

SRA Snapshots Video Science™: Level A
correlation to
Illinois Learning Standards: Science: Late Elementary
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

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2a. Formulate questions on a specific science topic and choose the steps needed to answer the questions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2b. Collect data for investigations using scientific process skills, including observing, estimating, and measuring.
Chapter 1, Lesson 2, Math in Science, SE page 13 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2c. Construct charts and visualizations to display data.
Chapter 1, Lesson 2, Math in Science, SE page 13; Process Skill, SE page 13 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2d. Use data to produce reasonable explanations.
Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 87 Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2e. Report and display the results of individual and group investigations.
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State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2a. Identify a design problem and propose possible solutions.
Chapter 3, Lesson 3, Writing in Science, SE page 65 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 3, Process Skill, SE page 153; Lesson 3, Enrichment, TG page 136 Chapter 8, Lesson 3, Process Skill SE page 175 Chapter 9, Lesson 2, Process Skill, SE page 191

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2b. Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology).
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State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2c. Build a prototype of the design using available tools and materials.
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State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2d. Test the prototype using suitable instruments, techniques and quantitative measurements to record data.
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B. Know and apply the concepts, principles and processes of technological design.
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B. Know and apply the concepts, principles and processes of technological design.
11.B.2f. Report test design, test process and test results.
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State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2a. Describe simple life cycles of plants and animals and the similarities and differences in their offspring.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Process Skill, SE page 21

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2b. Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned).
Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2a. Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).
Chapter 2, Lesson 2, Video A, 31; Video B, SE page 32; Video C, SE page 33; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Energy Transfer, SE page 203

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2b. Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40; Lesson C, SE page 41; Writing in Science, SE page 43; Process Skill, SE page 43

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2a. Describe and compare types of energy including light, heat, sound, electrical and mechanical.
Chapter 8, Lesson 3, Video A, SE page 171; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Process Skill, SE page 183; Lesson 2, Video A, SE page 187; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2b. Describe and explain the properties of solids, liquids, and gases.
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2a. Explain constant, variable and periodic motions.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Writing in Science, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2b. Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing).
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2a. Identify and explain natural cycles of the Earth's land, water and atmosphere (e.g., rock cycle, water cycle, weather patterns).
Chapter 4, Lesson 2, Video A, SE page 75 Chapter 5, Lesson 1, Video B, SE page 92; Lesson 2, Video B, SE page 100 The Water Cycle, SE page 204

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2b. Describe and explain short-term and long-term interactions on the Earth's components (e.g., earthquakes, types of erosion).
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2c. Identify and classify recyclable materials.
Chapter 4, Lesson 3, Video C, SE page 85

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2a. Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117; Lesson 2, Video A, SE page 119; Lesson 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Earth in Space, SE page 205

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2b. Explain the apparent motion of the sun and stars.
Chapter 6, Lesson 1, Video A, SE page 113; Lesson 3, Video A, SE page 127; Process Skill, SE page 131

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2c. Identify easily recognizable star patterns (e.g., the Big Dipper, constellations).
Chapter 6, Lesson 3, Video A, SE page 127; Process Skill, SE page 131

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2a. Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use).
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 5, Lesson 3, Video C, Se page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2b. Explain why similar investigations may not produce similar 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

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2c. Explain why keeping accurate and detailed records is important.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30
Chapter 2, Lesson 3, Process Skill, SE page 43
Chapter 3, LabTime Hands-On Activity, TRB Pages 51-53, TG page 66
Chapter 4, Lesson 2 Process Skill, SE page 79; LabTime Hands-On Activity, TRB pages 69-71, TG page 84
Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102
Chapter 6, Lesson 3 Process Skill, SE page 131; LabTime Hands-On Activity, TRB pages 105-107, TG page 120
Chapter 7 LabTime Hands-On Activity, TRB pages 123-125, TG page 138
Chapter 8, Lesson 3 Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143, TG page 156
Chapter 9, Lesson 1 Process Skill, SE page 183; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2a. Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).
Chapter 3, Lesson 2, Video A, SE page 55
Chapter 5, KnowZone, SE pages 96-97
Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2b. Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 Chapter 5, KnowZone SE pages 96-97; Lesson 3, Video A, SE page 105 Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video BC, SE page 128; Video C, 129

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2c. Identify and explain ways that science and technology influence the lives and careers of people.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 Chapter 4, Lesson 1, Process Skill, SE page 73 Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, 105 Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129 Chapter 8, KnowZone, SE pages 168-169

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2d. Compare the relative effectiveness of reducing, reusing and recycling in actual situations.
Chapter 4, Lesson 2, Video C, SE page 85

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2e. Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants).
Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63 Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 Chapter 5, Lesson 2, Video C, SE page 101

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2f. Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).
Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63 Chapter 5, Lesson 2, Video C, SE page 101

SRA Snapshots Video Science™: Level B
correlation to
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Grade 4

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Chapter 6, Lesson 1 Process Skill, SE page 117 Chapter 9, Lesson 2 Process Skill, SE page 189; ; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

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Chapter 6, Lesson 1 Process Skill, SE page 117 Chapter 9, Lesson 2 Process Skill, SE page 189; ; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

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Chapter 6, Lesson 1 Process Skill, SE page 117 Chapter 9, Lesson 2 Process Skill, SE page 189; ; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

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B. Know and apply the concepts, principles and processes of technological design.
11.B.2f. Report test design, test process and test results.
Chapter 6, Lesson 1 Process Skill, SE page 117 Chapter 9, Lesson 2 Process Skill, SE page 189; ; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2a. Describe simple life cycles of plants and animals and the similarities and differences in their offspring.
Chapter 1, Lesson 1, Video C, SE page 19
See also Level A; Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2b. Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned).
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2a. Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Writing in Science, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2b. Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).
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

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2a. Describe and compare types of energy including light, heat, sound, electrical and mechanical.
Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video B, SE page 172

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2b. Describe and explain the properties of solids, liquids, and gases.
Chapter 7, Lesson 1, Video C, SE page 137

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2a. Explain constant, variable and periodic motions.
Level B: Chapter 8, Lesson 3, Video A, SE page 171
Se also Level A: Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141
See also Level C: Chapter 9, Lesson 1, Video A, SE page 179; KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189, Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2b. Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing).
Chapter 6, Lesson 1, Video C, SE page 115 Chapter 8, Lesson 3, Video A, SE page 171; Video C, SE page 173 Chapter 9, Lesson 2, Video A, SE page 185; Video B, SE page 186

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2a. Identify and explain natural cycles of the Earth's land, water and atmosphere (e.g., rock cycle, water cycle, weather patterns).
Chapter 4, Lesson 2, Video C, SE page 77 Chapter 5, Lesson 1, Video A, SE page 91; Lesson 3, Video A, SE page 105 Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115 The Water Cycle, SE page 204

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2b. Describe and explain short-term and long-term interactions on the Earth's components (e.g., earthquakes, types of erosion).
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2c. Identify and classify recyclable materials.
Chapter 3, Lesson 3, Video C, SE page 63
See also Level C: Chapter 3, Lesson 3, Video C, SE page 63

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2a. Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115 Earth in Space, SE page 204

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2b. Explain the apparent motion of the sun and stars.
See Level A: Chapter 6, Lesson 3, Video A, SE page 127

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2c. Identify easily recognizable star patterns (e.g., the Big Dipper, constellations).
See Level A:
Chapter 6, Lesson 3, Video A, SE page 127

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2a. Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use).
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2b. Explain why similar investigations may not produce similar results.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2c. Explain why keeping accurate and detailed records is important.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2a. Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 1, Process Skill, SE page 29; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2b. Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 3, Video C, SE page 83 Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103 Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Process Skill, SE page 129 Chapter 7, KnowZone, SE pages 140-141 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169 Chapter 9, Lesson 2, Video C, SE page 187; Process Skill, SE page 189; Lesson 3, Video A, SE page 191; Process Skill, SE page 195; KnowZone, SE pages 196-197

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2c. Identify and explain ways that science and technology influence the lives and careers of people.
Chapter 4, Lesson 3, Video B, SE page 82; Video C, SE page 83 Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103 Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 27; KnowZone, SE pages 130-131 Chapter 7, KnowZone, SE pages 140-141 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173 Chapter 9, Lesson 2, Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Process Skill, SE page 195; KnowZone, SE pages 196-197

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2d. Compare the relative effectiveness of reducing, reusing and recycling in actual situations.
See Level C: Chapter 3, Lesson 3, Video C, SE page 63

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2e. Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants).
Chapter 1, Lesson 1, Video C, SE page 5 Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video C, SE page 41; Process Skill, SE page 43 Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video C, SE page 57; Lesson 3, Process Skill, SE page 65 Chapter 5, KnowZone, SE pages 102-103 Chapter 9, Lesson 3, Video B, SE page 192

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

B. Know and apply concepts that describe the interaction between science, technology and society.

13.B.2f. Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).

Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video C, SE page 63; Process Skill, SE page 65

Chapter 5, KnowZone, SE pages 102-103

Chapter 9, Lesson 3, Video B, SE page 192; Process Skill, SE page 195

SRA Snapshots Video Science™: Level C
correlation to
Illinois Learning Standards: Science: Late Elementary
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

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2a. Formulate questions on a specific science topic and choose the steps needed to answer the questions.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2b. Collect data for investigations using scientific process skills, including observing, estimating, and measuring.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2c. Construct charts and visualizations to display data.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2d. Use data to produce reasonable explanations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3 Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1 Math in Science, SE page 57; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 3 Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, KnowZone, SE pages 184-185

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles, and processes of scientific inquiry.
11.A.2e. Report and display the results of individual and group investigations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2a. Identify a design problem and propose possible solutions.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2b. Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology).
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2c. Build a prototype of the design using available tools and materials.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2d. Test the prototype using suitable instruments, techniques and quantitative measurements to record data.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2e. Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 11. Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
B. Know and apply the concepts, principles and processes of technological design.
11.B.2f. Report test design, test process and test results.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2a. Describe simple life cycles of plants and animals and the similarities and differences in their offspring.
Level C: Chapter 2, Lesson 2, Video A, SE page 31
See also Level A: Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21
See also Level B: Chapter 1, Lesson 3, Video C, SE page 19

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
A. Know and apply concepts that explain how living things function, adapt and change.
12.A.2b. Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned).
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2a. Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).
Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43 Chapter 3, Lesson 1, Video C, SE page 49

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.2b. Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37; 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

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2a. Describe and compare types of energy including light, heat, sound, electrical and mechanical.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
12.C.2b. Describe and explain the properties of solids, liquids, and gases.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video C, SE page 145

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2a. Explain constant, variable and periodic motions.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Process Skill, SE page 183; KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
D. Know and apply concepts that describe force and motion and the principles that explain them.
12.D.2b. Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing).
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

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2a. Identify and explain natural cycles of the Earth's land, water and atmosphere (e.g., rock cycle, water cycle, weather patterns).
Chapter 4, Lesson 3, Video A, SE page 83
Chapter 5, Lesson 2, Video B, SE page 98; Process Skill, SE page 101; Lesson 3, Video C, SE page 105

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2b. Describe and explain short-term and long-term interactions on the Earth's components (e.g., earthquakes, types of erosion).
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

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.2c. Identify and classify recyclable materials.
Chapter 4, Lesson 3, Video C, SE page 85
Chapter 5, Lesson 2, Video C, SE page 99

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2a. Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2b. Explain the apparent motion of the sun and stars.
Level C:
Chapter 6, Lesson 1, Video A, SE page 113
See also Level B:
Chapter 6, Lesson 1, Video B, SE page 114

State Goal 12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/science sciences.
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
12.F.2c. Identify easily recognizable star patterns (e.g., the Big Dipper, constellations).
See Level A:
Chapter 6, Lesson 3, Video A, SE page 127; Process Skill, SE page 131

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2a. Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use).
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 3, Video B, SE page 109; Know Zone, SE pages 104-105; 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

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2b. Explain why similar investigations may not produce similar 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, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
A. Know and apply the accepted practices of science.
13.A.2c. Explain why keeping accurate and detailed records is important.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2a. Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, SE page 81 Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 The Metric System, SE pages 200-201

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2b. Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).
Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129 Chapter 7, KnowZone, SE pages 140-141

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2c. Identify and explain ways that science and technology influence the lives and careers of people.
Chapter 1, KnowZone, SE page 20-21 Chapter 3, Lesson 2, Video B, SE page 62 Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85 Chapter 5, Lesson 1, Video C, SE page 93 Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129 Chapter 7, KnowZone, SE pages 140-141 Chapter 9, KnowZone, SE pages 184-185

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2d. Compare the relative effectiveness of reducing, reusing and recycling in actual situations.
Chapter 3, Lesson 3, Video C, SE page 63 Chapter 4, Lesson 3, Video C, SE page 85 Chapter 5, Lesson 2, Video C, SE page 99 Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 175

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2e. Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants).
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63 Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.2f. Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63 Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129