

**Correlations Between *Seeds of Science/Roots of Reading* Units for Grades 2 through 5
and
Georgia Benchmarks for Science Literacy Grade 2-5**

Georgia Benchmarks	<i>Seeds/Roots units that address these Benchmarks 2nd-3rd grade</i>	<i>Seeds/Roots units that address these Benchmarks 3rd-4th grade</i>	<i>Seeds/Roots units that address these Benchmarks 4th-5th grade</i>
The Universe			<i>Planets & Moons</i>
The Earth	<i>Shoreline Science Soil Habitats</i>	<i>Weather & Water</i>	
The Structure of Matter	<i>Designing Mixtures</i>		<i>Models of Matter Chemical Changes</i>
Energy Transformation		<i>Light Energy</i>	
Motion and Forces	<i>Gravity & Magnetism</i>	<i>Light Energy</i>	<i>Planets & Moons</i>
Diversity of Life	<i>Shoreline Science Soil Habitats</i>	<i>Variation & Adaptation</i>	
Heredity		<i>Variation & Adaptation</i>	
Cells		<i>Variation & Adaptation</i>	
Interdependence of Life	<i>Shoreline Science Soil Habitats</i>		<i>Aquatic Ecosystems</i>
Flow of Matter and Energy	<i>Soil Habitats</i>		<i>Aquatic Ecosystems</i>

Georgia Science Standards—2 nd Grade	2 nd –3 rd Grade Seeds/Roots Units			
	<i>Soil Habitats</i>	<i>Shoreline Science</i>	<i>Designing Mixtures</i>	<i>Gravity & Magnetism</i>
Grade Level Theme: Change	•••	••	•••	•
Habits of Mind				
S2CS1. Curiosity, honesty, openness and skepticism	•••	•••	•••	•••
S2CS2. Computation and estimation skills necessary for analyzing data	••	•	••	•
S2CS3. Use tools and instruments in investigations	••	••	••	••
S2CS4. Use ideas of system, model, change, and scale	••	••	•	•
S2CS4. Communicate ideas and activities clearly	•••	•••	•••	•••
The Nature of Science				
S2CS6. Familiar with character of scientific knowledge	•••	•••	•••	•••
S2CS7. Important features of the process of scientific inquiry	•••	••	•••	••
Earth Science				
S2E1. Stars have different sizes, brightness, and patterns				
S2E2. Position of sun and moon to show patterns throughout the year				
S2E3. Observe and record changes in surroundings and infer the causes				
Physical Science				
S2P1. Properties of matter and changes that occur in objects				•••
S2P2. Identify sources of energy and how the energy is used				
S2P3. Demonstrate changes in speed and direction using pushes and pulls				
Life Science				
S2L1. Life cycles of different living organisms	•			

- ● ● =Major focus on concept, skill, or understanding, explicitly taught
- ● =Moderate focus on concept, skill, or understanding with explicit teaching or practice
- =Peripheral focus on concept, skill, or understanding with practice

Georgia Science Standards—3 rd Grade	2 nd –3 rd Grade <i>Seeds/Roots Units</i>				3 rd –4 th Grade <i>Seeds/Roots Units</i>			
	<i>Soil Habitats</i>	<i>Shoreline Science</i>	<i>Designing Mixtures</i>	<i>Gravity & Magnetism</i>	<i>Light Energy</i>	<i>Weather & Water</i>	<i>Variation & Adaptation</i>	<i>Digestion & Body Systems</i>
Grade Level Theme: Form and Function	••	••					•••	•••
Habits of Mind								
S3CS1. Curiosity, honesty, openness and skepticism	•••	•••	•••	•••	•••	•••	•••	•••
S3CS2. Computation and estimation skills necessary for analyzing data	••	•	••	•	••	•••	••	•
S3CS3. Use tools and instruments in investigations	••	••	••	••	•••	•••	•	•
S3CS4. Use ideas of system, model, change, and scale	••	••	•	•	•	••	••	••
S3CS5. Communicate ideas and activities clearly	•••	•••	•••	•••	•••	•••	•••	•••
S3CS6. Question scientific claims and arguments effectively	•••	•••	•••	•••	•••	•••	•••	•••
The Nature of Science								
S3CS7. Familiar with character of scientific knowledge	•••	•••	•••	•••	•••	•••	•••	•••
S3CS8. Important features of the process of scientific inquiry	•••	••	•••	••	•••	•••	•••	•••
Earth Science								
S3E1. Attributes of rocks and soils	••	••						
S3E2. How fossils are formed							••	
Physical Science								
S3P1. How heat is produced, effects of heating and cooling, temperature/heat						••		
S3P2. Magnets and how they affect other magnets and common materials				•••				
Life Science								
S3L1. Habitats and the dependence of organisms on their habitat	•••	•••						
S3L2. Effects of pollution and humans on the environment		•••						

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