



EDUCATIONAL FIELD TRIPS

A field trip to the NASCAR Hall of Fame offers students the ability to learn and apply principles of math, science and social studies. With lesson plans that adhere to state and national standards, our team provides an educational experience that is truly an extension of the classroom. The NASCAR Hall of Fame is open 10 a.m. to 6 p.m. daily, and arrivals begin at 9:45 a.m.

ADMISSION RATES

- Students: \$11.00.
- Teachers/Chaperones: \$18.00.
- School groups receive one free teacher/chaperone for every 10 students.

RESOURCES PROVIDED

- A schedule for your group visit.
- Suggested pre- and post-visit activities to extend your learning experience.
- Downloadable teacher resources to assist with planning your experience.
- A staff-led orientation.

90-MINUTE PROGRAM	\$11.00 PER STUDENT (includes admission)	RECOMMENDED GRADE LEVEL	SUBJECT MATTER	CURRICULUM STANDARD (NATIONAL)	CURRICULUM STANDARD (N.C.)	CURRICULUM STANDARD (S.C.)
Racing to Victory Lane	Through the most famous words in racing, "Drivers, start your engines," students will complete a series of fun, educational games and activities to learn about the sport and the world of NASCAR (six different activities and games).	Pre-k – 1	N/A	<p>Understands an increasingly complex and varied vocabulary; Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways; Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships; Progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative or realistic; Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p> <p><u>1.OA.7:</u> Works with addition and subtraction equations;</p> <p><u>K.G.1:</u> Describe objects in the environment using names of shapes;</p> <p><u>K.CC.3:</u> Write numbers from 0-20.</p>	<p>Understands an increasingly complex and varied vocabulary; Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways; Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships; Progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative or realistic; Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p>	<p>Understands an increasingly complex and varied vocabulary; Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways; Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships; Progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative or realistic; Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences;</p> <p>K.NS.1;K.G.2; 1.G.2; MC5.1;LCS.4.1</p>



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30-MINUTE PROGRAMS	\$3 ADDITIONAL PER STUDENT	RECOMMENDED GRADE LEVEL	SUBJECT MATTER	CURRICULUM STANDARD (NATIONAL)	CURRICULUM STANDARD (N.C.)	CURRICULUM STANDARD (S.C.)
Push and Pull	Objects in nature, including cars, move with a force. Forces are in the form of push or pulls. Students will learn and demonstrate pushes and pulls as they apply to cars.	Grades K-1	Physical Science	<u>K-PS2-1</u> : Plan and conduct an investigation to compare effects of different directions of push and pulls on the motion of an object; <u>K.CC.3</u> : Write numbers from 0-20.	K.P.1; 1.P.1	1.S.1A.2; 2.P.4
Going the Distance	Explore what it takes for a team to get to the track and back again each week. Students will utilize their math skills as they explore and solve problems related to NASCAR tracks, travel and on-track action.	Grades 2-5	Math and Geography	<u>2.OA.1</u> : Represent and solve problems involving addition and subtraction; <u>2.MD.1</u> : Measure the length of an object by selecting and using appropriate tools; <u>3.OA</u> : Represent and solve problems involving multiplication and division; <u>4.MD.1</u> : Solve problems involving measurement and conversion of measurements from larger units to smaller units; <u>5.NF</u> : Apply and extend previous understandings of multiplication and division to multiply and divide fractions; <u>NSS-G.K-12.1</u> : Understand how to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.	2.OA.1; 2.MD1; 3.OA; 4.MD.1; 5.NF; NSS-G.K-12.1	1.ATO.1; 2.ATO.1, 2.MDA.1; 3.MDA.3, 3.ATO3; 4.ATO.3; 4.MDA.2



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The Art of Cars	Series of three 30-minute workshops to choose from: 1. Drawing. 2. Color for Impact. 3. Painting.	Grades 2-6	Visual Arts	<p><u>NA-VA.K-4.1:</u> UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES; <u>NA-VA.K-4.3:</u> CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS AND IDEAS; <u>NA-VA.5-8.1:</u> Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas; <u>NA-VA.5-8.4:</u> UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES; Students describe and place a variety of art objects in historical and cultural contexts; <u>NA-VA.5-8.6:</u> MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES.</p>	A.V.3; P.CX.1; B.CX.1; B.V.3	VA2-1.1; VA2-2.2; VA3-1.3; VA3-2.3; VA3-6.1; VA4-1.3; VA4-2.3; VA4-6.1; VA5-1.3; VA5-2.3; VA5-6.1;



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Engines! Powerhouses of work	Energy is needed to make all machines move. That applies to us (human machines) and to cars. Students will explore the concept of energy and how it makes cars work.	Grades 3-4, 6-8 and 9-12	Physical Science	<p><u>4-PS3-1:</u> Use evidence to construct an explanation relating the speed of an object to the energy of that object;</p> <p><u>4-PS3-4:</u> Apply scientific ideas to design, test and refine a device that converts energy from one form to another;</p> <p><u>MS-PS3-3:</u> Apply scientific principles to design, construct and test a drive that either minimizes or maximizes thermal energy;</p> <p><u>HS-PS3-3:</u> Design, build and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	6.P.3; 7.P.2; 8.P.2;Phy.2.1;PSc.3.1	6.P.3A.1; H.P.3A.1
An Object in Motion	“An object in motion will stay in motion.” Sir Isaac Newton’s laws are no better represented in action than during a race. Students will learn about the basic principles of motion through a series of interactive experiments.	Grades 3-12	Physical Science	<p><u>3-5-ETS1-1:</u> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints;</p> <p><u>MS-PS2-1:</u> Apply Newton’s third law to design a solution to a problem involving the motion of two colliding objects;</p> <p><u>MS-PS2-2:</u> Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p>	3.P.1.1; 5.P.1;7.P.1;Phy1.1	5.P.5; 8.P.2; H.P.2D



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Heating Up	Friction is a key scientific lesson and a critical element in the sport of NASCAR. During the session, students will learn about the role of friction and its impact on everything from the engine to the tires.	Grades 3-8	Physical Science	<p><u>3-PS2-1:</u> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object;</p> <p><u>3-PS2-2:</u> Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion;</p> <p><u>MS-PS3-4:</u> Plan an investigation to determine the relationship among the energy transferred, the type of matter, the mass and the change in the average kinetic energy of the particles.</p>	3.P.3; 5.P.3; 7.P.2; Phy.1.2.3	3.P.2A.4; 5.P.5; 8.P.2; H.P.2D
Racing: Moving with the Times	Racing is a reflection of both United States and World History in terms of the inventions, innovations and historical events surrounding it. Students can apply history lessons through the perspectives of economics, geography and technology.	Grades 4-8	Social Studies	<p><u>NSS-USH.K-4.2:</u> THE HISTORY OF STUDENTS' OWN STATE OR REGION;</p> <p><u>NSS-USH.5-12.9 ERA 9:</u> POSTWAR UNITED STATES (1945 TO EARLY 1970s);</p> <p><u>NSS-USH.9-12.10 ERA 10:</u> CONTEMPORARY UNITED STATES (1968 TO THE PRESENT).</p>	4.H.1;4.G.1.4;5.G.1.3; 8.H.3	5-4; 5-5;8-6



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Inventors to Innovators: Halls of Fames	Leaders, innovators and inventors have helped to shape the world, the United States, the state of North Carolina and the sport of NASCAR. Halls of Fame are opportunities to honor and celebrate individuals, businesses and milestone moments that have changed or impacted the world in a grand capacity. Based on impact, students make a case for whom they think should be considered for the NASCAR Hall of Fame. Research and writing are key components of the activity.	Grades 4-12	Language Arts	<p><u>NL-ENG.K-12.4:</u> Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes;</p> <p><u>NL-ENG.K-12.7:</u> Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience;</p> <p><u>NL-ENG.K-12.1:</u> Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.</p>	4.H.1;4.G.1.4;5.G.1.3; 8.H.3	I.3.1;I.4.2; MC.8.5.b; I.1.1;W.3.1
Get Ready; Race with Strength	<p>Three individual workshops can be instructed, either as a series or individually. The workshop focuses on the components of health/wellness and how they impact the sport of racing. The theme explores the roles of the body and mind and wellness.</p> <p>1. Better Structure (bones, muscles and nerves). 2. Communication (senses). 3. Fitness and Wellness (strength and nutrition).</p>	Grade 4-12	Physical Education and Health	<p><u>NPH.K-12.4:</u> Achieves and maintains a health-enhancing level of physical fitness. NPH.K-12.1: Demonstrates competency in many movement forms and proficiency in a few movement forms;</p> <p><u>NPH-H.K-4.6:</u> SETTING GOALS FOR GOOD HEALTH; Set a personal health goal and track progress toward its achievement;</p> <p><u>NPH-H.5-8.6:</u> Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities; Students will analyze the interdependence of the integumentary, skeletal and muscular systems as these relate to the protection, support and movement of the human body.</p>	4.PCH.2; 4.MEH.2;4.NPA.3;5.PCH.4;5.NPA.2;5.NPA.3;6.NPA.3;7.NPA.4; 4.L.2; 5.L.1; 7.L.1.4	7.L.3B.1; 7.L.3B.2



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KaPow! Reactions	Chemical reactions are essential to creating energy. Combustion is one of the primary chemical reactions students need to understand. Cars run because of the chemical reaction that occurs when gas and air are combined and ignited.	Grades 5-12	Chemistry	<p><u>MS-PS1-2:</u> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred;</p> <p><u>MS-PS1-6:</u> Undertake a design project to construct, test and modify a device that either releases or absorbs thermal energy by chemical process;</p> <p><u>HS-PS1-4:</u> Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the change in total bond energy;</p> <p><u>HS-PS3-3:</u> Design, build and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	Chm.1.2; Chm 2.2	7.P.2A; H.C.1;H.C.6
Clean Lines: Aerodynamics	Aerodynamics and wind resistance are essential concepts in the sport of racing and our personal lives. Students will explore the principles of draft and drag as critical factors that race teams consider when working to modify cars and improve their performance.	Grades 5-12	Physical Science	<p><u>5-PS2-1:</u> Support an argument that the gravitational force exerted by the earth on an object is directed down;</p> <p><u>HS-PS2-1:</u> Analyze data to support the claim that Newton's second law of motion describes that mathematical relationship among the net forces.</p>	PSc.1.2;PSc.1.1	5.P.5;6.P.3A.1; 8.P.2: H.P.2D
Building Blocks	Cars are moving chemistry experiments. With the exception of the air in its tires, every component of a car has been purposefully engineered and designed. Understanding what combination of elements has been used in a car's design offers students a real-life application of science.	Grades 7-12	Chemistry	<p><u>HS-PS1-2:</u> Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms.</p>	Chm 1.1	7.P.2A;H.C.1



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60-MINUTE PROGRAMS	\$4 ADDITIONAL PER STUDENT	RECOMMENDED GRADE LEVEL	SUBJECT MATTER	CURRICULUM STANDARD (NATIONAL)	CURRICULUM STANDARD (N.C.)	CURRICULUM STANDARD (S.C.)
Investigation: Force and Motion	Join an educator for a guided exploration of the NASCAR Hall of Fame. The educator will lead an activity that promotes science inquiry, engineering and/or mathematical problem-solving skills. Students will benefit from guides and resources to help facilitate the learning experience.	Grades 3-8	Physical Science and Math	<u>3-5-ETS1-1:</u> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints; <u>MS-PS2-1:</u> Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects; <u>MS-PS2-2:</u> Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.		
Investigation: Racing and Carolina History	Join an educator for a guided exploration that prompts students to study exhibits and then engage in a series of informational reading opportunities. Students will use these resources to solve a series of problems that relate to the history of racing and how that history ties in to local history. Students will benefit from guides and resources to help facilitate the learning experience.	Grades 3-8	Social Studies and Language Arts	<u>NSS-USH.K-4.2:</u> THE HISTORY OF STUDENTS' OWN STATE OR REGION; <u>NSS-USH.5-12.9 ERA 9:</u> POSTWAR UNITED STATES (1945 TO EARLY 1970S); <u>NSS-USH.9-12.10 ERA 10:</u> CONTEMPORARY UNITED STATES (1968 TO THE PRESENT).		

ADD-ONS

- Simulator racing experience: \$3 (*54" height requirement*)
- Souvenir lanyard: \$3 plus tax

LUNCH OPTIONS

We offer three lunch options. In order to ensure your lunches are ready on time, bag lunch orders must be confirmed with your ticket order in advance.

- Hot dog, chips and water: \$5
- Chicken tenders, french fries and water: \$7.
- Turkey or ham sandwich, chips and water: \$7.

BUS PARKING

Bus parking is free of charge in the bus lane located on Brevard Street. Please advise NASCAR Hall of Fame staff of your bus parking needs. Please consult the parking information on our website, nascarhall.com/tickets/directions-parking, for the best directions. If using a GPS/Map for directions, please route to the following address: 500 S. Brevard St.

NOTE: The NASCAR Hall of Fame's official address—400 Martin Luther King Jr. Blvd.—will lead you to the wrong side of the street off of Interstate 277.

PAYMENTS

Check, cash and credit cards are accepted. Payment is due 5 business days in advance of your trip, and changes can only be made prior to final payment.

ADDITIONAL INFORMATION

For groups who don't opt to purchase bag lunches, please note that no outside food or beverage may be brought in to the NASCAR Hall of Fame. Groups may opt to bring a bag lunch and eat on the plaza in front of the building. The plaza includes benches and trash cans. Please advise NASCAR Hall of Fame staff when you plan to eat on the Ceremonial Plaza.

Students are welcome to enjoy all that we have to offer in the NASCAR Hall of Fame Gear Shop. Students must be accompanied by a teacher/chaperone while in the Gear Shop (Gift Shop).

CANCELLATION POLICY

Full payment is due 5 business days in advance. Cancellations within 5 business days of visit can be rescheduled within a 12-month period.