**Tētahi Tauira o te Hōtaka Ako | Example Course Outline**Te Wāhanga Ako | Subject: Te Reo Māori NCEA Level 1  
**Te Kaupapa |** **Purpose**He mea whakaputa tēnei tauira o te Hōtaka Ako hei āwhina kia mārama ngā kaiako me ngā kura ki Ngā Paerewa me te Tukutuku Ako o Te Reo Māori NCEA Taumata 1 hou, i te huarahi hoki hei whai pea kia waihangā ētahi hōtaka kotahi tau mō te whakaako me te ako e pā ana ki ngā ākonga o te reo Māori hei reo tuku iho, hei reo tuarua hoki. Ka whakaatuhia hoki ētahi huarahi aromatawai ka taea, ka mutu, ka ahu mai ērā i te whakaako me te ako. E ākina ana ngā kaiako kia māmā te wāhanga ki te whakamahere/whakarite wātaka mō ēnei paerewa kia ea ai ngā hiahia o ngā tauira. Ehara i te mea me motuhake te tukuna o ia paerewa. Hei tauira, ka taea pea ko Te Tika o te Reo me Te Rere o te Reo te mahi i te roanga o te tau kia kotahi ai te aronga ki te tika me te rere o te reo, ka mutu, ka taea pea ko Te Ora o te Reo te whakaako i te tīmatanga o te tau hei tūāpapa mō te māramatanga ki ngā pānga o ngā kaupapa o mua ki te reo Māori. Kia kaha, kia māia hoki te whakawhitinga kōrero a ngā ākonga, hei reira pea whakatakina ai ko Te Māori o te Reo e mau ai ngā mātāpono Māori kei roto i te reo Māori e whakaatu ana i te tirohanga ki te ao Māori.  
*This example Course Outline has been produced to help teachers and schools understand the new Te Reo Māori NCEA Level 1 Learning Matrix and Achievement Standards and how they could be used to create year-long programmes of teaching and learning for heritage and second-language learners of te reo Māori. It will also show possible assessment opportunities which result from the teaching and learning. Teachers are encouraged to take a flexible approach with the planning/timing of these standards, to meet the needs of students. There is no expectation that each standard must be delivered separately. For example, Te Tika o te Reo and Te Rere o te Reo could be worked on throughout the year, to provide a consistent focus on language accuracy and fluency whilst Te Ora o te Reo may be taught at the beginning of the year to provide a foundation to understand the impacts of historical events on te reo Māori. Once students have communicative competence and confidence, Te Māori o te Reo can be introduced to embrace Māori principles within the language that reflect a Māori world view.*

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| **1.2 Te Rere o te Reo - ā-roto (4)** | **1.1 Te Ora o te Reo - ā-roto (6)** | **1.3 Te Māori o te Reo - ā-waho (4)** | **1.4 Te Tika o te Reo - ā-waho (6)** |
| Students will use language strategies to develop their fluency in Te Reo Māori.  1.2a  Students will deliver mihi to a target audience.  1.2b  Students will deliver an oral dialogue.  1.2c  Students will create an instructional video. | Students will consider the impact of historical factors on the vitality of te reo Māori before 1970.  1.4a  Students will deliver a two-minute oral presentation on their perspectives of the vitality and validity of te reo Māori arising from the events/attitude of the time.  1.4b  Students willwrite about the ways that historical factors have impacted the vitality of te reo Māori.  1.4c  Students will respond to short passages pertaining to various events/circumstances that impacted the vitality of te reo Māori before 1970. | Students will learn about the Māori principles that are reflected in the words and structures of the language.  External assessment  Students will watch a video and then answer questions pertaining to principles within the Māori language presented in the video.  Students will read a short passage relating to the video and then answer further questions relating to principles within the Māori language. | Students will learn how to use language accurately.  External assessment  Students will present a portfolio of evidence consisting of Kōrero and Tuhituhi tasks, representing the requirements of the standard, using language at Level 6. A variety of contexts and scenarios are possible and could include: waiata, blogs, reflections, peer reviews. |
| Language modes: **Kōrero/Whakarongo** | Language modes: **Kōrero/Pānui/Whakarongo** | Language modes: **Pānui/Tuhituhi/Mātakitaki** | Language modes: **Kōrero/Tuhituhi** |
| ***Connection to the Curriculum*** | | | |
| 6.1 give and follow instructions 6.2 communicate about problems and solutions 6.4 communicate in formal situations | 6.2 communicate about problems and solutions | 6.2 communicate about problems and solutions | 6.3 communicate about immediate plans, hopes, wishes and intentions 6.4 communicate in formal situations |