2014

Hōʻike Nui Guide

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Hō ʻike Nui – An Overview

What is the "*Hō ʻike Nui*"?

Traditionally, the *Hō ʻike* 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 ʻike* means "to show, to exhibit." In more modern times the word has become a noun meaning "a show, an exhibit".

Your *Hō ʻike Nui* is a research paper and product designed by <u>you</u> that demonstrates your in-depth understanding of a particular area of concentration.

Your Junior Papa Kākoʻo teacher will guide you through the research development. The Hōʻike 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 ʻike 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 ʻike Nui <u>Prerequisites</u>:

1. Student must have approved product proposals (Product application) which include:
   a. Product goals, objectives, research components.
   b. Product procedures, **costs***, and any tangible products.
2. 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 ʻike Nui* Calendar deadlines.

==***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 (as described in your product application)
- 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 Hui 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).

<u>Communication with Adults and Community Members</u>

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).**
    - <mark>Always verify receipt of an email message from your advisor/mentor.</mark>
    - Check your grammar.

<u>Roles and Responsibilities</u> *(Nā Kūlana a me Nā Kuleana)*

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.
- Submit Product application to advisor
- Maintain the *Product Action Log*.
- Asks questions when in doubt.
- Keep in <u>weekly contact</u> 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:
    - o   preview entire Hō'ike Nui assignment
    - o   guide brainstorming exercise(s)
    - o   reacquaint student with research methods and resources
    - o   help student focus and refine their research topic
    - o   guide the student's development of the Full-Sentence Outline

- o   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.
- Explain Self Reflection essay
- Review and critique student PowerPoint Presentation.
- 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 Hō'ike Nui coordinator.

Hō'ike Nui 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
March 11-15	**Advisor/advisee meeting** • discuss advisor/advisee expectations for the Hō`ike Nui • Cover product guidelines, due dates, and consequences. • discuss student research topic and product ideas, troubleshoot any challenges, and brainstorm areas for further research in the development of a product • review product guidelines and emphasize that the advisee must provide evidence of the successful completion of his/her product • introduce the Product Action Log (PAL) • discuss the function of each section of the PAL and March due date of the cover sheet • 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
April 8 - 12	**Advisor/advisee meeting** • **Due: Hō`ike Nui Application** • DUE: Product Action Log (coversheet, dates, and tasks) • discuss the implementation of the PAL and advisor expectations of the process • introduce the Hō`ike Nui Product Signatures form – due before implementation of the PAL or by April 13 at the latest
April 22-26	**Advisor/advisee meeting** • DUE: Hō`ike Nui Product Signatures form • continue to discuss the implementation of the PAL and current challenges • establish common communication expectations that reflect the advisee's PAL and their individual needs
May 6 - 10	**Advisor/advisee meeting** • discuss the Final Research Paper with advisee • assess whether the research paper provides sufficient research for the development of the product • 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
May 20 - 22	**Advisor/advisee meeting (if needed)** • DUE: Product Research Supplement worksheet (only advisees whose research papers do NOT support product development) • discuss PAL goals for the summer break and communication expectations and limitations
	Summer Break –work on your product / project

August 19 - 23	**Advisor/advisee meeting** • Discuss the PAL, progress toward product completion, and the required signatures. • review the bodies of evidence advisee plans to produce or has produced in fulfillment of their product • For advisees who have not completed their products, establish a communication plan and checkpoints that reflect the advisee's PAL and their individual needs. • ==*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.*==
August TBA	**High School Open House** • 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.
September 16 – September 20	**Advisor/advisee meeting** • DUE: Complete Product Action Log (with required signatures) • DUE: Mentor Assessment (if applicable) • DUE: Product Research Supplement worksheet (only advisees who changed their product since May 20 and whose research papers no longer support product development) • review PAL and completed product while assessing all bodies of evidence for the product
October 7 - 11	**Advisor/advisee meeting** • Discuss the expectations, development, and deadlines of the Reflective Essay, PowerPoint slide show, and the final Hō`ike Nui Presentation • 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 • assess progress made in the development of the PowerPoint and discuss improvements
October 21 - 23	**Advisor/advisee meeting** • DUE: Reflective Essay • Due: Hō`ike Nui Advisor Assessment • 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)
October 28 – November 1	**Advisor/advisee meeting** • DUE: Draft PowerPoint Presentation • DUE: Presentation Special Request form (if applicable) • present PowerPoint slide show and discuss sequence, accuracy, clarity, etc. to improve the quality of the PowerPoint • schedule further practice sessions as needed
November 12	**Hō`ike Nui Presentations** • All KSM faculty/staff In-Service
December 6	**Advisor/advisee meeting** • DUE: Hō`ike Nui Archival

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 Hōʻike 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 product does not achieve a proficient score in all assessment categories by the end of the 1st 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:

Hōʻike Nui Component	Who's your Guide?
Research Paper	Jr. Papa Kākoʻo
Product Action Log	Academy Advisor
Product	Academy Advisor
Presentation	Sr. Papa Kākoʻo/ Academy Advisor
Archival	Vice-Principal

IV. *Develop your Hō'ike Nui Product* (with your Academy Advisor)
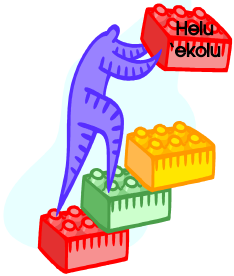
Choose a Focus of your Product

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

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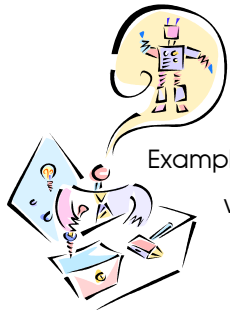
Creating Something New: A product may involve creating something new.

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.

Product Application:

Each student will need to submit a product application (Appendix C) describing the product with detailed information. The student advisor will approve the product submitted by the advisee. Group projects must be approved by administration with information regarding responsibilities and evaluation of group members. The Product application is due on April 12, 2013.

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 Hōʻike Nui. The following guidelines explain the broad requirements of a proficient product and you should consider these guidelines carefully as you complete your Product Application. Be sure that your *Product Action Log* describes the **tangible artifacts/exhibits** you described in your application including, 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 F.

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 Kākoʻo 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 E.

❑ 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 date
- 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. Hōʻike Nui Product Signatures form due on April 26, 2013 see Appendix D.

- 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*:

_____

_____

_____

*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 Completed PAL

DUE
Sept. 20, 2013
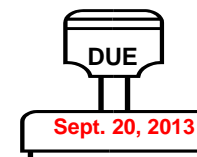
PRODUCT ACTION LOG

Post-project

Student Name:	Jerry Student
Title:	The Importance of Web Exposure for Private Business
Product:	Design a Website for Sunrise Bike Tours
Class of:	2010
Report Dates:	From 5/4/09 to 6/14/09
Mentor Name and Contact Info:	Mr. Guide, 123 Main Street, Kahului, HI 96768, (808) 555-5555, mguide@aol.com
Advisor Name:	Mr. Physical
Introduction:	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.
Purpose/Rationale:	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.

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.

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. |

Materials/Cost:	Materials: 1. Digital Camera 2. Video Camera/tape 3. Computer with Internet	Cost: 1. Free – I have one 2. Free – We have one 3. Free – I will ask the school to keep mine over the summer for my project. If can't, will use my dad's.

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. 19 , 2010 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.

Week	Task	# of Hours Rounded to the nearest Quarter	Notes/Results/ Research/ Findings/ Questions/Reflections (at least 300 words per week)
Week 1 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. 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.) 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. I emailed Mr. Guide, but I haven't heard back from him.
	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	
	3. Get his Webspace URL and any necessary passwords. If he doesn't have one yet, help him to set it up.	1	
	4. Make appointments to go on 2 rides next week.	.25	
	5. Call/email Mr. Guide at the end of the week with questions I have.	.25	Advisor Response **(please cc this response to supervisor)**: 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: www.helpwithdesign.com if you have any more trouble in the future. It's pretty helpful.
Week 2 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

			were really great about posing for pictures and getting filmed.
			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. .
			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.
	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	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.

Week 3 6/1/09 to 6/7/09	1. Design 4 more pages. Place the elements where they belong on these pages, including all text and visual images.	10	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.
			    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.
			    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.
			    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.

	2. Get with Mr. Sunrise to get his feedback so far. Take notes (evidence).	0	Advisor Response: Keep up the good work. It sounds like you are right on track.

Week 4 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	
	3. Contact Mr. Sunrise to take a look at the final product. Take notes and make any changes he wants. Fix any glitches.	.5	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.
	4. Invite Mr. Guide/my advisor to look at my site and give me feedback	.25	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! 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 **(please cc this response to supervisor)**: 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!

Week 5 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 35th 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*_____

Hō`ike Nui Mentor Assessment

Student's Name _____

Scoring	Exemplary (4)	Proficient (3)	Partially Proficient (2)	Needs Work (1)
Time Commitment	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	4	3	2	1
Enthusiasm/Attitude	The student was enthusiastic about learning new things, readily participating in numerous activities and suggesting additional tasks to accomplish.			
Circle one	4	3	2	1
Professionalism/ Maturity	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	4	3	2	1
Personal Growth	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	4	3	2	1

Comments:

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, 20 2013.

Hō`ike Nui Academy Advisor Assessment

Student's Name _____

Scoring	Exemplary (4)	Proficient (3)	Partially Proficient (2)	Needs Work (1)
Initiative	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
Commitment	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
Communication	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

Comments:

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 23, 2013.

Average Score _____

APPENDIX

<u>Primary Source - The Interview</u>

<u>How to Set Up an Interview</u>

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.

Hōʻike Nui Product Rubric

STUDENT NAME: _____ **GRADE:** _____

	SUCCESSFUL COMPLETION		HAS NOT COMPLETED		
	EXEMPLARY	**PROFICIENT**	**PARTIALLY PROFICIENT**	**NEEDS WORK**	**NOT SUBMITTED**
TIME	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.
	20 – 17	**16 – 14**	**13 – 6**	**5 – 1**	**0**
LEARNING OVER TIME AND DEPTH OF KNOWLEDGE	Chooses a challenging product representing a significant learning over time. Implementation is challenging and provides significant opportunity fore 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.
	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.
	40 – 34	**33 – 26**	**25 – 12**	**11 – 1**	**0**

ETHICS	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.
	10 – 9	**8 – 7**	**6 – 3**	**2 – 1**	**0**

	SUCCESSFUL COMPLETION		**HAS NOT COMPLETED**		
QUALITY OF WORK AND EFFORT	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.
	30 – 26	**25 – 22**	**21 – 10**	**9 – 1**	**0**
	100 – 86 EXEMPLARY	**85 – 70 PROFICIENT**	**69 – 31 PARTIALLY PROFICIENT**	**30 – 1 NEEDS WORK**	**NOT SUBMITTED**

Academy Advisor's signature _____

Approved to present   Yes   NO   (please circle)

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

2014 Hōʻike Nui
Due: April 12, 2013

Product Application Packet

Hōʻike Nui Product

You have reached the point in the process where you are ready to begin your Hōʻike Nui Product. This application will assist you in declaring your idea, timeline and outcome for your product.

Requirement

Completed Product must meet the following requirements:

1. Time: 20 hours minimum during completion of the product (start to finish).
2. Link to research paper – Demonstrate an adequate and relevant link to the research topic.
3. Detailed Product Action Log submitted and accepted by advisor at the required deadline.
4. Digital Archiving of all required items, including:
   a. Final Research Paper
   b. Full Sentence Outline
   c. Final Product Action Log (PAL)
   d. Reflection Essay
   e. Final Power Point Presentation
5. Product application approved by advisor before start of product.

Expectation

Each student must accept responsibility for the planning, direction and following through their product to its successful completion. Student will need to show documentation of their progress during the time needed to complete their product.

Approvals

Before you start:

Your product application must be approved by your advisor before the product is started. Any work completed prior to the approval will not be counted towards the 20 hours required for the product. Group projects must be approved by high school administration:

Product Description

Concept:

I) What is your focus:
- a. Academic Interest ____
- b. Community Service ____
- c. Personal Challenge ____
- d. Learning a New Skill ____
- e. School Service ____
- f. Creating Something New ____
- g. Research ____

II) Describe the product you plan to do:

III) Who will this benefit?

IV) My product will be of benefit to this group because:

(if needed) This product concept was discussed with the organization:

Name: _____

Title: _____

Contact Information _____

This concept was discussed with my parent on _____ (date)

Planning Details

1) Plan your work by describing the present condition, the method, materials to be used, support staff/volunteers needed.

2) List expected evidence/documentation/artifacts during the product process: (Each item listed here will be submitted to your advisor)

Assessment & Timeline

You must have all relevant parts of your product assessed and presented to your advisor in an organized manner.

I) How do you plan to have your product evaluated to measure the effectiveness:

II) Which parts of the product is in need of an evaluation:

III) List your timeline from start of product to completion date:
(Must include a start date, mid-point review date, end date)

V) How does the product connect with your research paper:

Group Product Declaration

Those students who are planning to complete their product within a group will need to complete this page:

I) Who will be working on the product with you:

II) What will be your responsibility in this product:

III) What will be the responsibility of your group member:

IV) How will each group evaluate the effectiveness of the group members: (explain in detail)

V) Agreed process each group member will use to express concerns over the progress of the product and individual contributions:

Approvals

Your product idea must be approved by your advisor before work can begin.

<u>Single Product Approval Signatures:</u>

Parent Signature: _____
      Date: _____

Advisor Signature: _____
      Date: _____

<u>Group Product Approval Signatures:</u>

Parent Signature: _____
      Date: _____

Advisor Signature: _____
      Date: _____

Administration Approval: _____
      Date: _____

Hō'ike Nui Product Signatures

By *, April 26, 2013,* 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: _____
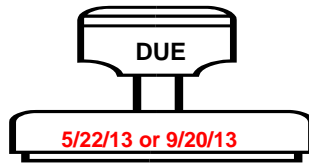
DUE

5/22/13 or 9/20/13

Product Citation Supplement

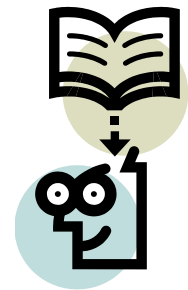Students whose research paper already supports their product need not submit this form

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?

_____

_____

_____

_____

_____

_____

_____

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?

_____

_____

_____

_____

_____

_____

_____

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?

_____

_____

_____

_____

_____

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?

_____

_____

_____

_____

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?

_____

_____

_____

_____

_____

*Authorized persons for verifying website:
    Mrs. Ho, Mr. Delatori or your Advisor

Due: April 12, 2013

Production Action Log

Student Name:	
Title:	
Product:	
Class of:	
Report Dates:	
Mentor Name and Contact Info:	
Advisor Name:	
Introduction:	
Purpose/Rationale:	
Materials/Cost: (all costs are the responsibility of the family)	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 Due: 9/20/13

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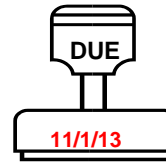
Presentation Special Request Form

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.

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	kaaarona@ksbe.edu
Abe	Angie	573-7265	Arts & Communication	anabe@ksbe.edu
Antonio	Kapulani	573-7273	Arts & Communication	kaantoni@ksbe.edu
Cajudoy	Brandy	573-7258	Science & Natural Resources	brcajudo@ksbe.edu
Lau Hee	Kaeo	573-7232	Science & Natural Resources	kalauhee@ksbe.edu
Frampton	Kathleen	573-7275	Science & Natural Resources	kaframpt@ksbe.edu
Haina	Kye	573-7019	Arts & Communication	kyhaina@ksbe.edu
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Iwamura	Duane	573-7051	Science & Natural Resources	duiwamur@ksbe.edu
Robberson	Nancy	573-7215	Business Academy	nrobber@ksbe.edu
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Mateaki	Jared	573-7264	Bus/Info Tech	jamateak@ksbe.edu
Mossman	Keali`i	573-7061	Bus/Info Tech	kemossma@ksbe.edu
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O'Brien	Kevin	573-7281	Science & Natural Resources	keobrien@ksbe.edu
Oliver	Michael	573-7278	Bus/Info Tech	mioliver@ksbe.edu
Kane	Heonohea	573-7213	Bus./Info Tech	chkane@ksbe.edu
Pa`a	Jay	573-7271	Arts & Communication	japaa@ksbe.edu
Razo	Tracy	573-7010	Bus./Info Tech	trrazo@ksbe.edu
Romero	Camille	573-7285	Arts & Communication	caromero@ksbe.edu
Sone	Phyllis	572-3233	Bus/Info Tech	phsone@ksbe.edu
Support:				
Akeo	Ladd	573-7048	Counselor – Class of 2014	laakeo@ksbe.edu
Delatori	Leo	572-3227	Vice Principal	ledelato@ksbe.edu
Cagasan	Lance	572-36164	9-10 Principal	lacagasa@ksbe.edu
Kaawa	Jay-R	573-7246	Academy Principal	jakaawa@ksbe.edu