

Mānoa Heritage Center	Tour	Tour Activities	Ahupua'a Resource Game	Leaf Rubbing
Grade Levels:	K-6	PK-2	2-6	K-4

Math					
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the category by count.				X
Listening/Speaking					
SL.K.1 (1a, 1b)	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	X	X	X	X
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X	X	X	X
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X		X
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		X		X
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	X	X	X	X
SL.1.1 (1a, 1b, and 1c)	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	X	X	X	X
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X

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SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X	X
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
SL.1.6	Produce complete sentences when appropriate to task and situation.	X	X	X	X
SL.2.1 (1a, 1b, and 1c)	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	X	X	X
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X	X	X	X
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X	X	X	X
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X		X	X
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X
SL.3.1 (1a,1b and 1c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	X		X	X

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	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.				
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X		X	X
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	X		X	X
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X		X	X
SL.4.1 (1a,1b and 1c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	X		X	X
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	X		X	X
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X		X	X
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	X		X	X

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SL.5.1(1a, 1b and 1c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	X		X	X
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X		X	X
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	X		X	X
SL. 6.1 (1a, 1b and 1c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	X		X	

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Social Studies					
SS.2.5.1	Demonstrate own roles and responsibilities in caring for others and the environment	X	X	X	
SS.2.7.1	Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community	X	X	X	
SS.2.7.3	Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them	X	X	X	
SS.2.7.4	Analyze and demonstrate ways to protect and preserve the local environment	X	X	X	
SS.2.8.1	Explain scarcity and its effects on daily life	X	X	X	
SS.2.8.3	Explain how people benefit from trade (the exchange of goods and services)	X		X	
SS.3.3.1	Analyze issues and concerns of own community and those of a similar community in the past	X		X	
SS.3.6.1	Explain that different cultures have unique values, beliefs, and practices	X		X	X
SS.3.6.2	Make informed judgments about cultures based on evidence from cultural artifacts	X		X	X
SS.3.6.3	Explain how cultural elements (e.g., language, art, music, stories, legends, and traditions) can change over time and explain possible reasons for that change	X		X	X
SS.3.7.3	Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them	X		X	X
SS.3.7.4	Examine the ways in which people modify the physical environment and the effects of these changes	X		X	
SS.3.7.5	Examine the economic and geographic factors that influence why	X		X	

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	people migrate and where they settled				
SS.4.1.1	Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems)	X		X	X
SS.4.3.1	Explain the origins and culture of early Hawaiians	X		X	X
SS.4.3.2	Explain the history of Hawaii's early economy			X	
SS.4.3.3	Describe the cultural contributions of different groups to the development of Hawaii	X			X
SS.4.6.1	Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	X		X	X
SS.4.6.2	Describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	X		X	
SS.4.7.1	Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	X		X	
SS.4.8.1	Describe the economic interdependence among those living in the 'ahupua'a	X		X	
SS.5.2.1	Describe the roles, rights, and responsibilities of each class in pre-contact Hawaii	X		X	X

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NGSS Science					
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	X	X	X	X
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs	X	X	X	
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	X	X	X	
2- LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	X	X		X
2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object			X	
3-LS2-1	Construct an argument that some animals form groups that help members survive.	X		X	
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.				X

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Art					
FA.K.1.1	Use developmentally appropriate art vocabulary		X	X	X
FA.K.1.2	Use developmentally appropriate art media, tools, and processes		X	X	X
FA.K.1.5	Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful		X	X	X
FA.1.1.1	Use various types of art media		X	X	X
FA.1.1.2	Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums		X	X	X
FA.1.1.5	Use familiar subjects and experiences to create original works of art			X	X
FA.2.1.1	Use the element of space and the principles of repetition and variety, with a variety of art media			X	X
FA.2.1.3	Describe different responses to the same work of art			X	X
FA.3.1.1	Use the elements and principles of art and design, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance			X	X
FA.3.1.3	Use observational skills in creating an original work of art			X	X
FA.3.1.4	Use visual arts vocabulary to discuss and compare works of art				X
FA.4.1.1	Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood			X	X
FA.5.1.1	Use the principles of art and design, including unity and harmony, in works of art			X	X

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World Languages					
WL.1.4.1	Make observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	X	X	X	X
WL.2.1.1	Use common phrases to ask and answer simple questions	X	X	X	X
WL.2.1.2	Identify people or objects based on oral or written descriptions	X	X	X	X
WL.3.1.1	Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities	X	X	X	X
WL.3.2.1	Recognize the meaning of keywords or phrases from a variety of developmentally appropriate written or oral materials	X		X	X
WL.3.4.1	Describe mutual contributions of products and practices of the culture being studied and own culture	X		X	X
WL.4.1.1	Engage in conversations about likes, dislikes, and personal preferences	X		X	X
WL.4.5.1	Compare the sound system of the target language with own language	X		X	X
WL.4.4.1	Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture	X		X	X
WL.5.1.1	Exchange information about self, other people, places, objects, activities, events, and other topics of interest	X		X	X
WL.5.2.1	Retell the principal information or topic of brief messages on familiar subjects	X		X	X
WL.5.5.1	Describe various ways of expressing ideas in their own language and language being studied	X		X	

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Career and Technical Education					
CTE.2.1.1	Explain that people can design and make objects and systems to solve a problem or to improve the quality of life	X		X	X
CTE.5.1.1	Examine how different innovations have developed/evolved in various cultures over time to improve life and solve problems	X		X	
CTE.6.1.1	Develop a process to invent a product or procedure to meet a need or improve upon an existing technology	X		X	
CTE.K.2.1	Explain that current learning relates to life outside the classroom	X	X	X	X
CTE.K.2.2	Identify various workers and their jobs in the community	X	X		

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General Learner Outcomes					
GLO 1	Self directed learner	X	X	X	X
GLO 2	Community contributor	X	X	X	X
GLO 3	Complex thinker	X	X	X	X
GLO 4	Quality producer		X	X	X
GLO 5	Effective communicator	X	X	X	X
Nā Hopena A 'o Statements HĀ: BREATH					
Belonging	He pili wehena 'ole <i>A relationship that cannot be undone</i>	X	X	X	X
Responsibility	Ma ka hana ka 'ike, ma ka 'imi ka loa'a <i>In working one learns, through initiative one acquires</i>	X	X	X	X
Excellence	'A'ohe'ulu e loa'a i ka pōkole o ka lou <i>There is no success without preparation</i>	X	X	X	X
Aloha	E 'ōpū ali'i <i>Have the heart of a chief</i>	X	X	X	
Total Well-being	Ua ola loko i ke aloha <i>Love is imperative to one's mental and physical welfare</i>			X	
Hawai'i	'O Hawai'i ku'u 'āina kilohana <i>Hawai'i is my prized place</i>	X	X	X	X