship between two qualities.

Use representations to model, organize, and record quantities.
- Know and apply the properties of integer exponents to write equivalent expressions.
- Use square root and cube root radicals to represent solutions to equations.
- Write two numbers in scientific notation to compare their relative sizes.
- Sketch the graph of a linear equation from a graph or set of data.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.
- Use the Pythagorean Theorem to find unknown side lengths in right triangles in real-world problems.
- Define and illustrate transformations, using graphs, geometric software and diagrams, the properties of translations, reflections, rotations, and dilations.
- Describe patterns of clustering, outliers, and linear or nonlinear association displayed by a scatter plot.
- Find probabilities for compound events using organized lists or tables.
- Use tree diagrams and multiplication to find the probabilities of dependent and independent events.
- Represent non-mutually exclusive events using Venn diagrams.
- Design and use a simulation to generate frequencies for compound events.

Use variables and coordinate grids to represent and model.
- Use number patterns as a context for generating equations in two variables.
- Apply properties of real numbers to manipulate variables when solving linear equations in two variables.
- Represent functions algebraically, in tables, and in graphs.
- Know that the graph of a function is the set of ordered pairs consisting on an input and its corresponding output.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions.)
- Sketch the graph of a linear equation and write a linear equation from a graph or set of data.
- Represent systems of linear equations algebraically and graphically.
- Graph proportional relationships, interpreting the unit rate as the slope of the graph.

5. Use appropriate tools strategically

Choose among tools: pencil and paper, concrete models, or technology in developing skills.
- Use paper and pencil to calculate and draw.
- Use geometry tools (protractor, set squares, grid paper) to model problems.
- Use technology (virtual manipulatives and computers) to model and draw.
- Use geometry tools to construct triangles and quadrilaterals.

- Use a calculator to model, compute, and solve problems involving rational and irrational numbers.
- Interpret numbers in scientific notation that have been generated by technology.
- Solve real-world problems that involve calculations with very large and very small numbers using scientific notation.
- Verify experimentally the properties of rotations, reflections, and translations regarding the images of lines, angles, and parallel lines.

6. Attend to precision

Communicate precisely by using mathematical language and symbols clearly in discussion with others.
- Use the lesson vocabulary to explain reasoning.
- Know that numbers that are not rational are irrational.
- Interpret symbols of relation in comparing real numbers and the relative sizes of two measurements expressed in scientific notation.
- Use square root and cube root radicals to represent solutions to equations.
- Identify and interpret the slope, x-intercept, and y-intercept of a linear equation.
- Understand that a function is a rule that assigns to each input exactly one output.
- Interpret the equation, y=mx+b as defining a linear function.
- Identify inconsistent and dependent systems of equations.
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures in the coordinate plane.
- Given two congruent figures, describe a sequence of transformations that will transform one to the other.
- Describe patterns of clustering, outliers, and linear or nonlinear association displayed by a scatter plot.

7. Look for and make use of structure

Consolidate mathematical thinking
- Present mathematical thinking through Math Journals, Explains, and in-class discussions.

Recognize connections in mathematical ideas.
- Relate unit rate to slope.
- Apply properties of real numbers to manipulate variables when solving linear equations in two variables.
- Use number patterns as a context for generating equations in two variables.
- Construct a function to model a linear relationship between two quantities.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.
- Use experiments to describe the effects of transformations on congruent and similar figures.
- Interpret the relationship between two data sets shown in a scatter plot.
- In two-way tables, identify and analyze patterns of association displayed in the frequencies and relative frequencies.

8. Look for and express regularity in repeated reasoning

Notice regularity in repeated calculations and monitor the process.
- Continue to use number lines, coordinate grids, and other visual models to solve real-world problems involving rational and irrational numbers, functions, proportionality, algebra, geometry, measurement, probability, and statistics.
- Compute with very large and very small numbers written in scientific notation.
- Know and apply the properties of integer exponents to write equivalent expressions.
- Apply properties of real numbers to manipulate variables when solving linear equations in two variables.
- Define the slope of a line as the ratio of the vertical change to the horizontal change of the line.
- Interpret the equation $y=mx+b$ as defining a linear function. Interpret the graph of a non-linear function as a curve.
- Establish the constant of proportionality in similar figures.
- Explain a proof of the Pythagorean Theorem and its converse.
- Use the Pythagorean Theorem to find unknown side lengths and slant heights in right triangles, pyramids, and cones in real-world problems.
- Understand that if two figures are related by a scale factor of k, then their areas are related by a scale factor of k2.

Science

Science is taught at Forest Hills Lutheran Christian School so that students gain an appreciation and respect for God's creation. By using natural curiosity, hands-on activities, and the scientific method, students will discover and express the orderliness and complexity of creation. We want our students to use science to help them explore and recognize God's involvement in creation. This recognition should lead to a sense of personal responsibility in caring for themselves, others, and the world around them.

Forest Hills has formally adopted the Next Generation Science Standards as their guiding standards for instruction. These standards can be found here. The following is a summary, taken from pages 47-74 outlining the standards in four major strands: Physical Science, Life Science, Earth Science, and Science and Technology.

Middle School Science Standards are not aligned by grade. Students will be taught all of the following standards over the course of their three-year Middle School experience.

Physical Science

MS-PS1   **Matter and Its Interactions**

MS-PS1-1   Develop models to describe the atomic composition of simple molecules and extended structures.

MS-PS1-2   Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS1-3   Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

MS-PS1-4   Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-PS1-5   Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

MS-PS1-6   Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

MS-PS2   **Forces and Interactions**

MS-PS2-1   Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS2-2   Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-3   Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-4   Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS2-5   Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS3   **Energy**

MS-PS3-1   Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-2   Develop a model to describe that when the arrangements of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

MS-PS3-3   Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS3-4   Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS3-5   Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4   Waves and Their Applications in Technologies for Information Transfer

MS-PS4-1   Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2   Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-PS4-3   Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

Life Science

MS-LS1   **From Molecules to Organisms: Structures and Processes**

MS-LS1-1   Conduct an investigation to provide evidence that living things are made out of cells, either one cell or many different numbers and types of cells.

MS-LS1-2   Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

MS-LS1-3   Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-LS1-4   Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

MS-LS1-5   Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

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-LS1-8   Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS2   **Ecosystems: Interactions, Energy, and Dynamics**

MS-LS2-1   Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

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-LS3 **Heredity: Inheritance and Variation of Traits**

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

MS-LS4 **Biological Evolution: Unity and Diversity**

MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Earth Science

MS-ESS1 **Earth's Place in the Universe**

MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic pattern of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS1-4   Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS2   **Earth's Systems**

MS-ESS2-1   Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

MS-ESS2-2   Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

MS-ESS2-3   Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

MS-ESS2-4   Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

MS-ESS2-5   Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-ESS2-6   Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determines regional climates.

MS-ESS3   **Earth and Human Activity**

MS-ESS3-1   Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

MS-ESS3-2   Analyze and interpret data on natural hazards to forecast future catastrophic event and inform the development of technologies to mitigate their effects.

MS-ESS3-3   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.

MS-ESS3-5   Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

MS-ETS1   Engineering Design

MS-ETS1-1   Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2   Evaluate competing design solutions using a scientific process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3   Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4   Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Social Studies

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created the world and everyone in it, each unique with their own perspectives and cultures. It is important to prepare students to be citizens in a global community and understand the world around them. In order to do that, students must have an understanding of the past. This will help them understand how the past has shaped our present so they can go out and better shape our future. This is done through focused studies of ancient world history and civilizations, current geography and cultures, and modern American history.

Forest Hills Lutheran Christian School has formally adopted the Oregon State Standards.

Eighth Grade Standards

U.S. History – 1765-Reconstruction

Historical Knowledge

8.1   Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.

8.2 key   Evaluate continuity and change over the course of United States history, by analyzing key

     people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.

8.3   Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.

8.4   Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

8.5   Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution.

Historical Thinking

8.6   Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.7   Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.

8.8   Evaluate information from a variety of sources and perspectives.

8.9   Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

Geography

8.10   Interpret maps to identify growth and development of the United States.

8.11   Identify and describe patterns and networks of economic interdependence, migration, and settlement.

8.12   Investigate how differing geographic perspectives apply to issues in U.S. History.

8.13   Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

8.14   Explain rights and responsibilities of citizens.

8.15   Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.

8.16   Compare and contrast how European governments and the United States government interacted with Native American peoples.

8.17   Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.

8.18   Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.

8.19   Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.

8.20   Analyze the changing definition of citizenship and the expansion of rights.

8.21 and   Analyze important political and ethical values such as freedom, democracy, equality, justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Economics/Financial Literacy

8.22   Distinguish among tariffs, quotas, and government policies as means to regulate trade.

8.23   Describe how industrialization changes production and how it creates shifts in the market.

Social Science Analysis

8.24   Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.

8.25   Critique data for point of view, historical context, distortion, or propaganda and relevance.

8.26   Examine a controversial event, issue, or problem from more than one perspective.

8.27   Examine the various characteristics, causes, and effects of an event, issue, or problem.

8.28   Investigate a response or solution to an issue or problem and support or oppose, using research.

English Language Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created language for our good as a way to interact with the people He has placed in our lives. It is important that students become well-rounded readers of a wide range of genres and writers who implement solid expression skills (including, but not limited to, grammar, spelling, organization, and sentence fluency) with clear purpose in a variety of styles. Students also need to become researchers able to extract reliable information from both print and digital resources to back up their claims and opinions. Students must become both speakers who are clear, concise, and able to connect with an audience as well as listeners who are able to think analytically and critically about a spoken topic and offer questions, constructive feedback, and input. As students are prepared to be members of a global society, they must become collaborators who are able to work together by defining clear roles, setting clear goals, tracking progress toward those goals, investigating topics together, discussing respectfully, and presenting cohesively.

Forest Hills Lutheran Christian School has formally adopted the Oregon State Standards.

Eighth Grade Standards

Literature

Key Ideas and Details

8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.8	(Not applicable to literature)
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

8.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards: Informational Text

Key Ideas and Details

8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing

Text Types and Purposes

8.W.1	Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e.   Provide a concluding statement or section that follows from and supports the argument presented.

8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3   Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.   Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.   Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c.   Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

8.W.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8.W.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

8.W.6   Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

8.W.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

8.W.10   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English

8.L.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.*

8.L.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

Knowledge of Language

8.L.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

8.L.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

a.   Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b.   Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

c.   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

8.L.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.   Interpret figures of speech (e.g. verbal irony, puns) in context.

b.   Use the relationship between particular words to better understand each of the words.

c.   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

8.L.6   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

Comprehension and Collaboration

8.SL.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.SL.2   Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3   Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.4   Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5   Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Christian Studies

Statement of Belief
At Forest Hills Lutheran Christian School, we believe that Christian Studies is the most important subject we teach, because this subject has eternal implications. We pray that each student knows Jesus as their personal Savior, and we accept the responsibility of opening God's Word and training children in the way they should go. Throughout their time at Forest Hills, students will read the truths as outlined in Scripture, and be provided with practical, meaningful ways that they can shine the light of Christ in their school, their home, and their community.

Forest Hills Lutheran Christian School uses the program, "One in Christ," as a guideline for student learning.   Eighth Grade students explore the New Testament. Additionally, classes engage in regular prayer and devotion, while also learning skills of using the Bible in their daily lives.

8th Grade Memory
Our memory program is called BIBLE to BRAIN to FAMILY to HEART. The students memorize Scripture (3-5 verses at a time), which is recited to their parents. They then have a discussion with their parents about what the Scripture means. They take notes on their discussion, have their parents sign them, and turn them in to the teacher. This program is designed to not only commit Scripture to memory, but to have a deeper understanding about what it means, not only for the student, but for the whole family.

Objectives
1. Establish healthy Spiritual habits
2. Demonstrate evidence of Spiritual growth
3. Increase understanding of the Bible
4. Understand who God is and what He has done for us
5. Apply Biblical principles to everyday life

Unit 1—God Rescues the Earliest Believers

1. Creation and Fall (Genesis 1–3)
2. The Great Flood (Genesis 6–9)
3. The Tower of Babel (Genesis 11:1–9)
4. God's Promise to Abram (Genesis 12, 15)
5. Abraham Prays for Sodom and Gomorrah (Genesis 18:22–33)
6. The Offering of Isaac (Genesis 21:1–8; 22:1–19)
7. Isaac and Rebecca (Genesis 24)
8. Isaac Blesses His Sons (Genesis 27)
9. Joseph and His Brothers (Genesis 37–50)
10 The Call of Moses (Exodus 3–4)
11. The Plagues and the Passover (Exodus 12:1–13:16)

Unit 2—God Blesses a Nation

12. The Exodus (Exodus 13:17–15:21)
13. God Gives His People Food and Water (Exodus 15:22–17:7)

14. The Ten Commandments (Exodus 20)
15. The Golden Calf (Exodus 32)
16. The Ark and the Tabernacle (Exodus 25–31; 35–40)
17. The Twelve Spies (Exodus 13:1–14:45)
18. Aaron's Rod (Numbers 17)
19. The Serpent on the Pole (Numbers 21:4–9)
20. Moses' Last Words and Death (Deuteronomy 5–8; 32–34)
21. Rahab and the Spies; Israel Crosses the Jordan (Joshua 2–5)
22. Battle of Jericho (Joshua 6)

Unit 3—Life in the Promised Land

23. The Conquest of Canaan/Cities of Refuge (Joshua 10; 11; 20)
24. Deborah (Judges 4:1–5:31)
25. Gideon Leads God's People (Judges 6–8)
26. Samson (Judges 13–16)
27. Ruth (Ruth 1–4)
28. God Calls Samuel (1 Samuel 1:25–28, 3:1–21)
29. Saul, Israel's First King (1 Samuel 9–11; 13–15)
30. Samuel Anoints David (1 Samuel 16:1–13)
31. David Becomes King (2 Samuel 1:1–6:23; 1 Chronicles 15:1–3, 12–15)
32. David and Bethsheba (2 Samuel 11:1–12:25)
33. Solomon's Wisdom (1 Kings 2:1–4, 10–12; 3:3–28; 4:20–34)

Unit 4—God's People under the Kings

34. Solomon Builds a Temple (1 Kings 5–8)
35. Rehoboam and Jeroboam (1 Kings 11:1–12:24)
36. Elijah and the Ravens (1 Kings 17:1–7)
37. God Speaks to Elijah (1 Kings 19)
38. The Fall of Israel (2 Kings 17:1–23, 35–41)
39. Ahaz (1 Kings 16; 2 Chronicles 28; Isaiah 7)
40. Hezekiah's Prayer (2 Kings 20; Isaiah 38)
41. Manasseh (2 Kings 21; 2 Chronicles 33)
42. Josiah, the Boy Who Was King (2 Kings 22–23)
43. Isaiah (Isaiah 6:1–13 and other selected readings from Isaiah)
44. Jonah (The Book of Jonah)

Unit 5—A Savior, Promised and Received

45. God's People in Captivity (2 Kings 23–25, 2 Chronicles 36, Jeremiah 34–39)
46. Ezekiel (Ezekiel 1–3)
47. Good Queen Esther (The Book of Esther)
48. God's People Return from Captivity (Ezra 1–10)
49. Prophets Foretell the Savior (Selected Old Testament Passages)
50. Jesus Is Born (Luke 2:1–20)
51. John Prepares the Way (Matthew 3:1–13)
52. The Baptism of Jesus (Matthew 3:13–17)

Unit 6—Jesus Heals and Teaches

 Unit 7—Jesus Ministers to the People

Unit 8—Jesus Saves

Unit 9—Christians in Mission

Physical Education

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

 Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

> PE.1.8.1: Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
> PE.1.8.2: Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
> PE.1.8.3: Catches with a mature pattern from a variety of trajectories appropriate to the activity in a dynamic environment.
> PE.1.8.4: Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed
> ***Note:** For operational definitions and examples of activity types, see end of high school section and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).*
> PE.1.8.5: Dribbles with dominant and nondominant hands or feet using a change of speed and direction in a dynamic environment.
> PE.1.8.6: Shoots on goal with power and accuracy as appropriate to the activity in a dynamic environment.
> PE.1.8.7: Executes a legal underhand or overhand serve for net/wall games such as pickleball, tennis, badminton, or volleyball in a dynamic environment.
> PE.1.8.8: Demonstrates the mature form of forehand and backhand strokes in net games with power and accuracy in a dynamic environment.
> PE.1.8.9: Two-hand-volleys with control in a dynamic environment.
> PE.1.8.10: Demonstrates correct technique for basic skills in at least 2 outdoor/individual-performance activities.
> PE.1.8.11: Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

> PE.2.8.1: Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
> PE.2.8.2: Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.

PE.2.8.3: Adjusts open space on defense by staying on the goal side of the offensive player and reducing the distance as needed.

PE.2.8.4: Reduces open space by not allowing the catch (denial) *or* anticipating the speed of the object and person for the purpose of interception or deflection in a modified game play.

PE.2.8.5: Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

PE.2.8.6: Creates open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.

PE.2.8.7: Varies placement, force and timing of return of offensive shot.

PE.2.8.8: Varies the speed and trajectory of the shot based on location of the object in relation to the target.

PE.2.8.9: Identifies open spaces and attempts to strike object into that space. Examples of field/striking games include: softball, kickball, etc.

PE.2.8.10: Reduces open spaces in the field by working with teammates to maximize coverage.

PE.2.8.11: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.3.8.1: Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle.

PE.3.8.2: Participates in self-selected physical activity outside of physical education class.

PE.3.8.3: Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.

PE.3.8.4: Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.

PE.3.8.5: Compares and contrasts health-related fitness components.[13]

PE.3.8.6: Employs a variety of appropriate static stretching techniques for all major muscle groups.

PE.3.8.7: Uses the overload principle (FITT formula) in preparing a personal workout.[14]

PE.3.8.8: Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.

PE.3.8.9: Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.

PE.3.8.10: Explains how major muscle groups interact with other body systems during physical activity.[15]

PE.3.8.11: Designs and implements a program of remediation for areas of weakness based on the results of personal health-related fitness assessment.

PE.3.8.12: Describes the relationship between poor nutrition and health risk factors.

PE.3.8.13: Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.8.1: Exhibits responsibility for self and promotes responsibility in others.

PE.4.8.2: Provides encouragement and feedback to peers without prompting from the teacher.

PE.4.8.3: Responds appropriately to participants' ethical and unethical behavior during physical activity by using established rules and guidelines for resolving conflicts.

PE.4.8.4: Cooperates with classmates on problem-solving initiatives using self-directed behaviors.

PE.4.8.5: Applies rules and etiquette by acting as an official or modifying physical activities/games and rhythmic activities.

PE.4.8.6: Independently uses physical activity and fitness equipment appropriately, and *identifies specific safety concerns* associated with the activity.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.8.1: Identifies different types of physical activities and describes how each exerts a positive effect on health.

PE.4.8.2: Identifies positive mental and emotional aspects of participating in a variety of physical activities.

PE.4.8.3: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

PE.4.8.4: Identifies why self-selected physical activities create enjoyment.

PE.4.8.5: Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

Fine Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe, "We all have different gifts, according to the measure of grace God has given us." (Romans 12:6)   It is important for students to be given opportunities, for both mental and spiritual development, to explore and develop their gifts in the arts. Each student will develop their gifts in music, whether it be singing or playing an instrument, as God asks us to worship Him using our gifts of music (Psalm 100, Psalm 150). Each student will also have opportunities to develop their gifts in areas that may include but are not limited to art, journalism, and drama.

In Eighth Grade, students are taught the Fine Arts using Oregon State Standards.

Music Standards
Visual Arts Standards
Media Arts Standards