



Texas Product Guide



Comprehensive Curriculum

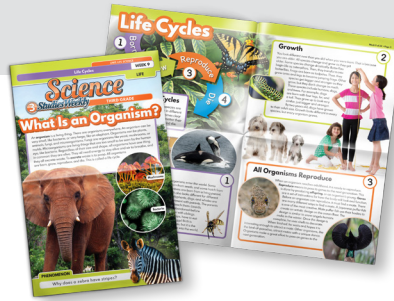
100% Aligned to the TEKS

BECAUSE THE **BEST** THINGS COME IN **SMALL** PACKAGES FOR OUR **BIG** STATE

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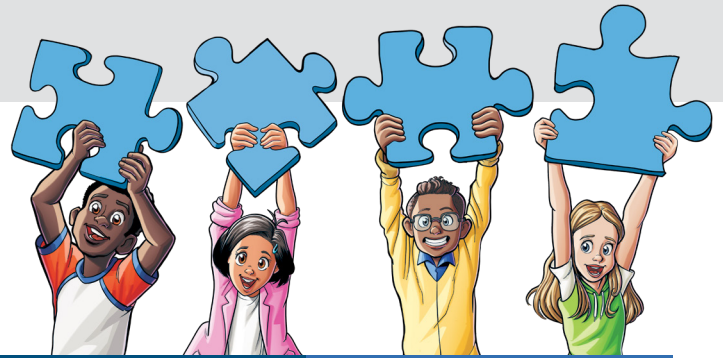
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CONSUMABLE



	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



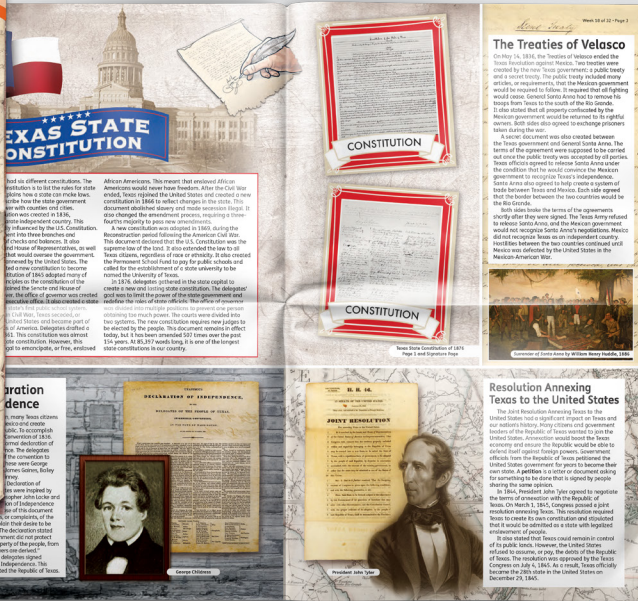
	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	✓	
HEAVILY BASED ON EDUCATIONAL RESEARCH	✓	
ADDRESSES ALL, OR NEARLY ALL, STATE STANDARDS AND FOUNDATIONAL SKILLS	✓	
USED FOR TIER 1 INSTRUCTION	✓	
INCLUDES FORMATIVE AND SUMMATIVE ASSESSMENTS	✓	
COMPLEMENTS STUDENT MATERIALS WITH RICH 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



Our State Constitution

1. Analyze the current state constitution and answer the following questions.

2. How does the document describe the purpose of the state constitution?

3. How does the document describe the purpose of the state constitution? If so, summarize the preamble words.

4. How does the document describe the purpose of the state constitution? If so, what is included in the bill of rights?

5. How does the document describe the purpose of the state constitution? If so, how many amendments are included in the constitution?

CELEBRATES ALL VOICES

LXILEID TEXT FOR GREATER READABILITY, ACCESSIBILITY, AND DIFFERENTIATION

PRIMARY SOURCES STUDENTS CAN EXAMINE AND ANALYZE



SEE SAMPLES FOR TEXAS s-w.co/texas



ENGAGE ALL STUDENTS

History, geography, economics, government, citizenship, culture, science and technology and society, and social studies skills

Texas Celebrations
UNIT: CULTURE WEEK 22

3 Studies Weekly
OUR EXPANDING COMMUNITY

Why Do We Celebrate?
Cultural celebrations or festivals are special events that celebrate the heritage of an ethnic group. Cultural celebrations bring people in a community together. This creates a sense of belonging for the members of the community.
Celebrations can also provide many fun and lasting memories. They help preserve traditions. The culture of a group is often passed on through its celebrations.
Celebrations highlight people, events, or ideas that are important to a culture. They help connect us to our culture and to the world. The wonderful variety of celebrations remind us of our diverse American society.

Los Muertos
A part of Mexico. You can celebrate this holiday. It is a traditional Mexican holiday. People who have died are honored. Families clean their graves and share food.

Texas Folklife Festival
The Institute of Texan Cultures organized the first Folklife Festival in Texas. It was held in San Antonio in 1972. The festival is now an annual celebration. It celebrates the diverse cultures that help make up Texas. Visitors can enjoy art, crafts, music, dancing, and food. The festival has over 40 different cultures. You could try a dish like kebabs from Lebanon. You can see Chinese lion dances. There are groups representing Argentina, Scotland, Cajun-Creole culture and more. The festival helps cultures continue their customs. It also helps younger participants feel connected to their heritage. The Folklife Festival helps visitors to learn about other cultures.

Borderfest
In 1976, the Chamber of Commerce in Hidalgo organized a festival. It was meant to bring people of different cultures, nations, and communities together. It was a celebration of the 200th birthday of the United States. The festival is now held every year.
Hidalgo is on the border between Mexico and Texas. Borderfest brings the people who live on either side of the border together. This makes them feel like one community. They celebrate the history, music, dances, food, and art of that country. There are also parades and educational activities for children.

June Nineteenth
June Nineteenth is short for "June Nineteenth." It is celebrated every year on June 19th in Galveston, Texas. General Gordon Granger had issued the Emancipation Proclamation. The Emancipation Proclamation stated that all enslaved people in the United States were free. It had been in effect since 1863, but many people in Texas were not aware of it until Granger arrived.
The holiday is celebrated today by African Americans, friends and family. It is celebrated with parades, music, and food. These festivities often include speeches, performances, and trips to the site of the Emancipation Proclamation.

North Texas Irish Festival
The North Texas Irish Festival is a three-day celebration. It happens on the last weekend of March each year. It is held at Fair Park in Dallas.
The festival started in 1983. It celebrates Celtic or Irish and Scottish culture and heritage. It first started as a celebration of Irish dance and music. Activities at the festival now include a fun run, performances, and workshops. People can enjoy food like Irish stew and soda bread.
The festival is open to the general public. It gives everybody a chance to learn about Irish and Scottish history and culture.

¡DISPONIBLE EN ESPAÑOL!

K-5 TEXAS SCIENCE

Comprehensive curriculum based on the 5E Model and 100% aligned with the **UPDATED SCIENCE TEKS.**



GRADE-LEVEL LEXILED

HOME "TWEET" HOME WEEK 7

PHYSICAL SCIENCE 2nd GRADE

Phenomenon: A Northern Mockingbird's nest can be made of more than just leaves and twigs.

Riddle: I am an animal, but where can I be? I don't swim in the ocean, I don't leave from the trees. You are more likely to find me singing a song on a branch.

What kind of home do I build?

Look on this card. What do you see? What do you think? What do you know?

Activity 1 Phenomenon Introduction

Directions: Write the guiding question in the space provided.

Guiding Question:

Directions: Write a hypothesis about the guiding question.

My Hypothesis	
I think ...	because ... (reason)
I think this because ... (observation/what you already know)	

DOMAIN-SPECIFIC VOCABULARY

SCAFFOLDED KNOWLEDGE AND SKILLS

What's in This Nest?

Activity 3 "Sticky" Business: Finding Materials for a Nest

Directions: After watching the video, answer the following questions and complete the Home Tweet Properties printable.

Where do birds get the materials they need for their nests?

Cameron found the bird's nest in his backyard. Where did that bird most likely get materials to make its nest?

Remember this bird! It is called a loon. It makes its nest on water. Its nest is made of reeds, grasses, and cattails. The plants found in the pond get turned into this nest. I think about how these reeds, grasses, and cattails go from growing from the bottom of this pond to being a part of this loon's nest. Or think about an eagle. Branches that were once on a tree end up in an eagle's nest.

How do birds get the materials they need to make a nest?

Materials used in the nest	Properties of the materials

What property of matter do you think this bird was looking for when it made its nest? Give an example of a material from Cameron's nest that helps you know this bird was looking for this property.

ENGINEERING AND DESIGN PRACTICES

INFORMATIONAL TEXT

High and Low: Birds in the Environment

Directions: Read the text and answer the questions.

Where do birds get the materials they need for their nests?

How do birds get the materials they need to make a nest?

What property of matter do you think this bird was looking for when it made its nest? Give an example of a material from Cameron's nest that helps you know this bird was looking for this property.

ELA AND MATH INTEGRATED



SCAN ME

SEE SAMPLES FOR TEXAS SCIENCE www.texas-science.com

OBSERVE. CONNECT. ANALYZE.

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

Activity 2: Push, Touch, and Collide

Choose the correct result: touch or collide.

Make the two golf balls barely come together. The golf balls _____

Make the two golf balls hit each other hard. The golf balls _____

Directions: Push each pair of objects together to make them **touch** and then **collide**. Write or draw your observations.

Objects	Touch	Collide

How did you make the objects touch and collide? What did you do differently to create each effect?

Let's Measure!

Directions: Make your object collide with your partner's object. Measure the distance (length) between where your object started, the collision point, and where your object ended. Estimate the collision point as best you can. Add the distances together to find the total distance your object traveled. Choose a new object and try it again.

	Test 1	Test 2
Starting point to collision point		
Collision point to ending point		
Total		

Activity 3: Changing Shape

Do all objects change shape when they touch or collide? Let's investigate!

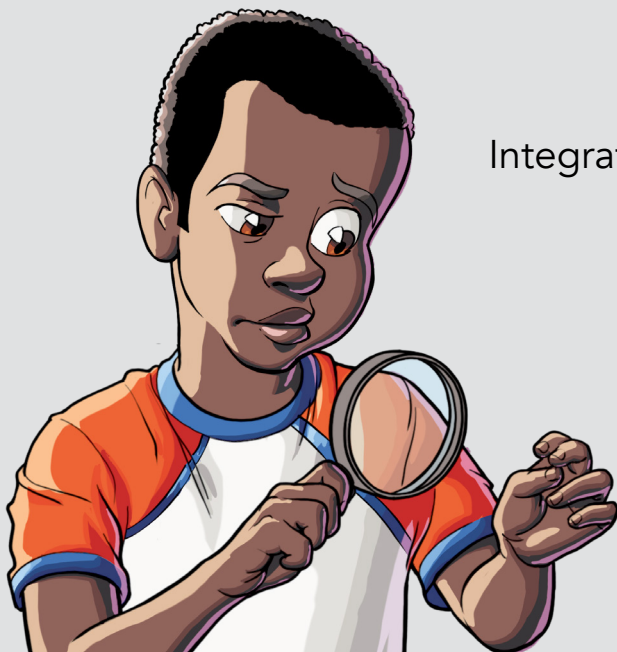
Directions: Observe each pair of objects as they collide. Record what stays the same and what changes. Then, watch each slow-motion video as a second observation. Record the stability and change you see in each video.

What I Saw	What I Watched
 Stays the same: Changes:	 Stays the same: Changes:
 Stays the same: Changes:	
 Stays the same: Changes:	

My Model

Directions: Create how objects may change stability and/or change shape.

Inset Image: Hands moving toy cars on a surface.



STUDENT-DRIVEN UNITS WITH:

Integrated Claims-Evidence-Reasoning strategies

Embedded engineering design process

TEKS alignment in Teacher Edition

Real-world examples & activities

Cross-curricular connections

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



WELL-BEING

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

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



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 of learning to use **ANYTIME**, with highly engaging topics, images, and activities that keep students reading

ELA/SUMMER SCHOOL

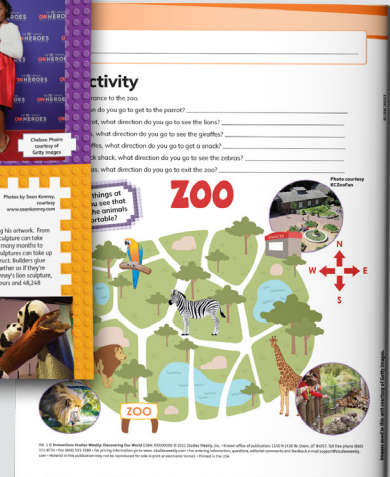


ADAPTABLE FOR TEACHER-GUIDED OR STUDENT-GUIDED INSTRUCTION



STUDENTS USE ALL 4 LITERACY DOMAINS

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



STUDENTS WRITE ON THE PUBLICATION



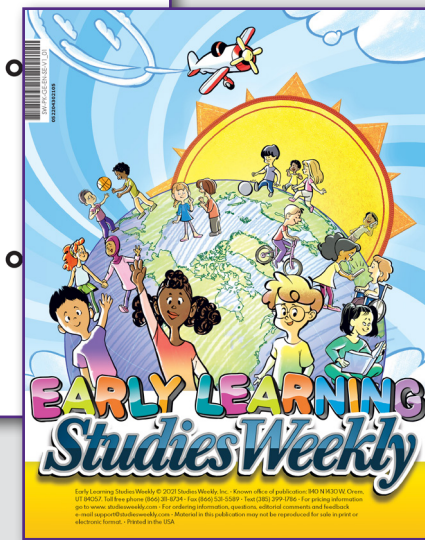
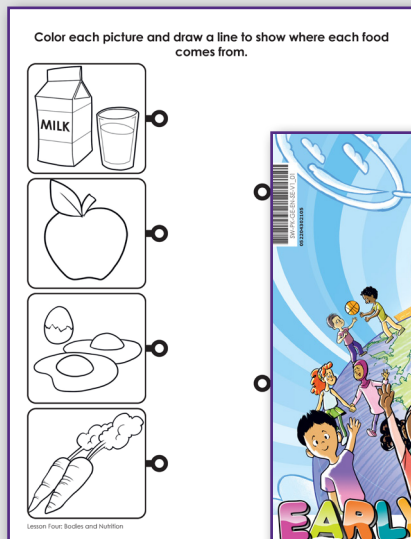
SEE INTERACTIVE SAMPLES
s-w.co/ela



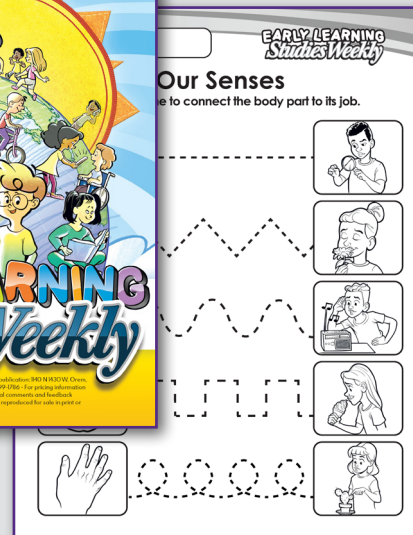
EARLY LEARNING

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

BASED ON NATIONAL HEALTH STANDARDS
& HEAD START FRAMEWORK



INTERACTIVE ACTIVITIES



MULTI-SENSORY ENGAGEMENT

EARLY LEARNING

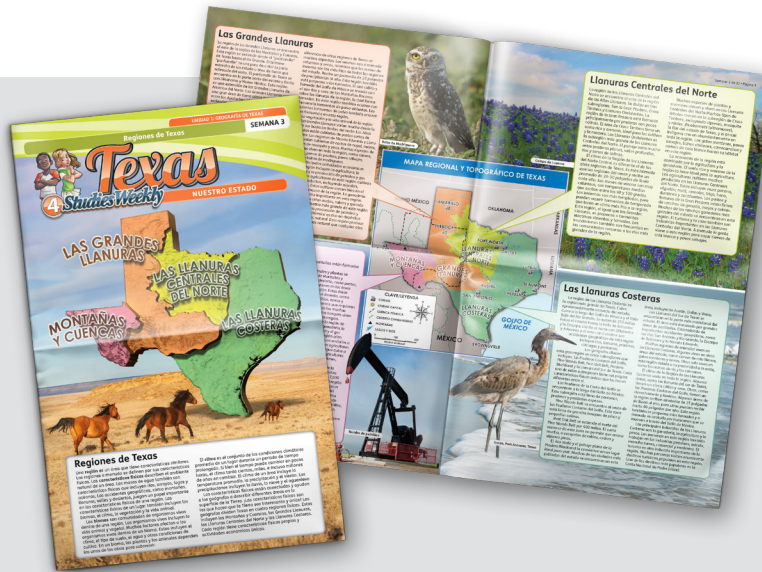
SEE SAMPLES
s-w.co/early-learning



ESPAÑOL

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

SPANISH VERSIONS



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



SEE SAMPLES FOR TEXAS
s-w.co/texas

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.

The image displays a collection of educational materials related to Texas geography. On the left, there are print articles with text and images. The top article is titled "Great Plains" and includes a photo of a burrowing owl. Below it is a "REGIONAL AND TOPOGRAPHICAL MAP OF TEXAS" showing major regions: Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains. The bottom article is titled "Mountains and Basins" and includes a photo of an oil pumpjack. On the right, a tablet displays the digital version of the "REGIONAL AND TOPOGRAPHICAL MAP OF TEXAS" article, showing the same map and text as the print version. The tablet interface includes navigation options like "STUDENT VIEW", "GRADE", and "HIGHLIGHTS".

PRINT & ONLINE INTEGRATION

THIS INTEGRATED LEARNING APPROACH ACCOMMODATES TIGHT LESSON SCHEDULES SO STUDENTS CAN TRULY ENGAGE IN LEARNING

Paired materials provide **MULTIPLE ACCESS POINTS** to learning 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.

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 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, from over 440 million years ago. And that's not all you can see! Fossils like these are all around the Statehouse. There are trilobites in the northeast stairwell, a squid-like creature known as a cephalopod in the floor, and many others. All of these fossils provide evidence to support a changing Earth.

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

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

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

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

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

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

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

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

- Whole fossil
- Trilobite
- Sea lily
- Clam
- Pterodactyl
- Brachiosaurus

- Ocean floor
- Land
- Sky
- Open ocean
- Near the rocky shore
- Ocean reef

CLOSE READING

STUDENTS HIGHLIGHT
MAIN IDEAS AND
SUPPORTING DETAILS

WRITING

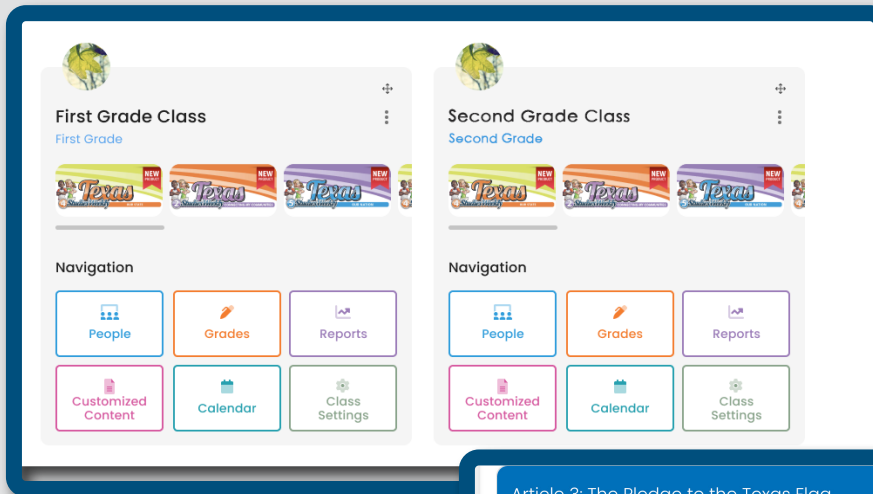
STUDENTS HAVE ROOM
TO RECORD NOTES AND
COMPLETE ACTIVITIES

How To | PRINT

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

STUDIES WEEKLY ONLINE

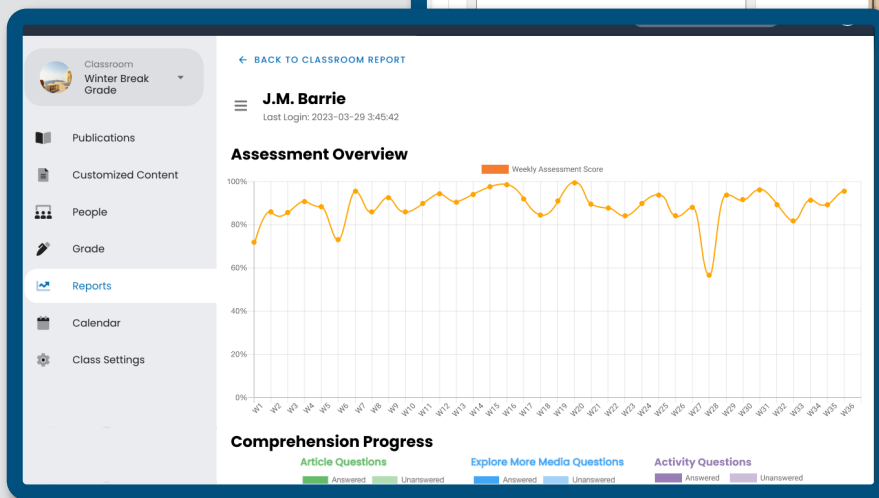
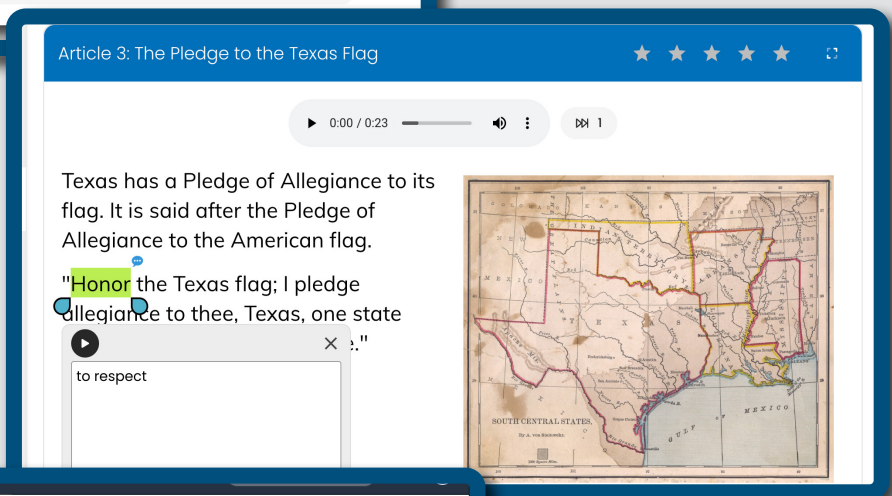
This user-friendly digital learning program pairs with the printed materials. Similar to popular LMS platforms, it appeals to all learning styles with easy-to-use lesson plans, videos, and activities.



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

HOW TO | ONLINE

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



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

GETTING STARTED ONLINE

Visit online.studiesweekly.com and log in.

NOTE: BECAUSE YOUR SCHOOL OR DISTRICT MAY USE A ROSTERING PROCESS TO CREATE YOUR ONLINE LOGIN, PLEASE CHECK WITH THEM FIRST. FOR ROSTERING HELP, SEE PAGE 23

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.



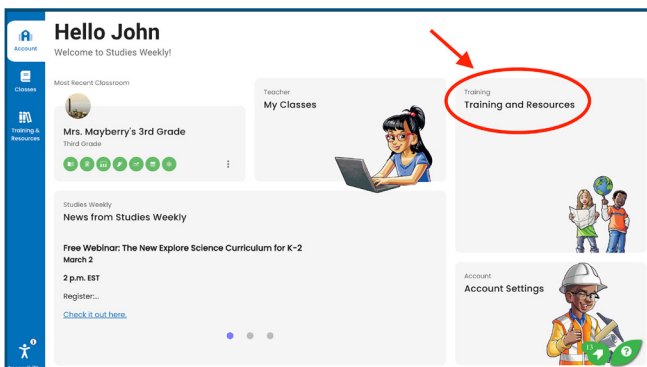
s-w.co/webinar

60 min.

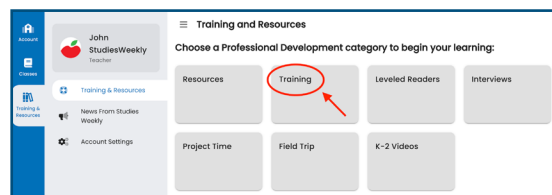
Training Tab

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

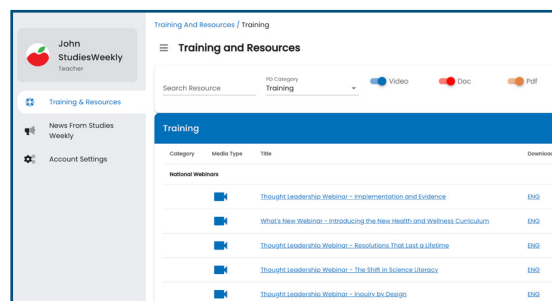
1. Log in at online.studiesweekly.com
2. Click on the Training and Resources Tab on the dashboard



3. Click on the Training Tab



4. Click on the training topics you need



CUSTOMIZED PD

All sessions can be customized to fit your needs by:

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



Onboarding

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

Prerequisite for intermediate or advanced sessions



Instructional Modeling

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



Train the Trainer

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



Curriculum Coaching

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

Studies Weekly means LOTS OF SUPPORT



Teacher Advocate



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

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

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

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

**TEACHER ADVOCATES ARE NOT AVAILABLE FOR HOMESCHOOLS*



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

Social Studies

Each Texas social studies edition is highly customized to reflect the standards and approach of the TEKS and guide students through the domains of social studies: history, geography, economics, government, citizenship, science, technology, and society, and social studies skills. Studies Weekly begins with the Texas 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.

Lesson plans include activities and opportunities for writing, speaking, and listening to ensure depth of knowledge and application of concepts. Article-level assessments include text-dependent questioning to measure engagement and understanding, while weekly assessments measure standards-based concepts, preparing students for the STAAR.

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

Studies Weekly Texas Science curriculum is comprehensive and aligned to the TEKS, with fully integrated science and engineering practices along with recurring themes and concepts. It is organized around the 5E model with real-world and relevant natural phenomena. Through intentional learning experiences, students act as scientists as they make sense of the phenomena and solve practical problems.

Texas locations, animals, and people are embedded throughout the curriculum so it is more relevant to students. Each unit provides opportunities to engage in multiple science and engineering practices. Units also incorporate TEKS Math and ELAR standards, because students need to regularly listen, speak, read, and write science to truly understand it.

Studies Weekly Texas Science supports the diverse needs of all students through differentiation support, hands-on activities, student-led inquiry, cooperative learning, and disaggregated vocabulary (so concepts are learned before terms). Activities and investigations encourage all students to form critical thinking skills. The curriculum is also available in Spanish.

Assessments provide a formative evaluation of student comprehension with integrated science and engineering practices. The performance task assessment evaluates student ability to transfer learning to a new situation, which is one of the best ways to determine how well students have achieved proficiency in the standard. This helps prepare students to pass the STAAR Science Assessment in 5th Grade.

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.

ACADEMIC RIGOR

Rigor is a multi-faceted characteristic of curriculum.

Its intent is to encourage learning that is less surface and more conceptual – to encourage students to make connections and synthesize information rather than memorize facts. It involves applying knowledge to new contexts and transferring concepts to new situations, as well as engaging in academic conversations with peers.

Ultimately, the state standards drive the goals for rigor by establishing verbs that inform the depth of learning expected of students.

Studies Weekly approaches rigor from multiple perspectives:

Standards Coverage

Studies Weekly’s curriculum is 100% aligned with your state standards, including state-specific aspects.

Focus of Instruction

Curriculum is driven by guiding questions that are aligned with the standards covered for that week.

Reading Level

Curriculum is aligned with grade-level appropriate recommendations and Lexile measures.

Use of Primary Sources and/or Real Data

Important documents, speeches, data, graphs, photos, paintings, and other primary sources are embedded into the content as directed by the standards and relevant to the topic. Sources are documented in a state-specific bibliography available with the publication.

Assessment -- Studies Weekly publications include two levels of assessment:

Article Assessments

These assessments are primarily multiple choice and do not go above a DOK 1 or 2, due to teacher feedback asking for literal, text-dependent questions as a quick check of comprehension for reading materials. Students can find answers in the text and revise their answers as needed.

Weekly Assessments

These are aligned to the standards and designed to be a summative assessment of key concepts for the week. Questions include open-ended responses and technology-enhanced items to increase academic rigor and reach strong DOK2, and DOK3 (through our online learning platform).

REPRESENTATION

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

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

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

INDIGENOUS PEOPLE

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

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

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

CRT

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

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

RESOURCES

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



HOW WE BUILD
CURRICULUM



s-w.co/building

CURRICULUM
EVALUATION TOOL



s-w.co/rubric

FREE ONBOARDING
WEBINARS



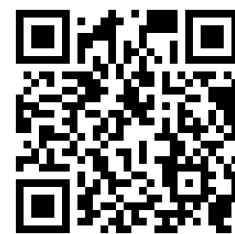
s-w.co/webinars

CUSTOMER
SUPPORT



s-w.co/support

ROSTERING
TIPS



s-w.co/rostering

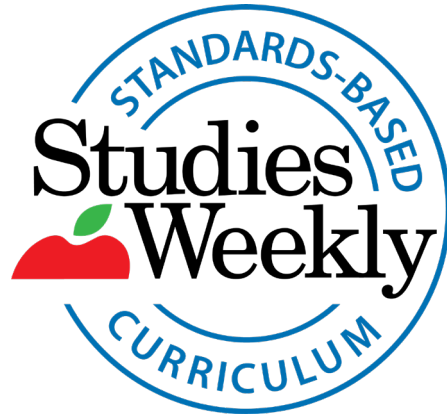
IMPLEMENTATION

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



We're here to help!
studiesweekly.com/contact

(866) 311-8734

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