

A Correlation of
Elevate Science
Grade 5, ©2019



To the
Iowa Core Science Standards
Grade 5

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Introduction

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

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

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

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 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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5-PS1 Matter and Its Interactions	
Performance Expectation 5-PS1-1	
Develop a model to describe that matter is made of particles too small to be seen.	SE/TE: 17, 23, 27, 67 TE Only: 1d, 16a
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.	SE/TE: 46, 49, 57, 65 TE Only: 42d, 48a, 56a, 64a, 78a
Performance Expectation 5-PS1-3	
Make observations and measurements to identify materials based on their properties.	SE/TE: 4, 7, 8, 9, 10-11, 14, 17, 23, 27, 34, 40-41 TE Only: 1d, 6a, 26a
Performance Expectation 5-PS1-4	
Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	SE/TE: 79, 94-95 TE Only: 42d, 64a, 78a
5-PS2 Motion and Stability: Forces and Interactions	
Performance Expectation 5-PS2-1	
Support an argument that the gravitational force exerted by Earth on an object is directed down.	SE/TE: 279, 280, 281, 283 TE Only: 272d, 278a

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5-PS3 Energy	
Performance Expectation 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.	SE/TE: 318, 339, 342, 352–353 TE Only: 314d, 338a
5-LS1 From Molecules to Organisms: Structures and Processes	
Performance Expectation 5-LS1-1	
Support an argument that plants get the materials they need for growth chiefly from air and water.	SE/TE: 329 TE Only: 199, 314d, 328a
5-LS2 Ecosystems: Interactions, Energy, and Dynamics	
Performance Expectation 5-LS2-1	
Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	SE/TE: 379, 384–385, 387, 394–395, 398–399, 402–403 TE Only: 314d, 354d, 360a, 368a, 378a, 386a
5-ESS1 Earth's Place in the Universe	
Performance Expectation 5-ESS1-1	
Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	SE/TE: 237, 268–269, 297 TE Only: 230d, 236a, 246a, 254a, 272d, 294a
Performance Expectation 5-ESS1-2	
Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	SE/TE: 274–275, 306 TE Only: 272d, 284a, 294a

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5-ESS2 Earth's Systems	
Performance Expectation 5-ESS2-1	
Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	SE/TE: 103, 121, 134-135, 136-137, 394-395 TE Only: 96d, 102a, 110a, 120a
5-ESS1 Earth and Human Activity	
Performance Expectation 5-ESS3-1	
Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	SE/TE: 220, 222 TE Only: 180d, 186a, 196a, 204a, 212a
3-5. ETS1 Engineering Design	
Performance Expectation 3-5-ETS1-1	
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SE/TE: 24-25, 118-119, 152-153, 244-245, EM10 TE Only: 24-25, 45, 118-119, 152-153, 183, 233
Performance Expectation 3-5-ETS1-2	
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	SE/TE: 23, 76-77, 79, 86-87, 213 TE Only: 161, 194-195, 211, 244-245, 304-305, 336-337, 394-395, 396
Performance Expectation 3-5-ETS1-3	
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	SE/TE: 86-87, 336-337 TE Only: 34, 222