DHMS MYP ATL Mapping

Druid Hills Middle has worked on creating a vertical progression of Approaches to Learning (ATL) skills. During a Professional Development Day in the 2022-2023 school year, each content and department identified key ATL skills that are focused for their content area. Druid Hills Middle Counseling department identified key ATL keys from the Self-Management Category and Affective Skills. They address these skills through their guidance in classroom lessons and/or small group sessions.

The ATL Mapping below consists of the compilation of all of the subject areas combined. Over the course of the three years, students at Druid Hills Middle are introduced to the development of the skills or become proficient in implementing the skills.

ATL Categories/Clusters	Skills		MYP Year Levels 1 to 3		
			NA/Novice/Learner /Practitioner/Expert		
			1	2	3
A- Communication *COMMUNICATION SKILLS*	**A1 EXCHANGING THOUGHTS, MESSAGES AND INFORMATION EFFECTIVELY THROUGH INTERACTION**				
	A1.1	Give and receive meaningful feedback	N	L	P
	A1.2	Use intercultural understanding to interpret communication			
	A1.3	Use a variety of speaking techniques to communicate with a variety of audiences	N	N/L	L
	A1.4	Use appropriate forms of writing for different purposes and audiences		N	
	A1.5	Use a variety of media to communicate with a range of audiences			
	A1.6	Interpret and use effectively modes of non-verbal communication	N	N/L	L
	A1.7	Negotiate ideas and knowledge with peers and teachers	N	L	P
	A1.8	Participate in, and contribute to, digital social media networks			
	A1.9	Collaborate with peers and experts using a variety of digital environments and media	N	N/L	L
	A1.10	Share ideas with multiple audiences using a variety of digital environments and media			
	A2 READING, WRITING AND USING LANGUAGE TO GATHER AND COMMUNICATE INFORMATION				
	A2.1	Read critically and for comprehension	N	L	P
	A2.2	Read a variety of sources for information and for pleasure	N	L	P
	A2.3	Make inferences and draw conclusions	N	L	P
	A2.4	Use and interpret a range of discipline-specific terms and symbols	N	L	P
	A2.5	Write for different purposes			
	A2.6	Understand and use mathematical notation			

	A2.7	Paraphrase accurately and concisely			
	A2.8	Preview and skim texts to build understanding	N	N/L	L/P
	A2.9	Take effective notes in class	N	L	P
	A 2.10	Make effective summary notes for studying			
	A2.11	Use a variety of organizers for academic writing tasks			
	A2.12	Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
	A 2.13	Organize and depict information logically	N	L	P
	A2.14	Structure information in summaries, essays and reports	N	L	P
B- SOCIAL		**B COLLABORATION**			
	B1	Use social media networks appropriately to build and develop relationships			
	B2	Practice empathy	N	N	N/L
	B3	Delegate and share responsibility for decision making			
	B4	Help others to succeed	N	N/L	L
	B5	Take responsibility for one's own actions	N	L	P
	B6	Manage and resolve conflict, and work collaboratively in teams	N	L	P
	B7	Build consensus			
	B8	Make fair and equitable decisions			
	B9	Listen actively to other perspectives and ideas	N	N/L	L/P
	B10	Negotiate effectively	N	N	N/L
	B11	Encourage others to contribute			
	B12	Exercise leadership and take on a variety of roles within groups	N	N/L	L
	B13	Give and receive meaningful feedback			

			N	N/L	L
	B14	Advocate for one's own rights and needs	N	N/L	L
C- SELF-MANAGEMENT *ORGANIZATIONAL SKILLS* *AFFECTIVE SKILLS* *REFLECTIVE SKILLS*		**C1 ORGANIZATIONAL SKILLS : MANAGING TIME AND TASKS EFFECTIVELY**			
	C1.1	Plan short-and long-term assignments; meet deadlines	N	N/L	L
	C1.2	Create plans to prepare for summative assessments (exams and performances)			
	C1.3	Keep and use a weekly planner for assignments			N
	C1.4	Set goals that are challenging and realistic	N	L	L
	C1.5	Plan strategies and take action to achieve personal and academic goals			N
	C1.6	Bring necessary equipment and supplies to class	N	L	P
	C1.7	Keep an organized and logical system of information files/notebooks	N	L	P
	C1.8	Use appropriate strategies for organizing complex information			
	C1.9	Understand and use sensory learning preferences (learning styles)			
	C1.10	Select and use technology effectively and productively	N	N/L	L/P
		C2 AFFECTIVE SKILLS: MANAGING STATE OF MIND			
	C2.1	Practice focus and concentration			
	C2.2	Practice strategies to develop mental focus			
	C2.3	Practice strategies to overcome distractions			
	C2.4	Practice being aware of body-mind connections			
	C2.5	Demonstrate persistence and perseverance *Counseling	N	L	P
	C2.6	Practice delaying gratification			
	C2.7	Practice strategies to overcome impulsiveness and anger*Counseling	N	L	P
	C2.8	Practice strategies to prevent and eliminate bullying*Counseling	N	L	P

C2.9	Practice strategies to reduce stress and anxiety*Counseling	N	L	P
C2.10	Practice analyzing and attributing causes for failure			
C2.11	Practice managing self-talk*Counseling	N	L	P
C2.12	Practice positive thinking*Counseling	N	L	P
C2.13	Practice "bouncing back" after adversity, mistakes and failures	N	N/L	L
C2.14	Practice "failing well"			
C2.15	Practice dealing with disappointment and unmet expectations			
C2.16	Practice dealing with change*Counseling	N	L	P
C3 REFLECTIVE SKILLS: RECONSIDERING THE PROCESS OF LEARNING:CHOOSING AND USING ATL SKILLS				
C3.1	Develop new skills, techniques and strategies for effective learning	N	N/L	L/P
C3.2	Identify strengths and weaknesses of personal learning strategies (self-assessment)	N	N	N/L
C3.3	Demonstrate flexibility in the selection and use of learning strategies			
C3.4	Try new ATL skills and evaluate their effectiveness			
C3.5	Consider Content: What did I learn about today? What don't I yet understand? What questions do I now?	N	L	P
C3.6	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?	N	N	L
C3.7	Consider personal learning strategies: What can I do to become 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?			N
C3.8	Focus on the process of creating by imitating the work of others			
C3.9	Consider ethical, cultural and environmental implications			
C3.10	Keep a journal to record reflections			

D - Research: Information literacy skills and Media literacy skills	D1 INFORMATION LITERACY SKILLS: FINDING, INTERPRETING, JUDGING AND CREATING INFORMATION			
	D1.1	Collect, record and verify data	N	N/L	L/P
	D1.2	Access information to be informed and inform others	N	L	P
	D1.3	Make connections between various sources of information	N	N/L	N/L
	D1.4	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
	D1.5	Use memory techniques to develop long-term memory	N	L	P
	D1.6	Present information in a variety of formats and platforms	N	L	L
	D1.7	Collect and analyze data to identify solutions and make informed decisions			
	D1.8	Process data and report results	N	N	N
	D1.9	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
	D1.10	Understand and use technology systems	N	N	N/L
	D1.11	Use critical-literacy skills to analyze and interpret media communications			
	D1.12	Understand and implement intellectual property rights	N	N	N/L
	D1.13	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	N	N	N/L
	D1.14	Identify primary and secondary sources	N	N/L	L
	D2 MEDIA LITERACY SKILLS: INTERACTING WITH MEDIA TO USE AND CREATE IDEAS AND INFORMATION			
	D2.1	Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)		N	N/L
	D2.2	Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
	D2.3	Make informed choices about personal viewing experiences			
	D2.4	Understand the impact of media representations and modes of presentation			

			N	N/L	L/P
	D 2.5	Seek a range of perspectives from multiple and varied sources	N	N/L	L/P
	D2.6	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	N	N	N/L
	D2.7	Compare, contrast and draw connections among (multi)media resources	N	N	N/L
E- THINKING *CRITICAL THINKING SKILLS* *CREATIVE THINKING SKILLS*		**E1 CRITICAL THINKING SKILLS: ANALYZING AND EVALUATING ISSUES AND IDEAS**			
	E1.1	Practice observing carefully in order to recognize problems			
	E1.2	Gather and organize relevant information to formulate an argument	N	N/L	L
	E1.3	Recognize unstated assumptions and bias			
	E1.4	Interpret data	N	L	L/P
	E1.5	Evaluate evidence and arguments	N	N/L	L/P
	E1.6	Recognize and evaluate propositions			
	E1.7	Draw reasonable conclusions and generalizations	N	L	L/P
	E1.8	Test generalizations and conclusions			
	E1.9	Revise understanding based on new information and evidence	N	N/L	L/P
	E1.10	Evaluate and manage risk			
	E1.11	Formulate factual, topical, conceptual and debatable questions			
	E1.12	Consider ideas from multiple perspectives			N

E1.13	Develop contrary or opposing arguments	N	L	L/P
E1.14	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding	N	N	N/L
E1.15	Propose and evaluate a variety of solutions			
E1.16	Identify obstacles and challenges			
E1.17	Use models and simulations to explore complex systems and issues			
E1.18	Identify trends and forecast possibilities			
E1.19	Troubleshoot systems and applications			
E2 CREATIVE THINKING SKILLS: GENERATING NOVEL IDEAS AND CONSIDERING NEW PERSPECTIVES				
E2.1	Use brainstorming and visual diagrams to generate new ideas and inquiries	N	N/L	L
E2.2	Consider multiple alternatives, including those that might be unlikely or impossible			
E2.3	Create novel solutions to authentic problems	N	N	N
E2.4	Make unexpected or unusual connections between objects and/or ideas	N	N/L	L
E2.2	Design improvements to existing machines, media and technologies			
E2.3	Design new machines, media and technologies			
E2.4	Make guesses, as "what if" questions and generate testable hypotheses			
E2.5	Apply existing knowledge to generate new ideas, products or processes		N	N/L
E2.6	Create original works and ideas; use existing works and ideas in new ways	N	L	P
E2.7	Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments			
E2.8	Practice visible thinking strategies and techniques			

E2.9	Generate metaphors and analogies			
E3 TRANSFER SKILLS: USING SKILLS AND KNOWLEDGE IN MULTIPLE CONTEXTS				
E3.1	Use effective learning strategies in subject groups and disciplines	**N**	**N**	**L**
E3.2	Apply skills and knowledge in unfamiliar situations	**N**	**N**	**N/L**
E3.3	Inquire in different contexts to gain a different perspective			
E3.4	Compare conceptual understanding across multiple subject groups and disciplines			
E3.5	Make connections between subject groups and disciplines			
E3.6	Combine knowledge, understanding and skills to create products or solutions	**N**	**N**	**N/L**
E3.7	Transfer current knowledge to learning of new technologies			
E3.8	Change the context of an inquiry to gain different perspectives			