

**2013**



Malia Molina c/o 2014

***Hō'ike Nui Guide***

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**Mahalo to [Malia Molina](#), Class of 2014 for her art work that we utilized for the design of our Hō`ike Nui Student Guide cover.**

## *Hō'ike Nui* – An Overview

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### What is the “*Hō'ike Nui*”?

Traditionally, the *Hō'ike* were presented to communities by different Sunday Schools as a culminating event. The students would sing hymns, read scriptures and deliver speeches that would show all they had learned during the year. *Hō'ike* means “to show, to exhibit.” In more modern times the word has become a noun meaning “a show, an exhibit”.

Your *Hō'ike Nui* is a research paper and product designed by **you** that demonstrates your in-depth understanding of a particular area of concentration.

Your Junior Papa Kāko`o teacher will guide you through the research development. The *Hō'ike Nui* research paper will be the focus of your second semester. Your Academy Advisor will oversee the development of your product.

The goal of the *Hō'ike Nui* project is for you to:

- Research and study an area of **interest**.
- Apply information gathered for a project of your **own design**.
- Write and reflect on your **experiences**.
- **Demonstrate skills** you have developed in your four years of high school.
- **Make connections** with your community and take your learning beyond the walls of Kamehameha Schools Maui.
- Become skilled at **organizing your time**.

### *Hō'ike Nui* Prerequisites:

1. Student should have attended a *Hō'ike Nui* presentation.
2. Student must have approved product proposals (LOI) which include:
  - a. Product goals, objectives, research components.
  - b. Product procedures, **costs\***, and any tangible products.
  - c. Letter of Intent must be signed by:
    - the Student
    - the Parent
    - the Off-campus mentor (if applicable)
    - the Faculty Advisor.
3. Student must meet *Hō'ike Nui* Calendar deadlines.

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**\*All cost related to the project will be the responsibility of the family**

### Components of the Hō'ike Nui

The five main components of your *Hō'ike Nui* are:

- Research Paper
- Product /Project
- Self-Evaluation/reflection
- Presentation
- Collection & Submission

### Hō'ike Nui Assessment:

The *Hō'ike Nui* is a **non-credit requirement for graduation**. There is not an "A"- "F" grading for your product. All components of your Hō'ike Nui product (except for your research paper) will be assessed as *Exemplary, Proficient, Partially Proficient, or Needs Work*. **In order to meet the requirements of this graduation requirement, you must achieve an *Exemplary* or *Proficient* ratings on all elements of your Hō'ike Nui.** A *Partially Proficient* or *Needs Work* rating will require the need to revise, practice, re-do and/or re-present. Your Hō'ike Nui product is self-driven and will be monitored by your Academy Advisor.

Your Hō'ike Nui research **paper** will be developed and written as a requirement in your Junior Papa Kāko'o class. Hence your assessment for second semester Junior Papa Kāko'o will be revealed by your course grade. In view of the high standards set for your project, it is of utmost importance that you organize your time, and seek Hō'ike Nui product advice from your Academy Advisor **frequently**.

### Hō'ike Nui Product Action Log

Throughout your *Hō'ike Nui* experience you will find it helpful to keep a detailed accounting of your work. Your **Product Action Log (PAL)** will help you to organize your product, prioritize your time, and references. Your PAL should contain entries regarding the following:

- Tasks
- Meetings with mentors and interviewees
- Time spent working on the project
- Time spent making or securing materials
- Difficulties you encounter
- Best aspects of your experience
- Reminders to yourself
- Solutions to problems
- Research experiences
- Writing and editing the paper
- Signature and comments from your Academy Advisor

Get in the habit of writing in your PAL\* whenever you do anything related to your *Hō'ike Nui* experiences. Try to avoid procrastination by setting up a schedule. You will have to find time to fit all these commitments into your schedule. This is easier than it sounds if you working regularly to avoid last minute rush sessions. Keeping your PAL up-to-date allows you to see at a glance how much you have accomplished and where you are in the process of the *Hō'ike Nui*.

**\*Be sure to keep back-up copies of your PAL (ex: save on to the school server).**

## Communication with Adults and Community Members

Periodically during your research, you will be making contact with adults (i.e. teachers, community members, mentors) via face to face meeting, email and/or phone. It is important to remember that you should communicate professionally. A few hints:

- Address adults properly. i.e. Mr. Smith, Mrs. Aloha, Rev. Duke, etc.
- In face-to-face meetings, greet adults with a firm handshake (or kiss where appropriate), make direct eye contact, stand straight, and speak properly (no pidgin).
- Speak clearly
- Close your face-to-face meeting with a handshake.
- Remember to always say “thank you” or “mahalo.”
- When emailing, keep in mind you are not communicating with your peers. Email and email etiquette hints:
  - Open formally (ex: Dear Mr. Jones, Aloha e Mr. Jones).
  - Do not utilize CAPITAL/Large letters = shouting
  - Utilize fonts no larger than 12. Any larger = shouting.
  - Introduce yourself and the purpose for your communiqué.
  - Utilize proper sentences (no slangs or abbreviations.)
  - Close formally, thanking your contact for taking the time to help you.
  - Check your signature for inappropriate slag, fonts, or messages.
  - **Always “cc” your advisor and parent (initially let the person you’re emailing know who these individuals are that you are including in the email).**
  - **Always verify receipt of an email message from your advisor/mentor.**
  - Check your grammar.

## Roles and Responsibilities (*Nā Kūlana a me Nā Kuleana*)

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The *Hō'ike Nui* project is an enormous undertaking for any novice researcher to carry out by themselves. Ultimately, you are responsible for all aspects of this project, but we are all here to help guide you through this process. Listed below are *Nā Kūlana a me Nā Kuleana* (*Roles and Responsibilities*):

### **Student:**

- Meets all deadlines with quality work.
- Maintain the *Product Action Log*.
- Asks questions when in doubt.
- Keep in weekly contact w/ advisor via email or office hours.
- Provides evaluation on reliability of each source they use.
- Finds a mentor and maintains regular contact (where applicable).

### **Junior Papa Kāko`o teacher:**

- Guide student in the research, development, and final production of *Research Paper Timeline & Activity Log*, the *Full-Sentence Outline* and *6-page Research Paper*. Successfully doing so may or may not include the following steps:
  - preview entire Hō'ike Nui assignment
  - guide brainstorming exercise(s)
  - reacquaint student with research methods and resources
  - help student focus and refine their research topic
  - guide the student's development of the Full-Sentence Outline
  - guide the student's development of the 6-page Research Paper

- Guide the student through lessons that help them develop the format and content of their *Letter of Intent*.
- Sit on *Hō'ike Nui* Presentation panel.
- Keep grades up to date on KS connect.
- Communicates regularly with parents.

**Parent:**

- Helps to keep students on task in order to meet deadlines.
- Contacts their child's *Papa Kāko'o* teacher (research paper) or academy advisor (product) immediately if there are any questions and/or concerns.
- Be a cheerleader and/or a coach when needed.
- Assume responsibility for all financial costs and liabilities of project.

**Mentor** (where applicable):

- Offer his/her expertise in the student's field of study and helps guide the student in developing their research paper and product.
- Assesses student's research paper and product for accuracy.
- May want to be included in student's panel presentation.

**Senior *Papa Kāko'o* teacher:**

- Guide students in the development of their *Paperless-Portfolio*.
- Guide students in the development of their PowerPoint design and presentation skills to the benefit of their *PowerPoint Presentation*.
- Guide students in developing a *Critical Reflection*.
- Keep grades up to date on KS connect
- Guide student through archival process.
- Sit on *Hō'ike Nui* Presentation panel.
- Guide students through the post-presentation archival process.

**Advisor:**

- Meet with student to cover product guidelines and develop and approve their product ideas.
- Guide student in the development of *Product Timeline & Activity Log* and assess student on this assignment
- Guide student in the development of Product Action Log and assess student on this assignment.
- Check progress and adequate development of *Hō'ike Nui* product before summer vacation.
- Meet with student after the summer vacation to assess their progress with the *Hō'ike Nui* Product and collect Evidence of Completed Product and Mentor Assessment.
- Meet with student and parent/guardian at HS Open House.
- Explain Self Reflection essay
- Review and critique student PowerPoint Presentation.
- Provide an Advisor Assessment for inclusion into archival CD
- Sit on *Hō'ike Nui* Presentation panel.
- Teaches students effective communication practices between adult & student.
- Gathers Presentation Special Request Forms and submits them to Coordinator.
- Guide student through the post-presentation archival process.
- Communicates regularly with parents.
- Communicates regularly with supervisor and academy coordinator.

**Academy Coordinator:**

- Provides students and parents with instruction regarding *Hō'ike Nui*.
- Provides support to Academy Advisors, *Papa Kāko'o* teachers, students and parents.
- Organizes panel presentations.

## -Hō`ike Nui Calendar (`Alemanaka Hō`ike Nui)

Dates	Tasks
3 <sup>rd</sup> Quarter	<b>Junior Papa Kāko`o</b> <ul style="list-style-type: none"> <li>develop a research topic for a research paper, with consideration of a product using the same research</li> <li>practice persuasive writing skills by composing and refining an argument that is ordered in a logical sequence, supported by evidence, and utilizes vocabulary and grammatical forms that support reader's understanding</li> </ul>
January 20	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li>discuss advisor/advisee expectations for the Hō`ike Nui</li> <li>Cover product guidelines, due dates, and consequences.</li> <li>discuss student research topic and product ideas, troubleshoot any challenges, and brainstorm areas for further research in the development of a product</li> </ul>
February 3	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li>review product guidelines and emphasize that the advisee must provide evidence of the successful completion of his/her product</li> <li>introduce the Product Action Log (PAL)</li> <li>discuss the function of each section of the PAL and March due date of the cover sheet</li> <li>establish intermediate checkpoint(s) to gauge advisee understanding of the assignment, help clarify ideas and timeframes, and discuss potential pitfalls in the advisee's evolving PAL</li> </ul>
March 2	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li><b>DUE: Product Action Log (coversheet, dates, and tasks)</b></li> <li>discuss the implementation of the PAL and advisor expectations of the process</li> <li>introduce the Hō`ike Nui Product Signatures form – due before implementation of the PAL or by April 13 at the latest</li> </ul>
April 13	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li><b>DUE: Hō`ike Nui Product Signatures form</b></li> <li>continue to discuss the implementation of the PAL and current challenges</li> <li>establish common communication expectations that reflect the advisee's PAL and their individual needs</li> </ul>
April 27	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li>discuss the Final Research Paper with advisee</li> <li>assess whether the research paper provides sufficient research for the development of the product</li> <li>if research paper does NOT support product development, advisee required to complete the Product Research Supplement worksheet in Appendix F of the Hō`ike Nui binder by May18</li> </ul>
May 18	<b>Advisor/advisee meeting</b> <ul style="list-style-type: none"> <li><b>DUE: Product Research Supplement worksheet (only advisees whose research papers do NOT support product development)</b></li> <li>discuss PAL goals for the summer break and communication expectations and limitations</li> </ul>

Summer Break –work on your product / project	
August 24	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• Discuss the PAL, progress toward product completion, and the required signatures.</li> <li>• review the bodies of evidence advisee plans to produce or has produced in fulfillment of their product</li> <li>• for advisees who have not completed their products, establish a communication plan and checkpoints that reflect the advisee’s PAL and their individual needs.</li> <li>• <b><i>PAL requires a minimum of 4 weeks be spent in the development of a product; therefore, August 19 is the last day to start logging hours on the PAL.</i></b></li> </ul>
August TBA	<p><b>High School Open House</b></p> <ul style="list-style-type: none"> <li>• Meeting with senior parents at the beginning of the Open House to explain the remaining requirements of Hō`ike Nui, discuss potential consequences for missed deadlines, and answer any questions.</li> </ul>
September 14	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• <b>DUE: Complete Product Action Log (with required signatures)</b></li> <li>• <b>DUE: Mentor Assessment (if applicable)</b></li> <li>• <b>DUE: Product Research Supplement worksheet (only advisees who changed their product since May 20 and whose research papers no longer support product development)</b></li> <li>• review PAL and completed product while assessing all bodies of evidence for the product</li> </ul>
September 28	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• Discuss the expectations, development, and deadlines of the Reflective Essay, PowerPoint slide show, and the final Hō`ike Nui Presentation</li> <li>• in preparation for writing the Reflective Essay, guide advisees in an exercise to think critically about their experiences with the Hō`ike Nui over the past year</li> </ul>
October 12	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• <b>DUE: Reflective Essay</b></li> <li>• assess progress made in the development of the PowerPoint and discuss improvements</li> <li>• Discuss if there are any special equipment and/or facility needs for a presentation and review the Presentation Special Request form if a special need is identified. (standard equipment in classrooms: LCD, speakers, audio cables)</li> </ul>
October 26	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• <b>DUE: Draft PowerPoint Presentation</b></li> <li>• <b>DUE: Presentation Special Request form (if applicable)</b></li> <li>• present PowerPoint slide show and discuss sequence, accuracy, clarity, etc. to improve the quality of the PowerPoint</li> <li>• schedule further practice sessions as needed</li> </ul>
November 13 <i>Tentative</i>	<p><b>Hō`ike Nui Presentations</b></p> <ul style="list-style-type: none"> <li>• All KSM faculty/staff In-Service</li> </ul>
December 7	<p><b>Advisor/advisee meeting</b></p> <ul style="list-style-type: none"> <li>• <b>DUE: Hō`ike Nui Archival</b></li> </ul>

# Consequences (Nā Hopena)

1. Advisor will assign at least 1 hour of detention to a student who fails to attend any advisor/advisee meeting, even those meetings set-up outside of the Hō`ike Nui Calendar (athletics and co-curricular activities are no reason to disregard a pre-established meeting; sufficiently early and clear communication of any changes should be provided).
2. For every assignment due date (in red) missed, student will report to campus for 1 day during the next school break and continue to report to campus for as long as the assignment is incomplete. Advisors, please report all advisees who have missed a due date to Mr. Delatori for tracking.
3. If the research paper does not achieve a proficient score in all assessment categories by the end of the 2<sup>nd</sup> semester, student will be enrolled in the summer recovery course until his/her research paper earns a proficient score in every assessment category.
4. If the product does not achieve a proficient score in all assessment categories by the end of the 1<sup>st</sup> semester, student will be enrolled in the winter recovery course until his/her product earns a proficient score in every assessment category.

GENERAL GOAL of the current set-up of due dates, consequences, and assignments:

**Accountability**

**Planning & Preparation**

**Timeliness**

**APT-itude** – guiding student attitudes and practicing skills that enable success

*apt* - often doing something and likely to do it again

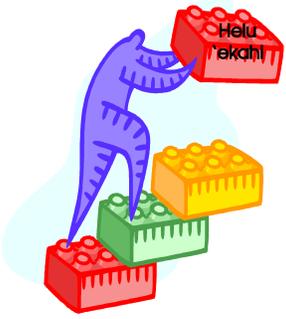
*aptitude* - a natural tendency to do something well, especially one that can be further developed; quickness and ease in learning

Just a recap of responsibilities:

Hō`ike Nui Component	Who's your Guide?
Research Paper	Jr. Papa Kāko`o
Product Action Log	Academy Advisor
Product	Academy Advisor
Presentation	Sr. Papa Kāko`o/ Academy Advisor
Archival	Academy Advisor

1. Research your Hō'ike Nui (Will be a component of your Papa Kāko'o class)

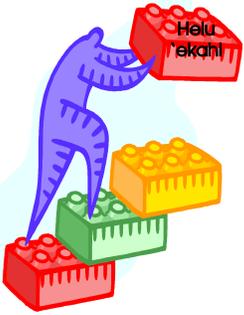
Research Requirements Checklist:



- Prepare your Thesis Statement
- Thesis Statement Approved by your *Papa Kāko'o* Teacher
- Big6 Organizer
- Big6 Rubric

How Do I Research?

1. Research your Hō'ike Nui



Designing a Thesis Statement

The thesis statement tells the reader what the essay will be about, and what point you, the author, will be making. You know what the research will be about. That was your topic.

Attributes of a good thesis statement<sup>1</sup>:

- ☞ It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis statement is challenging; it takes a stand and justifies the discussion you will present.
- ☞ It tackles a subject that could be adequately covered in the format of the project assigned.
- ☞ It is specific and focused. A strong thesis statement proves a point without discussing everything about it.
- ☞ It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. **It is perfectly okay to change your thesis statement.**
- ☞ It provides the reader with a map to guide him/her through your work.
- ☞ It anticipates and refutes the counter-arguments.
- ☞ It **avoids** vague language (like "it seems").
- ☞ It **avoids** the first person. ("I believe," "In my opinion")

Narrow your topic before designing a specific thesis statement. A thesis is a statement to be proven. Your purpose is to move your audience towards believing or doing something.

Example:

General Topic:	Cattle Ranching
More Specific:	Cattle ranching is a tough job
More Specific:	Cattle ranching is a physically and financially difficult career.
More Specific:	Cattle ranching in Hawaii provides many unique challenges that threatens its survival.
Very Specific:	In order to thrive, Hawaii's cattle ranchers and feed lots need to reduce their dependence on the mainland.

<sup>1</sup> <http://mciu.org/%7Espjvweb/thesis.html>

It is up to you to determine your exact position regarding the issue you have chosen.

General Topic:	
More Specific:	

Ask yourself to test for a solid tentative thesis:

- ☞ Does the thesis inspire a reasonable reader to ask, "How? or Why?"
- ☞ Would a reasonable reader NOT respond with "Duh!" or "So what?" or "Gee, no kidding!" or "Who cares?"
- ☞ Does the thesis avoid general phrasing and/or sweeping words such as "all" or "none" or "every"?
- ☞ Can the thesis be adequately developed in the required length of the paper or project?

If you cannot answer "YES" to these questions, what changes must you make in order for your thesis to pass these tests?

A few examples:

**Business Leadership/Information Technology**

- The government should protect small businesses by putting limitations on overpowering corporations.
- Digital piracy is taking money from the artists' pocket, and should be treated like other types of stealing.
- Computer hacking should be discouraged with more severe punishment.
- It is critical that companies use technology to both manage and advertise themselves.
- Technology benefits the elderly in the medical field today.
- While the internet can be a terrific tool, parental involvement is critical for minors who can be exposed to harmful and illegal sites.

**Arts & Communication/Science & Natural Resources**

- Genetically modified produce needs to be labeled so that consumers can make their own decision to eat it or not.
- People who write their own music deserve more respect than those who only perform the music of others.
- Television shows have the ability to change our self-image for better or worse.
- Even though there are sharks in our waters, people can protect themselves by taking some precautions.
- Animals, like humans, have many illnesses and require appropriate care.

## Big6 Skills Research Process

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The Big6 Skills research process is a “problem-solving model that integrates information search and use skills along w/ technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks.” (Mike Eisenberg)

1. Task Definition
  - Define the problem
  - Identify what you think you need to know
2. Information Seeking Strategies
  - Determine all possible sources
  - Select the best sources
3. Location & Access
  - Locate sources
  - Find information within sources
4. Use of Information
  - Engage (e.g., read hear, view)
  - Extract relevant information
5. Synthesis
  - Organize information from multiple sources
  - Present the results
6. Evaluation
  - Judge the result (effectiveness)
  - Judge the process (efficiency)

Utilize the following organizer to plan your research. It is very important that you continually log your research in your Journal.

In order to keep an accurate account of your references, a *Resource Reference Worksheet* has been provided for you on page 56, Appendix B.

### **Notes and Ideas:**

(Use this space to write notes or ideas about your research paper)

The “Big6™” is copyright © (1987) Michael Eisenberg and Robert E. Berkowitz.  
(KSM High School has adopted the Big6 Skills Research Process for all projects.)

# Bigó Hō 'ike Nui Organizer

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Project Title:

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Thesis Statement:

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Did you receive your Papa Kāko'o teacher's approval on your thesis statement? (Do not continue until you've obtained approval.)

## Bigó Skill #1: Task Definition

1.1 Define *the problem*.

Determine a purpose and need for information. In order for your paper to be more than a rewrite of the facts you find about your topic in print and online sources, or a summary of someone else's ideas, you need to develop an essential question. If written correctly and thoughtfully, the driving question will ensure that you critically and creatively process the information you find.

Write your approved driving question below.

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1.2 *Identify the information needed.*

What questions should you ask to support your driving question?

You will most likely find interesting additional information as you use the resources. List the questions that you feel you need to answer at this time. You will most likely find interesting additional information as you use print and online resources.

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What questions will help me learn more about my topics?

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What information do I need in order to do this assignment?

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## Big6 #2 Information Seeking Strategies

### 2.1 *Determine all possible sources.*

Examine alternative approaches to acquiring information.

List the best sources to find this information. Don't forget that traditional print and human sources are also appropriate.

### 2.2 Select the best source.

Evaluate the different possible sources to determine priorities and select the best sources.

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## Big6 #3 Location and Access

### 3.1 *Locate Sources*

Where will I locate these sources?

- School library
- Public or university library
- Personal library
- Internet
- Primary Source<sup>2</sup>
- Other (list)

If you are using an online reference service\* or a search engine (such as [www.google.com](http://www.google.com)) list likely key words:


**\*Wikipedia is not an acceptable resource.**

<sup>2</sup> See Primary Source – The Interview; Appendix C – page 57

## **Big6 #4 Use of Information**

### 4.1 Engage (e.g., read, hear, view, touch) the information in a source

How will I record the information that I find?

- Take notes using cards
- Take notes on notebook paper
- Take notes using a word processor
- Take notes using a database
- Take notes using a data chart or other graphic organizer
- Illustrate concepts
- Use a tape recorder, video, or digital camera
- Other (list)

### 4.2 Extract relevant information

Summarize/paraphrase the main idea from written and oral sources. Accurately cite sources. Reference note taking worksheets can be found in Appendix B (pg. 56).

- Use A Writer's Reference at [www.dianahacker.com/resdoc/humanities/list.html](http://www.dianahacker.com/resdoc/humanities/list.html) for citing other resources.

## **Big6 #5 Synthesis**

### 5.1 Organize information from multiple sources

- How will I show my results?

- Written paper
  - Oral presentation
  - Multimedia presentation
  - Performance
  - Other (list, also check Appendix A – page 55 for more ideas)
- How will I give credit to my sources in my final product or performance?
- Include a written bibliography
  - After the performance or presentation, announce which sources I used
  - Other (list)

### 5.2 Present the information

Materials I will need for my presentation or performance (list)


How much time do I estimate it will take to find the information and create the product?

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*Timeline for assignment*

- Ideas for project (task definition) completed by: \_\_\_\_\_
- Information searching (note taking) completed by: \_\_\_\_\_
- Full-sentence outline due: \_\_\_\_\_
- First draft due: \_\_\_\_\_
- Second draft due: \_\_\_\_\_
- Completed assignment due: \_\_\_\_\_
- Include here any additional information needed to successfully complete the assignment:

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- Did you receive approval of your Thesis Statement?
- Did you submit your Bigó Research Organizer?
- Did you align to the Bigó Assessment Rubric?
- Have you met with your Advisor?

## Big6 Hō'ike Nui Rubric

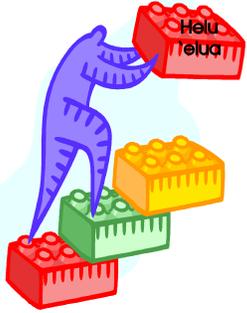
<b>Skill</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Needs Work</b>
<b>Big6 Organizer Completion</b>	Completes all 6 steps on Big6 Organizer	Completes 5 steps on Big6 Organizer	Completes 4 steps on Big6 Organizer	Completes 3 or fewer steps on Big6 Organizer
<b>Task</b> (Big6 #1)	Shows thorough and complete understanding of task	Shows good understanding of task	Shows some understanding of task	Shows little understanding of task
<b>Research Questions</b> (Big6 #1)	Shows thorough and complete understanding of meaning and purpose of research questions	Shows good understanding of meaning and purpose of research questions	Shows some understanding of meaning and purpose of research questions	Shows little understanding of meaning and purpose of research questions
<b>Resource Selection</b> (Big6 #2 & 3)	Selects and uses 3 print and 3 electronic resources	Selects and uses at least 2 print and 2 electronic resources	Uses print or electronic resource selected by teacher	Does not use any print or electronic resource
<b>Note-taking</b> (Big6 #4)	Records all key facts on organizer properly and efficiently	Records most key facts on organizer properly and efficiently	Records some key facts on organizer properly and efficiently	Records few key facts on organizer properly and efficiently
<b>Product Synthesis</b> (Big6 #5)	Show thorough and complete planning of final product	Shows good planning of final product	Shows some planning of final product.	Shows little planning of final product
<b>Evaluation</b> (Big6 #6)	Shows thorough evaluation of process and product	Shows good evaluation of process and product	Shows some evaluation of process and product	Shows little evaluation of process and product

Mrs. P. McMullen, Library Media Specialist, Norwood Public Schools

## How Do I Write My Paper?

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### III. Write your Hō'ike Nui



#### Research Paper Checklist

- Full sentence Outline Research Paper (Technical requirements)
- Modern Language Association (MLA) Format<sup>3</sup>
- 1-inch margins
  - 12 point print (Either Times New Roman or Hawaiian Time)
  - Page numbers located in the upper right corner. i.e. Smith 1, Smith 2
  - Double space throughout the outline, text, and works cited pages
- Minimum length of six (6-8) pages of research (not including title page, table of contents, works cited, appendix)
- Minimum of 8 sources (at least 4 print, 1 primary, and 3 internet/periodicals)
- In-text and/or parenthetical documentation
  
- Turnitin* Check
  - Submit your second draft into *Turnitin*
  - *Submit your final draft into Turnitin*

***Be sure to follow research paper deadlines set by Papa Kāko`o teacher***

All of your research up to this point will culminate with a full-sentence outline followed by the actual writing of your paper. The topic you have chosen must now be explained, described, or justified. Organize your research and have it close at hand as you begin to formulate your full sentence outline. Your full-sentence outline will help you to write your research paper as well as form an organizer for your presentation.

You will utilize the Modern Language Association (MLA) Formatting for your research paper.

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<sup>3</sup> See Web Help, Appendix A – page 55

## Guidelines for Full-Sentence Outline

**Topic:** A brief phrase outlining the topic of your speech is sufficient.

**Specific Purpose:** Statement of your purpose. Should begin, "To persuade my audience to...."

**Thesis:** Complete sentence fulfilling the criteria for the thesis. Refer to the thesis statement that we've already worked on together. It should reveal the central idea of your entire research paper.

**Introduction :** Write out the text of your introduction for your paper. Do NOT use personal pronouns such as "I", "me", "you", etc... This introduction needs to get our attention and introduce the topic, depict a motivation, and narrow the topic into a specific thesis statement.

### Sample Sentence for Introduction

**Topic:** Real vs. mythical feral children

**Specific Purpose:** To inform my audience about the differences between real and mythical feral children.

**Thesis:** Real feral children are even more interesting than their mythical counterparts.

#### Introduction:

*Attention-Getter:* Tarzan is based on a real person, but that person turned out to be more ape than man.

*Motivation:* We have been entertained by stories of Tarzan, Romulus & Remus, and Pecos Bill, but the stories of real feral children are even more fascinating than the myths and legends that you and I read about when we were growing up.

*Thesis:* Society needs to look to the stories of real feral children to learn lessons about the essence of being a human being and for improving itself.

### How to write a sentence outline

The outline should have the following form:

1. There must be an introductory paragraph that sets the paper in context; in this paragraph the thesis sentence can be at or near the end. **REFER TO THE INSTRUCTIONS FOR INTRODUCTION ABOVE.** The outline should be double spaced.
2. Each sentence must be a sentence -- that is, it has a subject ("each sentence"), a verb ("must be"), and a complement ("a sentence").
3. In the body, each sentence is the "topic sentence" that will be developed, later, into a paragraph.
4. The sentence should be as specific as possible so that the main points/features of the planned paragraph are clear.
5. The sentence should be organized to construct coherent arguments toward your paper's conclusions/thesis.

**Several aspects must be considered in writing a sentence outline.**

- A sentence outline is a specific type of outline that allows only one sentence per point.
- As in any outline, remember that a division or subdivision can not be divided into one part; therefore, if you have a I. you need a II. If there is an "A" there must be a "B," and if there is a "1" there must be a "2." Of course you may continue with III. and IV. or C. and D., but you may not have only a I. or only an A. **In other words, you MUST have at least two sub-topics for any of your ideas or assertions. That's the rule.**

- Conclusion that reflects introductory idea (think back to how you grabbed the audience’s attention). Don’t forget to restate your thesis too. This should be the last thing you have to say – your thesis – because you want to make your point as you leave your final impression on your reader.
- A minimum of five quotes that you will incorporate/reference in your paper. Simply quote the specific phrase/sentence/idea/ and tell who wrote it or where it comes from. You can number these.
- Works cited page with a minimum of 8 sources.

**ORGANIZATION AND ALIGNMENT ARE VERY IMPORTANT. EVERY POINT NEEDS TO BE A COMPLETE SENTENCE AND END WITH A PERIOD.**

THE BODY OF YOUR OUTLINE SHOULD LOOK LIKE THIS:

- I. When family conflicts arise as a result of divorce, adolescents suffer.
  - A. During the first year, these young people may be depressed due to conflicts between the custodial and non-custodial parents.
  - B. Grandparents, aunts, and uncles are often restricted by visitation provisions.
  - C. Almost without exception, adolescents find divorce very painful, but they react in differing degrees depending on their age.
- II. Some of the most negative effects on adolescents may be associated with economic problems.
  - A. The family will most probably experience a lower standard of living due to the cost of maintaining two households.
  - B. Some female custodial parents have poor job skills and must train before entering the job market.
  - C. The lower standard of living may result in misunderstanding and conflicts within the family.
  - D. The decreased standard of living, particularly for an untrained female custodial parent, often causes relocation.
    1. The family may have to move to a poorer neighborhood in order to cut costs.
    2. As a result, the adolescent may have to attend a different school.
- III. Adolescents from divorced families often experience peer problems.
  - A. Due to relocation and prejudice, adolescents may lose friends.
  - B. The lack of a solid relationship with both parents affects an adolescent's attitude toward the opposite sex.

Conclusion: Construct a full concluding paragraph that echoes your introduction in some way. Refer back to the grabber, thesis or motivation to accomplish this. Simply construct your fully developed conclusion here.

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Below, list at least five direct quotes that you will use in your paper. Be sure to identify the speaker, source and page number so that it will be easy to incorporate them into the body of your paper. Make sure that these quotes support specific points of your formal outline above.

1.
2.
3.
4.
5.
6.



- Did you submit your outline to your Papa Kāko'o Teacher?
- Have you logged your time/notes in your Product Action Plan?
- Have you aligned to the Full-sentence outline rubric?

**Notes and Ideas:**

(Use this space to write notes or ideas about your research paper)

## Full Sentence Outline Rubric

Skill	Exemplary	Proficient	Partially Proficient	Needs Work
<b>Introduction</b>	My Introduction includes a clear topic and purpose statement. It is inviting and includes an attention-grabber.	Introduction includes a clear topic and main purpose, but is not particularly inviting.	Introduction states the main topic, but does not adequately state its purpose and is not particularly inviting.	There is no clear introduction of the main topic and purpose.
<b>Thesis Statement</b>	Thesis statement reveals the essence of the research. It takes a stand and confirms the point you will be making. Statement is a complete sentence.	Thesis statement reveals the central idea of the research, but tells little of the writer's stand/ focus. Statement is a complete sentence.	Thesis statement is vague and does not tell the reader the focus of the research. Statement sentence is somewhat complete.	No thesis statement is included in this outline.
<b>Body</b>	Sentences are specific and organized to construct coherent arguments towards thesis. If further developing a point, there's a min. of 2 sub-points for idea/ sentence.	Sentences are organized, however do not coherently support thesis. If further developing a point, there is a min. of 2 sub-points for each idea/sentence.	Sentences are somewhat organized and do not coherently support thesis. There is only one sub-point for each developed idea/sentence.	Sentences are not organized and there is no coherent connection to the thesis. There are no sub-points for each idea/sentence.
<b>Conclusion</b>	The conclusion is strong and leaves the reader with a feeling that they understand the writer's ideas. Thesis is restated.	The conclusion is recognizable and ties up almost all the loose ends. Thesis is restated.	The conclusion is recognizable, but does not tie up several loose ends. Thesis is not restated.	There is no clear conclusion, the paper just ends. Thesis is not restated.
<b>Direct Quotes</b>	Selects and properly cites five direct quotes. Quotes support specific points of the outline	Selects and cites less than five direct quotes. Quotes support specific points of the outline most of the time.	Selects less than five direct quotes. Quotes somewhat support specific points.	Selects less than five direct quotes with no citations and do not support specific points.
<b>Format</b>	The outline is properly indented to show subordination of ideas. Letters and numbers are used to identify subheadings and supporting details.	The outline is indented to some extent; subordination of ideas is a little unclear. The outline is missing some letters and/or numbers to help identify subheadings and supporting details.	The outline lacks proper indentation; subordination of ideas is vague. The outline is missing many letters and/or numbers to help identify subheadings and supporting details.	The outline is not indented at all. Letters and numbers are not evident in the outline. It is difficult to determine where the subheadings/ supporting details are.

*\*Actual Rubric used to assess outline may have changed slightly according to expectations discussed with students via Jr. Papa Kako'o Instructor.*

## Writing Your Research Paper

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You are now ready to begin writing your paper. A clear, concise *Full Sentence Outline* and *Big6 Research Organizer* will be your best map/organizer as you construct an exemplary research paper. Confirm that you are on the right track by utilizing the *Hō'ike Nui Research Paper Rubric* (page 29) as you write.

The three main components of your paper include the introduction, body and conclusion.

### Introduction:

Your introduction sets the stage for the rest of your paper; the main idea. The plan is to hook your reader's attention with a few sentences that will captivate the reader, bait them with a few facts and details and conclude with your thesis statement.

Several techniques that could "hook" your reader<sup>4</sup>:

- Begin with a quotation. Just make sure you explain its relevance
- Begin with an acknowledgment of an opinion opposite to the one you plan to take
- Begin with a very short narrative or anecdote that has a direct bearing on your paper
- Begin with an interesting fact
- Begin with a definition or explanation of a term relevant to your paper
- Begin with irony or paradox
- Begin with an analogy. Make sure it's original but not too far-fetched

### Body:

Think of the body (paragraphs) of your paper as links in a chain, one interlocked to the one before.

Utilize the body of your *Full Sentence Outline* to develop your ideas. Each paragraph in the "body" should begin with a topic sentence that is then supported by your research in the sentences that follow. You could organize by utilizing examples, comparisons/contrasts, definitions, analogies, quotes, descriptions, and/or causes/effects.

Each paragraph must link your ideas to the previous paragraph that links to your thesis sentence. (Remember, your thesis statement is your guide throughout your paper.)

### Conclusion:

The conclusion brings your reader full-circle back to your thesis statement. It is here that you sum up your research by reminding the reader of the main points in your body. In addition, you may want to propose a course of action or make a general statement. Avoid introducing new ideas in your conclusion.

Consider bringing attention back to the original "grabber" from the introduction. This will help to unify the entire composition.

### Modern Language Association (MLA) Formatting

*Hō'ike Nui* research papers will be required to utilize MLA formatting. This is one of the two common formatting styles that colleges and universities require of their students.

For more information and guidelines the following sites are extremely helpful:

Writing: <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/paragr.html>

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<sup>4</sup> <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/paragr.html>

MLA Formatting: [http://owl.english.purdue.edu/handouts/print/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/print/research/r_mla.html)

Thesis design: <http://www.ozline.com/electraguide/thesis.html>

Works Cited: <http://citationmachine.net>

### **Double Check your draft before submitting**

This is a research paper. You are conducting research on the background issues and subjects related, directly or indirectly, to your interests.

You should *not* be writing about your experiences while completing your internship. You should *not* be writing about *your* actual product. These personal aspects will be conveyed, later, in your presentation to the panel. Not now.

**Indent paragraphs. (Do not skip lines between them.)**

**Avoid personal pronouns such as "I" and "you"** (also "me" "my" "your" and "you're").

They're too personal. The reader of your composition knows that you are the author and that these are your ideas. There's no need to say "I think..." or "In my opinion..." Also, avoid speaking directly to your audience with forms of "you." This limits your audience to a single person who you might or might not know. Use more generic/broad words instead: *we, they, a person, some people, many, etc...* (When making a presentation, there are occasions when it is fine to refer directly to your audience—especially when trying to establish rapport or to persuade them; but not in this type of scholarly, researched and analytical writing.)

**Avoid rhetorical questions** in scholarly and analytical writing. This is not a spoken presentation and your audience is unable to answer you. Rephrase the question into a statement. You will use rhetorical questioning, later, in your presentation. Not now.

For example, DON'T say "What could a writer and sculptor possibly have in common?"  
Instead, say: "A writer and sculptor have many things in common."

**Avoid using contractions in this type of scholarly writing.** Spell words completely.

**People are people *not* objects.**

Keoni is a guy *that* likes football.                   INCORRECT.  
Keoni is a guy *who* likes football.                   CORRECT.

**Once vs. After vs. When**

For clarity, save "once" to denote quantity. ex., once, twice, three times, etc...

"Finally, once the work has been finished, the writer..." INCORRECT.

Try instead: "Finally, *after* the work has been finished, the writer..."

Or: "... *when* the work..."

**Be consistent in number.**

"An artist's painting should be appreciated, especially if *they* work hard." INCORRECT.

"An artist = ...*he*...(singular=singular) RIGHT.

Or "Artists' paintings...if they..." Decide on either a singular *or* plural subject and stick with it.

**Avoid redundancies.**

ex., "I *also* like ice cream *too*." (It's not necessary to repeat ideas within a sentence. Nor is it necessary to use two different phrases that mean the same thing.)

Instead: "I also like ice cream." Or "I like ice cream too."

NOT "By *doing* what they love *to do*, they have fun and also make money *doing it*."

Instead: "By doing what they love, they have fun and also make money."

**A colon (*not* a semicolon) means that a list or something important is to follow and can be used for impact.**

"A writer must carefully select his ingredient: words."

Or try:

"A writer must carefully select his ingredient—words."

Or:

"A writer of fiction must consider many elements: plot, characters, settings, themes."

Avoid beginning sentences with "And" and "But." Instead, use them to link ideas within a single sentence. For variety, try other words like "yet" "still" "while" "however" "additionally" "also" "similarly" etc...

A list of *three* items is required before ending with "etc..."

For example: "Bring your books, papers, pens, etc..." (exactly three periods)

"Than" is NOT the same as "then." Learn the difference now.

"Then" refers to a point in time: "If I study this, *then* I will know the difference."

"Than" refers to a comparison: "I'd rather study this, *than* fail because I don't know it."

Singular subjects get singular verbs. Plural subjects get plural verbs.

Learn the difference now: the singular verb usually has the letter "s" in it.

"She laughs." "They laugh." "Keoki and Stacy laugh."

"School *is* fun." "Schools are being built all over the country."

"He *was* talking." "We *were* talking." "Keoki and Stacy *were* talking."

Usually, numbers between one and ten should be spelled completely like I just did. Numbers from 11 and beyond can be written numerically like 26, 47 and 132.

Don't confuse "and" and "to."

They needed to try *and* talk to her mother. **Should be:** They needed to try *to* talk to her mother.

She wanted to try *and* prove that... **Should be:** She wanted to try *to* prove that...

To, too and two—KNOW THE DIFFERENCE.

FYI only: (You won't be using personal pronouns and you won't be using contractions.)

Your = belonging to *you* ex., your house, your rules.

You're = you are ex., You're funny. You're my friend.

**Its = possessive of #:** Its fangs are sharp. Its skin is bumpy.

It's = it is (contraction) It's cold outside.

**Good vs. Well**

"Good" modifies nouns (person, place, thing, etc...).

"Well" modifies verbs.

He was a *good* boy.

He danced *well*.

Those were *good* apples.

They weren't doing *well* in school.

(They weren't doing good in school. INCORRECT.)

**Avoid double negatives because, like math, two negatives = a positive.**

I didn't do nothing. INCORRECT.

I don't have no money. INCORRECT.

I didn't do anything. CORRECT.

I don't want nothing. INCORRECT.

**Avoid unnecessary abbreviations.**

I like u. INCORRECT.

Where r u going? INCORRECT.

**Avoid nonspecific words like "so" and "just."**

"It could just be imagined that..."

"It was just four things."

"He was so tired."

Be more specific and/or accurate (or less wordy).

Try: It could be imagined that...

It was only four things.

He was very tired. or He was extremely tired.

# Research Paper Checklist

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## MLA Formatting

- Title Page formatted:
  - Title - one-third of the way down the page
  - Author's information – two-thirds of the way down the page
    - Author
    - Papa Kāko`o Teacher
    - Academy
    - Date
- Header in the upper right corner of all pages except the Title Page (i.e. Smith 1, Smith 2 . . .).
- Header on the first page (not your title page) in this format:
  - Your Name
  - The Course Name (Hō`ike Nui)
  - Name of Papa Kāko`o Teacher
  - Date
- Title is free of any unnecessary punctuation.
- Paper includes essay **and** *Works Cited* page.
- Your entire paper including Works Cited is double-spaced.

## Works Cited

- Works Cited page has the words "Works Cited" centered at the top.
- Words "Works Cited" free of any punctuation.
- Entries organized alphabetically.
- Each entry begins at the left margin and each subsequent line should be indented 5 spaces or 1 inch.
- All titles are either italicized, underlined or in quotation marks
- Online citations have date of construction and date of access
- Each entry ends with a period.

## Writing

- Commences with a strong attention-getter.
- Introduction paragraph ends with your thesis statement.
- Each body paragraph begins with a topic sentence.
- Topic sentence contains the aspects to be covered in the paragraph or summary of the aspects.
- Conclusion sums up your paper.
- Conclusion ends with an attention-getter.

## Mechanics

- Essay is free of run-on sentences.
- Introductory words, phrases and clauses set off with commas.
- Did you eliminate the use of the words: I, me, my mine, you, your, yours, very, really, big, sad, mad, happy.

## Turnitin Quickstart

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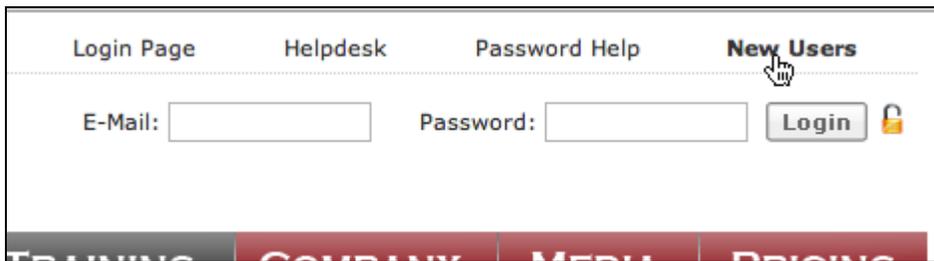
### Introduction

This quickstart will help you get started with Turnitin and will walk you through the steps for submitting your first paper. To begin, you need to first register with Turnitin and create a user profile.

**! If you have received an e-mail from Turnitin with a temporary password, a user profile has already been created for you. To get started, log in to Turnitin with your e-mail address and password and proceed to Step 2 in this quickstart.**

### Step 1

To register and create a user profile, go to [www.turnitin.com](http://www.turnitin.com) and click on the *New Users* at the top of the homepage ❶.



❶ Click to register and create your user profile

The new user wizard will open and walk you through the profile creation process. To create a profile, you must have a **class ID** and an **enrollment password**. You can get this information from your instructor. Once you finish creating your profile, you will be logged in to Turnitin.

### Step 2

Your class will show up on your homepage. Click on the name of your class to open your class portfolio ❷.



class ID	enter a class	instructor	status	drop class
1216352	<a href="#">English 101</a>	<a href="#">White, R.</a>	active	

❷ Click on the name of your class to open your portfolio

**\*Turnitin Student Quickstart**

### Step 3

Your class portfolio shows the assignments your instructor has created and your submissions to the class. To submit a paper, click the submit button next to the paper's assignment ③.

assignment list			your portfolio	
#	assignment	submit	title	submitted
1	<a href="#">Our First Assignment</a>			
	11-16-04 11-16-04			

③ Click the submit icon to upload your paper

### Step 4

The paper submission page will open. Enter a title for your paper. To select a paper for submission, click the *browse* button and locate the paper on your computer. We accept submissions in these formats:

- MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text (.txt)

After entering a title for your paper and selecting a file, click *submit* to upload your paper ④.

④ Once you have located your paper and entered a title, click submit

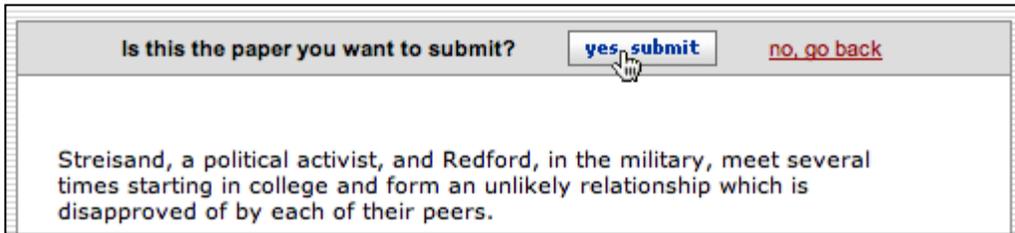
If your paper is in a format that we do not accept, you can submit it by cut and paste. To submit a paper this way, select *cut & paste* using the pull-down at the top of the form ⑤.

⑤ Select *cut & paste* with the pull-down to submit a paper in a file format we do not accept

To submit a paper by cut and paste, copy the text of your paper from a word processing program and then paste it into the text box in the submission form. If you submit your paper using the cut and paste method, you can skip the next step.

## Step 5

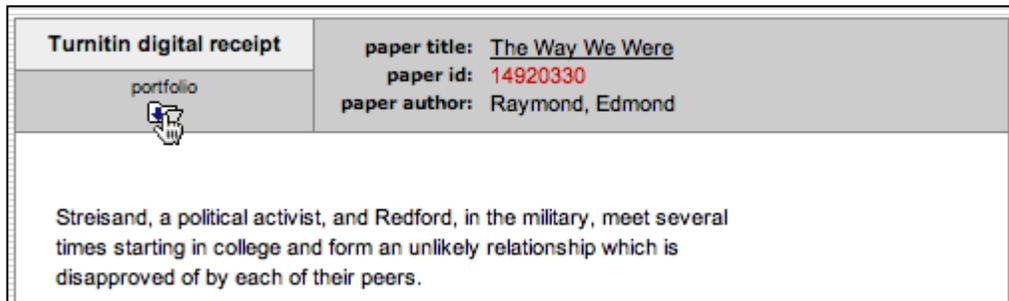
The paper you chose to submit will be shown on the next page. Look over all the information and make sure that it is correct. To confirm the submission, click the *yes, submit* button ⑥



⑥ *Make sure you selected the correct paper; click “yes, submit” to finalize your submission*

## Step 6

After you confirm your submission, a digital receipt will be shown. This receipt will be e-mailed to you. To return to your portfolio and view your submission, click the portfolio button ⑦.



⑦ *Click the portfolio icon to return to your portfolio and view your submission*

**! By default, students cannot see their own Originality Reports. If you do not see an Originality Report icon in your portfolio and want to see your report, contact your instructor.**

If you need further assistance with Turnitin or would like to learn about the advanced features our system offers, please download our [student user manual](http://www.turnitin.com/static/pdf/tii_student_guide.pdf), which is available at [http://www.turnitin.com/static/pdf/tii\\_student\\_guide.pdf](http://www.turnitin.com/static/pdf/tii_student_guide.pdf)

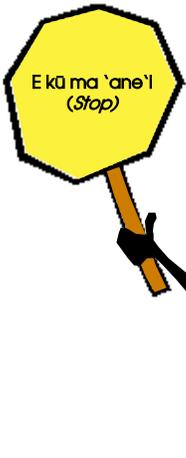
**\*\*You will be submitting your Research paper into Turnitin twice.**

***\*Turnitin Student Quickstart***

## Hō'ike Nui Research Paper Rubric

	Exemplary	Proficient	Partially Proficient	Needs Work
Ideas and Content	My paper is clear and grabs the reader's attention. My main ideas stand out and are supported with details that make the subject clear and interesting.	My paper is clear and holds the reader's attention. The details I have included make the subject clear and interesting.	My paper does not hold the reader's attention completely because it is sometimes difficult to understand what I am trying to say. Some of my ideas are clear, but some are fuzzy.	My paper is unclear and has no purpose. I didn't know enough about the topic and so my ideas are not developed or go off in all directions.
Organization	My paper has an inviting beginning and satisfying ending and the ideas, details and examples are presented in an order that makes sense.	My paper has a good beginning and ending and the ideas, details, and examples are presented in an order that makes sense.	My paper has a weak beginning or ending and the organization of my ideas, details and examples doesn't work well or may be unclear.	My paper lacks a beginning or ending and includes ideas that have just been tossed together without any organization.
Voice	My paper shows originality, liveliness, and suspense. It is obvious that I care deeply about my ideas.	My paper shows originality and that I care about my topic.	My paper lacks originality and repeats ideas or phrases that I have heard. It is evident that I was not very involved in my topic.	My paper is flat, lifeless, and has no feeling. I didn't take my topic seriously.
Word Choice	I carefully selected my words to make my message clear. I included colorful expressions, figurative language, and well-developed imagery in order to make my writing fresh, original and fun to read.	I carefully selected my words to make my message clear. I used words that were strong, accurate and specific, I used new words correctly and avoided the use of slang or cliché expressions.	I settled for any word that would do rather than carefully thinking about my word choice. This made my writing seem ordinary, vague, or unclear. Sometimes I used new words incorrectly or used slang or cliché expressions.	I used small, general vocabulary and therefore my writing was vague, flat and repetitious and my images were unclear. I did not attempt to use new words.
Sentence Fluency	My sentence structure is correct, varied and adds interest to my paper. My writing flows smoothly, sounds natural, and is not forced or choppy.	My sentences are understandable and flow smoothly. I varied my sentence length and structure to add interest, but my writing is not wordy.	My sentences are understandable but do not flow smoothly. This is because I did not vary the length or structure of my sentences and many start in the same way.	My sentences are awkward, rambling, and confusing. They are often short and choppy. These sentence flaws make my paper difficult to understand.
Convention/ Usage	My paper is easy to read because there are no glaring errors in writing conventions such as punctuation, spelling, and grammar.	My paper is easy to read because there are very few errors in writing conventions such as punctuation, spelling, and grammar	My paper is difficult to read because of careless editing of punctuation, grammar, spelling and other writing conventions.	There are so many errors in spelling, grammar, punctuation and other writing conventions that is hard or impossible for a reader to understand my paper.
Formatting	My paper is MLA formatted with the proper font and font size. I have formatted my citations properly.	My paper is MLA formatted and properly formatted. Font and Font size varies.	My paper is somewhat formatted. Font and Font size varies. There are little or no citations	My paper is not MLA formatted. I have utilized a non-conventional font and larger/smaller font size. There no citations.

*\*Actual Rubric used to assess paper may have changed slightly according to expectations discussed with students via Jr. Papa Kako`o Instructor.*



- Did you make a final check of your full sentence outline before submitting?
- Did you confer with your Papa Kāko`o Teacher?
- Did you Double check your draft before submitting?
- Did you address the Research Paper Checklist?
- Submit your first draft into *Turnitin* (to check for Plagiarism) and make revisions, before submitting to your teacher.
- Submit your second draft into *Turnitin* (to check for Plagiarism) and make revisions, before submitting to your teacher.

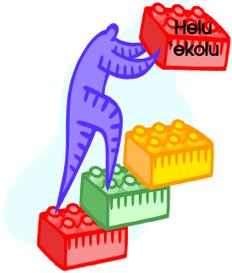
### **Notes and Ideas:**

(Use this space to write notes or ideas about your research paper)

## How Do I Prepare for my Product?

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### IV. *Develop your Hō'ike Nui Product* (with your Academy Advisor)



#### Choose a Focus of your Product

Take time to think of something that creates sincere enthusiasm. It could be something you learned in one of your classes, which you'd like to expand on. It could be related to your career interest. It could be an issue related to your culture or your heritage. Or it could be a controversial issue you care about in your community.

Take time to think of what you foresee as the outcome for your *Hō'ike Nui*.

Choosing a topic for your *Hō'ike Nui* takes commitment to brainstorming and researching. Remember, you will be working with your topic for months to come.

The *Hō'ike Nui* Product Rubric can be found at appendix D (pg. 58).

### Brainstorm

- ? What is/are your career aspiration(s)?
- ? What are your interests?
- ? Is there an issue/problem in your community that you would like to explore?
- ? What is/are your favorite subject(s)?
- ? How might your project benefit others?
- ? What will be your final product?



**Use this space for Brainstorm Ideas:**

# Hō'ike Nui Product Guidelines

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## Introduction

Developing the **Hō'ike Nui product** is an opportunity to engage in self-discovery and exploration. Therefore you should design a product for which you have a passion. This is your turn to shine, explore what interests you, and take the lead in your own education.

The **Hō'ike Nui product** will also require a significant amount of your time and meaningful effort. You need to plan ahead in order to best showcase your abilities and talents. You will find all that you need to start developing your product.

**\*Your product must be supported by research (research paper or product citation form)**

## Focus

You must choose a focus. This focus must be stated in the **Product Action Log** accompanied by a description that is detailed and specific. The following are product categories in which you may focus:



**Academic Interest:** A product may involve pursuing an area of academic interest in more depth than you have been able to in class.

Examples: an extended research project on the Hawaiian Sovereignty movement, the exploration of Mars, modern marching band formations, or the Stanislavski approach to acting.

**Community Service:** A product may involve carrying out a community service resulting in something with a substantial benefit to the local community. While volunteering with a local group is a worthwhile activity, simply volunteering does not qualify as a product. You must play a significant role in the development and execution of the activity - i.e. plan, propose, advertise, and carry out - for it to qualify as a community service product.

Examples: producing a native plant restoration project, invasive species eradication event, organizing a graffiti eradication team, or helping the homeless.



**Personal Challenge:** A product may involve taking on a personal challenge, which extends your current skills and abilities in a significant way, and meeting this challenge.

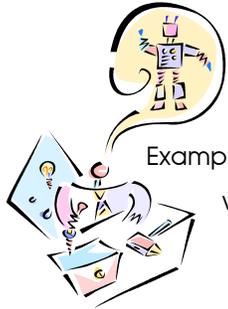
Examples: running in the Honolulu Marathon, compete the Honolulu Triathlon, explore and take on a healthy lifestyle change, or rebuild part of a car.

**Learn a New Skill:** A product may involve learning a new skill and exhibiting proficiency in that skill.

Examples: learning to play a Mozart concerto, learning to play an instrument other than the ones you already know how to play and performing in a significant role at a school concert (solo, featured, etc.); getting certification in a specialized area, such as SCUBA, water safety instructor, private pilot, or A+ certification.

**School Service:** A product may involve carrying out a school service project.

Examples: carrying out a school improvement project, creating a piece of public art, or fulfilling a specific need of a faculty or staff member.



**Creating Something New:** A product may involve creating something new.

Examples: this may involve producing a major piece of art, the writing of a musical score for the band, or writing and/or producing a short play based on Hawaiian legends.

**Research:** A product may involve an original piece of research.

Examples: a student may research the quality of water in the local water shed, join a crew that is researching climate changes in the Amazon, track turtle migration and populations, or document a piece of local history.



**Other:** If you can find nothing that sparks your sense of passion in the above areas, you may work with your advisor to develop another approach to the senior product.

## Process

The process that you go through in producing your product is part of what your advisor will assess as either proficient (passing) or needs work (re-do) toward the end of the Hō'ike Nui. The following guidelines explain the broad requirements of a proficient product and you should consider these guidelines carefully as you develop your Letter of Intent. Be sure that your Product Action Log describes the **tangible artifacts/exhibits** you plan to employ, how you plan to assess the effectiveness of your artifacts/exhibits, and how you plan to document the development of your product. **A Product Action Log template can be found in the Appendix G (pg.63).**

## Documentation

You must document all aspects of your product. First, research is the foundation of a good product; therefore, a research paper that is closely linked to your product is required. If the research paper you developed in Papa Kāko'o is not closely related to your product, you must include documented research that will help you build a good foundation for your product. **This form can be found in Appendix F (pg. 61.)**

### Research paper

Planning ahead and tracking your progress are also important aspects of a well-done product. For this you must develop a Product Action Plan.

### Product Action Plan

Your product must also consist of **at least three** significant artifacts/exhibits as evidence. These pieces should be well organized and effectively express an idea without the aid of additional interpretation. The following is required:

### Additional evidence could include the following:

- Supplemental materials used in product development
- Photo and video-graphic evidence
- Participant feedback forms
- Newspaper coverage
- Tracking communication "paper trails"
- Community mentor assessment
- Thank you letters from product beneficiaries

The following are some examples how artifacts/exhibits may be used as evidence of a completed product:

- **Conducting a series of classes:** lesson plan, PowerPoint used in the lesson, samples of student work from the classes
- **Event:** flyer/email/poster advertising your event, pictures of planning meeting for event, video of people participating in the event
- **Art piece:** preliminary designs, art work itself, photos of unveiling of your artwork
- **Experiment:** paper with hypothesis and procedure, pictures of you doing the experiment and/or the experiment itself, display board of results/conclusions of experiment as they relate to hypothesis
- **Public service announcement:** storyboard, PSA, evidence of airing
- **Video documentary:** storyboard, documentary, evidence of airing

- **Website** (a server to house the website is required) ,planning sheets, Website, client emails
- **Other tangible product** (i.e. T-shirt, model canoe, exhibited physical change, stone wall, constructed structure, etc.)

### **Assessment**

You must have all artifacts/exhibits assessed and present that information in an organized manner. The following are some examples:

- Video testimonials
- Survey with data compiled and charted
- Scientific results and compiled data
- News paper review or write-up
- Expert review and response
- Weight-loss measurements
- Pre/post assessments (lesson plan)

### **Advisor/Advisee Meetings**

You must participate fully in Advisor/Advisee meetings. These meetings are required and you will be assessed on being on-time and thorough in your communication.

Any additional approval and/or forms necessary for the responsible execution of any aspect of the product must also be completed.

### **Additional Considerations**

How will you complete your product? Please also consider the following:

- what steps you will need to take to complete your product in a timely manner?
- will you need a mentor?
- who might you find as a mentor and why are they the best fit for you?
- what skills you will need to learn?
- an estimated budget for the product (attach signed budget form) and how you will raise or find the funds for the product. (you will be responsible for all costs involved in your product)

if your product is going to involve another agency or part of the school (like the athletic department) you should include the *Product Approval Form*, indicating that the product is acceptable to that organization (For example, if you are working with the Humane Society, be sure to have them sign the signature form. **Hō'ike Nui Product**

**Signatures form due on April 13, 2012 see Appendix E (Page 60)**

- your product should not involve anyone being released from school to help you with your product.

**Consequences**

Due dates have been designed to aid in your completion of your *Hō'ike Nui* product. It is your *kuleana* to meet these deadlines. Your Academy Advisors are available to help you via office hours and advisory periods. If you should miss your deadlines the following actions will be enacted:

- You will be suspended for two weeks from any co-curricular activities.
- You will be required to come to school during fall break to complete your product and to provide other school service.

**Explore Resources**

Look into all resources available to you for your research. Speak to your parents, advisor, teachers, or librarian. Is there a specialist in your topic area that you could interview? Besides utilizing the internet, what are some other resources that you would need and/or are easily available to you?

List, Evaluate and select best sources\*:

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**\*Wikipedia is not allowed as a research resource.**

**Brainstorm with your Academy Advisor**

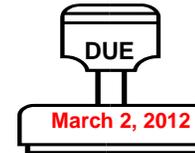
Your Academy Advisor and Papa Kāko`o teacher will be guiding you throughout your *Hō'ike Nui* experience. He/She could give you ideas/hints that could help you with your research and product. *Be sure to make regular appointments to work with your advisor.* (Every Academy Advisor has office hours at least two days a week.)

**Poster/Flyer note**

Any poster or flyer associated with your Product/project must complete approval process prior to displaying. Please refer to Poster/Flyer form found in appendix I (pg. 66). Any posters or flyers on campus without approval will be removed and disposed.

## Sample of Pre-Project PAL /Cover Page

To be submitted on **March 2, 2012** to advisor



### PRODUCT ACTION LOG

<b>Student Name:</b>	Jerry Student
<b>Title:</b>	The Importance of Web Exposure for Private Business
<b>Product:</b>	Design a Website for Sunrise Bike Tours
<b>Class of:</b>	2013
<b>Report Dates:</b>	From 5/4/12 to 6/14/12
<b>Mentor Name and Contact Info:</b>	Mr. Guide, 123 Main Street, Kahului, HI 96768, (808) 555-5555, mguide@aol.com
<b>Advisor Name:</b>	Mr. Physical
<b>Introduction:</b>	Mr. Sunrise, a family friend, has had a bike tour business on Maui for five years. With the economy in a recession, he has told my family that his business is down, and he may have to shut down. I think I can help him by building a Website for his business to attract more customers. He has a public relations/tech. coordinator, Mr. Guide, on staff who will be working closely with me on my first attempt at a commercial Website. Mr. Guide will maintain the site after I have it up and running.
<b>Purpose/Rationale:</b>	<p>The purpose of my project is to practice building a Website for a customer. I have learned how to create and design Web pages as part of my classes in the IT academy, and through the VITEC program at MCC I have learned about DreamWeaver, HTML, and Macromedia Flash. I also have my own personal Facebook page that I have spent a lot of time on, and I think I am ready to design a site that will benefit someone else.</p> <p>By making this Website for Sunrise Bike Tours, I will be helping our family friend and practicing what I have learned in school and on my own. I am thinking about getting into Web design in the future or maybe running my own business one day, so this experience will help me to learn more about these things.</p>

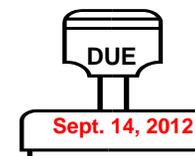
	<p>This project will be a challenge for me because I have never designed an entire Website before, just single pages in classes and on Facebook. I spent a lot of hours just doing those pages, so I know that this project will be a challenge in that it will probably take me at least 50 hours to complete. I will also have to put in time learning about the business and other bike tour Websites so that I can design the best site. Because of all the time I will need to spend on this, I have chosen five weeks to work on it in the summer. Even though it is one more week than is required, I think I will need the extra week.</p>	
<b>Materials/Cost:</b>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Digital Camera</li> <li>2. Video Camera/tape</li> <li>3. Computer with Internet</li> </ol>	<p><b>Cost:</b></p> <ol style="list-style-type: none"> <li>1. Free – I have one</li> <li>2. Free – We have one</li> <li>3. Free – I will ask the school to keep mine over the summer for my project. If can't, will use my dad's.</li> </ol>

#### Procedure

1. Product Action Plan should reflect the approved parameters stated in the Product Guidelines
2. Any modification/ change of the **Introduction/Purpose/Rationale** of **PAL** are to be approved by student's advisor.
3. First Draft of the Product Timeline is to be completed by student by Feb. 25, 2011 for review by advisor. The first 2 columns should be filled.
4. Tiimeline should be a detailed week-to-week outline of each necessary step needed to complete the product.
5. The first two columns of the Product Timeline *must* be completed and approved by advisor **before** work on the product is begun.
6. The Product Timeline must cover a minimum of 4 weeks and 20 hours. Twenty hours is a **minimum**. Please do not base your choice of project solely on this number. Remember that the project will be approved based on the **challenge** it presents for you personally, not just number of hours.
7. The third and fourth columns should be filled in each week and emailed to advisors weekly once work on the product is begun.
8. The Product Timeline is a working document and may change as the student works on the product. Activities may be delayed. Weeks may be added if necessary.

## Sample of Completed PAL

To be submitted to advisor on Sept. 16, 2011



### PRODUCT ACTION LOG

Post-project

<b>Student Name:</b>	Jerry Student
<b>Title:</b>	The Importance of Web Exposure for Private Business
<b>Product:</b>	Design a Website for Sunrise Bike Tours
<b>Class of:</b>	2010
<b>Report Dates:</b>	From 5/4/09 to 6/14/09
<b>Mentor Name and Contact Info:</b>	Mr. Guide, 123 Main Street, Kahului, HI 96768, (808) 555-5555, mguide@aol.com
<b>Advisor Name:</b>	Mr. Physical
<b>Introduction:</b>	Mr. Sunrise, a family friend, has had a bike tour business on Maui for five years. With the economy in a recession, he has told my family that his business is down, and he may have to shut down. I think I can help him by building a Website for his business to attract more customers. He has a public relations/tech. coordinator, Mr. Guide, on staff who will be working closely with me on my first attempt at a commercial Website. Mr. Guide will maintain the site after I have it up and running.
<b>Purpose/Rationale:</b>	<p>The purpose of my project is to practice building a Website for a customer. I have learned how to create and design Web pages as part of my classes in the IT academy, and through the VITEC program at MCC I have learned about DreamWeaver, HTML, and Macromedia Flash. I also have my own personal Facebook page that I have spent a lot of time on, and I think I am ready to design a site that will benefit someone else.</p> <p>By making this Website for Sunrise Bike Tours, I will be helping our family friend and practicing what I have learned in school and on my own. I am thinking about getting into Web design in the future or maybe running my own business one day, so this experience will help me to learn more about these things.</p> <p>This project will be a challenge for me because I have never designed an entire Website before, just single pages in classes and on Facebook. I spent a lot of hours just doing those pages, so I know that this project will be a challenge in that it will probably take me at least 50 hours to complete. I will also have to put in time learning about the business and other bike tour Websites so that I can design the best site. Because of all the time I will need to spend on this, I have chosen five weeks to work on it in the summer. Even though it is one more week than is required, I think I will need the extra week.</p>

<b>Materials/Cost:</b>	<b>Materials:</b> 4. Digital Camera 5. Video Camera/tape 6. Computer with Internet	<b>Cost:</b> 4. Free – I have one 5. Free – We have one 6. Free – I will ask the school to keep mine over the summer for my project. If can't, will use my dad's.
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### Procedure

9. Product Action Plan should reflect the approved parameters stated in the Product Guidelines
10. Any modification/ change of the **Introduction/Purpose/Rationale** of **PAL** are to be approved by student's advisor.
11. First Draft of the Product Timeline is to be completed by student by Feb. 19, 2010 for review by advisor. The first 2 columns should be filled.
12. Timeline should be a detailed week-to-week outline of each necessary step needed to complete the product.
13. The first two columns of the Product Timeline *must* be completed and approved by advisor **before** work on the product is begun.
14. The Product Timeline must cover a minimum of 4 weeks and 20 hours. Twenty hours is a **minimum**. Please do not base your choice of project solely on this number. Remember that the project will be approved based on the **challenge** it presents for you personally, not just number of hours.
15. The third and fourth columns should be filled in each week and emailed to advisors weekly once work on the product is begun.
16. The Product Timeline is a working document and may change as the student works on the product. Activities may be delayed. Weeks may be added if necessary.

**Product Timeline & Activity Log**

<b>Week</b>	<b>Task</b>	<b># of Hours Rounded to the nearest Quarter</b>	<b>Notes/Results/ Research/ Findings/ Questions/Reflections (at least 300 words per week)</b>
<b>Week 1</b> 5/18/09 to 5/24/09	1. Look at 10 different Websites on bike tours, 5 on Maui and 5 from other places to get ideas. Make a list of stuff I like and don't like (evidence)	3	Well, I found some really good sites and some really bad sites out there. I really liked the bikethroughspain.com Website. I thought they had a good color scheme, great pictures, and a really simple design, so I showed it to Mr. Guide, and he liked it too, except he wanted more green in it so that it looked more like Maui.
	2. Meet with Mr. Guide. Find out what colors, pages, and visuals he wants. Get any digital artwork that he wants on the site: company logo, favorite photos, contact information, etc. Take mug shots of employees.	2	I got the logo from Mr. Guide and got set up in the Webspace. The URL is mauisunrisebiketours.com. This actually took me awhile. I am really rusty on using Dreamweaver and it took me a long time just putting a text box on the page where I wanted it. I'm glad I already started doing it this week because everything's coming back to me now, and I feel better about going into next week. Mr. Guide says I should work at the office, so he can help me better. I'm also glad I remembered to bring my camera with me because I was able to get most of the employee mug shots. Two of the guides, Ron and Roy, were out on tours, so I will get their pictures next week when I take the bike tours. I am scheduled to ride with them next Monday and Tuesday (I'm not looking forward to getting up so early, but I guess I have to.)
	3. Get his Webspace URL and any necessary passwords. If he doesn't have one yet, help him to set it up.	1	When I was taking pictures of the employees, I realized that I needed to also find out about them, so I could put it on the Website, so I just asked them how long they worked for the company and what they liked best about the bike tours. I'm really feeling ready to go.
	4. Make appointments to go on 2 rides next week.	.25	I emailed Mr. Guide, but I haven't heard back from him.
	5. Call/email Mr. Guide at the end of the week with questions I have.	.25	Advisor Response ( <b>please cc this response to supervisor</b> ): Thank you for sharing the beginning stages of your Website with me. I like the color scheme; I think it looks like Maui. I would agree with the different pages you've chosen. You might want to consider putting in some kind of a "fun" page, maybe something like fun trivia about Maui or a legend related to Haleakalā. You may want to get a little more information about the guides to make it more interesting, too. Try the tutorial Website: <a href="http://www.helpwithdesign.com">www.helpwithdesign.com</a> if you have any more trouble in the future. It's pretty helpful.
<b>Week 2</b> 5/25/09 to 5/31/09	1. Go on two rides – one to get digital still shots and one to get video. Don't forget to interview riders.	5	The ride was actually so fun! It was hard waking up early, but the van ride to the top of Haleakala was great. Roy was a great guide. He told us all kinds of stories and we even sang some stupid songs, but at 5:00 in the morning, it was funny. I took a lot of pictures. I think I got some good ones. I decided to bring along my video camera, too, and I actually took both the still shots and the video all on one ride. That saved me from having to wake up early on two mornings. I also got Roy's picture and interview, so I just have to get Ron. The other people on the tour with me

			<p>were really great about posing for pictures and getting filmed.</p> <p>I've went into the office on two days this week. Mr. Guide reminded me that I should ask the people I photographed to sign a release form to put their pictures on the Website. I didn't even know they needed one. He said that actually they don't need to sign one, but I should try to get them signed. He gave me some of the forms. I don't know where to find the people since they were all tourists, but I'll make sure to get all of Mr. Sunrise's employees to sign them. .</p> <p>I did start on the home page this week. I stayed up almost all night last night because I wanted to get as much done as I could. I have chosen the template and put all the text and pictures on the page. Right now, I'm just trying to make sure that everything lines up properly and links properly. Just when I thought I had everything right, one of my pictures started not showing up, so I probably spent half an hour trying to track it down and figure out what I did. It turns out that I had moved it and not changed its location. I can't believe I did that, but I did fine on all the rest.</p>
	2. Select page design and design home page including all tabs and index. Write the text for the home page. Place all elements where they belong. Test it in 3 different browsers.	14	<p>Advisor Response: Your Website sounds like it is really coming along. It sounds like you really enjoyed the bike trip. Try to make sure that your enthusiasm comes across on your Website. Get the viewers excited, too.</p>

<p><b>Week 3</b> 6/1/09 to 6/7/09</p>	<p>1. Design 4 more pages. Place the elements where they belong on these pages, including all text and visual images.</p>	<p>10</p>	<p>Things are going pretty well, I guess. I'm getting a little tired of looking at this template and getting some writer's block when I try to type text in, but I at least got the 4 pages laid out. I made an FAQ page, a contact page, an About Us page, and a page that tells all about what happens on the bike tour.</p> <p>I actually have the bike tour page all done. It was easy because I just wrote about going on the tour and put a lot of pictures. I am having trouble getting the video to run. I am just going to put a 15-second piece from one of the tourists who was there that day. It was right after a really steep part, so it's neat because he's all sweaty but he is really excited about making it down the steep part, so I think this is a good video to include. It shows that everyone can do it. I was so glad that I took all those pictures because when I looked at them, half of them were blurry and a bunch more had bad lighting; you could barely see the people's faces.</p> <p>The bike tour page is looking the best so far. I'm going to have to fix the rest next week. I spent so much time on the pages this week that I just need a break.</p> <p>I asked Mr. Guide how to play the video. I didn't get a hold of Mr. Sunrise this week, but I'm going to email him right after I finish this log. I didn't think my pages were done enough to show him yet. Mr. Guide thinks I should shoot for the end of next week to meet with him. My pages should be better by then, plus, it doesn't take much to go live once I get his approval – just hit a button.</p>
	<p>2. Get with Mr. Sunrise to get his feedback so far. Take notes (evidence).</p>	<p>0</p>	<p>Advisor Response: Keep up the good work. It sounds like you are right on track.</p>

<b>Week 4</b> 6/8/09 to 6/14/09	1. Take any more pictures and gather any other information I need for the site.	1	It took me awhile to track down Ron. He was never there when I went to the office. I finally had to wake up early one day to catch him on the way to do a bike tour. His was the only picture I was missing from the "Meet Our Staff" page. So, once I got that, I finished that page, then went to work on the others. There actually wasn't that much more to do, but it took me a long time because some of my lines and graphics kept not appearing where they were supposed to. I used the help feature A LOT, but I finally got it all done. Of course, I waited until Thursday night because I had an appointment with Mr. Sunrise on Friday morning, but I stayed up until 3:00 and got it all done, including fixing the glitches.
	2. Design the last page and place all final elements on the site, including all text and visual images. Test all pages in at least 3 different browsers.	15	My meeting with Mr. Sunrise didn't go as smoothly as I thought it would. I was feeling pretty good about the Website, but he found some things that I had misspelled, and I had the wrong address and phone number. Plus, he wanted me to add more information to the "About Us" page and the "Home" page. I was kind of depressed because I worked so hard on it, plus I'm doing it for free, but I'm glad I added an extra week into my plan. I guess I'll make those changes early next week and run it by Mr. Sunrise again.
	3. Contact Mr. Sunrise to take a look at the final product. Take notes and make any changes he wants. Fix any glitches.	.5	Mr. Guide actually said my site was pretty good. He said he thought I used too many pictures and that the navigation stuff needed to be bigger, but overall, he liked it. Yay!
	4. Invite Mr. Guide/my advisor to look at my site and give me feedback	.25	I wasn't able to make the site live this week because I want to make the changes from Mr. Sunrise and Mr. Guide.
	5. Hopefully, go live at the end of this week.	0	Advisor Response <b>(please cc this response to supervisor)</b> : I would agree with Mr. Guide. It was a little tough navigating your site, but I like all the pictures. I think people today like to see more pictures because they want to know what they're getting into. If Mr. Sunrise likes it, I would leave them in. Be sure to make the phone and address changes. These things are REALLY important. Otherwise, it still sounds like you're going to meet your target finish date. Good job!

<b>Week 5</b> 6/15/09 to 6/21/09	1. Log the number of hits per day.	.25	This is it! I finished the site and saw Mr. Sunrise on Wednesday. The meeting went much better! He liked the changes I made and gave the go-ahead to take it live. I'm really really curious to see how many hits it gets and to see if Mr. Sunrise gets any business from it. In the first few days, the page already got 38 hits, but I think that most of them were from Mr. Sunrise and the employees checking out the site.
	2. Link to at least 2 different sites. I think the National Park Service and Hawaii Visitor's Bureau would be good.	1	I added the links to the NPS and HVB sites today (Sunday). I'm curious to see if they make any difference in the number of hits next week or in the placement in search results. I have all my friends and family searching for the site because the more times the site is searched, the higher up it is in the Google search results. Right now, my page is on the 35 <sup>th</sup> page of results. Ouch! I wonder how to get it higher? If I had to do this over again, I would probably look into that first, so I could make sure to do things that would put the page higher in the search results.
	3. Check with Mr. Sunrise at the end of the week to see if anything needs troubleshooting.	.25	Mr. Sunrise says he hasn't gotten any business from the site yet, since Wednesday, but we still have the whole rest of the summer, and I'm going to keep checking in with him. I'm going to keep track of the hits the Website gets throughout the summer and turn it into a chart to show, hopefully, that my Website worked (evidence). I still need to get a letter from Mr. Sunrise about whether or not my Website helped his business.
	4. Check with Mr. Sunrise. See if he is getting referrals from the site. Log his response.	.25	Advisor Response: Yes, make sure to get lots of evidence of the effectiveness of your Website, and I think your site looks great. I think the photos, log of hits, site itself, video, and letter from Mr. Sunrise should be good evidence.

Total Project hours: 54

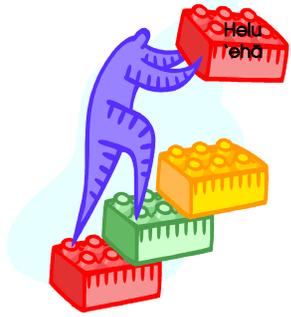
Mentor's signature prior to beginning project: Mr. Guide After project completion: Mr. Guide

Advisor's signature prior: Mr. Physical After project completion: Mr. Physical

Date Accepted to Begin: 4/27/11 Date Accepted as Finished: 9/21/11

## How Do I Present My Research?

### V. Present your Hō'ike Nui



Your presentation will be the culmination of your research... a way to share, make a statement, create change.

You will be presenting your *Hō'ike Nui* to a panel that may include your mentor, Academy teachers, peers, parents, and community members. They will be assessing your research and presentation for *Exemplary* or *Proficient* performance. Utilize the *Hō'ike Nui Presentation Rubric* to help you to plan and practice.

**That means a lot of planning, preparation, and practice!** Retrieve your full sentence outline to aid you in your preparation and practice. If your *Hō'ike Nui* has a tangible product, be sure you have it ready for display during your presentation.

**\*\*\*Complete the Presentation Request Form H** (pg. 65) if you have any additional equipment request for your presentation. Equipment you can expect in your presentation room is as follows: DVD player, LCD projector, Speakers and Dry Erase Board. Submit the form to your Academy Advisor by 10/26/12

Here are a few hints to help you prepare:

#### 1. Gather Ideas

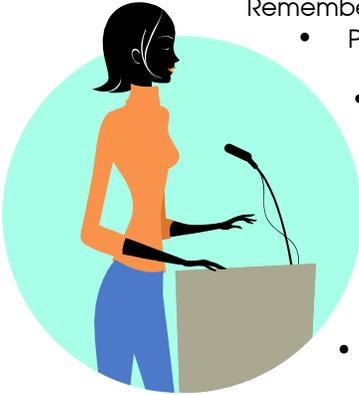
- What are the major aspects of your paper and product?
- How does your paper and product connect?
- What are the main points you covered in your research paper?
- What problems did you encounter?
- What emotions did you experience as you worked through the paper and product?
- What personal growth did you gain from the paper and product?
- Did the product affect your future plans? Explain.
- Why did you choose this topic?

#### 2. Organization

- Use a visual organizer or jot your answers to the above questions on separate 3 x 5 cards and arrange them in an order that is logical and pleasing.
- Slip blank cards into spaces where visual aid is needed or would be appropriate.
- Plan your introduction. The introduction should:
  - a. Grab attention.
  - b. Reveal your credibility and
  - c. motivation
  - d. Make topic thesis clear
  - e. Take no more than 60 seconds.
- Consider using quotations, readings, dramatics, jokes, surveys or other audience participation sets, games, audio-visual devices, demonstrations or questions.
- Plan your conclusion.
- Plan the display of your product.
- Plan your visual aids. Be familiar with AV equipment.
- Look at each idea card and fill in details, colorful anecdotes, and factual information.
- Plan to appeal to your audience's intellect w/ facts, statistics, charts, and to their emotions with anecdotes, personal stories, vivid descriptions and photos.

## 2. Speech techniques to remember

- Eye contact – This is extremely important! Practice often enough that you rarely need to look at your cards. Remember this is a friendly audience. Your peers and your judges are pulling for you.
  - Posture – Stand proudly. You have a right to be. You have accomplished a great deal. Avoid distracting mannerisms.
  - Voice – clear and audible. Sound natural.
  - Gesture – Use natural gestures to make your point.
  - Props – Practice using any props you will need. i.e. video projector, charts, models
  - PowerPoint text should be 24 pt or larger.
  - Summarize and/or bullet ideas. Too much text loses the interest of audience.
  - Utilize a minimal number of transitions to prevent distractions.
  - Dress - wear clothing appropriate for an interview or appropriate for your Hō'ike Nui.
- Practice, practice, practice.



### Presentation Checklist

#### PowerPoint

- \_\_\_ PowerPoint is used to assist in conveyance of argument.
- \_\_\_ Simple title slide is used during memorized introduction which contains an effective 'grabber' and a thesis that is easy to identify among the speaker's conveyance of credibility (Explain why you're an authority on issue.) and motivation.
- \_\_\_ Major points/topic sentences are supported with relevant sub-points and examples.
- \_\_\_ Includes photos, movie segments, audio components, tangible objects and/or audience participation.
- \_\_\_ Slide content is brief/poignant with headings and bullets that help presenter speak from his/her own knowledge base.
- \_\_\_ Slide headings are phrased as fragments or statements (No rhetorical questions as headings).
- \_\_\_ Slide transitions are not too dramatic and do not distract from content. (Fades, covers or wipes are good.)
- \_\_\_ Fonts are consistent from slide to slide and used purposefully rather than to simply look cool or different.
- \_\_\_ Font size is at least 24 pt and font colors are easy to see.
- \_\_\_ All images (including backgrounds) are purposeful and help to illustrate your argument other than just decoration.
- \_\_\_ At least one slide appeals directly to audience's *intellect* by employing graphs, statistics, charts, diagrams, compare & contrast, lists, etc...
- \_\_\_ At least one slide appeals directly to audience's *emotions* by employing images that make us *feel*/something (surprised, angered, sad, hopeful, discouraged, happy, unified, disgusted, afraid, etc...)
- \_\_\_ Enough slides to effectively develop argument.
- \_\_\_ Simple slide with appropriate image, thesis, quote etc...to accompany your memorized conclusion.
- \_\_\_ "Thank You" or "Mahalo" slide (the last one).



the

\_\_\_ All spelling is correct.

\_\_\_ No unnecessary technical glitches (ex., dead battery).

### Delivery and Content



\_\_\_ Presenter ready when called upon.

\_\_\_ Presenter does NOT say "My topic is..." or "My thesis is..." or anything similar. Begins with effective 'grabber' instead.

\_\_\_ Volume—presenter can be easily heard from all areas of the room.

\_\_\_ Enunciation is clean. Presenter speaks clearly.

\_\_\_ covers front, back, left and right sides of room.

\_\_\_ Pace is not speedy (control your nervous tendencies).

\_\_\_ Gestures are deliberate and enhance presentation (not fidgety—control your nervous tendencies).

\_\_\_ Tone conveys a genuine passion for the topic and argument. Makes audience believe the issue is important. Uses variety of expression.

\_\_\_ Delivery is conversational and appears to be from knowledge and expertise rather than heavy reliance on notes. Presenter speaks to the audience rather than reads to them. Does not seem memorized (even though some aspects actually might be).

\_\_\_ Graphs/charts are labeled clearly and fully explained to ensure audience understands this evidence.

\_\_\_ Effective incorporation of quoted sources is employed. (NO: "I have a quote." TRY INSTEAD: "According to \_\_\_\_\_ from \_\_\_\_\_, blah, blah, blah..." You need to integrate the quoted material purposefully and establish the credibility of the source.

\_\_\_ Effective incorporation of anecdotal evidence, hypothetical scenarios, vivid description, case study or personal experience in order to support a point and/or appeal to audience's emotions.

\_\_\_ Vocabulary and choice of expression is professional. NO: "stuffs", "pau", "any kine", "la'dat", etc...

\_\_\_ Defines new terminology. Ex. "What this means is..."

\_\_\_ Periodically addresses possible opposition's argument and explains the drawbacks of specific points.

\_\_\_ Speaker's notes are organized in PowerPoint program *or* in a formal outline *or* printout of PowerPoint slides w/ marginal notes.

\_\_\_ Length of presentation: 15 to 20 minutes Presentation and 10 minutes for Q & A

### Be Aware that



\_\_\_ Presenter successfully fields questions from audience after conclusion of presentation by asking "Are there any questions?" and then proceeding to call on those with hands raised before providing a thoughtful response.



***Hō'ike Nui* Presentation Scorecard**

Student's Name \_\_\_\_\_ Title of Project \_\_\_\_\_

Exemplary – 4 pts.	Proficient – 3 pts.	Approaching Proficient – 2 pts.	Need Work – 1 pt.
<b>Content</b> – Student show proficiency in connecting the entire process. <b>Minimum 39 of 52 pts.</b> to pass			
<p><b>Organization</b></p> <p>1. _____ gained audience attention and interest</p> <p>2. _____ identified objective</p> <p>3. _____ provided necessary transitions and linked back to introduction</p> <p><b>Subject Knowledge</b></p> <p>4. _____ demonstrated an outstanding knowledge and expertise in project area</p> <p>5. _____ clearly identified main ideas</p> <p>6. _____ supported main ideas with examples</p> <p>7. _____ verbally cited source for examples/findings</p> <p>8. _____ research supports project</p> <p>9. _____ responded to questions with poise &amp; fluency, showing a clear understanding of questions asked</p> <p>10. _____ focused responses to enhance audience understanding</p> <p><b>Process/Reflection</b></p> <p>11. _____ described Internship</p> <p>12. _____ discussed the motivation for selecting area of study (research &amp; product)</p> <p>13. _____ explains impact on self and others</p>			
<b>Presentation</b> – Student shows <i>proficiency</i> in presentation skills - - <b>Minimum 30 out 40 pts.</b> to pass			
<p><b>Delivery</b></p> <p>14. _____ dressed appropriately</p> <p>15. _____ good posture, enthusiasm and eye contact</p> <p>16. _____ used effective vocal delivery with appropriate volume, rate, tone, pauses, and clear enunciation.</p> <p><b>Word Usage/Language</b></p> <p>17. _____ used correct grammar and pronunciation</p> <p>18. _____ used specialized words for field, trying to be as professional as possible</p> <p>19. _____ did not use slang or “stutter words”</p> <p><b>Media/Visual</b></p> <p>20. _____ student able to set-up technology needed on own</p> <p>21. _____ visuals were easy to read and interpret, and with no grammatical or spelling errors.</p> <p>22. _____ visuals were neat and attractive</p> <p>23. _____ utilized sufficient clarifying materials to add interest and clarity to presentation</p>			

**Time**

24. \_\_\_\_\_ student kept w/in the time limit (not including Q&A): 10 min. (less than = Automatic re-do) to 20 max. (more than = presentation will be stopped)

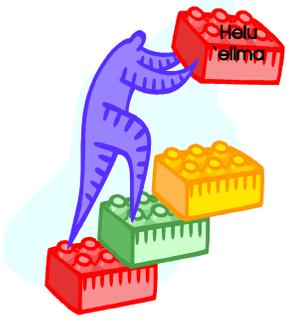
Signature \_\_\_\_\_



- Did you submit your **Presentation Request Form** (Appendix H, pg. 65) to your Academy Advisor?
- Have you evaluated your presentation with the checklist?
- Have you attended practice sessions with your Advisor/*Papa Kāko 'o* teacher?
- Do you have all of your props, products, and/or displays organized?

### How Do I Finalize My Ho'ike Nui?

#### V. Finalize your Ho'ike Nui



- |   |                                 |
|---|---------------------------------|
| <input type="checkbox"/> Mentor Assessment            | Due Date: <u>Sept. 14, 2012</u> |
| <input type="checkbox"/> Completed Product Action Log | Due Date: <u>Sept. 14, 2012</u> |
| <input type="checkbox"/> Reflective Essay             | Due Date: <u>Oct. 12, 2012</u>  |
| <input type="checkbox"/> Academy Advisor Assessment   | Due Date: <u>Oct. 16, 2012</u>  |
| <input type="checkbox"/> Archival Process             | Due Date: <u>Dec. 7, 2012</u>   |

It's time to assemble all of the components of your *Ho'ike Nui*.

Be sure to have your Academy and Off-Campus Advisor (if applicable) complete their respective assessments. These assessments could help you to develop the following assignment.

**The final entry will be your Reflective Essay.** Your Reflective Essay will be a self-appraisal of your *Ho'ike Nui* experiences. Utilize your PAL to help you remember. Apply what you have learned about writing a paper to your essay. As you compose your Reflective Essay, you may ask yourself and include:

- Why/how did you choose the topic for your paper and/or product?
- What were some of the obstacles that you experienced?
- How did you manage your time?
- What were the highlights that you experienced?
- What you would do differently if you had to do your project again?
- In all honesty, how would you assess your performance throughout the *Ho'ike Nui* project?
- How will your experience help you in the years to come?
- What did you learn about yourself during your *Ho'ike Nui* preparation?



## Archiving your Hō'ike Nui

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The final step in your Hō'ike Nui experience will be to archive your hard work. Please organize and save (to a jump drive or school server) the following pieces of the Hō'ike Nui.

Make sure that you have your **final drafts** of the following:

1. Product Action Plan (PAL)
2. Research Paper (w/ cover page and citations)
3. Full Sentence Outline
4. PowerPoint Presentation
5. Reflection

Archiving your Hō'ike Nui will involve emailing all six items to Mr. Delatori. Each student's Hō'ike Nui will be saved digitally by the school.

### Follow the direction below:

Two separate emails are required to Mr. Delatori (a single email may have too many data to be delivered).

1. **Email to:** [ledelato@ksbe.edu](mailto:ledelato@ksbe.edu) and "cc" yourself so you have a record of sending the email.
  
2. **Email 1:**
  - i. Title the subject of the email as: Hō'ike Nui Email 1 – "*your name*"
  - ii. Include as an attachment the following:
    1. Final Research Paper
    2. Full Sentence Outline
    3. Final Product Action Log (PAL)
    4. Reflection
  
3. **Email 2:**
  - i. Title the subject of the email as: Hō'ike Nui Email 2 – "*your name*"
  - ii. Include as an attachment the following:
    1. Final Power Point Presentation
  
4. Students are no longer required to send any Hō'ike Nui experience pictures, videos, etc. These items will no longer be held by the school. It will be the student's responsibility to keep these items for future use. Items stored on Kamehameha Schools' equipment will need to be transferred to a home computer, jump drive, CD or DVD.

## Hō'ike Nui Mentor Assessment

Student's Name \_\_\_\_\_

Scoring	Exemplary (4)	Proficient (3)	Partially Proficient (2)	Needs Work (1)
<b>Time Commitment</b>	The student was punctual to all appointments, honored time commitments and assignments. It was easy to see the dedication to his/her research project.			
Circle one	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Enthusiasm/Attitude</b>	The student was enthusiastic about learning new things, readily participating in numerous activities and suggesting additional tasks to accomplish.			
Circle one	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Professionalism/ Maturity</b>	The student demonstrated maturity beyond his/her years. He/she established outstanding rapport with the workers and exhibited a professional polish during all aspects of the project.			
Circle one	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Personal Growth</b>	The student went well beyond the project proposal, constantly expanding his/her horizons by asking probing questions and challenging him/herself on a daily basis, utilizing as many resources as possible.			
Circle one	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Comments:</b>				

Mentor's Name (Print): \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

This questionnaire is to be filled out during the final three days of the project, preferably in the presence of the student. Student is responsible for submitting this assessment to your Academy Advisor by **September, 14 2012**.

## Hō'ike Nui Academy Advisor Assessment

Student's Name \_\_\_\_\_

Scoring	Exemplary (4)	Proficient (3)	Partially Proficient (2)	Needs Work (1)
<b>Initiative</b>	Student took ownership of the product from the start and approached it with a real sense of discovery. He/she eagerly sought advice and completed each task before each deadline.			
Circle one	4	3	2	1
<b>Commitment</b>	Student nurtured a genuine relationship with mentor and Academy advisor, tapping them as resources well before the initial deadlines. Student stayed engaged in completing the project.			
Circle one	4	3	2	1
<b>Communication</b>	Student consistently informed individuals involved with their Ho'ike Nui Product, tasks to be completed, any unexpected challenges, dates and times. Likewise, regular contacts with the advisor (personal, phone or email) solidified the working rapport.			
Circle one	4	3	2	1
<b>Comments:</b>				

Academy Advisor (Print) \_\_\_\_\_ Initial \_\_\_\_\_

**Evaluation:** This score will be averaged together with the Mentor's assessment and the Presentation Panelist evaluation in order to determine the final Hō'ike Nui grade. It is the student's responsibility to submit this assessment to your Academy Advisor by October 16, 2012.

Average Score \_\_\_\_\_

## APPENDIX

Key Word	Focus/Title	Address
Plagiarism	<ul style="list-style-type: none"> <li>▪ "What it is and How to Recognize and Avoid it"</li> </ul>	<a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml">http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml</a>
	<ul style="list-style-type: none"> <li>▪ Turnitin</li> <li>▪ Check your research for plagiarism.</li> <li>▪ Must get a login from Mrs. Ho</li> </ul>	<a href="http://www.turnitin.com">http://www.turnitin.com</a>
Primary Sources	<ul style="list-style-type: none"> <li>▪ Library Research, Using Primary Sources</li> <li>▪ What is it?</li> <li>▪ Search strategies.</li> </ul>	<a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/primary.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/primary.html</a> <a href="http://www.lib.washington.edu/subject/History/RUSA/">http://www.lib.washington.edu/subject/History/RUSA/</a>
Research	<ul style="list-style-type: none"> <li>▪ Library Research</li> <li>▪ How to find and cite resources on different websites</li> </ul>	<a href="http://www.ifla.org/l/training/citation/citing.htm">http://www.ifla.org/l/training/citation/citing.htm</a>
Citation Machine	<ul style="list-style-type: none"> <li>▪ How to format citations</li> </ul>	<a href="http://citationmachine.net/">http://citationmachine.net/</a>
MLA Format	<ul style="list-style-type: none"> <li>▪ Using Modern Language Association (MLA) Format</li> <li>▪ Detailed MLA formatting information in format, citations, etc.</li> </ul>	<a href="http://owl.english.purdue.edu/handouts/research/r_mla.html">http://owl.english.purdue.edu/handouts/research/r_mla.html</a>
Reference	<ul style="list-style-type: none"> <li>▪ A Writer's Reference</li> <li>▪ How to cit resources</li> </ul>	<a href="http://www.dianahacker.com/resdoc/humanities/list.html">www.dianahacker.com/resdoc/humanities/list.html</a>
Thesis	<ul style="list-style-type: none"> <li>▪ What is a good Thesis?</li> <li>▪ Attributes</li> <li>▪ Thesis Brainstorming</li> </ul>	<a href="http://www.sdst.org/shs/library/thesis.html">http://www.sdst.org/shs/library/thesis.html</a>

**\*\*\*Wikipedia is not allowed as a research resource**

Resource Reference Worksheet

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Source:

- Book
- Periodical
- Internet
- Primary Source
- Other \_\_\_\_\_

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publishing Date: \_\_\_\_\_

Publisher: \_\_\_\_\_

Web: http://\_\_\_\_\_

Notes:

Who:

What:

When:

Where:

How:

Other pertinent information (quote, anecdote, illustration):

## Primary Source - The Interview

### How to Set Up an Interview

Always call at least a week ahead of the time to schedule the interview. Don't expect the interview to be scheduled the next day (they may have prior commitments). People need advance notice to plan into their schedules. Be considerate. Make sure you do the following:

- Identify yourself by name and school/academy.
- Explain that you are doing a *Hō'ike Nui* at Kamehameha Schools Maui Campus.
- Ask the person if he or she is familiar with the *Hō'ike Nui*. If the answer is yes, proceed with the conversation. If the answer is no, take time to briefly explain what the Senior Project is about.
- Briefly tell the person about what you have done for your research portion of the *Hō'ike Nui* and then explain what your topic and thesis is for your paper.
- Politely ask if the person has time to meet with you to be interviewed. Explain that the interview is a requirement for the paper and that you must use information and quotes from the interview in the body of the paper.
- Be flexible. Let the person to be interviewed pick the time and place for the interview. You must be willing to make sacrifices to fit into the interviewee's schedule.
- Be sure to write down the date, time, and place for the interview. Repeat this information back to the interviewee to make certain you have the correct info.
- Thank the person for being willing to give some of his/her time and assure the person that you will be there for the interview at the appropriate time.

### Conducting the Interview

1. It is a good idea to call the day before the interview to remind the person that you will arrive the next day. Repeat your name, the purpose of the interview and the time that the interview is to take place. Ask the person if that time is still convenient for him/her.
2. Show up for the interview on time! Plan your travel time so that you are not late.
3. Dress appropriately for the interview. No T-shirts, oddly colored hair, caps, or sloppy clothes. Leave the chewing gum at home. Do not slouch during the interview. Be attentive and involved.
4. Before you ever go for the interview, plan and write down 10-12 relevant questions to ask.
  - Unless it is vital to your paper, avoid asking questions about salary, job satisfaction, how long the person has been doing the job or the like.
  - Remember to take notes!! If you plan to tape the interview, always get permission ahead of time.
  - The interview should last 30 minutes. There is no way you can get any useful information in just 5-10 minutes. Do your homework ahead of time and have those questions ready!
  - Questions should be focused on your thesis statement of your paper.
  - When your interview is completed, be sure to thank the person for his/her time and help. Initiate a handshake and invite the person to become a judge for board presentations so they can see the outcome of your project.

### After the Interview

- Read over your notes and fill in any details that you can remember that you failed to have time to write down during the actual interview.
- If you taped the interview, listen to the tape and take notes.
- Highlight pertinent quotes/facts/anecdotes
- If there are questions in your mind about something you wrote down or did not understand, it is a good idea to call the person you interviewed and ask for clarification. We do not want to quote false information.
- Write a thank you letter and mail it within 5-7 days after the interview. Be sure to mention your *Hō'ike Nui* topic, date of the interview, and your appreciation for their granting you the interview.

*Hō'ike Nui Product Rubric*

STUDENT NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

		SUCCESSFUL COMPLETION		HAS NOT COMPLETED		
		EXEMPLARY	PROFICIENT	PARTIALLY PROFICIENT	NEEDS WORK	NOT SUBMITTED
<b>TIME</b>		Exceeds number of recommended hours. Has spent more than 20 hours during completion of product.	Meets number of recommended hours. Has spent 20 hours during completion of product.	Does not meet number of recommended hours. Has spent less than 20 hours for completion of product.	Shows evidence of little or no hours invested for completion of product.	Fails to submit product.
		Demonstrates effective time management. Was completed over the course of the allotted time in various stages.	Demonstrates sufficient use of time management. Product was completed over a reasonable course of time in stages with minimal procrastination.	Demonstrates minimum use of time management. Some procrastination is evident, with quality of product suffering minimally.	Demonstrates no use of time management. Procrastination is evident. Product quality is greatly affected by lack of time management.	Fails to submit product.
		<b>20 – 17</b>	<b>16 – 14</b>	<b>13 – 6</b>	<b>5 – 1</b>	<b>0</b>
		Chooses a challenging product representing a significant learning over time. Implementation is challenging and provides significant opportunity for learning/growth.	Chooses a product representing sufficient learning over time. Implementation provides an opportunity for learning/growth.	Chooses a product representing limited learning over time. Implementation provides minimal learning/growth.	Chooses a product with no learning over time. Implementation provides no learning/growth.	Fails to submit product.
<b>LEARNING OVER TIME AND DEPTH OF KNOWLEDGE</b>		Demonstrates a logical and relevant link to the research topic. Product relationship to the research paper is clearly demonstrated.	Demonstrates an adequate and relevant link to the research topic. Product relationship to the research paper is evident.	Demonstrates a minimal link to the research topic. Product relationship to research paper is minimally evident.	Demonstrates no link to the research topic. Product relationship to the research paper is not evident.	Fails to submit product.
		Demonstrates critical analysis of research in producing an original product. Product exhibits a high level of understanding of the research.	Demonstrates reasonable evaluation of research in producing an original product. Product exhibits an understanding of the research.	Demonstrates limited understanding of research in producing an original product.	Demonstrates no understanding of research in producing an original product.	Fails to submit product.
		Demonstrates significant creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates sufficient creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates limited creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates no creative thinking, decision-making, reasoning, and/or problem-solving.	Fails to submit product.
		Demonstrates extensive connection to real world situations.	Demonstrates sufficient connection to real world situations.	Demonstrates limited connection to real world situations.	Demonstrates no connection to real world situations.	Fails to submit product.
		<b>40 – 34</b>	<b>33 – 26</b>	<b>25 – 12</b>	<b>11 - 1</b>	<b>0</b>

<b>ETHICS</b>	Consistently demonstrates ethical standards in product development. Extensive documentation of progress clearly indicates student-generated learning.	Generally demonstrates ethical standards in product development. Adequate documentation of progress indicates student-generated learning.	Demonstrates limited understanding of ethical standards in product development. Little documentation of progress indicates minimal learning.	Demonstrate unethical standards in product development. No documentation of progress.	Fails to submit product.
	<b>10 – 9</b>	<b>8 – 7</b>	<b>6 – 3</b>	<b>2 – 1</b>	<b>0</b>

	<b>SUCCESSFUL COMPLETION</b>		<b>HAS NOT COMPLETED</b>		
<b>QUALITY OF WORK AND EFFORT</b>	Exhibits creative and exceptional results using talents, abilities, and varied resources, such as mentor, expert, materials, etc.	Exhibits adequate results using talents, abilities, and varied resources, such as mentor, expert, materials, etc.	Exhibits ineffective results using talents, abilities, and varied resources, such as mentor, expert, materials, etc.	Exhibits unacceptable or no results.	Fails to submit product.
	Displays extensive use of detail. Product is a polished and detail-oriented creation or hands-on experience.	Displays sufficient use of detail. Product is an adequately detail-oriented creation or hands-on experience.	Displays minimum use of detail. Product is only a minimally adequate creation or hands-on experiences and exhibits little attention to detail.	Lacks attention to detail. Product is an inadequate creation and exhibits no attention to detail.	Fails to submit product.
	Shows evidence of consistent self-directed actions as indicated by all deadlines met in the product time log.	Shows evidence of requiring some prompting for self-directed actions. As indicated by most deadlines met in the product time log.	Shows evidence of requiring continuous prompting for actions as indicated by few deadlines met in the product time log.	Shows no evidence of self-directed actions indicated by no deadlines met in the product time log.	Fails to submit product.
	Displays evidence of exceptional technical skills.	Displays evidence of competent technical skills.	Displays evidence of minimal technical skills.	Displays no evidence of technical skills.	Fails to submit product.
	<b>30 – 26</b>	<b>25 – 22</b>	<b>21 – 10</b>	<b>9 - 1</b>	<b>0</b>
	<b>100 – 86 EXEMPLARY</b>	<b>85 – 70 PROFICIENT</b>	<b>69 – 31 PARTIALLY PROFICIENT</b>	<b>30 – 1 NEEDS WORK</b>	<b>NOT SUBMITTED</b>

Academy Advisor's signature \_\_\_\_\_

Approved to present Yes NO (please circle)

Based on Piedmont High School Graduation Project/ REVISED 3/11/09 for KSM

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*Hō'ike Nui* Product Signatures

By, *April 13, 2012*, before 3:00 pm the student and all applicable parties should meet to discuss and endorse the product/ Product Action Plan. Submit this signature page, to your designated Academy Advisor.

1. **Student's signature:** "I understand the prerequisites and requirements of the *Hō'ike Nui* and agree to adhere to them. I understand that when at my off campus site I will represent KSM with honor and dignity."

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

2. **Parent's signature:** "I have discussed the product in detail with my son/daughter, and I have read the *Hō'ike Nui Guide* and understand the requirements. I approve of the product as described in the Product Action Plan. I understand that off campus activities are not under direct KSM supervision. In the event of an accident in transit or at the product site, the student is subject to parent's or sponsors' insurance as appropriate"

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

3. **Faculty Advisor's signature:** I have worked with this student in brainstorming and designing his/her *Hō'ike Nui*. It is my understanding that the student will take full responsibility for the product as described in the *Hō'ike Nui Guide*, and that he/she is obligated to keep me updated and apprised of its progress on a regular basis from now until the Oral Presentation.

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

4. **Mentor's signature:** "I have discussed the project with this student and shall plan to work with him/her as described in his/her Product Action Plan and by using the *Hō'ike Nui Guide*."

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

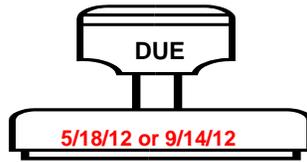
5. **External Agency Representative's signature:** "I have discussed the product in detail with this student and as a representative of this agency am able to approve our working relationship. We understand that off campus activities are not under direct KSM supervision. In the event of an accident in transit or at the product site, the student is subject to parent's or agency's insurance as appropriate."

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

6. **Operations Director's or School Official's signature.** "I have discussed the product with this student and am willing to support their endeavor."

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_  
Date: \_\_\_\_\_



- **5/18** only if research paper does NOT support product development
- **9/14** for students who changed their product since May 18 and whose research papers no longer support product development

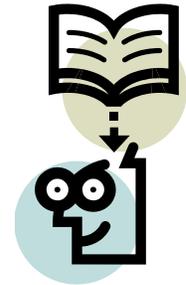
**Product Citation Supplement**

Students whose research paper already supports their product need not submit this form

Requirements: 1) 5 cited sources 2) Summary of research support for product

**1) Source:**

- Book Title: \_\_\_\_\_
- Periodical Author(s): \_\_\_\_\_
- Primary Publishing Date: \_\_\_\_\_
- Source Publisher: \_\_\_\_\_
- Internet Web: \_\_\_\_\_ Signature: \_\_\_\_\_
- \*Verifying signature needed
- Other



Research support (How does this particular info. (research) compliment/support your product?)

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**2) Source:**

- Book Title: \_\_\_\_\_
- Periodical Author(s): \_\_\_\_\_
- Primary Publishing Date: \_\_\_\_\_
- Source Publisher: \_\_\_\_\_
- Internet Web: \_\_\_\_\_ Signature: \_\_\_\_\_
- \*Verifying Signature needed
- Other

Research support (How does this particular info. (research) compliment/support your product?)

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- 3) Source:**
- Book Title: \_\_\_\_\_
  - Periodical Author(s): \_\_\_\_\_
  - Primary Publishing Date: \_\_\_\_\_
  - Source Publisher: \_\_\_\_\_
  - Internet Web: \_\_\_\_\_

Signature: \_\_\_\_\_

\*Verifying Signature needed

- Other

Research support (How does this particular info. (research) compliment/support your product?)

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- 4) Source:**
- Book Title: \_\_\_\_\_
  - Periodical Author(s): \_\_\_\_\_
  - Primary Publishing Date: \_\_\_\_\_
  - Source Publisher: \_\_\_\_\_
  - Internet Web: \_\_\_\_\_ Signature: \_\_\_\_\_

\*Verifying Signature needed

- Other

Research support (How does this particular info. (research) compliment/support your product?)

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- 5) Source:**
- Book Title: \_\_\_\_\_
  - Periodical Author(s): \_\_\_\_\_
  - Primary Publishing Date: \_\_\_\_\_
  - Source Publisher: \_\_\_\_\_
  - Internet Web: \_\_\_\_\_ Signature: \_\_\_\_\_

\*Verifying Signature needed

- Other

Research support (How does this particular info. (research) compliment/support your product?)

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\*Authorized persons for verifying website:

Mrs. Ho  
Mr. Delatori  
Your Advisor

**\*Advisors have a Word template of the PAL**

**Production Action Log**

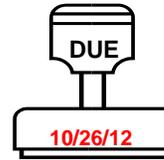
<b>Student Name:</b>		
<b>Title:</b>		
<b>Product:</b>		
<b>Class of:</b>		
<b>Report Dates:</b>		
<b>Mentor Name and Contact Info:</b>		
<b>Advisor Name:</b>		
<b>Introduction:</b>		
<b>Purpose/Rationale:</b>		
<b>Materials/Cost: (all costs are the responsibility of the family)</b>	1.	1.

**Procedure**

1. Product Action Log should reflect the approved parameters stated in the Product Guidelines.
2. Any modification/ change of the **Introduction/Purpose/Rationale** of **PAL** are to be approved by student's advisor.
3. First Draft of the Product Timeline is to be completed by student by **March 2, 2012**, for review by advisor.
4. The timeline should be a detailed week-to-week outline of each necessary step needed to complete the product.
5. The first two columns of the Product Timeline *must* be completed and approved by advisor **before** work on the product is begun.
6. The Product Timeline must cover a minimum of 4 weeks and 20 hours. **Absolute day to start project/product is August 16, 2012.** Twenty hours is a **minimum**. Please do not base your choice of project solely on this number. Remember that the project will be approved based on the **challenge** it presents for you personally, not just number of hours.
7. The third and fourth columns should be filled in each week and emailed to advisors weekly once you start the product.
8. The Product Timeline is a working document and may change as the student works on the product. Activities may be delayed. Weeks may be added if necessary.

### Product Timeline & Activity Log

Week	Task	# of Hours Rounded to the Quarter	Notes/Results/ Research/ Findings/ Questions/Reflections (at least 300 words per week)
<b>Week 1</b>			
			<b>Advisor Response (please cc this response to Vice Principal):</b>
<b>Week 2</b>			
			Advisor Response:
<b>Week 3</b>			
			Advisor Response:
<b>Week 4</b>			
			Advisor Response:
<b>Week 5</b>			
			<b>Advisor Response (please cc this response to Vice Principal):</b>
<b>Total Project Hours:</b>			
<b>Mentor's signature at beginning of project:</b>			
<b>Mentor's signature after project completion:</b>			
<b>Advisor's signature at beginning of project:</b>			
<b>Advisor's signature after project completion:</b>			
<b>Date accepted to Begin:</b>			<b>Date accepted as finished:</b>



**Presentation Special Request Form**

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Only submit if you are in need of equipment other than the standard equipment

**Standard Equipment:** DVD/VCR, LCD Projector, Dry erase board, Speakers

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Advisor: \_\_\_\_\_

Seminar: \_\_\_\_\_

**I would like to request the following for my presentation:**

\*\* Laptop will be your responsibility.

Special equipment: \_\_\_\_\_

Permission to post flyer / poster on campus

Want to post a flyer / poster on campus?

- Students are required to get administrative permission before posting any flyer or poster on the high school campus.
  - Posting are for school related events only.
  - Posting should be appropriate to KS standards.

➤ For Ho`ike Nui Products students need to get a signature from their Advisor and Administration.

- Follow the instruction for posting material on campus:
  - **Complete the form below.**
  - **Get the necessary signatures.**
  - **Fill in reason for posting flyer on Kamehameha Schools Maui Campus.**
  - **Attach a copy of your flyer or poster.**
  - **Submit the form to the high school office.**
  - **Posters that do not have administrative approval will be removed.**

➤ Upon approval, you are now able to post on the high school campus.

- Avoid posting on any walls, pillars or doors on campus.
- Use adhesive mounting putty only to post items on Glass.
- Do not use any kind of tape at any time. (Signs will be removed if tape is used).
- Ask teacher permission if posting in a classroom.
- Remove flyer after event / function.

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Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Event or announcement: \_\_\_\_\_

Date of event: \_\_\_\_\_ Time(s): \_\_\_\_\_

- Student Signature \_\_\_\_\_
- Ho`ike Nui Advisor Signature \_\_\_\_\_
- Club Advisor/Coach/Mentor (if needed) \_\_\_\_\_
- Teacher/Staff signature (English/Kumu) \_\_\_\_\_
- High School Administrator Signature \_\_\_\_\_

Reason for Posting:

\*Posters will be removed if form is not submitted

### Contact Information

Please contact your child's Academy Advisor if you have any concerns and/or questions.

Last	First	Phone	Academy	Email
Aarona-Lorenzo	Kalei	573-7214	Arts & Communication	<a href="mailto:kaaarona@ksbe.edu">kaaarona@ksbe.edu</a>
Abe	Angie	573-7265	Arts & Communication	<a href="mailto:anabe@ksbe.edu">anabe@ksbe.edu</a>
Antonio	Kapulani	573-7273	Arts & Communication	<a href="mailto:kaantoni@ksbe.edu">kaantoni@ksbe.edu</a>
Cajudoy	Brandy	573-7258	Science & Natural Resources	<a href="mailto:brcajudo@ksbe.edu">brcajudo@ksbe.edu</a>
Lau Hee	Kaao	573-7232	Science & Natural Resources	<a href="mailto:kalauee@ksbe.edu">kalauee@ksbe.edu</a>
Frampton	Kathleen	573-7275	Science & Natural Resources	<a href="mailto:kaframpt@ksbe.edu">kaframpt@ksbe.edu</a>
Haina	Kye	573-7019	Arts & Communication	<a href="mailto:kyhaina@ksbe.edu">kyhaina@ksbe.edu</a>
Hajek	Andrea	572-3152	Science & Natural Resources	<a href="mailto:anhajek@ksbe.edu">anhajek@ksbe.edu</a>
Iwamura	Duane	573-7051	Science & Natural Resources	<a href="mailto:duiwamur@ksbe.edu">duiwamur@ksbe.edu</a>
Robberson	Nancy	573-7215	Business Academy	<a href="mailto:nrobber@ksbe.edu">nrobber@ksbe.edu</a>
Laufou	Siuai	573-7059	Arts & Communication	<a href="mailto:silaufou@ksbe.edu">silaufou@ksbe.edu</a>
Lopez	Greg	573-7055	Science & Natural Resources	<a href="mailto:grlopez@ksbe.edu">grlopez@ksbe.edu</a>
Mason	Levi	573-7018	Arts & Communication	<a href="mailto:lemason@ksbe.edu">lemason@ksbe.edu</a>
Mateaki	Jared	573-7264	Bus/Info Tech	<a href="mailto:jamateak@ksbe.edu">jamateak@ksbe.edu</a>
Mossman	Keali'i	573-7061	Bus/Info Tech	<a href="mailto:kemossma@ksbe.edu">kemossma@ksbe.edu</a>
Nitta	Dale	572-3229	Arts & Communication	<a href="mailto:danitta@ksbe.edu">danitta@ksbe.edu</a>
O'Brien	Kevin	573-7281	Science & Natural Resources	<a href="mailto:keobrien@ksbe.edu">keobrien@ksbe.edu</a>
Oliver	Michael	573-7278	Bus/Info Tech	<a href="mailto:mioiver@ksbe.edu">mioiver@ksbe.edu</a>
Kane	Heonohea	573-7213	Bus./Info Tech	<a href="mailto:chkane@ksbe.edu">chkane@ksbe.edu</a>
Pa'a	Jay	573-7271	Arts & Communication	<a href="mailto:japaa@ksbe.edu">japaa@ksbe.edu</a>
Razo	Tracy	573-7010	Bus./Info Tech	<a href="mailto:trazo@ksbe.edu">trazo@ksbe.edu</a>
Romero	Camille	573-7285	Arts & Communication	<a href="mailto:caromero@ksbe.edu">caromero@ksbe.edu</a>
Sone	Phyllis	572-3233	Bus/Info Tech	<a href="mailto:phsone@ksbe.edu">phsone@ksbe.edu</a>
Support:				
Moala	Katokala	573-7244	Counselor – Class of 2013	<a href="mailto:laakeo@ksbe.edu">laakeo@ksbe.edu</a>
Delatori	Leo	572-3227	Vice Principal	<a href="mailto:ledelato@ksbe.edu">ledelato@ksbe.edu</a>
Cagasan	Lance	572-36164	9-10 Principal	<a href="mailto:lacagasa@ksbe.edu">lacagasa@ksbe.edu</a>
Kaawa	Jay-R	573-7246	Academy Principal	<a href="mailto:jakaawa@ksbe.edu">jakaawa@ksbe.edu</a>

