SRA Snapshots Video Science™: Level A
correlation to
Connecticut Core Science Curriculum Framework
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

Scientific Inquiry • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena.
B INQ.1 Make observations and ask questions about objects, organisms and the environment.
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, 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, 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**

Scientific Inquiry • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena.
B INQ.2 Seek relevant information in books, magazines and electronic media.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Process Skill SE page 43** **Chapter 3, KnowZone, SE pages 52-53** **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Process Skill, SE page 109** **Chapter 6, KnowZone, SE pages 124-125** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, KnowZone, SE pages 184-185**

Scientific Inquiry • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena.
B INQ.3 Design and conduct simple investigations.
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, 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, 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**

Scientific Inquiry • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena.
B INQ.4 Employ simple experiment and measuring tools to gather data and extend the senses.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE page 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Process Skill, SE page 131** **Chapter 7, LabTime Hands-On Activity, TRB pages 123-125; TG page 138** **Chapter 8, Lesson 1, Video C, SE page 187; LabTime Hands-On Activity. TRB ages 141-143, TG page 156**

Scientific Literacy • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.
B INQ.5 Use data to construct reasonable explanations.
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 3, Process Skill, SE page 87** **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**

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B INQ.6 Analyze, critique, and communicate investigations using words, graphs, and drawings.
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, 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, Lesson 2, Process Skill, SE page 167; 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**

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B INQ.7 Read and write a variety of science-related fiction and nonfiction texts.
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Scientific Numeracy • Mathematics provides useful tools for the description, analysis, and presentation of scientific data and ideas.
B INQ.9 Use measurement tools and standard units (e.g., centimeters, meters, grams, kilograms) to describe objects and materials.
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, 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, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Scientific Numeracy • Mathematics provides useful tools for the description, analysis, and presentation of scientific data and ideas.
B INQ.10 Use mathematics to analyze, interpret, and present data.
Chapter 2, Lesson 2, Math in Science, SE page 35 **Chapter 3, Lesson 2, Math in Science, SE page 59; Lesson 3 Process Skill, SE page 65** **Chapter 4, Lesson 1, Math in Science, SE page 73; Process Skill, SE page 73** **Chapter 5, Lesson 2 Math in Science, SE page 103; Process Skill, SE page 103** **Chapter 7, Lesson 2, Math in Science, SE page147** **Chapter 9, Lesson 2, Math in Science, SE page 191** **The Metric System, SE pages 200-201**

Properties of Matter—How does the structure of matter affect the properties and uses of materials?
3.1-Materials have properties that can be identified and described through the use of simple tests.
• Heating and cooling cause changes in some of the properties of materials.
B 1. Sort and classify materials based on properties such as dissolving in water, sinking and floating, conducting heat, and attracting to magnets.
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical thinking, SE page 175; Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Properties of Matter—How does the structure of matter affect the properties and uses of materials?
3.1-Materials have properties that can be identified and described through the use of simple tests.
• Heating and cooling cause changes in some of the properties of materials.
B 2. Describe the effect of heating on the melting, evaporation, condensation, and freezing of water.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Lesson 3, Video A, SE page 171; Process Skill, SE page 175

Heredity and Evolution—What processes are responsible for life's unity and diversity?
3.2-Organisms can survive and reproduce only in environments that meet their basic needs.
• Plants and animals have structures and behaviors that help them survive in different environments.
B 3. Describe how different plants and animals are adapted to obtain air, water, food, and protection in specific land habitats.
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; Process Skill, SE page 21 **Chapter 2, Lesson 1, Video B, SE page 26; Video C, SE page 27; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40; Video C, SE page 41**

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3.2-Organisms can survive and reproduce only in environments that meet their basic needs.
• Plants and animals have structures and behaviors that help them survive in different environments.
B 4. Describe how different plants and animals are adapted to obtain air, water, food, and protection in water habitats.
Chapter 1, Lesson 2, Video B, SE page 10; Video C, SE page 11; Lesson 3, Video B, SE page 18 **Chapter 2, Lesson 1, Video B, SE page 26; Video C, SE page 27; Lesson 3, Process Skill, SE page 43**

The Changing Earth—Who do materials cycle through the Earth's system?
3.3-Earth materials have different physical and chemical properties.
• Rocks and minerals have properties that may be identified through observation and testing; these properties determine how earth materials are used.
B 5. Describe the physical properties of rocks and relate them to their potential uses.
Chapter 4, Lesson 2, Video A, SE page 75

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• Rocks and minerals have properties that may be identified through observation and testing; these properties determine how earth materials are used.
B 6. Relate the properties of rocks to the possible environmental conditions during their formation.
Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76

Science and Technology in Society—How do science and technology affect the quality of our lives?
3.4-Earth materials provide resources for all living things, but these resources are limited and should be conserved.
• Decisions made by individuals can impact the global supply of many resources.
B 7. Describe how earth materials can be conserved by reducing the quantities used, and by reusing and recycling materials rather than discarding them.
Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63 **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101** **Chapter 9, Lesson 3, Video C, SE page 195; Process Skill, SE page 197**

SRA Snapshots Video Science™: Level B
correlation to
Connecticut Core Science Curriculum Framework
Grade 4

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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**

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B INQ.4 Employ simple experiment and measuring tools to gather data and extend the senses.
Chapter 1, Lesson 1, Video A, SE page 3 **Chapter 4, Lesson 2, Video C, SE page 77** **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; KnowZone, SE pages 105-107; 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** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-197**

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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 3, Process Skill, SE page 87** **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**

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B INQ.10 Use mathematics to analyze, interpret, and present data.
Chapter 1, Lesson 1, Math in Science, SE page 7 **Chapter 2, Lesson 1 Math in Science, SE page 29** **Chapter 3, Lesson 3 Math in Science, SE page 65** **Chapter 4, Lesson 1 Math in Science, SE page 73** **Chapter 6 LabTime Hands-On Activity, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2 Math in Science, SE page 147**

Forces and Motion—What makes objects move the way they do?
4.1-The position and motion of objects can be changed by pushing or pulling.
• The size of the change in an object's motion is related to the strength of the push or pull. • The more massive an object is, the less effect a given force will have on its motion.
B 8. Describe the effects of the strengths of pushes and pulls on the motion of objects.
Level B: **Chapter 8, Lesson 3, Video A, SE page 171** **See also Level A:** **Chapter 7, Lesson A, Video A, SE page 135** **See also Level C:** **Chapter 9, Lesson 3, Video A, SE page 193; Video C, SE page 195**

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• The size of the change in an object's motion is related to the strength of the push or pull. • The more massive an object is, the less effect a given force will have on its motion.
B 9. Describe the effect of the mass of an object on its motion.
Level B: **Chapter 8, Lesson 3, Video A, SE page 171** **See also Level C:** **Chapter 9, Lesson 3, Video B, SE page 194**

Matter and Energy in Ecosystems—How do matter and energy flow through ecosystems?
4.2-All organisms depend on the living and non-living features of the environment for survival.
• When the environment changes, some organisms survive and reproduce, and others die or move to new locations.
B 10. Describe how animals, directly or indirectly, depend on plants to provide the food and energy they need in order to grow and survive.
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 43; Critical thinking, SE page 43

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4.2-All organisms depend on the living and non-living features of the environment for survival.
• When the environment changes, some organisms survive and reproduce, and others die or move to new locations.
B 11. Describe how natural phenomena and some human activities may cause changes to habitats and their inhabitants.
Chapter 1, , Lesson 1, Video C, SE page 5 **Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video C, SE page 41; Critical thinking, SE page 43; Process Skill, SE page 43** **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63**

Energy in the Earth's Systems—How do external and internal sources of energy affect the Earth's systems?
4.3-Water has a major role in shaping the Earth's surface.
• Water circulates through the Earth's crust, oceans, and atmosphere.
B 12. Describe how the sun's energy impacts the water cycle.
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video B, SE page 98

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4.3-Water has a major role in shaping the Earth's surface.
• Water circulates through the Earth's crust, oceans, and atmosphere.
B 13. Describe the role of water in erosion and river formation.
Chapter4, Lesson 2, Video A, SE page 75; Critical thinking, SE page 79

Energy Transfer and Transformations—What is the role of energy in our world?
4.4-Electrical and magnetic energy can be transferred and transformed.
• Electrical in circuits and can be transformed into light, heat, sound, and magnetic effects. • Magnets can make objects move without direct contact between the objects and the magnet.
B 14. Describe how batteries and wires can transfer energy to a light a light bulb.
Chapter 9, Lesson 1, video C, SE page 181

Energy Transfer and Transformations—What is the role of energy in our world?
4.4-Electrical and magnetic energy can be transferred and transformed.
• Electrical in circuits and can be transformed into light, heat, sound, and magnetic effects. • Magnets can make objects move without direct contact between the objects and the magnet.
B 15. Explain how simple electrical circuits can be used to determine which materials conduct electricity.
Chapter 9, Lesson B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183

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4.4-Electrical and magnetic energy can be transferred and transformed.
• Electrical in circuits and can be transformed into light, heat, sound, and magnetic effects. • Magnets can make objects move without direct contact between the objects and the magnet.
B 16. Describe the properties of magnets, and how they can be used to identify and separate mixtures of solid materials.
Chapter 9, Lesson 2, Video A, SE page 185; Video B, SE page 186

SRA Snapshots Video Science™: Level C
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Grade 5

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Scientific Inquiry • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain, and predict natural phenomena.
B INQ.4 Employ simple experiment and measuring tools to gather data and extend the senses.
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**

Scientific Literacy • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.
B INQ.5 Use data to construct reasonable explanations.
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 Math in Science, SE page 57; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, Lesson 3 Process Skill, SE page 107; 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, KnowZone, SE pages 184-185**

Scientific Literacy • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.
B INQ.6 Analyze, critique, and communicate investigations using words, graphs, and drawings.
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, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; 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**

Scientific Literacy • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.
B INQ.7 Read and write a variety of science-related fiction and nonfiction texts.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, SE page 29; 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, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Literacy • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.
B INQ.8 Search the Web and locate relevant science information.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, SE page 29; 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, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Numeracy • Mathematics provides useful tools for the description, analysis, and presentation of scientific data and ideas.
B INQ.9 Use measurement tools and standard units (e.g., centimeters, meters, grams, kilograms) to describe objects and materials.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, process Skill, Se page 165; KnowZone, SE pages 168-169; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE pages 200-201**

Scientific Numeracy • Mathematics provides useful tools for the description, analysis, and presentation of scientific data and ideas.
B INQ.10 Use mathematics to analyze, interpret, and present data.
Chapter 1, Lesson 1 Math in Science, SE page 7 **Chapter 2, Lesson 2 Math in Science, SE page 35** **Chapter 4, Lesson 1 Math in Science, SE page 73** **Chapter 5, Lesson 2 Math in Science, SE page 101** **Chapter 7, Lesson 2 Math in Science, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3 Math in Science, SE page 175; Process Skill, SE page 175**

Energy Transfer and Transformations—What is the role of energy in our world?
5.1-Sound and light are forms of energy.
• Sound is a form of energy that is produced by the vibration of objects and is transmitted by the vibration of air and objects. • Light is a form of energy that travels in a straight line and can be reflected by a mirror, refracted by a lens, or absorbed by objects.
B 17. Describe the factors that affect the pitch and loudness of sound produced by vibrating objects.
Chapter 8, Lesson 1, Video C, SE page 159; Process Skill, SE page 161

Energy Transfer and Transformations—What is the role of energy in our world?
5.1-Sound and light are forms of energy.
• Sound is a form of energy that is produced by the vibration of objects and is transmitted by the vibration of air and objects. • Light is a form of energy that travels in a straight line and can be reflected by a mirror, refracted by a lens, or absorbed by objects.
B 18. Describe how sound is transmitted, reflected and/or absorbed by different materials.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158

Energy Transfer and Transformations—What is the role of energy in our world?
5.1-Sound and light are forms of energy.
• Sound is a form of energy that is produced by the vibration of objects and is transmitted by the vibration of air and objects. • Light is a form of energy that travels in a straight line and can be reflected by a mirror, refracted by a lens, or absorbed by objects.
B 19. Describe how light is absorbed and /or reflected by different surfaces.
Chapter 8, Lesson 2, video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical thinking, SE page 167

Structure and Function—How are organisms structured to ensure efficiency and survival?
5.2—Perceiving and responding to information about the environment is critical to the survival of organisms.
• The sense organs perceive stimuli from the environment and send signals to the brain through the nervous system.
B 20. Describe how light absorption and reflection allow one to see the shapes and colors of objects.
Level C: **Chapter 8, Lesson 2, Video A, SE page 163** **See also Level A:** **Chapter 9, Lesson 1, Video B, SE page 180; Critical Thinking, SE page 183**

Structure and Function—How are organisms structured to ensure efficiency and survival?
5.2—Perceiving and responding to information about the environment is critical to the survival of organisms.
• The sense organs perceive stimuli from the environment and send signals to the brain through the nervous system.
B 21. Describe the structure and function of the human senses and the signals they perceive.
See Level A: **Chapter 9, Lesson 1, Teach, TG pages 163-164; Differentiated Instruction Options, TG page 164** **See also Level B:** **Chapter 8, Lesson 1, Teach, TG pages 145-146; Differentiated Instruction Options, TG page 146; Lesson 2, Teach, TG Pages 149-150; Differentiated Instruction Options, TG page 150**

Earth in the Solar System—Howe does the position of Earth in the solar System affect conditions on out planet?
5.3—Most objects in the solar system are in a regular and predictable motion.
• The positions of the Earth and moon relative to the sun explain the cycles of day and night, and the monthly moon phases.
B 22. Explain the cause of day and night based on the rotation of Earth and its axis.
Level C: **Chapter 6, Lesson 2, Video A, SE page 121** **See also Level A:** **Chapter 6, Lesson 1, Video B, SE page 114** **See also Level B:** **Chapter 6, Lesson 1, Video A, SE page 113; Process Skill, SE page 117**

Earth in the Solar System—Howe does the position of Earth in the solar System affect conditions on out planet?
5.3—Most objects in the solar system are in a regular and predictable motion.
• The positions of the Earth and moon relative to the sun explain the cycles of day and night, and the monthly moon phases.
B 23. Describe the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.
Chapter 6, Lesson 2, Video B, SE page 122; Video C, SE page 123

Science and Technology in Society—How do science and technology affect the quality of our lives?
5.4—Humans have the capacity to build and use tools to advance the quality of their lives.
• Advances in technology allow individuals to acquire new information about the world.
B 24. Compare and contrast the structures of the human eye with those of the camera.
See Level A: **Chapter 8, Lesson 2, Differentiated Instruction Options, Enrichment, TG page 150**

Science and Technology in Society—How do science and technology affect the quality of our lives?
5.4—Humans have the capacity to build and use tools to advance the quality of their lives.
• Advances in technology allow individuals to acquire new information about the world.
B 25. Describe the uses of different instruments, such as eye glasses, magnifiers, periscopes, and telescopes, to enhance our vision.
Level C: **Chapter 1, Lesson 1, Video A, SE page 3** **Chapter 6, Lesson 3, Video B, SE page 128** **See also Level A:** **Chapter 3, Lesson 2, Video A, SE page 55; Math in Science, SE page 58** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128** **See also Level B:** **Chapter 1, Lesson 1, Video A, SE page 3** **Chapter 6, Lesson 3, Video A, SE page 125; Critical thinking, SE page 129** **Chapter 8, Lesson 2, Video C, SE page 165**