Curriculum Map- Scope and Sequence:
High School Marine Science

Saddlebrook Preparatory School

Purpose of Planning	Unit One Phase 1: Intro/History Q1, W1-4	Unit Two Phase 1: Processes within Ocean Q1, W5-7	Unit Three Phase 1: Energy Impacts Q1-Q2, W9-11	Unit Four Phase 1: Processes Affect Biodiversity Q2, W12-18	Unit Five Phase 1: Ocean Interactions Q3, W19-24
Unit Topic and Overview:	The study of marine science starts with a history and characteristics of various marine ecosystems.	The study of processes within the ocean starts with the topography and formation of the ocean leading into seasonal impacts the ocean creates.	The study of the ocean as an energy distributor encompasses winds, currents, properties of water, and weather patterns.	The study of biodiversity relates the abiotic factors that influence the biotic organisms within an ecosystem.	The study of ocean interactions includes intra- and inter-specific relationships with abiotic factors like tidal patterns.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of aquatic ecosystems (from biology) and composition of water (chemistry.)	Students should have background knowledge of plate tectonics, Pangaea, and seasons.	Students should have background knowledge of physical sciences affecting water and weather.	Students should have background knowledge of abiotic and biotic factors.	Students should have background knowledge of food chains/webs, species interactions, and high/low tides.

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Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students will demonstrate knowledge of the history and aquatic habitats of our planet with various projects. Essential Questions: 1. Create aquatic ecosystem displays to highlight major characteristics of each habitat. 2. Using a timeline, incorporate the historical to present day uses of the ocean (food/products, recreation, trade/navigation, exploration/research, security, technologies, and protection/management.) 3. Apply chemical and physical properties to migration patterns to track sea life.	Students will demonstrate knowledge of topography and seasonal aspects of our oceans with hands-on models. Essential Questions: 1. Compare and contrast topography of zones located in our ocean by building a model. 2. Verbally and visually, diagram the connection between seasons and oceanic properties.	Students will demonstrate knowledge of currents, properties of water, and weather patterns by studying various locations with data on weather and ocean conditions. Essential Questions: 1. Compile wind and water currents for all oceans to predict the path a rubber ducky travels around the globe. 2. Analyze various weather and climate data from different locations to express relationships patterns.	Students will demonstrate knowledge of abiotic-biotic interactions, population dynamics, biodiversity, and invasive species impacts within our oceans using research projects. Essential Questions: 1. Graphically and verbally, explain the correlation between depth, salinity, density, temperature, and pressure within our oceans. 2. Distinguish the major characteristics of phylum within the animal kingdom. 3. Understand the factors that influence population dynamics and hypothesize the adaptations needed in various ocean environments to make a species better able to survive.	Students will demonstrate knowledge of abiotic-biotic interactions within marine habitats by creating various visual models. Essential Questions: 1. Using the previous ecosystem project add a food web for the marine organisms present in that habitat. 2. Create a Symbiosis Game that uses your research of symbiotic organisms in a creative way to teach younger children about this evolutionary strategy. 3. Analyze data on tides into graphs and connect the impact of tides to marine organisms/their habitats.

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Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 1 Diving into Ocean Ecosystems (pg 2-17) Lesson 2 Earth's Ocean Waters (pg 18-47) Lesson 3 The Ocean Over Time (pg 48-67) Lesson 4 Migrations in the Sea (pg 68-87) Literary Texts: Informational Texts: From Library- will vary with student project topics	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 5 Explore the Seafloor (pg 88-111) Lesson 6 The Formation of the Ocean (pg 112-131) Lesson 7 Seasons of Change (132-153) Literary Texts: Informational Texts:	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 8 The Sea Surface: The Great Energy Distributor (pg 154-177) Lesson 9 Energy and the Ocean (pg 178-195) Lesson 10 Weather, Climate, and the Ocean (pg 196-21) Literary Texts: Informational Texts:	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 11 Voyage to the Deep (pg 222-231) Lesson 12 Photosynthesis in the Ocean (pg 244-259) Lesson 13 Biodiversity in the Ocean (pg 260-285) Lesson 14 Marine Populations (pg 286-301) Lesson 15 Population Changes (pg 302-318) Literary Texts: Informational Texts:	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 16 Food Webs in Action (pg 320-335) Lesson 17 Relationships in the Ocean (pg 336-355) Lesson 18 Waves and the Ocean (pg 356-377) Lesson 19 A Time for Tides (pg 378-397) Lesson 20 Animal Needs and Animal Tracking (pg 398-413) Literary Texts: Informational Texts:
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	e-Tools Lesson DVD and website Lesson 1 Diving into Ocean Ecosystems Lesson 2 Earth's Ocean Waters Lesson 3 The Ocean Over Time Lesson 4 Migrations in the Sea	e-Tools Lesson DVD and website Lesson 5 Explore the Seafloor Lesson 6 The Formation of the Ocean Lesson 7 Seasons of Change	e-Tools Lesson DVD and website Lesson 8 The Sea Surface: The Great Energy Distributor Lesson 9 Energy and the Ocean Lesson 10 Weather, Climate, and the Ocean	e-Tools Lesson DVD and website Lesson 11 Voyage to the Deep Lesson 12 Photosynthesis in the Ocean Lesson 13 Biodiversity in the Ocean Lesson 14 Marine Populations Lesson 15 Population Changes	e-Tools Lesson DVD and website Lesson 16 Food Webs in Action Lesson 17 Relationships in the Ocean Lesson 18 Waves and the Ocean Lesson 19 A Time for Tides Lesson 20 Animal Needs and Animal Tracking

Instructional Practices: * Various Instructional Modalities, including Technology used	-Bell work and discussion of Essential Questions -Daily Lesson Plans use 5E Model: 1. Engage (introduce topics or review past topics studied) 2. Explore (Activity) 3. Explain (Reading and guided questions plus lab) 4. Elaborate (reading with guiding questions to check comprehension) 5. Evaluate (chapter quizzes) *Read (whole-class) and discuss check point questions and record in interactive notebooks *Complete activities and labs in interactive notebooks -Outlining student driven experiment/project -Scientific research methods on student laptops -Labs reinforce topics with hands-on experiments in the local environment.	-Bell work and discussion of Essential Questions -Daily Lesson Plans use 5E Model: 1. Engage (introduce topics or review past topics studied) 2. Explore (Activity) 3. Explain (Reading and guided questions plus lab) 4. Elaborate (reading with guiding questions to check comprehension) 5. Evaluate (chapter quizzes) *Read (whole-class) and discuss check point questions and record in interactive notebooks *Complete activities and labs in interactive notebooks -Labs reinforce topics with hands-on experiments in the local environment.	-Bell work and discussion of Essential Questions -Daily Lesson Plans use 5E Model: 1. Engage (introduce topics or review past topics studied) 2. Explore (Activity) 3. Explain (Reading and guided questions plus lab) 4. Elaborate (reading with guiding questions to check comprehension) 5. Evaluate (chapter quizzes) *Read (whole-class) and discuss check point questions and record in interactive notebooks *Complete activities and labs in interactive notebooks -Labs reinforce topics with hands-on experiments in the local environment.	-Bell work and discussion of Essential Questions -Daily Lesson Plans use 5E Model: 1. Engage (introduce topics or review past topics studied) 2. Explore (Activity) 3. Explain (Reading and guided questions plus lab) 4. Elaborate (reading with guiding questions to check comprehension) 5. Evaluate (chapter quizzes) *Read (whole-class) and discuss check point questions and record in interactive notebooks *Complete activities and labs in interactive notebooks -Labs reinforce topics with hands-on experiments in the local environment.	-Bell work and discussion of Essential Questions -Daily Lesson Plans use 5E Model: 1. Engage (introduce topics or review past topics studied) 2. Explore (Activity) 3. Explain (Reading and guided questions plus lab) 4. Elaborate (reading with guiding questions to check comprehension) 5. Evaluate (chapter quizzes) *Read (whole-class) and discuss check point questions and record in interactive notebooks *Complete activities and labs in interactive notebooks -Labs reinforce topics with hands-on experiments in the local environment.

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Assessments: *Types and Measurements of Mastery	Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW. Formal Assessments: Pre-quiz, chapter quiz, unit test, and labs. Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.	Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW. Formal Assessments: Pre-quiz, chapter quiz, unit test, and labs. Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.	Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW. Formal Assessments: Pre-quiz, chapter quiz, unit test, and labs. Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.	Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW. Formal Assessments: Pre-quiz, chapter quiz, unit test, and labs. Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.	Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW. Formal Assessments: Pre-quiz, chapter quiz, unit test, and labs. Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.
Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	-Ecosystem Project (Science, LA/Writing, Speaking, Arts/Humanities, Research Skills) -Ocean Timeline (Science, LA/Writing, Math, Engineering, Sociology, Humanities) -Tracking Migration Patterns (Science, Math, Technology)	-Ocean Topography Project (Science, Arts/Humanities, Engineering, Math)	-Currents Project (Science, LA/Writing, Math, Technology)	-Animal Kingdom Project (Science, LA/Writing, Math, Technology, Art/Humanities) -Invasive Species Project (Science, LA/Writing, Math, Technology, Art/Humanities, History)	- Ecosystem Project added Food Web (Science, LA/Writing, Speaking, Arts/Humanities, Research Skills) -Symbiosis Game (Science, LA/Writing, Speaking, Arts/Humanities, Research Skills, Engineering) -Graphing Tidal Patterns (Science, Math, Technology)
Honors Course Differentiation(s):	N/A	N/A	N/A	N/A	N/A

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Integrated Common Core or NGSSS Standards (List): *See Below for Links	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.N.1.2- SC.912.N.1.7, SC.912.N.2.3- SC.912.N.2.5, SC.912.L.17.4, SC.912.L.17.7, SC.912.L.17.11, SC.912.L.18.12, CCSS.MATH.CONTENT.HSS.ICA.1-2, CCSS.MATH.CONTENT.HSS.ICB.3-6	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.E.6.5, SC.912.E.6.3, SC. 912.N.3.5, SC.912.N.2.4, SC.912.N.2.1, SC.912.N.2.4, SC.912.N .1.3, SC.912.P.10.20, SC.912.L.17.2, SC.912.L.17.4, CCSS.MATH.CONTENT.HSS.ICA.1-2, CCSS.MATH.CONTENT.HSS.ICB.3-6	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.N.3.5, SC.912.E.7.6, SC.912.E.17.10, SC.912.E.7.6, SC.912.E.7.1, SC.912.L.17.3, SC.912.L.18.12, SC.912.L.17.2, CCSS.MATH.CONTENT.HSS.ICA.1-2, CCSS.MATH.CONTENT.HSS.ICB.3-6	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.17.2, SC.912.L.17.4, SC.912.L.17.10, SC.912.L.15.13, SC.912.L.17.1, SC.912.L.17.8, SC.912.L.14.6, SC.912.E.7.1, SC.912.N.1.2, SC.912.N.1.5, SC.912.N.4.2, SC.912.N.3.1, CCSS.MATH.CONTENT.HSS.ICA.1-2, CCSS.MATH.CONTENT.HSS.ICB.3-6	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.N.1.2, SC.912.N.3.5, SC.912.N.1.4, SC.912.N.4.2, SC.912.L.17.9, SC.912.L.17.6, SC.912.L.17.10, SC.912.L.17.2, SC.912.L.17.7, SC.912.L.17.11, SC.912.L.17.3, SC.912.L.15.13, SC.912.E.7.1, SC.912.P.10.20, CCSS.MATH.CONTENT.HSS.ICA.1-2, CCSS.MATH.CONTENT.HSS.ICB.3-6
Integrated CCSS <u>Writing Standards</u> (List): *See Below for Links	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9

Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorpotae the CCSS and other applicable standards: • The Common Core State Standard expectations in grade 9-12 • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards				
Purpose of Planning	**Unit Six Phase 2: Research and Analysis Q3, W25-27**	**Unit Seven Phase 3: Human Impacts Q4, W28-36**			
Unit Topic and Overview:	The study of research and analysis focuses on interpreting and analyzing a connection from satellite imagery and animal migration patterns.	The study of human impacts relates all topics previously studied to how humans affects (positively or negatively) our oceans.			
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of migration patterns and currents or tidal movements' impacts on animals.	Students should have background knowledge of all topics in previous units of course.			

Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students will demonstrate knowledge acting as wildlife biologists to interpret satellite data and migration patterns for marine organisms, making connections to the influence of physical or chemical properties changing in the ocean. Essential Questions: 1. Collect, analyze, and present data on research questions (species, bathymetry, phytoplankton, or sea surface.) 2. Using your data connect patters of migration based on satellite imagery and observations for your species.	Students will demonstrate knowledge of human impacts on the ocean by examining issues and the role humans' play (either positive or negative) along with the importance of marine protection. Essential Questions: 1. Relate marine abiotic factors to our study of fresh water habitats and evaluate the local water quality. 2. Explain how things like eutrophication or pollution affecting freshwater ultimately affects our oceans. 3. Hypothesize ways to clean up oil spills and present your design as a 'conference' forum. 4. Design a Marine Protected Area (MPA) based on case study research for a marine species, present your proposal, and critique other MPA designs presented as to which could have the biggest impact on our oceans.			

Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 21 Student Expert Research (pg 416-433) Lesson 22 Student Expert Analysis (pg 434-453) Literary Texts: Informational Texts:	Anchor Texts: Marrero, M. and Schuster, G. Marine Science: The Dynamic Ocean. Rye, New York. U.S. Satellite Laboratory, Inc. 2011. Lesson 23 Which Way to the Sea? (pg 456-477) Lesson 24 Runoff and Phytoplankton (pg 478-489) Lesson 25 Marine Pollution (pg 490-509) Lesson 26 Humans and Coastlines (pg 510-527) Lesson 27 The Ocean's Resources (pg 528-547) Lesson 28 Changing Climate (pg 548-579) Lesson 29 Protecting Marine Habitats (pg 580-596) Literary Texts: Informational Texts:			

Multi-Media Links: *Videos, presentations, any and all supplemental online material.	e-Tools Lesson DVD and website Lesson 21 Student Expert Research Lesson 22 Student Expert Analysis	e-Tools Lesson DVD and website Lesson 23 Which Way to the Sea? Lesson 24 Runoff and Phytoplankton Lesson 25 Marine Pollution Lesson 26 Humans and Coastlines Lesson 27 The Ocean's Resources Lesson 28 Changing Climate Lesson 29 Protecting Marine Habitats			

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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	-Student Expert Analysis (Science, LA/Writing, Speaking, Arts/Humanities, Research Skills)	-Water Quality Locally (Science, LA/Writing, Math, Technology, Geography) -Campus Debris Study (Science, LA/Writing, Math) -MPA Design (Science, LA/Writing, Speaking, Arts/Humanities, Research Skills, Geography, History, Math)			
Honors Course Differentiation(s):	N/A	N/A			

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