

Seventh Grade	Quarter 4: EL Curriculum Map	Module 4
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. Each module provides eight weeks of instruction constituting three units. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources.** Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from

the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Seventh Grade	Quarter 4: EL Curriculum Map	Weeks 28-36
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SCS Instructional Framework

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration. The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1iDUT0vj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5-lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EkWIuDXW6iRMoa_j57BII2kwBMWXCP6FLdWQ5U6exvuGQ7g?e=pVjdxm	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning Resources</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.</p>

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

SL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EI and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below: <https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

Module Overview: Reading and Research: Screen Time and the Developing Brain

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 literature and informational text about slavery, abolition, and Douglass. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 4 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.



Seventh Grade Module 4: Reading and Research: Building Background Knowledge

Unit 1 Overview

In this first unit, students are introduced to the development of the adolescent brain. They first will learn the basic biology of the brain, focusing on three key aspects of brain development: the prefrontal cortex, the limbic system, and changing neurons. Through a variety of sources, including text, video, and interactive Web sites, they learn that the adolescent brain is growing in a dynamic and unique way. With each source, they will practice analyzing the main idea and supporting details. They also will compare how the same ideas are presented in text and visual formats. This prepares them for their mid-unit assessment, which centers on analyzing the main idea in a video and comparing the video to a text (SL.7.2 and RI.7.7).

After the mid-unit assessment, students will begin to examine more specifically, the effects of screen time on the developing brain. They will grapple with a challenging text, which will help them examine the possible positive and negative effects of being “plugged in.” Through carefully designed close readings, students will continue to analyze the main idea and supporting details presented in this text while building their stamina and capacity for a complex text. To help personalize these difficult concepts, in each lesson students will return to an audio slideshow where they hear the voices of students who are immersed in the digital world. Then they read a profile of a student who typifies the positives and negative effects of being “plugged in.” For the end of unit assessment, students will analyze the main idea and supporting ideas in a text that links digital media, brain development, and adolescent behavior (RI.7.1, RI.7.5, and RI.7.6).

Mid-Unit 1 Assessment: “The Development of the Young Brain”: Listening for Main Idea and Supporting Details

This assessment centers on NYSP12 ELA CCLS RI.7.7 and SL.7.2. Students will analyze the main idea and details in the video “Development of the Young Brain,” which features Dr. Jay Giedd, a prominent researcher in the field of adolescent neurobiology. They will also compare a portion of the video to the transcript of the video.

End-of-Unit 1 Assessment: Analyzing the Main Idea and Supporting Details in “You Trouble”

This assessment centers on NYSP12 ELA CCLS RI.7.1, RI.7.2, RI.7.5, RI.7.6, and L.7.6. Students will analyze the main idea and supporting ideas in a text that links digital media, brain development, and adolescent behavior by filling out the same chart they have been practicing throughout Unit 1. They also will answer selected response questions about author purpose (RI.7.6), vocabulary (L.7.6), text structure (RI.7.5) and text-based evidence (RI.7.1).

Required Unit Trade Book(s):

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

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 1</u> Introducing Module 4A: Reading and Research: Screen Time and the Developing Brain</p> <p><u>Lesson Vocabulary</u> main idea, neurological development, central idea, supporting details; (from “Teens and Decision Making”) neurons (para. 3), electrochemical impulse (para. 3), neurotransmitters, (para. 3) prefrontal cortex (para. 6), limbic system (para. 6); (from homework) neurologist, pediatric neurologist, neuroscientists, frontal lobes, myelin or “white matter,” neural insulation, brain chemistry, cognitive deficits, cognitive baseline</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Notices and Wonders note-catcher (one per student) • “I Forgot My Phone” (video; http://www.youtube.com/watch?v=OINa46HeWg8) • Digital projector • Gallery Walk items (for teacher reference; print and post items in advance) • Domain-Specific Vocabulary anchor chart (new; teacher-created) • “Teens and Decision Making: What Brain Science Reveals” (one per student) • Model Domain-Specific Vocabulary anchor chart (for teacher reference) • Informational Text Structure Map graphic organizer (one per 	<p>1. Opening</p> <p>A. Entry Task (8 minutes) B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Gallery Walk (10 minutes) B. “Teens and Decision Making” (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Introducing the Neurologist’s Notebook (5 minutes) 4.</p> <p>4. Homework</p> <p>A. Read “The Teen Brain—It’s Just Not Grown Up Yet” and use the questions that are to the right of the text to help you synthesize your learning. Fill out neurologist’s notebook #1.</p>	<p>Objectives</p> <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) 7.RI.KID.1 • I can determine a theme or the central ideas of informational text. (RI.7.2) 7.RI.KID.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) 7.RI.KID.5 • I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2) 7.SI.CC.2 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Notices and Wonders note catcher • Domain-Specific Vocabulary anchor chart <p>Protocols</p> <ul style="list-style-type: none"> • Gallery Walk protocol 	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: In lesson one, students will need to learn how the brain works before they can learn how the brain is affected.</p> <p>Notes: <i>Distribute “Teens and Decision Making: What Brain Science Reveals” This gives them important information regarding the adolescent brain.</i></p>

<p>student and one to display)</p> <ul style="list-style-type: none">• Document camera• Informational Text Structure Map graphic organizer (model, for teacher reference)• Neurologist's notebook #1 (one per student)• "Teen Brain—It's Just Not Grown Up Yet": Text and Questions (one per student)• Neurologist's notebook #1 (answers; for teacher reference)			
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<p><u>Lesson 2</u></p> <p>Identifying Main Ideas and Supporting Details: What's Going on in the Teenage Brain?</p> <p><u>Lesson Vocabulary</u> (from "Teens and Decision Making") neural impulse (para. 9), axons (para. 10), dendrites (para. 10), synapse (para. 10), myelination (para. 11), synaptic pruning (para. 11), brain pathways (para. 12); (from homework) reckless, localization, regenerate, solidifies</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Thinking Logs (one per student) • Brain Development anchor chart—student version (one per student) Brain Development anchor chart (new; co-created with students in Work Time A) • Document camera • Model Brain Development anchor chart (for teacher reference) • "Teens and Decision Making: What Brain Science Reveals" (from Lesson 1; one per student) • Domain-Specific Vocabulary anchor chart (begun in Lesson 1) • Understanding Axons, Dendrites, and Synaptic Pruning: A Vocabulary Play (10 copies; one copy for each character in the play) • Model Domain-Specific 	<p>1. Opening</p> <ul style="list-style-type: none"> • Entry Task: Thinking Logs (10 minutes) <p>2. Work Time</p> <p>A. Introducing the Brain Development Anchor Chart (10 minutes) B. Vocabulary in Action (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Brain Development Anchor Chart (10 minutes)</p> <p>4. Homework</p> <p>A. Read "What's Going On in Your Brain?" by Linda Bernstein. Complete neurologist's notebook #2.</p>	<p>Objectives</p> <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) 7.RI.KID.1 • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 7.L.VAU.4 • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) 7.RI.CS.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Neurologist notebook #1 (from homework) • Thinking Logs <p><u>Protocols</u> None</p>	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: Work Time B focuses on RI 7.4 and L 7.4 and will help students grasp difficult and technical scientific terms in an engaging and kinesthetic way.</p> <p>Notes: <i>To transition smoothly to this activity, be sure to prepare the materials in advance.</i></p>
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<p>Vocabulary anchor chart (for teacher reference)</p> <ul style="list-style-type: none">• Note cards or sticky notes (one per student)• “What’s Going On in Your Brain?” (one per student) • Neurologist’s notebook #2 (one per student)• Neurologist’s notebook #2 (answers, for teacher reference)			
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<p><u>Lesson 3</u> Comparing Text to Multimedia: Understanding How the Brain Changes</p> <p><u>Lesson Vocabulary</u> compare, impact, abstract thinking, maturity, unrestrained</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Self-assessment (one per student and one to display) <p>Document camera Brain Development anchor chart— student version (begun in Lesson 2) Informational Text Structure Map graphic organizer (from Lesson 1) Informational Text Structure Map graphic organizer (model, for teacher reference; from Lesson 1)</p> <ul style="list-style-type: none"> • Brain Development anchor chart (begun in Lesson 2) • Model Brain Development anchor chart (for teacher reference) • Neurologist’s notebook #3 (one per student) • Neurologist’s notebook #3 (answers, for teacher reference) • “Teens and Decision Making: What Brain Science Reveals” (from Lesson 1) • “The Child’s Developing Mind”: Comparing Text to Multimedia (one per student) • “The Child’s Developing Mind”: Comparing Text to Multimedia (answers, for teacher reference) • “The Child’s Developing Mind”: Comparing Text to Multimedia interactive feature (multimedia; http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html) • Interactive white board or computer 	<p>1. Opening A. Entry Task: Self-Assessment (5 minutes) B. Adding to Anchor Chart (5 minutes)</p> <p>2. Work Time A. Analyzing Main Idea in “Teens and Decision Making” (15 minutes) B. Comparing Text to an Interactive Version of Text (19 minutes)</p> <p>3. Closing and Assessment A. Previewing Homework (1 minute)</p> <p>4. Homework A. Read the end of the article “What You Should Know about Your Brain.” Start at the section titled “The Limbic System: Your Emotional Core.” Complete neurologist’s notebook #4 only for the section “Dopamine: Feeling Good Makes You Learn.”</p>	<p>Objectives</p> <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.). (RI.7.7) 7.RI.KID.1 • I can analyze impact of the techniques unique to each medium. (RI.7.7) 7.RI.IKI.7 • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) 7.RI.KID.1 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Neurologist’s notebook #2 (from homework) • Neurologist’s notebook #3 • “The Child’s Developing Mind”: Comparing Text to Multimedia <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson three, students return to the article “Teens and Decision Making” for the final time in this lesson. Continuing their learning around RI.7.1 and scaffolding toward SL. 7.2, they analyze the main idea and supporting details of this text by completing a neurologist’s notebook entry, This is a difficult assignment, and time is given for students to amend and deepen their thinking.</p> <p>Notes: <i>If you collect the neurologist’s notebook entry today, be sure to have it ready to return in Lesson 4, as students will need it to complete the homework for that lesson.</i></p>
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<p>screen/projector (to display interactive feature)</p> <ul style="list-style-type: none">• “What You Should Know about Your Brain” (one per student)• Neurologist’s notebook #4 (one per student)• Neurologist’s notebook #4 (answers, for teacher reference)			
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<p><u>Lesson 4</u> Analyzing the Main Idea in Video: Understanding the Limbic System</p> <p><u>Lesson Vocabulary</u> dopamine, striatum</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Thinking Logs (begun in Lesson 2) • Domain-Specific Vocabulary anchor chart (begun in Lesson 1) • Model Domain-Specific Vocabulary anchor chart (for teacher reference) • Brain Development anchor chart—student version (begun in Lesson 2) • Document camera • Analyzing the Main Idea and Supporting Details in Video note-catcher (one per student and one for display) • “Insight into the Teenage Brain” TedX Talk featuring Dr. Adriana Galván (video; http://tedxtalks.ted.com/video/InsightInto-the-Teenage-Brain;search%3Atag%3A%22tedxyouth-caltech%22) • Technology to display video • “Insight into the Teen Brain” Teaching Guide (for teacher reference) • Model Analyzing the Main Idea and Supporting Details in Video note-catcher (for teacher reference) <ul style="list-style-type: none"> • Comparing Text to Video (one to display) • Model Brain Development anchor chart (for teacher reference) • Brain Development anchor chart (begun in Lesson 2) • Homework: Summarizing Main Idea and Supporting Details (one per student) 	<p>1. Opening A. Entry Task: Thinking Log (5 minutes)</p> <p>2. Work Time A. Analyzing Main Idea in Video (33 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Thinking Log (7 minutes)</p> <p>4. Homework A. Using your neurologist’s notebook as a resource, complete the Homework: Summarizing Main Idea and Supporting Details.</p>	<p>Objectives I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</p> <p>7.SL.CC.2</p> <ul style="list-style-type: none"> • I can explain how ideas presented in different media and formats clarify a topic, text, or issue. (SL.7.2) <p>7.SL.CC.2</p> <ul style="list-style-type: none"> • I can analyze impact of the techniques unique to each medium. (RI.7.7) 7.RI.IKI.7 • I can adjust my writing practices for different timeframes, tasks, purposes, and audiences. (W.7.10) 7.W.RW.10 <p><u>Ongoing Assessment</u></p> <p>Thinking Logs</p> <p>Protocol Exit Ticket</p>	<p><u>Work Time A</u></p> <p>Reason: In this lesson focuses on SL.7.2, a standard that students have not worked with in other modules. Although analyzing the main idea and supporting details is not a new skill, applying it to the video they watch in this lesson adds a new dimension. Students’ familiarity with the neurologist notebook will help them with their work on this new standard because it is structurally the same as the Main Ideas and Supporting Details note-catcher, which they use in this lesson (applied to video).</p> <p>Notes: <i>Students add to their Thinking Logs for both the entry ticket and exit ticket. Be sure those are accessible.</i></p>
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<p>Lesson 5 Mid-Unit Assessment: “Development of the Young Brain”</p> <p>Lesson Vocabulary There is no new vocabulary for this lesson.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Video: “Development of the Young Brain” (http://www.nimh.nih.gov/media/video/giedd.shtml.) (see Teaching Notes) • Digital projector • Analyzing the Main Idea and Supporting Details: Partner Practice (one per student) • Analyzing the Main Idea and Supporting Details: Partner Practice (answers, for teacher reference) • • Mid-Unit 1 Assessment: Analyzing “Development of the Young Brain” (one per student) • Mid-Unit 1 Assessment: Analyzing “Development of the Young Brain” (answers, for teacher reference) • Homework: Summarize Your Learning (one per student) • Excerpt 1 of “The Digital Revolution and the Adolescent Brain Evolution” (one per student) • Neurologist’s notebook #5 (one per student) • Neurologist’s notebook #5 (answers, for teacher reference) 	<p>1. Opening A. Preliminary Viewing of Video (5 minutes)</p> <p>2. Work Time A. Practicing with a Partner (15 minutes) B. Mid-Unit Assessment (25 minutes)</p> <p>3. Closing and Assessment A. None</p> <p>4. Homework A. Complete the Homework: Summarize Your Learning. Also read Excerpt 1 of “The Digital Revolution and the Adolescent Brain Evolution.” Complete neurologist’s notebook #5.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can compare and contrast different media versions of informational text. (RI. 7.7) 7.RI.IKI.7 • I can analyze impact of the techniques unique to each medium. (RI.7.7) 7.RI.IKI.7 • I can analyze the main ideas and supporting details presented in different media and formats. (SL. 7.2) 7.SL.CC.2 • I can explain how ideas presented in different media and formats clarify a topic, text or issue. (SL. 7.2) 7.SL.CC.2 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Homework: Summarizing Main Idea and Supporting Details (from Lesson 4) • Mid-Unit 1 Assessment • Analyzing the Main Idea and Supporting Details: Partner Practice <p>Protocols None</p>	<p>Work Time B <u>Work Time A</u></p> <p>Reason: This lesson is the Mid-Unit 1 Assessment, which centers on SL.7.2 and RI. 7.7. Students view a video and analyze the main idea and supporting details. Students are given an opportunity to practice with a partner before the assessment begins.</p> <p>Notes: <i>Note that students watch the same video “Development of the Young Brain” for both their practice and the assessment.</i></p>
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<p><u>Lesson 6</u> Close Reading: Excerpt 2 of “The Digital Revolution and the Adolescent Brain Evolution”</p> <p><u>Lesson Vocabulary</u> theorized, abstract, brain plasticity; (from Excerpt 2): adaptable, vessels orbiting, entail (section 1), epigenetic, noteworthy (section 2), plastic brain (section 3), advent, physiology (section 4), specialized, gray matter volume, trajectory, cortical gray matter volume, complementary (section 5)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Independent reading books (various titles; one per student; see Teaching Notes) • Digital projector • “Students and Technology: Constant Companions” (multimedia feature; http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology) (From The New York Times, November 20, 2010 © 2010 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.) • Document camera • Digital Revolution Text Structure graphic organizer (one to display) • Posted question from Excerpt 1 (see Teaching Notes, “in advance,” above) • Excerpt 2 of “The Digital Revolution and the Adolescent Brain Evolution” (one per student) • Excerpt 2 of “The Digital Revolution 	<p>1. Opening A. Book Frenzy (13 minutes)</p> <p>2. Work Time A. Introducing the Digital Revolution (7 minutes) B. Excerpt 2: Text-Dependent Questions (20 minutes)</p> <p>3. Closing and Assessment A. Adding to the Anchor Chart (5 minutes)</p> <p>4. Homework A. Catch up on any reading from the first part of this unit. B. Read your independent reading book.</p>	<p>Objectives</p> <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) 7.RI.KID.1 • I can determine a theme or the central ideas of informational text. (RI.7.2) 7.RI.KID.2 • I can read above-grade-level texts with scaffolding and support. (RI.7.10) 7.RI.RRTC.10 • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 7.L.VAU.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Homework: Summarize Your Learning (from Lesson 5) • Excerpt 2 of “The Digital Revolution and the Adolescent Brain Evolution” text-dependent questions <p><u>Protocols</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: “The Digital Revolution and the Adolescent Brain Evolution” is a challenging text. Reading complex texts with the proper scaffolding can increase students’ stamina. To help students be successful, you should read each excerpt aloud twice. You will have the opportunity to model strategies for attacking difficult texts—like identifying vocabulary, paraphrasing long sentences, and rephrasing the main idea.</p> <p>Notes: <i>Collect the “Summarize Your Learning” homework from Lesson 5 and use it to identify students who may need some additional instruction to understand the basics of brain development before moving on to how brain science relates to the digital revolution.</i></p>
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<p>and the Adolescent Brain Evolution” text-dependent questions (one per student; one to display) • Excerpt 2 of “The Digital Revolution and the Adolescent Brain Evolution” Close Reading Guide (for teacher reference)</p> <ul style="list-style-type: none"> • Domain-Specific Vocabulary anchor chart (begun in Lesson 1) • Model Domain-Specific Vocabulary anchor chart (for teacher reference) • Brain Development anchor chart—student version (begun in Lesson 2) • Brain Development anchor chart (begun in Lesson 2) • Model Brain Development anchor chart (for teacher reference) 			
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<p><u>Lesson 7</u> Close Reading: Excerpt 3 of “The Digital Revolution and the Adolescent Brain Evolution”</p> <p>Lesson Vocabulary (from Excerpt 3): socioeconomic, ubiquitous (section 2), encompass, interpersonal formats, infinitely scalable (section 3), predominant molecular currency, nucleus accumbens, commonality (section 4)</p> <p>Materials:</p> <ul style="list-style-type: none"> Analyzing the Evidence entry task (one per student) Excerpt 3 of “The Digital Revolution and the Adolescent Brain Evolution” (one per student) Excerpt 3 of “The Digital Revolution and the Adolescent Brain Evolution” text-dependent questions (one per student; one to display) • Excerpt 3 of “The Digital Revolution and the Adolescent Brain Evolution” Close Reading Guide (for teacher reference) Document camera Brain Development anchor chart—student version (begun in Lesson 2) Brain Development anchor chart (begun in Lesson 2) Model Brain Development anchor chart (for teacher reference) Notices and Wonders note-catcher (begun in Lesson 1) “Students and Technology: 	<p>1. Opening A. Analyzing the Evidence Entry Task (5 minutes)</p> <p>2. Work Time A. Close Reading of Excerpt 3 (18 minutes) B. Revisit Gallery Walk (15 minutes)</p> <p>3. Closing and Assessment A. Thinking Log (7 minutes)</p> <p>4. Homework A. Read Homework: Excerpt 4 of “The Digital Revolution and the Adolescent Brain Evolution” and answer the questions. B. Continue to read your independent reading book.</p>	<p>Objectives</p> <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) 7.RI.KID.1 I can read above-grade-level texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 7.L.VAU.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) 7.RI.CS.5 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Excerpt 3 of “The Digital Revolution and the Adolescent Brain Evolution” text-dependent questions Thinking Logs <p>Protocols None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This excerpt centers on the effects of video games on the brain. Because students will be reading several texts in Unit 2 about video games, today’s learning will be important.</p> <p>Notes: <i>Be sure to take the time in Work Time A to record key information on the class Brain Development anchor chart.</i></p>
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<p>Constant Companions” (multimedia feature; http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology) (From The New York Times, November 20, 2010 © 2010 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.)</p> <ul style="list-style-type: none">• Digital projector• Gallery Walk items (from Lesson 1)• Thinking Log (begun in Lesson 2)• Homework: Excerpt 4 of “The Digital Revolution and the Adolescent Brain Evolution” (one per student)			
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<p><u>Lesson 8</u> Close Reading: Excerpt 5 of “The Digital Revolution and the Adolescent Brain Evolution”</p> <p><u>Lesson Vocabulary</u> <i>No new vocabulary</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Unit 1 Vocabulary Quiz-Quiz-Trade cards (one card per student) • Domain-Specific Vocabulary anchor chart (optional; begun in Lesson 2) • Analyzing the Main Ideas: Sam Crocker (one per student) • “Students and Technology: Constant Companions” (multimedia feature; http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology) (From The New York Times, November 20, 2010 © 2010 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.) • Digital projector • Analyzing the Main Ideas: Sam Crocker (answers, for teacher reference) • Excerpt 5 of “The Digital Revolution and the Adolescent Brain Evolution” (one per 	<p>1. Opening A. Entry Task: Defining Vocabulary Words from Unit 1 (2 minutes) B. Sharing Unit 1 Vocabulary (6 minutes) C. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time A. Analyzing the Main Idea (7 Minutes) B. Excerpt 5: Text-Dependent Questions (18 minutes)</p> <p>3. Closing and Assessment A. Thinking Logs (4 minutes) B. Adding to the Brain Development Anchor Chart (6 minutes)</p> <p>4. Homework A. Continue reading your independent reading book.</p>	<p>Objectives</p> <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) 7.RI.KID.1 • I can read above-grade-level texts with scaffolding and support. (RI.7.10) 7.RI.RRTC.10 • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 7.L.VAU.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Homework: Excerpt 4 of “The Digital Revolution and the Adolescent Brain Evolution” • Excerpt 4 text-dependent questions • Thinking Logs <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Quiz-Quiz-Trade 	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: This excerpt centers on social interaction in the digital world. As this is their third encounter with the text-dependent question activity, students will work more independently today.</p> <p>Notes: <i>Students will add “if/then” statements to their Brain Development anchor chart.</i></p>
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<p>student)</p> <ul style="list-style-type: none">• Excerpt 5 of “The Digital Revolution and the Adolescent Brain Evolution” text-dependent questions (one per student; one to display) • Excerpt 5 of “The Digital Revolution and the Adolescent Brain Evolution” Close Reading Guide (for teacher reference)• Document camera• Thinking Logs (begun in Lesson 2)• Model Brain Development anchor chart (for teacher reference)• Brain Development anchor chart—student version (begun in Lesson 2)• Brain Development anchor chart (begun in Lesson 2)• Note cards or sticky notes (two per student pairs)			
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<p><u>Lesson 9</u> Analyzing Main Ideas and Supporting Details: “Growing Up Digital”</p> <p><u>Lesson Vocabulary</u> stark, gratification, stimuli, tension</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Digital projector “Students and Technology: Constant Companions” (multimedia feature; http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology) (From The New York Times, November 20, 2010 © 2010 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.) “Growing Up Digital” (one per student) Definitions in “Growing Up Digital” (for teacher reference) Text-Dependent Questions: “Growing Up Digital” (one per student) Text-Dependent Questions: “Growing Up Digital” (answers, for teacher reference) Neurologist’s notebook #5 (one per student and one for display) Neurologist’s notebook #5 (answers, for teacher reference) 	<p>1. Opening A. Listening for Gist: “Growing Up Digital” (10 minutes)</p> <p>2. Work Time A. Reading Closely: “Growing Up Digital” (15 minutes) B. Analyzing the Main Idea: “Growing Up Digital” (15 minutes)</p> <p>3. Closing and Assessment A. “Attention Economy,” “Growing Up Digital,” and End Reflection (5 minutes)</p> <p>4. Homework A. Continue reading your independent reading book and study for the end of unit assessment in the next lesson. Be sure to bring your independent reading book to class.</p>	<p>Objectives</p> <ul style="list-style-type: none"> I can determine a theme or the central ideas of an informational text. (RI.7.2) 7.RI.KID.2 I can analyze the development of a theme or central idea throughout the text. (RI.7.2) 7.RI.KID.2 I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) 7.RI.KID.1 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Text-Dependent Questions: “Growing Up Digital” Reflection Grid <p><u>Protocols</u> None</p>	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: Work Time B is devoted to analyzing the main idea and the structure of the text.</p> <p>Notes: <i>Students complete a Reflection Grid in the Closing. Be ready to return Homework: Excerpt 4 of “The Digital Revolution and the Adolescent Brain Evolution” from Lesson 8 because students will need it for today’s lesson.</i></p>
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<ul style="list-style-type: none">• Document camera• Reflection Grid (one per student)			
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<p><u>Lesson 10</u> End of Unit Assessment: Analyzing an Informational Text</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment: “You Trouble” (assessment text; one per student) • End of Unit 1 Assessment: “You Trouble” (answers, for teacher reference) • Thinking Logs (begun in Lesson 2) • Independent Reading Check-in (one per student) 	<p>1. Opening A. Reviewing the Learning Targets (3 minutes) B. Introducing the End of Unit 1 Assessment (2 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment (35 minutes)</p> <p>3. Closing and Assessment A. Thinking Log (5 minutes)</p> <p>4. Homework A. Complete the Independent Reading Check-in.</p>	<p>Objectives</p> <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) 7.RI.KID.1 • I can determine a theme or the central ideas in informational text. (RI.7.2) 7.RI.KID.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) 7.RI.CS.5 • I can acquire and use accurately grade appropriate general academic and domain-specific words and phrases. (L.7.4) 7.L.VAU.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment <p><u>Protocols</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: In this lesson students take the End of Unit 1 Assessment. Just as they have been doing in each lesson in this unit, they analyze the main idea of an informational text. The text today is “You Trouble” by Justin O’Neill.</p> <p>Notes: <i>The overall grading system and the date of return of this assessment have been left to the discretion of the teacher.</i></p>
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Seventh Grade Module 4: Screen Time and the Developing Brain

Unit 2 Overview

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).

Mid-Unit 2 Assessment: 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.

Part I: Tracing and Evaluating Arguments

Part 1 of this assessment centers on ELA CCSS 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.

Part II: Research Task: Comparing and Contrasting Texts

Part 2 of this assessment centers on ELA CCSS 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.

End-of-Unit 1 Assessment: Making a Claim about the AAP Recommended Screen Time

<p><u>Lesson 1</u> Analyzing Interactions: Launching the Unit</p> <p><u>Lesson Vocabulary</u> AAP (American Academy of Pediatrics), pediatrician, screen time, peer review, substantially, prosocial, penetration, necessitates, mitigate</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Speaking and Listening anchor chart (new, teacher-created) • AAP Policy Statement: “Children, Adolescents, and the Media” (one per student) • Text-Dependent Questions: Introduction to the “AAP Policy Statement: Children, Adolescents, and the Media” (one per student) • Close Reading Guide: Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media” (for teacher reference) • AAP Policy Statement note-catcher (one per student) • Explanation of the AAP Recommendation Process (one per student and one to display) • Document camera • Position Paper Prompt anchor chart (new, teacher-created) • Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1) • Assessing Sources document (one per student and one to print and ideally enlarge as 	<p>1. Opening</p> <p>A. Unpacking Learning Targets/Introducing the Triad Talk (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read/Jigsaw: The AAP Recommendation for Screen Time (25 minutes) B. Review AAP Recommendation Process/Introduce Prompt (5 minutes) C. Mini Lesson: Credible Sources (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Is the AAP Recommendation a Credible Source? (5 minutes)</p> <p>4. Homework</p> <p>A. Fill in neurologist’s notebook #6. B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) 7.RI.KID.3 • I can evaluate the credibility and accuracy of each source. (W.7.8) 7.W.RBPK.2 <p><u>Ongoing Assessment</u></p> <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 <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Jigsaw • Triad Talks 	<p><u>Work Time A</u> <u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: In this lesson, students examine the actual AAP recommendation. They then look at the process the AAP uses to create its recommendations. This not only gives authenticity to the unit, but also highlights the importance of evidentiary argument in real-world applications. Finally, the writing prompt is introduced.</p> <p><i>Notes: For independent reading throughout this unit, students may continue to read their self-selected books. Or some students may choose to re-read the articles that the class read together in lessons.</i></p>
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<p>anchor chart) Assessing Sources anchor chart (see above)</p> <ul style="list-style-type: none">• Neurologist's notebook #6 (one per student)			
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<p><u>Lesson 2</u></p> <p>Logic and Argument: Evaluating the Argument in “Beyond the Brain”</p> <p><u>Lesson Vocabulary</u> argument writing, informational writing, claim, evidence, evaluate, sound reasoning, unsound reasoning, relevant, sufficient, logical; captivate, refute</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Document camera • Argument A (one to display) • Argument B (one to display) • Evaluating an Argument anchor chart (new; co-created with students in Work Time A; see blank example in supporting materials) • Evaluating an Argument anchor chart (model, for teacher reference) • “Beyond the Brain” (one per student and one to display) • Text-Dependent Questions: “Beyond the Brain” (one per student) • Close Reading Guide: “Beyond the Brain” (for teacher reference) • Tracing an Argument note-catcher (one per student and one to display) • Tracing an Argument note-catcher (answers, for teacher reference) 	<p>1. Opening</p> <p>A. Reviewing Learning Target/Evaluating a Flawed Argument: Argument A (5 minutes)</p> <p>2. Work Time</p> <p>A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (10 minutes) C. Text-dependent Questions for “Beyond the Brain” (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preview Homework: Tracing an Argument Note catcher for “Beyond the Brain” (10 minutes)</p> <p>4. Homework</p> <p>A. Finish page 1 of the Tracing the Argument note catcher for “Beyond the Brain.” B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.7.8) 7.RI.IK1.8 • I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) 7.RI.IK1.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Neurologist’s Notebook #6 (from homework) • Answers to Text-Dependent Questions: “Beyond the Brain” <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson draws on students’ understanding of main idea and supporting details from the previous unit but marks a shift in genre that students are reading.</p> <p><i>Notes: In advance: – Create a blank Evaluating an Argument anchor chart (see supporting materials).</i></p>
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<p><u>Lesson 3</u> Evaluating an Argument: “Is Google Making Us Stupid?”</p> <p><u>Lesson Vocabulary</u> sound reasoning, unsound reasoning, relevant, claim, reason, evidence</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Tracing an Argument note-catcher (for “Beyond the Brain”; answers for Part 2, for teacher reference) • “Is Google Making Us Stupid?” (one per student) • Document camera • Tracing an Argument note-catcher (two copies per student) • Tracing an Argument note-catcher (for “Is Google Making Us Stupid—YES?”; answers, for teacher reference) • Tracing an Argument note-catcher (for “Is Google Making Us Stupid—NO”; answers, for teacher reference) • Brain Development anchor chart—student version (from Unit 1, Lesson 2) • Model Brain Development anchor chart (for teacher reference) 	<p>1. Opening</p> <p>A. Revisiting Homework (10 minutes)</p> <p>2. Work Time</p> <p>A. Tracing an Argument in “Is Google Making Us Stupid—YES” (15 minutes) B. Tracing an Argument in “Is Google Making Us Stupid—NO” (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Brain Development Anchor Chart: “Is Google Making us Stupid?” (5 minutes)</p> <p>4. Homework</p> <p>A. Fill out your Thinking Log for Lesson 3. How did today’s reading help clarify your thinking about the issue of screen time? B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can outline a speaker’s argument and specific claims. (SL.7.3) 7.SL.CC.3 • I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3) 7.SL.CC.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) 7.RI.IK1.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Tracing an Argument note-catcher, Part 1 (from homework) • Thinking Log <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: Work Time A guides students through using the note-catcher on the “YES” portion of the “Is Google Making Us Stupid?” article.</p> <p>Notes: <i>In advance: Determine pairs for the Closing activity.</i></p>
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<p><u>Lesson 4</u> Finding Relevant Information and Asking Research Questions: The Benefits of Video Games</p> <p><u>Lesson Vocabulary</u> overarching research question, supporting research questions</p> <p><u>Materials:</u> Thinking Logs (from Unit 1, Lesson 2)</p> <ul style="list-style-type: none"> Overarching Research Question anchor chart (new; teacher-created) Researcher's roadmap (one per student and one to display as an anchor chart) • Researcher's notebook (one per student and one to display) Teacher Guide: Researcher's notebook (answers, for teacher reference) Sticky notes "The Many Benefits, for Kids, of Playing Video Games" (one per student and one to display) Document camera Research Questions Selected Response (one to display) Brain Development anchor chart (begun in Unit 1, Lesson 2) Model Brain Development anchor chart (for teacher reference) 	<p>1. Opening</p> <p>A. Thinking Log: Personal Reflection on Video Game Use (5 minutes)</p> <p>2. Work Time</p> <p>A. Introducing the Overarching Research Question: Reviewing the Researcher's Roadmap and Notebook (10 minutes) B. "The Many Benefits, for Kids, of Playing Video Games" (17 minutes) C. Supporting Research Questions (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Brain Development Anchor Chart (5 minutes)</p> <p>4. Homework</p> <p>A. Complete Section 1 of the researcher's notebook.</p>	<p>Objectives</p> <ul style="list-style-type: none"> I can conduct short research projects to answer a question. (W.7.7) 7.WRBPK.7 I can generate additional questions for further research. (W.7.7) 7.WRBPK.7 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Thinking Log from Lesson 3 (from homework) Researcher's notebook, section 1 (completed for homework) <p><u>Protocols</u></p> <ul style="list-style-type: none"> Give One, Get One, Move On 	<p><u>Work Time A</u> <u>Work Time C</u> <u>Work Time B</u></p> <p>Reason: This lesson is students' formal introduction to the overarching research question of the unit: "What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?" The overarching research question serves as the "big idea" for students' research; it will serve as the lens through which the research is focused, as the focus questions have done in previous writing assignments</p> <p><i>Notes: The overarching research question should be referred to regularly throughout instruction as a means of anchoring students' work.</i></p>
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<p><u>Lesson 5</u> Paraphrasing and Evaluating Sources: “Gaming Can Make a Better World”</p> <p><u>Lesson Vocabulary</u> consequence, paraphrase</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task, Lesson 5 (one per student) Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1) • Researcher’s notebook (from Lesson 4) Video clip 1: “Gaming Can Make a Better World” (00:00-3:06; see Teaching Notes) • Video clip 2: “Gaming Can Make a Better World” (6:54–11:06; see Teaching Notes) • Teacher Guide: Researcher’s Notebook (from Lesson 4, for teacher reference) • “Video Games Benefit Children, Study Finds” (one per student) • Exit ticket: Practicing Paraphrasing (one per student) 	<p>1. Opening</p> <p>A. “What Is a Consequence?” (7 minutes)</p> <p>2. Work Time</p> <p>A. Review: How to Paraphrase (5 minutes) B. “Gaming Can Make a Better World” (24 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Homework Read-aloud (5 minutes) B. Exit Ticket: Practice Paraphrasing (4 minutes)</p> <p>4. Homework</p> <p>A. Read “Video Games Benefit Children, Study Finds” and add to researcher’s notebook, Section 3.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can gather relevant information from a variety of sources. (W.7.8) 7.WRBPK.8 • I can evaluate the credibility and accuracy of each source. (W.7.8) 7.WRBPK.8 • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) 7.WRBPK.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher’s notebook, section 1 (from homework) • Researcher’s notebook, section 2 • Exit ticket <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Exit ticket 	<p><u>Work Time B</u> <u>Work Time A</u></p> <p><u>Reason:</u> “Gaming Makes a Better World” is an engaging but lengthy video. Given time constraints, students focus on the aspects of the video that most clearly delineate the speaker’s claim (Clip 1) and evidence for the claim (Clip 2).</p> <p><u>Notes:</u> <i>This researcher’s notebook entry is formatted a little differently to help students analyze the argument presented in the video.</i></p>
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<p><u>Lesson 6</u> Contrasting Evidence: “Games Can Make a Better World” and “Video Games Benefit Children, Study Finds”</p> <p><u>Lesson Vocabulary</u> contrast</p> <p><u>Materials</u> Entry task, Lesson 6 (one per student) Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1) Venn diagram (one per student and one to display) Document camera Researcher’s notebook (from Lesson 4) Venn diagram (answers, for teacher reference) Four Types of Evidence/Identify the Evidence note-catcher (one per student and one to display) Four Types of Evidence/Identify the Evidence note-catcher (Side B; answers, for teacher reference) Colored pencils (four per student, each of the four a different color) Venn diagram reflection questions (one per student and one to display) Venn diagram reflection questions (answers, for teacher reference) “Why Facebook Could Actually Be Good for Your Mental Health” (one per student) Model Brain Development anchor chart (for teacher reference)</p>	<p>1. Opening</p> <p>A. Entry Task: Defining Contrast (2 minutes)</p> <p>2. Work Time</p> <p>A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute) B. Contrasting Researcher’s Notebook Sections 2 and 3 Using Venn Diagram (8 minutes) C. Analyzing Evidence on the Venn Diagram and Reflection Questions (27 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Homework Read-aloud and Reviewing Learning Target (7 minutes)</p> <p>4. Homework</p> <p>A. Read “Why Facebook Could Actually Be Good for Your Mental Health” and fill in Section 4 of your researcher’s notebook.</p>	<p>Objectives</p> <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) 7.RI.IKI.9 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Researcher’s notebook, section 3 (from homework) Venn diagram and Venn diagram reflection questions <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time C</u> <u>Work Time B</u></p> <p>Reason: In this lesson, Venn diagrams are used as a tool for students to examine the evidence in both the video and the article. However, students may not have used one or may not have participated in previous modules. The lesson is written specifically to address those who may not have used this type of graphic organizer before; as always, use your professional judgment to determine whether any part of the lesson needs to be modified for students who may not be familiar with certain classroom materials, protocols, or routines.</p> <p>Notes: <i>Preview the lesson carefully in advance to envision the logistics.</i></p>
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<p><u>Lesson 7</u> Evaluating Sources, Continued: The ONLINE EDUCA Debate 2009 (Part 2 of 10)</p> <p><u>Lesson Vocabulary</u> positive consequences, virtual</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task, Lesson 7 (one per student) • Class set of dictionaries or computers with Internet access • Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1) • Researcher's notebook (from Lesson 4) • Teacher Guide: Researcher's Notebook (from Lesson 4) • Document camera • Brain Development anchor chart (from Unit 1, Lesson 2) • Model Brain Development anchor chart (for teacher reference) • The ONLINE EDUCA Debate 2009 (Part 2 of 10; from 00:00-3:03; see Teaching Notes) • Digital projector • Speaking and Listening anchor chart (from Lesson 1) • "Attached to Technology and Paying the Price" (one per student and one to display) • Evolution" (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Dictionary Definitions (10 minutes) B. Homework Review (9 minutes)</p> <p>2. Work Time</p> <p>A. Brain Development Anchor Chart (10 minutes) B. The ONLINE EDUCA Debate 2009 (Part 2 of 10) (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Domain-Specific Vocabulary Chart (1 minute)</p> <p>4. Homework</p> <p>A. Read "Attached to Technology and Paying the Price." B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <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) 7.L.VAU.4 • I can gather relevant information from a variety of sources. (W.7.8) 7.W.RBPK.8 • I can evaluate the credibility and accuracy of each source. (W.7.8) 7.W.RBPK.8 • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) 7.W.RBPK.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher's notebook, section 4 (from homework) • Venn diagram (from Lesson 6) <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson completes the arc of pro-screen time argument texts and begins the arc of anti-screen time argument texts (Lessons 7–8 and Part II of the Mid-Unit 2 Assessment). Here, the screen time issues of face-to-face social impact and distraction are addressed by the texts. This balance of argumentative texts ensures that students have a wide and diverse set of information on which to draw when they make the final decision as to what position they will take on the recommendation for screen time in Lesson 17</p> <p>Notes: <i>In advance: Have dictionaries or computers accessible for the entry task.</i></p>
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<p><u>Lesson 8</u> Using Effective Search Terms: Researching Screen Time</p> <p><u>Lesson Vocabulary</u> <i>There is no new vocabulary for this lesson.</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Speaking and Listening anchor chart (from Lesson 1) • Projector and computer • “Attached to Technology and Paying the Price” (from Lesson 7) • Text-Dependent Questions: “Attached to Technology and Paying the Price” (one per student and one to display) • Document camera • Close Reading Guide: “Attached to Technology and Paying the Price” (for teacher reference) • Researcher’s notebook (from Lesson 4) • Four Types of Evidence/Identify the Evidence note-catcher (from Lesson 6) • Evaluating an Argument anchor chart (from Lesson 6) • Venn diagram (one per student) • Exit Ticket: Lesson 8 (one per student) 	<p>1. Opening</p> <p>A. Triad Talk: Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud of “Attached to Technology and Paying the Price” with Text-Dependent Questions (15 minutes)</p> <p>B. Contrasting Authors’ Use of Evidence (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Using Search Terms Effectively (15 minutes)</p> <p>4. Homework</p> <ul style="list-style-type: none"> • Finish adding “Attached to Technology and Paying the Price” into the researcher’s notebook, Section 6. • B. Continue independent reading (at least 20 minutes). 	<p>Objectives</p> <ul style="list-style-type: none"> • I can gather relevant information from a variety of sources. (W.7.8) 7.W.RBPK.8 • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) 7.W.RBPK.8 • I can use search terms effectively. (W.7.8) 7.W.RBPK.8 <p><u>Ongoing Assessment</u></p> <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 <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Triad Talk 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson ties in with the concept of cascading consequences, which will be introduced in Lesson 13.</p> <p>Notes: <i>Be sure to preview Lesson 13 in advance, so you can foreshadow ideas from that future lesson as you move through the article read here in Lesson 8.</i></p>
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<p><u>Lesson 9</u> Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 1</p> <p><u>Lesson Vocabulary</u> accuracy, credibility</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Independent Reading Check-in (one per student) • Researcher’s roadmap (from Lesson 1; one to display) • Researcher’s notebook (begun in Lesson 4; one per student) • Assessing Sources document (from Lesson 1; one new blank copy per student) 	<p>1. Opening</p> <p>A. Independent Reading Check-in (10 minutes)</p> <p>2. Work Time</p> <p>A. Preparing for Internet Research (5 minutes) B. Internet Research (28 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk: Challenges of Online Research (2 minutes)</p> <p>4. Homework</p> <p>A. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can gather relevant information from a variety of sources. (W.7.8) 7.W.RBPK.8 • I can use search terms effectively. (W.7.8) 7.W.RBPK.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher’s notebook, sections 7-9 <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Turn and Talk 	<p><u>Work Time B</u> <u>Work Time</u></p> <p>Reason: In this lesson, students begin working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.</p> <p>Notes: <i>If computer or Internet access is not possible in your classroom, consider arranging a visit to your school’s library or computer lab or a public library.</i></p>
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<p><u>Lesson 10</u> Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 2</p> <p><u>Lesson Vocabulary</u> student-selected vocabulary</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Researcher’s notebook (begun in Lesson 4) • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1) • Assessing Sources document (from Lesson 1; one new blank copy per student) • Exit Ticket: Next Steps (one per student) 	<p>1. Opening</p> <p>A. Vocabulary Entry Task (5 minutes)</p> <p>2. Work Time</p> <p>A. Setting Purpose for Research (5 minutes) B. Internet Research (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Next Steps (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can gather relevant information from a variety of sources. (W.7.8) 7.W.RBPK.8 • I can use search terms effectively. (W.7.8) 7.W.RBPK.8 • I can evaluate the credibility and accuracy of each source. (W.7.8) 7.W.RBPK.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher’s notebook, sections 7-9 • Assessing Sources document • Exit Ticket: Next Steps <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Exit Ticket 	<p><u>Work Time</u> <u>Work Time</u></p> <p>Reason: In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.</p> <p>Notes: <i>In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.</i></p>
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<p><u>Lesson 11</u> Mid-Unit Assessment, Part I: Tracing and Evaluating Arguments</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Evaluating an Argument I Have/Who Has? cards (one set of six cards per triad) • Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video (one per student) • “Can You Unplug for 24 Hours?” (assessment text; one per student) • Video: “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’” (see link in Teaching Notes, above) Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video (answers, for teacher reference) • Thinking Logs (from Unit 1, Lesson 2) 	<p>1. Opening A. Entry Task: Evaluating an Argument I Have/Who Has? (5 minutes) B. Reviewing the Learning Targets/Introducing MidUnit 2 Assessment, Part 1 (5 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment, Part 1 (30 minutes)</p> <p>3. Closing and Assessment A. Thinking Log (5 minutes)</p> <p>4. Homework A. Read in your independent reading book for 20 minutes.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.7.8) 7.RI.IK1.8 • I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) 7.RI.IK1.8 • I can outline a speaker’s argument and specific claims. (SL.7.3) 7.SL.CC.3 • I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3) 7.SL.CC.3 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 2 Assessment, Part 1 <p><u>Protocols</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: This lesson includes the Mid-Unit 2 Assessment, Part 1, which assesses SL.7.3 and RI.7.8. To help students reach mastery of these standards, they independently complete a Tracing an Argument note-catcher for both a text and a video. This task calls upon them to employ the skills that they have been practicing.</p> <p>Notes: <i>Students return to their Thinking Logs, begun in Unit 1 and last used in Lesson 4 of this unit.</i></p>
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<p><u>Lesson 12</u> Mid-Unit Assessment, Part II: Research Task: Comparing and Contrasting Texts</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Can You Unplug for 24 Hours?” (assessment text from Lesson 11; one per student) • Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (one per student) • Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (answers, for teacher reference) • New York State 2-point rubric (for teacher reference) 	<p>1. Opening</p> <p>A. Entry Task (15 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 2 Assessment, Part 2 (28 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Collect Assessments (2 minutes)</p> <p>4. Homework</p> <p>A. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <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) 7.RI.IK1.9 • I can conduct short research projects to answer a question. (W.7.7) 7.W.RBPK.7 • I can generate additional questions for further research. (W.7.7) 7.W.RBPK.7 • I can gather relevant information from a variety of sources. (W.7.8) 7.W.RBPK.8 • I can use search terms effectively. (W.7.8) 7.W.RBPK.8 • I can evaluate the credibility and accuracy of each source. (W.7.8) 7.W.RBPK.8 • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) 7.W.RBPK.8 • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) 7.L.VAU.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 2 Assessment, Part 2 <p><u>Protocols</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: Students will complete Mid-Unit 2 Assessment, Part II, which assesses RI.7.9, W.7.7, W.7.8, and L.7.4. In this assessment, students compare two texts. One of the texts is “Can You Unplug for 24 Hours?” from Mid-Unit 2 Assessment, Part I.</p> <p>Notes: Consider giving struggling students more time to complete the assessment</p>
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<p><u>Lesson 13</u> Forming a Research-Based Claim: Introducing Stakeholders and Consequences</p> <p><u>Lesson Vocabulary</u> consequence; effect, result, or outcome; cascading</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Getting an After-School Job (one per student) • Image of a waterfall (one to display) • Sample Cascading Consequences Chart: Getting an After-School Job (one per student) • Document camera • Position Paper Prompt anchor chart (from Lesson 1) • AAP Policy Statement: “Children, Adolescents, and the Media” (from Lesson 1) • Image of a pioneer stakeholder (one to display; see Teaching Notes) • “Is Google Making Us Stupid?” text and note-catcher (from Lesson 3) • Cascading Consequences chart for teens on screens (blank; one to display) • Model Cascading Consequences chart for teens on screens (for teacher reference) • Model Cascading Consequences Think-Aloud (for teacher reference) • Listing Consequences (one per student) • 8.5- by 14-inch (legal size) paper (one piece per student) • Researcher’s notebooks (begun in Lesson 4; one per student) • Brain Development anchor chart—student version (begun in Unit 1, Lesson 2) 	<p>1. Opening</p> <p>A. Revisiting Essay Prompt; Reviewing Learning Targets (10 minutes)</p> <p>B. Revisiting AAP Recommendation and Introducing Stakeholders (8 minutes)</p> <p>2. Work Time</p> <p>A. Modeling Creating a Cascading Consequences Chart for Teens on Screens (10 minutes)</p> <p>B. Creating a Cascading Consequences Chart for Teens on Screens (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete the Cascading Consequences you began in class. Aim to have at least five cascading consequence chains</p> <p>B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 7.W.RBPK.9 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher’s notebook, all sections <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson will help students prepare their research for both a Fishbowl discussion (in Lesson 16) and the eventual position paper/essay in Unit 3, in which they will answer this prompt: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”</p> <p>Notes: <i>If you have not done so already, preview Unit 3 and the Final Performance Task (in Module overview documents), in order to be more oriented to this culminating task.</i></p>
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<p><u>Lesson 14</u> Forming a Research-Based Claim: Comparing Cascading Consequences</p> <p><u>Lesson Vocabulary</u> intended, unintended</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Colored pencils (two different colors for each student) • Sample Comparing Risks and Benefits chart for an after-school job (one per student and one to display) • Document camera • Position Paper Prompt anchor chart (from Lesson1) • Comparing Risks and Benefits chart for teens on screens (one per student and one to display) • Sample Comparing Risks and Benefits chart for teens on screens (for teacher reference) • Model Comparing Risks and Benefits Chart Think-Aloud (for teacher reference) • Researcher’s notebook (begun in Lesson 4; one per student) • “Learning to Make Decisions Systematically” article (optional; see Homework, Meeting Students’ Needs column) 	<p>1. Opening</p> <p>A. Triad Talk: Revisiting Homework and Coding Consequences (15 minutes) B. Reviewing Learning Target; Introducing Comparing Risks and Benefits Chart (3 minutes)</p> <p>2. Work Time</p> <p>A. Modeling Comparing Risk and Benefits Chart (10 minutes) B. Creating the Comparing Risk and Benefits Chart (10 minutes) C. Adding to the Comparing Risks and Benefits Chart: Partner Work (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (2 minutes)</p> <p>4. Homework</p> <p>A. Complete the Comparing Risks and Benefits for Teens on Screens chart. B. Continue independent reading (at least 20 minutes).</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 7.W.RBPK.9 • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 7.SL.PKI.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Cascading Consequences chart for teens on screens (from homework) • Comparing Risks and Benefits char <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Triad Talk 	<p><u>Work Time A</u> <u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: This lesson follows a similar format to Lesson 13. Since this is the first time students work with this type of chart, their work is highly scaffolded, with you modeling using the Cascading Consequences chart begun in Lesson 13. Be sure to read through the detailed think aloud and to try the activity yourself first to get an idea of the thinking involved.</p> <p>Notes: <i>Encourage students to return to their original texts at any point for any clarification they require.</i></p>
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<p><u>Lesson 15</u> Forming a Research-Based Claim: Analyzing Risks and Benefits for Stakeholder</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Thinking Logs (from Unit 1, Lesson 2; one per student) Cascading Consequences in Action (one per student and one to display) Position Power-Talk: Source Checklist (one per student) Comparing Risks and Benefits charts for teens on screens (from Lesson 14) Position Paper prompt anchor chart (from Lesson 1) Blank chart paper (one piece per group of four) Markers (one per group of four) Table cards (one per group of four) Discussion protocols (one per group of four) World Café protocol directions (one to display; see Appendix) Document camera Teens and Screens Fishbowl graphic organizer, Parts I and II (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Thinking Log (5 minutes) B. Previewing the Cascading Consequences in Writing (5 minutes)</p> <p>2. Work Time</p> <p>A. Position Power-Talk: World Café (22 minutes) B. Debrief (3 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Starting the Fishbowl Graphic Organizer (10 minutes)</p> <p>4. Homework</p> <p>A. Finish the Fishbowl graphic organizer.</p>	<p>Objectives</p> <ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 7.W.RBPK.9 I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (RI.7.9a, SL.7.2a) 7.RI.IK1.9a, 7.SL.CC.2a I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 7.SL.PKI.4 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Students' discussion during World Café <p>Protocol</p> <ul style="list-style-type: none"> World Café 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In Work Time A, students grapple with the risks and benefits as they practice the speaking and listening skills they will be assessed on in the upcoming Fishbowl.</p> <p>Notes: <i>Encourage students to return to their original texts at any point for any clarification they require.</i></p>
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<p><u>Lesson 16</u> End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl on Screen Time and Adolescents</p> <p><u>Lesson Vocabulary</u> advocate</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Assignment cards (optional; for teacher use) • Fishbowl Statement (one per student) Teens and Screens Fishbowl graphic organizer, Parts I and II (from Lesson 15; one per student) • Fishbowl Prep: Teacher Model (for teacher reference) • Discussion protocols (from Lesson 15; one to display) • Document camera • End of Unit 2 Assessment, Part 1 (one per student and one to display) • End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference) 	<p>1. Opening</p> <p>A. Fishbowl Statement (5 minutes) B. Reviewing Learning Targets and Teacher Modeling (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes) B. Reflection and Transition (3 minutes) C. End of Unit Assessment, Part 1B: Fishbowl (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflection (2 minutes)</p> <p>4. Homework</p> <p>A. Continue independent reading (at least 20 minutes). There will be an independent reading check-in tomorrow.</p>	<p>Objectives</p> <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) 7.SL.PKI.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) 7.SL.CC.1 and 7.SL.CC.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) 7.RI.IKI.9a and 7.SL.ILI.9a • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Fishbowl graphic organizer (from homework) • Fishbowl Statement • End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Fishbowl protocol 	<p><u>Work Time A</u> <u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: This lesson is in many ways a culmination and celebration of the reading and research students have done thus far in this unit. It provides an opportunity for each student to share his or her learning aloud with the class, as well as to learn from classmates' research before committing to a position. The students are put into like-minded groups intentionally to encourage them to work together to deepen their arguments.</p> <p>Notes: <i>Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the presentation of a visual aid (Lessons 18 and 19) based on students' research and the Fishbowl discussion.</i></p>
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<p><u>Lesson 17</u> Choosing a Position: Screen Time and Adolescents</p> <p><u>Lesson Vocabulary</u> <i>There is no new vocabulary for this lesson.</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Comparing Risks and Benefits chart for teens on screens (from Lesson 14; one per student) • Position Paper Prompt anchor chart (from Lesson 1) • Brain Development anchor chart (from Unit 1, Lesson 2) Fishbowl Statement (from Lesson 16; returned here with feedback) • Probing questions (one to display) • Document camera • Decision Statement graphic organizer (one per student) • Thinking Logs (from Unit 1, Lesson 2; one per student) 	<p>1. Opening</p> <p>A. Entry Task: Independent Reading Check-in (15 minutes) B. Reviewing Learning Targets (1 minute)</p> <p>2. Work Time</p> <p>A. Choose a Position (10 minutes) B. Decision Statement Graphic Organizer (14 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Thinking Log and Share Out (5 minutes)</p> <p>4. Homework</p> <p>A. Finish your Decision Statement graphic organizer in preparation for your presentation. Review your sources.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 7.W.RBPK.9 • I can self-select a text based on personal preferences and read it independently. (RI.7.11a) 7.RI.RRTC.11 • I can read grade-level literary texts proficiently and independently. (RL.7.9) 7.RL.IKI.9 • I can read grade-level informational texts proficiently and independently. (RI.7.9) 7.RL.IKI.9 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Thinking Log <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Fishbowl 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson serves as the transition between exploring whether or not to raise the AAP's screen time recommendation to endorsing one side or the other.</p> <p>Notes: Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the presentation of a visual aid (Lessons 18 and 19) based on students' research and Fishbowl discussion.</p>
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<p><u>Lesson 18</u> Using Multimedia in Presentations: Preparing to Present Claims</p> <p><u>Lesson Vocabulary</u> visual display</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task, Lesson 18 (one per student) • End of Unit 2 Assessment, Part 1 (from Lesson 16; returned with teacher feedback) • End of Unit 2 Assessment, Part 2 (one per student; see Teaching Notes) • Sample visual display (one for display) Document camera • Sample Decision Statement graphic organizer (for teacher reference; see Teaching Notes) • Blank 8.5- by 11-inch paper (at least one sheet per student) 	<p>1. Opening</p> <p>A. Entry Task (6 minutes)</p> <p>2. Work Time</p> <p>A. Creating Visual Displays (25 minutes) B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete your visual display and practice your presentation. B. Continue independent reading (at least 20 minutes).</p>	<p><u>Objectives</u></p> <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) 7.SL.PKI.5 • I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4) 7.SL.PKI.4 • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 7.RL.IKI.9 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Visual display <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson is a recap of the communication skills assessed in the end of unit assessment.</p> <p>Notes: <i>Part II of the End of Unit Assessment is distributed today for review and practice purposes only. You will not collect this until the end of Lesson 19.</i></p>
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<p><u>Lesson 19</u> End of Unit Assessment, Part 2: Presenting a Claim</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Decision Statement graphic organizer (from Lesson 17; one per student) Visual displays (from Lesson 18; students' own) End of Unit 2 Assessment, Part 2: Presenting a Claim (for teacher reference; one to display; see Teaching Notes) Exit ticket (one per student) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 2 Assessment, Part 2: Presenting a Claim (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Catch up on any outstanding homework from Unit 2. B. Continue independent reading (at least 20 minutes).</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4) 7.SL.PKI.4 I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) 7.SL.PKI.4 I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5) 7.SL.PKI.5 I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6) 7.SL.PKI.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) 7.RI.IKI.9a, 7.SL.PKI.9a <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Visual display End of Unit 2 Assessment, Exit ticket <p><u>Protocols</u></p> <ul style="list-style-type: none"> Exit ticket 	<p><u>Work Time A</u></p> <p>Reason: In this lesson, students engage in the End of Unit 2 Assessment, Part 2. They previewed this during Lesson 18. This assessment focuses on SL.7.4, SL.7.5, SL.7.6, RI.7.9a, and SL.7.2a. Because students are being assessed on their speaking skills, a checklist rather than a rubric is used. The purpose of a checklist is to facilitate teacher recording of skills during the presentation itself.</p> <p>Notes: <i>In advance: Decide how best to do presentations in your classroom.</i></p>
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Seventh Grade Module 4A: Culminating Project: Recommended Screen Time Position Paper and Visual

Unit 3 Overview

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.

Final 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.

Mid-Unit 3 Assessment First Draft of Position Paper

This assessment centers on CCSS 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?"

End of Unit 3 Assessment Final Draft of Position Paper and Reflection on the Writing Process

This assessment has two parts. In Part 1, students turn in their final revised, edited position paper, which is assessed for CCSS 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 CCSS W.7.5.

<p><u>Lesson 1</u> Analyzing a Model Position Paper: “Facebook: Not for Kids”</p> <p><u>Lesson Vocabulary</u> sustainable, advocates, low-flow shower heads, appliances, textile, wet-processing</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Writing Improvement Tracker (begun in Module 1; students’ own copies) • Model position paper “Facebook: Not for Kids” (one per student) • Getting the Gist of the Model Position Paper (one per student) • Getting the Gist of the Model Position Paper (for teacher reference) • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1) • Model Position Paper Planner (one per student and one to display; see Teaching Notes) • Model Position Paper Planner (for teacher reference) • TN Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version) (one per student and one to display) Document camera • Exit Ticket: What Will Be the Most Difficult Aspect of Writing 	<p>1. Opening</p> <p>A. Entry Task: Writing Improvement Tracker, Module 4A Reflections (7 minutes) B. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Examining a Model Position Paper: First Read and Partner Discussion (20 minutes) B. Analyze the Model Paper Using the Argument Rubric (11 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (2 minutes) B. Review Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Look through your research and identify three reasons you will address in your position paper. B. Reread the model and underline where the author explained the brain science specifically</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.7.8) 7.RI.IK1.8 • I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) 7.RI.IK1.8 • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 7.L.VAU.6 <p><u>Ongoing Assessment</u></p> <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” <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Exit Ticket 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This lesson begins the scaffolding toward writing a draft of the position paper, a type of argument essay that will be the Mid-Unit 3 Assessment in Lesson 5</p> <p>Notes: <i>Be sure students have their Writing Improvement Trackers, and/or go to EngageNY.org or commoncoresuccess.elschools.org to locate copies of this tracker and print it out for students again.</i></p>
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<p>This Paper? (one per student)</p> <ul style="list-style-type: none">• Researcher's notebook (from Unit 2, Lesson 4; returned with teacher feedback)			
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<p><u>Lesson 2</u> Scaffolding for Essay: Planning Body Paragraphs for Position Paper</p> <p><u>Lesson Vocabulary</u> <i>There is no new vocabulary for this lesson.</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Relationship between Reading, Research, and Writing (one per student) • Steps to Writing a Position Paper Anchor Chart (one to display) • Learning target cards (one set cut out to display) • Position Paper Planner (one per student and one to display) • Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (from Lesson 1; one per student) • Researcher’s notebook (from Unit 2, Lesson 3) • Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (one per student) • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2) 	<p>1. Opening</p> <p>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes) B. Reviewing Learning Targets and Introducing Steps to Writing a Position Paper Anchor Chart (7 minutes)</p> <p>2. Work Time</p> <p>A. Plan Body Paragraphs (20 minutes) B. Independent Reading Check-in (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</p> <p>4. Homework</p> <p>A. Finish planning body paragraphs. Use your researcher’s notebook to assist you. B. Read your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) 7.W.PDW.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) 7.W.PDW.5 • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 7.L.VAU.6 • I can use resources to build my vocabulary. (L.7.6) 7.L.VAU.6 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Underlined Model position paper (from homework) • Position Paper Planner <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Exit Ticket 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: This Position Paper Planner builds from the essay planner used in Modules 1–3. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay</p> <p>Notes: <i>If you would like to offer more structure, consider requiring that they acknowledge counterclaims in particular paragraphs—for example, either the introduction or the conclusion.</i></p>
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<p><u>Lesson 3</u> Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion</p> <p><u>Lesson Vocabulary</u> <i>There is no new vocabulary for this lesson.</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Position Paper Planner (from Lesson 2) • Steps to Writing a Position Paper anchor chart (from Lesson 2, one to display) • Model position paper “Facebook: Not for Kids” (from Lesson 1) • Exit Ticket: Where Are We in Steps to Writing a Position Paper? (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Read through the Plan (5 minutes) B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Explain the Body Paragraphs (15 minutes) B. Plan the Introduction and Conclusion (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)</p> <p>4. Homework</p> <p>A. Finish the Position Paper Planner. B. Read your independent reading book</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) 7.W.PDW.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) 7.W.PDW.5 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Position Paper Planner <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Exit Ticket 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In this lesson, students talk through their body paragraphs with a partner to articulate and solidify their ideas.</p> <p>Notes <i>If students cannot articulate their own ideas they likely do not understand their ideas well enough to write clearly about them. It is through explaining their ideas that they also clarify and sometimes even construct new understandings so their writing can be clearer.</i></p>
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<p><u>Lesson 4</u> Scaffolding for Position Paper: Peer Feedback and Citing Sources</p> <p><u>Lesson Vocabulary</u> applicable, claim, evidence, parentheses</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Position Paper Planner (from Lesson 2) • Peer Feedback Form (two per student) • Peer Feedback Guidelines (one per student and one to display) • Document camera • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1) • Peer Feedback protocol (one to display) • MLA Citation Reference Sheet: Works Cited Page (one per student and one to display) • MLA Citation Reference Sheet: In-Text Citations (one per student and one to display) • MLA Book Citation Scramble (one per triad of students) • MLA Book Citation Scramble (answers, for teacher reference) • MLA Citation Chart (one per student) • MLA Citation Chart: Teachers' Guide (for teacher reference) • MLA Citation Reference Sheet: In-Text Citations 	<p>1. Opening</p> <p>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</p> <p>2. Work Time</p> <p>A. Peer Feedback Pairs (30 minutes) B. Mini Lesson: MLA Format (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Was Your Prediction Correct? (1 minute) B. Collect Position Paper Planners (1 minute)</p> <p>4. Homework</p> <p>A. Complete the MLA Citation Reference Sheet: In-Text Citations practice questions. B. Draft a Works Cited page for your position paper. C. Reread the model essay "Facebook: Not for Kids." Highlight where the author explains the background on brain science.</p>	<p>Objectives</p> <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) 7.W.PDW.5 • I can use a standard format for citation. (W.7.8) 7.W.RBPK.8 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Position Paper Planner • Peer Feedback Form <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In the previous lesson, students were asked to talk through and improve their body paragraphs. Today, students complete this process by summarizing the entire paper for two peers. The peers provide feedback by completing feedback response forms, which they then give to the writer.</p> <p>Notes: <i>If needed, shorten the length of Work Time A might to review the model and mini lessons centered on its components.</i></p>
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<p>Practice Questions (one per student)</p> <ul style="list-style-type: none">• MLA Citation Reference Sheet: In-Text Citations Practice Questions (answers, for teacher reference)• Model position paper "Facebook: Not for Kids" (from Lesson 1)			
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<p>Lesson 5 Mid-Unit Assessment: Drafting the Position Paper</p> <p>Lesson Vocabulary There is no new vocabulary for this lesson.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Computers • Position Paper Planner (from Lesson 4; returned here with teacher feedback) • Researcher’s notebook (from Unit 2, Lesson 3) • Model position paper “Facebook: Not for Kids” (from Lesson 1; one to display) • Mid-Unit 3 Assessment: Position Paper Prompt (one per student) Document camera • TN Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version; from Lesson 1; for teacher reference) • Independent Reading Cheat Sheet Planner (one per student) 	<p>1. Opening</p> <p>A. Entry Task (3 minutes) B. Model Read-aloud (3 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 3 Assessment: First Draft of Position Paper (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Collect First Draft Position Papers (4 minutes)</p> <p>4. Homework</p> <p>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) 7.W.TTP.1 • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) 7.W.PDW.4 • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) 7.W.RBPK.9 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Position Paper draft <p>Protocols None</p>	<p>Work Time</p> <p>Reason: In this lesson, students write the draft of their position paper about a screen time recommendation for the AAP. In the previous four lessons, students used the planner to shape their paper, organize evidence from their researcher’s notebook, and critique one another’s work. At this point, students need time to craft their essay.</p> <p>Notes: Consider posting a list of the resources available to help students write their essays.</p>
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<p><u>Lesson 6</u> Independent Reading: Final Product</p> <p><u>Lesson Vocabulary</u> cheat sheet, evaluative/evaluate</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task, Lesson 6 (one per student) • Independent Reading Cheat Sheet: Final Copy (one per student) • Drawing supplies such as markers, crayons, and colored pencils (one set per student) • Cheat Sheet Interest List (one per student) • Model position paper “Facebook: Not for Kids” (from Lesson 1) 	<p>1. Opening</p> <p>A. Entry Task: Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes) B. Final Copy of the Independent Reading Cheat Sheet (20 minutes) C. Gallery Walk (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the model position paper “Facebook: Not for Kids.” Circle each time the author uses a cautionary tone or star each “if/then” construction you find.</p>	<p>Objectives</p> <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) 7.RL.RRTC.11b • I can read grade-level informational texts proficiently and independently. (RI.7.10) 7.RI.RRTC.10 • I can select evidence from literary or informational texts to support analysis, reflection and research. (W.7.9) 7.W.RBPK.9 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Independent Reading Cheat Sheet Planner <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: This lesson is the “capstone” for the independent reading students have completed throughout the module. Students step back and take an evaluative approach to the book they have completed by creating a “cheat sheet” to which future students can refer to see if the book is a good match for them</p> <p>Notes: Consider making a cheat sheet yourself—both to serve as a model and to create a “community of learners” in your classroom.</p>
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<p><u>Lesson 7</u> End of Unit Assessment, Part 1: Revising Claims and Evidence Based on Feedback</p> <p><u>Lesson Vocabulary</u> There is no new vocabulary for this lesson.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Steps to Writing a Position Paper anchor chart (begun in Lesson 2) Argument Writing Rubric (from Unit 2, Lesson 1; one per student) • Mid-Unit 3 Assessment: Position Paper draft (from Lesson 5; returned in this lesson with teacher feedback) • Different colored pens, highlighters, or markers (one per student) • End of Unit 3 Assessment, Part 1: Position Paper Prompt (similar to Lesson 5; one per student) • Document camera • Performance Task Description (one per student) • Performance Task Sample (one per student) • Performance Task Template (one per student) • Computers • Large chart paper (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Process Teacher Feedback (4 minutes) B. Reviewing the Learning Target (1 minute)</p> <p>2. Work Time</p> <p>A. End of Unit 3 Assessment, Part 1: Revise Position Paper (28 minutes) B. Introduction to Performance Task (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding the Claim to the Performance Task (2 minutes)</p> <p>4. Homework</p> <p>A. Finish revising your position paper based on the first two rows of the rubric.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) 7.W.PDW.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) 7.W.PDW.5 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 3 Assessment, Part 1: Position Paper <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In this lesson, students revising the first drafts of their position papers with your support.</p> <p>Notes: Consider involving the librarian/media specialist if possible, as well as support staff, to support students in the revision process during this class period.</p>
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<p><u>Lesson 8</u> End of Unit Assessment, Part 1, Continued: Revising Vocabulary and Conventions</p> <p><u>Lesson Vocabulary</u> concise</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Steps to Writing a Position Paper anchor chart (from Lesson 2) • Argument Writing Rubric (from Lesson 1) • Colored pens, highlighters, or markers (a new color for each student) • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2) • Researcher's notebook (from Unit 2, Lesson 4) • Performance Task Description (from Lesson 7; one per student) • Performance Task Template (from Lesson 7; one per student) 	<p>1. Opening</p> <p>A. Entry Task: Review Revisions with Partner (5 minutes) B. Reviewing the Learning Target (1 minute)</p> <p>2. Work Time</p> <p>A. Process Feedback for Vocabulary and Conventions (14 minutes) B. Revise Position Paper (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Add Evidence to the Visual Representation of the Position Paper (10 minutes)</p> <p>4. Homework</p> <p>A. Finish revising your position paper and bring a clean copy to turn in next class.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) 7.W.PDW.4a • With support from peers and adults, I can use a writing process to ensure that purpose and audience have I been addressed. (W.7.5) 7.W.PDW.5 • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 7.L.VAU.6 • I can use resources to build my vocabulary. (L.7.6) 7.L.VAU.6 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 3 Assessment, Part 1: Position Paper <p><u>Protocols</u> None</p>	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: This is the last lesson students are given time to revise their position papers in class,</p> <p>Notes: <i>If students participated in Module 1 and wrote essays on A Long Walk to Water that are still stored somewhere in your classroom or in the students' binders, lockers, or home, ask students to find and bring them to the next class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</i></p>
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<p><u>Lesson 9</u> Finishing the End of Unit Assessment: Final Draft of Position Paper and Reflection on the Writing Process</p> <p><u>Lesson Vocabulary</u> <i>There is no new vocabulary for this lesson.</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • First draft of position paper with teacher feedback (Mid-Unit 3 assessment, from Lesson 5; one per student) • Final draft of position paper (students' own, from Lessons 7-8)) • Position Paper Planners (from Lesson 2; one per student) • Steps to Writing a Position Paper poster (from Lesson 2) • End of Unit 3 Assessment, Part 2: Reflection on the Writing Process (one per student) • End of Unit 3 Assessment: Reflection on the Writing Process: Model Answer for Last Question (for teacher reference; see supporting materials) • Performance Task Template (from Lesson 7) • Computers 	<p>1. Opening</p> <p>A. Entry Task: Prepare for the Assessment (2 minutes) B. Reviewing the Learning Target (1 minute)</p> <p>2. Work Time</p> <p>A. End of Unit 3 Assessment, Part 2: Reflection on the Writing Process (25 minutes) B. Add Images to the Performance Task Template (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Share with a Partner (2 minutes)</p> <p>4. Homework</p> <p>A. Finish adding images to your Performance Task Template.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) 7.W.PDW.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) 7.W.PDW.5 <p><u>Ongoing Assessment</u></p> <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 <p><u>Protocols</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In this lesson, students reflect on the writing process they used to complete their position paper, from planning to revision.</p> <p>Notes: <i>To help students obey copyright law and find open-source images, use Web sites such as http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/ to find easy-to navigate, open-source Web sites with images for student use.</i></p>
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<p><u>Lesson 10</u> Final Performance Task: Sharing Visual Representations of Position Papers</p> <p><u>Lesson Vocabulary</u></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Writing Improv • Final draft of position paper (from Lesson 9; one per student) • Sticky notes (at least 10 per student) • Selection of books from the Module 4A Recommended Texts list, plus other books from all genres about screen time, the influence of technology, brain science, adolescent development, and/or coming-of-age stories 	<p>1. Opening</p> <p>A. Entry Task: Writing Improvement Tracker (15 minutes) B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes) B. One-Word Go-'round (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Books to Think about (10 minutes)</p> <p>4. Homework</p> <p>A. None</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a) 7.W.PDW.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) 7.W.PDW.5 • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) 7.L.VAU.6 <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Performance task: Visual Representation of Position Paper <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Gallery Walk 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In this lesson, students reflect on their growth as writers over the course of the year using their Writing Improvement Trackers (begun in Module 1 and used in each module)</p> <p>Notes: <i>Be sure to locate Writing Improvement Trackers if you have been storing them, or tell students to bring them to class if they have them.</i></p>
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