



Welcome New Year 1 Student

Dear MYP Students and Families,

As we step into the sunny days of summer, we're excited to share this special **MYP Summer Learning Packet**: a thoughtful collection of activities designed to keep minds active, curious, and growing all season long! Rooted in the **IB Middle Years Programme** philosophy, this packet integrates **Approaches to Learning (ATL) Skills**, highlights key concepts from multiple subject areas and encourages the development of the **IB Learner Profile**. Whether you are exploring literature, solving real world math problems, reflecting on global issues, or engaging with your local community, we hope this learning journey helps you stay connected to your growth as an **IB learner**. Remember, learning doesn't stop when the school year ends- it simply takes on new forms. Enjoy the process, take creative risks, and do not forget to reflect along the way. Wishing you a safe, joyful, and inspiring summer!

We are providing you with a **general list of supplies** that you will need for your year 1 classes.

OTHER ITEMS MAY BE REQUIRED AT A LATER DATE FOR SPECIFIC SUBJECTS

2	9 x 11 or Larger One – Subject Notebooks	1	30 Count Box of Glue Sticks for Both Semesters
3	Folders with Pockets and Prongs	2	12 Pack No. 2 Pencils per Semester
5	100 Page Composition Notebooks	1	Scissors
1	Half Inch Binder with Pockets	1	12 Pack of Colored Pencils
1	100 Pack of Loose-Leaf Lined & White Notebook Paper	1	Insulated Water Tumbler / Bottle
1	Pack of Highlighters Assorted Colors	1	Large Eraser
1	12 Pack of Pens Assorted Colors	1	Small Pack of Pencil Erasers
1	Large Supply Case or Pouch	1	Pencil Sharpener with Cover
1	Williams Agenda Book Is Required		

*** Student Success Package is only \$15 ***

- Williams Agenda Book/ Student Planner
- 1 Colored Lanyard with Williams Logo (This is mandatory per our Dress Code)
- 1 Student ID (This will be used for Restroom/Hall passes)
- *Purchase one through [MyPaymentsPlus.com](https://mypaymentsplus.com)*

Williams is a mandatory-uniform school. Please review the uniform policy and information contained in this packet. NOTE: Williams PTSA will be selling Williams Spirit Gear (uniform shirts, spirit shirts, hoodie sweatshirts) at our Back-to-School Open House scheduled for August 7, 2025. Order forms for PTSA Spirit Gear are also available in the Student Affairs Office. Students are not required to wear uniform shirts sold by PTSA. Uniforms must comply with uniform policy in this packet, however.

We look forward to an exciting year filled with continued academic excellence.

The Year 1 Team

News to Know:

First Day of School

AUGUST 11TH, 2025

Open House — August 7th

- * Receive your schedule
- * Meet your teachers
- * Find your classrooms

Canvas

Canvas is our social learning platform where all your child's work and grades will be available!

Your participation is a key to your child's success!

Create an account:

1. Complete New Account Registration:
<https://myspot.sdhc.k12.fl.us/public/register/>
2. Log in to Canvas:
<https://sdhc.instructure.com/login/ldap>

Williams Summer Orientation Camp

- Dates: July 23-24 from 8:00–12:00 PM
- Cost: FREE
- Register online at signupgenius.com
- Look up Williams Summer Bridge Camp/kelliem.norton@hcps.net

Calling all Athletes!

Extramural Sports Program

- after-school
- open to ALL grade levels
- both boys' and girls' teams
- compete against other middle schools

1st Season: Basketball; Boys & Girls

2nd Season: Volleyball; Boys & Girls

3rd Season: Track; Boys & Girls

4th Season: Soccer; Boys & Girls

5th Season: Flag Football; Boys & Girls

Eligibility requirements/student forms:

- Maintain a 2.0 academic average
- Completed **ONLINE** District sports packet (see below)
 - *Your completed sports packet is valid for the entire year*
- Athletic paperwork for **BASKETBALL** due ONLINE mid-late August.

**ATHLETIC FORMS ARE ONLY AVAILABLE ONLINE.
PLEASE VISIT THE WILLIAMS DISTRICT WEBSITE FOR
INSTRUCTIONS ON HOW TO COMPLETE REQUIRED
PAPERWORK:**

<https://www.hillsboroughschools.org/domain/2320>

Guide for getting started with paper work:

[https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/Domain/2320/Step by Step Guide to Plane t High School.pdf](https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/Domain/2320/Step%20by%20Step%20Guide%20to%20Plane%20t%20High%20School.pdf)

Stay Informed!

Williams' families can stay informed by checking the Williams Middle Magnet School website located at:
<https://www.hillsboroughschools.org/williams>

Get the latest Williams news on Twitter @WilliamsBMYP and Facebook: Williams Middle Magnet School

Williams Middle Magnet School

Uniform Policy

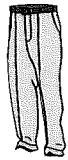
Williams IB Middle Magnet School's uniform policy promotes a positive learning environment and contributes to school spirit and safety. The wearing of uniforms at our school is a direct result of our School Improvement Plan whereby stakeholders requested and received district approval for the school to become a **mandatory uniform school**.

The Student Uniform shall consist of the following:

Lanyards Grade level lanyards with student IDs must be worn at all times. They shall be visible outside of uniform shirt Or jacket.

Shirts Only navy collared polo shirts shall be worn. **Solid white, black, or gray undershirts may be worn underneath, but they must be tucked in.** Only the top two buttons of the polo remain unbuttoned.

Bottoms Only khaki beige pants, mid-thigh shorts, skirts, skorts, capris, and jumpers may be worn. No jeans are allowed on any day. All pants and shorts must be worn fastened at the waistline. Pants should not drape on the ground, should not have frayed bottoms, should not have holes or be cut-offs. Pants with colored stripes or designs are not allowed and **ABSOLUTELY** no sweat pants (even if they are khaki/tan in color).



***Note** Short shorts or mini-skirts are not acceptable by established School Board Dress Code. The correct length for any type of shorts or skirt is mid-thigh, which is half-way between the top of the leg and the top of the knee when seated. All leggings must be a solid color.



Feet Closed toe shoes must be worn. Flip-flops, shower shoes, skate shoes, Crocs, or similar type shoes, including slippers, are not permitted. High heels or platform shoes are not permitted.

Head Gear Hoods, hats, and bandanas are **NOT** permitted.

Outer-wear Wearing an oversized outer garment, pullover garment or long-sleeved shirt over the school uniform is **NOT acceptable**. **NO PULLOVER SWEATSHIRTS OR HOODED SWEATSHIRTS** (exception – Williams Middle Magnet School hooded sweatshirt). **Solid black or navy blue full zipper/buttons(top to bottom)**. **Hoods are not to be worn in school**.

Logos Only official IB or Williams' logos will be allowed. Prints, plaids, stripes, or other graphic designs are not permitted on any uniform clothing.

Fridays Only on Fridays and field trips will students be permitted to wear team T-shirts or any official Williams shirt. PE shirts are not allowed to be worn other than in PE classes. Khaki bottoms shall always be worn.

Early Release Days Only on last Monday of each month will students be permitted to wear **college and university t-shirts**. **All logos shall be official logos of the college or university**. Khaki bottoms shall always be worn.

Consequences for Non-compliance with the Uniform Policy

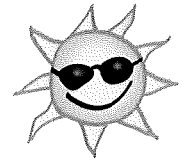
First Offense: Verbal warning to student. Student changes into loaner-shirt if available.

Second Offense: Letter or email contact with parent. Student changes into loaner-shirt if available.

Third Offense: Detention will be assigned. Student changes into loaner-shirt if available.

Fourth and Further Offenses: A referral is written for willful disobedience. Student changes into loaner-shirt if available. A mandatory parent conference is conducted; In-School Suspension assigned.

Williams Middle Magnet School IB Middle Years Programme Summer Reading
Incoming Year 1 Students "Reading in the Sunshine"



The summer reading assignments for incoming Williams year 1 students includes a blend of required reading and optional assignments. The assignments reflect the Williams faculty commitment to the IB Student Learner Profile Traits and our desire to meet the needs of all students.

Every incoming year 1 student is required to read **one novel** (student choice) from the 2025-2026 Sunshine State Young Readers Award Books Nominees List Grades 6-8. (the annotated book list is included on the following pages) **and** a second novel of their choice.

Plan ahead by ordering your books online, from your local bookstore, or reserving at your public library. Students also have free access to the books (using their student number) through Axis360 and the Hillsborough County Public Library Cooperative. Incoming year 1 students can access these resources through the HCPS Elementary Virtual Library www.galepages.com/doem using their log in information from their current HCPS elementary school.

Summer Reading Assignment Student Checklist

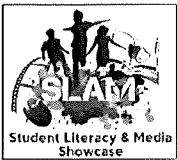
Required

- _____ Read a novel (student choice) from the 2025-2026 SSYRA Book List Grades 6-8.
- _____ Read a 2nd novel (student choice)

Students should be prepared to discuss and complete an assignment related to the selected novel in language arts within the first two weeks of school.

Optional (Encouraged)

- _____ Prepare a 2D art piece or 60-second Book Trailer entry for the Williams SLAM. (Must be on a book from the 2025-2026 SSYRA list.)



Optional: Williams Middle Magnet participates in the Student Literacy and Media Showcase (SLAM). SLAM is a celebration of reading and literacy. Participation in SLAM is voluntary. Our intent is to give students a chance to READ, EXPLORE and CREATE! Students can choose to participate in SLAM by creating a 2D Creative Expression (art piece) or a Video Creative Expression (60 second book trailer). More information and guidelines can be found on the Media Center website:

williams.mysdhc.org/Resources/Media_Center.

2D CREATIVE EXPRESSION STUDENT CATEGORY

- Create 2D Art or other 2D Creative Expression for one of the current year's SSYRA (6-8) nominee books
- 2D media only. Accepted media is drawings, paintings, collage, and digital media.
- Work should be created on a standard sized sheet of paper, not to exceed 8.5" x 11".
- Entry must be appropriate for "PG" rated audiences.

VIDEO CREATIVE EXPRESSION STUDENT CATEGORY

- Make a video for one of the current year's SSYRA (6-8) nominee books. Maximum length for the video is 60 seconds.
- Video must include visuals, audio, title and author, and a book citation within the video.
- Entry must be appropriate for "PG" rated audiences.
- Must be submitted in MP4, MOV or WMV format.



****BRAG TAG BONUS**** Brag tags will be available for the 2025-2026 SSYRA books. Students can collect their tags from the Media Specialist when school returns in the Fall.

This summer packet will be available on our school website at <https://www.hillsboroughschools.org/williams>

Sunshine State Young Readers Award Books 2025 - 2026 List for Grades 6-8



***Brick Dust and Bones* by M.R Fournet**

Marius Grey hunts Monsters. He's not supposed to. He's twelve and his job as a Cemetery Boy is to look after the ghosts in his family's graveyard. He should be tending these ghosts and—of course—going to school to learn how to live between worlds without getting into trouble. But, Marius has an expensive goal. He wants to bring his mother back from the dead, and that takes a LOT of mystic coins, which means a LOT of Monster Hunting, and his mother's window to return is closing. If he wants her back, Marius is going to have to go after bigger and meaner monsters. Can Marius navigate New Orleans's gritty monster bounty-hunting market, or will he have to say goodbye to his mother forever?



***Confessions of a Class Clown* by Arianne Costner**

Meet Jack Reynolds. Making people laugh is his life's work. Jack's wacky MyTube channel is really starting to take off. The only problem is, for the truly epic posts, he needs a collaborator. And, well, he doesn't exactly have any friends. So Jack has to swallow his pride and join the new after-school Speed Friendship club. But who would make the best partner in comedy? Brielle, Miss Perfect candidate for student body president? Mario, whose mom won't even let him have a smart phone? Or Tasha, the quiet, mysterious girl with a shaved head and a crocheted hat for every day of the week? One of these kids could help catapult Jack to internet fame . . . or even become a true friend. But what will it cost him to go viral?



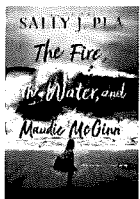
***Control Freaks* by J.E. Thomas**

The kids at Benjamin Bancker College Prep are a little... competitive. The minute Principal Yee announces an epic competition, seventh-grader Frederick Douglass Zezzmer knows he has to win. But it won't be easy. The competition doesn't just include STEM. It also has arts and sports. Not Doug's best subjects. Even worse, it's a TEAM competition. Doug gets paired with four middle school misfits no one else wants. Worst of all, if Doug doesn't win, he has to forget about becoming The World's Greatest Inventor and spend the summer in sports camp, with his scary stepbrother. With only a week to go, Doug launches a quest to turn his team of outcasts into winners... and maybe even friends.



***Curlfriends: New in Town* by Sharee Miller**

Charlie has a foolproof plan for the first day at her new middle school. Even though she's used to starting over as the new kid—thanks to her military family's constant moving—making friends has never been easy for her. But this time, her first impression needs to last, since this is where her family plans to settle for good. When not everything goes exactly to plan, like, AT ALL, Charlie is ready to give up on making new friendships. Then she meets the Curlfriends, a group of Black girls who couldn't be more different from each other, and learns that maybe there is a place for Charlie to be her true self after all.



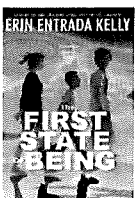
***The Fire, The Water, and Maudie McGinn* by Sally J. Pla**

Maudie always looks forward to the summers she spends in California with her dad. But this year, she must keep a troubling secret about her home life—one that her mom warned her never to tell. Maudie wants to confide in her dad about her stepdad's anger, but she's scared. When a wildfire strikes, Maudie and her dad are forced to evacuate to the beach town where he grew up. She desperately wants to learn to surf, but could she ever be brave enough? As Maudie navigates unfamiliar waters, she makes friends—and her autism no longer feels like the big deal her mom makes it out to be. But her secret is still threatening to sink her. Will Maudie find the strength to reveal the awful truth—and maybe even find some way to stay with Dad—before summer is over?



***The Firefly Summer* by Morgan Matson**

For as long as Ryanna Stuart can remember, her summers have been spent with her father and his new wife. But this summer is different – she's received a letter from her estranged grandparents inviting her to stay with them at an old summer camp in the Poconos. Ryanna accepts. She wants to learn about her mom. She wants to uncover the mystery of why her father hasn't spoken to her grandparents all these years. She's even looking forward to a quiet summer by the lake. But what she finds are so many relatives who have memories of her mom from when she was Ryanna's age, clues to her past like a treasure map. Ryanna even finds an actual, real-life treasure map! Over the course of one unforgettable summer—Ryanna discovers a whole new side of herself and that, sometimes, the last place you expected to be is the place where you really belong.



***The First State of Being* by Erin Entrada Kelly**

It's August 1999. For twelve-year-old Michael Rosario, life is as ordinary as ever—except for the looming Y2K crisis and his overwhelming crush on his sixteen-year-old babysitter, Gibby. But when a disoriented teenage boy named Ridge appears out of nowhere, Michael discovers there is more to life than stockpiling supplies and pining over Gibby. It turns out that Ridge isn't where he belongs. When Ridge reveals that he's the world's first time traveler, Michael and Gibby are stunned but curious. As Ridge immerses himself in 1999—fascinated by microwaves, basketballs, and malls—Michael discovers that his new friend has a book that outlines the events of the next twenty years, and his curiosity morphs into something else: focused determination. Michael wants—no, needs—to get his hands on that book. How else can he prepare for the future? But how far is he willing to go to get it?

Sunshine State Young Readers Award Books 2025 - 2026 List for Grades 6-8, Page 2



Fowl Play by Kristin O'Donnell Tubb

When Chloe Alvarez's best friend Uncle Will dies, he leaves one last gift for Chloe: his African grey parrot, Charlie. The parrot has a vast vocabulary, and soon Chloe hears her say something odd: *It was murder*, followed by *homicide* and *cyanide*. Chloe becomes convinced her uncle Will's death was foul play. Why else wouldn't he have told anyone in the family—especially Chloe—that he was sick? With the help of her family, Chloe begins the investigation to uncover Uncle Will's murderer. The suspects: His nosy neighbor. An ex-girlfriend. A rude landlord. A loan shark. But it all leads to more questions than answers. Did someone really kill Uncle Will? Or could this journey help reunite Chloe's grieving family?



Heroes by Alan Gratz

December 6, 1941: Best friends Frank and Stanley have it good. With their dads stationed at the Pearl Harbor naval base in Hawaii, the boys get to soak up the sunshine while writing and drawing their own comic books. World War II might be raging overseas, but so far America has stayed out of the fight. There's nothing to fear, right? December 7th, 1941: Everything implodes. Frank and Stanley are touring a battleship when Japanese planes zoom overhead, dropping bomb after bomb. As explosions roar and sailors scream, The war has come to them. If the boys make it through this infamous day, can their friendship--and their dreams--survive? Or has everything they know been destroyed?



The Hoop Con (Play the Game) by Amar Shah

Raam Patel is eager to prove himself ever since he didn't make the middle school's basketball team. So, when Hoop Con comes to town he is determined to be there and take his shot. His big moment proves to be unforgettable... but not in the way he'd hoped. Raam gets schooled by the camp's golden boy right in front of his NBA idol. To make matters even worse, this fail goes viral. Raam is used to being the underdog, but becoming the newest meme might be something even he can't overcome alone. He skips town in an effort to lay low and take a break from basketball. However, he's met with new courts, fresh kicks, and tough new competition, changing his whole outlook on the game. Raam has the skills, but now it's time to unlock the mental game.



The Lost Year by Katherine Marsh

Thirteen-year-old Matthew is miserable. His journalist dad is stuck overseas indefinitely, and his mom has moved in his one-hundred-year-old great-grandmother to ride out the pandemic, adding to his stress and isolation. Matthew is stuck at home during the early days of the pandemic, and he would rather play video games than hang out with his 100-year-old great-grandmother, GG. But Matthew's mom has other plans. Forced to unpack GG's storage boxes, Matthew finds a tattered black-and-white photo in his great-grandmother's belongings that serves as a clue to a hidden chapter of her past, one that will lead to a life-shattering family secret.



Mid-Air by Alicia D. Williams

It's the last few months of eighth grade, and Isaiah feels lost. He thought his summer was going to be him and his boys Drew and Darius, hanging out, doing wheelies, watching martial arts movies, and breaking tons of Guinness World Records before high school. But now, more and more, Drew seems to be fading from their friendship, and though he won't admit it, Isaiah knows exactly why. Because Darius is...gone. Now, Drew can barely look at Isaiah. But Isaiah, already quaking with ache and guilt, can't lose two friends. So, he comes up with a plan to keep Drew and him together—they can spend the summer breaking records – for Darius.



Shinji Takahashi and the Mark of the Coatl by Julie Kagawa

Shinji Takahashi is just an ordinary kid. An ordinary homeschooled smart-alecky kid being raised by his globe-trotting aunt Yui. But when a magical guardian decides to use him as a conduit to awaken its power, Shinji's life takes a turn for the anything-but-ordinary. On the run from Hightower Corporation who wants the guardian's power, Shinji must team up with a brilliant young tech whiz named Lucy, and the ragtag cast of characters from the Society of Explorers and Adventurers to return the guardian to its rightful home and release Shinji from its magic—which seems to be draining his life force. Time is ticking, the Hightower Corporation is in hot pursuit, and success or failure means life or death for Shinji.



Simon Sort of Says by Erin Bow

Simon O'Keeffe's biggest claim to fame should be the time his dad accidentally gave a squirrel a holy sacrament. Or maybe the alpaca disaster that went viral on YouTube. But the story the whole world wants to tell about Simon is the one he'd do anything to forget: the one starring Simon as a famous survivor of gun violence at school. Two years after the infamous event, Simon and his family move to the National Quiet Zone—the only place in America where the internet is banned. Instead of talking about Simon, the astronomers there are busy listening for signs of life in space. And when Simon makes a friend who's determined to give the scientists what they're looking for, he'll finally have the chance to spin a new story for the world to tell.



Skyriders by Polly Holyoke

Twelve-year-old Kiesandra's best friend is her winged horse, N'Rah. She, like every other person with a skysteed, can communicate with N'Rah through her mind. Their bond is critical when one day, monsters from long ago reemerge to ravage a nearby village. No one knows how to fight the fearsome chimerae except Kie's uncle . . . and now Kie. Injured in the battle, Uncle Dug makes her promise to bring his attack plan and weapons to the capital. Kie reluctantly agrees. At the palace, she and N'Rah attempt to gain the trust of the royals and train the army in Dug's lessons. But how can a young girl and her skysteed convince anyone that only they know how to defeat the deadly monsters?

Community Service Brainstorm Activity – Grade 6 Summer Assignment

Objective: Help students think about ways they can contribute to their communities while building awareness, compassion, and responsibility.

Bring this Community Service Activity with you during the first week of school. Prepared to discuss and share your ideas.

Step 1: Reflect and respond to the following questions.

What do you care about in your community?	
What are some issues/problems you notice in community, city, neighborhood?	
What talents or hobbies do you have that could help others?	

Step 2: Brainstorm Ideas- here are some examples of how young adults can help contribute to their community.

Helping People

- Visit or make cards for a local nursing home.
- Collect school supplies for kids in need.
- Help a neighbor with groceries, gardening, or chores.

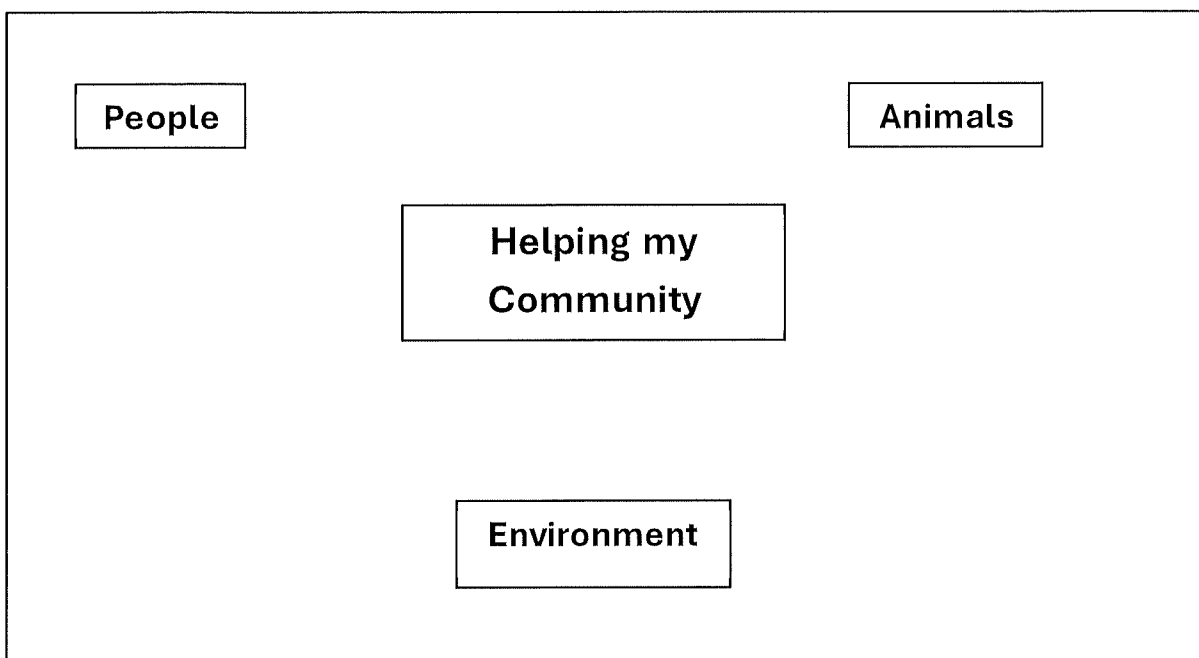
Helping Animals

- Volunteer at an animal shelter.
- Make DIY toys or blankets for shelter pets.
- Start a dog-walking service and donate earnings.

Helping the Environment

- Organize a park or beach cleanup.
- Plant trees or flowers in a public space.
- Start a recycling campaign in your building or neighborhood.

Step 3: Research: Look around your community, talk to community members, family, and friends. Community Service is about providing a service to address a need. In the space below, create a mind map with “Helping My Community” in the center and branches for different themes: People, Animals, Environment, School. Try to come up with at least 2-3 of *your own* ideas for each theme.



Step 4: Plan it!

Select ONE of the ideas from your brainstorm map and plan it.

Example of a community service need that was addressed by a few of our Williams students last year.

Buddy Baseball-They need volunteers to be a buddy for an ESE student for the baseball games. Contact the director of Buddy Baseball, find out the requirements, registration dates, sign up to volunteer.

What is the need?	
Where do I gather information/Who can help me?	
When can I do it?	

Instructions for Students:

Over one week this summer, choose **three days** to document and reflect on your daily activities using the ATL skills framework.

Part 1: Daily Log (Communication & Self-Management)


Create a short journal entry for each of the three chosen days. In your entry, describe:

- What you did that day (home, fun, family, hobbies, etc.).
- One moment when you used **communication skills** (e.g., asking questions, listening actively, expressing your ideas).
- One moment when you used **self-management skills** (e.g., organizing your time, staying focused, managing your emotions).

You can write your log in a notebook, type it up, or create a voice/video journal.

Part 2: ATL Reflection Poster (Reflection)

After completing your three journal entries:

- Create a **visual reflection poster** (digital or paper) titled:
 **"How I Use ATL Skills in My Life"**
 - Include:
 - A short description of each ATL skill (communication, self-management, reflection).
 - 2–3 specific examples from your life where you used each skill.
 - Pictures, drawings, or symbols that represent these skills in action.
 - A sentence or two on how you want to improve in each ATL skill in the coming school year.
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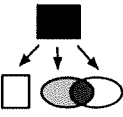


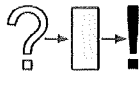
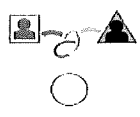
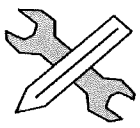
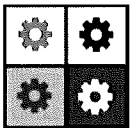


Extension (Optional):



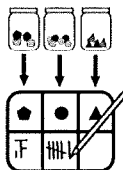

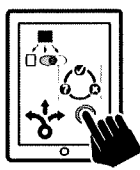
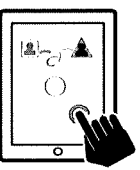
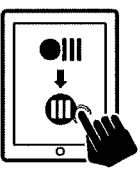


Interview a parent, sibling, or friend and ask them:

"When do you use communication, self-management, or reflection in your daily life?"

Add a short quote or note from the interview to your poster or journal.

Approaches to Learning


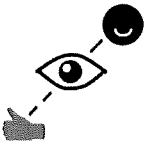



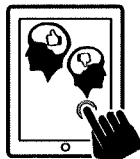
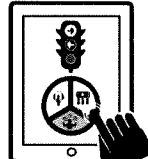
THINKING SKILLS @orenjibuta (2018)								
Critical			Creative		Transfer		Reflection	
Analysis	Evaluation	Forming Decisions	Generating novel ideas	Considering new perspectives	Application	Application in Multiple Contexts	Reflection	Metacognition
I can break ideas into smaller parts, including root or cause. I am able to look for patterns, similarities and differences. I can identify unique features.	I am able to formulate an argument based on evidence and question those that are not. I can make connections between ideas, perspectives and challenges. I can test generalizations and conclusions.	I can draw conclusions and make generalizations. I can create, develop and defend solutions using supporting information.	I can generate new ideas and inquiries inspired by exposure to different experiences and resources. I can make unexpected or unusual connections. I can remix or improve upon existing products and processes.	I can formulate "what if" questions and use them to drive my inquiries. I value and am inspired by the unlikely or impossible. I am flexible in my thinking and express this in a variety of ways.	I can make use of knowledge and skills I have learned to help myself and/or others. I can use my knowledge and skills in new situations or when solving a problem.	I can connect and combine knowledge and skills for use in different situations, in and outside school. I can apply my knowledge and skills to local and global contexts.	I can respond to questions about something that I have been exposed to or experienced. I can identify my strengths and areas for improvement.	I can question my own understanding and processes for learning. I realize that people learn in different ways and I know the way I learn best.
								

RESEARCH SKILLS @orenjibuta (2018)								
Information-Literacy				Media Literacy			Ethical Use	
Formulating & Planning	Gathering & Recording	Synthesizing & Interpreting	Evaluating & Communicating	Consuming & Processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
I am aware of what I want/need to find out and I can ask questions to drive this inquiry. I can predict the steps that I need to take in an inquiry and use these to make a plan. I can select appropriate tools/sources to help me with my inquiry.	I can gather information from a variety of sources (primary & secondary). I can use all my senses to notice details. I can identify the most appropriate method (drawing, note-taking, tables, tallies etc.) to record the details of my findings.	I can sort and categorize information. I can take relevant bits of information from different sources and put it together into a format that makes sense.	I can identify patterns and relationships from data and information I have gathered. I recognize my sources when I communicate my findings. I choose a platform to share my findings after considering who my audience will be.	I can use online platforms to find information. I can use critical thinking skills to assess information I find online.	I seek out a variety of perspectives from online sources. I gather information from multiple sources to support and challenge my thinking.	I can communicate my ideas and information using different media and platform types. I consider effectiveness and efficiency when selecting a communication method for my ideas and creations.	I am principled and show integrity when interacting with media. I consider the impact of the choices I make on others.	I am aware of bias and use strategies to detect it in sources. I use tools and critical thinking to determine the trustworthiness of a source.
								

Inspired by PYP Principles into Practice: 'Fostering the development of ATL' (pg 64 - 70)







COMMUNICATION SKILLS

@orenjibuta (2018)

Exchanging Information			Literacy		ICT	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I am able to listen to directions and instructions and ask clarifying questions when necessary. I listen to information and the perspectives of others respectfully.	I can recognize, create and make meaning using symbols, signs and sounds. I am aware that my body language and facial expressions can give others lots of information. My body language may mean different things in different countries.	I am able to speak clearly to express ideas so they make sense to others. I am able to share your ideas and opinions in small and large groups. I can discuss and negotiate ideas and facts with others face to face or using digital mediums.	I read a variety of texts for entertainment and information. I reflect and question what I read to make connections with and beyond the text. I can use what I read to support and strengthen my creative pieces.	I can write for different purposes and audiences. I can take notes and rewrite information I read, in my own words. I use tools such as graphic organizers to assist with planning and drafting of a written piece. I understand that written language takes on a different form depending on the discipline e.g. maths and music notation. I am conscious that my word choice impacts how others may perceive me, particularly in online environments.	I am aware of how people can represent themselves and be represented online. I think critically about the accuracy of this representation is likely to be. I make conscious choices about how I portray myself online.	I can select the most effective way to communicate depending on the audience. I can adjust or vary my communication method to suit different audiences.
						



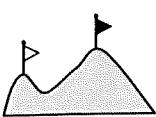

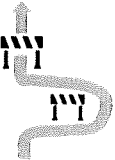

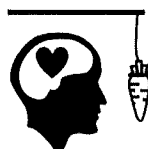

SOCIAL SKILLS

@orenjibuta (2018)

Intrapersonal		Interpersonal			
Self Control	Emotional Intelligence	Respecting Others	Supporting Others	Social Intelligence	Resolving Conflict
I can regulate my emotions, thoughts and actions. I can make fair and equitable decisions. I can speak up for my rights and needs.	I am aware of what triggers different emotions in me. I understand that my perception of myself can vary from how other perceive me. I can empathise for others when they have either positive or negative experiences.	I care for the needs of others. I have an open-mind and understand the power of appreciating difference through practicing respect.	I do my best to help them to succeed. I speak up for the rights and needs of others. I use strategies to prevent and eliminate bullying.	I am aware of how my actions impact a group. I practice and encourage cooperative behaviours when working in a group. I vary the roles that I take on when cooperating or collaborating.	I am able to react reasonably to challenging situations. I listen carefully to others. I can express my needs clearly and calmly to help rectify a disagreement. I can act as a mediator when others are in conflict.
					

SELF-MANAGEMENT SKILLS

@orenjibuta (2018)

Organization			States of mind				
Managing Self	Time Management	Goal Setting	Mindfulness	Perseverance	Emotional Management	Self Motivation	Resilience
I can plan a balanced schedule for myself. I can prepare and organize equipment as needed for different tasks. I can create and use a system for documenting my learning. I can use technology effectively and productively.	I use tools to help me keep track of time. I can make realistic estimates about how long I will need to accomplish something and adjust if necessary.	I can set short and long term goals that are challenging and realistic. I can take on and complete tasks in a given timeframe.	I can bring my focus to the present moment. I can clear my mind of internal and external distraction. I can identify and choose a mindfulness practice based on my need (e.g. guided meditation, yoga, mindful walking)	I demonstrate persistence when I am met with a barrier or a challenge. I show commitment by persevering through challenge and confusion to develop understanding. I have strategies to remove or overcome barriers in my learning.	I take responsibility for my actions. I can use strategies such as mindfulness practices to help manage stress and extreme emotions.	I understand what I am driven to do. I can identify whether the incentive to achieve comes from within (intrinsic) or outside (extrinsic) influences. I use my initiative.	I can manage setbacks in a productive way, including employing mindfulness practices. I use adversity, disappointment and a change in circumstances as catalysts to reflect, reevaluate and recalculate my plan.
							

What can I do to prepare for Year 1 Grade Math?

The first two units in our Year 1 Grade Math curriculum are Operations with Decimals (Unit 1) and Operations with Fractions (Unit 2). To prepare for these units, we recommend that you:

- Master basic math facts (addition, subtraction, multiplication, and division). Flash cards are helpful!
- Know how to work with fractions. This includes converting between mixed numbers and improper fractions as well as simplifying fractions.

There are some online resources that offer wonderful practice problems. We encourage you to continue to practice the 5th grade skills (improve understanding), and expose yourself the year 1 skills that will be taught to you. Khan Academy and IXL are wonderful resources to practice these skills.

Khan Academy: www.khanacademy.org – free!

AAA Math: <http://aaamath.com> – free!

Math is Fun: <http://www.mathsisfun.com> – free!

IXL: www.IXL.com – cost to use



$$\frac{3}{8} + \frac{6}{4}$$

