

Florida Plant Data Chart

Use the following resources to complete this data chart:

http://plants.ifas.ufl.edu/education/misc_pdfs/glossary_of_leaf_shapes_low_res.pdf

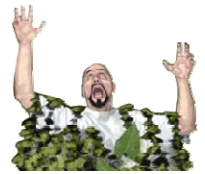
http://plants.ifas.ufl.edu/education/misc_pdfs/a_glossary_flower_parts.pdf

http://plants.ifas.ufl.edu/education/regional_map.html and <http://plants.ifas.ufl.edu/node/22>

For more resources, see the Teacher Guide for [Florida Plant Research Activity](#).

Student Name:	Native Plant
Plant Name Provide both scientific (genus/species) and common names	
Habitat (terrestrial, aquatic, swamp, marsh, wetland, etc.)	
Characteristics: General appearance: Is it a tree, shrub, vine? Emerged, floating, submersed, etc.? Is it woody or herbaceous? Is the leaf simple or divided? Leaf size? Is the leaf "blade" smooth or rough (toothed)? Are there hairs on leaf or stem? Describe leaf tips, leaf base, leaf arrangement etc	
Describe flowers and/or fruit	
Reproduction Method	
Location/Region in Florida (NW, NE, Central, SW, SE)	
Environmental & Economic Impacts: How are the plants used by animals and humans?	





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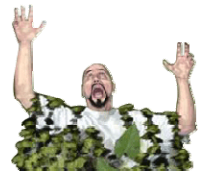
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Student Name:	Non-native Plant
Plant Name Provide both scientific (genus/species) and common names	
Habitat (terrestrial, aquatic, swamp, marsh, wetland, etc.)	
Characteristics: General appearance: Is it a tree, shrub, vine? Emerged, floating, submersed, etc.? Is it woody or herbaceous? Is the leaf simple or divided? Leaf size? Is the leaf "blade" smooth or rough? Are there hairs on leaf or stem? Describe leaf tips, leaf base, leaf arrangement etc.	
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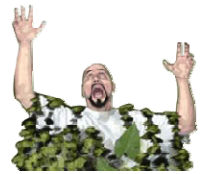
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Student Name:	Invasive Plant
Plant Name Provide both scientific (genus/species) and common names	
Habitat (terrestrial, aquatic, swamp, marsh, wetland, etc.)	
Characteristics: General appearance: Is it a tree, shrub, vine? Emerged, floating, submersed, etc.? Is it woody or herbaceous? Is the leaf simple or divided? Leaf size? Is the leaf "blade" smooth or rough? Are there hairs on leaf or stem? Describe leaf tips, leaf base, leaf arrangement etc.	
Describe flowers and/or fruit	
Reproduction Method	
Location/Region in Florida (NW, NE, Central, SW, SE)	
Environmental & Economic Impacts: How are the plants used by animals and humans?	



Module 1 ~ Silent Invaders (MS/HS)

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Sunshine State Standards

Note: The standards listed in **black** are explicitly addressed by this activity. Those listed in **blue** are touched on briefly and can be more fully developed by the teacher.

6th Grade

LA.6.1.6.1: TSW use vocabulary that is introduced and taught directly.

LA.6.1.6.2: TSW listen to, read, and discuss familiar and conceptually challenging text.

LA.6.2.2.2: TSW use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order.

LA.6.4.2.2: TSW record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.

LA.6.6.2.1: TSW select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resource.

LA.6.6.2.2: TSW collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details.

SC.6.L.15.1: TSW analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

SS.6.E.1.1: TSW identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

7th Grade

LA.7.1.6.1: TSW use new vocabulary that is introduced and taught directly.

LA.7.1.6.2: TSW listen to, read, and discuss familiar and conceptually challenging text.

LA.7.2.2.2: TSW use information from the text to state the main idea and/or provide relevant details.

LA.7.4.2.2: TSW record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.

LA.7.6.2.1: TSW select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research.

LA.7.6.2.2: TSW assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

SC.7.E.6.6: TSW identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

SC.7.L.17.1: TSW explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

8th Grade

LA.8.1.6.1: TSW use new vocabulary that is introduced and taught directly.

LA.8.1.6.2: TSW listen to, read, and discuss familiar and conceptually challenging text.

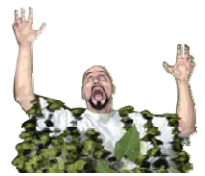
LA.8.2.2.2: TSW synthesize and use information from the text to state the main idea or provide relevant details.

LA.8.4.2.2: TSW record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.



Florida Invasive Plant Education Initiative • <http://plants.ifas.ufl.edu/education>

A Collaboration of the UF/IFAS Center for Aquatic and Invasive Plants
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Sunshine State Standards, continued

LA.8.6.2.1: TSW select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources.

LA.8.6.2.2: TSW assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

SS.8.G.5.1: TSW describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

9th - 12th Grades

LA.910.1.6.1: TSW use new vocabulary that is introduced and taught directly.

LA.1112.1.6.1: TSW use new vocabulary that is introduced and taught directly.

LA.910.1.6.2: TSW listen to, read, and discuss familiar and conceptually challenging text.

LA.1112.1.6.2: TSW listen to, read, and discuss familiar and conceptually challenging text.

LA.910.2.2.2: TSW use information from the text to answer questions or to state the main idea or provide relevant details.

LA.1112.2.2.2: TSW use information from the text to answer questions or to state the main idea or provide relevant details.

LA.910.4.2.2: TSW record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

LA.1112.4.2.2: TSW record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

LA.910.6.2.1: TSW select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

LA.1112.6.2.1: TSW select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources

LA.910.6.2.2: TSW organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

LA.1112.6.2.2: TSW organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

SC.912.L.14.7: TSW relate the structure of each of the major plant organs and tissues to physiological processes.

SC.912.L.14.53: TSW discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.

SC.912.L.17.8: TSW recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

SC.912.L.17.9: TSW use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

SC.912.L.17.16: TSW discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.



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