



**1st Grade Curriculum Standards**  
**Forest Hills Lutheran Christian School**

## Table of Contents

<b>Math</b>	<b>3</b>
<b>Science</b>	<b>6</b>
<b>Social Studies</b>	<b>8</b>
<b>English Language Arts</b>	<b>10</b>
<b>Christian Studies</b>	<b>17</b>
<b>Physical Education</b>	<b>20</b>
<b>Fine Arts</b>	<b>22</b>

# **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.

First 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, Everyday Math. These standards can be found [here](#).

## **Numbers and Numeration**

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

#### *Rote counting*

Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.

#### *Rational counting*

Count collections of objects accurately and reliably; estimate the number of objects in a collection.

#### *Place value and notation*

Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places.

#### *Meanings and uses of fractions*

Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or

a collection; describe the model.

#### *Number theory*

Use manipulatives to identify and model odd and even numbers.

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

#### *Equivalent names for whole numbers*

Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100.

## **Understand Common Numerical Relations**

### *Comparing and ordering numbers*

Compare and order whole numbers up to 1,000.

## **Operations and Computation**

### **Compute Accurately**

#### *Addition and subtraction facts*

Demonstrate appropriate fluency with addition and subtraction facts through 10+10.

#### *Addition and subtraction procedures*

Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 2-digit whole numbers; calculate and compare the values of combinations of coins.

### **Make Reasonable Estimates**

#### *Computational estimation*

Estimate reasonableness of answers to basic fact problems (e.g., Will 7+8 be more or less than 10?).

### **Understand Meanings of Operations**

#### *Models for the operations*

Identify change-to-more, change-to-less, comparison, and parts-and-total 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, bar graphs, and line plots.

### **Analyze and Interpret Data**

#### *Data analysis*

Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.

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

#### *Qualitative probability*

Describe events using certain, likely, unlikely, 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; measure length with standard measuring tools.

#### *Money*

Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins.

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

#### *Temperature*

Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest  $10^{\circ}$ .

#### *Time*

Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.

## **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, cylinders, rectangular prisms, pyramids, cones, and cubes.

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

#### *Transformations and symmetry*

Identify shapes having line symmetry; complete line-symmetric shapes or designs.

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

### **Understand Patterns and Functions**

#### *Patterns and functions*

Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, "What's My Rule?" tables, and Frames-and-Arrows diagrams.

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

*Algebraic notation and solving number sentences*

Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols > and < with cues; solve equations involving addition and subtraction.

*Properties of the arithmetic operations*

Apply the Commutative and Associative Properties of Addition and the Additive Identity to basic addition fact problems.

# **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**

### **1-PS4 Waves and their Applications in Technologies for Information Transfer**

- 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- 1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- 1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

## **Life Science**

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

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

## **Life Science**

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

1-LS3-1      Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## **Earth and Space Science**

### **1-ESS1**      **Earth's Place in the Universe**

1-ESS1-1      Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2      Make observations at different times of year to relate the amount of daylight to the time of year.

## **Engineering, Technology and Applications of Science**

### **K-2-ETS1**      **Engineering Design**

K-2-ETS1-1      Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2      Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3      Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.



# **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**

- 1.1 Describe how people live in the community.
- 1.2 Compare the ways people lived in the community in the past with the way they live in the present.
- 1.3 Identify American songs and symbols.
- 1.4 Identify people and events observed in national celebrations and holidays.

## **Historical Thinking**

- 1.5 Use terms related to time to sequentially order events that have occurred.
- 1.6 Describe how clocks and calendars are used to measure time.
- 1.7 Develop and analyze a simple timeline of important events.
- 1.8 Identify and compare historical fact and fiction in folktales and legends.

## **Geography**

- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.10 Locate and identify important places in the community (school, library, fire department, etc.).
- 1.11 Explain how seasonal changes influence activities in school and community.
- 1.12 Give examples of local natural resources and describe how people use them.

## **Civics and Government**

- 1.13 Describe the responsibilities of leaders.
- 1.14 Describe the responsibilities of team members.
- 1.15 Demonstrate the ability to be both a leader and team member.
- 1.16 Identify the United States and Oregon flags and other symbols.
- 1.17 Identify and describe significant holidays.

### **Economics/Financial Literacy**

- 1.18 Explain how personal saving and spending can be used to meet short-term financial goals.
- 1.19 Identify sources of income (e.g., gifts, borrowing, allowance, work wages).

### **Social Science Analysis**

- 1.20 Identify cause-and-effect relationships.
- 1.21 Identify an issue or problem that can be studied.

# **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*

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

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### *Phonological Awareness*

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

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### *Phonics and Word Recognition*

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final *–e* and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

### *Fluency*

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Literature**

### *Key Ideas and Details*

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.

### *Craft and Structure*

- 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.6 Identify who is telling the story at various points in a text.

### *Integration of Knowledge and Ideas*

- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.8 (Not applicable to literature)
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

*Range of Reading and Level of Text Complexity*

- 1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

*Key Ideas and Details*

- 1.RI.1 Ask and answer questions about key details in a text.
- 1.RI.2 Identify the main topic and retell key details of a text.
- 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Craft and Structure*

- 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*Integration of Knowledge and Ideas*

- 1.RI.7 Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8 Identify the reasons an author gives to support points in a text.
- 1.RI.9 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*

- 1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

## **Writing**

### *Text Types and Purposes*

- 1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### *Production and Distribution of Writing*

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

### *Research to Build and Present Knowledge*

- 1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.9 (Begins in grade 4)

### *Range of Writing*

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

## **Language**

### *Conventions of Standard English*

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

- a. Print many upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### *Knowledge of Language*

1.L.3 (Begins in grade 2)

### *Vocabulary Acquisition and Use*

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **Speaking and Listening**

### *Comprehension and Collaboration*

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### *Presentation of Knowledge and Ideas*

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6 Produce complete sentences when appropriate to task and situation.  
(See grade 1 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.

## **Old Testament**

### Unit 1—God Blesses a Family

1. God Created the World (Genesis 1:1–2:22)
2. Cain and Abel (Genesis 4)
3. The Great Flood (Genesis 6–9)
4. God's Promise to Abram (Genesis 12–15)
5. God Gives Abraham and Sarah a Son (Genesis 17:15–22; 18:1–15; 21:1–7)
6. Isaac Blesses His Sons (Genesis 27)
7. Joseph (Genesis 37; 39–50)
8. Baby Moses (Exodus 2:1–10)

### Unit 2—God Blesses a Nation

9. Moses and Pharaoh (Exodus 4–11)
10. The Passover (Exodus 12)
11. Crossing the Red Sea (Exodus 14:5–15:21)
12. Manna in the Wilderness (Exodus 16)
13. The Ten Commandments (Exodus 20:1–17)
14. The Tent Church (Exodus 35:4–40:38)
15. The Twelve Spies (Numbers 13:1–14:35)
16. Israel Crosses the Jordan (Joshua 1; 3–4)

### Unit 3—God Blesses Leaders

17. Deborah (Judges 4–5)
18. Samson (Judges 13–16)
19. God Gives Hannah a Son (1 Samuel 1)
20. Samuel Anoints David (1 Samuel 16)

21. David and Goliath (1 Samuel 17)
22. Solomon Builds a Temple (1 Kings 5–9)
23. Jehoshaphat (2 Chronicles 17–20)
24. Esther (Book of Esther)

#### Unit 4—God Speaks through Prophets

25. Elijah and the Prophets of Baal (1 Kings 18:1–39)
26. Elijah Goes to Heaven (2 Kings 2:1–18)
27. Elisha and the Shunammite Woman (2 Kings 4:8–37)
28. Jonah (Book of Jonah)
29. Hezekiah’s Prayer (2 Kings 18–20; Isaiah 36–38)
30. Daniel in the Lion’s Den (Daniel 6)
31. God’s People Return Home (Ezra 7–10)
32. Prophets Tell of the Savior (Isaiah 53; Various Old Testament Prophets)

#### New Testament

#### Unit 5—The Savior Comes

33. The Angel Visits Mary (Matthew 1:18–25; Luke 1:26–56)
34. Jesus, Our Savior, Is Born (Luke 2:1–20)
35. Simeon and Anna (Luke 2:21–40)
36. The Baptism of Jesus (Matthew 3:13–17)
37. Jesus Calls His Disciples (John 1:35–51)
38. Nicodemus Visits Jesus (John 3:1–21)
39. Jesus Preaches at Nazareth (Luke 4:16–30)
40. Jesus Blesses the Children (Matthew 19:13–15; Mark 10:13–16)

#### Unit 6—Jesus’ Miracles

41. Jesus Heals a Crippled Man (John 5:1–18)
42. Jesus Heals Peter’s Mother-in-Law (Matthew 8:14–17)
43. The Miraculous Catch of Fish (Luke 5:1–11)
44. Jesus Heals a Man with a Crippled Hand (Matthew 12:1–15)
45. Jesus Stills the Storm (Mark 4:35–41)
46. Jesus Brings a Little Girl to Life (Mark 5:21–43)
47. Jesus Feeds the Crowd (John 6:1–15)
48. Jesus Heals Ten Lepers (Luke 17:11–19)

#### Unit 7—Jesus Speaks to the People

49. Jesus Teaches Not to Worry (Luke 12:22–34)
50. The Rich Young Ruler (Mark 10:17–31)
51. The Parable of the Rich Fool (Luke 12:13–21)
52. The Parable of the Lost Sheep (Luke 15:1–7)
53. The Parable of the Lost Son (Luke 15:11–32)
54. The Parable of the Pharisee and the Tax Collector (Luke 18:9–14)
55. Jesus Raises Lazarus (John 11:1–44; 12:9–11)
56. Mary Anoints Jesus (John 12:1–8)

#### Unit 8—Jesus Saves

57. Zacchaeus (Luke 19:1–10)
58. Jesus Rides into Jerusalem (Luke 19:28–40)
59. The Last Supper (Mark 14:12–26)
60. Jesus in the Garden of Gethsemane (Luke 22:39–46)
61. Peter Denies Jesus (Mark 14:26–31, 54, 66–72)
62. Jesus before Pilate and Herod (Luke 23:1–25)
63. Jesus on the Cross (Luke 23:26–43)
64. Jesus Dies and Is Buried (Luke 23:44–56)

#### Unit 9—Tell about Jesus

65. Jesus Rises from the Dead (Mark 16:1–8; Luke 24:1–12)
66. Jesus Appears to Mary (John 20:11–18)
67. The Emmaus Disciples (Luke 24:13–35)
68. The Ascension (Acts 1:1–11)
69. Pentecost (Acts 1:15–2:47)
70. Paul Believes and Then Escapes in a Basket (Acts 9:20–31)
71. Paul and Timothy (1 and 2 Timothy)
72. Tabitha (Acts 9:36–43)

## **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.1.1.1: Hops and gallops using a mature pattern.
- PE.1.1.2: Demonstrates critical elements for jumping and landing in a horizontal plane using 2-foot take-offs & landings.
- PE.1.1.3: Demonstrates critical elements for jumping and landing in a vertical plane using 2-foot take-offs & landings.
- PE.1.1.4: Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activities.
- PE.1.1.5: Maintains stillness on different bases of support with different body shapes.
- PE.1.1.6: Transfers weight from one body part to another in self- space in rhythmic activities and gymnastics environments.
- PE.1.1.7: Rolls with either a narrow or curled body shape.
- PE.1.1.8: Demonstrates twisting, curling, bending & stretching actions.
- PE.1.1.9: Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.1.10: Catches a soft object from a self-toss before it bounces.
- PE.1.1.11: Catches various sizes of balls self-tossed or tossed by a skilled thrower.
- PE.1.1.12: Dribbles continuously in self-space using the preferred hand.
- PE.1.1.13: Taps or dribbles a ball using the inside of the foot while walking in general space.
- PE.1.1.14: Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.1.15: Volleys an object with an open palm, sending it upward.
- PE.1.1.16: Strikes a ball with a short-handled implement, sending it upward.
- PE.1.1.17: Jumps forward or backward consecutively using a self-turned rope.
- PE.1.1.18: Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

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

- PE.2.1.1: Moves in self-space and general space in response to designated beats/ rhythms.
- PE.2.1.2: Travels demonstrating low, middle and high levels.
- PE.2.1.3: Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
- PE.2.1.4: Differentiates between fast and slow speeds.
- PE.2.1.5: Differentiates between strong and light force.

**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.3.1.1: Discusses the benefits of being active and exercising and/ or playing.

PE 3.1.2: Actively engages in physical education class.

PE.3.1.3: Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

PE.3.1.4: Differentiates between healthy and unhealthy foods.

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

PE.4.1.1: Follows the rules & parameters of the learning environment.

PE.4.1.2: Accepts personal responsibility by using equipment and space appropriately.

PE.4.1.3: Responds appropriately to general feedback from the teacher.

PE.4.1.4: Works cooperatively with others in a variety of class environments (e.g., small and large groups).

PE.4.1.5: Exhibits the established protocols for class activities.

PE.4.1.6: Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

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

PE.5.1.1: Identifies physical activity as a component of good health.

PE.5.1.2: Recognizes that challenge in physical activities can lead to success.

PE.5.1.3: Describes positive feelings that result from participating in physical activities.

PE.5.1.4: Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

## **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 First Grade, students are taught the Fine Arts using Oregon State Standards.

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)