

## **Class Gardening and the Scientific Method**

### **Prep:**

Students will all need their own flower pot, a section of their science book reserved for journal, seeds of their choice and art supplies and paint to decorate their pot.

### **Objective:**

Students will learn to care for and nurture a living plant after choosing a specific type of vegetable seed.

Students will learn about plant biology and photosynthesis and soil composition.

Students will gain an understanding of the scientific method through documentation and caring for their plan

Students will have a living plant at the end of winter and beginning of spring that can then be transferred into a garden that will live outside on the school grounds.

### **Practice:**

Students will choose a seed from a variety of different types offered by the teacher and then fill their pots with the soil after decorating the pot with different art supplies. Throughout the year they will be responsible for keeping the plants alive and during the holidays they will bring them home with them. If they are away from school, students are responsible for making sure that their plant has a care-taker as they will be marked on the plants health throughout the year. Students will also make sure to document the growth of the plant, to make hypothesis' and prove whether or not these have become true or false. At the end of the year their plants, (if they survive), will be placed into the garden.

### **Grade Level Expectations:**

Grade 4 – Students will plant seeds of one variety in a pot and care for the plant that grows from them. They will be responsible for their plants well-being, its ability to survive when they are absent as well as documenting its growth from seed germination to transfer in their e-portfolio.

Grade 5 – Students will plant seeds of one variety in a pot and care for the plant that grows from them. They will be responsible for their plants well-being, its ability to survive when they are absent as well as documenting its growth from seed germination to transfer in their e-portfolio.

## Rubric

Emerging	Developing	Proficient	Extending
<p>Inconsistent attendance with many unexcused absences.</p> <p>Student has many unfinished assignments and doesn't attempt to catch up on work missed.</p> <p>Student doesn't self-advocate, gives up when finding challenge with assignments rather than seeking help.</p> <p>Student's work is consistently unfinished, and/or late.</p> <p>Student rarely engages with, focuses on and perseveres through obstacles on their project work or the intricacies therein.</p>	<p>Attends consistently with reminders. Absences are often excused.</p> <p>With teacher help, student informs teacher about work that they need to catch up on.</p> <p>With assistance, student's work ethic and attitude are consistent.</p> <p>With assistance, student's work fulfills the expectations of the assignment and is on time.</p> <p>With guidance, student perseveres with, focuses on and engages with their project work during most classes.</p>	<p>Good attendance. Rarely away and any absences are mostly excused.</p> <p>Student takes responsibility for catching up on missed work and acquires it from peers or the website.</p> <p>Student's work ethic and attitude is not dependent on assignment success level.</p> <p>Student's meets the expectations of the assignment and is on time.</p> <p>Student perseveres with, focuses on and engages on project work consistently at every stage of its development.</p>	<p>Excellent attendance. Student always attends class and away, the absences are always excused.</p> <p>Student is always conscientious of deadlines and always hands their work in complete and on time.</p> <p>Student's work ethic and attitude set an example for other students.</p> <p>Student's work goes beyond the expectations of the assignment and is on time or finished early.</p> <p>Student is a leader during class time and understands the subject matter so assistance is consistently offered to other students on their project work.</p>