

Music 
Movement & Magination[®]
So Much Learning to Do!

Early
Learning
Standards
Made Fun!

California
Kindergarten
Standards
Correlation



A guide to understanding the correlation between MMM Curricula
and California Kindergarten Content 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.



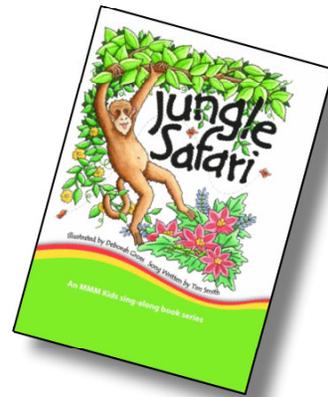
Magical Minds: Mid-level series designed for children who are ready to learn basic educational concepts and movements.



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

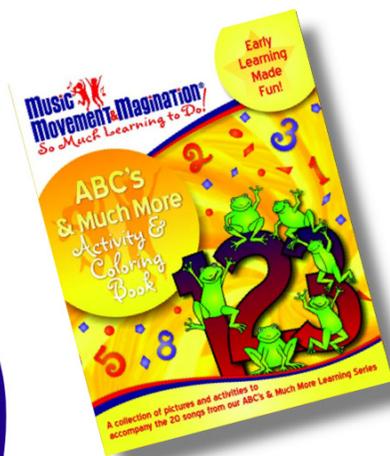
All the fun and upbeat songs from all three learning level series of a thematic unit compiled onto one convenient CD brings learning to any environment.



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)

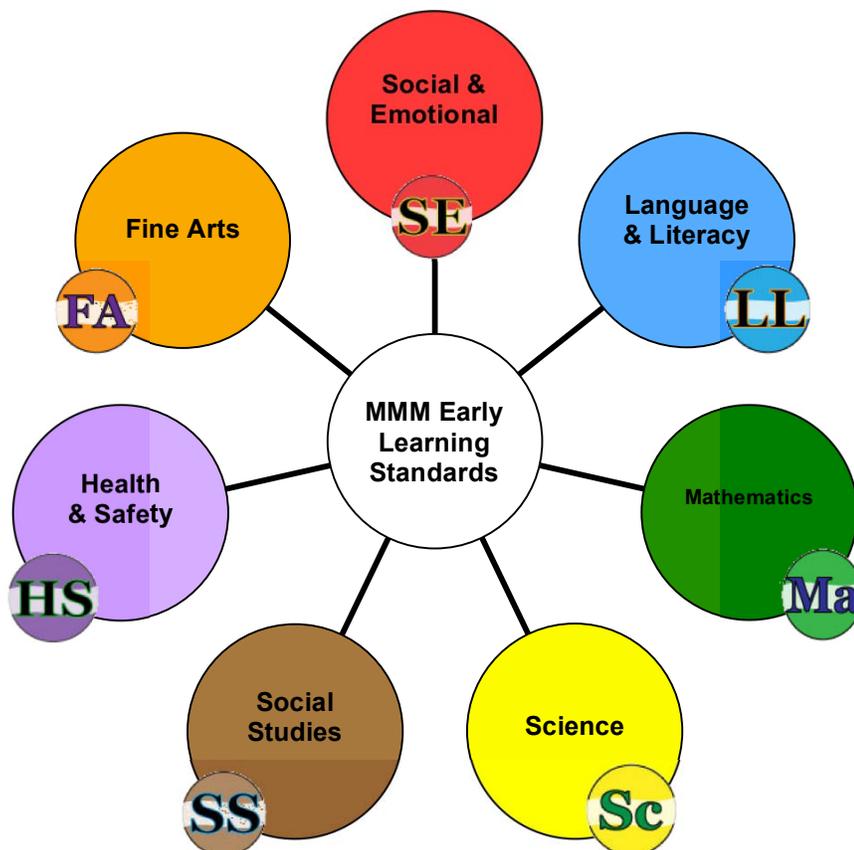
Theoretical Foundation

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



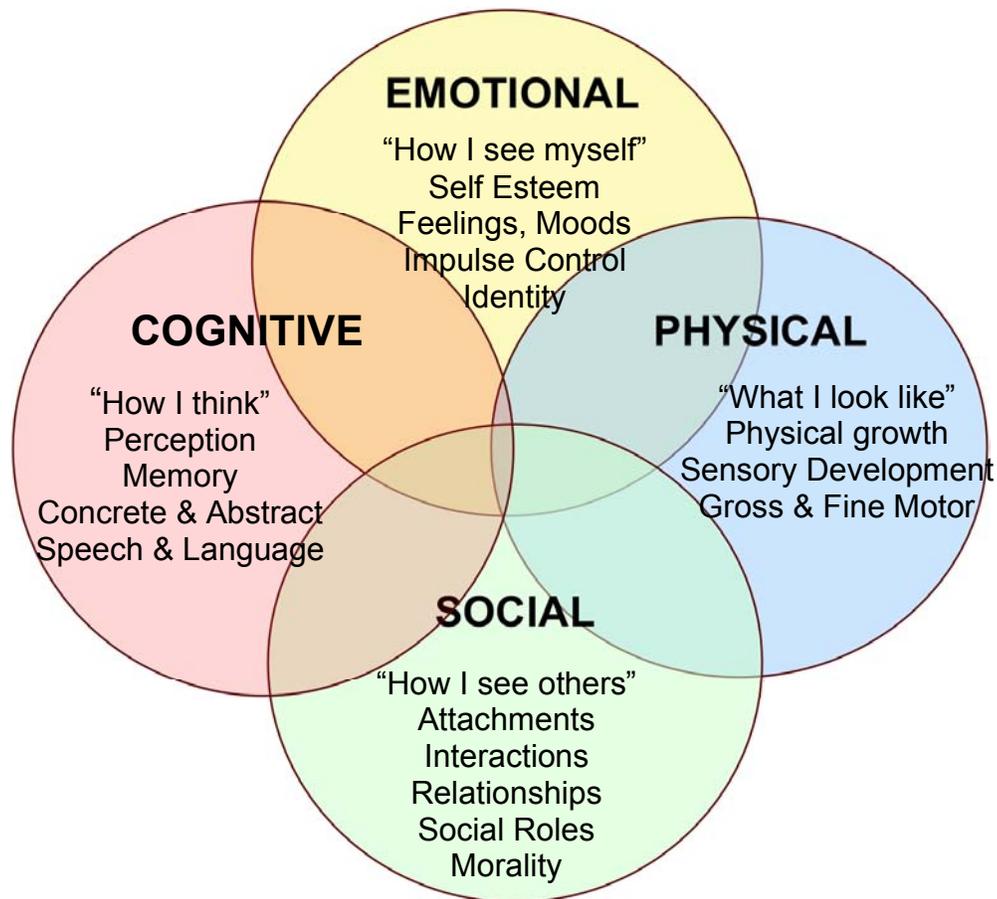
Enhances and Encourages Healthy Child Development

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.)

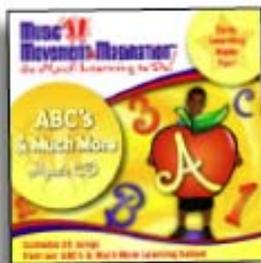
To bring closure to the lesson and to check for understanding, the educator should review the lesson's objective and encourage the children to summarize what they have learned. We recommend offering a reward for each child at the end of the lesson, such as a stamp or sticker. Recommended Booklists, Related 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.



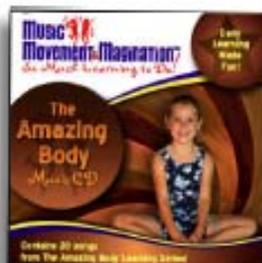
California Kindergarten Standards

MMM Correlation

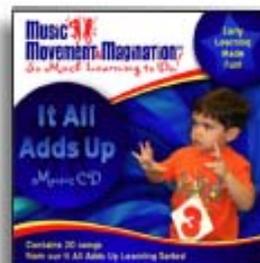
The following document lists the California Kindergarten Standards showing the corresponding MMM Lessons for the Thematic Units listed below:



ABC'S & MUCH MORE
(ABC)



THE AMAZING BODY
(BOD)



IT ALL ADDS UP
(ADD)



COOL CREATURES
(CC)

California Content Standards are compiled from the California State Board of Education at <http://www.cde.ca.gov/be/st/ss/>

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> ¹

CA Kindergarten English-Language Arts Content Standards – MMM Correlation

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development : Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	MMM Thematic Unit – Lesson(s)
Concepts About Print 1.1 Identify the front cover, back cover, and title page of a book.	
1.2 Follow words from left to right and from top to bottom on the printed page.	
1.3 Understand that printed materials provide information.	
1.4 Recognize that sentences in print are made up of separate words.	
1.5 Distinguish letters from words.	ABC – Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	ABC – Learning Our ABC’s/Letter Recognition//Letter Recognition & Sounds/Upper & Lower Case Recognition
Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].	ABC – Letter Sound Recognition/Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated	ABC –Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.9 Blend vowel-consonant sounds orally to make words or syllables	ABC – Letter Sound Recognition/Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.10 Identify and produce rhyming words in response to an oral prompt.	CC – Different Kinds of Pets
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	ABC –Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.12 Track auditorily each word in a sentence and each syllable in a word.	
1.13 Count the number of sounds in syllables and syllables in words.	
Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters.	ABC –Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	ABC –Letter Sound Recognition/Letter Recognition & Sounds/Letter Blends, Clusters & Digraphs
Vocabulary and Concept Development 1.17 Identify and sort common words in 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
1.18 Describe common objects and events in both general and specific language.	ABC – all BOD – all ADD – all CC – all

2.0 Reading Comprehension : Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).	MMM Thematic Unit – Lesson(s)
Structural Features of Informational Materials 2.1 Locate the title, table of contents, name of author, and name of illustrator.	
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content.	
2.3 Connect to life experiences the information and events in texts.	ABC – all BOD – all ADD – all CC – all
2.4 Retell familiar stories.	CC – Ocean Food Chain
2.5 Ask and answer questions about essential elements of a text.	

3.0 Literary Response and Analysis: Students listen and respond to stories based on well-known characters, themes, plots, and settings.	MMM Thematic Unit – Lesson(s)
Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish fantasy from realistic text.	
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	
3.3 Identify characters, settings, and important events.	ABC – Counting to 100 ADD – Coin Values/Cause & Effect CC – Ocean Food Chain

Writing

1.0 Writing Strategies: Students write words and brief sentences that are legible.	MMM Thematic Unit – Lesson(s)
Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	ABC – Letter Sound Recognition/Letter Blends, Clusters & Digraphs
1.3 Write by moving from left to right and from top to bottom.	
Penmanship 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	ABC – Learning Our ABC's/Letter Recognition/Letter Recognition & Sounds/Upper & Lower Case Recognition/Letter Sound Recognition/Letter Blends, Clusters & Digraphs

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.	MMM Thematic Unit – Lesson(s)
Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking.	ABC – all BOD – all ADD – all CC – all
Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	ABC – Letter Sound Recognition/Letter Blends, Clusters & Digraphs

Listening and Speaking

1.0 Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.	MMM Thematic Unit – Lesson(s)
Comprehension 1.1 Understand and follow one-and two-step oral directions.	ABC – all BOD – all ADD – all CC – all
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	ABC – all BOD – all ADD – all CC – all

2.0 Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies.	MMM Thematic Unit – Lesson(s)
Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	ABC – all BOD – all ADD – all CC – all
2.2 Recite short poems, rhymes, and songs.	ABC – all BOD – all ADD – all CC – all
2.3 Relate an experience or creative story in a logical sequence.	CC – Ocean Food Chain

CA Kindergarten Mathematics Content Standards

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):	MMM Thematic Unit - Lesson(s)
1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	ABC – Counting To 20/Counting To 50/
1.2 Count, recognize, represent, name, and order a number of objects (up to 30).	ABC – Counting To 10/Counting To 20/Counting To 20 With Fluency/Counting To 50/Counting To 100
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	ABC – Counting To 10/Counting To 20/Counting To 20 With Fluency/Counting To 50/Counting To 100
2.0 Students understand and describe simple additions and subtractions:	MMM Thematic Unit - Lesson(s)
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	ADD – Adding One/Subtracting One/Adding Doubles
3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:	MMM Thematic Unit - Lesson(s)
3.1 Recognize when an estimate is reasonable.	

Algebra and Functions

1.0 Students sort and classify objects:	MMM Thematic Unit - Lesson(s)
1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Patterns

Measurement and Geometry

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:	MMM Thematic Unit - Lesson(s)
1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	ADD -- Measurements

1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	
1.3 Name the days of the week.	
1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	

2.0 Students identify common objects in their environment and describe the geometric features:	MMM Thematic Unit - Lesson(s)
2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	ABC – Four Simple Shapes/Advanced Shapes/10 Complex Shapes
2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	ABC – Four Simple Shapes/Advanced Shapes/10 Complex Shapes

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:	MMM Thematic Unit - Lesson(s)
1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	
1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Patterns

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:	MMM Thematic Unit - Lesson(s)
1.1 Determine the approach, materials, and strategies to be used.	
1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.	ABC – Counting To 10/Counting To 20/Counting To 20 With Fluency/Counting To 50/Counting To 100 ADD – Adding One/Subtracting One/Adding Doubles

2.0 Students solve problems in reasonable ways and justify their reasoning:	MMM Thematic Unit - Lesson(s)
2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.	ABC – Counting To 10/Counting To 20/Counting To 20 With Fluency/Counting To 50/Counting To 100 ADD – Organizing & Sorting/Patterns/Adding One/Subtracting One/Adding Doubles
2.2 Make precise calculations and check the validity of the results in the context of the problem.	

CA Kindergarten Science Content Standards – MMM Correlation

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:	MMM Thematic Unit - Lesson(s)
a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	ABC – Colors Of Our Clothes/Mixing Colors/Spelling Color Words/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Spatial Awareness/Earth’s Physical Features/Living Things
b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.	
c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.	

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:	MMM Thematic Unit - Lesson(s)
a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	ADD – Living Things CC – All
b. Students know stories sometimes give plants and animals attributes they do not really have.	
c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	ADD – Living Things CC – All

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:	MMM Thematic Unit - Lesson(s)
a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.	ADD – 50 States/Earth’s Physical Features
b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	
c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	ADD – Earth’s Physical Features

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:	MMM Thematic Unit - Lesson(s)
a. Observe common objects by using the five senses.	ADD – Sensory Awareness/Applying Our 5 Senses
b. Describe the properties of common objects.	ADD – Organizing & Sorting/Measurements
c. Describe the relative position of objects by using one reference (e.g., above or below).	ADD – Spatial Awareness
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).	ABC – Basic Color Recognition/Mixing Color/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD – Organizing & Sorting/Measurements
e. Communicate observations orally and through drawings.	ABC – all BOD – all ADD – all CC -- all

CA Kindergarten History-Social Science Content Standards – MMM Correlation

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.	MMM Thematic Unit - Lesson(s)
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	ABC – all BOD – all ADD – all CC -- all
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	MMM Thematic Unit - Lesson(s)
	ABC – Counting To 50
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	MMM Thematic Unit - Lesson(s)
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.	MMM Thematic Unit - Lesson(s)
1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	ADD – Spatial Awareness
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	ADD – Earth's Physical Features/50 States
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	MMM Thematic Unit - Lesson(s)

K.6 Students understand that history relates to events, people, and places of other times.	MMM Thematic Unit - Lesson(s)
1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	

CA Kindergarten Physical Education Model Content Standards – MMM Correlation

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	MMM Thematic Unit - Lesson(s)
Movement Concepts	
1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.	ABC – all BOD – all ADD – all CC – all
1.2 Travel forward and sideways while changing direction quickly in response to a signal.	
1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.	
1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.	
Body Management	
1.5 Create shapes by using nonlocomotor movements.	ABC – all BOD – all ADD – all CC – all
1.6 Balance on one, two, three, four, and five body parts.	
1.7 Balance while walking forward and sideways on a narrow, elevated surface.	
1.8 Demonstrate the relationship of <i>under, over, behind, next to, through, right, left, up, down, forward, backward</i> , and <i>in front of</i> by using the body and an object.	ABC – all BOD – all ADD – all CC – all
Locomotor Movement	
1.9 Perform a continuous log roll.	
1.10 Travel in straight, curved, and zigzag pathways.	ABC – all BOD – all ADD – all CC – all
1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.	
Manipulative Skills	
1.12 Strike a stationary ball or balloon with the hands, arms, and feet.	
1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.	
1.14 Kick a stationary object, using a simple kicking pattern.	
1.15 Bounce a ball continuously, using two hands.	
Rhythmic Skills	
1.16 Perform locomotor and nonlocomotor movements to a steady beat.	ABC – all BOD – all ADD – all CC – all
1.17 Clap in time to a simple, rhythmic beat.	

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	MMM Thematic Unit - Lesson(s)
<p>Movement Concepts</p> <p>2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.</p>	ABC – all BOD – all ADD – all CC – all
<p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>	
<p>Body Management</p> <p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p>	ABC – all BOD – all; especially Body Parts Recognition/Body Movements ADD – all CC – all
<p>2.4 Explain base of support.</p>	
<p>Locomotor Movement</p> <p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p>	ABC – all BOD – all ADD – all CC – all
<p>Manipulative Skills</p> <p>2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.</p>	
<p>2.7 Identify the point of contact for kicking a ball in a straight line.</p>	
<p>2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.</p>	

Students assess and maintain a level of physical fitness to improve health and performance.	MMM Thematic Unit - Lesson(s)
<p>Fitness Concepts</p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p>	ABC – all BOD – all ADD – all CC – all
<p>Aerobic Capacity</p> <p>3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p>	
<p>Muscular Strength/Endurance</p> <p>3.3 Hang from overhead bars for increasing periods of time.</p>	ABC – all BOD – all ADD – all CC – all
<p>3.4 Climb a ladder, jungle gym, or apparatus.</p>	
<p>Flexibility</p> <p>3.5 Stretch shoulders, legs, arms, and back without bouncing.</p>	BOD – Stretching Our Bodies
<p>Body Composition</p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p>	ABC – all BOD – all ADD – all CC – all
<p>Assessment</p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>	

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	MMM Thematic Unit - Lesson(s)
<i>Fitness Concepts</i>	
4.1 Identify physical activities that are enjoyable and challenging.	
4.2 Describe the role of water as an essential nutrient for the body.	BOD – Healthy Bodies
4.3 Explain that nutritious food provides energy for physical activity.	BOD – Being Healthy/Healthy Bodies/Healthy Eating/Balanced Meals/ Food Groups
<i>Aerobic Capacity</i>	
4.4 Identify the location of the heart and explain that it is a muscle.	BOD – Exercising Our Bodies/Cardiovascular Exercise/Healthy Bodies
4.5 Explain that physical activity increases the heart rate.	BOD – Exercising Our Bodies/Cardiovascular Exercise/Healthy Bodies
4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.	BOD – Exercising Our Bodies/Cardiovascular Exercise
<i>Muscular Strength/Endurance</i>	
4.7 Explain that strong muscles help the body to climb, hang, push, and pull.	BOD – Healthy Bodies
4.8 Describe the role of muscles in moving the bones.	BOD – Healthy Bodies
<i>Flexibility</i>	
4.9 Identify the body part involved when stretching.	BOD – Stretching Our Bodies
<i>Body Composition</i>	
4.10 Explain that the body is composed of bones, organs, fat, and other tissues.	BOD – Healthy Bodies

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	MMM Thematic Unit - Lesson(s)
<i>Self-Responsibility</i>	
5.1 Identify the feelings that result from participation in physical activity.	ABC – all BOD – all
5.2 Participate willingly in physical activities.	ADD – all CC – all
<i>Social Interaction</i>	
5.3 Demonstrate the characteristics of sharing in a physical activity.	ABC – all BOD – all
5.4 Describe how positive social interaction can make physical activity with others more fun.	ADD – all CC – all
<i>Group Dynamics</i>	
5.5 Participate as a leader and a follower during physical activities.	ABC – all BOD – all ADD – all CC – all

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	MMM Thematic Unit - Lesson(s)
Movement Concepts 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.	ABC – all BOD – all ADD – all CC – all
1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.	
1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.	
1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).	
1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.	
Body Management 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.	BOD – Stretching Our Bodies
Locomotor Movement 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.	
1.8 Land on both feet after taking off on one foot and on both feet.	
1.9 Jump a swinging rope held by others.	
Manipulative Skills 1.10 Demonstrate the underhand movement (throw) pattern.	
1.11 Demonstrate the overhand movement (throw) pattern.	
1.12 Demonstrate the two-handed overhead (throw) pattern.	
1.13 Catch, showing proper form, a gently thrown ball.	
1.14 Catch a self-tossed ball.	

CA Kindergarten Visual and Performing Arts Content Standards – MMM Correlation

Dance

<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance -- Students <i>perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Development of Motor Skills and Technical Expertise 1.1 Build the range and capacity to move in a variety of ways. 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>Comprehension and Analysis of Dance Elements 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p>	
<p>Development of Dance Vocabulary 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p>	
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Dance -- Students <i>apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Creation/Invention of Dance Movements 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p>	
<p>2.3 Respond spontaneously to different types of music, rhythms, and sounds.</p>	
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Dance -- Students <i>analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Development of Dance 3.1 Name and perform folk/traditional dances from the United States and other countries.</p>	
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Dance - Students <i>critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Description, Analysis, and Criticism of Dance 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/ energy use, costume, setting, music).</p>	

<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers -- <i>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Connections and Applications Across Disciplines 5.1 Give examples of the relationship between everyday movement in school and dance movement.</p>	

Music

<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music -- <i>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Read and Notate Music 1.1 Use icons or invented symbols to represent beat.</p>	
<p>Listen to, Analyze, and Describe Music 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>

<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music <i>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Apply Vocal and Instrumental Skills 2.1 Use the singing voice to echo short melodic patterns.</p>	
<p>2.2 Sing age-appropriate songs from memory.</p>	
<p>2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>Compose, Arrange, and Improvise 2.4 Create accompaniments, using the voice or a variety of classroom instruments.</p>	

<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music <i>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Role of Music 3.1 Identify the various uses of music in daily experiences.</p>	
<p>Diversity of Music</p>	
<p>3.2 Sing and play simple singing games from various cultures.</p>	
<p>3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.</p>	<p>ABC - Counting To 20 With Fluency/Exercising Our Bodies</p>
<p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music <i>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human re-sponses.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Derive Meaning 4.1 Create movements that correspond to specific music.</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers <i>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Connections and Applications 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>Careers and Career-Related Skills 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>	

Theatre

<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre <i>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>	
<p>Development of the Vocabulary of Theatre 1.1 Use the vocabulary of theatre, such as <i>actor, character, cooperation, setting</i>, the <i>five senses</i>, and <i>audience</i>, to describe theatrical experiences.</p>		
<p>Comprehension and Analysis of the Elements of Theatre 1.2 Identify differences between real people and imaginary characters.</p>		
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre <i>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>	
<p>Development of Theatrical Skills 2.1 Perform imitative movements, rhythmical activities, and theatre games and mirrors.</p>		<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>Creation/Invention in Theatre 2.2 Perform group pantomimes and improvisations to retell familiar stories. 2.3 Use costumes and props in role playing.</p>		
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre <i>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>	
<p>Role and Cultural Significance of Theatre 3.1 Retell or dramatize stories, myths, fables, and fairy tales from</p>		
<p>3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>		

4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences <i>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</i>	MMM Thematic Unit - Lesson(s)
Critical Assessment of Theatre 4.1 Respond appropriately to a theatrical experience as an audience	ABC – all BOD – all ADD – all CC -- all
Derivation of Meaning from Works of Theatre 4.2 Compare a real story with a fantasy story.	
6.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers <i>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</i>	MMM Thematic Unit - Lesson(s)
Connections and Applications 5.1 Dramatize information from other content areas. Use movement and to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under.</i>	ABC – all BOD – all ADD – all CC -- all
Careers and Career-Related Skills 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.	ABC – all BOD – all ADD – all CC -- all

Visual Arts

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts <i>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</i>	MMM Thematic Unit - Lesson(s)
Develop Perceptual Skills and Visual Arts Vocabulary 1.1 Recognize and describe simple patterns found in the environment and works of art.	ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes/Basic Color Recognition/Mixing Colors ADD - Organizing & Sorting/Patterns
1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.	ABC – all BOD – all ADD – all CC -- all
Analyze Art Elements and Principles of Design 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.	ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes/Basic Color Recognition/Mixing Colors

<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts <i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Skills, Processes, Materials, and Tools 2.1 Use lines, shapes/forms, and colors to make patterns.</p>	<p>ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes/Basic Color Recognition/Mixing Colors ADD - Organizing & Sorting/Patterns</p>
<p>2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</p>	
<p>2.3 Make a collage with cut or torn paper shapes/forms.</p>	
<p>Communication and Expression Through Original Works of Art</p>	
<p>2.4 Paint pictures expressing ideas about family and neighborhood.</p>	
<p>2.5 Use lines in drawings and paintings to express feelings.</p>	
<p>2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.</p>	<p>ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes</p>
<p>2.7 Create a three-dimensional form, such as a real or imaginary animal.</p>	
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts <i>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Role and Development of the Visual Arts</p>	
<p>3.1 Describe functional and non-utilitarian art seen in daily life; that used versus those that are only viewed.</p>	
<p>3.2 Identify and describe works of art that show people doing things together.</p>	
<p>Diversity of the Visual Arts</p>	
<p>3.3 Look at and discuss works of art from a variety of times and places.</p>	
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts <i>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Derive Meaning</p>	
<p>4.1 Discuss their own works of art, using appropriate art vocabulary (texture).</p>	
<p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p>	
<p>Make Informed Judgments</p>	
<p>4.3 Discuss how and why they made a specific work of art.</p>	
<p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p>	

<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers <i>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</i></p>	<p>MMM Thematic Unit - Lesson(s)</p>
<p>Connections and Applications 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat dance/movement sequences.</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p>	
<p>Visual Literacy 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p>	<p>ABC – all BOD – all ADD – all CC -- all</p>
<p>Careers and Career-Related Skills 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</p>	