McCants Middle School

APPROACHES TO LEARNING: STUDENT LEARNING EXPECTATIONS

	Level 1	**Level 2**	**Level 3**
ORGANIZATION			
Time Management Using time effectively in class; keeping deadlines	Use daily planner to record important dates and tasks and begin considering options for completing tasks on time.	Complete tasks on time.	Complete larger tasks within given deadlines independently.
Self Management Personal goal-setting; organization of learning materials	Maintain daily planner/school agenda to include homework assignments, test and project due dates. Maintain a well organized AVID notebook.	Demonstrate responsibility for own work. Use daily planner/school agenda to record all school expectations. Take responsibility for missed assignments due to school absence.	Intrinsically motivated to work and maintain all academic expectations without being prompted by an adult and independently use note-taking skills to enhance learning. (C-Notes)
COLLABORATION			
Working in Groups Delegating and taking responsibility;adapting to roles; resolving group conflicts; demonstrating teamwork	Begin working in groups and participating equally with group members.	Contribute to class and group discussions. Understand that each student's contribution is part of the group's success.	Voice own opinions and respect the opinions of others. Realize that the group's outcome is equally dependent on the work of all group members.
Accepting Others Analyzing others' ideas; respecting others' points of view; using ideas critically	Learn to work with others with courtesy and respect.	Listen to others. Respect differences in opinions, cultures, and beliefs.	Listen actively and work with everyone regardless of differences.
Personal Challenges Respecting cultural differences; negotiating goals and limitations with peers and teachers	Begin building a level of comfort while working with others.	Respect cultural differences and realize that being different is what makes us unique.	Discuss goals and limitations with peers and teachers.
COMMUNICATION			
Literacy Reading strategies; using and interpreting a range of content-specific terminologies	Develop questioning strategies.	Use reading strategies across the curriculum with support.	Use reading strategies independently in new situations.
Being informed The use of a variety of media	Discuss the variety of media and technological resources available to the students.	Use appropriate media for academic assignments.	Use media appropriately for academic and non-academic purposes.

Informing others Presentation skills using a variety of media	Present ideas clearly in writing.	Present ideas clearly in writing and through speaking.	Present ideas clearly in writing, through speaking and with use of a variety of media.
INFORMATION LITERACY			
Accessing Information Researching from a variety of sources using a range of technologies; identifying primary and secondary sources	Students will become aware of primary and secondary sources. Students will become familiar with the resources available to them.	Students will be aware of primary and secondary sources. Students will know how to use a variety of resources.	Students will choose relevant and appropriate sources independently.
Selecting & Organizing Info Identifying points of view, biases and weaknesses; using primary and secondary sources; making connections between a variety of resources.	Students will explore sources and discuss their reliability.	Students will be aware that not every source is reliable. Students will understand the variety of media that influences their lives.	Students will be able to recognize viewpoints and bias. Students will compare information from multiple sources.
Referencing Citing and giving correct attribution to sources; respecting the concept of intellectual property rights.	Students will begin discussing academic honesty and learn about plagiarism. They will begin learning about citations and why we use them.	Students will create simple bibliographies independently. Students will begin to understand plagiarism and its implications and consequences.	Students will create clear bibliographies to include all sources. Students will understand the importance of citing sources and can explain why plagiarism is wrong.
REFLECTION			
Self-Awareness Seeking out constructive criticism; reflecting on areas of perceived strengths and limitations	With the help of the teacher, students will begin reflecting on their strengths and limitations. The teacher will provide models in the classroom.	Students will be exposed to relevant reflection activities and understand the concept of feedback.	Reflections will be reinforces and expanded. Students will become accustomed to giving and accepting feedback from others.
Self-Evaluation Keeping learning/process journals and portfolios; reflecting at different stages in the learning process	Students will begin using a journal to record their reflections in writing.	Students will be able to journal how they feel about their academic progress.	Student journals should contain more realistic reflections and be able to consider options for academic improvements.

TRANSFER			
Making Connections Using knowledge, understanding and skills across subjects to create projects or solutions; applying skills and knowledge in unfamiliar situations	Begin exploring how topics studied across the curriculum are related and similar.	Students identify common themes and concepts across the curriculum.	Students identify common skills across the curriculum independently.
Inquiring in Different Contexts Changing the context of an inquiry to gain various perspectives	Students will participate in activities in the classroom that allow them to explore learning from another perspective.	Students will begin looking at learned material from other perspectives in groups.	Students will look at learned material from other perspectives independently.
THINKING			
Generating Ideas Brainstorming; challenging assumptions	Participate in brainstorming activities.	Develop outlining skills.	Use brainstorming, discussions and inquiry to generate ideas.
Planning Outlining, storyboarding and/or drafting a plan	Students will begin to understand the importance of thoughtful outlining, brainstorming, and drafting.	Students will take assignments seriously and think through the planning process paying special attention to the best way to complete the assigned task.	Students will begin outlining and drafting a plan independently. The students should understand the best approach for one may be different from the best approach for another.
Inquiring Questioning and challenging information and arguments; conducting research, experimentation, observation and findings and constructing explanations; clarifying existing ideas and reappraising perception of events	Students will begin to understand the process of inquiry.	Students will question and challenge information and conduct the research to support their ideas.	Students will conduct research and experiments to clarify ideas and support their existing knowledge and understanding.
Applying Knowledge and Concepts Constructing a logical progression of arguments; considering alternative explanations/solutions; determining the validity and authenticity of what you see and hear.	Identifies relevant and factual data	Uses available data and information to consider explanations and solutions.	Determine validity and authenticity of information seen and heard.

Identifying Problems Deductive reasoning; evaluating solutions to problems	Begin discussing strategies for collecting data to clarify a problem.	Plan strategies for collecting data to clarify a problem	Evaluate problems and develop strategies to solve them.
Creating Novel Solutions Combining critical and creative strategies; considering a problem from multiple perspectives.	Discuss issues from multiple perspectives.	Generate new ideas and solutions.	Plan strategies for collecting data and to clarify problems from multiple perspectives.

MYP approaches to learning (ATL) gives students the opportunity to develop a range of learning skills and strategies that will allow them to become more effective and reflective learners. ATL skills areas include: **organization**, **collaboration**, **communication**, **information literacy**, **reflection**, **thinking** and **transfer skills**. Alongside the development of cognitive (thinking) skills, ATL promotes the development of **attitudes and dispositions** important for lifelong learning. It is through ATL that students are given the opportunity to reflect upon their own learning (metacognition), become aware of how they learn best, and consequently develop effective lifelong learning habits. Students are more likely to develop deeper conceptual understanding when they are aware of their own learning and can identify the type of thinking to draw upon in different contexts. As teachers integrate ATL within subject content, they explicitly provide appropriate opportunities for the development of a range of learning skills and strategies. It is important that teachers make teaching and learning of command terms explicit to students when planning student learning expectations for ATL, as well as for other areas of interaction. (Command terms in the Middle Years Programme).