ADMINISTRATIVE STAFF

Leslie Hosey, Lower School Director
Lisa Bottesi, Assistant Director
Carolyn Lett, Diversity, Community Programs, Financial Aid & Scholarship Coordinator
Micah Brown, Lower School Counselor
Paula Romano, Director of Auxiliary Services (Before- & After-Care and Enrichment)
Jenny Irvine, Administrative Assistant to the Lower School Director

HEAD TEACHERS & TEAM TEACHERS

Jessica French & Megan Zimmerman
Lisa Momblanco & Lori Talbott
Venee Natarajan & Michelle McEvoy
Laura Phillips & Blake Pynnonen

SPECIAL TEACHERS

MUSIC
Briana Lotan
Darren Anderegg

DANCE, MOVEMENT
Amy Cova

ART
Candace O'Leary

WORLD LANGUAGES
Ernesto Chavez
Sabrina Prevost

SCIENCE
Michelle Lane
Dianne O’Connor

COMPUTER
Julie Nemchik

LIBRARY
Carmen Flora

PHYSICAL EDUCATION
Deb Veillette
Dee Blankenburg
OVERVIEW

ELEMENTS OF THE STAGE III EXPERIENCE
AT THE ROEPER SCHOOL

STAGE III ELEMENTS IN ALL CLASSES

1. Experience the broad Stage III choice and variety of classes including exposure to physical education, music, fine arts, computer, foreign language, science, language arts, and mathematics. This involves choice and following one’s passions for more sustained periods of time and with greater depth. It also involves growing in responsibility for timeliness and safe travel.

2. Grow toward mindful recognition of self and self within one’s peer community. Develop a respect for others and value differences and commonalities. Becoming responsible for and showing ownership for behaviors and understanding consequences is part of this process, as is learning to be respectful of personal space — one’s own and that of others. Nurturing a sense of inner regulation while becoming increasingly independent is part of the Stage III experience. Becoming self-directed and learning how to think through things and to reflect on them is a crucial part of the Stage III experience.

3. Become increasingly reflective about one’s own thinking and responsiveness to one’s environment. The experiences that lead to this grow out of the developmental stages of moving from hands-on, concrete learning to increased abstract learning based on each child’s own passage from one stage to the other.

4. Grow as a communicator in a community. Recognize that communication means being both a listener and a speaker, and know that certain conventions are important for one to be successful at communicating. Learning how to successfully manage a classroom meeting is an important experience in Stage III, as is developing and running Stage III meetings with one’s classmates.

5. Participate in large and small group experiences in which the objectives are gaining knowledge and enjoyment of each other, understanding of how one’s classmates think, and deriving satisfaction from having met various challenges.

6. Have rich experiences with words, including but not limited to, hands-on-playfulness with words, rhyming words, vocabulary skills, spelling rule practice, antonyms, synonyms, verbs, nouns, adjectives, word wall words, and word decoding skills. Apply these experiences in one’s daily work.

7. Have exposure and experiences in a writer’s world. Begin to view oneself as a competent writer. Writing for a variety of purposes is important: reports, stories, facts, nonfiction, poetry, journaling, and letters.
8. Grow as a reader in confidence and competence, moving towards being a thoughtful participant in literature discussions as well as reading for information and pleasure.

9. Have exposure to and experiences in the world of mathematics and begin to view oneself as a competent mathematician. Work towards seeing mathematical patterns and connections, applying math to everyday life, and expanding one's breadth of mathematical knowledge. Included in this work is place value, geometry, number sense, decimals, fractions, problem solving, measurement, and computation.

10. Experience Social Studies through relevant hands-on projects. These experiences may be individual, small group, homeroom, or encompass all of Stage III, or include a month-long intensive all-stage unit. Focus is on developing an ever-expanding, ever-deepening understanding of the individual's sense of place.

11. Become increasingly independent. Learning to rely on oneself for understanding of how to proceed with one's learning, in interactions with peers and adults, and in negotiating the fine line between one's own needs and those of the larger community are part of the Stage III experience.

12. Experience the joy of learning and of better knowing oneself.
WORKING TOWARD A CHILD’S PROGRESS

All curriculum in Stage III is developed and implemented around the needs of the specific children in any given year. We strive to take the children from where they are and help them develop/evolve in as many facets as possible. The curriculum considers and develops growth in social, emotional, and academic arenas. On-going evaluation, observations, and assessments help both student and faculty plan curricular areas of emphasis.

LANGUAGE ARTS
(READING, WRITING, COMMUNICATION, AND WORD STUDY)

READING
Child will:
- receive instruction on decoding strategies, word attack skills, develop reading comprehension and fluency;
- develop/increase the ability to actively listen to literature read aloud to whole class;
- contribute to literature discussions, make predictions, find text to support predictions, make inferences, be focused and thoughtful and respectful of opinions/levels of others;
- find books of interest independently and understand own reading preference;
- sustain independent reading time for longer and longer segments; and
- begin to view self as a reader and develop a passion for reading.

WRITING
Child will:
- be able to write stories, reports, poetry, facts/non-fiction, letters;
- work on drafts of writing, revising and refining toward a final writing piece;
- have instruction on how to use punctuation and learn to use it as it assists readers and writers;
- be able to write and edit a paragraph independently;
- develop ability to use the dictionary effectively;
- have instruction/introduction of all cursive letters, begin to write words in cursive;
- be given time and opportunity to develop as a writer; and
- begin to view self as a writer.
COMMUNICATION
Child will:
• begin to use communication techniques in front of and within a peer group using eye contact, body language, voice tone;
• be respectful of mutual greetings and conversation guidelines (talking and listening);
• learn to “read a group” and adapt to the needs of the group;
• learn skills of effective presentation — presenter and audience conventions;
• experience oral presentations as a speaker and listener;
• learn to give effective feedback — compliments, positive and negative comments; and
• experience developing, presenting, and evaluating a Stage III meeting.

WORD STUDY
Child will:
• enjoy a hands-on, playful experience with words;
• have instruction in spelling rules and conventions, word wall/high frequency words, word attack strategies, and vocabulary skills based on developmental ability; and
• increase knowledge of antonyms, synonyms, homonyms, nouns, verbs, and adjectives and how to use them.

MATH
Child will:
• begin to view self as a mathematician;
• begin to articulate his or her thinking;
• begin to take risks to explore multiple perspectives and math understandings;
• receive instruction appropriate to level of math understandings; and
• focus on developing math computation skills, strong math foundations and extensions using Singapore Math as a base.
Elements include: basic operations, place value, problem solving, measurement (including time and money), geometry, fractions, group and individual work.

SOCIAL STUDIES
Child will:
• develop emotionally and socially supportive classroom communities;
• experience being part of a stage and school community;
• develop a greater awareness of the global community;
• participate in meaningful community service projects;
• develop skills allowing one to work successfully in partnerships and small groups;
• develop a sense of one’s place in history;
• learn about other cultures and time periods;
• lay a foundation for later in-depth understandings;
• learn more about the physical world; and
• use classroom materials resourcefully.
Each Stage III homeroom visits The Children’s Library once per cycle to engage in the research process, enjoy read-alouds, and access informational and fictional materials. The librarian assists students in discovering who they are as readers, learners, and contributors to the world of information and literature. The librarian also works closely with Stage III teachers and specialists to incorporate information literacy skills and meaningful uses of technology into the Stage III curriculum through collaborative lesson planning and teaching.

In addition to Class Library, the librarian offers a few Stage III electives each year. Stage III library electives may be literature, information, or technology based.

The Children’s Library is an integral part of learning at Roeper; a space where students come to pursue answers to their questions, discover new interests and ideas, and explore the world of literature. The library provides access to over 11,000 books, including picture books, early readers, chapter books, graphic novels, and non-fiction, as well as a growing collection of resources on giftedness, parenting, teaching, and ideas related to the Roeper philosophy. The Children’s Library is also equipped with a computer lab, Smart Board, and a variety of other electronic tools and resources for teaching and learning. Students, teachers, and parents from Stage I through Stage IV use the library to support and encourage a love of reading and lifelong learning.
ART

The Stage III art program is designed to meet the developmental needs of children as well as present intellectual, creative, and technical challenges in a safe environment. The curriculum is designed on an elective basis to honor students’ interests and passions as well as encompass a wide range of visual topics and media. Diversity of vision, approach, and artistic style is fostered and celebrated. The importance of art as a vehicle for self-expression is emphasized as each child discovers her or his voice through visual form. At the same time, conceptual and technical challenges promote higher level habits of thinking. The creative process is our focus; the children find their own solutions to both cognitive and creative art problems. Frequently integrating Stage III themes, our art experiences are designed to deepen the child’s understanding both conceptually and aesthetically.

ART ELECTIVES

Art electives allow children to pursue their passions and abilities in a personalized setting. Children often generate ideas and aid in shaping the content and processes of our electives. Current exhibitions and visiting artists often inform and inspire us as we investigate ideas, techniques and the principles of art. Clay Processes, Papier-Mache Animal Masks, and Printmaking Processes are a few examples of electives being offered this year. The electives vary in discipline and medium and are designed to give students a chance to grow in a choice-based model.
In Stage III World Language classes we use an experiential approach, integrating stories, drama, games, and music into language learning in classes primarily conducted in the target language, with the goal of giving our students a functional proficiency in the language as well as an understanding and appreciation of other cultures and the interdependence of peoples and countries in today’s increasingly globalized world.

*Children new to [a language] find in a story context for understanding. Through storytelling, how quickly they enter the activity, making sense of what is happening, building their own versions, listening, telling, retelling, talking about, reflecting upon — responding.*

David Bond and Bob Barton (1990)

The use of storytelling in World Language classes exposes students to high-frequency vocabulary in an authentic, meaningful, and engaging context. As we learn and play with our stories, students inductively learn grammar structure and syntax. The story also serves as a jumping-off point for written manipulation of the language, creative writing, and story-retelling activities. The use of gestures — hand actions associated with the spoken word — helps language acquisition by involving multi-sensory input, which appeals to multiple learning styles and both sides of the brain. Students hear, see, and feel the language while speaking it. Games are used frequently in classes to give all students a chance to practice new vocabulary, grammar, and conversations in a low-risk and fun setting.

In Stage III students have the choice of studying either Spanish or French in classes that meet throughout the entire school year. To aid in students’ language acquisition, the World Language Department highly recommends that students focus their language study on one language during their time in Stages III and IV.
The first year students in the Stage III Science program are engaged in concrete activities first and then are asked, as they progress through the Stage, to spend more time at the abstraction/reflection level. In this stage, inductive reasoning, “the scientific method,” and the study of the natural world are taught. Many activities in Stage III foster the ability to reason from specific incidents, objects, or phenomenon to the formulation of a general concept, principal, or law. Children will use the scientific method to guide their investigations. In so doing, they will become more independent in their learning, empowered by their ability to find answers through their own designs.

Students in Stage III will be able to pose a question, devise a reasonable hypothesis, set up a valid experiment, collect and record data, and arrive at a logical conclusion based on that data. Students should be able to analyze and experiment using a valid procedure in order to reach a warranted conclusion. The student should be able to devise a new question for study after arriving at a conclusion. This will require that the student learn how to make careful measurements with a variety of instruments, such as scales, thermometers, etc. It will also require the student to know how to organize data for analysis and to prepare charts and graphs. This is an ultimate goal. Obviously the youngest children in the stage are doing this in the most simple form, practicing and expanding their skills throughout their time in Stage III. They are observing, classifying, inferring, predicting, measuring, and interpreting.

Positive attitude building is another important goal of the Stage III Science program. Children develop concern and care for the environment, with a respect for the living things in it. They learn consideration for others and the ability to work cooperatively. They become more open-minded, objective, and accurate in their thinking. Their curiosity is valued, and they can become greater risk takers.

Their experimentation and investigation involves the biological sciences, the physical sciences, and the natural sciences. Science electives are more content specific and cover subjects such as electricity, birds, the schoolyard environment, etc.

CLASS SCIENCE

This class meets three times a cycle, alternating sign-ups between first and second year students. Skill development in utilizing the scientific method through a variety of activities is the main emphasis for science at this level. As children progress through the stage, they also are encouraged to grow more independent in designing some of their own investigations.
The Stage III Music program is one that addresses the needs of children in transition. At this stage of development the children are discovering a sense of independence. This is fostered through a variety of classes that meet the needs of each individual student. Stage III students are helped to perceive the qualities of music such as rhythm, melody, timbre, texture, and dynamics. They work on learning the language to name and discuss these elements. Emphasis is placed on learning the written language of music: musical notation. Students learn about cultural influences on music, particularly through the many electives offered.

CLASS MUSIC

Each student in Stage III receives 45 minutes of Class Music every other day during each six-day cycle, and this occurs over two sign-ups. First years and second years are taught separately. First year before students continue to sing alone and together, developing a vocally healthy singing style using a wide range of repertoire. Rhythm continues to be explored through performing body percussion, drums, non-pitched and pitched instruments, and the voice with song, rhymes, and poetry. Students listen to and analyze music.

In Class Music, second year students learn how to play the soprano recorder — a traditional musical instrument. The students begin working as part of an instrumental ensemble, and this gives them the information and skills needed to decide if they are interested in playing a band instrument in Stage IV. Students further develop vocal skills through involvement in group singing activities. Students continue building skills in music in a sequential manner while continuing to enjoy a broad array of musical electives.

MUSIC ELECTIVES

In addition to Class Music, students may choose music electives. These classes offer a variety of methods for discovering more about music. Each year classes are offered that enhance the study of music performance, music history, music theory, and musical theater. A variety of learning styles are met through electives that vary between hands-on and observational, small and large group and interactive and introspective. Class titles from the past have included The Music of India, Boomwhackers, Making Musical Instruments, Music for the Senses, Musical Theater, Jazz Greats, Student Composers, ukulele and piano labs. Besides discovering more about music, students become comfortable with another music teacher, mixed classroom groupings and mixed age groupings.

The elective classes in the Stage III Music program are primarily process-oriented. While some performances occur, they are usually very informal in nature.
Stage III Computer Class (one sign-up only) is required for every first and second year student during the first semester of the school year. This survey course is designed to ensure that every student has exposure to and practice with all the major skills required for computer literacy. Students are also encouraged to take at least one elective during the school year. The rotation of electives offered attempts to cover those Computer Strands that are developmentally appropriate for Stage III students, while offering class themes from most academic strands. Student/teacher ratio, ideally, will not exceed 12:1. Stage III students begin to build basic competency in all computer strands, while learning to see the computer as a tool, not simply a game machine. They will have the opportunity to learn word processing techniques, practice strategic thinking, begin to write and analyze simple procedures in Logo, build on reading and writing skills, and fine-tune their graphics skills. They learn to move and import files, master consistencies in Windows programs (example: file menus, edit menus, toolbars, taskbars, recycle bin, etc.) and understand uses of the Internet.

Computer Strands
- Keyboarding
- Word Processing/Publishing/Presentations
- Programming
- Graphics/Digital Imaging
- Data Manipulation: Spreadsheets/Computation/Graphing
- Operating Systems
- Use and Maintenance
- Games/Simulations
- Internet Safety/Digital Citizenship

Academic Strands
- Math
- Language Arts
- Science
- Social Studies
- Art/Design
- Research and Reference
Dance is an elective in Stage III. Children in Stage III love to move and learn through engagement of the whole self. Becoming versatile in the language of dance allows them to use this natural facility as a means of communication and self-expression. Dance in Stage III incorporates five main elements of development: technique, improvisation, creative problem-solving, social awareness, and performance.

Students at this age are becoming more concerned about skill development and are more critical of their own capabilities. At the same time they are encouraged to move out of their comfort zones and become risk-takers. Students begin to learn longer dance sequences, combine different locomotor skills to create patterns and become stronger and more flexible. They have fun making up original moves, teaching them to others and learning their classmates’ moves. Dance games are taught by the teacher, and new games are invented by the students.

Creative problem-solving inspires students to think, improvise, brainstorm, and become more expressive. Through the creative process, students discover the many ways to communicate personal meaning through dance. Children listen to each other, share ideas, interpret, and critique each other’s work, and make decisions alone and together.

Dance videos are used as one method to expose students to a variety of choreographic styles. Students are provided with the opportunity to share dances from their own cultures with classmates. They learn to move their bodies to the rhythms and styles of music from a variety of sources and to use the universal language of dance to interpret what they hear and feel.

Through observation, reflection, and discussion, students learn to form their own aesthetic appreciation of dance and become comfortable expressing their thoughts and ideas. Safety issues and strategies to prevent dance injuries are integrated into each class session.
Roeper’s Physical Education program works to assist students in developing a realistic self concept through relevant physical education experiences. Goals and content of our classes are based on National Standards set by the National Association for Sport & Physical Education.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically-educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

STANDARD 3: Participates regularly in physical activity.

STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.

STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

STANDARD 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The Stage III Physical Education program strives to create an atmosphere in which students are willing to take risks without the fear of failure. We hope to instill in children an attitude of staying fit and being physically active. Keeping a positive and enjoyable environment allows the students to experience and explore new skills and games. With confidence and through practice, students discover areas in which they are technically sound and where they may need to work toward improvement. Reaching competency will enable them to pursue physically active lifelong activities.

The Stage III program continues to build on the ideas of developing both the physical and social. Classes meet three of six days in the cycle. We concentrate on instructing students in proper technique, basic rules and strategies of games, and the benefits of health and fitness. Fundamental ball skills, manipulative skills, and body awareness are used as building blocks to help students develop and refine more complex skills such as shooting a basketball, passing a football, or dribbling and passing a soccer ball. Possessing skills allows the teaching staff to implement rules and strategies and games
which bring into play team strategies and cooperation as a group. Health and fitness are shown to students in an anatomical manner through muscle working of the cardiovascular system and the importance of an active lifestyle.

P.E. classes offered to students can be specific in their content, specializing in the finer details of a sport or areas of games, tactics, and rules. Some of our electives have been: P.E. Games, Base-Running Games, Net Games, “Jump Roepers.”
THE ROEPER SCHOOL

DAVID FELDMAN, HEAD OF SCHOOL
LESLIE HOSEY, LOWER SCHOOL DIRECTOR
LISA BOTTESI, ASSISTANT LOWER SCHOOL DIRECTOR
CAROLYN LETT, DIVERSITY, COMMUNITY PROGRAMS, FINANCIAL AID AND SCHOLARSHIP COORDINATOR
MICAH BROWN, LOWER SCHOOL COUNSELOR
PAULA ROMANO, DIRECTOR OF AUXILIARY SERVICES
JENNY IRVINE, ADMINISTRATIVE ASSISTANT TO THE LOWER SCHOOL DIRECTOR

LOWER SCHOOL
41190 WOODWARD AVENUE
BLOOMFIELD HILLS, MI 48304-5020
248.203.7330
WWW.ROEPER.ORG