



# BOCES **4** Science

## 2024-2025 *LEASING CATALOG*

BOCES 4 SCIENCE is a science program service developed through a collaborative partnership between Monroe 1, Monroe 2-Orleans, Genesee Valley and Wayne-Finger Lakes BOCES.

[\*www.boces4science.org\*](http://www.boces4science.org)

## DID YOU KNOW

- BOCES 4 Science units constitute a comprehensive elementary science curriculum.
- BOCES 4 Science provides a guaranteed and viable science curriculum for all students grades K-5.
- When all K-5 units are used, students receive instruction on all NYSSLS Performance Expectations.
- This curriculum engages every student in Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs).
- BOCES 4 Science units provide a return on investment through BOCES aid.

*Thank you for selecting BOCES 4 Science for your elementary science curriculum.*

### ***We appreciate the opportunity to work with you and your students.***

If you have any questions regarding the information in this catalog or anything related to BOCES 4 Science, please feel free to contact Steven Montemarano, Director of BOCES 4 Science, at [smontema@boces4science.org](mailto:smontema@boces4science.org).

# BOCES <sup>4</sup> Science



Listed in this catalog are units of study developed and written by New York State Teachers in collaboration with the BOCES 4 Science team. These units are aligned to the New York State Science Learning Standards (NYSSLS) and incorporates 3-Dimensional instruction in each unit/lesson. The order form for the units can be found near the end of this document.

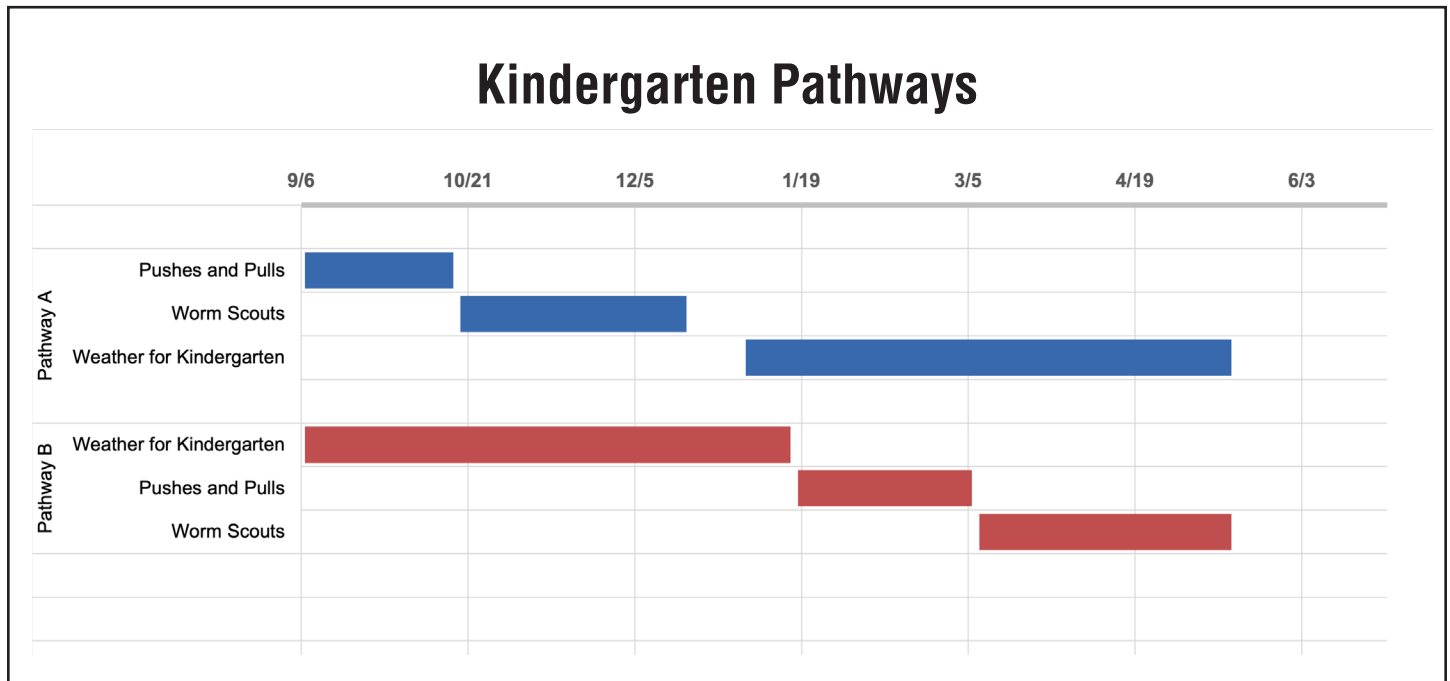
\* **Note: Unit length is determined based on the following allotted time for science instruction:**

**K-2: two 30-minute science sessions per week**

**3-5: three 35-minute science sessions per week**

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**Pathway A rationale:**

**Pushes and Pulls** allows students to begin the school year investigating the science behind something they are already familiar with – play. It presents opportunities to explore science outdoors, during recess, and in Physical Education. **Worm Scouts** challenges students to explain a natural phenomenon related to a common outdoor animal. **Weather for Kindergarten** is packed with engineering design challenges that prepare students to think like an engineer. Throughout all three, students plan and carry out investigations, analyze and interpret data, and identify cause and effect relationships.

**Pathway B rationale:**

**Weather for Kindergarten** is a wonderful way to begin the school year because it establishes calendar routines that will be used for the remainder of the school year. In addition, students begin to plan and carry out investigations, analyze and interpret data, and identify cause and effect relationships – which they will continue to do throughout Kindergarten and in subsequent years. **Pushes and Pulls** allows students to get outside to investigate the science of play. By wrapping up with **Worm Scouts**, students will use the skills they have been developing all year to solve a mystery.

**Pathway C: District choice**

A district may choose a sequence different from those listed above based on local curriculum.

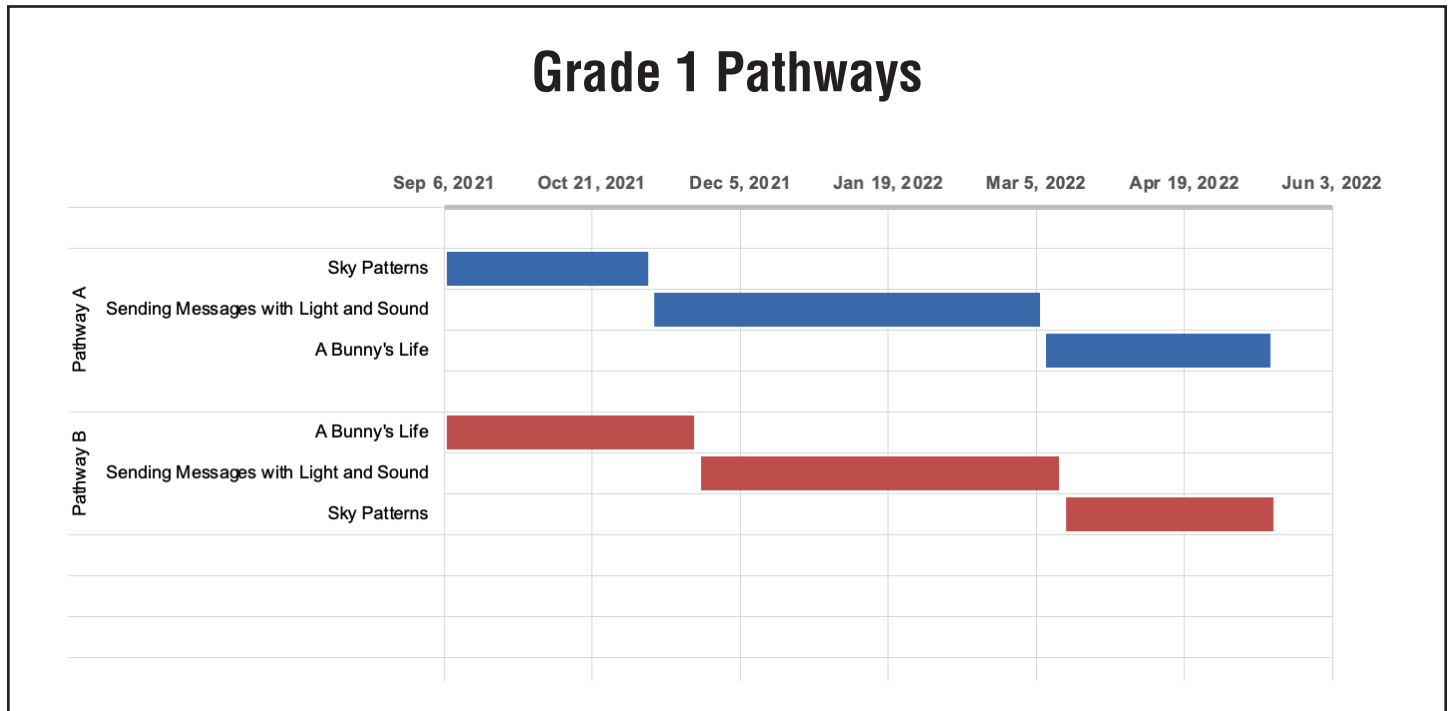
# Units Available for Ordering

## Kindergarten

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Weather for Kindergarten</b>                      NYSSLS:                      Weather and Climate;                      Matter and Its Interactions</p>	<p><b>17 weeks</b></p>	<p><b>16-18 sessions</b>                      and ongoing throughout the year</p>	<p>In this unit of study, students apply an understanding of the effects of the sun on the Earth’s surface. Students use patterns, variations in local weather, and weather forecasting to prepare for and respond to severe weather.</p>
<p><b>Pushes and Pulls</b>                      NYSSLS:                      Forces and Interactions</p>	<p><b>6 weeks</b></p>	<p><b>12 sessions</b></p>	<p>In this unit of study, kindergarteners explore the forces of pushes and pulls as they enjoy a visit to the playground. They learn how to describe the position/motion of objects and the effects of forces on those objects. They experience the effect of slope on the speed of cars going downhill on tracks set at different heights. The interactions within a kickball game are tons of fun!</p>
<p><b>Worm Scouts</b>                      NYSSLS:                      Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment</p>	<p><b>9 weeks</b></p>	<p><b>18 sessions</b></p>	<p>In this unit of study, students explore why piles of worms are evenly spaced along the center of a road on a rainy day. Kindergarteners ask questions and observe a classroom compost bin of red worms in order to investigate this phenomenon. Scout the Worm guides students through the unit as they examine interdependent relationships in the ecosystem of a worm.</p>

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**Pathway A rationale:**

**Sky Patterns** picks up on the investigative skills students started to develop in Kindergarten. They collect and interpret data by making observations outside. In **Sending Messages with Light and Sound**, students carry out investigations to understand attributes of sound and light. Students use engineering skills developed in **A Bunny's Life** to make a device that sends a message. Students use their ELA skills to obtain and communicate information about survival and sell the products that they have developed.

**Pathway B rationale:**

Students use background knowledge about animals from Kindergarten to support learning in **A Bunny's Life** – specifically to engage in the practices of constructing explanations from observation and designing solutions to human problems. In **Sending Messages with Light and Sound**, students continue to use skills in planning and carrying out investigations to understand attributes of sound and light and to use their engineering skills developed in **A Bunny's Life** to make a device that sends a message. In the **Sky Patterns** unit, students further develop investigative skills by collecting and interpreting data from observations outside.

**Pathway C: District choice**

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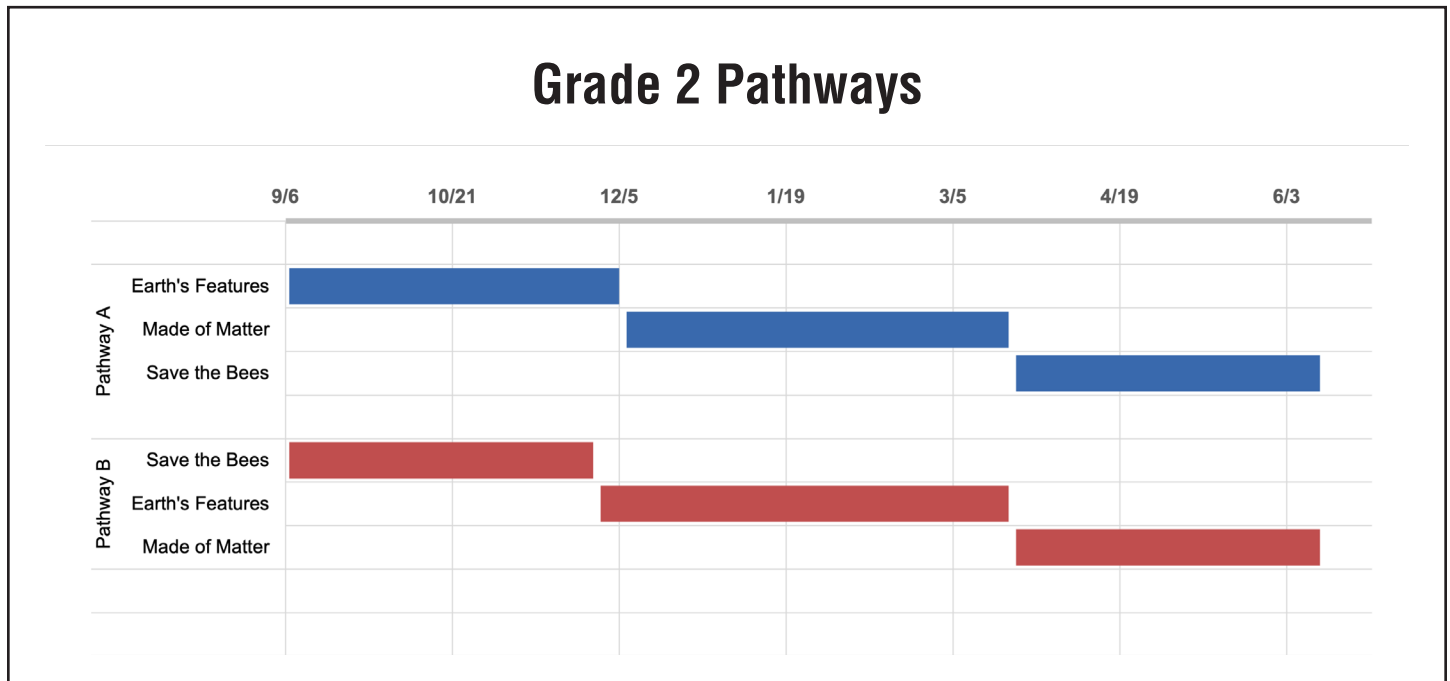
# Units Available for Ordering

## Grade 1

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Sending Messages with Light and Sound</b>                      NYSSLS:                      Waves: Light and Sound</p>	<p><b>14 weeks</b></p>	<p><b>28 sessions</b></p>	<p>In this unit of study, students act as engineers when they design a device that uses light or sound to send a message. To prepare for this task, students plan and carry out investigations on what causes sound and the effect of placing an object in the path of a beam of light. Students construct explanations for how we need light to see. Students then consider the different ways by which we use light and sound to communicate.</p>
<p><b>A Bunny's Life</b>                      NYSSLS: Structure, Function and Information Processing</p>	<p><b>10 weeks</b></p>	<p><b>20 sessions</b></p>	<p>In this unit of study, students act as scientists as they observe how young rabbits look similar to and different from their parents. Students continue to study rabbits, and other animals, when they look at patterns of behavior displayed by parents and their offspring to ensure the survival of the offspring. Students observe how rabbits process information by using their senses and how the structure and function of the rabbit's coat and feet help this animal survive. Inspired by what they have learned, students design a product, which solves a problem by copying nature.</p>
<p><b>Sky Patterns</b>                      NYSSLS:                      Space Systems: Patterns and Cycles</p>	<p><b>8 weeks</b></p>	<p><b>16 sessions</b></p>	<p>In this unit of study, students take on various missions as they investigate different sky patterns. These missions include tracking the Sun to predict where it will be at different times of the day and checking out sunsets to discover the seasonal pattern of the amount of daylight throughout the year. Students consider the cycle of night and day and figure out the pattern to the phases of the moon.</p>

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**Pathway A rationale:**

**Earth's Features** provides a structure for teaching how to gather information, organize information, and solve a problem. It has a direct connection to Social Studies with its use of maps – with a focus on learning the shapes and kinds of land and bodies of water in an area. In **Made of Matter**, students' observation and classification skills are reinforced. The focus on properties of matter helps students understand that patterns exist in our natural world. The **Save the Bees** unit uses live materials, allowing students to explore the relationship between plants and animals and their environment. Second grade students end their year with a focus on ecosystems and then connect to weather and climate regions in the fall of third grade (Pathway A) or continue their learning on plants and animals (Pathway B).

**Pathway B rationale:**

In **Save the Bees**, students use live materials in the fall to explore familiar topics – plants, animals, and their respective environments. Students learn to write investigations that help develop these skills in future units. In **Earth's Features**, the shape and kinds of land and bodies of water in an area are explored. Students apply investigative skills to design a solution to prevent wind and water from changing the land. This unit connects with social studies through the extensive use of maps. In **Made of Matter**, the focus on properties of matter helps students understand that patterns exist in our natural world. Students develop a deeper understanding of classification and observation skills necessary for science learning in Grade 3.

**Pathway C: District choice**

A district may choose a sequence different than those listed above based on local curriculum.

# Units Available for Ordering

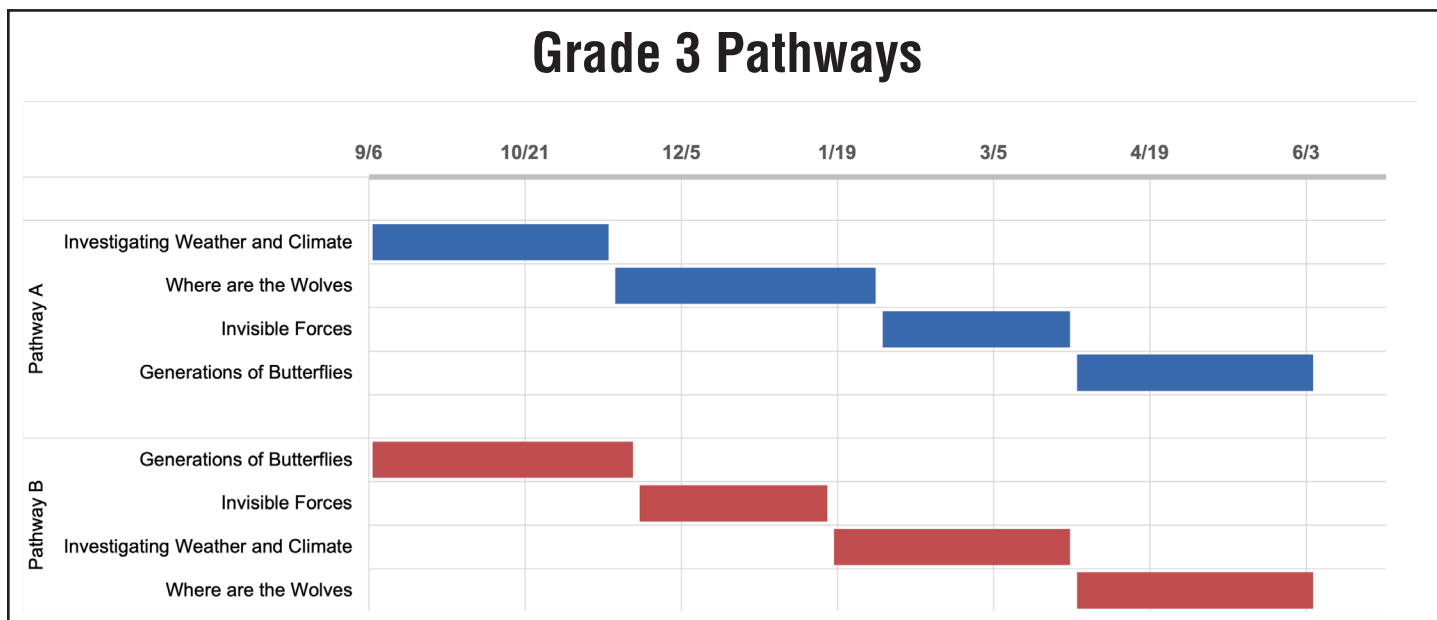
## Grade 2

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Save the Bees!</b></p> <p>NYSSLS: Interdependent Relationships in Ecosystems</p>	<p><b>12 weeks</b></p>	<p><b>25 sessions</b></p>	<p>In this unit of study, students investigate the real world environmental issue of global loss of the bee population and how it is affecting our world through Dr. Seuss’s famous environmental book <i>The Lorax</i>. The lessons in the unit help students develop an understanding of the needs of plants and animals and how plants and animals depend on each other for survival. Students also compare the diversity of life in different habitats. An engineering project involving the design of a hand pollinator allows students to devise a solution “to help” with bee population decline.</p>
<p><b>Earth’s Features</b></p> <p>NYSSLS: Earth’s Systems: Processes that Shape the Earth</p>	<p><b>13 weeks</b></p>	<p><b>25 sessions</b></p>	<p>In this unit of study, students are asked to help “Tina the Traveler” decide where to live in the United States. Throughout the unit, students will receive postcards from Tina to learn about land and water features, mapping skills, rapid and slow events that affect Earth, and then design a solution to slow or prevent wind or water from changing the shape of the land.</p>
<p><b>Made of Matter</b></p> <p>NYSSLS: Structure and Properties of Matter</p>	<p><b>12 weeks</b></p>	<p><b>20 sessions</b></p>	<p>In this unit of study, students explore concepts about matter, its properties, and how it is used. Students follow Ada and her friends, who have instruments made from pieces of trash, to deeply analyze the matter used to make each instrument. Students learn that matter takes up space, has mass, and can be a solid or liquid. Students plan investigations to classify matter by their observable properties and analyze data to determine which materials are best suited for specific purposes. Students use evidence to explain that changes to some materials due to heating and cooling can be reversed and some cannot. The unit concludes with students engaging in an engineering design to create their own instrument or other object of their choice from pieces of matter.</p>



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**Pathway A rationale:**

In the **Investigating Weather and Climate** unit, local and global weather data is collected and analyzed. After interpreting data and revealing patterns in weather and climate in different areas, students design a presentation to communicate their learning to others. Climate regions are, again, used in the **Where are the Wolves** unit to determine if a wolf can live in a particular environment. The effects of wolves added to the Yellowstone Park and Adirondack Park ecosystems are explored as students continue to learn about the interdependence of plants and animals in an environment. Cause and effect relationships are further explored in the **Invisible Forces** unit. Students carry out investigations to determine how forces affect the pattern of motion of an object. Students apply their learning about forces to design and build a Rube Goldberg machine. Using live butterfly larvae in the **Generations of Butterflies** unit, the patterns of change within a life cycle are identified as common in all plants and animals. Students interpret data showing how the environment influences the inherited traits of plants and animals. Inherited traits can also provide advantages in survival.

**Pathway B rationale:**

In the **Generations of Butterflies** unit, students are introduced to the stages of a life cycle that are common in all plants and animals using live butterfly larvae. The effect of inherited traits that cause plants and animals to have advantages in survival are also introduced. Cause and effect relationships are further explored in the **Invisible Forces** unit. Students carry out investigations to determine how forces affect the motion of an object. Students apply their learning about forces to design and build a Rube Goldberg machine. The relationship of the parts of a system in the **Invisible Forces** unit will be further explored in the **Investigating Weather and Climate** unit. Local weather data is collected throughout the unit. In addition, students collect data about climates around the world. After interpreting data and revealing patterns in weather and climate in different areas, students design a presentation to communicate their learning to others. Climate regions are, again, used in the **Where are the Wolves** unit to determine if a wolf can survive in a particular environment. The impact of wolves in an ecosystem is explored as students continue to learn about the interdependence of plants and animals in an environment.

**Pathway C: District choice**

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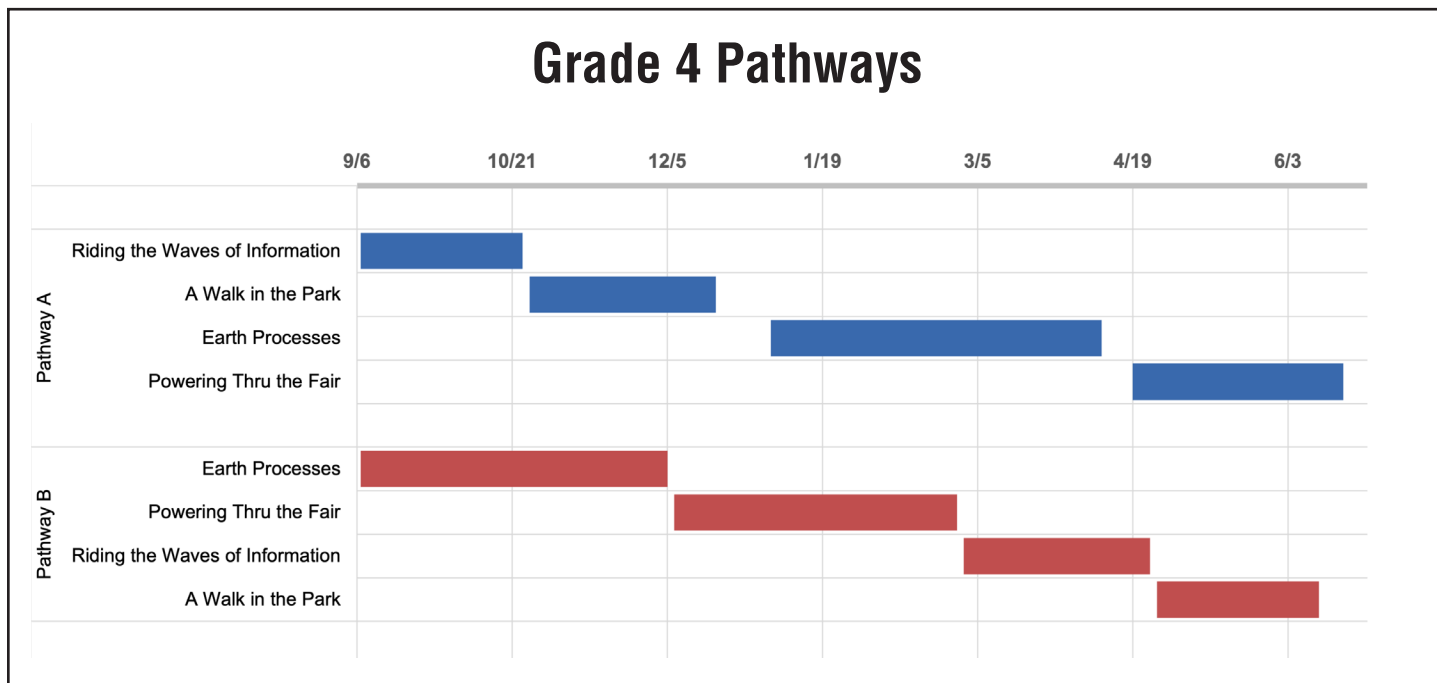
# Units Available for Ordering

## Grade 3

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Investigating Weather and Climate</b>                      NYSSLS: Weather &amp; Climate</p>	<p><b>9 weeks</b></p>	<p><b>25 sessions</b></p>	<p>In this unit of study, students investigate the phenomenon of weather, the water cycle, weather-related hazards, and climates in different regions of the world. The class collaborates to plan and conduct an investigation on the weather using weather tools. Students develop a presentation about the weather and climate at a specific global location.</p>
<p><b>Where are the Wolves?</b>                      NYSSLS: Interdependent Relationships in Ecosystems</p>	<p><b>9 weeks</b></p>	<p><b>25 sessions</b></p>	<p>In this unit of study, students learn about how bringing wolves back to Yellowstone National Park changed that park’s ecosystem. Students discover that wolves no longer live in New York State and are posed with the question, “Should wolves be brought back to Adirondack Park in New York State?” To help students make a claim and argue from evidence, students learn about animal adaptations, group vs. solitary animals, and why some organisms survive well in a particular habitat while others survive less well or not at all.</p>
<p><b>Generations of Butterflies</b>                      NYSSLS: Inheritance and Variations of Traits: Life Cycles and Traits</p>	<p><b>9 weeks</b></p>	<p><b>24 sessions</b></p>	<p>In this unit of study, students explore the phenomenon of monarch migration to Mexico. Lessons within the unit help students figure out that a special generation of monarchs migrate to Mexico over several months even though their adult life span is typically two to three weeks. Additionally, students determine that the butterflies making the trip south do not come back north. A main topic in this unit is life cycles. Students watch butterflies and radish plants go through their life cycles and collect data on the four stages of the plant and animal life cycles — birth, growth, reproduction, and death. Another main topic in the unit is inheritance of traits. Variations of these traits provide advantages in surviving, finding mates, and reproducing.</p>
<p><b>Invisible Forces</b>                      NYSSLS: Forces and Interactions</p>	<p><b>7 weeks</b></p>	<p><b>20 sessions</b></p>	<p>In this unit of study, students explore balanced and unbalanced forces on the motion of an object and how data collected about an object’s motion can predict future motion. Cause and effect relationships of electric (static electricity) and magnetic interactions are explored through questioning strategies. Students use the engineering design process to create their own Rube Goldberg machine that incorporates the various “invisible” forces learned throughout the unit.</p>

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#### Pathway A rationale:

The Physical Science unit, **Riding the Waves of Information**, builds on the first grade unit of Sending Messages with Light and Sound and challenges students to a new understanding of patterns – both visible and invisible. **A Walk in the Park** allows students opportunities to go outside and explore the plant growth and animal behavior that will help them learn about structure, function and information processing. In **Earth Processes in New York State**, students build on their understanding of Earth’s Features from second grade in order to construct explanations for changes in a landscape over time. **Powering Thru the Fair** uses local data that allows students to figure out a real-life phenomenon involving NYS energy use. Significantly, this is the first time students really explore the Crosscutting Concept of “energy and matter” and Disciplinary Core Ideas related to “energy”.

#### Pathway B rationale:

The **Earth Processes in New York State** unit connects well to Grade 4 Social Studies map skills so it makes perfect sense to teach them both at the same time! In addition, students are building on second grade experiences with Earth’s Features. In the **Powering Thru the Fair** unit, students build on the idea of using data to answer a question when exploring New York State energy use. This unit provides the first time that elementary students explore deeply the concept of “energy.” **Riding the Waves of Information** incorporates ideas from the two earlier units into a new understanding of “waves” and how they move energy. In addition, this unit builds on the observations that students make in the first grade unit Sending Messages with Light and Sound. Fourth grade students finish off the school year with a study of the plants and animals found during **A Walk in the Park**. The timing of this unit allows for occasional trips outside to make observations.

#### Pathway C: District choice

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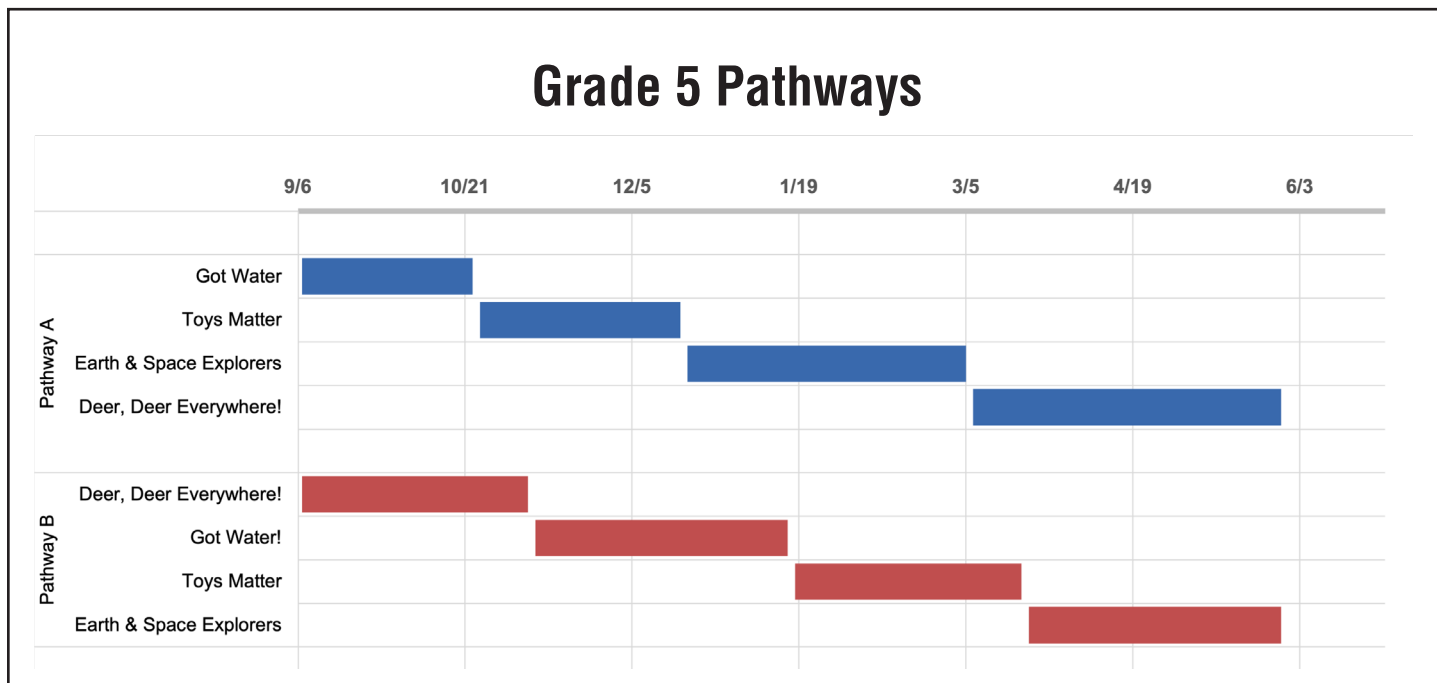
## Units Available for Ordering

### Grade 4

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Riding the Waves of Information</b>                      NYSSLS: Waves and Information</p>	<p><b>7 weeks</b></p>	<p><b>15 sessions</b></p>	<p>In this unit of study, students learn about waves and the properties of amplitude, wavelength, and energy. With these properties, students explore how waves move objects and transmit information for both sound (using Morse code) and light (using binary code). As a final project, students use the codes to unlock a series of locks to break into a mystery box to reveal a surprise.</p>
<p><b>Earth Processes in New York State</b>                      NYSSLS:                      Earth's Systems:                      Processes that Shape the Earth</p>	<p><b>13 weeks</b></p>	<p><b>29 sessions</b></p>	<p>In this unit of study, students try to figure out the origin of a bone that is found in local soil. Could it have belonged to a dinosaur? The mystery bone provides an introduction to the main ideas in this unit: rock formations and fossils are evidence of changes in a landscape over time; the effects of weathering and erosion can be observed and measured; the analysis of maps describes patterns of Earth's features; and various solutions can be generated that reduce the impact of natural Earth processes on humans.</p>
<p><b>Powering Thru the Fair</b>                      NYSSLS: Energy</p>	<p><b>9 weeks</b></p>	<p><b>17 sessions</b></p>	<p>In this unit of study, students take a virtual field trip to the NYS Fair in order to investigate the energy used there. They follow a map to visit the roller coaster, ball toss, bumper cars, etc. Students explore ideas such as speed, collisions, and energy conversions. As a final performance assessment, students create exhibits to be displayed at the fair suggesting ideas for making it more eco-friendly. The NYS Fair will "award" free admission tickets to the winners of this contest.</p>
<p><b>A Walk in the Park</b>                      NYSSLS: Structure, Function, and Information Processing</p>	<p><b>8 weeks</b></p>	<p><b>16 sessions</b></p>	<p>In this unit of study, students model how different animals in a park process information received by their senses and how they react to this information. A special emphasis is placed on the sense of sight as students develop models to understand how animals, including humans, see when light reflected from objects enters their eyes. Students engage in investigations to produce evidence that internal and external structures work together to support the survival, growth, and reproduction of the plants within a park.</p>

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**Pathway A rationale:**

Students take on the roles of scientists-in-training throughout each unit in this grade level. The Earth Systems unit **Got Water?** builds on student learning from third and fourth grade units on Weather and Climate and Earth Processes in NYS. Students investigate interactions among Earth’s atmosphere, biosphere, geosphere, hydrosphere in this unit. The Physical Sciences unit, **Toys Matter**, provides an opportunity for students to investigate the properties that make up all things. As engineers at a toy company, students are challenged to create a better bouncy ball. In the **Earth and Space Explorers** unit, student trainees become embroiled in an investigation to determine what has happened to a missing space scientist. NYS Social Studies and Math Standards are integrated throughout the unit. In the Life Science unit, **Deer, Deer Everywhere!**, students take on the role of environmental researchers to explore deer overpopulation and ecosystems.

**Pathway B rationale:**

Learning about ecosystems in the **Deer, Deer, Everywhere!** unit provides the background for students as environmental researchers to study deer overpopulation. This Life Science unit considers matter and energy through the study of growing things. In **Got Water?**, student interns are challenged to use what they have learned to clean up a polluted water source. As engineers at a toy company, students investigate matter in the Physical Science unit, **Toys Matter**. Using the properties of matter, students engineer a better bouncy ball. Finally, students enter a training program to become **Earth and Space Explorers**. The unit revolves around the fictional narrative that a space scientist is missing. Students use Social Studies and Math Standards, along with Science, to understand clues that help them solve the mystery.

**Pathway C: District choice**

A district may choose a sequence different than those listed above based on local curriculum.

# Units Available for Ordering

## Grade 5

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<p><b>Deer, Deer, Everywhere!</b>                      NYSSLS: Matter and Energy in Organisms and Ecosystems</p>	<p><b>8 weeks</b></p>	<p><b>15 sessions</b></p>	<p>In this unit of study, matter and energy in organisms and ecosystems are explored through the lens of deer overpopulation. Students take on the role of NYS Department of Environmental Conservation researchers charged with the task of creating a public service announcement on this issue.</p>
<p><b>Got Water?</b>                      NYSSLS: Earth's Systems</p>	<p><b>7 weeks</b></p>	<p><b>14 sessions</b></p>	<p>In this unit of study, students investigate Earth's systems by taking on the role of interns at their local Got Water? facility. Students explore and model interactions among Earth's atmosphere, biosphere, geosphere, and hydrosphere. As a final performance assessment, they use what they have learned to clean up a water source that has been polluted with various contaminants.</p>
<p><b>Toys Matter</b>                      NYSSLS: Structure and Properties of Matter</p>	<p><b>8 weeks</b></p>	<p><b>16 sessions</b></p>	<p>In this unit of study, students are welcomed to their day at the toy company, Toys Matter. Throughout the unit, students will plan and carry out a series of investigations in which they will work with a large variety of materials. Their final challenge is to use what they have learned to engineer a new toy.</p>
<p><b>Earth and Space Explorers</b>                      NYSSLS: Space Systems: Stars and the Solar System</p>	<p><b>9 weeks</b></p>	<p><b>27 sessions</b></p>	<p>In this unit of study, students are trained to become Earth and Space explorers. They are challenged to find a fictional scientist by investigating clues about her disappearance. Students engage in lessons that provide support for the argument that differences in the apparent brightness of the Sun, compared to other stars, are due to their relative distances from Earth. They create and interpret graphical displays to reveal patterns of daily changes in shadows, day and night, and the seasonal appearance of stars in the night sky. Students learn that gravity on Earth is directed down. They design and build a shock-absorbing system that will protect two astronauts when they land. Finally, students analyze clues to figure out what the scientist is doing, when she is doing it, where this will happen, and why she is doing it.</p>

# Units Available for Ordering

## Middle School

Title of Unit	Suggested Unit Length	Instructional Sessions	Description
<b>Waves and Electromagnetic Radiation</b> NYSSLS: Waves and Electromagnetic Radiation	<b>10 weeks</b>	<b>25 sessions</b>	In this unit of study, students create and revise their own models of how light travels, and how it is reflected, absorbed, and transmitted. Students learn about frequency, wavelength, and the energy of a wave by contrasting the properties of light from a laser with those of the light from a flashlight or a light bulb. Students also integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

## Changes to Kit Ordering

Thank you for leasing kits from BOCES 4 Science — we provide a comprehensive, hands-on curriculum aligned with the New York State Science Learning Standards (NYSSLS) and designed by New York State teachers for New York State teachers.

Prior to the 2021-2022 school year, BOCES 4 Science offered multiple versions of the same kit -- one with student science journals and one without student science journals. We received consistent feedback from teachers and administrators for the need to have more flexibility when ordering student science journals. As such, districts can now order student science journals based on the quantity needed for instruction.

**The cost of each student science journal is \$2.40**

**\* Note: If you are ordering student science journals, BOCES 4 Science suggests ordering 3-5 additional journals per classroom as class sizes frequently change.**

Below is a completed example for “Weather for Kindergarten” — this district will order 5 kits and a total of 75 student science journals. As you can see below, the sub-total for kits is \$1,960 and for science journals is \$180— leaving a total cost for these units to be \$2,140.

As always, please contact BOCES 4 Science if you have any questions regarding ordering.

### 2024-2025 BOCES 4 Science Kit Order Form Example

Kit Title	Grade	Quantity	Kit Cost	Kit Sub-Total	Quantity of Student Science Journals	Science Journals Sub-Total (\$2.40 per journal)	Total (Kits + Science Journals)
Weather for Kindergarten	K	5	\$392	\$1,960 (5*\$392)	75	\$180 (75*\$2.40)	\$2,140 (1985 + \$180)



## 2024-2025 BOCES 4 Science Kit Order Form

Kit Title	Grade	Quantity	Kit Cost	Kit Sub-Total	Quantity of Student Science Journals	Science Journals Sub-Total (\$2.40 per journal)	Total (Kits + Science Journals)
Weather for Kindergarten	K		\$392				
Pushes and Pulls	K		\$262				
Worm Scouts	K		\$375				
Sky Patterns	1		\$340				
Sending Messages with Light and Sound	1		\$354				
A Bunny's Life	1		\$369				
Made of Matter	2		\$340				
Save the Bees!	2		\$409				
Earth's Features	2		\$357				
Generations of Butterflies	3		\$340				
Invisible Forces	3		\$340				
Investigating Weather and Climate	3		\$321				
Where are the Wolves?	3		\$279				
A Walk in the Park	4		\$340				
Powering Thru the Fair	4		\$340				
Riding the Waves of Information	4		\$317				
Earth Processes in New York State	4		\$363				
Earth & Space Explorers	5		\$340				
Deer, Deer Everywhere!	5		\$510				
Toys Matter	5		\$431				
Got Water?	5		\$335				
Waves and Electromagnetic Radiation	6-8		\$450				
<b>Sub-Total:</b>							

## BOCES 4 SCIENCE Lease Budget Worksheet for 2024-2025

Note: There are no shipping charges or administrative fees for Monroe 1, Monroe 2-Orleans, Wayne-Finger Lakes, or Genesee Valley Districts.

<b>District:</b>	<b>LOCAL BOCES</b>
<b>Contact Name:</b>	
<b>Title:</b>	
<b>Address 1:</b>	
<b>Address 2:</b>	
<b>City, State, Zip:</b>	
<b>Telephone:</b>	
<b>Fax:</b>	
<b>Email:</b>	

*Please send all appropriate order forms with your request. The 5.2% Administrative Charge is applicable to all sub-totals.*

### Line 1:Kit Lease Total

**Adm. Charge 5.2% (of sub-total)**

(no administrative charges for Monroe 1, Monroe 2-Orleans, WFL, or GV Districts)

+ \_\_\_\_\_

**Shipping Charge (13%)**

(no shipping charges for Monroe 1, Monroe 2-Orleans, WFL, or GV Districts)

+ \_\_\_\_\_

**Return Shipping (13%)**

(no shipping charges for Monroe 1, Monroe 2-Orleans, WFL, or GV Districts)

+ \_\_\_\_\_

Total

\_\_\_\_\_

\* Note: Please see following page for billing policy.

\* Note: Districts outside Monroe 1, and Monroe 2-Orleans BOCES must submit a cross-contract. Please contact your Business Office for further information.

<b>Photocopy the completed forms and please mail, fax, or email to:</b>
BOCES 4 Science Gina Vaccarella 771 Elmgrove Road Rochester, NY 14624 Fax #: 585-352-1157 Phone #: 585-617-2363 <a href="mailto:gvaccare@boces4science.org">gvaccare@boces4science.org</a>

# BOCES 4 Science Policies

## Inventory Policy:

Please inventory your materials upon arrival. Any missing/damaged parts must be reported to BOCES 4 Science within 2 weeks of the delivery date.

Districts will be billed in full based on total costs for kits ordered and submitted to BOCES 4 Science on or after July 1st via BOCES 4 Science kit order form and Lease Budget Worksheet.

This includes costs of kits, student science journals, shipping, and administrative fees.

Increases in contract or service agreement amounts, if applicable, will be determined based on actual kit uses scheduled by the district.

### For example:

Assume a district submits an order for kits in the amount of \$5,000 on July 1st.

- (1) If the district schedules kits totaling \$5,000, then the district will be billed \$5,000.
- (2) If the district schedules kits totaling \$6,000, then the district will be required to modify the service agreement or cross-contract to pay the additional \$1,000 (for a total of \$6,000).
- (3) If the district schedules kits totaling \$4,000, then the district is still obligated to pay a total of \$5,000 based on original order submitted on July 1st. No credit will be provided in cases where districts cancel kits after July 1st.

## Notes

For help with this catalog or anything related to BOCES 4 Science, please email Steven Montemarano, Director of BOCES 4 Science, at [smontema@boces4science.org](mailto:smontema@boces4science.org)

Please visit our website at [www.boces4science.org](http://www.boces4science.org) for more information





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