

Grade 1 Curriculum Guide

**Curriculum & Instruction
Department of Learning & Teaching**

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English Language Arts

Course Description: Bloomington Elementary Schools seek to provide students with culturally relevant, equitable, engaging, and inclusive instruction in English Language Arts, through the study and implementation of best practices in standards-based, comprehensive literacy. The ultimate goal is to inspire lifelong language growth, independence, and joy in literacy.

Common Course Materials:

- EL Education (2025) Kiddom
- Skills Block Materials and Guides (grades K-2)
- Heggerty Primary Extension Curriculum

Course Benchmarks: English Language Arts curriculum is based on the [MN K-12 Academic Standards in English Language Arts](#).

Foundational Skills

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments and reported biannually on the district report card.

Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in 3-4 phoneme words.

Know and apply grade-level phonics and word analysis skills in decoding words:

- Know the spelling-sound correspondences for the common consonant digraphs and blends.
- Decode regularly spelled one-syllable words, including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six syllable types, demonstrating both accuracy and automaticity.
- Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.

Formative Benchmarks

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

Read decodable texts accurately and with automaticity.

Reading

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.



Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context, and making connections.

Identify the central idea, message, or moral of a text, with prompting as needed.

Identify characters and setting, in a literary text, with prompting as needed.

Identify the beginning, middle and end of a text.

Identify if the text is literary or informational.

Formative Benchmarks

At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks.

Express curiosity about a topic and choose and read texts for personal interest and enjoyment.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

Ask and answer questions, including who, what, and where, to demonstrate understanding of key details in a text; retell key details.

Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text.

Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).

Identify the impact that illustrations have on the content, meaning, and style of a text.

Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform).

Identify the time period and setting of the text.

Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.

Identify two different sources of information on a topic of personal interest or academic focus. (e.g., a picture book and a website or an encyclopedia and a video)

Examine the concept of relevance of sources to task and topic, with prompting as needed.



Writing

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments and reported biannually on the district report card.

Print all upper and lower case letters.

Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.

Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing.

Write to state a personal opinion, and provide one or two reasons for the opinion.

Write to inform or explain, identifying a topic and stating facts about the topic.

Write to tell a story, creating details about a character and setting.

Formative Benchmarks

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

Write routinely, through a combination of writing, drawing, and speaking.

Share personal perspective, identity, and voice, verbally, visually, or in writing.

Plan, draft, and revise to strengthen writing in a shared setting.

Write to respond to a story.

Include details in a written story in an order that makes sense.

Ask and answer questions to participate in shared research and writing projects.

Plan and conduct research from teacher-recommended sources and share findings in writing, with support and guidance. (e.g., encyclopedias, informational texts)

Identify which words belong to an author and which words are the student's own.

Listening, Speaking, Viewing, and Exchanging Ideas

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.



Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.

Formative Benchmarks

Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

- a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture.
- b. Participate as speaker and listener, responding to and building on the comments and ideas of others.
- c. Express one's own ideas, stories and experiences.
- d. Make a contribution toward a shared goal in collaboration with others.
- e. Follow sequence of a story or discussion or steps in a process.

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

Demonstrate understanding of intonation and phrasing in spoken language.

Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose, and audience, considering digital footprint.*



Mathematics

Course Description:

Common Course Materials:

- [Math Expressions \(2018 ed.\), Houghton Mifflin Harcourt](#)

Course Benchmarks: Mathematics curriculum is based on the [Minnesota K-12 Mathematics Standards and Benchmarks](#).

Number & Operation

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.

Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

Use counting and comparison skills to create and analyze bar graphs and tally charts.

Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.

Compose and decompose numbers up to 12 with an emphasis on making ten.

Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.

Formative Benchmarks

Find a number that is 10 more or 10 less than a given number.

Use words to describe the relative size of numbers.

Count, with and without objects, forward and backward from any given number up to 120.

Compare and order whole numbers up to 120.

Algebra



Formative Benchmarks

Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.

Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.

Determine if equations involving addition and subtraction are true.

Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = 3 + \underline{\quad} = 7$ $5 = \underline{\quad} - 3$.

Use addition or subtraction basic facts to represent a given problem situation using a number sentence.

Geometry & Measurement

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Measure the length of an object in terms of multiple copies of another object.

Tell time to the hour and half-hour.

Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.

Formative Benchmarks

Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.

Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.

Social Studies

Course Description: Students in first grade learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. They expand their understanding of America’s civic identity, determine characteristics of effective rules and demonstrate ways for citizens to participate in civic life. Their exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.

Common Course Materials:

- A list of district-provided texts is available upon request

Course Benchmarks: Social Studies curriculum is based on the [Minnesota K-12 Academic Standards in Social Studies](#).

Citizenship and Government

<p>Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i></p>
<p>Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</p>
<p>Identify characteristics of effective rules; participate in a process to establish rules.</p>
<p>Formative Benchmarks</p>
<p>Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette and other demonstrations of patriotism.</p>
<p>Identify the president of the United States; explain that voting determines who will be president.</p>

Economics

<p>Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i></p>
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Describe some costs and benefits of alternative choices made by families.

Formative Benchmarks

Define scarcity as not having enough of something to satisfy everyone’s wants; give examples.

Explain that people trade (voluntarily) when they each expect to be better off after doing so.

Geography

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps.

Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.

Formative Benchmarks

Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

History

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Create a timeline that identifies at least three events from one’s own life.

Ask basic historical questions about a past event in one’s family, school or local community.

Formative Benchmarks

Describe how people lived at a particular time in the past based on information found in historical records and artifacts.

Compare and contrast family life from earlier times and today.

Compare and contrast buildings and other technologies from earlier times and today.

Grade 1 Science

Course Description: Students in first grade will interactively learn about earth processes, sound and light, and animals and plants and their environments through engaging scientific and engineering practices. They will ask questions based on observations, identify and describe patterns using quantitative data, and use information to construct arguments and communicate solutions about a variety of scientific topics.

Common Course Materials:

- [Mystery Science](#)
- A list of district-provided texts for literacy integration is available upon request

Course Benchmarks: Elementary science curriculum is based on the [2019 Minnesota Academic Standards in Science](#).

Summative Benchmarks
Ask questions based on observations about the similarities and differences between young plants and animals and their parents. 1L.1.1.1.1
Identify and describe patterns obtained from testing different materials and determine which materials have the properties that are best suited for producing and/or transmitting sound. 1P.2.1.1.1
Use quantitative data to identify and describe patterns in the amount of time it takes for Earth processes to occur and determine whether they occur quickly or slowly. 1E.2.2.1.1
Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian tribes and communities. 1P.4.2.2.1
Formative Benchmarks
Obtain information using various features of texts and other media to determine patterns in the behavior patterns of parents and their offspring that help offspring survive. 1L.4.2.1.2
Construct an argument based on observation evidence for how plants and animals (including humans) can change the non-living aspects of their environment to meet their needs. 1E.4.1.1.1
Develop a simple model based on evidence to represent how plants and animals use their external parts to help them survive, grow, and meet their needs. 1L.3.1.1.1
Plan and design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1L.3.2.2.2
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1P.1.2.1.1



Design and build a device that uses light or sound to solve the problem of communicating over a distance. 1P.3.2.2.1

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. 1E.4.2.1.1

Construct an argument with evidence to evaluate multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 1E.4.1.2.1

Health

Course Description: Students in first grade will explore multiple dimensions of health and identify ways to locate health helpers. First grade students will continue building their health knowledge with units centered on Personal Health and Personal Safety. Topics include physical, emotional, and social health; identifying trusted adults and health helpers; making healthy choices at school; preventing injuries; handling health emergencies; communicating feelings; and body systems. Students will actively engage in a variety of learning activities to begin building a deeper understanding of personal health and wellness.

Common Course Materials:

- [Nemours KidsHealth](#)
- [BrainPOP, Jr.: Health](#)
- A list of district-provided texts for literacy integration is available upon request

Course Benchmarks: Elementary health curriculum is based on the [National Health Education standards](#).

<p>Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i></p>
Recognize that there are multiple dimensions of health.
Identify ways to locate school and community health helpers.
<p>Formative Benchmarks</p>
Demonstrate healthy ways to express needs, wants, and feelings.
Identify what the school can do to support personal health practices and behaviors.
Identify situations when a health-related decision is needed.
Identify who can help when assistance is needed to achieve a personal health goal.
Demonstrate healthy practices and behaviors to maintain or improve personal health.
Make requests to promote personal health.



Music

Course Description: Students in first grade build a foundation for future creation and exploration of music. They acquire reference points that will provide knowledge for connecting future learning. Through repetitive patterns, controlled, repeated vocabulary, familiar concepts, and use of sound/symbol relationships, students develop comprehension of the most basic aspects of music. Musical thinking is engaged by verbalizing their responses to music.

Common Course Materials:

- Orff Instrument Collections (Tubanos, Kalimbas, Xylophones, Metallophones, Glockenspiels, Timpani)
- Ukeleles
- Digital Pianos/Keyboards
- [Native Flute Trunks, District-Curated](#)

Course Benchmarks: Music curriculum is based on the [MN K-12 Academic Standards in the Arts](#).

Create

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Choose musical ideas to share using a limited set of rhythms or pitches.

Formative Benchmarks

Generate musical ideas using a limited set of rhythms or pitches.

Change selected musical ideas using teacher feedback.

Perform

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Demonstrate moving, singing, and playing instruments with others, and alone.

Formative Benchmarks

Follow the teacher to start, stop and stay together throughout an established musical form.

Respond



Formative Benchmarks

Identify musical opposites while listening to and interacting with a variety of music

Identify differences between two contrasting musical selections.

Connect

Formative Benchmarks

Identify an emotion experienced when singing, playing instruments or listening to music.

Sing, play instruments or listen to music from various cultures, including music from Minnesota American Indian tribes and communities.

Physical Education

Course Description:

Course Benchmarks: Physical Education curriculum is based on the [Minnesota K-12 Academic Standards in Physical Education](#).

Locomotor Skills

Formative Benchmarks
Hop, gallop, and slide using a maturing pattern.
Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.
Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.
Combine locomotor and non-locomotor skills in educational dance while maintaining balance.

Non-locomotor Movements

Formative Benchmarks
Maintain balance on different bases of support with different body shapes.
Transfer weight from one body part to another in personal space (self-space).
Roll forwards or backwards with a curled body shape. For example: rocker, egg roll.
Perform non-locomotor skills with body in a variety of stationary positions. For example: different levels, shapes, sizes.

Manipulative Skills

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Throw overhand with opposite foot forward.
Formative Benchmarks



Catch a self-tossed ball adjusting hands and arms to the location of the ball.
Dribble with preferred hand while remaining in personal space (self-space).
Pass with the feet to a stationary target, while maintaining balance.
Throw and roll underhand demonstrating two of the five critical elements of a maturing pattern.
Dribble with inside of the foot while remaining in personal space (self-space).
Kick demonstrating two of the five critical elements of a maturing pattern.
Volley individually using various body parts making multiple contacts, while maintaining balance.
Strike using a short-handled implement, while maintaining balance.
Consecutively jump forward or backward using a self-turned rope.
Consecutively jump a long rope with teacher-assisted turning.

Movement Concepts, Principle and Knowledge

Formative Benchmarks
Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.
Travel in different relationships to others and objects. For example: over, under, through, around, behind.
Travel using strong and light forces.

Physical Activity Knowledge

Formative Benchmarks
Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.

Physical Activity Engagement

Summative Benchmarks
<i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Actively participate in physical activities with minimal teacher prompting.



Fitness Knowledge

Formative Benchmarks

Identify the heart as a muscle that grows stronger with exercise, play and physical activity.

Describe the connection between muscles and one’s ability to move.

Nutrition

Formative Benchmarks

Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.

Personal Responsibility

Formative Benchmarks

Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.

Feedback

Formative Benchmarks

Consistently use feedback from the teacher.

Working with Others

Formative Benchmarks

Work respectfully with a partner while sharing equipment and space.

Safety

Formative Benchmarks

Move safely in general space with minimal reminders.

Health

Formative Benchmarks

Identify physical activities that can enhance good health.

Challenge



Formative Benchmarks

Recognize that learning something new can be challenging, but practice and effort can lead to success.

Self-Expression and Enjoyment

Formative Benchmarks

Identify physical activities that can be played alone and with others that are personally enjoyable.

Art

Course Description: Students will explore a variety of artists, styles and cultures while creating original works of art based on their learning. Students are encouraged to explore their own artistic ability, while being introduced to a variety of mediums, tools and techniques. Students learn to use a variety of art materials appropriately. Students will demonstrate respect, responsibility and safety for self, others and property in the art room.

Common Course Materials:

- [FLEX Curriculum, Art of Education University](#)
- [Native Art Trunks, District-Curated](#)

Course Benchmarks: Visual Arts curriculum is based on the [MN K-12 Academic Standards in the Arts](#).

Create

<p>Summative Benchmarks Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</p>
Use observation and investigation in preparation for making a work of art.
Practice safe use of art materials and tools while making art.
<p>Formative Benchmarks</p>
Identify multiple ideas for an artistic prompt.
Identify and use symbols when creating art
Discuss possibilities for revision of an original artwork using artistic foundations.

Present

<p>Formative Benchmarks</p>
Identify why artwork should be prepared for presentation.
Identify places where art may be displayed or saved.
Identify what an art museum is and distinguish how an art museum is different from other art spaces.

Respond



Formative Benchmarks

Select artworks, objects or artifacts that share a common idea or theme.
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Compare artworks that represent the same subject using artistic foundations.
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Classify artwork based on different criteria for preferences, including artistic foundations
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Connect

Formative Benchmarks

Identify times, places, and reasons by which students make art outside of school.

Recognize that people from different places and times have made art for a variety of reasons.
