



UNIT OVERVIEW | SYSTEMS AND GOVERNMENT YEAR 8

Unit Title | Topic: An introduction to systems, government, organisations.

Learning Area:

Te Ao Tangata - Social Sciences ▾

Key Concept (s):

Term 3: Punaha - Systems ▾

Learning Area Context / Big Idea:

- *Haumi e, hui e, tāiki e!*
We are lashed together, we gather together, we grow together.
- **People participate in communities by acting on their beliefs and through the roles they hold.**
People participate in groups ranging in size and complexity to meet the need to belong, to affirm individual and collective identity, to fulfil obligations, and to survive and flourish.

Mātauranga Māori Horopaki | Context:

- [Te tino rangatiratanga me te kāwanatanga | Sovereignty, organisation, and government](#)
- People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively
- **NZCo7 Identity, Culture, and Organisation** – Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.

Achievement Objectives:

• NZC23 Social Science Phase 3 AO's:

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Te ui pātai whaihua hei ārahi tūhuratanga whitake | Asking rich questions to guide worthy investigations

Te whakaaro huatau | Thinking conceptually | can: > make connections between concepts by exploring different contexts.

Te kohikohi, te tātari, me te whakamahi mā tāpuna | Collecting, analysing, and using sources

Te tautohu uara me ngā tirohanga | Identifying values and perspectives

• NZCo7 Level 4 Social Science AO's:

- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

Curriculum Integration Opportunities:

NZCo7 Level 4 AO's English:

Listening, Reading, and Viewing

Students will:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
- Show an increasing understanding of ideas within, across, and beyond texts.
- Show an increasing understanding of how language features are used for effect within and across texts.
- Show an increasing understanding of text structures.

Speaking, Writing, and Presenting

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

- Select, develop, and communicate ideas on a range of topics.
- Use a range of language features appropriately, showing an increasing understanding of their effects.

NZCo7 Level 4 AO's Maths:

Statistical literacy

- Evaluate statements made by others about the findings of statistical investigations and probability activities.
- Use simple fractions and percentages to describe probabilities.

Literacy Learning	Numeracy Learning
<ul style="list-style-type: none"> - Reading Comprehension - Writing - Analysing a range of texts and sources. 	<ul style="list-style-type: none"> - Using simple fractions and percentages in real world contexts. - Interpreting statistical data (election results)

Slides:

📄 Social Studies 8 - Introduction to Worldview

WALT: ākongā will learn about what forms a worldview and introduce the idea of a world view as a system of understanding.

These slides introduce how worldviews develop. It is adapted from slides designed by the Canadian Government for systems and an introduction to civics. There are writing activities throughout the slides as well as 3 Pūrakau readings within (linked) that you may wish to print out beforehand.

At the end of the slides it introduces a group project that is designed to take two or three lessons to design your own society. Instructions below.

Create your own society Group Project

📄 Social Studies 8 - Create Your Society | TMC

This project is designed to follow up the slideshow. Students will design a society in groups based on parameters within the instructions. Once designed they will present. There is a handout asking them to consider specifics about the process that they will surely gloss over.

Semiotics/ Image Analysis

<https://docs.google.com/document/d/1gxMfiY0z9COxkqzqTRldPmEuGntuiUVuiVRtg78rHQc/edit>

- Students are to examine images in groups and discuss their meaning, specifically in relation to the concept of democracy.
- You can place pictures up around the room attached to large sheets of blank paper. Ask students to walk to each image and then select the one that best matches their current view of what a democracy is. They are to remain by the image to form a group with others selecting that image.
- Once all students have selected an image, provide each group with a large chart paper or another shared document on which to record their thinking. Ask students to write down key words of which the image makes them think.
- Once students have recorded their thinking, conduct a whole group discussion, with groups sharing their thoughts. Select a note taker from the class or the teacher can record the big ideas coming out of the class discussion. Keep these big ideas in a visible spot.
- Ask each group to consider the class discussion and develop a definition of democracy. Have students post their definitions in a visible spot. Through consensus in a group discussion, arrive at a class definition of democracy. Post this definition in a visible spot for the remainder of the lesson.
- This lesson is again adapted from Canadian Civics lessons. Original lesson [here](#)

Videos

These two videos introduce the concept of voting systems. There is a handout to accompany. You can make each one take an entire lesson for a slow class but for a quicker class you probably would have time to get through both within 75 Minutes.

FPTP

▶ Minority Rule: First Past the Post Voting

[Handout to accompany](#)

MMP

▶ Mixed-Member Proportional Representation Explained

▶ MMP (Mixed Member Proportional)

[Handout to accompany](#)

- Note: the discussion questions on page two of this handout are best to be completed collaboratively.
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Readings

This reading is from the NZ electoral commission. I have been trying to find other readings and will add some.

MMP

URL: <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/what-is-mmp/>

DOC [What is MMP?](#)

[Tāne Mahuta, Lord of the Forest](#)

[Māui and the Pūrākau of New Zealand](#)

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-May-2020/Kupe-and-the-Giant-Wheke>