

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

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

Georgia Science Standards—3 <sup>rd</sup> Grade	2 <sup>nd</sup> –3 <sup>rd</sup> Grade <i>Seeds/Roots Units</i>				3 <sup>rd</sup> –4 <sup>th</sup> Grade <i>Seeds/Roots Units</i>			
	<i>Soil Habitats</i>	<i>Shoreline Science</i>	<i>Designing Mixtures</i>	<i>Gravity &amp; Magnetism</i>	<i>Light Energy</i>	<i>Weather &amp; Water</i>	<i>Variation &amp; Adaptation</i>	<i>Digestion &amp; 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		•••						

- ● ● =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—4 <sup>th</sup> Grade	3 <sup>rd</sup> –4 <sup>th</sup> Grade <i>Seeds/Roots Units</i>				4 <sup>th</sup> –5 <sup>th</sup> Grade <i>Seeds/Roots Units</i>			
	<i>Light Energy</i>	<i>Weather &amp; Water</i>	<i>Variation &amp; Adaptation</i>	<i>Digestion &amp; Body Systems</i>	<i>Planets and Moons</i>	<i>Aquatic Ecosystems</i>	<i>Models of Matter</i>	<i>Chemical Changes</i>
Grade Level Theme: Models	•	•••		•••	•••	•	•••	•
Habits of Mind								
S4CS1. Curiosity, honesty, openness and skepticism	•••	•••	•••	•••	•••	•••	•••	•••
S4CS2. Computation and estimation skills necessary for analyzing data	••	•••	••	•	•	•••	•	•••
S4CS3. Use tools and instruments in investigations	•••	•••	•	•	•	•••	•	••
S4CS4. Use ideas of system, model, change, and scale	•	••	••	••	•••	••	••	••
S4CS5. Communicate ideas and activities clearly	•••	•••	•••	•••	•••	•••	•••	•••
S4CS6. Question scientific claims and arguments effectively	•••	•••	•••	•••	•••	•••	•••	•••
The Nature of Science								
S4CS7. Familiar with character of scientific knowledge	•••	•••	•••	•••	•••	•••	•••	•••
S4CS8. Important features of the process of scientific inquiry	•••	•••	•••	•••	•••	•••	•••	•••
Earth Science								
S4E1. Attributes of stars, star patterns, planets					••			
S4E2. Position and motion of the Earth in the solar system and moon phases					•••			
S4E3. States of water, water cycle, and weather		•••						
S4E4. Analyze weather data and collect weather data		•••						
Physical Science								
S4P1. Nature of light	•••							
S4P2. Nature of sound								
S4P3. Application of force & resultant change of position and motion of object					••			
Life Science								
S4L1. Role of organisms and flow of energy in an ecosystem						•••		
S4L2. Factors that affect the survival or extinction of organism				•••				

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- =Peripheral focus on concept, skill, or understanding with practice