**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. 1.2aStudents will deliver mihi to a target audience.1.2bStudents will deliver an oral dialogue.1.2cStudents will create an instructional video. | Students will consider the impact of historical factors on the vitality of te reo Māori before 1970.1.4aStudents 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.1.4bStudents willwrite about the ways that historical factors have impacted the vitality of te reo Māori.1.4cStudents 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 assessmentStudents 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 assessmentStudents 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 instructions6.2 communicate about problems and solutions6.4 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 intentions6.4 communicate in formal situations |