Name: _____ Date: _____

SCIENCE APPLIED

Art Smart

Guiding Points

Your school would like help in beautifying the campus. They can offer items that are only found at school or outside. What can you do to help beautify your campus?

1.Think about an art piece that could help beautify your campus.

2.Create an art piece that uses manmade and natural materials.

3.The final product must include a list of all manmade and all natural products used.

Research

With permission from you teacher, use an Internet search engine to find resources about how a pencil is made.

Background Information

Almost every school supply list asks for pencils. Pencils are used at school to write, draw, and color. But where does a pencil come from?

Pencils are made by companies that use machines to change natural materials into manmade products. In this case, the products made are pencils.

Natural materials are those materials that can be found in nature. Trees, rocks, water, soil, and plants are just a few examples of natural materials.

Each part of the pencil starts out as a material that comes from nature. The wood comes from trees. The eraser comes from rubber trees. The lead of the pencil is actually graphite. The ferrule, the metal that holds the eraser onto the pencil, is made from minerals called zinc and copper. All of these materials can be found in nature. But when they are put together in a certain way, they create a pencil.

SCIENCE APPLIED

Student Checklist

Content	Organization	Presentation
☐ I included details covered in the Key Concepts as well as other important concepts I learned.	☐ I organized my final presentation with an introduction, body, and conclusion.	☐ My project has a neat appearance. My handwriting is legible, and I used correct grammar.
☐ I checked my material to make sure it was accurate. I used more than one resource.	☐ The pictures or drawings I included make sense with the content of my project.	☐ I used illustrations to make my project attractive.
☐ I connected what I learned in science with the problem or issue in the prompt.	☐ I made sure to include my science vocabulary properly and in the right context.	☐ I can easily discuss my project with someone who asks me questions about it.

Assessment Rubric

Category	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Score	Teacher Comments
Content	Student included detail on all components and SCOPE Key Concepts and used multiple sources.	Student included detail on most components and SCOPE Key Concepts and used one to two sources.	Student included little to no detail on components and SCOPE Key Concepts, and no sources were identified.		
Organization	Student correctly used all SCOPE vocabulary in a clearly structured format.	Student correctly used most SCOPE vocabulary, and content is understandable.	Student correctly used little to no SCOPE vocabulary and did not organize content.		
Presentation	Final product has a neat appearance with detailed illustrations. Student can easily discuss project findings.	Final product is clearly presented with at least one illustration, and student can talk about project findings.	Final product is not neatly presented and lacks illustrations. Student requires prompting to discuss findings.		
Total					