

SRA Snapshots Video Science™: Level A
correlation to
California Science Content Standards
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 Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
a. Students know energy comes from the Sun to Earth in the form of light.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32 Chapter 4, Lesson 3, Critical Thinking, SE page 87 Chapter 5, Lesson 1, Video B, SE page 92; Lesson 2, Video B, SE page 100 Chapter 6, Lesson 1, Video B, SE page 114; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 9, Lesson 3, Video C, SE page 195

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
Chapter 9, Lesson 2, Video A, SE page 187; Critical Thinking, SE page 191; Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
c. Students know machines and living things convert stored energy to motion and heat.
Chapter 9, Lesson 2, Video A, SE page 187; Critical Thinking, SE page 191; Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
Chapter 8, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
e. Students know matter has three forms: solid, liquid, and gas.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skills 161

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
f. Students know evaporation and melting are changes that occur when the objects are heated.
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
Chapter 8, Lesson 2, Video C, SE page 165

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
See Level B: Chapter 7, Lesson 3, Video A, SE page 149 The Periodic Table, SE pages 206-207

Physical Sciences
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.
See Level B: Chapter 7, Lesson 3, Video A, SE page 149 The Periodic Table, SE pages 206-207

Physical Sciences
2. Light has a source and travels in a direction. As a basis for understanding this concept:
a. Students know sunlight can be blocked to create shadows.
Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163

Physical Sciences
2. Light has a source and travels in a direction. As a basis for understanding this concept:
b. Students know light is reflected from mirrors and other surfaces.
Chapter 9, Lesson 1, Video A, SE page 179

Physical Sciences
2. Light has a source and travels in a direction. As a basis for understanding this concept:
c. Students know the color of light striking an object affects the way the object is seen.
Chapter 9, Lesson 1, Video B, SE page 180; Critical Thinking, SE page 183

Physical Sciences
2. Light has a source and travels in a direction. As a basis for understanding this concept:
d. Students know an object is seen when light traveling from the object enters the eye.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180

Life Sciences
3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43

Life Sciences
3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; KnowZone, SE page 14-15 Chapter 2, KnowZone, SE page 36-37 Chapter 3, Lesson 1, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

Life Sciences
3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
c. Students know living things cause changes in the environment in which they live; some of these changes are detrimental to the organism or other organisms, and some are beneficial.
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

Life Sciences
3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video C, SE page 41; Process Skill, SE page 43

Life Sciences
3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
Chapter 3, Lesson 3, Video C, SE page 63 Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth Sciences
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
Chapter 6, Lesson 3, Video A, SE page 127; Critical Thinking, SE page 131

Earth Sciences
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
b. Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.
Chapter 6, Lesson 1, Video C, SE page 115; Lesson 3, Process Skill, SE page 131

Earth Sciences
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Process Skill, SE page 131

Earth Sciences
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Earth Sciences
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.
Chapter 6, Lesson 1, Video A, SE page 113; Critical Thinking, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Investigation and Experimentation
5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
c. Use numerical data in describing and comparing objects, events, and measurements.
Chapter 1, Lesson 2, Math in Science, SE page 13; Process Skill, SE page 13 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
d. Predict the outcome of a simple investigation and compare the result with the prediction.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

SRA Snapshots Video Science™: Level B
correlation to
California Science Content Standards
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 Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
Chapter 9, Lesson 1, Video C, SE page 181

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth’s magnetic field.
Level B: Chapter 9, Lesson 2, Video A, SE page 185
See also Level A; Chapter 7, Lesson 2, Activities for All, TG page 132

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
Chapter 9, Lesson 2, Video B, SE page 186; Video V, SE page 187; Writing in Science, SE page 189; Process Skill, SE page 189; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
Chapter 9, Lesson 2, Video B, SE page 186; Video V, SE page 187; Writing in Science, SE page 189; Process Skill, SE page 189; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
e. Students know electrically charged objects attract or repel each other.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Critical Thinking, SE page 183; Process Skill, SE page 183

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
Chapter 9, Lesson 2, Video A, SE page 185

Physical Sciences
1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
g. Students know electrical energy can be converted into heat, light, and motion.
Chapter 9, Lesson 1, Video C, SE page 181

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
a. Students know plants are the primary source of matter and energy entering most food chains.
Chapter 2, Lesson 2, Video A, 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; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
Chapter 2, Lesson 2, Video A, 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; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
c. Students know decomposers, including many fungi, insects, microorganisms, recycle matter from dead plants and animals.
Chapter 2, Lesson 2, Video C, SE page 33; Process Skill, SE page 35

Life Sciences
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
a. Students know ecosystems can be characterized by their living and nonliving components.
Chapter 2, Lesson 1, Critical Thinking, SE page 29; Process Skill, SE page 29
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Critical Thinking, SE page 59; Process Skill, SE page 59

Life Sciences
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
Chapter 1, Lesson 2, Video C, SE page 11; Writing in Science, SE page 13 Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; KnowZone, SE pages 52-53

Life Sciences
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Critical Thinking, SE page 29; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 390; Video B, SE page 40; Video C, SE page 41 Chapter 3, Lesson 1, Video B, SE page 48; Process Skill, SE page 51

Life Sciences
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
d. Students know that most microorganisms do not cause disease and that many are beneficial.
Level B: Chapter 2, Lesson 2, Video C, SE page 33
See also Level A: Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Critical Thinking, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

Earth Sciences
4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
a. Students know how to differentiate among igneous, sedimentary, and metaphoric rocks by referring to their properties and methods of formation (the rock cycle).
Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77; Writing in Science, SE page 79; Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Earth Sciences
4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.
Chapter 4, Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Process Skill, SE page 85; KnowZone, SE page 86-87

Earth Sciences
5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75

Earth Sciences
5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
Chapter 4, Lesson 2, Video A, SE page 75

Earth Sciences
5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).
Chapter 4, Lesson 2, Video A, SE page 75

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
b. Measure and estimate the weight, length, or volume of objects.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147 Chapter 8, Lesson 3, Process Skill, SE page 175 The Metric System, SE pages 200-201

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
c. Formulate and justify predictions based on cause-and-effect relationships.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
e. Construct and interpret graphs from measurements.
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Standardized Test Practice 7, SE page 154 Chapter 9, Lesson 3, Math in Science, SE page 195

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
f. Follow a set of written instructions for a scientific investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

SRA Snapshots Video Science™: Level C
correlation to
California Science Content Standards
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 Sciences
1. Elements and their combinations account for al 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.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; KnowZone, SE pages 140-141; Lesson 2, Video C, SE page 145

Physical Sciences
1. Elements and their combinations account for al the varied types of matter in the world. As a basis for understanding this concept:
b. Students know all matter is made of atoms, which they combine to form molecules.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Sciences
1. Elements and their combinations account for al the varied types of matter in the world. As a basis for understanding this concept:
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), gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
Chapter 7, KnowZone, SE pages 140-141

Physical Sciences
1. Elements and their combinations account for al the varied types of matter in the world. As a basis for understanding this concept:
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.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141 Periodic Table of the Elements, SE pages 206-207

Physical Sciences
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
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-organized arrays.
This concept is not covered at this level.

Physical Sciences
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147; 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 Sciences
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
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).
This concept is not covered at this level.

Physical Sciences
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
h. Students know living organisms and most materials are composed of just a few elements.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Sciences
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
i. Students know the common properties of salts, such as sodium chloride (NaCl).
This concept is not covered at this level.

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
a. Students know many multicellular organisms have specific structures to support the transport of materials.
Chapter 1, 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

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
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.
This concept is not covered at this level.

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
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.
Chapter 1, Lesson 3, Video C, SE page 17

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
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.
This concept is not covered at this level.

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
e. Students know how sugar, water, and minerals are transported in a vascular plant.
Chapter Lesson 2, Process Skill, SE page 13

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
f. Plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.
Chapter 3, Lesson 1, Video C, SE page 49

Life Sciences
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO ₂) and water (respiration).
Chapter 3, Lesson 1, Video C, SE page 49

Earth Sciences
3. 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 in salt water in the oceans, which cover most of Earth's surface.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101

Earth Sciences
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
b. Students know when liquid 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.
Chapter 4, Lesson 1, Video A, SE page 69
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Process Skill, SE page 101
The Water Cycle, SE page 204

Earth Sciences
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
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.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101; Lesson 3, Video A, SE page 103
The Water Cycle, SE page 204

Earth Sciences
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
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.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101

Earth Sciences
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
e. Students know the origin of the water used by their local communities.
Chapter 5, Lesson 2, Video A, SE page 97; Video C, SE page 99

Earth Sciences
4. 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).
Chapter 5, Lesson 1, Video B, SE page 92

Earth Sciences
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
b. Students know the influence that the ocean has on weather and the role that the water cycle plays in weather patterns.
Chapter 5, Lesson 3, Video B, SE page 104; Video C, SE page 105

Earth Sciences
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
c. Students know the causes and effects of different types of severe weather.
Chapter 5, Lesson 3, Video B, SE page 104; Critical Thinking, SE page 107; KnowZone, SE pages 108-109

Earth Sciences
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
See Level A: Chapter 5, Lesson 3, Video C, SE page 107
See also Level B: Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106

Earth Sciences
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
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.
Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93; Critical Thinking, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Earth Sciences
5. 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.
Chapter 6, Lesson 1, Video A, SE page 113

Earth Sciences
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
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.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE pages 118-119

Earth Sciences
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
c. Students know the path of a planet around the Sun is due to gravitational attraction between the Sun and the planet.
Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video B, SE page 122

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
Chapter 2, Lesson 1, Video B, SE page 26; Critical Thinking, SE page 29; Process Skill, SE page 29
Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85
Chapter 6, Lesson 1, Process Skill, SE page 117
Chapter 7, KnowZone, SE pages 140-141
Chapter 8, Lesson 1, Process Skill, SE page 161

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
b. Develop a testable question.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
d. Identify the dependent and controlled variables in an investigation.
Chapter 1, Lesson 2, Process Skill, SE page 13; Lesson 3, Process Skill, SE page 19 Chapter 3, Lesson 3, Process Skill, SE page 65 Chapter 7, Lesson 2, Process Skill, SE page 147 Chapter 8, Lesson 2, Process Skill, SE page 167

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
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.
Chapter 1, Lesson 2, Process Skill, SE page 13; Lesson 3, Process Skill, SE page 19 Chapter 3, Lesson 3, Process Skill, SE page 65 Chapter 7, Lesson 2, Process Skill, SE page 147 Chapter 8, Lesson 2, Process Skill, SE page 167

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129 Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169 Chapter 9, Lesson 2 Process Skill, SE page 191

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:
h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students will develop their own questions and perform investigations. Students will:

i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174