Project SAIL Glossary
Port Isabel Junior High School

Personalized Learning Platform (PLP)

The PLP is an online tool that allows teachers to serve as instructional coaches while students set individual goals, create roadmaps to achieve them, learn content at their own pace, and dive into meaningful projects that connect to the real world.

Personal Learning Time (PLT)

This is the time when students learn academic content at their own pace, and in the style they learn best. Students drive their own learning with support from their teachers, peers, and curated playlists.

Project Time (PT)

The vast majority of each core course consists of teacher facilitated group learning. Projects develop the 36 Cognitive Skills that are critical for college readiness, by allowing students to develop and demonstrate deeper thinking and learning skills.

Grade Level Team (GLT)

The entire group of teachers within a grade level that may or may not teach the same subjects.

Self-Directed Learning (SDL)

A learning model that prioritizes these five behaviors: 1) Challenge seeking 2) Persistence 3) Strategy shifting 4) Appropriate help-seeking 5) Response to setbacks

Projects

Projects are the heart of personalized learning and vary from traditional school projects in important ways. Rather than applying previous knowledge to complete an assignment, students learn, inquire, and master material *as* they complete the project checkpoints. These are immersive--often real-world--problems that offer students the autonomy to challenge themselves.

- **Checkpoints** Checkpoints are landmarks for navigating a large project. They help students develop strategies that tie into the final product and the cognitive skills on which they'll be evaluated. These often include activities and resources.
- **Activities** Activities are exercises and experiences you can offer to students as they work on each checkpoint. These could be things like brainstorms, group discussions or field trips.
- **Resources** Resources are tools that students can reference, like websites and PDFs.

Focus Areas

Focus Areas provide a space for students to bolster their background knowledge on a topic. These are divided into Power Focus Areas, Additional Focus Areas, and Challenge Focus Areas. Power Focus Areas are the required pieces of content knowledge that comprise 21% of a student's grade, whereas Additional Focus Areas are supplementary pieces of content knowledge that comprise 9% of a student's grade. Challenge Focus Areas are not required and do not contribute to a student's grade. These allow students to go above and beyond, or prepare for standardized tests.

- **Objectives** Objectives are steps that help set the pace for a Focus Area. These are phrased as verbs (explain, understand, solve, etc.), providing a picture of what the student will be able to do once the Focus Area has been completed.
- **Playlists** Playlists are the videos, slideshows, and readings that fall beneath a Focus Area Objective. It is here that students gain exposure to new content.
- **Content Assessments** Content Assessments are 10 question tests that give students the opportunity to evaluate their knowledge. To demonstrate mastery, students must receive an 8/10 or above on the Content Assessment

Cognitive Skills

The deeper learning, critical thinking, communication, and problem solving skills needed for today's (and tomorrow's) workforce. Cognitive Skills scores make up 70% of a student's grade in English, Science and History and make up 30% of a student's grade in Math. Here's a link to a full list of Cognitive Skills.