

# KUPU II

## Nā Papa Naue Loa Review



**INOA (Name):** \_\_\_\_\_

**APRIL 01, 2020 - APRIL 07, 2020**

PLEASE COMPLETE AND SUBMIT TO KE'ENA (OFFICE) BY APRIL 07, 2020

### **KAL Vision**

KŪ I KA MANA

"Like the one from whom he received what he learned.

Said of a child who behaves like those who reared him." (*Pukai, 1983*)

### **KAL Mission**

To recognize, nurture, and foster cultural identity and cultural awareness  
in an environment that has historical connections and lineal linkage to students.

Students engage in critical thinking and demonstrate complete mastery of the academia for their future  
as a result of this educational program that is driven by family, community, and culture.

# Nā Papa Naue Loa Review

## Hawaiian Focused Charter School Vision of a Graduate

### Cultural Knowledge, Responsibility to Family, Community, and Environment

Perpetuate ‘ōlelo Hawai‘i, demonstrate, understand, apply Hawaiian values, respect and honor genealogy, recognize and accept leadership roles to manifest cultural knowledge, know a place (history, resources) as a piko and a foundation for making larger connections, understand importance of reciprocal relationships and responsibilities in a cultural context.

### Community, College, Career Readiness

Communicate effectively (verbal, oral, technologies), a lifelong learner for future competence, able to plan to attain current and future goals, provide adequately for self and family

### Enrichment Objectives

Students will know and understand...

1. their Nā Papa Naue Loa classes and “learning labs” as wahi pana/piko.
2. the importance of kilo and teamwork as ways to enhance our learning/community experiences.
3. that communication through speech, writing and illustration is an essential component to improve our understanding and knowledge.

### Assessments

- Connect KAL Mission and Vision to classes
- Relate aspects of kuleana
- Evaluate classmate response/interactions
- Reflect on surrounding(s) and create a hypothesis based on kilo
- Discuss the importance of planning and teamwork
- Make connections to wahi pana
- Portray reflections through illustrations

### Directions

Read and answer the following prompts.

Please **use scratch paper first**, and then **nicely print** your responses on the packet.

Write your responses in a **paragraph** (approximately **5-7 sentences**; 10 sentences max) by following the **writing rubric at the bottom**. **Support your answer** with clear details.

In your illustration please **connect to all four sides** of the box provided. Add color if desired.

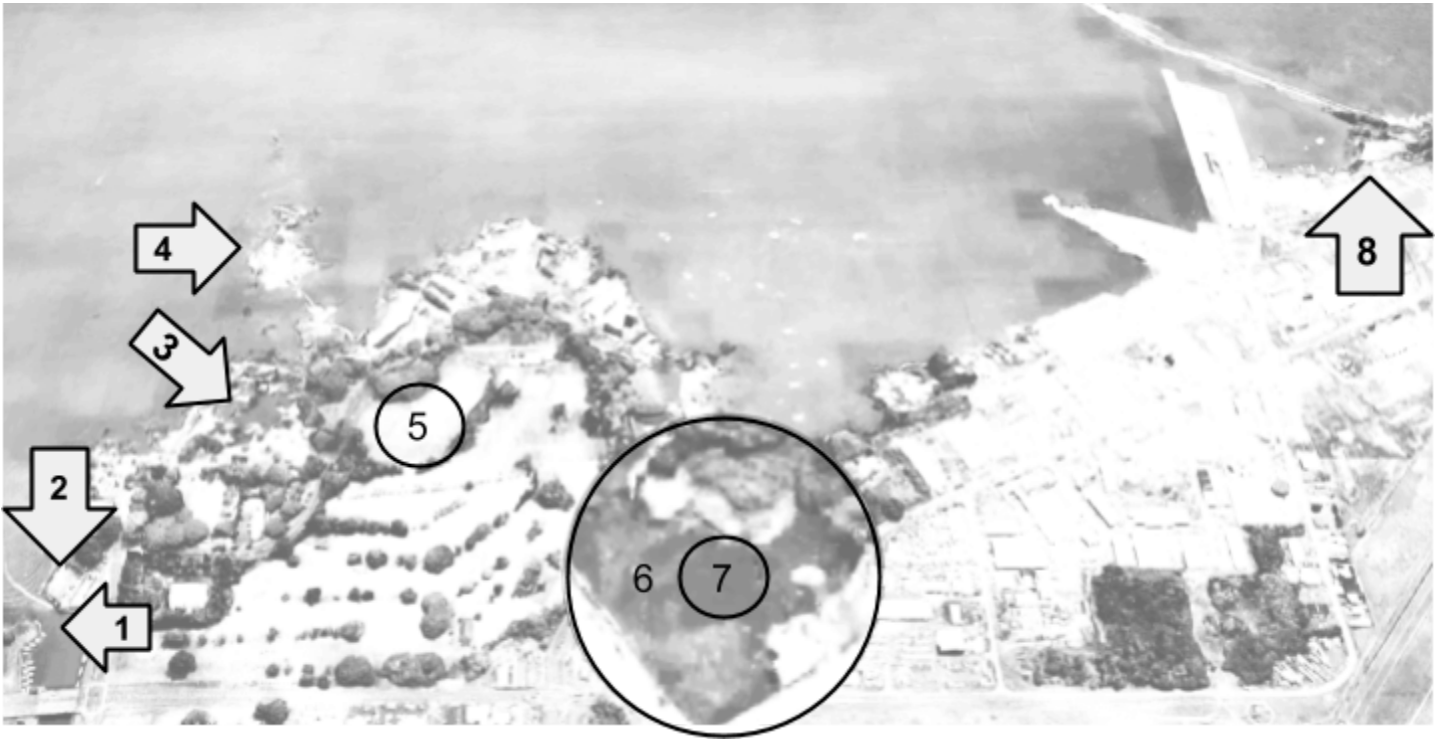






## Nā Papa Naue Loa Review

Identify Wahi Pana by analyzing the picture and the word bank box below.



<b>Mokuola</b>	<b>Waihonu</b>	<b>Palekai</b>	<b>‘Ōhele</b>
<b>Kanakea</b>	<b>Kamakaokū</b>	<b>Kaluakoko</b>	<b>Kanukuokamano</b>

Nā Wahi Pana (Part One): Label the Wahi Pana according to the map above.

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ |          |

Pick a Wahi Pana of your choice and describe what you know about it.

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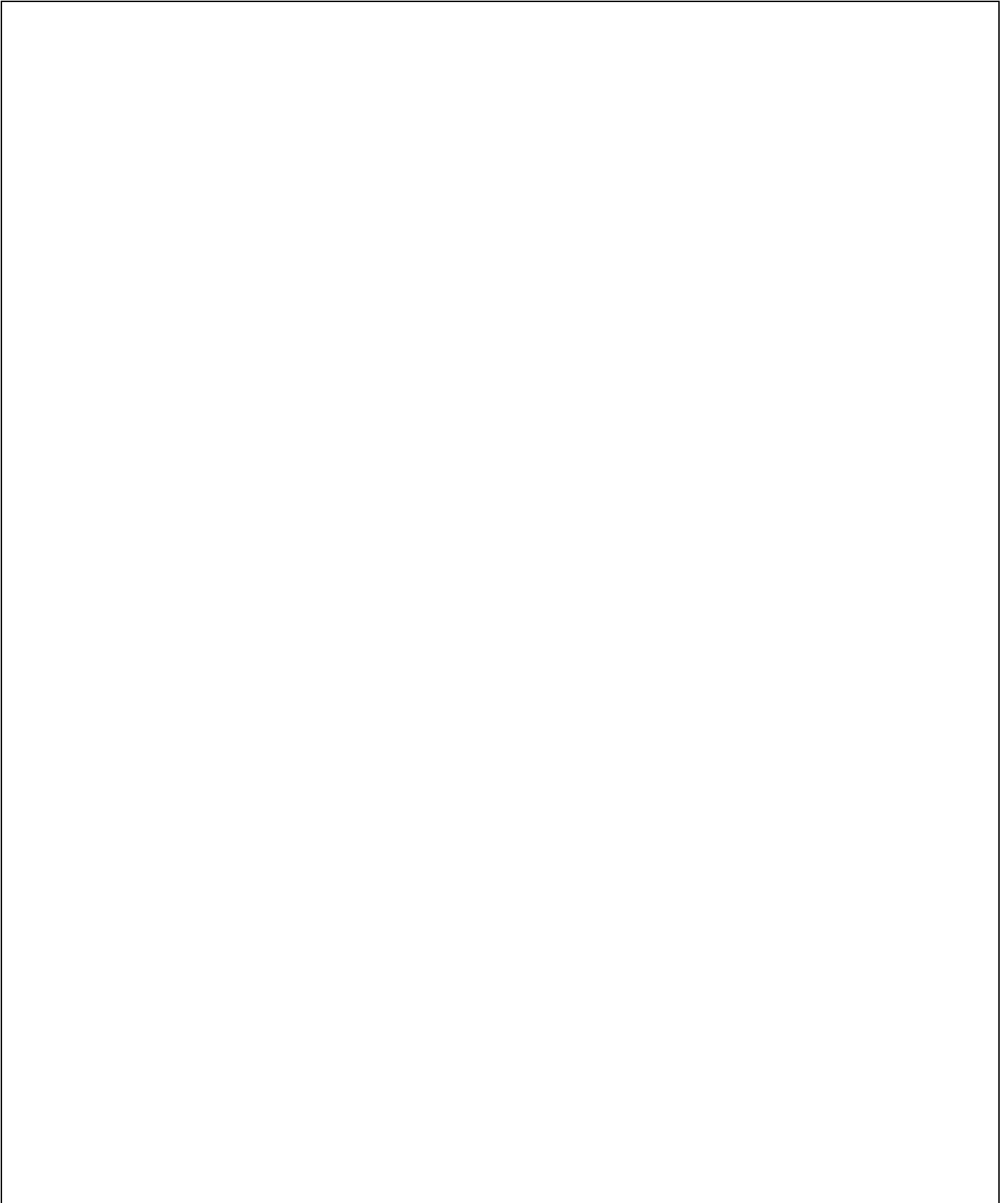
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## **Nā Papa Naue Loa Review**

Create a collage/ illustration to depict what you have written about in your short essays.

A large, empty rectangular box with a thin black border, intended for students to create a collage or illustration based on their short essays. The box occupies most of the page below the instructions.

# Nā Papa Naue Loa Review

## RUBRIC: WRITING A PARAGRAPH

TRAITS	Exceeds	Meets	Approaching
<b>IDEAS, DEVELOPMENT, and VOICE</b>	-Accurately responds to question prompt -Clear & focused ideas w/sufficient details as facts, examples, arguments, and analysis -Your <i>writing</i> voice shows your perspective, it establishes a relationship w/your readers	-Partially accurate response -Clear, focused moments, overshadowed by undeveloped rambling text (Context is not established clearly/off the mark to inform reader of situation) -Generalities dominate, writer has a weak grip on the main idea and support details	-Lacks clear vision-still defining topic, key ideas -Struggles w/insufficient ideas -Ideas for context not established at all -Bits of info wander in search of a main idea
<i>Kumu 's comments:</i>			
<b>ORGANIZATION</b>	- HOOK or TOPIC (opening) SENTENCE tells the subject or controlling idea & offers a perspective (viewpoint) -BODY of support ideas are coherent (Logical bridge betw/ sents.) w/apt choice of transitions - CONCLUSION: summarizes w/a confirmation of the value of your ideas, or a relevant idea for you to explore or think about	-Reader must be attentive-organization loose, or out of synch w/ideas -Lead and/or conclusion weak or like a formula -Transitions missing or like a formula (Overuse of "And then", "Next", "First", etc.,)	-Hard to follow, even w/effort -Lead starts right in and/or no conclusion -Redundancy of unfocused ideas in attempt to answer question
<i>Kumu 's comments:</i>			
<b>SENTENCE &amp; WORD VARIATION</b>	-Variation in sentence structure and word use; precise word use create vivid images	-Generally understood but imprecise language or wordiness water down key ideas; for ex, sentences begin w/ "I" repeatedly or <i>other same</i> starts -Choppy, fragmented, or run-on sentences make ideas difficult to follow	-Reader must work hard even for general meaning of words -Missing words, awkward moments, irregular sentence structure impair readability
<i>Kumu 's comments:</i>			
<b>CONVENTIONS</b>	No errors in capitalization, grammar, spelling, & punctuation -Correct <i>MLA</i> , & word count <sup>(If app.)</sup>	No more than 3 errors in caps, grammar, spelling, punctuation	More than 3 errors in caps, grammar, spelling, punctuation
<i>Kumu 's comments:</i>			