

Exhibit 4a.2a
Honoring Native Hawaiian Culture, History, and Language
Activities & Assignments Across the UHWO B.Ed. (K-6) Curriculum

*The State shall promote the study of Hawaiian culture, history, and language.
(Article X, Section 4, Hawai'i State Constitution)*

EDEF 200/201 Introduction to Teaching as a Career with Early Field Experience

- Focus on the Child: Written Reflections on Cultural Diversity in the K-6 Classroom, as observed in the candidates' early field experience setting.
- Introduction to the concepts of Culturally Relevant Pedagogy and Differentiated Instruction. Candidates begin the process of thinking like a teacher working in the very diverse K-6 classrooms of Hawaii.
- "Talk Story:" Candidates orally present original stories told in the Hawaiian style.
- Read-aloud Events: Candidates respond to Native Hawaiian literature for children read aloud in class and discuss implications for teaching and learning across the curriculum.

EDEF 310 Education in American Society

- This is a three-part assignment. Students begin by writing an autobiography. They are then required to interview a child from the host culture and write a biography about that child. Finally, students write a cross cultural analysis. Here students use their autobiography and biography to write a detailed analysis of similarities differences between themselves and the child of the host culture who was interviewed for the biography. Note: Those students who are of Hawaiian ancestry are to select a child of a different background.

EDEE 422 (Formerly EDEE 420 & 430) Reading Methods

- Observe a K-6 classroom. Describe the culturally relevant practices you are seeing the classroom. Document your findings with specific examples. If you feel you are not seeing culturally relevant practices, draw on your past experiences from observations in other classrooms.

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EDEE 424 (Formerly EDEE 420 & 430) Language Arts Methods

- Native Hawaiian Literature for Children & Young Adults: Readings, Reviews, & Literature Circles: Teacher candidates read Hawaiian children's and young adult literature, write reviews, and respond in structured literature circles. Emphasis placed on the effective use of culturally relevant literature as inspiration for wide-reading and creative writing. Candidates also create a bibliography of developmentally appropriate Native Hawaiian literature for grades K-6.
- Popular Culture. Teacher candidates examine the impact of print and non-print media, including the Internet, on perceptions of Native Hawaiian Culture. Implications for the English language arts curriculum are drawn from candidate's observations and critiques.
- Culturally Responsive Pedagogy: The Effective Use of "Talk Story" English Language Arts Curriculum. Teacher candidates practice the art of "Talk Story," via oral presentations of an event in their lives. Emphasis placed on the culture of the family and its impact on literacy learning.
- Second Language Learners: The impact of a child's home language on literacy learning: Teacher candidates examine differentiated instruction, in the context of accommodating Pidgin English. Emphasis placed on honoring children's 1st language and home cultures.

EDEE 442 (Formerly EDEE 425 & 435) Social Studies Methods

- Hawaiian Literature for Children & Young Adults: TradeBooks, Multicultural Literature, and DVDs
- Creation of Thematic Units with Hawaiian literature and learning activities
- Student Engagement at the Lo`i Patch
- Design of Webquests with Native Hawaiian and Pacific Islanders' cultural and language aspects; HSTB as well as Hawai'i Content and Performance Standards III

EDEE 432 (Formerly EDEE 450) Math Methods

- Encourages the use of culturally relevant pedagogy, in the context of Hawaiian culture, throughout lesson planning and delivery.

EDEE 434 (Formerly EDEE 440) Science Methods

- Using Hawaiian names for "candy" in a classification activity.

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- Hawaiian Constellations and observations in astronomy
- Hawaiian phases of the Moon
- Hawaiian Children's Literature to meet Science Standards

SPED 405 Educating Students With Special Needs

- Identify four web sites that a teacher could access to find information that would support educating native Hawaiian students in the classroom. Choose wisely, as some sites offer misleading information or, frankly, misinformation. Write a paragraph describing the new information you learned about working with the host culture in Hawaii.

EDEF 444 (Formerly EDEE 415) Teaching Culturally and Linguistically Diverse Learners

- Emphasis Second Language Learners: The impact of a child's home language on literacy learning: e.g., “Accommodating Pidgin English.”
- Exposure to Native Hawaiian and Pacific Islanders’ learning styles and community practices: articles, guest speakers, readings
- Create Accommodation
- Investigate an CLD student; student case study
- On-going discussions on how Native Hawaiian values influence teaching and learning; Nā Honua Mauli Ola
- Promote Social Justice: Build bridge between community and school
- Service Learning Component: read to Polynesian and Micronesian communities in Aea and Makaha school districts via Read America Aloud
- Student engagement at the Hawaiian Plantation Village
- Implication for Teachers: Examination of current status of Hawaii’s educational system
- Teaching Native Hawaiian and Pacific Islanders learners using culturally relevant materials
- Major Emphasis on Hawai‘i Content and Performance Standards III

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