

Music 
Movement & Magination®
So Much Learning to Do!

Early
Learning
Standards
Made Fun!

Arizona
Kindergarten
Standards
Correlation



A guide to understanding the correlation between MMM
Curricula and Arizona Kindergarten Standards

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Program Overview



Introduction

Welcome to the Music, Movement & Magination, Inc.[®] (MMM) Early Learning Program! We have designed our unique program and products to make learning exciting to young children. Through ingenuity, imagination, and innovation, we have created a supplemental enrichment program that will help children build success in early learning using curriculum-based music. Our thematic units enhance early childhood instruction in literacy, math, science, social studies, fine arts, health, safety, family, community, and more.

Music, Movement & Magination's goal is to provide valuable products and tools to assist parents and educators in creating fun, meaningful, and appropriate learning experiences for young children. We offer a variety of unique products:

Supplemental Curriculum Kits

Our Early Learning Program offers eight thematic units based on national standards for early education and an Early Spanish Adventures teaching unit. Ideal for early education programs, each of MMM's Supplemental Curriculum Kits contain three learning levels to address the diverse developmental needs of young learners. Each learning level contains six individual lessons for a total of 18 lessons per Curriculum Kit. Included in each Supplemental Curriculum Kit are:

- ★ **Music CD** – contains 20 original MMM songs created specifically for each of the 18 lessons, plus the MMM Theme Song and MMM Warm-up Song.
- ★ **Companion Data CD** – includes over 50 individual files organized by lesson complete with the following:
 - **Visual Aids** – hundreds of graphics and pictures are included to engage children in the learning
 - **Manipulatives** – created to make the learning come alive to each child by allowing them to tangibly interact with the lesson concepts.
 - **Activity Sheets** – to reinforce skills learned in the lesson either in the classroom or at home.
 - **Parent Guides** – designed to enhance learning at home!
- ★ **Teaching Manual**
 - **Lesson Scripts** – designed to guide the teacher in engaging the children in the lesson through interactive dialogue, related activities, and suggested booklists. Each Lesson Script contains a lesson objective and reference to national standards met in that lesson. Song lyrics and prescribed movements are also included.
 - **Visual Aids & Manipulatives Thumbnail Samples** – a convenient display of the contents of the Visual Aids and Manipulatives files found on the Data CD and referenced in the Lesson Scripts.

Thematic Units

-  ABC's And Much More
-  All About Me
-  It All Adds Up
-  The Amazing Body
-  Ready, Set, Go
-  Stop, Look & Learn
-  A Moment In Time
-  Cool Creatures
-  Early Spanish Adventures



Each of our 162 different lessons covered in the above combined units, has a unique topic and song, is research based, follows national educational standards, and nurtures skills in the whole child. Learning and exercising come alive as children sing, move, and actively engage in the learning experience.

Learning Levels



Bright Beginners: Entry level series designed to introduce children to fundamental educational concepts along with simple movements.



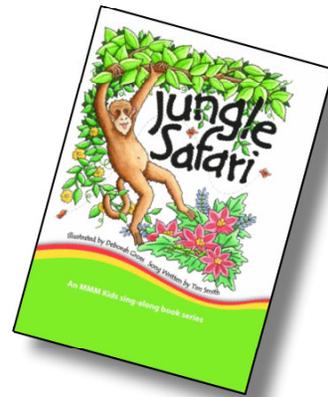
Magical Minds: Mid-level series designed for children who are ready to learn basic educational concepts and movements.



Super Smarties: Advanced level series designed for children who are able to learn more advanced educational concepts and movements.

2 Sing-Along Book Series

A delightful sing-along, read-along, learn-along book series adapted from individual songs from our thematic units. Books come complete with a narrated sing-along CD and tailored “iMagination” pages with questions that encourage literacy exploration and creativity.



3 Music CDs

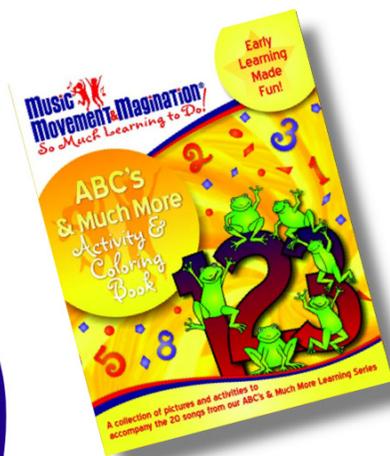
All the fun and upbeat songs from all three learning level series of a thematic unit compiled onto one convenient CD brings learning to any environment.



Play the Music CD to reinforce learning in the classroom, at home or in the car!

"I put the CD in the car and my son cheered saying, 'This is my favorite music!'" - Amy F., Parent, Chandler, Arizona

4 Activity & Coloring Books



Complete with hundreds of blackline masters and activity pages to match the MMM lesson, the MMM Activity & Coloring books provide educators and parents an additional resource to supplement and reinforce lesson objectives.

"I use the ABC's and More with my first grade students and they just love it. It has been very helpful for my students who need that extra support or who are learning English. Thank you MMM for making my classroom more efficient." (1st grade teacher, Southern California)

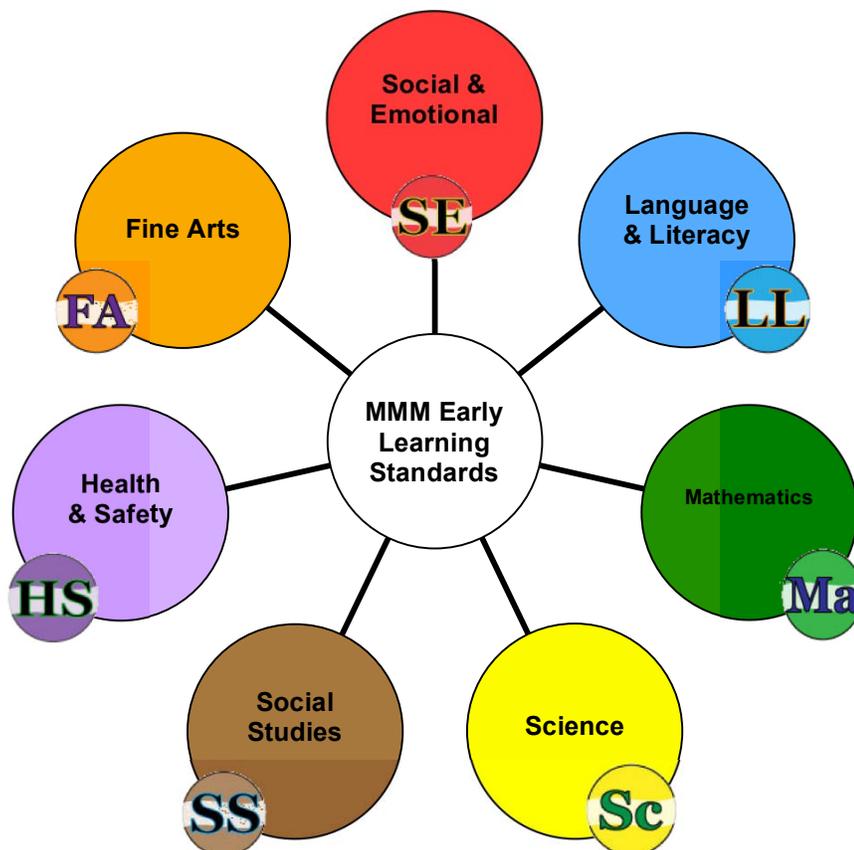
Theoretical Foundation

Music, Movement & Magination, Inc.® is dedicated to enhancing a child's ability to learn fundamental and essential concepts in a creative and stimulating environment. Active participation, creativity and learning come alive with our fun and upbeat music, partnered movements, visuals, and manipulatives.



Early Childhood and Elementary Educational Standards

Over the past decade, Early Childhood Education has moved into the limelight as the key to improving outcomes for children, as proven by the focus on publicly funded preschools and all day kindergartens. Nearly all states have developed standards for early childhood education to provide the building blocks for not only success in school, but also to develop life-long learners. The following domains are typically found in Early Education Standards:



Music Movement & Magination, Inc.® developed its curriculum based on numerous state standards for both Early Childhood Education and Elementary Education, and our program has been reviewed and studied by experienced pre-school teachers and accredited elementary school educators. MMM Thematic Units map directly to one or more of the above-mentioned standards. Each lesson script references the domains addressed in the lesson. Furthermore, MMM offers an alternative to “cookie cutter” teaching strategies that lack

creativity and self-expression, acknowledging the importance of readiness skills while at the same time understanding that young children are “wiggles and movers” who need to stimulate their imaginations.

For more on educational standards, go to National Association for the Education of Young Children www.naeyc.org; the National Association of Early Childhood Specialists in State Departments of Education <http://naecs.crc.uiuc.edu>; or the Council for Chief State School Officers www.ccsso.org.



Research Outcomes for MMM

A recent study of Music, Movement, & Magination’s *ABC’s & Much More* curriculum materials shows that MMM has a positive impact on literacy in the early classroom documenting an increase in reading fluency for students involved in the music and movement curriculum.

Researchers compared a group of first grade students who used MMM materials to a similar group of first graders using a teacher-directed read aloud program. Controlling for race, gender, reading level, and English Language learners, 55 percent of the students in the teacher-directed read aloud program showed progress, while the remaining 45 percent showed virtually no progress or a regression of skills. Whereas, **100 percent of the students in the MMM music and movement treatment group showed marked improvement.** Thus, MMM’s materials prove successful in enhancing literacy for young children (Andrea Villegas, MEd.; 2008).

“ . . . It is our job as educators to look beyond the standardized face of education and utilize creative ways to motivate students to become better readers, writers, mathematicians, and scientists, and to stimulate their desire for learning for generations to come.”

-Andrea Villegas, MEd



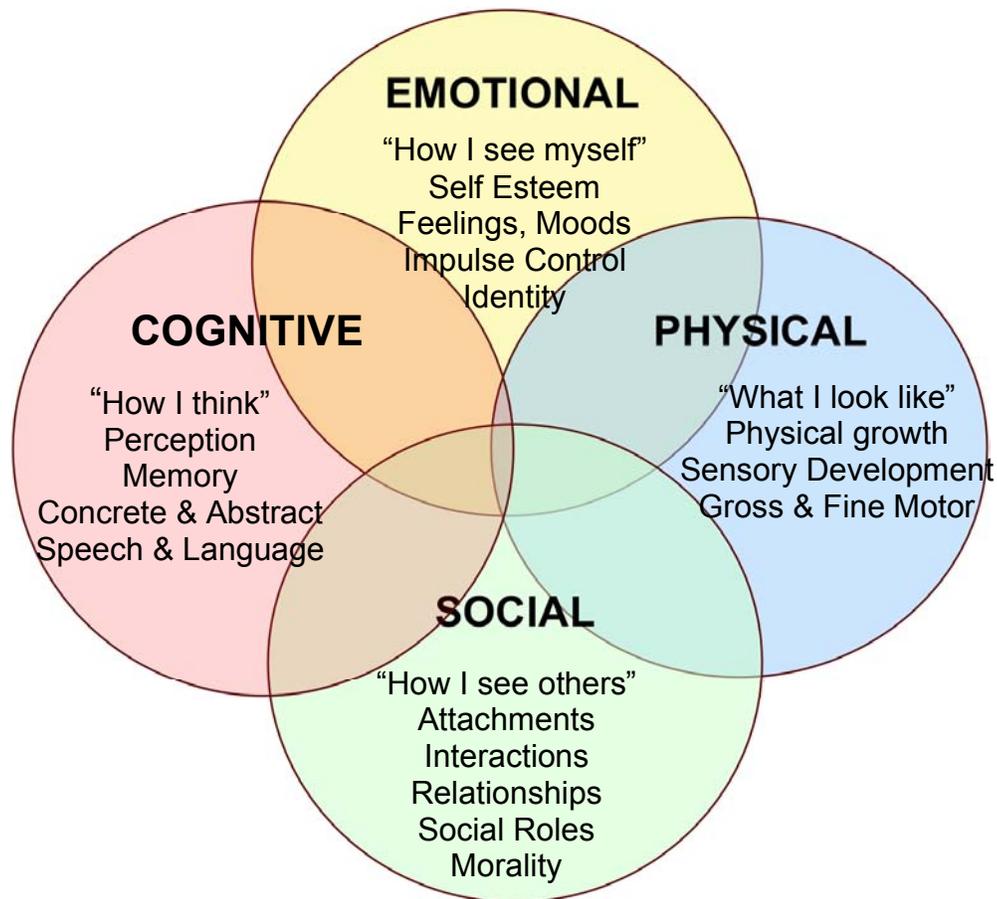
Enhances and Encourages Healthy Child Development

Embedded in all the national and state standards on education is the dedication to designing curriculum that enhances all areas of child development. Our MMM curriculum, learning design, and products incorporate *ALL* domains of healthy child development: physical, cognitive/language, social, and emotional.

The domains of development, as seen in the Venn diagram below, are interconnected. One cannot separate the interactive nature of development. When one area is impacted, all areas are impacted. Therefore, learning strategies that cut across all developmental domains prove to be the most impactful particularly for young children whose primary directive has been to grow and develop.

Furthermore, recent brain research also confirms that music and movement can trigger all areas of the brain, thus enriching the educational experience and solidifying learning objectives.

Child development can be broken down into the following interconnected domains. Each domain highlights critical learning skills necessary for successful educational outcomes.



- ★ **EMOTIONAL** – Encouraging a healthy self-esteem is embedded in all of MMM materials. Furthermore, MMM allows children outlets for expression and simple risk taking that facilitates impulse control, positive interactions, and a positive self-concept.
- ★ **PHYSICAL** – The Movement portion of MMM is designed to channel a child’s natural propensity for activity into structured play allowing children to refine gross and fine motor skills. The MMM program also encourages development in rhythm and overall coordination.
- ★ **SOCIAL** – MMM is typically taught in a group setting with children of similar age and developmental level. The program is designed to encourage interactive play – the optimal environment for early learning. Social skills are enhanced through the MMM lessons, thus preparing children for future interactive environments.
- ★ **COGNITIVE/LANGUAGE** – Learning across many disciplines as outlined by the National Standards, MMM enhances learning by introducing children to a variety of new concepts. Furthermore, MMM facilitates critical language development through the medium of music.



Taps into a Variety of Learning Styles

Research indicates that curriculum must take into account a variety of learning styles. While there are many differing frameworks for learning style, most theorists agree in three primary categories: Visual Learners, Auditory Learners, and Kinesthetic Learners. Most people learn through a variety of styles, but typically favor one style over another.

Auditory Learners – MMM’s original songs use the power of music to deliver learning concepts to all learners, especially significant for those who learn best through hearing.



Visual Learners – MMM utilizes numerous visual aides including exciting graphics and photos to supplement the lesson, music and movement.

Kinesthetic Learners – Each song is paired with simple movements to facilitate learning. Manipulatives are also used creating a fun and engaging environment. Kinesthetic learners thrive in MMM classes.



Provides Parents Tools in their Role as Primary Educators of their Children.

Music, Movement & Magination, Inc.[®] believes in the importance of parental participation in *all* stages of a child's development and education. Our curriculum includes Parent Guides that provide a specific lesson overview, words and movements to the lesson's song, and fun ideas for parents to do with their child. Activity Sheets are also available for parents to further the learning. These tools, incorporated with MMM’s engaging and upbeat music, enable parents to reinforce each lesson and provide a basis for meaningful interaction between parent and child.

“My daughter keeps asking to listen to the music CD from class. She dances around the house singing and having a great time!”

-Scott H., Mesa, Arizona

Lesson Plan Overview

Each learning level in a thematic unit has six individual lessons that are designed to last approximately 45 minutes each. However, educators may choose to shorten each lesson (for example, to 30 minutes) and then repeat the lesson during the next class time. We also recommend having a summary review class after 3 or 4 lessons have been taught to better reinforce each lesson. Lesson repetition can increase children's comprehension and understanding. Each lesson has been designed to be either a stand-alone introduction to a topic or it can be used as supplemental material in an established standard classroom environment. Classroom educators are encouraged to introduce a lesson that supports what the children are learning during the set classroom curriculum. Because children are interested in situations and activities that are rich with involvement and participation, MMM has structured all our lessons to maximize both interest and learning in various learning environments.

Lesson Script

Opening (approx. 2 min.)

In addition to a unique song for each lesson, the accompanying CD includes the MMM Theme Song and the MMM Warm-up Song. These two songs can be used to initiate each lesson; we suggest beginning each lesson with the MMM Warm-up Song and movements as a motivational and focusing activity.

Interactive Dialogue (approx. 15 min.)

Through the use of guided inquiry, role playing, and visual aids, the lesson objective is introduced. Interactive dialogue, often times relying on prior knowledge, is used to lead the children to an understanding of the newly introduced concept or words. A suggested set of questions and activities have been provided with each lesson to help the educator both introduce and guide the overall lesson. These suggested questions are supported with lesson specific visual aids and manipulatives that are also provided with our Learning Program. Educators and/or parents are encouraged to adjust the lesson script to match their own style, experience, and children's engagement.

Song & Movement (approx. 20 min.)

The overall success of the MMM Learning Program in instilling each lesson concept is through our original songs. In this part of the lesson, the educator makes the learning come alive with movements, imagination, and active participation. The educator is encouraged to demonstrate each movement as the words to the song are first introduced to the children. Having the children learn the words and movements of the song further enhances the overall learning process.

Reinforcement & Closure (approx. 8 min.)

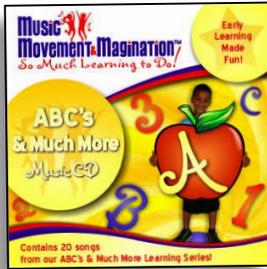
To bring closure to the lesson and to check for understanding, the educator should review the lesson's objective and encourage the children to summarize what they have learned. We recommend offering a reward for each child at the end of the lesson, such as a stamp or sticker. Recommended Booklists, Related Activities and Activity Sheets are also included in the lesson materials to reinforce concepts learned in the lesson. Parent Guides are provided to allow for reinforcement of concepts at home.



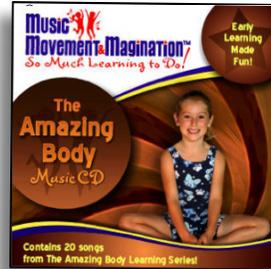
Arizona Kindergarten Standards

MMM Correlation

The following document lists the Arizona Kindergarten Standards showing the corresponding MMM Lessons for the Thematic Units listed below:



ABC'S & MUCH MORE
(ABC)



THE AMAZING BODY
(BOD)



IT ALL ADDS UP
(ADD)



COOL CREATURES
(CC)

Arizona Standards are compiled from the Arizona Department of Education at <http://www.ade.state.az.us/standards/contentstandards.asp>

THEMATIC UNIT I: ABC's & MUCH MORE **ABC**

Readiness skills are essential for successful early education. This Thematic Unit focuses on the essential skills needed for a jump start to literacy and setting children up for success in their first years of school by stressing the alphabet and letter recognition, counting, color recognition and understanding shapes.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Learning our ABC's/ <i>Rappin' The ABC's</i>	Letter Recog. & Sounds/ <i>I Like Letters</i>	Letter Sound Recognition/ <i>Who Knows The Alphabet Sounds?</i>
2	Letter Recognition/ <i>Yahoo! We're Learning The Alphabet</i>	Upper & Lower Case Recognition/ <i>State Your Case</i>	Letter Blends, Clusters & Digraphs/ <i>Letter Blender</i>
3	Basic Color Recognition/ <i>Colors Of Our Clothes</i>	Mixing Colors/ <i>Magic Colors</i>	Spelling Color Words/ <i>MMM Color Farm</i>
4	Counting To 10/ <i>Counting With My Friends</i>	Counting To 20 With Fluency/ <i>Native American Counting Song</i>	Counting To 100/ <i>Buford & Bessie Count To 100</i>
5	Counting To 20/ <i>A Counting We Will Go</i>	Counting To 50/ <i>Rockin' To 50</i>	Skip Counting By 2's, 5's & 10's/ <i>Skip Counting Reggae Man</i>
6	Four Simple Shapes/ <i>Space Shapes</i>	Advanced Shapes/ <i>Shapes All Around Us</i>	10 Complex Shapes/ <i>Crazy Ploygon Shapes</i>

THEMATIC UNIT II: THE AMAZING BODY **BOD**

Early learning about the body, senses, exercise, health, hygiene, and food groups is fundamental in a child's development for self appreciation. This Thematic Unit focuses on familiarity with body parts, body movements, exercise, and the five senses. Children will also learn the importance of staying healthy through good food choices & hygiene.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Body Parts Recognition/ <i>Itchy, Itchy</i>	Body Movements/ <i>My Body Makes Motion</i>	Motor Skills Development/ <i>I Can Do That!</i>
2	Stretching Our Bodies/ <i>Things That I Can Be!</i>	Exercising Our Bodies/ <i>Apache Exercising Song</i>	Cardiovascular Exercise/ <i>Jump Up!</i>
3	Sensory Awareness/ <i>Use Your Senses</i>	Applying Our 5 Senses/ <i>We Have 5 Senses</i>	Respecting Differences/ <i>Don't Get The Senses Blues</i>
4	Being Healthy/ <i>Eat, Sleep And Exercise Right</i>	Staying Healthy/ <i>Germ Song</i>	Healthy Bodies/ <i>Muscles And Bones With Skin All Around</i>
5	Staying Clean/ <i>It's So Good To Be Clean</i>	Good Hygiene/ <i>Clean And Happy Club</i>	Dental Hygiene/ <i>Rinse & Spit Rap</i>
6	Healthy Eating/ <i>Breakfast, Lunch & Dinner</i>	Balanced Meals/ <i>Eat Right</i>	Food Groups/ <i>Food Groups Are Rockin' Tonight</i>

THEMATIC UNIT III: IT ALL ADDS UP **ADD**

Learning the fundamental concepts of data analysis, math, currency, geography, science and nature, and universe will help children build on what they already know in order to construct new knowledge and ideas. This Thematic Unit focuses on the concepts of patterns, one more, one less, recognition of currency, geographical concepts, nature, and our universe.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Organizing & Sorting/ <i>Block Party</i>	Patterns/ <i>Pattern Shout Out</i>	Measurements/ <i>Is It Shorter?</i>
2	Adding One/ <i>One More Please!</i>	Subtracting One/ <i>One Less Penny Blues</i>	Adding Doubles/ <i>Doubles? No Trouble!</i>
3	Earn, Save, Spend/ <i>My Piggy Bank</i>	Coin Values/ <i>Buford & Bessie Go Shopping</i>	Currency Equivalents/ <i>Money Counts</i>
4	Spatial Awareness/ <i>Places Near And Far</i>	50 States/ <i>Can You Tell Me Where You're From?</i>	Earth's Physical Features/ <i>That's The Earth</i>
5	Nature/ <i>Mother Nature</i>	Cause & Effect/ <i>Cowboy Logic</i>	Living Things/ <i>From A Seed Into A Tree</i>
6	Sun & Moon/ <i>Mr. Sun, Mr. Moon</i>	Solar System/ <i>Our Solar System</i>	Rotation Of Earth & Moon/ <i>Outer Space Rock</i>

THEMATIC UNIT IV: COOL CREATURES **CC**

Teaching children to have an appreciation for, and knowledge of, other creatures that share our world is important for overall development. This Thematic Unit focuses on the love and care of pets, how farm animals help us, the habitat of wild animals, hibernation, nocturnal creatures, the various water creatures, bird characteristics, and dinosaurs of long ago.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Common Family Pets/ <i>I Love My Doggy</i>	Different Kinds Of Pets/ <i>I Love My Pets</i>	Pet Responsibilities/ <i>Clean The Cage</i>
2	Farm Animals & Sounds/ <i>Rappin' Ole MacDonald</i>	Farm Animals & Movements/ <i>We're Going To The Farm</i>	Farm Animal Uses & Food Sources/ <i>Where Does Our Food Come From?</i>
3	Jungle Animals/ <i>Jungle Safari</i>	Hibernating Animals/ <i>Hibernation</i>	Nocturnal Animals/ <i>Up All Night</i>
4	Fish Characteristics/ <i>Fishies In The Water</i>	Dolphins & Whales/ <i>Dolphins And Whales</i>	Ocean Food Chain/ <i>The "Gulp Gulp" Song</i>
5	Birds (Feathers & Nests)/ <i>Hey Mrs. Bird</i>	Birds (Flocks & Migration)/ <i>Bird Migration</i>	Birds (5 Charac.)/ <i>How Do You Know It's A Bird?</i>
6	Dinosaurs (Huge & Long Ago)/ <i>Dinosaurs Walked Upon The Land</i>	Dinosaurs (Plant & Meat Eaters & Extinction)/ <i>Ballad Of The Dinos</i>	Dinosaurs (Herbivores, Carnivores & Omnivores)/ <i>The Dinosaur Tango</i>

AZ Kindergarten Language Arts Reading Standards -- MMM Correlation

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts Demonstrate understanding of print concepts.	MMM Thematic Unit – Lesson(s)
PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	ABC – Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
PO 2. Hold a book right side up and turn pages in the correct direction.	
PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	
PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	
PO 5. Distinguish between printed letters and words.	ABC – Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.	ABC – Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.	
PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	ABC – Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs

Concept 2: Phonemic Awareness Identify and manipulate the sounds of speech.	MMM Thematic Unit – Lesson(s)
PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	ABC – Counting to 100 CC – Different Kinds of Pets
PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)	CC – Different Kinds of Pets
PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).	ABC – Letter Sound Recognition
PO 4. Blend two or three spoken syllables to say words.	
PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	ABC – Letter Recognition & Sounds/Letter Sound Recognition/ Letter Blends, Clusters & Digraphs

AZ Kindergarten Language Arts Reading Standards -- MMM Correlation

PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	ABC – Letter Recognition & Sounds/Letter Sound Recognition/ Letter Blends, Clusters & Digraphs
PO 7. Identify the initial and final sounds (not the letter) of a spoken word.	ABC – Letter Recognition & Sounds/Letter Sound Recognition/ Letter Blends, Clusters & Digraphs
PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	ABC – Letter Recognition & Sounds/Letter Sound Recognition/ Letter Blends, Clusters & Digraphs

Concept 3: Phonics	MMM Thematic Unit – Lesson(s)
Decode words, using knowledge of phonics, syllabication, and word parts.	
PO 1. Identify letters of the alphabet (upper and lower case).	ABC – Learning our ABC's/Letter Recognition/Letter Recognition & Sounds/Upper & Lower Case Recognition/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.	ABC – Letter Recognition & Sounds/Upper & Lower Case Recognition/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
PO 3. Say letter sounds represented by the single-lettered consonants and vowels	ABC – Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs

Concept 4: Vocabulary	MMM Thematic Unit – Lesson(s)
Acquire and use new vocabulary in relevant contexts.	
PO 1. Determine what words mean from how they are used in a sentence, heard or read.	ABC – all BOD – all ADD – all CC – all
PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/50 States
PO 3. Describe familiar objects and events in both general and specific language.	ABC – all BOD – all ADD – all CC – all

Concept 5: Fluency	MMM Thematic Unit – Lesson(s)
Read fluently. (Grades 1-12)	

AZ Kindergarten Language Arts Reading Standards -- MMM Correlation

Concept 6: Comprehension Strategies	MMM Thematic Unit – Lesson(s)
Employ strategies to comprehend text.	
PO 1. Make predictions based on title, cover, illustrations, and text.	
PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	MMM Thematic Unit – Lesson(s)
Identify, analyze, and apply knowledge of the structures and elements of literature.	
PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	
PO 2. Identify elements of a story, including characters, setting, and key events.	ABC – Counting to 100 ADD – Coin Values CC – Ocean Food Chain
PO 3. Retell or re-enact a story, placing the events in the correct sequence.	CC – Ocean Food Chain
PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.	

Concept 2: Historical and Cultural Aspects of Literature	MMM Thematic Unit – Lesson(s)
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<i>(Grades 1-12)</i>	

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

AZ Kindergarten Language Arts Reading Standards -- MMM Correlation

Concept 1: Expository Text	MMM Thematic Unit – Lesson(s)
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
PO 1. Identify the purpose for reading expository text.	
PO 2. Restate facts from listening to expository text.	
PO 3. Respond appropriately to questions based on facts in expository text, heard or read.	

Concept 2: Functional Text	MMM Thematic Unit – Lesson(s)
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	
PO 2. Identify signs, symbols, labels, and captions in the environment.	

Concept 3: Persuasive Text	MMM Thematic Unit – Lesson(s)
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
<i>(Grades 3-12)</i>	

AZ Kindergarten Language Arts Writing Standard – MMM Correlation

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	MMM Thematic Unit – Lesson(s)
PO 1. Generate ideas through class discussion.	ABC – all BOD – all ADD – all CC - all
PO 2. Draw a picture about ideas generated through class discussion.	ABC – Letter Sound Recognition
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	MMM Thematic Unit – Lesson(s)
PO 1. Communicate by drawing, telling, or writing for a purpose.	ABC – Letter Sound Recognition
PO 2. Create a group draft, scripted by the teacher.	
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	MMM Thematic Unit – Lesson(s)
PO 1. Reread original draft scripted by teacher or individual.	
PO 2. Add additional details with prompting.	
Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.	MMM Thematic Unit – Lesson(s)
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	

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Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.	MMM Thematic Unit – Lesson(s)
PO 1. Share a finished piece of writing.	

Strand 2: Writing Elements

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	MMM Thematic Unit – Lesson(s)
PO 1. Use pictures that convey meaning.	ABC – all BOD – all ADD – all CC - all
PO 2. Use pictures with imitative text , letters, or recognizable words to convey meaning.	
PO 3. Use labels, captions, or picture descriptors to expand meaning.	

Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	MMM Thematic Unit – Lesson(s)
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).	
PO 2. Consistently write left to right and top to bottom.	
PO 3. Space appropriately between words with some degree of accuracy.	

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<p>Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Create pictures or text with distinctive personal style and originality.</p>	
<p>Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Select labels, captions, or descriptors to enhance pictures.</p>	
<p>PO 2. Use words, labels, or short phrases that clearly go with picture text.</p>	
<p>Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Attempt simple sentences (some may be fragments).</p>	
<p>Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case</p>	<p>ABC – Learning Our ABC’s/Letter Recognition/Letter Recognition & Sounds/Upper Case & Lower Case/Letter Sound Recognition/Letter Blends, Clusters & Digraphs</p>
<p>PO 2. Distinguish between upper and lower case letters.</p>	<p>ABC – Upper Case & Lower Case</p>
<p>PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.</p>	<p>ABC – Upper Case & Lower CAse</p>
<p>PO 4. Use spaces between words.</p>	
<p>PO 5. Write left to right and top to bottom.</p>	

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PO 6. Use punctuation in writing, although may be inconsistent or experimental.	
PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> – I like to draw knights.)	ABC – Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
PO 8. Use resources (e.g., environmental print, word walls) to spell correctly.	
PO 9. Write own name on personal work.	

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive Expressive writing includes personal narratives , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	MMM Thematic Unit – Lesson(s)
PO 1. Create narratives by drawing, dictating, and/or emergent writing.	
PO 2. Participate in writing simple poetry, rhymes, songs, or chants.	
Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	MMM Thematic Unit – Lesson(s)
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	

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<p>Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R00-S3C2; M00-S2C1)</p>	
<p>PO 2. Participate in writing communications, with teacher as scribe, including:</p> <ul style="list-style-type: none"> a. friendly letters b. thank-you notes 	
<p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>(Grades 3-HS)</p>	
<p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Participate in a group discussion, based on a literature selection, that identifies the:</p> <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events <p>(See R00-S2C1)</p>	
<p>PO 2. Participate in a group discussion in response to a given piece of literature that connects:</p> <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) <p>(See R00-S2C1)</p>	

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Concept 6: Research	MMM Thematic Unit – Lesson(s)
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p>PO 1. Participate in a creating a simple class report where the teacher is the scribe.</p>	

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AZ Kindergarten Mathematics Standards -- MMM Correlation

Strand 1: Number Sense and Operations

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	MMM Thematic Unit – Lesson(s)
PO 1. Make a model to represent a given whole number 0 through 20.	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 2. Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write number 3 when presented with three objects.)	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 3. Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 4. Identify whole numbers through 20 in or out of order.	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 5. Write whole numbers through 20 in or out of order.	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 6. Construct equivalent forms of whole numbers, using manipulatives, through 10 (e.g., $\square\square+\square\square=\square\square\square+\square$).	ADD – Adding One/Subtracting One
PO 7. Compare two whole numbers through 20.	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 8. Recognize the ordinal numbers through fifth (e.g., first, second, third).	
PO 9. Order three or more whole numbers through 20 (least to greatest or greatest to least).	ABC – Counting to 10/Counting to 20/Counting to 20 with Fluency/Counting to 50/Counting to 100
PO 10. Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures.	ADD – Coin Values

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Concept 2: Numerical Operations	MMM Thematic Unit – Lesson(s)
Understand and apply numerical operations and their relationship to one another.	
PO 1. Model addition through sums of 10 using manipulatives.	ADD – Adding One/Adding Doubles
PO 2. Model subtraction with minuends of 10 using manipulatives.	ADD – Subtracting One
PO 3. Select the operation to solve word problems using numbers 0 through 9.	ADD – Adding One/Subtracting One/Adding Doubles
PO 4. Solve word problems presented orally using addition or subtraction with numbers through 9.	ADD – Adding One/Subtracting One
PO 5. Identify the symbols: +, -, =.	ADD – Adding One/Subtracting One/Adding Doubles
PO 6. Use grade-level appropriate mathematical terminology.	ADD – Adding One/Subtracting One/Adding Doubles

Concept 3: Estimation	MMM Thematic Unit – Lesson(s)
Use estimation strategies reasonably and fluently.	
PO 1. Solve problems using a variety of mental computations and reasonable estimations.	ABC – Skip Counting ADD – Adding One/Subtracting One/Adding Doubles

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Data Analysis (Statistics)	MMM Thematic Unit – Lesson(s)
Understand and apply data collection, organization and representation to analyze and sort data.	
PO 1. Formulate questions to collect data in contextual situations.	
PO 2. Interpret a pictograph.	ABC – Counting to 20

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PO 3. Answer questions about a pictograph.	ABC – Counting to 20
PO 4. Formulate questions based on data displayed in graphs, charts, and tables.	
PO 5. Solve problems based on simple graphs, charts, and tables	

Concept 2: Probability	MMM Thematic Unit – Lesson(s)
Understand and apply the basic concepts of probability. <i>(Grades 2-HS)</i>	

Concept 3: Discrete Mathematics – Systematic Listing and Counting	MMM Thematic Unit – Lesson(s)
Understand and demonstrate the systematic listing and counting of possible outcomes.	
PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many outfits can one make with 2 different color shirts and 2 different pairs of pants?).	

Concept 4: Vertex-Edge Graphs	
Understand and apply vertex-edge graphs.	
PO 1. Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).	

Strand 3: Patterns, Algebra, and Functions

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Patterns	MMM Thematic Unit – Lesson(s)
Identify patterns and apply pattern recognition to reason mathematically.	
PO 1. Communicate orally a grade-level appropriate pattern.	ADD - Patterns

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PO 2. Extend simple repetitive patterns using manipulatives.	ADD - Patterns
PO 3. Create grade-level appropriate patterns.	ADD - Patterns

Concept 2: Functions and Relationships	MMM Thematic Unit – Lesson(s)
Describe and model functions and their relationships.	
<i>(Grades 2-HS)</i>	

Concept 3: Algebraic Representations	MMM Thematic Unit – Lesson(s)
Represent and analyze mathematical situations and structures using algebraic representations.	
<i>(Grades 1-HS)</i>	

Concept 4: Analysis of Change	MMM Thematic Unit – Lesson(s)
Analyze change in a variable over time and in various contexts.	
<i>(Grades 1-HS)</i>	

Strand 4: Geometry and Measurement

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Geometric Properties	MMM Thematic Unit – Lesson(s)
Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.	
PO 1. Identify 2-dimensional shapes by attribute (size, shape, number of sides).	ABC – Four Simple Shapes/Advanced Shapes/10 Complex Shapes
PO 2. Identify concepts and terms of position and size in contextual situations: <ul style="list-style-type: none"> • Inside/outside, • Above/below/between, • Smaller/larger, and • Longer/shorter. 	ADD – Organizing & Sorting/Measurements/Spatial Awareness

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PO 3. Identify shapes in different environments (e.g., nature, buildings, classroom).	ABC – Four Simple Shapes/Advanced Shapes/10 Complex Shapes
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Concept 2: Transformation of Shapes	MMM Thematic Unit – Lesson(s)
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
<i>(Grades 1-HS)</i>	

Concept 3: Coordinate Geometry	MMM Thematic Unit – Lesson(s)
Specify and describe spatial relationships using coordinate geometry and other representational systems.	
<i>(Grades 3-HS)</i>	

Concept 4: Measurement - Units of Measure - Geometric Objects	MMM Thematic Unit – Lesson(s)
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
PO 1. Verbally compare objects according to observable and measurable attributes.	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/ Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurements
PO 2. Communicate orally how different attributes of an object can be measured.	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/ Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurements
PO 3. Order objects according to observable and measurable attributes.	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/ Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurements

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Strand 5: Structure and Logic

Concept 1: Algorithms and Algorithmic Thinking Use reasoning to solve mathematical problems in contextual situations.	MMM Thematic Unit – Lesson(s)
<i>(Grades 1-HS)</i>	
Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	MMM Thematic Unit – Lesson(s)
PO 1. Sort objects according to observable attributes.	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/ Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurements
PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/ Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurements

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The goal in the development of the standard was to assure that the six strands and five unifying concepts are interwoven into a fabric of science that represents the true nature of science. Students have the opportunity to develop both the skills and content knowledge necessary to be scientifically literate members of the community.

Strands 1, 2, and 3 are designed to be explicitly taught *and* embedded *within* each of the content Strands 4, 5, and 6, and are not intended to be taught in isolation. The processes, skills, and content of the first three strands are designed to “umbrella” and complement the content of Life Science, Physical Science, and Earth and Space Science.

Strand 1: Inquiry Process

Inquiry Process establishes the basis for students’ learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: Observations, Questions, and Hypotheses	MMM Thematic Unit – Lesson(s)
Observe, ask questions, and make predictions.	
PO 1. Observe common objects using multiple senses.	ABC - Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses
PO 2. Ask questions based on experiences with objects, organisms, and events in the environment. (See M00-S2C1-01)	ABC – Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Measurements/Earth’s Physical Features/Cause & Effect/Sun & Moon/Solar System/Rotation of Earth & Moon/Living Things CC – Farm Animals & Sounds/ Farm Animal Uses & Food Sources/ Hibernating Animals/Nocturnal Animals/Ocean Food Chain/Birds (all)/Dinosaurs (all)
PO 3. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).	ABC – Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Measurements/Earth’s Physical Features/Cause & Effect/Sun & Moon/Solar System/Rotation of Earth & Moon

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Concept 2: Scientific Testing (Investigating and Modeling)	MMM Thematic Unit – Lesson(s)
Participate in planning and conducting investigations, and recording data.	
PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	ADD – Organizing & Sorting/Measurements
PO 2. Participate in guided investigations in life, physical, and Earth and space sciences.	ABC – Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Measurements/Earth's Physical Features/Cause & Effect/Sun & Moon/Solar System/Rotation of Earth & Moon/ Living Things
PO 3. Perform simple measurements using non-standard units of measure to collect data.	ADD – Organizing & Sorting/Measurements

Concept 3: Analysis and Conclusions	MMM Thematic Unit – Lesson(s)
Organize and analyze data; compare to predictions.	
PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. (See M00-S4C4-01 and M00-S4C4-03)	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/Complex Shapes ADD – Organizing & Sorting/Patterns/Measurement/Spatial Awareness/Earth's Physical Features CC – Pets/Jungle Animals/Farm Animals/Fish Characteristics/ Birds (all)/Dinosaurs (all)
PO 2. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). (See M00-S4C4-01)	BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Patterns/Measurement/Spatial Awareness/Earth's Physical Features

Concept 4: Communication	MMM Thematic Unit – Lesson(s)
Communicate results of investigations.	
PO 1. Communicate observations with pictographs, pictures, models, and/or words. (See M00-S2C1-02)	ABC – Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Measurements/Earth's Physical Features/Cause & Effect/Sun & Moon/Solar System/Rotation of Earth & Moon/Living Things CC – Farm Animals & Sounds/ Farm Animal Uses & Food Sources/ Hibernating Animals/Nocturnal Animals/Ocean Food Chain/Birds (all)/Dinosaurs (all)
PO 2. Communicate with other groups to describe the results of an investigation. (See LS-R3 and LS-R5)	

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Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: History of Science as a Human Endeavor Identify individual and cultural contributions to scientific knowledge.	MMM Thematic Unit – Lesson(s)
PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.	
PO 2. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).	

Concept 2: Nature of Scientific Knowledge Understand how science is a process for generating knowledge.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade level	

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 1: Changes in Environments Describe the interactions between human populations, natural hazards, and the environment.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade level	

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Concept 2: Science and Technology in Society	MMM Thematic Unit – Lesson(s)
Understand the impact of technology.	
PO 1. Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.	ADD - Measurement

Strand 4: Life Science

Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: Characteristics of Organisms	MMM Thematic Unit – Lesson(s)
Understand that basic structures in plants and animals serve a function.	
PO 1. Distinguish between living things and nonliving things.	ADD – Living Things
PO 2. Name the following human body parts: <ul style="list-style-type: none"> • head • shoulders • arms • elbows • wrists • hands • fingers • legs • hips • knees • ankles • feet • heels • toes (See 1CH-R3-01)	BOD – Body Parts Recognition/Body Movements/Motor Skills Development
PO 3. Identify the five senses and their related body parts: <ul style="list-style-type: none"> • sight – eyes • hearing – ears • smell – nose • taste – tongue • touch – skin 	BOD - Sensory Awareness/Applying Our 5 Senses

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Concept 2: Life Cycles	MMM Thematic Unit – Lesson(s)
Understand the life cycles of plants and animals.	
PO 1. Describe that most plants and animals will grow to physically resemble their parents.	ADD – Living Things CC – Common Family Pets/Birds (5 Charac.)

Concept 3: Organisms and Environments	MMM Thematic Unit – Lesson(s)
Understand the relationships among various organisms and their environment.	
PO 1. Identify some plants and animals that exist in the local environment.	CC – Common Family Pets/Different Kinds of Pets/Farm Animals Sounds & Movements/Birds (5 Charac.)
PO 2. Identify that plants and animals need the following to grow and survive: <ul style="list-style-type: none"> • food • water • air • space 	ADD – Nature/Living Things CC – Common Family Pets/Pet Responsibility/Ocean Food Chain/Birds (all)/Dinosaurs (all)
PO 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).	

Concept 4: Diversity, Adaptation, and Behavior	MMM Thematic Unit – Lesson(s)
Identify plant and animal adaptations.	
No performance objectives at this grade level	

Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

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AZ Kindergarten Science Standards -- MMM Correlation

Concept 1: Properties of Objects and Materials Classify objects and materials by their observable properties.	MMM Thematic Unit – Lesson(s)
PO 1. Identify the following observable properties of objects using the senses: <ul style="list-style-type: none"> • shape • texture • size • color (See M00-S4C1-02 and M00-S4C1-03)	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD - Organizing & Sorting/Patterns/Measurement
PO 2. Compare objects by the following observable properties: <ul style="list-style-type: none"> • size • color • type of material (See M00-S4C1-02)	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes BOD – Sensory Awareness/Applying Our 5 Senses ADD - Organizing & Sorting/Patterns/Measurement
Concept 2: Position and Motion of Objects Understand spatial relationships and the way objects move.	MMM Thematic Unit – Lesson(s)
PO 1. Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects. (See M00-S4C1-02 and 3SS-R1-01)	ADD – Spatial Awareness
Concept 3: Energy and Magnetism Investigate different forms of energy.	MMM Thematic Unit – Lesson(s)
PO 1. Investigate how applied forces (push and pull) can make things move.	
PO 2. Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).	
PO 3. Sort materials according to whether they are or are not attracted by a magnet.	
PO 4. Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).	

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity. The bulleted items within a performance objective indicate specific content to be taught.

AZ Kindergarten Science Standards -- MMM Correlation

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concept 1: Properties of Earth Materials Identify the basic properties of Earth materials.	MMM Thematic Unit – Lesson(s)
PO 1. Identify rocks, soil, and water as basic Earth materials.	ADD – Earth's Physical Features
PO 2. Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials./	ADD – Earth's Physical Features/Nature
PO 3. Classify a variety of objects as being natural or man-made.	
PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).	

Concept 2: Objects in the Sky Identify objects in the sky.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade level	

Concept 3: Changes in the Earth and Sky Understand characteristics of weather conditions and climate.	MMM Thematic Unit – Lesson(s)
PO 1. Identify the following aspects of weather: <ul style="list-style-type: none"> • temperature • wind • precipitation • storms 	
PO 2. Describe observable changes in weather.	
PO 3. Give examples of how the weather affects people's daily activities.	

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity. The bulleted items within a performance objective indicate specific content to be taught.

AZ Kindergarten Social Studies Standard – MMM Correlation

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

<p>Concept 1: Research Skills for History By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p>	
<p>PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.</p>	
<p>PO 3. Sequence recounts of historical events and people using the concepts of before and after.</p>	
<p>PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p>	
<p>Concept 2: Early Civilizations Pre 1500 The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Recognize that Native Americans are the original inhabitants of North America</p>	<p>ABC – Counting to 20 With Fluency BOD – Exercising Our Bodies</p>
<p>Concept 3: Exploration and Colonization 1500s – 1700s The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.</p>	
<p>PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).</p>	
<p>Concept 4: Revolution and New Nation 1700s – 1820</p>	<p>MMM Thematic Unit – Lesson(s)</p>

italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

AZ Kindergarten Social Studies Standard – MMM Correlation

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.	
PO 1. Recognize that George Washington was our first president.	
PO 2. Recognize that the Fourth of July is our nation’s birthday.	

Concept 5: Westward Expansion 1800 – 1860 Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 6: Civil War and Reconstruction 1850 – 1877 Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 7: Emergence of the Modern US 1875 – 1929 Economic, social, and cultural changes transformed the U.S. into a world power.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 8: Great Depression and World War II 1929 – 1945 Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 9: Postwar United States 1945 – 1970s Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.	MMM Thematic Unit – Lesson(s)
PO 1. Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.	

Concept 10: Contemporary United States 1970s – Present	MMM Thematic Unit – Lesson(s)
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AZ Kindergarten Social Studies Standard – MMM Correlation

Current events and issues continue to shape our nation and our involvement in the global community	
PO 1. Use information from written documents, oral presentations, and the media to discuss current local events.	

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.	MMM Thematic Unit – Lesson(s)
PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	
PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.	
PO 3. Sequence recounts of historical events and people using the concepts of before and after.	
PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	

Concept 2: Early Civilizations The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.	MMM Thematic Unit – Lesson(s)
PO 1. Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.	
PO 2. Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars)	

Concept 3: World in Transition People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and	MMM Thematic Unit – Lesson(s)
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AZ Kindergarten Social Studies Standard – MMM Correlation

competition.	
No performance objectives at this grade.	

Concept 4: Renaissance and Reformation The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 5: Encounters and Exchange Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.	MMM Thematic Unit – Lesson(s)
PO 1. Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.	
PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).	

Concept 6: Age of Revolution Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 7: Age of Imperialism Industrialized nations exerted political, economic, and social control over less developed areas of the world.	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

Concept 8: World at War Global events, economic issues and political ideologies ignited tensions	MMM Thematic Unit – Lesson(s)
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AZ Kindergarten Social Studies Standard – MMM Correlation

leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.	
No performance objectives at this grade.	

Concept 9: Contemporary World The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.	MMM Thematic Unit – Lesson(s)
PO 1. Use information from written documents, oral presentations, and the media to discuss current events.	

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.	MMM Thematic Unit – Lesson(s)
PO 1. Recognize national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House	ABC – Counting to 50
PO 2. Recognize the Pledge of Allegiance and the National Anthem.	
PO 3. Recognize the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King,	

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AZ Kindergarten Social Studies Standard – MMM Correlation

d. Jr. Day e. Constitution Day	
PO 4. Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy: Connect with: Strand 1 Concept 4	
PO 5. Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.	

<p>Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.</p>	MMM Thematic Unit – Lesson(s)
<p>PO 1. Identify the current President of the United States and Governor of Arizona. <i>Connect with Strand 1 Concept 10</i></p>	

<p>Concept 3: Functions of Government Laws and policies are developed to govern, protect, and promote the well-being of the people.</p>	MMM Thematic Unit – Lesson(s)
No performance objectives at this grade.	

<p>Concept 4: Rights Responsibilities and Roles of Citizenship The rights responsibilities and practices of United States citizenship are founded in the Constitution and the nation’s history.</p>	MMM Thematic Unit – Lesson(s)
PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.	
<p>PO 2. Recognize the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. responsibility of voting (every vote counts) 	ALL
PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	ALL
PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).	

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AZ Kindergarten Social Studies Standard – MMM Correlation

<p>Concept 5: Government Systems of the World Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>No performance objectives at this grade.</p>	

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

<p>Concept 1: The World in Spatial Terms The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Recognize the differences between maps and globes.</p>	
<p>PO 2. Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p>	
<p>PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. Connect with: Science Strand 5 Concept 2 Math Strand 4 Concept 1</p>	
<p>PO 4. Identify land and water on maps, illustrations, images, and globes.</p>	
<p>PO 5. Locate continents and oceans on a map or globe.</p>	

<p>Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Recognize through images how people live differently in other places and times.</p>	<p>ABC – Counting to 20 With Fluency BOD – Exercising Our Bodies ADD – 50 States</p>

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AZ Kindergarten Social Studies Standard – MMM Correlation

Concept 3: Physical Systems Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)	MMM Thematic Unit – Lesson(s)
Science Strand 4 Concept 3 Identify plants and animals in the local environment.	CC - All
Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).	ADD – Earth’s Physical features
Science Strand 6 Concept 3 Understand the characteristics of weather and how it affects people.	

Concept 4: Human Systems Human cultures, their nature, and distribution affect societies and the Earth.	MMM Thematic Unit – Lesson(s)
PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.	ABC – Counting to 20 With Fluency BOD – Exercising Our Bodies ADD – 50 States
PO 2. Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation.	ADD – 50 States

Concept 5: Environment and Society Human and environ. interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems	MMM Thematic Unit – Lesson(s)
PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).	ADD – Earth’s Physical Features CC – Fish (all)/Farm Animals (all)/Birds (all)
PO 2. Recog. that resources are renewable, recyclable, and non-renewable.	

Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.	MMM Thematic Unit – Lesson(s)
PO 1. Discuss geographic concepts related to current events.	

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AZ Kindergarten Social Studies Standard – MMM Correlation

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

<p>Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>PO 1. Discuss different types of jobs that people do.</p>	
<p>PO 2. Match simple descriptions of work with the names of those jobs.</p>	
<p>PO 3. Give examples of work activities that people do at home.</p>	
<p>PO 4. Discuss differences between needs and wants.</p>	
<p>PO 5. Recognize various forms of U.S. currency. <i>Connect with: Math Strand 1 Concept 1</i></p>	<p>ADD – Coin Values/Currency Equivalents</p>
<p>PO 6. Recognize that people use money to purchase goods and services.</p>	<p>ADD – Earn, Save, Spend</p>
<p>Concept 2: Microeconomics Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>No performance objectives at this grade.</p>	
<p>Concept 3: Macroeconomics Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>No performance objectives at this grade.</p>	

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AZ Kindergarten Social Studies Standard – MMM Correlation

<p>Concept 4: Global Economics Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>No performance objectives at this grade.</p>	
<p>Concept 5: Personal Finance Decision-making skills foster a person’s individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.</p>	<p>MMM Thematic Unit – Lesson(s)</p>
<p>No performance objectives at this grade.</p>	

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AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

Comprehensive Health Education Standards

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

1CH-R1. Identify personal well-being health behaviors	MMM Thematic Unit – Lesson(s)
PO 1. Name healthy behaviors that relate to: a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.) b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day) c) physical activity (participating in some form of physical activity every day)	BOD – Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Staying Healthy/Healthy Bodies/ Staying Clean/Good Hygiene/Dental Hygiene/Healthy Eating/Balanced Meals/Food Groups
PO 2. Demonstrate healthy behaviors that relate to: a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.) b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day) c) physical activity (participating in some form of physical activity every day)	BOD – Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Staying Healthy/Healthy Bodies/ Staying Clean/Good Hygiene/Dental Hygiene/Healthy Eating/Balanced Meals/Food Groups
1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health	MMM Thematic Unit – Lesson(s)
PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, pride)	
PO 2. Describe, through pictures, a variety of emotions experienced daily	
1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet)	MMM Thematic Unit – Lesson(s)
PO 1. Name body parts by teacher illustration	BOD – body Parts Recognition/Body Movements/Motor Skills Development/Cardiovascular Exercise
PO 2. Locate at least five out of seven body parts illustrated	BOD – body Parts Recognition/Body Movements/Motor Skills Development/Cardiovascular Exercise
1CH-R4. Describe how the family influences personal health	MMM Thematic Unit – Lesson(s)
PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits)	BOD – Eating Healthy
PO 2. Describe how families share time together	

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

1CH-R5. Identify elements of the environment (air, water, ground and pollutants) that affect personal health	MMM Thematic Unit – Lesson(s)
PO 1. Identify different types of pollution	
PO 2. Describe something in the air, water, and ground that affect personal health	
1CH-R6. Identify basic symptoms of, and prevention strategies for, common illnesses and diseases	MMM Thematic Unit – Lesson(s)
PO 1. List signs and symptoms of common illnesses	BOD – Staying Healthy
PO 2. Name common communicable diseases	
1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance	MMM Thematic Unit – Lesson(s)
PO 1. Describe why the body needs food	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups
PO 2. Identify healthy snack choices	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups
1CH-R8. Identify safe and healthy eating habits	MMM Thematic Unit – Lesson(s)
PO 1. Select foods that contribute to good health	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups
PO 2. State the importance of breakfast	BOD – Being Healthy/Healthy Eating/Balanced Meals/Food Groups
PO 3. List safe eating habits	

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

STANDARD 2

Students demonstrate the ability to access accurate health information.

2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information	MMM Thematic Unit – Lesson(s)
PO 1. Name who are health helpers	
PO 2. Identify emergency medical service (e.g., dial 911)	
PO 3. Illustrate access to emergency medical service	

2CH-R2. Demonstrate the ability to locate home and school health helpers	MMM Thematic Unit – Lesson(s)
PO 1. State your name, physical address and phone number	ADD – 50 States
PO 2. Describe resources (health helpers) available at home and at school	

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them	MMM Thematic Unit – Lesson(s)
PO 1. Discuss the value of good health habits (e.g., adequate sleep, exercise, nutrition)	BOD – Being Healthy/Staying Healthy/Healthy Bodies/Good Hygiene/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise
PO 2. Demonstrate universal precautions through examples (e.g., not touching blood/bodily fluids, hand washing)	BOD – Staying Healthy

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

3CH-R2. Identify behaviors that are safe and those that are harmful	MMM Thematic Unit – Lesson(s)
PO 1. List safe behaviors and harmful behaviors	
PO 2. Name safety rules for walking, riding in a car and on a bike	

3CH-R3. Identify types of injuries and their causes	MMM Thematic Unit – Lesson(s)
PO 1. List injuries and causes	
PO 2. Draw a picture of someone injured and show the cause of the injury	

3CH-R4. Identify stressful situations, feelings and physical responses	MMM Thematic Unit – Lesson(s)
PO 1. Recognize stressful situations	
PO 2. Recognize feelings and physical responses to stress	

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

4CH-R1. Identify the different foods of various cultures	MMM Thematic Unit – Lesson(s)
PO 1. List different foods from various cultures	
PO 2. Use foods from various cultures to make a meal (using the food guide pyramid)	

4CH-R2. Identify media influences on health behaviors	MMM Thematic Unit – Lesson(s)
PO 1. List at least two health behaviors that are influenced by the media	
PO 2. List how media influences health behaviors	

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

5CH-R1. Identify verbal and nonverbal communication	MMM Thematic Unit – Lesson(s)
PO 1. Differentiate between nonverbal and verbal communication	
5CH-R2. Describe characteristics of responsible individuals, friends and family	MMM Thematic Unit – Lesson(s)
PO 1. List what makes a person responsible	
PO 2. Practice responsible health behavior	
5CH-R3. Identify a need, want and feeling	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	
5CH-R4. Identify how to communicate care, consideration, and respect of self and others	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others	All
5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships	MMM Thematic Unit – Lesson(s)
PO 1. List characteristics of attentive listening skills	
PO 2. Illustrate behavior that demonstrates active listening	
5CH-R6. Identify refusal skills that enhance health	MMM Thematic Unit – Lesson(s)
PO 1. List refusal skills	
PO 2. Identify when to use refusal skills (when to say "no")	
5CH-R7. Identify behaviors in conflict situations	MMM Thematic Unit – Lesson(s)

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

PO 1. Name behaviors seen in conflicts	
5CH-R8. Differentiate between negative and positive behaviors used in conflict situations	MMM Thematic Unit – Lesson(s)
PO 1. Identify negative and positive behaviors in conflict situations	
5CH-R9. Demonstrate nonviolent strategies to resolve conflict	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

6CH-R1. Identify the decision-making process	MMM Thematic Unit – Lesson(s)
PO 1. List steps in the decision-making process	
6CH-R2. Set a personal health goal and record progress toward achievement	MMM Thematic Unit – Lesson(s)
PO 1. List your personal health goals	
PO 2. Record progress toward achievement	

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

7CH R1. Identify accurate health information	MMM Thematic Unit – Lesson(s)
PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self care, conflict resolution)	BOD – Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Staying Healthy/Healthy Bodies/Staying Clean/Good Hygiene/Dental Hygiene/Healthy Eating/Balanced Meals/Food Groups

AZ Kindergarten Health & Physical Activity Standards – MMM Correlation

7CH-R2. Identify positive health choices	MMM Thematic Unit – Lesson(s)
PO 1. List positive health choices	BOD – Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Staying Healthy/Healthy Bodies/Staying Clean/Good Hygiene/Dental Hygiene/Healthy Eating/Balanced Meals/ Food Groups

PHYSICAL ACTIVITY STANDARDS (Comprehensive Health Standards)

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley)	
PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop and leap)	All
PO 3. Demonstrate a variety of nonlocomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock and sway)	All

1PA-R2. Demonstrate mature form in walking and running	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	All

1PA-R3. Identify fundamental movement patterns (e.g., skip, strike)	MMM Thematic Unit – Lesson(s)
PO 1. Recognize movement patterns of manipulative, locomotor, and nonlocomotor skills	All

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1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement, and relationships)	All

1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running)	MMM Thematic Unit – Lesson(s)
PO 1. Perform movement concepts in physical activity: a) <i>space awareness</i> : personal space, direction, level, pathways, planes b) <i>body awareness</i> : shapes, balance, body weight transfer, flight, c) <i>qualities of movement</i> : time, speed, force, flow d) <i>relationships</i> : among body parts, objects and people with people	All

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-R1. Identify that physical activity is necessary to build good physical fitness	MMM Thematic Unit – Lesson(s)
PO 1. Explain that physical fitness is the ability to work and play with energy to spare	BOD –Body Movements/Stretching Our Bodies/ Exercising Our Bodies/ Cardiovascular Exercise/Being Healthy/Healthy Bodies
PO 2. Identify feelings that result from participation in fitness activities	BOD – Body Movements/Stretching Our Bodies/Exercising Our Bodies/ Cardiovascular Exercise/Being Healthy/Healthy Bodies

2PA R2. Identify that there are different parts of physical fitness	MMM Thematic Unit – Lesson(s)
PO 1. Explain that warm up activity and cool down are essential parts of a fitness activity	BOD – Stretching Our Bodies

2PA-R3. Identify the different parts of physical fitness	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities	BOD – Body Movements/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise All

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STANDARD 3

Students exhibit a physically active lifestyle.

3PA-R1. Engage in moderate to vigorous physical activity	MMM Thematic Unit – Lesson(s)
PO 1. Participate regularly in moderate to vigorous physical activity	All
PO 2. Participate in gross motor activity of a moderate to vigorous nature	All
3PA-R2. Select and participate in activities that require some physical exertion during personal choice times	MMM Thematic Unit – Lesson(s)
PO 1. Explain how some physical exertion is good for personal well-being	BOD – Body Movements/Being Healthy/ Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise
PO 2. Participate in a wide variety of activities outside of physical education class	All
3PA-R3. Identify likes and dislikes connected with participation in physical activity	MMM Thematic Unit – Lesson(s)
PO 1. Explain how exercise is good for one’s health	BOD – Being Healthy/ Stretching Our Bodies/Exercising Our Bodies/ Cardiovascular Exercise/Being Healthy/Healthy Bodies

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.:

4PA-R1. Sustain moderate to vigorous physical activity for short periods of time	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	All
4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity	MMM Thematic Unit – Lesson(s)
PO 1. Recognize that moderate physical activity increases heart rate and breathing rate	BOD – Being Healthy/ Stretching Our Bodies/Exercising Our Bodies/ Cardiovascular Exercise/Being Healthy/Healthy Bodies

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STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices	MMM Thematic Unit – Lesson(s)
PO 1. Follow identified rules and procedures	All
PO 2. Work in a group setting without interfering with others	All
PO 3. Handle and care for equipment safely and responsibly	All

5PA-R2. Share space and equipment with others	MMM Thematic Unit – Lesson(s)
PO 1. Take turns using a piece of equipment	All
PO 2. Participate in physical activity, respecting others' personal space	All

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-R1. Interact positively with students in class regardless of personal differences (e.g. race, gender, disability)	MMM Thematic Unit – Lesson(s)
PO 1. Participate with peers without regard to personal differences (e.g. race, gender, ability)	BOD – Respecting Differences All

6PA-R2. Demonstrate cooperation with others in group tasks	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate willingness to participate in all group activities	All
PO 2. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group)	All

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STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

7PA-R1. Engage in physical activities	MMM Thematic Unit – Lesson(s)
PO 1. Explain that activity is good for one’s health	BOD – Body Movements/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Healthy Bodies
PO 2. Identify feelings that result from participation in physical activities	All
PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, fine motor)	All
7PA-R2. Try new movement activities and skills	MMM Thematic Unit – Lesson(s)
PO 1. Participate in a wide variety of physical activities	All

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STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

1WP-R1. Follow simple directions	MMM Thematic Unit – Lesson(s)
PO 1. Identify the source of a direction	All
PO 2. Complete directed work	All

1WP-R2. Relate a personal experience or other information in proper sequence	MMM Thematic Unit – Lesson(s)
PO 1. Recognize and distinguish between personal and other information to share	All
PO 2. Communicate information with a beginning, middle and end	All

1WP-R3. Speak in complete sentences	MMM Thematic Unit – Lesson(s)
PO 1. Include subject-predicate information in oral expression	All

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

Note: The Readiness Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document.

The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.

2M-R1. Compare and sort objects by their physical attributes	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Measurements

2M-R2. Collect, organize and describe simple data	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Measurements

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2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs and charts	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	

1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance	MMM Thematic Unit – Lesson(s)
PO 1. Describe why the body needs food	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups
PO 2. Identify healthy snack choices	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups

1CH-R8. Identify safe and healthy eating habits	MMM Thematic Unit – Lesson(s)
PO 1. Select foods that contribute to good health	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/Food Groups
PO 2. State the importance of breakfast	BOD – Being Healthy/Healthy Eating/Balanced Meals/Food Groups
PO 3. List safe eating habits	

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

3WP-R1. Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take	MMM Thematic Unit – Lesson(s)
PO 1. Participate in classroom activities	All
PO 2. Select goals	All
PO 3. Apply creative thinking skills to determine alternatives	All
PO 4. Use critical and creative thinking skills to choose best course of action	All

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3WP-R2 . Identify changing aspects of the school and community and describe the effects they have on personal decisions	MMM Thematic Unit – Lesson(s)
PO 1. Describe what change is	
PO 2. Identify the characteristics of the various communities in which the child is a part (i.e., school, home, neighborhood, church, playground)	
PO 3. Compare various communities for change	
PO 4. Describe how changes in your communities affect you	

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects	MMM Thematic Unit – Lesson(s)
PO 1. Demonstrate characteristics of positive behavior	All
PO 2. Identify roles of team members	All
PO 3. Interact collaboratively to obtain team results	All

4WP-R2. Demonstrate politeness and adaptability in their relations with other people	MMM Thematic Unit – Lesson(s)
PO 1. Practice positive manners	All
PO 2. Practice adaptability	All

STANDARD 5

Students will demonstrate a set of marketable skills that enhance career options.

5WP-R1. Describe examples of where people work and what they do	MMM Thematic Unit – Lesson(s)
PO 1. Describe examples of where people work and what they do	
5WP-R2. Describe how work relates to obtaining food	MMM Thematic Unit – Lesson(s)

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clothing and shelter	
PO 1. Describe how work relates to obtaining food clothing and shelter	
5WP-R3. Describe appropriate behavior for different settings (e.g., in a classroom, on a bus, in an audience)	MMM Thematic Unit – Lesson(s)
PO 1. Compare behaviors for different settings	All
5WP-R4. Define the importance of the basic academic skills (reading, writing, listening, speaking and mathematics) in being successful at home & at school	MMM Thematic Unit – Lesson(s)
PO 1. Describe how/when language arts skills are used within a student's various communities	

STANDARD 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

6WP-R1. Understand the components of family and school systems in their daily life	MMM Thematic Unit – Lesson(s)
PO 1. Identify systems in the community (e.g., family, school, social, technological...)	

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

7WP-R1. Operate developmentally appropriate technologies (e.g., a telephone, VCR)	MMM Thematic Unit – Lesson(s)
PO 1. Operate developmentally appropriate technologies	

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and

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professional well-being.

8WP-R1. Set short-term goals	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	

8WP-R2. Allocate the time, space and materials needed to accomplish classroom activities	MMM Thematic Unit – Lesson(s)
PO 1. Same as concept	