



# Kamehameha Schools 'Ike Hawai'i Distance Learning Program

## Course Syllabus: Hawaiian Pacific Literature 1A

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### General Learner Outcomes:

- GLO #1- To be responsible for one's own learning;
- GLO#2 - To be involved in complex thinking and problem solving;
- GLO#3- To recognize quality performance and produce quality product;
- GLO#4 - To communicate effectively
- GLO#5 - To use a variety of technologies effectively; and
- GLO#6 - To work well with others.

### Course Description:

This course is designed to expose learners to a comprehensive study of Language Arts through the integration of reading, writing, literature, language and oral communication. Learners will read and interpret a wide range of genres including fiction and non-fiction via a multitude of media. Learners will focus on their own personal histories, cultures, perspectives, and experiences as they develop multiple levels of responses to literature including initial, personal, analytical and evaluative. Learners will also be given many opportunities to develop their own voices through a variety of authentic and relevant assignments and assessments. Texts used will reflect traditional to contemporary Hawaiian Pacific Literature. For the purposes of this course, Hawaiian Pacific Literature is defined as literature written by indigenous people of the Pacific about their respective cultures, histories, perspectives, and experiences.

### Course Goals:

- 1) To encourage the exploration of the one's own personal histories, cultures, perspectives and experiences in relation to a wide range literature from many different genres.
- 2) To provide many opportunities through synchronous discussions, threaded discussions, multimedia projects, etc. to make initial, personal, analytical and evaluative responses to literature based upon learning preferences.
- 3) To understand the use and effect of literary devices such as: theme, characterization, conflict, symbolism, mood and purpose.
- 4) To develop and craft one's voice through authentic and relevant assignments and assessments.
- 5) To build relationships among peers through interactive learning opportunities in order to encourage engaged literary discourse in an online environment.

## Kamehameha Schools ‘Ike Hawai‘i Standards

- 1) ‘Ōlelo Hawai‘i (Hawaiian Language) – *Demonstrate competency in the Hawaiian language appropriate to the specific program’s objectives.*
- 2) Loina (Customs & Traditions) – *Recognize one’s social role and status in relationship to others and demonstrate appropriate actions and interactions. Use the wisdom contained in the oral and written traditions as a model for behavior.*
- 3) Mo‘okalaleo (Literature) – *Retell in any language and media Hawaiian literature appropriate to the specific program’s objective.*
- 4) Hana No‘eau (Arts) – *Develop, practice and apply the skills of observation, thinking, listening, imitating, modeling, experimenting, and questioning in hana no‘eau. Understand our Hawaiian culture as a system of beliefs, knowledge, and practices shared by our people for the purpose of appreciating particular forms of hana no‘eau. Understand and apply art materials, techniques, and processes in creating and expressing oneself through a variety of hana no‘eau experiences while learning about the elements and techniques*
- 5) Ke Ao Nei (This World) – *Understand and appreciate our relationship to our homeland from the perspective of a Hawaiian worldview (aloha ‘āina) and use this knowledge to care for our homeland (mālama ‘āina).*
- 7) ‘Ohana (Family) – *Understand traditional concepts of ‘ohana in terms of roles, responsibilities, practices, beliefs and protocols.*

\*Based upon English National Standards by MCREL (Mid-Continent Research for Education and Learning)

## National Language Arts Standards

### *Reading and Literature Standards and Benchmarks*

Content Standard	Benchmarks	Course Content	Assessment
<b>Range</b> 1. Read a range of literary and informative texts for a variety of purposes	<ul style="list-style-type: none"> <li>• Read a broad range of traditional and contemporary, canonical and noncanonical texts in many genres.</li> <li>• Read to understand many dimensions of human experience (e.g. social, cultural, philosophical, ethical).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be required to read a range of Hawaiian Pacific Literature by indigenous authors in a variety of genre (short story, poetry, non-fiction, etc.).</li> <li>• Reading selections were made based on its connection to traditional Hawaiian concepts such as inoa (name), ‘ohana (family), kaiaulu (community) and lā hui (nation/people).</li> </ul>	<p><b>Units 1 – 4</b> -Students will respond to literature in discussion threads. Look for responses that focus on conflict, setting, theme, plot, and characterization. Students will also read and respond to discussion threads posted by peers.</p> <p><b>Units 1 – 4</b> – Look for connections, in students’ responses, between traditional Hawaiian concepts and</p>

Content Standard	Benchmarks	Course Content	Assessment
			their own experiences, beliefs and values.
<p><b>Comprehension Processes</b> 2. Use strategies within the reading processes to construct meaning.</p>	<ul style="list-style-type: none"> <li>• Use reading strategies appropriate to text and purpose (e.g. annotating, quoting, alluding to text, rethinking initial response).</li> <li>• Evaluate own interpretation within a range of plausible possibilities.</li> <li>• Read text(s) as art, representation of culture, and/or history.</li> </ul>	<p><b>Unit 1</b> – Read <i>Nana I Ke Kumu (Inoa)</i></p> <ul style="list-style-type: none"> <li>• Importance of one’s inoa or name.</li> <li>• How Hawaiian names were chosen.</li> <li>• Hawaiian name classifications (e.g. inoa po, inoa ho’ailona, etc.)</li> </ul> <p><b>Unit 2</b> – Read and comprehend the following poems and short stories: “Papa’s Mango Seed”</p> <ul style="list-style-type: none"> <li>• “Untitled” by Bobby Kanae</li> <li>• “Untitled” by Josephine Ai</li> <li>• “My Mother’s Coat” by Ta’i George</li> <li>• “Grandmother and the Mat” by Mona Matepi Webb</li> <li>• “Legacy of Music, Legacy of Love: The Gifts of Aunty Martha Kaumakaokalani A’oe Poepoe Hohu” By Leslie Stewart</li> <li>• “Tutu Mikala” Phyllis Cayan</li> <li>• “Ka I’a” Danielle Kauihou</li> <li>• “Ghosting” Litia Alaelua</li> <li>• “In Life” Noumea Simi</li> <li>• “Emma, 1993” Brandy McDougall</li> </ul> <p><b>Unit 3</b> – Read, comprehend the following fiction and non-fiction selections:</p> <ul style="list-style-type: none"> <li>• “Different Histories” by Albert Wendt</li> <li>• “Native Hawaiian Environment” by Pualani Kanahale</li> <li>• “Honouliuli” by Anne Rose</li> <li>• “Kwajalein” by Luafata Simanu-Klutz</li> <li>• Community: Land/Sea” by Handy and</li> </ul>	<p><b>Unit 1</b> - Prior Knowledge Discussion – Students share how they received their own names.</p> <p><b>Unit 1</b> - Graphic Organizer – look for definitions and examples of each classification of Hawaiian names.</p> <p><b>Unit 2</b> – Students use Microsoft word to annotate their readings. Look for highlighted passages and annotations.</p> <p><b>Unit 3</b> – Prior Knowledge Discussions that connect the readings to the Hawaiian concept of kaiaulu (community). Students participate in on-line chats with small groups. Look for discussions that address and discuss the following:</p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• How are you or you ‘ohana part of your community?</li> <li>• What is your community known for?</li> </ul> <p><b>Unit 4</b> – Students will activate prior knowledge regarding migration; Students participate in online sharing. Look for responses that narrate/describe personal family</p>

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		<p>Puku'I</p> <ul style="list-style-type: none"> <li>• “Ualapu’e Fishpond” William Akutagawa</li> <li>• “The Petroglyphs at Olowalu” and “The Sale Wind of Waihe’e” Brandy McDougall</li> </ul> <p><b>Unit 4</b> – Read, comprehend the following fiction and non-fiction selections:  “Kaulana na Pua” John Dominis Holt  “Hokule’a” Vernice Parere  “Nainoa Thompson” MJ Harden</p>	<p>migration stories</p>
<p><b>Conventions and skills</b>  3. Apply knowledge of the conventions of language and texts to construct meaning</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of genre conventions and literary devices to critically assess texts and their construction.</li> <li>• Understand how language is used to represent or challenge social and cultural beliefs.</li> </ul>	<p><b>Unit 1</b> – Read poem - “My Name” by Puanani Burgess. Analyze and evaluate the use of the following poetic devices:  <i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Name and self-identity</li> <li>• Name and image/reputation</li> <li>• Names and belonging</li> <li>• Names connect you to people and places</li> </ul> <p><i>Conflicts:</i></p> <ul style="list-style-type: none"> <li>• Identity vs. social norms</li> <li>• Self-identity vs. others perceptions</li> <li>• Prejudice</li> </ul> <p><i>Symbolism</i></p> <ul style="list-style-type: none"> <li>• Names as symbols of culture, heritage, values, beliefs, etc.</li> </ul> <p><b>Unit 2</b> – Read the following poems and short stories. Analyze and evaluate poetic/literary devices:</p> <ul style="list-style-type: none"> <li>• “Papa’s Mango Seed”</li> </ul>	<p><b>Unit 1</b> - Prior Knowledge Discussion –Students discuss the following question “What does your name convey to others before they even meet you?”</p> <p><b>Unit 1</b> - Students compare and contrast the speaker’s reactions and feelings toward her name to Inoa reading and to previous discussions regarding their own names. Look for similarities and differences supported with specific examples from text/s or discussions.</p> <p><b>Unit 1</b> - Students analyze “My Name” using a graphic organizer. Look for summaries of each stanza and analysis of the infrastructure of the poem (audience, purpose, theme, message, imagery)</p>

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		<ul style="list-style-type: none"> <li>• “Untitled” by Bobby Kanae</li> <li>• “Untitled” by Josephine Ai</li> <li>• “My Mother’s Coat” by Ta’i George</li> <li>• “Grandmother and the Mat” by Mona Matepi Webb</li> </ul> <p>Poetic/literary devices:</p> <p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Respect for one’s mākua (parents) and kūpuna (grandparents)</li> <li>• Responsibility (kūleana) to one’s ‘ohana</li> <li>• Importance of family mo‘olelo (stories)</li> <li>• ‘Ohana and identity</li> </ul> <p><i>Conflicts:</i></p> <ul style="list-style-type: none"> <li>• Between traditional values and modern ideals</li> <li>• Between different generations in one’s ‘ohana</li> </ul> <p><b>Unit 4 – <i>The Wind Gourd of La‘amaomao</i> by Moses Kuina</b> – Students read a Hawaiian epic that explores many of the cultural concepts introduced in previous readings:</p> <ul style="list-style-type: none"> <li>• inoa</li> <li>• ‘ohana</li> <li>• kaiaulu</li> </ul> <p><b>Unit 4 – Migration/Lā hui</b> – Read unit selections:</p> <ul style="list-style-type: none"> <li>• <i>Holo Mai Pele</i> by Pualani Kanakaole Kanahele</li> <li>• <i>Voyagers</i> by Herb Kane</li> <li>• “<i>Kaualana na pua</i>” John Sominis Holt</li> <li>• “<i>Hokule’a</i>” John Dominis Holt</li> </ul>	<p><b>Unit 2</b> – Students post discussions. Look for initial and personal reactions to the readings as well as responses to their peers’ postings</p> <p><b>Unit 4</b> – Migration/Lā hui – Students analyze and evaluate reading based on the definition of an epic. Students write a brief essay comparing and contrasting a Hawaiian epic to a modern one. Look for analysis that is based on the definition of an epic and gives specific examples from both a ancient and modern epic.</p>

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<p><b>Response</b> 4. Respond to texts from a range of stances: initial understanding, personal, interpretive, critical.</p>	<ul style="list-style-type: none"> <li>• Make a warranted and plausible interpretation of text(s) using information synthesized from sources that represent different perspectives.</li> <li>• Analyze one or more aspects of text-meaning, technique, and/or structure-for various purposes.</li> <li>• Critique texts by questioning assumptions, and challenging or affirming the underlying values represented in text.</li> </ul>	<p><b>Unit 1</b> – Read “He Lei No Emalani”</p> <ul style="list-style-type: none"> <li>• Mele hō‘ihi – chants of praise</li> <li>• Mele inoa – name chants</li> <li>• Queen Emma was bestowed many honorific names throughout her life; a common Hawaiian custom, that marks special pages or event in a person’s life.</li> </ul> <p><b>Unit 1</b> – Name Poem focusing on the theme of identity, students compose a personal, creative reflection of their own names</p> <p><b>Unit 2</b> – Genealogy chart or ‘oli – Students read the following non-fiction selections to comprehend the Hawaiian concept of ‘ohana.</p> <ul style="list-style-type: none"> <li>• “Genealogy”</li> <li>• “Hānai and Hiapo”</li> </ul> <p><b>Unit 3</b> – Author Connection – After reading each unit selection, students will analyze and interpret the relationship between the author and his/her community.</p> <p><b>Unit 4</b> – Reading responses to unit selections</p>	<p><b>Unit 1</b> - Prior Knowledge Discussion – Students will discuss the idea of “nicknames.” Look for responses that address: Why are they used? What do they represent? Who uses them?</p> <p><b>Unit 1</b> - Free-write – students will compose an initial response to the readings. Look for responses that make connections to information from previous readings (<i>Inoa</i> and <i>My Name</i>)</p> <p><b>Unit 1</b> - Name Poem –Look for use of description, imagery, and symbolism in reflecting and analyzing the connection between their names and their identities.</p> <p><b>Unit 2</b> - Genealogy chart or ‘oli – Students create their own “family trees” or family chant. Look for comprehension and application of themes to their personal lives.</p> <p><b>Unit 3</b> – Author Connection – Students create “I Am” poems for the author of each selection. Look for poems that examine how each author influences or is influenced by his/her community.</p> <p><b>Unit 4</b> – Prior Knowledge Discussion – Look for discussions or chats that or chats connects reading themes to</p>

Content Standard	Benchmarks	Course Content	Assessment
			<p>prior knowledge/experiences and answers the following questions:            What are some reasons for migration?            What cultural conflicts arise as a result of migration? Explain?            What is the importance of migration myths or stories in a culture?</p>
<p><b>Attitudes and engagement</b>            5. Demonstrate confidence as readers, and find value and satisfaction in reading and sharing reading experiences with others.</p>	<ul style="list-style-type: none"> <li>Engage intellectually with texts-take risks, speculate, explore alternative scenarios, think metaphorically</li> </ul>	<p><b>Units 1 – 4</b> – Students, as they read the selections in this course, will analyze and evaluate information presented in fiction, non-fiction and artistic representations in relation to its historical and cultural contexts and connect all themes and topics to their own personal knowledge, beliefs and experiences.</p>	<p><b>Units 1- 4</b> – Student responses in their free-writes, class discussions, writing assignments, projects and oral presentations Look for reflections that are thoughtful, insightful and show personal connections.</p>
<p><b>Diversity</b>            6. Interact thoughtfully with texts that represent diversity in language, perspective and/or culture.</p>	<ul style="list-style-type: none"> <li>Infer social or cultural norms or values of a group</li> <li>Analyze text for bias or perspective embedded in language.</li> <li>Explain the social, cultural or historical context of a text.</li> </ul>	<p><b>Unit 1</b> –Readings, <i>Inoa, My Name, He Lei no Emalani</i>, expose students to a traditional cultural concept as well as contemporary reactions to the same concept.</p> <p><b>Unit 2</b> –“ Kūpuna Profiles” and “Voices of Wisdom” –            Read non-fictions selections from a text and from a website that highlight the lives of kūpuna (elders) in the Hawaiian community. Students will analyze the role each kūpuna plays in their ‘ohana and the lessons that can be learned from each person’s life experiences.</p>	<p><b>Unit 1</b> - Venn diagrams            Look for diagrams that compare/contrast the historical perspective of inoa (a name) to contemporary reactions and form their own understandings, opinions and connections to their own lives.</p> <p><b>Unit 2</b> – “Kūpuna Profiles” and “Voices of Wisdom” – Students complete a character profile for each kūpuna studied. Look for profiles that show how the times and cultural values of that person influenced his/her life.</p>

*Writing Standards and Benchmarks*

Standard	Benchmark	Course Content	Assessment
<p><b>Range</b> 1. Write using various forms to communicate for a variety of purposes and audiences.</p>	<ul style="list-style-type: none"> <li>• Write using various fiction and nonfiction genres.</li> <li>• Write to report information from research using appropriate forms (e.g. term paper, position paper, I-search, interviews)</li> <li>• Write a variety of responses to reflect on learning</li> <li>• Write for problem solving and application</li> </ul>	<p><b>Unit 1 – Inoa Project</b> Students write an explanation of the product they created Students use quotes from previous readings or from their own name poem to support their explanations Students assess their own learning, both academic and affective, in regard to the concept of Inoa.</p> <p><b>Unit 2 – Kupuna Profile</b> Students will write a profile on one of their kupuna in order to gain an understanding of what their childhood was like and what cultural practices were prevalent during their time that continues to exist and those that have disappeared.</p> <p><b>Unit 3 – One Hānau I-Search – write an I-Search paper about one aspect of your community</b></p>	<p><b>Unit 1 -</b> Written explanation of project. Look for explanations that address:</p> <ul style="list-style-type: none"> <li>• Inspiration/Medium choice</li> <li>• Connection to their own lives/experiences</li> <li>• Relation to the Hawaiian concept of inoa</li> <li>• Reflection on their learning within Unit 1</li> </ul> <p><b>Unit 2 – Kupuna Profile</b> Written explanation. Look for:</p> <ul style="list-style-type: none"> <li>• Interview Questions</li> <li>• Record of responses</li> <li>• Cumulative profile</li> <li>• Video and/or photographs to archive the experience</li> </ul> <p><b>Unit 3 –I-Search paper.</b> Look for :</p> <ul style="list-style-type: none"> <li>• An area of the community you are interested in (event, specific place, person, a social problem, etc.)</li> <li>• Using both primary and secondary sources</li> <li>• Using the MLA format</li> </ul>

Standard	Benchmark	Course Content	Assessment
<p><b>Composing Processes</b> 2. Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.</p>	<ul style="list-style-type: none"> <li>• Control and adapt writing processes according to tasks, purpose, and audience.</li> <li>• Evaluate and synthesize information from research and integrate information within own ideas in text</li> <li>• Interact with others to see anew, solve writing problems, and develop thought; and use feedback to revise and improve writing.</li> <li>• Craft writing to appeal to and convince readers.</li> <li>• Develop criteria for writing from which to judge, revise, and improve own writing.</li> <li>• Publish- in a variety of ways-selected finished products.</li> </ul>	<p><b>Unit 2</b> – Family Mo‘olelo – Students learn elements of an effective short story</p> <ul style="list-style-type: none"> <li>• characterization</li> <li>• setting</li> <li>• plot – rising action, climax, resolution</li> <li>• tone</li> <li>• mood</li> <li>• conflict</li> </ul> <p><b>Unit 3</b> – Travel Brochure – Students use descriptive writing to describe their community in a brochure to people wanting to visit.</p>	<p><b>Unit 2</b> – Family Mo‘olelo Students recount a family story (tradition, value, a significant event, and inspiring person, etc.) Look for writing that captures the readers interest as well as gives insight to the writer’s feelings and experiences</p> <p><b>Unit 3</b> – Travel Brochure Look for use of words that appeal to the 5 senses, active and not passive verbs, and interesting, vivid adjectives and adverbs.</p>
<p><b>Conventions and Skills</b> 3. Apply knowledge and understanding of the conventions of language and research when writing.</p>	<ul style="list-style-type: none"> <li>• Demonstrate control of standard conventions</li> <li>• Use accurate documentation for various types of sources.</li> </ul>	<p><b>Unit 3</b> – One Hānau I-Search – Students will, using the Big 6 research process, choose an area of interest within their community to write a mini-research paper on.</p> <p><b>Unit 3</b> – One Hānau I-Search – Students learn:</p> <ul style="list-style-type: none"> <li>• The Big 6 process</li> <li>• MLA formatting (parenthetical references and works cited)</li> <li>• How to paraphrase and summarize</li> <li>• What primary and secondary sources are</li> </ul>	<p><b>Unit 3</b> – One Hānau I-Search – Look for completion of:</p> <ul style="list-style-type: none"> <li>• Big 6 Organizer</li> <li>• MLA practice worksheets</li> <li>• Purdue OWL paraphrasing and summary practice exercises</li> <li>• Mini-research paper with proper MLA headings and citations</li> </ul>

Standard	Benchmark	Course Content	Assessment
<p><b>Rhetoric</b> 4. Use rhetorical devices to craft writing appropriate to audience and purpose</p>	<ul style="list-style-type: none"> <li>• Produce writing that reveals insight about people, events, knowledge, and experience.</li> <li>• Has an organizing structure that gives the writing coherence (e.g. weaves the threads of meaning into a whole)</li> <li>• Uses language that energizes the writing and gives it cadence and color.</li> <li>• Uses a voice and style that are appropriate for the topic, purpose, and audience.</li> </ul>	<p><b>Unit 2</b> – Kūpuna Interview – Students learn proper interviewing skills:</p> <ul style="list-style-type: none"> <li>• asking open-ended questions</li> <li>• scheduling an interview</li> <li>• taking notes</li> <li>• follow-up after the interview</li> </ul> <p><b>Unit 2</b> – Kūpuna Interview – students learn the following writing techniques:</p> <ul style="list-style-type: none"> <li>• tone</li> <li>• voice</li> <li>• audience</li> </ul> <p><b>Unit 3</b> – Kaiaulu Poem – students construct a free-verse poem that focuses on some aspect of their community and their relationship to that person, place, or event.</p>	<p><b>Unit 2</b> – Kūpuna Interview – Students write a profile of a kūpuna of their choice that recounts that person’s life, times, accomplishments and hardships. Look for writing that captures the “voice” of their subjects and focuses on lessons that can be learned from nā kūpuna.</p> <p><b>Unit 3</b> – Poetry writing. Look for use of poetic devices that give “life” to topics. Symbolism, metaphors, similes, imagery all convey the tone and emotions of the piece as well as conveys the voice of the student.</p>
<p><b>Attitudes and Engagement</b> 5. Demonstrate confidence as writers, and find value and satisfaction in writing and sharing writing with others.</p>	<ul style="list-style-type: none"> <li>• Recognize opportunities to use writing to accomplish purposes and follow through by writing.</li> </ul>	<p><b>Units 1-4</b> – Students will be presented with many opportunities to share their ideas through a variety of mediums including many different types of writing (poetry, short story, memoir, narrative, descriptive, explanatory and research)</p>	<p><b>Units 1-4</b> – Writing rubrics Look for: content, style, grammar, purpose, audience and peer editing.</p>

<b>Standard</b>	<b>Benchmark</b>	<b>Course Content</b>	<b>Assessment</b>
<b>Diversity</b> 6. Understand diversity in language, perspective, and culture in order to craft texts that represent diverse thinking and expression.	<ul style="list-style-type: none"> <li>Use writing to consider, explore, and analyze issues of diversity in language, perspective, and culture.</li> </ul>	<b>Units 1-4</b> – Students will write reflections and responses to traditional Hawaiian concepts (inoa, ‘ohana, kaiaulu and lā hui) in relation to its historical value as well as its contemporary and personal values.	<b>Units 1-4</b> – Look for reflections and responses that compare, contrast, and analyze Hawaiian concepts in relation to other cultural beliefs and values as well as to modern perspectives.

***Oral Communication Standards and Benchmarks***

<b>Standard</b>	<b>Benchmark</b>	<b>Course Content</b>	<b>Assessment</b>
<b>Range</b> 1. Communicate orally using various forms- interpersonal, group, and public-for a variety of purposes and situation.	<ul style="list-style-type: none"> <li>Take and defend a position in a debate to consider an issue from differing perspectives.</li> <li>Participate in informal and formal groups (e.g. forum, symposium, parliamentary procedure) for a variety of purposes.</li> <li>Make formal speeches to inform and persuade or influence actions.</li> </ul>	<b>Unit 1-4</b> – Online Discussion Threads Students will response to a variety of prompts in relation to readings, peer writings, cultural issues in a guided online discussion thread. Etiquette and constructive responses will be expected.  <b>Unit 4</b> – Lā hui Peer Teaching – students teach their class a lesson about a concept from one of their ethnicities (a custom, recipe, dance, folk tale, famous person, etc.)	<b>Unit 1-4</b> On-Line Discussion Threads assessments. Look for: <ul style="list-style-type: none"> <li>At least one individual response per discussion thread</li> <li>At least one response to a peer’s post</li> <li>Responses that follow a designated rubric outlining expectations for quality responses and posts</li> </ul> <b>Unit 4</b> – Lā hui Peer Teaching – students make a formal oral presentation to class.
<b>Communication Processes</b> 2. Use strategies within	<ul style="list-style-type: none"> <li>Analyze audience and use strategies to create rapport and develop</li> </ul>	<b>Unit 3</b> – Kaiaulu Video – Students will plan, organize and implement a video walking tour of their community; based on the information from	<b>Unit 3</b> – Kaiaulu Video – Students will choose an audience based on the needs of their community and tailor

Standard	Benchmark	Course Content	Assessment
speaking and listening processes to construct and communicate meaning.	<p>common understanding.</p> <ul style="list-style-type: none"> <li>• Make plans for achieving purpose, assess progress, and revise actions when communication breaks down.</li> <li>• Listen critically by identifying weaknesses in reasoning and judging the soundness of evidence.</li> <li>• Develop personal view after consideration of a variety of sources and point of view.</li> </ul>	their mini I-Search Project.	their presentation to that audience (oral histories for local residents, promotion of activities/events for tourists, historic facts for elementary classes, etc.). Look for videos that present students’ personal views about their community based on their own experiences as well as the research gathered from their mini I-Search project.
<p><b>Conventions and Skills</b></p> <p>3. Apply knowledge or verbal and nonverbal language to communicate effectively.</p>	<ul style="list-style-type: none"> <li>• Use verbal and nonverbal language to create rapport and establish credibility with an audience.</li> <li>• Use pronunciation and grammar appropriate to audience, purpose, and situation, and to achieve desired results.</li> </ul>	<p><b>Unit 4</b> – Lā hui Peer Teaching – students teach their class a lesson about a concept from one of their ethnicities (a custom, recipe, dance, folk tale, famous person, etc.)</p>	<p><b>Unit 4</b> – Lā hui Peer Teaching – Look for effective use of verbal and non-verbal skills to communicate their information.</p> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• body language</li> <li>• visual aids</li> <li>• volume</li> <li>• pace</li> <li>• vocalized pauses</li> <li>• enthusiasm</li> </ul>

Standard	Benchmark	Course Content	Assessment
<p><b>Rhetoric</b> 4. Adapt messages appropriate to audience, purpose, and situation.</p>	<ul style="list-style-type: none"> <li>• Use supporting ideas from credible sources so message is accepted by audience.</li> <li>• Organize ideas to achieve desired purpose.</li> <li>• Use language to elicit a desired response.</li> <li>• Select and use delivery style to achieve desired audience response (s).</li> </ul>	<p><b>Unit 2</b> – Kūpuna Interview – Using information from their interviews, students plan, organize and present a multi-media presentation about the kūpuna they interviewed to the rest of the class; either in a face to face meeting or through a video narration.</p>	<p><b>Unit 2</b> – Kūpuna Interview – Multi-media presentations. Look for:</p> <ul style="list-style-type: none"> <li>• Use credible information</li> <li>• Be organized and clear</li> <li>• Be delivered using verbal and non-verbal techniques that captures the audience attention.</li> </ul>
<p><b>Attitudes and Engagement</b> 5. Demonstrate confidence as communicators, and find value and satisfaction in sharing ideas with others.</p>	<ul style="list-style-type: none"> <li>• Demonstrate confidence in own ideas and ability to inform or influence others.</li> </ul>	<p><b>Unit 3</b> – Kaiaulu Virtual Fieldtrip – Students plan, organize and record a virtual fieldtrip of an area of significance in their community based on their own experiences, the experiences of their ‘ohana/kūpuna and from research from mini I-Search paper.</p>	<p><b>Unit 3</b> – Kaiaulu Virtual Fieldtrip – Students share knowledge of their communities with peers and other members of their community. Look for exhibition of confidence and enthusiasm as they inform others.</p>
<p><b>Diversity</b> 6. Understand diversity in language, perspective, and/or culture use speaking and listening to foster understanding.</p>	<ul style="list-style-type: none"> <li>• Know that language includes and excludes, and use listening and speaking to create mutual understanding.</li> </ul>	<p><b>Units 1-4</b> – Students will be presented with ideas and concepts through guest speakers, videos, class discussions, etc. that will present varying points of views depending on personal values, historical context and cultural beliefs.</p>	<p><b>Units 1-4</b> – Students will listen to view points of others to comprehend new ideas and concepts. Look for responses that address their own personal reactions and connections.</p>