



Museum of Discovery Exhibits Correlated with Kindergarten 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 G1 E1&2		
Bernoulli Blower		P1	
Bike Corner	E1&2		
Big Drum			2.1a 3.1b 3.1b 3.2a
Biodiversity Wall	H1&2	L1	
Bison Enclosure	H1		
Camp Collins, Diary Stories	H1 C1&2		
Color Wall and Color Mixing		L1	
Down on the Ranch, Branding Irons	H1 E1&2		
Eat, Drink and Be Merry	H1 E1&2		
Edison to ipods	H1&2		
Ferret Center	C1&2		
First Peoples Wall	H1&2 G1 C1		
Farm Stories, Sugar Beets, Las Colonias	ALL		
Fort Collins Music Stories	H1 E1&2		
Fossil Wall	H1&2		
Funky Forest		L2	
Garage			1.1b 1.1d 3.1a 3.1b 3.1b 3.2a 3.3a 3.3b 4.1a 4.1b 4.3c
Gear Wall		P1	
Growth of the City Wall	H1&2		

Exhibit/Zone	Social Studies	Science	Music
Horse Power and Railroads	H1&2 G1 E1 C1		
Immigration Stories	H1&2		
Inventions and Innovations, Radio Display	H1&2		
Investigation Station		L1 P1	
Jumbo Blocks		P1&2	
Lindenmeyer Dig, Folsom Points	H1 G1		
Listening Lounge			3.1a 3.2a 3.3a 3.3b 3.4b
Magnification Station		L1 P1	
Moire Patterns		L1	
Piano Lever	H1 C1	P1	
Radio Innovations	H1 E1&2		
Reactable			3.1b 3.1b 3.2a 3.3b 3.4b
Seed Stories	H1 E1&2	L1	
Shadow Wall		E1	
Sheep Case	H1&2 E1 C1		
Sounds of Music	H1 E1&2		
Sound Spots			2.1b 4.1b
Tennis Ball Race		P1	
Washtub Bass			3.1b 3.1b 3.3b 4.1b 4.3c
Water for a Dry Land	H1 G1 E1 C1		
Westward Expansion, Pack Your Wagon	E1&2		
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.

Kindergarten

Colorado State Social Studies and Science Standards

Social Studies	
History 1: H1	Ask questions, share information and discuss ideas about the past
History 2: H2	The first component in the concept of chronology is to place information in sequential order
Geography 1: G1	People belong to different groups and live in different settings around the world that can be found on a map or globe
Economics 1: E1	Ownership as a component of economics
Economics 2: E2	Discuss how purchases can be made to meet wants and needs (Personal Financial Literacy)
Civics 1: C1	Participate in making decisions using democratic traditions
Civics 2: C2	Civic participation takes place in multiple groups
Science	
Life Science 1: L1	Organisms can be described and sorted by their physical characteristics
Physical Science 1: P1	Objects can move in a variety of ways that can be described by speed and direction
Physical Science 2: P2	Objects can be sorted by physical properties, which can be observed and measured
Earth Science 1: E1	The sun provides heat and light to Earth

Kindergarten Music Standards

Music	
Expression: 1.1a	Distinguish between speaking and singing voice
Expression: 1.1b	Sing songs and games
Expression: 1.1c	Echo and perform melodic and rhythmic patterns
Expression: 1.1d	Demonstrate performances skills and behavior
Expression: 1.2a	Move to music showing beat, tempo, dynamics, and melodic directions reflecting changes in mood or form
Expression: 1.2b	Move showing difference between sound and silence
Creation: 2.1a	Improvise sound effects to simple songs and stories or poems
Creation: 2.1b	Move to loud/soft, fast/slow, high/low, sound/silence, and beat/no beat
Creation: 2.2a	Use icons to create musical patterns
Theory: 3.1a	Use own vocabulary to describe musical opposites
Theory: 3.1a	Use own vocabulary to describe musical opposites
Theory: 3.1b	Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat
Theory: 3.2a	Aurally identify same/different patterns and phrases
Theory: 3.2b	Use body movement to interpret phrases
Theory: 3.3a	Identify male/female voices
Theory: 3.3b	Describe vocal and instrumental sounds using personal vocabulary
Theory: 3.4a	Move to demonstrate steady beat
Theory: 3.4b	Identify short/long and strong/weak
Theory: 3.4c	Use icons or invented symbols to represent beat
Aesthetics: 4.1a	Describe audience behavior for live/recorded music
Aesthetics: 4.1b	Describe musical preferences in own words
Aesthetics: 4.2a	Create movements to moods/styles
Aesthetics: 4.2b	Identify music written for purpose (e.g. lullaby)
Aesthetics: 4.3a	Explain music in cartoons, computer games, community, home events
Aesthetics: 4.3b	Listen and respond to styles (e.g. march, lullaby)
Aesthetics: 4.3c	Use personal words to describe voices, instruments, cultures
Aesthetics: 4.3d	Use movements to respond to music in genres, styles, and periods