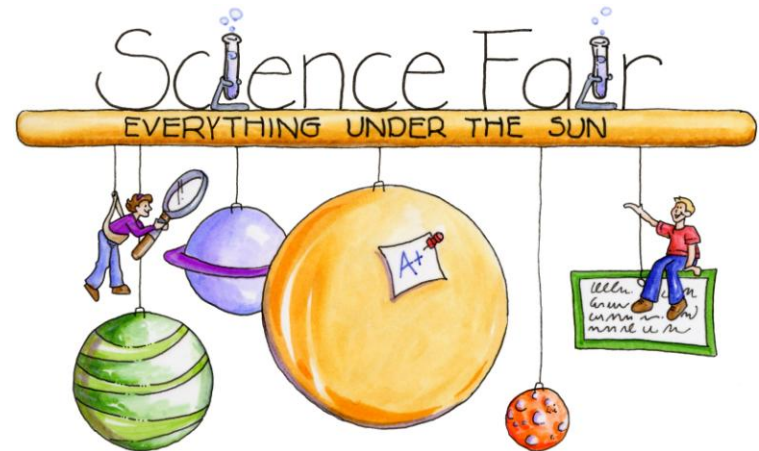




Science Fair and the 21st Century Learner



Jim Price

100 Mile House Elem.

Develops 21st century skills

- Creativity and innovation

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- Critical thinking and problem solving

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- Communication and collaboration

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- Information literacy

Develops 21st century skills

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Initiative and self-direction
- Productivity and accountability
- Information literacy
- Information, communications, and technology literacy

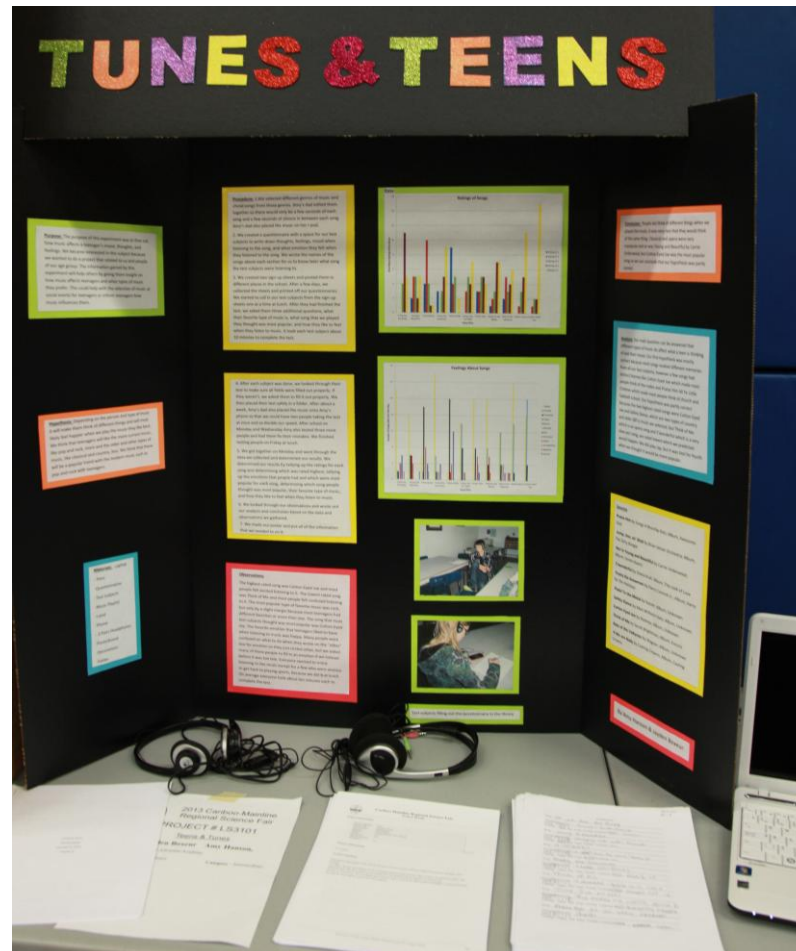
Uniting students, teachers, families, community resources and sponsors



Personalized Learning for Every Student
Quality Teaching & Learning
Flexibility & Choice
High Standards
Learning Empowered by Technology



Heightens student interest in science and allows for the exploration of personal interest areas



Engages students in scientific investigation beyond class work

NIGHT SIGHT

Hypothesis
I think that green eyes will see best in the dark because green eyes are rare and that people with green eyes can see the best in the day time.

Materials
Light meter
Circuit board
Electrical tape
Base for a light bulb
Light bulb
Wire
Photo eye
Flash lighter
Box
Black paper
Green eyes
Green eyes
Green eyes
A stopwatch
A battery for the light meter

Variables
Independent:
-Color may not be 20/20
-We had to go in different rooms.
It was not possible to maintain a consistent minimum light level due to the limitations of the light measuring instrument.
Controlled:
-Some persons give instructions.
-Some persons read the meter.
-Light source read in the same formation.
Distance from person to object remained consistent.

Procedure
There were 4 males that saw the object right away and saw it faster use it right away. Brown eyes took longer to see the object.
The female gender over all saw the object faster.
Black eyes saw the object faster over all eye colors.
Some people didn't quite get what we were going to do.

Results
A bar chart showing the number of correct identifications for different eye colors. The y-axis is labeled 'Number of correct identifications' and ranges from 0 to 10. The x-axis is labeled 'Eye Color' and includes categories for Green, Blue, Brown, and Black. The bars show approximately 8 for Green, 6 for Blue, 4 for Brown, and 2 for Black.

Conclusion
Step 1: Use one from school because you're using them in a dark room blindfolded.
Step 2: Get the person to close their eyes and then, and then get them to hold the back of the blindfold.
Step 3: The helper put the light whenever it was possible to see and the other gets ready to right the light watching them.
Step 4: Then ask them to take the blindfold off and what you can see in the place you hold object to see.
Step 5: Keep following the light until the person can see an object that not supposed to be in the room, for example a lightbulb.
Step 6: Once the light on the object is found, get the reading on the light meter and then get the person to hold the blindfold.
Step 7: Then ask the person to get up and the first person gets the reading and with the rest of the class.

Final Conclusions
Based on the results we got from the experiment, we can see that green eyes are the best at seeing in the dark. This is because they have the highest number of correct identifications. Also, black eyes were the worst at seeing in the dark, which is interesting because they are often thought of as being able to see in the dark.

Log Book
The Bornbrook side 6 Mile Elem.

**2017 California Achievement Test
Grade 5
PROJECT LISTING**

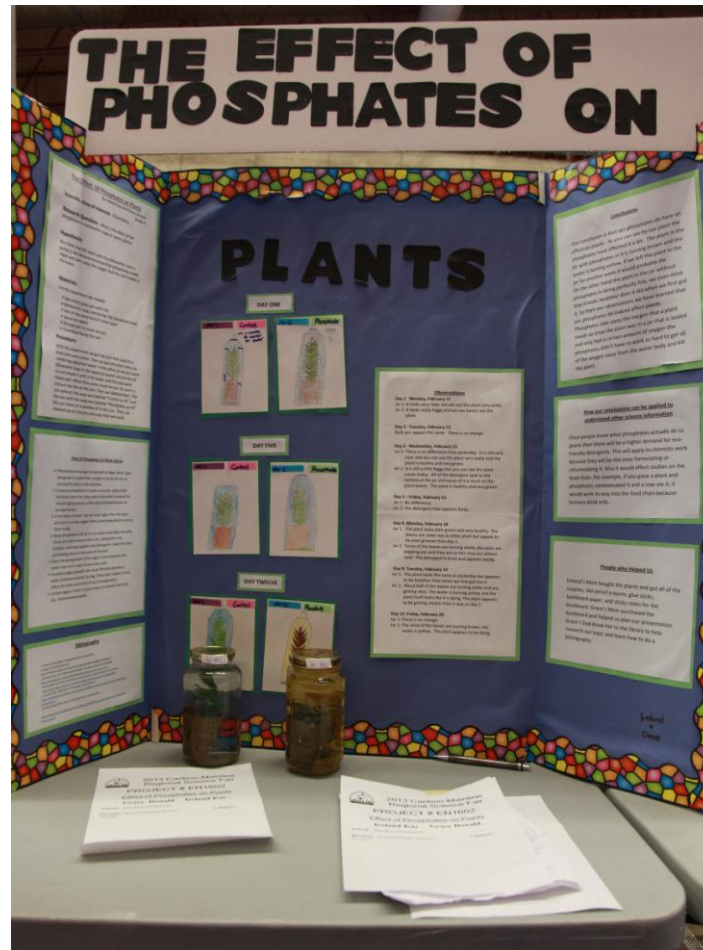
Log Book
The Bornbrook side 6 Mile Elem.

**2017 California Achievement Test
Grade 5
PROJECT LISTING**

Applies hands-on, minds-on science learning in a real world problem solving context



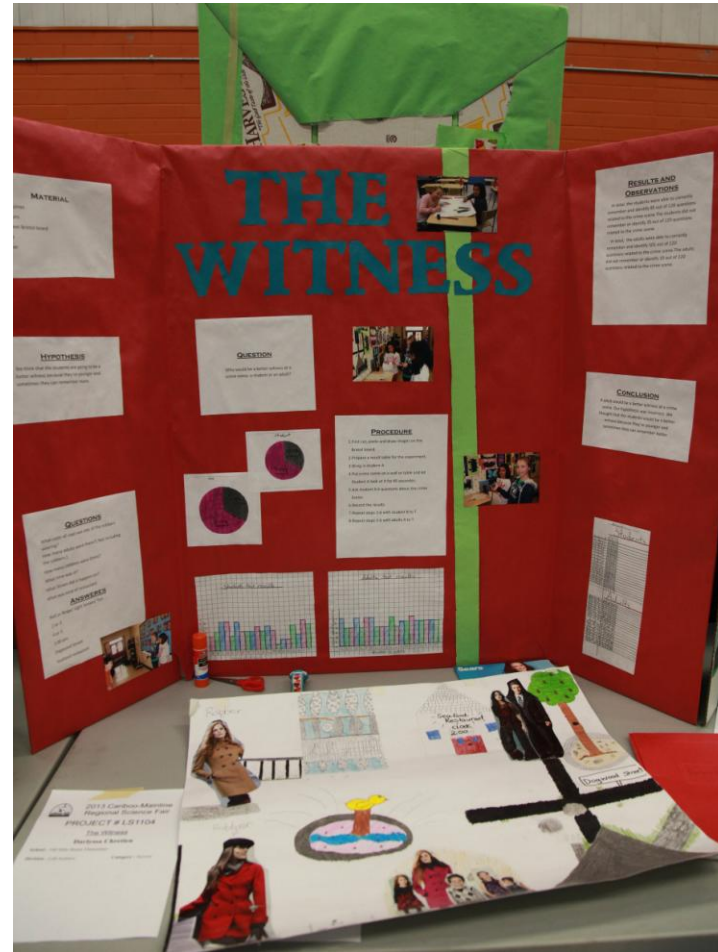
Heightens public interest for science teaching and learning, including the scientific abilities of students



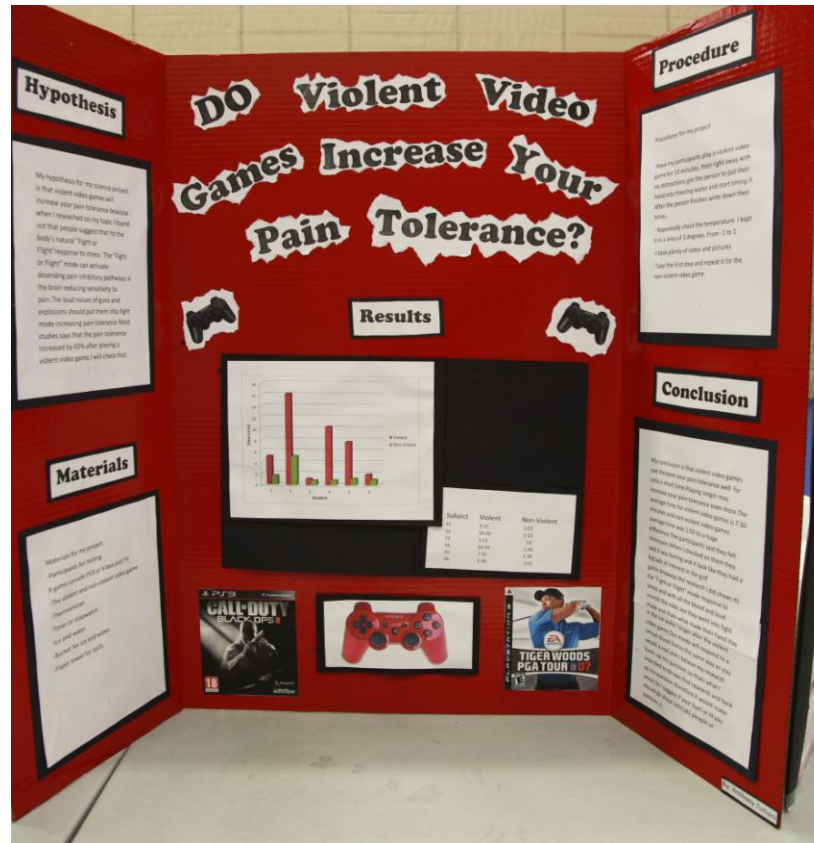
Instills an appreciation for the relevance of science in daily life



Fosters thought process development and the ability to make accurate observations



Fosters the development of students' sense of personal capabilities and qualities



Enhances science process skills

- Predict & hypothesize
- Identify and control variables
- Use scientific tools
- Observe
- Analyze data
- Infer
- Communicate



Develops presentation skills,
both oral and written



Provides mentoring opportunities



Promotes positive attitudes toward science



Provides an opportunity to recognize
and commend scientific
accomplishments



Beyond classroom learning.....

....Stepping
into the future



Science is a BLAST!

