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ROEPER SCHOOL STAGE IV PROGRAM

INTRODUCTION
The Roeper School Stage IV program is designed for gifted children between the ages of nine and eleven years old when children are developmentally evolving as young learners. The schedule of classes for our students includes time for them to be in a homeroom where they can feel comfortable and nurtured, as well as time for them to choose their passions in classes, and time for them to grow academically as learners. In the homeroom, children spend time with teachers who grow to know them individually and assist them in understanding their own learning styles. Time is spent helping students capitalize on areas of strength and develop areas that need support.

SCHEDULE
The schedule of classes is also constructed with the idea that academically, children are ready to move forward to tackle challenging and increasingly more complicated and thought-provoking material. Teachers plan special class offerings that are rich in content and offer gifted students opportunities in educational exploration appropriate for later elementary school years. All Stage IV teachers are aware that the intellectual, social and emotional needs of our students vary widely, and each child grows along his or her own individual continuum.

ROEPER PHILOSOPHY
In planning the educational program of Stage IV, faculty centers curriculum work around the guiding principles of the Roeper philosophy. The Roeper philosophy states and affirms that “following our passions is the best way to learn, that we must find and use our own voices, and that we take responsibility for our own learning. Our guiding philosophy teaches that each of us deserves respect and should offer it to others, and that we must understand and contribute to our Community and the world around us to live meaningful lives.”

DEVELOPMENTAL QUALITIES
Our students are growing physically and emotionally at this stage so we strive to help them:

… intellectually, socially and emotionally … in a safe environment with rigorous and responsive education, strong relationships, insistence on accepting others, opportunity to choose and to learn to make good choices, expectation to excel and demand for honest self evaluation.

Faculty, staff and families recognize that our Stage IV children are ready to move forward developmentally. At this point in their development they are:

• Growing in Independence — They are ready to accept more freedom and responsibility; they are beginning to be able to make more informed choices; they are trying to read and follow directions independently.

• Developing complex intellectual skills and critical thinking skills — They are expanding their awareness of the world beyond self and family, growing in the ability to sort out moral and ethical situations, becoming more articulate in oral and written expression, willing to tackle more complex reading material, beginning to be able to communicate their own deeper thinking both orally and in writing.
• Developing work habits to assist in lifelong learning — They are handling an increasing self awareness; expanding a work ethic (the ability to work hard on something not easy to understand); demonstrating internal motivation by working toward learning goals and being able to focus on the work that needs to be done; growing as a communicator and being engaged in classroom discussion as well as sharing strategies; working successfully in a group setting to accomplish a task (cooperative learning skills); handling the challenges of longer, more in-depth learning projects.

• Developing personal organization — They are learning that coming to class on time with the necessary materials including completed homework, and understanding varying time frames and deadlines for class projects helps them to be more successful students.

• Growing as a social being with changing physical and emotional needs — They are seeking positive recognition from peers, ready to cultivate longer lasting peer connections, appreciative of opportunities to work in groups, willing to pool strengths and interests cooperatively, growing in awareness of their own and others’ sexuality, noticing varying physical growth patterns.

• Seeking emotional support and independence as a preadolescent — They are growing in awareness of their place in their family, seeking to understand the emotional interdependence of peer group, trying to handle feelings of fear, frustration and happiness, testing their ability to be successful at conflict resolution, exploring and making “good” choices.
Founders George and Annemarie Roeper believed that all human beings have two central tasks: to come to understand themselves and to discover how they will contribute to the world. As a pre-K through secondary school, Roeper plays a formative role in the pursuit of these lifelong goals and offers a whole child education for gifted individuals driven by the humanistic philosophy of our founders. Our purpose is to guide students on the journey to becoming discerning, humane, engaged adults.

In gifted individuals, powerful thinking combines with an emotional intensity to create a worldview that differs from the norm and is supported best by an exceptional learning environment. For these reasons, the distinctive approach of The Roeper School — one that is highly individualized and focused on the social and emotional needs of students — is particularly appropriate for gifted children. The breadth and depth of our academic program, our appreciation for the inherent dignity and emotional complexity of each student, and our authentic partnership with children in the learning process help gifted students realize their potential and their impact on the world.

A Roeper education is characterized by outstanding and profound student-teacher relationships that foster mutual respect. When children are genuinely offered a voice from young ages, they grow to become adults who will do the same for others. This belief pervades every practice of the school and arises from our philosophical conviction that equal human rights breeds a valuable sense of justice and interdependence. We emphasize the importance of students doing their own thinking and making their own choices both in and out of the classroom, so that they become active stakeholders in their education and in their communities. Our curriculum is purposefully structured around the needs and input of students and encourages collaborative learning through peer and multi-age groupings and interactions. The dynamics of our school are designed to empower students and simultaneously to explore the drawbacks of power-driven structures in societies and civilizations.

The culmination of a Roeper education has many possible outcomes: our goal is to prepare students with the skills and knowledge necessary to navigate the unknowns on our collective horizon. Students engage every day with inquiry-driven learning focused around problems, projects and complex questions. Our dedication to diversity not only ensures multiple perspectives, but also enriches decision-making and the search for solutions. We hold process in equal regard with content and promote a nuanced understanding of subjects and a passion for learning. Playfulness, exploration, and personal discovery are essential elements at all levels of our school, and as a result, our students apply information in thoughtful and innovative ways. With this holistic perspective, Roeper succeeds in matriculating students of uncommon excellence to the schools and opportunities of their choice.

At the time The Roeper School was founded in 1941, George and Annemarie were pioneers in their methods and beliefs. Today, mainstream currents in education aspire to align with those that have steered our school for decades, which only confirms the visionary nature and enduring significance of a Roeper foundation. We specialize in the education of gifted individuals because it is for these students that a humanistic approach to learning is especially compatible and constructive. When their intellectual, emotional, ethical and physical needs are cared for, gifted children flourish and become compelling thinkers, compassionate agents, and fulfilled adults. The Roeper School offers a panoramic educational experience that reaches past the scope of college preparation and inspires individuals for life.

Approved by the Board of Trustees November 2013
ACADEMIC PROGRAM

HUMANITIES (combined Reading, Writing and Social Studies)
One block of instruction (55 minutes) on ACE days and on BDF days allows for time to be spent to delve deeply into relevant topics and skill development.

MATHEMATICS
One block of 55 minutes daily instruction allows for developing procedures and practices, exploration of math concepts.

SCIENCE
One block of 55 minutes every other day (ACE or BDF) allows for discovery and discussion of science topics.

WORLD LANGUAGE
One block of 55 minutes every other day (ACE or BDF) allows for practice and experience in another language.

SPECIAL CLASSES
FINE ARTS, COMPUTER, P.E. or ELECTIVES
Stage IV students elect classes for four sign-ups throughout the academic year. Each class meets every other day for 40 minutes (ACE or BDF). Students may choose areas of passion or areas they wish to strengthen. Class offerings might include: Computer Salad, Contemporary Art, Clay, Physical Education classes, Choir, Band, Music electives, Computer electives, other Art electives, Science electives, and Mathematics electives.

SAMPLE SCHEDULE

8:10 – 8:25 Arrival at school in the homeroom; settle in
School begins, Homeroom meeting time to discuss the day
including greeting one another, announcements, homeroom business
8:30 – 9:10 Elective Class

Morning classes:
9:15 – 10:10 Core Class
10:15 – 11:10 Core Class
11:15 – 11:45 Homeroom — time for community building, problem solving, meeting time, silent reading, special event planning and “down-time” with peers.
11:45 – 12:10 Lunch
12:10 – 12:40 Recess

Afternoon classes:
12:45 – 1:40 Core Class
1:45 – 2:25 Elective Class
2:30 – 3:10 Elective Class or Homeroom
3:15 – 3:25 Homeroom and Dismissal
STAGE IV HRX PROGRAM

The “HRX” (Homeroom Extra) program is delivered to Stage IV students by the Lower School Counselor. Each homeroom has the opportunity to meet, on the letter day assigned to them, with the Counselor during their 11:05 homeroom block. The purpose is to engage in a dialogue on a topic of interest that also supports the development of the socio-emotional realm. These guided discussion topics are intended to develop awareness and insight through voluntary sharing. The students practice respectful listening and oral communication as they ponder and discuss the various topics. They also become more aware of what constitutes good character as well as the need to develop control of their feelings, thoughts and behaviors. The counselor and students work together to select discussion topics. Students are encouraged to submit suggestions.

STAGE IV HOMEWORK POLICY

WHEN IS HOMEWORK ASSIGNED?

Stage IV students are asked to complete one 30-minute homework assignment each night, Monday through Thursday. This is paired with ½ hour of quiet reading each night. Students are required to turn in the assignment the following day unless otherwise noted. Monday and Wednesday nights will be designated for Humanities, with Tuesday and Thursday designated for math. There are also long-term projects, such as book reports, that are assigned at various times of the year. Occasionally, Science homework may be assigned.

STAGE IV SPECIAL EVENTS

The Stage IV staff works hard to enhance our students’ educational experiences by planning special events surrounding calendar celebrations (Halloween, Christmas/Chanukah, Martin Luther King Jr. Day, Earth Day). Field trips are planned to enrich our curricular plans and may include Harsens Island and “A Day in the City.” Every fall the students are introduced to Camp Tamarack through a day spent doing activities there. A year-end overnight trip to Camp Tamarack near Ortonville provides students a shared growing experience in a beautiful camp setting. Outdoor education and recreational activities, delivered by camp specialists, are designed to give Stage IV students a purposeful, fun-filled two days of closure to their school year.

TRANSITION TO MIDDLE SCHOOL

All Stage IV teachers, administration and staff are aware of our students’ impending transition to the Roeper Middle School. The Middle School staff works with the Stage IV teachers to plan experiences that assist children in adjusting to the idea of moving on to a different grade/campus/school after the second year in Stage IV. Each November, all Stage IV homerooms visit the Roeper Middle School for short, abbreviated Middle School classes planned especially for them. In January, all second-years spend an entire day at the Roeper Middle School going to regular sixth grade classes along with the sixth graders. Of course, students have regularly gone to the Middle/Upper School campus to see Dance Performances, plays and the Stage IV musical. These experiences smooth the way for our students to adjust to middle school life when they make the transition.
STAGE IV GOALS
The primary goal of our program is to improve each student’s ability to communicate. The basic skills are reading, writing, listening, speaking, and viewing. Students broaden their mastery through practice within themes covered in Humanities as well as focused reading and writing lessons. This is accomplished through the teaching of:

- Grammar skills
- Word Study/Spelling
- Comprehension (listening and reading)
- Abstract thinking
- Story elements (character, setting, plot)
- Character analysis
- Study of various writing genres
- Study of various reading genres
- Appreciation of communication
- Book Projects

LEARNING TO VALUE ONESELF
In Stage IV more emphasis is placed on children consciously analyzing their own learning styles and learning to appreciate their own uniqueness.

- Individual talents to develop
- Recognizing unique contributions of each individual
- Nurturing the belief that one person can make a difference

LEARNING TO VALUE OTHERS
In Stage IV there is more direct teaching of the importance of showing respect to others in words and actions.

- Accepting different points of view
- Displaying empathy for rights and feelings of others
- Learning ways to show respect

BALANCE BETWEEN INDIVIDUAL AND GROUP
Children in Stage IV develop a deeper understanding of how to achieve a balance between respect for the group and sensitivity to the individual.

- Study and application of the democratic process
- Peaceful conflict resolution
- Establishing what is “fair”
CITIZENS OF A GLOBAL COMMUNITY

Stage IV children are encouraged to broaden their perspective beyond family and school for a better understanding of the interdependence of countries and peoples.

- Recognizing basic needs of people
- Appreciation for complexity of systems and connectedness (economic, political and social)
- Better understanding of other cultures
- Planning community leadership projects
- Understanding the importance of caring for the environment

TRACING HISTORY AND HISTORY IN THE MAKING

Stage IV students come to appreciate history as a way of tracing patterns and constants in human relationships.

- Current events discussions as history in the making
- Personal history
- Using history as a tool to improve the future

GEOGRAPHY

Our studies center around five national geography themes:

- Absolute and relative location
- Place
- Regions
- Movement and migration
- Human-Environment Interaction

DECISION-MAKING

In Stage IV our students become familiar with the steps to being active problem solvers which are then applied to decision making.

- Stating the Problem
- Gathering Information
- Brainstorming Solutions
- Clarifying Issues, thinking critically
- Evaluating Criteria
- Implementing and Evaluating Results
STAGE IV MATHEMATICS

PROGRAM
The Stage IV mathematics curriculum creates an environment that will enable students to view themselves as successful mathematicians, willing to take risks in exploring, developing, discussing and applying mathematical ideas and becoming more efficient at procedures that will increase accurate results.

TEXTBOOK/WORKBOOK
The Singapore math curriculum Primary Mathematics is used as a textbook/workbook experience. It is enhanced by other hands-on math activities, logical thinking games and puzzles, math explorations and active student participation.

PROCESS
As Stage IV students’ thinking becomes more abstract, emphasis is on process and communication. Students are encouraged to understand the “why” as much as the “how” of mathematics. They are urged to use a multi-strategy approach to problem solving and are encouraged to put their strategies into words. They practice analysis of data, looking for patterns and relationships, drawing logical conclusions, making reasonable assumptions and connecting their conclusions to mathematical concepts.

TOPICS OF STUDY
Mathematical experiences are provided with computation as the thread. Students learn to use computational skills effectively to solve problems accurately and systematically using different strategies to make estimations, and to use mental math. Students study the various branches of mathematics including Geometry, Statistics, Probability, Measurement, Patterns and Functions, Data Analysis, and study the Base Ten Number System in depth (including the operations on whole numbers, decimal numbers and fractions: addition, subtraction, multiplication and division). Explorations and meaningful activities are planned so that students have hands-on practice to introduce and reinforce mathematical concepts and applications.

LEARNING HABITS OF MIND
Emphasis on teamwork, partner work, and individual experiences helps our gifted students learn the value of working with others, perseverance, cooperation and being able to seek and/or give help when needed. The mathematics curriculum offers opportunities that enable students to listen to, read and follow directions, process directions accurately, share and articulate strategies with others, use the language of mathematics to express mathematical ideas, engage in positive group interactions, and develop and awareness of their own learning style.

EVALUATION/ASSESSMENT
Children move from concrete to pictorial to abstract mathematical thinking based on their experiences, using a variety of materials and visual mathematical representations. Teaching practices are guided by the Stage IV Roeper “Scope and Sequence” developed by the math teaching staff and incorporating the National Council of Teachers of Mathematics (NCTM) Standards and Focal Points. Goal setting is guided by input from parents, students and teachers. Assessment is on-going and guides instruction.
Our Stage IV computer lab is located in the Steward Building. We have 15 PC computers, a network for printers and Internet access, and several programmable robots. All Stage IV classrooms have computers with online capabilities. Our curriculum provides individualized skill acquisition as well as cooperative problem-solving opportunities. The growth taking place in our the Computer Department is guided by the Lower School’s Computer Curriculum, a portion of which is included below.

The mission of the Roeper School is to provide a personalized learning environment and education that is appropriate to the unique intellectual, emotional, social and physical needs of gifted and creative children. Technology continues to offer exciting new tools and resources for helping our children expand their experiences and opportunities. It is increasingly important that all students become comfortable and facile with technology in general, and the personal computer in particular. Computers and the computer curriculum need to be used in ways that will give us additional means to personalize education, enhance critical and creative reasoning to allow for informed decision-making and inventive expressions, as well as to accelerate and enrich the overall curriculum.

All students take a required computer survey course during the school year. Second-year students are required to take at least one computer elective during the school year. Student/teacher ratio will ideally not exceed 12:1. The objective for Stage IV students is that they begin to solve problems by integrating a variety of skills acquired throughout their computer education. By the time they leave for Middle School, these students will master basic competency in keyboarding and word processing, become familiar with spreadsheet/graphing capabilities, be able to access and use an Internet browser, have experience with Internet safety and research techniques, use the Logo programming language to create usable procedures, and build multimedia presentations utilizing imported, downloaded and self-created files and images.
While in Stage IV, the students participate in a continuous science class that meets every other day throughout the entire year. They also have the opportunity to engage in elective offerings for part of the year to add to and enrich their experience in science. In the required science classes, the topics that are studied may include: Atoms and Molecules, Acids and Bases, Water Studies, Physical Geology, and The Human Body. Through this topical study we continue to build on the process skills introduced in earlier stages.

**PROCESSES**

By the end of Lower School the student should be able to do the following:

- pose a research question, devise a reasonable hypothesis, set up a valid experiment, collect and record data, and arrive at a logical conclusion;
- distinguish between a valid and invalid experiment and be able to identify limitations in an experiment;
- use a variety of measuring tools such as scales, rulers, thermometers, etc. and be comfortable with the metric measurement system;
- extract some data from graphs and charts and construct simple graphs and charts;
- research a topic and prepare a formal presentation based on that topic to teach others what was learned.

**SKILLS**

The students will practice the following skills in a variety of contexts:

- asking
- interpreting
- making models
- hypothesizing
- controlling variables
- cooperative problem solving
- measuring
- observing
- evaluating
- predicting
- revising procedures
- negotiating group work
- analyzing
- communicating
- classifying
- inferring
- reading for information
- writing

**ATTITUDES**

The following attitudes are fostered throughout the Stage IV science experience:

- concern and care for the environment
- respect for living things
- consideration for others
- open-mindedness
- objectivity
- desire to be accurate
- thoroughness and perseverance
- safety-mindedness
- curiosity and risk-taking
- intellectual honesty/desire to reconcile differing ideas
SCIENTIFIC VALUES AND OPERATIONAL BELIEFS

- Objects or phenomena should not be studied in isolation, but rather within a system of which they are a part.
- Science is a process as well as a body of knowledge.
- Scientists must carefully observe safety procedures.
- Other life forms must be respected.
- A person has certain obligations of stewardship to our environment.
- Progress in science is based on cooperation and the use of what others have already learned.
- With patience and proper methods, the world is more understandable.
The Stage IV Art curriculum is designed on an elective basis to encompass a wide range of visual topics and media. A goal of the program is to give the students exposure to a rich variety of artistic experiences. Included in the program are courses designed to integrate art history into the curriculum and courses based on a global, multi-cultural approach. These have included Art of Korea, Gods and Monsters, Art of Africa, and Art of Mexico. Recent classes have been added to reflect specific interests and passions of students, such as Sea Creatures and an exploration of the color green. The program also focuses on making connections to other disciplinary areas. Recent electives have been offered in the areas of art/science (Inflatables), art/math (Fractals), and art/library (Bookmaking).

Some goals of the Stage IV Art program are:

- to continue to encourage the student’s use of art as a form of self-expression;
- to expose the student to a wide range of visual topics, media, and artistic experiences;
- to familiarize the student with the processes and techniques which may be employed to create art;
- to emphasize the importance of these processes — that learning in art is through doing;
- to encourage the student to see art as an essential part of life, society and the world;
- to give the student background to the historical and cultural significance of art;
- to foster within the student a respect for his/her own work and that of others;
- to allow students to explore their own areas of artistic interest;
- to encourage creative problem solving and thinking skills;
- to continue to actively involve the student in seeing art as a means to help the world community through involvement in service-learning based art events.
In Stage IV 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 IV 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.
Music is a vital and integral part of our culture. In Stage IV we learn about all aspects of music — theory, history, science and vocal and instrumental performance. Accommodation is given to varying learning styles through the elective package. Classes are presented that offer “hands-on” experiences, visually-oriented presentations and active participation.

A goal of the curriculum is to foster a deep-seated appreciation for music, both as an art form and as a means of personal expression. Part of this appreciation arises through a skill-building study of the elements of music. Another part grows through each child finding the many ways music can be used to communicate thoughts, ideas and feelings. This opens the door to music as a means of self-expression as well as being an area of rigorous academic study.

The student’s growing need to have choices and employ good decision-making skills comes into play when selecting their music electives as well as within the course structure of each class.

The Stage IV students’ growing need to interact with their world is seen in a greater desire for structured performances. Throughout the year opportunities are given for vocal and instrumental performances as an outgrowth of elective music classes. Band is introduced in Stage IV, providing a new means of expression through instrumental music. Even as beginners, there are performing opportunities and concerts for the band ensembles.

Throughout every class the opportunity to work as part of a collaborative effort is considered important. Stage IV students need to feel valued as part of a group and need to feel respected for their individual uniqueness. While opportunities are provided for self-directed study, the value of being a respected part of the community is never underestimated.

Stage IV students are at a fragile stage of their musical development. As these students become more aware of the outside world, they are also becoming more aware of how they are perceived in that world. Providing “safe” experiences for them to explore their musicality is critical. Time is devoted to learning how to be supportive of others’ endeavors as well as carefully structuring classroom experiences to be as encouraging and positive as possible to developing musicians.

Past electives include Choir, Ukulele, guitar, Drum Circle, Music of Motown, History of the Blues, Actors’ Studio, Beatlemania and more. Every effort is made to address the particular interests of currently enrolled students.

Stage IV Choir is a mainstay of the curriculum. It is a year-long class which includes several performances. A full-scale musical with professional lights and sound, scenery, props and costumes occurs in May and features every student enrolled in the class.
Dance is an elective in Stage IV. Students with a passion for dance come together in a fertile environment where they feel safe taking risks, where there is a sense of adventure, where imaginative ideas and creative solutions are explored, where there are open-ended projects that inspire divergent thinkers to discover their own paths to completion and where originality, creativity and self-expression are fostered.

Dance in Stage IV incorporates six main areas of development: technique, improvisation, creative problem solving, social awareness, aesthetic appreciation and performance. Students in Stage IV expand, develop and demonstrate a higher level of consistency in performing technical skills. They are capable and eager to refine technique through self-evaluation and correction. They begin to show appropriate skeletal alignment, body part articulation, strength, flexibility and coordination in locomotor and non-locomotor movement. Stage IV students explore more complex dance themes and use more sophisticated choreographic structures. They create dance compositions using the elements of choreography, including size, shape, space, level, time and energy. Students experiment creatively with dance phrases, transitions, pathways and canons. They create and perform dances based on their own artistic vision and use improvisation and critical thinking skills to invent movement and to solve movement problems. Stage IV students learn and memorize longer dance sequences, teach their original compositions to classmates and combine each other’s work to form collaborative dances. Students listen to one another, share ideas, interpret and critique each other’s work and make aesthetic judgments alone and together. They are guided by the instructor to reflect upon and discuss the notion that works of art have no single “correct” or “absolute” meaning, and that dance is capable of supporting many different interpretations. They expand their vision of dance through viewing videos of dance pioneers and choreographers. They are provided with the opportunity to share dances from their own cultural heritage with classmates. They learn that dance is a universal language, and that it has been an integral part of human history from the very beginning. Safety issues and strategies to prevent dance injuries are incorporated into each class session. Students reflect upon their own progress and personal growth during the study of dance. They consider the value of continued development of movement skills as well as creative and critical thinking skills, regardless of whether or not they intend a dance career.
Each Stage IV homeroom visits The Children’s Library once per cycle as a class to check out books, participate in learning activities, and read independently. Lessons focus on information literacy, research, digital citizenship, and growing as readers and writers. 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 IV teachers and specialists to incorporate information, literacy skills and meaningful uses of technology into the Stage IV curriculum through collaborative lesson planning and teaching.

In addition to Class Library, the librarian offers a few Stage IV electives each year. Stage IV 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.
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 IV program continues to build on the ideas of developing both the physical and social. Classes meet three of the six-day 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, Leadership in P.E., Volleyball, Outdoor Education and “Jump Roepers.”