



A HIGHER STANDARD FOR EDUCATION



From standards to classroom
success — we've got you covered.

dive in!

ABOUT STUDIES WEEKLY

Studies Weekly seeks to empower every young learner with a quality education based on standards and backed by research. This comprehensive curriculum encourages students to become engaged and responsible citizens who think critically, communicate effectively, solve problems, and make informed decisions.

Thousands of schools across the United States trust Studies Weekly to deliver rigorous educational solutions that engage students and support teachers and administrators.

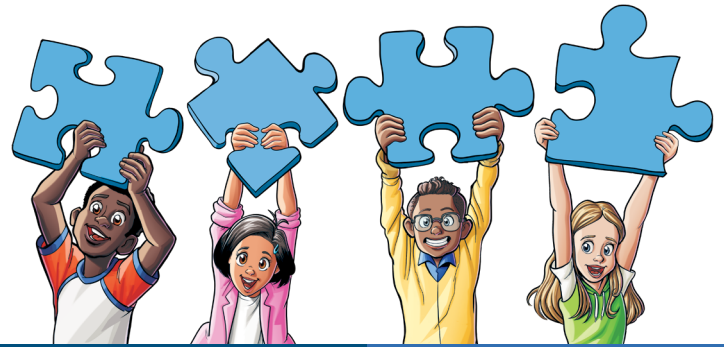
With Studies Weekly, success is within reach of every student!



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COMPREHENSIVE CORE CURRICULUM



	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	✓	✓
TEACHERS CAN DIFFERENTIATE CLASS MATERIALS TO MEET DIVERSE STUDENT NEEDS	✓	✓
STUDIES WEEKLY!	✓	✓

WHAT COMES WITH STUDIES WEEKLY



Teacher Edition

Spend less time planning and more time teaching.

- Ready-made lessons
- Essential questions
- Activities & assessments
- Standards correlations
- Material lists



Online Platform

Engage all students and expand their learning!

- Exclusive video library
- Audio reader
- Rewards system
- Customizable content
- Teacher resources



Printables

Each unit includes multiple lesson supports, graphic organizers, activity sheets, flash cards, and word wall cards to **REINFORCE** and **EXTEND** student learning.



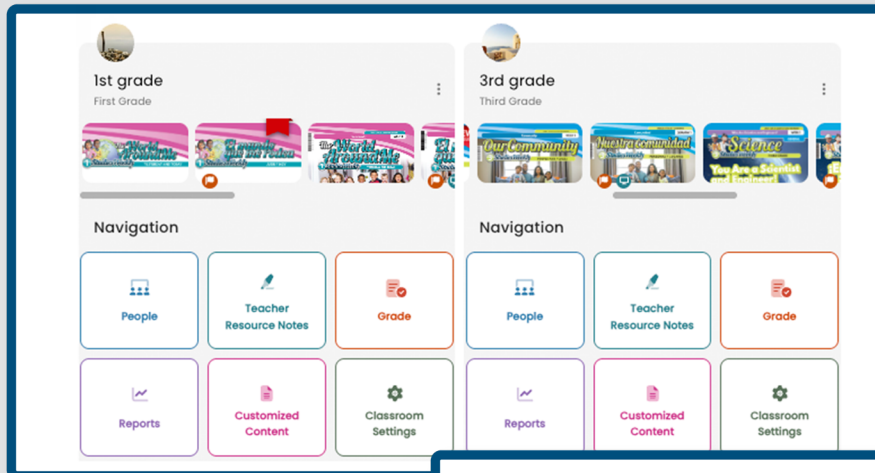
Student Artifacts

CUT IT. CONSUME IT.

Students can make the print publications their own by highlighting and annotating on it. Use Student Editions to create student artifacts and assess knowledge.

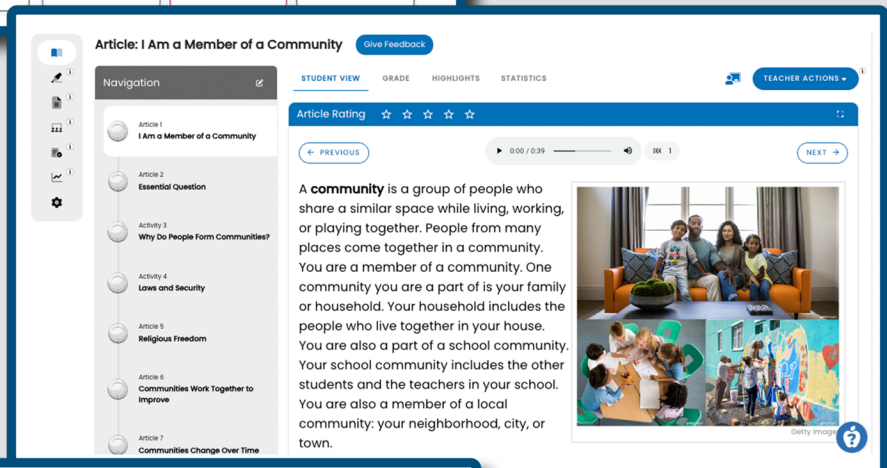
STUDIES WEEKLY ONLINE

Our user-friendly digital learning program is used by over **1.7 MILLION TEACHERS** and **STUDENTS**. It is similar to popular LMS platforms and appeals to all learning styles with easy-to-use lesson plans, videos, and activities.



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

**BUILT-IN AUDIO READER
TEXT ANNOTATION TOOLS
AUTO-GRADED ASSESSMENTS
GOOGLE CLASSROOM INTEGRATION**



**MONITOR INDIVIDUAL
STUDENT OR CLASS
PROGRESS WITH JUST A
FEW CLICKS**

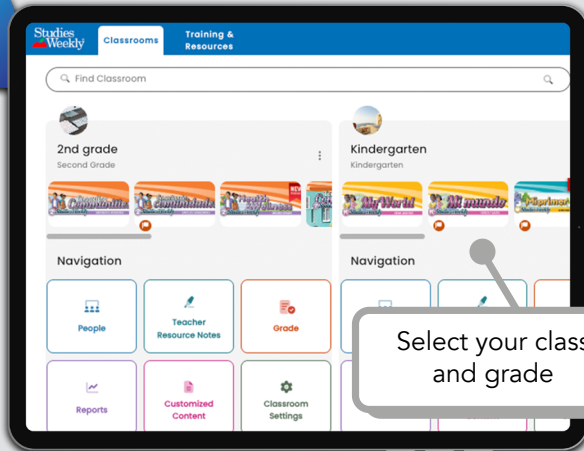
GETTING STARTED

Visit online.studiesweekly.com

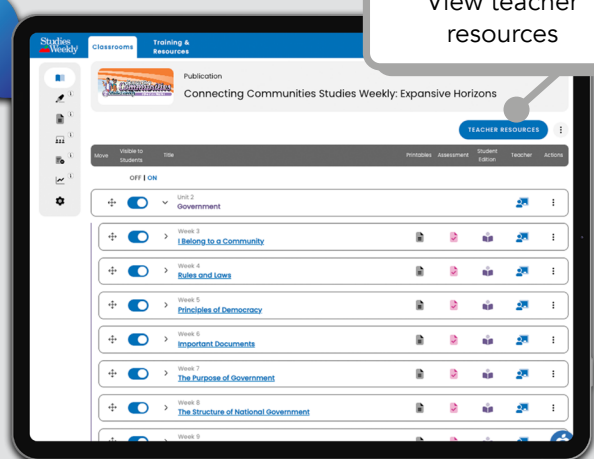
NOTE: BECAUSE YOUR SCHOOL OR DISTRICT MAY USE A ROSTERING PROCESS TO CREATE YOUR ONLINE LOGIN, **PLEASE CHECK WITH THEM FIRST.**



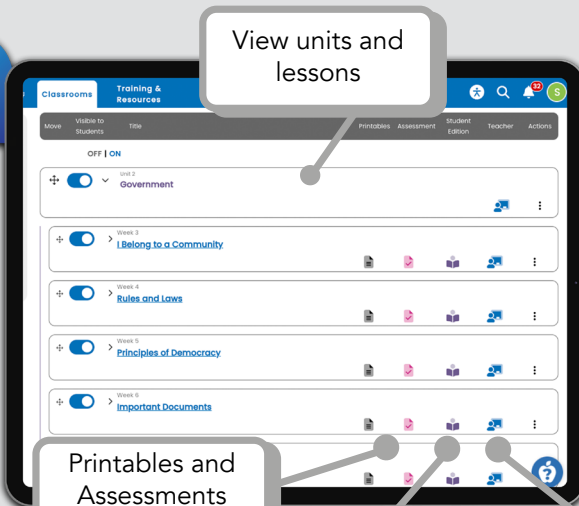
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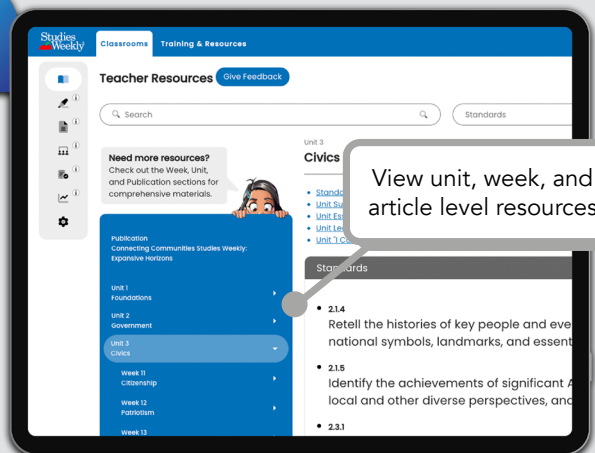


Printables and
Assessments

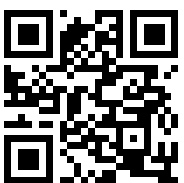
Student Edition

Teacher Edition

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View unit, week, and
article level resources

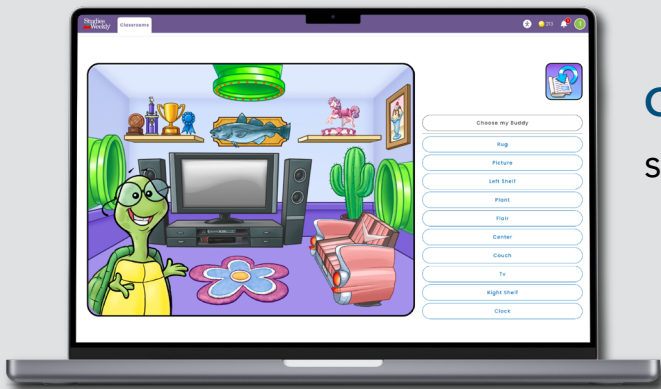


s-w.co/online-guide

SCAN FOR MORE
ONLINE HELP

GAMIFICATION AND TOOLS

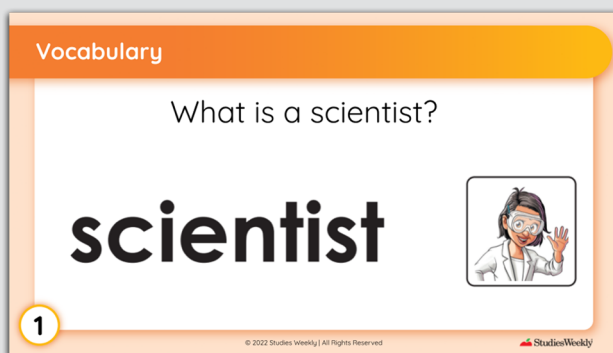
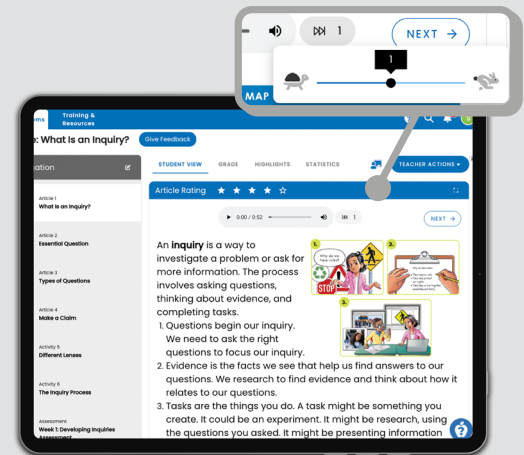
The digital platform has the same articles, images, and illustrations as print, with additional audio and video resources, so students feel comfortable accessing learning on their own terms.



GAMIFICATION encourages student engagement

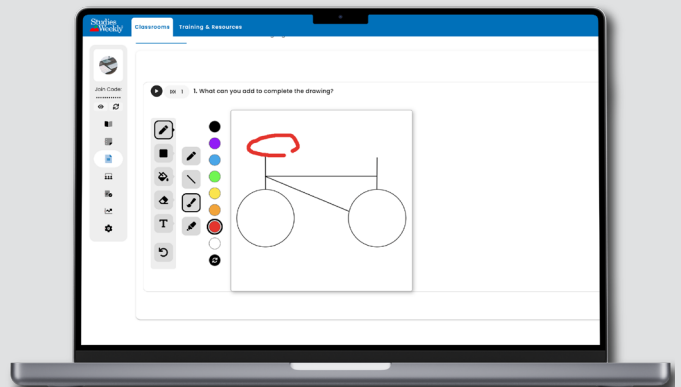
ARTICLE TOOLS include:

- Variable speed audio reader
- Highlighting & annotating tools




PRE-MADE PRESENTATIONS make lesson prep more efficient

CUSTOMIZABLE online content with editable assessments, assignments, and drawing and annotation tools



ADDITIONAL RESOURCES

Your Studies Weekly program includes many additional resources within the digital platform, to enhance and expand your teaching.



Apply What You Learned

In this lesson, you've learned about:

- the Founding Fathers and why they are important
- how individuals have influenced history

Choose one of the activities to show what you've learned:

- SPEAK:** Who do you think was the most important Founding Father? Tell your class your choice and explain your answer.
- RESEARCH/WRITE:** Use an online encyclopedia or other resource to learn more about one of the Founding Fathers. Write a paragraph about the person you chose.
- WRITE:** Imagine what the Founding Fathers would look like and who they might be if this group was formed today. Brainstorm a list of leaders you think would make good modern Founding Fathers. Share your list with the class.

StudiesWeekly

Scaffolded
**ENGLISH LANGUAGE
DEVELOPMENT** slides

Colorful **PRIMARY
ANALYSIS** tools

Name _____ Date _____

Analyze a Map

STOP and LOOK

Is it black and white or color?

Are these evident?

Is there a title? If so, what is the map called?

THINK and GIVE EVIDENCE

When do you think the map was drawn? What is your evidence?

What place or places are represented? What is your evidence?

What can you infer by the way the map was drawn?


ASK QUESTIONS


What could be added to help you understand it?


What other questions do you have?


StudiesWeekly 211942


Explore More Coins Collected: 0 Coins Remaining: 240


**Image**
The Jazz Singer 1927 Poster

**Video**
What is Jazz Music?

**Video**
U.S. Culture Intro

**Video**
The Roaring '20s Intro

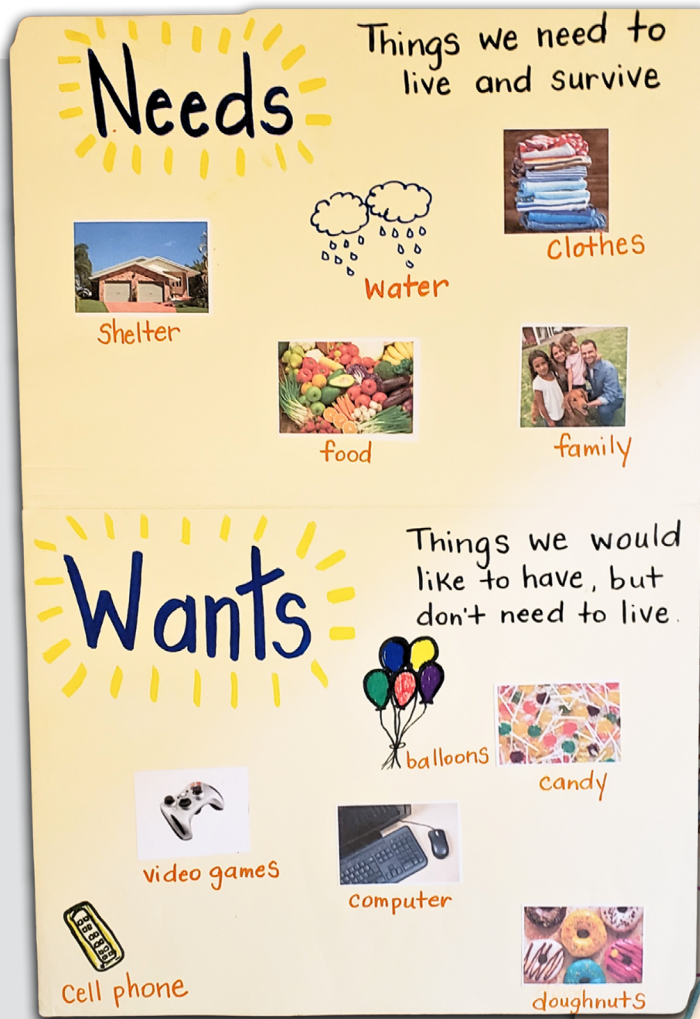
**Image**
Jazz Band

**Video**
Amelia Earhart

Additional **ONLINE
SOURCES**

STUDENT ARTIFACTS

Because Studies Weekly is a consumable program, students can cut out images and information from the print publication to create artifacts. By doing this, they own their individual learning, articulate their thinking, develop a growth mindset, become problem solvers, and tap into creativity and organizational thinking skills.



Name: _____ Date: _____

Defining Chart

Work with a partner or in a small group. You will brainstorm ideas you already know about the topic. Your teacher will tell you what to write in the center circle. In the outside circle you will write words or draw a picture to show the topic in context.

Rosa Parks

1955 she helped get laws changed.

She was arrested.

She was willing to give up her freedom for others.

She wanted equal rights for all African Americans.

Bus boycott lasted 381 days.

Supreme Court changed the law.

Rosa Parks was Brave.

StudiesWeekly

Respectful people follow the rules. We show respect by waiting our turn.

take care of plants

Respect

stand for pledge

Recycle

Be Happy

raise hand / speak nicely

Cause → Effect match

Light Is Energy

You can tell light is energy. You can feel the warmth from the firelight. You can feel the warmth from the sun. You can feel the warmth from a lightbulb when the light is on.

Light Makes Colors

Colors are made from light. Light is made of wavelengths. Each wavelength is a color. Grass is green because the green wavelength bounces off the grass and into our eyes.

Using Light

Humans can use the energy from light. We use light to see and cook. How do you use sunlight?

Light Moves as a Wave

Light moves as a wave. It travels very fast. When you turn on a light, you can see the light right away.

What is light?

Cause and Effect

Understanding Cause and Effect

Cause and effect can help you understand why things happen. Scientists use cause and effect to understand the world. Engineers think about cause and effect in their designs.

CAUSE → EFFECT

CAUSE → EFFECT

CAUSE → EFFECT

EDUCATOR SUPPORT

At Studies Weekly, we believe every educator deserves equitable access to effective, ongoing training and support. Our programs offer student and teacher-friendly resources, Professional Development opportunities, and a partnership with dedicated teams ready to assist you every step of the way.

Our Professional Development and Customer Support teams partner with you to help you reach your professional, classroom, and implementation goals.

Support options include:

- Step-by-step Onboarding Guide available to all educators
- Training resources and videos available in Studies Weekly Online
- Professional Development that can be built around your school or district needs
- One-on-one help from a Teacher Advocate
- Free weekly Teacher Talk Q&A sessions
- A comprehensive Help Center filled with useful articles, videos, and step-by-step guides
- A friendly Customer Support team that can troubleshoot issues with orders, shipping, technical difficulties, rostering, etc.



CUSTOMIZED PD

All sessions can be tailored to fit your needs by:

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



Onboarding

Receive introductory training in your print publications and online platform



Instructional Modeling

Demonstrate effective teaching strategies in real classroom settings



Train the Trainer

Coach leaders in Studies Weekly professional development



Curriculum Coaching

Support for aligning Studies Weekly publications with local curriculum

**Studies Weekly awards PD credits for every completed PD session*

UNIT: CREATING A NEW NATION

America on the Move **WEEK 31**

Our Nation

Studies Weekly

AMERICAN FOUNDATIONS

The Missouri Compromise

the petitions were presented to Congress, and the debate over Missouri statehood began. Congress was concerned about Missouri's entrance into the Union as a slave state. "Slave states" were states that allowed slavery within their borders. If Missouri was admitted as a slave state, it would upset the balance between slave states and free states already in the Union. It seemed impossible to reach a compromise that would allow Missouri to join the Union.

James Tallmadge Jr., a congressman from New York, had an idea. He proposed that if Missouri became a state, slavery should gradually be made illegal there. Enslaved people would no longer be allowed to be brought into Missouri. Additionally, the children of enslaved parents already living in Missouri would be free. These children could be kept by enslavers until they turned 25 years old. Then, they would be granted their freedom.

John Scott, Missouri's territorial delegate to Congress, disagreed with Tallmadge's proposal. Scott said Congress had no right to tell the citizens of Missouri they couldn't enslave people. A compromise wasn't reached. As a result, Missouri didn't become a state during this session of Congress.

In December 1819, Congress met again, and the same arguments for and against Missouri statehood arose. This time, however, someone suggested a compromise that was acceptable to both sides. The Speaker of the House, Henry Clay from Kentucky, came up with an idea that worked for both sides.

At this time, the territory of Maine also wanted to become a state. Clay proposed that Maine could join the Union as a free state, while Missouri could enter as a slave state. He also suggested that slavery be prohibited in the rest of the Louisiana Purchase territory. The terms of the Missouri Compromise would have lasting effects on the United States. It would eventually lead to civil war.

What was the purpose of the Missouri Compromise? Underline or highlight evidence in the text to support your answer.

THE MISSOURI COMPROMISE, 1820

James Tallmadge Jr.

John Scott

ESSENTIAL QUESTION

How did innovations in technology and transportation influence westward expansion?

and Transportation

was expanding. People from the eastern land in the West. People were on the move, and the exchange of ideas. It also technology to make that movement possible still have wants and needs.

of the canal for transporting goods to market made New York City the nation's busiest harbor.

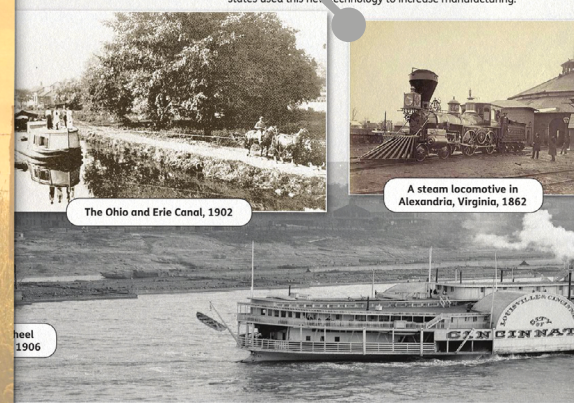
Steam Engines

Science advanced in the 1800s to control steam pressure. This was used to create better transportation on water. A steam engine was created by burning coal under a pot to boiling, which created steam. This steam was used to move mechanical parts. In 1829, this triggered a new industry. Americans imported the steam engine from England. This triggered a new industry. Americans imported the steam engine from England. This triggered a new industry. Americans imported the steam engine from England. This triggered a new industry.

Primary sources

used tax money to pay workers to dig the canals. Workers used shovels and carts. Albany, New York, to Buffalo, New York, an-made waterway in North America. Use

more cargo and do it faster than horses or oxen could. Transporting goods and people became faster. The dependability of the machines led to predictable schedules for getting goods to market. The northern states used this new technology to increase manufacturing.



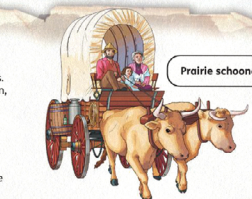
Wagons

built by German immigrants, near the purpose was right. Skilled workers with U-shaped iron helped in shifting and part. The gates made loading and unloading easier. Canvas was used to cover the goods from the weather.

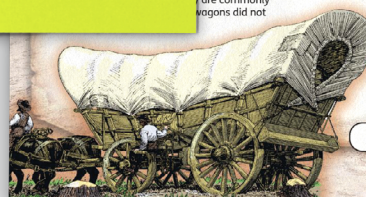
generally used to transport goods, but were commonly used by pioneers moving west in the 1800s.

ride on the wagon itself. Instead, the driver traveled with the wagon in one of three ways. One was to walk on the left side of the wagon, where the brake was installed. Another way was to stand or sit on a "lazy board," also on the left side, which was a piece of wood they could pull out to ride on. Finally, they could ride on the horse closest to the front left side of the wagon to be close to the brake.

Conestoga wagons were used in much the same way truck trailers are used for hauling goods today. The wagons were so large they often didn't or couldn't move out of the way of oncoming traffic. Other wagons and travelers had to move over to pass the Conestoga wagons. They moved to the right so the left side of each vehicle faced the center of the road. This practice was the origin of why Americans drive on the right side of the road and the driver's seat is on the left side of the car!



As more and more people began to make their way into the West, common farm wagons were modified for families to move across the Plains. Farm wagons were lighter and more practical to use than the Conestoga wagons, which were too heavy. These modified farm wagons were called prairie schooners or covered wagons. They typically had flat floors and riding boards in front for the driver to sit on. Prairie schooners became the most common type of wagon used by pioneers moving west in the 1800s.



Conestoga wagon

STUDENT EDITION

PRE K-6 SOCIAL STUDIES

A comprehensive curriculum that encourages students to become **ENGAGED** and **RESPONSIBLE CITIZENS**.

The Cotton Gin

Eli Whitney invented a machine that simplified the work of removing cotton seeds from harvested cotton. The southern plantations grew cotton using the work of enslaved people. One enslaved worker could only remove seeds from about one pound of cotton a day. At this speed, farmers did not make much money from cotton. Then Whitney built the cotton gin. The gin was a large wooden box with a crank on the side. The machine could separate the seeds from cotton quickly. It could process 50 pounds of cotton a day. This meant more cotton could be grown, harvested, and sold. The cotton industry expanded. Plantations grew. The new territories in the west could grow cotton. With the rise in cotton production, more workers were needed. Therefore, the need for enslaved people to work the plantations grew.

The southern states were invested in agriculture and the plantation system of using enslaved people for labor. The economic growth in both regions would be a cause of conflict over the first 50 years of the 1800s.



Eli Whitney, illustrated by John Roffe, 1810

SOUTHERN COTTON GIN CO.



MANUFACTURE HAND GINS

Power Gins from 30 to 80 Saws.

SOUTHERN COTTON GIN CO.

NEW ORLEANS, LA. 40 MILE STREET, NEWTON

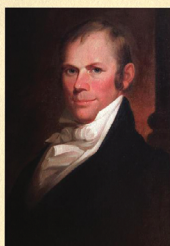
Henry Clay and the American System

The War of 1812 created debt for the United States government. There was no plan on how to pay this debt. Henry Clay of Kentucky created a plan. He saw an opportunity to reshape and strengthen the economy in the United States. Clay called the plan the American System.

Clay's plan involved setting a tariff on imported goods. This would make imported goods more expensive than local goods. The second part of Clay's plan was to establish a Bank of the United States. The bank would set the currency, or system of money, to be used in the country. Prior to 1820, the United States did not print much money or make coins.

The final part of Clay's American System was connecting the nation through transportation. Clay wanted to grow the economy by promoting trade within the country. He didn't want to export all goods overseas. The United States needed a fast, efficient network to move goods. Small dirt roads made for horses and buggies weren't enough. Clay proposed a network system of canals, railroads, and new, larger roads. He planned to pay for this system with the new tariff and a sale of public lands for settlement in the west.

Not everyone liked Clay's American System. People in the southern states felt the tariff was unfair for them to pay. The tariff would impact their cotton sales outside the country. They had rivers to transport goods. They didn't want to pay for canals. Clay's vision did much to create and establish the nation's economic and agricultural. The step to greater federal



Henry Clay by Matthew Harris Jouett, 1817

Bolded vocabulary

Immigration

People moving from place to place in the world is called migration. The motivations for people migrating are called "push-pull factors." A push factor could be considered forceful, or negative. Usually, a push factor is when a person's way of life is in danger.

The danger could be because of war, persecution, famine, or any other factor that endangers the welfare of a person or a family.

A pull factor could be considered an attraction or draw to a place. Usually, a pull factor is when a person wants something more in their life. Leaving a location would then be considered a positive. A pull factor could be the availability of land, new jobs,

better climate, fewer natural disasters, and other things. Push-pull factors work together. We consider them when we study movement. Historians look at push-pull factors to analyze the past.

From 1800 to 1850, many things were happening around the world. Countries in Europe were experiencing continual wars. People living in the path of armies had push factors to **emigrate** to America. The pull factor was not living in a war zone.

In Great Britain, people were being pushed off their rented land. Often, landlords found they could make more money by using the land for animals. In some cases,



Irish immigrants, from an issue of Harper's Weekly, 1874

the landlord paid for the tenants to emigrate. Some tenants emigrated to Australia. Some emigrated to America.

In Ireland, there was a famine when the potato crops failed. Millions of Irish people were pushed by starvation to emigrate to all parts of the world. The

pull factor in America was more resources than they had in Ireland.

The American slave trade was illegal after 1808. In Africa, many people were still captured and forced (push factor) into enslavement and brought to America illegally and against their will.

All those people coming to America gave Henry Clay's American System the labor it needed. America's canals, railroads, and roads west were built by the work of many newcomers.

Maps identify locations of key places

Expansion in the United States, 1787-1850

Questions about the territorial expansion of the United States by comparing the maps. Circle the key map. Locate the compass rose and scale on each map.

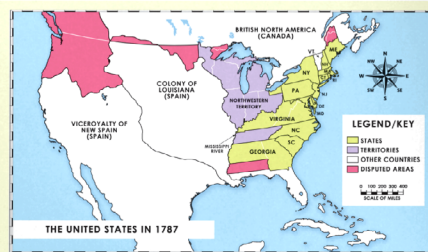
"The United States in 1787"

What was the border of the United States in 1787?

What territory change from 1787 to 1804?

What territory was added to the United States between 1787 and 1804?

What territory, as shown on the map, was owned by the United States in 1787?



"The United States in 1804"

What was the border of the United States in 1804?

How much bigger the United States was in 1804 than in 1787?

What territory was added to the United States between 1787 and 1804?

What territory, as shown on the map, was owned by the United States in 1804?



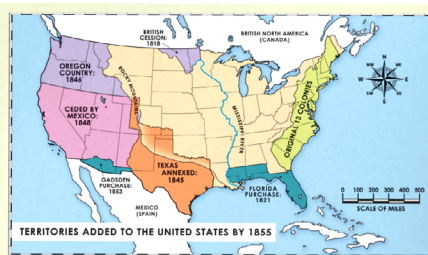
"The United States in 1850"

What was the border of the United States in 1850?

How much bigger the United States was in 1850 than in 1804?

What territory was added to the United States between 1804 and 1850?

What territory, as shown on the map, was owned by the United States in 1850?



What do the words "ceded" or "cession" mean? Use a dictionary, if necessary.

What does the word "annexed" mean? Use a dictionary, if necessary.

Materials Needed:Graphic organizer Push and Pull Factors Categorizations

Push and Pull Factors Categorization

Push Factors

Pull Factors

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Online Related Media (Explore More)

Suggested lesson
guide

Vocabulary: N/A

High Impact Teaching Strategies: M

Lesson Plan:

1. Guide students through the c
2. Have students use a blank p
3. Have students compare thei
4. Having students create the s

Article Assessment Questions:

1. What is the minimum number

Multimodal learning
activities

UNIT: CREATING A NEW NATION

America on the Move

WEEK 31



AMERICAN FOUNDATIONS

Summary of the Week: Students will be investigating the energy and ideas of a new country. With the Revolution behind them and a government in place, the people had the opportunity to create their own future.

Standards: N/A**Teacher Background Knowledge:** N/A

Notes for Teacher: The sequence of articles in this week is designed to build and support the learning of concepts for students.

Essential Question: How did innovations in technology and trans westward expansion?

Learning Objective: Students can examine how different techn transportation established in the United States contributed to the expanding nation.

"I Can" Statement: I can examine how different technologies and types of transportation established in the United States contributed to the growth of the expanding nation.

Student Edition Vocabulary and Phrases:

canal: a large channel dug in the earth that is filled with water for boats to use

emigrate: to move from place to place in the world

push-pull factors: the motivations for people who migrate

Language for Social Studies Learning: N/A

PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.

Name: _____ Date: _____

Transportation Mapping 1800s

Use this map to plan a transportation route that links manufacturing hubs to the markets in the 19th century. Include canals, mountain ranges, rivers, and railroads. Label the borders of the United States in 1840, and include cities such as New York City, Chicago, St. Louis, Boston, Atlanta, Baltimore, Washington, D.C., Philadelphia, Charleston, Jacksonville, and Pittsburgh. Then create a key for your map.



KEY/LEGEND

Name: _____ Date: _____

The Telegraph and Morse Code

Samuel Morse created a system of transmitting messages quickly by using electricity. He sent signals along a wire by making and breaking electrical connections. His invention was called the telegraph. To send messages, he invented his own code using dots and dashes. It was called Morse code. The first telegraph message was transmitted from Baltimore to Washington, D.C., on May 24, 1844. Soon after, a whole network of wires and telegraph stations began springing up all over the country. Below is Samuel Morse's Code. See if you can decode some information about Samuel Morse using his own code.

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B	• • • •	V	• • — •
C	• • — •	W	• — • —
D	• — • •	X	• — • — •
E	•	Y	• — • — • •
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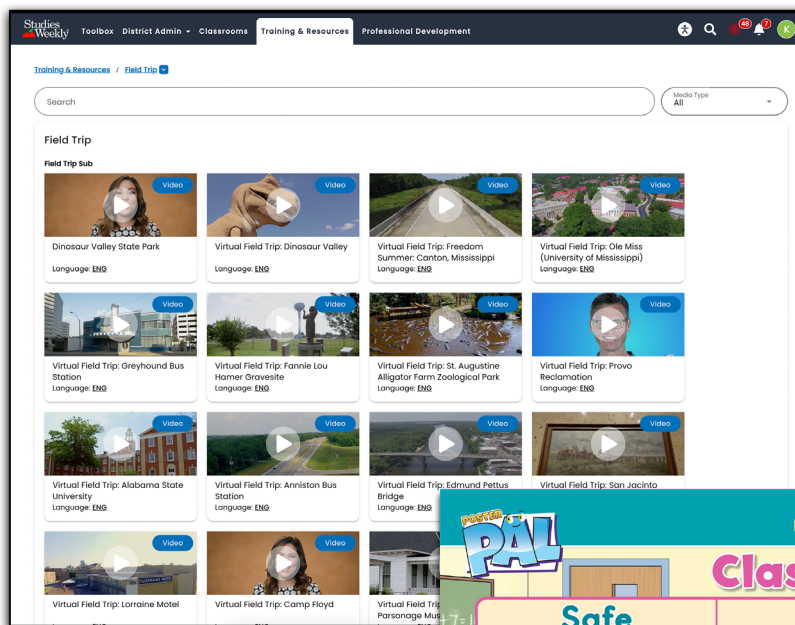
What month was Samuel Morse born? • — / • — • • / • • • • / • • • •

What did Morse do for a living? • — • • / • — / • • / • — • / —

Where was he when he thought of the idea for the telegraph?
/ • • • / • • • • / • • / • — • •

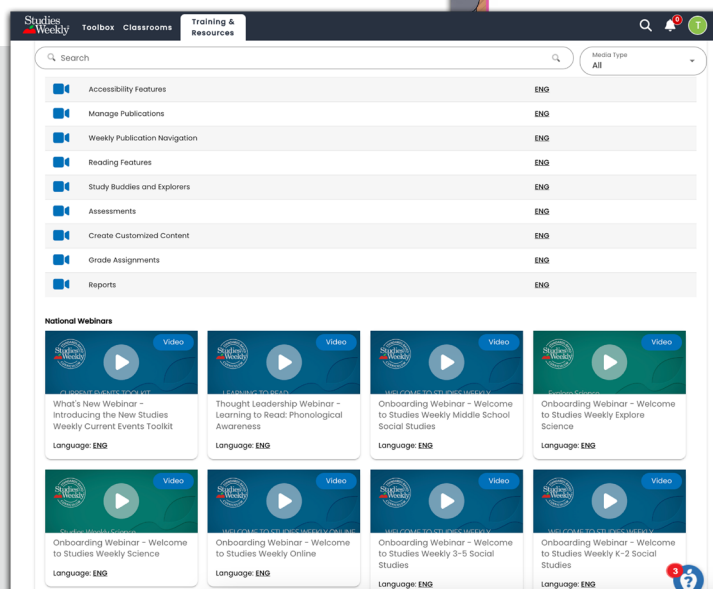
TEACHER RESOURCES

Empower teachers with comprehensive teacher resources to lessen preparation time, deepen learning, and enhance the teacher experience.



Virtual **FIELD TRIPS**

PreK–1 **POSTER PALS** for whole-group instruction



TRAINING and
ON-DEMAND PD

ASSESSMENTS

Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.

6. What part of the Missouri Compromise led to future conflict?

- Missouri had to free all enslaved people after 25 years.
- A line was drawn at 36°30' N.
- Slavery was banned in the territory.
- Maine was admitted as a free state.

31.16

7. Advances in technology increased the number of people who could be transported.


31.15

8. What two states were admitted to the Union in 1820?

- Missouri and Maine
- Indiana and Ohio
- Maine and Ohio
- Michigan and Ohio

31.14

THE LOUISIANA PURCHASE



What was the border between the Louisiana Territory and the rest of the United States?

- the Great Lakes
- the Gulf of Mexico
- the Mississippi River
- the Appalachian Mountains

Name _____ Date _____

Studies Weekly Fifth Grade: American Foundations

America on the Move

Week 31 Assessment

- Benjamin Franklin invented the steam engine.

True
False
- Match each cause to its effect.

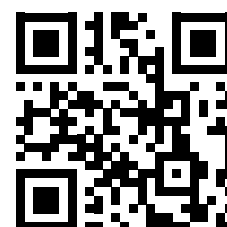
American System	allowed goods to be transported upriver
steel plow	sped up plantation harvesting
Missouri Compromise	made plowing fields for farming easier
cotton gin	delayed major conflict over slavery
steamboat	paid American war debts
- Open response: Immigration to the U.S. increased in the 1800s. What is one push and one pull factor that caused this increase?

America on the Move | Week 31

31.14



**SEE MORE SOCIAL STUDIES
SAMPLES FOR YOUR GRADE**



s-w.co/ss-sample

UNIT 14

THE BRIGHTNESS OF THE SUN AND STARS

WEEK 30

EXPLORE SCIENCE

EARTH & SPACE

5 Studies Weekly

FIFTH GRADE

Phenomenon

The sun appears larger and brighter than other stars in the sky.

Video

Class, I've brought you outside to point out an amazing scientific phenomenon right above us in the sky!

Has he lost it? It's just a sunny day ...

Exactly, Steven. It's perfect weather for stargazing.

It's happened. He's lost it.

Oh, I know. Maybe there are no stars during the day!

Well, not really. Just 'cause the sun's out doesn't mean the stars go away. They are there. We ... just can't ... see them ...?

I guess we'll need to investigate further ...

Activity 1 Phenomenon Introduction

3

Change your statements into questions.

Circle your best question.

My Questions:

CCC

Scale, Proportion, and Quantity

SEP

Asking Questions; Engaging in Argument from Evidence

Make observations

MATH


CCC

Scale, Proportion, and Quantity; Cause and Effect

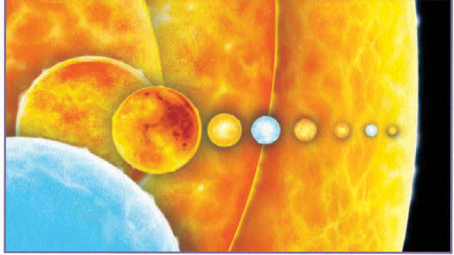
SEP

Engaging in Argument from Evidence

Which of these images shows the sun? Circle your response, then describe how you knew.



Which of these stars do you think is the sun? Circle your response, then describe how you knew.



Look at the big image of the sun. Draw how big you think the Earth is compared to the sun at that scale.

Vocabulary:

A star is _____.

The sun is a _____ at the center of our solar system.

Connect

Based on your class discussion, describe why the sun is a star and compare its size to other stars and the Earth.

What evidence did this activity provide that helps explain the phenomenon?

STUDENT EDITION

K-5 EXPLORE SCIENCE

Cover 100% of the **NEXT GENERATION SCIENCE STANDARDS (NGSS)** and encourage student-driven learning through inquiry and investigation.

Activity 3 Flashlight Investigation

1. Make the room as dark as possible.
2. Assign the following roles to your group members:
 - a. observers
 - b. shining stars (two per group)
 - c. artists
 - d. scribes
3. Get into position for the investigation:
 - a. Observers: Stand against a wall.
 - b. Shining stars: Stand a short distance away, shoulder-to-shoulder, holding identical flashlights at the same height and distance from the observers.
 - c. Artists: Prepare to draw a model of the setup, including the distance between the observers and the shining stars.
 - d. Scribes: Get ready to write.
4. As a group, create a prediction:
 - What will you see when the flashlights turn on?
 - How will their brightness compare to each other? Which light will appear larger?
5. Shining stars: Turn on the flashlights.
6. Artists: Draw a model of the setup.
7. Observers: Describe what you see. Is one "star" brighter than the other?
8. Scribes: Write down all the observations your group makes.

Two stars at the same distance

Model
Observations

Collaborate in teams

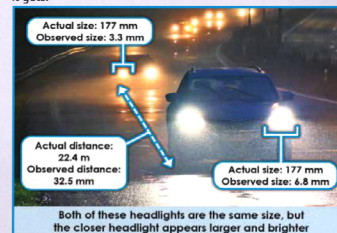
Star Light, Star Bright

Reading Strategy

Underline evidence that is relevant to making sense of the phenomenon.

SEP Engaging in Argument from Evidence

Stars are natural objects. Our star, the sun, is the biggest and brightest. In reality, the sun is only average-sized compared to other stars we see seem tiny and dim. They are so far away that the light takes time to reach us. Scientists have to use scales to describe distances. Even then, the scales they use are so large that it's hard to imagine. For example, the nearest star (other than the sun) is 4.2 light-years away. That's 2,200 football fields! The closest solar neighbor is 4.2 light-years away. Scientists use light-years to measure the extremely long distances from Earth to other stars. That is why all the other stars we see in the sky appear small and dim. Objects that are closer to you always appear bigger than objects that are far away. You might have noticed this while riding in a car at night. If a car is coming toward you, its headlights will grow brighter and larger the closer it gets.



1. Switch roles and conduct the investigation again.
2. This time, have one of the shining stars stand closer to the observers, and have the other stand as far away as possible.

3. As a group, create a prediction:
 - What will you see when the flashlights turn on?
 - How will their brightness compare to each other? Which light will appear larger?

4. Shining stars: Turn on the flashlights.
5. Artists: Draw a model of the new setup.
6. Observers: Describe what you see. Is one "star" brighter than the other?
7. Scribes: Write down all the observations your group makes.

Two stars at different distances

Model	Observations

Reflect & Connect

Use the evidence from this activity and the previous activity to construct a claim supported by evidence. Explain your reasoning.

Create a Claim: The sun appears brighter and larger than other stars in the sky because ...	State the Evidence: What evidence (observations, data, models, etc.) supports your claim to make sense of the phenomenon?	Explain Your Reasoning: Why does the evidence support your claim?

Reflect & Connect

Based on the feedback you received, how would you revise your claim, evidence, or reasoning?

Apply learning to real life situations

Phenomenon Explanation

Why the sun appears brighter than other stars. Use evidence (observations, data, models, etc.) to support your claim. Explain how your evidence proves your claim. Include the following vocabulary terms:

Applied Science Writing

Describe a time in your home, school, or community when you saw light behaving differently at different distances. Relate this experience back to the appearance of the sun and other stars.

CCC Scale, Proportion, and Quantity SEP Engaging in Argument from Evidence

Suggested lesson
guide

Week 30 Lesson Plans

Activity 1

Phenomenon Introduction — Engage

10 minutes

Materials:



The Brightness of the Sun and Stars: Phenomenon Video



Phenomenon Questioning Technique



SEP

Asking Questions
Engaging in Argument from Evidence

CCC

Scale, Proportion, and Quantity

Phenomenon Comic Strip:



Guiding Question

Why does the sun appear brighter than other stars?

Unit 14.9 The Brightness of the Sun and Stars

Objectives

Students will be able to describe the brightness of the sun and stars.

Teachers will be able to use the phenomenon to engage students in science practices.

The sun is much brighter than other stars. Rather than being a distant point of light, the sun is a large, glowing ball of gas.

Through this phenomenon, students will be able to connect the sun's brightness to its distance from Earth.

Unit Objectives

Unit Objectives

Remind students that the sun is a star, and that it is the only star in our solar system.

Have students think about the sun's brightness and how it compares to other stars.

Phenomenon

Have students think about the sun's brightness and how it compares to other stars.

Phenomenon

Have students think about the sun's brightness and how it compares to other stars.

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Phenomenon

Have students think about the sun's brightness and how it compares to other stars.

NGSS Dimensions

THE BRIGHTNESS OF THE SUN AND STARS

UNIT 14

WEEK 30

EARTH & SPACE

EXPLORE
SCIENCE

5 Studies Weekly
FIFTH GRADE

Science Standard
5-ESS1-1

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

Phenomenon

The sun appears larger and brighter than other stars in the sky.

Unit Objectives

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

Students will be able to describe that the sun is a star that appears larger and brighter than other stars because it is closer, while other stars range greatly in their distance from Earth.

Students will be able to recognize that natural objects exist from the very small to the immensely large.

SEP

DCI

CCC

Engaging in Argument from Evidence
Support an argument with evidence, data, or a model.

ESS1.A: The Universe and Its Stars
The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

Scale, Proportion, and Quantity
Natural objects exist from the very small to the immensely large.

Unit 14.1 The Brightness of the Sun and Stars — Week 30

StudiesWeekly

TEACHER EDITION

PRINTABLES


Printables help students connect with the material, extend learning, and reinforce key concepts.

Name: _____

Date: _____

Forced Perspective


The following images display the same area of the sky. Our sun is a star of average size and brightness. Use what you have learned to explain why our sun appears much brighter than the other stars.

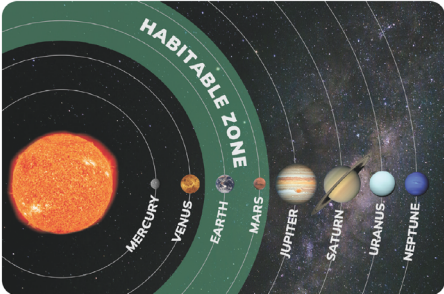


EXTENSION: Grab a camera and make your own picture with forced perspective. Place one object in the foreground and another in the background.


The Habitable Zone

Use the image to determine which planets in our solar system are outside of the habitable zone and why. Use your knowledge of heat to reason why life could not survive on each planet.



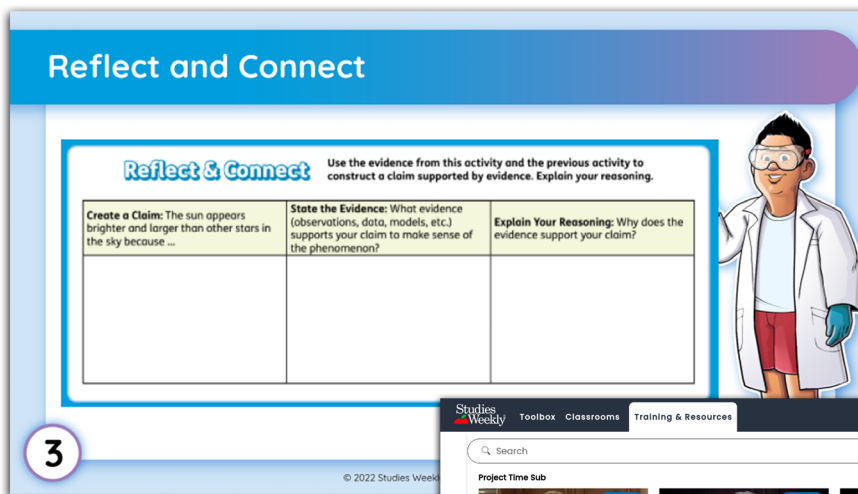


Planet	Is this planet inside or outside of the habitable zone?	Could life exist on this planet? Why or why not?
Mercury		
Venus		
Earth		
Mars		
Jupiter		
Saturn		
Uranus		
Neptune		



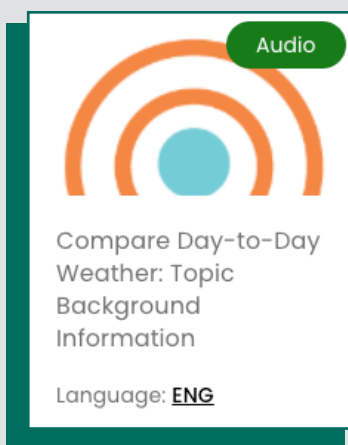
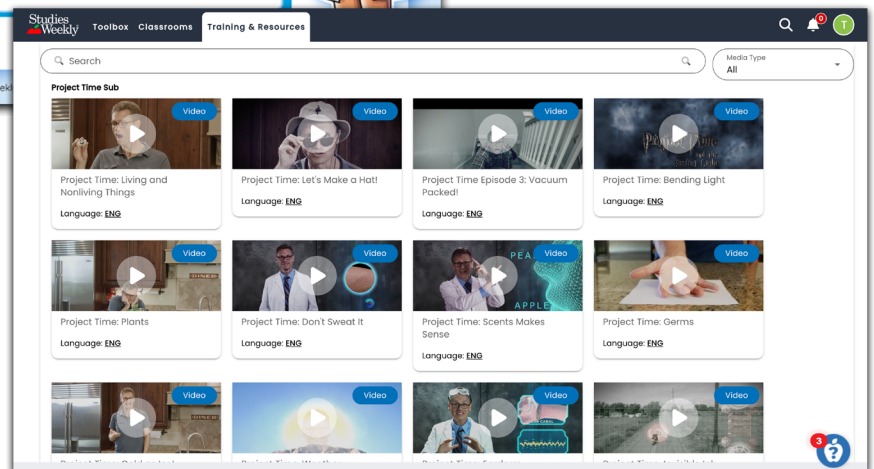
TEACHER RESOURCES

Empower teachers with comprehensive resources to reduce preparation time, deepen learning, and enhance the teacher experience.



PRE-MADE SLIDE PRESENTATIONS make lesson prep more efficient

Engaging
SCIENCE VIDEOS



BACKGROUND PODCASTS give teachers a quick refresher on the Science topics they'll teach

ASSESSMENTS

Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.

4. The moon is smaller than the Earth. Why does it appear larger than the sun?

- A. It blocks sunlight.
- B. The orbit is faster.
- C. The sun is dimmer.
- D. It is closer to Earth.

5. Study the image of the constellation Musca.

Behind the constellation is a group of stars.

Musca stand out against the cluster.

- A. Musca is closer to Earth than the cluster.
- B. Musca's stars are larger than the cluster's stars.
- C. The cluster is tightly packed.
- D. The cluster's stars are closer to Earth than Musca's stars.

6. Order these stars from dimmest to brightest.

from Earth.

YZ Ceti (12.1 light-years)

AD Leonis (16.2 light-years)

Gliese 687 (14.8 light-years)

Gliese 876 (15.2 light-years)

LP 145-141 (15.1 light-years)

Kapteyn's Star (12.8 light-years)

The Brightness of the Sun and Stars – Fifth Grade

Name _____ Date _____

Explore Science Studies Weekly: Fifth Grade

The Brightness of the Sun and Stars

Unit Assessment

1. There are multiple stars in the solar system.

TRUE FALSE

2. Study the table of stars and their distances from Earth.

Star	Distance from Earth (light-years)
Barnard's Star	5.96
Sirius B	8.66
Procyon A	11.40
Tau Ceti	11.75
Wolf 424 A	14.05

The brightest star in Earth's night sky is _____, based on the table.

- Sirius B
- Tau Ceti
- Wolf 424 A
- Barnard's Star

3. What is one way astronomers could determine a star's distance from Earth?

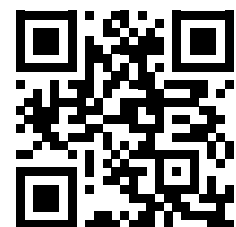
- A. brightness
- B. color
- C. orbit
- D. shape

The Brightness of the Sun and Stars – Fifth Grade

StudiesWeekly



SEE MORE SCIENCE
SAMPLES FOR YOUR GRADE



s-w.co/sci-sample

SCIENCE Kits

Optional science kits available to enhance
EXPERIENTIAL LEARNING through hands-on instruction.

Science Kits are available only for Explore Science.

"The students and teachers love the kits and they love the labs!
Those were all big selling points."

Instructional Supervisor

"Before this year, if I had a teacher who wanted to do a science experiment or science lab with kids, they were out...trying to assemble all the stuff that they needed. The kits are together now, and that's the biggest thing for them."

Instructional Supervisor



**REACH OUT TO LEARN
MORE ABOUT SCIENCE KITS!**





Science Kit Grade 4 example

YOUR SCIENCE KIT INCLUDES:

- Essential materials for hands-on activities
- Important tools such as thermometers, scales, beakers, and more
- Consumable materials not typically found in the classroom
- Enough items to support a typical class working in groups
- Unit-specific packaging within the storage bins

**You can replace kit items yearly by ordering refill kits*

Reading practice

Informational text practice

Phenomenon Introduction

Phenomenon Most caribou in Alaska move locations when the seasons change.

Caribou in Alaska

In early summer in Alaska's Utukok (YOO-tuh-kahk) Uplands, a newborn caribou calf nurses beside its mother. At the same time, other calves graze on tall stands of flowering grasses. When the calves are strong enough, the caribou herds move. They gather high in the mountains or along the coast. Food is less plentiful, but they are safe from biting insects and predators.

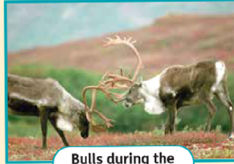
As the insect numbers decline in late summer, hungry caribou spread out. They feast on wildflowers,

grasses, and leaves in the warm sun. In late summer, the breeding season arrives. Male caribou, or bulls, compete for mates by locking antlers and fighting.

As summer comes to an end, the caribou gather in herds again. This time, they make a long journey south. They will spend the winter in the forests. When spring returns, the caribou will begin to travel north. They will return to the Utukok Uplands where new calves will be born in early summer.



Caribou calves in Utukok Uplands, Alaska



Bulls during the breeding season



A caribou herd on the move

Directions: Write down your observations, thoughts, and questions about the phenomenon.

Observations	Thoughts	Questions

Vocabulary in the unit

Phenomenon Introduction

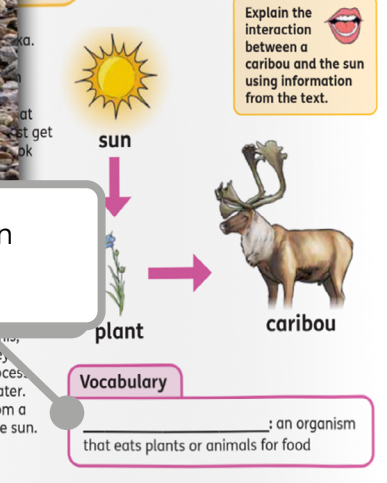
the sun. Plants capture the sun's energy in their leaves. They use the energy to power a chemical process. This process forms plant matter from air and water. During this process, energy from the sun is not lost. Rather, this energy converts air and water into food for the plant.

During the short Alaskan summer, plants absorb energy and make as much food as possible to prepare for winter. The extra food stored in their roots, stems, and leaves helps them survive the cold weather. They grow again when the warm days of "endless" sun arrive once more.

Plants make their own food

(continued on page 4)

Energy



K-5 SCIENCE STUDIES WEEKLY

NEW **PHENOMENON-BASED** science aligned to NGSS with stronger informational text practice to support ELA.

Food and Growth

When you think of an Alaskan environment, what do you picture? Many people probably imagine a cold, snow-covered area with little to no vegetation. Not everyone thinks of the environment found in the Utukok Uplands in northwest Alaska.

The Utukok Uplands is actually a lush grassland system. This grassland system contains the Utukok River, long grasses, shrubs, and trees. There are also flowering plants, lichen, moss, and mushrooms. Caribou are consumers. They spend most of their time searching for plants and fungi. These foods provide caribou with the materials they need for **growth**, or the process of increasing in physical size over time.

The different types of plants and fungi provide the caribou with different nutrients. Nutrients found in these foods can include vitamins, minerals, fats, or proteins. Vitamins, minerals, fats, and proteins promote and support growth. Growing at a steady rate is important for caribou. Caribou grow a lot when young. The transition from calf to adult is not long. They need a steady supply of nutritious foods. This will help them prepare for their seasonal travels. Male caribou also need to grow large and strong to protect the female caribou and calves.



Materials for Growth	Food Source	Type of Growth	Growth Chart of Male Caribou	
Protein	long grasses, shrub or tree leaves, lichen	muscle, organ, and bone growth	Age of Caribou	Weight
Calcium (mineral)	flowering plants, shrub or tree leaves, moss	organ and bone growth	Newborn 0-10 days	13 lbs
Potassium (mineral)	flowering plants	muscle and nerve growth	10-15 days	About 30 lbs
Fats	lichen	cell and organ growth	Adult 3 years	350-400 pounds
Phosphorous (mineral)	mushrooms	bone and cell growth		

Vocabulary

growth: the _____ of _____ in physical _____ over time

Maps help students identify locations

The Power of Sunlight (continued from page 2)

Information from the article to draw an image and label each box to show how energy from the sun is captured and used by plants. The last label has been completed for you.



Identify cause and effect

Collecting Energy Activity

Follow the steps to play the game. Then, answer the question.

- Copy paper (1)
- Scissors (1)
- Printer paper (1)



Energy Adventure



Total Energy Points: _____

How did the availability of food affect the number of energy points received?

- Add or subtract the energy points you collected or lost from your total after each turn.
- To stay strong and healthy, you need at least 10 energy points at the end of the game.

Suggested lesson guide

The Power of Sunlight

5E: Explain

Student Outcome: I can complete a flowchart.

SEP Developing and Using Models

Key Ideas

- Plants create food for growth through photosynthesis.
- This chemical process involves capturing energy from sunlight to form new plant matter.
- Plants absorb as much sun as possible.

Differentiation

Support: Read the article in a small group and have students verbally summarize the information in the flowcharts.

Challenge: Have students write or verbalize the differences between Alaskan winter. Have students use text evidence to support their claims.

Lesson Plan

- Have students read the article and flowchart.
- Discuss:**
 - How is summer in Alaska different from winter? (Answers may vary but could include: **sunlight. Winter is harsh and cold.**)
 - How do these differences support the idea that plants need sunlight?
 - How do plants use sunlight?
 - How do plants use energy from sunlight?
 - How do plants use energy from sunlight to grow?

Standards coverage

Student Edition Answer Key



Sunlight contains energy.

Energy from sunlight is used by a plant to make food for itself.

producer: an organism that makes its own food.

6.8 5-PS3-1 — Week 14: Powered by the Sun

Unit 6: Week 14

5-PS3-1

Powered by the Sun



Lesson Plans

Phenomenon Introduction

Student Outcome: I can ask questions and make observations about a scientific phenomenon.

SEP Asking Questions

CCC Patterns

Summary

Students will be introduced to the phenomenon of caribou moving locations seasonally through an article, images, and an optional video. Prior to a teacher-led discussion, students will write their observations, thoughts, and questions in the student edition.

Differentiation

Support: Have students work in pairs to create questions.

Challenge: Have students create drawings or models to represent the patterns they observed in the article.

Lesson Plan

- Read the phenomenon statement and article aloud.
 - Optional: Show the phenomenon video in related media.
- Have students complete the "Observations/Thoughts/Questions" chart in their student editions.
- Discuss:**
 - What do you observe? (**Answers may vary but could include: Caribou move in a pattern; the locations they move to serve specific purposes; caribou grow and change over time.**)
 - What do you think is happening? (**Answers may vary but could include: The caribou are moving to find food.**)

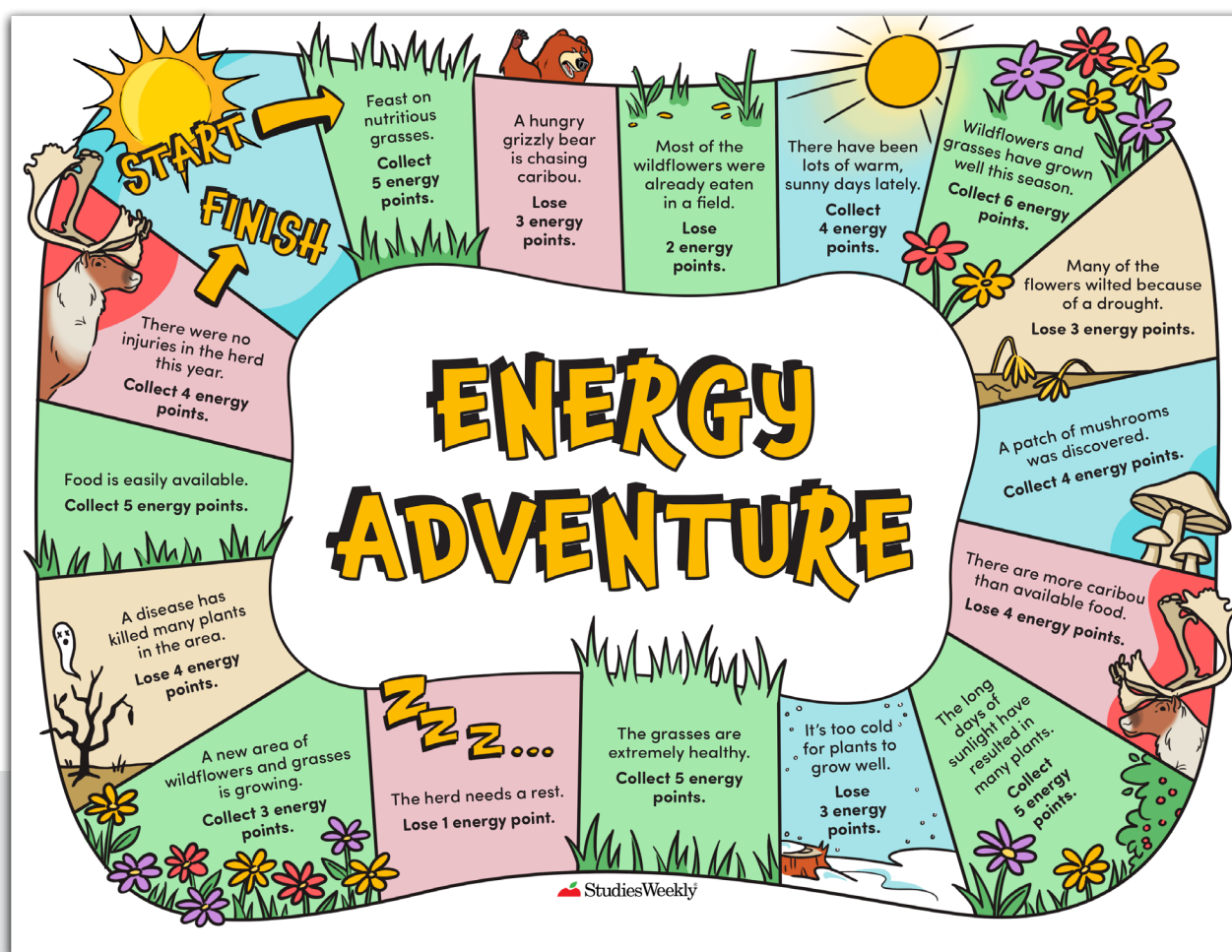
6.6 5-PS3-1 — Week 14: Powered by the Sun

StudiesWeekly

TEACHER EDITION

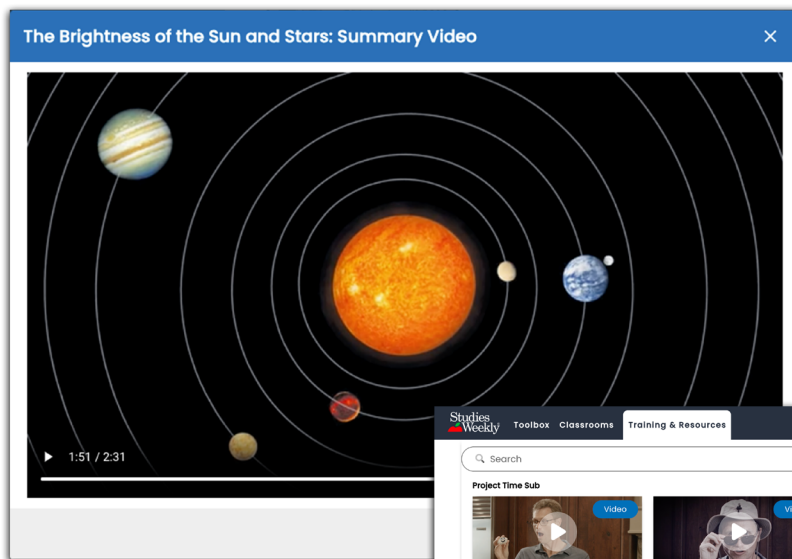
PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.



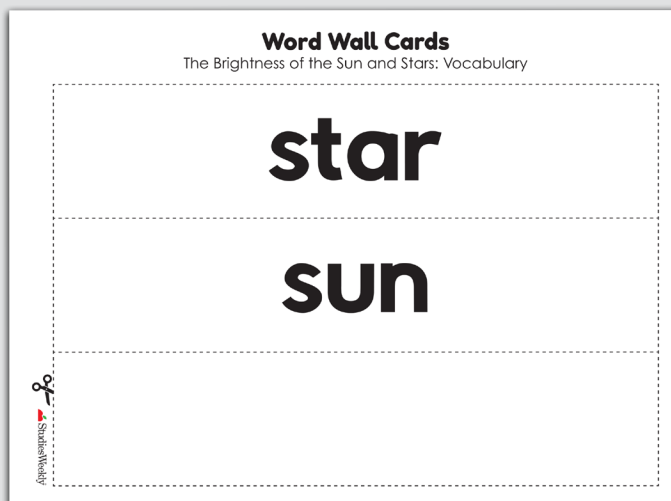
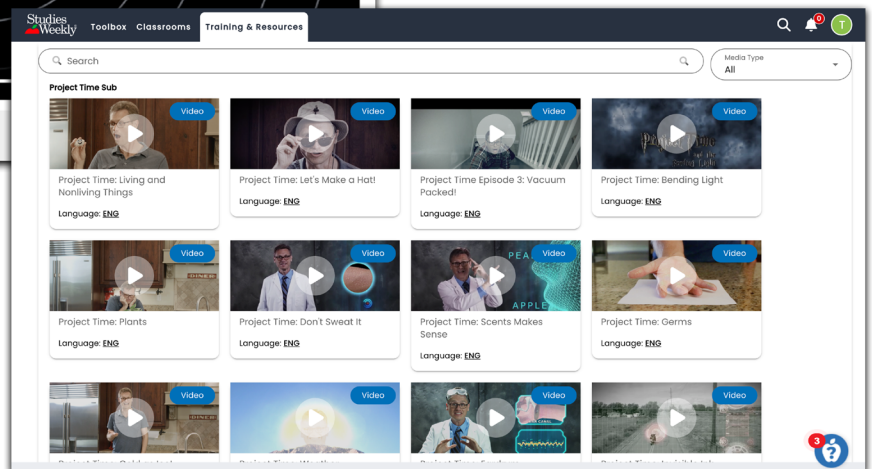
TEACHER RESOURCES

Empower teachers with comprehensive resources to reduce preparation time, deepen learning, and enhance the teacher experience.



WALKTHROUGH VIDEOS make lesson prep more efficient

Engaging
SCIENCE VIDEOS



Word Wall
VOCABULARY CARDS

ASSESSMENTS

Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.

Directions: Use the article "The Power of Sunlight" to answer questions 4–6.

4. Which statement best explains why plants are able to survive in Alaska?

- Plants make their own food.
- Alaska has cold, dark winters.
- The summer is short in Alaska.
- Summer has long hours of sunlight.

5. Which sentence from the article best explains how plants form plant matter?

- "They are producers, or organisms that make their own food."
- "These plants provide energy for the animals that eat them."
- "In fact, Alaska receives more sunlight than any other state."
- "To make food for growth, the plants use sunlight, water, and carbon dioxide from the air."

6. How are plants able to survive the winter in Alaska?

Directions: Use the article "A Caribou's Journey" to answer questions 1–3.

7. Use the word bank to complete the sentence.

producer(s) consumer(s)

Plants are _____, because they make their own food. There is a plenty of _____ in the mountains. Plants _____ the energy from the sun to form plant matter from air and water.

Week 14: Powered by the Sun
Weekly Formative Assessment

Directions: Use the article "Caribou in Alaska" to answer questions 1–3.

1. Which statement best completes the chart?

Herds gather high in the mountains or along the coast.	→	Caribou spread out in search of food.	→		→	Caribou begin their journey south.
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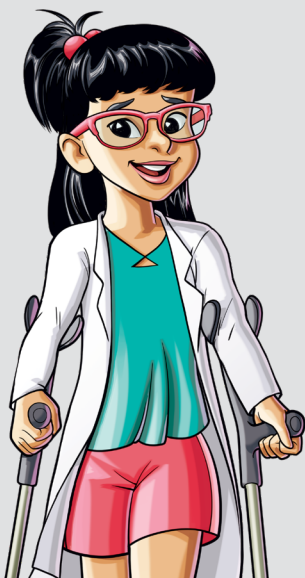
- The insect numbers decline.
- Caribou avoid biting insects.
- The breeding season arrives.
- Caribou return to the Utukok Uplands.

2. Why are caribou hungry when they spread out in late summer?

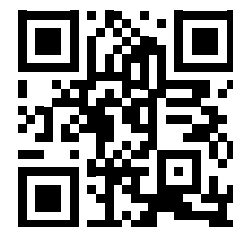
- The breeding season arrives during this time.
- The caribou just moved south for the winter.
- Calves have just been born in the Utukok Uplands.
- The mountains and coast have less available food.

3. Where do caribou spend the winter?

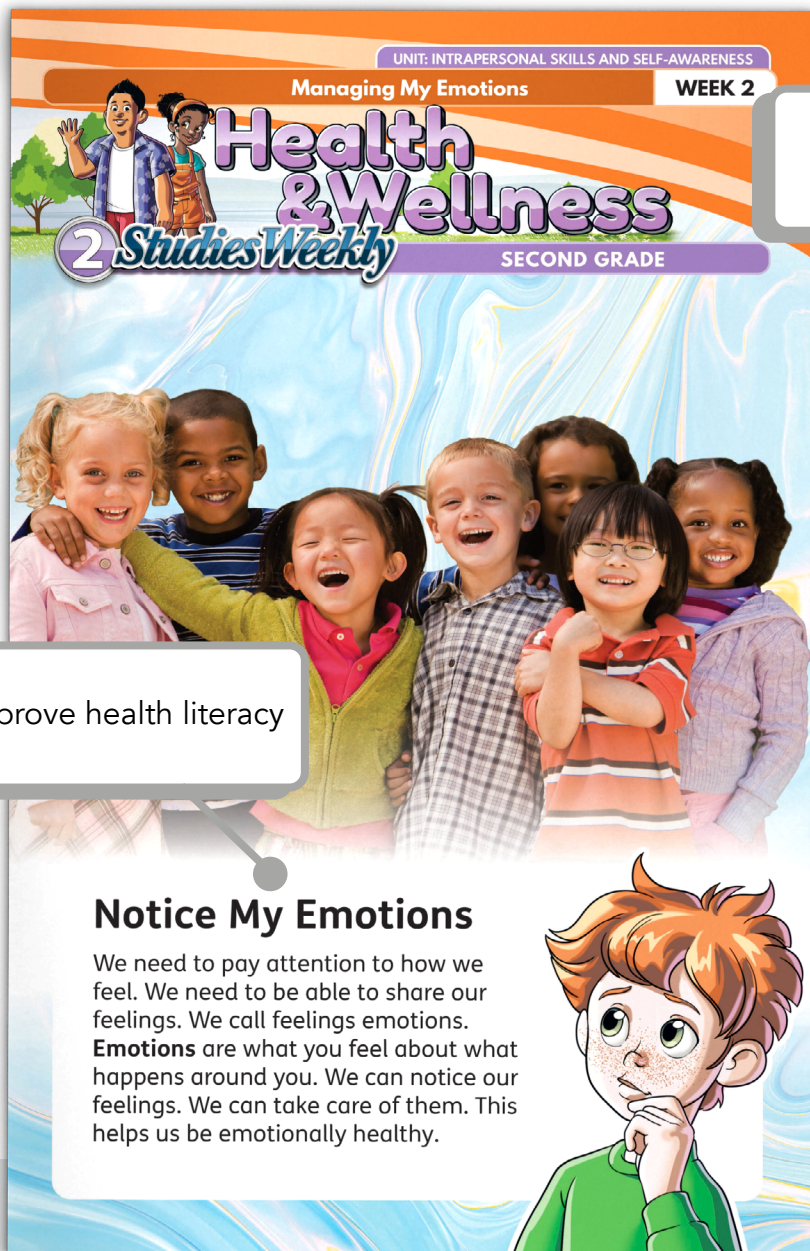
- along the coast
- in southern forests
- high in the mountains
- in the Utukok Uplands



SEE MORE SCIENCE
SAMPLES FOR YOUR GRADE



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UNIT: INTRAPERSONAL SKILLS AND SELF-AWARENESS

Managing My Emotions

WEEK 2

Health & Wellness

2 Studies Weekly

SECOND GRADE

Improve health literacy

Notice My Emotions

We need to pay attention to how we feel. We need to be able to share our feelings. We call feelings emotions. **Emotions** are what you feel about what happens around you. We can notice our feelings. We can take care of them. This helps us be emotionally healthy.



Learn to categorize emotions

Emotion Vocabulary

Emotion vocabulary. Your vocabulary includes the words you also have an emotion vocabulary. These words are you know that emotions. There are words to describe our emotions. Emotion words can be put into categories. They are "joy," "sadness," "anger," and "disgust." We use emotion vocabulary to describe our feelings. Using the right words to describe feelings helps others know exactly how we feel.



Emotions Others

Different ways that we communicate our feelings. We communicate with our body. Giving your friend a high-five when you're happy. Faces tell us. You can usually tell someone is sad by looking at them.

If a person frowns, they are _____.
If a person smiles, they are _____.

Emotion vocabulary is the quickest way to communicate how we are feeling. Sharing your feelings can help you be healthy. Who can you talk to about your feelings?



Words
Help Us Describe
Our Feelings



JOY

happy • excited
cheerful • good



FEAR

anxious • nervous
frightened • shocked

STUDENT EDITION

PRE K-6 HEALTH

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

Week 2 of 32 • Page 3

Observe Emotions

Recognizing how other people are feeling is important. Everyone's feelings matter. You can show empathy. **Empathy** is when you understand someone's feelings. You try to see from their perspective. Showing empathy creates strong friendships.

To understand how people are feeling, we follow some steps.

1. First, watch and listen. ✓
2. Next, we **infer**, or make a guess, about how they are feeling. ✓
3. ✓

Authentic images promote healthy relationships

Emotional Health

You can be emotionally healthy by taking care of your emotions. Emotions affect your heart rate. Emotions might make you cry. Emotions are important. You can pay attention to them and share them in healthy ways.

Illustrations help students identify corrective behaviors

You are angry, which is a good way to show how you are feeling. Mark the correct picture.

parent you are feeling about your broken toy.

Yell and grab the toy from your brother.

What to Do When Life Is Hard

It is important to feel your emotions. You can feel your emotions without hurting yourself or hurting others. When you feel emotions, you can take a "push pause" and think before you act. You can choose your actions. "Push pause" to help you act on emotions in a healthy way.

What should I do?

Push pause and think.

Encourage self-reflection

HEALTH

Suggested lesson guide

- 2.9
- Students rotate, or scoot, to each desk to answer the prompt. You will say, "SCOOT!" and they will rotate to the next desk. When the game is complete, review the answers with the class.
7. Have students glue the grids into their interactive notebooks.

Article Assessment Questions:

- What is empathy?
 - showing emotion
 - listening carefully
 - talking to a friend
 - having similar feelings**
- What is the second step to...
 - ask
 - infer**
 - listen
 - watch

Graphic Organizers and Materials

Graphic organizer [Emotion Wheel](#)
Graphic organizer [SCOOT!](#)



Online Related Media (Explore Media)
Image: "Facial Expressions"

Article 5: Emotional Health (taught in Lesson Plan)

Lesson Plan:

- Give students a worksheet to write down what they physically feel.
- Next, ask the students to write down what they think and feel.
- Read the "Emotional Health" article. Show the picture that goes with the article. Tell the students to write down what they think their actions. It is our responsibility to not harm ourselves or others.

Essential questions tailored to the lesson



Summary of the Week: Students will learn to identify, label, and communicate their emotions and to recognize emotions in others. They will learn to explain what it means to be emotionally healthy and to list healthy ways to manage and express their emotions. They will build protective factors for their emotional well-being.

Teacher Background Knowledge: Recognizing emotions in others takes practice. It helps to watch for cues through body language and facial expressions. Self-regulating emotions helps someone make good choices, no matter what emotions they are feeling. Learning to identify and regulate emotions is crucial to social and self-awareness. As students develop the ability to communicate their emotions appropriately, they will be better equipped to make good choices about their behavioral responses to the emotions they feel. Rather than choosing harmful behaviors, they will be able to understand their emotions and allow themselves to process them appropriately. They will be able to choose how they respond to difficult situations and process their feelings in a healthy way.

Enduring Understandings:

- Physical well-being** refers to innate biological needs, safety, and health.
- Mental well-being** refers to the brain's thinking, processing, and learning systems.
- Emotional well-being** refers to the ability to demonstrate acquired content and behaviors within a range of developmentally appropriate
- Relationship well-being** refers to engaging in positive relationships of belonging, and connections; as well as resolving conflicts and managing various interpersonal situations.
- Emotional well-being** refers to understanding and managing inner feelings, thoughts, and emotions.

Essential Questions:

- What are emotions?
- What are appropriate ways to show emotions?
- How do I identify my emotions?
- How do we show the way we feel?

Week 2 | Managing My Emotions

TEACHER EDITION

PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.

Name: _____ Date: _____

Pick Positive!

Directions: Circle the positive thoughts.

I can do this.

I hate playing the piano.


Tomorrow is going to be bad.

I can make new friends.

Name: _____

Aspects of Well-Being Puzzle

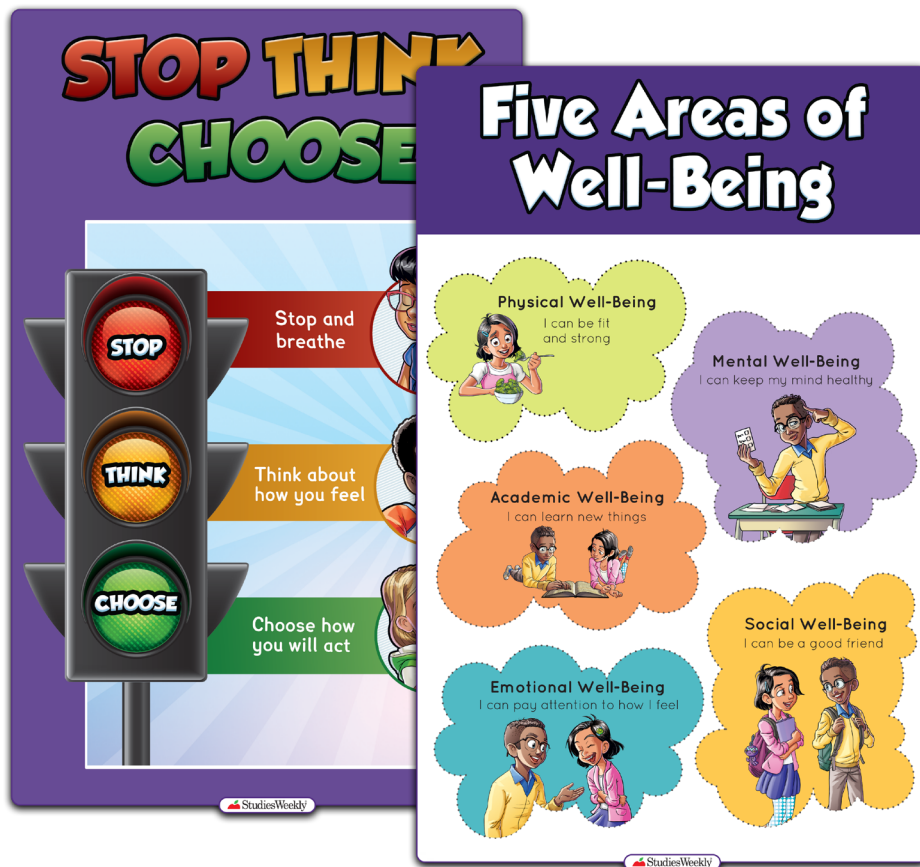
Color the images of the five parts of well-being.
Cut and paste them into your notebook.



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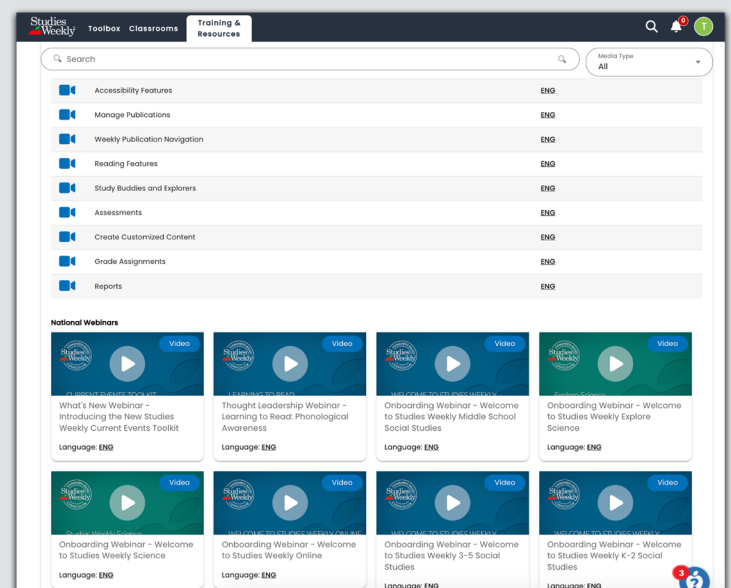
TEACHER RESOURCES

Empower teachers with comprehensive teacher resources to lessen preparation time, deepen learning, and enhance the teacher experience.



ANCHOR CHARTS for whole-group instruction

TRAINING and ON-DEMAND PD



ASSESSMENTS

Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.

3. What word is part of the "joy" category of emotion words?

A. "alone"

B. "good"

C. "upset!"

4. Sasha baked cookies. The dog ate them off of the counter. Sasha was very angry. What should Sasha do?

A. hit the dog

B. push pause

C. yell at the dog

5. The best way to communicate emotions is by _____.

True False

6. Which peaceful action brings balance to stress?

A. breathing

B. hitting

C. screaming

7. Put the steps of understanding others' emotions in order.

____ Ask Questions

____ Watch and Listen

____ Infer How They are Feeling

8. Who is one person you can talk to about your emotions?

Week 2 | Managing My Emotions


Name _____ Date _____


Health & Wellness Studies Weekly: Second Grade


Managing My Emotions

Week 2 Assessment

1. Match each example of body language to the emotion it shows.

 angry

 happy

 scared

2. Choose the word that best completes the sentence.

_____ health is identifying and regulating feelings.

Mental

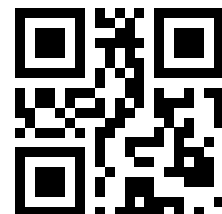
Physical

Emotional

Week 2 | Managing My Emotions



SEE MORE HEALTH
SAMPLES FOR YOUR GRADE



s-w.co/health

School Rules

WEEK 1

UNIT: MYSELF AND OTHERS

EARLY LEARNING

My First

Studies Weekly

Welcome to school!

♥ I see teachers.

I see students.

I see friends.

I see a community.

Visual aids enhance understanding

Learn to recognize signs and symbols



S E C B T O

STUDENT EDITION

EARLY LEARNING

A **CHILD-CENTERED CURRICULUM** that fosters a nurturing learning environment and encourages creativity, exploration, and social development for a strong educational foundation.

Clean, age-appropriate design

 Rules help us be safe.



Rules help us be kind.



Rules help us be fair.



What if ... ?

What if tigers ...



What if they used their inside voices?

What if horses ...



What if they used their walking feet?

What if alligators ...



What if they made good choices?

What if monkeys ...



What if they sat still in their seats?

What if octopuses ...



What if they used their hands?

What if fish ...



What if they listened in school?

What if



What if we were all good friends?

What if



What if everyone followed the rules?

3

4

Collaborative reading exercises

EARLY LEARNING

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Images courtesy of Getty Images



Suggested lesson guide

Lesson 2: Signs

1.10

Notes for Teacher:

- The movement activity will require you to write actions or movements on slips of paper before class and put them in a bag or a bowl.
- The "Get Ready Rhyme" is something that will help students settle and focused.



Warm-Up:

- Use poems and chants to help students settle and focused. Have the students move slowly and deliberately. Then repeat the movements three times.

*Raise your hand, way up
Then the other hand, do
Bend down low, touch o
Now take a deep breath*

*Wiggles are gone, take
Sit up tall, with quiet fee
Eyes up front, ears liste
Our brains are ready to*



Lesson Plan: Signs

- Review by asking:** *What is a community?* (together)
- Say:** *Our class is a community.*
- Tell students that communities are everywhere.
- Watch the video "Why Do We Have Rules?" and discuss after the video.
 - How do we feel when we follow rules? (to share their feelings.)
 - What would happen if we didn't have rules? (students predict what would happen.)
 - What are some consequences of not following rules? (meaning of consequences, natural consequences, and consequences of a community.)
- Play the audio of the video and sing along on repeat.
- Have students write down the rules they learned from the video.
 - Say:** *What are the signs that tell us a rule?* and words to tell us a rule.

Vocabulary found throughout the week



UNIT: MYSELF AND OTHERS

School Rules

WEEK 1

EARLY LEARNING

1.3

Summary of the Week: Students will begin to understand what it means to be a member of a community and the importance of following rules. They will begin to develop a sense of identity within the classroom community and a better understanding of their place within it. They will learn about roles and responsibilities within the classroom. They will also learn how they can show respect for other members of the class and how they can contribute to creating a positive and supportive learning environment.

Focus Questions:

- What is a community?
- How can we work together so that everyone can learn?
- What rules do we need to follow to make our school a community that is safe, fair, and kind?

Vocabulary:

classmate (*compañeros de clase*): someone you go to school with and learn and play with. _____, _____, and _____ are your classmates.

classroom (*salón de clase*): a special room in a building or school where you go to learn new things with your teacher and other students. This is our classroom.

consequences (*consecuencias*): what happens after you do something, good or bad. A bad thing that happens when you break the rules. For example, if you break a rule, a consequence could be that you knock something over or trip and fall. Everyone is treated the same and gets a turn; for example, when everyone plays with the toys.

being nice and helpful to others. Being kind means doing things that make other people happy and feel good inside.

rules (*reglas, normas*): special instructions that we follow to help us stay safe, happy, and learn new things. Rules tell us what we can do and what we can't do.

safe (*seguro/a*): being in a place where you don't get hurt or doing something in a way that you don't get hurt. When you are safe, you feel protected and not afraid.

school (*escuela*): a special place where you go to learn new things. At school, you have a teacher and you play with friends.

student (*estudiante*): someone who goes to school to learn new things. You are a student.

teacher (*maestro/a*): the adult or grown-up at your school who helps you learn new things. I am your teacher.

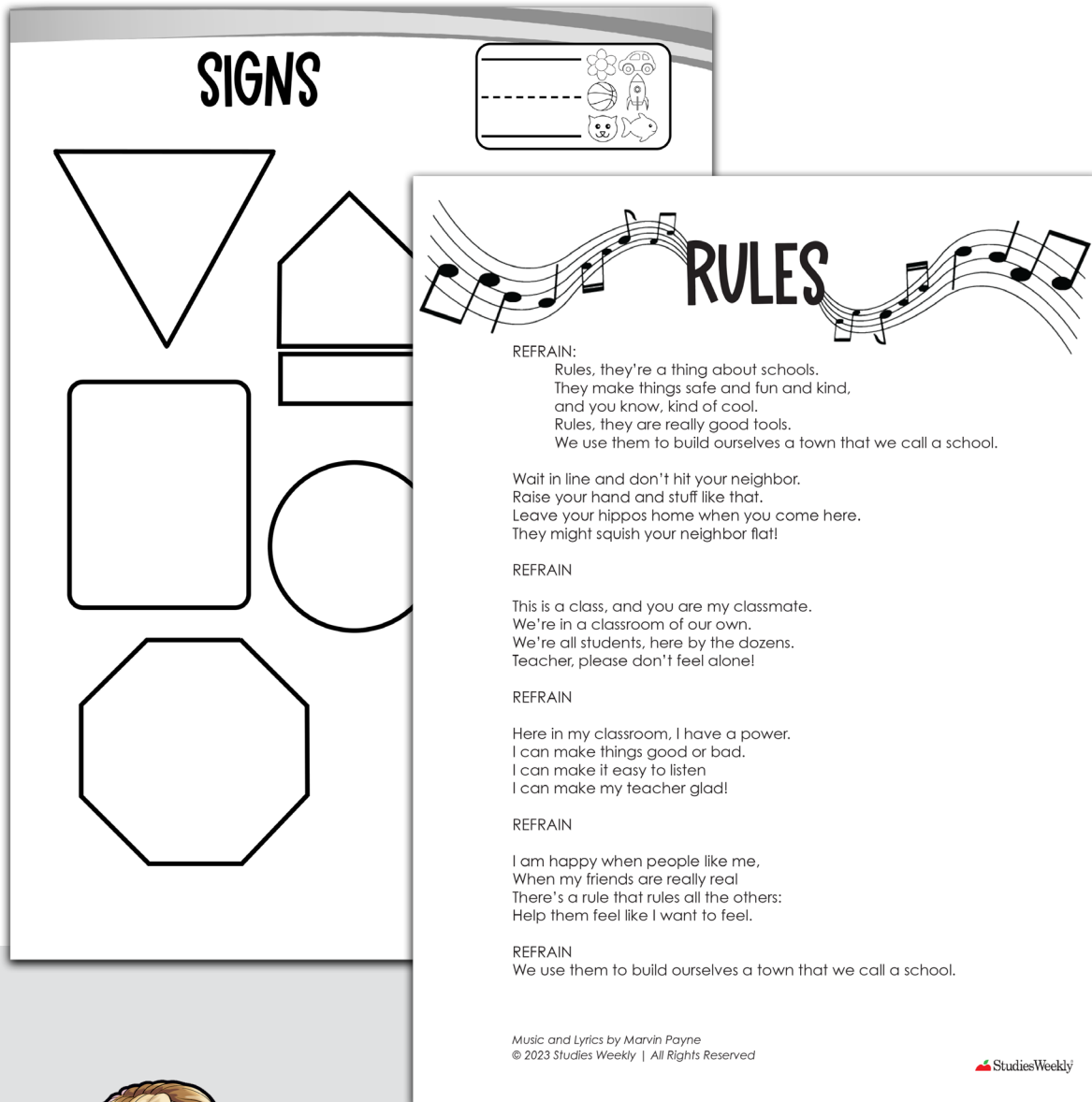
Week 1 | School Rules

StudiesWeekly

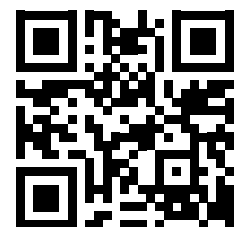
TEACHER EDITION

PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.



SEE MORE
EARLY LEARNING



s-w.co/prekinder



Primary sources

Reading practice

Why We Like to Play

Did you know that every kid across the world plays games? It's a great way to have fun, learn skills, and sometimes get some exercise. While the games kids play might be different in different parts of the world, they can all be a lot of fun. For example, in India, there's a very popular game called Lattoo. In Lattoo, you need a top with a groove wrapping around it and a piece of string. You wrap the string around the top in the groove, then hold the string tight as you throw the top on the ground right side up. If you do it right, then the top will start spinning! Indian kids often compete to see who can make their top spin the longest.

A game American children used to play is called the Game of Graces. To play it, you just need two people, four straight sticks, and one hoop per player. You start with one player putting one hoop on each of their sticks then tossing them off their sticks toward the other player, who then must catch them on their sticks, one per stick. The player who catches the most hoops wins! Feel free to look for more games if you want. This is just scratching the surface.

One Hundred Children in the Long Spring by Chinese artist Su Hanchen during the Song Dynasty. The painting shows an early form of soccer called cuju.

Soccer match in Florence, Italy, between 1523 and 1605

English Ladies' Club, first English women's soccer team, 1895

Modern-superstar Cristiano Ronaldo photo courtesy Sda216

In 1581, Richard Mulcaster took the first step toward today's version of soccer when he suggested that a "training master" enforce rules during soccer games. He invented the referee!

Soccer is a popular sport. It has 3.5 billion fans. Soccer is most popular in Europe, Asia, Africa, and America.

ELA/SUMMER SCHOOL

Reinforce literacy skills with an **EXTENDED LEARNING** curriculum for students who need additional learning time.

High-interest topics

CubeStormer Robot

How fast are you at solving a Rubik's cube? Have you ever tried to solve this puzzle? So many people have tried that there are international tournaments. These tournaments are where people compete to solve this puzzle the fastest. They are called speedcubers. The current record holder is Yusheng Du, with a time of 3.47.

Friends Mike Dobson and David Gilday created a robot to solve this cube. They named the robot CubeStormer and it is made of LEGO® Bricks. The robot is controlled by a laptop

computer and can solve the Rubik's cube in less than 12 seconds. But the inventors wanted something even faster, so they invented the CubeStormer II and the CubeStormer III. They are also made of LEGO® Bricks but are controlled by a smartphone. The phone uses a special application (app) to take a picture of the puzzle cube, solve the puzzle in the phone, and then transfer the solution to the robot to fix the cube. The really fun part is that this robot solves the Rubik's cube in 3.25 seconds. That beats the current human world record!

Esports

We have professional basketball, baseball, soccer, and football players. There are even professionals that play video games. They compete in esports events. Esports are electronic

games where you compete against others while playing the video game. The term

Why have esports become so popular?



"esports" came from the Professional Game Association's opening ceremony in 2000. Players in the esports profession



Photo courtesy Bruce Liu

practice perseverance when they make mistakes or the game gets hard. Just like doing anything that is difficult, you learn from your mistakes.

Scientists can't agree on where the yo-yo actually came from or who the first inventor was. They know that it's been around for centuries because of the artifacts they've found. Take a look at the timeline to see where the yo-yo has come and gone.

Yo-yo made its way to China and made their yo-yos out of ivory.

Yo-yo made its way to China and made their yo-yos out of ivory.



1700-1800

1866

Ohio, U.S.A.: Inventors filed for the patent also called the bandalore. This version was made of metal.

1866

1932

Hiroyuki Suzuki Winning World Title August 11, 2012

1932

London: The first international yo-yo competition was held.

1929

California, U.S.A.: Donald Duncan bought the Yo-yo Manufacturing Company from Flores.

1920

California: Pedro Flores sold hand-carved yo-yos and he trademarked the name. In the Filipino language, "yo-yo" means "come come" or "to return."

1929

California, U.S.A.: Donald Duncan bought the Yo-yo Manufacturing Company from Flores.

1920

California: Pedro Flores sold hand-carved yo-yos and he trademarked the name. In the Filipino language, "yo-yo" means "come come" or "to return."

Chronological events

Images used in this unit courtesy of Getty Images.

ELA

Suggested lesson guide

Article 1: Why We Like to Play

Word Count: 213

Lexile® measure: 610L-800L

Lesson Plan:

- Have the students get into pairs and play a classroom game you already know (try Rock, Paper, Scissors or a game of your choice how many), then get a total. Write down the total.
- What was enjoyable about the game?
- How would you choose to play it again?
- What kinds of games do you like to play?
- Why do you like to play games?
- What can games teach you?
- Students should read the article and answer the paragraphs and the questions.
- Have them draw simple pictures of the game.
- Next, tell the students that the goal is to create a top that will spin.
 - Cut out a circle from the cardboard.
 - Punch a hole directly in the center.
 - Decorate your spinner.
 - Glue the skewer pin through the hole in the lightweight cardboard.
 - Glue the marble to the bottom of the skewer.
 - Test the spin.
- Hand each student a set of washers and how many washers they can get a better spin if they add more washers. Test their spin after each place.
- Have them create a graph of their results.

Article Assessment Questions:

- Where does Lattoo come from?
 - Africa
 - France
 - Germany
 - India**
- What do you think about the article?
 - short story
 - red marble

Multimodal learning



Week 3: Games People Play

Summary of the Week: Students will be introduced to several different types of games. They will learn about the history of some of the games we play and how technology has changed the way people play.

Inquiry Question: What does it mean to have good sportsmanship?

Essential Questions:

- Why do people like playing games?
- How has technology changed the way we play games?
- How do games help our learning?

Student Edition Vocabulary: N/A

Notes for Teacher:

- For the article "CubeStormer Robot," consider showing the students an actual Rubik's cube.
- Create a circle template for the students to use to create their circles for their spinning tops. The size of the circle will depend on how much cardboard material you have available.
- You will also need a marble for every student and a set of four small washers or pennies.

the article "Esports" is for students to realize that a growth in perseverance is important.

Questions:

- How do playing games affect your emotions?
- Do you think that playing games engages your brain?
- What other benefits are there from playing games?
- How can playing games help you in school?

Let's Write: Think about a time you lost when playing a game. How did you react? What would you do differently? What does good sportsmanship look like when

Games People Play | Week 03

TEACHER EDITION

PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.

Name: _____ Date: _____

G R I D W A R S

My Ships

Directions: Shade boxes to show where your four ships are. Each ship should be a straight line that is one square wide. The ships can go up and down or left to right. They cannot be diagonal. Create one each of the following ships: two squares long, three squares long, four squares long, and five squares long. When your opponent makes a guess, mark it on this graph.

10																			
9																			
8																			
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Name: _____ Date: _____

Hypothesis Testing

Materials **Hypothesis** **Testing**

StudiesWeekly

TEACHER RESOURCES

Empower teachers with comprehensive teacher resources to lessen preparation time, deepen learning, and enhance the teacher experience.

The 'Create Customized Content' interface features a blue header bar with the title and a close button. Below the header, there's a checkbox for 'Randomize Questions' and a toggle for 'Edit Order'. The main section is titled 'Questions' and contains a text area for the question, followed by four multiple-choice options labeled A, B, C, and D. Each option has a radio button and a red 'X' icon. At the bottom, there are fields for 'Point Value' (set to 1.00) and 'Language' (set to English), along with a 'Color (optional)' section with six colored circles. A 'Please Note' box on the right states: 'Once any student has started the Customized Content, it can no longer be modified. This includes all content within the Customized Content and score point value.' The interface includes a 'CANCEL' button and a 'CREATE' button at the bottom right.

Online ACCESSIBILITY FEATURES

The 'Accessibility Adjustments' interface is a dark-themed mobile app screen. It features a header with 'Reset Settings', 'Statement', and 'Hide Interface' buttons. Below the header is a search bar with the text 'Unclear content? Search in dictionary...'. The main section is titled 'Choose the right accessibility profile for you' and lists several profiles with 'OFF' and 'ON' toggle switches: 'Seizure Safe Profile' (Clear flashes & reduces color), 'Vision Impaired Profile' (Enhances website's visuals), 'ADHD Friendly Profile' (More focus & fewer distractions), 'Cognitive Disability Profile' (Assists with reading & focusing), 'Keyboard Navigation (Motor)' (Use website with the keyboard), and 'Blind Users (Screen Reader)' (Optimize website for screen-readers). Below this is a 'Content Adjustments' section with buttons for 'Content Scaling', 'Readable Font', 'Highlight Titles', 'Highlight Links', 'Text Magnifier', 'Adjust Font Sizing', and 'Align Center'. At the bottom, there's a footer with 'Web Accessibility By accessible' and a 'Learn More' link.

CUSTOMIZABLE content

The 'Studies Weekly' website interface shows a navigation bar with 'Toolbox', 'Classrooms', and 'Training & Resources' tabs. Below the navigation bar is a search bar and a 'Media Type' dropdown menu. The main content area displays a list of customizable content items, each with a blue icon and a title: 'Accessibility Features', 'Manage Publications', 'Weekly Publication Navigation', 'Reading Features', 'Study Buddies and Explorers', 'Assessments', 'Create Customized Content', 'Grade Assignments', and 'Reports'. Below this list is a section titled 'National Webinars' featuring eight video thumbnails with titles like 'What's New Webinar - Introducing the New Studies Weekly Current Events Toolkit' and 'Thought Leadership Webinar - Learning to Read: Phonological Awareness'. Each video thumbnail includes a play button icon and the text 'Language: ENG'.

Training and ON-DEMAND PD

ASSESSMENTS

Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.

D. England


5. One way to demonstrate _____ is to finish the competition even when losing.

courtship; patience

6. What is the term for courage?

A. balance
B. importance
C. perseverance
D. tolerance

7. Create a set of rules for a game.



Name _____ Date _____

Horizons Studies Weekly: Journeys and Explorations

Games People Play

Week 3 Assessment

1. Only games played with balls are called sports.

True False

2. A Rubik's cube is mainly a(n) _____ game.

emotional; mental; physical

3. What game was often played between entire villages?

A. bandalore
B. cubestorm
C. rugby
D. Soccer

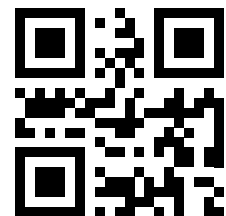
4. What country has the oldest records of yo-yos?

A. America
B. China
C. Egypt

Games People Play | Week 03



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SCHOOL/ELA SAMPLES



s-w.co/ela

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Las versiones en español de Studies Weekly para Estudios Sociales, Ciencia, Salud y Bienestar apoyan a sus **APRENDICES DEL INGLÉS** con el mismo contenido y plan de estudios.

“Las entrevistas y los videos de Studies Weekly en línea son muy fáciles de incluir en un plan de estudios y muchos de esos videos también están en español. Soy un gran defensor de la educación bilingüe, y esa es una de las principales cosas por las que siempre lucho: tener esos recursos traducidos y disponibles para maestros y estudiantes. Así que Studies Weekly es excelente y funciona de maravilla para nosotros”.

Facilitador de Estudios Sociales, TX



- Fomenta la lectura, escritura, expresión oral y la comprensión auditiva en ambos idiomas.
- Incorpora **VIDEOS EN ESPAÑOL** y un **LECTOR DE AUDIO** con velocidad variable.
- Incluye evaluaciones **PREPARADAS** y **PERSONALIZABLES**.
- Se complementa con los materiales impresos y en línea en inglés.
- La traducción es realizada por hablantes bilingües que también son **HABLANTES NATIVOS** de español.

RESOURCES

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



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