



KŪLANIĀKEA

# Curriculum Guide



## **VISION**

**Kūlaniākea is a non-profit educational organization serving Native Hawaiian communities through multi-generational dual language education including age and culturally appropriate educational materials**

## **MISSION**

**Advance Indigenous Education**

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Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts.

They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

**2007 United Nations Declaration on the Rights of Indigenous Peoples**



### **Mele no Kūlaniākea**

Haku 'ia: Kalani Akana

Hanohano wale 'oe e Kūlaniākea  
Ke kupuna ho'olehua no nā mamo

You are only honorable,  
Strong ancestor for the generations

He mamo ke aloha o Hawai'i nei  
E aloha kākou kekahi i kekahi

Love is the offspring of beloved Hawai'i  
Therefore, love one another

Kū ha'āheo me ka ha'aha'a  
Kūlia i ka nu'u me ka 'oiā'i'o

Stand with pride and humility  
Stand for excellence and truth

Kū'i'o nā pono o nā kupuna  
'O ke ola, 'o ke ea, 'o ka maui ola

The values of our elders endure  
It is life, our health, our life breath

E ola ka inoa, Kūlaniākea  
Ola nā mamo noho pono i ke aloha

May the name, Kūlaniākea live  
And may all the generations that dwell in  
righteousness live

He aloha no Kūlaniākea

# Kūlaniākea Curriculum Guide

*“Ua lehulehu a manomano ka ‘ikena a ka Hawai‘i”*  
Great and numerous is the knowledge of the Hawaiians  
ON #2814

## Kālai‘ike/Academic Learning

Following a Hawaiian culture-based curriculum and using Montessori methodology, keiki participate in activities based in five areas: language, math, sensorial, practical life, and cosmic studies (geography, arts, sciences). Keiki receive both individual and small-group lessons in the classroom and outdoors. While the preschool keiki are napping, afternoons are devoted to more advanced lessons in reading, writing, math and Hawaiian cultural practices for the kindergarten aged keiki. Assessments for the preschool years include monitoring for developmental milestones, Hawaiian language use and understanding and early academic skills. This is accomplished through daily observations and record keeping. Traditional assessment of Hō‘ike (performance based assessment for all keiki), the HSSRA (Hawai‘i State Standards Readiness Assessment) and the Ana ‘Ōlelo (Hawaiian language assessment) is used for grant purposes and monitoring general progress. Assessments of kindergarten aged keiki also include core skills in mathematics, and early reading in Hawaiian first then English.

## ‘Ike Hawai‘i/Traditional Arts and Integrated Instruction

Kūlaniākea places an emphasis on developing not only core academic subjects necessary for 21<sup>st</sup> century learners but also cultural practice that allow keiki to cultivate interests, talents, make connections and develop relationships with their environment and the world around them through an indigenous lens. Keiki enjoy cultural instruction and practice in hula; traditional food preparation; Oli (chant); Hawaiian feather-work and kapa (bark cloth); lomilomi (Hawaiian massage techniques and principles); mo‘olelo (story telling); ho‘oponopono (conflict resolution); canoe building (including voyaging canoes, racing canoes) traditional sailing methods; and caring for the ‘Āina (the land and sea that feeds and nurtures us spiritually, culturally and physically).

## Papa Ha‘awina/Curriculum

The dual Hawaiian language classroom environment is specially prepared, multi-age settings that is Hawaiian focused, culturally driven and ‘ohana oriented. The classroom has a full complement of Montessori apparatus. The classroom curriculum supports care of self and environment and early math, language, science, and geography principles with hands-on materials and activities. Keiki also spend time outdoors to develop a relationship with ‘āina. The curriculum includes an emphasis on traditional Hawaiian knowledge that includes STEAM (science, technology, engineering, arts and mathematics), the Kumulipo, voyaging and wayfinding. Kumu inspire a keiki’s natural curiosity in learning about themselves and the natural environment.

## ‘Imi Na‘auao/Educational Philosophy & Guiding Principles

By embracing an educational philosophy that acknowledges an indigenous perspective, Kūlaniākea focuses on its broader vision of multilingualism, multiculturalism, educational excellence, and focus on whole-child development.

Kūlaniākea is an ‘ohana where keiki and extended ‘ohana are engaged, valued and loved. Part of Kūlaniākea’s kuleana (responsibility) is nurturing the spiritual, cultural, intellectual, social, emotional, and ethical development of its keiki.

This is accomplished through the school's guiding principles:

- **Aloha kekahi i kekahi**

Love one another

- **Kūlia i ka nu'u me ka 'oiā'i'o**

Stand for excellence and truth

- **Kū ha'aheo me ka ha'aha'a**

Stand with pride and humility

- **Mahalo i ka mea i loa'a**

Be thankful for what you have

- **Mālama Honua no nā mamo**

Take care of the earth for the generations

Aloha, respect, responsibility, integrity, and an individuals' decisions are seen through the lens and framework of cultural values on a daily basis. Kūlaniākea delivers a program of challenging academics, a strong sense of cultural identity through Hawaiian language and practice, critical thinking, accountability, global citizenship, and a cultivated relationship with the 'āina (natural environment).

### Kauhale/School Community

Keiki and extended 'ohana in Kūlaniākea enjoy the aloha, relationships and connection to one another while being part of a kauhale. They enjoy special celebrations throughout the year, including Hō'ike (Performance based assessment), Lā Kupuna (Grandparent's Day), Lā Kaiulu (Celebrating Community), Makahiki, Chinese New Year, Spring Equinox, Summer & Winter Solstice, Mahina 'Ōlelo Hawai'i and more.

### Makau Ola/Practical Life Curriculum

The activities of the Makau Ola/Practical Life curriculum instill care for oneself, for others and for the environment. These everyday living exercises include pouring, sweeping, zipping, pulling line, packing, food preparation, buckling and buttoning a life vest. Through these tasks and other experiences keiki learn to develop concentration and coordination, fine and large motor skills. Keiki build their sense of order and independence and learn to be graceful in social encounters practicing aloha and kindness. Makau ola activities are the foundation of all future academic work because they promote aloha, order, kilo (observation), concentration, mahalo (gratitude), coordination, mālama (care for), independence, interdependence and the completion of a work cycle.

Makau ola includes pre-academic exercises that prepare keiki to work effectively in the environment by refining movement, sequencing, introducing left to right processes and providing a foundation in cultural early learning attitudes and dispositions. Makau ola exercises provide keiki a sense of accomplishment as they engage in meaningful work with tangible results whether on a wa'a or on land. The home-like environment and wa'a activities of the Makau ola area allow keiki to gain independence and confidence as they carry out thoughtfully prepared activities, similar to those a keiki would participate in at home, on 'āina or on a wa'a.

Exercises include walking around furniture, folding clothes and packing a bucket in preparation for a voyage on a wa'a, rolling out a rug, pushing in a chair, opening and closing a door and coiling or pulling rope/line. These exercises enable the keiki to maneuver gracefully in the environment and develop gross motor coordination and control. Other exercises focus on the care of self and environment; dressing with appropriate foul weather gear and life jacket, hand-washing, dressing frames, food systems (lo'i, māla 'ai) and preparation (ku'i'ai, pounding kalo/ulu), sweeping, and other practical skills prepare the keiki for more advanced work and

develop positive attitudes and dispositions that are useful to the keiki as his work increases in kuleana, in academics and cultural connections and relationships. Young keiki frequently repeat activities and thus develop concentration and learn to enjoy completing tasks.

Another aspect of the Makau ola curriculum is lessons in aloha and ho‘okipa (hospitality). Through modeling, keiki learn polite behavior such as how to serve food, how to greet a person, how to excuse oneself and how to make introductions. Further lessons revolve around the language and process of problem solving. Keiki at Kūlaniākea learn to identify feelings and needs, state problems and propose solutions using nonviolent communication and conflict resolution using the cultural practice and techniques of ho‘oponopono and implement what they consider the best solution for all involved.

### **Lonoa/Sensorial Curriculum**

The Lonoa/Sensorial materials are designed to enable keiki to identify and refine information obtained through the senses and to order and classify sensorial impressions. As they are seeing, smelling, tasting, hearing, touching and further exploring the sensorial properties of both the classroom materials, and the outdoor natural environment, keiki begin to classify and eventually name objects and attributes in these environments, such as colors, shapes, dimensions, and textures.

Largely pre-academic in nature, the Lonoa curriculum provides early experiences for keiki in discrimination of size, dimension, texture, weight, sound, smell, color, taste and temperature. Along with refining a keiki’s senses, the exercises introduce precise vocabulary and concepts of comparison. Once a keiki has worked with an introductory concept, there are opportunities for progressive exercises in sorting and classifying. The curriculum also introduces concepts related to math and geometry, including plane shapes and geometric solids. Physical geography is an additional component of the Lonoa curriculum. Each keiki progresses at his or her own pace and learns through individual presentations from the kumu, presentations from older keiki and by observing more experienced keiki working with the materials. Many of the introductory materials appeal to the youngest keiki, and along with practical life exercises, they spend a large portion of their day exploring the materials and exercises on the Lonoa shelves. This exploration continues outdoors when they apply what they experience in the classroom to the natural environment with the guidance of kumu. Classifying, size discrimination, mālama ‘āina, kilo and more.

### **‘Ōlelo Hawai‘i/Language Curriculum**

Very young keiki are particularly receptive to acquiring language. The Kūlaniākea environment is filled with a full range of learning materials and activities designed to support the natural development of Hawaiian language. In particular, the materials and activities encourage the refinement of sensory discrimination and the acquisition of precise vocabulary, which together form the basis of personal and academic expression.

The sequence of the ‘Ōlelo Hawai‘i curriculum first emphasizes the development of spoken language and the acquisition of vocabulary through Hawaiian stories and songs, naming objects and classroom materials, social conversations and lessons in both aloha (grace and courtesy) and ho‘oponopono (problem solving). Simultaneously, the kumu presents work that provides early preparation for reading and writing with activities that develop fine motor control and spatial and sequential perceptions, including left to right activities that instill a sense of direction for written language. In addition, the teacher models correct spoken language and

provides a consistent source of new and interesting information through his/her own speech and through rotating materials and activities in the classroom. Word games and word study of initial and final sounds help to develop phonetic awareness.

Direct preparation for reading and writing begins as the keiki establishes sound-symbol correspondence and a sense of the shape of letters by moving his fingers on the sandpaper letters. Shortly, he will want to construct language with letters, and before his hand is ready to write, he will manipulate movable letters to synthesize short written words. This is the beginning of writing, which usually precedes the ability to read by some months. As the keiki gains confidence with forming words, he then begins to analyze the individual sounds and then recombine them and thus starts to read.

Keiki develop control for handwriting through practicing fine motor activities before finally writing with a pencil. Each keiki progresses at his or her own pace through the language curriculum and learns through individual presentations from the kumu and by observing more experienced keiki using the language materials. Most keiki exhibit a natural interest in forming words with letters by about age four to four and a half and begin to sound out words, though there is some variability in age. Once the keiki has learned the beginning mechanics of writing and reading, a range of language activities exists in the classroom from journals, to phonetic readers, to labeling, to short books. Keiki also practice reading sight words through games and activities. Most keiki completing the kindergarten year in Kūlaniākea will be able to read and write short phonetic words with blends, read short phonetic primers with some common sight words and enjoy a range of language activities, including using language for practical purposes from filling needs to solving problems; to conversing socially; listening to and enjoying stories, and books that are read aloud. Once the keiki is proficient in the Hawaiian language, they are introduced to the English language using the same method.

### **Makemakika/Mathematics Curriculum**

Kūlaniākea's curriculum is designed to support the keiki's natural interest in math and provide a strong foundation in numeracy through the use of specially designed math materials. Through concrete mathematical experiences, the youngest keiki learn about dimension, size, number, shape and sequence. Then with the use of increasingly abstract materials, keiki make the passage from concrete experience to paper and pencil exercises, all the while relying on the foundation of understanding built through their direct experiences. Every math concept is taught with a corresponding material. At Kūlaniākea, young keiki typically begin their exploration of math concepts through the use of the Lonoa/sensorial materials, which are pre-academic in nature and give a sensory impression of quantity, dimension, shape, size and other physical qualities. Next come more abstract and formal mathematic concepts, such as number-symbol correspondence and place value, which keiki first explore with the use of number rods, counters, beads, bars, squares and cubes. Once the concepts of quantity and place value are established through the repeated activities with the math materials, keiki begin work with numeric operations and will practice all four operations (addition, subtraction, multiplication, and division) with the use of increasingly abstract materials. This is also accomplished through outdoor experiences by working with keiki in a lo'i or exploring in a tidepool. Each keiki progresses at his or her own pace through the Makemakika curriculum and learns through individual presentations from the kumu, presentations from older keiki and by observing more experienced keiki working with the math materials both in the classroom and outdoors.



Kumu gently encourage keiki who are not exhibiting a natural inclination toward math to work with the materials, older keiki complete weekly work plans that include daily math practice to ensure adequate exposure. While there are some general expectations as to when most keiki will work in each part of the curriculum, there is also variability depending on the individual's readiness, interest and ability. Most keiki finishing the kindergarten year will use all four numeric operations with and without exchanging with numbers up to four digits, while those with a strong propensity for math will also work with advanced math concepts.

### 'Onaeao/Cosmic Curriculum

Cosmic education is comprehensive, holistic, and purposeful. It differs from traditional education as it goes far beyond just the acquisition of knowledge and developmental growth, to encompass the development of the whole keiki. Cosmic education prepares keiki to make responsible decisions and act on them in a responsible way; to recognize limits and give, ask for, and receive help.

By providing a holistic, cosmic education, keiki become grateful to previous generations so that they may benefit from their knowledge. Kūlaniākea embraces this belief by acknowledging 'ike kupuna (knowledge of our ancestors) as a foundation of our organization. Keiki are exposed not just to kanaka (people), but all the elements and forces of nature, the plants, animals (extant and extinct), rocks, the oceans, the forests, and Hawaiian indigenous practices.

Science, geography, history, art and music are all integrated into the environment and are presented in sensorial ways with specially designed materials, many of which have been developed by Kūlaniākea and the opportunity for real-life experiences by engaging keiki with the natural environment in their backyards and the community.

Keiki work and play in lo'i kalo (taro fields), explore streams and tidepools as well as plant māla 'ai (vegetable gardens) and māla la'au lapa'au (medicinal gardens).

An important part of the 'Onaeao curriculum was tracking the Hawaiian voyaging canoe Hokule'a as it circumvented the earth visiting over 25 countries with the message of caring for our planet. The opportunity for keiki to visit and learn about other countries and cultures through Hōkūle'a's Worldwide Voyage helps them to identify with 'ike kupuna and provides them with a strong sense of identity, pride and appreciation for ancestral knowledge. Activities such as identifying star lines and constellations are mastered by keiki who work on classroom activities that are translated in the field when keiki can identify them in the sky.

Keiki board double hulled sailing canoes like, Kānehunamoku and Ka'ihēkauila to apply their experiences from the classroom onto the wa'a.

The 'Onaeao curriculum is the kahua (foundation) of Kūlaniākea.