

A Correlation of

# **Elevate Science**

## **Grade 5, ©2019**



To the

# **Idaho**

## **Content Standards for Science (2018)**

### **Grade 5**

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To the  
Idaho Content Standards for Science, Grade 5**

**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Idaho Content Standards for Science, Grade 5. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21<sup>st</sup> century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

***Elevate Science*** prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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<b>PS Physical Sciences</b>	
<b>PS1-5 Matter and Its Interactions</b>	
<b>Performance Standard</b>	
PS1-5-1 Develop a model to describe that matter is made of particles too small to be seen.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uInvestigate Lab: How can you detect matter without seeing it?, 17</li> <li>Visual Literacy Connection: What is the matter?, 20-21</li> <li>Quest Check-In Lab: How do you know that matter is still there?, 23</li> <li>Model It!, 28</li> <li>Topic Assessment, 36</li> <li>Math Toolbox: Use Models, 67</li> </ul>
<b>Supporting Content</b>	
PS1-5-1.PS1.A Structure and Properties of Matter	
PS1-5-1.PS1.A.i Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>Divide Matter, 16</li> <li>uInvestigate Lab: How can you detect matter without seeing it?, 17</li> <li>Atoms, 18</li> <li>Visual Literacy Connection: What is the matter?, 20-21</li> <li>Lesson 2 Check, 22</li> <li>Quest Check-In Lab: How do you know that matter is still there?, 23</li> <li>Model It!, 28</li> <li>States of Matter, 28</li> <li>Topic Assessment, 36-37</li> <li>Visual Literacy Connection: What states of matter do you see?, 50-51</li> <li>Solids, 52</li> <li>Liquids, 53</li> <li>Lesson 1 Check, 54</li> <li>Gas, 54</li> <li>Science Practice Toolbox: Designing Solutions, 54</li> </ul>

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<b>Performance Standard</b>	
PS1-5-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	<b>SE/TE:</b> uConnect Lab: What happens to mass when objects are mixed?, 46 Model It!, 68 Visual Literacy Connection: Is matter conserved?, 70-71 uBe a Scientist: Mass and Plant Growth, 72 uDemonstrate Lab: How does mass change when you make glop?, 94-95
<b>Supporting Content</b>	
PS1-5-2.PS1.A Structure and Properties of Matter	
PS1-5-2.PS1.A.i The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.	<b>SE/TE:</b> Model It!, 68 Visual Literacy Connection: Is matter conserved?, 70-71 uBe a Scientist: Mass and Plant Growth, 72 uDemonstrate Lab: How does mass change when you make glop?, 94-95
PS1-5-2.PS1.B Chemical Reactions	
PS1-5-2.PS1.B.i No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)	<b>SE/TE:</b> Literacy Toolbox: Use Evidence from Text, 68 Conservation of Matter, 68-69 Model It!, 68 Quest Connection, 69 Visual Literacy Connection: Is matter conserved?, 70-71

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<b>Performance Standard</b>	
PS1-5-3 Make observations and measurements to identify materials based on their properties.	<b>SE/TE:</b> uConnect Lab: What’s in the Box?, 4 uInvestigate Lab: How do we describe materials?, 7 Observing Properties, 8 uBe a Scientist: Identify Properties, 8 Science Practice Toolbox: Ask Questions, 9 Measuring Properties, 9 Visual Literacy Connection: Can you tell them apart?, 10-11 Quest Check-In Lab: How can you observe matter?, 14 uInvestigate Lab: How can you use properties to identify solids?, 27 Mass and Volume, 29 Quest Connection, 30 Color, 30 Texture and Hardness, 31 Quest Check-In lab: How can you compare the properties of matter?, 32-33 Quest Findings: Identify the Mystery Material, 34 Topic Assessment, 36-37 Evidence-Based Assessment, 38-39 uDemonstrate Lab: How do you know what it is?, 40-41 Gas, 54 Quest Check-In: It’s a Matter of Materials, 55 Quest Check-In: Stepping Stone Properties, 62 Extreme Science: Look Out Flying Rocks!, 63
<b>Supporting Content</b>	
PS1-5-3.PS1.A Structure and Properties of Matter	
PS1-5-3.PS1.A.i Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)	<b>SE/TE:</b> uInvestigate Lab: How do we describe materials?, 7 Measuring Properties, 9 Visual Literacy Connection: Can you tell them apart?, 10-11 Quest Check-In Lab: How can you compare the properties of matter?, 32-33 Extreme Science: Look Out Flying Rocks!, 63

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<b>Performance Standard</b>	
PS1-5-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 Quest Connection, 81 uBe a Scientist: Kitchen Science, 85 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Quest Findings: Find the Right Mix - and Step on It!, 88 uDemonstrate Lab: How does mass change when you make glop?, 94-95
<b>Supporting Content</b>	
PS1-5-4.PS1.B Chemical Reactions	
PS1-5-4.PS1.B.i When two or more different substances are mixed, a new substance with different properties may be formed.	<b>SE/TE:</b> uBe a Scientist: Solid + Liquid = Gas?, 52 STEM Connection, 64 uInvestigate Lab: How can you identify chemical changes?, 65 Particles and Chemical Changes, 67 Conservation of Matter, 68-69 Examples of Chemical Changes, 72-73 Lesson 3 Check, 73 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 Solutions, 81 Topic Assessment, 90-91 Evidence-Based Assessment, 92-93 uDemonstrate Lab: How does mass change when you make glop?, 94-95

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<b>PS2-5 Motion and Stability: Forces and Interactions</b>	
<b>Performance Standard</b>	
PS2-5-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	<b>SE/TE:</b> Gravitational Force, 280 uBe a Scientist: Explore Gravity, 281 Gravity on Earth, 281 Lesson 1 Check, 282 Science Practice Toolbox: Engage in Argument from Evidence, 282 Quest Check-In Lab: How does gravity affect matter?, 283 Topic Assessment, 308-309
<b>Supporting Content</b>	
PS2-5-1.PS2.B Types of Interactions	
PS2-5-1.PS2.B.i The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.	<b>SE/TE:</b> uInvestigate Lab: How long do objects take to fall?, 279 Gravitational Force, 280 uBe a Scientist: Explore Gravity, 281 Gravity on Earth, 281 Lesson 1 Check, 282 Science Practice Toolbox, 282 Quest Check-In Lab, 283 Topic Assessment, 308-309



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<b>PS3-5 Energy</b>	
<b>Performance Standard</b>	
PS3-5-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	<b>SE/TE:</b> uConnect Lab: How much food do you need?, 318 uInvestigate Lab: How is the sun involved in your meals?, 321 Model It!, 330 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335 uInvestigate Lab: How do animals get energy from the sun?, 339 Crosscutting Concepts Toolbox: Energy and Matter, 340 Topic Assessment, 348-349 Evidence-Based Assessment, 350-351 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353
<b>Supporting Content</b>	
PS3-5-1.PS3.D Energy in Chemical Processes and Everyday Life	
PS3-5-1.PS3.D.i The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).	<b>SE/TE:</b> uInvestigate Lab: How is the sun involved in your meals?, 321 Plants and Energy, 322 Energy Paths to the Sun, 326 uInvestigate Lab: What matter do plants need to make food?, 329 Photosynthesis, 330 Crosscutting Concepts Toolbox: Energy and Matter, 330 Model It!, 330 How Plants Gain Mass, 331 Photosynthesis and Temperatures, 332 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335 uInvestigate Lab: How do animals get energy from the sun?, 339 Topic Assessment, 348-349

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<b>PS3-5-1.LS1.C Organization for Matter and Energy Flow in Organisms</b>	
PS3-5-1.LS1.C.i Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.	<b>SE/TE:</b> Quest Kickoff: Plan Your Plate!, 316-317 uConnect Lab: How much food do you need?, 318 Animals and Energy, 323 Energy Paths to the Sun, 326 Quest Check-In: Sorting Foods, 327 Sports Connection, 338 uInvestigate Lab: How do animals get energy from the sun?, 339 Energy and Body Heat, 340 Crosscutting Concepts Toolbox: Energy and Matter, 340 Energy and Metabolism, 341 Energy and Movement, 342 Quest Connection, 342 uBe a Scientist!: Energy Tracker, 342 Lesson 3 Check, 343 Internal Uses of Energy, 343 Quest Check-In: Animals Using Energy, 344 Extreme Science: The Hungriest Animals!, 345 Quest Findings: Plan Your Plate!, 346 Topic Assessment, 348-349 Energy Flow in Ecosystems, 389
<b>LS Life Sciences</b>	
<b>LS1-5 Molecules to Organisms: Structure and Processes</b>	
<b>Performance Standard</b>	
LS1-5-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	<b>SE/TE:</b> uInvestigate Lab: What matter do plants need to make food?, 329 Photosynthesis, 330 How Plants Gain Mass, 331 Lesson 2 Check, 333

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LS1-5-1.LS1.C Organization for Matter and Energy Flow in Organisms	
LS1-5-1.LS1.C.i Plants acquire their material for growth chiefly from air and water.	<b>SE/TE:</b> uInvestigate Lab: What matter do plants need to make food?, 329 Photosynthesis, 330 How Plants Gain Mass, 331
<b>LS2-5 Biological Adaptation: Unity and Diversity</b>	
<b>Performance Standard</b>	
LS2-5-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	<b>SE/TE:</b> Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125
<b>Supporting Content</b>	
LS2-5-1.LS4.A Evidence of Common Ancestry and Diversity	
LS2-5-1.LS4.A.i Some kinds of plants and animals that once lived on Earth are no longer found anywhere.	<b>SE/TE:</b> uEngineer It! Improve STEM: A New Home, 118-119 Threats to Ecosystems, 383 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Evidence-Based Assessment, 400-401
LS2-5-1.LS4.A.ii Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.	<b>SE/TE:</b> Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125
<b>Performance Standard</b>	
LS2-5-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Supporting content can be found in Elevate Science, Grade 3, Topic 6, Lesson 1, Survivals of Individuals. In addition, this standard is thoroughly addressed in Elevate Science Middle Grades: Life Science, Topic 4: Reproduction and Growth, Topic 7: Genes and Heredity, and Topic 8: Natural Selection and Change Over Time.

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<b>Supporting Content</b>	
LS2-5-2.LS4.B Natural Selection	
LS2-5-2.LS4.B.i Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	Supporting content can be found in Elevate Science, Grade 3, Topic 6, Lesson 1, Survivals of Individuals. In addition, this standard is thoroughly addressed in Elevate Science Middle Grades: Life Science, Topic 4: Reproduction and Growth, Topic 7: Genes and Heredity, and Topic 8: Natural Selection and Change Over Time,
LS2-5-2.LS4.D Biodiversity and Humans	
LS2-5-2.LS4.D.i Populations of animals are classified by their characteristics.	<b>SE/TE:</b> Animals and Energy, 323 What is a trophic level?, 324-325 Energy and Body Heat, 340 Topic Assessment, 348-349 Producers, 370 Decomposers, 371 Visual Literacy Connection: Who eats whom?, 372-373 Topic Assessment, 398-399
<b>Performance Standard</b>	
LS2-5-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	<b>SE/TE:</b> Disrupting the Balance, 126 Parts of an Ecosystem, 363 Investigate Lab: How does change affect organisms in an ecosystem?, 379 Threats to Ecosystems, 383 Evidence-Based Assessment, 400-401

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LS2-5-3.LS4.C Adaptation	
LS2-5-3.LS4.C.i For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	<b>SE/TE:</b> Disrupting the Balance, 126 Parts of an Ecosystem, 363 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Threats to Ecosystems, 383 Evidence-Based Assessment, 400-401
<b>Performance Standard</b>	
LS2-5-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	<b>SE/TE:</b> Engineering Practice Toolbox: Design Solutions, 209 STEM uInvestigate Lab: How can you collect rainwater?, 213 Quest Check-In: Increase Conservation, 220
<b>Supporting Content</b>	
LS2-5-4.LS2.C Ecosystem Dynamics, Functioning, and Resilience	
LS2-5-4.LS2.C.i When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	<b>SE/TE:</b> Disrupting the Balance, 126 Visual Literacy Connection: How can human activities change Earth's Systems?, 206-207 Human Resource Use and Pollution, 208 uBe a Scientist: Changes in Habitat, 208 Curriculum Connection, 212 Career Connection: Environmental Scientist, 223 Parts of an Ecosystem, 363 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Threats to Ecosystems, 383 Evidence-Based Assessment, 400-401

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LS2-5-4.LS4.D Biodiversity and Humans	
LS2-5-4.LS4.D.i Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	<b>SE/TE:</b> uBe a Scientist: Changes in Habitat, 208 Curriculum Connection, 212 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381 Threats to Ecosystems, 383 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Evidence-Based Assessment, 400-401
<b>ESS Earth and Space Sciences</b>	
<b>ESS1-5 Earth’s Place in the Universe</b>	
<b>Performance Standard</b>	
ESS1-5-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.	<b>SE/TE:</b> uInvestigate Lab: How are distance and brightness related?, 237 Distances of Stars, 240 Star Temperature, 240 Brightness of Stars, 240 Plan It!, 241 Lesson 1 Check, 242 Evidence-Based Assessment, 268-269 Stars and Constellations, 297
<b>Supporting Content</b>	
ESS1-5-1.ESS1.A The Universe and its Stars	
ESS1-5-1.ESS1.A.i The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.	<b>SE/TE:</b> Local-to-Global Connection, 236 uInvestigate Lab: How are distance and brightness related?, 237 Distances of Stars, 240 Star Temperature, 240 Brightness of Stars, 240 Plan It!, 241 Lesson 1 Check, 242 Evidence-Based Assessment, 268-269 Stars and Constellations, 297

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ESS1-5-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<b>SE/TE:</b> Quest Check-In: Sun Up, Sun Down, 292 STEM Math Connection: How long does it take to orbit?, 293 uInvestigate Lab: What star patterns can you see?, 295 Quest Findings: Plan a Trip Around the World of Patterns, 306 Evidence-Based Assessment, 310-311 uDemonstrate Lab: What can we tell from shadows?, 312-313
<b>Supporting Content</b>	
ESS1-5-2.ESS1.B Earth and the Solar System	
ESS1-5-2.ESS1.B.i The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.	<b>SE/TE:</b> Quest Kickoff: Plan a Trip Around the World of Patterns, 274-275 Local-to-Global Connection, 284 uInvestigate Lab: How are we spinning?, 285 Earth's Rotation, 286 Earth's Revolution, 287 Quest Connection, 287 Visual Literacy Connection: What is the movement of Earth's moon in space?, 288-289 Lesson 2 Check, 291 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What star patterns can you see?, 295 uBe a Scientist: Shadow Play, 296 Shadow Patterns, 296 Visual Literacy Connection: How do we identify star patterns in the sky?, 298-299 Crosscutting Concepts Toolbox: Patterns, 300 Lesson 3 Check, 302 Keeping Track of Time, 302 Quest Findings: Plan a Trip Around the World of Patterns, 306 Topic Assessment, 308-309 Evidence-Based Assessment, 310-311 uDemonstrate Lab: What can we tell from shadows?, 312-313

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<b>ESS2-5 Earth's Systems</b>	
<b>Performance Standard</b>	
ESS2-5-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uInvestigate Lab: How does water move through soil?, 103</li> <li>uInvestigate Lab: How does a greenhouse work?, 111</li> <li>Quest Connection, 114</li> <li>Quest Check-In Lab: Where are Earth's spheres?, 116-117</li> <li>Crosscutting Concepts Toolbox: Systems and System Models, 122</li> <li>Quest Findings: Connect the Spheres, 130</li> <li>Evidence-Based Assessment, 134-135</li> <li>uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</li> <li>uEngineer It!: Ecosystems in a box, 394-395</li> </ul>



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<b>Supporting Content</b>	
ESS2-5-1.ESS2.A Earth Materials and Systems	
<p>ESS2-5-1.ESS2.A.i Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Connect the Spheres, 98-99            uConnect Lab: How can you model Earth?, 100            uInvestigate Lab: How does water move through soil?, 103            Earth’s Systems, 104            Quest Connection, 105            Geosphere and Atmosphere, 105            Visual Literacy Connection: What are parts of Earth’s geosphere and biosphere?, 106-107            Lithosphere, 108            Lesson 1 Check, 108            Quest Check-In: Raining Acid, 109            uInvestigate Lab: How does a greenhouse work?, 111            Visual Literacy Connection: What are parts of Earth’s hydrosphere?, 112-113            Quest Connection, 114            Atmosphere, 114            Science Practice Toolbox: Analyze and Interpret Data, 115            Lesson 2 Check, 115            Hydrosphere and Atmosphere Together, 115            Quest Check-In Lab: Where are Earth’s spheres?, 116-117            uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121            Interdependence of Earth’s Systems, 122            Biosphere, 122            Crosscutting Concepts Toolbox: Systems and System Models, 122            Geosphere and Atmosphere, 123            Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125            Lesson 3 Check, 127            Quest Check-In: Earth’s Interactions, 128            Quest Findings: Connect the Spheres, 130            Topic Assessment, 132-133            Evidence-Based Assessment, 134-135            uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</p>

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<b>Performance Standard</b>	
ESS2-5-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	<b>SE/TE:</b> Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113 Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 uBe a Scientist: Modeling Water Distribution, 158 Model It!, 159 Where is Water?, 164 Quest Check-In: Water Resources, 170 Topic Assessment, 174-175 Evidence-Based Assessment, 176-177
<b>Supporting Content</b>	
ESS2-5-2.ESS2.C The Roles of Water in Earth's Surface Processes	
ESS2-5-2.ESS2.C.i Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.	<b>SE/TE:</b> Quest Kickoff: Water, Water Everywhere!, 140-141 Water on Earth, 146 Movement of Earth's Water, 147 Visual Literacy Connection: How does water cycle on earth?, 148-149 Quest Check-In: Follow the Flow, 151 uInvestigate Lab: How can you find water underground?, 155 Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 uBe a Scientist: Modeling Water Distribution, 158 Lesson 2 Check, 159 Model It!, 159 Where is Water?, 164 Quest Check-In: Water Resources, 170 Topic Assessment, 174-175 Evidence-Based Assessment, 176-177

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ESS3-5 Earth and Human Activity	
<b>Performance Standard</b>	
ESS3-5-1 Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	<b>SE/TE:</b> Topic 5 Opener: Human Impacts on Earth's Systems, 180-181 Quest Kickoff: Take Care of Earth – It's Our Home!, 182-183 uConnect Lab: How can we reuse materials to design new products?, 184 Air Resources, 192 Quest Check-In: Efficient or Wasteful?, 193 uEngineer It!: Make Energy the Solar Way, 194-195 uInvestigate Lab: Which color is best at capturing solar energy?, 197 Quest Check-In: Save Energy!, 203 STEM Connection, 204 uInvestigate Lab: What happens to substances over time?, 205 Reduce Human Impacts, 209 STEM Quest Check-In: How do building materials affect energy efficiency?, 210-211 uInvestigate Lab: How can you collect rainwater?, 213 Resource Protection, 214 Environmental Conservation, 215 Visual Literacy Connection: How do people recycle?, 216-217 Reduce and Reuse, 218 Lesson 4 Check, 219 Resource Use, 219 Quest Check-In: Increase Conservation, 220 Quest Findings: Take Care of Earth – It's Our Home!, 222 Evidence-Based Assessment, 226-227 uDemonstrate Lab: How can you use the energy of water?, 228-229

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<b>Supporting Content</b>	
ESS3-5-1.ESS3.C Human Impacts on Earth Systems	
ESS3-5-1.ESS3.C.i Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth’s resources and environments.	<p><b>SE/TE:</b>            Quest Kickoff: Take Care of Earth – It’s Our Home!, 182-183            uConnect Lab: How can we reuse materials to design new products?, 184            uInvestigate Lab: Where are the metals?, 187            Natural Resources, 188            Land and Forest Resources, 189            Minerals and Rocks, 190            Water Resources, 191            Air Resources, 192            Quest Check-In: Efficient or Wasteful?, 193            uEngineer It!: Make Energy the Solar Way, 194            uInvestigate Lab: Which color is best at capturing solar energy?, 197            Impacts of Energy Production, 202            Quest Check-In: Save Energy!, 203            STEM Connection, 204            uInvestigate Lab: What happens to substances over time?, 205            Visual Literacy Connection: How can human activities change Earth's Systems?, 206-207            Human Resource Use and Pollution, 208            Reduce Human Impacts, 209            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            uInvestigate Lab: How can you collect rainwater?, 213            Resource Protection, 214            Environmental Conservation, 215            Visual Literacy Connection: How do people recycle?, 216-217            Reduce and Reuse, 218            Lesson 4 Check, 219            Resource Use, 219            Quest Check-In: Increase Conservation, 220            Topic Assessment, 224-225            Evidence-Based Assessment, 226-227            uDemonstrate Lab: How can you use the energy of water?, 228-229</p>