

ISLAND EXPLORATION EDUCATIONAL OBJECTIVES

Sunshine State Standards following grades 5-12

Students will:

- learn the importance of recording data in a field journal, with an emphasis on using their own powers of scientific observation while working in a group comparing and contrasting data collected

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.

SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

SC.7.N.1.1 Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

SC.912.N.1.3 Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

SC.912.N.1.6 Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

SC.912.N.2.4 Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

- learn the importance of conducting water testing, understand density, salinity, temperature, turbidity and pH and how these are measured and compare, and interpret the results of their investigations

SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.

SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

SC.8.E.5.10 Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

SC.8.N.1.3 Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

SC.8.P.8.8 Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

SC.8.P.9.2 Differentiate between physical changes and chemical changes.

- understand how Native Americans were able to utilize Florida's unique barrier island systems throughout their history and discover how their use of certain plants and trees made a significant cultural contribution to the students' own lives

SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.

SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.

SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.

- understand the concept of native and exotic organisms through observation of Australian pines, noting that they have adaptations specific to a certain geographic region

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

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

SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems.

- identify and understand basic marine organisms and their unique structures and functions

SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

SC.6.L.15.1 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.

SC.7.L.16.1 Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

SC.7.L.15.2 Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

SC.912.L.15.7 Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.

SC.912.L.17.6 Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

SC.912.L.17.7 Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.

- learn that human attempts to prevent beach erosion to protect oceanfront properties are in conflict with the natural processes that are constantly reshaping barrier island systems

SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

SC.6.E.6.1 Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

SC.7.E.6.6 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.8.N.4.1 Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

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

SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

- understand that leaf litter in mangrove estuary decomposes to release nutrients vital to the growth of the juvenile marine creatures living there

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

SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

SC.8.L.18.1 Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

SC.912.L.17.6 Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

- understand that organisms both within and between ecosystems are interconnected and how they are affected by natural weather patterns and changes, using the example of the hurricane that changed the salinity of the study area

SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.

SC.6.E.7.8 Describe ways human beings protect themselves from hazardous weather and sun exposure.

SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

- understand the impact individuals, group organizations and governments have had on the preservation of natural areas : Peanut and Munyon islands

SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.