

Elementary Neighborhood Extended Learning Program Disclosure Document (N-ELP)

2016-2017

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Bennion Elementary

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Room: c-9

Program Description:

The Neighborhood Extended Learning Program (N-ELP) provides one component of the Basic Educational Program in the Salt Lake City School District. Students who are in the fourth, fifth, and sixth grade participate in an extended curriculum and specialized instructional methods that go beyond the general education classroom. These students are selected through a battery of testing and a school team decision.

Instructional Practices:

The Neighborhood ELP classrooms utilize many of the following instructional practices: accelerated pacing; critical and creative thinking; defining and utilizing scholarly habits; integration of multiple disciplines; individual and group problem solving; communication skills academically and socially; Talents Unlimited; differentiation of products; problem-based learning; and thematic foundations.

Grade Level Goals:

Fourth, Fifth, and Sixth grade students receive instruction ideally three hours per week out of the regular classroom experience. N-ELP curriculum extends from the Utah State Core Curriculum with added depth, complexity, abstraction and novelty. N-ELP offers academic peer association, appropriate pacing, and authentic products.

Writing:

Students will use their critical thinking skills to write persuasive, argumentative, and informative essays. Students will write essays that include: thesis/claims, counterarguments/rebuttals, use of supporting evidence from articles, and the 6-traits of writing: idea, organization, voice, word choice, sentence fluency, and conventions.

Theme:

For the 2016-17 school year, fourth, fifth, and sixth grade students will study a theme.

Sixth grade: Students will explore the theme of Systems using Social Studies and Science curriculum. Systems have patterns, are interdependent, can be made of smaller systems, can be productive or dysfunctional, and have interactions and outputs that can change a system when an element is changed.

Students will be completing activities that extend from the context of communities. Communities have history, geography, government, culture, and economics. Students will be able to apply the System Model to their thinking. They will learn they are a part of many systems. Also, students will explore how they participate in and influence systems positively or negatively.

Fifth grade: Students will explore the theme of Change. Students will study past and present people and events to identify and analyze the experiences, attributes, and contributions that have contributed to change over time. Change generates additional change, can be either “good” or “bad”, is inevitable, and is necessary for growth. Through this learning students will understand that your past, your present, and your future come together to make your identity. Your identity is what kind of person you think you are and other people think you are.

Fourth grade: Students will begin to study the theme of Change. Students will study themselves to understand that change generates additional change, can be either “good” or “bad”, is inevitable, and is necessary for growth.

Science:

Students will plan and implement a scientific method science fair project. Testable questions, predictions, an experimental procedure, data collection, analysis, and conclusions will be demonstrated.

Instructional Materials

- Perspectives by Center for Gifted Education: The College of William and Mary
- Four Square Writing Method by Judith S. and Evan Jay Gould
- Utah Education Network and Utah State Office of Education internet lesson resources
- Teaching Models from The College of William and Mary (Literature Web, Hamburger Model, Paul’s Elements for Reasoning)
- Habits of Mind

Course Requirements

Overall Expectations: All students are to attend Neighborhood ELP regularly, be punctual, and be their best behaviorally and academically. All students can be successful by applying their knowledge and doing the best they can. Being persistent, managing time wisely, and thinking about their thinking, all students will grow academically and socially. Do your best, have fun, and learn!

Behavior:

M. Lynn Bennion – Believe, Achieve, Succeed

Students will demonstrate, model, and practice being a safe, orderly, respectful, and responsible student and citizen. All students are to demonstrate their excellence in order for them to be the best academically and socially, therefor, able to be a productive citizen.

Classroom Expectations:

1. Generate and demonstrate positive attitude.
2. Attend being prepared and ready to learn.
3. Apply knowledge to generate new thinking and learning
4. Demonstrate respect to self and others

Rewards:

Bennion Bucks
Classroom Treasures
Quarterly Achievement Celebration
Students’ Reasonable Suggestions

Consequences:

Time out outside the classroom door
Think-Time
Parent-teacher conference
Principal’s Office

Grading: Students who attend Neighborhood ELP will receive a separate **progress report card** from the ELP-teacher three times a year. Students are evaluated in the following areas:

- 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” grade for each section on the progress report. Students whose performance is below expectations in any grading area will receive a “Less Than Satisfactory” which means they need to increase their efforts in the needed area on the progress report.

Attendance: Neighborhood ELP is a District program to assist in meeting the needs of students with higher academic learning needs. All students will attend the pull-out ELP program on a regular scheduled basis. Inconsistency and irregular attendance, not due to absences, will require a parent-teacher conference to design an appropriate student plan.