

Elementary Neighborhood Extended Learning Program
Disclosure Document
Ensign Elementary School
Terri Rasmussen, ELP Teacher, Room 144

Program Description

The Extended Learning Program (ELP) provides one component of the Basic Educational Program in the Salt Lake City School District. ELP is designed for students in fourth, fifth and sixth grade who are academically advanced in their current educational environment and who are qualified through a battery of tests to participate in ELP specialized curriculum and instruction. Students are pulled out of their general education classrooms with a certified teacher who has a gifted and talented endorsement.

Goals, Objectives and Instruction

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.

Universal Theme:

POWER

Essential Statement:

Power is the ability to influence.

Throughout the year ELP students will have the opportunity to ponder, discuss, evaluate, form opinions about, and look for data supporting and or disproving our Essential Statement.

We will utilize research-based curriculum models, such as the Integrated Curriculum Model, for organizing curriculum. This model is organized around a central concept within a structure of higher order thinking and problem solving which are then applied to the development of student-generated projects. These instructional materials were developed at the Center for Gifted Education at the College of William and Mary. STEM, (Science, Technology, Engineering and Mathematics), units published by Pearson Education will also be utilized.

The instruction plan will also include:

Reading

- *Use an inquiry-based study of appropriate children's literature.*
- *Develop the literary skill of analyzing characters' motives and synthesizing information from the literature.*
- *Provide literature that is broad-based in form (myths, non-fiction, biography, poetry, etc.) rich in language and provides role models for emulation.*
- *Utilize children's literature that involves finding solutions to scientific, environmental and mathematical problems or mysteries.*

Mathematics

- *Emphasize algebraic manipulation.*
- *Focus on problem solving skills with appropriately challenging problems.*
- *Focus on logic problems that require deductive thinking skills and inference.*
- *Emphasis mathematical concepts more and computational skills less.*
- *Teach the creative process in mathematics including problem finding and problem solving.*

Writing

- *Gather relevant information from multiple print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and provide basic bibliographic information for sources.*
- *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
- *Develop expository writing skills.*
- *Encourage free story building; provide students with a set of givens (character, plot pieces, a setting).*
- *Provide opportunities for students to read written work out loud to individuals or to small groups of students.*
- *Teach the writing process: prewriting, organizing, writing, editing and rewriting.*
- *Conduct short research projects that build knowledge through investigation of different aspects of a topic.*

Verbal Expression

- *Develop word relationship skills (e.g., analogies, antonyms, homonyms).*
- *Teach oral presentation skills.*
- *Provide the opportunity for students to act out what is read.*
- *Allow for presentation of student oral reports.*

Science

- *Complete the engineering design process; choose materials, brainstorm designs, build and test prototypes, and revise the designs.*
- *Provide a strong emphasis on the inquiry process.*
- *Use open-ended questioning techniques.*
- *Foster use of collaborative techniques by allowing students to work in small groups.*
- *Focus on problems that require deductive thinking skills and inference.*

Social Studies

- *Develop the understanding of the concept of cause and effect and its relationship to events and eras in history.*
- *Develop reasoning skills with application to social studies.*
- *Employ interpersonal and social group process skills.*
- *Develop cultural literacy around important historical events in American history and world history.*
- *Assist the development of historical analysis and primary source interpretation skills.*

Creativity/Aesthetics

- *Practice skills of fluency, flexibility, elaboration, and originality.*
- *Work on specific product development.*
- *Introduce various artistic forms.*
- *Teach creative problem-solving and employ brainstorming.*
- *Allow the student to create new endings for stories read.*

Leadership, Social Skills

- *Encourage leadership skills through work with small groups in academic settings.*
- *Assist the student in selecting biographies and autobiographies about high achievers.*
- *Provide support for the child as he/she copes with the inevitable frustrations and challenges in working with others to accomplish a goal.*
- *Introduce the students to and incorporate scholarly thinking and, "Habits of Mind."*

Adapted from VanTassel-Baska, J. Excellence in educating gifted and talented learners .Denver:Love.

Course Requirements

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.

Behavioral Expectations:

- On time, on task
- Be a self-starter
- Follow directions the first time
- Accept responsibility
- Respect self, others and property

Grading Procedures

ELP students receive an ELP progress report three times per year. The expectation is that ELP students will receive a “Satisfactory” grade for each section on the progress report. Students who demonstrate superior skills or effort will earn a “Commendable” grade. A student whose performance is below expectations will receive a “Less Than Satisfactory” grade. Students who are absent will be allowed to make up any missed work. Incomplete assignments will result in a “Less Than Satisfactory” grade.

Teacher Contact and Availability Information

- Days at Ensign Elementary: Mondays and Wednesdays 8:15-3:25
- Days at Riley Elementary: Tuesdays and Thursday 8:10-3:15
- Friday schedule available from teacher.
- Ensign Elementary phone: 801.578.8150
- Riley Elementary phone: 801.974.8310

E-mail: terri.rasmussen@slcschools.org

Please read, sign and return the below:

Disclosure Signatures/Information Form

Yes, I acknowledge that I have read and understand the *ELP Disclosure Document*.

Parent Signature

Date

Student Signature

Date

Often ELP classroom news is sent out via email. If you would like to be receive email news, please **PRINT VERY CLEARLY** the following information;

Mother's e-mail _____

and/or

Father's e-mail _____

I am particularly interested in your knowing this about my child:



