

G/T, IB & Fine Arts Parent Presentation

Roberts Elementary
October 5th & 6th

Agenda

A

Gifted and Talented (G/T)

B

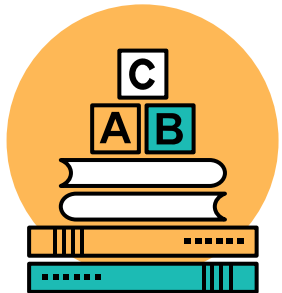
International Baccalaureate (IB)

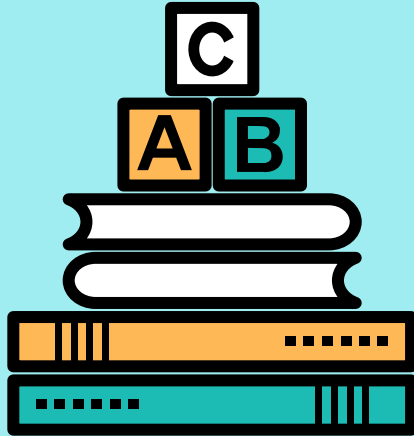
C

Fine Arts Program

D

Q&A



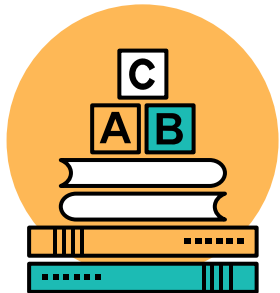


Gifted and Talented

The Process

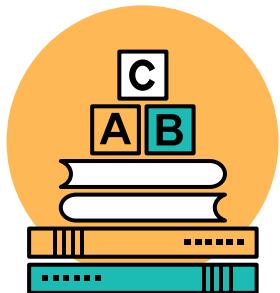
The G/T Process

- 2nd grade is universally tested for the 23-24 school year; no application needed.
 - All non-identified G/T students will be tested
 - Students that did NOT qualify in all areas will be tested
- K-1st and 3rd-5th grade parents request testing during the application window.
 - **Deadline to request testing: December 8 but please submit as soon as possible, ideally before Dec 1 😊**
- Students will test during the designated testing window set by the campus.
 - 2nd grade grade – week of Oct 9
 - KG, 1st, 3rd-5th – week of Dec 11
- Results will come out in early Spring with School Choice timeline.
- Once students are identified, they maintain their G/T status throughout their time at HISD



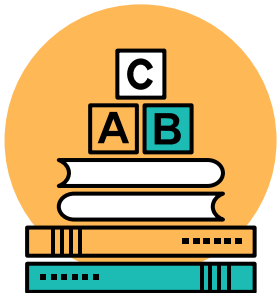
G/T Testing

- 2nd grade – universal testing
- KG, 1st, 3rd-5th – application request
 - **Deadline to request testing: December 8 but please submit as soon as possible, ideally before Dec 1 😊**
- Abilities & Achievement test
 - KG-2nd grade – paper test
 - 3rd-5th grade – online test
- Schedule
 - 2nd grade – week of October 9th
 - KG, 1st, 3rd-5th – week of December 11
- Duration
 - KG – 3 to 4 hours
 - 1st & 2nd – 4 to 5 hours
 - 3rd – 5th grade – 5 to 6 hours



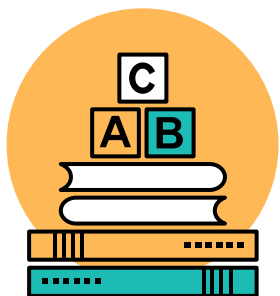
2nd grade Universal GT Testing

- Testing will take place every day on Monday-Thursday, October 9-12.
- Testing will begin promptly at 8:00 am and end at 10:00 am.
 - Please make sure your students are well-rested.
 - Have a hearty breakfast, either at home or at school
 - Breakfast ends at 7:45 if eating at school
- All non-GT identified students will test.
- Students who qualified only in Reading/SS or Math/Science will test.
- Students already identified as GT will go to another classroom with other non-testers.



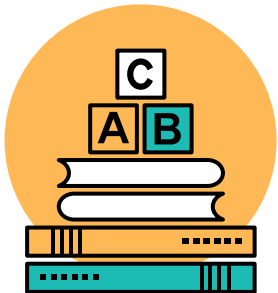
Sample Testing Schedule for 1st-5th

KG	1 st	3 rd	4 th	5 th
TBD	8:00 – 10:00 testing	8:00 – 12:00 testing	8:00 – 11:00 testing	8:00 – 11:00 testing
KG students will either test over several days or in one day with extra breaks embedded.	Recess with class	Lunch with class	11:00 – recess	11:00 – recess
	Lunch with class	Recess with class	11:30 – lunch	11:30 – lunch
	11:30 – 1:30 testing	1:45 – 2:45 testing (if needed)	12:00 – 2:00 testing	12:00 – 2:00 testing
	*with a 5-min break between each sections	*with a 5-min break between each sections	*with a 5-min break between each sections	*with a 5-min break between each sections



G/T @ Roberts

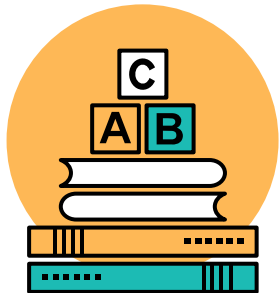
- Neighborhood G/T school
- We do not offer G/T-only classes or a pull-out program
- Students served by core teachers in a heterogeneously mixed classroom
 - Small-groups
 - Extension activities
 - Extension projects

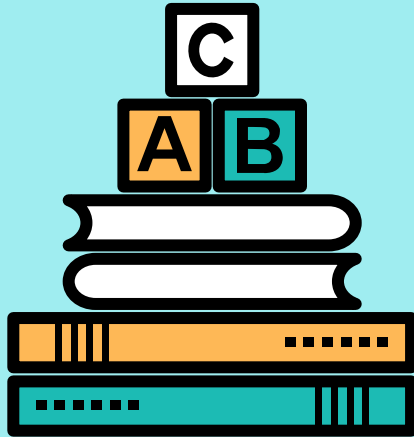


The G/T Curriculum

- Depth
- Complexity
- Pacing of instruction and curriculum
- Implement differentiation through
 - Acceleration
 - Adding depth and complexity
 - Higher level thinking skills
 - Developing independent research skills
 - Advanced level products

How do we meet the mandates of the state? Through our IB PYP Program!



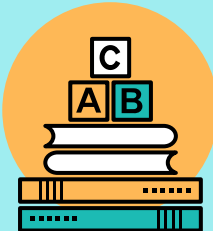


International Baccalaureate

What is IB?

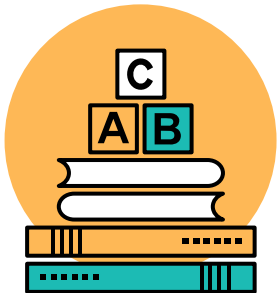
IB Primary Year Programme (PYP)

- Framework to teach the whole child; academically, emotionally, socially
- Our mission is to develop students to be knowledgeable, inquirers, caring, and be global-minded
- We want students to take responsibility and ownership of their learning
- We provide students voice and choice



Elements of IB

- **6 Themes/Units of Inquiry**
 - Who We Are
 - Where We Are in Place and Time
 - How the World Works
 - How We Organize Ourselves
 - Sharing the Planet
 - How We Express Ourselves
- Content is taught through concepts or big ideas.

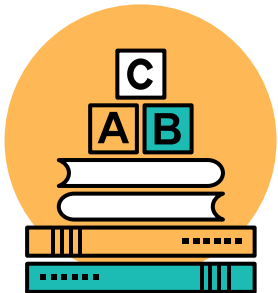


Elements of IB

- **10 Learner Profiles**

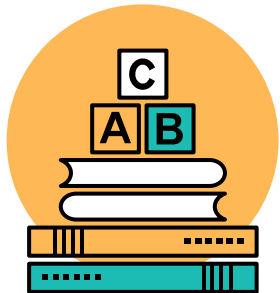
- Balanced
- Caring
- Communicator
- Inquirer
- Knowledgeable
- Open-minded
- Principled
- Reflective
- Risk-taker
- Thinker

- There will be specific learner profiles that students focus on in each units of inquiry.



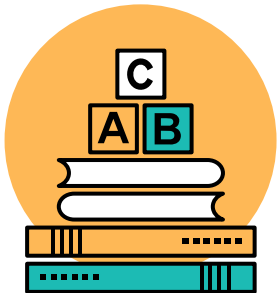
Elements of IB

- **7 Key Concepts**
 - Form
 - Function
 - Causation
 - Change
 - Connection
 - Perspective
 - Responsibility
- There will be specific key concepts that students focus on in each units of inquiry.



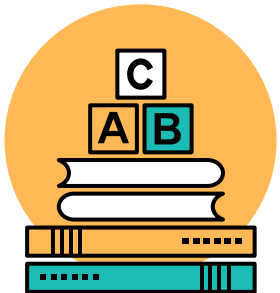
Elements of IB

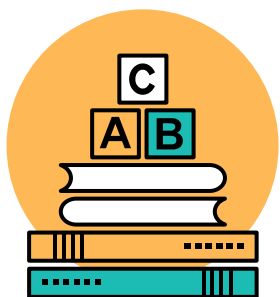
- **5 Approaches to Learning**
 - Social skills
 - Research skills
 - Thinking skills
 - Communication skills
 - Self-management skills
- There will be specific skills that students focus on in each units of inquiry.



Elements of IB

- **5 types of Action**
 - Participation
 - Advocacy
 - Social justice
 - Social entrepreneurship
 - Lifestyle choices
- Student action will vary!

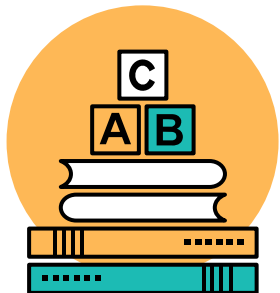




Grade	Aug-Sept	Oct-Nov	Nov-Dec	Jan-Feb	Feb-Mar	April-May
ESCE	Who We Are <i>Identity and relationships develop within a community.</i>		How We Express Ourselves <i>People tell stories through art and music.</i>		How We Organize Ourselves <i>Living things adapt to their environment.</i>	How the World Works <i>Structures and movement contribute to the organization of a community.</i>
K	Who We Are <i>Feelings, abilities and interest shape human identities.</i>	Where We Are in Place and Time <i>Things we do and places we've been help shape who we are and how we look at the world.</i>	How We Organize Ourselves <i>Jobs are essential for the well-being of a community.</i>	How the World Works <i>Laws of nature have cause and effect relationships.</i>	Sharing the Planet <i>Cooperation allows for the peaceful use of resources.</i>	
	How We Express Ourselves <i>Individuals and cultures use expression to communicate their beliefs and values.</i>					
1 st	Who We Are <i>How we choose to act with others affects our relationships.</i>	How We Organize Ourselves <i>Systems have parts that work together to maintain organization.</i>	How the World Works <i>Cycles influence our interaction with the world.</i>	Where We Are in Place and Time <i>Changes through time affect our lives.</i>	How We Express Ourselves <i>Humans express their ideas, imagination, and emotions through their words and actions.</i>	Sharing the Planet <i>Actions impact the availability of resources.</i>
2 nd	How We Express Ourselves <i>Understanding the works of others inspires the creation of ideas.</i>	Sharing the Planet <i>Interactions influence elements of a system.</i>	How We Organize Ourselves <i>The structure of our environment influences our decisions.</i>	Where We Are in Place and Time <i>Events shape outcomes that cause changes in the world.</i>	How the World Works <i>Understanding transformation of the world leads to informed choices.</i>	Who We Are <i>Personal and social relationships cultivate well-being.</i>
3 rd	Who We Are <i>Community and culture shape our traditions, values, rights, and responsibilities</i>	Sharing the Planet <i>Communities adapt according to their needs and environmental changes.</i>	Where We Are in Place and Time <i>Evolution occurs as a response to environment.</i>	How the World Works <i>Innovative thinking and understanding of scientific principles lead to new technologies.</i>	How We Organize Ourselves <i>Informed decisions impact an economic system.</i>	How We Express Ourselves <i>People express their knowledge through order and evidence.</i>
4 th	Who We Are <i>Environment and characteristics shape one's identity.</i>	How We Express Ourselves <i>Cultures express ideas, feelings, and beliefs through storytelling and the arts.</i>	Sharing the Planet <i>Forms of energy have predictable outcomes that lead to change.</i>	How We Organize Ourselves <i>Societal structures impact the way we live by attempting to create balance.</i>	How the World Works <i>Natural and human forces cause change.</i>	Where We Are in Place and Time <i>Throughout history, innovation and knowledge has lead to change.</i>
5 th	How We Express Ourselves <i>Self-expression is a unique experience due to a mix of nature and nurture.</i>	Who We Are <i>Beliefs and values are central to people's lives and impact their relationships with family, friends, community, and self.</i>	How We Organize Ourselves <i>Laws that we abide by create connection or dissonance in communities.</i>	How the World Works <i>Humans have the power to continue to destroy or aid our world.</i>	Sharing the Planet <i>Societies make decisions based on resources.</i>	
	Where We Are in Place and Time <i>Innovation comes as a response to different cultures mixing.</i>					

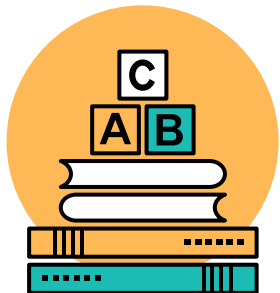
These are examples of the summative activity or project that students are doing for this specific Unit of Inquiry.

	How We Organize Ourselves	
	Central Idea	Summative/Project
KG	Jobs are essential for the well-being of a community.	Students will fill out a job application for various jobs in the community or class community. They will explain what IB Learner Profile/attributes they need to have to help them do the job well and how the job helps the community. Students will draw a picture of themselves doing that job.
1st	Systems have parts that work together to maintain organization.	Students will choose a system (from the class generated list) and draw a picture of it. They will label and describe the parts of the system. Students will then remove 1 part from the system (cover with a post-it) and describe what will happen to system if that piece is missing.
2nd	The structure of our environment influences our decisions.	After reading, <u>A Chair For My Mother</u> , students will write a reflection explaining how they would earn, save, spend, and donate \$100. Students will create an illustration of their own money jar.
3rd	Informed decisions impact an economic system.	Business Fair. Students will reflect on their business journey.
4th	Structures impact the way we live by creating balance.	Students will pick a Human Rights and research it and present it to the class .
5th	Connections foster organization.	Biome impact study: food chains, eliminating food chains. Understanding the various roles of species, the adaptations for survival. The key concept is to ensure that the students understand that these themes not only are in science but in the actions of societies.



These are examples of the summative activity or project that students are doing for this specific Unit of Inquiry.

	How the World Works	
	Central Idea	Summative/Project
KG	Laws of nature have cause and effect relationships.	Students will choose two different seasons and draw a picture of themselves, an activity, and how the tree would look during each season. Students will then write about something they learned about each season.
1st	Cycles influence our interaction with the world.	Students will draw a diagram and label the stages for a self-selected cycle for which the whole group has not created a product.
2nd	Understanding transformation of the natural world leads to informed choices.	The students will plan a trip by creating a travel diary.
3rd	Through innovative thinking, people create new technologies to overcome challenges.	Students will create an advertisement for an invention.
4th	Natural and human forces cause change.	Students will create a timeline of a rock over thousands of years (how it is going to be weathered, eroded, deposition, etc.)
5th	Human and natural interactions generate change.	Students will write an I Survive type book/story. They will choose one item(s) to take with them and simulate being stranded in the wilderness.





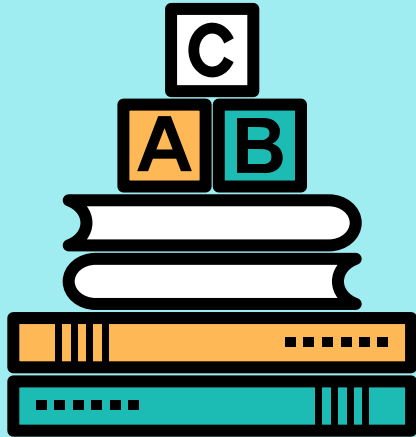
How can parents get involved with IB at home?

Visit the IB page on the Roberts website for ideas on how parents can incorporate IB at home!

<https://www.houstonisd.org/Page/81705>



**How do we help
our students to
flourish their
creativity?**

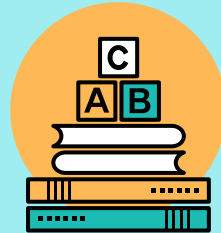


Specialists: Dance

Callie Davenport - Dance Teacher

I attended College Station High School where I was a 2-year captain of the Strutters drill team. I then went to college at Texas A&M (whoop!) where I majored in Dance Science and minored in Psychology. I was also a 4-year member and 2-year captain of the Aggie Dance Team!

This is my second year as a member of the Roberts family! I have also taught dance at a local studio in College Station-the same studio where I danced growing up! Now, I continue to spread my love of dance as a 2nd year member of the Houston Texans Cheerleaders. Go Texans!





Dance curriculum & goals for the year:

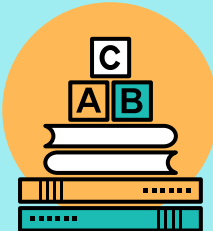
My goal: Instill in students an appreciation for dance as both an art form and physical activity.

Units include:

- The elements of dance
- Dance styles such as ballet, jazz, and hip hop
- Cultural dance
- Basic kinesiology in dance
- Gymnastics
- Dance performance
- *creative movement is incorporated into all units

IB PYP

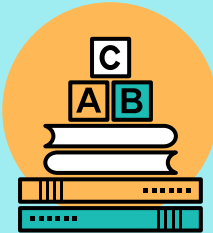
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Dance and G/T

G/T

- All students who attend dance class have varying levels of previous knowledge about dance and technical ability.
- Choice is given in dance class to allow students to work at their specific level.
- All students are encouraged to utilize higher level thinking throughout the year.



1st and 5th Grade Dance Show

5th Grade Dance Show: Wednesday, December 13th

Theme: DISCO!

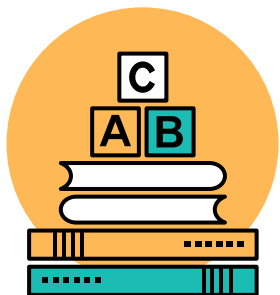
*Auditions are approaching for extra routines. (GT opportunity!)

- Girls: rehearsal Monday/Wednesday during recess
- Boys: rehearsal Tuesday/Thursday during recess

1st Grade Dance Show: Thursday, March 21st

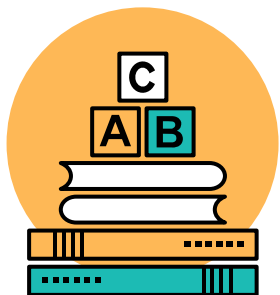
More information coming soon!

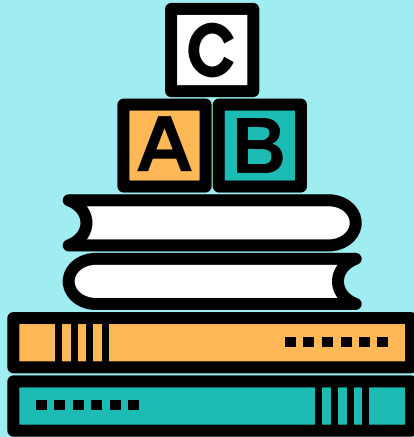
Choreography for each show begins approximately 3 months before the performance. Dance shows are a great way for students to be principled risk-takers and perhaps discover a new passion!



Community and Parent Involvement

- Parents are encouraged to attend dance performances.
- If your child has a performance outside of school, let me know and I will do my best to attend and show support!
- Students should bring home a "Student of the Week" certificate at least once throughout the year and are encouraged to show them to their parents/guardians!
- If you have any information you'd like for me to know about your child, please do not hesitate to reach out!



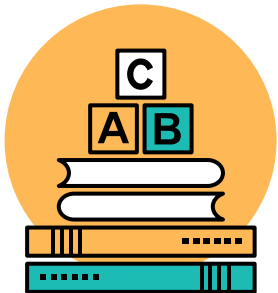


Specialists: Physical Education



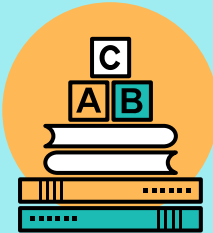
Roberts Elementary Physical Education

- Coach Alexander
- Wayne State University
- B.S. Physical Education



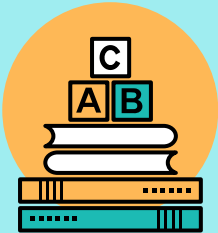
Accomplishments

- 1976 Olympic game competitor in Modern Pentathlon
- 8x National Champion Modern Pentathlon
- 2x USA Triathlon National Sprint Grand Master champion
- 2014 4th in Triathlon World Championships
- 2014 inducted into the SMW Triathlon Hall of Fame
- Scholarship for Modern Pentathlon, cross country, swimming, and fencing
- 1981-Present swim coach
- 35 State Champions (Minnesota and Texas)
- 1989 & 1991 State Champion Minnesota High School Swimming
- 1991 Minnesota State High School Girls State Coach of the Year



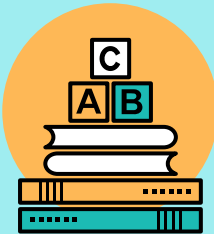
IB: How the World Works

"A knowledge of health and exercise will enhance one's life."



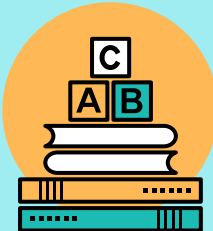
K-2 Philosophy

- Learning to move to music, rhythm, timing, body balance, and fluidity
- Learning basic movement skills such as:
 - Skipping
 - Galloping
 - Hoping
 - Sliding
- Learning to play simple games while learning strategies
 - Tag
 - Offense and Defense
 - Techniques
 - Developing an early appreciation for aerobic activity



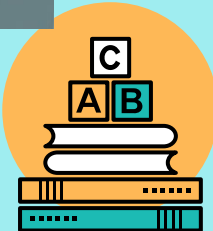
3rd-5th Grade

- Coach Alexander's goal is to develop student athletes
- Students can be varsity and lifelong aerobic athletes
- Students will have a understanding of training principles and understand how the heart works
- Students will be encouraged to be healthy and exercise for life



Teachable Habits

- Work hard
- Have fun performing
- Be a team worker
- Learn from your mistakes
- Be a good role model win or lose

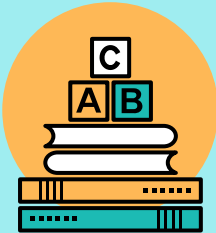


Roberts Running Club

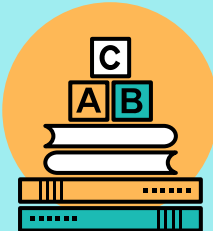
Running with the Mustangs

- Student 400 Meter race at Rice
- 5 Kilometer runs
- Student races
- Student triathlons

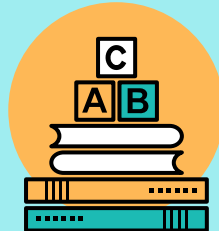
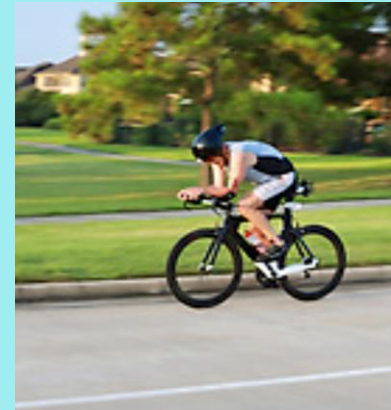
Run of Pi

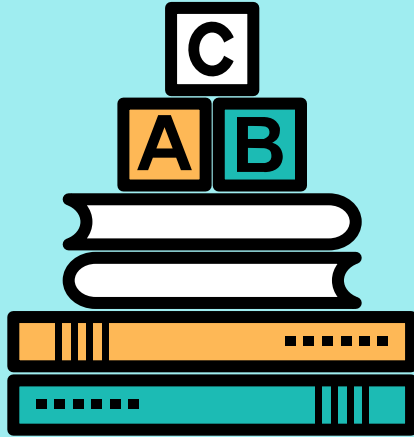


Roberts Elementary Students Performing



From Beginning to End: My Philosophy





Specialists: Library



Hi, I'm Ms. Nelson!



I've been teaching for 20+ years!

This is my 2nd year as the librarian at Roberts. I was previously the librarian at Lanier Middle School.

- M.Ed
- MLIS

- I love teaching.
- My son is a 4th grader here.
- I love to travel.
- I love children's books.
- I love to try new restaurants.
- I love fresh flowers.
- I love your kids!



cnelson5@houstonisd.org

713-295-5272

Roberts ES



2476

BOOKS CHECKED OUT

SEPTEMBER

by the numbers

30

CLASS VISITS

CLASSES
TAUGHT

30

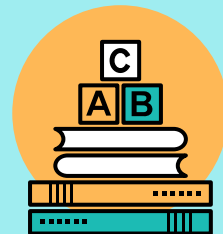


46 Students
visiting on a pass

SPECIAL EVENTS HIGHLIGHTS

- Name That Book
- Author Renee Watson
10/27
- Book Fair 10/30

Thanks to the remarkable efforts of our PTO and successful fundraising initiatives, our outdoor space has been transformed. Now, our students can enjoy outdoor reading in an enhanced learning environment.



Roberts IB World Library



IB and G/T

- **Promoting a Love for Reading:** Foster a passion for reading by providing a diverse and engaging collection of books that cater to students' interests and reading levels.
- **Multilingual Books:** Maintain a collection of books in multiple languages to support the linguistic diversity of the school community.
- **Promotion of the Learner Profile:** Support the development of the IB Learner Profile attributes (e.g., Inquirers, Thinkers, Communicators)
- **Information Literacy:** Help students with the skills to locate, evaluate, and effectively use information from various sources, both print and digital, to support their inquiries and research.
- **Inquiry Support:** Collaborate with teachers to align library resources and instruction with the PYP units of inquiry.
- **Cultural Awareness:** Promote cultural understanding and respect by curating materials that reflect various cultures, perspectives, and worldviews.
- **Technology Integration:** Integrate technology to enhance access to digital resources, e-books, and online databases, supporting students in their research and digital literacy skills.

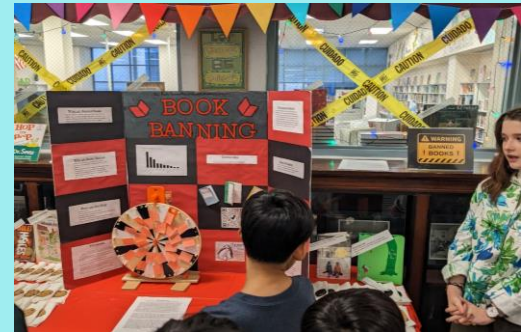
PYP 5th Grade Exhibition

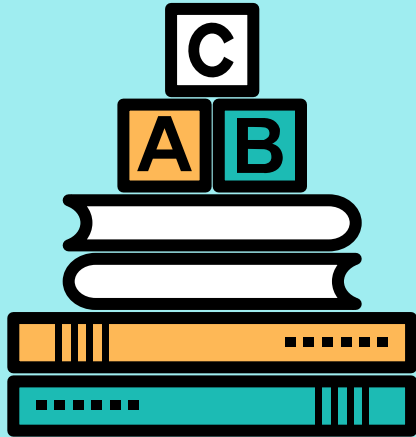
Choosing a Topic: Your child picks a topic they're excited about, like the environment, a famous person, or a global issue.

Research and Learning: They do a lot of research to learn everything they can about their chosen topic. This includes reading books, doing interviews, and searching on the internet.

Taking Action: They figure out a way to make a positive change related to their topic. It could be something like organizing a clean-up day at a local park or raising awareness about an important issue.

Sharing with Others: Your child creates a presentation to show what they've learned and what they did to make a difference. They share this with their classmates, teachers, and even parents at a special exhibition event.





Specialists: Music

Zachery Lacy - Music Teacher

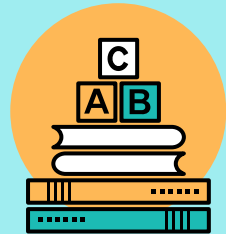
HSPVA – Vocal

University of Houston – Music Education, Lockhart Elementary

Vivaldi Music Academy – Private Voice and Guitar Lessons, Early Childhood Group Music Classes

Heflin Elementary(Alief ISD) - Music Teacher

Experience performing in many classical and non-classical settings.



Music Curriculum and Philosophy

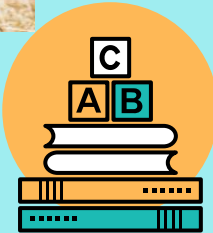
Main goal and philosophy: Students will leave Roberts with a life-long love of music and a new creative means to connect with one another.

A blend of MLT(Music Learning Theory), Orff, and Kodaly

HISD – Quaver Curriculum

Exposure to many styles/genres of music from different cultural backgrounds.

Exposure to instruments(percussion, voice, Orff, recorders, ukuleles, and guitars).



Music and IB

I am new to Roberts and still learning about the IB framework, but it aligns well with my teaching philosophy.

Where We Are in Place and Time

Highlighted Learner Profiles:

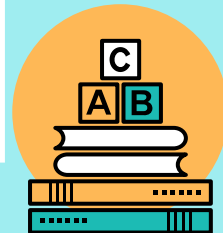
Open-Minded

Risk-Taker

Caring

Communicator

Exposure to music from different cultures (not just Western music) throughout the year.



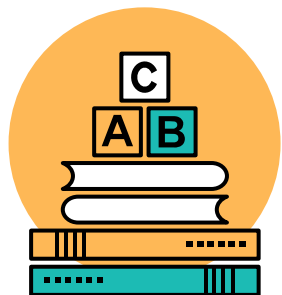
Music and GT

Students arrive with different levels of musical training and aptitude. In music class there will be...

Opportunities for composition and improvisation.

Many units allow students the opportunity to coach one another, allowing more advanced students to solidify their learning through teaching.

Questions that inspire higher level thinking, or probe for knowledge some students may have about the upcoming lesson.



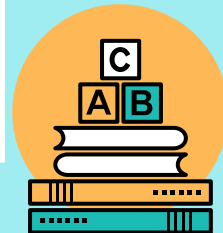
Music and Community

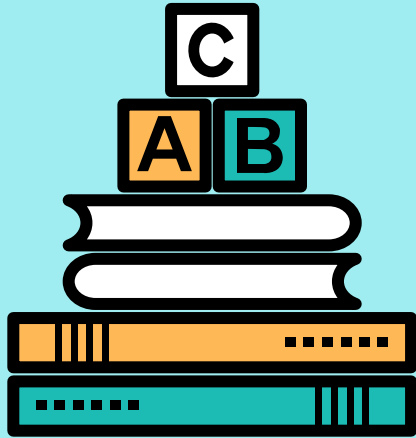
Two Music Performances. Themes TBD

- 3rd grade - January
- Kindergarten - April

Please let me know about your child's musical performances and I will do my best to attend.

I offer an instrument workshop during my lunch and planning time 11-12pm.

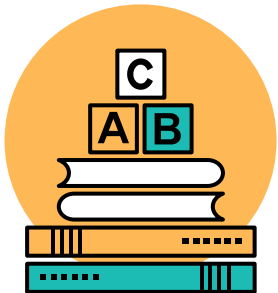




Specialists: Science Lab

Mr. Coronado Science Lab

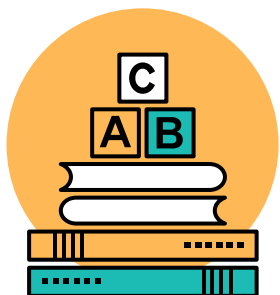
I'm Mr. Coronado
and I've been
teaching for 17
years in HISD.



Mr. Coronado Science Lab

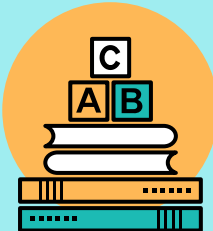
MARK YOUR CALENDARS!
ASK YOUR CHILD ABOUT THEIR LAB EXPERIENCE
EACH WEEK.

Day of Week	Grade Level
Monday	Kindergarten or First Grade
Tuesday	Third Grade
Wednesday	Fourth Grade
Thursday	Fifth Grade
Friday	Second Grade

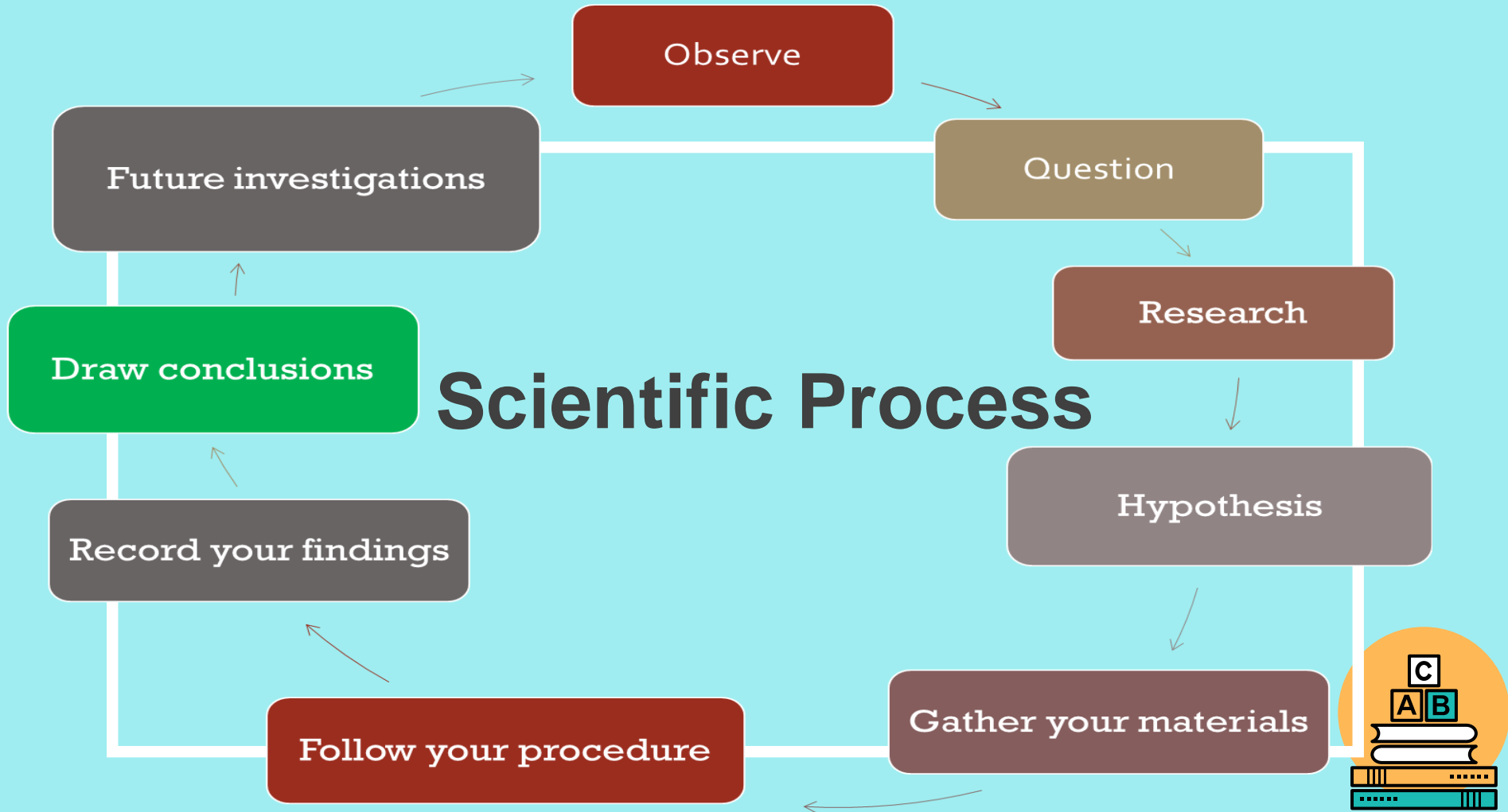


Science Strands We Study

- Matter and Energy
- Earth and Space
- Force and Motion
- Organisms and Environment

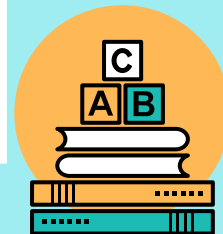
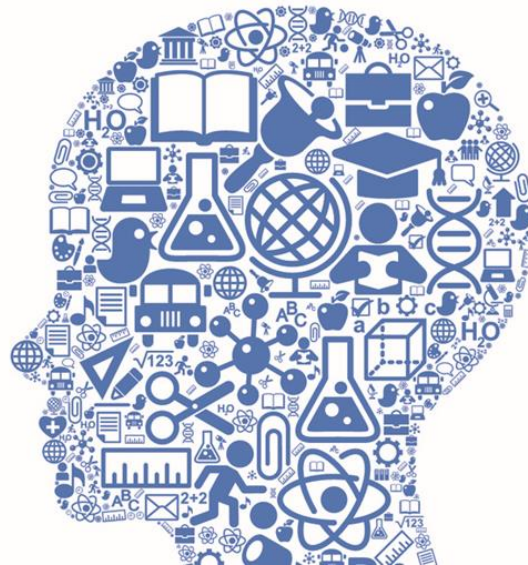


Scientific Process



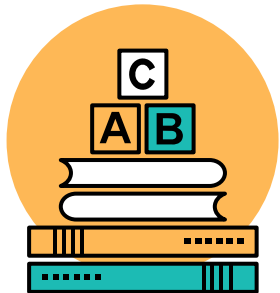
Science and IB

I work with the teachers to connect lessons with their activities and the themes and expand their learning through science concepts in lab.



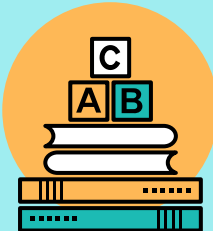
Science and GT

- During our science lab, I guide students through the scientific process and allow them to discover and make conclusions that center around the teaching strand for the day.
- Through data, students make connections with the guided question and their expected learning outcome.
- My goal is to make real world connections through the activity and engage in high-level questioning.



Science Fair

COMING
SOON
TO A
THEATER
NEAR
YOU

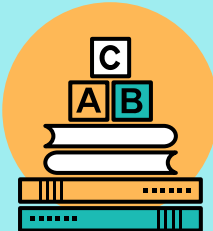


Science and Community

- Science Fair - TBD

- Guest speakers

-Please contact me at Jason.coronado@houstonisd.org



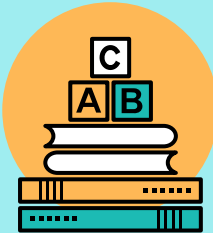
Visual Arts

Marina Botros Jenkins

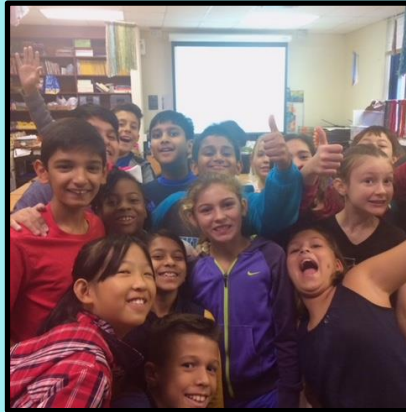
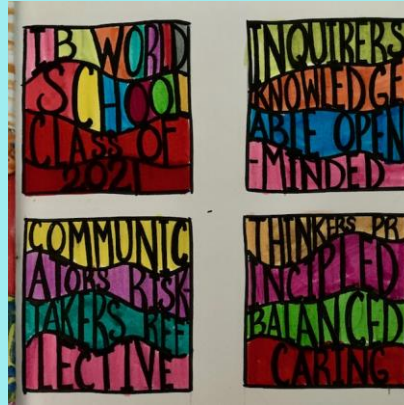
BFA-University of North Texas
Denton, 2005 (Studio Art)

MLA-University of St. Thomas
Houston, 2010 (Art History)

Ma-UT-Dallas,
Richardson, 2015, (Aesthetic studies)



IB lives in the Roberts Art Studio



Art Students Are:

- Reflective thinkers
- Excellent Communicators
- Well-balanced creative risk-takers
- Principled, committed, & open-minded

Art Students Have:

- Appreciation & Respect
- Commitment & Enthusiasm
- Confidence & Independence
- Creativity & Curiosity
- Cooperation & Empathy
- Integrity & Tolerance

Visual Arts Educator • Artist • Entrepreneur



marina jenkins
artist & art educator
(713) 820-8925
marinabjenkins@gmail.com
www.instagram.com/jenkinsbmarina

private art lessons & camps
art parties & corporate events
custom art commissions



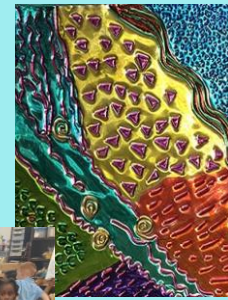
Roberts Visual Arts Program

- Constructed as a series of building blocks, where students develop their skills year after year
- Students access prior knowledge in order to grow their art skills and evolve their art language and practices
- Study of master artists, techniques, art mediums, and compositional design
- Students develop their artwork through a close study of the elements and principles of design and color theory



Exploration of Materials and Artists

-



Art Curriculum

2nd-3rd Grade

Concept & Theory Based

- In depth study and use of the elements and principles of art in student artwork
- Focus on elements of art: line, shape, color value, form, texture, space
- Focus on principles of design: pattern, contrast, emphasis, balance, proportion/scale, harmony/unity, rhythm, movement
- Focus on color theory: complimentary colors, analogous colors, monochromatic, primary, secondary, tertiary, warm, cool, tints, shades
- 2nd Grade Art Show



Art Curriculum

4th-5th Grade

Honing skills and utilizing prior knowledge to create more complex and sophisticated works of art

- Mastering craftsmanship techniques and skills
- Exploring and perfecting a combination of learned formal techniques, as well as conceptual based compositions
- Large scale complicated fine arts projects based on 5-6 years of art training and practice
- 4th Grade Art Show
- 5th Grade Graduation Art Show



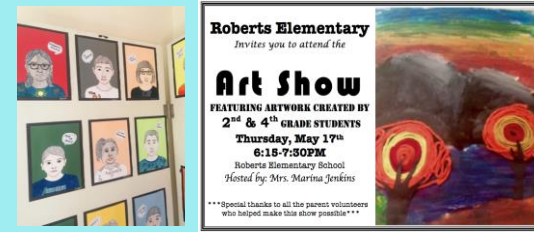
Roberts Visual Arts Program Goals

- Gaining creative confidence spreads to all aspects of life; academic, emotional, social
- Art making builds confidence and is interdisciplinary in all subject areas (math, science, & writing)
- Art exploration allows students to use critical thinking & problem-solving skills
- Art making promotes and grows perseverance, creative thinking skills, endurance, & patience

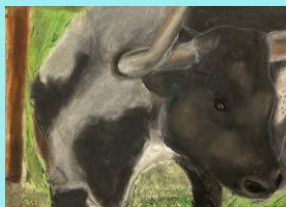
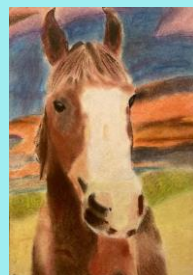


Visual Arts Program Highlights

- Houston Livestock Show & Rodeo Art Contest
- Community Art Events (Murals at MAM, Via Colori, Rodeo Art Show at JP Morgan Chase Downtown)
- IB Annual Art Show
- 2nd & 4th Grade Annual Art Show
- HISD Showcase District Art Show
- 5th Grade Pershing Art Show
- Art Party (Auction)
- Art Assistant for the Day (Auction)



Rodeo Art Contestants through the years



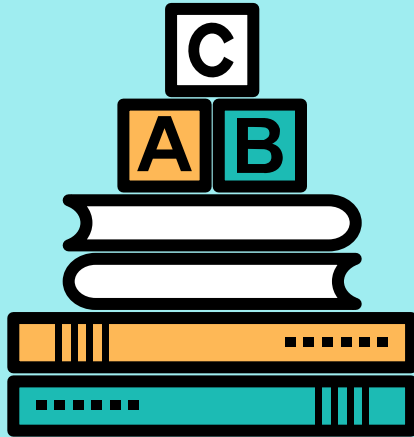


Thank You for supporting the Roberts Visual Arts Program

Please consider volunteering in the art room &
Scan the QR code to access my art room wish list
mjenki11@houstonisd.org

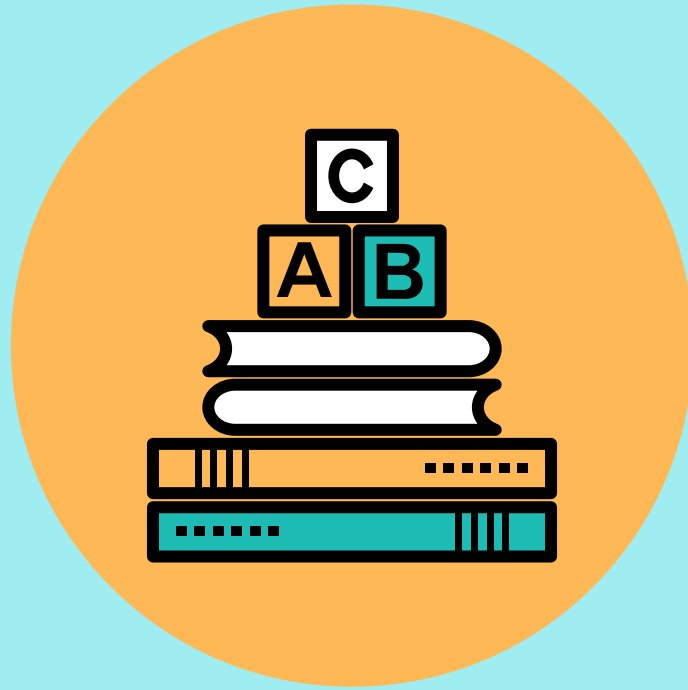


Jenkins Art Room Wish List



Questions?

Kristina Tran – IB & G/T	Kristina.tran@houstonisd.org
Callie Davenport – Dance	Callie.davenport@houstonisd.org
Zach Lacy – Music	Zachery.lacy@houstonisd.org
Marina Jenkins – Art	mjenki11@houstonisd.org
Jack Alexander – PE	jalexan8@houstonisd.org
Tien Nelson – Library	cnelson5@houstonisd.org
Jason Coronado – Science	Jason.Coronado@houstonisd.org



Thank you