

Jefferson Middle School
5th Grade – Curriculum Guide
2021 – 2022

Required Courses

5th Grade Core Academic Classes

English Language Arts: The fifth grade ELA curriculum combines reading with language and writing skills. Students read a variety of literature as well as informational texts with an emphasis on science and history. To enhance the comprehension of complex texts and improve the ability to craft responses in both written and spoken forms, the curriculum includes the study of vocabulary and the conventions of Standard English. The reading and writing connection is strengthened as students learn to apply essential reading skills when writing informative, opinion, and narrative essays.

Mathematics: The curriculum includes number theory, computation, algebraic thinking, problem solving, data analysis, measurement, and geometry. Fifth graders are expected to know multiplication and division facts through the twelves tables prior to the start of school.

Advanced Math: 5th Grade students placed in advanced math will be expected to master all 5th grade content standards in addition to about half of the 6th grade content standards. Placement in advanced math class is based on a student's past performance, test scores, and teacher recommendation. Advanced math students proceed at an accelerated pace. Students will study the 5th grade learning objectives to include decimal and fraction operations, the order of operations, shapes, and the coordinate plane. In the Spring, students will also be required to learn about half of the 6th grade standards which will include ratios and proportions, dividing fractions, and a more in-depth study of decimal operations.

Science: The curriculum includes topics such as scientific methods, force and motion, matter, organisms and their traits, fossils, the solar system and universe as well as the engineering and design process. Students master these concepts through a combination of research, hands-on activities, STEM challenges, science labs and skills work.

Social Studies: The curriculum includes the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development. It includes Tennessee's indigenous peoples, the arrival of European-American settlers, the foundation of the state of Tennessee, the origins, impact, and aftermath of the Civil War on Tennessee, and the rise of a manufacturing economy within our state and country. Along with Tennessee history, it includes the challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events, industrialization and significant events of the Gilded Age and Progressive Era, key events and accomplishments of the post-war period, and Civil Rights Movement.

5th Grade Rotational Classes

Physical Education: The physical education program is an instructional class that teaches students the fundamentals of team sports, the importance of regular physical fitness, and lifetime wellness activities. Emphasis is placed on activities that condition students in physical strength and endurance as well as the development of coordination and physical skills. Students are required to have a set of physical education clothes for participation. Required PE clothes consist of mid-thigh length shorts with an elastic band or drawstring, a solid white, solid gray, solid royal blue, solid yellow, OR any Jefferson Eagles t-shirt, athletic socks, and a pair of tennis shoes. Per JMS dress code, no spandex/compression leggings, pants, or capris are allowed to be worn in PE classes. Students also have the opportunity to have their own PE locker, which requires a combination lock. Students are required to participate and dress out in proper physical education clothes. **Students must have a written note from a physician to be excused from PE.**

Courses That Alternate with 5th grade P. E.

6th grade students rotate Art, Digital Citizenship, Engineering by Design, and Portrait of a Graduate throughout the school year, alternating with Physical Education.

Art: This course focuses on improving creative problem solving and individual self-expression through the manipulation of different media. Students will create pieces that incorporate their name and fantasy creatures in design. They will also study art history and critique their work upon completion. Students will be asked to express their ideas through writing about their drawings. If time warrants, student will also complete a three-dimensional clay piece.

Digital Citizenship: Students will gain essential keyboarding skills while incorporating multiple projects in Digital Citizenship. In addition to Keyboarding, students will learn about Skyward/Canvas, Destiny, creating and saving files in specific locations, and cyber security. Students will also learn basic Microsoft Word formatting skills to complete research projects and building citations.

Engineering by Design: This class will concentrate and focus on measuring and measurement activities. Each student will make their own ruler and use it throughout the course to design and build hands-on projects. Some of the projects we will build are a “Tiny House”, design and layout a local “zoo”, design a “water park” and design and make a usable “paperclip”.

Portrait of a Graduate (focused on Collaboration for Careers with Digital Citizenship):

This course is designed to assist students in practicing keyboarding skills necessary to excel in future coursework and occupations. This course will be a semester long course in conjunction with Mr. Mitchell’s Keyboarding rotation. Students will practice using the home row keys fluently along with other aspects of keyboarding that are necessary for school and careers today and in the future. This will be an 18-week course designed to help them become more fluent in the aspects of keyboarding.

Non-Required Courses

5th Grade Elective Courses

****Attention: Elective courses are ONLY available if a student is not in the RTI (Response to Intervention) program for Reading or Math. If a student is placed in RTI, they will be removed from their elective until they have shown growth in the supported subject area. Should you have any questions concerning RTI, a student's placement, or how a student can move out of RTI, please contact Stephanie Hope or John Smith.**

Band: Fifth Graders may choose to take Beginning Band. In this class, students will learn the basic fundamentals of playing a wind or percussion instrument, learn to read music notation, and learn the basics of performing music as a soloist and in a large ensemble. In addition to a few normal class supplies, students are expected to obtain an instrument, instrument maintenance accessories, and our band method book. As part of the course grade, all students are expected to perform in concerts, which take place outside of the school day.

Chorus: The primary focus of this class will be performing choral music in concert. Students will learn the basics of singing in the traditional choral method, including reading and interpreting choral music notation, developing breath control, singing scales, sight-singing, harmonizing, expanding vocal range, and maintaining vocal health. A wide variety of choral music is performed, including both sacred and secular choral literature. As part of the course grade, students are expected to perform in concerts, some of which occur outside of school hours. During these concerts, performers are required to wear the JMS chorus uniform of a chorus t-shirt and jeans.

Guided Study: Designed to teach students various academic skills necessary for success at the middle school level, students can receive help in organization, note-taking, planning study time, active study strategies, and grade averaging. They are encouraged to take increasing personal responsibility for their own learning. Small group setting allows for individual problem solving and troubleshooting with everyday academic obstacles. Students are enrolled based on greatest academic need.

Orchestra: Orchestra is designed for students with prior string instrument experience. Students play in performances at school and in area concerts. Students learn bowing techniques, vibrato, shifting, good sound production, and proper intonation. Students attend a festival competition in the spring.

Classes Recommended by Teacher for Extra Support

RTI- (Response To Intervention) is a multi-tier approach to the early identification and support of students with learning needs.

Tier 1: The Whole Class (every student is served at this level)

In the general education classroom, the teacher measures everyone's skills. This is known as a universal screening that is given 3 times a year to the whole school (Fall, Winter and Spring) to determine the students that fall at the 25th percentile or below for extra Tier 1 support. If your child falls at or below the 25th percentile your child will be placed in a Tier 2 or Tier 3 class in the areas of Math or English to provide more support because they are performing below their grade level. The screening helps the teacher work with students in small groups based on their skill levels. The school will let you know if your child is struggling and will update you on his/her RTI progress. If your child scores at the Tier 2 or Tier 3 level they will be taken out of one or both of their electives. This class is a revolving door class, which means your child can make their way out of the class with showing progress and gains above the 25th percentile. A goal is made for your child in their Tier 2/3 class an academic goal is developed in the progress monitoring software. It takes on the average 6 weeks for the progress monitoring tool to show if your child is making progress on their goal.

During the intervention, the RTI team monitors students' progress to see who might need additional support. Many students respond successfully to Tier 1 support and achieve grade-level expectations.

Tier 2: Small Group Interventions (25th percentile-11th percentile)

If your child isn't making adequate progress in Tier 1, he/she will start to receive more targeted help. This is *in addition* to the regular classroom instruction (Tier 1), not a replacement for it. Tier 2 interventions take place every day during a designated period and won't miss any core instruction in the classroom. During these extra help sessions, he/she will be taught in small groups using a different method than in Tier 1 because the first method wasn't successful. The teacher may also ask you to work with your child at home on certain skills. The school will monitor your child's progress so it's clear whether the Tier 2 intervention is helping through 4 ½ week progress reports sent by the school.

Tier 3: Intensive Interventions (at or below 10th percentile)

Typically, only a small percentage of the class will require Tier 3 support. In many schools, though, that number is much higher. If your child needs Tier 3 support, it will be tailored to his/her needs. Every day he/she will receive one-on-one instruction or work in very small groups. Your child will continue to spend most of the day in the general education classroom. If he/she doesn't make adequate progress in Tier 3, it's likely that the school will recommend an evaluation for special education services. The school will monitor your child's progress so it's clear whether the Tier 3 intervention is helping through 4 ½ week progress reports sent by the school.

Core Focus: (English or Math) This class is for those students that score close to above the 25th percentile or the teacher has identified will benefit from extra support with current core classes. Students will be able to work on homework intermittently during the week and may need re-teaching of Tier 1 instruction.