**Title: Thematic Research & Fundamental Skills**

**Define the Goal of the PLC:** Students struggle with basic skills, especially concerning research skills. As such, we are going to team-teach a skills class in an I-do, We-do, and You-do approach. These skills, once taught, practiced, and mastered (in Semester 1) will then be transferred to individual research student projects (tackled in Semester 2). These research projects will all fall under the theme of Trees in 2020, but individual choices under this umbrella will be encouraged according to student interests. Students will fully choose their own research topics in the following school year.

**Suggested Skills:**

* Sentences
* Cohesive Paragraphs (Essays)
* Using context clues to understand high-level texts
* Paraphrasing a high-level text into own, student-friendly language
* Preparing and presenting information
  + Posters
  + Power Points
  + Oral presentations
  + Reports
  + Etc.
* Goal Setting
* Plagiarism/citations/bibliographies

**NOTE**: Skills will be taught on day 3’s of the 6-day cycle. Though these have been paced out, more work time may be needed per skill and teachers will use their discretion as to how this time will be found. Teachers in this PLC will identify the needed skills in their specific classrooms, and implement them as student need/ability dictates within the first semester.

**Tree Theme Research Project Example Choices:**

* Family Trees (traditional, “palm tree”, other method)
* Mapping cultural history
  + Geographical migration of ancestors
  + Religious persecution
  + Languages and dialects
* Parts of a tree
* Tangible product (ex: build a rocking chair of wood, produce a carving….)
* Lifecycle of a tree
* Animal homes in trees
* Genetics
  + Blood type, etc.

**NOTE:** Research time will be given on day 3’s of the 6-day cycle in the second semester. The final research projects will be assigned according to students’ first/second/individual choice approved by the teacher. Research projects will then be displayed during a June Symposium of Knowledge in the gym. Students will be encouraged to display and present their info in ways that speak to their learning profiles and character. Ex: Oral presentation to a group, poster, tri-fold board, tangible product, power point, art work, song, interpretive dance, etc.

Trees ☺

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| **Date** | **Lesson Focus** |
| September 5 | Sentence structure and building |
| September 13 | Paragraph structure and building |
| September 23 | Additional supporting activities |
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| October 3 | Context clues |
| October 11 | Context clues |
| October 23 | Paraphrasing |
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| November 1 | Additional supporting activities |
| November 13 | Plagiarism |
| November 21 | Citation |
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| December 2 | Bibliography |
| December 10 | Note-taking |
| December 18 | Additional supporting activities |
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| January 9 | Methods of preparing and presenting information (overview) |
| January 17 | Layout and design |
| January 27 | Additional supporting activities |
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| February 5 | Research topic – independent study unit |
| February 13 |  |
| February 28 |  |
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| March 10 |  |
| March 18 |  |
| March 27 |  |
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| April 7 |  |
| April 23 |  |
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| May 1 | Creating poster and presentation |
| May 11 |  |
| May 29 |  |
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| June 8 |  |
| June 16 | Learning symposium |
| June 24 | Reflection |