# **Gagana Sāmoa 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.

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| **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**  |
| **Across all levels, students will:** be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual TLbe exposed to key values of **Gagana Sāmoa** culture, such as alofa, vā, fautasi, fa’asinomaga, tautuarecognise that language acquisition involves sustained, repeated practice and explore ways to engage actively and effectively in this processrecognise that consistently taking risks and making mistakes when trying out an emerging set of communicative skills are valuable language learning toolsconnect with those outside the classroom to explore and learn from the community and from examples of Pacific successexplore 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 Sāmoan culture. | This course outline uses the niu (coconut tree) as a metaphorical device to structure the teaching. It reflects the essential importance of the coconut to traditional Sāmoan society.**Niu – the essence of life in Sāmoa****Learning and talking about the self**1. *Gafa o le Niu – O lo’u olaga – o a’u ma lo’u aiga; Niu genealogy – my life – me and my family*
2. *Tala o le niu – fa’asinomaga – o ai a’u? Niu stories – identity – who am I?*
3. *Mafua’aga o le niu – tala’aga – o lo’u tupu’agaNiu origins – history – my ancestry*
4. *Lau o le Niu – o lo’u olaga – tuputupu a’e i Niu Sila Niu leaves (reaching/branching out) – my life – my upbringing in New Zealand*

**Learning activities:*** Revision and extension exercises on numbers, days, months, greetings, farewells.
* Family tree – written, spoken: who is in my family?
* Spoken self-introduction.
* Conversation with a partner about family.
* Listen to descriptions of others’ family members; written activities to describe one’s own family.
* Profile about self – written, drawn, online.

*This topic may develop skills relevant to the assessment of:* * *1.1 Interact in Gagana Sāmoa about everyday topics*
* *1.2 Use Gagana Sāmoa to communicate information in a cultural context*
* *1.3 Show understanding of spoken Gagana Sāmoa related to everyday contexts*
* *1.4 Write in Gagana Sāmoa to communicate information on everyday topics*
 | 5 weeks |
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| **Niu – functions of the tree****This looks at the student and their role in their immediate environment***vaega o le niu – a’a, tino, lau, fua; , Parts of the Niu – roots, body, leaves, fruits*1. *a’a – aiga; lotoifale roots – family internal*
2. *tino – aiga; feau masanibody – family everyday chores*
3. *lau – aiga; faialeaves – family relationships*
4. *fua – aiga; siosiomaga fruits – family environment*

**Learning activities:*** Reading and listening comprehension texts on family life: roles, duties, and relationships.
* Writing on family life.
* Compare and contrast home life and activities with peers and classmates. Practice of question-and-answer structures.
* Video on life of a Sāmoan student in Sāmoa or New Zealand.
* Songs and poems about Sāmoan personal, family, and village lifestyle.

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 | 5 weeks |
| **Niu – different parts and their purpose to the tree****Different aspects of Sāmoan life including history, language and entertainment***tino – oganiu, lagolago, pou, saipua’a, fola,ta tulaga, va’aitau, nofoa palagi, laulau palagi**body – trunk; lagolago – supporting logs; pou – posts; saipua’a – pen; fola – floor; ta tulaga – positionality; va’aitau – detector of enemies; nofoa palagi – chair; laulau palagi – table*1. *Sāmoa – oganiu – o lo’u nu’u i Sāmoa, o lo’u nu’u i Niu Sila Sāmoa – trunk – my village in Sāmoa and New Zealand*
2. *Sāmoa – pou – o mea na tutupu i Sāmoa Sāmoa – posts – Sāmoan history*
3. *Sāmoa – fola – Vaiaso o le Gagana Sāmoa Sāmoa – foundation – Sāmoan Language Week*
4. *Sāmoa – ta tulaga – la’u aganu’u Sāmoa – fa’afiafiagaSāmoa – positionality – my Sāmoan cultural entertainment*

**Learning activities:*** YouTube – Sāmoan history, pre-Christianity, post-Christianity, modern day, key events, key people.
* Engagement with simple written texts describing important historical figures and what they did or important historical events and what occurred.
* Scaffolded sentence completion: students finish sentences in Gagana Sāmoa which 1) describe key people and events 2) compare life in Sāmoa and in Aotearoa New Zealand; tasks include reordering muddled sentences, matching beginnings and endings of phrases, and filling in missing words.
* General introduction to Mau movement, Sāmoan Independence.
* Create a simple profile of a significant person or a key event in Sāmoan history and present this to the class (Tautalaga) along with a personal response.
* Focus on language needed to organise a future event: when will it be, where will it take place, who will be invited, what the activities will be, what food will be provided, what we will do to help.
* Dance workshops. Students engage with the language to describe dance styles.
* Songs – Sāmoa e, maopoopo mai.

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 | 6 weeks |
| **Niu – efficacy of the Niu to people and environment** **Relationships and effects on the self through different connections***Pola – curtains; fala – mat; launiu – leaf; laupolapola – fan; salulima – standing broom; salu – sweeping broom; pulou – hat*1. *O a’u ma la’u a*

*Me and school*1. *O mea ou te fiafia iai*

*My likes*1. *O a’u ma a’u uo*

*Me and my friends*1. *O a’u ma la’u talitonuga (ekalesia)*

*My belief (church/spiritual connection)* 1. *O a’u ma lo’u aiga potopoto*

*Me and my extended family*1. *O a’u ma ta’aloga*

*Me and sports* 1. *O a’u ma le siosiomaga*

*Me and my surroundings* **Learning activities*** Mindmap personal connections and links, (eg to family, friends, school, church, sports, other extra-curricular activities, community, environment); learn related vocabulary; students write sentences linked to each sphere which describe an activity they completed or an experience they had.
* Engagement with written and spoken texts in which young people talk about what they enjoy and value about the different areas of their life.
* Listen to discussion of Sāmoan values and how they connect to actions in everyday life.
* Create and present a profile on a personal hero: celebrity, friend, or family member, including reasons for the choice of that person (what values do they represent?)
* Conversation practice: personal likes and dislikes related to school or family activities, including reasons; what is important to you now and for the future; plans for study choices in the following year and life after school.

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*This topic may develop skills relevant to the assessment of:* * *1.3 Show understanding of spoken Gagana Sāmoa related to everyday contexts*
* *1.4 Write in Gagana Sāmoa to communicate information on everyday topics*

***Work covered across all topics thus far contributes to the summative assessment of:**** *1.2 Use* Gagana Sāmoa *to communicate information in a cultural context*
 | 6 weeks |
| **Niu ma le aganu’u****Niu and the use in Sāmoan culture***tootoo – o la’u gagana tautala – staff – my spoken language**launiu – o fe’au masani; o fe’au mo malo asiasi – leaf – everyday chores when guests arrive*1. *Fue – o a’u ma la’u tautua fue*

*Me and my Sāmoan service* **Learning activities:*** Reading the story of Sina and the eel, and answering the questions that follow.
* Vocabulary building – cultural protocols, different types of tautua (eg chores or service in the home), everyday versus respectful terms. Investigation of flashcards and other techniques to acquire new words and expressions.
* Mix and match tautua with everyday activities.
* Listening to descriptions and presentations of cultural protocols, eg listening to the cultural invitation to eat
* Writing about different types of tautua in everyday contexts (eg chores in the home, other types of service).
* Presenting what tautua looks like. Explaining and expressing ideas about tautua.
* Writing a manual for non-Sāmoans: do’s and don’ts of tautua
* Songs and poems – eg O le Tofi o Tamatane.
* Basic proverbial expressions.

***Evidence collected thus far contributes to the summative assessment of:**** *1.1: Interact in Gagana Sāmoa about everyday topics*

*This topic may develop skills relevant to the assessment of:* * *1.3 Show understanding of spoken Gagana Sāmoa related to everyday contexts*
* *1.4 Write in Gagana Sāmoa to communicate information on everyday topics*

***The skills developed across all topics contributes to the summative assessment of:**** *1.3 Show understanding of spoken* Gagana Sāmoa *related to everyday contexts*
 | 5 weeks |
| **Niu ma teuga – Niu and its decorative functions****Important cultural events**1. *ula o le fale – o le aganuu masani i totonu o aigaThe house leis – usual customs in the family/home*
2. *teu o le falesa – o le aganuu masani i totonu o ekalesiaChurch decorations – the usual practice in churches*
* Building vocabulary and expressions to refer to occasions and reasons guests, family, and people come to visit.
* Reading about and listening to short descriptions of family celebrations
* Conversations around experiences of events, celebrations, birthdays, and cultural activities.
* Create a chart or table of important events that occur throughout the year: what happens, who attends, what roles there are, what the dress code is, the do’s and don'ts
* Make invitations for an event: informal oral and formal written
* Present a review of an important event attended: what was memorable, what was enjoyable and why, what you would change in the future

*This topic may develop skills relevant to the assessment of:* * *1.4 Write in Gagana Sāmoa to communicate information on everyday topics*

**The skills developed across all topics contributes to the summative assessment of:** * 1.4 Write in Gagana Sāmoa to communicate information on everyday topics
 | 5 weeks |