

Horticulture Course Outline

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Course Description: This science course includes lessons in biology, botany, entomology, chemistry, mathematics, genetics, physiology, statistics, garden design, plant propagation, plant selection, and plant sales. You will study topics including parts of the plant and their associated functions, environmental requirements for good plant growth, the process of plant propagation, the art of container and landscape design, and local plant and tree identification. You will visit local gardens, parks, arboretums and greenhouses. You will learn how to propagate plants. You will maintain Crest's three greenhouses, Crest garden boxes and beds, and conduct a community-based plant sale. Proceeds fund the Crest Horticulture Program and Crest student field trips.

Textbook: *Horticulture Today* by Jodi Songer Riedel and Elizabeth Driscoll

Scope and Sequence:

- Unit 1 – Plant Identification
- Unit 2 – Agricultural Safety
- Unit 3 – Botany
- Unit 4 – Propagation
- Unit 5 – Sustainability
- Unit 6 – Marketing – Holiday Sale
- Unit 7 – Soils
- Unit 8 – Pruning
- Unit 9 – Insects
- Unit 10 – Landscape Design
- Unit 11 – Global Food Supply (Time Pending)

Materials you will need:

- Pen, pencils (occasionally you will need colored pencils)
- Spiral notebook (you may choose where you take notes, but I suggest a spiral bound notebook)
- Calculator
- iPad
- Binder for keeping assignments.
- Various project supplies from home

Student Expectations:

I have taught all levels of science for many years, and the most successful students exhibit the tendencies and practices used by actual scientists. This is not difficult, but it may require you stepping outside your bubble and being comfortable in the gray areas of learning. Below are the traits of successful students in a science classroom.

Science Practices from the Next Generation Science Standards (NGSS):

1. Asking Questions – Well this isn't too bad. If you are confused with an idea, ask. Not just me, but others around you. Learning from your peers is a powerful study skill, now is the time to develop this skill.
2. Developing and using Models – We will do a lot of these in class. Think of it like putting together a puzzle from various pieces, only there's more than one possible outcome.

3. **Planning and Carrying out Investigations** – You may have done a lab or two in your prior classes. We will do more of the same here, but you may be asked to do a little more planning beforehand. Science is not done by following a recipe and blindly receiving results. There should be *intention* behind each lab.
4. **Constructing Explanations & Designing Solutions** – This is basically how we will conclude modeling activities and laboratory investigations. You'll take your plan from #3 and come up with a reason for why experiments turned out the way they did, often times discussing these with your peers. If there is a remedy or "fix" to be made, we will discuss potential solutions to these problems.

Behavioral/Class expectations:

1. **NO FOOD OR DRINK** – there are chemicals in the room that could cause serious injury or death if ingested. Water is acceptable in closable containers.
2. **RESPECT** – Respect yourself, other, and the space around you. Please arrive on time and ready to participate. Do not engage in academic dishonesty which includes but is not limited to plagiarism and cheating. Do not limit others opportunities to learn by distracting them in any way. Be kind to one another. Please also respect school property by keeping up after yourself and not defacing any school property.
3. **TECHNOLOGY** – No electronic devices except iPads and calculators are allowed to be used in my room. Please keep your cell phones in your back pack on silent. During independent study time, you may ask to use your cellphone. I reserve the right to make you put it away if it becomes a distraction and you are not staying on task.
4. **ABSENCES** – If you are absent, it is your responsibility to get your make up work. Most worksheets/assignments can be found on Schoology. If you are confused as to what you need to make up it is best to email me with your questions instead of approaching me in class.

When it comes to receiving credit related to *excused* absences, here are the rules (Student Handbook states that students shall receive no credit for unexcused absence make up):

- Absences on the day homework is assigned = 2 days extra upon return to turn in
 - Absences on the day homework is due = Turned in upon return
 - Absences on day group project is due = If notified in advance, possibly no penalty. If a spontaneous absence, 20% off per day applied to entire group
 - Absences on the day of test = If notified 24+ hrs in advance and made up within 3 days, no penalty. If a spontaneous absence, test will be modified (ex: different questions, removal of multiple choices) for security reasons.
 - Absences on the day before a test = Student must still take the test on scheduled day.
5. **READINESS** – Come to class on time and prepared. Tardies disrupt class and take away from valuable learning time. A tardy maybe recorded if you are not in your seat at the start of class. Also be prepared to get dirty. If you would like to keep a gardening outfit you will be assigned a cubby in the classroom for you to keep extra shoes or clothes in.
 6. **SAFETY** – Students are expected to follow all guidelines set in the Science Class Safety Agreement and CTE Health and Safety Education Guide.
 7. **GAMING** – If the student is caught gaming on any device, this will result in an automatic disciplinary referral, which typically results in a Saturday school.

Help:

- Help is available before school, or during my prep periods. I will typically be on MIHS campus from 7:30AM until 3:15. I am at Crest for 5th – 7th period but I will return to main campus most days.
- You can schedule a time to meet with me during my prep period (3rd and 4th), or send me an email.
- Tutoring is available before school on Thursdays in room 108 and after school on Tuesdays in room 106.

Required Apps:

- Please have the following apps installed on your iPad by the end of the first week of the semester:
 - Schoology, Quizlet, Leafsnap

Assignments and Grading:

Scale:	100 – 93%	A	92.99 – 90%	A-		
	89.99 – 87%	B+	86.99 – 83%	B	82.99 – 80%	B-
	79.99 – 77%	C+	76.99 – 73%	C	72.99 – 70%	C-
	69.99 – 67%	D+	66.99 – 60%	D	59.99 – 0%	F

Semester Grade Assignment Percentages:

25%	Assessments (Tests or Quizzes)
15%	Greenhouse/Grounds Maintenance Participation
40%	Laboratory
10%	Homework/Classwork
10%	Final Exam

- Tests will be given with notice. Quizzes however, may or may not be given notice. Be sure to always study your previous days' materials in case of a 'pop' quiz. Be sure to attend class the day before the test, as I will generally do a review game with questions very similar to the test and I will give you instructions on what to expect on the test.
- Laboratory grades will be determined from the laboratory **report** and **pre-labs**. Due dates for labs will vary but labs will generally be due approximately **1-3 days** from the day the lab activity was done, depending on the type of report required. Pre-laboratory assignments must be completed prior to laboratory experiment. Students who have not completed the pre-lab may not be allowed to participate in the lab, or a 10 point deduction depending on the lab.
- Homework– If homework is turned in late, your grade will be reduced by 10 points automatically. Late work will be accepted until a posted end of quarter date. Once the quarter has passed assignments that are missing will remain a zero.
- An assignment is considered late if it is not ready to be turned at the **START** of class. So no finishing homework at the beginning of class.
- You will take a cumulative final at the end of the semester. A study guide will be provided with highlights of what will be on the final, this is why we keep all of our assignments.

Mrs. Griggs' reserves the right to alter and adjust the syllabus as needed throughout the school year as the course is still being developed and refined.

○ Likely changes include:

- **addition of a text (just pending approval at this point)**
- **OSU Home Horticulture Certification (just pending approval at this point)**
- **Student Projects**
- **Individual Student Garden Plot**
- **Plant Sale student requirements**

Please sign and return by: _____

Student: I have read and understand the course expectations for Horticulture.

Student Signature: _____ Date: _____

Parents: I have reviewed the course expectations for Horticulture with my child.

Parent Signature: _____ Date: _____