# **Te Reo Maori Kūki ‘Airani – Level 1 Course Outline 1**

# Guide to aid teacher planning only – designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programme and are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest.

|  |  |  |
| --- | --- | --- |
| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| Be exposed to, practice, and enjoy experimenting with a wide range of spoken, written, and visual TL  Be exposed to key values of **Lea Faka-Tonga** culture, such as Faka’apa’apa, Tauhi Vā, Loto tō, mamah’ii, me’all’ofa  Recognise that language acquisition involves sustained, repeated practice and explore ways to engage actively and effectively in this practise  Recognise that consistently taking risks and making mistakes when trying out an emerging set of communicative skills are valuable language learning tools  Connect with those outside the classroom to explore and learn from the community and from examples of Pacific success  Explore how language and culture affect, and work together in, communication.  **At Curriculum Level 6, students will:**  Engage with, and make meaning of, a variety of short text types in everyday contexts  explore language commonly used to express personal information and ideas related to everyday situations  develop communicative skills to present simple information and interact with others in a range of predictable contexts  develop a foundational awareness of and use the key building blocks and patterns of the language, including pronunciation and stress, appropriate register, and structure  acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language  participate in activities which use, promote, and celebrate the target language  explore links to own heritage to deepen sense of personal identity  engage with the traditions, belief systems, and practices of Kuki Airani culture | ***Toku Enua – My Island***  ***“No ea mai koe?”***   * Students learn to talk about where they and their family members are from and to converse with others on the same topic. * Students draw on prior learning in junior school to revise the vocabulary and sentence structures needed to identify someone, say where someone or something is from, and describe what people are doing * Students research the best methods for effective language learning. Findings are shared and class decides on a number of different techniques to try out during the year (eg goal setting, flashcards for vocabulary, connecting words to images and movement, ways to get daily exposure to the language) * Focus on the Cook Islands – students make meaning and practise using the language to describe the different islands in terms of: location, geography, names, history, unique attributes or cultural practices, anthems and common activities (eg Aitutaki/Araura Enua o Ru ki te Moana/Ru the Discoverer/How the Island is set up into eight villages; Mangaia/A’ua’u/Nga Ono o Mangaia-Numangatini /Mamio [Taro]; Rarotonga/ Tumutevarovaro/   Story of Tangiia and Karika/Nga Vaka o Rarotonga)   * Students prepare a presentation about their island or ancestral homeland: this might include a pe’e, an imene of significance to their island, and how they are connected to the island.   *This topic may develop skills relevant to the assessment of:*   * *1.1 Interact in Te Reo Maori Kūki ‘Airani about everyday topics* * *1.2 Use Te Reo Maori Kūki ‘Airani to communicate information in a cultural context* * *1.3 Show understanding of spoken Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics* | 5 weeks |
|
| **Turou – The welcoming process**   * Learning about what a turou is and its different elements and roles: Pe’e (chant), the Turou (welcome), te aka’eianga (presenting of flower leis), Pure Ngutuare (Devotion), ariki’anga i te manu’iri (hosting of the guests) * Going through different pe’e and unpacking the specific language features, meanings, and purposes of different pe’e. Looking at the specific language elements of other parts of the turou, including actions and body language * Making of ei to present as gifts in the turou: simple descriptive language (size, shape, colour); simple instructional language; structures needed to explain why we give ei or how the ei change to suit the needs of the occasion * Language of greeting, welcoming, acknowledging people and thanking; use of formal types of speaking. * Ariki’anga manu’iri: language of hospitality - vocabulary and structures for inviting, food and food preparation, asking for and requesting things, giving and following instructions in the preparation of a reception * Conversation practice: students discuss the organisation of a turou - who will do each role, where and when it will take place, what preparations will be made, how each person will help   *This topic may develop skills relevant to the assessment of:*   * *1.1 Interact in Te Reo Maori Kūki ‘Airani about everyday topics* * *1.2 Use Te Reo Maori Kūki ‘Airani to communicate information in a cultural context* * *1.3 Show understanding of spoken Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics* | 5 weeks |
| **Toku Papa’anga – My genealogy**  In learning their genealogy, students will be able to make links to people and places, see the significance of names, and the meanings behind names, “topa/tapa” ingoa: giving of names.   * Formal Kia Orana, formal greetings, the use of pe’e to make connections to your audience, as well as to introduce yourself and your lineage. * Strengthen “Ko” sentence structures, possessives around toku and taku in relation to family, extending and building upon vocabulary of “koputangata”- family. * Dictionary activity – how to make the best use of cookislandsdictionary.com * Listening and reading comprehension texts: why people were given their name, description of family genealogy and connections * What is in a name? Looking at meanings of names, being able to ask questions and to respond to questions about names and family. * Focus on sentences used to explain family, Kua noo a Mere ki a Tere, anau mai ta raua, or looking at the different ways you can express your family tree. Encourage three or four generations (as a starting point).   *This topic may contribute evidence towards the assessment of:*   * *1.1: Interact in Te Reo Maori Kūki ‘Airani about everyday topics*   *This topic may develop skills relevant to the assessment of:*   * *1.2 Use Te Reo Maori Kūki ‘Airani to communicate information in a cultural context* * *1.3 Show understanding of spoken Gagana Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics.* | 4weeks |
| **“Ka Pure Tatou” – Let us pray**  In learning the history of the missionaries, and the importance of faith to Cook Islands culture, students will see the impact of Christianity across everyday Cook Islands living.   * Students engage with very simple texts recounting the history of the missionaries throughout the Cook Islands and what changes they brought. Grammar focuses on how to construct sentences to reference the past and how to describe a simple sequence of past events. * Review of effective language learning techniques adopted earlier in the year; students discussion their usefulness and agree on which established techniques to continue and which new techniques to try in the remainder of the year. * Language development: vocabulary related to religious practice, services and holidays; connectors for sequencing events * Students read and make meaning of a short text about how Gospel Day is celebrated on Aitutaki; they practise writing paragraphs on what they saw happen or did during a religious celebration they may have observed or participated in. * Students engage with practice around prayers: The Lord’s prayer, grace, opening prayer, closing prayer, leading a prayer, leading a family devotion; How to lead a pure ngutuare: introduction, hymn, reading, message, and prayer.   *This topic may contribute evidence towards the assessment of:*   * *1.1 Interact in Te Reo Maori Kūki ‘Airani about everyday topics*   *This topic may develop skills relevant to the assessment of:*   * *1.3 Show understanding of spoken Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics*     ***Work covered across all topics thus far contributes to the summative assessment of:***  *1.2 Use* Te Reo Maori Kūki ‘Airani *to communicate information in a cultural context* | 5 weeks |
| **Taku Apii – My School**  In learning through the context of the students’ school, they will be able to identify, explain, and describe aspects of their school.   * Develop vocabulary around school: subjects, teachers, places, facilities, objects, times and activities within the school environment. * Listening and reading comprehension: texts describing different schools in different locations; comparison between school in the Cook Islands and school elsewhere * Language focus on comparative and descriptive structures * Students discuss subject likes and dislikes (E mea meitaki no te mea, kare au e mataora ana i te …) and practise justifying responses using appropriate conjunctions (‘Noatu, no te mea’ etc) * Students practice asking, answering and justifying what subjects they want to study in the following year - introduce future thinking using KA and KIA.   ***Evidence collected thus far contributes to the summative assessment of:***   * *1.1: Interact in Te Reo Maori Kūki ‘Airani about everyday topics*   *This topic may develop skills relevant to the assessment of:*   * *1.3 Show understanding of spoken Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics*   ***The skills developed across all topics contributes to the summative assessment of:***  *1.3 Show understanding of spoken* Te Reo Maori Kūki ‘Airani *related to everyday contexts* | 4 weeks |
| **“Aere mai ki te kainga” – Come home**  In learning through the context of the home, the students will be able to describe surroundings, talk about routine activities and lead someone to a place.   * Develop vocabulary related to the home: ngutuare, kainga, pia moe, pia pa’’, pi’a noonoo’anga, etc * Engage with the language needed to describe daily activities in the home, interact with others in the kitchen/during meals, and talk about important dos and don’t’s * Focus on directional language - ‘atu, mai, ki runga, ki raro, i rotopū, i te pae, i te mataara - and locational language * Students use visual prompts (maps, photos) to ask for and give directions on how to get to their homes or the homes of others * Students follow and create ‘treasure hunt’ clues to locate objects within a space * Students work in pairs to listen to each other’s descriptions of different homes and to represent those descriptions through drawing.   ***Evidence collected thus far contributes to the summative assessment of:***   * *1.1: Interact in Te Reo Maori Kūki ‘Airani about everyday topics*   *This topic may develop skills relevant to the assessment of:*   * *1.3 Show understanding of spoken Te Reo Maori Kūki ‘Airani related to everyday contexts* * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics*   ***The skills developed across all topics contributes to the summative assessment of:***  *1.3 Show understanding of spoken* Te Reo Maori Kūki ‘Airani *related to everyday contexts* | 4 weeks |
| **Te Iti tangata o toku Enua – Our Migration Stories**   * Further language focus on past tense constructions, time references and sequencing devices, question and answer structures related to past events (when, where, how, how long, with whom, why), expression of feelings, vocabulary of travel * Parents, grandparents, or other community figures who can share a migration story are invited to class. Students listen, explore, and ask questions. * Students choose a special person (grandmother, grandfather, parent, other relative, friend, famous figure) to research then write about an important journey they went on, eg migration to or from a different place. Include details such as who the person is/was, when they made the journey, where they journeyed to/from, how they made the journey, why they made the journey, something important that happened during the journey or after they arrived. * Students practise conversations with each other about trips they have been on or want to take.   *This topic may develop skills relevant to the assessment of:*   * *1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics*   **The skills developed across all topics contributes to the summative assessment of:**   * 1.4 Write in Te Reo Maori Kūki ‘Airani to communicate information on everyday topics | 5 weeks |