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## TEACHER'S GUIDE

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# Junior Scholastic®

THE SOCIAL STUDIES MAGAZINE

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## Let's Team Up!

Dear Teachers,

Welcome to a new school year of *Junior Scholastic*! This issue will take your students from the ancient Aztec Empire to present-day heat waves affecting people worldwide.

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As you get settled, we would love to hear how we can best support you. Please reach out anytime.

Warmly,  
Laura and the *Junior Scholastic* team

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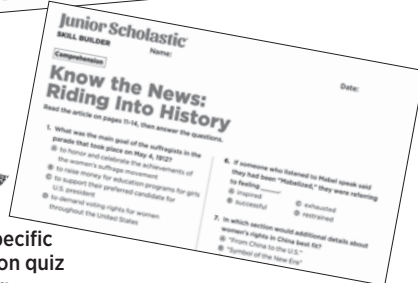
### JS Online Highlights



This video gives  
extra context for  
the Aztec story  
in this issue.



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# ISSUE AT A GLANCE

Here’s everything available in your full teaching package!

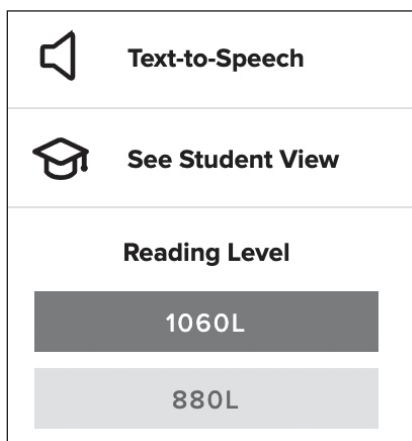
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ARTICLES	SKILL BUILDERS	TEACHING SUPPORT	STANDARDS
<b>Great Lengths</b> , pp. 2-3 <b>GEOGRAPHY   CULTURE</b> Young women show off their long hair in Iruya, Argentina. Photojournalist Irina Werning documents long hair to help convey its significance in many Latin American communities, including Indigenous ones.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• What I Learned: News Shorts</li></ul>	 Text-to-Speech	<b>NCSS:</b> Culture • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance • Global Connections <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.7, WHST.6-8.4, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.7, W.6-8.4
<b>U.S. &amp; World News</b> , pp. 4-5 <b>HEALTH   ECONOMICS   ENVIRONMENT</b> Read about an Ohio school district’s solution for sleep-deprived students, why letter delivery is coming to an end in Denmark, and how a young teen in Phoenix, Arizona, is helping to protect dogs from extreme heat. An infographic provides sleep statistics.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• What I Learned: News Shorts</li></ul>	 Text-to-Speech	<b>NCSS:</b> Culture • Time, Continuity, and Change • Individual Development and Identity • Individuals, Groups, and Institutions • Science, Technology, and Society • Global Connections • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.4, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.7, W.6-8.4
<b>Beating the Heat</b> , pp. 6-10 <b>WORLD NEWS</b> As temperatures soar, see how five cities are adapting. Concepts include geography, climate change, urban development, engineering, public spaces, cities (Tokyo, Japan; Paris, France; Freetown, Sierra Leone; Phoenix, U.S.; Medellín, Colombia), and ancient civilizations (Greece, India, Persia). A world map shows average temperatures in 2024 compared with the averages in 1991-2020. A sidebar discusses how ancient civilizations handled heat. A second sidebar offers safety tips.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• Close-Reading Questions</li><li>• Charting Your Knowledge</li><li>• Know the News</li><li>• Quiz Wizard</li></ul>	 Your Turn: Dream Up a Solution  Video: Let’s Talk About Climate Change  Student Lesson Slide Deck  Lesson Plan  Text-to-Speech	<b>NCSS:</b> Culture • Time, Continuity, and Change • People, Places, and Environments Science, Technology, and Society • Global Connections • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.6, RI.6-8.7, RI.6-8.8, W.6-8.2, W.6-8.4, W.6-8.7
<b>Could Their Bill Become a Law?</b> , pp. 11-13 <b>CIVICS</b> Four students came up with an idea for a law that would require Florida high schools to teach more real-world skills, including changing tires and paying taxes. The article tracks the bill from its introduction into the state House of Representatives to the governor’s desk. Concepts include government, how a bill becomes a law, amendments, Florida Legislature, civic engagement, and life skills.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• Close-Reading Questions</li><li>• How a Bill Becomes a Law</li><li>• Know the News</li><li>• Quiz Wizard</li></ul>	 Your Turn: Brainstorm a Bill  Prereading Quiz  Video: How a Bill Becomes a Law  Lesson Plan  Lower-Level Version  Text-to-Speech	<b>NCSS:</b> Individuals, Groups, and Institutions • Power, Authority, and Governance • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.7, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.7, RI.6-8.9, W.6-8.2, W.6-8.4, W.6-8.9
<b>Too Many Camels?</b> , pp. 14-17 <b>GEOGRAPHY</b> British colonists introduced camels to Australia in the mid-1800s to move supplies and people across the desert. Today up to a million feral camels are destroying property and ecosystems in the outback. Concepts include Australia, climate change, droughts, desert landscapes, invasive species, British colonization, transportation, Aboriginal groups, culling, and tourism. A sidebar explains direction and distance. A map with five questions depicts the range of camels in Australia.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• Comparing Map Types</li><li>• Quiz Wizard</li></ul>	 Your Turn: Running Wild in Australia  Text-to-Speech  Lower-Level Version	<b>NCSS:</b> Time, Continuity, and Change • People, Places, and Environments • Science, Technology, and Society • Global Connections • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.7, RH.6-8.8, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.6, RI.6-8.7, RI.6-8.8, W.6-8.4, W.6-8.9
<b>You Weren’t Supposed to See This Drawing</b> , pp. 18-21 <b>WORLD HISTORY</b> Historians are translating Indigenous records of the Aztec Empire, offering a new perspective of the society. Concepts include Aztecs, Mexico, Moctezuma II, Hernando Cortés, Spanish/European colonization, Mexicas, Nahuas, war, Tenochtitlan, religion, human sacrifice, disease, historical records. A map shows the Aztec Empire. A sidebar explains how the Aztec records were created and saved.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Words to Know</li><li>• Close-Reading Questions</li><li>• Analyze a Primary Source</li><li>• Know the News</li><li>• Quiz Wizard</li></ul>	 Your Turn: Analyze a Primary Source  Video: Timelines: Empires of the Americas  Student Lesson Slide Deck  Lesson Plan  Lower-Level Version  Text-to-Speech	<b>NCSS:</b> Culture • Time, Continuity, and Change • People, Places, and Environments • Power, Authority, and Governance • Science, Technology, and Society • Global Connections <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.7, RH.6-8.8, RH.6-8.9, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.7, RI.6-8.8, RI.6-8.9, W.6-8.4, W.6-8.9
<b>Are We Too Wired?</b> , pp. 22-23 <b>DEBATE</b> Most Americans are connected to technology, from GPS to ChatGPT, throughout the day. Is our increasing reliance on devices good for us? Concepts include technology, devices, screen time, physical and mental health, socialization, communication, community, and culture. A bar graph shows how much screen time U.S. kids ages 12-17 get daily.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li><li>• Let’s Debate</li></ul>	 Your Turn: Evaluate the Arguments  Online Vote  Text-to-Speech  Lower-Level Version	<b>NCSS:</b> Culture • Time, Continuity, and Change • Individual Development and Identity • Individuals, Groups, and Institutions • Science, Technology, and Society • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, WHST.6-8.1, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.6, RI.6-8.7, RI.6-8.8, W.6-8.1, W.6-8.4, W.6-8.9, SL.6-8.1, SL.6-8.3, SL.6-8.6
<b>Watch and Learn?</b> , p. 24 <b>NEWS IN A CARTOON</b> A political cartoon shows a kid sitting in front of a wall of framed internet degrees. Concepts include academic degrees, expertise, internet, and artificial intelligence. Three questions prompt analysis.	<ul style="list-style-type: none"><li>• Issue Scavenger Hunt</li></ul>	 Text-to-Speech	<b>NCSS:</b> Culture • Individual Development and Identity • Science, Technology, and Society • Civic Ideals and Practices <b>Common Core:</b> RH.6-8.1, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.5, RI.6-8.6, RI.6-8.7, RI.6-8.8, W.6-8.4

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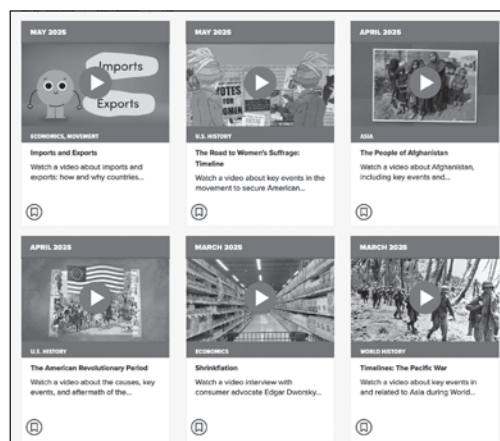
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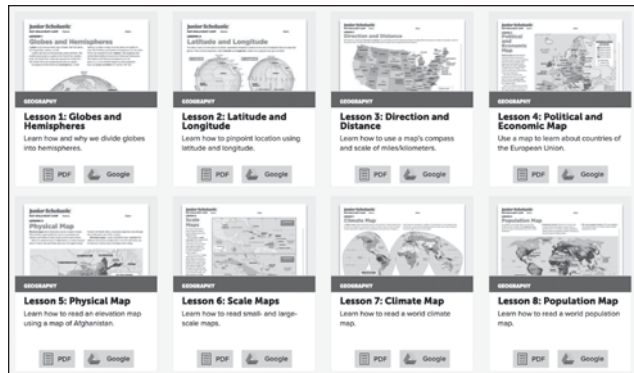
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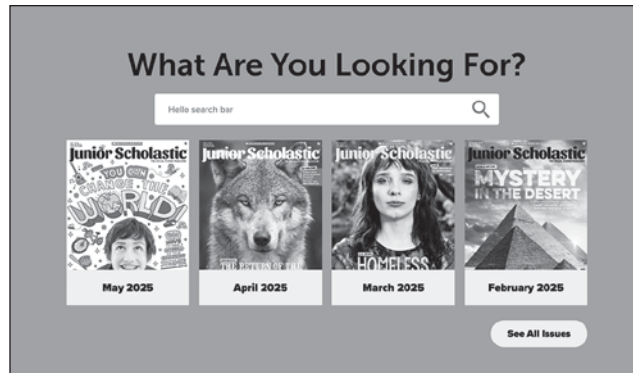
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