

Why are Single-Gender Classes offered at Taylors Elementary?

Offering single-gender in addition to co-ed classes helps maximize the learning potential of all students.

Single-gender classes support our school mission and our school vision.

The academic learning content is the same but it is learned in different ways.

Single-gender classes offer differentiated instruction by gender that can be done more effectively and with more options for many students.



Curriculum includes:

- South Carolina Academic Learning Standards
- Research-based models
- Cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction includes:

- Guided discovery/active inquiry
- Student-centered approaches
- Innovative teaching and challenging programs
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Connections to real-life situations and prior knowledge
- Opportunities for students to decide performance criteria and methods

Taylors Elementary School

Expecting Excellence in Achievement, Actions and Attitudes

Addressing Ways Students Learn



Vaughan Overman, Principal
Melodie White, Instructional Coach

809 Reid School Road
Taylors, SC 29687
Phone: 864-355-7450
Fax: 864-355-7477

www.greenville.k12.sc.us/taylorse

Learning Strategies

Co-ed and single-gender classes promote a structured learning atmosphere focusing on high academic achievement. By being aware of learning differences, teachers use strategies to help all students achieve at high levels.

Girls may favor cooperative learning arrangements where as **boys** tend to welcome competition and challenges.

Girls tend to work well in small groups while **boys** tend to do when seated side by side in pairs.

Boys tend to express self more through non-fiction and **girls** tend to express self more through fiction and poetry.

Boys may like assignments that are “quick paced” and are completed quickly and **girls** may enjoy assignments that are open-ended.

To express feelings and concepts **girls** may add music, drama, or dance. **Boys** may use analogies based on sports or action figures and may be less able to express feelings.

Girls may be more comfortable with test formats that have short answers, verbal reasoning, or extended prose. **Boys** may be more comfortable with test formats that have multiple choice and true and false.

Boys may prefer short reports and **girls** may prefer independent projects.

Girls often provide more text when asked to write a journal entry that begins, “I feel...” and **boys** often provide more text when asked to write a journal entry that begins, “I would like to be a ...”

Boys generally work more effectively and with less discipline issues in formal settings where they are addressed with “Mr.” **Girls** tend to enjoy informal learning arrangements where they are addressed by their first name.

