

Unit 2: Screen Time
7th Grade Language Arts
16 Class Meetings

Created July 2020

Essential Questions

- How has technology impacted the way we interact in the world?
- How does the development of a strong argument help one to become a critical thinker?

Enduring Understandings with Unit Goals

EU 1: Different areas of the teenage brain mature at different rates which leads to profound functional and behavioral implications for teens.

- Examine the development/growth that occurs in the teenage brain.
- Research the positive and negative effects of cell phones, gaming, social media and television on the developing teenage brain.

EU 2: An argument should have sound and relevant support because a position is only as strong as the evidence given to support it.

- Engage in the writing process to compose an argumentative essay.

Standards

Common Core State Standards:

- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text
- **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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- **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. b Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.7.4** I can determine or clarify the meaning of unknown and multiple meaning words using many strategies.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

- **Non-fiction text structures**
- **Teen brain development**
- **Effects of cell phone, social media, gaming, and television on the developing brain**
- **Key Terms:** fact vs. opinion, compare/contrast, summarize, author's point of view, central idea, evaluate, evidence, reasoning, credibility, relevant, argument writing, claim statement, topic sentence, transition
- **Vocabulary:** neurological development, prefrontal cortex, limbic system, dopamine, neurologist, synaptic pruning, brain plasticity, abstract thinking, AAP (American Academy of Pediatrics), pediatrician, screen time, call to action.
- **Grammar:** Sentences (types of sentences, subject/predicate, simple and compound sentences, independent and dependent clauses, sentence, fragment, run-on, dangling and misplaced modifiers)

Interdisciplinary Connection:

- Science-human body systems
- Advisory- Growth Mindset

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Daily Learning Objectives with *Do Now* Activities

Students will be able to...

- Diagram the different parts of the brain and examine their roles.
 - Which lobe of the brain do you find most fascinating and why?
- Evaluate and synthesize author's purpose from informational text.
 - Was the author trying to persuade you or change your mind in the text? Explain.
- Analyze a text to determine its central idea.
 - Identify the central idea by citing evidence from the text.
- Differentiate and identify the types of text structures used by authors.
 - Name two text structures and how they helped you understand the reading.
- Compare and contrast different speaker's points of view about screen time. **
 - How are these author's points of view on video games similar? Different?
- Integrate and organize information from multiple media sources to support a claim.
 - Which articles are you going to use to support your claim?
- Evaluate and interpret an argument independently.
 - Describe a specific paragraph/sentence that left an impression (good or bad) on you. Justify your thinking.
- Generate and organize student data in order to formulate conclusions about their own screen time usage.
 - Do you spend more or less time on certain activities than you thought? What did you learn about yourself?
- Develop and argue a claim using credible and relevant evidence from multiple sources.
 - Did you use sound reasoning and relevant, sufficient evidence to support your claim?
- Compose a five-paragraph essay defending their claim. **
 - Should the AAP keep the recommended daily screen time at two hours or increase it to four hours.
- Critique and provide feedback on a peer essay.
 - Formulate a star and a stair for your partner's essay.
- Create and produce a PSA encompassing data obtained throughout the unit. ***
 - Explain the rationale for your group's PSA.

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Think-Pair-Share
- Journaling
- Graphic Organizer
- Accountable Talk
- Homework
- Word walls with visuals
- Audiobooks

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Assessments

FORMATIVE ASSESSMENTS:

- Text dependent question response
- Text annotations
- Article analysis
- Brain vocabulary
- Journal responses
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Grammar practice
- Graphic organizers
- Homework
- Performance Task- Screen Time PSA
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Habit Tracker
- “Step Away From the Screen” Assessment (IAB)
- Screen Time Essay
- Screen Time PSA
- Sentences Test

Unit Task

Unit Task Name: Screen Time Public Service Announcement

Description: Students will design a PSA (Public Service Announcement) to inform and educate people about an important aspect of screen time. Students will decide who their audience will be (teens or adults) and what their message about screen time will be, based on unit knowledge obtained. Students will use their knowledge of teen brain development and the different effects of screen time to develop their PSA. (EU1) Students will apply techniques learned in their argumentative essay to convince an audience of their position on screen time. (EU2) This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation position papers in a multimedia format.

Evaluation: Summative Assessment and Future Rubric in the 2021-2022 school year.

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Unit Resources

- “Teens and Decision Making” (*NYT Upfront*)
- “What’s Going on in Your Brain?” (Linda Bernstein)
- “What You Should Know About Your Brain” (Judy Willis)
- “You Trouble” (Justin O’Neil)
- “Your Phone Could Ruin Your Life” (Kristin Lewis)
- “AAP Policy Statement: Children, Adolescents, and the Media” (Victor Strasburger and Marjorie Hogan)
- “Guest Opinion: Step Away From the Screen” (Margaret Desler)
- “Tweens and Screens: The Truth About Too Much Screen Time (Adrienne Zembower)
- “What Happens if You Play Too Many Video Games?” (Kim Miller)
- “Why Stop Gaming if It’s So Much Fun?” (Kim Miller)
- “The Benefits and Dangers of Social Media” (Monica Parsons)
- “Are Kids and Cell Phones a Good Mix?” (Core Coaches)
- “Effects of Television on Teenagers” (Sozs)
- Internet Databases
- Worksheets
- Laptops
- SBAC Prep Online