SPARK MANIA

GEORGIA STANDARDS OF EXCELLENCE:

S5P2.a,b,c

GRADE:

FIFTH GRADE

DESCRIPTION:

Students will learn that electricity is the flow of energy from one place to another. They will see how electricity moves through conductors, but not through insulators. The program explains how a closed circuit is needed to power electronics and explores the difference between series and parallel circuits using clear and simple examples.

OBJECTIVES:

- Electricity is the flow of electrical energy from one place to another.
- Electricity flows through conductors, but it can't flow through insulators.
- A closed circuit is needed for electricity to flow and power electronics.
- Series Circuit vs. Parallel Circuit.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce the concept of electricity as energy in motion.
- Demonstrate flow of electricity.
- Use props to identify conductors and insulators.
- Identify a closed circuit vs. an open circuit.
- Identify the difference between simple circuit and parallel circuit.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

5TH · S5P2.a,b,c

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SAVOY AUTOMOBILE MUSEUM

HEAT ON WHEELS

GEORGIA STANDARDS OF EXCELLENCE:
S3P1.b

GRADE:
THIRD GRADE

DESCRIPTION:

Students will learn that energy can move and change form.
They will explore different types of energy - like light, heat, and sound - and see how energy is used in everyday life, including in cars and other machines.

OBJECTIVES:

- Energy can be converted from one form to another.
- Electricity can transfer energy from place to place.
- Light, sound, and heat also transfer energy.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce the concept of energy and how it makes things happen.
- Demonstrate the different ways that energy can be transferred using real-life examples.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

3RD · S3P1.b

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FULL THROTTLE FORCES

GEORGIA STANDARDS OF EXCELLENCE:

SKP2.a,b; S2P2.a,b,c; S4P3.a,b

GRADE:

K, SECOND, & FOURTH

DESCRIPTION:

Students will learn that a force is a push or a pull that makes objects move. They will see how a push moves something away and a pull brings it closer. The program explains how forces can make objects start, stop, or change direction. Students will also learn the difference between balanced forces that keep objects still and unbalanced forces that make them move.

OBJECTIVES:

- Force has both strength and direction.
- Unbalanced forces cause an object to change its motion.
- Balanced forces do not cause change in motion.
- A force is a push or pull that makes objects move.
- Forces can make objects speed up, slow down, and change directions.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce the concepts of force and motion.
- Explain the difference between balanced and unbalanced forces.
- Demonstrate how strength and direction affect movement using visual examples.
- Tug-of-War Demonstration (Push and Pull).
- Ramp demonstration.

GALLERY TOURS (100 MINUTES)

GALLERY A 20 MINUTES → GALLERY B 20 MINUTES → GALLERY C 20 MINUTES → GALLERY D 20 MINUTES → GREAT HALL 20 MINUTES

K, 2, & 4 · SKP2.a,b; S2P2.a,b,c; S4P3.a,b

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SAVOY AUTOMOBILE MUSEUM

WHEELS, LEVERS, AND GEARS, OH MY!

GEORGIA STANDARDS OF EXCELLENCE:
SKP2.b, S4P3.c

GRADE:
KINDERGARTEN & FOURTH

DESCRIPTION:

Students will learn how simple machines help us do work. They will see how simple machines have few or no moving parts and can change the direction of a force or the amount of force needed. The program shows how tools like wheels, levers, and gears make work easier every day.

OBJECTIVES:

- Simple machines make work easier.
- They have few or no moving parts.
- They change the direction of a force or the amount of force needed to do something.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)
- Introduce simple machines and how they make work easier.
- Demonstrate simple machines with props.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

K & 4TH · SKP2.b, S4P3.c

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WACKY ENGINEERING

GEORGIA STANDARDS OF EXCELLENCE:
S2P1.b

GRADE:
SECOND GRADE

DESCRIPTION:

Students will learn how engineers use science and math to solve problems. They will see how engineers often take things apart to understand how they work, then put them back together, sometimes in a better way.

OBJECTIVES:

- Engineers use science and math to solve problems.
- Engineers also build and test things.
- Each time they redesign it, the solution can get better.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce engineering and engineers.
- Demonstrate how engineers solve problems.
- Demonstrate how engineers take things apart and rebuild them to improve a design.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

2ND · S2P1.b

POLLUTION SOLUTION

GEORGIA STANDARDS OF EXCELLENCE:
S6E6.b

GRADE:
SIXTH GRADE

DESCRIPTION:

Students will learn how the human population has grown quickly over the last 200 years and how this can put pressure on Earth's natural resources. They will explore how cars and transportation affect the environment by using fuel and creating pollution. Students will also see how people can help by making smart choices and using cleaner car technology like electric vehicles.

OBJECTIVES:

- The human population has increased dramatically over the past two centuries.
- An increasing population can strain natural resources.
- Humans can make decisions or use technology to reduce their impact on Earth.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce pollution and the impact it has on Earth.
- Introduce the biggest contributors to pollution.
- Explain the damage and dangers of pollution.
- Demonstrate pollution with a visual model.
- Identify how we can find a solution to pollution.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

6TH · S6E6.b

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MOTION COMMOTION

GEORGIA STANDARDS OF EXCELLENCE:
S8P3.b

GRADE:
EIGHTH GRADE

DESCRIPTION:

Students will explore Newton's Three Laws of Motion and how they explain the way things move. They will learn that objects stay still or keep moving unless a force changes them, that heavier things need more force to move, and that every action creates an equal and opposite reaction. Real-world examples, including how cars move and stop, help bring these laws to life.

OBJECTIVES:

- There are three Laws of Motion.
- Newton's First Law: An object won't change its motion unless acted upon by a force.
- Newton's Second Law: Heavier objects need a larger force to move them.
- Newton's Third Law: For every action, there is an equal and opposite reaction.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduce the three laws of motion.
- Demonstrate the three laws of motion with props.

GALLERY TOURS (100 MINUTES)

GALLERY A 20 MINUTES → **GALLERY B** 20 MINUTES → **GALLERY C** 20 MINUTES → **GALLERY D** 20 MINUTES → **GREAT HALL** 20 MINUTES

8TH · S8P3.b

ENERGY IN MOTION

GEORGIA STANDARDS OF EXCELLENCE:
S8P2.a,b

GRADE:
EIGHTH GRADE

DESCRIPTION:

Students will learn about two main types of energy: kinetic energy, which is the energy of motion, and potential energy, which is stored based on an object's position. They will see how energy can switch between potential and kinetic - for example, when a car rolls down a hill or comes to a stop. Clear examples help students understand how energy moves and changes all around us.

OBJECTIVES:

- Kinetic energy is the energy of motion.
- Potential energy is stored in an object based on its position.
- Energy can change between potential and kinetic based on an object's motion.

TIMELINE:

THEATRE PRESENTATION (20 MINUTES)

- Introduction of energy.
- Explore the differences of kinetic and potential energy.
- Demonstrate kinetic and potential energy with props.

GALLERY TOURS (100 MINUTES)

GALLERY A (20 MINUTES) → GALLERY B (20 MINUTES) → GALLERY C (20 MINUTES) → GALLERY D (20 MINUTES) → GREAT HALL (20 MINUTES)

8TH · S8P2.a,b

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