

A Correlation of
Elevate Science
Grade 5, ©2019



To the
Oklahoma
2020 Academic Standards for Science
Grade 5

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Oklahoma 2020 Academic Standards for Science. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

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 21st 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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Matter and Its Interactions (PS1)	
Performance Expectation	
5.PS1.1 Develop a model to describe that matter is made of particles too small to be seen.	<p>SE/TE: uInvestigate Lab: How can you detect matter without seeing it?, 17 uBe a Scientist: Disappearance of Particles, 18 Visual Literacy Connection: What is the matter?, 20-21 Quest Check-In Lab: How do you know that matter is still there?, 23 uInvestigate Lab: How can you use properties to identify solids?, 27 Model It!, 28</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Observe Matter>Video: Observe Matter >Lesson 2, Model Matter>Video: Model Matter</p>
Disciplinary Core Ideas	
5.PS1.1.DC1.1 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.	<p>SE/TE: Engineering Connection, 16 uInvestigate Lab: How can you detect matter without seeing it?, 17 Atoms, 18 Molecules, 19 Visual Literacy Connection: What is the matter?, 20-21 Lesson 2 Check, 22 Quest Check-In Lab: How do you know that matter is still there?, 23</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Observe Matter>Video: Observe Matter >Lesson 2, Model Matter>Video: Model Matter</p>
5.PS1.1.DC1.2 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; the effects of air on larger particles or objects.	<p>SE/TE: uInvestigate Lab: How can you detect matter without seeing it?, 17 Visual Literacy Connection: What is the matter?, 20-21 Visual Literacy Connection: What states of matter do you see?, 50-51 Gas, 54</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Observe Matter>Video: Observe Matter >Lesson 2, Model Matter>Video: Model Matter</p>

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Science and Engineering Practices	
5.PS1.1.SEP.1 Developing and Using Models: Develop a model to describe phenomena.	<p>SE/TE: uInvestigate Lab: How can you detect matter without seeing it?, 17 uBe a Scientist: Disappearance of Particles, 18 Visual Literacy Connection: What is the matter?, 20-21 Quest Check-In Lab: How do you know that matter is still there?, 23 Model It!, 28</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 2, Model Matter>Video: Model Matter</p>
Crosscutting Concepts	
5.PS1.1.CCC.1 Scale, Proportion, and Quantity: Natural objects exist from the very small to the immensely large.	<p>SE/TE: Visual Literacy Connection: What is the matter?, 20-21</p> <p>TE Only: Focus on Mastery, 20E</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Observe Matter>Video: Observe Matter</p>
Performance Expectation	
5.PS1.2 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.	<p>SE/TE: uConnect Lab: What happens to mass when objects are mixed?, 46 Particles and Chemical Changes, 67 Conservation of Matter, 68 Visual Literacy Connection, 70-71 uBe a Scientist, 72 Lesson 3 Check, 73 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>TE Only: Focus on Mastery, 67</p>

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Disciplinary Core Ideas	
5.PS1.2.DCI.1 The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.	<p>SE/TE: uConnect Lab: What happens to mass when objects are mixed?, 46 Particle and Chemical Changes, 67 Literacy Toolbox: Use Evidence from Text, 68 Conservation of Matter, 68-69 Visual Literacy Connection, 70-71 uBe a Scientist: Mass and Plant Growth, 72 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Changes in Matter >Lesson 3, Chemical Changes>Interactivity: Chemical Changes</p>
5.PS1.2.DCI.2 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).	<p>SE/TE: uConnect Lab: What happens to mass when objects are mixed?, 46 Particle and Chemical Changes, 67 Literacy Toolbox: Use Evidence from Text, 68 Conservation of Matter, 68-69 Quest Connection, 69 Visual Literacy Connection: Is matter conserved?, 70-71 Lesson 3 Check, 73 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Changes in Matter >Lesson 3, Chemical Changes>Interactivity: Chemical Changes</p>

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Science and Engineering Practices	
<p>Use Mathematics and Computational Thinking: Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.</p>	<p>SE/TE: What happens to mass when objects are mixed?, 46 uInvestigate Lab: Which properties are affected by temperature?, 57 Model It!, 67 Model It!, 68 Visual Literacy Connection: Is matter conserved?, 70-71 Lesson 3 Check, 73 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Changes in Matter >Lesson 1, States of Matter>Video: States of Matter; >Interactivity: The States of Matter</p>
Crosscutting Concepts	
<p>5.PS1.2.CCC.1 Scale, Proportion, and Quantity: Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.</p>	<p>SE/TE: Local-to-Global Connection, 6 STEM uConnect Lab, 46 uInvestigate Lab: Is goop solid or liquid?, 49 uInvestigate Lab: How can you identify chemical changes? 65 Visual Literacy Connection: Is matter conserved?, 70-71 Lesson 3 Check, 73 STEM Quest Check-In Lab, 74-75 STEM Quest Check-In Lab, 86-87 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Observe Matter>Video: Observe Matter;>Interactivity: Measuring Matter >Lesson 3, Chemical Changes>Video: Chemical Changes>Interactivity: Chemical Changes</p>

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Performance Expectation	
<p>5.PS1.3 Make observations and measurements to identify materials based on their properties.</p>	<p>SE/TE: 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 Quest Check-In lab: How can you compare the properties of matter?, 32-33 Quest Findings, 34 Evidence-Based Assessment, 38-39 uDemonstrate Lab: How do you know what it is?, 40-41</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Identify the Mystery Material >Lesson 1, Observe Matter>Video: Observe Matter; >Interactivity: Measuring Matter >Topic Close>Quest Findings: Identify the Mystery Material Changes in Matter >Topic Close>Quest Findings: Find the Right Mix-and Step on It!</p>

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Disciplinary Core Ideas	
<p>5.PS1.3.DCI.1 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.)</p>	<p>SE/TE: Quest Kickoff, 2-3 uConnect Lab: What’s in the Box?, 4 uInvestigate Lab: How do we describe materials?, 7 Observing Properties, 8 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 Quest Check-In lab: How can you compare the properties of matter?, 32-33 Evidence-Based Assessment, 38-39 uDemonstrate Lab: How do you know what it is?, 40-41</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Identify the Mystery Material >Topic Close>Quest Findings: Identify the Mystery Material</p>

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Science and Engineering Practices	
5.PS1.3.SEP.1 Planning and Carrying Out Investigations: Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.	<p>SE/TE: uConnect Lab: What's in the Box?, 4 Quest Check-In Lab: How can you observe matter?, 14 uInvestigate Lab: How can you detect matter without seeing it?, 17 Quest Check-In Lab: How do you know that matter is still there?, 23 uInvestigate Lab: How can you use properties to identify solids?, 27 uDemonstrate Lab: How do you know what it is?, 40-41 uConnect Lab: What happens to mass when objects are mixed?, 46 uInvestigate Lab: Is goop solid or liquid?, 49 uInvestigate Lab: Which properties are affected by temperature?, 57 uInvestigate Lab: How can you identify chemical changes?, 65 STEM Quest Check-In Lab, 74-75 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Identify the Mystery Material >Lesson 1, Observe Matter>Video: Observe Matter;>Interactivity: Measuring Matter >Topic Close>Quest Findings: Identify the Mystery Material</p>
Crosscutting Concepts	
5.PS1.3.CCC.1 Scale, Proportion, and Quantity: Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.	<p>SE/TE: uInvestigate Lab: How do we describe materials?, 7 Measuring Properties, 9 Visual Literacy Connection: Can you tell them apart?, 10-11 Temperature, 29 Mass and Volume, 29 Topic Assessment, 36-37</p> <p>TE Only: Focus on Mastery, 8, 20</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 3, Properties of Matter>Interactivity: Measuring Matter</p>

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Performance Expectation	
5.PS1.4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<p>SE/TE: uInvestigate Lab: How can you separate a mixture?, 79 uBe a Scientist: Kitchen Science, 85 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Quest Findings, 88 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Changes in Matter >Topic Launch>Quest Kickoff: Quest Findings: Find the Right Mix-and Step on It! >Lesson 4, Mixtures and Solutions>Video: Mixtures and Solutions;>Interactivity: Mixtures and Solutions >Topic Close>Quest Findings: Find the Right Mix-and Step on it!</p>
Disciplinary Core Ideas	
5.PS1.4.DCI.1 When two or more different substances are mixed, a new substance with different properties may be formed.	<p>SE/TE: STEM Connection, 64 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 Mixtures, 80 Solutions, 81 Visual Literacy Connection: When is a mixture also a solution., 82-83 Mixtures and Solutions, 85 Evidence-Based Assessment, 92-93 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p>Realize™ Digital Resources: Changes in Matter >Lesson 3, Chemical Changes>Video: Chemical Changes;>Interactivity: Chemical Changes >Lesson 4, Mixtures and Solutions>Video: Mixtures and Solutions;>Interactivity: Mixtures and Solutions</p>

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Science and Engineering Practices	
<p>5.PS1.4.SEP.1 Planning and Carrying Out Investigations: Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</p>	<p>SE/TE: How can you identify chemical changes?, 65 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 uInvestigate Lab: How can you separate a mixture?, 79 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 uDemonstrate Lab: How does mass change when you make glop?, 94-95 Carry Out Investigations, EM1</p> <p>TE Only: Focus on Mastery, 79</p> <p>Realize™ Digital Resources: Changes in Matter >Topic Launch>Quest Kickoff: Quest Findings: Find the Right Mix-and Step on It! >Lesson 4, Mixtures and Solutions>Video: Mixtures and Solutions;>Interactivity: Mixtures and Solution</p>
Crosscutting Concepts	
<p>5.PS1.4.CCC.1 Cause and Effect: Cause and effect relationships are routinely identified, tested, and used to explain change.</p>	<p>SE/TE: Changes in Temperature, 59 Plan It!, 84 Mixtures and Solutions, 85 Evidence-Based Assessment, 92-93</p> <p>Realize™ Digital Resources: Changes in Matter >Lesson 1, States of Matter>Interactivity: The States of Matter; Interactivity: Solids, Liquids, and Gases</p>

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Motion and Stability: Forces and Interactions (PS2)	
Performance Expectation	
<p>5.PS2.1 Support an argument, with evidence, that Earth's gravitational force pulls objects downward toward the center of the earth.</p>	<p>SE/TE: <ul style="list-style-type: none"> 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: Engage in Argument from Evidence, 282 Quest Check-In Lab: How does gravity affect matter?, 283 <p>Realize™ Digital Resources: Patterns in Space >Lesson 1, Earth's Gravitational Forces>Video: Earth's Gravitational Forces;>Interactivity: The Force of Gravity</p> </p>
Disciplinary Core Ideas	
<p>5.PS2.1.DCI.1 The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.</p>	<p>SE/TE: <ul style="list-style-type: none"> 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: Engage in Argument from Evidence, 282 Quest Check-In Lab: How does gravity affect matter?, 283 <p>TE Only: Scaffolded Questions, 280</p> <p>Realize™ Digital Resources: Patterns in Space >Lesson 1, Earth's Gravitational Forces>Video: Earth's Gravitational Forces;>Interactivity: The Force of Gravity</p> </p>

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Science and Engineering Practices	
5.PS2.1.SEP.1 Engaging in Argument from Evidence: Construct and/or support an argument with evidence, data, and/or a model.	<p>SE/TE: uInvestigate Lab: How long do objects take to fall?, 279 uBe a Scientist: Explore Gravity, 281 Gravity on Earth, 281 Science Practice Toolbox: Engage in Argument from Evidence, 282 Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Patterns in Space >Lesson 1, Earth's Gravitational Forces>Video: Earth's Gravitational Forces;>Interactivity: The Force of Gravity</p>
Crosscutting Concepts	
5.PS2.1.CCC.1 Cause and Effect: Cause and effect relationships are routinely identified, tested, and used to explain change.	<p>SE/TE: uInvestigate Lab: How long do objects take to fall?, 279 Gravitational Force, 280 uBe a Scientist: Explore Gravity, 281 Gravity on Earth, 281 Gravity in Space, 282 Quest Check-In Lab: How does gravity affect matter?, 283</p> <p>Realize™ Digital Resources: Patterns in Space >Lesson 1, Earth's Gravitational Forces>Video: Earth's Gravitational Forces;>Interactivity: The Force of Gravity</p>

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Energy (PS3)	
Performance Expectation	
<p>5.PS3.1 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.</p>	<p>SE/TE: uInvestigate Lab: How is the sun involved in your meals?, 321 What is a trophic level?, 324-325 Energy Paths to the Sun, 326 How Plants Gain Mass, 331 uInvestigate Lab: How do animals get energy from the sun?, 339 Topic Assessment, 348-349 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353</p> <p>Realize™ Digital Resources: Energy and Food >Topic Launch>Quest Kickoff: Plan Your Plate! >Topic Close>Quest Findings: Plan Your Plate!</p>
Disciplinary Core Ideas	
<p>5.PS3.1.DCI.1 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).</p>	<p>SE/TE: uInvestigate Lab: How is the sun involved in your meals?, 321 Plants and Energy, 322 What is a trophic level?, 324-325 Energy Paths to the Sun, 326 Lesson 1 Check, 326 Photosynthesis, 330 How Plants Gain Mass, 331 uInvestigate Lab: How do animals get energy from the sun?, 339 The Essential Question, 349 uDemonstrate Lab: How does matter move through an ecosystem:, 352-353</p> <p>Realize™ Digital Resources: Energy and Food >Lesson 1, Energy in Food>Video: Energy in Food</p>

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<p>5.PS3.1.DCI.2 Food provides animals with the materials they need for body repair and growth, energy they need to maintain body warmth and for motion.</p>	<p>SE/TE: uConnect Lab: How much food do you need?, 318 Animals and Energy, 323 What is a trophic level?, 324-325 Energy Paths to the Sun, 326 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 uBe a Scientist!: Energy Tracker, 342 Internal Uses of Energy, 343 Quest Check-In: Animals Using Energy, 344 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353</p> <p>Realize™ Digital Resources: Energy and Food >Lesson 3, How Animals Use Food>Video: How Animals Use Food;>Interactivity: Ectotherms and Endotherms</p>
Science and Engineering Practices	
<p>5.PS3.1.SEP.1 Developing and Using Models: Use models to describe phenomena.</p>	<p>SE/TE: uInvestigate Lab: How is the sun involved in your meals?, 321 What is a trophic level?, 324-325 uInvestigate Lab: How do animals get energy from the sun?, 339 Crosscutting Concepts Toolbox: Energy and Matter, 340 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353</p> <p>TE Only: Focus on Mastery, 324, 327, 329, 340, 342</p> <p>Realize™ Digital Resources: Energy and Food >Topic Launch>Quest Kickoff: Plan Your Plate! >Topic Close>Quest Findings: Plan Your Plate!</p>

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Crosscutting Concepts	
5.PS3.1.CCC.1 Energy and Matter: Energy can be transferred in various ways and between objects.	<p>SE/TE: uInvestigate Lab: How is the sun involved in your meals?, 321 Crosscutting Concepts: Toolbox, 330 uInvestigate Lab: How do animals get energy from the sun?, 339 Crosscutting Concepts Toolbox: Energy and Matter, 340 Energy and Metabolism, 341 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353</p> <p>TE Only: Focus on Mastery, 324, 331, 335, 339</p>
From Molecules to Organisms: Structure and Processes (LS1)	
Performance Expectation	
5.LS1.1 Support an argument that plants get the materials they need for growth chiefly from air and water.	<p>SE/TE: uInvestigate Lab: What matter do plants need to make food?, 329 Photosynthesis, 330-331</p> <p>Realize™ Digital Resources: Energy and Food >Lesson 2, How Plants Make Food>Video: How Plants Make Food;>Interactivity: Photosynthesis</p>
Disciplinary Core Ideas	
5.LS1.1.DCI.1 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).	<p>SE/TE: uInvestigate Lab: How is the sun involved in your meals?, 321 Plants and Energy, 322 Energy Paths to the Sun, 326 Photosynthesis, 330-331 uInvestigate Lab: How do animals get energy from the sun?, 339</p> <p>Realize™ Digital Resources: Energy and Food >Lesson 1, Energy in Food>Video: Energy in Food >Lesson 2, How Plants Make Food>Video: How Plants Make Food;>Interactivity: Photosynthesis</p>

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Science and Engineering Practices	
5.LS1.1.SEP.1 Engaging in Argument from Evidence: Support an argument with evidence, data, or a model.	<p>SE/TE: Literacy Toolbox: Use Evidence from Text, 322 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335 Engaging in Arguments from Evidence, EM7</p> <p>TE Only: Literacy Toolbox, 322 Focus on Mastery, 334</p>
Crosscutting Concepts	
5.LS1.1.CCC.1 Energy and Matter: Matter is transported into, out of, and within systems.	<p>SE/TE: Investigate Lab: How is the sun involved in your meals?, 321 Plants and Energy, 322 Animals and Energy 323 What is a tropic level? 324-325 Crosscutting Concepts, 330</p> <p>Realize™ Digital Resources: Energy and Food >Lesson 2, How Plants Make Food>Video: How Plants Make Food;>Interactivity: Photosynthesis</p>

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Ecosystems: Interactions, Energy, and Dynamics (LS2)	
Performance Expectation	
<p>5.LS2.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>SE/TE: uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 STEM uConnect Lab: How do the parts in a fish tank make up a system?, 358 uInvestigate Lab: How can matter change in an ecosystem?, 369 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 uInvestigate Lab: How does matter move through an ecosystem?, 387 Plan It!, 388 Lesson 4 Check, 392 uEngineer It!: Ecosystems in a box, 394-395 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p>Realize™ Digital Resources: Matter and Energy in Ecosystems >Topic Launch>Quest Kickoff: Public Relations Gone Wild! >Lesson 4, Matter and Energy Transfer Within Ecosystems>uEngineer It! Interactivity: Plan an Ecosystem >Topic Close>Quest Findings: Public Relations Gone Wild!</p>
Disciplinary Core Ideas	
<p>5.LS2.1.DCI.1 The food of almost any kind of animal can be traced back to plants.</p>	<p>SE/TE: Animals and Energy, 323 Visual Literacy Connection: Who eats whom?, 372-373 Food Chains, 374 Flow of Matter in Ecosystems, 388</p>

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<p>5.LS2.1.DCI.2 Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants.</p>	<p>SE/TE: Plants and Energy, 322 Animals and Energy, 323 What is a trophic level?, 324-325 Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365 Producers, 370 Decomposers, 371 Visual Literacy Connection: Who eats whom?, 372-373 Food Webs, 375 Evidence-Based Assessment, 400-401</p> <p>Realize™ Digital Resources: Matter and Energy in Ecosystems >Lesson 2, Organisms Within Ecosystems>Interactivity: Explore Organism Interactivity</p>
<p>5.LS2.1.DCI.3 Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.”</p>	<p>SE/TE: STEM Connection, 368 uInvestigate Lab: How can matter change in an ecosystem?, 369 Decomposers, 371 Engineering Connection, 386 Flow of Matter in Ecosystems, 388 Plan It!, 388</p>
<p>5.LS2.1.DCI.4 Decomposition eventually restores (recycles) some materials back</p>	<p>SE/TE: uInvestigate Lab: What happens to substances over time?, 205 Decomposers, 371 Flow of Matter Plan It!, 388 in Ecosystems, 388</p>
<p>5.LS2.1.DCI.5 Organisms can survive only in environments in which their particular needs are met.</p>	<p>SE/TE: uEngineer It!: A New Home, 118-119 Curriculum Connection, 212 Visual Literacy Connection, 380-381 Stable Ecosystems, 382 Threats to Ecosystems, 383 Quest Check-In Lab, 384-385</p> <p>Realize™ Digital Resources: Earth’s Systems >Lesson 2, Hydrosphere and Atmosphere>uEngineer It! Interactivity: Zoo Habitats</p>

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5.LS2.1.DCI.6 A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.	SE/TE: Stable Ecosystems, 382 Threats to Ecosystems, 383 Lesson 3 Check, 383
5.LS2.1.DCI.7 Newly introduced species can damage the balance of an ecosystem.	SE/TE: Threats to Ecosystems, 383 Topic Assessment, 398-399 Realize™ Digital Resources: Matter and Energy in Ecosystems >Lesson 3, Changes Within Ecosystems>Interactivity: Changes in Ecosystems
5.LS2.1.DCI.8 Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.	SE/TE: uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 Decomposers, 371 Visual Literacy Connection: Who eats whom?, 372-373 Food Chains, 374 Food Webs, 375 Flow of Matter in Ecosystems, 388 Energy Flow in Ecosystems, 389 Cycles of Matter, 392
5.LS2.1.DCI.9 Organisms obtain gases and water from the environment, and release waste matter (gas, liquid, or solid) back into the environment.	SE/TE: uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 Flow of Matter in Ecosystems, 388 Visual Literacy Connection: How does carbon move through ecosystems?, 390-391 Cycles of Matter, 392 Lesson 4 Check, 392 STEM uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403

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Science and Engineering Practices	
5.LS2.1.SEP.1 Developing and Using Models: Develop a model to describe phenomena.	<p>SE/TE: uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365 Visual Literacy Connection: Who eats whom?, 372-373 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 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 uInvestigate Lab: How does matter move through an ecosystem?, 387 Visual Literacy Connection: How does carbon move through ecosystems?, 390-391 uEngineer It!: Ecosystems in a box, 394-395 Topic Assessment, 398-399 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p>Realize™ Digital Resources: >Topic Launch>Quest Kickoff: Public Relations Gone Wild! Matter and Energy in Ecosystems >Lesson 4, Matter and Energy Transfer Within Ecosystems>uEngineer It! Interactivity: Plan an Ecosystem >Topic Close>Quest Findings: Public Relations Gone Wild!</p>
Crosscutting Concepts	
5.LS2.1.CCC.1 Systems and System Models: A system can be described in terms of its components and their interactions.	<p>SE/TE: uConnect Lab: How do the parts in a fish tank make up a system?, 358 uInvestigate Lab: How do the parts of an ecosystem work together?, 361 Crosscutting Concepts Toolbox: Systems, 370 Visual Literacy Connection: How does carbon move through ecosystems?, 390-391</p>

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Performance Expectation	
5.LS2.2 Use models to explain factors that upset the stability to local ecosystems.	<p>SE/TE: 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 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Quest Check-In: Moving Matter and Energy, 393 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p>Realize™ Digital Course: Oklahoma Science Activity Using Models: Stability in Ecosystems</p>
Disciplinary Core Ideas	
5.LS2.2.DCI.1 Organisms can survive only in environments in which their particular needs are met.	<p>SE/TE: uEngineer It!: A New Home, 118-119 Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381 Stable Ecosystems, 382 Lesson 3 Check, 383 Threats to Ecosystems, 383 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Topic Assessment, 398-399</p> <p>Realize™ Digital Resources: Earth’s Systems >Lesson 2, Hydrosphere and Atmosphere>uEngineer It! Interactivity: Zoo Habitats</p> <p>Realize™ Digital Course: Oklahoma Science Activity Using Models: Stability in Ecosystems</p>
5.LS2.2.DCI.2 A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.	<p>SE/TE: Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381 Stable Ecosystems, 382 Threats to Ecosystems, 383 Lesson 3 Check, 383 Quest Check-In: Moving Matter and Energy, 393 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p>Realize™ Digital Course: Oklahoma Science Activity Using Models: Stability in Ecosystems</p>

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5.LS2.2.DCI.3 Newly introduced species can damage the balance of an ecosystem.	<p>SE/TE: uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Threats to Ecosystems, 383 Lesson 3 Check, 383</p> <p>Realize™ Digital Resources: Matter and Energy in Ecosystems >Lesson 3, Changes Within Ecosystems>Interactivity: Changes in Ecosystems</p>
Science and Engineering Practices	
5.LS2.2.SEP.1 Developing and Using Models: Develop a model to describe phenomena.	<p>SE/TE: 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 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Lesson 4 Check, 392</p> <p>TE Only: Focus on Mastery, 379, 380, 384, 385, 393</p> <p>Realize™ Digital Resources: Matter and Energy in Ecosystems >Topic Launch>Quest Kickoff: Public Relations Gone Wild! >Lesson 3, Changes Within Ecosystems>Interactivity: Changes in Ecosystems >Topic Close>Quest Findings: Public Relations Gone Wild!</p>
Crosscutting Concepts	
5.LS2.2.CCC.1 Systems and System Models: A system can be described in terms of its components and their interactions.	<p>SE/TE: Crosscutting Concepts Toolbox: Systems, 370 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 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p>

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Earth's Place in the Universe (ESS1)	
Performance Expectation	
<p>5.ESS1.1 Support an argument with evidence that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p>	<p>SE/TE: ulInvestigate Lab: How are distance and brightness related?, 237 Distances of Stars, 240 Brightness of Stars, 240 Plan It!, 241 Lesson 1 Check, 242 Visual Literacy Connection: What is in our solar system?, 248-249 Visual Literacy Connection: How are the outer planets aligned?, 258-259 Evidence-Based Assessment, 268-269 Stars and Constellations, 297</p> <p>Realize™ Digital Resources: Solar System >Topic Launch>Quest Kickoff: Keeping the Planets in Order >Lesson 1, Brightness of the Sun and Other Stars>Video: Brightness of the Sun and Other Stars >Topic Close>Quest Findings: Keeping the Planets in Order</p>
Disciplinary Core Ideas	
<p>5.ESS1.1.DCI.1 The sun is a star that appears brighter than other stars because it is closer to Earth.</p>	<p>SE/TE: Local-to-Global Connection, 236 ulInvestigate 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</p> <p>Realize™ Digital Resources: Solar System >Topic Launch>Quest Kickoff: Keeping the Planets in Order >Lesson 1, Brightness of the Sun and Other Stars>Video: Brightness of the Sun and Other Stars</p>

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5.ESS1.1.DCI.2 The sun is a star that appears larger than other stars because it is closer to Earth.	<p>SE/TE: Local-to-Global Connection, 236 uInvestigate Lab: How are distance and brightness related?, 237 Brightness of Stars, 240 Plan It!, 241 Lesson 1 Check, 242 Evidence-Based Assessment, 268-269</p> <p>Realize™ Digital Resources: Solar System >Topic Launch>Quest Kickoff: Keeping the Planets in Order >Lesson 1, Brightness of the Sun and Other Stars>Video: Brightness of the Sun and Other Stars</p>
5.ESS1.1.DCI.3 Stars range greatly in their distance from Earth.	<p>SE/TE: Local-to-Global Connection, 236 Distances of Stars, 240 Brightness of Stars, 240</p>
Science and Engineering Practices	
5.ESS1.1.SEP.1 Engaging in Arguments from Evidence: Support an argument with evidence, data, or a model.	<p>SE/TE: uConnect Lab: How big is the sun?, 234 uInvestigate Lab: How are distance and brightness related?, 237 Plan It!, 241 Quest Check-In: Fun in the Sun!, 243 uInvestigate Lab: How does a planet's distance from the sun affect its path?, 247 Quest Check-In Lab: What planets are way out there?, 262 Evidence-Based Assessment, 268-269 uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271 Stars and Constellations, 297</p> <p>Realize™ Digital Resources: Solar System >Topic Launch>Quest Kickoff: Keeping the Planets in Order >Topic Close>Quest Findings: Keeping the Planets in Order</p>
Crosscutting Concepts	
5.ESS1.1.CCC.1 Scale, Proportions, and Quantity: Natural objects exist from the very small to the immensely large.	<p>SE/TE: Size of Stars, 241 Visual Literacy Connection: What is in our solar system?, 248-249 uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271</p> <p>TE Only: Focus on Mastery, 248, 257</p>

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Performance Expectation	
5.ESS1.2 Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, in addition to different positions of the sun, moon, and stars at different times of the day, month, and year.	<p>SE/TE: Quest Kickoff: Plan a Trip Around the World of Patterns, 274-275 Quest Check-In: Sun Up, Sun Down, 292 STEM Math Connection, 293 uInvestigate Lab: What star patterns can you see?, 295 Model It!, 296 Visual Literacy Connection: How do we identify star patterns in the sky?, 299 Quest Check-In: Moon Sightings, 303 Quest Findings: Plan a Trip Around the World of Patterns, 306 uDemonstrate Lab: What can we tell from shadows?, 312-313</p> <p>Realize™ Digital Course: Oklahoma Science Activity Analyzing and Interpreting Data: Find Patterns</p>
Disciplinary Core Ideas	
5.ESS1.2.DCI.1 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.	<p>SE/TE: Local-to-Global Connection, 284 uInvestigate Lab: How are we spinning?, 285 Earth's Rotation, 286 Earth's Revolution, 287 Quest Connection, 287 Lesson 2 Check, 291 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What 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 Evidence-Based Assessment, 310-311 uDemonstrate Lab: What can we tell from the shadows?, 312-313</p> <p>Realize™ Digital Resources: Patterns in Space >Topic Launch>Quest Kickoff: Plan a Trip Around the World of Patterns; >Lesson 2, Earth's Movements in Space>Video: Earth's Movements in Space;>Interactivity: Earth's Rotation: Day and Night >Lesson 3, Patterns Over Time>Video: Patterns Over Time;>Interactivity: Phases of the Moon >Topic Close>Quest Findings: Plan a Trip Around the World of Patterns</p>

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Science and Engineering Practices	
5.ESS1.2.SEP.1 Analyzing and Interpreting Data: Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.	<p>SE/TE: uConnect Lab: How can spinning affect a planet's shape?, 276 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What star patterns can you see?, 295 Quest Check-In: Moon Sightings, 303 uDemonstrate Lab: What can we tell from shadows?, 312-313</p> <p>Realize™ Digital Course: Oklahoma Science Activity Analyzing and Interpreting Data: Find Patterns</p>
Crosscutting Concepts	
5.ESS1.2.CCC.1 Patterns: Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena.	<p>SE/TE: Earth's Rotation, 286 Earth's Revolution, 287 Make Meaning, 291 Curriculum Connection, 294 uInvestigate Lab: What star patterns can you see?, 295 uBe a Scientist: Shadow Play, 296 Visual Literacy Connection: How do we identify star patterns in the sky?, 298-299 Crosscutting Concepts Toolbox: Patterns, 300 Keeping Track of Time, 302 uEngineer It!: Coding Moon Phases, 304-305</p> <p>TE Only: Crosscutting Concepts, 300; Focus on Mastery, 301</p> <p>Realize™ Digital Resources: Patterns in Space >Topic Launch>Quest Kickoff: Plan a Trip Around the World of Patterns >Lesson 3, Patterns Over Time>Video: Patterns Over Time;>Interactivity: Phases of the Moon >Topic Close>Quest Findings: Plan a Trip Around the World of Patterns</p> <p>Realize™ Digital Course: Oklahoma Science Activity Analyzing and Interpreting Data: Find Patterns</p>

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Earth's Systems (ESS2)	
Performance Expectation	
<p>5.ESS2.1 Develop a model to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p>SE/TE: uInvestigate Lab: How does water move through soil?, 103 Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107 uInvestigate Lab: How does a greenhouse work?, 111 Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113 Quest Check-In Lab: Where are Earth's spheres?, 116-117 uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121 Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125 Topic Assessment, 133 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 uEngineer It!: Ecosystems in a box, 394-395</p> <p>Realize™ Digital Resources: Earth's Systems >Topic Launch>Quest Kickoff: Connect the Spheres >Lesson 3, Interactions Among Earth's Systems>Video: Interactions Among Earth's Systems;>Interactivity: Interactions Among Earth's Spheres >Topic Close>Quest Findings: Connect the Spheres Matter and Energy in Ecosystems >Lesson 4, Matter and Energy Transfer Within Ecosystems>uEngineer It! Interactivity: Plan an Ecosystem</p>

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Disciplinary Core Ideas	
<p>5.ESS2.1.DCI.1 Earth’s major systems are the geosphere, hydrosphere, atmosphere, and biosphere.</p>	<p>SE/TE: Earth’s Systems, 104 Visual Literacy Connection: What are parts of Earth’s geosphere and biosphere?, 106-107 Visual Literacy Connection: What are parts of Earth’s hydrosphere?, 112-113 Quest Connection, 114 Lesson 2 Check, 115 Hydrosphere and Atmosphere Together, 115 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 Topic Assessment, 133</p> <p>Realize™ Digital Resources: Earth’s Systems >Topic Launch>Quest Kickoff: Connect the Spheres >Topic Close>Quest Findings: Connect the Spheres</p>

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<p>5.ESS2.1.DCI.2 These systems interact in multiple ways to affect Earth’s surface materials and processes.</p>	<p>SE/TE: Earth’s Systems, 104 Quest Connection, 105 Visual Literacy Connection: What are parts of Earth’s geosphere and biosphere?, 106-107 Quest Check-In: Raining Acid, 109 Visual Literacy Connection: What are parts of Earth’s hydrosphere?, 112-113 Quest Connection, 114 Science Practice Toolbox: Analyze and Interpret Data, 115 Lesson 2 Check, 115 Hydrosphere and Atmosphere Together, 115 ulnvestigate 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 Natural Disruptions, 127 Evidence-Based Assessment, 134-135</p> <p>Realize™ Digital Resources: Earth’s Systems >Topic Launch>Quest Kickoff: Connect the Spheres >Lesson 3, Interactions Among Earth’s Systems>Video: Interactions Among Earth’s Systems;>Interactivity: Interactions Among Earth’s Spheres >Topic Close>Quest Findings: Connect the Spheres</p>
<p>5.ESS2.1.DCI.3 The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.</p>	<p>SE/TE: Interdependence of Earth’s Systems, 122 Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125</p> <p>Realize™ Digital Resources: Earth’s Systems >Lesson 3, Interactions Among Earth’s Systems>Video: Interactions Among Earth’s Systems;>Interactivity: Interactions Among Earth’s Spheres</p>

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<p>5.ESS2.1.DCI.4 Winds and clouds in the atmosphere interact with landforms to determine patterns of weather.</p>	<p>SE/TE: Sports Connection, 120 Interdependence of Earth's Systems, 122 Geosphere and Atmosphere, 123 Disrupting the Balance, 126 Natural Disruptions, 127 Lesson 3 Check, 127</p> <p>Realize™ Digital Resources: Earth's Systems >Lesson 3, Interactions Among Earth's Systems>Video: Interactions Among Earth's Systems;>Interactivity: Interactions Among Earth's Spheres</p>
Science and Engineering Practices	
<p>5.ESS2.1.SEP.1 Developing and Using Models: Develop a model using an example to describe phenomena.</p>	<p>SE/TE: uInvestigate Lab: How does water move through soil?, 103 Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107 uInvestigate Lab: How does a greenhouse work?, 111 Quest Connection, 114 Quest Check-In Lab: Where are Earth's spheres?, 116-117 uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121 Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 uEngineer It!: Ecosystems in a Box, 394-395 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p>TE Only: Focus on Mastery, 103, 106, 111, 116, 124</p> <p>Realize™ Digital Resources: Earth's Systems >Topic Launch>Quest Kickoff: Connect the Spheres >Topic Close>Quest Findings: Connect the Spheres Matter and Energy in Ecosystems >Lesson 4, Matter and Energy Transfer Within Ecosystems>uEngineer It! Interactivity: Plan an Ecosystem</p>

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Crosscutting Concepts	
5.ESS2.1.CCC.1 System and System Models: A system can be described in terms of its components and their interactions.	<p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How does a greenhouse work?, 111 Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113 Quest Check-In Lab: Where are Earth's spheres?, 116-117 Crosscutting Concepts Toolbox: Systems and System Models, 122 Interdependence of Earth's Systems, 122 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 </p> <p>Realize™ Digital Resources: Earth's Systems >Lesson 3, Interactions Among Earth's Systems>Video: Interactions Among Earth's Systems;>Interactivity: Interactions Among Earth's Spheres</p>
Performance Expectation	
5.ESS2.2 Describe and graph amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.	<p>SE/TE: Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 uBe a Scientist: Modeling Water Distribution, 158 Where is Water?, 164 Topic Assessment, 175 Evidence-Based Assessment, 176-177</p> <p>Realize™ Digital Resources: Earth's Water >Topic Launch>Quest Kickoff: Water, Water, Everywhere! >Lesson 1, Water Cycle>Video: Water Cycle >Lesson 2, Earth's Freshwater>Video: Earth's Freshwater;>Interactivity: Earth's Underground Water</p>
Disciplinary Core Ideas	
5.ESS2.2.DCI.1 Nearly all of Earth's available water is in the ocean.	<p>SE/TE: Water on Earth, 146 Movement of Earth's Water, 147 Where is Water?, 164 Topic Assessment, 175 Evidence-Based Assessment, 176-177</p>
5.ESS2.2.DCI.2 Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.	<p>SE/TE: Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 uBe a Scientist: Modeling Water Distribution, 158 Where is Water?, 164 Quest Check-In: Water Resources, 170 Evidence-Based Assessment, 176-177</p>

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Science and Engineering Practices	
5.ESS2.2.SEP.1 Using Mathematics and Computational Thinking: Describe and graph quantities such as area and volume to address scientific questions.	<p>SE/TE: uBe a Scientist: Modeling Water Distribution, 158 Model It!, 159 Where is Water?, 164</p> <p>Realize™ Digital Resources: Earth's Water >Topic Launch>Quest Kickoff: Water, Water, Everywhere!</p>
Crosscutting Concepts	
5.ESS2.2.CCC.1 Scale, Proportion, and Quantity: Standard units are used to measure and describe physical quantities such as weight and volume.	<p>SE/TE: Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 Model It!, 159 Where Is Water?, 164 Salinity, 168</p>

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Earth and Human Activity (ESS3)	
Performance Expectation	
<p>5.ESS3.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environments.</p>	<p>SE/TE: uConnect Lab: How can we reuse materials to design new products?, 184 Quest Check-In: Efficient or Wasteful?, 193 uEngineer It!: Make Energy the Solar Way, 194-195 Quest Check-In: Save Energy!, 203 Reduce Human Impacts, 209 uInvestigate Lab: How can you collect rainwater?, 213 Resource Protection, 214 Environmental Conservation, 215 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</p> <p>Realize™ Digital Resources: Human Impacts on Earth’s Systems >Topic Launch>Quest Kickoff: Take Care of Earth – It’s Our Home! >Lesson 1, Earth’s Natural Resources>Video: Earth’s Natural Resources;>Interactivity: Drinkable Water;>uEngineer It! Video: Improving Designs >Lesson 2, Earth’s Energy Resources>Video: Earth’s Energy Resources;>Interactivity: How We Use Earth’s Resources >Lesson 3, Human Activity and Earth’s Systems>Video: Human Activity and Earth’s Systems;>Interactivity: Causes of Environmental Damage >Lesson 4, Protection of Earth’s Resources and Environments>Video: Protection of Earth’s Resources and Environments;>Interactivity: Go Green >Topic Close>Quest Findings: Take Care of Earth – It’s Our Home!</p>

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Disciplinary Core Ideas	
<p>5.ESS3.1.DC1.1 Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments.</p>	<p>SE/TE: 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 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 Reduce and Reuse, 218 Lesson 4 Check, 219 Resource Use, 219 Quest Check-In: Increase Conservation, 220 Evidence-Based Assessment, 226-227 uDemonstrate Lab: How can you use the energy of water?, 228-229</p> <p>Realize™ Digital Resources: Human Impacts on Earth’s Systems >Topic Launch>Quest Kickoff: Take Care of Earth – It’s Our Home! >Lesson 1, Earth’s Natural Resources>uEngineer It! Video: Improving Designs >Lesson 2, Earth’s Energy Resources>Video: Earth’s Energy Resources;>Interactivity: How We Use Earth’s Resources >Lesson 4, Protection of Earth’s Resources and Environments>Video: Protection of Earth’s Resources and Environments;>Interactivity: Go Green >Topic Close>Quest Findings: Take Care of Earth – It’s Our Home!</p>

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Science and Engineering Practice	
5.ESS3.SEP.1 Obtaining, Evaluating, and Communicating Information: Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.	<p>SE/TE: uConnect Lab: How can we reuse materials to design new products?, 184 uInvestigate Lab: Where are the metals?, 187 uEngineer It!: Make Energy the Solar Way, 194-195 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 uDemonstrate Lab: How can you use the energy of water?, 228-229</p> <p>Realize™ Digital Resources: Human Impacts on Earth’s Systems >Topic Launch>Quest Kickoff: Take Care of Earth – It’s Our Home! >Lesson 1, Earth’s Natural Resources>Video: Earth’s Natural Resources;>Interactivity: Drinkable Water;>uEngineer It! Video: Improving Designs >Lesson 4, Protection of Earth’s Resources and Environments>Video: Protection of Earth’s Resources and Environments;>Interactivity: Go Green >Topic Close>Quest Findings: Take Care of Earth – It’s Our Home!</p>
Crosscutting Concepts	
5.ESS3.1.CCC.1 System and System Models: A system can be described in terms of its components and their interactions.	<p>SE/TE: Energy from Nonfuel Sources, 199 Visual Literacy Connection: How can human activities change Earth’s Systems?, 206-207 Visual Literacy Connection: How do people recycle?, 216-217</p> <p>TE Only: Focus on Mastery, 199, 200, 206, 216</p>

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