

Museum of Discovery Exhibits Correlated with **Grade 1** Colorado State Social Studies, Science, and Music Standards

Exhibit/Zone	Social Studies	Science	Music
Archives	All		
Beet Shack, Home and Hearth	H1&2 G2 E1		
Bernoulli Blower		P1	
Bike Corner	G2		
Big Drum			1.1b 1.1c 1.2a 1.2b 2.1a 2.2a 3.1a 3.1b 3.3a 3.4a 4.1a 4.1b 4.1c 4.2b
Biodiversity Wall	H1&2 G2	L2	
Bison Enclosure	H2 G2		
Camp Collins, Diary Stories	H1&2 G2 E1		
Color Wall and Color Mixing		L1	
Down on the Ranch, Branding Irons	H2 E1&2		
Eat, Drink and Be Merry	H1&2 G2 E1		
Edison to ipods	H1&2		
Ferret Center	G2 C1		
First Peoples Wall	H1&2		
Farm Stories, Sugar Beets, Las Colonias	H1&2 G2 E1		
Fort Collins Music Stories	H1&2 G2 E1		
Fossil Wall	H1&2	E1	
Funky Forest		L2	
Garage			1.1a 1.1b 1.1c 1.2a 1.2b 2.2a 3.1a 3.1b 3.3a 3.3b 3.4a 3.4b 3.4d 4.1a 4.1b 4.1c 4.2b 4.3b

Exhibit/Zone	Social Studies	Science	Music
Growth of the City Wall	H1&2 G2 E1 C1&2		
Horse Power and Railroads	H1&2		
Immigration Stories	H1&2 G2 E1 C1&2		
Inventions and Innovations, Radio Display	H1&2		
Investigation Station		L1&2 E1	
Jumbo Blocks		P1	
Lindenmeyer Dig, Folsom Points	H1&2		
Listening Lounge			3.1a 3.1b 3.2c 3.3a 3.3b 3.4d 4.1a 4.2b 4.3a 4.3b
Magnification Station		L1&2 E1	
Moire Patterns		L1	
Piano Lever	H2		3.3a 4.1a
Radio Innovations	H2 G2 C1&2		
Reactable			2.1a 3.1a 3.1b 3.4d
Ripple Tank		P1	
Seed Stories	H2 G2	L1	
Sheep Case	H1&2 E1 C1		
Sounds of Music	E1 C2		
Sound Spots			3.4d 4.1a
Washtub Bass			2.1a 2.2a 3.3a 3.4b 4.1a 4.1b 4.1c 4.3b
Water for a Dry Land	H1&2		
Westward Expansion, Pack Your Wagon	H2 G2		
Wind Tube		P1	
Worlds Collide, Trappers and Native Cultures	H1&2		

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 1

Colorado State Social Studies and Science Standards

Social Studies	
History 1: H1	Describe patterns and chronological order of events of the recent past
History 2: H2	Family and cultural traditions in the United States in the past
Geography 1: G1	Geographic tools such as maps and globes to represent places
Geography 2: G2	People in different groups and communities interact with each other and the environment
Economics 1: E1	People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
Economics 2: E2	Identify short term financial goals (Personal Financial Literacy)
Civics 1: C1	Effective groups have responsible leaders and team members
Civics 2: C2	Notable people, places, holidays and patriotic symbols
Science	
Life Science 1: L1	Offspring have characteristics that are similar to but not exactly like their parents' characteristics
Life Science 2: L2	An organism is a living thing that has physical characteristics to help it survive
Physical Science 1: P1	Solids and liquids have unique properties that distinguish them
Earth Science 1: E1	Earth's materials can be compared and classified based on their properties

Grade 1 Music Standards

Music	
Expression: 1.1a	Use head voice to produce a light, clear sound
Expression: 1.1b	Maintain steady beat
Expression: 1.1c	Respond to cues of a conductor for stopping and starting
Expression: 1.2a	Perform 4 beat patterns sol-mi-la or do-re-mi and ta, ti-ti, and ta rest
Expression: 1.2b	Play simple patterns
Creation: 2.1a	Create instrumental and vocal sounds to accompany poems, rhymes, and stories
Creation: 2.1b	Improvise short phrases using sol-mi-la or do-re-mi
Creation: 2.1c	Use movement to demonstrate grade level concepts such as dynamic changes, AB form, etc
Creation: 2.2a	Create patterns using known rhythms and pitches
Creation: 2.2b	Use iconic notation in treble staff
Theory: 3.1a, 3.1b	Use and demonstrate louder/softer and faster/slower using movement, voice, and instruments
Theory: 3.1a, 3.1b	Use and demonstrate louder/softer and faster/slower using movement, voice, and instruments
Theory: 3.2a	Aurally identify introduction
Theory: 3.2b	Aurally identify phrase
Theory: 3.2c	Aurally and visually identify AB form
Theory: 3.2d	Visually identify staff and repeat signs
Theory: 3.3a	Identify pitched and non-pitched instruments using sight and sound
Theory: 3.3b	Identify and demonstrate singing, speaking, whispering, and shouting voices
Theory: 3.4a	Demonstrate steady beat, strong/weak beats, difference between beat and rhythm
Theory: 3.4b	Aurally recognize and demonstrate going up/down and sol-mi-la or do-re-mi
Theory: 3.4c	Identify and notate using ta, ti-ti, and ta rest
Theory: 3.4d	Discriminate between same/different rhythmic and melodic patterns
Aesthetics: 4.1a	Participate in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others
Aesthetics: 4.1b	Reflect on the performance of others
Aesthetics: 4.1c	Demonstrate audience behavior appropriate for the context and style of music performed
Aesthetics: 4.2a	Create movements to music that reflect focused listening
Aesthetics: 4.2b	Describe how ideas or moods are communicated through music
Aesthetics: 4.3a	Identify, discuss, and respond to music written for specific purposes (march, lullaby, holiday)
Aesthetics: 4.3b	Use personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying specific labels and cultural and geographical associations
Aesthetics: 4.3c	Use appropriate movements in responding to music from various genres, period, and styles (rhythm, melody, form)