



Marietta City Schools
2023-2024 District Unit Planner

Language Arts 7

Unit title	<i>Reading and Research- Screen Time and the Developing Brain</i>	MYP year	2	Unit duration (hrs)	40
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Literary:

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.7.1)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.7.3)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.7.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.7.4)

I can compare and contrast the structure of multiple texts. (RL.7.5)

I can analyze how different structures impact the meaning and style of a text. (RL.7.5)

I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.7.7)

I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.7.9)

I can read and comprehend literature, including stories, dramas, and poems, in the grades 7–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10).

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas of an informational text.

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.7.2)

I can objectively summarize informational text. (RI.7.2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.7.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.7.4)

I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.7.5).

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.7.4a)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can conduct short research projects to answer a question (including a self-generated question). (W.7.6)

I can use several sources in my research. (W.7.6)

I can generate additional research questions for further exploration. (W.7.7)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

I can write stories, plays, and other works in response to what I have read in literature. (W.7.11b)

Speaking and Listening

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.7.1)

I can express my own ideas clearly during discussions. (SL.7.1)

I can build on others' ideas during discussions. (SL.7.1)

Key concept	Related concept(s)	Global context
Development The act or process of growth, progress or evolution, sometimes through iterative improvements	Context The social, historical, cultural and workplace settings in which a text or work is produced	Scientific and Technical Innovation The impact of scientific and technological advances on communities and environments

Statement of inquiry

The teenage brain is in a period of dynamic growth and change that is unique to this stage of life. Scientific researchers wonder how technology affects the development of adolescents.

Inquiry questions

Factual:

How is the adolescent brain changing?

Conceptual:

How can I make an informed decision about an issue and then effectively argue my position?

Debatable:

Should screen time be limited? Why or why not?

MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. Analyze the effects of the creator’s choices on an audience. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Analyzing</u></p> <ol style="list-style-type: none"> Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intention <p><u>MYP Criterion C: Producing Text</u></p> <ol style="list-style-type: none"> Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Select relevant details and examples to develop ideas. <p><u>MYP Criterion D: Using Language</u></p> <ol style="list-style-type: none"> Students will use appropriate and varied vocabulary, sentence structure and forms of expression. Students will use correct grammar, syntax, and punctuation. 	<p>This 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: <i>“After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a</i></p>	<p><u>Formative Assessment(s):</u></p> <p>Mid Unit 1 - “The Development of the Young Brain”: Listening for Main Idea and Supporting Details</p> <p>This assessment centers on 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.</p> <p>MYP Criteria: A</p> <p>Mid Unit 2 - This is a two-part assessment. Both Parts 1 and 2 share one reading, “Can You Unplug for 24 Hours?” Each part also includes additional video or text.</p> <p>Part I: Tracing and Evaluating Arguments</p> <p>Part 1 of this assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3. Students will watch a video, read a related text, and then trace and evaluate the arguments of both pieces.</p> <p>Part II: Research Task: Comparing and Contrasting Texts</p> <p>Part 2 of this assessment centers on ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. Students will answer selected response and short constructed response questions about two related texts and the research process. Then they compare and contrast the arguments of both pieces.</p> <p>MYP Criteria: A, B</p>

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.

Mid Unit 3 - First Draft of Position Paper

This assessment centers on ELA CCLS RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9. Students will write their best first draft of their position paper in which they craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument. Students will write in response to this prompt: "You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics revisit the recommendation that children older than 2 should spend no more than two hours a day on entertainment screen time. After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?"

_MYP Criteria: A, B, C, D

Summative Assessment(s):

End of Unit 1 - Analyzing the Main Idea and Supporting Details in "You Trouble"

This assessment centers on 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's purpose (RI.7.6), vocabulary (L.7.6), text structure (RI.7.5) and text-based evidence (RI.7.1).

MYP Criteria: A, B, D

End of Unit 2 - Making a Claim about the AAP Recommended Screen Time

Speech Prompt:

		<p>Based on what you saw in The Social Dilemma and/or your own research, do you think there should be a screen time limit for kids your age? Why or why not?</p> <p>Part 1: Fishbowl Discussion</p> <p>Part 2: Position Paper Final Draft</p> <p>Part 3: Visual Representation</p> <p>Students individually present their position in answer to the same question they discussed in Part 1. They will craft and use a visual aid to support their oral presentation.</p> <p>MYP Criteria: A-D</p> <p>Research Paper/Performance Task</p> <p>Students will choose a topic (<i>based on the topic list below and if it's not on the list you must have teacher approval</i>).</p> <p>Students will also choose what kind of product they will create to show their research (<i>based on the product list below and if it's not on the list you must have teacher approval</i>).</p> <p>Topic List: Choose ONE topic and decide what you want to tell people about that topic. Then begin researching it!</p> <ul style="list-style-type: none"> ● Technology addiction ● Advertising (Facebook, YouTube, etc.) ● Apps to limit social media use ● Internet extensions to protect personal data/ limit usage ● Effects of Social media on health (mental, physical, etc.) ● Social media impact on objective truth ● The evolution of _____ (Instagram, Tik Tok, Facebook, Twitter, Snapchat, etc.) ● The Center for Humane Technology ● Fake News
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Approaches to learning (ATL)

List Category:

Communication

Cluster:

Communication Skills

Skill Indicator:

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

List Category:

Thinking

Cluster:

Transfer Skills

Skill Indicator:

Combine knowledge, understanding and skills to create products or solutions

<u>Learning Experiences</u> Add additional rows as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
CLE 1: Background	M4, U1, L1 - Introducing Module 4A; This is Your Brain-Plugged In	Note-catcher Pre-annotated article with probing questions
CLE 2: Core Text Activities	M4, U1, L2 - Identifying Main Ideas and Supporting Details: What’s Going on in the Teenage Brain? M4, U1, L4 - Analyzing the Main Idea in Video: Understanding the Limbic System M4, U1, L6 - Close Reading: Excerpt 2 of “The Digital Revolution and the Adolescent Brain Evolution”	Brain Development anchor chart Domain-Specific Vocabulary anchor chart Compare and Contrast T-Chart
CLE 3: Assessment Preparation	M4, U1, L2 - Identifying Main Ideas and Supporting Details: What’s Going on in the Teenage Brain? M4, U1, L4 - Analyzing the Main Idea in Video: Understanding the Limbic System M4, U1, L9 - Analyzing Main Ideas and Supporting Details: “Growing Up Digital” M4, U2, L2 - Logic and Argument: Evaluating the Argument in “Beyond the Brain”	Brain Development anchor chart Domain-Specific Vocabulary anchor chart Compare and Contrast T-Chart

	<p>M4, U2, L4 - Finding Relevant Information and Asking Research Questions: The Benefits of Video Games</p> <p>M4, U2, L7 - Evaluating Sources: The ONLINE EDUCA Debate 2009 (Part 2 of 10)</p> <p>M4, U2, L8 - Using Effective Search Terms: Researching Screen Time</p>	<p>Overarching Research Question anchor chart</p> <p>Researcher’s Roadmap anchor chart</p> <p>Speaking and Listening Anchor Chart</p>
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Content Resources

Common Anchor Text(s)

1. Scholastic Inc. and National Institute on Drug Abuse, “Teens and Decision Making: What Brain Science Reveals,” in *New York Times Upfront* (Vol. 140, Issue 13), April 14, 2008, 18.
2. Richard Knox, “The Teen Brain: It’s Just Not Grown Up Yet,” National Public Radio, March 1, 2010, as found at <http://www.npr.org/templates/story/story.php?storyId=124119468>.
3. “Cognitive Development: How the teen brain grows” <https://newsela.com/read/lib-adolescent-cognitive-development/id/2001022666>
4. Linda Bernstein, “What’s Going On in Your Brain?” in *Current Health* (Vol. 32, Issue 6), Feb. 2006, 20.
5. Judy Willis, “What You Should Know about Your Brain,” in *Educational Leadership* (Vol. 67, Issue 4), 2009.
6. Tara Parker-Pope, Jon Huang, and Mike Mason, “The Child’s Developing Brain,” interactive feature on NYTimes.com, Sept. 15, 2008, as found at <http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>.
7. Jay N. Giedd, M.D., “Development of the Young Brain” (video), National Institute of Mental Health, May 2, 2011, as found at <http://www.nimh.nih.gov/news/media/video/giedd.shtml>.
8. Joshua Brustein, Matt Richtel, and Erik Olsen, “Students and Technology, Constant Companions,” interactive feature on NYTimes.com, Nov. 20, 2010, as found at <http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology>.
9. Jay N. Giedd, M.D., “The Digital Revolution and Adolescent Brain Evolution,” in *Journal of Adolescent Health* (Vol. 51, Issue 2), Aug. 2012, 101–105.

10. Matt Richtel, "Growing Up Digital," in *Scholastic New York Times Upfront*, Jan. 31, 2011, as found at <https://www.thefreelibrary.com/Growing+up+digital%3A+wired+to+their+cellphones+and+computers%2C+students...-a0248578660>
11. Justin O'Neill, "You Trouble," in *Scholastic Choices*, Sept. 2012.
12. Victor C. Strasburger and Marjorie J. Hogan, "Policy Statement: Children, Adolescents, and the Media," in *Pediatrics* (Vol. 132, Issue 5), Nov. 2013, 958.
13. David Brooks, "Beyond the Brain" in *The New York Times*, June 18, 2003, A25.
14. Nicholas Carr and Peter Norvig, "Is Google Making Us Stupid?" in *New York Times Upfront* (Vol. 143, Issue 3), Oct. 4, 2010, 22.
15. Peter Gray, "The Many Benefits, for Kids, of Playing Video Games," *Psychology Today* online, Jan. 7, 2012, as found at <http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games>.
16. Queensland University of Technology, "Video Games Benefit Children, Study Finds.," *Medical Xpress*, Jan. 16, 2013, as found at <http://medicalxpress.com/news/2013-01-video-games-benefit-children.html>.
17. Sy Mukherjee, "Why Facebook Could Actually Be Good for Your Mental Health," *ThinkProgress*, March 19, 2013, as found at <http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/>.
18. Matt Richtel, "Attached to Technology and Paying a Price," in *The New York Times*, June 7, 2010, A1. https://www.salem.edu/pdfs/academics/teachered/brain_computers.pdf
19. Heidi St. Clair, "Can You Unplug for 24 Hours?" *The Huffington Post*, March 22, 2012, as found at http://www.huffingtonpost.com/heidi-sinclair/national-day-of-unplugging_b_1373187.html.
20. Margaret Desler, M.D., "Guest Opinion: Step Away from the Screen," *Contra Costa Times*, May 2, 2013. <https://www.mercurynews.com/2013/05/02/guest-opinion-step-away-from-the-screen/>

21. Jeffrey Brown, Nicholas Carr, and Mathew Kiely. "Nicholas Carr's 'The Shallows: What the Internet is Doing to Our Brains'". PBS News Hours, August 27, 2010, as found at https://www.youtube.com/watch?v=zGY_RjgISRU

Transcript: <https://www.pbs.org/newshour/arts/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains>

Media Text(s)

22. Adriana Galván, "Insights into the Teen Brain" (video), TedxYouth@Caltech, Jan. 19, 2013, as found at [http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:"tedxyouth-caltech"](http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:).

23. Jane McGonigal, "Gaming Can Make a Better World" (video), Ted Talks, Feb. 2010, as found at http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html.

24. Aric Sigman, "The ONLINE EDUCA Debate 2009 (Part 2 of 10)" (video), Dec. 2009, as found at <http://www.youtube.com/watch?v=GRI4DPu6WGc>.

25. "Look Up" - <https://www.youtube.com/watch?v=Z7dLU6fk9QY>

26. "Can We Autocorrect?" - <https://youtu.be/dRI8ElhrQiQ>

27. *The Social Dilemma* - DocuDrama - Netflix (2020)

