

Tour or Program	Grade Level	Standard ID	Standard Description	Social Studies	Science
Little Red Hen Tour	K	KC & G.1.1	Exemplify positive relations through fair play and friendship.	X	
	K	K.G.2.2	Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, ect.).	X	
	K	K.H.1.1	Explain how people change over time (self and others).	X	
	K	K.E.1.2	Explain how jobs help people meet their needs and wants.	X	
	1st	1.G.2.2	Explain how people use natural resources in the community.	X	
	1st	1.C & G.1.1	Explain why rules are needed in the home, school and community.	X	
History Detective Tour	2nd	2.G.2.1	Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.	X	
	2nd	2.G.2.2	Explain how people positively and negatively affect the environment.	X	
	2nd	2.H.1.3	Compare various interpretations of the same time period using evidence such as photographs and interviews.	X	
	2nd	2.E.1.1	Give examples of ways in which businesses in the community meet the needs and wants of consumers.	X	
	3rd	3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	X	
	3rd	3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	X	
	3rd	3.H.2.1	Explain change over time through historical narratives (events, people and places).	X	
	3rd	3.G.1.2	Compare the human and physical characteristics of places.	X	
	3rd	3.G.1.3	Exemplify how people adapt to, change and protect the environment to meet their needs.	X	
	3rd	3.G.1.4	Explain how the movement of goods, people and ideas impact the community.	X	
	4th	4.H.1.3	Explain how people, events and developments brought about changes to communities in various regions of N.C.	X	
	4th	4.H.2.1	Explain why important building, statues, monuments, and place names are associated with the state's history.	X	
	4th	4.G.1.1	Summarize changes that have occurred in NC since statehood (population growth, transportation, communication, landscape).	X	
	4th	4.G.1.4	Explain the impact of technology (communication, transportation, inventions, ect.) on NC's citizens, past an present.	X	
	5th	5.G.1.1	Explain the impact of the physical environment on early settlements in the New World.	X	
	5th	5.G.1.2	Explain the positive and negative effects of human activity on the physical environment of the US, past and present.	X	
7th	7.P.2.1	Mechanical energy is the energy possessed by an object due to its motion or its stored energy of position.		X	
Mill Heritage Tour	6th	6.H.2.3	Explain how innovation and/or technology transformed civilizations, societies and regions over time.	X	
	6th	6.G.1.1	Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.	X	
	6th	6.G.1.2	Explain the factors that influenced the movement of people, goods and ideas and the effects of the movement on societies and regions over time.	X	

	6th	6.E.1.1	Explain how conflict, compromise and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.	X
	6th	6.E.1.2	Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	X
	7th	7.G.1.1.	Explain how environmental conditions and human response to those conditions influence modern societies and regions.	X
	7th	7.G.1.3	Explain how natural disasters, preservation efforts and human modification of the environment affect modern societies and regions.	X
	8th	8.H.1.4	Use historical inquiry to evaluate the validity of sources used to construct historical narratives.	X
	8th	8.H.3.1	Explain how migration and immigration contributed to the development of NC and the US from colonization to contemporary times.	X
	8th	8.H.3.2	Explain how changes brought about by technology and other innovations affected individuals and groups in NC and the US.	X
	8th	8.H.3.4	Compare historical and contemporary issues to understand continuity and change in the development of NC and the US.	X
	8th	8.G.1.3	Explain how human and environmental interaction affected quality of life and settlement patterns in NC and the US.	X
Little Red Hen Craft Program	K	KC & G.1.1	Exemplify positive relations through fair play and friendship.	X
	K	K.H.1.1	Explain how people change over time (self and others).	X
	K	K.E.1.2	Explain how jobs help people meet their needs and wants.	X
A-Maize-Ing Grains	1st	1.G.2.1	Explain ways people change the environment. People can change the environment through use of natural resources.	X
	1st	1.G.2.2	Explain how people use natural resources in the community. The environment provides natural resources for people to live.	X
	3rd	3.L.2.1	Students know the names and functions of major plant parts. Students know that plants have special parts that perform special functions for the plant to survive.	X
	3rd	3.L.2.3	Students know the distinct stages of the life cycle of seed plants.	
	3rd	3.L.2.2	Students know that how well plants grow and survive is determined by combo of environmental conditions; e.g. drought conditions diminish plant health and growth.	X
	4th	4.L.2.1	Students know that living things derive their energy from food.	X
	4th	4.L.2.2	Students know that humans have needs for vitamins, minerals, and exercise to remain healthy. Students know that vitamins and minerals are found in healthy foods, as well as dietary supplements.	X
	6th	6.L.1.1	Summarize the basic structures and functions of flowering plants required for survival, reproduction, and defense.	X
Artifact Discovery	2nd	2.H.1.3	Compare various interpretations of the same time period using evidence such as photographs and interviews.	X
	2nd	2.E.1.4	Explain why people and countries around the world trade for goods and services.	X
	2nd	2.G.2.1	Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.	X
	2nd	2.H.1.3	Compare various interpretations of the same time period using evidence	

		such as photographs and interviews.	X	
3rd	3.H.1.1	Explain key historical events that occurred in the local community and and regions over time.	X	
3rd	3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	X	
3rd	3.H.2.1	Explain change over time through historical narratives (events, people and places).	X	
3rd	3.H.2.2	Explain how multiple perspectives are portrayed through historical narrative.	X	
3rd	3.G.1.3	Exemplify how people adapt to, change and protect the environment to meet their needs.	X	
4th	4.H.1.3	Explain how people, events and developments brought about changes to communities in various regions of N.C.	X	
4th	4.G.1.3	Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.	X	
4th	4.G.1.4	Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present.	X	
6th	6.H.1.3	Use primary and secondary sources to interpret various historical perspectives.	X	
7th	7.H.1.3	Use primary and secondary sources to interpret various historical perspectives.	X	
Simple Machines	1st	1.P.1.3	Students know size of the change in motion of an object is based on amount of force applied to the object. Students know that balance is associated with position and weight.	X
	1st	1.P.1.1	Students know a fore is a push or pull. Students know a force, a push or pull, can change motion of an object in three ways.	X
	3rd	3.P.1.1	Students know that when a force acts on an object it will result in change of speed and direction.	X
	3rd	3.P.1.2	Students know that speed can vary. Students know that varying speed of a moving object will affect time it takes for object to travel in particular distance.	X
	3rd	3.P.1.3	Students know that the earth pulls on all objects on or near the earth without touching those objects.	
	3rd	3.P.3.1	Students know that rubbing objects together results in friction which releases heat energy.	X
	5th	5.P.1.1	Explain how factors such as gravity, friction, and change in mass affect the motion of objects.	X
	5th	5.P.1.4	Students know that the greater a force is, the greater the change in motion it produces.	X
	7th	7.P.1.2	Explain the effects of balances and unbalanced forces acting on an object (including friction, gravity, and magnets).	X
	7th	7.P.2.1	Explain how kinetic and potential energy contribute to the mechanical energy of an object.	X
	7th	7.P.2.2	Explain how energy can be transformed from one form to another (specifically potential energy and kinetic energy) using a model or diagram.	X
	7th	7.P.2.4	Explain how simple machines such as inclined planes, pulleys, levers and wheel and axels are used to create mechanical advantage and increase efficiency.	X

Hand-Mills and Mill Stones	3rd	3.H.2	Use historical thinking skills to understand the context of events, people and places.	X
	3rd	3.H.2.1	Explain change over time through historical narratives (events, people and places).	X
	3rd	3.G.1.3	Exemplify how people adapt to, change and protect the environment to meet their needs.	X
	3rd	3.G.1.4	Explain how the movement of goods, people and ideas impact the community.	X
	4th	4.H.1.1	Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before after European exploration.	X
	4th	4.G.1.1	Summarize changes that have occurred in NC since statehood (population growth, transportation, communication, landscape).	X
	4th	4.G.1.3	Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.	X
	4th	4.G.1.4	Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present.	X
	5th	5.G.1.3	Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations.	X
	5th	5.C.1.2	Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.	X
Peek Into the Pond	K	K.L.1.1	Students know that animals of the same type have individual differences.	X
	K	K.L.1.2	Students know living and nonliving things are made of parts and people give names to the parts that different from the name of the whole object, plant of animal. Know that animals are living things that grow and develop, and need food, air, and water but nonliving things do not.	X
	1st	1.L.1.1	Students know that living things need food, water, air; a way to dispose of waste, and an environment in which the live.	X
	1st	1.L.2.2	Students know that animals are living things that grow and have basic needs for energy, air, and water. Animals depend on plants to provide them with energy directly or indirectly.	X
	1st	1.L.2.1	Students know that plants are living things that need energy and grow. Students know plants need water, nutrients and light to make their own food for energy and growth.	X
	2nd	2.L.2.1	Students know that plants and animals resemble their parents in appearance, needs, life processes, and interactions with the environment, even while being unique.	X
	2nd	2.L.1.1	Summarize the life cycles of animals including: birth, developing into an adult, reproducing, and again and death.	X
	2nd	2.L.2.2	Students know that groups of organisms of the same type have characteristics in common as well as characteristics that may vary.	X
	4th	4.L.1.1	Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.	X
	4th	4.L.1.2	Explain how animals meet their needs by using behaviors in response to information received from the environment.	X
4th	4.L.1.4	Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.	X	

	5th	5.L.2.1	Compare the characteristics of several common ecosystems, including estuaries, and salt marshes, oceans, lakes and ponds.	X
	5th	5.L.2.2	Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers.	X
	5th	5.L.2.3	Infer the effects that may result from the interconnected relationship of plants and animals in their ecosystem.	X
	6th	6.L.2.1	Summarize how energy derived from the sun is used by plants to produce sugars through photosynthesis and is transferred within a food chain or food web; terrestrial and aquatic, from producers to consumers to decomposers.	X
	8th	8.L.3.3	Students know sun is ultimate source of energy; energy entering ecosystems is transferred by producers into chemical energy through photosynthesis. Students know flow of energy through ecosystems can be described and illustrated in food chains, food webs, and pyramids.	X
	8th	8.L.3.2	Students know organisms in ecosystem constantly interact.	X
	8th	8.E.1.4	Water quality is a term used to describe the chemical, physical, and biological characteristics of water. Water is essential to life, and the quality determines the sustenance of ecosystems.	X
	8th	8.E.1.3	Students know health of water system is determined by balance between physical, chemical, and biological variables. Temperature of water in rivers and lakes determines the kinds of organisms that can survive there. The pH is a measure of how acidic or basic water is.	X
Habitat Hike	1st	1.L.1.1	Recognize that plants and animals need air, water, light (plants only), space, food, and shelter and that these may be found in their environment.	X
	1st	1.L.1.2	Give examples of how the needs of different plants and animals can be met by their environments in NC or different places throughout the world.	X
	1st	1.L.1.3	Summarize ways humans protect their environment and/or improve conditions for the growth of the plants and animals that live there.	X
	1st	1.L.2.1	Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy growth.	X
	1st	1.L.2.2	Summarize the basic needs of a variety of different animals (including air, water, nutrients, and light) for energy growth.	X
	4th	4.L.1.1	Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.	X
	4th	4.L.1.2	Explain how animals meet their needs by using behaviors in response to information received from the environment.	X
	4th	4.L.1.3	Explain how humans can adapt their behavior to live in changing habitats.	X
	4th	4.L.1.4	Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.	X
	5th	5.L.2.1	Compare the characteristics of several common ecosystems, including estuaries, and salt marshes, oceans, lakes, ponds, forests and grasslands.	X
	5th	5.L.2.2	Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers.	X
	5th	5.L.2.3	Infer the effects that may result from the interconnected relationship of plants and animals in their ecosystem.	X
	8th	8.L.3.1	Explain how factors such as food, water, shelter, and space affect populations	

			in an ecosystem.	X
Animal Adaptations	1st	1.L.1.1	Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.	X
	1st	1.L.1.2	Give examples of how the needs of different plants and animals can be met by their environments in NC or different places throughout the world.	X
	1st	1.L.2.2	Summarize the basic needs of a variety of different animals (including air, water, and food) for energy growth.	X
	2nd	2.L.2.1	Recognize that there is variation among individuals that are related.	X
	3rd	3.L.1.1	Compare the different functions of the skeletal and muscular system.	X
	4th	4.L.1.1	Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.	X
	4th	4.L.1.2	Explain how animals meet their needs by using behaviors in response to information received from the environment.	X
	4th	4.L.1.3	Explain how humans can adapt their behavior to live in changing habitats.	X
	4th	4.L.1.4	Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.	X
	5th	5.L.2.1	Compare the characteristics of several common ecosystems, including estuaries, and salt marshes, oceans, lakes, ponds, forests and grasslands.	X
	5th	5.L.2.3	Infer the effects that may result from the interconnected relationship of plants and animals in their ecosystem.	X
	5th	5.L.3.1	Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.	X
	7th	7.L.2.3	Explain the impact of the environment and lifestyle choices on biological inheritance and survival.	X
	8th	8.L.3.1	Explain how factors such as food, water, shelter, and space affect populations in an ecosystem.	X
	8th	8.L.3.2	Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions.	X
8th	8.L.4.2	Explain the relationship between genetic variation and an organism's ability to adapt to it's environment.	X	
Animal Tracks and Signs	K	K.L.1.1	Compare the different types of the same animal to determine individual differences within a particular type of animal.	X
	K	K.L.1.2	Compare characteristics of living and nonliving things in terms of their: structure, growth, changes, movement, and basic needs.	X
	1st	1.L.1.1	Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.	X
	1st	1.L.1.2	Give examples of how the needs of different plants and animals can be met by their environments in NC or different places throughout the world.	X
	4th	4.L.1.2	Explain how animals meet their needs by using behaviors in response to information received from the environment.	X
	4th	4.L.1.4	Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.	X
	5th	5.L.2.1	Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.	X

	5th	5.L.2.3	Infer the effects that may result from the interconnected relationship of plants and animals in their ecosystem.	X
	5th	5.L.3.1	Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.	X
Geology Rocks	4th	4.P.2.2	Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage, and streak.	X
	4th	4.P.2.3	Classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed and the processes that create them.	X
	4th	4.E.2.3	Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.	X
	6th	6.E.2.1	Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.	X
	6th	6.E.2.2	Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.	X
	6th	6.E.2.3	Explain how formation of soil is related to the parent rock type and the environment in which it develops.	X
	8th	8.P.1.2	Students know how the periodic table of elements is organized and how to use the periodic table in order to obtain information about the atom of an element: symbol, atomic number, atomic mass ect.	X
	8th	8.E.2.1	Infer the age of the Earth and relative age of rocks and fossils from index fossils and ordering of rock layers (relative dating and radioactive dating)	X