



6th Grade Curriculum Standards
Forest Hills Lutheran Christian School

Table of Contents

Math	3
Science	11
Social Studies	17
English Language Arts	19
Christian Studies	26
Physical Education	30
Fine Arts	33

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.

Sixth 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

- Understand the concept of ratio and use ratio language to describe proportional relationships.
- Find the missing term in a pair of equivalent ratios or in rate table
- Plot pairs of equivalent rates in the coordinate plane.
- Use tables to compare ratios.
- Solve multi-step real-world problems involving ratios using bar models.

Representing Ratios

- Use multiplication or division to write equivalent ratios.
- Make tables of equivalent ratios, including whole number measurements.
- Use bar models to solve problems involving ratios of three quantities.

Rates

- Understand the concept of a unit rate associated with a ratio $a : b$ ($b \neq 0$), and use rate language in proportional situations.
- Compute and compare unit rates using the division algorithm.
- Solve unit rate problems, including unit pricing and constant speed.

Percents

- Solve percent problems involving simple interest, tax, markups, discounts, and commissions.
- Solve multi-step percent problems involving percent increase and decrease.

- Solve problems involving percent, including finding the whole when the percent and percentage is known.

The Number System

Sets and Numbers

- Understand that positive and negative numbers can be used to describe quantities having opposite directions or values.
- Use positive and negative numbers to represent quantities in real-world contexts.
- Understand rational numbers as points on the number line.
- Extend number lines to represent points with negative coordinates; locate negative integers on horizontal or vertical number line.
- Use negative numbers to identify and locate points in all four quadrants of the coordinate plane.
- Understand that the absolute value of a number is its distance from 0 on the number line.
- Interpret the absolute value of rational number as magnitude for positive or negative quantity in a given context.

Number Representations

- Represent fractions, decimals, and integers on a number line.
- Relate the square of a whole number to the area of a square, and the cube of a number to the volume of a cube.
- Find the square or cube of a number.
- Find the square root or cube root of a perfect square or perfect cube, up to 150.

Compare and Order

- Write, interpret, and explain statement of order for fractions and integers.
- Interpret statements of inequality as statements about the relative position of two numbers on a number line.
- Distinguish comparisons of absolute value from statements about order.

Whole Number Computation: Multiplication and Division

- Fluently divide multi-digit numbers using the standard algorithm.

Fraction Computation

- Interpret and compute quotients of fractions.
- Represent situations involving multiplication and division of fractions using models, such as bar models and area models.
- Solve real-world problems involving division of fractions by fractions.

Decimal Computation

- Fluently multiply and divide multi-digit decimals using standard algorithms.
- Represent situations involving multiplication and division of fractions using models, such as bar models and area models.
- Solve problems by multiplying and dividing decimals, interpreting remainders to suit the context of the problem.

Estimation and Mental Math

- Estimate answers to percent problems to check for reasonableness.

Expressions and Equations

Properties

- Use the distributive property to factor the sum of two whole numbers, or algebraic terms with whole-number coefficients.

Number Theory

- Write a composite number as a product of its prime factors.
- Find the greatest common factor or least common multiple of two whole numbers.

Functional Relationships

- Use variables to write equations presenting two real-world quantities that change in relation to one another.
- Analyze the relationship between an independent and dependent variable using graphs, tables, and equations.

Expressions/Models

- Write and evaluate numerical expressions and geometric formulas involving whole-number exponents.
- Write and evaluate algebraic expressions using the order of operations.
- Identify parts of an expression using terms such as sum, term, product, and coefficient.
- Use the properties of addition and multiplication to write equivalent expressions, including factoring a common factor from a sum.
- Identify equivalent expressions and like and unlike terms of an expression.
- Solve problems using variable expressions in real-world contexts.

Number Sentences, Equations and Inequalities

- Use substitution to identify value(s) that make an equation or inequality true.
- Write and solve addition and multiplication equations to solve real-world problems.
- Write and evaluate an inequity of the form $x < c$ or $x >$ to represent a real-world situation.
- Recognize that an inequality of the form $x < c$ or $x > c$ has an infinite number of solutions and represent the solutions on a number line.

The Coordinate Plane

- Use negative numbers to identify and locate points in all four quadrants of the coordinate plane.
- Find the length of horizontal and vertical segments in the coordinate planes.
- Use tables and graphs to represent linear equations.
- Solve real-world problems by graphing points in all four quadrants of the coordinate plane.
- Plot pairs of equivalent rates represented in the coordinate plane.
- Draw polygons in the coordinate plane given the coordinates of the vertices.

Geometry

Lines and Angles

- Find the lengths of horizontal vertical segments on a coordinate plane.

Polygons

- Identify regular polygons.
- Draw polygons in the coordinate plane given the coordinates of the vertices.
- Use coordinates to find the length of horizontal or vertical sides of polygons.

Solid Figures

- Find the cross sections formed by slicing a rectangular prism.

Circles

- Identify the center, radius, diameter, and circumference of a circle.
- Understand π to be the ratio of the circumference to the diameter of a circle.
- Solve real-world problems involving rates and circles.

Perimeter and Circumference

- Understand how the formula for the circumference of a circle is derived.
- Use a formula to calculate the circumference of the circles, semicircles, and quarter circles.
- Solve problems involving the circumference of circles.

Area

- Find the area of triangles, parallelograms, trapezoids, and regular polygons by decomposing into rectangles or triangles.
- Find the missing dimension of a plane figure given its area and other dimensions(s).
- Understand how the formula for the area of a circle is derived.
- Use a formula to calculate area of circles and semi-circles.
- Solve real-world problems involving the areas of triangles, parallelograms, trapezoids, regular polygons, and circles.

Surface Area and Volume

- Represent prisms and pyramids with triangular or rectangular faces using nets.
- Use nets of prisms and pyramids to find the surface areas.
- Find the volume of a rectangular prism with fractional edge lengths, and relate this to the formula $V = lwh$.
- Find the volume of non-rectangular prisms using the formula $V = Bh$.
- Solve real-world problems involving surface area and volume of prisms.

Statistics and Probability

Classifying and Sorting

- Represent data in tables, dot plots, and histograms.

Interpret/Analyze Data

- Recognize a statistical question.
- Understand that a data set has distribution, which can be described by its center and shape.
- Recognize that a measure of center summarizes all values of a data set with a single number.
- Identify measures of center of a data set and calculate each, and know when each is most useful.
- Describe the overall shape of a distribution, and relate the choice of a center to the shape of the distribution.
- Solve real-world problems involving the mean or median, such as finding a missing data value given the mean.

1. Make sense of problems and persevere in solving them

Build skills through a problem-solving perspective

- Build skills in multiplication and division of fractions and decimals, ratios, and percents; algebra, data analysis, and geometry; and measurement 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 bar models to solve real-world problems involving multiplication, division, fractions, decimals, ratios, percents, data analysis, geometry and measurement.
- 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 Let’s Explore and Hands-On activities.
- Represent a wide variety of real-world context through the use of 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 relationships involving fractions, decimals, percents, and ratios.
- Apply understanding of models for multiplication and division of fractions and decimals.
- Generalize place value understanding for division with multi-digit decimals.
- Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
- Use ratio and rate language in the context of a ratio relationship.
- Analyze data shown in frequency tables, line plots, dot plots, and histograms.

Investigate mathematical ideas and models.

- Explore concepts and models more deeply and justify reasoning in Hands-On 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, describe, and extend patterns in tables of equivalent ratios.
- Use properties to classify prisms and pyramids.
- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes.
- Explain the relationships among the volume formulas of different prisms and pyramids.

Use a variety of reasoning skills to communicate arguments.

- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, table diagrams or equations.
- Apply the properties of operations to generate equivalent numerical and algebraic expressions.
- 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.

- Use exponents to represent repeated multiplication.
- Represent negative numbers on a number line and in the coordinate plane.
- Represent solutions of inequalities on a number line.
- Understand absolute value of a rational number as its distance from 0 on a number line.
- Find equivalent ratios and rates.

Use representations to model, organize, and record quantities.

- Translate between fractions, decimals, ratios, and percents.
- Select the most useful form (fraction or decimal) for solving problems involving percents.
- Use a variety of models to solve problems involving ratios, rates, and percents.
- Use visual models (area models, set and number line drawings) to represent problems involving fractions, decimals, ratios, rates, and percents.

Use variables and coordinate grids to represent and model.

- Use part/whole comparison, and before and after bar models to represent multi-step real-world problems with whole numbers, fractions, decimals, ratios, rates and percents.
- Measure distances in the coordinate plane.
- Use a net to find the surface area of pyramids and prisms.

- Represent data in dot plots and histograms.
- Display numerical data in plots on a number line, including line plots, dot plots, and histograms.
- Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use letters as variables in algebraic expressions, equations, inequalities, and formulas.
- Represent equivalent ratios and rates in tape diagrams, double number line diagrams, equations, or coordinate graphs.
- Use a coordinate grid to represent polygons and equations.

5. Use appropriate tools strategically

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

- Use paper and pencil to calculate and draw.
- Use geometry tools (protractor, set squares, grid paper) to model problems.
- Use technology (virtual manipulatives and computers) to model and draw.
- Select appropriate formulas and units in solving problems involving perimeter, area, surface area, and volume.
- Use calculator to model compute, and solve.

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 positive and negative numbers, as well as absolute values.
- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line or in the coordinate plane.
- Draw and label bar models, identifying parts and units.
- Identify parts of an algebraic expression using mathematical terms (sum, term, product, factor, quotient, coefficient).
- Understand that π represents the relationship between the circumference and diameter of a circle.
- Express surface area in square units and volume in cubic units.
- Use estimation to check the reasonableness of multi-digit computations with decimals and percents.

7. Look for and make use of structure

Consolidate mathematical thinking

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

Recognize connections in mathematical ideas.

- Relate ratios, fractions, and rates.
- Understand that ratios can represent part-to-part as well as part-to-whole relationships.
- Make connections between squares and square roots, cubes and cube roots.
- Convert among fractions, decimals, and percents.
- Apply the properties of operations to generate equivalent numerical and algebraic expressions.

- Examine the relationships between cross-sections of prisms and their volume.

8. Look for and express regularity in repeated reasoning

Notice regularity in repeated calculations and monitor the process.

- Continue to use bar models to solve real-world problems involving multiplication; division; fractions, decimals, ratios, and percents; data analysis; geometry; and measurement.
- Apply the properties of operations to generate equivalent numerical and algebraic expressions.
- Apply standard algorithms for addition, subtraction, multiplication, and division of whole numbers and decimals.
- Apply standard algorithms for multiplication and division with fractions.
- Apply concepts of prime factorizations to finding square roots and cube roots of perfect squares and perfect cubes.
- Develop and apply formulas for finding the area of triangles, parallelograms, trapezoids, and regular polygons.
- Develop and apply formulas for finding the circumference and area of a circle.
- Develop and apply formulas for the surface area of prisms and pyramids and the volume of prisms.
- Develop and apply other formulas such as the distance formula and the interest formula.

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](#).

Sixth Grade Standards

World History & Geography--Western Hemisphere

Historical Knowledge

- 6.1 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- 6.2 Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- 6.3 Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.

Historical Thinking

- 6.4 Explain how different cultures in the Western Hemisphere record history.
- 6.5 Critique information to determine if it is sufficient to answer historical questions.
- 6.6 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.
- 6.7 Define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.8 Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
- 6.9 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.10 Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Geography

- 6.11 Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.
- 6.12 Collect and analyze data to describe regions of the Western Hemisphere.
- 6.13 Classify and analyze the types of connections between places in the Western Hemisphere.
- 6.14 Identify physical features of the Western Hemisphere and explain their effects on people and events.
- 6.15 Explain how people have adapted to or changed the physical environment in the Western Hemisphere.
- 6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

Civics and Government

- 6.17 Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.
- 6.18 Describe current forms of government in countries in the Western Hemisphere.

Economics/Financial Literacy

- 6.19 Describe the role and function of prices in the economy.

Social Science Analysis

- 6.20 Critique information to determine if it is sufficient to answer questions.
- 6.21 Clarify key aspects of an event, issue, or problem through inquiry and research.
- 6.22 Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- 6.23 Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).

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](#).

Sixth Grade Standards

Literature

Key Ideas and Details

- 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- 6.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 a specific word choice on meaning and tone.
- 6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- 6.RL.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- 6.RL.8** (Not applicable to literature)
- 6.RL.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- 6.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

- 6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- 6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.RI.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- 6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- 6.RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.RI.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

- 6.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

- 6.W.1** Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
- 6.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.
- Introduce a topic; 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context 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 convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 6.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.)
- 6.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

- 6.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

- 6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself, ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.*
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- 6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.

Knowledge of Language

- 6.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
 - b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

- 6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 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., *audience, auditory, audible*).

- c. Consult 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).
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- 6.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

- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- 6.SL.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.SL.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 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. Sixth Grade students explore the Old Testament. Additionally, classes engage in regular prayer and devotion, while also learning skills of using the Bible in their daily lives.

6th 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. The passages are usually a New Testament verse that directly corresponds to the Old Testament lesson we are studying. They recite them to their parents and have a discussion on what this means to them. This gives the parents a chance to see what their students are thinking and helps to guide important discussions at home. In this way students not only bring God's Word to their heart but also to their homes and lives. Parents write a short sentence about what they talked about to hand in with the memory work.

Objectives

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

Unit 1—Beginnings and Patriarchs

1. Creation and Fall (Genesis 1–3)
2. Cain and Abel (Genesis 4:1–16)
3. The Great Flood (Genesis 6:1–9:17)
4. The Tower of Babel (Genesis 11:1–9)
5. God's Promises to Abraham (Genesis 12:1–4; 15:1–6; 17:1–8, 15–17; 18:1–15; 21:1–6)
6. The Offering of Isaac (Genesis 22:1–18)
7. Isaac and Rebekah (Genesis 24)
8. Isaac Blesses His Sons (Genesis 27–28)
9. Jacob and Laban (Genesis 29–32, summarized)
10. Joseph (Genesis 37–50, summarized)
11. Job (The Book of Job)

Unit 2—To the Promised Land

12. The Call of Moses (Exodus 1–4)
13. Plagues and Passover (Exodus 7–12)
14. Holding Up the Prophet’s Hands (Exodus 17:8–16)
15. Moses and Jethro (Exodus 18)
16. The Tent Church (Exodus 25–26; 36; 39–40)
17. Korah’s Rebellion (Numbers 16)
18. Water at Meribah (Numbers 20:1–13)
19. Balaam (Numbers 22–24)
20. God’s People Build a Monument (Joshua 3–4)
21. The Fall of Jericho (Joshua 1; 2; 6–8)
22. Deborah and Barak (Judges 4–5)
23. Samson (Judges 13–16)

Unit 3—Prophets and Kings

24. God Calls Samuel (1 Samuel 3)
25. Israel’s First King (1 Samuel 8–15)
26. Samuel Anoints David (1 Samuel 16)
27. David and Goliath (1 Samuel 17)
28. David and Saul (1 Samuel 18; 24; 26)
29. Saul’s Downfall (1 Samuel 28–2 Samuel 5)
30. David and Bathsheba (2 Samuel 11:1–12:23)
31. Solomon Builds a Temple (1 Kings 5–8)
32. Rehoboam and Jeroboam (1 Kings 9; 11–12)
33. The Prophet Elijah (1 Kings 16–19)
34. Naboth’s Vineyard (1 Kings 21)

Unit 4—Collapse and Captivity

35. The Prophet Elisha (2 Kings 4–6)
36. Joash (2 Chronicles 22–24)
37. Hezekiah Prays (2 Kings 18–19)
38. Josiah (2 Chronicles 34–35)
39. Jonah (The Book of Jonah)
40. Jeremiah (The Book of Jeremiah)
41. Daniel and His Friends (Daniel 1)
42. Three Men in the Fiery Furnace (Daniel 3)
43. Daniel and the King’s Dreams (Daniel 2 and 4)
44. The Writing on the Wall (Daniel 5)
45. Queen Esther Saves Her People (The Book of Esther)

Unit 5—The Promised One Is Here!

46. God’s People Return Home (Ezra and Nehemiah)
47. Jesus Is Born (Luke 2:1–20)
48. The Boy Jesus in the Temple (Luke 2:41–52)
49. John Prepares the Way (Matthew 3:1–11; Luke 3:1–14)
50. The Baptism of Jesus (Matthew 3:13–17; John 1:32–34)

51. The Temptation of Jesus (Matthew 4:1–11)
52. Jesus' First Disciples (Matthew 4:18–22; John 1:35–51)
53. Nicodemus Visits Jesus (John 3:1–21)
54. Jesus and the Woman at the Well (John 4)
55. Jesus and the Children (Mark 10:13–16)
56. Sermon on the Mount (Matthew 5–7)

Unit 6—The Ministry of Jesus

57. The Faith of the Roman Centurion (Matthew 8:5–13; Luke 7:1–10)
58. Friends Bring a Man to Jesus (Matthew 9)
59. Ten Men with Leprosy (Luke 17:11–19)
60. The Parable of the Sower (Matthew 13:1–23)
61. Jesus Is Transfigured (Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36)
62. Jesus Feeds a Crowd (Matthew 14:13–23; Mark 6:30–46; Luke 9:10–17; John 6:1–14)
63. A Woman Is Judged (John 8:1–11)
64. Peter's Confession (Matthew 16:13–18)
65. Stormy Seas (Matthew 8:23–27; 14:22–33)
66. The Parable of the Foolish Rich Man (Luke 12:15–34)
67. Jesus Raises Lazarus from the Dead (John 11:1–54)

Unit 7—Jesus Completes Our Salvation

68. Banquet Parables (Luke 14:7–24)
69. Zacchaeus (Luke 19:1–10)
70. The Pharisee and the Publican (Luke 18:9–14)
71. A Woman Anoints Jesus (Matthew 26:6–13; Mark 14:3–9; John 12:1–9)
72. Jesus Rides Into Jerusalem (Matthew 21:1–11)
73. Jesus in the Temple (Mark 11:15–19, 27–33)
74. The Last Supper (Matthew 26:17–29)
75. Peter Denies Jesus (Matthew 26:30–35, 69–75)
76. Jesus on Trial (Matthew 27:11–31)
77. Jesus Dies and Is Buried (Matthew 27:27–66 and Related Gospel Accounts)
78. Jesus Rises from the Dead (Matthew 28:1–15 and Related Gospel Accounts)

Unit 8—The Spread of the Gospel

79. The Emmaus Disciples (Luke 24:13–35)
80. Doubting Thomas (John 20:19–31)
81. Jesus at the Sea of Tiberias (John 21:1–19)
82. The Ascension (Acts 1:1–14)
83. Pentecost (Acts 2:1–47)
84. Peter, John, and the Lame Man (Acts 3)
85. Peter and John in Prison (Acts 4)
86. Ananias and Sapphira (Acts 4:32–5:11)
87. Stephen (Acts 6:7–8:3)
88. Philip and the Ethiopian (Acts 8:26–40)
89. Saul Becomes a Christian (Acts 9:1–31)

Unit 9—The Christian Church Grows

- 90. Cornelius (Acts 10:1–11:18)**
- 91. Rhoda (Acts 12:1–24)**
- 92. Tabitha (Acts 9:36–43)**
- 93. A Mission Trip (Acts 13–14)**
- 94. Lydia (Acts 16:11–15, 40)**
- 95. The Jailer at Philippi (Acts 16:16–40)**
- 96. Paul at Mars Hill (Acts 17:16–34)**
- 97. Paul’s Nephew to the Rescue (Acts 18–23)**
- 98. Paul on Trial (Acts 24–26)**
- 99. Shipwrecked (Acts 27, shipwrecked; 28:1–11, marooned)**
- 100. Paul and Timothy (1 and 2 Timothy)**

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.1.6.1: Demonstrates correct rhythm and pattern for one of the following rhythms forms: folk, social, creative, line or world dance.

PE.1.6.2: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.

PE.1.6.3: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.

PE.1.6.4: Demonstrates the mature form with an underhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.

PE.1.6.5: Demonstrates the mature form of the forehand stroke in net games in a practice task.

PE.1.6.6: Forehand-volleys with a mature form and control using a short-handled implement.

PE.1.6.7: Demonstrates correct technique for basic skills in one self-selected outdoor activity. *(See end of Middle School section for examples)*

PE.1.6.8: 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.2.6.1: Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).

PE.2.6.2: Identifies and/or executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.

PE.2.6.3: Reduces open space on defense by marking and staying close to the opponent.

PE.2.6.4: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass in a practice task.

PE.2.6.5: Transitions from offense to defense or defense to offense by recovering quickly.

PE.2.6.6: Creates open space in net/wall games by varying force and direction.

PE.2.6.7: Reduces offensive options for opponents by returning to mid-court position.

PE.2.6.8: Selects appropriate shot and/or equipment based on location of the object in relation to the target.

PE.2.6.9: Identifies the correct defensive play based on the situation (e.g., number of outs).

PE.2.6.10: 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.3.6.1: Is able to identify three influences on physical activity (e.g., school, family & peers; community & built environment; policy).

PE.3.6.2: Participates in self-selected physical activity outside of physical education class.

PE.3.6.3: Participates in a variety of cardiovascular/aerobic fitness activities.

PE.3.6.4: Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.

PE.3.6.5: Identifies the components of skill-related fitness.

PE.3.6.6: Employs correct techniques and methods of stretching.[1]

PE.3.6.7: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).

PE.3.6.8: Describes the role of warm-ups and cool-downs before and after physical activity.

PE.3.6.9: Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.[2]

PE.3.6.10: Identifies major muscles used in selected physical activities.[3]

PE.3.6.11: Identify areas of weakness based on the results of health-related fitness assessment.

PE.3.6.12: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.[4]

PE.3.6.13: Identifies positive and negative results of stress and appropriate ways of dealing with each.[5]

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

PE.4.6.1: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

PE.4.6.2: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

PE.4.6.3: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

PE.4.6.4: Cooperates with a small group of classmates during all class activities under teacher guidance.

PE.4.6.5: Identifies the rules and etiquette for physical activities/games and dance activities.

PE.4.6.6: Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance.*

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

PE.5.6.1: Describes how being physically active leads to a healthy body.

PE.5.6.2: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

PE.5.6.3: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

PE.5.6.4: Describes how moving in a physical activity setting creates enjoyment.

PE.5.6.5: Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity.

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

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)