

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

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

KEY:

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

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Describe objects according to their physical properties. |
| Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page 167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Describe changes that occur in matter. |
| Chapter 8, Lesson 2, Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167; Lesson 3, Video A, SE page 171; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Describe an object’s position and how to effect its movement. |
| Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify common types and uses of energy. |
| Chapter 8, Lesson 3, Video A, SE page 171; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Process Skill, SE page 183; Lesson 2, Video A, SE page 187; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Recognize characteristics that are similar and different between organisms. |
| 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: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Describe the basic needs of living things. |
| Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Video A, SE page 39 Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; KnowZone, Se pages 52-53 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Describe how related plants and animals have similar characteristics. |
| 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 SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Describe a habitat and the organisms that live there. |
| Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; process Skill, SE page 29; KnowZone, SE pages 36-37 Chapter 3, Lesson 3, Video B, SE page 62 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Identify how some animals gather and store food, defend themselves, and find shelter. |
| Chapter 1, KnowZone, SE pages 14-15; Lesson 3, Critical Thinking, SE page 21 Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize physical differences in Earth materials. |
| Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Lesson 3, Video A, SE page 83; Video B, SE page 84 Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 99 Chapter 9, Lesson 3, Video C, SE page 195 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify daily and seasonal weather changes. |
| Chapter 5, KnowZone, SE pages 96-97; Lesson 2, Process Skill, SE page 103; Lesson 3, Video A, SE page 105; Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Identify and trace the movement of objects in the sky. |
| Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117; Lesson 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE UNIVERSE: Describe natural objects, events, and processes outside the Earth, both past and present. |
| Chapter 6, Lesson 1, Video C, SE page 115; Critical Thinking, SE page 117; Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121; Critical Thinking, SE page 123; KnowZone, SE pages 124-125; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131; Process Skill, SE page 131 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| FORMULATING THE QUESTION/HYPOTHESIS: Formulate and express scientific questions or hypotheses to be investigated. |
| Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations. |
| Make observations. Based on these observations, ask questions or hypotheses, which can be explored through simple investigations. |
| Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, 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 INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| DESIGNING THE INVESTIGATION: Design safe and ethical scientific investigations to address questions or hypotheses. |
| Design scientific investigations to address and explain questions or hypotheses. |
| Plan 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 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| COLLECTING AND PRESENTING DATA: Conduct procedures to collect, organize, and display scientific data. |
| Collect, organize, and display scientific data. |
| Collect data from 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, 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: Use interrelated processes to pose questions and investigate the physical and living world. |
| ANALYZING AND INTERPRETING RESULTS: Analyze scientific information to develop and present conclusions. |
| Analyze scientific information to develop and present conclusions. |
| Use the data collected from an investigation to explain the results. |
| 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, 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 |

| |
|---|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that any collection of things that have an influence on one another can be thought of as a system. |
| Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Lesson 2, Video B, SE page 56; Video C, SE page 57; Lesson 3, Video B, SE page 62; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson, 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121; Lesson 3, Video A, SE page 127; Video B, SE page 128; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 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; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 Energy Transfer, SE page 203 Planet Earth, SE page 204 Earth in Space, SE page 205 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that a model is a tentative scheme or structure with explanatory power. |
| Chapter 4 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 LabTime Hands-On Activity, TRB pages 105-107; TG page 120 Chapter 7, Lesson 3 Process Skill, SE page 153 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that both patterns of change and stability are important in the natural world. |
| Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 Chapter 2, Lesson 2, Video C, SE page 33 Chapter 5, Lesson 2, Video B, SE page 100 Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video SE page 115; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that changes in scale influence the characteristics, properties, and relationships within a system. |
| Chapter 3, Lesson 2, Video A, SE page 55; Process Skill, SE page 59 Chapter 7, Lesson 3, Process Skill, SE page 153 |

| |
|--|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, ad the history of science as it relates to and clarifies scientific inquiries. |
| Understand that science is a human endeavor practiced by individuals from many different cultures. |
| 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 |

| |
|---|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, ad the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge is subject to change based on new findings and results of scientific observations and experimentation. |
| Chapter 3, Lesson 2, Process Skill, SE page 59 Chapter 4, KnowZone, SE pages 40-41 Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Process Skill, SE page 109 Chapter 6, KnowZone, SE pages 124-125 Chapter 8, KnowZone, SE pages 168-169 |

| |
|---|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, ad the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism. |
| 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 IN PERSONAL AND SOCIAL PERSEPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe the role of science and technology in local, national, and global issues. |
| Chapter 3, Lesson 2, Video A, SE page 55 Chapter 4, Lesson 2, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Process Skill, SE page 153 Chapter 8, KnowZone, SE page 168-169; Lesson 3, video B, SE page 172; Video C, SE page 173 |

| |
|---|
| SCIENCE IN PERSONAL AND SOCIAL PERSEPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies. |
| Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63 Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87 Chapter 5, Lesson 2, Video C, SE page 101 Chapter 9, Lesson 3, Video C, SE page 195; Process Skill, SE page 197 |

| |
|---|
| SCIENCE IN PERSONAL AND SOCIAL PERSEPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Explain risks and benefits in personal and community health from a science perspective. |
| Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59 |

| |
|---|
| SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology, and society. |
| Understand the relationship that exists between science and technology. |
| 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: Understand the interconnections among science, technology, and society. |
| Understand the process of technological design to solve problems and meet needs. |
| Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102 Chapter 9, Lesson 2 Process Skill, SE page 191 |

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

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

KEY:

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

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Identify substances as they exist in different states of matter. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Distinguish among solids, liquids, and gases. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Identify unique properties of each state of matter. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Describe the ability of matter to change state by heating and cooling. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Recognize that heating and cooling cause changes in states of matter. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Identify changes in states of matter seen in the environment. |
| Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Describe and compare the motion of objects. |
| 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: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize and describe the motion of an object in terms of one or more forces acting on it. |
| 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: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Identify examples of magnetism and gravity exerting force on an object. |
| Chapter 5, Lesson 2, Video A, SE page 97 |
| Chapter 6, Lesson 1, Video C, SE page 115 |
| Chapter 7, Lesson 2, Video B, SE page 144 |
| Chapter 8, Lesson 3, Video A, SE page 171 |
| Chapter 9, Lesson 2, Video A, SE page 185; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize that magnets attract and repel each other and other materials. |
| Chapter 9, Lesson 2, Video A, SE page 185 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize that things on or near Earth are pulled toward it by Earth's gravity. |
| Chapter 8, Lesson 3, Video A, SE page 171 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify forms of various types of energy and their effects on matter. |
| Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163 |
| Chapter 9, Lesson 1, Video A, SE page 179; Lesson 2, Video A, SE page 185; Lesson 3, Video A, SE page 191 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify various forms of energy, including heat, light, sound, and electricity. |
| Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163 |
| Chapter 9, Lesson 1, Video A, SE page 179; Lesson 2, Video A, SE page 185; Lesson 3, Video A, SE page 191 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Describe the examples of energy transfer. |
| Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 |
| Chapter 9, Lesson 2, Video C, SE page 187; KnowZone, SE pages 196-197 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify the direction of heat transfer on a diagram showing objects at different temperatures. |
| See Level A: |
| Chapter 8, Lesson 3, Video A, , SE page 171; Video B, SE page 172; Video C, SE page 173 |
| See also Level C: |
| Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify ways to produce heat, including light, burning, electricity, friction, and as a by-product of mechanical and electrical machines. |
| Chapter 6, Lesson 1, Video A, SE page 113 Chapter 9, Lesson 3, Video B, SE page 192 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify examples of everyday energy transfer in the environment. |
| Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Video C, SE page 187; KnowZone, SE pages 196-197 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Group or classify organisms based on a variety of characteristics. |
| Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Classify a variety of living things into groups using various characteristics. |
| Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Describe the function of organ systems. |
| See Level C: Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Classify organs by the system to which they belong. |
| See Level C: Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Describe basic plant and animal structures and their functions. |
| Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; KnowZone, SE pages 14-15; Lesson 3, Video B, SE page 18; Video C, SE page 19 |
| Chapter 2, KnowZone, SE pages 36-37 |
| Chapter 3, Lesson 1, Video B, SE page 48; KnowZone, SE pages 52-53; Lesson 2, Video B, SE page 56 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Associate specific structures with their functions in the survival of the organism. |
| Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; KnowZone, SE pages 14-15; Lesson 3, Video B, SE page 18; Video C, SE page 19 |
| Chapter 2, KnowZone, SE pages 36-37 |
| Chapter 3, Lesson 1, Video B, SE page 48; KnowZone, SE pages 52-53; Lesson 2, Video B, SE page 56 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Describe the life cycle of an organism. |
| Level B: |
| Chapter 1, Lesson 3, Video C, SE page 19 |
| See also Level A: |
| Chapter 1, Lesson 3, Video B, SE page 18; Process Skill, SE page 21 |
| See also Level C: |
| Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Describe the life cycle of common organisms. |
| Level B: |
| Chapter 1, Lesson 3, Video C, SE page 19 |
| See also Level A: |
| Chapter 1, Lesson 3, Video B, SE page 18; Process Skill, SE page 21 |
| See also Level C: |
| Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Recognize that organisms are produced by living organisms of similar kind, and do not appear spontaneously from inanimate materials. |
| Chapter 1, Lesson 2, Video B, SE page 10 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Describe the relationships between characteristics of specific habitats and the organisms that live there. |
| Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video B, SE page 18; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 |
| Chapter 2, KnowZone, SE pages 36-37 |
| Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Use drawings or models to represent a series of food chains for specific habitats. |
| Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Identify the producers, consumers, and decomposers in a given habitat. |
| Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Recognize how all animals depend upon plants whether or not they eat the plants directly. |
| Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Explain the relationship between animal behavior and species survival. |
| Chapter 1, Lesson 2, Video C, SE page 11; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat. |
| Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Lesson 2, Video C, SE page 33; Lesson 3, Critical Thinking, SE page 43; Process Skill, SE page 43 |
| 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; Critical Thinking, SE page 65; Process Skill, SE page 65 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Describe how adaptations help a species survive. |
| Chapter 1, Lesson 2, Video C, SE page 11; KnowZone, SE pages 14-15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 |
| Chapter 2, KnowZone, SE pages 36-37 |
| Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Describe changes to the environments that have caused the population of some species to change. |
| Chapter 2, Lesson 1, Video B, SE page 26; Critical Thinking, SE page 29; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 |
| Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video C, SE page 62; Video C, SE page 63; Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Identify conditions that might cause a species to become endangered or extinct. |
| Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7; Process Skill, SE page 7 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Identify properties and uses of Earth materials. |
| Chapter 4, Lesson 2, Video B, SE page 76; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; KnowZone, SE pages 86-87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 |
| Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video A, SE page 97 |
| Chapter 9, Lesson 2, Video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that Earth materials are used in different ways based on differences in their physical and chemical properties. |
| Chapter 4, Lesson 2, Video B, SE page 76; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; KnowZone, SE pages 86-87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 |
| Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video A, SE page 97 |
| Chapter 9, Lesson 2, Video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that soils vary in color, texture, components, reaction to water, and ability to support the growth of plants. |
| See Level A: |
| Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79 |
| See also Level C: |
| Chapter 4, Lesson 3, Video C, SE page 85 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that the supply of many resources is limited, and that resources can be extended through recycling and decreased use. |
| Chapter 3, Lesson 3, Video C, SE page 63 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that discarded products contribute to the problem of waste disposal. |
| Chapter 3, Lesson 3, Video C, SE page 63 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Describe patterns of seasonal weather. |
| 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 SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Describe weather in measurable quantities including temperature, wind direction, wind speed, and precipitation. |
| Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Interpret data over a period of time and use information to describe changes in weather from day to day, week to week, and season to season. |
| Chapter 5, Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, video A, SE page 105; Video B, SE page 106; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify causes of Earth surface changes. |
| Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify effects of wind and water on Earth materials using appropriate models. |
| Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Critical Thinking, SE page 79 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify effects of rapid changes on Earth's surface features including earthquakes and volcanoes. |
| Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models. |
| Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121; Critical Thinking, SE page 123 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Describe Earth's position and movement in the solar system. |
| Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; Lesson 2, Video B, SE page 120 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Recognize that the rotation of the Earth on its axis every 24 hours produces the night and day cycle. |
| Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| FORMULATING THE QUESTION/HYPOTHESIS: Formulate and express scientific questions or hypotheses to be investigated. |
| Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations. |
| Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific investigations. |
| 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 |

| |
|--|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| DESIGNING THE INVESTIGATION: Design safe and ethical scientific investigations to address questions or hypotheses. |
| Design scientific investigations to address and explain questions or hypotheses. |
| Design a simple scientific investigation to answer questions of test hypotheses. |
| 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 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| COLLECTING AND PRESENTING DATA: Conduct procedures to collect, organize, and display scientific data. |
| Collect, organize, and display scientific data. |
| Collect, organize, and summarize data from investigations. |
| Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| ANALYZING AND INTERPRETING RESULTS: Analyze scientific information to develop and present conclusions. |
| Analyze scientific information to develop and present conclusions. |
| Summarize, analyze, and interpret data from investigations. |
| Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that any collection of things that have an influence on one another can be thought of as a system. |
| Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; 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 A, SE page 47; Video B, SE page 48; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Process Skill, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65 Chapter 4, Lesson 2, Video C, SE page 77 Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video A, SE page 97; Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119; Video C, SE page 121; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, Lesson 1, Video C, SE page 137; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 157; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video C, SE page 173; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Video C, SE page 181; Lesson 2, Video C, SE page 187; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|---|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that a model is a tentative scheme or structure with explanatory power. |
| Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 6, Lesson 1, Process Skill, SE page 117 Chapter 8, Lesson 3, Process Skill, SE page 175 Chapter 9, Lesson 2, Process Skill, SE page 189 |

| |
|---|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that both patterns of change and stability are important in the natural world. |
| Chapter 1, Lesson 3, Video C, SE page 13 Chapter 3, Lesson 2, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115 The Water Cycle, SE page 204 Earth in Space, SE page 205 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that changes in scale influence the characteristics, properties, and relationships within a system. |
| Chapter 3, Lesson 3, Process Skill, SE page 35 Chapter 4, Lesson 1, Process Skill, SE page 73 Chapter 6, Lesson 1, Process Skill, SE page 117 Chapter 7, Lesson 2, Video A, SE page 143 Chapter 8, Lesson 3, Math in Science, SE page 175 Chapter 9, Lesson 2, Process Skill, SE page 189 |

| |
|---|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that science is a human endeavor practiced by individuals from many different cultures. |
| Chapter 4, Lesson 2, Video C, SE page 77 Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Math in Science, SE page 129; KnowZone, SE pages 130-131 Chapter 7, Lesson 3, Video A, SE page 149 Chapter 8 KnowZone, SE pages 168-169 Chapter 9 KnowZone, SE pages 196-197 |

| |
|---|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge is subject to change based on new findings and results of scientific observations and experimentation. |
| 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 |

| |
|---|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism. |
| 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 IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe the role of science and technology in local, national, and global issues. |
| Chapter 1, KnowZone, SE pages 14-15 Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video C, SE page 57 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; KnowZone, SE pages 130-131 Chapter 7, Lesson 7, KnowZone, SE pages 140-141 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173 Chapter 9, Lesson 2, Video B, SE page 186; Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192 |

| |
|---|
| SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies. |
| Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video C, SE page 63; Process Skill, SE page 65 Chapter 5, KnowZone, SE pages 102-103 Chapter 9, Lesson 3, Video B, SE page 192; Process Skill, SE page 195 |

| |
|--|
| SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Explain risks and benefits in personal and community health from a science perspective. |
| See Level A: Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59 |

| |
|--|
| SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology, and society. |
| Understand the relationship that exists between science and technology. |
| Chapter 4, Lesson 3, Video B, SE page 82; Video C, SE page 83 Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103 Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 27; KnowZone, SE pages 130-131 Chapter 7, KnowZone, SE pages 140-141 Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173 Chapter 9, Lesson 2, Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Process Skill, SE page 195; KnowZone, SE pages 196-197 |

| |
|---|
| SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology, and society. |
| Understand the process of technological design to solve problems and meet needs. |
| 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 |

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

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

KEY:

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

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Identify substances as they exist in different states of matter. |
| Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Distinguish among solids, liquids, and gases. |
| Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand structure and properties of matter. |
| Understand structures and properties of matter. |
| Identify unique properties of each state of matter. |
| Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Describe the ability of matter to change state by heating and cooling. |
| Chapter 7, Lesson 1, Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video C, SE page 145; Critical Thinking, SE page 147 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Recognize that heating and cooling cause changes in states of matter. |
| Chapter 7, Lesson 1, Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video C, SE page 145; Critical Thinking, SE page 147 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| MATTER: Understand chemical and physical changes. |
| Describe and analyze chemical and physical properties. |
| Identify changes in states of matter seen in the environment. |
| Chapter 7, Lesson 1, Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video C, SE page 145; Critical Thinking, SE page 147 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Describe and compare the motion of objects. |
| Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Process Skill, SE page 183; KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize and describe the motion of an object in terms of one or more forces acting on it. |
| Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Process Skill, SE page 183; KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Identify examples of magnetism and gravity exerting force on an object. |
| Level C: Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video B, SE page 122 Chapter 9, Lesson 1, Video B, SE page 180 |
| See also Level B: Chapter 9, Lesson 2, Video A, SE page 185 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize that magnets attract and repel each other and other materials. |
| See Level B: Chapter 9, Lesson 2, Video A, SE page 185 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| FORCE: Understand fundamental forces, their forms, and their effects on motion. |
| Describe fundamental forces and the motions resulting from them. |
| Recognize that things on or near Earth are pulled toward it by Earth's gravity. |
| Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video B, SE page 122 Chapter 9, Lesson 1, Video B, SE page 180 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify forms of various types of energy and their effects on matter. |
| 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 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify various forms of energy, including heat, light, sound, and electricity. |
| 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 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Describe the examples of energy transfer. |
| Chapter 8, Lesson 1, Video B, SE page 158; Lesson 2, Video B, SE page 164; Lesson 3, Video B, SE page 172; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify the direction of heat transfer on a diagram showing objects at different temperatures. |
| Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167 |

| |
|--|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify ways to produce heat, including light, burning, electricity, friction, and as a by-product of mechanical and electrical machines. |
| Chapter 8, Lesson 3, Video A, SE page 171 |

| |
|---|
| PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world. |
| ENERGY: Understand energy, its transformations, and interactions with matter. |
| Explain and analyze the interaction of energy and matter. |
| Identify examples of everyday energy transfer in the environment. |
| Chapter 8, Lesson 1, Video B, SE page 158; Lesson 2, Video B, SE page 164; Lesson 3, Video B, SE page 172; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Group or classify organisms based on a variety of characteristics. |
| Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Classify a variety of living things into groups using various characteristics. |
| Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Describe the function of organ systems. |
| Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Classify organs by the system to which they belong. |
| Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Describe basic plant and animal structures and their functions. |
| Chapter 1, , Lesson 2, Video A, SE page 9; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17 |
| Chapter 2, Lesson 2, Video B, SE page 33 |
| Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| ORGANISMS: Understand the characteristics, structure, and functions of organisms. |
| Describe the characteristics, structure, and functions of organisms. |
| Associate specific structures with their functions in the survival of the organism. |
| Chapter 1, , Lesson 2, Video A, SE page 9; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17 |
| Chapter 2, Lesson 2, Video B, SE page 33 |
| Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Describe the life cycle of an organism. |
| Level C: |
| Chapter 2, Lesson 2, Video A, SE page 31 |
| See also Level A: |
| Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21 |
| See also Level B: |
| Chapter 1, Lesson 3, Video C, SE page 19 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Describe the life cycle of common organisms. |
| Level C: Chapter 2, Lesson 2, Video A, SE page 31 |
| See also Level A: Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21 |
| See also Level B: Chapter 1, Lesson 3, Video C, SE page 19 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| HEREDITY: Understand the transmission of traits in living things. |
| Understand the transmission of traits in living things. |
| Recognize that organisms are produced by living organisms of similar kind, and do not appear spontaneously from inanimate materials. |
| Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Critical Thinking, SE page 35; Process Skill, SE page 35 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Describe the relationships between characteristics of specific habitats and the organisms that live there. |
| Chapter 3, Lesson 1, Video A, SE page 47; Process Skill, SE page 51; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; Critical Thinking, SE page 57; Process Skill, SE page 57; KnowZone, SE pages 58-59 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Use drawings or models to represent a series of food chains for specific habitats. |
| Level C: Chapter 3, Lesson 1, Video C, SE page 49 Food Web, SE page 203 Energy Pyramid, SE page 203 |
| See also Level B: Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Food Web, SE page 203 Energy Pyramid, SE page 203 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Identify the producers, consumers, and decomposers in a given habitat. |
| Level C: Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51 Food Web, SE page 203 Energy Pyramid, SE page 203 See also Level B: Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 Food Web, SE page 203 Energy Pyramid, SE page 203 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Recognize how all animals depend upon plants whether or not they eat the plants directly. |
| Level C: Chapter 3, Lesson 1, Video C, SE page 49 Food Web, SE page 203 Energy Pyramid, SE page 203 See also Level B: Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Food Web, SE page 203 Energy Pyramid, SE page 203 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Explain the relationship between animal behavior and species survival. |
| Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Explain and analyze the interdependence of organisms in their natural environment. |
| Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat. |
| Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 3, Video B, SE page 62; Critical Thinking, SE page 65 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Describe how adaptations help a species survive. |
| Chapter 2, Lesson 1, Video C, SE page 27; Lesson 2, Video B, SE page 32; Video C, SE page 33 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 |

| |
|---|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Describe changes to the environments that have caused the population of some species to change. |
| Chapter 2, Lesson 1, Video C, SE page 27; KnowZone, SE pages 36-37 Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62 |

| |
|--|
| LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment. |
| DIVERSITY/INTERDEPENDENCE: Understand the relationships among living things and between living things and their environments. |
| Describe and analyze diversity of species, natural selection, and adaptations. |
| Identify conditions that might cause a species to become endangered or extinct. |
| Chapter 2, Lesson 1, Video C, SE page 27; Lesson 3, Critical Thinking, SE page 25; Lesson 3, Critical Thinking, SE page 43 Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 2, Process Skill, SE page 57; Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Identify properties and uses of Earth materials. |
| Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that Earth materials are used in different ways based on differences in their physical and chemical properties. |
| Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that soils vary in color, texture, components, reaction to water, and ability to support the growth of plants. |
| 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 AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that the supply of many resources is limited, and that resources can be extended through recycling and decreased use. |
| Chapter 4, Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87 |
| Chapter 5, Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101 |
| Chapter 8, Lesson 2, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand the properties and limited availability of the materials which make up the Earth. |
| Identify the structure of the Earth system and the availability and use of the materials that make up that system. |
| Recognize that discarded products contribute to the problem of waste disposal. |
| Chapter 3, Lesson 3, Video C, SE page 63 |
| Chapter 4, Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Describe patterns of seasonal weather. |
| Chapter 5, Lesson 3, Video B, SE page 104; Video C, SE page 105; KnowZone, SE pages 108-109 |
| Chapter 6, Lesson 1, Video A, SE page 121; Critical Thinking, SE page 125 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Describe weather in measurable quantities including temperature, wind direction, wind speed, and precipitation. |
| Chapter 4, Lesson 3, Video A, SE page 103; Video B, SE page 104; Process Skill, SE page 107 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Interpret data over a period of time and use information to describe changes in weather from day to day, week to week, and season to season. |
| Chapter 5, Lesson 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; Critical Thinking, SE page 107; Process Skill, SE page 107 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify causes of Earth surface changes. |
| Chapter 4, Lesson 1, Video C, SE page 71; Critical Thinking, SE page 73; KnowZone, SE pages 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Lesson 3, Writing in Science, SE page 87; Process Skill, SE page 87 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify effects of wind and water on Earth materials using appropriate models. |
| Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE DYNAMIC EARTH: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth. |
| Identify effects of rapid changes on Earth's surface features including earthquakes and volcanoes. |
| Chapter 4, Lesson 1, Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; KnowZone, SE pages 74-75 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models. |
| 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 |

| |
|--|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Describe Earth's position and movement in the solar system. |
| 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 |

| |
|---|
| EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationships to other celestial bodies. |
| THE EARTH IN SPACE: Understand the Earth's place in the solar system and the universe. |
| Explain relationships among the Earth, sun, moon, and the solar system. |
| Recognize that the rotation of the Earth on its axis every 24 hours produces the night and day cycle. |
| Chapter 6, Lesson 2, Video A, SE page 121 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| FORMULATING THE QUESTION/HYPOTHESIS: Formulate and express scientific questions or hypotheses to be investigated. |
| Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations. |
| Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific 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, 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 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| DESIGNING THE INVESTIGATION: Design safe and ethical scientific investigations to address questions or hypotheses. |
| Design scientific investigations to address and explain questions or hypotheses. |
| Design a simple scientific investigation to answer questions of test hypotheses. |
| 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 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| COLLECTING AND PRESENTING DATA: Conduct procedures to collect, organize, and display scientific data. |
| Collect, organize, and display scientific data. |
| Collect, organize, and summarize data from investigations. |
| Chapter 1, Lesson 1, Process Skill, SE page 7; 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, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|---|
| SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world. |
| ANALYZING AND INTERPRETING RESULTS: Analyze scientific information to develop and present conclusions. |
| Analyze scientific information to develop and present conclusions. |
| Summarize, analyze, and interpret data from investigations. |
| Chapter 1, Lesson 1, Process Skill, SE page 7; 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, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that any collection of things that have an influence on one another can be thought of as a system. |
| 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; Video C, SE page 17 Chapter 2, 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 49; Video C, SE page 49; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; KnowZone, SE page 58-59 Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; KnowZone, SE page 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85 Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Lesson 3, Video A, SE page 103; Video B, SE page 104; Video C, SE page 105 Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123 Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; KnowZone, SE page 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151 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 Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 1, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that a model is a tentative scheme or structure with explanatory power. |
| Chapter 1, Lesson 1, Process Skill, SE page 7 Chapter 4, Lesson 3, Process Skill, SE page 87 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 9, Lesson 1, Process Skill, SE page 183 |

| |
|---|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that both patterns of change and stability are important in the natural world. |
| Chapter 2, Lesson 2, Video A, SE page 31 Chapter 3, Lesson 1, Video C, SE page 49 Chapter 5, Lesson 2, Video B, SE page 98 Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123 |

| |
|--|
| UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences. |
| Understand that changes in scale influence the characteristics, properties, and relationships within a system. |
| Chapter 1, Lesson 1, Process Skill, SE page 7 Chapter 6, KnowZone, SE pages 118-119; Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123 Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191 |

| |
|--|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that science is a human endeavor practiced by individuals from many different cultures. |
| 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 |

| |
|--|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge is subject to change based on new findings and results of scientific observations and experimentation. |
| Chapter 1, KnowZone, SE page 20-21 Chapter 3, Lesson 2, Video B, SE page 62 Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85 Chapter 5, Lesson 1, Video C, SE page 93 Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129 Chapter 7, KnowZone, SE pages 140-141 Chapter 9, KnowZone, SE pages 184-185 |

| |
|--|
| HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries. |
| Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism. |
| Chapter 1, Lesson 3, Critical Thinking, SE page 19 Chapter 2, Lesson 2, Critical Thinking, SE page 35 Chapter 3, Lesson 1, Critical Thinking, SE page 51; Lesson 3, Critical Thinking, SE page 65 Chapter 4, Lesson 3, Critical Thinking, SE page 87 Chapter 5, Lesson 1, Critical Thinking, SE page 95 Chapter 7, Lesson 2, Critical Thinking, SE page 147 Chapter 8, Lesson 2, Critical Thinking, SE page 167; Lesson 3, Critical Thinking, SE page 175 Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; , Critical Thinking, SE page 197 |

| |
|--|
| SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe the role of science and technology in local, national, and global issues. |
| 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 IN PERSONAL AND SOCIAL PERSEPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies. |
| Chapter 3, Lesson 3, Video B, SE page 62 Chapter 4, Lesson 3, Video C, SE page 85 Chapter 5, Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101 Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173 |

| |
|--|
| SCIENCE IN PERSONAL AND SOCIAL PERSEPECTIVES: Understand that science provides a basis for understanding and acting upon personal and social issues. |
| Explain risks and benefits in personal and community health from a science perspective. |
| Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, video B, SE page 62 Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Writing in Science, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, Lesson 3, Video B, SE page 150 Chapter 8, Lesson 1, Video C, SE page 159 |

| |
|--|
| SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology, and society. |
| Understand the relationship that exists between science and technology. |
| 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 |

| |
|---|
| SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology, and society. |
| Understand the process of technological design to solve problems and meet needs. |
| Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174 |