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 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
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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**

Students should be able to:
1. greet, farewell, and acknowledge people and respond to greetings and acknowledgments;
2. introduce themselves and others and respond to introductions;
3. communicate about number, using days of the week, months, and dates;
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;
5. communicate about location;
6. understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);
7. use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

**Possible sociocultural themes**
- Te whānau (the family, belonging)
- Kalanga noho (home)
- Tūpuna (grandparents, ancestors, hapū, īwi)
- Whanaungatanga (kinship, relationships, connections)
- Ngāmihi (informal and formal introductions)
- Ako (learning together) Te wā (time, seasons, lunar calendar)

**Possible topics**
- Whānau, īwi
- My home
- My classroom
- My school
- Origin, identity, location

**Possible text types**
- Kiwaha (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

**WHAT DOES THIS LOOK LIKE AT WIS**

- 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 Māori Cultural Units
- Recognition of cultural differences
- Identifying values in varying cultures
- Daily words/sentences taught/word of the week

**Key Competencies**

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Using language, symbols, and texts</th>
<th>Managing Self</th>
<th>Relating to others</th>
<th>Participating and contributing</th>
</tr>
</thead>
</table>
| • Actively seeking, using, creating knowledge  
• Reflect on learning | • Script  
• Mandarin characters  
• Gestures from other cultures | • Developing a “can-do” attitude  
• Practising sounds of different languages  
• Respecting the language, culture and the person teaching, by managing their behaviour | • Active listener  
• Helping classmates  
• Whanaungatanga | • Pepeha  
• Whanau involvement  
• sharing |
# Maori

<table>
<thead>
<tr>
<th>Theme: <em>Te Reo Maori</em></th>
<th>Level 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> Terms 1-4</td>
<td><strong>Year Level:</strong> Y7 &amp; 8</td>
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## Deep Understandings: *Learners will:*
- Understand language that contains well-rehearsed sentence patterns and familiar vocabulary interacting in predictable exchanges
- Read and write straightforward versions of what they have learned to say
- Know and understand some of the typical cultural conventions that operate in interpersonal communication

## LEARNING INTENTIONS

<table>
<thead>
<tr>
<th><strong>Aotearoa</strong></th>
<th><strong>SUCCESS CRITERIA – Aromatawai</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Identify the Maori alphabet and vowels. Improving pronunciation of short and long vowel, vowel blends and vowel and consonant couplings</td>
<td>1. Complete grid chart of vowel blends and play game ‘Whakahua’ correctly</td>
</tr>
<tr>
<td>2. Distinguish between major tribal dialects in regard to pronunciation</td>
<td>2. Write a variation to the word ‘WHAKARONGO’ using the correct tribal dialect</td>
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<tr>
<td>3. Correctly pronounce Maori and personal place names in NZ using the appropriate stress</td>
<td>3. Using a map of NZ with Maori place names, mark and pronounce the place names correctly</td>
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<tr>
<td>4. Name the days of the week, months and seasons of the year</td>
<td>4. In groups of 3 or 4, create a weather presentation</td>
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<tr>
<th><strong>Mihi</strong></th>
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<tbody>
<tr>
<td>1. Greet and Farewell one, two and more people formally and informally distinguishing which greeting is appropriate</td>
<td>1. Greet classmates randomly at least 5 times from given situations, both formal and informal</td>
</tr>
<tr>
<td>2. Ask and answer questions about someone’s place of origin and how they are feeling</td>
<td>2. 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)</td>
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<tr>
<td>3. Ask and answer questions about telling the time</td>
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<tr>
<th><strong>Whakapapa</strong></th>
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<tbody>
<tr>
<td>1. Introduce themselves</td>
<td>1. 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</td>
</tr>
<tr>
<td>2. Recite genealogy of family including extended family</td>
<td>4. 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</td>
</tr>
<tr>
<td>3. Ask basic questions about family and relationships including the amount of people in one’s family</td>
<td>Action + clap + Action</td>
</tr>
<tr>
<td>4. Counting to 100</td>
<td>Class to copy and explain what number they have just presented</td>
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</table>
### Learning Intentions

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<tr>
<th>Wahi</th>
<th>Success Criteria</th>
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<tr>
<td>1. Ask and answer questions about the present location of something or someone</td>
<td>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</td>
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</tbody>
</table>

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<tr>
<th>Nga Wahanga o te Marae</th>
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<tbody>
<tr>
<td>1. Identify various parts of a marae and wharenui</td>
</tr>
<tr>
<td>2. Identify the purpose of various parts of the marae</td>
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</tbody>
</table>

### Thinking Organisers

- Bubble – Pepeha (About me)
- Double Bubble – Whakapapa (Family Relationships)
- Tree - Whakapapa
- Brace – Whakapapa

### Differentiated Curriculum

- Mixed Ability – When introducing new mahi
- Ability – When presenting work

### Literacy: Reading Writing Oral & Visual

### ICT:

- Presentation of mahi
- Interactive Maori software -

### Home Learning:

- Daily practice of new kupu – new words
- Whakatauki – Maori proverbs
- Daily Mahi – Work related to the days learning

### Assessment:

- Excellence – Kairangi
- Merit – Kaiaka
- Achieved - Whiwhinga

### Links to Achievement Objectives:

- Level 1: 1,2,3,4,5,6,7
- Level 2: 1,4,5

### Learning Sequence: Each session will:

- 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)
<table>
<thead>
<tr>
<th>TEACHING AND LEARNING IDEAS</th>
<th>POWERFUL LEARNING</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1. Te Ara Pu – Maori alphabet- pronunciation – vowels, blends, song (LI, A1)</td>
<td>Persisting</td>
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<tr>
<td>2. Place names in NZ – Longest Maori place name (LI, A3)</td>
<td>Introductions &amp; thanking a speaker (4-7, 10-13)</td>
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<tr>
<td>3. Dialectal differences (LI, A2)</td>
<td>Active Listening</td>
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<td>5. Personal names included in greetings – appropriate interpersonal contact when first meeting someone (LI, M2)</td>
<td>Cloze Exercises</td>
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<tr>
<td>6. Meeting people – asking how someone is – different dialects (LI, M2)</td>
<td>Sequencing ideas (4-7)</td>
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<tr>
<td>7. Hometown – asking where someone is from- using Maori district names (LI, M2)</td>
<td>Explanation (14-15)</td>
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<tr>
<td>8. Maori year – days, weeks, months, seasons and time (LI, A4)</td>
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<tr>
<td>9. 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)</td>
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<tr>
<td>10. Family size – asking and answering questions about the amount of people in a family (LI, W2-3)</td>
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<tr>
<td>11. Asking and answering questions about the present location of a persons house,(LI, W1)</td>
<td>Whakahua – Vowel blend grid cards</td>
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<tr>
<td>12. Asking and answering questions about the present location of an object or person (LI, W1)</td>
<td>Flash cards</td>
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<tr>
<td>13. Identify the parts of a Marae (LI, N1)</td>
<td>Maori Map of NZ</td>
<td></td>
</tr>
<tr>
<td>14. Identify the purpose of parts of the Marae (LI,N2)</td>
<td>Dialect Sheet</td>
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**UNIT REFLECTION:** Where to now for the learners?