



**Kindergarten Curriculum Standards**  
**Forest Hills Lutheran Christian School**

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# **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.

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

## **Number and Numeration**

### **Understand the Meanings, Uses, and Representations of Numbers**

#### *Rote counting*

Count on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s with number grids, number lines, and calculators.

#### *Rational counting*

Count 20 or more objects; estimate the number of objects in a collection.

#### *Place value and notation*

Model numbers with manipulatives; use manipulatives to exchange 1s for 10s and 10s for 100s; recognize that digits can be used and combined to read and write numbers; read numbers up to 30.

#### *Meanings and uses of fractions*

Use manipulatives to model half of a region or a collection; describe the model.

### **Understand Equivalent Names for Numbers**

#### *Equivalent names for whole numbers*

Use manipulatives, drawings, and numerical expressions involving addition and subtraction of 1- digit numbers to give equivalent names for whole numbers up to 20.

### **Understand Common Numerical Relations**

#### *Comparing and ordering numbers*

Compare and order whole numbers up to 20.

## **Operations and Computation**

### **Compute Accurately**

#### *Addition and subtraction facts*

Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition

and subtraction of single-digit whole numbers; demonstrate appropriate fluency with addition and subtraction facts within 5.

### **Understand Meanings of Operations**

*Models for the operations*

Identify join and take-away situations.

## **Data and Chance**

### **Select and Create Appropriate Graphical Representations of Collected or Given Data**

*Data collection and representation*

Collect and organize data to create class-constructed tally charts, tables, and bar graphs.

### **Analyze and Interpret Data**

*Data Analysis*

Use graphs to answer simple questions.

### **Understand and Apply Basic Concepts of Probability**

*Qualitative probability*

Describe events using certain, possible, impossible, and other basic probability terms.

## **Measurement and Reference Frames**

### **Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements**

*Length, weight, and angles*

Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.

*Money*

Identify pennies, nickels, dimes, quarters, and dollar bills.

### **Use and Understand Reference Frames**

*Temperature*

Describe temperature using appropriate vocabulary, such as hot, warm, and cold; identify a thermometer as a tool for measuring temperature.

*Time*

Describe and use measures of time periods relative to a day and week; identify tools that measure time.

## **Geometry**

### **Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes**

*Plane and solid figures*

Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.

### **Apply Transformations and Symmetry in Geometric Situations**

*Transformations and symmetry*

Identify shapes having line symmetry.

## **Patterns, Functions, and Algebra**

### **Understand Patterns and Functions**

*Patterns and functions*

Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play "What's My Rule?" and other games.

### **Use Algebraic Notation to Represent and Analyze Situations and Structures**

*Algebraic notation and solving number sentences*

Read and write expressions and number sentences using the symbols +, -, and =.

## **Science**

### **Statement of Belief**

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](#).

## **Physical Science**

### **K-PS2**                    **Motion and Stability: Forces and Interaction**

K-PS2-1                    Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2                    Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

### **K-PS3**                    **Energy**

K-PS3-1                    Make observations to determine the effect of sunlight on Earth's surface.

K-PS3-2                    Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

## **Life Science**

### **K-LS1**                    **From Molecules to Organisms: Structures and Processes**

K-LS1-1                    Use observations to describe patterns of what plants and animals (including humans) need to survive.

## **Earth Science**

### **K-ESS2**                    **Earth's Systems**

K-ESS2-1                    Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2                    Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3****Earth and Human Activity**

- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

## **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 world history and civilizations, current geography and cultures, and modern American history.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

### **Historical Knowledge**

- K.1 Compare children and families of today to those of the past.
- K.2 Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage.

### **Historical Thinking**

- K.3 Distinguish between past and present.
- K.4 Compare and contrast the student's own environment with the past.
- K.5 Use sense of time for planning.
- K.6 Create and explain a simple timeline of events.

### **Geography**

- K.7 Identify and compare and contrast pictures, maps and globes.
- K.8 Describe roles of self and family members.
- K.9 Locate, identify, and describe places of importance to self, family, and school. K.10. Explain how people can care for the environment.
- K.10 Explain how people can care for the environment.
- K.11 Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between).

### **Civics and Government**

- K.12 Explain why rules are needed and how rules reduce conflict and promote fairness.
- K.13 Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.
- K.14 Distinguish between democratic methods and decisions made by authority.



### **Economics/Financial Literacy**

- K.15 Identify various forms of money and explain how money is used.
- K.16 Give examples of different jobs performed in neighborhoods.
- K.17 Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.
- K.18 Explain how jobs provide income.
- K.19 Distinguish between wants and needs.

### **Social Science Analysis**

- K.20 Compare and contrast past and present events or practices

# **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](#).

## **Language Arts Standards**

### **Foundational Skills**

#### *Print Concepts*

K.RF.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

#### *Phonological Awareness*

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with //, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### *Phonics and Word Recognition*

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### *Fluency*

K.RF.4 Read emergent-reader texts with purpose and understanding.

## **Literature**

### *Key Ideas and Details*

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

### *Craft and Structure*

- K.RL.4 Ask and answer questions about unknown words in a text.
- K.RL.5 Recognize common types of texts (e.g., storybooks, poems).
- K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### *Integration of Knowledge and Ideas*

- K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- K.RL.8 (Not applicable to literature)
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

*Range of Reading and Level of Text Complexity*

- K.RL.10 Actively engage in group reading activities with purpose and understanding.

**Informational Text**

*Key Ideas and Details*

- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Craft and Structure*

- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 Identify the front cover, back cover, and title page of a book.
- K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

*Integration of Knowledge and Ideas*

- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### *Range of Reading and Level of Text Complexity*

- K.RI.10 Actively engage in group reading activities with purpose and understanding.

## **Writing**

### *Text Types and Purposes*

- K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### *Production and Distribution of Writing*

- K.W.4 (Begins in grade 3)
- K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### *Research to Build and Present Knowledge*

- K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.9 (Begins in grade 4)

### *Range of Writing*

- K.W.10 (Begins in grade 3)

## Language

### *Conventions of Standard English*

- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - Produce and expand complete sentences in shared language activities.
- K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### *Knowledge of Language*

K.L.3 (Begins in grade 2)

### *Vocabulary Acquisition and Use*

- K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### **Speaking and Listening**

#### *Comprehension and Collaboration*

- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue conversations through multiple exchanges

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### *Presentation of Knowledge and Ideas*

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly.

# **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.

## Unit 1—God Loves People

1. God Created People (Genesis 1:26–31)
2. God Created People (Genesis 2:4–24)
3. The Garden Is Closed (Genesis 3)
4. Noah and the Flood (Genesis 6:9–9:17)

## Unit 2—God Blesses Families

5. God Blesses Abraham (Genesis 12:1–9)
6. Isaac Is Born (Genesis 21:1–7)
7. Jacob Lies and then Runs Away (Genesis 27; 28:10–22)
8. Joseph's Brothers Get Food in Egypt (Genesis 41:37–45:15)

## Unit 3—God's People Get a Land of Their Own

9. God Speaks to Moses (Exodus 3)
10. God's Laws and the Golden Calf (Exodus 19–20; 32; 34)
11. God's People Cross the Jordan River (Joshua 1; 3–4; 5:10–12)
12. The Battle of Jericho (Joshua 6:1–20)

## Unit 4—Christ, the Savior, Is Born

13. The Birth of John the Baptist (Luke 1:5–25, 57–80)
14. The First Christmas (Luke 2:1–20)
15. Simeon and Anna See Jesus (Luke 2:22–38)
16. The Wise Men Visit Jesus (Matthew 2:1–12)



#### Unit 5—Jesus Begins His Work

17. The Boy Jesus Studies God’s Word (Luke 2:41–52)
18. Jesus Chooses His Disciples (Matthew 4:18–22; 10:2–4)
19. Jesus Calms the Storm (Mark 4:35–41)
20. The Wedding at Cana (John 2:1–12)

#### Unit 6—Jesus Cares

21. Jesus Blesses the Children (Mark 10:13–16)
22. The Widow’s Mite (Luke 21:1–4)
23. Jesus Heals Ten Men (Luke 17:11–19)
24. Jesus Heals a Paralyzed Man (Mark 2:1–12)

#### Unit 7—Holy Week

25. Jesus Feeds 5,000 People (John 6:1–15)
26. Mary Listens to Jesus (Luke 10:38–42)
27. Jesus Rides into Jerusalem (Matthew 21:1–11)
28. Jesus Prays in the Garden (Luke 22:39–46)

#### Unit 8—Heaven Is Mine

29. Jesus Is Crucified (Luke 23:26–49)
30. Jesus Rises from the Dead (Matthew 28:1–10)
31. Thomas Sees Jesus (John 20:24–29)
32. Jesus Ascends to Heaven (Acts 1:6–11)

#### Unit 9—The Holy Spirit Spreads God’s Word

33. Pentecost (Acts 2)
34. Paul Is Shipwrecked (Acts 27)
35. Philip and the Ethiopian (Acts 8:26–40)
36. Lydia (Acts 16:11–15)

## **Physical Education**

*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.K.1: Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.

PE.1.K.2: Performs jumping and landing actions with balance.

*Note: This outcome applies to both horizontal and vertical jumping and landing*

PE.1.K.3: Performs locomotor skills in response to teacher-led creative rhythmic activities.

PE.1.K.4: Maintains momentary stillness on different bases of support.

PE.1.K.5: Forms wide, narrow, curled & twisted body shapes.

PE.1.K.6: Rolls sideways in a narrow body shape.

PE.1.K.7: Contrasts the actions of curling & stretching.

PE.1.K.8: Throws underhand with opposite foot forward.

PE.1.K.9: Drops a ball and catches it before it bounces twice.

PE.1.K.10: Catches a large ball tossed by a skilled thrower.

PE.1.K.11: Dribbles a ball with one hand, attempting the second contact.

PE.1.K.12: Taps a ball using the inside of the foot, sending it forward.

PE.1.K.13: Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

PE.1.K.14: Volleys a lightweight object (balloon), sending it upward.

PE.1.K.15: Strikes a lightweight object with a paddle or short-handled racket.

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

PE.2.K.1: Differentiates between movement in personal (self-space) & general space.

PE.2.K.2: Moves in personal space to a rhythm.

PE.2.K.3: Travels in 3 different pathways.

PE.2.K.4: Travels in general space with different speeds.

**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.K.1: Identifies active-play opportunities outside physical education class.

PE.3.K.2: Actively participates in physical education class.

PE.3.K.3: Recognizes that when you move fast, your heart beats faster and you breathe faster.

PE.3.K.4: Recognizes that food provides energy for physical activity.

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

PE.4.K.1: Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

PE.4.K.2: Acknowledges responsibility for behavior when prompted.

PE.4.K.3: Follows instruction/ directions when prompted.

PE.4.K.4: Shares equipment and space with others.

PE.4.K.5: Recognizes the established protocol for class activities.

PE.4.K.6: Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

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

PE.5.K.1: Recognizes that physical activity is important for good health.

PE.5.K.2: Acknowledges that some physical activities are challenging/difficult.

PE.5.K.3: Identifies physical activities that are enjoyable.

## **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).

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

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)