

WHAT ^{IN} THE WORLD?



LEVEL 2 (GRADES 8 AND UP)

Stranded in Space



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SAMPLE EDITION
2024/2025: ISSUE 2

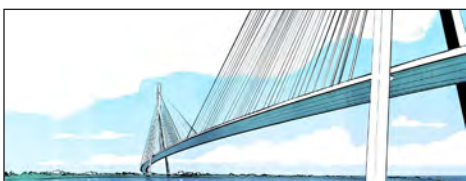


WHAT YOU'RE MISSING



NATIONAL

A NEW LINK BETWEEN NEIGHBOURS



A futuristic new six-lane bridge linking Windsor, Ontario with Detroit, Michigan is nearing completion. It is slated to fully open for traffic in September 2025, but the first vehicles may begin crossing before then. The span, called the Gordie Howe . . .

Subscribe to read the full article. www.lesplan.com



INTERNATIONAL

PWHL BUILDS ON THE FIRST SEASON



Enthusiasm is mounting as players, coaches, and fans get ready for the 2024-2025 season of the Professional Women's Hockey League (PWHL). Players will report to training camps on November 12 and the season will start shortly after. The new season is just the second . . .

Subscribe to read the full article. info.lesplan.com



INTERNATIONAL

A 'FIXED' ELECTION IN VENEZUELA



A recent general election in the South American country of Venezuela has thrown that impoverished nation into turmoil and despair. Widespread protests and at least 25 deaths occurred in the hours and days after the polls closed on July 28. Over 2400 people . . .

Subscribe to read the full article. 1 (888) 240-2246

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- G. Shuley, Nanaimo, BC

"I love this publication! It is an excellent complement to my Social Studies curriculum and the activities enable me to cover many provincial outcomes."

- S. Giffin, Dartmouth, NS

WHAT IN THE WORLD?

Level 2, 2024/2025: Issue 2

PUBLISHER

Eric Wieczorek

EDITOR-IN-CHIEF

Janet Radschun Wieczorek

ILLUSTRATOR

Mike Deas

CONTRIBUTORS

Vivien Bowers

Krista Clarke

Rosa Harris

Catriona Misfeldt

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LesPlan Educational Services Ltd.



#1 - 4144 Wilkinson Road

Victoria BC V8Z 5A7

www.lesplan.com

info@lesplan.com

LesPlan

PHONE: (toll free) 888 240-2212

FAX: (toll free) 888 240-2246

TWITTER: @LesPlan

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LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher

Admaston, ON



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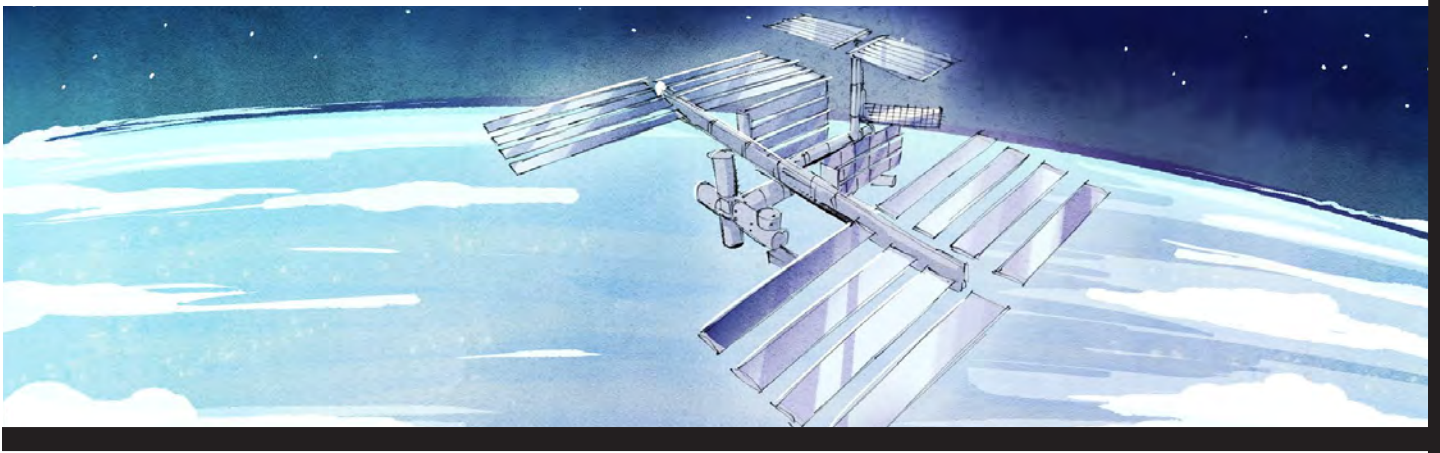




STRANDED IN SPACE

BEFORE READING

1. Have students organize themselves in groups of 3.
2. Write the 5W's (who, what, where, when, why) and how on the board. Have each member of the group choose two question words.
3. Next, tell students that they are going to watch a news report about two NASA astronauts who were stranded in space in June of this year. While watching the video, each student will be responsible for taking note of the details that answer their two question words.
4. Tell students that you will play the report twice. During the first viewing, students should just watch to get a sense of where in the report their information is presented and to understand the overall message. During the second viewing, students can take dot jot notes of the information relative to their two question words:
<https://www.cbc.ca/player/play/video/9.6487740> [3:47]
5. Debrief details as a class.
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.

**STRANDED IN SPACE**

Mission Pilot Sunita (Suni) Williams and Mission Commander Barry (Butch) Wilmore went to space for eight days. It may be eight months.

On June 5, the NASA astronauts blasted off in Boeing's Starliner spacecraft for the **International Space Station (ISS)**, an orbiting space lab 400 kilometres above Earth.

This was the Starliner's first crewed test flight. The Starliner has not been certified as operational. Things soon went wrong. The capsule developed leaks that affected the **propulsion** system. During the approach to the ISS, several thrusters used to maneuver also failed. The astronauts docked safely, but the malfunctions worried NASA. It wasn't clear why the problems occurred.

Weeks turned to months as experts sought answers. After extensive testing, NASA made its call. The risks were too great; the Starliner would travel back to Earth empty.

On September 7, the two stranded astronauts watched as the Starliner left without them. It landed safely on Earth. The new plan is for them to stay on the ISS until next February.

THE STARLINER

The Starliner spacecraft was designed and built by Boeing, a global aerospace company that has experienced a number of recent setbacks. Boeing develops, manufactures, and services commercial airplanes, defense products, and space systems.

The Starliner uses an Atlas V rocket to launch into space. It includes a reusable Crew Module and a single-use Service Module that provides energy to the spacecraft and contains the engines and cooling system. The Service Module is jettisoned before reentry. The Crew Module uses a parachute and an airbag to land.

The Crew Module is cone-shaped with a diameter of 4.6 metres at its base. It can hold up to seven passengers, or fewer if cargo needs to be transported.

VETERAN ASTRONAUTS

Both astronauts are retired navy captains and longtime NASA astronauts. Both have visited the ISS before. "This is my happy place," said Ms. Williams in a press conference last September. "I love being up here."

Even so, Ms. Williams, worries about missing precious face-to-face time with her mother. Mr. Wilmore will be in space for much of his youngest daughter's final year of high school.

Adjusting to the unexpected is what astronauts are trained for. The two new arrivals settled into ISS life quickly, helping with maintenance and experiments. Ms. Williams is

scheduled to take command of the space station in October.

There were seven astronauts on the ISS when the Starliner arrived; Ms. Williams and Mr. Wilmore made nine. In early September, a Russian spacecraft carrying three astronauts brought the total to 12.

A LAB IN SPACE

The first part of the ISS was sent up in 1998. In November 2000, the first crew arrived. The ISS has been continuously occupied since that time.

The station was the result of unprecedented collaboration between the U.S., Russia, Japan, Canada, and the European Space Agency. It

DEFINITIONS

INTERNATIONAL SPACE STATION: an orbiting space station used for scientific and space research, constructed between 1998 and 2011 with help from 15 nations

NASA: U.S. federal independent agency responsible for the civil space program, aeronautics research, and space research

PROPULSION: the force that drives something forward



STRANDED IN SPACE

shows what's possible if countries work together. But the ISS era is winding down.

Thousands of scientific experiments have been conducted on the ISS. Research has included investigating diseases, studying new states of matter, developing ways to grow food in space, and many more.

The ISS is 109 metres long—about the length of a football field. It weighs more than 400 tonnes. The living and working space of the ISS includes six sleeping compartments, each about the size of a phone booth, and two bathrooms. A gym lets crew members work out to fight muscle and bone loss from low gravity. A bay window offers a 360-degree view of space.

The station is a marvel, but it is aging. Plans are underway for its demise in 2031. The station will be pushed out of orbit to fall through Earth's atmosphere and crash into the ocean.

There is no plan for another ISS, nor will NASA build its own. Instead, private companies will develop space stations, which NASA will use as needed—like renting a hotel room or an office, but in space. NASA won't be the only client. These space stations could become research laboratories or space tourist destinations.

The change from the ISS to privately-owned space stations seems symbolic. Once the domain of government agencies and programs, space is becoming increasingly privatized.

THE SPACE RACE

Starting in the late 1950s, the United States and the **Soviet Union** raced each other into orbit, fighting for 'firsts' in the Space Race.

In 1956, the **USSR** launched Sputnik-1, the first artificial satellite. In 1961, **cosmonaut** Yuri Gagarin became the first human to travel to space. In 1969, NASA astronauts Neil Armstrong and Buzz Aldrin became the first to walk on the moon.

The 1980s ushered in NASA's reusable Space Shuttle program. From 1981 to 2011, five space shuttles flew 135 missions. The shuttles launched and recovered satellites, conducted research, and helped build the ISS.

The end of the Space Shuttle program left a gap. With no shuttles, NASA had to rely on Russian spacecraft to transport astronauts to the ISS.

The U.S. government offered money and assistance to companies who could fill the need. Private spaceships were already being built; in the early 2000s, companies like Blue Origin (founded in 2000) and SpaceX (founded in 2002) began working on space travel. Now NASA needed them. A new 'space race' had begun.

In 2012, the SpaceX Dragon became the first private spacecraft to dock with the ISS. In 2020, SpaceX made history again when its new Crew Dragon spacecraft carried astronauts to the space station.

NASA no longer relied on Russia for access to space. And space travel, it seemed, was no longer a government affair.

SPACE-AGE DEVELOPMENTS

Space leads the way, and private industry finds ways to use the technology. Since 1976, technology developed for space exploration has helped create over two thousand spinoff products. Some are obvious—think of communication satellites used by phone companies. Others are less so. Memory-foam mattresses, Bluetooth headphones, vacuums, and ski suits all originated with technology designed for space. There have been medical advances, too, including laser eye surgery and improvements in artificial hearts and mammograms.

TO BOLDLY GO...

Why use private companies? Why doesn't NASA build a spacecraft or a new space station? Basically, it's to free up money, and time, to focus on other bigger objectives.

In 2014, Administrator Charles Bolden—the top NASA official—said that “turning over low-Earth orbit transportation to private industry will... allow NASA to focus on an even more ambitious mission — sending humans to Mars.”

In 2017, NASA Instructor and Flight Controller Robert Frost added to this idea. “The role of government in space exploration is to do the things that the market can't support, but the people agree are beneficial.” In other words, NASA's role is to push ahead—to break barriers and pursue science that may not make money but may, eventually, benefit us all. ★

DEFINITIONS

COSMONAUT: a Russian astronaut (China's astronauts are called Taikonauts)

SOVIET UNION / USSR: a former federal union of 15 nations in eastern Europe and western and northern Asia, comprising the larger part of the former Russian Empire: formed in 1921 and dissolved in December 1991



STRANDED IN SPACE

COMPREHENSION QUESTIONS

1. What does NASA stand for? What is the purpose of this American agency?

2. When did the 'Space Race' begin? What two countries competed with each other? Explain.

3. What does ISS stand for? What is it and how long has it been in space?

4. List at least four important facts about the ISS.

5. How did NASA transport astronauts and supplies to and from the ISS in the 1980s? Explain

6. When the shuttles were retired, what was NASA's plan to continue an astronaut taxi service to the ISS?

7. Which company developed the Starliner? _____

8. Describe what the Starliner is and how it works.

9. What happened during the recent Starliner test mission to send two astronauts to the ISS? What did NASA decide?

10. When are Sunita Williams and Barry Wilmore now expected to return to Earth?



STRANDED IN SPACE

QUESTIONS FOR FURTHER THOUGHT

1. Reread the following passage from the article: "*The station [ISS] was the result of unprecedented collaboration between the U.S., Russia, Japan, Canada, and the European Space Agency. It shows what's possible if countries work together.*"

As you see it, how might this quote apply to events happening in the world today? Give examples to support your ideas.

2. The International Space Station will be shut down in 2031 with no plans to rebuild. Instead, private companies will develop space stations which can serve as research laboratories, space tourist destinations, or 'stopovers' for NASA when it needs them.

In your opinion, what might be some of the advantages and disadvantages of space becoming more privatized? Explain.

3. The article quotes NASA Administrator Charles Bolden: "*Turning over low-Earth orbit transportation to private industry will... allow NASA to focus on an even more ambitious mission — sending humans to Mars.*"

Do you believe that one day humans will settle in space? Why or why not?



STRANDED IN SPACE

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Watch the launch of the Boeing Starliner on June 5: <https://www.cbc.ca/player/play/video/9.6414794> [1:24]

2. Find out what went wrong with this mission.

<https://www.cbc.ca/player/play/video/9.6487740> [3:47]

<https://www.cbc.ca/player/play/video/9.6509618> [8:11]

What did you learn?

3. Why did NASA make the decision to have Starliner return to Earth without its crew?

<https://www.cbc.ca/player/play/video/9.6503415> [9:54]

Do you agree with NASA's decision? Why or why not? Explain.

4. How did this mission go from 8 days to 8 months?

<https://www.cbc.ca/player/play/video/9.6480182> [9:17]

What will astronauts Wilmore and Williams be doing with all of this extra time?

5. What is the plan for returning astronauts Wilmore and Williams to Earth?

https://www.yout-ube.com/watch?v=l6g3_UrmlxY [3:43]

6. Explore the NASA and ISS sites:

<https://www.nasa.gov/>

<https://www.nasa.gov/international-space-station/>

7. Learn more about Boeing Starliner spacecraft:

<https://www.boeing.com/space/starliner>

8. Check out some of the everyday products that were developed using space exploration technology:

https://d2pn8kiwqz21t.cloudfront.net/original_images/infographicsuploads/infographicsfull11358.jpg

Which items surprised you?

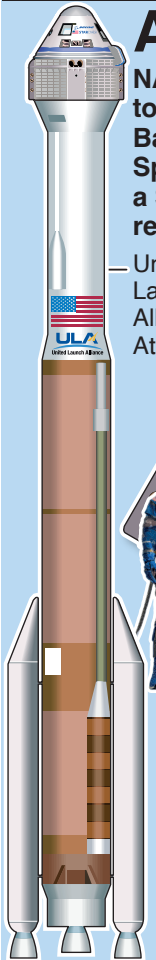


STRANDED IN SPACE

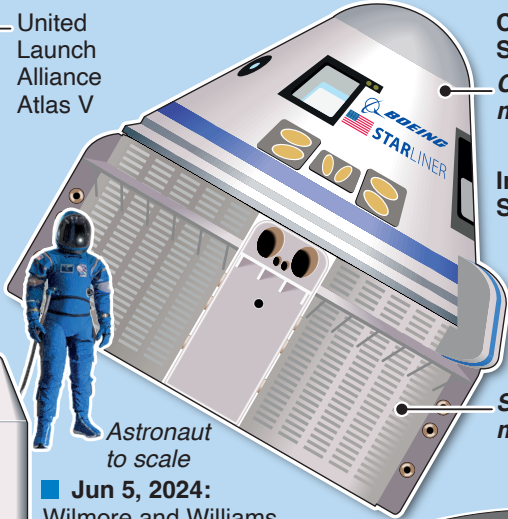
INFOGRAPHIC

Astronauts wait to return to Earth

NASA will decide in mid-August how and when to bring two astronauts – Sunita Williams and Barry Wilmore – back from the International Space Station, possibly including a ride home in a SpaceX capsule, after repeatedly delaying their return aboard Boeing’s Starliner



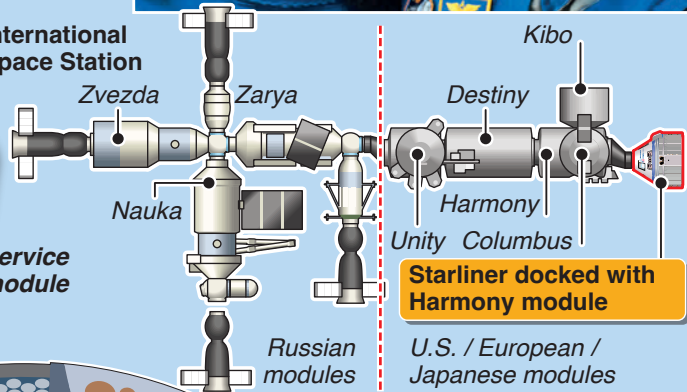
United Launch Alliance Atlas V



CST-100 Starliner Crew module

International Space Station

Service module



Starliner docked with Harmony module

U.S. / European / Japanese modules

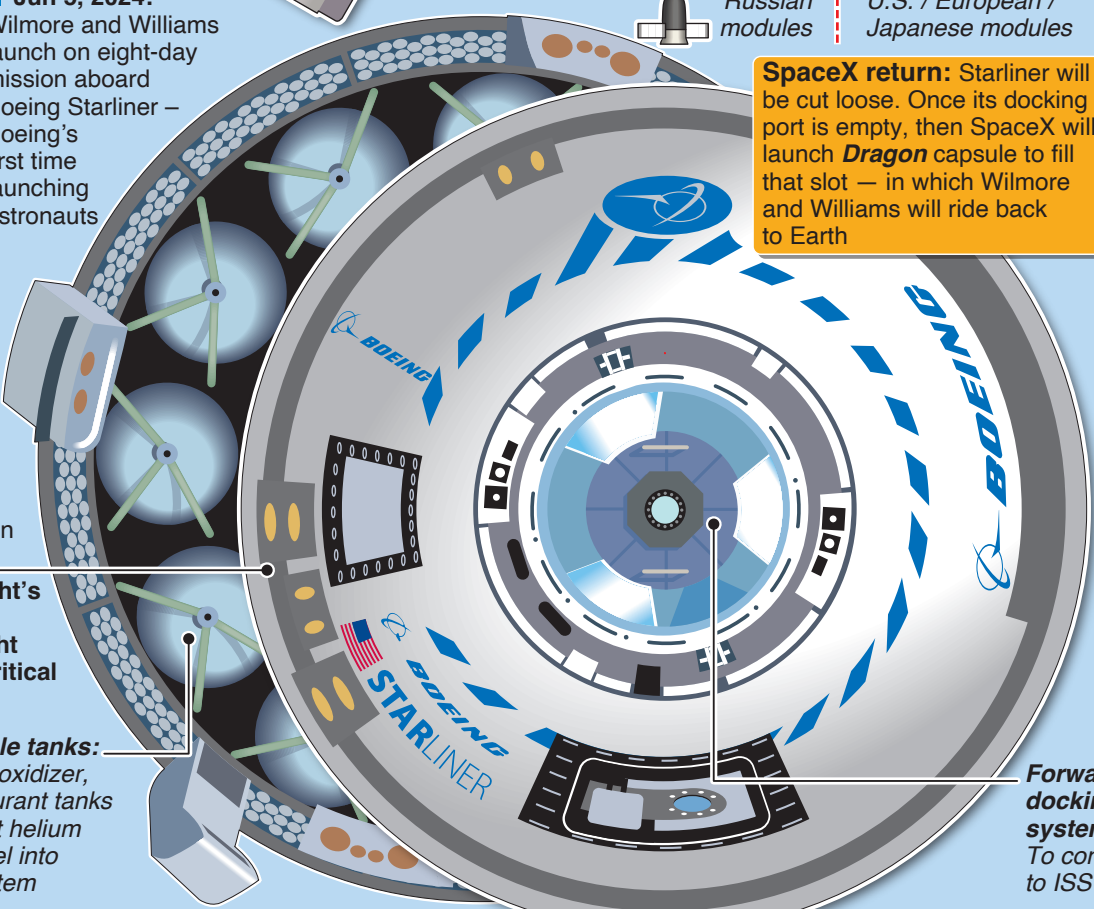
Jun 5, 2024: Wilmore and Williams launch on eight-day mission aboard Boeing Starliner – Boeing’s first time launching astronauts

Jun 6: As Starliner approaches ISS, four helium leaks in propulsion system are detected. Five of craft’s 28 thrusters also malfunction

Thrusters: Needed at flight’s end to keep capsule in right position for critical deorbit burn

Service module tanks: Four fuel, four oxidizer, and two pressurant tanks which use inert helium gas to push fuel into propulsion system

SpaceX return: Starliner will be cut loose. Once its docking port is empty, then SpaceX will launch *Dragon* capsule to fill that slot – in which Wilmore and Williams will ride back to Earth



Forward docking system: To connect to ISS

Sources: Associated Press, CNN, Financial Times, NASA

Picture: Getty Images

© GRAPHIC NEWS



STRANDED IN SPACE

INFOGRAPHIC - PART A

15 YEARS

THE INTERNATIONAL SPACE STATION'S
LENGTH AND WIDTH
IS ABOUT THE SIZE OF AN

AMERICAN FOOTBALL FIELD



MODULE LENGTH: 167.3 FEET (51 METERS)
TRUSS LENGTH: 357.5 FEET (109 METERS)
SOLAR ARRAY LENGTH: 239.4 FEET (73 METERS)
MASS: 924,739 POUNDS (419,455 KILOGRAMS)
HABITABLE VOLUME: 13,896 CUBIC FEET (388 CUBIC METERS)
PRESSURIZED VOLUME: 32,333 CUBIC FEET (916 CUBIC METERS)
POWER GENERATION: 8 SOLAR ARRAYS = 84 KILOWATTS



LIVING AND WORKING IN ORBIT

ON THE INTERNATIONAL SPACE STATION



CREWS HAVE EATEN ABOUT
25,000 MEALS
SINCE THE FIRST CREW IN 2000

APPROXIMATELY
SEVEN TONS

OF SUPPLIES SUPPORT **A CREW OF THREE** FOR ABOUT
SIX MONTHS



SPACEWALKING

ASTRONAUTS AND COSMONAUTS
HAVE SPENT MORE THAN **1,000 HOURS**
WORKING OUTSIDE THE STATION



MORE THAN **1,500 SCIENTIFIC INVESTIGATIONS**
PERFORMED ON THE INTERNATIONAL SPACE STATION



INTERNATIONAL SPACE STATION BENEFITS FOR HUMANITY

ADVANCED ROBOTIC SURGERY



CLEAN DRINKING WATER

FOR **PEOPLE LIVING FAR** FROM
WATER TREATMENT FACILITIES

REMOTE MEDICAL DIAGNOSTICS



EDUCATIONAL EVENTS

42 MILLION STUDENTS REACHED





STRANDED IN SPACE

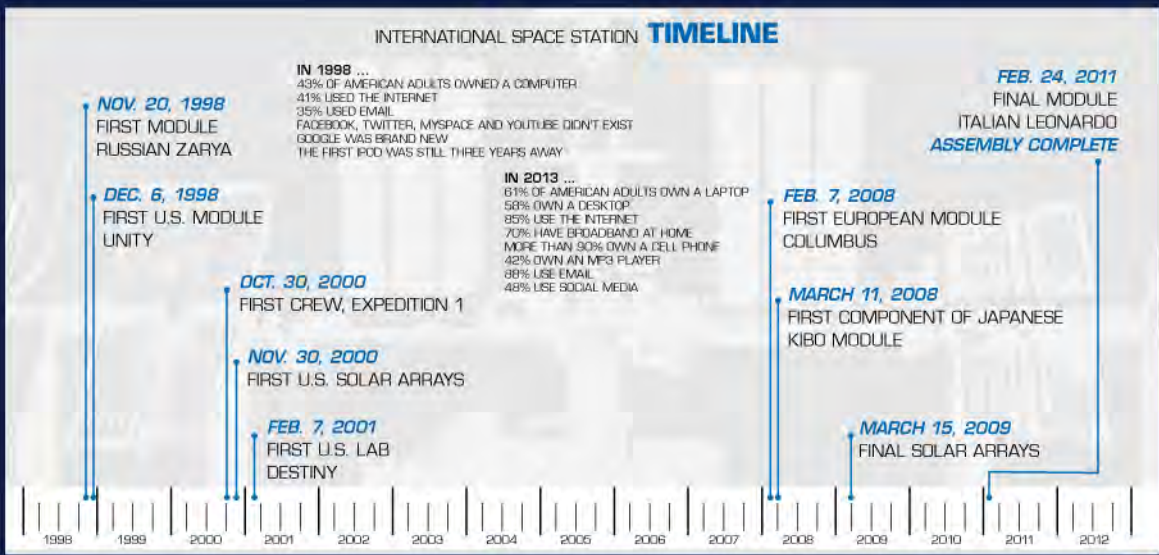
INFOGRAPHIC - PART B

MICROGRAVITY AND LOW-EARTH ORBIT
RESEARCH LABORATORY
CONDUCTING EXPERIMENTS IN:

- HUMAN RESEARCH**
- LIFE SCIENCES**
- PHYSICAL SCIENCES**
- EARTH SCIENCES**
- ASTROPHYSICS**
- TECHNOLOGY RESEARCH**

ONE THING YOU CAN SAY ABOUT THE INTERNATIONAL SPACE STATION
IT'S BIG

- LARGER THAN A 6-BEDROOM HOUSE**
- INTERNAL VOLUME OF A BOEING 747**
- WEIGHS ALMOST A MILLION POUNDS**
(EQUIVALENT TO MORE THAN 320 AUTOMOBILES)
- TRAVELS THE EQUIVALENT DISTANCE TO THE MOON AND BACK IN ABOUT A DAY**



THE INTERNATIONAL SPACE STATION IS
A GLOBAL PROGRAM
INVOLVING THE UNITED STATES, RUSSIA,
EUROPE, CANADA, AND JAPAN.

VISITED BY
MORE THAN **200 PEOPLE**
FROM
15 NATIONS

SPACEPORT
FOR A VARIETY OF INTERNATIONAL SPACECRAFT

- RUSSIA**
SOYUZ & PROGRESS
- UNITED STATES**
SPACE SHUTTLE
- U.S. COMMERCIAL SPACE X**
DRAGON
- U.S. COMMERCIAL ORBITAL**
CYGNUS
- JAPAN**
HTV
- EUROPE**
ATV



STRANDED IN SPACE

INFOGRAPHIC



[https://en.wikipedia.org/wiki/File:NASA's_Boeing_Crew_Flight_Test_Launch_\(NHQ202406050029\).jpg](https://en.wikipedia.org/wiki/File:NASA's_Boeing_Crew_Flight_Test_Launch_(NHQ202406050029).jpg)



https://commons.wikimedia.org/wiki/File:Main_Parachutes_Open,_Airbags_Inflate_4-3-12.jpg

A United Launch Alliance Atlas V rocket with Boeing's CST-100 Starliner spacecraft aboard launches from Space Launch Complex 41 at Cape Canaveral Space Force Station, Wednesday, June 5, 2024, in Florida.

Six airbags inflate prior to the CST-100 touching down on the playa. The CST-100 is compatible with multiple launch vehicles, including the Delta IV, Falcon and Atlas V, which has been selected as the launch vehicle for the initial test flights in 2015-16.



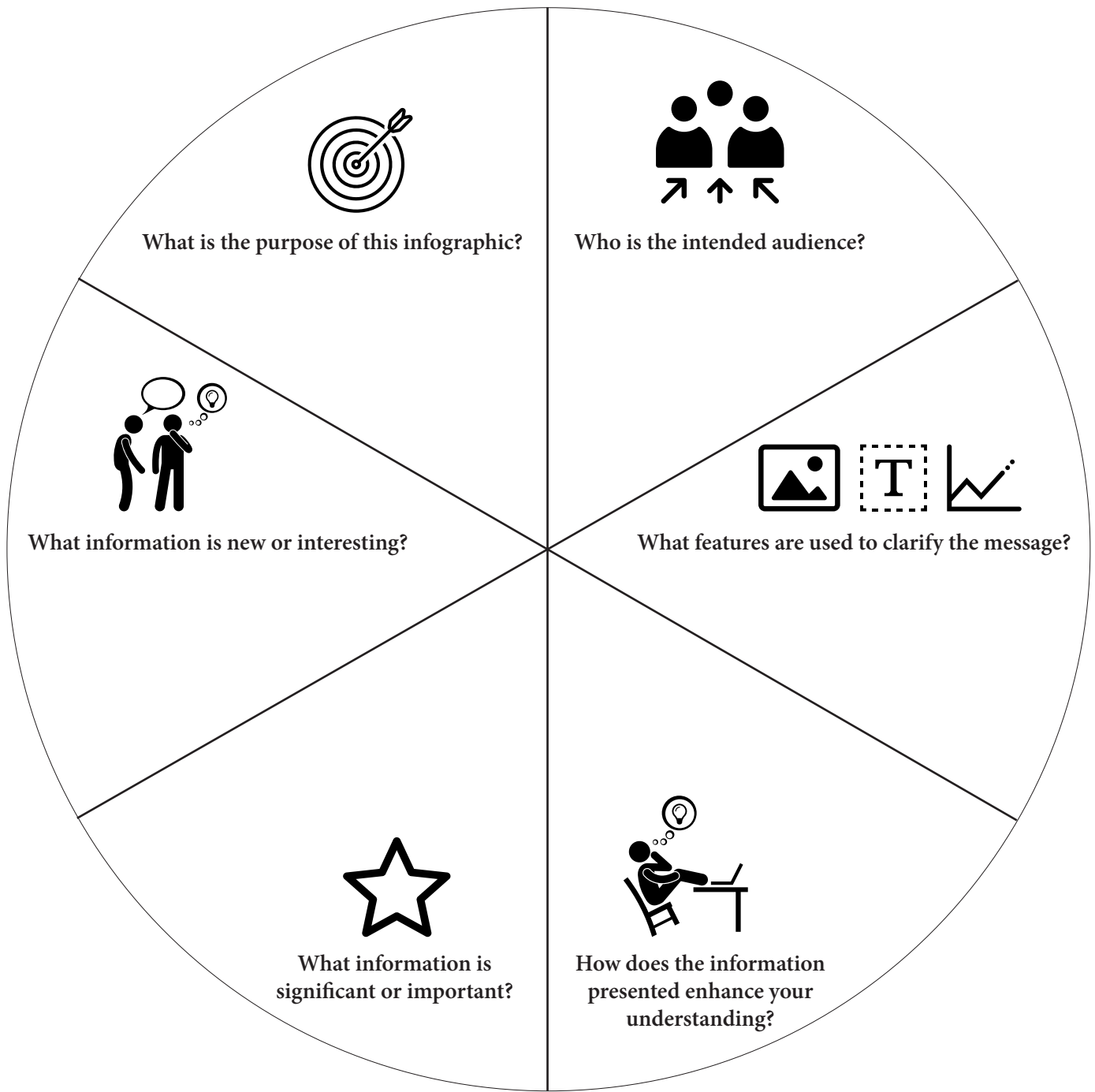
https://commons.wikimedia.org/wiki/File:Boeing%27s_CST-100_Starliner_spacecraft_docking_to_the_ISS.jpg

This artist's concept shows Boeing's CST-100 Starliner spacecraft, currently under development for NASA's Commercial Crew Program, docking to the International Space Station.



STRANDED IN SPACE

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

Complete this map assignment to better understand the article *Stranded in Space*.

INSTRUCTIONS

1. Obtain the required resources and read **all** the instructions before starting.
2. Colour your map **after** all labelling is completed.
3. Print in pencil only first, then go over the printing in black ink.
4. Work carefully and neatly.

Resources Required: pencil, black pen, pencil crayons, ruler, eraser and an atlas.

Part A Locate and label the U.S. state of Florida in CAPITAL letters and shade it orange.

Part B Locate and label the capital of Florida and underline the city name.

Part C Locate and label the following U.S. states in CAPITAL letters and shade each as indicated:

Alabama (red)	Georgia (green)
South Carolina (pink)	North Carolina (purple)
Virginia (green)	Tennessee (yellow)

Part D Locate and label the capital of each U.S. state and underline the city name.

Part E Locate and label the state of Kentucky in CAPITAL letters and shade it orange.

Part F Locate and label the Bahamas in CAPITAL letters and shade it yellow.

Part G Locate and label the capital of the Bahamas and underline.

Part H Locate and label the Kennedy Space Center.

Part I Locate and label Lake Okeechobee and shade it light blue.

Part J Locate and label the following cities in Florida:

Jacksonville	Miami
Tampa	Orlando
St. Petersburg	Fort Lauderdale

Part K Locate and label the Florida Keys.

Part L Locate and label the following and shade all salt water dark blue:

Gulf of Mexico	Atlantic Ocean
Straits of Florida	

Part M Shade all remaining territory grey.

Part N Complete your map with a frame, title, and compass. ★



Florida





STRANDED IN SPACE

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

- _____ 1. Which country was the first to put a human in space?
 - a) United States
 - c) Japan
 - e) Soviet Union
 - b) China
 - d) United Kingdom

- _____ 2. Which company built the Starliner?
 - a) Airbus
 - c) Boeing
 - e) Tesla
 - b) SpaceX
 - d) Lockheed Martin

- _____ 3. How many astronauts did the Starliner deliver to the ISS?
 - a) 1
 - c) 4
 - e) 7
 - b) 2
 - d) 5

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True or False?** Neil Armstrong and Buzz Aldrin were the first to walk on the moon.

_____ 5. **True or False?** NASA has plans to refurbish the ISS so it can continue to be used.

_____ 6. **True or False?** NASA has relied on Russia's space program to transport astronauts to the ISS.

C. Fill in the blanks to complete each sentence.

7. The _____ and the _____ competed in the Space Race. (4)

8. ISS: _____ Space Station.

9. NASA is turning its long term mission focus to sending humans to _____ .

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. As you see it, is space exploration a worthwhile investment? Give reasons to support your response.



SETTING A PURPOSE BEFORE READING

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

Purpose for reading	What it looks like
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.



ASSESSMENT RUBRIC

This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically.

	Emerging	Developing	Proficient	Extending
Supports thinking	Answers or reflections are brief and include obvious facts/details/evidence.	Answers or reflections are general and supported with some relevant facts/details/evidence.	Answers or reflections are clearly supported with specific, relevant facts/details/evidence.	Answers or reflections are insightful and supported with specific, relevant facts/details/evidence.
Shows understanding	Responses show a basic understanding of the text, topic, issue or message.	Responses are thoughtful and show a general understanding of the text, topic, issue or message.	Responses are thoughtful and show a complete understanding of the text, topic, issue or message.	Responses are insightful and show a deep understanding of the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
Thinks critically	Makes straightforward connections or inferences. Focuses on retelling.	Makes logical connections to self (T:S) and/or background knowledge (T:S). Inferences are logical.	Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible.	Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful.

Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

WE HAVE THE SOLUTION. (Five, actually.)

The Canadian Reader

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments



Product details: 8 issues. 38 pages. Available in English and in French for grades 3 and up (1 reading level).

Currents4Kids.com News4Youth.com

- ✓ **Online** and interactive
- ✓ Weekly
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities



Product details: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.
Currents4Kids/Infos-Jeunes: Grades 3 and up (1 reading level).
News4Youth/Infos-Ados: Grades 5 and up (3 reading levels).

What in the World?

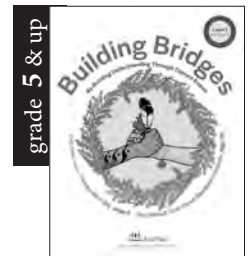
- ✓ PDF/Word resource
- ✓ National and international news stories
- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
- ✓ Maps and illustrations



Product details: 8 issues. 60 pages. Available in English and in French, and in 2 reading levels, for grades 5 and up.

Building Bridges

- ✓ PDF/Word resource
- ✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians
- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



Product details: 5 issues. Variable page length. Available in English and in French, and in 2 reading levels, for grades 5 and up.

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Contact us for a sample copy or free demo.

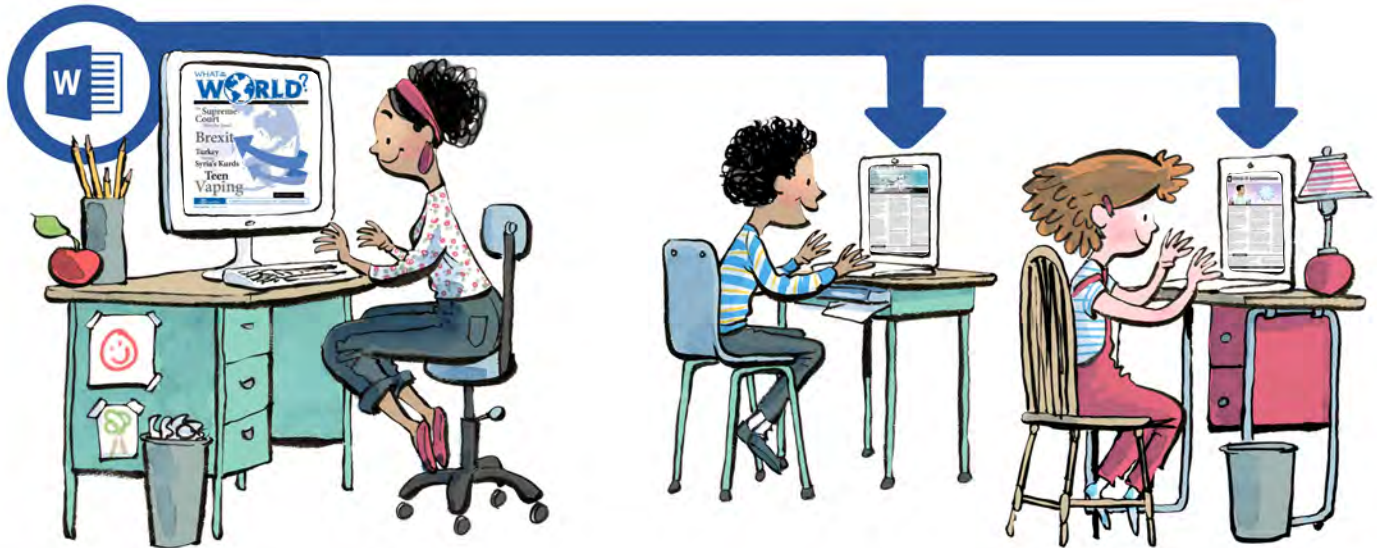
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Students Can Work In Word/Google Docs...



Did you know...

... that each issue of *What In The World?* includes a PDF file (complete document) and a Word file (articles and questions only).

Students can complete assignments directly in the Word file. Teachers can email the file to students or post it on the Internet. The Word file also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a PDF document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

Data in the Word file

There are **three** ways to access data from a Word file:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire **Word** file into **LibreOffice** (or another similar program) and then save as a new file.
- 3) Create a new file in a different format. Use the **Word Save As** command to choose: 1) plain text, 2) rich text format (RTF), 3) Web page (.htm), 4) PDF, etc.

Google Docs and LibreOffice

- You can easily upload the **Word** file to **Google Docs** and share it with students or other teachers.
- You can translate a **Google Docs** file into another language (see *Tools>Translate document*) but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.
- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: www.libreoffice.org

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When I have kids in grade 4/5 wanting to know when the next issue is coming, even in December and June, that's when I know I have an excellent resource.

A. Eisler, Burnaby, BC

It is a relief to have a resource that fits with the curriculum and is teacher-friendly (ready to hand out). The added bonus of having the answers to the questions and discussion notes makes my life just a little bit easier.

B. Thibodeau, Saskatoon, SK

I have been using your product for seven years. There isn't a month that goes by that I don't get into challenging discussions with my students with the leads you provide and go in directions I could never imagine. Thank you for this terrific teaching aid!

D. Faerber, Pembroke, ON

Engaging, levelled articles, background information and original illustrations make the news interesting and easy to grasp. Accompanying questions and assignments provide multiple ways to examine the topics and enhance literacy and critical thinking.

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2023/2024: ISSUE 8

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			Online Weekly (Sept. – June 40 issues)		
<i>Currents4Kids*</i>	<input type="checkbox"/>	<input type="checkbox"/>	Grades 3 and up	\$172.50	
<i>News4Youth**</i> Level 1, 2 & 3	<input type="checkbox"/>	<input type="checkbox"/>	Grades 7 and up	\$330.00	
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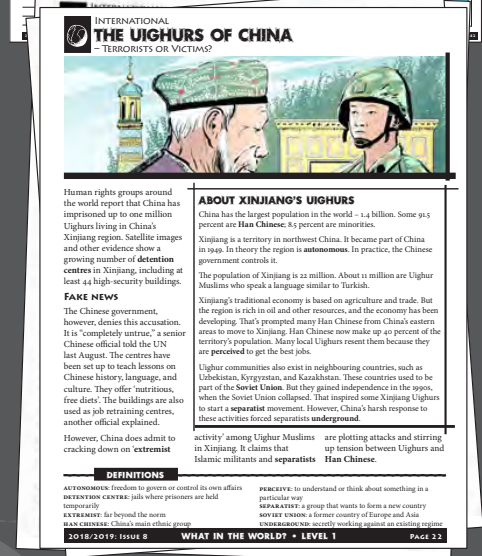
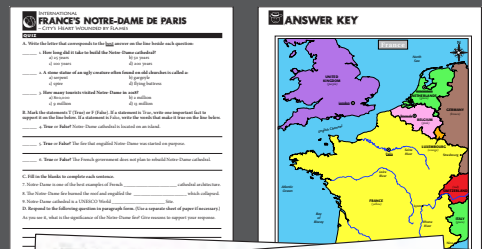
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