

## **FDR APPROACHES TO LEARNING (ATL) SKILLS Grades 6-12**

This document identifies the learning skills and strategies students will acquire during grades 6-12 at FDR. This Approaches To Learning framework will help FDR students to develop the skills and attitudes they need to take ownership of their own learning and become effective learners. Students will develop their ATL skills by initially EXPLORING, then DEVELOPING and finally APPLYING each skill.

These Approaches to Learning skills are applicable to all subjects and are taught together with individual subject-specific skills.

In which year levels and subject areas these skills are **explicitly learnt / taught / applied** will be mapped using Atlas Rubicon. These skills will be taught in subjects AND as part of the FDR pastoral system.

<b>Equivalency Table</b>		
<b>PYP Transdisciplinary Skills</b>	<b>MYP Approaches to Learning Skill Area(s)</b>	<b>FDR Skills</b>
Thinking	Thinking & Reflection	<b>Thinking and Reflection</b>
Social	Collaboration	<b>Social Skills and Collaboration</b>
Communication	Communication	<b>Communication</b>
Self-Management	Organization	<b>Self Management and Organization</b>
Research	Information Literacy	<b>Information Literacy and Research (Including Technology Specific Literacy)</b>
	Transfer	<b>Transfer</b>

EXPLORE: With teacher support undertake a systematic process of skill discovery.

DEVELOP: With appropriate teacher guidance improve and strengthen the skill and use it in more complex ways.

APPLY: Independently recognize and make use of the most relevant, pertinent or useful skill.

<b>FDR SKILLS</b>	<b>KEY ATL QUESTIONS</b>
<b>Thinking and Reflection</b>	<p>How do I think?            What tools can help me think in different ways?            What planning tools do I have?</p> <p>How do I reflect?            How have my reflections helped me learn?            What other reflection tools and resources can help me?</p>
<b>Social Skills and Collaboration</b>	<p>How do I work with others?            What successes have I had when I have worked with others?            How can I work with others; how can they work with me?</p>
<b>Communication</b>	<p>What communication tools do I use?            Which ways of communicating do I need to improve on?            How can I better communicate my understanding?</p>
<b>Self Management and Organizational Skills</b>	<p>What organizational tools do I have?            What aspects of my organization do I need to develop?            How can I best organize myself?</p>
<b>Information Literacy and Research Skills (Including Technology Specific Literacy)</b>	<p>How can I access information?            How do I know if the information is reliable?            What will I do with this information?</p>
<b>Transfer</b>	<p>What are the “big ideas” of each of the different subjects?            Do the big ideas of the subjects overlap?            How can I use my knowledge, understanding and skills across subjects?</p>

<b>THINKING AND REFLECTION</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>Generating ideas &amp; novel solutions</b>	Use critical and creative strategies and brainstorming.	E	D	D	A	A	A	A
	Recognize the relationship between cause and effect	E	D	D	A	A	A	A
	Filter ideas and information for relevance	E	D	D	A	A	A	A
	Ask and follow up on all levels of questions	E	D	D	A	A	A	A
<b>Planning</b>	Outline a plan	E	E	D	D	A	A	A
	Create hypotheses	E	D	D	D	A	A	A
<b>Inquiring</b>	Question and challenge information and arguments	E	E	D	D	A	A	A
	Develop questions	E	D	D	A	A	A	A
	Use the inquiry cycle	E	D	D	A	A	A	A
<b>Applying Thinking including Dialectical thought</b>	Use acquired knowledge and concepts in practical or new ways including logical progression of arguments	E	E	D	D	A	A	A
	See relationships between knowledge / ideas	E	E	D	D	A	A	A
	Find unique characteristics of knowledge / ideas	E	E	E	D	D	A	A
	Challenge accepted knowledge / ideas	E	D	D	D	A	A	A
	Think about two or more different points of view at the same time.	E	E	D	D	A	A	A
	Consider a problem from multiple perspectives; understanding those points of view.	E	E	D	D	A	A	A
	Construct an argument including counter argument	E	E	D	D	A	A	A
	Realize that other people can also take your point of view and understand that other people, with their differences, can also be right.	E	E	D	D	A	A	A
<b>Identifying problems</b>	Develop empathy for themselves and the experiences, cultures, opinions and values of others	E	D	D	A	A	A	A
	Use deductive reasoning	E	E	E	A	A	A	A
<b>Metacognition</b>	Evaluate solutions to problems	E	D	D	A	A	A	A
	Analyze your own and others' thought processes	E	E	E	D	A	A	A
<b>Self-awareness</b>	Think about how you think and how you learn. Identify your learning profile.	E	E	E	D	A	A	A
	Keep learning journals and portfolios	E	D	A	A	A	A	A
	Assess the process and own involvement in the process	E	E	D	D	A	A	A
	Evaluate the quality of the information gathered	E	E	D	A	A	A	A
	Reflect at different stages of the learning process	E	E	D	D	A	A	A
	Seek out positive criticism and the feedback of others and take action on these comments.	E	E	D	D	A	A	A
	Reflect on areas of perceived limitation and strengths and take action	E	E	D	D	A	A	A
	Develop a habit of reflection and an attitude of continuous improvement	E	E	D	D	A	A	A
<b>Evaluate the process</b>	Reflect on how they have developed as a learner	A	A	A	A	A	A	A
	Evaluate the effectiveness and quality of the product and/or presentation using assessment tools (rubrics, checklists, specifications for success)	E	E	D	D	A	A	A
	Create assessment tools (rubrics, checklists, specifications for success)	E	E	D	A	A	A	A
	Suggest ways to improve the product and/or presentation	E	E	D	D	A	A	A
<b>Self-evaluation</b>	Evaluate the effectiveness and quality of the product and/or presentation using assessment tools (rubrics, checklists, specifications for success)	E	E	D	D	A	A	A
	Create assessment tools (rubrics, checklists, specifications for success)	E	E	D	A	A	A	A
	Suggest ways to improve the product and/or presentation	E	E	D	D	A	A	A

<b>SOCIAL SKILLS AND COLLABORATION</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>Accepting Responsibility</b>	Take on and complete tasks in an appropriate manner	E	E	D	D	A	A	A
	Be willing to assume a share of the responsibility in tasks / groups	E	E	D	D	A	A	A
	Negotiate goals and limitations with peers and with teachers	E	E	D	D	A	A	A
<b>Cooperating</b>	Work cooperatively in groups including delegating and taking responsibility, adapting to roles, resolving group conflicts and demonstrating teamwork, providing peer feedback.	E	E	D	D	A	A	A
	Act with social maturity and integrity	E	E	D	D	A	A	A
<b>Resolving Conflict</b>	Listen carefully to others and react reasonably to the situation	E	E	E	D	A	A	A
	Accept responsibility appropriately; be fair	E	E	E	D	A	A	A
	Compromise; actively support the majority view	E	E	E	D	A	A	A
<b>Group Decision Making</b>	Listen to others; discuss ideas; ask questions; work towards and obtain consensus.	E	E	D	D	A	A	A
	Accept others including analyzing others' ideas, respecting others' points of view, using ideas critically	E	E	E	D	A	A	A
<b>Personal Challenge of Respecting Others</b>	Listen sensitively to others.	E	E	D	D	A	A	A
	Make decisions based on fairness and equality.	E	E	E	D	A	A	A
	Respect cultural differences: accept that others' beliefs, viewpoints, religions and ideas may differ from one's own; respect cultural differences and state your opinion without hurting others.	E	E	D	D	A	A	A
<b>Adopting a Variety of Group Roles</b>	Be a leader in some circumstances, a follower in others.	E	E	D	A	A	A	A
	Understand what behavior is appropriate in a given situation and act accordingly.	E	E	D	A	A	A	A

<b>COMMUNICATION</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>Literacy and Being Informed</b>	Develop life long reading habits	A	A	A	A	A	A	A
	Reading strategies including knowing, using and interpreting a range of content-specific terminology.	E	E	E	D	A	A	A
	Know when and how to use the appropriate medium	E	E	E	D	A	A	A
	Actively Listen	D	D	A	A	A	A	A
<b>Informing Others</b>	Develop presentation skills using a variety of media	E	D	A	A	A	A	A
	Know the best method of delivering information in a variety of contexts and situations	E	E	D	A	A	A	A
<b>General Communication</b>	Have courage to express novel ideas	A	A	A	A	A	A	A
	Know and use reading strategies	E	E	E	D	A	A	A
	Select appropriate forms of expression to suit various contexts	E	D	A	A	A	A	A
	Organize information clearly and logically to ensure effective communication	D	D	A	A	A	A	A
	Communicate in a clear, concise, logical and persuasive manner using supporting evidence	E	E	E	D	A	A	A
	Show an awareness of audience and purpose when communicating	E	E	D	D	A	A	A
	Use subject specific vocabulary in context	E	E	E	D	A	A	A
Use language, symbols and texts interactively	E	D	D	A	A	A	A	
<b>Verbal Communication</b>	Demonstrate effective verbal communication skills that facilitate the successful delivery of information in a variety of contexts	E	D	D	D	A	A	A
<b>Written Communication</b>	Engage in extended writing	E	E	E	D	A	A	A
	Use writing to generate ideas	A	A	A	A	A	A	A
	Use drafting and editing (including peer and teacher editing) to improve work	E	D	D	A	A	A	A
	Develop analytical writing skills	E	D	D	A	A	A	A
	Develop creative writing skills	E	D	D	A	A	A	A
Develop essay writing skills	E	E	D	A	A	A	A	
<b>Non-verbal communication</b>	Recognize the value and meaning of visual and kinesthetic communication	E	E	D	D	A	A	A
	Recognize, create, interpret and use signs, symbols and graphics	E	E	D	D	A	A	A
<b><u>For communication specifically involving technology, and the use of and recording of sources, see 'Information Literacy and Research Skills' section</u></b>								

<b>SELF MANAGEMENT AND ORGANISATION</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>SELF-MANAGEMENT</b>								
<b>Safety</b>	Engage in personal behavior that avoids placing oneself or others in danger or at risk.	D	D	A	A	A	A	A
<b>Healthy lifestyle</b>	Make informed choices to achieve a balance in nutrition, rest, relaxation and exercise.	E	E	D	D	A	A	A
<b>Codes of Behavior</b>	Know and apply appropriate rules depending on the situation – including all school rules.	E	E	D	D	A	A	A
	Acts honestly and accepts responsibility for their own actions	A	A	A	A	A	A	A
	Reflect on own and others behavior and role in school and wider communities	E	E	D	A	A	A	A
<b>Goal Setting</b>	Set appropriate SMART goals and take appropriate action to achieve these goals	E	E	D	D	A	A	A
<b>Organization of Learning Materials</b>	Manage notes, folders and handbooks	E	D	D	D	A	A	A
	Demonstrates strategies for documenting the learning process	E	E	D	A	A	A	A
	Identify and utilize available resources (teacher/counselor/homeroom teacher) if struggling with organization	E	D	D	D	A	A	A
<b>Responsibility for Learning</b>	Is able to follow through on both oral and written instructions	A	A	A	A	A	A	A
	Independently explore their own interests	E	E	D	A	A	A	A
	Take responsibility for their own learning including being prepared for class having the right materials and being ready to learn	E	D	D	A	A	A	A
	Take ownership of own progress by setting clear guidelines, targets and a realistic timetable for success in short and long term assignments	E	D	D	A	A	A	A
	Identify and use the most appropriate study strategies including revision techniques	E	E	D	D	A	A	A
	Seek assistance appropriately from a variety of sources when in doubt	E	E	D	A	A	A	A
<b>TIME MANAGEMENT</b>								
<b>Time Management</b>	Understands the importance of punctuality	A	A	A	A	A	A	A
	Know and use time management strategies for managing time effectively both in and out of class	E	D	D	D	A	A	A
	Plan and prioritize tasks effectively so that tasks receive the appropriate time and effort to achieve the required outcome	E	D	D	A	A	A	A
	Keep to deadlines	A	A	A	A	A	A	A

<b>INFORMATION LITERACY AND RESEARCH</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>Accessing information</b>								
<b>Defining Tasks</b>	Identify a problem, question, or need	A	A	A	A	A	A	A
	Identify an outcome based on assessment tools (rubrics, checklists, etc.)	E	D	D	A	A	A	A
	Identify appropriate means to communicate the end product/solution	D	D	D	A	A	A	A
	Formulate researchable questions	E	E	E	D	A	A	A
<b>The Media Center</b>	Identify and check out forms of media that reflect personal interest	A	A	A	A	A	A	A
	Be familiar with age-appropriate authors and creators of other media and their works	D	D	D	A	A	A	A
	Share and recommend media choices to others	A	A	A	A	A	A	A
	Know the roles and expertise of the people working in the library	D	A	A	A	A	A	A
	Browse, check out, and return books and other media according to procedures	A	A	A	A	A	A	A
	Effectively use the online catalog (OPAC) for searching	E	D	A	A	A	A	A
	Use advanced features of OPAC	E	D	D	A	A	A	A
	Understand where different collections are housed in the library	A	A	A	A	A	A	A
	Understand and use call numbers	D	A	A	A	A	A	A
	Recognize the parts of a book and their purposes	D	A	A	A	A	A	A
	Know how to find and use the Media Center Web site	A	A	A	A	A	A	A
<b>Primary and Secondary Sources</b>	Understand the systematic organization of resources within the media center and use these systems to locate resources	D	D	A	A	A	A	A
	Identify primary and Secondary Sources	E	D	D	A	A	A	A
<b>Access a range of Sources</b>	Recognize the origin, purpose, value and limitations of primary and secondary sources	E	E	D	D	A	A	A
	Choose the appropriate sources / technologies. Filter for relevance	D	D	D	A	A	A	A
<b>Selecting and organizing information</b>								
<b>Identify and develop the topic</b>	Understand the research process	E	D	D	A	A	A	A
	Explore the topic using a variety of sources	E	D	D	D	A	A	A
	Explore the topic using a variety of sources in order to get an overview and develop preliminary questions	E	E	D	A	A	A	A
<b>Find Information</b>	Brainstorm possible resources	D	A	A	A	A	A	A
	Understand the type of information that is contained within different resources in both print and electronic forms.	E	E	D	A	A	A	A
	Determine the best resources for the given task.	E	E	D	A	A	A	A
	Develop a list of keywords to guide searching	E	E	D	A	A	A	A
<b>Local and Global Perspectives</b>	Choose information allowing for a wide perspective on issues	E	E	D	D	A	A	A
<b>Locate and Assess Information</b>	Distinguish between electronic resources: proprietary databases, Internet etc.	E	E	D	A	A	A	A
	Evaluate each resource to determine its quality and relevance including identifying points of view, bias and weaknesses	E	E	D	D	A	A	A
	Make connections between a variety of resources	E	D	A	A	A	A	A
<b>Identifying information and Taking Notes</b>	Skim and scan written material to find relevant information	A	A	A	A	A	A	A
	Use a variety of effective note-taking techniques	E	D	D	D	A	A	A
	Understand the difference between summarizing, paraphrasing and directly quoting and use these techniques appropriately	E	E	D	D	A	A	A
<b>Organizing and Processing Information</b>	Organize information using a variety of models and/or graphic organizers	E	D	D	A	A	A	A
	Process information by comparing and contrasting, making connections, identifying cause and effect relationships	E	E	E	D	A	A	A
	Identify priorities and plan the use of time and resources	E	E	E	D	A	A	A

	Continually review and revise the plan	E	E	D	D	A	A	A
<b>Product Creation</b>	Continually reflect and modify product as required in line with the assessment criteria	E	E	D	D	A	A	A
	Create effective end product	E	E	D	D	A	A	A
<b>Revision techniques</b>	Understand different revision techniques and apply the one that works best for you	E	E	D	D	A	A	A
<b>Referencing</b>								
<b>Referencing</b>	Understand and respect the concept of intellectual property rights copyright and plagiarism	E	E	D	A	A	A	A
	Cite all resources, working toward being able to create an accurate bibliography in MLA (or other) format including in text referencing	E	E	D	A	A	A	A
	Use appropriate citation tools	E	E	D	A	A	A	A

<b>TRANSFER</b>		E – Explore    D – Develop    A – Apply						
		6	7	8	9	10	11	12
<b>APPROACHES TO LEARNING</b>								
<b>Making Connections</b>	Use knowledge, understanding, techniques, strategies and skills across subjects to create products or solutions	E	E	D	D	A	A	A
	Use an understanding of multiple subject areas, their interdependencies and interrelationships to address issues	E	E	D	A	A	A	A
<b>Inquiring in different contexts</b>	Use creativity and flexibility to address issues and problems that require solutions or perspectives that are not immediately apparent	E	E	D	A	A	A	A