

# **Ocean Literacy Principles and the link to Georgia Standards of Excellence**

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## **Questions:**

- \*When are Georgia public school students first exposed to ocean literacy concepts in their curriculum?**
- \*Where are the curriculum gaps between ocean literacy principles and GSE?**
- \*How can we best advocate to integrate Ocean Literacy into GA curriculum?**

# **Disclaimer!**

**-one person**

**-document needs peer review**

**-format can be modified**

# Alignment: OLP and GSE

OMG

<https://docs.google.com/document/d/1m77R1M0kPUnhvue2B9IY-zEoHnmF7tLj2z60hki9TP0/edit?usp=sharing>

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# When are Georgia public school students first exposed to ocean literacy concepts in their curriculum?

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The OLP are first specifically addressed at the 3 grade level when Coastal Georgia is mentioned in the curriculum.

























They are found then at the middle level and not specifically addressed again until high school environmental science.

































\*I looked at the specific principles for each grade level when determining if there was alignment between the principles and GA GSE

Specifically addressed:

Could be integrated as a supporting concept for a standard:

Not applicable:

Ocean Literacy Principle	Elementary	Middle School	High School
Principle 1: Earth has one big ocean with many features.	K-2:  3-5: 	Grade 6:  Grade 7:  Grade 8: 	Biology:  Environmental Science:  Oceanography: 
Principle 2: The ocean and life in the ocean shape the features of earth.	K-2:  3-5: 	Grade 6:  Grade 7:  Grade 8: 	Biology:  Environmental Science:  Oceanography: 
Principle 3: The ocean is a major influencer on weather and climate.	K-2:  3-5: 	Grade 6:  Grade 7:  Grade 8: 	Biology:  Environmental Science:  Oceanography: 

<p>Principle 4: The ocean makes earth habitable.</p> <p>Activity for Workshop.pdf</p>	<p>K-2: </p> <p>3-5: </p>	<p>Grade 6: </p> <p>Grade 7: </p> <p>Grade 8: </p>	<p>Biology: </p> <p>Environmental Science: </p> <p>Oceanography: </p>
<p>Principle 5: The ocean supports a great diversity of life and ecosystems.</p>	<p>K-2: </p> <p>3-5: </p>	<p>Grade 6: </p> <p>Grade 7: </p> <p>Grade 8: </p>	<p>Biology: </p> <p>Environmental Science: </p> <p>Oceanography: </p>
<p>Principle 6: The ocean and humans are inextricably connected.</p>	<p>K-2: </p> <p>3-5: </p>	<p>Grade 6: </p> <p>Grade 7: </p> <p>Grade 8: </p>	<p>Biology: </p> <p>Environmental Science: </p> <p>Oceanography: </p>
<p>Principle 7: The ocean is largely unexplored.</p>	<p>K-2: </p> <p>3-5: </p>	<p>Grade 6: </p> <p>Grade 7: </p> <p>Grade 8: </p>	<p>Biology: </p> <p>Environmental Science: </p> <p>Oceanography: </p>

**NOT SO FAST MY FRIEND**





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# Where are the curricular gaps between ocean literacy principles and GSE?

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\*The OLP are first specifically addressed at the 3 grade level when Coastal Georgia is mentioned in the curriculum.

\*They are found then at the middle level and specifically addressed again in the Oceanography and Environmental Science GSE.

\*There are curricular gaps in the science GSE in terms of spiraling. Ocean literacy principles build off concepts and, as far as I can tell, no concepts “disappear.”

\*Global climate change is ALL OVER the GSE but NOT SPECIFICALLY LINKED TO OUR OCEAN!!!

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# How can we best advocate to integrate Ocean Literacy into GA curriculum?

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\*Grass roots efforts to bring OLP's to classroom teachers

What does that look like?

Changing classroom mindsets

GAME conferences

Increased membership/access to resources

GAME presentations at GSTA/NSTA/NBTA

Local "mini" conferences/day workshops

\*Communication with curricular specialists at the state level

Advocate for specific vernacular and terms to be used in creation of standards

**THANK YOU :)**

