



Kamehameha Schools 'Ike Hawai'i Distance Learning Program

Course Syllabus: Hawaiian Leaders Past & Present

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 is a thematic course of study based on the concept of Hawaiian leadership. Curriculum will focus on learning about historical leaders from different time periods and their impact on Hawai'i. Students will engage in discussion and explore unique qualities and characteristics that define a Hawaiian leader. The culmination project for this course will include a research based, multimedia profile of a Hawaiian leader guided by the Big6 process. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply and evaluate information to specific needs.

Course goals:

At the end of this course, students will:

1. Based on prior knowledge and experiences, individually define effective leadership qualities.
2. Collaboratively define characteristics of an effective leader.
3. Begin to understand Hawaiian leadership in the context of traditional Hawaiian society.
4. Compare and contrast Hawaiian leaders from different time periods.
5. Create a multi-media profile of a Hawaiian leader based on research conducted through the Big 6 process.
6. Reflect on what they learned about the concept of Hawaiian leadership.

Kamehameha Schools `Ike Hawai`i Standards

`Ike Hawai`i Standards	Course content
Mākia Theme/Strand	Ke Ana A`o Assessing Achievement
<p>`Ōlelo Hawai`i Hawaiian Language Demonstrate competency in the Hawaiian language appropriate to the specific program's objectives.</p>	<p>Students will be demonstrating `ōlelo Hawai`i by using Hawaiian terminology that is associated with traditional (pre-contact) Hawaiian society. Students will know the different “classes” of society and further understand their function in Hawaiian society.</p>
<p>Loina Customs and Traditions Recognize one's social role and status in relationship to others and demonstrate appropriate actions and interactions.</p> <p>Use the wisdom contained in the oral and written traditions as a model for behavior.</p>	<p>Students will interact with each other via discussion postings. Building upon each other, the students will develop a working definition of a leader and continuously revise throughout the course if necessary.</p> <p>In continuity with the course theme, `Imi Na`auao, students will demonstrate the depth of their knowledge by making reference to traditional <i>mo`olelo</i> and contemporary knowledge on the concept of leadership.</p>
<p>Mo`okalaleo Literature Retell in any language and media Hawaiian literature appropriate to the specific programs objectives.</p>	<p>Students will come to know <i>The Story of `Umialiloa</i> as author Samuel M. Kamakau tells it. In addition to retelling the story, students will be able to make connections with the various themes in the story.</p>

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

National Language Arts Standards

IRA/NCTE Standards for the English Language Arts	Course Content
<p>1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works</p>	<p>Students read, listen to and view the following selections as representative of traditional and contemporary Hawaiian literature:</p> <ul style="list-style-type: none"> • “Umialiloa” from <i>Ruling Chiefs</i> by Samuel Kamakau • Traditional Hawaiian Society Power Point Presentation • “Hawai`i Biographies: The Life of Princess Ruth Ke`elikolani Video” • <i>Ho`i, Ho`i, Hou</i> by Rodney Morales • “Na Mōliaola” from the <i>I Mua E Nā Poki`i</i> compact disc by Kamehameha Schools • Personal interviews on Hawaiian leadership; traditional and contemporary: <ol style="list-style-type: none"> 1. Victoria Holt-Takamine 2. Kaleikoa Ka`eo

IRA/NCTE Standards for the English Language Arts	Course Content
	3. Nainoa Thompson
2. Students read a wide range of literature from many periods in many genres to build and understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.	<p>Literature selections below are interpreted and analyzed in connection to the concept of leadership in traditional and contemporary Hawaiian society as well as to the student’s own personal experiences.</p> <ul style="list-style-type: none"> • Traditional Hawaiian short story: “Umialiloa” • Contemporary Hawaiian novel: <i>Ho`i, Ho`i, Hou</i> • Contemporary Hawaiian music/lyrics: “Na Mōliaola”
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).	<p>Students use the following graphic organizers, reading response activities, and discussion forums to comprehend, interpret, evaluate, and appreciate all print and non-print content:</p> <ul style="list-style-type: none"> • Storyboards – illustrations of plot with explanatory captions • Character Webs – identifying and supporting character traits • Class Discussion thread – topics focus on connecting themes from content selections to student’s life experiences • Reading reaction essays – personal, written interpretations of content selections with supporting details • Quotation Analysis – focus on various literary devices and their uses (e.g. foreshadowing) • Character Venn Diagram – compare and contrast characters • Reading/video comprehension checks – written and or oral comprehension questions • Written summaries of content selections • KWL Chart – What I know, What I’m wondering, What I learned chart with a written response on bottom • I Am Poem (creative writing) – written from a character’s perspective
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<p>The following communication activities and assessments:</p> <ul style="list-style-type: none"> • Discussion Board threaded discussions – informal written responses to content • Talk with the Kumu – informal discussions with instructor in response to various aspects of the content • DL Buddy discussion – informal written and oral discussion with a partner in response to the content • Written reading responses – formal written analysis of various aspects of content • Reading Responses • Comparison/Contrast essay • Hawaiian Leader Profile Research Paper – formal research writing
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences and for different purposes.	<p>Informal writing: class threaded discussion board postings, reading reactions, graphic organizers Formal writing using the writing process: Comparison/contrast essay, summary of readings, Hawaiian leader profile research paper</p>
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to	<p>Peer and self editing for formal writing assignments Talk with the Kumu editing sessions Writer’s Resource Web site – resource for the writing process, common grammar and punctuation</p>

IRA/NCTE Standards for the English Language Arts	Course Content
create, critique, and discuss print and nonprint texts.	corrections, MLA format and links to other web sites offering writing support. Principles of Visual Design for media presentations (power point presentations, etc.)
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	Students will research a Hawaiian leader of their choice. Using the Big 6 Research Process students will identify, evaluate and synthesis information of credible sources to write a formal MLA formatted research paper. Students will also present the findings of their research in a format of their choice (power point presentation, song, story, art work, video interview)
8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	Students will search for appropriate material about a self-selected Hawaiian leader. Students will identify primary and secondary sources and evaluated resources for credibility. For example: using a CARS accurate, reasonable and supported) for all internet sources.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	Students compare, contrast, analyze and evaluate ideas, topics and themes presented from both traditional and contemporary Hawaiian perspectives. Students also learn how traditional Hawaiian social structure impacted all aspects of life.
10. Students whose first language is not English make use of their first language to develop competency in English language arts to develop understanding of content across the curriculum.	Not applicable
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	DL Buddy, Talk with the Kumu and `Ohana participation components are integrated throughout the course to encourage collaborative discussions between students, instructor and members of the student's `ohana.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)	Responses to content incorporate both informal and formal written, oral and visual interpretation, analysis and evaluation.

National Social Studies Standards

Content Standard	Benchmarks	Course Content
IV. Individual Development & Identity	f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.	Discussion questions that build on prior knowledge and experiences of leadership.
I. Culture	a. analyze and explain the ways groups, societies, and cultures address human needs and concerns. e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups.	<ul style="list-style-type: none"> • Structure of Traditional Hawaiian Society (PPT learning object) • “Umialiloa” reading from <i>Ruling Chiefs</i> by Samuel Kamakau • Biographies about Princess Ruth Ke`elikolani

Content Standard	Benchmarks	Course Content
	<p>g. construct reasoned judgments about specific cultural responses to persistent human issues.</p> <p>a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.</p>	<ul style="list-style-type: none"> • Princess Ruth Ke`elikolani (video)
II. Time Continuity, & Change	<p>b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.</p> <p>d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.</p>	<ul style="list-style-type: none"> • Ho`i, Ho`i, Hou biography about George Helm and Kimo Mitchell by Rodney Morales • “Na Mōliaola” musc and lyrics from <i>I Mua E Nā Poki`i</i> • Nainoa Thompson, personal video interview • Vicky Holt-Takamine, personal video interview • Kaleikoa Ka`eo, personal video interview
<p>II. Time Continuity, & Change</p> <p>IX. Global Connections</p> <p>VI. Power; Authority, & Governance</p>	<p>d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.</p> <p>h. illustrate how individual behaviors and decisions connect with global systems.</p> <p>a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.</p> <p>e. compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings</p>	<p>Big 6 research skills</p> <p>6 step research process</p> <ol style="list-style-type: none"> 1. Task Definition 2. Information Seeking Strategies 3. Location and Access 4. Use of Information 5. Synthesis 6. Evaluation <p>Research paper on self-selected Hawaiian hero (MLA format)</p>
IV. Individual Development & Identity	f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.	<p>End of the course reflections:</p> <ul style="list-style-type: none"> • Have your ideas/opinions about leadership changed throughout this course? • Using specific quotations from the course content (e.g. readings, videos, interviews, personal research), describe what you learned. • Explain how you can apply this new knowledge and experience to your own life?

Units

Unit	Content	Activities/assignments	End of the unit assessments
1 – Introduction What is a Leader?	Discussion questions that build on prior knowledge and experiences of leadership.	Group activity, discussion threads, and anticipatory survey: What makes a good leader? (revisit ideas/opinions at the end of the course)	Class definition of an effective leader.
2- Historical Hawaiian Leaders	<ul style="list-style-type: none"> • Structure of traditional Hawaiian society(PPT learning object) • Importance of genealogy in Hawaiian society (PPT learning object) • “Umialiloa” reading from <i>Ruling Chiefs</i> by Samuel Kamakau • Princess Ruth Ke`elikolani (video) 	<p>“Umialiloa” from <i>Ruling Chiefs</i></p> <ul style="list-style-type: none"> • Storyboards for each reading section • Character Webs • Leadership graphic organizer • Reading comprehension checks • Section summaries • Discussion threads • Written reactions • Quotation Analysis -Foreshadowing • Character Venn Diagram • 2-3 page quotation analysis -“Take care of the god, and take care of the big man, the little man, and the fatherless.” <p>Princess Ruth Ke`elikolani video</p> <ul style="list-style-type: none"> • Read biographical essays on Ke`elikolani • KWL Chart • Video Comprehension Check using time codes from video • I Am Poem (creative writing) • Discussion thread – Do you feel that Ke`elikolani was a leader? What characteristics from our class definition does she exhibit throughout her life? Explain. 	<p>Compare and contrast Essay</p> <p>Compare and contrast the leadership qualities/styles of the two historic Hawaiian leaders presented in this unit. In your essay address the following:</p> <p>How do leaders reflect or not reflect the qualities identified in the class definition? How could either of these leaders improve?</p> <p>Complete the following during the writing process of the quotation analysis essay:</p> <ol style="list-style-type: none"> 1. Outline template 2. CARS for web sites 3. Rough draft 4. Peer Editing 5. Writing Conference with instructor 6. Final draft

Unit	Content	Activities/assignments	End of the unit assessments
Unit 3 Contemporary Hawaiian Leaders	<ul style="list-style-type: none"> • Ho`i, Ho`i, Hou biography about George Helm and Kimo Mitchel by Rodney Morales • “Na Mōliaola” from the <i>I Mua E Nā Poki`i</i> compact disc by Kamehameha Schools • Nainoa Thompson, personal video interview • Vicky Holt-Takamine, personal video interview • Kaleikoa Ka`eo, personal video interview 	<p>Written initial, personal and analytical reactions.</p> <p>Informal discussions of ideas presented and comparison and contrast to class definition of a leader.</p> <p>Letter to a leader – students write a letter to the interviewee that inspired them most.</p>	<p>Answer the following: Has Hawaiian leadership changed over time? How has the idea of leadership changed?</p> <p>*Products can be created using different models (e.g. song, collage, poem, short story) accompanied by a short written description and explanation.</p>
Unit 4 – Defining a Hawaiian Leader	Big 6 research skills	<p>Step 1: Task Definition:</p> <p>Step 2: Information seeking strategies:</p> <p>Step 3: Location & access:</p> <p>Step 4: Use of information:</p> <p>Step 5: Synthesis:</p> <p>Step 6: Evaluation</p>	Write a research paper profiling someone you consider a Hawaiian leader using all steps in the Big 6 process and share information learned through medium of choice (e.g. video, power point, written interview)
Unit 5 - Reflection	End of the course reflection/evaluation	Anticipatory Survey: What makes a good leader?	<p>Have your ideas/opinions about leadership changed throughout this course?</p> <p>Using specific quotations from the course content (e.g. readings, videos, interviews, personal research), describe what you learned.</p> <p>Explain how you can apply this new knowledge and experience to your own life?</p>