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

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

KEY:

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

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Identify scientific contributions.
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**

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Explain science as a process involving asking ands answering questions.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Nature of Science
Indicator 2: Apply the skills necessary to conduct scientific investigations.
• Use investigations in science to acquire knowledge.
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**

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
3.P.1.1. Students are able to describe the physical properties of matter using the senses (touch, smell, etc.).
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
3.P.1.2. Students are able to use tools to relate composition to physical properties.
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**

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
3.P.1.3. Students are able to demonstrate how a different substance can be made by combining two or more substances.
Chapter 8, Lesson 2, Video C, SE page 165

Physical Science
Indicator 3: Analyze interactions of energy and matter.
3.P.3.1. Students are able to define energy and differentiate between sources of renewable and non-renewable energy.
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; Process Skill, SE page 87 **Chapter 8, Lesson 3, Video A, SE page 171; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page181; Process Skill, SE page 183; Lesson 2, Video A, SE page 187; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Physical Science
Indicator 3: Analyze interactions of energy and matter.
3.P.3.2. Students are able to demonstrate how sound consists of vibrations and pitch.
Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183; Writing in Science, SE page 183; Process Skill, SE page 183

Physical Science
Indicator 3: Analyze interactions of energy and matter.
3.P.3.3. Students are able to identify how sound is used as a means of communication.
Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183; Writing in Science, SE page 183; Process Skill, SE page 183

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
3.L.1.1. Students are able to identify the basic structures, functions, and needs of plants in relation to their environment.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video B, SE page 40**

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
3.L.1.2. Students are able to identify characteristic features of animals and their related functions in relation to their environment.
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
3.L.1.3. Students are able to describe life cycles, including growth and metamorphosis, of familiar organisms.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Life Science
Indicator 2: Analyze various patterns and products of natural and induced biological change.
3.L.2.1. Students are able to explain how animals instinctively meet basic needs in their environment.
Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video C, SE page 41; Process Skill, SE page 43

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
3.L.3.1. Students are able to describe how species depend on one another and on the environment for survival.
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**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
3.L.3.2. Students are able to explain how environments support a diversity of plants and animals.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Critical Thinking, SE page 29; Process Skill, SE page 29; KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
3.L.3.3. Students are able to describe ways humans impact air, water, and habitat quality.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video A, SE page 47; Video C, SE page 49; Lesson 3, Video A, SE page 61; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 3, Video B, SE page 84; Video C, SE page 85** **Chapter 5, Lesson 2, Video C, SE page 101** **Chapter 9, Lesson 3, Video C, SE page 195**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
3.L.3.4. Students are able to examine fossils and describe how they provide evidence of change in organisms.
Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
3.E.1.1. Students are able to define the difference between a rock and a mineral.
Chapter 4, Lesson 2, Video A, SE page 75

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
• Examine fossils and describe how they are formed.
Chapter 4, Lesson 2, Video B, SE page 76; Writing in Science, SE page 79; KnowZone, SE pages 80-81

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
3.E.1.2. Describe how humans use Earth's natural resources.
Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 99** **Chapter 9, Lesson 3, Video C, SE page 195**

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
3.E.2.1. Students are able to identify the Earth as one of the planets that orbits the Sun.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
3.E.2.2. Students are able to recognize changes in the appearance of the Moon over time.
Chapter 6, Lesson 1, Video C, SE page 115; Lesson 3, Process Skill, SE page 131

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
• Explain the relationship between the rotation of the Earth on its axis and the day/night cycle.
Chapter 6, Lesson 1, Video A, SE page 113; Process Skill, SE page 117

Technology, Environment, and Society
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.
3.S.1.1. Students are able to recognize ways to recycle, reuse, and reduce consumption of natural resources.
Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63; Process Skill, SE page 65 **Chapter 4, Lesson 2, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85** **Chapter 5, Lesson 2, Video C, SE page 101** **Chapter 9, Lesson 3, video C, SE page 195**

Technology, Environment, and Society
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.
• Investigate how natural events and human influences can affect the survival of species.
Chapter 2, Lesson 1, Video C, SE page 27; Critical Thinking, SE page 29; Lesson 2, Critical Thinking, SE page 35 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 1, Video C, SE page 71; Lesson 3, Video B, SE page 84; Video C, SE page 85** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103; Lesson 3, Video B, SE page 106**

Technology, Environment, and Society
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.
• Describe solutions to environmental problems.
Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65 **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103** **Chapter 9, Lesson 3, Video C, SE page 195; Critical Thinking, SE page 197**

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

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

KEY:

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

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Identify people who have revolutionized scientific thinking.
Chapter 4, Lesson 2, Video C, SE page 77 **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Math in Science, SE page 129; KnowZone, SE pages 130-131** **Chapter 7, Lesson 3, Video A, SE page 149** **Chapter 8 KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-197**

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Describe science as the process of asking and answering questions and comparing the results to what is already known.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Nature of Science
Indicator 2: Apply the skills necessary to conduct scientific investigations.
• Use investigations in science to acquire knowledge.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
4.P.1.1. Students are able to describe observable physical changes and properties in matter.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147; Process Skill, SE page 147; Lesson 3, Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
4.P.1.2. Students are able to explain how some physical properties remain the same as the mass is changed.
Chapter 7, Lesson 2, Video B, SE page 144

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
4.P.1.3. Students are able to differentiate between the states of matter caused by changes in temperature using water.
Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video C, SE page 151

Physical Science
Indicator 2: Analyze forces, their forms, and their effects on motions.
4.P.2.1. Students are able to demonstrate how forces act over a distance.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Process Skill, SE page 183; Lesson 2, Video A, SE page 185; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Science
Indicator 3: Analyze interactions of energy and matter.
4.P.3.1. Students are able to identify materials as being conductors or insulators of electricity.
Chapter 9, Lesson 1, Video B, SE page 180

Physical Science
Indicator 3: Analyze interactions of energy and matter.
4.P.3.2. Students are able to construct and define a simple circuit.
Chapter 9, Lesson 1, Video C, SE page 181

Physical Science
Indicator 3: Analyze interactions of energy and matter.
4.P.3.3. Students are able to use magnets, electromagnets, magnetic fields, and compasses to explore magnetic energy.
Chapter 9, Lesson 2, Video A, SE page 185

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
4.L.1.1. Students are able to identify the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.
See Level C: **Chapter 1, Lesson 3, Video B, SE page 16; Video C, SE page 17**

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
4.L.1.2. Students are able to differentiate between vertebrates and invertebrates, and classify the five groups of vertebrates (mammal, reptile, amphibian, bird, and fish) based on characteristics.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; KnowZone, SE pages 14-15

Life Science
Indicator 2: Analyze various patterns and products of natural and induced biological change.
4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment.
Chapter 1, Lesson 2, Video C, SE page 11; KnowZone, SE pages 14-15; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56**

Life Science
Indicator 2: Analyze various patterns and products of natural and induced biological change.
4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community.
Chapter 2, Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 2, Critical Thinking, SE page 59; Lesson 3, Video B, SE page 62; Critical Thinking, SE page 65**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
4.L.3.1. Students are able to describe the flow of energy through food chains and webs.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
4.E.1.1. Students are able to describe the basic stages of the water cycle.
Chapter 5, Lesson 1, Video A, SE page 91 **The Water Cycle, SE page 204**

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
4.E.1.2. Students are able to describe how weather conditions and phenomena occur and can be predicted.
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Life Science
Indicator 1: Analyze the various structures and processes of the Earth system.
4.E.1.2. Students are able to describe how weather conditions and phenomena occur and can be predicted.
• Explain the use of weather instruments.
Chapter 5, Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Life Science
Indicator 1: Analyze the various structures and processes of the Earth system.
4.E.1.2. Students are able to describe how weather conditions and phenomena occur and can be predicted.
• Identify the Earth's atmosphere, biosphere, lithosphere, and hydrosphere.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Critical Thinking, SE page 79; Writing in Science, SE page 79; Process Skill, SE page 79; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Critical Thinking, SE page 85; Process Skill, SE page 85 LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Critical Thinking, SE page 95; Process Skill, SE page 95; Lesson 2, Video A, SE page 97; Video B, SE page 98; Critical Thinking, SE page 101; Process Skill, SE page 101; KnowZone, SE pages 102-103; Lesson 3, Video A, SE page 105; Video B, SE page 106; Video C, SE page 107; Critical Thinking, SE page 109; Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **The Planet Earth, SE page 204**

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.
• Use terminology to describe the phases of the Moon.
Chapter 6, Lesson 1, Video C, SE page 115

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.
• Describe relative size and position of moons, planets, and stars.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.
• Identify the characteristics of the planets.
Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

Technology, Environment, and Society
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.
4.S.1.1. Students are able to describe how people continue to invent new ways of doing things, solving problems, and getting work done.
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**

Technology, Environment, and Society
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.
4.S.1.2. Students are able to explain how new ideas and inventions often affect people.
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**

Technology, Environment, and Society
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.
• Identify South Dakota environmental concerns and describe possible solutions.
Chapter 2, Lesson 1, Video B, SE page 26; Lesson 2, Critical Thinking, SE page 25; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66**

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

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

KEY:

Reference	**Program Component**
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SE	Student Edition
TRB	Teacher's Resource Book
TG	Teacher's Guide

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Investigate scientific contributions of people who have revolutionized scientific thinking.
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**

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Describe science as a body of knowledge and an investigative process.
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**

Nature of Science
Indicator 1: Understand the nature and origin of scientific knowledge.
• Describe how scientific knowledge increase and changes over time.
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**

Nature of Science
Indicator 2: Apply the skills necessary to conduct scientific investigations.
• Use investigations in science to accumulate knowledge.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
5.P.1.1. Students are able to define matter on the basis of observable physical properties.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video A, SE page 143; Video B, SE page 144; Process Skill, SE page 147

Physical Science
Indicator 1: Describe structures and properties of, and changes in, matter.
5.P.1.1. Students are able to define matter on the basis of observable physical properties.
• Explain differences and similarities between a solution and other mixtures and changes that occur within.
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Physical Science
Indicator 2: Analyze forces, their forms, and their effects on motions.
5.P.2.1. Students are able to identify forces in specific situations that require objects to interact, change directions, or stop.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Process Skill, SE page 183; Lesson 3, video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Physical Science
Indicator 2: Analyze forces, their forms, and their effects on motions.
5.P.2.2. Students are able to analyze the structure and design of simple and compound machines to determine how the machines make work easier by trading force for distance.
See Level A: **Chapter 8, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Writing in Science, SE page 153; Process Skill, SE page 153** **See also Level B:** **Chapter 8, Lesson 3, Video C, SE page 173; Math in Science, SE page 175; Process Skill, SE page 175**

Physical Science
Indicator 3: Analyze interactions of energy and matter.
5.P.3.1. Students are able to demonstrate and explain how to measure heat flow into an object.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167

Physical Science
Indicator 3: Analyze interactions of energy and matter.
5.P.3.2. Students are able to describe the Sun's ability to produce energy in the forms of light and heat.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 5, Lesson 1, Video A, SE page 91** **Chapter 8, Lesson 1, Video A, SE page 157** **Electromagnetic Energy, SE pages 206-207**

Physical Science
Indicator 3: Analyze interactions of energy and matter.
5.P.3.2. Students are able to describe the Sun's ability to produce energy in the forms of light and heat.
• Describe significant characteristics of different forms of energy.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Physical Science
Indicator 3: Analyze interactions of energy and matter.
5.P.3.2. Students are able to describe the Sun's ability to produce energy in the forms of light and heat.
• Explain energy transfers and transformations of light.
See Level A: **Chapter 9, Lesson 1, Video A, SE page 179; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **See also Level B:** **Chapter 8, Lesson 2, Video A, SE page 163; Video C, SE page 165**

Physical Science
Indicator 3: Analyze interactions of energy and matter.
5.P.3.3. Students are able to describe the basic properties of light.
See Level A: **Chapter 9, Lesson 1, Video A, SE page 179; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **See also Level B:** **Chapter 8, Lesson 2, Video A, SE page 163; Video C, SE page 165**

Life Science
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
5.L.1.1. Students are able to describe the basic process of photosynthesis and the role of light as a source of energy in plants.
Level C: **Chapter 1, Lesson 2, Video A, SE page 9** **Chapter 7, Lesson 3, Video A, SE page 149** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Science
Indicator 2: Analyze various patterns and products of natural and induced biological change.
5.L.2.1. Students are able to predict physical characteristics with family lineage.
Chapter 2, Lesson 2, Video B, SE page 32

Life Science
Indicator 2: Analyze various patterns and products of natural and induced biological change.
5.L.2.2. Students are able to describe structures and processes involved in plant reproduction.
See Level B: **Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Critical Thinking, SE page 21; Process Skill, SE page 21**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
5.L.3.1. Students are able to describe how natural events and/or human influence may help or harm ecosystems.
Chapter 3, Lesson 3, Video B, SE page 62 **Chapter 4, Lesson 1, Video C, SE page 71; Process Skill, SE page 73l KnowZone, SE pages 74-75** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video C, SE page 99; Lesson 3, Video B, SE page 104; Critical Thinking, SE pages 107; KnowZone, SE pages 108-109**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
5.L.3.2. Students are able to analyze the roles of organisms to determine the transfer of energy using an energy pyramid model.
Level C: **Chapter 3, Lesson 1, Video C, SE page 49** **Food Web, SE page 203** **Energy Pyramid, SE page 203** **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Food Web, SE page 203** **Energy Pyramid, SE page 203**

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.
Chapter 2, 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

Life Science
Indicator 3: Analyze how organisms are linked to one another and the environment.
5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.
• Adaptation, parasitism, mutation.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Lesson 3, Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.1.1. Students are able to describe the basic structure of Earth's interior.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70 Earth's Layers, SE page 204

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.1.1. Students are able to describe the basic structure of Earth's interior.
• Explain the formation of geological features of the Earth through plate tectonics.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; KnowZone, SE pages 74-75

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.1.1. Students are able to describe the basic structure of Earth's interior.
• Describe how Earth's surface is constantly changing.
Chapter 4, Lesson 1, Video C, SE page 71; Critical Thinking, SE page 73; KnowZone, SE pages 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Lesson 3, Writing in Science, SE page 87; Process Skill, SE page 87

Earth/Space Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.1.1. Students are able to describe the basic structure of Earth's interior.
• Examine topographical maps.
Chapter 4, Lesson 1, Video B, SE page 70

Earth/Space Science
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
5.E.1.2. Students are able to describe the components (Sun, planets, and moons) of the solar system.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE pages 118-119

Life Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.2.1. Students are able to describe the components (Sun, planets, and moons) of the solar system.
• Describe the relative scale of the Earth to the Sun, planets, and the Moon.
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 page 118-119

Life Science
Indicator 1: Analyze the various structures and processes of the Earth system.
5.E.2.2. Students are able to explain how the Earth's rotation affects the appearance of the sky.
Level C: **Chapter 6, Lesson 1, Video A, SE page 113** **See also Level B:** **Chapter 6, Lesson 1, Video B, SE page 114**

Technology, Environment, and Society
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.
5.S.1.1. Students are able to identify scientific changes that have affected transportation, health, sanitation, and communication.
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**

Technology, Environment, and Society
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.
5.S.1.2. Students are able to describe how designing a solution may have constraints.
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**

Technology, Environment, and Society
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.
5.S.2.1. Students are able to explain the interrelationships of populations, resources, and environments.
Level C: **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51: Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65** **See also Level A:** **Chapter 2, Lesson 2, Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video B, SE page 62** **See also Level B:** **Chapter 2, Lesson 1, Video C, SE page 26; Critical Thinking, SE page 29** **Chapter 3, Lesson 3, Video B, SE page 62**

Technology, Environment, and Society
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.
5.S.2.1. Students are able to explain the interrelationships of populations, resources, and environments.
• Describe conservation practices.
Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65 **Chapter 4, Lesson 3, Video C, SE page 885; 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; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175; Process Skill, SE page 175**