SRA Snapshots Video Science™: Level A
correlation to
North Dakota Science Content and Achievement Standards
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

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
CONSTANCY AND CHANGE
3.1.1. Identify changes that are repetitive (e.g., seasons, day and night, water cycle).
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 5, Lesson 2, Video B, SE page 100** **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; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
3.2.1. Select appropriate scientific tools (i.e., magnifiers, thermometers, rulers, balances) for investigations.
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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
3.2. Ask questions directly related to 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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
3.2.3. Record observations (e.g., journals, drawings, charts) based on simple investigations.
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**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
3.3.1. Identify the physical properties of solids and liquids.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skills 161

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORCE AND MOTION
3.3.2. Identify a force as push or pull.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORCE AND MOTION
3.3.3. Describe how magnets attract iron and repel or attract other magnets.
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

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
3.3.4. Explain how sound is produced by vibration.
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

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
3.3.5. Describe how the path of light tends to maintain its direction and motion until it encounters 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

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
STRUCTURE AND FUNCTION
3.4.1. Identify parts of an organism that have specific functions (e.g., roots absorb water, heart pumps blood).
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**

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
LIFE CYCLES
3.4.2. Describe the life cycles of plants and animals (e.g., birds, mammals, grasses, trees, insects, flowers).
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
ORGANISMS AND THEIR ENVIRONMENTS
3.4.3. Identify the needs of living things (e.g., food, shelter, soil, space, water).
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Video A, SE page 39** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; KnowZone, Se pages 52-53**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
WEATHER, SEASONS, AND CLIMATE
3.5.1. Identify weather conditions that can be measured (e.g., temperature, wind direction and speed, and precipitation).
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

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
3.5.2. Identify different uses (e.g., building materials, sources of fuel) of Earth's materials based on their properties.
Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 99** **Chapter 9, Lesson 3, Video C, SE page 195**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
3.5.3. Identify ways (e.g., wind, rain, people) that larger rocks break down into smaller rocks).
Chapter 4, Lesson 2, Video A, SE page 75

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
3.5.4. Identify the properties of soil (e.g., color, texture, ability to support plant growth, capacity to retain water).
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill , SE page 79

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
OBJECTS IN THE SKY
3.5.5. Explain how stars are like the Sun, but because they are at a great distance, they look like small points of light.
Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128

Standard 6: Science and Technology
Standard 6: Students understand relations between science and technology.
TECHNOLOGICAL DESIGN
3.6.1. Identify ways technology (e.g., zippers, Velcro, measuring instruments, computers) can be used to solve problems at home and school.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 4, Lesson 1, Process Skill, SE page 73** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 8, KnowZone, SE pages 168-169**

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND PERSONAL HEALTH
3.7.1. Identify ways to prevent the spread of germs.
See Level A: **Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59**

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND ENVIRONMENTAL ISSUES
3.7.2. Identify the benefits of recycling, reusing, and reducing.
Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63; Process Skill, SE page 65 **Chapter 4, Lesson 2, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85** **Chapter 5, Lesson 2, Video C, SE page 101** **Chapter 9, Lesson 3, video C, SE page 195**

Standard 8: History and Nature of Science
Standard 8: Students understand the history and nature of Science
PEOPLE IN SCIENCE
3.8.1. Identify ways people of all ages, genders, and backgrounds use science in their careers and in daily life (e.g., children check temperature conditions to decide what to wear, farmer uses genetic grains, hikers use GPS, depth-finder in boat, hearing-aides for disabilities).
Chapter 3, Lesson 2, Critical Thinking, SE page 159; Process Skill, SE page 59 **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Process Skill, SE page 95; Lesson 3, Video A, SE page 105; Critical Thinking, SE page 109** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 9, Lesson 3, Video C, SE page 195**

SRA Snapshots Video Science™: Level B
correlation to
North Dakota Science Content and Achievement Standards
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

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
MODELS
4.1.1. Explain changes in the real world using a model (e.g., erosion, volcano, stream table, wing designs for airplanes).
Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 6, Lesson 1, Process Skill, SE page 117** **Chapter 8, Lesson 3, Process Skill, SE page 175** **Chapter 9, Lesson 2, Process Skill, SE page 189**

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
CONSTANCY AND CHANGE
4.1.2. Identify changes that can be steady or irregular (e.g., floods, earthquakes, erosion, tooth decay).
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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
4.2.1. Review and ask questions about the scientific investigations of others.
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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
4.2.2.. Conduct simple investigations to answer questions based on observations.
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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
4.2.3. Use scientific tools (e.g., thermometers, rulers, balances) during simple investigations.
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**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
4.3.1. Identify the forms in which water appears when heated and cooled (e.g., water vapor, liquid, solid).
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
4.3.2. Explain the relationship between the mass of an object and the sum of its parts.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Lesson 2, Video B, SE page 144

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
4.3.3. Explain that matter is made up of parts that are too small to see without magnification.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 3, Video B, SE page150

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORCE AND MOTION
4.3.4. Identify the effects forces may have when applied to objects (i.e., start, stop, change direction).
See Level A: **Chapter 7, Lesson 1, Video C, SE page 135; Video B, SE page 136; Video C, SE page 137** **See also Level C:** **Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
4.3.5. Describe how the path of light changes (i.e., reflected, absorbed, or allowed to pass through) when it encounters a variety of objects.
Chapter 8, Lesson 2, Video A, SE page 163; Video C, SE page 165

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
4.3.6. Explain how the pitch of a sound is related to the rate of vibrations.
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

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
4.3.7. Identify ways friction or burning produces heat (e.g., magnifying glass, carpet burn, sunburn).
See Level A: **Chapter 8, Lesson 3, Video A, , SE page 171; Video B, SE page 172; Video C, SE page 173** **See also Level C:** **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164**

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
STRUCTURE AND FUNCTION
4.4.1. Classify plants and animals according to common 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

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
STRUCTURE AND FUNCTION
4.4.2. Identify adaptations that help plants and animals survive and grow in their environment.
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**

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
CHARACTERISTICS OF ORGANISMS
4.4.3. Identify behaviors of animals as instinctive or learned.
Chapter 1, Lesson 2, Video C, SE page 11; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
ORGANISMS AND THEIR ENVIRONMENTS
4.4.4. Identify ways that an organism's pattern of behavior is related to the nature of the organism's environment (e.g., the availability of food, space, and resources).
Chapter 1, Lesson 2, Video C, SE page 11; Writing in Science, SE page 13 **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; KnowZone, SE pages 52-53**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
WEATHER, SEASONS, AND CLIMATE
4.5.1. Describe how as water condenses small droplets of water form clouds and fog.
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Process Skill, SE page 95; Lesson 3, Video C, SE page 107

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
4.5.2. Identify slow and rapid processes (e.g., wind, water, waves, ice, volcano, earthquake) that are constantly changing Earth's surface.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
4.5.3. Use characteristics to classify Earth's materials (i.e., rocks, soil).
Level B: **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** **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**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
4.5.4. Compare fossil evidence to existing organisms.
Chapter 1, Lesson 1, Video C, SE page 5; Math in Science, SE page 7; Process Skill, SE page 7 **Chapter 4, Lesson 2, Video B, SE page 76; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
SOLAR SYSTEM
4.5.5. Identify components of our solar system (e.g., planets, moon, Sun).
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
THE UNIVERSE
4.5.6. Identify tools that are used to study the universe (e.g., telescopes, space probes, satellites, space craft).
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

Standard 6: Science and Technology
Standard 6: Students understand relations between science and technology.
TECHNOLOGICAL DESIGN
4.6.1. Evaluate the effects of technology on people and the environment (e.g., new construction, oil drilling, electric cars).
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**

Standard 6: Science and Technology
Standard 6: Students understand relations between science and technology.
TECHNOLOGICAL DESIGN
4.6.2. Explain how an invention may lead to other inventions.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 5, Lesson 2, Video C, SE page 99** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, KnowZone, SE pages 196-197**

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND ENVIRONMENTAL ISSUES
4.7.1. Identify consequences of natural and human-induced environmental changes (e.g., erosion, tsunami, deforestation).
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**

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND ENVIRONMENTAL ISSUES
4.7.2. Identify ways in which science and technology have greatly improved human lives (e.g., food quality and quantity, transportation, health, sanitation, communication).
Chapter 4, Lesson 3, Video B, SE page 82; Video C, SE page 83 **Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 27; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173** **Chapter 9, Lesson 2, Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Process Skill, SE page 195; KnowZone, SE pages 196-197**

Standard 8: History and Nature of Science
Standard 8: Students understand the history and nature of Science
PEOPLE IN SCIENCE
4.8.1. Identify a variety of careers in the field of science.
Chapter 2, Lesson 1, Process Skill, SE page 29; Lesson 3, Process Skill, SE page 43 **Chapter 5, Lesson 2, Video C, SE page 99** **Chapter 6, Lesson 2, Video C, SE page 121**

Standard 8: History and Nature of Science
Standard 8: Students understand the history and nature of Science
PEOPLE IN SCIENCE
4.8.2. Identify scientific advances that changed popular beliefs (e.g., Earth was center of universe, world was flat, man was incapable of flight).
Chapter 6, Lesson 2, Video B, SE page 170; Process Skill, SE page 123

SRA Snapshots Video Science™: Level C
correlation to
North Dakota Science Content and Achievement Standards
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

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
MODELS
5.1.1. Use an appropriate model (e.g., drawing, equation, computer program, diagram, or 3-D device) to convey scientific information.
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**

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
CONSTANCY AND CHANGE
5.1.2. Explain how changes alter the balance within a system (e.g., the effects of limited resources on populations, global climate change, flood, drought).
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 1, Video C, SE page 27** **Chapter 3, Lesson 1, Video B, SE page 48; 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** **Chapter 4, Lesson 1, Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Process Skill, SE page 81** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video B, SE page 98; Critical Thinking, SE page 101; Lesson 3, Video B, SE page 104; Video C, SE page 105** **Chapter 6, Lesson 2, Process Skill, SE page 125** **Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, 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; Process Skill, SE page 153** **Chapter 8, Lesson 2, Video A, SE page 163** **Chapter 9, Lesson 1, Critical Thinking, SE page 183; Process Skill, SE page 183; Lesson 2, Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191**

Standard 1: Unifying Concepts
Standard 1: Students understand the unifying concepts and processes of science.
FORM AND FUNCTION
5.1.3. Identify details of an object's form which determine its function (e.g., webbed feet fro use in water, human feet for walking, shovel for scooping, a rake for collecting leaves, tape measure and ruler to measure distance).
Chapter 1, Lesson 2, Video A, SE page 9; Lesson 3, Video A, SE page 15

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
5.2.1. Communicate scientific procedures (e.g., visual display, graph, journal, oral presentation) that enable others to repeat the 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, 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**

Standard 2: Science Inquiry
Standard 2: Students use the process of science inquiry.
ABILITIES NECESSARY TO DO SCIENCE INQUIRY
5.2.2.. Formulate an explanation supported by 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**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
5.3.1. Identify physical properties of substances before and after they are combined.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, 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

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
5.3.2. Identify new substances formed in a chemical change (i.e., rusting, burning).
Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
PROPERTIES OF MATTER
5.3.3. Compare and contrast properties of solids, liquids, and gases.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORCE AND MOTION
5.3.4. Identify the effects force and mass have on the motion of an object.
Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORCE AND MOTION
5.3.5. Explain why gravity is called an attracting force.
Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video B, SE page 122 **Chapter 9, Lesson 1, Video B, SE page 180**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
5.3.6. Demonstrate a simple electrical circuit by completing a continuous loop (i.e., battery, light, wire).
Level C: **Chapter 9, Lesson 1, Video A, SE page 171; Video B, SE page 172** **See also Level B:** **Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183**

Standard 3: Physical Science
Standard 3: Students understand the basic concepts and principles of physical Science.
FORMS OF ENERGY
5.3.7. Identify materials that are good conductors of heat.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
STRUCTURE AND FUNCTION
5.4.1. Identify components of a human organ system (e.g., digestive system, muscular system, skeletal system).
Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
STRUCTURE AND FUNCTION
5.4.2. Explain the function of a human organ system (e.g., digestive system, respiratory system, circulatory system, muscular system, skeletal system).
Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17

Standard 4: Life Science
Standard 4: Students understand the basic concepts and principles of life science.
ORGANISMS AND THEIR ENVIRONMENTS
5.4.3. Identify the producers, consumers, and decomposers in a food web.
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**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
WEATHER, SEASONS, AND CLIMATE
5.5.1. Measure weather conditions (i.e., temperature, wind direction and speed, and precipitation).
Chapter 5, Lesson 3, Video A, SE page 103; Video B, SE page 104; Process Skill, SE page 107

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
WEATHER, SEASONS, AND CLIMATE
5.5.2. Identify characteristics of different clouds (i.e., cumulus, stratus, cirrus).
Chapter 5, Lesson 2, Video B, SE page 98; Lesson 3, Video B, SE page 104

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
EARTH'S SURFACE
5.5.3. Identify how the components of soil (e.g., plant roots, bacteria, weathered rocks) influence the properties of soil (e.g., texture, fertility, capacity to hold water).
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**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
THE UNIVERSE
5.5.4. Identify the characteristics of the Earth (i.e., spherical in shape, orbits the Sun, rotates on tilted axis).
Chapter 4, Lesson 1, Video A, SE page 69 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 97** **Chapter 6, Lesson 1, Video B, SE page 114; Critical Thinking, SE page 117; Lesson 2, Video A, SE page 121; Video B, SE page 122; Critical Thinking, SE page 125; Process Skill, SE page 125; Lesson 3, Video A, SE page 127**

Standard 5: Earth and Space Science
Standard 5: Students understand the basic concepts and principles of earth and space science.
The UNIVERSE
5.5.5. Identify the objects in the sky that have predictable patterns of movement (e.g., sun, planets, moons, stars).
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 **Earth in Space, SE page 205**

Standard 6: Science and Technology
Standard 6: Students understand relations between science and technology.
TECHNOLOGICAL DESIGN
5.6.1. Use technology to design a solution to a problem.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Standard 6: Science and Technology
Standard 6: Students understand relations between science and technology.
TECHNOLOGICAL DESIGN
5.6.2. Evaluate a product or design using established criteria.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND PERSONAL HEALTH
5.7.1. Identify risks or benefits of personal health choices (e.g., tobacco, alcohol, prescription and illegal drugs, fast foods).
See Level A: **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 2, Video C, SE page 57; Critical Thinking, SE page 59**

Standard 7: Science and Other Areas
Standard 7: Students understand relations between science and personal, social, and environmental issues.
SCIENCE AND ENVIRONMENTAL ISSUES
5.7.2. Explain ways humans benefit from Earth's resources (e.g., air, water, soil, food, fuel, building materials).
Chapter 4, Lesson 1, Video A, SE page 69; Lesson 3, Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 97; Video C, SE page 99** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 8, Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Standard 8: History and Nature of Science
Standard 8: Students understand the history and nature of Science
SCIENTIFIC KNOWLEDGE
5.8.1. Explain why results of similar scientific investigations may turn out differently (i.e., inconsistencies in methods, materials, and observations).
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**