

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

TRIMESTER 1

School: Mālama Honua PCS	Kumu: R. Hun & M. Long	Grade: Third/Fourth	Dates: Trimester 1
--------------------------	------------------------	---------------------	--------------------

Unit Title: ‘O Wai La: Who am I in relation to the natural world? Wai Year 2: 24-25	HFCS Vision of the Graduate Link: Know a place as a piko and a foundation for making larger connections
--	--

Essential Question Tri 1: How does ‘ike kūpuna show the importance of wai?
--

Nā Lawena Ho‘okele: Confident Cultural Identity, Environmental Awareness
--

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: HFCS Kahua: E/LA Benchmarks , Explore MAP	Resources: Webb's Depth of Knowledge	Kū‘auhau Cultural Artifact	Kukupu Academic Work	Hō‘ike Performance
1. Our kūpuna used/have different types of kilo, mo‘olelo, artifacts, and protocol for specific purposes and it's important to continue these traditions today. <ul style="list-style-type: none">A.3-5.1 Weave together ‘āina, ‘ohana, and cultural components of mo‘okū‘auhau (i.e. ‘ohana genealogy, wa‘a genealogy, Kumulipo, history, mo‘olelo wahi pana)ELA3.8. Read narrative, informational texts, and mele / poetry to gain information for discussion and to satisfy curiosity about a topic across curriculum areas.ELA4.6: Identify important information (sorting essential from non-essential content) in mele/poetry, narrative, and informational texts across curriculum areas using knowledge of:<ul style="list-style-type: none">Hawaiian language used in English texts, e.g., inclusion of ‘olelo no‘eau, phrases from a mele or hymn, place names and their meanings;patterns and devices in mele/poetry, e.g., verse/stanza, rhyme scheme, figurative language, repetition, juxtaposition/opposites; story elements in narrative texts, e.g., setting, characters, problem, sequence of events, resolution of problem, theme/author's message; text features in informational texts, e.g., title, headings, diagrams, charts, captions, side bars, glossary, table of contents, index.	1a. Collect and display [DOK 1] learning in collection of huaka‘i reflection that shows the connection between classroom learning and huaka‘i. <ul style="list-style-type: none">Ko‘olau: Nations of Hawai‘i and PūhaKona: Pūha Stream at Bellows AFB 1b. Cite evidence [DOK 3] during class discussions (refer to Class Discussion Rubric for additional details) <ul style="list-style-type: none">How can kilo and mo‘olelo help us to understand more about a place?Why is it important to continue kilo and mo‘olelo today?What role do cultural artifacts play in protocol?How did your hana and mana contribute to the quality of your cultural artifacts?When you encountered a problem how did you handle it?How are you perpetuating kuleana with this cultural artifact? 1c. Create (DOK 4) a Native Hawaiian cultural artifact that reflects ‘ike kupuna and quality and apply concepts (DOK 4) of cultural protocol when using it.. <ul style="list-style-type: none">Wai Year 1: Make ‘apu (with Kānehūnamoku) to prepare for 6th grade sailWai Year 2: Grow ‘ipu (hula implement) and connect to migration and moon phases	X	X	
2. Categorizing and ordering the natural world and its systems through a Papakū Makawalu lens provides a “new-old” perspective on the natural world with the understanding that akua have cosmological and ecological representations. <ul style="list-style-type: none">A.3-5.1 Weave together ‘āina, ‘ohana, and cultural components of mo‘okū‘auhau (i.e. ‘ohana genealogy, wa‘a genealogy, Kumulipo, history, mo‘olelo wahi pana)ELA.4.2 Interact with ‘āina by using ‘ōlelo Hawai‘i performance cartographies (i.e. oli, mele, hula, kaulana mahina, ho‘okele) and develop a stronger relationship with ‘āina.	2. Apply concepts [DOK 4] through a written reflection and performance of: <ul style="list-style-type: none">Wai Year 1 He Mele No Kāne, including mana‘o on how this oli connects us to wai and Kāne and Kanaloa including:<ul style="list-style-type: none">The connection to Kāne and Kanaloa and their kinolau of waiHow wai plays a role in the weather patterns in our kaiāulu of WaimānaloWai Year 2: He Mele No Nā Ua O O‘ahu by Kiele Gonzalez		X	
3. The invaluable relationship our people have with wai/kai <ul style="list-style-type: none">A.3-5.1 Weave together ‘āina, ‘ohana, and cultural components of mo‘okū‘auhau (i.e. ‘ohana genealogy, wa‘a genealogy, Kumulipo, history, mo‘olelo wahi pana).ELA.3.13. Read narrative, informational texts, and mele / poetry to gain information for discussion and to satisfy curiosity about a topic across curriculum areas.	3. Engage in the Writing Process to <ul style="list-style-type: none">Wai Year 1: Create [DOK 4] narrative essay about the relationship people have with wai written from the perspective of wai	X	X	

Year-Long Driving Question: How do we 'auamo our kuleana to wai?

- **Wai Year 2: Create [DOK 4]**

4. Summarize (DOK 2) trimester 1 learning to an authentic audience including reciting (DOK 1) ho'olauna, performing (DOK 1) oli, and:

- **Wai Year 1:** showing their learning through the following:
 - Performing (DOK 1) He Mele No Kāne
 - Creating (DOK XXX) a group presentation on a wai-related topic that includes a presentation board, presentation, and interactive activity.
- **Wai Year 2:** reporting (DOK 1) their learning about

The diagram illustrates three vertical columns of data points, each with a red dotted line representing a decision boundary. The columns are labeled 'X' and 'O'. The first column has 3 'X's and 1 'O'. The second column has 2 'X's and 2 'O's. The third column has 1 'X' and 3 'O's.

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

Tri 1 WAI Year 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	Protocol (Intro and reinforced through year)	15	How do we conduct ourselves in kula and in our kaiāulu?	We do different protocol depending on where we are, like protocol at school vs. protocol on huaka ‘i. Resource: <ul style="list-style-type: none">Lesson: Protocol for Huaka ‘i	1a. Explain why and how we do protocol through classroom discussions using Large Group Discussion Rubric . 1b. Recite [DOK 1] independently one of the following oli and explain why we do this oli: <ul style="list-style-type: none">‘O Pu ‘u Kona and Ho ‘opkua e ka lāOli Aloha No Ko ‘olaupokoE Ala EAia i KumukahiE KānehoalaniE Hō MaiNā ‘Aumākua		X	X
2	Wahi Pana (Intro and reinforced throughout year)		How can mo ‘olelo and kilo tell us about the different wahi pana in our ahupua ‘a?	a. Mo ‘olelo and kilo tells a story of a place in the past and present. Huaka ‘i 1: Keahupua/Kuapā, Maunalua/Mo ‘okū o Kāne ‘āpua, Hālonā, Awawamalu (Kris Kramer with Maunalua mo ‘olelo?) Huaka ‘i 2: Makapu ‘u Hike, Kaupō (Nation of Hawai ‘i) Huaka ‘i 3: Pā Honu, Kaiona, Hūnānāniho (Kū ‘ike- Anu ‘s cousin) b. Maps can inform a person on the geographic relations of places. Resources: Ka Wai Ola Article: Ola ka inoa Aia i Waimānalo: Essay by Kīhei de Silva Waimānalo Mo ‘olelo - Waimanalo Mo ‘olelo Maunalua- http://www.maunalua.net/ Community Partners: -Kumu Charlanī Ko ‘olaupoko Oli -Ka ‘anoḥi Kalama-Macomber Waimānalo mo ‘olelo -Chris Cramer- Maunalua mo ‘olelo -Nation of Hawai ‘i Hūnānaniho/SOS hui -Ka ‘anoḥi -Ian Masterson Ko ‘olaupoko mo ‘olelo	Create [DOK 4] a booklet that includes a map of the wahi pana of Waimānalo, including the kilo drawings drawn on each huaka ‘i.	X X	X X	

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

	NĀ LAWENA HO‘OKELE (TO TAUGHT AND REFLECTED ON DURING TRIMESTER)		How do our Mind of the Navigator skills relate to our learning and hana?	<p>The meaning of each of the Mind of the Navigator skills and examples of how someone lives those Mind of the Navigator skills.</p> <ol style="list-style-type: none">Confident Cultural Identity as the heartEnvironmental Awareness <p>Resources:</p> <ol style="list-style-type: none">Lesson: Overview of Nā Lawena Ho‘okeleLesson 1: Confident Cultural IdentityLesson: Environmental Awareness	Create [DOK4] posters with the school definitions of the Nā Lawena Ho‘okele.			
	Wai: Kāne and Kanaloa		What role do our Akua, Kāne and Kanaloa, play with wai?	<p>Akua have cosmological and ecological representations as seen through Kāne, Kanaloa, and their kinolau. Kāne and Kanaloa are known as the wai bringers.</p> <p>Wai is a precious resource:</p> <p>Kāne and his kinolau Kāne and Kanaloa, the wai bringers Ka Pō‘aipuni (The Water Cycle)</p> <p>Resources:</p> <ol style="list-style-type: none">Wai Vocab (example of haumāna made posters),Wai & Kāne- Intro to Wai,Kāne and his kinolau,Kumukahi videos- Wai, KāneWaihona Net<ol style="list-style-type: none">Wai iconsHe Mele No Kāne coloring sheetsKa Pō‘aipuni<ol style="list-style-type: none">Crossword puzzleHe Mele No Nā Ua O O‘ahuWai Place NamesWai Cycle Matching				
	Ka Pō‘Aipuni Wai the Water Cycle		What role does wai play in our everyday lives?	<p>Ola i ka wai: Water is the life force of all living things and goes through a cycle of life called Ka Pō‘Aipuni Wai (the Water Cycle).</p> <p>Resources:</p> <ol style="list-style-type: none">Ka Pō‘Aipuni Wai from Waihona.netMālama Wai Kit from Waihona.netMystery Science Unit Grade 3: Stormy SkiesHTY Weather videoNā Wai ‘Ekolu: stream biodiversity	<p>1. Draw [DOK 1] and label the parts of the Ka Pō‘Aipuni Wai (the Water Cycle.</p> <p>2. Identify [DOK 1] freshwater elements and discuss its importance to ‘āina (environment), kanaka (man), and ahupua‘a (community).</p>			

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

				6. Kanaeokana: We Are ‘Āina video				
	He Mele No Kāne		How can oli and mele connect us to environmental features?	Oli and mele have a purpose and function: He Mele No Kāne describes all the places you can find Kāne/freshwater	In small groups, research and report [DOK 1] the meaning of an assigned verse.			
	Artifact			‘Apu making				
	HŌ‘IKE			Trimester 1 Rubric	Presentations: 1. Performance of He Mele No Kāne 2. Group Presentations a. Start with Ho‘olauna b. Wai Topics of hui i. He Mele No Kāne ii. Nā Ao iii. The Water cycle iv. Mo‘olelo of Kāne and Kanaloa c. Interactive Activity to engage audience d. Google Form for feedback on haumāna presentation			
					1. Mālama Honua cultural competencies rubric			

Tri 1 Wai Year 2 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	PROTOCOL	FIRST 2 WEEKS OF KULA	What is the purpose and procedure for protocol?	We do different protocol depending on where we are, like protocol at school vs. protocol on huaka‘i. Resource: 1. Lesson: Protocol for Huaka‘i	1a. Explain why and how we do protocol through classroom discussions using Large Group Discussion Rubric . 1b. Recite [DOK 1] independently one of the following oli and explain why we do this oli: <ul style="list-style-type: none">• ‘O Pu‘u Kona and Ho‘opkua e ka lā• Oli Aloha No Ko‘olaupoko• E Ala E• Aia i Kumukahi• E Kānehoalani• E Hō Mai• Nā ‘Aumākua		X X	X

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

2	NĀ LAWENA HO‘OKELE (TO TAUGHT AND REFLECTED ON DURING TRIMESTER)		How do our Mind of the Navigator skills relate to our learning and hana?	<p>The meaning of each of the Mind of the Navigator skills and examples of how someone lives those Mind of the Navigator skills.</p> <p>c. Confident Cultural Identity as the heart</p> <p>d. Environmental Awareness</p> <p>Resources:</p> <p>Lesson: Overview of Mind of Navigator Skills</p> <p>Lesson 1: Confident Cultural Identity</p> <p>Lesson: Environmental Awareness</p>	Create [DOK4] posters with the school definitions of the Nā Lawena Ho‘okele.			
3	WAI (REVIEW FOR 4TH GRADERS)		What is wai and why is it important?	<p>Wai is a precious resource:</p> <p>Kāne and his kinolau</p> <p>Kāne and Kanaloa, the wai bringers</p> <p>Ka Pō‘aipuni (The Water Cycle)</p> <p>Resources:</p> <p>6. Waihona Net</p> <p>a. Wai icons</p> <p>b. He Mele No Kāne coloring sheets</p> <p>c. Ka Pō‘aipuni</p> <p>i. Crossword puzzle</p> <p>ii. He Mele No Nā Ua O O‘ahu</p> <p>iii. Wai Place Names</p> <p>iv. Wai Cycle Matching</p> <p>d.</p> <p>7.</p>	<p>1. Perform [DOK 1] He Mele No Nā Ua O O‘ahu.</p> <p>2. Create [DOK 4] their own verse based on the ua in the place that they live.</p>			
4	KĀNE AND KANALOA		What roles do Kāne and Kanaloa play with wai?	<p>Akua have cosmological and ecological representations as seen through Kāne and his kinolau.</p> <p>Resources:</p> <p>1. Kumukahi video: Wai, Kāne, Kanaloa</p> <p>2. Mo‘olelo of Kāne and Kanaloa:</p> <p>a. Puke Ko‘olauloa Series</p> <p>b. Aunty Kū Kahakalau</p> <p>c. Puke: The Water of Kāne</p>				
5	NAHELE MA‘UKELE, NATIVE PLANTS, AND WATERSHED		What is the watershed system and how is it connected to the Nahele Ma‘ukele (Hawaiian rainforest)?	<p>The many layers of the Nahele Ma‘ukele and the native species within help to move the watershed system along.</p> <ul style="list-style-type: none">Watershed is the natural process of wai flow that is part of Ka Pō‘aipuni (the water cycle).There are distinct layers of the Nahele Ma‘ukele and each layer plays a particular role in the	Construct [DOK 3] a terrarium to observe an example of the watershed in the Nahele Ma‘ukele.			

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

				<p>watershed system.</p> <ul style="list-style-type: none">Native species interact with the watershed system. <p>Resources:</p> <ol style="list-style-type: none">Melissa Lesson 1: Watershed and the Nahele Ma‘ukeleMelissa Lesson 2: Watershed and the native species of the Nahele Ma‘ukeleWorksheet: Parts of the Nahele Ma‘ukeleNā ‘Āina Kumu Wai: Watershed ActivityWaihona:<ol style="list-style-type: none">Hawai‘i’s ForestsHawai‘i’s Watershed				
7	AHUPUA‘A SYSTEM AND WATERSHED		What role(s) did wai play in the ahupua‘a system?	<p>The ahupua‘a was a ‘Āina system that ran from uka to kai and was a natural form of the watershed process.</p> <ul style="list-style-type: none">There are different forms of wai through the ahupua‘a.Whatever happens in uka impacts kula and kai.There was different kuleana centered around wai: luna wai, mahi‘ai, and lawai‘a.Native species benefited from the ahupua‘a system like:: ‘ō‘ōpu, ‘ōpae, hihiwaiPartial water diversion through the form of manowai vs. Waiāhole Ditch where all wai was diverted <p>Resources:</p>	Choosing 1 part of the ahupua‘a system, draw [DOK 1] and write about how that area and wai plays a role within the ahupua‘a system.			
8	AQUIFERS		What are aquifers and what role do they play?	<p>Aquifers are essential to our survival as this is how we get the wai that is at our homes.</p> <ul style="list-style-type: none">Aquifers were formed naturally (Waimānalo and Wai‘anae aquifers were formed by lava flow).To be added: Locations of aquifersThe Board of Water Supply created a system to pump water from the aquifer to our homes. <p>Resources:</p> <p>‘Anakala Arthur Aiu from Board of Water Supply</p>	Draw [DOK 1] a diagram of the Ka Pō‘aipuni and the aquifer to home system.			
9	Group Project			Cooperative Learning/Collaborative Grouping Alaka‘i, Recorder, Materials, Readers	Create [DOK 4] a presentation that informs an authentic audience the role that wai plays according to their topic. 1. Wai Topics of hui	X	X	X

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

				Melissa’s 24-25 Packet	<div>a. Nahele Ma‘ukele</div> <div>b. Native Plants</div> <div>c. Ahupua‘a System</div> <div>d. Aquifers</div> <div>e. He Mele No Kāne</div> <div>f. Waiāhole</div>			
10	Hō‘ike			Trimester 1 Rubric	<div>Presentations:</div> <div>1. Performance [DOK 1] of He Mele No Nā Ua O O‘ahu</div> <div>2. Group Presentations</div> <div>a. Start with Ho‘olauna</div> <div>b. Wai Topics of hui</div> <div>i. Nahele Ma‘ukele</div> <div>ii. Native Plants</div> <div>iii. Ahupua‘a System</div> <div>iv. Aquifers</div> <div>v. He Mele No Kāne</div> <div>vi. Waiāhole</div> <div>c. Interactive Engagement activity</div>			

TRIMESTER 2

School: Mālama Honua	Kumu: R. Hun & M. Long	Grade: Third/Fourth	Dates: Trimester 2 Nov-February
----------------------	------------------------	---------------------	---------------------------------

Unit Title: Waiwai: Wealth, depletion, and effects on the land	HFCS Vision of the Graduate: Understand the importance of reciprocal relationships and responsibilities in a cultural context.
--	---

Essential Question: T2: How do our ‘Āina partners pilina and connections to ‘ike kupuna help them to advocate and/or protect kai/wai/moana?
MON Skill: Communication & Collaboration, Global Perspective

CONTENT	ASSESSMENT	KUPUKUPU FRAMEWORK		
Students will know and understand...	Students will be able to...	Cultural Competency Assessment		
Resources: HFCS Kahua: E/LA Benchmarks , Explore MAP ‘āina Partner: CTAHR, Nation of Hawai‘i, Puha	Resources: Webb’s Depth of Knowledge	Kū‘auhau	Kukupu	Hō‘ike
		Cultural Artifact	Academic Work	Performance

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

- 1a. The definition of a cultural artifact (paste definition here).
- 1b. ‘Āina partners take on the kuleana of helping their kaiāulu by taking care of wai.
- **A.3-5.3** *Understand the function and relationship between cultural protocols, cultural artifacts, and lawena (i.e piko/pū/reverence, mahalo/lei/gratitude)*
 - **ELA.4.3** *Understand the function and relationship between cultural protocols, cultural artifacts, and lawena (i.e piko/pū/reverence, mahalo/lei/gratitude).*

2. Data collection and environmental research are important steps in learning about an issue(s) about wai/kai/moana.

- **ELA 3.16:** Use the steps of the writing process (planning, drafting, revising, editing, publishing, sharing) to communicate ideas related to academic work across curriculum areas and personal life, with a focus on:
 - planning (gathering information, talking about ideas and opinions, identifying the audience and purpose of the piece, drawing to show ideas), drafting (getting ideas down on paper), and revising (rereading, adding information, deleting information, changing words to make writing clearer and more engaging);
 - the writing traits of ideas/content and word choice;
 - citing sources of information in the body of writing and creating a reference list (books, articles, interviewees, and/or online resources).
- **ELA 3.17:** Use functional writing (note-taking while reading, outlining and planning for writing, letters and text messages for personal communication) related to academic work and personal life to address issues of importance to self and others, using the steps of the writing process where appropriate.
- **ELA.4.12** Use the steps of the writing process (planning, drafting, revising, editing, publishing, sharing) to communicate ideas related to academic work and personal life, with a focus on:
 - planning (e.g., gathering information, talking about ideas and opinions, identifying the audience and purpose of the piece, drawing to show ideas), drafting (getting ideas down on paper), and revising (e.g., rereading, adding information, deleting information, moving sentences or paragraphs, changing words and phrases to make writing clearer and more engaging);
 - the writing traits of ideas/content and word choice;
 - citing sources of information in the body of writing and creating a reference list (books, articles, interviewees, and/or online resources).

3. It's our kuleana to perpetuate 'ike and share trimester 2 learning about wai with our 'āina partner(s) [ex Pūha Stream, Nation of Hawai'i]

- **A.3-5.2** Interact with ‘āina by using ‘ōlelo Hawai‘i performance cartographies (i.e. oli, mele, hula, kaulana mahina, ho‘okele) and develop a stronger relationship with ‘āina.
- **ELA.3.10** Uses verbal and nonverbal communication effectively in presentations to an audience and in informal conversations with peers and adults.
- **A.3-5.4** Know our place in the community ‘āina, its resources (mauna, awawa, wai, kai, one, wao) and the relationship with well-being.
- **ELA.3.11** Use rubrics or stated expectations to improve communication with an audience during sharing of products and presentations.
- **ELA.4.4** Know our place in the community ‘āina, its resources (mauna, awawa, wai, kai, one, wao) and the relationship with well-being.
- **ELA.4.2** Interact with ‘āina by using ‘ōlelo Hawai‘i performance cartographies (i.e. oli, mele, hula, kaulana mahina, ho‘okele) and develop a stronger relationship with ‘āina.

- 1a. List [DOK 1] select 3 objects that meet the cultural artifact definition on a Tree Thinking Map.
- 1b. Select a cultural artifact and summarize [DOK 2] how it reflects an ‘āina partner’s kuleana.

2. Engage in the Writing Process to:

- **Wai 1:** Create [DOK 4] informative writing piece about a problem or solution that we face with wai and it's impact on 'āina, kanaka, and native species.
 - Topics:
 - Drought
 - Flooding
 - Conservation
- **Wai 2:** Create [DOK 4] informative writing piece about the various contributions wai makes to our communities/life.

3a. Summarize [DOK 2] trimester 2 learning in a Kuleana Project Proposal that is presented to an authentic audience of 'āina partners (project completed in T3)

3b. Perform [DOK 1] oli to an authentic audience of 'āina partners

A diagram illustrating a sequence of events or states across three vertical boundaries, represented by dotted lines. The events are marked by 'X's:

- Before the first boundary: 2 'X's
- Between the first and second boundaries: 2 'X's
- Between the second and third boundaries: 2 'X's
- After the third boundary: 1 'X'

T2 Wai Year 1 LESSON PLAN OVERVIEW

#	TITLE	DAYS	ESSENTIAL QUESTION	CONTENT	ASSESSMENT	KUPUKUPU FRAMEWORK
---	-------	------	--------------------	---------	------------	--------------------

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

				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
	MIND OF THE NAVIGATOR SKILLS (TO TAUGHT AND REFLECTED ON DURING TRIMESTER)		How do our Mind of the Navigator skills relate to our learning and hana?	<p>The meaning of each of the Mind of the Navigator skills and examples of how someone lives those Mind of the Navigator skills.</p> <ul style="list-style-type: none">• Communication & Collaboration• Global Perspective <p>Resources: Lesson: Communication and Collaboration Lesson: CCI and C&C: Lanakila Manguail (needs editing) Lesson: Global Perspective</p>	Create [DOK4] posters with the school definitions of the Nā Lawena Ho ‘okele.			
1	WEATHER & CLIMATE	1 WEEK	1. What do the changes in environmental data tell me about what is happening in my own backyard?	<p>1. Kilo, observational, and scientific data can provide information on climate, geography, and landforms of a place and their change over time.</p> <ul style="list-style-type: none">a. Weather/Climateb. Geographyc. Global Warmingd. Natural Resources, Disasters, & Engineeringe. Erosion & Earth ‘s Surfaces	Kilo Journals with additional anecdotal notes and data observations/collections			
2	HANA	(ONGOING THROUGH TRIMESTER	HOW DO WE BUILD PILINA THROUGH HANA?	<p>Stewardship begins with introducing myself to a place and requires time and commitment to a place, person, function.</p> <p>Wai, Waiwai, Kānāwai</p>				
3							X	
4								
5								
6	Impacts on Wai		What are some benefits and issues that impact wai?	Environment and kanaka can have many impacts on wai, including:				
7	Research Projects							

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

8	Reflection and Prep for Trimester 3 Project							
---	---	--	--	--	--	--	--	--

Wai Year 2 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
	MIND OF THE NAVIGATOR SKILLS (TO TAUGHT AND REFLECTED ON DURING TRIMESTER)		How do our Mind of the Navigator skills relate to our learning and hana?	The meaning of each of the Mind of the Navigator skills and examples of how someone lives those Mind of the Navigator skills. <ul style="list-style-type: none">Communication & CollaborationGlobal Perspective Resources: Lesson: Communication and Collaboration Lesson: CCI and C&C: Lanakila Manguail (needs editing) Lesson: Global Perspective	Create [DOK4] personal definitions for each Mind of the Navigator Skill.			
	MĀLAMA ‘ĀINA (INTRODUCED AND REINFORCED THROUGHOUT YEAR)		What does it mean to Mālama ‘Āina?	‘Āina partners live out our kuleana as kia ‘i (stewards) of the land that Aloha ‘Āina and mālama ‘Āina.				
	ADVOCACY		What is advocacy and what does it look like?	Our ‘Āina partners and other kanaka are examples of what it means to advocate for our wai. Resources: <ol style="list-style-type: none">Waihona Advocacy collectionMakani Advocacy Unit				
	WATER OWNERSHIP		<ol style="list-style-type: none">Who owns ‘āina/wai? Who owns access to fresh water?What are the different cultural/economic perspectives of ‘āina/wai ownership?How has political timelines influenced issues of ‘āina/wai ownership?	<ol style="list-style-type: none">Traditionally, a water rights refers to the utilization of water as an element supporting basic human needs like drinking or irrigation. Water Rights could also include the physical occupancy of waterways for purposes of travel, commerce and even recreational pursuits.Water Rights have deep rooted issues in Hawaii stemming from differences in cultural vs. economic perspectives. Loi farmers vs. sugar				

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

			<div>4. How has social/health timelines influenced issues of ‘āina/wai ownership?</div> <div>5. How has economic timelines influenced issues of ‘āina/wai ownership?</div> <div>6. What are the different perspectives of the groups involved?</div>	<div>cane plantations.</div> <div>https://www.youtube.com/watch?v=4XMsyRTaPG8 and kamakako ‘i video</div> <div>Resources:</div> <div>Waltah the Worm- Waiahole ditch triple rich</div> <div>Ola i ka Wai: Water is Life</div>				
	WAI AND ENVIRONMENTAL RACISM			<div>https://www.zinnedproject.org/wp-content/uploads/2023/03/Water_and_Environmental_Racism.pdf</div> <div>https://www.stopthreewaters.nz/</div>				
	WATER DIVERSION			<div>Wai and access to wai has changed over time, including flow of wai, wai rights, and wai laws.</div> <div>1. How has water changed over time in Hawai‘i?</div> <div><div>a. Waiahole Ditch</div><div>b. Na Wai Eha (Maui)</div></div> <div>2. How has water changed over time in Waimānalo?</div> <div><div>a. Pu‘uhonua ‘o Waimānalo: Nation of Hawai‘i:</div><div>b. Puha Stream- Bellows Air Force Base</div><div>c. Muliwa‘ōlena</div><div>d. Waimānalo Sugar Co.</div></div>	Synthesize research information to participate in a debate on water diersion.			
	IMPACT ON WATER QUALITY			<div>Kapūkakī</div> <div>Resources:</div> <div>1. Kanaeokana: The Greatest Threat to O‘ahu</div> <div>2. Waihona</div> <div><div>a. Kapūkakī and Lā Ho‘iho‘i ‘Eā</div><div>b. Advocacy Brochure</div><div>c. ‘Ōpio Action Booklet</div></div> <div>3.</div> <div>Standing Rock, North and South Dakota</div> <div>Resources:</div> <div>1. History and Culture of Standing Rock Sioux</div>				

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

	RESEARCH			<div>Conduct research on a topic that impacts wai, recording facts to learn more about the topic.</div> <div><div><div>●</div><div>Topics:</div><div><div>○</div><div>Waiāhole Ditch</div></div><div><div>○</div><div>Kapūkakī</div></div><div><div>○</div><div>Nā Wai ‘Ehā</div></div><div><div>○</div><div>Standing Rock</div></div></div></div> <div><div>Resources:</div><div><div>24-25 Research Project Introduction Slides</div><div>24-25 Trimester 2 Research Project Hana Documents</div><div>(Melissa’s copies)</div><div>24-25 Project Research Writing Rubric</div></div></div>	<div>Create [DOK 4] an informative writing piece based on research about a issue with wai</div>			
	Ho‘IKE			<div>24-25 Trimester 2 Research Presentation Rubric</div>				

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

TRIMESTER 3

School: Mālama Honua PCS	Kumu: R. Hun & M. Long	Grade: Third/Fourth	Dates: Trimester 3: February-May
--------------------------	------------------------	---------------------	----------------------------------

Unit Title: Agents of Change	HFCS Vision of the Graduate Link: Recognize and accept leadership roles to manifest cultural knowledge
------------------------------	---

Essential Question T3: How do we ‘auamo (do/put into action) our kuleana to healthy wai in our kaiāulu (community)? MON Skill: Initiative and Risk Taking, Civic Responsibility
--

CONTENT Students will know and understand...	ASSESSMENT Students will be able to...	KUPUKUPU FRAMEWORK Cultural Competency Assessment		
Resources: HFCS Kahua: E/LA Benchmarks , Explore MAP ‘āina: CTAHR, Nation of Hawai‘i, Puha	Resources: Webb’s Depth of Knowledge	Kū ‘auhau Cultural Artifact	Kukupu Academic Work	Hō ‘ike Performance
1. Apply and take action about trimesters 1 and 2 wai learning through a project.	1a. Select a wai project topic that has a positive impact on wai. 1b. Collect and display (DOK 2) project components in a T3 Project Packet that includes: <ul style="list-style-type: none">Past/Present ReflectionArtifact Menu SelectionProject PitchHana DocumentationNānā i ke kumu (cite sources and reflect on hana) 1c. Take action by creating [DOK 4] and implementing an artifact choice from the artifact menu <ul style="list-style-type: none">Lesson PlanService ProjectWritten TestimonyPublic Service Annoucmenet			
2. How to present to an authentic audience about how their project helped them ‘auamo their community kuleana.	2a. Cite evidence [DOK 3] about T2 and T3 learning in a Artifact Reflection Presentation <ul style="list-style-type: none">Gather project materials and evidenceMo ‘okūauhauProject summary + EQ + connections to 2 Nā Lawena Ho ‘okelePositive Impact explanation + Post ReflectionShare measurable goal and if it was metMahalo sources 2b. Summarize [DOK 2] project components (see list above) through an interview with an ‘Āina partner or MHPCS kumu..			
3. Developing an opinion and persuading an audience are important steps in learning about an issue(s) about wai/kai/moana.	3. Engage in the Writing Process to <ul style="list-style-type: none">Wai: Create [DOK 4] opinion/persuasive writing piece about a positive aspect of wai in our communities/lifeKai: Create [DOK 4] a opinion/persuasive writing piece about how they will address an			

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?

4. ??

important kai and moana issue

4. Perform [DOK 1] hula and oli to an authentic audience of ‘ohana



T3 LESSON PLAN OVERVIEW for both Wai years

#	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	PROJECT		How can we take what we learned this year and use it to ‘auamo our kuleana to healthy wai?	<p>We have a kuleana to reflect on the past, present, and apply our knowledge to ‘auamao kuleana (put our responsibility into action).</p> <p>24-25 Project Rubric Grade 3 24-25 Project Rubric Grade 4 25-26 Kō Kākou Kuleana Project Rubric (for Grades 3 and 4)</p> <p>Resources:</p> <ol style="list-style-type: none">‘Ōlelo No‘eau: E lawe i ke a‘o a mālama a e ‘oi mau ka na‘auao. He who takes his teaching and applies them increases his knowledge.Melissa’s 24-25 Working Documents including<ol style="list-style-type: none">24-25 Project Checklist and ScheduleMo‘okū‘auhau WorksheetExamples of PSAsOther working documentsWaihona:<ol style="list-style-type: none">Action Plan Project	Create [DOK 4] and implement a project based on a selection from the Artifact Menu.			
2	HŌ‘IKE INTERVIEW PRESENTATION		How can we reflect and report the impact our project had on wai?	<p>24-25 Interview Rubric need to make separate ones for Grade 4 and Grade 3</p> <p>24-25 Trimester 3 Interview Videos</p> <p>25-26 Interview Rubric (has 3rd and 4th- as of 6/11/25- needs to be edited for both grades)</p>				

Kupukupu Unit Plan

Year-Long Driving Question: How do we ‘auamo our kuleana to wai?