

 **U LEARN**

Curricula Catalog

2026

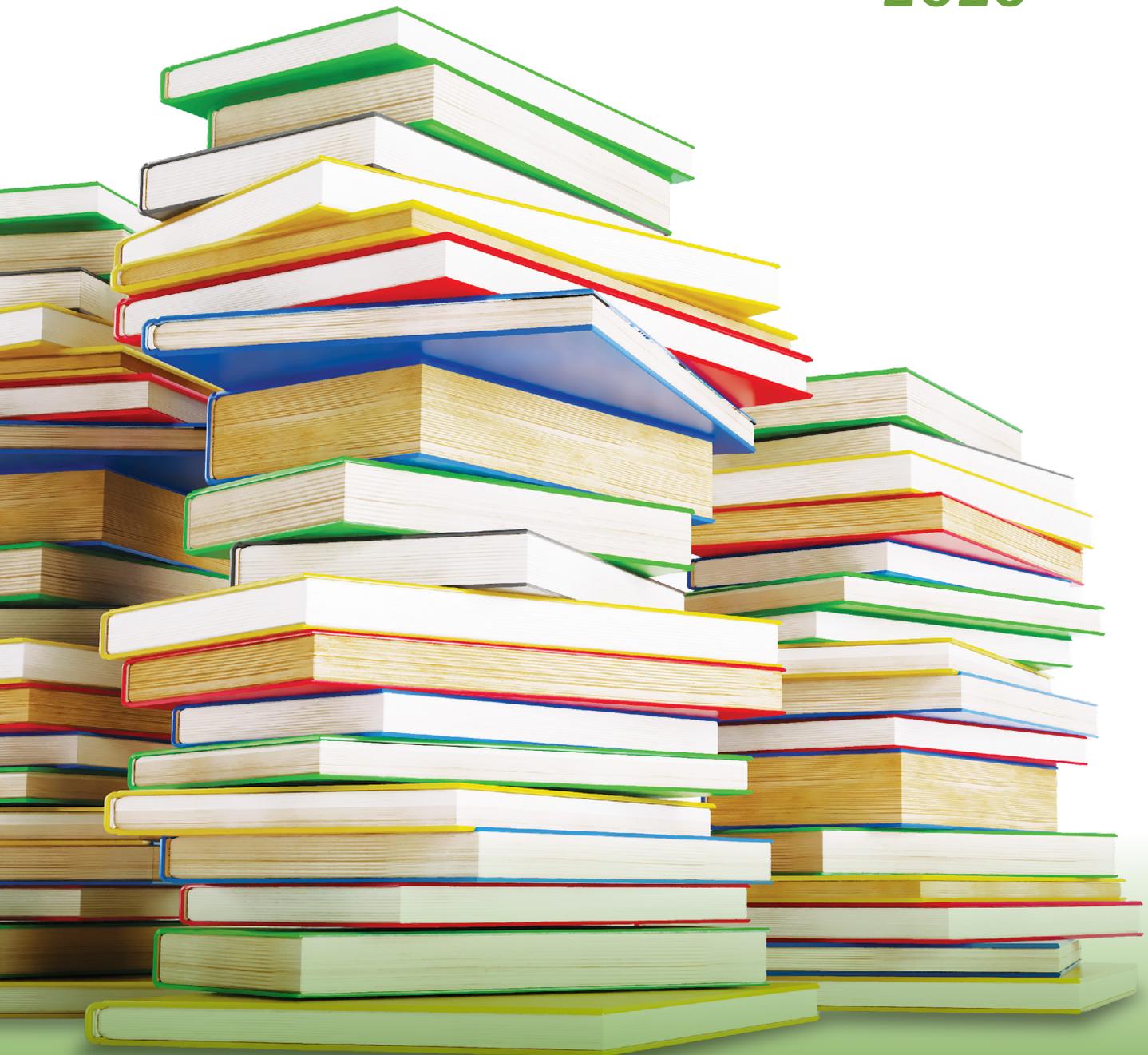


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LETTER FROM The Founder

Dear Principal,

Welcome to ULearn Publishing, an educational company that creates and publishes high-quality curricula and materials for educators to use in their classrooms. Our mission is to provide high-quality curricula for core subjects that support both student engagement and teacher success.

Each of our courses employs proven methodologies that promote deep understanding and long-term retention. Lessons are enriched with vibrant graphics, interactive activities, and thoughtfully crafted content to spark curiosity and maintain student interest. At the same time, teachers benefit from detailed lesson plans, supplemental review materials, and a variety of classroom resources that make instruction seamless and effective.

It is my belief that education is about more than academics. Schools play a vital role in shaping students into successful, well-rounded citizens. That's why our curricula are infused with life skills, American values, and character-building lessons. Students learn the importance of perseverance, hard work, loyalty, friendship, community involvement, and respect for people of all backgrounds through lessons that are saturated with positive culture, diverse perspectives, and life lessons.

At ULearn, we recognize the powerful influence a school has on a child's development. Our goal is to deliver content that not only imparts knowledge but also cultivates the skills and values students need to lead successful, meaningful lives.

Sincerely,

Naftali Frankel

Founder, CEO



Grade Color Key

We use a color-coded system for all grade levels.

Grade 3 Red	Grade 4 Yellow	Grade 5 Orange
Grade 6 Blue	Grade 7 Purple	Grade 8 Lime
Grade 9 Teal	Grade 10 Green	Grade 11 Burgundy
Grade 12 Violet		



ULearn Writing

Levels 1 & 2

The ULearn Writing Curriculum is a guide for students to develop their writing skills. Strategies are provided in clear, easy-to-follow instructions, along with practice exercises for review. The focus is on correctly constructing sentences, paragraphs, essays, and letters (both friendly and business) in an interesting and creative style.

Good writing skills benefit us throughout our lives, as many occasions present opportunities where we need to effectively express our thoughts and ideas through writing. Development of the skill of writing will build self-esteem and produce more effective and confident writers.

Level 1 is geared towards grades 5–6.

Level 2 is geared towards grades 7–8.

The courses include a USB with supplemental essay writing booklets for each chapter.

Student Edition (softcover workbook):

\$1245 per class set

\$39.80 per student book

\$750 per digital class set

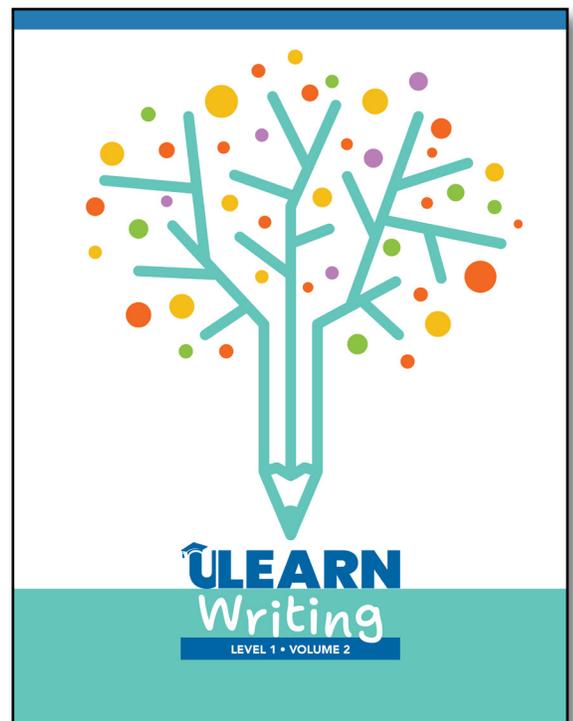
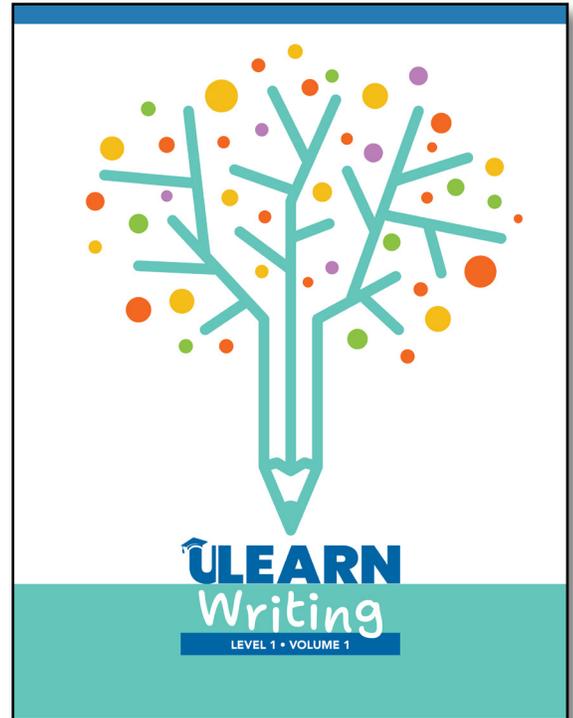
\$25 per digital student book

Level 1 Volume 1 ISBN: 978-1-968294-50-2
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Level 1 Volume 2 ISBN: 978-1-963536-41-6
Item #WB-7002

Level 2 Volume 1 ISBN: 978-1-963536-42-3
Item #WB-7003

Level 2 Volume 2 ISBN: 978-1-963536-43-0
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CHAPTER 1 • WRITING TECHNIQUES

Introduction to Writing Techniques

A good writer is someone who can hold the reader's interest from the beginning until the very end. A well-written story or essay will make the narrative or ideas come alive in the reader's mind. They will be able to visualize what is taking place and feel as if they are experiencing it first-hand. Ideas will flow from one to the next seamlessly, and they will be eager to continue.

Many techniques are used by writers to capture the reader's attention and make the writing come alive. In this chapter, we will explore some of the basic techniques that are easy to use and have a great impact on the quality of your writing. We will practice adding life and description and finding exciting synonyms to replace overused words. We will enhance our writing by avoiding empty words and adding comparisons.



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Writing Techniques LESSON 1

CHOOSING DESCRIPTIVE ADJECTIVES Part 1

Adjectives can describe many aspects of a noun. An adjective can describe how something looks, feels, its size, how many, what type, as well as other attributes. By adding descriptive words, the reader can feel as if he is looking at the person or thing being described.

Here are some categories and examples of descriptive words. The bold words are especially useful.

Look

bright	colorful	light	transparent	shiny
dark	soft	foggy	pretty	dull
ugly	beautiful	cute	white, red, blue, etc. (colors)	
dirty	clean			

Practice

Fill in two adjectives that describe **look** for each sentence.

Many _____ flowers surrounded the tree.

A group of _____ birds flew high in the sky.

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Writing Techniques LESSON 3

MODIFYING AND ACTION ADJECTIVES

Now that you are more fluent in the use of descriptive adjectives, let us move on to two similar types of adjectives.

The first type is **modifying adjectives**. A modifying adjective **modifies** (clarifies) a noun and makes it more specific. For example, "plastic bottle" is more specific than "bottle" because it explains what type of bottle. Being more specific makes your description more understandable and helps the reader visualize the person or object being described.

EXAMPLES:

diesel engine	government office	copy machine
race car	power drill	wooden door

Another type of adjective is action adjectives. An **action adjective** is used to describe what a person or thing is in the middle of doing. Although an action is mentioned, it is being used to describe the noun, and a separate verb appears in the predicate.

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Writing Techniques LESSON 3

MODIFYING AND ACTION ADJECTIVES • LESSON 3

Care must be taken not to repeat the same action in the predicate.

EXAMPLES:

The **yelping** dog was tied with a leash.
 A **growing** bear came out of the forest.
 The **crying** child held my hand tightly.
 A **smiling** athlete waved at the crowds.



EXAMPLES OF INCORRECT REPETITIVE ADJECTIVES:

The **yelping** dog was **yelping**.
 The **crying** child was **crying**.

Practice

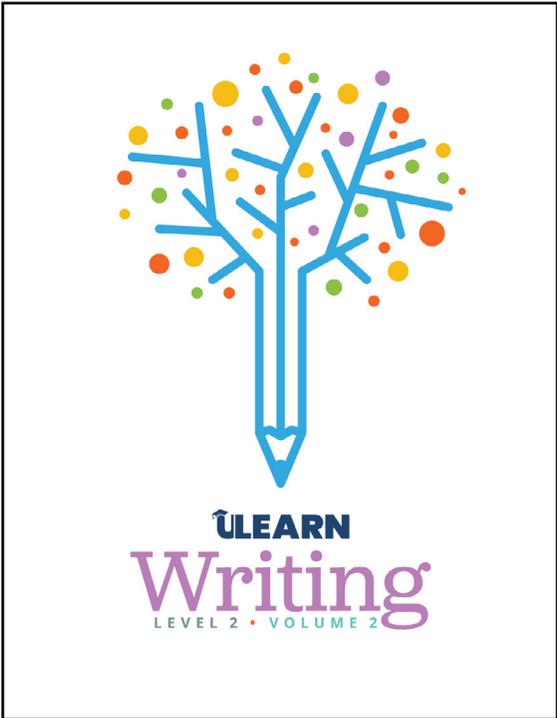
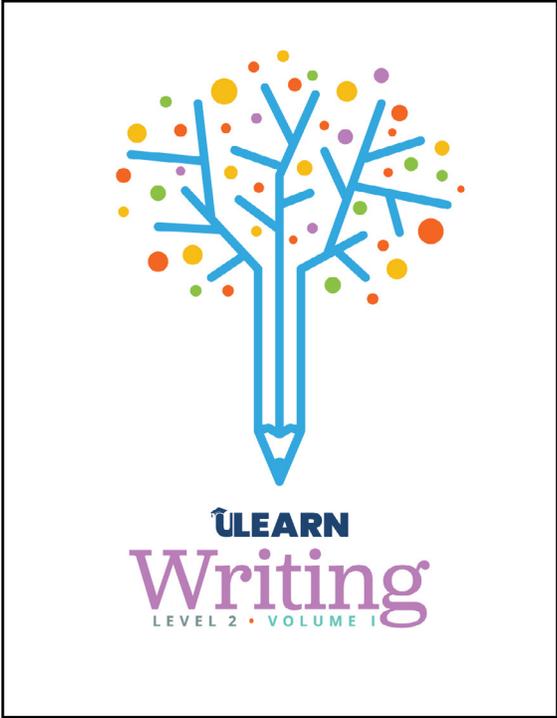
A. Add a modifying adjective to each noun to make it more specific.

1. _____ room	4. _____ desk
2. _____ cabinet	5. _____ train
3. _____ uniform	6. _____ tools

B. Add an action adjective to each noun to describe what it is in the middle of doing.

1. _____ cat	4. _____ airplane
2. _____ boat	5. _____ train
3. _____ boy	6. _____ machine

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Introduction to Chapter 1



Good writing requires carefully choosing words and writing styles. Poor word choices will create writing that is dull and uninteresting, while great word choices make the writing come alive and engage the reader. Similarly, varying sentences adds color and creativity to the writing and removes predictability and repetitiveness. Providing details and description helps bring the imagery to life.

In this chapter, we will cover adding details as well as improving word choice and sentence style. We will learn how to choose words that are descriptive and support the mood of the writing. Likewise, we will learn to avoid common mistakes in sentence structure and style. By mastering these skills, you will vastly improve the style and quality of your writing.

Lesson • 1.1 Adjectives (I)



How do I add description to my writing?

There are four ways that you can make your writing more descriptive:

1. Adjectives
2. Adverbs
3. Precise words
4. Sentence Expansion

Using adjectives

Remember, an adjective is a word that describes a noun. Adjectives are an easy and quick way to add description and details to your writing. However, try to avoid adjectives that are already obvious and do nothing but clutter up your writing with repetition and wordiness. Be sure that you are adding new information with each adjective used.

Without any adjectives:

The lights and siren warned us to pull over and let the vehicle pass.
She found a path that led to a garden behind the woods.
My uncle always has something to say to cheer me up.



Practice 1.7

A. Expand each sentence by adding more details.

1. I came home early.

2. She ate her sandwich.

3. He dried his head.

4. They went to the park.

B. Underline the details that are unnecessary or redundant. Not every sentence will have unnecessary details.

1. In an effort to rid his house of ants, Mr. Applebaum set up ant traps in every corner of his house.
2. Malky wanted to go shopping, so she drove to the store and walked inside.
3. Shlomo was feeling very tired, so he went to his bed to lie down.
4. My mother packed a sandwich for me in case I get hungry at the park.

ULearn Writing

Level 3

The ULearn Writing Curriculum is a guide for students to develop their writing skills. Many genres of writing are explored that are relevant to everyday life and beyond. Strategies are provided in clear, easy-to-follow instructions, along with practice exercises for review. There is a strong focus on correct organization creative style.

Developing strong writing skills is essential for every student to be able to thrive in adulthood. It also builds communication skills and self-esteem.

Level 3 is geared toward grades 9–10.

The courses include a USB with supplemental essay writing booklets for each chapter.

Student Edition (softcover workbook):

\$1245 per class set

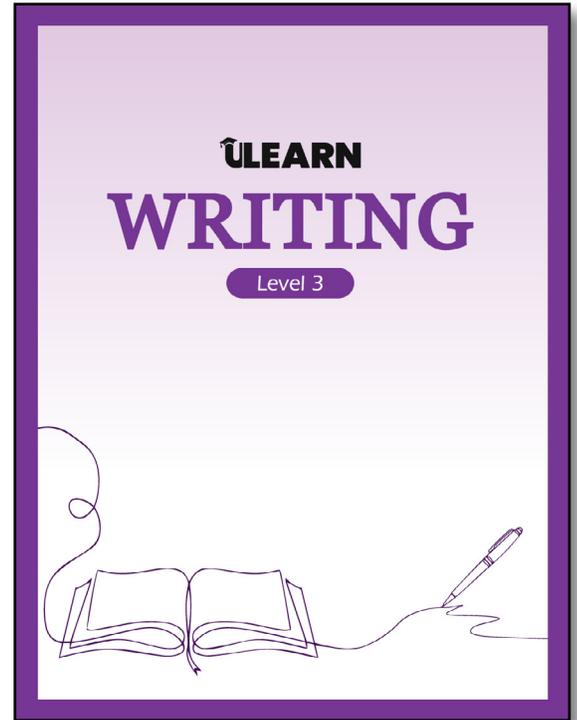
\$39.80 per student book

\$750 per digital class set

\$25 per digital student book

Level 3 ISBN: 978-1-963536-44-7

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Section 2 Memoir

A memoir is a short autobiography¹ or biography of another person written based on personal experience. A memoir is usually much more personal than a personal essay. It delves deeply into very private feelings or musings and has very strong themes that are meant to touch the reader's emotions. The writing focus will be sentence expansion.

A. Writing Focus: Sentence Expansion

- In a previous lesson, we learned about combining short sentences using conjunctions and compound predicates. Another way to fix short sentences is called sentence expansion. This is when more details or explanation are added to a sentence, usually by using one of two methods: appositives or prepositional phrases. Even when sentence length does not need to be fixed, adding appositives and prepositional phrases can help improve the clarity of your writing by providing vital details.
- An appositive is a noun that defines or renames a noun. It is usually set off with commas to separate it from the rest of the sentence, with some exceptions. In the following examples, the appositives appear bolded, and the nouns that are renamed are underlined.

(For the rules of commas with appositives, refer to the "Grammar Rules" in Appendix A, section 3.

Examples:

- Yellowstone National Park**, the U.S.'s first national park is home to the famous Old Faithful geyser and Grand Canyon.
- Franklin D. Roosevelt**, the 32nd U.S. president, won four consecutive elections.
- The Chevrolet Bolt**, a popular EV (electric vehicle), had several recalls over safety concerns with its battery.

¹ An autobiography is a biography (the history of a person) that the author writes about themselves

B. Sample Memoir

A memoir is nonfiction writing in which the author explores events that they witnessed themselves. It is defined by heavy themes that are meant to touch the reader's emotions, usually by revealing deeply personal feelings or emotions. The following are examples of memoir topics:

- My ambitions to become a paramedic
- How I felt about having my mother as a teacher
- What it's like to be the son of a mayor
- Coping with diabetes
- My grandfather, the pioneer

TIP

Make sure your topic is a deeply personal one that can evoke strong emotions in the reader.

Read the sample writing below. It is a memoir. The parts of the essay are named in the margin. Red markup shows how short sentences were expanded and clarifying details added during revising.

Introductory paragraph

An appositive added to provide important information.

Body paragraphs

Prepositional phrases added to expand the sentence and add explanation.

I am the oldest child in my family. I have two brothers and three sisters, and we live in Philadelphia, Pennsylvania. We are a typical Jewish family, **except for one thing that stands out: my brother Aharon's asthma.** Asthma attacks are very serious and can be scary for everyone.

By the time Aharon turned two, he had been hospitalized twice. I still remember the first time he was hospitalized when he was only ten months old. That's when the doctors told my parents about his condition. Since then, our family revolves around Aharon. My parents have to always make sure he has all his medicine before they go anywhere. **We often have to stop to rest or take it easy.**

TRY IT YOURSELF

Imagine a fictitious setting and characters for a story. Fill in the details of your imaginary setting and characters below. Be sure that your story's plot¹ will match your setting and characters.

Setting

Time:

Place:

Season and weather:

Other background information²:

Protagonist

Name:

Age:

Personality:

¹ The main chain of events in a story; the main character's conflict and resolution

² This can include economic realities, the culture, important leaders, and recent pivotal events

Struggles:

Other attributes¹:

Antagonist

Name:

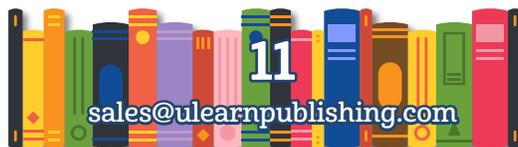
Age:

Personality:

Struggles:

Other attributes:

¹ This can include physical appearance, abilities, mannerisms, hobbies, goals and passions, and background



ULearn Handwriting

The ULearn Handwriting Curriculum walks students through the process of learning to form letters and words. It begins by teaching students how to hold their pencils and draw lines and circles and then introduces each letter using a multisensory approach. ULearn Handwriting was designed and written under the guidance of a licensed occupational therapist and contains movement, activities, clear and colorful visuals, and plenty of independent practice for students.

The curriculum is accompanied by a USB containing the following:

- Practice sheets
- Homework sheets
- Extensions
- Intervention activities
- A curriculum overview chart
- Flashcards
- Charts and visuals

Level 1 is geared towards grades K-1.

Level 2 is geared towards grades 1-2.

Level 3 is geared towards grades 2-3.

Student Edition (softcover workbook):

\$860 per class set

\$24.50 per student book

\$525 per digital class set

\$16 per digital student book

Level 1 ISBN: 978-1-963536-45-4

Item #WB-7006

Level 2 ISBN: 978-1-963536-46-1

Item # WB-7007

Level 3 ISBN: 978-1-963536-47-8

Item # WB-7008



Chapter 3, Lesson 1

Chapter 2, Lesson 6

Unit 1, Lesson 4

Place this page on top of sandpaper. Then, complete the sentences below. Be careful not to press too hard, or you will make a hole in the page!

My name is _____.

I am _____ years old.

I like to _____.

Copy the list of sight words on this page onto your whiteboard using a marker. Use the same pressure on all the words. This will make all your lines the same thickness.

<input type="checkbox"/> made	<input type="checkbox"/> the
<input type="checkbox"/> from	<input type="checkbox"/> there
<input type="checkbox"/> number	<input type="checkbox"/> come
<input type="checkbox"/> people	<input type="checkbox"/> more

ULearn Cursive

The ULearn Cursive curriculum walks students through the process of learning proper cursive penmanship. Level 1 is geared toward students new to cursive writing, introducing the concept of connected lettering, walking through each letter of the alphabet, and modeling how letters are formed and connected to one another. Verbal and visual step-by-step directions are provided, and the workbook contains plenty of tracing and writing practice. This course facilitates neat and legible writing with a skill-based sequence.

ULearn Cursive was designed and written under the guidance of an occupational therapist and contains activities, clear and colorful visuals, and plenty of independent practice for students.

The curriculum is accompanied by a USB containing the following:

- Practice sheets
- Homework sheets
- Extensions
- Flashcards
- Charts and visuals

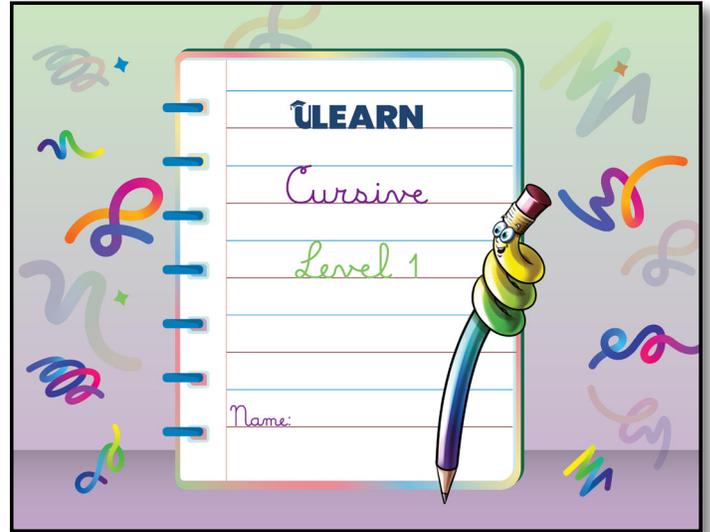
Level 1 is geared towards grades 2-3.

Student Edition (softcover workbook):

\$860 per class set

Level 1 ISBN: 978-1-963536-45-4

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Chapter 2, Lesson 1

Find the hidden letter 'a' and 'as'



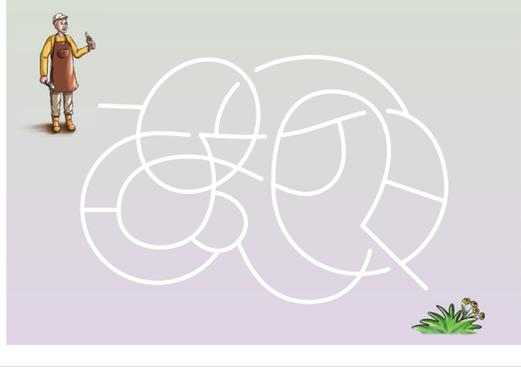
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aa aa aa aa aa aa
 al am an ab ar at
 al am an ab ar at
 Ma Pa Sa Ha La Ba
 ma pa sa ha la ba

11

Chapter 3, Lesson 1

Help the gardener get to the grass. Solve the maze. Solve the maze.



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g g g
 g g g
 g g g
 g g g

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ULearn Reading

The ULearn Reading Curriculum aims to build reading comprehension skills using carefully selected interesting reading materials that are both engaging and educational.

Topics of the reading selections cover a wide range of nonfiction areas of interest to engage the students. The course supports literacy, comprehension, and critical thinking skills that will benefit students during their years in school and throughout their life.

The ULearn Reading Comprehension Curriculum features:

- Literacy skills based on Common Core Standards
- Extensive literacy, comprehension, and critical thinking support
- Questions based on Bloom's Taxonomy
- Reading selections that contain educational, nonfiction content
- Topics that cover a wide range of areas of interest, including history, science, inventions, people, animals, and plants
- Comprehensive vocabulary support
- Teacher's Edition

The course also comes with a USB containing the following:

- Vocabulary review/test sheets
- Writing prompts
- Extra resources for the teacher, such as links to online videos

This series is geared towards grades 3-12.

Grade 3 Red	Grade 4 Yellow	Grade 5 Orange	Grade 6 Blue	Grade 7 Purple
Grade 8 Lime	Grade 9 Teal	Grade 10 Green	Grade 11 Burgundy	Grade 12 Violet

Student Edition (softcover workbook):

Grades 3 and 4 - \$1060 per class set

\$32.50 per student book

\$650 per digital class set

\$21 per digital student book

Grade 3 ISBN: 978-1-963536-58-4
Item #WB-7019

Grade 4 ISBN: 978-1-963536-59-1
Item #WB-7020

Grades 5 to 12 - \$1245 per class set

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\$750 per digital class set

\$25 per digital student book

Grade 5 ISBN: 978-1-963536-60-7
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Grade 6 ISBN: 978-1-963536-61-4
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Grade 7 ISBN: 978-1-963536-62-1
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Grade 8 ISBN: 978-1-963536-63-8
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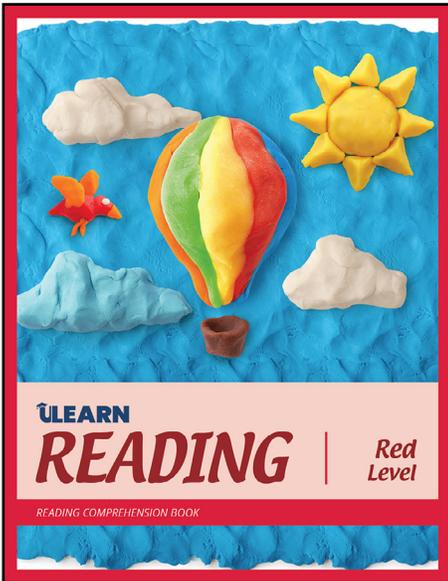
Grade 9 ISBN: 978-1-963536-64-5
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Grade 10 ISBN: 978-1-963536-65-2
Item #WB-7026

Grade 11 ISBN: 978-1-963536-66-9
Item #WB-7027

Grade 12 ISBN: 978-1-963536-67-6
Item #WB-7028





Marshmallows:
How Are These Fluffy Sweets Made?



What is soft, fluffy, and yummy and comes in many colors? That's right — a marshmallow! Squeeze a marshmallow and then let go. The marshmallow fluffs right back up. Now drop a few into a cup of hot cocoa. The marshmallows float to the top. They slowly melt. Marshmallows are light, bouncy, and fluffy. They are very soft. This is because of how they are made.

Marshmallows come in many different colors, shapes, and sizes. Credit: Rawpixel Ltd, Wikimedia

Simple Ingredients
Marshmallows are made out of three main ingredients¹: sugar, corn syrup,² and gelatin.³ Corn syrup is a very sweet liquid made from corn. Gelatin is a powder made from vegetables or fat. When mixed with water, it becomes like jello. Gelatin is used to make all types of sweets, such as jello, jelly beans, and gummy bears.

Together, these ingredients make that special soft texture.⁴ Gelatin makes marshmallows squishy and gooey. Sugar makes marshmallows sweet and gives them their special form.⁵ Corn syrup also makes the marshmallows sweet. And it makes them soft and bouncy.

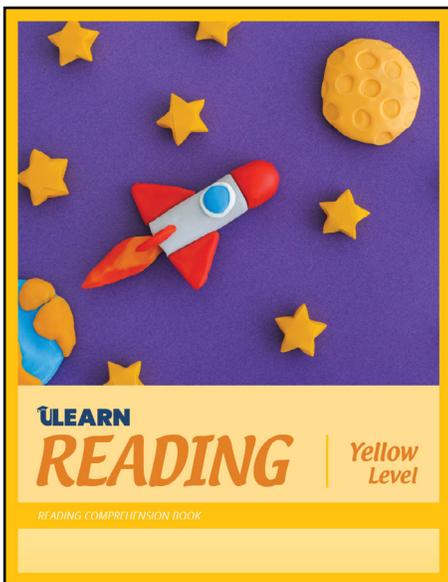
1 ingredients – things needed to make a food
2 corn syrup – sweet liquid made from corn
3 gelatin – powder used to make jellies
4 texture – how something feels
5 form – shape

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Questions

- Circle the vocabulary word that best fits the sentence.
Alex could not reach the shelf with the (sap/corn syrup) in the store.
- Number the following events in the order in which they took place.
 - ___ Candy makers started using gelatin in marshmallows.
 - ___ Sap from the marshmallow plant was used as medicine.
 - ___ Marshmallows were sold as candies and had sap in them.
- Write a check (✓) next to each statement that is true about marshmallows.
 - ___ Marshmallows can only be made in a factory.
 - ___ Marshmallows have three important ingredients.
 - ___ Marshmallows must be put in the fridge to harden.
 - ___ Marshmallows have gelatin that protects their air bubbles.
- Which statement from the lesson supports the idea that plants were once used to treat sick people?
 - A. The plant grew in the marsh. So they were called marshmallow plants.
 - B. The store owners changed the ingredients.
 - C. This sap was used to treat sore throats and other sicknesses.
- What was the effect of using gelatin instead of sap in marshmallows?

16 Lesson 2: Marshmallows: How Are These Fluffy Sweets Made?



Frogs and Toads: Hopping Around



Walking along the river, you hear bushes rustle, a deep croak, and a splash. You rush to the stream and peer into the murky¹ water. What was that? Was it a frog? A toad? Can you tell the difference?

Are Frogs and Toads the Same?
Frogs and toads are amphibians.² They both live on land and in the water. These slimy creatures might look the same to you and me. Maybe some have more warts,³ some look more grumpy, and some are more colorful. They both croak, jump, and find bugs tasty. So, are they actually different, or are these names just there to confuse us?

The reason you cannot decide whether you are staring at a frog or a toad is that they belong to the same family. These close cousins look extraordinarily similar. They both lay eggs in the water, and the eggs of both hatch into tadpoles. But surely there must be some differences because they have different names! Let's take a closer look.

Skin
Take out your magnifying glass. Whether you like it or not, we are going to get awfully close to this jumping figure.⁴ First, look at the skin. Does it look wet or dry? Is it smooth or lumpy? If its skin looks wet and smooth, it is a frog. Toad skin looks dry and warty.

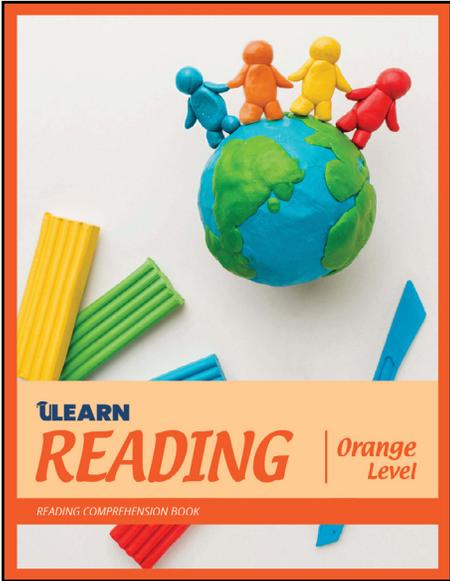
1 murky – cloudy, muddy
2 amphibians – animals that need water or moist areas to live
3 warts – bumps or hard growths on the skin
4 figure – body shape

9

Questions

- Circle the vocabulary word that best fits the sentence.
The police couldn't find any (elegant/evidence) of a crime being committed.
- Place a check mark next to each statement that correctly describes frogs.
 - ___ They need to keep their skin wet.
 - ___ They move in small hops or lazy crawls.
 - ___ Their skin is generally dark green or brown.
 - ___ Their skin looks wet and smooth.
- What do frogs and toads do to fool predators?
 - A. They breathe through their lungs and skin.
 - B. They push their food down with their eyeballs.
 - C. They hibernate during the winter.
 - D. They eat the skin that they shed.
- Which of the following sentences from the section titled "Color" best supports the idea that it can be difficult to tell the difference between frogs and toads?
 - A. You can probably picture a bright and colorful frog, but you certainly cannot imagine a colorful toad.
 - B. Don't worry if you still cannot tell the difference between toads and frogs.
 - C. Poisonous dart frogs are particularly bright.
- What do wood frogs do that is so unbelievable?

12 Lesson 1: Frogs and Toads: Hopping Around



UNIT 4

The Constitution



Can you imagine a country without rules? How do you think that would affect crime rates? Imagine if there were no punishments for stealing or speeding on the roads. What do you think the U.S. would look like if everyone just did as they pleased? Although rules might appear limiting, without them the world would be a scary place because everyone would do whatever they wanted! There would be no punishments to deter people from doing dangerous or harmful things. The laws that make America a pleasant place to live in are based on the Constitution.

Why it Matters

- The Constitution is the basis for the way America is governed.
- People around the world look to the Constitution as a template for building a successful democratic government.

The Constitutional Convention

On May 25, 1787, 55 delegates¹ from 12 states convened² in Philadelphia. (There were only 13 states at the time, and one of them, Rhode Island, declined³ to participate.)

1 Delegates - representatives at a conference
 2 Convened - gathered together
 3 Declined - turned down an offer

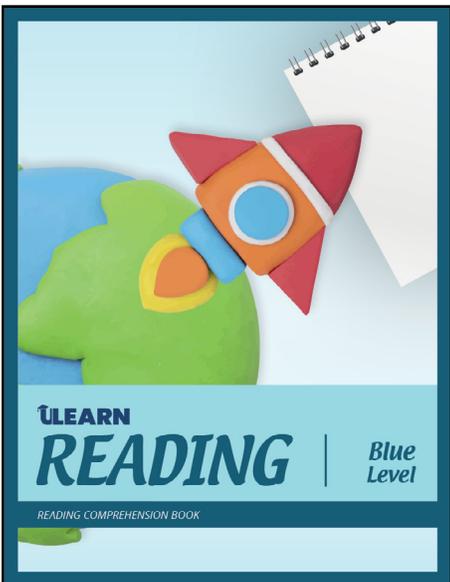
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Questions

- Number the following events in the order in which they took place.
 4. The delegates voted in favor of the new Constitution.
 5. New Hampshire became the ninth state to ratify the Constitution.
 3. The delegates rejected the New Jersey Plan.
 2. Edmond Randolph presented the Virginia Plan.
 1. Fifty-five delegates from 12 states convened in Philadelphia.
- Which of the following statements best summarizes the lesson?
 - A. James Madison was chosen to lead the Constitutional Convention.
 - B. The Constitution is a system of government similar to the Articles of Confederacy.
 - C. The basis for a more effective system of government, the Constitution, was voted on at the Constitutional Convention and ratified by the states.**
 - D. The Bill of Rights was voted on by delegates to the Constitutional Convention.
- Consider the author's statement that some people did not want to ratify the Constitution because they were worried that it didn't protect individual rights. What evidence does the author offer to support this statement?

The author offers evidence for this statement by sharing that the state of Massachusetts only agreed to ratify the Constitution if a Bill of Rights was added to it.

14 Lesson 1: The Constitution



UNIT 1

The Mystery of the Bermuda Triangle



Do you get scared before you get on an airplane? You'll be glad to hear that airplane crashes are very rare. In fact, believe it or not, flying is much safer than driving! But if an airplane does crash, investigators check out the crash site to see what went wrong. Every aircraft is equipped with a black box.¹ This "box" is really a recording device,² and it's usually orange, not black. When investigators find the remains of the fallen airplane, they take out the black box and use it to figure out what went wrong.

But can a plane just...disappear? With today's modern technology, surely we can always find out what happened to an airplane, right?

The Mystery

Actually, it's not so simple! Somewhere in the Atlantic Ocean, off the coast of Florida, is an area referred to as the Bermuda Triangle. True to its name, the shape of this area resembles a triangle. The Bermuda Triangle is famous for its history of mysterious disappearances. Many planes and ships simply vanished in this area, leaving no trace behind. When rescue teams came to search for the wreckage,³ they often couldn't find anything at all. How can giant airplanes and ships just disappear? What happened to them and all the people on board?

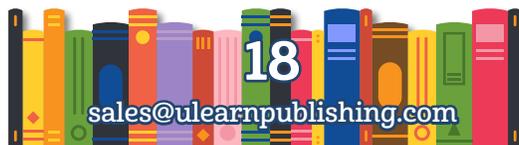
1 black box - an airplane's recording device that is used to find out what happened in an accident
 2 device - tool or machine designed for a specific purpose

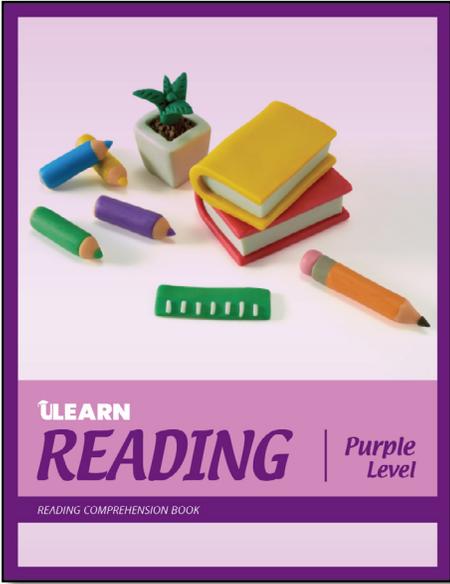
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Questions

- Circle the choice that has the same meaning as the following sentences from the lesson: *At no point did they call for help or show any sign of trouble. They simply vanished!*
 - A. They made a simple show in which they made a point disappear.
 - B. They made it a point to simplify the call for help.
 - C. The trouble was that when they were called in for help, they vanished.
 - D. They disappeared without ever signaling distress.
- Circle the vocabulary word that best fits the sentence. *My uncle invented a (wreckage, device) to cut cake into perfectly even slices.*
- Place a check mark next to each statement that correctly describes the Bermuda Triangle.
 - The Bermuda Triangle often has tropical storms and hurricanes.
 - The Bermuda Triangle is at the deepest point of the Atlantic Ocean.
 - The Bermuda Triangle is the best place for pilots and captains to figure out their location with a compass.
 - The Bermuda Triangle is home to several large glaciers.
- Number the following events in the order in which they took place.
 - Search missions were sent out.
 - Five military planes flew out for a practice bombing session.
 - People said they noticed a fireball in the sky and an oil spill on the ocean's surface.
 - One search plane disappeared.

14





U^{LEARN}
READING | Purple Level
READING COMPREHENSION BOOK

UNIT 1

Jellyfish Trees: An Endangered Species



A jellyfish tree growing on the island of Maké, Seychelles

Have you ever noticed that many sea creatures have a counterpart on land? There are sea lions and lions, zebrafish and zebras. Similarly, there is a remarkable plant named after the jellyfish. Why is it called a jellyfish tree? Read on.

Saving Endangered Species

One day, David and his mother took a trip to the library. When they got there, his mother asked him if he wanted to choose a book to bring home. David's eyes grew round with excitement. He marched up and down the rows of shelves, searching for the most exciting story. Finally, he settled on a bright orange book that had a picture of a funny-looking bird with tiny wings on the cover. When they got home, his mother read him about the adventures of Donny the Dodo. This became David's favorite book.

"Mommy," David asked one day, "Can I get a dodo for a pet?"

"No," his mother answered, "Dodos became extinct many years ago."

"They are gone?" David cried. "But they were such a special bird!"

For the rest of the day, David couldn't help feeling sad when he remembered that there are no more dodos in the world. At bedtime, as his mother tucked him in, she asked him why he looked so unhappy. David's eyes welled up with tears. "I feel bad for the dodos. I wish they did not become extinct."

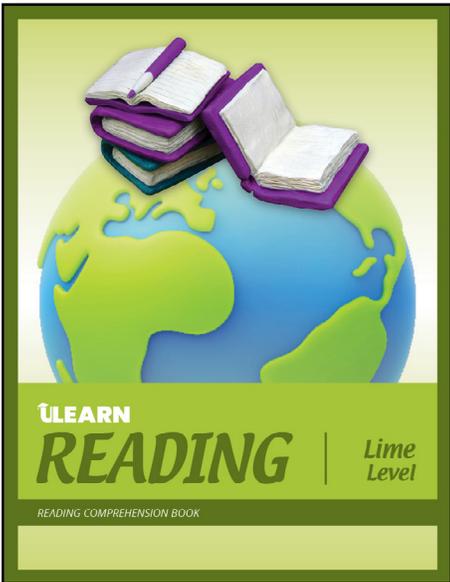
"You're right," his mother said, patting him on the head, "it is very sad. But now that we know that special plants and animals can become extinct, we can work on saving endangered species."

9

Questions

- Circle the choice that has the same meaning as the following sentence from the lesson:
The seeds also have a very short lifespan.
 - The seeds don't live long.
 - The seeds are small in size.
 - The seeds often die.
 - The seeds aren't tall enough.
- Circle the vocabulary word that best fits the sentence:
The tablecloth was so exotic, replicate that I could not find another one that matched.
- Mark each statement as T (true) or F (false):
 - People can help prevent plants or animals from becoming extinct.
 - An archipelago has no body of water nearby.
 - Jellyfish trees can be found along four trails in Morne Seychellois National Park.
 - Jellyfish trees' fruits are split, allowing the seeds to spread outside after opening.
- Which of the following sentences from the lesson supports the idea that jellyfish are very close to extinction?
 - "Bwa Medi!" is how you say "jellyfish tree" in Creole, the local language here.
 - There are less than 100 trees in all.
 - Between the leaves hung rust-colored fruits that very much resembled the jellyfish that swim in the ocean.
 - He turned around and stretched his hand out to the smiling stranger.

13



U^{LEARN}
READING | Lime Level
READING COMPREHENSION BOOK

Nocturnal Animals: Up all Night



The dark woods may scare us, but for nocturnal animals, there's nowhere better.

Have you ever gone camping? How does it feel to lie in a tent in the woods at night? What sounds do you hear around you? Many of those sounds belong to the night animals who wake up as the world goes to sleep.

Amazing Eyes

The great horned owl is fast asleep inside the trunk of a tall oak tree. Down below, the park is alive with activity. Kids chase each other, bikers speed down paved sidewalks, and squirrels jump from branch to branch, looking for acorns and nuts. But the great horned owl stays silent. Dark lids cover its bright yellow eyes. It will stay asleep as long as the sun is out. As a nocturnal animal, the owl is only active at night.

Finally, the sun starts to set. Mothers call their children in for dinner and squirrels hide in their nests. Squirrels are diurnal: They are active only during the day and fear the great predators of the night.

Why it Matters

- Humans have learned from several animal features to develop useful inventions. Radar, for example, is based on echolocation, and cat's eyes, the reflective "heads" placed on our roads that seem to glow in the dark, were inspired by nocturnal animals which have glowing eyes.

Did you know? Many nocturnal animals have excellent night vision. The tarsier can see at night because each of its eyes is as big as its brain. If human eyes were the same proportion, they would be the size of grapefruits!

1 nocturnal - active at night
2 diurnal - active during the day

9

Questions

- Circle the choice that has the same meaning as the following sentence from the lesson:
Dusk descends on the park.
 - Raindrops start to fall in the park.
 - The night is almost over in the park.
 - It is deep in the middle of the night in the park.
 - It is starting to become dark in the park.
- Circle the vocabulary word that best fits the sentence:
In the dead of the night, my ears were keenly deflected, attuned to any slight movement that might signal danger.
- Place a check mark next to each statement that correctly describes the describes nocturnal animals.
 - The great horned owl's night vision is outstanding.
 - Luna moths can deflect sound waves, confusing bats' echolocation.
 - Raccoons, deer, and cats all have supersonic hearing.
 - All nocturnal animals rely on having a tapetum lucidum for nighttime vision.
 - Bats use echolocation to find prey.
 - Moths utilize the darkness to lay eggs.
- Mark each statement as F (fact) or O (opinion).
 - The luna moth's special senses are much better than those of other nocturnal animals.
 - Some animals, such as jackrabbits, hunt at night when the sun isn't as strong as during the day.
 - Visiting nocturnal animals at the zoo is exciting.
 - The tapetum lucidum inspired the invention of cat's eyes.
- Which of the following statements from the section titled "It's All in the Eyes" supports the idea that the eyes of some nocturnal animals are specially designed to see in the dark?
 - The more photons of light hit the eye, the more information the photoreceptors receive to send to the brain.
 - Since their night vision is very slow, however, they can't react quickly to things going on around them.
 - Some animals, like the tarsier, have huge eyes, giving them more space for lots more photoreceptors to receive the available photons, producing a clearer picture.
 - Moths can see in color, but their vision is quite blurry.

13

U LEARN

READING

READING COMPREHENSION BOOK

TEAL LEVEL

PAYMENT PROCESSING SYSTEMS HOW DO DEBIT CARDS AND CREDIT CARDS WORK?

Credit cards transfer money from the credit card company to the store. Credit: Rozo Luke, Wikimedia

WHY IT MATTERS

- Many purchases today are made with payment processing systems rather than cash.
- Building a credit score is important for people who want to make large purchases in the future.

DO YOU KNOW? Credit coins were used by farmers in the 1800s to buy goods in return for a portion of their crops after the harvest.

Imagine if the Schwartzes used cash to pay for everything. They would have to carry thousands of dollars around with them. This money could easily get lost or stolen, and they wouldn't have any time to get it back. Additionally, if they make an unexpected purchase, they might run out of cash. For example, let's say Mr. Schwartz withdrew \$3,000 from the automated teller machine (ATM) in the morning to cover all the planned expenses.

9

QUESTIONS

- In other words, when Mrs. Schwartz swiped her card at the gas station, money was transferred from the credit card company to the gas station's bank account. As used in this sentence, "transferred" most nearly means
 - Conducted
 - Fetched
 - Moved
 - Resetted
- In which sentence is the word "accumulates" used correctly?
 - As the plot thickens, tension accumulates in the audience.
 - The young boy accumulates on his fingers to help solve the math problem.
- Mark each statement as T (true) or F (false).
 - There is always an unlimited amount of available credit on a credit card.
 - You pay interest if you carry the balance on your credit card to the next billing period.
 - Checking accounts are also known as debit accounts.
 - Someone who does not pay their credit card bills on time will end up with a high credit score.
- Which of the following is a true statement about credit cards?
 - Credit cards pay for transactions with money from the cardholder's bank account.
 - Credit cards run as a charity to help people buy expensive products.
 - Credit card companies give rewards to the card user.
 - The author lists specific items that the reader may wish to purchase.
- Which of the following techniques does the author use to help the reader understand the lesson content?
 - The author advises the reader to open a bank account.
 - The author writes in first person.
 - The author lists specific items that the reader may wish to purchase.
 - The author provides real-life scenarios.
- What is the author's point of view regarding credit-card spending?
 - The author thinks that credit cards are great for frivolous spending.
 - The author thinks that credit cards are beneficial as long as they are used carefully.
 - The author thinks that credit cards are worth using just for the restaurant discount rewards.
 - The author thinks that credit cards are a guaranteed one-way ticket to debt.

12 LESSON 1 • PAYMENT PROCESSING SYSTEMS: HOW DO DEBIT CARDS AND CREDIT CARDS WORK?

U LEARN

READING

READING COMPREHENSION BOOK

GREEN LEVEL

THE FUTURE OF MEAT

A soy burger and soy meatballs. Credit: Tzu Morton, Wikimedia

WHY IT MATTERS

- Environmentalists are lobbying for a decrease in meat production, so we may soon be eating vegetable-based products that look and taste like meat more often.
- Learning about the production of alternative meat teaches us a lot about our environment and how to protect it.

DO YOU KNOW? Henry Ford once manufactured a car that had a plastic frame made entirely from soybeans.

1 environmentalists - people who put effort into caring for the natural world
2 agriculture - farming
3 exploit - takes advantage of

9

QUESTIONS

- As we have seen, researchers are trying to create veggie meat that's tasty, satisfying, and rich in protein, or without the meat. As used in this sentence, "rich" most nearly means
 - wealthy
 - luxurious
 - plentiful
 - strong
- In which sentence is the word "dehydrated" used correctly?
 - I dehydrated my hair off with a towel after I got out of the pool.
 - I dehydrated bananas to make crunchy banana chips to snack on.
- Mark each statement as T (true) or F (false).
 - Soy meat is ideal because there are no environmental impacts from growing soy.
 - George Washington Carver was the first to find a way for soy to be used as food.
 - There is evidence that people ate "meatless meat" as far back as the 14th century.
 - Heme is an integral component of meat's distinct taste.
 - Many vegetables are just as fatty as meat.
- Which of the following reasons why veggie meat does not compare to real meat is an accurate one?
 - Unlike vegetables, meat is made from muscle fibers.
 - Meat contains less total fat than vegetables do.
 - Meat has calcium molecules, while vegetables have iron molecules.
 - Meat weighs more per pound than vegetables do.
- Over the course of the lesson, the main focus shifts from
 - a description of pea protein to a description of soy protein.
 - an overview of the meat industry to an explanation of how peas are grown.
 - the negative health impacts of meat to examples of veggie meat companies.
 - the environmental impacts of meat to a discussion about meat alternatives.

12 LESSON 1 • THE FUTURE OF MEAT

ULEARN
READING
READING COMPREHENSION BOOK

BURGUNDY LEVEL

BATMANIA: THE SOUTH CONGRESS BRIDGE BATS

Over a million bats emerge from the South Congress Bridge every night.
Credit: AliiCaribe, Wikimedia

THE BATS' DAILY ROUTINE
The South Congress Bridge in downtown Austin is home to the world's largest urban bat population. Right in the middle of a bustling city is an incredible display of nature on a scale that can usually only be viewed in the wilderness.

Every evening after sunset, all the bats living inside the bridge burst out of their home in search of food. They emerge in a hurry because the insects available to eat are gone within an hour and a half after sunset. Therefore, each bat needs to race its peers to get to the food, or it will go hungry for the night. The bats make a spectacular show, catching *tallwings*¹ that enable them to fly at a speed of almost 100 miles per hour. They travel distances of about 40 miles every night and climb to altitudes of 10,000 feet. That's two miles above ground!

WHY SOUTH CONGRESS BRIDGE?
The bridge contains a large bat population composed of five colonies. Each colony streams out separately, but it is very rare to see all five streams, as the colonies usually bunch together for safety.

DID YOU KNOW? In 2006, a tiny Siberian bat set the record as the longest-living bat, living for 41 years.

The South Congress Bridge in Austin, Texas
Credit: Billy Hatcher, Wikimedia

¹ *tallwings* - referring to a barn owl
² *tallwings* - winds that blow from behind

QUESTIONS

- When and if the bats surface from the bridge depends on weather conditions and other factors. As used in this sentence, "surface" most nearly means
 - skim
 - float
 - cover
 - emerge
- In which sentence is the word "carnivorous" used correctly?
 - Some carnivorous plants secrete a sticky substance designed to trap insects.
 - Butcher shops stock all kinds of carnivorous items for their customers.
- Mark each statement as T (true) or F (false).
 - The South Congress Bridge boasts the world's largest population of bats.
 - The South Congress Bridge bats migrate to southern Mexico for the winter.
 - Swallows inhabit the Devil's Sinkhole while the bats leave to hunt.
 - Bats journey a maximum of 40 miles in search of food.
- Which of the following is not one of the ways that the South Congress Bridge bats benefit Austin?
 - The bats aid agriculture by pollinating fruits growing in the vicinity.
 - The bats consume large amounts of insects each night, so fewer pesticides are needed.
 - Increased night tourism due to the South Congress Bridge bats acts as a deterrent against crime.
 - Tourists arriving to see the bats provides a significant additional income to the city.
- How does the section titled "The Bats' Daily Routine" help the author develop the text?
 - The section helps the reader visualize the natural spectacle performed by the South Congress Bridge bats.
 - The section helps the reader understand why bats are beneficial and should be allowed to live under South Congress Bridge.
 - The section helps the reader visualize how tourists interfere with the bats' comfort.
 - The section helps the reader understand the physiological differences between the bats in South Congress Bridge and bats in other parts of the country.

12 LESSON 4 • BATMANIA: THE SOUTH CONGRESS BRIDGE BATS

ULEARN
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READING COMPREHENSION BOOK

VIOLET LEVEL

THE BALLPOINT PEN
AND WHY IT WAS SO HARD TO INVENT

These two ballpoint pens use different types of ink to write.
Credit: IntellectualRunoff, Wikimedia

WHY IT MATTERS
Ballpoint pens changed the way we write and made pens affordable and easy to use.

DID YOU KNOW? Cutting the steel ball into the exact shape to fit a ballpoint pen tip is no simple matter. Only three countries in the world have the know-how and machinery for making a ballpoint pen that works well. These countries are Switzerland, Japan, and, since 2011, China.

¹ *nib* - tip of the pen that puts the ink on the paper

FROM FEATHER TO FOUNTAIN
The first "modern" pen that appeared on the scene, the quill pen, was invented about 1,500 years ago. The hollow inside of the feather could hold ink after the user dipped it into an inkwell, and the *nib*¹ at the end ensured that the ink dripped out in a slow and controlled manner. These pens were better than anything that came before, but the feathers only lasted about a week. Inkwells were prone to spilling, and fresh ink could easily be smudged. Also, writing could be slow and tedious. Shakespeare, with his quill pen, couldn't achieve anywhere close to the 40 words-per-minute modern typing speed because he had to keep dipping his pen in the inkwell to refill it every few words.

QUESTIONS

- The first "modern" pen that appeared on the scene, the quill pen, was invented about 1,500 years ago. As used in this sentence, "appeared on the scene" most nearly means:
 - came into existence
 - was created during a play
 - was described from the viewpoint
 - arrived at the location
- In which sentence is the word "retract" used correctly?
 - I gently retract and place the toddler's long red hair into a ponytail that sticks out of the back of his head.
 - To avoid a burn, I was forced to retract my hand quickly from the hot stove.
- Number the following events in the order in which they took place.
 - According to legend, Lewis Waterman's contract got ruined by an ink mishap.
 - William Shakespeare wrote his plays using a quill pen.
 - The Bic company started selling millions of pens per year.
 - Lazzlo Biro began experimenting with ball bearings.
 - Milton Reynolds brought the ballpoint pen to the United States.
- How did the war help Biro's pen business?
 - Lazzlo Biro was forced to flee to Argentina because of the war.
 - The war created a demand for ballpoint pens that would work for pilots flying at high altitudes.
 - The war gave Biro the chance to experiment with ball bearings and create his pen.
 - Because of the war, Biro was able to lower the cost of his pen from \$45 to 15 centimes.
- What is the author's purpose in including the following sentence? *According to Bic, they sell 52 pens every second, and if all the pens sold by the company were lined up tip to end, they would reach from Earth to the moon!*
 - The author is giving a reason why Bic pens are so popular.
 - The author is trying to convince the reader that Bic pens are superior.
 - The author is illustrating how popular Bic pens have become.
 - The author is giving an example of how Bic markets its pens.

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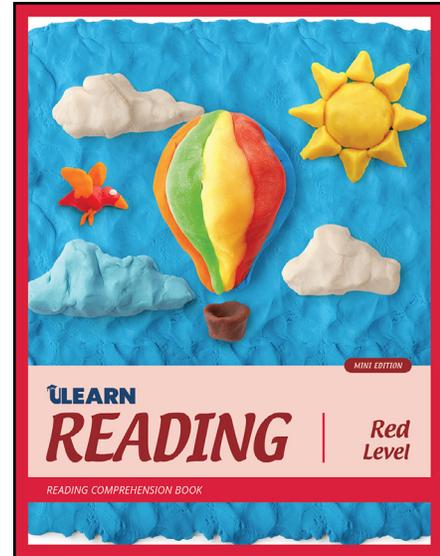
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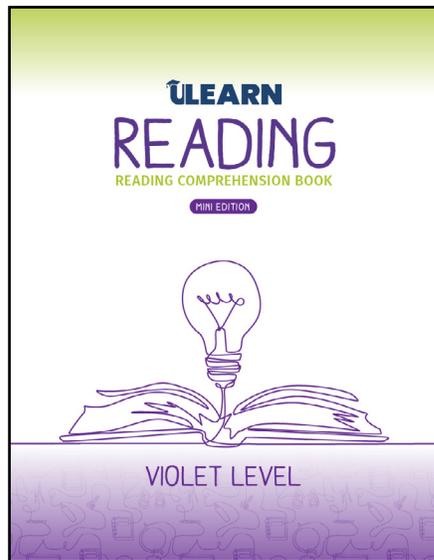
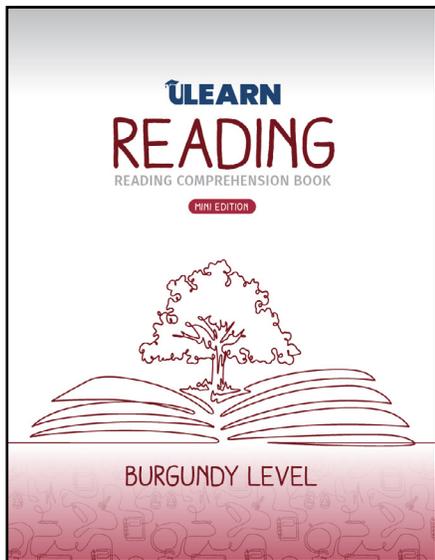
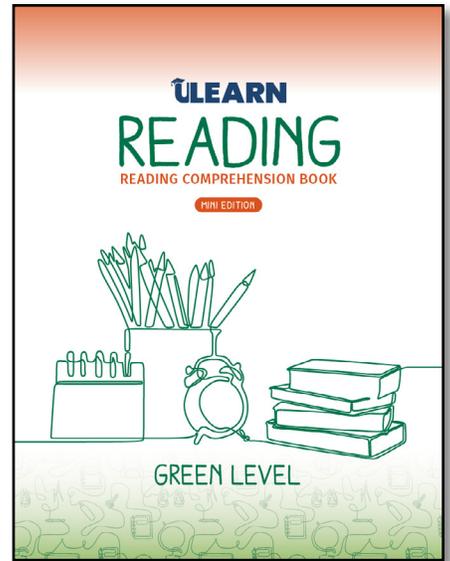
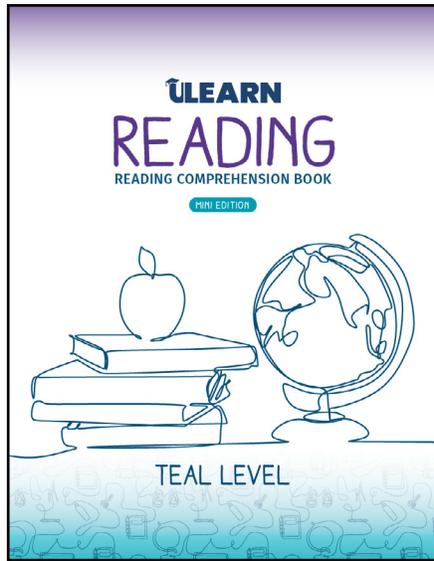
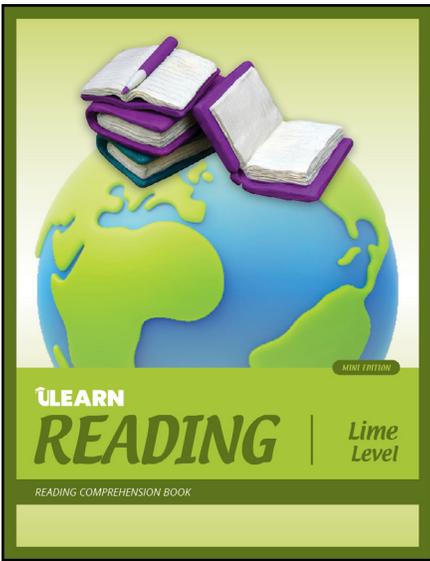
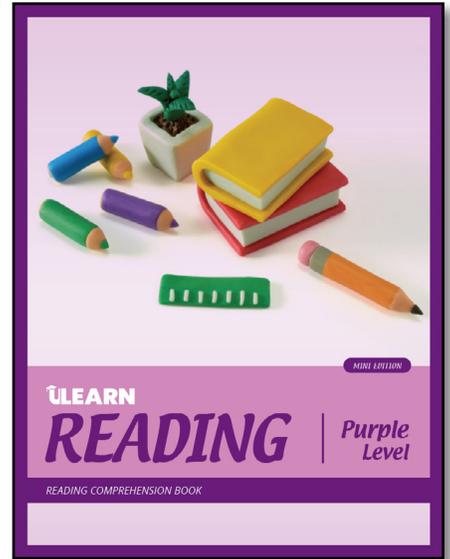
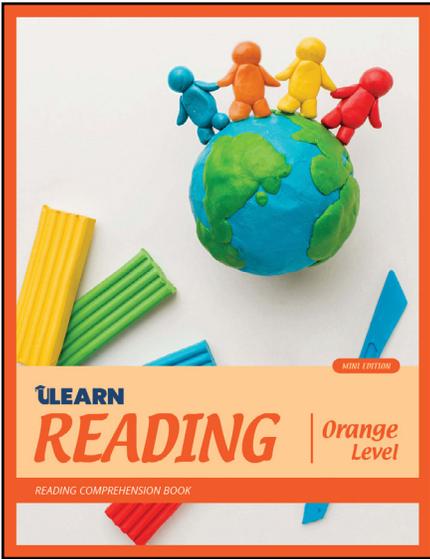
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NEWS FLASH September 11, 2025
Level 1
Issue #02

Key Words:
 America people
 rule makers healthy
 doctors Washington

A New Health Leader
 By Adina Rosen
 In America, rule makers are talking about how to keep people healthy.
 Doctors help sick people. They give shots that can stop kids from getting sick.

FEATURED ARTICLES
 A New Health Leader 1
 Kids' Corner 4
 Activity 5
 This Week in History 6

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NEWS FLASH September 10, 2025
Level #2
Issue #02

FEATURED ARTICLES
 CDC Shakeups 1
 Kids' Corner 4
 Activity 5
 Academic Corner 6
 This Week in History 7

CDC Shakeups
 RFK Brings the Battle to Congress
 By Clara Herman
 Robert F. Kennedy Jr. became the secretary of Health and Human Services (HHS) in February. This government department makes rules about health and medicine for the country. Since his appointment, Kennedy has made some big changes. One has to do with rules about vaccines.
 A vaccine is a medicine that protects people from catching certain sicknesses. One office in the HHS is the CDC. This office gives the country guidance on health matters. The CDC has a group of people who study vaccines.
 Continued on next page →

1. vaccine: medicine that helps protect people from getting sick
 2. guidance: advice and information

PAGE | 1

NEWS FLASH | ISSUE 2

Review Questions

RFK Brings the Battle to Congress

1. Select the two correct answers from the word box. Use them to fill in the blanks.

_____ and _____
work to keep **people healthy**.

rule makers
painters
doctors
kids

2. What is one thing that doctors and rule makers do not agree about?

3. **THINK ABOUT IT:** If you were a rule maker, what rules would you make? How would you keep people healthy?

4. **BONUS:** Which is a true statement?

A. Doctors and rule makers always agree.
B. Doctors and rule makers never agree.
C. Doctors and rule makers sometimes agree.

PAGE | 3

NEWS FLASH | ISSUE 2

Activity

By Etel Royde

Boggle

Look at the letters below. If you see three letters in a row that make a word, you can circle them. How many words can you find?

H	O	T	X
U	B	E	D
M	A	N	I
X	D	O	G

WORDS _____

POINTS _____

TOTAL _____

PAGE | 5

NEWS FLASH | ISSUE 2

This Week in History

By Adina Rosen

Key Words:

September people airplanes
America terrorists building

September 11: A Very Sad Day

September 11 is a sad day in America.

On September 11, many years ago, there was an attack.

Bad **people** called **terrorists** stole **airplanes**.

Then they flew the **airplanes** into **buildings**.




1. **terrorists:** people who hurt others to make people afraid

PAGE | 6

NEWS FLASH | ISSUE 2

Review Questions

RFK Brings the Battle to Congress

1. What changes did Robert F. Kennedy Jr. make at the CDC?

2. What reasons did Kennedy give for making changes at the CDC?

3. What do people think about Kennedy's changes?

PAGE | 3

NEWS FLASH | ISSUE 2

Activity

By Etel Royde

Boggle

Find as many words as you can with the letters in the Boggle board. All the letters of the word must be connected, but can go sideways, up, down, or diagonal. No letter can be used more than once in the same word. Words must be at least three letters long. The longer the word, the more points you score. A three-letter word is one point, and each additional letter is another point.

N	E	W	H	S
U	R	P	O	T
O	M	H	M	O
I	M	R	U	D
S	I	T	B	E

WORDS _____

POINTS _____

TOTAL _____

PAGE | 5

NEWS FLASH | ISSUE 2

This Week in History

By Rebecca Stone

SEPTEMBER 11, 2001: Twin Towers Attack

On this day, a group of **terrorists** attacked important buildings in the U.S. The terrorists **hijacked** four planes and forced each of them to crash into a different building.

At 8:46 in the morning, five terrorists crashed a plane into one of the Twin Towers. The plane made a huge hole in the building. Anyone above the 91st floor was stuck.

At 9:03, another plane slammed into the other building of the Twin Towers. The two buildings later collapsed. Many people died in or near the buildings.

A third plane crashed into the Pentagon. That is the headquarters of the **military**. A fourth plane crashed in an empty field. The people on the plane did that on purpose after the terrorists took over the plane. They heard about the attacks and did not want the plane to hit another building. Maybe the terrorists wanted to hit the White House, where the president lives.



Altogether, 2,977 people were killed in the attacks. A new tall building was built where the Twin Towers used to be. It has a museum to remember the September 11 attacks.

6. **terrorists:** people who hurt others to make people afraid
7. **hijacked:** took over an airplane by force
8. **military:** armed forces

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NEWS FLASH

September 10, 2025
Level #5
Issue #02



CDC Shakeups
RFK Brings the Battle to Congress

By *Clara Herman*

Since taking office as secretary of Health and Human Services (HHS) in February, Robert F. Kennedy Jr. has made several major changes to the Centers for Disease Control and Prevention (CDC). The CDC is the federal agency that provides health guidance to Americans, including which vaccines people should get. The agency has an advisory panel that has long guided the CDC on vaccine recommendations.

Kennedy's first major change was in June, when he removed all the members of the advisory panel and replaced them with a new group that included several vaccine critics. He said it was necessary to remove **conflicts of interest**¹ and ensure that vaccine guidance is reviewed fairly, without outside influence. He argued that too many lawmakers receive money from **pharmaceutical**² companies and are biased to recommend their products.

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NEWS FLASH | ISSUE 2

CDC Shakeups *Continued*

On August 27, tensions grew when Kennedy fired CDC director Susan Monarez because she would not let senior staff go and refused to approve updated vaccine recommendations from the new panel. Monarez refused to step down, and many at the agency hoped that President Trump would intervene to preserve her position. Instead, the White House supported Kennedy's action, thus finalizing her dismissal. As a result, several top staff members at the CDC resigned in protest.

Kennedy also changed the guidance for the Covid vaccine. Previously, the CDC recommended the vaccine for all age groups, including children. Under the new guidance, the vaccine is not recommended for healthy children because they are the least vulnerable to Covid.

On September 4, Robert F. Kennedy Jr. appeared at a Senate hearing to explain his recent decisions. Lawmakers questioned him for three hours about his vaccine policies, the firing of the CDC director, and other changes at the agency. While some lawmakers expressed grave concerns about the direction that Kennedy was taking the agency, he maintained that the changes were necessary. The hearing ended without any action, and opinions remained divided.

Kennedy argues that vaccine recommendations should be based on scientific research, not political decisions. He says the previous advisory panel members had conflicts of interest that could have affected their decisions. Kennedy maintains that healthy children face a very low risk from Covid, making vaccination unnecessary for this group. He also argues that vaccines were rushed during the **pandemic**¹ due to political pressure instead of following proper scientific testing procedures. He believes removing politics from health decisions will restore public trust in the CDC.

Medical professionals and public health experts oppose these moves. Critics say Kennedy has a long history of questioning vaccines and warn that his actions could reverse decades of work to stop the spread of preventable diseases. They argue he is overturning decisions supported by the medical community and worry that his opinions could weaken public trust in vaccines. Many health organizations have also voiced concerns that the CDC risks being seen as an anti-science agency if Kennedy fires staff who oppose his policies.

The outcome of these debates could affect public confidence in CDC guidance and how Americans follow health recommendations in the future.

For a video clip of the Senate hearing, [click here](#).

1. pandemic: global outbreak of a disease

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NEWS FLASH

September 10, 2025
Level #5
Issue #02



CDC Shakeups
RFK Brings the Battle to Congress

By *Chaya Hausmann*

Since taking office as secretary of Health and Human Services (HHS) in February, Robert F. Kennedy Jr. has implemented several major changes to the Centers for Disease Control and Prevention (CDC). The CDC is the federal agency responsible for providing health guidance to Americans, including vaccine recommendations. The agency has an advisory panel called the Advisory Committee on Immunization Practices (ACIP) that has long guided the CDC on vaccine recommendations. The panel is typically composed of public health experts, many with decades of experience in medicine and vaccine research.

Kennedy's first major change was in June, when he removed all members of the advisory panel and replaced them with a new group that included several vaccine critics.

He said it was necessary to remove **conflicts of interest**¹ and ensure that vaccine guidance is reviewed fairly and independently. He argued that too many lawmakers receive money from **pharmaceutical**² companies, which could bias their recommendations toward their products.

Tensions escalated on August 27 when Kennedy fired CDC director Susan Monarez, just one month after she was sworn in. Monarez was dismissed because she would not let senior staff go and declined to approve updated vaccine recommendations proposed by the new panel. Even after she was informed of her firing, she refused to step down. Many at the agency hoped that President Trump would intervene to preserve her position. Instead, the White House backed Kennedy's decision, finalizing her dismissal. As a result, several top staff members at the CDC resigned in protest, creating a significant shakeup in the agency's leadership.

Continued on next page →

1. conflicts of interest: personal biases that cloud judgment
2. pharmaceutical: medical

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NEWS FLASH | ISSUE 2

CDC Shakeups *Continued*

Kennedy also revised the CDC's COVID-19 vaccine guidance. Previously the CDC recommended the vaccine for all age groups, including children. Under the new guidance, the vaccine is no longer recommended for healthy children, who are considered the least vulnerable to COVID-19.

On September 4, Kennedy appeared at a Senate hearing to explain his recent decisions. The hearing lasted three hours and included questions from lawmakers about his vaccine policies, the firing of the CDC director, and other changes at the agency. While some lawmakers expressed grave concerns about the direction that Kennedy was taking the agency, he maintained that the changes were necessary. The hearing ended without any action, and opinions remained divided.

Kennedy argues that vaccine recommendations should be based on scientific research rather than political decisions. He says the previous advisory panel members had conflicts of interest that could have influenced their decisions. Kennedy maintains that healthy children face a very low risk from COVID-19, making vaccination unnecessary for this group.

He also argues that vaccines were rushed during the pandemic due to political pressure instead of following proper scientific testing procedures. He believes removing politics from health decisions will restore public trust in the CDC.

Medical professionals and public health experts oppose these changes. Critics say Kennedy has a long history of questioning vaccines and warn that his actions could reverse decades of work to stop the spread of preventable diseases. They argue he is overturning decisions supported by the medical community and worry that his opinions could weaken public trust in vaccines. Many health organizations have also voiced concerns that the CDC risks being seen as an anti-science agency if Kennedy fires staff who oppose his policies.

Kennedy's changes at the CDC are already sparking debates about vaccines in other places as well. For example, Florida is considering loosening school vaccine requirements, showing how federal decisions can influence state policy.

The outcome of these debates could affect public confidence in CDC guidance and how Americans follow health recommendations in the future.

For a video clip of the Senate hearing, [click here](#).

Review Questions

CDC Shakeups

- What major changes did Robert F. Kennedy Jr. make at the CDC?

- What reasons did Kennedy give for making changes at the CDC?

- How did medical professionals react to Kennedy's changes at the CDC?

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Personal Finances

Financial literacy classes lay a foundation for junior high and high school students to build strong money habits and empower them with basic knowledge. The content in these courses will provide the necessary materials to teach your students about financial needs and wants, budgeting, banking, credit, debt, insurance, taxes, investments, and more.

This knowledge helps students grasp financial concepts and avoid many mistakes that lead to lifelong money struggles. The design of the textbook is tailored for today's students and reflects an understanding of the unique learning preferences and habits of these students.

Classroom Focus: The curriculum is tailored for classroom use, promoting engagement through concise content and active learning methods like discussions, group activities, and hands-on exercises.

Clarity and Accessibility: Lessons use clear language to accommodate diverse learning styles and abilities.

Comprehensive Learning: Despite concise lessons, the curriculum covers all essential material, eliminating the need for external sources. The curriculum exceeds Florida's financial literacy requirements, representing the gold standard in the United States.

Topics covered include:

- Insurance distinctions
- Budgeting techniques
- Personal record management
- Identity theft and fraud awareness
- Investing
- Personal taxes
- And more

The curriculum isn't just about taking tests or participating in discussions or classroom activities; it's about applying knowledge to real-life situations and becoming financially responsible as students transition to adulthood. The hybrid textbook/workbook is affordable for schools, allowing students to take it home as a valuable resource for years, preparing them to be lifelong learners and self-sufficient.

Student Edition (softcover workbook):
\$1245 per class set (includes all materials needed)

Personal Finances Junior High Edition

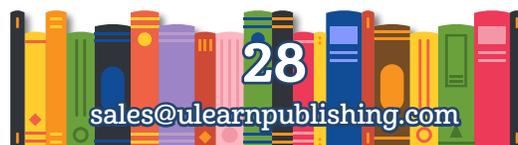
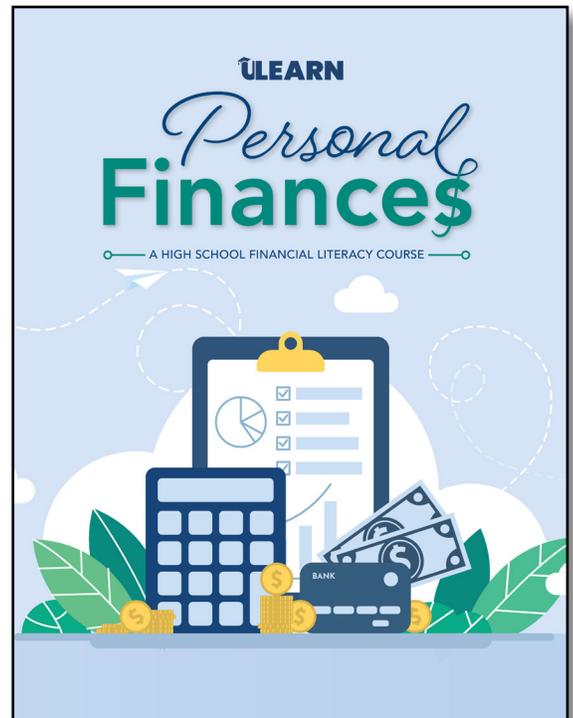
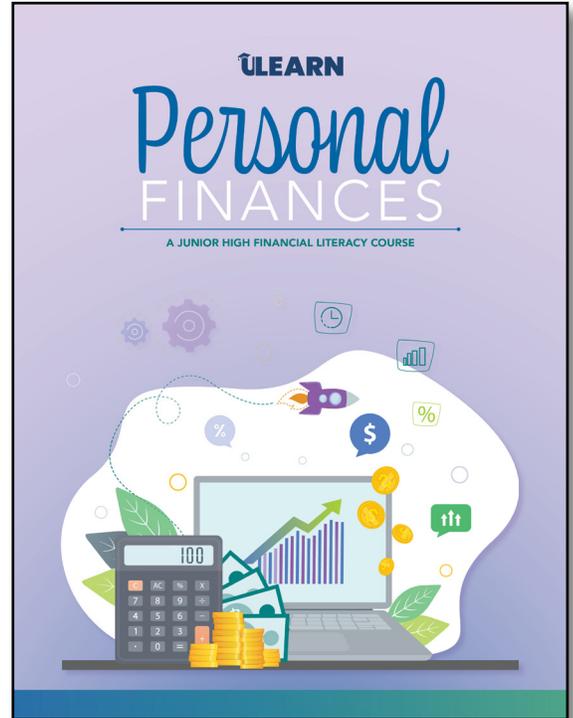
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It was backed strictly by gold reserves managed by individuals and banks. Gold determined a currency's value, providing a stable and tangible foundation for the economy. However, in 1971, this system came to an end when President Nixon declared the end of the gold standard.

NIXON'S SHOCKING ANNOUNCEMENT

People in the U.S. and abroad were shocked by the announcement. But the real surprise came with the replacement: not another metal, but something completely different—**flat currency**⁵. Flat currency is the foundation of today's global economy.



President Richard Nixon



Currencies of various countries

The move was intended to protect dwindling gold reserves, which had been strained due to international demand. Additionally, fiat currency offered a level of flexibility and stability that gold-backed money could not provide since it relied solely on real gold.

FIAT CURRENCY

Fiat currency is not backed by gold, silver, or any physical asset. Instead, it relies on people's confidence in the government. In 1971, Nixon transferred the responsibility of managing the country's money to the Federal Open Market Committee (FOMC). FOMC is a branch of the Federal Reserve ("the Fed"), which acts as the central bank of the United States. The Fed is tasked with controlling the money supply and influencing the value of our currency.

To put it simply, the value of money today depends on government policies and the trust that the government will manage it wisely. When people believe that the government and its appointed officials will make sound decisions about printing and regulating money, the system holds steady.

"Bringing back the gold standard would be very hard to do, but boy, would it be wonderful. We'd have a standard on which to base our money."
— Donald Trump, in a 2015 magazine interview

CURRENCY DIFFERENCES

Under the fiat system, currencies have very different exchange rates. Since each currency's value depends on how each government handles its monetary policies⁶, every country is different. The value of each currency fluctuates because exchange rates depend on a country's economic health and the monetary decisions made by its central bank.

⁵ **fiat currency**: the values of currencies when traded for another currency

⁶ **monetary policies**: the steps taken by a government to manage the economy's money flow and cost of borrowing



Review Questions

1. What is the gold standard?

2. What is fiat currency?

3. Why are exchange rates not stable and subject to change?

4. Which is an advantage of fiat currency?
 - A. It does not require gold reserves.
 - B. It keeps the exchange rate steady.
 - C. It does not rely on people's trust in the government.
 - D. It saves the government money on printing bills.

Lesson 2 Understanding Money and Payments

To grasp personal finances, we must understand what money is, how to use it, and why we need it. While many expenses that involve money might come to mind, here is a partial list:

- To pay bills
- To buy groceries
- To buy products
- To pay for services
- To pay the mortgage or rent
- To make car payments

As mentioned in Lesson 1, most of these expenses don't affect you at your present stage of life. The expenses on this list that you are most likely to encounter as a teenager are buying food or products, also referred to as **goods**. This can include buying yourself a snack, purchasing a birthday gift for a relative or friend, or purchasing a new outfit. Whatever the case may be, you need money to pay for your purchase.

What Is Money?

Money is a more complex concept than it might seem at first. Money, in its literal sense, is an object that is accepted as payment in exchange for goods or services.

Historically, people bartered, trading goods like fresh produce or chickens for services such as medical care or shoe repair. For instance, a shoemaker might provide shoes to pay rent and cover other expenses. While bartering sounds interesting, it was complicated. If you wanted shoes but could only offer eggs, and the shoemaker didn't need eggs, you were in a bind. This inefficiency led to the creation of money, allowing people to sell goods and independently purchase what they needed.

The name for a widely accepted and circulated money system is **currency**. In most developed countries today, the government issues currency, typically in the form of physical bills and coins. Up until the mid-20th century, money was backed by physical commodities such as gold or silver. Today, the most common type of money is **fiat money**, which is not backed by a physical commodity. It is backed by society's trust in the government's ability to manage the economy responsibly.



*Words
TO KNOW*

- currency
- fiat money
- credit card
- debit card
- inflation
- checking account
- digital currency
- savings

You have most likely seen your parents writing out checks, or perhaps you even have your own checking account at a bank. When you give someone a check, the money is deducted from your **checking account** and sent to the person who deposits the check.

Savings and Checking Accounts

We've mentioned **savings** and checking accounts several times. Although both help you manage your money, there are differences between them. Not surprisingly, as their name suggests, savings accounts are used to save money. This can be for either short or long-term goals.

The benefit of depositing money into savings accounts is that they pay interest, which is a free way of earning extra money on top of what you already have. The bank pays the account holder money—interest—as an incentive to keep money in that bank. The bank uses the money that is in the customers' savings accounts to make various investments.

Checking accounts, on the other hand, usually offer no interest or very low interest rates. They provide the account holder with easy access to the money for everyday expenses, such as shopping or paying bills.

We will discuss saving and checking accounts in more depth in future lessons.



REVIEW QUESTIONS

1. Name three reasons we need money.

2. What is one way credit and debit cards differ?

3. Explain the difference between savings and checking accounts.



Ulearn Physics

Our innovative, project-based Hands-On Physics curriculum brings scientific concepts to life in a fun and exciting manner.

The interactive experiments in this physics course help students learn by exploring science concepts in action. Step-by-step instructions, supply lists, and student workbooks make it a breeze to bring these projects to life in your classroom.

We provide all the nonperishable materials and ingredients required for all the projects. In addition, teachers can watch video tutorials to get a clear vision of what each project entails and explanations of the science that is being taught before heading into the classroom.

With 35 engaging lessons and experiments covering all the major systems of physics, this curriculum contains plenty of content to keep students engaged and attentive throughout the year.

The activities are appropriate for grades 6–8.

Features:

- 35 lessons and activities
- All items needed for the experiments are provided.
- Workbooks for the students contain lessons that explain scientific concepts in easy-to-understand language.

The Teacher's Edition includes:

- Explanations of the scientific concepts taught in each lesson
- Step-by-step written instructions on how to perform the experiments
- Video tutorials for each experiment that show how it is done and how it relates to the lesson

Some of the topics covered are:

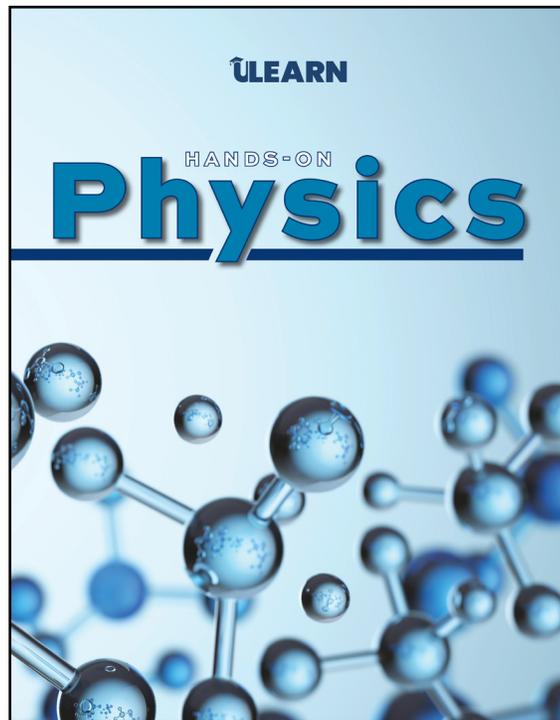
- Matter vs. Energy
- Laws of motion
- Inertia and momentum
- Conservation of energy
- Light, sound, and thermal energy
- Hydraulic and electric energy
- Gravity
- Planetary motion

Student Edition (softcover workbook):

\$2950 per class set (includes all materials needed)

Ulearn Physics ISBN: 978-1-968294-97-7

Item #WB-7033



MATTER AND ENERGY

Ever stopped to think about the world around you? Everything you can think of, including rocks, sunlight, and even the food in your fridge, can be divided into just two categories: matter and energy. They're the fundamental building blocks that make up everything you see, touch, and feel. But what do these words really mean, and how do they shape our world? Let's dive in and find out!

MATTER

Let's begin by exploring matter. Matter is everything around you – the books you read, the toys you play with, and even the air you breathe. It's anything that takes up space and has **mass**.

But what exactly is mass? Mass is a measure of how much matter is packed inside an object. A big rock has more mass than a small pebble because it contains more matter. That's why it feels heavier.

However, it's important not to confuse mass and weight. Imagine a backpack filled with books. The mass of your backpack is like the total number of books inside. Now, when you hold that backpack on Earth, it feels heavy because gravity pulls it down. That feeling of heaviness is what we call weight. But if you were to take that same backpack to the moon, where gravity is weaker, it would feel lighter even though it still contains the same number of books. So, while the mass (which is the number of books) stays the same, the weight (which is the feeling of heaviness) can change depending on where you are.



A big stone has more mass than a little pebble.

ENERGY

Now, let's talk about energy. Energy is the ability to do work, or the power that makes things happen or change. It's what makes things move, get warm, or create light and sound. Basically, everything around you needs energy to work, whether it's turning on a light, playing with your gadgets, or making a sandwich.



You need energy for everything, even making sandwiches.

Now let's dive into the two main types of energy: **potential** and **kinetic**.

VOCABULARY:

RENEWABLE ENERGY	1.	energy of motion
MATTER	2.	the ability to do work
NON-RENEWABLE ENERGY	3.	tiny particles that make up everything in the world
MASS	4.	anything that takes up space and has mass
KINETIC ENERGY	5.	energy sources that can't be replaced once they're used up
ATOMS	6.	stored energy
ENERGY	7.	energy sources that are naturally replaced over time
POTENTIAL ENERGY	8.	the amount of matter inside an object

QUESTIONS

- What is the difference between mass and weight?

- Can you think of an object not mentioned above that has both potential and kinetic energy?

- List three examples of things that use either thermal energy or sound energy.

- If renewable energy is considered better, why do you think non-renewable energy is still used?

ULearn Chemistry

Our innovative, project-based chemistry curriculum brings scientific concepts to life in a fun and exciting manner. This comprehensive course explains every new idea in an intuitive manner. The interactive experiments don't tell—they show your students. Step-by-step instructions, supply lists, and students' workbooks make it a breeze to bring these projects to life in your classroom. We provide all the materials and ingredients required for all the projects. Plus, teachers can watch video tutorials to get a clear vision of what each project entails and explanations of the science being taught before heading into the classroom.

With close to three dozen experiments spanning topics such as matter and energy, properties of matter, periodic table and bonding, chemical change, and organic chemistry, the curriculum contains plenty of content to keep students learning and engaged throughout the year.

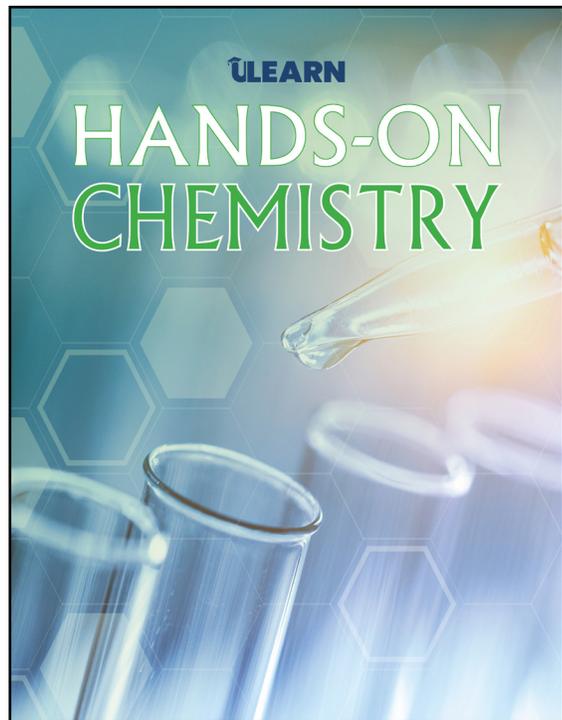
The course comes with a USB containing the following:

- Explainer videos demonstrating each activity (if materials were ordered)
- Materials lists
- Tests

This course is geared towards grades 6–8.

Student Edition (softcover workbook):
\$2950 per class set (includes all materials needed)

Ulearn Chemistry ISBN: 978-1-968294-96-0
Item #WB-7032



Lesson 1.1 Energy

What Is Energy?



Has anyone ever told you that you have a lot of energy? What does "energy" mean? **Energy**¹ is the ability to do work. It's what allows anything to move, heat up, give off light, or change shape. Without energy, nothing would happen! It takes energy to do anything, from turning on a light, to cooking food, to running a machine. We don't see energy, but it's all around us.

Energy is needed to cook food.

Sources Of Energy

Where does energy come from? There are many sources of energy, which are divided into two categories: **nonrenewable**² and **renewable**.³

- **Nonrenewable** means energy that comes from something that is natural (not man-made), such as coal, oil, or natural gas. We only have a limited amount of them, and as they supply us with energy, they get used up.
- **Renewable** means energy that comes from a source that can't be used up, such as sunlight, water, and wind.³ No matter how much of these sources we use, there will always be more of them.

Potential vs Kinetic Energy



Potential energy and kinetic energy are the two types of energy you use when you go down a slide.
Credit: MikeZera, Wikimedia

Have you ever been on a playground slide? You may have guessed that you use energy to go down it. But did you know that you are actually using two different kinds of energy? One type is potential (stored) energy, and the other is kinetic (moving) energy. **Potential**⁴ energy means energy that is stored and ready to go. **Kinetic**⁵ energy is the actual movement of the object. So, when you're just sitting at the top of the slide, you have potential energy. The moment you start to move down it, the energy becomes kinetic.

Words to Know

- 1 Energy – capacity for doing work
- 2 Nonrenewable energy – energy sources that will run out or not be replenished in our lifetimes
- 3 Renewable energy – energy is derived from natural sources that are replenished at a higher rate that they are consumed

Word Match:

Conserve	Energy coming from a source that is natural
Energy efficient	Energy that is stored and not yet being used
Kinetic energy	Saving energy
Renewable	The energy of an object that is moving
Energy	Saving and using less energy
Energy conversion	The ability to do work
Nonrenewable	Energy changing into another form of energy
Potential energy	Energy coming from a source that can't be used up

Review Questions

1. What is the difference between potential energy and kinetic energy?

2. Why are sunlight, water, and wind called renewable resources?

3. Why is it important to be energy efficient? Can you think of another 3 ways to save energy that were not listed?

4. How does energy play a role in chemistry?

Exploring the Past

American History 1 & 2

The ULearn American History curriculum begins with the European exploration of America and its devastating effects on the native populations. It walks students through the adventures and struggles of a young nation in its formative years through the Civil War period. The lessons present primary and secondary sources to relay the historical facts, along with pictures and colorful maps to make the history lessons more interesting. There is a focus on historical thinking skills so students absorb the material in a meaningful way.

This curriculum is aligned with NCSS standards for middle schools.

Each course comes with a USB containing the following:

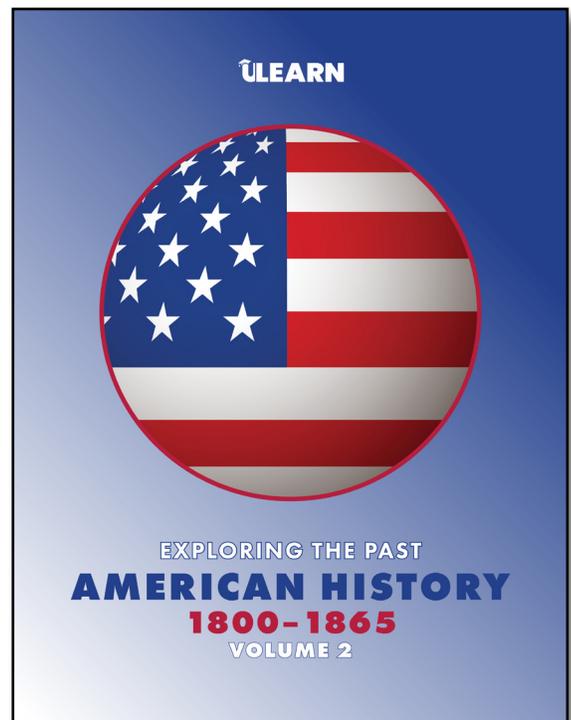
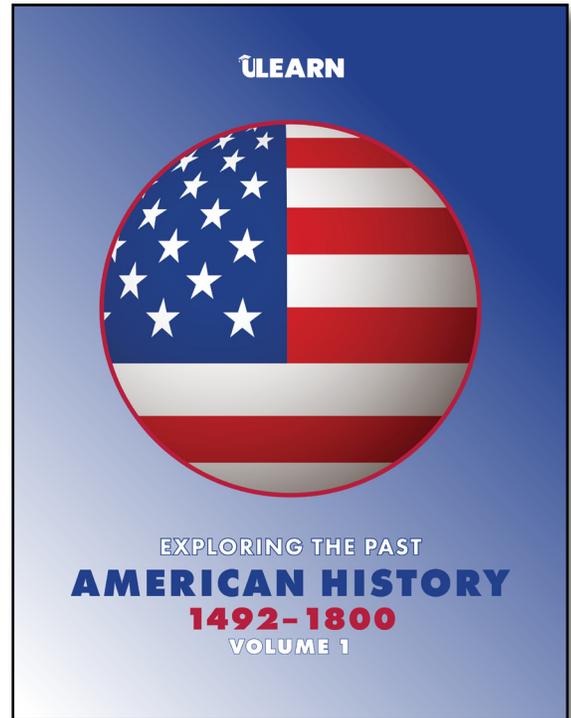
- Chapter review sheets to be completed in class
- Chapter summary sheets to be reviewed for homework
- Chapter tests with two parts, multiple choice questions and written response questions
- PowerPoint slide shows for each lesson with an optional narrator speak along

This series is geared towards grades 5–8.

Student Edition (softcover workbook):
\$1245 per class set

Volume 1 ISBN: 978-1-968294-99-1
Item #WB-7029

Volume 2 ISBN: 978-1-968295-00-1
Item #WB-7030



Lesson 1: Discovery of a New World



Ancient map of Ptolemy

A. The Search for a Passage to the Far East

This image is a map produced by an Ancient Roman named Ptolemy (c. 100-178). Ptolemy's map and his ideas of what the world looked like was unknown to the western world until the year 1409 when it was translated from Greek to Latin. As it became public, others revised the map based on the travels of Marco Polo (1245-1324), an Italian merchant. He traveled to China and recorded his travels.

Ptolemy's map looked very different from the way we now know the world truly is. One needs to consider:

- A. People had no idea of the true size of the world.
- B. They were not aware of the existence of two continents, North America and South America.



Marco Polo, an Italian merchant and writer

One of Marco Polo's journeys took twenty-four years. This was because he stayed in China for a very long time. The information he recorded and published astounded the Europeans of his time.

The people of Europe in the 15th century greatly valued silk, spices, perfumes, and other goods that could be obtained only in the Far East, in the lands of India, China, and other far away countries.

Lesson 1: Review

People of Interest

Identify the people listed below:

Ptolemy	
Christopher Columbus	

Answer the following questions using full sentences.

1. In what way did the discovery of Ptolemy's map change scientists' and explorers' perception of the world?

2. What caused Columbus to sail west in search of a sea route to the East?

Lesson 1: Trouble at Sea



A. The Barbary Pirates

List the Barbary States:

Located on the coast of North Africa were a group of loosely associated countries called the Barbary States. These states harbored a group of pirates who took advantage of their position on the Mediterranean Sea. Many foreign ships sailed these waters to trade their goods with other countries.

The pirates would capture the foreign ships, steal the goods, and capture the sailors. They would hold the sailors for ransom. The only way to avoid the pirates was by paying them a tribute, a payment to ensure the ship's safe passage.

Trade was a very important part of the American economy. The crops and natural resources of America were valued products in Europe. American ships were attacked by the Barbary Pirates, and the United States government was forced to pay tribute.

B. War

The Barbary Pirates wanted more money from the United States and demanded a higher tribute. Jefferson refused to pay. Instead, he sent out warships to protect American ships. He blockaded the coast of Tripoli.



Barbary Pirates fighting with American forces

The pirates would use small, crude wooden boats to attack the larger ships. They were rowed by slaves. Despite their primitive state, they were very successful in capturing larger foreign ships.

Lesson 1: Review

Key Terms

Define each term using complete sentences.

Deserted	
Impressment	
Ransom	
Status quo	

Places to Know

Barbary States	
----------------	--

Exploring the Past

Modern History

The ULearn Modern History curriculum begins after the Age of Reconstruction, a time of vast technological advances and great divides between the middle class and upper-class “robber barons.” It follows the socioeconomic and political changes that characterized the early 20th century, through the global upheavals and widespread devastation of the two world wars, followed by the tense years of the Cold War. It presents primary and secondary sources to relay the historical facts, along with pictures and colorful maps to make the history lessons more interesting. There is a focus on historical thinking skills so students absorb the material in a meaningful way.

The Modern History workbook contains beautiful, visually appealing graphics. This curriculum is aligned with NCSS standards for middle schools.

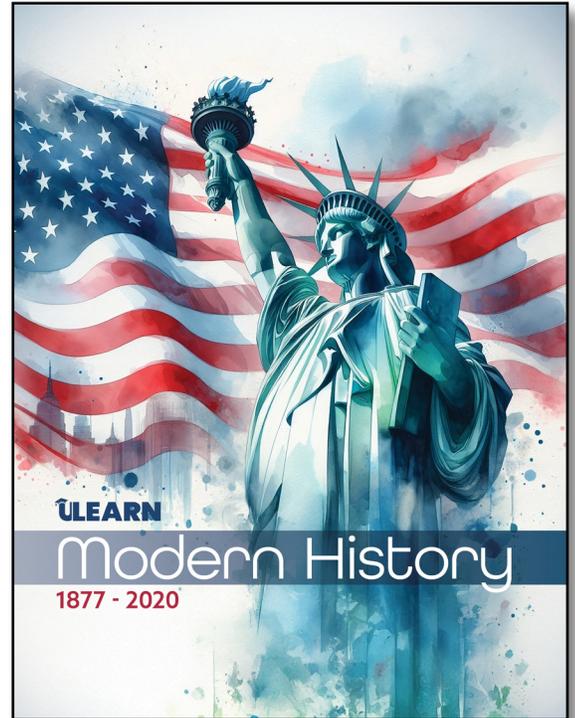
The course comes with a USB containing the following:

- Chapter review sheets to be completed in class
- Chapter summary sheets to be reviewed for homework
- Chapter tests with two parts, multiple choice questions and written response questions

This course is geared towards grades 7–8.

Student Edition (softcover workbook):
\$1245 per class set

Modern History ISBN: 978-1-968294-98-4
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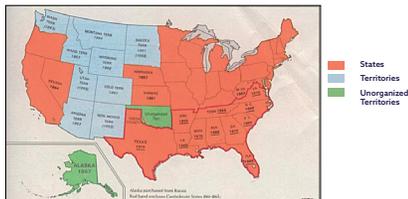


Lesson One

THE LAST FRONTIER 1865-1900

The Western Frontier

The time after the Civil War was a time of tremendous growth in the lands west of the Mississippi River. The area was known as the Great American Desert before the Civil War. Most people did not settle in this region but just traveled through to reach the gold mines of California or the farmland in Oregon Territory.



Territorial growth of the United States, 1870

The climate in the West was not easy for settlers. There was little rainfall each year and heavy blizzards in the winter. Most of the land was occupied by Native Americans, who had been given this land during the presidency of Andrew Jackson. The land suited their lifestyle very well. They were hunter-gatherers and excellent horsemen. The Great Plains were home to large buffalo herds, which the Native Americans hunted for food and other necessities.

The Homestead Act

In 1862, Congress passed a law to encourage settlers to move west. This law, called the Homestead Act, allowed Americans to receive 160 acres of land for free, provided that they stayed on the land for five years.

The law was a great opportunity for farmers and immigrants. Unfortunately, the law was not written clearly. Many **speculators** took advantage of the law's loopholes and took land to sell to others. Only about 500,000 people received free land, and many others had to pay the speculators a price to own the land.

1 speculators: investors

Review

Key Terms

Define each word.

ghost town

sod

speculator

vocational

People of Interest

Crazy Horse

James McCoy

Sitting Bull

Places to Know

Abilene, Kansas

Chisholm Trail

Great American Desert

Great Plains



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