



SCHOLASTIC

Junior Scholastic®

THE SOCIAL STUDIES MAGAZINE

ISSUE DATE SEPT 2 SEPT 23 OCT 14 NOV 4 NOV 11 DEC 9 JAN 6 JAN 27 FEB 24 **MAR 23** APR 20 MAY 11

A Supplement to *Junior Scholastic*

VOL. 122, NO. 10 ISSN 0022-6688

Election Season Is Here—and We've Got You Covered!

Dear Teacher,

For more than 80 years, teachers have trusted *Junior Scholastic* to inform students about how our democracy works—and to empower them to engage in it. In this issue, **“Why Everyone’s Talking About the Census”** explains what makes the once-a-decade count so important, including how this year’s tally will affect future elections. And in the lead-up to the 2020 vote, you can expect many more critical civics lessons from our team as well.

Students witness a presidential election just a few times before they graduate. We’ll help you use this opportunity to inspire yours to become active citizens. **Renew your subscription now and mention code 1923**, and we’ll send you a **free Election Kit** so you can host an in-class election! It includes a ballot box and cards, “I Voted” stickers, and more. Supplies are limited, so call 1-800-SCHOLASTIC or visit [scholastic.com/buy-junior](https://www.scholastic.com/buy-junior) today.

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LEARN ABOUT WORLD WAR II



PHOTO 12/UNIVERSAL IMAGES GROUP VIA GETTY IMAGES

This month’s history feature tells the story of thousands of kids who lost their families and homes during World War II. Build students’ core knowledge about the conflict with our **World War II text set**. Click “Text Sets” in the top menu at [junior.scholastic.com](https://www.junior.scholastic.com).

Go to: [junior.scholastic.com](https://www.junior.scholastic.com)
Activate with your access code

Still Separate, Still Unequal

It's been more than 65 years since the U.S. Supreme Court ruled that segregated public schools are unconstitutional. Yet many students are once again divided by race.

About the Article

LEARNING OBJECTIVE

Students will study how school segregation has changed over time and write about its causes and effects.

CURRICULUM CONNECTIONS

- Racism and Segregation
- *Brown v. Board of Education*
- The U.S. Supreme Court
- Taxes
- Civil Rights Act of 1964
- Fair Housing Act of 1968

KEY SKILLS

Social Studies:

- Understand processes that lead to change within society and institutions
- Consider the proper scope of government and how it can protect individual rights
- Learn how to apply civic ideals and take action

English Language Arts:

- Determine causes and effects
- Write an informative essay
- Compare two texts on a topic

KEY CCSS STANDARDS

RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.7, RI.6-8.9, SL.6-8.1



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Lower-Lexile Version

- Differentiate instruction



Video

- Beyond the Story: Fighting for Equality



Additional Resources

- How You Can Help
- Strategies for Teaching About Segregation



Skill Builders

- Words to Know: Still Separate, Still Unequal
- Close-Reading Questions: Still Separate, Still Unequal
- Causes and Effects
- Informative Writing Toolkit
- Speak Up!
- Know the News: Still Separate, Still Unequal
- Quiz Wizard

Essential Questions

- What role does racism play in our society today and in history?
- How have laws and policies discriminated against people?
- How can people help solve education inequality?

Step-by-Step Lesson Plan

1. Preparing to Read

Download Teaching Strategies

Before teaching this article, download and review **Strategies for Teaching About Segregation** from junior.scholastic.com. It includes suggestions for discussing the issue and links to additional resources.

Engage and Connect

Have students respond to this prompt as a Do Now: *How would you describe the population of our school? About how many students attend it? Would you consider it diverse (is there a mix of students of different races)? What do you think might have caused the population to be the way it is?* As you discuss responses as a class, you might want to share statistics about your school or district.

Preview Vocabulary

Use the online Skill Builder **Words to Know: Still Separate, Still Unequal** to preteach the domain-specific terms *segregated, taxes, integrated, Supreme Court, prejudices, inequality, amendments, civil rights, Jim Crow, discriminate, unconstitutional, and federal*. Have students refer to the Skill Builder as they read. If your students aren't familiar with the term *Latinx*, explain that it's a gender-neutral way to refer to people from Latin American backgrounds.

2. Reading and Discussing

Read the Article

Read the article aloud or have students read it independently or in pairs. As students read, direct them to mark causes of events with the letter *C* and effects with the letter *E*.

Answer Close-Reading Questions

Have students write their responses, or use the questions to guide a discussion.

- **Explain the meaning of the title “Still Separate, Still Unequal.” (Central Ideas)**

The title refers to the legal principle “separate but equal.” In 1896, the U.S. Supreme Court ruled that separate public facilities for black people and white people were allowed as long as they were equal. However, in 1954 the Supreme Court overturned that principle, saying “separate educational facilities are inherently unequal.” Although schools became more integrated in the 1970s and 1980s, they have become more segregated since the 1990s. The title explains that students are still being separated in unequal schools today.

- **Why are many U.S. public schools segregated today? (Cause and Effect)**

Experts say the main reason is that students' communities are segregated. Most kids go to schools near their home. Policies have long prevented people of color from moving into white middle-class areas and sending their kids to schools there.

- **What evidence supports the idea that integrated schools are better for children of all races? (Text Evidence)**

Research shows that students of color who attend segregated schools are less likely to graduate from high school and college. Studies also show that students of all races and backgrounds who attend integrated schools tend to perform better on tests and live longer. Additionally, integrated schools have been shown to reduce prejudices and help students develop critical-thinking, problem-solving, and leadership skills.

• **How have housing policies contributed to segregated communities and schools?**

(Cause and Effect)

In the early 1900s, several cities passed laws that prevented black people from moving into white areas. Many white citizens discriminated against African Americans and wouldn't rent or sell them homes. In coordination with the federal government, banks also discriminated against black people by refusing to let them borrow money to buy homes.

• **Summarize the section "Rapid Resegregation."** (Summarizing)

In the 1990s, the Supreme Court made it easier for cities and states to stop trying to integrate schools. Since then, many districts have ended efforts to integrate, and government agencies have ignored problems. Now, about 75 percent of black and Latinx students attend schools where most kids are students of color. Research shows that districts that serve mostly students of color receive about \$2,200 less in funding per student than districts that serve mostly white students.

• **How are people trying to solve the problem of segregated schools?** (Key Details)

Some families in Minnesota and New Jersey have filed lawsuits to try to force districts to integrate. Some

cities like Dallas and San Antonio are redrawing school district maps to bring together students of all races. In New York City, Tiffani Torres is working with Teens Take Charge, a group that organizes rallies and urges lawmakers to change policies.

3. Skill Building

Determine Causes and Effects

Use the online Skill Builder **Causes and Effects** to help students analyze cause-and-effect relationships with a graphic organizer. After students complete it individually or in pairs, review responses as a class.

Write an Informative Essay

Use the **Informative Writing Toolkit** to help students respond to the "Write About It!" prompt on page 9. The kit will guide students through every step of the writing process, from brainstorming to publishing.

Assess Comprehension

Assign the 10-question quiz **Know the News: Still Separate, Still Unequal**, available in PDF and interactive forms. You can also use **Quiz Wizard** to assess comprehension of this article and three others from the issue.

Differentiate and Customize

For Struggling Readers Before reading, build students' background knowledge about the civil rights movement with the video "Beyond the Story: Fighting for Equality." Have students use two-column notes to record key events.

For Advanced Readers Have students learn more about *Brown v. Board of Education* with last year's article "This Student Helped Desegregate America's Schools." (Search for it at junior.scholastic.com by title.) Then ask: *What do Barbara Johns and Tiffani Torres have in common? What strategies has each young woman used to fight segregation?*

For Researchers Guide students to find and analyze statistics about the racial makeup of middle schools in your district. Discuss whether the schools are integrated or segregated. Challenge students to create charts or graphs to share their findings.

Take Action Read the online sidebar "How You Can Help." Have small groups choose one of the ideas or come up with their own way to help. Once students finish their projects, we'd love to see the results. Share their efforts on Twitter or Instagram with the hashtag **#JuniorScholastic** or email us at junior@scholastic.com.

Why Everyone's Talking About the Census

The government is preparing to take its once-a-decade count of every person in the United States. Here's what you should know.

About the Article

LEARNING OBJECTIVE

Students will learn about the 2020 U.S. Census, analyze census data, and create a PSA to encourage others to participate.

CURRICULUM CONNECTIONS

- The U.S. Constitution
- Representative Government
- The Electoral College
- Statistics and Demographics
- Taxes
- Media Literacy

KEY SKILLS

Social Studies:

- Study how institutions help people carry out daily affairs
- Learn the basic ideals and values of a constitutional democracy
- Understand the importance of participating in society

English Language Arts:

- Identify central ideas and key details
- Consider the audience and include visual displays
- Integrate information presented in different formats

KEY CCSS STANDARDS

RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, 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.6-8.4, RI.6-8.7, RI.6-8.10, SL.6-8.1, SL.6-8.5, SL.6-8.6

1 Who gets counted in a census—and how?
The census aims to tally every person living in the country, including citizens, noncitizens who are here legally, and undocumented immigrants. Deployed military members, people in prison, and homeless people are also counted. Earlier this year, the Census Bureau mailed a notice to every lowest household in the nation detailing how to participate. Most people are encouraged to respond to the questions by mail, by phone, or—new this year—via the internet. To ensure that every person is counted, the Bureau plans to hire about 500,000 workers to go door-to-door starting next month to collect answers from people who haven't responded.

2 What's new about the 2020 Census?
People can answer the questions online for the first time. It will count same-sex couples, married and unmarried. The survey is now offered in 13 languages total, including Arabic. **SKILL BUILDER** Develop or make news that builds a better world. Use the content to create a public service announcement about the U.S. Census.

3 What questions are included?
The census asks respondents about their age, sex, race, and more. Everyone in each household must answer the questions, or someone else—such as a parent or spouse—must answer for them. Respondents will not be asked whether they are U.S. citizens. President Donald Trump's administration tried to have that question added, but the Supreme Court blocked it, saying it could discourage participation among undocumented immigrants, who may fear deportation.

3 Why does the census matter?
Census data help the government determine how to distribute about \$675 billion a year in federal funds. That money is used for everything from repairing highways to building schools. Businesses also use the data. For example, a clothing company might analyze census statistics to decide where to open new stores. Census results also determine how many seats each state gets in the U.S. House of Representatives. House seats are based on each state's share of the nation's population. Because the total number of House seats—435—doesn't change, some states may gain or lose seats after each census. That, in turn, affects presidential elections, as each state is allotted votes in the Electoral College based on the number of seats it has in Congress. (The 2030 Census won't affect November's presidential election, because officials won't begin releasing data until December.)

WHY EVERYONE'S TALKING ABOUT The Census
The government is preparing to take its once-a-decade count of every person in the United States. Here's what you should know. **BY ANNE KESS**

THE UNITED STATES is counting on Americans to count themselves on April 1 marks the official start of the 2020 U.S. Census, a nationwide tally of every person living in the country. The federal government conducts a census every 10 years, something that's required by the Constitution. As part of this national head count, U.S. residents answer a short questionnaire about themselves and their households. Their collective responses provide the government with important data about the country's population. The results help determine everything from how to distribute tax dollars to where to build new schools and public parks. (By law, the U.S. Census Bureau uses data collected from the census for statistical purposes only. It keeps people's individual responses private.) How is the census conducted? What kinds of questions are included? And how will the information the government gathers affect your life? Here's what you need to know.

DO YOU KNOW AN EDUCATOR? @LEARNER @JUNIOR

30 MARCH 23, 2020

A census worker interviews a family in their home about the 2020 Census.

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Lower-Lexile Version

- Differentiate instruction



Skill Builders

- Words to Know: Why Everyone's Talking About the Census
- Close-Reading Questions: Why Everyone's Talking About the Census

- Graph Reading: Counting Americans
- Make It Count
- Know the News: Why Everyone's Talking About the Census
- Quiz Wizard

Essential Questions

- How does the Constitution help make sure our government represents everyone?
- Why does the census matter?
- Why are data and statistics important?

Step-by-Step Lesson Plan

1. Preparing to Read

Assess Knowledge and Build Vocabulary

Download **Charting Your Knowledge** from the Graphic Organizer Library on the homepage of junior.scholastic.com. Have students complete the first two columns of the KWL chart as a Do Now with what they know about the census and what they want to know. Use Think-Pair-Share to discuss responses. Then distribute the online Skill Builder **Words to Know: Why Everyone’s Talking About the Census**.

other things. Census data also determines how many of the 435 seats in the U.S. House of Representatives each state gets. Additionally, those numbers affect how many votes each state gets in the Electoral College, which can impact future presidential elections.

• How will the census be different this time?

(Key Details)

This year, people can answer the questions online for the first time. It will also count same-sex couples and be available in more languages, including Arabic.

2. Reading and Discussing

Read the Article

Read the article aloud or have students read it independently or in pairs. Have students complete the last column of **Charting Your Knowledge** as they read.

Answer Close-Reading Questions

Have students write their responses, or use the questions to guide a discussion.

• What is the goal of the census? (Central Ideas)

The goal of the census is to count every person living in the U.S. and collect certain information about them.

The Constitution requires this count every 10 years.

• How does the government use census data?

(Summarizing)

The information helps the government decide how to allocate about \$675 billion a year in federal funds.

It needs to know where people live so it can decide where to build new schools and public parks, among

3. Skill Building

Analyze Data

Download the Skill Builder **Graph Reading: Counting Americans** to have students analyze past census data.

Create a PSA

Download the Skill Builder **Make It Count** to have students create public service announcements about the census. Encourage them to share their posters, videos, radio ads, or social media posts with your community. If you share any online, please use the hashtag **#JuniorScholastic** so we can see them.

Assess Comprehension

Assign the 10-question quiz **Know the News: Why Everyone’s Talking About the Census**, available in PDF and interactive forms. You can also use **Quiz Wizard** to assess comprehension of this article and three others from the issue.

Differentiate and Customize

For Struggling Readers Briefly explain the meanings of *decade, tally, questionnaire, data, statistical, immigrants, deployed, notice, respondents, distribute, funds, and allotted* as you read the article or before reading it.

Explore Census Resources The U.S. Census Bureau has videos, maps, games, and lessons that help students analyze data at census.gov/schools. It also includes flyers in 13 languages to share with families.

Survivors

Thousands of kids lost their families and homes during World War II. This is the story of their incredible will to survive—and the center that helped hundreds reclaim their lives.

About the Article

LEARNING OBJECTIVE

Students will read about, write about, and discuss the effects of World War II and the Holocaust on children.

CURRICULUM CONNECTIONS

- World War II
- The Holocaust
- Refugees
- The United Nations
- Persecution

KEY SKILLS

Social Studies:

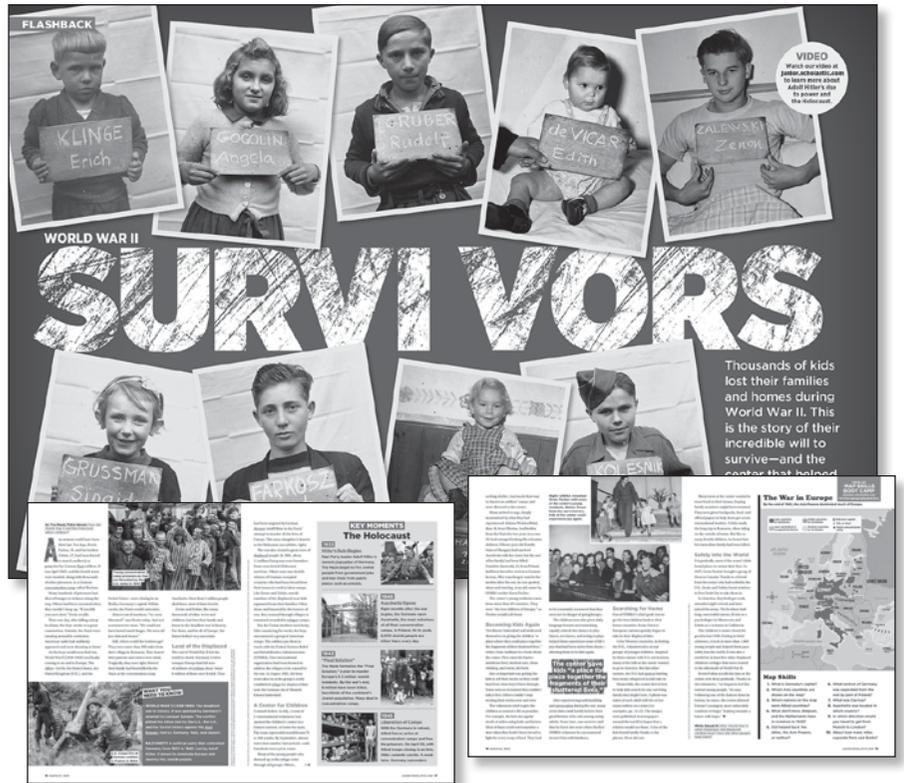
- Use a timeline to understand key events of World War II
- Understand why the past is important to us today
- Examine how experiences shape individual development

English Language Arts:

- Integrate information from an article, a video, photos, a map, and a timeline
- Use domain-specific vocabulary
- Write an informative essay

KEY CCSS STANDARDS

RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.2, WHST.6-8.4, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.7, RI.6-8.9, RI.6-8.10, SL.6-8.1



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Lower-Lexile Version

- Differentiate instruction



Video

- An Introduction to the Holocaust



Skill Builders

- Words to Know: Survivors
- Close-Reading Questions: Survivors
- Timeline: World War II
- Primary Source: The March to Dachau
- Informative Writing Toolkit
- Know the News: Survivors
- Quiz Wizard

Essential Questions

• Why is it important to learn about painful times in history?

• How can people fight intolerance and persecution?

• What can help people heal after traumatic experiences?

Step-by-Step Lesson Plan

1. Preparing to Read

Build Background Knowledge

Play the video “An Introduction to the Holocaust” from junior.scholastic.com. Then have students answer this prompt as a Do Now: *What was the Holocaust? Why is it important to learn about it? What questions do you have about the Holocaust?* Use Think-Pair-Share to discuss responses.

Preview Vocabulary

Use the Skill Builder **Words to Know: Survivors** to preteach the domain-specific terms *Nazi, concentration camp, Allies, civilians, Axis Powers, dictator, displaced, refugee, refuge, chancellor, persecution, and quotas*. Have students refer to the Skill Builder as they read.

2. Reading and Discussing

Read the Article

Read the article aloud or have students read it independently or in pairs. As students read, direct them to mark with a C the challenges that children affected by World War II faced.

Answer Close-Reading Questions

Have students write their responses, or use the questions to guide a discussion.

- **What do you notice about the photos on pages 14-15? According to the article, what was their purpose?** (Analyzing Images)

Each photo shows a child with his or her name on a slate. Some are babies, while others are teenagers. The article explains that the photos were published in newspapers around the world to help children find family members.

- **What is a refugee? What does it mean to be displaced?** (Domain-Specific Vocabulary)

A refugee is someone who is forced to flee to another country because of war, persecution, or another reason. Being displaced means that people have had to leave their homes. After World War II, many refugees and displaced people lived in refugee camps.

- **What are two reasons so many people were displaced during World War II?** (Cause and Effect)

When the war ended in 1945, about 11 million people were homeless. Some of the displaced people were Jews who had survived the Holocaust. Others were people from German-occupied countries who had been forced to leave their homes and work in labor camps. The United Nations Relief and Rehabilitation Administration was set up to deal with the crisis.

- **How did volunteers at Kloster Indersdorf try to help “the lost children of Europe”?** (Text Evidence)

Volunteers took care of basic needs such as food, medical care, clothes, and beds. They reassured the children that they wouldn’t go hungry and got them to tell their stories. Along with daily language lessons, children got to play sports, make art, and act in plays. The volunteers wanted the kids’ lives to be as normal as possible. They also tried to help the children return to their home countries and find family members. Older teens who wanted to search for relatives were given backpacks, food, and official papers.

- **What happened to Erwin and Zoltán Farkas after they left the center?** (Key Details)

Erwin and Zoltán found relatives in New York City to live with. They worked, went to school, and later joined the army. Both of them had long, successful

careers. Erwin worked as a psychologist in Minnesota, and Zoltán worked as a scientist in California.

• **How does the map on page 19 support the article?** (Text Features)

The map supports the article by showing the Axis Powers of Germany and Italy and the Allied countries of the United Kingdom and the Soviet Union. It helps readers understand World War II by showing how Germany tried to take over all of Europe. Additionally, the map shows where major concentration camps were located.

3. Skill Building

Read a Map

Read aloud the map title, description, and key at the top of page 19. Then have students answer the questions about it independently or in pairs. Challenge fast finishers to write two other questions and swap with a classmate. For more geography practice, check out Map Skills Boot Camp at junior.scholastic.com. It has 13 lessons to teach students to read several types of maps.

Analyze a Timeline

Use the online Skill Builder **Timeline: World War II** to build students' core knowledge about key events

during that conflict. Guide them to answer the questions and then review responses.

Analyze a Primary Source

Download the Skill Builder **Primary Source: The March to Dachau** to have students learn more about Zoltán Farkas's experiences by reading part of an interview he gave in 1983. Guide students to answer the questions independently or in pairs. If you're looking for more primary sources, the United States Holocaust Memorial Museum has millions of documents, artifacts, photos, and testimonies at ushmm.org/collections.

Assess Comprehension

Assign the 10-question quiz **Know the News: Survivors**, available in PDF and interactive forms. You can also use **Quiz Wizard** to assess comprehension of this article and three others from the issue.

Answers The War in Europe, p. 19

- | | |
|---|-------------------------------|
| 1. Berlin | 5. Neither; it was neutral. |
| 2. Germany and Italy | 6. East Prussia |
| 3. the United Kingdom and the Soviet Union | 7. a major concentration camp |
| 4. They were all controlled or occupied by the Axis Powers. | 8. Poland |
| | 9. northwest |
| | 10. about 550 miles |

Differentiate and Customize

For Struggling Readers Check comprehension and help students determine central ideas by having them write one sentence that expresses the central idea of each section. Share responses before reading the next section.

For Advanced Readers Have students choose an article to read from the World War II text set. (At junior.scholastic.com, select "Text Sets" in the top menu and then click on the set.) Then ask them to respond to this writing prompt: *How are the articles similar? How does each help explain the history of World War II?*

For Writers Download the **Informative Writing Toolkit** to help students respond to the "Write About It!" prompt on page 19. The kit will guide students through every step of the writing process, from brainstorming to publishing.

For Budding Historians Have students choose a young person's Holocaust diary to read at facinghistory.org/teaching-salvaged-pages. Form small groups and have each student explain: *What stands out to you about the diary? What does it tell you about the Holocaust? How does it relate to "Survivors"?*

Issue Highlights: March 23, 2020

FEATURES	STANDARDS	PRINT & DIGITAL RESOURCES
<p>The Big Read, pp. 4-9</p> <p>Still Separate, Still Unequal</p> <p>More than 65 years ago, the U.S. Supreme Court ruled that segregated public schools are unconstitutional. Yet many students are once again divided by race.</p>	<p>Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.7, RI.6-8.9, SL.6-8.1</p> <p>NCSS: Time, Continuity, and Change • Individuals, Groups, and Institutions • Civic Ideals and Practices</p>	<p>Lesson Plan (pp. T2-T4)</p> <p>Video: Beyond the Story: Fighting for Equality</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • How You Can Help • Strategies for Teaching About Segregation <p>Online Skill Builders:</p> <ul style="list-style-type: none"> • Words to Know: Still Separate, Still Unequal • Close-Reading Questions: Still Separate, Still Unequal • Causes and Effects • Informative Writing Toolkit • Speak Up! • Know the News: Still Separate, Still Unequal • Quiz Wizard
<p>JS Explains, pp. 10-11</p> <p>Why Everyone’s Talking About the Census</p> <p>The government is preparing to take its once-a-decade count of every person in the U.S.</p>	<p>Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, 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.6-8.4, RI.6-8.7, RI.6-8.10, SL.6-8.1, SL.6-8.5, SL.6-8.6</p> <p>NCSS: Individuals, Groups, and Institutions • Power, Authority, and Governance • Civic Ideals and Practices</p>	<p>Lesson Plan (pp. T5-T6)</p> <p>Online Skill Builders:</p> <ul style="list-style-type: none"> • Words to Know: Why Everyone’s Talking About the Census • Close-Reading Questions: Why Everyone’s Talking About the Census • Graph Reading: Counting Americans • Make It Count • Know the News: Why Everyone’s Talking About the Census • Quiz Wizard
<p>Flashback, pp. 14-19</p> <p>Survivors</p> <p>Thousands of kids lost their families and homes during World War II. A center helped hundreds of them reclaim their lives.</p>	<p>Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.2, WHST.6-8.4, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.7, RI.6-8.9, RI.6-8.10, SL.6-8.1</p> <p>NCSS: Time, Continuity, and Change • People, Places, and Environments • Individual Development and Identity</p>	<p>Lesson Plan (pp. T9-T11)</p> <p>Video: An Introduction to the Holocaust</p> <p>Online Skill Builders:</p> <ul style="list-style-type: none"> • Words to Know: Survivors • Close-Reading Questions: Survivors • Timeline: World War II • Primary Source: The March to Dachau • Informative Writing Toolkit • Know the News: Survivors • Quiz Wizard
<p>Debate It!, pp. 22-23</p> <p>Should Teens Have to Take Gym Every Day?</p>	<p>Common Core: RH.6-8.6, RH.6-8.8, RI.6-8.6, RI.6-8.8</p> <p>NCSS: Individuals, Groups, and Institutions</p>	<p>Online Skill Builder:</p> <ul style="list-style-type: none"> • Argument Writing Toolkit



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