

# Anthem K8 and Florence High School ATL Scope and Sequence Chart

		MYP Years				
		1	2	3	4	5
<b>Explanations</b>	<b>N = New Learner: skills are being introduced in appropriate contexts</b>					
	<b>L = Learner: student is learning skills in appropriate contexts</b>					
	<b>P = Practitioner: student is refining skills in appropriate contexts</b>					
	<b>E = Expert: student is utilizing appropriate skills in all classes</b>					
<b>MYP Years</b>	<b>Year 1: 6th Grade</b>	x				
	<b>Year 2: 7th Grade</b>		x			
	<b>Year 3: 8th Grade</b>			x		
	<b>Year 4: 9th Grade</b>				x	
	<b>Year 6: 10th Grade</b>					x
<b>Communication</b>		1	2	3	4	5
<b>I. Communication Skills - Exchanging thoughts, messages, and information effectively through interaction</b>						
How can students communicate through interactions	Give and receive meaningful feedback	N	L	P	P	E
	Use intercultural understanding to interpret communication	N	L	P	P	E
	Use a variety of speaking techniques to communicate with a variety of audiences	N	L	P	P	E
	Use appropriate forms of writing for different purposes and audiences	N	L	P	P	E
	Interpret and use effectively modes of non-verbal communication	N	L	P	P	E
	Negotiate ideas and knowledge with peers and teachers	N	L	P	P	E
	Participate in, and contribute to, digital social media networks	N	L	P	P	E
	Collaborate with peers and experts using a variety of digital environments and media	N	L	P	P	E
	Share ideas with multiple audiences using a variety of digital environments and media	N	L	P	P	E
How can students demonstrate communication through language?	<b>Reading, writing and using language to gather and communicate information</b>					
	Read critically and for comprehension	N	L	P	P	E
	Read a variety of sources for information and for pleasure	N	L	P	P	E
	Make inferences and draw conclusions	N	L	P	P	E
	Use and interpret a range of discipline-specific terms and symbols	N	L	P	P	E
	Write for different purposes	N	L	P	P	E
	Understand and use mathematical notation	N	L	P	P	E
	Paraphrase accurately and concisely	N	L	P	P	E
	Preview and skim texts to build understanding	N	L	P	P	E
	Take effective notes in class	N	L	P	P	E
	Make effective summary notes for studying	N	L	P	P	E
	Use a variety of organizers for academic writing tasks	N	L	P	P	E
	Find information for disciplinary inquiries, using a variety of media	N	L	P	P	E
	Organize and depict information logically	N	L	P	P	E
	Structure information in summaries, essays and reports	N	L	P	P	E
	Understand and implement intellectual property	N	L	P	P	E
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	N	L	P	P	E
Identify primary and secondary sources	N	L	P	P	E	

		MYP Years				
<b>Social</b>		1	2	3	4	5
<b>II. Collaboration - Working effectively with others</b>						
How can students collaborate?	Use social media networks appropriately to build and develop relationships	N	L	P	P	E
	Practice empathy	N	L	P	P	E
	Delegate and share responsibility for decision-making	N	L	P	P	E
	Help others to succeed	N	L	P	P	E
	Take responsibility for one's own actions	N	L	P	P	E
	Manage and resolve conflict and work collaboratively in teams	N	L	P	P	E
	Build consensus	N	L	P	P	E
	Make fair and equitable decisions	N	L	P	P	E
	Listen actively to other perspectives and ideas	N	L	P	P	E
	Negotiate effectively	N	L	P	P	E
	Encourage others to contribute	N	L	P	P	E
	Exercise leadership and take on a variety of roles within groups	N	L	P	P	E
	Give and receive meaningful feedback	N	L	P	P	E
Advocate for your own rights and needs	N	L	P	P	E	

<b>Self Management</b>		1	2	3	4	5
<b>III. Organizational Skills - Managing time and tasks effectively</b>						
How can students demonstrate organization skills?	Plan short and long term assignments; meet deadlines	N	L	L	P	E
	Create plans to prepare for summative assessments (examinations and performances)	N	L	L	P	E
	Keep and use a weekly planner for assignments	N	L	L	P	E
	Set goals that are challenging and realistic	N	L	L	P	E
	Plan strategies that take action to achieve personal and academic goals	N	L	L	P	E
	Bring necessary equipment and supplies to class	N	L	L	P	E
	Keep an organized and logical system of information files/notebooks	N	L	L	P	E
	Use appropriate strategies for organizing complex information	N	L	L	P	E
	Understand and use sensory learning preferences (learning styles)	N	L	L	P	E
	Select and use technology effectively and productively	N	L	L	P	E

		MYP Years				
		1	2	3	4	5
<b>IV. Affective Skills - Managing state of mind</b>						
How can students manage their own state of mind?	<b>Mindfulness</b>					
	Practice focus and concentration	N	L	P	P	E
	Practice strategies to develop mental focus	N	L	P	P	E
	Practice strategies to overcome distractions	N	L	P	P	E
	Practice being aware of body-mind connections	N	L	P	P	E
	Demonstrate persistence and perseverance	N	L	P	P	E
Practice delaying gratification	N	L	P	P	E	

Practice strategies to overcome impulsiveness and anger	N	L	P	P	E
Practice strategies to prevent and eliminate bullying	N	L	P	P	E
Practices strategies to prevent anxiety	N	L	P	P	E
Practice being aware of body-mind connections	N	L	P	P	E
<b>Self-motivation</b>					
Practice analyzing and attributing causes for failure	N	L	P	P	E
Practice managing self-talk	N	L	P	P	E
Practice positive thinking	N	L	P	P	E
<b>Resilience</b>					
Practice "bouding back" after adversity, mistakes and failures	N	L	P	P	E
Practice "failing well"	N	L	P	P	E
Practice dealing with change	N	L	P	P	E

MYP Years

1 2 3 4 5

## V. Reflection Skills

How can students be reflective?	Develop new skills, techniques and strategies for effective learning	N	L	L	P	E
	Identify strengths and weaknesses of personal learning strategies	N	L	L	P	E
	Demonstrate flexibility in the selection and use of learning strategies	N	L	L	P	E
	Try new approaches to learning and evaluate their effectiveness	N	L	L	P	E
	Consdier content (What did I learn today? What don't I understand yet? What questions do I have now?)	N	L	L	P	E
	Consider personal learning strategies (How efficiently and effectively am I learning? What can I do to become a more effective and efficient learning? How can my understanding of personal strengths and weaknesses help me develop my own strategies for learning?)	N	L	L	P	E
	Consider ethical, cultural and environmental implications	N	L	L	P	E
	Keep a journal to record reflections	N	L	L	P	E

MYP Years

1 2 3 4 5

## Research

### VI. Information Literacy - Finding, interpreting, judging and creating information

How can students demonstrate information literacy?	Collect, record and verify data	L	L	P	P	E
	Access information to be informed and inform others	L	L	P	P	E
	Make connections between various sources of information	L	L	P	P	E
	Understanding the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information	L	L	P	P	E
	Use memory techniques to develop long term memory	L	L	P	P	E
	Present information in a variety of formats and platforms	L	L	P	P	E
	Collect and analyze data to identify solutions and/or make informed decisions	L	L	P	P	E
	Process data and report results	L	L	P	P	E
	Evaluate and select information sourcesand digital tools based on their appropriateness to specifi tasks	L	L	P	P	E
	Understand and use technology systems	L	L	P	P	E
Use critical literacy skills to analyze and interpret media communication	L	L	P	P	E	

MYP Years

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<b>VII. Media Literacy - Interacting with media to use and create ideas and information</b>						
How can students demonstrate media literacy?	Locate, organize, analyze, synthesize and ethically use information from a variety of courses and media (including digital social media and online networks)	N	L	P	P	E
	Demonstrate awareness of media interpretation of events and ideas (including digital social media)	N	L	P	P	E
	Make informed choices about personal viewing experiences	N	L	P	P	E
	Understand the impact of media representations and modes of presentation	N	L	P	P	E
	Seek a range of perspectives from multiple and varied sources	N	L	P	P	E
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	N	L	P	P	E
	Compare, contrast and draw conclusions among (multi)media resources	N	L	P	P	E

		MYP Years				
<b>Thinking</b>		1	2	3	4	5
<b>VIII Critical Thinking - Analyzing and evaluating issues and ideas</b>						
How can students think critically?	Practice observing carefully in order to recognize problems	N	N	L	P	E
	gather and organize relevant information to formulate an argument	N	N	L	P	E
	Recognize unstated assumptions and bias	N	N	L	P	E
	Interpret data	N	N	L	P	E
	Evaluate evidence and arguments	N	N	L	P	E
	Recognize and evaluate propositions	N	N	L	P	E
	Draw reasonable conclusions and generalizations	N	N	L	P	E
	Test generalizations and conclusions	N	N	L	P	E
	Revise understanding based on new information and evidence	N	N	L	P	E
	Evaluate and manage risks	N	N	L	P	E
	Formulate factual, topical, conceptual and debateable questions	N	N	L	P	E
	Consider ideas from multiple perspectives	N	N	L	P	E
	Develop contrary or opposing arguments	N	N	L	P	E
	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding	N	N	L	P	E
	Propose and evaluate a variety of solutions	N	N	L	P	E
	Identify obstacles and challenges	N	N	L	P	E
	Use models and simulations to explore complex systems and issues	N	N	L	P	E
	Identify trends and forecast possibilities	N	N	L	P	E
	Troubleshoot systems and applications	N	N	L	P	E
		MYP Years				
		1	2	3	4	5

<b>IX. Creativity and Innovation: The skills of invention - developing things and ideas that never existed before</b>						
How can students be creative?	Use brainstorming and mind mapping to generate new ideas and inquiries	N	L	L	P	E
	Consider multiple alternatives, including those that might be unlikely or impossible	N	L	L	P	E
	Create novel solutions to complex problems	N	L	L	P	E
	Use lateral thinking to make unexpected connections	N	L	L	P	E
	Design improvements to existing machines, media and technologies	N	L	L	P	E
	Design new machines, media and technologies	N	L	L	P	E

Make guesses and generate testable hypotheses	N	L	L	P	E
Apply existing knowledge to generate new ideas, products or processes	N	L	L	P	E
Practice flexible thinking - arguing both sides of an argument	N	L	L	P	E
Use visible thinking strategies and techniques	N	L	L	P	E
Propose metaphors and analogies	N	L	L	P	E

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### X. Transfer - Utilizing skills and knowledge in multiple contexts

How can students transfer skills and knowledge across disciplines and subject groups?	Utilize effective learning strategies in subject groups and disciplines	N	L	L	P	E
	Apply skills and knowledge in unfamiliar situations	N	L	L	P	E
	Inquire in different contexts to gain a different perspective	N	L	L	P	E
	Compare conceptual understanding across multiple subject groups and disciplines	N	L	L	P	E
	Make connections between subject groups and disciplines	N	L	L	P	E
	Combine knowledge, understanding and skills to create products or solutions	N	L	L	P	E
	Transfer current knowledge to learning of new techniques	N	L	L	P	E
	Change the context of an inquiry to gain different perspectives	N	L	L	P	E