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Why Studies Weekly is **CONSUMABLE**



STUDIES WEEKLY

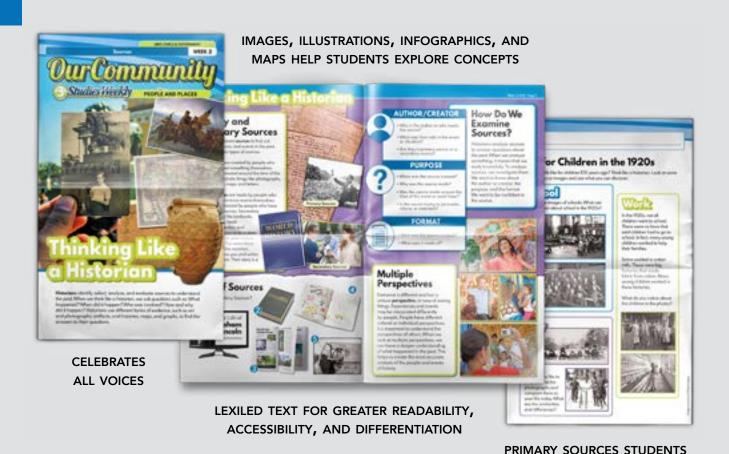


Техтвоокѕ

	3 TUDIES VVEEKLY	TEXTBOOKS
Core curriculum		\bigcirc
Students can write on it		X
Units can be rearranged according to teacher need		(X)
Written specifically for your state without unnecessary content		※
Accessible 1 unit at a time		(X)
Can be folded, cut, glued and made into projects		※
Works for federal funding		\bigcirc
Highly adaptable to remote learning	\bigcirc	×
Takes up less classroom space		×
Takes up less room in a backpack		×
STUDENTS CAN KEEP THEM		×
Overwhelming	※	\bigcirc
HEAVY	※	\bigcirc
Less expensive!		X

K-5+ Social Studies

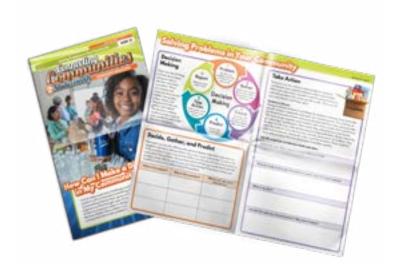
A **core** Florida Social Studies curriculum that encourages students to become engaged and responsible citizens who think critically and make informed decisions



CAN EXAMINE AND ANALYZE

SCAN ME

SEE FLORIDA SAMPLES! S-W.CO/FLORIDA



ENGAGE ALL STUDENTS

In history, geography, economics, civics, and government

Model skills of INQUIRY

Through integrated discussions and lesson plans where students evaluate evidence, make conclusions, and take **ACTION**



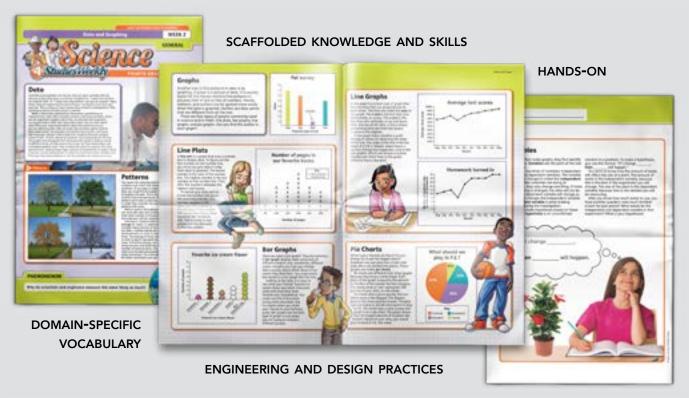
AVAILABLE IN SPANISH!

K-5 Science

A **core** Science curriculum based on the 5E Model and aligned with national and state frameworks



GRADE-LEVEL LEXILED



ELA AND MATH INTEGRATED

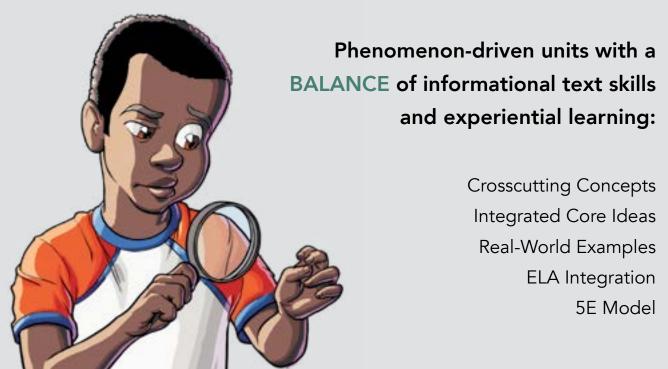


SEE FLORIDA SAMPLES! s-W.CO/FLORIDA

OBSERVE. CONNECT. ANALYZE.

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



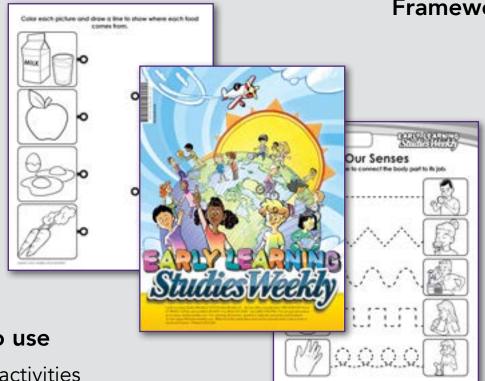




Early Learning

A hands on, fun curriculum that helps children develop foundational reading and fine motor skills

Based on National Health Standards & Head Start Framework



READY to use

Interactive activities
Songs for multi-sensory engagement

SEE SAMPLES! S-W.CO/EARLY-LEARNING



ELA/Summer School

Reinforce literacy skills with a Grade 2-5 Extended Learning curriculum that provides additional support for **ALL** students who need additional learning time

4 weeks of learning to use **ANYTIME**



STUDENTS WRITE ON THE PUBLICATION



SEE INTERACTIVE SAMPLES S-W.CO/ELA Available soon in Spanish!

Florida Social Studies

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

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

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

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

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



Science

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

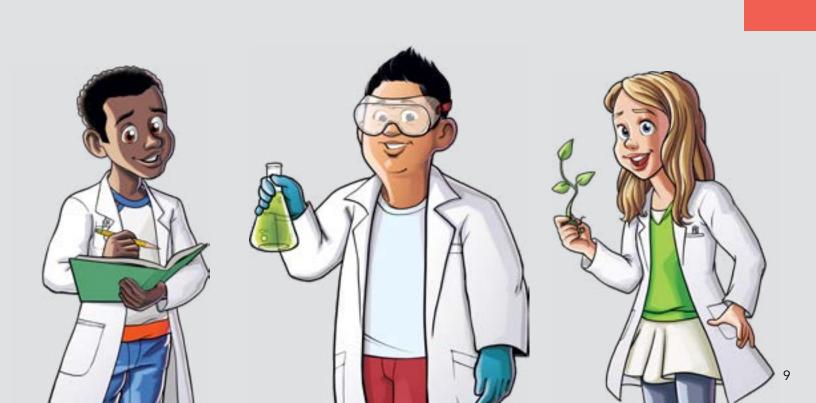
Student-relevant phenomenon drives instruction. Each lesson begins with an observable event, sparking questions about how and why, so students organically learn to make sense of natural phenomena.

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

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

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

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



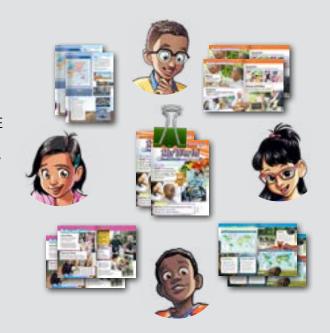
SORTING Student Editions

In order to save you money, and because of the uniquely consumable nature of Studies Weekly, we must print multiple units on one printing plate. This means the Student Edition is shipped to you in a classroom set that needs to be collated.

As you separate publications, you can sort them by themes, units, or according to your teaching plan. You then can give your students just one publication at a time 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



Give older students a service opportunity and ask them to sort



Ask a parent helper to sort



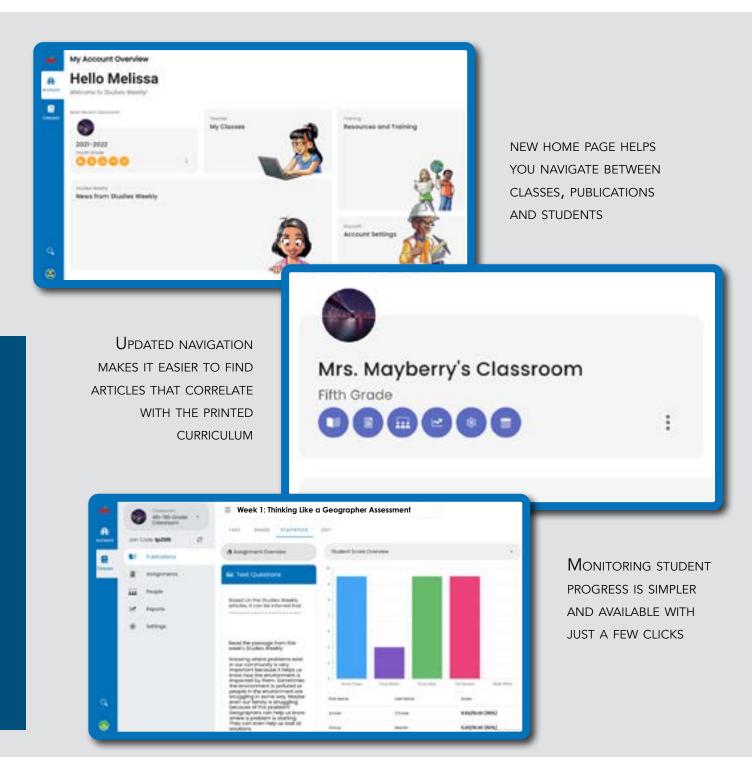
Using **PRINT**



Find teaching strategies, lesson plans, graphic organizers, assessments, and activities in your Teacher Edition

STUDIES WEEKLY ONLINE

The new Studies Weekly Online is more user-friendly, built with teacher feedback, and ready for digital-first learning. Similar to popular LMS platforms, the fresh format makes it easier to find lesson plans, videos, and activities; and appeal to all student learning styles.





GETTING STARTED Online

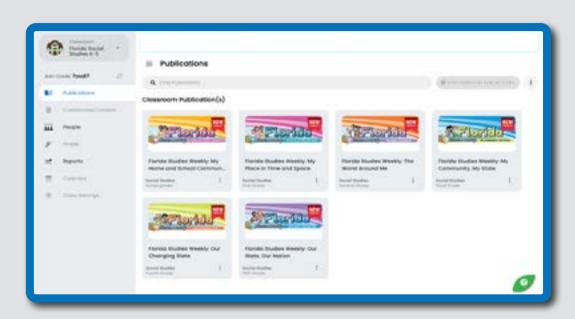
online.studiesweekly.com

Username: adoptionFL

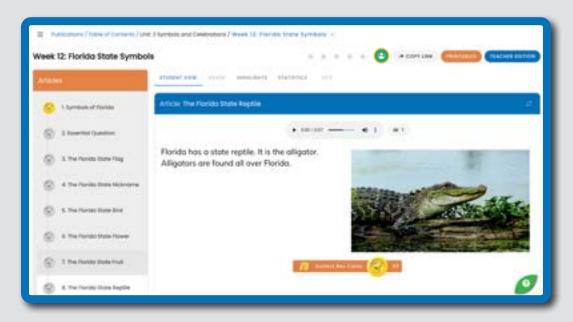
Password: **Demo22**

CLASSES TAB

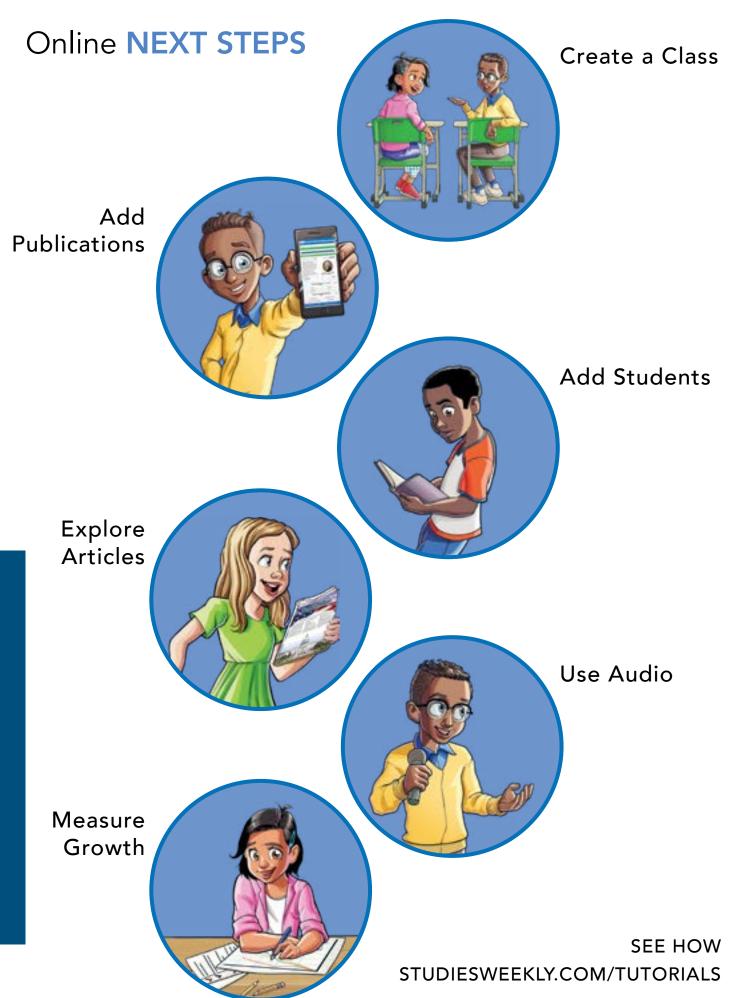
Manage publications, ARTICLES, ASSIGNMENTS, AND STUDENTS



ARTICLE VIEW

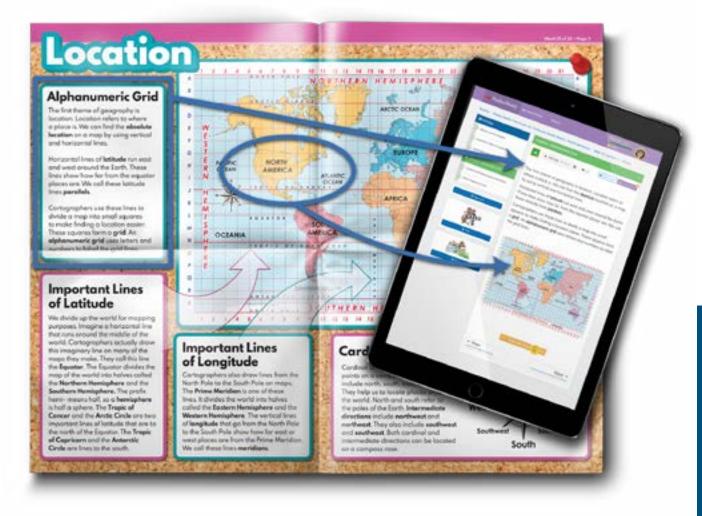


- Assign with Google Classroom
- Use audio reader for comprehension
- VIEW RELATED MEDIA
- HIGHLIGHT AND ANNOTATE TEXT



PRINT & ONLINE Integration

Every publication is available in print and online so students and teachers can smoothly transition between learning environments. The digital platform includes the same articles, images, and illustrations as print, with additional audio and video resources, so students feel comfortable accessing learning on their own terms.



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**



Implementation

Your curriculum is designed to adapt to any block of time and fit a variety of instructional models. To begin, review the Teacher Edition's lesson plan and activities. These resources will help you find the best instructional fit for your students.

Sample General Lesson Planning Guide

DAY 1

LEARNING OUTCOME

What do students need to know and demonstrate?

Introduction

- 1. Preview articles and activities within the week
- 2. VIEW RELATED MEDIA
- 3. Read cover article

PRE-ASSESSMENT

Use graphic organizers to identify what students already know

QUESTIONING

- GENERATE CONTENT-BASED STUDENT QUESTIONS
- Use student questions to form a compelling question to drive future learning

DAY 2

LEARNING OUTCOME

STUDENTS CAN FIND EVIDENCE TO ANSWER, SUPPORT, OR REFUTE THE COMPELLING QUESTION

ACTIVITIES

STUDENTS CAN PREVIEW PRINT WHILE LOOKING FOR TEXT FEATURES

- TITLES & LABELS
- IMAGES & MAPS
- TIMELINES & GRAPHS
- BOLDED VOCABULARY

STUDENTS CAN ANNOTATE TEXT

- "I NOTICE ..."
- "I THINK ..."
- "I WONDER ..."

STUDENTS CAN COLLECT
INFORMATIONAL DATA

DAY 3+

LEARNING OUTCOME

STUDENTS CAN FIND EVIDENCE TO ANSWER, SUPPORT, OR REFUTE THE COMPELLING QUESTION

ACTIVITY

STUDENTS CAN PARTICIPATE IN SHARED
INTERACTIVE WRITING AS THEY
RESPOND TO THE COMPELLING
QUESTION WITH EVIDENCE

FORMATIVE ASSESSMENT

Students can show learning by

- 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

FORMATIVE ASSESSMENT

STUDENTS CAN SHOW LEARNING BY

- 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

SUMMATIVE ASSESSMENT

STUDENTS CAN SHOW THEY HAVE REACHED THE DESIRED LEARNING OUTCOME BY

- Achieving mastery of Weekly assessment
- CORRECTLY ANSWERING ARTICLE QUESTIONS
- COMPLETING A PROJECT CONNECTED TO THE LEARNING OBJECTIVE

Curriculum Evaluation Rubric

Evaluator: School:

Subject Area: Grade(s):

Please use the following questions as you consider the instructional materials, and rank each resource category in terms of **QUALITY**.

5 Very Good 4 Good 3 Fair 2 Poor 1 Very Poor 0 Never

Academic Support

General Considerations

READING LEVELS AND CONTENT COVERAGE ARE GRADE-LEVEL APPROPRIATE.

The materials provide an appropriate depth of understanding in the subject.

THE MATERIALS ARE ENGAGING AND ENCOURAGE EXCITEMENT FOR LEARNING.

THE MATERIALS PRESENT AUTHENTIC LEARNING OPPORTUNITIES FOR OUR POPULATION.

THE CONTENT ALLOWS FOR FLEXIBILITY IN INSTRUCTION.

LESSON PLANS INCLUDE OPPORTUNITIES TO READ, SPEAK, WRITE, AND LISTEN.

THE MATERIALS PROVIDE INTEGRATION WITH AT LEAST ONE OTHER CONTENT AREA.

THERE IS EVIDENCE OF DESIGN BASED ON ACADEMIC RESEARCH.

THE CONTENT CAN BE UPDATED AS NEEDED TO FIT OUR CHANGING GLOBAL SOCIETY.

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Standards Alignment

THE CONTENT IS STRONGLY ALIGNED TO STATE STANDARDS.

THE MATERIALS INCLUDE A SCOPE AND SEQUENCE AND A STANDARDS ALIGNMENT.

5	4	3	2	1	0
5	4	3	2	1	0

Assessment

Assessment tools provide auto-scored data about student progress

STUDENTS HAVE OPPORTUNITIES TO DISCUSS, RESEARCH, AND/OR PARTICIPATE IN DEEPER MODES OF DEMONSTRATING LEARNING THAN AUTOMATED TESTS.

5	4	3	2	1	0
5	4	3	2	1	0

Academic Support continued

Teacher Support

LESSON PLANS PROVIDE SUPPORT FOR NOVICE TEACHERS.

LESSON PLANS INTEGRATE RESEARCH-BASED TEACHING STRATEGIES.

Supplemental multimedia materials are available.

PROFESSIONAL LEARNING IS AVAILABLE FOR A VARIETY OF INDIVIDUAL, SCHOOL, OR DISTRICT NEEDS.

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Accessibility

MATERIALS CONTAIN MULTIPLE SCAFFOLDS TO SUPPORT STUDENTS IN ACCESSING CONTENT OBJECTIVES.

STUDENT MATERIALS ARE COMPLIANT WITH TECHNOLOGY ACCESS TOOLS, SUCH AS SCREEN READERS AND AUDIO PLAYERS.

MATERIALS ARE ADAPTABLE FOR A VARIETY OF TECHNOLOGY LEVELS — FROM 1:1 DEVICES TO NON-TECHNOLOGY OPTIONS.

Multiple modalities included: students are doing more than passively watching, listening, or reading and have the option to engage with digital and/or physical materials.

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Academic Support Total: _____ / 105

Technology Integration

Navigation

DIGITAL PLATFORM NAVIGATION IS EASY TO MANAGE FOR TEACHERS AND STUDENTS.

STUDENT TOOLS ARE AVAILABLE FOR ANNOTATING AND HIGHLIGHTING CONTENT.

TEACHERS CAN CUSTOMIZE AND TURN CONTENT ON AND OFF.

TEACHERS CAN REORDER UNITS AND LESSONS.

TEACHERS CAN CUSTOMIZE ASSESSMENTS.

REPORTS ARE AVAILABLE TO SHOW STUDENT PROGRESS AND PERFORMANCE.

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Technology Integration continued

Specs

Sources for help/customer service and providing feedback are provided.

WE HAVE THE ABILITY TO ROSTER USING EXISTING DISTRICT SYSTEMS.

PROGRAM IS ACCESSIBLE ON MAC, PC AND MOBILE DEVICES.

THE CONTENT RUNS SMOOTHLY USING THE BANDWIDTH OF OUR NETWORK.

CONTENT INTEGRATES WITH DISTRICT-SUPPORTED COMMON-CARTRIDGE-BASED CMS and LMS tools.

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Technology Integration Total: _____ / 55

Composite Total and Additional Notes

Section	Total Points Earned	Total Points Possible
Academic Support		105
Technology Integration		55
TOTAL		160

Notes & Comments

CRT

Critical Race Theory, also known as CRT, describes a legacy of discrimination and racism in American history. Studies Weekly's curriculum does **NOT** include CRT.

While CRT is not a curriculum or program, school boards across the nation have experienced protests for and against the theory. Educators may feel caught in the middle of this debate and wonder if their curriculum will address Critical Race Theory.

Studies Weekly does **NOT** take a stance regarding what should or should not be included in your curriculum. We leave those decisions up to you and the Florida Department of Education. We have no agenda. We only provide curriculum that aligns with your state's standards.

Our goal is to continue providing accurate and engaging social studies, science, well-being, and other curriculum that is fully aligned to your state's standards.

Indigenous People

The multi-tribal designation is one that the curriculum experts at Studies Weekly have long debated. In 2019 and 2021, we discussed the topic once again and then reached out to tribal leaders and tribal organizations for their preferences.

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

Based upon those conversations, and the fact that the U.S. Federal Government only allows tribal government status for those formally recognized as American Indians, we use the terms Indigenous People, Native American, and American Indians interchangeably, when referring to more than one tribe in a collective group. If a state's standards have a preference for one term, we align with that.

DEI

Studies Weekly is committed to celebrating all students. The beautiful diversity of their experiences is an asset to all communities and should be nurtured. All students should have a culturally authentic mirror of themselves in the classroom, especially those who are under-served and under-represented. Additionally, all students benefit when they are given access to windows into other cultures and value systems.

Studies Weekly continually works with school administrators, teachers, and parents to review, re-examine, and update the materials we provide for instruction and professional development. We have engaged with state experts to consult on our guiding documents to unpack the standards and interpret the framework in a culturally responsive fashion.

Additionally, we consult with cultural studies experts, subject matter experts, and diverse contributors to support us as we provide culturally authentic materials. We seek to widen the context of each narrative and contextualize individual stories that give an understanding of cultural identity without incurring stereotypes or conglomerate representations, or placing blame on any group for historic actions.

Representation

We believe all students should feel welcome in their curriculum and have an entry point into learning. To this end, we provide extensive scaffolding and access for those who are differently abled through accommodations such as: screen readers, multimedia content, and lessons that incorporate multiple learning modalities. Lesson plans include embedded ideas for differentiating instruction based on content, process, and product.

Representation of diverse student populations, family situations, 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, exclusion, or erasure of any population, whether dominant or minority. We seek to provide a positive and wholesome learning environment for all students.







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