

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Approaches to Learning
Curriculum Area and Grade: IB/MYP Grade 6

BOE approved 9/27/2021

Course Purpose:
Approaches to learning (ATL) are skills designed to enable students in the IB Middle Years Programme (MYP) to “learn how to learn.”

Major Learning Goals and Understandings:
<p>Student Learning Expectation(s): The goal of ATL is to enable students to apply a range of ATL skills in different learning situations. As students engage with the MYP, they will become aware of the special nature of ATL and will come to understand it as common to all subjects. The student objective objective of ATL is to foster curiosity, creativity and imagination and inculcate skills such as design mind - set, computational thinking, adaptive learning, physical computing, rapid calculations, measurements etc.</p>

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Communication	2. Self Management
3. Research	4. Thinking
5. Social	6.
7.	8.

Mappers/Authors: Kelly Winter, Kathy Wilson, Leslie Forbes

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Part 1 - Unit/Theme/Concept			
Grade: 6	Subject: IB MYP	Course: ATL	Length of Unit: 9 (# of weeks)

Common Core State Standards The ATL course supports all skill-based content standards	
Reading: <ul style="list-style-type: none">• <u>RL.6.10</u>• <u>RI.6.10</u>• <u>R.1</u>	
Supporting Standards	
Connecticut State Standards L.4.3a. Choose words and phrases to convey ideas precisely. L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	

Part 2 – Standards	
Key (GLE) Content Knowledge and Concepts/Skills	Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<p>The students will know:</p> <ol style="list-style-type: none"> 1. Skills within the five ATL categories: Communication, Social, Self Management, Research, Thinking 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and apply ATL skills in various content learning situations 2. Have self-awareness and be able to use appropriate social nuances (SEL) 	<ol style="list-style-type: none"> 1. Applying, Understanding and Remembering
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Big Idea and Essential Questions

- **Big Ideas:** ATL skills effectively enable all students to become stronger, more self-regulated learners.

- **Essential Question:** What are ATL skills and why are they important?

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment :

Formative assessments: Informal assessments used on a daily basis as students attain the prerequisite skills.

Portfolio / rubric

Self-assessment

Peer assessment

Summative assessments

Oral presentations/rubric

Written report/rubric

Performance assessment/rubric:

Students will complete a culminating project: **Own it!** Plan it, Create it, Present it! This will demonstrate the attainment of all skills taught in the unit.

https://docs.google.com/presentation/d/1BcruLFVRh2Qhv6esfy_eRtKSOkZjo2Syw76EoBYk2Bc/edit#slide=id.p

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Students will have a multitude of learning experiences depending on the group needs. Students at the beginning of the school year may need more focus on organizational and affective skills. Students taking the course at the end of the year may need to focus more on critical thinking so the instructor would adjust the learning experiences as needed.

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1412_1_e&part=4&chapter=1

- Communication:
 - Exchanging thoughts, messages and information effectively through interaction
 - Reading, writing and using language to gather and communicate information
- Social:
 - Collaboration Skills-- Working effectively with others
- Self Management:
 - Organizational skills -- Manage time and tasks effectively
 - Affective Skills
- Research: Information
 - Literacy Skills
 - Media Literacy Skills
- Thinking:
 - Critical Thinking Skills
 - Creative Thinking Skills
 - Transfer Skills

For a detailed description of each of these learning experiences:

<https://docs.google.com/spreadsheets/d/1UieetON71NdoyWDS2UNQk8UhDOjVudO4KpC3SEQF64g/edit#gid=113>