



## Hillsboro School District Form TAG 16A PEP Glossary of Terms

### **Curriculum Modifications**

**Differentiated Assignments:** Assignments changed to meet a variety of different student needs. The content, the processes and skills, and/or the final product (essay, speech, visual display), may be modified to stimulate higher-order, more sophisticated outcomes.

**Interdisciplinary Curriculum:** Curriculum and activities based on common themes that cut across several disciplines.

**Enrichment Activities:** Activities and materials offered outside of the regular curriculum.

**Complex/Abstract Materials:** Materials that require higher levels of abstraction and complex outcomes than regular materials, i.e., original sources that require analysis, interpretation, or evaluation.

**Curriculum Compacting:** Provide the student with the opportunity to learn and demonstrate understanding of a portion of the curriculum in less time. This may be an entire unit or simple portions of a lesson, such as learning new vocabulary terms at the beginning of a unit. Student may use the time freed up by compacting for self-selected independent work or more advanced study.

**Research Skills Curriculum:** Curriculum that develops independent research skills appropriate to grade level, student readiness and the needs of particular subjects.

**No Modification Needed:** The current pace of instruction and level of materials are appropriate for the student.

### **Instructional Process Modifications**

**Regrouping with TAG Peers:** Group students for instruction based on their demonstrated ability to learn content faster and at higher levels of abstraction and complexity. These regroupings may be for an entire unit of study.

**Small Group Activities, with TAG Peers:** Group students for short-term instruction projects or activities. These groups work together for a portion of a unit of study, i.e., a science lab or social studies project with peers of similar ability.

**Independent Study/Projects:** Student may work independently, with teacher guidance, on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design their own project with the teacher's guidance.

**Higher Order Questioning Strategies:** Student responds to questions during the course of instruction that require the student to use higher level thinking skills such as analysis, interpretation, evaluation, and creativity.

**Fast-Paced Group:** Group students according to their ability to process content faster than the regular rate. This usually involves less drill and practice.

**Individual Instruction:** Give the student instruction with materials that match his/her specific needs. This may include one-on-one direct teaching and/or self-guiding materials and processes.

**Learning Style Emphasis:** If the student shows a dominant style of learning, provide opportunity for the student to learn and demonstrate their knowledge in that style. For example, if the student likes to draw or build, tailor activities so the student can learn through visual and hands-on projects.

**Flexible Pacing:** Allow students to work at his/her own pace. Adjust instruction accordingly.

**Flexible Schedules:** Structure the school day to allow more time for in-depth concentration in a subject or specific activity.