SRA Snapshots Video Science™: Level A
correlation to
Texas Essential Knowledge and Skills for Science (TEKS)
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

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(A) demonstrate safe practices during field and laboratory 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**

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(B) collect information by observing and measuring.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43** **Chapter 3, LabTime Hands-On Activity, TRB Pages 51-53, TG page 66** **Chapter 4, Lesson 2 Process Skill, SE page 79; LabTime Hands-On Activity, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3 Process Skill, SE page 131; LabTime Hands-On Activity, TRB pages 105-107, TG page 120** **Chapter 7 LabTime Hands-On Activity, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3 Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1 Process Skill, SE page 183; LabTime Hands-On Activity, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, 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, 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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(D) communicate valid conclusions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(E) construct simple graphs, tables, maps, and charts using tools [including computers] to organize, examine, and evaluate information.
Chapter 1, Lesson 2, Math in Science, SE page 13; Process Skill, SE page 13 **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 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, 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**

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:
(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.
Chapter 2, Lesson 2, Critical Thinking, SE page 35 **Chapter 3, Lesson 2, Critical Thinking, SE page 59; Lesson 3, Critical Thinking, SE page 65** **Chapter 4, Lesson 3, Critical Thinking, SE page 87** **Chapter 6, Lesson 1, Critical Thinking, SE page 117; Lesson 3, Critical Thinking, SE page 131** **Chapter 7, Lesson 3, Critical Thinking, SE page 153** **Chapter 8, Lesson 1, Critical Thinking, SE page 161; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 2, Critical Thinking, SE page 191; Lesson 3, Critical Thinking, SE page 197**

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:
(B) draw inferences based on information [related to promotional materials] for products and services.
This concept is not covered at this level.

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:
(C) represent the natural world using models and identify their limitations.
Chapter 4 LabTime Hands-On Activity, TRB Pages 69-71; TG page 84 **Chapter 5 LabTime Hands-On Activity, TRB Pages 87-89; TG page 102** **Chapter 6 LabTime Hands-On Activity, TRB pages 105-107; TG page 120** **Chapter 7, Lesson 3 Process Skill, SE page 153**

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:
(d) evaluate the impact of research on scientific thought, society, and the environment.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 5, KnowZone SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video BC, SE page 128; Video C, 129**

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:
(E) connect Grade 3 science concepts with the history of science and contributions of scientists.
Chapter 3, Lesson 2 Process Skill, SE page 59 **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page SE page 188; Video C, SE page 189**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.
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**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(B) demonstrate that repeated investigations may increase the reliability of results.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 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**

(5) Scientific concepts. The student knows that systems exist in the world. The student is expected to:
(A) observe and identify simple system such as a sprouted seed and a wooden toy car.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Lesson 2, Video B, SE page 56; Video C, SE page 57; Lesson 3, Video B, SE page 62; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson, 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121; Lesson 3, Video A, SE page 127; Video B, SE page 128; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **Energy Transfer, SE page 203** **Planet Earth, SE page 204** **Earth in Space, SE page 205**

(5) Scientific concepts. The student knows that systems exist in the world. The student is expected to:
(B) observe a simple system and describe the role of various parts such as a yo-yo and string.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Lesson 2, Video B, SE page 56; Video C, SE page 57; Lesson 3, Video B, SE page 62; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson, 1, Video B, SE page 70; Video C, SE page 71; Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121; Lesson 3, Video A, SE page 127; Video B, SE page 128; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **Energy Transfer, SE page 203** **Planet Earth, SE page 204** **Earth in Space, SE page 205**

(6) Science concepts. The student knows that forces cause change. The student is expected to:
(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

(6) Science concepts. The student knows that forces cause change. The student is expected to:
(B) identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.
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

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:
(A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify properties of matter.
Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Process Skill, SE page 147 **Chapter 8, Lesson 1, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; Lesson 2, Video A, SE page 163; Process Skill, SE page 167; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173**

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:
(B) identify matter as liquids, solids, and gases.
Chapter 8, Lesson 2, Video A, SE page 163; Critical thinking, SE page 167; Lesson 3, Video A, SE page 171; Process Skill, SE page 175

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(A) observe and describe the habitats of organisms within an ecosystem.
Chapter 1, Lesson 1, Process Skill, SE page 7 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Process Skill, SE page 29**

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.
Chapter 2, Lesson 3, Video A, SE page 39

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(C) describe environmental changes in which some organisms would thrive, become ill, or perish.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 2, Process Skill, SE page 35 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63**

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(D) describe how living organisms modify their physical environment to meet their needs such as beavers building a damn or humans building a home.
Chapter 2, Lesson 1, Video C, SE page 27; KnowZone, SE pages 36-37 **Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 63**

(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:
(A) observe and identify characteristics among species that allow each to survive and reproduce.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, KnowZone, SE page 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41**

(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:
(B) analyze how adaptive characteristics help individuals within a species to survive and reproduce.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, KnowZone, SE page 36-37; Lesson 3, Video B, SE page 40; Video C, SE page 41**

(10) Science concepts. The student knows that many likenesses between offspring and parents can be inherited from the parents. The student is expected to:
(A) identify some inherited traits of plants.
Chapter 1, 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**

(10) Science concepts. The student knows that many likenesses between offspring and parents can be inherited from the parents. The student is expected to:
(A) identify some inherited traits of animals.
Chapter 1, Lesson 3, Video B, SE page 18 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video C, SE page 41; Process Skill, SE page 43**

(11) The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources.
Chapter 3, Lesson 3, Video C, SE page 63 **Chapter 4, Lesson 2, Video C, SE page 79; Process Skill, SE page 81; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Process Skill, SE page 87** **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 99; Video C, SE page 101**

(11) The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(B) identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.
Chapter 4, Lesson 2, Video C, SE page 77; Critical thinking, SE page 79; Process Skill, SE page 79

(11) The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(C) identify the planets in our solar system and their position in relation to the Sun.
Chapter 6, Lesson 1, Video A, SE page 119; Video B, SE page 120; Video C, SE page 121

(11) The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(D) describe the characteristics of the Sun.
Chapter 6, Lesson 2, Video A, SE page 119

SRA Snapshots Video Science™: Level B
correlation to
Texas Essential Knowledge and Skills for Science (TEKS)
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

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(A) demonstrate safe practices during field and laboratory 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**

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.
Chapter 1, Lesson 1, Video C, SE page 5 **Chapter 2, Lesson 2, Critical Thinking, SE page 29; Lesson 3, Video C, SE page 41; Process Skill, SE page 43** **Chapter 3, Lesson 2, Critical Thinking, SE page 59; Lesson 3, Video C, SE page 63; Critical thinking, SE page 65; Process Skill, SE page 65** **Chapter 5, Lesson 1, Video C, SE page 93** **Chapter 9, Lesson 3, video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(B) collect information by observing and measuring.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(D) communicate valid conclusions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 3, Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(E) construct simple graphs, tables, maps, and charts using tools to organize, examine, and evaluate information.
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**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.
Chapter 1, Lesson 1, Critical Thinking, SE page 7; Lesson 2, Critical Thinking, SE page 13; Lesson 3, Critical Thinking, SE page 21 **Chapter 2, Lesson 1, Critical Thinking, SE page 29** **Chapter 3, Lesson 3, Critical Thinking, SE page 65** **Chapter 4, Lesson 1, Critical Thinking, SE page73** **Chapter 5, Lesson 2, Critical Thinking, SE page 101; Lesson 3, Critical Thinking, SE page 109** **Chapter 6, Lesson 2, Critical Thinking, SE page 123** **Chapter 8, Lesson 1, Critical Thinking, SE page 161; Lesson 2, Critical Thinking, SE page 167** **Chapter 9, Lesson 1, Critical Thinking, SE page 183**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(B) draw inferences based on information related to promotional materials for products and services.
This concept is not covered at this level.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(C) represent the natural world using models and identify their limitations.
Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 6, Lesson 1, Process Skill, SE page 117** **Chapter 8, Lesson 3, Process Skill, SE page 175** **Chapter 9, Lesson 2, Process Skill, SE page 189**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(D) evaluate the impact of research on scientific thought, society, and the environment.
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**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(E) connect Grade 4 science concepts with the history of science and contributions of scientists.
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**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(A) collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses.
Chapter 1, Lesson 1, Video A, SE page 3 **Chapter 4, Lesson 2, Video C, SE page 77** **Chapter 5 LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; KnowZone, SE pages 105-107; ; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-197**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(B) demonstrate that repeated investigations may increase the reliability of 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, 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**

(5) Scientific concepts. The student knows that complex systems may not work if some parts are removed. The student is expected to:
(A) identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a light bulb in a circuit.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Process Skill, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Video C, SE page 77** **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video A, SE page 97; Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119; Video C, SE page 121; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Video C, SE page 137; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 157; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video C, SE page 173; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Video C, SE page 181; Lesson 2, Video C, SE page 187; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(5) Scientific concepts. The student knows that complex systems may not work if some parts are removed. The student is expected to:
(B) predict and draw conclusions about what happens when part of a system is removed.
Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7 **Chapter 2, Lesson 1, Video B, SE page 26; Lesson 2, Critical thinking, SE page 35; 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 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 5, Lesson 1, Video B, SE page 114; Critical Thinking, SE page 117**

(6) Scientific concepts. The student knows change can create recognizable patterns. The student is expected to:
(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky.
Chapter 1, Lesson 3, Vide C, SE page 19 **Chapter 4, Lesson 2, Video C, SE page 77** **Chapter 5, Lesson 1, Video A, SE page 99** **Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115** **Chapter 7, Lesson 1, Video C, SE page 137**

(6) Scientific concepts. The student knows change can create recognizable patterns. The student is expected to:
(B) illustrate that certain characteristics of an object can remain constant even when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115

(6) Scientific concepts. The student knows change can create recognizable patterns. The student is expected to:
(C) use reflections to verify that a natural object has symmetry.
This concept is not covered at this level.

(7) Scientific concepts. The student knows that matter has physical properties. The student is expected to:
(A) observe and record changes in the states of matter caused by the addition or reduction of heat.
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

(7) Scientific concepts. The student knows that matter has physical properties. The student is expected to:
(B) conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.
Chapter 7, Lesson 1, Video B, SE page 136; Video C, SE page 137; KnowZone, SE page 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147; Lesson 3, Video B, SE page 150; Video C, SE page 151; Process Skill, SE page 153

(8) Scientific concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(A) identify characteristics that allow members within a species to survive and reproduce.
Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video B, SE page 18; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, KnowZone, SE pages 36-37** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Lesson 2, Video B, SE page 56**

(8) Scientific concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(B) compare adaptive characteristics of various species.
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**

(8) Scientific concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(C) identify the kinds of species that lived in the past and compare them to existing species.
Chapter 1, Lesson 1, Video C, SE page 5 **Chapter 4, Lesson 2, Video B, SE page 76**

(9) Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned. The student is expected to:
(A) distinguish between inherited traits and learned characteristics.
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 **Chapter 3, Lesson 1, Video B, SE page 48; Lesson 2, Video C, SE page 57**

(9) Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned. The student is expected to:
(B) identify and proved examples or inherited traits and learned characteristics.
Chapter 1, Lesson 1, video B, SE page 4; Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 **Chapter 3, Lesson 1, Video B, SE page 48; Lesson 2, Video C, SE page 57**

(10) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(A) identify and observe effects of events that require time for changes to be noticeable growth, erosion, dissolving, weathering, and flow.
Chapter 3, Lesson 3, Video A, SE page 61 **Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 3, video A, SE page 105** **Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Lesson 2, Video A, SE page 119** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138**

(10) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(B) draw conclusions about "what happened before" using fossils or charts and tables.
Chapter 1, Lesson 1, Video C, SE page 5; Process Skill, SE page 7 **Chapter 4, Lesson 2, Video B, SE page 76**

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(A) test properties of soils including texture, capacity to retain water, and ability to support life.
See Level A: **Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79** **See also Level C:** **Chapter 4, Lesson 3, Video C, SE page 85**

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(B) summarize the effects of the oceans on land.
Chapter 3, Lesson 2, Video A, SE page 55 **Chapter 4, Lesson 1, Video A, SE page 69** **Chapter 6, Lesson 2, Video C, SE page 115**

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(C) identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle.
Chapter 2, Lesson 2, Video A, SE page 31; Lesson 3, Video A, SE page 39 **Chapter 3, Lesson 2, Video A, SE page 55** **Chapter 6, Lesson 1, Video A, SE page 113** **Chapter 9, Lesson 3, Video B, SE page 192**

SRA Snapshots Video Science™: Level C
correlation to
Texas Essential Knowledge and Skills for Science (TEKS)
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

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(A) demonstrate safe practices during field and laboratory 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**

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.
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 85** **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(B) collect information by observing and measuring.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
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**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(D) communicate valid conclusions.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(E) construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 2, Critical Thinking, SE page 35** **Chapter 3, Lesson 1, Critical Thinking, SE page51; Lesson 3, Critical Thinking, SE page 65** **Chapter 4, Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Critical Thinking, SE page 95** **Chapter 7, Lesson 2, Critical Thinking, SE page 147** **Chapter 8, Lesson 2, Critical Thinking, SE page 167; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195; , Critical Thinking, SE page 197**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(B) draw inferences based on information related to promotional materials for products and services.
This concept is not covered at this level.

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(C) represent the natural world using models and identify their limitations.
Chapter 1, Lesson 1, Process Skill, SE page 7 **Chapter 4, Lesson 3, Process Skill, SE page 87** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 9, Lesson1, Process Skill, SE page 183**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(D) evaluate the impact of research on scientific thought, society, and the environment.
Chapter 6, KnowZone, SE pages 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129 **Chapter 7, KnowZone, SE pages 140-141**

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(E) connect Grade 5 science concepts with the history of science and contributions of scientists.
Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129 **Chapter 7, KnowZone, SE pages 140-141**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(A) collect and analyze information using tools including calculators, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, compasses, balances, hot plates, meter sticks, timing devices, magnets, collecting nets, and safety goggles.
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**

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct scientific inquiry. The student is expected to:
(B) demonstrate that repeated investigations may increase the reliability of 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, Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191**

(6) Science concepts. The student knows that some change occurs in cycles. The student is expected to:
(A) identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles.
Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37 **Chapter 4, Lesson 2, Video A, SE page 83** **Chapter 5, Lesson 2, Video B, SE page 98; Process Skill, SE page 101; Lesson 3, Video C, SE page 105** **Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123** **Chapter 7, Lesson 1, Video B, SE page 136**

(6) Science concepts. The student knows that some change occurs in cycles. The student is expected to:
(B) identify the significance of the water, carbon, and nitrogen cycle.
Chapter 3, Lesson 1, Video C, SE page 49; Writing in Science, SE page 51 **Chapter 5, Lesson 2, Video B, SE page 98; Process Skill, Se PAGE 101**

(6) Science concepts. The student knows that some change occurs in cycles. The student is expected to:
(C) describe and compare life cycles of plants and animals.
Level C: **Chapter 2, Lesson 2, Video A, SE page 31** **See also Level A:** **Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21** **See also Level B:** **Chapter 1, Lesson 3, Video C, SE page 19**

(7) The student knows that matter has physical properties. The student is expected to:
(A) classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147 **Chapter 8, Lesson 2, Video A, SE page 163**

(7) The student knows that matter has physical properties. The student is expected to:
(B) demonstrate that some mixtures maintain the physical properties of their ingredients.
Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking SE page 139; Process Skill, SE page 139

(7) The student knows that matter has physical properties. The student is expected to:
(C) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.
Chapter 7, Lesson 1, Video C, SE page 137

(7) The student knows that matter has physical properties. The student is expected to:
(D) observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.
Chapter 7, Lesson 2, Video A, SE page 143

(8) The student knows that energy occurs in many forms. The student is expected to:
(A) differentiate among forms of energy including light, heat, electricity, and solar energy.
Chapter 8, Lesson 1, Video A, SE page 157; Lesson 2, Video A, SE page 163; Lesson 3, Video A, SE page 171; Video C, SE page 173

(8) The student knows that energy occurs in many forms. The student is expected to:
(B) identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.
See Level B: **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Process Skill, SE page 167**

(8) The student knows that energy occurs in many forms. The student is expected to:
(C) demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.
Chapter 8, Lesson 3, Video A, SE page 171

(8) The student knows that energy occurs in many forms. The student is expected to:
(D) verify that vibrating an object can produce sound.
See Level B: **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

(9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(A) compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66**

(9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(B) analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.
Chapter 2, Lesson 2, Video B, SE page 32; KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 **Chapter 3: LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66**

(9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(C) predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 2, Critical Thinking, SE page 35; Lesson 3, Critical Thinking, SE page 43**

(10) Science concepts. The student knows that likenesses between offspring and parents can be inherited or learned. The student is expected to:
(A) identify traits that are inherited from parent to offspring in plants and animals.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; KnowZone, SE pages 36-37

(10) Science concepts. The student knows that likenesses between offspring and parents can be inherited or learned. The student is expected to:
(B) give examples of learned characteristics that result from the influence of the environment.
Chapter 2, Lesson 2, Video C, SE page 33

(11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(A) identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.
Chapter 3, Lesson 3, Video A, SE page 61 **Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85** **Chapter 5, Lesson 3, Video C, SE page 105**

(11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(B) draw conclusions about "what happened before" using data such as from tree-growth rings and sedimentary rock sequences.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter4, Lesson 1, Video B, SE page 70; KnowZone, SE page 74-75; Lesson 3, Video A, SE page 83**

(11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(C) identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.
Chapter 4, Lesson 1, Video B, SE page 70; Lesson 3, Video B, SE page 84; Video C, SE page 85 **Chapter 8, Lesson 3, Video C, SE page 173**

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(A) interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; KnowZone, SE pages 74-75

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(B) describe processes responsible for the formation of coal, oil, gas, and minerals.
Chapter 4, Lesson 3, Video B, SE page 84; Video C, SE page 85 **Chapter 8, Lesson 3, Video C, SE page 173**

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(C) identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon.
Chapter 6, Lesson 2, Video B, SE page 122

(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(D) identify gravity as the force that keeps planets in orbit around the Sun and the moon in orbit around the Earth.
Chapter 6, Lesson 1, Video B, SE page 114; Lesson 2, Video B, SE page 122 **Chapter 9, Lesson 1, Video B, SE page 180**

SRA Snapshots Video Science™
correlation to the
Texas Assessment of Knowledge and Skills (TAKS)

***Snapshots Video Science*™** is a supplemental science program that uses engaging video lessons and dynamic student books to make science accessible for all students. Our structured approach provides a deliberate process of multiple exposures to the main ideas and vocabulary of science, ensuring that students learn the major concepts they need to be successful on high stakes science tests.

The Texas Assessment of Knowledge and Skills (TAKS), Elementary Science Grade five, administered in Spring 2003, assessed 56 percent, of the Texas Essential Knowledge and Skills (TEKS) for grades three through five. Of the forty questions presented on the TAKS, all forty are covered by at least one grade level of SRA Snapshots™ Video Science. Thirty-nine questions are covered by two or three grade levels, and thirty-seven questions are covered by all three grade levels.

The following pages show the correlation of ***Snapshots Video Science*™** to the 2003 TAKS Grade five test. The TAKS (and related TEKS) are divided in to the major objectives or strands of science, rather than in question order.

***SRA Snapshots Video Science*™** consists of four interdependent components. Each level has four program DVDs that provide the 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

Objective 1: Nature of Science

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.1, 4.1, 5.1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
(A) demonstrate safe practices during field and laboratory investigations.
Snapshots Level A LabTime Hands-On Activity 3, TG page 66 LabTime Hands-On Activity 5, TG page 102 LabTime Hands-On Activity 6, TG page 120 LabTime Hands-On Activity 7, TG page 138 LabTime Hands-On Activity 8, TG page 156 LabTime Hands-On Activity 9, TG page 174
Snapshots Level B LabTime Hands-On Activity 5, TG page 102 LabTime Hands-On Activity 6, TG page 120 LabTime Hands-On Activity 7, TG page 138 LabTime Hands-On Activity 8, TG page 156 LabTime Hands-On Activity 9, TG page 174
Snapshots Level C LabTime Hands-On Activity 1, TG page 30 LabTime Hands-On Activity 2, TG page 48 LabTime Hands-On Activity 5, TG page 102 LabTime Hands-On Activity 6, TG page 120 LabTime Hands-On Activity 7, TG page 138
Spring 2003 TAKS Administration Question: 1

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.2, 4.2, 5.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
Snapshots Level A LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level B LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102

LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Spring 2003 TAKS Administration Questions: 14, 25, 37

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.2, 4.2, 5.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(B) collect information by observing and measuring.
Snapshots Level A LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level B LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174 Chapter 5, Lesson 3, Process Skill, SE page 107
Spring 2003 TAKS Administration Questions: 7, 39

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.2, 4.2, 5.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
Snapshots Level A LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level B

LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Spring 2003 TAKS Administration Questions: 17, 20

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.2, 4.2, 5.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(D) communicate valid conclusions.
Snapshots Level A LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level B LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Spring 2003 TAKS Administration Question: 33

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.2, 4.2, 5.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
(E) construct simple graphs, tables, maps, and charts using tools [including computers] to organize, examine, and evaluate information.
Snapshots Level A LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 4, TRB page 69, TG page 84 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156 Chapter 4, Lesson 3, Process Skill, SE page 87
Snapshots Level B LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48 LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Spring 2003 TAKS Administration Question: 29

Objective 1: The Student will demonstrate an understanding of the nature of science.
(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(B) draw inferences based on information [related to promotional materials] for products and services.
Snapshots Level A Chapter 3, Lesson 1, Activities for All, TG page 56
Snapshots Level B Chapter 4, Lesson 3, Activities for All, TG page 82
Snapshots Level C Chapter 8, Lesson 3, Activities for All, TG page 154
Spring 2003 TAKS Administration Question: 5

Objective 1: The Student will demonstrate an understanding of the nature of science.
(3.4, 4.4, 5.4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
(A) collect and analyze information using tools including calculators, microscopes, [cameras, sound recorders, computers,] hand lenses, rulers, thermometers, compasses, balances, [hot plates,] meter sticks, timing devices, magnets, collecting nets, and safety goggles.
Snapshots Level A LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Snapshots Level B LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Snapshots Level C LabTime Hands-On Activity 1, TRB page 15, TG page 30 LabTime Hands-On Activity 2, TRB page 33, TG page 48

LabTime Hands-On Activity 3, TRB page 51, TG page 66 LabTime Hands-On Activity 5, TRB page 87, TG page 102 LabTime Hands-On Activity 6, TRB page 105, TG page 120 LabTime Hands-On Activity 7, TRB page 123, TG page 138 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Spring 2003 TAKS Administration Questions: 4, 9

Objective 2: Life Science

Objective 2: The student will demonstrate an understanding of the life sciences.
(2.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:
(B) compare and give examples of the ways living organisms depend on each other and on their environment.
Snapshots Level A Chapter 1, Lesson 1, Video A, SE page 3 Chapter 2, Lesson 1, Video A, SE page 25
Snapshots Level B Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Lesson 2, Video A, SE page 31 Chapter 2 KnowZone, SE page 36 Chapter 3, Lesson 1, Video B, SE page 48
Snapshots Level C Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 Chapter 3, Lesson 1, Video A, SE page 47; Video C, SE page 49
Spring 2003 TAKS Administration Question: 15

Objective 2: The student will demonstrate an understanding of the life sciences.
(3.8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.
Snapshots Level A Chapter 2, Lesson 3, Video A, SE page 39
Snapshots Level B Chapter 3, Lesson 1, Video A, SE page 47; Lesson 3, Video B, SE page 62
Snapshots Level C Chapter 1, Lesson 1, Video B, SE page 4 Chapter 3, Lesson 3, Video B, SE page 48
Spring 2003 TAKS Administration Question: 11

Objective 2: The student will demonstrate an understanding of the life sciences.
(3.8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:
(C) describe environmental changes in which some organisms would thrive, become ill, or perish.
Snapshots Level A Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56
Snapshots Level B Chapter 1, Lesson 1, Video C, SE page 5 Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video A, SE page 39 Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63
Snapshots Level C Chapter 2, Lesson 1, Video C, SE page 27 Chapter 3, Lesson 1, Video A, SE page 47; Video C, SE page 49
Spring 2003 TAKS Administration Question: 18

Objective 2: The student will demonstrate an understanding of the life sciences.
(5.5) Science concepts. The student knows that a system is a collection of cycles, structures, and processes that interact. The student is expected to:
(B) describe some interactions that occur in a simple system.

Snapshots Level A Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33
Snapshots Level B Chapter 2, Lesson 1, Video A, SE page 25; Lesson 3, Video A, SE page 39
Snapshots Level C Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41 Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49
Spring 2003 TAKS Administration Question: 8

Objective 2: The student will demonstrate an understanding of the life sciences.
(4.8, 5.9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(A) compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.
Snapshots Level A Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41
Snapshots Level B Chapter 1, Lesson 2, Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57
Snapshots Level C Chapter 1, Lesson 3, Video A, SE page 15 Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33
Spring 2003 TAKS Administration Questions: 10, 28

Objective 2: The student will demonstrate an understanding of the life sciences.
(4.8, 5.9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(B) analyze and describe adaptive characteristics that results in an organism's unique niche in an ecosystem.
Snapshots Level B Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57
Snapshots Level C Chapter 2, Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41
Spring 2003 TAKS Administration Question: 6

Objective 2: The student will demonstrate an understanding of the life sciences.
(4.8, 5.9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:
(C) predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.
Snapshots Level A Chapter 2, Lesson 3, Video B, SE page 40; Video C, SE page 41
Snapshots Level B Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10;Video C, SE page 11 Chapter 3, Lesson 1, Video C, SE page 49 Chapter 3 KnowZone, SE page 52
Snapshots Level C Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33 Chapter 2 KnowZone, SE page 36
Spring 2003 TAKS Administration Question: 32

Objective 2: The student will demonstrate an understanding of the life sciences.
(3.10, 4.9, 5.10) Science concepts. The student knows that likenesses between offspring and parents can be inherited or learned. The student is expected to:
(B) give examples of learned characteristics that result from the influence of the environment.
Snapshots Level B Chapter 3, Lesson 2, Video C, SE page 57; Lesson 3, Video C, SE page 63
Snapshots Level C Chapter 2, Lesson 2, Video C, SE page 33
Spring 2003 TAKS Administration Question: 23

Objective 3: Physical Science

Objective 3: The student will demonstrate an understanding of the physical sciences.
(3.6) Science concepts. The student knows that forces cause change. The student is expected to:
(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.
Snapshots Level A Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136 LabTime Hands-On Activity 7, TRB page 123, TG page 138
Snapshots Level B Chapter 7, Lesson 3, Video A, SE page 149; Video C, SE page 151 Chapter 9, Lesson 2, Video B, SE page 186; Video C, SE page 187 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181 Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189 Chapter 9, Lesson 2, Process Skill, SE page 191; Lesson 3, Video A, SE page 193 LabTime Hands-On Activity 98, TRB page 141, TG page 156
Spring 2003 TAKS Administration Question: 27

Objective 3: The student will demonstrate an understanding of the physical sciences.
(5.5) Science concepts. The student knows that a system is a collection of cycles, structures, and processes that interact. The student is expected to:
(A) describe some cycles, structures, and processes that are found in a simple system.
Snapshots Level A Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189 Chapter 9, Lesson 2, Process Skill, SE page 191
Snapshots Level B Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video C, SE page 173 Chapter 9, Lesson 1, Video C, SE page 181
Snapshots Level C Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video C, SE page 151 Chapter 8 Lesson 3, Video A, SE page 171, Video B, SE page 172 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Spring 2003 TAKS Administration Question: 31

Objective 3: The student will demonstrate an understanding of the physical sciences.
(3.7, 4.7, 5.7) Science concepts. The student knows that matter has physical properties. The student is expected to:
(A) classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.
Snapshots Level A Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158, Video C, SE page 159; Chapter 8, Lesson 1, Process Skill, SE page 161; Chapter 8, Lesson 2, Video A, SE page 163; Lesson 2, Process Skill, SE page 167 Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173
Snapshots Level B Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136, Video C, SE page 137 Chapter 7, Lesson 2, Video B, SE page 144; Video C, SE page 145 Chapter 7 KnowZone, SE page 140 Chapter 8, Lesson 1, Video B, SE page 158 LabTime Hands-On Activity 8, TRB page 141, TG page 156 Chapter 9, Lesson 1, Video B, SE page 180 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136 Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145 Chapter 7 KnowZone, SE page 140

Spring 2003 TAKS Administration Questions: 34, 38

Objective 3: The student will demonstrate an understanding of the physical sciences.
(3.7, 4.7, 5.7) Science concepts. The student knows that matter has physical properties. The student is expected to:
(B) demonstrate that some mixtures maintain the physical properties of their ingredients.
Snapshots Level A Chapter 8, Lesson 2, Video B, SE page 164
Snapshots Level B Chapter 7, Lesson 1, Video B, SE page 136; Lesson 3, Video B, SE page 150; Video C, SE page 151
Snapshots Level C Chapter 7, Lesson 1, Video C, SE page 137; Lesson 1, Process Skill, SE page 139; Lesson 2, Video A, SE page 143
Spring 2003 TAKS Administration Question: 21

Objective 3: The student will demonstrate an understanding of the physical sciences.
(3.7, 4.7, 5.7) Science concepts. The student knows that matter has physical properties. The student is expected to:
(D) observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.
Snapshots Level A Chapter 8, Lesson 2, Video B, SE page 164; Video C, SE page 165; Lesson 3, Video A, SE page 171
Snapshots Level B Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video B, SE page 144 Chapter 7 KnowZone, SE page 140
Snapshots Level C Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 1445 Chapter 7 KnowZone, SE page 140
Spring 2003 TAKS Administration Question: 40

Objective 3: The student will demonstrate an understanding of the physical sciences.
(5.8) Science concepts. The student knows that energy occurs in many forms. The student is expected to:
(B) identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.
Snapshots Level A Chapter 6, Lesson 3, Video B, SE page 128 Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level B Chapter 6, Lesson 3, Video A, SE page 125 Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165
Spring 2003 TAKS Administration Question: 16

Objective 3: The student will demonstrate an understanding of the physical sciences.
(5.8) Science concepts. The student knows that energy occurs in many forms. The student is expected to:
© demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.
Snapshots Level A Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video B, SE page 194
Snapshots Level B Chapter 9, Lesson 1, Video C, SE page 181; Lesson 2, Video B, SE page 186; Video C, SE page 187 LabTime Hands-On Activity 9, TRB page 159, TG page 174
Snapshots Level C Chapter 7 KnowZone, SE page 140 Chapter 8, Lesson 1, Video A, SE page 157; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173
Spring 2003 TAKS Administration Question: 2

Objective 3: The student will demonstrate an understanding of the physical sciences.
(5.8) Science concepts. The student knows that energy occurs in many forms. The student is expected to:
(D) verify that vibrating an object can produce sound.
Snapshots Level A

Chapter 9, Lesson 1, Video C, SE page 181; Lesson 1, Process Skill, SE page 183
Snapshots Level B Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159 LabTime Hands-On Activity 8, TRB page 141, TG page 156
Snapshots Level C Chapter 8, Lesson 1, Video A, SE page 157
Spring 2003 TAKS Administration Question: 36

Objective 4: Earth/Space Science

Objective 4: The student will demonstrate an understanding of the earth sciences.
(4.6) Science concepts. The student knows that change can create recognizable patterns. The student is expected to:
(A) identify patterns of change such as in weather, metamorphosis, and objects in the sky.
Snapshots Level A Chapter 4, Lesson 1, Video B, SE page 92; Video C, SE page 93
Snapshots Level B Chapter 4, Lesson 2, Video C, SE page 77 Chapter 5, Lesson 1, Video B, SE page 92
Snapshots Level C Chapter 5, Lesson 1, Video B, SE page 92; Video C, SE page 93 Chapter 6, Lesson 2, Video B, SE page 122; Video C, SE page 123
Spring 2003 TAKS Administration Question: 35

Objective 4: The student will demonstrate an understanding of the earth sciences.
(5.6) Science concepts. The student knows that some change occurs in cycles. The student is expected to:
(B) identify the significance of the water, carbon, and nitrogen cycles.
Snapshots Level A Chapter 5, Lesson 2, Video B, SE page 100
Snapshots Level B Chapter 5, Lesson 2, Video A, SE page 91
Snapshots Level C Chapter 5, Lesson 1, Video A, SE page 97; Video B, SE page 98
Spring 2003 TAKS Administration Question: 19

Objective 4: The student will demonstrate an understanding of the earth sciences.
(4.10, 5.11) Science concepts. The student knows that certain past events affect present and future events. The student is expected to:
(A) identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.
Snapshots Level A Chapter 4, Lesson 1, Video B, SE page 70; Lesson 2, Video A, SE page 75
Snapshots Level B Chapter 4, Lesson 2, Video B, SE page 76
Snapshots Level C Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71 Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79 Chapter 4 KnowZone, SE page 74
Spring 2003 TAKS Administration Question: 24

Objective 4: The student will demonstrate an understanding of the earth sciences.
(4.11) The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(A) Test properties of soils including texture, capacity to retain water, and ability to support life.
Snapshots Level A Chapter 4, Lesson 2, Video C, SE page 77; Lesson 2 Critical Thinking, SE page 79, Lesson 2, Process Skill, SE page 79
Spring 2003 TAKS Administration Question: 3

Objective 4: The student will demonstrate an understanding of the earth sciences.
(5.12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, non-renewable, or inexhaustible resources.
Snapshots Level A Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71
Snapshots Level B Chapter 4, Lesson 2, Video B, SE page 75
Snapshots Level C Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79 Chapter 4 KnowZone, SE page 74
Spring 2003 TAKS Administration Question: 12

Objective 4: The student will demonstrate an understanding of the earth sciences.
(3.11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(C) identify the planets in our solar system and their position in relation to the Sun.
Snapshots Level A Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120; Video C, SE page 1211
Snapshots Level B Chapter 6, Lesson 2, Video A, SE page 119; Video B, SE page 120
Snapshots Level C Chapter 6, Lesson 1, Video A, SE page 114
Spring 2003 TAKS Administration Questions: 13, 26

Objective 4: The student will demonstrate an understanding of the earth sciences.
(3.11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:
(D) describe the characteristics of the Sun.
Snapshots Level A Chapter 6, Lesson 2, Video A, SE page 119
Snapshots Level B Chapter 6, Lesson 1, Video A, SE page 113; Lesson 2, Video A, SE page 119
Snapshots Level C Chapter 6, Lesson 1, Video A, SE page 113
Spring 2003 TAKS Administration Questions: 22, 30