



Ka Waha o Ka

Manō

2011

Student Name:

**Wa'a Camp
May 16-20, 2011
Schedule**

Day/Time Activity

PO'AKAHI

8:15:00 Depart HKM for Kualoa
9:15:00 Arrive Kualoa--Protocol at Ahu--Hookupu
 Unload Gear-set up camp
10:00:00 PID Wa'a Blessing
10:30:00 Rotations
12:00:00 Lunch
1:00:00 Transport to Maelieli
3:00:00 Transport to Kualoa
3:30-5:00 Skills Review: Knots, Compass, Wa'a
5:00-6:00 Showers, Prep Dinner, Study Time
6:00-7:00 Dinner
7:00-745 Clean Up, Study Time, Showers
8:00-10:00 Evening Reading & Questions, Star Watch
10:30:00 Wa Hiamoe

PO'ALUA

4:30:00 Moku Ka Pawa: Observations
5:00:00 brush teeth, clean up personal gear
5:30:00 Morning observations, journal
6:00:00 Breakfast
6:30:00 Hooikaika Kino: Morning Stretch
7:00:00-8:00 Swim Test
8:00:00 Pack up and load vehicles for Kaalaea
9:00-11:00 Skills Training
11:30-4:00 Sailing: tacking, take GPS points, observations
4:00-5:00 Arrive at Kaalaea; unload, set up camp, study time
5:00-6:00 showers, prep dinner, study time
6:00-7:00 Aina Ahiahi
7:00-8:00 Clean up, showers, study time
8:00-9:00 Kukakuka with Uncle Buddy
9:00-10:00 Star Study
10:30:00 Lights Out

PO'AKOLU

4:30:00	Moku Ka Pawa: Observations
5:00:00	brush teeth, clean up personal gear
5:30:00	Morning observations, journal
6:00:00	Breakfast
6:30:00	Hooikaika Kino: Morning Stretch
7:00:00-9:00	Study Time, pack up
8:30:00	Transport to Heeia Kea
9-12:30	HIMB-Moku o Lo'e
12:30:00	Transport to Kaalaea
1:00-4:00	Sail to Heeia, arrive, protocol
5:00:00	showers, prep dinner, study time
6:00:00	Dinner
7:00:00	Clean Up, showers, study time
8:00-9:00	Talk story with Anake Hiilei
9:00-10:00	Stars, Space, and Place
10:30:00	Ho'i i ka hiamoe

PO'AHA

4:30:00	Moku Ka Pawa: Observations
5:00:00	brush teeth, clean up personal gear
5:30:00	Morning observations, journal
6:00:00	Breakfast
6:30:00	Hooikaika Kino: Morning Stretch
7:00-12:00	Paepae o Heeia
12:00:00	Lunch at Heeia
1:00:00	Depart Heeia for Kokokahi
4:00:00	Arrive at Kokokahi, protocol with punana Leo
5:00:00	showers, prep dinner, study time
6:00:00	Dinner
7:00:00	Clean Up, showers, study time
8:00-9:00	Talk story with Anake Hiilei
9:00-10:00	Stars, Space, and Place
10:30:00	Ho'i i ka hiamoe

PO'ALIMA

4:30:00	Moku Ka Pawa: Observations
5:00:00	brush teeth, clean up personal gear
5:30:00	Morning observations, journal
6:00:00	Breakfast
6:30:00	Hooikaika Kino: Morning Stretch
7:00:00	Clean up, load
7:30-8:00	Kukakuka: looking back, moving forward. Students share a reflection, set a final goal
8:00-12:00	Sail to Kualoa, lunch at Ahu o Laka
12:00-1:00	Arrive at Kualoa, protocol at the ahu, closing mana'o
1:15:00	Transport to HKM

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Hala Ku Mana's Instructional Benchmarks

Our Cultural Educational Standards (CES) are embedded in our Instructional Benchmarks. Because Hawaiian culture is the foundation of our educational program, there is no arbitrary distinction made between 'academics' and 'culture.' The instructional benchmarks integrate expectations and strategies from Hawaiian culture and from other best practices in education. HKM's instructional benchmarks are focused on the following areas:

1. Curriculum and pedagogy grounded in Hawaiian culture;
2. Research-proven best practices in education;
3. Assessment as a tool for learning;
4. On-going staff development; and
5. Community involvement.

While these practices are integrated throughout the year, we have focused on four main benchmarks while voyaging Kaneohe Bay.

BENCHMARK #2

Support lifelong aloha for Hawaiian language, history, culture, and values by integrating them into all aspects of the curriculum. Thus, students are engaged in experiential study of Hawaiian protocols, ideologies and philosophies allowing for deeper cultural understanding, as well as emotional, physical, intellectual, social, and spiritual growth

BENCHMARK #8:

Instruction and assessment incorporates activities that activate multiple intelligences and allow for diverse demonstrations of mastery.

BENCHMARK #12: Students are engaged in goal setting and self-evaluation at regular intervals. Rubrics further support student ability to identify and meet specific criteria for quality products.

BENCHMARK #14:

Curriculum draws upon community resources and generates knowledge that will be shared with and useful to communities. Students and teachers engage in activities independently or collaboratively with community members as a means to sustain the well-being of the learning community.

Hawai'i Content and Performance State Benchmarks

Language Arts

- LA.9.3.2:** Explain how historical and cultural information enriches the interpretation of a text
- LA.9.4.1:** Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:
- narratives or scripts with a theme and details that contribute to a mood or tone
 - poems using a range of poetic techniques and figurative language in a variety of forms
 - literary, persuasive, and personal essays
 - research papers that state and support a thesis
 - functional writing including forms, applications, and questionnaires
 - pieces to reflect on learning and to solve problems
- LA.10.3.2:** Describe independently how a literary text is related to historical and cultural themes and issues
- LA.10.4.1:** Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:
- narratives or scripts with a theme and details that contribute to a mood or tone
 - poems using a range of poetic techniques and figurative language in a variety of forms
 - literary, persuasive, and personal essays
 - research papers that state and support a thesis
 - functional writing including forms, applications, and questionnaires
 - pieces to reflect on learning and to solve problems

Social Studies

- SS.11.7.2:** Use tools and methods of geographers to understand changing views of world regions
- SS.CA.5.3:** Explain causes and resolutions of cultural conflict (e.g., tribal, national, ethnic, religious, racial)
- SS.12G.2.2:** Describe why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., physical and symbolic characteristics of places, effects of climate on culture)
- FA.9-12.1.7:** Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

Science

- SC.BS.1.1:** Describe how a testable hypothesis may need to be revised to guide a scientific investigation
- SC.BS.1.3:** Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data
- SC.BS.1.4:** Determine the connection(s) among hypotheses, scientific evidence, and conclusions
- SC.BS.1.5:** Communicate the components of a scientific investigation, using appropriate techniques
- SC.BS.1.6:** Engage in and explain the importance of peer review in science
- SC.BS.1.7:** Revise, as needed, conclusions and explanations based on new evidence
- SC.BS.4.6:** Explain the organization of life on Earth using the modern classification system
- SC.ES.8.3:** Explain the possible origins and evolution of the solar system
- SC.ES.8.6:** Describe how winds and ocean currents are produced on the Earth's surface
- SC.ES.8.7:** Describe climate and weather patterns associated with certain geographic locations and features

Math

- MA.A1.9.1:** Determine if a linear pattern exists in a set of data and represent the data algebraically and graphically
- MA.AII.4.1:** Use advanced formulas or functions to solve problems dealing with determining a measurement based on another derived or given measure
- MA.G.5.3:** Explain properties and characteristics of angle bisectors, perpendicular bisectors, and parallel lines



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Language Arts

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK LA.9.3.2: Explain how historical and cultural information enriches the interpretation of a text

SAMPLE PERFORMANCE ASSESSMENT: The student: Explains the historical context, background of a text, and norms and values of the culture by reading or viewing supporting material; considers this new information when interpreting the text in writing or discussions.

PERFORMANCE ASSESSMENT: The student: Explains the historical context, background of a text pertaining to Kahenohe Bay, and norms and values of the culture by reading or viewing supporting material; considers this new information when interpreting the text in writing or discussions.

EVIDENCE: Journal

ADDITIONAL EVIDENCE: Hawaiian Literature

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Language Arts

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK LA.9.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

- narratives or scripts with a theme and details that contribute to a mood or tone
- poems using a range of poetic techniques and figurative language in a variety of forms
- literary, persuasive, and personal essays
- research papers that state and support a thesis
- functional writing including forms, applications, and questionnaires
- pieces to reflect on learning and to solve problems

SAMPLE PERFORMANCE ASSESSMENT: The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays that respond to literature, persuade the reader, or explain a personal idea or point of view; research papers built around a thesis; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.

PERFORMANCE ASSESSMENT: The student: Writes grade-appropriate narratives that align theme and details with mood or tone; essays that explain a personal idea or point of view; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.

EVIDENCE: Wa'a Workbook

ADDITIONAL EVIDENCE: Journal, Research Investigation, and weather log

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Language Arts

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK LA.10.3.2: Describe independently how a literary text is related to historical and cultural themes and issues

SAMPLE PERFORMANCE ASSESSMENT: The student: Explains a critical opinion about a text (e.g., the novel only partially represents the experience of abolitionists) based on a defined historical or cultural viewpoint and defends this thesis by citing specific information, quotations, or examples from another resource (e.g., references on historical events or periods, biographies of authors, books about particular settings).

PERFORMANCE ASSESSMENT: The student: Explains a critical opinion about sailing chiefs and defends this by citing specific information, quotations, or examples from another resource.

EVIDENCE: Journal

ADDITIONAL EVIDENCE: Hawaiian Literature

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

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Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Language Arts

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK LA.10.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

- narratives or scripts with a theme and details that contribute to a mood or tone
- poems using a range of poetic techniques and figurative language in a variety of forms
- literary, persuasive, and personal essays
- research papers that state and support a thesis
- functional writing including forms, applications, and questionnaires
- pieces to reflect on learning and to solve problems

SAMPLE PERFORMANCE ASSESSMENT: The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays that respond to literature, persuade the reader, or explain a personal idea or point of view; research papers built around a thesis; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.

PERFORMANCE ASSESSMENT: The student: Writes grade-appropriate narratives that align theme and details with mood or tone; essays that explain a personal idea or point of view; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.

EVIDENCE: Wa'a Workbook

ADDITIONAL EVIDENCE: Journal, Research Investigation, and weather log

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

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Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Social Studies

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SS.11.7.2: Use tools and methods of geographers to understand changing views of world regions

SAMPLE PERFORMANCE ASSESSMENT: The student: Uses geographic representations to understand changing conceptions of the western hemisphere after Christopher Columbus.

PERFORMANCE ASSESSMENT: The student: Uses geographic representations to understand changing conceptions of the Kaneohe Bay.

EVIDENCE: Map

ADDITIONAL EVIDENCE: Hawaiian Literature

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
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Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Social Studies

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SS.CA.5.3: Explain causes and resolutions of cultural conflict (e.g., tribal, national, ethnic, religious, racial)

SAMPLE PERFORMANCE ASSESSMENT: The student: Describes the history of the Indo-Pakistani conflict in Kashmir.

PERFORMANCE ASSESSMENT: The student: Describes the history of the fishponds located in Kaneohe Bay.

EVIDENCE: Journal

ADDITIONAL EVIDENCE: Hawaiian Literature

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

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Date _____

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Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Social Studies

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SS.12G.2.2: Describe why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., physical and symbolic characteristics of places, effects of climate on culture)

SAMPLE PERFORMANCE ASSESSMENT: The student: Explains the connections between a student-selected culture and its traditional location.

PERFORMANCE ASSESSMENT: The student: Explains the connections between the current Kaneohe Bay and its traditional location.

EVIDENCE: Map

ADDITIONAL EVIDENCE: Weather Log Worksheets

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

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Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Social Studies

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK FA.9-12.1.7: Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

SAMPLE PERFORMANCE ASSESSMENT: The student: Creates an original work of art that reflects influences from a selected culture or historical period.

PERFORMANCE ASSESSMENT: The student: Creates an original work of art that reflects influences from Hawaiian culture.

EVIDENCE: Wa'a workbook

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.1.1: Describe how a testable hypothesis may need to be revised to guide a scientific investigation

SAMPLE PERFORMANCE ASSESSMENT: The student: Describes a testable hypothesis and revises it based on data from biological science investigations and primary sources (e.g., results, class data, information from a reputable source).

PERFORMANCE ASSESSMENT: The student: Describes a testable hypothesis and revises it based on data from biological science investigations and primary sources (e.g., results, class data, information from a reputable source).

EVIDENCE:

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.1.3: Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data

SAMPLE PERFORMANCE ASSESSMENT: The student: Prepares a biological science lab report that draws logical conclusions and formulates explanations and arguments from the results of investigations.

PERFORMANCE ASSESSMENT: The student: Prepares a biological science lab report formulated by the Hawaii Institute of Marine Biology Program (HIMB) that draws logical conclusions and formulates explanations and arguments from the results of investigations.

EVIDENCE: HIMB research worksheet

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARKSC.BS.1.4: Determine the connection(s) among hypotheses, scientific evidence, and conclusions

SAMPLE PERFORMANCE ASSESSMENT: The student: Prepares a biological science lab report that supports or refutes a hypothesis based on an analysis of experimental data.

PERFORMANCE ASSESSMENT: The student: Prepares a biological science lab report that supports or refutes a hypothesis based on an analysis of experimental data obtained through the Hawai'i Institute of Marine Biology (HIMB).

EVIDENCE: HIMB research worksheet

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.1.5: Communicate the components of a scientific investigation, using appropriate techniques

SAMPLE PERFORMANCE ASSESSMENT: The student: Presents the question, testable hypothesis, experimental design, analysis of data, and conclusions to the biological science class using appropriate methods of communication (e.g., PowerPoint, essay, oral presentation, poster board, lab report, research paper).

PERFORMANCE ASSESSMENT: The student: Presents the question, testable hypothesis, experimental design, analysis of data, and conclusions to the biological science class using appropriate methods of communication

EVIDENCE: Wa'a workbook

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.1.6: Engage in and explain the importance of peer review in science

SAMPLE PERFORMANCE ASSESSMENT: The student: Examines a peer's biological science investigation for logic and validity based on evidence. Explains the importance of peer review to the process of scientific inquiry.

PERFORMANCE ASSESSMENT: The student: Examines a peer's biological science investigation for logic and validity based on evidence. Explains the importance of peer review to the process of scientific inquiry.

EVIDENCE: Peer review worksheet

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.1.7: Revise, as needed, conclusions and explanations based on new evidence

SAMPLE PERFORMANCE ASSESSMENT: The student: Reflects on new biological science evidence from other valid sources and revises conclusion and explanations as needed. Includes recommendations for improving the investigation.

PERFORMANCE ASSESSMENT: The student: Reflects on new evidence from other valid sources and revises conclusion and explanations as needed. Includes recommendations for improving the investigation.

EVIDENCE: Science Investigation reflection worksheet

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.BS.4.6: Explain the organization of life on Earth using the modern classification system

SAMPLE PERFORMANCE ASSESSMENT: The student: Classifies a variety of organisms using the modern classification system and explains the evidence that supports the system's organization (e.g., structural similarities, the fossil records, genetic relationships among organisms).

PERFORMANCE ASSESSMENT: The student: Classifies a variety of organisms using the modern classification system and explains the evidence that supports the system's organization.

EVIDENCE: Map

ADDITIONAL EVIDENCE: Weather Log Worksheets

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.ES.8.3: Explain the possible origins and evolution of the solar system

SAMPLE PERFORMANCE ASSESSMENT: The student: Describes and diagrams the formation of the solar system.

PERFORMANCE ASSESSMENT: The student: Describes and diagrams the formation of the solar system.

EVIDENCE: Pictures of scaling the solar system

ADDITIONAL EVIDENCE: Solar System diagram

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.ES.8.6: Describe how winds and ocean currents are produced on the Earth's surface

SAMPLE PERFORMANCE ASSESSMENT: The student: Labels and explains wind and ocean currents on weather maps and explains some of the factors that cause them

PERFORMANCE ASSESSMENT: The student: Labels and explains wind and ocean currents on weather maps as they voyage Kaneohe Bay and explains some of the factors that cause them

EVIDENCE: Map

ADDITIONAL EVIDENCE: Weather Log Worksheets

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Science

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK SC.ES.8.7: Describe climate and weather patterns associated with certain geographic locations and features

SAMPLE PERFORMANCE ASSESSMENT: The student: Describes the relationships between certain geographic locations (e.g., latitude, proximity to large bodies of water, mountain range) and specific weather patterns (e.g., tornado alley, hurricane, drought, orographic rainfall).

PERFORMANCE ASSESSMENT: The student: Describes the relationships between certain geographic locations in Kaneohe Bay

EVIDENCE: Map

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School
Learning Results Portfolio Artifact

Student Name:
 School Liaison: Majdouline LeRoy
 Course: Math

Quarter: 4
 Project: Kai/Nui
 Grade: 9/10

BENCHMARK MA.AI.9.1: Determine if a linear pattern exists in a set of data and represent the data algebraically and graphically

SAMPLE PERFORMANCE ASSESSMENT: The student: Uses an organized table of the data and/or a graph of the data to justify whether a linear pattern exists or not.

PERFORMANCE ASSESSMENT: The student: Uses an organized table of the data and/or a graph of the weather data to justify whether a linear pattern exists or not.

EVIDENCE: Weather Chart

ADDITIONAL EVIDENCE: Weather Log Worksheets

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
 Date _____

Haumana Signature _____
 Date _____

Final Rubric Score _____



Hālau Kū Māna
New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Math

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARK MA.AII.4.1: Use advanced formulas or functions to solve problems dealing with determining a measurement based on another derived or given measure

SAMPLE PERFORMANCE ASSESSMENT: The student: Evaluates a formula to solve for a specific measure (e.g., determines at what times an arrow shot into the air will reach its maximum height if the height is determined by the function: $h(t) = -16t^2 + 72t + 5$).

PERFORMANCE ASSESSMENT: The student: Evaluates a formula to solve for a specific measure.

EVIDENCE: Mapping and Charting Kaneohe Bay worksheet

ADDITIONAL EVIDENCE: Map

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____



Hālau Kū Māna

New Century Public Charter School

Learning Results Portfolio Artifact

Student Name:
School Liaison: Majdouline LeRoy
Course: Math

Quarter: 4
Project: Kai/Nui
Grade: 9/10

BENCHMARKMA.G.5.3: Explain properties and characteristics of angle bisectors, perpendicular bisectors, and parallel lines

SAMPLE PERFORMANCE ASSESSMENT: The student: Uses a straight edge and compass to construct angle bisectors, perpendicular bisectors, and parallel lines.

PERFORMANCE ASSESSMENT: The student: Uses a straight edge and compass to construct angle bisectors, perpendicular bisectors, and parallel lines on the map of Kaneohe Bay to chart course

EVIDENCE: Map

ADDITIONAL EVIDENCE:

RUBRIC

Points: Advanced = 4, Proficient = 3, Partially Proficient = 2, Novice = 1

Notes and Comments:

Kumu Signature _____
Date _____

Haumana Signature _____
Date _____

Final Rubric Score _____

Sunrise Observation

Date:

Location:

Sunrise Observation

Date:

Location:

Sunrise Observation

Date:

Location:

Sunrise Observation

Date:

Location:














Sunrise Observation

Date:

Location:

Nā Mea Pā Ka Makani (Beaufort Wind Scale)

Devised by British Rear-Admiral, Sir Francis Beaufort in 1805 based on observations of the effects of the wind.

Beaufort number (force)	Wind Speed		Wave Height (feet)	WMO* description	Effects observed on the sea	Effects observed on land
	Knots	MPH				
0	under 1	under 1	-	Calm	Sea is like a mirror	
1	1-3	1-3	0.25	Light air	Ripples with appearance of scales, no foam crests	
2	4-6	4-7	0.5-1	Light breeze	Small wavelets; crests of glassy appearance, not breaking	
3	7-10	8-12	2-3	Gentle breeze	Large wavelets; crests begin to break; scattered whitecaps	
4	11-16	13-18	3½-5	Moderate breeze	Small waves, becoming longer, numerous whitecaps	
5	17-21	19-24	6-8	Fresh breeze	Moderate waves, taking longer form; many whitecaps; some spray	
6	22-27	25-31	9½-13	Strong breeze	Larger waves forming; whitecaps everywhere; more spray	
7	28-33	32-38	13½-19	Near gale	Sea heaps up; white foam from breaking waves begins to be blown in streaks	
8	34-40	39-46	18-25	Gale	Moderately high waves of greater length; edges of crests begin to break into spindrift; foam is blown in well-marked streaks	
9	41-47	47-54	23-32	Strong gale	High waves; sea begins to roll; dense streaks of foam; spray may begin to reduce visibility	
10	48-55	55-63	29-41	Storm	Very high waves with overhanging crests; sea takes white appearance as foam is blown in very dense streaks; rolling is heavy and visibility is reduced	
11	56-63	64-72	37-52	Violent storm	Exceptionally high waves; sea covered with white foam patches; visibility further reduced	
12	64 and over	73 and over	45 and over	Hurricane	Air filled with foam; sea completely white with driving spray; visibility greatly reduced	

*WMO - World Meteorological Organization

Kilo Log

La:

Observations:

Forecast Summary (from weather radio):

Wind Direction (use landmarks, compass direction, describe, Beaufort Scale):

Precipitation:

Primary Cloud Types:

Surf:

Akau:
Hema:
Hikina:
Komohana:

Sun

Sunrise (Time/House/Quadrant): _____
Sunset (Time/House/Quadrant): _____

Moon

Moon Phase: _____
Moonrise (Time/House/Quadrant): _____
Moonset (Time/House/Quadrant): _____

Morning Tides

Low (Time/Height): _____
High (Time/Height): _____

Evening Tides

Low (Time/Height): _____
High (Time/Height): _____

Kilo Log

La:

Observations:

Forecast Summary (from weather radio):

Wind Direction (use landmarks, compass direction, describe, Beaufort Scale):

Precipitation:

Primary Cloud Types:

Surf:

Akau:

Hema:

Hikina:

Komohana:

Sun

Sunrise (Time/House/Quadrant): _____

Sunset (Time/House/Quadrant): _____

Moon

Moon Phase: _____

Moonrise (Time/House/Quadrant): _____

Moonset (Time/House/Quadrant): _____

Morning Tides

Low (Time/Height): _____

High (Time/Height): _____

Evening Tides

Low (Time/Height): _____

High (Time/Height): _____

Kilo Log

La:

Observations:

Forecast Summary (from weather radio):

Wind Direction (use landmarks, compass direction, describe, Beaufort Scale):

Precipitation:

Primary Cloud Types:

Surf:

Akau:

Hema:

Hikina:

Komohana:

Sun

Sunrise (Time/House/Quadrant): _____

Sunset (Time/House/Quadrant): _____

Moon

Moon Phase: _____

Moonrise (Time/House/Quadrant): _____

Moonset (Time/House/Quadrant): _____

Morning Tides

Low (Time/Height): _____

High (Time/Height): _____

Evening Tides

Low (Time/Height): _____

High (Time/Height): _____

Kilo Log

La:

Observations:

Forecast Summary (from weather radio):

Wind Direction (use landmarks, compass direction, describe, Beaufort Scale):

Precipitation:

Primary Cloud Types:

Surf:

Akau:

Hema:

Hikina:

Komohana:

Sun

Sunrise (Time/House/Quadrant): _____

Sunset (Time/House/Quadrant): _____

Moon

Moon Phase: _____

Moonrise (Time/House/Quadrant): _____

Moonset (Time/House/Quadrant): _____

Morning Tides

Low (Time/Height): _____

High (Time/Height): _____

Evening Tides

Low (Time/Height): _____

High (Time/Height): _____

Kilo Log

La:

Observations:

Forecast Summary (from weather radio):

Wind Direction (use landmarks, compass direction, describe, Beaufort Scale):

Precipitation:

Primary Cloud Types:

Surf:

Akau:

Hema:

Hikina:

Komohana:

Sun

Sunrise (Time/House/Quadrant): _____

Sunset (Time/House/Quadrant): _____

Moon

Moon Phase: _____

Moonrise (Time/House/Quadrant): _____

Moonset (Time/House/Quadrant): _____

Morning Tides

Low (Time/Height): _____

High (Time/Height): _____

Evening Tides

Low (Time/Height): _____

High (Time/Height): _____

Sailing Log

Instructions:

The sailing log includes detailed information about your location, the weather, what you did for the day, what you learned, and what you want to know more about. Sailing logs are approximately 1 page in length.

Sample:

1.22.07 Ka'alaea, Koolaupoko, O'ahu

Today was our first day at the wa'a this quarter. We met Aunty Kahape'a at her house in Ka'alaea. Kanahunamoku is moored there. Kualoa Beach Park is closed due to a reoccurring sewage problem. It was a beautiful day and not much wind. We learned about the parts of the anchor and had a review of the star compass. I was on the first crew to go out sailing today. We had a Maori guy come film us onboard. The winds were light but we were still able to sail and practice some tacks. Our group did good, but we could do better. I think I forgot some things over the break. I got to practice steering with the new paddle and working the jib sheet lines. I want to get better at steering a straight line and learning the channel markers. Next time we go sailing, I want to steer first.

Sailing Log

Date: ___ / ___ / ___

Location: _____

Sailing Log

Date: ___/___/___

Location: _____

Sailing Log

Date: ___/___/___

Location: _____

Sailing Log

Date: ___/___/___

Location: _____

Journal

Date: ___/___/___

Journal

Date: __/__/__

Journal

Date: ___/___/___

Journal

Date: ___/___/___

Journal

Date: __/__/__

Weather Forecast – Scientific Investigation

The chart below lists the weather forecast for Kāneohe Bay for the week of Wa‘a camp.

Day	Wind Speed	Wind Direction	Precipitation
Monday	10-15	East	50 %
Tuesday	10-15	East	50 %
Wednesday			
Thursday			
Friday			

Make a Prediction

Based on your experience with weather, forecasts, and Kāneohe Bay how accurate do you think the weather forecast will be?

Hypothesis:

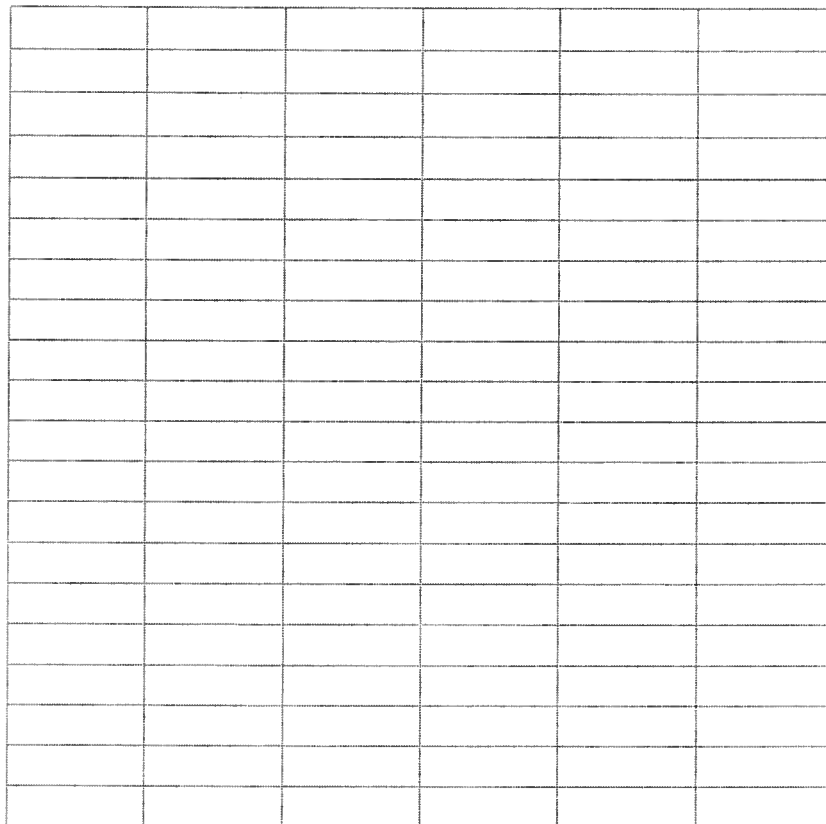
Summary of Data Collected

Day	Wind Speed	Wind Direction	Precipitation	Primary Cloud Type
1				
2				
3				
4				
5				

Graph

On the graph below, create 2 line graphs comparing the wind speed you collected and the wind speed that was forecasted before the trip.

Wind Speed (mph)



Day

Discuss Results:

Conclusions:

If we were to sail for another week and conduct the same experiment comparing our data to the weather forecast, how would you revise your hypothesis based on data from this experiment?

Revised Hypothesis:

Peer Review

Find another student to participate in the peer review process.

Peer Review Partner: _____

Instructions

Review your partner's data and check its validity. Review partner's graph for accuracy. Read discussion, conclusion, and revised hypothesis and verify they are supported by logical connections and evidence from data. Provide feedback to each other.

Describe process and feedback shared between partners:

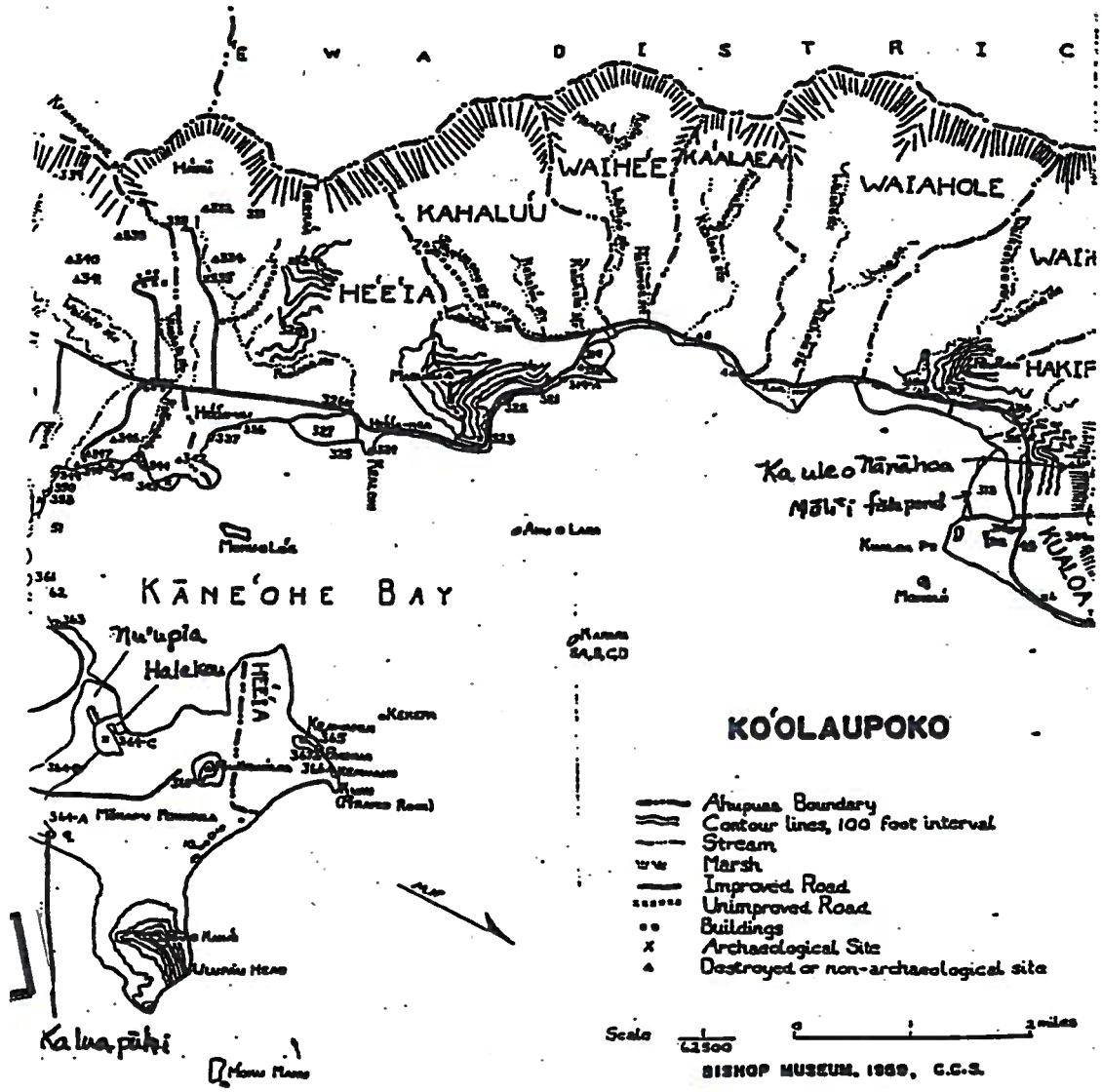
What is the purpose of peer review for scientific inquiry?

Kaneohe Bay Mo'olelo

Our voyage is focused in understanding our sense of place, stewardship, and navigational skills within the Kaneohe Bay area. Through mo'olelo, we will be able to do the following:

- identify wahi pana place names of Kane'ohe on a map
- describe wahi pana of Kane'ohe bay
- retell the mo'olelo stories about wahi pana and na mea Hawai'i
- relate the mo'olelo to holomoana wa'a.

Kaneohe Bay Map



‘Ōlelo No’eau

Kīkaha ka ‘iwa he lā makani.

When the ‘iwa bird soars on high it is going to be windy.

Said of a nice-looking, well-dressed person.

Kīkaha ka ‘iwa i na pali.

The ‘iwa bird soars over the cliff.

Said of a well-dressed person.

Ko’olau

Na pali hāuliuli o ke Ko’olau.

The dark hills of Ko’olau.

The hills and cliffs of the windward side of O’ahu are always dark and beautiful with trees and shrubs.

Kualoa

Ka limu lana o Kawahine.

The floating seaweed of Kawahine.

A term applied to the kauwa who were drowned at Kualoa, Oahu.

**Ho'olalau ka Helena i Kualoa,
pi'i ana ika pali o Kanehoalani.**

*In wandering about Kualoa, he ascends
the cliffs of Kanehoalani.*

He goes off his course and thereby gets nothing. On the cliff of Kanehoalani stands a phallic stone, a symbol of bad luck when seen in a dream.

Kāne'ohe

Kini Kailua, mano Kāne'ohe.

Forty thousand in Kailua, four thousand in Kāne'ohe.

A great number. Said by a woman named Kawaiho'olana whose grandson was ruthlessly murdered by someone from either Kailua or Kane'ohe. She declared that this many would perish by sorcery to avenge him. Another version credits Keohokauouli, a kahuna in the time of Kamehameha, for this saying. He suggested sorcery as a means of destroying the conqueror's O'ahu enemies.

He'eia

Ka ua kani ko'o o He'eia.

The rain of He'eia that sounds like the tapping of walking canes.

Also said of the rain of Hilo.

Puku'i, 1983.

Ahupua`a o Kualoa

The *ahupua`a* of *Kualoa* (long back) is located at the northern end of Kane`ohe Bay, east of the *ahupua`a* of Haki pu`u. Like Haki pu`u, its valley depth is not as much as the rest of the *ahupua`a* of Ko`olaupoko, due to *Mo`okapu o Häloa* (Sacred section of Häloa), a mountainous ridge which branches off the Ko`olau mountain range and juts out to the east. Known to the ancient Hawaiians as *Palikū* (erect cliff), *Kualoa* is perfectly flat between the ocean and *Lae o ka `oi`o*, the mountainous formation that looks like a "forehead" and is the eastern-most tip of *Mo`okapu o Häloa*. (The name *Palikū* was changed to *Kualoa* by Mrs. Julie Judd Swanzy sometime around 1880.)

There are several reasons why *Kualoa* has great cultural significance. It is said that O`ahu's most famous burial cave (*Pohukaina*) was located in this sacred mountain, and its entrance was on the northern cliffs facing the *ahupua`a* of Ka`a`awa. (Another known entrance to the cave was at *Ka`ahu`ula* Spring, also in Ka`a`awa.) It was believed that *Pohukaina* cave went completely through the Ko`olau range, with numerous exits toward central O`ahu. Many said there were openings in Moanalua, Kalihi, Pu`iwa, and even as far away as Waipahu and Kahuku. *Mo`olelo* about this great cavern spoke of travelers venturing with kukui nut candles from leeward O`ahu to Kahuku. They spoke of being "in the mountain *Konahuanui*, sloping down toward Kahuku." These travelers even named the roof of the cavern "*Kauhuhu*," and gave counts of "many creeks, rivers, and streams" throughout the cavern.

Another reason for *Kualoa*'s significance is that it was a place of refuge for ancient Hawaiians who were condemned to die. The land was under a special *kapu*, and anyone who was able to find their way to *Kualoa* could not be harmed. In addition, *Kualoa* was also the training grounds for young *alii* (chief) who needed to learn the traditions of the *alii*.

Because of its history and its sacredness, *Kualoa* was coveted by many *alii*. [A *mo`olelo* was told of a battle that broke out over this land in the 1770's because of its significance: "When the O`ahu *alii* (chiefs) and their *kahuna* (high priest) *Ka`öpulupulu* became dissatisfied with the rule of

Kūmahana, they asked *Kahahana* to come to O`ahu and rule the island." (*Kahahana* was living on Maui at the time with his foster father, *Kahekili*. *Kahekili* was the reigning chief of Maui.) *Kahekili* permitted *Kahahana* to rule on O`ahu, but in return, asked for the land of Kualoa and the rights to the highly valued "whale teeth" (*palaoa pae*) that washed ashore in Kualoa. (Whale teeth were highly prized possessions of the *ali`i*, and were worn as part of a necklace (*lei niho palaoa*) made with human hair, symbolizing royalty.) The *kahuna* (high priest) *Ka`ōpūlupulu* advised *Kahahana* that relinquishing the rights to Kualoa would mean a "virtual surrender of the emblems of sovereignty and independence for O`ahu," so *Kahahana* sent a reply denying *Kahekili's* request. This angered *Kahekili*. When he eventually came to "claim" Kualoa, he met opposition from *Kahahana*; a battle ensued and *Kahekili* eventually won and conquered all of O`ahu.]

The mystery to Kualoa is that even after *Kahekili* conquered all of O`ahu, he never pursued the *ahupua`a* of Kualoa. It remained a sacred place for *ali`i* to train, as well as a place of refuge for condemned Hawaiians. Sometime after 1795 when *Kamehameha I* became the overall ruler of all the Hawaiian islands, he gave the lands of Kualoa to his favorite wife, *Ka`ahumanu*, after which they became part of the royal lands.

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Appendix D: Historical Data related to Ko`olaupoko

In 1850, *Kamehameha III* sold approximately 622 acres of land in Kualoa and all its fishing rites offshore (which included *Mokoli`i* or Chinaman's Hat) to Dr. Gerritt P. Judd for \$1300. (Dr. Judd was a missionary doctor who arrived in Hawaii in 1837 and was a personal advisor to *Kamehameha III*.) Then, additional acreage in *Hakipu`u* and *Ka`a`awa* were purchased by Dr. Judd from the Wilder family for \$15,000 when the Wilder Plantation failed. This purchase increased the size of the estate to what it is today and is now under the Morgan Family name, who are Dr. Judd's descendants. This estate, Kualoa Ranch, Ltd., was so named in 1927 and has been used for various purposes over the last eight decades. During World War II, some of the lands of this estate was used as an auxiliary airstrip with many of the large monkeypod trees providing natural hangars for small planes. Much of the beach of Kualoa was condemned by the City and County of Honolulu and is now used as a park. Today, the Ranch is now being used as an activity center for both visitors and *kama`aina* (residents). Activities include jet skis, wind sailing, canoeing, boat rides, horseback riding, dune buggies, tennis, and helicopter rides.

The Building of Keawenuia'umi's Canoe

by Samuel M. Kamakau

[From *Ruling Chiefs of Hawai'i*, 38, 41-42. This passage has been translated by Kenneth Emory from terms identified by Mr. Kupihea.]

When Keawenuia'umi learned that Paka'a [his kahu iwikuamo'o or chief personal attendant] had run away, that he had left him and was gone, he was filled with longing for him. The chief ordered strong paddlers to go from Hawai'i to Kaua'i to seek him. They sought him on the leeward and windward sides as far as Ni'ihau, and returned to the presence of the chief to report that Paka'a could not be found. They had not gone to the remaining island, Ka'ula. "It might be that a certain man at Kaluako'i, Moloka'i, was he [they said]. He was accompanied by a young boy on a canoe. The boy asked us questions, but the man did not raise his head. We inquired for Paka'a, but the boy replied that no stranger was seen there." They [the chief's paddlers] returned, leaving the two catching uhu fish at Kala'au Point.

Keawenuia'umi said, "I dreamt that Paka'a's spirit told me that he is on Ka'ula and will not come back until I, myself, go to fetch him. He will not return with the messengers of the chief. Great is my longing for my personal attendant. Let all of Hawai'i make double canoes and large single canoes, and let us go to fetch Paka'a."

Keawenuia'umi sent a proclamation to every high chief and every lesser chief for double canoes, for canoes that were joined together, and for single canoes, to be used in the search for the personal attendant of Keawenuia'umi. The chiefs were all supplied with canoes, but there was one thing lacking. There was no double canoe for the ruling chief. The cause of the delay in the making of that canoe was two birds. When the tree selected for the chief was about to be felled, these birds called from the very top of it; "Say, the log is rotten." After the tree was felled, it was found that the trunk was rotten. The chief hired many canoe-making experts, but no canoe was finished for him. The chief hired bird-catchers, those who gummed birds, but none could catch the birds. The naughty

birds which called about the decayed log flew away and vanished into the sky. They returned only when a koa tree was about to fall. The tree fell just after their cry of "The log is rotten" (puha ka waha). The chief was weary of them!

[The two birds were killed by the famous archer Pikoi-a-ka'alala, son of 'Alala and his wife Ko'uko'u, natives of Lihu'e, Kaua'i. In gratitude Keawenuia'umi gave Pikoi his daughter, and "all the lands on Hawai'i where bows and arrows were used".]

After the enemies of Keawenuia'umi had flown away to the sky, a man was found who was an expert in putting on canoe parts and in hollowing the log. His name was Lulana, and he came from Kipahulu, Maui. This man's skill was noticed when he went to the upland and saw two very large trees, one on either side of the trail. These were hollow trees used as dwellings by some of the canoe-makers. When the stranger went to the upland he noticed them and said to Keawenuia'umi's canoe-making experts, "These will make good canoes for the chief, as the centers are hollowed already."

The chief's men replied, "Who would convert these hollow trees into canoes? They are used as shelters for canoe-makers, bird-catchers, and experts in canoe-making."

Lulana said, "These are easy to use, for the openings are already there. They will be fine canoes, and there are no defects. If these were made into canoes for the chief, they would be excellent."

The hewing began at the spot pointed out by Lulana, until both trees fell. The large side branches and tops were cut off, the bark stripped until none remained on the outside, the prow and stern shaped, the sides smoothed off, and the prow and stern polished smooth. The canoe was then turned up, the edges leveled, and as the canoe was already hollow, leaving only the two sides at the opening, the opening was then shaped. The opening was already there, so there was little work needed on it. The work was soon finished, and it was seen that there were no canoes to equal the canoes of Lulana in the days of 'Umi or of the ancient chiefs before him.

Word was carried to Keawenuia'umi of the fine canoes made by Lulana, that they were beautiful and free from defects. No canoes as beautiful had ever been seen in olden times. They were twenty anana long [20 arm spans, or 120 feet] and one anana and one iwi lei

[1 and 1/2 fathoms, or nine feet] in depth. When Keawenuia'umi heard of the doings of this expert who was unequalled in his skill, he was filled with happiness and joy. In no time the canoes were finished inside and ready to be hauled to the shore. Keawenuia'umi, the chiefs, lesser chiefs, and commoners hauled the canoes to the shore of Hilo. Lulana became a favorite and was made chief over all canoe experts (po'e kahuna kalai) on Hawai'i by Keawenuia'umi.

Lulana and all the experts put together the canoes of Keawenuia'umi. When the pieces (la'au) and all the things which belong to a canoe were fitted together, the canoe which was to take the place of the outrigger float (that is, the 'ekea canoe) was set alongside. Then the connecting booms ('iako) of the canoe were put on. When the four large inner booms had been fixed, then were added the two booms for holding together the forward and rear ends of the double-canoe (na 'iako elua i na umi o na umi'i o mua a me hope). Now the wash strakes (palepale) were set over the booms, on the inside and outside. In front were placed the weatherboard (kua po'i). After the clamping down of the rear pieces (uma) of the canoe and the fastening with running sennit-cord (ho lo 'aha), the platform (pola) midway between the canoes was lashed on.

Just over the arch of the main booms was set up the house for the chief, so that the chiefs could sleep on the platform. It was lashed securely (helea) with sennit just as for the lashing (lu'ukia ana) of the booms. There at the big boom over the large lu gs (pepeiao), the sail (pe'a) was set up (kukia). When the little imperfections of the canoe had been remedied, then all that was left was to sail it on the ocean.

Winds of Ko'olaupoko

UNDER THE WEATHER

LESSON # 2 TITLE: WINDS

Page 14 of 18

Holopali is of Ka'a'awa and Kualoa,
 Kiliua is of Waikane,
 Mololani is of Kua'a'ohe,
 Ulumano is of Kane'ohe,
 The wind is for Kaholoakeahole,
 Puahiohio is the upland wind of Nu'uaniu,
 Malanai is of Kailua,
 Limu-li-pu'upu'u comes ashore at Waimanalo,
 'Alopali is of Pahonu,
 At Makapu'u the winds turn,
 The Kona winds turn, the Ko'olau winds turn,

He Holopali ko Kaaawa me Kualoa,
 He Kiliua ko Waikane,
 He Mololani ko Kuaa'ohe,
 He Ulumano ko Kaneohe,
 No Kaholoakeahole ka makani,
 Puahiohio uka o Nuuanu,
 He Malanai ko Kailua,
 Pae i Waimanalo ka limu-li-puupuu,
 He Alopali ko Pahonu,
 A Makapuu, huli ka makani,
 Huli na Kona, huli na Koolau,



UNDER THE WEATHER

Crew Daily Self Assessment

Date: _____

Standards	Kulia I ka nu'u	Makaukau	'Ano Makaukau	Makaukau 'ole	Examples/What/How/Why
Mālama Kuleana Take care of responsibilities, participate in activities, keep personal gear organized					
Kūlia i ka nu'u Strive to accomplish your goals, learning new things					
Aloha kekahi i kekahi Respect for others, works well with crew and staff					
Laulima Work together to accomplish tasks, take initiative, do without being asked					

Date:

Crew Daily Self Assessment

Standards	Kulia I ka nu'u	Makaukau	'Ano Makaukau	Makaukau 'ole	Examples/What/How/Why
Mālama Kuleana Take care of responsibilities, participate in activities, keep personal gear organized					
Kūlia i ka nu'u Strive to accomplish your goals, learning new things					
Aloha kekahi i kekahi Respect for others, works well with crew and staff					
Laulima Work together to accomplish tasks, take initiative, do without being asked					

Crew Daily Self Assessment

Date:

Standards	Kulia I ka nu'u	Makaukau	'Ano Makaukau	Makaukau 'ole	Examples/What/How/Why
Mālama Kuleana Take care of responsibilities, participate in activities, keep personal gear organized					
Kulia i ka nu'u Strive to accomplish your goals, learning new things					
Aloha kekahi i kekahi Respect for others, works well with crew and staff					
Laulima Work together to accomplish tasks, take initiative, do without being asked					

Date:

Crew Daily Self Assessment

Standards	Kulia I ka nu'u	Makaukau	'Ano Makaukau	Makaukau 'ole	Examples/What/How/Why
Mālama Kuleana Take care of responsibilities, participate in activities, keep personal gear organized					
Kūlia i ka nu'u Strive to accomplish your goals, learning new things					
Aloha kekahi i kekahi Respect for others, works well with crew and staff					
Laulima Work together to accomplish tasks, take initiative, do without being asked					

Date:

Crew Daily Self Assessment

Standards	Kulia I ka nu'u	Makaukau	'Ano Makaukau	Makaukau 'ole	Examples/What/How/Why
Mālama Kuleana Take care of responsibilities, participate in activities, keep personal gear organized					
Kūlia i ka nu'u Strive to accomplish your goals, learning new things					
Aloha kekahi i kekahi Respect for others, works well with crew and staff					
Laulima Work together to accomplish tasks, take initiative, do without being asked					

Kumu Checklist of Daily 'Ōpio Ha'awina

Monday 5/16/2011

Task	Meets Expectations	Needs improvement	Insufficient
Sunrise Observation: Provide written observations and colored illustrations.			
Kilo Log: Thoroughly completed weather log. Included detailed observations & forecasts. Documented sun & moon data. Calculated tides.			
Sailing Log: Sail Log included details about sail and experience.			
Journal: Provides thoughtful and thorough reflection of the day's experiences. Practices using high school appropriate writing techniques, format, and grammar.			
Daily Self Assessment: Honestly and thoroughly completed Daily Self Assessment and provided examples.			

Tuesday 5/17/2011

Task	Meets Expectations	Needs improvement	Insufficient
Sunrise Observation: Provide written observations and colored illustrations.			
Kilo Log: Thoroughly completed weather log. Included detailed observations & forecasts. Documented sun & moon data. Calculated tides.			
Sailing Log: Sail Log included details about sail and experience.			
Journal: Provides thoughtful and thorough reflection of the day's experiences. Practices using high school appropriate writing techniques, format, and grammar.			
Daily Self Assessment: Honestly and thoroughly completed Daily Self Assessment and provided examples.			

Wednesday 5/18/2011

Task	Meets Expectations	Needs improvement	Insufficient
Sunrise Observation: Provide written observations and colored illustrations.			
Kilo Log: Thoroughly completed weather log. Included detailed observations & forecasts. Documented sun & moon data. Calculated tides.			
Sailing Log: Sail Log included details about sail and experience.			
Journal: Provides thoughtful and thorough reflection of the day's experiences. Practices using high school appropriate writing techniques, format, and grammar.			
Daily Self Assessment: Honestly and thoroughly completed Daily Self Assessment and provided examples.			

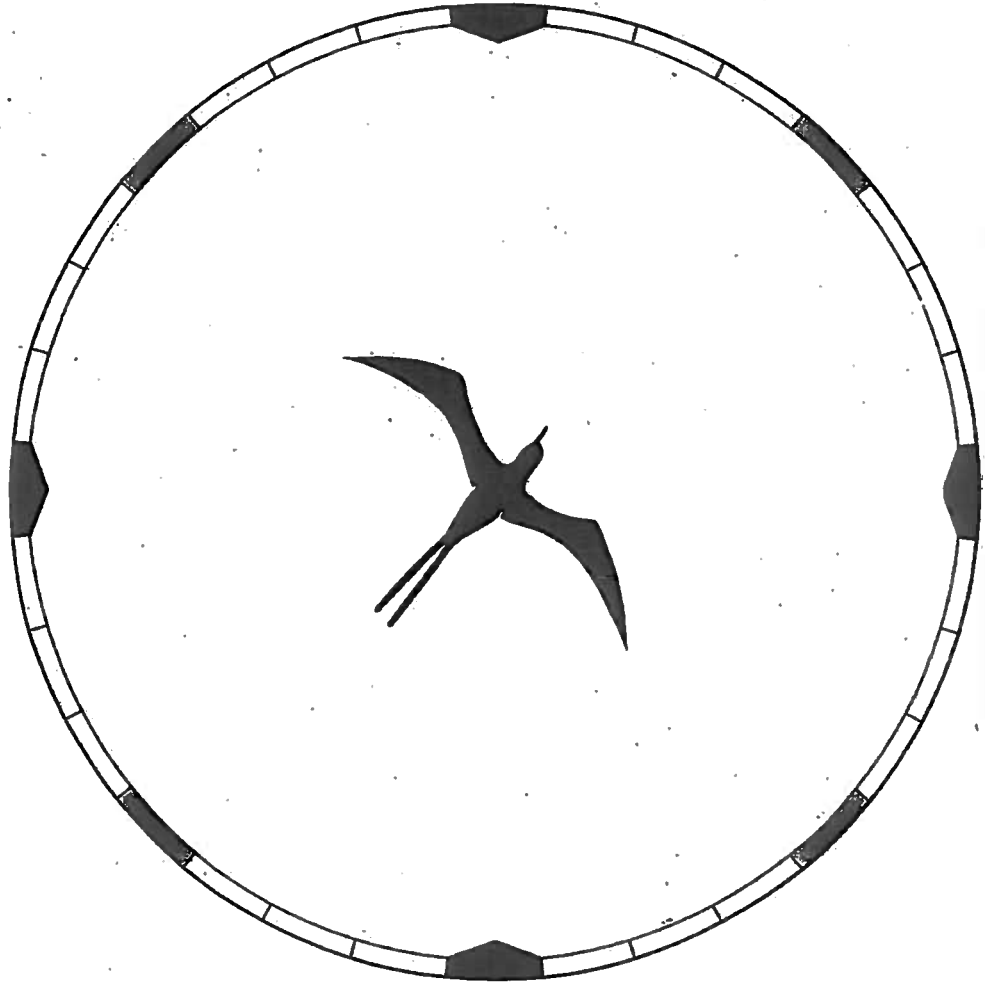
Thursday 5/19/2011

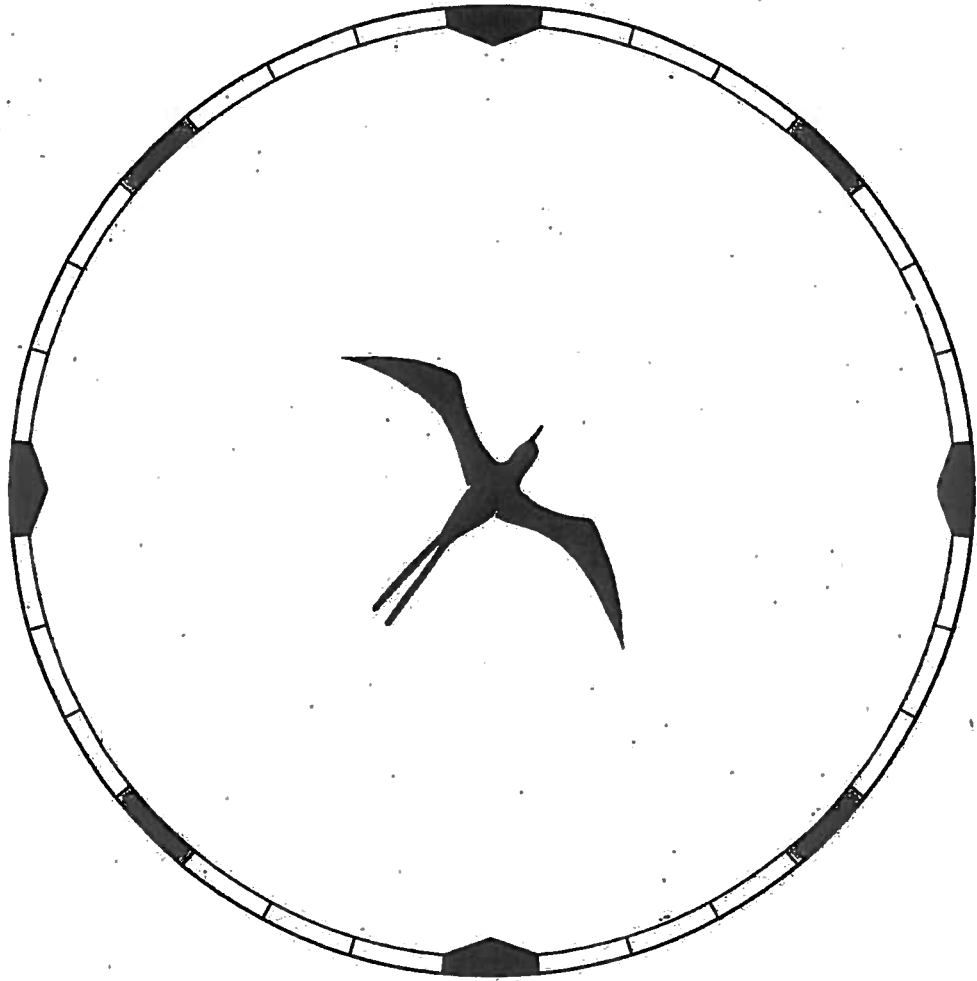
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Friday 5/20/2011

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Final Science Conclusions			

Star Compass







‘O Hōkūle‘a ka wahine, ‘O Mau ke kāne
Noho pū lāua a loa‘a mai ‘o Makali‘i, he keiki, he kikahi
Holo pū ‘o Makali‘i i ka moana nui ākea
a loa‘a mai ‘o Kānehūnāmoku, he keiki, he kiakahi
Kia aku ka maka i ka ‘alihilani a ‘ōili mai ka moku la
‘O Kualoa ka āina, ‘O Kānehoalani ka pali nāna e hi‘i
Me ka ‘ike o kō mua e kau mai nei
E mau mai ka ‘ike a mau loa e

Born is the grandchild of Hokule‘a and Mau,
The powerful child of Makali‘i
To the eyes of the voyagers on the sea
Kānehūnāmoku appears as the sun rises
She dwells at Kualoa
Protected by those around her as she voyages
May we be granted with the skills of those before us.

Written by: Namahana Baldwin & Kāna‘i Chock
-Hālau Kū Māna Class of 2004



Notes