



ACADEMIC TERMS	DEFINITIONS
Bloom's Taxonomy (Inquiry Based Learning)	<p>Widely used in education circles, Bloom defined three domains under which learning objectives are defined:</p> <p>Cognitive: mental skills (<i>knowing/head</i>) Affective: growth in feelings or emotional areas (<i>feeling/heart</i>) Psychomotor: manual or physical skills (<i>doing/hands</i>)</p> <p>The type of thinking required at each level becomes more complex as you go through various stages of learning. It is important to recognize that different questions require different types of thinking. A good lesson includes both lower- and higher-level questions to ensure mastery of content. http://en.wikipedia.org/wiki/Bloom's_Taxonomy</p>
Common Core State Standards	<p>Nationally adopted standards, practices, and assessments in Math and English Language Arts, grades K-12, which emphasize college and career readiness. The CA State Board of Education adopted the Common Core State Standards on August 2, 2010. Implementation set to begin in the 2014-2015 school year. See introductory video https://sites.google.com/site/mcoeccss/home and an article on expanded learning and common core: http://www.region5afterschool.org/#!/resources/vstc2=program-quality</p>
4 "C's"	<p>Creativity, Collaboration, Communication and Critical Thinking/Problem Solving: Recognized by educators and business leaders as important skills to ensure students are prepared for work and life in the 21st century and beyond. See also: http://www.p21.org/overview/skills-framework/60</p>
3 "R's"	<p>Still referred to in the education community as "Reading, WRiting, ARithmetic" the 3 R's have also been referred to as Rigor, Relevance, Relationships. Bill Gates, in his speech to the National Education Summit on High Schools, defines:</p> <ul style="list-style-type: none"> • Rigor: making sure all students are given a challenging curriculum that prepares them for college or work; • Relevance: making sure kids have courses and projects that clearly relate to their lives and their goals; • Relationships: making sure kids have a number of adults who know them, look out for them, and push them to achieve <p>http://www.gatesfoundation.org/media-center/speeches/2005/02/bill-gates-2005-national-education-summit</p>
21st Century Skills	<p>The agreed upon learning and innovation skills and competencies required for success in college and career. This criterion includes the fusion of the 4Cs (critical thinking, creativity, collaboration and communication) and the 3Rs (daily core academic content mastery). See also: http://www.p21.org/index.php</p>
Habits of Mind	<p>A set of dispositions used when confronted with problems to which the answers are not immediately known. These characteristics support student performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve complex problems. See related article: http://www.forumfyi.org/content/out-school-time-pol-11</p>



Monterey County Office of Education

Region 5 After School Partnerships

EXPANDED LEARNING TERMS	DEFINITIONS
Learning in Afterschool and Summer Principles	This initiative, supported by new brain research and what we know about how children learn, focuses less on what children should learn and more on how children learn best. The Five Principles include learning that is active (project-based), collaborative (students working together), meaningful (connects to areas students care about), supports mastery (builds skills), and expands their horizons (develops knowledge/experience beyond what students currently know). See also: http://www.learninginafterschool.org/position.htm
Youth Development and Leadership Principles (see also Developmental Assets)	The ongoing process in which youth are engaged in meaningful learning opportunities, have voice, feel safe and are grounded by a connection to home, school and community. These and other factors determine a young person's social, emotional, and academic success. See also: http://stuartfoundation.org/OurStrategy/EducationSystems/YouthDevelopment.aspx http://www.cnyd.org/framework/index.php
Developmental Assets	The Developmental Assets® are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Since its creation in 1990, the Search Institute's framework has become the most widely used approach to positive youth development in the United States. The assets (internal and external) are grounded in extensive research in youth development, resiliency, and prevention. They represent the relationships, opportunities, and personal qualities that young people need to thrive. http://www.youtube.com/watch?v=hPY67eea5h4