Elementary Neighborhood Extended Learning Program

Disclosure Document 2017-2018

Teacher: Karen Redmon

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Website: www.RedmonELP.weebly.com

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 the fourth through sixth grade who are academically advanced in their current educational environment and who are qualified through a battery of tests. These students are pulled out of their general education classrooms for 2-3 hours per week with a certified teacher to participate in ELP specialized curriculum and instruction.

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. The ELP program provides critical and creative thinking activities and content. Students are invited to go beyond their knowledge and skill base to work toward their potential in fun and exciting ways.

Instructional Materials and Practices

Learning that incorporates student choice provides a pathway for students to fully, genuinely invest themselves in quality work that matters. Because I plan to use a high degree of student choice in topics studied, it is difficult to know beforehand exactly which resources/materials will be used, but I plan on all of the following:

- FPS (Future Problem Solving) and articles from publications (e.g. *Popular Science, Time for Kids, EBSCO Points of View*) on current issues– Students work in small groups to examine a current/future problem, determine underlying problems/contributing factors, possible solutions, and a plan.
- Technology tools – Students will contribute to a class blog and use programs, including Sway, ThingLink, EdPuzzle, Vimeo, and others, to demonstrate learning and collaborate with peers.
- Persuasive, Argumentative and Research Writing- Students will write for a variety of purposes throughout the year.

Our ELP classroom utilizes many of the following instructional practices:

- Accelerated pacing

- Critical and creative thinking skills
- Scholarly habits (persistence, transferring knowledge to new situations, intellectual stamina)
- Connections through multiple disciplines
- Individual and group problem solving
- Communication through reading, writing, thinking, and listening
- Calvin Taylor's Creative & Critical Thinking Model (productive thinking, forecasting, planning, decision making, communication)
- Differentiation of products
- Problem-based learning

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. We will be keeping a class blog (www.redmonELP.weebly.com) as well as student portfolios reflecting our learning.

The same behavioral expectations of students in the regular classroom apply to the ELP classroom – safety, respect, responsibility, and caring. ELP assignments and projects may be assigned to be completed individually or collaboratively during class time or outside of class.

ELP students are expected to keep up with their classroom, so that their regular classroom performance is not affected by leaving class for ELP. Please let me know at any time if you have any concerns about your child's academic performance.

Short-term assignments/projects may include the following:

- Reports
- Presentations
- Projects
- Classwork assignments
- Homework related to personal topic of study

Long-term assignments/projects may include the following:

- Independent study
- Assignments or projects related to theme-based, interdisciplinary units

Grading Procedures

ELP students receive an ELP progress report each term. ELP students are evaluated in the following areas:

1. Applies complex thinking to a variety of challenges and problem solving opportunities.
2. Demonstrates higher levels of complexity and a greater depth of understanding through reading, writing, speaking, listening, and thinking.
3. Develops scholarly habits and self-awareness in learning

4. Creates high quality products
5. Stretches toward excellence and higher expectations
6. Shows growth in creativity
7. Strives for self-direction and independence in learning
8. Effectively and thoughtfully completes assigned work and other learning extensions in a timely manner.
9. Exhibits positive, productive, thoughtful classroom participation.
10. 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 who demonstrate superior skills or effort will earn a "Commendable" in a given area on the report card. Students whose performance is below expectations in any grading area will receive a "Less Than Satisfactory" in that area on the progress report. ELP progress reports will be sent home at the same time as classroom report cards.

I am looking forward to a fantastic year!

Warmly,

Karen Redmon

karen.redmon@slcschools.org

www.RedmonELP.weebly.com (includes a calendar, project samples and guidelines, a blog of what is going on in ELP, and other resources for students and parents)

801-481-4814 (Beacon Heights on Tues, Thurs, and alternate Fri)

801-481-4806 (Dilworth on Mon, Wed, and alternate Fri)

901-409-9944 (Cell for immediate needs/concerns. Text preferred. Please use considerately.)

Please return this page to Ms. Redmon by _____.

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Teacher: Karen Redmon

Student: _____

I acknowledge that I have received and reviewed the Neighborhood Extended Learning Program (ELP) Disclosure Document.

_____   _____
Parent Signature   Student Signature

_____   _____
Parent email(s)   Parent phone number(s)

Suggestions:

Questions:

Comments/concerns: