

**Lesson Planning Guide**

**ES Challenge 1B: Marvel-ous Miami (Grades 2-3)**

**Prior Knowledge:**

To be successful, students should be familiar with:

- The concept that living organisms have specific needs to survive or thrive.
- The concept that changes in the environment can be natural or human-caused.
- Design elements such as colors and symbols that can represent nature and the environment.

**Standards/Learning Targets:**

Subject	Strand	Standard(s)
Science	Life Science	<b>SC.3.L.15.2</b> --Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.
	Communication and collaboration	<b>SC.K2.CS-CS.2.6</b> Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.
Gifted	The student will analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.	<b>G.K12.4.2.3c Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions. <b>Goal:</b> Student Outcomes Program Goal 4: By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems. <b>Objective:</b> The student will analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.

*Standards continue on the next page*

Subject	Strand	Standard(s)
Visual Arts	Critical Thinking and Reflection	<b>VA.2.C.1.1</b> Use the art-making process to communicate personal interests and self-expression.
	Innovation, Technology, and the Future	<b>VA.2.F.3.1</b> Describe the use of art to promote events within the school or community.
	Organizational Structure	<b>VA.2.O.3.1</b> Create personally meaningful works of art to document and explain ideas about local and global communities.
	Critical Thinking and Reflection	<b>VA.3.C.1.1</b> Use the art-making process to develop ideas for self-expression.
	Critical Thinking and Reflection	<b>VA.3.F.1.1</b> Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
	Historical and Global Connections	<b>VA.3.H.3.1</b> Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

**Learning Goals/Objectives:**

By the end of this project, students will be able to:

**Recognize** the parts of an ecosystem.

**Identify** one environmental challenge in South Florida.

**Incorporate** environmental symbols and colors in the design of their eco-hero.

**Create** an eco-hero who could make a difference in their community facing an environmental threat.

**Differentiation:**

ESOL students are allowed to complete this assignment in their first language.

Drawings can be group oriented for students lacking fine motor skills.