

# Kupukupu Unit Plan

[Q1](#) Q2 Q3 Q4

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School: Samuel Mānaiakalani Kamakau	Kumu: Kilipohe Miller	Grade: Papa 1	22-23 QUARTER 1: ‘Auk.- Kepakemapa (9/23 EOQ1)
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Unit Title: Ka ‘Ōnaeao	HFCS Vision of the Graduate Link: Demonstrate, understand, and apply Hawaiian values
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Essential Question: He aha ka waiwai o ke kilo ‘ana i nā ‘ano hi‘ohi‘ona ‘oko‘a o ka lani? *(What is the importance of observing the moon and the different features of the moon?)*

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A'o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb's Depth of Knowledge</a> , <a href="#">Bloom's Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
<p>1. Moon phases and why the pō Mahina change every night. Mahina</p> <p>OLA.1.2 E kuhi ana a e wānana ana ma ka ‘ōlelo Hawai‘i ma ke kilo ‘ana.</p> <p>OLA.1.3 Me ka laina kūpono e komo ai i nā mo‘oki‘ina o ke kula.</p> <ul style="list-style-type: none"><li>OLA.1.12. <i>(Pilina ‘Ōlelo)</i> <i>Ho‘ohana ka haumana i nā pepeke ma ka pō‘aiapili a kū i ka mana‘o Hawai‘i</i></li><li>OLA.1.10.<i>Ho‘ohana pololei ka haumana i nā pilina ‘ōlelo: He, ‘O, Aia, Painu.</i></li><li>OLA.1.21 ‘Ike ka haumāna i ka mana‘o o ke kahakō a me ka ‘okina.</li></ul>	<p>1. Complete a moon phase journal by drawing and labeling {DOK 1} the names of the different pō Mahina they observe for 2 weeks {DOK 2} and will draw conclusions {DOK3}.</p> <p><b>**Present pō mahina journal via Seesaw to the haumāna to either print or to draw online. Students respond to assignments provided via Seesaw. Students can respond online or with paper hard copy. Seesaw assignments are seen on-line. Paperhard copy needs to be photographed and uploaded.</b></p>	X	X	
<p>2. Information regarding the pō Mahina, Kānehoalani, and the Honua.</p> <p><b>** Present information regarding pō Mahina, Kānehoalani, and Honua via Google Slides.</b></p> <p>OLA.1.16 Maopopo ka mana‘o o ka hua‘ōlelo hou ma o ke pō‘aiapili, ka nānā ‘ana i ke ki‘i a me ke kōkua a ke kumu.</p>	<p>2. Answer questions and identify patterns [DOK2] based on google slides to gain a deeper understanding of the interdependent relationship between the pō Mahina, Kānehoalani, and the Honua.</p>		X	
<p>3. Students will write a short story regarding the pō mahina using introduced words/ concepts in class. (circle graphic organizer, first draft, and final draft). Students will share stories with class through “Author's Chair.”</p> <p>OLA.1.7 Loihape ka haumāna i kāna mea i kākau ai.</p> <p>OLA.1.17 Kākau/kaha ki‘i ka haumāna no nā kumu like ‘ole (ho‘omaka ke kama‘āina ‘ana i ka pō‘aiapuni kākau)</p> <p>OLA.1.21 ‘Ike ka haumāna i ka mana‘o o ke kahakō a me ka ‘okina.</p> <p>OLA.1.23 Heluhelu a kākau ka haumāna i nā māmala‘ōlelo pōkole, me ke a‘o ‘ana i ka ho‘oka‘awale pololei ‘ana i nā hua‘ōlelo.</p> <p>OLA.1.21 ‘Ike ka haumāna i ka mana‘o o ke kahakō a me ka ‘okina.</p>	<p>3. Students will learn about the writing process with a graphic organizer, first draft, and final draft. Students will understand how to take ownership of their writing by sharing their writing in class through “Author's Chair.” [DOK1, DOK2, DOK3, DOK4]</p>		X	X
<p>4. Students will know the 3 anahulu (10 day periods)-Ho‘onui, Poepoe, and Ho‘ēmi of our pō mahina.</p>	<p>4. Students will know, recognize, and write the names of the 3 anahulu-(10 day periods)- Ho‘onui, Poepoe, and Ho‘ēmi of our different pō mahina - in a form of a quiz. Students will be able to match the names of different pō mahina to the 3 different anahulu (Ho‘onui, Poepoe, and Ho‘ēmi) in a form of a quiz. [DOK 1, DOK2, DOK4]</p>		X	

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**OLA.1.2** E kuhi ana a e wānana ana ma ka ‘ōlelo Hawai‘i ma ke kilo ‘ana. *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.1.16** *Maopopo ka mana‘o o ka hua‘ōlelo hou ma o ke pō‘aiapili, ka nānā ‘ana i ke ki‘i a me ke kōkua a ke kumu.*

5. Students will identify important information about a particular pō Mahina (Moon).

**OLA.1.2** E kuhi ana a e wānana ana ma ka ‘ōlelo Hawai‘i ma ke kilo ‘ana. *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.1.17** *Kākau/kaha ki‘i ka haumāna no nā kumu like ‘ole (ho‘omaka ke kama‘āina ‘ana i ka pō‘aiapuni kākau)*

- OLA.1.12. (Pilina ‘Ōlelo)*  
*Ho‘ohana ka haumana i nā pepeke ma ka pō‘aiapili a kū i ka mana‘o Hawai‘i*
- OLA.1.10.Ho‘ohana pololei ka haumana i nā pilina ‘ōlelo: He, ‘O, Aia, Painu.*

Students will share their findings with the class regarding their mini-research project. 23

6. SKIP THIS YEAR- Students will learn the chant “Ke ‘auī nei ka lā.”

**OLA.1.3** Me ka lōina kūpono e komo ai i nā mo‘oki‘ina o ke kula. *Demonstrate lōina when participating in cultural protocol (i.e. schoolwide piko, oli mahalo, puka kula, kama‘āina/malahini).*

5. Report information (on a worksheet) [DOK 1] about a particular pō Mahina (Moon phase) that they will choose. Include: name, waning, full or waxing, 2-3 interesting ideas, relation to fishing and farming practices during each moon. Show information [DOK2] to share with the class.

Letter to mākua about Q1 assessment assignment

☰ ‘Imi noi‘i Pō Mahina (Leka Mākua)

6. Recite [DOK1] this oli in front of peers as well as use this oli as the season changes to kau ho‘oilō.

Papa 1 End of Q1 Unit Assessment

click to view [HFCS Kupukupu Framework and Process](#)

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	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	KILO PŌ MAHINA	2 PULE	THROUGH OBSERVING THE MOON, WHAT ARE MY FINDINGS?	1. Students will understand the transformations of the full moon to waning moon.	1. Students will have a deeper understanding of how the moon changes every night.		X	
2	‘APO MANA‘O	3 LĀ	WHAT ARE THE DIFFERENT IMPORTANT INFORMATIONAL FACTS ABOUT THE PŌ MAHINA, KĀNEHOALANI, AND THE HONUA?	1. Students will be familiar with different facts about the pō Mahina, Kānehoalani, and the Honua.	1. Students will have a quiz on facts regarding the pō Mahina, Kānehoalani, and the Honua.		X	X
3	PĀHANA ‘IMI NOI‘I	1 PULE	Pehea wau e ‘imi noi‘i ai?	1. Students will learn how to do a research project on their pō Mahina with the help of Mākua. 2. Write a letter to the mākua.	1. Students will understand what Anahulu & Mālama their pō Mahina is on as well as how many Anahulu & Mālama there are in our Hawaiian Moon Calendar. 1. Students will write 1 interesting new fact they researched and found out about their pō Mahina. 2. Students will understand the connection of their pō Mahina to the Akua. 3. Students will understand the connection of their pō		X	

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					Mahina to plants & to the sea. 4. Write letter to mākua explaining project			
4	Ka ‘ana aku, Ka ‘ana mai	1 lā	Pehea wau e ha ‘i ‘ōlelo ai?	1. Students will learn public-speaking skills.	1. Explain the research gathered regarding their pō Mahina.	X		X

# Kupukupu Unit Plan

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School: Samuel M. Kamakau	Kumu: Kilipohe Miller	Grade: Papa 1	22-23 QUARTER 2: 'Okakopa 10 - Kēkēmapa 16
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Unit Title: Ka Loko I‘a a me Kona Nohona	HFCS Vision of the Graduate Link: Demonstrate, understand, and apply Hawaiian values
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Essential Question: He aha ka waiwai o ka loko i‘a?
What is the importance of a loko i‘a?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A‘o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb’s Depth of Knowledge</a> , <a href="#">Bloom’s Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. Haumāna will understand what a loko i‘a is. <b>[Paepae]</b> <b>OLA.1.16 / OLA.1.17</b>	1. Haumāna will be able to recognize and recite the different names and parts of the loko i‘a orally. (DOK 1, DOK 2 & 3- show with examples by hand motions )	X	X	
2. Haumāna will understand how to create a simple Brace graphic organizer with drawing, labeling, and explaining parts of the loko i‘a. <b>OLA.1.16 /OLA.1.17</b>	2. Haumāna will be able to illustrate and label loko i‘a (DOK 1 , DOK 2, DOK3 - show) (with resources provided) about the loko i‘a o He‘eia. Haumāna will draw, write, and label the different parts of the loko i‘a in the form of a quiz. (DOK 1)	X	X	
3. Haumāna will become familiar with the habitat of different i‘a species that live in the loko i‘a i.e. ke āhole, ke awa, ka ‘ama‘ama. <b>OLA.1.16 / OLA.1.17/ OLA.1.19/ OLA.1.23</b>	3. Haumāna will be able to draw and label stages of growth of the different i‘a in the loko i‘a./ Haumāna will label parts of i‘a as ha‘awina and as a quiz. (DOK 1, DOK 2, DOK3)	X	X	X
4. Students will learn the chant “Ke ‘au nei ka lā.” <b>[Not in Q2]</b> <b>OLA.1.3.</b>	4. Oli “Ke ‘au nei ka lā” in front of peers as well as use this oli as the season changes to kau Ho‘oilō. <b>Recite [DOK1] [Not in Q2]</b>			
5. Haumāna will write what they know about the loko i‘a and/ i‘a. <b>OLA.1.7/OLA.1.12/OLA.1.17/ OLA.1.19 /OLA.1.23</b>	5. Haumāna will be able to use the ki‘ikuhi hu‘a (bubble graphic organizer) and create a 1st draft and 2nd draft regarding the loko i‘a/ i‘a. <b>(DOK 3-construct/ formulate ideas)</b> see EO Q2 writing assessment rubric link below	X	X	X

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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	‘Imi Noi‘i	2	He aha ka waiwai o ka loko i‘a?	1. Haumāna (with help from Kumu) will learn about the functionality regarding the different parts of the loko i‘a.	1. Haumāna will be able to orally describe the different parts of the loko i‘a.		X	
2	‘Ikepili	2	Ha aha nā ‘ano i‘a ma ka loko i‘a o He‘eia?	1. Haumāna will read, research, and learn with (provided material from Kumu) on particular species of i‘a living in the loko i‘a. 2. Haumāna will individually take notes and create a brace map by drawing the different stages of growth of the i‘a in the loko i‘a i.e. ke āhole, ke awa, ka ‘anae.	1. Haumāna will use resources as well as be able to use a brace map to draw and label the different stages of growth of the i‘a within the loko i‘a. 2. Use kumu waiwai (resources provided by Kumu) to have a deeper understanding of the functionality of the loko i‘a.		X	
3	‘Ikepili	3	Ha aha nā māhele o ka loko i‘a o He‘eia?	1. The haumāna will know and understand the importance of the different māhele that are foundational for a loko i‘a i.e. ka wailele, ke kahawai, ka loko i‘a, ka mākāhā, ke kuapā, ke kai, ka hale kia‘i, etc.	1. Haumāna will be able to label and/explain the importance of the different māhele of the loko i‘a through a quiz.	X	X	X
4	Huaka‘i	2	He aha ka waiwai o ke kilo ‘ana aku i ka loko i‘a o He‘eia?	1. Haumāna will meet with the kia‘i of the loko i‘a o He‘eia and have a virtual kilo and learn about the environment at the loko i‘a via Google Meets and will engage in dialogue with the kia‘i loko i‘a.	1. Haumāna will be able to share what they have learned in class with the kia‘i of Paepae o He‘eia. 2. The haumāna will be participants of engaging and sharing knowledge with the kia‘i loko i‘a.	X	X	X

PRESENTATION RUBRIC FOR PEER ASSESSMENT AND FEEDBACK

# Kupukupu Unit Plan

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Unit Title: Kuleana ‘Āina

HFCS Vision of the Graduate Link: Demonstrate understand, and apply Hawaiian values / Reciprocal relationships

Essential Question: He aha ko ‘u kuleana i ka ‘āina?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A’o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb’s Depth of Knowledge</a> , <a href="#">Bloom’s Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. Understanding relationship to Hāloanakalaukapalili and Hāloa. (Video of Hāloa- “Ola Nā Iwi”) <b>OLA.1.16/ OLA.1.18</b>	1. Understand who Hāloanakalaukapalili and Hāloa are and their significance to Hawaiian genealogy. Complete a mo‘okū‘auhau quiz. <b>DOK 1, DOK2, DOK4 (Identify/ Use context clues/ Connect)</b>		X	
2. Haumāna research their own mo‘okū‘auhau ‘ohana. <b>OLA.1.1</b>	2. Understand their own mo‘okū‘auhau ‘ohana in the form of a ha‘i‘ōlelo (speech). <b>DOK 1, DOK 4 (Recite/ Apply Concepts)</b>			
3. Understanding the māhele kalo (kalo parts). Perform mele / oli as a hō‘ike. <b>OLA.1.3./ OLA.1.16/OLA.1.17./ OLA.1.19</b>	3. Perform mele pāleoleo “Nā Māhele o Ke Kalo,” mele “Hāloanakalaukapalili,” and oli “Kapu Ka Hāloa.” Sing and chant the mele/ oli in the form of a hō‘ike‘ike. (DOK 1/DOK 4-recite/ apply concepts) Label the names of the different māhele kalo (kalo parts) in a group assignment and complete a quiz labeling the māhele kalo. (DOK 1, DOK 2- classify/ organize)			
4. Understanding the māhele lo‘i (lo‘i parts). (Waipao) <b>OLA.1.16/OLA.1.17./ OLA.1.18/ OLA.1.19</b> (Video of Kauluakalana)	4. Label the names of the different māhele lo‘i kalo (lo‘i kalo parts) in a quiz. (DOK 1, DOK 2, DOK 4- classify/ organize)			
5. Hand motions for māhele kalo and māhele lo‘i.	5. Demonstrate māhele kalo and māhele lo‘i kalo through hand motions and oral explanations. (DOK 1 Recite/ Tell)			X
6. Being able to identify and recall from memory the names and functions of the different parts of the lo‘i kalo. <b>OLA.1.16/OLA.1.17</b>	6. Identify and illustrate the parts of a lo‘i kalo through drawings and explaining its functions in the form of a quiz. (DOK 3- construct) (DOK 2- classify/ distinguish)	X	X	X
		X		
		X		
		X		
7. Understanding their own individual kuleana to ‘āina. Q4 <b>OLA.1.7</b> Loihape ka haumāna i kāna mea i kākau ai. <b>OLA.1.9</b> Wehewehe ka haumāna i ka ‘ōlelo no‘eau. <b>OLA.1.17.</b> Kākau/kaha ki’i ka haumāna no nā kumu like ‘ole (ho‘omaka ke kama‘āina ‘ana i ka pō‘aiapuni kākau). <b>OLA.1.23</b> Heluhelu a kākau ka haumāna i nā māmala‘ōlelo pōkole, me ke a’o ‘ana i ka ho‘oka‘awale pololei ‘ana i nā hua‘ōlelo.	7. Complete a graphic organizer and write a commitment piece to promise to apply their kuleana to the ‘āina and why it is important(DOK 4- apply concepts) (using the questions below) (DOK 4- apply concepts) What is my kuleana to the ‘āina? 1. Make connection among our kūpuna - to both Hāloa and kānaka. Refer to mo‘okū‘auhau of Hāloa, our kūpuna, and ourselves. 2. Write about what they need to do to mālama their relationship to ‘āina.	X	X	

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3. Explain why it is important to mālama the ‘āina.

End Of Q3 Unit Assessment



## LESSON PLAN OVERVIEW

#	TITLE	DAYS	<a href="#">ESSENTIAL QUESTION</a>	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	3	What is Mo‘okū‘auhau?	1. Understand the mo‘okū‘auhau of Hāloa and Hāloanakalaukapalili.	1. Be able to state orally the mo‘okū‘auhau of Hāloa and Hāloanakalaukapalili in the form of a quiz. 2. Be able to write (with a prompt) the mo‘okū‘auhau of Hāloa and Hāloanakalaukapalili in the form of a quiz. 3. Be able to memorize their own mo‘okū‘auhau ‘ohana in the form of an oral assessment.	X	X	X
2	Māhele Lo‘i Kalo	4	What composes a lo‘i?	1. Kahawai, Mānowai, Po‘owai, ‘Auwai, Makawai, Lo‘i Kalo, Ho‘i wai	1. With a picture prompt, label names of the different parts of a lo‘i kalo. 2. Re-draw the parts of the lo‘i and explain its functions.	X	X	
3	Kuleana Lo‘i Kalo	4	What is a lo‘i?	1. Seven components of a functional lo‘i kalo. a. The kahawai is a stream, a source of water that begins in the mountains. b. The Mānowai refers to the rock structure that does not dam the water, but slows the water to help channel it. c. The Po‘owai is the headwater where water enters into irrigated ditches where it flows until reaching the lo‘i. d. The ‘Auwai is an irrigated ditch used to transport water. e. The Makawai are the openings in the banks of the lo‘i where water enters and exits each lo‘i. f. The Ho‘i wai is the place where the water leaves the lo‘i and returns to the kahawai.	1 (a). Use hand motions to identify seven components of lo‘i kalo. Verbally explain the purpose of each component. 1 (b). Illustrate the functions of a lo‘i with drawings and explanations.	X	X	X
4	Hō‘oia ‘Ikepili Lo‘i kalo	1	Can you identify the different parts of a lo‘i?	1. Kahawai, Mānowai, Po‘owai, ‘Auwai, Makawai, Ho‘i wai	1. Identify the parts of a lo‘i kalo in the form of a quiz.	X	X	

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5	Mele/ oli	4	What is the mana ‘o behind mele pāleoleo “Māhele Kalo,” and mele “Hāloanakalaukapalili”? What is the mana ‘o behind oli “Kapu Ka Hāloa”?	1. Understand the parts of kalo and memorize the mele pāleoleo “Māhele Kalo.” 2. Understand and memorize the mele “Hāloanakalaukapalili.” 2. Understand and memorize the oli “Kapu Ka Hāloa.”	1. Perform the mele pāleoleo “Māhele Kalo.” 2. Perform the mele “Hāloanakalaukapalili.” 3. Perform the oli “Kapu Ka Hāloa.”	X	X	X
6	Kuleana Kānaka	5	1. What is your kuleana to mālama ‘āina on your own ‘āina at home or in your community?	1. Understand their own individual kuleana to ‘āina.	1. Write and explain their own individual kuleana to ‘āina in paukū (paragraph) form. 2. Explain their kuleana to ‘āina in front of their hoa papa in the form of an “Author's chair.”	X	X	X

# Kupukupu Unit Plan

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NOT USED IN 2022-23

March-May

School: Ke Kula ‘o Samuel M. Kamakau

Unit Plan 4 of 4

Kumu: Kilipohe Miller

Grade: ‘Ekahi

NOT USED IN 2022-23

March-May

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Unit Title: Welo ‘Ohana (‘Ohana Traits)	Demonstrate understand, and apply Hawaiian values / Genealogy?/ Reciprocal relationships
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Essential Question: How do we develop pilina that helps us to malama our ‘ohana?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A'o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb's Depth of Knowledge</a> , <a href="#">Bloom's Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. Identify the similarities and differences of traits between parents and their offspring. (Animals).	1. Students will learn and be able to identify the similarities and differences between parents and their offspring.		X	
2. Identifying the similarities of own individual traits as well as that of their parents. (Welo ‘Ohana) E.g. feet, eyes, nose, hands, hair.	2. Students along with their parents will fill out a paper worksheet to analyze and write down what they notice in terms of similar traits they share in common and will share with the class their findings.		X	
3. Researching family’s own genealogy, dating back to their great grandparents.	3. Students will do a ha‘i’ōlelo Mo‘okū‘auhau of ‘ohana dating back to their great grandparents.	X	X	X
4. Understand 1-2 important kuleana and/customs that his/her ‘ohana is known to have.	4. Students will research 1-2 specific kuleana and/customs that their family is known to have.	X	X	
5. Understand how to cite sources.	5. Students will write with the “Wahi a.../ Mea mai... sentence pattern explaining their kuleana and/ ‘ohana customs.	X	X	
6. Have a deeper understanding of their pilina to their ‘ohana in terms of ‘ohana traits.	6. Students will write about what they want to carry on in (terms of kuleana/ customs) of their own ‘ohana and explain why.			
7. Students will complete an art project.	7. Students will draw a design representing their own ‘ohana.			

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LESSON PLAN OVERVIEW

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						Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1	TRAITS OF PARENTS AND THEIR OFFSPRING		WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN PARENTS AND OFFSPRING OF ANIMALS?	1. Read book “ <i>Kū Ke Keiki i ka Mākua.</i> ” 2. Complete matching worksheet. 3. Complete T- Chart of similarities and differences based on matching worksheet. (Comparing & Contrasting Dog Species) 4. Introduce Welo Holoholona powerpoint. 5. Students will refer to (Trait table) and draw their own ‘īlio that will be labeled with its inherited traits.	1. Students will complete a matching worksheet and explain similarities and differences among parents and their offspring. 2. Students will draw their own dog with traits of a mother and father dog using a trait table that will be provided as a reference. 3. Students will share their results and drawings with their partners and with the whole class.	X	X	X
2	WELO ‘OHANA		WHAT ARE THE SIMILARITIES AMONG THE TRAITS OF THE STUDENTS WITH THEIR PARENTS?	1. Similarities and differences among traits of student’s, parents, and themselves.	1. Students will research the similarities and differences in traits between them and their parents. 2. Students will share their results with their hoa papa.		X	
3	MO ‘OKŪ ‘AUHAU ‘OHANA		What are the names of your kūpuna?	1. Students will research names of ‘ohana reaching all the way back to their kūpuna kuakahi (great grandparents)	1. Students will fill-out mo‘okū‘auhau tree with names of family members reaching back to their kūpuna kuakahi (great grandparents) with assistance from mākua. 2. Students will choose one family line on either their mom’s or dad’s side and fill-out Mo‘okū‘auhau Outline paper. 3. Students will memorize and state their own mo‘okū‘auhau in front of their classmates.	X	X	X
4	Kuleana ‘Ohana		What are a couple specific kuleana/ customs that your ‘ohana is known for?	1. Students will understand 1-2 specific kuleana/ customs his/her ‘ohana is known for.	1. Mākua will help keiki to fill-out lolina ‘ohana paper.		X	
5	Pili ‘Ohana		What kuleana/ customs do you want to continue on from your own ‘ohana?	1. Students will learn and understand the lolina “customs” of their own ‘ohana and what their ‘ohana is known for whether it is fishing, farming, weaving, singing, teaching, etc. Students will use the sentence patterns “Wahi a...” and “Mea mai...” to cite the information they learned from their lolina ‘ohana and cite their sources. 2. Students will have an idea of what lolina ‘ohana they hope to continue in their own ‘ohana. 3. Students will understand how to do public speaking. 4. Students will have a sense of identity through art and know how to explain their pictures to their classmates.	1. Students will write a “Wahi a.../Mea mai” piece relating to their lolina ‘ohana. 2. Students will write and reflect on the information they know about their ‘ohana and write about the <b>legacy of kuleana they want to continue in their own ‘ohana.</b> 3. Students will read and share their reflections with their classmates. 4. Students will draw designs/ symbols representing their ‘ohana/ lolina ‘ohana/ mo‘okū‘auhau ‘ohana and create an art piece to take home. The students will also say a ha‘i‘ōlelo explaining their art pieces in front of their classmates.	X	X	X

# Kupukupu Unit Plan

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

School: Ke Kula ‘o Samuel M. Kamakau  
Unit Plan 4 of 4

Kumu: Kilipohe Miller

Grade: ‘Ekahi

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Q 4

March-May 2023

Unit Title: “He Ali‘i ka ‘Āina, He Kaua ke Kanaka.”

HFCS Vision of the Graduate Link: Demonstrate understand, and apply Hawaiian values / Reciprocal relationships

Essential Question: Pehea wau e mahalo aku ai i nā ali‘i i kāmoe aku ai i ke ala no nā hānauna ma hope o lākou?

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A‘o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb’s Depth of Knowledge</a> , <a href="#">Bloom’s Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. What distinguishes an Ali‘i Nui? Relationship between ali‘i and ‘āina - ON OLA.1.13/ OLA.1.16/ OLA.1.19	1. Haumāna will recreate their own rendition of an ‘ahu‘ula using the colors of the ahu‘ula (red/ yellow) in a form of an art project. (DOK 1)-Use, Recognize		X	
2. Haumāna understand what an Ali‘i Nui is and their kuleana.	2. Haumāna will explain what an Ali‘i Nui is and their kuleana in a form of a quiz. (DOK 2, DOK 3)		X	
3. What kind of regalia did the Ali‘i Nui wear? What are the names of 3 different statuses of ali‘i? What are the names of the different ‘āina each ali‘i had a kuleana to? (Video of creating ‘a‘ahu ali‘i/ powerpoint regarding statuses of Ali‘i and ‘āina they ruled/ uploading ha‘awina regarding ali‘i and ‘āina via Seesaw) OLA.1.16/ OLA.1.17.	3. Haumāna will respond to a quiz (picture-label) regarding the ‘a‘ahu Ali‘i (Ali‘i regalia). Students will respond to a quiz (picture-label) regarding the 3 different kūlana (status) of ali‘i e.g. Ali‘i Nui, Ali‘i ‘Ai Moku, Ali‘i ‘Ai Ahupua‘a, as well as the ‘āina they had a kuleana to e.g., Mokupuni, Moku, Ahupua‘a. (DOK 2)- Classify		X	
4. Ali‘i Nui acted as servant leaders in the past leaving us a legacy that creates life opportunities for us today. What would you do as a servant leader if you were an Ali‘i Nui? What was done by our Ali‘i Nui? E.g., Kākuhihewa/ Mā‘ilikūkahi as an example of being an effective servant leader?(Powerpoint presentation of the Mo‘olelo o Kākuhihewa)/ Mo‘olelo o Mā‘ilikūkahi OLA.1.5./OLA.1.17/ OLA.1.18/ OLA.1.21/OLA.1.23 (Waipao)	4. Students will write an “Ali‘i Nui” piece regarding if they were an ali‘i, what kinds of leadership roles they would take to help their ‘āina and kānaka. (DOK 3)- Revise , Draw conclusions, Compare 1. Who were ali‘i nui and what are their kuleana? 2. Who were Kākuhihewa and Mā‘ilikūkahi and what did they do as servant leaders? 3. What leadership roles would you take if you were an ali‘i nui and why?			
5. What are the hopes and dreams for the betterment of our kahua kula and what could be our legacy? What is my kuleana to our ‘āina at kula? OLA.1.6/ OLA.1.7/ OLA.1.17./ OLA.1.19/ OLA.1.23	5. Write 3 hopes/dreams the haumāna want for the future of our kahua kula. Students will write a commitment piece to define their kuleana as stewards of our kahua kula at Kamakau and share with the class.		X	X

# Kupukupu Unit Plan

[Q1](#) Q2 Q3 Q4

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(DOK 4)- Create, Connect, Apply concepts, Analyze

[Kupukupu Unit Q4- End Of Unit Assessment](#)

	X	X

## Assessment Procedures- Ali'i Nui Assessment #3

1.

### 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	Ali‘i	1 WEEK	1. WHAT DISTINGUISHES AN ALI‘I?	1. Students will understand what the ‘a‘ahu (regalia) were of the Ali‘i nui (highest ranking chiefs).	1. Students will redraw and recreate their own rendition of Ali‘i Nui regalia using royalty colors in a form of an art project e.g., ‘ahu‘ula/ mahi‘ole	X	X	
2	KULEANA ALI‘I	2 WEEK	1. What are the kuleana of ali‘i nui? 2. What were the ‘a‘ahu ali‘i? 3. What are 3 different statuses of ali‘i? 4. What are the different ‘āina the ali‘i ruled?	1. Students will read books about and learn kuleana of ali‘i nui e.g., “He Aha ke Ali‘i?” “Ka Mo‘olelo o Mā‘ilikūkahi” 2. Students will understand the different kinds of ‘a‘ahu ali‘i. 3. Students will understand 3 different kūlana of ali‘i. 4. Students will understand the different ‘āina the ali‘i ruled.	1. Students will take a quiz and explain what an ali‘i nui is and their kuleana. 2. Students will take a quiz regarding the different ‘a‘ahu ali‘i. 3. Students will take a quiz regarding 3 different kūlana ali‘i. 4. Students will take a quiz regarding 3 different ‘āina they ruled.		X	X
3	Legacy’s of Ali‘i	2 WEEK	1. What legacy would you want to leave if you were an ali‘i nui? What legacy’s did Mā‘ilikūkahi and Kākuhihewa leave for us?	1. Students will understand the hopes and beliefs our ali‘i nui had for our lāhui and the benefits that we receive today from those ali‘i who cared for our lāhui and left us with their legacy’s.	1. Students will be able to create and share their “Ali‘i Nui” writing piece regarding their own legacy if they were an “Ali‘i Nui.”	X	X	
4	Legacy’s of Haumāna Kamakau	2 week	1. What could be our legacy for our kahua kula and/ other students who come to our kahua kula o Kamakau in the future?	1. Write 3 hopes/wishes haumāna want for the future of our kahua kula. 2. Develop a mini-poster/ picture of their dream realized (for the future) and write a commitment piece to define their kuleana as stewards of the land and share with the class.	1. Students will present their 3 hopes/wishes along with their mini-poster for the future of our kahua kula.	X	X	X

# Kupukupu Unit Plan

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

School: Ke Kula ‘o Samuel M. Kamakau Unit Plan 3 of 4	Kumu: Kilipohe Miller	Grade: ‘Ekahi	TBD 20-21 QUARTER 4???
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Unit Title: “He wa ‘a he moku, he moku he wa ‘a”	HFCS Vision of the Graduate Link: Respect and honor genealogy
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Essential Question: He aha ka waiwai o ka mo‘okū‘auhau wa ‘a?
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CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: school developed standards/benchmarks, <a href="#">Nā Ana A‘o</a> , <a href="#">Common Core Standards</a>	Resources: <a href="#">HFCS Cultural Competencies</a> , <a href="#">Webb's Depth of Knowledge</a> , <a href="#">Bloom's Taxonomy</a>	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
Students will understand the names of 5 different ‘Ohana wa ‘a i.e. Hōkūle‘a, E Ala, Hawai‘i loa, Makali‘i, and Kānehūnāmoku. Students will know the names of navigators i.e. Papa Mau Pailug, Nainoa Thompson, ‘Anakē Kahape‘a, Uncle Clay Bertelmann, etc.	Given a timeline worksheet, the students will be able to cut out and rearrange the 5 ‘ohana wa ‘a in the correct order of their mo‘okū‘auhau and paste them on the appropriate location on the timeline. They will then write the names of the wa ‘a and the makahiki they were born.	X	X	
He wa ‘a, He moku - He moku, He wa ‘a: a. Crew members and their kūlana/kuleana b. Parts of the wa ‘a	Students will write about their favorite kūlana/kuleana of crew member roles and responsibilities on the wa ‘a and share with the class. Identify parts of the wa ‘a on Kānehūnāmoku huaka ‘i.		X	
Students will have background knowledge of a particular wa ‘a of their choosing i.e. Hōkūle‘a, E Ala, Hawai‘i Loa, Makali‘i, or Kānehūnāmoku.	Students will learn interesting and fun facts about the different ‘Ohana wa ‘a and figure-out which wa ‘a they feel has the most interesting history to them.			
Students will learn the oli “Ia Wa ‘a Nui”	Students will oli “Ia Wa ‘a Nui” at Kānehūnāmoku when we visit at Ka ‘alaea.	X		X
He wa ‘a, He moku - He moku, He wa ‘a: -Your papa is a wa ‘a, what is your kuleana to the papa?	Students will fill-out a worksheet with a class picture in the center (of a wa ‘a possibly), the students will write words describing how the Papa is their wa ‘a and how they have a kuleana to their Papa./ Students will write an acrostic word poem with descriptive words pertaining to a particular wa ‘a.	X	X	
Students will create their own individualized wa ‘a.	Students will be able to use critical thinking skills as well as creativity to create their own individualized wa ‘a.	X	X	X

# Kupukupu Unit Plan

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

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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	Mo‘OKŪ‘AUHAU WA‘A	2 LĀ	‘O WAI NĀ INOA O NĀ ‘OHANA WA‘A 5? ‘O KA MAKAHIKI HEA LĀKOU I HĀNAU ‘IA AI? HE AHA KE KA‘INA MA KA MO‘OKŪ‘AUHAU?	2. Haumāna will know the names of the 5 ‘ohana wa‘a (Hōkūle‘a/ E Ala/ Hawai‘i Loa/ Makali‘i/ Kānehūnāmoku) as well as the years these wa‘a were born in. 3. Haumāna will know the correct succession of the wa‘a from the Hiapo to the Muli. (Quiz)	2. Understand that Mo‘okū‘auhau exists outside of the kānaka realm, Mo‘okū‘auhau exists relative to wa‘a as well. Haumāna will be able to relate themselves more to the wa‘a on a cultural and personal level. 3. Haumāna will be able to recognize the different ‘Ohana wa‘a and understand the correct succession in the Mo‘okū‘auhau Wa‘a. (Quiz)	X	X	
2	HE WA‘A, HE MOKU, HE MOKU, HE WA‘A	2 LĀ	HE AHA NĀ KŪLANA A KULEANA WA‘A?	1. Haumāna will become familiar with the different kūlana and kuleana held on the wa‘a.	5. Haumāna will write about what kūlana/ kuleana they would like to ‘auamo if they were on the wa‘a. 6. Haumāna will draw a picture of themselves carrying out that kuleana on the wa‘a. 7. Haumāna will share their	X	X	X
3	‘IKE WA‘A	2 LĀ	He aha ka mō‘aukala a ‘ike kū‘i‘o o ka wa‘a a‘u e hoihoi loa ai?	3. Student’s will understand history and factual information about 1 particular wa‘a they are interested in the most.	1. Student’s will write their mana‘o about the interesting history and facts about 1 wa‘a of their choice using transitional sentences i.e. (‘O ka mua, Ma hope, A lāila, ‘O ka hopena)	X		
5	Kuleana		He aha ku‘u kuleana i ku‘u papa?	1. Haumāna will identify their kuleana to their own wa‘a (Papa) and explain how they contribute.	1. Haumāna will write about their own kuleana to the Papa and explain why./ Haumāna will choose one wa‘a they most identify with and they will write an acrostic word poem using the name of one particular wa‘a of their choosing i.e. Hōkūle‘a, E Ala, Hawai‘i Loa, Makali‘i, or Kānehūnāmoku.		X	