



## Open Ocean

### Concepts

What is the open ocean? What do we know about the open ocean?

### Standards Addressed

None

### Duration

20 min

### Source Material

PRISM

### Vocabulary

Open Ocean

## The Open Ocean – Pre-Unit

### Summary

Students conduct a pre-assessment and are introduced to what the open ocean is.

### Objectives

1. Conduct Pre-assessment
2. Define the open ocean.

### Materials

Pre-assessment Test

### Making Connections

This session is meant to introduce the students to the open ocean environment and test their knowledge about the open ocean environment prior to the unit.

### Background

Our oceans are vast areas of water that span thousands of miles and may be several miles deep in some places. There are several different types of habitat in the ocean, including reefs, lagoons, estuaries, trenches and the open ocean. In many areas of the world you may have to go many miles from land to reach the open ocean. However, in Hawaii the open ocean environment may be within a “baseball throw” from shore. For this unit we will define *the open ocean as any area outside the reef where you cannot see the bottom*. The pre-assessment test is designed around some of the key concepts that students should learn about the open ocean in this unit. Ideally the instructor will conduct this test at the end of the unit to assess concept communication and attainment. However the test also introduces the students to the key concepts and sparks their interest in the unit.

### Preparation

Print one copy of pre-assessment test per student.

(Optional): Decorate classroom with ocean colors and organisms. May use the materials included in this unit such as fish cards and ocean maps.

### Procedure

Define the open ocean for the students using the background information above. You may want to refine the definition using the student’s suggestions and display their definition of the open ocean throughout the unit. Conduct pre-assessment test.



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Remind students that although they may not know the answer they should at least attempt one. Students may have trouble understanding all the questions. If you have time you should continue on to lesson # 1's brainstorm.