SRA Snapshots Video Science™: Level A
correlation to
Virginia Science Standards of Learning
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

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: a) predictions and observations are made.
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 1, Process Skill, SE page 73; Lesson 2, Process Skill, SE page 79; 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 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**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: b) objects with similar characteristics are classified into at least two sets and two subsets.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Video C, SE page 11; Process Skill, SE page 13 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Process Skill, SE page 51** **Chapter 8, Lesson 1, Process Skill, SE page 161** **Chapter 9, Lesson 3, Process Skill, SE page 197** **Classification, SE page 202**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: c) questions are developed to formulate hypotheses.
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**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: d) volume is measured to the nearest milliliter and liter.
Chapter 8, Lesson 1, Video C, SE page 159 **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: e) length is measured to the nearest centimeter.
Level A: **The Metric System, SE pages 200-201** **See also Level B:** **Chapter 7, Lesson 2, Video A, SE page 143**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: f) mass is measured to the nearest gram.
Chapter 8, Lesson 1, Video A, SE page 157; Video C, SE page 159 **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: g) data are gathered, charted, and graphed (line plot, picture graph, and bar graph).
Chapter 1, Lesson 2, Math in Science, SE page 13 **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: h) temperature is measured to the nearest degree Celsius.
Chapter 5, Lesson 2, Process Skill, SE page 103; Lesson 3, Video A, SE page 105 **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: i) time is measured to the nearest minute.
Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156 **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: j) inferences are made and conclusions are drawn.
Chapter 1, Lesson 3, Process Skill, SE page 21; 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 3, 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 3, Process Skill, SE page 109; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 1, Process Skill, SE page 117; 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**

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which: k) natural events are sequenced chronologically.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115

Force, Motion, and Energy
3.2 The student will investigate and understand simple machines and their uses. Key concepts include: a) types of machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge).
Chapter 7, 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

Force, Motion, and Energy
3.2 The student will investigate and understand simple machines and their uses. Key concepts include: b) how simple machines functions.
Chapter 7, 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

Force, Motion, and Energy
3.2 The student will investigate and understand simple machines and their uses. Key concepts include: c) compound machines (scissors, wheelbarrow, and bicycle).
Chapter 7, 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

Force, Motion, and Energy
3.2 The student will investigate and understand simple machines and their uses. Key concepts include: d) examples of simple and compound machines found in the school, home, and work environment.
Chapter 7, 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

Matter
3.2 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include: a) objects are made of one or more materials.
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

Matter
3.2 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include: b) materials are composed of parts that are too small to be seen without magnification.
Level A: **Chapter 3, Lesson 2, Video A, SE page 55** **See also Level B:** **Chapter 1, Lesson 1, Video A, SE page 3** **Chapter 7, Lesson 3, Video A, SE page 149**

Matter
3.2 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include: c) physical properties remain the same as the material is reduced in size.
Chapter 8, Lesson 1, Video B, SE page 158; Lesson 2, Video B, SE page 164

Life Processes
3.3 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include: a) methods of gathering and storing food, finding shelter, defending themselves, and rearing young.
Chapter 1, KnowZone, SE pages 14-15; Lesson 3, Video C, SE page 19 **Chapter 2, KnowZone, SE pages 36-37; Lesson 3, Video A, SE page 39; Video B, SE page 40; Video C, SE page 41; Process Skill, SE page 43**

Life Processes
3.3 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include: b) hibernation, migration, camouflage, mimicry, instinct, learned behavior.
Chapter 2, KnowZone, SE pages 36-37 **Chapter 3, Lesson 1, Video C, SE page 41** **See also Level C:** **Chapter 2, Lesson 2, Video C, SE page 33**

Living Systems
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include: a) producer, consumer, decomposer.
Chapter 2, Lesson 2, Video A, SE page 31; Video C, SE page 33; 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** **Energy Transfer, SE page 203** **See also Level B** **Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35**

Living Systems
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include: b) herbivore, carnivore, omnivore.
Energy Transfer, SE page 203 **See also Level B:** **Chapter 2, Lesson 2, Video A, SE page 39**

Living Systems
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include: c) predator and prey.
Chapter 2, Lesson 2, Video B, SE page 32; Video C, SE page 33; Math in Science, SE page 35; LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48

Living Systems
3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include: a) water-related environments (pond, marchland, swamp, stream, river, and ocean environments).
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26

Living Systems
3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include: b) dry-land environments (desert, grassland, rain forest, and forest environments).
Chapter 2, Lesson 1, Video A, SE page 25; Video C, SE page 27

Living Systems
3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include: c) population and community.
Chapter 2, Lesson 2, Video B, SE page 26; Process Skill, SE page 29

Interrelationships in Earth/Space Science
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include: a). soil provides the support and nutrients necessary for plant growth.
Chapter 1, Lesson 1, Video A, SE page 3; Video B, SE page 4 **Chapter 4, Lesson 2, Video C, SE page 77**

Interrelationships in Earth/Space Science
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include: b) topsoil is a natural product of subsoil and bedrock.
Chapter 4, Lesson 2, Video C, SE page 77

Interrelationships in Earth/Space Science
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include: c) rock, clay, silt, sand, and humus are components of soil.
Chapter 4, Lesson 2, Video C, SE page 77; Process Skill, SE page 79

Interrelationships in Earth/Space Science
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include: d) soil is a natural product and should be conserved.
Chapter 4, Lesson 2, Video C, SE page 77; Lesson 3, Video A, SE page 83

Earth Patterns, Cycles, and Change
3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include: a) patterns of natural events (day and night, seasonal changes, phases of the moon, and tides).
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 **Earth in Space, SE page 205**

Earth Patterns, Cycles, and Change
3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include: b) animal and plant life cycles.
Chapter 1, , Lesson 2, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21

Earth Patters, Cycles, and Changes
3.9. The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include: a) the energy from the sun drives the water cycle.
Chapter 5, Lesson 2, Video B, SE page 100 **The Water Cycle, SE page 204**

Earth Patters, Cycles, and Changes
3.9. The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include: b) processes involved in the water cycle (evaporation, condensation, precipitation).
Chapter 5, Lesson 2, Video B, SE page 100 **The Water Cycle, SE page 204**

Earth Patters, Cycles, and Changes
3.9. The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include: c) water is essential for living things.
Chapter 1, Lesson 1, Video B, SE page 4; Video C, SE page 5 **Chapter 2, Lesson 2, Video A, SE page 39** **Chapter 3, Lesson 3, Video A, SE page 47** **Chapter 4, Lesson 2, Video C, SE page 77**

Earth Patters, Cycles, and Changes
3.9. The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include: d) water supply and water conservation.
Chapter 4, Lesson 3, Video A, SE page 83; Video C, SE page 85 **Chapter 5, Lesson 2, Video A, SE page 99; Video B, SE page 100; Video C, SE page 101**

Resources
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include: a) the interdependence of plants and animals.
Chapter 2, Lesson 1, Video A, SE page 25; Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; **LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48** **Chapter 3, Lesson 1, Video C, SE page 49**

Resources
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include: b) the effects of human activity on the quality of air, water, and habitat.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 3, Video A, SE page 61; Video B, SE page 62** **Chapter 4, Lesson 3, Video B, SE page 84**

Resources
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include: c) the effects of fire, flood, disease, and erosion on organisms.
Chapter 2, Lesson 1, Video C, SE page 27; Lesson 2, Process Skill, SE page 35 **Chapter 3, Lesson 3, Video B, SE page 62**

Resources
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include: d) conservation and resource renewal.
Chapter 3, Lesson 3, Video C, SE page 63; Process Skill, SE page 65 **Chapter 4, Lesson 3, Video A, SE page 83; Video C, SE page 85; Process Skill, SE page 87** **Chapter 5, Lesson 2, Video C, SE page 101** **Chapter 9, Lesson 3, Video C, SE page 195; Process Skill, SE page 197**

Resources
3.11 The student will investigate and understand different sources of energy. Key concepts include: a) the sun's ability to produce light and heat energy.
Chapter 2, Lesson 2, Video A, SE page 31 **Chapter 9, Lesson 1, Video A, SE page 179**

Resources
3.11 The student will investigate and understand different sources of energy. Key concepts include: b) sources of energy (sunlight, water, wind).
Chapter 2, Lesson 2, Video A, 31 **Chapter 8, Lesson 3, Video A, SE page 171** **Chapter 9, Lesson 3, Video A, SE page 193; Video B, SE page 194; Video C, SE page 195**

Resources
3.11 The student will investigate and understand different sources of energy. Key concepts include: c) fossil fuels (coal, oil, natural gas) and wood.
Chapter 4, Lesson 3, Video B, SE page 84 **Chapter 9, Lesson 3, Video C, SE page 195**

Resources
3.11 The student will investigate and understand different sources of energy. Key concepts include: d) renewable and nonrenewable energy resources.
Chapter 4, Lesson 3, Video C, SE page 85 **Chapter 9, Lesson 3, Video C, SE page 195; Process Skill, SE page 197**

SRA Snapshots Video Science™: Level B
correlation to
Virginia Science Standards of Learning
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

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: a) distinctions are made among observations, conclusions, inferences, and predictions.
Chapter 1, Lesson 1, Process Skill, SE page 7; Lesson 2, Process Skill, SE page 11; 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, Lesson 1, Process Skill, SE page 95; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 6, Lesson 3, Process Skill, SE page 129; LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 1, Process Skill, SE page 139; Lesson 3, Process Skill, SE page 153l 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**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: b) hypotheses are formulated based on cause-and-effect relationships.
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**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: c) variables that must be held constant in an experimental situation are defined.
Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: d) appropriate instruments are selected to measure linear distance, volume, mass, and temperature.
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Math in Science, SE page 147; Process Skill, SE page 147** **Chapter 8, Lesson 3, Math in Science, SE page 175** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: e) appropriate metric measures are used to collect, record, and report data.
Chapter 5, LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102 **Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2, Video A, SE page 143; Video B, SE page 144; Math in Science, SE page 147; Process Skill, SE page 147** **Chapter 8, Lesson 3, math in Science, SE page 175** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: f) data are displayed using bar and basic line graphs.
Chapter 6, LabTime Hands-On Activity 6, TRB pages 105-107, TG page 120 **Chapter 9, Lesson 3, Math in Science, SE page 195**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: g) numerical data that are contradictory or unusual in experimental results are recognized.
Chapter 1 LabTime Hands-On Activity, TRB pages 15-17, TG page 30 **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, TRB pages 105-107, TG page 120** **Chapter 7, Lesson 2 Process Skill, SE page 147; LabTime Hands-On Activity, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 3 Math in Science, SE page 175** **Chapter 9, Lesson 3 Math in Science, SE page 195; Process Skill, SE page 195**

Scientific Investigation, Reasoning, and Logic
4.1 The student will plan and conduct investigations in which: h) predictions are made based on data from picture graphs, bar graphs, and basic line graphs.
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 3, 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, Lesson 1, Process Skill, SE page 139; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 3, Process Skill, SE page 195; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Force, Motion, and Energy
4.2 The student will investigate and understand characteristics of moving objects. Key concepts include: a) motion is described by an object's direction and speed.
Chapter 7, Lesson 3, Video A, SE page 149; Video C, SE page 151 **Chapter 9, Lesson 2, Video V, SE page 186; Video C, Video C, 187; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Force, Motion, and Energy
4.2 The student will investigate and understand characteristics of moving objects. Key concepts include: b) forces cause changes in motion.
Chapter 6, Lesson 1, Video C, SE page 115 **Chapter 8, Lesson 3, Video A, SE page 171; Video C, SE page 173** **Chapter 9, Lesson 2, Video A, SE page 185; Video B, SE page 186**

Force, Motion, and Energy
4.2 The student will investigate and understand characteristics of moving objects. Key concepts include: c) friction is a force that opposes motion.
Chapter 8, Lesson 3, Video A, SE page 171

Force, Motion, and Energy
4.2 The student will investigate and understand simple machines and their uses. Key concepts include: d) moving objects have kinetic energy.
Chapter 8, Lesson 3, Video B, SE page 172

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: a) conductors and insulators.
Chapter 9, Lesson 1, Video B, SE page 180

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: b) basic circuits (open/closed, parallel/series).
Chapter 9, Lesson 1, Video C, SE page 181

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: c) static electricity.
Chapter 9, Lesson 1, Video A, SE page 179

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: d) the ability of electrical energy to be transformed into heat, light, and mechanical energy.
Chapter 9, Lesson 1, Video C, SE page 181; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: e) simple electromagnets and magnetism.
Chapter 9, Lesson 1, Video C, SE page 181; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Force, Motion, and Energy
4.2 The student will investigate and understand the characteristics of electricity. Key concepts include: f) historical contributions in understanding electricity.
Chapter 9, Lesson 1, Video A, SE page 179; Video B, SE page 180; Video C, SE page 181; Lesson 2, Video A, SE page 185; Video B, SE page 186; Video C, SE page 187; Lesson 3, Video A, SE page 191; Video B, SE page 192; Video C, SE page 193; Process Skill, SE page 195; KnowZone, Se pages 196-197; LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174

Life Processes
4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include: a) the structures of typical plants (leaves, stems, roots, and flowers).
Chapter 1, Lesson 1, Video B, SE page 4; Lesson 3, Video A, SE page 17; Process Skill, SE page 21

Life Processes
4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include: b) processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed).
Chapter 1, Lesson 2, Video B, SE page 18; Video C, SE page 19 **Chapter 2, LabTime Hands-On Activity 2, TRB pages 33-35, TG page 48**

Life Processes
4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include: c) photosynthesis (sunlight, chlorophyll, water, carbon dioxide, oxygen, and sugar).
Chapter 2, Lesson 2, Video A , SE page 31

Life Processes
4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include: d) dormancy.
This concept is not covered at this level.

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: a) behavioral and structural adaptations.
Chapter 1, Lesson 1, Video C, SE page 11; Lesson 3, Video B, SE page 18; LabTime Hands-On Activity 1, TRB pages 15-17, TG page 30

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: b) organization of communities.
Chapter 2, Lesson 1, Video C, SE page 27 **Chapter 3, Lesson 1, Video A, SE page 47; Video B, SE page 48**

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: c) flow of energy through food webs.
Chapter 2, Lesson 2, Video A, SE page 31; Video B, SE page 32; Video C, SE page 33; Process Skill, SE page 35; Lesson 3, Video A, SE page 39; Video B, , SE page 40; Video C, SE page 41; Process Skill, SE page 43

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: d) habitats and niches.
Chapter 2, Lesson 1, Video B, SE page 26 **Chapter 3, Lesson 2, Video A, SE page 55; Video B, SE page 56; Video C, SE page 57; Process Skill, SE page 59**

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: e) life cycles.
Chapter 1, Lesson 1, Video C, SE page 19 **See also Level A;** **Chapter 1, Lesson 3, Video A, SE page 17; Video B, SE page 18; Video C, SE page 19; Process Skill, SE page 21**

Living Systems
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: f) influence of human activity on ecosystems.
Chapter 1, Lesson 1, Video C, SE page 5 **Chapter 2, Lesson 1, Video B, SE page 26; Lesson 3, Video C, SE page 41; Process Skill, SE page 43** **Chapter 3, Lesson 1, Video C, SE page 49; Lesson 2, Video C, SE page 57; Lesson 3, Video B, SE page 62; Video C, SE page 63; Process Skill, SE page 65; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 5, KnowZone, SE pages 102-103**

Interrelationships in Earth/Space Systems
4.6. The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: a) weather measurements and meteorological tools (air-pressure-barometer, wind speed-anemometer, rainfall-rain gauge, and temperature-thermometer.
Chapter 5, Lesson 2, Video C, SE page 99; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Interrelationships in Earth/Space Systems
4.6. The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: b) weather phenomena (fronts, clouds, and storms).
Chapter 5, Lesson 2, Video C, SE page 99; Process Skill, SE page 101; Lesson 3, Video B, SE page 106; Video C, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89; TG page 102

Earth Patterns, Cycles, and Change
4.7. The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: a) the motions of the Earth, moon, and sun (revolution and rotation).
Chapter 6, Lesson 1, Video A, SE page 113; Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117

Earth Patterns, Cycles, and Change
4.7. The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: b) the causes for the Earth's seasons and phases of the moon.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115; Process Skill, SE page 117

Earth Patterns, Cycles, and Change
4.7. The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: c) the relative size, position, age, and makeup of the Earth, moon, and sun.
Chapter 6, Lesson 1, Video B, SE page 114; Video C, SE page 115 **Earth in Space, SE page 204**

Earth Patterns, Cycles, and Change
4.7. The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: d) historical contributions in understanding the Earth-moon-sun system.
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; Process Skill, SE page 129; KnowZone, SE pages 130-131

Resources
4.8 The student will investigate and understand important Virginia natural resources. Key concepts include: a) watershed and water resources.
Chapter 3, Lesson 2, Process Skill, SE page 59; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66 **Chapter 4, Lesson 1, Video A, SE page 69** **Chapter 5, Lesson 1, Video A, SE page 91; Video C, SE page 93** **The Water Cycle, SE page 204**

Resources
4.8 The student will investigate and understand important Virginia natural resources. Key concepts include: b) animals and plants.
Chapter 1, Lesson 2, Video A, SE page 9; Video B, SE page 10; Lesson 3, Process Skill, SE page 21 **Chapter 2, Lesson 1, Process Skill, SE page 29** **Chapter 3, Lesson 2, Video C, SE page 57**

Resources
4.8 The student will investigate and understand important Virginia natural resources. Key concepts include: c) minerals, rocks, ores, and energy sources.
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; KnowZone, SE pages 86-87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84 **Chapter 9, Lesson 3, Video A, SE page 191; Video B, SE page 192**

Resources
4.8 The student will investigate and understand important Virginia natural resources. Key concepts include: d) forests, soil, and land.
Chapter 3, Lesson 2, Video A, SE page 55; Video C, SE page 57; Process Skill, SE page 59

SRA Snapshots Video Science™: Level C
correlation to
Virginia Science Standards of Learning
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

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: a) rocks, minerals, and organisms are identified using a classification key.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; process Skill, SE page 29 **Chapter 4, Lesson 3, Video A, SE page 83; Video B, SE page 84; Video C, SE page 85** **Chapter 6, Lesson 1, Process Skill, SE page 117** **Chapter 7, KnowZone, SE pages 140-141** **Chapter 8, Lesson 1, Process Skill, SE page 161**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: b) estimations of length, mass, and volume are made.
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, Process Skill, SE page 107; LabTime Hands-On Activity 5, TRB pages 87-89, TG page 102** **Chapter 7, LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: c) appropriate instruments are selected and used for making quantitative observations of length, mass, volume, and elapsed time.
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, Process Skill, 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, Lesson 2, Video B, SE page 144; 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** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: d) accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder).
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, Process Skill, 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, Lesson 2, Video A, SE page 143; Video B, SE page 144; LabTime Hands-On Activity 7, TRB pages 123-125, TG page 138** **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 168-169; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156** **Chapter 9, Lesson 2, Process Skill, SE page 191** **The Metric System, SE pages 200-201**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: e) data are collected, recorded, and reported using appropriate graphical representation (graphs, charts, diagrams).
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**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: f) predictions are made using patterns, and simple graphical data are extrapolated.
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, Writing in Science, SE page 57; process Skill SE page 57; LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 4, Lesson 2, Process Skill, SE page 81; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84** **Chapter 5, 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, LabTime Hands-On Activity 9, TRB pages 159-161, TG page 174**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: g) manipulated and responding variables are identified.
Chapter 1, Lesson 3, Process Skill, SE page 19 **Chapter 3, LabTime Hands-On Activity 3, TRB pages 51-53, TG page 66** **Chapter 8, Lesson 2, Process Skill, SE page 167; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Scientific Investigation, Reasoning, and Logic
5.1 The student will plan and conduct investigations in which: h) an understanding of the nature of science is developed and reinforced.
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**

Force, Motion, and Energy
5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include: a) frequency, waves, wavelength, vibration.
See Level B: **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**

Force, Motion, and Energy
5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include: b) the ability of different media (solids, liquids, and gases) to transmit sound.
See Level B: **Chapter 8, Lesson 1, Video A, SE page 157; Video B, SE page 158; LabTime Hands-On Activity 8, TRB pages 141-143, TG page 156**

Force, Motion, and Energy
5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include: c) uses and applications (voice, sonar, animal sounds, and musical instruments).
See Level B: **Chapter 8, Lesson 1, Process Skill, SE page 161**

Force, Motion, and Energy
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include: a) the visible spectrum and light waves.
See Level B: **Chapter 8, Lesson 2, Video A, SE page 163; Video B, SE page 164**

Force, Motion, and Energy
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include: b) refraction of light through water and prisms.
See Level B: **Chapter 8, Lesson 2, Video A, SE page 163**

Force, Motion, and Energy
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include: c) reflection of light from reflective surfaces (mirrors).
See Level B: **Chapter 8, Lesson 2, Video B, SE page 164**

Force, Motion, and Energy
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include: d) opaque, transparent, and translucent.
See Level B: **Chapter 8, Lesson 2, Video B, SE page 164; Video C, SE page 165**

Force, Motion, and Energy
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include: e) historical contributions in understanding light.
See Level B: **Chapter 8, Lesson 2, Video C, SE page 165; KnowZone, SE pages 166-167**

Matter
5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include: a) atoms, elements, molecules, and compounds.
Chapter 7, Lesson 1, Video A, SE page 135; Video C, SE page 137; KnowZone, SE pages 140-141 **The Periodic Table, SE pages 206-207**

Matter
5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include: b) mixtures including solutions.
Chapter 7, Lesson 1, Video C, SE page 137; Process Skill, SE page 139

Matter
5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include: c) the effect of heat on the states of matter.
Chapter 7, Lesson 1, Video B, SE page 136; Lesson 2, Video A, SE page 143; Video C, SE page 145

Living Systems
5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include: a) basic cell structures and functions.
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

Living Systems
5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include: b) kingdoms of living things.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

Living Systems
5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include: c) vascular and nonvascular plants.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26

Living Systems
5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include: d) vertebrates and invertebrates.
Chapter 2, Lesson 1, Video A, SE page 25; Video B, SE page 26; Process Skill, SE page 29

Interrelationships in Earth/Space Systems
5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include: a) geological characteristics (continental shelf, slope, rise).
This concept is not covered at this level.

Interrelationships in Earth/Space Systems
5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include: b) physical characteristics (depth, salinity, major currents).
Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 53 **Chapter 5, Lesson 2, Video A, SE page 97**

Interrelationships in Earth/Space Systems
5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include: c) biological characteristics (ecosystems).
Chapter 3, Lesson 1, Video A, SE page 47; Lesson 2, Video A, SE page 53 **See also Level B:** **Chapter 4, Lesson 2, Video A, SE page 55; Writing in Science, SE page 59; Process Skill, SE page 59**

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: a) the rock cycle including identification of rock types.
Chapter 4, Lesson 3, Video A, SE page 83 **See also Level B:** **Chapter 4, Lesson 2, Video B, SE page 76; Video C, SE page 77**

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: b) Earth history and fossil evidence.
Chapter 2, Lesson a, Video C, SE page 27 **Chapter 4, Lesson 3, Video A, SE page 83**

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: c) the basic structure of the Earth's interior.
Chapter 4, Lesson 1, Video A, SE page 69; Video C, SE page 70; Process Skill, SE page 73

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: d) plate tectonics (earthquakes and volcanoes).
Chapter 4, Lesson 1, Video A, SE page 69; Video B, SE page 70; Video C, SE page 71; Process Skill, SE page 73; KnowZone, SE pages 74-75

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: e) weathering and erosion.
Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Video C, SE page 79; Process Skill, SE page 81; Lesson 3, Process Skill, SE page 87; LabTime Hands-On Activity 4, TRB pages 69-71, TG page 84

Earth Patterns, Cycles, and Change
5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include: f) human impact.
Chapter 3, Lesson 3, Video B, SE page 62 **Chapter 4, Lesson 2, Video A, SE page 77; Video B, SE page 78; Lesson 3, Video C, SE page 85**