



Rangi Ruru
Girls' School

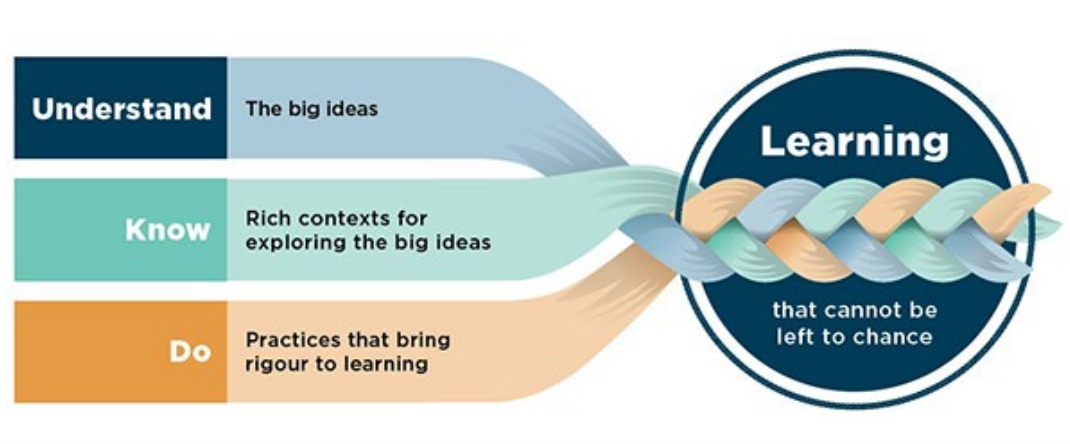


French Wīwī

Year 9 Programme of Learning

This is a course designed for complete beginners as well as those who have some basic knowledge of French. The emphasis is on developing authentic communication skills and in particular learning how to listen to and speak the language in 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. Substantial online material, which includes tracking software to record progress, is also available. All students can practise their oral skills with a native speaker of French. In this course language work is closely linked to learning about the culture and customs of French speaking countries. 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 - Whakawhanaungatanga – Relationship building and establishing connections.

Exploration of whakawhanaungatanga as a lens that can be used to learn how to build relationships.

(Introducing yourself / Talking about family and pets / Personality and physical description)

Unit 2 - Aroha – Love, trust, connection.

Exploration of aroha as a lens that can be used to explore the importance of doing what you love and care for your own wellbeing and understanding what others love doing.

(Likes and dislikes / Sports and pastimes / Weather)

Unit 3 - Ako – Learning from each other, collaboration / Manaakitanga – Hospitality.

Exploration of ako as a lens that can be used to explore how to learn from each other and collaborate.

(Describing your school / School subjects / Giving opinions)

Unit 4 - Hapori – Community.

Exploration of hapori as a lens that can be used to explore the importance of places we feel connected to. They are our foundation, our home, our whenua.

(Describing where you live / Talking about local activities and events / Exploring cultural celebrations)

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), 1 per term.