

SRA Snapshots Video Science™: Level A
correlation to
Oklahoma Priority Academic Student Skills: Science
Grade 3

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

KEY:

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

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
1. Observe and measure objects, organisms, and/or events using developmentally appropriate Systems International (SI) units (i.e., meters, centimeters, grams, and degrees Celsius).
Chapter 3, Lesson 2, Math in Science, SE page 59; Lesson 3, Process Skill, SE page 65 Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159 The Metric Systems, SE pages 200-201

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.
Chapter 5, Lesson 2, Math in Science, SE page 103 Chapter 6, Lesson 2, Writing in Science, SE page 123 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Process Skill, SE page 13 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51 Chapter 8, Lesson 1, Process Skill, SE page 161 Chapter 9, Lesson 3, Process Skill, SE page 197 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
2. Arrange simple objects, familiar organisms, and/or observable events in a serial order.
Chapter 1, Lesson 2, Process Skill, SE page 13 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51 Chapter 8, Lesson 1, Process Skill, SE page 161 Chapter 9, Lesson 2, Process Skill, SE page 197 Energy Transfer, SE page 203 The Water Cycle, SE page 204

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
1. Ask a question about objects, organisms, or events in the environment.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
2. Plan and conduct a simple investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
3. Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.
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 pages 141-143, TG page 156

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
4. Recognize potential hazards and practice safety procedures in all science activities.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Science Processes and Inquiry
Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.
1. Interpret tables, pictorial, and/or simple bar graphs.
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

Science Processes and Inquiry
Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.
2. Recognize and describe patterns, then make predictions based on patterns.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.
3. Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
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

Physical Science
Standard 1: Properties of Objects and Materials—Describe characteristics of objects based on physical properties such as size, shape, color, or texture. Vibration of materials causes sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Objects can be described in terms of the materials of which they are made. Mixtures and solutions can be separated (i.e., sand and marbles; or salt and water).
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Critical Thinking, SE page 161; Process Skill, SE page 161; Lesson 2, Process Skill, SE page 167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173

Physical Science
Standard 1: Properties of Objects and Materials—Describe characteristics of objects based on physical properties such as size, shape, color, or texture. Vibration of materials causes sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Sound is produced by vibrations (i.e., pitch and loudness).
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

Physical Science
Standard 1: Properties of Objects and Materials—Describe characteristics of objects based on physical properties such as size, shape, color, or texture. Vibration of materials causes sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
3. Compare how sound travels through air, water, and/or solids.
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

Life Science
Standard 2: Characteristics and Basic Needs of Organisms and Environments—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Plants and animals have features (i.e., breathing structures, limbs, skin coverings, seed dispersal, roots, stems, and leaves) that help them, live in environments such as air, water, or land.
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

Life Science
Standard 2: Characteristics and Basic Needs of Organisms and Environments—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs, and where it lives).
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

Life Science
Standard 2: Characteristics and Basic Needs of Organisms and Environments—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
3. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.
Chapter 2, Lesson 2, Video A, 31; Video B, SE page 32; Video C, SE page 33; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Energy Transfer, SE page 203

Earth/Space Science
Standard 3: Properties of Earth Materials—Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Make observations of similarities and differences in rocks and minerals (i.e., size of particles, color pattern, and layering).
Chapter 4, Lesson 2, Video A, SE page 75

Earth/Space Science
Standard 3: Properties of Earth Materials—Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Soils have properties of color and texture, capacity to retain water, and ability to support the growth on many kinds of plants and animals, including those in our food supply.
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79

SRA Snapshots Video Science™: Level B
correlation to
Oklahoma Priority Academic Student Skills: Science
Grade 4

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TRB	Teacher’s Resource Book
TG	Teacher’s Guide

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using Systems International (SI) units (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius).
Chapter 6, Lesson 2, Video C, SE page 99 Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill SE page 147 The Metric Systems, SE pages 200-201

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects, organisms, events.
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 Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77; Process Skill, SE page 79; Lesson 3, Video A, SE page 81 Chapter 7, Lesson 1, Video C, SE page 137 Chapter 9, Lesson 2, Video A, SE page 185 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
1. Classify a set of objects, organisms, and/or events by using two or more observable properties (e.g., simple dichotomous keys).
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 Chapter 4, Lesson 2, Video B, SE page 76; Process Skill, SE page 79; Lesson 3, Process Skill, SE page 85 Chapter 5, Lesson 1, Video B, SE page 92; Process Skill, SE page 95 Chapter 6, Lesson 2, Process Skill, SE page 123 Chapter 8, Lesson 1, Process Skill, SE page 161 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
2. Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).
Chapter 1, Lesson 3, Video C, SE page 19 Chapter 2, Lesson 3, Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40 Chapter 3, Lesson 3, Video A, SE page 61 Chapter 4, Lesson 2, Video C, SE page 77; Lesson 3, Video A, SE page 81 Chapter 5, Lesson 1, Video A, SE page 91 Chapter 6, Lesson 3, Process Skill, SE page 129 Energy Transfer, SE page 203 The Water Cycle, SE page 204

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
1. Ask questions about the world and formulate an orderly plan to investigate a question.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
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2. Evaluate the design of a scientific investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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3. Design and conduct a scientific 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, 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

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4. Recognize potential hazards and practice safety procedures in all science activities.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.
1. Report data using tables, line, bar, trend, and/or simple circle graphs.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 1, Math in Science, SE page 117; Lesson 3, Math in Science, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 189; Lesson 3, Math in Science, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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2. Interpret tables, line, bar, trend, and/or simple circle graphs.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 1, Math in Science, SE page 117; Lesson 3, Math in Science, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 189; Lesson 3, Math in Science, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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3. Make predictions based on patterns in experimental data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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4. Communicate the results of investigations and/or give explanations based on data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 5: Inquiry—Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
1. Use different ways to investigate questions and evaluate the fairness of the test.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 5: Inquiry—Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
2. Use a variety of measurement tools and technology.
Chapter 1, Lesson 1, Video A, SE page 3 Chapter 4, Lesson 2, Video C, SE page 77 Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; KnowZone, SE pages 105-107; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169 Chapter 9 KnowZone, SE pages 196-197

Science Processes and Inquiry
Process Standard 5: Inquiry—Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
3. Formulate a general statement to represent the 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, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 5: Inquiry—Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
4. Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 3, Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Science
Standard 1: Position and Motion of Objects—The position of a moving object can be described relative to a stationary object or the background. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.
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

Physical Science
Standard 1: Position and Motion of Objects—The position of a moving object can be described relative to a stationary object or the background. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. The motion of an object can be described by tracing and measuring its position over time.
Level B: Chapter 8, Lesson 3, Video A, SE page 171
See also Level A: Chapter 7, Lesson 1, Video A, SE page 135
See also Level C: Chapter 9, 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

Physical Science
Standard 2: Electricity—Electricity in circuits can product light. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Some materials are conductors of electricity while others are insulators.
Chapter 9, Lesson 1, Video B, SE page 180

Physical Science
Standard 2: Electricity—Electricity in circuits can product light. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. The flow of electricity is controlled by open and closed circuits.
Chapter 9, Lesson 1, Video C, SE page 181

Life Science
Standard 3: Characteristics of Organisms—Each type of organism has structures that enable it to function in unique and specific ways to obtain food, reproduce and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Organisms can survive only in environments in which their needs can be met.
Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video C, SE page 41 Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

Life Science
Standard 3: Characteristics of Organisms—Each type of organism has structures that enable it to function in unique and specific ways to obtain food, reproduce and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Living organisms can be classified using various characteristics (e.g., habitats, anatomy, behaviors).
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 Classification, SE page 202

Life Science
Standard 3: Characteristics of Organisms—Each type of organism has structures that enable it to function in unique and specific ways to obtain food, reproduce and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
3. Many observable characteristics of an organism, such as the color of flowers or the number of limbs on an animal, are inherited from the parents of the organisms.
Chapter 1, Lesson 2, Video C, SE page 11; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Earth/Space Science
Standard 4: Properties of Earth Materials—Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. The processes of erosion, weathering, and sedimentation affect Earth materials.
Chapter 4, Lesson 2, Video A, SE page 75

Earth/Space Science
Standard 4: Properties of Earth Materials—Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Fossils provide evidence about the plants and animals that lived long ago and the nature of the environments at that time (e.g., simulating the formation of fossils).
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

SRA Snapshots Video Science™: Level C
correlation to
Oklahoma Priority Academic Student Skills
Grade 5

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

KEY:

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

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using Systems International (SI) units (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius).
Chapter 5, Lesson 2, Process Skill, SE page 107 Chapter 9, Lesson 2, Process Skill, SE page 191 The Metric Systems, SE pages 200-201

Science Processes and Inquiry
Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects, organisms, or events.
Chapter 1, Lesson 2, Writing in Science, SE page 13 Chapter 4, Lesson 2, Writing in Science, SE page 81 Chapter 7, Lesson 1, Writing in Science, SE page 139 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
1. Classify a set of objects, organisms, and/or events by using two or more observable properties (e.g., simple dichotomous keys).
Chapter 2, Lesson 1, Process Skill, SE page 29 Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 Chapter 6, Lesson 1, Process Skill, SE page 117 Chapter 8, Lesson 1, Process Skill, SE page 161 Classification, SE page 202

Science Processes and Inquiry
Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objects to meet this standard.
2. Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).
Chapter 2, Lesson 2, Video A, SE page 31 Chapter 5, Lesson 3, video B, SE page 98; Process Skill, SE page 101 Energy Transfer, SE page 203 The Water Cycle, SE page 204

Science Processes and Inquiry
Process Standard 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
1. Ask questions about the world and formulate an orderly plan to investigate a question.
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

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2. Evaluate the design of a scientific investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
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3. Design and conduct a scientific 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, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
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4. Recognize potential hazards and practice safety procedures in all science activities.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Processes and Inquiry
Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.
1. Report data using tables, line, bar, trend, and/or simple circle graphs.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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2. Interpret data tables, line, bar, trend, and/or simple circle graphs.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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3. Make predictions based on patterns in experimental data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 2, Process Skill, SE page 57; 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 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

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4. Communicate the results of investigations and/or give explanations based on data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, 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

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Process Standard 5: Inquiry—Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.
1. Use different ways to investigate questions and evaluate the fairness of the test.
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

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2. Use a variety of measurement tools and technology.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16 Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129 Chapter 7, Lesson 2, Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson C, Video C, SE page 165; KnowZone, SE pages 168-169 Chapter 9, Lesson 2 Process Skill, SE page 191

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3. Formulate a general statement to represent the data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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4. Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further.
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Physical Science
Standard 1: Properties of Matter and Energy—Describe characteristics of objects based on physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Matter has physical properties that can be used for identification (e.g., color, texture, shape).
Chapter 7, Lesson 2, video A, SE page 143; Video B, SE page 144; Video C, SE page 145

Physical Science
Standard 1: Properties of Matter and Energy—Describe characteristics of objects based on physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.
Chapter 7, Lesson 2, Video B, SE page 144; Math in Science, SE page 147 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169 The Metric System, SE pages 200-201

Physical Science
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3. Energy can be transferred in many ways (e.g., energy from the Sun to air, water, and metal).
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; Video C, SE page 165; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Life Science
Standard 2: Organisms and Environments—Organisms within a community are dependent on one another and the environments. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Organisms in a community, interacting populations in a common location, depend on each other for food, shelter, and reproduction.
Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43 Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; Writing in Science, SE page 51; Process Skill, SE page 51

Life Science
Standard 2: Organisms and Environments—Organisms within a community are dependent on one another and the environments. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Changes in environmental conditions due to human interactions or natural phenomena can affect the survival of individual organisms and/or entire species.
Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63

Earth/Space Science
Standard 3: Structure of Earth and the Solar System—Interaction between air, water, rocks/soils, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
1. Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Soils are often found in layers.
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

Earth/Space Science
Standard 3: Structure of Earth and the Solar System—Interaction between air, water, rocks/soils, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
2. Weather exhibits daily and seasonal patterns (i.e., air temperature, cloud type, wind direction, wind speed, and precipitation).
Lesson 5, Chapter 1, Video B, SE page 92; Lesson 2, Video B, SE page 98; Lesson 3, Video A, SE page 103; Video B, SE page 104; Video C, SE page 105; Process Skill, SE page 107

Earth/Space Science
Standard 3: Structure of Earth and the Solar System—Interaction between air, water, rocks/soils, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:
3. Earth is the third planet from the Sun in a system that includes the moon, the Sun, and eight other planets.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE pages 118-119