

Taylors Elementary School : 5th Grade Syllabus 2025-2026

Teacher: Jennifer Farr

Room Number: 503

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Link to teacher website: [Mrs. Farr's Website](#)

Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Habit Huddle	Habit Huddle	Habit Huddle	Habit Huddle	Habit Huddle
8:00-9:00	Math	Math	Math	Math	Math
9:00-9:25	Reading Mini Lesson	Extended Guided Reading	Reading Mini Lesson	Reading Mini Lesson	Guided Reading or Practice Reading Skill with a new text
9:25-9:55 •Reading Pull-Out	Guided Reading		Guided Reading	Guided Reading	
9:55-10:10	Grammar/ Vocab or Read Aloud	Grammar/ Vocab or Read Aloud	Grammar/ Vocab or Read Aloud	Grammar/ Vocab or Read Aloud	Grammar/ Vocab or Read Aloud
10:10-10:40	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
10:40-11:05	Recess	Recess	Recess	Recess	Recess
11:05-11:45	Science	Science	Science	Science	Science
11:45-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:15	Social Studies/ SS ELA Connection	Social Studies/ SS ELA Connection	Music (12:30) •TRA 12:15-12:30	Social Studies/ SS ELA Connection	Social Studies/ SS ELA Connection
1:15-1:55	PE	HW/ALEKS (In the Classroom)	Art	STEAM/LIM	ALEKS (In the Library) / Media
1:55-2:15	Independent Reading/ Daily Wrap Up	Independent Reading/ Daily Wrap Up	Independent Reading/ Daily Wrap Up	Independent Reading/ Daily Wrap Up	Independent Reading/ Daily Wrap Up
2:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Curriculum & Units of Study

Family Friendly ELA Standards: Link [Here](#)

Family Friendly Math Standards: Link [HERE](#)

Content Area	Minor	Major	Other
Reading	(5) 60% Grades based on reading responses, unit quizzes, performance based tasks; assessments should be based on grade level standards and vary in format and administration	(2) 40% Grades based on cumulative tests, performance based tasks, reading responses; assessments should be based on grade level standards and vary in format and administration	
Language Arts Writing, Language, & Word Study	(3) 60% Grades based on writing samples, word sorts, checklists, quizzes including look, sound and meaning.	(2) 30% Grades based on post on- demand performance assessments and cumulative tests	Spelling (5) 10%
Math	(7) 60% Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	(2) 40% Grades based on major tests, culminating projects, performance assessments, portfolios; grades should be based on subject-specific content knowledge, process skills including problem solving and communication	
Science	(5) 60% Grades based on daily activities/investigations including subject-specific content knowledge and/or science and engineering practices, quizzes, science lab/class journal entries, writing assignments, extending/refining assignments and/or designs, presentations, performance assessments	(2) 40% Grades based on major tests, culminating projects, performance assessments, portfolios, engineering projects; grades should be based on subject-specific content knowledge and science and engineering practices	
Social Studies	(5) 60% Grades based on content knowledge, historical/ geographical/economic thinking/reasoning skills, and content specific literacy skills (reading, writing, thinking, talking), which could be demonstrated through primary/secondary document analysis, performance tasks, evidence based writing assignments, reading assignments, quizzes, refining assignments, or multimedia presentations	(2) 40% Grades based on summative tasks from inquiry, major tests, culminating problem-based or project-based learning, and presentations; grades may be based on a blend of historical/ geographical thinking skills and discipline- specific content knowledge.	

Grading and Assessment

Grading Scale:

Core Academic Subjects

A = 90 –100 (excellent work at the student's grade level)
B= 80-89 (above average work at the student's grade level)
C = 70 - 79 (average work at the student's grade level)
D = 60- 69 (below-average or poor work at the student's grade level)
U = Below 60 (failing work at the student's grade level)

Related Arts

Q = Quality achievement of standards
M = Meets standards
P = Progressing towards standards
L = Little or no progression towards standards

Grading Procedures:

I will update my gradebook every week. Parents can check their child's grades on the parent Backpack. Graded papers are sent home every Thursday. Please look over your child's weekly papers. Students will be assessed with quizzes as well as tests in each subject. Math, Science, Reading & Social Studies tests are given at the end of each unit.

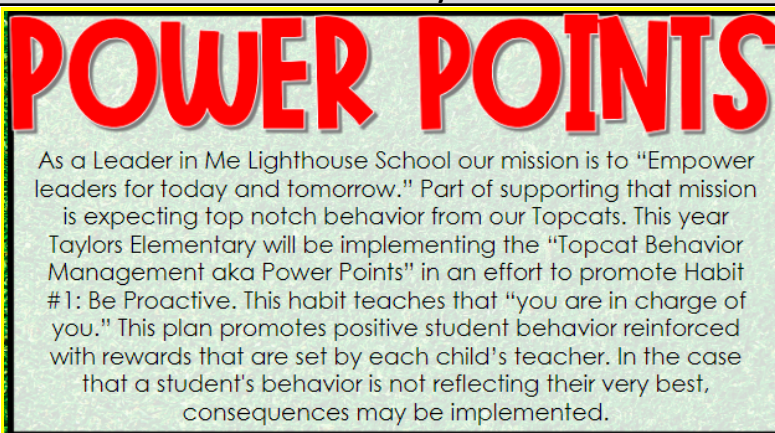
Report Cards

1st Report Card.....Oct. 20
2nd Report Card.....Jan. 8
3rd Report Card.....March 26
4th Report Card.....Available in Backpack

Communication With Parents

Types of Communication: Weekly Newsletter, Student Work Samples, Phone Calls, Homework Folder, Classroom Website, Notification of conferences, meetings,, Invitations to special events, Notes, E-mail, Student-led Conferences **Student work will be sent home each week. Comments will be included as needed. Student led conferences will be held in the Fall.

Behavior System



POWER POINTS

As a Leader in Me Lighthouse School our mission is to "Empower leaders for today and tomorrow." Part of supporting that mission is expecting top notch behavior from our Topcats. This year Taylors Elementary will be implementing the "Topcat Behavior Management aka Power Points" in an effort to promote Habit #1: Be Proactive. This habit teaches that "you are in charge of you." This plan promotes positive student behavior reinforced with rewards that are set by each child's teacher. In the case that a student's behavior is not reflecting their very best, consequences may be implemented.

Non-Instructional Routines

Homework Policy:

When homework is given, assignments shall reflect the following guidelines:

- Homework shall include one or more of the three generally recognized types of homework:
 - Practice: reinforces newly acquired skills taught in class
 - Preparation: helps students prepare for upcoming lessons, activities, or tests
 - Extension: provides challenging, often long-term opportunities for enrichment that parallel class work
- Homework shall be carefully planned and explained to the students.
- Content and duration of homework shall be personalized to accommodate the age, grade, ability, and readiness of the students.

- Daily homework assignments for elementary students (3-5) shall not exceed 60 minutes.

Missed Work/Make-up Policy: Within five days of a student's return from an excused absence, the student must work out provisions for making up missed work with the teacher(s). The principal must approve the make-up of work missed during an unexcused absence after consultation with the teacher(s).

Transportation Change: send address, phone, and **dismissal changes in writing. We must keep current information in these areas. Phone calls and emails the day of a transportation change will not be accepted.**

Dress Code Policy: Students are expected to dress and be groomed in such a way as to not distract or cause disruption in the educational program or orderly operation of the school. Personal appearance of students should promote health and safety, contribute to a climate conducive to teaching and learning and project a positive image of the District to the community. Students should dress for the educational setting and not the recreational one. The principal may create further guidelines regarding student dress which are consistent with the guidelines below.

DRRESS CODE AND DISCIPLINE CONSISTENCY

To increase alignment in discipline and dress code practices between schools and to provide more consistency and clarity for parents and students.

DRRESS CODE SPECIFICATIONS

Required lengths of skirts/shorts:

Measurement using fingertips when standing upright; shorts or bottom hem must come to the bottom of the fingertips.

The width of straps on tops must be at least the width of a student ID card.

No visible undergarments or items worn as undergarments.

Holes in garments or exposed skin are prohibited above the required skirt/short length.

No exposed midriff areas.

Pajamas are not allowed.

No bedroom shoes/slippers are allowed.

Hoods/hats/sunglasses must not be worn in the building at any time.

VIOLATION CONSEQUENCES

FIRST OFFENSE: Warning/Parent Contact

SECOND OFFENSE: Detention

THIRD OFFENSE: Referral for Additional Consequences

WHEN A STUDENT IS IN VIOLATION OF THE DRESS CODE:

Schools will have clothing items available for students to wear that meet dress code requirements

OR

Students can call home to have an appropriate garment(s) brought and will wait in the ISS room or designated location.



In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again. Repeated violations of the dress code will be treated as disruptive behavior in violation of the District's Behavior Code.

Attendance: Please send in a note when a student returns from being absent. Any absence over ten will require a doctor's note.

Dropping Off and Picking up: Students should arrive at a time that allows them to be in their classroom and seated by 7:45 a.m.

Click [HERE](#) for the Supply List! Please be sure to send in all needed supplies!