

New York State Common Core

English Language Arts Curriculum



GRADE 7 Module 4A

Unit 3

Student Workbook

Name:

Date:

Prompt:

You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics decide whether or not to make an official endorsement of Facebook’s current policy that children must be 13 in order to get a Facebook account. After examining both the potential benefits and risks of a Facebook account, particularly to the development of the adolescent brain, make a recommendation. Should the American Academy of Pediatrics officially recommend that Facebook raise its minimum age to 18 or endorse the policy as it stands at the age of 13?

In many ways Allison is a normal teenager, except for one. She’s an exceptional texter. In fact, she quite routinely sends over 900 texts a day. Even though Allison’s texting habit may be extreme, her impulse to connect to her peers is not. Teenagers are social. Whether it is due to the evolutionary imperative to find a mate or because they are naturally starting to separate from their parents, teenagers seek out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on steadier “neurological footing” before they begin to navigate the social world of Facebook.

Facebook is not a Web site for someone with limited access to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make sound judgments (Bernstein). Because a teenager’s prefrontal cortex is less developed, he or she is more likely to be impulsive (“Teens and Decision Making”). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish decision online. This is a problem. In real life the consequences for an impulsive, foolish decision may evaporate quickly, but if a person impulsively does something foolish online then that decision can quickly become permanent. It is very easy to make unwise decisions on Facebook. Things like bullying someone, sharing private information, or posting inappropriate pictures can be done, almost without thinking, especially if one’s prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online.

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions (“Teens and Decision Making”). The limbic system is the emotional center of the brain and is also called the “risk and reward” system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic system, is “activated,” it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming “addicted” to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to fall prey to this addiction.

The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is pruning unnecessary synapses and cementing other neurological pathways (“Teens and Decision Making”). A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life (Giedd). However, this skill is not automatic. A teenage brain needs time and practice to build these pathways. There are many social skills that cannot be learned online because they are very subtle and require physical proximity (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. As Facebook becomes more and more popular, teens may use it as a substitute for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.

Model Position Paper: “Facebook: Not for Kids”

Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is lively and evolving part of modern society. However, there are many potential pitfalls on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will mitigate these hazards by giving the adolescent brain time to develop further. The pro-social benefits of Facebook will be there when the teen can more wisely and effectively access them.

Works Cited

Bernstein, Linda. “What’s Going On In There?” *Current Health* 2 Feb 2006: 20-22. Print.

Galvan, Adriana (TEDxYouth@Caltech). “Insights Into the Teen Brain.” 19 Dec 2013. Online video. TED.com. 24 Oct 2013. <<http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain>>.

Giedd, Jay N. “The Digital Revolution and the Evolution of the Adolescent Brain.” *Journal of Adolescent Health* 51.2 (2012): 101-105. Print.

Knox, Richard. “The Teen Brain: It’s Just Not Grown Up Yet.” National Public Radio: Your Health. National Public Radio. 1 March 2010. Web. 24 Oct 2013. <<http://www.npr.org/templates/story/story.php?storyId=124119468>>.

Ritvo, Eva. “Facebook and Your Brain.” *Psychology Today: The Beauty Prescription*. Psychology Today. 24 May 2012. Web. 4 Dec 2013. <http://www.psychologytoday.com/blog/the-beauty-prescription/201205/facebook-and-your-brain>.

Scholastic Inc. and National Institute on Drug Abuse. “Teens and Decision Making: What Brain Science Reveals.” *New York Times Upfront* 14 April 2008: 18.

Getting the Gist of the Model Position Paper

Name: _____

Date: _____

Use this Main Idea/Claim note-catcher to get the gist when you read the model position paper. Remember that the main idea and the details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main Idea/Claim:	
Reason:	Evidence/Reasoning: 
Reason:	Evidence/Reasoning: 
Reason:	Evidence/Reasoning: 
Reason:	Evidence/Reasoning: 

Model Position Paper Planner

Name:

Date:

Focus question: Should the American Academy of Pediatrics officially recommend that Facebook raise its minimum age to 18 or endorse the policy as it stands at the age of 13?

Purpose of position paper: To craft a logical, well-supported argument in favor of increasing or decreasing the minimum age recommended by the American Academy of Pediatrics.

I. Introduction

A. Hook to capture the reader's interest and attention

B. Define the issue of screen time in terms of brain science

C. Claim

Model Position Paper Planner

II. Body Paragraph 1	
First reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

Model Position Paper Planner

III. Body Paragraph 2

Second reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

Model Position Paper Planner

IV. Body Paragraph 3	
Third reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

Model Position Paper Planner

V. Conclusion	
Restate claim and its connection to brain science	
Summarize reasons	
Explain why your view is worth consideration by the reader	

VI. Counterclaim	
What counterclaim(s) will you use in your essay?	
Where in your essay will you acknowledge the counterclaim(s)?	

Where would I like peer feedback on this planner?

1)

2)

NYS Grades 6–8 Expository Writing Evaluation Rubric
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument	W.2 R.1–9	<ul style="list-style-type: none"> —clearly introduces the topic and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the topic —acknowledges counterclaim(s) skillfully and smoothly 	<ul style="list-style-type: none"> — clearly introduces the topic and the claim in a manner that follows from the task and purpose — claim and reasons demonstrate grade-appropriate analysis of the topic —acknowledges counterclaim(s) appropriately and clearly 	<ul style="list-style-type: none"> — introduces the topic and the claim in a manner that follows generally from the task and purpose — claim and reasons demonstrate a literal comprehension of the topic —acknowledges counterclaim(s) awkwardly 	<ul style="list-style-type: none"> — introduces the topic and the claim in a manner that does not logically follow from the task and purpose — claim and reasons demonstrate little understanding of the topic —does not acknowledge counterclaim(s) 	<ul style="list-style-type: none"> — claim and reasons demonstrate a lack of comprehension of the topic or task

NYS Grades 6–8 Expository Writing Evaluation Rubric
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1–9	<p>—develops the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)</p> <p>—sustains the use of varied, relevant evidence</p> <p>—skillfully and logically explains how evidence supports ideas</p>	<p>—develops the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)</p> <p>—sustains the use of relevant evidence, with some lack of variety</p> <p>—logically explains how evidence supports ideas</p>	<p>—partially develops the argument of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>—uses relevant evidence inconsistently</p> <p>—sometimes logically explains how evidence supports ideas</p>	<p>—demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid or irrelevant</p> <p>—attempts to explain how evidence supports ideas</p>	<p>—provides no evidence or provides evidence that is completely irrelevant</p> <p>—does not explain how evidence supports ideas</p>

NYS Grades 6–8 Expository Writing Evaluation Rubric
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3. L.6</p>	<p>—exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibits clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establishes and maintains a formal style using precise language and domain-specific vocabulary</p> <p>—provides a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibits some attempt at organization, with inconsistent use of transitions</p> <p>—establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>—provides a concluding statement or section that follows generally the claim and reasons presented</p>	<p>—exhibits little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>—lacks a formal style, using language that is imprecise or inappropriate for the topic and task</p> <p>—provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibits no evidence of organization</p> <p>—uses language that is predominantly incoherent or copied directly from the research text(s)</p> <p>—does not provide a concluding statement or section</p>

NYS Grades 6–8 Expository Writing Evaluation Rubric
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTION S: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—is minimal, making assessment of conventions unreliable

Entry Task:

Relationship between Reading, Research, and Writing

Name:

Date:

1. How did your reading in Unit 1 help guide your research in Unit 2?

2. How do you think your research in Unit 2 will help you write your position paper in Unit 3?

Steps to Writing a Position Paper Anchor Chart

Prewriting

The thinking before writing

Understand your purpose, audience, and format.
Study the issue using available resources.
Record evidence from credible sources.

Planning

Organizing ideas before writing

Create a prewriting plan.
Write claims with clear reasons and relevant evidence.
Decide what domain-specific vocabulary you might use.

Drafting

Write your ideas in sentences and paragraphs

Follow your prewriting plan.
Write your first draft of your paper.
Make sure you are analyzing your evidence, explaining your thinking about how it develops your reason and claim.

Revising

Improve your ideas

Add a hook, transition words, and domain-specific vocabulary.
Change the order of your claims.
Add, change, clarify, and delete evidence.
Check for sound reasoning as you explain your evidence, and how it develops your reason and claim.

Conventions

Focus on editing and proofreading

Check for errors in grammar, spelling, and capitalization.

Sharing

Present your work

Show your work to an audience.

I can improve my writing through prewriting and planning my position paper.

I can write arguments to support claims with clear reasons and relevant evidence/reasoning in my position paper.

I can discuss new vocabulary that will go into my position paper.

I can write a clear, concise position paper appropriate for the task, purpose, and audience.

Position Paper Planner

Name:

Date:

Focus question: Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?

Purpose of position paper: To craft a logical, well-supported argument in favor of increasing or decreasing the amount of screen time recommended by the American Academy of Pediatrics.

I. Introduction

A. Hook to capture the reader's interest and attention

B. Define the issue of screen time in terms of brain science

C. Claim

II. Body Paragraph 1	
First reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

III. Body Paragraph 2	
Second reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

IV. Body Paragraph 3	
Third reason to support your claim	
Topic sentence	
Evidence/Reasoning 1 (with background on brain science)	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	

V. Conclusion	
Restate claim and its connection to brain science	
Summarize reasons	
Explain why your view is worth consideration by the reader	

Exit Ticket:

What Domain-Specific Words Will You Include in Your Position Paper?

Name:

Date:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Exit Ticket:

Where Are We in Steps to Writing a Position Paper?

Name:

Date:

Step	Completed; In Progress; Not Yet	What Have You Done?
Prewriting		
Planning		
Drafting		
Revising		
Conventions		
Sharing		

Did you include an if/then statement in each paragraph? _____

Did you use a cautious scientific tone (*may, might, could, perhaps, possibly*)? _____

Peer Feedback Form

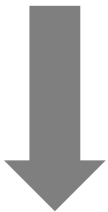
Name: _____

Date: _____

Peer Feedback Form for _____

Below, briefly fill in the graphic organizer according to what you hear your partner read.

Claim:



Reason:

Evidence:



Reason:

Evidence:



Reason:

Evidence:

Now answer these questions using the guidelines on display. The guidelines are also listed on the back of this form.

Was the claim clear?	YES/NO	Explain your "yes" or "no" answer here.	Do you have any questions to ask the reader about the claim?

Peer Feedback Form

<p>Was there enough evidence to support the claim?</p>	<p>YES/NO</p>	<p>Explain your “yes” or “no” answer here.</p>	<p>Do you have any questions to ask the reader about the evidence?</p>
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Peer Feedback Form

<p>Did the evidence support the claim with sound reasoning?</p>	<p>YES/NO</p>	<p>Explain your “yes” or “no” answer here.</p>	<p>Do you have any questions to ask the reader about reasoning?</p>
<p>Is there anything else you wish to discuss with the reader?</p>	<p>YES/NO</p>	<p>Explain your “yes” or “no” answer here.</p>	<p>Do you have any questions to ask the reader about this?</p>
<p>Peer Question 1:</p>	<p>YES/NO (if applicable)</p>	<p>Explain your answer here, using details from the reader’s paragraph.</p>	<p>Do you have any questions to ask the reader about this?</p>
<p>Peer Question 2:</p>	<p>YES/NO (if applicable)</p>	<p>Explain your answer here.</p>	<p>Do you have any questions to ask the reader about this?</p>

Peer Feedback Guidelines

Be ...	Try ...	Instead of ...
<u>Honest.</u>	I didn't hear any supporting evidence, but your claim was very clear.	This was absolutely perfect. Don't change a thing.
<u>Helpful.</u>	I didn't hear any evidence from brain science. Did you make that decision on purpose?	Your evidence is terrible.
<u>Specific.</u>	I didn't understand how talking about birthday parties supports your claim.	Great job! Good! This was confusing. This wasn't good.

Peer Feedback Protocol

1. The presenting student briefly summarizes her paper using the planner, noting explicitly her *claim* and her *evidence*. Peers fill in the graphic organizer accordingly. (2 minutes)
2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)
3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)
4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions. (1 minute)
5. Peers give their feedback forms to the presenting student.

Remember to include all punctuation!

Book:

Author Last Name, First Name.	King, Cookie.
Book Title.	<i>Chocolate Chip Cookies Forever.</i>
City of publication:	Rochester:
Publisher's name,	Cookies Digest,
year of publication.	2013.
Medium of Publication.	Print.

The full citation:

King, Cookie. *Chocolate Chip Cookies Forever.* Rochester: Cookies Digest, 2013. Print.

Magazine:

Author Last Name, First Name.	Monster, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Magazine Name	<i>Cookies Illustrated</i>
day Month year:	2 July 2013:
page number(s).	5–64.
Medium of Publication.	Print.

The full citation:

Monster, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 2 July 2013: 5–64. Print.

MLA Citation Reference Sheet:
Works Cited Page

Article on a Web site:

Author Last Name, First Name (if known).	King, Cookie.
“Publication Title.”	“Chips or Morsels? A Debate.”
Title of Web site.	<i>Cookies Galore.</i>
Name of Sponsoring Institution (if any).	Cookie Institute of America.
day Month year of publication (or last update).	5 May 2012.
Medium of Publication.	Web.
Day/month/year of access.	31 July 2013
<URL>.	< http://CIA.org/cookiesillustrated/5012013 >.

The full citation:

King, Cookie. “Chips or Morsels? A Debate.” *Cookies Galore*. Cookie Institute of America. 5 May 2012. Web. 31 July 2013. <<http://CIA.org/debate/2013>>.

Article from an Online Database:

Author Last Name, First Name.	King, Cookie.
“Article Title.”	“Chocolate Chip Cookies: My Favorite.”
<i>Periodical Title</i> volume.issue (year of publication):	<i>Cookies Illustrated</i> 50.1 (2013):
page(s).	5–64.
Name of Database.	Docutech Database.
Medium of Publication.	Web.
day Month year of access.	31 July 2013.
<URL>.	< http://docutech.org/cookiesillustrated/5012013 >.

The full citation:

King, Cookie. “Chocolate Chip Cookies: My Favorite.” *Cookies Illustrated* 50.1 (2013): 5–64. Docutech Database. Web. 31 July 2013. <<http://SS.org/cookiesillustrated/5012013>>.

Video Found Online:

Author Last Name, First Name; OR Sponsoring Institution's Name.	King, Cookie.
"Video Title."	"Cookie Run."
Date of Video (or last revision).	17 December 2013
Medium of Publication (e.g., "online video clip).	Online video clip
<i>Title of Larger Website Where Clip is Located.</i>	<i>Youtube.</i>
day Month year of access.	18 December 2013
<URL>.	

The full citation:

King, Cookie. "Cookie Run." 17 December 2013. Online video clip. *Youtube*. 18 December 2013.
<<http://www.youtube.com/watch?v=-qTIGg3I5y>>

Special Note for Online Sources

MLA requires that for ALL on line sources, if there is no publisher or publication date listed, this must be indicated in the Works Cited citation. Write "**np**" if no publisher is listed. Write "**nd**" if no publication date is listed.

MLA Citation Reference Sheet:
In-Text Citations

Rule	Example
<p>Provide the last name of the author and the specific page numbers of the source in parentheses.</p>	<p>The teen brain is amazing to behold (Giedd, 24).</p>
<p>If the author’s name or the pages numbers are already given in the body of the sentence, don’t put them in the parentheses.</p>	<p>Sigman believes teens are spending too much time online (122). On page 1, we hear the story of teen texter Anna.</p>
<p>Place the parentheses where there is a pause in the sentence—normally before the end of a sentence or a comma.</p>	<p>Although Johnson is a journalist (56), he also writes science articles about neurology (57).</p>
<p>If you don’t know the name of the author, or there isn’t one, use a short version of the name of your source. Italicize a book name. Put an article title in quotes.</p>	<p>Screen time is dangerous (<i>Texting and Driving</i>, 4). Screen time is useful (“Facebook and Its Uses,” 72).</p>

MLA Book Citation Scramble

Directions: In this packet, you will find all the parts of an accurate MLA magazine citation. Place them in the correct order on your desk. Hint: Watch the punctuation carefully!

:	Bird	Muppet Autobiographies
,	.	“My Life as a Yellow- Feathered Star”
,	.	Big
5–64	2 July 2013	.

MLA Citation Chart

Name: _____

Date: _____

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1 Lesson 1, Lesson 2, Lesson 3	Teen and Decision Making: What Brain Science Reveals	Title: Teen and Decision Making: What Brain Science Reveals. Author: Scholastic Inc. and National Institute on Drug Abuse Source: <i>New York Times Upfront</i> Date published: April 14, 2008 Page: 18	
Unit 1, Lesson 1 Homework	"The Teen Brain: It's Just Not Grown Up Yet"	Title: "The Teen Brain: It's Just Not Grown Up Yet" Author: Richard Knox Website: National Public Radio: Your Health Sponsoring Institution: National Public Radio Date published: March 1, 2010 Today's date: Web address: http://www.npr.org/templates/story/story.php?storyId=124119468 .	
Unit 1, Lesson 2 Homework		Title: "What's Going On in There?" Author: Linda Bernstein Source: Current Health 2 Date published: February 2, 2006 Page: 20-22	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 3	"The Child's Developing Brain"	<p>Title: "The Child's Developing Brain"</p> <p>Author: Tara Parker-Pope, Jon Huang, and Mike Mason</p> <p>Website: New York Times: Health</p> <p>Sponsoring Institution: New York Times</p> <p>Date published: September 15, 2008</p> <p>Today's date:</p> <p>Web address:</p> <p>http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html.</p>	
Unit 1, Lesson 3 Homework	"What You Should Know About Your Brain"	<p>Title: "What You Should Know About Your Brain"</p> <p>Author: Judy Willis</p> <p>Source: Educational Leadership</p> <p>Date published: December 2009</p>	
Unit 1, Lesson 4	Insights Into the Teen Brain" (video)	<p>Title: "Insights Into the Teen Brain"</p> <p>Author: Adriana Galván</p> <p>Sponsoring Institution: TedxYouth@Caltech</p> <p>Larger Website: TED.com</p> <p>Date published: Jan 19, 2013</p> <p>Today's date:</p> <p>Web address:</p> <p>http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:"tedxyouth-caltech".</p>	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 5	"Development of the Young Brain"	<p>Title: "Development of the Young Brain."</p> <p>Author: Jay N Giedd</p> <p>Source: National Institutes of Mental Health</p> <p>Date published: May 2, 2011</p> <p>Today's date:</p> <p>Web address:</p> <p>http://www.nimh.nih.gov/news/media/video/giedd.shtml.</p>	
Unit 1, Lessons 6-8	"Students and Technology, Constant Companions."	<p>Title: "Students and Technology, Constant Companions"</p> <p>Author: Joshua Brustein, Matt Richtel, Erik Olsen</p> <p>Website: New York Times: Technology</p> <p>Sponsoring Institution: New York Times</p> <p>Date published: November 20, 2010</p> <p>Today's date:</p> <p>Web address:</p> <p>http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology.</p>	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 6, 7,8	Excerpts of “The Digital Revolution and The Evolution of the Adolescent Brain”	Title: “The Digital Revolution and the Evolution of the Adolescent Brain.” Author: Jay N Giedd Source: Journal of Adolescent Health (Vol. 51, Issue 2) Date published: August 2012 Pages: 101-105	
Unit 1, Lesson 9	“Growing Up Digital”	Title: “Growing Up Digital” Author: Matt Richtel Website: Scholastic New York Times Upfront Sponsoring Institution: Scholastic, Inc. Date published: January 31, 2011 Today’s Date: Web address: http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 10 End of Unit 1 Assessment	"You Trouble"	Title: "You Trouble" Author: Justin O'Neil Source: Scholastic Choices Date published: September 2012 Pages: 21-23	
Unit 2, Lesson 1	Policy Statement: Children, Adolescents, and the Media.	Title: Policy Statement: Children, Adolescents, and the Media Author: Victor C. Strasburger and Marjorie J. Hogan Source: Pediatrics (Vol. 132, Issue 5), Date published: November 2013 Page number: 958.	
Unit 2, Lesson 2	David Brooks, "Beyond The Brain"	Title: Beyond the Brain Author: David Brooks Source: New York Times Page: A25 Date published: June 18, 2013	
Unit 2, Lesson 3	"Is Google Making Us Stupid?"	Title: Is Google Making Us Stupid?" Author: Nicholas Carr and Peter Norvig Source: New York Times Upfront (Vol. 143, Issue 3) Date published: October 4, 2010	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 2, Lesson 4	“The Many Benefits, for Kids, of Playing Video Games”	Title: “The Many Benefits, for Kids, of Playing Video Games” Author: Peter Gray Website: Psychology Today: Freedom to Learn Sponsoring Institution: Psychology Today Date published: January 7, 2012 Today’s date: Web address: http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games .	
Unit 2, Lesson 5	“Gaming Can Make A Better World”, Jane McGonigal	Title: “Gaming Can Make A Better World” Author: Jane McGonigal Website: TED Talks Sponsoring Institution: TED.com Date published: February 2010 Today’s date: Web address: http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html .	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 2, Lesson 6	"Video Games Benefit Children, Study Finds."	Title: "Children Could Be Better Off Playing Video Games" Author: Queensland University of Technology Source: Medical Xpress Date published: January 16, 2013 Today's date: Web address: http://medicalxpress.com/news/2013-01-video-games-benefit-children.html .	
Unit 2, Lesson 7	"Why Facebook Could Actually Be Good for Your Health"	Title: "Why Facebook Could Actually Be Good for Your Health" Author: Sy Mukherjee Source: ThinkProgress Date published: March 19, 2013 Today's date: Web address: http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/ .	
Unit 2, Lesson 7	Aric Sigman video	Title: "The ONLINE EDUCA Debate 2009, Part 2" Author: Aric Sigman Source: Youtube Date published: February 13, 2010 Today's date: Web address: http://www.youtube.com/watch?v=GRI4DPu6WGc .	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 2, Lesson 8	“Attached to Technology and Paying A Price”, Matt Richtel	Title: “Attached to Technology and Paying A Price” Author: Matt Richtel Source: New York Times Page: A1 Date published: June 7, 2010	
Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Can You Unplug for 24 Hours?”	Title: “Can You Unplug for 24 Hours?” Author: Heidi Sinclair Source: Huffington Post Date published: March 22, 2012 Today’s date: Web address: http://www.huffingtonpost.com/heidi-sinclair/national-day-of-unplugging_b_1373187.html .	
Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Guest Opinion: Step Away from the Screen”	Title: “Guest Opinion: Step Away from the Screen” Author: Margaret Desler Source: Contra Costa Times Date published: May 2, 2013 Today’s date: Web address: http://www.contracostatimes.com/ci_23156149/guest-opinion-step-away-from-screen	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”.	Title: Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”. Author: Jeffrey Brown and Mathew Kielty Source: PBS Newshour Date published: August 27, 2010 Today’s date: Web address: http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html	

MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
	My source	Title: Author: Website: Sponsoring Institution: Date published: Today's date: Web address:	
	My source	Title: Author: Website: Sponsoring Institution: Date published: Today's date: Web address:	
	My source	Title: Author: Website: Sponsoring Institution: Date published: Today's date: Web address:	

MLA Citation Reference Sheet:
In-Text Citations
Practice Questions

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

Fill in the parentheses correctly for the Cookie King book, page 15.

- 1) Chocolate chip cookies are prone to melting (_____).
- 2) However, King states that storing the cookies in the refrigerator can solve the problem (_____).
- 3) On page 15, Cookie King demonstrates the power of joining milk with cookies (_____).

Now fill in the parentheses correctly for the Cookie King magazine article, page 12.

- 4) On page 12, King indicates that oatmeal cookies might be a good choice (_____).
- 5) On the other hand, King has a clear preference for chocolate-based cookies (_____).
- 6) Cookies also come in handy when distracting alligators (_____).

For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?

- 7) The article states that chocolate chip cookies are far superior to butterscotch

MLA Citation Reference Sheet:
In-Text Citations
Practice Questions

Last question:

MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?

Entry Task, Lesson 6

Name:

Date:

When something is *evaluative*, what does that mean? Write your answer below.

Independent Reading Cheat Sheet:
Final Copy

Name:

Date:

Title of My Book:

Author:

Number of Pages:

Genre:

I would rate this book on a scale of 1 to 10 at a _____ because ...

The conflict in my book is ...

I connected to my book the most strongly through ...

One of the best quotes from this book was ...

Independent Reading Cheat Sheet:
Final Copy

Below, I've drawn a picture of one of the most interesting moments in my book:

Cheat Sheet Interest List

Name:

Date:

Book Title	Author

End of Unit 3 Assessment, Part 1:
Position Paper Prompt

Long-Term Learning Targets Assessed:

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
 - a. I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - b. I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)
- With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)
- I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

Directions: Write your final draft of your position paper. You may use all of your texts, resources, planning documents, and your Mid-Unit 3 Assessment (first draft) with teacher feedback. You will have several days to complete this final draft.

Performance Task Description

Name:

Date:

Your task is to translate your thinking about the effects of screen time on adolescent brain development into visual images. You will create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer. Your images should be engaging and “speak for themselves” although you may also use words and phrases.

You will share your performance task with the rest of the class in a classroom Gallery Walk.

See the next page for a sample.

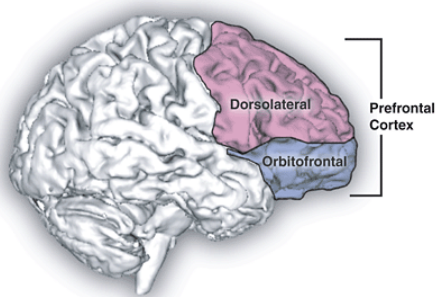
Use the rest of this page for your planning.

My Claim:

My Reasons:	My Evidence:	Possible Images:
• • • •	• • • •	• • • •

We should MAINTAIN THE TWO HOUR RECOMMENDATION BECAUSE ...

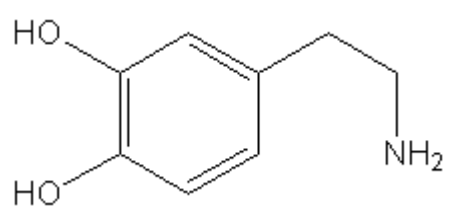
Teens make foolish decisions with their immature prefrontal cortexes



The diagram shows a lateral view of the human brain. The Prefrontal Cortex is highlighted in pink and blue. The Dorsolateral region is the upper part, and the Orbitofrontal region is the lower part. A bracket on the right side labels the entire highlighted area as the Prefrontal Cortex.

*from the National Institute of Health

Certain aspects of being online increases dopamine, which can feed into addiction



The chemical structure of dopamine is shown, consisting of a benzene ring with two hydroxyl groups (HO) at the 3 and 4 positions, and a 2-aminoethyl side chain (-CH2-CH2-NH2) at the 1 position.

*from Wikimedia Commons

Third reason ...

(picture to represent)

*open-source image citation

Fourth reason ...

(picture to represent)

*open-source image citation

Performance Task Template

Name:

Date:

Claim:

Evidence 1

(Picture to represent evidence)

*citation for image

Evidence 2

(Picture to represent evidence)

*citation for image

Evidence 3

(Picture to represent evidence)

*citation for image

Evidence 4

(Picture to represent evidence)

*citation for image

End of Unit 3 Assessment, Part 2:
Reflection on the Writing Process

Name:

Date:

Long-Term Learning Target Assessed:

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

Directions: For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short-answer questions at the end.

Part 1: Fill in the table below:

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:

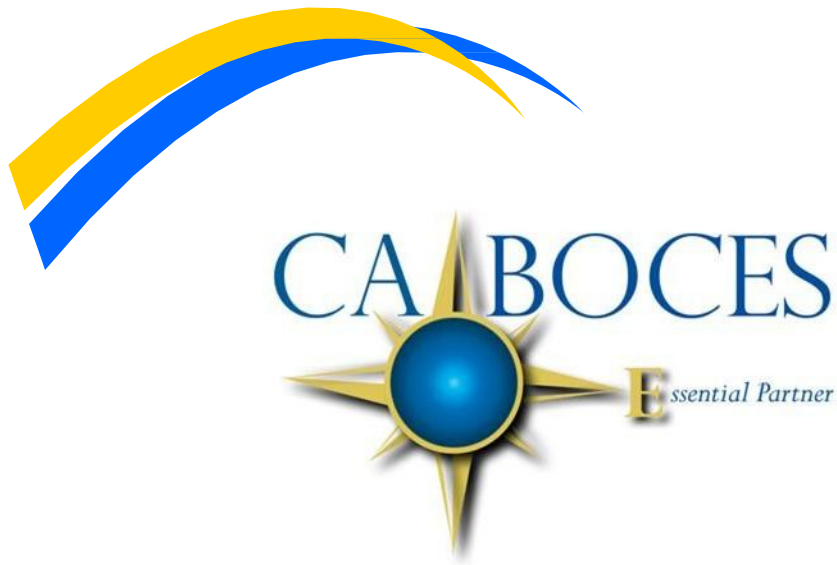
End of Unit 3 Assessment, Part 2:
Reflection on the Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
<p>Planning: Using Position Paper Planner, Outlining, and Organizing</p>	<p>How did talking through your Position Paper Planner with a partner help strengthen your writing?</p>	<p>Give an example from your essay here:</p>
<p>Revising</p>	<p>How did peer feedback help you revise?</p> <p>How did teacher feedback help you revise?</p> <p>How did examining your own work help you revise?</p> <p>How did focusing on the first two rows of the rubric help you revise?</p>	<p>Give an example from your essay here:</p> <p>Give an example from your essay here:</p> <p>Give an example from your essay here:</p> <p>Give an example from your essay here:</p>

End of Unit 3 Assessment, Part 2:
Reflection on Writing the Process

How did addressing the purpose strengthen your writing?

How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic)?



Learning Resources
CoSer 501
Educational Media

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