



Museum of Discovery Exhibits Correlated with **Grade 3** 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 C1&2		
Bike Corner	E1 C1		
Big Drum			1.1c 1.2b 1.2c 3.1a 3.1b
Biodiversity Wall	H1&2 G1&2	L1	
Bison Enclosure	H1&2 G1&2		
Camp Collins, Diary Stories	H1&2 G2 E1 C1&2		
Down on the Ranch, Branding Irons	E1 C1		
Eat, Drink and Be Merry	H2 E1 C1		
Edison to ipods	H1&2 G2 E1		
Ferret Center	G1&2 C1&2		
First Peoples Wall	H1&2 G1&2		
Farm Stories, Sugar Beets, Las Colonias	H1&2 G2 E1 C1&2		
Food/Forage/Farm Irrigation/Water		P1	
Fort Collins Music Stories	H2 E1 C1		
Fossil Wall	H1&2 G1&2	E1	
Garage			1.1a 1.1b 1.1c 1.1d 1.2b 1.2c 1.2d 2.1a 2.1b 3.1a 3.1b 3.3a 3.3b 4.1a 4.1b 4.1c 4.2a 4.2c 4.2d 4.3a 4.3b 4.3c 4.3d 4.3e

Exhibit/Zone	Social Studies	Science	Music
Growth of the City Wall	H1&2 G2 E1 C1&2		
Horse Power and Railroads	H2 E1 G1&2		
Immigration Stories	H1&2 G2 E1 C1		
Inventions and Innovations, Radio Display	H1&2 G2 E1		
Lindenmeyer Dig, Folsom Points	H2 G2 E1 C1		
Listening Lounge			3.1a 3.1b 3.2b 3.3a 3.3b 3.4c 4.1a 4.1b 4.1c 4.2a 4.2c 4.2d 4.3a 4.3b 4.3c 4.3d 4.3e
Piano Lever	H1		
Radio Innovations	H1&2 G2 E1		
Reactable			1.1c 1.2c 3.1a 3.1b 4.1c 4.2a 4.2c 4.3b
Seed Stories	H1&2 G2 E1	L1	
Sheep Case	H2 G2 E1 C1		
Sounds of Music	H2 E1 C1		
Sound Spots			4.1a 4.1b 4.1c 4.2c 4.3a 4.3b
Washtub Bass			1.1c 3.1a 3.1b 4.1a 4.3b
Water for a Dry Land	H2 G2 E1 C1		
Westward Expansion, Pack Your Wagon	H2 G2 E1		
Worlds Collide, Trappers and Native Cultures	H1&2		

Grade 3

Colorado State Social Studies and Science Standards

Standards on the previous page are marked as follows:
 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.

Social Studies	
History 1: H1	Use a variety of sources to distinguish historical fact from fiction
History 2: H2	People in the past influenced the development and interaction of different communities and regions
Geography 1: G1	Use various types of geographic tools to develop spatial thinking
Geography 2: G2	The concept of regions is developed through an understanding of similarities and differences in places
Economics 1: E1	Describe producers and consumers and how goods and services are exchanged
Economics 2: E2	Describe how to meet short-term financial goals (Personal Financial Literacy)
Civics 1: C1	Respecting the views and rights of others as components of a democratic society
Civics 2: C2	The origin, structure and function of local government
Science	
Life Science 1: L1	The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species
Physical Science 1: P1	Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling
Earth Science 1: E1	Earth's materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity

Grade 3 Music Standards

Music	
Expression: 1.1a	Use correct vocal and instrumental techniques when singing and playing instruments
Expression: 1.1b	Recognize and follow conductor's beat patterns and gestures
Expression: 1.1c	Perform expressively for peers in a large or small group setting
Expression: 1.1d	Play and sing simple notate melodies
Expression: 1.2a	Perform patterns: low sol, low la, do, re, mi, sol, la, high do and tika-tika and dotted half note
Expression: 1.2b	Perform rhythmic and melodic ostinato in small groups
Expression: 1.2c	Perform a steady beat while contrasting rhythms are being played
Expression: 1.2d	Perform I-V accompaniments in C, F, and G
Creation: 2.1a	Improvise 4 measures within a musical selection
Creation: 2.1b	Create short rhythmic and melodic ostinato in question and answer form
Creation: 2.2a	Create phrases using learned rhythms and pitches on treble clef
Creation: 2.2b	Apply teacher defined criteria to determine accuracy of notation
Theory: 3.1a, 3.1b	Apply and demonstrate: pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples
Theory: 3.1a, 3.1b	Apply and demonstrate: pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples
Theory: 3.1c	Explain the functions of top number of a time signature in 2, 3, and 4 beats
Theory: 3.2a	Visually identify line and space notes and notate pitches on treble clef
Theory: 3.2b	Aurally identify questions and answer phrases
Theory: 3.2c	Aurally identify rondo form
Theory: 3.2d	Accurately interpret 1 st and 2 nd endings
Theory: 3.3a	Identify families of instruments visually and aurally
Theory: 3.3b	Differentiate male and female voices in choral settings
Theory: 3.4a	Identify and demonstrate: low sol, low la, do, re, mi, sol, la, high do
Theory: 3.4b	Identify and notate tika-tika and dotted half note
Theory: 3.4c	Aurally and visually recognize I-V
Aesthetics: 4.1a	Use simple terms to describe preferences
Aesthetics: 4.1b	Demonstrate how music communicates meaning of text, feelings, personal preferences, etc.
Aesthetics: 4.1c	Demonstrate respect for the music preferences and opinions of others
Aesthetics: 4.2a	Select and use criteria in making judgments about quality of a musical performance
Aesthetics: 4.2b	Create appropriate movements to express pitch, tempo, form, and dynamics
Aesthetics: 4.2c	Describe how specific musical elements communicate particular ideas or moods in music
Aesthetics: 4.2d	Explain function of a music synthesizer and some of its capabilities
Aesthetics: 4.3a	Explain how music speaks to every person in unique ways
Aesthetics: 4.3b	Develop and articulate an understanding of the aesthetic qualities of music performed or heard
Aesthetics: 4.3c	Identify differences and commonalities in music from various cultures
Aesthetics: 4.3d	Discuss reasons that different kinds of music are important to people
Aesthetics: 4.3e	Explain purpose of amplifier, microphone, speakers, and how they work with music performance