SRA Snapshots Video Science™: Level A
correlation to
Alabama Course of Study: Science
Grade 3

SRA Snapshots Video Science™ consists of four interdependent components. Each level has four program DVDs that provide engaging video lessons. The student edition (**SE**) provides student friendly text that reinforces the concepts introduced in the video. The Teacher's Resource Book (**TRB**) provides support activities in a blackline master format. The Teacher's Guide (**TG**) provides lesson planning, differentiated instruction activities, and answers to all student activities in the Student Edition.

KEY:

Reference	**Program Component**
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher's Resource Book
TG	Teacher's Guide

PHYSICAL SCIENCE
1. Students will classify substances as soluble and insoluble.
See Level C: **Chapter 7, Lesson 1, Video C, SE page 137**

PHYSICAL SCIENCE
2. Students will identify physical and chemical changes in matter.
Chapter 8, Lesson 2, Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Lesson 3, Video A, SE page 171

PHYSICAL SCIENCE
3. Students will describe ways energy from the sun is used. • Identifying fossil fuels as a source of energy.
Chapter 4, Lesson 3, Video B, SE page 84 **Chapter 9, Lesson 3, Video C, SE page 195**

PHYSICAL SCIENCE
4. Students will define force and motion • Identifying forces that change an object's position or motion.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144

PHYSICAL SCIENCE
4. Students will define force and motion • Identifying sources of friction.
Chapter 7, Lesson 1, Video B, SE page 136; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

PHYSICAL SCIENCE
4. Students will define force and motion • Describing the force of gravity.
Chapter 7, Lesson 1, Video C, SE page 137

PHYSICAL SCIENCE
5. Students will identify the relationship of simple machines to compound machines.
Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153

LIFE SCIENCE
6. Students will identify structures and functions of the muscular and skeletal systems of the human body.
See Level C: **Chapter 1, Lesson 3, Video C, SE page 17**

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Describing the role of plants in a food chain.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Identifying plant and animal cells.
See Level C: **Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Video A, SE page 9**

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Describing how plants occupy space and use light, nutrients, water, and air.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Lesson 3, Video C, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Video A, SE page 31**

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Classifying plants according to their features.
Chapter 1, Lesson 2, Video C, SE page 11

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Identifying helpful and harmful effects of plants.
Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Critical Thinking, SE page 21apter 9,

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Identifying how bees pollinate flowers.
Chapter 1, Lesson 3, Video C, SE page 19

LIFE SCIENCE
7. Students will describe the life cycle of plants, including seed, seed germination, growth, and reproduction. • Identifying photosynthesis as the method used by plants to produce food.
Chapter 1, Lesson 1, Video B, SE page 4 **Chapter 2, Lesson 3, Video A, SE page 31**

LIFE SCIENCE
8. Students will identify how organisms are classified in the Animalia and Plantae kingdoms.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13 **Classification, SE page 202**

LIFE SCIENCE
9. Students will describe how fossils provide evidence of prehistoric plant life.
Chapter 4, Lesson 2, Video B, SE page 76; Critical Thinking, SE page 79; KnowZone, SE pages 80-81

LIFE SCIENCE
10. Students will determine habitat conditions that support plant growth and survival.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Lesson 3, Video C, SE page 19 **Chapter 2, Lesson 2, Video A, SE page 31; Lesson 3, Video B, SE page 40**

EARTH and SPACE SCIENCE
11. Students will describe Earth's layers, including inner and out cores, mantle, and crust. • Classifying rocks and minerals by characteristics, including streak, color, hardness, magnetism, luster, and texture.
Chapter 4, Lesson 2, Video A, SE page 75

EARTH and SPACE SCIENCE
12. Students will identify conditions that result in specific weather phenomena, including thunderstorms, tornadoes, and hurricanes. • Identifying cloud types associated with specific weather patterns.
Level C: **Chapter 5, Lesson 2, Video B, SE page 100** **See also Level B:** **Chapter 5, Lesson 1, Video B, SE page 92; Critical Thinking, SE page 95; Process Skill, SE page 95**

EARTH and SPACE SCIENCE
12. Students will identify conditions that result in specific weather phenomena, including thunderstorms, tornadoes, and hurricanes. • Identifying positive and negative effects of weather phenomena.
Chapter 5, Lesson 1, Critical Thinking, SE page 95; Lesson 3, Video A, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109; Process Skill, SE page 109

EARTH and SPACE SCIENCE
12. Students will identify conditions that result in specific weather phenomena, including thunderstorms, tornadoes, and hurricanes. • Identifying technology used to record and predict weather, including thermometers, barometers, rain gauges, anemometers, and satellites.
Chapter 5, KnowZone, SE page 96-97; Lesson 3, Video A, SE page 105; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

EARTH and SPACE SCIENCE
12. Students will identify conditions that result in specific weather phenomena, including thunderstorms, tornadoes, and hurricanes. • Explaining symbols shown on a weather map.
Chapter 5, Lesson 1, Process Skill, SE page 95; Lesson 3, Video C, SE page 107

EARTH and SPACE SCIENCE
12. Students will identify conditions that result in specific weather phenomena, including thunderstorms, tornadoes, and hurricanes. • Organizing weather data into tables or charts.
Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

EARTH and SPACE SCIENCE
13. Students will describe ways to sustain natural resources, including recycling, reusing, conserving, and protecting the environment. • Recognizing the impact of society on human health and environmental conditions.
Chapter 3, Lesson 2, Video B, SE page 56; Video C, SE page 57 **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103; Lesson 3, Video A, SE page 105; Video C, SE page 107**

EARTH and SPACE SCIENCE
14. Students will describe the position of Earth, the moon, and the sun during the course of a day or month. • Describing various forms of technology used in observing Earth and its moon.
Chapter 4, Lesson 1, Critical Thinking, SE page 73; Process Skill, SE page 73 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131**

SRA Snapshots Video Science™: Level B
correlation to
Alabama Course of Study: Science
Grade 4

SRA Snapshots Video Science™ consists of four interdependent components. Each level has four program DVDs that provide engaging video lessons. The student edition (**SE**) provides student friendly text that reinforces the concepts introduced in the video. The Teacher's Resource Book (**TRB**) provides support activities in a blackline master format. The Teacher's Guide (**TG**) provides lesson planning, differentiated instruction activities, and answers to all student activities in the Student Edition.

KEY:

Reference	**Program Component**
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher's Resource Book
TG	Teacher's Guide

PHYSICAL SCIENCE
1. Students will describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields. • Identifying ways to use and conserve electrical energy.
Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192; Video C, SE page 193; KnowZone, SE pages 196-197

PHYSICAL SCIENCE
1. Students will describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields. • Identifying characteristics of parallel and series circuits.
Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183

PHYSICAL SCIENCE
1. Students will describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields. • Classifying materials as conductors, nonconductors, and insulators of electricity and heat.
Chapter 9, Lesson 1, Video B, SE page 180

PHYSICAL SCIENCE
1. Students will describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields. • Identifying relationships among charge, current, and potential energy.
Chapter 8, Lesson 3, video B, SE page 172 **Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Critical Thinking, SE page 183**

PHYSICAL SCIENCE
1. Students will describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields. • Identifying components of a circuit.
Chapter 9, Lesson 1, Video C, SE page 181

PHYSICAL SCIENCE
2. Students will compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

PHYSICAL SCIENCE
3. Students will Recognize how light interacts with transparent, translucent, and opaque materials. • Predicting the reflection or absorption of light by various objects.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167

PHYSICAL SCIENCE
4. Students will describe effects of friction on moving objects. • Identifying momentum and inertia as properties of moving objects.
Chapter 8, Lesson 3, Video A, SE page 171; Critical Thinking, SE page 175

PHYSICAL SCIENCE
4. Students will describe effects of friction on moving objects. • Identifying ways to increase or decrease friction.
Level B: **Chapter 8, Lesson 3, Video A, SE page 171** **See also Level A:** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **See also Level C:** **Chapter 9, Lesson 1, Video C, SE page 181**

LIFE SCIENCE
5. Students will describe the interdependence of plants and animals. • Describing behaviors and body structures that help animals survive in particular habitats.
Chapter 1, Lesson 2, Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; KnowZone, SE pages 14-15; Lesson 3, Video B, SE page 18; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37**

LIFE SCIENCE
5. Students will describe the interdependence of plants and animals. • Describing life cycles of various animals to include incomplete and complete metamorphosis.
Level B: **Chapter 1, Lesson 3, Video C, SE page 19** **See also Level A:** **Chapter 1, Lesson 1, Video A, SE page 17; Video B, SE page 18; Critical Thinking, SE page 21; Process Skill, SE page 21** **See also Level C:** **Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE page 36-37**

LIFE SCIENCE
5. Students will describe the interdependence of plants and animals. • Tracing the flow of energy through a food chain.
Chapter 2, Lesson 2, Video B, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

LIFE SCIENCE
5. Students will describe the interdependence of plants and animals. • Identifying characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to the environment.
Chapter 1, Lesson 2, Video B, SE page 10; Video C, SE page 11; Lesson 3, Video B, SE page 18; Video C, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

LIFE SCIENCE
6. Students will classify animals as vertebrates or invertebrates and as endotherms or ectotherms. • Describing the organization of cells into tissues, organs, and organ systems.
See Level C: **Chapter 1, Lesson 1, Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17; Critical Thinking, SE page 19; Process Skill, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30**

LIFE SCIENCE
6. Students will classify animals as vertebrates or invertebrates and as endotherms or ectotherms. • Describing the grouping of organisms into population, communities, and ecosystems.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Critical Thinking, SE page 29

LIFE SCIENCE
6. Students will classify animals as vertebrates or invertebrates and as endotherms or ectotherms. • Classifying common organisms into kingdoms, including Animalia, Plantae, Protists, Fungi, Archaebacteria, and Eubacteria.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Lesson 2, Video A, SE page 17

EARTH and SPACE SCIENCE
7. Students will describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.
See Level A: **Chapter 4, Lesson 1, Video A, SE page 69; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84**

EARTH and SPACE SCIENCE
8. Students will identify technological advances and other benefits of space exploration. • Listing highlights of space exploration, including satellites, manned moon missions, the unmanned Mars mission, and an inhabited space station.
Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129; Math in Science, SE page 129

EARTH and SPACE SCIENCE
8. Students will identify technological advances and other benefits of space exploration. • Identifying Alabama's contribution to the space industry.
Chapter 6, Lesson 3, Differentiated Instruction Options, Activities for All, TG page 118

EARTH and SPACE SCIENCE
9. Students will describe the appearance and movement of Earth and its moon. • Identifying the waxing and waning of the moon in the night sky.
Level B: **Chapter 6, Lesson 1, Video C,< SE page 115** **See also Level A:** **Chapter 6, Lesson 1, Video C, SE page 115** **See also Level C:** **Chapter 6, Lesson 2, Video C, SE page 123; Critical Thinking, SE page 125**

EARTH and SPACE SCIENCE
9. Students will describe the appearance and movement of Earth and its moon. • Identifying lunar and solar eclipses.
See Level C: **Chapter 6, Lesson 2, Video B, SE page 122** **Eclipses, SE page 205**

EARTH and SPACE SCIENCE
10. Students will describe components of our solar system. • Defining comets, asteroids, and meteors.
Chapter 6, Lesson 2, Video C, SE page 121; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

SRA Snapshots Video Science™: Level C
correlation to
Alabama Course of Study: Science
Grade 5

SRA Snapshots Video Science™ consists of four interdependent components. Each level has four program DVDs that provide engaging video lessons. The student edition (**SE**) provides student friendly text that reinforces the concepts introduced in the video. The Teacher's Resource Book (**TRB**) provides support activities in a blackline master format. The Teacher's Guide (**TG**) provides lesson planning, differentiated instruction activities, and answers to all student activities in the Student Edition.

KEY:

Reference	**Program Component**
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher's Resource Book
TG	Teacher's Guide

PHYSICAL SCIENCE
1. Students will identify evidence of chemical changes through color, gas formation, solid formation, and temperature change.
Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

PHYSICAL SCIENCE
2. Students will define mass, volume, and density. • Identifying the atom as the basic building block of matter.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; KnowZone, SE pages 140-141

PHYSICAL SCIENCE
2. Students will define mass, volume, and density. • Relating temperature changes to particle motion.
Chapter 8, Lesson 2, Video C, SE page 165; Critical thinking, SE page 167

PHYSICAL SCIENCE
2. Students will define mass, volume, and density. • Relating density to the sinking or floating of an object in a liquid.
Chapter 7, Lesson 2, Video A, SE page 143; Critical Thinking, SE page 147; Process Skill, SE page 147

PHYSICAL SCIENCE
3. Students will use everyday indicators to identify common acids and bases.
This concept is not covered at this level.

PHYSICAL SCIENCE
4. Students will describe forms of energy, including chemical, heat, light, and mechanical. • Identifying types of potential and kinetic energy.
Chapter 8, Lesson 1, Video B, SE page 158; Critical Thinking, SE page 161; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

PHYSICAL SCIENCE
4. Students will describe forms of energy, including chemical, heat, light, and mechanical. • Describing alternatives to the use of fossil fuels.
Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175

PHYSICAL SCIENCE
4. Students will describe forms of energy, including chemical, heat, light, and mechanical. • Identifying the transfer of energy by conduction, convection, and radiation.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Critical Thinking, SE page 167; process Skill, SE page 167

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Describing how a prism forms a visible spectrum.
See Level A: **Chapter 8, Lesson 2, Video A, SE page 163; Critical Thinking, SE page 167** **See also Level B:** **Chapter 9, Lesson 1, Video B, SE page 180**

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Explaining why different objects have different colors.
See Level A: **Chapter 8, Lesson 2, Video A, SE page 163; Critical Thinking, SE page 167** **See also Level B:** **Chapter 9, Lesson 1, Video B, SE page 180; Critical Thinking, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Describing how mirrors reflect light.
See Level A: **Chapter 8, Lesson 2, Video B, SE page 164** **See also Level B:** **Chapter 9, Lesson 1, Video A, SE page 179; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Describing the relationship between the structure of the eye and sight.
See Level B: **Chapter 8, Lesson 2, Differentiated Instruction Options, Enrichment, TG page 150**

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Identifying types of corrective lenses used to correct different sight problems.
See Level B: **Chapter 8, Lesson 2, Video C, SE page 165**

PHYSICAL SCIENCE
5. Students will contrast ways in which light rays are bent by concave and convex lenses. • Identifying the contributions of van Leeuwenhoek to the development of the microscope.
Chapter 1, Lesson 1, Differentiated Instruction Options, Enrichment, SE page 20

PHYSICAL SCIENCE
6. Students will compare effects of gravitational force on Earth, on the moon, and within space. • Identifying contributions of Newton to the study of gravity.
Chapter 9, Lesson 1, Video B, SE page 180

PHYSICAL SCIENCE
6. Students will compare effects of gravitational force on Earth, on the moon, and within space. • Describing how a spring scale is used to measure weight.
See Level A: **Chapter 8, Lesson 1, Video C, SE page 146** **See also Level B:** **Chapter 7, Lesson 2, Differentiated Instruction Options, Enrichment, TG page 132; Remediation, TG page 132**

PHYSICAL SCIENCE
6. Students will compare effects of gravitational force on Earth, on the moon, and within space. • Explaining how air resistance affects falling objects.
This concept is not covered at this level.

LIFE SCIENCE
7. Students will identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane. • Comparing unicellular and multicellular organisms.
Chapter 1, Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17; Critical Thinking, SE page 19; KnowZone, SE page 20-21

LIFE SCIENCE
7. Students will identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane. • Comparing plant and animal cells.
Chapter 1, Lesson 1, Video C, SE page 5; Lesson 2, Video A, SE page 9

LIFE SCIENCE
8. Students will identify major body systems and their functions, including the circulatory system, respiratory system, excretory system, and reproductive system.
Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video B, SE page 16; Video C, SE page 17

LIFE SCIENCE
9. Students will • Describing the relationship between food chains and food webs.
See Level B: **Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43**

LIFE SCIENCE
9. Students will • Describing symbiotic relationships.
Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

EARTH and SPACE SCIENCE
10. Students will identify spheres of Earth, including the Geosphere, atmosphere, and hydrosphere. • Describing technology used to investigate Earth.
See Level B: **Chapter 4, Lesson 1, Video V, SE page 70; Critical Thinking, SE page 73**

EARTH and SPACE SCIENCE
10. Students will identify spheres of Earth, including the Geosphere, atmosphere, and hydrosphere. • Describing the rock cycle.
Level C: **Chapter 4, Lesson 3, Video A, SE page 83** **See also Level B:** **Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84**

EARTH and SPACE SCIENCE
11. Students will compare distances from the sun to planets in our solar system. • Relating the size of Earth to the size of other planets in our solar system.
Chapter 6, Lesson 1, Video B, SE page 114; Lesson 1, Differentiated Instruction Options, Remediation, TG page 110

EARTH and SPACE SCIENCE
11. Students will compare distances from the sun to planets in our solar system. • Identifying technology used to study planets.
Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131