



**2nd Grade 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.

Second 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](#).

## **Number and Numeration**

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

#### *Rote Counting*

Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s, 10s, and 100s from any number less than 1,000 with and without number grids, number lines, and calculators.

#### *Place value and notation*

Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.

#### *Meanings and uses of fractions*

Use manipulatives and drawings to model fractions as equal parts of a region or a collection; describe the models and name the fractions.

#### *Number theory*

Recognize numbers as odd or even.

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

#### *Equivalent names for whole numbers*

Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.

#### *Equivalent names for fractions, decimals, and percents*

Use manipulatives and drawings to model equivalent names for  $\frac{1}{2}$ .

### **Understand Common Numerical Relations**

#### *Comparing and ordering numbers*

Compare and order whole numbers up to 10,000; use area models to compare fractions.

## **Operations and Computation**

### **Compute Accurately**

#### *Addition and subtraction facts*

Demonstrate automaticity with all addition facts through  $10 + 10$  and fluency with the related subtraction facts.

#### *Addition and subtraction procedures*

Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of multidigit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.

### **Make Reasonable Estimates**

#### *Computational estimation*

Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.

### **Understand Meanings of Operations**

#### *Models for the operations*

Identify and describe change, comparison, and parts-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.

## **Data and Chance**

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

#### *Data collection and representation*

Collect and organize data or use given data to create tally charts, tables, graphs, and line plots.

### **Analyze and Interpret Data**

#### *Data analysis*

Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, mode, and median 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; explain the choice of language.

## **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*

Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight.

#### *Area, perimeter, volume, and capacity*

Partition rectangles into unit squares and count unit squares to find areas.

*Units and systems of measurement*

Describe relationships between days in a week and hours in a day.

*Money*

Make exchanges between coins and bills.

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

*Temperature*

Read temperature on both the Fahrenheit and Celsius scales.

*Time*

Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital Notation.

## **Geometry**

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

*Lines and angles*

Draw line segments and identify parallel line segments.

*Plane and solid figures*

Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.

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

*Transformations and symmetry*

Create and complete two-dimensional symmetric shapes or designs.

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

### **Understand Patterns and Functions**

*Patterns and functions*

Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition and subtraction and use those rules to solve problems.

### **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  $<$ ; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.

*Properties of the arithmetic operations*

Describe the Commutative and Associative Properties of Addition and the Additive Identity and apply them to mental arithmetic 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**

#### **2-PS1**

#### **Matter and its Interactions**

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3 Make observations to construct an evidence-based account of how an object made a small set of pieces can be assembled and made into a new object.
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

### **Life Science**

#### **2-LS2**

#### **Ecosystems: Interactions, Energy, and Dynamics**

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to Grow.
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

#### **2-LS4**

#### **Biological Evolution: Unity and Diversity**

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

## **Earth and Space Science**

### **2-ESS1**

#### **Earth's Place in the Universe**

2-ESS1-1

Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

### **2-ESS2**

#### **Earth's Systems**

2-ESS2-1

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2

Develop a model to represent the shapes and kind of land and bodies of water in an area.

2-ESS2-3

Obtain information to identify where water is found on Earth and that it can be solid or liquid.

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

### **K-2-ETS1**

#### **Engineering Design**

K-2ETS1-1

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 helps it function and 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**

- 2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.2 Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.

### **Historical Thinking**

- 2.4 Differentiate between events that happened in the recent and distant past.
- 2.5 Develop a timeline of important events in the history of the community.
- 2.6 Identify important school days, holidays, and community events on a calendar.

### **Geography**

- 2.7 Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
- 2.8 Identify relative location of school and community in the state and nation and the world.
- 2.9 Describe physical and human characteristics of the community.
- 2.10 Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).

### **Civics and Government**

- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.12 Identify services provided by local government.
- 2.13 Evaluate how individuals, groups, and communities manage conflict and promote justice.



- 2.14 Give examples of and identify appropriate and inappropriate use of power and the consequences.
- 2.15 Identify local leaders and their functions.
- 2.16 Identify ways students can have an impact in their local community.

### **Economics/Financial Literacy**

- 2.17 Explain various methods of saving and how saving can help reach financial goals.
- 2.18 Identify local businesses and the goods and services they produce.

### **Social Science Analysis**

- 2.19 Describe the connection between two or more current or historical events.
- 2.20 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
  
- 2.21 Evaluate information relating to an issue or problem.

## **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*

- 2.RF.1 *(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)*

##### *Phonological Awareness*

- 2.RF.2 *(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)*

##### *Phonics and Word Recognition*

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.

##### *Fluency*

- 2.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*

- 2.RL.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.

### *Craft and Structure*

- 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### *Integration of Knowledge and Ideas*

- 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.8 (Not applicable to literature)
- 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

- 2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Informational Text**

### *Key Ideas and Details*

- 2.RI.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

- 2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### *Craft and Structure*

- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### *Integration of Knowledge and Ideas*

- 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8 Describe how reasons support specific points the author makes in a text.
- 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

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

- 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing**

#### *Text Types and Purposes*

- 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### *Production and Distribution of Writing*

- 2.W.4 (Begins in grade 3)
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.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*

- 2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
- 2.W.9 (Begins in grade 4)

### *Range of Writing*

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

## **Language**

### *Conventions of Standard English*

- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
  
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### *Knowledge of Language*

- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
- a. Compare formal and informal uses of English.

### *Vocabulary Acquisition and Use*

- 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## **Speaking and Listen**

### *Comprehension and Collaboration*

- 2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others.

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
  - 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

*Presentation of Knowledge and Ideas*

- 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 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—Beginnings

1. Creation and the First Sin (Genesis 1–3)
2. The Great Flood (Genesis 6–9)
3. God's Promise to Abram (Genesis 12–15)
4. Isaac Blesses His Sons (Genesis 27)
5. Jacob's Ladder (Genesis 28:1–5, 10–22)
6. Joseph (Genesis 41–45)
7. Moses Leads God's People (Exodus 3–4:17) 8. The Exodus (Exodus 14:5–15:21)

### Unit 2—The Promised Land

9. God Gives His People Food and Water (Exodus 15:22–16:36)
10. The Ten Commandments (Exodus 19–20)
11. The Golden Calf (Exodus 32; 34)
12. The Snake on the Pole (Numbers 21:4–9)
13. God's People Build a Memorial (Joshua 3–4)
14. The Battle of Jericho (Joshua 5:13–6:20)
15. The Call of Gideon (Judges 6)
16. Gideon Leads God's People (Judges 7)

### Unit 3—Bad Times and Good Times

17. Ruth (Book of Ruth)
18. God Gives Hannah a Son (1 Samuel 1–2:11)
19. God Calls Samuel (1 Samuel 3)
20. David and Saul (1 Samuel 16:14–23; 18:6–16; 19:1–24)
21. Jonathan Warns David (1 Samuel 20)



22. David Helps Mephibosheth (2 Samuel 9)
23. Solomon's Prayer (1 Kings 1:28–4:34; 10–11)
24. Solomon Builds a Temple (1 Kings 5–9)

#### Unit 4—The Faithless and the Faithful

25. Elijah and the Ravens (1 Kings 16:29–17:7)
26. Elijah and the Widow (1 Kings 17:8–24)
27. God Speaks to Elijah (1 Kings 19:9–18)
28. Naaman and Elisha (2 Kings 5:1–19)
29. Josiah, the Boy Who Was King (2 Kings 22:1–23:25)
30. Daniel and His Friends (Daniel 1)
31. Three Men in the Fiery Furnace (Daniel 3)
32. God's People Return Home (Nehemiah 1–7; Zechariah 1:1–6)

### **New Testament**

#### Unit 5—Jesus, the Son of God

33. The Birth of John (Luke 1:5–25, 57–80)
34. Jesus Is Born (Luke 2:1–20)
35. The Wise Men and the Flight to Egypt (Matthew 2)
36. The Boy Jesus in the Temple (Luke 2:41–52)
37. The Baptism of Jesus (Luke 3:1–22; Matthew 3:13–17)
38. Jesus Calls His Disciples (John 1:35–51)
39. Jesus Goes to a Wedding (John 2:1–12)
40. Jesus Blesses the Children (Mark 10:13–16)

#### Unit 6—Miracles of Jesus

41. Jesus Heals the Paralyzed Man (Luke 5:17–26)
42. Ten Lepers (Luke 17:11–19)
43. Jesus Brings a Widow's Son to Life (Luke 7:11–17)
44. Jesus Stills the Storm (Matthew 8:23–27)
45. Jesus Feeds the Crowd (Matthew 14:13–23)
46. Jesus Walks on Water (Mark 6:45–52)
47. Jesus Heals a Sick Boy (Mark 9:14–27; Luke 9:37–43)
48. Jesus Heals a Blind Man (Luke 18:35–43)
49. Miraculous Catch of Fish (Luke 5:1–11)
50. The Good Samaritan (Luke 10:30–37)
51. Jesus at the Home of Mary and Martha (Luke 10:38–42)
52. The Widow's Mite (Mark 12:41–44)
53. Jesus Teaches about Prayer (Luke 11:1–13)

- 54. The Lost Sheep (Luke 15:1–10; John 10:1–8)
- 55. A Woman Anoints Jesus (John 12:1–11)
- 56. Zacchaeus (Luke 19:1–10)

#### Unit 8—Salvation through Jesus

- 57. Jesus Rides into Jerusalem (Luke 19:29–40)
- 58. Jesus Washes the Disciples' Feet (John 13:1–35)
- 59. Jesus in Gethsemane (Mark 14:26–42)
- 60. Peter Denies Jesus (Mark 14:54, 66–72)
- 61. Jesus on the Cross (Matthew 27:24–44; Mark 15:16–32)
- 62. Jesus Dies and Is Buried (Matthew 27:45–66; Mark 15:33–47)
- 63. Jesus Rises from the Dead (Luke 24:1–12)
- 64. Jesus Appears to the Disciples and Thomas (John 20:19–31)

#### Unit 9—Spread the Good News

- 65. Jesus Appears to the Disciples (John 21:1–19)
- 66. The Ascension (Acts 1:1–11)
- 67. Pentecost (Acts 2)
- 68. Saul Believes/Escapes in a Basket (Acts 9:1–31)
- 69. Peter Is Rescued (Acts 12:1–18, 24)
- 70. Jailer at Philippi (Acts 16:16–40)
- 71. Paul's Nephew Saves His Life (Acts 23:11–35)
- 72. Paul Is Shipwrecked (Acts 27)

## 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.1.2.1: Skips using a mature pattern.

PE.1.2.2: Runs with a mature pattern.

PE.1.2.3: Travels showing differentiation between jogging and sprinting.

PE.1.2.4: Demonstrates critical elements for jumping and landing in a *horizontal* plane using a variety of 1- and 2-foot take-offs & landings.

PE.1.2.5: Demonstrates critical elements for jumping and landing in a *vertical* plane using a variety of 1- and 2-foot take-offs & landings.

PE.1.2.6: Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.

PE.1.2.7: Balances on different bases of support, combining levels and shapes.

PE.1.2.8: Balances in an inverted position\* with stillness and supportive base.

PE.1.2.9: Transfers weight from feet to different body parts/bases of support for balance and/or travel.[1]

PE.1.2.10: Rolls in different directions with either a narrow or curled body shape.

PE.1.2.11: Differentiates among twisting, curling, bending & stretching actions.

PE.1.2.12: Combines balances and transfers into a - part movement sequence (i.e. dance, gymnastics, rhythmic sequence).

PE.1.2.13: Throws underhand using a mature pattern.

PE.1.2.14: Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

PE.1.2.15: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

PE.1.2.16: Dribbles in self-space with preferred hand demonstrating a mature pattern.

PE.1.2.17: Dribbles using the preferred hand while walking in general space.

PE.1.2.18: Dribbles with the feet in general space with control of ball and body.

PE.1.2.19: Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

PE.1.2.20: Volleys an object upward with consecutive hits.

PE.1.2.21: Strikes an object upward with a short-handled implement, using consecutive hits.

PE.1.2.22: Strikes a ball off a tee or cone with a bat, using correct grip and side orientation proper body orientation.

PE.1.2.23: Jumps a self-turned rope consecutively forward and backward with a mature pattern.

PE.1.2.24: Jumps a long rope 5 times consecutively with student turners.

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

PE.2.2.1: Combines locomotor skills in general space to a rhythm.

PE.2.2.2: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.[2]

PE.2.2.3: Varies time and force with gradual increases and decreases.

**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.3.2.1: Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).

PE.3.2.2: Actively engages in physical education class in response to instruction and practice.

PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)[3] for developing strength.

PE.3.2.4: Recognizes the “good health balance” of good nutrition with physical activity.

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

PE.4.2.1: Practices skills with minimal teacher prompting.

PE.4.2.2: Accepts responsibility for class protocols with behavior and performance actions.

PE.4.2.3: Accepts positive specific corrective feedback from the teacher.

PE.4.2.4: Works cooperatively with others in partner environments.

PE.4.2.5: Exhibits the use of rules and etiquette in teacher-designed physical activities.

PE.4.2.6: Works independently and safely in physical education.

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

PE.4.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).

PE.4.2.2: Identify physical activities that bring confidence and challenge.

PE.4.2.3: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

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

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)