



Page	Title	Summary and Discussion Points	Content Area
2	Artemis II mission completed	A successful return marked the completion of the historic 10-day Artemis II mission, which sent humans into deep space for the first time in more than 50 years. Would you want to travel to space? Why do we invest in space travel?	Science
3	No agreement for US and Iran	After more than 21 hours of negotiations, peace talks between the US and Iran concluded on April 12 without an agreement. The discussions came amid a temporary ceasefire in a war that began on February 28 when the US and Israel attacked Iran. When and why did this conflict begin? How does this conflict impact your life most?	Social Studies
5	Players selected in WNBA Draft	At the WNBA (Women's National Basketball Association) Draft on April 13, the Dallas Wings had the first pick and selected University of Connecticut (UConn) star Azzi Fudd. In total, 45 players were drafted at the event. What was different about this year's WNBA draft? Should male and female athletes be paid the same?	Social Studies
6	Greece: Social media age limit introduced	Greece announced plans to ban social media for children under 15. Leaders said the new law is designed to protect children's mental health and help address issues such as anxiety, sleep problems, and social media addiction. At what age should young people begin to use social media? How would your life be different without social media?	Media Literacy
15	Math proves rule about changing fashion	There's a belief in the "20-year rule" regarding fashion, which is the idea that trends make a comeback every 20 years. Now, researchers have used math to prove it's actually true. Why do you think fashion repeats itself? What's one style you hope never comes back in fashion, and why?	Math

FEATURE OF THE WEEK JUNIOR: Ask an expert (page 11)

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

1. Before reading the article, how would you answer the question in the headline, and why? Are you surprised by the answer?
2. The question was posed by a young reader. Why do you think he was curious about this?
3. What question makes you curious?
4. Conduct research and answer the question in an "Ask the expert"-style feature.

	DEBATE	CREATE
ARTICLE	“Greece: Social media age limit introduced” (page 6)	“Math proves rule about changing fashion” (page 15)
VOCABULARY	mental health, ban, anxiety, addiction	trends, historians, garments, cyclical
ACTIVITY	On index cards, ask students to write the minimum age they believe someone should be allowed to have a social media account. Invite students with the same answers to pair up and discuss their reasoning. Display the following prompt: “There should be a ban on social media for anyone under age 15.” Divide students into groups of four, each having two smaller dyads of two. Dyad A in each group must take the “agree” position, and Dyad B must take the “disagree” position. Each group will research evidence related to its position and be prepared to defend it. Dyad A will present first. Dyad B must then restate Dyad A’s argument to Dyad A’s satisfaction. Then, Dyad B must do the same. Finally, invite each group to abandon its assigned positions and reach a consensus on whether it agrees or disagrees with the prompt. Share the position and justification if one is reached, or the reasons one can’t be reached.	Show images of these five fashion trends, and ask students what they all have in common: skinny jeans, statement belts, baby tees, boho maxi dresses, and ballet flats. Explain that they are all fashion trends from 2006 that have become popular again in the last few years. Ask students what they think the “20-year” rule in fashion means. Invite them to read the article to learn the answer. Discuss: Why does fashion repeat itself? Why did researchers want to study this? How might this research impact them? Challenge students to identify the five stages of fashion: introduction, rise, peak, decline, and adolescence. Further challenge them to choose one fashion trend and research the timing or reasons behind any or all of the stages. Invite them to select one current fashion trend they believe will repeat in 20 years. Direct them to create an advertisement for this trend in 2046, including images or sketches, a slogan, and reasons someone in 2046 should wear it.
EXTEND	Research the age requirements of various social media sites.	Interview an older family member about the fashion trends they wore in 2006.

	CONNECT	ACT
ARTICLE	“Artemis II mission completed” (page 2)	“How to celebrate Earth Day” (pages 24 and 25)
VOCABULARY	integrity, hoisted, gravity, recovery	natural world, pollution, disposable, native
ACTIVITY	Challenge student groups to list what we need here on Earth to survive. (water, air, shelter, food). Then, challenge them to brainstorm what might be different about what is needed by astronauts to survive in space and what they believe to be the effects of spaceflight on humans. Explain that NASA has been studying this for more than 50 years and it can be summarized using the acronym, “RIDGE.” Challenge groups to identify what each letter in the acronym might mean (radiation, isolation and confinement, distance from Earth, gravity fields, and hostile environments). Direct each group to select one of the effects to learn more about. First, direct them to hypothesize how their effect impacts astronauts and why, and what NASA has done to help astronauts overcome this in space. Then, invite them to learn more here . Challenge them to summarize and present their effect, along with one new idea NASA could explore to further enhance the well-being of astronauts during space missions.	Ask students what they know about Earth Day and when and why it was created. Invite them to read “The first Earth Day” feature to learn more. Challenge student groups to create a list of things they can do to help protect our planet’s natural resources. Then, direct them to read the main article and add to their lists. They should have at least 10 ideas. Direct them to create a four-column chart with each idea listed in the first column. For the second column, they should research and document how or why this idea helps protect our planet. For the third, they should indicate whether they have implemented this action or would consider implementing it. In the fourth column, they should list what, if anything, they would need in order to implement it. Finally, challenge each group to select the three actions they are most likely to implement, complete, and submit (with parental permission) the “How I’ll Help the Earth” activity sheet on p. 25.
EXTEND	Watch the Artemis II crew return home.	Read about young people who are helping to protect the planet..

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