**Elementary Neighborhood Extended Learning Program Disclosure Document**

**2019-2020**

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**Program Description**

The Extended Learning Program (ELP) provides one component of the Basic Educational Program in the Salt Lake City School District. Students who are academically noticeable in their environment in the top three grade levels of each elementary school are selected through a battery of tests to participate in specialized curriculum and instruction. They are pulled out of their general education classrooms for a minimum of two to three hours per week with a certified teacher who has a gifted and talented endorsement.

**Grade Level Goals and Objectives**

ELP curriculum extends from the Utah State Core Curriculum, with added depth, complexity, abstraction, and novelty. ELP also offers opportunities for academic peer association, appropriate pacing, and authentic products.

**All ELP students**

All students will learn about the Habits of Mind by Arthur L. Costa and will work on developing scholarly habits that will help them throughout their lives. All students will reflect upon themselves as learners, identifying strengths and weaknesses and will be expected to make goals based on weaknesses identified so they can turn them into great habits to utilize, now and in the future. Each student will grade him/herself on these goals each reporting period.

All ELP students will participate in Math Quest, a fun simulation activity incorporating creative problem solving strategies in Math. The strategies studied include the following: Guessing & Checking, Drawing a Picture, Making an Organized Table and/or Chart, Finding a Pattern, Working Backwards and Acting it Out.

**4th Grade**

The 4th grade will be studying about the theme of change this year, focusing on the following generalizations:

• Change generates additional change

• Change can be either positive or negative

• Change is everywhere

• Change is necessary for growth

• Change can be predictable or unpredictable

4th grade is a year of building fundamentals and in addition to the above learning activities, they will also learn about Talents Unlimited, the Taba Model, and curriculum materials and models from the College of William and Mary Center for Gifted Education. They will also work on persuasive writing and public speaking, some of the fundamental elements to prepare them for debate. They will also participate in a unit as environmental detectives to discover what types of environmental issues may be contributing to fish in the area dying in large numbers. They will look into the idea of soil composition and erosion, air pollution and its sources and look into ways they can help the environment, rather than harm it.

**5th & 6th Grade**

The 5th & 6th grades will be studying about the theme of structures this year, focusing on the following generalizations:

• Structures have parts that interrelate

• Parts of structures support and are supported by other parts

• Smaller structures may be combined to form larger structures

• A structure is no stronger than its weakest component parts

5th grade will be completing a research project on a science topic from the core curriculum for their grade level. They will examine how these topics relate to the theme of structures. The students will also participate in learning about the structure of debate and will participate in a classroom debate with the opportunity to progress to the district and state debate competitions. If time permits at the end of the year, we will learn about the structure of our government and participate in a mock trial.

6th grade will be learning about the structure of our universe with our unit on the solar system and they will create travel brochures for the different planets and locations in the universe. They will compare the many planets with each other and will learn about the relationship of size and distance with the planets and other important objects in space. They will also be learning about the structure of debate and will participate in a classroom debate with the opportunity to progress to the district and state debate competitions.

**Instructional Materials**

Fourth Grade: College of William and Mary Center for Gifted Education curriculum materials, The Great Chocolate Caper: A Guide to generalizations, the Taba Model and Paul’s Reasoning, Habits of Mind by Arthur L. Costa, Math quest by Interact, Environmental Detectives by GEMS, Talents Unlimited, Journeys and Destinations by The College of Williams and Mary

Fifth Grade: Utah Law Related Education Materials, What's Your Opinion and order in the Court: A Mock Trial Simulation by Darcy OR Blauvelt & Richard G. Cote, jury trials in the classroom by Betty M. See, Fairy such On Trial and Advanced Fairy such on trial by Janis Silverman, Online program Make your Case Online Simulation Activity, American Board of Trial Associates Youth Education Materials, College of Williams and Mary instructional materials, Creative Pursuits

Sixth Grade: Messages from Space: The Solar System and Beyond by LHS GEMS, SETI Scientists have created primitive Education materials, NASA scientists have created primitive Institute, and the College of William and Mary Center for Gifted Education curriculum materials, Creative Pursuits

**Instructional Practices**

ELP classrooms utilize many of the following instructional practices:

* Accelerated pacing
* Critical and creative thinking
* Incorporation of scholarly habits
* Integration of multiple disciplines
* Individual and group problem solving
* Communication through reading, writing, thinking, and listening
* Talents Unlimited (productive thinking, forecasting, planning, decision making, communication)
* Differentiation of products
* Problem-based learning
* Thematic foundations
* Talents Unlimited

Examples of activities in which ELP students may participate:

* Future Problem Solving
* Debate
* Independent research
* Math Olympiad
* Math Quest
* Creative Pursuit

**Course Requirements**

ELP students are expected to attend ELP regularly, be on time, and come prepared to learn. Students are also expected to participate in and complete all activities, assignments, and projects both during and outside of class. The same behavioral expectations of students in the regular classroom apply to the ELP classroom.

**Rules and Expectations**

* Be safe: hands, feet and objects to self.
* Be responsible: on time, prepared, and ready to work from the beginning to the end of class.
* Be respectful: treat others as you would like to be treated; listen to others with all your heart and soul and I will do the same, raise your hand when you wish to speak and wait to be called upon.

If students are not found following the rules, then the following may occur:

* Warning
* Separation from proximity of others
* Think time in another room, filling out a behavior report, parents and principal will be notified if sent out of room
* Severe – to Principal (vandalism, fighting, defiance)

Rewards include immediate praise and feedback, calls and/or notes home, principal 200 club cards, golden tickets/school money and class parties.

ELP assignments and projects may be assigned to be completed individually or collaboratively.

Short- term assignments/projects may include the following:

* Reports
* Presentations
* Projects
* Competitions
* Class work assignments
* Homework related to topic of study

Long- term assignments/projects may include the following:

* Independent study
* Preparations for competitions
* Assignments or projects related to theme-based, interdisciplinary units

**Grading Procedures**

Elementary Neighborhood ELP students receive an ELP progress report twice a year evaluating the following:

* Applies complex thinking to a variety of challenges and problem solving opportunities.
* Demonstrates higher levels of complexity and a greater depth of understanding through reading, writing, speaking, listening, and thinking.
* Develops scholarly habits and self-awareness in learning.
* Creates high quality products.
* Stretches toward excellence and higher expectations.
* Shows growth in creativity.
* Strives for self-direction and independence in learning.
* Effectively and thoughtfully completes assigned work, and other learning extensions, in a timely manner.
* Exhibits positive, productive, thoughtful classroom participation.
* Respects the rights of others and makes important contributions to the ELP community.

The expectation is that ELP students will receive a “Satisfactory (S)” grade for each section on the progress report. Students who demonstrate superior skills or effort will earn a “Commendable (C)” in a given area on the report card. Students whose performance is below expectations in any grading area will receive a “Increased Effort Needed (IEN)” in that area on the progress report. An IEN means that he/she must do better in that area. ELP progress reports will be sent home three times per year with the classroom report cards. Students who are absent will be allowed to make up any missed work. Incomplete assignments will result in an “Increased Effort Needed” grade.

**Class and Activity Schedule**

Mondays and Wednesdays/alt Fridays @ Washington Elementary 801-578-8140 ext. 2103

Tuesdays and Thursdays/alt Fridays @ Escalante Elementary 801-578-8496 ext. 225

Escalante: 4th grade 1:30-2:30

5th grade 9:50-11:10

6th grade 12:30-1:30

Washington: 4th grade 11:50-12:50

5th grade 9:00-10:00

6th grade 10:30-11:30

Please sign, cut out and return the bottom portion below to class as soon as possible. Thank you!

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**Disclosure Signatures**

I acknowledge that I have received and reviewed the Elementary Neighborhood Extended Learning Program Disclosure Document.

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Student Signature Date

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Parent Signature Date

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Parent Email Address Parent Phone Number(s)