

OCEAN EXPERT EXCHANGE EDUCATOR RESOURCES

TOPIC – *Secrets of Sargassum*

FEATURED EXPERT – ***Dr. Brian Lapointe of FAU Harbor Branch Oceanographic Institute***

RELATED LEARNING STANDARDS

OCEAN LITERACY PRINCIPLES - **Principle #5:** The ocean supports a great diversity of life and ecosystems.

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

NEXT GENERATION SUNSHINE STATE STANDARDS -

- SC.4.L.17.4:** Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.17.1:** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.7.N.1.5:** Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.
- SC.7.L.17.3:** Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
- SC.8.N.4.1:** Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
- SC.8.N.4.2:** Explain how political, social, and economic concerns can affect science, and vice versa.
- SC.912.E.7.8:** Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.
- SC.912.L.17.4:** Describe changes in ecosystems resulting from seasonal variations, climate change and succession.
- SC.912.L.17.8:** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.
- SC.912.L.17.16:** Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gasses, ozone depletion, and surface and groundwater pollution.

SUPPLEMENTAL RESOURCES

- Reading – ANGARI Foundation [Meet Brian Lapointe](#) (Grades 6-12)
- Reading – Florida Atlantic University [Too Much of a Good Thing](#) (Grades 8-12)
- Infographic – NOAA National Ocean Service [Sargassum: From Sea to Shore](#) (Grades 6-12)
- Resource Library – GEO Blue Planet et al. [Sargassum Information Hub](#) (Grades 6-12)
- Resource Library – University of South Florida [Satellite-based Sargassum Watch System](#) (Grades 9-12)
- Resource Library – CARICOOS [Sargassum Tracker](#) (Grades 9-12)
- Citizen Science Program – Florida International University [Sargassum Watch](#) (Grades 4-12)
- Reading – NOAA CoastWatch [Sargassum FAQs](#) (Grades 8-12)
- Reading – NOAA Climate.gov [Extreme climate event in N. Atlantic may have kicked off Sargassum...](#) (Grades 6-12)
- Video Short – Al Jazeera [Atlantic Sargassum belt: Seaweed bloom affecting coast of Florida](#) (Grades 6-12)
- Video Short – CBC News [Tracking the massive mound of seaweed stinking up beaches](#) (Grades 6-12)
- Video Short – Smithsonian [The Astounding Length of Seaweed in the Sargasso Sea](#) (Grades 4-12)
- Video Short – Nat Geo WILD [Seaweed Sanctuary| Florida Untamed](#) (Grades 4-12)
- Video Short – Monterey Bay Aquarium Research Institute [Big changes in the Sargasso Sea](#) (Grades 6-12)
- Video – nature [Drowning in seaweed: How to stop invasive Sargassum](#) (Grades 7-12)
- Video Shorts/Lessons – PBS [5,000-mile-long mass of seaweed coming to shore](#) & [Sargassum Secrets](#) (Grades 6-12)
- Lessons – NOAA Teacher at Sea [Sargassum Hide-n-Seek Unit](#) (Grades 3-5)
- Lesson – NOAA Ocean Explorer [The Sea with No Shores](#) (Grades 5-6)