



Page	Title	Summary and Discussion Points	Content Area
2	New leader named in Iran	On March 9, Mojtaba Khamenei was named the new supreme leader of Iran. Who chose the new leader? Why is this new transition in leadership significant?	Social Studies
3	Social media ban in Indonesia	Anyone under the age of 16 in Indonesia will not be able to access platforms such as Roblox, TikTok, and YouTube starting on March 28. Why did officials institute this ban? What other countries are considering similar bands?	Digital Literacy
3	Winter Paralympics are underway	The Milan Cortina 2026 Paralympic Winter Games began with an opening ceremony at the historic Verona Arena in Italy on March 6. Who competes in the Paralympics? How would you describe the opening ceremonies?	Social Studies
10	Old boats make new island for birds	A new island to support wildlife is being created in the UK. How will the newly-formed island protect threatened seabirds? What species are threatened?	Science
11	Historic wolf sighting in California	A gray wolf was recently spotted in Los Angeles County, California, for the first time in more than 100 years. Why did gray wolves disappear? Why does it matter if a species disappears, and how does it affect the ecosystem?	Science

FEATURE OF THE WEEK JUNIOR: Book club (pages 22 and 23)

Invite students to look at this week's feature and answer the questions.

1. What do all of the featured books have in common?
2. How would you describe the elements of a book review?
3. Which featured book would you most want to read and why?
4. Read one of the featured books, and write your own "Book club-style" review.

	DEBATE	CREATE
ARTICLE	"Is it better to set many small goals?" (page 8)	"Social media ban in Indonesia" (page 3)
VOCABULARY	perseverance, resilience, strike, overwhelming	platforms, institute, excessive, suspensions
ACTIVITY	Have students use the "MVP criteria" to identify the statement from the article that most influences their position on the issue presented. Display the prompt, "It is better to set many small goals." Ask students to read the article and identify a statement that makes them agree or disagree with the prompt. Have students evaluate the statement against the following: M (the statement is connected to the text's main idea); V (the statement creates a clear mental image that reinforces the position); and P (it's a "phrase that stays" with a student and resonates with them to influence their stance). Invite students to share their MVP statements.	Post 5 signs around the room: strongly agree, agree, neutral, disagree, and strongly disagree. Display the statement, "No one under the age of 16 should be on social media." Invite students to stand by the sign that reflects their view. Challenge the group at each sign to explain its position and generate reasons for and against the statement. Invite each group to present, and invite questions and spirited debate. Ask: What social media sites do you use, and for what? How do they make you feel? Direct each group to select a social media site/app and create a list of guidelines for teens aged 14-16 that address account security and privacy settings, recommended time limits, how to respond to inappropriate content, responsible posting, age-appropriate use of features, and mental health tips. Have each group present and explain its guidelines.
EXTEND	Learn how to set S.M.A.R.T. goals	Read research about teens, social media, and technology.

	CONNECT	ACT
ARTICLE	"New leader named in Iran" (page 2)	"Old boats make new island for birds" (page 10)
VOCABULARY	supreme, revolutionary, harsh, rebuke	wildlife, conservation, estuary, habitats
ACTIVITY	Challenge student pairs to identify Iran on a world map and point out neighboring countries and key waterways, e.g., Strait of Hormuz. Invite each pair to name one thing that they know about the current conflict. Review the definitions of cause and effect. Direct each pair to read the article and highlight what they would identify as causes related to the current conflict in one color and effects in another. Invite each pair to compare causes and effects with another pair. Lead a brief discussion about how something could be both a cause and an effect, and ask students to identify an example. Give each pair 5-10 index cards. Challenge them to use the cards to create a chain where each event related to the conflict in Iran directly causes the next. Ex: Attacks on ships in the Gulf > Companies worry about shipping oil safely > Oil deliveries slow down > Global gas prices increase > Economic problems for many Americans. Invite each pair to share its cause/effect chain.	Ask students if they know which birds are native your local area. Invite them to check their answers here . Direct groups to choose one local bird to learn more about. Encourage them to research the birds' behaviors, habitats, and the threats they face. Explain that all birds need food, water, shelter, and space/territory. In this activity, they will be challenged to create and observe a bird feeder for the species they have researched. Each group must use a different object for the main part of its feeder. Objects could include a milk jug, toilet paper roll, plastic bottle, pinecone, citrus fruit, cardboard box, mason jar, or egg carton. In addition to their primary object, they will need something for their birds to perch on, seeds, and a way to hang the feeder. Encourage groups to present and explain their designs to one another, share which birds the design is for, hang the feeders, and observe them over a two-week period. What conclusions can students draw about their designs?
EXTEND	Watch President Trump announce military attacks on Iran.	Listen to the sounds of North American birds.

* Note: On your computer or mobile device, click or tap blue links to access linked content.