

## **1A - ASSISTANCE LEAGUE OF HAWAII OPERATION WILDLIFE**

### **HIPPO Curriculum Plan**

**SY 2025-26**

*Aloha, teachers! Thank you for inviting us to your school! We hope this mini-unit will be helpful and informative for you and your students, and that you find the lessons valuable in guiding your students toward recognizing that we are all stewards of our environment, and we can all contribute toward keeping it healthy and safe.*

*Please help us keep our curriculum relevant by returning the Teacher Evaluation and the Goal Setting Tally Form. Mahalo and we hope you enjoy teaching this mini-unit!*

#### **Overall Desired Outcomes of the Unit:**

- Students will identify and execute an action that s/he can take to impact the environment
- Students will purposefully take responsibility for stewardship of their environment

#### **Standards addressed, grade 4:**

- **Social Studies** Hawaii Core Standards (Note: The standards addressing early settlers were extrapolated to include modern-day situations, particularly in the Themes):
  - Inquiry Anchor Standard 1, Developing Questions and Planning inquiries
  - Inquiry Anchor Standard 2, Gathering and Evaluating Sources
  - Inquiry Anchor Standard 5, Taking Informed Action
  - Theme 2 Early Hawaiian Environment Interaction; Content Standard: Describe how the original settlers modified their environment
  - Theme 3 Early Hawaiians and the Land; Content Standard: Differentiate between native and non-native plants and animals
  - Theme 7 Life in the Ahupua'a; Content Standard: Use maps and illustrations to explain how Hawaiians used and modified land in the ahupua'a
- **Science** Next Generation Science Standards
  - Cross-cutting Concept: Cause and effect relationships are identified and used to explain change
  - Life sciences concepts (Hawaii Core Standards) learned in grade 3 are supported and reinforced, such as:
    - Use evidence to support the explanation that traits can be influenced by the environment
    - Characteristics can result from individuals' interactions with the environment
    - The environment affects the traits that an organism develops
    - Construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all
    - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**Pre-presentation lesson:**

- Student self-assessment of HIPPO, ie, what do these phrases mean to you? (HIPPO blank worksheet)
- Presentation of HIPPO by teacher (HIPPO description)
- Introduce/discuss some relevant vocabulary (Vocabulary list)

**Presentation:**

- Video presentation (19")
- Touching and Viewing of biofacts in three or four small groups (30"):
  - Touch, view, and talk to ALH volunteers about biofacts
- Students are asked to think about what they can do to help keep the environment healthy

**Post lesson:**

- Post-Presentation Quiz to help students recall what was presented and to stimulate discussion.
- Discuss possible things students can do to be stewards of our environment:
  - Resource list of possible activities to do (What Can You Do to Help?)
- Goal Setting form:
  - Students identify one stewardship goal for themselves
- Two weeks later:
  - Students respond to the teacher's question, did you attain your goal?
  - Teacher does a tally of yes and no's
  - Teacher fills out Teacher Evaluation Form and tally results and returns both forms online.

***THANK YOU FOR YOUR PARTICIPATION IN THIS MINI-UNIT! WE HOPE IT WAS BENEFICIAL TO  
THE CHILDREN!***