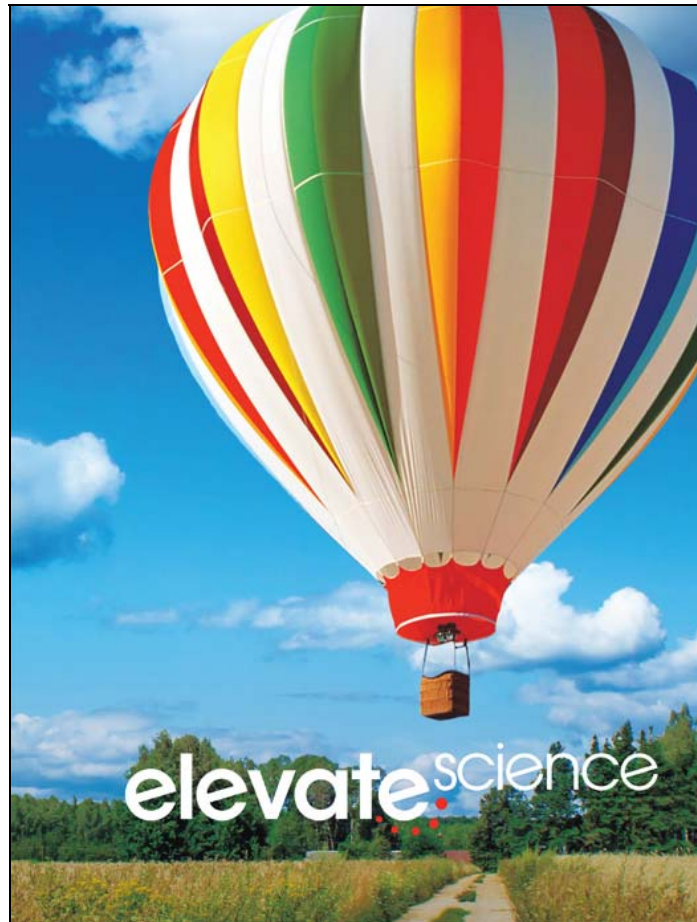


A Correlation of
Elevate Science
Grade 5, ©2019



To the
**Nebraska College and Career Ready
Standards for Science
Grade 5**

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to the
Nebraska College and Career Ready Standards for Science, Grade 5**

Introduction

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

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

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

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 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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Nebraska College and Career Ready Standards for Science, Grade 5		Elevate Science, ©2019
SC.5.3	Structure and Properties of Matter	
SC.5.3.1	Gather, analyze, and communicate evidence of structure and properties of matter.	
SC.5.3.1.A	Develop a model to describe that matter is made of particles too small to be seen.	SE/TE: 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
SC.5.3.1.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.	SE/TE: uConnect Lab: What happens to mass when objects are mixed?, 46 Conservation of Matter, 68-69 Visual Literacy Connection Is matter conserved, 70-71 Mass and Plant Growth, 72 uDemonstrate Lab How does mass change when you make glop?, 94-95
SC.5.3.1.C	Make observations and measurements to identify materials based on their properties.	SE/TE: uConnect Lab: What's in the Box?, 4 uInvestigate Lab: How do we describe materials?, 7 uBe a Scientist: Identify 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 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 Extreme Science: Look Out Flying Rocks!, 63

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SC.5.3.1.D	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How can you identify chemical changes?, 65 Math Toolbox: Use Models, 67 Model It!, 67 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 uDemonstrate Lab: How does mass change when you make glop?, 94-95
SC.5.8	Matter and Energy in Organisms and Ecosystems	
SC.5.8.2	Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.	
SC.5.8.2.A	Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.	SE/TE: <ul style="list-style-type: none"> uConnect Lab: How much food do you need?, 318 uInvestigate Lab: How is the sun involved in your meals?, 321 What is a trophic level?, 325 Energy Paths to the Sun, 326 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
SC.5.8.2.B	Support an argument that plants get the materials they need for growth chiefly from air and water.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: What matter do plants need to make food?, 329 How Plants Gain Mass, 331 Lesson 2 Check, 333 Quest Check-in Lab: What plant foods provide the most energy and nutrients?, 334-335 Assessment, 348

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SC.5.8.2.C	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	SE/TE: uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 uInvestigate Lab: How can matter change in an ecosystem?, 369 uInvestigate Lab: How does matter move through an ecosystem?, 387 Flow of Matter in Ecosystems, 388 Plan It!, 388 Lesson 4 Check, 392 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403
SC.5.11	Space Systems: Earth's Stars and Solar System	
SC.5.11.3	Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.	
SC.5.11.3.A	Support an argument that the gravitational force exerted by Earth on objects is directed down.	SE/TE: Gravitational Force, 280 Gravity on Earth, 281 uBe a Scientist: Explore Gravity, 281 Lesson 1 Check, 282 Science Practice Toolbox: Engage in Argument from Evidence, 282 Quest Check-In Lab: How does gravity affect matter?, 283
SC.5.11.3.B	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	SE/TE: Local-to-Global Connection, 236 uInvestigate Lab: How are distance and brightness related?, 237 Brightness of Stars, 240 Distances of Stars, 240 Plan It!, 241 Lesson 1 Check, 242 Evidence-Based Assessment, 268-269 Stars and Constellations, 297

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SC.5.11.3.C	Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	SE/TE: uInvestigate Lab: How are we spinning?, 285 Quest Check-In: Sun Up, Sun Down, 292 uInvestigate Lab: What star patterns can you see?, 295 Quest Findings: Plan a Trip Around the World of Patterns, 306 uDemonstrate Lab: What can we tell from shadows?, 312-313
SC.5.13	Earth's Systems	
SC.5.13.4	Gather and analyze data to communicate understanding of Earth's systems.	
SC.5.13.4.A	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	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 Connection, 114 Quest Check-In Lab: Where are Earth's spheres?, 116-117 uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121 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 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

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SC.5.13.4.B	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	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, 174-175 Evidence-Based Assessment, 176-177
SC.5.13.4.C	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	SE/TE: Quest Kickoff: Take Care of Earth – It's Our Home!, 182-183 uConnect Lab: How can we reuse materials to design new products?, 184 Air Resources, 192 Quest Check-In: Efficient or Wasteful?, 193 uEngineer It!: Make Energy the Solar Way, 194-195 Quest Check-In: Save Energy!, 203 uInvestigate Lab: What happens to substances over time?, 205 Reduce Human Impacts, 209 uInvestigate Lab: How can you collect rainwater?, 213 Resource Protection, 214 Environmental Conservation, 215 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
SC.5.13.4.D	Define a simple design problem that can be solved by applying scientific ideas about the conservation of fresh water on Earth.	SE/TE: Quest Check-In: Follow the Flow, 151 Quest Check-In: How do we filter water?, 160 Quest Check-In: Water Resources, 170 Quest Findings: Water, Water Everywhere, 172

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SC.5.13.4.E	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: uEngineer It!: Robot Chef, 24-25 uEngineer It!: Foam Sweet Foam, 76-77 uEngineer It!: A New Home, 118-119 uEngineer It!: Make Energy the Solar Way, 194-195 Defining Problems, EM10