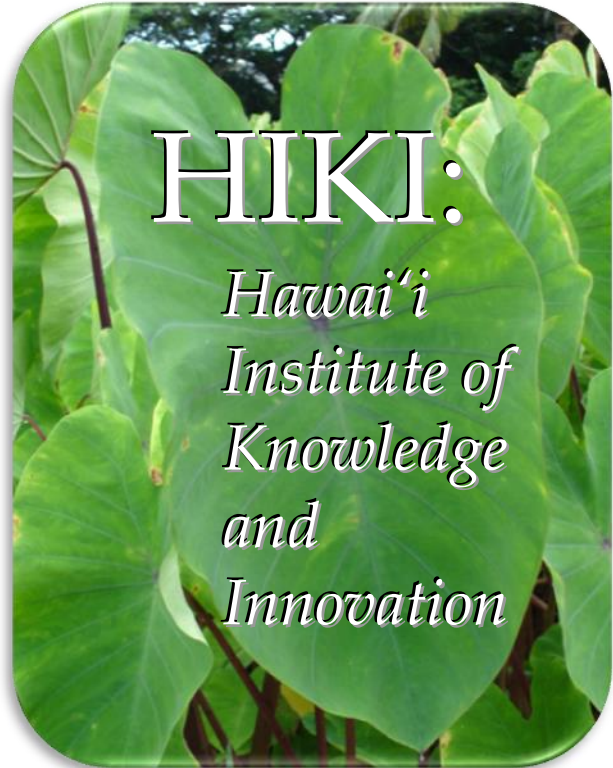




**PACIFIC  
AMERICAN  
FOUNDATION**

The Hawai'i Institute of Knowledge and Innovation Builds Capacity for Communities of Practice Among Teachers, Schools, Complex Areas, Community Partners, and Parents for Grades K-12

A Program of Pacific American Foundation



## THE HAWAI'I INSTITUTE OF KNOWLEDGE AND INNOVATION

### Consultant Services Offered:

#### COACHING AND MENTORING TEACHERS

- Making the Major Shifts in Standards:
  - State Common Core Standards (CSSC),
  - Next Generation Science Standards (NGSS),
  - Common Career Technical Core (CCTC),
  - Nā Honua Maui Ola, (Hawaiian Cultural Pathways)
- Na Hopena A'o - "HA framework"
- Collaborative Teaching
- Executive Coaching and Leadership Training
- Documenting exemplars of project-based instruction.
- Evaluation and Teacher Self-Assessment
  - Shifts in practice to formative assessment;
  - Indicators of Success - Rubrics with *ho'ike* to demonstrate skill proficiencies.
- Career and College Planning and Development
  - Teacher training to use Kuder.com for pathway interest assessments, and personal transition plans.

#### CURRICULUM DEVELOPMENT

- Building relationships between teachers as small learning communities.
- Student centered lesson development focused on relationships, relevance, rigor, and self-efficacy.

- Facilitating the co-creation of unit and lessons plans using 'Understand by Design'<sup>™</sup> backwards mapping process;
- Using the SLO template for writing new units and lesson plans.
- Providing exemplars from the *Aloha 'Āina* Curriculum, STEM place-based lessons connecting investigations in the *ahupua'a* to 21<sup>st</sup> century skills, and integrated across core areas.
- Identifying and managing resources of community partners by school and complex.
- Orientations to Hawai'i Teacher Hub as a new tool for match making teachers to resources.

#### COMMUNITY PARTNERSHIPS

- Facilitating School-Community partnerships and community mapping of partner resources.
- Co-creation of instructional lessons using community partner resources.
- Supporting connections for senior projects to shadowing opportunities and internships.
- Recruiting resources, grant writing, and volunteer recruitment for building capacity among partners.

Consultant services will be customized to meet the needs of each school or group.

Contact Kapono Ciotti, Director, HIKI, [kapono.ciotti@gmail.com](mailto:kapono.ciotti@gmail.com); phone: 808-753-1143.

Pacific American Foundation is a non-profit organization whose mission is "to improve the lives of Pacific Americans."

## ABOUT THE ALOHA 'ĀINA CURRICULUM

Shaping the future, while preserving a heritage, the Aloha 'Āina Curriculum provides Hawai'i's youth with culturally relevant lessons. Since 2005 the Pacific American Foundation and its curriculum writing team has developed a collection of unit and lessons plans that explore, reveal and explain the ahupua'a land-management system and challenges students to become stewards and scientists who care for the land and preserve the traditions. 'Āina, that which nourishes, encompasses land, ocean, heavens, land-based water systems, plants and animals. Aloha 'Āina is a way of life that is evident in Hawaiian practices. The curriculum is designed to inspire students to:

- Embrace aloha 'āina as a way of life;
- Excel in science, math, social studies, and language arts; and
- Care for resources within their ahupua'a.

The lessons in each unit encourage students to explore their individual relationship to the 'āina and ways that they can care for the place where they live. This multidisciplinary journey will take them through readings, reflections in writing, interviews with kūpuna (elders), creative collaborative projects, problem-solving in math and science, and investigations in their ahupua'a. Getting to know the place where they live and giving back to that place in a meaningful way through community service, are essential elements for students participating in the lessons.

### STANDARDS-BASED LESSONS

The older units were written to meet the benchmarks of the Hawai'i Content and Performance Standards, (HCPS III), the General Learner Objectives (GLOs), and the cultural guidelines for healthy learning environments of Nā Honua Maui Ola (NHMO). In the newest units for grades K-2, crosswalk correlations have been developed between HCPS III and the new State Common Core Standards and the Next Generation Science Standards.

### A PLACE-BASED TEMPLATE

To enable students to learn about the many aspects of their local environment, the *Aloha 'Āina* team worked with teachers and administrators to map out a Grades 3 – 12 program of exploration that covers different environments and practices. The place-based units include locally relevant readings, maps, and presentations for those ahupua'a for the following sites:

Kaua'i: Waipā  
O'ahu: Kāne'ohe, Kalihi, Wai'anae, Waikīkī  
Moloka'i: islandwide  
Maui: Kīhei and Waihe'e, Hāna  
Hawai'i: Hilo, Kona

Gardening units for grades 7-8 were created in collaboration with Waipā Foundation in Hanalei, Kaua'i. Grades K-2 units were developed in collaboration with Chaminade University of Honolulu.

### TEACHERS SERVED:

More than 3,000 teachers from public and private schools statewide have participated in the training workshops provided by Pacific American Foundation.

### CONTACT INFORMATION:

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[www.thepaf.org](http://www.thepaf.org)



*Project Aloha 'Āina* was produced in cooperation with the Hawai'i State Department of Education.



The teacher guides were developed with grants by the Native Hawaiian Education Program, U.S. Department of Education. Grants #S362A080021A, and S362A080032-09

### PACIFIC AMERICAN FOUNDATION CURRICULUM COLLECTION

The following list of curricula titles is supplemented by additional titles specific to other ahupua'a on each island that have not yet been published online. These titles are being added soon to our new website under construction at [www.thepaf.org](http://www.thepaf.org).



## PACIFIC AMERICAN FOUNDATION CURRICULUM COLLECTION

A PARTIAL LIST OF PAF'S CURRICULA TITLES AVAILABLE ON-LINE

On-line versions of the curriculum are available at the following URLs. Student pages for Grades K – 8 are available in both English and Hawaiian.

### ALOHA 'ĀINA CURRICULUM

Project Aloha 'Āina – Combination

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina-full>

Project Aloha 'Āina – Wetlands

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina3>

Project Aloha 'Āina – The Ahupua'a

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina4>

Project Aloha 'Āina - Stream Life

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina5>

Project Aloha 'Āina – Conservation

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina6>

Project Aloha 'Āina - Coral Reefs – Kāne'ohe

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaaina>

Project Aloha 'Āina - Coral Reefs – Maui

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaainamaui>

Project Aloha 'Āina - Coral Reefs – Kaua'i

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaainakauai>

Project Aloha 'Āina - Coral Reefs – Hilo

<http://ulukau.org/gsd12.81/cgi-bin/cbalohaainahilo>

### 'IMI 'IKE FISHING CURRICULUM:

'Imi 'Ike - Systems and the Ahupua'a

<http://ulukau.org/gsd12.81/cgi-bin/cbimiikeahupuaa>

'Imi 'Ike - Cycles and Hawaiian Traditions

<http://ulukau.org/gsd12.81/cgi-bin/cbimiikecycle>

### MĀLAMA KAHO'OLAWÉ CURRICULUM:

Mālama Kaho'olawe - Marine Science • Grade 7

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama1>

Mālama Kaho'olawe - Voyaging • Grade 8

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama2>

Mālama Kaho'olawe - Social Studies • Grades 9-12

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama3>

Mālama Kaho'olawe - Biology • Grades 9-12

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama4>

Mālama Kaho'olawe - Earth Science • Grades 9-12

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama5>

Mālama Kaho'olawe - Teacher's Guide • Grades 7-12

<http://ulukau.org/gsd12.81/cgi-bin/cbmalama-full>

### KĀHEA LOKO CURRICULUM

Project Kāhea Loko - Hawaiian Fishponds (English)

<http://ulukau.org/gsd12.81/cgi-bin/cbook?!=en>

Project Kāhea Loko – with Hawaiian Worksheets



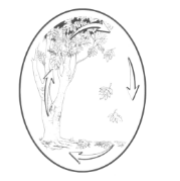




<http://ulukau.org/gsd12.81/cgi-bin/cbook-haw?!=en>




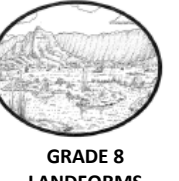



**KAI E 'E – MOUNTING SEAS: PACIFIC TSUNAMI AND CLIMATE CHANGE CURRICULUM**

By Pacific Tsunami Museum in partnership with Pacific American Foundation

<http://www.discovertsunamis.org/>

## OVERVIEW OF THE ALOHA ‘ĀINA UNITS

|          |  |  |
|----------|--|--|
| <b>K</b> |  <p><b>GRADE K<br/>ALOHA</b></p>                                | <p><b>ESSENTIAL QUESTIONS</b><br/>How do we show aloha for the ‘āina so the ‘āina can take care of us?</p> <p><b>VALUES EMPHASIZED</b><br/>Mālama (Caring), Aloha (Love)<br/>Lokomaika‘i (Kindness)</p>  |
| <b>1</b> |  <p><b>GRADE 1<br/>MĀLA (GARDENS)</b></p>                       | <p><b>ESSENTIAL QUESTIONS</b><br/>How do we grow healthy food for our community?</p> <p><b>VALUES EMPHASIZED</b><br/>Laulima (Cooperation)<br/>Kuleana (Responsibility)<br/>Mālama (Caring)</p>  |
| <b>2</b> |  <p><b>GRADE 2<br/>CYCLES</b></p>                               | <p><b>ESSENTIAL QUESTIONS</b><br/>How can we learn from nature’s cycles to reduce wastes in our community?</p> <p><b>VALUES EMPHASIZED</b><br/>Laulima (Cooperation)<br/>Kuleana (Responsibility)</p>  |
| <b>3</b> |  <p><b>GRADE 3<br/>WETLANDS</b></p>                            | <p><b>ESSENTIAL QUESTIONS</b><br/>How do wetlands help out community and how can we kōkua (help) to care for wetlands?</p> <p><b>VALUES EMPHASIZED</b><br/>Kōkua (Helping, assisting)</p>  |
| <b>4</b> |  <p><b>GRADE 4<br/>AHUPUA‘A-<br/>FISHPONDS &amp; LO‘I</b></p> | <p><b>ESSENTIAL QUESTIONS</b><br/>How do Hawaiian practices nurture a healthy relationship to the ‘āina, and how can we give back to the ‘āina today?</p> <p><b>VALUES EMPHASIZED</b><br/>Laulima (Cooperation)<br/>Mālama (Caring)</p>                              |
| <b>5</b> |  <p><b>GRADE 5<br/>STREAM LIFE</b></p>                        | <p><b>ESSENTIAL QUESTIONS</b><br/>How is lōkahi (balance) among native stream plants and animals affected by human activities and what can we do to care for the stream community?</p> <p><b>VALUES EMPHASIZED</b><br/>Lōkahi (Balance, harmony)</p>                 |
| <b>6</b> |  <p><b>GRADE 6<br/>CONSERVATION</b></p>                       | <p><b>ESSENTIAL QUESTIONS</b><br/>How has technology changed the way we consume and dispose of products and what can we do to reduce waste and ho‘ola ō (to heal) our ahupua‘a?</p> <p><b>VALUES EMPHASIZED</b><br/>Ho‘ola (To heal)<br/>Kulena (Responsibility)</p> |

|             |  |   |
|-------------|--|---|
| <b>7</b>    |  <p><b>GRADE 7<br/>CORAL REEFS</b></p>     | <p><b>ESSENTIAL QUESTIONS</b><br/>How are human activities affecting coral reefs and what can we do to ho‘ihi (respect) the ocean and promote sustainability.</p> <p><b>VALUES EMPHASIZED</b><br/>Ho‘ihi (Respect)</p>  |
| <b>7-8</b>  |  <p><b>GRADES 7-8<br/>GARDENING</b></p>    | <p><b>ESSENTIAL QUESTIONS</b><br/>How do we grow healthy foods and mālama ‘āina (care for the land) so that the land will continue to nurture us in the future?</p> <p><b>VALUES EMPHASIZED</b><br/>Mālama ‘āina (caring for the land)</p>  |
| <b>7-8</b>  |  <p><b>GRADES 7-8<br/>STREAMS</b></p>      | <p><b>ESSENTIAL QUESTIONS</b><br/>What is the overall health of our kahawai (stream) in our ahupua‘a, and what is our kuleana to mālama (care for) it?</p> <p><b>VALUES EMPHASIZED</b><br/>Kuleana (Responsibility)<br/>Mālama (Caring)</p>   |
| <b>8</b>    |  <p><b>GRADE 8<br/>LANDFORMS</b></p>      | <p><b>ESSENTIAL QUESTIONS</b><br/>What processes created the natural land forms in our area, what role did these landforms play in Hawaiian culture and history, and how do we show hō‘ihi (respect) for them?</p> <p><b>VALUES EMPHASIZED</b><br/>Hō‘ihi (Respect)</p>                     |
| <b>9-12</b> |  <p><b>GRADES 9-12<br/>STREAMS</b></p>   | <p><b>ESSENTIAL QUESTIONS</b><br/>What issues are affecting our streams and how can we improve water quality and care for these resources?<br/>Emphasis: Physical Science</p> <p><b>VALUES EMPHASIZED</b><br/>Pa‘ahana (Hard working)</p>   |
| <b>9-12</b> |  <p><b>GRADES 9-12<br/>FISHPONDS</b></p> | <p><b>ESSENTIAL QUESTIONS</b><br/>How can we increase the productivity of Waikalua Loko and why should we take action to mālama the pond?<br/>Emphasis: Biological Science</p> <p><b>VALUES EMPHASIZED</b><br/>Mālama (Caring)</p>  |
| <b>9-12</b> |  <p><b>GRADES 9-12<br/>FORESTS</b></p>   | <p><b>ESSENTIAL QUESTIONS</b><br/>Why are native Hawaiian forests home to so many native and endangered species and how can we raise public awareness about the need to mālama (care for) forests?<br/>Emphasis: Biological Science</p> <p><b>VALUES EMPHASIZED</b><br/>Mālama (Caring)</p> |

# A MODEL OF CULTURE-BASED EDUCATION

from Nā Lau Lama, a Statewide Collaboration to Improve Outcomes for Hawaiian Students

This model was developed by the working group of the Na Lau Lama Hawaiian Education Initiative, a collaboration between the Hawai'i Department of Education and 70 Hawaiian educational organizations during 2006-2008. The effort brought together educators from the progressive public schools, Hawaiian-focused charter schools, and Hawaiian immersion classrooms for discussions leading to research and documentation of promising educational practices. One result was this model of culture-based education that promotes a more culturally responsive learning environment for students. Although the initiative's objectives were to improve educational outcomes of Native Hawaiian students, the practices recommended by the working groups

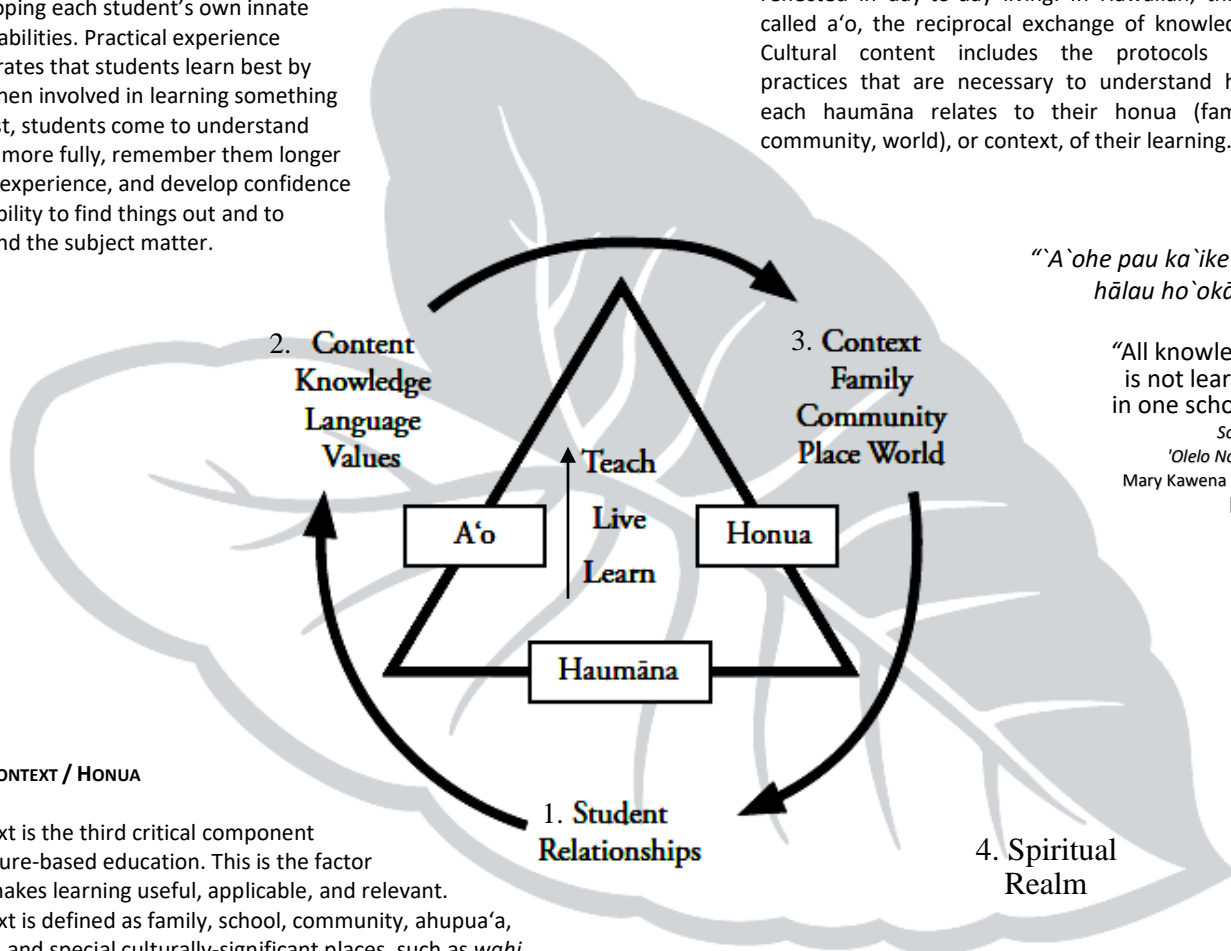
benefit all students. The workgroup believed that the connection between the host culture to mainstream academics brings meaning and relevance to teachers and students, by using the resources of the community, the places in which our students live and our teachers teach, including using traditional Hawaiian learning sites. In this graphic model, each individual student must always strive for the highest, 'Kūlia I Ka Nu'u,' so that learning and living the knowledge will ultimately lead to the student becoming their own, and other's teacher as they add new knowledge to the world. The arrow pointing upwards represents the striving for their own highest achievement in all their endeavors.

## 1. FOCUS ON THE HAUMĀNA (STUDENT)

The focus begins with the needs of the haumāna (student). Research and experience teaches us that each haumāna learns at different times, in different ways and at different rates. Culture-based education utilizes an assortment of tools and educational strategies focused on developing each student's own innate gifts and abilities. Practical experience demonstrates that students learn best by doing. When involved in learning something of interest, students come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to find things out and to understand the subject matter.

## 2. CONTENT / A'O

Content is the second major component of the culture-based education model. Content is knowledge, both cultural and academic, as well as the language and values of the culture as they are reflected in day-to-day living. In Hawaiian, this is called a'o, the reciprocal exchange of knowledge. Cultural content includes the protocols and practices that are necessary to understand how each haumāna relates to their honua (family, community, world), or context, of their learning.



*"A`ohe pau ka`ike i ka hālau ho`okāhi."*

"All knowledge is not learned in one school."

Source:  
'Olelo No'eau,  
Mary Kawena Pukui  
[203]

## 3. CONTEXT / HONUUA

Context is the third critical component in culture-based education. This is the factor that makes learning useful, applicable, and relevant. Context is defined as family, school, community, ahupua'a, island, and special culturally-significant places, such as *wahi pana* and *pu'uhonua*. In Hawaiian, we call this context of learning the *honua*. Context is also about the internal and external components that contribute to learning, which includes the inter- and intra-generational relationships that are key in defining our place in our culture and who we are as a people.

## 4. SPIRITUALITY

Culture-based education requires the full integration of a fourth factor, spirituality. Spirituality continues to be a source of empowerment that transcends the three essential ingredients of the triangle discussed above. The *Nā Lau* or kalo leaf is symbolic of the importance of spirituality in Hawaiian culture and to the Hawaiian people. The ways in which haumāna, along with *a'o* (content) and *honua* (context), are embraced by the spiritual also are common elements that are reflected in all indigenous knowledge.