SRA Snapshots Simply Science™
correlation to
South Carolina Science Academic Standards
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:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 1: Living Things and Their Needs**	
Program Components	**South Carolina Science Academic Standards**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Plants** **Standard 1-2: The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)** **1-2.1** Recall the basic needs of plants (including air, water, nutrients, and light) for energy and growth).
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Scientific Inquiry** **Standard 1-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**South Carolina Science Academic Standards**
Video Learning About Plants **RAF** "Which Way to Sprout?" **RANF** "Plants Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	**Plants** **Standard 1-2: The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)** **1-2.1** Recall the basic needs of plants (including air, water, nutrients, and light) for energy and growth. **1-2.2** Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds). **1-2.3** Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have). **1-2.4** Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds). **1-2.6** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**South Carolina Science Academic Standards**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	**Plants** **Standard 1-2: The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)** **1-2.5** Explain how distinct environments throughout the world support the life of different types of plants. **1-2.6** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**South Carolina Science Academic Standards**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 16, 19, 20, 21, 22, 23, 24, 82, 85, 90	**Earth Materials** **Standard 1-4: The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)** **1-4.1** Recognize the composition of Earth (including rocks, sand, soil, and water). **1-4.2** Classify rocks and sand by their physical appearance. **1-4.3** Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants). **1-4.4** Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet). **1-4.5** Illustrate the locations of water on Earth by using diagrams, maps, or models. **1-4.6** Exemplify Earth materials that are used for building structures or for growing plants.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**South Carolina Science Academic Standards**
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	This topic is not covered in the **Grade 1 South Carolina Science Academic Standards** however it aligns with **National Science Education Content Standard D:** **Earth and Space Science—**Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. ***See also* Grade 2.** **Weather** **Standard 2-3: The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)** **2-3.2** Recall weather terminology (including temperature, wind direction, wind speed, and precipitation such as rain, snow, sleet, and hail). **2-3.3** Illustrate the weather conditions of different seasons. **2-3.4** Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beauford scale, and wind direction as measured with a windsock or wind vane). **2-3.5** Use pictorial weather symbols to record observable sky conditions. **2-3.6** Identify safety precautions that one should take during severe weather conditions.
TIB page 43, Hands-On Science Activity *Seasons*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**South Carolina Science Academic Standards**
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, 86	**Sun and Moon** **Standard 1-3: The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)** **1-3.1** Compare the features of the day and night sky. **1-3.2** Recall that the Sun is a source of heat and light for Earth. **1-3.3** Recognize that the Sun and the Moon appear to rise and set. **1-3.4** Illustrate changes in the Moon's appearance (including patterns over time).
TIB page 49, Hands-On Science Activity *Modeling Moon p Phases*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**South Carolina Science Academic Standards**
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	This topic is not covered in the **Grade 1 South Carolina Science Academic Standards** however it aligns with **National Science Education Content Standard B:** **Physical Science—**Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. ***See also* Grade 2:** **Properties and Changes in Matter** **Standard 2-4: The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)** **2-4.1** Recall the properties of solids and liquids. **2-4.2** Exemplify matter that changes from a solid to a liquid and from a liquid to a solid. **2-4.3** Explain how matter can be changed in ways such as heating or cooling, cutting, or tearing, bending, or stretching. **2-4.4** Recognize that different materials can be mixed together and then separated again.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**South Carolina Science Academic Standards**
Video Learning About Forces **RAF** "Queen of the Hill" **RANF** "Pushes and Pulls" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48	**Exploring Motion** **Standard 1-5: The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)** **1-5.1** Identify the location of an object relative to another object. **1-5.2** Explain the importance of pushing and pulling to the motion of an object. **1-5.4** Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.2** Use tools (including rulers) safely, accurately and appropriately when gathering specific data. **1-1.3** Carry out simple scientific investigations when given clear directions.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**South Carolina Science Academic Standards**
Video Heat, Light, and Sound **RAF** "The Energy Challenge" **RANF** "Energy All Around" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 49, 50, 51, 52, 53, 54, 70, 79	**Exploring Motion** **Standard 1-5: The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)** **1-5.3** Illustrate the fact that sound is produced by vibrating objects.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Scientific Inquiry** **Standard 1.1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. **1-1.3** Carry out simple scientific investigations when given clear directions. **1-1.4** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™
correlation to
South Carolina Science Academic Standards
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:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 1: Organisms Are Living Things**	
Program Components	**South Carolina Science Academic Standards**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**Animals** **Standard 2-2: The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)** **2-2.1** Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and reproduction.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.5** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**South Carolina Science Academic Standards**
Video Learning About Animals **RAF** "Fun in the Rain Forest: **RANF** "Animals Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	**Animals** **Standard 2-2: The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)** **2-2.1** Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and reproduction. **2-2.2** Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics. **2-2.5** Illustrate the various life cycles of animals (including birth and the stages of development.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**South Carolina Science Academic Standards**
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** 13, 14, 15, 16, 17, 18, 67, 76, 77	**Animals** **Standard 2-2: The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)** **2-2.3** Explain how distinct environments throughout the world support the life of different types of animals. **2-2.4** Summarize the interdependence between animals and plants as sources of food and shelter.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**South Carolina Science Academic Standards**
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	**Earth Materials** **Standard 1-4: The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)** **1-4.1** Recognize the composition of Earth (including rocks, sand, soil, and water). **1-4.2** Classify rocks and sand by their physical appearance. **1-4.6** Exemplify Earth materials that are used for building structures or for growing plants.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.5** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**South Carolina Science Academic Standards**
Video Weather and Water **RAF** "Felicia and the Four Seasons" **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, 41, 60, 66, 75, 81, 85, 90	**Weather** **Standard 2-3: The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)** **2-3.2** Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail). **2-3.3** Illustrate the weather conditions of different seasons. **2-3.4** Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beauford scale, and wind direction as measured with a windsock or wind vane). **2-3.5** Use pictorial weather symbols to record observable sky conditions.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.2** Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.4** Infer explanations regarding scientific observations and experiences. **2-1.5** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**South Carolina Science Academic Standards**
Video Learning About Space **RAF** "Janie's Space Journey" **RANF** "Earth in Space" **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, 86	This topic is not covered in the **Grade 2 South Carolina Science Academic Standards** however it aligns with **National Science Education Content Standard D:** **Earth and Space Science—**Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. ***See also* Grade 1.** **Sun and Moon** **Standard 1-3: The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)** **1-3.1** Compare the features of the day and night sky. **1-3.2** Recall that the Sun is a source of heat and light for Earth. **1-3.3** Recognize that the Sun and the Moon appear to rise and set. **1-3.4** Illustrate changes in the Moon's appearance (including patterns over time).
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.4** Infer explanations regarding scientific observations and experiences.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**South Carolina Science Academic Standards**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **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, 56, 66, 89	**Properties and Changes in Matter** **Standard 2-4: The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)** **2-4.1** Recall the properties of solids and liquids. **2-4.2** Exemplify matter that changes from a solid to a liquid and from a liquid to a solid. **2-4.3** Explain how matter can be changed in ways such as heating or cooling, cutting, or tearing, bending, or stretching. **2-4.4** Recognize that different materials can be mixed together and then separated again.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.2** Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.5** Use appropriate safety procedures when conducting investigations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**South Carolina Science Academic Standards**
Video Forces and Motion **RAF** "Carlos's Skateboard" **RANF** "Motion, Magnets, and More!" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48, 71	**Magnetism** **Standard 2-5: The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)** **2-5.1** Use magnets to make an object move without being touched. **2-5.2** Explain how the poles of magnets affect each other (that is, they attract and repel one another). **2-5.3** Compare the effect of magnets on various materials. **2-5.4** Identify everyday uses of magnets.
TIB page 61, Hands-On Science Activity *Magnets*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**South Carolina Science Academic Standards**
Video Energy Is Everywhere **RAF** "The Low-Energy Band" **RANF** "All About Energy **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 41, 49, 50, 51, 52, 53, 54, 63	This topic is not covered in the **Grade 2 South Carolina Science Academic Standards** however it aligns with **National Science Education Content Standard B:** **Physical Science—**Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. ***See also* Grade 1:** **Sun and Moon** **Standard 1-3: The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)** **1-3.2** Recall that the Sun is a source of heat and light for Earth. **Exploring Motion** **Standard 1-5: The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)** **1-5.3** Illustrate the fact that sound is produced by vibrating objects.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Scientific Inquiry** **Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.** **2-1.1** Carry out simple scientific investigations to answer questions about familiar objects and events. **2-1.3** Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language. **2-1.5** Use appropriate safety procedures when conducting investigations.