

ATL Planning Chart

Academy for Discovery at Lakewood – 2016-17

(MYP: From Principles into practice, 2014)

	taught with intent
	practiced, maintained
	maintained or introduced or deferred

Communication	Grade Level		
	6 th	7 th	8 th
I. Communication skills			
Exchanging thoughts, messages and information effectively through interaction How can students communicate through interaction?			
C1 - Give and receive meaningful feedback			
C2 - Using intercultural understanding to interpret communication			
C3 - Use a variety of speaking techniques to communicate with a variety of audiences			
C4 - Use appropriate forms of writing for different purposes and audiences			
C5 - Use a variety of media to communicate with a range of audiences			
C6 - Interpret and use effectively modes of non-verbal communication			
C7 - Negotiate ideas and knowledge with peers and teachers	5 th		
C8 - Participate in, and contribute to, digital social media networks			
C9 - Collaborate with peers and experts using a variety of digital environments & media			
C10 - Share ideas with multiple audiences using a variety of digital environments and media			
Reading, writing and using language to gather and communicate information How can students demonstrate communication through language?			
C11 - Read critically and for comprehension	5 th		
C12 - Read a variety of sources for information and for pleasure	5 th		
C13 - Make inferences and draw conclusions	5 th		
C14 - Use and interpret a range of discipline-specific terms and symbols	5 th		
C15 - Write for different purposes	5 th		
C16 - Understand and use mathematical notation			
C17 - Paraphrase accurately and concisely			
C18 - Preview and skim texts to build understanding			
C19 - Take effective notes in class			
C20 - Make effective summary notes for studying			
C21 - Use a variety of organizers for academic writing tasks			
C22 - Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
C23 - Organize and depict information logically			
C24 - Structure information in summaries, essays and reports			
	7	5	5

Social	Grade Level		
	6 th	7 th	8 th
II. Collaboration skills			
Working effectively with others How can students collaborate?			
S1 - Use social media networks appropriately to build and develop relationships			
S2 - Practice empathy			
S3 - Delegate and share responsibility for decision-making			
S4 - Help others to succeed			
S5 - Take responsibility for one's own actions			
S6 - Manage and resolve conflict, and work collaboratively in teams			
S7 - Build consensus			
S8 - Make fair and equitable decisions			
S9 - Listen actively to other perspectives and ideas			
S10 - Negotiate effectively			
S11 - Encourage others to contribute			
S12 - Exercise leadership and take on a variety of roles within groups			
S13 - Give and receive meaningful feedback			
S14 - Advocate for one's own rights and needs			
	4	5	5

Self-management	Grade Level		
	6 th	7 th	8 th
III. Organization skills			
Managing time and tasks effectively How can students demonstrate organization skills?			
SM1 - Plan short- and long-term assignments; meet deadlines			
SM2 - Create plans to prepare for summative assessments (examinations & performances)	5 th		
SM3 - Keep and use a weekly planner for assignments	5 th		
SM4 - Set goals that are challenging and realistic	5 th		
SM5 - Plan strategies and take action to achieve personal and academic goals	5 th		
SM6 - Bring necessary equipment and supplies to class			
SM7 - Keep an organized and logical system of information files/notebooks			
SM8 - Use appropriate strategies for organizing complex information			
SM9 - Understand and use sensory learning preferences (learning styles)			
SM10 - Select and use technology effectively and productively			
IV. Affective skills			
Managing state of mind How can students manage their own state of mind?			
Mindfulness			
SM11 - Practice focus and concentration			
SM12 - Practice strategies to develop mental focus			
SM13 - Practice strategies to overcome distractions			
SM14 - Practice being aware of body-mind connections			
Perseverance			
SM15 - Demonstrate persistence and perseverance	5 th		
SM16 - Practice delaying gratification			
Emotional management			
SM17 - Practice strategies to overcome impulsiveness and anger			
SM18 - Practice strategies to prevent and eliminate bullying			
SM19 - Practice strategies to reduce stress and anxiety			
Self-motivation			
SM20 - Practice analyzing and attributing causes for failure			
SM21 - Practice managing self-talk			
SM22 - Practice positive thinking			
Resilience			
SM23 - Practice “bouncing back” after adversity, mistakes and failures			
SM24 - Practice “failing well”	5 th		
SM25 - Practice dealing with disappointment and unmet expectations			
SM26 - Practice dealing with change			
V. Reflection skills			
(Re)considering the process of learning; choosing and using ATL skills How can students be reflective?			
SM25 - Develop new skills, techniques and strategies for effective learning	5 th		
SM26 - Identify strengths and weaknesses of personal learning strategies (self-assessment)			
SM27 - Demonstrate flexibility in the selection and use of learning strategies	5 th		
SM28 - Try new ATL skills and evaluate their effectiveness			
SM29 - Consider content - What did I learn about today? - What don't I yet understand? - What questions do I have now?	Teach students to ask their own questions.	Teach students to ask their own questions.	Teach students to ask their own questions.
SM30 - Consider ATL skills development - What can I already do? - How can I share my skills to help peers who need more practice? - What will I work on next?			
SM31 - Consider personal learning strategies - What can I do to become a more efficient and effective learner? - How can I become more flexible in my choice of learning strategies? - What factors are important for helping me learn well?			
SM32 - Focus on the process of creating by imitating the work of others			
SM33 - Consider ethical, cultural and environmental implications			
SM34 - Keep a journal to record reflections			
	8	9	10

Research	Grade Level		
	6 th	7 th	8 th
VI. Information literacy skills			
Finding, interpreting, judging and creating information How can students demonstrate information literacy?			
R1 - Collect, record and verify data			
R2 - Access information to be informed and inform others			
R3 - Make connections between various sources of information	5 th		
R4 - Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
R5 - Use memory techniques to develop long-term memory			
R6 - Present information in a variety of formats and platforms			
R7 - Collect and analyze data to identify solutions and make informed decisions			
R8 - Process data and report results			
R9 - Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
R10 - Understand and use technology systems			
R11 - Use critical-literacy skills to analyze and interpret media communications	5 th		
R12 - Understand and implement intellectual property rights			
R13 - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
R14 - Identify primary and secondary sources	5 th		
VII. Media literacy skills			
Interacting with media to use and create ideas and information How can students demonstrate media literacy?			
R15 - Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			
R16 - Demonstrate awareness of media interpretations or events and ideas (including digital social media)			
R17 - Make informed choices about personal viewing experiences	5 th		
R18 - Understand the impact of media representations and modes of presentation			
R19 - Seek a range of perspectives from multiple and varied sources			
R20 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
R21 - Compare, contrast and draw connections among (multi)media resources			
	7	4	5

Thinking	Grade Level		
	6 th	7 th	8 th
VII. Critical-thinking skills			
Analyzing and evaluating issues and ideas How can students think critically?			
T1 - Practice observing carefully in order to recognize problems			
T2 - Gather and organize relevant information to formulate an argument			
T3 - Recognize unstated assumptions and bias			
T4 - Interpret data			
T5 - Evaluate evidence and arguments			
T6 - Recognize and evaluate propositions			
T7 - Draw reasonable conclusions and generalizations	5 th		
T8 - Test generalizations and conclusions			
T9 - Revise understanding based on new information and evidence	5 th		
T10 - Evaluate and manage risk			
T11 - Formulate factual, topical, conceptual and debatable questions			
T12 - Consider ideas from multiple perspectives	5 th		
T13 - Develop contrary or opposing arguments	5 th		
T14 - Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding			
T15 - Propose and evaluate a variety of solutions	5 th		
T16 - Identify obstacles and challenges			
T17 - Use models and simulations to explore complex systems and issues			
T18 - Identify trends and forecast possibilities			
T19 - Troubleshoot systems and applications			
IX. Creative-thinking skills			
Generating novel ideas and considering new perspectives How can students be creative?			
T20 - Use brainstorming and visual diagrams to generate new ideas and inquiries			
T21 - Consider multiple alternatives, including those that might be unlikely or impossible			
T22 - Create novel solutions to authentic problems			
T23 - Make unexpected or unusual connections between objects and/or ideas			
T24 - Design improvements to existing machines, media and technologies			
T25 - Design new machines, media and technologies			
T26 - Make guesses, ask “what if” questions and generate testable hypotheses			
T27 - Apply existing knowledge to generate new ideas, products or processes			
T28 - Create original works and ideas; use existing works and ideas in new ways			
T29 - Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments			
T30 - Practice visible thinking strategies and techniques			
T31 - Generate metaphors and analogies			
X. Transfer skills			
Using skills and knowledge in multiple contexts How can students transfer skills and knowledge across disciplines and subject groups?			
T32 - Use effective learning strategies in subject groups and disciplines			
T33 - Apply skills and knowledge in unfamiliar situations			
T34 - Inquire in different contexts to gain a different perspective			
T35 - Compare conceptual understanding across multiple subject groups and disciplines			
T36 - Make connections between subject groups and disciplines			
T37 - Combine knowledge, understanding and skills to create products or solutions			
T38 - Transfer current knowledge to learning of new technologies			
T39 - Change the context of an inquiry to gain different perspectives			
	13	8	15