

Thomas Jefferson Middle School

An International Baccalaureate
World School

Scan the QR code to ask
questions during the
presentation.



Principal	Keisha Boggan
Assistant Principal - 6th	Robert Hanson
Assistant Principal - 7th	Vincent Jarosz
Assistant Principal - 8th	Diana Jordan
Dean of Students	Tiffini Woody-Pope
Director of Counseling Services	Dante Hicks

Our Administration

IB Coordinator	Kip Malinosky
Activities Coordinator	Jeremy Siegel
6th Grade Counselor	Stephanie Washington
7th Grade Counselor	Brian Rowe
8th Grade Counselor	Meaghan Traverse
Program Counselor	Joseph Spencer
EL Counselor	Ana Rodriguez
Intervention Counselor	Tracey Butler-Johnson

TJMS Staff (SY26-27)



Our School

Total Projected Enrollment (2026-2027):

- 1041 students
- 377 6th Graders
- 352 7th Graders
- 342 8th Graders

Mascot: Yellowjacket

Colors: Blue and Gold

Yearbook: *Jefferson Journeys*

#TJMS Rocks @JeffersonIBMYP



QUESTIONS?
Fill out this form

***A Day in the Life
of a
Thomas Jefferson
Middle School
Student***

**School Day
7:50 AM to 2:35 PM**



**Arrival &
Dismissal**

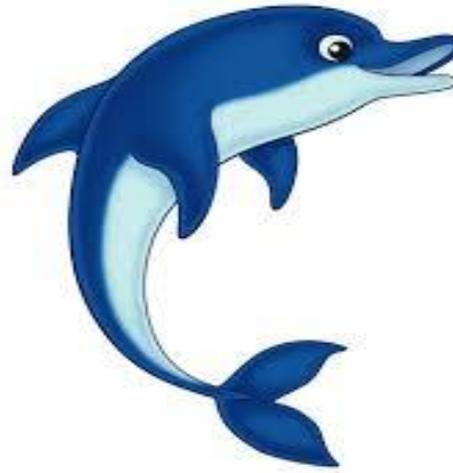


6th Grade Teams

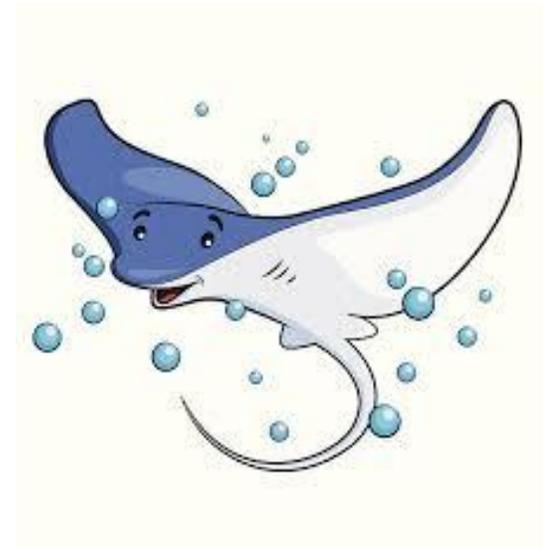
Core Classes: English, History, Science and Reading



The Owls



The Dolphins

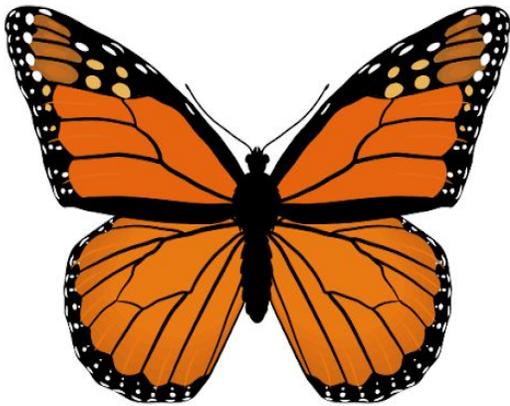


The Stingrays



7th Grade Teams

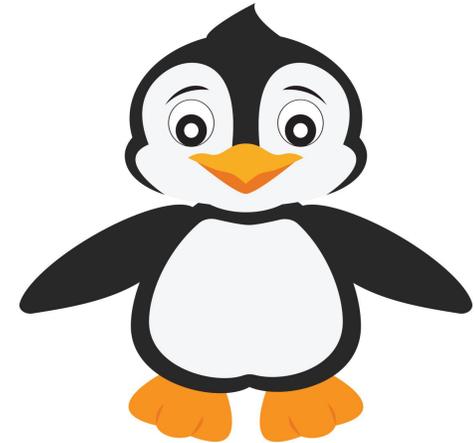
Core Classes: English, History, and Science



The Monarchs



The Dragons



The Penguins

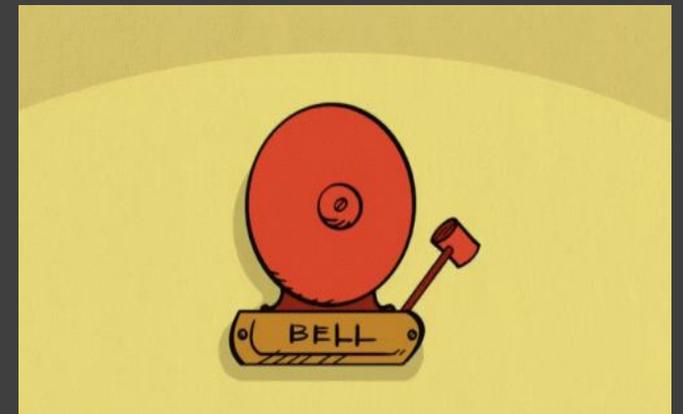


**Thomas Jefferson Middle School
Grade 6 Bell Schedule
2025-2026**



A Day Block Schedule (Monday & Thursday)	B Day Block Schedule (Tuesday & Friday)	Anchor Day Schedule (Wednesday)
<p style="text-align: center;">TA 7:50am-8:30am (40 min)</p>	<p style="text-align: center;">TA 7:50am-8:30am (40 min)</p>	<p style="text-align: center;">TA 7:50am-8:30am (40 min)</p>
<p style="text-align: center;">Period 1 8:33am-10:03am (90 min)</p>	<p style="text-align: center;">Period 2 8:33am-10:03am (90 min)</p>	<p style="text-align: center;">Period 1 8:33am-9:17am (44 min)</p>
		<p style="text-align: center;">Period 2 9:20am-10:04am (44 min)</p>
<p style="text-align: center;">Period 3 10:06am-10:51am (45 min)</p>	<p style="text-align: center;">Period 3 10:06am-10:51am (45 min)</p>	<p style="text-align: center;">Period 3 10:07am-10:51am (44 min)</p>
<p style="text-align: center;">Period 5 10:54am-11:39am (45 min)</p>	<p style="text-align: center;">Period 4 10:54am-11:39am (45 min)</p>	<p style="text-align: center;">Lunch (35 min) 10:52am-11:27am</p>
<p style="text-align: center;">Lunch (35 min) 11:39am-12:14pm</p>	<p style="text-align: center;">Lunch (35 min) 11:39am-12:14pm</p>	<p style="text-align: center;">Period 4 11:30am-12:14pm (44 min)</p>
<p style="text-align: center;">Period 5 12:17pm-1:02pm (45 min)</p>	<p style="text-align: center;">Period 4 12:17pm-1:02pm (45 min)</p>	<p style="text-align: center;">Period 5 12:17pm-1:01pm (44 min)</p>
<p style="text-align: center;">Period 7 (90 min) 1:05pm-2:35pm</p>	<p style="text-align: center;">Period 6 (90 min) 1:05pm-2:35pm</p>	<p style="text-align: center;">Period 6 (44 min) 1:04pm-1:48pm</p>
		<p style="text-align: center;">Period 7 (44 min) 1:51pm-2:35pm</p>

Daily Schedule



Example: 6th Grade Elective Rotation Schedule



Line	Info	Period		Term	Section ID	Course ID	Course Title
		Begin	End				
7		6	6	S1	17110-06	17110	Health and PE 6
8		6	6	S2	15801-01	15801	Intro to Arabic
9		7	7	Q1	19043-05	19043	Visual Arts
10		7	7	Q2	16111-06	16111	Business & IT
11		7	7	Q3	18430-07	18430	Technology Education
12		7	7	Q4	11397-08	11397	Drama

Elective Class Selections

Design (Quarter Classes)

Family and Consumer Science, Technology Education
or Computers

Arts (Quarter Classes)

Drama, Visual Art or Chorus (9 week)

Performing Arts (Full Year):

Band, Orchestra or Chorus (Full Year)

World Language/Introduction to:

Arabic, Chinese, French, Latin, Spanish, Spanish for Fluent Speakers, American Sign Language (ASL)

Elective Options:

Option 1: Full Year Music (Band, Orchestra, or Full Year Chorus)

Option 2: TWO Design and TWO Arts

7th and 8th Grade Electives

WORLD LANGUAGE CLASSES (HS)

American Sign Language I/II

French I/II

Arabic I/II

Latin I/II

Chinese I/II

Spanish I/II

Spanish for Fluent Speakers I/II

**Students select one language and two alternatives*

ARTS (yearlong)

Band

Orchestra

Chorus (semester)

DESIGN (yearlong)

Yearbook (8th Grade ONLY)

Investigating Computer Science (HS)

Technology of Robotic Design (HS)

DESIGN (semester)

Teen Living/Life Management

Inventions-Innovations/Tech Systems

Digital Input/ Computer Applications

ARTS (semester)

Theatre

Visual Arts

Chorus (semester)



WORLD LANGUAGE ELECTIVE OPTIONS



Languages Offered:

American Sign Language (ASL)

Arabic

Chinese

French

Latin

Spanish

Spanish for Fluent Speakers (SFS)

Advanced Studies Diploma

Minimum World Language requirements for students to be eligible to earn an *Advanced Studies Diploma* upon graduation:

- Three years of one language
 - *Arabic 1, 2, & 3*
- OR**
- Two years of two languages
 - *Spanish 1 & 2 and ASL 1 & 2*



* All full-year language courses are high school credit-bearing courses.

SAMPLE WORLD LANGUAGE PROGRESSION

(Intro, Wheel, & Exploratory courses may be offered in 6th Grade)

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Start in 7th	Level 1	Level 2	Level 3	Level 4	Level 5/DE/IB 1	AP/IB 2
Start in 8th	-	Level 1	Level 2	Level 3	Level 4	Level 5/DE
Start in 9th	-	-	Level 1	Level 2	Level 3	Level 4

Spanish for Fluent Speakers

This is for students who LISTEN and SPEAK Spanish at home but don't read or write well.

Some students from Elementary Immersion programs will be eligible for SFS class.

This class is a LANGUAGE ARTS class in Spanish. There is a heavy focus on reading and writing.

Students who take SFS 1, 2 and 3 SCORE HIGHER on SOL exams in other subjects than their peers!

This is for beginner Spanish students

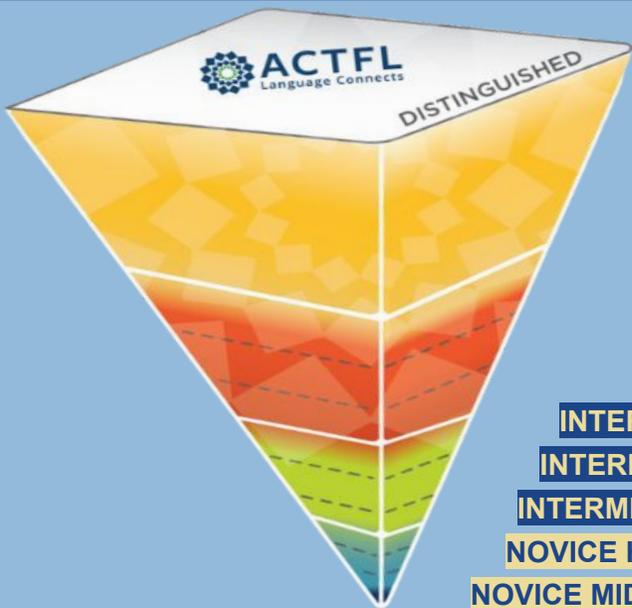


American Sign Language

American Sign Language (ASL) is a popular choice among students. However, it is NOT an INTERNATIONAL language. It does not qualify for the IB program at Washington-Liberty High School.

If you think your child might want to apply to transfer to W-L in 8th grade for high school, ASL will not work. You must have 2 years of an IB Language. Two years of ASL will not work.





INTERMED. HIGH - LEVEL 5
INTERMED. MID - LEVEL 4
INTERMED. LOW - LEVEL 3
NOVICE HIGH - LEVEL 2*
NOVICE MID - LEVEL 1
NOVICE LOW
 *ACHIEVABLE IN MIDDLE SCHOOL

WORLD LANGUAGE EXPECTATIONS & SUPPORTS

- Students should take a language in middle school with the **intent of reaching the highest level/most rigorous coursework** offered in high school
(Dual Enrollment, Advanced Placement, International Baccalaureate)
- Students have an opportunity to test for and earn eligibility for the **Seal of Biliteracy** embedded in their upper-level coursework
- Aside from Virginia Advanced Studies Diploma requirements, universities are looking to see **four years of language learning in high school**
(Building on work done in middle school; committing to the 2nd language if switching after two years)

BENEFITS OF LEARNING ANOTHER LANGUAGE

- Enhanced problem-solving & self-confidence
- Improved verbal and spatial abilities
- Improved memory function
- Increased standardized test scores
- Increased flexible and creative thinking
- Expanded vocabulary in native language
- Expanded perspective of associated culture

Health and Physical Education

Dress for Physical Education

All students are required to wear athletic clothing during physical education class.

Jefferson uniforms can be purchased online

- \$10 for shirt and \$10 for shorts.
 - We have a limited supply available at open house
- Sweatshirts are \$20 and Sweatpants are \$25
 - Sweats can only be purchased online
- Athletic Shoes for PE – No Sandals, open toed shoes, boots, crocs, or high heels

Health Topics

- Substance Abuse/Disease Prevention
- Family Life Education
- Social, Emotional & Mental Health
- Nutrition

6th Grade

Semester Class (*half a year*)

7th & 8th Grade

Full Year



All students will be issued a lock and locker to use during PE Class.

- Lost locks will cost \$6 if lost



ACT II Classes

Course Options

Art
Chorus
Computer Programming
Digital Input – Creating
Drama/Theatre
Tech Innovations
Websites/Apps

Things to Know

- Graded classes.
- Attendance is mandatory.
- Registration will occur in the Fall.
 - Semester Course.



Intensified Classes: What they are and what they are not



	<p>Intensified English, science, and social studies courses will offer a chance to go deeper into <u>content/standards</u></p>		<p>Intensified English, science, and social studies courses are <u>NOT accelerated courses</u> that go beyond grade level content</p>
	<p>Intensified English, science, and social studies courses <u>are open to all students who feel ready.</u> Gifted services are provided through intensified courses.</p>		<p>This is NOT tracking. Students can opt to take general education classes one year, and then take intensified the following year. There are no prerequisites.</p>
	<p>Teachers will use <u>resources designed for rigor and critical and creative thinking strategies regularly</u> to add depth and complexity within the existing curriculum.</p>		<p>This is NOT a separate curriculum. Intensified courses will use the <u>same existing curriculum map</u> and have <u>built in extensions and strategies</u> to support robust learning with grade level standards</p>

Arlington Public Schools Middle School Mathematics Progression, SY 2026 - 2027



Grade 6

Math 6

Math 6
Advanced

Pre-Algebra for
6th Graders

Grade 7

Math 7

Pre-Algebra for
7th Graders

Algebra I,
Intensified

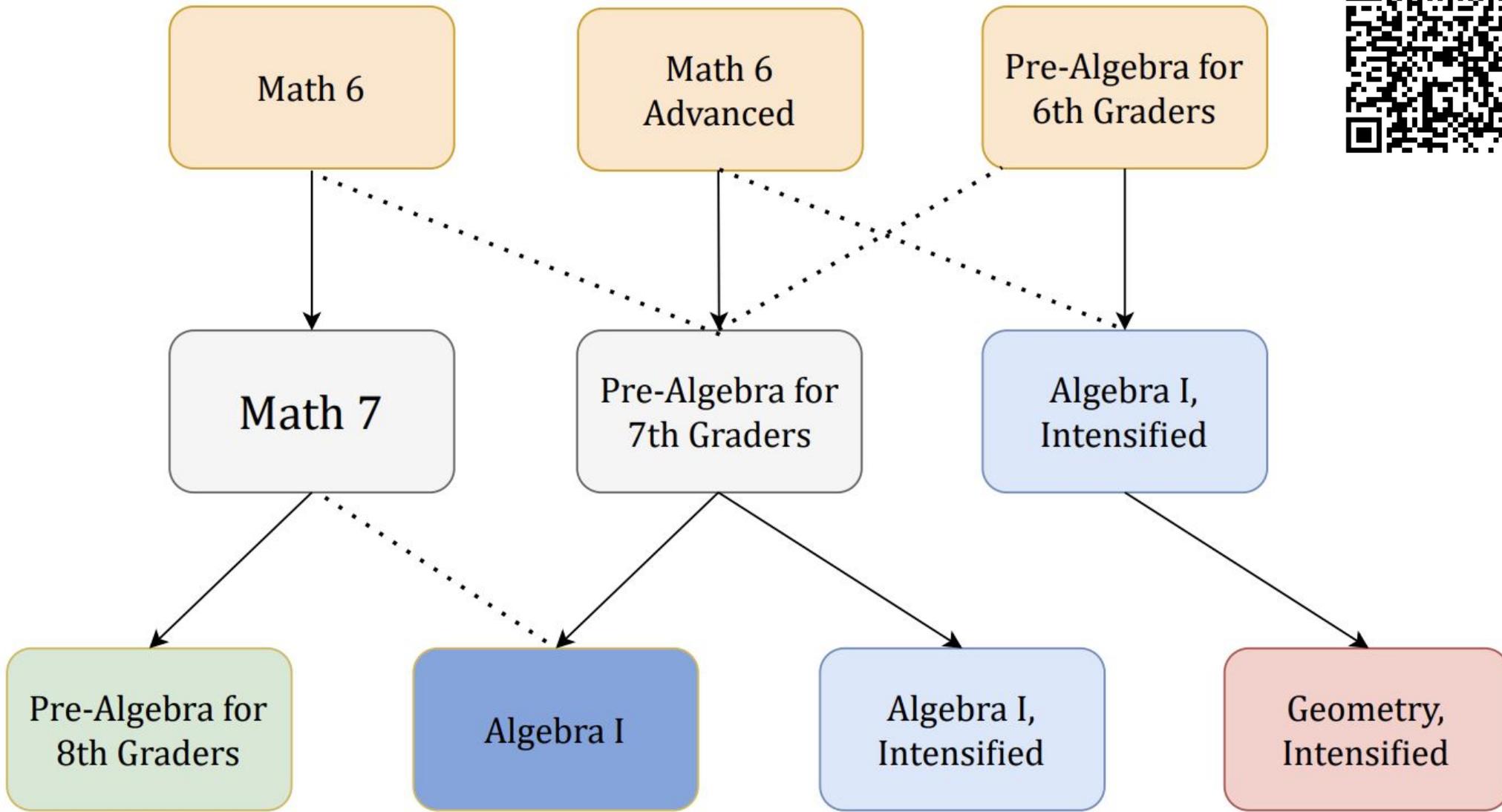
Grade 8

Pre-Algebra for
8th Graders

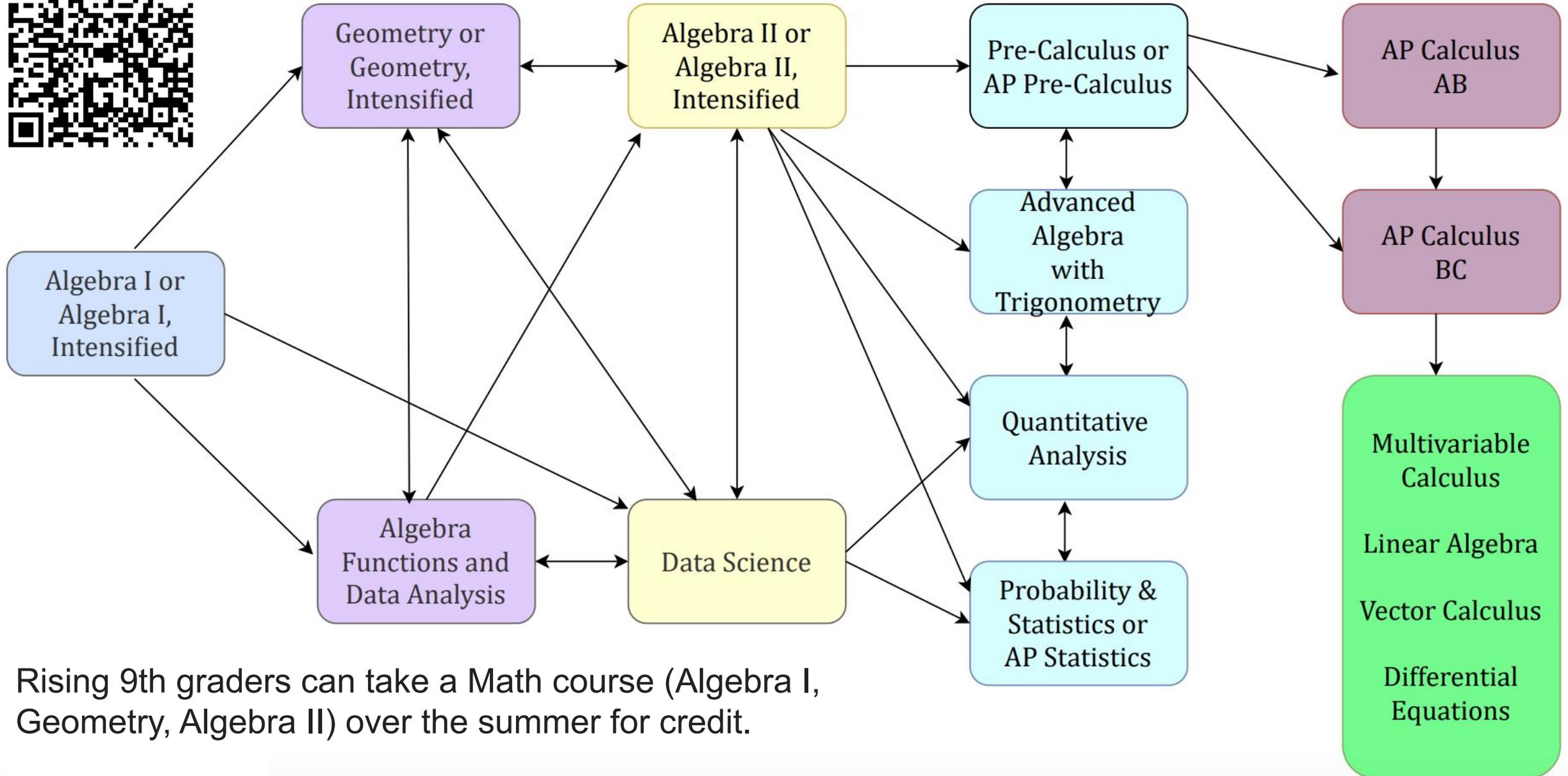
Algebra I

Algebra I,
Intensified

Geometry,
Intensified



Arlington Public Schools High School Mathematics Progression, SY 2026 - 2027



Rising 9th graders can take a Math course (Algebra I, Geometry, Algebra II) over the summer for credit.

Math



6th Grade

- **Pre-Algebra for 6th graders** is NOT an Intensified course. It is a very *rigorous* course that compacts 3 different math courses into 1 year.
- **Math 6** is a very important course that most students *should* take. It builds reasoning around rational numbers and integer concepts that so many students often struggle with when they get to Algebra.

7th Grade & 8th Grade

- Student have the opportunity to get on the intensified track in high school.

Interventions (All Grades)

- Short term math intervention is provided during TA Flex. This intervention occurs 3x per week during the TA block.
- Students who require more intensive math support are eligible for a Strategies class in place of an elective.

Problem Solving

Connections

Communication

Representations

Reasoning

TJ HS, W-L IB, Arlington Tech

If you think your child might want to apply to any of these high schools, it is important to know about the math eligibility requirements.

- TJ HS = Algebra Intensified or higher their 8th grade year.
- W-L = Algebra or higher their 8th grade year.

One pathway could be:



- Arlington Tech = MUST pass their Grade 7 SOL





MATH PLACEMENTS

Math placements will be made at the end of the school year. You will receive a letter with your child's math placement in ParentVue some time in July.

- Criteria considered for Grade 6 in the math recommendation process include:
 - Statewide Upper Quartile of Grade 5 Standards of Learning (SOL) scores (for auto-enrollment in an advanced mathematics course in sixth grade)
 - Virginia Standards of Learning (SOL) Grade 4 Mathematics Assessment Score
 - Virginia Standards of Learning (SOL) Grade 5 Mathematics Assessment Score
 - Cognitive Abilities Test (CogAT) Quantitative Score
 - Cognitive Abilities Test (CogAT) Nonverbal Score
 - Grade 5 End-of-Year MAP Growth Math Assessment Score

Reading



All 6th graders will be enrolled in a full-year reading course. There are two pathways for 6th grade reading.

Structured Literacy

6th grade students who are identified by their elementary school teachers, SOL scores, and DIBELS data as in need of additional reading support will be in Structured Literacy I or II, a small group class with a reading specialist that will support essential reading skills, especially phonics/decoding and oral reading fluency.

Disciplinary Literacy

Students who are reading at grade level according to their assessments will be in Disciplinary Literacy to support the transition from learning to read, to reading to learn. Students will learn how to be more independent thinkers and readers, and how to apply reading skills across content areas.

7th and 8th grade students who require reading support are also eligible to take Structured Literacy I or II. Short term reading interventions are also provided during TA Flex.

After-School Programs

2:40 – 3:30/4:15 PM

Late buses are available Monday- Friday

Interscholastic Team Sports

**Sports Physical Required*

Cheerleading	Co-ed Swimming (No Cut)	Basketball
Soccer	Ultimate Frisbee (No Cut)	Co-ed Track (No Cut)
Co-ed Wrestling (No Cut)	Co-ed Tennis	Co-ed Diving

Activities Coordinator: Jeremy Siegel



Clubs and Extracurriculars (*varies each school year*)

- Sport Choice/Open Gym
- Drama Club/School Play
- Art Club
- Chess Club
- Fleet Elementary School Reading Buddies
- Garden Club
- Jazz Band
- Gay/Straight Alliance
- Writing Club/Literary Magazine
- Parks and Rec Teen Program @ Rec
- Anime/Manga Club
- Fiber Arts Club (crochet and knitting)
- Phoenix Bikes
- Virginia Junior Classical League
- Student Council Association
- NJHS (National Junior Honor Society)
- Math Counts
- Model United Nations
- Environmental Club
- Jefferson Car Club
- T.A.B. (Teen Advisory Board) Library Club
- Monday Touch Football
- Bible Club
- K Pop Club

Special Education

- Elementary Schools will begin scheduling special education middle school transition meetings.
- Typically transition meetings are held from February until the end of the school year.
- From Thomas Jefferson MS you can expect Ms. Gallo or Ms. Calhoun to attend the transition meeting.
- Specific concerns can be sent to Jenna Gallo–
Jenna.gallo@apsva.us



Special Education

Countywide Special Education Programs at TJMS



- **Deaf & Hard of Hearing**

- Designed for students with deafness or significant hearing impairment who require a specialized language-rich program.

- **Interlude**

- The focus of the Interlude program is on improving social and emotional functioning in students who have significant interfering behaviors due to psychological or behavioral disorders.

- **Secondary Program for Students with Autism (SPSA)**

- Students who are identified to receive special education services due to autism and who are working on grade-level (or higher) curriculum may access specially designed classes which address social skills and executive functioning.

- **Functional Life Skills (FLS)**

- The focus of the FLS program, elementary level, is on establishing basic academic skills, increasing daily living skills, communication, motor/mobility skills, and sensory development.

IB MYP World School



IB Mission Statement:

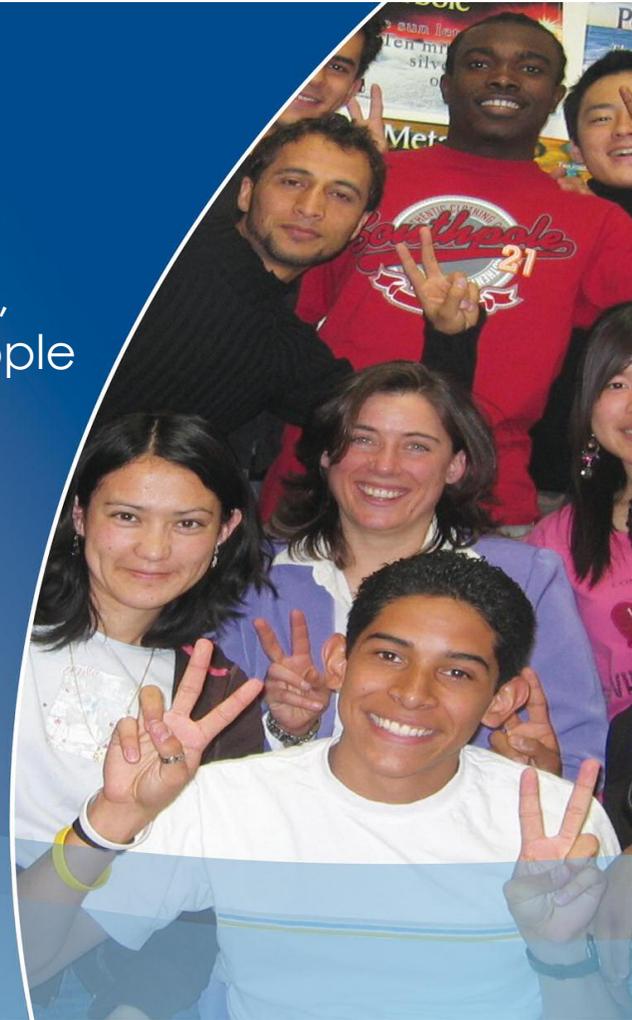
The International Baccalaureate Organization aims to develop **inquiring**, **knowledgeable** and **caring** young people who help to create a **better** and more **peaceful world** through intercultural understanding and respect.

TJ's Mission:

Learning Together to understand and improve ourselves, our futures, and our world.

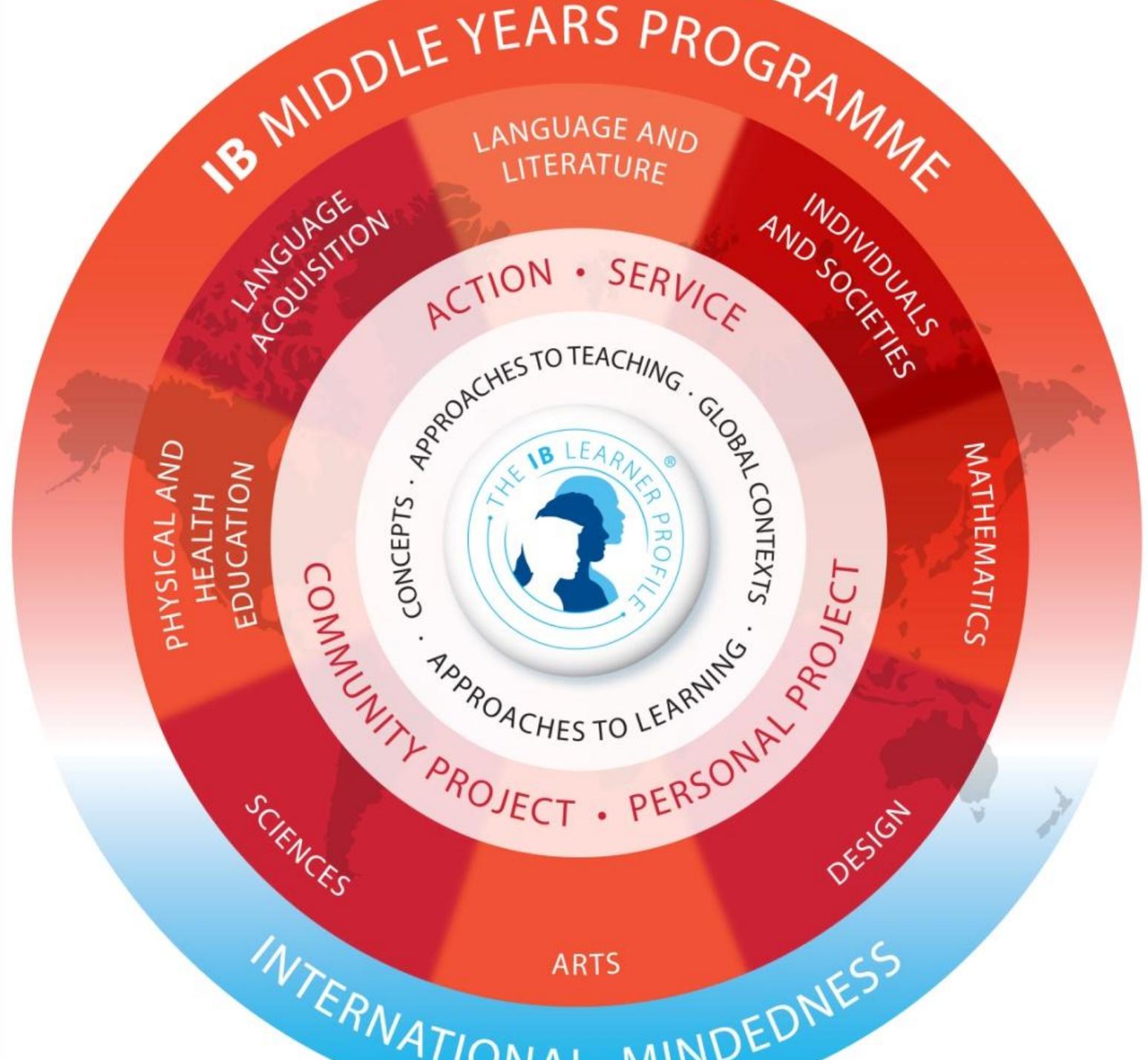


International
Baccalaureate®



IB Coordinator: Kip Malinosky

IB MYP PROGRAM MODEL



IB Learner Profile

BALANCED
We do a mix of academic, physical, and social activities and work. We work in groups and on our own.



JEFFERSON MD  LEARNER PROFILE

1 - Balanced

THINKERS
We consider problems by breaking them down and using creative solutions. We make good, thoughtful decisions.



JEFFERSON MD  LEARNER PROFILE

2 - Thinkers

REFLECTIVE
We learn from what we do. We think about the world and consider our own ideas.



JEFFERSON MD  LEARNER PROFILE

3 - Reflective

KNOWLEDGEABLE
We explore learning across every subject area. We learn about local and global issues.



JEFFERSON MD  LEARNER PROFILE

4 - Knowledgeable

CARING
We show kindness and respect toward others. We try to help others and a positive difference in the world.



JEFFERSON MD  LEARNER PROFILE

5 - Caring

INQUIRERS
We love learning and asking questions. We develop skills to research on our own and with others.



JEFFERSON MD  LEARNER PROFILE

6 - Inquirers

COMMUNICATORS
We express ourselves confidently and creatively. We learn more than one language. We listen to the views of others.



JEFFERSON MD  LEARNER PROFILE

7 - Communicators

PRINCIPLED
We act with honesty, integrity, a strong sense of fairness and justice. We take responsibility for our actions.



JEFFERSON MD  LEARNER PROFILE

8 - Principled

OPEN-MINDED
We celebrate our own cultures and the values and traditions of others. We listen to different views and grow from experience.



JEFFERSON MD  LEARNER PROFILE

9 - Open-minded

RISK-TAKERS
We approach uncertainty with confidence. We bounce back from setbacks. We explore new ideas and challenges.



JEFFERSON MD  LEARNER PROFILE

10 - Risk-takers



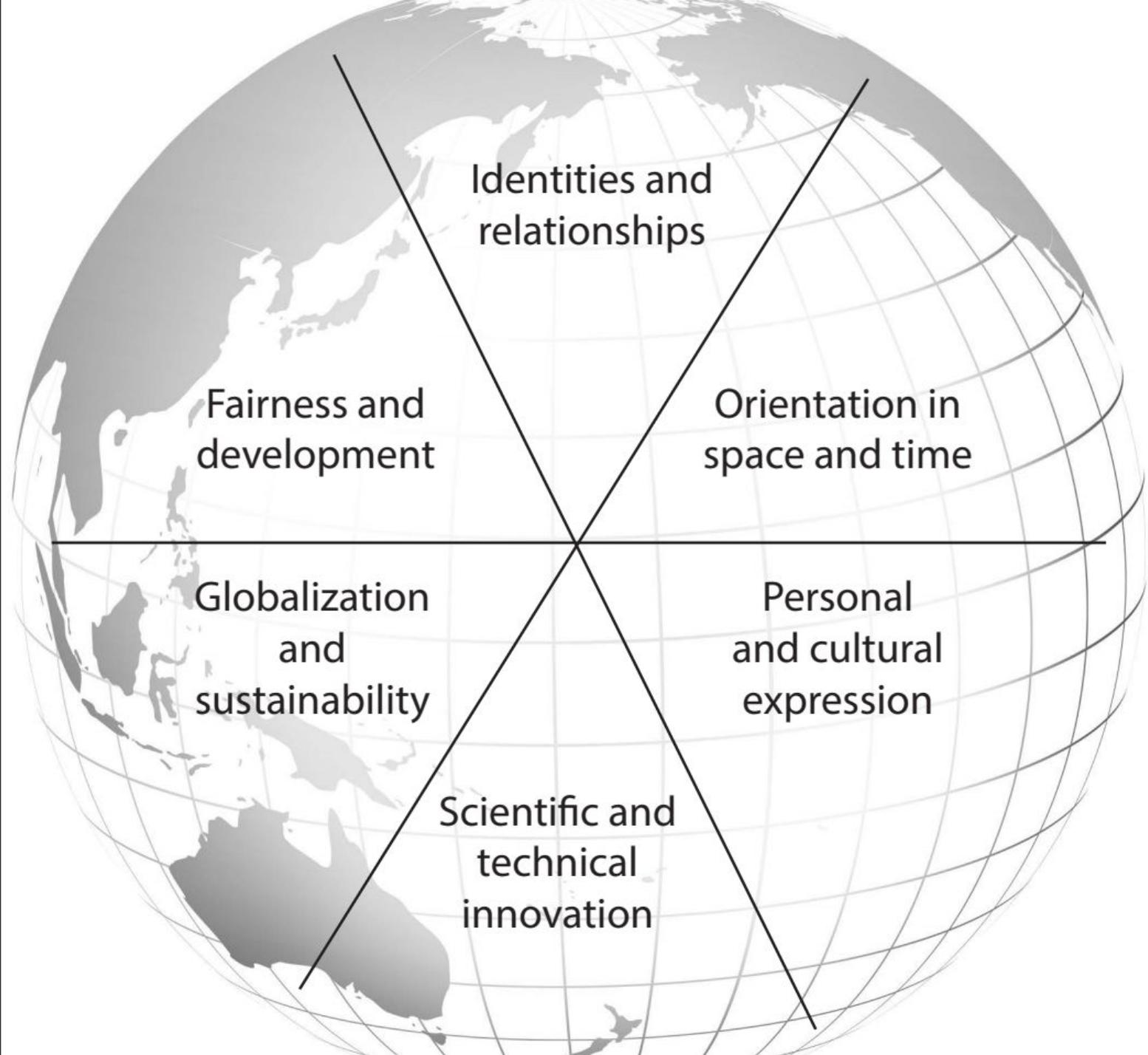
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

KEY CONCEPTS

– the big ideas for learning across all subjects



Understand Subjects in “Global Context”



Assessment Based on IB Criteria



Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Investigating	Developing	Creating /Performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Language acquisition	Listening	Reading	Speaking	Writing
Language and literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-
Community Project	Investigating	Planning	Taking Action	Reflecting

IB REPORT CARDS



IB Report Card MP 1

Counselor: Russo, Susan R. - Grade: 06

Section ID	Course Title	Teacher	MP1	MP2	MP3	MP4	EXM	FNL
14105-11	Science 6	Miller, K.	A					

Comment(s):

Standard	Proficiency
Criterion A: Knowing and understanding; i. outline scientific knowledge; ii. identify and comment upon the creator's choices; iii. interpret information to make scientifically supported judgments.	8
Criterion B: Inquiring and designing; i. outline an appropriate problem or research question to be tested by a scientific investigation; ii. outline a testable prediction using scientific reasoning; iii. outline how to manipulate the variables, and outline how data will be collected; iv. design scientific investigations.	8

Section ID	Course Title	Teacher	MP1	MP2	MP3	MP4	EXM	FNL
12354-12	US History to Present	Griffiths, R.	A					

Comment(s):

Standard	Proficiency
Criterion A: Knowing and understanding; i. use vocabulary in context; ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	8
Criterion B: Investigating; i. explain the choice of a research question; ii. follow an action plan to explore a research question; iii. collect and record relevant information consistent with the research question; iv. reflect on the process and results of the investigation.	8
Criterion C: Communicating; i. communicate information and ideas with clarity; ii. organize information and ideas effectively for the task; iii. list sources of information in a way that follows the task instructions.	8
Criterion D: Thinking critically; i. identify the main points of ideas, events, visual representation or arguments; ii. use information to justify an opinion; iii. identify and analyse a range of sources/data in terms of origin and purpose; iv. identify different views and their implications.	8

Section ID	Course Title	Teacher	MP1	MP2	MP3	MP4	EXM	FNL
11109-13	English 6	Shepardson, T.	A					

Comment(s):

G: Takes responsibility for actions and completes work on time.
I: Works well with other students.
K: Shows strong organizational skills.
M: Respectfully participates in and contributes to the class.

Standard	Proficiency
Criterion B: Organizing; i. employ organizational structures that serve the context and intention; ii. organize opinions and ideas in a logical manner; iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	7
Criterion C: Producing texts; i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process; ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; iii. select relevant details and examples to support ideas.	7
Criterion D: Using language; i. use appropriate and varied vocabulary, sentence structures and forms of expression; ii. write and speak in an appropriate register and style; iii. use correct grammar, syntax and punctuation; iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy; v. use appropriate non-	7

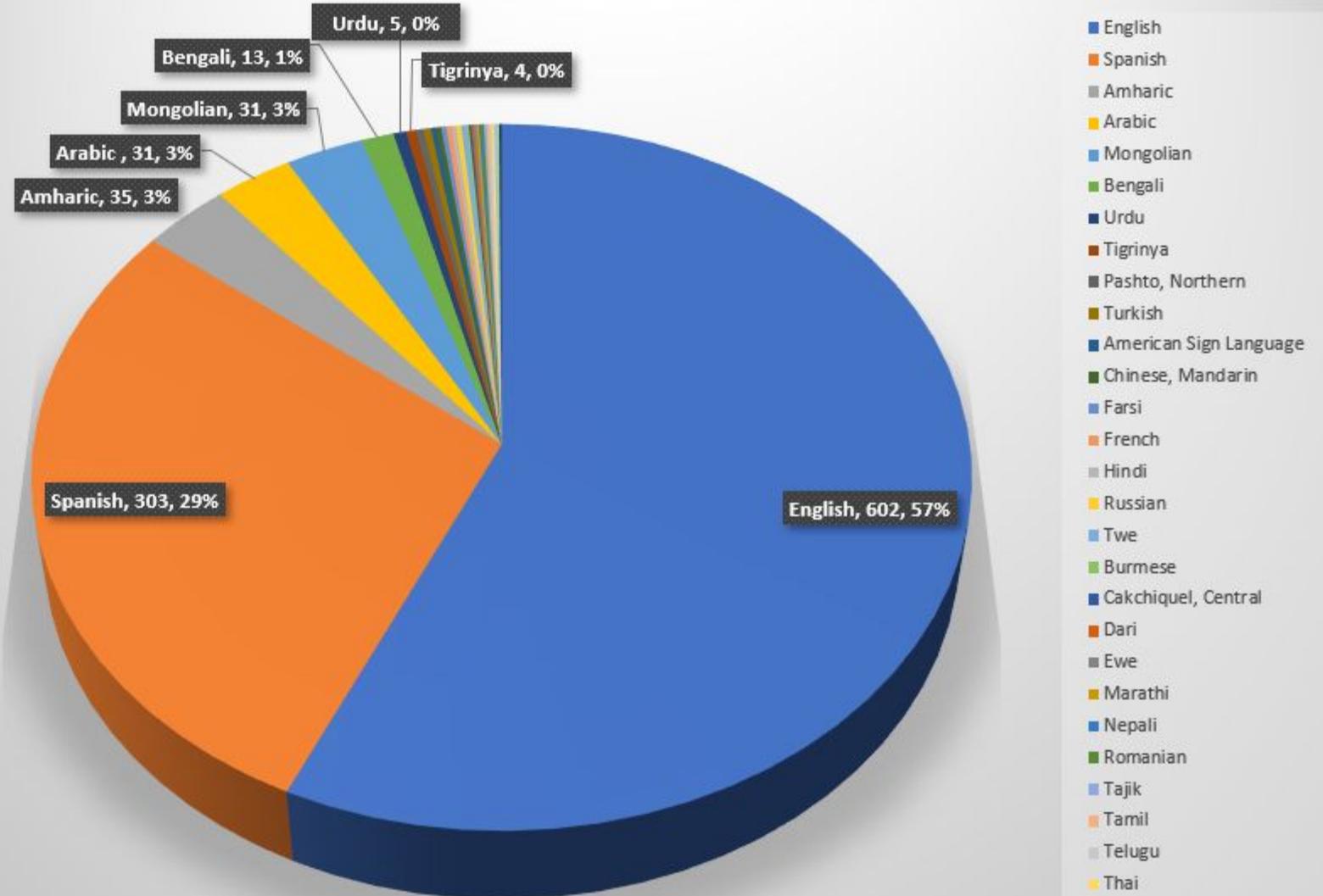
**COMMUNITY
PROJECT:**

**PURPOSE: TO
ADDRESS NEEDS IN
THE COMMUNITY
THROUGH SERVICE
LEARNING**



Our Languages Spoken at TJ

Language	Students
English	602
Spanish	303
Amharic	35
Arabic	31
Mongolian	31
Bengali	13
Urdu	5
Tigrinya	4
Pashto, Northern	3
Turkish	3
American Sign Language	2
Chinese, Mandarin	2
Farsi	2
French	2
Hindi	2
Russian	2
Twe	2
Burmese	1
Cakchiquel, Central	1
Dari	1
Ewe	1
Marathi	1
Nepali	1
Romanian	1
Tajik	1
Tamil	1
Telugu	1
Thai	1
Ukrainian	1
Uzbek	1
Vietnamese	1



2025-2026 Student Language Profile



What Is An MYP Education?

Students at the center

Centers on the Learner Profile

Uses concepts and global contexts

Assessments using criteria based rubrics

Community engagement & community project



TJMS Contacts

- IB – Kip.Malinosky@apsva.us
- Equity & Excellence –
Stephanie.Smith@apsva.us
- Grade 6 -
Stephanie.Washington@apsva.us
- Grade 7 – Brian.Rowe@apsva.us
- Grade 8 – Meaghan.Traverse@apsva.us
- SPED – Jenna.Gallo@apsva.us
- Reading – Danielle.Vogel@apsva.us
- Math – Melissa.Cobbs@apsva.us
- Advanced Academics –
Megan.Detweiler@apsva.us
- Sports & After School Activities –
Jeremy.Siegel@apsva.us





What to Expect Next?

Jan. 21 - Feb. 10: Ms. Washington will present at all major feeder schools.

Feb. 27: Course Request Forms are Due.

April 8-9: Rising 6th Grade students visit TJ



Thank you for joining us!

**We look forward
to working with you!**

