

Grade 7 English Medium Term Plan	Semester: 2C Duration: 4 weeks	Theme: Feed the World	Key Words:
Focus of Unit: Developing the skills of researching and presenting information		Target vocabulary: Primary and secondary sources, validity and reliability, plagiarism, citation, purpose, audience and format	

English Component of the Inter-Disciplinary Unit of Work



Duration: 3 Weeks (3 one-hour lessons per week)

Big Idea: *Feed The World (Global Context – Sustainability)*

Inquiry Question: *The world's population is expected to increase by two billion over the next 20 years yet we are already struggling to feed everyone. What strategies could be devised to ensure equitable food distribution?*

Curriculum Topic: Research Skills

Curriculum Skills: reading comprehension, skimming and scanning, summarizing, citing evidence, comparing and contrasting, writing in a range of text types

Key Competencies: _____

- Critical, creative and reflective thinking
- Collaborating and Communicating
- Information, Media and Technology Literacy
- Self-direction, initiative and productivity
- Adaptability
- Social Skills
- Leadership
- Global Awareness

<p><u>Week</u> 1</p>	<p><u>Key Objectives – Students should be able to:</u></p> <ul style="list-style-type: none"> A. understand the key elements of research B. retrieve and select information from a range of sources C. explain the main ideas in a range of texts D. develop skimming and scanning techniques E. summarise information appropriately 	<p><u>Lesson One: The Research Cycle</u> Starter: Students will be presented with a range of stimulus materials (poem, editorial cartoon, speech) which highlight the issue of world hunger. Development: Students share in a discussion about what links the three and discuss why it is relevant to them. Students suggest ways in which they could find out more about the topic. The inquiry question will be introduced Students will be grouped according to their responses so that there is a mixture of abilities and interests in each group. Plenary: Students are introduced to the concept of the research cycle.</p> <p><u>Lesson Two: Retrieving and Selecting Material</u> Starter: A range of statements from different kind of sources (eg. Biography, interview script, blog, newspaper report) are placed around the room. Students will suggest where they think each was extracted from and why. Development: Students participate in a discussion about primary and secondary sources. Students create a list of inquiry questions they need to answer to get a fuller understanding of the issue of world hunger. Students begin their research – in groups. Plenary: Students will defend their choice of sources.</p> <p><u>Lesson 3: Summary Skills</u> Starter: Students will share the most shocking or interesting facts from their research. Development: Students will be asked what approaches they would take if they had to report all of their findings so far in twelve words. This will lead to a discussion of what a summary is and rules for creating one effectively. Plenary: Students will continue their research and feedback to the class (no more than 20 words for each source).</p>	<p><u>Homework</u></p> <p>L1: Journaling Question 1 - Why is the issue of world hunger relevant to me?</p> <p>L1: Journaling Question 2 – What were some of the challenges faced in doing research? How did I address them?</p>
<p><u>Week</u> 2</p>	<p><u>Key Objectives – Students should be able to:</u></p> <ul style="list-style-type: none"> A. explore the validity and reliability of sources B. Understand what plagiarism is and how to avoid it c. cite sources using the APA method 	<p><u>Lesson One: Evaluating Sources</u> Starter: Students will be presented with short chunks of information about the topic, along with the sources from which they were derived (some outdated, some from individuals who are not experts, etc). Students will work in pairs to rank these in terms of credibility. Development: Students will give their feedback and explain their choices. This will lead to a discussion of how to evaluate sources. Students will return to their original groups and asked to evaluate the sources they used for the previous research task. Plenary: Students will assess whether they need to now find new sources and how they will ensure that these are more valid and reliable.</p>	<p><u>Homework</u></p> <p>L1: Students write a summary of what they have grasped about how to evaluate sources.</p>

		<p><u>Lesson Two: Referencing</u> Starter: Students watch a previously arranged role play in which the issue of plagiarism is presented. Students will explain what they understand from the term 'plagiarism' and why it is such a serious issue. Development: Students will be presented with different scenarios involving plagiarism and asked to suggest ways in which each situation could be avoided. Students will explain what they already know about how to cite sources. Students will be presented with different models of different examples of citations (eg, for magazines, books, websites, television programmes) Students will identify the components to be included in a citation. Plenary: Students will create a bibliography for the research they have done so far. Each group will assess itself against the exemplar provided.</p> <p><u>Lesson 3: Producing A Research Paper</u> Starter: Students will summarise the research process undertaken in the past five lessons. Development: The class will work together to create a checklist of the ten components of a research paper. Students will work in groups to create a research paper based on their findings. It should include: Background to the problem Summary of findings Suggested solutions Bibliography Plenary: Groups will assess each other using the checklist devised earlier.</p>	<p>L3: Students produce a set of guidelines for younger students on how to create a good research paper.</p>
<p><u>Week</u> <u>3</u></p>	<p><u>Key Objectives – Students should be able to:</u></p> <ol style="list-style-type: none"> A. understand the codes and conventions of a range of text types B. produce a text on world hunger C. work collaboratively to present and defend ideas 	<p><u>Lesson One: Understanding Text Types</u> Starter: Students will consider whether the format of a research paper as a way of presenting ideas would be effective in all settings. They will suggest other text types that might be more suitable in different situations. This will lead to a discussion of the concepts of purpose and audience. Development: Students will participate in a 'Marketplace Activity' in which they examine text types (opinion column, persuasive speech, brochure, manifesto, professional blog) at different stations (all about the same topic). They will need to identify the text type, its purpose and audience and summarise the main point made. A feedback session will follow in which the codes and conventions of each text type are discussed. Students will be divided into a final grouping and each will be given a particular text type. They will use the ideas from</p>	<p><u>Homework:</u> L1: Examine examples of the text type your group will need to produce, note linguistic and stylistic features</p>

		<p>their research to produce a text in this chosen format. Plenary: Students will extract ideas from their research papers that they will need to produce their texts.</p> <p><u>Lesson Two: Text Production</u> Starter: Students will collaborate to assign different responsibilities will be assigned to group members: <i>Leader – guide proceedings and function as chief editor</i> <i>Scribe – responsible for the production of text</i> <i>Artistic Creator – responsible for design</i> <i>Reporter – provide feedback to the class</i> Development: Students will spend the greater part of the lesson producing their text Plenary: Students will anticipate what questions they may be asked after making their presentations during the Model UN Conference</p> <p><u>Lesson 3: Model United Nations Conference</u> Starter: Students set up and display their work for the Model UN Conference Development: Each group will present their text and respond to questions from the class. Plenary: Students will write a reflection about what they learnt from doing this project, as well as their strengths and weaknesses and what approaches to learning were used.</p>	<p>L.3 – Students will post their work on a shared online learning platform so that other groups can give feedback.</p>
<p>Formative Assessment Pieces: (Self and Peer Assessed) Summary of findings Research Paper Research Paper Guidelines for younger pupils</p> <p>Summative Assessment Pieces: (Teacher Assessed) Model UN Conference Presentation (Assessment Criteria: Producing Text, Organisation) Journal Entries and Reflections (Assessment Criterion: Using Language)</p>			