SRA Snapshots Video Science™: Level A
correlation to
Rhode Island Science Framework
Grade 3

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

KEY:

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

A. THE NATURE OF TECHNOLOGY
Technology and Science
1. Throughout all of history, people everywhere have invented and used tools. Most tools of today are different from those of the past but many are modifications of very ancient tools.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE page 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Process Skill, SE page 131** **Chapter 7, LabTime Hands-On Activity, TRB pages 123-125; TG page 138** **Chapter 8, Lesson 1, Video C, SE page 187; LabTime Hands-On Activity. TRB ages 141-143, TG page 156**

A. THE NATURE OF TECHNOLOGY
Technology and Science
2. The products of technology enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving at all.
Chapter 3, Lesson 2, Video A, SE page 55; Math in Science, SE page 59 **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128**

A. THE NATURE OF TECHNOLOGY
Technology and Science
3. Measuring instruments can be used to gather accurate information for making scientific comparisons of objects and events and for designing and constructing things that will work properly.
Chapter 3, Lesson 3, Process Skill, SE page 65 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **The Metric System, SE pages 200-201**

A. THE NATURE OF TECHNOLOGY
Technology and Science
4. Technology extends the ability of people to change the world; to cut, shape, or put together materials; to move things from one place to another; and to reach farther with their hands, voices, senses, and minds. The changes may be for survival needs such as food, shelter, and defense, for communication and transportation, or to gain knowledge and express ideas, or entertainment.
Chapter 3, Lesson 2, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 64 **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, KnowZone, SE pages 96-97; Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103; Lesson 3, Video A, SE page 105; Video C, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109; Process Skill, SE page 109** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, KnowZone, SE pages 140-141' Lesson 2, Critical Thinking, SE page 147; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153** **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175**

A. THE NATURE OF TECHNOLOGY
Design and Systems
1. There is no perfect design. Designs are best in one respect (safety or ease of use, for example) may be inferior in other ways (cost or appearance). Usually some features must be sacrificed to get others. How such trade-offs are perceived depends upon which features are emphasized and which are down-played.
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 **Chapter 7, Lesson 3, Process Skill, SE page 153** **Chapter 8, Lesson 3, Process Skill, SE page 175** **Chapter 9, Lesson 2, Process Skill, SE page 191**

A. THE NATURE OF TECHNOLOGY
Design and Systems
2. Even a good design may fail. Sometimes steps can be taken ahead of time to reduce the likelihood of failure, but it cannot be entirely eliminated.
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 **Chapter 7, Lesson 3, Process Skill, SE page 153** **Chapter 8, Lesson 3, Process Skill, SE page 175** **Chapter 9, Lesson 2, Process Skill, SE page 191**

A. THE NATURE OF TECHNOLOGY
Design and Systems
3. The solution to one problem may create other problems.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19 **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, KnowZone, SE pages 96-97**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
1. Technology has been part of life on the earth since the advent of the human species. Like language, ritual, commerce, and the arts, technology is an intrinsic part of human culture, and it both shapes society and is shaped by it. The technology available to people greatly influences what their lives are like.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 5, KnowZone SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video BC, SE page 128; Video C, 129**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
2. Any invention is likely to lead to other inventions. Once an invention exists, people are likely to think up ways of using it that were never imagined at first.
Chapter 6, KnowZone, SE pages 124-125; 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; Critical Thinking, SE page 153; Process Skill, SE page 153** **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
3. Transportation, communications, nutrition, sanitation, health care, entertainment, and other technologies give large numbers of people today the goods and services that once were luxuries enjoyed only by the wealthy. These benefits are not equally available to everyone.
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**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
4. Scientific laws, engineering principles, properties of materials, and construction techniques must be taken into account in designing engineering solutions to problems. Other factors, such as cost, safety, appearance, environmental impact, and what will happen if the solution fails also must be considered.
Chapter 4, Lesson 3,Video B, SE page 84 **Chapter 5, KnowZone, SE pages 96-97** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175** **Chapter9, Lesson 3, Video C, SE page 195; Critical Thinking, SE page 197**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
5. Because of their ability to invent tools, people have an enormous effect on the lives of other living things.
Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; 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** **Chapter 5, KnowZone, SE pages 96-97; Lesson 2, Video C, SE page 101** **Chapter 6, KnowZone, SE pages 124-125** **Chapter 8, KnowZone, SE page 168-169**

B. THE PHYSICAL SETTING
The Universe
1. The patterns of stars in the sky stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
Chapter 6, Lesson 3, Video A, SE page 127; Process Skill, SE page 131

B. THE PHYSICAL SETTING
The Universe
2. Telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.
Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Process Skill, SE page 131

B. THE PHYSICAL SETTING
The Universe
3. Planets change their positions against the background of stars.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

B. THE PHYSICAL SETTING
The Universe
4. The earth is one of several planets that orbit the sun, and the moon orbits the earth.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

B. THE PHYSICAL SETTING
The Universe
5. Stars are like the sun, some being smaller and some larger, but so far away that they look like points of light. The sun is a star.
Chapter 6, Lesson 2, Video A, SE page 127

B. THE PHYSICAL SETTING
The Earth
1. Things on or near the earth are pulled toward it by the earth's gravity.
Chapter 7, Lesson 1, Video C, SE page 137

B. THE PHYSICAL SETTING
The Earth
2. Like all planets and stars, the earth is approximately spherical in shape. The rotation of the earth on its axis every 24 hours produces the night-and-day cycle. To people on earth, this turning of the planet makes it seem as though the sun, moon, planets, and stars are orbiting the earth once a day.
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

B. THE PHYSICAL SETTING
The Earth
3. Air is a substance that surrounds us, takes up space, and whose movement we feel as wind.
Chapter 4, Lesson 3, Video A, SE page 83 **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

B. THE PHYSICAL SETTING
Structure of Matter
1. No matter how parts of an object are assembled, the weight of the whole object is always the same as the sum of its parts; and when a things is broken into parts, the parts have the same total weight as the original thing.
Chapter 8, Lesson 1, Video A, SE page 157; Video C, SE page 159

B. THE PHYSICAL SETTING
Structure of Matter
2. Materials may be composed of parts that are too small to be seen without magnification.
Chapter 8, Lesson 1, Video B, SE page 158; Process Skill, SE page 161

C. THE LIVING ENVIRONMENT
Diversity of Life
1. A great variety of kinds of living things can be sorted into groups in many ways using various features to decide which things belong to which group.
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

C. THE LIVING ENVIRONMENT
Diversity of Life
2. Features used for grouping depend on the purpose of the grouping.
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

C. THE LIVING ENVIRONMENT
Interdependence of Life
1. Organisms interact with one another in various ways besides providing food. Many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Process Skill, SE page 7; 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; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 2; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

D. THE HUMAN ORGANISM
Human Identify
1. Human beings have made tools and machines to sense and do things that they could not otherwise sense or do at all, or as quickly, or as well.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE page 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Process Skill, SE page 131** **Chapter 7, LabTime Hands-On Activity, TRB pages 123-125; TG page 138** **Chapter 8, Lesson 1, Video C, SE page 187; LabTime Hands-On Activity. TRB ages 141-143, TG page 156**

D. THE HUMAN ORGANISM
Human Identify
2. Artifacts and preserved remains provide some evidence of the physical characteristics and possible behavior of human beings who lived a very long time ago.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Human Development
1. Human beings live longer than most other animals, but all living things die.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Human Development
2. There is a usual sequence of physical and mental development among human beings, although individuals differ in exactly when they learn things.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Basic Functions
1. Skin protects the body from harmful substances and other organisms and from drying out.
Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59

D. THE HUMAN ORGANISM
Learning
1. Human beings have different interests, motivations, skills and talents.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Physical Health
1. Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change.
Chapter 3, Lesson 1, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51

D. THE HUMAN ORGANISM
Physical Health
2. Tobacco, alcohol, other drugs, and certain poisons in the environment (pesticides, lead) can harm human beings and other living things.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Physical Health
3. There are some diseases that human beings can catch only once. After they've recovered they don't get sick from them again. There are many diseases that can be prevented by vaccination, so that people don't catch then even once.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
1. Different individuals handle their feelings differently, and sometimes they have different feelings in the same situation.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
2. Often human beings don't understand why others act the way they do, and sometimes they don't understand their own behavior and feelings.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
3. Physical health can affect people's emotional well-being and vice versa.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
4. One way to respond to a strong feeling, either pleasant or unpleasant, is to think about what caused it and then consider whether to seek out or avoid similar situations.
This concept is not covered at this level.

SRA Snapshots Video Science™: Level B
correlation to
Rhode Island Science Framework
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

A. THE NATURE OF TECHNOLOGY
Technology and Science
1. Throughout all of history, people everywhere have invented and used tools. Most tools of today are different from those of the past but many are modifications of very ancient tools.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147** **Chapter 8, Lesson 3, Process Skill, SE page 175** **The Metric System, SE pages 200-201**

A. THE NATURE OF TECHNOLOGY
Technology and Science
2. The products of technology enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving at all.
Chapter 1, Lesson 1, Video A, SE page 3 **Chapter 6, Lesson 3, Video A, SE page 125; Critical Thinking, SE page 129** **Chapter 8, Lesson 2, Video C, SE page 165**

A. THE NATURE OF TECHNOLOGY
Technology and Science
3. Measuring instruments can be used to gather accurate information for making scientific comparisons of objects and events and for designing and constructing things that will work properly.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147** **Chapter 8, Lesson 3, Process Skill, SE page 175** **The Metric System, SE pages 200-201**

A. THE NATURE OF TECHNOLOGY
Technology and Science
4. Technology extends the ability of people to change the world; to cut, shape, or put together materials; to move things from one place to another; and to reach farther with their hands, voices, senses, and minds. The changes may be for survival needs such as food, shelter, and defense, for communication and transportation, or to gain knowledge and express ideas, or entertainment.
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**

A. THE NATURE OF TECHNOLOGY
Design and Systems
1. There is no perfect design. Designs are best in one respect (safety or ease of use, for example) may be inferior in other ways (cost or appearance). Usually some features must be sacrificed to get others. How such trade-offs are perceived depends upon which features are emphasized and which are down-played.
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**

A. THE NATURE OF TECHNOLOGY
Design and Systems
2. Even a good design may fail. Sometimes steps can be taken ahead of time to reduce the likelihood of failure, but it cannot be entirely eliminated.
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**

A. THE NATURE OF TECHNOLOGY
Design and Systems
3. The solution to one problem may create other problems.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 3, Video C, SE page 83 **Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Process Skill, SE page 129** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video C, SE page 187; Process Skill, SE page 189; Lesson 3, Video A, SE page 191; Process Skill, SE page 195; KnowZone, SE pages 196-197**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
1. Technology has been part of life on the earth since the advent of the human species. Like language, ritual, commerce, and the arts, technology is an intrinsic part of human culture, and it both shapes society and is shaped by it. The technology available to people greatly influences what their lives are like.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 3, Video C, SE page 83 **Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Process Skill, SE page 129** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video C, SE page 187; Process Skill, SE page 189; Lesson 3, Video A, SE page 191; Process Skill, SE page 195; KnowZone, SE pages 196-197**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
2. Any invention is likely to lead to other inventions. Once an invention exists, people are likely to think up ways of using it that were never imagined at first.
Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129 **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
3. Transportation, communications, nutrition, sanitation, health care, entertainment, and other technologies give large numbers of people today the goods and services that once were luxuries enjoyed only by the wealthy. These benefits are not equally available to everyone.
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**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
4. Scientific laws, engineering principles, properties of materials, and construction techniques must be taken into account in designing engineering solutions to problems. Other factors, such as cost, safety, appearance, environmental impact, and what will happen if the solution fails also must be considered.
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**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
5. Because of their ability to invent tools, people have an enormous effect on the lives of other living things.
Chapter 2, Lesson 3, Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65** **Chapter 4, Lesson 1, Critical Thinking, SE page 73** **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99;Critical Thinking, SE page 101; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 1, Critical Thinking, SE page 161; Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175** **Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183; Lesson 2, Video B, SE page 186; Video C, SE page 187; Critical Thinking, SE page 189; Process Skill, SE page 189; Lesson 3, Video A, SE page 191; Video B, SE page 192; Video C, SE page 193; Critical Thinking, SE page 195; Process Skill, SE page 195; KnowZone, SE pages 196-197**

B. THE PHYSICAL SETTING
The Universe
1. The patterns of stars in the sky stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
See Level A: **Chapter 6, Lesson 3, Video A, SE page 127**

B. THE PHYSICAL SETTING
The Universe
2. Telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.
Chapter 6, Lesson 3, Video A, SE page 125; Video B, 126; **Video C, SE page 127: KnowZone, SE pages 130-131**

B. THE PHYSICAL SETTING
The Universe
3. Planets change their positions against the background of stars.
See Level A: **Chapter 6, Lesson 3, Video A, SE page 127**

B. THE PHYSICAL SETTING
The Universe
4. The earth is one of several planets that orbit the sun, and the moon orbits the earth.
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117

B. THE PHYSICAL SETTING
The Universe
5. Stars are like the sun, some being smaller and some larger, but so far away that they look like points of light. The sun is a star.
Chapter 6, Lesson 1, Video A, SE page 113

B. THE PHYSICAL SETTING
The Earth
1. Things on or near the earth are pulled toward it by the earth's gravity.
Chapter 8, Lesson 3, Video A, SE page 171

B. THE PHYSICAL SETTING
The Earth
2. Like all planets and stars, the earth is approximately spherical in shape. The rotation of the earth on its axis every 24 hours produces the night-and-day cycle. To people on earth, this turning of the planet makes it seem as though the sun, moon, planets, and stars are orbiting the earth once a day.
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117

B. THE PHYSICAL SETTING
The Earth
3. Air is a substance that surrounds us, takes up space, and whose movement we feel as wind.
Chapter 5, Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

B. THE PHYSICAL SETTING
Structure of Matter
1. No matter how parts of an object are assembled, the weight of the whole object is always the same as the sum of its parts; and when a things is broken into parts, the parts have he same total weight as the original thing.
Chapter 7, Lesson 2, Video B, SE page 144

B. THE PHYSICAL SETTING
Structure of Matter
2. Materials may be composed of parts that are too small to be seen without magnification.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 3, Video B, SE page150

C. THE LIVING ENVIRONMENT
Diversity of Life
1. A great variety of kinds of living things can be sorted into groups in many ways using various features to decide which things belong to which group.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 **Classification, SE page 202**

C. THE LIVING ENVIRONMENT
Diversity of Life
2. Features used for grouping depend on the purpose of the grouping.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 **Classification, SE page 202**

C. THE LIVING ENVIRONMENT
Interdependence of Life
1. Organisms interact with one another in various ways besides providing food. Many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds.
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; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43; Lesson **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51**

D. THE HUMAN ORGANISM
Human Identify
1. Human beings have made tools and machines to sense and do things that they could not otherwise sense or do at all, or as quickly, or as well.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147** **Chapter 8, Lesson 3, Process Skill, SE page 175** **The Metric System, SE pages 200-201**

D. THE HUMAN ORGANISM
Human Identify
2. Artifacts and preserved remains provide some evidence of the physical characteristics and possible behavior of human beings who lived a very long time ago.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Human Development
1. Human beings live longer than most other animals, but all living things die.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Human Development
2. There is a usual sequence of physical and mental development among human beings, although individuals differ in exactly when they learn things.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Basic Functions
1. Skin protects the body from harmful substances and other organisms and from drying out.
See Level C: **Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17**

D. THE HUMAN ORGANISM
Learning
1. Human beings have different interests, motivations, skills and talents.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Physical Health
1. Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change.
See Level A: **Chapter 3, Lesson 1, Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51**

D. THE HUMAN ORGANISM
Physical Health
2. Tobacco, alcohol, other drugs, and certain poisons in the environment (pesticides, lead) can harm human beings and other living things.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Physical Health
3. There are some diseases that human beings can catch only once. After they've recovered they don't get sick from them again. There are many diseases that can be prevented by vaccination, so that people don't catch then even once.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
1. Different individuals handle their feelings differently, and sometimes they have different feelings in the same situation.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
2. Often human beings don't understand why others act the way they do, and sometimes they don't understand their own behavior and feelings.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
3. Physical health can affect people's emotional well-being and vice versa.
This concept is not covered at this level.

D. THE HUMAN ORGANISM
Mental Health
4. One way to respond to a strong feeling, either pleasant or unpleasant, is to think about what caused it and then consider whether to seek out or avoid similar situations.
This concept is not covered at this level.

SRA Snapshots Video Science™: Level C
correlation to
Rhode Island Science Framework
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

A. THE NATURE OF TECHNOLOGY
Technology and Science
1. Throughout all of history, people everywhere have invented and used tools. Most tools of today are different from those of the past but many are modifications of very ancient tools.
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**

A. THE NATURE OF TECHNOLOGY
Technology and Science
2. The products of technology enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving at all.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 2, Video B, SE page 10; Video C, SE page 11; Lesson 3, Video A, SE page 15; Video B, SE page 16; KnowZone, SE pages 20-21 **Chapter 5, Lesson 3, Video A, SE page 103** **Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video B, SE page 128**

A. THE NATURE OF TECHNOLOGY
Technology and Science
3. Measuring instruments can be used to gather accurate information for making scientific comparisons of objects and events and for designing and constructing things that will work properly.
Chapter 1, LabTime Hands-On Activity 1, TRB page 15, TG page 30 **Chapter 5, Lesson 3, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB page 87, TG page 102** **Chapter 7, Lesson 2, Video C, SE page 165; LabTime Hands-On Activity 7, TRB page 123, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB page 141, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE page 200-201**

A. THE NATURE OF TECHNOLOGY
Technology and Science
4. Technology extends the ability of people to change the world; to cut, shape, or put together materials; to move things from one place to another; and to reach farther with their hands, voices, senses, and minds. The changes may be for survival needs such as food, shelter, and defense, for communication and transportation, or to gain knowledge and express ideas, or entertainment.
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**

A. THE NATURE OF TECHNOLOGY
Design and Systems
1. There is no perfect design. Designs are best in one respect (safety or ease of use, for example) may be inferior in other ways (cost or appearance). Usually some features must be sacrificed to get others. How such trade-offs are perceived depends upon which features are emphasized and which are down-played.
Chapter 4, Lesson 2, Critical Thinking, SE page 81; 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 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131; Writing in Science, SE page 131** **Chapter 8, Lesson 3, Video C, SE page 173** **Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183**

A. THE NATURE OF TECHNOLOGY
Design and Systems
2. Even a good design may fail. Sometimes steps can be taken ahead of time to reduce the likelihood of failure, but it cannot be entirely eliminated.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 4, Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 2, Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

A. THE NATURE OF TECHNOLOGY
Design and Systems
3. The solution to one problem may create other problems.
Chapter 3, Lesson 3, Video C, SE page 63 **Chapter 5, Lesson 2, Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131; Writing in Science, SE page 131** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Critical Thinking, SE page 175; Process Skill, SE page 175**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
1. Technology has been part of life on the earth since the advent of the human species. Like language, ritual, commerce, and the arts, technology is an intrinsic part of human culture, and it both shapes society and is shaped by it. The technology available to people greatly influences what their lives are like.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 3, Lesson 3, Video C, SE page 62; Video C, SE page 63** **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Vide C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
2. Any invention is likely to lead to other inventions. Once an invention exists, people are likely to think up ways of using it that were never imagined at first.
Chapter 6, Lesson 3, Video B, SE page 128 **Chapter 8, Lesson 3, Process Skill, SE page 175**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
3. Transportation, communications, nutrition, sanitation, health care, entertainment, and other technologies give large numbers of people today the goods and services that once were luxuries enjoyed only by the wealthy. These benefits are not equally available to everyone.
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**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
4. Scientific laws, engineering principles, properties of materials, and construction techniques must be taken into account in designing engineering solutions to problems. Other factors, such as cost, safety, appearance, environmental impact, and what will happen if the solution fails also must be considered.
Chapter 4, Lesson 2, Critical Thinking, SE page 81; 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 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131; Writing in Science, SE page 131** **Chapter 8, Lesson 3, Video C, SE page 173** **Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183**

A. THE NATURE OF TECHNOLOGY
Issues in Technology
5. Because of their ability to invent tools, people have an enormous effect on the lives of other living things.
Chapter 1, Lesson 1, Critical Thinking, SE page 7; KnowZone, SE pages 20-21 **Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63** **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; Lesson 3, Video A, SE page 103** **Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 7, Lesson 3, Video B, SE page 150; Video C, SE page 151** **Chapter 8, Lesson 1, Video A, SE page 157; Video C, SE page 159; Lesson 2, Video A, SE page 163; Critical Thinking, SE page 167; Process Skill, SE page 167; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; Process Skill, SE page 175**

B. THE PHYSICAL SETTING
The Universe
1. The patterns of stars in the sky stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
See Level A: **Chapter 6, Lesson 3, Video A, SE page 127**

B. THE PHYSICAL SETTING
The Universe
2. Telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.
Level C: **Chapter 6, Lesson 2, Video B, SE page 128** **See also Level B:** **Chapter 6, Lesson 3, video A, SE page 125**

B. THE PHYSICAL SETTING
The Universe
3. Planets change their positions against the background of stars.
Level C: **Chapter 6, Lesson 1, Video A, SE page 113** **See also Level B:** **Chapter 6, Lesson 1, Video B, SE page 114**

B. THE PHYSICAL SETTING
The Universe
4. The earth is one of several planets that orbit the sun, and the moon orbits the earth.
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

B. THE PHYSICAL SETTING
The Universe
5. Stars are like the sun, some being smaller and some larger, but so far away that they look like points of light. The sun is a star.
Chapter 6, Lesson 1, Video A, SE page 113

B. THE PHYSICAL SETTING
The Earth
1. Things on or near the earth are pulled toward it by the 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**

B. THE PHYSICAL SETTING
The Earth
2. Like all planets and stars, the earth is approximately spherical in shape. The rotation of the earth on its axis every 24 hours produces the night-and-day cycle. To people on earth, this turning of the planet makes it seem as though the sun, moon, planets, and stars are orbiting the earth once a day.
Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123

B. THE PHYSICAL SETTING
The Earth
3. Air is a substance that surrounds us, takes up space, and whose movement we feel as wind.
Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93; Critical Thinking, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

B. THE PHYSICAL SETTING
Structure of Matter
1. No matter how parts of an object are assembled, the weight of the whole object is always the same as the sum of its parts; and when a things is broken into parts, the parts have he same total weight as the original thing.
Chapter 7, Lesson 2, Video B, SE page 144

B. THE PHYSICAL SETTING
Structure of Matter
2. Materials may be composed of parts that are too small to be seen without magnification.
Chapter 7, Lesson 1, Video A, SE page 135; Critical Thinking, SE page 139; KnowZone, SE page 140-141

C. THE LIVING ENVIRONMENT
Diversity of Life
1. A great variety of kinds of living things can be sorted into groups in many ways using various features to decide which things belong to which group.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

C. THE LIVING ENVIRONMENT
Diversity of Life
2. Features used for grouping depend on the purpose of the grouping.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

C. THE LIVING ENVIRONMENT
Interdependence of Life
1. Organisms interact with one another in various ways besides providing food. Many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 2, Video C, SE page 33; KnowZone, SE page 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Writing in Science, SE page 51; 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; KnowZone, SE page 58-59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65**

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Human Identify
1. Human beings have made tools and machines to sense and do things that they could not otherwise sense or do at all, or as quickly, or as well.
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2. Artifacts and preserved remains provide some evidence of the physical characteristics and possible behavior of human beings who lived a very long time ago.
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1. Human beings live longer than most other animals, but all living things die.
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