

Ramsdell, Amy

Scavenger Hunt

Which Art standards could relate to a current lesson you teach? Submit a lesson plan you would like to modify to include an arts element and discuss in 1 paragraph how you think the arts standards could enhance your lesson. This will be the lesson you ultimately submit as your Final Arts Integrated Lesson Plan. You should be working to modify/improve this lesson as the course progresses so take your time in choosing your lesson.

I would like to address teaching the concept of levels of organization of life in my lesson for this course. This is a key component of “Ecosystems: Interactions, Energy, and Dynamics” which is 7 standards (of 18 total).

Presently my lesson plan involves introduction of the topic using a YouTube video from the Amoeba Sisters, “Biological Levels in Biology: The World Tour” <https://youtu.be/EtWknf1gzKo> and then students creating a graphic organizer, usually a flip book, defining and explaining the levels of organization. This lesson takes two days in its present form.

Levels of Organization:

Biosphere

Biome

Ecosystem

Community

Population

Organism

(tie in here with human body standards*)

Organ systems

Organ

Tissue

Cells

Alabama course of study standards, Science—grade 7 for this lesson (can be located here: <https://www.alex.state.al.us/standardAll.php?grade=7&subject=SC2015&cocode=LSC7&summary=2>)

This is a formative lesson for several standards:

ALCOS # 5 Examine the cycling of matter between abiotic and biotic parts of ecosystems to explain the flow of energy and the conservation of matter.

ALCOS # 6 Analyze and interpret data to provide evidence regarding how resource availability impacts individual organisms as well as populations of organisms within an ecosystem.

ALCOS # 7 Use empirical evidence from patterns and data to demonstrate how changes o physical or biological components of an ecosystem can lead to shifts in population.

ALCOS #8 Construct an explanation to predict patterns of interactions in different ecosystems in terms of relationships between and among organisms.

ALCOS #9 Engage in argument to defend the effectiveness of a design solution that maintains biodiversity and ecosystem services.

ALCOS #10 Use evidence and scientific reasoning to explain how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of both animals and plants.

ALCOS #11 Analyze and interpret data to predict how environmental conditions and genetic factors influence the growth of organisms.

Assessment for this lesson is informal student questioning about the levels of organization as well as analysis of their flipbook.

How I think arts standards can enhance this lesson:

In its present form, this lesson needs an upgrade. The creation of a flipbook is not a student-centered endeavor. The students just copy an example that is provided. A most basic revision would see the students creating their own graphic organizers or flip books. This would be NCCAS anchor standard #1, Generate and conceptualize artistic ideas and work. If the students made connections to the material, then NCCAS anchor standard #10 would be met, Synthesize and relate knowledge and personal experiences to make art. I personally would like to expand the lesson to include student created poetry or perhaps a play that teaches the biological levels.