



Page	Title	Summary and Discussion Points	Content Area
2	Anti-ICE protests across US	Thousands of people took part in more than 1,000 demonstrations across the US on January 10 and 11. They were protesting actions by the US Immigration and Customs Enforcement (ICE) agency and the death of a woman named Renee Good during a confrontation with ICE in Minneapolis, Minnesota.	Social Studies
3	Uprising grows throughout Iran	Widespread protests against the government have intensified in Iran, with citizens across all 31 provinces expressing anger over a troubled economy and restrictions on personal freedoms.	Social Studies
4	Updated nutrition guidelines released	The US Department of Health and Human Services (HHS) has announced new dietary guidelines. They are a significant departure from previous recommendations.	Health
5	Barbie doll with autism introduced	Mattel has revealed its first Barbie with autism, a condition that affects about 1 in 31 children in the US.	Art and Design
14	The brain has five key ages	Your brain only goes into "adult mode" in your 30s, according to new research.	Science

FEATURE OF THE WEEK JUNIOR: Around the world ... (pages 6 and 7)

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

1. What, if anything, do you know about each featured city?
2. Which story most interests you, surprises you, or connects to your life? Which story are you most curious about?
3. Can you find two stories that somehow connect to one another?
4. Why is it important to know about events that happen in other places around the world?

	DEBATE	CREATE
ARTICLE	"Does it matter if music is made by AI?" (page 8)	"Barbie doll with autism introduced" (page 5)
VOCABULARY	artificial intelligence, lyrics, computer-generated, tracks	autism, advocates, fidget spinner, represented
ACTIVITY	Ask students to name their favorite songs and discuss how they would feel if those songs were created using artificial intelligence (AI). Ask: What do you know about AI? How might AI be used to create music? Would it matter to you if a song was created by AI? Challenge groups to generate two lists: one explaining why it would matter to them to know if AI created a song, and another explaining why it would not matter. Poll each group to see which side of the debate they agree with most. Invite students to read the article, then conduct the poll again to see whether opinions change with the new information. Finally, challenge each group to write song lyrics that express their position on the debate, using at least one reason or piece of evidence to support their opinions.	Write these words, and challenge groups to draw connections between them: identify, representation, and Barbie. You may need to define the first two words. Allow groups to share answers. Encourage students to read the article and learn more about the cultural history of Barbie . Give groups another opportunity to describe how Barbie has connected to identity and representation. Ask: If you could design a new Barbie to represent you or a group or career, what kind of Barbie would you create? Brainstorm a list of ideas. Invite students to choose an idea for a new Barbie and have them make a drawing design of the Barbie. In addition, have them write a one-paragraph description of the new Barbie, explaining why this Barbie is important and meaningful to add to the collection.
EXTEND	Learn how to make music with AI.	Discover Barbie through the ages.

	CONNECT	ACT
ARTICLE	"Updated nutrition guidelines released" (page 4)	"Anti-ICE protests across US" (page 2)
VOCABULARY	nutrition, guidelines, departure, protein	immigration, protests, authorized, documentation
ACTIVITY	Place a sheet of butcher paper down and write "New Dietary Guidelines" in the middle. Using markers, invite students to participate in a silent conversation, writing what they know about the newly-released dietary guidelines, as well as questions or wonderings. Students may respond or build on ideas using words or symbols. Have students read the article to confirm understanding and answer questions. Using a blank Venn diagram , challenge students to compare the new Dietary Guidelines for Americans with the most recent previous version , identifying similarities and differences. Finally, have students create a one-day menu for someone their age that reflects what they learned.	Introduce the term "protest," and challenge students to define it. Invite students to read and annotate the article to learn who, where, why, and how people have recently protested against actions of the Immigration and Customs Enforcement (ICE) agency. Discuss answers in small groups. Using the article and additional research, challenge student groups to identify four different perspectives on this issue. The perspectives could be from individuals or groups, such as Secretary Noem, Governor Walz, ICE agents, and US citizens whom ICE agents have detained. Invite groups to pair up with another group to discuss the different perspectives they researched. Finally, invite students to write a letter to one of the people or groups whose perspectives they researched, explaining why they agree or disagree with that person or group.
	Discover the benefits and sources of different food groups.	Learn about the largest immigrant communities in the US.

* Note: On your computer or mobile device, click or tap blue