

Approaches to Learning Chart

Boulder Country Day School
IB MYP

Year 1: Focus strands should be introduced and taught explicitly in more than one subject area.
Year 2: Strands from year 1 should continue to be practiced and new focus strands introduced and taught explicitly in more than one subject area.
Year 3: Strands from years 1 and 2 should continue to be practiced and new focus strands introduced and taught explicitly in more than one subject area.
All years can practice any strand in any subject area.

ATL Skill Categories	Clusters	Strands: How well do I _____ ?	Focus Year
Communication	Interaction: exchanging thoughts, messages and information effectively through interaction	receive meaningful feedback from my peers and adults	1
		read body language and tone to interpret communication	1
		use a variety of media (digital, visual, musical, etc.) to communicate	1
		use a variety of writing strategies to communicate with different audiences	1
		Use visual representation (images, diagrams, graphs, charts, tables, etc) effectively	1
		give meaningful feedback to my peers and adults	2
		use body language and tone to respectfully and accurately communicate to others	2
		communicate respectfully and productively through social media	2
		discuss differing ideas with others	2
		use a variety of speaking techniques to communicate with different audiences	3
		collaborate productively with peers and experts through digital platforms	3
	Language: reading, writing and using language to gather and communicate information	understand and learn by reading and viewing	1
		preview and skim text to begin and build understanding	1
		spell correctly	1
		take effective notes in class	1
		use graphic organizers for writing tasks	1
		interpret and use new vocabulary terms and symbols	2
		read a variety of sources for information and pleasure	2
		paraphrase accurately and precisely	3
		structure information in summaries, reports, and essays	3
Social	Collaboration: working effectively with others	practice empathy	1
		contribute to your group in a productive way	1
		listen actively to other perspectives and ideas	1
		encourage others to contribute	1
		manage and resolve conflict	1
		take on a variety of roles within a group	2
		make fair and equitable decisions	2
		help others to succeed	2
		delegate and share responsibilities	2
		work cooperatively to meet a team goal	3
		negotiate effectively	3
		advocate for one's own rights and needs	3
		exercise leadership	3
		build consensus	3
Self-management	Organization: managing time and tasks effectively	arrive on time to classes and other events	1
		bring necessary materials to class	1
		keep and use a weekly planner for assignments	1
		turn assignments in on time, thoroughly completed	1
		keep an organized and logical system of organization for schoolwork	1
		understand and follow directions	1
		understand and use different learning styles	1
		manage time effectively to complete short term assignments	2
		set goals that are challenging but realistic	2
		plan strategies and take action to reach goals	2
		create plans to prepare for assessments	3
		plan long term assignments and meet deadlines	3
	Affective: managing state of mind	exercise focus and concentration during class	1
		exercise appropriate conduct in a variety of academic and social situations	1
		select and use technology productively and effectively	1
		practice strategies to avoid distractions	1
		manage impulsiveness and anger	1
		maintain a positive attitude	1
		demonstrate persistence in completing tasks	2
		practice strategies to refocus	2
		demonstrate the desire to learn from mistakes or failures	2
		exercise focus and concentration when completing assignments outside of class	2
		practice self-motivation when facing challenges	3
		practice strategies to prevent or stop bullying	3
		employ strategies to reduce stress and anxiety	3
		adapt to change	3

	Reflection: (re) considering the process of learning; choosing and using ATL skills	record reflections	1
		identify strengths and weaknesses of personal learning strategies (self-assessment)	1
		reflect on ATL skills and evaluate their effectiveness	1
		consider what I have learned from a lesson	1
		identify questions I still have after a lesson	1
		consider what I can do to be a more efficient and better learner	2
		develop new skills, techniques and strategies for effective learning	2
		choose what I need to do next to learn more	3
		share my skills and knowledge with others that may need help	3
		think about ethical, cultural, and environmental implications of what I have learned	3
Research	Information Literacy: finding, interpreting, judging and creating information	locate information from a variety of sources and media	1
		collect and record data	1
		identify primary secondary sources	1
		understand and implement intellectual property rights	1
		use memory techniques to develop long-term memory	2
		process data and report results	2
		present information in a variety of formats and platforms	2
		collect and analyze data to identify solutions and make informed decisions	3
		create references and citations, and construct a bibliography	3
	Media Literacy: Interacting with media to use and create ideas and information	evaluate the validity of various sources on the internet	1
		make informed choices about personal viewing experiences	1
		seek a range of perspectives from multiple and varied sources	2
		identify "fake news"	2
		understand the impact of media representations and modes of presentation	3
Thinking	Critical Thinking: analyzing and evaluating issues and ideas	make educated guesses and generate testable hypotheses	1
		use models and simulations to explore complex systems and issues	1
		consider ideas from multiple perspectives	1
		interpret data	1
		draw reasonable conclusions and generalizations	1
		practice observing carefully in order to recognize problems	2
		form an argument based on observations	2
		evaluate evidence and arguments	2
		practice questioning strategies (factual, topical, conceptual, debatable)	2
		recognize unstated assumptions and bias	3
		revise understanding based on new information and evidence	3
		identify obstacles and challenges	3
		identify trends and forecast possibilities	3
	Creative Thinking: generating novel ideas and considering new perspectives	make guesses, ask "what if" questions and generate testable hypotheses	1
		use brainstorming and visual diagrams to generate new ideas and inquiries	1
		propose and evaluate a variety of solutions, including those that might be impossible	1
		troubleshoot systems and applications	2
		practice flexible thinking—develop multiple opposing, contradictory and complementary arguments	2
		create novel, creative solutions to authentic problems	2
	Transfer: using skills and knowledge in multiple contexts	create original works and ideas; use existing works and ideas in new ways	3
		generate metaphors and analogies	3
		make connections between subject groups and ideas	1
		compare conceptual understanding across multiple subject groups and disciplines	2
		apply skills and knowledge in unfamiliar situations	3
		combine knowledge, understanding and skills to create products or solutions	3