



Indiana Academic
Standards
For
Junior Master Gardener
Grade 3



| Activity | English/ Language Arts | Mathematics | Science | Social Studies |
|---|---------------------------|-------------|--|-------------------|
| 1. Hamburger Plant – To become aware of dependence on plants as the originator of most food sources. | 7 | n/a | 3.2.6; 3.4.4; 3.4.6 | n/a |
| 2. Benefits Mobile – To be aware that all people depend on plants. | 7 | n/a | 3.2.4; 3.2.5; 3.4.4; 3.4.6 | n/a |
| 3. Know & Show Sombrero – To show an understanding of the benefits of plants to people. | 7 | n/a | 3.2.4; 3.2.5; 3.4.4; 3.4.6 | n/a |
| 4. The Choo-Choo Song – To associate a variety of plants with their food products by learning a song. | 7 | n/a | n/a | n/a |
| 5. The Medicine Plant – To recognize the medicinal properties of the aloe vera plant. | 7 | n/a | 3.4.3; 3.4.8 | n/a |
| 1. Leaves and Seeds Sort Info Chart – To be able to classify leaves and seeds as monocots and dicots. | 2; 7 | 1 | 3.2.5; 3.2.6; 3.4.1; 3.4.2 | n/a |
| 1. Plant Parts Rap – To gain understanding of the main parts of a plant and the role each performs | 7 | n/a | 3.6.1 | n/a |
| 2. Touch and Tell – To use information learned about plant parts to identify plant materials by touch. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.7 | n/a |
| 3. Plant Parts We Eat – To identify the various plant parts used for food. | 7 | 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.6; 3.2.7; 3.4.1; 3.4.2 | n/a |
| 4. Seed Science – To use the scientific method to determine the effect on plant growth of removing the cotyledons from seeds. | 6; 7 | 1; 5 | 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.2.3; 3.2.6; 3.6.4 | n/a |
| 5. Flower Dissection – To identify the different parts of a flower | 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.6.1; 3.6.2 | n/a |
| 1. P.L.A.N.T. Needs – To become familiar with plants' needs. | 7 | n/a | 3.4.6 | n/a |
| 2. What's Not the Same? – To become familiar with variables and constants. | 6; 7 | 1; 5; 6 | 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.3; .2.6; 3.6.4; 3.6.5 | 3.3.5 |
| 3. Plant People – To show an understanding of plant needs through creative arts. | 7 | 5; 6 | 3.2.5; 3.5.1 | n/a |
| 4. Picture Yourself a Plant – To show an understanding of plant needs through creative arts. | 5; 7 | n/a | 3.2.6; 3.3.7 | n/a |
| 1. Coconut Float – To illustrate the different ways seeds are dispersed. | 7 | n/a | 3.1.2; 3.1.4; 3.4.6 | n/a |
| 2. Plant Performance – To develop an understanding of plant needs through creative writing. | 5; 6; 7 | n/a | n/a | n/a |
| 3. Topiary Design – To create living, growing works of art. | 7 | 1; 6 | 3.2.4; 3.2.5 | n/a |
| 4. Power Seeds – To observe the force that seeds exhibit when germinating. | 7 | n/a | 3.1.1; 3.1.2; 3.1.4; 3.6.4; 3.6.5 | n/a |
| 1. Oxygen Factory – To illustrate the process of photosynthesis. | n/a | n/a | 3.4.6; 3.5.5 | n/a |
| 2. Gas Gobblers – To demonstrate the interdependence that people and animals share with plants through the exchange of oxygen and carbon dioxide. | n/a | 1; 4 | 3.1.5; 3.4.6; 3.5.5 | n/a |
| 3. Spinning Seeds – To determine the effect of geotropism on plants. | n/a | n/a | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.5.5; 3.6.4; 3.6.5 | n/a |
| 1. Paper Pots – To create recyclable pots and propagate plants by seed. | 7 | n/a | 3.1.2; 3.1.4; 3.2.4; 3.2.5; 3.6.4; 3.6.5 | n/a |
| 2. Gallon Greenhouse – To show an understanding of the environment needed to propagate plants. | 7 | 1 | 3.2.4; 3.2.5; 3.6.4; 3.6.5 | n/a |
| 3. Propagation Demonstration – To demonstrate how to propagate plants by direct seeding, stem cuttings, leaf cuttings, root cuttings, division, and layering. | n/a | 1; 5 | 3.2.4; 3.6.4; 3.6.5 | n/a |

| Activity | English/ Language Arts | Mathematics | Science | Social Studies |
|--|---------------------------|-------------|---|-------------------|
| 1. Touchy Feely – To understand soil texture and the properties of different soil types and soil particles. | 7 | 4 | 3.1.2; 3.1.3; 3.1.4; 3.5.5; 3.6.3 | n/a |
| 2. Mud Pies – To feel the difference in soil textures. | 7 | n/a | 3.1.2; 3.1.4; 3.6.3 | n/a |
| 3. Shake, Rattle, and Roll – To identify amounts of soil particles that make up a soil's textures. | 7 | 1; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.4; 3.5.1; 3.5.3 | n/a |
| 4. Candy Aggregate – To create an edible model illustrating that soil is made up of many different components. | 7 | 4 | 3.5.5; 3.6.3 | n/a |
| 1. Nutrient Variable – To use scientific method to study the effects of fertilizer on plant growth. | 7 | 1; 2; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.2; 3.2.3; 3.2.4; 3.2.6; 3.4.7; 3.5.1; 3.5.3; 3.6.4; 3.6.5 | n/a |
| 2. The Numbers on the Bag – To gain an understanding of how nutrients in fertilizer help plants. | 7 | n/a | n/a | n/a |
| 3. Bumps Below – To become familiar with plants that produce their own nitrogen. | 7 | n/a | 3.1.2; 3.1.4; 3.2.6; 3.4.7 | n/a |
| 1. Building Bins and Compost Sandwiches – To build a composting bin for creating organic matter to amend soil. | n/a | 1; 4; 5 | 3.1.8; 3.2.2; 3.2.5; 3.5.5 | n/a |
| 2. Composting Critters Page – To identify organisms that are a part of the composting process. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.2.6 | n/a |
| 3. Compost Sandwich Composition – To compose a paragraph to support the claim that it is important to compost. | 4; 5; 6 | n/a | 3.5.5 | n/a |
| 1. Earth Apple – To become familiar with plants' needs. | 7 | 1 | 3.5.3; 3.5.5; 3.6.3 | n/a |
| 2. The Cloud Maker – To demonstrate the process of condensation. | 7 | n/a | 3.1.2; 3.2.5; 3.5.5; 3.6.3 | n/a |
| 3. Cycle Song – To gain understanding of the water cycle through music. | 7 | n/a | n/a | n/a |
| 4. Apple Rings and Banana Chips – To measure the amount of water in fruit. | 7 | 1; 2; 5 | 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.2.1; 3.2.3; 3.2.4; 3.5.1; 3.5.2 | n/a |
| 1. Out of the Spout – To develop an understanding of how water moves through different soil textures. | 7 | 1; 2; 5 | 3.1.2; 3.1.3; 3.1.4; 3.2.2; 3.2.4; 3.2.5; 3.5.1; 3.6.3 | n/a |
| 2. Where Did It Go? – To demonstrate that water can be held in air spaces in the soil. | 7 | 1; 2; 5 | 3.1.1; 3.1.2; 3.2.1; 3.2.2; 3.5.1; 3.5.2; 3.6.3 | n/a |
| 3. Water Flows, Soil Goes – To demonstrate the effects of water erosion on bare soil. | 7 | 1; 5 | 3.1.2; 3.1.4; 3.6.3; 3.6.5 | n/a |

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|---|---------------------------|---------------|---|-------------------|
| 1. Nature Class Web – To create a web to understand the interrelatedness of life on Earth. | 7 | n/a | 3.2.7; 3.3.7; 3.6.1; 3.6.2; 3.6.3 | 3.3.5 |
| 2. The Food Chain Gang – To play a game representing the interrelatedness of animals and the environment within the food chain. | 6; 7 | n/a | 3.3.7; 3.6.1; 3.6.2; 3.6.3 | 3.3.5 |
| 3. Polluting Your Planet – To observe the effects of pollution on a model of the Earth. | n/a | 1; 5 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.3.7; 3.5.1; 3.6.3; 3.6.4; 3.6.5 | 3.3.5 |
| 4. Exploding Cactus – To demonstrate how cacti can store water. | 7 | n/a | 3.1.2; 3.1.4; 3.1.5; 3.4.2; 3.6.3 | n/a |
| 5. Garden Weather Station – To create weather instruments and monitor weather conditions. | n/a | 1; 2; 3; 4; 5 | 3.1.2; 3.1.3; 3.2.1; 3.2.3; 3.2.4; 3.2.5; 3.3.5; 3.5.1; 3.5.3; 3.6.4; 3.6.5 | 3.3.5 |
| 1. The Tree Community – To observe the variety of life supported by a single tree. | 6; 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.3; 3.2.4; 3.2.6; 3.2.7; 3.3.6 | 3.3.5 |
| 2. Gourd Bird House – To grow and build habitats for birds using gourds. | n/a | n/a | 3.2.5 | n/a |
| 3. Our Pocket Park – To beautify an outdoor area. | 5; 6 | 5; 6 | 3.2.4; 3.2.6 | 3.3.5 |
| 4. Backyard Buddy – To reward environmentally friendly people. | 7 | 2 | 3.1.2; 3.1.3 | 3.3.5 |
| 5. Visit with a Vet – To understand needs and habitats of animals in your community. | 7 | n/a | n/a | 3.3.5 |
| 1. On the Move – To understand how pollution can create many indirect negative effects. | n/a | n/a | 3.1.2; 3.1.4; 3.1.8; 3.4.8; 3.6.3 | 3.3.5 |
| 2. Both Sides of the Fence – To voice opinions in a debate format. | 5; 7 | n/a | 3.1.5; 3.1.6; 3.1.8; 3.2.7 | 3.3.5 |
| 3. Weighing Wastes – To measure amount of food wastes produced at a meal and work to reduce wastes for the future. | 6 | 1; 2; 6 | 3.1.2; 3.1.3; 3.1.4; 3.1.8; 3.5.1; 3.5.3 | n/a |
| 4. Let's Try Organic – To implement organic gardening ideas into a garden setting. | n/a | n/a | 3.1.2; 3.1.4; 3.2.3; 3.2.4; 3.4.8 | 3.3.5 |
| 5. Xeriscape – To build a garden site using water conservation concepts. | n/a | n/a | 3.1.2; 3.1.3; 3.1.4; 3.1.5 | 3.3.5 |
| 1. Vermi-composting – To recycle food wastes with vermi-composting | n/a | 1; 5 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.1.6; 3.1.8; 3.2.3; 3.2.4; 3.2.6; 3.5.1; 3.6.4; 3.6.4 | 3.3.5 |
| 2. Supermowing Machine – To use creativity to invent a new mowing machine. | 7 | n/a | 3.1.6; 3.2.6 | n/a |
| 3. Grow Cards – To recycle newspaper to create plantable greeting cards. | 5 | n/a | 3.2.5 | n/a |
| 4. Know and Show Sombrero – To make wearable works of art with materials that can be recycled. | n/a | n/a | 3.2.5 | n/a |
| 1. Plant Pounding – To transfer the likeness of plant parts to fabric. | n/a | n/a | 3.2.4; 3.2.5 | n/a |
| 2. Let's Dye It – To color eggs or fabrics using dyes created from natural materials. | n/a | n/a | 3.2.5 | n/a |
| 3. Nature Windows – To create art using natural materials. | n/a | 5 | 3.2.4; 3.2.5 | n/a |
| 4. Garden Folk – To build a scarecrow. | n/a | n/a | 3.2.4; 3.2.5 | n/a |
| 5. Nature Masks – To create wearable art using natural materials. | n/a | n/a | 3.2.4; 3.2.5 | n/a |

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| 6. Mother Nature's Children – To create art using natural materials. | n/a | n/a | 3.2.5 | n/a |
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| Activity | English/ Language Arts | Mathematics | Science | Social Studies |
|---|---------------------------|-------------|---|-------------------------------------|
| 1. Insect Predictions and Survey – To predict insect characteristics and learn what all insects have in common. | 7 | 1; 6 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.4; 3.2.6; 3.4.1; 3.4.2; 3.5.3 | 3.3.5 |
| 2. Insect Symmetry – To learn and understand the concept of symmetry. | 7 | 1; 4 | 3.2.5 | n/a |
| 3. The Great Cover-Up! – To learn and understand the concept of camouflage. | 7 | n/a | 3.4.1; 3.5.5 | 3.3.5 |
| 4. Designer Bugs – To reinforce concepts learned about insects so far: their characteristics and the concepts of symmetry and camouflage. | 5; 7 | 4 | 3.2.5 | 3.3.5 |
| 5. Insect Riddles – To reinforce basic concepts learned about insects so far, and to experiment with creative writing concepts by creating riddles. | 1; 5; 6; 7 | n/a | n/a | 3.3.5 |
| 6. Secret Smells Game – To discover how insects communicate using pheromones. | n/a | n/a | 3.1.2; 3.1.4; 3.1.5; 3.5.5 | n/a |
| 1. All in the Family: Insect Flash Cards – To learn that insects are organized in groups based on their characteristics. To learn the characteristics specific to a few groups of insects, called orders. | 7 | n/a | 3.2.4; 3.2.5; 3.2.6; 3.4.1; 3.4.2 | 3.3.5 |
| 2. Ordering Insects – To learn to sort insects based on similarities and differences and to make a basic insect key. | n/a | n/a | 3.1.2; 3.1.3; 3.1.4; 3.4.1; 3.4.2 | n/a |
| 3. Metamorphosis Bracelets and Belts – To learn the stages of metamorphosis | n/a | n/a | 3.2.5; 3.2.6; 3.4.1; 3.4.2; 3.4.3 | n/a |
| 4. Morpho Puppets – To learn the stages of complete metamorphosis, and teach them to a younger group. | 7 | n/a | 3.2.5; 3.4.3 | n/a |
| 5. JMG Web Activity: Journey North – To gain familiarity with the Internet as a research tool. | 5 | n/a | 3.1.6; 3.1.7; 3.2.4 | 3.3.3; 3.3.4; 3.3.5; 3.3.6 |
| 1. Suck-A-Bug! – To make a simple aspirator and use it to collect and observe small insects. | n/a | n/a | 3.1.2; 3.2.5 | n/a |
| 2. It's a Small World – To create a Berlese funnel and use it to collect and observe insects living in the ground and soil. | 5; 7 | 1; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.2.5 | 3.3.5 |
| 3. Insect Nets – To make an insect net and use it to collect samples of insects by sweeping. | n/a | 5; 6 | 3.1.2; 3.1.4; 3.2.4; 3.2.5; 3.5.1 | 3.3.5 |
| 4. By Land or Sea – To compare and contrast the types of insects living in different habitats. | 6; 7 | 1; 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.1; 3.2.4 | 3.3.5 |
| 5. Ant Lion Farm – To make a living collection of one type of insect and observe it closely as it builds its home. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.2.6; 3.6.4 | n/a |
| 1. Chew on This! – To learn the four types of insect mouthparts and how they are specialized. | n/a | n/a | 3.2.4; 3.2.5; 3.4.1; 3.4.2 | n/a |
| 2. School Yard Survey – To survey the school yard for signs of insect damage and to determine the types of insects that caused the damage. | 7 | 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.4.1; 3.4.2 | 3.3.5 |
| 3. Pollinator Puppet Show – To learn the basic process of insect pollination. | 7 | n/a | 3.2.4; 3.2.5; 3.5.5; 3.6.3 | 3.3.5 |
| 4. The Bartering System – To learn how plants and insects trade services, and to become familiar with the concept of an energy exchange. | n/a | 1 | 3.2.1; 3.2.5; 3.4.1; 3.5.5; 3.6.3 | n/a |
| 5. The Lone Bee – To learn about solitary bees and create a bee home for them. | n/a | n/a | 3.2.5 | 3.3.5 |

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| 6. Designer Plants and Insects – To combine previously learned concepts in creating insects and plants that are designed to work together. | 5 | n/a | 3.1.2; 3.1.4; 3.2.4; 3.2.5 | n/a |
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|---|---------------------------|-------------|--|-------------------|
| 1. Garden Friends and Foes – To learn the difference between beneficial and pest insects, and to learn a few examples of each type. | n/a | n/a | 3.1.2; 3.1.4; 3.2.4; 3.2.5; 3.4.1 | n/a |
| 2. Don't Bug Me! – To identify pest insects of various organisms, and to discover the interrelatedness of all living organisms. | n/a | n/a | 3.1.2; 3.1.4; 3.2.4; 3.4.1; 3.4.2 | 3.3.5 |
| 3. Who Goes There? – To learn the basics of Integrated Pest Management (IPM), and to create a classroom IPM charting system. | 2 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.3; 3.2.4; 3.2.6; 3.4.1; 3.4.2 | n/a |
| 4. Critter Creations – To learn the four types of beneficial insects and why they are considered beneficial. | 5 | n/a | 3.2.4; 3.2.5 | n/a |
| 1. Exploratory Fungi – To observe the variety of fungal spores in the air. | 5 | n/a | 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.4.7; 3.4.9 | n/a |
| 2. Yeast Bread – To learn how one fungus – yeast – is used in cooking and what purpose it serves. | 7 | 1; 5 | 3.1.2; 3.1.4; 3.2.2 | n/a |
| 3. Lacy Leaves – To observe organic matter (decaying leaves) being decomposed by fungi. | 7 | n/a | 3.1.2 | n/a |
| 4. Likin' those Lichens – To learn about lichens and mutually beneficial relationships. | 5; 7 | n/a | 3.1.2; 3.1.4; 3.1.5 | n/a |
| 5. Prescription for Prevention – To learn the components of the disease triangle and the concept of IPM. | 3 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.5 | n/a |
| 6. There's a Fungus Among Us! – To observe and identify fungi that act as pests in the garden. | 2 | n/a | 3.1.2; 3.1.3; 3.1.4 | n/a |

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|---|---------------------------|---------------|---|------------------------|
| 1. Rooms – To understand that areas within a space serve a special purpose and to define those areas. | 7 | n/a | n/a | n/a |
| 2. People and Places – To understand that different people use yard space differently. | 2; 7 | n/a | 3.2.6 | 3.3.6 |
| 3. Money Trees – To understand that trees help to save energy and money. | 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 4. Site Map – To experience an initial step in the landscape design process. | 2 | 1; 2; 4; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.2.6 | 3.3.6 |
| 1. Nature Wheels – To build a color wheel from items found in nature and understand the relationship of one color to another. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4 | 3.3.3; 3.3.4; 3.3.5 |
| 2. Texture Collection – To understand how the design element, “texture,” is used to visually create interest in the landscape. | 5; 6; 7 | n/a | 3.1.2; 3.1.3; 3.1.4 | n/a |
| 3. Same Sides – To understand balance, an element of design, using symmetrical and asymmetrical visuals. | 7 | 4 | 3.1.2; 3.1.3; 3.1.4; 3.2.4 | n/a |
| 4. Does It Fit? – To demonstrate understanding of proportion, a design element. | n/a | 2; 5; 6 | 3.1.2; 3.1.4; 3.2.4 | n/a |
| 1. Tearing Trees – To learn to identify trees based on their classification and shape. | 2; 4 | 4 | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.2.5; 3.4.1; 3.4.2 | n/a |
| 2. How Tall is that Tree? – To measure the height of a large tree. | n/a | 1; 2; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.2.4 | n/a |
| 3. Learning Your ABPs – To understand plant classifications. | 7 | n/a | 3.4.1; 3.4.2; 3.4.3 | n/a |
| 4. Great Green Grass – Selection of grasses should be based on care and maintenance requirements. | 7 | n/a | 3.1.3; 3.1.4; 3.2.6 | n/a |
| 1. Arbor Day – Understanding that trees are an important natural resource and ways people celebrate their friend, the tree. | 5; 7 | n/a | 3.2.4 | n/a |
| 2. “Do it Right” – To demonstrate through creative dramatics the proper way to plant a tree. | 2; 4; 5; 6; 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 3. Seed, Sod and Plugs – To become familiar with different methods used in establishing a lawn. | 4; 5; 6; 7 | n/a | 3.1.2; 3.1.3; 3.1.4; | 3.3.5 |
| 1. An Inch of Water – To understand lawn mower use, water conservation and money saving through proper use of irrigation systems. | n/a | 1; 2; 4; 5; 6 | 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.4 | n/a |
| 2. Pruning Places – To learn proper pruning techniques and why plants are pruned. | n/a | 5 | 3.2.4; 3.6.4; 3.6.5 | n/a |
| 3. More Mulch, More Moist – To study the effects of mulch on conserving water. | 7 | 5 | 3.1.2; 3.1.3; 3.1.4; 3.2.2; 3.2.4; 3.6.4 | n/a |
| 4. Queen Bud – To learn the difference between terminal buds and lateral buds and their effects on plants. | 7 | n/a | 3.1.2; 3.1.4; 3.1.5 | n/a |

| Activity | English/ Language Arts | Mathematics | Science | Social Studies |
|---|---------------------------|-------------|--|-----------------------------------|
| 1. Dr. Fruit – To research origins and relevant information about fruit and nuts. | 2; 7 | 2; 5 | 3.2.4 | n/a |
| 2. Linnaeus' World Wide Names – To become aware of the dependence all people have on plants. | 6 | n/a | 3.4.1; 3.4.2 | 3.1.4 |
| 3. Botanical Wood Prints – To recreate a historical wood press. | 7 | n/a | n/a | n/a |
| 4. A Bushel and a Peck – To gain understanding of nontraditional measurements. | 7 | 1; 3; 5 | 3.1.2; 3.1.3; 3.1.4; 3.2.1 | n/a |
| 5. Fruit and Veggie Lab – To learn what a fruit is and to explore the difference between technical definitions and social customs. | 2; 7 | n/a | 3.1.2; 3.1.4 | 3.1.4 |
| 1. Snooty Fruit – To identify various fruits and nuts using sense of smell. | 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 2. Apple-ing Appearance – To create an instrument to evaluate apples on shape and color, and contrast the results with evaluation based on taste. | 6; 7 | 1 | 3.1.2; 3.1.4 | n/a |
| 3. Taste Test – To evaluate fruit based on color, texture, taste and smell. | 2; 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 4. JMG Jam – To use measurements to create a fruit product. | 2; 7 | 1; 5 | 3.1.2; 3.1.4; 3.2.2 | n/a |
| 5. Johnny's Appleslop – To gain understanding of the main parts of a plant and role each perform. | 7 | 1; 5 | n/a | 3.1.4 |
| 1. A Fruit's Life Rhyme – To gain understanding of the life cycle of plants. | 7 | n/a | n/a | n/a |
| 2. Fruit Frenzy – To become familiar with the way fruits and vegetables develop around seeds. | 7 | 1; 2 | 3.1.2; 3.1.3; 3.1.4; 3.2.6 | n/a |
| 3. The Zones – To identify the appropriate plants for a particular temperature zone. | 7 | n/a | 3.1.2 ; 3.1.4 ; 3.3.1 ; 3.3.3 ; 3.3.5 | 3.3.1; 3.3.3 ; 3.3.4; 3.3.5 |
| 4. Just Chill – To simulate a winter environment to provide the chilling requirement for an apple seed. | 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 5. Fruit Factory – To use reference material to choose a fruit or nut tree to plant or transplant. | 7 | n/a | 3.1.2; 3.1.4 | n/a |

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|--|---------------------------|-------------|---|-------------------|
| 1. Home Sweet Home – To understand the criteria for selecting a good garden site and to select an appropriate garden site based on those criteria. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.3.1 | 3.3.5 |
| 2. Make Your Pick – To select appropriate crops for planting based on season. | 2; 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.4; 3.4.1; 3.4.2 | n/a |
| 3. Small and Large – To gain an understanding of space considerations when planting seeds. | n/a | 1; 5 | 3.2.4; 3.2.5; 3.5.1; 3.5.2 | n/a |
| 4. Rules are Rules – To establish rules for the garden that make it a safer place to learn. | 6; 7 | n/a | n/a | n/a |
| 5. Schedule It – To establish a schedule where all learners take part in maintaining the watering and weeding of the garden. | n/a | 1; 2; 5 | 3.1.2; 3.1.3; 3.1.4; 3.2.4 | 3.3.5 |
| 6. Some Like It Hot – To distinguish between warm-season and cool-season crops. | 1 | n/a | 3.4.1; 3.4.2 | n/a |
| 1. Cylinder Gardening – To successfully grow vegetables and herbs in containers. | n/a | n/a | 3.1.2; 3.1.3; 3.1.4; 3.2.2; 3.2.5; 3.6.4; 3.6.5 | n/a |
| 2. Paper Towel Gardening – To create seed mats and transplant templates that will aid in organizing and laying out the garden. | n/a | 1; 5 | 3.2.5 | n/a |
| 3. Tender Transplants – to understand the benefits and practice techniques of transplanting. | 5; 7 | 5 | 3.2.4; 3.5.1 | n/a |
| 4. Weed Mats – To create a natural form of weed control. | 2; 7 | n/a | 3.1.5; 3.2.5 | n/a |
| 5. Season Extenders – To create an environment for plants. | n/a | n/a | 3.1.7; 3.2.6 | 3.3.4 |
| 1. Garden to the Table – To determine harvest time of various garden vegetables. | n/a | n/a | 3.2.1; 3.1.3; 3.1.4; 3.1.5; 3.2.7 | n/a |
| 2. Beauty Contest – To rank vegetables based on appearance. | 5; 7 | n/a | 3.1.2; 3.1.3; 3.1.4; 3.1.5 | n/a |
| 3. Seed Bank – To collect seeds from various fruits and vegetables. | n/a | n/a | 3.4.3 | n/a |
| 1. The Pyramid – to use the Food Guide Pyramid to plan balanced meals. | n/a | 4 | 3.2.5; 3.4.7; 3.4.8 | n/a |
| 2. Food Safety – To understand and practice food safety rules. | 7 | n/a | 3.4.8; 3.4.9 | n/a |
| 3. Label Reader – To learn the importance of eating breakfast and how to make healthful food choices by using information from food labels. | 2; 3; 7 | 1; 3 | 3.4.6; 3.4.7; 3.4.8; 3.5.5 | n/a |
| 4. Veggie Taste Test – To evaluate vegetables based on color, texture, taste and smell. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4 | n/a |
| 5. Junk Food Blues – To understand the values of healthful eating habits by learning a song. | 7 | n/a | n/a | n/a |
| 1. Garden Veggie Casserole – To create a casserole with vegetables from your garden. | n/a | 1; 2; 5 | 3.2.2; 3.5.1 | n/a |
| 2. Veggie Pizza – To use the Food Guide Pyramid to plan balanced meals. | n/a | 1; 5; 6 | 3.2.2; 3.5.1 | n/a |
| 3. Party Confetti Salad – To use the Food Guide Pyramid to plan balanced meals. | 7 | 1 | 3.1.2; 3.1.3; 3.1.4; 3.4.9 | n/a |
| 4. Cultural Cooking – To plan, plant, and harvest a theme garden that will grow ingredients for a recipe from different cultures. | n/a | n/a | n/a | 3.5.4 |

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| 5. Garden Sponges – To grow and harvest a crop of loofa sponges. | n/a | n/a | 3.2.6; 3.6.4; 3.6.5 | n/a |
| 1. Touch and Smell – To identify herbs based on the sense of touch and smell. | 7 | n/a | 3.1.2; 3.1.3; 3.1.4 | n/a |
| 2. Herbal Vinegar – To make and bottle herbal vinegar. | n/a | n/a | 3.2.2 | n/a |
| 3. Herbal Bath Salts – To prepare herbal bath salts wraps. | n/a | 5 | n/a | n/a |
| 4. Herb Sachets – To create herb sachets from dried herbs. | n/a | 2; 4; 5 | 3.2.4; 3.2.5 | n/a |

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|--|---------------------------|-------------|--------------|-------------------|
| 1. Who are You? – To understand the many roles we have in life and to begin to understand that each member is a unique and special person. | 5; 6; 7 | n/a | n/a | n/a |
| 2. "What Are You Like?" – To help members examine their feelings, self-concepts and values as they make choices. | 5; 7 | n/a | n/a | n/a |
| 3. Know Your JMG Friends – To recognize positive attributes of fellow students. | 7 | n/a | n/a | n/a |
| 4. Good JMG'ers Wanted Posters – To confirm each student's uniqueness by taking fingerprints. | 7 | n/a | n/a | n/a |
| 5. How Would You Feel? – To understand that how you treat other people is very important. | 7 | n/a | n/a | n/a |
| 6. Feeling Bee – To recognize that others have some of the same feelings you do in certain situations. | 5; 6; 7 | n/a | n/a | n/a |
| 1. Where's My Fruit? – To demonstrate the importance of sharing with your friends. | 7 | 1 | n/a | n/a |
| 2. Let's Build It – To learn the importance of cooperation in a group situation. | 5; 6; 7 | n/a | n/a | n/a |
| 3. JMG Cooperation Roster - To learn the importance of cooperation in a group situation. | 7 | n/a | n/a | n/a |
| 4. Musical Chairs with a Twist – To learn the importance of cooperation and sharing in a group. | 7 | n/a | n/a | n/a |
| 5. Over and Under – To illustrate group cooperation in a competitive situation. | 7 | n/a | n/a | n/a |
| 6. Cooperation Countdown – To demonstrate the importance of cooperation in a group. | 7 | n/a | n/a | n/a |
| 1. Garden Shed – To develop listening/communication skills. | 7 | n/a | n/a | n/a |
| 2. Who's On Our Team? – To identify and practice different modes and methods of communication. | 5; 7 | n/a | n/a | n/a |
| 3. Can You Follow Me? – To identify and practice different methods of communication. | 7 | 4 | n/a | n/a |
| 4. Plant a Seed – To demonstrate the importance of clear verbal communication. | 5; 6; 7 | n/a | n/a | n/a |
| 1. Goal Search – To teach members what a goal is. | 5; 7 | n/a | n/a | n/a |
| 2. Right On Target – To demonstrate the skills needed for goal setting and to set personal goals. | 7 | 1 | n/a | n/a |
| 3. The Class/Club Chronicle – To write appropriate short-term personal goals. | 5; 6 | n/a | n/a | n/a |
| 4. Watch Me Grow – To discuss the different types of goals: short- and long-term. | 7 | n/a | n/a | n/a |
| 1. Making A Machine – To teach group cooperation and the importance of each member's role. | 7 | n/a | 3.6.1; 3.6.2 | n/a |
| 2. Create A Costume – To simulate creative thinking and to implement the group decision-making process. | 7 | n/a | 3.1.5; 3.2.5 | n/a |
| 3. Pass It On – To help group members get to know each other. | 2; 4; 5; 6; 7 | n/a | n/a | n/a |

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| 4. Either/Or – To explain the decision-making process. | 7 | n/a | 3.1.1 | n/a |
| 5. Let's Make a Case Out of It – To explain how the decision-making process works in reaching a group decision. | 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 6. It's In the Bag – To understand the importance of gathering information for decision making and problem solving. | 4; 5; 6; 7 | n/a | 3.1.2; 3.1.4 | n/a |

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|--|---------------------------|-------------|--------------|-------------------|
| 1. Shared Responsibility – To understand your responsibility to a group and its members. | 7 | n/a | n/a | n/a |
| 2. Consequences – To understand self-responsibility. | 7 | n/a | 3.1.2; 3.1.4 | n/a |
| 3. Touchdown – To set responsibility goals to work toward. | 2; 7 | 1 | n/a | n/a |
| 4. Don't Stamp Me – To determine whether stereotypes influence how we act and respond to situations. | 7 | n/a | n/a | n/a |
| 1. Careers and School – To compare and contrast school and the world of work. | 2; 4; 5; 6; 7 | n/a | n/a | n/a |
| 2. Career Teams – To analyze various careers in terms of group or individual involvement. | 7 | n/a | n/a | n/a |
| 3. When I Grow Up – To become aware of the choices to make when choosing a career. | 2 | n/a | n/a | n/a |
| 4. Dream House – To identify the impact of various careers on the world. | 2; 7 | n/a | n/a | n/a |
| 5. All For One – To identify careers that operate independently and those that operate as a team. | 7 | n/a | n/a | n/a |