






<div>  </div> <h2 style="text-align: center;">Arizona Early Learning Standards</h2>																
Language and Literacy	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
S1C11a: Demonstrates understanding of finger-plays, rhymes, chants, poems, conversations, and stories.											x				x	
S1C11b: Engages in finger-plays, rhymes, chants, poems, conversations, and stories.		x		x	x	x	x	x	x		x	x	x		x	
S1C11c: Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21a: Communicates needs, wants, ideas, and feelings through 3-5 word sentences.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21b: Speaks clearly and understandably to express ideas, feelings and needs.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21c: Makes relevant responses to questions and comments from others.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21d: Initiates, sustains, and expands conversations with peers and adults.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21e: With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21f: Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21g: Recognizes when the listener does not understand and varies the amount of information to clarify the message.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C21h: With modeling and support, uses increasingly complex phrases and sentences.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C31a: Uses rich vocabulary across many topic areas.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C31b: Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C31c: Uses category labels and names objects within a category (e.g. fruit, vegetable, animal, transportation).				x	x			x	x		x	x	x		x	
S1C31d: Demonstrates understanding of an uses words that indicate position and direction; e.g. in, on, out, under, over, off, besides, behind.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S2C11a: Identifies signs, symbols and labels in the environment.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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Language and Literacy continued	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom

S2C1Ib: Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.				X	X	X		X	X	X			X		X	
S2C1Ic: Recognizes that letters are grouped to form words.				X	X	X		X	X		X		X			
S2C1Ie: Seeks information in printed materials.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S2C2Ia: Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.		X			X	X	X	X	X	X	X	X	X	X	X	X
S2C2Ib: Identifies where in the book to begin reading.		X			X	X	X	X	X	X	X	X	X	X	X	X
S2C2Ic: Understands a book has a title, author, and/or illustrator.		X				X	X	X	X	X	X	X	X	X	X	X
S2C3Ia: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S2C3Ib: Identifies rhyming words.											X				X	
S2C3Ic: Produces rhyming words.											X				X	
S2C3Id: Recognizes spoken words that begin with the same sound.											X		X		X	
S2C4Ia: Discriminates letters from other shapes and symbols.		X		X	X	X		X	X	X	X	X	X			
S2C4Ib: Matches and recognizes similarities and difference in letters, with modeling and support.		X						X			X		X			
S2C4Ic: Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.		X		X	X	X		X	X		X		X			
S2C4Id: Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.		X						X			X					
S2C4Ie: Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.		X						X			X		X			
S2C5Ia: Takes an active role in reading activities.											X				X	
S2C5Ib: Identifies characters and major events in a story.											X				X	
S2C5Ic: Asks and answers a variety of questions about books or stories told or read aloud.											X				X	
S2C5Id: Draws connections between story events and personal experiences.											X				X	
S2C5Ie: Identifies events and details in the story and makes predictions.											X				X	
S2C5If: Gives an opinion for liking or disliking a book or story.											X				X	
S2C5Ig: Begins to demonstrate an understanding of the differences between fiction and non-fiction.											X				X	
S2C5Ih: Identifies the topic of informational text that has been read aloud.											X					
S2C5Ii: Retells or reenacts a story in sequence with pictures or props.				X		X	X		X			X	X		X	
S2C5Ij: Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts.											X				X	
<div>  </div> <div> <h1>Arizona Early Learning Standards</h1> </div>																
Language and Literacy continued																
S3C1Ia: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.		X		X					X							
S3C1Ib: Writes own name using letter-like forms or conventional print.		X		X					X							
S3C1Ic: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g. signing artwork, captioning, creating lists, making notes.					X				X							
S3C1Id: Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil)				X					X							

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K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
 <b>Kindergarten</b>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<b>Mathematics</b>																
K.CC.4 (a-c): Understand the relationship between numbers and quantities; connect counting to cardinality		x											x			
K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		x											x			
K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		x											x			
K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		x			x				x				x			x
K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		x			x				x				x			x
K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
K.G.2: Correctly name shapes regardless of their orientations or overall size.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
K.G.4: Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.		x			x			x	x			x	x			x

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		x		x			x	x				x				
K.G.6: Compose simple shapes to form larger shapes.		x		x				x								
<u>Science</u>																
S1C1PO1: Observe common objects using multiple senses.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<div>  <p><b>Kindergarten</b></p> </div>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>Science continued</u>																
S1C3PO1: Organize objects, organisms, and events according to various characteristics		x			x		x	x				x	x			
S1C3PO2: Compare objects according to their measurable characteristics.		x			x	x	x	x	x	x		x	x			x
S1C4PO1: Communicate observations with pictographs, pictures, models, and/or	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S3C2PO1: Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.				x				x								
S4C3PO1: Identify some plants and animals that exist in the local environment.					x											
S4C3PO2: Identify that plants and animals need the following to grow and survive: food, water, air, space.					x											
S5C1PO1: Identify the following observable properties of objects using the senses: shape, texture, size, color.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S5C1PO2: Compare objects by the following observable properties: size, color, type of material.		x	x	x	x	x	x	x	x	x		x	x			x
S5C2PO1: Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S5C3PO1: Investigate how applied forces (push and pull) can make things move.			x	x		x			x	x			x			
S6C1PO1: Identify rocks, soil, and water as basic Earth materials.					x											
S6C1PO2: Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.					x											
S6C1PO3: Classify a variety of objects as being natural or man-made.					x								x			

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## First Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<b>Mathematics</b>																
1.G.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.		x				x		x				x				
1.G.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.		x					x					x				
<b>Science</b>																
S1C1PO1: Compare common objects using multiple senses.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C3PO2: Compare the results of the investigation to predictions made prior to the investigation.		x	x		x				x							x
S3C2PO1: Identify various technologies that people use.			x	x		x		x	x				x			x
S4C3PO1: Identify some plants and animals that exist in the local environment.					x											
S5C1PO1: Classify objects by the following observable properties: shape, texture, size, color, weight.		x	x	x	x	x	x	x	x	x		x	x			x
S5C2PO1: Demonstrate the various ways that objects can move.		x	x	x	x	x	x	x	x	x		x	x		x	x
S6C1PO1: Describe the following basic Earth materials: rocks, soil, water.					x											
S6C1PO2: Compare the following physical properties of basic Earth materials: color, texture, capacity to retain water.					x					x						
S6C1PO4: Identify the following as being natural resources: air, water, soil, trees, wildfire.					x											
S6C1PO5: Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).					x	x										
<b>Social Studies</b>																
S4C4PO1: Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).					x							x	x			
S4C5PO1: Identify ways humans adapt to their environment.	x				x		x			x						



S5C1PO3: Recognize that some goods are made locally and some are made elsewhere.					x								x			
S5C1PO4: Recognize that people are buyers and sellers of goods and services.					x							x	x			
<div>  </div> <div> <b>First Grade</b> </div>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>Physical Education</u>																
S1C1PO1: Demonstrate locomotor skills with age-appropriate ability.	x		x	x		x	x		x	x				x	x	x
S1C1PO2: Demonstrate a variety of nonlocomotor skills.	x		x	x	x		x		x	x		x	x	x	x	x
S1C1PO3: Perform movement concepts in physical activity: spatial awareness, body awareness, qualities of movement, and relationships.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S1C1PO4: Demonstrate a variety of manipulative skills.	x	x	x	x	x	x	x		x	x				x		
S3C2PO1: Participate in a variety of physical activities outside the structured physical education program.	x		x	x		x	x		x	x				x	x	
S3C2PO3: Accumulate at least 60 minutes of physical activity daily or on most days.	x		x	x		x	x		x	x				x	x	
S5C2PO1: Works in a diverse group setting without interfering with others.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S5C2PO3: Demonstrate the elements of socially acceptable conflict resolution during class activity.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S5C2PO5: Takes turns willingly with others.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S6C1PO1: Identify several physical activities that are enjoyable.	x		x	x		x	x		x	x				x	x	
S6C1PO3: Participates in new skills and movement activities.	x		x	x		x	x		x	x				x	x	
S6C1PO4: Continue to participate when not successful.	x		x	x		x	x		x	x				x	x	
<u>Health Education</u>																
S1C3PO2: Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development.												x	x			
S1C3PO3: Identify that physical activity is integral to good health.	x		x	x		x	x		x	x				x	x	
S6C2PO1: Identify a short-term personal health goal and take action toward achieving the goal.	x		x	x		x	x		x	x				x	x	


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S1C1PO101: Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.				x								x	x		x	
S1C1PO102: Cooperate in the dramatic process.				x								x	x		x	
S1C2PO101: Imagine and describe characters, their relationships, what they want and why.				x								x	x		x	
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<u>The Arts – Beginning Theatre continued</u>																
S1C2PO102: Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues.				x								x	x		x	
S2C3PO001: Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.											x	x			x	
S2C5PO002: Demonstrate respect while responding to others' artwork.											x	x			x	




## Second Grade

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<u>English Language Arts</u>																
2.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.L.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.											x					
2.RL.3: Describe how characters in a story respond to major events and challenges.											x				x	
2.SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<u>Mathematics</u>																
2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.		x			x											
2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		x					x	x								

<u>Science</u>																
S1C1PO1: Formulate relevant questions about the properties of objects, organisms, and events in the environment.		X														
S1C1PO2: Predict the results of an investigation.		X	X		X				X							X
S1C3PO3: Compare the results of the investigation to predictions made prior to the investigation.		X	X		X				X							X
<div>  </div> <div> <b>Second Grade</b> </div>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>Science continued</u>																
S1C4PO1: Communicate the results and conclusions of an investigation.		X	X		X				X							X
S2C2PO1: Identify components of familiar systems.	X				X	X			X							X
<u>Social Studies</u>																
S5C1PO4: Recognize that people trade for goods and services.												X	X			
S5C1PO5: Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).												X	X			
S5C1PO6: Recognize that some goods are made in the local community and some are made in other parts of the world.					X							X	X			
S4C4PO4: Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.					X							X	X			
<u>Physical Education</u>																
S1C1PO1: Demonstrate locomotor skills with age-appropriate ability.	X		X	X		X	X		X	X				X	X	X
S1C1PO2: Demonstrate a variety of nonlocomotor skills.	X		X	X	X		X		X	X		X	X	X	X	X
S1C1PO3: Perform movement concepts in physical activity: spatial awareness, body awareness, qualities of movement, and relationships.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S1C1PO4: Demonstrate a variety of manipulative skills.	X	X	X	X	X	X	X		X	X				X		
S3C2PO1: Participate in a variety of physical activities outside the structured physical education program.	X		X	X		X	X		X	X				X	X	
S3C2PO3: Accumulate at least 60 minutes of physical activity daily or on most days.	X		X	X		X	X		X	X				X	X	
S5C2PO1: Works in a diverse group setting without interfering with others.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S5C2PO3: Demonstrate the elements of socially acceptable conflict resolution during class activity.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S5C2PO5: Takes turns willingly with others.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S6C1PO1: Identify several physical activities that are enjoyable.	X		X	X		X	X		X	X				X	X	
S6C1PO3: Participates in new skills and movement activities.	X		X	X		X	X		X	X				X	X	

S6C1PO4: Continue to participate when not successful.	X		X	X		X	X		X	X				X	X	
<u>Health Education</u>																
S1C3PO2: Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development.												X	X			
S1C3PO3: Identify that physical activity is integral to good health.	X		X	X		X	X		X	X				X	X	
<div>  </div> <div> <b>Second Grade</b> </div>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>Health Education continued</u>																
S6C2PO1: Identify a short-term personal health goal and take action toward achieving the goal.	X		X	X		X	X		X	X				X	X	
S6C2PO2: Identify who can help when assistance is needed to achieve a personal health goal.	X		X	X		X	X		X	X				X	X	
S7C2PO1: Demonstrate healthy practices and behaviors to maintain or improve personal health.	X		X	X		X	X		X	X				X	X	
<u>The Arts- Grade 2 Music</u>																
S1C2PO2: Playing instruments, alone and with others, music from various genres and diverse cultures: playing short melodic patterns that are loud/soft, fast/slow.									X							X
<u>The Arts- Beginning Dance</u>																
S1C2PO101: Identify and perform basic axial/non-locomotor movements (e.g. bending, twisting, reaching, turning).				X											X	
S1C2PO102: Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).				X											X	
S1C2PO103: Perform basic movement combinations that utilize both axial and locomotor movements.				X											X	
S1C3PO104: Identify and demonstrate movement in different directions.				X											X	
S1C5PO102: Discuss and explore the concept of personal and general space.				X											X	
<u>The Arts- Beginning Visual Arts</u>																
S1C2PO01: Identify and experiment with materials, tools, and techniques in his or her own artwork.		X					X	X								
S1C2PO002: Use materials, tools, and techniques appropriately in his or her own artwork.		X					X	X								
S1C3PO001: Identify and use elements in his or her own artwork.		X					X	X								
S1C4PO001: Describe and explain his or her own artwork.		X					X	X								

S2C3P101: Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.			x					x	x							
S2C5P102: Demonstrate respect while responding to others' artwork.			x					x	x							
<div>  <div> <div>children's museum of phoenix</div> <div>museo de los niños de phoenix</div> </div> </div> <p><b>Second Grade</b></p>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>The Arts – Beginning Theatre</u>																
S1C1PO101: Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.				x								x	x		x	
S1C1PO102: Cooperate in the dramatic process.												x	x		x	
S1C2PO101: Imagine and describe characters, their relationships, what they want and why.				x								x	x		x	
S1C2PO102: Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues.				x								x	x		x	



## Third Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<u>English Language Arts</u>																
3.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.L.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.											x				x	
3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.											x				x	
<u>Mathematics</u>																
3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units.													x			






## Third Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<u>Mathematics continued</u>																
3.G.1: Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		x						x								
<u>Science</u>																
S1C1PO2: Predict the results of an investigation based on observed patterns, not random guessing.		x	x		x				x							x
S1C2PO3: Conduct simple investigations in life, physical, and Earth and space sciences.		x	x		x				x							x
S1C4PO2: Describe an investigation in ways that enable others to repeat it.		x	x		x				x							x
S4C1PO1: Describe the function of the following plant structures: roots, stems, leaves, flowers.					x											
S3C3PO1: Identify the living and nonliving components of an ecosystem.					x											
S5C3PO3: Demonstrate that vibrating objects produce sound.									x							x
S5C3PO4: Demonstrate that the pitch of a sound depends on the rate of the vibration.									x							x
<u>Social Studies</u>																
S3C4PO1: Describe the rights and responsibilities of citizenship: good sportsmanship, participation and cooperation, and rules and consequences.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S4C4PO1: Describe changes over time in transportation.				x					x							
S4C4PO4: Describe the elements of culture of a community or nation (e.g. food, clothing, housing, sports, customs, beliefs) in areas studied.					x								x			

[illegible]

[illegible]

S1C2PO01: Identify and experiment with materials, tools, and techniques in his or her own artwork.		x					x	x								
S1C2PO002: Use materials, tools, and techniques appropriately in his or her own artwork.		x					x	x								
S1C3PO001: Identify and use elements in his or her own artwork.		x					x	x								
S1C4PO001: Describe and explain his or her own artwork.		x					x	x								
 <b>Third Grade</b>	<b>Climber</b>															
	<b>BlockMania!</b>															
	<b>Whoosh!</b>															
	<b>Move It!</b>															
	<b>The Children's Garden</b>															
	<b>Pedal Power</b>															
	<b>Building Big</b>						x	x								
	<b>Art Studio</b>															
	<b>Pit Stop</b>															
	<b>Noodle Forest</b>															
	<b>Book Loft</b>									x						
	<b>Texture Café</b>															
	<b>Market</b>															
	<b>The Park</b>															
	<b>DramaRama</b>													x		
	<b>Grand Ballroom</b>													x		
<b>The Arts- Beginning Visual Arts continued</b>																
S2C3PO101: Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.		x					x	x								
S2C5PO102: Demonstrate respect while responding to others' artwork.		x					x	x			x					
<b>The Arts – Beginning Theatre</b>																
S1C1PO101: Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.				x											x	
S1C1PO102: Cooperate in the dramatic process.				x								x	x		x	
S1C2PO101: Imagine and describe characters, their relationships, what they want and why.				x								x	x		x	
S1C2PO102: Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues.				x								x	x		x	

[illegible]



## Fourth Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<u>Mathematics continued</u>																
4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into two matching parts.		x						x								
<u>Science</u>																
S1C1PO3: Formulate predictions in the realm of science based on observed cause and effect relationships.		x	x		x				x							x
S1C2PO3: Conduct controlled investigations in life, physical, and Earth and space sciences.		x	x		x				x							x
S1C4PO1: Communicate verbally or in writing the results of an inquiry.		x	x		x				x							x
S4C1PO1: Compare structures in plants and animals that serve different functions in growth and survival.					x											
S4C3PO1: Describe ways various resources are utilized to meet the needs of a population.				x	x	x	x	x	x			x	x		x	
S4C4PO1: Recognize that successful characteristics of populations are inherited traits that are favorable in a particular environment.					x											
S4C4PO2: Give examples of adaptations that allow plants and animals to survive:					x											
S5C3PO4: Investigate the characteristics of magnets (e.g., opposite poles attract, like poles repel, the force between two magnet poles depends on the distance between them).		x									x					
<u>Social Studies</u>																
S1C1PO1: Explain the decision for a personal spending choice.												x				
S1C1PO3: Give examples of how voluntary exchanges of goods and services can be mutually beneficial.				x								x				
S3C1PO4: Describe the varied backgrounds of people living in Arizona: a) shared principles, goals, customs and traditions, b) diversity in one's school and community, c) benefits and challenges of a diverse population.													x			






## Fourth Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<u>Physical Education continued</u>																
S6C1PO2: Identify positive feelings associated with participation in physical activities.	x		x	x		x	x		x	x				x	x	
<u>Health Education</u>																
S1C3PO2: Describe the key nutrients contained in the food groups and how these nutrients affect health and learning.												x	x			
S1C3PO3: Describe how physical activity impacts health.	x		x	x		x	x		x	x				x	x	
S4C2PO1: Demonstrate nonviolent strategies to manage or resolve conflict.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S5C2PO2: Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
S6C2PO1: Set a personal health goal and track progress toward its achievement.	x		x	x		x	x		x	x				x	x	
S7C2PO1: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	x		x	x		x	x		x	x				x	x	
<u>The Arts-Grade 4 Music</u>																
S1C2PO2: Playing instruments, alone and with others, music from various genres and diverse cultures: playing a short melody using appropriate dynamics.									x							x
<u>The Arts- Intermediate Dance</u>																
S1C2PO203: Perform more complex combinations, which require increased motor memory and coordination.				x											x	
S1C3PO204: Demonstrate clarity of facings in space while moving in different directions.				x											x	
<u>The Arts- Intermediate Visual Arts</u>																
S1C1PO201: Contribute to a discussion about ideas for his or her own artwork.		x					x	x								
S1C1PO202: Make and explain revisions in his or her own artwork.		x					x	x								
S1C1PO203: Develop plans for his or her own artwork.		x					x	x								



S1C2PO202: Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.		x					x	x								
<div>  <p><b>Fourth Grade</b></p> </div>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
<u>The Arts- Intermediate Visual Arts continued</u>																
S1C4PO201: Explain purposeful use of subject matter, symbols and/or themes in his or her own artwork.		x					x	x								
S1C4PO202: Create an artwork that serves a function.		x					x	x								
S1C5PO201: Identify successful aspects of his or her own artwork and possible revisions.		x					x	x								
<u>The Arts – Intermediate Theatre</u>																
S1C2PO202: As a character, play out his/her wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations.				x								x	x		x	




## Fifth Grade

	Climber	BlockMania!	Whoosh!	Move It!	The Children's Garden	Pedal Power	Building Big	Art Studio	Pit Stop	Noodle Forest	Book Loft	Texture Café	Market	The Park	DramaRama	Grand Ballroom
<u>English Language Arts</u>																
5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.											x				x	
5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.											x				x	
5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).											x				x	
5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.L.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<u>Mathematics</u>																
5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.		x						x								
<u>Science</u>																
SIC2PO3: Conduct simple investigations based on student developed questions in life, physical and Earth and space sciences.		x	x		x				x							x





The Arts- Intermediate Visual Arts																
S1C1PO201: Contribute to a discussion about ideas for his or her own artwork.		x						x	x							
S1C1PO202: Make and explain revisions in his or her own artwork.		x						x	x							
S1C1PO203: Develop plans for his or her own artwork.		x						x	x							
S1C2PO202: Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.		x						x	x							
<div>  <p>children's museum of phoenix museo de los niños de phoenix</p> </div> <p><b><u>Fifth Grade</u></b></p>	<b>Climber</b>	<b>BlockMania!</b>	<b>Whoosh!</b>	<b>Move It!</b>	<b>The Children's Garden</b>	<b>Pedal Power</b>	<b>Building Big</b>	<b>Art Studio</b>	<b>Pit Stop</b>	<b>Noodle Forest</b>	<b>Book Loft</b>	<b>Texture Café</b>	<b>Market</b>	<b>The Park</b>	<b>DramaRama</b>	<b>Grand Ballroom</b>
The Arts- Intermediate Visual Arts continued																
S1C4PO201: Explain purposeful use of subject matter, symbols and/or themes in his or her own artwork.		x						x	x							
S1C4PO202: Create an artwork that serves a function.		x						x	x							
S1C5PO201: Identify successful aspects of his or her own artwork and possible revisions.		x						x	x							
The Arts – Intermediate Theatre																
S1C2PO202: As a character, play out his/her wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations.				x								x	x		x	