featuring: **Ocean Literacy Scope and Sequence for Grades K-12**
NATIONAL MARINE EDUCATORS ASSOCIATION

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SPECIAL EDITION LOG  This NMEA Special Edition, the Ocean Literacy Campaign Special Report #3, features the work of dozens of agencies and hundreds of individuals to bring ocean sciences into the mainstream of both formal and informal education. As a community, we have accomplished a great deal since the initial distribution of what has fondly come to be known as “The Ocean Literacy Brochure” at the 2005 NMEA Annual Conference in Maui. Number one among those accomplishments is the publication in this Report of the Ocean Literacy Scope and Sequence for Grades K-12 in the form of 28 conceptual flow diagrams. The report also includes several articles and resources that we hope will be informative as you begin to use the Scope and Sequence. The entire Report will be available on the Ocean Literacy website (www.oceanliteracy.net).

Funding for this Special Report was generously provided by the National Marine Sanctuary Foundation and NOAA Office of Education. Their support is deeply appreciated.

Craig Strang and Lynn Uyen Tran, Special Report Editors

CONTENTS

2 Introduction
   BY CRAIG STRANG AND LYNN UYEN TRAN

3 From the Principles to the Scope and Sequence:
   A Brief History of the Ocean Literacy Campaign
   BY SARAH SCHOEDINGER, LYNN UYEN TRAN, AND LYNN WHITLEY

8 Ocean Literacy Scope and Sequence Honor Roll

11 Impacts of the Ocean Literacy Principles

17 Scientist and Educator Partnerships and Ocean Literacy:
   Creating a New Community of Practice
   BY CATHERINE HALVERSEN AND LYNN UYEN TRAN

22 Research on Learning and Teaching Ocean and Aquatic Sciences
   BY LYNN UYEN TRAN, DIANA L. PAYNE, AND LYNN WHITLEY

27 Developing the Ideas of Ocean Literacy Using Conceptual Flow Diagrams
   BY CRAIG STRANG, KATHY DIRANNA, AND JO TOPPS

31 Introduction to Conceptual Flow Diagrams:
   Ocean Literacy Scope and Sequence

33 Conceptual Flow Diagrams:
   33 Grades K-2
   40 Grades 3-5
   47 Grades 6-8
   54 Grades 9-12

63 Ideas from Teachers: Using the Ocean Literacy Framework

65 How to Use the Ocean Literacy Alignment Matrix

66 Index of Topics

74 Alignment of Scope and Sequence with New York State Standards for Grades 3-8

76 About the Contributors and Credits

77 Ocean Literacy Website

The Ocean Literacy Campaign Special Report #3 is sponsored by
the National Marine Sanctuary Foundation and NOAA Office of Education.
This NMEA Special Report on Ocean Literacy brings together seven years of dedication and collaboration among hundreds of individuals and institutions committed to promoting an ocean literate populace. In particular, this Special Report celebrates the official launch of the Ocean Literacy Scope and Sequence for Grades K-12, which can also be found in its entirety on the new Ocean Literacy website (www.oceanliteracy.net). It is our hope that the publication of the Scope and Sequence will propel the Ocean Literacy Campaign from the somewhat abstract world of “essential principles and fundamental concepts” directly into standards, curriculum, and classrooms nationwide. In no way does this mean the work of the Campaign is done. Instead, this Special Report serves as a reflective look at the process we have made together, and hopefully to offer some inspiration for the new wave of Ocean Literacy activism that lies ahead.

To begin, Sarah Schoedinger, Lynn Uyen Tran, and Lynn Whitley provide a historical overview of the making of what we are calling “The Ocean Literacy Framework,” comprised of Ocean Literacy: The Essential Principles of Ocean Sciences K-12 and the complementary Ocean Literacy Scope and Sequence for Grades K-12. The story they tell demonstrates how a diverse community of agencies, institutions, and committed individuals put agendas and self-interest aside to do ground-breaking work together to define and promote Ocean Literacy. Up until now, many people and organizations have contributed their time, resources, and intellect toward these documents without much credit; in the Honor Roll, we acknowledge those who have contributed to the process. We publish the Honor Roll with some trepidation since we know it is incomplete. If you know of missing names, including your own, please offer your additions at the Ocean Literacy website.

Following the Honor Roll is a compilation of several notable projects, programs, and publications that have resulted from and enacted the Ocean Literacy Framework. Like the Honor Roll, this compilation is not complete. Rather it exemplifies how the Ocean Literacy Campaign has been inspiring and useful. It is a tribute to the creative work and impact of marine educators around the world, most of them NMEA members, who are making tools for teachers, scientists, and informal educators. We hope many of you will add your own vignettes and accomplishments via the Ocean Literacy website.

As we continue to reflect on what we have done as a community, we consider the relationships that have evolved. Catherine Halversen and Lynn Uyen Tran take a critical look at these relationships, and propose that, perhaps, as ocean scientists and educators in this community work together on various projects within the Ocean Literacy Campaign, they are creating new rules of engagement. They offer examples to show that a new “community of practice” may be emerging from these collaborative partnerships that could redefine the ways in which scientists and educators serve society.

Promoting Ocean Literacy requires that we know how people understand the ocean. Lynn Uyen Tran, Diana Payne, and Lynn Whitley provide an abridged version of two recent literature reviews on ocean sciences education in their discussion of the limited availability of educational research on students’ understanding of the ocean. They argue for the value and significance of learning research in ocean sciences, identify what is missing, and then offer insights from existing research that have significant implications for teaching.

The Ocean Literacy Scope and Sequence for Grades K-12 is presented in this Special Report as a series of 28 conceptual flow diagrams that represent and organize the ideas of the seven Principles into four grade bands—K-2, 3-5, 6-8, and 9-12. This document provides guidance to educators on how to use the Scope and Sequence to align with state and national science standards, and making this resource increasingly versatile for a variety of purposes and audiences.

Finally, we thank the National Marine Sanctuary Foundation and NOAA Office of Education for funding the publication of this Special Report. We also thank NMEA for its support of this work and providing a professional home and platform for those who have been committed to ocean literacy since long before there was a Campaign!
FROM THE PRINCIPLES TO THE SCOPE AND SEQUENCE: A BRIEF HISTORY OF THE OCEAN LITERACY CAMPAIGN

BY SARAH SCHOEDEINGER, LYNN UYEN TRAN, AND LYNN WHITLEY

The Ocean Literacy Campaign is a wide-ranging, collaborative and de-centralized effort by scientists and educators to create a more ocean literate society. An important component of the Campaign is the education of our K-12 students in ocean sciences. The development of two consensus documents, *Ocean Literacy: The Essential Principles of Ocean Sciences K-12* (hereafter referred to as the Ocean Literacy Principles) and the complementary *Ocean Literacy Scope and Sequence for Grades K-12* (hereafter referred to as the Scope and Sequence), has been integral to this Campaign. The documents provide formal and informal educators and curriculum and program developers with a “roadmap” that helps them build coherent and conceptually sound learning experiences for students from Kindergarten through 12th grade. Over the years, the efforts in the Campaign have been, and continue to be, supported by many organizations and the dedicated individuals within them. In this discussion, we offer a compressed historical overview of the development of the two consensus documents to chronicle the collective endeavor of a committed community, as well as acknowledge all those who have contributed to making this ground-breaking work a success.

To begin, why did we need to develop a definition of, and identify essential principles and fundamental concepts for, ocean literacy? When the *National Science Education Standards* was published in 1996, members of the ocean sciences and ocean education communities were dismayed to find that there was little mention of ocean topics in the content standards. Additionally, most state standards did not include much about the ocean, coasts, or watersheds. Consequently, the teaching of ocean sciences was largely ignored in most K-12 classrooms. There were exceptions of course; pockets of excellence, where passionate educators and innovative programs managed to bring marine science content and experiences to some students. Without a coherent framework of concepts and messages, however, ocean educators and scientists began to realize that these topics would remain on the margins of teaching and learning about science. Additionally, there was a conviction among educators and scientists that the ocean provided an exciting context for teaching science and other disciplines in an integrated manner. Nevertheless, without consensus on what was important for people to learn about the ocean, we would continue to be hard pressed to make the case to include ocean sciences into national and state standards, and for more teaching about the ocean in K-12 classrooms.

Early works to develop a consensus position on ocean sciences education began in 2002. The College of Exploration and

Cover of *Ocean Literacy: The Essential Principles of Ocean Sciences K-12.*
National Geographic Society (NGS) led an online conference in 2002, *Oceans for Life*, which resulted in the pre-cursor to the work summarized in the Ocean Literacy Principles. Additionally, two high-level commissions identified ocean education as a key strategy for achieving the policy goals identified in their reports. It became apparent that without an ocean literate public, we would never solve our most critical ocean resource management issues. In 2003-2004, efforts across several organizations came together in a synergistic way. The Center for Ocean Sciences Education Excellence—New England, led by scientist Bob Chen, identified the concepts thought to be the most important for the public to know about the ocean in their region. The National COSEE Network, led by Craig Strang, Sarah Schoedinger, and Sharon Walker, identified Ocean Literacy to be its top strategic priority. Scientist and member of the National Marine Educators Association (NMEA), Bob Stewart, led seven of his colleagues to write and present a paper, *What Every Student Ought to Know about the Ocean on Graduation from High School*. NMEA, initially led by Elizabeth Day-Miller, Craig Strang, Bob Stewart, and Sarah Schoedinger, established an Ad Hoc Committee on Science Standards to determine how to infuse more ocean-related content into the K-12 curriculum. The NGS, the National Oceanic and Atmospheric Administration (NOAA), National Sea Grant College Program, Lawrence Hall of Science, the College of Exploration, the Ocean Project, and the Association of Zoos and Aquariums (AZA) all lent their ample support to bind these various efforts into a national campaign. The movement was ignited.

In October 2004, the College of Exploration hosted a two-week online workshop, *Ocean Literacy Through Science Standards*, on its virtual campus (www.coexploration.org) that involved roughly 100 people representing constituencies important to improving ocean literacy. These constituencies included: formal educators (primarily from K-12 schools, but also colleges and universities); researchers from various sub-disciplines of the ocean sciences; education policymakers (from AAAS; NSTA); science coordinators from state and local departments of education; informal educators; and federal agency representatives involved in education and outreach. While some small face-to-face meetings were necessary throughout the process, we found that meeting online supported the inclusiveness, transparency, and democratic process of our work and became a useful tool in our efforts. At the end of this online workshop, we reached consensus on a definition of ocean literacy, and developed a draft set of principles, which were eventually winnowed down to the seven Essential Principles with 44 Fundamental Concepts analogous to those in the National Science Education Standards (NSES). Small teams of scientists and educators took this draft and fleshed out the ideas through an iterative process of writing and sending out their revisions for review by members of the ocean sciences education community. The result of their diligence and commitment was the ground-breaking document *Ocean Literacy: The Essential Principles and Fundamental Concepts of Ocean Sciences K-12*, which identifies the content knowledge that an ocean literate person should know by the end of 12th grade.

A matrix aligning the Ocean Literacy Principles to the content standards in the NSES was developed, but it was also recognized that more was needed. Since the Essential Principles and Fundamental Concepts are ideas students should understand by the end of high school, it was difficult for a teacher, curriculum developer, or standards committee to know what to include about a specific ocean concept at a particular grade band that would help students build a complete understanding by the end of 12th grade. It became apparent that a scope and sequence showing how the Ocean Literacy Principles could be taught at various grade bands (K-2, 3-5, 6-8, 9-12) was needed. We decided conceptual flow diagrams would provide the community with a more detailed and useful tool for building an understanding of each concept (for more information and theoretical underpinnings of conceptual flow diagrams, please refer to the article in this report by Craig Strang, Kathy DiRanna, and Jo Topps on page 27).

Work on the Scope and Sequence for Grades K-12 officially began in April 2006. Forty-six scientists and educators from the ocean literacy community and experts in conceptual flow development met at the Lawrence Hall of Science (LHS) at the University of California, Berkeley, hosted by COSEE California and NOAA Office of Education, for three days to conduct the initial development of the Scope and Sequence. They produced early versions of 14 of the 28 flows. From May 2006 to June 2008, members from this initial development team (Rita Bell,
Tina Bishop, Francesca Cava, Beth Jewell, Judy Lemus, Sarah Schoedinger, Craig Strang, Peter Tuddenham, and Lynn Whitley led numerous working groups across the country. Dozens of educators and scientists participated in all day working meetings, as well as in special workshops held at annual meetings for NMEA and NSTA, to write and discuss the concepts and ideas in each principle that were appropriate for each grade band. These working meetings around the country resulted in a first draft of each conceptual flow diagram.

Between June and November 2008, marine educators and curriculum developers at LHS/COSEE California along with ocean scientists and educators from the ocean literacy community revised the first draft of each conceptual flow diagram. Coordinated by Lynn Tran, the LHS team included Noelle Apostol, Emily Griffen, Catherine Halversen, Sarah Pedemonte, Craig Strang, Emily Weiss, and Maia Wilcox with additional assistance from Frannie Coopersmith, John Farrington, Myrna Jacobson, David Mountain, Adina Paytan, Gil Rosenthal, Bob Stewart, and Tammie Visintainer. The LHS team worked in groups of two to five individuals, in two-hour sessions, two to three times each week. Addressing each conceptual flow diagram individually, they clarified concept statements; organized and reorganized concepts; and elaborated, expanded, and further broke down the concepts identified in the first draft. They also consulted with scientists and educators in the community. This revision resulted in a second draft of the flows.

A two week, online Public Review took place from November 5-19, 2008. Members of the ocean literacy community were invited to participate in the review of the second draft of the Scope and Sequence, which comprised of 28 conceptual flow diagrams. As before, the review occurred on the virtual campus of the College of Exploration, and was open to all interested educators and scientists. Over 100 scientists and educators participated using Caucus Space for online asynchronous discussions and Marratech for synchronous virtual meetings. They scrutinized, debated, discussed, and reworked the content, language, organization, and presentation of all the flows individually. For both the synchronous and the asynchronous online discussions, one scientist and/or one educator moderated the interactions. The team of educators and curriculum developers at LHS/COSEE California spent the next few months amending the second draft of the conceptual flow diagrams in light of the feedback from the Public Review. These modifications were made one principle at a time; that is, the conceptual flow diagrams for grades K-2, 3-5, 6-8, and 9-12 in each principle were reviewed together in order to ensure progression of concepts and consistency in language across all grade bands. This revision resulted in the third draft.

Next, from April-June 2009, individuals with specific expertise in ocean sciences and education were invited to take part in the two-stage Expert Review of the third draft of the 28 conceptual flow diagrams. Stage one (April-June 2009) was a review of the science content for accuracy. Two to three ocean scientists with expert knowledge in the particular concepts within a particular principle were selected to review all four grade band conceptual flow diagrams for that principle. The scientists reviewed the flows for scientific accuracy and conceptual logic; the Scope and Sequence project manager facilitated correspondences by teleconference and email between the scientists in order to resolve disagreements and inconsistencies. The third draft of the flows was revised in accordance with suggestions from the scientists.

Stage two (June 8-10, 2009) was a review for educational appropriateness of the content. Fourteen educators with expertise in conceptual flow diagrams, the Ocean Literacy Principles, classroom teaching, curriculum development, and educational research convened at LHS to scrutinize and modify the flows for accuracy as conceptual flow diagrams and their developmental appropriateness and progression without changing the scientific integrity of the statements. The educators formed teams of three to four individuals with different expert knowledge, and each team discussed and revised all four grade band conceptual flow diagrams for a particular principle. They also reviewed the conceptual flow diagrams within each grade band, across all seven principles. The team of educators and curriculum developers at LHS/COSEE California spent the next month incorporating all feedback from both Expert Reviews into a fourth draft in time to be showcased at the 2009 NMEA Conference in Monterey, California.

Craig Strang, Lynn Tran, and Lynn Whitley launched the entire Ocean Literacy Scope and Sequence for Grades K-12 in a day-long, pre-conference workshop at the NMEA Conference in June 2009. The workshop explored the design of professional development related to the Scope and Sequence and was attended by 40 enthusiastic participants. At the same time, COSEE California, led by the College of Exploration (Scott Carley, Peter Tuddenham, Tina Bishop, and Scott Tuddenham) has been re-designing the Ocean Literacy website (http://www.oceanliteracy.net) to make the complete Scope and Sequence available online. The new website should be launched by the time you receive this NMEA Special Report.
<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
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<tbody>
<tr>
<td></td>
<td>Ocean literacy discussions initiated.</td>
</tr>
<tr>
<td></td>
<td>➔ College of Exploration and National Geographic host Oceans for Life online conference.</td>
</tr>
<tr>
<td>2003</td>
<td>NMEA establishes Ad Hoc Committee on Science Standards.</td>
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<tr>
<td>2004</td>
<td>National COSEE Network makes Ocean Literacy top strategic priority.</td>
</tr>
<tr>
<td></td>
<td>October, Online Ocean Literacy workshop.</td>
</tr>
<tr>
<td></td>
<td>➔ National Geographic Society, COSEE, NOAA, NMEA, and the College of Exploration host online conference.</td>
</tr>
<tr>
<td></td>
<td>➔ Initial set of key concepts identified.</td>
</tr>
<tr>
<td></td>
<td>➔ Iterative process through public online and in-person meetings to refine concepts.</td>
</tr>
<tr>
<td></td>
<td>➔ Matrix to align the Ocean Literacy Principles and concepts with the National Science Education Standards (NSES).</td>
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<thead>
<tr>
<th>Year</th>
<th>2006</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>April, Work on Scope and Sequence begins.</td>
</tr>
<tr>
<td></td>
<td>➔ Working meeting at Lawrence Hall of Science results in early versions of 14 conceptual flow diagrams.</td>
</tr>
<tr>
<td></td>
<td>May (to June 2008), First draft of Scope and Sequence developed.</td>
</tr>
<tr>
<td></td>
<td>➔ Working meetings at workshops and national conferences around country, including University of California and MAMEA Conference in Maryland, result in first draft of all 28 conceptual flow diagrams.</td>
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<tr>
<th>Year</th>
<th>2007</th>
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<tr>
<td></td>
<td>July, Public review of Scope and Sequence Grades K-5 at NMEA Conference in New York City.</td>
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<tr>
<th>Year</th>
<th>2008</th>
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<tr>
<td></td>
<td>June-July, Public review of Scope and Sequence.</td>
</tr>
<tr>
<td></td>
<td>➔ Review of Grades 6-12 at NMEA Conference in Savannah, Georgia.</td>
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<tr>
<td></td>
<td>➔ COSEE West Teacher Workshop.</td>
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<tr>
<td></td>
<td>June-November, Second draft of Scope and Sequence developed.</td>
</tr>
<tr>
<td></td>
<td>➔ Working meetings at the Lawrence Hall of Science, with scientists and educators.</td>
</tr>
<tr>
<td></td>
<td>November, Online Public Review of second draft.</td>
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<thead>
<tr>
<th>Year</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January-April, Third draft of Scope and Sequence developed.</td>
</tr>
<tr>
<td></td>
<td>➔ Working meetings with scientists and educators to incorporate feedback from Online Public Review.</td>
</tr>
<tr>
<td></td>
<td>April-June, Expert Review of third draft.</td>
</tr>
<tr>
<td></td>
<td>➔ Stage 1, Scientists review ➔ Stage 2, Educators review</td>
</tr>
<tr>
<td></td>
<td>June, Fourth draft of Scope and Sequence developed.</td>
</tr>
<tr>
<td></td>
<td>➔ Working meetings with scientists and educators to incorporate feedback from Expert Reviews.</td>
</tr>
<tr>
<td></td>
<td>June, Launch of complete Scope and Sequence.</td>
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<tr>
<td></td>
<td>➔ Pre-conference rollout and professional development workshop at NMEA Annual Meeting in Monterey, CA.</td>
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<tr>
<td></td>
<td>July-September, Final edits of Scope and Sequence made.</td>
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<tr>
<td></td>
<td>➔ Working meetings at the Lawrence Hall of Science to refine layout and design of conceptual flow diagrams and, ensure alignment to Ocean Literacy Essential Principles and Fundamental Concepts.</td>
</tr>
<tr>
<td></td>
<td>Fall, Launch of updated Ocean Literacy website with online version of Scope and Sequence.</td>
</tr>
<tr>
<td></td>
<td>Winter, Publication of the NMEA Special Report #3 on the Ocean Literacy Campaign featuring the Ocean Literacy Scope and Sequence for Grades K-12.</td>
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| Year | 2010                                                                 |

Table 1. Chronology of major events for developing the Ocean Literacy Framework.
From July-October 2009, the LHS/COSEE California team made the last revisions for the final draft of the Scope and Sequence. These revisions included: editing the layout and design for all the flows based on informal feedback from participants at the NMEA pre-conference workshop; reviewing the flows by grade bands to identify cross-references between principles; and scrutinizing the flows individually to determine alignment with the Ocean Literacy Principles. This alignment matrix is part of the supporting materials in this NMEA Special Report.

Together, the Ocean Literacy: The Essential Principles of Ocean Sciences K-12 and the complementary Ocean Literacy Scope and Sequence for Grades K-12 documents make up the Ocean Literacy Framework. As evidenced by this compressed chronology of events, the making of the Ocean Literacy Framework has been a massive collaborative and iterative undertaking that has involved hundreds of dedicated people who gave generously of their usually uncompensated time, energy, and expertise—a testament to this remarkable community. See Table 1 for a summary of the major events. It is also important to point out that many efforts within the Ocean Literacy Campaign would not be possible without the willingness of large numbers of people with diverse opinions from numerous organizations to come to consensus on some very important decisions related to the substance of ocean literacy. Why is this so amazing? Because the Ocean Literacy Campaign has been, and continues to be, a grass-roots effort by ocean scientists, science educators (formal and informal), education policy makers, and others who have been able to put aside their personal and agency-specific agendas along with their need for recognition in order to stay focused on fostering an ocean literate society. Moreover, numerous other accomplishments inside and outside the ocean sciences community have emerged from these efforts and collaborative activities (for more information on these impacts, please refer to the Impacts of the Ocean Literacy Principles in this NMEA Special Report). There are many individuals who have contributed to this effort since 2002, as well as organizations that played a significant leadership role in the development of the Ocean Literacy Framework. Look to the “Honor Roll” for a list of all those who have contributed their time, expertise, and good will, much of it voluntarily, to make the Scope and Sequence. To each of you, we extend our sincere appreciation.

ENDNOTES


2 The scope and sequence that resulted from the Oceans for Life conference is available at http://www.nationalgeographic.com/seas/


Ocean Literacy Scope and Sequence Honor Roll

The people listed here contributed their time and intellect to the development and review of the Ocean Literacy Scope and Sequence for Grades K-12. Despite our most diligent efforts, the Honor Roll is no doubt incomplete. If you know of names that are missing, including your own, please contact the editors (cstrang@berkeley.edu or lynn.tran@berkeley.edu) or add names yourself by going to www.oceanliteracy.net.

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- Expert Scientific Review May-June 2009 *
- Expert Educator Review June 8-10, 2009 #

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**Impacts of the Ocean Literacy Principles**

*Ocean Literacy: The Essential Principles of Ocean Sciences K-12* (referred to as the Ocean Literacy Principles) has been a ground-breaking document, both as a product and because of its development process, both of which are creating a ripple effect across the entire ocean sciences education community and beyond. The Ocean Literacy Framework, comprised of the Ocean Literacy Principles and the Ocean Literacy Scope and Sequence, is the first consensus set of documents to identify, articulate, and organize the core concepts of ocean sciences for educational purposes. It has become a powerful rallying point for elevating the prominence of ocean sciences in the mainstream K-12 and informal science education systems. While it is not new for educators and scientists to work together on a project, the process of continued collaboration and partnership between educators and scientists in different agencies and organizations is significant, and has added to the potency of the Ocean Literacy Campaign. The Ocean Literacy Framework has been the foundation and/or inspiration for numerous significant accomplishments nationwide and in several other countries. Here we share a few of those high-impact accomplishments.

**Life on an Ocean Planet: Current Publishing and the National Marine Educators Association (NMEA)**

*Life on an Ocean Planet* is a nationally distributed high school marine science textbook that evolved from two years of research and alliance with many science and science education-based organizations such as NMEA, COSEE, NOAA, and the NMEA Ocean Literacy Committee. *Ocean Literacy: The Essential Principles of Ocean Sciences K-12* provided an early framework for Current Publishing to use in developing their curriculum content for *Life on an Ocean Planet*. Moreover, the development process has been a cross-disciplinary, team effort involving: eight NMEA members serving as the Current Publishing Ocean Literacy Advisory Team; the expert curriculum writing and development skills of marine science educators; and 22 classroom teachers and research scientists across the country who provided their pedagogical and scientific expertise as reviewers. Each chapter of the 2010 edition, which prominently acknowledges NMEA as a partner, is correlated with the Ocean Literacy Essential Principles and Fundamental Concepts. These chapter correlations document where specific ocean literacy concepts are introduced and taught. They are easily identified in chart format for teachers in the Teacher Curriculum Guide. The textbook is grade-level appropriate for high school students and written in a friendly, motivational style to enhance science learning. The content is balanced with student-tested investigations and hands-on activities to ensure students achieve science understanding. *Life on an Ocean Planet* uses an interdisciplinary approach to integrate the curriculum areas of reading, math, language, and social sciences into the marine science content. For more information, please visit the website (http://www.currentpublishingcorp.com).

**NOAA Environmental Literacy Grant-funded Ocean Sciences Curriculum Sequences for Grades 3-5 and 6-8: Lawrence Hall of Science, University of California, Berkeley; Rutgers University, Institute of Marine & Coastal Studies; and National Undersea Research Center, University of Connecticut**

When focusing on standards-based content, achieving the “right” balance of depth and breadth in a curriculum is a challenge, one that teachers are often left to struggle with on their own. The GEMS/MARE Ocean Sciences Curriculum Sequence for Grades 3-5, funded by NOAA, brought scientists and educators together to discuss and suggest a balanced pathway through the body of ocean sciences content. *Ocean Literacy: The Essential Principles of Ocean Sciences K-12* and the Ocean Literacy Scope and Sequence for Grades K-12
formed the basis of this curriculum sequence. The curriculum sequence will also be aligned with the National Science Education Standards and the science standards of 20 states. Scientists and educators worked through a multi-step process drawing on current research in ocean sciences and science learning, to form the conceptual framework, the progression of concepts, and the unit topics. They applied their specialized expertise to identifying the Ocean Literacy and standards-based concepts worth more time in classrooms according to one or both of the following criteria: 1) they are concepts that underlie essential understandings of a discipline; and 2) they are concepts that need more classroom time and contexts for most effective learning by students because they are developmentally challenging to grasp. What resulted was a versatile curriculum sequence for grades 3-5, comprising 25 (60-minute) classroom sessions organized into three units of study: ocean circulation, diversity of life in the ocean, and human impact on the ocean. The curriculum sequence has been piloted, and the team made revisions in the light of those results. As of the writing of this report, the curriculum is undergoing a national field test in 70 classrooms across the country. The curriculum, which includes teacher guides, student readings, data sheets, and an instructional materials kit, will be revised further after the national field test; and by January 2011, will be available nationwide for schools to adopt from Carolina Biological. Newsflash: A new companion curriculum funded by NOAA, the Ocean Sciences Curriculum Sequence for Grades 6-8 and based on the Ocean Literacy Scope and Sequence for grades 6-8, will enter into the development process in early 2010.

Ocean Literacy in New Jersey: COSEE Networked Ocean World (COSEE NOW) and Rutgers University’s Institute of Marine & Coastal Sciences

COSEE NOW, with a focus on engaging ocean scientists in education and public outreach, challenged a number of ocean scientists to create a presentation or story about how they think about the content and concepts contained in the Ocean Literacy Principles. A resulting Ocean Literacy lecture series, called Pulse of the Planet, is held at the Liberty Science Center, the New Jersey state science museum with approximately one million visitors annually. COSEE NOW encourages scientists to tell their Ocean Literacy stories from their own perspective, highlighting their own expertise in the field, and helps scientists develop and revise their presentations for the public lectures. COSEE NOW also supports a biweekly podcast of scientists, explaining their science and its importance to society. In addition, Dr. Paul Jivoff of Rider University, New Jersey worked with COSEE NOW educators to develop the online interactive, One World, One Ocean. This series of animations explains each of the Ocean Literacy Principles in an engaging and comprehensible way. The COSEE NOW Director uses the seven Ocean Literacy Principles as the “ship’s wheel” to guide decisions on how to spend time and resources in educational program development. Ocean Literacy: The Essential Principles of Ocean Sciences K-12 is a mandatory handout given to scientists seeking advice and guidance about how they can write effective broader impact statements in their grant requests. (See http://coseenow.net/2008/11/ocean-literacy-interactive-animation/)

An Introduction to Our Dynamic Ocean: COSEE Coastal Trends, including Laura Murray, Elizabeth Day-Miller, Angela Ward, and Kris Jensen with Queen Anne’s County Public Schools (QACPS), Maryland

COSEE Coastal Trends is partnering with Queen Anne’s County Public Schools, Maryland to formalize a semester-long, entry level, secondary school ocean sciences course using the Ocean Literacy Principles as the foundation. During the summer of 2008, a course curriculum outline and associated lessons/activities based on the Ocean Literacy Principles were assembled. This course outline was tested with all incoming ninth graders in the two high schools in QACPS and in one Lee County High School in Alabama. The course curriculum was revised based on these teachers’ feedback during the early summer of 2009. This revised curriculum included the integration of science-based, hands-on lab, field, and computer activities for each of the Ocean Literacy Principles. It also served as the basis of an implementation institute offered to 14 teachers in July 2009. These teachers will pilot An Introduction to Our Dynamic Ocean course curriculum during the 2009-2010 school year and provide feedback for the second revision. Once these revisions are made (summer, 2010), the curriculum will be posted on the COSEE Coastal Trends (http://www.coseecoastaltrends.net) website and disseminated through the COSEE network.

State Science and Environmental Education Content Standards

It is necessary for ocean sciences to be in national and state standards in order for ocean sciences to be taught in schools more broadly. The Ocean Literacy Framework is a tool that...
standards committees can use to inform how they might include ocean sciences in the development or revision of their science or environmental education standards. Thus far, a handful of states have used these tools in such a way. For instance, Maryland, California, and Michigan have cited the use of the Ocean Literacy Principles in the development of their environmental literacy standards. South Carolina, Florida, and Georgia have used the Ocean Literacy Principles in the development of their science standards; and high school students in Georgia are now required to take an ocean sciences course. Finally, in New Jersey, committed ocean literate educators and science coordinators leveraged the Ocean Literacy Principles to play a key role when their state science standards underwent revisions. The new standards, which focus on Earth systems science and biogeochemical cycles, are a close match to the Ocean Literacy Principles. New Jersey now has state science standards containing important concepts integral and relevant to ocean science. The Centers for Ocean Science Education Excellence (COSEE) Mid-Atlantic was integral in influencing the final document.

Informal Science Education Institutions and the Ocean Literacy Principles

- **The Aquarium of the Pacific** in Long Beach, California has taken a pro-active role in addressing the need for ocean literacy among the public. Starting in 2005, the Aquarium brought together influential stakeholders throughout the region to discuss how informal education centers can tackle the educational goals outlined in the Ocean Literacy Principles. Through this initial gathering and subsequent conferences and workshops, such as the California Conference on Ocean Literacy (CoOL Conference), the Aquarium has produced consensus documents, summarized from participating experts, which serve to inform others on best practices for using the Ocean Literacy Principles (www.aquariumofpacific.org/downloads/CAcool.pdf). The Aquarium’s Educational Programs and exhibits also reflect the goals outlined in the Ocean Literacy Principles. While most aquariums address the “low hanging fruit” of Principle 5, the Aquarium of the Pacific has strived to incorporate as many of the other principles as possible into its programs and exhibits. For example, the Oceans on the Edge gallery features exhibits on One World Ocean, Principle 1, and on Energy from the Sea, Principle 6. Through past exhibits on waves, and through current ones on El Niño and plankton, the Aquarium of the Pacific continues to utilize the guidance outlined by the Ocean Literacy Principles to bring a more holistic and broad view on how aquarium visitors impact the ocean and how the ocean influences their lives. (See also http://www.aquariumofpacific.org/news/event/the_coastal_america_ocean_art_contest/ and http://www.aquariumofpacific.org/education)

- **The Smithsonian’s Sant Ocean Hall** (SOH), the largest addition to the Smithsonian Institution Museum of Natural History since its opening, uses the Ocean Literacy Principles as a guide for all its public and educational programs. The Principles serve as the basis for many of the messages the Institution is focused on sharing with the public. The Principles are also incorporated into the SOH docent training program to help docents guide discoveries and answer questions in the Ocean Hall. In addition, the Ocean Literacy Principles are used to determine the content and lessons selected for inclusion in The Ocean Portal, a web-based resource dedicated to providing scientific information about the ocean. A portion of The Ocean Portal will also serve as a resource where K-12 educators can visit for assistance in developing lesson plans about ocean-related topics. All of the objectives of SOH are cross-referenced with the Ocean Literacy Principles (see Table 1).
The renowned children’s music group, The Banana Slug String Band (http://www.bananaslugstringband.com), is producing a new album, *Only One Ocean*, entirely focused on the content found in *Ocean Literacy: The Essential Principles of Ocean Sciences K-12*. The CD is being produced with financial contributions from 10 Centers in the National COSEE Network and from the National Marine Educators Association (NMEA), the NOAA Office of Exploration and Research, The College of Exploration, and Dr. Sue Cook. The CD, available to the public in early 2010, will feature several well-known guest artists who have contributed their time to the project. Some of the artists on the CD include: Brett Dennen; Zach Gill (pianist for Jack Johnson); Grammy Award winning Michael Doucet and the band, Beausoleil; Barry Phillips (performed at the George Harrison memorial concert at the Royal Albert Hall with the surviving Beatles and Eric Clapton); and Victor Wooten (two-time winner of the Nashville Music Awards’ Bassist of the Year, and member of the Grammy Award-winning supergroup, Bela Fleck and the Flecktones). Banana Slug albums have won 16 state and national awards for excellence. Thousands of Banana Slug CDs are sold each year through eight distributors such as Amazon.com, Acorn Naturalists, and Kaplan Early Learning, and as downloads through iTunes and other MP3 sites. In addition, the band plays over 20 major concerts and dozens of smaller shows each year. *Only One Ocean* will bring the importance of the ocean to a large audience of parents and children not previously reached by the Ocean Literacy Campaign.

**National and International Conferences**

There have been at least nine conferences (six in the U.S., one in Australia, one in Japan, and one in Chile) entirely devoted to discussing and reflecting on the Ocean Literacy Framework and/or the Ocean Literacy Campaign.

- Public Ocean Literacy (2005-Long Beach, California)
- CoOL: Conference on Ocean Literacy (2006-Washington, D.C.)
- International Pacific Marine Educators Conference (2007-Maui, Hawaii; 2008-Townsville, Australia)
- Japan Ocean Literacy Symposium (2008-Tokyo, Japan)
- Primera Feria Educativa del Océano (2008-Santiago, Chile)
- Ocean Literacy Summit—Beyond the Brochure (2009-Newport, Oregon)
Federal Funding

At least three grant programs in two large federal agencies, NOAA and NSF, require that proposals for projects focusing on the ocean as a part of the Earth System must address the Ocean Literacy Principles in order to be considered for funding.

- **NOAA Office of Education:** Environmental Literacy Grant (ELG) awards support formal and informal education projects. The informal education awards support education projects designed to engage the public in activities that increase ocean and/or climate literacy and the adoption of a stewardship ethic. They support projects that involve: community outreach, citizen science, civic engagement, social networking, media campaigns, professional development for educators, interpretative training, building networks of aquariums, high-level data visualization systems, and live video feeds. The awards for formal education promote changes in K-12 education to expand the amount of Earth System Science taught in the classroom and improve student learning and application of that subject. Successful projects catalyze change in K-12 education through development of new programs and materials and/or revision of existing programs and materials and/or by supporting transformative methods that expand or lead to the expansion of the use of Earth System Science in K-12 classrooms.

- **NOAA Office of Education:** Bay-Watershed Education and Training (B-WET) program provides grants in support of locally relevant experiential learning through meaningful watershed educational experiences in the K-12 environment. Funded projects provide meaningful watershed educational experiences for students and related professional development for teachers in support of regional education and environmental priorities.

- **NSF, Directorate for Geosciences, Ocean Science Division (OCE) Centers for Ocean Sciences Education Excellence (COSEE) provides grants to support the COSEE Network, which consists of 12 coordinated COSEE Centers, fosters the integration of ocean research into high-quality educational materials; enables ocean researchers to gain a better understanding of educational organizations and pedagogy; provides educators with an enhanced capacity to understand and deliver high-quality educational programs in the ocean sciences; and provides material to the public that promotes a deeper understanding of the ocean and its influence on each person’s quality of life and our national prosperity.

Thank You Ocean Campaign

A widespread media campaign to raise awareness about the ocean has been initiated by the State of California, the NOAA Office of National Marine Sanctuaries, and the Ocean Communicators Alliance. The resulting Thank You Ocean Campaign provides videos, Public Service Announcements, podcasts, billboards, and a web presence, all based on the Ocean Literacy Principles.

Beyond Ocean Literacy Principles

What started as a good idea for ocean sciences has turned into a great idea that other disciplines of science have adopted. It is becoming apparent that educators and scientists across many disciplines recognize the significance and value of having a consensus document that articulates, organizes, and presents the critical ideas of their respective fields. To date, there are several science literacy frameworks that have been inspired by the Ocean Literacy Principles, and are based on conversations and cooperation between scientists and educators in multiple institutions and organizations. These include:

1. **The Essential Principles and Fundamental Concepts of Atmospheric Literacy**

The Atmospheric Science Literacy Framework is intended to provide guidance to educators and the public on the big ideas of atmospheric science so that they may be able to communicate about the Earth’s atmosphere in a meaningful way, and be equipped to make informed and responsible decisions about activities that impact the Earth’s atmosphere. Approximately 60 participants, including diverse teachers, scientists, informal educators, and policy makers, took part in the Atmospheric Science Literacy Framework Workshop (formerly Atmospheric Sciences and Climate Literacy), which convened in November 2007 to develop this framework. NSF and NOAA provided funding for the workshop; the National Association of Geoscience Teachers (NAGT), National Earth Science Teachers Association (Nesta), American Geophysical Union (AGU), and American Meteorological Society (AMS) co-sponsored the event; and the University
Corporation for Atmospheric Research (UCAR) and Cooperative Institute for Research in Environmental Studies (CIRES) hosted it. UCAR’s multimedia services enabled the workshop to offer a live and archived webcasts of the plenary presentations and discussions, as well as a simultaneous video conference of the workshop with other sites around the nation. (For more information, please visit their website, http://eo.ucar.edu/asl/index.html)

2. Climate Literacy: The Essential Principles of Climate Science

As part of a community effort to promote climate literacy, current climate scientists, formal and informal educators, and representatives of a range of U.S. agencies participated in developing and vetting a list of the most important concepts in climate science. Substantial development of the document included individuals who participated in the Framework for Climate and Weather Education Workshop, cosponsored by NOAA and AAAS Project 2061; and the Atmospheric Science and Climate Literacy Workshop, sponsored by UCAR, AGU, and CIRES, with funding from NSF and NOAA. Additionally, discussions at numerous public presentations and a period of formal review led to the final version of the document. (For more information, please visit their website, http://www.climate.noaa.gov/index.jsp?pg=/education/edu_index.jsp&edu=literacy)

3. Earth Science Literacy Principles

The primary outcome of the Earth Science Literacy Initiative is a community-based document that clearly and succinctly states the underlying principles and ideas of Earth science across a wide variety of research fields. Development of this document was an iterative process that began with a 12-day online workshop, May 2008, involving more than 350 participants from the Earth science research, education, and policy communities. Participants communicated through an asynchronous online environment in an effort to generate and organize the “Big Ideas” and supporting concepts in Earth Science. The organizing committee took the ideas and discussions from the online workshop and organized them into a structure that was useful for a writing workshop, which comprised of 36 individuals from the committee and online workshop. The committee coordinated public reviews to inform revisions of the document until its completion in May 2009. NSF provided funding support. (For more information, please visit their website, http://www.earthscienceliteracy.org/)


The Public Education and Communication Committee of the Society for Neuroscience is responsible for providing outreach activities that connect scientists, K-12 educators, media, and the general public with the advancements in understanding and research in neuroscience. In 2007, this committee led a development team involving hundreds of neuroscientists and educators nationwide to consult, review, and refine a consensus document. What resulted were the Neuroscience Core Concepts, which offer K-12 teachers and the general public the most important insights gained through decades of brain research and spotlight promising research paths. (For more information, please visit their website, http://www.sfn.org/index.aspx?pagename=core_concepts)

5. Key Concepts in Microbial Oceanography

The Education and Outreach Program of the Center for Microbial Oceanography: Research and Education (C-MORE) is focused on promoting scientific literacy in microbial oceanography among students, educators, and the general public. It was recognized that a first step toward promoting microbial oceanography literacy was to define the key concepts. C-MORE identified six key concepts after conducting lengthy conversations with scientists and educators, within and outside C-MORE. (For more information, please visit their website, http://cmore.soest.hawaii.edu/education.htm)

The Ocean Literacy Principles inspired other science disciplines to identify and organize their big ideas.
Engaging scientists and educators in meaningful partnerships to transform ocean sciences education is not a new effort or ideal. Since 2002, the Centers for Ocean Sciences Education Excellence (COSEE) has made this the hallmark of their efforts and cornerstone of their mission to instill a sense of urgency for, and a greater understanding of, ocean literacy in the public. Many of the COSEE efforts create opportunities for scientists to implement education, public outreach, and broader impact in the work that they do. COSEE and other organizations, such as NOAA, have provided opportunities to create rich experiences and generalizable results upon which future collaborations between scientists and educators can be built. This paper focuses on one such effort, the Ocean Literacy Campaign, and subsequent projects in which COSEE and NOAA played the convening role that brought together scientists and educators. We propose that educators and scientists participating in the Ocean Literacy Campaign are in the process of creating a new “community of practice” with shared customs and habits, which has implications for sustaining the work to promote ocean literacy. It suggests that partnerships between scientists and educators have utility and are enduring beyond individual projects, and that these partnerships can redefine the ways science and education serve society.

The Ocean Literacy Campaign has created rich opportunities and provided a vehicle around which scientists and educators can forge new relationships and build a shared community of practice to accomplish a common goal—promote ocean literacy among the public. The Campaign began with the development of the Ocean Literacy: The Essential Principles of Ocean Sciences K-12 (hereafter referred to as the Ocean Literacy Principles) in 2004, and led to subsequent activities, including the creation of the Ocean Literacy Scope and Sequence for Grades K-12 (hereafter referred to as the Scope and Sequence) and other materials, such as textbooks, college courses, and curricula.

Bringing the expertise of scientists and educators to the same table and nurturing meaningful partnerships has been integral to the Campaign from the beginning. Scientists brought their science content knowledge and experience sharing that content with the public and their students; and educators brought their pedagogical content knowledge about how to help students and the public to make meaning of and understand the science. A remarkable, secondary result emerged from this ongoing and intensely engaging work. Scientists and educators developed a deeper understanding of each other’s “community of practice” and respect for each other’s expertise. From this understanding and respect, many individuals created invaluable and long-lasting relationships. This comment from a marine scientist reflected this sentiment:

“As a scientist who specializes in education, the Ocean Literacy [Campaign]...has offered valuable opportunities to have substantive interaction with professionals in both science and education. From being one of the developers of the “Oceans for Life” Geography Scope and Sequence, through the subsequent development and review of the Ocean Literacy Principles and Scope and Sequence, I feel very fortunate to have been involved as both a scientist and an educator. My work with educators always provides me with a great deal of professional growth and personal enlightenment. And as someone trained in scientific research, I feel that my professional pathway in education has allowed me to make a much broader impact in science than I likely could have as a bench scientist.”

-Dr. Judy Lemus, Hawaii Institute of Marine Biology, University of Hawaii

The continued collaborative work by scientists and educators on efforts in the Ocean Literacy Campaign, required each to cross out of their own community, and led to the development of mutually engaging scientist-educator partnerships that have fostered a new type of community of practice.
CREATING A NEW COMMUNITY OF PRACTICE

A community of practice is a group of people engaged in shared customs and habits, and is characterized by four activities of its members: joint enterprise towards goals and purposes, mutual engagement in activities, development of a shared repertoire of habits, rules, and traditions, and the process of negotiating meaning in practice (Wenger 1998).

In committing to, and participating in, the Ocean Literacy Campaign there was joint enterprise between ocean scientists and educators toward goals and purposes for achieving an ocean literate populace through formal and informal educational. There was mutual engagement in numerous activities to support these goals. These activities included: working together to develop and review the Ocean Literacy Principles and the Scope and Sequence; teaching the Communicating Ocean Sciences courses; developing the high school course, An Introduction to our Dynamic Ocean (COSEE Coastal Trends); writing the Life on an Ocean Planet textbook (Current Publishing and NMEA); developing curriculum, such as the NOAA-funded Ocean Sciences Curriculum Sequence (COSEE California); and COSEE Networked Ocean World’s Ocean Literacy Interactive Animation, podcasts of the Pulse of the Planet lectures, and their Student Summit for Ocean Literacy. More information about these activities is described further in this NMEA Special Report. As the scientists and educators became involved in these shared activities, members from both communities learned from and about one another, crucial for forging partnerships and developing a community of practice.

Educators reported making personal connections and generating relationships that were, and will continue to be, worthwhile on many levels. For instance, in working on the Scope and Sequence, a high school science teacher commented about how the community contributed to his work back in the classroom:

It was great to unite with a diverse and talented group of...marine educators in a workshop environment to help develop the Scope and Sequence for the Ocean Literacy Principles...I worked on [the flow for Principle 1, which] was particularly useful to me as a young marine science teacher because I got to rationalize and reflect upon the order in which I have been teaching the material in the classroom.

–Benjamin Kay, High School Science Teacher, Santa Monica High School, California

In some cases, educators and scientists had worked in relatively close geographic and conceptual proximity for years but previously, had not experienced each other’s work, much less collaborated with one another. In this instance, the college course, Communicating Ocean Sciences to Informal Audiences (COSIA), served as the shared activity where scientists and educators forged meaningful relationships:

Kristopher Jensen, Paul Martin, and Kathleen Cressy at a COSEE-West Ocean Observing Systems workshop building models to explore circulation patterns.

When we [educators] partnered with [scientists] in other universities before, we’d have a meeting and come up with great ideas that never went anywhere. But the COSIA course structured those partnerships so that we could actually be successful...There was a deliverable, there was an outcome, so that was a really good part of [the successful partnership].

–Aquarium Director

These connections among educators and scientists have broadened the audience for their respective work and will likely lead to future opportunities to work together.

As they carried out these shared activities, scientists and educators entered into different forms of engagement (how we interact), different endeavors (what we do together) with different definitions of what matters, different habits and routines, and different reward systems (Wenger 1998). Collaborators engaged in collective learning about each other’s valued practices, tools, guiding principles and goals, and then developed a shared repertoire of habits, rules, and traditions for their new community. For instance, some of these repertoires emerged from determining the criteria for what concepts should be included in the Ocean Literacy Principles and the Scope and Sequence, and what form those documents would take. Members were negotiating meaning in practice as they met online and face-to-face to discuss, debate, and explain the inclusion, exclusion, or placement of each concept, and eventually to produce the finished Ocean Literacy Principles and the Scope and Sequence. While they did not always agree, there was mutual professional respect and attempts toward consensus and resolution.

Additionally, they encountered discrepancies and entered into new and unknown domains that challenged their claims to
expertise (Engeström, Engeström, and Karkkainen 1995). For instance, a fisheries scientist and an oceanographer, respectively, offered the following comments:

*Working with LHS [Lawrence Hall of Science] has made me feel that the work I do is much more relevant than I usually feel it is. The emphasis around [here], as in most research institutions, is on writing papers for technical journals, that in truth, few people read. We, as scientists, generally just talk amongst ourselves, and it is a pretty small world. I have enjoyed being pushed to identify unique characteristics of the ocean that kids might not think about because of their experiences as “terrestrial organisms” and to attempt to communicate that understanding in a way kids might be able to understand. Some of the ideas I thought about as a result of my engagement with your project are becoming part of a paper and presentation I am going to be giving at the International Council for the Exploration of the Sea science conference in Berlin.*

–Dr. John Manderson, National Marine Fisheries Service

*It was interesting to see the science concepts from an educator’s perspective with an emphasis on the importance of bringing the concepts to a “communicable level” without losing content. It was important to clarify for educators—and for myself—not only the Planet Ocean concept, that the ocean is an important part of the world, but also the importance of the order that concepts are presented in and their relationships to each other. The impact on my work is that I now have a greater consciousness about how I present new concepts to my university students.*

–Dr. Myrna Jacobson, University of Southern California

Consequently, there was a shift from viewing knowledge as distributed hierarchically (or vertically) among people who possessed different levels of skill and competency (i.e., expert or novice) to “knowledge as distributed across actors who [were] competent in different types of practices” (Anagnostopoulos, Brass, and Subedi 2007). This shift was evidenced by the following comments from educators:

*Whether it is in my work on the Ocean Literacy Campaign, the National Ocean Sciences Bowl, or the daily operations of the Northwest Aquatic and Marine Educators, I revel in the opportunity to share ideas with scientists. They no longer scare me. They know more about some things; I know more about other things. I hope that young teachers will avail themselves of the new climate of cooperation between the scientific and educational communities to strengthen their own work with students. “Just do it.”*  

–Gene Williamson, Retired Junior High/Intermediate School Teacher, Beaverton, Oregon

In my experiences with the [COSIA] course, the participation of scientists provides direct access to the latest research and results, offers valuable current and historical insights into the process and culture of science, and adds an important personal dimension to the practice of science (i.e., scientists are people, too!). Likewise, educators contribute to the partnership by sharing their practical experiences, their knowledge of current learning theory and pedagogy, and an understanding of the practice of education as both an art and a science—all of which reinforce the approach that effective teaching and learning experiences go well beyond simply telling people what you know, or what you think they should know. Forging effective partnerships between scientists and educators not only allow them to learn from one another, it also benefits other audiences by creating a learning community exponentially more powerful than either could alone.

–Eric Simms, Scripps Institution of Oceanography and Birch Aquarium

The work on the Ocean Literacy Campaign thus far necessitated scientists and educators to share their respective expertise across what sometimes seemed to be very distinct communities, each built to reflect the purposes of those making the decisions, and characterized by their very different, historically based institutionalized norms (Rowan and Miskel 1999; Scott 2001; Tyack 1974; Weick 1995). It became evident that the Campaign was offering scientists and educators opportunities to develop a community of practice that enveloped those who worked on the project from its inception, and those just recently joining the effort. Next, we briefly share insights from this process on developing strong partnerships that serve as the foundation for sustaining this community.

**FOUNDATIONS FOR STRONG PARTNERSHIPS**

There are several underlying principles for initiating and growing partnerships between scientists and educators that have contributed to developing this community of practice for the Ocean Literacy Campaign.

1. Draw on existing relationships and connections, and ask colleagues to contact their colleagues to join in the effort as well. It is helpful to select partners who have shared values, goals, and/or ideologies.

2. Think of knowledge and tools as assets to be shared, and that these can be built on and revised by the community. Encourage ownership of these assets among all the members of the community.

3. Cultivate mutual respect by encouraging a culture of honesty, open dialogue, careful listening, and recognizing distributed expertise.
Define goals and processes clearly and, very importantly, have a shared activity around which all partners can do meaningful work together toward those goals. Successful application of these principles is reflected in long-lasting partnerships that extend beyond any one project, as members strive to work together and sustain the new community. One such success is indicated by the continued collaborations between scientists and educators at Hampton University and Virginia Aquarium (COSEE Coastal Trends):

Dr. [Deidre] Gibson and I have had the benefit of co-teaching [COSIA] for the past three years. That consistency has allowed us to get to know each other’s strengths and areas of expertise, which makes the overall teaching experience a positive one. It is truly a partnership when we teach this class...COSIA...has been a catalyst for initiating additional partnerships between Hampton University [HU] and Virginia Aquarium. Staff and students in HU’s marine science department serve as mentors in the Aquarium’s Mentoring Young Scientists (MYS) enrichment program for middle school students, while Aquarium educators provide activities for HU’s High School Open House Day. The COSIA course and the MYS program were both woven into the COSEE-Coastal Trends grant in which the Aquarium and HU are partnering with the University of Maryland Center for Environmental Studies. Hampton is also a partner in the Aquarium’s recent NOAA grant proposal Sea Sojourn, which requests funds to develop ocean literacy strategies for reaching early learners.

–Karen Burns, Education Specialist for Bay & Ocean Literacy, Virginia Aquarium

Thus, there are “ripple effects” emerging from these personal connections that take on a life of their own and create momentum as scientists and educators talk, collaborate, and learn from each other.

The most telling outcome of our work together has been that nearly all members of the community find the relationship to be mutually beneficial and of great value to them personally and professionally. A marine ecologist remarked:

Working on the Ocean Sciences Curriculum Sequence has enriched me both as an educator and as a scientist—it is a rare opportunity to sit with top-notch scientists and brilliant educators to think deeply about what is important in ocean science, and what we feel a young student really needs to know to interpret and appreciate the world around them. It not only helps the students, but it helps us to see the world and our science through fresh eyes.

–Dr. Drew Talley, University of San Diego and Ocean Discovery Institute

The efforts from the Ocean Literacy Campaign have generated opportunities to build partnerships between professional communities with complementary expertise to achieve a goal that neither community could achieve on its own. The development of this community of practice clearly indicates the potential for both scientists and educators to join in the community. Moreover, shared activities continue to emerge from these successful scientist and educator collaborations around Ocean Literacy. These efforts have shown that meaningful and long-standing partnerships are based on discrete, transferable principles that can be shared by the community and incorporated into other efforts to ensure that collaborations are mutually beneficial and lead to ongoing partnerships and opportunities. This has been, and continues to be, an inspiring experience for all of us currently involved in the community.

ENDNOTES

1 For the purposes of this article, we are using the term ‘scientist’ to describe someone who works as faculty or researcher at a university, college, or research facility, with expertise and training in science. The descriptor ‘educator’ is used to describe someone working as a K-12 teacher or instructor in formal or informal environments, with expertise in learning and teaching. The lines between educator and scientist are often blurred, and certainly many science faculty members are also educators and well-versed in educational pedagogy; and educators may have science degrees and substantial science knowledge.

2 This statement was excerpted from the 2008 evaluation report for COSIA [Inverness Research Associates. (2008)/ (See http://www.inverness-research.org/abstracts/ ab2008-12_Rpt-COSIA-interim-eval-rpt.html)]. All quotes reported therein were anonymous.
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The Tennessee Educators of Aquatic and Marine Science (TEAMS) invite you to Gatlinburg, Tennessee at the foothills of the Great Smoky Mountains National Park.

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Research on Learning and Teaching Ocean and Aquatic Sciences
By Lynn Uyen Tran, Diana L. Payne, and Lynn Whitley

To achieve an ocean and aquatic literate society, ocean and aquatic sciences must be valued and integrated into educational practice, research, standards, curricula, textbooks, and assessments. In addition, the ocean and aquatic sciences education community must draw upon research and theory in the learning and teaching of science, and ocean and aquatic sciences in particular. In this article, we summarize two publications that explore these arguments (Payne and Zimmerman, in press; Tran 2009), and situate the findings within the discussion of the Ocean Literacy Scope and Sequence for Grades K-12.

A DEARTH OF EDUCATIONAL RESEARCH: WHAT IS MISSING AND WHY IT IS IMPORTANT

Earth systems science as a discipline, and ocean and aquatic sciences in particular, are poorly represented in K-12 national and state frameworks and standards (Hoffman and Barstow 2007; McManus et al. 2000), which often drive the curriculum, instruction, and assessment at the local, state, and national levels. Moreover, educational research has paid little attention to teaching and learning of ocean and aquatic science concepts in contrast to other well-studied areas of science such as chemistry, physics, and biology. The effects of this omission and oversight are reflected in a citizenry that has low knowledge and awareness of the concepts and environmental issues pertaining to ocean and aquatic ecosystems (Steel, Smith, Opsommer, Curiel, and Warner-Steel 2005; The Ocean Project 2009).

In a time when we are expected to comprehend and respond to increasingly complex socio-scientific issues (e.g., global climate change, environmental pressures on coastal and ocean resources, and biotechnology potential within the ocean), many people often do so with no more than a sixth grade understanding of how the natural world works and with a non-scientifically accurate understanding of the ocean (The Ocean Project 2009). Despite their limited knowledge, people, especially young people, are willing and interested to take action to protect the health of the ocean and the environment; they just need to know how (The Ocean Project 2009). Indeed, “improving the knowledge base of citizens should be the first step in establishing a nationwide effort to preserve the oceans (Steel, Smith et al. 2005). Furthermore, scientific literacy and technical knowledge are not the only factors influencing the public’s decision making on environmental issues. It is important to note that while understanding the science is important for decision making, people also need to have and recognize personal and emotional connections to the phenomena (Steel, Lovrich, Lach, and Fomenko 2005). While 50% of the U.S. population lives within coastal counties, 50% have had little to no exposure to the ocean other than second-hand images (U.S. Commission on Ocean Policy’s Report to the President and Congress 2004). Moreover, personal experiences, along with adequate resources and reliable educational research, are important to assist teachers in teaching ocean and aquatic sciences and related environmental stewardship.

There is, however, scant educational research specifically investigating students’ understanding of ocean sciences concepts. Brody and Koch (1989-1990) reported that more than 86% of the elementary, middle, and high school students they studied did not know concepts essential to understanding ocean science and ocean resources. The students in this study also held non-normative ideas that would significantly impact their ability to make informed decisions about ocean resources. Ballantyne (2004) found students in South Africa had difficulties understanding ocean concepts, such as sources of salinity, wave propagation, and human impacts. Studies can be found describing particular components of the water cycle and/or climate, but few studies address larger system comprehension, including the interdependence and interactions of the multiple components that comprise the ocean system. However, recent educational research indicates that ocean and aquatic sciences, when integrated into curriculum and instruction, can be used as a model of a large-scale coherent theme to assist in student understanding of complex systems (Fortner, Corney, and Mayer 2005; Lambert 2006). In the absence of additional educational research focused specifically on ocean and aquatic sciences, we look instead to a systems-based approach to teaching and learning.

Learning and Teaching Ocean Sciences: A Complex Systems Approach

Water and Carbon Cycles

While there is limited educational research on learning related to the seven Ocean Literacy Principles specifically, there is a body of literature on students’ (Kindergarten to university) understanding of the scientific concepts and ideas underlying the principles that can be used to infer about their ocean literacy. These studies have investigated students’ understanding of the water cycle, carbon cycle, density, evolution, and photosynthesis. This review concentrates on the water and carbon cycles in particular, as there is a larger collection of research pertaining to students’ understanding of these processes, which allows for a depth rather than breadth of analysis. In addition, these
processes are critical to understanding several Ocean Literacy Essential Principles and Fundamental Concepts, most notably Principle 1-c, f; Principle 2-a; Principle 3-a, b, c, d, e, f, g; and Principle 6-1.

A review of learning research in chemistry, physics, geology, ecology, environmental education, and systems dynamics provided several major insights. The research showed that having knowledge of conservation of matter and basic particle theory helped students understand the water cycle as the circular movement of water between sources and the atmosphere (Bar and Galili 1994; Johnson 1998; Tytler 2000). Most students, however, did not think of the water cycle as a complex system that occurred over great distances or time (Ben-zvi-Assarf and Orion 2005; Dickerson and Dawkins 2004; Shepardson, Wee, Priddy, Schelleberger, and Harbor 2008). Research on students’ understanding of the carbon cycle primarily focused on phenomena—the greenhouse effect, global warming, and climate change. Studies revealed that students did not understand how carbon in the atmosphere affected climate and weather, with most thinking the depletion of the ozone layer led to global warming (Andersson and Wallin 2000; Boyes and Stanisstreet 1993; Groves and Pugh 1999; Lee, Lester, Ma, Lambert, and Jean-Baptiste 2007).

Only a few of these investigations examined students’ understanding of the cycles as complex, global systems. These studies reported that when students considered the cycles at a localized place, water and carbon moved from one place to another but did not disappear into oblivion; when thinking about these cycles on a global scale or over time, however, even university students did not understand that water and carbon also should not disappear into oblivion. In other words, students held the concept of conservation of matter when thinking of the cycles locally, but not when considering the cycles as global systems (Ben-zvi-Assarf and Orion 2005; Sterman and Sweeney 2002). Understanding the water and carbon cycles as complex systems may be particularly important to ocean and aquatic science literacy, as the interrelations and interconnections of these processes, over distance and time, are fundamental to the concepts in the seven Ocean Literacy Principles. Emphasis on only individual processes leaves students to make connections between the cycles in a global system on their own, which they may not be able to do. Systems thinking is valued and supported in the National Science Education Standards (National Research Council [NRC] 1996). Studies on systems thinking offer insight to the challenges and strategies for learning and teaching about ocean and aquatic sciences in this way.

Complex Systems: Cognitive Challenge, Pedagogical Support

A complex system is an aggregate of components, all of which are necessary for the system to function (Ben-zvi-Assarf and Orion 2005). Complex systems are hierarchical in nature and have multiple interacting levels (Wilensky and Resnick 1999).

Sylvia Vitakova and Claudio Vargas use a model of Earth to demonstrate ocean circulation during a Communicating Ocean Sciences Instructors’ Workshop in Berkeley, California.

Put differently, the idea and entity of the system at higher levels (e.g., a traffic jam, respiratory system, water cycle) emerge from interactions of objects at lower levels (the cars, cells, water molecules), and is more than an accumulation of the parts. The system maintains stability through self-correcting feedback loops, and even small changes can have significant effects. Systems thinking is the ability to understand and interpret complex systems, and comprises numerous types and levels of thinking skills (Richmond 1993). Thinking in this manner is challenging and students need practice and experiences to become adept at looking at the world as an interconnected system.

The studies in this review reported that students and novices tended to have a centralized mindset; that is, they preferred explanations that assumed a single cause or an ultimate controlling factor (Penner 2001; Perkins and Grotzer 2000; Raia 2005; Resnick 1990, 1996; Wilensky and Resnick 1999). Students tended to offer simplified, direct cause-effect explanations for complex events, such as a lead goose causing geese to fly in a "V" formation (Penner 2000), tilt of Earth causing glaciation in the Northern Hemisphere (Raia 2005), and change in temperature can eliminate a species in a food web causing the web to collapse (White 2000). Researchers argued that such a mindset hindered students’ ability to consider the effects of the interdependence and interconnection of components in a complex system. Additionally, in this mindset, students neglected emergent properties of complex systems (Penner 2000). Emergent properties are the features, characteristics, or objects of a system that “emerge” from interactions among the lower level properties, such as weather patterns arising from movement of water and air molecules. Students failed to recognize the importance of such factors as time and space when considering causal explanations of complex systems (Feltovich, Spiro, and Coulson 1993; Grotzer 2003), for instance, that it would take years to reduce the amount of carbon in the atmosphere even if anthropogenic input was significantly reduced instantaneously.
Furthermore, comparison studies between experts (scientists) and novices (students) revealed that in noticing the interconnectedness of components in a system, students tended to identify the parts within the system, while experts talked about how the parts worked and their roles in the system as a whole (Hmelo, Holton, and Kolodner 2000; Hmelo-Silver, Marathe, and Liu 2007; Hmelo-Silver and Pfeffer 2004).

Despite these learning challenges, researchers found several teaching methods that facilitated systems thinking skills. First, opportunities for students to use models, and more specifically, to create, manipulate, and revise models helped students think about complex systems. As a critical condition of this first point, students showed improvements when they had the chance to work with models over several iterations so that they could design their model, test out their ideas, rethink, revise, and retest multiple times (Edelson 2002; Hmelo et al. 2000; Kawasaki, Herrenkohl, and Yeary 2004; Penner, Giles, Lehrer, and Schauble 1997). There were also student gains in activities where they used computer-based learning environments (virtual models), such as virtual environments and hypermedia (Barab, Hay, Barnett, and Keating 2000; Evagorou, Korfatis, Nicolaou, and Constantinou 2008; Kali, Orion, and Eylon 2003). Thus, models—virtual and physical—made the invisible, abstract, and intangible elements of the dynamic processes in complex systems visible, concrete, and tangible for students as they learned. Second, researchers noted that structure and guidance from knowledgeable and skilled classroom teachers was critical for learning. The teachers had systems thinking skills, understood the complex system, and provided support to the students as they struggled in doing the tasks. Third, opportunities for students to have control over their own learning experiences, as well as to talk about and reflect on their ideas with their peers helped students develop systems thinking skills.

The studies in this article provide three major suggestions for the ocean and aquatic sciences education community. First, a systems approach to critical concepts and processes, such as the water and carbon cycles, may support ocean literacy. Systems thinking has great explanatory and predictive power and it is worth the time and effort it takes to help our students achieve this skill. Second, understanding global processes from a systems perspective requires types of thinking skills that are challenging to develop. Strategies that can support systems thinking include: 1) ensuring that teachers have advanced pedagogical knowledge to scaffold student thinking; 2) designing activities that give students control to create and manipulate models (virtual and physical); and 3) providing opportunities for students to talk with peers to reflect on, articulate, and share their thinking. And finally, though not summarized above, informal learning environments (e.g., aquariums, museums, science centers) provide access to objects, organisms, and phenomena that create personal connections for learners. These personal connections have long-lasting effects on individuals’ interests and motivations to learn and act (National Research Council [NRC] 2009). While the strategies described here might simply be considered “good teaching” for any science concepts, they may well be especially and disproportionately important, compared to other “good teaching” strategies, for helping students to understand concepts related to the ocean.

CONCLUSION

In sum, the Ocean Literacy Scope and Sequence for Grades K-12 is an instructional tool that shows how concepts in ocean sciences are interconnected, and thus it supports a systems approach for teaching and learning about the ocean. The conceptual flow diagrams for each principle guide users (including educators, curriculum and program developers, administrators) through a potential teaching and learning sequence. The ordering and building of these ideas across grade bands within each Ocean Literacy Principle illustrates how student thinking can be scaffolded from one developmental level to the next. Cross-references between principles within each grade band emphasize the interrelationships of concepts at a particular developmental level. Concepts conveyed by use of the conceptual flow diagrams and engaging learning experiences will allow students to reflect, articulate, and share their thinking; build personal connections that will have a long-lasting effect on their motivations to learn and act; and ultimately to become ocean literate.

AUTHORS’ NOTES

a. This first section is a summary of a chapter (Payne and Zimmerman, in press) in the upcoming monograph The Inclusion of Environmental Education in Science Teacher Education, set for publication in 2010 by the Association for Science teacher Education (ASTE).

b. This second section is a summary of a paper commissioned (Tran 2009) by the National Research Council’s Committee to Review NOAA’s Education Programs. The paper reviewed the corpus of literature on students’ understanding of the water and carbon cycles in order to offer insight on their ocean literacy, as these processes are critical to ocean literacy.

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DEVELOPING THE IDEAS OF OCEAN LITERACY USING CONCEPTUAL FLOW DIAGRAMS

BY CRAIG STRANG, KATHY DiRANNA, AND JO TOPPS

Upon publication of Ocean Literacy: the Essential Principles of Ocean Sciences K-12, there was broad recognition of the potential power of a consensus document describing what every person should know about the ocean to be considered science literate. There was also recognition of the limitations of such a document that describes the ideal end state, yet provides no road map for how to get there. We knew that ultimately we would need to craft a road map to provide an answer to the question, “If students are to understand the Ocean Literacy Principles by the end of grade 12, what would we need to teach them in grades K-2, in grades 3-5, in grades 6-8, and in grades 9-12 to help them reach that goal?” The answer to that question—a scope and sequence—would be of great interest to teachers and informal science educators, but also to national and state standards committees, curriculum developers, textbook writers, and assessment specialists. But what would be an effective way to represent this complex information so that it would be comprehensive, understandable, and accessible for these different end users? For this answer, we turned to literature in learning, teaching, and teacher professional development.

Research in the learning sciences (Bransford et al. 1999) reveal that to develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge; (b) understand facts and ideas in the context of a conceptual framework; and (c) organize knowledge in ways that facilitate retrieval and application. Thus to facilitate the development of students’ conceptual understanding and organization of ocean sciences ideas, the scope and sequence should have a logical and coherent approach to building the complex ideas of the Ocean Literacy Principles from one grade band to the next.

Conceptual flow diagrams (as shown on pages 33-62) offer a way to present and organize such a progression of ideas, and can be a versatile tool for several reasons: they describe the developmentally appropriate concepts at each grade band, as well as the relationships among the concepts, in a graphical format; they provide a research-based example of a sequence in which the concepts can be taught, beginning at the earliest grades; and the diagrams balance the need for accessibility and utility with fidelity to learning theory and cognitive science.

CONCEPTUAL MAPS VERSUS CONCEPTUAL FLOWS

Conceptual flow diagrams are a specialized and distinct form of concept maps. Concept maps are graphical tools for organizing and representing knowledge that were developed in 1972 in the course of Joseph Novak’s research program at Cornell University, where he sought to follow and understand changes in children’s knowledge and understanding of science (Novak and Musonda 1991). The data from Novak’s study indicated “the lasting impact of early instruction in science and the value of concept maps as a representational tool for cognitive developmental changes.” Novak’s concept maps include concepts, usually enclosed in circles or boxes, and relationships between concepts indicated by a connecting line linking two concepts. Text on the connecting line, referred to as linking words or linking phrases, specify the relationship between the two concepts. Concepts are generally represented in a hierarchical fashion with the most inclusive, most general concepts at the top of the map, and more specific concepts arranged below. The hierarchical structure for a domain of knowledge may be somewhat relative as it often depends on the context in which that knowledge is being applied or considered (Novak and Cañas 2008; Novak and Gowin 1984). The use of concept maps generally represents a constructivist approach to learning and teaching, as it assists the learner in developing and displaying the trajectory of their understanding of new concepts and ideas.

Conceptual flow diagrams were developed by the K-12 Alliance/WestEd in California in 1989, for use with teachers during professional development institutes conducted for an NSF-funded statewide systemic initiative. In that setting and dozens of others since, teachers developed conceptual flow diagrams to improve their content knowledge, their curriculum planning, and their instruction of complex science concepts. As a product, a conceptual flow diagram resembles a map of nested concepts. The biggest ideas are supported by small ideas, and those small ideas are maintained by even smaller ideas that become learning sequence concepts (see Figure 1). The conceptual flow diagram differs from a concept map in that it addresses concepts in a unit of instruction, and has both a hierarchy of ideas (indicating the relationship between and among the ideas) and a direction (i.e., the sequence for instruction of the unit). Conceptual flow diagrams are intended to be read and taught from top to bottom and from left to right. Concepts nested beneath other concepts serve to elucidate and support the concepts above. Concepts to the right build on those to the left, and often move in a developmental sequence, especially in the early grades, from more concrete to more abstract.

The process of guiding teachers through the development of conceptual flow diagrams is described at length in the book, Assessment Centered Teaching: A Reflective Practice (DiRanna et al. 2008). The process of making conceptual flow diagrams has also been adapted for a variety of purposes,
including planning for classroom instruction and assessment simultaneously, assisting in school district analysis, selection and adoption of instructional materials, and helping curriculum developers to design instructional materials. Given these versatile uses of conceptual flow diagrams to display and organize big ideas and concepts in a well-thought-out progression of learning and teaching for different educational purposes, we decided to use conceptual flow diagrams to represent the scope and sequence.

PURPOSE OF CONCEPTUAL FLOW DIAGRAMS

The conceptual flow diagram is a “backward-planning” tool. Starting with the end in mind and planning backwards (Wiggins and McTighe 2005) is a means for setting comprehensible goals and designing better instruction. Teachers can array the big ideas that are important for students to know, the standards they are responsible for teaching, and the content presented in the instructional materials into one comprehensive, sequential chart. As teachers identify and integrate these three elements, the process of constructing a conceptual flow diagram enables teachers to clearly identify specific goals for student learning and progress. The conceptual flow diagram assists learners by making them aware of the links in the concepts they are addressing. Too often it is a mystery to students why they are learning what they are learning. As one teacher put it:

"The conceptual flow diagram is a determination of where you are going in your teaching and what you’re going to reflect on. You have to know what concepts are important and the order in which they go to conceptualize the whole learning. I put my conceptual flow on the wall for the kids so they learn where they’re going, too."

–Teacher Leader 1, NSF Center for Assessment & Evaluation of Student Learning

Developing conceptual flow diagrams helps teachers build foundational knowledge about the importance of helping students to construct conceptual frameworks rather than “learn” factual information. When a conceptual flow is displayed in the classroom, it allows both teachers and students to connect new ideas and information, providing opportunities to learn with deeper understanding.

A completed conceptual flow diagram serves the following four purposes:

1. details the important concepts and linkages to other ideas;
2. identifies an instructional sequence for which resources (e.g., textbooks, instructional materials) can be used to support teaching;

Figure 1. Shows the generic layout of conceptual flow diagrams developed by teachers to describe an instructional sequence.
3. identifies important concepts for assessment of student understanding; and
4. eventually serves as the foundation of an assessment plan for the unit of instruction.

CONSTRUCTION OF CONCEPTUAL FLOW DIAGRAMS

Conceptual flow diagrams are designed by a team, often led by a facilitator knowledgeable of the process. The process for a team of two to five people to build a conceptual flow diagram for a unit of instruction includes these five steps:

1. Individuals write a narrative response to the question, “What should students know about (blank) by the time they leave grade (blank)?

2. Individuals re-write and transfer each concept statement in complete sentences from their narrative responses onto separate post-it notes of three different sizes using the larger size for the larger, more important concepts.

3. Team members share their concepts on post-it notes with one another. They arrange the notes into a collaborative draft conceptual flow diagram with larger concepts at the top, and smaller, nested, supporting concepts below. This step can take several hours.

4. Team members match their collaborative, draft conceptual flow diagram to the concepts addressed in the instructional materials and to the science content standards used by team members.

5. Team members review the progression of concept clusters (each cluster is comprised of a large concept and the nested, smaller concepts below it) and place them in an instructional sequence that provides strong links for student understanding (see Figure 2).

CONCEPTUAL FLOW AND TEACHER CHANGE

In addition to aiding teachers in curriculum development, conceptual flow diagrams have been used as a foundational process for developing classroom assessment plans. A research study of teachers who received professional development on the building of conceptual flow diagrams found that most grade-level teams shifted over time toward a greater focus on big ideas by removing, adding, or reorganizing learning goals to focus on what was most important for students to learn. Another common shift was toward more coordinated relationships among big ideas and smaller supporting concepts. Most teams increasingly represented conceptual relationships among unit goals rather than as a list of sequential lesson topics. Paralleling organizational shifts in the conceptual flow diagrams, all of the teachers’ assessment plans were more coherently organized in later portfolios. Assessment plans shifted from long lists of possible assessments toward judicious selection of a few key assessments for tracking student progress. Teachers indicated generally strong understandings of how to use conceptual flow diagrams to guide assessment decisions and to select their “juncture” assessments (Gearhart and Osmundson 2009).

I think teachers need to understand the conceptual flow of their curriculum…what concepts they want students to learn; what concepts to assess with their students…then they can plan for teaching.

[Developing the Conceptual Flow] moved us from a list of topics to…nesting of important ideas. Identifying what really matters for student understanding drives decisions about…questions in the assessment.

–Teacher Leader 2, NSF Center for Assessment & Evaluation of Student Learning

In a political climate that stresses coverage of material in preparation for state testing, teachers appreciate that building
conceptual flow diagrams provides them with a process to think beyond standards checklists and pacing guides, and focus on conceptual understanding. One teacher explained:

*My district is into curriculum mapping and… I’m trying to cover the standards, but (by using conceptual flow diagrams) you have to go deeper into the standards to assess the concepts that are actually behind the understanding, instead of just checking off standards.*

—Teacher Leader 3, NSF Center for Assessment & Evaluation of Student Learning

Based on the findings of Gearhart and Osmundson, the benefits of conceptual flow diagrams appear to go beyond assessment planning: teachers take ownership of their instruction by becoming better consumers of instructional materials. As they grapple with important concepts and how they should be arranged in a meaningful sequence, teachers gain insight into how instructional materials are organized, which materials are designed to support students’ understanding of the big ideas, and which lessons, resources, and assessments need to be revised. Teachers can then modify their instruction and assessment practice to address any gaps or weaknesses.

*With a new focus on the concepts in the conceptual flow diagram, I was able to really see my instructional materials. I mean, I knew that our instructional materials were not often perfect, but this really brought out where the holes are, where I need to revise, and what I need to put in there to make sure the students understand the concept that I’m trying to teach.*

—Teacher Leader 4, NSF Center for Assessment & Evaluation of Student Learning

I always look at a unit now and make sure that it does flow conceptually. If not, then I rearrange to make sure I include ideas that build upon one another. I always make that a part of my science teaching and I want to incorporate conceptual flow diagrams into other content areas.

—Teacher Leader 5, NSF Center for Assessment & Evaluation of Student Learning

While collaborative development of working versions of conceptual flow diagrams has been demonstrated as an effective teacher professional development activity, involving hundreds of people in the development of a set of 28 completed conceptual flow diagrams has, to say the least, never been accomplished before. The Ocean Literacy Scope and Sequence for Grades K-12 represents a new use of conceptual flow diagrams. In 2006, the authors and several other colleagues led a group of 46 ocean scientists and educators through the development of the first Ocean Literacy conceptual flow diagrams. The process was uplifting and invaluable. Achieving a final product, however, took considerable revision, iteration, and review before consensus was reached on all 28 diagrams. Now published, we hope that the Scope and Sequence will become a catalyst for future research about how students form and revise their understanding of complex ocean sciences concepts. Further, we anticipate that the Scope and Sequence will become a driving force in defining the content that students will encounter in future standards, textbooks, curriculum materials, and assessments.

REFERENCES


The freeware CmapTools was used in developing the conceptual flow diagrams [http://cmap.ihmc.us/conceptmap.html].
Introduction to Conceptual Flow Diagrams: Ocean Literacy Scope and Sequence

The Ocean Literacy Scope and Sequence is comprised of 28 conceptual flow diagrams (hereafter referred to as flows). There is one flow for each principle for each grade band (K-2, 3-5, 6-8, and 9-12). Each flow represents one possible way of breaking down and organizing the major concepts and supporting ideas for each principle for a grade band. They can be used as a suggested instructional sequence, organizer of ideas, and/or indicator of learning progression. The following two figures (see below and page 32) label the major components of each flow, using the flow for Principle 1 Grades 3-5 as an example.

Figure 1. In this flow, there are three branches of topics and five levels of ideas. Read the flow from top to bottom and left to right, from Branch A (A1-A5) to Branch B (B1-B10) to Branch C (C1-C5). Some of the concepts cross-reference other concepts in other principles within that same grade band. These cross-references are connections between principles.
Figure 2. Branch A of conceptual flow diagram of Principle 1 for Grades 3-5. Here is a breakdown of the components in a branch. The branch is identified by topic for easy reference. The branch begins with a major concept and then nested below are two levels of ideas that support the bigger idea. Supporting ideas can be examples, but not always.
**Principle 1: Grades K-2**

- **Geologic Features**
  - D.1. The ocean floor has many features similar to those on land.
  - D.2. The ocean floor has mountains and volcanoes.

- **Ocean Circulation**
  - C.1. Water in the ocean moves from place to place.
  - C.2. Water moves water higher and lower, covering and uncovering the shoreline.
  - C.3. Water moves huge amounts of surface water from one place to another around the Earth.

- **Geographic Features**
  - B.1. There is one big ocean that covers most of Earth's surface.
  - B.2. The earth and ocean have different names, and all these different parts are related to each other.

- **Properties of Ocean Water**
  - A.1. The ocean is salt.
  - A.2. Ocean water has unique properties.

See Principle 2: A.
**Principle 2: Grades K-2**

The ocean and life in the ocean shape the features of Earth.

- **A.1.** Erosion and Changing Coastlines
  - Moving water can cause coastal build-up and erosion, carrying materials to another and shaping the shoreline.
  - Some Earth materials from the land, such as rocks, are carried to the shore by rivers.
  - Some Earth materials from the ocean, such as sand, are carried to the shore by waves.

- **A.2.**

- **A.3.**

- **A.4.** Erosion is the wearing away of rocks, soil, shells, and other Earth materials and features.

- **A.5.** Waves can break down and wear away cliffs, beaches, and materials brought to the shoreline, altering the shape of the shoreline.

- **A.6.** Rocks, shells, corals, plants, and other materials can be broken down into sand.
**Principle 3: Grades K-2**

The ocean is a major influence on weather and climate.

- **Weather and Water Cycle**
- **A.** Local weather, including fog, can be caused by the ocean—no matter where you live.
- **A.1.** Most precipitation on Earth evaporates from the ocean.
- **A.2.** When water evaporates and condenses, clouds form, which can lead to precipitation.
- **A.3.** Most of the water in lakes, ponds, and rivers comes from water that evaporated from the ocean and fell to the land as precipitation.
- **A.4.** Most of the water from land and in the atmosphere eventually returns to the ocean as runoff from rivers or precipitation.

See Principle: 6: A3

See Principle: 1: C1

See Principle: 6: A6
**Principle 4: Grades K-2**

The ocean makes Earth habitable.

A. Life as we know it does not exist without water.

B. Almost all the water on Earth is in the ocean.

See Principle 1: B

See Principle 3: A1
Principle 5: The ocean supports a great diversity of life and ecosystems.

A. There is a great diversity of organisms in the ocean.

A.1. More different kinds of organisms are found in the ocean than on land.
A.2. Many groups of organisms exist only in the ocean.
A.3. Ocean life ranges in size from the tiniest organisms to the largest animal on Earth.
A.4. Ocean organisms have a variety of different structures and behaviors that help them to survive in the ocean.

B. The ocean holds a great diversity of unique environments and habitats where organisms live.

B.1. There are distinct and unique ocean habitats throughout the ocean and on the coast, off shore, in the deep ocean, and at the surface.
B.2. Organisms living in different kinds of places in the ocean have different adaptations in structure and behavior, which help them to survive in their habitat, e.g., to find and capture prey.
Principle 6: The ocean and humans are inextricably interconnected.

**Uses of the Ocean**
- A. Humans benefit from the ocean.
  - A.1. The ocean is a place where people go for recreation.
  - A.2. The ocean provides much of the food we eat.
  - A.3. The ocean is a major source of the water in the water cycle, which provides precipitation for plants and animals, including people.
  - A.4. The ocean is a place where people work.
  - A.5. People use the ocean for transportation.

**Where People Live**
- B. People inhabit many different areas of Earth, but most live near the coast.
  - B.1. Living near the coast has benefits, but also risks from storms.

**Human Impact on the Ocean**
- C. Humans impact the ocean.
  - C.1. Human activities, both inland and on the coast, can change the shape of beaches and other shorelines.
  - C.2. Beaches may be made bigger or smaller by activities, such as the construction of river dams, harbors, and houses.
  - C.3. Human activities sometimes pollute the ocean.
  - C.4. Storm drains and rivers carry pollutants, trash, and sediments from inland and coastal areas to the ocean.
  - C.5. People can keep the ocean healthy.
    - C.5.1. People can protect ocean animals and seaweeds by not collecting them, and by keeping their habitats safe and healthy.
  - C.6. People can keep the shoreline clean by not littering, by picking up litter, and recycling.
  - C.7. Ocean resources are limited, so people need to use these resources wisely.

See Principle 1: C1
See Principle 3: A1
See Principle 7: B3
See Principle 4: C4
See Principle 2: A1
See Principle 1: C1
See Principle 7: A1
Principle 7:
The ocean is largely unexplored.

A. All living things depend on resources from the ocean, such as oxygen, food, water, energy, etc.

A.1. Ocean resources are limited. People need to learn about these resources through exploration and scientific investigation.

B. People have always been interested in the ocean. People explore the ocean to answer questions they have about it.

B.1. People are still discovering new things about the ocean all the time.

B.2. Ocean exploration helps us understand the health of the ocean and find new medicines, food for humans, and new sources of energy (e.g., oil, gas, and wind).

B.3. People explore the ocean through many different hobbies and careers: scientists, fishers, engineers, surfers, swimmers, photographers, filmmakers, artists, and explorers all spend time exploring the ocean.

B.4. People use creativity, curiosity, tools, and technology to make better observations of the ocean.

See Principle 6: C8

See Principle 6: A4
**Principle 1:**
The Earth has one big ocean with many features.

**Properties of Ocean Water**

A. 97% of all water on Earth is salt water in the ocean.
   - A.1. Only 3% of all water on Earth is fresh water stored in lakes, rivers, underground aquifers, glaciers, and other places.
   - A.2. Most of the fresh water in the world is stored in ice caps and glaciers.
   - A.3. Fresh water melting from glaciers contributes to the ocean and can change its salinity and temperature and cause sea level to rise.
   - A.4. Salinity and temperature vary throughout the ocean.

B. The ocean, the largest reservoir of water on Earth, is integral to the water cycle.
   - B.1. The ocean is a single, huge, interconnected body of water that circulates through all the ocean basins and continents.
   - B.2. Water circulates from land to the ocean and back via watersheds and the water cycle.
   - B.3. Lakes and glaciers are connected to the ocean via watersheds that are made up of rivers, streams, and groundwater.
   - B.4. Watersheds drain water from inland to the ocean.
   - B.5. Runoff from watersheds impacts the ocean.

C. Ocean Circulation
   - C.1. Water in the ocean is constantly moving and mixing vertically and horizontally.
   - C.2. Tides move ocean water higher and lower, covering and uncovering the shoreline.
   - C.3. Waves crash on the shore, moving and mixing the water.
   - C.4. Waves also influence ocean circulation patterns.

**Geographic and Geologic Features**

A. The ocean floor has a variety of geological and geographical features comparable to those on land.
   - A.1. The ocean has many basins. They are called the Pacific, Atlantic, Indian, Arctic, and Southern basins.
   - A.2. The ocean floor has other features such as mountains, plains, valleys, volcanoes, canyons, trenches, and ridges.
   - A.5. The features of the ocean floor influence ocean circulation patterns.

**See Principle 3: B**
**See Principle 6: A**
**See Principle 5: A3**
**See Principles 5: B7**
**See Principle 2: B**
**See Principle 3: A3**
**See Principle 2: A5**
Principle 2: The ocean and life in the ocean shape the features of Earth.

**Rock Cycle**

- **A.** Many rocks found on land were formed in the ocean.
  - **A.1.** Some rocks found on land were formed from compacted ocean sediments.
  - **A.2.** Sediment is made up of materials that sink to the bottom of the ocean, which may include the shells of dead ocean organisms.
  - **A.3.** Dead organisms that fall into ocean sediments may become fossils.
  - **A.4.** Marine fossils can be found on land in places that used to be covered by the ocean (e.g., the Rocky Mountains).

- **B.** The movement of water erodes and deposits materials that shape the coastline.
  - **B.1.** The movement of water can break down cliffs, rocks, and other beach materials, which constantly changes the appearance and location of the shoreline.
  - **B.2.** Beaches are made of different materials, such as sand, rocks, silt, and organic material.
  - **B.3.** Rocks and minerals from the shoreline and from inland are broken down into pebbles, sand, silt and smaller materials.
  - **B.4.** Shells and other hard materials from once-living organisms are broken down into sand, silt, and smaller materials.
  - **B.5.** Most sand on most ocean beaches comes from rivers.
  - **B.6.** Sand grains come in many shapes, sizes, and colors that provide clues to their origin.
  - **B.7.** Rivers carry sediments downstream to the ocean.
  - **B.8.** Sediments are deposited at the mouths of rivers, contributing to formation of coastlines.
  - **B.9.** Waves and currents move sediment along the coastline.
  - **B.10.** Large amounts of sediment from one area can be deposited in other locations along the coast.

See Principle 4: A1  See Principle 1: C2

See Principle 1: B6
Principle 3: The ocean is a major influence on weather and climate.

Nearly all the water on Earth is stored in the ocean. The ocean, which covers over 70% of Earth’s surface, controls the weather by dominating Earth’s energy and water systems.

A. The ocean absorbs and holds much of the solar energy that reaches Earth.

A.1. The ocean absorbs and holds more heat than the land.

A.2. The ocean moderates coastal weather because the temperature of air masses over the ocean fluctuates less than the temperature of air masses over the land.

A.3. The uneven heating of Earth causes convection currents, the movement of air and ocean water, from one place to another.

A.4. Ocean currents move heat throughout ocean basins, which in turn, affects Earth's weather.

A.5. Warm ocean water warms the air. The warm air rises, creating a low pressure area. Winds are set in motion as air moves from high-pressure to low-pressure areas.

A.6. The ocean provides the energy for wind, which can produce severe weather, such as hurricanes and cyclones.

B. The ocean is an integral part of the water cycle. Solar energy absorbed by the ocean drives the water cycle.

B.1. Solar energy warms water in the ocean and causes it to evaporate. Most water in the air comes from the ocean.

B.2. Water in the air eventually cools, condenses into clouds, and returns to the ocean or the land as precipitation.

B.3. Most of the fresh water on Earth comes from water that evaporated from the tropical ocean.

B.4. Most of the water on land returns to the ocean through river runoff.

See Principle 6: B3
See Principle 1: B6
See Principle 6: B4
See Principle 1: A1
See Principle 1: B1
See Principle 6: A3
Principle 4: The ocean makes Earth habitable.

A. There is evidence that life started in the ocean.

A.1. There is fossil evidence that the first organisms on Earth were bacteria that lived in the ocean.

See Principle 2: A2

B. Most of the oxygen in the atmosphere originally came from the activities of photosynthetic organisms in the ocean.

B.1. Some organisms on land and in the ocean use carbon dioxide, water, and sunlight to make their own food. This process is called photosynthesis, and it releases oxygen.

See Principle 5: A6 and B3
See Principle 6: A5
**Principle 5:**
The ocean supports a great diversity of life and ecosystems.

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**Diversity of Ecosystem**

A. The ocean supports a great diversity of interconnected and interdependent ecosystems, each defined by the interaction of the physical environment and the community of organisms living there.

A.1. Coastal ocean ecosystems, (e.g., rocky seashores, kelp forests, and surface waters around the Arctic and Antarctic) that support the most life are mainly located in sunlit areas where the water is cold and nutrient-rich.

A.2. Phytoplankton, the base of most ocean food webs, flourish in coastal surface waters where there are plenty of nutrients and sunlight.

A.3. Estuaries—shallow coastal ecosystems where fresh water from rivers mixes with salt water from the ocean—are important nursery grounds for many different ocean organisms.

A.4. Coral reefs are productive ecosystems found in clear, warm, nutrient-poor, tropical water. Algae living inside the coral provide them with some of the nutrients they need to survive.

A.5. The open ocean ecosystem consists of the surface, midwater, and deep parts of the ocean away from the coast and sea floor bottom. Each of these areas is made up of entirely different physical characteristics and diverse communities of organisms.

A.6. The sunlit surface layers of the ocean are where the sun's energy is captured by photosynthetic phytoplankton (algae and bacteria). This layer only extends down about 200 meters.

A.7. The middle ocean layers are important living spaces for many organisms, such as large fish and jellyfish. There is not enough light to support photosynthesis here. This zone extends from 200 meters down to 1,000 meters.

A.8. Deep ocean ecosystems below 1,000 meters are in complete darkness and under extreme pressure.

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**Diversity of Life**

B. The ocean provides most of Earth's living space and supports a great diversity of life from the surface, through the water column, and down to the sea floor.

B.1. The great diversity of ecosystems in the ocean provides opportunities for organisms to develop a great diversity of adaptations, many of which are unique to organisms living in the ocean.

B.2. There are adaptations and life histories that exist only in the ocean due to unique environmental and physical properties, such as salinity, pressure, temperature, light, and density, that are associated with living in a liquid environment.

B.3. Adapations that help some organisms survive in the ocean include: blubber to retain heat, fins for swimming, gills for removing oxygen from water, collapsible lungs for deep diving, and acute hearing under water.

B.4. Migration (both horizontal and vertical) is a strategy used by marine organisms to help them respond to daily and seasonal changes in ecosystems, such as the seasonal availability of food, high and low tides, and escape from predators.

B.5. Organisms in the ocean exhibit an amazing variety of life cycles. Some undergo metamorphosis and have planktonic phases, some lay eggs, and others nurse their young.

B.6. There are many groups of organisms that occur in the ocean that do not occur on land or in fresh water, such as sea stars, squid, jellyfish, corals, many types of worms, and seaweeds.

B.7. The ocean supports a tremendous variety of sizes of organisms, from extremely small to the largest animal ever to live on Earth.

B.8. Most of the organisms in the ocean are microscopic. Photosynthetic microbes are the most abundant forms of life in the ocean.

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See Principle 1: B4

See Principle 2: B2

See Principle 3: B5

See Principle 4: B3

See Principle 5: B8
Principle 6:
The ocean and humans are inextricably interconnected.

**Uses of the Ocean**

A. The ocean provides basic support for all life, including human life.

A.1. The ocean is an important source of food for humans.

A.2. Food from the ocean includes organisms, such as fish, crab, and oysters, as well as prepared products that contain organisms, such as algae.

A.3. The fresh water that humans need is formed as a part of the water cycle when water evaporates from the ocean and returns to land as rain.

A.4. Humans use the ocean as a source for minerals, energy resources, and medicines.

A.5. Most of the oxygen humans breathe comes from photosynthetic organisms that live in the ocean.

A.6. Humans use the ocean for inspiration, recreation, and discovery.

**Where People Live**

B. The ocean has always influenced where the majority of the human population lives.

B.1. The ocean has influenced the evolution of human history.

B.2. Major coastal cities grow out of ports, which supported the transport and trade of goods and resources.

B.3. Humans use the ocean as a source for minerals, energy resources, and medicines.

B.4. Living near the ocean exposes people to tsunamis, hurricanes, and severe storms.

**Human Impact on the Ocean**

C. Humans impact the ocean in positive and negative ways.

C.1. The trash and pollutants people put into the environment affects the ocean and life in the oceans.

C.2. Putting chemical pollution into the ocean can poison fish and shellfish, and the people eating them.

C.3. Marine debris entangles ocean life, introduces chemical pollutants, and can become a hazard to navigation.

C.4. Pollution from cars and factories contributes to global climate change.

C.5. Overfishing can lead to the extinction of species.

C.6. Overfishing can help protect the ocean by allowing up space, riding their bikes, using public transportation, and eating seafood that is not overfished.

C.7. Individuals can take action to protect the ocean.

C.8. Individuals can help protect the ocean by picking up trash, riding their bikes, using public transportation, and eating seafood that is not overfished.

C.9. Public knowledge and opinion can greatly affect the choices that people make about the ocean.

C.10. Everyone can learn and influence other people about the wise use and protection of the ocean.

C.11. School clubs and after school groups can help educate and involve the community about the wise use and protection of the ocean.

C.12. Laws create marine sanctuaries, reserves, and marine protected areas that are intended to keep these ocean areas safe and healthy.

See Principle 3: B1
See Principle 7: B1
**Principle 7:**

**The ocean is largely unexplored.**

**People Explore the Ocean**

- **A.** Human interest has led to the exploration of and research about the ocean and its resources; 95% of the ocean, however, remains unexplored.

- **A.1.** People explore the ocean to learn and discover more about it for many different political, economic, scientific, and social reasons.

- **A.2.** In the past, people explored the ocean for reasons that included discovering new land, locating trading routes, searching for gold or silver, spreading religion, and expanding political power.

- **A.3.** Today we explore the ocean for reasons, such as to understand the climate, to assess the health of the ocean, to find medicine and food for humans, and to search for sources of energy (e.g., petroleum, natural gas, wind, wave, and tidal power).

- **A.4.** The future health of the ocean and our ability to use and benefit from its resources depends on our understanding of the ocean.

**Ocean Exploration Requires Collaboration**

- **B.** Ocean exploration is a collaborative process. It requires people with different areas of expertise and from different places and countries to work together, share knowledge, and use many types of technology to build a better understanding of the complex ocean system.

- **B.1.** People develop areas of expertise for careers and/or hobbies in ocean exploration. These careers and hobbies include scientists, engineers, filmmakers, photographers, divers, architects, boat crews, and technicians.

- **B.2.** Scientists specialize in different aspects of ocean exploration through the variety of topics they study (e.g., chemical, mechanical, and electrical engineering). They share their expertise as they work with other scientists and engineers.

- **B.3.** Engineers specialize in different aspects of ocean exploration through the variety of science topics they study (e.g., chemical, mechanical, and electrical engineering). They share their expertise as they work with other scientists and engineers.

**Ocean Exploration Requires Technological Innovations**

- **C.** Ocean exploration requires people to use creativity and knowledge to develop specialized tools because the ocean is so vast, and the human body and senses are not well adapted for life under water.

- **C.1.** Humans require specialized equipment for immersion in the water or for gathering information about the ocean without actually going under water.

- **C.2.** Humans are adapted to breathe air, and thus require special breathing equipment to explore under water (e.g., snorkels, SCUBA gear).

- **C.3.** Humans are adapted to function in air, and thus require special tools to see under water (e.g., masks, cameras).

- **C.4.** Humans require a certain amount of light to see, and thus require special lights to see deep in the ocean (e.g., dive lights).

- **C.5.** Humans are adapted to living on land, and thus require special tools for protection from the increasing pressure as we explore deeper into the ocean (e.g., human-occupied submersibles).

- **C.6.** Humans are adapted to survive within a particular range of temperatures, and thus require special equipment for protection from the cold temperatures in the ocean (e.g., wetsuits, dry suits, submersibles).

- **C.7.** Ocean scientists and engineers develop specialized technology that allows the collection of complex information over large areas of the ocean without actually going under water themselves, such as satellites, sensors, computers, and robots.
Principle 1: Earth has one big ocean with many features.

The ocean, which covers 70% of Earth's surface, is the defining feature of the planet.

Ocean Circulation

C. The ocean is one interconnected body of water that is integral to the water cycle, and is in constant motion in a global circulation system.

C.6. Currents transport heat, nutrients, and organisms throughout the ocean.

C.8. All major watersheds, from the Amazon River to melting glaciers, mix fresh and salt water when they meet the ocean, which contributes to the density differences that set ocean currents in motion.

Grades 6-8

A.1. Motion along the margins of tectonic plates creates physical features on the ocean floor and land.

A.2. Many of the physical features on the ocean floor are the result of the constant motion of the lithospheric plates that make up Earth's crust.

A.3. New lithospheric crust is generated at spreading centers while older, denser crust is recycled into the Earth's interior at subduction zones, creating various physical features.

A.4. Plate movement is primarily caused by the convection of hot fluids below Earth's crust.

A.5. Features on the ocean floor are highly varied, and include trenches, rift valleys, mid-ocean ridges, seamounts, islands, and continental shelves.

A.6. The temperature of ocean water can change due to adding or removing water (e.g., evaporation, melting glaciers, or inflow from rivers, streams, and rainfall).

A.7. During various times in Earth's geologic history, all of the continents have been joined into one supercontinent. A giant ocean, circled around the supercontinent.

A.8. The supercontinent broke apart along rift valleys to create new, smaller continents and ocean basins now known as the Pacific Ocean, Atlantic Ocean, etc.

A.9. The continents are still in motion today.

A.10. The salinity of ocean water can change due to adding or removing water (e.g., evaporation, melting glaciers, or inflow from rivers, streams, and rainfall).

A.11. Sea level rises as glaciers melt.

A.12. As water travels through the watersheds, it collects nutrients, salts, sediments, and pollutants and carries them into the ocean.

B. The size and shape of the ocean has changed over geologic time and continues to move and change.

B.1. Salts enter the ocean via erosion from land, volcanic emissions, reactions at the sea floor, and atmospheric deposition.

B.2. The freezing point of ocean water decreases as salinity increases; the salt of ocean water is more basic than fresh water.

B.3. Density differences between masses of water can cause currents.

B.4. Deep ocean currents are driven by density differences between masses of ocean water.

B.5. The salinity of ocean water can change due to adding or removing water (e.g., evaporation, melting glaciers, or inflow from rivers, streams, and rainfall).

B.6. The salinity of ocean water can change due to evaporation and cooling (e.g., heat from the sun or contact with ice).

B.7. The density of ocean water increases as salinity (amount of dissolved salts) increases and temperature decreases.

B.8. The wind, combined with Earth's rotation (Coriolis effect), drives surface currents in circular gyres in each ocean basin: clockwise in the Northern Hemisphere and counter-clockwise in the Southern Hemisphere.

B.9. Tides are mainly caused by the gravitational interaction between Earth, the moon, and the sun.

B.10. Uplifting, which occurs mostly on west coasts, brings nutrients from deep water to the surface zone where photosynthetic primary producers grow.

B.11. Currents are especially important in moving young organisms (larvae and juveniles) to populate new areas.

C.1. A global ocean circulation system is generated from tides and different types of currents moving the water.

C.2. As water travels through the watersheds, it collects nutrients, salts, sediments, and pollutants and carries them into the ocean.

C.3. The wind, combined with Earth's rotation (Coriolis effect), drives surface currents in circular gyres in each ocean basin: clockwise in the Northern Hemisphere and counter-clockwise in the Southern Hemisphere.

C.4. Tides are mainly caused by the gravitational interaction between Earth, the moon, and the sun.

C.5. Currents are especially important in moving young organisms (larvae and juveniles) to populate new areas.

C.6. Currents transport heat, nutrients, and organisms throughout the ocean.

C.7. Uplifting, which occurs mostly on west coasts, brings nutrients from deep water to the surface zone where photosynthetic primary producers grow.

C.8. All major watersheds, from the Amazon River to melting glaciers, mix fresh and salt water when they meet the ocean, which contributes to the density differences that set ocean currents in motion.

C.9. Sea level rises as glaciers melt.

C.10. As water travels through the watersheds, it collects nutrients, salts, sediments, and pollutants and carries them into the ocean.

C.11. Sea level rises as glaciers melt.

See Principle 2: A19

See Principle 7: A2
Principle 4: Grades 6-8

The ocean makes Earth habitable.

A. Life originally had an atmosphere containing gases toxic to most organisms; there was no life on land until oxygen became common in the atmosphere.

A.1. Earth originally had an atmosphere containing gases toxic to most organisms; there was no life on land until oxygen became common in the atmosphere.

A.2. Cyanobacteria (blue-green algae) living in the ocean evolved oxygen in Earth’s atmosphere through the process of photosynthesis, over many millions of years.

A.3. The oxygen produced by cyanobacteria was absorbed by the oceans and the land, which expanded into the atmosphere, where it formed the ozone that blocked much UV radiation from reaching Earth’s surface.

A.4. By 550 million years ago, oxygen and ozone levels in the atmosphere were high enough that terrestrial organisms could develop and survive.

B. Life started in the ocean, and the earliest evidence of life is found in ancient ocean sediments.

B.1. The fossil record of ancient lifeforms provides evidence for the theory that the ocean played an important role in the evolution of life on Earth.

B.2. Cyanobacteria (blue-green algae) are among the oldest fossils currently known on Earth. These 3 billion-year-old organisms evolved in the ocean, and are found in ancient ocean sediments.

B.3. Chloroplasts, which plants use to make food for themselves through photosynthesis, are a remnant of cyanobacteria.

B.4. Millions of different species of organisms on Earth today are related by descent from common ancestors that evolved in the ocean and continue to evolve today.

C. The ocean produces oxygen by organisms living on land and in the water.

C.1. Most of the oxygen consumed by organisms living on land and in the water is produced by photosynthetic organisms in the ocean.

C.2. The process of photosynthesis produces oxygen gas, while respiration and decay use oxygen.

Origin of Life

E. Oxygen production from photosynthesis is a key factor in understanding the evolution of life on Earth.
**Principle 2: Grades 9-12**

**The ocean and life in the ocean shape the features of the Earth.**

- Ocean currents are driven by wind and temperature differences, creating patterns of water movement that influence climate, weather, and other aspects of the Earth's systems.
- Oceanic plateaus are formed through the process of subduction, where tectonic plates move and interact, creating the formation of ocean basins and the floor of the ocean.
- Oceanic plates are the primary source of nutrients and energy, as they recycle carbon and nutrients from the ocean floor to the surface, fueling the productivity of marine ecosystems.
- Oceanic life is diverse and abundant, with species adapted to the unique conditions of the marine environment, including deep-sea vents, coral reefs, and polar ice shelves.
- Oceanic water is essential for the survival of marine organisms, providing the nutrients and oxygen necessary for life.
- Oceanic currents and water masses mix, creating the dynamic and ever-changing nature of the ocean environment.
- Oceanic life is interconnected, with species interacting and depending on one another for survival, creating complex food webs and ecosystems.
- Oceanic habitats are varied and diverse, including open oceans, coastal waters, and deep-sea trenches, each with its own unique characteristics and inhabitants.
- Oceanic life is threatened by human activities, such as pollution, overfishing, and climate change, necessitating conservation efforts to protect marine biodiversity.
- Oceanic ecosystems are vital for regulating climate, serving as carbon sinks, and providing important resources for human use, including food, energy, and medicines.

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**Feature:** Ocean Literacy Scope and Sequence For Grades K-12

- Ocean literacy is essential for understanding the natural world and the interdependencies of ecosystems, including marine environments.
- Ocean literacy promotes critical thinking, problem-solving, and scientific inquiry, encouraging students to question and explore their surroundings.
- Ocean literacy fosters a sense of stewardship and responsibility, teaching students the importance of conservation and sustainability in preserving the ocean for future generations.
- Ocean literacy is relevant to many aspects of life, including weather and climate, energy production, and food sources, making it a valuable and engaging subject for students.
- Ocean literacy is a cross-disciplinary field, integrating biology, chemistry, physics, and geography, providing a holistic view of the ocean and its impact on the Earth.
- Ocean literacy is a dynamic and ever-evolving field, with new discoveries and technologies continually expanding our knowledge of the ocean and its role in the world.

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**Ocean Literacy:**

- The ocean is a vital component of the Earth's systems, influencing climate, weather, and other aspects of the natural world.
- The ocean is a complex and dynamic environment, with diverse ecosystems and organisms adapted to its unique conditions.
- The ocean is a source of food, energy, and other resources, essential for human survival and well-being.
- The ocean is a critical component of the Earth's climate system, regulating temperature and weather patterns.
- The ocean is a crucial habitat for marine life, providing biodiversity and ecological services.
- The ocean is a vast and unexplored frontier, with new discoveries and technologies continually expanding our knowledge and appreciation for this essential resource.

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**For More Information:**

- NMEA (National Marine Educators Association)
- Ocean Literacy Project
- Ocean Literacy: Educating for a Blue Future

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**Special Report #3**

March 2020

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**Featuring:**

- Ocean Literacy Scope and Sequence For Grades K-12
- Ocean Literacy: Educating for a Blue Future
- NMEA (National Marine Educators Association)

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**55**
Principle 4: Grades 9-12

Oxygen Production

A. The accumulation of oxygen in Earth's atmosphere through photosynthesis was necessary for life to develop and be sustained on land.

A.1. All oxygen gas came originally from photosynthetic organisms in the ocean.

A.2. About 3 billion years ago, cyanobacteria, with the ability to use sunlight, water, and gases to synthesize organic molecules, produced oxygen gas as a waste product.

A.3. Until about 2.5 billion years ago, the majority of oxygen gas produced through photosynthesis was consumed in the process of oxidizing reduced compounds, forming vast sedimentary deposits, and changing the chemistry of the ocean and sediments.

A.4. Dissolved oxygen started to accumulate in the ocean when much of the free reduced compounds were oxidized.

A.5. The accumulation of oxygen in the ocean allowed for the development of aerobic bacteria that used oxygen in a new biochemical pathway, producing ATP more efficiently.

A.6. This energy efficient biochemical pathway that developed in aerobic bacteria, along with oxygen in the ocean, allowed for the development of complex oceanic eukaryotic cells about 2 billion years ago.

A.7. Between 2.3 and 2.4 billion years ago, the oxygen concentration in the ocean was high enough that it started to escape and accumulate in the atmosphere, where it formed ozone, blocking much of the UV radiation from reaching the Earth's surface.

A.8. Multicellular life, which requires high oxygen levels, developed about 1 billion years ago. By 550 million years ago, free oxygen and ozone levels were high enough to allow the development of terrestrial organisms.

A.9. Photosynthesis produces oxygen gas and is balanced by a loss of oxygen gas through respiration, decay of organisms, and oxidation of exposed minerals. The burial of some dead organisms in the sea floor sediments prevents their decay and keeps atmospheric oxygen near 20%.

A.10. There is no steady state of oxygen gas on geological time scales. Oxygen and carbon dioxide concentrations in the atmosphere change within relatively wide limits, controlled by a combination of biological, geological, and chemical processes.

Principle 4: The ocean makes Earth habitable.

Origins of Life

B. Life started in the ocean and the earliest evidence of life is found in ancient ocean sediments.

B.1. The millions of different species of organisms on Earth today are related by descent from common ancestors that evolved in the ocean and continue to evolve today.

B.2. The fossil record of ancient lifeforms provides evidence for the theory of evolution and the important role the ocean played in the evolution of life on Earth.

B.3. The first multicellular organisms to invade land from the ocean were plants, followed by arthropods. Later, organisms, such as bony-finned fishes, started moving between the shallows and the land. These fishes evolved into amphibians.

B.4. One dominant theory about the evolution of early lifeforms (prokaryotes) is that they evolved about 3.5 billion years ago near a hydrothermal vent in the ocean.

B.5. Most living organisms, including all animals, plants, fungi, and protists, are eukaryotes that evolved from prokaryotes.

See Principle 5: C17

See Principle 6: A3
Principle 5: Grades 9-12*

The ocean supports a great diversity of life and ecosystems.

1. Ocean life is not evenly distributed through time or space due to differences in abiotic factors such as oxygen, salinity, temperature, pH, light, nutrients, pressure, substrate, and circulation. A few regions of the ocean support the most abundant life on Earth, while the vast majority of the ocean does not support much life.

2. Ocean ecosystems are often composed of habitats and microhabitats that exist in discrete, vertically distributed zones. Vertical zonation exists as distinct horizontal layers of habitats or bands on the coastline and throughout the water column.

3. Ocean ecosystems are connected to each other in a macro food web. Over time, organisms move from one ecosystem to another as they grow, migrate, and die. Change in an ecosystem or an organism may have unpredictable effects on other ecosystems.

4. Ocean ecosystems support a large number of niches—risk of environmental conditions, including physical (e.g., temperature, depth) and biological (e.g., competitors, predators) under which an organism may live, and its role in the ecosystem (i.e., what it does and what it eats).

5. Ocean ecosystems support a great diversity of life and ecosystems. Many intertidal organisms are adapted to survive in zones that experience high tidal exposure or low oxygen levels. Many open ocean organisms are adapted to live only within distinct density layers or in areas defined by pressure or light levels. Many shallow coral species serve as the foundation of complex reef ecosystems.

6. Ocean ecosystems are defined by environmental factors and the community of organisms living there. Ocean ecosystems can be at risk due to changes in environmental conditions caused by human activities or natural events.

7. Ocean ecosystems with the greatest abundance of life occur where environmental conditions and/or adaptations allow for high levels of productivity. The ocean provides a vast, interconnected living space with diverse and unique ecosystems from the surface through the water column and down to the seafloor.

8. Ocean ecosystems are complex and interconnected systems that support a great diversity of life. The ocean supports a great diversity of life and ecosystems. The ocean provides a vast, interconnected living space with diverse and unique ecosystems from the surface through the water column and down to the seafloor.

9. Ocean ecosystems with the greatest abundance of life occur where environmental conditions and/or adaptations allow for high levels of productivity. The ocean provides a vast, interconnected living space with diverse and unique ecosystems from the surface through the water column and down to the seafloor.
Principle 5: Grades 9-12*

- The ocean provides a vast, interconnected living system, which connects and supports ecosystems from the surface to the ocean floor, through the water column and down to the sea floor.

- The diversity of ocean ecosystems varies for many habitats and adaptations of ocean organisms.

- Some ocean organisms have adaptations that allow them to stay near the sun's surface, while others require deep ocean adaptations (e.g., chemosynthetic bacteria).

- The ocean supports larger animals with food to eat for survival, growth, and development.

- There are varying levels of light in the ocean. Some ocean organisms have adaptations that allow them to stay near the sun's surface, while others require deep ocean adaptations (e.g., chemosynthetic bacteria) and others to stay near the bottom's surface (e.g., marine mammals).

- The ocean acts as a filter, and allows different wavelengths of light to penetrate to different depths: red, yellow, and orange light reach the surface, while blue and green light are absorbed deeper.

- Organisms in the ocean exhibit a wide variety of adaptations to survive in a variety of environments.

- Some ocean organisms have adaptations to living in the deep ocean.

- Marine organisms have adaptations that allow them to survive in extreme environments.

- Marine organisms are adapted to live in the ocean, which includes particular adaptations to a variety of habitats where there are only small fluctuations in air and temperature.

Principle 5 includes three flows (see pages 58 and 60).

*Principle 5 includes three flows (see pages 58 and 60).
Ideas from Teachers: Using the Ocean Literacy Framework

From the initial drafts to the final review, and every step along the way, classroom teachers have been integral to developing the Ocean Literacy Scope and Sequence for Grades K-12. They shared their pedagogical content knowledge—their professional judgment on how to transform subject-matter knowledge into forms accessible to the students being taught. This expertise was critical for breaking down the Ocean Literacy Essential Principles and Fundamental Concepts appropriately for each of the grade bands, showing connections between concepts, and then organizing the concepts in ways that represent increasingly sophisticated understanding. Several of these teachers offer insights on how they have or plan to use the Ocean Literacy Principles and the Scope and Sequence.

Pam Stryker, Elementary Teacher, Barton Creek School, Austin, Texas

All students love the ocean (and I love teaching it); but when I began teaching (38 years ago) there was very little guidance as to what was important for students to know about the ocean. Ocean units tended to be random collections of unrelated topics: whales, shells, sharks, etc. Slowly through attending marine education workshops and conferences, I began to see the big picture: the diversity of life that it supports, its function in so many of Earth’s natural cycles, and the role it plays in all of our lives (even if you live 200 miles from the shore). Ocean literacy is for everyone. The national and state standards act as general guides to the big concepts that need to be taught at each grade with little specificity. It is left to the districts and schools to interpret. With no guiding documents as to what is important to know about the ocean, ocean studies were usually relegated to coastal areas. The Ocean Literacy Principles show how the ocean impacts all of us, as well as how we impact the ocean. There is a global need to know and understand the ocean. The Ocean Literacy Scope and Sequence breaks down those big ideas into manageable pieces that can easily be aligned into local curriculums. Within our own district, we will be revising our science scope and sequence to the new Texas Essential Knowledge and Skills. As a part of the committee, I will be providing both the Ocean Literacy Principles and the Scope and Sequence documents and encouraging each grade level to incorporate them into their curriculum. After all, our Colorado River does flow right into the Gulf of Mexico, so what we do here, 200 miles away, does impact the ocean. We probably should know a little about it!

Mellie Lewis, Elementary Teacher, Howard Public Schools, Maryland

Scope and Sequence to extend the regular instruction of the Fifth Grade Elementary Science Curriculum. For example, one of the curriculum objectives is for students to identify components of the Chesapeake Bay ecosystem. Using the Scope and Sequence, and referring to Principle 5: The ocean supports a great diversity of life and ecosystems, I have a resource that will aid in developing grade-level appropriate and sequential lessons to extend the regular fifth grade science curriculum. Second, I will use the Scope and Sequence to develop curriculum and an instructional program for our before-school enrichment class for students in grades 3-5. Since I have not taught many of these students in the past, I am unaware of their science experience and background. I plan to use the Scope and Sequence to design a pre-assessment knowledge indicator, which will provide me with an understanding of my students’ background knowledge, so that I can build upon this to develop appropriate and sequential lessons.

Carmelina Livingston, Lead Science Teacher, St. Andrew’s School of Math and Science, Charleston, South Carolina

As a science teacher for elementary (K-5th) grades, the Ocean Literacy Scope and Sequence is a “blueprint of concepts that is both developmentally age and grade appropriate” for all students. The Scope and Sequence models the “basic to specific” and the “concrete to abstract” method of learning. When I plan for classroom instruction, both the Ocean Literacy Principles and the State Science Curriculum Standards are incorporated. The Ocean Literacy Principles are not considered as an extra set of standards or guidelines to teach students, but an integration of concepts that are age and grade appropriate in a sequential manner. For instance, in the state standards, students in grades K-2nd observe objects by using the senses and compare and classify objects based on properties. According to the Ocean
Literacy Principle 1, students observe the properties of ocean water. In this particular lesson, my goal for students is to apply the process skill of observation with the properties of ocean water. I design an investigation for students to explore salt water during a science lab lesson as one concrete way to practice this kind of learning. The Ocean Literacy Principles are a valuable asset for designing science experiences, and teachers are encouraged to use them to include ocean science in daily science instruction.

Gene Williamson, Retired Junior High/Intermediate schoolteacher, Beaverton, Oregon

In my 30 years of teaching, I never had any problem figuring out what to teach about ocean science. I've always been passionate about the subject matter and have kept up on the content. The thing that kept me up late at night—every year—was trying to decide in what sequence to present the concepts and topics that I wanted to teach. There are so many ways to organize instruction, and I learned the hard way that not all of them are good. I would have loved to have had the Ocean Literacy Scope and Sequence when I was teaching. It provides a map that shows how the ideas build on one another. It is an invaluable resource to beginning and experienced teachers.

Barbara Walton-Faria, Middle School Science Teacher and Curriculum Developer, Thompson Middle School, Newport, Rhode Island

I use the Ocean Literacy Principles to help develop curriculum and units of study for public school students in grades 6-8. By using the matrix to cross-reference specific Ocean Literacy Essential Principles and Fundamental Concepts with the National Science Education Standards, educators are able to expand their teachings about our ocean environment. It is not only possible, but easy to teach an entire middle school earth, life, or physical science course from an ocean perspective, using the matrix attached to the Ocean Literacy Principles.

Beth Jewell, High School Biology and Oceanography Teacher, Fairfax County Public Schools, Virginia

As a high school biology teacher, I use the Ocean Literacy Principles as I prepare my lessons and course of study for my students. Wanting to emphasize the importance of the ocean, I try to incorporate ocean topics in many of my biology lessons. The Ocean Literacy Scope and Sequence will make it easy for me to see where students have been and where I can take them. For instance, when teaching about photosynthesis I can follow Principle 4: The ocean makes the Earth habitable through the grade bands to build on what students have been taught in middle school and the direction I should be taking them. I can also use the Scope and Sequence as a guide, as my students and I plan and prepare grade-appropriate activities for 150 elementary students. In the fall of each school year, we organize an oceanography day camp for elementary students. My expertise is not at the K-5 level; however, this document steers me as I develop suitable learning experiences for the campers that build on what is being taught in their classrooms.
This set of matrices show how the Scope and Sequence aligns with the seven Essential Ocean Literacy Principles and 44 Fundamental Concepts. There is one matrix for each principle. For each matrix, the grade bands run horizontally across the top; the fundamental concepts for that principle run vertically along the left column. There are three levels of alignment (see bottom of page).

### How to Use the Ocean Literacy Alignment Matrix

#### 1. The Earth has one big ocean with many features.

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#### 2. The ocean and life in the ocean shape the features of the Earth.

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#### 3. The ocean is a major influence on weather and climate.

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#### 4. The ocean makes Earth habitable.

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#### 5. The ocean supports a great diversity of life and ecosystems.

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#### 6. The ocean and humans are inextricably interconnected.

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[blank] = no alignment  
= mentions concepts  
XX = addresses concepts in depth
### INDEX OF TOPICS

The following seven charts are an index of the topics in all 28 conceptual flow diagrams of the Scope and Sequence. There is one chart for each principle. For each chart, the major branches of topics on the conceptual flow diagrams for that principle run horizontally across the top; the grade bands run vertically along the left column.

<table>
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<td><strong>Geographic and Geologic Features</strong></td>
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<td>• Where fresh water is</td>
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<td>• Effect on life processes</td>
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The ocean and life in the ocean shape the features of the Earth.

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<th>Plate Tectonics</th>
<th>Rock Cycle</th>
<th>Biogeochemical Cycle</th>
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<td>• Biological weathering • Chemical weathering • Changing coastlines • Changing sea level • Erosion • Deposition • Landforms uncovered by sea level change • Physical weathering</td>
<td>• Earthquakes • Mountain formation • Subduction • Sea level change • Tectonic activities • Volcanoes • Uplift</td>
<td>• Coral reef formation • Igneous rock formation • Marine organisms contribute to rock formation • Metamorphic rock formation • Stromatolites • Sedimentary rock formation</td>
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<td>9th-12th</td>
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<td></td>
<td>• Continental plates • Erosion • Geologic features from subduction • Oceanic plates • Residence times • Subduction • Tectonic activity • Weathering • Accretion • Igneous processes • Sedimentation • Volcanism</td>
<td>• Carbon cycle • Elements in ocean water • Nitrogen cycle • Phosphorus cycle • Silica cycle</td>
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The ocean is a major influence on weather and climate.

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<th>Global Climate Change</th>
<th>Consequences of Global Climate Change</th>
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### The ocean is a major influence on weather and climate.

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<th>Consequences of Global Climate Change</th>
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<td>Condensation</td>
<td>Energy absorption</td>
<td>Atmospheric carbon dioxide</td>
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<td>Energy absorption</td>
<td>Evaporation</td>
<td>Human effects</td>
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<tr>
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<td>Energy absorption</td>
<td>Ocean currents move heat</td>
<td>Ocean absorption of CO₂</td>
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<td>Ocean currents</td>
<td>Precipitation</td>
<td>Heat fluctuation</td>
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<td>Wind energy</td>
<td>Runoff</td>
<td>Photosynthetic organisms</td>
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<td>Condensation</td>
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<td>Atmospheric warming</td>
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<td>Human effects</td>
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<td>Photosynthesis</td>
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<td><strong>9th-12th</strong></td>
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<td>Change in ocean circulation</td>
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<td>El Niño and La Niña</td>
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<td>Frequency and intensity of weather events</td>
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<td>Weather and climate patterns</td>
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<td>Wind energy</td>
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### The ocean makes Earth habitable.

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<th>Oxygen Production</th>
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<td>Water is necessary for life</td>
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<td>Where water is on Earth</td>
<td>Photosynthesis</td>
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<td>Bacteria</td>
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<td>Theory of evolution</td>
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<td>Earth's atmosphere</td>
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<td>Oxygen consumption</td>
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### The ocean makes Earth habitable.

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<td>• Prokaryotes and eukaryotes</td>
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<td>• Theory of evolution</td>
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<td>• Adaptations</td>
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### The ocean supports a great diversity of life and ecosystems.

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<th>Diversity of Ecosystems</th>
<th>Diversity of Life</th>
<th>Diversity of Life: Adaptations to Environmental Factors (9-12 only)</th>
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The ocean supports a great diversity of life and ecosystems.

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<th>Diversity of Life: Feeding Behaviors (9-12 only)</th>
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<td>Land to ocean transition</td>
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<td>Phyla found in the ocean</td>
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<td>Origins of life</td>
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### The ocean and humans are inextricably interconnected.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Uses of the Ocean</th>
<th>Where People Live</th>
<th>Human Impact on the Ocean and Atmosphere</th>
<th>The Ocean Affects Weather and Climate which Impacts People</th>
<th>Responsibility and Advocacy for the Ocean</th>
</tr>
</thead>
</table>
| K-2nd       | • Commerce  
• Food resources  
• Human benefits from the ocean  
• Recreation  
• Source of fresh water  
• Transportation  
• Water cycle | • Human population distribution  
• Weather impacts on humans | • Human impacts on changing shorelines  
• Pollution  
• Human efforts to protect the ocean  
• Recycling  
• Resource availability | | |
| 3rd-5th     | • Food resources  
• Natural resources  
• Source of fresh water  
• Source of oxygen  
• Recreation  
• Water cycle | • Commerce  
• Human population distribution  
• Recreation  
• Resources  
• Transportation  
• Weather impacts on humans | • Chemical pollution  
• Human efforts to protect the ocean  
• Human impacts on global climate change  
• Legal efforts to protect the ocean  
• Making informed decisions  
• Marine debris  
• Marine Protected Areas  
• Marine reserves  
• Marine sanctuaries  
• Ocean resources are finite  
• Overfishing | | |
| 6th-8th     | • Biotic resources  
• Food resources  
• Process of photosynthesis  
• Photosynthetic organisms  
• Marine fisheries  
• Sources of energy  
• Source of fresh water  
• Source of medicines  
• Source of oxygen  
• Source of salt | • Commerce  
• Exploration  
• Human cultures  
• Human history  
• Human population centers  
• Human population distribution  
• Recreation  
• Transportation  
• Weather impacts on humans | • Acid rain  
• Acid deposition  
• Aquaculture  
• Bycatch  
• Changing coastlines  
• Changing ocean temperature  
• Fisheries  
• Greenhouse gases  
• Human-made structures  
• Introduced species  
• Ocean acidification  
• Overfishing  
• Pollution  
• Watersheds | • Distribution of energy (heat)  
• Energy (heat) absorption  
• Climate change  
•Introduced species  
• Influencing policy decisions  
• Making informed decisions  
• Marine Protected Areas  
• Modifications to the landscape  
• Pollution  
• Reducing overfishing  
• Reducing habitat destruction  
• Sustainability | | |
The ocean and humans are inextricably interconnected.

<table>
<thead>
<tr>
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<th>Where People Live</th>
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<tr>
<td>9th-12th</td>
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<tr>
<td>Aquaculture</td>
<td>Careers</td>
<td>Algal blooms</td>
<td>Effect of changing weather and climate</td>
<td>Education</td>
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<td>Fisheries</td>
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<td>Biomagnification</td>
<td>Effect of natural disasters</td>
<td>Legal efforts to protect the ocean</td>
</tr>
<tr>
<td>Food resources</td>
<td></td>
<td>Burning fossil fuels</td>
<td>Effective natural disaster warnings</td>
<td>Making informed decisions</td>
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<td>Human impacts on the ocean</td>
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<td>Changing ocean temperature</td>
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<td>Marine Protected Areas</td>
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<tr>
<td>Non-renewable resources</td>
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<td>Effect of technological advances</td>
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<td>Marine reserves</td>
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<tr>
<td>Renewable resources</td>
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<td>Eutrophication</td>
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<td>Sources of energy</td>
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<td>Greenhouse gases</td>
<td></td>
<td>Reducing biological and biogeochemical changes</td>
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<tr>
<td>Source of fresh water</td>
<td></td>
<td>Human effect on global climate change</td>
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<td>Reducing overfishing</td>
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<tr>
<td>Source of medicines</td>
<td></td>
<td>Impact on humans of natural hazards</td>
<td></td>
<td>Reducing pollution</td>
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<tr>
<td>Source of mineral ores</td>
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<td>Human impact on ocean ecosystems</td>
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<td>Sustainability</td>
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<tr>
<td>Source of natural gas</td>
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<td>Human impact on topography</td>
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<td>Source of oil</td>
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<td>Human population growth</td>
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<td>Source of oxygen</td>
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<td>Hydrofluorocarbon emissions</td>
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<td>Source of salt</td>
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<td>Introduced species</td>
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The ocean is largely unexplored.

<table>
<thead>
<tr>
<th>Life on Earth Depends on the Ocean</th>
<th>People Explore the Ocean</th>
<th>Ocean Exploration Requires Collaboration</th>
<th>Ocean Exploration Requires Technological Innovations</th>
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<tbody>
<tr>
<td>K-2nd</td>
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<tr>
<td>Requirements for life</td>
<td>Asking questions</td>
<td>Communication of information</td>
<td>Human immersion</td>
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<td>Scientific investigation</td>
<td>Ecosystem health</td>
<td>Engineering careers</td>
<td>SCUBA</td>
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<td></td>
<td>Hobbies and careers</td>
<td>Making informed decisions</td>
<td>Tools for exploration</td>
</tr>
<tr>
<td></td>
<td>Making observations</td>
<td>Ocean hobbies</td>
<td>Tools for seeing underwater</td>
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<tr>
<td></td>
<td>Natural resources</td>
<td>Science careers</td>
<td>Tools for exploring ocean depths</td>
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<tr>
<td></td>
<td>Tools and technology</td>
<td>Sustainability</td>
<td>Tools for remotely collecting information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
<td>Tools for surviving cold temperatures</td>
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<tr>
<td>3rd-5th</td>
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<tr>
<td>Atmosphere</td>
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<td>Biosphere</td>
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<td>Ecosystem health</td>
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<td>Ecosystem interactions</td>
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<td>Lithosphere</td>
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<td>Natural resources</td>
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<td>Reasons for exploring</td>
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<td>Spirit of exploration</td>
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<td>Environment</td>
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<td>Exploration</td>
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</table>
### Join Us in Developing Supplements to Expand Ocean Literacy

There are two active efforts to develop supplements that will expand the scope of *Ocean Literacy: The Essential Principles of Ocean Sciences K-12*. The Traditional Knowledge Committee of the National Marine Educators Association is spearheading the development of a guide to Traditional Ecological Knowledge about the Ocean. If you are interested in joining this effort, please contact committee co-chairs Sylvia Spalding and Don Hudson at sylvia.spalding@noaa.gov or donhudson@chewonki.org.

COSEE Great Lakes is developing a Great Lakes supplement that will describe the essential principles and fundamental concepts necessary to understand this complex aquatic ecosystem in the center of the continent. Please contact Rosanne Fortner, Director, COSEE Great Lakes at fortner.2@osu.edu for additional information.

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<table>
<thead>
<tr>
<th>7</th>
<th>The ocean is largely unexplored.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life on Earth Depends on the Ocean</td>
<td>People Explore the Ocean</td>
</tr>
<tr>
<td>6th-8th</td>
<td>• Advances in research and technology</td>
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<td></td>
<td>• Climate research</td>
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<td></td>
<td>• Collecting long-term data</td>
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<tr>
<td></td>
<td>• Discovering natural resources</td>
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<td>• Discovering new habitats</td>
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<td>• Discovering new species</td>
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<td>• Human benefits from discovery</td>
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<td>• Human impacts on the ocean</td>
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<td>• Ocean geography</td>
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<td>9th-12th</td>
<td>• Advances in research and technology</td>
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<td>• Collecting long-term data</td>
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<td>• Human impacts on the ocean</td>
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<td>• Sustainability of resources</td>
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<td>• Use of resource</td>
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</table>
The following chart shows how the Scope and Sequence aligns with the science standards for grades 3-8 for New York State. The columns are the principles and major strands of concepts on the conceptual flow diagram for that principle; the rows are the state standards. For New York, there are multiple standards underlying each key question. There are three levels of alignment:
- [blank] = no alignment
- x = aligns with one standard
- XX = aligns with multiple standards

<table>
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<td>A B</td>
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<tr>
<td>What are some of the properties of matter?</td>
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<td>x</td>
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<tr>
<td>What are some ways that energy can be transformed from one form to another?</td>
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<tr>
<td>How do simple machines help us move objects?</td>
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<td>How are plants and animals well-suited to live in their environments?</td>
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<td>x x XX</td>
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<td>Grade 4</td>
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<td>A B</td>
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<td>A B C</td>
<td>A B C</td>
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<tr>
<td>What role do plants and animals play in their environment?</td>
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<td>x x x x</td>
<td>x x x</td>
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<tr>
<td>What are the properties of electricity and magnetism?</td>
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<td>What makes water so special?</td>
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<td>How do natural events affect our world?</td>
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<td>xx</td>
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<td>Grade 5</td>
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<td>A B</td>
<td>A B</td>
<td>A B C</td>
<td>A B C</td>
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<tr>
<td>How do scientists gather and share information?</td>
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<td>What are the processes that help shape the land?</td>
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<td>x x</td>
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<tr>
<td>How does nutrition and exercise affect our health?</td>
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<tr>
<td>How are plants and animals in an ecosystem connected?</td>
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<td>x x x x x</td>
<td>XX x</td>
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<td><strong>Grade 6</strong></td>
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<td>A B C</td>
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<tr>
<td>How does energy play a role in our lives? How do machines impact our lives?</td>
<td>X x</td>
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<tr>
<td>How do matter and energy interact to produce weather patterns?</td>
<td>X x</td>
<td>XX XX</td>
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<td>X</td>
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<tr>
<td>How does the transfer of matter and energy through biological communities support diversity of living things?</td>
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<td>X x x x XX x x x</td>
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<tr>
<td>How is interdependence essential in maintaining life on Earth?</td>
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<td>X</td>
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<tr>
<td>How do we as scientists gather and interpret evidence that Earth is continually changing?</td>
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<td>XX x XX x X</td>
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<td>How do the properties and interactions of matter and energy explain physical and chemical change?</td>
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<td>How do human body systems function to maintain homeostasis?</td>
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<td>How is homeostasis maintained in other organisms?</td>
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<td>X x XX</td>
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<td>A B C</td>
<td>A B C</td>
<td>A B C</td>
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<tr>
<td>How does life on Earth continue and adapt in response to environmental change?</td>
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<td>X x X</td>
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<td>How do we apply the laws of motion to explain the movement of objects on Earth?</td>
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<tr>
<td>What roles do forces play in the patterns and stability of the solar system?</td>
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<td>How does human consumption of resources impact the environment and our health?</td>
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<td>X XX XX X XX</td>
</tr>
</tbody>
</table>

*Note: X indicates a standard is met, and XX indicates an intermediate standard is met.*
ABOUT THE CONTRIBUTORS AND CREDITS

CONTRIBUTORS

**Beth Jewell** teaches Honors Biology and Oceanography in a suburban high school in Fairfax county, Virginia. Her life’s journeys have taken her to the Bering Sea as a NOAA Teacher at Sea participant, to Japan as a Fulbright Master Teacher, and to NOAA’s Office of Education as an Einstein Fellow.

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**Catherine Halversen** is Co-Director of the Marine Activities, Resources & Education (MARE) program, Co-Director of COSEE California, and Director of the Communicating Ocean Sciences to Informal Audiences (COSIA) program at the Lawrence Hall of Science. She has led the implementation of the Communicating Ocean Sciences courses throughout the National COSEE Network.

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**Craig Strang** is Associate Director of Lawrence Hall of Science at the University of California, Berkeley, Director of COSEE California, and founding Director of the Marine Activities, Resources & Education (MARE) Program. He is currently on the NMEA Board of Directors Executive Committee and Chairs the NMEA Ocean Literacy Committee.

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**Lynn Uyen Tran** is a Research Specialist at the Lawrence Hall of Science where she conducts educational research and also serves as Center Manager of COSEE California and Project Manager for the COSIA program. Her research focuses on how students understand ocean sciences, and on the professional knowledge of informal science educators.

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**Project Leadership Team:** Catherine Halversen, Sarah Schoedinger, Craig Strang, Lynn U. Tran, Peter Tuddenham, Lynn Whitley

**Technical Coordination of Online Review:** Scott Carley and William Bragg

**Cross-References, Alignment Matrix, Index of Topics, NY Standards Correlations:** Noelle Apostol, Lawrence Hall of Science; Emily Griffen, Lawrence Hall of Science; Catherine Halversen, Lawrence Hall of Science; Sarah Pedemonte, Lawrence Hall of Science; Craig Strang, Lawrence Hall of Science; Lynn U. Tran, Lawrence Hall of Science; Emily Weiss, Lawrence Hall of Science; Maia Wilcox, Lawrence Hall of Science

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**Technical Support for Online Reviews:** William Bragg, College of Exploration

**Photo Credits:** Banana Slug String Band, Current Publishing, Beth Jewell, Mele Lewis, Janice McDonnell, Laura Murray, Craig Strang, Barbara Walton-Faria, Lynn Whitley, Gene Williamson
Ocean Literacy Website

Ocean Literacy
AN UNDERSTANDING OF THE OCEAN’S INFLUENCE ON YOU AND YOUR INFLUENCE ON THE OCEAN

For the latest information on the Ocean Literacy Campaign, please visit the new Ocean Literacy Website: www.oceanliteracy.net

You can:
• Connect with colleagues
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• Download copies of the Ocean Literacy Scope and Sequence
• Order Ocean Literacy Principles

• Grab Powerpoint slides for presentations
• Read this NMEA Special Report online
• Keep up with ocean research
• Add your own accomplishments
• Find out how to get involved

JOIN NMEA

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
<td>Any full-time student. 1 year–$20</td>
</tr>
<tr>
<td>ACTIVE</td>
<td>Any person who supports the goals of NMEA. 1 year–$50; 2 years–$78; 3 years–$118</td>
</tr>
<tr>
<td>CHAPTER AFFILIATE</td>
<td>Any person who belongs to a regional chapter. 1 year–$45; 2 years–$68; 3 years–$103</td>
</tr>
<tr>
<td>FAMILY</td>
<td>Active members receiving only one set of mailings per household. 1 year–$75</td>
</tr>
<tr>
<td>ASSOCIATE</td>
<td>Any person providing additional support to NMEA. 1 year–$65</td>
</tr>
<tr>
<td>ASSOCIATE</td>
<td>Any personal providing substantial additional support to NMEA. 1 year–$100+</td>
</tr>
<tr>
<td>LIFE</td>
<td>Any person who wishes to join as an active member for life. $600 or more</td>
</tr>
<tr>
<td>INSTITUTIONAL</td>
<td>Any active nonprofit organization with goals similar to NMEA. 1 year–$50</td>
</tr>
<tr>
<td>CORPORATE</td>
<td>Any company or organization involved with the marine education market. $300 or more</td>
</tr>
</tbody>
</table>

NAME ____________________________________________
TITLE/OCCUPATION __________________________________
ADDRESS __________________________________________
CITY/STATE/ZIP _____________________________________

Foreign Memberships: please add $5.00 (U.S. Funds)

If joining as a student, please complete the following:

SCHOOL __________________________________________

INSTRUCTOR SIGNATURE ________________________________

Please make check payable to NMEA and mail with this form to: NMEA, P.O. Box 1470 Ocean Springs, MS 39564-1470

phone: (228) 819-8893 • e-mail: johnette.bosarge@usm.edu

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INTRODUCTORY TEXT

INTRODUCTION

From the Principles to the Scope and Sequence: A Brief History of the Ocean Literacy Campaign
Ocean Literacy Scope and Sequence Honor Roll
Impacts of the Ocean Literacy Principles
Scientist and Educator Partnerships and Ocean Literacy: Creating a New Community of Practice
Research on Learning and Teaching Ocean and Aquatic Sciences
Developing the Ideas of Ocean Literacy Using Conceptual Flow Diagrams
Introduction to Conceptual Flow Diagrams: Ocean Literacy Scope and Sequence
Conceptual Flow Diagrams:
Grades K-2
Grades 3-5
Grades 6-8
Grades 9-12
Ideas from Teachers: Using the Ocean Literacy Framework
How to Use the Ocean Literacy Alignment Matrix
Index of Topics
Alignment of Scope and Sequence with New York State Standards for Grades 3-8
About the Contributors and Credits
Ocean Literacy Website

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