



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Unit 2: Overview



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Unit 2: Research Study: Effects of Screen Time on the Developing Brain

In this unit, students will continue to conduct close readings and then engage in independent research into the ways that the developing adolescent brain may be affected by screen time. Students will keep a researcher's notebook in which they document their research findings, generate supporting research questions, and analyze the credibility of their sources as they determine how different authors use evidence to prove their points. Part 1 of the mid-unit assessment will ask students to analyze and evaluate two arguments: one presented in text and the other presented in a video (RI.7.5, RI.7.8, SL.7.3). Then, in Part 2, students will engage in a simulated research task focused on adolescents and screen time (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d). The assessment will incorporate selected response and short constructed response questions in order to assess students' ability to research.

After the mid-unit assessment, students engage in a structured decision-making process to address the question: "Should the AAP raise its recommended daily screen time from two hours to four hours?" The process guides students to consider the information they gathered while researching, as well as the consequences and impact on stakeholders of each possible position. This leads students to the two-part end of unit assessment. In Part 1, students engage in a Fishbowl discussion about the possible positions they can take (SL.7.1). In Part 2, students formally present their position (SL.7.4, SL.7.5, SL.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 effect of screen time on the adolescent brain is a complex question that is still under investigation.*
- *Research requires finding high-quality sources and relevant information.*
- *Making informed decisions includes weighing evidence and considering personal values.*



Mid-Unit 2 Assessment	<p>This is a two-part assessment. Both Parts 1 and 2 share one reading, “Can You Unplug for 24 Hours?” Each part also includes additional video or text.</p> <p>Part I: Tracing and Evaluating Arguments Part 1 of this assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3. Students will watch a video, read a related text, and then trace and evaluate the arguments of both pieces.</p> <p>Part II: Research Task: Comparing and Contrasting Texts Part 2 of this assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. Students will answer selected response and short constructed response questions about two related texts and the research process. Then they compare and contrast the arguments of both pieces.</p>
End of Unit 2 Assessment	<p>Making a Claim about the AAP Recommended Screen Time This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. Students engage in a Fishbowl discussion of the two possible answers to the question: “Should the AAP raise its recommended daily screen time from two hours to four hours?” Part 2 of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9. Students individually present their position in answer to the same question they discussed in Part 1. They will craft and use a visual aid to support their oral presentation.</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

1. Victor C. Strasburger and Marjorie J. Hogan, "Policy Statement: Children, Adolescents, and the Media," in *Pediatrics* (Vol. 132, Issue 5), Nov. 2013, 958.
2. David Brooks, "Beyond the Brain" in *The New York Times*, June 18, 2003, A25.



Central Texts (continued)

3. Nicholas Carr and Peter Norvig, “Is Google Making Us Stupid?” in *New York Times Upfront* (Vol. 143, Issue 3), Oct. 4, 2010, 22.
4. 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>.
5. 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.
6. 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>.
7. 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/>.
8. Aric Sigman, “The ONLINE EDUCA Debate 2009, Part 2” (video), Dec. 2009, as found at <http://www.youtube.com/watch?v=GRI4DPu6WGc>.
9. Matt Richtel, “Attached to Technology and Paying a Price,” in *The New York Times*, June 7, 2010, A1.
10. 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.
11. Margaret Desler, M.D., “Guest Opinion: Step Away from the Screen,” *Contra Costa Times*, May 2, 2013.
12. 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>
13. Various research sources (beginning in Lesson 9).



This unit is approximately 4 weeks or 19 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Analyzing Interactions: Launching the Unit	<ul style="list-style-type: none"> I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) I can evaluate the credibility and accuracy of each source. (W.7.8) 	<ul style="list-style-type: none"> I can use close reading strategies to determine the details of the AAP recommendation for children's screen time. I can evaluate the credibility and accuracy of the AAP recommendation. 	<ul style="list-style-type: none"> Reader's Notes for AAP Recommendation Answers to Text-Dependent Questions for the Excerpts from the AAP Recommendation Thinking Log 	<ul style="list-style-type: none"> Speaking and Listening anchor chart Position Paper Prompt anchor chart Domain-Specific Vocabulary anchor chart Assessing Sources anchor chart Jigsaw protocol Triad Talks protocol
Lesson 2	Logic and Argument: Evaluating the Argument in "Beyond the Brain"	<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) 	<ul style="list-style-type: none"> I can evaluate an argument's use of evidence and reasoning in an excerpt from "Beyond the Brain." 	<ul style="list-style-type: none"> Neurologist's Notebook #6 (from homework) Answers to Text-Dependent Questions: "Beyond the Brain" 	<ul style="list-style-type: none"> Evaluating an Argument anchor chart
Lesson 3	Evaluating an Argument: "Is Google Making Us Stupid?"	<ul style="list-style-type: none"> 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 identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) 	<ul style="list-style-type: none"> I can evaluate the arguments in "Is Google Making Us Stupid?" 	<ul style="list-style-type: none"> Tracing an Argument note-catcher, Part 1 (from homework) Thinking Log 	<ul style="list-style-type: none"> Brain Development anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Finding Relevant Information and Asking Research Questions: The Benefits of Video Games	<ul style="list-style-type: none"> I can conduct short research projects to answer a question. (W.7.7) I can generate additional questions for further research. (W.7.7) 	<ul style="list-style-type: none"> I can generate strong supporting research questions. I can gather relevant evidence from “The Many Benefits, for Kids, of Playing Video Games.” 	<ul style="list-style-type: none"> Thinking Log from Lesson 3 (from homework) Researcher’s notebook, section 1 (completed for homework) 	<ul style="list-style-type: none"> Overarching Research Question anchor chart Researcher’s Roadmap anchor chart Brain Development anchor chart Give One, Get One, Move On protocol
Lesson 5	Paraphrasing and Evaluating Sources: “Gaming Can Make a Better World”	<ul style="list-style-type: none"> I can gather relevant information from a variety of sources. (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) 	<ul style="list-style-type: none"> I can correctly paraphrase information I gather from “Gaming Can Make a Better World.” I can gather relevant information from “Gaming Can Make a Better World.” 	<ul style="list-style-type: none"> Researcher’s notebook, section 1 (from homework) Researcher’s notebook, section 2 Exit ticket 	<ul style="list-style-type: none"> Domain-Specific Vocabulary anchor chart
Lesson 6	Contrasting Evidence: “Games Can Make a Better World” and “Video games Benefit Children, Study Finds”	<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) 	<ul style="list-style-type: none"> I can contrast how a video and an article use different evidence to prove similar claims. 	<ul style="list-style-type: none"> Researcher’s notebook, section 3 (from homework) Venn diagram and Venn diagram reflection questions 	<ul style="list-style-type: none"> Domain-Specific Vocabulary anchor chart
Lesson 7	Evaluating Sources: The ONLINE EDUCA Debate 2009 (Part 2 of 10)	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) I can gather relevant information from a variety of sources. (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) 	<ul style="list-style-type: none"> I can consult a dictionary to determine or clarify the meaning of a word. I can evaluate the credibility and accuracy of a source. 	<ul style="list-style-type: none"> Researcher’s notebook, section 4 (from homework) Venn diagram (from Lesson 6) 	<ul style="list-style-type: none"> Domain-Specific Vocabulary anchor chart Brain Development anchor chart Speaking and Listening anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Using Effective Search Terms: Researching Screen Time	<ul style="list-style-type: none"> I can gather relevant information from a variety of sources. (W.7.8) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) I can use search terms effectively. (W.7.8) 	<ul style="list-style-type: none"> I can use search terms effectively to gather relevant information about screen time. I can gather relevant information from "Attached to Technology and Paying the Price." 	<ul style="list-style-type: none"> Answers to Text-dependent Questions: "Attached to Technology and Paying the Price" Venn diagram for Researcher's notebook, sections 5 and 6 Exit ticket 	<ul style="list-style-type: none"> Speaking and Listening anchor chart Evaluating an Argument anchor chart Triad Talk protocol
Lesson 9	Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 1	<ul style="list-style-type: none"> I can gather relevant information from a variety of sources. (W.7.8) I can use search terms effectively. (W.7.8) 	<ul style="list-style-type: none"> I can use search terms effectively to gather relevant information about screen time and the adolescent brain. I can evaluate a source's accuracy and credibility. 	<ul style="list-style-type: none"> Researcher's notebook, sections 7-9 	
Lesson 10	Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 2	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can use search terms effectively to gather information about screen time. I can evaluate a source's accuracy and credibility. 	<ul style="list-style-type: none"> Researcher's notebook, sections 7-9 Assessing Sources document Exit Ticket: Next Steps 	<ul style="list-style-type: none"> Domain-Specific Vocabulary anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Mid-Unit Assessment, Part 1: Tracing and Evaluating Arguments	<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 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) 	<ul style="list-style-type: none"> • I can identify the argument and specific claims in the text “Can You Unplug for 24 Hours?” • I can evaluate the argument and specific claims in the text “Can You Unplug for 24 Hours?” • I can outline the argument and specific claims in the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’” • I can evaluate the argument and specific claims in the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’” 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment, Part 1 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Mid-Unit Assessment, Part II: Research Task: Comparing and Contrasting Texts	<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"> I can contrast how two authors emphasize different evidence on the topic of screen time. I can gather relevant information from sources. I can correctly paraphrase information I gather from "Guest Opinion: Step Away from the Screen." I can generate strong supporting research questions. I can use search terms effectively to gather relevant information about screen time. I can evaluate a source's accuracy and credibility. I can consult a dictionary to determine or clarify the meaning of a word. I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment, Part 2 	
Lesson 13	Forming a Research-Based Claim: Introducing Stakeholders and Consequences	<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) 	<ul style="list-style-type: none"> I can identify stakeholders in the AAP recommendation on entertainment screen time. I can create a Cascading Consequences chart based on effects of screen time on adolescents using my researcher's notebook. 	<ul style="list-style-type: none"> Researcher's notebook, all sections 	<ul style="list-style-type: none"> Position Paper Prompt anchor chart Brain Development anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Forming a Research-Based Claim: Comparing Cascading Consequences	<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 effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 	<ul style="list-style-type: none"> I can create a Comparing Risks and Benefits chart based on teenagers and screen time, using my Cascading Consequences chart and researcher's notebook. 	<ul style="list-style-type: none"> Cascading Consequences chart for teens on screens (from homework) Comparing Risks and Benefits chart 	<ul style="list-style-type: none"> Position Paper Prompt anchor chart Triad Talk protocol
Lesson 15	Forming a Research-Based Claim: Analyzing Risks and Benefits for Stakeholder	<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 to address problems and advocate persuasively. (RI.7.9a, SL.7.2a) I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 	<ul style="list-style-type: none"> I can analyze the risks and benefits of entertainment screen time for adolescents. I can use my knowledge of the effects of screen time on the development of teenagers to argue persuasively about how much to limit screen time. I can practice the skills and expectations of a Fishbowl discussion. 	<ul style="list-style-type: none"> Students' discussion during World Café 	<ul style="list-style-type: none"> Position Paper Prompt anchor chart World Café protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl on Screen Time and Adolescents	<ul style="list-style-type: none"> 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 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 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.7.9a) I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 	<ul style="list-style-type: none"> I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims. I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position. 	<ul style="list-style-type: none"> Fishbowl graphic organizer (from homework) Fishbowl Statement End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl 	<ul style="list-style-type: none"> Fishbowl protocol
Lesson 17	Choosing a Position: Screen Time and Adolescents	<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 self-select a text based on personal preferences and read it independently. (RI.7.11a) I can read grade-level literary texts proficiently and independently. (RL.7.9) I can read grade-level informational texts proficiently and independently. (RI.7.9) 	<ul style="list-style-type: none"> I can select text-based evidence from my research to support my position on the AAP recommended screen time. I can read independently and proficiently. 	<ul style="list-style-type: none"> Thinking Log 	<ul style="list-style-type: none"> Position Paper Prompt anchor chart Brain Development anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 18	Using Multimedia in Presentations: Preparing to Present Claims	<ul style="list-style-type: none"> I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5) I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4) I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 	<ul style="list-style-type: none"> I can create a visual display to clarify the claim in my presentation. I can speak clearly, with appropriate eye contact and adequate volume. 	<ul style="list-style-type: none"> Visual display 	
Lesson 19	End of Unit Assessment, Part 2: Presenting a Claim	<ul style="list-style-type: none"> I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4) I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (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) 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.7.9a) 	<ul style="list-style-type: none"> I can present my claim about the AAP recommendation using facts, reasons, details, and examples. I can use effective speaking techniques in my presentation. I can include a multimedia visual display in my presentation to clarify my claim and add emphasis. I can use formal English in my presentation. I can use my experience and knowledge of language and logic to advocate persuasively. 	<ul style="list-style-type: none"> Visual display End of Unit 2 Assessment, Part 2 Exit ticket 	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a local researcher, psychologist, neurologist, or pediatrician to talk to the students about recent findings in the field of adolescent development, especially in terms of the effects of screen time on adolescents.
- Invite a game designer, Web site designer, or computer programmer to present more information on his or her field.
- Contact Campaign for a Commercial Free Childhood or a similar organization to answer students' questions about the effects of screen time on children.

Fieldwork:

- Visit an fMRI research lab or scan center to see the research first-hand.
- Visit a public space to monitor the use of digital devices and the way that technology affects the interactions between individuals.

Service:

- Prepare students to share their findings with community members or peers with a goal of educating the community about adolescent brain development and the possible effects of screen time.

Optional: Extensions

- Students can make formal speeches based on their position. Consider providing an outside audience as well: parents, community members, or students from other schools.
- Students could spend a week “screen free” and write a journal on their experience.
- After they complete the Cascading Consequences exercises in Lesson 13, students could write an “ode” to their digital media device. In the ode they could articulate both the positive and negative consequences of being “plugged in.”



Preparation and Materials

This module centers on content that historically has not been taught in an English Language Arts classroom. To familiarize yourself with the content of this unit, be sure to read all of the texts for this unit in advance. See Module Overview for more details.

Because this unit is foundational for the position paper the students write at the end of the module, familiarize yourself the writing prompt and the model from Unit 3. This will help you direct discussion of the texts in this unit, and in particular, the “if/then” statements the class will add to the Brain Development anchor chart.

In addition, this module builds on the learning around argument texts from Module 2A/2B. You may want familiarize yourself with those modules (Unit 2 in particular).

In the Lesson 2 and 3, students will be introduced to argument writing: using sound, sufficient, and relevant evidence to support reasons, which in turn support a clear and specific claim. You may want to review Module 2A, Unit 1, or Module 2B, Unit 2, both of which center on argument writing.

This unit includes several routines.

1. Neurologist’s notebooks

Students use the neurologist’s notebook (from Unit 1) one last time in Unit 2, Lesson 1. Set up a place for students to keep their completed neurologist’s notebook (such as a folder) so they can return to it as needed for comprehension.

Consider collecting the neurologist’s notebook to check for completion and informally assess students’ understanding.

2. Thinking Logs

Students will continue to add to their Thinking Logs (see Unit 1 Overview).

Be sure to have a place where students can easily store and retrieve their Thinking Logs.

Consider collecting the Thinking Logs occasionally to check for completion and informally assess students’ understanding.



3. Talking Triads

Periodically in the unit, students will be asked to gather into groups of three as an opening activity and discuss a prompt, guided by the Speaking and Listening standards upon which they will be assessed at the end of the unit in Lessons 15–19. The triads will allow students to have plenty of practice in meeting these standards before the end of the unit. Grouping of the triads can be set at the beginning of the unit or changed during each lesson.

3. Researcher's notebook

In addition to the neurologist's notebook and the Thinking Log, Unit 2 introduces a researcher's notebook. Students use this researcher's notebook consistently throughout Unit 2, as they do increasingly independent research. It is designed with two purposes: 1) to scaffold research skills for students; and 2) to provide students with an organized system to record their research notes, questions, and vocabulary. In many instances, students will add to their researcher's notebooks for homework. Consider how to support students in terms of organization, so that they will have access to their researcher's notebook throughout Units 2 and 3.

The entire notebook is included in the supporting materials of Lesson 4 and is intended to be a packet that students use for the rest of the module. Lesson 4 also includes a teacher's guide of the researcher's notebook, which is meant to provide a model of the information, questions, and vocabulary students might incorporate based on readings, although students' research will vary. The teacher's guide does not provide modeling for the research that students do independently; therefore, be prepared to informally assess students' researcher's notebooks as they collect information to be sure they are taking accurate notes. Consider collecting the researcher's notebook early in the process (Lesson 6) to give formative feedback and then again at the end of unit to formally assess the notebook. The students will need it in Unit 3, Lesson 1.

4. Stakeholder Consequences Decision-Making process

Before launching Unit 2, review or revisit the Module Overview notes on the Stakeholder Consequences Decision-Making (SCDM) process. In advance, read the article about the SCDM process to build your own background knowledge about it. You can download the article, "Learning to Make Systematic Decisions," here:

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

This 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 and a modified version of the Stakeholders charts (which in this module is called the "Comparing Risks and Benefits chart"). Preview Lessons 13–15 in particular to understand how this work will unfold.



5. Independent reading

This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit is reading independent reading books, and the plans include time in class to check in on independent reading. 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**, provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading takes about 15 minutes every other week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. As you support students in setting and meeting independent reading goals, encourage them to be done with their books by Unit 3, Lesson 6. Students who have chosen longer books should set a goal part-way through their books, and do the culminating project (in Unit 3) based on part of the book.

Routines and Professional Judgment

Review these documents before you launch the unit and decide which method of organizing these assignments and checking homework will work best for you and your students. The recommended approach, described above, reduces the amount of paper that students are handling and gives them feedback on homework partway through the routine.

You may need to modify this plan to meet the needs of your students. Your routine should allow you to look closely at students' work several days into the homework routine to make sure they are on track.

Your routine also needs to allow students to use the researcher's notebook in class daily and to keep track of it.

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.