SRA Snapshots Video Science™: Level A
correlation to
Ohio 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

Earth and Space Sciences
Earth Systems
1. Compare distinct properties of rocks (e.g., color, layering and texture).
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Sciences
Earth Systems
2. Observe and investigate that rocks are often found in layers.
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Sciences
Earth Systems
3. Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75

Earth and Space Sciences
Earth Systems
4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79

Earth and Space Sciences
Earth Systems
5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79

Earth and Space Sciences
Earth Systems
6. Investigate that soils are often found in layers and can be different from place to place.
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79

Life Sciences
Heredity
1. Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Process Skill, SE page 21

Life Sciences
Diversity and Interdependence of Life
2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).
Chapter 2, KnowZone, SE pages 30-31; Lesson 3, Video B, SE page 40; Video C, SE page 41; Writing in Science, SE page 43; Process Skill, SE page 43

Life Sciences
Diversity and Interdependence of Life
3. Classify animals according to their characteristics (e.g., body coverings and body structures).
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Math in Science, SE page 13 Classification, SE page 202

Life Sciences
Diversity and Interdependence of Life
4. Use examples to explain that extinct organisms may resemble organisms that are alive today.
Chapter 3, Lesson 3, Video C, SE page 63 **Chapter 4, Lesson 2, Video B, SE page 76**

Life Sciences
Diversity and Interdependence of Life
5. Observe and explore how fossils provide evidence about animals that lived long ago and the nature of the environment at that time.
Chapter 4, Lesson 2, Video B, SE page 76; Know Zone, SE pages 80-81

Life Sciences
Diversity and Interdependence of Life
6. Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page62; Video C, SE page 63**

Physical Sciences
Forces and Motion
1. Describe an objects position by locating it relative to another object or the background.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Physical Sciences
Forces and Motion
2. Describe an objects motion by tracing and measuring its position over time.
Chapter 7, Lesson 1, Video A, SE page 135

Physical Sciences
Forces and Motion
3. Identify contact/noncontact forces that affect motion of an object (e.g., gravity, magnetism, and collusion).
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Writing in Science, SE page 139

Physical Sciences
Forces and Motion
4. Predict the changes when an object experiences a force (e.g., a push or pull, weight and friction).
Chapter 7, Lesson 1, Video A, SE page135; Video B, SE page 136; Video C, SE page 137; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Science and Technology
Understanding Technology
1. Describe how technology can extend human abilities (e.g., to move things and to extend senses).
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE page 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Process Skill, SE page 131** **Chapter 7, LabTime Hands-On Activity, TRB pages 123-125; TG page 138** **Chapter 8, Lesson 1, Video C, SE page 187; LabTime Hands-On Activity. TRB ages 141-143, TG page 156**

Science and Technology
Understanding Technology
2. Describe ways that using technology can have helpful and/or harmful results.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 5, KnowZone SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video BC, SE page 128; Video C, 129**

Science and Technology
Understanding Technology
3. Investigate ways that the results of technology may affect the individual, family and community.
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**

Science and Technology
Abilities To Do Technological Design
4. Use a simple design process to solve a problem, (e.g., identify a problem, identify possible solutions and design a solution).
Chapter 3, Lesson 3, Writing in Science, SE page 65 **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; Lesson 3, Enrichment, TG page 136** **Chapter 8, Lesson 3, Process Skill SE page 175** **Chapter 9, Lesson 2, Process Skill, SE page 191**

Science and Technology
Abilities To Do Technological Design
5. Describe possible solutions to a design problem (e.g., how to hold down paper in the wind).
Chapter 3, Lesson 3, Writing in Science, SE page 65 **Chapter 7, Lesson 3, Process Skill, SE page 153** **Chapter 8, Lesson 3, Process Skill, SE page 175**

Scientific Inquiry
Doing Scientific Inquiry
1. Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English units.
Chapter 3, Lesson 2, Process Skill, SE page 65 **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**

Scientific Inquiry
Doing Scientific Inquiry
2. Discuss observations and measurements made by other people.
Chapter 4, KnowZone, SE pages 80-81 **Chapter 5, Lesson 1, Process Skill, SE page 95** **Chapter 9, KnowZone, SE pages 184-185**

Scientific Inquiry
Doing Scientific Inquiry
3. Read and interpret simple tables and graphs produced by self/others.
Chapter 1, Lesson 2, Math in Science, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, 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** **Periodic Table of the Elements, SE pages 206-207**

Scientific Inquiry
Doing Scientific Inquiry
4. Identify and apply science safety procedures.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, Lesson 3, Video C, Se page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Scientific Inquiry
Doing Scientific Inquiry
5. Record and organize observations (e.g., journals, charts and tables).
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43** **Chapter 3, LabTime Hands-On Activity, TRB Pages 51-53, TG page 66** **Chapter 4, Lesson 2 Process Skill, SE page 79; LabTime Hands-On Activity, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3 Process Skill, SE page 131; LabTime Hands-On Activity, TRB pages 105-107, TG page 120** **Chapter 7 LabTime Hands-On Activity, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3 Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1 Process Skill, SE page 183; LabTime Hands-On Activity, TRB pages 159-161, TG page 174**

Scientific Inquiry
Doing Scientific Inquiry
6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded 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, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; 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**

Scientific Ways of Knowing
Nature of Science
1. Describe different kinds of investigations that scientists use depending 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**

Scientific Ways of Knowing
Ethical Practices
2. Keep records of investigations and observations and do not change the records that are different from someone else's work.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43** **Chapter 3, LabTime Hands-On Activity, TRB Pages 51-53, TG page 66** **Chapter 4, Lesson 2 Process Skill, SE page 79; LabTime Hands-On Activity, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3 Process Skill, SE page 131; LabTime Hands-On Activity, TRB pages 105-107, TG page 120** **Chapter 7 LabTime Hands-On Activity, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3 Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1 Process Skill, SE page 183; LabTime Hands-On Activity, TRB pages 159-161, TG page 174**

Scientific Ways of Knowing
Science and Society
3. Explore through stories how men and women have contributed to the development of science.
Chapter 3, Lesson 2 Process Skill, SE page 59 **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page SE page 188; Video C, SE page 189**

Scientific Ways of Knowing
Science and Society
4. Identify various careers in science.
Chapter 5, Lesson 1, Process Skill, SE page 95; Lesson 3, Enrichment, TG page 100

Scientific Ways of Knowing
Science and Society
5. Discuss how both men and women find science rewarding as a career and in their everyday lives.
Chapter 3, Lesson 2 Process Skill, SE page 59 **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page SE page 188; Video C, SE page 189**

SRA Snapshots Video Science™: Level B
correlation to
Ohio 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

Earth and Space Sciences
Earth Systems
1. Explain that air surrounds us, takes up space, moves around as wind, and may be measured using barometric pressure.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Earth and Space Sciences
Earth Systems
2. Identify how water exists in the air in different forms (e.g., in clouds, fog, rain, snow and hail).
Chapter 5, Lesson 1, Video A, SE page 91 **Chapter 7, Lesson 1, Video C, SE page 137**

Earth and Space Sciences
Earth Systems
3. Investigate how water changes from one state to another (e.g., freezing, melting, condensation and evaporation).
Chapter 5, Lesson 1, Video A, SE page 91 **Chapter 7, Lesson 1, Video C, SE page 137**

Earth and Space Sciences
Earth Systems
4. Describe weather by measurable quantities such as temperature, wind direction, wind speed, precipitation and barometric pressure.
Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Earth and Space Sciences
Earth Systems
5. Record local weather information on a calendar or map and describe changes over a period of time (e.g., barometric pressure, temperature, precipitation symbols and cloud conditions).
Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Earth and Space Sciences
Earth Systems
6. Trace how weather patterns generally move from west to east in the United Sates.
Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99

Earth and Space Sciences
Earth Systems
7. Describe the weather which accompanies cumulus, cumulonimbus, cirrus and stratus clouds.
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

Earth and Space Sciences
Processes That Shape Systems
8. Describe how wind, water and ice shape and reshape Earth's land surface by eroding rock and soil in some areas and depositing them in other areas producing characteristic landforms (e.g., dunes, deltas and glacial moraines).
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Sciences
Processes That Shape Systems
9. Identify and describe how freezing, thawing and plant growth reshape the land surface by causing the weathering of rock.
Chapter 4, Lesson 2, Video A, SE page 75

Earth and Space Sciences
Processes That Shape Systems
10. Describe evidence of changes on Earth's surface in terms of slow processes (e.g., erosion, weathering, mountain building and deposition) and rapid processes (e.g., volcanic eruptions, earthquakes and landslides).
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75

Life Sciences
Heredity
1. Compare the life cycles of different plants including germination, maturity, reproduction and death.
Chapter 1, Lesson 2, Video C, SE page 19

Life Sciences
Diversity and Interdependence of Life
2. Relate plant structures to their specific functions (e.g., growth, survival and reproduction).
Chapter 1, Lesson 2, Video B, SE page 18; Video C, SE page 19 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Sciences
Diversity and Interdependence of Life
3. Classify common plants according to their characteristics (e.g., tree leaves, flowers, seeds, roots and stems).
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 3, Video A, SE page 17; Process Skill, SE page 21

Life Sciences
Diversity and Interdependence of Life
4. Observe and explore that fossils provide evidence about plants that lived long ago and the nature of the environment at that time.
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**

Life Sciences
Diversity and Interdependence of Life
5. Describe how organisms interact with one another in various ways (e.g., many plants depend on animals for carrying pollen or dispersing seeds).
Chapter 1, Lesson 2, Video C, SE page 19 **Chapter 2, Lesson 1, Video A, SE page 25; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Writing in Science, SE page 35; Process Skill; SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41** **Chapter 3, , Lesson 1, Video A, SE page 47; Video B, SE page 48; Process Skill, SE page 51** **Energy Transfer, SE page 203**

Physical Sciences
Nature of Matter
1. Identify characteristics of a simple physical change (e.g., heating or cooling can change water from one state to another and the change is reversible).
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139; Lesson 3, Video C, SE page 151; Video B, SE page 150

Physical Sciences
Nature of Matter
2. Identify characteristics of a simple chemical change. When a new material is made by combining two or more materials, it has chemical properties that are different from the original materials (e.g., burning paper, vinegar and baking soda).
Chapter 7, Lesson 3, Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Physical Sciences
Nature of Matter
3. Describe objects by the properties of the materials from which they are made and that these properties can be used to separate or sort a group of objects (e.g., paper, glass, plastic and metal).
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 3, Video B, SE page150

Physical Sciences
Nature of Matter
4. Explain that matter has different states (e.g., solid, liquid, and gas) and that each state has distinct physical properties.
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Physical Sciences
Nature of Energy
5. Compare ways the temperature of on object can be changed (e.g., rubbing, heating and bending of metal).

Science and Technology
Understanding Technology
1. Explain how technology from different areas (e.g., transportation, communication, nutrition, healthcare, agriculture, entertainment and manufacturing) has improved human lives.
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**

Science and Technology
Understanding Technology
2. Investigate how technology and inventions change to meet people's needs and wants.
Chapter 5, 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; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video B, SE page192; Process Skill, SE page 195; KnowZone, SE pages 196-197**

Science and Technology
Abilities To Do Technological Design
3. Describe, illustrate and evaluate the design process used to solve a problem.
Chapter 6, Lesson 1 Process Skill, SE page 117 **Chapter 9, Lesson 2 Process Skill, SE page 189; LabTime Hands-On Activity, TRB pages 159-161, TG page 174**

Scientific Inquiry
Doing Scientific Inquiry
1. Select the appropriate tools and use relevant safety procedures to measure and record length, weight, volume, temperature and area in metric and English units.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 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, Lesson 1, Process Skill, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3, Math in Science, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 189; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Inquiry
Doing Scientific Inquiry
2. Analyze a series of events and/or simple daily or seasonal cycles, describe the patterns and infer the next likely occurrence.
Chapter 5, Lesson 2, Process Skill, SE page 101 **Chapter 6, Lesson 1, Process Skill, SE page 117**

Scientific Inquiry
Doing Scientific Inquiry
3. Develop, design and conduct safe, simple investigations or experiments to answer questions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Inquiry
Doing Scientific Inquiry
4. Explain the importance of keeping conditions the same in an experiment.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 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**

Scientific Inquiry
Doing Scientific Inquiry
5. Describe how comparisons may not be fair when some conditions are not kept the same between experiments.
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**

Scientific Inquiry
Doing Scientific Inquiry
6. Formulate instructions and communicate data in a manner that allows others to understand and repeat an investigation or experiment.
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**

Scientific Ways of Knowing
Nature of Science
1. Differentiate fact from opinion and explain that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 3, Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Ways of Knowing
Nature of Science
2. Record the results and data from an investigation and make a reasonable explanation.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 11; 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, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 3, Process Skill, SE page 153l 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**

Scientific Ways of Knowing
Nature of Science
3. Explain discrepancies in an investigation using evidence to support findings.
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**

Scientific Ways of Knowing
Ethical Practices
4. Explain why keeping records of observations and investigations is important.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

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

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

KEY:

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

Earth and Space Sciences
The Universe
1. Describe how night and day are caused by Earth's rotation.
See Level A: **Chapter 6, Lesson 1, Video A, SE page 113** **See also Level B:** **Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117**

Earth and Space Sciences
The Universe
2. Explain that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.
Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video C, SE page 123

Earth and Space Sciences
The Universe
3. Describe the characteristics of Earth and its orbit about the sun (e.g., three-fourths of Earth's surface is covered by a layer of water [some of it frozen], the entire planet surrounded by a thin blanket of air, elliptical orbit, tilted axis and spherical planet).
Chapter 4, Lesson 1, Video A, SE page 69 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, SE page 97** **Chapter 6, Lesson 2, Video A, SE page 121**

Earth and Space Sciences
The Universe
4. Explain that stars are like the sun, some being smaller and some larger, but so far away that they look like points of light.
Chapter 6, Lesson 1, Video A, SE page 113

Earth and Space Sciences
Earth Systems
5. Explain how the supply of many non-renewable resources is limited and can be extended through reducing, reusing and recycling but cannot be extended indefinitely.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 5, Lesson 2, Video C, SE page 99**

Earth and Space Sciences
Earth Systems
6. Investigate ways Earth's renewable resources (e.g., fresh water, wildlife and trees) can be maintained.
Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video B, SE page 62; Video C, SE page 63 **Chapter 4. Lesson 3, Video C, SE page 85** **Chapter 5, Lesson 1, Video C, SE page 97; Lesson 2, Video C, SE page 99** **Chapter 8, Lesson 3, Video C, SE page 173**

Life Sciences
Diversity and Interdependence of Life
1. Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video C, SE page 49**

Life Sciences
Diversity and Interdependence of Life
2. Explain how almost all kinds of animals' food can be traced back to plants.
Chapter 3, Lesson 1, Video C, SE page 49

Life Sciences
Diversity and Interdependence of Life
3. Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers).
Chapter 1, Lesson 2, Video A, SE page 9 **Chapter 3, Lesson 1, Video C, SE page 49**

Life Sciences
Diversity and Interdependence of Life
4. Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; KnowZone, SE pages 58-59**

Life Sciences
Diversity and Interdependence of Life
5. Support how an organism's patterns of behavior are related to the nature of that organism's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 **Chapter 3, Lesson 1, Video B, SE page 48**

Life Sciences
Diversity and Interdependence of Life
6. Analyze how all organisms, including humans, cause changes to their ecosystems and how these changes can be beneficial, neutral or detrimental (e.g., beaver ponds, earthworm burrows, grasshoppers eating plants, people planting and cutting trees and people introducing a new species).
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63** **Chapter 5, Lesson 2, Video C, SE page 49; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Physical Sciences
Nature of Energy
1. Describe temperature as the measure of thermal energy and describe the way it is measured.
Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169

Physical Sciences
Nature of Energy
2. Trace how thermal energy can transfer from one object to another by conduction.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Process Skill, SE page 167

Physical Sciences
Nature of Energy
3. Describe that electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.
Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173 **See also Level B:** **Chapter 9, Lesson 1, Video C, SE page 181**

Physical Sciences
Nature of Energy
4. Trace how electrical current travels by creating a simple electric circuit that will light a bulb.
Level C: **Chapter 8, Lesson 3, Video A, SE page 171** **See also Level B:** **Chapter 9, Lesson 1, Video C, SE page 181**

Physical Sciences
Nature of Energy
5. Explore and summarize observations of the transmission, bending (refraction) and reflection of light.
See Level B: **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165**

Physical Sciences
Nature of Energy
6. Describe and summarize observations of the transmission, reflection, and absorption of sound.
See Level B: **Chapter 8, Lesson 1, Video A, SE page 157; Video B. SE page 158; Video C, SE page 159; Writing in Science, SE page 161; Process Skill, SE page 161**

Physical Sciences
Nature of Energy
7. Describe that changing the rate of vibration can vary the pitch of the sound.
See Level B: **Chapter 8, Lesson 1, Video C, SE page 159; Writing in Science, SE page 161; Process Skill, SE page 161**

Science and Technology
Understanding Technology
1. Investigate positive and negative impacts of human activity and technology on the environment.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63** **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video B, SE page** 128; Video C, **SE page 129**

Science and Technology
Abilities To Do Technological Design
2. Revise an existing design used to solve a problem based on peer review.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science and Technology
Abilities To Do Technological Design
3. Explain how the solution to one problem may create other problems.
Chapter 8, Lesson 1, Video C, SE page 159

Scientific Inquiry
Doing Scientific Inquiry
1. Select and safely use the appropriate tools to collect data when conducting investigations and communicating findings to others (e.g., thermometers, timers, balances, spring scales, magnifiers, microscopes ad other appropriate tools).
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 81** **Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **The Metric System, SE pages 200-201**

Scientific Inquiry
Doing Scientific Inquiry
2. Evaluate observations and measurements made by other people and identify reasons for any discrepancies.
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; 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, KnowZone, SE pages 168-169; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **The Metric System, SE pages 200-201**

Scientific Inquiry
Doing Scientific Inquiry
3. Use evidence and observations to explain and communicate the results of investigations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120; KnowZone, SE pages 118-119** **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**

Scientific Inquiry
Doing Scientific Inquiry
4. Identify one or two variables in a simple experiment.
Chapter 1, , Lesson 3, Process Skill, SE page 19 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Scientific Inquiry
Doing Scientific Inquiry
5. Identify potential hazards and/or precautions involved in an investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 3, Video B, SE page 109; Know Zone, SE pages 104-105; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Inquiry
Doing Scientific Inquiry
6. Explain why results of an experiment are sometimes different (e.g., because of unexpected differences in what is begin investigated, unrealized differences in the methods used or in the circumstances in which the investigation was carried out, and because of errors in observation).
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**

Scientific Ways of Knowing
Nature of Science
1. Summarize how conclusions and ideas change as new knowledge is gained.
Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129

Scientific Ways of Knowing
Nature of Science
2. Develop descriptions, explanations and models using evidence to defend/support findings.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 3, Process Skill, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Process Skill, SE page 147; Lesson 2, Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Ways of Knowing
Nature of Science
3. Explain why an experiment must be repeated by different people or at different times or places and yield consistent results before the results are accepted.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Ways of Knowing
Nature of Science
4. Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer (e.g., observations of things or events in nature, data collection and controlled experiments).
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Ways of Knowing
Ethical Practices
5. Keep records of investigations and observations that are understandable weeks or moths later.
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**

Scientific Ways of Knowing
Science and Society
6. Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform.
Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129 **Chapter 7, KnowZone, SE pages 140-141**