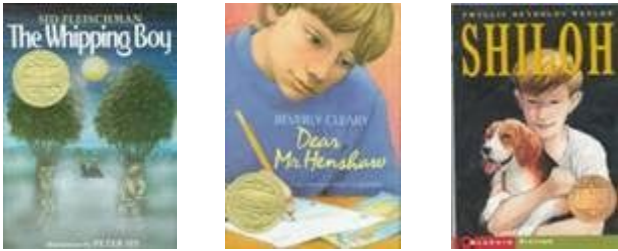


## 5th Grade Resources needed for JCESC Curriculum

### ELA

#### Course Overview



In this course students will engage in skill units to enhance reading fluency and comprehension. This course integrates reading, writing, and oral/visual communication. Students will develop skills to decode words and build vocabulary. They use dictionaries, context clues, prefixes, suffixes, and root words. Students will also learn to identify and correctly use different parts of speech.

Students will be reading the following books:

- The Whipping Boy by Sid Fleischman
- Dear Mr. Henshaw by Beverly Cleary
- Shiloh by Phyllis Reynolds Naylor

All three books are Newberry Award Books. Students will be required to read these books, write several papers including a research paper, and present a variety of speeches.

### Math

#### Course Overview

We will explore lots of exciting topics in math and examine applications of the concepts learned in real world settings. So, let's begin with the basics, and then see how we apply them to actual math problems that are encountered in everyday math.

- No additional materials needed other than scratch paper and pencils

### Social Studies

#### Course Overview

Throughout this course, we will study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students will learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students will develop their understanding of the relationship between markets and available resources.

\*no additional resources needed

## Science

### Course Overview

Earth and space sciences are investigated in more detail in this course. Earth's characteristics, resources and location in the solar system are identified and their implications explored. Students also learn about the interrelationship of organisms and ecosystems and simple food chains and food webs. Energy and energy transfer through an electrical current are addressed. Students will describe and illustrate the design process and describe the positive and negative impacts of human activity and technology on the environment. Students observe, measure and collect data when conducting a scientific investigation; students use this information to formulate inferences and conclusions; and students develop skills to communicate the results.

### [Required Materials for Science 150](#)

---

#### **SCI150: SCIENCE 150**

##### **Unit 01: Rocks and the Formation of Rocks**

10 or more shallow bowls (such as petri dishes), 5 small, clean rocks, 4 small miscellaneous objects (such as nails, aluminum foil, shells, or marbles.), pan, spoon, measuring cup, 4 cups of Epsom salts, 2 cups water, magnifying glass and a flashlight

##### **Unit 03: Weathering**

3 plastic pop bottles, crushed rock or limestone, and 3 clear glasses the same size

##### **Unit 10: The Solar System**

1 ball about 7/8 inches in diameter for the sun  
1 roll of adding machine paper or register paper 31 feet long

##### **Unit 11: The Moon and the Earth**

2 large index cards, a globe and a light source

##### **Unit 14: Refraction: Bent Light**

9 inch x 12 inch sheet of white poster board, ruler, scissors, clear plastic container, small mirror, water, a little milk; a drinking straw; a flashlight; a darkened room. large round glass jar, a shoe box

##### **Unit 15: Refraction: Bounced Light**

Piece of strong black cardboard, small mirror, square or rectangular, scissors, flashlight, darkened room. spoon, sunglasses, a door knob and a make-up mirror

##### **Unit 16: Nature of Sound**

Chair, rubber band, table, wooden or plastic ruler, stainless steel fork, spoon, a wrist watch (not digital), a table

##### **Unit 17: The Role of the Producer**

A houseplant, small shrub or leafy tree, cardboard or aluminum foil, scissors, paper clips, glass of water, food coloring, scissors, long stemmed white flower, hand lens

##### **Unit 19: The Nature of Energy**

Two identical balloons, a ruler and string, a cup of hot chocolate, an ice cube, can of soup, cooking pot, a spoon, thermometer, container

## **Unit 20: The Nature of Energy**

A small container of warm water, another small container of water, three styrofoam cups, a timer, and three spoons: metal, wooden, and plastic, paper and pencil, a hair dryer, clear

---

glass cooking pot, water, and food coloring, shallow pan (old metal baking pan), sand, small rocks, sunny window

## **Unit 22: The Nature of Energy – Electricity Part II**

Bar magnet (with N and S marked), iron filings, clear plastic sheet (such as a report cover), two (2) – 25 inch strips of insulated copper wire, wire stripper, dry cell battery (1.5 volt), 2 iron nails, box of small paperclips, small inexpensive compass, (9) 1 inch by 2 inch strips of paper towel in a small dish of lemon juice, 5 dimes and 5 pennies

## **Unit 26: The Impact of Technology-Engineering**

Scissor, one ping pong ball, four straws, scotch tape, four popsicle sticks, two rubber bands, one sheet of poster paper (stiff like tag board or one side of a file folder.), six sheets of typing paper, a stopwatch or a wristwatch with a timer, safety glasses

## **Unit 28: Scientific Way of Knowing**

Plastic zipper bags, dry lima beans (from the grocery store), water, paper towels

## **Unit 30: Renewable and Non-renewable Resources**

Two identical flashlights and two identical non-rechargeable batteries