SRA Snapshots Video Science™: Level A
correlation to
Florida Grade Level Expectations for the Sunshine State Standards: 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

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
1. determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
Chapter 8, Lesson 1,Video A, SE page 157; Video B, SE page 158; Video C, SE page 159

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
2. knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.
Chapter 8, Lesson 2, Video B, SE page 164; Lesson 3, Video A, SE page 171

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
3. knows that the weight of an object always equals the sum of its parts.
Chapter 8, Lesson 1, Video A, SE page 157

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
4. knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.
Chapter 8, Lesson 2, Video C, SE page 165

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
5. knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.
Chapter 8, Lesson 2, Video C, SE page 165

The Nature of Matter
Standard 2: The student understands the basic principles of atomic theory. (SC.A.2.2)
1. knows that materials may be made of parts too small to be seen without magnification.
See Level C: **Chapter 7, Lesson 1, Video A, , SE page 135**

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
1. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).
Chapter 2, Lesson 2, Video C, SE page 33 **Chapter 9, Lesson 2, Video B, SE page 188; Video C, SE page 189**

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
2. recognizes various forms of energy (e.g., heat, light, and electricity).
Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 179; Lesson 2, Video A, SE page 187

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
3. knows that most things that emit light also emit heat.
See Level B: **Chapter 8, Lesson 3, Video B, SE page 172**

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
4. knows the many ways in which energy can be transformed from one type to another.
Chapter 9, Lesson 3, Video B, SE page 194

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
5. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.
Chapter 9, Lesson 2, Video A, SE page 187

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
6. knows ways that heat can move from on object to another.
Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
1. knows that some source of energy is needed for organisms to stay alive and grow.
Chapter 2, Lesson 2, Video A, SE page 31 **Chapter 3, Lesson 1, Video C, SE page 49** **Chapter 9, Lesson 3, Video A, SE page 193**

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
2. recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.
Chapter 4, Lesson 3, Video B, SE page 84 **Chapter 9, Lesson 3, Video C, SE page 195**

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
3. knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 9, Lesson 2, Video A, Se page 187; Lesson 3, Video C, SE page 195**

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
1. understands that the motion of an object can be described and measured.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 135

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
2. knows that waves travel at different speeds through different materials.
See Level B: **Chapter 4, Lesson 1, Video B, SE page 70** **Chapter 8, Lesson 1, Video B, SE page 158**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
1. recognizes that forces of gravity, magnetism, and electricity operate simple machines.
Chapter 7, Lesson 1, Video C, SE page 137; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
2. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change directions dependent on net force acting on the object.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
3. knows that the more massive an object is, the less effect a given force has.
See Level C: **Chapter 9, Lesson 3, Video B, SE page 194**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
4. knows that the motion of an object is determined by the overall effect of all the forces acting on the object.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
1. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video C, SE page 77

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
2. knows that 75 percent of the surface of the Earth is covered by water,
Chapter 5, Lesson 2, Video A, SE page 99

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
3. knows that the water cycle is influenced by temperature, pressure, and the topography of the land.
Chapter 5, Lesson 2, Video B, SE page 100

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
4. knows that the surface of the Earth is in a continuous state of changes as waves, weather, and shifts of the land constantly change and produce many new features.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
5. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71

Processes that Shape the Earth
Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)
1. knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.
Chapter 4, Lesson 2, Video C, SE page 77; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 Chapter 5, Lesson 2, Video C, SE page 101

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
1. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in season, length of day, and energy available.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
2. knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.
Chapter 6, Lesson 1, Video C, SE page 115

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
3. knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.
Chapter 6, Lesson 2, Video A, SE page 119

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
4. knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.
Chapter 6, Lesson 2, Video B, SE page 120; Video C, SE page 121

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
5. understands the arrangement of planets in our Solar System.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120

Earth and Space
Standard 2: The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.2)
1. knows that, in addition to the sun, there are many other stars that are far away.
Chapter 6, Lesson 3, Video A, SE page 127

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
1. knows that the human body is made of systems with structures and functions that are related.
Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
2. knows how all animals depend on plants.
Chapter 2, Lesson 2, Video B, SE page 32

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
3. knows that living things are different but share similar structures.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
4. knows that similar cells form different kinds of structures.
See Level B: **Chapter 1, Lesson 1, Video A, SE page 3**

Processes of Life
Standard 2: The student understands the process and importance of genetic diversity. (SC.F.2.1)
1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.
Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
1. knows ways that plants, animals, and protists interact.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Lesson 3, Video A, SE page 39

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
2. knows that living things complete in a climatic region with other living things and that structural adaptations make them fit for an environment.
Chapter 2, Lesson 3, Video A, SE page 39

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
Chapter 2, Lesson 2, Video A, SE page 31

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
4. knows that some organisms decompose dead plants and animals into simple materials and nutrients for use by living things and thereby recycle matter.
Chapter 2, Lesson 2, Video C, SE page 33

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
5. knows that animals eat plants or other animals to acquire the energy they need for survival.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
6. knows that organisms are growing, dying, and decaying and that new organisms are being produced from the material of dead organisms.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 **Chapter 2, Lesson 2, Video C, SE page 33**

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
7. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.
Chapter 2, Lesson 1, Video B, SE page 26

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
1. knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.
Chapter 2, Lesson 3, Video A, SE page 39

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
2. knows that the size of a population is dependent upon the available resources within its community.
Chapter 2, Lesson 3, Video A, SE page 39

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
3. understands that changes in the habitat of an organism may be beneficial or harmful.
Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
2. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the 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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
3. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
4. knows that to compare and contrast observations and results is an essential skill in science.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
5. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.
Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120**

The Nature of Science
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)
1. knows that natural events are often predictable and logical.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 **Chapter 2, Lesson 2, Video C, SE page 33**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
1. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 **Chapter 5, KnowZone, SE pages 96-97**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
2. knows that data are collected and interpreted in order to explain an event or concept.
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, 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**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
3. knows that before a group of people build something or try something new, they should determine how it may affect other people.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video C, SE page 63** **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
4. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.
Chapter 4, Lesson 3, Process Skill, SE page 87

SRA Snapshots Video Science™: Level B
correlation to
Florida Grade Level Expectations for the Sunshine State Standards: 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

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
1. determines that the properties of materials (.e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
2. knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.
Chapter 7, Lesson 1, Video C, SE page 137

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
3. knows that the weight of an object always equals the sum of its parts.
See Level A: **Chapter 8, Lesson 1, Video A, SE page 157**

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
4. knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.
Chapter 7, Lesson 3, Video B, SE page 150; Video C, SE page 151

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
5. knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.
Chapter 7, Lesson 3, Video B, SE page 150; Video C, SE page 151

The Nature of Matter
Standard 2: The student understands the basic principles of atomic theory. (SC.A.2.2)
1. knows that materials may be made of parts too small to be seen without magnification.
See Level C: **Chapter 7, Lesson 1, Video A, SE page 135**

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
1. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).
Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
2. recognizes various forms of energy (e.g., heat, light, and electricity).
Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
3. knows that most things that emit light also emit heat.
Chapter 8, Lesson 3, Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
4. knows the many ways in which energy can be transformed from one type to another.
Chapter 8, Lesson 3, Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
5. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.
Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
6. knows ways that heat can move from on object to another.
See Level A: **Chapter 8, Lesson 3, Video A, , SE page 171; Video B, SE page 172; Video C, SE page 173** **See also Level C:** **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164**

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
1. knows that some source of energy is needed for organisms to stay alive and grow.
Chapter 2, Lesson 1, Video A, SE page 25; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
2. recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.
Chapter 9, Lesson 3, Video B, SE page 192

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
3. knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.
Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192; Chapter 9 KnowZone SE pages 196-197

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
1. understands that the motion of an object can be described and measured.
Chapter 8, Lesson 3, Video A, SE page 171

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
2. knows that waves travel at different speeds through different materials.
Chapter 4, Lesson 1, Video B, SE page 40 **Chapter 8, Lesson 1, Video B, SE page 158**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
1. recognizes that forces of gravity, magnetism, and electricity operate simple machines.
Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172 **Chapter 9, Lesson 2, Video C, SE page 187**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
2. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change directions dependent on net force acting on the object.
See Level A: **Chapter 7, Lesson 1, Video C, SE page 135; Video B, SE page 136; Video C, SE page 137** **See also Level C:** **Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
3. knows that the more massive an object is, the less effect a given force has.
See Level C: **Chapter 9, Lesson 3, Video B, SE page 194**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
4. knows that the motion of an object is determined by the overall effect of all the forces acting on the object.
See Level A: **Chapter 7, Lesson 1, SE page 135; Video A, SE page 136; Video B, Video C, SE page 137** **See also Level C:** **Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
1. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
Chapter 4, Lesson 2, Video A, SE page 75

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
2. knows that 75 percent of the surface of the Earth is covered by water,
Chapter 4, Lesson 1, Video A, SE page 69

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
3. knows that the water cycle is influenced by temperature, pressure, and the topography of the land.
Chapter 5, Lesson 1, Video A, SE page 91; Lesson 3, Video A, SE page 105; Video B, SE page 106; Video C, SE page 107

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
4. knows that the surface of the Earth is in a continuous state of changes as waves, weather, and shifts of the land constantly change and produce many new features.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
5. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75

Processes that Shape the Earth
Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)
1. knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.
Chapter 4, Lesson 3, Video C, SE page 83; Chapter 5, Lesson 1, Video C, SE page 93

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
1. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in season, length of day, and energy available.
Chapter 6, Lesson 1, Video B, SE page 114

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
2. knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.
See Level A: **Chapter 6, Lesson 1, Video C, SE page 115** **See also Level C:** **Chapter 6, Lesson 2, Video C, SE page 123**

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
3. knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.
Chapter 6, Lesson 1, Video A, SE page 113

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
4. knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.
Chapter 6, Lesson 2, Video A, , SE page 119; Video B, SE page 120

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
5. understands the arrangement of planets in our Solar System.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120

Earth and Space
Standard 2: The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.2)
1. knows that, in addition to the sun, there are many other stars that are far away.
Chapter 6, Lesson 1, Video A, SE page 113

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
1. knows that the human body is made of systems with structures and functions that are related.
Chapter 1, Lesson 1, Video A, SE page 3

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
2. knows how all animals depend on plants.
Chapter 2, Lesson 2, Video B, SE page 32; Lesson 3, Video A, SE page 39

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
3. knows that living things are different but share similar structures.
Chapter 1, Lesson 1, Video B, SE page 4

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
4. knows that similar cells form different kinds of structures.
Chapter 1, Lesson 1, Video A, SE page 3

Processes of Life
Standard 2: The student understands the process and importance of genetic diversity. (SC.F.2.2)
1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
1. knows ways that plants, animals, and protists interact.
Chapter 2, Lesson 1, Video A, SE page 25; Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
2. knows that living things complete in a climatic region with other living things and that structural adaptations make them fit for an environment.
Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
Chapter 2, Lesson 2, Video A , SE page 31

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
4. knows that some organisms decompose dead plants and animals into simple materials and nutrients for use by living things and thereby recycle matter.
Chapter 2, Lesson 2, Video C, SE page 33

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
5. knows that animals eat plants or other animals to acquire the energy they need for survival.
Chapter 2, Lesson 2, Video B, SE page 32; Lesson 3, Video A, SE page 39; Video B, SE page 40

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
6. knows that organisms are growing, dying, and decaying and that new organisms are being produced from the material of dead organisms.
Chapter 1, Lesson 3, Video C, SE page 19; Chapter 2, Lesson 2, Video C, SE page 33

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
7. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
1. knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.
Chapter 1, Lesson 2, Video C, SE page 11; Chapter 3, Lesson 1, Video A, SE page 47

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
2. knows that the size of a population is dependent upon the available resources within its community.
Chapter 2, Lesson 1, Video C, SE page 27; Chapter 3, Lesson 3, Video B, SE page 62

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
3. understands that changes in the habitat of an organism may be beneficial or harmful.
Chapter 1, Lesson 1, Video C, SE page 5; Chapter 2, Lesson 3, Video A, SE page 39; Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
2. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the 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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
3. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual 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 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
4. knows that to compare and contrast observations and results is an essential skill in science.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
5. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.
Chapter 4, Lesson 1 Process Skill,, SE page 73 **Chapter 5, LabTime Hands-On Activity, TBR pages 87-89, TG page 102** **Chapter 6, Lesson 1 Process Skill, SE page 117**

The Nature of Science
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)
1. knows that natural events are often predictable and logical.
Chapter 5, Lesson 2, Video C, SE page 99

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
1. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
Chapter 5, Lesson 2, Video C, SE page 99 **Chapter 6 KnowZone, SE pages 130-131**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
2. knows that data are collected and interpreted in order to explain an event or concept.
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, 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**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
3. knows that before a group of people build something or try something new, they should determine how it may affect other people.
See Level A; **Chapter 2, Lesson 1, Video C, SE page 27** **Chapter 3, Lesson 3, Video C, SE page 63** **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
4. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.
Chapter 6, Lesson 2 Process Skill, SE page 123

SRA Snapshots Video Science™: Level C
correlation to
Florida Grade Level Expectations for the Sunshine State Standards: 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

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
1. determines that the properties of materials (.e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144 **Chapter 8, Lesson 2, Video C, SE page 165**

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
2. knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video C, SE page 145

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
3. knows that the weight of an object always equals the sum of its parts.
See Level A: **Chapter 8, Lesson 1, Video A, SE page 157**

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
4. knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.
Chapter 4, Lesson 2, Video A, SE page 77 **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**

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
5. knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.
Chapter 4, Lesson 2, Video A, SE page 77 **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**

The Nature of Matter
Standard 2: The student understands the basic principles of atomic theory. (SC.A.2.2)
1. knows that materials may be made of parts too small to be seen without magnification.
Chapter 7, Lesson 1, Video A, SE page 135

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
1. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).
Chapter 3, Lesson 1, Video C, SE page 49

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
2. recognizes various forms of energy (e.g., heat, light, and electricity).
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
3. knows that most things that emit light also emit heat.
See Level B: **Chapter 8, Lesson 3, Video B, SE page 172**

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
4. knows the many ways in which energy can be transformed from one type to another.
Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
5. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.
Chapter 8, Lesson 2, Video C, SE page 165; Lesson 3, Video B, SE page 172

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
6. knows ways that heat can move from on object to another.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
1. knows that some source of energy is needed for organisms to stay alive and grow.
See Level A: **Chapter 2, Lesson 2, Video A, SE page 31** **Chapter 3, Lesson 1, Video C, SE page 49** **Chapter 9, Lesson 3, Video A, SE page 193** **See also Level B:** **Chapter 2, Lesson 1, Video A, SE page 25; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33**

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
2. recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173**

Energy
Standard 2: The student understands the interactions of matter and energy. (SC.B.2.2)
3. knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 8, Lesson 3, Video C, SE page 173**

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
1. understands that the motion of an object can be described and measured.
Chapter 9, Lesson 1, Video A, SE page 179; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

Force and Motion
Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)
2. knows that waves travel at different speeds through different materials.
See Level B: **Chapter 4, Lesson 1, Video B, SE page 70** **Chapter 8, Lesson 1, Video B, SE page 158**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
1. recognizes that forces of gravity, magnetism, and electricity operate simple machines.
Chapter 8, Lesson 3, Video A, SE page 171 **Chapter 9, Lesson 1, Video B, SE page 180**

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
2. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change directions dependent on net force acting on the object.
Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
3. knows that the more massive an object is, the less effect a given force has.
Chapter 9, Lesson 3, Video B, SE page 194

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
4. knows that the motion of an object is determined by the overall effect of all the forces acting on the object.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
1. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
Chapter 4, Lesson 2, Video A, SE page 77; Lesson 3, Video C, SE page 85

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
2. knows that 75 percent of the surface of the Earth is covered by water,
Chapter 4, Lesson 1, Video A, SE page 69

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
3. knows that the water cycle is influenced by temperature, pressure, and the topography of the land.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
4. knows that the surface of the Earth is in a continuous state of changes as waves, weather, and shifts of the land constantly change and produce many new features.
Chapter 4, Lesson 1, Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
5. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79 **Chapter 4 KnowZone, SE pages 74-75**

Processes that Shape the Earth
Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)
1. knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 5, Lesson 2, Video C, SE page 99**

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
1. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in season, length of day, and energy available.
Chapter 6, Lesson 2, Video A, SE page 115

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
2. knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.
Chapter 6, Lesson 2, Video C, SE page 123

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
3. knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.
Chapter 6, Lesson 1, Video A, SE page 113

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
4. knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.
Chapter 6, Lesson 1, Video B, SE page 114

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
5. understands the arrangement of planets in our Solar System.
Chapter 6, Lesson 1, Video B, SE page 114

Earth and Space
Standard 2: The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.2)
1. knows that, in addition to the sun, there are many other stars that are far away.
Chapter 6, Lesson 1, Video A, SE page 113

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
1. knows that the human body is made of systems with structures and functions that are related.
Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video B, , SE page 16; Video C, SE page 17

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
2. knows how all animals depend on plants.
Chapter 3, Lesson 1, Video C, SE page 49

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
3. knows that living things are different but share similar structures.
Chapter 1, Lesson 1, Video A, SE page 3; Video C, SE page 5; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17 **Chapter 2, Lesson 1, Video B, SE page 26**

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
4. knows that similar cells form different kinds of structures.
Chapter 1, Lesson 2, Video A, SE page 9; Video C, SE page 11

Processes of Life
Standard 2: The student understands the process and importance of genetic diversity. (SC.F.2.2)
1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
1. knows ways that plants, animals, and protists interact.
Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49**

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
2. knows that living things complete in a climatic region with other living things and that structural adaptations make them fit for an environment.
Chapter 3, Lesson 1, Video B, SE page 48; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video C, SE page 49**

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
4. knows that some organisms decompose dead plants and animals into simple materials and nutrients for use by living things and thereby recycle matter.
Chapter 3, Lesson 1, Video C, SE page 49

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
5. knows that animals eat plants or other animals to acquire the energy they need for survival.
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video C, SE page 49**

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
6. knows that organisms are growing, dying, and decaying and that new organisms are being produced from the material of dead organisms.
Chapter 2, Lesson 2, Video A, SE page 31

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
7. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.
Chapter 3, Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
1. knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
2. knows that the size of a population is dependent upon the available resources within its community.
Chapter 3, Lesson 1, Video A, SE page 47; Video BSE page 48

How Living Things Interact with Their Environment
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)
3. understands that changes in the habitat of an organism may be beneficial or harmful.
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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
2. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the 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, 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 5, Lesson 3, Process Skill, SE page 107** **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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
3. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual 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, 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** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
4. knows that to compare and contrast observations and results is an essential skill in science.
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, 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**

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
5. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.
Chapter 4, Lesson 3, Process Skill, SE page 87

The Nature of Science
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)
1. knows that natural events are often predictable and logical.
See Level A; **Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19** **Chapter 2, Lesson 2, Video C, SE page 33** **Se also Level B:** **Chapter 5, Lesson 2, Video C, SE page 99**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
1. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
See Level A: **Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Chapter 5, KnowZone, SE pages 96-97** **See also Level B:** **Chapter 5, Lesson 2, Video C, SE page 99** **Chapter 6, KnowZone, SE pages 130-131**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
2. knows that data are collected and interpreted in order to explain an event or concept.
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; KnowZone, SE pages 118-119** **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**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
3. knows that before a group of people build something or try something new, they should determine how it may affect other people.
See Level A: **Chapter 2, Lesson 1, Video C, SE page 27** **Chapter 3, Lesson 3, Video C, SE page 63** **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85**

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
4. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.
Chapter 6, KnowZone, SE pages 118-119

SRA Snapshots Video Science™
correlation to
Florida Comprehensive Assessment Test
2007 Sample Test Book
Grade 5 Science

***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

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
2. recognizes various forms of energy (e.g., heat, light, and electricity).
Snapshots Level A **Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 179; Lesson 2, Video A, SE page 187**
Snapshots Level B **Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video B, SE page 172**
Snapshots Level C **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158**
2007 Sample Test Question: 1

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
3. knows that most things that emit light also emit heat.
Snapshots Level B **Chapter 8, Lesson 3, Video B, SE page 172**
2007 Sample Test Question: 1

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
4. knows the many ways in which energy can be transformed from one type to another.
Snapshots Level A **Chapter 9, Lesson 3, Video B, SE page 194**
Snapshots Level B **Chapter 8, Lesson 3, Video B, SE page 172**
Snapshots Level C **Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172**
2007 Sample Test Question: 1

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
5. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.
Snapshots Level A **Chapter 9, Lesson 2, Video A, SE page 187**
Snapshots Level B **Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video B, SE page 172**
Snapshots Level C **Chapter 8, Lesson 2, Video C, SE page 165; Lesson 3, Video B, SE page 172**
2007 Sample Test Question: 1

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
6. knows ways that heat can move from on object to another.
Snapshots Level A **Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173**
Snapshots Level C **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164**
2007 Sample Test Question: 1

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
2. knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.
Snapshots Level A **Chapter 6, Lesson 1, Video C, SE page 115**
Snapshots Level C **Chapter 6, Lesson 2, Video C, SE page 123**
2007 Sample Test Question: 2

Earth and Space
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.2)
1. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in season, length of day, and energy available.
Snapshots Level A **Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114**
Snapshots Level B **Chapter 6, Lesson 1, Video B, SE page 114**
Snapshots Level C **Chapter 6, Lesson 2, Video A, SE page 115**
2007 Sample Test Question: 3

Energy
Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)
1. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).
Chapter 2, Lesson 2, Video C, SE page 33 **Chapter 9, Lesson 2, Video B, SE page 188; Video C, SE page 189**
Snapshots Level B **Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41**
Snapshots Level C **Chapter 3, Lesson 1, Video C, SE page 49**
2007 Sample Test Question: 4

The Nature of Matter
Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.2)
1. determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
Snapshots Level A **Chapter 8, Lesson 1,Video A, SE page 157; Video B, SE page 158; Video C, SE page 159**
Snapshots Level B **Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145**
Snapshots Level C **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144** **Chapter 8, Lesson 2, Video C, SE page 165**
2007 Sample Test Question: 5

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
2. knows that living things complete in a climatic region with other living things and that structural adaptations make them fit for an environment.
Snapshots Level A **Chapter 2, Lesson 3, Video A, SE page 39**
Snapshots Level B **Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57**
Snapshots Level C **Chapter 3, Lesson 1, Video B, SE page 48; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55**
2007 Sample Test Question: 6

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
4. knows that similar cells form different kinds of structures.
Snapshots Level B **Chapter 1, Lesson 1, Video A, SE page 3**
Snapshots Level C **Chapter 1, Lesson 2, Video A, SE page 9; Video C, SE page 11**
2007 Sample Test Question: 7

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
5. knows that animals eat plants or other animals to acquire the energy they need for survival.
Snapshots Level A **Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33**
Snapshots Level B **Chapter 2, Lesson 2, Video B, SE page 32; Lesson 3, Video A, SE page 39; Video B, SE page 40**
Snapshots Level C **Chapter 1, Lesson 2, Video A, SE page 9** **Chapter 3, Lesson 1, Video C, SE page 49**
2007 Sample Test Question: 8

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
2. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change directions dependent on net force acting on the object.
Snapshots Level A **Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137**
Snapshots Level C **Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**
2007 Sample Test Question: 9

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
3. knows that the more massive an object is, the less effect a given force has.
Snapshots Level C **Chapter 9, Lesson 3, Video B, SE page 194**
2007 Sample Test Question: 9

Force and Motion
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2)
4. knows that the motion of an object is determined by the overall effect of all the forces acting on the object.
Snapshots Level A **Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137**
Snapshots Level C **Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**
2007 Sample Test Question: 9

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
1. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
Snapshots Level A **Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video C, SE page 77**
Snapshots Level B **Chapter 4, Lesson 2, Video A, SE page 75**
Snapshots Level C **Chapter 4, Lesson 2, Video A, SE page 77; Lesson 3, Video C, SE page 85**
2007 Sample Test Question: 10

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
2. knows that 75 percent of the surface of the Earth is covered by water,
Snapshots Level A **Chapter 5, Lesson 2, Video A, SE page 99**
Snapshots Level B **Chapter 4, Lesson 1, Video A, SE page 69**
Snapshots Level C **Chapter 4, Lesson 1, Video A, SE page 69**
2007 Sample Test Question: 10

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
4. knows that the surface of the Earth is in a continuous state of changes as waves, weather, and shifts of the land constantly change and produce many new features.
Snapshots Level A **Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71**
Snapshots Level B **Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75**
Snapshots Level C **Chapter 4, Lesson 1, Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79**
2007 Sample Test Question: 10

Processes that Shape the Earth
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2)
5. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.
Snapshots Level A **Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71**
Snapshots Level B **Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75**
Snapshots Level C **Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Chapter 4 KnowZone, SE pages 74-75**
2007 Sample Test Question: 10

Earth and Space
Standard 2: The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.2)
1. knows that, in addition to the sun, there are many other stars that are far away.
Snapshots Level A **Chapter 6, Lesson 3, Video A, SE page 127**
Snapshots Level B **Chapter 6, Lesson 1, Video A, SE page 113**
Snapshots Level C **Chapter 6, Lesson 1, Video A, SE page 113**
2007 Sample Test Question: 11

How Living Things Interact with Their Environment
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
Snapshots Level A **Chapter 2, Lesson 2, Video A, SE page 31**
Snapshots Level B **Chapter 2, Lesson 2, Video A , SE page 31**
Snapshots Level C **Chapter 1, Lesson 2, Video A, SE page 9** **Chapter 3, Lesson 1, Video C, SE page 49**
2007 Sample Test Question: 12

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
Snapshots Level A **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, 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**
Snapshots Level B **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, 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**
Snapshots Level C **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, 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**
2007 Sample Test Question: 13

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
2. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
Snapshots Level A **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, 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**
Snapshots Level B **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, 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**
Snapshots Level C **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 5, Lesson 3, Process Skill, SE page 107** **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**
2007 Sample Test Question: 14

The Nature of Science
Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
4. knows that to compare and contrast observations and results is an essential skill in science.
Snapshots Level A **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, 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**
Snapshots Level B **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, 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**
Snapshots Level C **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, 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**
2007 Sample Test Question: 14

The Nature of Science
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)
2. knows that data are collected and interpreted in order to explain an event or concept.
Snapshots Level A **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, 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**
Snapshots Level B **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, 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**
Snapshots Level C **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; KnowZone, SE pages 118-119** **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**
2007 Sample Test Question: 14

Processes of Life
Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
3. knows that living things are different but share similar structures.
Snapshots Level A **Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5**
Snapshots Level B **Chapter 1, Lesson 1, Video B, SE page 4**
Snapshots Level C **Chapter 1, Lesson 1, Video A, SE page 3; Video C, SE page 5; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17** **Chapter 2, Lesson 1, Video B, SE page 26**
2007 Sample Test Question: 15