

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

DOK, Location or CP, adaptation

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School: Kualapu'u	Kumu: Kalua	Grade: 2	Dates: Q1 Aug 2022 - Sep 23, 2022
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Unit Title: Kilo 'Onaeao

HFCS Vision of the Graduate Link: Perpetuate 'olelo Hawai'i
Demonstrate understand, and apply Hawaiian Values.

Essential Question: How does kilo help me as a kanaka?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Nā Ana A'o , Common Core Standards	Resources: HFCS Cultural Competencies , Webb's Depth of Knowledge , Bloom's Taxonomy	Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
			X	
			X	
	<ul style="list-style-type: none">- Write one or more paragraphs about who you are ('O wai 'oe?)- Provided blank bubble maps for students to organize their thoughts.(DOK 2 - construct, organize)			
	<ul style="list-style-type: none">SEE SCHOOL-WIDE WRITING RUBRICS - P 14			X
Proper 'ōlelo Hawai'i and lawena during individual and group settings. <ul style="list-style-type: none">OLA.2.3 Me ka lolina kūpono e komo ai i nā mo'oki'ina o ke kula. <i>Demonstrate lolina when participating in cultural protocol (i.e. schoolwide piko, oli mahalo, puka kula, kama'āina/malahini).</i> SMK Campus	<ul style="list-style-type: none">Will understand lawena kūpono when in piko and when observing. Perform proper behavior during individual and group settings (DOK2).		X	
<ul style="list-style-type: none">OLA.2.2 E kuhi ana a e wānana ana ma ka 'ōlelo Hawai'i ma ke kilo 'ana. <i>Use 'ōlelo Hawai'i words to kilo, identify, name, and read environmental indicators (i.e. senses, intuition, prior knowledge) in order to make inferences and predictions.</i>	<ul style="list-style-type: none">Recognize and identify ao, makani, mahina, mea kanu by name (DOK1). Make daily observations that will guide their daily choices influencing their behavior (DOK2).		X	
<ul style="list-style-type: none">Why kilo is important to kānaka journal. OLA.2.6 Paka ka haumāna i kāna lawena a me kāna hana me ka nānā 'ana ho'i i nā analoi no ka ho'okā'oi 'ana a'e. <i>Reflect on the quality of own work and behavior; and set goals based on rubrics and grade level expectations in order to produce high quality products and performances.</i>	<ul style="list-style-type: none">Once a week students kilo, draw and document anilā and 'āina observations made on campus. Students predict possible change in anilā and/or anilā from before. Make observations, interpret and predict (DOK2) Draw conclusions, cite evidence and compare (DOK3)		X	X

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1	PIKO, MELE, PULE	DAILY	WHAT IS PONO LAWENA DURING PIKO, KILO AND PULE.	That we align all 3 piko during piko to ho‘omākaukau for the days work ahead. Same behavior is needed during kilo.	-Demonstrate proper behavior during piko, pule and kilo. -Understand kapu nā piko. -How to ho‘omākaukau lawena for a productive day, and how to kūpa‘a when things are not gong well.			x
2	KILO JOURNALING	WEEKLY	HOW DO WE USE DAILY KILO TO GUIDE US?	The importance of kilo and preparation in our day to day life.	Document observation in ‘ōlelo Hawai‘i and organizing thoughts with the writing process.		x	x
3	PŌ MAHINA JOURNALING	30 DAYS	Why does mahina change over time?	Understand the rotation on earth, moon and sun. Kinesthetic astronomy	-Use ‘ōlelo Hawai‘i to identify and name moon phases, different types of clouds. -Understand that the moon has phases that change over time.		x	
4	Māhina phase research	30 days	How did kūpuna use mahina to plan.	Different types of work is done during different moon phases.	-Know most moon phases and the value to our daily life. -How our kūpuna used moon phases for lawai‘a, mahi‘ai and preparation. -Learn new vocabulary anahulu, malama, and various moon phases and mana‘o. -Understand wā ho‘onui, wā hō‘emi, wā poepoe and the value of each wā for kānaka.	x	x	x

Kupukupu Unit Plan

Q1Q2Q3Q4OLD NOTES

DOK, Location or CP, adaptation

School: SMK	Kumu: Kau‘ilani Peapealalo	Grade: 2	Dates: Q2 Nov 2022 - Dec 20, 2022
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Unit Title: ‘Ahupua‘a		HFCS Vision of the Graduate Link: Perpetuate ‘olelo Hawai‘i Demonstrate understand, and apply Hawaiian Values		
Essential Question: How do we utilize resources in our place to mālama our kaiāulu?				
CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Nā Ana A‘o , Common Core Standards	Resources: HFCS Cultural Competencies , Webb’s Depth of Knowledge , Bloom’s Taxonomy	Kū‘auhau	Kukupu	Hō‘ike
		Cultural Artifact	Academic Work	Performance
Significant aspects of ahupua‘a <ul style="list-style-type: none">OLA.2.1. E a‘o ‘ia nā mo‘okū‘auhau e pili mai ana ia‘u, e la‘a me ko‘u ‘ohana, ko‘u ‘āina, ko‘u kula) <i>Learn about my various mo‘okū‘auhau (i.e. my ‘ohana, my school, my home/school ‘āina).</i>OLA.2.12.	-Participate in placing labels of significant aspects of the ahupua‘a on 4 different posters to show that they understand the different parts of the ahupua‘a. DOK2	x	X	x
Weather observations and predictions <ul style="list-style-type: none">Kilo ‘anilā diary: Observe and understand the change in ‘anilā (wā ‘o Lono) SMK campus or at home ‘āina	-Complete weekly weather observations by drawing and writing what they kilo (anilā and ‘āina), they will document their observations and predictions. DOK2		X	x
Kilo related vocabulary <ul style="list-style-type: none">OLA.2.2. Use ‘ōlelo Hawai‘i words to kilo, identify, name, and read environmental indicators (i.e. senses, intuition, prior knowledge) in order to make inferences and predictions. OLA.2.15	-Learn weekly vocabulary related to ahupua‘a. Students will use these words in various ha‘awina related to ahupua‘a and kilo. Students will complete weekly vocabulary ha‘awina and quiz. DOK1 DOK2		X	X
Role and kuleana of kanaka in ahupua‘a <ul style="list-style-type: none">OLA.2.12. Ho‘opuka ka haumāna i ka ‘ōlelo no‘eau ma ka pō‘aiapili kūpono. OLA.2.19	-Review dialogue from Q1 to describe the role of kanaka in the ahupua‘a and place themselves within the kuleana to the ‘āina. Understand the important roles of kānaka in the ahupua‘a (Ali‘i - maka‘āinana). He ali‘i ka ‘āina he kauwa ke kanaka. DOK3 DOK4	X	X	X
Integrating ‘āina and life though the example of Kamakau (kanaka) and our ‘āina kula. <ul style="list-style-type: none">OLA.2.1. E a‘o ‘ia nā mo‘okū‘auhau e pili mai ana ia‘u, e la‘a me ko‘u ‘ohana, ko‘u ‘āina, ko‘u kula) <i>Learn about my various mo‘okū‘auhau (i.e. my ‘ohana, my school, my home/school ‘āina). Students visited their own ahupua‘a (optional).</i>	-Build a diorama of their own ahupua‘a where all parts learned in class are clearly visible and labeled. Students with documents original inoa Hawai‘i of various parts of their ‘āina. DOK1 DOK2 DOK3 DOK4	x	x	x

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DOK, Location or CP, adaptation

Q1 Q2 Q3 Q4 OLD NOTES

Proper behavior and piko alignment.

- OLA.2.3 Demonstrate Ioina when participating in cultural protocol (i.e. schoolwide piko, oli mahalo, puka kula, kama’āina/malihini).

Complete writng process as an author for ahupua’a essay

- OLA.2.6. Paka ka haumāna i kāna lawena a me kāna hana me ka nānā ‘ana ho’i i nā analoi no ka ho’okā’oi ‘ana a’e.
OLA.2.13.. Ho’okumu a pane ho’i ka haumāna i ke kūka’i mana’o me nā kumu a me nā hoa papa e pili ana i kekahi kumuhana. *Initiate and respond appropriately in instructional discourse with teacher and students.*
- OLA KA HELUHELU
2.19. Nīnau/pane ka haumāna i nā nīnau ‘apo mana’o: ‘o wai, he aha, ināhea/āhea, ma hea, no ke aha. *Ask and answer questions such as who, what, when, where, and why.*
- OLA.2.27. Wehewehe ka haumāna i kona mana’o e pili ana i kekahi kumu upu mana’o a ho’ohana ‘ia nā hua ‘ōlelo kūpono no ia kumuhana.
- OLA.2.24** Ma ke kuhi ‘ana i ka ‘ōlelo a ha’i, e ho’ohana ‘ia ke kaha puana’ī. *Use quotation marks when needed.*

-Learn and and oli ‘O Lono ‘Oe with appropriate lawena because they understand the significance of Lono and this time “Lonoikamakahiki”..**DOK3**

- Complete the writing process (2 paragraphs) about the ahupua’a and their chosen role. **DOK2 DOK3 DOK4**
- *Write a journal entry about their progress in authoring an essay for the 1st time usign the entire writing process?*

Kupukupu Unit Q2 Plan Papa 2 End of Unit Assessment Summary

Kupukupu Unit Q2 - End of Unit Assessment Papa 2 Dec 2022

- Create a diorama showing parts of student’s own ‘ahupua’a
- Write an essay about ‘ahupua’a in general and the specific kuleana that they have to their own ahupua’a
- Write about their experience as an author using the writing proces.
 - Look at your first quarter essay. Look at this essay. What are the improvements that you were able to show in this essay as compared to the first essay? How do you feel?

SMK Ka Wai Hāpai Writing Assessments - MOY

Papa 2 Ka Wai Hāpai Writing Assessment for MOY

See Kahua Papa 1 Olelo Hawaii Standards and benchmarks -p6

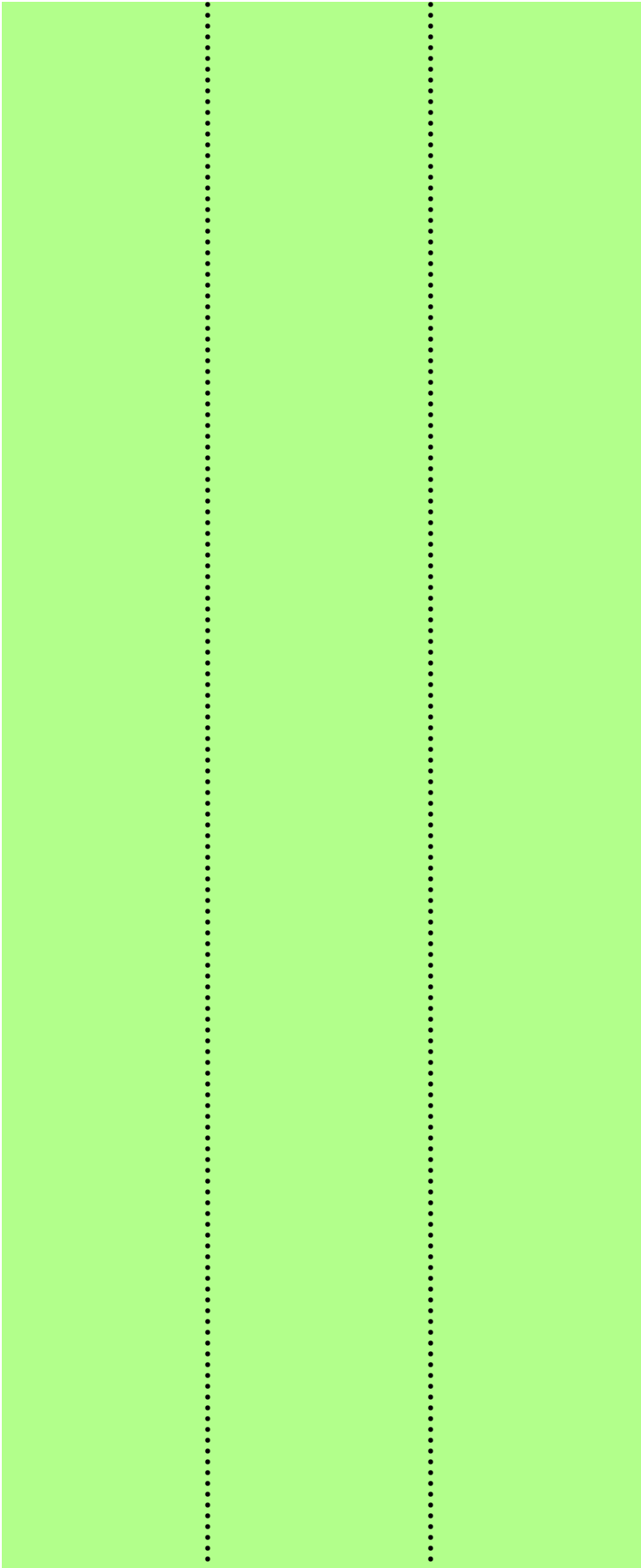
Writing Prompt:
“How does a thriving ahupua’a function, and what is my role?”

- Write 2 paragraphs about ahupua’a. Use the writing process (Brainstorm, Draft, Confer, Revise, Edit, Publish, Share) to construct meaning and communicate a message.
- Depending on the student, this could take up to 1-2 weeks to complete. Allowing students to work on this no more than 45 min a day depending on lawena
- DOK 2 - Construct, Organize
- DOK 3 - Draw conclusions

SEE SCHOOL-WIDE WRITING RUBRICS - P 14

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Kupukupu Unit Plan

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DOK

Location or CP

adaptation

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LESSON PLAN OVERVIEW

#	TITLE	DAYS	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	PARTS OF THE ‘AHUPUA‘A (UKA, KULA, KAI)	5	WHAT ARE THE DIFFERENT PARTS THAT MAKE UP THE AHUPUA‘A?	Create a drawing of ahupua‘a and label the different parts of ahupua‘a, continue to add labels as we learn more about ahupua‘a.	Identify parts of the ahupua‘a by placing labels on the large ahupua‘a posters.	x	x	
2	KILO ‘ĀNILĀ	WEEKLY	HOW DOES UKA AFFECT KAI?	Connection on wai from uka to kai.	Make predictions of kai based on uka observations and ‘ōlelo no‘eau. <i>“Pua ke kō kū mai ka he‘e.”</i>	x	x	
3	NĀ HUA‘ŌLELO O KA PULE	WEEKLY	Weekly vocabulary related to ‘ahupua‘a.	Different parts of ahupua‘a by uka, kula, kai, as well as 5 wao.	Identify each wao and understand its purpose, where kānaka reside, where building supplies are gathered, and ‘āina kapu.		x	
4	Nā kulana kanaka o ke ahupua‘a.	2	What are the important roles and kuleana that are needed for ‘ahupua‘a to thrive?	The roles and responsibilities of ali‘i, konohiki, kahuna, maka‘āinana (lawai‘a and mahi‘ai).	Choose a role that they will ‘auamo in their ahupua‘a related to family history and practices. Students may use ‘ike from 1qtr mahina project.	x	x	x
5	Ahupua‘a Diorama	14	WHAT ARE THE DIFFERENT PARTS AND NAMES THAT MAKE UP MY OWN AHUPUA‘A?	Details of their own ahupua‘a such as place names	Build a diorama of their own ahupua‘a and label parts and original place names of some areas areas. Uka, kula, kai and important parts within those areas are cleacly visible and labled.	x	x	x
6	‘O Lono ‘Oe	1 week	What are kinolau of Lono?	Pono lawena during protocol.	Recite oli ‘O Lono ‘Oe and list details and signs of Lono.			x
7	Ahupua‘a Essay	1 -2 days	What is ahupua‘a and what role/kuleana would you have in your ahupua‘a.	The basic operations and parts of the ahupua‘a. Students will chose a role and explain kuleana of the chosen role.	Complete the writing process and create a 2 paragraph essay about the ahupua‘a and their chosen role. Students will present this essay to the class along with diorama.	x	x	x

Kupukupu Unit Plan

Q1Q2Q3Q4OLD NOTES

DOK, Location or CP, adaptation

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School: SMK	Kumu: Kau'i	Grade: 2	Dates: Q3 Jan - March 2023
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Unit Title: Canoe Plants Main Focus Kī		HFCS Vision of the Graduate Link: Demonstrate, understand, and apply Hawaiian values.			
Essential Question: What are the value of canoe plant (kī) and why were they brought to Hawai'i by our Kūpuna.					
CONTENT Students will know and understand...		ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Nā Ana A'o , Common Core Standards		Resources: HFCS Cultural Competencies , Webb's Depth of Knowledge , Bloom's Taxonomy	Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1. A variety of Kī plants and their parts <ul style="list-style-type: none">OLA.2.4 E hele a kama'āina i ka 'āina ma ka hana 'ana a me ke kilo 'ana i kekahi mau manawa 'oko'a o ka lā a me ka makahiki.		1. Identify a variety of Kī plants and parts of the plant by labeling and coloring a worksheet {DOK 1}, and create large posters in small groups of kī with labeled parts.	x	x	
2. Many uses of Kī plants . Kumu will read story <i>Nā Hana a ka Lā'i</i> . <ul style="list-style-type: none">OLA.2.18. Me kona 'ike i ka like a me ka 'oko'a o ka mo'olelo i kona ola e kāko'o ai ka haumāna i kona mau kuhi a wānana ho'i.		2. Identify and journal about familiar uses of kī. Relate and share personal experiences using kī as a 'ohana. Write a paragraph {DOK2} and draw {DOK1} a picture of 1 or 2 uses of ki plant.	x	x	x
3. How to make lei lā'i from start to finish. SMK Campus / Waipao Uses of lei and pū'olo for purposes of protocol <ul style="list-style-type: none">OLA.2.8. No ka nanea e heluhelu ai ka haumāna i nā 'ano mea like 'ole		3. Complete the step of making lei lā'i and pū'olo(pule, gathering, prepping, making and gifting.) DOK3	x	X	X
4. Experiment: best way to propogate kī. Stages of growth of plants in two different mediums (wai and lepo). <ul style="list-style-type: none">OLA.2.14. Ho'opuka 'ia nā hua'ōlelo kūpono (mana'o nui, pua'i mana'o, kāmua, ho'ololi, ho'oponopono) ma ka wala'au 'ana no ka heluhelu/kākau 'ana.OLA.2.4 Frequently interact with my 'āina at various times of day and year to develop a relationship with 'āina. OLA.2.2.OLA.2.23. Kākau ka haumāna i nā nīnau e pane 'ia ai ma ka noi'i 'ana i ke kumuhanaOLA.2.18 OLA.2.14.		4. Use a KWL chart to document what they KNOW and WONDER about Kī. DOK1 DOK2 DOK3 Students kilo, take data and draw conclusions on what they see. Develop and use an observation[DOK2] chart to document growth on kī in water and dirt. Compare both kī and conclude[DOK3] the best way to grow kī. Write a paragraph and draw their conclusion [DOK3]. (report of research conducted in a small group) Complete KWL LEARNED. They will aso share new questions they may have after experiment is complete.	X	X	X
5. Though weekly mālama 'āina students will know how to properly mālama kī. <ul style="list-style-type: none">OLA.2.3 Demonstrate Ioina when participating in cultural protocol (i.e. schoolwide piko, oli mahalo, puka kula, kama'āina/malihini).OLA.2.10. Ha'i hou ka haumāna i ka mana'o nui o ke mele/oli.		5. Ma ka hana ka 'ike. Mele Houlu DOK4 [DOK4]Plan and implement appropriate protocol as a culmination of the unit on kī including: Preparation of lei and pū'olo	x	x	x

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lauhala/Ulu

- OLA.2.18. Me kona ‘ike i ka like a me ka ‘oko’a o ka mo’olelo i kona ola e kāko’o ai ka haumāna i kona mau kuhi a wānana ho’i. *Make connections between text ideas and own life experiences to support and justify inferences, predictions, and connections in different genres.*
- OLA.2.23. Kākau ka haumāna i nā nīnau e pane ‘ia ai ma ka noi’i ‘ana i ke kumuhana nohie. Ho’oka’ina ka haumāna i kāna mau hana.

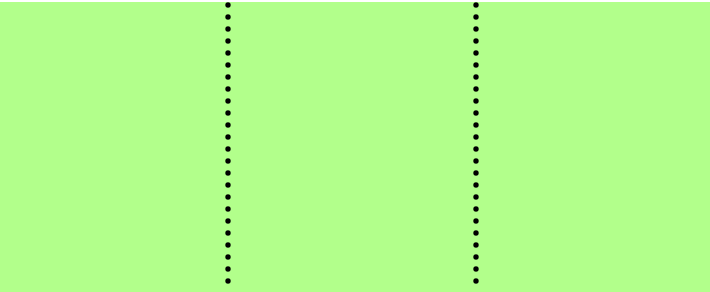
Presentation of makana with proper lawena to the host at Waipao
Write a journal entry to summarize their learning about What do you know about canoe plants, their parts, and uses?

[DOK3][DOK4]

Kupukupu Unit Q3 Plan Papa 2 End of Q3 Assessment Summary

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LESSON PLAN OVERVIEW

#	TITLE	DA YS	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	Whole Part Thinking Map - Kī	2	What is the part of the kī?	- Different parts of Kī.	I recite and identify the parts of the kī and how it's used and cared for.	x	x	
2	Ka hana a ka lā‘ī.	2	What are different ways we use kī?	- Many ways we used kī today and ways our kūpuna used kī. - Value of kī in their own ‘ohana. - History of kī and how it was brought to Hawai‘i.	-Haku lei. -Use it for medicinal purposes. -Food -Ceremony	x	x	x
3	Lei Aloha 2/14	1	What is the proper process of making lei lā‘ī?	- The process of lei lā‘ī making (pule, mālama, pick, prep, wili, and gift).		x	x	x
4	Experiment (Ho‘okolohua) Planting kī 1) Straight to in to lepo 2) In water -> roots then into lepo.	30	What is the best way to regrow paukū kī? To place directly in dirt or to place in water and transfer to dirt after new roots are visible?	- Process of an experiment (ho‘okolohua). - Importance of observations and documentations through writing and drawing. - Caring for a plant (meaola). Kuleana to aloha ‘āina.	-Determine the best way to re-grow paukū kī and eventually replant kī to our ‘āina.	x	x	x
	KWL Chart (complete “i have more questions” after the experiment.	4	-What I already KNOW about kī. - What I WONDER about kī? -What I LEARNED about kī.	- How to use a chart to organize prior and new knowledge of kī. They will also document what they wonder about kī.	- Share ‘ike and mana‘o about kī. Find ways to answer questions that they have about kī through research and hands-on experience.			

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			- I want to know more about kī.					
5	Papa Aloha ‘Āina	we ekl y	How do we properly mālama kī and how would we benefit from it?	How to properly mālama meakanu kī in our māla and see the benefits of having happy healthy kī for use.	Mālama meakanu kī on campus and at home. How to clear dry lau and how to properly pick lā‘ī without damaging the plant. Students will also understand that oli and pule and na‘au pono go hand in hand with caring for living things. Creating lei and pū‘olo and gifting/ho‘okupu to the Waipaio host.	x	x	x
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Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

DOK, Location or CP, adaptation

School: SMK

Kumu: Kau‘ilani Peapealalo

Grade: 2

Dates:

Q4 April 2022 - May 2022

Unit Title: Lālā kūpono o ke kaiāulu.

HFCS Vision of the Graduate Link: Perpetuate ‘olelo Hawai‘i
Demonstrate understand, and apply Hawaiian Values.

Essential Question: What is my legacy of aloha to my kaiaulu?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Nā Ana A‘o , Common Core Standards	Resources: HFCS Cultural Competencies , Webb’s Depth of Knowledge , Bloom’s Taxonomy	Kū‘auhau Cultural Artifact x	Kukupu Academic Work X x	Hō‘ike Performance X X x
1. In preparation for graduation, students will recite 4 generations of Kamakau’s mo’okū‘auhau (DOK1). They will also know his birthplace by learning oli O Waiālua. Students will also learn Lili‘uokalani mo’okū‘auhau. OLA.2.3. Demonstrate Ioina when participating in cultural protocol (i.e. schoolwide piko, oli mahalo, puka kula, kama‘āina/malihini). Oli Mo’okū‘auhau Kamakau OLA.2.1.	1.Students will recite the mo’okūauhau of 4 generations of Kamakaus			
2. Students will learn about Lili‘u. How she prepared to be ali‘i wahine and a good community member who served her lāhui. Students will build a timeline (DOK 2) of the important events that took place in her life. OLA.2.5. Celebrate the accomplishments of historical and contemporary Hawaiian community leaders and emulate their actions (i.e. ali‘i, ‘ōpūali‘i/kapu aloha, kia‘i). OLA.2.9. Puni ka haumāna i kekahi mau puke kiko‘ī, kekahi ‘ano puke, kekahi mau mea kākau, a me kekahi ‘ano pāpaho paha. <i>Knows own preferences of books, authors, and genres, types of writing, and technology media.</i>	Studentw will construct a timeline of Lili‘u’s life including significant accomplishments and events			
3. Students will identify their goals as a role model and good community member/leader. They will explain their current kulana and what they aspire to be (DOK 3, 4).	Students will create a silhouette portrait (DOK1,2) with KHMO art to showcase their			

[SMK Ka Wai Hāpai Writing Assessments - EOY](#)

Papa 2 Ka Wai Hāpai Writing Assessment for EOY

See Kahua Papa 1 Olelo Hawaii Standards and benchmarks -p14

Writing Prompt:

“How will I become a pono kaiāulu member?” He alaka‘i kūpono.

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OLA.2.7. Makemake ka haumāna e kākau no nā kumu like ‘ole ma ke kula a me ka hale. Choose to write for relevant, functional, and creative purposes at school and at home (invitations, texts, schedules).
OLA.2.11. Kūpono ka leo ma ka ha’i mo’olelo ‘ana; kūpono ke ki’ina leo ma ka nīnau ‘ana.

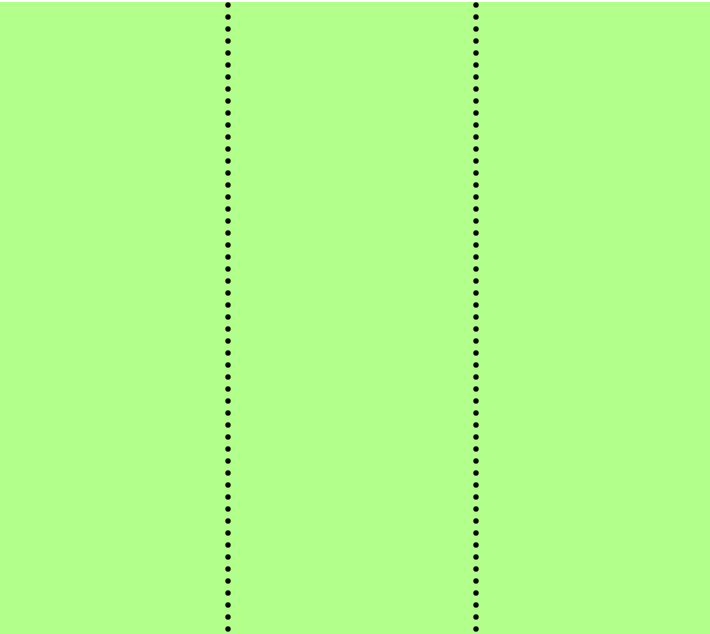
daily hana of KHMO. (as a thinking map)

Students will write an essay on on the example that Lili’u showed, their goals as a contributing member and their legacy in their kai’aulu. - End of Unit Assessment

Kupukupu Unit Q4 Plan Papa 2 End of Q Assessment Summary

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LESSON PLAN OVERVIEW

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						Kū’auhau Cultural Artifact	Kukupu Academic Work	Hō’ike Performance
1	OLI MO’OKŪ’AUHAU KAMAKAU. O WAIĀLUA	DAILY PIKO	WHAT IS KAMAKAU/LILI’UOKALANI MO’OKŪ’AUHAU? WHAT IS MAKUA HĀNAI VS MĀKUA HĀNAU.	Mo’okū’auhau for Kamakau (4 generations) Lili’u (mākua hanai and mākua hānau)	Recite mo’okū’auhau and mele O Waiālua for Kamakau.			x
2	PUKE ‘O LILI’UOKALANI	6 WEEKS	HOW CAN I RELATE TO LILI’U AS A KEKI/’OPIO?	How Lili’u became a pono community leader and how she served her lāhui in her role as kamāli’i wahine and alii’i wahine.	Complete a timeline of important events of Lili’uokalani life.		x	
3	ESSAY: HE KANĀKA PONO NO KU’U KAIĀULU.	2 WEEKS	How will I become a pono community member in my kaiāulu?	That we can all contribute and be positive members of our lāhui and communities at different kulana (keiki, ‘ōpio, mākua, kupuna).	Complete an essay of being a good member of the community. Students will complete the writing process and share with the class.		x	x
4	Silhouette portrait Art. NHMO	4 days	What is my superpower and how did I get it?	O ke kahua ma mua, ma hope ke kūkulu. In order to be a positive member of the community, we first need to ho’opa’a oneself, ‘ohana, kula.	Students will complete a silhouette art piece to express their kāhua (‘ohana, kula, etc.) and how they will serve their kaiāulu.		x	x

Kupukupu Unit Plan

[Q1](#)[Q2](#)[Q3](#)[Q4](#)[OLD NOTES](#)

DOK

Location or CP

adaptation

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OLD UNIT PLANS FROM PREVIOUS YEARS*****

School: SMK	Kumu: Kau‘ilani Peapealalo	Grade: 2	Dates: Q2 Oct 2019-Jan 2010
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Unit Title: Wa‘a	HFCS Vision of the Graduate Link: Understand reciprocal relationships within a cultural context
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Essential Question: How can I relate my kuleana wa‘a to my kuleana as a haumāna?

CONTENT Students will know and understand...		ASSESSMENT Students will be able to...		KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Standards		Resources: HFCS Cultural Competencies , Bloom's Taxonomy		Webb's Depth of Knowledge , Kū‘auhau		Hō‘ike
				Cultural Artifact	Kukupu	Performance
1. Students will understand the names of 5 different ‘Ohana wa‘a i.e. Hōkūle‘a, E Ala, Hawai‘i loa, Makali‘i, and		1. Given a map of the mokupuni of O‘ahu and Hawai‘i Island, students will be able to draw wa‘a and cut out,		x	x	

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

DOK, Location or CP, adaptation

Kānehūnāmoku. Introduced the names of navigators i.e. Papa Mau Pailug, Nainoa Thompson and Uncle Clay Bertelmann.
-Mo’okū’auhau wa’a and one hānau (birthplace)

2. He moku he wa’a
Parts (mahele) of the wa’a kaulua

3. Crew member kūlana (title) and kuleana.

4. Students will have have background knowledge of a particular wa’a of their choosing.

5. Your kaiaulu is your wa’a. What is your kuleana to your kaiaulu.

locate and paste them on the appropriate location, and draw the navigator of at least 3 wa’a. Draw and identify important parts of wa’a (DOK 1 and 2)

2. Identify parts of the wa’a. Students will build a model wa’a using natural materials and float wa’a in kahawai.

3. Haumāna will learn different roles and responsibilities of voyage crew members. They will choose a kūlana and explain their kuleana.

4. Students will write an acrostic word poem with descriptive words pertaining to a particular wa’a. / Copy and paste a picture of the class in the center, write words describing how the Papa is their wa’a and how they have a kuleana to their Papa surrounding the picture, or draw a wa’a outside of the circle.

5. Students will write an essay about their kuleana to the ‘āina..

•		•
•		
•	x	
•		
•	X	X
•		
•		
•		
•	x	
•	X	x
•		
•	x	

LESSON PLAN OVERVIEW

#	TITLE	DAYS	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū’auhau Cultural Artifact	Kukupu Academic Work	Hō’ike Performance
1	Mo’OKŪ’AUHAU WA’A / HAUMANA WORKSHEET	2	WHERE IS KĀNEHŪNĀMOKU FROM? WHERE DO I COME FROM?	1. Mo’okū’auhau	1. Recite Kānehūnāmoku birth place. 2. Recite Kānehūnāmoku birth place. 3. Recite Birth paces of other voyaging canoes across Hawaii pae ‘āina.	x	x	x
2	PARTS OF WA’A WORKSHEET	1	WHAT ARE THE DIFFERENT PARTS OF THE WA’A?	1. Wa’a parts and purposes. 2. Meaning and understanding of lana (float) and pīholo (sink	1. Name different parts of a double hull voyage canoe and a single hull canoe racing/fishing canoe float it in the kahawai. 2. Build a wa’a model wa’a using natural materials at Waipao. 3. Build a mini wa’a with actual wa’a parts at Ka’alaea Kānehūnāmoku.	x	x	x
3	CREW MEMBER KULEANA.	1	What are the responsibilities of crew members and if I were on the wa’a what kūlana would i be and why?	1. Kūlana and kuleana on a voyage and in other pō’aiapili (i.e. kapena, kumu, haumana, ‘olapa...)	1. Know the kūlana and responsibilities of Hōkūle’a crew members. 2. Name some of Hōkūle’a crew members and titles.		x	
4	HA’I’ŌLELO KŪLANA WA’A.	4	If I went on voyage what kūlana would I take and why?	1. What kūlana best suits them relating to person experiences.	2. Choose a kūlana wa’a to be if they went on a voyage. They will write a paragraph and draw. 3. Showcase their work to the class. Ha’i ‘ōlelo.		x	x
5	Kuleana to my one hānau essay	5	He wa’a he moku he moku he wa’a. What are my kuleana to the ‘āina?	1. We all have kuleana in the many pō’aiapili. We are contribute to society.	1. Will understand the meaning of “He wa’a he moku, he moku he wa’a” (A canoe is an island, an island is a canoe). 2. Write a 2-3 paragraph essay about “Ko’u Kuleana i ka ‘Āina” and share with the class. 2.		x	
6	Ki’i Kuhi Hu’a Ki’i Kuhi Kahe	4	How do I palapala and organize my thoughts with certain types of ki’i kuhi? How do i choose the appropriate ki’i kuhi?	1. How to palapala and organize thoughts using appropriate ki’i kuhi.	1. Use correct ki’i kuhi to organize thoughts and write a first draft.		x	x

School: SMK

Kumu: Kau’ilani Peapealalo

Grade: 2

Dates: Q3 Jan - MID-March 2020

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

DOK, Location or CP, adaptation

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Essential Question: What is/was the kuleana of my ‘ohana?

CONTENT Students will know and understand...		ASSESSMENT Students will be able to...		KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Standards	Nā Ana A'o , Common Core	Resources: HFCS Cultural Competencies , Bloom's Taxonomy	Webb's Depth of Knowledge ,	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. What is mo‘okūauhau?		1. Identify parts of a mo‘okūauhau – people and place				
2. What is my mo‘okūauhau? Where do i /does my ‘ohana come from?		2. Recite mo‘okūauhau with 4-5 generations and ‘āina connections		X		X
3. What do we know about ways to describe our places?		3. Name and recite place information			X	X
4. What are the values / kahua of my ‘ohana?		4. Create circle map to identify family values and foundation. Explain (to a peer) and share.		X	X	X
5. What is the mo‘olelo of a special ‘ohana member?		5. Retell mo‘olelo and share artifact				
6. How is my ‘ohana connected to ‘āina or hana and what is our pilina / kuleana to that?		6. Write an essay to answer the essential question.				

LESSON PLAN OVERVIEW

#	TITLE	DAYS	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	Mo’OKŪ’AUHAU ‘OHANA	5	WHAT IS MO’OKŪ’AUAHU?	<ul style="list-style-type: none">Mo’okū‘auhau ‘ohana. How to use a family tree.Available sites to research family history.	<ul style="list-style-type: none">Recite own mo‘okū‘auahu 4-5 generations.		x	
2	‘OLI Mo’OKŪ’AUHAU	1	WHAT IS MY MO’OKŪ’AUHAU? WHERE DO I COME FROM?	<ul style="list-style-type: none">How to turn a family tree to a ha’i’i‘ōlelo or oli on paper and ho’opa‘ana‘au.	<ul style="list-style-type: none">Present ha’iōlelo or oli mo‘okū‘uahau to the class (ho‘olauna, mo‘okū‘auhau, panina).		x	x
3	Ka Pae ‘Āina ‘o Hawai’i PP.	4	What is hōnua, what is pae ‘āina?	<ul style="list-style-type: none">The difference between Hawaii, ‘āina ‘ē, (honua,, mokupuni, mokupuni, moku ‘āina.)	<ul style="list-style-type: none">Name all mokupuni and recite specific details to each island (kūlanakauhale, mauna ki‘eki’e, ali’i ‘aimoku, pua and mo‘olelo). *Maybe make a lei kukui for Moloka‘i island at Waipao.		x	
4	He Lālā ‘Ohana Kamaha’o (Imi Noi’i)	2 weeks	What is the history of a family member?	<ul style="list-style-type: none">How research a family member (interview, library, web etc).	<ul style="list-style-type: none">Retell mo‘olelo kupaianaha of a lālā ‘ohana and share an artifact with the class.	x	x	x
5	Ki’i kuhi kumulā‘au: Hawai’i Pae ‘Āina	2	What are ‘ikepili details connected to each mokupuni (Kulanakauhahe, mauna Ki’eki’e, pua, mo‘olelo)?	<ul style="list-style-type: none">How to utilize ki’ikuhi kumulā‘au to organize details.	<ul style="list-style-type: none">Have ki’ikuhi kumulā‘au display for Hawai’i pae ‘āina.Share general knowledge for each mokupuni.	x	x	
6	Ki’i KUHI PŌ‘AI: KA ‘OHANA ____	3	What is important to my ‘ohana? What is our kāhua?	<ul style="list-style-type: none">What are the values and kāhua. Every ‘ohana is different.	<ul style="list-style-type: none">Use circle map (ki’i kuhi pō‘ai) to show family values and foundation (mea ko‘iko‘i, kāhua). Share work with a friend and display ki’ikuhi in class.		x	
7	HO’IKE		Is my mo‘okū‘auhau pa’a?	<ul style="list-style-type: none">Their mo‘okū‘auhau with 5 generations.	<ul style="list-style-type: none">Ha’i ‘ōlelo mo‘okū‘auhau / Lālā ‘Ohana Kamaha‘o.	x	x	x

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

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DOK, Location or CP, adaptation

			Who is a role model in my 'ohana and why?	<ul style="list-style-type: none">Know the history and kuleana of a family member.				
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School: SMK	Kumu: Kau'i	Grade: 2	Dates: Q1 Aug 2020 - Sep 2020
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Unit Title: Ke Kahua o nā Hōkū (Our Solar System)	HFCS Vision of the Graduate Link: Know a place as a piko and a foundation for making larger connections. 'āina DOK adaptations
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Essential Question: What are the components of the Solar System and how did our kūpuna use it.

CONTENT Students will know and understand...			ASSESSMENT Students will be able to...			KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Standards	Nā Ana A'o, Common Core		Resources: HFCS Cultural Competencies, Bloom's Taxonomy	Webb's Depth of Knowledge,		Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1. Kilo weather, 'āina, sensory related observations keiki's hale or parents work place			1. Verbally report [DOK 1] what they see and feel and record information and compare [DOK2] in a kilo journal **Keiki report via google meets. Keiki will record observations in their primary journal and 'ohana takes photos and upload to Seesaw.				x	x
2. Names and characteristics of the planets in our Solar System.			2. Name[DOK1] 8 planets and describe [DOK1] whether they are a gas giant or terrestrial planet.			x	x	x
3. Components that make our Solar System.			3. Identify parts of the solar system [DOK1] (sun, planets, moon, meteor).					
4. Why does the moon look different at different times?						x	x	x
5. Ways our kūpuna used our Solar System.								

LESSON PLAN OVERVIEW

#	TITLE	DAY S	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1	PĀHANA KAHUA O NĀ HŌKŪ (SOLAR SYSTEM CRAFT)	4	WHAT MAKES UP OUR SOLAR SYSTEM?	<ul style="list-style-type: none">Different parts of the solar system (sun, planets, moon, starts)	<ul style="list-style-type: none">Students will complete an information work packet about our solar system. They will be able to name all the planets in order and identify if it is a gas giant or a terrestrial planet.Students will complete a solar system craft placing each planet in order with abeling.	x	x	x
2	'EPAKI MAHINA (PHASES OF THE MOON)	2	WHAT ARE THE MOON PHASES?	<ul style="list-style-type: none">Moon phases and its value to our daily life. How our kūpuna used moon phases for lawai'a, mahi'ai and preparation .	<ul style="list-style-type: none">Students will create moon phase flashcards (poepoe, hō'emi, ho'onui).Understand how the sunlight changes the moon phases.	x	x	x
3	NĀ 'IKE HŌKŪ (STAR FACTS WORKSHEET)	1	<ul style="list-style-type: none">What are interesting facts about stars?	<ul style="list-style-type: none">Facts about stars: starts are a big ball of glowing gas, over 100	<ul style="list-style-type: none">Draw pictures to illustrate their favorite fact about stars.	x	x	

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

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DOK, Location or CP, adaptation

				billion stars in our galaxy, shooting star = meteor, hottest stars are blue, nearest star in the sun.				
4	PŌ A ME KE AO	3	<ul style="list-style-type: none">What can I see at night vs what canli see in the day.	<ul style="list-style-type: none">Ways kūpuna used day and night kilo to prepare.	<ul style="list-style-type: none">Identify important star constellations our kūpuna used.Identify visible planets.	x	x	
5	Puke mo 'o 'ōlelo kilo lani (weather observation journal). uka vs. kai & kula vs Waipao	daily	How 's weather, how may it change and how can I prepare?	<ul style="list-style-type: none">Weather patterns and change.Understand how our kūpuna used kilo to prepare for the day and future days.	<ul style="list-style-type: none">Identify different types of clouds and make predictions on changing weather.Be prepared for different types of weather.	x	x	x

School: SMK

Kumu: Kau'i

Grade: 2

Dates: Q2 Oct 2020 - Dec 2020

Unit Title: Canoe Plants Main Focus Kī

HFCS Vision of the Graduate Link: Know a place as a piko and a foundation for making larger connections. 'āina DOK adaptations

Essential Question: What are the value of canoe plant (kī) and why were they brought to Hawai'i by our Kūpuna.

CONTENT Students will know and understand...		ASSESSMENT Students will be able to...		KUPUKUPU FRAMEWORK Cultural Competency Assessment			
Resources: school developed standards/benchmarks, Standards	Nā Ana A'o, Common Core	Resources: HFCS Cultural Competencies,	Bloom's Taxonomy	Webb's Depth of Knowledge,	Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1. A variety of Kī plants and their parts		<ul style="list-style-type: none">Identity variety of Kī plants and parts of the plant by labeling and coloring a worksheet [DOK 1].Know different uses of kī. Relate and share personal experiences using kī as a 'ohana. Write a paragraph [DOK2] and draw [DOK1] a picture of 1 or 2 uses of ki plant.Use an observation[DOK2] chart to document growth on kī in water and dirt. Compare both kī and conclude[DOK3] the best way to grow kī. Write a paragraph and draw their conclusion [DOK3].Mele Ho'oulu			x	x	
Uses of Kī plants - Puke: Nā Hana a ka Lā'ī					x	x	
Kāko'o 'Ōiwi provided kī stalk for keiki to conduct experiment and whole part thinking map.							
Stages of growth of plants in two different mediums		**Keiki report via google meets. Keiki will record observations in their primary journal and 'ohana takes photos and upload to Seesaw			x	x	X
							x

LESSON PLAN OVERVIEW

#	TITLE	DAY S	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1	WHOLE PART THINKING MAP - Kī	2	WHAT IS THE PART OF THE Kī?	<ul style="list-style-type: none">Different parts of Kī.	<ul style="list-style-type: none">Identify parts of the kī as it grows during experiment.	x	x	
						x	x	
2	NĀ HANA A KA LĀ'Ī	2	WHAT ARE DIFFERENT WAYS WE USE Kī?	<ul style="list-style-type: none">Many ways we used kī today and many ways our kūpuna used kī.	<ul style="list-style-type: none">Haku lei.Use it for medicinal purposes.	x	x	x

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

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DOK, Location or CP, adaptation

				<ul style="list-style-type: none">Value of kī in their own ‘ohana.	<ul style="list-style-type: none">			
3	EXPERIMENT (Ho‘OKOLOHUA) PLANTING KĪ 3) STRAIGHT TO IN TO LEPO 4) IN WATER -> ROOTS THEN INTO LEPO.	30	How will a paukū kī re-grow the best?	<ul style="list-style-type: none">Process of an experiment (ho‘okolohua).Importance of observations and documentations.Caring for a plant (meaola). Kuleana to aloha ‘āina.	<ul style="list-style-type: none">Determine the best way to re-grow paukū kī.Re-grow and transplant mālama paukū kī.	x	x	
4	MELE Ho‘OULU	10	<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">	x	x	

School: SMK

Kumu: Kau‘i

Grade: 2

Dates: Q3 JAN - MAR 12, 2021

Unit Title: He ali‘i ka ‘āina he kauwā ke kanaka.

HFCS Vision of the Graduate Link: Recognize and accept leadership roles to manifest cultural knowledge āina DOK adaptations

Essential Question: What is my legacy of aloha to my kaiaulu? [specifically my lokoi‘a]

CONTENT Students will know and understand...			ASSESSMENT Students will be able to...			KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, Standards	Nā Ana A'o, Common Core		Resources: HFCS Cultural Competencies, Bloom's Taxonomy	Webb's Depth of Knowledge,		Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. Parts and structure of a lokoi‘a [PoH] 3 virtual huaka‘i to POH			1. Identify structures of lokoi‘a and understand its functions. [DOK1]			x	x	
2. Benefits of lokoi‘a in the past			2. Understand the importance of lokoi‘a [DOK1] and conserving our natural resources[DOK2].				x	
3. Plants and animals that are found in the lokoi‘i ecosystem			3. Understand the meaning of habitat.				x	
4. Role of kanaka in building, maintaining, and sustaining lokoi‘a HTY			4. Take action and developer leadership in conserving and protecting our natural resources.[DOK3]					

LESSON PLAN OVERVIEW

#	TITLE	DAY S	ESSENTIAL QUESTION	CONTENT Students will know and understand... HFCS Vision of the Grad, benchmarks, s. outcomes	ASSESSMENT Students will be able to... HFCS Cultural Competencies	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
						Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	VIRTUAL TOUR WITH ‘ĀNAKĒ MAMO AT POH (3x)	3	WHAT ARE THE DIFFERENT PARTS OF THE LOKOI‘A (KUAPĀ,MAKAHĀ ETC.)	<ul style="list-style-type: none">The different parts of Lokoi‘a and its function.	<ul style="list-style-type: none">Identify parts of lokoi‘a and understand its purpose.		x	
2	HISTORY OF LOKOI‘A	3	HOW DID OUR KŪPUNA BENEFIT FROM LOKOI‘A?	<ul style="list-style-type: none">The meaning of “E ‘ai kekahi e kāpī kekahi”.	<ul style="list-style-type: none">Explain the importance of lokoi‘a and conserving natural resourcesUnderstand h.		x	x
3	LIVING THINGS IN THE LOKOI‘A.	2	What are some of the living things found in lokoi‘a (invasive and noninvasive).	<ul style="list-style-type: none">Names of fish, crab and limu.Pono fishing seasons.	<ul style="list-style-type: none">Identify certain fish found in lokoi‘a o He‘eiaDraw and label parts of i‘a.		x	
4	Build a model of a Lokoi‘a with labels.	5	What is my role or kuleana in building and maintaining the life of lokoi‘a?	<ul style="list-style-type: none">	<ul style="list-style-type: none">Build a model of a lokoi‘a and explain their kuleana to one specific part of the lokoi‘a. Keiki will explain how that will help them become future leaders to their kaiaulu.	x	x	x

Kupukupu Unit Plan

Q1 Q2 Q3 Q4 OLD NOTES

DOK, Location or CP, adaptation

School: SMK

Kumu: Kau'i

Grade: 2

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Dates: Q4 APRIL - MAY 2021

Unit Title: He ali'i ka 'āina he kauwā ke kanaka.

HFCS Vision of the Graduate Link: Recognize and accept leadership roles to manifest cultural knowledge

Essential Question: What is my legacy of aloha to my kaiaulu?

CONTENT Students will know and understand...		ASSESSMENT Students will be able to...		KUPUKUPU FRAMEWORK Cultural Competency Assessment			
Resources: school developed standards/benchmarks, <u>Standards</u>		<u>Nā Ana A'o</u> , <u>Common Core</u>	Resources: <u>HFCS Cultural Competencies</u> , <u>Bloom's Taxonomy</u>	<u>Webb's Depth of Knowledge</u> ,	Kū'auhau Cultural Artifact	Kukupu Academic Work	Hō'ike Performance
1.	Role of kanaka in building, maintaining, and sustaining lokoi'a		1. Take action and developer leadership in conserving and protecting our natural resources. [DOK3] Will be able to write about the action they will take to mālama parts of the lokoi'a.		x	x	x
2.	The qualities of a good community leader through Lili'u's story.		2. Retell Lili'u's story with important parts for how she was prepared to be a good leader (who, what, when, where, and why). [DOK1]			X	
3.	The qualities of a student leaders in a community		3. Write about being a young community leader. [DOK2]			x	

LESSON PLAN OVERVIEW

#	TITLE	DAY S	ESSENTIAL QUESTION	CONTENT	ASSESSMENT	KUPUKUPU FRAMEWORK		
				Students will know and understand...	Students will be able to...	Cultural Competency Assessment		
				HFCS Vision of the Grad, benchmarks, s. outcomes	HFCS Cultural Competencies	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	Build a model of a Lokoi’a with labels.	5	What is my role or kuleana in building and maintaining the life of lokoi’a?	<ul style="list-style-type: none">Name each mahele of lokoi’a and explain its purpose.	<ul style="list-style-type: none">Build a model of a lokoi’a and explain their kuleana to one specific part of the lokoi’a. Keiki will explain how that will help them become future leaders to their community.	x	x	x
2	Lili’uokalani Book 1. Weekly vocabulary 2. Weekly comprehension questions.	WEEKLY	AS A YOUNG PRINCESS HOW DID SHE SERVE HER COMMUNITY?	<ul style="list-style-type: none">Understand qualities of a good community leader through Lili’u..	<ul style="list-style-type: none">Retell parts of Lili’us life and how she served her lāhui.	x	x	
3	Good Community Leader Essay	3-5	What makes a good community leader?	<ul style="list-style-type: none">1. Qualities of a good community leader.	1. Write a short essay on what a good community leader is using personal experiences and examples. Students will complete the writing process.		x	x