

Adventure - Adventure is an approach to learning that promotes risk-taking and courage that can exist in a classroom as well as in natural settings.

Authentic audience – An audience beyond the classroom teacher that helps students care about purpose and quality of their work.

Big ideas – Enduring, conceptual understandings we want students to remember ten years from now. Big ideas are often intentionally repeated over a number of years with students gaining deeper understanding each time.

Case studies – Case studies are concrete, often local, studies of subtopics within a discipline. They are used to make the major concepts of a discipline or broad topic come alive for students. Sometimes the term is used exactly as it is in those fields, to refer to an investigation of a unique person, place, institution or event

Character –EL distinguishes two categories of character. Performance character refers to skills that enable students to perform to potential, to do good work (e.g., responsibility, perseverance, commitment to quality). Relational character refers to skills that enable students to work well with others, to be a good person (e.g. respect, kindness, collaboration,).

Content standards – The standards students will meet in the course of their Learning Expedition, primarily derived from state or district standards

Craftsmanship – "Doing things well": Achieving personal and group excellence through continuous improvement. Craftsmanship requires clear criteria for quality. In EL schools, teachers create craftsmanship targets related to the use of a particular medium to help students create high quality work.

Crew - What is "Crew? "Crew" in the EL world is what other schools might call Advisory Groups or Morning Meeting. The name, Crew, comes from the EL phrase "We are Crew, Not Passengers," meaning that students work proactively to meet their academic, extra-curricular and social/emotional goals. Crew meets every day, which enables students and their Crew leader to develop strong relationships based on trust and mutual respect.

Differentiation – Proactively adjusting the process of and resources used for learning (but not the learning targets) to fit each student's readiness, interest, or learning profile.

Experts– People skilled in a particular field of study. Teachers utilize experts to support authentic research, critique student work, model, and provide guidance in expedition development.

Fieldwork– Field research done by students. EL distinguishes fieldwork from "field trips." In fieldwork, students are active researchers and not passive observers of a prepared experience.

Guiding questions – Open-ended essential questions that synthesize the "so what" of the topic students are studying and link all elements of a learning expedition or unit of study.

Habits of Scholarship - Habits of scholarship support students' academic success and reflect the values of the school. They are synonymous with performance character skills - skills needed to obtain a standard of excellence in academic or real-world endeavors.

Intensives - Twice per year (in December and May) we stop all classes and hold one-week mini-courses to expand the academic experiences of our students.

Kickoff/Immersion – Intensive experiences at the beginning of a learning expedition or unit of study that generate curiosity and excitement about the topic and build background knowledge.

Learning expeditions – The signature curricular structure in EL schools that make content standards come alive for students. They are interdisciplinary studies, usually lasting 6-12 weeks, led by a teacher or teaching team.

Learning Targets – Goals or objectives for lessons, projects and courses, derived from state and local standards and curriculum maps, to assess growth. They are written in concrete, student-friendly language, shared with students, posted in the classroom, and tracked carefully by students and teachers during the process of learning. EL distinguishes between long-term learning targets and supporting learning targets:

- **Long-term learning targets** (The INTENTION of our work)- Learning targets that express the intended student learning for the entire Learning Expedition, project or grading term.
- **Supporting learning targets** - (The COMMITMENT(S) needed to accomplish to our work) Small-scale targets that guide instruction and scaffold toward the long-term targets.

Passage Portfolios - Students in grades 5 and 8 prepare and deliver what is known as Passage Portfolios to show their readiness to move on to the next academic level in their school career. Passage Portfolios contain samples of student work in our 3 Dimensions of Student Learning: High-Quality Work, Master of Skills and Knowledge, Character, and Data. Students include items they are proud of and items where they may have struggled and improved. These portfolios are presented to an audience that is selected by the student and typically includes the Crew Leader, parents, friends and community members. Passage Portfolios are an important way for students to reflect on their learning and on their growth academically and socially.

Product– Student products are the tangible results of projects. Formats include things like: scientific reports, field guides, blueprints, business plans, anthologies of writing, architectural models, or instructional posters. Most projects in EL schools result in products created for audiences beyond the classroom.

Service Learning – Active participation in organized experiences that meet authentic community needs. Service learning provides students with opportunities to use their acquired skills and knowledge in real-life situations, extending student learning into the community and instilling an ethic of stewardship.

Student-Led Family Conference - Three times a year all students prepare for and conduct a Student-Led Family Conference. In the Fall, we meet together for Learner-Goal Conferences to review beginning of year data and set goals for student academic and emotional growth. Students present to a family member and their crew leader a reflection of their current academic progress that includes concrete evidence from multiple classes showing strengths and weaknesses, evidence of their work habits, evidence of their contributions to the school community, and specific and measurable goals for the rest of the semester or school year.