



There's a better way  
to teach and learn science.



## What we do

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**We produce K-8 science curricula that adhere to research on the way students learn:** By integrating reading, writing, talking, and doing science in every lesson. In our curricula, ideas connect from lesson to lesson, and unit to unit across science strands and grade levels. Students connect what they learn in class with their out-of-class experiences—investigating chemical reactions first hand, then explaining how fireworks work or explaining what happens inside their bodies as they drink a soda. Instead of amassing science information, students apply their understanding to new situations that require them to think critically, reason intelligently, and make sense of science as they engage in practices such as developing models, explaining phenomena, and using evidence to argue in support of their claims.

## Doing science in every lesson

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The Activate Learning curricula capitalize on students' natural interest in science. Through activities, investigations, discussions, and challenges, students are transformed into scientists who can engage in scientific practices and communicate their understanding of phenomena.

## Better teaching and learning start with these 4 foundational beliefs

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### 1. Research-based curriculum works.

Research indicates that achievement happens when students are interested and motivated to learn, thus only activities and readings that truly engage them foster deep learning. Our curricula actively engage students in hands-on investigations of phenomena and extensive opportunities to read, write, and talk to “make sense” in every lesson. Students experience the “Aha!” moments of science as they learn to explain everyday events such as how the odor of what’s cooking reaches their noses, or why onions make people cry. Teachers get to teach science the way they’ve always wanted to: in ways that excite them and their students.

### 2. Science is for all students.

For too long, science education has left behind those students who need to talk to make sense of their experiences, who learn best collaboratively, or who are challenged by language issues or reading. Our curricula engage students with phenomena that they touch, talk about, think about, write about, read about, and make sense of together. The reading materials link in-class science to students’ lives outside the classroom. Differentiation ideas provide strategies for students to extend and apply their understandings, providing all students with opportunities for meaningful learning.

### 3. Science classrooms can transform teaching and learning.

Our curricula support novice teachers, as well as experienced teachers called upon to teach a new content area or grade level. Set-up videos support investigations and content videos elaborate science content. Each lesson includes a Teacher Preparation section to ensure that teachers can address misconceptions that might arise in discussion. Equipped with deep understanding of the material, teachers can foster a classroom culture wherein answering each unit’s overall driving question is a unit-long project, but where students’ own, original questions are an equally important pursuit. The result is an active classroom and lively learning!

### 4. Digital technology can dramatically enhance science learning.

A PDF file on the web is just an online textbook; it doesn’t transform learning. Our Interactive Digital Edition (IDE) immerses students in a wholly interactive environment, including digital journals in which students record questions and data for use as evidence to support their explanations. The IDE stores all student-generated models and written work, allowing students to submit responses electronically, so their teachers can monitor their progress toward learning goals. Embedded videos, simulations, and audio recordings of readings support comprehension, retention, and science content learning for a wide range of learners.



# What educators are saying about us:

"IQWST forces students to be willing to make mistakes and take risks. I feel this is the basis of good science. This promotes good ideas, thoughtful questions, and learning for all students. Also, I have noticed huge changes in my students' written and verbal communication."

— Melissa McDonald, 6th grade science teacher, Baraboo, WI

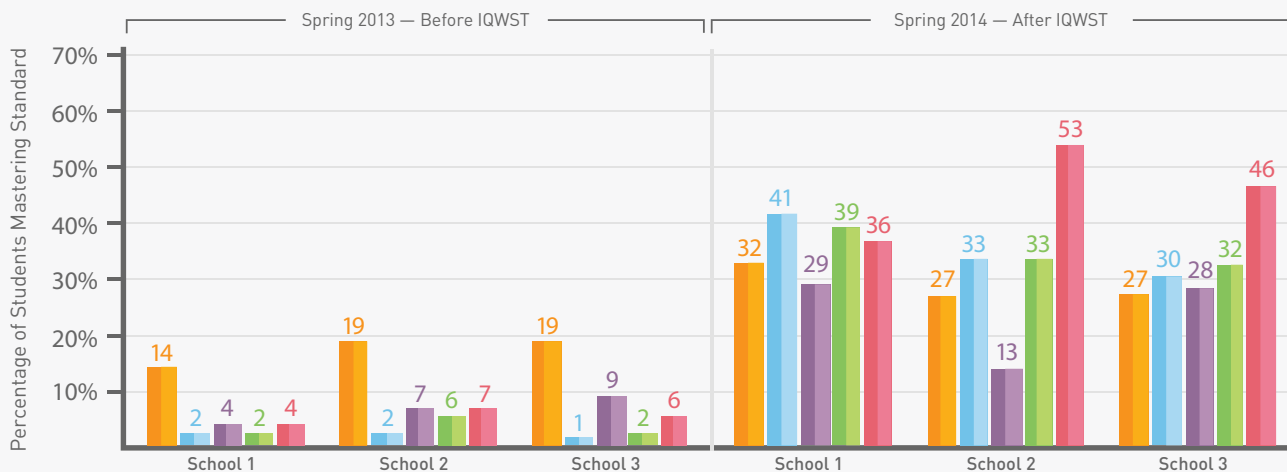
"IQWST is STEM-rich, and it's all about inquiry: How can we figure that out? It revolutionized my teaching methods. [Students] conduct an investigation. It's teaching them problem-solving and teaching them to think scientifically."

— Dawn DeWitt, GenCorp Foundation's STEM Teacher of the Year, Palm Beach County, FL

"I wanted to let you know that your decision to go with IQWST has paid huge dividends. I've found myself enjoying teaching more, engaging my students easier and have received very positive feedback from my students/parents...Your decision has helped revitalize my career."

— Jeffrey L., 6th grade science teacher, Wauwatosa, WI (unsolicited letter to school administrator)

Three very diverse middle schools, 1000 students, before & after implementation of IQWST.



Science College Readiness Standards:

- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Understand the methods and tools used in a simple experiment.

\*\*Mastery is defined as correctly answering at least 3 out of 4 questions aligned to the standard.

**Activate Learning** is a leading publisher of investigation-centered, K-8 science curricula. Active Science is a hands-on, K-5 program whose activities, discussions, and investigations, using a 5Es model, develop problem-solving and communication skills across content areas. IQWST (Investigating & Questioning our World Through Science & Technology) is a rigorous, 6-8 science curriculum designed to challenge and support students as they investigate questions, engage in scientific practices, and use evidence to explain scientific phenomena.



IQWST was developed through grant funding from the National Science Foundation (NSF), Grants 0101780 and 0439352 to the University of Michigan and Grant 0439493 to Northwestern University. IQWST is available in print or as a fully Interactive Digital Edition.