



Product Guide



CORE Curriculum

Aligned to Standards

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

CONTENTS

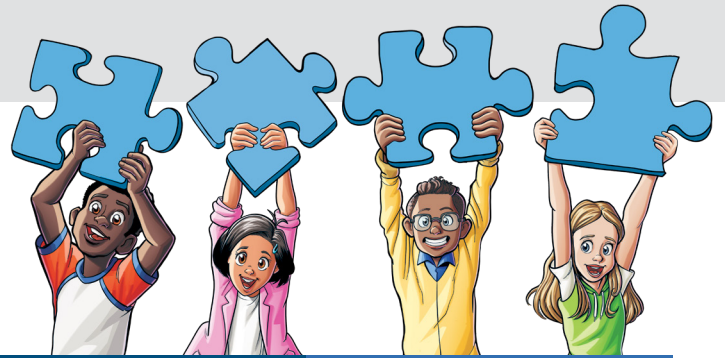
Consumable Curriculum	1
Comprehensive vs. Supplemental Materials Curriculum	2
Social Studies	3
Science Options	5
Studies Weekly Science	7
Explore Science	9
Well-Being/Health & Wellness	11
ELA/Summer School	13
Spanish	15
How to Use Studies Weekly	
Print and Online Integration	16
Print	17
Online	19
Implementation	21
Rostering	22
Educator Support	23
Theory of Action	
Social Studies	25
Health & Wellness	25
Science	26
Resources	27
Important Issues	28

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!	✓	

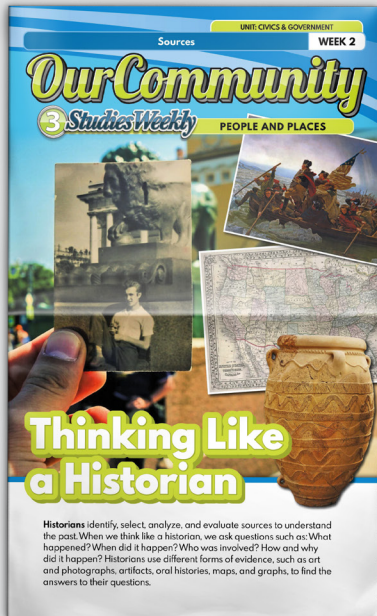
COMPREHENSIVE



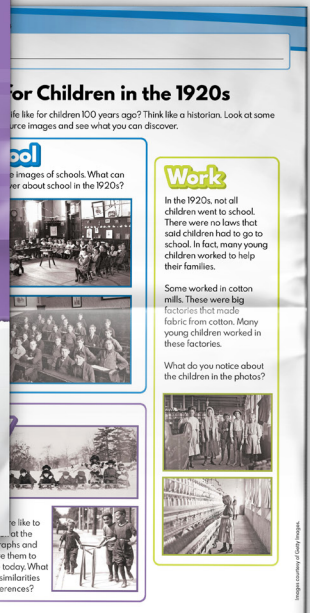
	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	✓	
HEAVILY BASED ON EDUCATIONAL RESEARCH	✓	
ADDRESSES ALL, OR NEARLY ALL, STATE STANDARDS AND FOUNDATIONAL SKILLS	✓	
USED FOR TIER 1 INSTRUCTION	✓	
INCLUDES FORMATIVE AND SUMMATIVE ASSESSMENTS	✓	
COMPLEMENTS STUDENT MATERIALS WITH RICH 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** curriculum that encourages students to become engaged and responsible citizens who think critically and make informed decisions.



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



CELEBRATES ALL VOICES

LEXILED TEXT FOR GREATER READABILITY, ACCESSIBILITY, AND DIFFERENTIATION

PRIMARY SOURCES STUDENTS CAN EXAMINE AND ANALYZE



SEE SAMPLES FOR YOUR STATE
[s-w.co/state-samples](https://www.illustrative-mathematics.org/state-samples)



ENGAGE ALL STUDENTS

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

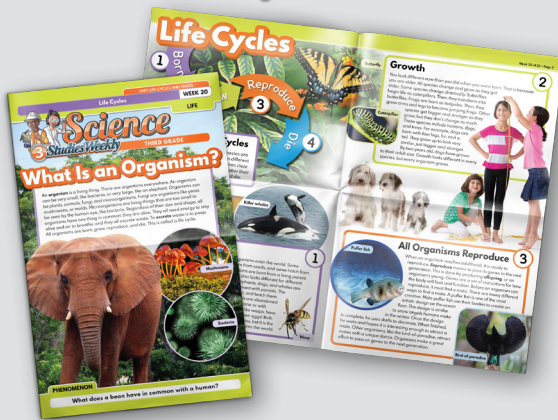
Model skills of **INQUIRY** and **CRITICAL THINKING** through integrated discussions, lesson plans, printables, and activities where students evaluate evidence, formulate questions, make conclusions, and take **ACTION**.



¡DISPONIBLE EN ESPAÑOL!

SCIENCE THAT EXCITES

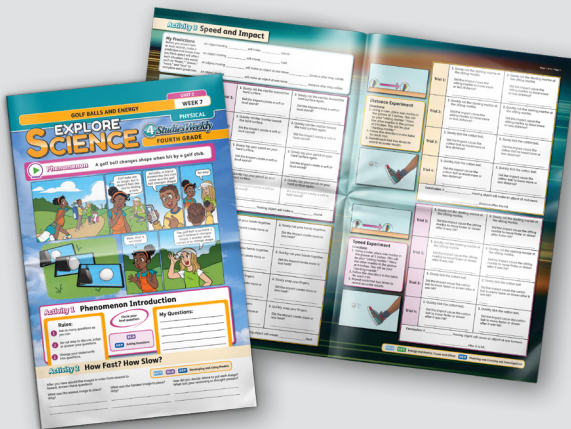
Studies Weekly Science and Explore Science are aligned to the **NEXT GENERATION SCIENCE STANDARDS**. They incorporate phenomenon-driven sense-making, the 5E Model, 3-Dimensional Learning, and Engineering Design in a consumable Student Edition.



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

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

Bar Graphs
Have you seen a bar graph? They are common. 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.

Pet survey

Flavor	Number of pets
Chocolate	1
Vanilla	2
Strawberry	3
Peppermint	1
Outlier	1

Number of pages in our favorite books

Number of pages	Key
50	X (Fiction)
100	X (Non-fiction)
150	X (Fiction)
200	X (Fiction)
250	X (Fiction)
300	X (Fiction)

Line Graphs
A line graph is another type of graph that has two lines that are 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.

Average test scores

Month	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Average test score	85	88	90	92	94	96	98	100	100	100

Homework turned in

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

Favorite ice cream flavor

Flavor	Number of votes
Vanilla	1
Chocolate	2
Strawberry	3
Peppermint	1

What should we play in P.E.?

Activity	Percentage
Football	14%
Baseball	18%
Basketball	30%
Tennis	18%

INFORMATIONAL TEXT

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

Independent variables are the parts of the test that do not change. The amount of water in the experiment you will change. The size of the plant is the dependent variable, because that is the variable you will be measuring.

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?

I change _____
then _____ will happen.

DOMAIN-SPECIFIC VOCABULARY

ENGINEERING AND DESIGN PRACTICES

ELA AND MATH INTEGRATED



SEE SAMPLES FOR YOUR STATE
s-w.co/state-samples

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.

Examples of solids: sun, cloud, milk, book, chair.
Examples of liquids: water, juice, rain, glue.
Examples of gases: steam, wind, smoke.



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.



EXPLORE SCIENCE

1 NGSS STRAND PER UNIT

HEATING AND COOLING UNIT 5 WEEK 13 PHYSICAL SCIENCE 2nd Grade

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

Use the evidence to support your claim.

Will the color of leaves change? YES NO

Why or why not? _____

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

CROSS-CURRICULAR MATH AND HEALTH SKILLS EMBEDDED THROUGHOUT

ACTIVITY-BASED

3 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

3 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 YOUR STATE [s-w.co/state-samples](https://www.explorescience.org/s-w.co/state-samples)

PK-6 WELL-BEING

A Tier 1, 2, and 3 wellness resource to help you teach and support **GROWTH MINDSET** skills.



WELL-BEING

Help students **THRIVE** as they **LEARN** and **EXPLORE**.

- Responsible Decision Making
- Managing Emotions
- Stress Management
- Self-Regulation
- Collaboration
- Perseverance
- Goal-Setting
- Resilience
- Empathy



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

HEALTH & WELLNESS

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



Embedded support for **RTI, MTSS, PBIS**, and trauma-informed practices, with 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.

¡DISPONIBLE EN ESPAÑOL!

EARLY LEARNING

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

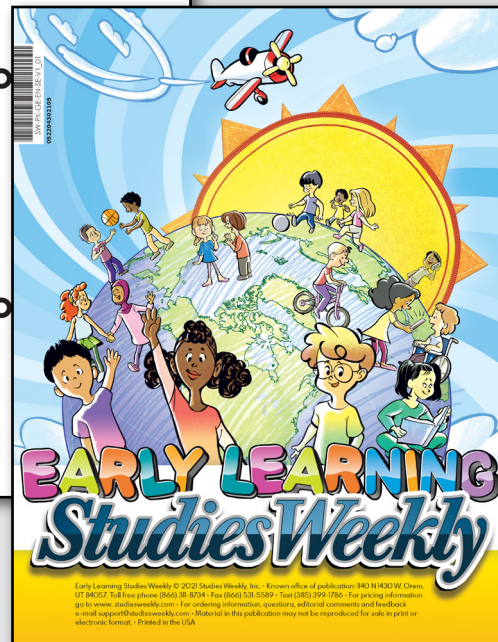


EARLY LEARNING

BASED ON NATIONAL HEALTH STANDARDS
& HEAD START FRAMEWORK

Color each picture and draw a line to show where each food comes from.

Lesson Four: Bodies and Nutrition

A worksheet with four rows of food items: a carton of milk and a glass, an apple, a fried egg, and two carrots. Each row has a small circle to the right of the illustration, intended for drawing a line to connect the food to its source.

INTERACTIVE ACTIVITIES

EARLY LEARNING
Studies Weekly

Our Senses

Use these activities to connect the body part to its job.

An interactive activity page titled 'Our Senses'. It includes several small illustrations of people performing different actions related to senses: a boy thinking, a boy eating, a boy using a microscope, a girl smelling, and a girl using a scale. Below these are dashed lines for tracing and a hand icon with a dotted line for a drawing activity.

MULTI-SENSORY ENGAGEMENT



SCAN ME

SEE SAMPLES
[s-w.co/early-learning](https://www.early-learning-studies-weekly.com/early-learning)



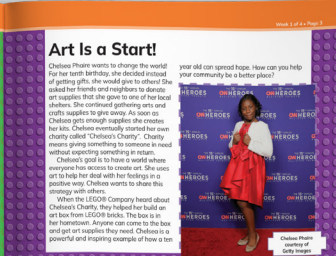
ELA/SUMMER SCHOOL

Reinforce literacy skills with an **EXTENDED LEARNING** curriculum that provides additional support for **ALL STUDENTS** who need additional learning time.

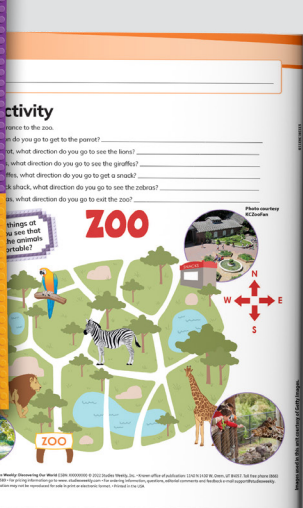
4 WEEKS TO USE ANYTIME



ADAPTABLE FOR TEACHER-GUIDED OR STUDENT-GUIDED INSTRUCTION



STUDENTS USE ALL 4 LITERACY DOMAINS



NO VISIBLE GRADE BANDS SO STUDENTS FEEL COMFORTABLE WORKING AT THEIR READING LEVEL

STUDENTS WRITE ON THE PUBLICATION

ELA/SUMMER SCHOOL

SEE INTERACTIVE SAMPLES
s-w.co/ela



¡DISPONIBLE EN ESPAÑOL!

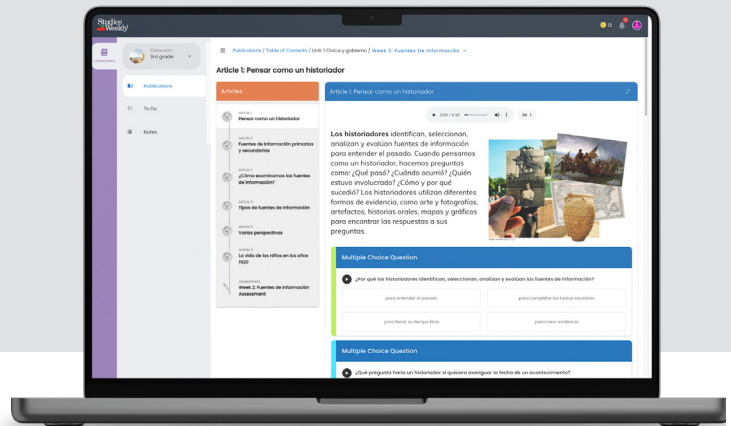
ESPAÑOL

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 YOUR STATE
[s-w.co/state-samples](https://www.studiesweekly.com/state-samples)

PRINT & ONLINE INTEGRATION

Every publication is available in print and online so students and teachers can smoothly transition between learning environments. 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.

Location

Alphanumeric Grid

The first theme of geography is location. Location refers to where a place is. We can find the **absolute location** on a map by using vertical and horizontal lines.

Horizontal lines of **latitude** run east and west around the Earth. These lines show how far from the equator places are. We call these latitude lines **parallels**.

Cartographers use these lines to divide a map into small squares to make finding a location easier. These squares form a **grid**. An **alphanumeric grid** uses letters and numbers to label the grid lines.

Important Lines of Latitude

We divide up the world for mapping purposes. Imagine a horizontal line that runs around the middle of the world. Cartographers actually draw this imaginary line on many of the maps they make. They call this line the **Equator**. The Equator divides the map of the world into halves called the **Northern Hemisphere** and the **Southern Hemisphere**. The prefix **hemi-** means half, so a **hemisphere** is half a sphere. The **Tropic of Cancer** and the **Arctic Circle** are two important lines of latitude that are to the north of the Equator. The **Tropic of Capricorn** and the **Antarctic Circle** are lines to the south.

Important Lines of Longitude

Cartographers also draw lines from the North Pole to the South Pole on maps. The **Prime Meridian** is one of these lines. It divides the world into halves called the **Eastern Hemisphere** and the **Western Hemisphere**. The vertical lines of **longitude** that go from the North Pole to the South Pole show how far east or west places are from the Prime Meridian. We call these lines **meridians**.

Cardinal Directions

Cardinal directions are the four main points on a compass. These directions include north, south, east, and west. They help us to locate places around the world. North and south refer to the poles of the Earth. **Intermediate directions** include **northwest** and **northeast**. They also include **southwest** and **southeast**. Both cardinal and intermediate directions can be located on a compass rose.

2. Location: Alphanumeric Grid

Article: Location: Alphanumeric Grid

The first theme of geography is location. Location refers to where a place is. We can find the **absolute location** on a map by using vertical and horizontal lines.

Horizontal lines of **latitude** run east and west around the Earth. These lines show how far from the equator places are. We call these latitude lines **parallels**.

Cartographers use these lines to divide a map into small squares to make finding a location easier. These squares form a **grid**. An **alphanumeric grid** uses letters and numbers to label the grid lines.

West
Southwest
South
Southeast

PRINT & ONLINE INTEGRATION

This integrated learning approach accommodates **TIGHT LESSON SCHEDULES** so students can truly **ENGAGE** in learning with **MULTIPLE ACCESS POINTS** for use **ANYTIME, ANYWHERE**.

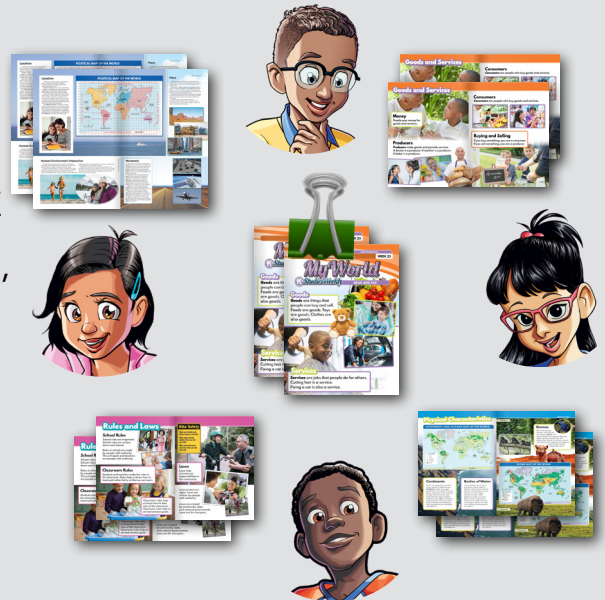
SORTING STUDENT EDITIONS

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.

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?

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.

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.

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

Structure and Function
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 the location of each fossil tells you about its function.

Structure and Function
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 the location of each fossil tells you about its function.

CLOSE READING

STUDENTS HIGHLIGHT
MAIN IDEAS AND
SUPPORTING DETAILS

WRITING

STUDENTS HAVE ROOM
TO RECORD NOTES AND
COMPLETE ACTIVITIES

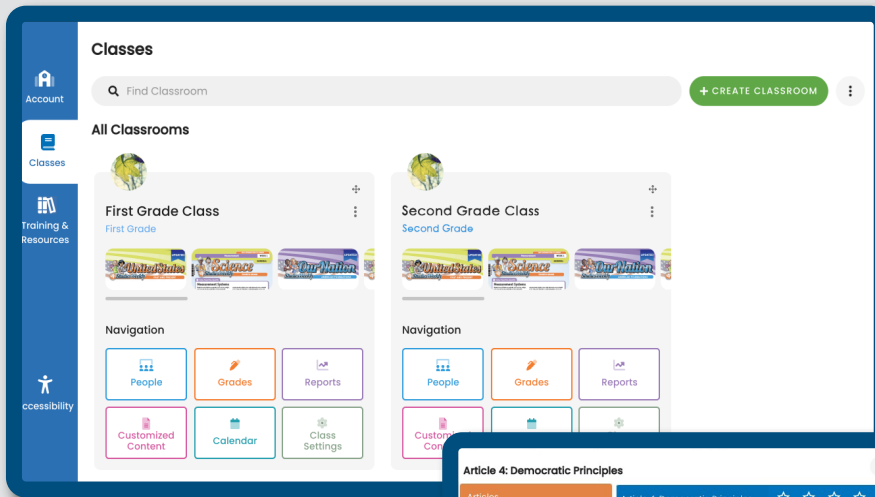
HOW TO | PRINT

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

STUDIES WEEKLY ONLINE

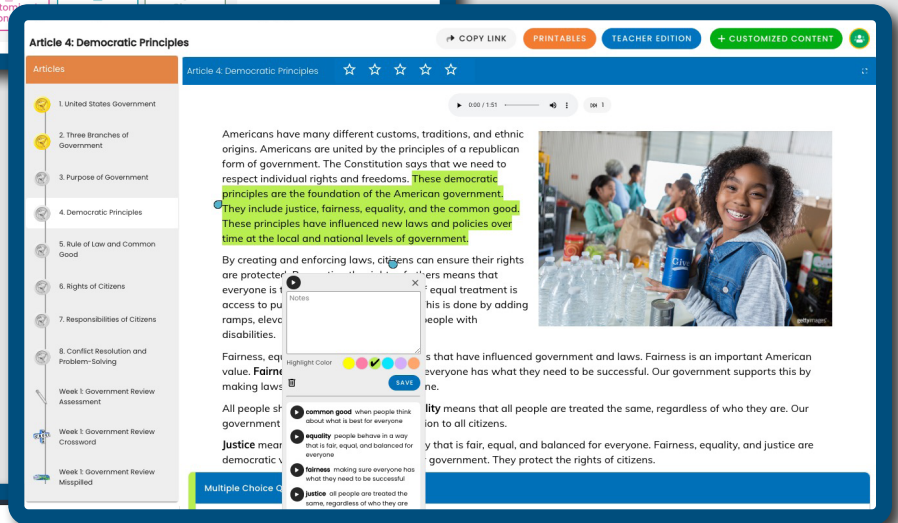
This user-friendly digital learning program pairs with the printed materials. Similar to popular LMS platforms, it appeals to all learning styles with easy-to-use lesson plans, videos, and activities.

HOW TO | ONLINE



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 before creating an account.

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.



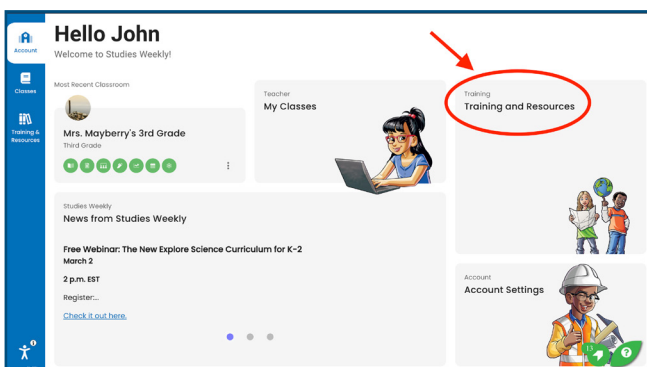
s-w.co/webinar

60 min.

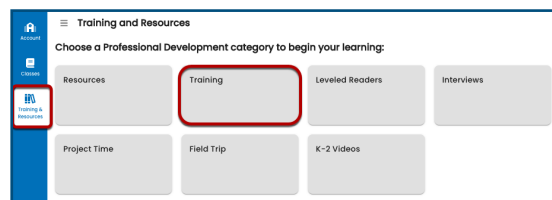
Training Tab

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

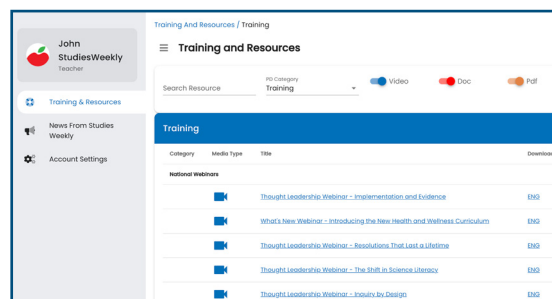
1. Log in at online.studiesweekly.com
2. Click on the Training and Resources Tab on the dashboard



3. Click on the Training Tab



4. Click on the training topics you need



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

ROSTERING

With rostering, districts may create and manage user accounts through various automated processes. Studies Weekly can collect roster data through third-party applications like ClassLink. Users are given a Studies Weekly Online account and are assigned as district admin, teacher, or student.

Roster Formats

Comma Separated Value (CSV) Files

- OneRoster CSV
- Studies Weekly Simple CSV

Application Programming Interface (API)

- OneRoster API (e.g. ClassLink)
- Proprietary API (e.g. Clever)

Studies Weekly integrates with **Google Classroom**, **Canvas**, and **Schoology**, so teachers may quickly post lessons and assign homework.

You may use **single sign-on** through **OAuth 2.0**, **Handshake**, **Learning Tools Interoperability® (LTI®)** by IMS Global, or **Security Assertion Markup Language (SAML)**.

Studies Weekly syncs data each night and can also sync upon request.

Roster Delivery

Web Interface Upload

- District Admin user can upload and maintain roster files.

Secure File Transfer Protocol (SFTP)

- Studies Weekly can issue an SFTP account and credentials so districts can upload files.

Application Programming Interface (API)

- Studies Weekly can directly connect to a Student Information System (SIS) to pull roster information



HELP WITH ROSTERING
s-w.co/rostering-navigation

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 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

Social Studies

Each state social studies edition is highly customized to reflect the standards and approach of that state. Usually, state standards are based on the C3 framework and use inquiry to guide students through the domains of social studies. Studies Weekly begins with the state standards, frameworks, and guiding documents to reflect the approach, topics, and unit organization of those standards.

Each publication is built upon primary and high-quality secondary sources in images, historical documents, and data, using grade-level appropriate chunks of information to scaffold and focus student research. Sources are contextualized in foundational concepts, guided evaluation, and application. For grade levels that study state history and apply the domains of social studies at a state level, we work with local experts to provide general domain knowledge of geography, civics and/or government, economics, and history with a throughline of culture as applicable.

In addition to visually engaging articles and primary source materials, the Teacher's Edition provides article-by-article lesson plans based on Hattie and Marzano's high-impact teaching strategies. It also incorporates 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. Lesson plans include activities and opportunities for writing, speaking, and listening to ensure depth of knowledge and application of concepts.

Health & Wellness

Studies Weekly's research-based preventative Health and Wellness PreK–6 curriculum and PreK-6 Well-Being program are based on national and state health standards and help students and teachers manage their response to stressors and challenges, while simultaneously developing skills and dispositions for long-term health and wellness practices. The goal of both curricula is to help students develop lifelong healthy habits.

Designed for Tier 1 instruction, they can also be used for targeted Tier 2 and Tier 3 interventions and postvention work with students recovering from trauma or crisis, as well as in professional development training for educators. The flexible scope and sequence allows teachers, school counselors, and school service providers to work with large groups, small groups, or individual students.

The curriculum utilizes synthesized psychological and behavioral frameworks, including Maslow, Piaget, Vygotsky, current research by the Yale RULER program, Collaborative

Science

Explore Science prepares students to meet the Performance Expectations of the K-5 NGSS Standards and the EQuIP and EdReport rubrics. The curriculum includes 3-Dimensional Learning, Phenomenon-driven Pedagogy, Student-led Inquiry, Engineering Design Process, and Diversity and Equity Support.

Each unit focuses on an NGSS, Math, and ELA standard while providing practice of multiple SEPs and CCCs, because students need to regularly listen, speak, read, and write science to truly understand it. The disaggregated vocabulary approach also allows students to understand science concepts before learning the associated terms and lowers the cognitive load required.

The 5E modeled curriculum begins with a real-world and relevant natural phenomenon to explore or a problem to solve. Through activities and investigations, students act as scientists and form critical thinking skills.

Explore Science supports the diverse needs and abilities of all students in hands-on, student-led inquiry that gives every student a chance to be engaged, learn, and contribute. The curriculum prompts students to incorporate their unique experiences into class discussions.

The 3D performance task assessments test student thinking, understanding, and skills by incorporating SEPs, CCCs, and DCIs that demonstrate understanding of expectations. This helps students transfer their learning to new situations and is one of the best ways to determine their proficiency in the standard.

for Academic, Social and Emotional Learning (CASEL), and positive psychology. These frameworks and research are synthesized to provide age-appropriate education about a wide variety of health and wellness topics. The curriculum also provides community extension support through shareable letters about what is taught.

Additionally, Studies Weekly Health and Wellness includes instructional support for Multi-Tiered Systems of Support (MTSS), Assertive Discipline, Behaviorist and Humanist theories, and Positive Behavior Intervention Support (PBIS) frameworks to improve classroom management and a positive school climate. Each publication contains weekly, article, and unit assessment questions. This curriculum does NOT include Critical Race Theory (CRT) instruction or reference.

All lessons and activities within the curriculum help educators and students develop skills that empower them to care for their health and wellness throughout their lives.



RESOURCES

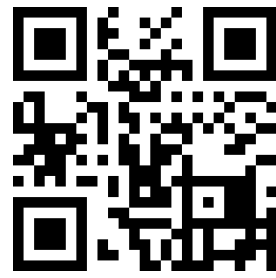
These additional resources can help you determine how Studies Weekly works with your standards and instruction.

HOW WE BUILD CURRICULUM



s-w.co/building

CURRICULUM EVALUATION TOOL



s-w.co/rubric

CUSTOMER SUPPORT



s-w.co/support

FREE ONBOARDING WEBINARS



s-w.co/webinars

DEI

Studies Weekly believes all students should have a culturally authentic mirror of themselves in the classroom, especially those under-served and under-represented. Additionally, all students benefit when given windows into other cultures.

Studies Weekly engages with state experts to consult on our guiding documents as we unpack the standards and interpret the framework. Cultural studies experts, subject matter experts, and diverse contributors work with us to provide culturally authentic materials. We contextualize individual stories to share cultural identity without incurring stereotypes or conglomerate representations.

Studies Weekly continually works with school administrators, teachers, and parents to review, re-examine, and update our materials.

CRT

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

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 each state's guidelines.

We aim to provide accurate and engaging social studies, science, health, and other curricula aligning with your state's standards.

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.

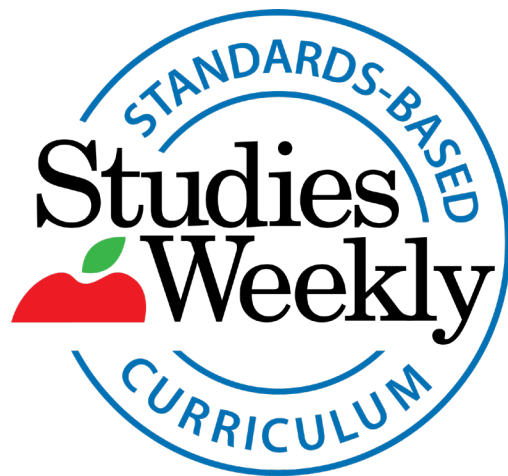
Studies Weekly's content is carefully presented according to standards and based on facts while avoiding shaming, excluding, or erasing any population, whether dominant or minority. We seek to provide a positive and wholesome learning environment for all students.

Indigenous People

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

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 consensus on this, we use the terms Indigenous People, Native American, and American Indians interchangeably when referring to more than one tribe.



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

PG-2023-v1



423303