SRA Snapshots Video Science™: Level A
correlation to
South Carolina Science Academic 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

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.1 Classify objects by two of their properties (attributes).
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Process Skill, SE page 13 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51** **Chapter 8, Lesson 1, Process Skill, SE page 161** **Chapter 9, Lesson 3, Process Skill, SE page 197** **Classification, SE page 202**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.2 Classify objects or events in sequential order.
Chapter 1, Lesson 2, Process Skill, SE page 13 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51** **Chapter 8, Lesson 1, Process Skill, SE page 161** **Chapter 9, Lesson 2, Process Skill, SE page 197**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.3 Generate questions such as "what if?" or "how?" about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.
Chapter 3, Lesson 2, Video A, SE page 55 **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** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.
Chapter 1, Lesson 2, Math in Science, SE page 13; Lesson 3, Process Skill, SE page 21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 35** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, Lesson 2, Math in Science, SE page 103** **Chapter 7, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.7 Explain why similar investigations might produce different results.
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 Inquiry
Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 3-1.8 Use appropriate safety procedures when conducting investigations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Habitats and Adaptations
Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)
Indicators: 3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Habitats and Adaptations
Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)
Indicators: 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40; Lesson C, SE page 41; Writing in Science, SE page 43; Process Skill, SE page 43

Habitats and Adaptations
Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)
Indicators: 3-23 Recall the characteristics of an organism's habitat that allow the organism to survive there. .
Chapter 2, Lesson 1, Video C, SE page 27; Process Skill, SE page 29

Habitats and Adaptations
Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)
Indicators: 3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63**

Habitats and Adaptations
Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)
Indicators: 3-2.5 Summarize the organization of simple food chains (including the roles of producers, consumers, and decomposers).
Chapter 2, Lesson 2, Video A, 31; Video B, SE page 32; Video C, SE page 33; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 **Energy Transfer, SE page 203**

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.1 Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.
Chapter 4, Lesson 2, Video A, SE page 75

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.2 Identify common minerals on the basis of their properties by using a minerals identification key.
Chapter 4, Lesson 2, Video A, SE page 75

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.3 Recognize types of fossils (including molds, casts, and preserved parts of plants and animals).
Chapter 4, Lesson 2, Video B, SE page 76; KnowZone, SE pages 80-81

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.4 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.5 Illustrate Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
Chapter 6, Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.6 Illustrate Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.
Chapter 4, Lesson 1, Video A, SE page 69; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.7 Exemplify Earth materials that are used as fuel, as a resource for building materials, and as a medium for growing plants.
Chapter 4, Lesson 2, Video C, SE page 77; Lesson 3, Video A, SE page 83, Video B, SE page 84; Video C, SE page 85; Writing in Science, 87 **Chapter 9, Lesson 3, Video C, SE page 195**

Earth's Materials and Changes
Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)
Indicators: 3-3.8 Illustrate changes in Earth's surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruptions, floods, and earthquakes).
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; **LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84**

Heat and Changes in Matter
Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.
Indicators: 3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skills 161

Heat and Changes in Matter
Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.
Indicators: 3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

Heat and Changes in Matter
Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.
Indicators: 3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).
Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Heat and Changes in Matter
Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.
Indicators: 3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).
Chapter 2, Lesson 2, Video A, SE page 31 **Chapter 8, Lesson 2, Video C, SE page 165; Lesson 3, Video A, SE page 171** **Chapter 9, Lesson 2, Video A, SE page 187; Lesson 3, Video B, SE page 194**

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.1 Identify the position of an object relative to a reference point by using position terms such as “above,” “below,” “inside of,” “underneath,” or “on top of” and a distance scale or measurement.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.2 Compare the motion of common objects in terms of speed and direction.
Chapter 7, Lesson 1, Video A, SE page 135

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Writing in Science, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.4 Explain the relationship between the motion of an object and the pull of gravity.
Chapter 7, Lesson , Video C, SE page 137

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.
Chapter 9, Lesson 1, Video C, SE page 181; Writing in Science, SE page 183; Process Skill, SE page 183

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.6 Compare the pitch and volume of different sounds.
Chapter 9, Lesson 1, Video C, SE page 181; Writing in Science, SE page 183; Process Skill, SE page 183

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.7 Recognize ways to change the volume of sounds.
Chapter 9, Lesson 1, Video C, SE page 181; Writing in Science, SE page 183; Process Skill, SE page 183

Motion and Sound
Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
Indicators: 3-5.8 Explain how the vibration of an object affects pitch.
Chapter 9, Lesson 1, Video C, SE page 181; Writing in Science, SE page 183; Process Skill, SE page 183

SRA Snapshots Video Science™: Level B
correlation to
South Carolina Science Academic 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

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.1 Classify observations as either quantitative or qualitative.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Process Skill, SE page 29; 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 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Process Skill, SE page 147; 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**

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.2 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple 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, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.3 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 4, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.4 Distinguish among observations, predictions, and inferences.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 11; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 3, Process Skill, SE page 153l LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.5 Recognize the correct placement of variables on a line graph.
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Math in Science, SE page 117; Lesson 3, Math in Science, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 189; Lesson 3, Math in Science, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
Indicators: 4-1.7 Use appropriate safety procedures when conducting 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, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.
Chapter 2, Lesson 1, Video B, SE page 26 **Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Process Skill, SE page 59**

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.
Chapter 1, Lesson 1, Video A, SE page 3; Lesson 2, Video C, SE page 11; KnowZone, SE pages 36-37

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.4 Distinguish between the characteristics of an organism that are inherited and those that are acquired over time.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.5 Explain how an organism's patterns of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resource, and the physical characteristics of the environment).
Chapter 1, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Process Skill, SE page 29 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51**

Organisms and Their Environments
Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
Indicators: 4-2.6 Explain how organisms cause changes in their environment.
Chapter 1, Lesson 1, Video C, SE page 5 **Chapter 2, Lesson 1, Video B, SE page 26; Lesson 2, Video C, 33; Lesson 3, Video C, SE page 41; Process Skill, SE page 43** **Chapter 3, Lesson 3, Video A, SE page 61; Video B, 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**

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.
Chapter 6, Lesson 1, Video A, SE page 113; Video C, 115; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.3 Explain how the Sun affects Earth.
Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 **Chapter 5, Lesson 1, Video A, SE page 91; KnowZone, SE pages 102-103** **Chapter 6, Lesson 1, Video A, SE page 113** **Chapter 8, Lesson 2, Video A, SE page 163**

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE page 117

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.5 Explain how the rotation of Earth results in day and night.
Chapter 6, Lesson 1, Video B, SE page 114; Process Skill, SE pages 117

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.6 Illustrate the phases of the Moon and the Moon's affect on ocean tides.
Chapter 6, Lesson 1, Video C, SE page 115; Process Skill, SE page 117

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.
See Level A: **Chapter 6 LabTime Hands-On Activity, TRB pages 105-107, TG page 120**

Astronomy
Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
Indicators: 4-3.8 Recognize the purpose of telescopes.
Chapter 6, Lesson 3, Video A, SE page 125; Video B, 126; **Video C, SE page 127: KnowZone, SE pages 130-131**

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).
Chapter 5, Lesson 1, Video A, SE page 91 **The Water Cycle, SE page 204**

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Process Skill, SE page 95; Lesson 3, Video C, SE page 107

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.3 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
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

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.
Chapter 5, Lesson 2, Video C, SE page 99 **See also Level A:** **Chapter 5, Lesson 3, Video B, SE page 106** **See Also Level C:** **Chapter 5, Lesson 3, Video B, SE page 106; KnowZone, SE pages 108-109**

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.5 Carry out the procedures for data collecting and measuring weather conditions (including wind speed and direction, precipitation, and temperature) by using appropriate tools and instruments.
Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video A, SE page 105; Video B, SE page 106

Weather
Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
Indicators: 4-4.6 Predict weather from data collected through observation and measurements.
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

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.1 Summarize the basic properties of light (including brightness and colors).
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.
Chapter 8, Lesson 2, Video A, SE page 163; Process Skill, SE page 167

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).
Chapter 8, Lesson 2, Video A, SE page 163; Video C, SE page 165

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.
Chapter 8, Lesson 2, Video B, SE page 164

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).
Chapter 9, Lesson 1, Video C, SE page 181; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
Chapter 9, Lesson 1, Video C, SE page 181

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.7 Illustrate the path of electric current in series and parallel circuits.
Chapter 9, Lesson 1, Video C, SE page 181

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.8 Classify materials as either conductors or insulators of electricity.
Chapter 9, Lesson 1, Video B, SE page 180

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).
Chapter 9, Lesson 1, Video C, SE page 181; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Properties of Light and Electricity
Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)
Indicators: 4-5.10 Summarize the factors that affect the strength of an electromagnet.
Chapter 9, Lesson 2, Video B, SE page 186; Video C, SE page 187; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

SRA Snapshots Video Science™: Level C
correlation to
South Carolina Science Academic 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

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.1 Identify questions suitable for generating a hypothesis.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.2 Identify independent (manipulated), dependent (responding), and controlled variables in an experiment.
Chapter 1, Lesson 3, Process Skill, SE page 19 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, 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 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.4 Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.
Chapter 9, Lesson 2, TG page 167

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.
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 5, Lesson 3, Process Skill, SE page 107** **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 Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.
Chapter 9, Lesson 1 Process Skill, SE page 183; Lesson 3, Process Skill, SE page 197

Science Inquiry
Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
Indicators: 5-1.8 Use appropriate safety procedures when conducting 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, Lesson 2, Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 3, Video B, SE page 109; Know Zone, SE pages 104-105; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Ecosystems: Terrestrial and Aquatic
Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
Indicators: 5-2.1 Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole).
Chapter 1, , Lesson 1, Video A, SE page 3; Video B, SE page4; Video C, SE page 5; Process Skill, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Ecosystems: Terrestrial and Aquatic
Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
Indicators: 5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Lesson 2, Video A, SE page 53; Video V, SE page 54; Video C, SE page 55; Process Skill, SE page 57

Ecosystems: Terrestrial and Aquatic
Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
Indicators: 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; Process Skill, SE page 57

Ecosystems: Terrestrial and Aquatic
Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
Indicators: 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predator and prey, and parasites and hosts.
Chapter 2, Lesson , Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 **Chapter 3, Lesson 1, Video C, SE page 49; Process Skill, SE page 51**

Ecosystems: Terrestrial and Aquatic
Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
Indicators: 5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.
Chapter 3, Lesson 1, Video A, SE page 47; Video BSE page 48

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.1 Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes, and floods) affect Earth's oceans and land shape Earth in constructive and destructive ways.
Chapter 4, Lesson 1, Video C, SE page 71; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.2 Illustrate the geologic landforms of the ocean floor (including the continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin).
This concept is not covered at this level.

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.3 Compare continental and oceanic landforms.
This concept is not covered at this level.

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.4 Explain how waves, currents, tides, and storms affect the geologic features of the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).
Chapter 4, Lesson 2, Video B, SE page 78; Video C, SE page 79 **Chapter 5, Lesson 3, Video B, SE page 104; Video C, SE page 105** **Chapter 6, Lesson 2, Video B, SE page 122,**

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.5 Compare the movement of water by waves, currents, and tides.
Chapter 6, Lesson 2, Video B, SE page 122

Landforms and Oceans
Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
Indicators: 5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63**

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.1 Recall that matter is made up of particles too small to be seen.
Chapter 7, Lesson 1, Video A, SE page 135

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video C, SE page 145

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.5 Explain how the solute and the solvent in a solution determine the concentration.
Chapter 7, Lesson 1, Video C, SE page 137; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving.
Chapter 7, Lesson 1, Video C, SE page 137; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.
Chapter 4, Lesson 2, Video A, SE page 77 **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**

Properties of Matter
Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)
Indicators: 5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.
Chapter 4, Lesson 2, Video A, SE page 77; Lesson 3, Video C, SE page 85 **Chapter 5, Lesson 2, Video C, SE page 99**

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C< SE page 181; 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

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.2 Summarize the motion of an object in terms of position, direction, and speed.
Chapter 9, KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.
Chapter 9, Lesson 1, Video A, SE page 179

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).
Chapter 9, Lesson 1, Video C, SE page 181

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.5 Use a graph to illustrate the motion of an object.
Chapter 9, Lesson 2, Video A, TG page 167

Forces and Motion
Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
Indicators: 5-5.6 Explain how a change of force or a change in mass affects the motion of an object.
Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195