

2012 Florida School Garden Competition ENTRY FORM

School Bradenton Charter school

Teacher(s) & Grade(s) involved in garden program

Mr Goy Germanio
Grade 5 students

Contact Person Goy Germanio

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Time contact person can be reached Between 9:00 am - 3:30 pm

Street address 2615 26th Street West

City Bradenton State Florida Zip 34205

CATEGORY (Please mark only one)

SINGLE CLASS GARDEN (Garden used by one class only)

Number of students in class and grade 21 5th grade students

MULTIPLE CLASS GARDEN (Garden used by more than one class or grade,
but not by the entire school)

Number of students involved in the garden and grades _____

ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the
school)

Number of students involved in the garden and grades _____

Number of classes involved _____

TYPE of school garden that you use with your students. (Please mark only one)

Vegetable

Flower

Combination vegetable/flower

Other, please specify Plants native to Florida's west coast

Please indicate the number of hours a week, on average; your students spend in the garden. 2

1. Please mark all the activities that your students participate in prior to gardening.

Planning the garden

Preparing the garden

Designing the garden

Choosing plants

Other: _____

2. Please mark all the activities that your students participate in while in the garden.

Planting

Watering

Weeding

Observing

Recording

Harvesting

Playing

Sitting

Fertilizing

Experimenting

Other: _____

3. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. 1-2 hours per week

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.

Math

Science

Social Studies

History

Health/Nutrition

Language Arts

Music

Physical Ed.

Environmental Ed.

Ethics (responsibility and nurturing)

Other, please specify _____

5. Please indicate the number of years that a school garden has been part of your curriculum. This is the first

6. Please indicate the types of volunteers that have helped you and your students with the garden.

Master Gardener volunteers

County Extension Office

Parents

University students

Garden club members

4-H members

High school students

FFA

Older students at your school

Senior citizens

Other, please specify Rosalind Rowe, a local botanist, conservationist,

and invasive species expert

7. Please indicate the source(s) of information used to assist in the incorporation of school gardening into your school's curriculum. Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> County Extension service | <input type="checkbox"/> 4-H education materials |
| <input type="checkbox"/> Teacher in-service training | <input type="checkbox"/> Lifelab |
| <input checked="" type="checkbox"/> Personal knowledge | <input type="checkbox"/> Master Gardener training |
| <input type="checkbox"/> Educational journals/publications | <input checked="" type="checkbox"/> Friends/volunteers |
| <input type="checkbox"/> National Gardening Association's Growlab/Growing ideas newsletter | |
| <input type="checkbox"/> Other, please specify _____ | |
| _____ | |
| _____ | |

8. Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.

- | | |
|--|---|
| <input type="checkbox"/> Library books | <input type="checkbox"/> Computer software |
| <input checked="" type="checkbox"/> Internet | <input checked="" type="checkbox"/> Videos |
| <input type="checkbox"/> Filmstrips | <input type="checkbox"/> Personal books |
| <input checked="" type="checkbox"/> Textbooks | <input type="checkbox"/> Experiments |
| <input type="checkbox"/> Trade books | <input type="checkbox"/> Gardening magazines and catalogs |
| <input type="checkbox"/> Newspapers | |
| <input type="checkbox"/> Other, please specify _____ | |
| _____ | |
| _____ | |

Please read and sign below

By submitting the same you acknowledge and agree that the University of Florida (and Walt Disney World Co.) may reproduce the same, and all materials may be displayed (in part or in whole) at the Epcot® International Flower & Garden Festival and for other promotional materials. Such presentation materials (and School Garden packets) will NOT be returned to you (they will become the property of the University of Florida and Walt Disney World Co.) **Finally, you acknowledge and agree that should your school be selected as a winner under the competition, then to the extent any of the photographs or materials submitted contain the names of likeness of students, teachers and/or others, you will be required to have adult individuals sign (and the parents/guardians of such students) sign consent/release forms provided by us so that we can display those photographs or materials concerning your winning garden. ***Such requirement would be a condition of your accepting the award.*****

I have read and understand the above.

Amy A. ...
Signature

2/14/12
Date

2012 Judging Criteria

Educational Relevance - 25 Pts

1. Use of the garden for interdisciplinary learning and the courses that are emphasized 15 Pts

Interdisciplinary learning is a priority for our garden and all four of the core curriculum will be emphasized.

Science- Students will learn in theory and then practice the botanical nature of plant reproduction, growth needs, and maintenance. Also, students will learn the chemistry of soil while tests are conducted measuring the Ph, n, Ph, pt levels of the soil, and what measures can be taken to bring levels of these chemicals into a balance that is conducive for the welfare of the plants. Also, students will do computer research to understand the difference between native and exotic plants. Only native plants will be planted in the garden. The scientific method will be used to allow students to ponder and predict changes in plant growth when various independent variable, such as fertilizer, are introduced.

Math- Students will use geometry to determine the area of the garden and its subsections. Students will also chart the rate of growth using standard and metric measurements.

Language Arts- From the very beginning, each student shall keep a garden journal which will detail the what, why and how of every step of the garden building process. Also, with each entry, the student will explain exactly what he/she contributed to the daily activity and how that was important for the overall success of the garden. At the end of the project, the journals will be graded and separate grades for form and content will be given.

Social Studies- In an attempt to make the students aware of how local heroes have contributed and sacrificed themselves in Iraq and Afghanistan, we are attempting to partner with the local UFW to attempt to remember those who have fallen and dedicate our garden to them. Hence, the name for the garden will be "Native Plants for Native Sons". Students will also keep a list of popular plants that are exotic. research will be done to discover from what parts of the world these plants have come.

2. Use of resources to facilitate garden learning 5 Pts

Some of the resources used to facilitate student learning include the gathering and spreading of horse manure to boost the soil's nitrogen level. This manure was donated by a local stable. Wooden pallets were also donated to the school. These are to be torn apart and rebuilt into a fence to surround the garden. Parents have donated paint for the fence, Also, the use of personally owned spades and rakes to till, plant, aerate, weed, and fertilize the garden. Finally, the last resource used was personal knowledge about gardening of both the teacher and the principle.

3. Links the garden to the Florida Sunshine State Standards 5 Pts

Science:

SC5L151 Describe how, when the environment changes, individuals allow some plants and animals to survive and reproduce while others die or move to a new location.

SC5L171 Compare and contrast adaptations by animals and plants that enable them to survive in different environments such as life cycle variations, animal behavior, and physical characteristics.

Mathematics:

5A42 Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.

5S72 Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.

Language Arts:

LA5422 Students will record information related to a topic including visual aids to organize and record information on charts, data tables, maps, and graphs.

LA5632 Students will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.

Social Studies:

SSB223 The student understands how human activity affects the physical environment.

SSA622 The student understands the influence of geography on the history of Florida.

SSA621 The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.

Level of Involvement 40

Pts

1. Student leadership and effort as it pertains to the school garden project. 10

Pts

Because the students have almost no background knowledge of gardening or plants, the teacher will use a gradual release of responsibility technique to allow students to gain knowledge about core concepts while collectively assuming leadership and self-determining roles. The student's enthusiasm with the project has made the transition very smooth.

2. Utilization of our partnerships with garden-related organization. 10

Pts

We were able to partner with a number of community organizations including the University of South Florida's Master Gardener Program. Rosalind Rowe, a local botanist, has visited our class, lectured about native plants, and made suggestions about soil preparation. Laurel Valley

Ranch has donated material and services. The School Board of Manatee County has donated wooden pallets for the fence. Finally, we are hoping to partner with the local VFW to aid us in dedicating our garden to area fallen veterans.

3. Type of school support for the school garden program. 10

Pts

School support for the garden project has been outstanding. The principal has shown the greatest support by making the fifth grade teacher aware of this contest, securing wooden pallets from the school board for conversion into a picket garden fence, and procuring and delivering a pick-up truck size load of locally sourced horse manure to serve as fertilizer.

4. Type of community support for the school garden project. 10

Pts

Types of community support include parent donations of supplies and cash, and rapport with the local UFHO.

Garden Quality 35

Pts

1. Garden design considerations and process 10

Pts

Form for this garden's design was determined by function. The class wanted a garden composed only of Florida West Coast native plants. So, the first step for garden selection was student research to determine which of the many plants grown in Manatee County, Florida are indigenous. Once a survey of native plants is concluded, the students will decide which plants are to be secured for the garden. While a variety of native plants will be selected, students will categorize the plants by height so that the tall plants can be planted at the back of the garden, middle size plants for the center, and smaller plants for the front. Further design considerations include a homemade fence with a hinged gate, a bench, and a memorial plaque.

2. Qualities that make the garden unique 5

Pts

There are various qualities that make this garden unique. The first quality is that it is composed exclusively of plants native to the west coast of Florida. An example of this is that the west coast's Beach Daisy is different than Florida's east coast beach daisy, despite their growing at the same longitude. Also, students intend to dedicate our little plot to our local heroes who served and sacrificed through service in Iraq and Afghanistan.

3. Care and Maintenance of the Garden 10

Pts

The students of Mr. Germanio's fifth grade class continue to care for and maintain the garden. Each student is assigned to care for a specific test. A soaker watering has been procured to ease watering needs. Also, the levels of Ph, Nitrogen, Phosphorous and Potash will be tested on a regular basis by the students.

4. Selection and use of plants 10

Pts

Students will study the scientific biological classification and where possible, identify plant kingdom, phylum, class, family, genus, and species. At the least, students will identify plants common and scientific names. We want a garden composed of native plants. Selection of plants

for the garden will begin with students bringing to school a list of plants they found growing around where they live. Using the University of South Florida Internet Plant Data Base (www.floridaplantatlas.usf.edu), each student will research the plants to determine which are native to the area. The common and scientific names and descriptions of located native plants will be placed in a pool of possible candidates for the garden. Students will decide amongst themselves which plants to include depending on cost and availability. The garden's back is against a wall of the school building so plants will be placed into one of three categories. The tallest will be placed in the back while the shortest and ground covering will be placed in the front of the garden.