



Rangi Ruru
Girls' School



Mā te huruhuru ka rere te manu

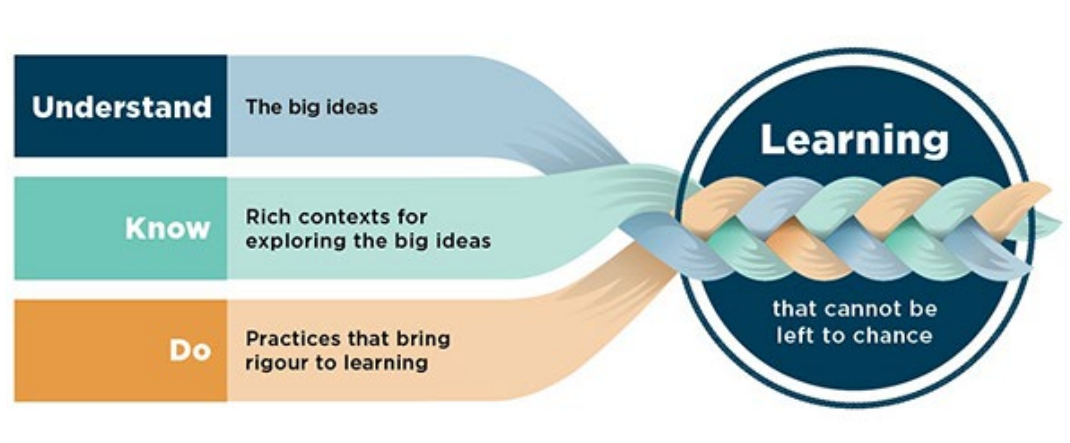
Orne l'oiseau de plumes pour qu'il puisse s'envoler

Adorn the bird with feathers so it may soar

French Wīwī Year 10 Programme of Learning

This French course builds on the work and topics covered in Year 9. This is the second year of a three-year course which practises skills leading to NCEA Level 1 French. Substantial time is spent guiding students to a level of confidence so that they can use authentic French, which will be useful in a variety of real situations. Extension work is available for those who wish to build on their previous knowledge of the language. Students with extensive prior knowledge of French will be able to work at a more advanced level. Online material, which includes tracking software to record progress will be used. All students have the opportunity to practise their oral skills with a native speaker of French. Emphasis is placed on creating a growing awareness of the huge diversity of the French language / culture and the impact it has had on the world. In addition, Mātauranga Māori and intercultural learning are woven into this learning giving ākonga opportunities to incorporate their own culture and think & connect as globally minded citizens.

Although the curriculum refresh content for the Learning Languages area has not been developed yet (2025), this course provides a range of meaningful learning experiences that support the vision of the New Zealand Curriculum Refresh.



Big Ideas				
Learning languages is about communicating with people across cultures	Every language expresses meaning through unique spoken, written, and visual forms	Language, culture, and identity are inextricably linked	Learning more than one language encourages diverse ways of thinking	Language learning is an empowering process that requires risk-taking and fosters resilience and perseverance
Significant Learning				
Students will...				
<ul style="list-style-type: none"> • be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual Spanish language • build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk-taking, and learning from mistakes • show increasing recognition of connections and contrasts between Spanish and their first language(s) and develop the ability to navigate between them • explore how language and culture affect and work together in communication • grow intercultural awareness by exploring their own and Spanish-speaking cultures and questioning assumptions and stereotypes. 				

RR Languages Skills and Dispositions 2024

Well-rounded	Prepared to give things a go. Demonstrates varied skills, capabilities, and knowledge.
Empathy	Being able to understand the thoughts, feelings, and emotions of others. Put empathy into action by understanding and supporting others.
Compassion	Able to recognize the suffering of others and then take action to help.
Connectedness	A sense of belonging; being part of something and having affinity with a particular person or group.

Using carefully paced and differentiated tasks, the main themes/topics studied in this course include:

Unit 1 - Ngā mahi a te rēhia – The arts of entertainment - Exploration of ‘ngā mahi a te rēhia’ as a lens that can be used to explore identity and heritage.

(Expressing opinions on traditional and social media / Saying what type of music you like / Talking about movies)

Unit 2 - Kai and manaakitanga – Food and hospitality, generosity - Exploration of ‘kai and manaakitanga’ as a lens that can be used to explore food and the social-cultural factors associated with the acquisition, preparation and consumption of food.

(Discussing and making travel plans and eating out/Saying what food you like / Describing mealtimes / Ordering a meal)

Unit 3 - Kākahu – Clothing - Exploration of ‘kākahu’ as a lens that can be used to express histories, ideas, values and identity.

(Talking about clothes / Arranging to go out/Drawing comparisons between French and Māori traditions)

Unit 4 - Te Ao o Hararei / – The world of holidays - Exploration of ‘holidays’ as a lens that can be used to explore the importance of places and their history.

(Talking about holiday destinations / Talking about a past holiday / Describing your town with connections to its history)

Assessment for learning is regular and meaningful. Ongoing formative listening and reading assessments are provided for the four units covered during the year leading to a summative comprehension assessment at the end of each unit. There are four main summative writing/speaking assessments (based on new NCEA standards for 2024), 1 per term.