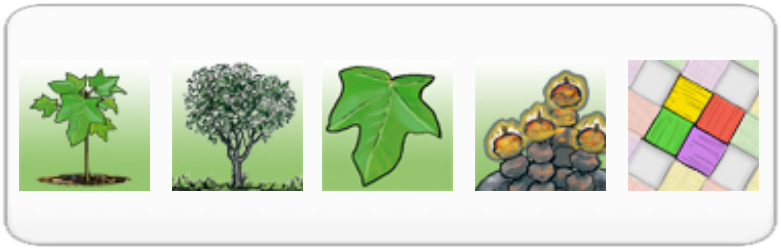
MOENAHĀ

he ʻōnaehana kiʻina aʻo kuʻuna Hawaiʻi

ʻŌpaʻa Hoʻomohala Haʻawina Moenahā

Moenahā Curriculum Design Package



Kahuawaiola Indigenous Teacher Education Program
Ka Haka ʻUla o Keʻelikōlani College
University of Hawaiʻi at Hilo
www.kahuawaiola.org

Mālama… Kiloi ʻIkepili…

No ke Kumu

Inoa: Keiki Kawaiaʻeʻa and Deyon Nagato

Lā: March 2009

No ka ʻŌpaʻa

Poʻoinoa: Plant Preservation

Mākau: Science

Lōʻihi: 6 weeks

Papa: (-)

- [ ] Kula Kamaliʻi
- [ ] Papa Mālaaʻo
- [x] Papa M-2
- [ ] Kula Haʻahaʻa
- [ ] Kula Waena
- [ ] Kula Kiʻekiʻe
- [ ] Kulanui
- [ ] Kanaka Makua
- [ ] Makalau: ( ) ( )

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Pahuhopu

Students will appreciate, care for, respect, and utilize Hawaiian plants in culturally appropriate ways.

Hopena Aʻo

Maʻiʻo & Mākau

Students will be able to:
-identify five native plants and their cultural uses
-describe requirements for plant survival and health
-identify growth stages and parts of the Hawaiian plants
-describe the best environment from which the Hawaiian plant grows
-explain the importance of plant preservation

ʻŌlelo & Moʻomeheu

Students will be able to:
-perform a hula, song, or tell a story about Hawaiian plants
-pronounce and spell the plant names correctly

Lawena & Kuananoʻonoʻo

Students will be able to:
-cultivate and demonstrate proper care of their own plants
-exhibit respectful behavior to their plants and tell why
-create something useful with their plant that demonstrates a culturally appropriate application and use

Pāhana

Students will showcase their plant presentations at the family affair event. The presentations will include song, dance, story, and demonstrations on plant usage.

Ala ʻIke NHMO

ʻIke Honua (Value of Place): Developing a strong understanding of place, and appreciation of the environment and the world at large, and the delicate balance necessary to maintain it for generations to come.

Ana Hoʻokele, Ana ʻIke Moʻomeheu

Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing, learning, teaching, and leading to sustain cultural knowledge and resources within the learning community.

Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

Pahuhopu GLO

Quality Producer: the ability to recognize and produce quality performance and quality products

Effective Communicator: ability to communicate effectively

Ana Hoʻohālike, Ana ʻIke HCPS

SC 1.3.1 Identify the requirements of plants and animals to survive

SC 1.4.1 Describe how living things have structures that help them to survive

SC 1.5.2 Describe the physical characteristics of living things that enable them to live in their enviornment

LA 1.6.1 Express ideas through drama activities

LA 1.6.3 Give and follow one- to three-step oral directions

Kupu Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Manaʻo Nui

Stewardship

Manaʻo Hoʻokō

He aliʻi ka ʻāina, he kauā ke kanaka.
(The land is the chief and people are the servants).

Kumuhana Haʻawina

Hawaiian Plants

-Uses of plants
-Cultural importance of Hawaiian plants
-Requirements for plants to survive
-Growth stages of plants
-Responsibility to preserve plants
-Publishing and presentation skills

Nīnau Koʻikoʻi

Why should we love and care for plants?

Manaʻo Koʻikoʻi

Plants have cultural importance and practical applications.

Plants need particular conditions and have specific structures to help them survive.

When people do not take care of plants, plants can become endangered.

We have a responsibility to take care of plants.

Kumu Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Hoʻopuka

Hoʻokō Pahuhopu

Students create a song/book about their plants to answer the essential question, "Why should we love and care for plants?" They use their plants to create food, lei, or decorations to prepare for a show/tell with parents.

Students present their song/books, hula, and garden to parents. They celebrate with a meal prepared with the plants they grew.

Nīnau Hoʻokele

How do I show others how to care for plants?

How do we use plants?

Hoʻolohe

Hoʻokō Pahuhopu

Students act out plants in different situations and explain how they feel.

With the teacher's guidance, students complete a bubble map of what students already know about plants, including uses, similarities, and differences.

Nīnau Hoʻokele

What is it like to be a plant?

What do I know about plants?

Hoʻohana

Hoʻokō Pahuhopu

Students will learn song, hula, and stories about the five Hawaiian plants.
Students will practice through new learning about the five Hawaiian plants.
Students will plant and take care of their own plants to observe and record their growth in journals. They will discuss how their plants change with a partner. When the plants mature, students create a small garden.

Nīnau Hoʻokele

Why are plants important?

How do I care for plants?

Hoʻopili

Hoʻokō Pahuhopu

Students identify plants in their community and describe what they need to be healthy.

Students understand the cultural importance of five Hawaiian plants. They can descibe the growth stages of plants. Students can explain the concept of endangered plants.

Nīnau Hoʻokele

What do plants need to be healthy?

What are the growth stages of plants?

Kumu Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Keiki Kawaiaʻeʻa and Deyon Nagato

Hoʻopuka

5hours

Students create a song/book about their plants and answer the essential question, "Why should we love and care for plants?" Students use plants , leis or decorations for parent show/tell. Have parent volunteers come and work with students to prepare food dishes using their simple favorite recipes. Practice song, hula, and stories for the performance.

Have a show/tell with parents for students to present their songs, books, hula, stories, and garden. Celebrate the event with a meal prepared with the plants the students grew.

Hoʻolohe

25 minutes

Using background music, have students act out their favorite plant. Students imagine what it is like to be a plant in different situations, and describe how they feel.

Students have discussions on the plant that they acted out. Students talk about what they already know about plants and how plants are useful in our lives. Bubble map ideas of students as they share/compare any similarities and differences.

Hoʻohana

1hour/sev.weeks

Teach song and hula, "Kuʻu Mea Kanu Nani ē". Do work pages on what they just learned, e.g. uses, color, size, reasons for perservation.

Start mini plant project. Students plant their own plants (in two groups). Students take care of the plants. Once a week, students observe their plant and draw something different about it, then share with a partner and log it in a plant journal. When plants are mature enough to plant, create a small garden.

Write a class storybook on 1-2 traditional plant stories. Quiz on Hawaiian plants

(Attached: Meakanu_Quiz_US.pdf, Meakanu_Quiz_Key_US.pdf)

Hoʻopili

50 minutes

Students draw pictures of plants from their community and include what that plant would need to survive and be healthy.

Introduce five Hawaiian plants and their importance to the Hawaiian culture. Explain why we care for the plants in our environment and how plants can become endangered. Show samples of the plants at different growing stages and teach information and stories about the plants.

Lau Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Loiloi Puka : 4

Use rubric to assess student projects.

Ask parents to write a letter to students about what they learned about how plants grow and how they enjoyed the show/tell celebration.

Loiloi Holomua : 4

Give feedback on songs/books to answer the essential questions, "Why should we love and care for plants?"

Allow students to sample their recipes and practice making lei or decorations.

Critique song, hula, and stories for the performance.

Loiloi Puka : 3

Quiz knowledge and skills on the Hawaiian plants. Sing and dance "Kuʻu Mea Kanu Nani ē".

Loiloi Holomua : 3

Give feedback on singing and hula performance. Look at student work pages for accuracy.

Monitor students' plant growth and journal entries about their knowledge of the Hawaiian plants, including cultural and scientific information.

ʻAnuʻu Hoʻokō Pahuhopu

Loiloi Holomua : 1

Note the current knowledge about plants in the class bubble map.

Loiloi Holomua : 2

Check student pictures for understanding of what plants need to be healthy.

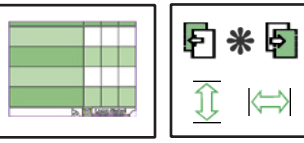
Listen to partner shares about what students learned about plants.

Lama Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

	Exemplary	Competent	Not Yet
Answers the essential question "Why should we love and take care of plants?"	Explain why caring for plants is importnat to you and teach how plants grow and how people can care for plants.	Explain why caring for plants is important to you.	Explain what plants need to grow, growth stages, or uses of plants.
Publishing and public performance skills	The audience can hear and understand the story or song. The student exhibits confidence and personal expression in the delivery. The book project displays detail and creative visual presentation.	The information makes sense to the audience. Neat printing, correct spelling, and colorful illustrations are included in the book. The audience can hear the story or song.	The book does not make sense to readers. The audience cannot hear the story or song.
Practical use(s) of plants	Describe uses of three or more plants.	Describe uses of two native plants.	Describe uses of one native plant.

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

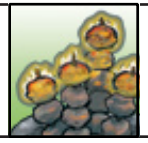


Lama Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Lama Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.



Lama Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.

Keiki Kawaiaʻeʻa and Deyon Nagato

Manaʻo Nui

Stewardship

Manaʻo Hoʻokō

He aliʻi ka ʻāina, he kauā ke kanaka.
(The land is the chief and people are the servants).

Kumuhana Haʻawina

Hawaiian Plants

Nīnau Koʻikoʻi

Why should we love and care for plants?

Nā Nīnau Hoʻokele

What is it like to be a plant?

What do I know about plants?

What do plants need to be healthy?

What are the growth stages of plants?

Why are plants important?

How do I care for plants?

How do I show others how to care for plants?

How do we use plants?

Hoʻopuka

Students create a song/book about their plants and answer the essential question, "Why should we love and care for plants?" Students use plants , leis or decorations for parent show/tell. Have parent volunteers come and work with students to prepare food dishes using their simple favorite recipes. Practice song, hula, and stories for the performance.

Have a show/tell with parents for students to present their songs, books, hula, stories, and garden. Celebrate the event with a meal prepared with the plants the students grew.

Hoʻolohe

Using background music, have students act out their favorite plant. Students imagine what it is like to be a plant in different situations, and describe how they feel.

Students have discussions on the plant that they acted out. Students talk about what they already know about plants and how plants are useful in our lives. Bubble map ideas of students as they share/compare any similarities and differences.

Hoʻohana

Teach song and hula, "Kuʻu Mea Kanu Nani ē". Do work pages on what they just learned, e.g. uses, color, size, reasons for perservation.

Start mini plant project. Students plant their own plants (in two groups). Students take care of the plants. Once a week, students observe their plant and draw something different about it, then share with a partner and log it in a plant journal. When plants are mature enough to plant, create a small garden.

Write a class storybook on 1-2 traditional plant stories. Quiz on Hawaiian plants

(Attached: Meakanu_Quiz_US.pdf, Meakanu_Quiz_Key_US.pdf)

Hoʻopili

Students draw pictures of plants from their community and include what that plant would need to survive and be healthy.

Introduce five Hawaiian plants and their importance to the Hawaiian culture. Explain why we care for the plants in our environment and how plants can become endangered. Show samples of the plants at different growing stages and teach information and stories about the plants.

Lā: March 2009

Hua Kukui

© 2008 Keiki Kawaiʻaeʻa. All Rights Reserved. No duplication without permission. Adaptation in part with permission from About Learning Inc.