SRA Snapshots Video Science™: Level A
correlation to
Louisiana Grade Level Expectations for 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

Science as Inquiry
The Abilities To Do Scientific Inquiry
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1)
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
3. Use observations to design and conduct simple investigations or experiments to answer testable questions. (SI-E-A2)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
4. Predict and anticipate possible outcomes. (SI-E-A2)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data). (SI-E-A-2)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
6. Use the five senses to describe observations. (SI-E-A3)
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Critical Thinking, SE page 183; Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
7. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units. (SI-E-A4)
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Science as Inquiry
The Abilities To Do Scientific Inquiry
8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data. (SI-E-A4)
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE page 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Process Skill, SE page 131** **Chapter 7, LabTime Hands-On Activity, TRB pages 123-125; TG page 138** **Chapter 8, Lesson 1, Video C, SE page 187; LabTime Hands-On Activity. TRB ages 141-143, TG page 156**

Science as Inquiry
The Abilities To Do Scientific Inquiry
9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate. (SI-E-A5) (SI-E-B4)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
10. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction. (SI-E-A5)
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
11. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
12. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, safety goggles, hair ties). (SI-E-A7)
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**

Science as Inquiry
Understanding Scientific Inquiry
13. Identify questions that need to be explained through further inquiry. (SI-E-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
14. Distinguish between what is known and what is unknown in scientific investigations. (SI-E-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
15. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope). (SI-E-B3)
Chapter 3, Lesson 2, Video A, SE page 55; Math in Science, SE page 59 **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128**

Science as Inquiry
Understanding Scientific Inquiry
16. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment. (SI-E-B5)
Chapter 8, Lesson 3 Process Skill, SE page 175

Science as Inquiry
Understanding Scientific Inquiry
17. Explain and give examples of how scientific discoveries have affected society. (SI-E-B6)
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**

Physical Science
Properties of Objects and Materials
18. Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water). (PS-E-A1)
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical thinking, SE page 175; Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Physical Science
Properties of Objects and Materials
19. Select the appropriate metric system and U.S. system tools for measuring length, width, temperature, volume, and mass. (PS-E-A2)
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **The Metric System, SE pages 200-201**

Physical Science
Properties of Objects and Materials
20. Measure temperature by using Fahrenheit and Celsius thermometers and compare results. (PS-E-A2)
Chapter 8, LabTime Hands-On Activity, TRB pages 141-143; TG page 156

Physical Science
Properties of Objects and Materials
21. Compare common objects and identify the original material from which they are made (e.g., paper, pencil, comb). (PS-E-A3)
Chapter 4, Lesson 3, Video A, SE page 83 **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; Process Skill, SE page 175**

Physical Science
Properties of Objects and Materials
22. Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling. (PS-E-A4)
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

Physical Science
Position and Motion of Objects
23. Demonstrate how force is a push or a pull by using students' bodies, toy cars, or balls. (PS-E-B2)
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

Physical Science
Position and Motion of Objects
24. Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move. (PS-E-B2)
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Physical Science
Position and Motion of Objects
25. Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky). (PS-E-B3)
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 3, Video A, SE page 127; Critical Thinking, SE page 131; Process Skill, SE page 131

Physical Science
Position and Motion of Objects
26. Explain the effect of varying amounts of force on the motion of an object. (PS-E-B4)
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Science
Forms of Energy
27. Use the words high/low to compare the pitch of sound and the words loud/soft to compare the volume (amplitude) of sound. (PS-E-C1)
Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183

Physical Science
Forms of Energy
28. Describe the reflection/absorption properties of various colored objects. (PS-E-C2)
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; LabTime Hands-On Activity, TRB pages 159-161; TG page 174

Physical Science
Forms of Energy
29. Demonstrate which materials insulate best by using experimental data. (PS-E-C3)
Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173; Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143; TG page 156

Physical Science
Forms of Energy
30. Demonstrate and explain the movement of electricity in closed and open circuits. (PS-E-C4)
Chapter 9, Lesson 2, Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191

Physical Science
Forms of Energy
31. Compare and describe the common forms of energy and explain how they are used in everyday life (e.g., light, electricity, heat, mechanical). (PS-E-C6)
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 page181; 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 page195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Physical Science
Forms of Energy
32. Give examples of how energy can be used to move or lift objects. (PS-E-C6)
Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153

Physical Science
Forms of Energy
33. Identify simple machines and the tasks they make possible. (PS-E-C6)
Chapter 8, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Writing in Science, SE page 153; Process Skill, SE page 153

Life Science
Characteristics of Organisms
34. Describe what the human body needs to grow and be healthy. (LS-E-A1)
Chapter 3, Lesson 3, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; KnowZone, SE pages 52-53

Life Science
Characteristics of Organisms
35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects). (LS-E-A3)
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

Life Science
Characteristics of Organisms
36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants. (LS-E-A3)
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40**

Life Science
Characteristics of Organisms
37. Describe how plant structures enable the plant to meet its basic needs. (LS-E-A3)
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40

Life Science
Characteristics of Organisms
38. Classify groups of organisms based on common characteristics. (LS-E-A4)
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Math in Science, SE page 13 Classification, SE page 202

Life Science
Characteristics of Organisms
39. Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants). (LS-E-A4)
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Critical Thinking, SE page 21; Process Skill, SE page 21

Life Science
Characteristics of Organisms
40. Explain how the organs of the digestive system function. (LS-E-A5)
Chapter 3. Lesson 1, Video C, SE page 49

Life Science
Characteristics of Organisms
41. Describe how the components of the skeletal system function. (LS-E-A5)
Chapter 3. Lesson 1, Video C, SE page 49

Life Science
Characteristics of Organisms
42. Describe the relationship between eating habits and maintaining a healthy body. (LS-E-A6)
Chapter 3, Lesson 3, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51

Life Science
Characteristics of Organisms
43. Identify a meal that includes representatives from each group of the food pyramid. (LS-E-A6)
Chapter 3, Lesson 3, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51

Life Science
Life Cycles of Organisms
44. Graph, analyze, and interpret personal and class data. (LS-E-B4)
Chapter 1, Lesson 2, Math in Science, SE page 13

Earth and Space Science
Properties of Earth Materials
45. Recognize and describe that rock is composed of different combinations of minerals. (ESS-E-A1) (ESS-E-A5)
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Science
Properties of Earth Materials
46. Describe earth processes that have affected selected physical features in students' neighborhood (e.g., rusting, weathering, erosion). (ESS-E-A1)
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**

Earth and Space Science
Properties of Earth Materials
47. Describe the difference between weather and climate. (ESS-E-A2)
See Level B: **Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Earth and Space Science
Properties of Earth Materials
48. Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of run-off). (ESS-E-A3)
Chapter 5, Lesson 2, Video B, SE page 100 **The Planet Earth, SE page 204**

Earth and Space Science
Properties of Earth Materials
49. Describe climate patterns from recorded weather conditions over a period of time. (ESS-E-A4)
See Level B: **Chapter 5, Lesson 3, Video A, SE page 105; Video B, SE page 106; Critical Thinking, SE page 109; Process Skill, SE page 109** **See also Level C:** **Chapter 5, Lesson 3, Video C, SE page 105**

Earth and Space Science
Properties of Earth Materials
50. Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary). (ESS-E-A5)
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Science
Properties of Earth Materials
51. Identify and compare the components found in soil. (ESS-E-A6) (ESS-E-A1)
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill , SE page 79

Earth and Space Science
Properties of Earth Materials
52. Identify characteristics of selected fossils and explain how fossil records are used to learn about the past. (ESS-E-A7)
Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth and Space Science
Objects in the Sky
53. Identify, in order, the planets of the solar system. (ESS-E-B1)
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Earth and Space Science
Objects in the Sky
54. Describe the patterns of apparent change in the position of the Sun. (ESS-E-B2)
Chapter 6, Lesson 1, Video A, SE page 113; Critical Thinking, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Earth and Space Science
Objects in the Sky
55. Explain the results of the rotation and revolution of Earth (e.g., day and night, year). (ESS-E-B4)
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 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Earth and Space Science
Objects in the Sky
56. Compare shadow direction and length at different times of day and year. (ESS-E-B4)
Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163

Earth and Space Science
Science and the Environment
57. Describe the interrelationships of living (biotic) and nonliving (abiotic) components with various ecosystems (e.g., terrarium, swamp, backyard). SE-E-A1)
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C< SE page 27; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 2; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Earth and Space Science
Science and the Environment
58. Describe how humans have had negative and positive effects on organisms and their environments. (SE-E-A3) (SE-E-A5)
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63** **Chapter 4, Lesson 3, Video B, SE page 84; Video C, SE page 85; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103**

Earth and Space Science
Science and the Environment
59. Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum). (SE-E-A4)
Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173**

Earth and Space Science
Science and the Environment
60. Explain how renewable and nonrenewable resources can be replenished or depleted. (SE-E-A4)
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; Process Skill, SE page 87 **Chapter 9, Lesson 3, Video C, SE page 195**

Earth and Space Science
Science and the Environment
61. Explain how selected animals once classified as endangered have recovered. (SE-E-A5)
Chapter 3, Lesson 3, Video C, SE page 63

Earth and Space Science
Science and the Environment
62. Identify animals in Louisiana that have recovered and that no longer considered endangered. (SE-E-A5)
Chapter 3, Lesson 3, Video C, SE page 63

SRA Snapshots Video Science: Level A
correlation to
Louisiana *i*LEAP 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

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify which questions can or cannot be answered based on a given scenario.**
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify which questions can be answered by doing a scientific investigation.**
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify components of an investigation that help answer testable questions (e.g., select the correct set-up).**
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Predict outcomes based on a given scenario.**
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify which sense is used to describe observations.**
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; 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 79; 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, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Critical Thinking, SE page 183; Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Make predictions and reach conclusions using one or more sets of 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**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify questions that cannot be answered during an investigation or answered using different types of experimentation.**
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Questions, Observations, and Predictions
• **Identify scientific discoveries that have positively and negatively affected society.**
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**

Science as Inquiry
2. Procedures and Tools
• **Use more than one source (e.g., Venn diagram and data table) to answer a question.**
Chapter 1, Lesson 1, Process Skill, SE page 7; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; 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, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
2. Procedures and Tools
• **Identify the correct way to measure temperature, mass, and volume.**
Chapter 8, LabTime Hands-On Activity, TRB pages 141-143; TG page 156

Science as Inquiry
2. Procedures and Tools
• **Select the appropriate tool and units of measurement to answer questions.**
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **The Metric System, SE pages 200-201**

Science as Inquiry
2. Procedures and Tools
• Use a variety of formats (e.g., charts, data tables, and graphs) to describe procedures or experimental results.
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

Science as Inquiry
2. Procedures and Tools
• Identify correct safety procedures.
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

Science as Inquiry
2. Procedures and Tools
• Identify what needs to be known before beginning an investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, 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

Science as Inquiry
2. Procedures and Tools
• Identify which tools are used to look at objects of different magnification.
Chapter 3, Lesson 2, Video A, SE page 55; Math in Science, SE page 59 Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128

Science as Inquiry
2. Procedures and Tools
• Identify correct procedures in an investigation so that the same investigation can be replicated.
Chapter 8, Lesson 3 Process Skill, SE page 175

Physical Science
1. Physical Properties
• Using experimentation, compare and classify objects by physical property (e.g., electricity, density, shape, and magnetism).
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical thinking, SE page 175; Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Physical Science
1. Physical Properties
• **Measure mass (weight), length, width, volume, and temperature using metric system or U.S., system tools.**
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **The Metric System, SE pages 200-201**

Physical Science
1. Physical Properties
• **Identify the original material from which objects are made (e.g., paper, pencil).**
Chapter 4, Lesson 3, Video A, SE page 83 **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; Process Skill, SE page 175**

Physical Science
1. Physical Properties
• **Explain how matter changes shape and identify examples (e.g., freezing, boiling, melting, evaporation).**
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

Physical Science
2. Energy, Electricity, and Forces
• **Identify the correct shadow as indicated by the direction of the light source.**
Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163

Physical Science
2. Energy, Electricity, and Forces
• **Identify the correct motion or position of an object based on previous movement patterns.**
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 3, Video A, SE page 127; Critical Thinking, SE page 131; Process Skill, SE page 131

Physical Science
2. Energy, Electricity, and Forces
• **Compare the pitch of sound using words *high/low.***
Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183

Physical Science
2. Energy, Electricity, and Forces
• **Compare the volume of sound using the words *loud/soft.***
Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183

Physical Science
2. Energy, Electricity, and Forces
• **Identify the correct reflection/absorption of light as it is transmitted through colored objects.**
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; LabTime Hands-On Activity, TRB pages 159-161; TG page 174

Physical Science
2. Energy, Electricity, and Forces
• Describe how common forms of energy are used in everyday life.
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 page181; 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 page195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Science
2. Energy, Electricity, and Forces
• Using given experimental data, identify the best insulating material.
Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173; Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143; TG page 156

Physical Science
2. Energy, Electricity, and Forces
• Recognize how electricity flows through an open and a closed system.
Chapter 9, Lesson 2, Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191

Physical Science
2. Energy, Electricity, and Forces
• Determine the amount and direction an object will move when a force acts upon it.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Science
2. Energy, Electricity, and Forces
• Identify which force causes an object to move.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Science
2. Energy, Electricity, and Forces
• Identify which type of energy moves or lifts objects.
Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153

Physical Science
2. Energy, Electricity, and Forces
• Identify simple machines and the tasks they make possible.
Chapter 8, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Writing in Science, SE page 153; Process Skill, SE page 153

Life Science
1. Plants and Animals
• Compare the common body structures of a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, and insects.
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

Life Science
1. Plants and Animals
• Identify the functions of each plant part and describe how each function helps the plant survive.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40

Life Science
1. Plants and Animals
• Group plants and animals based on common characteristics.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Math in Science, SE page 13 Classification, SE page 202

Life Science
2. Humans
• Identify the organs in the digestive system and describe the functions of each.
Chapter 3. Lesson 1, Video C, SE page 49

Life Science
2. Humans
• Describe the functions of bones within the human body.
Chapter 3. Lesson 1, Video C, SE page 49

Life Science
2. Humans
• Describe what the human body needs to grow and be healthy (e.g., for survival, for bone growth).
Chapter 3, Lesson 3, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; KnowZone, SE pages 52-53

Life Science
2. Humans
• Determine how healthy eating habits help maintain a healthy body.
Chapter 3, Lesson 3, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51

Life Science
2. Humans
• Identify a well-balanced meal that includes all food groups.
Chapter 3, Lesson 3, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51

Earth and Space Science
1. Earth
• Recognize that rocks are made up of minerals.
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Science
1. Earth
• Identify that erosion, weathering, and rusting are earth processes that are happening all around.
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

Earth and Space Science
1. Earth
• **Compare the characteristics of igneous, metamorphic, and sedimentary rocks.**
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Science
1. Earth
• **Identify and compare the components of soil (e.g., humus, rock particles).**
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill , SE page 79

Earth and Space Science
1. Earth
• **Identify characteristics of given fossils and describe how the fossils provide information about the past.**
Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth and Space Science
2. Atmosphere
• **Identify the components and processes of the water cycle (e.g., evaporation, condensation, precipitation, and runoff).**
Chapter 5, Lesson 2, Video B, SE page 100 **The Planet Earth, SE page 204**

Earth and Space Science
2. Atmosphere
• **Identify climate patterns based on given weather conditions.**
See Level B: **Chapter 5, Lesson 3, Video A, SE page 105; Video B, SE page 106; Critical Thinking, SE page 109; Process Skill, SE page 109** **See also Level C:** **Chapter 5, Lesson 3, Video C, SE page 105**

Earth and Space Science
2. Atmosphere
• **Explain the difference between weather and climate.**
See Level B: **Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Earth and Space Science
3. Solar System
• **Identify, in order, the planets of the solar system.**
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Earth and Space Science
3. Solar System
• **Describe why the Sun appears to move across the sky.**
Chapter 6, Lesson 1, Video A, SE page 113; Critical Thinking, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Earth and Space Science
3. Solar System
• **Explain the difference between rotation and revolution of Earth (e.g., day and night, season of the year).**
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 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Earth and Space Science
3. Solar System
• **Compare the length of shadows and direction of shadows at different times of the day or year.**
Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163

Science and the Environment
1. Ecosystems
• **Describe how living and nonliving components of various ecosystems interact.**
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C< SE page 27; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 2; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Science and the Environment
1. Ecosystems
• **Describe how humans have positive and negative effects on organisms and their environment.**
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63** **Chapter 4, Lesson 3, Video B, SE page 84; Video C, SE page 85; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103**

Science and the Environment
1. Ecosystems
• **Describe how endangered animals have recovered and identify Louisiana examples.**
Chapter 3, Lesson 3, Video C, SE page 63

Science and the Environment
2. Resources
• **Classify manufactured objects from the natural resources from which they are made (e.g., plastic from petroleum, paper from trees, aluminum from metal ore).**
Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173**

Science and the Environment
2. Resources
• **Identify renewable and nonrenewable resources and describe the difference between them.**
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; Process Skill, SE page 87 **Chapter 9, Lesson 3, Video C, SE page 195**

SRA Snapshots Video Science™: Level B
correlation to
Louisiana Grade Level Expectations for 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

Science as Inquiry
The Abilities To Do Scientific Inquiry
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations. (SI-E-A1)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
3. Use observations to design and conduct simple investigations or experiments to answer testable questions. (SI-E-A2)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
4. Predict and anticipate possible outcomes. (SI-E-A2)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
5. Identify variables to ensure that only one experimental variable is tested at a time. (SI-E-A2)
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Science as Inquiry
The Abilities To Do Scientific Inquiry
6. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data). (SI-E-A-2)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
7. Use the five senses to describe observations. (SI-E-A3)
Chapter 1, Lesson 2, Process Skill, SE page 13; Lesson 3, Process Skill, SE page 21; 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Writing in Science, SE page 117; Process Skill, SE page 117; 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, Lesson 1, Video A, SE page 161; 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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
8. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units. (SI-E-A4)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147** **Chapter 8, Lesson 3, Process Skill, SE page 175** **The Metric System, SE pages 200-201**

Science as Inquiry
The Abilities To Do Scientific Inquiry
9. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data. (SI-E-A4)
Chapter 1, Lesson 1, Video A, SE page 3 **Chapter 4, Lesson 2, Video C, SE page 77** **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; KnowZone, SE pages 105-107; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-197**

Science as Inquiry
The Abilities To Do Scientific Inquiry
10. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate. (SI-E-A5) (SI-E-B4)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Math in Science, SE page 117; Lesson 3, Math in Science, SE page 129; 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 189; Lesson 3, Math in Science, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
11. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction. (SI-E-A5)
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
12. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6)
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, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 3, Process Skill, SE page 109; 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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
13. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, safety goggles, hair ties). (SI-E-A7)
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**

Science as Inquiry
Understanding Scientific Inquiry
14. Identify questions that need to be explained through further inquiry. (SI-E-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
15. Distinguish between what is known and what is unknown in scientific investigations. (SI-E-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
16. Select the best experimental design to answer a given testable question. (SI-E-B2)
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**

Science as Inquiry
Understanding Scientific Inquiry
17. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope). (SI-E-B3)
Chapter 1, Lesson 1, Video A, SE page 3 **Chapter 6, Lesson 3, Video A, SE page 125; Critical Thinking, SE page 129** **Chapter 8, Lesson 2, Video C, SE page 165**

Science as Inquiry
Understanding Scientific Inquiry
18. Base explanations and logical inferences on scientific knowledge, observations, and scientific evidence. (SI-E-B4)
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
Understanding Scientific Inquiry
19. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment. (SI-E-B5)
Chapter 3, Lesson 3 Process Skill, SE page 65 **Chapter 4, Lesson 3 Process Skill, SE page 85** **Chapter 6, Lesson 1 Process Skill, SE page 117** **Chapter 7, Lesson 1 Writing in Science, SE page 139** **Chapter 9, Lesson 2 Writing in Science, SE page 189**

Science as Inquiry
Understanding Scientific Inquiry
20. Determine whether further investigations are needed to draw valid conclusions. (SI-E-B6)
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**

Science as Inquiry
Understanding Scientific Inquiry
21. Use evidence from previous investigations to ask additional questions and to initiate further investigations. (SI-E-B6)
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**

Science as Inquiry
Understanding Scientific Inquiry
22. Explain and give examples of how scientific discoveries have affected society. (SI-E-B6)
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**

Physical Science
Properties of Objects and Materials
23. Determine linear, volume, and weight/mass measurements by using both metric system and U.S. system units to compare the results. (PS-E-A2)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147** **Chapter 8, Lesson 3, Process Skill, SE page 175** **The Metric System, SE pages 200-201**

Physical Science
Properties of Objects and Materials
24. Illustrate how heating/cooling affects the motion of small particles in different phrases of matter. (PS-E-A4)
Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151

Physical Science
Properties of Objects and Materials
25. Describe various methods to separate mixtures (e.g., evaporation, condensation, filtration, magnetism). (PS-E-A5)
Chapter 7, Lesson 3, Video B, SE page 150

Physical Science
Position and Motion of Objects
26. Measure, record, and graph changes in position over time (e.g., speed of cars, ball rolling down inclined plane). (PS-E-B3)
Chapter 8, Lesson 3, Video A, SE page 171

Physical Science
Position and Motion of Objects
27. Describe how the amount of force needed to cause an object to change its motion depends on the mass of the object. (PS-E-B4)
Chapter 8, Lesson 3, Video A, SE page 171

Physical Science
Forms of Energy
28. Explain the relationship between volume (amplitude of sound and energy required to produce the sound. (PS-E-C1)
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Writing in Science, SE page 161; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB Pages 141-143; TG Page 156

Physical Science
Forms of Energy
29. Compare the rates at which sound travels through solids, liquids, and gases. (PS-E-C-1).
Chapter 8, Lesson 1, Video B, SE page 158; Critical Thinking, SE page 161; LabTime Hands-On Activity 8, TRB Pages 141-143; TG Page 156

Physical Science
Forms of Energy
30. Explain the relationship between frequency (rate of vibration) and pitch. (PS-E-C1)
Chapter 8, Lesson 1, Video C, SE page 159; Writing in Science, SE page 161; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB Pages 141-143; TG Page 156

Physical Science
Forms of Energy
31. Diagram what happens to white light as it passes through a prism. (PS-E-C2)
Chapter 8, Lesson 2, Video A, SE page 163; Critical Thinking, SE page 167

Physical Science
Forms of Energy
32. Describe how light bends or refracts when traveling through various materials (e.g., pencil in a glass of water). (PS-E-C2)
Chapter 8, Lesson 2, Video B, SE page 164

Physical Science
Forms of Energy
33. Describe how heat energy moves through a material by conduction. (PS-E-C3)
See Level C: **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Critical Thinking, SE page 167; Process Skill, SE page 167**

Physical Science
Forms of Energy
34. Give examples of ways heat can be generated through friction (e.g., rubbing hands). (OS-E-C3)
Chapter 6, Lesson 1, Video A, SE page 113 **Chapter 9, Lesson 3, Video B, SE page 192**

Physical Science
Forms of Energy
35. Give examples of ways heat can be produced by conversion from other sources of energy. (PS-E-C3)
Chapter 6, Lesson 1, Video A, SE page 113

Physical Science
Forms of Energy
36. Test and classify materials as conductors and insulators of electricity. (PS-E-C4)
Chapter 9, Lesson 1, Video B, SE page 180

Physical Science
Forms of Energy
37. Demonstrate how a complete circuit is needed for conducting electricity. (PS-E-C4)
Level B: **Chapter 9, Lesson 1, Video C, SE page 181** **See also Level A:** **Chapter 9, Lesson 2, Video B, SE page 188; Process Skill, SE page 191** **See also Level C:** **Chapter 8, Lesson 3, Video A, SE page 171**

Physical Science
Forms of Energy
38. Explain the effects of Earth's gravity on all objects at or near the surface of Earth. (PS-E-C5)
Chapter 8, Lesson 3, Video A, SE page 171

Physical Science
Forms of Energy
39. Describe energy transformations (e.g., electricity to light, friction to heat). (PS-E-C6)
Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 **Chapter 9, Lesson 2, Video C, SE page 187; KnowZone, SE pages 196-197**

Life Science
Characteristics of Organisms
40. Explain the functions of plant structures in relation to their ability to make food through photosynthesis (e.g., roots, leaves stems, flowers, seeds). (LS-E-A3)
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 **Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Science
Characteristics of Organisms
41. Describe how parts of animals' bodies are related to their functions and survival (e.g., wings/flying, webbed feet/swimming). (LS-E-A3)
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; KnowZone, SE pages 14-15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37**

Life Science
Characteristics of Organisms
42. Describe how the organs of the circulatory and respiratory systems functions. (LS-E-A5)
See Level C: **Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17**

Life Science
Characteristics of Organisms
43. Explain the primary role of carbohydrates, fats, and proteins in the body. (LS-E-A6)
See Level A; **Chapter 3, Lesson 3, Video C, SE page 49; Critical Thinking, SE page 51**

Life Science
Characteristics of Organisms
44. Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins). (LS-E-A6)
See Level A; **Chapter 3, Lesson 3, Video C, SE page 49**

Life Science
Life Cycles of Organisms
45. Identify reproductive structures in plants and describe the functions of each. (LS-E-B1)
Chapter 1, Lesson 3, Video A, SE page 17; Video C, SE page 19; Process Skill, SE page 21

Life Science
Life Cycles of Organisms
46. Describe how some plants can be grown from a plant part instead of a seed. (LS-E-B1)
Chapter 1, Lesson 3, Video A, SE page 17; Video C, SE page 19; Process Skill, SE page 21

Life Science
Life Cycles of Organisms
47. Sequence stages in the life cycles of various organisms, including seed plants. (LS-E-B1)
Level B: **Chapter 1, Lesson 3, Video C, SE page 19** **See also Level A:** **Chapter 1, Lesson 3, Video B, SE page 18; Process Skill, SE page 21** **See also Level C:** **Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37**

Life Science
Life Cycles of Organisms
48. Classify examples of plants and animals based on a variety of criteria. (LS-E-B2)
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21

Life Science
Life Cycles of Organisms
49. Compare similarities and differences between parents and offspring in plants and animals. (LS-E-B3)
Chapter 1, Lesson 2, Video C, SE page 11; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Life Science
Organisms and Their Environments
50. Explain how some organisms in a given habitat compete for the same resources. (LS-E-C1)
Chapter 3, Lesson 1, Video A, SE page 47; Critical Thinking, SE page 51

Life Science
Organisms and Their Environments
51. Describe how organisms can modify their environment to meet their needs (e.g., beavers making dams). (LS-E-C1)
Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video C, SE page 41 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63**

Life Science
Organisms and Their Environments
52. Describe how some plants and animals have adapted to their habitats. (LS-E-C2)
Chapter 1, Lesson 2, Video C, SE page 11; KnowZone, SE pages 14-15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56**

Life Science
Organisms and Their Environments
53. Identify the habitat in which selected organisms would most likely like and explain how specific structures help organisms to survive. (LS-E-C2)
Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video B, SE page 18; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56**

Life Science
Organisms and Their Environments
54. Describe the effect of sudden increases or decreases of one group or organisms upon other organisms in the environment. (LS-E-C3)
Chapter 2, Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 2, Lesson 1, Process Skill, SE page 51; Lesson 2, Critical Thinking, SE page 59; Lesson 3, Video B, SE page 62; Critical Thinking, SE page 65**

Earth and Space Science
Properties of Earth Materials
55. Recognize that sedimentary rocks are composed of particles that result from weathering and erosion (e.g., sandstones, conglomerates). (ESS-E-A1)
Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77; Process Skills, SE page 79; Lesson 3, Video A, SE page 81

Earth and Space Science
Properties of Earth Materials
56. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth. (ESS-E-A-1)
See Level A: **Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79** **See also Level C:** **Chapter 4, Lesson 3, Video C, SE page 85**

Earth and Space Science
Properties of Earth Materials
57. Explain how unequal heating of Earth's land and water affects climate and weather by using a model. (ESS-E-A2)
Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, video A, SE page 105; Video B, SE page 106; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Earth and Space Science
Properties of Earth Materials
58. Draw, label, and explain the components of a water cycle. (ESS-E-A3)
Chapter 5, Lesson 1, Video A, SE page 91 **The Water Cycle, SE page 204**

Earth and Space Science
Properties of Earth Materials
59. Measure, chart, and predict the weather using various instruments (e.g., thermometer, barometer, anemometer. (ESS-E-A4)
Chapter 5, Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Earth and Space Science
Properties of Earth Materials
60. Identify various types of weather-related natural hazards and effects (e.g., lightning, storms). (ESS-E-A4)
Level B: **Chapter 5, Lesson 3, Video C, SE page 107** **See also Level A:** **Chapter 5, Lesson 3, Video B, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109** **See also Level C:** **Chapter 5, Lesson 3, Video B, SE page 104; Critical Thinking, SE page 107; KnowZone, SE page 108-109**

Earth and Space Science
Properties of Earth Materials
61. Identify safety measures applicable to natural hazards. (ESS-E-A4)
Level B: **Chapter 5, Lesson 3, Video C, SE page 107** **See also Level A:** **Chapter 5, Lesson 3, Video B, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109** **See also Level C:** **Chapter 5, Lesson 3, Video B, SE page 104; Critical Thinking, SE page 107; KnowZone, SE page 108-109**

Earth and Space Science
Properties of Earth Materials
62. Classify rocks and minerals according to texture, color, luster, hardness, and effervescence. (ESS-E-A5)
Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77; Writing in Science, SE page 79; Process Skill, SE page 79; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Earth and Space Science
Properties of Earth Materials
63. Demonstrate and explain how Earth's surface is changes as a result of slow and rapid processes (e.g., sand dunes, canyons, volcanoes, earthquakes). (ESS-E-A5)
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75

Earth and Space Science
Objects in the Sky
64. Describe and sequence the phases of the Moon and eclipses. (ESS-E-B2)
Level B: **Chapter 6, Lesson 1, Video C, SE page 115** **Eclipses, SE page 205** **See also Level C:** **Chapter 6, Lesson 2, Video B, SE page 122** **Eclipses, SE page 205**

Earth and Space Science
Objects in the Sky
65. Compare a solar and a lunar eclipse. (ESS-E-B2)
Level B: **Eclipses, SE page 205** **See also Level C:** **Chapter 6, Lesson 2, Video B, SE page 122** **Eclipses, SE page 205**

Earth and Space Science
Objects in the Sky
66. Diagram the movement of the moon around Earth and the movement of Earth around the Sun. (ESS-E-B2)
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117

Earth and Space Science
Objects in the Sky
67. Explain the changing appearance of the Moon and its location in the sky over the course of a month. (ESS-E-B3)
Chapter 6, Lesson 1, Video C, SE page 115

Earth and Space Science
Objects in the Sky
68. Identify the relationship between Earth's tilt and revolution and the seasons. (ESS-E-B4)
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117

Earth and Space Science
Objects in the Sky
69. Explain how technology has improved our knowledge of the universe (e.g., Hubble telescope, space stations, lunar exploration). (ESS-E-B6)
Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129; Math in Science, SE page 129; Process Skill, SE page 129; KnowZone, SE pages 130-131

Earth and Space Science
Science and the Environment
70. Design an ecosystem that includes living (biotic) and nonliving (abiotic) components and illustrates interdependence. (SE-E-A1)
Chapter 2, Lesson 2, Process Skill, SE page 35 **Chapter 3, Lesson 2, Process Skill, SE page 59**

Earth and Space Science
Science and the Environment
71. Describe and explain food chains/webs and the directional flow of energy in various ecosystems (e.g., construct a model, drawing, diagram, graphic organizer). (SE-E-A2)
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Earth and Space Science
Science and the Environment
72. Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component). (SE-E-A2)
Chapter 2, Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 2, Lesson 1, Process Skill, SE page 51; Lesson 2, Critical Thinking, SE page 59; Lesson 3, Video B, SE page 62; Critical Thinking, SE page 65**

SRA Snapshots Video Science™: Level C
correlation to
Louisiana Grade Level Expectations for 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

Science as Inquiry
The Abilities To Do Scientific Inquiry
1. Generate testable questions about objects, organisms, and events that can be answered through scientific investigations. (SI-M-A1)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
2. Identify problems, factors, and questions that must be considered in a scientific investigation. (SI-M-A1)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
3. Use a variety of sources to answer questions. (SI-M-A1)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, SE page 29; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
The Abilities To Do Scientific Inquiry
4. Design, predict outcomes, and conduct experiments to answer guiding questions. (SI-M-A2)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
5. Identify independent variables, dependent variables, and variables that should be controlled in designing and experiment. (SI-M-A2)
Chapter 1, Lesson 2, Process Skill, SE page 13; Lesson 3, Process Skill, SE page 19 **Chapter 3, Lesson 3, Process Skill, SE page 65** **Chapter 7, Lesson 2, Process Skill, SE page 147** **Chapter 8, Lesson 2, Process Skill, SE page 167**

Science as Inquiry
The Abilities To Do Scientific Inquiry
6. Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations. (SI-MA3)
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4: Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2 Process Skill, SE page 191**

Science as Inquiry
The Abilities To Do Scientific Inquiry
7. Record observations using methods that complement investigations (e.g., journals, tables, charts). (SI-M-A3)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
8. Use consistency and precision in data collection, analysis, and reporting. (SI-M-A3)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
9. Use computers and/or calculators to analyze and interpret quantitative data. (SI-M-A3)
Chapter 2, Lesson 1, Process Skill, SE page 29

Science as Inquiry
The Abilities To Do Scientific Inquiry
10. Identify the difference between description and explanation. (SI-M-A4)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
11. Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols. (SI-M-A4)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
12. Use data and information gathered to develop an explanation of experimental results. (SI-M-A4)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
13. Use patterns in data to explain natural events. (SI-M-A4)
Chapter 2, Lesson 2, Video A, SE page 31 **Chapter 3, Lesson 1, Video C, SE page 49; Writing in Science, SE page 51** **Chapter 4, Lesson 3, Video A, SE page 83** **Chapter 5, Lesson 2, Video B, SE page 98; Process Skill, SE page 101** **Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123** **Food Web, SE page 203** **The Water Cycle, SE page 204** **Earth in Space, SE page 205**

Science as Inquiry
The Abilities To Do Scientific Inquiry
14. Develop models to illustrate or explain conclusions reached through investigation. (SI-M-A5)
Chapter 1, Lesson 1, Process Skill, SE page 7 **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 9, Lesson1, Process Skill, SE page 183**

Science as Inquiry
The Abilities To Do Scientific Inquiry
15. Identify and explain the limitations of models used to represent the natural world. (SI-M-A5)
Chapter 1, Lesson 1, Process Skill, SE page 7 **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 9, Lesson1, Process Skill, SE page 183**

Science as Inquiry
The Abilities To Do Scientific Inquiry
16. Use evidence to make inferences and predict trends. (SI-M-A5)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
17. Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions. (SI-M-A6)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; 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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
18. Identify faulty reasoning and statements that misinterpret or are not supported by the evidence. (SI-M-A6)
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; 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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
19. Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations). (SI-M-A7)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
20. Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations. (SI-M-A7)
Chapter 9, Lesson 3 Process Skill, SE page 197

Science as Inquiry
The Abilities To Do Scientific Inquiry
21. Distinguish between observations and inferences. (SI-M-A7)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
22. Use evidence and observations to explain and communicate the results of investigations. (SI-M-A7)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
23. Use relevant safety procedures and equipment to conduct scientific investigations. (SI-M-A8)
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**

Science as Inquiry
The Abilities To Do Scientific Inquiry
24. Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research. (SI-M-A8)
Chapter 2, Lesson 1, Process Skill, SE page 29 **See also Level C:** **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Science as Inquiry
Understanding Scientific Inquiry
25. Compare and critique scientific investigations. (SI-M-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
26. Use and describe alternate methods for investigating different types of testable questions. (SI-M-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
27. Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving. (SI-M-B1)
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**

Science as Inquiry
Understanding Scientific Inquiry
28. Recognize that investigations generally begin with a review of the work or others. (SI-M-B2)
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**

Science as Inquiry
Understanding Scientific Inquiry
29. Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge. (SI-M-B3)
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4: Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2 Process Skill, SE page 191**

Science as Inquiry
Understanding Scientific Inquiry
30. Describe why all questions cannot be answered with present technologies. (SI-M-B3)
Chapter 5, Lesson 2, Process Skill, SE page 95

Science as Inquiry
Understanding Scientific Inquiry
31. Recognize that there is an acceptable range of variation in collected data. (SI-M-B3)
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**

Science as Inquiry
Understanding Scientific Inquiry
32. Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range). (SI-M-B3)
Chapter 4, Lesson 1, Math in Science, SE page 73 **Chapter 5, Lesson 2, Math in Science, SE page 101**

Science as Inquiry
Understanding Scientific Inquiry
33. Evaluate models, identify problems in design, and make recommendations for improvement. (SI-M-B4)
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science as Inquiry
Understanding Scientific Inquiry
34. Recognize the importance of communication among scientists about investigations in progress and the work of others. (SI-M-B5)
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**

Science as Inquiry
Understanding Scientific Inquiry
35. Explain how skepticism about accepted scientific investigations (i.e., hypotheses and theories) lead to new understanding. (SI-M-B5)
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 2, Critical Thinking, SE page 35** **Chapter 3, Lesson 1, Critical Thinking, SE page51; Lesson 3, Critical Thinking, SE page 65** **Chapter 4, Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Critical Thinking, SE page 95** **Chapter 7, Lesson 2, Critical Thinking, SE page 147** **Chapter 8, Lesson 2, Critical Thinking, SE page 167; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; , Critical Thinking, SE page 197**

Science as Inquiry
Understanding Scientific Inquiry
36. Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted. (SI-M-B5)
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**

Science as Inquiry
Understanding Scientific Inquiry
37. Critique and analyze their own inquires and the inquiries of others. (SI-M-B5)
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**

Science as Inquiry
Understanding Scientific Inquiry
38. Explain, that through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas. (SI-M-B6)
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 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, 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, Lesson 2, Process Skill, SE page 167; 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**

Science as Inquiry
Understanding Scientific Inquiry
39. Identify areas in which technology has changed human lives (e.g., transportation, communication, geographical information systems, DNA fingerprinting). (SI-M-B7)
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**

Science as Inquiry
Understanding Scientific Inquiry
40. Evaluate the impact of research on scientific thought, society, and the environment. (SI-M-B7)
Chapter 1, KnowZone, SE page 20-21 **Chapter 3, Lesson 2, Video B, SE page 62** **Chapter 4, Lesson 2, Video A, SE page77; 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**

Physical Science
Properties and Changes of Properties of in Matter
1. Measure a variety of objects in metric system units. (PS-M-A1)
Chapter 1, LabTime Hands-On Activity 1, TRB page 15, TG page 30 **Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB page 87, TG page 102** **Chapter 7, Lesson 2, Video C, SE page 165; LabTime Hands-On Activity 7, TRB page 123, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB page 141, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE page 200-201**

Physical Science
Properties and Changes of Properties of in Matter
2. Compare the physical properties of large and small quantities of the same type of matter. (PS-M-A1)
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video B, SE page 144; Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Physical Science
Properties and Changes of Properties of in Matter
3. Describe the structure of atoms and the electrical charge of protons, neutrons, and electrons. (PS-M-A2)
Chapter 7, Lesson 1, Video A, SE page 135; Critical Thinking, SE page 139; KnowZone, SE page 140-141

Physical Science
Properties and Changes of Properties of in Matter
4. Identify the physical and chemical properties of various substances and group substances according to their observable and measurable properties (e.g., conduction, magnetism, light transmission). (PS-M-A3)
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; Critical Thinking, SE page 147 **Chapter 8, Lesson 2, Video A, SE page 163**

Physical Science
Properties and Changes of Properties of in Matter
5. Describe the properties and behavior of water in its solid, liquid and gaseous phases (states). (PS-M-A5)
Chapter 7, Lesson 1, Video B, SE page 136

Physical Science
Properties and Changes of Properties of in Matter
6. Describe new substances formed from common chemical reactions (e.g., burning paper produces ash). (PS-M-A6)
Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138**

Physical Science
Motions and Forces
7. Compare, calculate, and graph the average speeds of objects in motion using both metric system and U.S. system units. (PS-M-B1)
Chapter 9, KnowZone, SE pages 184-185; Lesson 2, Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191

Physical Science
Motions and Forces
8. Explain that gravity accelerates all falling objects at the same rate in the absence of air resistance. (PS-M-B3)
Chapter 9, Lesson 1, Video B, SE page 180

Physical Science
Motions and Forces
9. Demonstrate a change in speed or direction of an object's motion with the use of unbalanced forces. (PS-M-B5)
Chapter 9, Lesson 1, Video A, SE page 179; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197

Physical Science
Transformations of Energy
10. Compare potential and kinetic energy and give examples of each. (PS-M-C1)
Chapter 8, Lesson 1, Video B, SE page 158; Critical Thinking, SE page 161; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Physical Science
Transformations of Energy
11. Classify energy resources as renewable, non-renewable, or inexhaustible. (PS-M-C1)
Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175

Physical Science
Transformations of Energy
12. Identify the Sun as Earth's primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion. (PS-M-C3)
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video A, SE page 49** **Chapter 5, Lesson 1, Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101** **Chapter 6, Lesson 1, Video A, SE page 113; Lesson 2, Video A, SE page 121** **Chapter 8, Lesson 3, Video C, SE page 173**

Physical Science
Transformations of Energy
13. Investigate how changes in the position of a light source and an object alter the size and shape of the shadow. (PS-M-C4)
See Level A: **Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163**

Physical Science
Transformations of Energy
14. Identify other types of energy produced through the use of electricity (e.g., heat, light, mechanical). (PS-M-C6)
Chapter 8, Lesson 3, Video A, SE page 171

Life Science
Structure and Function in Living Systems
15. Identify the cell as the basic unit of living things. (LS-M-A1)
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5

Life Science
Structure and Function in Living Systems
16. Observe, identify, and describe the basic components of cells and their functions (e.g., cell wall, cell membrane, cytoplasm, nucleus). (LS-M-A1)
Chapter 1, , Lesson 1, Video A, SE page 3; Video B, SE page4; Video C, SE page 5; Process Skill, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Life Science
Structure and Function in Living Systems
17. Compare plant and animal cells and label cell components. (LS-M-A2)
Chapter 1, Lesson 2, Video A, SE page 9

Life Science
Structure and Function in Living Systems
18. Describe the metamorphosis of an amphibian (e.g., frog). (LS-M-A3)
Chapter 12, Lesson 2, Video A, SE page 31 **See also Level A:** **Chapter 1, Lesson 3, Video B, SE page 18; Critical Thinking, SE page 21; Process Skill, SE page 21**

Life Science
Structure and Function in Living Systems
19. Describe the process of photosynthesis and respiration in green plants. (LS-M-A4)
Level C: **Chapter 1, Lesson 2, Video A, SE page 9** **Chapter 7, Lesson 3, Video A, SE page 149** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Science
Structure and Function in Living Systems
20. Describe the levels of structural organization in living things (e.g., cells, tissues, organs, organ systems). (LS-M-A5)
Chapter 1, Lesson 1, Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17

Life Science
Structure and Function in Living Systems
21. Identify diseases caused by germs and how they can be transmitted from person to person. (LS-M-A7)
Chapter 1, KnowZone, SE pages 20-21

Life Science
Populations and Ecosystems
22. Develop and use a simple dichotomous key to classify common plants and animals. (LS-M-C1)
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

Life Science
Populations and Ecosystems
23. Construct food chains that could be found in ponds, marches, oceans, forests, or meadows. (LS-M-C2)
Level C: **Chapter 3, Lesson 1, Video C, SE page 49** **Energy Transfer, SE page 203** **See also Level A:** **Chapter 2, Lesson 2, 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** **See also Level C:** **Chapter 2, Lesson 2, Video A, SE page 39; Video B, SE page 40; Process Skill, SE page 43** **Energy Transfer, SE page 203**

Life Science
Populations and Ecosystems
24. Describe the roles of producers, consumers, and decomposers in a food chain. (LS-M-C2)
Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43

Life Science
Populations and Ecosystems
25. Compare food chains and food webs. (LS-M-C2)
Level C: **Chapter 3, Lesson 1, Video C, SE page 49** **Energy Transfer, SE page 203** **See also Level A:** **Chapter 2, Lesson 2, 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** **See also Level C:** **Chapter 2, Lesson 2, Video A, SE page 39; Video B, SE page 40; Process Skill, SE page 43** **Energy Transfer, SE page 203**

Life Science
Populations and Ecosystems
26. Identify and describe ecosystems of local importance. (LS-M-C3)
Chapter 3, Lesson 1, Video A, SE page 47; Process Skill, SE page 51; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; Critical Thinking, SE page 57; Process Skill, SE page 57; KnowZone, SE pages 58-59

Life Science
Populations and Ecosystems
27. Compare common traits of organisms within major ecosystems. (LS_M-C3)
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37 **Chapter 3, Lesson 1, Video B, SE page 48**

Life Science
Populations and Ecosystems
28. Explain and give examples of predator/prey relationships. (LS-M-C4)
Chapter 2, Lesson 3, Video A, SE page 39 **Chapter 3, Lesson 1, Process Skill, SE page 51** **Energy Transfer, SE page 203** **Se also Level B:** **Chapter 2, Lesson 2, Video A, SE page 39** **Energy Transfer, SE page 203**

Life Science
Adaptations of Organisms
29. Describe adaptations of plants and animals that enable them to thrive in local and other natural environments. (LS-M-D1)
Chapter 2, Lesson 2, Video B, SE page 32; video C, SE page 33; Critical Thinking, SE page 35; KnowZone, SE pages 36-37 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66**

Earth and Space Science
Structure of the Earth
30. Identify organic and inorganic matter in soil samples with the aid of a hand lens or microscope. (ESS-M-A4)
Level C: **Chapter 4, Lesson 3, Video C, SE page 85** **See also Level A;** **Chapter 4, Lesson 2, Video C, SE page 77**

Earth and Space Science
Structure of the Earth
31. Identify common rocks and minerals and explain their uses and economic significance. (ESS-M-A5)
Level C: **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84** **See also Level B:** **Chapter 4, Lesson 2, Video B, SE page 76l Video C, SE page 77; Critical Thinking, SE page 79; Writing in Science, SE page 79; Process Skill, SE page 79; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Critical Thinking, SE page 85; Writing in Science, SE page 85; Process Skill, SE page 85; KnowZone, SE pages 86-87**

Earth and Space Science
Structure of the Earth
32. Demonstrate the results of constructive and destructive forces using models or illustrations. (ESS-M-A7)
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; KnowZone, SE pages 74-75

Earth and Space Science
Structure of the Earth
33. Identify the processes that prevent or cause erosion. (ESS-M-A7)
Chapter 4, Lesson 2, Video B, SE page 78; Critical Thinking, SE page 81; Writing in Science, SE page 81

Earth and Space Science
Structure of the Earth
34. Identify the components of the hydrosphere. (ESS-M-A11)
Chapter 4, Lesson 1, Video A, SE page 69 **Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Process Skill, SE page 101**

Earth and Space Science
Structure of the Earth
35. Identify the atmosphere as a mixture of gases, water vapor, and particulate matter. (ESS-M-A11)
Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93; Critical Thinking, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Earth and Space Science
Structure of the Earth
36. Identify, describe, and compare climate zones (e.g., polar, temperate, tropical). (ESS-M-A11)
Chapter 5, Lesson 3, Video C, SE page 105

Earth and Space Science
Structure of the Earth
37. Identify typical weather map symbols and the type of weather they represent. (ESS-M-A12)
See Level A: **Chapter 5, Lesson 3, Video C, SE page 107** **See also Level B:** **Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106**

Earth and Space Science
Earth History
38. Estimate the range of time over which natural events occur (e.g., lightning in seconds, mountain formation over million of years). (ESS-M-B3)
Chapter 3, Lesson 3, Video A, SE page 61 **Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85** **Chapter 5, Lesson 3, Video C, SE page 105**

Earth and Space Science
Earth in the Solar System Structure of the Earth
39. Identify the physical characteristics of the Sun. (ESS-M-C1)
Chapter 6, Lesson 1, Video A, SE page 113

Earth and Space Science
Earth in the Solar System Structure of the Earth
40. Describe the significance of Polaris as the North Star. (ESS-M-C1)
This concept is not covered at this level.

Earth and Space Science
Earth in the Solar System Structure of the Earth
41. Explain why the Moon, Sun, and stars appear to move from east to west across the sky. (ESS-M-C1)
Level C: **Chapter 6, Lesson 1, Video A, SE page 113** **See also Level B:** **Chapter 6, Lesson 1, Video B, SE page 114**

Earth and Space Science
Earth in the Solar System Structure of the Earth
42. Differentiate among moons, asteroids, comets, meteoroids, meteors, and meteorites. (ESS-M-C2)
Chapter 6, Lesson 1, Video C, SE page 115; Process Skill, SE page 117

Earth and Space Science
Earth in the Solar System Structure of the Earth
43. Describe the characteristics of the inner and outer plants. (ESS-M-C2)
Chapter 6, Lesson 1, Video B, SE page 114; Critical Thinking, SE page 117; Process Skill, SE page 117

Earth and Space Science
Earth in the Solar System Structure of the Earth
44. Explain rotation and revolution by using models or illustrations. (ESS-M-C4)
Chapter 6, Lesson 2, Video A, SE page 1121; Video C, SE page 123; Process Skill, SE page 125

Earth and Space Science
Earth in the Solar System Structure of the Earth
45. Identify Earth's position in the solar system. (ESS-M-C5)
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE page 118-119

Earth and Space Science
Earth in the Solar System Structure of the Earth
46. Identify and explain the interaction of the processes of the water cycle. (ESS-M-C6)
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101

Earth and Space Science
Earth in the Solar System Structure of the Earth
47. Identify and explain advances in technology that have enabled the exploration of space. (ESS-M-C8)
Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131

Science and the Environment
48. Determine the ability of an ecosystem to support a population (carrying capacity) by identifying the resources needed by that population. (SE-M-A2)
Level C: **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51: Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65** **See also Level A:** **Chapter 2, Lesson 2, Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video B, SE page 62** **See also Level B:** **Chapter 2, Lesson 1, Video C, SE page 26; Critical Thinking, SE page 29** **Chapter 3, Lesson 3, Video B, SE page 62**

Science and the Environment
49. Identify and give examples of pollutants found in water, air, and soil. (SE-M-A3)
Chapter 3, Lesson 3, Video B, SE page 62 **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Science and the Environment
50. Describe the consequences of several types of human activities on local ecosystems (e.g., polluting streams, regulating hunting, introducing nonnative species. (SE-M-A4)
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video A, SE page 61; Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78** **Chapter 5, Lesson 1, Video C, SE page 93; Critical thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 3, Video B, SE page 150** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Science and the Environment
51. Describe naturally occurring cycles and identify where they are found (e.g., carbon, nitrogen, water, oxygen). (SE-M-A7)
Chapter 3, Lesson 1, Video C, SE page 49; Writing in Science, SE page 51 **Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101**

SRA Snapshots Video Science: Levels B and C
correlation to
Louisiana *i*LEAP 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

Science as Inquiry
1. Designing an Investigation
• Identify testable questions, questions that guide investigations/experiments, and questions to consider during an investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Identify problems in an investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Identify the components of an investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Use multiple sources to answer questions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, SE page 29; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science as Inquiry
1. Designing an Investigation
• Select appropriate experimental design or setup.
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**

Science as Inquiry
1. Designing an Investigation
• Predict outcomes of an investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Identify correct procedure in an investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Identify the independent variable, dependent variable, and/or variables that should be controlled or constant in an investigation.
Chapter 1, Lesson 2, Process Skill, SE page 13; Lesson 3, Process Skill, SE page 19 **Chapter 3, Lesson 3, Process Skill, SE page 65** **Chapter 7, Lesson 2, Process Skill, SE page 147** **Chapter 8, Lesson 2, Process Skill, SE page 167**

Science as Inquiry
1. Designing an Investigation
• Select appropriate tools, equipment, and technology to use in an investigation.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4: Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2 Process Skill, SE page 191**

Science as Inquiry
1. Designing an Investigation
• Use metric system of measure using appropriate or accurate units.
Chapter 1, LabTime Hands-On Activity 1, TRB page 15, TG page 30 **Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB page 87, TG page 102** **Chapter 7, Lesson 2, Video C, SE page 165; LabTime Hands-On Activity 7, TRB page 123, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB page 141, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE page 200-201**

Science as Inquiry
1. Designing an Investigation
• Identify appropriate safety tools and procedures.
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**

Science as Inquiry
1. Designing an Investigation
• Identify correct setup between varying investigations,
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**

Science as Inquiry
1. Designing an Investigation
• Identify ways to improve the investigation.
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**

Science as Inquiry
1. Designing an Investigation
• Identify mistakes in procedures.
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**

Science as Inquiry
1. Designing an Investigation
• Identify alternate methods for investigation using same tools.
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**

Science as Inquiry
2. Communication
• Understand and be able to identify the difference between a description and an explanation.
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**

Science as Inquiry
2. Communication
• Use data tables, charts, circle graphs, line graphs, bar graphs, diagrams, scatter plots, and symbols to collect, record, and report 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**

Science as Inquiry
2. Communication
• Develop an explanation of experimental 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, 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**

Science as Inquiry
2. Communication
• Identify patterns in data.
Chapter 2, Lesson 2, Video A, SE page 31 **Chapter 3, Lesson 1, Video C, SE page 49; Writing in Science, SE page 51** **Chapter 4, Lesson 3, Video A, SE page 83** **Chapter 5, Lesson 2, Video B, SE page 98; Process Skill, SE page 101** **Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123** **Food Web, SE page 203** **The Water Cycle, SE page 204** **Earth in Space, SE page 205**

Science as Inquiry
2. Communication
• Use models to explain natural phenomena or conclusions from investigations.
Chapter 1, Lesson 1, Process Skill, SE page 7 **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 9, Lesson1, Process Skill, SE page 183**

Science as Inquiry
2. Communication
• Predict trends supported by data.
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**

Science as Inquiry
2. Communication
• Recognize there are multiple ways to interpret data that may result in alternate 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, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; 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**

Science as Inquiry
2. Communication
• Identify statements not supported by data or identify faulty reasoning.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; 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**

Science as Inquiry
2. Communication
• Understand and be able to identify the difference between an observation and an inference.
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**

Science as Inquiry
2. Communication
• Communicate results of investigations.
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**

Science as Inquiry
2. Communication
• Identify statements that explain data.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Recognize that scientists use logical processes to solve problems.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Review other scientists' work before beginning an investigation.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Recognize how technology expands the human senses.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4: Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2 Process Skill, SE page 191**

Science as Inquiry
3. Technology and the Work of Scientists
• Recognize that present technology limits answering all questions.
Chapter 5, Lesson 2, Process Skill, SE page 95

Science as Inquiry
3. Technology and the Work of Scientists
• Recognize that there is an acceptable range of variation in collected data.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Identify mean, median, mode, and range from a given set of data.
Chapter 4, Lesson 1, Math in Science, SE page 73 **Chapter 5, Lesson 2, Math in Science, SE page 101**

Science as Inquiry
3. Technology and the Work of Scientists
• Identify problems in models, experimental design.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science as Inquiry
3. Technology and the Work of Scientists
• Understand how scientists communicate about investigations in progress and findings.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Describe how/why scientific theories change.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 2, Critical Thinking, SE page 35** **Chapter 3, Lesson 1, Critical Thinking, SE page51; Lesson 3, Critical Thinking, SE page 65** **Chapter 4, Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Critical Thinking, SE page 95** **Chapter 7, Lesson 2, Critical Thinking, SE page 147** **Chapter 8, Lesson 2, Critical Thinking, SE page 167; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; , Critical Thinking, SE page 197**

Science as Inquiry
3. Technology and the Work of Scientists
• Verify experiments through multiple investigations/trials.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Solve problems and form new ideas as a result of scientific 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, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, 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, Lesson 2, Process Skill, SE page 167; 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**

Science as Inquiry
3. Technology and the Work of Scientists
• Identify how technology has changed human life.
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**

Science as Inquiry
3. Technology and the Work of Scientists
• Evaluate the impact of research on scientific thought, society, and the environment.
Chapter 1, KnowZone, SE page 20-21 **Chapter 3, Lesson 2, Video B, SE page 62** **Chapter 4, Lesson 2, Video A, SE page77; 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**

Physical Science
1. Chemical and Physical Properties of Matter
• Compare physical properties of objects of the same material.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video B, SE page 144; Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Physical Science
1. Chemical and Physical Properties of Matter
• Identify the electrical charge of protons, neutrons, and electrons and describe where they are found in an atom.
Chapter 7, Lesson 1, Video A, SE page 135; Critical Thinking, SE page 139; KnowZone, SE page 140-141

Physical Science
1. Chemical and Physical Properties of Matter
• Identify physical and chemical properties of various substances.
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; Critical Thinking, SE page 147 **Chapter 8, Lesson 2, Video A, SE page 163**

Physical Science
1. Chemical and Physical Properties of Matter
• Group substances by observable and measurable physical or chemical properties.
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; Critical Thinking, SE page 147 **Chapter 8, Lesson 2, Video A, SE page 163**

Physical Science
1. Chemical and Physical Properties of Matter
• Explain how water changes from a solid to a liquid to a gas.
Chapter 7, Lesson 1, Video B, SE page 136

Physical Science
1. Chemical and Physical Properties of Matter
• Identify new substances formed during common chemical reactions.
Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138**

Physical Science
2. Forces, Motion, and Energy
• Compare, calculate, and graph the average speeds of objects in motion (metric and U.S. system).
Chapter 9, KnowZone, SE pages 184-185; Lesson 2, Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191

Physical Science
2. Forces, Motion, and Energy
• Identify that gravity accelerates all falling objects at the same rate in the absence of air resistance.
Chapter 9, Lesson 1, Video B, SE page 180

Physical Science
2. Forces, Motion, and Energy
• Identify examples of potential and kinetic energy.
Chapter 8, Lesson 1, Video B, SE page 158; Critical Thinking, SE page 161; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Physical Science
2. Forces, Motion, and Energy
• Classify energy resources as renewable, nonrenewable, or inexhaustible.
Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175

Physical Science
2. Forces, Motion, and Energy
• Use photosynthesis and the water cycle to identify the Sun as Earth's primary energy source.
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video A, SE page 49** **Chapter 5, Lesson 1, Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101** **Chapter 6, Lesson 1, Video A, SE page 113; Lesson 2, Video A, SE page 121** **Chapter 8, Lesson 3, Video C, SE page 173**

Physical Science
2. Forces, Motion, and Energy
• Identify size and shape of a shadow when the change in position of a light source occurs.
See Level A: **Chapter 9, Lesson 1, Video A, SE page 191; Video A, TG page 163**

Physical Science
2. Forces, Motion, and Energy
• Explain that heat, light, and mechanical energy are produced by electricity.
Chapter 8, Lesson 3, Video A, SE page 171

Life Science
1. Plant and Animal Cells
• Identify the cell as the basic unit of living things.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5

Life Science
1. Plant and Animal Cells
• Identify the components of the cell and describe the functions of each.
Chapter 1, , Lesson 1, Video A, SE page 3; Video B, SE page4; Video C, SE page 5; Process Skill, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Life Science
1. Plant and Animal Cells
• Compare plant and animal cells.
Chapter 1, Lesson 2, Video A, SE page 9

Life Science
1. Plant and Animal Cells
• Describe the metamorphosis of a frog.
Chapter 12, Lesson 2, Video A, SE page 31 **See also Level A:** **Chapter 1, Lesson 3, Video B, SE page 18; Critical Thinking, SE page 21; Process Skill, SE page 21**

Life Science
1. Plant and Animal Cells
• Describe the process of photosynthesis and respiration in green plants.
Level C: **Chapter 1, Lesson 2, Video A, SE page 9** **Chapter 7, Lesson 3, Video A, SE page 149** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Science
2. Plant and Animal Characteristics
• Identify the levels of organization in living things from cells to organ systems.
Chapter 1, Lesson 1, Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17

Life Science
2. Plant and Animal Characteristics
• Identify how disease caused by germs can be transmitted from person to person.
Chapter 1, KnowZone, SE pages 20-21

Life Science
2. Plant and Animal Characteristics
• Use a simple dichotomous key to classify common plants and animals.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

Life Science
2. Plant and Animal Characteristics
• Describe the roles of producers, consumers, and decomposers in a food chain.
Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43

Life Science
2. Plant and Animal Characteristics
• Compare food chains and food webs.
Level C: **Chapter 3, Lesson 1, Video C, SE page 49** **Energy Transfer, SE page 203** **See also Level A:** **Chapter 2, Lesson 2, 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** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 39; Video B, SE page 40; Process Skill, SE page 43** **Energy Transfer, SE page 203**

Life Science
2. Plant and Animal Characteristics
• Describe various Louisiana ecosystems (marsh, forest, prairie, estuary, swamp, wetland).
Chapter 3, Lesson 1, Video A, SE page 47; Process Skill, SE page 51; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; Critical Thinking, SE page 57; Process Skill, SE page 57; KnowZone, SE pages 58-59

Life Science
2. Plant and Animal Characteristics
• Describe common traits and adaptations that help animals to survive in ecosystems.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37 **Chapter 3, Lesson 1, Video B, SE page 48**

Life Science
2. Plant and Animal Characteristics
• Identify predator/prey relationships.
Chapter 2, Lesson 3, Video A, SE page 39 **Chapter 3, Lesson 1, Process Skill, SE page 51** **Energy Transfer, SE page 203** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 39** **Energy Transfer, SE page 203**

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Identify organic and inorganic matter in soil samples.
Level C: **Chapter 4, Lesson 3, Video C, SE page 85** **See also Level A;** **Chapter 4, Lesson 2, Video C, SE page 77**

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Identify common rocks and minerals and explain their economic significance.
Level C: **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84** **See also Level B:** **Chapter 4, Lesson 2, Video B, SE page 76l Video C, SE page 77; Critical Thinking, SE page 79; Writing in Science, SE page 79; Process Skill, SE page 79; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Critical Thinking, SE page 85; Writing in Science, SE page 85; Process Skill, SE page 85; KnowZone, SE pages 86-87**

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Identify the processes that prevent or cause erosion.
Chapter 4, Lesson 2, Video B, SE page 78; Critical Thinking, SE page 81; Writing in Science, SE page 81

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Identify the components of the hydrosphere.
Chapter 4, Lesson 1, Video A, SE page 69 **Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Process Skill, SE page 101**

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Describe the atmosphere as a mixture of gases, water vapor, and particulate matter.
Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93; Critical Thinking, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Describe and compare the polar, temperate, and tropical climate zones.
Chapter 5, Lesson 3, Video C, SE page 105

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Identify typical and international weather map symbols and the type of weather they represent.
See Level A: **Chapter 5, Lesson 3, Video C, SE page 107** **See also Level B:** **Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106**

Earth and Space Science
1. Characteristics of the Lithosphere, Hydrosphere, and Atmosphere
• Recognize the amount of time it takes for natural events to occur (within seconds, over millions of years).
Chapter 3, Lesson 3, Video A, SE page 61 **Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85** **Chapter 5, Lesson 3, Video C, SE page 105**

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Identify the physical characteristics of the Sun.
Chapter 6, Lesson 1, Video A, SE page 113

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Explain that the rotation of Earth on its axis cause the Moon, Sun, and stars to appear to move from east to west across the sky.
Level C: **Chapter 6, Lesson 1, Video A, SE page 113** **See also Level B:** **Chapter 6, Lesson 1, Video B, SE page 114**

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Describe the characteristics of the inner and outer planets.
Chapter 6, Lesson 1, Video B, SE page 114; Critical Thinking, SE page 117; Process Skill, SE page 117

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Use models or illustrations to explain rotation and revolution.
Chapter 6, Lesson 2, Video A, SE page 1121; Video C, SE page 123; Process Skill, SE page 125

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Identify Earth's position in the solar system.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE page 118-119

Earth and Space Science
2. Characteristics of Objects in the Solar System
• Explain the processes of the water cycle.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101

Science and the Environment
• Identify the ability of an ecosystem to support a population (carrying capacity) and identify the resources needed.
Level C: **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51: Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65** **See also Level A:** **Chapter 2, Lesson 2, Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video B, SE page 62** **See also Level B:** **Chapter 2, Lesson 1, Video C, SE page 26; Critical Thinking, SE page 29** **Chapter 3, Lesson 3, Video B, SE page 62**

Science and the Environment
• Identify pollutants found in water, air, and soil.
Chapter 3, Lesson 3, Video B, SE page 62 **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Science and the Environment
• Describe how human activities have a positive or negative impact on local ecosystems.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video A, SE page 61; Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78** **Chapter 5, Lesson 1, Video C, SE page 93; Critical thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 3, Video B, SE page 150** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Science and the Environment
• Describe the carbon, nitrogen, and oxygen cycles and where they occur (e.g., soil, atmosphere).
Chapter 3, Lesson 1, Video C, SE page 49; Writing in Science, SE page 51 **Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Process Skill, SE page 101**