



Florida Product Guide



Comprehensive Curriculum

Aligned to NGSSS

BECAUSE THE **BEST** THINGS COME IN **SMALL** PACKAGES

CONTENTS

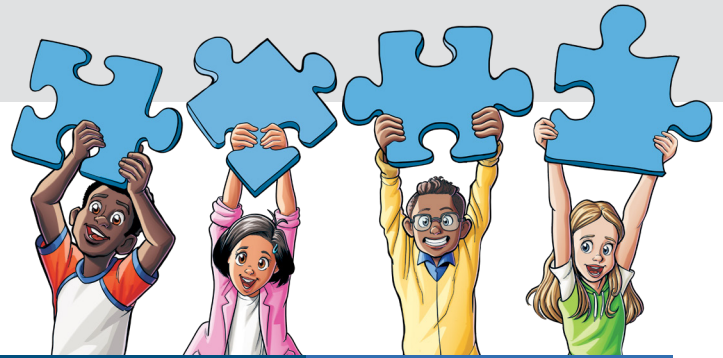
Consumable Curriculum	1
Comprehensive vs. Supplemental Materials	2
Curriculum	
Social Studies	3
Science Options	5
Studies Weekly Science	7
Explore Science	9
Health	11
Early Learning	12
Spanish	13
How to Use Studies Weekly	
Implementation	14
Print	15
Online	17
Educator Support	19
Theory of Action	
Social Studies	21
Science	22
Important Issues	23
Resources	24

CONSUMABLE



	STUDIES WEEKLY	TEXTBOOKS
COMPREHENSIVE CORE CURRICULUM	✓	✓
WORKS FOR FEDERAL FUNDING	✓	✓
UNITS CAN BE REARRANGED ACCORDING TO TEACHER NEED	✓	
ACCESSIBLE 1 UNIT AT A TIME	✓	
WRITTEN SPECIFICALLY FOR YOUR STATE WITHOUT UNNECESSARY CONTENT	✓	
CAN BE FOLDED, CUT, GLUED, AND MADE INTO PROJECTS	✓	
STUDENTS CAN WRITE ON IT	✓	
HIGHLY ADAPTABLE TO REMOTE LEARNING	✓	
STUDENTS CAN KEEP THEM	✓	
OVERWHELMING AND HEAVY		✓
LESS EXPENSIVE!	✓	

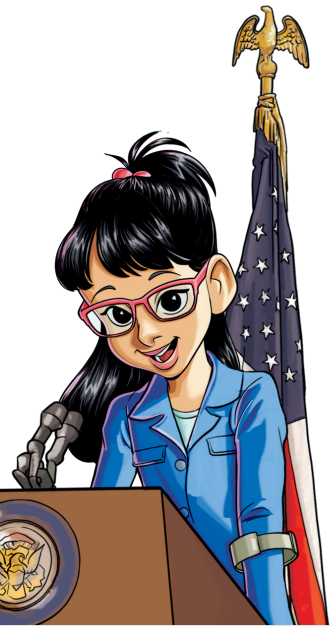
COMPREHENSIVE



	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	✓	
HEAVILY BASED ON EDUCATIONAL RESEARCH	✓	
ADDRESSES ALL, OR NEARLY ALL, STATE STANDARDS AND FOUNDATIONAL SKILLS	✓	
USED FOR TIER 1 INSTRUCTION	✓	
INCLUDES FORMATIVE AND SUMMATIVE ASSESSMENTS	✓	
COMPLEMENTS STUDENT MATERIALS WITH RICH TEACHER MATERIALS	✓	
MAY INCLUDE EXTRA TOPICS AND DEPTH	✓	✓
CAN BE USED FOR TIER 2 OR 3 INSTRUCTION	✓	✓
MAY INCLUDE REMEDIATION, ENRICHMENT, AND EXTENSION ACTIVITIES	✓	✓
HELPS A TEACHER BY DIFFERENTIATING CLASS MATERIALS TO MEET DIVERSE STUDENTS NEEDS	✓	✓
STUDIES WEEKLY!	✓	✓

K-5 SOCIAL STUDIES

A **COMPREHENSIVE** Florida Social Studies curriculum that encourages students to become engaged and responsible citizens who think critically and make informed decisions.



UNIT: GEOGRAPHY WEEK 2

Physical Environment of Florida

Florida

4 Studies Weekly

OUR CHANGING STATE

PHYSICAL CHARACTERISTICS

Physical characteristics describe the natural environment of an area. Geographers study the physical characteristics of a region, including its landforms, water bodies, and climate. Physical characteristics can affect a region's climate, agriculture, and other activities. Geographers use maps to study physical characteristics. Look at the physical map of the United States. Some mountains, hills, and valleys are labeled. Can you identify the mountains, hills, and valleys?

Physical characteristics describe the natural environment of an area. Geographers study the physical characteristics of a region, including its landforms, water bodies, and climate. Physical characteristics can affect a region's climate, agriculture, and other activities. Geographers use maps to study physical characteristics. Look at the physical map of the United States. Some mountains, hills, and valleys are labeled. Can you identify the mountains, hills, and valleys?

Physical Map of the United States

Physical Map of Florida

ESSENTIAL QUESTION

How do geography and climate vary throughout Florida?

CELEBRATES ALL VOICES

IMAGES, ILLUSTRATIONS, INFOGRAPHICS, AND MAPS HELP STUDENTS EXPLORE CONCEPTS

Regions of Florida

Western Uplands

Maritime Lowlands

Central Ridge Highlands

Coastal Lowlands

The Everglades

Physical Regions of Florida

1 WESTERN UPLANDS
2 MARITIME LOWLANDS
3 TALLAHASSEE HILLS
4 CENTRAL RIDGE HIGHLANDS
5 COASTAL LOWLANDS
6 THE EVERGLADES

Florida

CLIMATE MAP OF FLORIDA

ESSENTIAL QUESTION

How do geography and climate vary throughout Florida?

Regions

of a region are the physical characteristics of each region.

LXLEIEXD TEXT FOR GREATER READABILITY, ACCESSIBILITY, AND DIFFERENTIATION

PRIMARY SOURCES STUDENTS CAN EXAMINE AND ANALYZE



SEE SAMPLES FOR FLORIDA [s-w.co/florida](https://www.sos.wv.co/florida)



ENGAGE ALL STUDENTS

in history, geography, civics and government, economics, and the Holocaust.

Model **CRITICAL THINKING** skills through integrated discussions, lesson plans, printables, and activities where students evaluate evidence, formulate questions, make conclusions, and take **ACTION**.

Foundations of Holocaust Education
Florida
 OUR STATE, OUR NATION
 5 Studies Weekly

What Happens When Governments Do Not Protect the Rights of the People?

There have been many instances in history when governments did not protect and honor the rights of their citizens. One example is Germany in the 1930s and 1940s. Authority was taken away from the people. The government used force to control the actions of its citizens. The government used force to control the actions of its citizens. The government used force to control the actions of its citizens.

Segregation, Discrimination, and Persecution

The government involved policies and actions that discriminated against and persecuted people based on race, religion, ethnicity, and other characteristics. The government used force to control the actions of its citizens. The government used force to control the actions of its citizens.

ESSENTIAL QUESTION
 Why is it important for governments to protect the rights of its citizens?

The Government of the Third Reich

After World War I, the nation of Germany was in a state of chaos. The government was weak and the people were poor. The government was weak and the people were poor. The government was weak and the people were poor.

1932
 Adolf Hitler and the National Socialist German Workers Party (NSDAP) won the election. Hitler became Chancellor of Germany.

1933
 The Reichstag Fire occurred. The Reichstag was set on fire. The Reichstag was set on fire. The Reichstag was set on fire.

1934
 The Night of the Long Knives occurred. Many political opponents were killed. Many political opponents were killed. Many political opponents were killed.

1935
 The Nuremberg Laws were passed. These laws stripped German Jews of their citizenship. These laws stripped German Jews of their citizenship. These laws stripped German Jews of their citizenship.

1936
 The Night of Broken Glass occurred. Jewish homes and businesses were destroyed. Jewish homes and businesses were destroyed. Jewish homes and businesses were destroyed.

1937
 The Night of the Long Knives occurred. Many political opponents were killed. Many political opponents were killed. Many political opponents were killed.

1938
 The Anschluss occurred. Austria was annexed by Germany. Austria was annexed by Germany. Austria was annexed by Germany.

1939
 The invasion of Poland occurred. Germany invaded Poland. Germany invaded Poland. Germany invaded Poland.

1940-1945
 The Holocaust occurred. Millions of Jews were killed. Millions of Jews were killed. Millions of Jews were killed.

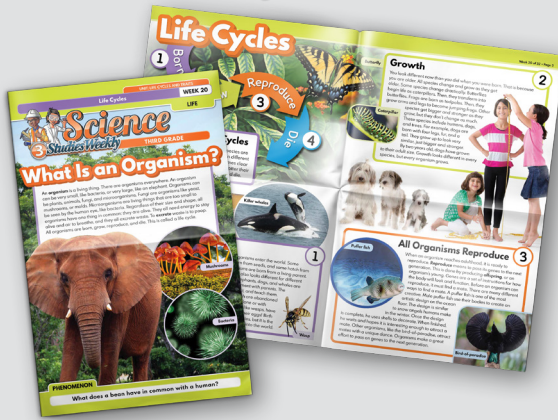
NUMBER OF DEATHS

Poland	3,000,000
Czech Republic and Slovakia	800,000
France	100,000
Belgium	90,000
Netherlands	200,000
Yugoslavia	100,000
Other European countries	1,000,000
Total	5,500,000

¡DISPONIBLE EN ESPAÑOL!

SCIENCE THAT EXCITES

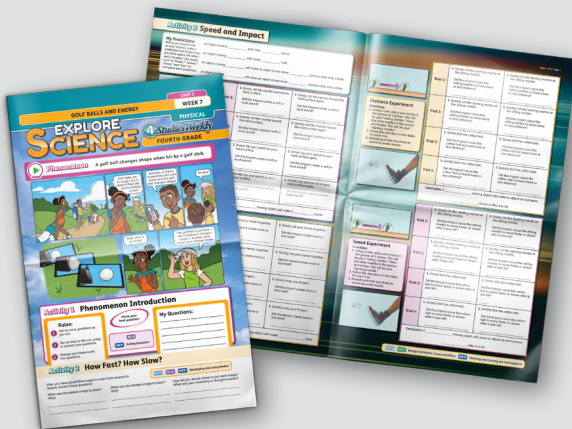
Studies Weekly Science and Explore Science are aligned to the **NEXT GENERATION SCIENCE STANDARDS**. They incorporate phenomenon-driven sense-making, the 5E Model, 3-Dimensional Learning, and Engineering Design in a consumable Student Edition.



PHENOMENON-DRIVEN UNITS WITH:

- Implementation similar to Social Studies
- Real-world examples & activities
- Exploration of STEM careers
- More reading practice
- ELA support

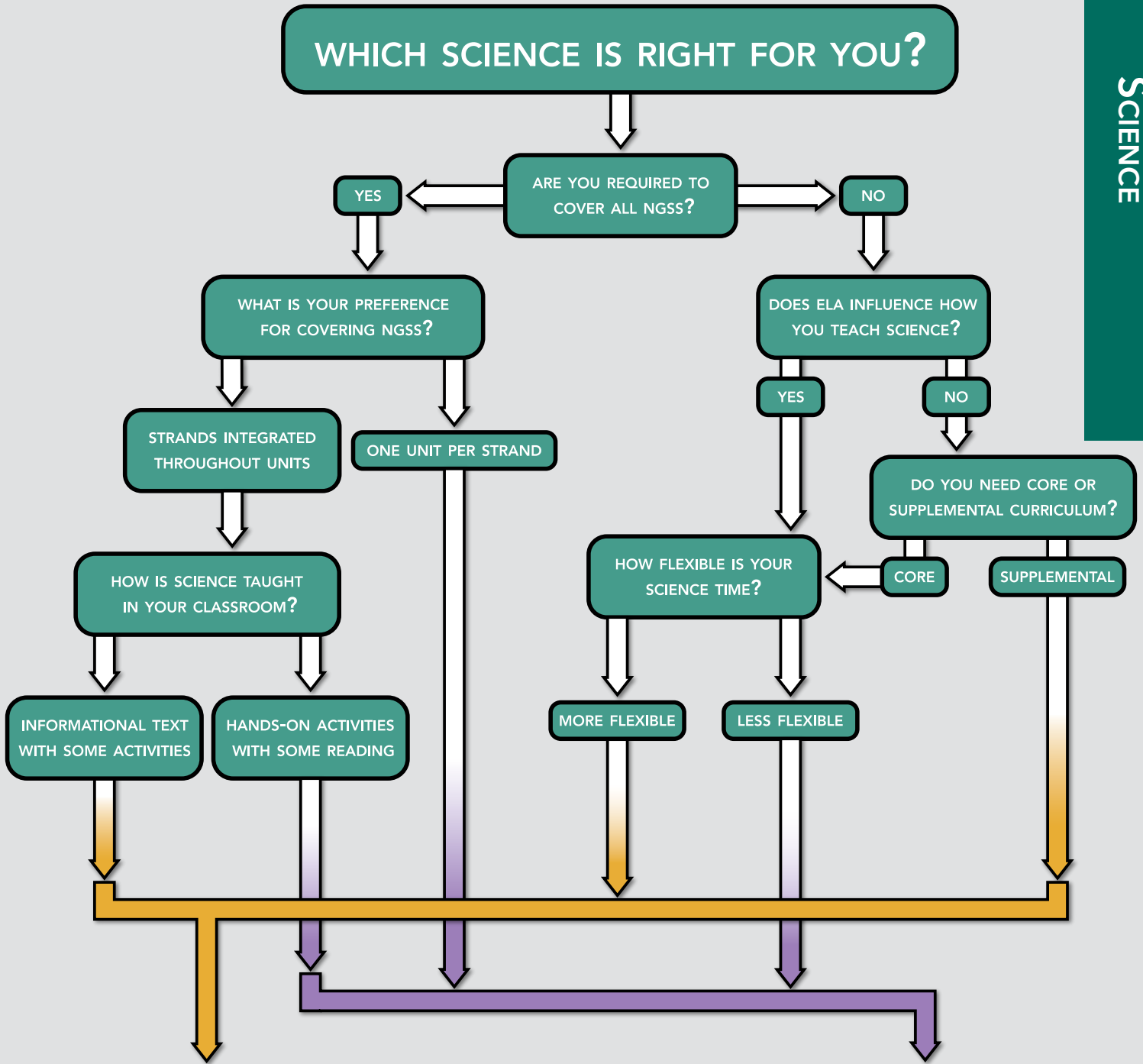
EXPLORE SCIENCE



STUDENT-DRIVEN UNITS WITH:

- Concentration on 1 NGSS strand per unit
- Real-world examples & activities
- Broad math and ELA integration
- Extensive hands-on activities
- Exploration of STEM careers

Inspire the next generation of **CREATIVE THINKERS**



Science

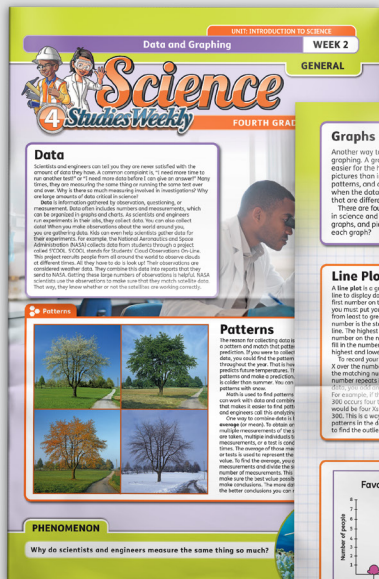
Studies Weekly

A K-5 **COMPREHENSIVE** Science curriculum based on the 5E Model and aligned with NGSS and state frameworks, with text-driven lessons.



SCIENCE

GRADE-LEVEL LEXILED



SCAFFOLDED KNOWLEDGE AND SKILLS

Graphs
Another way to find patterns in data is by graphing. A graph is a picture of data. It is usually easier for the human mind to find patterns in pictures than in text or lists of numbers. Trends, patterns, and outliers can be spotted more easily when the data is graphed. Outliers are data points that are different from all the rest.

Line Graphs
A line graph is another type of graph that has two lines that run perpendicular to each other. The lines are called the axes of the graph. The x-axis is the line that runs horizontally, or across. The y-axis is the line that runs vertically, or up and down. After plotting all the data, a line is drawn connecting each dot from the lowest x-value to the highest.

Bar Graphs
A bar graph displays data using bars of different heights and, sometimes, different colors. Imagine you had your friends take a survey about which flavor of ice cream they liked best. You could draw the results in a bar graph like this one.

Pie Charts
What is your favorite pie flavor? Do you always try to get the biggest piece? Sometimes you get a slice other than the one you want. That's because there are four different pie flavors because they have a slice shape. Each piece of the graph is equal for the percent of the answer for that category. The entire circle or "pie" represents 100 percent of your data, or one whole.

Patterns
The reason for collecting data is to find a pattern or to see if there are any trends. You want to collect data, you want to see the patterns that are in the data. That's the reason you collect the data. You want to see if there are any trends or patterns in the data.

Phenomenon
Why do scientists and engineers measure the same thing so much?

Line Plots
A line plot is a graph that uses a number line to display data. To figure out the first number on the number line, you need to know the lowest number in the data set. Then, fill in the numbers between the highest and lowest.

Number of pages in our favorite books

Number of pages	Key
50	X (1)
100	X (2)
150	X (3)
200	X (4)
250	X (5)
300	X (6)

Favorite ice cream flavor

Flavor	Number of people
Vanilla	1
Chocolate	2
Strawberry	3
Peppermint	4
Butter Pecan	5

Average test scores

Month	Average Test Score
Aug	85
Sep	88
Oct	90
Nov	92
Dec	94
Jan	96
Feb	98
Mar	100
Apr	102
May	104

Homework turned in

Month	Homework Turned In
Aug	10
Sep	15
Oct	20
Nov	25
Dec	30
Jan	35
Feb	40
Mar	45
Apr	50
May	55

What should we play in P.E.?

Activity	Percentage
Football	44%
Baseball	18%
Basketball	30%
Tennis	8%

INFORMATIONAL TEXT

Variables
Scientists make graphs, they first identify **variables**. **Variables** are the parts of the test.

Independent variables are the parts of the test that change. The amount of water is the independent variable, because this is the item in the experiment you will change. The size of the plant is the dependent variable, because that is the variable you will be measuring.

Control variables are what is being kept the same during the investigation. After you know how much water to use, you have another question: How much fertilizer is best for your plants? What would be the independent and dependent variable in that experiment? What is your hypothesis?

How to write a hypothesis
You want to know how the amount of water will affect the size of a plant. The amount of water is the independent variable, because this is the item in the experiment you will change. The size of the plant is the dependent variable, because that is the variable you will be measuring.

How to write a question
How much fertilizer is best for your plants? What would be the independent and dependent variable in that experiment? What is your hypothesis?

I change _____
then _____ will happen.

DOMAIN-SPECIFIC VOCABULARY

ENGINEERING AND DESIGN PRACTICES

ELA AND MATH INTEGRATED



SEE SAMPLES FOR FLORIDA
s-w.co/florida

OBSERVE. CONNECT. ANALYZE.

Use the world around your students to provoke curiosity and inspire them to solve real problems using data.

States of Matter

Solids
Matter can be solid. Solids have their own unique shape and size. Molecules that make up solids are tightly packed together. Solids don't flow. Their shapes don't change like liquids and gases.

Is It Solid?
Most objects that you can see are solid. A chair is solid. Your pencil is solid. Even your friend's hair is an example of solid matter. What other solids do you see around you?

Liquids
Matter can be liquid. Liquids do not have their own shape and size. Liquids have volume. Volume is the amount of space something takes up. Molecules that make up liquids flow to take the shape of their container. Liquids may have the same volume but don't look the same. If you put one liter of lemonade in a tall, thin glass, its shape will be tall and thin, like the glass. If you put one liter of lemonade in a fishbowl, its shape will look like the fishbowl. The liters of lemonade look very different in different containers. However, the volume is the same.

Is It Liquid?
All liquids take the shape of their container. They have to be in a container, or they will spread out and flow onto a surface. Many drinks are liquid, like water, milk, and juice. Glue is also liquid. It is just thicker than other liquids. Rain is liquid. The bodies of water on Earth are also liquid. What other liquids do you see around you?

Activity
○ Circle the examples of solid matter.
△ Draw a triangle around the examples of liquid matter.
□ Draw a box around the examples of gas matter.

Icons include: sun, cloud, milk, umbrella, book, bottle, cup, chair, wave, rocket, tornado, and a photo of a child pouring blue liquid into a dish.



Phenomenon-driven units with a **BALANCE** of informational text skills and experiential learning:

- Crosscutting Concepts
- Integrated Core Ideas
- Real-World Examples
- ELA Integration
- 5E Model

¡DISPONIBLE EN ESPAÑOL!

EXPLORE SCIENCE

A K-5 **COMPREHENSIVE** curriculum built for the future of science instruction, with streamlined NGSS-aligned instruction and hands-on lessons.



1 NGSS STRAND PER UNIT

HEATING AND COOLING UNIT 5 WEEK 13 PHYSICAL SCIENCE

Phenomenon Leaves change color at different times of the year.

Activity 1 Phenomenon Introduction

Look at the picture "Four Seasons," then answer the questions in the space provided. What do you notice? What do you wonder?

Rules:

1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer the questions.

Circle your best question.

DRIVEN BY STUDENT INQUIRY

INTEGRATED CLAIMS, EVIDENCE, REASONING

Four Seasons

Winter Spring Summer Fall

Activity 2 Making a Claim

Read the question below. Then, use the lines to tell why you think that.

Does temperature change the color of leaves? YES NO

Explain that? _____

3. I think temperature _____ change the color of leaves because _____

CROSS-CURRICULAR MATH AND HEALTH SKILLS EMBEDDED THROUGHOUT

ACTIVITY-BASED

Burning and Heating Leaves: Investigation 1

Use the charts below to record your plant observations before and after burning and heating.

Burning Observations		
BEFORE burning	AFTER burning	AFTER resting

Heating Observations

BEFORE heating	AFTER heating	AFTER resting

Freezing Leaves: Investigation 2

Use the charts below to record your plant observations before and after freezing.

Freezing Observations		
BEFORE freezing	AFTER freezing	AFTER resting

Cooling Leaves: Investigation 3

Use the charts below to record your plant observations before and after cooling.

Cooling Observations		
BEFORE cooling	AFTER cooling	AFTER resting

DESIGNED WITH PREDICTABLE TIME CONSTRAINTS



SEE SAMPLES FOR FLORIDA [s-w.co/florida](https://www.explorescience.com/florida)

Build student knowledge unit by unit through 3D LEARNING, ASSESSMENTS, and PERFORMANCE TASKS.

Activity 3 Speed and Impact

My Predictions
Before you experiment, at each station, make a prediction that shows how you think speed will affect each situation. Use words such as "faster," "slower," "more," and "less" to complete each prediction.

An object moving _____ will make _____ sound.
An object moving _____ will create _____ heat.
An object moving _____ will make an object at rest move _____ distance after they collide.
An object moving _____ will make an object at rest move _____ distance after they collide.

Distance Experiment
Directions:
1. Using a ruler, place one marble in the groove at 3 inches. This will be your "sitting marble." Place the other marble in the groove at 0 inches. This will be your "striking marble."
2. Follow the directions in the table for each trial.
3. Repeat each trial two times to record accurate results.

Speed Experiment
Directions:
1. Using a ruler, place one marble in the groove at 3 inches. This will be your "sitting marble." Place the other marble in the groove at 0 inches. This will be your "striking marble."
2. Follow the directions in the table for each trial.
3. Repeat each trial two times to record accurate results.

Sound Experiment
Directions:
1. Find a place to work where you can roll a marble toward a hard surface. The hard surface can be a wall, a textbook with a hard cover, a wooden block, etc. Mark where you are going to roll the marble from so that you always roll from the same distance away.
2. Follow the directions in the table for each trial.
3. Repeat each trial two times to record accurate results.

Heat Experiment
Directions:
1. Follow the directions in the table for each trial.
2. Repeat each trial two times to record accurate results.

Trials and Conclusions:

Distance Experiment:

Trial 1:	1. Slowly roll the starting marble toward the hard surface. Did the impact create a soft or loud sound?	2. Slowly roll the marble toward the hard surface again. Did the impact create a soft or loud sound?
Trial 2:	1. Quickly roll the marble toward the hard surface. Did the impact create a soft or loud sound?	2. Quickly roll the marble toward the hard surface again. Did the impact create a soft or loud sound?
Trial 3:	1. Slowly tap your pencil on your hard surface. Did the impact create a soft or loud sound?	2. Slowly tap your pencil on your hard surface again. Did the impact create a soft or loud sound?
Trial 4:	1. Quickly tap your pencil on your hard surface. Did the impact create a soft or loud sound?	2. Quickly tap your pencil on your hard surface again. Did the impact create a soft or loud sound?

Conclusion: A _____ moving object will make a _____ sound.

Speed Experiment:

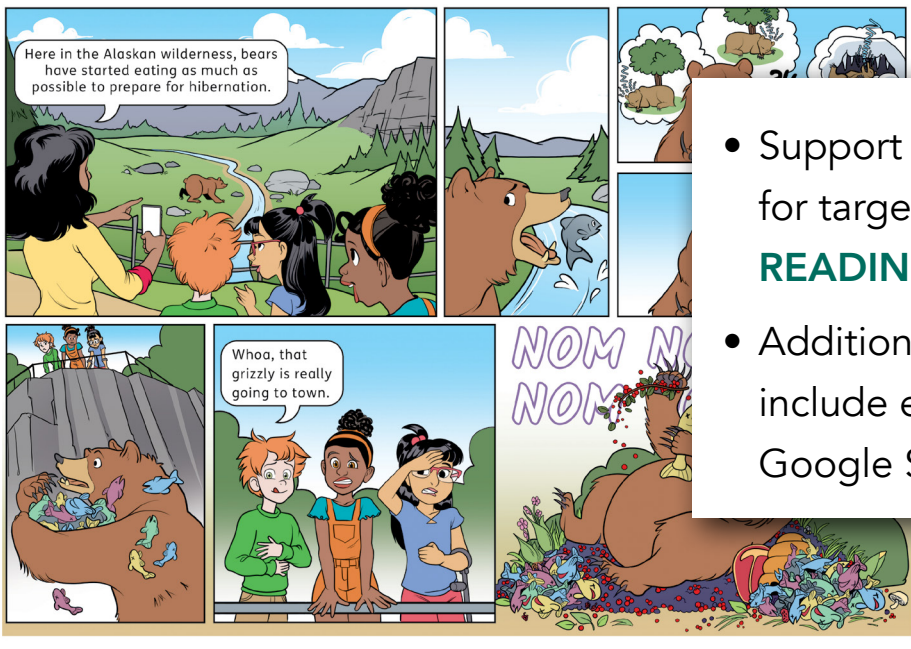
Trial 1:	1. Slowly rub your hands together. Did the impact create more or less heat?	2. Slowly rub your hands together. Did the impact create more or less heat?
Trial 2:	1. Quickly rub your hands together. Did the impact create more or less heat?	2. Quickly rub your hands together. Did the impact create more or less heat?
Trial 3:	1. Slowly snap your fingers. Did the impact create more or less heat?	2. Slowly snap your fingers. Did the impact create more or less heat?
Trial 4:	1. Quickly snap your fingers. Did the impact create more or less heat?	2. Quickly snap your fingers. Did the impact create more or less heat?

Conclusion: A _____ moving object will create _____ heat.

Impact Experiment:

Trial 1:	1. Slowly roll the starting marble of the sitting marble. Did the impact cause the sitting marble to travel more or less distance?	2. Slowly roll the starting marble of the sitting marble. Did the impact cause the sitting marble to travel more or less distance?
Trial 2:	1. Quickly roll the starting marble of the sitting marble. Did the impact cause the sitting marble to travel more or less distance?	2. Quickly roll the starting marble of the sitting marble. Did the impact cause the sitting marble to travel more or less distance?
Trial 3:	1. Slowly kick the cotton ball. Did the impact cause the cotton ball to travel more or less distance?	2. Slowly kick the cotton ball. Did the impact cause the cotton ball to travel more or less distance?
Trial 4:	1. Quickly kick the cotton ball. Did the impact cause the cotton ball to travel more or slower after it was hit?	2. Quickly kick the cotton ball. Did the impact cause the cotton ball to travel more or slower after it was hit?

Conclusion: A _____ moving object will cause an object at rest to move _____ after it is hit.



- Support **ELA** skills with opportunities for targeted **LISTENING, SPEAKING, READING, and WRITING**
- Additional **LEARNING MATERIALS** include extension activities and Google Slide presentations

HEALTH

A Tier 1, 2, and 3 curriculum that helps students develop physical, mental, social, academic, and emotional **HEALTH SKILLS** and dispositions.



HEALTH



Direct instruction that includes:

- **THEMATIC UNITS** for synchronous implementation across schools
- **PRINTABLES**, anchor charts, related media, and videos are included
- **HOME CONNECTION** component to share learning with parents
- **32** weekly units per grade



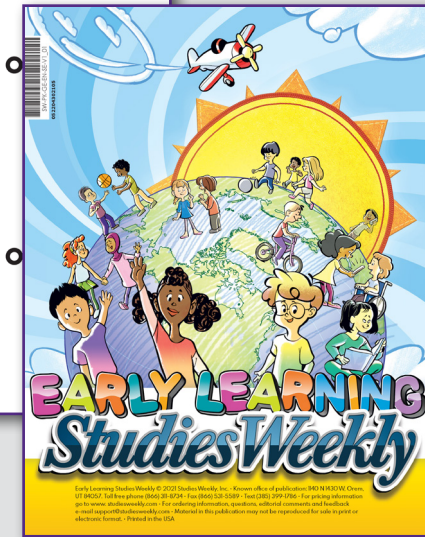
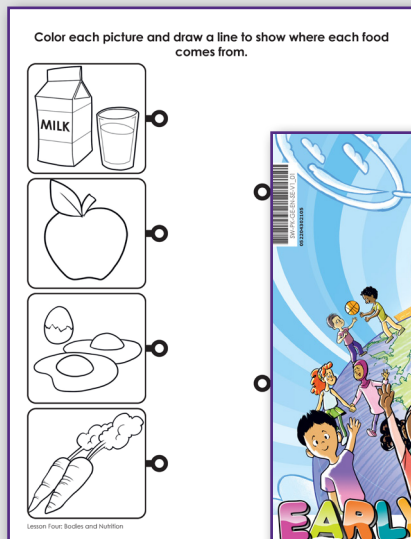
SEE SAMPLES FOR EVERY GRADE
s-w.co/health



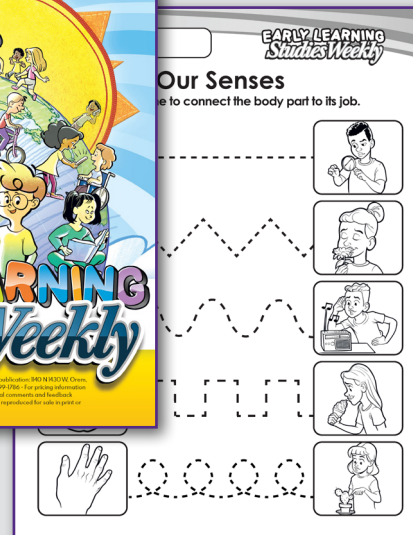
EARLY LEARNING

A hands on, **READY-TO-USE** curriculum for **FOUNDATIONAL READING** skills through science, social studies, and math content.

BASED ON NATIONAL HEALTH STANDARDS
& HEAD START FRAMEWORK



INTERACTIVE ACTIVITIES



MULTI-SENSORY ENGAGEMENT

EARLY LEARNING

SEE SAMPLES
s-w.co/early-learning



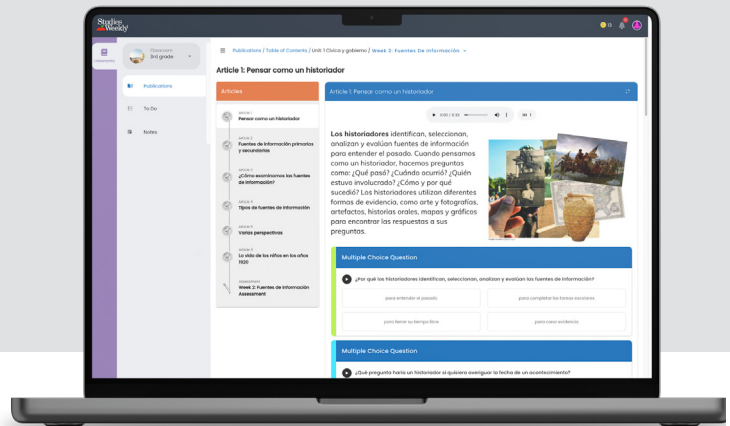
ESPAÑOL

Studies Weekly Spanish language versions of Social Studies, Science and Health & Wellness support your **ENGLISH LANGUAGE LEARNERS** with the same content and curriculum.

SPANISH VERSIONS



- Encourages reading, writing, speaking, and listening in both languages
- Incorporates Spanish **VIDEOS** and variable speed **AUDIO READER**
- Includes **READY-MADE** and **CUSTOMIZABLE** assessments
- Pairs with English print and online materials



SEE SAMPLES FOR FLORIDA
[s-w.co/florida](https://www.studies-weekly.com/florida)

IMPLEMENTATION

Your curriculum is designed to adapt to fit a variety of instructional models and session times. Review the Teacher Edition to find the best instructional fit for your students.



Sample General Lesson Planning Guide

DAY 1	DAY 2	DAY 3+
<p>LEARNING OUTCOME</p> <p>WHAT DO STUDENTS NEED TO KNOW AND DEMONSTRATE?</p> <p>INTRODUCTION</p> <ol style="list-style-type: none"> 1. PREVIEW ARTICLES AND ACTIVITIES WITHIN THE WEEK 2. VIEW RELATED MEDIA 3. READ COVER ARTICLE <p>PRE-ASSESSMENT</p> <p>USE GRAPHIC ORGANIZERS TO IDENTIFY WHAT STUDENTS ALREADY KNOW</p> <p>QUESTIONING</p> <ol style="list-style-type: none"> 1. GENERATE CONTENT-BASED STUDENT QUESTIONS 2. USE STUDENT QUESTIONS TO FORM A COMPELLING QUESTION TO DRIVE FUTURE LEARNING 	<p>LEARNING OUTCOME</p> <p>STUDENTS CAN FIND EVIDENCE TO ANSWER, SUPPORT, OR REFUTE THE COMPELLING QUESTION</p> <p>ACTIVITIES</p> <p>STUDENTS CAN PREVIEW PRINT WHILE LOOKING FOR TEXT FEATURES</p> <ul style="list-style-type: none"> • TITLES & LABELS • IMAGES & MAPS • TIMELINES & GRAPHS • BOLDED VOCABULARY <p>STUDENTS CAN ANNOTATE TEXT</p> <ul style="list-style-type: none"> • "I NOTICE ..." • "I THINK ..." • "I WONDER ..." <p>STUDENTS CAN COLLECT INFORMATIONAL DATA</p>	<p>LEARNING OUTCOME</p> <p>STUDENTS CAN FIND EVIDENCE TO ANSWER, SUPPORT, OR REFUTE THE COMPELLING QUESTION</p> <p>ACTIVITY</p> <p>STUDENTS CAN PARTICIPATE IN SHARED INTERACTIVE WRITING AS THEY RESPOND TO THE COMPELLING QUESTION WITH EVIDENCE</p>
<p>FORMATIVE ASSESSMENT</p> <p>STUDENTS CAN SHOW LEARNING BY</p> <ul style="list-style-type: none"> • READING WITH FLUENCY • TAKING NOTES AND SUMMARIZING • ENGAGING IN DISCUSSIONS IN A COLLABORATIVE SETTING • REFLECTIVE WRITING • COMPREHENSION CHECK-INS • DOING GRAPHIC ORGANIZERS • COMPLETING EXIT TICKETS 	<p>FORMATIVE ASSESSMENT</p> <p>STUDENTS CAN SHOW LEARNING BY</p> <ul style="list-style-type: none"> • READING WITH FLUENCY • TAKING NOTES AND SUMMARIZING • ENGAGING IN DISCUSSIONS IN A COLLABORATIVE SETTING • REFLECTIVE WRITING • COMPREHENSION CHECK-INS • COMPLETING GRAPHIC ORGANIZERS • COMPLETING EXIT TICKETS 	<p>SUMMATIVE ASSESSMENT</p> <p>STUDENTS CAN SHOW THEY HAVE REACHED THE DESIRED LEARNING OUTCOME BY</p> <ul style="list-style-type: none"> • ACHIEVING MASTERY OF WEEKLY ASSESSMENT • CORRECTLY ANSWERING ARTICLE QUESTIONS • COMPLETING A PROJECT CONNECTED TO THE LEARNING OBJECTIVE

SORTING STUDENT EDITIONS

We print multiple units on one printing plate to save you money so the Student Editions are printed in classroom sets that need to be collated. As you separate publications, you can sort them by themes or units and hand them out individually during instruction.

Ideas for Sorting

1

1. PUT YOUR STUDENTS IN A CIRCLE
2. ASSIGN THEM EACH A WEEK TO FIND IN THE SE
3. ONE STUDENT STARTS BY PULLING OUT WEEK 1, THEN PASSES THE REST TO THE STUDENT IN CHARGE OF WEEK 2, ETC.
4. GATHER PAPERS BY WEEKS, CLIP TOGETHER



2

2. GIVE OLDER STUDENTS A SERVICE OPPORTUNITY AND ASK THEM TO SORT

3

3. ASK A PARENT HELPER TO SORT



WHILE IT MAY TAKE A LITTLE TIME INITIALLY TO SEPARATE THE PUBLICATIONS, HAVING THE ABILITY TO FILE EACH WEEK SEPARATELY CAN ACTUALLY SAVE TIME IN THE LONG RUN. IT'S "ONE AND DONE" AND THEY ARE READY TO GO FOR THE YEAR.

USING THE PRINT EDITION

IMAGES

HELP STUDENTS VISUALIZE ABSTRACT CONCEPTS

BOLDED VOCABULARY

STRENGTHENS COMPREHENSION

Paleontologists
Paleontologists are scientists who study the history of life on Earth through fossils. Paleontologists use different fossils to understand animals and environments of the past. Their job is like a detective's job. Paleontologists use clues left behind to learn about the past.

Floored by Fossils in the Ohio Statehouse
Most of the species that have lived on Earth are now extinct. That is why fossils are so important to understanding our Earth's past. Scientists can use them to compare living things today with organisms that existed millions of years ago. Did you know that your very own state is a great place to see and even collect fossils? As your state's capitol building, the Ohio Statehouse holds many political meetings for the state government. Believe it or not, it also houses many permanent residents that are millions of years old. As you may know, most fossils are found in sedimentary rock, like limestone. The limestone in the Ohio Statehouse was quarried, or taken from an area where stone is located. Much of the floor tiling in the building is made of dark Crown Point limestone, from Vermont. Within the polished black floor of the Statehouse rotunda, there are subtle spiral shapes. These spirals are actually fossils of sea shells that lived over 440 million years ago. And that's not all you can see! Fossils like these are all around the Statehouse. There are trilobites in the northeast stairwell, a squid-like creature known as a cephalopod in the floor, and many others. All of these fossils provide evidence to support a changing Earth.

Ethofossils
When scientists want to study the behaviors of plants or animals, they observe them. That's not so easy with creatures that lived millions of years ago. Luckily, scientists sometimes come across fossils that suggest these extinct organisms' behaviors. These types of fossils are called ethofossils. Based on the evidence that ethofossils provide, scientists can infer, or guess, what types of behaviors fossilized plants and animals had. Look at the following examples of ethofossils. What do these fossils tell you about their organisms' behaviors?

- 1 Footprints of saurpods
- 2 Fossil of snake within saurpoid nest
- 3 Fossil of an insect creature sitting on top of its nest of eggs
- 4 Fossil of a fish with a smaller member of its own species caught in its throat

Structure and Function
All animals' body parts have a purpose. A bird's wings help it fly, and a fish's gills allow it to breathe. A giraffe's long neck allows it to eat food from tall trees. Paleontologists use this big idea to understand dinosaurs.

A Brachiosaurus had spoon-shaped teeth to help it get the leaves off a tree's branches.

The Pachycephalosaur had a thick skull, like a football helmet, which helped protect its head.

The Stegosaurus had big, bulky legs that could hold up its heavy body.

The structure of fossils has helped paleontologists understand how dinosaurs behaved. It also helps them understand where dinosaurs lived.

Detective!
Match each fossil with its environment. Think about what picture of each fossil tells you about its function.

- Whole fossil
- Trilobite
- Sea lily
- Clam
- Pterodactyl
- Brachiosaurus
- Ocean floor
- Land
- Sky
- Open ocean
- Near the rocky shore
- Ocean reef

CLOSE READING

STUDENTS HIGHLIGHT MAIN IDEAS AND SUPPORTING DETAILS

WRITING

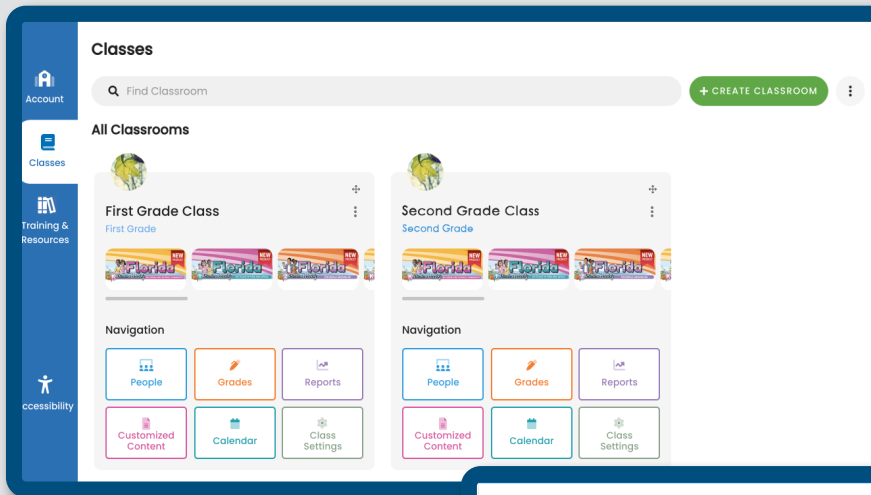
STUDENTS HAVE ROOM TO RECORD NOTES AND COMPLETE ACTIVITIES

HOW TO | PRINT

Find teaching strategies, lesson plans, graphic organizers, assessments, and activities in your **TEACHER EDITION**.

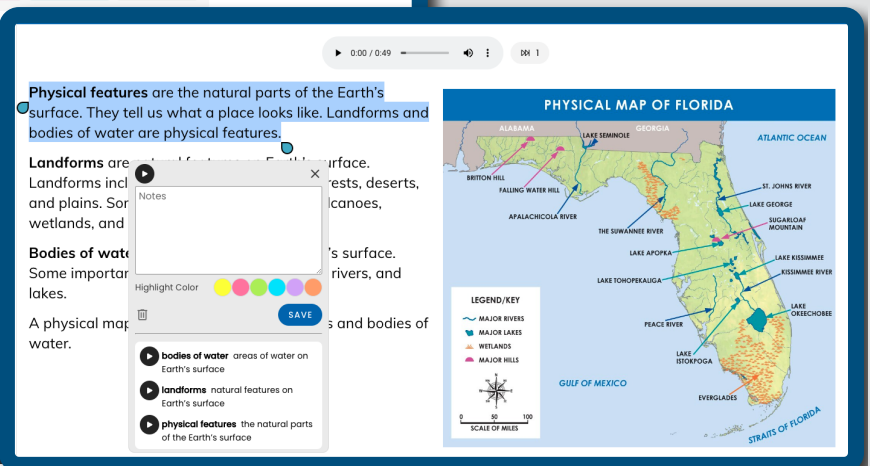
STUDIES WEEKLY ONLINE

This user-friendly digital learning program pairs with the printed materials. Similar to popular LMS platforms, it appeals to all learning styles with easy-to-use lesson plans, videos, and activities.



**PLAN YOUR LESSONS,
ASSIGNMENTS, AND
ASSESSMENTS ALL IN
ONE PLACE**

**USE AUDIO READER
VIEW RELATED MEDIA
HIGHLIGHT & ANNOTATE TEXT
GOOGLE CLASSROOM INTEGRATED**



**MONITOR STUDENT
PROGRESS INDIVIDUALLY
OR AS A CLASS WITH
JUST A FEW CLICKS**

GETTING STARTED ONLINE

Visit online.studiesweekly.com and log in.

NOTE: BECAUSE YOUR SCHOOL OR DISTRICT MAY USE A ROSTERING PROCESS TO CREATE YOUR ONLINE LOGIN, PLEASE CHECK WITH THEM FIRST. FOR ROSTERING HELP, SEE PAGE 24

Onboarding Guide

This downloadable PDF takes you step by step through the new Studies Weekly Online platform.

Keep this guide handy for easy reference.



s-w.co/online-guide

Onboarding Webinar

This webinar recording gives you an in-depth look at navigating the new platform.

You can stop and pause while taking a look at your own account.



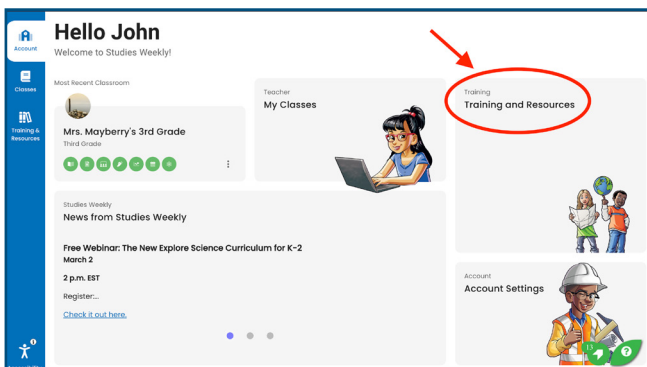
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60 min.

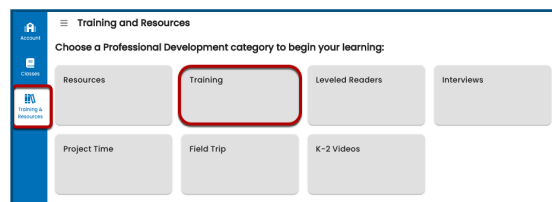
Training Tab

The Training Tab on the dashboard is full of short "How To" training videos.

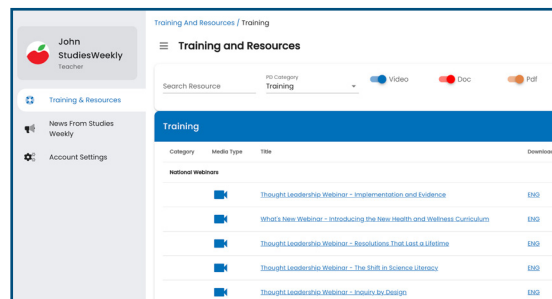
1. Log in at online.studiesweekly.com
2. Click on the Training and Resources Tab on the dashboard



3. Click on the Training Tab



4. Click on the training topics you need



CUSTOMIZED PD

All sessions can be customized to fit your needs by:

- Content area
- Instructional focus
- Mode of delivery
- Grade level
- Learning outcomes
- Audience



Onboarding

Introductory sessions provide educators new to Studies Weekly with initial training and a guided tour of the print and online publications

Prerequisite for intermediate or advanced sessions



Instructional Modeling

Intermediate/advanced sessions provide instructional modeling to engage in hands-on experiences with the print and online publications



Train the Trainer

Intermediate/advanced sessions provide teacher leaders with professional development coaching in Studies Weekly



Curriculum Coaching

Sessions provide administrators and curriculum teams support in aligning Studies Weekly publications with local curriculum for sustained implementation

Studies Weekly means LOTS OF SUPPORT



Teacher Advocate



The Teacher Advocate is a unique offering for classroom teachers. Our teacher advocates have 15+ years of in-class experience, and a desire to help all Studies Weekly teachers be successful.*

Teacher advocates are available via scheduled calls, email, or Google Meet. Your teachers can ask for assistance with lesson planning, activities, learning strategies, or to just bounce ideas off someone familiar with the curriculum.

“When Studies Weekly offered to hire me as a teacher advocate, it was hard to imagine leaving my students,” one Studies Weekly Teacher Advocate says. “But, I love the Studies Weekly’s vision of engaging children in the learning process and how that empowers students.”

“I want all teachers to feel confident, excited, and successful in implementing curriculum so that all students reap the many benefits. This in turn will positively affect society as a whole. That is my goal.”

*TEACHER ADVOCATES ARE NOT AVAILABLE FOR HOMESCHOOLS



CONTACT US TO CUSTOMIZE YOUR PD
OR CONNECT WITH A **TEACHER ADVOCATE**
s-w.co/pd

Florida Social Studies

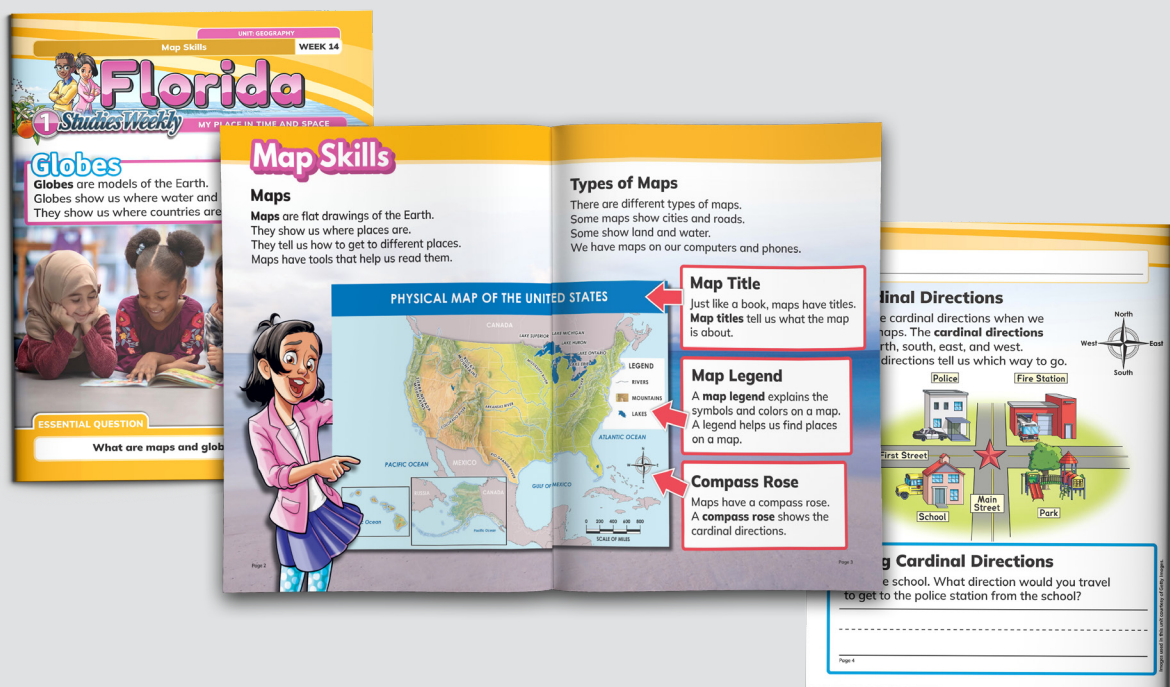
Your new customized Florida Social Studies curriculum is fully aligned to the latest Florida Next Generation Sunshine State Standards for Social Studies, including revised Civics and Government standards; and the Florida state assessment standards, with focus on progress monitoring. The new materials also meet the cross-curricular integration of BEST standards for ELA, ELD, Health and Math.

In addition, the curriculum aligns with the new Holocaust Education Standards. Lessons are carefully crafted to introduce the Holocaust in historical context, and safely take students into this difficult topic and safely back out.

We aim to represent all voices and experiences from Florida history, and the new curriculum includes more Florida-specific content. Each publication is built on engaging articles, and primary and secondary source images, documents, and data that use grade-level appropriate chunks of information to scaffold and focus student research. Sources are contextualized in foundational concepts, guided evaluation, and application. Florida experts have provided general domain knowledge of geography, civics and/or government, economics, and history with a throughline of culture as applicable.

The Teacher's Edition provides article-by-article lesson plans based on Hattie and Marzano's strategies, and the research-based methodologies of John Lee, Kathy Swan, S.G. Grant, Timothy Shanahan, Douglas Fisher, Nancy Frey, Carol Ann Tomlinson, and others.

Article-level assessments include text-dependent questioning to measure engagement and understanding, while weekly assessments measure standards-based concepts.



Science

Studies Weekly also has a complete science program aligned with the Next Generation Science Standards. It incorporates the well-known 5E model for those who prefer that instructional approach.

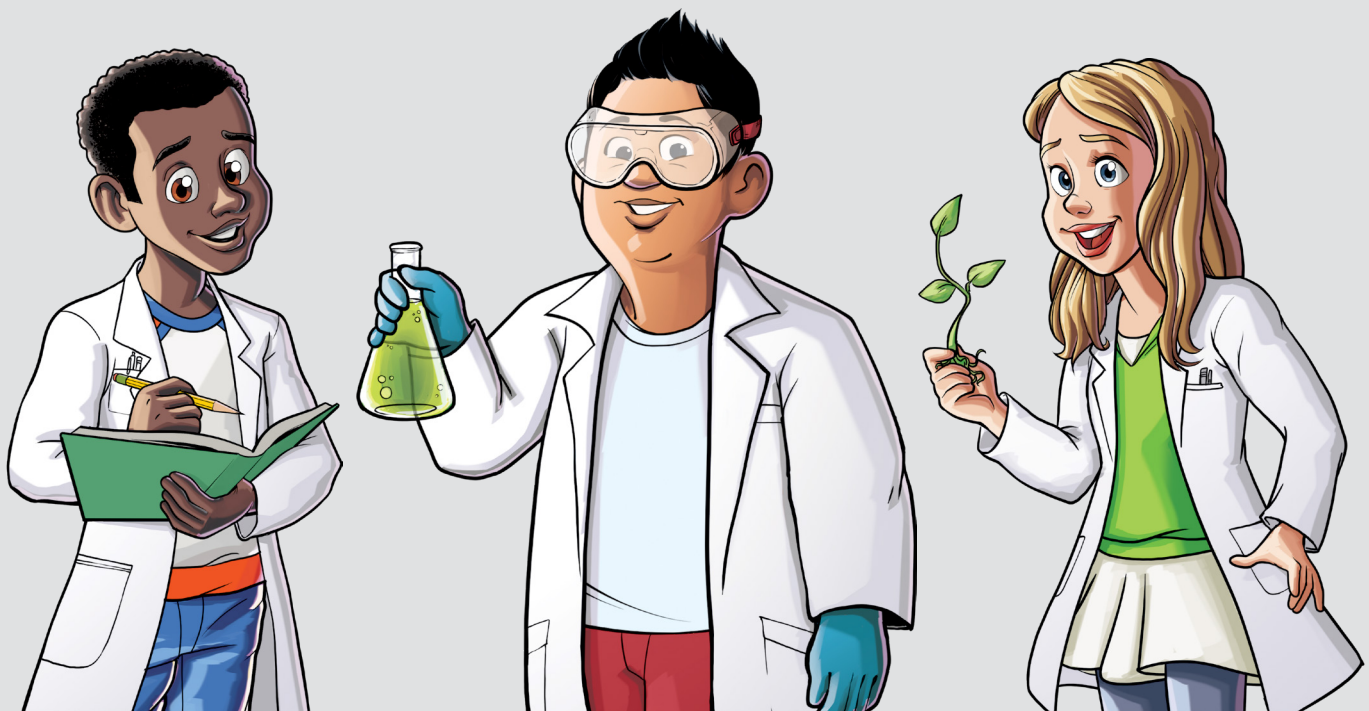
Student-relevant phenomenon drives instruction. Each lesson begins with an observable event, sparking questions about how and why, so students organically learn to make sense of natural phenomena.

Weekly lessons also align to performance expectations while supporting the K-12 Framework's 3D approach to learning. Lessons include formative assessment questions, with a weekly summative assessment of 3D learning and student performance.

This approach engages students much better than traditional science instruction because doing science is the best way to learn science. We emphasize age-appropriate hands-on learning as an integral element of all curriculum levels.

Engineering is very prominent in this curriculum and is featured throughout K-5. Students learn through dedicated engineering weeks in early grades, while upper-grade students experience integrated science and engineering practices and crosscutting concepts throughout weekly lessons.

Nonfiction articles also give students a literacy approach to science and help contribute to making sense of the driving questions they derive from the anchoring phenomenon, with embedded and relevant writing prompts.



REPRESENTATION

Because all students should have an entry point into learning, we provide extensive scaffolding and access for those who are differently abled through screen readers, multimedia content, and lessons incorporating multiple learning modalities. Lesson plans include embedded ideas for differentiating instruction based on content, process, and product.

Representation of diverse student populations, and locations help all students see themselves in the publications and see positive representations of groups other than their own.

Studies Weekly's content is carefully presented according to standards and based on facts while avoiding shaming, excluding, or erasing any population, whether dominant or minority. We seek to provide a positive and wholesome learning environment for all students.

INDIGENOUS PEOPLE

Studies Weekly curriculum experts have reached out to tribal leaders and tribal organizations for their preferences regarding multi-tribal designation or terminology.

Whenever possible, most prefer to be called by their specific tribal name, and when referred to as a multi-tribal group, they prefer the terms American Indian or Indigenous People.

Since there isn't a consensus on this, we often use the terms Indigenous People, Native American, and American Indians interchangeably when referring to more than one tribe. The term "American Indians" is predominantly used in Texas standards, so we align with that.

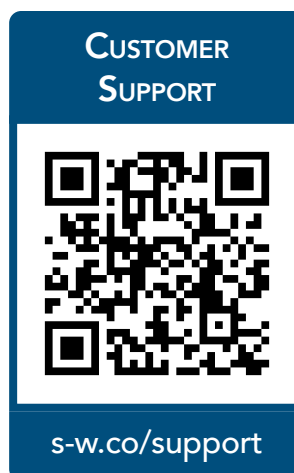
CRT

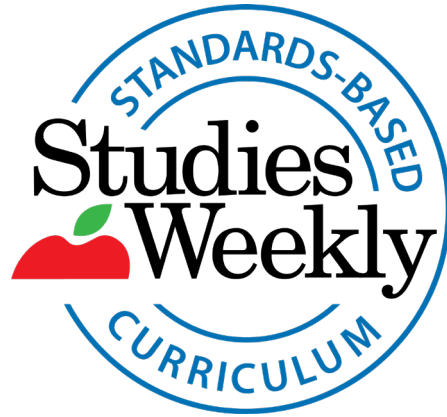
Critical Race Theory, or CRT, describes a legacy of discrimination and racism in American history.

We provide accurate and engaging social studies, science, health, and other curricula aligning with your state's standards. Studies Weekly does NOT take a stance regarding what should or should not be included in your curriculum. We leave those decisions up to your Department of Education. Studies Weekly's curriculum does NOT include CRT, per your state guidelines.

RESOURCES

These additional resources can help you determine how Studies Weekly works with your standards and instruction.





We're here to help!
studiesweekly.com/contact
(866) 311-8734