

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Science 3-5 Correlated to the California State Science Content Standards

Grade 5

This document provides a correlation to the extensive science directives offered throughout the CAVS 3-5 program that meet the California Science Content Standards. The n/a signifies the standards that are not directly met for this grade level.

Science Content Standard	CAVS Science Grade 3-5 Teacher's Guide Lessons
Physical Sciences	
1.0 Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:	
a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.	Lesson 14 – p. 79 <i>What makes up matter?</i> Lesson 16 – p. 91 <i>How can matter change?</i>
b. Students know all matter is made of atoms, which may combine to form molecules.	Lesson 14 – p. 79 <i>What makes up matter?</i>
c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.	n/a
d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.	The periodic table can be introduced as a learning tool to reinforce and supplement information provided in the following lessons: Lesson 16 – p. 91 <i>How can matter change?</i> Lesson 19 – p. 109 <i>How does heat energy move?</i> Lesson 21 – p. 121 <i>How does electricity move?</i>

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e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.	n/a
f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.	Lesson 14 – p. 79 <i>What makes up matter?</i> Lesson 16 – p. 91 <i>How can matter change?</i>
g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C ₆ H ₁₂ O ₆), water (H ₂ O), helium (He), oxygen (O ₂), nitrogen (N ₂), and carbon dioxide (CO ₂).	Lesson 9 – p. 49 <i>What is the water cycle?</i>
h. Students know living organisms and most materials are composed of just a few elements.	n/a
i. Students know the common properties of salts, such as sodium chloride (NaCl).	n/a
Life Sciences	
2.0 Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:	
a. Students know many multicellular organisms have specialized structures to support the transport of materials.	Lesson 2 – p. 7 <i>How are plant and animal systems different?</i> Lesson 3 – p. 13 <i>How do plants reproduce?</i> Lesson 6 – p. 31 <i>What helps an organism live in its ecosystem?</i>
b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues.	n/a
c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.	n/a
d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.	n/a

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e. Students know how sugar, water, and minerals are transported in a vascular plant.	n/a
f. Students know plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.	Lesson 2 – p. 7 <i>How are plant and animal systems different?</i>
g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO ₂) and water (respiration).	n/a
Earth Sciences	
3.0 Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:	
a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.	Lesson 12 – p. 67 <i>How does Earth's surface change?</i> Lesson 13 – p. 73 <i>What are Earth's natural resources?</i>
b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.	Lesson 9 – p. 49 <i>What is the water cycle?</i> Lesson 16 – p. 91 <i>How can matter change?</i>
c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.	Lesson 9 – p. 49 <i>What is the water cycle?</i> Lesson 16 – p. 91 <i>How can matter change?</i>
d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.	Lesson 13 – p. 73 <i>What are Earth's natural resources?</i>
e. Students know the origin of the water used by their local communities.	Lesson 13 – p. 73 <i>What are Earth's natural resources?</i>
4.0 Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:	
a. Students know uneven heating of Earth causes air movements (convection currents).	n/a
b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.	Lesson 9 – p. 49 <i>What is the water cycle?</i>

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c. Students know the causes and effects of different types of severe weather.	n/a
d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.	n/a
e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.	Lesson 7 – p. 37 <i>What makes up Earth's atmosphere?</i>
5.0 The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:	
a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.	Lesson 22 – p. 127 <i>What is Earth's place in the universe?</i> Lesson 24 – p. 139 <i>What patterns does Earth repeat?</i>
b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.	Lesson 22 – p. 127 <i>What is Earth's place in the universe?</i> Lesson 23 – p. 133 <i>What are patterns in the sky?</i> Lesson 24 – p. 139 <i>What patterns does Earth repeat?</i>
c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.	Lesson 22 – p. 127 <i>What is Earth's place in the universe?</i> Lesson 24 – p. 139 <i>What patterns does Earth repeat?</i>
Investigation and Experimentation	
6.0 Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:	
a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.	Lesson 8 – p. 43 <i>How are rocks classified?</i>
b. Develop a testable question.	Questioning is an important element of the CAVS Science program, and students are encouraged to formulate questions that can be tested and verified through experimentation.
c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.	n/a

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<p>d. Identify the dependent and controlled variables in an investigation.</p>	<p>Lesson 4 – p. 19 <i>What is an ecosystem?</i> Lesson 7 – p. 37 <i>What makes up Earth's atmosphere?</i> Lesson 10 – p. 55 <i>What are the layers of Earth?</i> Lesson 19 – p. 109 <i>How does heat energy move?</i> Lesson 20 – p. 115 <i>How does light energy move?</i> Lesson 21 – p. 121 <i>How does electricity move?</i></p>
<p>e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p>	<p>Lesson 2 – p. 7 <i>How are plant and animal systems different?</i> Lesson 4 – p. 19 <i>What is an ecosystem?</i> Lesson 7 – p. 37 <i>What makes up Earth's atmosphere?</i> Lesson 16 – p. 91 <i>How can matter change?</i> Lesson 19 – p. 109 <i>How does heat energy move?</i> Lesson 20 – p. 115 <i>How does light energy move?</i> Lesson 21 – p. 121 <i>How does electricity move?</i></p>
<p>f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p>	<p>Lesson 1 – p. 1 <i>How are living things classified?</i> Lesson 12 – p. 67 <i>How does Earth's surface change?</i> Lesson 15 – p. 85 <i>How do we measure matter?</i> Lesson 16 – p. 91 <i>How can matter change?</i> Lesson 19 – p. 109 <i>How does heat energy move?</i> Lesson 20 – p. 115</p>

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	<p><i>How does light energy move?</i> Lesson 21 – p. 121</p> <p><i>How does electricity move?</i> Lesson 23 – p. 133</p> <p><i>What are patterns in the sky?</i></p>
<p>g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p>	<p>Each lesson has students using the <i>Radius™</i> Science Vocabulary Cards and/or the Record Sheets and Concept Webs to draw, label, and record data in graphic representations. Students then discuss the information in group and paired activities.</p>
<p>h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	<p>Lesson 2 – p. 7</p> <p><i>How are plant and animal systems different?</i> Lesson 4 – p. 19</p> <p><i>What is an ecosystem?</i> Lesson 6 – p. 31</p> <p><i>What helps an organism live in its ecosystem?</i> Lesson 7 – p. 37</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – p. 55</p> <p><i>What are the layers of Earth?</i> Lesson 11 – p. 61</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – p. 67</p> <p><i>How does Earth's surface change?</i> Lesson 13 – p. 73</p> <p><i>What are Earth's natural resources?</i> Lesson 15 – p. 85</p> <p><i>How do we measure matter?</i> Lesson 16 – p. 91</p> <p><i>How can matter change?</i> Lesson 19 – p. 109</p> <p><i>How does heat energy move?</i> Lesson 20 – p. 115</p> <p><i>How does light energy move?</i> Lesson 21 – p. 121</p> <p><i>How does electricity move?</i></p>

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i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.	Students have the opportunity to choose a topic from Lessons 1-24 to investigate in depth and write a report. Conducting tests, collecting data, examining evidence, and drawing conclusions are all part of the procedures followed in the CAVS Science Lessons.