OFFICIAL ABSTRACT and CERTIFICATION

The Effect of Sulfur Dioxide on the Olfactory Learning of Western Honeybees (Apis mellifera) Soyoun Moon, Lakxshanna Raveendran		Category Pick one only— mark an "X" in box at right	
_	ommack High School, Commack, NY, USA	- Animal Sciences	
fue	pollution is a significant problem within our environment as the continuous burning of fossilels has resulted in the production of pollutants such as sulfur dioxide (SO2). Pollution poses a reat to Western Honeybees (Apis mellifera) as they reduce honeybees' ability to perceive floral	Behavioral & Social Sciences	Е
VO	latiles and airborne pheromones, thereby effecting their foraging efficiency. Knowledge of the	Biochemistry	
cu	portance of olfactory learning in young bees is imperative to research as nearly 73% of litivated crop varieties are pollinated by bees. The objective of our project was to learn about the fects of sulfur dioxide on the olfactory learning of foraging naïve bees and analyze the severity of	Biomedical & Health Sciences	
lim	nonene degradation in New York. Honeybees were classically conditioned to lavender using the oboscis Extension Reflex (PER) Assays. If the Honeybee extended their proboscis after	Biomedical Engineering	
lav of	vender exposure and before the sugar reward, we considered the assay to be responsive. A total 0.03 moles of sulfur dioxide was produced, which the experimental group was exposed to for	Cellular & Molecular Biology	
	proximately 3 seconds before conditioning. Our results showed that the control group sponded by extending their proboscis an average of 67.92% of the trials while the experimental	Chemistry	
gro	oup responded for 18.33% of the trials. This data supports the conclusion that sulfur dioxide creases the time of olfactory learning in foraging naïve honeybees. A choropleth map of New	Computational Biology & Bioinformatics	
the	ork was created with computational analysis where each county was shown in one of five colors, a darkest color being the greatest level of degradation of limonene by diesel exhaust, a common ral volatile and a major source of sulfur dioxide.	Earth & Environmental Sciences	
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		Energy: Chemical	
		Energy: Physical	
		Engineering Mechanics	
1	As a part of this research project the student directly handled manipulated or	Environmental Engineering	
1.	As a part of this research project, the student directly handled, manipulated, or interacted with (check ALL that apply):	Materials Science	
		Mathematics	
	\square human participants \square potentially hazardous biological agents	Microbiology	
	□ vertebrate animals □ microorganisms □ rDNA □ tissue	Physics & Astronomy	
2	I/we worked or used equipment in a regulated research institution ☐ Yes ■ No	Plant Sciences	
۷,	or industrial setting:	Robotics & Intelligent Machines	Е
2	This project is a continuation of previous research. ☐ Yes ■ No	Systems Software	
		Translational Medical Sciences	Е
4.	My display board includes non-published photographs/visual ☐ Yes ■ No depictions of humans (other than myself):		
5.	This abstract describes only procedures performed by me/us, ■ Yes □ No reflects my/our own independent research, and represents one year's work only		
6.	I/we hereby certify that the abstract and responses to the above statements are correct and properly reflect my/our own work.		
an	is stamp or embossed seal attests that this project is in compliance with all federal d state laws and regulations and that all appropriate reviews and approvals have en obtained including the final clearance by the Scientific Review Committee.		