



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Overview



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This eight-week module focuses on a “science and society” topic, engaging students in reading compelling informational text about adolescent brain development and the effects of entertainment screen time on the brain. In Unit 1, students first read various texts that will build their background knowledge about adolescent brain development in general. Their learning will center around three areas of the brain, namely the prefrontal cortex, the limbic system, and the developing neurons. Students determine main ideas and evidence in diverse media and clarify their learning about this complex content. Then they begin to focus on the issue of screen time and how it may affect teenagers. In Unit 2, they begin to read argument texts. They trace arguments and evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in the texts and media that they engage with in this unit. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. To organize their research sources and information, students use a researcher’s notebook. Then students conduct Internet-based research. Throughout Unit 2, students engage in many conversations to synthesize and clarify their learning.

To help students grapple with this issue, the second half of Unit 2 introduces students to a modified decision-making process called Stakeholder Consequences Decision-Making (see the end of this document for details). This process will help students understand the implications of various choices and will scaffold their ability to determine, based on evidence and their own values, what they themselves believe should happen. Unit 3 marks the transition from research to writing as students plan and draft a position paper, addressing the question: “*After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a recommendation. Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?*” Students have several opportunities for feedback and revision during this unit. As a final performance task, students publish and share a visual representation of their position paper. **This task centers on NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, and L.7.6.**

Guiding Questions and Big Ideas

- **How is the adolescent brain changing?**
- **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?**
- *The teenage brain is in a period of dynamic growth and change that is unique to this stage of life.*
- *Researchers wonder how screen time affects the development of adolescents.*
- *Effective arguments include sound, relevant, and sufficient evidence.*



Performance Task

Visual Representation of Position Paper

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.**

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%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text.
<ul style="list-style-type: none"> RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 	<ul style="list-style-type: none"> I can determine a theme or the central ideas informational text. I can analyze the development of central ideas in a text.
<ul style="list-style-type: none"> RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). I can analyze the impact of word choice on meaning and tone in an informational text.
<ul style="list-style-type: none"> RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 	<ul style="list-style-type: none"> I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).
<ul style="list-style-type: none"> RI 7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 	<ul style="list-style-type: none"> I can compare and contrast different media versions of informational text (written vs. audio vs. film vs. staged, etc.). I can analyze impact of the techniques unique to each medium.
<ul style="list-style-type: none"> RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 	<ul style="list-style-type: none"> I can identify the argument and specific claims in a text. I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence.
<ul style="list-style-type: none"> RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<ul style="list-style-type: none"> I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic.
<ul style="list-style-type: none"> RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> I can read grade-level informational texts proficiently and independently. I can read above-grade-level texts with scaffolding and support.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.7.1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence.
<ul style="list-style-type: none"> • W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> • W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<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.
<ul style="list-style-type: none"> • W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. • I can use several sources in my research. • I can generate additional questions for further research.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> I can gather relevant information from a variety of sources. I can use search terms effectively. I can evaluate the credibility and accuracy of each source. I can quote or paraphrase others' work while avoiding plagiarism. I can use a standard format for citation.
<ul style="list-style-type: none"> W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). 	<ul style="list-style-type: none"> I can select evidence from literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> I can adjust my writing practices for different timeframes, tasks, purposes, and audiences.

CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. 	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. I can express my own ideas clearly during discussions. I can build on others' ideas during discussions.



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 	<ul style="list-style-type: none"> • I can analyze the main ideas and supporting details presented in different media and formats. • I can explain how ideas presented in different media and formats clarify a topic, text, or issue.
<ul style="list-style-type: none"> • SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 	<ul style="list-style-type: none"> • I can outline a speaker’s argument and specific claims. • I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency.
<ul style="list-style-type: none"> • SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> • I can present claims and findings with descriptions, facts, details, and examples. • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).
<ul style="list-style-type: none"> • SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 	<ul style="list-style-type: none"> • I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis.
<ul style="list-style-type: none"> • SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words or phrases.
<ul style="list-style-type: none"> • L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> • I can accurately use seventh-grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary.



Central Texts

1. Scholastic Inc. and National Institute on Drug Abuse, “Teens and Decision Making: What Brain Science Reveals,” in *New York Times Upfront* (Vol. 140, Issue 13), April 14, 2008, 18.
2. Richard Knox, “The Teen Brain: It’s Just Not Grown Up Yet,” National Public Radio, March 1, 2010, as found at <http://www.npr.org/templates/story/story.php?storyId=124119468>.
3. Linda Bernstein, “What’s Going On in Your Brain?” in *Current Health* (Vol. 32, Issue 6), Feb. 2006, 20.
4. Judy Willis, “What You Should Know about Your Brain,” in *Educational Leadership* (Vol. 67, Issue 4), 2009.
5. Adriana Galván, “Insights into the Teen Brain” (video), TedxYouth@Caltech, Jan. 19, 2013, as found at <http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:tedxyouth-caltech>.
6. Tara Parker-Pope, Jon Huang, and Mike Mason, “The Child’s Developing Brain,” interactive feature on NYTimes.com, Sept. 15, 2008, as found at <http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>.
7. Jay N. Giedd, M.D., “Development of the Young Brain” (video), National Institute of Mental Health, May 2, 2011, as found at <http://www.nimh.nih.gov/news/media/video/giedd.shtml>.
8. Joshua Brustein, Matt Richtel, and Erik Olsen, “Students and Technology, Constant Companions,” interactive feature on NYTimes.com, Nov. 20, 2010, as found at <http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology>.
9. Jay N. Giedd, M.D., “The Digital Revolution and Adolescent Brain Evolution,” in *Journal of Adolescent Health* (Vol. 51, Issue 2), Aug. 2012, 101–105.
10. Matt Richtel, “Growing Up Digital,” in *Scholastic New York Times Upfront*, Jan. 31, 2011, as found at http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital
11. Justin O’Neill, “You Trouble,” in *Scholastic Choices*, Sept. 2012.
12. Victor C. Strasburger and Marjorie J. Hogan, “Policy Statement: Children, Adolescents, and the Media,” in *Pediatrics* (Vol. 132, Issue 5), Nov. 2013, 958.



Central Texts (continued)

13. David Brooks, “Beyond the Brain” in *The New York Times*, June 18, 2003, A25.
14. Nicholas Carr and Peter Norvig, “Is Google Making Us Stupid?” in *New York Times Upfront* (Vol. 143, Issue 3), Oct. 4, 2010, 22.
15. Peter Gray, “The Many Benefits, for Kids, of Playing Video Games,” *Psychology Today* online, Jan. 7, 2012, as found at <http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games>.
16. Jane McGonigal, “Gaming Can Make a Better World” (video), Ted Talks, Feb. 2010, as found at http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html.
17. Queensland University of Technology, “Video Games Benefit Children, Study Finds.”, Medical Xpress, Jan. 16, 2013, as found at <http://medicalxpress.com/news/2013-01-video-games-benefit-children.html>.
18. Sy Mukherjee, “Why Facebook Could Actually Be Good for Your Mental Health,” ThinkProgress, March 19, 2013, as found at <http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/>.
19. Aric Sigman, “The ONLINE EDUCA Debate 2009 (Part 2 of 10)” (video), Dec. 2009, as found at <http://www.youtube.com/watch?v=GRi4DPu6WGc>.
20. Matt Richtel, “Attached to Technology and Paying a Price,” in *The New York Times*, June 7, 2010, A1.
21. Heidi St. Clair, “Can You Unplug for 24 Hours?” The Huffington Post, March 22, 2012, as found at http://www.huffingtonpost.com/heidi-sinclair/national-day-of-unplugging_b_1373187.html.
22. Margaret Desler, M.D., “Guest Opinion: Step Away from the Screen,” *Contra Costa Times*, May 2, 2013.
23. Jeffrey Brown, Nicholas Carr, and Mathew Kielty. “Nicholas Carr’s “The Shallows: What the Internet is Doing to Our Brains””. PBS News Hours, August 27, 2010, as found at <http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html>.
24. Various research sources (beginning in Unit 2, Lesson 9).



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Development of the Adolescent Brain			
Weeks 1–2	<ul style="list-style-type: none"> • Building background knowledge about adolescent brain development • Read various informational sources on the brain development of adolescents. • Introduce Domain-Specific Vocabulary anchor chart • Introduce the Brain Development anchor chart • Listening for main ideas and supporting details • Start Thinking Log and neurologist’s notebooks 	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RI.7.1) • I can determine a theme or the central ideas of informational text. (RI.7.2) • I can analyze the development of central ideas in a text. (RI.7.2) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) • I can compare and contrast different media versions of informational text (written vs. audio vs. film vs. staged, etc.). (RI.7.7) • I can analyze impact of the techniques unique to each medium. (RI.7.7) • I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2) • I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2) 	<ul style="list-style-type: none"> • Mid-Unit 1: “The Development of the Young Brain”: Listening for Main Ideas and Supporting Details (SL.7.2 and RI. 7.7)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 1-2, continued</p>		<ul style="list-style-type: none"> I can accurately use seventh-grade academic and domain-specific vocabulary to express my ideas. (L.7.6) 	
	<ul style="list-style-type: none"> Continue building background knowledge of adolescent development and how it is affected by screen time. Launch independent reading. 	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can analyze the development of central ideas in a text. (RI.7.2) I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) I can explain how ideas clarify a topic, text, or issue. (SL.7.2) I can self-select a text based on personal preferences and read it independently. (RI.7.11a) 	<ul style="list-style-type: none"> End of Unit 1: Analyzing the Main Idea and Supporting Details in “You Trouble” (RI. 7.1, RI.7.2, RI. 7.5, RI. 7.6, L7.6)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Research Study: The Effects of Screen Time on the Developing Brain			
Weeks 3–7	<ul style="list-style-type: none"> • Introduce Evaluating an Argument anchor chart • Trace the arguments of several informational texts • Listen for arguments in informational videos • Compare and contrast authors’ use of evidence in several different text pairings • Start research on the effects of entertainment screen time on the adolescent brain, including teaching the following skills: <ul style="list-style-type: none"> – Evaluating the credibility of sources – Generating supporting research questions – Quoting or paraphrasing others’ work • Introduce the researcher’s notebook and researcher’s roadmap 	<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 explain how ideas clarify a topic, text, or issue. (SL.7.2) • I can outline a speaker’s argument and specific claims. (SL.7.3) • I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3) • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) • I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9) • I can evaluate the credibility and accuracy of each source. (W.7.8) • I can conduct short research projects to answer a question. (W.7.7) • I can generate additional questions for further research. (W.7.7) 	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 3-7, continued</p>		<ul style="list-style-type: none"> I can gather relevant information from a variety of sources. (W.7.8) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 	
	<ul style="list-style-type: none"> Practice comparing authors' use of evidence Continue gathering information on the effects of screen time on the developing brain. Use search terms effectively Conduct Internet-based research Use dictionaries to confirm or revise inferred meanings of words. 	<ul style="list-style-type: none"> I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9) I can conduct short research projects to answer a question. (W.7.7) I can generate additional questions for further research. (W.7.7) I can gather relevant information from a variety of sources. (W.7.8) I can use search terms effectively. (W.7.8) I can evaluate the credibility and accuracy of each source. (W.7.8) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 	<ul style="list-style-type: none"> Mid-Unit 2, Part I: Tracing and Evaluating Arguments (RI.7.8, SL.7.3) Mid-Unit 2, Part II: Research Task: Comparing and Contrasting Texts (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d)



Week	Instructional Focus	Long-Term Targets	Assessments
<p>Weeks 3-7, continued</p>	<ul style="list-style-type: none"> • Introduce the decision-making process including Cascading Consequences chart and Comparing Risks and Benefits chart • Weighing the evidence: Fishbowl discussion on whether or not the recommended time should change • Creating a visual display for a presentation • Formal presentations of claims about whether the AAP should raise the recommended daily entertainment screen time from two hours to four hours. 	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) • I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.2a) • I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a) • I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) • I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4) • I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5) • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Making a Claim about Recommended Screen Time (Part I: SL.7.1, SL.7.1a, SL.7.1e; Part II: SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9a)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Performance Task			
Weeks 7–8	<ul style="list-style-type: none"> • Analyze model position paper for argument and structure • Plan position paper using Screen Time Recommendation Position Paper Planner • Introduce Steps to Writing a Position Paper anchor chart • Engage in peer feedback to strengthen argument in position papers. • Cite sources correctly • Draft the position paper 	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • 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 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) • 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) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) • 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"> • Mid-Unit 3: First Draft of Position Paper (RI.7.1, W.7.1a,b,e, W.7.4, W.7.9)



Week	Instructional Focus	Long-Term Targets	Assessments
<p>Weeks 7-8, continued</p>	<ul style="list-style-type: none"> • Create final independent reading product • Revise position paper based on teacher feedback • Reflect on the steps to writing a position paper • Craft visual representation of position paper • Publish visual representations and share with class in a Gallery Walk 	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b) • 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) • 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"> • Final independent reading product (RL.7.11b, RI.7.10, W.7.9) • End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c,d, W.7.4, W.7.5, and L.7.6)



Preparation and Materials

This module centers on compelling science content that is not usually taught in an English Language Arts classroom. It is not designed to replace science instruction; rather, it is designed as an opportunity for students to engage in a compelling topic and research rich informational texts as they master the English Language Arts standards. This module satisfies the demands of the CCLS for more rigorous, informational texts that prepare students for college and career. The students read authentic, research-based texts and build knowledge about cutting-edge research in a topic that is personally meaningful.

For your reference, a reading guide has been provided that summarizes the major learning and skills that students will learn from each text. To familiarize yourself with the complex content of this module, first preview the American Academy of Pediatrics Recommendation (which students read in Unit 2) and all of the Unit 1 texts and videos in advance. You may want to read “The Digital Revolution and the Evolution of the Adolescent Mind” by Dr. Jay Giedd in its entirety (found here: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3432415/>) as it thoroughly explains the current research and thinking of screen time and adolescence. You may also find an interview with Dr. Giedd (found here: <http://www.youtube.com/watch?v=2nEBVtPmeCQ>) to be useful. For more general information on the developing teen brain, *PBS Frontline* published an excellent series of videos (found here: <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>) that will help build your own background knowledge about this exciting field of research.

Next, read the argument texts from Unit 2. Note that all of the texts center on *entertainment* screen time, an important distinction in the AAP recommendation. In practice, the line between entertainment and education screen time can be blurry, but Unit 2 tries to focus students on digital activities that are most clearly entertainment, i.e., video games and social media.

Because Units 1 and 2 are foundational for the position paper the students write at the end of the module, familiarize yourself with the writing prompt and the model from Unit 3. This will help you direct discussion of the texts in Units 1 and 2, and in particular, the “if/then” statements that the class will add to the Brain Development anchor chart. Although there is much rich information in the readings in Units 1 and 2, the students will write more successfully if you can direct them to the most high-leverage information.

A simple Internet search will yield many more sources if you want to build more background for yourself before you lead students to a deeper understanding of the development of the teenage brain.

A colleague in your science department may also be a good resource, both in terms of content knowledge and attack strategies for reading and writing science-based texts. Consider sharing the readings with your science colleague and discussing the best way to support students in reading about scientific content. You may also want to write your own position paper in response to the prompt in Unit 3 and then share it with your science colleague. Ask him or her for feedback specific to this genre of writing.



Preparation and Materials (continued)

In advance, read the article about the Stakeholder Consequences Decision-Making (SCDM) process to build your own background knowledge about it. You can download the article “Learning to Make Systematic Decisions” at the following URL:

http://education.nationalgeographic.com/education/media/learning-make-systematicdecisions/?ar_a=1

The article is not used with students during the module, but it provides some examples of how students have used this process in a science curriculum. Also, note that in this module, students are not using the entire SCDM process; they will be learning only the Cascading Consequences chart and a modified Stakeholders chart (named Comparing Risks and Benefits chart in this module).

Students do not read a “central” text (book) in this module. Rather, they read a large collection of articles, all of which are provided in the supporting materials of the lessons themselves. It will be particularly important in this module that you have a strong system to help students keep their texts organized. Consider creating a packet of the texts for each unit, or using a folder system.



Unit and Lesson	Text	Content	Literacy Skill
Unit 1: Lesson 1, Lesson 2, Lesson 3	“Teens and Decision Making: What Brain Science Reveals”	This text helps students build background on the brain and more specifically how it works during adolescence. It provides a concise overview of the major learning around the prefrontal cortex, the limbic system, and the developing neurons.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4)
Unit 1: Lesson 1 Homework	“The Teen Brain: It’s Just Not Grown Up Yet”	This text helps students build background on the how the brain works during adolescence. It provides this information against the backdrop of the story of a mother and her two sons.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4)
Unit 1: Lesson 2 Homework	“What’s Going On in Your Brain?”	This text helps students build background on the brain and more specifically how it works during adolescence. It reinforces much of the information they have read before but does so in an accessible way.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4)
Unit 1: Lesson 3	“The Child’s Developing Brain”	This interactive feature helps students visualize the changes occurring in the developing brain.	The students will compare this interactive feature to a text-only version of the information. (RI.7.7)
Unit 1: Lesson 3 Homework	“What You Should Know about Your Brain”	This text helps students build background on the brain and more specifically the role that dopamine plays in the brain. This entire article is available for an extension activity.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4)
Unit 1: Lesson 4	“Insights Into the Teen Brain”	The video continues to build students background knowledge about the adolescent brain and in particular, presents findings about the limbic system.	This video helps students identify and analyze the main idea presented in media (SL.7.2) and compare a video to a text. (RI.7.7)
Unit 1: Lesson 5	“The Development of the Young Brain”	This video introduces the students to the issue of digital media (or screen time) and its possible effects on the developing brain.	This video assesses students’ progress toward SL.7.2.



Unit and Lesson	Text	Content	Literacy Skill
Unit 1: Lessons 6–8	Excerpts of “The Digital Revolution and the Evolution of the Adolescent Mind”	This text helps students explore the effects of digital media on the developing brain.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4). Through its complexity, it helps build students’ capacity for rigorous text.
Unit 1: Lesson 6-9	“Students and Technology, Constant Companions.”	This multimedia feature illustrates the issues explored in “The Digital Revolution and the Evolution of the Adolescent Mind.” It is also highly engaging.	This text helps students identify and analyze the main idea. (RI.7.2 and SL.7.2)
Unit 1: Lesson 9	“Growing Up Digital”	This text uses case studies to discuss the concerns adults have for children under modern digital influence. It also illustrates the issues in a concrete and engaging way.	This text helps students identify and analyze the main idea. (RI.7.2, RI.7.1.) It also helps build domain-specific vocabulary. (L.7.4).
Unit 1: Lesson 10	“You Trouble”	This text discusses the potential pitfalls of making videos for, and placing videos on, YouTube.	End of Unit 2 Assessment: assesses RI.7.1, RI.7.2, RI.7.5 (structure of text), and command of domain-specific vocabulary. (L.7.4)
Unit 2: Lesson 1	“Policy Statement: Children, Adolescents, and the Media”	This text is an authentic, real-world text that reviews research and describes the reasoning behind the AAP recommendation.	This text helps students analyze the interactions between individuals, events, and ideas in a text (RI.7.3), and evaluate the credibility and accuracy of each source. (W.7.8)



Unit and Lesson	Text	Content	Literacy Skill
Unit 2: Lesson 2	"Beyond the Brain"	This text urges caution in interpreting brain science results. It makes a case to use a cautionary tone when one takes a position on brain science.	This text helps students identify the argument and specific claims in a text, and evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
Unit 2: Lesson 3	"Is Google Making Us Stupid?"	The text asks Nicholas Carr and the vice president of research at Google to debate the "yes/no" sides of the question suggested by the title.	This text helps students outline a speaker's argument and specific claims; evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3); and identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
Unit 2: Lesson 4	"The Many Benefits, for Kids, of Playing Video Games"	The text lists detailed reasons why children and video games are a good match in terms of education, learning, and social development.	This text helps students conduct short research projects to answer a question, and generate additional questions for further research. (W.7.7)
Unit 2: Lesson 5	"Gaming Can Make a Better World"	This video makes the argument that games are a fertile ground for the creative thinking that can solve worldwide problems.	This video helps students outline a speaker's argument and specific claims; evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency (SL.7.3); and identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)



Unit and Lesson	Text	Content	Literacy Skill
Unit 2: Lesson 6	“Video Games Benefit Children, Study Finds.”	In this text, Australian researchers determine a difference between “active” and “passive” screen times to make a case that video games are a better use of screen time.	This text helps students contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
Unit 2: Lesson 7	“Why Facebook Could Actually Be Good for Your Health”	This text cites research to show that Facebook can act as a kind of reminiscent therapy, boosting positive thoughts.	This text helps students identify the argument and specific claims in a text, and evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
Unit 2: Lesson 7	“The ONLINE EDUCA Debate 2009 (Part 2 of 10)”	The speaker, a developmental psychologist, presents evidence that screen time is negatively correlated with face-to-face and social interactions in children.	This text helps students outline a speaker’s argument and specific claims, evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3); and identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
Unit 2: Lesson 8	“Attached to Technology and Paying a Price”	In this text, the author documents a family’s ambivalent interaction with technology, citing research.	This text helps students identify the argument and specific claims in a text, and evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
Unit 2: Lessons 11 and 12	“Can You Unplug for 24 Hours?”	The author, a technological expert, cites the antisocial aspects of technology and anecdotally describes how her family meets this challenge.	End of Unit 2 Assessment: assesses identifying argument, claim, evidence, and evaluating all three (RI.7.8) and comparing how two authors write about the same topic. (RI.7.9)



Unit and Lesson	Text	Content	Literacy Skill
Unit 2: Lessons 11 and 12	“Guest Opinion: Step Away from the Screen”	The author, a pediatrician, cites the correlations between screen time and decreasing creativity and obesity.	End of Unit 2 Assessment: assesses identifying argument, claim, evidence, and evaluating all three (RI.7.8) and comparing how two authors write about the same topic. (RI.7.9)
Unit 2: Lessons 11 and 12	“Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”.	In this video, the author sums up the reasons that being on the Internet contributes to distractibility and shallow thinking.	End of Unit 2 Assessment: assesses delineating a speaker’s argument and specific claims, evaluates the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3);