

# Museum of Discovery Exhibits Correlated with **Grade 2** Colorado State Social Studies, Science, and Music Standards

Exhibit/Zone	Social Studies	Science	Music
Archives	All		
Ball Run		P1	
Beet Shack, Home and Hearth	H1&2 G2 E1 C1&2		
Bernoulli Blower		E1	
Bike Corner	H2 G2 C1		
Big Drum			2.1b 3.1c 3.3b 4.1a 4.1b 4.1c 4.1d 4.2a 4.2b 4.2c 4.3a 4.3b 4.3c 4.3d
Biodiversity Wall	H1&2 G1&2	L1&2	
Bison Enclosure	H1 G2 E1		
Camp Collins, Diary Stories	H1&2 G2 E1 C1&2		
Down on the Ranch, Branding Irons	H1&2 G2 C1		
Eat, Drink and Be Merry	H1 G2 E1		
Edison to ipods	H1&2 G2		
Ferret Center	G2 E1 C1&2		
First Peoples Wall	H1&2 G2		
Farm Stories, Sugar Beets, Las Colonias	H1&2 G2 E1 C1&2		
Fort Collins Music Stories	H1&2 G2 E1 C1&2		
Fossil Wall	H1 G2 E1		
Funky Forest		L1&2	

Exhibit/Zone	Social Studies	Science	Music	
Garage			1.1.b 1.2a 1.2b 2.1a 2.1b 2.1c 2.1d 3.1a 3.1b 3.1c 3.2a 3.3a 3.3b 4.1a 4.1b 4.1c 4.1d 4.2a 4.2c 4.3a 4.3b 4.3c 4.3d	
	Gear Wall		P1	
	Growth of the City Wall	H1&2 G2 E1 C1&2		
	Horse Power and Railroads	H1&2 G2		
	Immigration Stories	H1&2 G2 E1 C1&2		
	Inventions and Innovations, Radio Display	H1&2 G2		
	Investigation Station		L2	
	Jumbo Blocks		P1	
	Lindenmeyer Dig, Folsom Points	H1 G2 E1		
	Listening Lounge			3.1a 3.1b 3.2a 3.3a 3.3b 4.1d 4.2a 4.2c 4.3b 4.3c 4.3d

HISTORY STANDARDS ARE DENOTED AS H1, H2  
 GEOGRAPHY STANDARDS ARE DENOTED AS G1, G2  
 ECONOMICS STANDARDS ARE DENOTED AS E1, E2  
 CIVICS STANDARDS ARE DENOTED AS C1, C2  
 LIFE SCIENCE STANDARDS ARE DENOTED AS L1, L2, L3  
 PHYSICAL SCIENCE STANDARDS ARE DENOTED AS P1, P2, P3

EARTH SCIENCE STANDARDS ARE DENOTED AS E1, E2, E3  
 MUSIC EXPRESSION STANDARDS ARE DENOTED AS 1.  
 MUSIC CREATION STANDARDS ARE DENOTED AS 2.  
 MUSIC THEORY STANDARDS ARE DENOTED AS 3.  
 MUSIC AESTHETICS STANDARDS ARE DENOTES AS 4.



# Museum of Discovery Exhibits Correlated with **Grade 2** Colorado State Social Studies, Science, and Music Standards (cont.)

Exhibit/Zone	Social Studies	Science	Music
Magnification Station		L2	
Piano Lever	H1	P1	
Radio Innovations	H1&2 G2		
Ripple Tank		P1	
Reactable			3.1a 3.1b 4.1a 4.1b 4.1c 4.1d 4.2a 4.2c 4.3a
Seed Stories	H1&2 G2	L2	
Sheep Case	H1&2 G2 E1 C1&2		

Exhibit/Zone	Social Studies	Science	Music
Sounds of Music	H1&2 G2		
Tennis Ball Race		P1	
Tornado Chamber		E1	
Washtub Bass			2.2a 3.1a 3.1b 3.1c 3.3b
Water for a Dry Land	H2 G2 C1		
Westward Expansion, Pack Your Wagon	H1 G2 E1	P1	
Wind Tube		E1	
Wind Wall		P1 E1	
Worlds Collide, Trappers and Native Cultures	H2 G2 C1		

HISTORY STANDARDS ARE DENOTED AS H1, H2  
GEOGRAPHY STANDARDS ARE DENOTED AS G1, G2  
ECONOMICS STANDARDS ARE DENOTED AS E1, E2  
CIVICS STANDARDS ARE DENOTED AS C1, C2  
LIFE SCIENCE STANDARDS ARE DENOTED AS L1, L2, L3  
PHYSICAL SCIENCE STANDARDS ARE DENOTED AS P1, P2,  
P3

EARTH SCIENCE STANDARDS ARE DENOTED AS E1, E2, E3  
MUSIC EXPRESSION STANDARDS ARE DENOTED AS 1.  
MUSIC CREATION STANDARDS ARE DENOTED AS 2.  
MUSIC THEORY STANDARDS ARE DENOTED AS 3.  
MUSIC AESTHETICS STANDARDS ARE DENOTES AS 4.

# Grade 2

## Colorado State Social Studies and Science Standards

Social Studies	
History 1: H1	Identify historical sources and utilize the tools of a historian
History 2: H2	People in the past influenced the history of neighborhoods and communities
Geography 1: G1	Use geographic terms and tools to describe space and place
Geography 2: G2	People in communities manage, modify, and depend on their environment
Economics 1: E1	The scarcity of resources affects the choices of individuals and communities
Economics 2: E2	Apply decision-making processes to financial decision making (Personal Financial Literacy)
Civics 1: C1	Responsible community members advocate for their ideas
Civics 2: C2	People use multiple ways to resolve conflicts or differences
Science	
Life Science 1: L1	Organisms depend on their habitat's nonliving parts to satisfy their needs
Life Science 2: L2	Each plant or animal has different structures or behaviors that serve different functions
Physical Science 1: P1	Changes in speed or direction of motion are caused by forces such as pushes and pulls.
Earth Science 1: E1	Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals

# Grade 2 Colorado State Music Standards

Music	
Expression: 1.1a	Perform 2 part rounds using speech, body percussion, singing, movement, and instruments
Expression: 1.1.b	Follow conductor's cues: dynamic changes, tempo changes, and fermata
Expression: 1.2a	Perform 4 and 8 beat patterns: do, re, mi, sol, la and half note/rest, whole note/rest
Expression: 1.2b	Play tonic chords in C, F, G
Creation: 2.1a	Improvise short instrumental phrases: do, re, mi, sol, la
Creation: 2.1b	Improvise question and answer phrases
Creation: 2.1c	Create movements to express pitch, tempo, form, and dynamics
Creation: 2.1d	Improvise instrumentally and/or vocally over the I chord in C, F, G
Creation: 2.2a	Create patterns using learned rhythms on treble clef
Creation: 2.2b	Create patterns using learned pitches on treble clef
Theory: 3.1a, 3.1b	Use words and demonstrate piano/forte, crescendo/decrescendo, and smooth/connected when describing music
Theory: 3.1a, 3.1b	Use words and demonstrate piano/forte, crescendo/decrescendo, and smooth/connected when describing music
Theory: 3.1c	Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments
Theory: 3.2a	Aurally identify ABA form and verse/refrain
Theory: 3.2b	Identify notated examples of bar lines, double bar lines, and measures
Theory: 3.2c	Aurally identify coda
Theory: 3.3a	Identify vocal sound groupings (high and low voices)
Theory: 3.3b	Identify instrumental sound groupings (woodwinds, percussion, strings)
Theory: 3.4a	Identify and use step/skip/repeat, do, re, mi, sol, la
Theory: 3.4b	Identify half note/rest, whole note/rest
Theory: 3.4c	Visually identify a chord (space-space-space or line-line-line)
Aesthetics: 4.1a	Recognize and demonstrate appropriate audience behavior in a live performance
Aesthetics: 4.1b	Contribute to a group effort by listening to and discussing music
Aesthetics: 4.1c	Contribute to a group effort by making music and reflecting on the performance
Aesthetics: 4.1d	Articulate ideas about holding and respecting musical preferences
Aesthetics: 4.2a	Use specific music terminology in discussing individual preferences for music
Aesthetics: 4.2b	Create appropriate movements to express pitch, tempo, form, and dynamics in music
Aesthetics: 4.2c	Identify how musical elements communicate ideas or moods
Aesthetics: 4.3a	Recognize and demonstrate interest in creating, performing, and moving to music
Aesthetics: 4.3b	Recognize and demonstrate interest in listening to several types of music
Aesthetics: 4.3c	Describe music from various cultures in general terms
Aesthetics: 4.3d	Explain their own cultural and social interests in music