



**A Correlation of Elevate Science Grade 5 ©2019**  
**To the**  
**Wisconsin Standards for Science, Grade 5**

**Introduction**

The following document demonstrates how the ***Elevate Science***, ©2019 program supports the Wisconsin Standards for Science. Correlation references are to 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 21<sup>st</sup> century skills

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

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

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

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<b>Wisconsin Standards for Science Grade 5</b>	<b>Elevate Science ©2019 Grade 5</b>
<b>Performance Expectations</b>	
SCI.LS Life Science	
SCI.LS1 Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems.	
SCI.LS1.A Structure and Function	Please see <i>Elevate Science</i> Grade 4, Topic 7: Structures and Functions, pp. 276-333.
SCI.LS1.B Growth and Development of Organisms	Please see <i>Elevate Science</i> Grade 3, Topic 5: Life Cycles and Traits, Lesson 1 Life Cycles, pp. 174-183.
SCI.LS1.C Organization for Matter and Energy Flow in Organisms	
SCI.LS1.C.5 Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter, and obtain energy from sunlight, which is used to maintain conditions necessary for survival.	<p><b>SE/TE:</b>            Energy Paths to the Sun: Identify, 326            uInvestigate Lab: What matter do plants need to make food?, 329            uInvestigate Lab: How do animals get energy from the sun?, 339            Crosscutting Concepts Toolbox: Energy and Matter, 340            Quest Connection, 342            Internal Uses of Energy: Make Meaning, 343            Quest Check-In: Animals Using Energy, 344            Topic Assessment, 348-349            Lesson 2 Check, 375            Energy Flow in Ecosystems: Reading Check: Compare and Contrast, 389            Quest Check-In: Moving Matter and Energy, 393</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy and Food</b>            &gt;Topic Launch&gt;Video: Quest Kickoff: Plan Your Plate!            &gt;Lesson 3, How Animals Use Food&gt;Video: How Animals Use Food;&gt;Interactivity: Ectotherms and Endotherms            &gt;Topic Close&gt;Interactivity: Plan Your Plate!</p>

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SCI.LS1.D Information Processing	
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	<b>SE/TE:</b> uInvestigate Lab: What matter do plants need to make food?, 329 How Plants Gain Mass, 331
SCI.LS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.	
SCI.LS2.A Interdependent Relationships in Ecosystems	
SCI.LS2.A.5 The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.	<b>SE/TE:</b> uEngineer It!: A New Home, 118-119 uInvestigate Lab: What happens to substances over time?, 205 Curriculum Connection, 212 What is a trophic level?, 324-325 Crosscutting Concepts Toolbox: Energy and Matter, 340 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 uConnect Lab: How do the parts in a fish tank make up a system?, 358 Ecosystems: Describe, 362 Quest Connection, 362 Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365 uInvestigate Lab: How can matter change in an ecosystem?, 369 Producers: Summarize, 370 Decomposers: Reading Check: Use Evidence, 371 Visual Literacy Connection: Who eats whom?, 372-373 Quest Connection, 374 Food Webs: Make Meaning, 375 Lesson 2 Check, 375 Quest Check-In: Connections to Others, 376 Stable Ecosystems: Describe, 382 Flow of Matter in Ecosystems: Explain, 388 Quest Check-In: Moving Matter and Energy, 393 Topic Assessment, 398-399

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<p><b>Continued:</b> SCI.LS2.A.5 The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.</p>	<p><b>Continued:</b> <b>Realize™ Digital Resources:</b> <b>Earth’s Systems</b> &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats <b>Energy and Food</b> &gt;Lesson 1, Energy in Food&gt;Video: Energy in Food;&gt;Interactivity: Energy in Food Chains <b>Matter and Energy in Ecosystems</b> &gt;Topic Launch&gt;Video: Quest Kickoff: Public Relations Gone Wild! &gt;Lesson 1, Ecosystems&gt;Video: Ecosystems;&gt;Interactivity: Interactions in an Ecosystem</p>
<p>SCI.LS2.B Cycles of Matter and Energy Transfer in Ecosystems</p>	
<p>SCI.LS2.B.5 Matter cycles between the air and soil and among organisms as they live and die.</p>	<p><b>SE/TE:</b> uInvestigate Lab: How is the sun involved in your meals?, 321 Energy Paths to the Sun: Identify, 326 Evidence-Based Assessment, 350-351 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 Producers: Summarize, 370 Visual Literacy Connection: Who eats whom?, 372-373 Food Chains: Reading Check: Contrast, 374 Food Webs: Make Meaning, 375 Flow of Matter in Ecosystems, 388 Cycles of Matter: Infer, 392 Lesson 4 Check, 392</p> <p><b>Realize™ Digital Resources:</b> <b>Matter and Energy in Ecosystems</b> &gt;Topic Launch&gt;Video: Quest Kickoff: Public Relations Gone Wild! &gt;Lesson 2, Organisms Within Ecosystems&gt;Interactivity: Explore Organism Interaction</p>

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SCI.LS2.C Ecosystem Dynamics, Functioning, and Resilience	<p><b>SE/TE:</b>  uEngineer It!: Ecosystems in a Box, 394-395  uInvestigate Lab: How do the parts of an ecosystem work together?, 361  Quest Connection, 362  Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365  Quest Check-In: Unwelcome Inhabitants, 367  Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystems</b>  &gt;Lesson 1, Ecosystems&gt;Video: Ecosystems;&gt;Interactivity: Interactions in an Ecosystem  &gt;Lesson 3, Change Within Ecosystems&gt;Interactivity: The Forest of Change  &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</p>
SCI.LS2.D Social Interactions and Group Behavior	
5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	<p><b>SE/TE:</b>  uDemonstrate Lab: How does matter move through an ecosystem?, 352-353  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><b>Realize™ Digital Resources:</b>  <b>Matter and Energy in Ecosystems</b>  &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;Interactivity: Matter and Energy Transfer</p>

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SCI.LS3 Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.	
SCI.LS3.A Inheritance of Traits	Please see <i>Elevate Science</i> Grade 3, Topic 5 Life Cycles and Traits, Lesson 2 Inherited Traits, pp. 184-193.
SCI.LS3.B Variation of Traits	Please see <i>Elevate Science</i> Grade 3, Topic 5 Life Cycles and Traits, Lesson 2 Inherited Traits, pp. 184-193 and Lesson 3 Traits Influenced by the Environment, pp. 194-201.
SCI.LS4 Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.	
SCI.LS4.A Evidence of Common Ancestry and Diversity	Please see <i>Elevate Science</i> Grade 3, Topic 7 Fossil Evidence, pp. 252-293.
SCI.LS4.B Natural Selection	Please see <i>Elevate Science</i> Grade 3, Topic 6 Adaptations and Survival, pp. 210-251.
SCI.LS4.C Adaptation	Please see <i>Elevate Science</i> Grade 3, Topic 6 Adaptations and Survival, pp. 210-251.
SCI.LS4.D Biodiversity and Humans	Please see <i>Elevate Science</i> Middle Grades: Life, Topic 6: Populations, Communities, and Ecosystems, pp. 290-342.

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SCI.PS Physical Science	
SCI.PS1 Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.	
SCI.PS1.A Structures and Properties of Matter	
SCI.PS1.A.5 Matter exists as particles that are too small to see. Matter is always conserved even if it seems to disappear. Measurements of a variety of observable properties can be used to identify particular materials.	<p><b>SE/TE:</b>  uConnect Lab: What’s in the Box?, 4  uInvestigate Lab: How do we describe materials?, 7  Observing Properties: Apply, 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  uDemonstrate Lab: How do you know what it is?, 40-41  Changes in Temperature, 59-60  Quest Check-In: Stepping Stone Properties, 62  uBe a Scientist: Mass and Plant Growth, 72  uDemonstrate Lab: How does mass change when you make glop?, 94-95</p> <p><b>Realize™ Digital Resources: Properties of Matter</b>  &gt;Topic Launch&gt;Video: Quest Kickoff: Identify the Mystery Material  &gt;Topic Close&gt;Interactivity: Identify the Mystery Material</p>

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SCI.PS1.B Chemical Reactions	
SCI.PS1.B.5.i Chemical reactions that occur when substances are mixed can be identified by the emergence of substances with different properties.	<p><b>SE/TE:</b>            uInvestigate Lab: How can you identify chemical changes?, 65            Reading Check: Use Evidence from Text, 66            Model It!, 67            Math Toolbox: Use Models, 67            Model It!, 68            Lesson 3 Check, 73</p> <p><b>Realize™ Digital Resources: Changes in Matter</b>            &gt;Lesson 3, Chemical Changes&gt;Video Chemical Changes</p>
SCI.PS1.B.5.ii In chemical reactions the total mass remains the same.	<p><b>SE/TE:</b>            Conservation of Matter: Reading Check: Use Evidence from Text, 68-69            Quest Connection, 69            Visual Literacy Connection: Is matter conserved?, 70-71</p>
SCI.PS1.C Nuclear Processes	
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.	<p><b>SE/TE:</b>            Visual Literacy Connection: What is the matter?, 20-21            uInvestigate Lab: How can you use properties to identify solids?, 27            Math Toolbox: Use Models</p>
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><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            uBe a Scientist: Mass and Plant Growth, 72            uDemonstrate Lab: How does mass change when you make glop?, 94-95</p>

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5-PS1-3 Make observations and measurements to identify materials based on their properties.	<p><b>SE/TE:</b>  uConnect Lab: What’s in the Box?, 4  uInvestigate Lab: How do we describe materials?, 7  Observing Properties: Apply, 8  uBe a Scientist: Identify Properties, 8  Measuring Properties: Compare, 9  Visual Literacy Connection: Can you tell them apart?, 10-11  Mass and Volume: Infer, 29  Quest Check-In lab: How can you compare the properties of matter?, 32-33  uDemonstrate Lab: How do you know what it is?, 40-41  Quest Check-In: Stepping Stone Properties, 62  STEM Quest Check-In Lab: How can you make modeling dough?, 74-75</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>  &gt;Topic Launch&gt;Video: Quest Kickoff: Identify the Mystery Material  &gt;Lesson 1, Observe Matter&gt;Video: Observe Matter  &gt;Topic Close&gt;Interactivity: Quest Findings: Identify the Mystery Material  <b>Changes in Matter</b>  &gt;Topic Close&gt;Interactivity: Quest Findings: Find the Right Mix - and Step on It!</p>
5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<p><b>SE/TE:</b>  STEM Quest Check-In Lab: How can you make modeling dough?, 74-75  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: Find the Right Mix - and Step on It!, 88  uDemonstrate Lab: How does mass change when you make glop?, 94-95</p>

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SCI.PS2 Students use science and engineering practices, crosscutting concepts, and an understanding of forces, interactions, motion and stability to make sense of phenomena and solve problems.	
SCI.PS2.A Forces and Motion	<b>SE/TE:</b> Please see <i>Elevate Science</i> Grade 3, Topic 1 Motion and Forces, pp. 1-49.
SCI.PS2.B Types of Interactions	
SCI.PS2.B.5 The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uInvestigate Lab: How long do objects take to fall?, 279</li> <li>Gravitational Force: Identify, 280</li> <li>uBe a Scientist: Explore Gravity, 281</li> <li>Gravity on Earth: Use Evidence from Text, 281</li> <li>Lesson 1 Check, 282</li> <li>Science Practice Toolbox: Engage in Argument from Evidence, 282</li> <li>Quest Check-In Lab: How does gravity affect matter?, 283</li> </ul> <b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> >Lesson 1, Earth's Gravitational Forces>Video: Earth's Gravitational Forces;>Interactivity: The Force of Gravity
5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uInvestigate Lab: How long do objects take to fall?, 279</li> <li>Gravitational Force: Identify, 280</li> <li>uBe a Scientist: Explore Gravity, 281</li> <li>Gravity on Earth: Use Evidence from Text, 281</li> <li>Lesson 1 Check, 282</li> <li>Science Practice Toolbox: Engage in Argument from Evidence, 282</li> <li>Quest Check-In Lab: How does gravity affect matter?, 283</li> </ul> <b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> >Lesson 1, Earth's Gravitational Forces>Interactivity: The Force of Gravity

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SCI.PS3 Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.	
SCI.PS3.A Definitions of Energy	<b>SE/TE:</b> uInvestigate Lab: How is the Sun involved in your meals?, 321 Plants and Energy: Infer, 322 uInvestigate Lab: How do animals get energy from the sun?, 339
SCI.PS3.B Conservation of Energy and Energy Transfer	<b>SE/TE:</b> uInvestigate Lab: What matter do plants need to make food?, 329 uInvestigate Lab: How do animals get energy from the sun?, 339 Energy and Body Heat, 340 Crosscutting Concepts Toolbox: Energy and Matter, 340 uDemonstrate Lab: How does matter move through an ecosystem?, 352
SCI.PS3.C Relationships Between Energy and Forces	Please <i>Elevate Science</i> Grade 3, Topic 1: Motion and Forces, pp. 1-49.
SCI.PS3.D Energy in Chemical Processes and Everyday Life	<b>SE/TE:</b> Supporting Content: uInvestigate Lab: How can you identify chemical changes? 65  Please also see <i>Elevate Science</i> Grade 4, Topic 2 Human Uses of Energy, pp. 50-99.
SCI.PS3.D.5.i Plants capture energy from sunlight which can be used as fuel or food.	<b>SE/TE:</b> Crosscutting Concepts Toolbox: Energy and Matter, 238 uInvestigate Lab: How is the sun involved in your meals?, 321 Plants and Energy: Infer, 322 Lesson 1 Check, 326 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335

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<p><b>Continued:</b> SCI.PS3.D.5.i Plants capture energy from sunlight which can be used as fuel or food.</p>	<p><b>Continued:</b> <b>Realize™ Digital Resources:</b> <b>Energy and Food</b> &gt;Lesson 1, Energy in Food&gt;Video: Energy in Food</p>
<p>SCI.PS3.D.5.ii Stored energy in food or fuel can be converted to useable energy.</p>	<p><b>SE/TE:</b> Lesson 1 Check, 326 Energy Paths to the Sun: Identify, 326 Energy from Fuels: Compare and Contrast uInvestigate Lab: What matter do plants need to make food?, 329</p>
<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><b>SE/TE:</b> uConnect Lab: How much food do you need?, 318 uInvestigate Lab: How is the sun involved in your meals?, 321 Energy Paths to the Sun: Identify, 326 uInvestigate Lab: How do animals get energy from the sun?, 339</p> <p><b>Realize™ Digital Resources:</b> <b>Energy and Food</b> &gt;Topic Launch&gt;Video: Quest Kickoff: Plan Your Plate! &gt;Topic Close&gt;Interactivity: Quest Findings: Plan Your Plate?</p>
<p>SCI.PS4 Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.</p>	
<p>SCI.PS4.A Wave Properties</p>	<p>Please see <i>Elevate Science</i> Grade 4, Topic 3 Waves and Information, Lesson 1: Properties of Waves, pp. 106-115.</p>
<p>SCI.PS4.B Electromagnetic Radiation</p>	<p>Please see <i>Elevate Science</i> Grade 4, Topic 3 Waves and Information, Lesson 3: Waves and the Electromagnetic Spectrum, pp. 124-133.</p>

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SCI.PS4.C Information Technologies and Instrumentation	Please see <i>Elevate Science</i> Grade 4, Topic 3 Waves and Information, Lesson 4 Waves and Information, pp. 134-141.
SCI.ESS Earth and Space Science	
SCI.ESS1 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s place in the universe to make sense of phenomena and solve problems.	
SCI.ESS1.A The Universe and Its Stars	
SCI.ESS1.A.5 Stars range greatly in size and distance from Earth, and this can explain their relative brightness.	<p><b>SE/TE:</b>  uInvestigate Lab: How are distance and brightness related?, 237  Distances of Stars: Identify, 240  Star Temperature: Identify, 240  Brightness of Stars: Identify, 240  Plan It!, 241  Lesson 1 Check, 242  Stars and Constellations: Describe, 297</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</p>
SCI.ESS1.B Earth and the Solar System	
SCI.ESS1.B.5 The Earth’s orbit and rotation, and the orbit of the moon around the Earth cause observable patterns.	<p><b>SE/TE:</b>  Moon Phases: Reading Check: Sequence, 300-301  Crosscutting Concepts Toolbox: Patterns, 300  Quest Check-In: Moon Sightings, 303</p>
SCI.ESS1.C The History of Planet Earth	
5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	<p><b>SE/TE:</b>  Local-to-Global Connection, 236  uInvestigate Lab: How are distance and brightness related?, 237  Plan It!, 241  Lesson 1 Check, 242  Evidence-Based Assessment, 268-269  Stars and Constellations, 297</p>

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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.	<p><b>SE/TE:</b>            uInvestigate Lab: How are we spinning?, 285            Earth's Rotation: Identify, 286            Quest Check-In: Sun Up, Sun Down, 292            uInvestigate Lab: What star patterns can you see?, 295            uDemonstrate Lab: What can we tell from shadows?, 312-313</p> <p><b>Realize™ Digital Resources:</b>  <b>Patterns in Space</b>            &gt;Topic Launch&gt;Video: Quest Kickoff: Plan a Trip Around the World of Patterns            &gt;Lesson 3, Patterns Over Time&gt;Interactivity: Phases of the Moon            &gt;Topic Close&gt;Interactivity: Quest Findings: Plan a Trip Around the World of Patterns</p>
SCI.ESS2 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.	
SCI.ESS2.A Earth Materials and Systems	
SCI.ESS2.A.5 Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.	<p><b>SE/TE:</b>            Earth's Systems: Explain, 104            Quest Connection, 105            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            Science Practice Toolbox: Analyze and Interpret Data, 115            Lesson 2 Check, 115            Quest Check-In Lab: Where are Earth's spheres?, 116-117            uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121            Interdependence of Earth's Systems: Explain, 122</p>

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<p><b>Continued:</b> SCI.ESS2.A.5 Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.</p>	<p><b>Continued:</b> Crosscutting Concepts Toolbox: Systems and System Models, 122 Geosphere and Atmosphere: Explain, 123 Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125 Lesson 3 Check, 127 Natural Disruptions: Identify, 127 Quest Check-In: Earth's Interactions, 128 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;Topic Launch&gt;Video: Quest Kickoff: Connect the Spheres &gt;Lesson 1, Geosphere and Biosphere&gt;Video: Geosphere and Biosphere &gt;Lesson 2, Hydrosphere and Atmosphere&gt;Video: Hydrosphere and Atmosphere &gt;Lesson 3, Interactions Among Earth's Systems&gt;Video: Interactions Among Earth's Systems &gt;Topic Close&gt;Interactivity: Quest Findings: Connect the Spheres</p>
<p>SCI.ESS2.B Plate Tectonics and Large-Scale System Interactions</p>	<p>Please see <i>Elevate Science</i> Grade 4, Topic 4 Earth's Features, Lesson 2 Pattern of Earth's Features, pp. 166-173.</p>

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SCI.ESS2.C The Roles of Water in Earth's Surface Processes	
SCI.ESS2.C.5 Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground.	<p><b>SE/TE:</b>            Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125            Quest Check-In: Follow the Flow, 151            uInvestigate Lab: How can you find water underground?, 155            Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157            uBe a Scientist: Modeling Water Distribution, 158            Lesson 2 Check, 159            Where is Water?: Graph Data, 164            Quest Check-In: Water Resources, 170            Topic Assessment, 174-175            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;Video: Quest Kickoff: Water, Water Everywhere!            &gt;Lesson 2, Earth's Freshwater&gt;Video: Earth's Freshwater;&gt;Interactivity: Earth's Underground Water            &gt;Lesson 3, Earth's Ocean&gt;Video: Earth's Ocean;&gt;Interactivity: Earth's Waters            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere</p>
SCI.ESS2.D Weather and Climate	<p><b>SE/TE:</b>            Supporting Content:            Hydrosphere and Atmosphere Together, 115</p> <p>Please see <i>Elevate Science</i> Grade 3, Topic 3: Weather, pp. 84-125 and Topic 4: Climate, pp. 126-167.</p>

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<p>SCI.ESS2.E Biogeology</p> <p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.</p>	<p><b>SE/TE:</b></p> <ul style="list-style-type: none"> <li>uInvestigate Lab: How does water move through soil?, 103</li> <li>Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107</li> <li>uInvestigate Lab: How does a greenhouse work?, 111</li> <li>Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113</li> <li>Quest Connection, 114</li> <li>Quest Check-In Lab: Where are Earth's spheres?, 116-117</li> <li>uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121</li> <li>Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125</li> <li>uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</li> <li>uEngineer It!: Ecosystems in a box, 394-395</li> </ul> <p><b>Realize™ Digital Resources:</b></p> <p><b>Earth's Systems</b></p> <ul style="list-style-type: none"> <li>&gt;Topic Launch&gt;Video: Quest Kickoff: Connect the Spheres</li> <li>&gt;Topic Close&gt;Interactivity: Quest Findings: Connect the Spheres</li> </ul> <p><b>Matter and Energy in Ecosystems</b></p> <ul style="list-style-type: none"> <li>&gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</li> </ul>

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5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	<p><b>SE/TE:</b>            Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113            uBe a Scientist: Modeling Water Distribution, 158            Where is Water?: Graph Data, 164</p> <p><b>Realize™ Digital Resources:            Earth's Water</b>            &gt;Topic Launch&gt;Video: Quest Kickoff: Water, Water Everywhere!            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere</p>
SCI.ESS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.	
SCI.ESS3.C Human Impacts on Earth Systems	
SCI.ESS3.C.5 Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments.	<p><b>SE/TE:</b>            Systems: The Essential Question: Show What You Know, 181            uConnect Lab: How can we reuse materials to design new products?, 184            uInvestigate Lab: Where are the metals?, 187            Air Resources: Explain, 192            Quest Check-In: Efficient or Wasteful?, 193            uEngineer It!: Make Energy the Solar Way, 194-195            uInvestigate Lab: Which color is best at capturing solar energy?, 197            Quest Check-In: Save Energy!, 203            STEM Connection, 204            uInvestigate Lab: What happens to substances over time?, 205            Reduce Human Impacts: Explain, 209            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            uInvestigate Lab: How can you collect rainwater?, 213            Resource Protection: Infer, 214            Environmental Conservation: Summarize, 215            Lesson 4 Check, 219            Quest Check-In: Increase Conservation, 220</p>

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<p><b>Continued:</b> SCI.ESS3.C.5 Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth’s resources and environments.</p>	<p><b>Continued:</b> Evidence-Based Assessment, 226-227 uDemonstrate Lab: How can you use the energy of water?, 228-229</p> <p><b>Realize™ Digital Resources:</b> <b>Human Impacts on Earth’s Systems</b> &gt;Topic Launch&gt;Video: Quest Kickoff: Take Care of Earth – It’s Our Home! &gt;Lesson 1, Earth’s Natural Resources&gt;Video: Earth’s Natural Resources;&gt;&gt;uEngineer It! Video: Improving Designs &gt;Lesson 2, Earth’s Energy Resources&gt;Video: Earth’s Energy Resources &gt;Lesson 3, Human Activity and Earth’s Systems&gt;Video: Human Activity and Earth’s Resources;&gt;Interactivity: Causes of Environmental Damage &gt;Lesson 4, Protection of Earth’s Resources and Environments&gt;Video: Protection of Earth’s Resources and Environments &gt;Topic Close&gt;Interactivity: Quest Findings: Take Care of Earth – It’s Our Home!</p>
<p>SCI.ESS3.D Global Climate Change</p>	
<p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p><b>SE/TE:</b> 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 STEM Connection, 204 Environmental Conservation: Summarize, 215 Lesson 4 Check, 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>

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<p><b>Continued:</b> 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p><b>Continued:</b> <b>Realize™ Digital Resources:</b> <b>Human Impacts on Earth’s Systems</b> &gt;Topic Launch&gt;Video: Quest Kickoff: Take Care of Earth – It’s Our Home! &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs &gt;Topic Close&gt;Interactivity: Quest Findings: Take Care of Earth – It’s Our Home!</p>
<b>3-5 Crosscutting Concepts</b>	
SCI.CC1 Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.	
Patterns	
<p>SCI.CC1.3-5 Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.</p>	<p><b>SE/TE:</b> Literacy Connection: Compare and Contrast: Using Energy Resources, 18 Quest Connection, 323 Make Meaning, 291 Curriculum Connection, 294 uBe a Scientist: Shadow Play, 296 Moon Phases: Reading Check: Sequence, 300-301 uEngineer It!: Coding Moon Phases, 304-305</p> <p><b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> &gt;Lesson 3, Patterns Over Time&gt;uEngineer It! Interactivity: Coding the Moon Phases</p>

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SCI.CC2 Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.	
Cause and Effect	
SCI.CC2.3-5 Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.	<b>SE/TE:</b> Literacy Connection: Cause and Effect, 101 Literacy Toolbox: Cause and Effect, 104 Quest Check-In: Raining Acid, 109 Quest Connection, 126 Local-to-Global Connection, 154 Quest Connection, 158 uBe a Scientist: Investigate Pollution, 382 Science Practices: Science Tools, EM2-EM3  <b>Realize™ Digital Resources:</b> <b>Earth's Water</b> >Topic Close>Interactivity: Quest Findings: Water, Water Everywhere!
SCI.CC3 Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.	
Scale, Proportion, and Quantity	
SCI.CC3.3-5 Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.	<b>SE/TE:</b> Local-to-Global Connection, 6 uConnect Lab: What happens to mass when objects are mixed?, 46 Keeping Track of Time, 302 Science Practices: Science Tools, EM2
SCI.CC4 Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.	
Systems and System Models	
SCI.CC4.3-5 Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.	<b>SE/TE:</b> Crosscutting Concepts Toolbox: System and Systems Models, 122 Visual Literacy Connection: Where is electrical energy generated?, 200-201 Visual Literacy Connection: How can human activities change Earth's Systems?, 206-207 Crosscutting Concepts Toolbox: Scale, 215 Crosscutting Concepts Toolbox: Systems, 370

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SCI.CC5 Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.	
Energy and Matter	
SCI.CC5.3-5 Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.	<b>SE/TE:</b> Literacy Toolbox: use Evidence from Text, 68 Conservation of Matter: Reading Check: Use Evidence from Text, 68-69 Visual Literacy Connection: Is matter conserved?, 70-71 Lesson 3 Check, 73 Crosscutting Concepts Toolbox: Energy and Matter, 340
SCI.CC6 Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.	
Structure and Function	
SCI.CC6.3-5 Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.	<b>SE/TE:</b> uDemonstrate Lab: How do you know what it is?, 40-41 Earth's Systems: Explain, 104 Engineering Connection, 110 uInvestigate Lab: How does a greenhouse work?, 111 Sports Connection, 360 Crosscutting Concepts Toolbox: Systems, 370
SCI.CC7 Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.	
Stability and Change	
SCI.CC7.3-5 Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.	<b>SE/TE:</b> uDemonstrate Lab: What can we tell from shadows?, 312-313 Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381 Stable Ecosystems: Describe, 382 Science Practices: Using Math, EM5  <b>Realize™ Digital Resources:</b> <b>Matter and Energy in Ecosystems</b> >Lesson 3, Change Within Ecosystems>Interactivity: The Forest of Change;>Interactivity: Changes in Ecosystems

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<b>3-5 Science and Engineering Practices</b>	
SCI.SEP1 Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP1.A Asking Questions	
SCI.SEP1.A.3-5 Students ask questions that specify qualitative relationships. This includes the following:	
SCI.SEP1.A.3-5.1 Ask questions about what would happen if a variable is changed.	<b>SE/TE:</b> Quest Check-In Lab: How can you make modeling dough?, 74-75 Science Practices: Ask Questions, EM0 Science Practices: Carry Out Investigations, EM1
SCI.SEP1.A.3-5.2 Identify scientific (testable) and non-scientific (non-testable) questions.	<b>SE/TE:</b> Science Practices: Ask Questions, EM0
SCI.SEP1.A.3-5.3 Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	<b>SE/TE:</b> uInvestigate Lab: Which color is best at capturing solar energy?, 197 uInvestigate Lab: What happens to substances over time?, 205 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 uInvestigate Lab: How can matter change in an ecosystem?, 369
SCI.SEP1.B Defining Problems	
SCI.SEP1.B.3-5 Students use prior knowledge to describe and define simple design problems that can be solved through the development of an object, tool, process, or system. They include several criteria for success and constraints on materials, time, or cost.	<b>SE/TE:</b> 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 uEngineer It!: What's with the dust?, 244-245 Engineering Practices: Defining Problems, EM10  <b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> >Lesson 2, Model Matter>uEngineer It! Video: Robot Chef

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<p><b>Continued:</b> SCI.SEP1.B.3-5 Students use prior knowledge to describe and define simple design problems that can be solved through the development of an object, tool, process, or system. They include several criteria for success and constraints on materials, time, or cost.</p>	<p><b>Continued:</b> <b>Changes in Matter</b> &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam <b>Earth’s Systems</b> &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo <b>Habitats</b> Human Impacts on Earth’s Systems &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs <b>Solar System</b> &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;uEngineer It! Video: What’s with the dust?</p>
SCI.SEP2 Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP2.A Developing Models	
SCI.SEP2.A.3-5 Students build and revise simple models and use models to represent events and design solutions. This includes the following:	
SCI.SEP2.A.3-5.1 Identify limitations of models.	<p><b>SE/TE:</b> Quest Check-In Lab: How can you make modeling dough?, 74-75 uDemonstrate Lab: How can you use the energy of water?, 228-229 Sports Connection, 246 Science Practices: Developing and Using Models, EM6</p>
SCI.SEP2.A.3-5.2 Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.	<p><b>SE/TE:</b> Quest Check-In Lab: Where are Earth's spheres?, 116-117 uDemonstrate Lab: How can water move upward?, 178-179 uInvestigate Lab: How can you collect rainwater?, 213 Science Practices: Constructing Explanations, EM6</p>

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<p>SCI.SEP2.A.3-5.3 Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p><b>SE/TE:</b>            Math Toolbox: Use Models, 67            uInvestigate Lab: How does a greenhouse work?, 111            STEM Quest Check-In Lab: How do we filter water?, 160-161            uDemonstrate Lab: How can water move upward?, 178-179            uInvestigate Lab: How does a planets distance from the sun affect its path?, 247            Quest Check-In Lab: What's inside the solar system?, 252-253            uInvestigate Lab: How hard do space objects hit earth?, 255            STEM Quest Check-In Lab: What planets are way out there?, 262            uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271            Quest Check-In Lab: How does gravity affect matter?, 283            What is a trophic level?, 324-325            uInvestigate Lab: What matter do plants need to make food?, 329            uInvestigate Lab: How do animals get energy from the sun?, 339            uConnect Lab: How do the parts in a fish tank make up a system?, 358            uEngineer It!: Ecosystems in a Box, 394-395            Science Practices: Constructing Explanations, EM6            Engineering Practices: Using Models and Prototypes, EM12</p> <p><b>Realize™ Digital Resources:</b>  <b>Solar System</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Keeping the Planets in Order  <b>Matter and Energy in Ecosystems</b>            &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</p>

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SCI.SEP2.A.3-5.4 Develop and/or use models to describe or predict phenomena.	<p><b>SE/TE:</b></p> <ul style="list-style-type: none"> <li>uConnect Lab: How can you model Earth?, 100</li> <li>uInvestigate Lab: How does water move through soil?, 103</li> <li>uInvestigate Lab: How does a greenhouse work?, 111</li> <li>uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137</li> <li>Quest Check-In: Follow the Flow, 151</li> <li>STEM Quest Check-In Lab: How do we filter water?, 160-161</li> <li>Model It!: Model Water Circulation, 168</li> <li>uBe a Scientist: Oil Spill in a Bottle, 169</li> <li>uInvestigate Lab: How does a planets distance from the sun affect its path?, 247</li> <li>Quest Check-In Lab: What's inside the solar system?, 252-253</li> <li>uInvestigate Lab: How long do objects take to fall?, 279</li> <li>Quest Check-In Lab: How does gravity affect matter?, 283</li> <li>Seasons: Interpret Diagrams, 290-291</li> <li>Model It!, 296</li> <li>uInvestigate Lab: How is the sun involved in your meals?, 321</li> <li>What is a trophic level?, 324-325</li> <li>uInvestigate Lab: What matter do plants need to make food?, 329</li> <li>Model It!, 330</li> <li>uConnect Lab: How do the parts in a fish tank make up a system?, 358</li> <li>uInvestigate Lab: How does change affect organisms in an ecosystem?, 379</li> <li>Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385</li> <li>uInvestigate Lab: How does matter move through an ecosystem?, 387</li> <li>uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403</li> <li>Science Practices: Developing and Using Models, EM6</li> </ul>

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<p><b>Continued:</b> SCI.SEP2.A.3-5.4 Develop and/or use models to describe or predict phenomena.</p>	<p><b>Continued:</b> <b>Realize™ Digital Resources:</b> <b>Patterns in Space</b> &gt;Lesson 2, Earth's Movements in Space&gt;Interactivity: Earth's Rotation: Day and Night <b>Energy and Food</b> &gt;Lesson 1, Energy in Food&gt;Interactivity: Energy in Food Chain</p>
<p>SCI.SEP2.A.3-5.5 Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.</p>	<p><b>SE/TE:</b> uEngineer It!: Robot Chef, 24-25 Quest Check-In: Stepping Stone Properties, 62 uEngineer It!: Foam Sweet Foam, 76-77 uInvestigate Lab: How does matter move through an ecosystem?, 387 Plan It!, 388 uEngineer It!: Ecosystems in a Box, 394-395</p> <p><b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef <b>Changes in Matter</b> &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam <b>Matter and Energy in Ecosystems</b> &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</p>

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SCI.SEP2.A.3-5.6 Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	<b>SE/TE:</b> uInvestigate Lab: How does a greenhouse work?, 111 Quest Check-In Lab: Where are Earth's spheres?, 116-117 Crosscutting Concepts Toolbox: Systems and System Models, 122 uInvestigate Lab: How can you find water underground?, 155 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 uDemonstrate Lab: What can we tell from shadows?, 312-313 What is a trophic level?, 324-325 uConnect Lab: How do the parts in a fish tank make up a system?, 358 Engineering Practices: Using Models and Prototypes, EM12
SCI.SEP3 Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP3.A Planning and Conducting Investigations	
SCI.SEP3.A.3-5 Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:	
SCI.SEP3.A.3-5.1 Collaboratively plan and conduct an investigation to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	<b>SE/TE:</b> Quest Check-In: How can you make modeling dough?, 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 uDemonstrate Lab: How can water move upward?, 178-179 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Science Practices: Carry Out Investigations, EM1

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SCI.SEP3.A.3-5.2 Evaluate appropriate methods and tools for collecting data.	<p><b>SE/TE:</b>            Quest Check-In Lab: How do we filter water?, 160-161            Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335            Science Practices: Analyzing and Interpreting Data, EM4            Science Practices: Habits of Mind, EM8</p>
SCI.SEP3.A.3-5.3 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	<p><b>SE/TE:</b>            uInvestigate Lab: How do we describe materials?, 7            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            Quest Check-In Lab: How can you compare the properties of matter?, 32-33            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: How can you make modeling dough?, 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            uConnect Lab: Where does water flow... and how fast?, 142            STEM Quest Check-In Lab: How do we filter water?, 160-161</p>

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<p><b>Continued:</b> SCI.SEP3.A.3-5.3 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</p>	<p><b>Continued:</b> uDemonstrate Lab: How can water move upward?, 178-179 uDemonstrate Lab: How can you use the energy of water?, 228-229 uInvestigate Lab: How hard do space objects hit earth?, 255 STEM Quest Check-In Lab: What planets are way out there?, 262 uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271 Quest Check-In: Sun Up, Sun Down, 292 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Science Practices: Carry Out Investigations, EM1 Science Practices: Analyzing and Interpreting Data, EM4 Science Practices: Using Math, EM5</p> <p><b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> &gt;Topic Close&gt;Interactivity: Quest Findings: Identify the Mystery Material <b>Matter and Energy in Ecosystems</b> &gt;Topic Launch&gt;Interactivity: Quest Findings: Public Relations Gone Wild!</p>
<p>SCI.SEP3.A.3-5.4 Make predictions about what would happen if a variable changes.</p>	<p><b>SE/TE:</b> uInvestigate Lab: How does water move through soil?, 103 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 uInvestigate Lab: How can matter change in an ecosystem?, 369 Science Practices: Carry Out Investigations, EM1 Science Practices: Constructing Explanations, EM6</p>

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SCI.SEP3.A.3-5.5 Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	<b>SE/TE:</b> Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 Engineering Practices: Optimizing Solutions, EM13
SCI.SEP4 Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP4.A Analyze and Interpret Data	
SCI.SEP4.A.3-5 Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:	
SCI.SEP4.A.3-5.1 Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships.	<b>SE/TE:</b> Quest Check-In lab: How can you compare the properties of matter?, 32-33 uConnect Lab: What happens to mass when objects are mixed?, 46 uInvestigate Lab: Which properties are affected by temperature?, 57 uDemonstrate Lab: How does mass change when you make glop?, 94-95 Math Toolbox: Graphing, 105 Where is Water?, 164 Solve it With Science: Can people live on Mars?, 171 uInvestigate Lab: Which color is best at capturing solar energy?, 197 uConnect Lab: How can spinning affect a planet's shape?, 276 uDemonstrate Lab: What can we tell from shadows?, 312-313

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SCI.SEP4.A.3-5.2 Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation.	<b>SE/TE:</b> Evidence-Based Assessment, 38-39 uConnect Lab: Where does water flow... and how fast?, 142 Evidence-Based Assessment, 268-269 uInvestigate Lab: How do the parts of an ecosystem work together?, 361 STEM Connection, 368 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 Evidence-Based Assessment, 400-401 Science Practices: Analyzing and Interpreting Data, EM4
SCI.SEP4.A.3-5.3 Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.	<b>SE/TE:</b> uInvestigate Lab: How do we describe materials?, 7 Quest Check-In: How do building materials affect energy efficiency?, 210-211 uInvestigate Lab: How can you collect rainwater?, 213 uInvestigate Lab: How are distance and brightness related?, 237 Science Practices: Carry Out Investigations, EM1
SCI.SEP4.A.3-5.4 Analyze data to refine a problem statement or the design of a proposed object, tool, or process.	<b>SE/TE:</b> Quest Check-In Lab: How can you make modeling dough?, 74-75 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403 Science Practices: Analyzing and Interpreting Data, EM4

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SCI.SEP4.A.3-5.5 Use data to evaluate and refine design solutions.	<p><b>SE/TE:</b>            uDemonstrate Lab: How do you know what it is?, 40-41            uEngineer It!: Make Energy the Solar Way, 194-195            uDemonstrate Lab: What can we tell from shadows?, 312-313</p> <p><b>Realize™ Digital Resources:</b>  <b>Human Impacts on Earth’s Systems</b>            &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs</p>
SCI.SEP5 Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP5.A Qualitative and Quantitative Data	
SCI.SEP5.A.3-5 Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:	
SCI.SEP5.A.3-5.1 Organize simple data sets to reveal patterns that suggest relationships.	<p><b>SE/TE:</b>            Math Toolbox: Graphing, 105            Model It!, 168            uInvestigate Lab: Which color is best at capturing solar energy?, 197            uConnect Lab: How can spinning affect a planet’s shape?, 276            uDemonstrate Lab: What can we tell from shadows?, 312-313            Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385</p>

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<p>SCI.SEP5.A.3-5.2 Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.</p>	<p><b>SE/TE:</b>            uConnect Lab: What happens to mass when objects are mixed?, 46            uInvestigate Lab: Which properties are affected by temperature?, 57            uInvestigate Lab: How can you identify chemical changes?, 65            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            uDemonstrate Lab: How can water move upward?, 178-179            Science Practices: Using Math, EM5</p>
<p>SCI.SEP5.A.3-5.3 Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem.</p>	<p><b>SE/TE:</b>            uEngineer It!: Foam, Sweet Foam, 76-77            uEngineer It!: What's with the dust?, 244-245            uDemonstrate Lab: What can we tell from shadows?, 312-313            Engineering Practices: Designing Solutions, EM11</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>            &gt;Lesson 3, Chemical Changes&gt;uEngineer It!            Interactivity: Foam, Sweet Foam</p> <p><b>Solar System</b>            &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;uEngineer It! Video: What's with the dust?</p>

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SCI.SEP6 Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP6.A Construct an Explanation	
SCI.SEP6.A.3-5 Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:	
SCI.SEP6.A.3-5.1 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).	<p><b>SE/TE:</b></p> <ul style="list-style-type: none"> <li>uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121</li> <li>uBe a Scientist: Modeling Water Distribution, 158</li> </ul> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 3, Interactions Among Earth's Systems&gt;Video: Interactions Among Earth's Systems</p>

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<p>SCI.SEP6.A.3-5.2 Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation.</p>	<p><b>SE/TE:</b>            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            Quest Check-In lab: How can you compare the properties of matter?, 32-33            uConnect Lab: What happens to mass when objects are mixed?, 46            uInvestigate Lab: Is goop solid or liquid?, 49            uInvestigate Lab: How can you identify chemical changes?, 65            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            uInvestigate Lab: What happens to substances over time?, 205            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            uInvestigate Lab: How can you collect rainwater?, 213            uConnect Lab: How big is the sun?, 234            uInvestigate Lab: How are distance and brightness related?, 237            uInvestigate Lab: How hard do space objects hit earth?, 255            uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271            uInvestigate Lab: How long do objects take to fall?, 279            Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Identify the Mystery Material  <b>Matter and Energy in Ecosystems</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Public Relations Gone Wild!</p>

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SCI.SEP6.A.3-5.3 Identify the evidence that supports particular points in an explanation.	<p><b>SE/TE:</b>            Quest Check-In Lab: How do you know that matter is still there?, 23            Quest Check-In lab: How can you compare the properties of matter?, 32-33            uInvestigate Lab: Is goop solid or liquid?, 49            uInvestigate Lab: How can you identify chemical changes?, 65            STEM Quest Check-In Lab: How can you make modeling dough?, 74-75</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Identify the Mystery Material  <b>Matter and Energy in Ecosystems</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Public Relations Gone Wild!</p>
SCI.SEP6.B Design Solutions	
SCI.SEP6.B.3-5 Students use evidence to create multiple solutions to design problems. This includes the following:	
SCI.SEP6.B.3-5.1 Apply scientific ideas to solve design problems.	<p><b>SE/TE:</b>            uInvestigate Lab: How can you find water underground?, 155            uEngineer It!: Make Energy the Solar Way, 194-195            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            uInvestigate Lab: How can you collect rainwater?, 212-213            uEngineer It!: A Code for Plant Matter, 336-337            uEngineer It!: Ecosystems in a Box, 394-395            Science Practices: Habits of Mind, EM8</p> <p><b>Realize™ Digital Resources:</b>  <b>Human Impacts on Earth's Systems</b>            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>

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<p><b>Continued:</b> SCI.SEP6.B.3-5.1 Apply scientific ideas to solve design problems.</p>	<p><b>Continued:</b> <b>Energy and Food</b> &gt;Lesson 2, How Plants Make Food&gt;uEngineer It! Video: A Code for Plant Matter <b>Matter and Energy in Ecosystems</b> &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</p>
<p>SCI.SEP6.B.3-5.2 Generate multiple solutions to a problem and compare how well they meet the criteria and constraints.</p>	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 uEngineer It!: Foam Sweet Foam, 76-77 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 uEngineer It!: A New Home, 118-119 STEM Quest Check-In Lab: How do we filter water?, 160-161 uEngineer It!: Make Energy the Solar Way, 194-195 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211</p> <p><b>Realize™ Digital Resources:</b> <b>Changes in Matter</b> &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam <b>Earth's Systems</b> &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats <b>Earth's Water</b> &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere! <b>Human Impacts on Earth's Systems</b> &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>

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SCI.SEP7 Students engage in argument from evidence, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP7.A Argue from Evidence	
SCI.SEP7.A.3-5 Students critique the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world. This includes the following:	
SCI.SEP7.A.3-5.1 Compare and refine arguments based on an evaluation of the evidence presented.	<b>SE/TE:</b> uInvestigate Lab: How long do objects take to fall?, 279 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335
SCI.SEP7.A.3-5.2 Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.	<b>SE/TE:</b> uEngineer It!: A New Home, 118-119 uEngineer It!: What's with the dust?, 244-245  <b>Realize™ Digital Resources:</b> <b>Earth's Systems</b> >Lesson 2, Hydrosphere and Atmosphere>uEngineer It! Interactivity: Zoo Habitats <b>Solar System</b> >Lesson 1, Brightness of the Sun and Other Stars>uEngineer It! Video: What's with the dust?
SCI.SEP7.A.3-5.3 Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.	<b>SE/TE:</b> uDemonstrate Lab: How can you use the energy of water?, 228-229 uInvestigate Lab: How are distance and brightness related?, 237  <b>Realize™ Digital Resources:</b> <b>Properties of Matter</b> >Topic Close>Interactivity: Quest Findings: Identify the Mystery Material!

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SCI.SEP7.A.3-5.4 Construct and/or support an argument with evidence, data, or a model.	<p><b>SE/TE:</b>  uConnect Lab: How big is the sun?, 234  uInvestigate Lab: How are distance and brightness related?, 237  Quest Check-In Lab: What's inside the solar system?, 252-253  Quest Check-In Lab: What's inside the solar system?, 252  uInvestigate Lab: How hard do space objects hit earth?, 255  Science Practice Toolbox: Engage in Argument from Evidence, 257  uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271  uInvestigate Lab: How long do objects take to fall?, 279  Science Practice Toolbox: Engage in Argument from Evidence, 282  Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335  Science Practices: Engaging in Arguments from Evidence, EM7</p> <p><b>Realize™ Digital Resources: Matter and Energy in Ecosystems</b>  &gt;Topic Close&gt;Interactivity: Quest Findings: Public Relations Gone Wild!</p>
SCI.SEP7.A.3-5.5 Use data to evaluate claims about cause and effect.	<p><b>SE/TE:</b>  uInvestigate Lab: How does a greenhouse work?, 111  Quest Check-In Lab: Where are Earth's spheres?, 116-117  uInvestigate Lab: How can you find water underground?, 155  Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211  uDemonstrate Lab: What can we tell from shadows?, 312-313  Engaging in Arguments from Evidence, EM7</p>

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<p>SCI.SEP7.A.3-5.6 Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</p>	<p><b>SE/TE:</b>            STEM Quest Check-In Lab: How can you make modeling dough?, 74-75            uEngineer It!: Foam Sweet Foam, 76-77            Quest Check-In Lab: How can you make a new and improved formula?, 86-87            uEngineer It!: A New Home, 118-119            STEM Quest Check-In Lab: How do we filter water?, 160-161            uEngineer It!: Make Energy the Solar Way, 194-195            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>            &gt;Lesson 3, Chemical Changes&gt;uEngineer It!            Interactivity: Foam, Sweet Foam  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Earth's Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!  <b>Human Impacts on Earth's Systems</b>            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>

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SCI.SEP8 Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP8.A Obtain, Evaluate, and Communicate Information	
SCI.SEP8.A.3-5 Students evaluate the merit and accuracy of ideas and methods. This includes the following:	
SCI.SEP8.A.3-5.1 Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence.	<p><b>SE/TE:</b>            Literacy Connection: Use Evidence from Text, 47            Topic Assessment, 90            uEngineer It!: A New Home, 118-119            Evidence-Based Assessment, 134-135            Literacy Connection: Draw Conclusions, 143            Evidence-Based Assessment, 226-227            Visual Literacy Connection: How are the outer planets aligned?, 258-259            Evidence-Based Assessment, 310-311            Literacy Connection: Use Evidence from Text, 319            Literacy Toolbox: Use Evidence From Text, 322            Evidence-Based Assessment, 350-351            Evidence-Based Assessment, 400-401</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats</p>

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<p>SCI.SEP8.A.3-5.2 Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices.</p>	<p><b>SE/TE:</b>            uEngineer It!: A New Home, 118-119            Evidence-Based Assessment, 134-135            uInvestigate Lab: Where are the metals?, 187            Science Practice Toolbox: Obtain information, 199            Quest Check-In Lab: What's inside the solar system?, 252-253            uEngineer It!: Coding Moon Phases, 304-305</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Patterns in Space</b>            &gt;Lesson 3, Patterns Over Time&gt;uEngineer It! Interactivity: Coding the Moon Phases</p>
<p>SCI.SEP8.A.3-5.3 Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices.</p>	<p><b>SE/TE:</b>            Topic Assessment, 132-133            uInvestigate Lab: Where are the metals?, 187            Science Practice Toolbox: Obtain information, 199            uEngineer It!: Coding Moon Phases, 304-305</p> <p><b>Realize™ Digital Resources:</b>  <b>Patterns in Space</b>            &gt;Lesson 3, Patterns Over Time&gt;uEngineer It! Interactivity: Coding the Moon Phases</p>

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<p>SCI.SEP8.A.3-5.4 Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem.</p>	<p><b>SE/TE:</b>            Literacy Connection: Use Evidence from Text, 47            uEngineer It!: A New Home, 118-119            Evidence-Based Assessment, 134-135            uInvestigate Lab: Where are the metals?, 187            Science Practice Toolbox: Obtain Information, 199            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            Evidence-Based Assessment, 226-227            uDemonstrate Lab: How can you use the energy of water?, 228-229            Evidence-Based Assessment, 310-311            Literacy Toolbox: Use Evidence From Text, 322            Evidence-Based Assessment, 350-351            Evidence-Based Assessment, 400-401</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats</p>

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<p>SCI.SEP8.A.3-5.5 Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts.</p>	<p><b>SE/TE:</b>            uEngineer It!: Robot Chef, 24-25            uEngineer It!: A New Home, 118-119            uEngineer It!: Make Energy the Solar Way, 194-195            uEngineer It!: What’s with the dust?, 244-245            uEngineer It!: A Code for Plant Matter, 336-337</p> <p><b>Realize™ Digital Resources:</b></p> <p><b>Properties of Matter</b>            &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef</p> <p><b>Earth’s Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats</p> <p><b>Human Impacts on Earth’s Systems</b>            &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs</p> <p><b>Solar System</b>            &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;uEngineer It! Video: What’s with the dust?</p> <p><b>Energy and Food</b>            &gt;Lesson 2, How Plants Make Food&gt;uEngineer It! Video: A Code for Plant Matter</p>

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<b>3-5 Engineering, Technology, and the Application of Science</b>	
SCI.ETS1 Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.	
SCI.ETS1.A Defining and Delimiting Engineering Problems	
SCI.ETS1.A.3-5 Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.	<p><b>SE/TE:</b>  uEngineer It!: Robot Chef, 24-25  uEngineer It!: Foam Sweet Foam, 76-77  Quest Check-In Lab: How can you make a new and improved formula?, 86-87  uInvestigate Lab: How can you collect rainwater?, 213  Science Practices: Designing Solutions, EM11</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>  &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef  <b>Changes in Matter</b>  &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam</p>
SCI.ETS1.B Developing Possible Solutions	
SCI.ETS1.B.3-5.i 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.	<p><b>SE/TE:</b>  uEngineer It!: A New Home, 118-119  uConnect Lab: Where does water flow...and how fast?, 142  Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211  uEngineer It!: Coding Moon Phases, 304-305</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>  &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Patterns in Space</b>  &gt;Lesson 3, Patterns Over Time&gt;uEngineer It! Interactivity: Coding the Moon Phases</p>

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SCI.ETS1.B.3-5.ii At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.	<p><b>SE/TE:</b>            uDemonstrate Lab: How can you use the energy of water?, 228-229            Engineering Practices: Designing Solutions, EM11</p>
SCI.ETS1.B.3-5.iii Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.	<p><b>SE/TE:</b>            uEngineer It!: A New Home, 118-119            uConnect Lab: Where does water flow...and how fast?, 142            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            uEngineer It!: Coding Moon Phases, 304-305</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Patterns in Space</b>            &gt;Lesson 3, Patterns Over Time&gt;uEngineer It! Interactivity: Coding the Moon Phases</p>
SCI.ETS1.C Optimizing the Design Solution	
SCI.ETS1.C.3-5 Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	<p><b>SE/TE:</b>            Quest Check-In Lab: How can you make a new and improved formula?, 86-87            uEngineer It!: A New Home, 118-119            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            Engineering Practices: Designing Solutions, EM11</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Find the Right Mix - and Step on It!  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats</p>

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<p>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.</p>	<p><b>SE/TE:</b>  uEngineer It!: Robot Chef, 24-25  uEngineer It!: Foam Sweet Foam, 76-77  uEngineer It!: A New Home, 118-119  uEngineer It!: It's Melting!, 152-153  STEM Quest Check-In Lab: How do we filter water?, 160-161  uEngineer It!: Make Energy the Solar Way, 194-195  uEngineer It!: What's with the dust?, 244-245  Engineering Practices: Defining Problems, EM10</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>  &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef  <b>Changes in Matter</b>  &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam  <b>Earth's Systems</b>  &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Earth's Water</b>  &gt;Lesson 1, Water Cycle&gt;uEngineer It! Video: It's Melting!  <b>Human Impacts on Earth's Systems</b>  &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs  <b>Solar System</b>  &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;uEngineer It! Video: What's with the dust?</p>

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<p>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.</p>	<p><b>SE/TE:</b>  uInvestigate Lab: How can you use properties to identify solids?, 27  uDemonstrate Lab: How do you know what it is?, 40-41  uInvestigate Lab: Is goop solid or liquid?, 49  STEM Quest Check-In Lab: How can you make modeling dough?, 74-75  uEngineer It!: Foam Sweet Foam, 76-77  Quest Check-In Lab: How can you make a new and improved formula?, 86-87  uEngineer It!: A New Home, 118-119  STEM Quest Check-In Lab: How do we filter water?, 160-161  uInvestigate Lab: How can you separate salt from water?, 163  uDemonstrate Lab: How can water move upward?, 178-179  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  uInvestigate Lab: How can you collect rainwater?, 213  uDemonstrate Lab: How can you use the energy of water?, 228-229</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>  &gt;Lesson 3, Chemical Changes&gt;uEngineer It!  Interactivity: Foam, Sweet Foam  <b>Earth's Systems</b>  &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Earth's Water</b>  &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!</p>

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<p><b>Continued:</b> 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.</p>	<p><b>Continued:</b> <b>Human Impacts on Earth’s Systems</b> &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs</p>
<p>3-5-ETS1-2 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.</p>	<p><b>SE/TE:</b> Quest Check-In Lab: How can you make a new and improved formula?, 86-87 uInvestigate Lab: How can you find water underground?, 155 Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403 Science Practices: Carry Out Investigations, EM1 Engineering Practices: Using Models and Prototypes, EM12</p>
<p>SCI.ETS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.</p>	
<p>SCI.ETS2.A Interdependence of Science, Engineering, and Technology</p>	
<p>SCI.ETS2.A.3-5.i Science and technology support each other.</p>	<p><b>SE/TE:</b> STEM Connection, 64 Solve it With Science: Can people live on Mars?, 171 STEM Connection: Reflect, 328 Engineering Toolbox: Growing Plants in Space, 333 Science Practices: Digital Tools, EM3</p> <p><b>TE Only:</b> 21st Century Skills: Understanding Current Science and Technology, 383</p>

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<p>SCI.ETS2.A.3-5.ii Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.</p>	<p><b>SE/TE:</b>            uEngineer It!: Make Energy the Solar Way, 194-195            uInvestigate Lab: What happens to substances over time?, 205            uDemonstrate Lab: How can you use the energy of water?, 228-229            Quest Check-In Lab: How does gravity affect matter?, 283            uInvestigate Lab: How can matter change in an ecosystem?, 369</p> <p><b>Realize™ Digital Resources: Human Impacts on Earth's Systems</b>            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>
<p>SCI.ETS2.B Influence of Engineering, Technology, and Science on Society and the Natural World</p>	
<p>SCI.ETS2.B.3-5.i People's needs and wants change over time, as do their demands for new and improved technologies.</p>	<p><b>SE/TE:</b>            Visual Literacy Connection: How do people recycle?, 216-217            Resource Use: Reading Check: Compare and Contrast, 219            Lesson 4 Check, 219            STEM Connection: Reflect, 328            Engineering Toolbox: Growing Plants in Space, 333</p> <p><b>Realize™ Digital Resources: Human Impacts on Earth's Systems</b>            &gt;Lesson 4, Protection of Earth's Resources and Environments&gt;Video: Protection of Earth's Resources;&gt;Interactivity: Go Green</p>

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SCI.ETS2.B.3-5.ii Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.	<p><b>SE/TE:</b>            Quest Check-In: Efficient or Wasteful?, 193            uEngineer It!: Make Energy the Solar Way, 194-195            Engineering Practices Toolbox: Design Solutions, 209            Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211            Engineering Connection, 386</p> <p><b>Realize™ Digital Resources:</b>  <b>Human Impacts on Earth's Systems</b>            &gt;Topic Launch&gt;Video: Quest Kickoff: Take Care of Earth – It's Our Home!            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>
SCI.ETS2.B.3-5.iii When new technologies become available, they can bring about changes in the way people live and interact with one another.	<p><b>SE/TE:</b>            uEngineer It!: Foam, Sweet Foam, 76-77            Quest Check-In: Connections to Others, 376</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>            &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam Energy and Food            &gt;Topic Launch&gt;Video: Quest Kickoff: Plan Your Plate            &gt;Topic Close&gt;Interactivity: Quest Findings: Plan Your Plate</p>
3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	<p><b>SE/TE:</b>            Energy from Nonfuel Sources: Infer, 199            Topic Assessment, 224-225            Quest Check-In: Moving Matter and Energy, 393</p>

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4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<p><b>SE/TE:</b>            Career Connection: Air Pollution Analyst, 131            Career Connection: Water Quality Specialist, 173            Reduce Human Impacts: Reflect, 209            Engineering Practice Toolbox: Design Solutions, 209</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!</p>
SCI.ETS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.	
SCI.ETS3.A Science and Engineering Are Human Endeavors	
SCI.ETS3.A.3-5.i Science and engineering knowledge have been created by many cultures.	<p><b>SE/TE:</b>            Career Connection: Robotics Engineer, 35            Career Connection: Materials Scientist, 89            Career Connection: Air Pollution Analyst, 131            Career Connection: Water Quality Specialist, 173            Career Connection: Environmental Scientist, 223            Career Connection: Astronomical Technicians, 265            Career Connection: Planetarium Curator, 307            Career Connection: Nutritionist, 347            Career Connection: Zoologist, 397</p>

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SCI.ETS3.A.3-5.ii People use the tools and practices of science and engineering in many different situations (e.g., land managers, technicians, nurses and welders).	<p><b>SE/TE:</b>            Career Connection: Robotics Engineer, 35            Career Connection: Materials Scientist, 89            Career Connection: Air Pollution Analyst, 131            Career Connection: Water Quality Specialist, 173            Career Connection: Environmental Scientist, 223            Career Connection: Astronomical Technicians, 265            Career Connection: Planetarium Curator, 307            Career Connection: Nutritionist, 347            Career Connection: Zoologist, 397</p>
SCI.ETS3.A.3-5.iii Science and engineering affect everyday life.	<p><b>SE/TE:</b>            uEngineer It!: Foam, Sweet Foam, 76-77            uEngineer It!: Make Energy the Solar Way, 194-195            Environmental Conservation: Summarize, 214            Energy Paths to the Sun: Identify, 326            Quest Check-In: Animals Using Energy, 344</p> <p><b>Realize™ Digital Resources:</b>  <b>Changes in Matter</b>            &gt;Lesson 3, Chemical Changes&gt;uEngineer It!            Interactivity: Foam, Sweet Foam  <b>Earth's Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!  <b>Human Impacts on Earth's Systems</b>            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>

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SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	
SCI.ETS3.B.3-5.i Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding.	<p><b>SE/TE:</b>            uEngineer It!: A New Home, 118-119            uEngineer It!: Make Energy the Solar Way, 194-195            uDemonstrate Lab: How can you use the energy of water?, 228-229            uEngineer It!: What’s with the dust?, 244-245            Science Practices: Analyzing and Interpreting Data, EM4</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Earth’s Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!  <b>Human Impacts on Earth’s Systems</b>            &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs  <b>Solar System</b>            &gt;Lesson 1, Brightness of the Sun and Other Stars&gt;uEngineer It! Video: What’s with the dust?</p>
SCI.ETS3.B.3-5.ii Scientific findings are limited to what can be supported with evidence from the natural world.	<p><b>SE/TE:</b>            uInvestigate Lab: How long do objects take to fall?, 279            Quest Check-In Lab: How does gravity affect matter?, 283            STEM Connection, 368            Science Practices: Analyzing and Interpreting Data, EM4</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</p>

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SCI.ETS3.B.3-5.iii Basic laws of nature are the same everywhere in the universe (e.g., gravity, conservation of matter, energy transfer, etc.).	<p><b>SE/TE:</b>            Quest Check-In: Increase Conservation, 220            uInvestigate Lab: How long do objects take to fall?, 279            Quest Check-In Lab: How does gravity affect matter?, 283            Visual Literacy Connection: Who eats whom?, 372-373            Energy Flow in Ecosystems, 389            Quest Check-In: Moving Matter and Energy, 393</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</p>
SCI.ETS3.B.3-5.iv Engineering solutions often have drawbacks as well as benefits.	<p><b>SE/TE:</b>            Sports Connection, 144            Quest Check-In: Increase Conservation, 220            Extreme Science: 3, 2, 1, Touchdown!, 221            STEM Connection, 368            Quest Check-In: Connection to Others, 376</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!</p>

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SCI.ETS3.C Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems	
SCI.ETS3.C.3-5.i The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices.	<p><b>SE/TE:</b>  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  uEngineer It!: A Code for Plant Matter, 336-337  uEngineer It!: Ecosystems in a Box, 394-395</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>  &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef  <b>Changes in Matter</b>  &gt;Lesson 3, Chemical Changes&gt;uEngineer It! Interactivity: Foam, Sweet Foam  <b>Earth’s Systems</b>  &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Human Impacts on Earth’s Systems</b>  &gt;Lesson 1, Earth’s Natural Resources&gt;uEngineer It! Video: Improving Designs  <b>Energy and Food</b>  &gt;Lesson 2, How Plants Make Food&gt;uEngineer It! Video: A Code for Plant Matter  <b>Matter and Energy in Ecosystems</b>  &gt;Lesson 4, Matter and Energy Transfer Within Ecosystems&gt;uEngineer It! Interactivity: Plan an Ecosystem</p>

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<p>SCI.ETS3.C.3-5.ii Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.</p>	<p><b>SE/TE:</b>            uEngineer It!: Robot Chef, 24-25            uInvestigate Lab: Is goop solid or liquid?, 49            Quest Check-In Lab: How can you make modeling dough?, 74-75            Science Practices: Analyzing and Interpreting Data, EM4</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef</p>
<p>SCI.ETS3.C.3-5.iii There is no perfect design in engineering. Designs that are best in some ways (e.g., safety or ease of use) may be inferior in other ways (e.g., cost or aesthetics).</p>	<p><b>SE/TE:</b>            uEngineer It!: A New Home, 118-119            uEngineer It!: Make Energy the Solar Way, 194-195            Quest Check-In: Increase Conservation, 220            Extreme Science: 3, 2, 1, Touchdown!, 221</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Systems</b>            &gt;Lesson 2, Hydrosphere and Atmosphere&gt;uEngineer It! Interactivity: Zoo Habitats  <b>Earth's Water</b>            &gt;Topic Close&gt;Interactivity: Quest Findings: Water, Water Everywhere!  <b>Human Impacts on Earth's Systems</b>            &gt;Lesson 1, Earth's Natural Resources&gt;uEngineer It! Video: Improving Designs</p>
<p>3-ETS3-1 Obtain and evaluate information showing that different cultures have created different tools and technologies to survive in different types of environments (LS2.C.3).</p>	<p><b>SE/TE:</b>            Curriculum Connection, 254            Keeping Track of Time: Cause and Effect, 302</p>

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4-ETS3-1 Construct an explanation for how energy is transferred in a system, and then revise that explanation based on new evidence (PS3.B.4).	<p><b>SE/TE:</b>            Energy Paths to the Sun: Identify, 326            Evidence-Based Assessment, 350-351            Energy Flow in Ecosystems, 389            Quest Check-In: Moving Matter and Energy, 393            Visual Literacy Connection: Who eats whom?, 372-373</p>
5-ETS3-1 Investigate properties of materials to provide evidence as to which would best work within an engineering design solution (PS1.A.5).	<p><b>SE/TE:</b>            Quest Check-In Lab: How can you observe matter?, 14            uEngineer It!: Robot Chef, 24-25            uEngineer It!: It's Melting!, 152-153            uDemonstrate Lab: How can you use the energy of water?, 228-229</p> <p><b>Realize™ Digital Resources:</b>  <b>Properties of Matter</b>            &gt;Lesson 2, Model Matter&gt;uEngineer It! Video: Robot Chef  <b>Earth's Water</b>            &gt;Lesson 1, Water Cycle&gt;uEngineer It! Video: It's Melting!</p>

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