SRA Snapshots Video Science™: Level A
correlation to
Wisconsin's Model Academic Standards for Science
Grade 3

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

KEY:

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

Science Standard A: Science Connections
A.4.1 When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard A: Science Connections
A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now.
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**

Science Standard A: Science Connections
A.4.3 When investigating a science-related problem, decide what data can be collected to determine the most useful explanations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard A: Science Connections
A.4.4 When studying science-related problems, decide which of the science themes are important.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard A: Science Connections
A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Critical Thinking, SE page 21; Process Skill, SE page 21 **Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33** **Chapter 3, Lesson 3, Video A, SE page 61; Video C, SE page 62; Video C, SE page 63; 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 B, SE page 76; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 2, Video B, SE page 100; 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 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**

Science Standard B: Nature of Science
B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Process Skill SE page 43** **Chapter 3, KnowZone, SE pages 52-53** **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Process Skill, SE page 109** **Chapter 6, KnowZone, SE pages 124-125** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, KnowZone, SE pages 184-185**

Science Standard B: Nature of Science
B.4.2 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked.
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**

Science Standard B: Nature of Science
B.4.3 Show how the major developments of scientific knowledge in the earth and space, life and environment, and physical sciences have changed over time.
Chapter 1, Lesson 2, Critical Thinking, SE page 13 **Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Critical Thinking, SE page 59; Process Skill, SE page 59; Lesson 3, Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 1, Critical Thinking, SE page 73; KnowZone, SE pages 80-81; Lesson 3, Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103** **Chapter 6, Lesson 2, Video C, SE page 121; KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 3, Critical Thinking, SE page 153** **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191; Lesson 3, Video C, SE page 195; Critical Thinking, SE page 107**

Science Standard C: Science Inquiry
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Process Skill SE page 43** **Chapter 3, KnowZone, SE pages 52-53** **Chapter 4, KnowZone, SE pages 80-81** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Process Skill, SE page 109** **Chapter 6, KnowZone, SE pages 124-125** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, KnowZone, SE pages 184-185**

Science Standard C: Science Inquiry
C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations.
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**

Science Standard C: Science Inquiry
C.4.5 Use data they have collected to develop explanations and answer questions generated by 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, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers.
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**

Science Standard C: Science Inquiry
C.4.7 Support their conclusions with logical arguments.
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**

Science Standard C: Science Inquiry
C.4.8 Ask additional questions that might help focus or further an investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.1 Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances.
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.2 Group and/or classify objects and substances based on the properties of earth materials.
Chapter 4, Lesson 3, Video A, SE page 83 **Chapter 8, Lesson 1, Video B, SE page 156; Critical Thinking, SE page 161; Process Skill, SE page 161**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.3 Understand that substances can exist in different states—solid, liquid, gas.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skills 161

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.4 Observe and describe that changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes.
Chapter 4, Lesson 2, Video A, SE page 85 **Chapter 5, Lesson 2, Video B, SE page 100** **Chapter 7, Lesson 2, Video A, SE page 143; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Lesson 3, Video A, SE page 171; Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Video C, SE page 181; Process Skill, SE page 183; Lesson 3, Video A, SE page 183; Video B, SE page 194; Critical Thinking, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.5 Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data.
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**

Science Standard D: Physical Science
POSITION AND MOTION OF OBJECTS
D.4.6 Observe and describe physical events in objects at rest or in motion.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141

Science Standard D: Physical Science
POSITION AND MOTION OF OBJECTS
D.4.7 Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including: • Position relative to another object • Motion over time • And position due to forces.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144

Science Standard D: Physical Science
LIGHT, HEAT, ELECTRICITY, AND MAGNETISM
D.4.8 Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism).
Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page167; KnowZone, SE pages 168-169; Lesson 3, Video 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 C, SE page181; Process Skill, SE page 183; Lesson 2, Video A, SE page 187; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations.
Chapter 4, Lesson 2, Video A, SE page 75; Video C, SE page 77; Process Skill , SE page 79

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.2 Show that earth materials have different physical and chemical properties, including the properties of soils in Wisconsin.
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill , SE page 79

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and spaces science.
Chapter 4, Lesson 1, Video A, SE page 69; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 6, Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101**

Science Standard E: Earth and Space Science
OBJECTS IN THE SKY
E.4.4 Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117; Lesson 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.5 Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes.
Chapter 5, KnowZone, SE pages 96-97; Lesson 2, Process Skill, SE page 103; Lesson 3, Video A, SE page 105; Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.6 Use the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117; Lesson 3, Video A, SE page 127; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.7 Using the science themes, describe resources used in the home, community, and nation as a whole.
Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Lesson 2, Video A, SE page 99** **Chapter 9, Lesson 3, Video C, SE page 195**

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world
Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 **Chapter 8, Lesson 3, Video B, SE page 172; Video C, SE page 173**

Science Standard F: Life and Environmental Science
THE CHARACTERISTICS OF ORGANISMS
F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Video A, SE page 39** **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; KnowZone, Se pages 52-53**

Science Standard F: Life and Environmental Science
THE CHARACTERISTICS OF ORGANISMS
F.4.2 Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment).
Chapter 3, Lesson 3, Video A, SE page 39; Video C, SE page 41 **Chapter 3, Lesson 3, Video B, SE page 62**

Science Standard F: Life and Environmental Science
LIFE CYCLES OF ORGANISMS
F.4.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Science Standard F: Life and Environmental Science
ORGANISMS AND THEIR ENVIRONMENT
F.4.4 Using the science themes, develop explanations for the connections among living and non-living things in various environments.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C< SE page 27; Process Skill, SE page 29; Lesson 2, Video A, SE page 31; Video B, SE page 2; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Science Standard G: Science Applications
G.4.1 Identify the technology used by someone to employed in a job or position in Wisconsin and explain how the technology helps.
Chapter 3, Lesson 2, Critical Thinking, SE page 159; Process Skill, SE page 59 **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Process Skill, SE page 95; Lesson 3, Video A, SE page 105; Critical Thinking, SE page 109** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 9, Lesson 3, Video C, SE page 195**

Science Standard G: Science Applications
G.4.2 Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 4, Lesson 1, Process Skill, SE page 73** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 8, KnowZone, SE pages 168-169**

Science Standard G: Science Applications
G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally.
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**

Science Standard G: Science Applications
G.4.4 Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere I the community, to make or repair things, or to move goods or people.
Chapter 8, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Writing in Science, SE page 153; Process Skill, SE page 153

Science Standard G: Science Applications
G.4.5 Ask questions to find answers about how devices and machines were invented and produced.
Chapter 3, Lesson 2, Video A, SE page 55 **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105; Video C, SE page 107** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 7, Lesson 2, Video C, SE page 145; Critical Thinking, SE page 147; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153** **Chapter 8, KnowZone, SE pages 168-169; Lesson 3, Critical Thinking, SE page 175** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191**

Science Standard H: Science in Personal and Social Perspectives
H.4.1 Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care.
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**

Science Standard H: Science in Personal and Social Perspectives
H.4.2 Using the science themes, identify local and states issues that are helped by science and technology and explain how science and technology can also cause a problem.
Chapter 3, Lesson 2, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65 **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Process Skill, SE page 73; Lesson 3, Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103; Lesson 3, Video C, SE page 107; Process Skill, SE page 109** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 9, Lesson 3, Video C, SE page 195; Critical Thinking, SE page 197**

Science Standard H: Science in Personal and Social Perspectives
H.4.3 Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care.
Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Math in Science, SE page 59 **Chapter 4, Lesson 1, Process Skill, SE page 73** **Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, 105** **Chapter 6, KnowZone, SE pages 124-125; Lesson 3, Video B, SE page 128; Video C, SE page 129** **Chapter 8, KnowZone, SE pages 168-169**

Science Standard H: Science in Personal and Social Perspectives
H.4.4 Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues.
Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; KnowZone, SE pages 52-53; Lesson 2, Critical Thinking, SE page 59; Lesson 3, video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65 **Chapter 4, Lesson 3, Video B, SE page 84; Video C, SE page 85; Critical Thinking, SE page 87; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101; Critical Thinking, SE page 103** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 9, Lesson 3, Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197**

SRA Snapshots Video Science™: Level B
correlation to
Wisconsin's Model Academic Standards for Science
Grade 4

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

KEY:

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

Science Standard A: Science Connections
A.4.1 When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed.
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**

Science Standard A: Science Connections
A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now.
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**

Science Standard A: Science Connections
A.4.3 When investigating a science-related problem, decide what data can be collected to determine the most useful explanations.
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**

Science Standard A: Science Connections
A.4.4 When studying science-related problems, decide which of the science themes are important.
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**

Science Standard A: Science Connections
A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred.
Chapter 1, Lesson 1, Video C, SE page 5 **Chapter 2, Lesson 2, Critical Thinking, SE page 35; Process Skill, SE page 35; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43** **Chapter 3, Lesson 2, Video C, SE page 57; Critical Thinking, SE page 59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65** **Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77; Critical Thinking, SE page 79; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Video A, SE page 91; Critical Thinking, SE page 95; Lesson 3, Video A, SE page 105; Video C, SE page 107; Critical Thinking, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, 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, Lesson 3, Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 9, KnowZone, SE pages 196-197**

Science Standard B: Nature of Science
B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations.
Chapter 1 KnowZone, SE pages 14-15; Lesson 3 Process Skill, SE page 21 **Chapter 2 KnowZone, SE pages 36-37; Lesson 3 Process Skill, SE page 43** **Chapter 3 KnowZone, SE pages 52-53; Lesson 2 Process Skill, SE page 59** **Chapter 4, Lesson 2 Process Skill, SE page 79; KnowZone, SE pages 86-87** **Chapter 5 KnowZone, SE pages 102-103** **Chapter 6, Lesson 3 Math in Science, SE page 129; KnowZone, SE pages 130-131** **Chapter 7 KnowZone, SE pages 140-141** **Chapter 8 KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-198**

Science Standard B: Nature of Science
B.4.2 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked.
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**

Science Standard B: Nature of Science
B.4.3 Show how the major developments of scientific knowledge in the earth and space, life and environment, and physical sciences have changed over time.
Chapter 2, Lesson 1, Critical Thinking, SE page 29; 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 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65** **Chapter 4, Lesson 1, Critical Thinking, SE page 73** **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103; Lesson 3, Critical Thinking, SE page 109** **Chapter 6, Lesson 1, Critical Thinking, SE page 117; Lesson 2, Video A, SE page 119; Video C, SE page 120; Critical Thinking, SE page 123; Process Skill, SE page 123; Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129; Process Skill, SE page 129; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141; Lesson 3, Video A, SE page 149** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169** **Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192; Video C, SE page 193; Critical Thinking, SE page 195; Process Skill, SE page 195; KnowZone, SE pages 196-197**

Science Standard C: Science Inquiry
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied.
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**

Science Standard C: Science Inquiry
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations.
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**

Science Standard C: Science Inquiry
C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations.
Chapter 1 KnowZone, SE pages 14-15; Lesson 3 Process Skill, SE page 21 **Chapter 2 KnowZone, SE pages 36-37; Lesson 3 Process Skill, SE page 43** **Chapter 3 KnowZone, SE pages 52-53; Lesson 2 Process Skill, SE page 59** **Chapter 4, Lesson 2 Process Skill, SE page 79; KnowZone, SE pages 86-87** **Chapter 5 KnowZone, SE pages 102-103** **Chapter 6, Lesson 3 Math in Science, SE page 129; KnowZone, SE pages 130-131** **Chapter 7 KnowZone, SE pages 140-141** **Chapter 8 KnowZone, SE pages 168-169** **Chapter 9 KnowZone, SE pages 196-198**

Science Standard C: Science Inquiry
C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations.
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**

Science Standard C: Science Inquiry
C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 2, Process Skill, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 2, Process Skill, SE page 123; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 1, Process Skill, SE page 183; Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers.
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**

Science Standard C: Science Inquiry
C.4.7 Support their conclusions with logical arguments.
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**

Science Standard C: Science Inquiry
C.4.8 Ask additional questions that might help focus or further an investigation.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, 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**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.1 Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances.
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Process Skill, SE page 139; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.2 Group and/or classify objects and substances based on the properties of earth materials.
Chapter 4, Lesson 2, Video A, SE page 81 **Chapter 7, Lesson 1, Video B, SE page 136; Lesson 3, Video B, SE page 150; Video C, SE page 151** **Chapter 9, Lesson 1, Video B, SE page 180**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.3 Understand that substances can exist in different states—solid, liquid, gas.
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

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.4 Observe and describe that changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes.
Chapter 4, Lesson 2, Video A, SE page 75; Video B, SE page 76; Video C, SE page 77 **Chapter 7, Lesson 1, Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 3, Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 151; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Process Skill, SE page 161**

Science Standard D: Physical Science
PROPERTIES OF EARTH MATERIALS
D.4.5 Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data.
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**

Science Standard D: Physical Science
POSITION AND MOTION OF OBJECTS
D.4.6 Observe and describe physical events in objects at rest or in motion.
Level B: **Chapter 8, Lesson 3, Video A, SE page 171** **See also Level A:** **Chapter 7, Lesson 1, Video A, SE page 135** **See also Level C:** **Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191**

Science Standard D: Physical Science
POSITION AND MOTION OF OBJECTS
D.4.7 Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including: • Position relative to another object • Motion over time • And position due to forces.
See Level A: **Chapter 7, Lesson 1, Video A, SE page 135** **See also Level C:** **Chapter 9, Lesson 2, Video A, SE page 187**

Science Standard D: Physical Science
LIGHT, HEAT, ELECTRICITY, AND MAGNETISM
D.4.8 Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism).
Chapter 7, Lesson 1, Video A, SE page 135; Video B, SE page 136; Video C, SE page 137; Process Skill, SE page 139; KnowZone, SE pages 140-141; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147 **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Writing in Science, SE page 161; Process Skill, SE page 161; Lesson 2, Video A, SE page 163; Video C, SE page 165; LabTime Hands-On Activity 8, TRB Pages 141-143; TG Page 156** **Chapter 9, Lesson 1, Video C, SE page 181; Lesson 2, Video A, SE page 185**

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations.
See Level A: **Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77; Writing in Science, SE page 79; Process Skill, SE page 79; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **See also Level C:** **Chapter 4, Lesson 3, Video C, SE page 85**

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.2 Show that earth materials have different physical and chemical properties, including the properties of soils in Wisconsin.
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**

Science Standard E: Earth and Space Science
PROPERTIES OF EARTH MATERIALS
E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and spaces science.
Chapter 3, Lesson 2, Video A, SE page 55 **Chapter 4, Lesson 1, Video A, SE page 69; Lesson 2, Video B, SE page 76; Video C, SE page 77; Process Skills, SE page 79; Lesson 3, Video A, SE page 81**

Science Standard E: Earth and Space Science
OBJECTS IN THE SKY
E.4.4 Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.5 Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes.
Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video B, SE page 98; Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.6 Use the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117 **Eclipses, SE page 205**

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.7 Using the science themes, describe resources used in the home, community, and nation as a whole.
Chapter 4, Lesson 2, Video B, SE page 76; Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; KnowZone, SE pages 86-87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 5, Lesson 1, Video C, SE page 93; Lesson 2, Video A, SE page 97** **Chapter 9, Lesson 2, Video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195**

Science Standard E: Earth and Space Science
CHANGES IN THE EARTH AND SKY
E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world
Chapter 3, Lesson 3, Video C, SE page 63 **Chapter 4, Lesson 3, Video A, SE page 81; Video B, SE page 82; Video C, SE page 83; KnowZone, SE pages 86-87** **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; Process Skill, SE page 195**

Science Standard F: Life and Environmental Science
THE CHARACTERISTICS OF ORGANISMS
F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive.
Chapter 1, Lesson 1, Video A, SE page 3; Lesson 3, Video B, SE page 18; Video C, SE page 19; Critical Thinking, SE page 21 **Chapter 2, Lesson 1, Video A, SE page 25; Lesson 2, Video A, SE page 31; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 2, Video A, SE page 55**

Science Standard F: Life and Environmental Science
THE CHARACTERISTICS OF ORGANISMS
F.4.2 Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment).
Chapter 1, Lesson 2, Video B, SE page 10 **Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49**

Science Standard F: Life and Environmental Science
LIFE CYCLES OF ORGANISMS
F.4.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type.
Level B: **Chapter 1, Lesson 3, Video C, SE page 19** **See also Level A:** **Chapter 1, Lesson 3, Video B, SE page 18; Process Skill, SE page 21** **See also Level C:** **Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37**

Science Standard F: Life and Environmental Science
ORGANISMS AND THEIR ENVIRONMENT
F.4.4 Using the science themes, develop explanations for the connections among living and non-living things in various environments.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Video C, SE page 27; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43; Lesson **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51**

Science Standard G: Science Applications
G.4.1 Identify the technology used by someone to employed in a job or position in Wisconsin and explain how the technology helps.
Chapter 2, Lesson 1, Process Skill, SE page 29; Lesson 3, Process Skill, SE page 43 **Chapter 5, Lesson 2, Video C, SE page 99** **Chapter 6, Lesson 2, Video C, SE page 121**

Science Standard G: Science Applications
G.4.2 Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time.
Chapter 4, Lesson 3, Video B, SE page 82; Video C, SE page 83 **Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 27; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173** **Chapter 9, Lesson 2, Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Process Skill, SE page 195; KnowZone, SE pages 196-197**

Science Standard G: Science Applications
G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally.
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**

Science Standard G: Science Applications
G.4.4 Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere I the community, to make or repair things, or to move goods or people.
Chapter 8, Lesson 3, Video C, SE page 173; Math in Science, SE page 175; Process Skill, SE page 175 **See also Level A:** **Chapter 8, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Writing in Science, SE page 153; Process Skill, SE page 153**

Science Standard G: Science Applications
G.4.5 Ask questions to find answers about how devices and machines were invented and produced.
Chapter 1, KnowZone, SE pages 14-15 **Chapter 5, Lesson 2, Video C, SE page 99** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Critical Thinking, SE page 129 KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 1, Critical Thinking, SE page 161; Lesson 2, Video C, SE page 165l KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175** **Chapter 9, Lesson 1, Critical Thinking, SE page 183; Lesson 2, Video B, SE page 186; Video C, SE page 187; Critical Thinking, SE page 189; Process Skill, SE page 189; KnowZone, SE pages 196-197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard H: Science in Personal and Social Perspectives
H.4.1 Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care.
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**

Science Standard H: Science in Personal and Social Perspectives
H.4.2 Using the science themes, identify local and states issues that are helped by science and technology and explain how science and technology can also cause a problem.
Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7; Lesson 3, Critical Thinking, SE page 21 **Chapter 2, Lesson 1, Critical Thinking, SE page 29; 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 2, Critical Thinking, SE page 59; Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65; LabTime Hands-On Activity, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 2, Critical Thinking, SE page 79** **Chapter 5, Lesson 1, Video C, SE page 93; KnowZone, SE pages 102-103** **Chapter 6, Lesson 1, Critical Thinking, SE page 117; Lesson 3, Critical Thinking, SE page 129** **Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195**

Science Standard H: Science in Personal and Social Perspectives
H.4.3 Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care.
Chapter 4, Lesson 3, Video B, SE page 82; Video C, SE page 83 **Chapter 5, Lesson 2, Video C, SE page 99; KnowZone, SE pages 102-103** **Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 27; KnowZone, SE pages 130-131** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; Lesson 3, Video C, SE page 173** **Chapter 9, Lesson 2, Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Process Skill, SE page 195; KnowZone, SE pages 196-197**

Science Standard H: Science in Personal and Social Perspectives
H.4.4 Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues.
Chapter 2, Lesson 1, Critical Thinking, SE page 29; Lesson 3, Video C, SE page 41; Critical Thinking, SE page 43; Process Skill, SE page 43 **Chapter 3, Lesson 2, Critical Thinking, SE page 59; Lesson 3, Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65; LabTime Hands-On Activity, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Critical Thinking, SE page 79** **Chapter 5, Lesson 1, Video C, SE page 93; KnowZone, SE pages 102-103** **Chapter 6, Lesson 1, Critical Thinking, SE page 117** **Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195**

SRA Snapshots Video Science™: Level C
correlation to
Wisconsin's Model Academic Standards for Science
Grade 5

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

KEY:

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

Science Standard A: Science Connections
A.8.1 Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard A: Science Connections
A.8.2 Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems.
Chapter 1, Lesson 1, Critical Thinking, SE page 7 **Chapter 3, KnowZone, SE pages 58-59** **Chapter 4, Lesson 1, Video C, SE page 71; Lesson 3, Critical Thinking, SE page 87** **Chapter 5, Lesson 3, Video B, SE page 104** **Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 9, KnowZone, SE pages 184-185**

Science Standard A: Science Connections
A.8.3 Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them.
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**

Science Standard A: Science Connections
A.8.4 Collect evidence to show that models developed as explanations for the events were (and are) based on the evidence available to scientists at that time.
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**

Science Standard A: Science Connections
A.8.5 Show how models and explanations, based on systems, were changed as new evidence accumulated (the effects of constancy, evolution, change, and measurement should all be part of these explanations).
Chapter 2, Lesson 1, Critical Thinking, SE page 29 **Chapter 3, KnowZone, SE pages 58-59** **Chapter 4, Lesson 1, Critical Thinking, SE page 73** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Critical Thinking, SE page 101** **Chapter 6, Lesson 1, Video B, SE page 114; KnowZone, SE pages 118-119; Lesson 3, Video B, SE page 128; Video C, SE page 129**

Science Standard A: Science Connections
A.8.6 Use models and explanations to predict actions and events in the natural world.
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**

Science Standard A: Science Connections
A.8.7 Design real or thought investigations to test the usefulness and limitations of a model.
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**

Science Standard A: Science Connections
A.8.8 Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world.
Chapter 1, Lesson 3, Critical Thinking, SE page 19; KnowZone, SE pages 20-21 **Chapter 2, Lesson 1, Critical Thinking, SE page 29; Lesson 2, Critical Thinking, SE page 35** **Chapter 3, Lesson 1, Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 2, Critical Thinking, SE page 57; Lesson 3, Video A, SE page 61; Video B, SE page 62; Critical Thinking, SE page 65** **Chapter 4, Lesson 1, Critical Thinking, SE page 73** **Chapter 6, Lesson 3, Video A, SE page 127** **Chapter 8, Lesson 3, Video C, SE page 173**

Science Standard B: Nature of Science
B.8.1 Describe how scientific knowledge and concepts have changed over time in the earth and space, life and environmental, and physical sciences.
Chapter 3, Lesson 3, Video A, SE page 61; Critical Thinking, SE page 65 **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 3, Critical Thinking, SE page 101** **Chapter 6, Lesson 1, Video B, SE page 114; KnowZone, SE pages 118-119; Lesson 3, Video B, SE page 128; Video C, SE page 129**

Science Standard B: Nature of Science
B.8.2 Identify and describe major changes that have occurred over in conceptual models and explanations in the earth and space, life and environmental, and physical sciences and identify the people, cultures, and conditions that led to these developments.
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**

Science Standard B: Nature of Science
B.8.3 Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 3, Process Skill, SE page 19; 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 87; 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; Lesson 2, Process Skill, SE page 153; 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 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard B: Nature of Science
B.8.4 Describe types of reasoning and evidence used outside of science to draw conclusions about the natural world.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard B: Nature of Science
B.8.5 Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time.
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**

Science Standard B: Nature of Science
B.8.6 Explain the ways in which scientific knowledge is useful and also limited when applied to social issues.
This concept is not covered at this level.

Science Standard C: Science Inquiry
C.8.1 Identify questions they can investigate using resources and equipment they have available.
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**

Science Standard C: Science Inquiry
C.8.2 Identify data and locate sources of information including their own records to answer the questions being investigated.
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**

Science Standard C: Science Inquiry
C.8.3 Design and safely conduct investigations that provide reliable quantitative or qualitative data, as appropriate, to answer their questions.
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**

Science Standard C: Science Inquiry
C.8.4 Use inferences to help decide possible results of their investigations, use observations to check their inferences.
Chapter 1, Lesson 2, Process Skill, SE page 13; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 2, Process Skill, SE page 147; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.8.5 Use accepted scientific knowledge, models, and theories to explain their results and to raise further questions about their investigations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 2, Process Skill, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.8.6 State what they have learned from investigations, relating their inferences to scientific knowledge and to data they have collected.
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**

Science Standard C: Science Inquiry
C.8.7 Explain their data and conclusions in ways that allow an audience to understand the questions they selected for investigation and the answers they have developed.
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**

Science Standard C: Science Inquiry
C.8.8 Use computer software and other technologies to organize, process, and present their data.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 1, SE page 29; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard C: Science Inquiry
C.8.9 Evaluate, explain, and defend the validity of questions, hypotheses, and conclusions to their investigations.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 3, Process Skill, SE page 43; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51; 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 3, Process Skill, SE page 153; 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**

Science Standard C: Science Inquiry
C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults.
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**

Science Standard C: Science Inquiry
C.8.11 Raise further questions which still need to be answered.
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**

Science Standard D: Physical Science
PROPERTIES AND CHANGES OF PROPERTIES IN MATTER
D.8.1 Observe, describe, and measure physical and chemical properties of elements and other substance to identify and group them according to properties such as density, melting points, boiling points, conductivity, magnetic attraction, solubility, and reactions to common physical and chemical tests.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video A, SE page 143; Video B, SE page 144; Process Skill, SE page 147

Science Standard D: Physical Science
PROPERTIES AND CHANGES OF PROPERTIES IN MATTER
D.8.2 Use the major ideas of atomic theory and molecular theory to describe physical and chemical interactions among substances, including solids, liquids, and gases.
Chapter 7, Lesson 1, Video A, SE page 135; Critical Thinking, SE page 139; KnowZone, SE page 140-141

Science Standard D: Physical Science
PROPERTIES AND CHANGES OF PROPERTIES IN MATTER
D.8.3 Understand how chemical interactions and behaviors lead to new substances with different properties.
Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Science Standard D: Physical Science
PROPERTIES AND CHANGES OF PROPERTIES IN MATTER
D.8.4 While conducting investigations, use the science themes to develop explanations of physical and chemical interactions and energy exchanges.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; Critical Thinking, SE page 139; Process Skill, SE page 139; Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Process Skill, SE page 147; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; 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; Critical Thinking, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Science Standard D: Physical Science
MOTIONS AND FORCES
D.8.5 While conducting investigations, explain the motion of objects by describing the forces acting on them.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Process Skill, SE page 183; Lesson 3, video A, SE page 193; Video B, SE page 194; Video C, SE page 195; Critical Thinking, SE page 197; Process Skill, SE page 197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Standard D: Physical Science
MOTIONS AND FORCES
D.8.6 While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom.
Chapter 9, Lesson 1, Video A, SE page 179; KnowZone, SE pages 184-185; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Critical Thinking, SE page 191; Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Standard D: Physical Science
MOTIONS AND FORCES
D.8.7 While conducting investigations of common physical and chemical interactions occurring in the laboratory and the outside world, use commonly accepted definitions of energy and the idea of energy conservation.
Chapter 7, Lesson 2, Video C, SE page 145; Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151; Critical Thinking, SE page 153; Process Skill, SE page 153; 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 B, SE page 164**

Science Standard D: Physical Science
TRANSFER OF ENERGY
D.8.8 Describe and investigate the properties of light, heat, gravity, radio waves, magnetic fields, electrical fields, and sound waves as they interact with material objects in common situations.
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Critical Thinking, SE page 167; Process Skill, SE page 167 **Chapter 9, Lesson 1, Video A, SE page 171; Video B, SE page 172; Lesson 1, Video B, SE page 180** **See Level A:** **Chapter 9, Lesson 1, Video A, SE page 179; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174** **See also Level B:** **Chapter 8, Lesson 2, Video A, SE page 163; Video C, SE page 165** **Chapter 9, Lesson 1, Video C, SE page 181; Critical Thinking, SE page 183**

Science Standard D: Physical Science
TRANSFER OF ENERGY
D.8.9 Explain the behaviors of various forms of energy by using the models of energy transmission, both in the laboratory and in real-life situations in the outside world.
Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Lesson 2, Video A, SE page 163; Video B, SE page 164; Video C, SE page 165; Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; Critical Thinking, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Science Standard D: Physical Science
TRANSFER OF ENERGY
D.8.10 Explain how models of the atomic structure of matter have changed over time, including historical models and modern atomic theory.
Chapter 7, Lesson 1, Video A, SE page 135; KnowZone, SE pages 140-141 **Periodic Table of the Elements, SE pages 206-207**

Science Standard E: Earth and Space Science
STRUCTURE OF EARTN SYSTEMS
E.8.1 Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; KnowZone, SE page 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, Se page 81; Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Lesson 3, Video A, SE page 103; Video B, SE page 104; Video C, SE page 105; Critical Thinking, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **The Planet Earth, SE page 204**

Science Standard E: Earth and Space Science
STRUCTURE OF EARTN SYSTEMS
E.8.2 Describe underlying structures of the earth that cause changes in the earth's surface.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; Process Skill, SE page 73; KnowZone, SE pages 74-75

Science Standard E: Earth and Space Science
STRUCTURE OF EARTN SYSTEMS
E.8.3 Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth.
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Critical Thinking, SE page 73; KnowZone, SE page 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, Se page 81; Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video A, SE page 97; Video B, SE page 98; Video C, SE page 99; Critical Thinking, SE page 101; Lesson 3, Video A, SE page 103; Video B, SE page 104; Video C, SE page 105; Critical Thinking, SE page 107; KnowZone, SE pages 108-109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **The Planet Earth, SE page 204**

Science Standard E: Earth and Space Science
STRUCTURE OF EARTN SYSTEMS
E.8.4 Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks.
Chapter 3, Lesson 1, Video C, E page 49; KnowZone, SE pages 58-59; Lesson 3, Video B, SE page 62 **Chapter 4, Lesson 2, Video A, SE page 77; Process Skill, SE page 81; Lesson 3, Video A, SE page 83** **Chapter 5, Lesson 1, Video C, SE page 93**

Science Standard E: Earth and Space Science
EARTH'S HISTORY
E.8.5 Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence.
Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Critical thinking, SE page 73; KnowZone, SE pages 74-75; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85; Process Skill, SE page 87

Science Standard E: Earth and Space Science
EARTH'S HISTORY
E.8.6 Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video A, SE page 61; Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78** **Chapter 5, Lesson 1, Video C, SE page 93; Critical thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 3, Video B, SE page 150** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Science Standard E: Earth and Space Science
EARTH IN THE SOLAR SYSTEM
E.8.7 Describe the general structure of the solar system, galaxies, and the universe, explaining the nature of the evidence used to develop current models of the universe.
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; KnowZone, SE pages 118-119; Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123; Critical Thinking, SE page 125; Process Skill, SE page 125; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131; Process Skill, SE page 131; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 **Earth in Space, SE page 205**

Science Standard E: Earth and Space Science
EARTH IN THE SOLAR SYSTEM
E.8.8 Using past and current models of the structure of the solar system, explain the daily, monthly, yearly, and long-term cycles of the earth, citing evidence gained from personal observation as well as evidence used by scientists.
Chapter 6, Lesson 2, Video A, SE page 121; Video B, SE page 122; Video C, SE page 123; Critical Thinking, SE page 125; Process Skill, SE page 125 **Earth in Space, SE page 205**

Science Standard F: Life and Environmental Science
STRUCTURE AND FUNCTION IN LIVING THINGS
F.8.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Critical Thinking, SE page 7; Process Skill, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17; Critical Thinking, SE page 19; Process Skill, SE page 19; 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; Critical Thinking, SE page 29; Process Skill, SE page 29; Lesson 2, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43; Lesson 3, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51**

Science Standard F: Life and Environmental Science
STRUCTURE AND FUNCTION IN LIVING THINGS
F.8.2 Show how organisms have adapted structures to match their function, providing means of encouraging individual and group survival within specific environments.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; Process Skill, SE page 35; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Science Standard F: Life and Environmental Science
STRUCTURE AND FUNCTION IN LIVING THINGS
F.8.3 Differentiate between single-celled and multiple-celled organisms (humans) through investigation, comparing the cell functions of specialized cells for each type of organism.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4; Video C, SE page 5; Critical Thinking, SE page 7; Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Critical Thinking, SE page 13; Process Skill, SE page 13; Lesson 3, Video A, SE page 15; Video B, SE page 16; Video C, SE page 17; Critical Thinking, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Science Standard F: Life and Environmental Science
REPRODUCTION AND HEREDITY
F.8.4 Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cell of an organism.
Chapter 2, Lesson 2, Video B, SE page 32

Science Standard F: Life and Environmental Science
REPRODUCTION AND HEREDITY
F.8.5 Show how different structures both reproduce and pass on characteristics of their group.
Chapter 2, Lesson 2, Video B, SE page 32

Science Standard F: Life and Environmental Science
REGULATION AND BEHAVIOR
F.8.6 Understand that an organism is regulated both internally and externally.
Chapter 2, Lesson 2, Video C, SE page 33; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Science Standard F: Life and Environmental Science
REGULATION AND BEHAVIOR
F.8.7 Understand that an organism's behavior evolves through adaptation to its environment.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Critical Thinking, SE page 35; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Science Standard F: Life and Environmental Science
POPULATIONS AND ECOSYSTEMS
F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Critical Thinking, SE page 43 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Critical Thinking, SE page 51; Process Skill, SE page 51; Lesson 2, Video A, SE page 53; Video B, SE page 54; Video C, SE page 55; Critical Thinking, SE page 57; KnowZone, SE pages 58-59; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65**

Science Standard F: Life and Environmental Science
DIVERSITY AND ADAPTATIONS OF ORGANISMS
F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival of population growth of certain species.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 3, Video A, SE page 61; Video B, SE page 62; Video C, SE page 63** **Chapter 5, Lesson 2, Video C, SE page 49; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102**

Science Standard F: Life and Environmental Science
DIVERSITY AND ADAPTATIONS OF ORGANISMS
F.8.10 Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78** **Chapter 5, Lesson 1, Video C, SE page 93; Critical thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, Lesson 3, Video B, SE page 150** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Science Standard G: Science Applications
G.8.1 Identify and investigate the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need.
Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7; KnowZone, SE pages 20-21 **Chapter 3, Lesson 2, Critical Thinking, SE page 57; KnowZone, SE pages 58-59** **Chapter 4, Lesson 1, Critical Thinking, SE page 73** **Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 3, Critical Thinking, SE page 175**

Science Standard G: Science Applications
G.8.2 Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers.
Chapter 1, Lesson 3, Video C, SE page 119; KnowZone, SE pages 20-21 **Chapter 2, Lesson 1, Critical Thinking, SE page 29** **Chapter 3, Lesson 2, Critical Thinking, SE page 57; KnowZone, SE pages 58-59** **Chapter 5, Lesson 1, Critical Thinking, SE page 95; Lesson 2, Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video B, SE page 1 28; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 3, Critical Thinking, SE page 175**

Science Standard G: Science Applications
G.8.3 Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 2, Lesson 2, Critical Thinking, SE page 57** **Chapter 3, Lesson 3, Video C, SE page 62; Video C, SE page 63** **Chapter 4, Lesson 3, Vide C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173**

Science Standard G: Science Applications
G.8.4 Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the design (or re-design) might work, including potential side-effects.
Chapter 9 LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Science Standard G: Science Applications
G.8.5 Investigate a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 3, Critical Thinking, SE page 43 **Chapter 3, Lesson 3, Video B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65** **Chapter 4, Lesson 2, Critical Thinking, SE page 81; Process Skill, SE page 81; Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Critical Thinking, SE page 131** **Chapter 8, Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175**

Science Standard G: Science Applications
G.8.6 Use current texts, encyclopedias, source books, computers, experts, the popular press, or other relevant sources to identify examples of how scientific discoveries have resulted in new technology.
Chapter 1, KnowZone, SE pages 20-21; Lesson 1, Enrichment, TG page 20 **Chapter 2, KnowZone, SE pages 36-37** **Chapter 3, KnowZone, SE pages 58-59** **Chapter 4, KnowZone, SE pages 74-75** **Chapter 5, KnowZone, SE pages 108-109** **Chapter 6, KnowZone, SE pages 118-119** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, KnowZone, SE pages 168-169** **Chapter 9, KnowZone, SE pages 184-185**

Science Standard G: Science Applications
G.8.7 Show evidence of how science and technology are interdependent, using some examples drawn from personally conducted investigations.
Chapter 1, Lesson 3, Critical Thinking, SE page 19 **Chapter 3, Lesson 3, Video C, SE page 62; Video C, SE page 63** **Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Vide C, SE page 85; Critical Thinking, SE page 87** **Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101** **Chapter 6, Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131** **Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173**

Science Standard H: Science in Personal and Social Perspectives
H.8.1 Evaluate the scientific evidence used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, Lesson 2, Enrichment, TG page 38; 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, Enrichment, TG page 78; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, Lesson 1, Enrichment, TG page 92LabTime 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 1, Enrichment, TG page 146; Lesson 2, Enrichment, TG page 150; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard H: Science in Personal and Social Perspectives
H.8.2 Present a scientific solution to a problem involving earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Science Standard H: Science in Personal and Social Perspectives
H.8.3 Understand the consequences of decision affecting personal health and safety.
Chapter 1, KnowZone, SE pages 20-21 **Chapter 4, KnowZone, SE pages 74-75** **Chapter 5, Lesson 2, Critical Thinking, SE page 101; Lesson 3, Video B, SE page 104; Critical Thinking, SE page 107; KnowZone, SE page 108-109** **Chapter 9, Lesson 1, Critical Thinking, SE page 183; Lesson 3, Critical Thinking, SE page 197**