

20,000 Fathoms

Taken from Fifer, F. & Ledbetter, C. (2000). *Penny Ante Science*®. Dallas: SCE Associates.

Use these **extensions** to inspire your own creativity to integrate these activities into your present curriculum.

Ecology: As the sea floor changes, so does the area in which organisms can live. As the water gets deeper and deeper, organisms are less reliant on light for photosynthesis and have developed other strategies for manufacturing their own food. There are animals living near vents in the ocean floor that are distinctly different from those found in any other areas of the ocean. How does the profile you have constructed impact what organisms can live in the areas?

Geology: Many places in the ocean are so deep that no one has ever seen the ocean floor. One way to find out about what is down there is by using soundings. In the early days of ocean travel and map making, soundings were taken using knotted ropes. Now sonar is used to gather information about the depths. What else do we use sonar for?

Humankind: Humans are taking up more and more of the land surface. Places to live and to grow food are decreasing. What would it be like to colonize the ocean floor? How would mankind adapt? How would our invasion into this watery realm impact its current citizens?

These detailed **correlations** indicate direct applicability to specific standards; others may be implied.

Texas Essential Knowledge & Skills (TEKS)*	K-2	3-6	6-8	IPC, Biology, Chemistry, Physics	Aquatics, Astronomy, Environmental, GMO
		3.1, 2, 3, 4	8.1, 2, 3, 4, 5		Aquatics.1, 2, 3, 4, 10 GMO.1, 2, 3, 6, 8, 11

* Compiled from Ledbetter, C. (2000) *TEKSing through Penny Ante Science*®. Dallas: SCE Associates. Specific listing within any category pre-supposes applicability to the general process TEKS for each area.