
# 7th 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.

Seventh 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

- Compute unit rates where the terms are given in fractional units.
- Explore the relationship between two quantities that vary directly or inversely.
- Solve problems involving scale drawings.
- Use proportional reasoning to solve multistep ratio and percent problems.

Representing Ratios

- Represent quantities that vary directly or indirectly using equations or graphs from verbal descriptions.
- Find the constant of proportionality for quantities that vary directly or inversely from tables, graphs, verbal description, or diagrams, such as scale drawings.
- Explain what the points (x,y), (0,0) and (1,c) mean in the graph of a given proportional context.

Rates

- Recognize that a constant of proportionality can be a unit rate.

Percents

- Solve problems involving simple interest, sales tax, markups and markdowns, tips and commissions, and percent error.

### The Number System

Sets and Numbers

- Know that the set of positive and negative fractions, along with 0, make up the rational number system.
- Understand that some numbers, such as pi or the square root of 2, are irrational.
- Know that the set of real numbers is composed of the two distinct sets: rational numbers and irrational numbers.
- Understand that every rational number has a terminating or repeating decimal expansion.

Number Representations
- Write rational numbers as terminating or repeating decimals.
- Use place-value understanding to round decimals to any given place.
- Understand the difference between rounding a decimal and truncating it.
- Approximate the decimal form of an irrational number using rounding.
- Represent irrational numbers on the number line using their decimal approximations.
- Approximate numbers to a given number of significant digits.

Compare and Order
- Compare two rational numbers using their decimal expansions.
- Compare irrational numbers using their rational approximations.

Place Value
- Use place-value concepts to round decimals to a given place.
- Round a number to a given number of significant digits.

Fraction Concepts
- Write rational numbers in m/n form, where m and n are integers.

Decimal Concepts
- Write rational numbers as decimals.
- Understand that the decimal representation of a rational number is either terminating or repeating.
- Understand the difference between rounding a decimal and truncating it.
- Approximate the decimal form of an irrational number using rounding.

Whole Number Computation: Multiplication and Division
- Identify the number of significant digits in a whole number, decimal number, or measurement.

Fraction Computation
- Extend multiplication of fractions to include multiplication of rational numbers.
- Interpret the sum, product, or quotient of two rational numbers in a real-world context.

Decimal Computation
- Solve real-world problems involving all four operations with rational numbers.

Estimation and Mental Math
- Solve real-world and mathematical problems and assess reasonableness of answers using estimation and mental math strategies.
- Estimate the square root of a number less than 150 to the nearest whole number mentally.

Computations with Rational Numbers: Addition and Subtraction

- Describe situations in which opposite quantities combine to make O.
- Understand the sum p + q as the number located at a distance (q) from p.
- Understand subtraction of a rational number as adding its inverse
- Find the distance between two numbers on a number line using absolute value.
- Solve real-world problems involving addition and subtraction with rational numbers.
- Interpret the sum of two rational numbers in a real-world context.

Computations with Rational Numbers: Multiplication and Division

- Apply properties of operations to multiply and divide rational numbers.
- Understand that the quotient of any two integers a and b is the rational number a/b (**b=/o**).
- Understand that -p/q = -p/q = p/-q.
- Solve real-world problems involving multiplication and division of rational numbers.
- Interpret the product or quotient of two rational numbers in a real-world context.

## Expressions and Equations

Patterns

- Use a number pattern to explore multiplication of negative numbers.

Properties

- Use the properties of real numbers to add and subtract rational numbers.
- Use the properties of real numbers to extend multiplication and division of fractions to multiplication and division of rational numbers.
- Use the distributive property to show that (-1) (-1) = 1.
- Apply properties of real numbers to add, subtract, factor, and expand algebraic expressions with rational coefficients.

Functional Relationships

- Create function tables using a spreadsheet.
- Represent a direct proportion as a function table, an equation, and a graph.
- Represent an inverse proportion using a function table (with an appropriate range), an equation, and a graph.

Expressions/Models

- Apply properties of real numbers to add, subtract, factor, and expand algebraic expressions with rational coefficients.
- Represent an expression in equivalent forms to help solve a problem.
- Represent an expression using a bar model.

Number sentences, Equations and Inequalities

- Identify equivalent equations.
- Write equivalent equations using properties of equality.
- Solve two-step equations of the form ax + b = c and a(x + b) = c.
- Solve equations with the variable on both sides of the equation.
- Solve one-step inequalities using addition, subtraction, multiplication or division.
- Solve word problems that lead to inequalities of the form ax + b > c or ax + b < c.

- Graph the solution set of an inequality in one variable on a number line and interpret it in the context of a real-world problem.

The Coordinate Plane

- Explain what the points (x,y), (0,0) and (1,c) mean in a given proportional context.
- Find the constant of proportionality for quantities that vary directly or inversely from their graphs.

## Geometry

Lines and Angles

- Identify supplementary and complementary angles.
- Use supplementary, complementary, vertical and adjacent angles to write and solve simple equations for unknown angle measures.
- Identify parallel lines and their transversals.
- Identify and use corresponding angles, alternate angles, and interior angles formed from parallel lines and a transversal to solve problems.
- Use properties of interior angles and exterior angles of a triangle and the related sums.
- Construct and use angle bisectors and perpendicular bisectors.
- Apply the equidistant properties of angle bisectors and perpendicular bisectors to solve problems.

Polygons

- Solve problems involving drawings of geometric figures.
- Reproduce a scale drawing at a different scale.
- Know that if the measures of two angles and the non included side of a triangle are given, then 0, 1 or 2 triangles may be possible.
- Construct a unique triangle given the lengths of its three sides, or the lengths of two sides and the measure of one angle, or the measures of two angles and the length of the included side.
- Know that no triangle is possible if, given the lengths of the three sides, the sum of any two of them is less than or equal to the length of the third side.
- Construct a quadrilateral from given conditions, including angle measures or lengths of sides or diagonals.

Solid Figures

- Identify pyramids, cylinders, cones, and spheres.
- Find cross sections and volumes of right pyramids
- Recognize that a cylinder can be thought of as a right prism with a circular base.

Congruence and similarity

- Identify and use the congruent angles formed by two intersecting lines to solve problems.
- Identify and use the congruent angles formed by two parallel lines and a transversal to solve problems.

Circles

- Apply the formula for the area of a circle to develop the surface area and volume formulas of cylinders and cones.

Area

- Use the formula for the area of a circle to find the surface area of a cylinder and cone.
- Solve problems involving the areas of triangles, quadrilaterals, and other polygons.
- Compute lengths and areas for a real figure from its scale drawing.

Surface Area and Volume

- Relate the volume of a pyramid to the volume of a prism and the volume of a cone to the volume of a cylinder.
- Find the volume of a pyramid by relating it to a prism with the same base and height.
- Find the volume and surface area of cylinders, cones, and spheres.
- Solve problems involving the surface area and volume of figures composed of cubes and right prisms.

## Statistics and Probability

Classifying and Sorting

- Display a data set in a box plot.

Interpret / Analyze Data

- Understand that a sample can be used to gather information about a population.
- Understand that a sample can be generalized to a population only if it is representative of the population.
- Know that a random sample usually produces a representative sample.
- Use data from a random sample to make a prediction about the population.
- Use several samples of the same size to judge the variation in the predictions obtained.
- Compute measures of variability for a data set: quartiles, interquartile range, and mean absolution deviation.
- Relate the variability of a sample to the shape of the data set, and to the context in which the data were collected.
- Use measures of center and variability to compare two populations.

Outcomes

- Use a Venn diagram to illustrate sample spaces and events.
- Identify the outcomes of a sample space that make up an event, when the event is stated in everyday language.

Expressing Probability

- Know that the probability of an event is a number between o and 1 inclusive.
- Find the probability of complementary and mutually exclusive events.
- Approximate the probability of a chance event using an appropriate sampling technique.
- Compute the approximate relative frequency of a chance event from its probability.
- Develop a sampling technique (probability model) for equally likely events.
- Develop a sampling technique (probability model) for events that are not equally likely.
- Compare the theoretical and experimental probabilities of an event.
- Design and use a simulation to generate frequencies for a chance process.

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 integers, equations, inequalities, proportions, scale drawings, 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 and other activities.
- Represent a wide variety of real-world contexts 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 models to show the relationships between the types of real numbers.
- Apply understanding of models for operations with integers and other rational numbers.
- Extend place value understanding to show that all rational numbers can be written as either terminating or repeating decimals.
- Analyze the relationship between quantities in a proportional relationship using tables, graphs, and equations.
- Identify the constant of proportionality in tables, graphs, and equations.
- Analyze and summarize numerical data sets in frequency tables, box plots, and experiments. Use data from a random sample to draw inferences about a population.
- Relate symbols such as negative numbers, absolute values, and variables to real-world and mathematical situations.

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.

- Identify the constant of proportionality in tables, graphs, equations, and verbal descriptions.
- Use properties to classify polygons, cylinders, cones, pyramids, and spheres.
- Use properties of complementary, supplementary, vertical, and adjacent angles to find the unknown angles in a figure.
- Use informal arguments to establish facts about angle sum and exterior angles of triangles.
- Explain the relationships among the volume formulas of prisms, cones, cylinders, and spheres.
- Analyze numerical data by quantitative measures of variability (such as mean absolute deviation).

Use a variety of reasoning skills to communicate arguments.

- Use activities to describe what a chance process is and explain the discrepancy between relative frequency and probability.
- Apply the properties of operations to add, subtract, multiply, and divide rational numbers in numerical and algebraic operations.
- Communicate arguments through algebraic models (expressions, equations, inequalities), graphs, tables, and data displays.

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.

- Introduce integers and rational numbers and their definitions.
- Introduce irrational and illustrate with examples such as **2 and .**
- Map rational and irrational numbers on the number line.
- Understand subtraction of rational numbers as adding the additive inverse.
- Use the laws of equality to write equivalent equations.

Use representations to model, organize, and record quantities.

- Translate among the various forms for rational numbers.
- Select the most useful form of a rational number to solve real-world and mathematical problems.
- Use activities with various models to understand sampling, chance, and probability.
- Use various models to solve multi-step real-world problems involving integers, equations, inequalities, proportions, scale drawings, formulas, probability, and statistics.
- Solve problems involving scale drawings of geometric figures, including measuring actual lengths and areas.
- Identify the constant of proportionality in scale drawings and other diagrams.
- Show how to use a random number table to simulate random samples.
- Display data in line plots, dot plots, box plots, venn diagrams, and histograms.
- Use overlapping data distributions to measure the difference between two populations.

Use variables and coordinate grids to represent and model.

- Extend the use of variables to write and solve simple equations for an unknown angle in a figure.
- Understand that rewriting a variable expression in different forms can shed light on how the quantities in a problem are related.
- Identify the constant of proportionality in tables, graphs, and equations.
- Use a coordinate grid to represent direct and inverse variation.

**5. Use appropriate tools strategically**

Choose among tools: pencil and paper, concrete models, or technology in developing skills.

- Use a 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 tools such as rulers, protractors, and technology to draw geometric figures with given conditions.
- Use geometry tools to construct triangles and quadrilaterals.
- Select appropriate formulas and units in solving problems involving perimeter, area, surface area and volume.
- Use a calculator to model, compute, and solve problems involving rational numbers.

**6. Attend to precision**

Communicate precisely by using mathematical language and symbols clearly in discussion with others.

- Understand and use the lesson vocabulary to explain reasoning.
- Interpret symbols of relation in comparing real numbers.
- Show that all rational numbers can be written as either terminating or repeating decimals.
- Understand that rewriting an expression in different forms can shed light on how the quantities in a problem are related.
- Identify and label parts of cylinders, cones, and spheres.
- Understand that pi is an irrational number.
- Express surface area in square units and volume in cubic units.
- Use estimation strategies to check the reasonableness of computations with rational and irrational numbers.
- Write numbers to a specific number of significant digits.

**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.

- Show that a number and its opposite have a sum of 0.
- Examine the relationships among integers and rational numbers.
- Extend understanding of operations with fractions to operations with positive and negative rational numbers.
- Convert among various forms of rational numbers depending on the real-world or mathematical situation.
- Relate the patterns that exist in ratio tables to the constant of proportionality in a graph.
- Describe the two dimensional figures that result from slicing three-dimensional figures.

- Describe the sample space for events using tree diagrams, Venn diagrams, and organized lists.

**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 numbers, proportionality, geometry, measurement, probability, and statistics.
- Apply the properties of operations to generate equivalent numerical and algebraic expressions.
- Extend algorithms for decimals to include rational numbers.
- Extend algorithms for fraction operations to operations with positive and negative rational fractions.
- Apply properties of operations and factorizations to factor algebraic expressions with rational coefficients.
- Develop and apply formulas for the surface area and volume of pyramids, cones, cylinders, and spheres.
- Develop a probability model and use it to find probabilities of events.

# 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. 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.

## Seventh Grade Standards

## World History –Eastern Hemisphere

### Historical Knowledge

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|---|---|
| 7.1 | Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire. |
| 7.2 | Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa. |
| 7.3 | Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest. |

### Historical Thinking

| | |
|---|---|
| 7.4 | Explain how and why cultures in the Eastern Hemisphere record history in different ways. |
| 7.5 | Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific. |
| 7.6 | Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific. |
| 7.7 | Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions. |

### Geography

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|---|---|
| 7.8 | Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere. |
| 7.9 | Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere. |
| 7.10 | Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere. |

7.11 Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.

7.12 Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.

7.13 Describe the historical and current physical, cultural, and economic characteristics of eco-regions.

7.14 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.

7.15 Determine and explain the interdependence of people around the world during significant eras or events.

**Civics and Government**

7.16 Describe the role of citizens in various governments in the Eastern Hemisphere. 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.

7.18 Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.

7.19 Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.

**Economics/Financial Literacy**

7.20 Explain the concepts of "supply" and "demand" and how price allocates scarce goods.

7.21 Explain the function of imports and exports in the economy.

7.22 Explain "outsourcing" and describe the costs and benefits. 7.23. Explain the function of profit in the economy.

**Social Science Analysis**

7.24 Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.

7.25 Analyze evidence from multiple sources including those with conflicting information

# 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.

## Seventh Grade Standards

### Literature

*Key Ideas and Details*

| | |
|---|---|
| 7.RL.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7.RL.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| 7.RL.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

*Craft and Structure*

| | |
|---|---|
| 7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| 7.RL.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| 7.RL.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |

*Integration of Knowledge and Ideas*

| | |
|---|---|
| 7.RL.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques |

unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7.RL.8 (Not applicable to literature)

7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

*Range of Reading and Level of Text Complexity*

7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Standards: Informational Text

*Key Ideas and Details*

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

*Craft and Structure*

7.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 a specific word choice on meaning and tone.

7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

*Integration of Knowledge and Ideas*

7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

*Range of Reading and Level of Text Complexity*

7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing

*Text Types and Purposes*

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

a. Introduce claim(s), acknowledge 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), 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.

7.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, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

c. Use appropriate 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.

7.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, and description, to develop experiences, events, and/or characters.

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

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*

7.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.)

7.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 7.)

7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

*Research to Build and Present Knowledge*

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.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.

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

a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. ,"Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

*Range of Writing*

7.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*

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

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

b. Spell correctly.

*Knowledge of Language*

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

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

*Vocabulary Acquisition and Use*

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 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., *belligerent*, *bellicose*, *rebel*).

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).

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

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

7.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*

7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 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, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

*Presentation of Knowledge and Ideas*

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 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. In Seventh grade, students explore Christian Doctrine. Additionally, classes engage in regular prayer and devotion, while also learning skills of using the Bible in their daily lives.

## 7th Grade Memory

Our memory program is called BIBLE to BRAIN to FAMILY to HEART. Students work to memorize select passages as they pertain to the lessons taught. They recite them to their parents and have a discussion on what this means to them. This also gives the parents a chance to see what their students are thinking and helps to guide important discussions at home. Students then write a paragraph outlining their thoughts and discussions around that passage. In this way students not only bring God's Word to their heart but also to their homes and lives. Seventh grade also studies the Ten Commandments, Lord's Prayer, and The Apostle's Creed.

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

## Applying Luther's Catechism

Unit 1—God's Will (Law and Gospel; the Ten Commandments)

1. The Bible—God's Word to Us
2. Law and Gospel—God Speaks to Us through His Word
3. The First Commandment—Putting God First
4. The Second Commandment—Honoring God's Name
5. The Third Commandment—Worshiping God
6. The Fourth Commandment—Respecting God's Representatives
7. The Fifth Commandment—Cherishing Human Life
8. The Sixth Commandment—Practicing Godly Sex
9. The Seventh Commandment—Protecting Your Neighbor's Possessions

10. The Eighth Commandment—Protecting Your Neighbor's Reputation
11. The Ninth and Tenth Commandments—Being Content
12. The Close of the Commandments—A Summary
13. The Purpose of the Law—To Bring Us Back to God
14. Sin—Our Problem; Forgiveness—God's Solution

Unit 2—God's Love (The Apostles' Creed)

15. The Apostles' Creed—I Believe
16. The First Article—Creation
17. The First Article—Angels
18. The First Article—Humanity
19. The First Article—God Takes Care of Me
20. The Second Article—Jesus Christ: True God
21. The Second Article—Jesus Christ: True Man
22. The Second Article—Promises Fulfilled in Christ
23. The Second Article—Jesus: Our Prophet, Priest, and King
24. The Second Article—Christ Died for Us
25. The Second Article—Christ Rose for Us
26. The Second Article—Christ's Second Coming
27. The Third Article—The Holy Spirit
28. The Third Article—The Holy Christian Church
29. The Third Article—Forgiveness of Sins
30. The Third Article—Resurrection and Life
31. The Apostles' Creed—This Is Most Certainly True

Unit 3—God's Invitation (The Lord's Prayer)

32. The Lord's Prayer—Jesus Teaches Us to Pray
33. The First Petition—God's Holy Name
34. The Second Petition—God's Kingdom
35. The Third Petition—God's Will
36. The Fourth Petition—God's Gifts
37. The Fifth Petition—God's Forgiveness
38. The Sixth Petition—God's Protection
39. The Seventh Petition and the Conclusion—God's Deliverance

Unit 4—God's Gifts (Confession and the Sacraments)

40. The Nature of Baptism—Not Simple Water Only
41. The Nature of Baptism—God's Command and Promise
42. The Blessings of Baptism—Forgiveness, Life, and Salvation
43. The Power of Baptism—The Word of God

44. Drowned, Yet Alive—I'm a New Person
45. Confession and Absolution—We Confess Our Sins to Our Waiting Father
46. The Office of the Keys—Extending God's Forgiveness
47. A Repentant Life—Forgiven and Forgiving
48. Pastor and People—Shepherd and Sheep
49. Church Discipline and Excommunication—Difficult Decisions
50. The Nature of the Sacrament of the Altar—A Gift from the Lord
51. The Sacrament of the Altar—"In Remembrance"
52. The Benefit of the Sacrament of the Altar—Strengthening Your Faith
53. Power in the Sacrament—Given for You
54. How to Receive the Sacrament Worthily—Preparing for the Feast

Unit 5—God's Grace for a New Life (Confirmation and the Table of Duties)

55. Confirmation—A Life Blessed by God
56. Daily Devotions, Part 1: Morning and Evening Prayers
57. Daily Devotions, Part 2: Table Prayers
58. Table of Duties, Part 1: Relating to Others in Church and State
59. Table of Duties, Part 2: Relating within the Family
60. Table of Duties, Part 3: Relating to Everyone

# 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.1.7.1: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance.
PE.1.7.2: Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball.
***Note:*** *For operational definitions and examples of activity types, see end of middle school section.*
PE.1.7.3: Dribbles with dominant and nondominant hands or feet using a change of speed and direction in a variety of practice tasks.
PE.1.7.4: Demonstrates the mature form with an underhand or overhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.
PE.1.7.5: Demonstrates the mature form of the backhand stroke in net games in a practice task.
PE.1.7.6: Two-hand-volleys with control in a variety of practice tasks.
PE.1.7.7: Demonstrates correct technique for basic skills in one outdoor or individual-performance activity.
PE.1.7.8: 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.2.7.1: Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).
PE.2.7.2: Identifies and/or executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.
PE.2.7.3: Reduces open space on defense by making the body larger and reducing passing angles.
PE.2.7.4: 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 practice tasks or modified game play.
PE.2.7.5: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
PE.2.7.6: Creates open space in net/wall games by varying force and direction, and by moving opponent from side to side.
PE.2.7.7: Selects offensive shot based on opponent's location (hit where opponent is not).

PE.2.7.8: Varies the speed of the shot based on location of the object in relation to the target.
PE.2.7.9: Selects the correct defensive play based on the situation (e.g., number of outs).
PE.2.7.10: 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.3.7.1: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.
PE.3.7.2: Participates in self-selected physical activity outside of physical education class.
PE.3.7.3: Participates in a variety of strength-fitness and endurance-fitness activities.
PE.3.7.4: Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.
PE.3.7.5: Distinguishes between health-related and skill-related fitness.
PE.3.7.6: Describes and demonstrates the difference between dynamic and static stretches.
PE.3.7.7: Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.
PE.3.7.8: Designs a warm-up/cool-down regimen for a self-selected physical activity.
PE.3.7.9: 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.3.7.10: Describes how the muscular system interacts with bones to create movement in pairs by relaxing and contracting.
PE.3.7.11: Design a program of remediation based on the results of personal health-related fitness assessment.
PE.3.7.12: Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.
PE.3.7.13: Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.

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

PE.4.7.1: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.
PE.4.7.2: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.
PE.4.7.3: Demonstrates cooperation skills by following established rules and guidelines for resolving conflicts.
PE.4.7.4: Problem-solves with a small group of classmates during all class activities with limited teacher guidance.
PE.4.7.5: Demonstrates knowledge of rules and etiquette by self-officiating, or modifying physical activities/games or rhythmic activities.

PE.4.7.6: *Independently* uses physical activity and exercise equipment appropriately and safely.

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

PE.5.7.1: Identifies different types of physical activities and describes how each exerts a positive effect on health.
PE.4.7.2: Identifies positive mental and emotional aspects of participating in a variety of physical activities.
PE.4.7.3: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.
PE.4.7.4: Identifies why self-selected physical activities create enjoyment.
PE.4.7.5: 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 Seventh Grade, students are taught the Fine Arts using Oregon State Standards.

Music Standards
Visual Arts Standards
Media Arts Standards