

***SRA Snapshots Video Science™: Level A***  
**correlation to**  
**Mississippi Science Framework**  
**Grade 3**

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

**KEY:**

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

Content Strands:  
 Life Science (L)  
 Physical Science (P)  
 Earth and Space Science (E)

1. Investigate the interactions of objects and organisms. (L, E)
a. Identify major causes of endangerment and extinction.
<b>Chapter 3, Lesson 3, Video C, SE page 63; Critical Thinking, SE page 65</b>

1. Investigate the interactions of objects and organisms. (L, E)
b. Distinguish between harmful and helpful human actions on the environment.
<b>Chapter 2, Lesson 1, Video C, SE page 27; Critical Thinking, SE page 29; Lesson 2, Critical Thinking, SE page 35; Process Skill, SE page 35</b>
<b>Chapter 3, Lesson 3, Video B, SE page 62; Critical Thinking, SE page 65</b>

1. Investigate the interactions of objects and organisms. (L, E)
c. Describe methods to prevent pollution of the environment.
<b>Chapter 3, Lesson 3, Video C, SE page 62</b>
<b>Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Process Skill, SE page 87</b>
<b>Chapter 5, Lesson 2, Video C, SE page 101</b>
<b>Chapter 9, Lesson 3, Video C, SE page 195</b>

2. Explore the components of living systems. (L)
a. Classify and identify different types of seeds.
<b>Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30</b>

2. Explore the components of living systems. (L)
b. Compare and contrast dicot and monocot seeds.
<b>Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19</b>

2. Explore the components of living systems. (L)
c. Demonstrate photosynthesis.
<b>Chapter 2, Lesson 2, Video A, SE page 31</b>

2. Explore the components of living systems. (L)
d. Show that plants grow from other parts and explain the germination of seeds.
<b>Chapter 1, Lesson 3, Video C, SE page 19; Critical Thinking, SE page 21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30</b>

2. Explore the components of living systems. (L)
e. Label the parts and functions of a flower.
<b>Chapter 1, Lesson 3, Video C, SE page 19</b>

2. Explore the components of living systems. (L)
f. Explain methods of pollination.
<b>Chapter 1, Lesson 3, Video C, SE page 19</b>

2. Explore the components of living systems. (L)
g. Understand the functions of the skeletal system and label major bones of the human body.
<b>See Level C; Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17</b>

3. Identify and describe the appearance of stars in the night sky. (E, P)
a. Locate and identify constellations as imaginary patterns of stars that remain fixed in shape from night to night.
<b>Chapter 6, Lesson 3, Video A, SE page 127</b>

3. Identify and describe the appearance of stars in the night sky. (E, P)
b. Describe the actual nature of stars as distant suns that appear small and faint only because of their great distances.
<b>Chapter 6, Lesson 2, Video A, SE page 119; Lesson 3, Video A, SE page 127; Critical Thinking, SE page 131; Process Skill, SE page 131</b>

4. Discover how internal and external forces affect the Earth's surface. (E)
a. Describe the three major layers of the Earth.
<b>Level A: Earth's Layers, SE page 204</b>
<b>See also Level B: 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 Earth's Layers, SE page 204</b>

4. Discover how internal and external forces affect the Earth's surface. (E)
b. Examine and identify rocks of different types (metamorphic, sedimentary, and igneous).
<b>Level A: Chapter 4, Lesson 2, Video A, SE page 75</b>
<b>See also Level B: Chapter 4, Lesson 3, Video A, SE page 83; Critical Thinking, SE page 85; Writing in Science, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84</b>

4. Discover how internal and external forces affect the Earth's surface. (E)
c. Discuss places fossils can be found.
<b>Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81</b>

4. Discover how internal and external forces affect the Earth's surface. (E)
d. Relate how internal forces affect the Earth's surface including earthquakes and volcanoes.
<b>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</b>

5. Examine changes in matter. (P)
a. Identify and demonstrate chemical changes.
<b>Chapter 8, Lesson 2, Video C, SE page 165; Critical Thinking, SE page 167</b>

5. Examine changes in matter. (P)
b. Identify and demonstrate physical changes.
<b>Chapter 8, Lesson 2, Video B, SE page 164; Critical Thinking, SE page 167; Lesson 3, Video A, SE page 171</b>

6. Analyze changes in matter. (E)
a. Label an illustration of the water cycle.
<b>Chapter 5, Lesson 2, Video B, SE page 160; Video C, SE page 101; Critical Thinking, SE page 103 The Water Cycle, SE page 204</b>

6. Analyze changes in matter. (E)
b. Collect and graph weather data.
<b>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</b>

7. Develop the process of measurement and related concepts. (L, E, P)
a. Identify and compare differences among length, weight/mass, and capacity/volume using English and metric measures.
<b>Chapter 3, Lesson 2, Math in Science, SE page 59; Lesson 3, Process Skill, SE page 65 Chapter 5, Lesson 2, Process Skill, SE page 103; Lesson 3, Video A, SE page 105 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 1, Video C, SE page 159; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 The Metric System, SE pages 200-201</b>

7. Develop the process of measurement and related concepts. (L, E, P)
b. Choose appropriate units of measurement for length, weight/mass, and capacity/volume.
<b>Chapter 3, Lesson 2, Math in Science, SE page 59; Lesson 3, Process Skill, SE page 65 Chapter 5, Lesson 2, Process Skill, SE page 103 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 1, Video C, SE page 159; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 The Metric System, SE pages 200-201</b>

7. Develop the process of measurement and related concepts. (L, E, P)
c. Convert between pints, quarts, and gallons.
<b>The Metric System, SE pages 200-201</b>

7. Develop the process of measurement and related concepts. (L, E, P)
d. Convert miles to feet and yards.
<b>The Metric System, SE pages 200-201</b>

7. Develop the process of measurement and related concepts. (L, E, P)
e. Compare metric measurements to English measurements.
<b>The Metric System, SE pages 200-201</b>

7. Develop the process of measurement and related concepts. (L, E, P)
f. Using various types of instruments measure: <ul style="list-style-type: none"> <li>• Length in millimeters, meters, kilometers</li> <li>• Mass in grams and kilograms</li> <li>• Capacity/volume in milliliters and liters</li> <li>• Time to nearest minute</li> <li>• Temperature in Celsius and Fahrenheit.</li> </ul>
<b>Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page 167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173</b>

7. Develop the process of measurement and related concepts. (L, E, P)
g. Use manipulatives and gridded regions to determine area of shapes.
<b>This concept is not covered at this level.</b>

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

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**KEY:**

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

Content Strands:  
 Life Science (L)  
 Physical Science (P)  
 Earth and Space Science (E)

1. Investigate the ability of living things to adapt to their environment. (L)
a. Compare food chains and food webs.
<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; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43</b>

1. Investigate the ability of living things to adapt to their environment. (L)
b. Compare and contrast adaptations necessary for animals and plants to survive in different habitats.
<b>Chapter 1, Lesson 2, Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Writing in Science, SE page 13; KnowZone, SE pages 14-15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30</b> <b>Chapter 2, KnowZone, SE pages 36-37</b> <b>Chapter 3, Lesson 2, Video B, SE page 56</b>

2. Explore the interactions of components in living systems. (L)
a. Identify parts and basic functions of various body systems (circulatory, respiratory, digestive, skeletal and nervous systems).
<b>See Level C:</b> <b>Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17</b>

2. Explore the interactions of components in living systems. (L)
b. Analyze the circulatory system.
<b>See Level C:</b> <b>Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17</b>

2. Explore the interactions of components in living systems. (L)
c. Group animals as invertebrates or vertebrates.
<b>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</b>

2. Explore the interactions of components in living systems. (L)
d. Explore the four requirements necessary for photosynthesis.
<b>Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48</b>

2. Explore the interactions of components in living systems. (L)
e. Compare and contrast flowering and non-flowering plants.
<b>Chapter 1, Lesson 2, 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</b>

3. Communicate an understanding of the interaction of bodies in the solar system. (E, P)
a. Explain why the apparent size of an object depends on its distance from the observer.
<b>Chapter 6, Lesson 1, Video A, SE page 113; Lesson 3, Video A, SE page 125</b>

3. Communicate an understanding of the interaction of bodies in the solar system. (E, P)
b. Describe the interaction between the Earth, Sun, Earth's moon, and planets of the solar system.
<b>Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117</b>

3. Communicate an understanding of the interaction of bodies in the solar system. (E, P)
c. Describe the apparent motion of constellations in the night sky (east to west throughout the night, east to west throughout the year).
<b>See Level A: Chapter 6, Lesson 3, Video A, SE page 127</b>

4. Identify and describe the visual and telescopic appearance of planets and moons. (E,P)
a. Locate and identify planets as bright, shining bodies that move in front of the background of constellations.
<b>Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Critical Thinking, SE page 123; Process Skill, SE page 123</b>

4. Identify and describe the visual and telescopic appearance of planets and moons. (E,P)
b. Explain the nature of telescopes as devices that collect light and enlarge the apparent size of distant objects to reveal otherwise unseen features.
<b>Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Critical Thinking, SE page 129</b>

4. Identify and describe the visual and telescopic appearance of planets and moons. (E,P)
c. Describe the physical features of the moon (craters, plains, mountains) and the planets.
<b>Chapter 6, Lesson 1, Video C, SE page 115; Writing in Science, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120</b>

5. Discover the effects of external forces on the Earth's surface. (E)
a. Describe how external forces including heat, wind, and water affect the Earth's surface.
<b>Chapter 4, Lesson 2, Video A, SE page 75; Critical Thinking, SE page 79</b>

5. Discover the effects of external forces on the Earth's surface. (E)
b. Using maps, students identify watershed and run-off patterns of local areas.
<b>Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93</b>

5. Discover the effects of external forces on the Earth’s surface. (E)
c. Group landform examples by the forces that may have created them.
<b>See Level A:</b> <b>Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84</b>
<b>See also Level C:</b> <b>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; Lesson 2, Video C, SE page 79; Critical Thinking, SE page 81</b>

6. Explore changes that occur in the Earth’s atmosphere. (E)
a. Analyze and predict the weather using the thermometer, anemometer, rain gauge, barometer, and hydrometer.
<b>Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Process Skill, SE page 101; Lesson 3, Video C, SE page 107; Critical Thinking, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>

6. Explore changes that occur in the Earth’s atmosphere. (E)
b. Recognize and collect data of extreme weather conditions.
<b>See Level A:</b> <b>Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video B, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109; Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>
<b>See also Level C:</b> <b>Chapter 5, Lesson 3, Video B, SE page 104; Critical Thinking, SE page 107</b>

7. Discover how environmental concerns relate to the hydrosphere, lithosphere, and atmosphere. (E,L)
a. Describe ways to protect the air we breathe.
<b>Chapter 5, Lesson 2, Video A, SE page 97; Critical Thinking, SE page 101; KnowZone, SE pages 102-103</b>

7. Discover how environmental concerns relate to the hydrosphere, lithosphere, and atmosphere. (E,L)
b. Recognize the need for conservation of water resources.
<b>Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66</b> <b>Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95</b>

7. Discover how environmental concerns relate to the hydrosphere, lithosphere, and atmosphere. (E,L)
c. Discuss the ways man can protect and manage organisms in the environment.
<b>Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7</b> <b>Chapter 2, Lesson 1, Video B, SE page 26; Critical Thinking, SE page 29; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43</b> <b>Chapter 3, Lesson 2, Critical Thinking, SE page 59; Lesson 3, video B, SE page 62</b>

8. Investigate the changes in the states of matter. (P)
a. Observe that matter occupies space and has mass and volume.
<b>Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136</b>

8. Investigate the changes in the states of matter. (P)
b. Demonstrate transformations of the states of matter.
<b>Chapter 7, Lesson 2, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139</b>

8. Investigate the changes in the states of matter. (P)
c. Explore and classify physical and chemical changes.
<b>Chapter 7, Lesson 3, Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>

9. Examine the different forms of energy. (E, L, P)
a. Differentiate energy as potential or kinetic energy.
<b>Chapter 8, Lesson 2, Video B, SE page 172; Critical Thinking, SE page 175</b>

9. Examine the different forms of energy. (E, L, P)
b. Identify and explore forms of energy such as heat, sound, light, or electricity.
<b>Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Lesson 2, Video A, SE page 163; Video B, SE page 164; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156</b>
<b>Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 185</b>

9. Examine the different forms of energy. (E, L, P)
c. Demonstrate the use of the sun as an energy source.
<b>Chapter 8, Lesson 2, Video A, SE page 163</b>
<b>Chapter 9, Lesson 3, Video B, SE page 192</b>

10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P)
a. Measure a given object using specified scientific measurement (English and metric).
<b>Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>
<b>Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120</b>
<b>Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147; Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>
<b>The Metric System, SE pages 200-201</b>

10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P)
b. Select, use, compare and convert within the appropriate standard (English and metric) system of measurement.
<b>Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>
<b>Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120</b>
<b>Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147; Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>
<b>The Metric System, SE pages 200-201</b>

10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P)
c. Identify the attributes of length, weight, capacity/volume, mass, time, and temperature using English and metric units of measurement.
<b>Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>
<b>Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120</b>
<b>Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147; Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>
<b>The Metric System, SE pages 200-201</b>



10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P)

d. Calculate and solve problems with elapsed time.

**Level B:**

**Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30**

**See also Level A:**

**Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

**See also Level C:**

**Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

**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**

***SRA Snapshots Video Science™: Level C***  
**correlation to**  
**Mississippi Science Framework**  
**Grade 5**

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**KEY:**

<b>Reference</b>	<b>Program Component</b>
<b>Video</b>	Video lessons on program DVDs
<b>SE</b>	Student Edition
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<b>TG</b>	Teacher’s Guide

Content Strands:  
 Life Science (L)  
 Physical Science (P)  
 Earth and Space Science (E)

1. Identify and describe structures and functions of living systems. (L, E)
a. Investigate levels of organization in organisms including cells, tissues, organs, organ systems, whole organisms, and ecosystems.
<b>Chapter 1, Lesson 1, Video A, SE page 3; Critical Thinking, SE page 7; Process Skill, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17; Critical Thinking, SE page 19</b> <b>Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Critical Thinking, SE page 29; Process Skill, SE page 29; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43</b> <b>Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48</b>

1. Identify and describe structures and functions of living systems. (L, E)
b. Explore ecosystems and biomes.
<b>Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Critical Thinking, 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</b>

2. Identify and describe reproduction and heredity of organisms. (L, P)
a. Define and recognize examples of sexual and asexual reproduction.
<b>Chapter 2, Lesson 2, Video A, SE page 31; Critical Thinking, SE page 35; Math in Science, SE page 35; KnowZone, SE pages 36-37</b>

2. Identify and describe reproduction and heredity of organisms. (L, P)
b. Explore how traits are used to classify individual inheritance patterns.
<b>Chapter 2, Lesson 2, Video B, SE page 32</b>

3. Determine the factors that influence the regulation and behavior of organisms. (L, E)
a. Identify and describe resources needed to grow, reproduce, maintain, and survive in a changing environment.
<b>Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Lesson 3, Video A, SE page 61; Process Skill, SE page 65</b>

3. Determine the factors that influence the regulation and behavior of organisms. (L, E)
b. Investigate ways organisms adapt to their environment.
<b>Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48</b>
<b>Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66</b>

4. Examine the physical factors of populations as they relate to the formation of an ecosystem. (L, E)
a. Identify, describe, and illustrate the roles among producers, consumers, and decomposers in a food web.
<b>Level C:</b> <b>Energy Transfer, SE page 203</b>
<b>See also Level A:</b> <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; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48</b> <b>Energy Transfer, SE page 203</b>
<b>See also Level B:</b> <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; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43</b>

4. Examine the physical factors of populations as they relate to the formation of an ecosystem. (L, E)
b. Investigate resources and other factors (living and nonliving) that promote and limit growth of populations in an ecosystem.
<b>Chapter 3, Lesson 1, 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; Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65; Process Skill, SE page 65</b>

5. Explore the diversity and adaptations of organisms. (L, E)
a. Classify organisms by their similarities.
<b>Level C:</b> <b>Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Critical thinking, SE page 29; Process Skill, SE page 29 Classification, SE page 202</b>
<b>See also Level A:</b> <b>Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Process Skill, SE page 13</b> <b>Classification, SE page 202</b>
<b>See also Level B:</b> <b>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</b> <b>Lesson 3, Video A, SE page 17</b> <b>Classification, SE page 202</b>

5. Explore the diversity and adaptations of organisms. (L, E)
b. Explore and explain biological adaptations in a particular environment.
<b>Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48</b> <b>Chapter 3, 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; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66</b>

5. Explore the diversity and adaptations of organisms. (L, E)
c. Research and investigate environmental changes and the inability of a species to adapt.
<b>Chapter 2, Lesson 1, Video C, SE page 27</b> <b>Chapter 3, Lesson 1, Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 2, Critical Thinking, SE page 57; Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65</b>

6. Investigate the structure of the Earth. (E)
a. Investigate the structure of the atmosphere (gas-air), hydrosphere (liquid-water), and lithosphere (solid-land).
<b>Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; KnowZone, SE pages 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85</b> <b>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; Lesson 3, Video A, SE page 103; Video B, SE page 104; Video C, SE page 105; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b> <b>The Planet Earth, SE page 204</b>

6. Investigate the structure of the Earth. (E)
b. Examine how organisms affect the composition of the Earth and its atmosphere.
<b>Chapter 3, Lesson 1, Video C, SE page 49; KnowZone, SE pages 58-59; Lesson 3, Video B, SE page 62</b> <b>Chapter 4, Lesson 2, Process Skill, SE page 81; Lesson 3, Video A, SE page 83; Video C, SE page 85</b> <b>Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Writing in Science, SE page 95; Lesson 2, Video C, SE page 99</b>

6. Investigate the structure of the Earth. (E)
c. Analyze processes that cause change on Earth.
<b>Chapter 4, Lesson 1, 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, Process Skill, SE page 87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84</b>

6. Investigate the structure of the Earth. (E)
d. Explore fossils as indicators of how life and environmental conditions have changed.
<b>Chapter 2, Lesson 1, Video C, SE page 27</b> <b>Chapter 4, Lesson 3, Video A, SE page 83</b>

7. Investigate the Earth as a part of the solar system. (E, P)
a. Explore how the Earth's motion defines the day and the year and influences the phases of the moon and eclipses.
<b>Chapter 6, 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</b> <b>Earth in Space, SE page 205</b>

7. Investigate the Earth as a part of the solar system. (E, P)
b. Explain how gravity influences the action of the tides.
<b>Chapter 6, Lesson 2, Video B, SE page 122</b>

7. Investigate the Earth as a part of the solar system. (E, P)
c. Explain and illustrate how the tilt of the Earth's axis and the Earth's revolution around the sun create the seasons.
<b>Chapter 6, Lesson 2, Video A, SE page 121; Critical Thinking, SE page 125; Process Skill, SE page 125</b>

8. Identify properties and changes in matter. (E, P)
a. Observe and explore physical and chemical properties such as density, boiling/freezing point, and solubility of a substance.
<b>Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Critical Thinking, SE page 147; Process Skill, SE page 147</b>

8. Identify properties and changes in matter. (E, P)
b. Explore, observe, discuss, and record physical and chemical changes using everyday substances.
<b>Chapter 7, Lesson 1, Video B, SE page 136; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; KnowZone, SE pages 140-141; Lesson 2, Video C, SE page 145; Critical Thinking, SE page 147; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>

8. Identify properties and changes in matter. (E, P)
c. Recognize elements that combine chemically to produce compounds.
<b>Chapter 7, Lesson 1, Video A, SE page 135; Critical Thinking, SE page 139; KnowZone, SE pages 140-141</b>

8. Identify properties and changes in matter. (E, P)
d. Demonstrate the ability to use simple measuring devices using metric and English units.
<b>Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30</b>
<b>Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66</b>
<b>Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102</b>
<b>Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120</b>
<b>Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138</b>
<b>Chapter 8, Lesson 2, Video C, SE page 165; Process Skill, SE page 167; KnowZone, SE pages 168-169; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156</b>
<b>Chapter 9, Lesson 2, Process Skill, SE page 191</b>
<b>The Metric System, SE pages 200-201</b>

9. Investigate the effect motions and forces have on objects. (E, L, P)
a. Explore, measure, and graph the motion of an object.
<b>Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 183; Critical Thinking, SE page 183; 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; 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</b>

9. Investigate the effect motions and forces have on objects. (E, L, P)
b. Explore and measure the effect of force on an object.
<b>Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 183; Critical Thinking, SE page 183; Process Skill, SE page 183; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191; 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</b>

10. Examine the transformation of forms of energy. (P)
a. Design and construct simple and compound machines.
<b>See Level A: Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153</b>
<b>See also Level B: Chapter 8, Lesson 3, Video C, SE page 175; Process Skill, SE page 175</b>

10. Examine the transformation of forms of energy. (P)
b. Design and construct electrical circuits (open, closed, series, parallel).
<b>Level C: Chapter 8, Lesson 3, Video A, SE page 171</b>
<b>See also Level A: Chapter 8, Lesson 2, Video B, SE page 188; Process Skill, SE page 191</b>
<b>See also Level B: Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183</b>

10. Examine the transformation of forms of energy. (P)
c. Design and construct an electromagnet.
<b>See Level A: Chapter 7, Lesson 2, Video C, SE page 145; Critical Thinking, SE page 147</b>
<b>See also Level B: Chapter 9, Lesson 2, Video B, SE page 186; Critical Thinking, SE page 189; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174</b>