



WHAKATANE INTERMEDIATE SCHOOL

TE REO MAORI CURRICULUM

Planning

Considering all points

- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies
- Identity
- Benefits to our young people

Action

Expectations

- Assessment
- Collaboration – group work
- Key competencies
- Feedback/feed forward
- Whanau/community involvement
- Opportunities to speak in a nurturing environment
- Teachers and kaiawhina using/modelling the use of everyday phrases
- Access to quality Maori language education
- Use of Te Reo daily in the classroom by students and teachers

Outcomes

What learners will have achieved

- An understanding of basic greeting and expressions
- An understanding of the importance of language learning; particularly Te Reo and its significance to New Zealanders
- Make connections with Maori culture
- Recognise the importance Maori language plays in Aotearoa
- Be self directed learners
- Talk about and describe strategies used
- Have a positive attitude towards learning Te Reo
- Regularly use Te Reo in everyday vocab
- Strengthening of identity
- Learning other ways to express themselves
- Gain a deeper understanding of their culture



WHAKATANE INTERMEDIATE SCHOOL

TE REO MAORI CURRICULUM

By learning Te Reo students are able to participate with understanding and confidence in situations where Te Reo and Tikanga Maori predominate and to integrate language and cultural understandings into their lives. It will broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business and professional settings. This will strengthen Aotearoa New Zealand's identity in the world.

LEVEL 1		WHAT DOES THIS LOOK LIKE AT WIS
<p>Students should be able to:</p> <p>1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;</p> <p>1.2 introduce themselves and others and respond to introductions;</p> <p>1.3 communicate about number, using days of the week, months, and dates;</p> <p>1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin;</p> <p>1.5 communicate about location;</p> <p>1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).</p>	<p>Possible sociocultural themes</p> <ul style="list-style-type: none"> • Te whānau (the family, belonging) • Kāinga noho (home) • Tūpuna (grandparents, ancestors, hapū, iwi) • Whanaungatanga (kinship, relationships, connections) • Ngā mihi (informal and formal introductions) • Ako (learning together) Te wā (time, seasons, lunar calendar) <p>Possible topics</p> <ul style="list-style-type: none"> • Whānau, • hapū, • iwi • My home • My classroom • My school • Origin, identity, location <p>Possible text types</p> <ul style="list-style-type: none"> • Kīwaha (idioms) • Pepeha (iwi-specific sayings) • Waiata Māori (Māori songs) • Whakataukī (proverbs) • Captions for pictures and photographs • Simple, short dialogues • Greeting and leave-taking routines • Class timetables 	<ul style="list-style-type: none"> • Te Reo • Treaty of Waitangi • Focus on oral language • Fun activities to develop language skills • Games, singing acting with languages • Pepeha - sharing • Art activities • History and cultural activities • Local history • Comparisons between cultures • Te Reo phrase of the week • Trip to Japan (2014) • Karakia to start / finish day • School waiata • Focus on oral language – basic language spoken • Team planning of Maori Cultural Units • Recognition of cultural differences • Identifying values in varying cultures • Daily words/sentences taught/word of the week

Key Competencies				
Thinking	Using language, symbols, and texts	Managing Self	Relating to others	Participating and contributing
<ul style="list-style-type: none"> • Actively seeking, using, creating knowledge • Reflect on learning 	<ul style="list-style-type: none"> • Script • Mandarin characters • Gestures from other cultures 	<ul style="list-style-type: none"> • Developing a "can-do" attitude • Practising sounds of different languages • Respecting the language, culture and the person teaching, by managing their behaviour 	<ul style="list-style-type: none"> • Active listener • Helping classmates • Whanaungatanga 	<ul style="list-style-type: none"> • Pepeha • Whanau involvement • sharing • •

Review Date: To be reviewed Term 3 2014

Maori

Theme: <i>Te Reo Maori</i>		Level 1 & 2
Date: <i>Terms 1- 4</i>	Year Level: <i>Y7 & 8</i>	
<p>Deep Understandings: <i>Learners will:</i> <i>Understand language that contains well-rehearsed sentence patterns and familiar vocabulary interacting in predictable exchanges</i> <i>Read and write straight forward versions of what they have learned to say</i> <i>Know and understand some of the typical cultural conventions that operate in interpersonal communication</i></p>		
LEARNING INTENTIONS	SUCCESS CRITERIA – <i>Aromatawai</i>	
<p><u>Aotearoa</u></p> <ol style="list-style-type: none"> 1. <i>Identify the Maori alphabet and vowels. Improving pronunciation of short and long vowel, vowel blends and vowel and consonant couplings</i> 2. <i>Distinguish between major tribal dialects in regard to pronunciation</i> 3. <i>Correctly pronounce Maori and personal place names in NZ using the appropriate stress</i> 4. <i>Name the days of the week, months and seasons of the year</i> 	<ol style="list-style-type: none"> 1. <i>Complete grid chart of vowel blends and play game 'Whakahua' correctly</i> 2. <i>Write a variation to the word 'WHAKARONGO' using the correct tribal dialect</i> 3. <i>Using a map of NZ with Maori place names, mark and pronounce the place names correctly</i> 4. <i>In groups of 3 or 4, create a weather presentation</i> 	
<p><u>Mihi</u></p> <ol style="list-style-type: none"> 1. <i>Greet and Farewell one, two and more people formally and informally distinguishing which greeting is appropriate</i> 2. <i>Ask and answer questions about someone's place of origin and how they are feeling</i> 3. <i>Ask and answer questions about telling the time</i> 	<ol style="list-style-type: none"> 1. <i>Greet classmates randomly at least 5 times from given situations, both formal and informal</i> 2. <i>In groups of 4 create situations where formal and informal greetings and farewells are taking place, with questions about where they are from and how they are feeling, include the time of the day and weather (3)</i> 	
<p><u>Whakapapa</u></p> <ol style="list-style-type: none"> 1. <i>Introduce themselves</i> 2. <i>Recite genealogy of family including extended family</i> 3. <i>Ask basic questions about family and relationships including the amount of people in one's family</i> 4. <i>Counting to 100</i> 	<ol style="list-style-type: none"> 1. <i>Exchange information about themselves to partner, that person draws pictures relating to what they have been told. Asks questions 'Ko wai' (Who is?) and 'Tokohia' (How many?), students then introduce their partner to the class</i> 4. <i>Create actions for numbers 0 – 9, and then for 10, 20, 30 etc. combine actions for numbers in between using a clap action for ma e.g. Tekau ma tahi Action + clap + Action Class to copy and explain what number they have just presented</i> 	

LEARNING INTENTIONS	SUCCESS CRITERIA
<p><u>Wahi</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about the present location of something or someone 	<p>In groups of 4 – 6, sit in a circle, someone in the group creates a rhythm. Objects are placed around the room at different levels. Each student takes a turn asking questions 'Kei whea?' Questions must include the location of a person and object. Person must respond in the timing of the rhythm</p>
<p><u>Nga Wahanga o te Marae</u></p> <ol style="list-style-type: none"> 1. Identify various parts of a marae and wharenuui 2. Identify the purpose of various parts of the marae 	<ol style="list-style-type: none"> 1. Label at least 5 parts of the marae 2. Create a poem or song explaining the purpose of the wharenuui and wharekai
<p>Thinking Organisers</p> <ul style="list-style-type: none"> • Bubble – Pepeha (About me) • Double Bubble – Whakapapa (Family Relationships) • Tree - Whakapapa • Brace – Whakapapa 	<p>Differentiated Curriculum</p> <ul style="list-style-type: none"> • Mixed Ability – When introducing new mahi • Ability – When presenting work
<p>Literacy: Reading Writing Oral & Visual</p>	
<p>ICT:</p> <ul style="list-style-type: none"> • Presentation of mahi • Interactive Maori software - 	<p>Home Learning:</p> <ul style="list-style-type: none"> • Daily practice of new kupu – new words • Whakatauki – Maori proverbs • Daily Mahi – Work related to the days learning
<p>Assessment: Excellence – Kairangi Merit – Kaiaka</p>	<p>Achieved - Whiwhinga</p>
<p>Links to Achievement Objectives: Level 1: 1,2,3,4,5,6,7</p>	<p>Level 2: 1,4,5</p>
<p>Learning Sequence: Each session will:</p> <ul style="list-style-type: none"> • Begin and end with Karakia • Game – Re-caps previous learning • New Learning – Introduce new kupu (words)- oral/written • Waiata – class choice • Poroporoake – Feedback – How the session has gone, what they like or disliked, what they have learnt this session, what could we do better next time S.W.O.T. • Mahi takaro – Home learning – Go over what is required – Whakatauki (Proverb for the week) 	

TEACHING AND LEARNING IDEAS	POWERFUL LEARNING	RESOURCES
<ol style="list-style-type: none"> 1. <i>Te Ara Pu – Maori alphabet- pronunciation – vowels, blends, song (LI, A1)</i> 2. <i>Place names in NZ – Longest Maori place name (LI, A3)</i> 3. <i>Dialectal differences (LI, A2)</i> 4. <i>Mihi – Formal and Informal – Sentence patterns – Greetings & Farewells (LI, M1)</i> 5. <i>Personal names included in greetings – appropriate interpersonal contact when first meeting someone (LI, M2)</i> 6. <i>Meeting people – asking how someone is – different dialects (LI, M2)</i> 7. <i>Hometown – asking where someone is from- using Maori district names (LI, M2)</i> 8. <i>Maori year – days, weeks, months, seasons and time (LI, A4)</i> 9. <i>Relationships – asking for and giving personal information about tribal and family relationships in different contexts – family gatherings, formal functions etc – sentence patterns for one, two or more people (LI, M2/W1)</i> 10. <i>Family size – asking and answering questions about the amount of people in a family (LI, W2-3)</i> 11. <i>Asking and answering questions about the present location of a persons house,(LI, W1)</i> 12. <i>Asking and answering questions about the present location of an object or person (LI, W1)</i> 13. <i>Identify the parts of a Marae (LI, N1)</i> 14. <i>Identify the purpose of parts of the Marae (LI,N2)</i> 	<p><i>Persisting</i></p> <p><i>Introductions & thanking a speaker (4-7, 10-13)</i></p> <p><i>Active Listening</i></p> <p><i>Group Discussions</i></p> <p><i>Cloze Exercises</i></p> <p><i>Sequencing ideas (4-7)</i></p> <p><i>Explanation (14-15)</i></p>	<p><i>Whakahua – Vowel blend grid cards</i></p> <p><i>Flash cards</i></p> <p><i>Maori Map of NZ</i></p> <p><i>Dialect Sheet</i></p> <p><i>Pairs vocab sheet</i></p> <p><i>Karaka – Clock face sheet</i></p> <p><i>Pictures of well known people – cardboard</i></p> <p><i>Simpson Whanau whakapapa sheet</i></p> <p><i>Whakapapa bingo</i></p> <p><i>Exemplar book – Ko koe toku mama</i></p> <p><i>Guess who game cards</i></p> <p><i>Question sheets</i></p> <p><i>Pronoun maths sums cards</i></p> <p><i>Days, months, seasons cards</i></p> <p><i>Street addresses cards</i></p> <p><i>Blank copy of Marae</i></p>

UNIT REFLECTION: *Where to now for the learners?*