DISCOVERY COLLEGE
智新書院

Affective Domain

Strand 1: Ethics and Responsibility / Digital citizenship

Sub-Strands:

Overarching Strand Aims: The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information
ACRL Under stands the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Related PYP Inquiry Indicators:

Related MYP AOI - ATL: Skills and Learning Expectations:
collaborative skills, that is, learning to take advantage of each others' strengths and to consider different points of view
problem solving and thinking skills, building a higher thought process using convergent and divergent thinking, making a point of view coherent, creatively generating new ideas and considering issues from multiple viewpoints

Becomes Aware	Believes	Values
Is aware Discovery College has an acceptable use agreement that is applied to all online and mobile technologies.	Believes the Acceptable use agreement Discovery College has, is of individual, school and community benefit.	Evaluates the AUA in terms of current online and mobile developments and identify areas of modification with justification.
Is aware Discovery College has an Academic Honesty Policy that is applied to all work, for both students and staff.	Believes the Academic Honesty Policy Discovery College has, is of individual, school and community benefit.	Evaluates the AHP in terms of current academic developments and identify areas of modification with justification.
There are creators of the works they use to read, watch, listen to, research, appreciate.	Acknowledging sources by recording information and its sources to avoid plagiarism by conforming with conventions and etiquette related to access to, and use of, information demonstrating an understanding of what constitutes plagiarism and correctly acknowledges the work and ideas of others.	Records information and its sources, as a desire to maintain academic honesty and principled behaviour by conforming with with conventions and etiquette related to access to, and use of, information demonstrates an understanding of what constitutes plagiarism and correctly acknowledges the work and ideas of others
There are legal requirements to obtaining and creating information and digital content.	As a habit legally obtains, creates, and disseminates information and digitial media.	To maintain honesty and integrity when legally obtaining, creating, and disseminating information

		and digital media.
Becomes aware there are value and beliefs that lead to the creation of information and digital media.	Believes and can identify values and belief's leading to the creation of information and digital media.	DD Weighs multiple purposes for creating information and digital media and can express personal opinion and beliefs through their own creation of information and digital media. the information need to achieve a manageable focus
Becomes aware there are possible physical, social and mental health issues associated with online and mobile technologies.	Believes they are responsible for maintaining balance within the physical, social and mental health issues associated with online and mobile technologies	Values and self monitors balance of their own physical, social and mental health issues associated with online and mobile technologies and can make informed choices. DD

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Strand 2: Social Implications

Sub-Strands: The information literate person Contribute to the exchange of ideas within and beyond the learning community

Overarching Strand Aims:

Related PYP Inquiry Indicators:

Related MYP AOI - ATL: Skills and Learning Expectations:

Becomes Aware	Believes	Values
Becomes aware that there are social, political, ethical, cultural and religious implication to access to and use of information.	Acknowledges the social, political, ethical, cultural and religious implications to access to and use of information.	Tolerance for and sensitivity to factors such as; politics, gender, social, cultural, religious, economic, sexual orientation that have implications on the access to and use of information. example: indigenous and religious perspectives in multi-cultural societies - no taking photos of Aboriginal people, touching Maori people on the head is spiritually taboo
Becomes aware their opinion can be of value	Information can lead to public debate with different perspectives.	Values the use of information and knowledge in the service of democratic values - (free speech.) Use their knowledge, information skills and dispositions to engage in public conversation and debate around issues of common concern. AASL

Identifies uses of information and digital technologies, at home, at school, at work and in the community. Becomes aware of new technologies that impact society.	Analyses current trends in information and digital technologies to predict effects of emerging technologies. Believes that their are advantages and disadvantages of digital and information use in society.	Weighs benefits versus risks to society of creating new information through technology
Privacy		
Becomes aware that not all information is private.	Makes informed choices about content they share because they know it is not private.	S-3.1 weighs society's right to information access against right to individual privacy with regard to information and digital technologies. Values the eco-nomic, legal, and social issues sur-round-ing the use of infor-ma-tion, its access and uses information ethically and legally.
S-1.2 becomes aware that there are societal consequences of ethical and unethical use of information and digital technologies		S-1.2 Action ??? that there are societal consequences of ethical and unethical use of information and digital technologies

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Strand 3: Collaboration

Sub-Strands: The information literate person solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community

Overarching Strand Aims:

Related PYP Inquiry Indicators:

Related MYP AOI - ATL: Skills and Learning Expectations:

Becomes Aware	Believes	Values
works with others in teacher-directed learning tasks using information and digital tools	collaborates with peers to accomplish self directed learning with information and digital tools	Show social responsibility by leading others in learning situations, by contributing questions, ideas and exhibiting a positive attitude toward using technology that supports collaboration, learning, and productivity.
Becomes aware that by working productively with others, more learning can occur through participation in the social exchange of ideas, both digitally and in person.	Believes that by working productively with others, more learning can occur through participation in the social exchange of ideas, both digitally and in person.	Values the use of information and knowledge in the service of democratic values - (free speech.) Use their knowledge, information skills and dispositions to engage in public conversation and debate around issues of common concern. AASL
Becomes aware that within a collaborative group there are many different viewpoints to to any issue. Not everyone thinks the same as you.	Believes each person in a collaboration has a right to have an opinion and to be able to express it.	DD: Values a person's right to have an opinion and to be able to express it with the understanding that wider perspectives enrich collaborations

Reliant on teacher-identified collaboration strategies and prompts for cohesive and effective group collaboration including appropriate behaviour, conflict resolution, expressing an opinion appropriately and without causing offence, leadership and other roles.	Uses a range of teacher and student-identified collaboration strategies and prompts for cohesive and effective group collaboration including appropriate behaviour, conflict resolution, expressing an opinion appropriately and without causing offence, leadership and other roles.	Independently and effectively utilises a variety of collaborative strategies to maximise group output including appropriate behaviour, conflict resolution, expressing an opinion appropriately and without causing offence, leadership and other roles.
With guidance Collaborates with others to exchange ideas, develop new understandings, make decisions, and solve problems.	Independently Collaborates with others to exchange ideas, develop new understandings, make decisions, and solve problems.	Instigates Collaboration with others to exchange ideas, develop new understandings, make decisions, and solve problems as members of a social and intellectual network of learners.
With guidance, demonstrates social responsibility through participating actively with others in learning situations and by contributing questions and ideas during group discussions while learning 'norms' of group etiquette.	Demonstrates social responsibility through participating actively with others in learning situations and by contributing questions and ideas during group discussions following set 'norms' of group etiquette.	Consistently demonstrates mature social responsibility through participating actively with others in learning situations and by contributing questions and ideas during group discussions following 'norms' of group etiquette. 3.2.3 Demonstrates teamwork by working productively with others.
With guidance, participates in the exchange of ideas within and beyond the learning community. (4.1.7) using approved social networks and information tools to gather and share information to 4.3.1 participate in the social exchange of ideas, both electronically and in person.	Participates in the exchange of ideas within and beyond the learning community. 4.1.7 Using approved social networks and information tools to gather and share information to 4.3.1 Participate in the social exchange of ideas, both electronically and in person.	Independently instigates in the exchange of ideas within and beyond the learning community. Using social networks and information tools to gather and share information to participate in the social exchange of ideas and learning , both electronically and in person.

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Strand 4: Motivation and confidence

Sub-Strands: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Overarching Strand Aims:

Related PYP Inquiry Indicators:

Related MYP AOI - ATL: Skills and Learning Expectations:

Becomes Aware	Believes	Values
Becomes aware there are many ways to learn new information and skills.	Displays curiosity by pursuing interests through multiple resources.	Actively seeks opportunities for pursuing personal and aesthetic growth and to gain a broad perspective.
Becomes aware that through learning you will encounter challenges.	Believes that learning will encounter challenges that can be overcome and will enhance learning and understanding.	Display emotional resilience by persisting in learning despite challenges. Values the challenges as learning opportunities.
That help is accessible in different forms when needed.	That help is accessible in different forms when needed and can select the best option for their needs.	Demonstrates confidence and self-direction by making independent choices in the selection of help needed
Presenting ideas to others in both formal and informal situations are improved when they are confidently shared	Has confidence in self when presenting ideas to others in both formal and informal situations.	Demonstrates leadership and confidence by presenting ideas to others in both formal and informal situations with success

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Strand 5: Pursuit of Personal & Aesthetic Growth

Sub-Strands: Show an appreciation for literature and learning by electing to read and learn for pleasure and expressing an interest in various literary genres and topics.

Overarching Strand Aims:

Related PYP Inquiry Indicators:

Related MYP AOI - ATL: Skills and Learning Expectations:

Becomes Aware	Believes	Values
Becomes aware reading can be pursued for pleasure.	Read, view, and listen for pleasure and personal growth	Reads widely to make connections with self, the world, and previous reading using a variety of strategies.
Respond to creative expressions of ideas in various formats and genres with direction and prompts.	Explores different ways of responding to creative expressions of ideas in various formats and genres.	Independently responds to literature and creative expressions of ideas in various formats and genres with reflection and personal meaning.
Improvement is required so begins to seek feedback and reflects on own limitations, needing guidance to apply this to their life and work..	That help is accessible in different forms when needed and can select the best option for their needs.	Demonstrates confidence and self-direction by making independent choices in the selection of help needed
Presenting ideas to others in both formal and informal situations are improved when they are confidently shared	Mentors can be helpful for self improvement, seeks positive criticism and reflects on perceived limitations and working to improve oneself.	Values the input of others in assisting them to grow.