

Optional Instructional Formats

Elementary

Classroom teachers are responsible for meeting the PEP for identified students. Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

- Curriculum compacting
- Independent study
- Thematic and/or integrated curriculum
- Acceleration of existing curriculum
- Mentorship
- Grade skipping
- Higher level thinking skills and/or complexity, abstractness, etc.
- Multi-age classrooms
- Cross-grade grouping
- Product modifications
- Interest grouping
- Student selected study
- Use of technology
- Social/emotional groups
- Differentiated instruction

Middle School

Classroom teachers are responsible for meeting the PEP for identified students. Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

- Curriculum compacting
- Independent study
- Thematic and/or integrated curriculum
- Acceleration through existing curriculum
- High school credit for selected courses
- Higher level thinking skills and/or complexity, abstractness, variety
- Social/emotional groups
- Mentorships
- Grade skipping
- Grouping by interests
- Product modifications
- Use of technology
- Self-selected topics or areas of study
- Special classes/seminars
- Underachiever services
- Differentiated instruction

High School

TAG programs and services are built upon options already existing within the high school for talented and gifted students and include:

1. Honors classes, offered in the following areas: Biology, English 9, English 10, English 11, English 12, U.S. History and others.
 - Honors classes differ from other classes in the following aspects:
 - ✓ Students in honors classes will assume greater independence and responsibility for their learning and assignments.
 - ✓ Extensive reading, writing, and oral participation and work beyond class time are expected.
 - ✓ Students will be more responsible for obtaining knowledge and comprehension of the materials and teachers will require students to apply, analyze, synthesize, and evaluate that information.
 - ✓ Most coursework will require application, analysis, synthesis, and evaluation. Course work will be challenging and will require creative thought on the part of the student.
 - ✓ There will be less dependence on worksheet activities and greater emphasis on higher order thinking skill activities.
 - ✓ Course work will be evaluated using a high level of standards.
2. Independent Study is an opportunity for students who petition and meet certain criteria and/or demonstrate certain needs. A committee consisting of counselors and administrators will evaluate each request and grant permission for independent study when appropriate. Students qualifying for independent study are solely responsible for meeting the requirements for course credit.
3. Early Graduation; if a parent believes that it would be to the best continued growing interest of their child for an early graduation, they need to indicate this in a letter to the Assistant Principal requesting early graduation.
4. Waiver Testing; students with knowledge in required classes may choose to take a waiver test in that subject. Not only will the course be waived, but also credit can be assigned.
5. Concurrent Enrollment; students may choose to take a college level class to meet Phoenix High requirements in the following subject areas: communications, sciences, foreign language, social studies, and/or math.
6. Academic Competitions; students have the option of participating in several competitions, such as Brain Bowl, State of Jefferson Scavenger Hunt, etc.
7. Mentorships; in planning a student's PEP, it may be determined that an individual would benefit by meeting with a person from the community with similar interests. The county mentor bank is one source in finding a suitable mentor.
8. Counselors are available to work with TAG students' social and emotional needs.

While TAG programs and services have been built on options already existing within the high school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.