



COMMUNITY PARTNER



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EARTH DAY  
APRIL 22, 2019



HIGH TECH ELEMENTARY  
NORTH COUNTY  
1480 W. SAN MARCOS BLVD.  
SAN MARCOS, CA 92078

# FROM SOIL TO GARDEN



## Project Overview

Our school garden is a rich learning resource right at our fingertips! With this project we will challenge our students to plan and maintain a school garden that supports our native ecosystem and attracts pollinators for future projects at our school. We hope to get kids working outside and getting their hands dirty while working collaboratively and mastering core science content.

We will begin with science in our classrooms by conducting various labs on soil and by observing plant parts in the science lab. Fieldwork to a local forest will get us thinking about native and invasive species, helping us be more intentional about the plants we put in our garden. The first part of our project will be studying the characteristics of plants, how they survive, and seed distribution. During the second part of the project we will look at the relationship between native plants and animals, particularly looking at pollinators and their effect on seed distribution.

a school garden project: learning through the process of creating

## Essential Questions

How do we use scientific information to improve our world?

How do native plants and animals depend on each other?

How can this interdependence be interrupted?

## Driving Question

As scientists, how can we create a garden to help native plants and animals?

## Students will be...

- Researching and informing our community about native plants and animals.
- Growing and maintaining a pollinator garden.
- Keeping a science notebook with observations and reflections.
- Publishing a garden field guide.
- Creating scientific sketches of various pollinators.
- Organizing data and learning to clearly communicate their findings and thoughts.
- Working collaboratively to solve complex problems.

## Learning Standards

- Make observations of plants and animals to compare the diversity of life in different habitats. (NGSS, 2-LS4)
- Participate in shared research and writing projects. (CCSS.ELA.W.2.7)
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS.ELA.W.2.2)
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LIT.RI.2.10)

