

### BUNGEE DROP

1. **DESCRIPTION:** Each team will design one "elastic" cord to conduct two separate "drops" at a given height(s) and attempt to get a drop mass placed in a bottle as close as possible to, but without touching, a landing surface (plane).

**A TEAM OF UP TO: 2**

**IMPOUND:** Yes

**TIME:** approximately 15 minutes

2. **EVENT PARAMETERS:**

- a. Teams must provide one "elastic" cord to be used for both drops that terminates with a closed metal ring approximately 1/2 to 1 inch in diameter (e.g., a key ring) that will not open and may bring their own measuring devices, to confirm heights, length or mass during the time given for preparing their two drops.
- b. Supervisors will supply a drop mass (50-300 grams) that will be placed in a 300-591 mL plastic bottle and is the same for both drops, an attachment mechanism (hook, clasp, carabiner, etc.) that will connect the team's bottom cord ring to the bottle and a top anchoring system/extended platform with a release mechanism (e.g., a clamp) to attach the top end of the elastic cord, which all teams must use. At Regionals, the mass will be in multiples of 25 grams, at State the mass will be in multiples of 10 grams, and at Nationals it may be any mass. The bottle's total mass value and length, including the attachment mechanism, will be posted immediately after impound.
- c. Supervisors must provide an accurate system for determining how close a team's device came to the landing surface (plane), and whether or not it touched. Some successful methods for determining the closeness of a drop to the landing surface (plane) include multiple spotters or digital video cameras. Possible methods for determining whether the device touched or broke the landing surface (plane) include a carbon paper drop area or a very fine powder landing area.

3. **THE COMPETITION:**

- a. The Drop: Teams will be given a total of 5 minutes to prepare their device in the holding area, followed immediately by 5 minutes to complete both drops.
- b. The drop heights: both "drop heights" will be between 2-5 meters (at Nationals the drop heights will be between 5-10 m). At Regionals and State the 2<sup>nd</sup> drop height may be the same or different. At National the drop heights will be different. The exact height from which the drop must occur will be verified by at least two separate measurements by the supervisor. The drop height values and drop instructions will be posted immediately after impound.
- c. Elastic cords must be impounded prior to posting the bottle's length and total drop mass value and drop height(s). No physical alterations may be made to the elastic cord once it has been impounded (with the exception of marking drop locations on the cord before the drops). Any team that fails the "elasticity test" will be allowed to compete, but will be ranked behind all teams which pass the test. The cord may consist of more than one material (contest rubber, nylon, latex tubing, thread, sewing elastic, metal springs, etc.) and more than one strand as long as it meets the elasticity test. The operational definition of elasticity for this event is: while being suspended vertically, the bottom meter of the cord must stretch to at least 1.25 meters when a single 500g mass is attached to this section and return to approximately its original length after the mass is removed. "Self-limiting-brake" mechanisms such as a separate, parallel, non-elastic strand that "brakes" the fall of the mass with little to no rebound are not permitted.

4. **SCORING:**

- a. The final score will be the sum of the distances between the lowest point of the bottle and the surface (plane) for each drop. The team with the lowest total distance for the two drops will be the winner.
- b. Teams with one drop that touches the landing surface (plane) will be ranked below those that have no touches. Teams with two touches will be ranked below those teams with one touch. Teams that failed the elasticity test will rank below all those that passed the elasticity test.
- c. If there is a tie, the team with the single best drop overall (closest to the landing surface (plane) on either drop) will win. Second tiebreaker is the cord with the greatest stretch in the elasticity test.

**Recommended Resources:** All reference and training resources including the Problem Solving and Technology CD are available on the Official Science Olympiad Store or Website at [www.soinc.org](http://www.soinc.org)

# 2014 Rules Science Olympiad

**Disha Experts**



## **2014 Rules Science Olympiad:**

*Proceedings of the 4th Science and Mathematics International Conference (SMIC 2024)* Tian Abdul Aziz,Irwanto Irwanto,Dini Safitri,2024-12-26 This is an Open Access publication Welcome to the 4th Science and Mathematics International Conference SMIC 2024 which will be held in Jakarta Indonesia 23 to 24 September 2024 The theme of SMIC 2024 is Connecting Sustainable World and Future Technologies Opportunities and Challenges in Science Mathematics and Education SMIC 2024 aims to bring together researchers academics scientists students and practitioners to share and discuss theoretical and practical knowledge new trends and application in the fields of Mathematics and Mathematics Education Science and Science Education Computer Science and Statistics SMIC 2024 is the fourth SMIC organized by the Faculty of Mathematics and Natural Sciences Universitas Negeri Jakarta after the huge success in SMIC 2018 SMIC 2020 and SMIC 2022 with more than 6 countries participants and resulting in an international reputable book as well as proceedings

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*Olympiad Champs Science Class 10 with 5 Mock Online Olympiad Tests* Disha Experts,2017-07-04 OLYMPIADS Champs Class 10 Science is an attempt to guide and prepare students for Olympiad examinations The book will not only prepare the students for these examinations but will also help in developing a good aptitude and problem solving skills The book covers the complete science portion which is divided into three sections Physics Chemistry and Biology The book provides for each chapter important concepts followed by Multiple Choice Questions Exercises Concepts are summarized in the form of concept map at the end of each chapter Each chapter provides 2 levels of Exercises based on the level of difficulty Each exercise contains Simple MCQs Matching based MCQs statement based MCQs assertion reason based MCQS passage based MCQs and figure picture based MCQs The detailed solutions to the MCQ s are provided at the end of each chapter 5 Online mock tests based on the different Olympiad exams are also provided along with the book This book will really prove to be an asset for Class 10 students as they hardly find any material which can help them in building a strong foundation

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change and applying innovative tools of qualitative social research The book represents a comprehensive and multidisciplinary review of the current status and future challenges facing STEM education across the world including issues such as globalization interdependencies of norms and values effects on equity and social justice as well as resilience Overall the volume provides valuable insights for a broad and comprehensive international comparison of STEM philosophies approaches and experiences

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**NAGC Pre-K-Grade 12 Gifted Education Programming Standards** Susan, K. Johnsen,Debbie Dailey,Alicia Cotabish,2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is a service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice

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**Programs Appropriations for 2014** United States. Congress. House. Committee on Appropriations. Subcommittee on State, Foreign Operations, and Related Programs,2013 **Handbook of Research on STEM Education** Carla C.

Johnson,Margaret J. Mohr-Schroeder,Tamara J. Moore,Lyn D. English,2020-04-27 The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science technology engineering and mathematics STEM education What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work all chapters in this book speak directly to the integration of STEM rather than discussion of research within the individual content areas The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context Divided into six sections the authors cover topics including the nature of STEM STEM learning STEM pedagogy curriculum and assessment critical issues in STEM STEM teacher education and STEM policy and reform The Handbook utilizes the lens of equity and access by focusing on STEM literacy early childhood STEM learners with disabilities informal STEM socio scientific issues race related factors gender equity cultural relevancy and parental involvement Additionally discussion of STEM education policy in a variety of countries is included as well as a focus on engaging business industry and teachers in advocacy for STEM education The Handbook s 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades As such the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM which are grounded in the literature to date [Rivista J-Reading n. 1-2014](#) Gino De Vecchis,2014-06-01 IN QUESTO NUMERO Sirpa Tani National cases international collaboration an example from Finland Joop van der Schee Looking for an international strategy for geography education Andrea Favretto Scale factor and image resolution some cartographic considerations Judit t Visi Educational landscape and possibilities Geography

education in the light of a survey Lorena Rocca Cristina Minelle Francesco Bussi Building geographical knowledge together the case of a Geography teaching on line course THE LANGUAGE OF IMAGES Edited by Elisa Bignante and Marco Maggioli MAPPING SOCIETIES Edited by Edoardo Boria TEACHING FROM THE PAST      **Curriculum Compacting** Sally M. Reis, Joseph S. Renzulli, Deborah E. Burns, 2021-09-03 Curriculum compacting is one of the most well researched and commonly used ways of differentiating instruction to challenge advanced learners This practical and inexpensive method of differentiating both content and instruction enables classroom teachers to streamline the regular curriculum ensure students mastery of basic skills and provide time for stimulating enrichment and acceleration activities With information on the history and rationale of curriculum compacting as well as successful implementation strategies and multiple case studies the second edition of Curriculum Compacting introduces the strategies that teachers need to understand to implement this differentiation strategy for high potential highly motivated and academically talented and gifted students 2017 NAGC Book of the Year Award Winner      *Congressional Record* United States. Congress, 1991 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873



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