# **Gagana Sāmoa Level 1 Course Outline**

# 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.

Context

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest. Therefore, individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.

This Course Outline encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts that meet the language expectations of Curriculum Level 6. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: The suggested order of units in this Course Outline is an example of how a year-long Gagana Sāmoa course could be constructed. Teachers could customise this Course Outline to suit the needs of their contexts.

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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.All learning activities throughout the year develop understanding of the language required for assessment of all Achievement Standards. | **Duration** Total of 32 weeks   |
| For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest. Therefore, individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.**Across all Levels:**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**Curriculum Level 6:**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 SāmoaExplore 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 SāmoaThis 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.**Suggested language learning and activities*** *Gafa o le Niu - O lo’u olaga - o a’u ma lo’u aiga* – *Niu genealogy - my life - me and my family*
* Read, view, and listen to information, ideas, and opinions about each other’s families.
* Communicate in spoken, written, or a combination of spoken and written Gagana Sāmoa about your family.
* *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*
* Revise vocabulary related to numbers, days, months, greetings, and farewells.
* *Tala o le niu - fa’asinomaga - o ai a’u? – Niu stories - identity - who am I?*
* Give a spoken, written, or mixed mode of self-introduction with reference to events or experiences in the moment and beyond the immediate context.
* Create an online self-profile containing written and spoken content, images/drawing.
* *Mafua’aga o le niu - tala’aga - o lo’u tupu’aga* – *Niu origins - history - my ancestry*
* Draw a family tree and describe who is in your family. Provide details about family members with reference to events or experiences in the moment and beyond the immediate context.
 | 5 weeks |
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| Niu – functions of the treeThis 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***Suggested language learning and activities***lau - aiga; faia* – *leaves - family relationships**fua - aiga; siosiomaga* – *fruits - family environment* *tino - aiga; feau masani* – *body - family everyday chores* * Compare and contrast home life and activities with peers and classmates. Practice structures for asking and answering questions.
* Read, listen to, and view texts about family life, covering aspects such as roles, duties, and relationships.
* Write about your family life, for example roles, duties, and relationships.

**Suggested intercultural learning (this is not to be assessed)***a’a - aiga; lotoifale* – *roots - family internal** Engage with songs and poems about Samoan personal, family and village lifestyles.
* Engage with multimedia resources about Samoan students in Sāmoa or Aotearoa New Zealand.

**Students can attempt to record Interaction opportunity #1: Talanoaga e fa'atatau i 'āiga ma uō – My family and friends in 1.1 Assessment Activity A,** **Va nonofo ai — Relationships**. | 5 weeks |
| Niu – different parts and their purpose to the treeDifferent 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***Suggested language learning and activities***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** Compare daily life in Sāmoa and Aotearoa New Zealand using scaffolded sentence completion; tasks may include reordering muddled sentences, matching phrases, and completing missing words.

*Sāmoa - fola - Vaiaso o le Gagana Sāmoa* – *Sāmoa - Foundation – Gagana Sāmoa Language Week**Sāmoa - ta tulaga - la’u aganu’u Sāmoa - fa’afiafiaga* – *Sāmoa - Positionality - My Samoan cultural entertainment* * Engage with language used to describe movement of the body to explain how to perform actions, such as dance.
* Communicate information, ideas, and opinions about Gagana Sāmoa Language Week, for example activities, events, performances, and dance workshops. Describe your experience with performing and learning cultural activities and explain how to perform them.
* 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.
* Engage with aural texts such as songs, for example *Sāmoa e*, *maopoopo mai*.

**Suggested intercultural learning (this is not to be assessed)***Sāmoa - pou - o mea na tutupu i Sāmoa* – *Sāmoa - Posts - Samoan history** Research significant events and historical figures in Samoan history, such as the Mau movement, Samoan Independence, and history pre- and post-Christianity.
* Comprehend simple written texts describing important historical figures and what they did or important historical events and what occurred.
* Create and share a simple profile of a significant person or a key event in Samoan history with the class (Tautalaga) with a personal response.

**Students can attempt 1.2 Assessment Activity B Samoan cultural context or Assessment Activity C, Siva Sāmoa — Samoan dance.**  | 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***Suggested language learning and activities***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 lo’u aiga potopoto – Me and my extended family**O a’u ma ta’aloga – Me and sports** Create a diagram of personal connections and relationships you have in different areas of your life (these may include family, friends, school, church, sports, extra-curricular activities, community, and environment) and refer to experiences or events in each area.
* Read, listen to and view written/spoken texts or multimedia resources about young people sharing their ideas about what they enjoy and value in different areas of their lives.
* Create and share a profile on a personal hero such as a celebrity, friend, or family member. Include reasons why you chose that person, which may include values they represent.
* Conversation practice on topics such as personal likes and dislikes related to school or family events or experiences, including reasons; what is important to you now and for the future; plans for study choices in the following year and life after school.

**Suggested intercultural learning (this is not to be assessed)***O a’u ma le siosiomaga – Me and my surroundings**O a’u ma la’u talitonuga (ekalesia) – My belief (church/spiritual connection)** Engage with resources about Samoan values and their connections to actions in everyday life.

**Students can attempt to record Interaction opportunity #2: Aso/Vaiaso Faailogaina i le Aoga – School event in 1.1 Assessment Activity A, Va nonofo ai — Relationships. Select the two recordings from 1.1 Assessment Activity A for final submission.** | 6 weeks |
| Niu ma le aganu’uNiu and the use in Samoan culture.**Suggested language learning and activities***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 Samoan service* * Investigate language learning strategies and techniques such as flashcards and share with your class.
* Mix and match tautua with everyday activities.
* Read, listen to and view texts and descriptions of cultural protocols, eg cultural invitation to eat.
* Write about different types of tautua in everyday contexts (eg chores in the home, other types of service).
* Explain what tautua is using spoken, written, or a combination of Gagana Sāmoa.
* Write a resource explaining what is and isn’t allowed according to tautua.
* Engage with aural and written texts, including songs and poems such as *O le Tofi o Tamatane.*
* Read the story of *Sina and the Eel* and complete comprehension activities.
* Basic proverbial expressions.
* Vocabulary associated with tautua, such as everyday terms and respectful terms.
* Understand cultural protocols and different types of tautua, such as chores or service in the home.
 | 5 weeks |
| Niu ma teuga – Niu and its decorative functionsImportant cultural events.*ula o le fale – o le aganuu masani i totonu o aiga – The house leis - usual customs in the family/home**teu o le falesa – o le aganuu masani i totonu o ekalesia – Church decorations - the usual practice in churches***Suggested language learning and activities*** 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.
* Share ideas, information, and opinions about events you have experienced, such as celebrations, birthdays, and cultural activities.
* Create a chart or table of important events that occur throughout the year. Describe what happens, who attends, what roles there are, dress codes, and appropriate behaviours.
* Make invitations for an event in different modes, such as an informal oral invitation or a formal written one.
* Present a review of an important event attended: what was memorable, what was enjoyable and why, what you would change in the future.

**Students can attempt to record Interaction opportunity #3: Fuafuaina o se galuega fai – Organising an activity in 1.1 Assessment Activity A, Va nonofo ai — Relationships.****All learning activities throughout the year develop understanding of the language required for external assessment.** | 5 weeks |