

SRA Snapshots Video Science™: Level A
correlation to
Wyoming Science Content and Performance Standards
Grade 3

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

KEY:

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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
1. Characteristics of Organisms: Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Lesson 3, Video C, SE page 19 Chapter 2, Lesson 2, Video A, SE page 31; KnowZone, SE pages 36-37; 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 Chapter 3, Lesson 3, Video B, SE page 62

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
2. Life Cycles of Organisms: Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
3. Organisms and Their Environments: Students show connections between living things, their basic needs, and the environments.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
4. Properties of Earth Materials: Students investigate water, air, rocks, and soils to compare basic properties of earth materials. 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

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EARTH, SPACE, AND PHYSICAL SYSTEMS
5. Objects in the Sky: Students develop observable objects in the sky and their patterns of movement. 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

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EARTH, SPACE, AND PHYSICAL SYSTEMS
6. Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather. Chapter 4, Lesson 1, Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 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 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

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EARTH, SPACE, AND PHYSICAL SYSTEMS
7. Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature. Chapter 8, Lesson 1, Video B, SE page 158; Video C, SE page 159; Lesson 2, Process Skill, SE page 167; KnowZone, SE pages 168-169; Lesson 3, Video B, SE page 172; Video C, SE page 173

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EARTH, SPACE, AND PHYSICAL SYSTEMS
8. Changes in States of Matter: Students demonstrate that the processes of heating and cooling can change matter from one state to another. Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; Video C, SE page 159; Process Skills 161

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
9. Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Video C, SE page 145; Critical Thinking, SE page 147; Process Skill, SE page 147 Chapter 8, Lesson 3, Video A, SE page 171; Video B, SE page 172; Video C, SE page 173; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Critical Thinking, SE page 183; Writing in Science, SE page 183; Process Skill, SE page 183; Lesson 2, Video B, SE page 188; Video C, SE page 189; Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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EARTH, SPACE, AND PHYSICAL SYSTEMS
10. Position and Motion of Objects: Students demonstrate that pushing and pulling can change the position and motion of objects.
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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.
1. Students research answers to science questions and present findings through appropriate means.
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

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2. Students use the inquiry process to conduct simple scientific investigations.
A. Collect and organize data.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 13; Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30 Chapter 2, Lesson 3, Process Skill, SE page 43 Chapter 3, LabTime Hands-On Activity, TRB Pages 51-53, TG page 66 Chapter 4, Lesson 2 Process Skill, SE page 79; LabTime Hands-On Activity, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity, TRB pages 87-89, TG page 102 Chapter 6, Lesson 3 Process Skill, SE page 131; LabTime Hands-On Activity, TRB pages 105-107, TG page 120 Chapter 7 LabTime Hands-On Activity, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3 Process Skill, SE page 175; LabTime Hands-On Activity, TRB pages 141-143, TG page 156 Chapter 9, Lesson 1 Process Skill, SE page 183; LabTime Hands-On Activity, TRB pages 159-161, TG page 174

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2. Students use the inquiry process to conduct simple scientific investigations.
B. Use data to construct simple graphs, charts, diagrams, and/or models.
Chapter 1, Lesson 2, Math in Science, SE page 13; Process Skill, SE page 13 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 2, Process Skill, SE page 103; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, Lesson 3, Process Skill, SE page 175; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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2. Students use the inquiry process to conduct simple scientific investigations.
C. Draw conclusions and accurately communicate results, making connections to daily life.
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

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2. Students use the inquiry process to conduct simple scientific investigations.
D. Pose or identify questions and make predictions.
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

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2. Students use the inquiry process to conduct simple scientific investigations.
E. Conduct investigations to answer questions and check predictions.
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

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3. Students identify and use appropriate scientific equipment.
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

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4. Students properly use safety equipment and recognize hazards and safety symbols while practicing standard safety procedures.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 5, Lesson 3, Video C, Se page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on out cultural heritage.
1. Students recognize the nature and history of science.
A. Discuss how scientific ideas change over time.
Chapter 3, Lesson 2, Process Skill, SE page 59 Chapter 5, KnowZone, SE pages 96-97 Chapter 6, Lesson 2, Video C, SE page 121; Lesson 3, Critical thinking, SE page 131

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
1. Students recognize the nature and history of science.
B. Describe contributions of scientists.
Chapter 3, Lesson 2 Process Skill, SE page 59 Chapter 4, KnowZone, SE pages 80-81 Chapter 5, KnowZone, SE pages 96-97; Lesson 3, Video A, SE page 105 Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129 Chapter 7, Lesson 3, Video A, SE page 149; Video B, SE page 150; Video C, SE page 151 Chapter 8, KnowZone, SE pages 168-169 Chapter 9, Lesson 2, Video A, SE page 187; Video B, SE page SE page 188; Video C, SE page 189

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students recognize how scientific information is used to make decisions.
A. Identify and describe local science issues, such as environmental hazards or resource management.
Chapter 2, Lesson 1, Critical Thinking, SE page 29; Lesson 2, Critical Thinking, SE page 35 Chapter 3, Lesson 2, Critical Thinking, SE page 59; Lesson 3, Critical Thinking, SE page 65 Chapter 4, Lesson 1, Critical Thinking, 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 B, SE page 106; Video C, SE page 107

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2. Students recognize how scientific information is used to make decisions.
B. Suggest feasible solutions and personal action plans to address an identified issue.
Chapter 3, Lesson 3, Process Skill, SE page 65 Chapter 4, Lesson 3, Process Skill, SE page 87 Chapter 5, Lesson 3, Critical Thinking, SE page 109; Writing in Science, SE page 109 Chapter 9, Lesson 3, Critical Thinking, SE page 197

SRA Snapshots Video Science™: Level B
correlation to
Wyoming Science Content and Performance Standards
Grade 4

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

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SE	Student Edition
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Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
1. Characteristics of Organisms: Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; KnowZone, SE pages 14-15; Lesson 3, Video B, SE page 18; Video C, SE page 19; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, KnowZone, SE pages 36-37 Chapter 3, Lesson 1, Video B, SE page 48; Video C, SE page 49; KnowZone, SE pages 52-53; Lesson 2, Video B, SE page 56

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LIFE SYSTEMS
2. Life Cycles of Organisms: Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
3. Organisms and Their Environments: Students show connections between living things, their basic needs, and the environments.
Chapter 1, Lesson 1, Video A, SE page 3; Lesson 2, Video C, SE page 11; Writing in Science, SE page 13; 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, Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51; KnowZone, SE p[ages 52-53; Lesson 2, Video A, SE page 55

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EARTH, SPACE, AND PHYSICAL SYSTEMS
4. Properties of Earth Materials: Students investigate water, air, rocks, and soils to compare basic properties of earth materials.
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

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EARTH, SPACE, AND PHYSICAL SYSTEMS
5. Objects in the Sky: Students develop observable objects in the sky and their patterns of movement.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117

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7. Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.
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

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EARTH, SPACE, AND PHYSICAL SYSTEMS
8. Changes in States of Matter: Students demonstrate that the processes of heating and cooling can change matter from one state to another.
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

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9. Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
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
See Level A:
Chapter 8, Lesson 3, Video A, , SE page 171; Video B, SE page 172; Video C, SE page 173
See also Level C:
Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164

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EARTH, SPACE, AND PHYSICAL SYSTEMS
10. Position and Motion of Objects: Students demonstrate that pushing and pulling can change the position and motion of objects.
See Level A:
Chapter 7, Lesson 1, Video C, SE page 135; Video B, SE page 136; Video C, SE page 137
See also Level C:
Chapter 9, Lesson 1, Video A, SE page 179; Video C, SE page 181; Lesson 2, Video A, SE page 187; Video B, SE page 188; Video C, SE page 189; Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.
1. Students research answers to science questions and present findings through appropriate means.
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

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2. Students use the inquiry process to conduct simple scientific investigations.
A. Collect and organize data.
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

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2. Students use the inquiry process to conduct simple scientific investigations.
B. Use data to construct simple graphs, charts, diagrams, and/or models.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, Lesson 1, Process Skill, SE page 73; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, Lesson 1, Math in Science, SE page 117; Lesson 3, Math in Science, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 189; Lesson 3, Math in Science, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.
2. Students use the inquiry process to conduct simple scientific investigations.
C. Draw conclusions and accurately communicate results, making connections to daily life.
Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, Lesson 3, Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, Lesson 3, Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

2. Students use the inquiry process to conduct simple scientific investigations.

D. Pose or identify questions and make predictions.

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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

2. Students use the inquiry process to conduct simple scientific investigations.

E. Conduct investigations to answer questions and check predictions.

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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

3. Students identify and use appropriate scientific equipment.

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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

4. Students properly use safety equipment and recognize hazards and safety symbols while practicing standard safety procedures.

Chapter 1, LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, Lesson 3, Process Skill, SE page 85; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, Lesson 3, Video C, SE page 193; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.

1. Students recognize the nature and history of science.

A. Discuss how scientific ideas change over time.

Chapter 5, Lesson 3, Critical Thinking, SE page 109
Chapter 6, Lesson 2, Video B, SE page 120; Critical Thinking, SE page 123; Process Skill, SE page 123; 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

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.

1. Students recognize the nature and history of science.

B. Describe contributions of scientists.

Chapter 4, Lesson 2, Video C, SE page 77
Chapter 6, Lesson 3, Video A, SE page 125; Video B, SE page 126; Video C, SE page 127; Math in Science, SE page 129; KnowZone, SE pages 130-131
Chapter 7, Lesson 3, Video A, SE page 149
Chapter 8 KnowZone, SE pages 168-169
Chapter 9 KnowZone, SE pages 196-197

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students recognize how scientific information is used to make decisions.
A. Identify and describe local science issues, such as environmental hazards or resource management.
Chapter 1, Lesson 1, Critical Thinking, SE page 7; Lesson 3, Critical Thinking, SE page 21
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 B, SE page 62; Video C, SE page 63; Critical Thinking, SE page 65; Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, Lesson 2, Critical Thinking, SE page 79
Chapter 5, Lesson 1, Video C, SE page 93; Critical Thinking, SE page 95; Lesson 2, Critical Thinking, SE page 101; KnowZone, SE pages 102-103
Chapter 6, Lesson 1, Critical Thinking, SE page 117
Chapter 9, Lesson 3, Video B, SE page 192; Critical Thinking, SE page 195; Process Skill, SE page 195; KnowZone, SE pages 196-197

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students recognize how scientific information is used to make decisions.
B. Suggest feasible solutions and personal action plans to address an identified issue.
Chapter 2, Lesson 3, Critical Thinking, SE page 43; Process Skill, SE page 43
Chapter 3, Lesson 3, Process Skill, SE page 65
Chapter 9, Lesson 3, Process Skill, SE page 195; KnowZone, SE pages 196-197

SRA Snapshots Video Science™: Level C
correlation to
Wyoming Science Content and Performance Standards
Grade 5

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

KEY:

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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
1. Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
2. Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Critical Thinking, SE page 35; Process Skill, SE page 35

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
3. Evolution as a Theory: Students explain evolution as a theory and apply the theory to the diversity of species, which results from natural selection and the acquisition of unique characteristics through biological adaptation.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 2, Video B, SE page 32; Video C, SE page 33 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
4. Diversity of Organisms: Students investigate the interconnectedness of organisms, identifying similarity and diversity of organisms through a classification system of hierarchical relationships and structural homologies.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
5. Behavior and Adaptation: Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptation.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
LIFE SYSTEMS
6. Interrelationships of Populations and Ecosystems: Students illustrate populations of organisms and their interconnection within an ecosystem, identifying relationships among producers, consumers, and decomposers.
Level C: Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48; Video C, SE page 49; Process Skill, SE page 51 Food Web, SE page 203 Energy Pyramid, SE page 203
See also Level B: Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Process Skill, SE page 13; Lesson 3, Video A, SE page 17; Process Skill, SE page 21 Food Web, SE page 203 Energy Pyramid, SE page 203

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SCIENCE
7. The Earth in the Solar System: Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
Chapter 3, Lesson 1, Video C, SE page 49 Chapter 5, Lesson 1, Video A, SE page 91; Video B, SE page 92; Lesson 2, Video B, SE page 98; Lesson 3, Video C, SE page 105 Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Critical Thinking, SE page 117; Process Skill, SE page 117; KnowZone, SE pages 118-119; Lesson 2, Video A, SE page 121; Video B, SE page 122 Chapter 8, Lesson 1, Video A, SE page 157 The Water Cycle, SE page 204

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
8. The Structure of the Earth System: Students examine the structure of the Earth, identifying layers of the Earth, considering plate movements and its effect, and recognizing landforms resulting from constructive and destructive forces.
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; Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Critical Thinking, SE page 81; Lesson 3, Writing in Science, SE page 87; Process Skill, SE page 87 Earth's Layers, SE page 204

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
9. The Earth's History: Students systematize the Earth's history in terms of geological evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence.
Chapter 2, Lesson 1, Video C, SE page 27 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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
10. The Structure and Properties of Matter: Students identify characteristic properties of matter such as density, solubility, and boiling point and understand that elements are the basic components of matter.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
11. Physical and Chemical Changes in Matter: Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.
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; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
12. Forms and Uses of Energy: Students investigate energy as a property of substances in a variety of forms with a range of uses.
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

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
13. The Conservation of Matter and Energy: Students identify supporting evidence to explain conservation of matter and energy, indicating that matter or energy cannot be created or destroyed but is transferred from one object to another.
Chapter 7, Lesson 2, Video C, SE page 145 Chapter 8, Lesson 1, Video C, SE page 159

Content Standard 1: CONCEPTS AND PROCESSES: In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.
EARTH, SPACE, AND PHYSICAL SYSTEMS
14. Effects of Motions and Forces: Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.
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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.
1. Students research scientific information and present findings through appropriate means.
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

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2. Students use inquiry to conduct scientific investigations.
<ul style="list-style-type: none"> Ask questions that lead to conducting an investigation.
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

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2. Students use inquiry to conduct scientific investigations.
<ul style="list-style-type: none"> Collect, organize, and analyze and appropriately represent data.
Chapter 1, Lesson 1, Process Skill, SE page 7; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30 Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48 Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 Chapter 4, LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138 Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 Chapter 9, Lesson 2, Process Skill, SE page 191; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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2. Students use inquiry to conduct scientific investigations.
<ul style="list-style-type: none"> Draw conclusions based on evidence and make connections to applied scientific concepts.
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

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2. Students use inquiry to conduct scientific investigations.
<ul style="list-style-type: none"> Clearly and accurately communicate the result of the 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, 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

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

3. Students clearly and accurately communicate the result of their own work, as well as information obtained from other sources.

Chapter 1, KnowZone, SE pages 20-21; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30
Chapter 2, Lesson 1, SE page 29; KnowZone, SE pages 36-37; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48
Chapter 3, KnowZone, SE pages 58-59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66
Chapter 4, KnowZone, SE pages 74-75; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84
Chapter 5, KnowZone, SE pages 108-109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102
Chapter 6, KnowZone, SE pages 118-119; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120
Chapter 7, KnowZone, SE pages 140-141; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138
Chapter 8, KnowZone, SE pages 168-169; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156
Chapter 9, KnowZone, SE pages 184-185; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

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4. Students recognize the relationship between science and technology in meeting human needs.

Chapter 4, Lesson 3, video C, SE page 85; Critical Thinking, SE page 87
Chapter 5, Lesson 1, Process Skill, SE page 95; Lesson 2, Video C, SE page 99; Critical Thinking, SE page 101
Chapter 6, Lesson 3, Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131
Chapter 8, Lesson 1, Video C, SE page 159; Lesson 3, Video C, SE page 173; Critical Thinking, SE page 175

Content Standard 2: SCIENCE AS INQUIRY: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.

5. Students properly use appropriate scientific and safety equipment, recognize hazards and safety symbols, and observe standard safety procedures.

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

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.

1. Students explore the nature and history of science.

A. Students explore how scientific knowledge changes and grows over time, and impacts personal and social decisions.

Chapter 1, Lesson 3, Critical Thinking, SE page 19
Chapter 2, Lesson 1, Critical Thinking, SE page 29
Chapter 3, Lesson 2, Critical Thinking, SE page 57
Chapter 4, Lesson 3, Critical Thinking, SE page 87
Chapter 5, Lesson 1, 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

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
1. Students explore the nature and history of science.
B. Students explore the historical use of scientific information to make personal and social decisions.
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, 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 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

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students explore how scientific information is used to make decisions.
A. The role of science in solving personal, local, and national problems.
Chapter 3, Lesson 3, Video B, SE page 62 Chapter 4, Lesson 1, Critical Thinking, SE page 73; Lesson 3, Video C, SE page 85; Critical Thinking, SE page 87 Chapter 5, Lesson 1, Video A, 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

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students explore how scientific information is used to make decisions.
B. Interdisciplinary connections of the sciences and connections to other subject areas and careers in science or technical fields.
Chapter 1, Lesson 1, Video C, SE page 5; Critical Thinking, SE page 7; KnowZone, SE pages 20-21 Chapter 2, Lesson 1, Video B, SE page 26; Critical Thinking, SE page 29 Chapter 3, Lesson 2, Video C, SE page 55; Critical Thinking, SE page 57; KnowZone, SE pages 58-59 Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84 Chapter 6, KnowZone, SE page 118-119; Lesson 3, Video A, SE page 127; Video B, SE page 128; Video C, SE page 129; Critical Thinking, SE page 131 Chapter 7, KnowZone, SE pages 140-141

Content Standard 3: HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
2. Students explore how scientific information is used to make decisions.
C. Origins and conservation of natural resources, including Wyoming examples.
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