

<b>Approaches to Learning Categories</b>	<b>MYP ATL skill clusters</b>
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflective
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

**Student-led Parent-Teacher Conferences - Review the social and self-management skills self-assessment.**

*These ratings are completed by students twice a year to review with their family members.*

<b>Responsibility</b>	<b>Expert</b> <u>almost always</u>	<b>Using</b> <u>Usually</u>	<b>Developing</b> <u>Sometimes</u>	<b>Beginning</b> <u>Rarely</u>
<ul style="list-style-type: none"> <li>• Arrives on time to class</li> <li>• Brings necessary materials</li> <li>• Follows building and classroom procedures</li> <li>• Uses class time constructively and efficiently</li> <li>• Respects the rights and properties of others</li> </ul>	Comments:			
<b>Participation</b>	<b>Expert</b> <u>almost always</u>	<b>Using</b> <u>Usually</u>	<b>Developing</b> <u>Sometimes</u>	<b>Beginning</b> <u>Rarely</u>
<ul style="list-style-type: none"> <li>• Actively participates in class activities</li> <li>• Contributes to class discussions by offering ideas and asking questions more than once per class.</li> <li>• Accepts directions and feedback</li> <li>• Works successfully in groups</li> </ul>	Comments:			
<b>Initiative, Effort &amp; Perseverance</b>	<b>Expert</b> <u>almost always</u>	<b>Using</b> <u>Usually</u>	<b>Developing</b> <u>Sometimes</u>	<b>Beginning</b> <u>Rarely</u>
<ul style="list-style-type: none"> <li>• Completes class work on time, clearly, carefully, and neatly</li> <li>• Demonstrates independent initiative</li> <li>• Follows building and classroom procedures</li> <li>• Seeks help when necessary</li> <li>• Demonstrates a personal interest in academic growth</li> <li>• Stays focused</li> <li>• Works through difficult situations</li> </ul>	Comments:			
<b>Work and Study Skills</b>	<b>Expert</b> <u>almost always</u>	<b>Using</b> <u>Usually</u>	<b>Developing</b> <u>Sometimes</u>	<b>Beginning</b> <u>Rarely</u>
<ul style="list-style-type: none"> <li>• Maintains an organized notebook and work space</li> <li>• Invests in quality and accuracy of work</li> <li>• Makes corrections and/or modifications as necessary</li> <li>• Completes entire assignments on time</li> <li>• Sets own goals</li> <li>• Effectively manages long-term assignments</li> </ul>	Comments:			
<b>Follows Directions</b>	<b>Expert</b> <u>almost always</u>	<b>Using</b> <u>Usually</u>	<b>Developing</b> <u>Sometimes</u>	<b>Beginning</b> <u>Rarely</u>
<ul style="list-style-type: none"> <li>• Responds to verbal instructions</li> <li>• Responds to written instructions</li> <li>• Demonstrates active listening skills; incorporates or builds off others ideas.</li> </ul>	Comments:			

## Subject Area: Arts

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	Which units will explicitly teach these skills?			
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	<b>Music - Developing Positive Habits to Support Musical Success</b>	<b>Arts - Intro and Sketchbook making</b>	<b>Music - Developing Positive Habits to Support Musical Success</b>
	• Give and receive meaningful feedback			<b>Drama - Group Scene</b>
	• Use intercultural understanding to interpret communication	<b>Music - Performing with Technical Accuracy</b>	<b>Drama - Building an Ensemble</b>	<b>Music - Performing with Technical Accuracy</b>
	• Use a variety of speaking techniques to communicate with a variety of audiences			<b>Drama - Building an Ensemble, Improvisation</b>
	• Use appropriate forms of writing for different purposes and audiences		<b>Drama - Pantomime</b>	<b>Music - Demonstrating and Expressing Emotion through Ensemble Performance</b>
	• Use a variety of media to communicate with a range of audiences communication			<b>Arts - My Identity</b>
	• Interpret and use effectively modes of non-verbal	<b>Arts - Shadow Puppets</b>		<b>Arts - Bookmaking: Sketchbook</b>
	• Negotiate ideas and knowledge with peers and teachers	<b>Music - Moving from the Technical to the Intellectual Aspects of Performance</b>		<b>Music - Moving from the Technical to the Intellectual Aspects of Performance</b>
	• Participate in, and contribute to, digital social media networks			<b>Arts - Community Mural</b>
	• Collaborate with peers and experts using a variety of digital environments and media			<b>Music - Demonstrating and Expressing Emotion through Individual Performance</b>
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>			
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions			
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes	<b>Drama - Tableau</b>		
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media	<b>Arts - Endangered Animal Portraits in Pastel</b>		
	• Organize and depict information logically			
	• Structure information in summaries, essays and reports			
<b>Social</b>	Which units will explicitly teach these skills?			
II. Collaboration skills				
Working effectively with others	<b>Music - Moving from the Technical to the Intellectual Aspects of Performance</b>	<b>Arts - Drawing Unit: Values and Composition</b>	<b>Music - Performing with Technical Accuracy</b>	

## Subject Area: Arts

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students collaborate?	<ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise empathy</li> </ul>			
	<ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> </ul>	Drama - Building an Ensemble	Drama - Building an Ensemble	Drama - Building an Ensemble
	<ul style="list-style-type: none"> <li>• Help others to succeed</li> </ul>			Arts - Community Mural
	<ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> </ul>			Music - Demonstrating and Expressing Emotion through Individual Performance
	<ul style="list-style-type: none"> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>	Arts - Clay: Slab and Pinch techniques, animals and emotions		Music - Moving from the Technical to the Intellectual Aspects of Performance
	<ul style="list-style-type: none"> <li>• Build consensus</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make fair and equitable decisions</li> </ul>			Music - Demonstrating and Expressing Emotion through Ensemble Performance
	<ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> </ul>		Drama - Pantomime	
	<ul style="list-style-type: none"> <li>• Negotiate effectively</li> </ul>			
	<ul style="list-style-type: none"> <li>• Encourage others to contribute</li> </ul>			
	<ul style="list-style-type: none"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul>			
<ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> </ul>			Music - Sight Reading	
<ul style="list-style-type: none"> <li>• Advocate for one's own rights and needs</li> </ul>				
<b>Self-management</b>	<b>Which units will explicitly teach these skills?</b>			
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	Music - Developing Positive Habits to Support Musical Success	Arts - Ceramics: Slab Construction Box and self-designed contained	Music - Developing Positive Habits to Support Musical Success
	<ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> </ul>			
	<ul style="list-style-type: none"> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> </ul>	Music - Performing with Technical Accuracy		Arts - Printmaking: Islamic Tiles
	<ul style="list-style-type: none"> <li>• Keep and use a weekly planner for assignments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Set goals that are challenging and realistic</li> </ul>			Arts - Community Mural
	<ul style="list-style-type: none"> <li>• Plan strategies and take action to achieve personal and academic goals</li> </ul>			Arts - Artists Question Authority
	<ul style="list-style-type: none"> <li>• Bring necessary equipment and supplies to class</li> </ul>			
	<ul style="list-style-type: none"> <li>• Keep an organized and logical system of information files/notebooks</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand and use sensory learning preferences (learning styles)</li> </ul>			
<ul style="list-style-type: none"> <li>• Select and use technology effectively and productively</li> </ul>	Arts - Endangered Animal Portraits in Pastel			
IV. Affective skills	<b>Which units will explicitly teach these skills?</b>			
Managing state of mind			Music - Demonstrating and Expressing Emotion through Individual Performance	
	<ul style="list-style-type: none"> <li>• Mindfulness awareness</li> </ul>	Arts - Drawing: Line and Perspective	Arts - Drawing: Perspective skills	Arts - My Identity
	<ul style="list-style-type: none"> <li>– Practise focus and concentration</li> </ul>			
	<ul style="list-style-type: none"> <li>– Practise strategies to develop mental focus</li> </ul>			

## Subject Area: Arts

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students manage their own state of mind?	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance	<b>Drama - Building an Ensemble</b>		
	– Demonstrate persistence and perseverance	<b>Drama - Greek Theater</b>		
	– Practise delaying gratification			
	• Emotional management			<b>Drama - Group Scene</b>
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation	<b>Arts - Express Yourself (Printmaking)</b>		
	– Practise analysing and attributing causes for failure			
	– Practise managing self-talk		<b>Drama - Monologues</b>	
	– Practise positive thinking			
	• Resilience			
	– Practise “bouncing back” after adversity, mistakes and failures			
	– Practise “failing well”			
– Practise dealing with disappointment and unmet expectations				
– Practise dealing with change				
V. Reflection skills		<b>Which units will explicitly teach these skills?</b>		
How can students be reflective?	<b>(Re)considering the process of learning; choosing and using ATL skills</b>			
	• Develop new skills, techniques and strategies for effective learning	<b>Arts- Painting: Tints and Shades</b>		
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)	<b>Arts -Shadow Puppets</b>		
	• Demonstrate flexibility in the selection and use of learning strategies			
	• Try new ATL skills and evaluate their effectiveness			
	• Consider content			
	– What did I learn about today?			
	– What don't I yet understand?			
	– What questions do I have now?			
	• 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?			
	• 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?			
	• Focus on the process of creating by imitating the work of others			
	• Consider ethical, cultural and environmental implications			
	• Keep a journal to record reflections			

## Subject Area: Arts

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<b>Research</b>	<b>Which units will explicitly teach these skills?</b>		
VI. Information literacy skills			
How can students demonstrate information literacy?	<b>Finding, interpreting, judging and creating information</b>	<b>Music - Developing Positive Habits to Support Musical Success</b>	<b>Music - Developing Positive Habits to Support Musical Success</b>
	• Collect, record and verify data		
	• Access information to be informed and inform others		
	• Make connections between various sources of information		
	• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information		
	• Use memory techniques to develop long-term memory	<b>Drama - Greek Theater</b>	
	• Present information in a variety of formats and platforms		<b>Drama - Monologues</b>
	• Collect and analyse data to identify solutions and make informed decisions		<b>Drama - Theater Design/Playwriting</b>
	• Process data and report results		
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks		
	• Understand and use technology systems		
	• Use critical-literacy skills to analyse and interpret media communications		
	• Understand and implement intellectual property rights		
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
• Identify primary and secondary sources			
<b>Which units will explicitly teach these skills?</b>			
VII. Media literacy skills			
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>		<b>Arts - African Art Masks</b>
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)		<b>Arts - My Identity</b>
	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)		
	• Make informed choices about personal viewing experiences		
	• Understand the impact of media representations and modes of presentation		
	• Seek a range of perspectives from multiple and varied sources		
	• Communicate information and ideas effectively to multiple audiences using a variety of media and formats	<b>Drama - Film Making and Festivals</b>	
	• Compare, contrast and draw connections among (multi)media resources		
<b>Which units will explicitly teach these skills?</b>			
Thinking			
VIII. Critical-thinking skills			
How can students demonstrate critical-thinking skills?	<b>Analysing and evaluating issues and ideas</b>		<b>Drama - Building an Ensemble</b>
	• Practise observing carefully in order to recognize problems	<b>Music - Demonstrating and Expressing Emotion through Individual Performance</b>	<b>Music - Demonstrating and Expressing Emotion through Individual Performance</b>
	• Gather and organize relevant information to formulate an argument		
	• Recognize unstated assumptions and bias		
	• Interpret data		<b>Music - Sight Reading</b>

## Subject Area: Arts

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students think critically?	• Evaluate evidence and arguments			
	• Recognize and evaluate propositions			
	• Draw reasonable conclusions and generalizations			
	• Test generalizations and conclusions			
	• Revise understanding based on new information and evidence			
	• Evaluate and manage risk			
	• Formulate factual, topical, conceptual and debatable questions			
	• Consider ideas from multiple perspectives			
	• Develop contrary or opposing arguments			
	• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding		Arts - Drawing: Perspective skills	Arts - Artists Question Authority
	• Propose and evaluate a variety of solutions			
	• Identify obstacles and challenges			
	• Use models and simulations to explore complex systems and issues			
• Identify trends and forecast possibilities				
• Troubleshoot systems and applications				
IX. Creative-thinking skills		Which units will explicitly teach these skills?		
How can students be creative?	<b>Generating novel ideas and considering new perspectives</b>	Arts - Painting: Tints and Shades	Arts - African Art Masks	Arts - Bookmaking: Sketchbook
	• Use brainstorming and visual diagrams to generate new ideas and inquiries			Drama - Theater Design/Playwriting
	• Consider multiple alternatives, including those that might be unlikely or impossible	Arts - Clay: Slab and Pinch techniques, animals and emotions	Drama - Pantomime	Arts - Pop Art in Clay
	• Create novel solutions to authentic problems		Drama - Monologues	Arts - Community Mural
	• Make unexpected or unusual connections between objects and/or ideas	Arts - Express Yourself (Printmaking)		Drama - Building an Ensemble, Improvisation
	• Design improvements to existing machines, media and technologies			
	• Design new machines, media and technologies			
	• Make guesses, ask "what if" questions and generate testable hypotheses			
	• Apply existing knowledge to generate new ideas, products or processes			Music - Moving from the Technical to the Intellectual Aspects of Performance
	• Create original works and ideas; use existing works and ideas in new ways	Drama - Tableau	Drama - Film Making and Festivals	Drama - Group Scene
	• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments			
• Practise visible thinking strategies and techniques				
• Generate metaphors and analogies				
X. Transfer skills		Which units will explicitly teach these skills?		
How can students transfer skills and knowledge across	<b>Using skills and knowledge in multiple contexts</b>		Arts - Drawing Unit: Values and Composition	Music - Demonstrating and Expressing Emotion through Ensemble Performance
	• Use effective learning strategies in subject groups and disciplines			
	• Apply skills and knowledge in unfamiliar situations		Arts - Ceramics: Slab Construction Box and self-designed contained	
	• Inquire in different contexts to gain a different perspective		Arts - Painting: Tints and Shades	Arts - Printmaking: Islamic Tiles

**Subject Area: Arts**

<b>Subject Area: Arts</b>				
<b>Approaches to Learning (ATL) Clusters/Categories</b>		<b>MYP Year 1 (6th grade)</b>	<b>MYP Year 2 (7th grade)</b>	<b>MYP Year 3 (8th grade)</b>
knowledge across disciplines and subject groups?	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines	<b>Drama - Greek Theater</b>		
	• Combine knowledge, understanding and skills to create products or solutions			
	• Transfer current knowledge to learning of new technologies			
	• Change the context of an inquiry to gain different perspectives			



## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	Which units will explicitly teach these skills?			
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	Family and Consumer Sciences - Cooking Fundamentals	Digital Input Technologies - Exploring Digital Input Technologies Mix	Technological Systems - Structural Design and Testing
	• Give and receive meaningful feedback	Design Technology - Keyboarding	Family and Consumer Sciences - Cooking Fundamentals	Technology of Robotics - The Design Process
	• Use intercultural understanding to interpret communication			
	• Use a variety of speaking techniques to communicate with a variety of audiences	Family and Consumer Sciences - Families	Family and Consumer Sciences - Families	Family and Consumer Sciences - Families
	• Use appropriate forms of writing for different purposes and audiences		Digital Input Technologies - Career Unit	
	• Use a variety of media to communicate with a range of audiences communication	Design Technology - Keyboarding	Digital Input Technologies - Photoshop/Movie Maker	Technology of Robotics - Capstone Project
	• Interpret and use effectively modes of non-verbal			Family and Consumer Sciences - International Foods
	• Negotiate ideas and knowledge with peers and teachers			Computer Applications and the Internet - Computer Basics
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>			
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions			
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			Computer Applications and the Internet - Digital Lifestyle
• Organize and depict information logically				
• Structure information in summaries, essays and reports				
<b>Social</b>				
Which units will explicitly teach these skills?				
II. Collaboration skills				
How can students work effectively with others?	<b>Working effectively with others</b>	Family and Consumer Sciences - Babysitting	Digital Input Technologies - Exploring Digital Input Technologies Mix	Technological Systems - Electricity and Electronics
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy			

## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students collaborate?	<ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> </ul>		Digital Input Technologies - Photoshop/Movie Maker	
	<ul style="list-style-type: none"> <li>• Help others to succeed</li> </ul>		Family and Consumer Sciences - Babysitting	Family and Consumer Sciences - Babysitting
	<ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> </ul>			Investigating Computer Science - Game Development
	<ul style="list-style-type: none"> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>			
	<ul style="list-style-type: none"> <li>• Build consensus</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make fair and equitable decisions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> </ul>			
	<ul style="list-style-type: none"> <li>• Negotiate effectively</li> </ul>			
	<ul style="list-style-type: none"> <li>• Encourage others to contribute</li> </ul>			
	<ul style="list-style-type: none"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul>			
	<ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> </ul>			
<ul style="list-style-type: none"> <li>• Advocate for one's own rights and needs</li> </ul>				
<b>Self-management</b>		<b>Which units will explicitly teach these skills?</b>		
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	Family and Consumer Sciences - Cooking Fundamentals	Digital Input Technologies - Career Unit	Family and Consumer Sciences - Nutrition
	<ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> </ul>		Family and Consumer Sciences - Cooking Fundamentals	Family and Consumer Sciences - International Foods
	<ul style="list-style-type: none"> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> </ul>	Family and Consumer Sciences - Sewing	Inventions and Innovations - 2D and 3D CAD Design	Technological Systems - 2D and 3D CAD Design
	<ul style="list-style-type: none"> <li>• Keep and use a weekly planner for assignments</li> </ul>		Family and Consumer Sciences - Sewing	Investigating Computer Science - Computer Hardware
	<ul style="list-style-type: none"> <li>• Set goals that are challenging and realistic</li> </ul>		Inventions and Innovations - Urban Design	Technological Systems - Urban Design
	<ul style="list-style-type: none"> <li>• Plan strategies and take action to achieve personal and academic goals</li> </ul>			Family and Consumer Sciences - Sewing
	<ul style="list-style-type: none"> <li>• Bring necessary equipment and supplies to class</li> </ul>			
	<ul style="list-style-type: none"> <li>• Keep an organized and logical system of information files/notebooks</li> </ul>	Family and Consumer Sciences - Money Management	Family and Consumer Sciences - Money Management	Technology of Robotics - CAD and 3D Modeling
	<ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> </ul>		Inventions and Innovations - Guitar Making	Technology of Robotics - Capstone Project
	<ul style="list-style-type: none"> <li>• Understand and use sensory learning preferences (learning styles)</li> </ul>			
<ul style="list-style-type: none"> <li>• Select and use technology effectively and productively</li> </ul>			Investigating Computer Science - Game Development	
<b>IV. Affective skills</b>		<b>Which units will explicitly teach these skills?</b>		
	<b>Managing state of mind</b>			Investigating Computer Science - Programming with Python
	<ul style="list-style-type: none"> <li>• Mindfulness awareness</li> </ul>			
	<ul style="list-style-type: none"> <li>– Practise focus and concentration</li> </ul>			
	<ul style="list-style-type: none"> <li>– Practise strategies to develop mental focus</li> </ul>			
	<ul style="list-style-type: none"> <li>– Practise strategies to overcome distractions</li> </ul>			
	<ul style="list-style-type: none"> <li>– Practise being aware of body–mind connections</li> </ul>			

## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students manage their own state of mind?			Computer Applications and the Internet - Microsoft Suite and Photoshop
	• Perseverance		
	– Demonstrate persistence and perseverance		
	– Practise delaying gratification		
	• Emotional management		
	– Practise strategies to overcome impulsiveness and anger		
	– Practise strategies to prevent and eliminate bullying		
	– Practise strategies to reduce stress and anxiety		
	• Self-motivation		
	– Practise analysing and attributing causes for failure		
	– Practise managing self-talk		
	– Practise positive thinking		
	• Resilience		
	– Practise “bouncing back” after adversity, mistakes and failures		
– Practise “failing well”			
– Practise dealing with disappointment and unmet expectations			
– Practise dealing with change			
V. Reflection skills	Which units will explicitly teach these skills?		
How can students be reflective?	<b>(Re)considering the process of learning; choosing and using ATL skills</b>		
	• Develop new skills, techniques and strategies for effective learning		
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)		
	• Demonstrate flexibility in the selection and use of learning strategies		
	• Try new ATL skills and evaluate their effectiveness		
	• Consider content		
	– What did I learn about today?		
	– What don't I yet understand?		
	– What questions do I have now?		
	• 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?		
	• 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?		
	• Focus on the process of creating by imitating the work of others		
	• Consider ethical, cultural and environmental implications		
	• Keep a journal to record reflections		
Research	Which units will explicitly teach these skills?		

## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
VI. Information literacy skills				
How can students demonstrate information literacy?	<b>Finding, interpreting, judging and creating information</b>			Technological Systems - Structural Design and Testing
	<ul style="list-style-type: none"> <li>• Collect, record and verify data</li> </ul>			Investigating Computer Science - Computer Hardware
	<ul style="list-style-type: none"> <li>• Access information to be informed and inform others</li> </ul>			Technology of Robotics - Mechanical Systems
	<ul style="list-style-type: none"> <li>• Make connections between various sources of information</li> </ul>			Technology of Robotics - Electronics
	<ul style="list-style-type: none"> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use memory techniques to develop long-term memory</li> </ul>			
	<ul style="list-style-type: none"> <li>• Present information in a variety of formats and platforms</li> </ul>			Technology of Robotics - Programming
	<ul style="list-style-type: none"> <li>• Collect and analyse data to identify solutions and make informed decisions</li> </ul>			Computer Applications and the Internet - Computer Basics
	<ul style="list-style-type: none"> <li>• Process data and report results</li> </ul>			Investigating Computer Science - Career Readiness
	<ul style="list-style-type: none"> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> </ul>			Computer Applications and the Internet - Microsoft Suite and Photoshop
	<ul style="list-style-type: none"> <li>• Understand and use technology systems</li> </ul>			Investigating Computer Science - Game Development
	<ul style="list-style-type: none"> <li>• Use critical-literacy skills to analyse and interpret media communications</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand and implement intellectual property rights</li> </ul>			
<ul style="list-style-type: none"> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> </ul>				
<ul style="list-style-type: none"> <li>• Identify primary and secondary sources</li> </ul>				
VII. Media literacy skills		<b>Which units will explicitly teach these skills?</b>		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>		Digital Input Technologies - Photoshop/Movie Maker	Technology of Robotics - Capstone Project
	<ul style="list-style-type: none"> <li>• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> </ul>			Computer Applications and the Internet - Internet Cloud Services and the World Wide Web
	<ul style="list-style-type: none"> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> </ul>			Computer Applications and the Internet - Digital Lifestyle
	<ul style="list-style-type: none"> <li>• Make informed choices about personal viewing experiences</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the impact of media representations and modes of presentation</li> </ul>			
	<ul style="list-style-type: none"> <li>• Seek a range of perspectives from multiple and varied sources</li> </ul>			
	<ul style="list-style-type: none"> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>			
	<ul style="list-style-type: none"> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>			
<b>Thinking</b>		<b>Which units will explicitly teach these skills?</b>		
VIII. Critical-thinking skills				
	<b>Analysing and evaluating issues and ideas</b>			
	<ul style="list-style-type: none"> <li>• Practise observing carefully in order to recognize problems</li> </ul>	Family and Consumer Sciences - Money Management	Family and Consumer Sciences - Money Management	Technology of Robotics - Mechanical Systems
	<ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> </ul>			

## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students think critically?	• Recognize unstated assumptions and bias			
	• Interpret data		Investigating Computer Science - Computer Software, Problem-Solving	
	• Evaluate evidence and arguments		Technology of Robotics - The Design Process	
	• Recognize and evaluate propositions			
	• Draw reasonable conclusions and generalizations			
	• Test generalizations and conclusions		Computer Applications and the Internet - Internet Cloud Services and the World Wide Web	
	• Revise understanding based on new information and evidence		Computer Applications and the Internet - Digital Lifestyle	
	• Evaluate and manage risk	Family and Consumer Sciences - Babysitting	Family and Consumer Sciences - Babysitting	Family and Consumer Sciences - Babysitting
	• Formulate factual, topical, conceptual and debatable questions			
	• Consider ideas from multiple perspectives			
	• Develop contrary or opposing arguments			
	• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding			
	• Propose and evaluate a variety of solutions			
	• Identify obstacles and challenges			Investigating Computer Science - Career Readiness
	• Use models and simulations to explore complex systems and issues			Investigating Computer Science - Programming with Python
• Identify trends and forecast possibilities				
• Troubleshoot systems and applications				
IX. Creative-thinking skills	<b>Which units will explicitly teach these skills?</b>			
How can students be creative?	Generating novel ideas and considering new perspectives	Family and Consumer Sciences - Families	Inventions and Innovations - 2D and 3D CAD Design	Technological Systems - 2D and 3D CAD Design
	• Use brainstorming and visual diagrams to generate new ideas and inquiries		Family and Consumer Sciences - Families	Family and Consumer Sciences - Families
	• Consider multiple alternatives, including those that might be unlikely or impossible			Family and Consumer Sciences - Interior Design
	• Create novel solutions to authentic problems	Family and Consumer Sciences - Sewing	Family and Consumer Sciences - Sewing	Family and Consumer Sciences - Sewing
	• Make unexpected or unusual connections between objects and/or ideas			Investigating Computer Science - Computer Hardware
	• Design improvements to existing machines, media and technologies		Inventions and Innovations - Guitar Making	Technological Systems - Electricity and Electronics
	• Design new machines, media and technologies			Technology of Robotics - Capstone Project, Investigating Computer Science - Programming Basics
	• Make guesses, ask "what if" questions and generate testable hypotheses			Technology of Robotics - CAD and 3D Modeling
	• Apply existing knowledge to generate new ideas, products or processes			Technology of Robotics - Electronics

## Subject Area: Design

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
	<ul style="list-style-type: none"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise visible thinking strategies and techniques</li> </ul>			
	<ul style="list-style-type: none"> <li>• Generate metaphors and analogies</li> </ul>			
X. Transfer skills	<b>Which units will explicitly teach these skills?</b>			
How can students transfer skills and knowledge across disciplines and subject groups?	<b>Using skills and knowledge in multiple contexts</b>		<b>Inventions and Innovations - Transportation</b>	<b>Technological Systems - Transportation</b>
	<ul style="list-style-type: none"> <li>• Use effective learning strategies in subject groups and disciplines</li> </ul>			<b>Technology of Robotics - Programming</b>
	<ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> </ul>		<b>Inventions and Innovations - Urban Design</b>	<b>Technological Systems - Urban Design</b>
	<ul style="list-style-type: none"> <li>• Inquire in different contexts to gain a different perspective</li> </ul>			
	<ul style="list-style-type: none"> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make connections between subject groups and disciplines</li> </ul>			
	<ul style="list-style-type: none"> <li>• Combine knowledge, understanding and skills to create products or solutions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Transfer current knowledge to learning of new technologies</li> </ul>			
<ul style="list-style-type: none"> <li>• Change the context of an inquiry to gain different perspectives</li> </ul>				

## Subject Area: Individuals and Societies

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	<b>Which units will explicitly teach these skills?</b>			
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	<b>European Exploration</b>	<b>Progressives</b>	<b>Introduction to Geography</b>
	• Give and receive meaningful feedback			
	• Use intercultural understanding to interpret communication	<b>Westward Expansion</b>		
	• Use a variety of speaking techniques to communicate with a variety of audiences			
	• Use appropriate forms of writing for different purposes and audiences			
	• Use a variety of media to communicate with a range of audiences communication	<b>American Revolution</b>	<b>Cold War</b>	
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers			
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>	<b>Colonial America</b>	<b>Expanding Citizenship</b>	<b>Geographic Systems</b>
	• Read critically and for comprehension	<b>New Nation and Constitution</b>	<b>Civil Rights</b>	
	• Read a variety of sources for information and for pleasure		<b>Great Depression and the Economy</b>	
	• Make inferences and draw conclusions	<b>Abolition and the Civil war</b>		
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media		<b>World War II</b>	
	• Organize and depict information logically			
• Structure information in summaries, essays and reports				
<b>Social</b>	<b>Which units will explicitly teach these skills?</b>			
II. Collaboration skills				
How can students collaborate?	<b>Working effectively with others</b>		<b>Expanding Citizenship</b>	<b>Geographic Systems</b>
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy		<b>Great Depression and the Economy</b>	
	• Delegate and share responsibility for decision-making			
	• Help others to succeed			
	• Take responsibility for one's own actions			
	• Manage and resolve conflict, and work collaboratively in teams		<b>World War II</b>	<b>Cooperation and Conflict</b>
	• Build consensus			
	• Make fair and equitable decisions			

## Subject Area: Individuals and Societies

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> <li>• Negotiate effectively</li> <li>• Encourage others to contribute</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Give and receive meaningful feedback</li> <li>• Advocate for one's own rights and needs</li> </ul>				
<b>Self-management</b>	<b>Which units will explicitly teach these skills?</b>			
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	<b>Introduction to Geography and Early American Indians</b>	<b>Progressives</b>	<b>Introduction to Geography</b>
	• Plan short- and long-term assignments; meet deadlines	<b>European Exploration</b>		
	• Create plans to prepare for summative assessments (examinations and performances)			<b>Cooperation and Conflict</b>
	• Keep and use a weekly planner for assignments			
	• Set goals that are challenging and realistic			
	• Plan strategies and take action to achieve personal and academic goals			
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks	<b>Westward Expansion</b>		
	• Use appropriate strategies for organizing complex information			
	• Understand and use sensory learning preferences (learning styles)			
• Select and use technology effectively and productively				
IV. Affective skills	<b>Which units will explicitly teach these skills?</b>			
How can students manage their own state of mind?	<b>Managing state of mind</b>	<b>Colonial America</b>	<b>World War II</b>	<b>Geographic Systems</b>
	• Mindfulness awareness	<b>American Revolution</b>		
	– Practise focus and concentration			
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance			
	– Demonstrate persistence and perseverance			
	– Practise delaying gratification			
	• Emotional management			
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation			
	– Practise analysing and attributing causes for failure			
	– Practise managing self-talk			
	– Practise positive thinking			
• Resilience				



## Subject Area: Individuals and Societies

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	<ul style="list-style-type: none"> <li>– Practise “bouncing back” after adversity, mistakes and failures</li> <li>– Practise “failing well”</li> <li>– Practise dealing with disappointment and unmet expectations</li> <li>– Practise dealing with change</li> </ul>			
V. Reflection skills		Which units will explicitly teach these skills?		
How can students be reflective?	<b>(Re)considering the process of learning; choosing and using ATL skills</b>			
	• Develop new skills, techniques and strategies for effective learning			
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
	• Demonstrate flexibility in the selection and use of learning strategies			
	• Try new ATL skills and evaluate their effectiveness			
	• Consider content			
	– What did I learn about today?			
	– What don't I yet understand?			
	– What questions do I have now?			
	• 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?			
	• 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?			
	• Focus on the process of creating by imitating the work of others			
	• Consider ethical, cultural and environmental implications			
	• Keep a journal to record reflections			
<b>Research</b>		Which units will explicitly teach these skills?		
VI. Information literacy skills				
How can students demonstrate information literacy?	<b>Finding, interpreting, judging and creating information</b>	<b>Introduction to Geography and Early American Indians</b>	<b>Industrialization</b>	<b>Introduction to Geography</b>
	• Collect, record and verify data			
	• Access information to be informed and inform others		<b>Great Depression and the Economy</b>	
	• Make connections between various sources of information			
	• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
	• Use memory techniques to develop long-term memory			
	• Present information in a variety of formats and platforms			
	• Collect and analyse data to identify solutions and make informed decisions			
	• Process data and report results			
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
• Understand and use technology systems				

## Subject Area: Individuals and Societies

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	• Use critical-literacy skills to analyse and interpret media communications			
	• Understand and implement intellectual property rights			
	• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
	• Identify primary and secondary sources	Westward Expansion	Progressives	
VII. Media literacy skills		Which units will explicitly teach these skills?		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>		Cold War	Geographic Systems
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			
	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
	• Make informed choices about personal viewing experiences			
	• Understand the impact of media representations and modes of presentation		Civil Rights	Cooperation and Conflict
	• Seek a range of perspectives from multiple and varied sources		World War II	
	• Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
• Compare, contrast and draw connections among (multi)media resources				
<b>Thinking</b>		Which units will explicitly teach these skills?		
VIII. Critical-thinking skills				
How can students think critically?	<b>Analysing and evaluating issues and ideas</b>	Colonial America	Expanding Citizenship	Introduction to Geography
	• Practise observing carefully in order to recognize problems		Great Depression and the Economy	
	• Gather and organize relevant information to formulate an argument			
	• Recognize unstated assumptions and bias			
	• Interpret data		Industrialization	
	• Evaluate evidence and arguments	New Nation and Constitution	Progressives	
	• Recognize and evaluate propositions	American Revolution		
	• Draw reasonable conclusions and generalizations	Abolition and the Civil war	World War II	
	• Test generalizations and conclusions			
	• Revise understanding based on new information and evidence	Federal and state Government		
	• Evaluate and manage risk			
	• Formulate factual, topical, conceptual and debatable questions			
	• Consider ideas from multiple perspectives			
	• Develop contrary or opposing arguments			
	• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding			
	• Propose and evaluate a variety of solutions			
	• Identify obstacles and challenges			
• Use models and simulations to explore complex systems and issues				
• Identify trends and forecast possibilities				
• Troubleshoot systems and applications				
IX. Creative-thinking skills		Which units will explicitly teach these skills?		
	Generating novel ideas and considering new perspectives			Geographic Systems

## Subject Area: Individuals and Societies

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students be creative?	• Use brainstorming and visual diagrams to generate new ideas and inquiries		
	• Consider multiple alternatives, including those that might be unlikely or impossible		
	• Create novel solutions to authentic problems		
	• Make unexpected or unusual connections between objects and/or ideas		
	• Design improvements to existing machines, media and technologies		
	• Design new machines, media and technologies		
	• Make guesses, ask “what if” questions and generate testable hypotheses		
	• Apply existing knowledge to generate new ideas, products or processes		
	• Create original works and ideas; use existing works and ideas in new ways		
	• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments		
	• Practise visible thinking strategies and techniques		
• Generate metaphors and analogies			
X. Transfer skills		<b>Which units will explicitly teach these skills?</b>	
How can students transfer skills and knowledge across disciplines and subject groups?	<b>Using skills and knowledge in multiple contexts</b>		<b>Cooperation and Conflict</b>
	• Use effective learning strategies in subject groups and disciplines		
	• Apply skills and knowledge in unfamiliar situations		
	• Inquire in different contexts to gain a different perspective		
	• Compare conceptual understanding across multiple subject groups and disciplines		
	• Compare conceptual understanding across multiple subject groups and disciplines		
	• Make connections between subject groups and disciplines		
	• Combine knowledge, understanding and skills to create products or solutions		
	• Transfer current knowledge to learning of new technologies		
	• Change the context of an inquiry to gain different perspectives		

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	Which units will explicitly teach these skills?			
I. Communication skills				
How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction	Transitional Spanish - Descriptions of Home: Outside, Inside, Chores	French I - Who am I?; Arabic I - Greetings; Chinese I - Greetings; Spanish I - Greetings	French II - Review; English Language Development Reading Level 3 - Identity; Arabic II
	• Give and receive meaningful feedback	English Language Development English Level 1 - Timeline Cultural Events; Introduction to Spanish - The Family; Introduction to French - Self and Friends	American Sign Language I - The Family; Spanish I - The Family; English Language Development Reading Level 3 - Identity; English Language Development Reading Level 4 - Identity	French II - The Shopping Street; Latin II - Roman Britain; American Sign Language II - Shopping; Arabic II - Shopping
	• Use intercultural understanding to interpret communication	English Language Development Reading Level 3 - Identity	French I - Leisure Activities; American Sign Language I - Vacations; Arabic I - Vacations; Chinese - Vacations; Spanish I - Vacations	Spanish II - Holidays; Latin II - Roman Medicine and Science
	• Use a variety of speaking techniques to communicate with a variety of audiences	Introduction to Spanish - Greetings	Arabic I - The Family; Chinese - the Family	Spanish II - Shopping; Chinese II - Shopping
	• Use appropriate forms of writing for different purposes and audiences	Introduction to Spanish - School Life; Introduction to Spanish for Fluent Speakers - Schools	French I - Storybook Writing	Latin II - ISIS and Foreign Relations
	• Use a variety of media to communicate with a range of audiences communication	Introduction to Spanish - Likes and Dislikes; Introduction to Spanish for Fluent Speakers - Meals and Celebrations	American Sign Language I - Pastimes; Arabic I - The Pastimes; Chinese - The Pastimes; Spanish I - Pastimes	French II - Healthy Body
	• Interpret and use effectively modes of non-verbal	Introduction to American Sign Language - Myself and My Family; Introduction to Spanish for Fluent Speakers - How We Live?	French I - The Family; American Sign Language I - Greetings	American Sign Language II - The Holidays; Chinese II - Holidays
	• Negotiate ideas and knowledge with peers and teachers	Introduction to Spanish for Fluent Speakers - Greetings and Families	American Sign Language I - In the class; Chinese - In the Class; Spanish I - In the Class	
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media	Introduction to Spanish for Fluent Speakers - Animals	Arabic I - In the Class	
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information	English Language Development Reading Level 1 - Timeline Cultural Events	Latin I - Public Entertainment	
	• Read critically and for comprehension	English Language Development Reading Level 2 - Identity		
	• Read a variety of sources for information and for pleasure	English Language Development English Level 2 - Identity		
	• Make inferences and draw conclusions	Transitional Spanish - Daily Routines		
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes		Latin I - Elections and Government	
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	<ul style="list-style-type: none"> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class</li> <li>• Make effective summary notes for studying</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul>			
<b>Social</b>		<b>Which units will explicitly teach these skills?</b>		
<b>II. Collaboration skills</b>				
How can students collaborate?	<b>Working effectively with others</b>	<b>Introduction to Latin - Myself and My Family, Chinese - Myself and My Family</b>	<b>French I - Leisure Activities; American Sign Language I - Greetings; Chinese I - Greetings; Spanish I - Greetings</b>	<b>French II - The Shopping Street</b>
	<ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise empathy</li> </ul>	<b>Introduction to American Sign Language - Myself and My Family</b>	<b>French I - School</b>	<b>French II - The Home</b>
	<ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> </ul>	<b>Introduction to American Sign Language - My School and Society</b>	<b>Arabic I - The Family; Chinese - The Family; Spanish I - The Family</b>	
	<ul style="list-style-type: none"> <li>• Help others to succeed</li> </ul>	<b>Arabic - Myself and My Family</b>	<b>American Sign Language I - The Family</b>	<b>Latin II - ISIS and Foreign Relations</b>
	<ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> </ul>	<b>Introduction to Latin - My School and Society, Introduction to Spanish - Greetings</b>	<b>Latin I - Public Entertainment</b>	
	<ul style="list-style-type: none"> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>	<b>Arabic - My School and Society</b>		
	<ul style="list-style-type: none"> <li>• Build consensus</li> </ul>	<b>Introduction to Spanish - Family</b>		
	<ul style="list-style-type: none"> <li>• Make fair and equitable decisions</li> </ul>	<b>Introduction to French - Family</b>		
	<ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> </ul>	<b>Introduction to Spanish - the Neighborhood</b>		
	<ul style="list-style-type: none"> <li>• Negotiate effectively</li> </ul>			
	<ul style="list-style-type: none"> <li>• Encourage others to contribute</li> </ul>	<b>Transitional Spanish - Descriptions of Home: Outside, Inside, Chores</b>		
	<ul style="list-style-type: none"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul>			
<ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> </ul>				
<ul style="list-style-type: none"> <li>• Advocate for one's own rights and needs</li> </ul>				
<b>Self-management</b>		<b>Which units will explicitly teach these skills?</b>		
<b>III. Organization skills</b>				
	<b>Managing time and tasks effectively</b>	<b>Introduction to Latin - My House and Community, English Language Development Reading Level 2 - Love for Reading; Introduction to French - Sports and Activities</b>	<b>American Sign Language I - Vacations; Arabic I - Vacations; Spanish I - Vacations</b>	<b>French II - Review; Latin II - Roman Britain; American Sign Language II - The Holidays; Arabic II - Holidays; Chinese II - Holidays</b>

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students demonstrate organization skills?	• Plan short- and long-term assignments; meet deadlines	Introduction to American Sign Language - My House and Community, English Language Development English Level 2 - Love for Reading and Good Writing	Spanish for Fluent Speakers I - Contemporary Life	French II - The Shopping Street; Latin II - Roman Medicine and Science; American Sign Language II - Parties; Chinese II - Parties
	• Create plans to prepare for summative assessments (examinations and performances)	Arabic - My House and Community, English Language Development English Level 2 - Love for Reading	English Language Development Reading Level 3 - Love for Reading	French II - To Paris
	• Keep and use a weekly planner for assignments	Chinese - My House and Community		French II - The Grand Vacation
	• Set goals that are challenging and realistic	English Language Development English Level 1 - What Identity Means to You; English Language Development Reading Level 2 - Love for Reading and Good Writing	English Language Development Reading Level 4 - Love for Reading	Spanish II - Shopping; American Sign Language II - Shopping; Arabic II - Shopping; Chinese II - Shopping
	• Plan strategies and take action to achieve personal and academic goals	English Language Development English Level 1 - Love for Reading & Good Writing; English Language Development Reading Level 3 - Love for Reading	English Language Development Reading Level 3 - Love for Reading and Good Writing; English Language Development Reading Level 4 - Love for Reading and Good Writing	Spanish II - Food; Spanish for Fluent Speakers II - Contemporary Life
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks	English Language Development Reading Level 1 - Reflection of learning about culture and identity		
	• Use appropriate strategies for organizing complex information	English Language Development Reading Level 1 - What Identity Means to You; English Language Development Reading Level 3 - Love for Reading and Good Writing		
• Understand and use sensory learning preferences (learning styles)				
• Select and use technology effectively and productively			Spanish II - End-of-Year Project	
IV. Affective skills	Which units will explicitly teach these skills?			
How can students	Managing state of mind	Transitional Spanish - Daily Routines	French I - Who am I?	Spanish II - Holidays; American Sign Language II - Daily Routines; Arabic II - Daily Routines; Chinese II - Daily Routines
	• Mindfulness awareness			Spanish II - Shopping; American Sign Language II - Food; Arabic II - Food; Chinese II - Food
	– Practise focus and concentration			Spanish II - Parties; Arabic II - Parties; Chinese II - Parties
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance	Introduction to French - Self and Friends	French I - Sports	Spanish II - Daily Routines; English Language Development Reading Level 3 - Love for Reading
– Demonstrate persistence and perseverance		Spanish for Fluent Speakers I - Science and Technology	Spanish for Fluent Speakers II - Science and Technology	

## Subject Area: Language Acquisition

	Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students manage their own state of mind?	– Practise delaying gratification			
	• Emotional management			
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation			English Language Development Reading Level 3 - Love for Reading and Good Writing
	– Practise analysing and attributing causes for failure			
	– Practise managing self-talk			
	– Practise positive thinking			
	• Resilience			
	– Practise “bouncing back” after adversity, mistakes and failures			
	– Practise “failing well”			
	– Practise dealing with disappointment and unmet expectations			
– Practise dealing with change				
V. Reflection skills		Which units will explicitly teach these skills?		
How can students be reflective?	<b>(Re)considering the process of learning; choosing and using ATL skills</b>		French I - Leisure Activities	
	• Develop new skills, techniques and strategies for effective learning			
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
	• Demonstrate flexibility in the selection and use of learning strategies			
	• Try new ATL skills and evaluate their effectiveness			
	• Consider content			
	– What did I learn about today?			
	– What don't I yet understand?			
	– What questions do I have now?			
	• 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?			
	• 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?			
	• Focus on the process of creating by imitating the work of others			
	• Consider ethical, cultural and environmental implications			
• Keep a journal to record reflections				
Research		Which units will explicitly teach these skills?		
VI. Information literacy skills				

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students demonstrate information literacy?	<b>Finding, interpreting, judging and creating information</b>	Introduction to Latin - Festivals and Foods; Introduction to Spanish for Fluent Speakers - Greetings and Families	American Sign Language I - Pastimes; Arabic I - Pastimes; Chinese - The Pastimes; Spanish I - Pastimes	French II - The Home; American Sign Language II - Food; Arabic II - Food
	• Collect, record and verify data	Introduction to Spanish for Fluent Speakers - Schools		
	• Access information to be informed and inform others	Arabic - Festivals and Food	Latin I - Early Roman History	
	• Make connections between various sources of information	Transitional Spanish - Food: Breakfast, Lunch, Dinner and Fruits		Latin II - Roman Medicine and Science; American Sign Language II - Parties; Arabic II - Parties; Chinese II - Parties
	• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information		American Sign Language I - Vacations; Arabic I - Vacations; Spanish I - Vacations	
	• Use memory techniques to develop long-term memory	Arabic - My World and the Environment; Chinese - My World and the Environment		
	• Present information in a variety of formats and platforms	English Language Development English Level 2 - Love for Reading and Good Writing; English Language Development Reading Level 3 - Love for Reading and Good Writing	Latin I - Elections and Government; English Language Development Reading Level 3 - Love for Reading and Good Writing; English Language Development Reading Level 4 - Love for Reading and Good Writing	English Language Development Reading Level 3 - Love for Reading and Good Writing
	• Collect and analyse data to identify solutions and make informed decisions			
	• Process data and report results			
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	Introduction to Spanish for Fluent Speakers - Animals		
	• Understand and use technology systems			
	• Use critical-literacy skills to analyse and interpret media communications	Introduction to Latin - My World and the Environment		
	• Understand and implement intellectual property rights			
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions				
• Identify primary and secondary sources				
VII. Media literacy skills		Which units will explicitly teach these skills?		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>	English Language Development English Level 1 - Love for Reading & Good Writing	French I - Sports	French II - To Paris; Latin II - Ancient Alexandria
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	English Language Development Reading Level 2 - Love for Reading and Good Writing		
	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
	• Make informed choices about personal viewing experiences			Spanish II - Food; Latin II - ISIS and Foreign Relations; Chinese II - Food
	• Understand the impact of media representations and modes of presentation	Introduction to French - Sports and Activities		
	• Seek a range of perspectives from multiple and varied sources			



## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	<ul style="list-style-type: none"> <li>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>Compare, contrast and draw connections among (multi)media resources</li> </ul>	Introduction to Spanish - the Neighborhood		Spanish II - Parties
<b>Thinking</b>		Which units will explicitly teach these skills?		
VIII. Critical-thinking skills				
How can students think critically?	Analysing and evaluating issues and ideas	Introduction to American Sign Language - My World and the Environment; Arabic - My House and Community; English Language Development Reading Level 2 - Love for Reading	French I - Who am I?	French II - Review; Latin II - Roman Britain; American Sign Language II - The Holidays; Arabic II - Shopping; Chinese II - Shopping
	<ul style="list-style-type: none"> <li>Practise observing carefully in order to recognize problems</li> </ul>	Introduction to Latin - Myself and My Family; Chinese - Myself and My Family; Introduction to Spanish - School Life	American Sign Language I - Pastimes; Arabic I - Pastimes; Chinese - The Pastimes; Spanish I - The Pastimes	Spanish for Fluent Speakers II - Community Well-Being
	<ul style="list-style-type: none"> <li>Gather and organize relevant information to formulate an argument</li> </ul>	Introduction to Latin - My School and Society; English Language Development Reading Level 1 - Reflection of learning about culture and identity	French I - School	American Sign Language II - Daily Routines; Arabic II - Daily Routines; Chinese II - Daily Routines
	<ul style="list-style-type: none"> <li>Recognize unstated assumptions and bias</li> </ul>	Introduction to Latin - My House and Community; English Language Development Reading Level 1 - What Identity Means to You		
	<ul style="list-style-type: none"> <li>Interpret data</li> </ul>	Introduction to Latin - Festivals and Foods; English Language Development English Level 2 - Identity		
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments</li> </ul>	American Sign Language - My House and Community, English Language Development Reading Level 3 - Love for Reading; Introduction to French - Family	English Language Development Reading Level 3 - Love for Reading	
	<ul style="list-style-type: none"> <li>Recognize and evaluate propositions</li> </ul>	Arabic - Myself and My Family; Introduction to Spanish for Fluent Speakers - Greetings and Families		
	<ul style="list-style-type: none"> <li>Draw reasonable conclusions and generalizations</li> </ul>	Arabic - My School and Society; Introduction to French - Self and Friends	Latin I - Early Roman History	
	<ul style="list-style-type: none"> <li>Test generalizations and conclusions</li> </ul>	English Language Development Reading Level 2 - Poetry	English Language Development Reading Level 3 - Poetry	
	<ul style="list-style-type: none"> <li>Revise understanding based on new information and evidence</li> </ul>	English Language Development English Level 1 - What Identity Means to You	English Language Development Reading Level 4 - Poetry	
	<ul style="list-style-type: none"> <li>Evaluate and manage risk</li> </ul>			
<ul style="list-style-type: none"> <li>Formulate factual, topical, conceptual and debatable questions</li> </ul>	English Language Development Reading Level 1 - Autobiographical Poem; Introduction to Spanish for Fluent Speakers - How We Live?	English Language Development Reading Level 4 - Love for Reading and Good Writing		

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<ul style="list-style-type: none"> <li>Consider ideas from multiple perspectives</li> </ul>	Introduction to American Sign Language - Myself and My Family; Arabic - My World and the Environment			
<ul style="list-style-type: none"> <li>Develop contrary or opposing arguments</li> </ul>	Introduction to American Sign Language - My School and Society			
<ul style="list-style-type: none"> <li>Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> </ul>	English Language Development Reading Level 3 - Love for Reading and Good Writing	English Language Development Reading Level 3 - Love for Reading and Good Writing		
<ul style="list-style-type: none"> <li>Propose and evaluate a variety of solutions</li> </ul>	Transitional Spanish - Food: Breakfast, Lunch, Dinner and Fruits	Spanish for Fluent Speakers I - Identity and Belonging		
<ul style="list-style-type: none"> <li>Identify obstacles and challenges</li> </ul>	Introduction to Latin - My World and the Environment	Spanish for Fluent Speakers I - Personal well-being		
<ul style="list-style-type: none"> <li>Use models and simulations to explore complex systems and issues</li> </ul>				
<ul style="list-style-type: none"> <li>Identify trends and forecast possibilities</li> </ul>				
<ul style="list-style-type: none"> <li>Troubleshoot systems and applications</li> </ul>				
IX. Creative-thinking skills	Which units will explicitly teach these skills?			
How can students be creative?	Generating novel ideas and considering new perspectives	Introduction to American Sign Language - My World and the Environment; Chinese - My House and Community	French I - The Family	Spanish II - Shopping; Latin II Ancient Alexandria
	<ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul>	Chinese - My World and the Environment	French I - Storybook Writing	French II - The Home
	<ul style="list-style-type: none"> <li>Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>	English Language Development English Level 1 - Love for Reading & Good Writing		French II - The Grand Vacation; English Language Development Reading Level 3 - Love for Reading
	<ul style="list-style-type: none"> <li>Create novel solutions to authentic problems</li> </ul>	Introduction to American Sign Language - Festivals and Food; Chinese - Festivals and Foods		Spanish II - Parties; Arabic II - Parties; Chinese II - Parties
	<ul style="list-style-type: none"> <li>Make unexpected or unusual connections between objects and/or ideas</li> </ul>	English Language Development English Level 1 - Autobiographical Poem; English Language Development English Level 2 - Poetry		French II - Healthy Body; English Language Development Reading Level 3 - Poetry
	<ul style="list-style-type: none"> <li>Design improvements to existing machines, media and technologies</li> </ul>	English Language Development Reading Level 2 - Love for Reading and Good Writing		English Language Development Reading Level 3 - Love for Reading and Good Writing
	<ul style="list-style-type: none"> <li>Design new machines, media and technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>Make guesses, ask "what if" questions and generate testable hypotheses</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul>	Introduction to Spanish - Likes and Dislikes		Spanish for Fluent Speakers II - Identity and Belonging
	<ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>			Spanish II - End-of-Year Project
<ul style="list-style-type: none"> <li>Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> </ul>				
<ul style="list-style-type: none"> <li>Practise visible thinking strategies and techniques</li> </ul>				
<ul style="list-style-type: none"> <li>Generate metaphors and analogies</li> </ul>				
X. Transfer skills	Which units will explicitly teach these skills?			

## Subject Area: Language Acquisition

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students transfer skills and knowledge across disciplines and subject groups?	Using skills and knowledge in multiple contexts	Arabic - Festivals and Food; Introduction to Spanish for Fluent Speakers - Meals and Celebrations		Spanish II - Daily Routines
	• Use effective learning strategies in subject groups and disciplines			
	• Apply skills and knowledge in unfamiliar situations			
	• Inquire in different contexts to gain a different perspective			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines			
	• Combine knowledge, understanding and skills to create products or solutions			
	• Transfer current knowledge to learning of new technologies			
	• Change the context of an inquiry to gain different perspectives			

## Subject Area: Language and Literature

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<b>Communication</b>		Which units will explicitly teach these skills?		
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	<b>ELA 6 - Your Story Matters/Personal Narrative</b>	<b>ELA 7 - Reading Like a Writer</b>	<b>ELA 8 - Memoir</b>
	• Give and receive meaningful feedback			
	• Use intercultural understanding to interpret communication			
	• Use a variety of speaking techniques to communicate with a variety of audiences	<b>ELA 6 - Personal Profile</b>		
	• Use appropriate forms of writing for different purposes and audiences		<b>ELA 7 - Words, Power and Persuasion</b>	
	• Use a variety of media to communicate with a range of audiences communication			<b>ELA 8 - Family Migration</b>
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers			
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media	<b>Reading 6 - Reading in Math</b>			
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>	<b>ELA 6 - DIY Fiction</b>	<b>ELA 7 - Activism Letter Writing</b>	<b>ELA 8 - Podcast - Tell Your Story</b>
	• Read critically and for comprehension	<b>Reading 6 - Nonfiction: Not Just the Facts</b>		<b>ELA 8 - World of Water</b>
	• Read a variety of sources for information and for pleasure		<b>ELA 7 - Finding a Love of Reading</b>	<b>ELA 8 - Shakespeare Lives</b>
	• Make inferences and draw conclusions	<b>Reading 6 - Reading to Inspire Action</b>		
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes	<b>ELA 6 - Poetry</b>	<b>ELA 7 - Poetry</b>	<b>ELA 8 - Poetry</b>
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically				
• Structure information in summaries, essays and reports				
<b>Social</b>		Which units will explicitly teach these skills?		
II. Collaboration skills				
	<b>Working effectively with others</b>			
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy			
	• Delegate and share responsibility for decision-making			
	• Help others to succeed			
	• Take responsibility for one's own actions			

## Subject Area: Language and Literature

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students collaborate?	• Manage and resolve conflict, and work collaboratively in teams			
	• Build consensus			
	• Make fair and equitable decisions			
	• Listen actively to other perspectives and ideas			
	• Negotiate effectively			
	• Encourage others to contribute			
	• Exercise leadership and take on a variety of roles within groups			
	• Give and receive meaningful feedback			
• Advocate for one's own rights and needs				
<b>Self-management</b>		<b>Which units will explicitly teach these skills?</b>		
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	<b>ELA 6 - Your Story Matters/Personal Narrative</b>		<b>ELA 8 - Family Migration</b>
	• Plan short- and long-term assignments; meet deadlines	<b>Reading 6 - Reading to Inspire Action</b>		
	• Create plans to prepare for summative assessments (examinations and performances)	<b>ELA 6 - Stake Your Claim</b>		
	• Keep and use a weekly planner for assignments			
	• Set goals that are challenging and realistic	<b>Reading 6 - I Am a Lifelong Reader</b>		
	• Plan strategies and take action to achieve personal and academic goals			
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks			
	• Use appropriate strategies for organizing complex information	<b>Reading 6 - Characters in Conflict</b>		
	• Understand and use sensory learning preferences (learning styles)			
• Select and use technology effectively and productively	<b>Reading 6 - Nonfiction: Not Just the Facts</b>			
IV. Affective skills		<b>Which units will explicitly teach these skills?</b>		
How can students manage their own state of mind?	<b>Managing state of mind</b>			
	• Mindfulness awareness			
	– Practise focus and concentration			
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance			
	– Demonstrate persistence and perseverance			
	– Practise delaying gratification			
	• Emotional management			
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation			

## Subject Area: Language and Literature

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<ul style="list-style-type: none"> <li>- Practise analysing and attributing causes for failure</li> <li>- Practise managing self-talk</li> <li>- Practise positive thinking</li> <li>• Resilience</li> <li>- Practise "bouncing back" after adversity, mistakes and failures</li> <li>- Practise "failing well"</li> <li>- Practise dealing with disappointment and unmet expectations</li> <li>- Practise dealing with change</li> </ul>	Reading 6 - Reading in Math		
V. Reflection skills	Which units will explicitly teach these skills?		
<p><b>(Re)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Try new ATL skills and evaluate their effectiveness</li> <li>• Consider content</li> <li>- What did I learn about today?</li> <li>- What don't I yet understand?</li> <li>- What questions do I have now?</li> <li>• Consider ATL skills development</li> <li>- What can I already do?</li> <li>- How can I share my skills to help peers who need more practice?</li> <li>- What will I work on next?</li> <li>• Consider personal learning strategies</li> <li>- What can I do to become a more efficient and effective learner?</li> <li>- How can I become more flexible in my choice of learning strategies?</li> <li>- What factors are important for helping me learn well?</li> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider ethical, cultural and environmental implications</li> <li>• Keep a journal to record reflections</li> </ul>			
Research	Which units will explicitly teach these skills?		
VI. Information literacy skills			
<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> </ul>	<p>ELA 6 - There's One Born Every Minute</p> <p>ELA 6 - Personal Profile</p> <p>Reading 6 - Nonfiction: Not Just the Facts</p>		ELA 8 - Poetry
How can students be reflective?			

## Subject Area: Language and Literature

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students demonstrate information literacy?	• Present information in a variety of formats and platforms			
	• Collect and analyse data to identify solutions and make informed decisions			
	• Process data and report results			
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
	• Understand and use technology systems			
	• Use critical-literacy skills to analyse and interpret media communications	ELA 6 - DIY Fiction		
	• Understand and implement intellectual property rights			
	• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
• Identify primary and secondary sources				
VII. Media literacy skills		Which units will explicitly teach these skills?		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>			ELA 8 - Family Migration
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			
	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
	• Make informed choices about personal viewing experiences			
	• Understand the impact of media representations and modes of presentation			ELA 8 - Podcast - Tell Your Story
	• Seek a range of perspectives from multiple and varied sources			
	• Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
	• Compare, contrast and draw connections among (multi)media resources			
<b>Thinking</b>		Which units will explicitly teach these skills?		
VIII. Critical-thinking skills				
How can students think critically?	<b>Analysing and evaluating issues and ideas</b>	ELA 6 - Stake Your Claim	ELA 7 - Reading Like a Writer	ELA 8 - Shakespeare Lives
	• Practise observing carefully in order to recognize problems			
	• Gather and organize relevant information to formulate an argument	ELA 6 - There's One Born Every Minute		
	• Recognize unstated assumptions and bias	Reading 6 - Characters in Conflict		
	• Interpret data			
	• Evaluate evidence and arguments	Reading 6 - Nonfiction: Not Just the Facts		ELA 8 - World of Water
	• Recognize and evaluate propositions			
	• Draw reasonable conclusions and generalizations	Reading 6 - I Am a Lifelong Reader		
	• Test generalizations and conclusions			
	• Revise understanding based on new information and evidence			
	• Evaluate and manage risk	Reading 6 - Reading in Math		
	• Formulate factual, topical, conceptual and debatable questions			
	• Consider ideas from multiple perspectives	ELA 6 - Personal Profile	ELA 7 - Finding a Love of Reading	
	• Develop contrary or opposing arguments			
• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding				

## Subject Area: Language and Literature

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<ul style="list-style-type: none"> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> <li>• Use models and simulations to explore complex systems and issues</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> </ul>				
IX. Creative-thinking skills	Which units will explicitly teach these skills?			
How can students be creative?	<b>Generating novel ideas and considering new perspectives</b>	<b>ELA 6 - DIY Fiction</b>		<b>ELA 8 - Family Migration</b>
	• Use brainstorming and visual diagrams to generate new ideas and inquiries			
	• Consider multiple alternatives, including those that might be unlikely or impossible			<b>ELA 8 - Podcast - Tell Your Story</b>
	• Create novel solutions to authentic problems			
	• Make unexpected or unusual connections between objects and/or ideas	<b>ELA 6 - Poetry</b>	<b>ELA 7 - Poetry</b>	<b>ELA 8 - Poetry</b>
	• Design improvements to existing machines, media and technologies			
	• Design new machines, media and technologies			
	• Make guesses, ask “what if” questions and generate testable hypotheses			
	• Apply existing knowledge to generate new ideas, products or processes	<b>Reading 6 - Reading to Inspire Action</b>		
	• Create original works and ideas; use existing works and ideas in new ways			
	• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments			
• Practise visible thinking strategies and techniques				
• Generate metaphors and analogies				
X. Transfer skills	Which units will explicitly teach these skills?			
How can students transfer skills and knowledge across disciplines and subject groups?	<b>Using skills and knowledge in multiple contexts</b>			<b>ELA 8 - Memoir</b>
	• Use effective learning strategies in subject groups and disciplines			
	• Apply skills and knowledge in unfamiliar situations			
	• Inquire in different contexts to gain a different perspective			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines			
	• Combine knowledge, understanding and skills to create products or solutions			
	• Transfer current knowledge to learning of new technologies			
	• Change the context of an inquiry to gain different perspectives			



## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	Which units will explicitly teach these skills?			
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	<b>Math 6 - Decision Making</b>	<b>Math 7 - Slope and Linear Functions</b>	<b>Algebra - Systems of Equations</b>
	• Give and receive meaningful feedback			<b>Geometry - Geometry Basics and Logic</b>
	• Use intercultural understanding to interpret communication			<b>Geometry - Quadrilaterals</b>
	• Use a variety of speaking techniques to communicate with a variety of audiences			
	• Use appropriate forms of writing for different purposes and audiences		<b>Pre-Algebra - Data and Statistics</b>	<b>Algebra - Polynomials and Factoring</b>
	• Use a variety of media to communicate with a range of audiences communication		<b>Pre-Algebra - Probability</b>	<b>Algebra - Quadratics</b>
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers			
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			<b>Geometry - Coordinate Geometry and Transformations</b>
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>			<b>Geometry - Parallel Lines</b>
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions		<b>Math 7 - Quadrilaterals</b>	<b>Algebra - Geometry</b>
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation		<b>Math 7 - Powers of 10 and Scientific Notation</b>	<b>Geometry - Area and Volume</b>
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying		<b>Pre-Algebra - Real Numbers, and Coordinate Plane and Transformation</b>	<b>Geometry - Circles</b>
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically			<b>Geometry - Constructions</b>	
• Structure information in summaries, essays and reports				
<b>Social</b>	Which units will explicitly teach these skills?			
II. Collaboration skills				
Working effectively with others			<b>Pre-Algebra - Probability</b>	<b>Geometry - Geometry Basics and Logic</b>
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy			
	• Delegate and share responsibility for decision-making			
	• Help others to succeed			

## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students collaborate?	• Take responsibility for one's own actions			
	• Manage and resolve conflict, and work collaboratively in teams			
	• Build consensus			
	• Make fair and equitable decisions			
	• Listen actively to other perspectives and ideas			
	• Negotiate effectively			
	• Encourage others to contribute			
	• Exercise leadership and take on a variety of roles within groups			
	• Give and receive meaningful feedback			
• Advocate for one's own rights and needs				
<b>Self-management</b>	<b>Which units will explicitly teach these skills?</b>			
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	<b>Math 6 - Integers and Coordinate Plane</b>	<b>Math 7 - Relational Number Sense</b>	<b>Geometry - Introduction to Proofs</b>
	• Plan short- and long-term assignments; meet deadlines	<b>Math 6 - Equations and Inequalities</b>	<b>Math 7 - Expressions, Equations, and Inequalities</b>	<b>Geometry - Relationships in Triangles</b>
	• Create plans to prepare for summative assessments (examinations and performances)		<b>Pre-Algebra - Integer Operations and Coordinate Plane</b>	
	• Keep and use a weekly planner for assignments		<b>Pre-Algebra - Expressions, Equations, and Inequalities</b>	
	• Set goals that are challenging and realistic		<b>Pre-Algebra - Ratios, Proportional Reasoning and Linear Functions</b>	
	• Plan strategies and take action to achieve personal and academic goals		<b>Pre-Algebra - Data and Statistics</b>	
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks			
	• Use appropriate strategies for organizing complex information			
	• Understand and use sensory learning preferences (learning styles)			
• Select and use technology effectively and productively				
IV. Affective skills	<b>Which units will explicitly teach these skills?</b>			
How can students manage their own state of mind?	<b>Managing state of mind</b>	<b>Math 6 - Operations with Fractions and Practical Problems with Decimals &amp; Comparing Fractions, Decimals, and Percents.</b>		
	• Mindfulness awareness			
	– Practise focus and concentration			
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance			
	– Demonstrate persistence and perseverance			
	– Practise delaying gratification			
	• Emotional management			
– Practise strategies to overcome impulsiveness and anger				

## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<ul style="list-style-type: none"> <li>– Practise strategies to prevent and eliminate bullying</li> <li>– Practise strategies to reduce stress and anxiety</li> <li>• Self-motivation</li> <li>– Practise analysing and attributing causes for failure</li> <li>– Practise managing self-talk</li> <li>– Practise positive thinking</li> <li>• Resilience</li> <li>– Practise “bouncing back” after adversity, mistakes and failures</li> <li>– Practise “failing well”</li> <li>– Practise dealing with disappointment and unmet expectations</li> <li>– Practise dealing with change</li> </ul>			
V. Reflection skills	Which units will explicitly teach these skills?		
<p><b>(Re)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Try new ATL skills and evaluate their effectiveness</li> <li>• Consider content</li> <li>– What did I learn about today?</li> <li>– What don't I yet understand?</li> <li>– What questions do I have now?</li> <li>• Consider ATL skills development</li> <li>– What can I already do?</li> <li>– How can I share my skills to help peers who need more practice?</li> <li>– What will I work on next?</li> <li>• Consider personal learning strategies</li> <li>– What can I do to become a more efficient and effective learner?</li> <li>– How can I become more flexible in my choice of learning strategies?</li> <li>– What factors are important for helping me learn well?</li> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider ethical, cultural and environmental implications</li> <li>• Keep a journal to record reflections</li> </ul>			
Research	Which units will explicitly teach these skills?		
VI. Information literacy skills			
<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> </ul>	<p><b>Math 6 - Geometry 1-2: Perimeter, Area, Circles, Polygons, and Congruence</b></p>	<p><b>Math 7 - Probability and Statistics</b></p> <p><b>Pre-Algebra - Expressions, Equations, and Inequalities</b></p>	<p><b>Algebra - Expressions and Laws of Exponents/Functions</b></p> <p><b>Geometry - Geometry Basics and Logic</b></p> <p><b>Algebra - Writing and Graphing Linear Equations/Functions</b></p>

## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students demonstrate information literacy?	<ul style="list-style-type: none"> <li>• Make connections between various sources of information</li> </ul>	Math 6 - Decision Making	Math 7 - Volume and Surface Area	Algebra - Quadratics
	<ul style="list-style-type: none"> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use memory techniques to develop long-term memory</li> </ul>			
	<ul style="list-style-type: none"> <li>• Present information in a variety of formats and platforms</li> </ul>		Pre-Algebra - Ratios, Proportional Reasoning and Linear Functions	Algebra - Radicals
	<ul style="list-style-type: none"> <li>• Collect and analyse data to identify solutions and make informed decisions</li> </ul>		Pre-Algebra - Geometry	Algebra - Polynomials and Factoring
	<ul style="list-style-type: none"> <li>• Process data and report results</li> </ul>		Pre-Algebra - Data and Statistics	Geometry - Similar Triangles
	<ul style="list-style-type: none"> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> </ul>			Geometry - Area and Volume
	<ul style="list-style-type: none"> <li>• Understand and use technology systems</li> </ul>			Geometry - Coordinate Geometry and Transformations
	<ul style="list-style-type: none"> <li>• Use critical-literacy skills to analyse and interpret media communications</li> </ul>			Geometry - Right Triangles and Trigonometry
	<ul style="list-style-type: none"> <li>• Understand and implement intellectual property rights</li> </ul>			
<ul style="list-style-type: none"> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> </ul>				
<ul style="list-style-type: none"> <li>• Identify primary and secondary sources</li> </ul>				
VII. Media literacy skills		Which units will explicitly teach these skills?		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>	Math 6 - Circle Graphs and Measures of Center	Math 7 - Transformations	Algebra - Linear Inequalities and Systems of Inequalities
	<ul style="list-style-type: none"> <li>• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> </ul>			Geometry - Circles
	<ul style="list-style-type: none"> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make informed choices about personal viewing experiences</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the impact of media representations and modes of presentation</li> </ul>			
	<ul style="list-style-type: none"> <li>• Seek a range of perspectives from multiple and varied sources</li> </ul>			Geometry - Constructions
	<ul style="list-style-type: none"> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>			
<ul style="list-style-type: none"> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>				
Thinking		Which units will explicitly teach these skills?		
VIII. Critical-thinking skills				
	<b>Analysing and evaluating issues and ideas</b>	Math 6 - Integers and Coordinate Plane	Math 7 - Relational Number Sense	Algebra - Expressions and Laws of Exponents/Functions
	<ul style="list-style-type: none"> <li>• Practise observing carefully in order to recognize problems</li> </ul>		Pre-Algebra - Integer Operations and Coordinate Plane	Algebra - Writing and Graphing Linear Equations/Functions
	<ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> </ul>		Pre-Algebra - Probability	Geometry - Introduction to Proofs
	<ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> </ul>			Geometry - Congruent Triangles
	<ul style="list-style-type: none"> <li>• Interpret data</li> </ul>	Math 6 - Operations with Fractions and Practical Problems with Decimals & Comparing Fractions, Decimals, and Percents.	Math 7 - Expressions, Equations, and Inequalities	Algebra - Radicals
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> </ul>			Algebra - Systems of Equations
	<ul style="list-style-type: none"> <li>• Recognize and evaluate propositions</li> </ul>		Math 7 - Slope and Linear Functions	Algebra - Quadratics

## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
How can students think critically?	<ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul>		Pre-Algebra - Real Numbers, and Coordinate Plane and Transformation	Algebra - Linear Inequalities and Systems of Inequalities
	<ul style="list-style-type: none"> <li>• Test generalizations and conclusions</li> </ul>	Math 6 - Ratio and Proportional Reasoning	Math 7 - Proportional Reasoning	Geometry - Parallel Lines
	<ul style="list-style-type: none"> <li>• Revise understanding based on new information and evidence</li> </ul>		Math 7 - Transformations	Algebra - Geometry
	<ul style="list-style-type: none"> <li>• Evaluate and manage risk</li> </ul>			
	<ul style="list-style-type: none"> <li>• Formulate factual, topical, conceptual and debatable questions</li> </ul>			Geometry - Coordinate Geometry and Transformations
	<ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> </ul>			
	<ul style="list-style-type: none"> <li>• Develop contrary or opposing arguments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> </ul>		Math 7 - Powers of 10 and Scientific Notation	Geometry - Relationships in Triangles
	<ul style="list-style-type: none"> <li>• Propose and evaluate a variety of solutions</li> </ul>			Geometry - Circles
	<ul style="list-style-type: none"> <li>• Identify obstacles and challenges</li> </ul>		Math 7 - Quadrilaterals	Geometry - Similar Triangles, Quadrilaterals
	<ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems and issues</li> </ul>		Math 7 - Expressions, Equations, and Inequalities	Geometry - Right Triangles and Trigonometry
	<ul style="list-style-type: none"> <li>• Identify trends and forecast possibilities</li> </ul>		Math 7 - Probability and Statistics	Geometry - Area and Volume
<ul style="list-style-type: none"> <li>• Troubleshoot systems and applications</li> </ul>				
IX. Creative-thinking skills		Which units will explicitly teach these skills?		
How can students be creative?	<b>Generating novel ideas and considering new perspectives</b>			Geometry - Geometry Basics and Logic
	<ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul>			
	<ul style="list-style-type: none"> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>			Geometry - Constructions
	<ul style="list-style-type: none"> <li>• Create novel solutions to authentic problems</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make unexpected or unusual connections between objects and/or ideas</li> </ul>			
	<ul style="list-style-type: none"> <li>• Design improvements to existing machines, media and technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>• Design new machines, media and technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make guesses, ask “what if” questions and generate testable hypotheses</li> </ul>			
	<ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul>			
	<ul style="list-style-type: none"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise visible thinking strategies and techniques</li> </ul>			
<ul style="list-style-type: none"> <li>• Generate metaphors and analogies</li> </ul>				
X. Transfer skills		Which units will explicitly teach these skills?		
How can students transfer skills and knowledge across	<b>Using skills and knowledge in multiple contexts</b>			
	<ul style="list-style-type: none"> <li>• Use effective learning strategies in subject groups and disciplines</li> </ul>			
	<ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> </ul>		Math 7 - Expressions, Equations, and Inequalities	
	<ul style="list-style-type: none"> <li>• Inquire in different contexts to gain a different perspective</li> </ul>			
	<ul style="list-style-type: none"> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> </ul>			

## Subject Area: Mathematics

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
disciplines and subject groups?	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines			
	• Combine knowledge, understanding and skills to create products or solutions			
	• Transfer current knowledge to learning of new technologies			
	• Change the context of an inquiry to gain different perspectives			

## Subject Area: Physical and Health Education

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<b>Communication</b>	Which units will explicitly teach these skills?			
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	Team Sports - Rugby, Football	Team Sports - Rugby, Football	Team Sports - Rugby, Football
	• Give and receive meaningful feedback	Floor Hockey	Floor Hockey	Floor Hockey
	• Use intercultural understanding to interpret communication	Multicultural Games and Sports	Multicultural Games and Sports	Recreational Games: Scooter Ball
	• Use a variety of speaking techniques to communicate with a variety of audiences	Net Sports - Volleyball, Badminton	Net Sports - Volleyball, Badminton	Net Sports - Volleyball, Badminton
	• Use appropriate forms of writing for different purposes and audiences	Health - FLE	Health - FLE	
	• Use a variety of media to communicate with a range of audiences communication			
	• Interpret and use effectively modes of non-verbal	Ultimate Frisbee, Soccer		Soccer
	• Negotiate ideas and knowledge with peers and teachers	Health - Nutrition and Body Systems	Health - Nutrition and Body Systems	Health - Nutrition and Body Systems
	• Participate in, and contribute to, digital social media networks		Net Sports - Pickleball	
	• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>	Fitness Testing	Fitness Testing	Fitness Testing
	• Read critically and for comprehension	Health - Substance Abuse and Medications	Health - Substance Abuse and Medications	Health - Substance Abuse and Medications
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions	Team Sports - Team Handball	Team Sports - Team Handball	Team Sports - Team Handball
	• Use and interpret a range of discipline-specific terms and symbols	Fitness Routines and Fitness Planning	Fitness Routines and Fitness Planning	
	• Write for different purposes			Health - Social and Emotional
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
	• Organize and depict information logically			
• Structure information in summaries, essays and reports				
<b>Social</b>	Which units will explicitly teach these skills?			
II. Collaboration skills				
How can students collaborate?	<b>Working effectively with others</b>	Team Sports - Rugby, Football	Team Sports - Rugby, Football	Team Sports - Rugby, Football
	• Use social media networks appropriately to build and develop relationships	Floor Hockey	Floor Hockey	Floor Hockey
	• Practise empathy			
	• Delegate and share responsibility for decision-making	Health - Nutrition and Body Systems	Health - Nutrition and Body Systems	Health - Nutrition and Body Systems
	• Help others to succeed	Ultimate Frisbee, Soccer		
	• Take responsibility for one's own actions	Health - Substance Abuse and Medications	Health - Substance Abuse and Medications	Health - Substance Abuse and Medications
	• Manage and resolve conflict, and work collaboratively in teams	Multicultural Games and Sports	Multicultural Games and Sports	Recreational Games: Scooter Ball
	• Build consensus			Basketball

## Subject Area: Physical and Health Education

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	• Make fair and equitable decisions	Net Sports - Volleyball	Net Sports - Volleyball, Badminton	Net Sports - Volleyball, Badminton
	• Listen actively to other perspectives and ideas	Health - FLE	Health - FLE	
	• Negotiate effectively			
	• Encourage others to contribute			
	• Exercise leadership and take on a variety of roles within groups			
	• Give and receive meaningful feedback			
	• Advocate for one's own rights and needs			
<b>Self-management</b>		<b>Which units will explicitly teach these skills?</b>		
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>			<b>Fitness Testing</b>
	• Plan short- and long-term assignments; meet deadlines			<b>Team Sports - Rugby, Football</b>
	• Create plans to prepare for summative assessments (examinations and performances)			
	• Keep and use a weekly planner for assignments			
	• Set goals that are challenging and realistic			<b>Soccer</b>
	• Plan strategies and take action to achieve personal and academic goals			
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks			
	• Use appropriate strategies for organizing complex information			
	• Understand and use sensory learning preferences (learning styles)			
• Select and use technology effectively and productively				
<b>IV. Affective skills</b>		<b>Which units will explicitly teach these skills?</b>		
How can students manage their own state of mind?	<b>Managing state of mind</b>		<b>Health - Social and Emotional</b>	<b>Health - Social and Emotional</b>
	• Mindfulness awareness			
	– Practise focus and concentration			
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance			
	– Demonstrate persistence and perseverance			
	– Practise delaying gratification			
	• Emotional management			
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation			
	– Practise analysing and attributing causes for failure			
	– Practise managing self-talk			
	– Practise positive thinking			
	• Resilience			



## Subject Area: Physical and Health Education

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<ul style="list-style-type: none"> <li>– Practise “bouncing back” after adversity, mistakes and failures</li> <li>– Practise “failing well”</li> <li>– Practise dealing with disappointment and unmet expectations</li> <li>– Practise dealing with change</li> </ul>			
<b>V. Reflection skills</b>	<b>Which units will explicitly teach these skills?</b>		
<p><b>(Re)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Try new ATL skills and evaluate their effectiveness</li> <li>• Consider content</li> <li>– What did I learn about today?</li> <li>– What don't I yet understand?</li> <li>– What questions do I have now?</li> <li>• Consider ATL skills development</li> <li>– What can I already do?</li> <li>– How can I share my skills to help peers who need more practice?</li> <li>– What will I work on next?</li> <li>• Consider personal learning strategies</li> <li>– What can I do to become a more efficient and effective learner?</li> <li>– How can I become more flexible in my choice of learning strategies?</li> <li>– What factors are important for helping me learn well?</li> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider ethical, cultural and environmental implications</li> <li>• Keep a journal to record reflections</li> </ul>			
<b>Research</b>	<b>Which units will explicitly teach these skills?</b>		
<b>VI. Information literacy skills</b>			
<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyse data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>• Understand and use technology systems</li> </ul>			

## Subject Area: Physical and Health Education

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<ul style="list-style-type: none"> <li>• Use critical-literacy skills to analyse and interpret media communications</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Identify primary and secondary sources</li> </ul>				
VII. Media literacy skills	Which units will explicitly teach these skills?			
How can students demonstrate media literacy?	Interacting with media to use and create ideas and information			
	<ul style="list-style-type: none"> <li>• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make informed choices about personal viewing experiences</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the impact of media representations and modes of presentation</li> </ul>			
	<ul style="list-style-type: none"> <li>• Seek a range of perspectives from multiple and varied sources</li> </ul>			
	<ul style="list-style-type: none"> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>			
	<ul style="list-style-type: none"> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>			
<b>Thinking</b>	Which units will explicitly teach these skills?			
VIII. Critical-thinking skills				
How can students think critically?	<b>Analysing and evaluating issues and ideas</b>	<b>Fitness Testing</b>	<b>Fitness Testing</b>	<b>Fitness Testing</b>
	<ul style="list-style-type: none"> <li>• Practise observing carefully in order to recognize problems</li> </ul>	<b>Health - Substance Abuse and Medications</b>	<b>Health - Substance Abuse and Medications</b>	<b>Health - Substance Abuse and Medications</b>
	<ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> </ul>			
	<ul style="list-style-type: none"> <li>• Interpret data</li> </ul>	<b>Fitness Routines and Fitness Planning</b>	<b>Fitness Routines and Fitness Planning</b>	
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> </ul>	<b>Health - FLE</b>	<b>Health - FLE</b>	
	<ul style="list-style-type: none"> <li>• Recognize and evaluate propositions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul>			
	<ul style="list-style-type: none"> <li>• Test generalizations and conclusions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Revise understanding based on new information and evidence</li> </ul>			
	<ul style="list-style-type: none"> <li>• Evaluate and manage risk</li> </ul>	<b>Health - Nutrition and Body Systems</b>	<b>Health - Nutrition and Body Systems</b>	<b>Health - Nutrition and Body Systems</b>
	<ul style="list-style-type: none"> <li>• Formulate factual, topical, conceptual and debatable questions</li> </ul>	<b>Team Sports - Team Handball</b>	<b>Team Sports - Team Handball</b>	<b>Team Sports - Team Handball</b>
	<ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> </ul>	<b>Ultimate Frisbee</b>		
	<ul style="list-style-type: none"> <li>• Develop contrary or opposing arguments</li> <li>• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> </ul>			
	<ul style="list-style-type: none"> <li>• Propose and evaluate a variety of solutions</li> </ul>	<b>Net Sports - Volleyball, Badminton</b>	<b>Net Sports - Volleyball, Badminton</b>	<b>Net Sports - Volleyball, Badminton</b>
	<ul style="list-style-type: none"> <li>• Identify obstacles and challenges</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems and issues</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify trends and forecast possibilities</li> </ul>				
<ul style="list-style-type: none"> <li>• Troubleshoot systems and applications</li> </ul>				
IX. Creative-thinking skills	Which units will explicitly teach these skills?			

## Subject Area: Physical and Health Education

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students be creative?	Generating novel ideas and considering new perspectives	Floor Hockey	Floor Hockey	Floor Hockey
	• Use brainstorming and visual diagrams to generate new ideas and inquiries			Basketball
	• Consider multiple alternatives, including those that might be unlikely or impossible	Team Sports - Rugby, Football	Team Sports - Rugby, Football	Team Sports - Rugby, Football
	• Create novel solutions to authentic problems			
	• Make unexpected or unusual connections between objects and/or ideas			
	• Design improvements to existing machines, media and technologies			
	• Design new machines, media and technologies			
	• Make guesses, ask “what if” questions and generate testable hypotheses			
	• Apply existing knowledge to generate new ideas, products or processes			
	• Create original works and ideas; use existing works and ideas in new ways			
	• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments			
• Practise visible thinking strategies and techniques	Soccer		Soccer	
• Generate metaphors and analogies				
X. Transfer skills		Which units will explicitly teach these skills?		
How can students transfer skills and knowledge across disciplines and subject groups?	Using skills and knowledge in multiple contexts	Multicultural Games and Sports	Multicultural Games and Sports	Recreational Games: Scooter Ball
	• Use effective learning strategies in subject groups and disciplines		Net Sports - Pickleball	
	• Apply skills and knowledge in unfamiliar situations			
	• Inquire in different contexts to gain a different perspective			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines			
	• Combine knowledge, understanding and skills to create products or solutions			
	• Transfer current knowledge to learning of new technologies			
• Change the context of an inquiry to gain different perspectives				

## Subject Area: Sciences

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<b>Communication</b>		<b>Which units will explicitly teach these skills?</b>		
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>	<b>Energy Resources</b>	<b>Cell Processes</b>	<b>Measuring Matter</b>
	• Give and receive meaningful feedback			
	• Use intercultural understanding to interpret communication			
	• Use a variety of speaking techniques to communicate with a variety of audiences			
	• Use appropriate forms of writing for different purposes and audiences			
	• Use a variety of media to communicate with a range of audiences communication	<b>Weather and Climate</b>		<b>Forces and Motion</b>
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers		<b>Evolution</b>	
	• Participate in, and contribute to, digital social media networks			
• Collaborate with peers and experts using a variety of digital environments and media	<b>Watersheds</b>			
• Share ideas with multiple audiences using a variety of digital environments and media	<b>Science Fair</b>			
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>	<b>Astronomy</b>	<b>Cells</b>	<b>Atoms</b>
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions	<b>Scientific Method</b>	<b>Classification</b>	<b>Periodic Table</b>
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically				
• Structure information in summaries, essays and reports				
<b>Social</b>		<b>Which units will explicitly teach these skills?</b>		
II. Collaboration skills				
How can students collaborate?	<b>Working effectively with others</b>	<b>Astronomy</b>	<b>Cells</b>	<b>Forces and Motion</b>
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy			
	• Delegate and share responsibility for decision-making	<b>Energy Resources</b>	<b>Cell Processes</b>	
	• Help others to succeed			
	• Take responsibility for one's own actions	<b>Science Fair</b>	<b>Classification</b>	
	• Manage and resolve conflict, and work collaboratively in teams			
	• Build consensus			
	• Make fair and equitable decisions			
	• Listen actively to other perspectives and ideas		<b>Evolution</b>	
• Negotiate effectively				

## Subject Area: Sciences

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	• Encourage others to contribute			
	• Exercise leadership and take on a variety of roles within groups			
	• Give and receive meaningful feedback			
	• Advocate for one's own rights and needs			
<b>Self-management</b>				
III. Organization skills				
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>	<b>Astronomy</b>	<b>Ecology</b>	
	• Plan short- and long-term assignments; meet deadlines		<b>Cells</b>	
	• Create plans to prepare for summative assessments (examinations and performances)	<b>Energy Resources</b>		
	• Keep and use a weekly planner for assignments			
	• Set goals that are challenging and realistic	<b>Science Fair</b>	<b>Classification</b>	
	• Plan strategies and take action to achieve personal and academic goals	<b>Weather and Climate</b>	<b>Evolution</b>	
	• Bring necessary equipment and supplies to class			
	• Keep an organized and logical system of information files/notebooks			
	• Use appropriate strategies for organizing complex information			
	• Understand and use sensory learning preferences (learning styles)			
• Select and use technology effectively and productively				
IV. Affective skills		<b>Which units will explicitly teach these skills?</b>		
How can students manage their own state of mind?	<b>Managing state of mind</b>	<b>Matter (Chemistry)</b>	<b>Cell Processes</b>	
	• Mindfulness awareness			
	– Practise focus and concentration			
	– Practise strategies to develop mental focus			
	– Practise strategies to overcome distractions			
	– Practise being aware of body–mind connections			
	• Perseverance			
	– Demonstrate persistence and perseverance			
	– Practise delaying gratification			
	• Emotional management			
	– Practise strategies to overcome impulsiveness and anger			
	– Practise strategies to prevent and eliminate bullying			
	– Practise strategies to reduce stress and anxiety			
	• Self-motivation			
	– Practise analysing and attributing causes for failure			
	– Practise managing self-talk			
	– Practise positive thinking			
	• Resilience			
– Practise “bouncing back” after adversity, mistakes and failures				
– Practise “failing well”				
– Practise dealing with disappointment and unmet expectations				
– Practise dealing with change				
V. Reflection skills		<b>Which units will explicitly teach these skills?</b>		

## Subject Area: Sciences

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students be reflective?	(Re)considering the process of learning; choosing and using ATL skills			
	• Develop new skills, techniques and strategies for effective learning			
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
	• Demonstrate flexibility in the selection and use of learning strategies			
	• Try new ATL skills and evaluate their effectiveness			
	• Consider content			
	– What did I learn about today?			
	– What don't I yet understand?			
	– What questions do I have now?			
	• 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?			
	• 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?			
• Focus on the process of creating by imitating the work of others				
• Consider ethical, cultural and environmental implications				
• Keep a journal to record reflections				
<b>Research</b>		<b>Which units will explicitly teach these skills?</b>		
VI. Information literacy skills				
How can students demonstrate information literacy?	<b>Finding, interpreting, judging and creating information</b>	<b>Astronomy</b>	<b>Cells</b>	<b>Waves: Sound and Light</b>
	• Collect, record and verify data		<b>Cell Processes</b>	
	• Access information to be informed and inform others			
	• Make connections between various sources of information			
	• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
	• Use memory techniques to develop long-term memory			
	• Present information in a variety of formats and platforms			
	• Collect and analyse data to identify solutions and make informed decisions		<b>Classification</b>	
	• Process data and report results			
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
	• Understand and use technology systems			
	• Use critical-literacy skills to analyse and interpret media communications			
	• Understand and implement intellectual property rights			
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions				
• Identify primary and secondary sources				
<b>VII. Media literacy skills</b>		<b>Which units will explicitly teach these skills?</b>		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>	<b>Science Fair</b>		<b>Electricity and Magnetism</b>
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			

## Subject Area: Sciences

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students demonstrate media literacy?	<ul style="list-style-type: none"> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make informed choices about personal viewing experiences</li> </ul>	<b>Watersheds</b>	<b>Evolution</b>	
	<ul style="list-style-type: none"> <li>• Understand the impact of media representations and modes of presentation</li> </ul>			
	<ul style="list-style-type: none"> <li>• Seek a range of perspectives from multiple and varied sources</li> </ul>			
	<ul style="list-style-type: none"> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>			
	<ul style="list-style-type: none"> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>			
<b>Thinking</b>		<b>Which units will explicitly teach these skills?</b>		
VIII. Critical-thinking skills				
How can students think critically?	<b>Analysing and evaluating issues and ideas</b>	<b>Energy Resources</b>	<b>Cells</b>	<b>Atoms</b>
	<ul style="list-style-type: none"> <li>• Practise observing carefully in order to recognize problems</li> </ul>	<b>Matter (Chemistry)</b>	<b>Cell Processes</b>	<b>Measuring Matter</b>
	<ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> </ul>	<b>Watersheds</b>		
	<ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> </ul>			
	<ul style="list-style-type: none"> <li>• Interpret data</li> </ul>	<b>Weather and Climate</b>	<b>Evolution</b>	<b>Waves: Sound and Light</b>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recognize and evaluate propositions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul>			
	<ul style="list-style-type: none"> <li>• Test generalizations and conclusions</li> </ul>	<b>Scientific Method</b>		<b>Forces and Motion</b>
	<ul style="list-style-type: none"> <li>• Revise understanding based on new information and evidence</li> </ul>			
	<ul style="list-style-type: none"> <li>• Evaluate and manage risk</li> </ul>			
	<ul style="list-style-type: none"> <li>• Formulate factual, topical, conceptual and debatable questions</li> </ul>		<b>Classification</b>	<b>Periodic Table</b>
	<ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> </ul>			
	<ul style="list-style-type: none"> <li>• Develop contrary or opposing arguments</li> </ul>			
	<ul style="list-style-type: none"> <li>• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> </ul>			
	<ul style="list-style-type: none"> <li>• Propose and evaluate a variety of solutions</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify obstacles and challenges</li> </ul>				
<ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems and issues</li> </ul>				
<ul style="list-style-type: none"> <li>• Identify trends and forecast possibilities</li> </ul>				
<ul style="list-style-type: none"> <li>• Troubleshoot systems and applications</li> </ul>				
IX. Creative-thinking skills		<b>Which units will explicitly teach these skills?</b>		
How can students be creative?	<b>Generating novel ideas and considering new perspectives</b>	<b>Science Fair</b>		
	<ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul>			
	<ul style="list-style-type: none"> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>			
	<ul style="list-style-type: none"> <li>• Create novel solutions to authentic problems</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make unexpected or unusual connections between objects and/or ideas</li> </ul>			
	<ul style="list-style-type: none"> <li>• Design improvements to existing machines, media and technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>• Design new machines, media and technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>• Make guesses, ask “what if” questions and generate testable hypotheses</li> </ul>			
	<ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul>			
	<ul style="list-style-type: none"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>			
	<ul style="list-style-type: none"> <li>• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> </ul>			

## Subject Area: Sciences

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)	
<ul style="list-style-type: none"> <li>• Practise visible thinking strategies and techniques</li> <li>• Generate metaphors and analogies</li> </ul>				
X. Transfer skills	Which units will explicitly teach these skills?			
How can students transfer skills and knowledge across disciplines and subject groups?	<b>Using skills and knowledge in multiple contexts</b>	<b>Science Fair</b>		
	• Use effective learning strategies in subject groups and disciplines			
	• Apply skills and knowledge in unfamiliar situations			
	• Inquire in different contexts to gain a different perspective			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Compare conceptual understanding across multiple subject groups and disciplines			
	• Make connections between subject groups and disciplines			
	• Combine knowledge, understanding and skills to create products or solutions			
• Transfer current knowledge to learning of new technologies				
• Change the context of an inquiry to gain different perspectives				



## Subject Area: Interdisciplinary Units

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<b>Communication</b>		Which units will explicitly teach these skills?		
I. Communication skills				
How can students communicate through interaction?	<b>Exchanging thoughts, messages and information effectively through interaction</b>			
	• Give and receive meaningful feedback			
	• Use intercultural understanding to interpret communication			
	• Use a variety of speaking techniques to communicate with a variety of audiences			
	• Use appropriate forms of writing for different purposes and audiences			
	• Use a variety of media to communicate with a range of audiences communication			
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers			
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media				
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	<b>Individuals and Societies World Geography and Sciences 8 - Nuclear Energy</b>
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions			
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation			
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying			
	• Use a variety of organizers for academic writing tasks			
	• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically				
• Structure information in summaries, essays and reports				
<b>Social</b>		Which units will explicitly teach these skills?		
II. Collaboration skills				
	<b>Working effectively with others</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	<b>Individuals and Societies World Geography and Sciences 8 - Nuclear Energy</b>
	• Use social media networks appropriately to build and develop relationships			
	• Practise empathy			
	• Delegate and share responsibility for decision-making			
	• Help others to succeed			
	• Take responsibility for one's own actions			

## Subject Area: Interdisciplinary Units

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students collaborate?	• Manage and resolve conflict, and work collaboratively in teams		
	• Build consensus		
	• Make fair and equitable decisions		
	• Listen actively to other perspectives and ideas		
	• Negotiate effectively		
	• Encourage others to contribute		
	• Exercise leadership and take on a variety of roles within groups		
	• Give and receive meaningful feedback		
• Advocate for one's own rights and needs			
<b>Self-management</b>	<b>Which units will explicitly teach these skills?</b>		
III. Organization skills			
How can students demonstrate organization skills?	<b>Managing time and tasks effectively</b>		
	• Plan short- and long-term assignments; meet deadlines		
	• Create plans to prepare for summative assessments (examinations and performances)		
	• Keep and use a weekly planner for assignments		
	• Set goals that are challenging and realistic		
	• Plan strategies and take action to achieve personal and academic goals		
	• Bring necessary equipment and supplies to class		
	• Keep an organized and logical system of information files/notebooks		
	• Use appropriate strategies for organizing complex information		
	• Understand and use sensory learning preferences (learning styles)		
• Select and use technology effectively and productively			
IV. Affective skills	<b>Which units will explicitly teach these skills?</b>		
How can students manage their own state of mind?	<b>Managing state of mind</b>		
	• Mindfulness awareness		
	– Practise focus and concentration		
	– Practise strategies to develop mental focus		
	– Practise strategies to overcome distractions		
	– Practise being aware of body–mind connections		
	• Perseverance		
	– Demonstrate persistence and perseverance		
	– Practise delaying gratification		
	• Emotional management		
	– Practise strategies to overcome impulsiveness and anger	<b>Design and Math 6 - Cooking Using Operations with Fractions</b>	
	– Practise strategies to prevent and eliminate bullying		
	– Practise strategies to reduce stress and anxiety		
• Self-motivation	<b>Design and Math 6 - Cooking Using Operations with Fractions</b>		
– Practise analysing and attributing causes for failure			

## Subject Area: Interdisciplinary Units

Subject Area: Interdisciplinary Units				
Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
	<ul style="list-style-type: none"> <li>– Practise managing self-talk</li> <li>– Practise positive thinking</li> <li>• Resilience</li> <li>– Practise “bouncing back” after adversity, mistakes and failures</li> <li>– Practise “failing well”</li> <li>– Practise dealing with disappointment and unmet expectations</li> <li>– Practise dealing with change</li> </ul>			
V. Reflection skills		Which units will explicitly teach these skills?		
How can students be reflective?	<b>(Re)considering the process of learning; choosing and using ATL skills</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	
	• Develop new skills, techniques and strategies for effective learning			
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
	• Demonstrate flexibility in the selection and use of learning strategies			
	• Try new ATL skills and evaluate their effectiveness			
	• Consider content			
	– What did I learn about today?			
	– What don't I yet understand?			
	– What questions do I have now?			
	• 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?			
	• 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?			
• Focus on the process of creating by imitating the work of others				
• Consider ethical, cultural and environmental implications				
• Keep a journal to record reflections				
<b>Research</b>		Which units will explicitly teach these skills?		
VI. Information literacy skills				
How can students	<b>Finding, interpreting, judging and creating information</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	
	• Collect, record and verify data			
	• Access information to be informed and inform others			
	• Make connections between various sources of information			
	• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
	• Use memory techniques to develop long-term memory			

## Subject Area: Interdisciplinary Units

Approaches to Learning (ATL) Clusters/Categories		MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
How can students demonstrate information literacy?	• Present information in a variety of formats and platforms			
	• Collect and analyse data to identify solutions and make informed decisions			
	• Process data and report results			
	• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
	• Understand and use technology systems			
	• Use critical-literacy skills to analyse and interpret media communications			
	• Understand and implement intellectual property rights			
	• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
	• Identify primary and secondary sources			
VII. Media literacy skills		Which units will explicitly teach these skills?		
How can students demonstrate media literacy?	<b>Interacting with media to use and create ideas and information</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	
	• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			
	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
	• Make informed choices about personal viewing experiences			
	• Understand the impact of media representations and modes of presentation			
	• Seek a range of perspectives from multiple and varied sources			
	• Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
	• Compare, contrast and draw connections among (multi)media resources			
<b>Thinking</b>		Which units will explicitly teach these skills?		
VIII. Critical-thinking skills				
How can students think critically?	<b>Analysing and evaluating issues and ideas</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>	<b>Individuals and Societies World Geography and Sciences 8 - Nuclear Energy</b>
	• Practise observing carefully in order to recognize problems			
	• Gather and organize relevant information to formulate an argument			
	• Recognize unstated assumptions and bias			
	• Interpret data			
	• Evaluate evidence and arguments			
	• Recognize and evaluate propositions			
	• Draw reasonable conclusions and generalizations			
	• Test generalizations and conclusions			
	• Revise understanding based on new information and evidence			
	• Evaluate and manage risk			
	• Formulate factual, topical, conceptual and debatable questions			
	• Consider ideas from multiple perspectives			
	• Develop contrary or opposing arguments			

## Subject Area: Interdisciplinary Units

Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
<ul style="list-style-type: none"> <li>• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> <li>• Use models and simulations to explore complex systems and issues</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> </ul>			
<b>IX. Creative-thinking skills</b>		<b>Which units will explicitly teach these skills?</b>	
How can students be creative?	<b>Generating novel ideas and considering new perspectives</b>		<b>Individuals and Societies History 7 and Language and Literature ELA 7 - Taking Action</b>
	• Use brainstorming and visual diagrams to generate new ideas and inquiries		
	• Consider multiple alternatives, including those that might be unlikely or impossible		
	• Create novel solutions to authentic problems		
	• Make unexpected or unusual connections between objects and/or ideas		
	• Design improvements to existing machines, media and technologies		
	• Design new machines, media and technologies		
	• Make guesses, ask “what if” questions and generate testable hypotheses		
	• Apply existing knowledge to generate new ideas, products or processes		
	• Create original works and ideas; use existing works and ideas in new ways		
	• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments		
	• Practise visible thinking strategies and techniques		
	• Generate metaphors and analogies		
<b>X. Transfer skills</b>		<b>Which units will explicitly teach these skills?</b>	
How can students transfer skills and knowledge across disciplines and subject groups?	<b>Using skills and knowledge in multiple contexts</b>	<b>Design and Math 6 - Cooking Using Operations with Fractions</b>	
	• Use effective learning strategies in subject groups and disciplines		
	• Apply skills and knowledge in unfamiliar situations		
	• Inquire in different contexts to gain a different perspective		
	• Compare conceptual understanding across multiple subject groups and disciplines		
	• Compare conceptual understanding across multiple subject groups and disciplines		
	• Make connections between subject groups and disciplines		
	• Combine knowledge, understanding and skills to create products or solutions		
	• Transfer current knowledge to learning of new technologies		
	• Change the context of an inquiry to gain different perspectives		