# **Lea Faka-Tonga 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 Lea Faka-Tonga course could be constructed. Teachers can 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 Lea Faka-Tonga  Be exposed to the key values of Tongan culture such as faka‘apa‘apa, tauhivā, lototō, mamahi‘ime‘a, and ‘ofa  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 Lea Faka-Tonga in everyday contexts  Engage with, and make meaning of, short text types  Explore language used to express personal information, ideas, and opinions  Develop 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 structure  Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language  Participate in activities that use, promote, and celebrate Lea Faka-Tonga  Explore links to their own heritage to deepen their sense of personal identity  Engage with the traditions, belief systems, and practices of Tongan culture | Ko hoku famili – My family  **Suggested language learning**  Vocabulary – names for family members and relationships; describing words for character and appearance, past, present, and future tenses; sentence structures to use in introducing the family; describing the family roles and relationships; sentence structure for asking about personal details (name, age, address, job etc); language registers – formal and informal language; giving justifications.  **Suggested activities**   * Students introduce themselves, their family, their classmates, and their friends with reference to events or experiences in the present moment and beyond the immediate context. * Students investigate the significance/meaning of their name, who named them, who they are named after, their preferred name, nickname, and any other pertinent information, ideas, and opinions. Students then talk about their names to the class. * Description of family members’ characters and appearance (oral and written) – from photographs as well as from knowing your family well – students listen and read to guess which photograph is referred to if photos are provided. * Students complete a family tree of their family and kainga. They should mention their place of residence, and the deceased as well as the living. * Students research any features such as talents or traditions that are unique to their family and talk about them – eg famili lotu, famili poto, famili ngoue, famili tame’a, famili talavou etc. * Students read and listen to short texts which describe family activities – last weekend, today, and tomorrow, and answer comprehension questions. * Comparison of simple structures to refer to past, present, and future events in Lea Faka-Tonga structures used in other referent language(s). * Students interview each other about their families and what language(s) is/are spoken at home, and report on their findings. * Students watch a video on the importance of learning Lea Faka-Tonga and construct simple sentences to provide information, ideas, and opinions about using Lea Faka-Tonga at home. | 5 weeks |
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| Ko hoku tu’unga mo hoku fatongia ‘i he famili – My family roles and responsibilities  **Suggested language learning**  Vocabulary – daily routines, family relationships, roles and responsibilities, important family events (eg duties/fatongia, foha lahi/eldest son, ‘ea/heir, tuofefine/sister, tuonga’ane/brother); language of rules eg lao ki he veitapui; comparative structures  **Suggested activities**   * Engagement with written and oral descriptions of daily routines/ngaue faka’aho. * Discussion of and experimentation with different ways to learn new vocabulary. * Students converse about their roles in family life with reference to events or experiences. They inquire about different roles at home including comparing sister/brother roles. * Students compile a list of dos and don’ts in the family. Ngaahi tapu ‘i he famili eg tapu ke hu e tamaiki tangata ki he loki e tamaiki fefine, tamaiki tangata ke nofo he garage he na’a nau fale mavahe ‘i Tonga pe ‘ulungaanga faka-Tonga. * Communicate information, ideas, and opinions in written, spoken, or mixed mode about a family member, for example parents, siblings, uncles, or aunties, with reference to your experiences with them * Students converse about their routines and responsibilities at home.   **Suggested intercultural learning**   * Explore family roles in Tongan and other Pacific cultures and share findings in class. * Discuss the appropriate behaviour that comes with your role in the family, eg eldest son or daughter in the family, sister – brother taboo in Tonga culture.   **Students can attempt to record Interaction opportunity #3: Ko ‘eku ngaahi ngāue faka’api´ — Doing the chores in 1.1 Assessment Activity C, Feituʻu mo e ngaahi meʻa ‘oku hoko — Places and events.** | 4 weeks |
| Ko e ngaahi ‘ulungaanga ‘oku mahu’inga’ia ai hoku famili – My Family Values  **Suggested language learning**  Vocabulary – duties, values – eg *faka’apa’apa, ‘ofa, vahevahe, loto tō, mamahiʻi meʻa, tauhi vā*, respectful language – eg tulou, mālō, fakamolemole; describing words; use of Lea Faka-Tonga punctuation (glottal stop, macrons, stress); expression of opinion in a respectful manner and justification; making requests; saying what can or must be done; language of thanks – *fakamalo he tali ‘o ha me’atokoni foaki* eg *polopolo, me’atokoni ko e foaki koe’uhi ko ha fatongia, fakatu’uta e me’atokoni et*c.  **Suggested activities**   * Reading short stories in Lea Faka-Tonga featuring Tongan heroes who embody Tongan values of responsibility, hard work, perseverance (whole class reading, pair/group reading, individual reading) and answering different types of questions. * Exploration of different reading comprehension techniques – skimming, scanning, key words, predicting etc. * Listening to stories which reflect the Tongan values of Faka’apa’apa, Lototō, Tauhi Vā, Mamahi’i me’a etc (eg Queen Salote’s attendance at Queen Elizabeth’s coronation in London 1953; Queen Elizabeth’s return visit – check out newspaper articles, and film clips) * Dictation exercises of sentences expressing simple dos and don’ts in different contexts. Focus on spelling and Lea Faka-Tonga punctuation. * Role-play respect or another value at home in different contexts. * Writing a guide to respectful behaviour and language at home: dos and don’ts, what is important. * Studying and practising the words, body language and gestures involved in formally presenting a gift to someone familiar. | 4 weeks |
| Katoanga ‘a e famili – Family celebrations  **Suggested language learning**  Vocabulary – social activities, celebrations, leisure, entertainment (eg Faka-Mē/Children’s Sunday, ‘Aho Fa’ele’i/Birthdays, Katoanga ‘o e Kilisimasi/Christmas, Tatala e maka/Unveiling); accepting and declining suggestions; inviting; expressing likes and dislikes; expressing wants and wishes; making social arrangements; instructional language; comparative structures  **Suggested activities**   * Engage with written and spoken texts which describe family celebrations. * Complete written sentences which compare how birthdays are celebrated in Tonga and in Aotearoa New Zealand. * Students create a picture collage of Children’s Sunday (Faka-Me) and blog about it from beginning the preparation to the big Sunday celebration. * Design a card and write a Mother’s Day or Father’s Day message on your card. * Create a digital invitation for a family event. * Students converse about the planning of a family celebration. * Write a description of a meaningful event or social gathering. * Explore the language of making arts and crafts, eg instructions of making a tekiteki, teunga tau’olunga, kupesi. * Listen to a talk about tapa and mats, and their importance to Tongan culture.   **Students can attempt 1.2 Assessment Activity A, Foaki me’a’ofa — Gift giving, for practice.** | 6 weeks |
| Ko hoku ‘api – My place, my spaces  **Suggested language learning**  Vocabulary – geographical sites, places, parts of a house, furniture, colours eg, matātahi, kolo, konga ‘api, fale, peito; locational phrases; possessives; descriptive phrases; saying what is done/can be done in a place; expressions of quantity and quality; comparative structures  **Suggested activities**   * Engage with spoken and written texts in which people describe where they live and what makes it significant; and how and where people lived in the past. * Scaffolded sentence completion: students finish sentences in Lea Faka-Tonga which describe places; tasks include reordering muddled sentences, matching beginnings and endings of phrases and cloze sentences. * Students brainstorm ways in which they can increase their exposure to Lea Faka-Tonga outside the classroom and make a resource with their top suggestions in written, spoken, or mixed mode. This could be a poster, video blog, or slideshow. * Students research a place of importance in Tonga (historical, spiritual, natural, tourist-related) and present it to the class (what it is, where it is, why it is important, how you get there etc.) * Vahevahe ‘o e fale faka-Tonga – How a Tongan house is divided. Students label parts and their functions and relate it to the organisational structure of family, village, church. * Students listen to classmates describe a room and its contents then draw a picture of it. * Students in pairs or groups interact about their dream house, for example its location, rooms, activities to do. Design their dream house in written, spoken, or mixed mode with supporting images or drawing where appropriate.   **Suggested intercultural learning**   * Comparison of land ownership and distribution in Tonga and in Aotearoa New Zealand.   **Students can attempt to record Interaction opportunity #2: Ko hoku lata’anga´– A special place in 1.1 Assessment Activity C, Feituʻu mo e ngaahi meʻa ‘oku hoko — Places and events. Select the two recordings from 1.1 Assessment Activity C for final submission.** | 4 weeks |
| Me’akai mo e mo’ui lelei – Food and wellbeing  **Suggested language learning**  Vocabulary – food, crops, cooking processes eg, hifi e vesitapolo, fufulu e kulo, haka e me’akai, parts of the body; language of instruction; expressions of quantity; expressions of like and dislike with justification; expression of symptoms of ill-health; giving simple advice  **Suggested activities**   * Read and write recipes for Tongan dishes. * Research how to make an ‘umu. Students to retell how to make an ‘umu/ngaahi lu and also write about it. If possible, students should take part in the physical preparation and use of an ‘umu. * Students keep a food diary for five days – stating what they eat and drink and what they like/dislike – in Lea Faka-Tonga. * Students interview parents/grandparents/community members about favourite foods, healthy foods, and traditional medicine they know about (eg chew guava leaves for stomach ache). * Create a guide in written, spoken, or mixed mode for healthy daily routine with supporting reasons. Instruct others on simple ways to stay healthy. * Students in pairs or groups interact about what food they will have at an imaginary feast and organise who will prepare each dish.   **Suggested intercultural learning**   * Compare the eating and living style of the past and the present in Tonga and Aotearoa New Zealand. * Explore the presentation of food at a celebration.   **Students can attempt 1.2 Assessment Activity B, Founga Feime’atokoni faka-Tonga — Traditional Tongan cooking, for final submission.** | 5 weeks |
| Ko e Niu mo hono ‘aonga – Tree of Life – Coconut  **Suggested language learning**  Vocabulary – related to the coconut and production of oil, eg niu, niu motu’u, tufi niu, hoka e niu, kakala ngaohi lolo eg tuitui, sipaisi, sinamoni, pako, mohokoi; narration of events; language of instruction eg Kataki kae hoka e niu, tatau e niu and sequencing of steps (first – uluaki, next – hoko, afterwards – faka’osi etc).  **Suggested activities**   * Engagement with simple spoken and written versions of the legend of the Niu and its origin; the uses of the Niu. * Reading and reordering the steps in muddled recipes or simple procedural instructions; reading and filling in the gaps of recipes and instructions with missing words. * Research the ingredients and steps involved in the making of Tongan oil from coconut. * Adapting a recipe in pairs using local ingredients and following the recipe written by another pair. * Making an introduction to Tongan oil video: students narrate the process of manufacturing, explain the uses of the oil and what they liked/disliked or learnt during the activity.   **All learning activities in this unit and throughout the year develop understanding of the language required for external assessment.** | 4 weeks |