

Monroe City Schools



Elementary
Gifted Program
and
Talented Art Program
District-Wide Course Offerings
2017-2018

With the exception of courses that are a part of the J.S. Clark Magnet Elementary School's magnet program, the district shall strive to have all courses listed in this course catalog taught at each elementary school. However, if a course (other than a magnet program course) is ultimately not taught at a given school, students at that school who wish to take that course will be given the opportunity to take the course at another school in the district. The district will provide free transportation to the course, at the student's request, and will adjust the student's schedule and the scheduling and location of the course, as necessary, to facilitate the student's attendance at the course.

Monroe City Schools

Mission Statement – The Monroe City School District is committed to excellence in teaching and learning. We hold high expectations for all students, parents, and staff. We share, with our community, the responsibility for providing a safe, caring environment designed to help students become productive citizens. We pledge all available resources to help prepare students to live and work in a rapidly changing technological society.

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District 2 – Mrs. Jennifer Haneline

District 3 – Mr. William “Bill” Willson, III

District 4 – Mr. Daryll Berry

District 5 – Bishop Rodney McFarland, Sr. – President

District 6 – Mr. Brandon Johnson

District 7 – Mrs. Brenda Shelling

Central Office Personnel

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Dr. Phedra Brantley, Human Resources Director

Mr. Brian Spencer, Facilities and Warehouse Manager

Mr. Darren Ducote, MIS Director

Mr. Micheal Felton, Transportation

Mrs. Davona Howard, Chief Financial Officer

Mrs. Jacqueline Matthews, Early Intervention Facilitator

Mr. Charles Monroe, Maintenance Supervisor

Dr. Cassie Owens, Director of Strategic Initiatives

Mr. Sam Moore, Child Welfare and Attendance Director

Mrs. Christie Taylor, Elementary Supervisor

Mrs. Serena White, Curriculum Supervisor

Mrs.Sallie Sutherland, Federal Programs Director

Office of Special Services

Mrs. Sallie Sutherland, Director of Office of Student Support

Mrs. Debra Wesley, Director of Pupil Appraisal

Ms. Janet Maxwell, Coordinator of Gifted and Talented Art Program

Elementary Schools

Barkdull Faulk Elementary School (PK-6)

2110 Jackson Street
Monroe, LA 71202
318-322-1300 – 318-387-7803 (f)
Mr. Robert Johnson, Principal

Berg Jones Elementary School (PK-6)

3000 Berg Jones Lane
Monroe, LA 71202
318-325-8982 – 318-325-2302 (f)
Mrs. Lashondra Allen, Principal

Carver Elementary School (PK-6)

1700 Orange Street
Monroe, LA 71202
318-322-4245 – 318-323-4592 (f)
Ms. Valeria Benson, Principal

Clara Hall Elementary School (PK-2)

1000 Plum Street
Monroe, LA 71202
318-322-8501 – 318-361-0928 (f)
Ms. Lametria Robinson, Principal

J. S. Clark Magnet School (PK-6)

1207 Washington Street
Monroe, LA 71201
318-322-8976 – 318-338-7983 (f)
Dr. Brian Bush, Principal

Cypress Point Elementary School (PK-6)

6701 Mosswood Drive
Monroe, LA 71203
318-345-5666 – 318-345-3224 (f)
Mrs. Mary Menyweather-Dewitt, Principal

Lexington Elementary School (PK-2)

1900 Lexington Avenue
Monroe, LA 71201
318-322-9753 – 318-361-5170 (f)
Mrs. Toni McCarty, Principal

Lincoln Elementary School (PK-6)

4200 Elm Street
Monroe, LA 71203
318-322-9533 – 318-323-2596 (f)
Mrs. Vickie Williams, Principal

Madison James Foster Elementary School (PK-6)

1310 Richwood Road
Monroe, LA 71202
318-325-7979 – 318-329-9275 (f)
Mrs. Jennifer Armstrong, Principal

Minnie Ruffin Elementary School (PK-6)

1801 Parkview Drive
Monroe, LA 71202
318-322-3447 – 318-322-5951 (f)
Mrs. Sylvia Brass, Principal

Sallie Humble Elementary School (3-6)

3800 Westminster Avenue
Monroe, LA 71201
318-325-7659 – 318-361-9448 (f)
Mr. Kendrick January, Principal

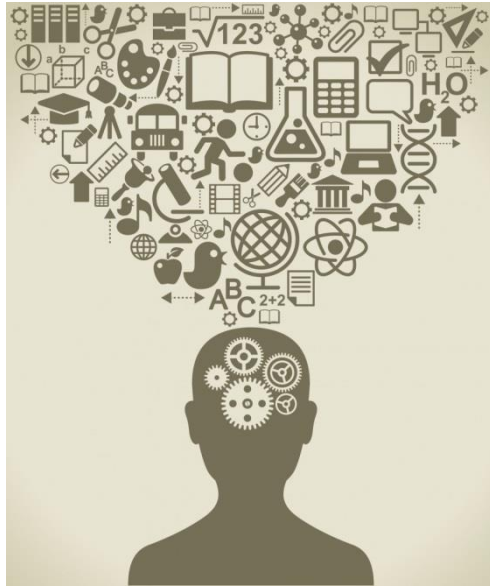
Thomas Jefferson Upper Elementary School (3-6)

1001 Pecan Street
Monroe, LA 71202
318-410-1378 – 318-387-2863 (f)
Mrs. Jacquelyn Flood-Anderson, Principal

Gifted Program/Talented Art Program:

The gifted and talented art program seeks to meet the needs of the child who is identified as gifted and/or talented. Although many students are screened and tested through teacher recommendations and scores on standardized tests, any parent wishing to have his or her child screened for one or both of these programs may contact their child's school or the Office of Student Support Services. If a student meets screening criteria for either the Gifted or Talented Art Program, the process will continue for a full evaluation by a team at Pupil Appraisal. The criteria is set by the Louisiana Bulletin 1508. Once identified as gifted and/or talented, the teacher develops an IEP (Individual Education Program) to meet the individual needs of the child.

Elementary Gifted Program



The gifted program provides screening, identification, and programs for exceptional children who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude. To achieve their academic potential, gifted students participate in a class with rigorous content at an accelerated pace of study. Gifted education is an opportunity for students to discover themselves and the world around them. The classes offer exciting and challenging experiences that enhance creativity and complex thinking abilities.

Grade One, Grade Two, and Grade Three Gifted Enrichment

Enrichment classes for first, second, and third grade students provide a stimulating and challenging curriculum with students being exposed to a variety of activities to enrich their core subjects. Areas of concentration are determined by the individual needs of the student. Students expand their critical thinking skills through enrichment activities that include book studies, author studies, creative writing, logic problems, and much more. Accelerated math lessons foster reasoning and problem-solving skills using logic problems, logic games, and patterns of increasing difficulty to challenge young minds.

Grade Four ELA or Math Enrichment

Either ELA or math is taught during fourth grade and is determined by the needs of the school and students. ELA students complete a series of selected novel studies based on the LA State Guidebook and Louisiana Content Standards for ELA. Students are exposed to a wide variety of accelerated activities such as vocabulary, multi-genres, and creative writing that extend above the curriculum requirements. For students who are gifted in math, this class aspires to deepen the understanding of and interest in mathematical concepts in order to ignite creative and critical thinking skills, and fuel a lifelong passion for the power of math. Critical thinking/logic problems are utilized to incorporate higher level thinking activities. These classes follow the Louisiana Standards for Mathematics.

Grade 5 Math

Grade 5 gifted math program allows students to develop and understand of and interest in mathematical concepts in order to ignite creativity and critical thinking skills. Students solve and reinforce skills through operations with whole numbers and decimals expanding their knowledge of fractions. The students learn to apply these skills in problem solving and real-world applications. The study of geometric shapes and mathematic patterns will be examined. Students engage in learning activities that include analyzing patterns and relationships, converting like measurement units within a given measurement system, and graphing points on the coordinate plane to solve real-world and mathematical problems. Two-dimensional figures are classified into categories based on their properties.

Grades 5 ELA

This course is designed to meet the unique needs of each individual student. The curriculum emphasizes: enrichment, acceleration, higher level thinking skills, multi-disciplinary content, abstract thinking skills, and a higher degree of complexity than the regular classroom curriculum. It is aligned with and extends the Louisiana State Content Standards. The course focuses on critical listening, reading, thinking, speaking, and writing skills. Texts studied include fiction and informational texts.

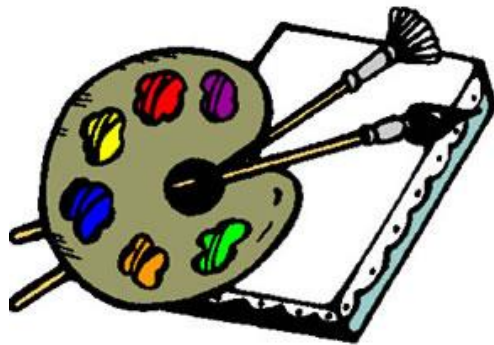
Grade 6 Math

Grade 6 gifted math program empowers students to deepen their understanding in mathematical reasoning and problem solving through real-world applications. Students engage in learning activities that require interpreting, predicting, and analyzing mathematical situations. Students use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions. Additionally, students will reason and solve mathematical problems involving area, surface area, and volume and develop understanding of statistical variability and distributions.

Grade 6 ELA

Students will also be given the opportunity to learn and develop advanced research skills and thinking skills such as critical inquiry, problem solving, and creative thinking. These learning activities encourage high-level thinking and reasoning skills. The class is designed to ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts to further reading skills.

Elementary Talented Art Program



Grades 1 – 6

The Talented Art Program is provided for students who have been tested and are found to qualify as having exceptional artistic abilities. In order for these students to reach their potential as young artists, they receive instruction and exposure to the visual arts. The instruction and exposure to the art processes and artists are more detailed and in-depth than would be possible in their regular classroom.

The overall goal is to give our students a broad knowledge of how other people have created art and to help them develop the confidence to create unique art of their own. In order to accomplish this, students use methods, techniques, and historic inspiration to which they have been introduced.

Grade One Talented Art:

Our youngest art students are taught to understand that art has many forms. They are introduced to artists and their works from different historical periods. They begin to develop an art vocabulary, as well as experiment with a variety of media and methods. They are encouraged to use their imagination and experience the joy of creativity.

Grade Two Talented Art:

In addition to the concepts introduced in Grade One, students begin learning and refining techniques useful for expressing ideas and visual communication. They begin to see how art is related to other areas of life, in particular how it is used in our communities, and they begin to look to nature as inspiration for art. Students continue to experiment with a wide range of media.

Grade Three Talented Art:

As students build upon the foundation laid in Grades One and Two, they are encouraged to make informed choices as to how to express themselves artistically. They begin to use their art vocabulary to discuss and critique their own work as well as that of classmates and historical figures. Students continue to use the elements of art and principles of design in the works they create.

Grade Four Talented Art:

Students begin to delve deeper into experimenting with creating various art forms, including art forms from other cultures. Students explore the earliest artists, as well as more contemporary artists while studying their processes for visual expression. Students are encouraged to brainstorm and combine ideas to generate innovative ideas for art making.

Grade Five Talented Art:

Students are encouraged to select and apply a variety of media techniques. The art vocabulary that they have developed is used to express and describe individual ideas. Students are given the opportunity to compare one's own interpretation of an artwork with the interpretation of others.

Grade Six Talented Art:

Students in Grade Six begin to use more advanced techniques and materials in order to create their art and express themselves. They are given a broad range of materials from which to choose for several of their projects. Students learn to analyze and interpret art images, their own as well as others. They develop a portfolio and are encouraged to maintain a sketchbook.