**Whangaparaoa College Integrated Studies One Unit Outline**

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| **Unit Theme:** Order and Chaos | **Curriculum Levels:** 4-5 | | | **Duration:** 10 weeks | | **Year Level:** 9 |
| **Big Questions**   1. Why is order required in society? 2. How do governments achieve order or create chaos? | | | **Key Concepts** (MAX. 8)  **Learners will understand:**   * Order * Chaos * Government * Democracy * Citizenship * Elections | | | |
| **Achievement Objectives** | | **Learning Outcomes** | | | | |
| **Knowledge** | | | **Skills** | |
| **LEVEL 4**  **Social Science:**   * Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.   **English:**  **LEVEL 5**  **Social Science**   * Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.   **English:** | | **Learners will be able to:**  Describe the difference between local and national government  Identify who the local council and mayor is  Describe various types of national governments  List examples of where these governments exist / did exist  Explain how NZ is a democracy and how this affects us as citizens  Describe the election process (including MMP) and how NZ’s Prime Minister is elected  Describe the role of NZ’s Prime Minister  Understand the purpose of the Ministries and who some of the ministers are  Know about the local MP and their role  Compare / contrast NZ’s govt with a different govt type in another place / time  Understand how a law is made and how to have a say in the legislative process  Write a letter to the editor about a law change  Understand the concept of a ‘utopia’  Predict what could happen in the novel  Understand the underlying ideas in the novel  Write an essay about the main ideas in the novel  Relate ideas from the novel to our own society | | | **Social Science:**  - Library / internet research  - NZ mapping – NZ electorates / Auckland district and city councils  - Interpret political cartoons    **English:**  Extended written text – novel study (Juno of Taris*)* | |
| **Assessment** | |
| **Social Science:**  SS 9.1 Skills – Interpreting political cartoons  SS9.2 Social Inquiry – Asking questions / gathering information  **English:**  Character/ Plot /Theme Essay about Juno of Taris. | |
| **Key Competencies** | | | | | | |
| **Thinking:**  Term 1 - Parts / Whole Organiser AND Compare / Contrast Organiser(Robert Swartz) NB. These are a  - Questioning and Posing Problems (Learning Behaviour / Habit of Mind) school-wide focus  **Using Language, Symbols, and Texts**. Language of government – i.e. democracy, dictatorship, parliament, Member of Parliament, House of Representatives etc.  Read an extended written text – fiction novel and write an essay  Write a letter to the editor of a newspaper, using formal language and showing an understanding of the language of Parliament  **Managing Self:** Follow rules of Parliament in the class mock parliament, speaking when allowed to by the ‘Speaker’ and refraining from outbursts.    **Relating to others:** Co-operative group learning – use cooperative reading circles for the novel, work together in class parliament.    **Participating & contributing:** Participate in a class election.  Create a petition / write to the Board of Trustees, local government about an issue affecting learners | | | | | | |

For more info on how to write Learning Intentions and Success Criteria go to:

[www.tki.org.nz/r/assessment/atol\_online/ppt/**learning**-**intentions**-success-criteria-301106.ppt](http://www.tki.org.nz/r/assessment/atol_online/ppt/learning-intentions-success-criteria-301106.ppt)

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| **Learning intentions: (6-10)**  *I am learning to…* | **Success criteria:**  *I can…* | **Resources:** | **Home Learning:** |
| 1. Understand what order and chaos mean and identify examples of each | * Describe order and chaos * Create an acrostic poem to show what order and chaos mean |  | * Acrostics |
| 2. Know and understand the features, names and examples of several systems of government | * Identify different systems of government * Participate in a role-play (in small groups), portraying a particular style of government | * Textbook |  |
| 3. Understand the features of New Zealand’s system of government and the function of the Prime Minister and MPs | * Go to the NZ Parliament website and play the games to find out how Parliament works * Create a Parts/whole organiser to show how Parliament works * Take part in a class election with parties, voting and candidates. * Participate in a class ‘Parliament’, following the rules of Parliament and debating a real bill. | * [www.explore.parliament.nz](http://www.explore.parliament.nz) * Textbooks * Stationery for campaign posters, ballot box, voting papers… | * Parliament website * Posters |
| 4. Understand how persuasive language is used by MPs and the media to get people to support a certain political party | * Watch (YouTube?) a politician’s speech and identify how they are being persuasive * Use persuasive language in a short speech to get other members of the class to vote in a class election | * Newspapers, YouTube, television | * Watch news to see how political parties/leaders are portrayed * Write and practice the speech |
| 5. Produce formal writing in the form of a letter to the editor, using persuasive language | * Read several exemplars from the New Zealand Herald and other newspapers * Write a letter to the editor about an issue | * Good letters to the editor about a current issue from newspapers | * Read and bring to school letters to the editor |
| 6. Formulate questions about a world leader and research them in order to make a presentation | * Create questions about a world leader – this could be a good one or a bad one! * Research the leader and make a presentation about them as home learning | * Internet research, library research | * Research |
| 7. Understand the purpose and meaning of political cartoons and be able to interpret them for meaning. |  |  |  |
| 8. Write a literary essay on the novel *The Giver* discussing character, theme or plot. | * Complete a variety of activities during the reading of the novel, for example: flow charts, character maps, reading logs… * Complete a series of activities on essay writing to improve understanding of how to write an essay | * *The Giver* by Lois Lowry | * Reading log/blog |

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| **Suggested Teaching and Learning Activities:** |
| * Throw the classroom into chaos before the lesson (‘rearrange’ desks). Get the learners to put it into order – then have class discussion about how they felt with the classroom in chaos, and how it changed when it was in order. Discuss how this relates to the idea of order in society * Create acrostic poems for ‘order’ and ‘chaos’ – make them bright and display them * Brainstorm a set of classroom expectations that link to the ideas of order and chaos * HOME LEARNING ACTIVITY: Learners create a model showing an example of order and one of chaos (examples include a messy classroom and a tidy one, a car crash and quiet street, a freshly made bed and a dirty, messy one…) * Look at the systems of our government – get learners to research different ministries – for example Defence, Education, MAF, Health… Learners present what they have learned about the ministry they researched to the class, in role as a member of that ministry. * Web-based exercise – go to Parliament website and work through online resources for kids. * Class election – look at what is involved in an election and what candidates say & do to get us to vote for them. Each member of the class creates an Election Poster to convince everyone else to vote for them. They need to include policies and strengths. Each person presents themselves to the class, explaining why everyone should vote for them. Hold the class election, using ‘polling booths’ and a secret ballot. * Hold Parliament in your classroom! Debate the Drag Racing Bill (passed a few years ago). The teacher is Speaker so that they have control over the debate without being part of it. * Get learners to write a blog as their reading log rather than writing it in their books – could be home learning each night after the novel has been read in class? * **For more ideas and resources, see the ‘Order and Chaos’ folder in First Class. This includes everything for the Class Parliament.** * Assessments: * SS9.1 Social Science Skills – Interpreting Political Cartoons   - Learners interpret the meanings of current political cartoons and answer the questions provided.   * SS9.2 Social Inquiry – Asking questions and gathering information   - Learners formulate questions about a world leader (past or present) and research them, creating a Smart Notebook page, poster or PowerPoint display about them.   * E9.2 – Article/editorial letter   - Learners write a letter to the editor about a current important issue – this can be something topical from the news or the topic debated in the class parliament.   * E9.3 – Character/plot/theme assessment essay   - An essay based on an important character/plot/theme from the novel *The Giver*.  Also see:  <http://www.tki.org.nz/r/assessment/exemplars/index_e.php> for Soc Sci and Eng exemplars of assessments |