

NEW FOR THE 2026-27 SCHOOL YEAR

Grade 3 Science Scope and Sequence

COMPLETE PHENOMENA-BASED
SCIENCE CURRICULUM MADE EASY



- ✓ PHENOMENA-BASED
- ✓ OPEN-AND-GO LESSONS
- ✓ HANDS-ON INVESTIGATIONS
- ✓ AVAILABLE IN 50+ LANGUAGES
- ✓ ASSESSMENTS & PROGRESS MONITORING



FREE 90-DAY
SCHOOL TRIAL
FOR TEACHERS
www.inquisitive.com/us/trial

inquisitive

Ready to
teach lesson
slides

The screenshot shows the Inquisitive lesson interface for the unit '3. Inheritance and Variation of Traits'. The main content area displays a grid of eight dog faces with the question 'How are dogs the same and different?' overlaid. Below this grid are three smaller preview cards showing different parts of the lesson: the main question, a diagram of a dog park, and a text-based explanation. To the right of the main content is a 'Lesson Overview' section with a description of the lesson, a 'Lesson Materials Calculator' table, and a list of 'NGSS Performance Expectations' including 3-LS3-1. Below these are sections for 'Science and Engineering Practices (SEPs)', 'Disciplinary Core Ideas (DCIs)', and 'Crosscutting Concepts (CCCs)'. The 'Lesson Materials Calculator' table is as follows:

Lesson Materials Calculator	How many students are in your class?
Apple	30
Knife - sharp	1
Recording sheet	30
Ruler	10
Toothpick	30

The 'NGSS Performance Expectations' section lists 3-LS3-1. The 'Science and Engineering Practices (SEPs)' section lists 'Analyzing and Interpreting Data'. The 'Disciplinary Core Ideas (DCIs)' section lists 'Variation of Traits' and 'Inheritance of Traits'. The 'Crosscutting Concepts (CCCs)' section lists 'Patterns'.

Phenomena-based Learning

Each lesson is anchored in a compelling phenomenon that gives students a meaningful reason to investigate, ask questions, and make sense of the world around them.

Designed for three-dimensional learning, students integrate Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts as they gather evidence, collaborate, develop explanations, and design solutions.

The result is science learning that is rigorous, relevant, and engaging for every learner.

The screenshot shows a lesson interface. On the left, a large image of children silhouetted against a sunset sky is pulling on a rope. A white text box in the center of the image asks, "Can a game of tug-of-war end in a draw?". Below the image is a purple "Next" button. On the right, a sidebar contains several sections: "Lesson Overview" with a brief description and a "Read More" link; "Lesson Materials Calculator" with a form to input class size (set to 30) and a list of materials (Hair dryer: 8, Ping-pong ball: 8); and "Standards" with a list of curriculum standards including NGSS, Idaho, and various performance expectations and practices. Annotations with arrows point to these sections: "Digital slides with embedded stimuli & printables" points to the main image; "Teacher guide" points to the Lesson Overview; "Materials calculator" points to the Lesson Materials Calculator; and "Standards alignment" points to the Standards section.

Digital slides with embedded stimuli & printables

Teacher guide

Materials calculator

Standards alignment

Can a game of tug-of-war end in a draw?

Next

Lesson Overview
This lesson introduces students to the phenomenon of the game of tug-of-war with an intriguing image and a fun, virtual tug-of-war interactive. The interactive challenges students to create a balanced forces situation in an informal and intuitive way before it
[Read More](#)

Lesson Materials Calculator
How many students are in your class?
- 30 + Save Class Size
Hair dryer 8
Ping-pong ball 8
Help us improve! Share your feedback on our lesson materials calculator [here](#)

Standards
Click on your curriculum to view the full list of standards covered by this Lesson.
NGSS Idaho
NGSS Performance Expectations
3-PS2-1
Science and Engineering Practices (SEPs)
Planning and Carrying Out Investigations
Connections to Nature of Science (NOS)
Scientific Investigations Use a Variety of Methods
Disciplinary Core Ideas (DCIs)
Types of Interactions
Forces and Motion
Crosscutting Concepts (CCCs)
Cause and Effect

HQIM and Standards-aligned

Inquisitive provides coherent, standards-aligned instruction designed to build knowledge and skills. Comprehensive state-specific crosswalks provide lesson-by-lesson evidence of alignment, while embedded assessments, differentiation strategies, accessibility supports, and research-based instructional practices help every student access grade-level learning.

Every lesson includes ready-to-teach digital slides, embedded stimuli, printable resources, teacher guidance, modeled responses, background science, and a materials calculator. Everything teachers need to deliver high-quality science instruction, simply open and go.

The screenshot shows a digital interface for a science activity. On the left, a purple sidebar contains a '2 Assign' button and navigation arrows. The main content area is divided into sections. The top section has a purple box with text: 'All materials are made of something called **matter**. Matter is anything that takes up space.' To its right, text states 'Milk is one kind of material.' next to an image of a glass pitcher, and 'A glass pitcher is another kind of material.' Below this, a central box contains images of various materials: a bundle of spaghetti, a blue bucket of soil, a water bottle, a paperclip, and several colored pencils. To the left of this box, text says 'Your teacher will give you some different materials to explore. Touch and feel each material. Then talk about the questions.' Below this text are two input boxes: 'How are the materials the same?' and 'How are they different?'. On the right side of the interface, a sidebar contains a 'Core Activity' section with a link 'Learn about Differentiation with Inquisitive', a 'Time' field set to '20 mins', 'Teaching Notes' (with a scrollable text area), 'Answers', 'Se Pedagogical Model', and 'Activity Materials'. At the bottom right, there are buttons for 'Next' and 'Exit', along with icons for 'Give us Feedback', 'Settings', and 'Download'.

Hands-On Science That Builds Sensemaking

Hands-on investigations combine easy-to-source materials with engaging digital interactives, helping teachers spend less time preparing and more time teaching.

Students ask questions, make observations, gather evidence, test ideas, and develop explanations as they make sense of real-world phenomena. They learn science by thinking and acting like scientists and engineers, not simply watching science happen. Optional grade-level kits and refill kits make implementation even easier. Each kit is designed to support a class of up to 30 students.

The screenshot displays the Inquisitive app interface. On the left, a lesson titled "6 Assigned" explains that all matter is composed of tiny particles. It features three panels illustrating the states of matter: Solid (Sólido), Liquid (Líquido), and Gas (Gas). Each panel includes a diagram of particles and a descriptive text box in Spanish. The Solid panel shows particles packed closely together. The Liquid panel shows particles in a more disordered, sliding arrangement. The Gas panel shows particles widely spaced and moving freely. A sidebar on the right, titled "Translate", lists 50+ languages including English, Spanish, Arabic, Armenian, Bengali, and Chinese (Simplified). A black arrow points from the word "Translate" in the sidebar to the word "Translate" in the main text area.

Toda la materia está compuesta de diminutos **partículas**. Son demasiado pequeños para ser vistos excepto con un microscopio muy potente. Incluso el grano de arena más diminuto está compuesto de partículas aún más diminutas.

Sólido

En un sólido, las partículas están muy unidas. Viben, pero no pueden moverse de su lugar.

Líquido

En un líquido, las partículas son no tan apretado como en un sólido. Pueden deslizarse uno al lado del otro.

Gas

En un gas, las partículas están mucho más separadas que en un sólido o un líquido. Pueden moverse con libertad y rapidez.

translated by Google

Translate

Available in 50+ Languages

Equity, Access, and Differentiation

Built-in scaffolds, differentiation strategies, and culturally responsive content help reduce barriers to rigorous science learning while keeping students engaged in shared phenomena, investigations, and evidence-based thinking.

Language and accessibility supports are embedded directly into lessons, including text-to-speech, assistive technology compatibility, WCAG compliance, and translation into 50+ languages. These integrated supports help more students access grade-level science while giving teachers practical tools to respond to diverse learning needs.

Assign activities as you teach

Materials in water and soil can change the traits of plants. Weather can also affect their traits.

Read about the examples below. Then draw and label a picture to answer each *What if?* question.

Strong wind has caused this tree to grow sideways.

Lack of rainfall has caused parts of these plants to become brown.

What if the wind was less strong? What would the tree look like?

What if enough rain did fall? What would the corn plants look like?

Responses

Responses

Core Activity ①

[Learn about Differentiation with Inquisitive](#)

Time 10 mins

Teaching Notes

Answers

5e Pedagogical Model

Level of student attainment & observations of student performance

Recommendations for Support

Next

Real-time student responses

Student performance expectations and recommendations for support

Check for Understanding in Real-Time

Live student responses provide immediate insights into student thinking, enabling teachers to identify misconceptions, adjust instruction, and facilitate meaningful student discussions and collaborations.

For instructional leaders, this means formative data is captured in the moment, supporting evidence-based decisions at the classroom and grade level, not just at the end of a unit.

Assign digitally or print in 50+ languages.

The screenshot displays the Inquisitive assessment interface. The main area shows a question: "9. Which of these are light sources? Choose all correct answers." Below the question are four options: Sun, Lamp, Eye, and Water. The Sun and Lamp options are marked with green checkmarks, indicating they are correct. The Eye and Water options are marked with red X's, indicating they are incorrect. Below the question is a text box for question 10: "10. A person shines a flashlight into a dark closet to find a pair of shoes. Describe the path of light that lets the person see the shoes. Use the word **reflect** in your answer."

The right sidebar shows the "Unit Quiz 1" results. It includes a "Teaching Sequence" button, a "Students" button (0/20), a "Translate" button, and a "Give us Feedback" button. The "Answers" section shows the question and the correct answers (Sun and Lamp). Below the answers is an "Example Answer" for question 10: "Light from the flashlight travels to the shoes. The shoes reflect the light. Some of the reflected light travels to the person's eyes. Then the person sees the shoes."

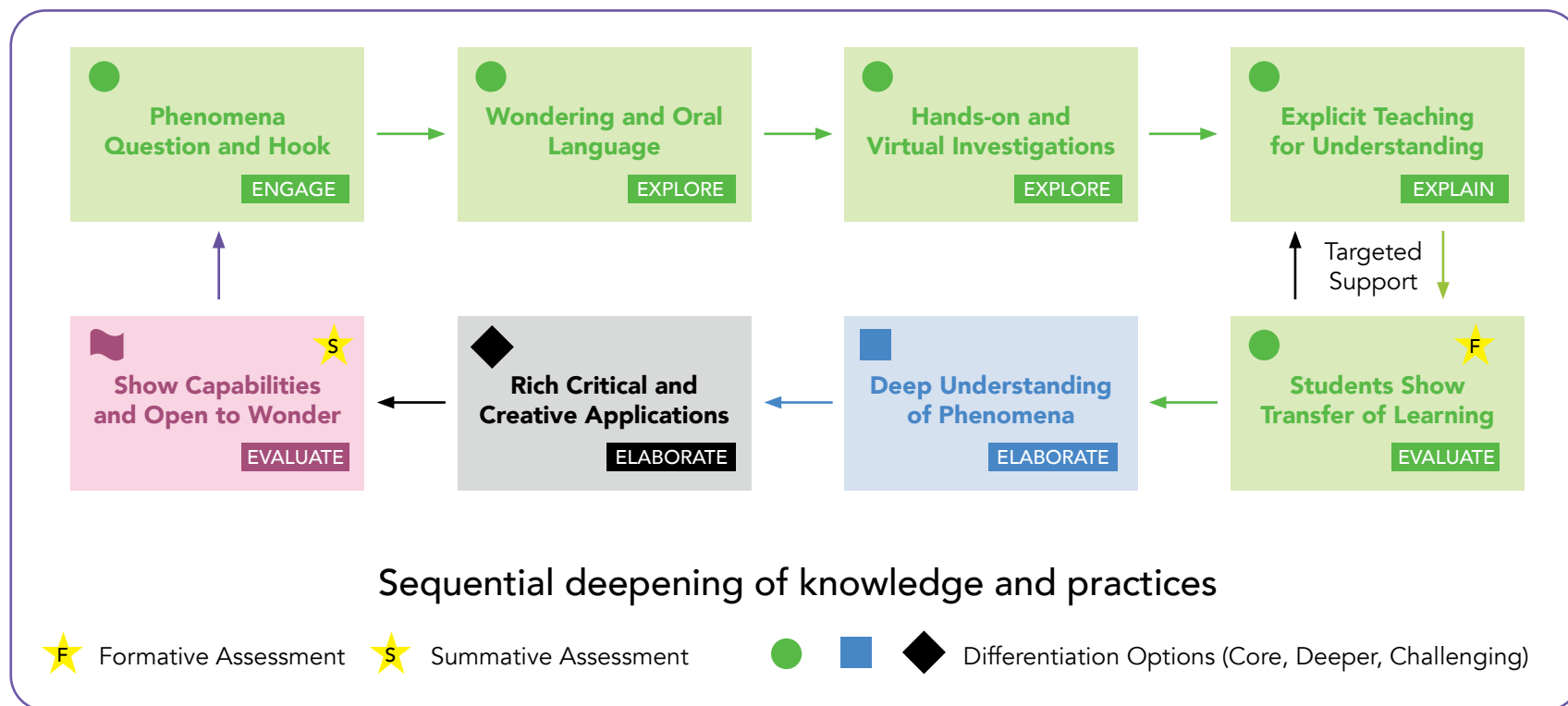
Auto-graded assessment data is displayed in a digital grade book.

Assessment and Standards Mastery

Formative and summative assessments include 3D performance tasks and auto-graded end-of-unit assessments.

Results are summarized in a digital grade book with recommendations for support, giving teachers clear next steps for instruction.

Assessment items are mapped to specific Performance Expectations, so districts can track standards mastery and support MTSS and RTI documentation needs.



Pedagogical Model of Lessons

Every lesson is built around the research-based 5E instructional model, guiding students through engagement, exploration, explanation, elaboration, and evaluation.

High-impact teaching strategies and visible thinking activities support student-centered sensemaking, conceptual understanding, and knowledge transfer while helping all learners access rigorous science learning.

PreK

K

1

2

3

4

5

PHYSICAL SCIENCE



Pushes and Pulls
Explore pushes and pulls



Forces and Interactions
Compare strength and direction



Waves: Light and Sound
Make sound and light travel



Structure of Matter
Describe and change materials



Forces and Interactions
Balanced and unbalanced forces



Energy
Motion, collisions, and transfer



Gravity
Apply force ideas to earth and space

LIFE SCIENCE



Living Things
What makes something alive



What Living Things Need
Needs of plants and animals



Structure and Function
Parts that help survival



Interdependent Relationships
Habitats and food



Inheritance and Variation
Life cycles and traits



Structure and Function
Food energy & cycling through ecosystems



Matter and Energy
Internal systems and senses

EARTH & SPACE SCIENCE



Weather
Observe local weather



Weather and Climate
Describe weather patterns



Space Systems
Patterns of the sun, moon, and stars



Processes That Shape Earth
Fast and slow land change



Weather and Climate
Predict patterns and climate



Earth's Changing Surface
Weathering, erosion, and mapping



Earth's Systems
Interacting Earth systems

ENGINEERING DESIGN

Engineering design is integrated across all grades as students ask questions, design and test solutions, and use evidence to improve their ideas.

Knowledge Builds Year After Year

Across every discipline, students revisit core science ideas with increasing depth. They move from observing familiar phenomena to investigating patterns, developing models, using evidence, and explaining complex systems.

Grade 3

LIFE SCIENCE



Interdependent Relationships In Ecosystems

What happens to living things when their environment changes?

5 lessons + assessment

LIFE SCIENCE



Inheritance and Variation of Traits

What are the life cycles of plants and animals, and how do their traits vary?

6 lessons + assessment

PHYSICAL SCIENCE



Forces and Interactions

What makes things move or stay still?

8 lessons + assessment

EARTH AND SPACE SCIENCE



Weather and Climate

How do we measure and prepare for different types of weather?

4 lessons + assessment

ENGINEERING DESIGN



Forces

How can we use forces in a product or system?

3 lessons + assessment

Anchor Question: How do living things survive where they live?



Lesson 1

Animal Groups



Lesson 2

Group Work



Lesson 3

Fossil Stories



Lesson 4

Happy In My Habitat

Phenomena & Learning Targets

What kinds of animals live in groups?

- Identify animals that live in or form groups.
- Understand that some animals form large groups and that others live in small groups.
- Give an example of an animal that lives in a large group and an animal that lives in a small group.

Why do flocks of birds swoop and swirl together?

- Construct an argument with evidence that animals form groups for different reasons.
- Understand that being part of a group helps animals survive.

What kinds of stories lie buried in rock?

- Describe what a fossil is.
- Give a simple explanation of how fossils are formed.
- Give an example of the type of information we get from a fossil.
- Explain how the locations of fossils inform about environment changes over time.

Why can some turtles grow grass on their shell?

- Describe what a habitat is and give some examples of different habitats.
- Describe the features an animal has that enable it to survive in its habitat.
- Explain why an animal could not live in a different habitat.

Performance Expectations

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Science & Engineering Practices

Engaging in Argument from Evidence

Engaging in Argument from Evidence

Analyzing and Interpreting Data

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS2.D: Social Interactions and Group Behavior

LS2.D: Social Interactions and Group Behavior

LS4.A: Evidence of Common Ancestry and Diversity

LS4.C: Adaptation

Crosscutting Concepts

Cause and Effect

Cause and Effect

Scale, Proportion, and Quantity

Cause and Effect

Anchor Question: How do living things vary in their traits?



Lesson 5

What Happens When Environments Change?

Why are turtles eating plastic bags?

- Describe some of the ways that environments can change.
- Describe how changes to an environment can affect the organisms that live there.
- Evaluate the effectiveness of a solution designed to solve a problem caused by changes to an environment.

Performance Expectations

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Science & Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

Crosscutting Concepts

Systems and System Models



Lesson 1

Plant Life - From Seed to Seed

Why do apple trees grow apples?

- Produce an informative model that shows the key stages in the life cycle of a plant.

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Developing and Using Models

LS1.B: Growth and Development of Organisms

Patterns



Lesson 2

Animal Life Cycles

What happens after an animal is born?

- Produce an informative model that shows the key stages in the life cycle of a chosen animal.

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Develop and/or use models to describe and/or predict phenomena.

LS1.B: Growth and Development of Organisms

Patterns



Lesson 3

Variation of Traits

How are dogs the same and different?

- Analyze and interpret data to provide evidence of the shared traits and variations in traits that occur in a species.

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Analyzing and Interpreting Data

LS3.A: Inheritance of Traits
Many characteristics of organisms are inherited from their parents.
LS3.B: Variation of Traits
Different organisms vary in how they look and function because they have different inherited information.

Patterns

Phenomena & Learning Targets

Performance Expectations

Science & Engineering Practices

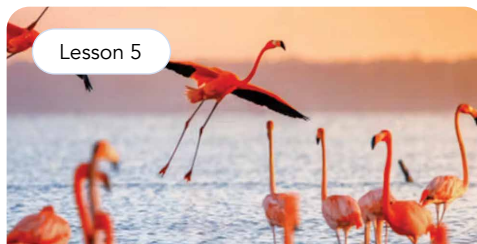
Disciplinary Core Ideas

Crosscutting Concepts



Lesson 4

Inherited Traits



Lesson 5

Can the Environment Affect Traits?



Lesson 6

What's My Advantage?

Phenomena & Learning Targets

In what ways are offspring like their parents?

- Identify and use evidence to support the idea that offspring inherit traits from their parents.
- Identify and use evidence to support the idea that siblings with the same parents will have variations in their traits.

Why are flamingos pink?

- Identify and use evidence to support the idea that the environment of a living thing can affect both its physical and behavioral traits.

How can an animal's color help it survive?

- Use evidence to construct an explanation for why a variation in a trait gives certain individuals in a species a survival advantage.

Performance Expectations

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Science & Engineering Practices

Analyzing and Interpreting Data

Constructing Explanations and Designing Solutions

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

LS3.A: Inheritance of Traits
LS3.B: Variation of Traits

LS4.B: Natural Selection

Crosscutting Concepts

Patterns

Cause and Effect

Cause and Effect

Anchor Question: What makes things move?

Lesson 1

**Move It!****How can a dog ride a skateboard?**

- Identify a force as a push or a pull.
- Use arrows to represent the magnitude and direction of a force.

Lesson 2

**Falling With Style!****How can you skydive safely?**

- Describe the forces of gravity and air resistance.
- Use arrows to accurately represent gravity and air resistance in a specific situation.
- Explain how the shape of an object affects the amount of air resistance it experiences.

Lesson 3

**Balancing Forces****Can a game of tug-of-war end in a draw?**

- Identify when the forces on an object are balanced or unbalanced.
- Explain how balanced and unbalanced forces affect an object's motion.
- Use arrows to represent balanced and unbalanced forces.

Lesson 4

**Forceful Friction****Can sledding on grass be fun?**

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Describe and represent how friction affects the motion of an object.
- Use force concepts, including friction, to explain experimental observations.

Phenomena & Learning Targets

Performance Expectations

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Science & Engineering Practices

Planning and Carrying Out Investigations

Planning and Carrying Out Investigations

Planning and Carrying Out Investigations

Planning and Carrying Out Investigations

Disciplinary Core Ideas

PS2.A: Forces and Motion
PS2.B: Types of Interactions

PS2.A: Forces and Motion

PS2.A: Forces and Motion
PS2.B: Types of Interactions

PS2.A: Forces and Motion
PS2.B: Types of Interactions

Crosscutting Concepts

Cause and Effect

Cause and Effect

Cause and Effect

Cause and Effect

Lesson 5



Patterns In Motion

Lesson 6



Hair Raising!

Lesson 7



It's Magnetic!

Lesson 8



What's The Problem?

Phenomena & Learning Targets

Can we predict how an amusement park ride will move?

- Identify patterns in motion and use these patterns to predict future motion.
- Make observations and measurements to produce data that serves as the basis for evidence for an explanation of an observed phenomenon.

Can an object start moving all by itself?

- Identify electrostatic force as a non-contact force.
- Describe the interaction between two charged objects in terms of a cause and effect relationship.

What force can push and pull from a distance?

- Identify when a magnetic force is at work and what types of materials are magnetic.
- Describe the interaction between two magnetic objects in terms of a cause and effect relationship.

Can we use magnets to solve a problem?

- Identify and define a problem that can be solved using magnets.
- Use their knowledge of magnets and magnetic force to design a solution to the problem.

Performance Expectations

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.

Science & Engineering Practices

Planning and Carrying Out Investigations

Asking Questions and Defining Problems

Asking Questions and Defining Problems

Asking Questions and Defining Problems

Disciplinary Core Ideas

PS2.A: Forces and Motion

PS2.B: Types of Interactions

PS2.B: Types of Interactions

PS2.B: Types of Interactions

Crosscutting Concepts

Patterns

Cause and Effect

Cause and Effect

N/A

Anchor Question: How does weather and climate affect the way we live?**Weather Watching****Weather Patterns and Predictions****What's Your Climate?****Weatherproof!****Phenomena & Learning Targets****What can weather maps tell us?**

- Understand how weather data is collected and represented.
- Can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Why do you need to know about the weather?

- Identify weather patterns across different times and areas.
- Make predictions about the weather.

How can our mood be like the weather?

- Obtain and combine information to explain that climate refers to weather patterns in a particular region over time.
- Describe climates in different regions of the world.
- Identify how patterns can be used to make predictions.

What can we do to prepare for extreme weather?

- Recognize types of extreme weather.
- Make a claim about a solution that reduces the impact of a weather-related hazard.
- Identify and use evidence to support a claim.

Performance Expectations

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Science & Engineering Practices

Analyzing and Interpreting Data

Analyzing and Interpreting Data

Obtaining, Evaluating, and Communicating Information

Engaging in Argument from Evidence

Disciplinary Core Ideas

ESS2.D: Weather and Climate

ESS2.D: Weather and Climate

ESS2.D: Weather and Climate

ESS3.B: Natural Hazards

Crosscutting Concepts

Patterns

Patterns

Patterns

Cause and Effect

Anchor Question: How can we use forces in a product or system?



Lesson 1

Let's Build Bridges



Lesson 2

Making Forces Work



Lesson 3

Make Me Move

Phenomena & Learning Targets

How can we design a bridge that won't fall down?

- Understand that the design process is important in generating safe products.
- Work collaboratively to generate and compare multiple solutions to a problem.
- Recognize that engineers improve existing technologies when designing new products.

How can we hover?

- Identify and define a design problem that can be solved through the development of an object.
- Recognize that the success of a designed solution is determined by considering the desired features of a solution.

Can we make something that uses force to move?

- Recognizing that they should research a problem before beginning to design a solution.
- Identifying that testing a solution involves investigating how well it performs.
- Understanding that communicating with peers about proposed solutions is an important part of the design process.

Performance Expectations

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science & Engineering Practices

Constructing Explanations and Designing Solutions

Asking Questions and Defining Problems

Planning and Carrying Out Investigations

Disciplinary Core Ideas

ETS1.B: Developing Possible Solutions

ETS1.A: Defining and Delimiting Engineering Problems

ETS1.B: Developing Possible Solutions



Simple, Transparent and Affordable.

Per Teacher Per Year

\$99.00

INCLUDES FREE STUDENT ACCESS



**CREATE YOUR
SCHOOL QUOTE**
inquisitive.com

Questions?
Email support.us@inquisitive.com

inquisitive

Our commitment is simple: universal access for all students, with thoughtfully designed lessons that save teachers time.

Inquisitive is a complete, phenomena-based PreK–5 science curriculum, aligned to the NGSS and state standards.

It's designed to delight and engage students while supporting all learners with 50+ languages in digital, print, and text-to-speech formats.

Teachers save time with open-and-go lessons, built-in guidance, rich stimuli, hands-on and virtual investigations, and auto-graded assessments.

Affordable and accessible, Inquisitive brings high-quality science learning to every school.

 Phone 202-449-7200

 support.us@inquisitive.com

 www.inquisitive.com

 [@inquisitive.us](https://www.instagram.com/inquisitive.us)



**FREE 90-DAY
SCHOOL TRIAL**
FOR TEACHERS