

### Alignment/Tagging for Videos in Instruction section of SAS

- **Grade Level(s) and Subject Area(s)**
- **Standards and/or Eligible Content** when relevant
- **Instructional Strategies** (possibly use the list below of terms/definitions)

**Scaffolding:** an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

**Active Engagement:** all students are actively learning, interacting with others, and responding to instruction.

**Metacognition:** refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.

**Modeling:** involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.

**Explicit Instruction:** directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think alouds, setting a purpose, and guided practice.

**Simulation:** staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.

**Project Based Learning:** an instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

**Inquiry Based:** a learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.

**Nonlinguistic Representation:** The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.

**Differentiated Learning:** Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

**Kinesthetic/Tactile:** prefer use of body and sense of touch to learn and process information

**Auditory:** prefer use of listening to learn and process information

**Visual/Spatial:** prefer using images, pictures, colors, and maps to learn, organize, and process information

**Verbal/Linguistic:** prefers using words, both oral and written, to learn and process information

**Musical/Rhythmic:** prefer using sounds, rhythms, and patterns to learn and process information

**Higher Order Thinking:** Teacher engages students in higher order thinking skills (Higher Order Thinking Skills are: Analyzing, Evaluating and Creating/Synthesis)

**Knowledge (Remembering):** student recalls or remembers relevant information

**Comprehension (Understanding):** student explains information or concept; construct meaning

**Application (Applying):** student uses information in new ways (implementation)

**Analysis (Analyzing):** student can distinguish between different parts, compare, etc.

**Evaluation (Evaluating):** student can justify or argue for/against; make judgment based on criteria

**Creation/Synthesis (Creating):** student can create/develop something new based on information; put together a variety of elements or reorganize elements

**Webb's Depth of Knowledge:** measures the levels of knowledge that are extracted from students on assessments to determine what students are expected to know and do

**Recall:** students can recall a fact, information, or procedure

**Skill/Concept:** students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data

**Strategic Thinking:** requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer

**Extended Thinking:** students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines