

**School District of La Crosse**

**Kindergarten Science  
Curriculum**

1999-2000

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# **Guiding Principles for Curriculum Development**

## **School District of LaCrosse**

**Board of Education's ENDS Policies  
Adopted 2001**

### **E-1 District Mission**

Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their diverse communities.

### **E-2 Academic Achievement Goals**

Students will demonstrate continuous improvement toward a high level of individual success in all required and elective academic/curricular areas using multiple measures of performance.

### **E-3 Involved Citizenship**

Students will strive for mutual understanding as contributing citizens in a diverse world.

### **E-4 Responsible Life Choices**

Students will acquire the knowledge and skills necessary to make effective and responsible life choices.

### **Wisconsin Academic Model Standards**

All district curricula will be aligned to the Wisconsin Model Academic Standards available on the web at <http://www.dpi.state.wi.us/dpi/standards/matintro.html>

### **District Non-Discrimination Policy**

It is the policy of the School District of La Crosse that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreation, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13 Wis. Stats., and/or section 504 of the Rehabilitation Act of 1973.

<p><b>School District of La Crosse</b>  <b>Elementary Science Curriculum 2003-2004</b></p>
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<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Animals (L)	Organisms Plants & Animals (L) (New STC '96- '97)	Balancing & Weighing (P) (New STC '95- '96)	Rocks & Minerals (E) (New STC '97- '98)	Plant Growth & Development (L) (New STC '97-'98)	Ecosystems (E) (New STC '95- '96)
Plants (L)	Comparing & Measuring (P) (Pilot STC '98- '99)	Changes (P) (Pilot STC '98- '99)	Sound (P) (New STC '95- '96)	Motion & Design (P) (New STC '98-'99)	Color & Light
Weather & Clothing (E) Fabric (Optional) (Foss '98-'99)	Solids & Liquids (P) (New STC '98- '99)	Life Cycle of a Butterfly (L) (New STC '96- '97)	Animals, Habitats & Plants (L) (Delta '99-'00)	Astronomy (E) (Harcourt/Brace '99-'00)	Floating & Sinking (P) (New STC '96- '97)
Paper (P) (Foss '98-'99)	Weather & Me (E) (New STC '95- '96)	Soils (E) (New STC '97- '98)	Chemical Tests (P) (New STC '96- '97)	Electric Circuits (P) (New STC '95-'96)	Microworlds (L) (New STC '97- '98)

All STC Units emphasize scientific reasoning skills/process skills  
 Observing Grades 1-5  
 Identifying Properties 1-5  
 Recognizing Patterns & Cycles 2-5  
 Extending the Senses 4-5  
 Measuring Grades 1-5  
 Seeking Evidence 1-5  
 Identifying Cause and Effect 4-5

# La Crosse School District Science

**Subject/Course:** Elementary Science

**Grade:** K

**Topics/Skills:** Life Science: Animals

**Time:** 2 - 5 Weeks, or  
integrated throughout year

## **Curriculum Subtopics:**

- Identification
- Characteristics
- Needs
- Climate

## **CURRICULUM**

### **District Benchmarks/Students will learn?**

- To observe, compare and communicate about animals and their sounds. Standards A and C
- To identify animals in their environment by name. Standard F
- To distinguish different body coverings of animals. Standard F
- That animals move in different ways. Standard F
- That some animals are born and others are hatched from eggs. Standard F
- That some animals can be classified as wild or domestic (pets or farm). Standard F
- To classify animals in a variety of ways (i.e. mammals, non-mammals, movement, body coverings, etc.). Standard F
- That all animals need air, water, food and shelter/habitat to grow and survive. Standards F and H.
- That physical changes and behavior adaptations enable animals to survive seasonal changes. Standards F and H

**State Content Standard:** A - Science Connections

**State Performance Standards:** A4.1, A.4.4

**State Content Standard:** C - Science Inquiry

**State Performance Standards:** C.4.1, C.4.2

**State Content Standard:** F – Life and Environmental Science

**State Performance Standards:** F.4.1, F.4.2

**State Content Standard:** H – Science in Social and Personal Perspectives

**State Performance Standards:** H.4.1, H.4.2

## ASSESSMENT

### Assessment/Proficiency

Examples of classroom assessments: Observations, drawings or illustrations, oral explanations, dramatization.

_____	State/WSAS Test Concept
_____	District Assessment
<u>  X  </u>	Classroom Assessments

## INSTRUCTION

### Teaching/Learning Strategies

- Language Experience Stories
- Observations
- Stories and Songs
- Dramatizations
- Graphs
- KWL Chart – What do you know? What do you want to know? What have you learned?
- Inquiry Based Learning
- Concept Webs
- T-Charts

### Resources

- District Kindergarten Animals Unit – 1990 Publication (good for background information – not all activities materials are available.)
- Big Books and Six Pack
  - “How Spiders Live”
  - “Ants, Ants”
- Field Trips
  - Farm
  - Hixon Forest
  - Myrick Petting Zoo
- Guest Speakers
  - Human Society Representative
  - Local Veterinarian
- Videos from DMC
  - Farm Animals
  - Animal Babies
  - How Animals Get Their Food
  - Pets and Their Wild Relatives
- Puppets
- CD's and Tapes
- Students bring in pets

# La Crosse School District Science

**Subject/Course:** Elementary Science

**Grade:** K

**Topics/Skills:** Life Science: Plants

**Time:** 2 - 5 Weeks, or  
integrated throughout year

## **Curriculum Subtopics:**

- Plants
- Seeds to Plants
- Uses of Plants
- Climate and its Affect on Plants

## **CURRICULUM**

### **District Benchmarks/Students will learn?**

- To observe, compare and communicate about plants. Standards A and E
- The basic plant parts (roots, stems, leaves, flowers and seeds). Standard F
- That seeds become plants given the proper conditions (including different soils). Standards F and E
- That plants require light, water, air and nutrients to grow and survive. Standard F
- That plants are used in many ways. Standard H
- To explore through observation the affect of climate on plants. Standard C

**State Content Standard:** A - Science Connections  
**State Performance Standards:** A4.1

**State Content Standard:** C - Science Inquiry  
**State Performance Standards:** C.4.1, C.4.2, C.4.4, C.4.5

**State Content Standard:** E – Earth and Space Science  
**State Performance Standards:** E.4.5

**State Content Standard:** F – Life and Environmental Science  
**State Performance Standards:** F.4.1, F.4.2

**State Content Standard:** H – Science in Social and Personal Perspectives  
**State Performance Standards:** H.4.3

## ASSESSMENT

### Assessment/Proficiency

Examples of classroom assessments: Observations, drawings or illustrations, oral explanations, dramatization.

- State/WSAS Test Concept
- District Assessment
- Classroom Assessments

## INSTRUCTION

### Teaching/Learning Strategies

- Experiments
- Song and Stories
- KWL Chart – What do you know? What do you want to know? What have you learned?
- Inquiry Based Learning
- Concept Webs
- Venn Diagrams
- T-Charts

### Resources

- District Kindergarten Plants Unit – 1990 Publication (good background information, some of the materials are not available).
- District Plant Kit – order through Carol Guanella at Hogan in the Gym
- Big Books and Six Pack (Seeds, Seeds)
- Suggested Field Trips
  - Apple Orchard
  - Community Garden
  - Pumpkin Patch
  - Greenhouse/Nursery
  - Food Co-op
  - Pumpkin Circle
  - How Seeds Get Here and There
  - Growing, Growing
- Videos (check DMC list)

# La Crosse School District Science

**Subject/Course:** Elementary Science

**Grade:** K

**Topics/Skills:** Life Science: Weather & Clothing **Time:** 2 - 4 Weeks,  
integrated throughout year

## **Curriculum Subtopics:**

- Seasons
- Weather/Climate
- Space

## **CURRICULUM**

### **District Benchmarks/Students will learn?**

- The four seasons and compare and contrast them through their observations and communications. Standards A and C.
- That weather changes continually. Standard E.
- That weather conditions require appropriate dress. Standard H.
- Safety precautions determined by weather (sunscreen, dress, shelter, etc). Standard H.
- That weather conditions directly affect outdoor activities and transportation. Standard H.
- To identify the sun, moon and stars. Standard E.

**State Content Standard:** A - Science Connections  
**State Performance Standards:** A4.1

**State Content Standard:** C - Science Inquiry  
**State Performance Standards:** C.4.1

**State Content Standard:** E – Earth and Space Science  
**State Performance Standards:** E.4.4, E.4.5

**State Content Standard:** H – Science in Social and Personal Perspectives  
**State Performance Standards:** H.4.3

## ASSESSMENT

### **Assessment/Proficiency**

Examples of classroom assessments: Observations, drawings or illustrations, oral explanations, dramatization.

\_\_\_\_\_ State/WSAS Test Concept  
\_\_\_\_\_ District Assessment  
  X   Classroom Assessments

## INSTRUCTION

### **Teaching/Learning Strategies**

- KWL Chart – What do you know? What do you want to know? What have you learned?
- Inquiry Based Learning
- Concept Webs
- Venn Diagrams
- T-Charts

### **Resources**

- Big Book and Six Pack “What is in Space?”
- LMC Literature Materials
- Guest Speakers – Area Meteorologists
- Old District Curriculum – Water, Weather, and Climate (good background material, some materials may no longer be available).
- Star Lab – Contact Carol Guanella at Hogan to receive it.
- UWL Planetarium – Bob Allen – Presentation, Sun, Moon, Stars
- Foss fabric kit and teacher guide – optional materials, very good. Contact Carol Guanella at Hogan to order it.

# La Crosse School District Science

**Subject/Course:** Elementary Science

**Grade:** K

**Topics/Skills:** Life Science: Paper

**Time:** 2 – 4 Weeks

**Curriculum Subtopics:**

- Properties of Paper
- Investigating Paper Interactions
- Paper Products

## CURRICULUM

**District Benchmarks/Students will learn?**

- To observe, compare, classify and communicate about paper. Standard A and C.
- That properties of paper involve texture, thickness, strength, and absorption. Standard D.
- How different types of paper interact with water. Standards C and D.
- That paper has a variety of uses and applications. Standard H.
- That paper can be recycled. Standard H.

**State Content Standard:** A - Science Connections

**State Performance Standards:** A4.1

**State Content Standard:** C - Science Inquiry

**State Performance Standards:** C.4.1, C.4.2, C.4.4

**State Content Standard:** D – Physical Science

**State Performance Standards:** D.4.1, D.4.2

**State Content Standard:** H – Science in Social and Personal Perspectives

**State Performance Standards:** H.4.2, H.4.3

## ASSESSMENT

### **Assessment/Proficiency**

Examples of classroom assessments: Observations, drawings or illustrations, oral explanations, dramatization.

\_\_\_\_\_ State/WSAS Test Concept  
\_\_\_\_\_ District Assessment  
  X   Classroom Assessments

## INSTRUCTION

### **Teaching/Learning Strategies**

- Experiments
- KWL Chart – What do you know? What do you want to know? What have you learned?
- Inquiry Based Learning
- Concept Webs
- Venn Diagrams
- T-Charts

### **Resources**

- Paper, Foss Kit and Teacher Manual

Wisconsin Model Academic Standards		PI.	A	P	WC
<b>Kindergarten Science Alignment</b>					
<b>A. Science Connections</b>					
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed.	✓	✓	✓	✓
A.4.2	When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now.				
A.4.3	When investigating a science-related problem, decide what data can be collected to determine the most useful explanations.				
A.4.4	When studying science-related problems, decide which of the science themes are important.		✓		
A.4.5	When studying science-related problems, decide what changes over time are occurring or have occurred.				
<b>B. Nature of Science</b>					
B.4.1	Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations.				
B.4.2	Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked.				
B.4.3	Show how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time.				
<b>C. Science Inquiry</b>					
C.4.1	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied.	✓	✓	✓	✓
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations.	✓	✓	✓	
C.4.3	Select multiple sources of information to help answer questions selected for classroom investigations.				
C.4.4	Use simple science equipment safely and effectively, including rules, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations.	✓		✓	
C.4.5	Use data they have collected to develop explanations and answer questions generated by investigations.	✓			
C.4.6	Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers.				
C.4.7	Support their conclusions with logical arguments.				
C.4.8	Ask additional questions that might help focus or further an investigation.				

Wisconsin Model Academic Standards		Pl.	A	P	WC
<b>Kindergarten Science Alignment</b>					
<b>D. Physical Science</b>					
PROPERTIES OF EARTH MATERIALS					
D.4.1	Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances.			✓	
D.4.2	Group and/or classify objects and substances based on the properties of earth materials.			✓	
D.4.3	Understand that substances can exist in different states – solid, liquid, gas				
D.4.4	Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes.				
D.4.5	Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data.				
POSITION AND MOTION OF OBJECTS					
D.4.6	Observe and describe physical events in objects at rest or in motion.				
D.4.7	Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including position relative to another object, motion over time, and position due to forces.				
LIGHT, HEAT, ELECTRICITY, AND MAGNETISM					
D.4.8	Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism).				
<b>E. Earth and Space Science</b>					
PROPERTIES OF EARTH MATERIALS					
E.4.1	Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations.				
E.4.2	Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin.				
E.4.3	Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science.				
OBJECTS IN THE SKY					
E.4.4	Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time.				✓
CHANGES IN THE EARTH AND SKY					
E.4.5	Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes.	✓			✓
E.4.6	Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes				
E.4.7	Using the science themes, describe resources used in the home, community, and nation				

Wisconsin Model Academic Standards		Pl.	A	P	WC
<b>Kindergarten Science Alignment</b>					
	as a whole.				
E.4.8	Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world.				
<b>F. Life and Environmental Science</b>					
THE CHARACTERISTICS OF ORGANISMS					
F.4.1	Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive.	✓	✓		
F.4.2	Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment).	✓	✓		

LIFE CYCLES OF ORGANISMS					
F.4.3	Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type.				
ORGANISMS AND THEIR ENVIRONMENT					
F.4.4	Using the science themes, develop explanations for the connections among living and non-living things in various environments.				
G. Science Applications					
G.4.1	Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps.				
G.4.2	Discover what happens in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time.				
G. 4.3	Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally.				
G.4.4	Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people.				
G.4.5	Ask questions to find answers about how devices and machines were invented and produced.				
H. Science in Social and Personal Perspectives					
H.4.1	Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportations, and more effective health care.		✓		
H.4.2	Using the science themes, identify local and state issues that are helped by science and technology and explain how science and technology can also cause a problem.		✓	✓	
H.4.3	Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care.	✓		✓	✓
H.4.4	Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues.				

## GLOSSARY OF TERMS

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### SCIENCE THEMES

Each of the following terms refers to a theme that connects and unifies the many disciplines of science. The themes are found particularly in Standard A and are mentioned consistently throughout the science standards. They are identified with an asterisk (\*) each time they appear.

**Change.** A variance in the rate, scale, and pattern, including trends and cycles.

**Constancy.** The stability of a property, such as the speed of light.

**Equilibrium.** The physical state in which forces and changes occur in opposite and offsetting directions.

**Evidence.** Data and documentation that support inferences or conclusions.

**Evolution.** A series of changes, some gradual and some sporadic, that accounts for the present form and function\* of objects.

**Explanation.** The skill of communication in which an interpretation of information is given and stated to others.

**Form and Function.** Complimentary aspects of objects, organisms, and systems in the natural world.

**Measurement.** The quantification of changes in systems, including mathematics.

**Models.** Tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power.

**Order.** The behavior of units of matter, objects, organisms, or events in the universe.

**Organization.** Descriptions of systems based on complexity and/or order.

**Systems.** An organized group of related objects or components that form a whole.

## TERMS UNIQUE TO SCIENCE

The following terms are used uniquely in science. They are used consistently throughout the standards and are identified by an asterisk (\*) each time they appear. They represent the range of rigorous science skills and knowledge found in the standards.

**Analyze.** The skill of recognizing the underlying details of important facts or patterns that are not always readily visible.

**Apply.** The skill of selecting and using information in other situations or problems.

**Construct.** The skill of developing or creating.

**Describe.** The skill of developing a detailed picture or image.

**Discover.** The skill of learning through study or investigation.

**Energy.** The work that a physical system is capable of completing or doing.

**Evaluate.** The skill of collecting and examining data to make judgments and appraisals.

**Group.** The skill of identifying objects according to characteristics.

**Identify.** The skill of recognizing patterns, facts, or details.

**Inference.** The skill of using the results of an investigation based on a premise.

**Illustrate.** The skill of giving examples to describe something.

**Interaction.** The influence of objects, materials, or events on one another.

**Investigate.** Scientific methodology that systematically employs many inquiry skills.

**Observation.** The skill of describing scientific events.

**Predict.** The skill of explaining new events based on observations or information.

**Relate.** The skill of association.

**Show.** The skill of illustration.

**Understand.** The skill of having and applying well-organized bodies of knowledge.

## NATIONAL SCIENCE STANDARDS

(1996). *National Science Education Standards*. Washington, DC: National Academy Press

**Kindergarten Explanatory Notes on  
WI State Science Standards in Relation to School Curriculum  
1999 – 2000**

**Animals**

**A. Science Connections**

Students in Wisconsin will understand that there are unifying themes: (systems, order, organization, and interactions); (evidence, models, and explanations); (constancy, change, and measurement); (evolution, equilibrium, and energy); (form and function) among the science disciplines.

A.4.1 The students should be aware that this is a life science unit.

A.4.4 The theme of systems, order, organization, and interactions are involved in the study of animals.

**B. Nature of Science**

Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have change over time as new evidence is found.

Not involved in this unit.

**C. Science Inquiry**

Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.

C.4.1 The theme of systems involving the vocabulary of living and non-living mammal and non-mammal, wild and domestic and habitat, etc. should be included.

C.4.2 Students will learn by observations of different characteristics.

**D. Physical Science**

Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.

Not involved in this unit.

**E. Earth and Space Science**

Students in Wisconsin will demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.

Not involved in this unit.

## **F. Life and Environmental Science**

Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.

F.4.1 Self explanatory

F.4.2 Self explanatory

## **G. Science Applications**

Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.

Not involved in this unit.

## **H. Science in Social and Personal Perspectives**

Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

H.4.1 Domestic animals and modern farming techniques have increased production.

H.4.2 Pollution – fish in the river, Herbicides, Pesticides, etc.

## **Plants**

### **A. Science Connections**

Students in Wisconsin will understand that there are unifying themes: (systems, order, organization, and interactions); (evidence, models, and explanations); (constancy, change, and measurement); (evolution, equilibrium, and energy); (form and function) among the scientific disciplines.

A.4.1 Students should be aware that this is a life science area.

### **B. Nature of Science**

Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.

Not involved in this unit.

### **C. Science Inquiry**

Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.

C.4.1 The theme of form and function with a vocabulary involving stems, roots, leaves, seeds, etc. The theme of constancy, change and measurement with a vocabulary involving light, water, air, nutrients, etc.

C.4.2. Students will observe the growth of a plant.

C.4.4. Students can measure the quantity of water given when watering the plant.

C.4.5 Student can discuss what happens to plants in light versus no-light experiments.

### **D. Physical Science**

Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.

Not covered in this unit.

### **E. Earth and Space Science**

Students in Wisconsin will demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.

E.4.5 Students gain insights into the different seasons.

## **F. Life and Environmental Science**

Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.

F.4.1 Self explanatory

F.4.2 Self Explanatory

## **G. Science Applications**

Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.

Not involved in this unit.

## **H. Science in Social and Personal Perspectives**

Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

H.4.3 The production of food; there is more of it, and it makes it to the market faster and, therefore, is fresher.

## **Paper**

### **A. Science Connections**

Students in Wisconsin will understand that there were unifying themes: (systems, order, organization, and interactions); (evidence, models, and explanations); (constancy, change, and measurement); (evolution, equilibrium, and energy); (form and function) among the scientific disciplines.

A.4.1 Students should be aware that this is a physical science area.

### **B. Nature of Science**

Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.

Not involved in this unit.

### **C. Science Inquiry**

Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.

C.4.1 The theme in this unit is form and function; the vocabulary involved are the physical properties of paper including texture, thickness and strength.

The theme of interaction (paper with water) in this unit includes the vocabulary of absorption.

C.4.2 The students will observe, compare, classify and communicate about paper.

C.4.4 Student will use an eye dropper as a tool of science, etc.

### **D. Physical Science**

Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.

D.4.1 Self explanatory

D.4.2 Self explanatory

### **E. Earth and Space Science**

Students in Wisconsin will demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.

Not involved in this unit.

## **F. Life and Environmental Science**

Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.

Not involved in this unit.

## **G. Science Applications**

Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.

Not involved in this unit.

## **H. Science in Social and Personal Perspectives**

Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

H.4.2 The issue of recycling of paper and the use of lumber for most paper products.

H.4.3 The many areas that paper is used in our everyday lives.

## **Weather and Clothing**

### **A. Science Connections**

Students in Wisconsin will understand that there are unifying themes: (systems, order, organization, and interactions); (evidence, models, and explanations); (constancy, change and measurement); (evolution, equilibrium, and energy); (form and function) among the scientific disciplines.

A.4.1 Students should be aware that this is a Earth and Space Science area.

### **B. Nature of Science**

Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.

Not involved in this unit.

### **C. Science Inquiry**

Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.

C.4.1 The theme involved in this unit is form and function; clothing in relation to texture, thickness, etc.

The theme also involved in this unit is systems, order, organization, and interactions; the sun, moon, stars, earth and the seasons.

### **D. Physical Science**

Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.

Not involved in this unit.

### **E. Earth and Space Science**

Students in Wisconsin will demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.

E.4.4 Self explanatory

E.4.5 Self explanatory

### **F. Life and Environmental Science**

Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.

Not involved in this unit.

**G. Science Applications**

Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.

Not involved in this unit.

**H. Science in Social and Personal Perspectives**

Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

H.4.3 With improved weather forecasting the safety of everyone is improved.  
(Weather – Clothing, Tornadoes, etc.)

**School District of La Crosse  
Science Department  
Hands-On Science Kit Request Form**

Please fill out request form to order science kits. Return to Carol Guanella at Hogan. A copy will be sent back to you for confirmation.

School Name \_\_\_\_\_

Teacher Name(s) \_\_\_\_\_

Unit/Kit \_\_\_\_\_

Grade \_\_\_\_\_

Number of Kits \_\_\_\_\_

Desired Dates      1)      From: \_\_\_\_\_      To: \_\_\_\_\_

(3 CHOICES)      2)      From: \_\_\_\_\_      To: \_\_\_\_\_

                                 3)      From: \_\_\_\_\_      To: \_\_\_\_\_

.....  
DATE REQUEST RECEIVED \_\_\_\_\_

CONFIRMED \_\_\_\_\_

KIT NUMBER(S) \_\_\_\_\_

APPROXIMATE DATE AVAILABLE \_\_\_\_\_

SUBMIT KIT REQUEST TO CAROL GUANELLA – HOGAN ADMIN. CENTER  
PHONE NUMBER – 789-7677

ALLOW AT LEAST ONE WEEK BEFORE REQUESTED DELIVERY DATE

RETURN KIT TO YOUR DESIGNATED AREA FOR PICK-UP WHEN  
COMPLETED

PLEASE INDICATE THE MATERIALS WHICH MUST BE REPLENISHED

THANKS FOR YOUR COOPERATION