	TIS: ATL Skills Scope and Sequence																				
	ATL Skill Categories and Clusters	CODE	,	Year	1 (6th	Grade)		Y	ear 2 (	7th Gra	ade)		Year 3	3 (Grad	e 8)				MAPPIN	G	
Commu	nication		П	ties		lage and Literature Mathematics	Physical and Health Education Sciences	urts ssign	Societies ry Unit	ition	ijou	Arts Design	Societies ry Unit	ition	ducation	Sciences Advisory, IM, Global		Praction er	E x p e r t		
Exchangin	nication skills g thoughts, messages and information effectively through interaction (T2: Cultural						,									H	Y1	Y2	Y3		
How can students communicate through interaction?	ce, interaction and self-expression; TG: Working life competence and entrepreneurship)  • Give and receive meaningful feedback (understanding of assessment rubrics)  • Use intercultural understanding to interpret communication  • Use a variety of speaking techniques to communicate with a variety of audiences  • Use a papropriate forms of writing for different purposes and audiences  • Use a variety of media to communicate with a range of audiences  • Interpret and use effectively modes of non-verbal communication  • 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 viriting and using language to gather and communicate information (T4: Multiliteracy	A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8 A.9 A.10															N N N N N N	P N N P P N N N	P P P E P P P P P		
How can students demonstrate communication through language?	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	A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.1.6 A.1.7 A.1.8 A.1.9 A.1.10 A.1.11 A.1.12 A.1.13						001 001 001 001 001 001									P P N N N N N N N N N N N N N N N N N N	P P N P P P P P P P P P	E P P E/P E P E E P E E P		
Social II. Collabo	ration skills																				
Working e	Rectively with others (T2: Cultural competence, interaction and self-expression; ng life competence and entrepreneurship)																				
How can students collaborate?	Use social media networks appropriately to build and develop relationships Practise empathy Delegate and share responsibility for decision-making Helip others to succeed (in accordance to academic honesty) Take responsibility for one's own actions Manage and resolve conflict, and work collaboratively in teams Build consensus Make fair and equitable decisions (understanding of assessment rubrics) 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 (understanding of assessment rubrics) Advocate for one's own rights and needs	B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 B.10 B.11 B.12 B.13 B.14																P P P P P N N P P N P	P P P E E P P E P E		
III. Organiz	nagement ation skills time and tasks effectively (T1: Thinking and Learning to Learn; T3: Taking care of																				
	d managing daily life)  • Plan short- and long-term assignments; meet deadlines (submit work on time)  • Create plans to prepare for summative assessments (examinations and performances) (making good notes)  • Keep and use a weekly planner for assignments (making good notes)  • 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 (appropriate ICT use includes own phone)	C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8 C.9													100( 100( 100( 100(		N N P N N	P P P P P P P P P	E P P E E P P E		
IV. Affectiv	re skills state of mind (T1: Thinking and Learning to Learn; T2: Cultural competence, interaction	_																			
and self-e	* Mindfulness     Practise strategies to develop mental focus     Practise strategies to develop mental focus     Practise being aware of body-mind connections     Practise being aware of body-mind connections     Presseverance (evidence of draft work)	C.2.1 C.2.2 C.2.3 C.2.4			38		38										N N	P P P N	E P P		
wn state o	— Demonstrate persistence and perseverance  — Practise delaying gratification	C.2.5 C.2.6																P P	E E		
can students manage their own state of mind?	Fmotional management     Practise strategies to overcome impulsiveness and anger     Practise strategies to prevent and eliminate bullying     Practise strategies to reduce stress and anxiety     Self-motivation (evidence of independence rather than reliance on teacher)	C.2.7 C.2.8 C.2.9														J⊻	Р	P P P	E E P		
How can student	Practise analysing and attributing causes for failure     Practise managing self-talk     Practise positive thinking     Resilience	C.2.10 C.2.11 C.2.12															N N	P P P	P E E		
	— Practise "bouncing back" after adversity, mistakes and failures  — Practise "failing well"  — Practise dealing with disappointment and unmet expectations  — Practise dealing with change (acknowledge benefits of updated material)	C.2.13 C.2.14 C.2.15 C.2.16															N N	P P P	P P P		
/. Reflecti	UII SKIIIS																				

	lering the process of learning; choosing and using ATL skills (T1: Thinking and Learning 3: Taking care of oneself and managing daily life)		
	Develop new skills, techniques and strategies for effective learning (Study Skills)	C.3.1	
	Identify strengths and weaknesses of personal learning strategies (self-assessment) (Use ATL Skills to aid reflection)	C.3.2	
	Demonstrate flexibility in the selection and use of learning strategies     Try new ATL skills and evaluate their effectiveness	C.3.3 C.3.4	
ive?	Consider content     — What did Hearn about today?	C.3.5	
students be reflective?	— What don't I yet understand?	C.3.5	
ents be	What questions do I have now?     Consider ATL skills development	C.3.5	
n stud	What can I already do?     How can I share my skills to help peers who need more practice?	C.3.6 C.3.6	DODOODOODOODOODOODO N P P
How can	— What will I work on next?	C.3.6	■■
	Consider personal learning strategies     What can I do to become a more efficient and effective learner?	C.3.7	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□
	How can I become more flexible in my choice of learning strategies?      What factors are important for helping me learn well?	C.3.7 C.3.7	
	Focus on the process of creating by imitating the work of others     Consider ethical, cultural and environmental implications	C.3.8 C.3.9	
	Keep a journal to record reflections	C.3.10	
Researc	h	_	
Finding, in	ation literacy skills terpreting, judging and creating information (T1: Thinking and Learning to Learn; T5:		
CT Compe	tence; T6: Working life competence and entrepreneurship)     Collect, record and verify data	D.1	N P E
cy?	Access information to be informed and inform others	D.2	N P P
in litera	<ul> <li>Make connections between various sources of information</li> <li>Understand the benefits and limitations of personal sensory learning preferences when</li> </ul>		
rmatio	accessing, processing and recalling information     Use memory techniques to develop long-term memory	D.4 D.5	N P E
ite info	Present information in a variety of formats and platforms     Collect and analyse data to identify solutions and make informed decisions	D.6 D.6a	N P P
nonstra	Process data and report results	D.7	00000000000000000000000000000000000000
nts den	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	D.8	
can students demonstrate information literacy?	Understand and use technology systems     Use critical-literacy skills to analyse and interpret media communications	D.9 D.10	00000000000000000000000000000000000000
How can	Understand and implement intellectual property rights     Create references and citations, use footnotes/endnotes and construct a bibliography	D.11	
Ĭ	according to recognized conventions  • Identify primary and secondary sources	D.12 D.13	
/II Madia			
nteracting	literacy skills  y with media to use and create ideas and information (T1: Thinking and Learning to Multiliteracy, T5: ICT Competence)		
	Locate, organize, analyse, evaluate, synthesize and ethically use information from a	1	
demonstrate media racy?	variety of sources and media (including digital social media and online networks)	D.2.1	
onstrat	• Demonstrate awareness of media interpretations of events and ideas (including digital social media)	D2.2	
nts demo literacy?	Make informed choices about personal viewing experiences     Understand the impact of media representations and modes of presentation (variety;	D.2.3	
can students lite	flexibilty; influence)  • Seek a range of perspectives from multiple and varied sources	D.2.4 D.2.5	
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	D.2.6	
How	Compare, contrast and draw connections among (multi)media resources	D.2.7	
Thinking			
Analysing	Il-thinking skills and evaluating issues and ideas (T1: Thinking and Learning to Learn; T4: Multiliteracy;		
5: ICT Co	mpetance; T6: Working life competence and entrepreneurship)  • Practise observing carefully in order to recognize problems	E.1	
	Gather and organize relevant information to formulate an argument	E.2 E.3	N N P
	Recognize unstated assumptions and bias     Interpret data	E.4	00000000000000000000000000000000000000
_	Evaluate evidence and arguments     Recognize and evaluate propositions	E.5 E.6	
can students think critically?	Draw reasonable conclusions and generalizations     Test generalizations and conclusions	E.7 E.8	
irk cri	Revise understanding based on new information and evidence	E.9	
ents th	Evaluate and manage risk     Formulate factual, topical, conceptual and debatable questions	E.10 E.11	N P P
an stuc	Consider ideas from multiple perspectives     Develop contrary or opposing arguments	E.12 E.13	
How c	Analyse complex concepts and projects into their constituent parts		
	and synthesize them to create new understanding  • Propose and evaluate a variety of solutions	E.14 E.15	N P P
	Identify obstacles and challenges     Use models and simulations to explore complex systems and issues	E.16 E.17	
		E.18 E.19	00000000000000000000000000000000000000
	Identify trends and forecast possibilities		
N. Caratha	Troubleshoot systems and applications		
Generatin	<ul> <li>Troubleshoot systems and applications</li> <li>e-thinking skills</li> <li>g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4:</li> </ul>	-	
Generatin	<ul> <li>Troubleshoot systems and applications</li> <li>e-thinking skills</li> <li>g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4: ccy; T5: ICT Competance; T6: Working life competence and entrepreneurship)</li> </ul>	-	■
Generatin Multilitera	Troubleshoot systems and applications  e-thinking skills g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4: ccy; T5: ICT Competance; T6: Working life competence and entrepreneurship)  Use brainstorming and visual diagrams to generate new ideas and inquiries  Consider multiple alternatives, including those that might be unlikely or impossible	E.2.1 E.2.2	
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How can students be creative?  How can students be creative?	Troubleshoot systems and applications e-thinking skills g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4: tcy; T5: ICT Competance; T6: Working life competence and entrepreneurship)  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 (Service; Personal Project)  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 fexible thinking—develop multiple opposing, contradictory and complementary arguments  Practise is visible thinking—develop multiple opposing, contradictory and complementary arguments  Practise is visible thinking strategies and techniques (show evidence of thinking)  Generate metaphors and analogies	E.2.1 E.2.2 E.2.3 E.2.4 E.2.5 E.2.6 E.2.7 E.2.8 E.2.9	N P E N P P P N P P N P P P P N P P P N P P P P N P P P P N P P P P N P P P P P N P
Generatin Multiliters  How can strudents be creative?  How can strudents be creative?  Wind the structure of	Troubleshoot systems and applications  e-thinking skills  g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4: tcy; T5: LTC Competance; T6: Working life competence and entrepreneurship)  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 (Service; Personal Project)  Make unexpected or unusual connections between objects and/or ideas  Design improvements to existing machines, media and technologies  Design mer wachines, 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 visible thinking—develop multiple opposing, contradictory and complementary arguments  Practise visible thinking strategies and techniques (show evidence of thinking)  Generate metaphors and analogies	E.2.1 E.2.2 E.2.3 E.2.4 E.2.5 E.2.6 E.2.7 E.2.8 E.2.9 E.2.10 E.2.11	N P E E N P P E N P E E N P P E E N P P E E N P P E E N P P E E N P P E E N P P E E N P
How can strudents be creative?  How can strudents be creative?  Transfersing skill	Troubleshoot systems and applications e-thinking skills g novel ideas and considering new perspectives (T1: Thinking and Learning to Learn; T4: ccy; T5: ICT Competance; T6: Working life competence and entrepreneurship)  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 (Service; Personal Project)  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 (show evidence of thinking)  Generate metaphors and analogies	E.2.1 E.2.2 E.2.3 E.2.4 E.2.5 E.2.6 E.2.7 E.2.8 E.2.9 E.2.10 E.2.11	N P E E N P P E N P E E N P P E E N P P E E N P P E E N P P E E N P P E E N P P E E N P













