

**Unit Plan: NWHI**  
**Mr. Golden**  
**Date 1/24**  
**Class Social Studies**

**Standard Focus:**

**History Content Standard 1. Change, Continuity, and Causality**

Students employ chronology to understand change and/or continuity and cause and/or effect in history.

- Identify possible casual relationships in historical chronologies.
- Offer fact based explanations for change and/or continuity

**History Content Standard 3. Historical Inquiry**

Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”

- Frame and answer questions through historical research

**Geography Content Standard 3. Human Systems**

Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaics, economic interdependence, settlement, and conflict and cooperation.

- Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.

**Unit Summary:**

Students will write a persuasive letter to the President of the United States supporting or opposing the sanctuary proposal for the Northwestern Hawaiian Islands. Students will gather information from classroom activities and research, and use this information to create a portfolio that will show growth of knowledge throughout the NWHI unit.

**Objectives/Learning Outcomes:**

- Students will gain an understanding of the various physical names, terms, and definitions of the Northwestern Hawaiian Islands.
- Students will gain an understanding of the various animals, plants, and native species of the Northwestern Hawaiian Islands.
- Students will be able to distinguish the differences in wildlife and environments of the main Hawaiian Islands and the Northwestern Hawaiian Islands.
- Students will be able to identify the human impact on animal and plant life in the Main Hawaiian Islands and the Northwestern Hawaiian Islands.
- Students will recognize that their actions can adversely affect the environment.

## Procedures:

1. Students will begin their first entry into their NWHI portfolio by writing a letter to the President of the United States supporting or opposing the sanctuary proposal in NWHI. They will also create goals from this baseline data.
2. Students will be introduced to NWHI through an array of video bursts, map work, and literature.
3. Students will learn about individual physical features of NWHI including all ten atolls and islands (one each class period) – Kure, Midway, Pearl and Hermes, Lisianski, Laysan, Maro, Gardner Pinnacles, French Frigate Shoals, Mokumanamana, and Nihoa.
4. Students will learn about endangered species such as the Green Sea Turtle, the Hawaiian Monk Seal, and the success of the Albatross through outside activities that recreate the dangers posed to each animal.
5. Students will research literature regarding sanctuaries and the current legal wranglings associated with NWHI.
4. Students will sift through data on fish, fish stocks, and fish resources in the Main Hawaiian Islands and the NWHI Islands and a) identify differences, and b) identify possible reasons for these differences.
5. Students will examine Albatross bolis and make a viable conclusion regarding their findings as well as ask pertinent questions .
6. Portfolio breakout session: students will gather work they did in class or at home on NWHI and decide which pieces of evidence will be utilized in their portfolio.
7. Students will create their final draft letter to the President of the United States and insert their entry into their portfolio.
8. Students will reflect on the portfolio and have their parents look over and sign it as well.

Shea Nakamura  
2004-2005  
Interdisciplinary Plan: 7<sup>th</sup> Grade Language Arts

**Unit Plan Title:** Navigating Change - Northwestern Hawaiian Islands

**Essential Question:**

**Unit Questions:** How can I inform the community about the Northwestern Hawaiian Islands?

**Unit Summary:**

In this unit, students will be focusing on writing to inform. In groups, students will be responsible for producing an electronic newspaper that informs the community about the Northwestern Hawaiian Islands and persuades the community to take action in some form. In class, students will learn the process of organizing and supporting written information. Students' final products will need to incorporate information learned in social studies, math, and science in order to meet criteria.

Students will also be learning how to inform an audience through speaking. Students will meet in a mock "town hall" meeting to discuss proposed changes to the Northwestern Hawaiian Islands. Each student will take on a different role and be expected to prepare an oral presentation supporting his/her cause.

**Targeted State Frameworks/Content Standards/Benchmarks:**

Writing Range

- Write to communicate and report information from research
  - o The student writes to obtain and communicate information.

Writing Composing Processes – Use Writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

- Adapts writing processes to the task and needs of the writer.
  - o Students uses writing processes deliberately knowing when to advance the process and when to fall back to earlier stages.
  - o Student recognizes and uses a strategy that is most productive in generating ideas.
- Develop and support a thesis or stance using information from a variety of sources
  - o Student states and supports a position on a topic using information from texts and other experiences
- Discuss own and others' writing to gain readers' perspectives.
  - o The student confers with others using feedback as one of the alternatives for revision.

### Oral Communication Range

- Student participates in groups to solve problems, analyze issues, and make reasoned decisions
  - o Student participates in a group to discuss issues of importance, solve a problem, complete a task, or gather information.

### Oral Communication Rhetoric: Adapt messages appropriate to audience, purpose and situation.

- Use facts, information, and ideas from research and own experience that take into account the knowledge and experience of listeners.
  - o Combine facts, information, and ideas from research with own experience to create message.
- Organize ideas logically to reflect reasoning.
  - o Arrange ideas into an organized pattern and eliminate extraneous information to clarify message for listeners.
- Demonstrate a wide range of expressions to convey an idea.
  - o Use precise language that communicates intended message to listeners.
- Adjust delivery to purpose, message, and audience.
  - o Use volume, pacing, and eye contact appropriate to the audience and situation.
  - o Adjust delivery of message to suit purpose and audience.

### **Student Objectives/Learning Outcomes:**

#### **SWBAT:**

- Create a thesis statement
- Write an informative paper with three supports
- Identify the steps in the writing process
- Apply the writing process to their own writing
- Give and receive peer feedback on writing
- Use a variety of resources in creating an informative paper
- Cite a variety of sources in a bibliography or works cited
- Organize ideas in a logical manner for an oral presentation
- Speak clearly and articulately

### **Accommodations for Differentiated Instruction**

Sped Student: Students will be expected to create a thesis and support with two evidence instead of three. Student will be expected to include writing to inform

OR writing to persuade. In oral presentation, students can be paired up with another student for their oral participation.

Gifted Student: Students will be expected to gather information from a wide variety of sources.

**Student Assessment:**

Students will be evaluated on the quality of their newspapers. The newspapers will include writing to inform and persuade, details of class activities, and reflections upon the learning. The articles should refer to learning gained in social studies, science, and math classes.

Students will also be evaluated on their participation in the Town Hall Meeting. Students will be evaluated on their speaking skill, listening skill, content of speech, and organization of speech.

**Links to Other Disciplines:**

**Resources**

Name:

Period:

Date:

### PROJECT CHECKLIST

Assignment: \_\_\_\_\_

	Criteria	Met 5 4 3	Not Yet 2 1	I Noticed ...
<b>Complete</b>	*All parts cover the topic completely			
	*Followed directions.			
	*Detailed/accurate information.			
	*Sources are cited.			
<b>Correct Order</b>	*Organized in the correct order.			
<b>Presentable</b>	*Neat/clean.			
	*Eye-catching.			
	*Title is correct.			
	*Legible.			
	*Uses correct grammar, spelling, punctuation.			
<b>Quality</b>	*Work is turned in on time.			
	*Information makes sense.			
	*Information is easy to understand/easily heard.			
	*Illustrations add clarity.			
	*Sources are reliable.			
	*Creative.			

Assessed by:  Student  Peer  Teacher

Comments:

Karen Langdon  
7<sup>th</sup> Grade Life Science

## **Northwestern Hawaiian Islands Interdisciplinary Unit**

**Background Information:** The Northwestern Hawaiian Islands (NWHI) are among the healthiest, most extensive, and little known coral reef habitats in the world. These pristine islands are habitat for migratory seabirds, nesting grounds for sea turtles, and a resting place for the Hawaiian monk seal. The surrounding waters are home to rich marine life, some found nowhere else, with new species still being discovered. These kupuna islands are the oldest, yet hold the richest marine communities within our state. As students examine the unity and diversity of organisms, and compare, contrast, and classify them, our focus will be on those species found in the NWHI.

**Goal:** Students develop an understanding and appreciation for the animal and plant life in the Northwestern Hawaiian Islands.

### **Science Domain II. What We Know Today About the World Around Us.**

**Standard 9: Unity and Diversity-Students examine the unity and diversity of organisms and how they can be compared scientifically.**

**Standard 10: Interdependence-Students describe, analyze, and give examples of how organisms are dependent on one another and their environment.**

#### **Benchmarks:**

- Compare and contrast the body structures or organisms that contribute to their ability to survive and reproduce.
- Assess the degree of relatedness among selected organisms based on similarities found in internal anatomical features.
- Identify how plants and animals depend on each other, in the exchange of oxygen, carbon dioxide, and nutrients.
- Explain how organisms respond to a constantly changing environment.

#### **Grade Level Science Performance Indicators:**

The student:

1. Shows structural similarities and differences among organisms and identifies how these structures contribute to their ability to survive and reproduce.
2. Analyzes the extent to which organisms are related based on similarities and/or differences found in internal and external anatomical features.
3. Defines and identifies the interdependence among producers, consumers, decomposers and other nonliving elements of a food web.

4. Creates visual models that demonstrate an understanding of interdependence among the elements of a successful food web.
5. Explains how an organism would respond (e.g. adaptation, mutation and radiation) to a constantly changing environment (e.g. destruction of habitat, extinction of a food source and change in climate).

**Approximate Time:**

Day 1 Introduction to the Animal Kingdom. What are Invertebrates?

Day 2-14 Lotus Diagram the 8 Phylum of Invertebrates, focusing on their physical characteristics, manner of reproduction, habitat, their importance to the environment, how they obtain their food, whether they are producers, consumers, or decomposers, an interesting fact, and a visual example of a specimen found in the NWHI.

Day 15 What are Vertebrates?

Day 16-25 Lotus Diagram the 5 classes of Vertebrates.

Day 26-29 Create a visual model of a NWHI food web.

**Resources:**

Survey of Living Things, by Seymour Rosen, Globe Fearon, 2000.

Life Science, by Merrill or Biggs, Glencoe, McGraw-Hill, 2002.

Internet searches.

Books and periodicals from the classroom library, school library, public library.

**Student Evidence:** Lotus Diagrams, NWHI food web.

**Assessment:** Project Checklist, Written tests.

**Lesson Plan**  
**Ms. Essler**  
**7th gr. interdisciplinary Unit**

**Walk a mile in Albatross Shoes**

**Performance Standards:**

Describe how to count quantities larger than 1,000 in various situations  
Compute with whole numbers, fraction, decimals, percents to solve problems  
Identify various sampling techniques used to collect data.  
Estimate measures.  
Collect, organize, and describe data using a systematic approach.  
Find patterns in the environment.

**Objectives:**

Students will recognize the correlation between the trash they dispose of around their school and the environment hazards that face wildlife, specifically the Laysan Albatross.

Students will be able to relate the distance they walk around the school to the distance that the albatross fly for food.

Students will be able to state three ways that they can help the albatross chicks and other wildlife to survive.

Students will clean up one mile of potential wildlife habitat and will make a difference in their environment.

**Materials:**

Measuring tape  
pencil  
paper  
bag for each student  
weight scale (g)

**Procedure:**

Every year chicks in Hawaii die from ingested plastics. Some of these plastics come from thousands of miles away. How did they get those plastics from places like San Francisco? The parents ingest plastics on long distance food trips and bring it back to feed the chicks. Adult albatrosses have the ability to regurgitate items in their stomachs and chicks don't. Chicks get so much plastic in their stomach that there isn't any room left for food. They die from malnutrition.

Show slide

One distance of one mile around Jarrett will be measured. This distance will be used to compare the amount of trash you pick up in one mile to the distance that the Laysan Albatross flies for food and the trash they might pick up over that distance.

"We are going to walk a mile in an albatross' shoes." Students will walk around the school and pick up trash that they see along the one mile trail that is outlined. During the walk the

students will be thinking about how much trash the albatross might find over its long journey. Would they go that far for food? What are some reasons why the albatross might need to go so far for food? Why does the albatross pick up trash anyway? What are the feeding strategies? Find trash that might look like a squid or fish near the surface of the ocean.

The students will bring the trash bag into the classroom and weigh it. We will add each groups trash for a grand total. Albatross chicks that are dead bc of plastic can have as much as 400 grams of plastic in their stomach. Figure out how many chicks your class possibly saved by picking up that much trash.

The students will create graphs with the other classes data.

## **Conclusion**

Discuss different ways that students can keep trash out of the oceans and out of the environment around them. The students will write goals to accomplish by the end of the year. (ex. start recycling in their home, write a letter to the newspaper, create a display of awareness.)