

***SRA Snapshots Simply Science™***  
**correlation to**  
**Minnesota Academic Standards: Science**  
**Grade 1**

*SRA Snapshots Simply Science™* consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

**KEY:**

<b>Reference</b>	<b>Program Component</b>
<b>Video</b>	Video lessons
<b>RAF</b>	Read Aloud - Fiction
<b>RANF</b>	Read Aloud - Nonfiction
<b>TIB</b>	Teacher’s Idea Book
<b>BLM</b>	Reproducible pages
<b>Cards</b>	Vocabulary Photo Cards

<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 1: Living Things and Their Needs</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Living Things and Their Needs <b>RAF</b> “A Funny Frog” <b>RANF</b> “We Are Living Things” <b>TIB</b> pages 14, 15, 16, 17, 18, 19 <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 <b>Cards</b> 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	<b>IV. Life Science</b> <b>F. Flow of Matter and Energy</b> <b>The student will understand that organisms have basic needs.</b> <b>1.</b> The student will know that animals need air, water and food and that plants require air, water, nutrients and light.
<b>TIB</b> page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 2: Learning About Plants</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Learning About Plants <b>RAF</b> “Which Way to Sprout?” <b>RANF</b> “Plants Are Living Things” <b>TIB</b> pages 20, 21, 22, 23, 24, 25 <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	<b>IV. Life Science</b> <b>B. Organisms</b> <b>The student will observe plant and animal life cycles.</b> <b>1.</b> The student will observe and describe how plants and animals grow and change.  <b>D. Heredity</b> <b>The student will understand that there is variation among individuals of one kind within a population.</b> <b>1.</b> The student will describe ways in which many plants and animals closely resemble but are not identical to their parents. <b>2.</b> The student will match adult animals and plants to their offspring.

<b>Life Science Unit 2 (continued)</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 3: Habitats Are Everywhere</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Habitats Are Everywhere <b>RAF</b> “A Home for Maggie” <b>RANF</b> “A Habitat Is a Home” <b>TIB</b> pages 26, 27, 28, 29, 30, 31 <b>BLM</b> pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 <b>Cards</b> 13, 14, 15, 16, 17, 18, 19, 58, 62, 66, 75, 82	This topic is not covered in the <b>Grade 1 Minnesota Academic Standards: Science</b> , however it aligns with <b>National Science Education Content Standard C:</b>  <b>Life Science</b> —Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.  <b>See Grade 2.</b> <b>IV. Life Science</b> <b>C. Interdependence of Life</b> <b>The student will understand that organisms live in different environments.</b> <b>1.</b> The student will observe and describe some features of plants and animals that allow them to live in specific environments.  <b>F. Flow of Matter and Energy</b> <b>The student will investigate feeding relationships among organisms.</b> <b>1.</b> The student will observe and describe predator and prey relationships. <b>2.</b> The student will compare and contrast plant eaters and meat eaters.
TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Earth Science Unit 4: Learning About Earth’s Surface</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Learning About Earth’s Surface <b>RAF</b> “A Big Difference” <b>RANF</b> “Earth’s Many Resources” <b>TIB</b> pages 32, 33, 34, 35, 36, 37 <b>BLM</b> pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 <b>Cards</b> 19, 20, 21, 22, 23, 24, 85, 90	This topic is not covered in the <b>Grade 1 Minnesota Academic Standards: Science</b> , however it aligns with <b>National Science Education Content Standard D:</b>  <b>Earth and Space Science</b> —Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.  <b>See Grade 2.</b> <b>III. Earth and Space Science</b> <b>A. Earth Structure and Processes</b> <b>The student will recognize basic Earth materials.</b> <b>1.</b> The student will observe and describe rocks, soils, water and air.
TIB page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

**SRA Snapshots Simply Science™ Grade 1****Earth Science Unit 5: Weather on Earth****Program Components****Minnesota Academic Standards: Science**

**Video** Weather on Earth  
**RAF** “A Leaf’s Story”  
**RANF** “All About Weather!”  
**TIB** pages 38, 39, 40, 41, 42, 43  
**BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119  
**Cards** 25, 26, 27, 28, 29, 30, 53, 63, 73, 86

**III. Earth and Space Science**  
**B. The Water Cycle, Weather and Climate**  
**The student will investigate weather cycles.**  
 1. The student will observe, record and describe characteristics in daily weather and seasonal cycles.

**TIB** page 43, Hands-On Science Activity *Seasons*

**I. History and Nature of Science**  
**B. Scientific Inquiry**  
**The student will raise questions about the natural world, make careful observations, and seek answers.**  
 1. The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

**SRA Snapshots Simply Science™ Grade 1****Earth Science Unit 6: Earth in Space****Program Components****Minnesota Academic Standards: Science**

**Video** Earth in Space  
**RAF** “The Mysterious Moon”  
**RANF** “Look Up!”  
**TIB** pages 44, 45, 46, 47, 48, 49  
**BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129  
**Cards** 31, 32, 33, 34, 35, 36

**III. Earth and Space Science**  
**C. The Universe**  
**The student will recognize the changes that occur in the sky in a 24-hour day.**  
 1. The student will observe and describe the changes in the position of the sun and the moon.

**TIB** page 49, Hands-On Science Activity *Modeling Moon Phases*

**I. History and Nature of Science**  
**B. Scientific Inquiry**  
**The student will raise questions about the natural world, make careful observations, and seek answers.**  
 1. The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

**SRA Snapshots Simply Science™ Grade 1****Physical Science Unit 7: Properties of Matter****Program Components****Minnesota Academic Standards: Science**

**Video** Properties of Matter  
**RAF** “What’s the Matter?”  
**RANF** “Matter All Around”  
**TIB** pages 50, 51, 52, 53, 54, 55  
**BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139  
**Cards** 37, 38, 39, 40, 41, 42, 73, 90

**II. Physical Science**  
**A. Structure of Matter**  
**The student will understand that objects have physical properties.**  
 1. The student will describe objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.

**TIB** page 55, Hands-On Science Activity *Making Mixtures*

**I. History and Nature of Science**  
**B. Scientific Inquiry**  
**The student will raise questions about the natural world, make careful observations, and seek answers.**  
 1. The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

**SRA Snapshots Simply Science™ Grade 1**  
**Physical Science Unit 8: Learning About Forces**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Learning About Forces <b>RAF</b> “Queen of the Hill” <b>RANF</b> “Pushes and Pulls” <b>TIB</b> pages 56, 57, 58, 59, 60, 61 <b>BLM</b> pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 <b>Cards</b> 43, 44, 45, 46, 47, 48	<b>II. Physical Science</b> <b>E. Forces of Nature</b> <b>The student will understand that forces can act at a distance.</b> <b>1.</b> The student will know that magnets can be used to make some things move without direct contact. <b>2.</b> The student knows that things near the Earth fall to the ground unless something holds them up.
<b>TIB</b> page 61, Hands-On Science Activity <i>Big and Small Pushes</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

**SRA Snapshots Simply Science™ Grade 1**  
**Physical Science Unit 9: Heat, Light, and Sound**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Heat, Light, and Sound <b>RAF</b> “The Energy Challenge” <b>RANF</b> “Energy All Around” <b>TIB</b> pages 62, 63, 64, 65, 66, 67 <b>BLM</b> pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 <b>Cards</b> 36, 49, 50, 51, 52, 53, 54	This topic is not covered in the <b>Grade 1 Minnesota Academic Standards: Science</b> , however it aligns with <b>National Science Education Content Standard B:</b>  <b>Physical Science</b> —Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.
<b>TIB</b> page 67, Hands-On Science Activity <i>Investigating Sound</i>	<b>I. History and Nature of Science</b> <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and seek answers.</b> <b>1.</b> The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer, and balance.

***SRA Snapshots Simply Science™***  
**correlation to**  
**Minnesota Academic Standards: Science**  
**Grade 2**

*SRA Snapshots Simply Science™* consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

**KEY:**

<b>Reference</b>	<b>Program Component</b>
<b>Video</b>	Video lessons
<b>RAF</b>	Read Aloud - Fiction
<b>RANF</b>	Read Aloud - Nonfiction
<b>TIB</b>	Teacher’s Idea Book
<b>BLM</b>	Reproducible pages
<b>Cards</b>	Vocabulary Photo Cards

<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 1: Organisms Are Living Things</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Organisms Are Living Things <b>RAF</b> “The Brave Beaver” <b>RANF</b> “Organisms Are Alive” <b>TIB</b> pages 14, 15, 16, 17, 18, 19 <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 <b>Cards</b> 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	<b>IV. Life Science</b> <b>C. Interdependence of Life</b> <b>The student will understand that organisms live in different environments.</b> 1. The student will observe and describe some features of plants and animals that allow them to live in specific environments.  <b>G. Human Organism The student will recognize that people have basic needs.</b> 1. The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals.
<b>TIB</b> page 19, Hands-On Science Activity <i>Grouping Animals</i>	<b>I. History and Nature of Science</b> <b>A. Scientific World View</b> <b>The student will understand that science is a human endeavor practiced throughout the world.</b> 4. The student will recognize that everyone can do science and invent things and ideas.
<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 2: Learning About Animals</b>	
<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Learning About Animals <b>RAF</b> “Fun in the Rain Forest” <b>RANF</b> “Animals Are Living Things” <b>TIB</b> pages 20, 21, 22, 23, 24, 25 <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	<b>IV. Life Science</b> <b>B. Diversity of Organisms</b> <b>The student will recognize that plants and animals have life cycles.</b> 1. The student will describe life cycles of plants and animals.  <b>C. Interdependence of Life</b> <b>The student will understand that organisms live in different environments.</b> 1. The student will observe and describe some features of plants and animals that allow them to live in specific environments.

**Life Science Unit 2 (continued)****Program Components****Minnesota Academic Standards: Science**

**TIB** page 25, Hands-On Science  
Activity *Modeling a Life Cycle*

**I. History and Nature of Science****A. Scientific World View**

**The student will understand that science is a human endeavor practiced throughout the world.**

4. The student will recognize that everyone can do science and invent things and ideas.

**B. Scientific Inquiry**

**The student will raise questions about the natural world, make careful observations, and see answers.**

2. The student will recognize and describe patterns in data.

**SRA Snapshots Simply Science™ Grade 2****Life Science Unit 3: Ecosystems All Around****Program Components****Minnesota Academic Standards: Science**

**Video** Ecosystems All Around  
**RAF** “A Remarkable River”  
**RANF** “Ecosystems in Action”  
**TIB** pages 26, 27, 28, 29, 30, 31  
**BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99  
**Cards** 7, 8, 11, 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 80, 83, 87, 88

**IV. Life Science****C. Interdependence of Life**

**The student will understand that organisms live in different environments.**

1. The student will observe and describe some features of plants and animals that allow them to live in specific environments.

**F. Flow of Matter and Energy**

**The student will investigate feeding relationships among organisms.**

1. The student will observe and describe predator and prey relationships.

2. The student will compare and contrast plant eaters and meat eaters.

**TIB** page 31, Hands-On Science  
Activity *Caterpillar Camouflage*

**I. History and Nature of Science****A. Scientific World View**

**The student will understand that science is a human endeavor practiced throughout the world.**

4. The student will recognize that everyone can do science and invent things and ideas.

**SRA Snapshots Simply Science™ Grade 2****Earth Science Unit 4: Earth’s Natural Resources****Program Components****Minnesota Academic Standards: Science**

**Video** Earth’s Natural Resources  
**RAF** “The Missing Rock”  
**RANF** “Digging in the Dirt”  
**TIB** pages 32, 33, 34, 35, 36, 37  
**BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109  
**Cards** 19, 20, 21, 22, 23, 24, 78, 79, 82, 89

**III. Earth and Space Science****A. Earth Structure and Processes**

**The student will recognize basic Earth materials.**

1. The student will observe and describe rocks, soils, water and air.

**TIB** page 37, Hands-On Science  
Activity *Hand-Made Fossils*

**I. History and Nature of Science****A. Scientific World View**

**The student will understand that science is a human endeavor practiced throughout the world.**

4. The student will recognize that everyone can do science and invent things and ideas.

**SRA Snapshots Simply Science™ Grade 2****Earth Science Unit 5: Weather and Water**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Weather and Water <b>RAF</b> “Felicia and the Four Seasons” <b>RANF</b> “All About Weather!” <b>TIB</b> pages 38, 39, 40, 41, 42, 43 <b>BLM</b> pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 <b>Cards</b> 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90	<p>This topic is not covered in the <b>Grade 2 Minnesota Academic Standards: Science</b>, however it aligns with <b>National Science Education Content Standard D:</b></p> <p><b>Earth and Space Science</b>—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.</p> <p><i>See Grade 1.</i></p> <p><b>III. Earth and Space Science</b>  <b>B. The Water Cycle, Weather and Climate</b>  <b>The student will investigate weather cycles.</b>  <b>1.</b> The student will observe, record and describe characteristics in daily weather and seasonal cycles.</p>
<b>TIB</b> page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i>	<p><b>I. History and Nature of Science</b>  <b>A. Scientific World View</b>  <b>The student will understand that science is a human endeavor practiced throughout the world.</b>  <b>4.</b> The student will recognize that everyone can do science and invent things and ideas.</p> <p><b>B. Scientific Inquiry</b>  <b>The student will raise questions about the natural world, make careful observations, and see answers.</b>  <b>1.</b> The student will use appropriate tools to gather and organize data.</p>

**SRA Snapshots Simply Science™ Grade 2****Earth Science Unit 6: Learning About Space**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Learning About Space <b>RAF</b> “Janie’s Space Journey” <b>RANF</b> “Earth in Space” <b>TIB</b> pages 44, 45, 46, 47, 48, 49 <b>BLM</b> pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 <b>Cards</b> 31, 32, 33, 34, 35, 36, 86	<p>This topic is not covered in the <b>Grade 2 Minnesota Academic Standards: Science</b>, however it aligns with <b>National Science Education Content Standard D:</b></p> <p><b>Earth and Space Science</b>—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.</p> <p><i>See Grade 1.</i></p> <p><b>III. Earth and Space Science</b>  <b>C. The Universe</b>  <b>The student will recognize the changes that occur in the sky in a 24-hour day.</b>  <b>1.</b> The student will observe and describe the changes in the position of the sun and the moon.</p>
<b>TIB</b> page 49, Hands-On Science Activity <i>Stars in the Day Time</i>	<p><b>I. History and Nature of Science</b>  <b>A. Scientific World View</b>  <b>The student will understand that science is a human endeavor practiced throughout the world.</b>  <b>4.</b> The student will recognize that everyone can do science and invent things and ideas.</p>

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 7: Characteristics of Matter**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Characteristics of Matter <b>RAF</b> “Irene’s Exploration” <b>RANF</b> “All About Matter” <b>TIB</b> pages 50, 51, 52, 53, 54, 55 <b>BLM</b> pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 <b>Cards</b> 37, 38, 39, 40, 41, 42, 56, 66, 89	<b>II. Physical Science</b> <b>A. Structure of Matter</b> <b>The student will understand that objects can be sorted and classified based on their properties.</b> 1. The student will sort and classify objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets. 2. The student will classify a substance as a solid, liquid, or gas. 3. The student will know that solids have a definite shape and that liquids take the shape of their container. 4. The student will observe that water can be a solid or liquid and can change from one form to the other.
<b>TIB</b> page 55, Hands-On Science Activity <i>How Much Liquid?</i>	<b>I. History and Nature of Science</b> <b>A. Scientific World View</b> <b>The student will understand that science is a human endeavor practiced throughout the world.</b> 4. The student will recognize that everyone can do science and invent things and ideas.  <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and see answers.</b> 1. The student will use appropriate tools to gather and organize data.

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 8: Forces and Motion**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<b>Video</b> Forces and Motion <b>RAF</b> “Carlos’s Skateboard” <b>RANF</b> “Motion, Magnets, and More!” <b>TIB</b> pages 56, 57, 58, 59, 60, 61 <b>BLM</b> pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 <b>Cards</b> 43, 44, 45, 46, 47, 48, 71	<b>II. Physical Science</b> <b>D. Motion</b> <b>The student will know that objects move in various ways.</b> 1. The student will observe and describe how objects move in a variety of ways, including, but not limited to, a straight line, a curve, a circle, back and forth and at different speeds. 2. The student will observe that push and pull forces can make objects move.  <i>See also Grade 1.</i> <b>II. Physical Science</b> <b>E. Forces of Nature</b> <b>The student will understand that forces can act at a distance.</b> 1. The student will know that magnets can be used to make some things move without direct contact. 2. The student knows that things near the Earth fall to the ground unless something holds them up.
<b>TIB</b> page 61, Hands-On Science Activity <i>Magnets</i>	<b>I. History and Nature of Science</b> <b>A. Scientific World View</b> <b>The student will understand that science is a human endeavor practiced throughout the world.</b> 4. The student will recognize that everyone can do science and invent things and ideas.  <b>B. Scientific Inquiry</b> <b>The student will raise questions about the natural world, make careful observations, and see answers.</b> 1. The student will use appropriate tools to gather and organize data.

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 9: Energy Is Everywhere**

<b>Program Components</b>	<b>Minnesota Academic Standards: Science</b>
<p><b>Video</b> Energy Is Everywhere  <b>RAF</b> “The Low-Energy Band”  <b>RANF</b> “All About Energy”  <b>TIB</b> pages 62, 63, 64, 65, 66, 67  <b>BLM</b> pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159  <b>Cards</b> 49, 50, 51, 52, 53, 54</p>	<p>This topic is not covered in the <b>Grade 2 Minnesota Academic Standards: Science</b>, however it aligns with <b>National Science Education Content Standard B:</b></p> <p><b>Physical Science</b>—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.</p>
<p><b>TIB</b> page 67, Hands-On Science Activity <i>Heat Energy</i></p>	<p><b>I. History and Nature of Science</b>  <b>A. Scientific World View</b>  <b>The student will understand that science is a human endeavor practiced throughout the world.</b>  <b>4.</b> The student will recognize that everyone can do science and invent things and ideas.</p>