

SRA Snapshots Video Science™: Level A
correlation to
Minnesota Academic Standards: Science
Grade 3

SRA Snapshots Video Science™ consists of four interdependent components. Each level has four program DVDs that provide engaging video lessons. The student edition (**SE**) provides student friendly text that reinforces the concepts introduced in the video. The Teacher’s Resource Book (**TRB**) provides support activities in a blackline master format. The Teacher’s Guide (**TG**) provides lesson planning, differentiated instruction activities, and answers to all student activities in the Student Edition.

KEY:

Reference	Program Component
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher’s Resource Book
TG	Teacher’s Guide

I. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The Student will understand the use of science as a tool to examine the natural world.
1. The student will explore the use of science as a tool that can help investigate and answers questions about the environment.
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

I. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will understand the nature of scientific investigations.
1. The student will ask questions about the natural world that can be investigated scientifically.
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

I. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will understand the nature of scientific investigations.
2. The student will participate in a scientific investigation using appropriate tools.
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

I. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will understand the nature of scientific investigations.
3. The student will know that scientists use different kinds of investigations on the questions they are trying to answer.
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

II. PHYSICAL SCIENCE
C. Energy Transformation
The student will explore the characteristics and properties of sound and light.
1. The student will investigate how sounds are made when objects vibrate.
Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183; Writing in Science, SE page 183; Process Skill, SE page 183

II. PHYSICAL SCIENCE
C. Energy Transformation
The student will explore the characteristics and properties of sound and light.
2. The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

III. EARTH AND SPACE SCIENCE
B. The Water Cycle, Weather and Climate
The student will investigate weather conditions.
1. The student will measure, record, and describe weather conditions using common instruments.
Chapter 5, KnowZone, SE pages 96-97; Lesson 2, Process Skill, SE page 103; Lesson 3, Video A, SE page 105; Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

III. EARTH AND SPACE SCIENCE
B. The Water Cycle, Weather and Climate
The student will investigate weather conditions.
2. The student will identify cumulus, cirrus, and status clouds.
Chapter 5, Lesson 2, Video B, SE page 100

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will understand the characteristics and relationships of objects in the solar system.
1. The student will recognize the difference between rotation and revolution and their connection to day, night, seasons and 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

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will understand the characteristics and relationships of objects in the solar system.
2. The student will identify the planets in the solar system and their relative sizes, distances and basic characteristics.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will understand the characteristics and relationships of objects in the solar system.
3. The student will observe that the sun supplies heat and light to the Earth.
Chapter 6, Lesson 2, Video A, SE page 119

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will understand the characteristics and relationships of objects in the solar system.
4. The student will know that planets look like stars, but over time they move differently than stars.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

IV. LIFE SCIENCE
B. Diversity of Organisms
The student will recognize that plants and animals have different structures that serve various functions.
1. The student will describe the structures that serve different functions in growth, survival and reproduction for plants and animals.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43

IV. LIFE SCIENCE
B. Diversity of Organisms
The student will recognize that plants and animals have different structures that serve various functions.
2. The student will know that plants have different functions from animals that serve the same necessary functions in growth, survival and reproduction.
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 A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

IV. LIFE SCIENCE
C. Interdependence of Life
The student will understand that an organism's patterns of behavior are related to the nature of its environment.
1. The student will know that organisms interact with one another in various ways besides providing food.
Chapter 1, Lesson 1, Video B, SE page 4; Video C, SE page 5; Lesson 3, Critical Thinking, SE page 21 Chapter 2, Lesson 1, Video C, SE page 29; Critical Thinking, SE page 31; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video C, SE page 41; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 2, Video B, SE page 56; Video C, SE page 57; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

IV. LIFE SCIENCE
C. Interdependence of Life
The student will understand that an organism's patterns of behavior are related to the nature of its environment.
2. The student will know that changes in a habitat can be beneficial or harmful to an organism.
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

IV. LIFE SCIENCE
D. HEREDITY
The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.
1. The student will observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired.
Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41

IV. LIFE SCIENCE
D. HEREDITY
The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.
2. The student will identify similarities and differences between parents and offspring.
Chapter 1, Lesson 3, SE page 19

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

SRA Snapshots Video Science™ consists of four interdependent components. Each level has four program DVDs that provide engaging video lessons. The student edition (**SE**) provides student friendly text that reinforces the concepts introduced in the video. The Teacher’s Resource Book (**TRB**) provides support activities in a blackline master format. The Teacher’s Guide (**TG**) provides lesson planning, differentiated instruction activities, and answers to all student activities in the Student Edition.

KEY:

Reference	Program Component
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher’s Resource Book
TG	Teacher’s Guide

1. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The student will understand how science is used to investigate interactions between people and the natural world.
1. The student will explore the uses and effects of science in our interaction with the natural world.
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

1. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The student will understand how science is used to investigate interactions between people and the natural world.
2. The student will discuss the responsible use of science.
Chapter 1, Lesson 1, Video C, SE page 5; Lesson 3, Critical Thinking, SE page 21 Chapter 2, Lesson 2, Critical Thinking, SE page 29; Lesson 3, Video C, SE page 41 Chapter 3, Lesson 3, Video C, SE page 63; Critical Thinking, SE page 65 Chapter 4, Lesson 1, Critical Thinking, SE page 73 Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; KnowZone, SE pages 102-103; Lesson 3, Critical Thinking, SE page 109 Chapter 6, Lesson 1, Critical Thinking, SE page 117; Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129 Chapter 7, KnowZone, SE pages 140-141 Chapter 8, Lesson 1, Critical Thinking, SE page 161; Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175 Chapter 9, Lesson 1, Critical Thinking, SE page 183; Lesson 2, Critical Thinking, SE page 189; Lesson 3, Video A, SE page 191; Video B, SE page 192; Video C, SE page 193; Critical Thinking, SE page 195; Process Skill, SE page 195; KnowZone, SE pages 196-197

1. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The student will understand how science is used to investigate interactions between people and the natural world.
3. The student will recognize the impact of scientific and technological activities on the natural world.
Chapter 2, Lesson 1, Video B, SE page 26; Lesson 2, Critical Thinking, SE page 25; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

1. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will participate in a controlled scientific investigation.
1. The student will recognize when comparisons might not be fair because some conditions are not kept the same.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 1, Process Skill, SE page 29 Chapter 3, Lesson 3, Process Skill, SE page 65 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

1. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will participate in a controlled scientific investigation.
2. The student will collect, organize, analyze and present data from a controlled experiment.
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

1. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will participate in a controlled scientific investigation.
3. The student will recognize the evidence and logic are necessary to support scientific understandings.
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

II. PHYSICAL SCIENCE
A. Structure of Matter
The student will know that heating and cooling may cause changes to the properties of a substance.
1. The student will observe that heating and cooling can cause changes in state.
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

II. PHYSICAL SCIENCE
A. Structure of Matter
The student will know that heating and cooling may cause changes to the properties of a substance.
2. The student will describe the changes in the properties of a substance when it is heated or cooled.
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

II. PHYSICAL SCIENCE
A. Structure of Matter
The student will know that heating and cooling may cause changes to the properties of a substance.
3. The student will compare and contrast the mass, shape and volume of solids, liquids, and gases.
Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139

II. PHYSICAL SCIENCE
C. Energy Transformations
The student will understand basic electricity and its application in everyday life.
1. The student will explore simple electrical circuits using components such as wires, batteries and bulbs.
Chapter 9, Lesson 1, Video C, SE page 181

II. PHYSICAL SCIENCE
C. Energy Transformations
The student will understand basic electricity and its application in everyday life.
2. The student will investigate static electricity.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Process Skill, SE page 183

II. PHYSICAL SCIENCE
C. Energy Transformations
The student will understand basic electricity and its application in everyday life.
3. The student will identify objects and materials that conduct electricity and those that are insulators.
Chapter 9, Lesson 1, Video B, SE page 180

II. PHYSICAL SCIENCE
E. Forces of Nature
The student will understand that a relationship exists between electricity and magnetism.
1. The student will demonstrate how a wire and a magnet can be used to generate an electric current.
Chapter 9, Lesson 1, Video C, SE page 181; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

II. PHYSICAL SCIENCE
E. Forces of Nature
The student will understand that a relationship exists between electricity and magnetism.
2. The student will demonstrate how an electric current can make an iron object magnetic.
Chapter 9, Lesson 2, Video B, SE page 186; Video C, SE page 187; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will investigate the impact humans have on the environment.
1. The student will identify and investigate environmental issues and potential solutions.
Chapter 1, Lesson 3, Process Skill, SE page 21
Chapter 2, Lesson 1, Process Skill, SE page 29; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43
Chapter 3, Lesson 2, Critical Thinking, SE page 59; Process Skill, SE page 59; Lesson 3, Video C, SE page 63; Process Skill, SE page 63; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 5, Lesson 1, Video C, SE page 93

III. EARTH AND SPACE SCIENCE
B. The Water Cycle, Weather and Climate
The student will recognize that water on Earth cycles and exists in many forms.
1. The student will describe the water cycle involving the processes of evaporation, condensation, precipitation, and collection.
Chapter 5, Lesson 1, Video A, SE page 91
The Water Cycle, SE page 204

III. EARTH AND SPACE SCIENCE
B. The Water Cycle, Weather and Climate
The student will recognize that water on Earth cycles and exists in many forms.
2. The student will identify where water exists on Earth.
Chapter 3, Lesson 2, Video A, SE page 55
Chapter 4, Lesson 1, Video A, SE page 69

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will identify the patterns and movements of celestial objects.
1. The student will recognize that the stars in the sky appear to slowly move from east to west.
Chapter 6, Lesson 1, Video B, SE page 114

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will identify the patterns and movements of celestial objects.
2. The student will identify the sun as an average-sized star and that the other stars are do far away that they look like points of light.
Chapter 6, Lesson 1, Video A, SE page 113

III. EARTH AND SPACE SCIENCE
C. The Universe
The student will identify the patterns and movements of celestial objects.
3. The student will know that telescopes magnify distant objects in the sky and dramatically increase the number of stars we can see.
Chapter 6, Lesson 3, Video A, SE page 125; Video B, 126; Video C, SE page 127; KnowZone, SE pages 130-131

IV. LIFE SCIENCE
A. Cells
The student will know that all organisms are composed of cells, which are the fundamental units of life.
1. The student will recognize that cells are very small, and that all living things consist of one or more cells.
Level B: Chapter 1, Lesson 1, Video A, SE page 3
See also Level C: Chapter 1, Lesson 1, Video A, SE page 3; Lesson 3, Video A, SE page 15; Video B, SE page 16; Critical Thinking, SE page 19

IV. LIFE SCIENCE
A. Cells
The student will know that all organisms are composed of cells, which are the fundamental units of life.
2. The student will recognize that cells need: food, water and air, a way to dispose of waste, and an environment in which they can live.
Level B: Chapter 1, Lesson 1, Video A, SE page 3
See also Level C: Chapter 1, Lesson 1, Video B, SE page 4; Video C, SE page 5; Critical Thinking, SE page 7; Lesson 2, Video A, SE page 9; Lesson 3, Video A, SE page 15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

IV. LIFE SCIENCE
B. Diversity of Organisms
The student will know that living things can be sorted into groups in many ways according to their varied characteristics, structures and behaviors.
1. The student will classify plants and animals according to their physical characteristics.
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

IV. LIFE SCIENCE
B. Diversity of Organisms
The student will know that living things can be sorted into groups in many ways according to their varied characteristics, structures and behaviors.
2. The student will learn that the characteristics used for grouping depends on the purpose of the grouping.
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

IV. LIFE SCIENCE
G. Human Organism
The student will know the structures that serve various functions in the human body, including protection from disease.
1. The student will understand that humans have structures that serve functions in growth, survival and reproduction.
See Level C: Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17

IV. LIFE SCIENCE
G. Human Organism
The student will know the structures that serve various functions in the human body, including protection from disease.
2. The student will know that germs entering the body can cause disease, and that the body has defenses against these germs.
See Level A: Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59

IV. LIFE SCIENCE
G. Human Organism
The student will know the structures that serve various functions in the human body, including protection from disease.
3. The student will know that there are many diseases that can be prevented by vaccination.
This concept is not covered at this level.

SRA Snapshots Video Science™: Level C
correlation to
Minnesota Academic Standards: Science
Grade 5

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KEY:

Reference	Program Component
Video	Video lessons on program DVDs
SE	Student Edition
TRB	Teacher’s Resource Book
TG	Teacher’s Guide

I. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The student will understand that communication is essential to science.
1. The student will know that current scientific knowledge and understanding guide scientific 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

I. HISTORY AND NATURE OF SCIENCE
A. Scientific World View
The student will understand that communication is essential to science.
2. The student will recognize that clear communication of methods, findings and critical review is an essential part of doing science.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, 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

I. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will understand the process of scientific investigations.
1. The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.
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

I. HISTORY AND NATURE OF SCIENCE
B. Scientific Inquiry
The student will understand the process of scientific investigations.
2. The student will observe that when a science investigation or experiment is repeated, a similar result is expected.
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

I. HISTORY AND NATURE OF SCIENCE
C. Scientific Enterprise
The student will recognize that science and technology involve different kinds of work and engages men and women of all backgrounds.
1. The student will describe different kinds of work done in science and technology.
Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7; KnowZone, SE pages 20-21 Chapter 2, Lesson 1, Video B, SE page 26; Critical Thinking, SE page 29 Chapter 3, Lesson 2, Video C, SE page 55; Critical Thinking, SE page 57; KnowZone, SE pages 58-59 Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 Chapter 6, KnowZone, SE page 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131 Chapter 7, KnowZone, SE pages 140-141

I. HISTORY AND NATURE OF SCIENCE
C. Scientific Enterprise
The student will recognize that science and technology involve different kinds of work and engages men and women of all backgrounds.
2. The student will identify men and women of various backgrounds and ages who have been involved in science and technology, both past and present.
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

II. PHYSICAL SCIENCE
D. Motion
The student will understand that changes in speed or direction of motion are caused by forces.
1. The student will investigate the use of a lever, inclined plane and wheel and axle to move objects.
See Level A:
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
See also Level B:
Chapter 8, Lesson 3, Video C, SE page 173; Math in Science, SE page 175; Process Skill, SE page 175

II. PHYSICAL SCIENCE
D. Motion
The student will understand that changes in speed or direction of motion are caused by forces.
2. The student will demonstrate that the greater the force applied, the greater the change in motion.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Process Skill, SE page 183; Lesson 3, video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will explore the structures and functions of Earth systems.
1. The student will recognize the natural processes that cause rocks to break down into smaller pieces and eventually soil.
Chapter 4, Lesson 2, Video A, SE page 77; Process Skill, SE page 81; Lesson 3, Video A, SE page 83; Process Skill, SE page 87

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will explore the structures and functions of Earth systems.
2. The student will investigate the formation, composition and properties of soil.
Level C:
Chapter 4, Lesson 3, Video C, SE page 85
See also Level A:
Chapter 4, Lesson 2, Video C, SE page 77; Critical Thinking, SE page 79; Process Skill, SE page 79

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will explore the structures and functions of Earth systems.
3. The student will describe how waves, wind, water and ice shape and reshape the Earth's surface.
Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Process Skill, SE page 81; Lesson 3, Process Skill, SE page 87

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will explore the structures and functions of Earth systems.
4. The student will describe the impact of floods, tornadoes, earthquakes and volcanoes on the Earth.
Chapter 4, Lesson 1, Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; KnowZone, SE pages 74-75; Lesson 2, Video B, SE page 78
Chapter 5, Lesson 3, video B, SE page 104; Critical Thinking, SE page 107; KnowZone, SE pages 108-109

III. EARTH AND SPACE SCIENCE
A. Earth Structure and Processes
The student will explore the structures and functions of Earth systems.
5. The student will explore the interaction of the lithosphere, atmosphere, biosphere, hydrosphere and space.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; KnowZone, SE pages 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Process Skill, SE page 81; Lesson 3, Video A, SE page 83; Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Critical Thinking, SE page 95; 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; Lesson 3, Video A, SE page 104; Video C, SE page 105; Critical Thinking, SE page 107; Process Skill, SE page 107; KnowZone, SE pages 108-109
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123; Critical Thinking, SE page 125; Process Skill, SE page 125
The Planet Earth, SE page 204
Earth in Space, SE page 205

IV. LIFE SCIENCE
E. Biological Populations Change Over Time
The student will know that biological populations change over time.
1. The student will recognize that individuals of the same species differ in their characteristics and that sometimes the differences give individuals an advantage in surviving and reproducing.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

IV. LIFE SCIENCE
E. Biological Populations Change Over Time
The student will know that biological populations change over time.
2. The student will recognize that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival.
Chapter 2, Lesson 1, Video C, SE page 27
Chapter 4, Lesson 3, Video A, SE page 83

IV. LIFE SCIENCE
E. Biological Populations Change Over Time
The student will know that biological populations change over time.
3. The student will compare the structure of fossils to one another and to living organisms.
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 4, Lesson 3, Video A, SE page 83

IV. LIFE SCIENCE
F. Flow of Matter and Energy
The student will know that matter and energy flow into, out of, and within a biological system.
1. The student will recognize that organisms need energy to stay alive and grow, and that this energy originates from the sun.
Level C: Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51 Food Web, SE page 203 Energy Pyramid, SE page 203
See also Level B: Chapter 1, 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 Food Web, SE page 203 Energy Pyramid, SE page 203

IV. LIFE SCIENCE
F. Flow of Matter and Energy
The student will know that matter and energy flow into, out of, and within a biological system.
2. The student will use food webs to describe the relationships among producers, consumers, and decomposers in an ecosystem in Minnesota.
Level C: Chapter 3, Lesson 1, Video C, SE page 49 Food Web, SE page 203 Energy Pyramid, SE page 203
See also Level B: Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Food Web, SE page 203 Energy Pyramid, SE page 203

IV. LIFE SCIENCE
F. Flow of Matter and Energy
The student will know that matter and energy flow into, out of, and within a biological system.
3. The student will recognize that organisms are growing, dying, and decaying, and that their matter is recycled.
Chapter 1, Lesson 1, Video B, SE page 4; Video C, SE page 5 Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37 Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video B, SE page 62