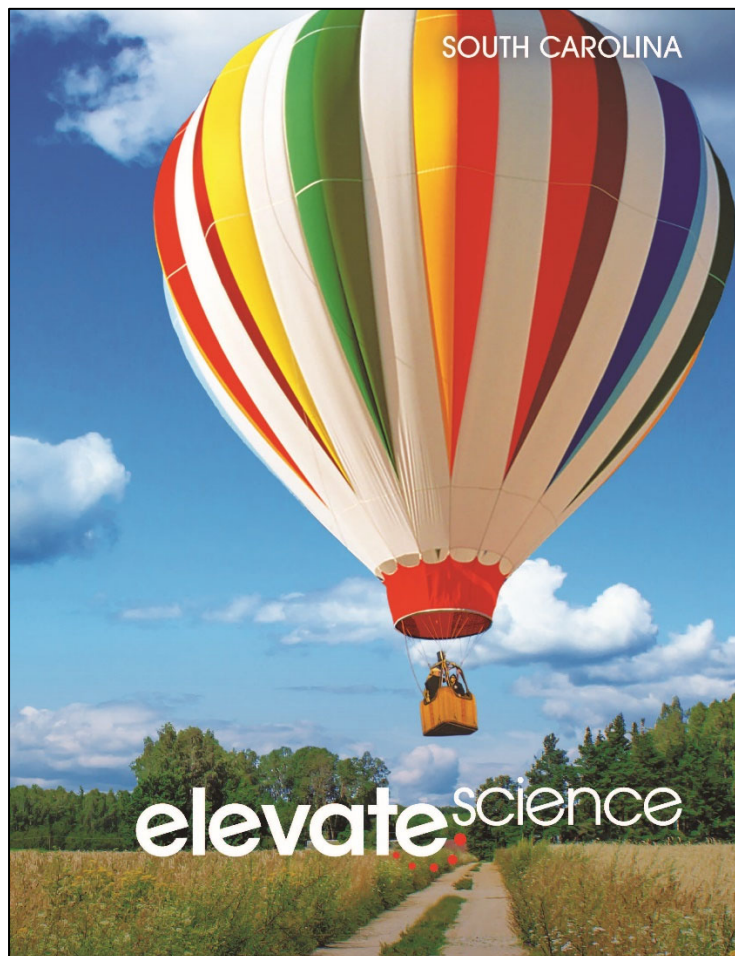


A Correlation of  
**South Carolina Elevate Science  
Grade 5, ©2023**



To the  
**South Carolina College- and Career-Ready  
Science Standards 2021  
Grade 5**

**A Correlation of South Carolina Elevate Science, Grade 5, ©2023 to the  
South Carolina College- and Career-Ready Science Standards 2021  
Grade 5**

**Introduction**

The following document demonstrates how the **South Carolina Elevate Science ©2023** program supports the South Carolina College- and Career-Ready Science Standards 2021. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

**South Carolina 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), **South Carolina Elevate Science** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The **South Carolina 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 **South Carolina 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.

**South Carolina 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. **South Carolina Elevate Science** promises to:

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

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<b>Matter and Its Interactions (PS1)</b>	
<b>Performance Expectation</b>	
<b>5-PS1-1:</b> Develop a model to describe that matter is made of particles too small to be seen.	<p><b>SE/TE:</b>            ulnvestigate Lab: How can you detect matter without seeing it? 17            uBe a Scientist: Disappearance of Particles, 18            STEM Quest Check-In Lab: How do you know that matter is still there?, 23            STEM ulnvestigate Lab: How can you separate salt from water?, 163</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Lesson 2, Model Matter&gt;Video: Model Matter;&gt;Virtual Lab: Water as Fuel;&gt;Interactivity: Matter is Everywhere</p>
<b>Disciplinary Core Ideas</b>	
<b>PS1.A: Structure and Properties of Matter</b>	
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 (and can be detected by their impact on other objects) can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.	<p><b>SE/TE:</b>            Divide Matter, 16            ulnvestigate Lab: How can you detect matter without seeing it?, 17            Atoms, 18            uBe a Scientist: Disappearance of Particles, 18            Molecules, 19            Visual Literacy Connection: What is the matter?, 20-21            Same Atoms, Different Matter, 22            STEM Quest Check-In Lab: How do you know that matter is still there?, 23            Topic Assessment, 36-37</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Lesson 2, Model Matter&gt;Video: Model Matter;&gt;Virtual Lab: Water as Fuel;&gt;Interactivity: Matter is Everywhere</p>

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South Carolina College- and Career-Ready Science Standards 2021, Grade 5	South Carolina Elevate Science, ©2023 Grade 5
<b>Science and Engineering Practices</b>	
<b>Developing and Using Models</b> Develop a model to describe phenomena.	<b>SE/TE:</b> uInvestigate Lab: How can you detect matter without seeing it?, 17 Visual Literacy Connection: What is the matter?, 20-21 STEM Quest Check-In Lab: How do you know that matter is still there?, 23  <b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> >Lesson 2, Model Matter>Video: Model Matter;>Virtual Lab: Water as Fuel;>Interactivity: Matter is Everywhere
<b>Crosscutting Concepts</b>	
<b>Scale, Proportion, and Quantity</b> Natural objects exist from the very small to the immensely large.	<b>SE/TE:</b> Observing Properties, 8 Measuring Properties, 9 Atoms, 18 Visual Literacy Connection: What is the matter?, 20-21 uConnect Lab: How big is the sun?, 234 Visual Literacy Connection: Who eats whom?, 372-373 Food Chains, 374  <b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> >Lesson 2, Model Matter> >Lesson 2, Model Matter>Video: Model Matter;>Quiz: Model Matter

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South Carolina College- and Career-Ready Science Standards 2021, Grade 5	South Carolina Elevate Science, ©2023 Grade 5
<b>Performance Expectation</b>	
<b>5-PS1-2:</b> 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 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
<b>Disciplinary Core Ideas</b>	
<b>PS1.A: Structure and Properties of Matter</b>	
The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.	<b>SE/TE:</b> uConnect Lab: What happens to mass when objects are mixed?, 46 uInvestigate Lab: How can you identify chemical changes?, 65 Conservation of Matter, 68-69 Visual Literacy Connection: Is Matter Conserved?, 70-71  <b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> >Lesson 3, Chemical Changes>Video: Chemical Changes;>Interactivity: Chemical Changes
<b>PS1.B: Chemical Reactions</b>	
No matter what reaction or change in properties occurs, the total weight of the substances does not change.	<b>SE/TE:</b> uConnect Lab: What happens to mass when objects are mixed?, 46 uInvestigate Lab: How can you identify chemical changes?, 65 Conservation of Matter, 68-69 Visual Literacy Connection: Is Matter Conserved?, 70-71  <b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> >Lesson 3, Chemical Changes>Video: Chemical Changes;>Interactivity: Chemical Changes

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South Carolina College- and Career-Ready Science Standards 2021, Grade 5	South Carolina Elevate Science, ©2023 Grade 5
<b>ETS2.A: Interdependence of Science, Engineering, and Technology</b>	
Tools and instruments (e.g., scales, thermometers, graduated cylinders) are used in scientific exploration to gather data and help answer questions about the natural world.	<b>SE/TE:</b> uConnect Lab: What happens to mass when objects are mixed?, 46 ulInvestigate Lab: Is goop solid or liquid?, 49 ulInvestigate Lab: How can you identify chemical changes?, 65 Science and Engineering Handbook: Science Practices: Science Tools, EM2 Science and Engineering Handbook: Science Practices: Digital Tools, EM3
<b>Science and Engineering Practices</b>	
<b>Using Mathematics and Computational Thinking</b> Measure and graph quantities such as weight to address scientific and engineering questions and problems.	<b>SE/TE:</b> uConnect Lab: What happens to mass when objects are mixed?, 46 ulInvestigate Lab: Which properties are affected by temperature?, 57 ulInvestigate Lab: How can you identify chemical changes?, 65
<b>Crosscutting Concepts</b>	
<b>Scale, Proportion, and Quantity</b> Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.	<b>SE/TE:</b> Visual Literacy Connection: Is Matter Conserved?, 70-71 Science and Engineering Handbook: Science Practices: Using Math, EM5  <b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> >Lesson 3, Chemical Changes>Video: Chemical Changes;>Interactivity: Chemical Changes

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<p align="center"><b>South Carolina College- and Career-Ready Science Standards 2021, Grade 5</b></p>	<p align="center"><b>South Carolina Elevate Science, ©2023 Grade 5</b></p>
<p><b>Performance Expectation</b></p>	
<p><b>5-PS1-3:</b> Make observations and measurements to identify materials based on their properties.</p>	<p><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            Measuring Properties, 9            Visual Literacy Connection: Can you tell them apart?, 10-11            Conductors of Heat and Electricity, 12            Magnetic Materials, 12            Solubility, 13            Quest Check-In Lab: How can you observe matter?, 14            uInvestigate Lab: How can you use properties to identify solids?, 27            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            Evidence-Based Assessment, 38-39            uDemonstrate Lab: How do you know what it is?, 40-41</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Lesson 1, Observe Matter&gt;Video: Observe Matter;&gt;Interactivity: Measuring Matter;&gt;Quiz: Observe Matter            &gt;Lesson 3, Properties of Matter&gt;Video: Properties of Matter;&gt;Interactivity: Matter and Its Properties;&gt;Quiz: Properties of Matter</p>



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<b>Disciplinary Core Ideas</b>	
<b>PS1.A: Structure and Properties of Matter</b>	
<p>Measurements of a variety of properties can be used to identify materials. 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><b>SE/TE:</b>            Quest Kickoff: Identify the Mystery Material, 2-3            uConnect Lab: What's in the Box?, 4            uInvestigate Lab: How do we describe materials?, 7            Observing Properties, 8            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 Check-In lab: How can you compare the properties of matter?, 32-33            Quest Findings: Identify the Mystery Material, 34            uDemonstrate Lab: How do you know what it is?, 40-41            Changes in Temperature, 59-60            Quest Check-In: Stepping Stone Properties, 62            Extreme Science: Look Out Flying Rocks!, 63</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Identify the Mystery Material            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Identify the Mystery Material</p>
<b>ETS2.A: Interdependence of Science, Engineering, and Technology</b>	
<p>Tools and instruments (e.g., scales, thermometers, graduated cylinders) are used in scientific exploration to gather data and help answer questions about the natural world.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How do we describe materials?, 7            Measuring Properties, 9            Science and Engineering Handbook: Science Practices: Science Tools, EM2            Science and Engineering Handbook: Science Practices: Digital Tools, EM3</p> <p><b>TE only:</b>            Focus on Mastery!: Scale, Proportion, and Quantity, 8</p>

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<p align="center"><b>South Carolina College- and Career-Ready Science Standards 2021, Grade 5</b></p>	<p align="center"><b>South Carolina Elevate Science, ©2023 Grade 5</b></p>
<p><b>Science and Engineering Practices</b></p>	
<p><b>Planning and Carrying Out Investigations</b> Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.</p>	<p><b>SE/TE:</b> Quest Kickoff: Identify the Mystery Material, 2-3 uConnect Lab: What’s in the Box?, 4 uInvestigate Lab: How do we describe materials?, 7 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: Identify the Mystery Material, 34 uDemonstrate Lab: How do you know what it is?, 40-41</p> <p><b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Identify the Mystery Material &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Identify the Mystery Material</p>
<p><b>Crosscutting Concepts</b></p>	
<p><b>Scale, Proportion, and Quantity</b> Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.</p>	<p><b>SE/TE:</b> Visual Literacy Connection: Can You Tell Them Apart?, 10-11</p> <p><b>TE only:</b> Focus on Mastery!: Scale, Proportion, and Quantity, 8</p>

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<b>Performance Expectation</b>	
<b>5-PS1-4:</b> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<p><b>SE/TE:</b> STEM Quest Kickoff: Find the Right Mix and Step on It!, 44-45 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 Investigate Lab: How can you separate a mixture?, 79 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 Demonstrate Lab: How does mass change when you make glop?, 94-95</p> <p><b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Find the Right Mix and Step on It! &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Find the Right Mix and Step on It!</p>
<b>Disciplinary Core Ideas</b>	
<b>PS1.B: Chemical Reactions</b>	
When two or more different substances are mixed, a new substance with different properties may be formed.	<p><b>SE/TE:</b> STEM Connection, 64 New Substances, 64-66 Investigate Lab: How can you identify chemical changes?, 65 Particles and Chemical Changes, 67 Conservation of Matter, 68-69 Visual Literacy Connection: Is Matter Conserved?, 70-71 Examples of Chemical Changes, 72-73 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Topic Assessment, 90-91 Demonstrate Lab: How does mass change when you make glop?, 94-95</p> <p><b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> &gt;Lesson 3, Chemical Changes&gt;Video: Chemical Changes;&gt;Interactivity: Chemical Changes</p>

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<b>Science and Engineering Practices</b>	
<p><b>Planning and Carrying Out Investigations</b> 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><b>SE/TE:</b> uInvestigate Lab: How can you separate a mixture?, 79 uBe a Scientist: Kitchen Science, 85 uDemonstrate Lab: How does mass change when you make glop?, 94-95</p>
<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Cause-and-effect relationships are routinely identified, tested, and used to explain change.</p>	<p><b>SE/TE:</b> uInvestigate Lab: Which properties are affected by temperature?, 57 Changes in Temperature, 59 uInvestigate Lab: How can you identify chemical changes?, 65 New Substances, 66 Examples of Chemical Changes, 72-73 Mixtures, 80 Solutions, 81 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Evidence-Based Assessment, 92-93</p> <p><b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> &gt;Lesson 2, Physical Changes&gt;Interactivity: Changing States;&gt;Interactivity: Physical Changes in Matter &gt;Lesson 3, Chemical Changes;&gt;Interactivity: Chemical Changes &gt;Lesson 4, Mixtures and Solutions&gt;Interactivity: Mixtures and Solutions</p>

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<b>Motion and Stability: Forces and Interactions (PS2)</b>	
<b>Performance Expectation</b>	
<b>5-PS2-1:</b> Support an argument that the gravitational force exerted by Earth on objects is directed down.	<p><b>SE/TE:</b>            uInvestigate Lab: How long do objects take to fall?, 279            Science Practice Toolbox: Engage in Argument from Evidence, 282            Quest Check-In Lab: How does gravity affect matter?, 283            Topic Assessment, 308-309</p> <p><b>Realize™ Digital Resources:</b>  <b>Patterns in Space</b>            &gt;Lesson 1, Earth’s Gravitational Forces&gt;            Interactivity: The Force of Gravity;&gt;Virtual lab: Gravity Here and There</p>
<b>Disciplinary Core Ideas</b>	
<b>PS2.B: Types of Interactions</b>	
The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.	<p><b>SE/TE:</b>            STEM Connection, 278            uInvestigate Lab: How long do objects take to fall?, 279            Gravitational Force, 280            Gravity on Earth, 281            uBe a Scientist: Explore Gravity 281            Science Practice Toolbox: Engage in Argument from Evidence, 282            Quest Check-In Lab: How does gravity affect matter?, 283            Topic Assessment, 308-309</p> <p><b>Realize™ Digital Resources:</b>  <b>Patterns in Space</b>            &gt;Lesson 1, Earth’s Gravitational Forces&gt;Video: Earth’s Gravitational Forces;&gt;Interactivity: The Force of Gravity;&gt;Virtual lab: Gravity Here and There;&gt;Quiz: Earth’s Gravitational Forces</p>
<b>Science and Engineering Practices</b>	
<b>Engaging in Argument from Evidence</b> Support an argument with evidence, data, or a model.	<p><b>SE/TE:</b>            uInvestigate Lab: How long do objects take to fall?, 279            Science Practice Toolbox: Engage in Argument from Evidence, 282</p>

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<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Cause-and-effect relationships are routinely identified and used to explain change.</p>	<p><b>SE/TE:</b> STEM Connection, 278 uInvestigate Lab: How long do objects take to fall?, 279 Gravitational Force, 280 Gravity on Earth, 281 Quest Check-In Lab: How does gravity affect matter?, 283 Topic Assessment, 308-309</p> <p><b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> &gt;Lesson 1&gt;Earth’s Gravitational Forces&gt;Video: Earth’s Gravitational Forces;&gt;Virtual Lab: Gravity Here and There;&gt;Interactivity: The Force of Gravity</p>
<b>Energy (PS3)</b>	
<b>Performance Expectation</b>	
<p><b>5-PS3-1:</b> 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><b>SE/TE:</b> Quest Kickoff: Plan Your Plate!, 316-317 uConnect lab: How much food do you need?, 318 uInvestigate Lab: How is the sun involved in your meals?, 321 Visual Literacy Connection: What Is a tropic level?, 324-325 uInvestigate Lab: How do animals get energy from the sun?, 339 Energy and Body Heat, 340 Energy and Movement, 342 Quest Check-In: Animals Use Energy, 344 Quest Findings: Plan Your Plate!, 346</p> <p><b>Realize™ Digital Resources:</b> <b>Energy and Food</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Plan Your Plate! &gt;Lesson 1&gt;Energy in Food&gt;Video: Energy in Food;&gt;Interactivity: Energy in Food Chains &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Plan Your Plate!</p>

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<b>Disciplinary Core Ideas</b>	
<b>PS3.D: Energy in Chemical Processes and Everyday Life</b>	
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><b>SE/TE:</b>            uInvestigate Lab: How is the sun involved in your meals?, 321            Plants and Energy, 322            Visual Literacy Connection: What Is a tropic level?, 324-325            Energy Paths to the Sun, 327</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy and Food</b>            &gt;Lesson 1&gt;Energy in Food&gt;Video: Energy in Food;&gt;Interactivity: Energy in Food Chains</p>
<b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>	
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.	<p><b>SE/TE:</b>            Quest Kickoff: Plan Your Plate!, 316-317            uConnect lab: How much food do you need?, 318            uInvestigate Lab: How is the sun involved in your meals?, 321            Visual Literacy Connection: What Is a tropic level?, 324-325            uInvestigate Lab: How do animals get energy from the sun?, 339            Energy and Body Heat, 340            Energy and Movement, 342            Quest Check-In: Animals Use Energy, 344            Quest Findings: Plan Your Plate!, 346</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy and Food</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Plan Your Plate!            &gt;Lesson 1&gt;Energy in Food&gt;Video: Energy in Food;&gt;Interactivity: Energy in Food Chains            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Plan Your Plate!</p>

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<p><b>Science and Engineering Practices</b></p>	
<p><b>Developing and Using Models</b> Use models to describe phenomena.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Plan Your Plate!, 316-317            uConnect lab: How much food do you need?, 318            ulInvestigate Lab: How is the sun involved in your meals?, 321            Visual Literacy Connection: What Is a tropic level?, 324-325            ulInvestigate Lab: How do animals get energy from the sun?, 339            Energy and Body Heat, 340            Energy and Movement, 342            Quest Check-In: Animals Use Energy, 344            Quest Findings: Plan Your Plate!, 346</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy and Food</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Plan Your Plate!            &gt;Lesson 1&gt;Energy in Food&gt;Video: Energy in Food;&gt;Interactivity: Energy in Food Chains            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Plan Your Plate!</p>
<p><b>Crosscutting Concepts</b></p>	
<p><b>Energy and Matter</b> Energy can be transferred in various ways and between objects.</p>	<p><b>SE/TE:</b>            uConnect Lab: How much food do you need?, 318            Visual Literacy Connection: What Is a tropic level?, 324-325            ulInvestigate Lab: How do animals get energy from the sun?, 339            Energy and Metabolism, 341            Extreme Science: The Hungriest Animals!, 345</p>



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<b>From Molecules to Organisms: Structures and Processes (LS1)</b>	
<b>Performance Expectation</b>	
<b>5-LS1-1:</b> Support an argument with evidence that plants obtain materials they need for growth mainly from air and water.	<b>SE/TE:</b> ulInvestigate Lab: What matter do plants need to make food?, 329 Crosscutting Concepts Toolbox: Energy and Matter, 330 How Plants Gain Mass, 331 Quest Check-In Lab, 334-335  <b>TE Only:</b> Focus on Mastery!
<b>Disciplinary Core Ideas</b>	
<b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>	
Plants acquire their material for growth chiefly from air and water.	<b>SE/TE:</b> ulInvestigate Lab: What matter do plants need to make food?, 329 Photosynthesis, 330 Crosscutting Concepts Toolbox: Energy and Matter, 330 How Plants Gain Mass, 331 Photosynthesis and Temperatures, 332  <b>Realize™ Digital Resources:</b> <b>Energy and Food</b> >Lesson 2, How Plants Make Food>Video: How Plants Make Food;>Interactivity: Photosynthesis;>Quiz: How Plants Make Food
<b>Science and Engineering Practices</b>	
<b>Engaging in Argument from Evidence</b> Support an argument with evidence, data, or a model.	<b>SE/TE:</b> ulInvestigate Lab: What matter do plants need to make food?, 329 Crosscutting Concepts Toolbox: Energy and Matter, 330 Model It!, 330 How Plants Gain Mass, 331

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<p align="center"><b>South Carolina College- and Career-Ready Science Standards 2021, Grade 5</b></p>	<p align="center"><b>South Carolina Elevate Science, ©2023 Grade 5</b></p>
<p><b>Crosscutting Concepts</b></p>	
<p><b>Energy and Matter</b> Matter is transported into, out of, and within systems.</p>	<p><b>SE/TE:</b>  uConnect lab: How much food do you need?, 318  Visual Literacy Connection: What Is a tropic level?, 324-325  uEngineer It!, 336-337  uInvestigate Lab: How do animals get energy from the sun?, 339  Energy and Metabolism, 341  Extreme Science: The Hungriest Animals!, 345</p>

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<b>Ecosystems: Interactions, Energy, and Dynamics (LS2)</b>	
<b>Performance Expectation</b>	
<p><b>5-LS2-1:</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p><b>SE/TE:</b>            Photosynthesis: Model It!, 330            uDemonstrate Lab: How does matter move through an ecosystem?, 352-353            STEM Quest Kickoff: Public Relations Gone Wild!, 356-357            Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365            uInvestigate Lab: How can matter change in an ecosystem?, 369            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            Flow of Matter in Ecosystems, 388            Energy Flow in Ecosystems, 389            Quest Check-In: Moving Matter and Energy, 393            uEngineer It!: Ecosystems in a box, 394-395            STEM Quest Findings: Public Relations Gone Wild!, 396            uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystem</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Public Relations Gone Wild            &gt;Lesson 1, Ecosystems&gt;Video: Ecosystems;&gt;Interactivity: Interactions in an Ecosystem            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Public Relations Gone Wild</p>

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<b>Disciplinary Core Ideas</b>	
<b>LS2.A: Interdependent Relationships in Ecosystems</b>	
<p>The food of almost any kind of animal can be traced back to plants (producers). Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants (either way they are consumers). Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. 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. Newly introduced species can damage the balance of an ecosystem.</p>	<p><b>SE/TE:</b>  uDemonstrate Lab: How does matter move through an ecosystem?, 352-353  uInvestigate Lab: How do the parts of an ecosystem work together?, 361  Ecosystems, 362  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 Chains, 374  Food Webs, 375  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  Stable Ecosystems, 382  Threats to Ecosystems, 383  Quest Check-In Lab: How does change affect6 organisms in an ecosystem?, 384-385  uInvestigate Lab: How does matter move through an ecosystem?, 387  Flow of Matter in Ecosystems, 388  Energy Flow in Ecosystems, 389  Cycles of Matter, 392  Quest Check-In: Moving Matter and Energy, 393  uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystem</b>  &gt;Lesson 1, Ecosystems&gt;Video: Ecosystems;&gt;Interactivity: Interactions in an Ecosystem  &gt;Lesson 2&gt;Organisms Within Ecosystems&gt;Video: Organisms Within Ecosystems;&gt;Interactivity: Explore Organism Interactions;&gt;Interactivity: Producers, Consumers, and Decomposers  &gt;Lesson 3, Change Within Ecosystems&gt;Video: Change Within Ecosystems;&gt;Interactivity: The Forest of Change;&gt;Interactivity: Changes in Ecosystems</p>

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<p><b>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</b></p>	
<p>Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.</p>	<p><b>SE/TE:</b>            uDemonstrate Lab: How does matter move through an ecosystem?, 352-353            ulInvestigate Lab: How does matter move through an ecosystem?, 387            Flow of Matter in Ecosystems, 388            Energy Flow in Ecosystems, 389            Visual Literacy Connection: How does carbon move through ecosystems?, 390-391            Cycles of Matter 392            Quest Check-In: Moving Matter and Energy, 393 in the Earth system?, 402-403</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystem</b>            &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;Video: Matter and Energy Transfer Within Ecosystems;&gt;Virtual Lab: From Garbage to Garden;&gt;Interactivity: Matter and Energy Transfer</p>
<p><b>Science and Engineering Practices</b></p>	
<p><b>Developing and Using Models</b>            Develop a model to describe phenomena.</p>	<p><b>SE/TE:</b>            Photosynthesis: Model It!, 330            ulInvestigate Lab: How does change affect organisms in an ecosystem?, 379            Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381            ulInvestigate Lab: How does matter move through an ecosystem?, 387            Flow of Matter in Ecosystems, 388            Energy Flow in Ecosystems, 389            Quest Check-In: Moving Matter and Energy, 393            uEngineer It!: Ecosystems in a box, 394-395            uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystem</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Public Relations Gone Wild            &gt;Lesson 1, Ecosystems&gt;Video: Ecosystems;&gt;Interactivity: Interactions in an Ecosystem            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Public Relations Gone Wild</p>

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<b>Crosscutting Concepts</b>	
<p><b>Systems and System Models</b> A system can be described in terms of its components and their interactions.</p>	<p><b>SE/TE:</b> Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365 Crosscutting Concepts Toolbox: Systems, 370 Quest Connection: Connections to Others, 376 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 uInvestigate Lab: How does matter move through an ecosystem?, 387 Energy Flow in Ecosystems, 389 Visual Literacy Connection: How does carbon move through ecosystems?, 390-391 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</p>
<b>Earth’s Place in the Universe (ESS1)</b>	
<b>Performance Expectation</b>	
<p><b>5-ESS1-1:</b> Support an argument with evidence that the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p>	<p><b>SE/TE:</b> STEM Quest Kickoff: Keeping the Planets in Order, 232-233 uInvestigate Lab: How are distance and brightness related?, 237 Quest Check-In: Fun in the Sun, 243 Quest Findings: Keeping the Planets in Order, 265</p> <p><b>Realize™ Digital Resources:</b> <b>Solar System</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Keeping the Planets in Order &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Keeping the Planets in Order</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS1.A: The Universe and Its Stars</b>	
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.	<p><b>SE/TE:</b>  uConnect Lab: How big is the sun?, 234  uInvestigate Lab: How are distance and brightness related?, 237  Earth’s Sun, 238  Structure of the Sun, 239  Distance of Stars, 240  Size of Stars, 241  Quest Check-In: Fun in the Sun, 243</p> <p><b>Realize™ Digital Resources:</b>  <b>Solar System</b>  &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;Video: Brightness of the Sun and Other Stars;&gt;Interactivity: The Sun and Other Stars</p>
<b>Science and Engineering Practices</b>	
<b>Engaging in Argument from Evidence</b> Support an argument with evidence, data, or a model.	<p><b>SE/TE:</b>  STEM Quest Kickoff: Keeping the Planets in Order, 232-233  uInvestigate Lab: How are distance and brightness related?, 237  Quest Check-In: Fun in the Sun, 243  Quest Findings: Keeping the Planets in Order, 265  Science and Engineering Handbook: Science Practices: Constructing Explanations, EM6  Science and Engineering Handbook: Science Practices: Engaging in Arguments from Evidence, EM7</p>
<b>Crosscutting Concepts</b>	
<b>Scale, Proportion, and Quantity</b> Natural objects exist from the very small to the immensely large.	<p><b>SE/TE:</b>  Visual Literacy Connection: What is in our solar system?, 248-249  Jupiter: Gas Giant with Many Moons, 257  Saturn: A Planet with Handles, 257</p>

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<b>Performance Expectation</b>	
<b>5-ESS1-2:</b> 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> uConnect Lab: How can spinning affect a planet's shape?, 276 uBe a Scientist: Shadow Play, 296 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>Disciplinary Core Ideas</b>	
<b>ESS1.B: Earth and the Solar System</b>	
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> Planetary Orbit, 250 Local-to-Global Connection, 284 uInvestigate Lab: How are we spinning?, 285 Earth's Rotation, 286 Earth's Revolution, 287 Visual Literacy Connection: What is the movement of Earth's moon in space?, 288-289 Seasons, 290-291 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What star patterns can you see?, 295 Shadow Patterns, 296 Model It!, 296 uBe a Scientist: Shadow Play, 296 Moon Phases, 300-301 Crosscutting Concepts Toolbox: Patterns, 300 Quest Check-In: Moon Sightings, 303 Topic Assessment, 308-309 Evidence-Based Assessment, 310-311 uDemonstrate Lab: What can we tell from shadows?, 312-313  <b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> >Lesson 2, Earth's Movements in Space>Video: Earth's Movements in Space;>Interactivity: Earth's Rotation: Day and Night;>Quiz: Earth's Movements in Space >Lesson 3, Patterns Over Time>Video: Patterns Over Time;>Interactivity: Phases of the Moon;>Quiz: Patterns Over Time



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<b>Science and Engineering Practices</b>	
<p><b>Analyzing and Interpreting Data</b> Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.</p>	<p><b>SE/TE:</b> uConnect Lab: How can spinning affect a planet's shape?, 276 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</p>
<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena.</p>	<p><b>SE/TE:</b> Literacy Connection: Sequence, 277 Local-to-Global Connection, 284 Earth's Rotation, 286 Quest Connection, 287 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What star patterns can you see?, 295 Shadow Patterns, 296 uBe a Scientist: Shadow Play, 296 Moon Phases, 300-301 Crosscutting Concepts Toolbox: Patterns, 300 Keeping Track of Time, 302 uEngineer It! Design STEM: Coding Moon Phases, 304-305 Quest Findings: Plan a Trip Around the World of Patterns, 306</p> <p><b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> &gt;Lesson 2, Earth's Movements in Space&gt;Video: Earth's Movements in Space;&gt;Interactivity: Earth's Rotation: Day and Night;&gt;Quiz: Earth's Movements in Space &gt;Lesson 3, Patterns Over Time&gt;Video: Patterns Over Time;&gt;Interactivity: Phases of the Moon;&gt;Quiz: Patterns Over Time</p>

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<b>Earth's Systems (ESS2)</b>	
<b>Performance Expectation</b>	
<p><b>5-ESS2-1:</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p><b>SE/TE:</b>            The Essential Question: How can you model interactions among Earth's systems?, 97            Quest Kickoff: Connect the Spheres, 98-99            uConnect lab: How can you model Earth?, 100            uInvestigate Lab: How does water move through soil?, 103            Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107            uBe a Scientist, 108            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            Quest Findings: Connect the Spheres, 130            Evidence-Based Assessment, 134-135            uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Connect the Spheres            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;Video: Hydrosphere and Atmosphere;&gt;Interactivity: Earth's Four Spheres            &gt;Lesson 3, Interactions Among Earth's Systems&gt;Video: Interactions Among Earth's Systems;&gt;Virtual Lab: Build Your Dream Park;&gt;Interactivity: Interactions Among Earth's Systems</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS2.A: Earth Materials and Systems</b>	
<p>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>            Earth’s Systems, 104            Geosphere and Biosphere, 105            Visual Literacy Connection: What are parts of Earth’s geosphere and biosphere?, 106-107            Lithosphere, 108            uBe a Scientist, 108            ulnInvestigate Lab: How does a greenhouse work?, 111            Visual Literacy Connection: What are parts of Earth’s hydrosphere?, 112-113            Atmosphere, 114            Quest Connection, 114            Hydrosphere and Atmosphere Together, 115            ulnInvestigate 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            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> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Systems</b>            &gt;Lesson 1, Geosphere and Biosphere&gt;Video: Geosphere and Biosphere;&gt;Quiz: Geosphere and Biosphere            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;Video: Hydrosphere and Atmosphere;&gt;Interactivity: Earth’s Four Spheres;&gt;Quiz: Hydrosphere and Atmosphere            &gt;Lesson 3, Interactions Among Earth’s Systems&gt;Video: Interactions Among Earth’s Systems;&gt;Interactivity: Interactions Among Earth’s Spheres;&gt;Quiz: Interactions Among Earth’s Systems</p>

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<p><b>Science and Engineering Practices</b></p>	
<p><b>Developing and Using Models</b> Develop a model using an example to describe a scientific principle.</p>	<p><b>SE/TE:</b> The Essential Question: How can you model interactions among Earth’s systems?, 97 Quest Kickoff: Connect the Spheres, 98-99 uConnect lab: How can you model Earth?, 100 uInvestigate Lab: How does water move through soil?, 103 Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107 uBe a Scientist, 108 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 Quest Findings: Connect the Spheres, 130 Evidence-Based Assessment, 134-135 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Systems</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Connect the Spheres &gt;Lesson 2, Hydrosphere and Atmosphere&gt;Video: Hydrosphere and Atmosphere;&gt;Interactivity: Earth’s Four Spheres &gt;Lesson 3, Interactions Among Earth’s Systems&gt;Video: Interactions Among Earth’s Systems;&gt;Virtual Lab: Build Your Dream Park;&gt;Interactivity: Interactions Among Earth’s Systems &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Connect the Spheres</p>

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<b>Crosscutting Concepts</b>	
<p><b>Systems and System Models</b> A system can be described in terms of its components and their interactions.</p>	<p><b>SE/TE:</b> Earth’s Systems, 104 Visual Literacy Connection: What are parts of Earth’s hydrosphere?, 112-113 Quest Check-In lab: What are Earth’s spheres?, 116-117 Crosscutting Concepts Toolbox: Systems and Systems Models, 122</p>
<b>Performance Expectation</b>	
<p><b>5-ESS2-2:</b> Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p><b>SE/TE:</b> Quest Kickoff: Water, Water Everywhere!, 140-141 uInvestigate Lab: Where did that water come from?, 145 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 Quest Findings: Water, Water Everywhere!, 172 Evidence-Based Assessment, 176-177 uDemonstrate Lab: How can water move upward?, 178-179</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Water</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Water, Water Everywhere! &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Water, Water Everywhere!</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS2.C: The Roles of Water in Earth’s Surface Processes</b>	
Nearly all of Earth’s available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.	<p><b>SE/TE:</b>            Water on Earth, 146            Visual Literacy Connection: How does water cycle on Earth?, 148-149            STEM ulnvestigate Lab: How can you find water underground?, 155            Visual Literacy Connection: How is freshwater distributed across Earth?, 156-157            uBe a Scientist: Modeling Water Distribution, 158            Where is Water, 164            Evidence-Based Assessment, 176-177</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Water</b>            &gt;Lesson 2, Earth’s Freshwater&gt;Video: Earth’s Freshwater;&gt;Interactivity: Earth’s Underground Water;&gt;Quiz: Earth’s Freshwater            &gt;Lesson 3, Earth’s Ocean&gt;Interactivity: Earth’s Waters;&gt;Quiz: Earth’s Ocean</p>
<b>Science and Engineering Practices</b>	
<b>Using Mathematics and Computational Thinking</b> Describe and graph quantities such as area and volume to address scientific questions.	<p><b>SE/TE:</b>            Visual Literacy Connection: How is freshwater distributed across Earth?, 156-157            uBe a Scientist: Modeling Water Distribution, 158            Model It!, 159            Where is Water?, 164            Evidence-Based Assessment, 176-177</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Water</b>            &gt;Lesson 3, Earth’s Ocean&gt;Interactivity: Earth’s Waters</p>
<b>Crosscutting Concepts</b>	
<b>Scale, Proportion, and Quantity</b> Standard units are used to measure and describe physical quantities such as weight and volume.	<p><b>SE/TE:</b>            Model It!, 159</p>

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<p><b>Earth and Human Activity (ESS3)</b></p>	
<p><b>Performance Expectation</b></p>	
<p><b>5-ESS3-1:</b> Evaluate potential solutions to problems that individual communities face in protecting the Earth’s resources and environment.</p>	<p><b>SE/TE:</b>            STEM Quest Check-In Lab: How do we filter water?, 160-161            STEM ulnvestigate Lab: How can you separate salt from water?, 163            Threats to the Shoreline, 169            uBe a Scientist: Oil Spill in a Bottle, 169            Quest Findings: Water, Water Everywhere!, 172            Career Connection: Water Quality Specialist, 173            STEM uConnect Lab: How can we reuse materials to design new products?, 184            Quest Check-In: Efficient or Wasteful, 193            uBe a Scientist: Find Your Impact, 202            Quest Check-In: Save Energy!, 203            Reduce Human Impacts, 209            STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            STEM ulnvestigate 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            Quest Connection, 218            Resource Use, 219            Quest Check-In: Increase Conservation, 220            Quest Findings: Take Care of Earth—It’s Our Home!, 222</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Water</b>            &gt;Lesson 3, Earth’s Ocean&gt;Video: Earth’s Ocean Human Impacts on Earth’s Systems            &gt;Lesson 4, Protection of Earth’s Resources and Environments&gt;Video: Protection of Earth’s Resources and Environments;&gt;Interactivity: Go Green;&gt;Quiz: Protection of Earth’s Resources and Environments</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS3.C: Human Impacts on Earth Systems:</b>	
<p>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><b>SE/TE:</b>            Quest Kickoff: Take Care of Earth—It’s Our Home!, 182-183            STEM uConnect Lab: How can we reuse materials to design new products?, 184            Land and Forest Resources, 189            Minerals and Rocks, 190            Water Resources, 191            Air Resources, 192            Quest Check-In: Efficient or Wasteful, 193            uEngineer It! Design STEM: Make Energy the Solar Way, 194-195            uInvestigate Lab: Which color is best at capturing solar energy?, 197            Human Uses of Energy, 198            Impacts of Energy Production, 202            Quest Check-In: Save Energy!, 203            STEM Connection, 204            Visual Literacy Connection: How can human activities change Earth’s systems?, 206-207            Human Resource Use and Pollution, 208            Reduce Human Impacts, 209            Resource Protection, 214            Environmental Conservation, 215            Visual Literacy Connection: How do people recycle?, 216-217            Reduce and Reuse, 218            Resource Use, 219            Quest Check-In: Increase Conservation, 220            Quest Findings: Take Care of Earth-It’s Home!, 222</p> <p><b>Realize™ Digital Resources:</b>  <b>Human Impacts on Earth’s Systems</b>            &gt;Lesson 1, Earth’s Natural Resources&gt;Video: Earth’s Natural Resources;&gt;Interactivity: Drinkable Water;&gt;Quiz: Earth’s Natural Resources            &gt;Lesson 2, Earth’s Energy Resources&gt;Video: Earth’s Energy Resources;&gt;Interactivity”: How We Use Earth’s Resources;&gt;Quiz: Earth’s Energy resources            &gt;Lesson 3, Human Activity and Earth’s Systems&gt;Video: Human Activity and Earth’s Systems;&gt;Interactivity: Causes of Environmental Damage;&gt;Quiz: Human Activity and Earth’s Systems            &gt;Lesson 4, Protection of Earth’s Resources and Environments&gt;Video: Protection of Earth’s Resources and Environments;&gt;Interactivity: Go Green;&gt;Quiz: Protection of Earth’s Resources and Environments</p>



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<b>ETS1.B: Developing Possible Solutions</b>	
Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.	<b>SE/TE:</b> uEngineer It!: Make Energy the Solar Way, 194-195 Engineering Practices Toolbox: Design Solutions, 209
<b>ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World</b>	
Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.	<b>SE/TE:</b> Quest Check-In: Efficient or Wasteful?, 193 Engineering Practices Toolbox: Design Solutions, 209 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211
<b>Science and Engineering Practices</b>	
<b>Obtaining, Evaluating, and Communicating Information</b> Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.	<b>SE/TE:</b> uInvestigate Lab: Where are the metals?, 187 Land and Forest Resources, 189 Water Resources, 191 Science Practice Toolbox: Obtain Information, 199 Quest Check-In: Save Energy, 203 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211  <b>TE only:</b> Focus on Mastery!: Obtaining, Evaluating, and Communicating Information, 182
<b>Crosscutting Concepts</b>	
<b>Systems and System Models</b> A system can be described in terms of its components and their interactions.	<b>SE/TE:</b> Visual Literacy Connection: Where is electrical energy generated?, 200-201 Visual Literacy Connection: How do human activities change Earth's systems?, 206-207

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