

**2.01 CURRICULUM STANDARDS:** <sup>LR\*</sup> The school has written curriculum standards that are vertically aligned to ensure every student successfully completes a rigorous academic program. Subject areas include: language arts, mathematics, science, social studies, fine arts, health, and physical education and other content areas appropriate to the school either as integrated or separate subjects, such as religion, technology, media literacy, and world language. (*\*MN Statute 120A.22 – Compulsory Instruction*)

**Indicators of Compliance:** *written curriculum standards for each content area; (HS) course syllabi with department/division objectives; evidence of correlation of standards between grade levels;* teacher access to school-wide standards; standards articulate the chronology of skill development (intro/mastery/ review); team observations and interviews

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## ESSENTIAL COMPONENTS:

### SUBJECT AREA PHILOSOPHY STATEMENTS

[Required by MNSAA as a performance indicator in Standard 2.02]

Subject area philosophy statements articulate school-wide beliefs about teaching and learning in each content area. They answer the question, “What does the school believe about learning and instruction in this content area?” These are broad statements of purposes, principles, skills, or processes that set forth a common vision.

*Example: We believe that mathematics is a life skill that gives structure to our thinking. Through perseverance we learn to apply problem solving skills to everyday situations. Our math curriculum emphasizes communication and cooperation, as well as exploration, investigation, and reasoning.*

*Example: The purpose of our language arts curriculum is to aid in the development of the communication process through the study of language, writing, literature, and oral communication. Our central aim is to reinforce our Christian values through the study of language arts.*

### STANDARDS / LEARNER OBJECTIVES / “I CAN” STATEMENTS

[Required by MNSAA in standard 2.01]

Outcomes articulate what students need to understand and demonstrate in order to successfully complete the prescribed program. (A standard / benchmark / objective in the curriculum may cover one or more weeks of lessons and include outcome goals together to form an instructional unit. The curriculum standard need not be reduced to the level at which the lessons are taught. See samples attached.)

### ASSESSMENTS ALIGNED WITH STANDARDS

[Not explicitly required by MNSAA]

Name the various methods and tools that help measure student progress toward the school academic standards. (MNSAA Standard 2.01 does not require that assessment methods or procedures be included in the curriculum standard development process. However, Standard 2.11 states requires “the school evaluates the extent to which students are meeting the curriculum standards.”)

The following templates contain varied sample formats for developing curriculum standards. Each meets Standard 2.01 as the statements are outcome based (in terms of what students will learn). Standards are required to be sequential—that is, each subsequent grade should build on the outcomes of the previous grade. The curriculum handbook is required to include the following subjects: language arts, mathematics, science and social studies. Other subjects appropriate to the school [e.g. – health, physical education, computer skills, fine arts, world language, etc.] may be included either as separate subjects or integrated into a core area.

## Sample Curriculum #1 Mathematics: Grade 1

Month	Content	Student Outcomes (“The student will . . .”)	Assessment	Resources
	Counting	Rote count to 100 by 1s, 2s, 5s, and 10s		
	Numerical Recognition	Read and write whole numbers up to 120. Example: Write 72 for the number “seventy-two.”		
	Place value	Identify the number of tens and ones in numbers less than 100. Example: How many tens and how many ones are in 56? Explain your answer.		
		Name the number that is one more than or one less than any number up to 100. Example: Name the number one less than 78.		
	Order	Compare whole numbers up to 20 and arrange them in numerical order. Example: Arrange the numbers 5, 2, and 9 in order from greatest to least.		
	Order	Order and compare whole numbers using symbols for “less than” (<), “equal to” (=), and “greater than” (>).		

## Sample Curriculum #2\* Mathematics: Grade 1

*Standard 1: Count, compare, and represent whole numbers up to 120, with an emphasis on groups of tens and ones.*

“I Can” / Benchmark	Vocabulary	Knowledge / Skill Statements	Planning/ Assessment
Use place value to describe whole numbers between 10 and 100 in terms of groups of tens and ones.	<ul style="list-style-type: none"> <li>• Count</li> <li>• Numeral</li> <li>• Tens</li> <li>• Ones Whole Number</li> <li>• Place Value</li> <li>• Base ten</li> <li>• Equal</li> </ul>	<p>Understands basic whole number relationships</p> <p>Understand and demonstrate the significance of groups of tens and ones in the base ten number system Represents numbers in equivalent ways</p>	
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 ten blocks.	<ul style="list-style-type: none"> <li>• Symbolic representation of numbers</li> <li>• Concrete representation of numbers</li> <li>• Number</li> <li>• Numeral</li> <li>• Set</li> <li>• Number Line</li> <li>• Tally Marks</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Sum</li> <li>• Difference</li> </ul>	<p>Represents numbers in a concrete fashion</p> <p>Represents numbers in a pictorial fashion</p> <p>Represents numbers in a symbolic fashion</p> <p>Organizes objects into sets Recognizes written numerals</p> <p>Understands the concept of a number line</p> <p>Knows that numbers are represented symbolically by numerals</p> <p>Knows that numbers can be represented concretely in sets.</p> <p>Knows that numbers can be represented pictorially on a number line</p> <p>Understand concept of tally mark system</p>	
Count, with and without objects, forward and backward from any given number up to 120.	<ul style="list-style-type: none"> <li>• Count</li> <li>• Whole Number</li> <li>• Cardinal Number</li> <li>• Ordinal Number</li> </ul>	<p>Understands concept of cardinal number</p> <p>Understands concept of ordinal number</p> <p>Counts ordinal numbers forward and backward</p> <p>Counts cardinal numbers forward and backward</p>	

\* See **State of Minnesota Mathematics Standards:**

[http://education.state.mn.us/mdeprod/ideplg?IdcService=GET\\_FILE&dDocName=005247&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/ideplg?IdcService=GET_FILE&dDocName=005247&RevisionSelectionMethod=latestReleased&Rendition=primary)

Curriculum standard samples 1-4 are in table form. The table includes student outcomes and may contain a host of other information including vocabulary, resources, assessments, and more. The table may also include a timeframe and check-off to audit when the outcomes were met by the class. **Each of these formats meets MNSAA standard #2.01 Curriculum Standards.**

## Sample Curriculum #3 Mathematics: Grade 1

Computation and Operation	Data Analysis, Statistics, Probability	Reasoning, Problem Solving	Measurement, Time and Money	Number Sense	Patterns, Functions and Algebra	Spatial Sense and Geometry
____ I can show odd and even numbers up to 12.	____ I can ask questions and collect data about myself and things around me.	____ I can find the answer to word problems using addition and subtraction facts to 12.	____ I can tell time to the hour and half hour on digital and analog clocks.	____ I can skip count by 2's to 100 with a chart.	____ I can pick out, show and extend repeating patterns involving up to four things.	____ I can recognize, name, sort, and describe two-dimensional shapes according to their geometrical attributes: square, circle, triangle, rectangle, oval, octagon and hexagon.
____ I can add and subtract one digit numbers to 12.	____ I can use objects, pictures, and graphs to stand for information.	____ I can write or talk about different ways to find the answer to a problem.	____ I can use a calendar to identify: date, month, year, yesterday, today, and tomorrow.	____ I can count by 2's to 30.	____ I can tell the difference between a growing pattern as opposed to a repeating pattern.	____ I can recognize, name, sort and describe three-dimensional shapes according to their geometrical attributes: cone, pyramid, cube and sphere.
____ I can add and subtract one digit numbers automatically to 10.	____ I can write or tell about the information in a graph or table (chart).	____ I can make a smart guess and check that answers make sense (objects 0-100; word problems 0-12).	____ I can name the months of the year.	____ I can skip count by 5's to 100 with a chart.	____ I can change patterns from one form to another (i.e. pattern blocks to cubes).	____ I can investigate and predict the results of putting together and taking apart two-dimensional shapes.

## Sample Curriculum #4\*\* Mathematics: Grade 1

Standard	Teacher Vocabulary	Understanding	Knowledge	Skills	Evidence of Student Attainment
<b>Count, compare, and represent whole numbers up to 120, with an emphasis on groups of tens and ones.</b>	<ul style="list-style-type: none"> <li>count</li> <li>numeral</li> <li>place value</li> <li>base ten</li> <li>equal</li> <li>etc.</li> </ul>	<p>Students understand basic whole number relationships.</p> <p>Students understand and demonstrate the significance of groups of tens and ones in the base ten number system.</p> <p>Represents numbers in equivalent ways</p>	<p>Students know:</p> <ul style="list-style-type: none"> <li>techniques for writing in short and/or extended time frames</li> <li>task specific writing procedures</li> <li>techniques for creating writing appropriate for specific audiences and purposes</li> <li><b>techniques for independently selecting topics and formats</b></li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>count to 100 by 1s, 2s, 5s, and 10s</li> <li>Read and write whole numbers up to 120.</li> <li>Identify the number of tens and ones in numbers less than 100.</li> <li>Name the number that is one more than or one less than any number up to 100.</li> </ul>	<p>With practice and support, students:</p> <ul style="list-style-type: none"> <li>Compare whole numbers up to 20 and arrange them in numerical order</li> <li>Order and compare whole numbers using symbols for “less than” (&lt;), “equal to” (=), and “greater than” (&gt;).</li> </ul>

\*\* See **StandardsInsight™**: <http://www.cesa7solutions.com/products/standards-insight/>

Curriculum standard samples 1-4 are in table form. The table includes student outcomes and may contain a host of other information including vocabulary, resources, assessments, and more. The table may also include a timeframe and check-off to audit when the outcomes were met by the class. **Each of these formats meets MNSAA standard #2.01 Curriculum Standards.**

# Sample Curriculum #5\*\*\*

## Mathematics: Grade 1

### *First Grade Learner Outcomes*

Students will be able to . . .

1. READ, WRITE, AND COMPARE NUMBERS TO 120
  - a. Be able to count forward and backwards to 120 with or without objects
  - b. Be able to write numbers to 120 in order
  - c. Be able to identify and write numbers to 120 out of order
  - d. Be able to order two-digit numbers
  - e. Be able to tell if numbers are greater than, less than, or equal
  
2. COUNT TO 120 IN MANY WAYS
  - a. Be able to see the pattern in numbers from 0 to 100
  - b. Be able to count by 2s, 5s, and 10s
  - c. Be able to find a number that is 10 more or 10 ten less than a given number
  
3. UNDERSTAND PLACE VALUE OF ONES AND TENS
  - a. Be able to group objects by ones and tens
  - b. Be able to identify the ones place and tens place in two-digit numbers
  
4. USE A VARIETY OF PROCESSES TO ADD AND SUBTRACT TO 12
  - a. Know the meaning of symbols (+, -, =)
  - b. Be able to use manipulatives to add and subtract
  - c. Be able to add or subtract using numbers vertically and horizontally
  - d. Be able to memorize addition and subtraction facts through 10
  - e. Write and create number sentences involving addition and subtraction facts relating to the real world
  - f. Determine if equations involving addition and subtraction are true ( $7=7$ ,  $7=8-1$ )
  - g. Use number sense to identify the missing number in an equation ( $2+4=\underline{\quad}$ ,  $2+\underline{\quad}=6$ )
  
5. ADD AND SUBTRACT TWO-DIGIT NUMBERS WITH-OUT REGROUPING
  - a. Be able to solve two-digit addition and subtraction problems using manipulatives
  - b. Be able to start process in the ones column
  - c. Be able to correctly line up addition and subtraction problems with two-digits
  
6. USE BASIC CONCEPTS OF MEASUREMENT IN REAL WORLD SITUATIONS INVOLVING LENGTH, TIME, AND MONEY
  - a. Be able to measure the length of an object using standard and non-standard units of measurement
  - b. Be able to tell and write time to hour and half hour (digital and o'clock)
  - c. Be able to recognize and know the value of coins
  - d. Be able to count money combinations using pennies, nickels, dimes, and one quarter
  - e. Be able to know and count quarters to \$1.00
  
7. SORT, PATTERN, AND GRAPH
  - a. Be able to use counting and comparison skills to create and analyze bar graphs and tally charts
  - b. Be able to create and describe simple patterns

\*\*\* Curriculum sample #5 is not in a table format. As this format articulates what students need to understand and demonstrate in order to successfully complete the prescribed program, it also meets MNSAA Standard #2.01.