



# Museum of Discovery Exhibits Correlated with **Grade 5** Colorado State Social Studies, Science, and Music Standards

| Exhibit/Zone                            | Social Studies             | Science    | Music  |
|---|----------------------------|------------|--|
| Archives                                | All                        |            |  |
| Beet Shack, Home and Hearth             | H1&2<br>G1&2<br>C1&2       |            |  |
| Bernoulli Blower                        |                            | E2&3       |  |
| Bike Corner                             | H1&2<br>G2                 |            |  |
| Big Drum                                |                            |            | 1.2a<br>2.1a   |
| Biodiversity Wall                       | H1&2<br>G2                 | L1&2<br>E2 |  |
| Bison Enclosure                         | H1&2<br>G2                 |            |  |
| Camp Collins, Diary Stories             | H1&2<br>G2                 |            |  |
| Color Wall and Color Mixing             |                            | L2 P1      |  |
| Down on the Ranch, Branding Irons       | H1&2                       |            |  |
| Eat, Drink and Be Merry                 | H1&2<br>G2                 |            |  |
| Edison to ipods                         | H1&2<br>G2                 |            |  |
| Ferret Center                           | G1&2                       |            |  |
| First Peoples Wall                      | H1<br>G1&2                 |            |  |
| Farm Stories, Sugar Beets, Las Colonias | H1&2<br>G1&2<br>C1&2       |            |  |
| Fort Collins Music Stories              | H1&2                       |            |  |
| Fossil Wall                             | H1<br>G1&2                 | E1         |  |
| Garage                                  |                            |            | 1.1b<br>1.1c<br>1.2a<br>1.2b<br>1.2c<br>1.3a<br>1.3b<br>2.1a<br>2.1b<br>3.1a<br>3.3b<br>3.3c<br>4.1a<br>4.1b<br>4.2a<br>4.2b<br>4.2d<br>4.2e |
| Growth of the City Wall                 | H1&2<br>G2<br>E1&2<br>C1&2 |            |  |

| Exhibit/Zone                                 | Social Studies             | Science | Music  |
|--|----------------------------|---------|--|
| Immigration Stories                          | H1&2<br>G2<br>E1&2<br>C1&2 |         |  |
| Inventions and Innovations, Radio Display    | H1&2                       |         |  |
| Lindenmeyer Dig, Folsom Points               | H1<br>G1&2                 |         |  |
| Listening Lounge                             |                            |         | 3.2b<br>3.3a<br>3.3b<br>3.3c<br>4.1a<br>4.1b<br>4.2a<br>4.2b<br>4.2c<br>4.2d<br>4.2e |
| Moire Patterns                               |                            | L2      |  |
| Mr. Bonz                                     |                            | L2      |  |
| Piano Lever                                  | H1&2                       |         | 3.3a   |
| Radio Innovations                            | H1&2                       |         |  |
| Reactable                                    |                            |         | 2.1a<br>3.1a<br>3.1a<br>4.1a<br>4.1b<br>4.2a<br>4.2d<br>4.2e                         |
| Seed Stories                                 | H1&2<br>G1&2               |         |  |
| Shadow Wall                                  |                            | P1      |  |
| Sheep Case                                   | H1&2<br>G1&2               |         |  |
| Sounds of Music                              | H1&2                       |         |  |
| Tornado Chamber                              |                            | E2&3    |  |
| Washtub Bass                                 |                            |         | 1.1c<br>3.3a<br>3.3c<br>3.3c<br>4.2b   |
| Water for a Dry Land                         | H1&2<br>G1&2               |         |  |
| Westward Expansion, Pack Your Wagon          | H1&2<br>G2                 |         |  |
| Wind Tube                                    |                            | E2&3    |  |
| Wind Wall                                    |                            | E1&2    |  |
| Worlds Collide, Trappers and Native Cultures | H1&2<br>G2<br>E1&2<br>C1&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 5

## Colorado State Social Studies and Science Standards

| Social Studies         |  |
|------------------------|--|
| History 1: H1          | Analyze historical sources from multiple points of view to develop an understanding of historical context  |
| History 2: H2          | The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government  |
| Geography 1: G1        | Use various geographic tools and sources to answer questions about the geography of the United States  |
| Geography 2: G2        | Causes and consequences of movement  |
| Economics 1: E1        | Government and market structures influence financial institutions  |
| Economics 2: E2        | Utilizing financial institutions to manage personal finances (Personal Financial Literacy)   |
| Civics 1: C1           | The foundations of citizenship in the United States  |
| Civics 2: C2           | The origins, structure, and functions of the United States government  |
| Science                |  |
| Life Science 1: L1     | All organisms have structures and systems with separate functions  |
| Life Science 2: L2     | Human body systems have basic structures, functions, and needs   |
| Physical Science 1: P1 | Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of weight and mass of its parts  |
| Earth Science 1: E1    | Earth and sun provide a diversity of renewable and nonrenewable resources  |
| Earth Science 2: E2    | Earth's surface changes constantly through a variety of processes and forces   |
| Earth Science 3: E3    | Weather conditions change because of the uneven heating of Earth's surface by the Sun's energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation |

# Grade 5 Music Standards

| Music            |   |
|------------------|---|
| Expression: 1.1a | Perform using 4 part vocal/instrumental rounds, using movement, and speech  |
| Expression: 1.1b | Respond to the conductor for phrasing and dynamics  |
| Expression: 1.1c | Demonstrate proper care of voice and instruments  |
| Expression: 1.2a | Perform patterns: tika-ti, ti-tika, ti-ta-ti, and ties  |
| Expression: 1.2b | Perform patterns of major scale   |
| Expression: 1.2c | Perform I-IV-V in C, F, and G   |
| Expression: 1.3a | Play and sing notated melodies (12-16 measures) focusing on pitch, rhythm, and expressive qualities                                 |
| Expression: 1.3b | Play and sing simple melodic notation in treble clef in Major and minor keys  |
| Creation: 2.1a   | Improvise rhythmic or melodic phrase, focusing on similarities of question and answer, length of phrase, meter, mood, etc.          |
| Creation: 2.1b   | Improvise instrumentally and vocally using I-IV-V in 12 bar blues   |
| Creation: 2.2a   | Create 8 measure melody on treble staff   |
| Creation: 2.2b   | Reproduce notated 8 measure melody from teacher on treble staff   |
| Theory: 3.1a     | Apply vocabulary: largo, moderato, diminuendo, and slur when describing music   |
| Theory: 3.1a     | Apply vocabulary: largo, moderato, diminuendo, and slur when describing music   |
| Theory: 3.1b     | Demonstrate: largo, moderato, diminuendo, and slur using movement, voice, and instruments   |
| Theory: 3.2a     | Visually identify line and space notes and notate on bass clef  |
| Theory: 3.2b     | Aurally identify 12 bar blues form  |
| Theory: 3.3a     | Aurally and visually identify various world instruments   |
| Theory: 3.3b     | Aurally identify soprano, alto, tenor, and bass voices  |
| Theory: 3.3c     | Aurally identify music from various historical periods and cultures   |
| Theory: 3.4a     | Identify and notate: tika-ti, ti-tika, and ti-ta-ti and ties  |
| Theory: 3.4b     | Notate 8 beat rhythmic patterns and 4 beat melodic patterns dictated by teacher   |
| Theory: 3.4c     | Aurally and visually identify I-IV-V in C, F, G   |
| Theory: 3.4d     | Identify the position of whole and half steps in a major scale  |
| Theory: 3.5e     | Identify and demonstrate the use of accidentals (sharp, flat, natural)  |
| Aesthetics: 4.1a | Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works |
| Aesthetics: 4.1b | Discuss difference between preference for and quality of musical works  |
| Aesthetics: 4.2a | Identify and analyze differences in tempo and dynamics in contrasting music selections  |
| Aesthetics: 4.2b | Explain how people in a particular culture use and respond to specific musical works from that culture                              |
| Aesthetics: 4.2c | Describe the means used to describe images or evoke feelings and emotions in musical works from various cultures                    |
| Aesthetics: 4.2d | Discuss criteria used to make evaluations of musical works and performances   |
| Aesthetics: 4.2e | Discuss elements of performance in an observational and evaluative way, using appropriate music terminology                         |