# **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**  |
| **At all Curriculum Levels, students will:**Engage with others respectfully when communicating and exchanging information, ideas, and opinions Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in **Gagana Sāmoa** Be exposed to the key values of Samoan culture such as alofa, fa’aaloalo, fa’asinomaga, and tautua Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes  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:** Communicate in **Gagana Sāmoa** in everyday contextsEngage with, and make meaning of, short text types Explore language used to express personal information, ideas, and opinionsDevelop communicative skills to share simple information, ideas, and opinions in a range of predictable situations Develop a foundational awareness of and use the key linguistic building blocks and patterns of language, including pronunciation and stress, appropriate register, and structureAcquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar languageParticipate in activities that use, promote, and celebrate **Gagana Sāmoa**Explore links to their own heritage to deepen their sense of personal identityEngage with the traditions, belief systems, and practices of Samoan culture. |  **Niu - the essence of life in Samoa**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 Samoan society.**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 Aotearoa New Zealand*

**Learning activities:*** Revision and extension exercise(s) 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.

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 | 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 Samoan student in Sāmoa or Aotearoa New Zealand.
* Songs and poems about Samoan personal, family, and village lifestyle.

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| **Niu - different parts and their purpose to the tree****Different aspects of Samoan 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** *Sāmoa - oganiu - o lo’u nu’u i Sāmoa, o lo’u nu’u i Niu Sila Sāmoa - trunk - my village in Sāmoa and Aotearoa New Zealand*
* *Sāmoa - pou - o mea na tutupu i Sāmoa Sāmoa - posts - Samoan history*
* *Sāmoa - fola - Vaiaso o le Gagana Sāmoa Sāmoa - foundation – Gāgana Sāmoa Language Week*
* *Sāmoa - ta tulaga - la’u aganu’u Sāmoa - fa’afiafiagaSāmoa - positionality - my Sāmoan cultural entertainment*

**Learning activities:*** YouTube - Samoan 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 Samoa 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, Samoan Independence.
* Create a simple profile of a significant person or a key event in Samoan 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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| **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** *O a’u ma la’u a*
	+ *Me and school*
* *O mea ou te fiafia iai*
	+ *My likes*
* *O a’u ma a’u uo*
	+ *Me and my friends*
* *O a’u ma la’u talitonuga (ekalesia)*
	+ *My belief (church/spiritual connection)*
* *O a’u ma lo’u aiga potopoto*
	+ *Me and my extended family*
* *O a’u ma ta’aloga*
	+ *Me and sports*
* *O a’u ma le siosiomaga*
	+ *Me and my surroundings*

**Learning activities*** Mindmap personal connections and links, (e.g. 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 Samoan 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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| **Niu ma le aganu’u****Niu and the use in Samoan 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** *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 (e.g. 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, e.g. listening to the cultural invitation to eat
* Writing about different types of tautua in everyday contexts (e.g. chores in the home, other types of service).
* Presenting what tautua looks like. Explaining and expressing ideas about tautua.
* Writing a manual for non-Samoans: do’s and don’ts of tautua
* Songs and poems - e.g. O le Tofi o Tamatane.
* Basic proverbial expressions.

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| **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

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