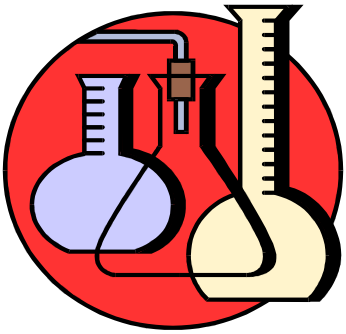
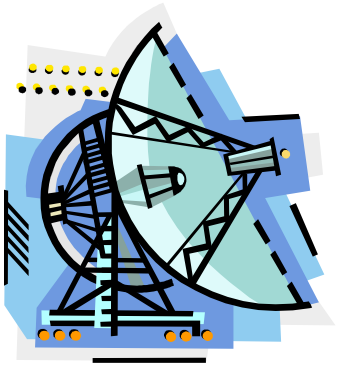
Parkside Elementary

One Academic Fair:
United For Academic Excellence
2011-2012

Social Studies



Science



Technology

Mathematics

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Dear Parents:

Preparations for the annual One Academic Fair are in progress. Your child received information which outlines the requirements, format, and due dates for the project. Students in grades K-5 must include a log book and display board to present their project. For students in 4th - 5th grade, a research paper must accompany the project. In addition, 5th graders must provide an abstract as well.

Please review this information with your child today, just as we have done at school. Your child will need help and support in choosing a topic and locating information. A successful project for your child will represent his/her work, not that of a parent or expert.

This project will provide a variety of educational experiences. Students will acquire, develop, and publicly demonstrate mastery of research methodology and problem solving skills. Students who prepare a backboard will gain artistic skills in lettering, spacing, and balance. Classroom teachers are also working with your child to help them develop these skills.

Please be aware of the timeline and help your child plan assignments in accordance with the due dates for each aspect of the project. A pocket folder is ideal for organizing all information and research. Prior to submitting the research project, your child will ask you to proofread his/her paper for grammar and spelling errors.

Your cooperation and support are appreciated in this valuable learning experience.

Sincerely,

Dr. Phillip Luck
Principal
Parkside Elementary School

Preparing Student Projects

(adapted from the teaching archives of Dr. Glen Blankenship)

I. CHOOSE A TOPIC. (*see page 4 for more details)

A. Science, Mathematics, Social Science or Technology Discipline

Science
Earth, Life or Physical Science

Mathematics
Numbers & Operations, Measurement, Geometry, Data Analysis & Probability or Algebra

Social Science
Anthropology, Economics, Geography, History, Political Science or Sociology

Technology
Graphic Design, Digital Photography, Video Production, 3D Modeling, Case Modification, Multimedia & Non-Multimedia Applications, Programming, Robotics, or Web 2.0 Internet Applications

B. Think of a current topic about which you would like to read and study; think of problems you would like to see solved.

C. Look through newspapers, a variety of magazines and other current publications. Read books, listen to radio, watch television news broadcasts, and search internet sites (*Wikipedia is NOT a credible source*).

D. Brainstorm possible topics. Talk to parents, teachers, and other students about topics that may interest you.

E. Identify any bias you may have concerning a possible topic. Determine if you can sort through the data and not be prejudiced.

II. FORMULATE AN APPROPRIATE RESEARCH QUESTION.

A. List ten questions that deal with your topic.

B. Ask each of these questions about your possible research questions:

1. Can you do *original* research on the topic? (preferable)
2. Is the topic relevant? Will the answer be of any benefit to you or your community? Ask "so what?" about the question.
3. Does the question use words that need to be defined?
4. Did you avoid questions with "yes" or "no" answers?
5. Do you already know the answer to the question? (avoid)

6. Are you biased or prejudiced about the topic?
7. Will you be able to draw some kind of conclusion to the question?
8. Can you find information in your community on the topic?

C. Narrow your list of questions to three.

1. Discuss the questions with parents, teachers, and friends.
2. Choose the *best* research question.

III. DETERMINE THE PURPOSE OR GOAL FOR CHOOSING THE TOPIC.

A. Why have you chosen this topic?

B. Write a paragraph/sentence (depending on grade level) explaining your purpose or goal.

IV. CHOOSE METHODS OF RESEARCH.

A. Begin in the Media Center.

1. Books
2. Magazines (*use the Reader's Guide)*
3. Newspapers (*scan indices for the past several years)*
4. Internet

B. Choose at least one (preferably 2 or 3) original means of research.

1. Experiments/Tests
2. Observations
3. Photographs
4. Surveys
5. Interviews
6. Case Studies
7. Questionnaires
8. Movies/Sound Recordings
9. Maps

V. CONDUCT THE RESEARCH.

A. Devise a timeline.

B. Keep a LOG BOOK of the progress (both successes and setbacks) of the progress of your research.

C. Roadblocks may occur during the research process. When they happen, do not quit. Talk with your parents/teacher and revise the plan. Not finding an answer may be just as significant as finding one.

VI. SUMMARIZE THE DATA.

A. Outlines/Essays

B. Statistics (in the form of graphs, tables, charts etc.)

C. Photography/Diagrams/Drawings

VII. DRAW A CONCLUSION.

A. Answer the question using the data collected during the research. The project is of no use if you do not answer the question.

VIII. DETERMINE A PRESENTATION FORMAT

A. Select a title. A well thought-out and interesting title should grab attention to make viewers want to know more about the project.

B. Secure a display board with the following dimensions: 30 inches deep, 48 inches wide, and 108 inches high.

C. Arrange the board in several ways before attaching all of your materials. Include charts, graphs, photographs, drawings, maps, artifacts, diagrams, films, surveys, interviews, along with written text.

D. Be creative. Use color combinations that are pleasing to the eye.

E. Neatness, completeness, and clarity are very important.

IX. ORGANIZE RESEARCH PAPER (4TH & 5TH GRADE)

A. Identify key words from your topic.

B. Continue to research your topic using various reference aids (e.g. books, magazines, encyclopedias, newspapers, etc.) and take notes.

C. Organize your paper to include the following pages: Title, Purpose/Problem, Methodology, Research, and Conclusion (see appendix B).

D. Proof-read and edit your paper.

E. Include bibliography (see appendix C).

X. WRITE ABSTRACT (5TH GRADE)

A. Summarize your project to include the Title, Authors, State of Problem/Question, Methodology, and Conclusion.

B. Type up summary and post on a 3"x5" index card (see appendix A).

Guidelines for Selecting a Topic

The most important step in preparing a research project is choosing a good topic. Select a topic of interest that is included within one of the One Academic Fair disciplines. Use the guidelines below in choosing your topic.

1. **Avoid topics that are limited.**
Example: How many states are in the United States?
A student cannot write a report on a topic that can be explained in a few words or a sentence.
Better topic: What valuable resources are found in the southern states?

2. **Avoid topics that are too broad.**
Example: What happened during the Vietnam War?
Topics that are too big make it impossible to condense all the information to cover the topic adequately.
Better topic: How did America become involved in the Vietnam War?

3. **Some topics have no available information.**
Example: Why did Henry Hudson get into trouble with the crew of his ship?
We often do not know exactly why people did what they did in the past.

4. **Avoid topics that are confusing because we cannot tell what information is requested.**
Example: What do people of Japan like?
We know that the people of Japan may differ in their likes and dislikes.
Better topic: What are the favorite sports of the people of Japan?

5. **Avoid topics on which people throughout the world cannot agree.**
Example: What is the most powerful country in the world?
Your topic should be supported with facts. You should use these facts to form your own opinions.
Better topic: Why is Japan considered the strongest economic power in the world?

Science & Mathematics Projects

A science or mathematics project is a student's investigation, test, or experimentation. There are many purposes for a science or math project. Some are:

1. To increase the student's knowledge of science or math
2. To provide opportunities for students to use the scientific or engineering method of investigation.
3. To develop the student's ability to work independently.
4. To provide opportunities for students to solve scientific or mathematical problems in the global community.

Dimensions

The following are broad categories to select a topic of interest in the area of Science:

Earth Science

- Earth Materials (e.g. rocks, soils, minerals, etc)
- Weather & Climate
- Space (e.g. moon, stars, etc)
- Earth Processes (e.g. water cycle, rock cycle, etc)
- Earth History

Life Science

- Living Things
- Animals
- Ecology
- Plants
- Human Body

Physical Science

- Machine and Forces
- Magnetism/Electricity
- Energy/Heat
- Sound
- Matter
- Light/Color

The following are broad categories to select a topic of interest in the area of Mathematics:

Numbers & Operations
- Place Value
- Addition, Subtraction, Multiplication, Division
- Fractions
- Decimals

Measurement
- Length
- Capacity
- Time
- Temperature

Geometry
- Shapes

Data Analysis & Probability
- Graphs
- Statistics

Algebra
- Problem Solving
- Patterns

Science and Mathematics Project Requirements

A science or mathematics project is experimental in nature. Projects involve doing an experiment using the scientific or engineering method. The student should do an investigation, test, or experiment to determine the answer to their question. Science or mathematics projects should include:

1. **Title** - What your project is about? (in the form of a question)
2. **Problem** - What is the question you are trying to answer?
3. **Hypothesis** - What do you think will happen?
4. **Procedure** - What did you do to answer your question?
5. **Materials** - What did you need to use?
6. **Data** - Include photos, charts, graphs, models, drawings, etc.
7. **Analysis of Data** - What happened in your experiment?
8. **Conclusion** - Was your hypothesis correct or incorrect? What did you learn?

Sample Topics

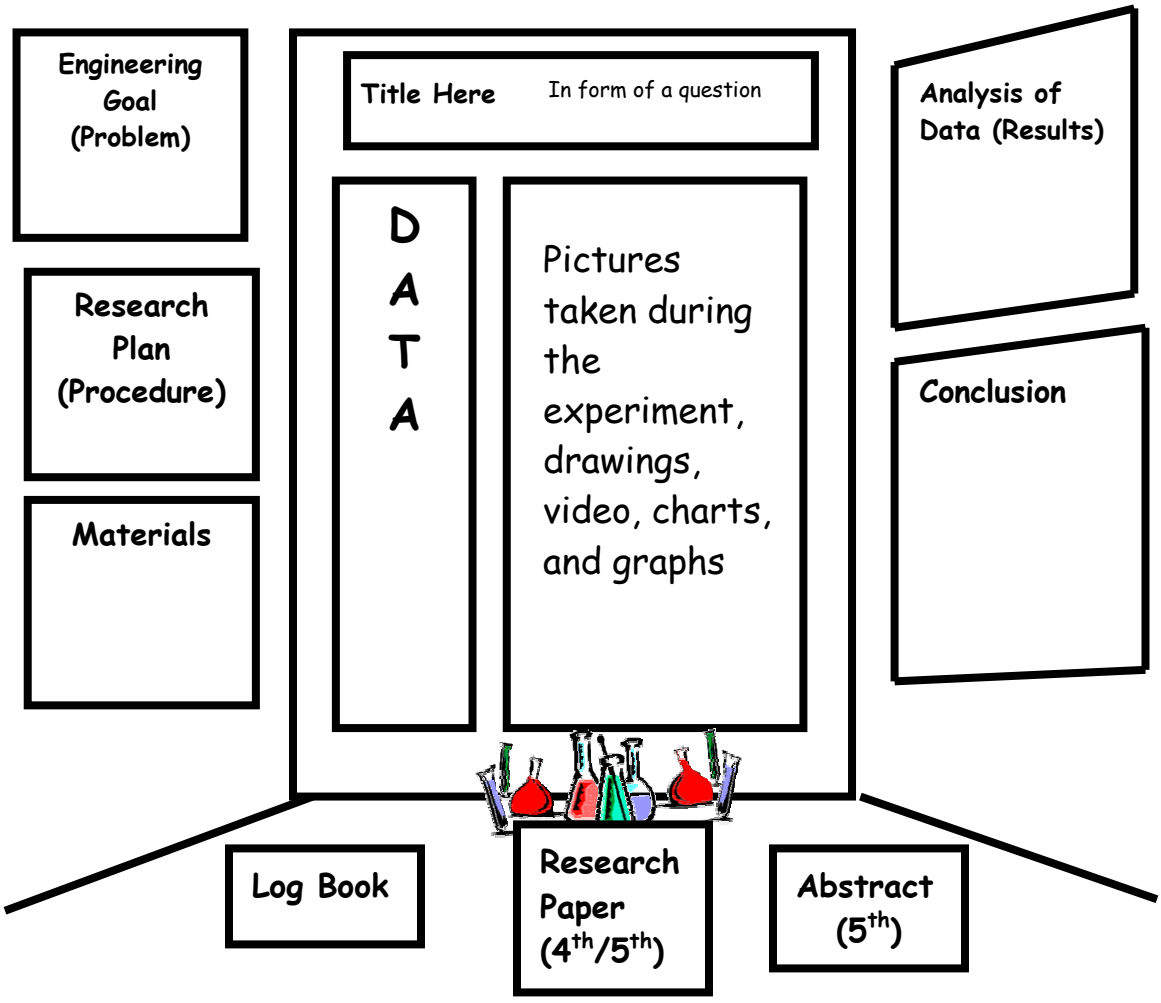
Science

1. How has the weather affected Tybee Island, Georgia?
2. What can the residents of New Orleans better do to better prepare their homes for another hurricane?
3. Do lithium batteries last longer than regular "extended" life batteries?
4. Why do some plants grow better during the cool temperatures?
5. How can some liquids show layers when they are put together?
6. Which bar of soap dissolves the fastest in hot water?
7. Fruit vs. Vegetable: Which gives off the most gas while decaying?
8. How does microwave radiation affect plants?
9. Can people identify substances by smell?
10. How does water travel through a flower?

Mathematics

1. World Record in Sports-By what percent has the records been broken for men or women in basketball, etc.?
2. Do women or men do better in track sports, etc.?
3. How much does your dog cost?
4. Shopping Cart Caper –Which store has a better value? (Kroger, Publix, or Ingle's)
5. How does the dollar compare to the Euro and/or the Yen?
6. How much are you really paying when you use your credit card?
7. The Dollar, Then (1970) and Now (2010)-How Does It Compare?
8. How does the metric system compare to the US customary system?

Science & Mathematics
Sample Display Board



Judges Scoring Sheet

PROJECT PRESENTATION – Individual

Note: This sheet is for judge's use only; it will not be returned to students

Student name:_____Project Name:_____
Project #:_____ Judge Initials:_____ Judge #:_____

	Maximum Score	Actual Score
Creative Ability ❖ The research is student-initiated and original (0-6) ❖ The approach to solving the problem is creative (0-6) ❖ Equipment is creatively used or had to be made/modified (0-6) ❖ Interpretation of the data shows creative and original thinking by student (0-6) ❖ Student has understanding of project implications beyond their research (0-6)	**(30)**	
Scientific Thought *OR* Engineering Goals **Scientific Thought:** ❖ Clear and unambiguous understanding of problem (0-5) ❖ Clearly defined procedural plan for obtaining a solution (0-5) ❖ Variables clearly recognized and defined; proper controls used correctly (0-5) ❖ Data adequately supports student's conclusions; limitations recognized (0-5) ❖ Student understands project's ties to other research (0-5) ❖ Scientific literature cited, not just popular literature (i.e. newspapers, web) (0-5) **Engineering Goals:** ❖ Project has a clear objective (0-5) ❖ Objective is relevant to the potential user's needs (0-5) ❖ Solution is workable and economically feasible (0-5) ❖ Solution could be used in the design or construction of an end product (0-5) ❖ Solution is a significant improvement over current alternatives (0-5) ❖ Solution has been performance tested under conditions of use (0-5)	**(30)** **OR** **(30)**	
Thoroughness ❖ Original research question was completely addressed (0-3) ❖ Conclusions are based on repeated observations (not single experiments) (0-3) ❖ Project notes / lab notebook are complete (0-3) ❖ Student is aware of alternate approaches or theories (0-3) ❖ Student spent an appropriate amount of time on the project (0-3)	**(15)**	
Skill ❖ Data was obtained & analyzed appropriately by student (0-5) ❖ Student worked largely independently (0-5) ❖ Student has required skills & understanding to continue research on own (0-5)	**(15)**	
Clarity ❖ Clear discussion of project (not a memorized speech) (0-2) ❖ Written material/poster reflects understanding of research project (0-2) ❖ Data and results are presented clearly (0-2) ❖ Presentation is forthright (0-2) ❖ Student designed and created poster largely independently (0-2)	**(10)**	
Total:	**(100)**	

PROJECT PRESENTATION – Team

Note: This sheet is for judge's use only; it will not be returned to students

Student(s) name:_____Project Name:_____
Project #:_____ Judge Initials:_____ Judge #:_____

	Maximum Score	Actual Score
Creative Ability ❖ The research is student-initiated and original (0-6) ❖ The approach to solving the problem is creative (0-6) ❖ Equipment is creatively used or had to be made/modified (0-6) ❖ Interpretation of the data shows creative and original thinking by student (0-6) ❖ Student has understanding of project implications beyond their research (0-6)	**(25)**	
Scientific Thought *OR* Engineering Goals **Scientific Thought:** ❖ Clear and unambiguous understanding of problem (0-5) ❖ Clearly defined procedural plan for obtaining a solution (0-5) ❖ Variables clearly recognized and defined; proper controls used correctly (0-5) ❖ Data adequately supports student's conclusions; limitations recognized (0-5) ❖ Student understands project's ties to other research (0-5) ❖ Scientific literature cited, not just popular literature (i.e. newspapers, web) (0-5) **Engineering Goals:** ❖ Project has a clear objective (0-5) ❖ Objective is relevant to the potential user's needs (0-5) ❖ Solution is workable and economically feasible (0-5) ❖ Solution could be used in the design or construction of an end product (0-5) ❖ Solution is a significant improvement over current alternatives (0-5) ❖ Solution has been performance tested under conditions of use (0-5)	**(25)** **OR** **(25)**	
Thoroughness ❖ Original research question was completely addressed (0-3) ❖ Conclusions are based on repeated observations (not single experiments) (0-3) ❖ Project notes / lab notebook are complete (0-3) ❖ Student is aware of alternate approaches or theories (0-3) ❖ Student spent an appropriate amount of time on the project (0-3)	**(12)**	
Skill ❖ Data was obtained & analyzed appropriately by student (0-5) ❖ Student worked largely independently (0-5) ❖ Student has required skills & understanding to continue research on own (0-5)	**(12)**	
Clarity ❖ Clear discussion of project (not a memorized speech) (0-2) ❖ Written material/poster reflects understanding of research project (0-2) ❖ Data and results are presented clearly (0-2) ❖ Presentation is forthright (0-2) ❖ Student designed and created poster largely independently (0-2)	**(10)**	
Teamwork ❖ Tasks and contributions of each team member clearly outlined (0-8) ❖ Each team member fully involved with project; coordinated effort evident (0-8)	**(16)**	
Total:	**(100)**	

Social Studies Projects

A social science project provides students an opportunity to engage in scholarly research topics and issues that are part of the human experience. There are many purposes for a social science project. Some are:

1. To increase the student's knowledge of the social sciences.
2. To provide students with a greater understanding of the human experience.
3. To develop the student's ability to work independently.
4. To provide opportunities for students to acquire critical thinking and problem solving skills in the global community.

Dimensions

The following are broad categories to select a topic of interest in the area of Social Science:

Connecting Themes: Time/Change/Continuity, Movement & Migration, Location, Beliefs & Ideals, Technology Innovation, Scarcity, Rule of Law, Production/Distribution/Consumption, Distribution of Power, Individuals/Groups/Institution, Culture, Conflict & Change

Anthropology
- Archeology
- Human development
- Customs

Economics
- Goods and services
- Production, distribution, consumption of resources
- Scarcity

Geography
- Earth's surface (e.g. landforms)
- Natural resources
- Human behavior influenced by location

History
- Civilizations
- Past events of communities

Political Science
- Government
- Civics

Sociology/Psychology
- Social needs
- Human rights

Social Science Project Requirements

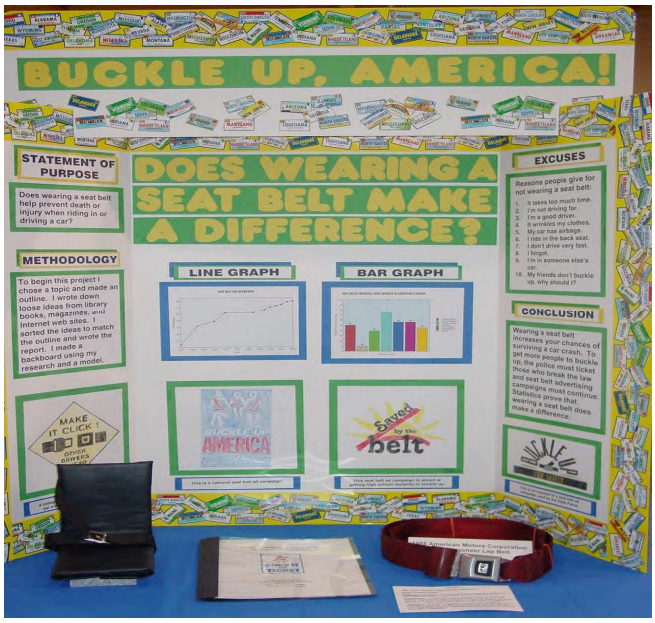
A social science project is research-based. Each project is designed to show research and conclusions about the study of people and their relationships to their physical and social environment. Projects may include surveys, interviews, or case studies. Social science projects must include:

1. **Title** - What your project is about?
2. **Purpose** - What is the question you are trying to answer?
3. **Hypothesis** - What do you think will happen?
4. **Procedure** - What did you do to answer your question?
5. **Materials** - What did you need to use?
6. **Data** - Include photos, charts, graphs, models, drawings, etc.
7. **Results** - How did you interpret your data?
8. **Conclusion** - Was your hypothesis correct or incorrect? What did you learn?

Sample Topics

1. Can Public Schools Offer Fast Food as a Healthy Alternative Lunch?
2. Common Cents: Should the Penny Go?
3. How Many People Can Identify the Continents?
4. The Pledge of Allegiance—How Do You Feel?
5. I Am Homeless: Where Can I Get Help?
6. Upgrading Our Future: Are We Technology Dependent?
7. The Mongols: Civilized or Savage?
8. What Events Led to Jimmy Carter Winning the Nobel Peace Prize?

Social Science
Sample Display Board



Purpose

Hypothesis

Procedure

Title Here Create a short, catchy headline.

D A T A

Findings from your
- **interviews**
- **survey**
- **chart/graphs**
- **case studies**
- **maps**
- **Photos/drawings**
- **videos of your work**

Results

Conclusion

Log Book

Research Paper (4^{th}/5^{th})

Abstract (5^{th})

Judges Scoring Sheet

Georgia Social Studies Fair Judges' Score Sheet

(This scoring sheet should be used in judging all projects of all classes in local, regional and state fairs.)

	Superlative	Good	Needs Improvement	Not Present	Judges, please enter points in this column:
I. Statement of the Question Being Explored/Abstract (5 points)					
The project includes a/an					
A. question/purpose that is clearly stated;	na	1	0	0	
B. question/purpose that is original or explores some new aspect of the topic;	na	1	0	0	
C. question/purpose that is neither too limited nor too broad;	na	1	0	0	
D. question/purpose that addresses a significant local, state, national or international social studies topic; and	na	1	0	0	
E. abstract that concisely states the project title, purpose, methodology, and conclusion(s).	na	1	0	0	
			Section Total		
II. Summary Paper (30 points)					
The summary paper includes					
A. a statement of the problem;	na	2	1	0	
B. development of the topic;	5	4	3	0	
C. interpretation of the topic;	5	4	3	0	
D. evidence of critical thinking (evaluation and interpretation of data);	5	4	3	0	
E. a logical conclusion that is well-developed and answers the question being explored;	5	4	3	0	
F. correct grammar;	na	2	1	na	
G. correct spelling;	na	2	1	na	
H. correct punctuation; and	na	2	1	na	
I. correct bibliographic style (APA, MLA, Turabian--as directed by the supervising teacher, based on local system curriculum requirements).	na	2	1	0	
			Section Total		
III. Visual Display (25 points)					
The visual display includes/demonstrates					
A. display of the question/purpose;	na	1	0	0	
B. display of the methodology;	na	1	0	0	
C. display of the conclusion;	na	1	0	0	
D. display of data/information that supports the conclusion;	na	2	1	0	
E. appropriate choice/correct use of media or format for presentation of data;	5	4	3	0	
F. a pleasing visual and/or auditory effect;	3	2	1	0	
G. conscientiousness of workmanship as manifested by accuracy, neatness, and craftsmanship;	3	2	1	0	
H. creativity or originality (including the absence of commercially prepared models) in the construction, arrangement and presentation of the materials;	3	2	1	0	
I. display and other media within size and time specifications;	na	3	0	0	
J. correct grammar;	na	1	0	0	
K. correct spelling; and	na	1	0	0	
L. correct punctuation.	na	1	0	0	
			Section Total		

(continued)

Georgia Social Studies Fair Judges' Score Sheet

	Superlative	Good	Needs Improvement	Not Present	
IV. Oral Presentation (10 points)					
The student demonstrates					
A. knowledge of the content, vocabulary and research process used in the development of this project;	5	4	3	0	_____
B. confidence, poise, and projection; and	2	1	0	0	_____
C. elaborative thinking as to how the research topic may be extended and refined.	3	2	1	0	_____
			Section Total		
V. Methodology (30 points)					
The project shows					
A. in-depth investigation of adequate and reliable resources;	6	5	4	0	_____
B. sufficient data upon which to base conclusions;	6	5	4	0	_____
C. evidence of application of social studies skills (e.g., gathering and interpreting data, interpreting maps);	6	5	4	0	_____
D. relevance (all information related to the project question/purpose); and	6	5	4	0	_____
E. evidence of interpretation and analysis of data.	6	5	4	0	_____
			Section Total		

GRAND TOTAL_____

Comments: _____

_____

Student name(s): (1)_____

(2)_____

(3)_____

Title of Exhibit:_____

Class:_____ Discipline_____Project Number_____

Region:_____ School:_____ System:_____

Directing Teacher's Name:_____

Technology Projects

A technology project provides students an opportunity to engage in scholarly technology designing or applications that are relevant today. There are many purposes for a technology project. Some are:

1. To increase the student's knowledge of the technology.
2. To provide students with a greater understanding of technology.
3. To develop the student's ability to work independently.
4. To provide opportunities for students to acquire critical thinking and problem solving skills in the global community as it relates to technology.

Dimensions

The following are categories to select a topic of interest in the area of Technology:

3D Modeling
- Original artwork that has been created and can be modeled in three dimensions.

Animated Graphic Design
- Original graphic design, the primary purpose being to show motion of objects.

Non-Animated Graphic Design
- Computer-created original art project without animation.

Case Modification
- Decorate, paint, add lights, or moving parts to any working computer.

Digital Photography
- Digital photography project that has been edited on a computer using digital photography editing software.

Digital Video Production
- Video project that has been edited on a computer with digital video editing software and exported into a digital video format.

Multimedia Applications
- Presentation which combines text, images and sound.

Non-Multimedia Applications
- Project that has been created using software applications such as word processing, spreadsheet, database or other non-multimedia software.

Project Programming
- Self-executing programs created using recognizable programming languages such as BASIC, C++, Pascal, LOGO, etc.

Robotics
- Constructed from kits or published drawings, modified from other devices to create new applications, or constructed from the student's own concepts and designs.

Web 2.0 Internet Applications
- Web-based projects such as web pages, web sites, chat rooms, bulletin boards, and blogs.

Technology Project Requirements

Projects are to be designed and created by students. Some adult guidance is allowed, but it must be clear that all work entered by students was done by the students.

Projects for each category must be unique and cannot be entered in more than one category. Project board or log books are NOT required for a Technology project. The final product will be displayed on a computer.

Judges Score Sheet

Visit the following site to view the Judges Score sheet for the various categories: http://www.techfair.org/rubrics/rubricguides2010.pdf

One Academic Fair
2011-2012 Timeline

This may be the first time students have attempted a long range project so it is very important to prepare a timeline and stay organized. This timeline is created in an effort to assist students with helping them plan for each project component.

Date	Event
Tues., Nov 1	☐ Select a topic
Fri., Nov. 4	☐ Submit project title/research plan to homeroom teacher ☐ Students begin research and experimentation
Tues., Nov. 15	☐ Projects due ☐ Project set-up at Parkside
Wed., Nov. 16	☐ Judging of projects
Thurs., Nov. 17	☐ Viewing of projects
Thurs., Dec. 1	☐ SRT-3 One Academic at Toomer
Wed.-Thurs., Feb. 1-2	☐ District One Academic Fair
Thurs., March 8	☐ District One Academic Fair Ceremony

Parkside Elementary School
One Academic Fair
Topic and Research Plan Form

Name _____ Grade _____

Teacher's Name _____

Topic-_____

_____

Approach-How Do You Plan To Collect Data?
***Please put an X beside your plan below.**

Social Science	Science	Mathematics
_____ Surveys	**___ Experiment(s)**	**___ Experiment and/or**
_____ Interviews		**____ Countable(quantitative) Data such as statistics**
Which category?	**Which category?**	**Which category?**
__Anthropology **__Economics** **__History** **__Geography** **__Political Science** **__Sociology**	**___Earth** **___Life** **___Physical**	**__Numbers & Operations** **__Algebra & Patterns** **__Geometry** **__Measurement** **__Data Analysis & Probability**

Sign and Date below.

_____ _____

(Student Signature) (Date)

Parent Tips

1. Go over all information regarding the One Academic Fair project with your child.

2. Allow your child time for thinking, exploring, and preparing his or her project.

3. Help your child choose a topic and be supportive of his or her final decision.

4. Provide resources and opportunities for research and project development.
    - driving him or her to the library
    - helping to arrange interviews
    - providing suggestions as to sources of information
    - helping to create and compile surveys
    - proofreading and revising letters requesting information and/or materials
    - gathering printed materials related to your child's project
    - making suggestion for backboard design improvement
    - assisting in model construction
    - practicing interview and presentation skills

5. Encourage your child through out the process.

6. Provide a quiet place to work.

7. Assist with typing of the report (credit must be given to parent).

8. Assist in setting up backboard display.

9. Listen to student's oral presentation and provide feedback.

10. If you have any questions, contact the teacher who distributed the information.

Remember, you are encouraged to assist your child in the completion of his or her research project. ***The operative word is assist****. If the research project is to be a true learning experience for your child, it is imperative that the child does the work.*

Useful Links

The following websites provide additional ideas and resources for One Fair projects.

Science

Discovery Education Science Fair Central
http://school.discovery.com/sciencefaircentral/

Science Fair Center http://www.homeworkspot.com/sciencefair/

Science News for Kids: Science Fair Zone
http://www.sciencenewsforkids.org/articles/ScienceFairZone.asp

Additional websites for Science Fair
http://www.atlantapublicschools.us/2104208271259983/lib/2104208271259983/Science_Fair_Projects_Helpful_Websites.doc

Math

Math Project Ideas http://mathforum.org/teachers/mathproject.html

Elementary School Math Fair Projects
http://www.super-science-fair-projects.com/elementary-school-math-fair-projects.html

Social Science

Social Science Fair Ideas
http://www.life123.com/parenting/education/social-studies/social-studies-fair-ideas.shtml

Technology

Technology Fair guidelines can be found at www.techfair.org
Example of projects http://colquitt.k12.ga.us/mturner/fair.htm

Appendix A

The abstract is the last part of the project report to be written. It is a short summary of your project that informs the reader what the project covered and what has been accomplished.

Details to Include

Possible Title: Name(s):
Purpose of project / experiment In a sentence of 25 words or fewer, explain the reason for your research project or a hypothesis you have selected to test.
Methods of research Explain in a sentence or two how you plan to research your topic. What methods will you use? What resources will you need?
Conclusions/Applications Explain in a sentence or two what results you anticipate your research will produce. What conclusions or applications do you hope to be able to explain?

Sample Abstract
(3" X 5" index card)

Title: Advertising and Fast Food: How Effective?

Name(s): John Jones and Mary Martin

Statement of the Problem/Question: The purpose of this project is to determine the effectiveness of fast food restaurant advertising.

Methodology: Surveys were submitted to 138 elementary students asking them to match advertising slogans to companies' names. Sales accounts were compared from five fast food restaurants for two months when advertisement "wars" were held.

Conclusion(s): Findings indicated that students matched the slogans and compared sales accounts correctly. The advertisements were determined to be effective.

Appendix B

Use the following format for your research paper.

I. Title page
- A. Name of project
- B. Student's name
- C. Grade
- D. Discipline
- E. School name
- F. Teacher's name

II. Problem/Purpose page
- A. Clearly state why the topic of research was chosen
- B. Present an overview of the content that will be covered

III. Methodology page
- A. Outline the steps followed to complete the social studies project
- B. Students may choose to illustrate the process in the form of a timeline

IV. Research
- A. Introductory paragraph
  1. Clearly state the general theme
  2. Basic ideas that will be developed
- B. Research findings
  1. Present information in an orderly, sequential and convincing manner
  2. Include adequate and properly balanced information

V. Conclusion page
- A. Present a summary of the arguments and/or key ideas presented in the pages, which lead to a conclusion

VI. Credit page (optional)
- A. Give credit to anyone who provides assistance

VII. Bibliography

Appendix C

Use the following guidelines when creating your bibliography.

Remember:

- Alphabetize by the first letter in the reference.
- Underline the title of the book or magazine cited.
- Put quotation marks around titles of articles.
- Include month, day, and year for daily or weekly magazines or newspapers.
- Indent if the reference takes more than one line.
- End each citation with a period.

Book with a single author

Author's last name, author's first name. Title of the book. Place of publication: Publisher's name, date of publication.
Ex. Fradin, Dennis B. Georgia in Words and Pictures. Chicago: Children's Press, 1981.

Book with more than one author

Ex. Visher, Emily B. and John S. Bennett. Stepfamilies: A Guide to Working with Stepparents and Stepchildren. New York: Brunner/Mazel, 1979.

Book with an editor (no author listed)

Editor's last name, first name, editor's title. Name of the book. Place of publication: Publisher's name, date of publication.
Ex. Bender, David L., series editor. Censorship. St. Paul: Greenhaven Press, 1985.

Book with no author listed

Title of the book. Place of publication: Publisher's name, date of publication.
Ex. The World Almanac and Book of Facts. New York: Newspaper Enterprises Association, Inc.,1989.

Encyclopedia article - signed

Author's last name, author's first name. "Title of article." Name of encyclopedia. Volume number,page number. Place of publication: Name of publisher, date of publication.
Ex. Griffey, Thomas A. "Noise." World Book Encyclopedia. Vol. 14, p. 455. Chicago: World Book,1989.

Encyclopedia article - unsigned
"Title of article." Name of encyclopedia. Volume number, page number. Place of publication: Name of publisher, date of publication.

Magazine article with an author listed
Author's last name, author's first name. "Title of the article." Name of the magazine. Date of magazine, pages of the article.
Ex. Warner, Margaret Garrard. "A Class of American Diplomacy?" Newsweek. Oct. 30, 1989, pp. 62-63.

Magazine article with no author listed
"Title of article." Name of magazine. Date of magazine, page number.
Ex. "Education at Home: A Showdown in Texas." Life. March, 1985, p. 87.

Newspaper article - signed
Author's last name, author's first name. "Title of article." Name of newspaper. Date of article, section, page number.
Ex. Keen, Judy. "Relief Pouring into Bay Area." USA Today. Oct. 23, 1989, Sec. A, p. 1.

Newspaper article - unsigned
"Title of article." Name of newspaper. Date of article, section, page number.
Ex. "Amazing Amazon Region." New York Times. Jan. 12, 1981, Sec. B, p. 11.

Pamphlet
"Name of Pamphlet." Agency. Place of publication: Name of publisher, date of publication.
Ex. "Velvetbean Caterpillar." The Dept. of Agriculture. Washington, D.C.: U.S. Government Printing Office, 1960.

Personal interview
Person's last name, person's first name. Company name or occupation. Place of interview, date of interview.

Email
Author of email. Subject line of the message. [Online] Available email: Student@adress.edu from Author@address.edu, date of document download.

Ex. Rule, Christopher. Nile River Research Project results. [Online] Available mail: student5@smallvillehigh.edu from ert @informns.k12.mm.us, October 2, 1999.

World Wide Web

Author. Title of item. [Online] Available http://address/filename,date of document or download.

Ex. Schwartz, Robert. The Cold War Revisited: A Splintered USSR. [Online] Available http://usa.coldwar.serve.gov/index/cold.war/countries/former.soviet.block/, November 1, 1998.

Online Newspaper Article

Ex. Pressley, S. (1999, Jan. 6). Miami's Cubans find good in easing of restrictions [19 paragraphs]. TheWashington Post [Online]. Available: http://www.washingtonpost.com/wpsrv/inatl/longterm/cuba/cuba.htm [1999, Jan. 6].

Online Images

Description or title of image. [Online Image] Available http://address/filename. Date of document or download.

Ex. Hubble Space Telescope release in the Space Shuttle's Payload Bay. [Online Image] Available ftp://explorer.arc.nasa.gov/pub/SPACE/GIF/s31-04-015.gif, October 23, 1998.