

MAST ACADEMY OUTREACH

MIDDLE SCHOOL PROGRAM

Adventures Aboard The Land SHARC (Science Hands-On And Related Careers)

On-Site Package



MAST Academy

Maritime and Science Technology High School

Miami-Dade County Public Schools

Miami, Florida

MAST ACADEMY OUTREACH
LAND SHARC MIDDLE SCHOOL ON-SITE HIGHLIGHTS PACKET
TABLE OF CONTENTS

Wet Lab Docks

<i>Communications Specialist: Every Picture Tells a Story</i>	1
<i>Chemical Oceanographer: Watery Wanderings</i>	2
<i>Marine Biologist: Sponges</i>	3
<i>Marine Biologist: Turtle Grass Community</i>	4

Computer Docks

<i>Marine Biologist: Coral Reefs: Living Communities</i>	5
<i>Physical Oceanographer: Tracking Manatee Movement</i>	6



The “thinking” symbol appears beside all critical thinking questions. Teamwork will be required to answer these questions.

“EVERY PICTURE TELLS A STORY”

1. You will document your experience aboard the Land SHARC by using the digital camera to take two photos of any of the Land SHARC docks and then writing about your photographs.
2. Look around and find something you want to photograph. If you are waiting to use the camera, you can look around, decide on what you want to photograph and start writing your story (see #3 below) before you take your photographs.
3. Write a story about each photograph. Use complete sentences in your story. Think about who or what is in your picture. If a person is in your photograph, what is he or she doing? If a computer is in your photograph, what is on the screen? If a piece of equipment or an instrument is in your photograph, what is it used for?

FIRST PHOTOGRAPH

This is a photograph of _____

SECOND PHOTOGRAPH

This is a photograph of _____

(When finished, go to page 2, the “Watery Wanderings” Dock.)

"WATERY WANDERINGS"

Refractometer: The normal salinity of sea water ranges from 30 - 35 parts per thousand (ppt). Brackish water is a mixture of freshwater and seawater and tends to have a much lower salinity. Pure water has a salinity of zero.

Follow the directions on the table to use the refractometer to measure the salinity of the water in the beaker and then answer the following questions.

1. What is the salinity of the water you tested? _____ parts per thousand
2. Is the water you tested seawater, brackish water, or pure water? _____

Hydrochloric Acid Test: Read the information about calcium carbonate before doing the next test. Calcium carbonate is found in many living things or parts of once living things such as shells from snails, clams, etc. It has the chemical formula CaCO_3 . **Hydrochloric acid is used as a test for CaCO_3 .** The chemical formula for hydrochloric acid is HCl . **If hydrochloric acid is added to a substance containing calcium carbonate, a chemical reaction occurs releasing the gas carbon dioxide (CO_2) and you will see bubbling.** You are going to test two samples of sand to see if calcium carbonate is present. One sample is from South Florida which has many shell pieces in it. The other sample is quartz sand and has no shell pieces in it.

Follow the directions for the hydrochloric acid test and answer the following questions.

PUT ON GOGGLES FOR SAFETY!

3. In which test tube do you see CO_2 being released? (Circle your answer.)
(A) quartz sand OR (B) South Florida sand



4. Which sand has CaCO_3 in it? (Reread the paragraph above about the Hydrochloric Acid Test.)



5. Where does the CaCO_3 in South Florida sand come from?

(When finished, go to page 3, the "Sponges" Dock.)

"SPONGES"

Sponges are in the phylum called Porifera. This is because they all have pores that create a lot of empty space inside. This allows sponges to hold large amounts of water in comparison to their weight. Sponges have needle-like spicules throughout their bodies that are composed of hard substances like calcium carbonate or silica. Different types of sponges have different types of spicules. Observe the sponge spicules using the compound microscope. Compare what you see to the spicule drawings below.

1. **Circle the drawing that is similar to the spicules you see in the microscope.**

a.



b.



c.



d.



2. **Spicules help to maintain the shape of the sponge. If the sponge had no spicules, how would the weight of water it absorbs change its shape?** _____

Follow the directions to find out just how much water a sponge can hold. Directions for using the balance are on the laminated poster on the table.

3. Place a small piece of dry sponge on the balance scoop and find its weight.

What does the dry sponge weigh? _____ g.

4. Place the piece of sponge in the beaker of water. Remove the wet sponge from the beaker and squeeze out extra water. Place the wet sponge on the balance and find its weight.

What does the wet sponge weigh? _____ g

5. To find the weight of the water in the sponge, subtract the weight of the dry sponge from the weight of the wet sponge.

The weight of the wet sponge _____ g

minus the weight of the dry sponge _____ g

equals the weight of the water _____ g

6. Sponges can hold more water than their own weight. To find how much water the sponge is holding in comparison to its weight, divide the weight of the water by the weight of the dry sponge.

weight of water (divided by) _____ = _____ **The sponge can hold this many times its weight in water.**

(When finished, go to page 4, the "Turtle Grass Community" Dock.)

"TURTLE GRASS COMMUNITY"

Choose any 3 of the marine organisms (living things) and complete the chart below. Refer to the information on the poster located on the table to answer the questions in the last 2 columns.



Drawing of Organism

What phylum is it in?

What does your organism have in common with other organisms in the same phylum?

Read the information about seagrasses on the poster located on the table to answer the following questions.



- 1. Turtle grass (and other sea grasses) provide many things for the organisms that live in their community. Name two (2) reasons that sea grasses are so important and should be protected.**




- 2. Name two reasons why Florida's valuable sea grasses are disappearing at an alarming rate.**

(When finished, go to page 5, the "Coral Reefs: Living Communities" Dock.)

CORAL REEFS: LIVING COMMUNITIES

Before you is the command deck of your coral reef exploring submarine. Here will learn about the environmental conditions needed for coral reefs to survive.

1. Turn on the headphones and place them on your head.
2. Click on “Living Communities,”  the third orange icon from the left in the middle of the screen.
3. Click on the globe at the upper left-hand side of the screen to see a video about coral reefs. Answer the following questions:

Question 1 – There are few seasonal changes in water around coral reefs. True False

Question 2 - Water around coral reefs must be clear for sunlight to penetrate. True False

Question 3 - There is little species diversity in a coral reef. True False

4. After viewing the video, click twice on the black arrow in the bottom right-hand corner of the screen.
5. You will see a map with shaded areas representing locations of coral reefs around the world. Answer the following questions:

Question 4 – Coral reefs are primarily located between what two latitude lines? (circle two)

Equator

Tropic of Cancer

Tropic of Capricorn


Question 5 – What are the two states in the United States where coral reefs are found?


6. Click on “Temperature” at the top of the screen.


Question 6 – Most coral reefs need temperatures above _____ °C or _____ °F to survive.

7. Click on “Salinity.”

Question 7 – Which salinity range do most coral reefs prefer? _____

8. Click “Living Communities,”  the icon in the lower left corner of the screen to go back to the lab.

9. Click on the sub icon  in the lower left corner of the screen to go back to the sub.



10. Click on “Change and Evolution,”  the 6th orange icon from the left.

11. Click on the aquarium at the top left of the screen to view the video “Coral Stresses.” Answer the following questions:

Question 8 – Where are most stressed reefs located? _____

Question 9 - Name one natural phenomena that causes coral stress. _____

Question 10 – Name one human produced stress of corals. _____

12. When you are finished, click on “Change and Evolution,”  the icon at the lower left of the screen.
13. Click on the sub icon  at the lower left corner of the screen to go back to the sub.
14. Turn off headphones and return them to the pegs.

(When finished, go to page 6, the “Tracking Manatee Movement” Dock.)

“TRACKING MANATEE MOVEMENT”

Scientists study manatees using radio telemetry. A tracking device that transmits radio signals allows scientists to track the movements of manatees. In this activity, you will track 3 manatees to see their location during one month. Pay attention to the landmarks such as the power plant, marina and farm.

1. Click on Mighty Mo on the left side of the screen
2. Look at the right side of the screen and click on the month that is showing.
3. Change to a different month and write it here. _____
4. Look at the box that says Signal Strength. When you click on the yellow knobs on either side of the compass, the signal strength changes.
5. Click on the yellow knobs until the signal strength is as far to the right as possible.
6. Click on the **PLOT** button. A black line is drawn in the direction of the manatee.
7. Click and drag the boat away from the line just drawn.
8. Repeat steps 5 and 6.
9. The location of the manatee is where the 2 black lines intersect. Answer Question 1 below.
10. Click on Pee Wee and find his location as you did for Mighty Mo. Answer question 2.
11. Repeat these steps to find Big Dave’s location. Answer Question 3.

Question 1 – What is the location of Mighty Mo? (Circle your answer.)

In the Open Bay In the Seagrass Near the Marina Near the Power Plant Near the Farm
(the unshaded water) (the shaded water area)

Question 2 – What is the location of Pee Wee? (Circle your answer.)

In the Open Bay In the Seagrass Near the Marina Near the Power Plant Near the Farm
(the unshaded water) (the shaded water area)

Question 3 – What is the location of Big Dave? (Circle your answer.)

In the Open Bay In the Seagrass Near the Marina Near the Power Plant Near the Farm
(the unshaded water) (the shaded water area)

Manatees need water temperatures of at least 68 degrees to survive so they spend winters near natural springs, where temperatures stay near 70 degrees. They also spend winters near power plants because water near power plants is above 68 degrees. This is because, as water is used to cool the power plants, it becomes warmer as it circulates through the plant. However, as coal-fired power plants age, they are either being closed down or upgraded to use cooling methods that don’t require water.



Question 4. During the month you selected, were any of the manatees near the power plant? _____

Question 5. a. If you answered yes to question 4, what do you think attracted them to the power plant? _____

b. If you answered no to question 4, during what months would you expect the manatees to be near the power plant? _____

Why? _____



Question 6. What do you think could happen to manatees if many older power plants were closed? _____

(When finished, go to page 1, the “Every Picture Tells a Story” Dock.)

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03