					Planner - Follow the Leader!			
					ign Overview e a muri, mā muri ka ora a mua			
Oursiantum Faarras Casial Caia	Nov. Zoolood History Lite				those who follow, those who fo	ollow give life to		
Curriculum Focus: Social Scie	nce, New Zealand History, Lite Project	Summary			those who lead	Duration: Term Public Product(s) (In		
In this project, students will learn about the significant leaders, past and present, from our local communit Students will explore the Maori history or our local area, and learn about the connection that we have to the region. Students will work together as a class to identify the traits and characteristics of leadership, and shared definition of a leader. Students will then select a significant leader to share with our local communitation of Leaders' exhibit.					Written report on Selected leader (Year 7 - paragraph, Year 8 - essay)  Collaborative: Exhibition piece (eg. portrait, diary, artefact, audio recording, video, photographic essay, suitcase)  Summary statement (to accompany exhibition piece and explain who the leader is and how they contribute (or contributed) to our community			
Astonia Nov. Zaglanda I list	onice within Conied Colones (To			Key Knowledge a	nd Understanding English			
UNDERSTAND  Iam building knowledge dobout people, society, and their environments and drawing on the practices of te ac tangata – social sciences.  Through this, I am deepening my understanding that:  - Colonisation and settlement have been central to Actearoa New Zealand's histories for the past 200 years.  - People's lived experiences have been shaped by the use and misuse of power.  - People hold different perspectives on the world depending on their values, traditions, and experiences.	Ngå ahurea me te tuakiri kiritöpü – Culture and collective identity – People use different ways to sustain and evolve their culture and identity. – People an experience inclusion or exclusion in different situations, which has consequences for them and for society.  Te tino rangatiratanga me te käwanatanga – Sovereignty, organisation, and government – People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.  Te tärangawaewae me te talao – Place and environment – People's connections to places,		DO I can: - ask a range of questions that support meaningful investigations into social issues and ideas gather information from primary and secondary sources, considering their reliability and identifying their limitations - use historical sources with differing - perspectives on the past, glying deliberate attention to mátauranga Máori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations - engage with people in respectful and ethical ways in order to understand their perspectives - identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them communicate with an audience and purpose in mind		UNDERSTAND I am building knowledge about language and texts and drawing on the practices of English.  Through this, I am deepening my understanding that:  - Language and literature give us insights into ourselves and others.  - The stories of Aotearoa New Zealand are unique toong a tuku iho.  - Communication depends on shared codes and conventions.	KNOW  Ngā whānga me ngā hunga m  tuhinga – Text purposes and a  - A text may have more than a  Knowing about who created th  when and where, helps us unde  purpose or purposes.  - A text may have more than a  An audience's context influence  interpretations of the text.  Ngā ariā – Ideas within, across  texts  - Texts from Actearoa New Ze  to understand local and nation  ways of thinking and interactin  insights can help us to make s  ourselves as individuals and a  out think about our role in giving  Tiriti a Waltangi.  - The ideas and information in  always reliable or straightforw  be ambiguous and interpreted  even conflicting, ways.  - Texts can have multiple laye  Exploring them helps to expos  meanings and contradictions v.  Ngā āhuatanga reo - Features  structures of language  - How language is used varies  place, and social contexts. Re  variation helps us analyse soc  relationships, and power.	maramatan, naramatan, ne purpose. e text, and arstand its ne audience. es its sophisticate - build mean and synthes texts related to Te ness of society and effect to Te texts are not texts are not texts are not text enders, and beyond society and effect to Te texts are not text end texts are not text end tex	range of strategies to decode nend texts, using prior nd information in the text to stract ideas, complex plots, an
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	Te Mataiaho - Es:	sential Pedago	gies			Key Comp	petencies	
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Multistructural Outcome Loan	ning Experiences		Pelational Out	SOLO Co	onnections			
Multistructural Outcome Learning Experiences List your ideas - (Define/Describe/List)			Connect your idea - (Compare & Contrast Explain/Sequence/ Classify/Cause & Effect/Anglyse (Part Whole)			Extended Abstract Outcome L	earning Experiences	
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