

SRA Snapshots Simply Science™
correlation to
Illinois Learning Standards: Science: Early Elementary
Grade 1

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher’s Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 1: Living Things and Their Needs	
Program Components	Illinois Learning Standards: Science: Early Elementary
Video Living Things and Their Needs RAF “A Funny Frog” RANF “We Are Living Things” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. A. Know and apply concepts that explain how living things function, adapt and change. 12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).
TIB page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.
SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 2: Learning About Plants	
Program Components	Illinois Learning Standards: Science: Early Elementary
Video Learning About Plants RAF “Which Way to Sprout?” RANF “Plants Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. A. Know and apply concepts that explain how living things function, adapt and change. 12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions.
TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.

SRA Snapshots Simply Science™ Grade 1
Life Science Unit 3: Habitats Are Everywhere

Program Components	Illinois Learning Standards: Science: Early Elementary
Video Habitats Are Everywhere RAF “A Home for Maggie” RANF “A Habitat Is a Home” TIB pages 26, 27, 28, 29, 30, 31 BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 Cards 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. B. Know and apply concepts that describe how living things interact with each other and with their environment. 12.B.1a Describe and compare characteristics of living things in relationship to their environments. 12.B.1b Describe how living things depend on one another for survival.
TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.

SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 4: Learning About Earth’s Surface

Program Components	Illinois Learning Standards: Science: Early Elementary
Video Learning About Earth’s Surface RAF “A Big Difference” RANF “Earth’s Many Resources” TIB pages 32, 33, 34, 35, 36, 37 BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Cards 19, 20, 21, 22, 23, 24, 75, 82, 85, 86, 90	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. E. Know and apply concepts that describe the features and processes of the Earth and its resources. 12.E.1a Identify components and describe diverse features of the Earth’s land, water, and atmospheric systems. 12.E.1c Identify renewable and nonrenewable natural resources.
TIB page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event. State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts. A. Know and apply the accepted practices of science. 13.A.1a Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).

SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 5: Weather on Earth

Program Components	Illinois Learning Standards: Science: Early Elementary
Video Weather on Earth RAF “A Leaf’s Story” RANF “All About Weather!” TIB pages 38, 39, 40, 41, 42, 43 BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 Cards 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. E. Know and apply concepts that describe the features and processes of the Earth and its resources. 12.E.1a Identify components and describe diverse features of the Earth’s land, water, and atmospheric systems. 12.E.1b Identify and describe patterns of weather and seasonal change.

Earth Science Unit 5 (continued)**Program Components****Illinois Learning Standards: Science: Early Elementary**

TIB page 43, Hands-On Science Activity *Seasons*

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

A. Know and apply the concepts, principles and processes of scientific inquiry.

11.A.1a Describe an observed event.

11.A.1e Arrange data into logical patterns and describe the patterns.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

A. Know and apply the accepted practices of science.

13.A.1a Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).

SRA Snapshots Simply Science™ Grade 1**Earth Science Unit 6: Earth in Space****Program Components****Illinois Learning Standards: Science: Early Elementary**

Video Earth in Space
 RAF “The Mysterious Moon”
 RANF “Look Up!”
 TIB pages 44, 45, 46, 47, 48, 49
 BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129
 Cards 31, 32, 33, 34, 35, 36, 86

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

F. Know and apply concepts that explain the composition and structure of the universe.

12.F.1a Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system.

12.F.1b Identify daily, seasonal and annual patterns related to the Earth’s rotation and revolution.

TIB page 49, Hands-On Science Activity *Modeling Moon Phases*

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

A. Know and apply the concepts, principles and processes of scientific inquiry.

11.A.1a Describe an observed event.

11.A.1e Arrange data into logical patterns and describe the patterns.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

A. Know and apply the accepted practices of science.

13.A.1a Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).

13.A.1c Explain how knowledge can be gained by careful observation.

SRA Snapshots Simply Science™ Grade 1**Physical Science Unit 7: Properties of Matter****Program Components****Illinois Learning Standards: Science: Early Elementary**

Video Properties of Matter
 RAF “What’s the Matter?”
 RANF “Matter All Around”
 TIB pages 50, 51, 52, 53, 54, 55
 BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139
 Cards 37, 38, 39, 40, 41, 42, 73, 90

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

C. Know and apply concepts that describe properties of matter and energy and the interactions between them.

12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor).

Physical Science Unit 7 (continued)

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>TIB page 55, Hands-On Science Activity <i>Making Mixtures</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts. A. Know and apply the accepted practices of science. 13.A.1a Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).</p>

**SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 8: Learning About Forces**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Learning About Forces RAF “Queen of the Hill” RANF “Pushes and Pulls” TIB pages 56, 57, 58, 59, 60, 61 BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 Cards 43, 44, 45, 46, 47, 48</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. D. Know and apply concepts that describe force and motion and the principles that explain them. 12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating). 12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism).</p>
<p>TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event. 11.A.1c Collect data for investigations using measuring instruments and technologies.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts. A. Know and apply the accepted practices of science. 13.A.1b Explain why similar results are expected when procedures are done the same way.</p>

**SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 9: Heat, Light, and Sound**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Heat, Light, and Sound RAF “The Energy Challenge” RANF “Energy All Around” TIB pages 62, 63, 64, 65, 66, 67 BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 Cards 36, 49, 50, 51, 52, 53, 54, 59</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. C. Know and apply concepts that describe properties of matter and energy and the interactions between them. 12.C.1a Identify and compare sources of energy (e.g., batteries, the sun).</p>
<p>TIB page 67, Hands-On Science Activity <i>Investigating Sound</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts. A. Know and apply the accepted practices of science. 13.A.1a Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).</p>

SRA Snapshots Simply Science™
correlation to
Illinois Learning Standards: Science: Early Elementary
Grade 2

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher’s Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 2	
Life Science Unit 1: Organisms Are Living Things	
Program Components	Illinois Learning Standards: Science: Early Elementary
Video Organisms Are Living Things RAF “The Brave Beaver” RANF “Organisms Are Alive” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. A. Know and apply concepts that explain how living things function, adapt and change. 12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions. 12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).
TIB page 19, Hands-On Science Activity <i>Grouping Animals</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event. 11.A.1e Arrange data into logical patterns and describe the patterns.
SRA Snapshots Simply Science™ Grade 2	
Life Science Unit 2: Learning About Animals	
Program Components	Illinois Learning Standards: Science: Early Elementary
Video Learning About Animals RAF “Fun in the Rain Forest” RANF “Animals Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. A. Know and apply concepts that explain how living things function, adapt and change. 12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions. 12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).
TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i>	State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event. 11.A.1e Arrange data into logical patterns and describe the patterns.

SRA Snapshots Simply Science™ Grade 2**Life Science Unit 3: Ecosystems All Around****Program Components****Illinois Learning Standards: Science: Early Elementary**

Video Ecosystems All Around
RAF “A Remarkable River”
RANF “Ecosystems in Action”
TIB pages 26, 27, 28, 29, 30, 31
BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99
Cards 13, 14, 15, 16, 17, 18, 65

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
B. Know and apply concepts that describe how living things interact with each other and with their environment.
12.B.1a Describe and compare characteristics of living things in relationship to their environments.
12.B.1b Describe how living things depend on one another for survival.

TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles and processes of scientific inquiry.
11.A.1a Describe an observed event.
11.A.1f Compare observations of individual and group results.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 4: Earth’s Natural Resources****Program Components****Illinois Learning Standards: Science: Early Elementary**

Video Earth’s Natural Resources
RAF “The Missing Rock”
RANF “Digging in the Dirt”
TIB pages 32, 33, 34, 35, 36, 37
BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109
Cards 19, 20, 21, 22, 23, 24, 78, 79, 82, 89

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.1a Identify components and describe diverse features of the Earth’s land, water, and atmospheric systems.
12.E.1c Identify renewable and nonrenewable natural resources.

TIB page 37, Hands-On Science Activity *Hand-Made Fossils*

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
A. Know and apply the concepts, principles and processes of scientific inquiry.
11.A.1a Describe an observed event.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.
B. Know and apply concepts that describe the interaction between science, technology and society.
13.B.1e Demonstrate ways to reduce, reuse, and recycle materials.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 5: Weather and Water****Program Components****Illinois Learning Standards: Science: Early Elementary**

Video Weather and Water
RAF “Felicia and the Four Seasons”
RANF “All About Weather!”
TIB pages 38, 39, 40, 41, 42, 43
BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119
Cards 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12.E.1a Identify components and describe diverse features of the Earth’s land, water, and atmospheric systems.
12.E.1b Identify and describe patterns of weather and seasonal change.

Earth Science Unit 5 (continued)

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>TIB page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event. 11.A.1c Collect data for investigations using measuring instruments and technologies.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts. B. Know and apply concepts that describe the interaction between science, technology and society. 13.B.1a Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer). 13.B.1b Explain how using measuring tools improves the accuracy of estimates.</p>

**SRA Snapshots Simply Science™ Grade 2
Earth Science Unit 6: Learning About Space**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Learning About Space RAF “Janie’s Space Journey” RANF “Earth in Space” TIB pages 44, 45, 46, 47, 48, 49 BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 Cards 31, 32, 33, 34, 35, 36, 86</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. F. Know and apply concepts that explain the composition and structure of the universe. 12.F.1a Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system. 12.F.1b Identify daily, seasonal and annual patterns related to the Earth’s rotation and revolution.</p>
<p>TIB page 49, Hands-On Science Activity <i>Stars in the Day Time</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.1a Describe an observed event.</p>

**SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 7: Characteristics of Matter**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Characteristics of Matter RAF “Irene’s Exploration” RANF “All About Matter” TIB pages 50, 51, 52, 53, 54, 55 BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 Cards 37, 38, 39, 40, 41, 42, 56, 66, 89</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. C. Know and apply concepts that describe properties of matter and energy and the interactions between them. 12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor).</p>

Earth Science Unit 5 (continued)

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>TIB page 55, Hands-On Science Activity <i>How Much Liquid?</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>A. Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>11.A.1a Describe an observed event.</p> <p>11.A.1c Collect data for investigations using measuring instruments and technologies.</p> <p>11.A.1e Arrange data into logical patterns and describe the patterns.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p>13.B.1a Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer).</p> <p>13.B.1b Explain how using measuring tools improves the accuracy of estimates.</p>

**SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 8: Forces and Motion**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Forces and Motion</p> <p>RAF “Carlos’s Skateboard”</p> <p>RANF “Motion, Magnets, and More!”</p> <p>TIB pages 56, 57, 58, 59, 60, 61</p> <p>BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149</p> <p>Cards 43, 44, 45, 46, 47, 48, 71</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>D. Know and apply concepts that describe force and motion and the principles that explain them.</p> <p>12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating).</p> <p>12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism).</p>
<p>TIB page 61, Hands-On Science Activity <i>Magnets</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>A. Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>11.A.1a Describe an observed event.</p> <p>11.A.1f Compare observations of individual and group results.</p>

**SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 9: Energy Is Everywhere**

Program Components	Illinois Learning Standards: Science: Early Elementary
<p>Video Energy Is Everywhere</p> <p>RAF “The Low-Energy Band”</p> <p>RANF “All About Energy”</p> <p>TIB pages 62, 63, 64, 65, 66, 67</p> <p>BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159</p> <p>Cards 41, 49, 50, 51, 52, 53, 54, 69, 84, 86</p>	<p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>C. Know and apply concepts that describe properties of matter and energy and the interactions between them.</p> <p>12.C.1a Identify and compare sources of energy (e.g., batteries, the sun).</p>
<p>TIB page 67, Hands-On Science Activity <i>Heat Energy</i></p>	<p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>A. Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>11.A.1a Describe an observed event.</p>