



Relevance	Studies Weekly will include a person's race, sex, gender identity, sexual orientation, disability, age, religion or national origin when they are pertinent to story arc or historical contribution of the individual.
Perspective	We will have a minimum of two points of view present about the main topic taught in each weekly unit.
Primary Sources	We will use primary sources such as documents, photos, direct quotes, newspapers, etc. within article text to tie into the primary source artifacts - students need to read primary sources, too.
Style Guide	The Studies Weekly Style Guide is used to drive decisions regarding cultural identifiers such as "African American," "American Indian," etc.
Diversity Board	Studies Weekly's Diversity Board will review our materials in a three-step process.
Diversity & Equity	Studies Weekly strives for diversity and equity in terms of race, people with disabilities, age groups, sexual and gender identities when significant to the context, family structures, religious and political views, and socio-economic status.
Review Board	University Product Review Board consists of current university professors who are experts in social studies content (history, geography, economics, government) and/or pedagogy.
Propaganda Usage	Propaganda is often used to teach historical thinking, to discover what the mindset was at the time.
Corrections & Updates	In most cases, our online content is updated shortly after an error is found.
Recommended Resources	Digital Developments and Recommended Apps (Rapps) are selected because they are tools for the Four C's (critical thinking, communication, collaboration, creativity) and publishing using 21st-century learning principles. (Studies Weekly does not benefit financially from our recommendations.)
Images & Artwork	<ul style="list-style-type: none"> • Primary sources are preferred (required, if available and appropriate for the intended audience) for all sensitive topics. • We use a balance of images, including images of minorities, protected or traditionally underrepresented populations.
Teacher Supplements	<ul style="list-style-type: none"> • Research-based teaching strategies • Differentiation Suggestions • Balanced Literacy Recommendations • Detailed lesson plans, worksheets, activities, summative and formative assessments, rubrics, etc.
Assessments	<ul style="list-style-type: none"> • Based on high-stakes test item specs and formatting • Developed and then analyzed using Webb's DOK and the Rigor & Relevance Framework • Developed using research-based best practices