



**Marietta City Schools**  
**2024-2025 District Unit Planner**

*Language Arts 7*

|                   |   |                 |   |                            |    |
|-------------------|---|-----------------|---|----------------------------|----|
| <b>Unit title</b> | <i>Reading and Research- Screen Time and the Developing Brain</i> | <b>MYP year</b> | 2 | <b>Unit duration (hrs)</b> | 40 |
|-------------------|---|-----------------|---|----------------------------|----|

**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 determine a theme or central idea of a literary text and write an objective summary of the text. (RL.7.2)

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) and analyze the impact of an author's word choice. (RL.7.4)

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 and track its development over the course of the text; I can summarize an 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 a text (figurative, connotative, and technical meanings) and analyze the impact of an author's word choice. (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).

I can 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.7.6)

I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts. (RI.7.9)

**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 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 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. (W.7.8)  
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Speaking and Listening**

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues; express my own ideas clearly during discussion; and build on others' ideas during discussions. (SL.7.1)

**Speaking and Listening**

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.7.1)  
 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2)  
 I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)  
 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.7.4)  
 I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)  
 I can acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. (L.7.6)

| Key concept   | Related concept(s)  | Global context   |
|---|---|--|
| <p><b>Culture</b></p> <p>Culture is the shared beliefs, values, customs, behaviors, and traditions of a group of people. It influences how individuals interact, communicate, and understand the world around them, shaping their identities and societies.</p> | <p><b>Context</b></p> <p>The social, historical, cultural and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.</p> | <p><b>Personal &amp; Cultural Expression</b></p> <p>Personal and Cultural Expression refers to the ways in which people discover and express ideas, feelings, beliefs, and values. It examines how individuals and communities convey their identity, creativity, and culture through art, language, traditions, and various forms of communication.</p> |

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|   | <p><b>Audience Imperatives</b></p> <p>An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.</p>  |  |
| <b>Statement of inquiry</b>   |  |  |
| How do personal identities and cultural expressions intersect globally, and what role does cultural diversity play in shaping individual identities and fostering global understanding?   |  |  |
| <b>Inquiry questions</b>  |  |  |
| <p><b>Factual:</b></p> <p>How is the adolescent brain changing?</p> <p><b>Conceptual:</b></p> <p>How can I make an informed decision about an issue and then effectively argue my position?</p> <p><b>Debatable:</b></p> <p>Should screen time be limited? Why or why not?</p>  |  |  |
| <b>MYP Objectives</b>   | <b>Assessment Tasks</b>  |  |
| <i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>  | <i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>  | <i>List of common formative and summative assessments.</i>   |
| <p><b>MYP Criterion A: Analyzing</b></p> <ol style="list-style-type: none"> <li>Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.</li> <li>Analyze the effects of the creator’s choices on an audience.</li> <li>Justify opinions and ideas, using examples, explanations and terminology</li> </ol> | <p>This module invites students to explore the intersection of science and society, encouraging them to engage with thought-provoking texts and media. Through an inquiry-driven approach, students examine the complexities of adolescent development and the role of screen time in shaping experiences and behaviors. As they navigate diverse perspectives, they refine their ability to analyze arguments, synthesize information, and consider the broader implications of their learning. Through research, discussion, and reflection,</p> | <p><b>Formative Assessment(s):</b></p> <p><b>Standards-Based Mid-Unit Assessment</b></p> <p>Standards Assessed: RL1, RL2, RL3, RL4, RI1, RI2, RI3, RI4</p> <p><b>Summative Assessment:</b></p> |

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| <p><b><u>MYP Criterion B: Organizing</u></b></p> <ol style="list-style-type: none"> <li>1. Students will use organizational structures that serve the context and intention.</li> <li>2. Students will organize opinions and ideas in a coherent and logical manner.</li> <li>3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p><b><u>MYP Criterion C: Producing Text</u></b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>3. Select relevant details and examples to develop ideas.</li> </ol> <p><b><u>MYP Criterion D: Using Language</u></b></p> <ol style="list-style-type: none"> <li>1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.</li> <li>3. Students will use correct grammar, syntax, and punctuation.</li> </ol> | <p>students develop their own informed perspectives, ultimately crafting a position and expressing their ideas through both writing and visual representation.</p> | <p><b>Research Presentation/Performance Task</b></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"> <li>● Technology addiction</li> <li>● Advertising (Facebook, YouTube, etc.)</li> <li>● Apps to limit social media use</li> <li>● Internet extensions to protect personal data/ limit usage</li> <li>● Effects of Social media on health (mental, physical, etc.)</li> <li>● Social media impact on objective truth</li> <li>● The evolution of _____ (Instagram, TikTok, Facebook, Twitter, Snapchat, etc.)</li> <li>● The Center for Humane Technology</li> <li>● Fake News</li> <li>● Algorithms and how they work</li> <li>● Cyber Bullying and Prevention of Cyber Bullying</li> <li>● How to be an upstander (role model) on social media</li> <li>● Digital Citizenship</li> <li>● Age Restrictions on Social Media</li> <li>● Effects of Screen Time</li> <li>● Positive Side(s) of Social Media</li> <li>● Impact of Social Media on Relationships/ Connection</li> <li>● How Social Media has influenced/changed communication</li> <li>● Impacts of Social Media on Children's Behavior</li> </ul> <p>Product List: Choose ONE product (<i>this is how you will show your research</i>). Begin creating it after you've gathered your</p> |
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|  |  | <p>research.</p> <ul style="list-style-type: none"> <li>● Presentation (Google Slides, Canva, Adobe Spark, Prezi, etc.)</li> <li>● Instagram Style Research Carousel (create an “Instagram” page - <i>not a real one, use Google Slides that makes it look like Instagram</i> - that shows all of your information).</li> <li>● Infographic</li> <li>● Mini-documentary</li> <li>● Poster board or pamphlet</li> <li>● Make a website (Weebly, Google Sites, etc.)</li> <li>● Podcast episode/Radio Show episode</li> <li>● Write a song/poem/rap</li> <li>● Write the information in a paper</li> <li>● Comic book or children’s book</li> </ul> <p>MYP Rubric: A-D</p> |
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**Approaches to learning (ATL)**

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| <p>List Category:<br/>Communication</p> <p>Cluster:<br/>Communication Skills</p> <p>Skill Indicator:<br/>Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> |
| <p>List Category:<br/>Thinking</p> <p>Cluster:<br/>Transfer Skills</p> <p>Skill Indicator:<br/>Combine knowledge, understanding and skills to create products or solutions</p>   |

| <u>Learning Experiences</u><br>Add additional rows as needed.   |   |  |
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| Objective or Content  | Learning Experiences  | Personalized Learning and Differentiation  |
|   |   | All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB. |
| <b>CLE 1: Informational Texts &amp; Author’s Perspectives</b>   | In correlation with RL6, teach students how to break down how two authors of informational texts write about the same topic, focusing on how they present their key information and how they advance different interpretations of the facts                   | Double Bubble Map<br>Venn Diagram  |
| <b>CLE 2: Mid-Unit Assessment Preparation</b>   | Review test-taking strategies in preparation for the Mid-Unit Assessment<br><br>Review skills associated with RL1, RL2, RL3, RL4, RI1, RI2, RI3, RI4 to build mastery using the texts included in the Content Resources section                               | Study Guide<br><br>Sentence starters for integrating direct quotations   |
| <b>CLE 3: Performance Task Preparation</b>  | Teach students how to generate focused search terms for specific research topics<br><br>Teach students how to identify reliable sources during the research process<br><br>Review quoting or paraphrasing the conclusions of others while avoiding plagiarism | Research Web<br><br>Sentence starters for paraphrasing evidence  |
| Content Resources   |   |  |
| <b>Common Anchor Text(s)</b>  |   |  |
| <ol style="list-style-type: none"> <li>Scholastic Inc. and National Institute on Drug Abuse, “Teens and Decision Making: What Brain Science Reveals,” in <i>New York Times Upfront</i> (Vol. 140, Issue 13), April 14, 2008, 18.</li> <li>Richard Knox, “The Teen Brain: It’s Just Not Grown Up Yet,” National Public Radio, March 1, 2010, as found at <a href="http://www.npr.org/templates/story/story.php?storyId=124119468">http://www.npr.org/templates/story/story.php?storyId=124119468</a>.</li> </ol> |   |  |

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](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](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 Kielty. "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\\_RjqISRU](https://www.youtube.com/watch?v=zGY_RjqISRU)  
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](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/dRI8ElhrQjQ>

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