



EXPEDITIONARY
LEARNING

Grade 7: Module 4: Unit 3: Overview



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Unit 3: Culminating Project: Recommended Screen Time Position Paper and Visual

Building on the research and decision-making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The mid-unit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4).

In the second half of the unit, students revise their position papers based on teacher feedback. The end of unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will create a visual representation of their position paper to share with their classmates.

Guiding Questions and Big Ideas

- **Should screen time be limited? Why or why not?**
- **How can I make an informed decision about an issue and then effectively argue my position?**
- *Argument writing requires a clear claim, reasons, evidence, and sound reasoning.*
- *Creating a strong writing piece involves prewriting, planning, drafting, revising, and editing.*



Final Performance Task	<p>Visual Representation of Position Paper</p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, and L.7.6.</p>
Mid-Unit 3 Assessment	<p>First Draft of Position Paper</p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9. Students will write their best first draft of their position paper in which they craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument. Students will write in response to this prompt: “You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics revisit the recommendation that children older than 2 should spend no more than two hours a day on entertainment screen time. After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?”</p>
End of Unit 3 Assessment	<p>Final Draft of Position Paper and Reflection on the Writing Process</p> <p>This assessment has two parts. In Part 1, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In Part 2, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p>



Content Connections

This module is designed to address English Language Arts standards as students read informational texts about adolescent brain development. This ELA module is designed to expose students to informational text from various sources and encourage the interaction with texts through multiple modalities (e.g. books, articles, electronic, digital). However, this ELA module does not supplant the regular science curriculum and instructional program at the local level aligned to the NYS Learning Standards in Science for this grade level. The informational text in this module intentionally incorporates Science concepts and themes to support potential cross-standards connections to this compelling content. These intentional connections are described below.

NYS Learning Standards in Science:

Intermediate-Level Science Core Curriculum Guide Grades (5-8) <http://www.p12.nysed.gov/ciai/mst/sci/documents/intersci.pdf>

Standard 4: The Living Environment

Key Idea 1: Living Things are both similar to and different from each other and from nonliving things.

Performance Indicators 1.1; Major Understandings 1.1e, 1.1g, 1.1h

Performance Indicators 1.2; Major Understanding 1.2h

Key Idea 4: The continuity of life is sustained through reproduction and development.

Performance indicator 4.3 Major Understanding 4.3c

Big ideas and guiding questions are informed by the Next Generation Science Standards:

Science and Engineering Practices

The eight practices of science and engineering that the Framework identifies as essential for all students to learn and describes in detail are listed below:

8. Obtaining, evaluating, and communicating information

<http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>

Central Texts

See Unit 1 and 2 Overviews.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Analyzing a Model Position Paper: "Facebook: Not for Kids"	<ul style="list-style-type: none"> I can identify the argument and specific claims in a text. (RI.7.8) I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 	<ul style="list-style-type: none"> I can determine the central ideas in the model position paper "Facebook: Not for Kids." I can identify the argument and specific claims in the model position paper "Facebook: Not for Kids." I can identify the academic vocabulary in the model position paper "Facebook: Not for Kids." 	<ul style="list-style-type: none"> Getting the gist of the model position paper "Facebook: Not for Kids" Position Paper Planner for model position paper "Facebook: Not for Kids" 	<ul style="list-style-type: none"> Domain-Specific Vocabulary anchor chart
Lesson 2	Scaffolding for Essay: Planning Body Paragraphs for Position Paper	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) I can use resources to build my vocabulary. (L.7.6) 	<ul style="list-style-type: none"> I can improve my writing through prewriting and planning my position paper. I can write arguments to support claims with clear reasons and relevant evidence in my position paper. I can choose new vocabulary that will go into my position paper. I can write a clear, concise position paper appropriate for the task, purpose, and audience. 	<ul style="list-style-type: none"> Underlined Model position paper (from homework) Position Paper Planner 	<ul style="list-style-type: none"> Steps to Writing a Position Paper anchor chart Domain-Specific Vocabulary anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) 	<ul style="list-style-type: none"> I can improve my writing through prewriting and planning my position paper. I can write a clear, concise position paper appropriate for the task, purpose, and audience. 	<ul style="list-style-type: none"> Position Paper Planner 	<ul style="list-style-type: none"> Steps to Writing a Position Paper anchor chart
Lesson 4	Scaffolding for Position Paper: Peer Feedback and Citing Sources	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can use a standard format for citation. (W.7.8) 	<ul style="list-style-type: none"> I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing. I can use MLA format to cite sources within my writing and on a Works Cited page. 	<ul style="list-style-type: none"> Position Paper Planner Peer Feedback Form 	<ul style="list-style-type: none"> Peer Feedback protocol Domain-Specific Vocabulary anchor chart
Lesson 5	Mid-Unit Assessment: Drafting the Position Paper	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 	<ul style="list-style-type: none"> I can write an organized position paper about the effects of screen time on the teen brain. In my essay, I can support my claim with reasons, details, and quotes from research. In my essay, I can explain how my evidence/reasoning supports my claim. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Position Paper draft 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Independent Reading: Final Product	<ul style="list-style-type: none"> I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b) I can read grade-level informational texts proficiently and independently. (RI.7.10) I can select evidence from literary or informational texts to support analysis, reflection and research. (W.7.9) 	<ul style="list-style-type: none"> I can create a “cheat sheet” to assist other students in determining whether or not the book I have read independently would be a good match for them. I can represent a key moment in my independently selected text through visual means. 	<ul style="list-style-type: none"> Independent Reading Cheat Sheet Planner 	
Lesson 7	End of Unit Assessment, Part 1: Revising Claims and Evidence Based on Feedback	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) 	<ul style="list-style-type: none"> I can revise my writing based on feedback to improve my use of claims, reasons, and evidence. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper 	<ul style="list-style-type: none"> Steps to Writing a Position Paper anchor chart
Lesson 8	End of Unit Assessment, Part 1, Continued: Revising Vocabulary and Conventions Based on Feedback	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) I can use resources to build my vocabulary. (L.7.6) 	<ul style="list-style-type: none"> I can revise my writing based on feedback to improve my use of vocabulary and writing conventions. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper 	<ul style="list-style-type: none"> Steps to Writing a Position Paper anchor chart Domain-Specific Vocabulary anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Finishing the End of Unit Assessment: Final Draft of Position Paper and Reflection on the Writing Process	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) 	<ul style="list-style-type: none"> I can reflect on how my use of the writing process contributed to the quality of my writing. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper (completed) End of Unit 3 Assessment, Part 2: Reflection on the Writing Process 	
Lesson 10	Final Performance Task: Sharing Visual Representations of Position Papers	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 	<ul style="list-style-type: none"> I can reflect on my growth as a writer over the course of the year. I can share my visual representation of my position paper with my class. 	<ul style="list-style-type: none"> Performance task: Visual Representation of Position Paper 	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of the community who are writers or researchers to work with the students on crafting their argument or planning, drafting, and revising their papers.
- Ask local artists or graphic designers to work with students on the visual representations of their position papers.

Fieldwork:

- If a local museum has an exhibit on digital media or technology, especially an art museum, arrange for a visit for your students to investigate how these issues might be communicated visually.

Service:

- Arrange for students to share the visual representations of their position papers with the community. Consider asking a local community center, public library, or other community building for space to create an exhibit of the students' work.

Optional: Extensions

- Students may create a museum-quality exhibit of their work, incorporating their position papers and visual representations, as well as other elements such as models, diagrams, charts, and photographs.
- Students may undertake further study into the ways screen time affects adolescent brain development or behavior.
- Students may keep a record of their own screen time habits for a week and reflect on the way technology affects their lives and more specifically, their thoughts, behavior, and moods.
- Students may write a poem (or a digital collage or any other type of artistic expressions) titled "This Is My Brain: Plugged In," which incorporates the information they have learned throughout the model with their personal reflection.



1. Librarian and/or media specialist

Where possible, collaboration with librarians and library media specialists is important, especially with research. The more access students have to the library and media specialists, the more prepared they will be for the rigors of high school, and the more ready they will be for college and a career. Consider working with the librarian on the works cited. Consider also involving the librarian in independent reading activities.

2. Screen Time Recommendation Paper Planner

Students begin the Position Paper Planner in Lesson 2 and will use it throughout the unit. Set up a system for students to keep track of their planners; they will need them on both the mid-unit assessment and the end of unit assessment.

3. Independent reading

This unit assumes that you have launched an independent reading program in Unit 1 and checked students' progress throughout Unit 2. See two separate stand-alone documents on EngageNY.org, **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. In Lesson 6, students will be assessed on W.7.9 and RI.7.10 or RL.7.11 and complete a final project to demonstrate their understanding of their independent reading book. You may wish to create a model to share with the students beforehand.

Routines and Professional Judgment

This unit, and the units that follow, include instructions for pacing and timing of lessons, oral presentation of material to students, and method of grading assessments. All of these instructions, however, are subject to the knowledge and best professional judgment of teachers about your content area, classroom, school, students, and larger community.