

**ARCADIA CHRISTIAN SCHOOL**



**B. E. A. T. S.  
SHOWCASE**



**Kindergarten & 1st Grade**

**Research is formalized curiosity. It is poking and prying with a purpose.**

Zora Neale Hurston





In creating an atmosphere that pushes our students to use their critical thinking skills and ingenuity, I would like to take this moment to introduce the ACS Science, Technology, and Engineering Showcase. Our students will be challenged to create a project that uses the Scientific Method: Ask a question, Research the topic, State the Hypothesis, Test the Hypothesis, Analyze the Data, and Report the Conclusion.

Each student will receive a packet via email for your convenience, from their teacher; please check your email after March 3. The email will be named **ACS Science, Technology, and Engineering Showcase PDF Packet**.

Each packet focuses on a grade group (Example: K-1st, Grades: 2-4, 5-8), and will include:

- ACS Showcase Rules
- The Do's and Don'ts of the Project
- ACS Showcase Registration Form which needs to be signed and returned to your teacher
- A Showcase Planning Guide
- Project Board Examples
- Project Ideas (students are encouraged to come up with their own ideas, but must be cleared by their teacher)
- Judges's guidelines
- Project Rubric

## **IMPORTANT DATES**

Project Assigned: Friday, March 4th, 2022

Project Due Date: Thursday May 12th, 2022

### **Showcase Schedule:**

Thursday, May 12th, 2022

- ◆ Projects displayed in classroom
- ◆ Students will present Project to their peers
- ◆ Judging takes place in class in the morning
- ◆ Blue Ribbon Recipients will be recognized in All-School Ceremony during 7th period

Friday, May 13th, 2022

## ACS Science, Technology, and Engineering Showcase

- ◆ 1:00 to 3:00 pm
- ◆ Special Schedule will be created for that day
- ◆ “Blue Ribbon” Winner Projects will be displayed in the Auditorium
- ◆ Classrooms will be set-up by 12:15pm
- ◆ Open Doors: by 1:00 pm
- ◆ Parents will take Project home after 3:00pm

### Students that are recipients of the Blue Ribbon Award are expected to:

- Remain in the auditorium during Showcase to present and answer any questions in regards to their project
- Dress Code: School uniform or semi-formal attire. Dress to impress!
- Gentlemen: Clean, pressed pants (no jeans); School Polo or dress shirt neatly tucked in.
- Ladies: Ladies should wear a nice, neat outfit.

If you have further questions please do not hesitate to contact your teacher, who will be happy to serve you. Please remember, **this is your student’s project**. It is **alright to help and assist**, but **not to oversee the project**. We want your child to grow and feel proud of their accomplishment, no matter the outcome. We hope that this will create a learning experience that will challenge our students to excel! We thank you for your support and look forward to a great Showcase!

*Mrs. Lum*

MS/HS Science Teacher and Showcase Coordinator

# Kindergarten Showcase Project

## STUMP THE CLASS POSTER

God has created so many different and unique animals. A person who specializes in the study of animals is called a Zoologist. For this project you will become a Zoologist!

You will choose a very unique animal and research it.

Each student will create a 2' x 3' Animal Poster Board. The student may choose any kind of animal (**Shhh. Don't tell your class, this is a secret**). The student must research and answer the following questions:

1. What is the size of the animal?
2. What type of animal is it? Mammal? Warm Blooded? Ect.
3. What is its diet?
4. What region does it live in?
5. Please give at least 3 interesting facts about the animal.

These research will be placed on the Animal Poster Board.

The goal of the student is to STUMP the Class!



What the poster board will need to look like. Be creative and have fun!

2 FT

# STUMP THE CLASS

BY

Name of Student

Kindergarten

Mrs. Kolb

What is the size of the animal?

What type of animal is it? Mammal? Warm blooded? Ect

What is the diet ?

What region does it live in?

Please give at least 3 interesting facts about the animal

## Can you guess what I am?

Print out a picture of your animal and place it here.

Cover your animal so others may not see it!

3 FT

Zoologist Research Paper  
Animal to Research

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***Shhhh...keep it a secret!***

**What is the size of the animal?**

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**What type of animal is it?**

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**What does this mean?**

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**What is the animals diet?**

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**What region does it live in?**

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**List 3 interesting facts about your animal.**

1. 

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2. 

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3. 

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# Stump the Class Project

**Parents**, please remember this project should represent your child's work. It is alright to direct and help in any way to prepare the project to make it look nice. This is also a great opportunity to spend time with your child and learn together something new! Make it fun and create a memory!

	4	3	2	1	0
Research	Student completes animal research neatly with lots of extra relevant details.	Student completes animal research organizer neatly.	Student completes animal research, however it is unorganized.	Student tried to complete animal research but it is not complete and/or the information is incorrect.	Student did not complete the animal research .
Speech	Student speech has an interesting opening, well-organized order, and shares the required information clearly	Student speech, has an opening, and shares required information	Student speech has an opening, yet is unorganized.	Student speech has an opening, yet lacks preparation	Student does not have an opening.
Poster	Poster shows thought and creatively. It's completed, neat, and represents an accurate setting for their animal.	Poster is completed neatly, and represents an accurate setting for their animal.	Poster represents an accurate setting for their animal, however the poster is not neat.	Poster shows minimal effort. Poster is not neat and is missing information.	Student did not provide a poster.
Stumped the class	Student stumped the class!	Student stumped the class after 2 rounds	Student stumped the class after 1 round	Student did not stump the class	
Presentation	Student speaks loudly, clearly, and makes eye contact with the audience. There is significant evidence of preparation. Student keeps audience engaged and interested.	Student speaks loudly, clearly, slowly, and makes eye contact with the audience. There is evidence of acceptable preparation.	Student tries to speak loudly, clearly, slowly, and to make eye contact with the audience. There is some evidence of preparation.	Student cannot be heard and there is minimal eye contact. There is minimal evidence of preparation.	Student is not prepared to conduct a presentation.



I have read the attached information, and rubric provided, and I understand the requirements of the Kindergarten Stump the Class Project.

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Student Signature

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Parent Signature

**PLEASE RETURN TO TEACHER**



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# 1st Grade Showcase Project

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## Innovator Living Museum

Innovation is the process of creating something new that makes life better. Innovation is impossible without passion. Innovators see the world differently. Throughout history men and women have done incredible things because they were curious about certain outcomes.

Choose one Innovator and fill out the research paper.

Thomas Edison

Steve Jobs

Benjamin Franklin

Leonardo Da Vinci

Alexander Graham Bell

Nikola Tesla

Marie Curie

Sandford Fleming

Ada Lovelace

Susan B. Anthony

Galileo Galilei

Hua Sui

Zhang Heng

Elon Musk

George Eastman

The Wright brothers. Orville & Wilbur      George Washington Carver

### Living Museum Standards:

- 1) Students will be able to describe an innovator and their influence in history.
- 2) Students will be able to orally present a brief presentation on the innovator.

### For your exhibit you need:

- ◆ A simple costume that would serve as a representation of your figure (that means no jeans!)
- ◆ A symbolic item that could be displayed with your figure that further demonstrates their historical importance
- ◆ A short written descriptor that would be posted by your exhibit about the figure and the item
- ◆ A short speech that could be listened to about the importance of this person to the history.

# Innovator Research

## 1. Tell about the inventor.

Innovator: \_\_\_\_\_

Innovator's birth death: \_\_\_\_\_ - \_\_\_\_\_

## 2. Name of invention/innovation \_\_\_\_\_

**Include a picture!**

**What year was the invention  
or innovation created?** \_\_\_\_\_

**3. What else was going on in  
the world at the time of the  
Innovation?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. What positive impact did your  
person have on their  
community, country or the  
world?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. What do you think of the  
invention or innovation?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. What question would you  
ask the innovator and why?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. What are 3-2 interesting facts about this person?**

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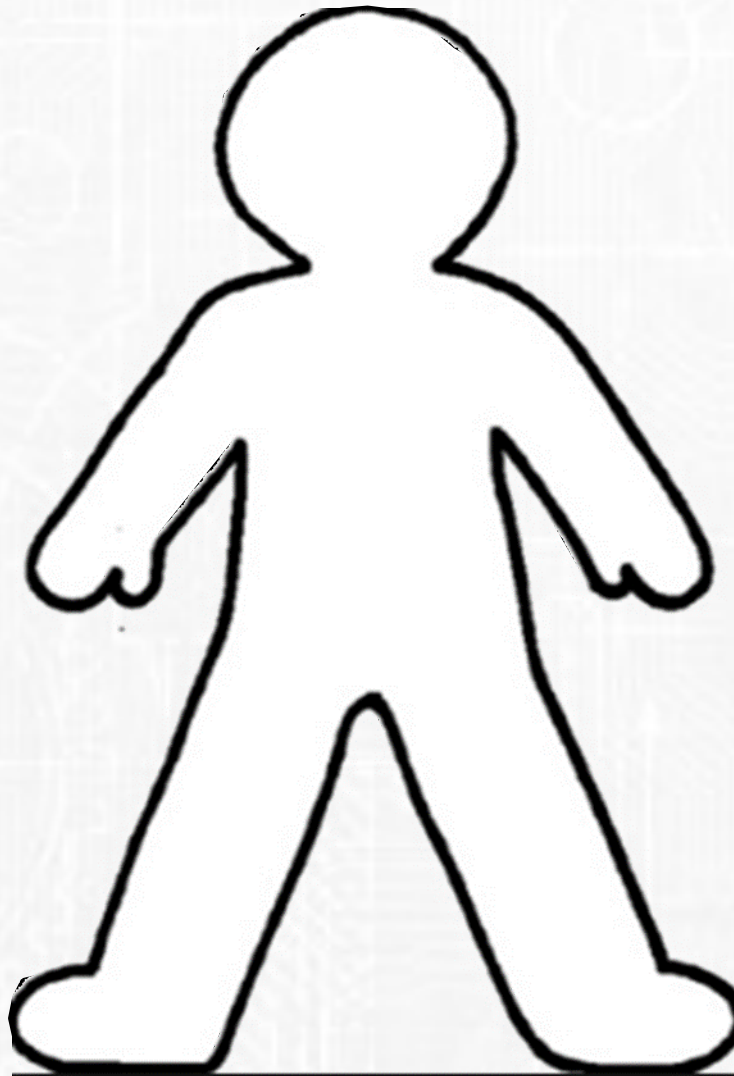
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**8. How will you dress up to accurately portray your historical person? Will you have any props?**



**What the poster board will need to look like. Be creative and have fun!**

2 FT

# **INNOVATOR**

**BY**

**Name of Student**

**1st Grade**

**Mrs. Beveridge**

**Name of Innovator goes here**

Tell about the inventor.

Print out a picture of your innovator and place it here.

Name of invention/ innovation?

What year was the invention or innovation created?

Picture of invention/ innovation

What else was going on in the world at the time of the innovation?

What are 3-2 interesting facts about this person?

What problems did the invention or innovation solve?

What do you think of the invention or innovation?

What question would you ask the innovator and why?

3 FT

# Innovators Living Museum

**Parents**, please remember this project should represent your child's work. It is alright to direct and help in any way to prepare the project to make it look nice. This is also a great opportunity to spend time with your child and learn together something new! Make it fun and create a memory!

	4	3	2	1	0
Research	Student completes biography research organizer neatly with lots of extra relevant details.	Student completes biography research organizer neatly.	Student completes biography research organizer, however did not write neatly. Biography research organizer is not complete.	Student tried to complete biography research organizer but it is not complete and/or the information is incorrect.	Student did not complete the research organizer.
Speech	Student speech has an interesting opening, tells why the person is famous, tells person's life story in a sequential, well-organized order, and shares how this person has made an impact on his/her community.	Student speech, has an opening, tells why the person is famous, tells person's life story in a sequential order, and shares how this person has made an impact on his/her community.	Student speech is, tells why the person is famous, tells about the person's life, and might share how this person has made an impact on his/her community.	Student speech tells why the person is famous and tells minimal information about the person's life.	Student was not prepared with a speech about their person's life.
Poster	Poster shows thought and creatively. It's completed, neat, has innovator's name, and represents an accurate setting for their person.	Poster is completed neatly, has innovator's name, and represents an accurate setting for their person.	Poster has innovator person's name, and represents an accurate setting for their person, however the poster is not neat.	Poster shows minimal effort. Poster is not neat and is missing information.	Student did not provide a poster.
Costume	Student is creatively dressed as his/her innovator figure, props are included, and the student can explain costume/prop's significance.	Student is dressed as his/her innovator figure and can explain their costume's significance.	Student is somewhat dressed as his/her innovator figure and can explain their costume's significance.	Student is somewhat dressed as his/her innovator figure and cannot explain their costume's significance.	Student is not dressed as his/her innovator figure.
Presentation	Student speaks loudly, clearly, and makes eye contact with the audience. There is significant evidence of preparation. Student keeps audience engaged and interested.	Student speaks loudly, clearly, slowly, and makes eye contact with the audience. There is evidence of acceptable preparation.	Student tries to speak loudly, clearly, slowly, and to make eye contact with the audience. There is some evidence of preparation.	Student cannot be heard and there is minimal eye contact. There is minimal evidence of preparation.	Student is not prepared to conduct a presentation.



I have read the attached information, and rubric provided, and I understand the requirements of the 1st Grade Innovator Project.

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Student Signature

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Parent Signature

**PLEASE RETURN TO TEACHER**