

Reading/ ELA

Grade 7





Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

April Imperio
Executive Director K-12 Literacy & Early Learning

Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

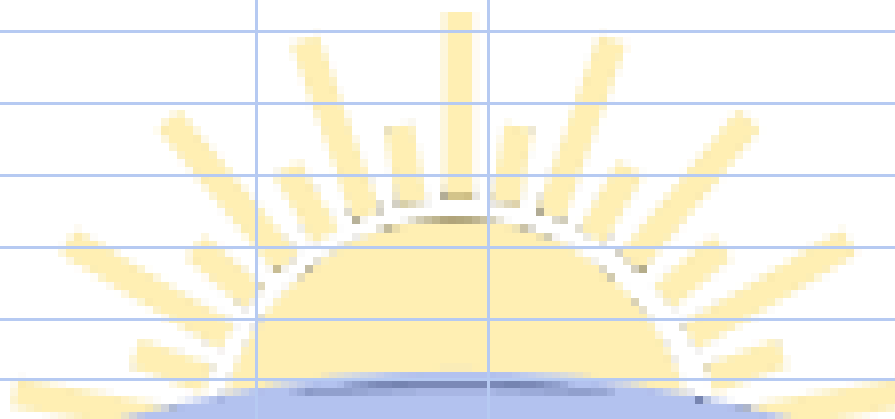
Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Name _____

Distance Learning Reading Log



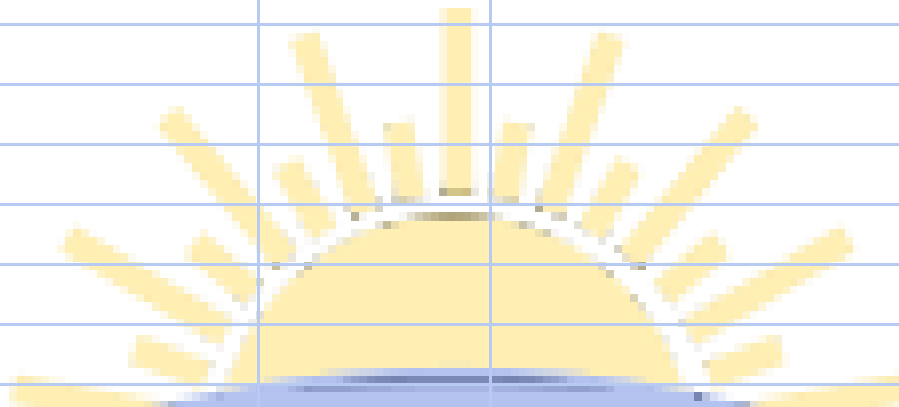
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PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

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**DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/14/20 to 4/17/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W1_L1	<i>Curiosity changes the brain to boost memory and learning</i>	Note-catcher
Day 2	ELA_G7_W1_L2	<i>Curiosity changes the brain to boost memory and learning</i>	Note-catcher
Day 3	ELA_G7_W1_L3	<i>Curiosity changes the brain to boost memory and learning</i>	Note-catcher
Day 4	ELA_G7_W1_L4	<i>Curiosity changes the brain to boost memory and learning</i>	Quiz

www.detroitk12.org/youtube

Curiosity changes the brain to boost memory and learning

By The Conversation, adapted by Newsela staff on 08.07.19

Word Count 756

Level 1040L



Image 1. A curious child in Vietnam in 2010. Being curious means wanting to know more. People who are curious are also better at remembering things. Photo by: Wagner T. Cassimiro/Flickr

What happens inside our brains when our curiosity is sparked? A study published in 2014 gives us some ideas about what takes place.

Participants in the study were asked to rate how curious they were to find out the answer to a specific trivia question. One question they were asked was, "What does the term 'dinosaur' actually mean?"

The participants were then placed in a magnetic resonance imaging (MRI) machine. An MRI machine measures brain activity. They were shown the trivia question again, followed by the image of a person's face. They were asked to make a specific decision about the person. Then, participants were shown the answer to the trivia question, which in the case of the dinosaur was "terrible lizard."

After the MRI scan, the participants completed a surprise test on the answers to the trivia questions. They were also tested on their ability to recognize the faces shown during the scan.

This article is available at 5 reading levels at <https://newsela.com>.

The Curious Mind Is A Vortex For Information

The research had three major findings.

The first was that when people are curious to learn the answer to a question they are better at learning that information. Most surprising though was that participants had greater recall of the completely unrelated information — such as the face — shown at the same time. It seems that, in the curious mind, more information is taken in no matter the subject.

Amy Reichelt is a psychology expert at the University of New South Wales. She shared her thoughts about this first key finding: "This shows that when the brain is engaged more, by making a task relevant and interesting, people learn more."

The second finding is that activity increases in the hippocampus when curiosity is stimulated. The hippocampus is the region of the brain associated with memory. The third finding is that there is increased activity in the regions of the brain associated with reward when curiosity is stimulated.

Fiona Kumfor is a researcher who studies how the emotions you experience during an event determine how likely you are to remember it. Kumfor said that the work in this study agrees with her findings. She also said that other motivational states, such as curiosity, also influence whether information is likely to be remembered.

Motivations Matter

Behavioral neuroscience is the science of how a person's brain influences their behavior. Jee Hyun Kim is a behavioral neuroscientist. She said more could be done to see whether the different levels of curiosity and different motivations have an impact on memory and learning.

Extrinsic motivation describes behavior that is driven by goals that come from outside a person, like when a person is motivated by the promise of a reward or the threat of being punished. Intrinsic motivation describes behavior that is driven by rewards that come from inside a person. Intrinsic motivation is when a person does something because it is naturally satisfying to them. Curiosity is one example of intrinsic motivation.

Kim said scientists should be trying to figure out if people with low curiosity respond better to extrinsic motivation. They should also work more to see if people with high intrinsic motivation are better left to their own devices, she said.

"Finding such relationships, and how such intrinsic vs. extrinsic motivations may change due to neurological disorders, will have more important practical implications," Kim said. Neurological disorders are diseases suffered by the brain, spinal cord and nerves that connect them. Alzheimer's and dementia are examples of neurological disorders. The diseases make it hard for people to remember things and think. Most people with the diseases are elderly.

Kumfor adds that research into extrinsic rewards on memory is an important research area. She said that other research has found that "the [benefits] of intrinsic reward and extrinsic reward are not additive." In other words, she said: "Providing additional external rewards, when an individual is already self-motivated is unlikely to have any extra benefit on memory." But external rewards could be useful to people who are trying to learn something that isn't interesting or if they don't have enough self-motivation.

Stimulating Curiosity

Reichelt said that "stimulating curiosity is really important across all ages, from schools to the workplace and to elderly care." She said that stimulating curiosity can help children who struggle to learn. It can increase their motivation. She noted that the new research is particularly interesting when it comes to people with Alzheimer's or dementia. "Carrying out engaging tasks can help people remember things that are important, and also encourage new learning," she said.

Lesson 1

Target	<ul style="list-style-type: none">• I can cite several pieces of text-based evidence to support an analysis of an article.• I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none">• <i>Curiosity changes the brain to boost memory and learning</i>• Lesson Note-Catcher, Pencil• ELA_G7_W1_L1
Read	With a family member, caregiver, or friend, read <i>Curiosity changes the brain to boost memory and learning</i> .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none">• What is this article mostly about?• What did you learn about the brain from this article?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What happens inside our brains when our curiosity is sparked?• How does motivation affect our ability to learn and improve our memory?• Think of an example of something you remember and learn more easily because you are interested in the topic.
Write	Using the Lesson 1 Note-Catcher, draw a picture of the three major findings of the research outlined in the article and takes notes on the lines below the picture. You can write down the words that you did not know in your reading and try to define them using your resources at home.
Closing	<ul style="list-style-type: none">• Share your work on your Lesson 1 Note-Catcher with someone and tell them why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 1 Note-Catcher

Directions: Use a pencil to draw a representation of the three major findings from the article you read and hold your notes and some vocabulary words that you might not have known on the lines below the chart.

1 st Finding	2 nd Finding	3 rd Finding
Words:	Words:	Words:
Draw a Picture:	Draw a Picture:	Draw a Picture:

Notes and Vocabulary from the article:

Lesson 2

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an informational text. • I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Curiosity changes the brain to boost memory and learning • Lesson Note-Catcher, Pencil • ELA_G7_W1_L2
Read	With a family member, caregiver, or friend, read the section of the article that is titled “Motivation Matters”.
Think	Consider the difference between extrinsic and intrinsic motivation. Think about how motivation changes the way you learn some things like math, music, or sports.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, each person is motivated in different ways.</p> <ul style="list-style-type: none"> • What do you feel you are intrinsically motivated to learn? • What are extrinsic motivations for you? • Under what conditions or motivations do you perform naturally at your best? Does money motivate you or just making sure you do a good job?
Write	Using the Lesson 2 Note-Catcher, fill in information that will support your understanding of the section of the text “Motivation Matters”. Follow the prompts in each box for you to answer during this close reading activity.
Closing	<ul style="list-style-type: none"> • Share your notes with someone and explain what you learned about extrinsic and intrinsic motivation and learning. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 2 Note-Catcher

Directions: Complete the following Note-Catcher by reading the section of the article titled “**Motivations Matter**” and answering each of the questions.

What is extrinsic motivation?:

What is intrinsic motivation?:

Why does motivation matter when thinking about memory and learning?:

Think of three things that you learn more easily because of your interest/motivation:

Write a summary sentence about how motivation changes your memory for details over time:

Lesson 3

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Curiosity changes the brain to boost memory and learning • Lesson Note-Catcher, Pencil • ELA_G7_W1_L3
Read	With a family member, caregiver, or friend, reread two sections from the article, Curiosity changes the brain to boost memory and learning that are titled “The Curious Mind Is a Vortex For Information” and “Stimulating Curiosity”.
Think	<ul style="list-style-type: none"> • As you read, think about what the message of this article is • Consider how you learn best
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that there are three findings outlined in this article.</p> <ul style="list-style-type: none"> • How does an MRI machine show brain activity? • How does making something relevant or interesting for students improve their engagement and memory of the learning? • How can stimulating a person’s curiosity help children who struggle to learn some things?
Write	Using the Lesson 3 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone explain what you learned during this task today. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 3 Note-Catcher

Directions: Complete the following Note-Catcher by reading the section titled “The Curious Mind is a Vortex For Information” and the last paragraph section of the article titled, “Stimulating Curiosity”. Take notes that address each of the sections. These notes will support your assignment at the end of the week.

First Major Finding of the Research:

Second Major Finding of the Research:

Third Major Finding of the Research:

How can stimulating curiosity in students increase their success in learning?

Lesson 4

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Curiosity changes the brain to boost memory and learning • Lesson Note-Catcher, Pencil • ELA_G7_W1_L4
Read	With a family member, caregiver, or friend, read Curiosity changes the brain to boost memory and learning .
Think	<ul style="list-style-type: none"> • What have you learned about how your interest and motivation on a topic affects memory? • How can being curious change your level of engagement and success in learning with any subject?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • What does it mean to be a curious person? • How does curiosity support a person to remember details and improve memory? • How does intrinsic and extrinsic motivation differ?
Write	Use the article to answer the questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!

Lesson 4 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

- 1 Which of the following MOST accurately characterizes a curious person?
 - (A) They are motivated by external rewards or by fear of being punished.
 - (B) They are motivated by inner rewards when they get positive feedback.
 - (C) They are motivated by immediate gratification when left to their own devices.
 - (D) They are motivated by a personal satisfaction that comes from within.

- 2 What is the MOST LIKELY reason the author included information about emotions?
 - (A) The research on emotions shows which information is most likely to be remembered.
 - (B) Emotions, unlike curiosity, always influence which events we remember.
 - (C) The research on emotions helps explain what motivates most people.
 - (D) Emotions, like curiosity, influence how people remember different events.

- 3 Read the selection from the section "The Curious Mind Is A Vortex For Information."

She shared her thoughts about this first key finding: "This shows that when the brain is engaged more, by making a task relevant and interesting, people learn more."

Which two words below would BEST replace "engaged" and "relevant" in the selection above?

- (A) attentive; memorable
- (B) enthusiastic; urgent
- (C) absorbed; pertinent
- (D) occupied; correct

- 4 Read the paragraph from the section "Motivations Matter."

Extrinsic motivation describes behavior that is driven by goals that come from outside a person, like when a person is motivated by the promise of a reward or the threat of being punished. Intrinsic motivation describes behavior that is driven by rewards that come from inside a person. Intrinsic motivation is when a person does something because it is naturally satisfying to them. Curiosity is one example of intrinsic motivation.

Which phrase from the paragraph helps explain what motivation is?

- (A) behavior that is driven
- (B) promise of a reward
- (C) from inside a person
- (D) naturally satisfying

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/20/20 to 4/24/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W2_L5	<i>Explainer: This is your brain</i>	Note-catcher
Day 2	ELA_G7_W2_L6	<i>Explainer: This is your brain</i>	Note-catcher
Day 3	ELA_G7_W2_L7	<i>Explainer: This is your brain</i>	Note-catcher
Day 4	ELA_G7_W2_L8	<i>Explainer: This is your brain</i>	Quiz
Day 5	ELA_G7_W2_L9	<i>Explainer: This is your brain</i>	Writing Activity

www.detroitk12.org/youtube

Explainer: This is your brain

By The Conversation, adapted by Newsela staff on 03.24.17

Word Count 768

Level 1040L



TOP: There are many different parts of the brain with their own specific function. There are times when these parts work together. MIDDLE: The main parts of the brain featuring the four different lobes and the lower levels of the brainstem. BOTTOM: The Broca's and Wernicke's areas of the brain, which help process language. Photos: Wikimedia Commons

If someone would have been asked 15 years ago to write a short piece about what the different parts of the brain did, it would have been a fairly simple task. Not anymore.

Over the last 15 years, the methods used to study the brain have advanced significantly, and with them so has scientists' understanding of the brain. This makes the task of explaining the most complicated organ in the body, well, complicated.

The structure of the brain is certainly well-defined and the more basic of its functions have been generally well-mapped. The "lower levels," such as the brainstem, regulate functions such as heart rate and breathing.

The cerebellum is critical for the control and regulation of movement. More recently, it has also been shown to have a role in "higher functions" such as cognition and emotion.

In the "higher levels" of the brain, such as the cerebral cortex, more complicated functions come into play. Here the relationship between function and structure becomes much less clear-cut.

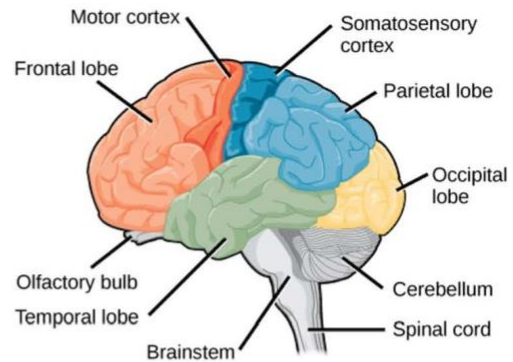
This article is available at 5 reading levels at <https://newsela.com>.

Dividing Up Brain Functions

The cortex is divided into two hemispheres (left and right). Each hemisphere has four lobes – occipital, parietal, temporal and frontal.

Brain functions have been traditionally assigned to one such lobe and/or hemisphere of the brain. These include functions such as vision, language, memory and problem-solving.

This division of functions has led to some confusion. The most popular misunderstanding is the belief that there is a distinction between the left "logical" brain and the right "creative" brain. In fact, such complicated behaviors are not determined by a specific brain region or even a specific hemisphere.



The idea of an almost one-to-one relationship between structure and function was largely a result of lesion studies. These were tests where a certain part of the brain was lesioned, or damaged, causing impairments in a particular function. The results led scientists to believe that there was a direct relationship between the structure and the function. But as methods for studying the brain improved, this approach was shown to be somewhat simplistic.

Networking Within The Brain

Scientists now understand that complicated, higher-level brain functions are a result of a number of brain areas working together. These brain areas work together in what are called "networks."

Scientists know this because of methods such as Magnetic Resonance Imaging (MRI). It allows them to scan the brain and look at all the regions involved in certain functions. Newer methods also allow scientists to picture the connections between these regions.

This is not to say that there is no separation of function throughout the brain. There are brain regions that carry out specialized functions, but they are now thought to do so in combination with other brain regions through network connections.

To understand this, it helps to think of the brain as an exceptionally efficient rail network. Certain train stations perform specialized duties, but they do so in conjunction with other stations. They are connected and "communicate" through the rail network.

Language And Speech Functions

Language can provide a good example of how this occurs in the brain. Language is often thought of as a solely "left brain" function and, while this is somewhat true, it is certainly not the whole story.

There are specific regions in one hemisphere of the brain – usually the left – that are essential for producing and understanding speech. These parts of the brain are known as Broca's area and Wernicke's area.

But the other – usually the right – hemisphere of the brain is also involved in language. It is thought to play an important role in recognizing and producing the emotional features of speech.

Additionally, the "language network" involves a number of other "left" hemisphere regions. These include the prefrontal cortex, premotor cortex and supplementary motor area.

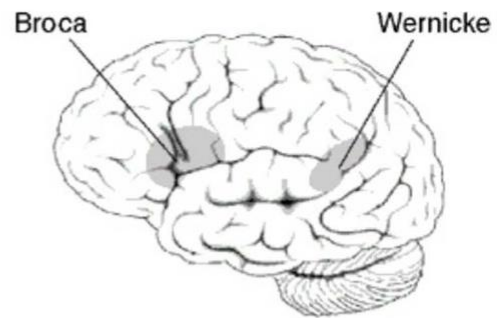
Together, these brain regions perform higher-level functions such as mapping words to their meaning.

The Ever-Adaptable Brain

While there are certain highly specialized brain regions for language, they are still part of an extensive network. These brain regions all work together to produce this complicated function.

In addition, the brain is not fixed in its functioning. It is adaptable, which means that it can change over time to meet different needs. After an illness or injury, for example, the brain can train new regions or networks to take over the functions of damaged areas.

So the different parts of the brain are not as simple as they first seem. Scientists believe it is a complicated relationship between structure and function that best describes what the different regions of the brain do – at least for now.



Lesson 5

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of an article. • I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Explainer: This is your brain • Lesson Note-Catcher, Pencil • ELA_G7_W2_L5
Read	With a family member, caregiver, or friend, read Explainer: This is your brain .
Think	<p>Remember to think about the following questions as you read:</p> <ul style="list-style-type: none"> • What is this article mostly about? • What did you learn about the brain from this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the difference between the structure and the function of the brain? • What are the parts of the brain? • Think of how the brain is like a “train network”.
Write	Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 5 Note-Catcher to write additional notes, ideas, and unknown vocabulary.
Closing	<ul style="list-style-type: none"> • Share your work on your Lesson 1 Note-Catcher with someone and tell them three things you learned from the article. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 5 Note-Catcher

Directions: Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 5 Note-Catcher to write additional notes, ideas, and unknown vocabulary.

Structure of the Brain:	Function of the Brain:
Hemispheres of the Brain:	Lobes of the Brain:

Additional Notes and Vocabulary from the article:

Lesson 6

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an informational text. I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> Explainer: This is your brain Lesson Note-Catcher, Pencil ELA_G7_W2_L6
Read	With a family member, caregiver, or friend, read the section of the article that is titled "Dividing Up Brain Functions".
Think	<p>Consider the difference between the two hemispheres of the brain.</p> <ul style="list-style-type: none"> How are they similar and how are they different? <p>Think about how much we have learned about the brain in the past 15 years because of new technology.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Refer to the picture of the brain on page two or the article.</p> <ul style="list-style-type: none"> What do you understand about the hemispheres of the brain? How many cortexes are there in the brain? How many lobes? How does the structure and the function of the brain differ?
Write	Using the Lesson 6 Note-Catcher, fill in information that will support your understanding of the section of the text "Diving Up Brain Functions". Follow the prompts in each box for you to answer during this close reading activity.
Closing	<ul style="list-style-type: none"> Share your notes with someone and explain what you learned about the hemispheres and functions of the brain. Discuss the popular misunderstanding that is outlined in this close reading section. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 6 Note-Catcher

Directions: Fill in information that will support your understanding of the section of the text “Diving Up Brain Functions”. Follow the prompts in each box for you to answer during this close reading activity.

What are the four lobes of each hemisphere of the brain?:

What is the most popular misunderstanding outlined in this section of the article?:

Why is the idea of “left brain” and “right brain” strengths now an outdated idea?:

Think about how scientists now think about the relationship between structure and function of the brain. How did studies around brain damage (lesioned) help scientists?:

Write a summary sentence about how scientists “divide up” the brain today around structure and function:

Lesson 7

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Explainer: This is your brain • Lesson Note-Catcher, Pencil • ELA_G7_W2_L7
Read	With a family member, caregiver, or friend, reread two sections from the article, Explainer: This is your brain that are titled “Networking Within The Brain” and “Language And Speech Functions”.
Think	<p>As you read, think about what the message of this article is.</p> <p>Think about how scientific advances are helping us learn more about the brain.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to focus on how the brain areas work together.</p> <ul style="list-style-type: none"> • How does an MRI machine help scientists see the brain more clearly today? • How is the brain interconnected across the lobes/hemispheres? • How do humans learn to communicate with language?
Write	Using the Lesson 7 Note-Catcher, record notes from the two sections of the reading for the prompts in each box. The two sections are titled, “Networking Within the Brain” and “Language and Speech Functions”. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone explain what you learned during this task today. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 7 Note-Catcher

Directions: Using the Lesson 7 Note-Catcher, record notes from the two sections of the reading for the prompts in each box. The two sections are titled, “Networking Within the Brain” and “Language and Speech Functions”. These notes will support your writing assignment at the end of the week.

What are “brain networks”:

What is the difference between Broca's area and Wernicke's area of the brain?:

Why does the function for language and speech cross over to the left side and right side of the brain?:

How can understanding the brain's function and structure help you as a student?

Lesson 8

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Explainer: This is your brain • Lesson Note-Catcher/Quiz, Pencil • ELA_G7_W2_L8
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read Explainer: This is your brain.
Think	<ul style="list-style-type: none"> • What have you learned about the brain and how it works? • How can understanding how your brain develops support you when learning?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • What are the hemispheres and lobes of the brain? • How does the function and structure of the brain work together like a network? • How do scientists today understand the idea of "left brain" and "right brain"?
Write	Use the article to answer the questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 8 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

- 1 Select the paragraph in the section "Networking Within The Brain" that BEST explains HOW scientists know that the brain uses networks to complete functions. Circle the paragraph on the article.

- 2 Read the fourth paragraph of the article.

The cerebellum is critical for the control and regulation of movement. More recently, it has also been shown to have a role in "higher functions" such as cognition and emotion.

Which sentence in the section "Dividing Up Brain Functions" helps explain what the word "cognition" is referring to?

- (A) Each hemisphere has four lobes – occipital, parietal, temporal and frontal.
- (B) Brain functions have been traditionally assigned to one such lobe and/or hemisphere of the brain.
- (C) These include functions such as vision, language, memory and problem-solving.
- (D) In fact, such complicated behaviors are not determined by a specific brain region or even a specific hemisphere.

3 Read the sentence from the section "Dividing Up Brain Functions."

These were tests where a certain part of the brain was lesioned, or damaged, causing impairments in a particular function.

Which option is the BEST definition of the word "impairments" as used in the sentence?

- (A) weakness
- (B) differences
- (C) strengths
- (D) changes

4 Which section of the article highlights the idea that healthy parts of the brain are able to take over the functions of damaged parts of the brain?

- (A) "Dividing Up Brain Functions"
- (B) "Networking Within The Brain"
- (C) "Language And Speech Functions"
- (D) "The Ever-Adaptable Brain"

Lesson 9

Target	<ul style="list-style-type: none"> I can write an argument to support claims with clear reasons and relevant evidence. I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> Explainer: This is your brain Lesson 9 Writing Activity, Pencil ELA_G7_W2_L9
Read	With a family member, caregiver, or friend, read the text Explainer: This is your brain again.
Think	<p>Consider what you have read this week about motivation and memory.</p> <ul style="list-style-type: none"> How can you improve your own learning by being aware of your personal intrinsic motivation around learning at school?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, being engaged in learning and finding interest in the topic will increase your personal success.</p> <ul style="list-style-type: none"> What things do you learn best and why do you think that is so? Do intrinsic motivations or extrinsic motivations influence you more?
Write	On the Lesson 9 Writing Activity, write a statement that demonstrates your belief about how our understanding of the brain has advanced in the past 15 years and what we now know that was unknown before. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you believe about the brain's ability to learn based on motivation and curiosity. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 9 Writing Activity

Directions: On the lines below, write a statement that demonstrates your belief about how our understanding of the brain has advanced in the past 15 years and what we now know that was unknown before. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/27/20 to 5/1/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W3_L10	<i>Why your mindset matters</i>	Note-catcher
Day 2	ELA_G7_W3_L11	<i>Why your mindset matters</i>	Note-catcher
Day 3	ELA_G7_W3_L12	<i>Why your mindset matters</i>	Note-catcher
Day 4	ELA_G7_W3_L13	<i>Why your mindset matters</i>	Quiz
Day 5	ELA_G7_W3_L14	<i>Why your mindset matters</i>	Writing Activity

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Why your mindset matters

By Meg Thacher, Cricket Media, adapted by Newsela staff on 07.20.18

Word Count 692

Level 980L



Image 1. In this photo from 2017, Herbert Robinson, left, and Israel McDonald, right, team up to solve a math problem at Turner Elementary School in southeast Washington. If students have a fixed mindset, they might be too embarrassed to ask for help. But it's when students cooperate that they help each other learn and grow. Photo by: Manuel Balce Ceneta/AP.

Imagine that two students, O and Aarti, are taking a really hard math test in September. O has a fixed mindset, which means he believes that a person's intelligence is fixed. According to O, you're either smart or dumb, and if you're smart, everything is easy for you. Aarti has a growth mindset, which means he believes that your intelligence can grow. Not everyone can become a genius or a star athlete, but they can improve the skills they have and develop new ones.

So which is right? It's Aarti, since, believe it or not, research shows that you really can get smarter by working hard, practicing and challenging yourself.

How The Brain Works

Your brain is made up of 86 billion cells called neurons. They're literally wired together by axons in a network that sends electrical and chemical signals. A single neuron in your brain can be connected to 10,000 other neurons. When you think, feel, move or use your senses, signals travel through this network.

This article is available at 5 reading levels at <https://newsela.com>.

Brain researchers have found that, when we learn, new connections form between neurons, old connections grow stronger and unused connections are destroyed. Learning is like exercise for your brain. The more you work it out, the stronger and smarter your network of neurons will become.

How Mindset Works

Your mindset can affect your performance at school, in sports and the arts, and even how you act and feel. Dr. Carol Dweck is a psychology professor at Stanford University who studies how the mind works. She has discovered that people with a fixed mindset tackle problems in a different way from those with a growth mindset.

People with a fixed mindset are very concerned with grades and how smart they look compared to other people. They tend to give up on difficult problems. When they make mistakes, they think it means they're not smart. They're afraid of challenges because, if they don't do well, they might look dumb.

People with a growth mindset, on the other hand, are concerned with learning, not grades. They jump right in and work hard on difficult problems. They learn from mistakes by trying different problem-solving methods or asking for help. They like challenges because they want to stretch and improve their abilities.

For Example, Look At Babies

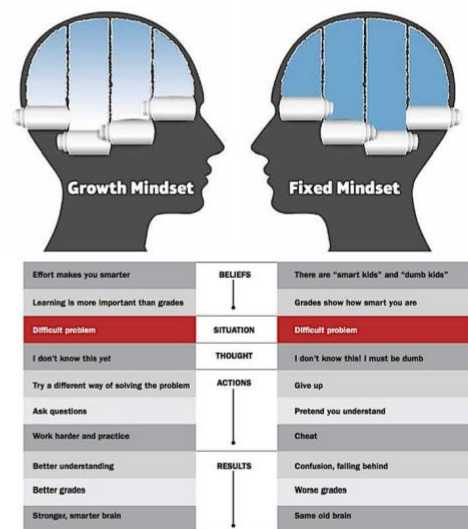
Babies are the best example of the growth mindset. In only two years, they learn to walk, talk and feed themselves. They don't worry about looking dumb while they learn, and when they make mistakes, they just try again. Many successful people have a growth mindset, too.

Dweck and her team discovered that middle school students with a growth mindset do better in math, while those with a fixed mindset do worse. Kids with both mindsets do fine in elementary school, but middle school math is much harder. So while the growth-mindset kids embrace the challenge and work harder, the fixed-mindset kids may just give up, making their grades suffer.

But Dweck's team discovered something even more important than that.

Changing Your Mind(set)

The team taught those middle schoolers about mindset and how the brain works. They talked about the dangers of labeling people as dumb or smart. They discovered that, with some work, kids can choose to have a growth mindset and do better in school. Everyone has some of each type of mindset — they're like voices in your head. The trick is to recognize your fixed mindset voice and your growth mindset voice.



When you hear your fixed mindset voice telling you you're dumb, or that you'll look stupid if you ask for help, or that learning a new skill is hard, talk back to it. You're not dumb, you just haven't learned how to do it yet. Asking for help isn't stupid—it's smart. And learning a new skill is hard, but won't it be worth it?

Meg Thacher teaches astronomy, physics and writing at Smith College in western Massachusetts. Because she's a grown-up, her brain weighs more than yours but has fewer neural connections.

Lesson 10

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of an article. I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> <i>Why your mindset matters</i> Lesson 10 Note-Catcher, Pencil ELA_G7_W3_L10
Read	With a family member, caregiver, or friend, read <i>Why your mindset matters</i> .
Think	<p>Remember to think about the following questions as you read:</p> <ul style="list-style-type: none"> What is this article mostly about? What did you learn about the brain and the power of “mindset” from this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> What is the difference between a fixed mindset and a growth mindset? What kind of mindset do you think you have? Think about how developing a growth mindset can help you and or your friends with school, sports, and other interests.
Write	Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 10 Note-Catcher to write additional notes, ideas, and unknown vocabulary.
Closing	<ul style="list-style-type: none"> Share your work on your Lesson 10 Note-Catcher with someone and tell them three things you learned from the article. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 10 Note-Catcher

Directions: Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 10 Note-Catcher to write additional notes, ideas, and unknown vocabulary.

What is "Fixed Mindset"?	What is "Growth Mindset"?
What are some details about Carol Dweck?	Why do babies demonstrate growth mindset?

Additional Notes and Vocabulary from the article:

Lesson 11

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an informational text. • I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Why your mindset matters • Lesson Note-Catcher, Pencil • ELA_G7_W3_L11
Read	With a family member, caregiver, or friend, read the section of the article that is titled "How Mindset Works".
Think	<p>Consider the difference between fixed mindset and growth mindset.</p> <p>Think about how you talk to yourself about challenges in school.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Refer to the graphic comparing growth and fixed mindset on page 2 of the article.</p> <ul style="list-style-type: none"> • What do you understand about fixed mindset? • How can you develop a growth mindset? • How can you encourage others to develop a growth mindset?
Write	Using the Lesson 11 Note-Catcher, fill in information that will support your understanding of the section of the article titled, "How Mindset Works". Answer the prompts in each box below during this close reading activity.
Closing	<ul style="list-style-type: none"> • Share your notes with someone and explain what you learned about why your mindset matters to your success in any task. Discuss how you can develop a stronger growth mindset and what you can do to embrace challenges. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 11 Note-Catcher

Directions: Fill in information that will support your understanding of the section of the article titled, “How Mindset Works”. Answer the prompts in each box below during this close reading activity.

What are some details about Dr. Carol Dweck:

What are some details about a person with a “fixed mindset”?

What are some details about a person with a “growth mindset”?

Think about how you view your own mindset. How can you begin to develop a growth mindset around something that is difficult for you?

Write a summary sentence about how Dr. Carol Dweck has helped you to work on growth mindset and specifically talk about a task that you will apply this to in your own life:

Lesson 12

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Why your mindset matters • Lesson Note-Catcher, Pencil • ELA_G7_W3_L12
Read	With a family member, caregiver, or friend, reread two sections from the article, Why your mindset matters that are titled “For Example, Look at Babies” and “Changing Your Mind(set)”.
Think	<ul style="list-style-type: none"> • As you read, think about what the message of this section is mostly about. • Think about how babies demonstrate growth mindset and learn differently than older people.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to focus on how mindset makes a difference in learning.</p> <ul style="list-style-type: none"> • How do babies demonstrate growth mindset? • How does having a fixed mindset limit your achievement? • How does your inner voice help you with growth mindset?
Write	Using the Lesson 12 Note-Catcher, write notes from the two sections of the reading for the prompts in each box. The two sections from the article are titled, “For Example, Look At Babies” and “Changing Your Mind(set)”. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone explain what you learned during this task today. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 12 Note-Catcher

Directions: Using the Lesson 12 Note-Catcher, write notes from the two sections of the reading for the prompts in each box. The two sections from the article are titled, "For Example, Look At Babies" and "Changing Your Mind(set)". These notes will support your writing assignment at the end of the week.

Why are babies the best example of growth mindset?

What did Dweck and her team discover about middle school students and math class?:

Why is it dangerous to "label" people as dumb or smart?:

How can you change the voice in your mind to be more growth oriented and embrace challenges?

Lesson 13

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Why your mindset matters • Lesson Note-Catcher/Quiz, Pencil • ELA_G7_W3_L13
Read	With a family member, caregiver, or friend read Why your mindset matters .
Think	<ul style="list-style-type: none"> • What have you learned about growth mindset and how it affects learning? • How can understanding the ideas around fixed mindset support you as a learner?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • What are the hemispheres and lobes of the brain? • How do the function and structure of the brain work together like a network? • How do scientists today understand the idea of "left brain" and "right brain"?
Write	Use the article to answer the questions on the Lesson 13 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!

Lesson 13 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

- 1 If the author needed to shorten the article, which sentence from the article would be the MOST important to keep?
- (A) Not everyone can become a genius or a star athlete, but they can improve the skills they have and develop new ones.
 - (B) When you think, feel, move or use your senses, signals travel through this network.
 - (C) Kids with both mindsets do fine in elementary school, but middle school math is much harder.
 - (D) They discovered that, with some work, kids can choose to have a growth mindset and do better in school.

- 2 Read the sentence from the section "How Mindset Works."

Your mindset can affect your performance at school, in sports and the arts, and even how you act and feel.

How does this detail develop the author's central idea?

- (A) by elaborating on the difference between mindsets
- (B) by emphasizing why a person's mindset is very important
- (C) by illustrating that some people are better at sports and art
- (D) by indicating that people act and feel differently in school

- 3 Which selection from the article is BEST illustrated by Image 1?
- (A) When they make mistakes, they think it means they're not smart. They're afraid of challenges because, if they don't do well, they might look dumb.
 - (B) They jump right in and work hard on difficult problems. They learn from mistakes by trying different problem-solving methods or asking for help.
 - (C) Dweck and her team discovered that middle school students with a growth mindset do better in math, while those with a fixed mindset do worse.
 - (D) The team taught those middle schoolers about mindset and how the brain works. They talked about the dangers of labeling people as dumb or smart.
- 4 How do Image 2 and the information in the article develop a clear understanding of how mindset works?
- (A) Both illustrate how differences in mindset can lead to different learning outcomes.
 - (B) Both illustrate how differences in mindset form different connections in the brain.
 - (C) Both show that students with a growth mindset can help students with a fixed mindset.
 - (D) Both show that students with a growth mindset probably had that mindset as babies.

Lesson 14

Target	<ul style="list-style-type: none"> I can write an argument to support claims with clear reasons and relevant evidence. I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> <i>Why your mindset matters</i> Lesson 14 Note-Catcher, Pencil ELA_G7_W3_L14
Read	With a family member, caregiver, or friend, read the text <i>Why your mindset matters</i> again.
Think	<p>Consider what you have read this week about fixed and growth mindset.</p> <ul style="list-style-type: none"> How can you improve your own learning by developing a stronger growth mindset?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, your own mindset has a lot to do with your success.</p> <ul style="list-style-type: none"> In what ways do you have a fixed mindset? Do you think that you can develop a stronger growth mindset for school, sports, music, art, video games or other interests?
Write	On the Lesson 14 Writing Activity, write a statement that demonstrates your belief about how mindset can support your success when learning in school or with a new challenge outside of school. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you believe about the brain's ability to learn based on motivation and curiosity. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 14 Writing Activity

Directions: On the lines below, write a statement that demonstrates your belief about how mindset can support your success when learning in school or with a new challenge outside of school. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/4/20 to 5/8/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like "screen time" and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W4_L15	<i>Research says exercise works out the brain as well as the body</i>	Note-catcher
Day 2	ELA_G7_W4_L16	<i>Research says exercise works out the brain as well as the body</i>	Note-catcher
Day 3	ELA_G7_W4_L17	<i>Research says exercise works out the brain as well as the body</i>	Note-catcher
Day 4	ELA_G7_W4_L18	<i>Research says exercise works out the brain as well as the body</i>	Quiz
Day 5	ELA_G7_W4_L19	<i>Research says exercise works out the brain as well as the body</i>	Writing Activity

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Research says exercise works out the brain as well as the body

By Chicago Tribune, adapted by Newsela staff on 10.01.15

Word Count 799

Level 1030L



Harlem Globetrotters Cheese Chisholm (left) and Too Tall Hall exercise with students before tipping-off the "Summer of Physical Fitness" on May 29, 2013 in Washington, D.C. Kevin Wolf / AP Images for The Harlem Globetrotters

According to new research, exercise isn't just good for the body. It can also sharpen the mind.

Scientists have shown that exercise is linked to brain changes throughout all stages of life and can help the brain develop and stay healthy.

Babies, for example, need regular exercise to form connections in the brain. In children, research suggests that exercise improves attention, focus and school performance. In the elderly, exercise has been shown to help slow memory loss.

Better Attention, Memory And Multitasking

Lise Eliot is a neuroscientist who writes about the benefits of movement on the brain in her book "Pink Brain, Blue Brain." She points out that exercise affects body and brain alike. "The brain benefits as much as the heart and other muscles from physical activity," she said.

This article is available at 5 reading levels at <https://newsela.com>.

Charles Hillman, a professor at the University of Illinois at Urbana-Champaign, agrees. “We’ve found exercise has broad benefits,” he said. These benefits include “improvements in attention, working memory and the ability to multitask.”

How does exercise help the brain?

In the mid-1990s, Carl Cotman’s team at the University of California-Irvine first showed that exercise triggers the production of something called BDNF in the brain. BDNF helps support the growth of existing brain cells, called neurons, and the development of new ones.

As people get older, BDNF levels fall, and this decline is one reason why some older adults lose memory and mental abilities. According to Cotman, certain types of exercise can keep BDNF levels from becoming too low.

“In a sense, BDNF is like a brain fertilizer,” he said. “BDNF protects neurons from injury and facilitates learning.”

Sharper Minds

Over the last 20 years, researchers have learned that exercise can help keep the mind sharp in a number of other ways.

The brain is made up neurons, which are connected to each other by links called synapses. As we age, many synapses break down. Exercise can help, though. Cotman’s work has shown that in older rodents, exercise increases the number of synapses and causes the brain to develop more neurons.

Exercise also increases the release of neurotransmitters, chemicals that relay signals between neurons.

Research suggests that exercise improves blood flow to the brain. “The blood carries oxygen and feeds neural tissues, so you’re getting the benefits that come with that,” Hillman said. Increasing blood flow is one more way that exercise can improve mental abilities.

From The Beginning, Lifelong Benefits

The positive effects of exercise on the brain can be seen during three key stages of life: infancy, pre-adolescence and adulthood.

Exercise is healthy for the brain even at a very young age. Children who move around a lot, or are mobile, develop more quickly, Eliot said.

Infants are in near-constant motion, which is extremely important for development, she said. This movement not only strengthens their muscles, but also helps their brains form connections.

The process continues throughout life but is most intense in infancy and toddlerhood, when children are mastering brand-new skills like sitting, standing, walking, running and jumping.

Eliot worries that babies in the United States are spending too much time sitting down. Because of how important exercise is to a young developing brain, it is urgent that infants be allowed to be physically active.

Exercise is also healthy for pre-adolescent brains. In fact, some research suggests that regular exercise can improve school performance. Hillman's team found that children ages 7 through 9 who participated in a 60-minute after-school exercise program had better focus and processed information more quickly than children who did not exercise.

The extent of the effects depended on how much kids exercised. The more days the children attended the exercise program, the more their focus improved.

Brain's Later Stages

Finally, exercise helps keep the mind sharp during adulthood. Sadly, the hippocampus, an important area of the brain, gets smaller naturally in late adulthood. The hippocampus is involved in memory and learning, and as it gets smaller, people start losing their memory.

Research suggests exercise can increase the size of the hippocampus and increase levels of a protein that aids the growth of new brain cells. This can help prevent older adults from losing mental abilities and memory.

Researchers from the University of Wisconsin School of Medicine and Public Health also found that people who said they exercised for 30 minutes, five times a week in late-middle age did better on tests of mental performance.

Additionally, adults who exercised showed less accumulation of the beta amyloid plaque. The beta amyloid plaque is a protein that builds up in the brains of people with Alzheimer's disease. Alzheimer's disease is usually for older adults. It causes them to lose their memory.

At all ages, active people did better on immediate memory and visual spatial tests and had larger hippocampi than inactive people.

Lesson 15

Target	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. • I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Research says exercise works out the brain as well as the body • Lesson 1 Note-Catcher, Pencil • ELA_G7_W4_L15
Read	With a family member, caregiver, or friend, read the article titled, Research says exercise works out the brain as well as the body .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none"> • What is this article mostly about? • What did you learn about how exercise helps the brain develop and stay healthy over your lifetime?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • How does exercise support your brain and your body? • What kind of exercise do you enjoy the most? • Think about how developing a routine for exercise can support your body and brain when you are younger and older.
Write	Using the Note-Catcher, write the gist for each section of the article beginning with the introduction and then the following sections “ <i>Better Attention, Memory And Multitasking</i> ”, “ <i>Sharper Minds</i> ”, “ <i>From The Beginning, Lifelong Benefits</i> ”, and “ <i>Brain’s Later Stages</i> ”. Then, write the definition of each word from the article found in the bottom chart in your own words and what strategy you used to define it.
Closing	<ul style="list-style-type: none"> • Share your work on your Lesson 15 Note-Catcher with someone and tell them three things you learned from the article. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 15 Note-Catcher

Directions: The “gist” of a reading is what it is “mostly about”. Write the gist for each section of the article beginning with the introduction and then the following sections “*Better Attention, Memory And Multitasking*”, “*Sharper Minds*”, “*From The Beginning, Lifelong Benefits*”, and “*Brain’s Later Stages*”. Then, write the definition of each word from the article found in the bottom chart in your own words and what strategy you used to determine the definition.

Gist (what the section of the text is mostly about)

- *Introduction:*

- *“Better Attention, Memory And Multitasking”:*

- *“Sharper Minds”:*

- *“From The Beginning, Lifelong Benefits”:*

- *“Brain’s Later Stages”:*

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
BDNF		
synapses		
hippocampus		
beta amyloid plaque		

Lesson 16

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an informational text. • I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <i>Research says exercise works out the brain as well as the body</i> • Lesson Note-Catcher, Pencil • ELA_G7_W4_L16
Read	With a family member, caregiver, or friend, read the section of the article that is titled “Better Attention, Memory And Multitasking”.
Think	<p>Consider how exercise benefits the brain as much as the heart.</p> <p>Think about how you and your friends and family exercise.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What kinds of exercise do you like the best? • How can exercise help your body and brain? • How can you encourage others to exercise more?
Write	Using the Lesson 16 Note-Catcher, fill in information that will support your understanding of the section of the article titled, “Better Attention, Memory And Multitasking”. Follow the prompts in each box for you to answer during this close reading activity.
Closing	<ul style="list-style-type: none"> • Share your notes with someone and explain what you learned about how exercise can support your attention, your memory, and your ability to multitask. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 16 Note-Catcher

Directions: Fill in information that will support your understanding of the section of the article titled, "Better Attention, Memory And Multitasking". Follow the prompts in each box for you to answer during this close reading activity.

What are some details about Lise Eliot's work as a neuroscientist?

How does exercise help the brain?

What are some details Carl Cotman's research and BDNF?

Think about how you exercise. How can you begin to exercise more regularly and how will that help your brain throughout life?

Write a summary sentence about how exercise supports your brain and protects neurons from injury:

Lesson 17

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Research says exercise works out the brain as well as the body • Lesson Note-Catcher, Pencil • ELA_G7_W4_L17
Read	With a family member, caregiver, or friend, reread two sections from the article, Research says exercise works out the brain as well as the body that are titled “Sharper Minds” and “From the Beginning, Lifelong Benefits”.
Think	<ul style="list-style-type: none"> • As you read, think about what the message of this section is mostly about. • Think about how exercise improves blood flow in the body and how that supports your brain throughout your ages of life.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to focus on how mindset makes a difference in learning.</p> <ul style="list-style-type: none"> • How do babies demonstrate growth mindset? • How does having a fixed mindset limit your achievement? • How does your inner voice help you with growth mindset?
Write	Using the Lesson 17 Note-Catcher, write notes from the two sections of the reading for the prompts in each box. The two sections from the article are titled, “Sharper Minds” and “From The Beginning, Lifelong Benefits”. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone explain what you learned during this task today. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 17 Note-Catcher

Directions: Using the Lesson 17 Note-Catcher, write notes from the two sections of the reading for the prompts in each box. The two sections from the article are titled, “Sharper Minds” and “From The Beginning, Lifelong Benefits”. These notes will support your writing assignment at the end of the week.

Why does exercise keep the mind sharp?

What did Hillman’s research suggest about exercise and the flow of blood to the brain?:

How does exercise have positive effects on the brain during the three key stages of life?:

How can being physically active as a baby and when you are an older child help you in school?

Lesson 18

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Research says exercise works out the brain as well as the body • Lesson Note-Catcher/Quiz, Pencil • ELA_G7_W4_L18
Read	With a family member, caregiver, or friend read Research says exercise works out the brain as well as the body .
Think	<ul style="list-style-type: none"> • What have you learned about how exercise helps your body and your brain? • How can you make more time to exercise in your daily routine?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • How does exercise sharpen the mind? • Why is BDNF like a fertilizer for the brain? • How does exercise continue to protect the hippocampus of the brain later in life?
Write	Use the article to answer the questions on the Lesson 18 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 18 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

- 1 Select the sentence that is LEAST important to include in a summary of the section "Sharper Minds."
 - (A) Synapses link the neurons in our brain.
 - (B) Blood carries oxygen that benefits neural tissues.
 - (C) Exercise improves mental ability by increasing the blood flow.
 - (D) Exercise releases chemicals that relay signals between neurons.

- 2 How does the section "Brain's Later Stages" help develop the central idea of the article?
 - (A) by showing how exercise can help in the regrowth of brain cells
 - (B) by illustrating the importance of the size of hippocampus
 - (C) by describing how brain function weakens when we grow old
 - (D) by showing how beta amyloid plaque builds up in the brains of inactive adults

- 3 Why does the author include the following sentence in the section "Better Attention, Memory And Multitasking"?

As people get older, BDNF levels fall, and this decline is one reason why some older adults lose memory and mental abilities.

 - (A) to show that adults suffer from memory loss and mental weakness
 - (B) to show the relation between BDNF and mental health
 - (C) to show that older adults have lower BDNF levels
 - (D) to show the reason why BDNF level falls in adults

4 How is the article mainly structured?

- (A) with sub-sections focused on different types of exercises that benefit the brain
- (B) as a description of how physical exercise helps the brain to function well
- (C) as a comparison between brain functions at different stages of life
- (D) with an exploration of the effects of aging on a human brain

Lesson 19

Target	<ul style="list-style-type: none"> I can write an argument to support claims with clear reasons and relevant evidence. I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> Research says exercise works out the brain as well as the body Lesson Writing Activity, Pencil ELA_G7_W4_L19
Read	<p>With a family member, caregiver, or friend, read the text Research says exercise works out the brain as well as the body again.</p>
Think	<p>Consider what you have read this week about exercise and the brain.</p> <ul style="list-style-type: none"> How can you improve your own body and brain health by establishing an exercise routine? What examples can you share about how babies, children and older people benefit from exercise and the health of their brain?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, exercise is good for the body and the brain.</p> <ul style="list-style-type: none"> In what ways do you physically exercise? Do you think that you can develop a plan to exercise five times per week for 30 minutes or more?
Write	<p>On the Lesson 19 Writing Activity, write a statement to inform and motivate others about the importance of exercise throughout their lives to support the health of their brain. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.</p>
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you believe about the brain's ability to learn based on motivation and curiosity. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	<p>Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.</p>

Lesson 19 Writing Activity

Directions: On the lines below, write a statement to inform and motivate others about the importance of exercise throughout their lives to support the health of their brain. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/11/20 to 5/15/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W5_L20	<i>How curiosity stimulates the brain to improve learning and memory</i>	Note-catcher
Day 2	ELA_G7_W5_L21	<i>How curiosity stimulates the brain to improve learning and memory</i>	Note-catcher
Day 3	ELA_G7_W5_L22	<i>How curiosity stimulates the brain to improve learning and memory</i>	Note-catcher
Day 4	ELA_G7_W5_L23	<i>How curiosity stimulates the brain to improve learning and memory</i>	Quiz
Day 5	ELA_G7_W5_L24	<i>How curiosity stimulates the brain to improve learning and memory</i>	Writing Activity

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How curiosity stimulates the brain to improve learning and memory

By Daisy Yuhas, Scientific America, adapted by Newsela staff on 09.29.19

Word Count 768

Level 1060L



Image 1. Curiosity motivates us to find out more and helps our brains remember what we discover. Photo by: Getty Images

Do we live in a holographic universe? How green is your coffee? Could drinking too much water actually kill you?

Before you look up the answers on Google, you might consider how your knowledge-hungry brain is preparing for the answers. A 2014 study from the University of California, Davis, suggests that when we feel curious, changes in the brain ready us to learn about the subject at hand. Not only that, but the brain also prepares to absorb separate, unrelated information.

The research team, which included neuroscientist Charan Ranganath, asked 19 participants to review more than 100 questions. The participants rated each question in terms of how curious they were about the answer. Next, each subject revisited 112 of the questions — half of which they found interesting, whereas the rest they found uninteresting — while the researchers scanned their brain activity.

Piquing Curiosity

This article is available at 5 reading levels at <https://newsela.com>.

During the scanning session, participants viewed a question, waited 14 seconds and then viewed a photograph of a face totally unrelated to that question. They were then shown the answer. The researchers tested participants to see how well they could recall and retain both the trivia answers and the faces they had seen.

The researchers discovered that greater interest in a question led to not only better memory for the answer but also for the unrelated face that had come before it. A follow-up test one day later found the same results: People could better remember a face if it came after an intriguing question. Somehow, curiosity could prepare the brain for learning and long-term memory more broadly.

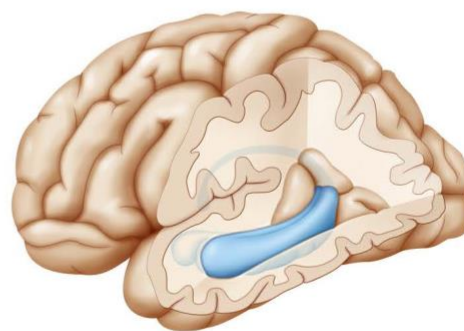
The findings are somewhat similar to the work of UC Irvine neuroscientist James McGaugh. He found that emotional arousal could improve certain memories, but as Ranganath and his team revealed, curiosity involves very different parts of the brain.

Scanning Brain Activity

To understand exactly what happens in the brain, the researchers turned to the brain scans. They discovered that brain activity during the waiting period before an answer appeared was linked to better memory. Several changes occur during this waiting period.

First, brain activity ramps up in two regions in the middle of the brain. These regions transmit a chemical called dopamine, which helps regulate the sensation of pleasure and reward. This suggests that before the answer appears, the brain's eager interest already engages the reward system. "This anticipation was really important," said Ranganath's co-author, UC Davis neuroscientist Matthias Gruber. The more curious a subject was, the more this part of their brain expected something good.

In addition, the researchers found that curious minds showed increased activity in a part of the brain called the hippocampus, which is involved in the creation of memories. In fact, seeing how much the hippocampus and reward pathways interacted helped predict someone's ability to remember the faces. The brain's reward system seemed to prepare the hippocampus for learning.



These findings tell us many things. For one, Ranganath suspected the findings could help explain memory and learning difficulty in people with conditions that involve low dopamine.

Hungry For Knowledge

Encouraging curiosity could also help educators, advertisers and storytellers find ways to help students or audiences better remember their messages. "This research advances our understanding of the brain structures that are involved in learning processes," said Goldsmiths, University of London psychologist Sophie von Stumm. She is unconnected to the study. Von Stumm hopes other researchers will do similar research to clarify the kinds of information curious people can retain. She also wants to know whether results differ for subjects who are generally curious as opposed to temporarily interested in something specific.

Ranganath's findings also hint at the nature of curiosity itself. Neuroscientist Marieke Jepma at the University of Colorado, Boulder, also did not participate in this study. However, she had previously found that curiosity can be an unpleasant experience, and the brain's reward circuitry might not kick in until there is a resolution. She suspected that her findings and Ranganath's results were two sides of the same coin. To explain this, she referred to the experience of reading a mystery book. "Being uncertain about the identity of the murderer may be a pleasant reward-anticipating feeling when you know this will be revealed," she said. "But this will turn into frustration if the last chapter is missing."

Ranganath agreed that the hunger for knowledge is not always an enjoyable experience. "It's like an itch that you have to scratch," he said. "It's not really pleasant."

Lesson 20

Target	<ul style="list-style-type: none"> I can write determine the gist of a section of text around what it mostly about. I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> How curiosity stimulates the brain to improve learning and memory Lesson Note-Catcher, Pencil ELA_G7_W5_L20
Read	With a family member, caregiver, or friend, read the article titled, How curiosity stimulates the brain to improve learning and memory .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none"> What is this article mostly about? How does being curious help you learn new things?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> How does curiosity help you stay interested in new ideas? What kinds of things are you curious about? Think about how you engage in your learning at school and how being interested could help you be successful.
Write	Using the Lesson 20 Note-Catcher, write the gist for each section of the article beginning with the introduction and then the following sections “ <i>Piquing Curiosity</i> ”, “ <i>Scanning Brain Activity</i> and “ <i>Hungry For Knowledge</i> ”. Then, write the definition of each word from the article found in the bottom chart in your own words and what strategy you used to determine the definition.
Closing	<ul style="list-style-type: none"> Share your work on your Lesson 20 Note-Catcher with someone and tell them three things you learned from the article. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 20 Note-Catcher

Directions: The “gist” of a reading is what it is “mostly about”. Write the gist for each section of the article beginning with the introduction and then the following sections “*Piquing Curiosity*”, “*Scanning Brain Activity* and “*Hungry For Knowledge*”. Then, write the definition of each word from the article found in the bottom chart in your own words and what strategy you used to determine the definition.

Gist (what the section of the text is mostly about)

- *Introduction:*

- “*Piquing Curiosity*”:

- “*Scanning Brain Activity*”:

- “*Hungry For Knowledge*”:

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
piquing page 1		
dopamine page 2		
hippocampus page 2		
circuitry page 3		

Lesson 21

Target	<ul style="list-style-type: none">• I can cite several pieces of text-based evidence to support an informational text.• I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none">• How curiosity stimulates the brain to improve learning and memory• Lesson Note-Catcher, Pencil• ELA_G7_W5_L21
Read	With a family member, caregiver, or friend, read the section of the article that is titled “Scanning Brain Activity”.
Think	Consider how researchers have used brain scans to learn more about how curiosity affects memory and the image. Think about how well you remember things that interest you.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• How can being curious improve memory?• What is the relationship between engagement and memory?• How could you test this scientific theory at home?
Write	Using the Lesson 21 Note-Catcher, fill in information that will support your understanding of the section of the article titled, “Scanning Brain Activity”. Follow the prompts in each box for you to answer during this close reading activity.
Closing	<ul style="list-style-type: none">• Share your notes with someone and explain what you learned about what happens to the brain when you have an eager interest or curiosity in knowing something.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 21 Note-Catcher

Directions: Fill in information that will support your understanding of the section of the article titled, "Scanning Brain Activity". Follow the prompts in each box for you to answer during this close reading activity.

What was the first change that was observed during this study about the chemical dopamine?

What did researchers find out about curious minds?

How is the hippocampus involved in this brain scanning research?

Think about how curious you are about things that are new. How can you begin to develop a skill around being curious to improve your memory and be more prepared to learn?

Write a summary sentence about how curiosity supports your brain's ability to be excited about new information and improve memory for what is learned:

Lesson 22

Target	I can write a summary of a section of text and add relevant supporting details of the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • How curiosity stimulates the brain to improve learning and memory • Lesson Note-Catcher, Pencil • ELA_G7_W5_L22
Read	With a family member, caregiver, or friend, reread one section from the article, How curiosity stimulates the brain to improve learning and memory that is titled “Hungry For Knowledge”.
Think	<p>As you read, think about what the message of this section is mostly about.</p> <p>Think about how general curiosity can make life more interesting.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to focus on how mindset makes a difference in learning.</p> <ul style="list-style-type: none"> • What am I curious about and does that make me more interested in learning? • How can I take responsibility for being more engaged in my own learning at school and beyond school?
Write	Using the Lesson 22 Note-Catcher, write a summary of the section of the article titled, “Hungry For Knowledge” and then write in the Supporting Detail Notes and Supporting Details from this section of text. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone explain what you learned during this task today. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 22 Note-Catcher

Directions: Using the Lesson 22 Note-Catcher, write a summary of the section of the article titled, “Hungry For Knowledge” and then write in the Supporting Detail Notes and Supporting Details from this section of text. These notes will support your writing assignment at the end of the week.

Summarize the section of the article titled “Hungry For Knowledge” in one sentence:

Supporting Details Notes

(What explicit information from the text supports your thinking about the main idea?)

Lesson 23

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • How curiosity stimulates the brain to improve learning and memory • Lesson Note-Catcher/Quiz, Pencil • ELA_G7_W5_L23
Read	With a family member, caregiver, or friend read How curiosity stimulates the brain to improve learning and memory again.
Think	<ul style="list-style-type: none"> • What have you learned about how being curious helps to stimulate your brain and improve memory? • How can you become more curious about school and the things that interest you?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • How does research support our knowledge about the brain? • What part of the brain is involved in the creation of memories? • Why did some people remember the faces that were shown to them in the study and some did not?
Write	Use the article to answer the questions on the Lesson 23 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 23 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

- 1 Read the selection from the section "Piquing Curiosity."

The researchers discovered that greater interest in a question led to not only better memory for the answer but also for the unrelated face that had come before it. A follow-up test one day later found the same results: People could better remember a face if it came after an intriguing question.

Which phrase from the selection provides context clues for the meaning of "intriguing"?

- (A) researchers discovered
- (B) greater interest
- (C) unrelated face
- (D) better remember

- 2 Read the selection from the section "Hungry For Knowledge."

However, she had previously found that curiosity can be an unpleasant experience, and the brain's reward circuitry might not kick in until there is a resolution. She suspected that her findings and Ranganath's results were two sides of the same coin.

What does Jepma mean by "two sides of the same coin"?

- (A) costly ways to arrive at the same conclusion
- (B) unpleasant relationships with other scientists
- (C) different but related outcomes of a situation

(D) opposite views that cannot find agreement

3 Why did Ranganath and his team show participants faces before the answers to the questions they asked?

(A) They wanted to see if the faces would distract from their curiosity.

(B) They wanted to see if the faces would increase their emotional responses.

(C) They wanted to see how well the brain would remember something unrelated.

(D) They wanted to see how well participants dealt with frustration.

4 How does the hippocampus affect memory in the brain?

(A) It helps regulate the sense of pleasure and reward.

(B) It increases emotional arousal related to certain memories.

(C) It halts the flow of dopamine to allow the brain to create memories.

(D) It interacts with the reward center to prepare for learning.

Lesson 24

Target	I can write an argument to support claims with clear reasons and relevant evidence.
Text, Materials, Video Name	<ul style="list-style-type: none"> • How curiosity stimulates the brain to improve learning and memory • Lesson 5 Writing Activity, Pencil • ELA_G7_W5_L24
Read	With a family member, caregiver, or friend, read the text How curiosity stimulates the brain to improve learning and memory again.
Think	<p>Consider what you have read this week about curiosity and how it stimulates increased learning and memory.</p> <ul style="list-style-type: none"> • How can you improve your own curiosity at school to help yourself learn new things more easily? • Can you think of things that you have learned in your life and remember very well because they are interesting to you?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, being curious improves your ability to learn and remember details and new ideas.</p> <ul style="list-style-type: none"> • In what ways do you stay curious? • Do you think that you can develop an attitude to stay more curious about things that you might not be as interested in learning?
Write	On the Lesson 24 Writing Activity, write a statement to inform and motivate others about the importance of being curious and how that will impact your ability to learn and remember new things at school and in life. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them what you believe about the brain's ability to learn based on motivation and curiosity. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 24 Writing Activity

Directions: On the lines below, write a statement to inform and motivate others about the importance of being curious and how that will impact your ability to learn and remember new things at school and in life. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/18/20 to 5/22/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like "screen time" and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_GX_W6_L25	<i>You sleep to recharge your brain, and support learning and memory</i>	Note-catcher
Day 2	ELA_GX_W6_L26	<i>You sleep to recharge your brain, and support learning and memory</i>	Note-catcher
Day 3	ELA_GX_W6_L27	<i>You sleep to recharge your brain, and support learning and memory</i>	Note-catcher
Day 4	ELA_GX_W6_28	<i>You sleep to recharge your brain, and support learning and memory</i>	Quiz
Day 5	ELA_GX_W6_L29	<i>You sleep to recharge your brain, and support learning and memory</i>	Writing Activity

www.detroitk12.org/youtube

You sleep to recharge your brain, and support learning and memory

By Scientific American, adapted by Newsela staff on 03.22.19

Word Count 871

Level 1020L



Image 1. A man turns in for a night of sleep. There are plenty of theories about why humans sleep, but nobody really knows for sure. Photo by: Getty Images Getty Images

If you tried to explain sleep to an alien, it might make what we humans do every night seem bizarre. Yes, we get to experience dreaming during sleep, along with rejuvenating rest, but we also become completely defenseless and are open to attack. Sleep, then, starts to seem strange and pointless.

Sleep, however, is not useless. Theories on sleep state that it reenergizes the body's cells, clears waste from the brain, and supports learning and memory. Sleep can even regulate mood and appetite. Yet what precisely happens in our head when it hits the pillow?

Philosophers have tried to describe and explain sleep for thousands of years. Aristotle was an ancient Greek philosopher who lived over two thousand years ago. He described sleep and waking as opposite experiences, characterized by either the absence or presence of perception. Aristotle thought that sleep happened as a result of breathing after eating. Maybe, he suggested, those

exhalations thickened and heated our blood, which then rose to the brain to be cooled, before finally journeying to the heart.

Aristotle's ideas about why sleep happened were a little off, but he had the brain part right.

Scientists use electroencephalography, or EEG, to measure brain wave activities during sleep. Brain waves are the electrical activity our brains produce. They change in height and number depending on what we are doing. Scientists have categorized sleep into two states, called non-REM and REM, which repeat every 90 minutes several times during the night. Non-REM can also be called NREM and further divided into stages S1, S2, S3 and S4.

"Light" Sleep Stages

When drowsy but still awake, brain waves become slower and increase in height, slowly matching up with each other. The first two stages of NREM sleep are relatively "light" stages. The brain waves slow down and increase in height, forming what are called theta waves. Waking up from these stages of sleep is fairly easy, and sleepers might not recognize they were asleep at all.

Stages 3 and 4 of NREM sleep are the deepest and hardest to wake up from. These stages have delta waves, which are the slowest and highest brain waves, and also the most unlike waking brain waves. Sleep walking and talking mostly happens during delta sleep.

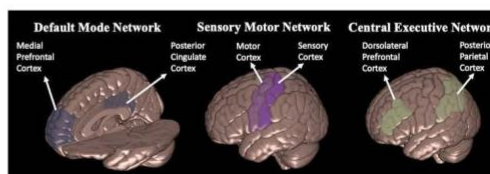
During NREM sleep, our brains continue to gather information through our senses. As sleep becomes deeper, we respond less to our environment and become less aware of what is going on. The mind becomes focused inwards and is less tied down to the outside world.

REM sleep gets its name from the darting eye movements that accompany it, called Rapid Eye Movement. During REM sleep, muscles go loose and the body is basically paralyzed. In REM sleep, our brains look the same as when we are awake. It is also the sleep stage during which we dream.

No Longer In Control

Dreams are not hallucinations. The brain behaves differently during hallucinations than during dreams. During dreams, a part of our brains called the frontal cortex is disrupted. The frontal cortex helps us control our behavior. It oversees actions like thinking, decision-making and planning. Without the frontal cortex, there is less self-awareness and the brain is open to the strange contents and logic of dreams. Outside information is cut off, creating a tight, self-contained dream loop.

Why do we sleep, though? Scientists do not exactly know, but they have several ideas. One theory has to do with sleep playing an important role in memory consolidation. In other words, sleep improves memory's ability to stick. Research suggests REM sleep strengthens the brain's ability to process memories. This prepares memories for future use, and also filters out unnecessary ones. A study published in 2014 states that sleep could help define important memories and make them distinct from unimportant ones.



During sleep, the connections, or synapses, throughout the brain weaken. This is thought to balance out the strengthening of connections that happens as we learn when we're awake. By cutting away excess connections, sleep "cleans the slate" so we can learn again the next day. Interfering with this scaling down process can, in some cases, lead to more intense and perhaps unwanted memories.

Flushing Out Harmful Toxins

Another theory is that sleep is restorative and cleans out harmful toxins that can hurt the brain. During sleep, the space between brain cells increases. This allows harmful toxic proteins to be flushed out. In an October 2013 issue of the journal *Science*, researchers published the results of a study hypothesizing that the brain uses sleep to flush out harmful waste. This waste removal system, they suggest, is one of the major reasons why we sleep. By removing harmful waste from the brain, sleep may stave off diseases like Alzheimer's, which is characterized by memory loss.

We do not have a precise definition of sleep's purpose, but we know it impacts different physical and psychological activities, including cleaning up brain waste and turning information into memory. Each of these theories can be used to explain why we sleep -- we just haven't worked it all out yet. Give us a break, we're asleep most of the time.

Lesson 25

Target	<ul style="list-style-type: none"> • I can determine the gist of the sections of text. • I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> • You sleep to recharge your brain, and support learning and memory • Lesson Note-Catcher, Pencil • ELA_G7_W6_L25
Read	With a family member, caregiver, or friend, read You sleep to recharge your brain, and support learning and memory .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none"> • Why do you think sleep is important for your brain? • How many hours of uninterrupted sleep do you get every day?
Talk	With your family member, caregiver, or friend, talk about the following questions: Remember that sleeping helps your brain stay healthy. <ul style="list-style-type: none"> • What is an important reason to get enough sleep every day? • How can sleep help you take care of your brain? • In what ways are scientists learning more about the value of sleep?
Write	Using the Lesson 25 Note-Catcher, write the gist of the article introduction and following sections “ <i>Light Sleep Stages</i> ,” “ <i>No Longer In Control</i> ,” and “ <i>Flushing Out Harmful Toxins</i> ”. Then, in the second box, write the definition of each word in your own words and what strategy you used to determine the definition.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 25 Note-Catcher

Directions: Write the gist of the article introduction and following sections “*Light Sleep Stages*”, “*No Longer In Control*”, and “*Flushing Out Harmful Toxins*”. Then, in the second box, write the definition of each word in your own words and what strategy you used to determine the definition.

Gist (what the text is mostly about):

- *Introduction*
- “*Light Sleep Stages*”
- “*No Longer In Control*”
- “*Flushing Out Harmful Toxins*”

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
rejuvenating page 1		
electroencephalography (EEG) page 2		
NREM page 2		
REM page 2		
synapses page 3		

Lesson 26

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an informational text. I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> You sleep to recharge your brain, and support learning and memory Lesson Note-Catcher, Pencil ELA_G7_W6_L26
Read	<p>With a family member, caregiver, or friend, read You sleep to recharge your brain, and support learning and memory.</p>
Think	<p>Consider how consistently you get sleep at night.</p> <ul style="list-style-type: none"> How do you see sleep in helping you retain information and have a working memory for new information?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that getting deep sleep is an important part of learning.</p> <ul style="list-style-type: none"> What is the difference between N-REM and REM sleep? When do we dream during our sleep cycles? How can you take better care of your brain by getting sleep?
Write	<p>Complete the following Lesson 26 Note-Catcher by reading the section of the article titled "Light Sleep Stages" and writing your notes that address each of the sections.</p>
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you learned during this close reading assignment as you reread one section of the article. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	<p>Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.</p>

Lesson 26 Note-Catcher

Directions: Complete the following Lesson 26 Note-Catcher by reading the section of the article titled “Light Sleep Stages” and writing your notes that address each of the sections.

What are the first two stages of NREM sleep?:

What are stages 3 and 4 of NREM sleep?:

What is different about NREM and REM sleep?:

Think of three things you know for sure from this section of the text:

Write a summary sentence about how to distinguish the difference between the stages of sleep in NREM and REM sleep:

Lesson 27

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • You sleep to recharge your brain, and support learning and memory • Lesson Note-Catcher, Pencil • ELA_G7_W6_L27
Read	With a family member, caregiver, or friend, read two sections from the article, “No Longer In Control” and “Flushing Out Harmful Toxins”.
Think	<p>As you read, think about the message of this section of the article. Consider how sleeping helps clear the brain for a new day.</p> <ul style="list-style-type: none"> • How does the brain rejuvenate during sleep?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, research around sleep continues today, but much has been learned throughout history.</p> <ul style="list-style-type: none"> • Why is sleep important to your health now and later in life? • How are dreams different from hallucinations? • How does sleep improve memory?
Write	Using the Lesson 27 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them about the importance of getting enough sleep. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 27 Note-Catcher

Directions: Using the Lesson 27 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.

What is happening with the frontal cortex when dreaming during sleep?

How does sleep improve memory?

How does sleep help to restore the brain and clean out toxins?

What is the main idea of these two sections of the article?

Lesson 28

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • You sleep to recharge your brain, and support learning and memory • Lesson Quiz, Pencil • ELA_G7_W6_L28
Read	With a family member, caregiver, or friend, read You sleep to recharge your brain, and support learning and memory .
Think	<ul style="list-style-type: none"> • What have you learned about how your brain needs sleep to stay healthy? • How can sleep help your memory?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • How can sleep affect memories? • How has what we know about sleep changed throughout history? • What do you know about the stages of sleep?
Write	Use the article to answer the questions on the Lesson 28 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 28 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

1 Which section from the article BEST explains how sleep can affect memories?

- (A) Introduction [paragraphs 1-5]
- (B) "Light Sleep Stages"
- (C) "No Longer In Control"
- (D) "Flushing Out Harmful Toxins"

2 Read the following paragraph from the section "Flushing Out Harmful Toxins."

Another theory is that sleep is restorative and cleans out harmful toxins that can hurt the brain. During sleep, the space between brain cells increases. This allows harmful toxic proteins to be flushed out. In an October 2013 issue of the journal Science, researchers published the results of a study hypothesizing that the brain uses sleep to flush out harmful waste. This waste removal system, they suggest, is one of the major reasons why we sleep. By removing harmful waste from the brain, sleep may stave off diseases like Alzheimer's, which is characterized by memory loss.

What conclusion is BEST supported by the paragraph above?

- (A) Sleep might be an important tool to keep people healthy.
- (B) People who sleep the most will not get Alzheimer's.
- (C) The health benefits of sleep are doubtful, but more research is needed.
- (E) People who do not sleep enough always have poor memories.

3 The author includes information about the sleep stages first. Why does the author

choose to provide information about dreaming next?

- (A) to suggest that REM sleep is more important than NREM sleep
- (B) to show what happens to the body physically while a person is dreaming
- (C) to demonstrate why people cannot usually remember their dreams
- (D) to highlight one activity, dreaming, that happens during REM sleep

4 What is one reason why the author includes the information about Aristotle's beliefs about sleep?

- (A) to explain why sleep is an unusual practice for human beings
- (B) to show that people have tried to understand sleep for a long time
- (C) to demonstrate that today's scientists learned about sleep from Aristotle
- (D) to describe some of the connections between sleep and breathing

Lesson 29

Target	<ul style="list-style-type: none"> • I can write an argument to support claims with clear reasons and relevant evidence. • I can produce clear and coherent writing that is appropriate to task , purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <i>You sleep to recharge your brain, and support learning and memory</i> • Lesson Writing Activity, Pencil • ELA_G7_W6_L29
Read	With a family member, caregiver, or friend, read <i>You sleep to recharge your brain, and support learning and memory</i> again.
Think	<p>Consider what you have read this week about the affects of sleep on the brain.</p> <ul style="list-style-type: none"> • Do you notice a difference in your learning when you do not get enough sleep? • How does a good night of sleep support your health?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • How does NREM and REM sleep affect the brain? • How does sleep “clean the slate” of the brain to begin fresh every day? • Why is getting enough sleep important to your health?
Write	On the Lesson 29 Writing Activity, write a statement that demonstrates your belief about the importance of sleep on the health of the brain. Cite two pieces of evidence from the article. Use your work from this week to support your thinking.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them you informed opinion about the relationship between sleep, memory and health. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/26/20 to 5/29/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W7_L30	<i>Screen addiction: Study links too much device time, teen unhappiness</i>	Note-catcher
Day 2	ELA_G7_W7_L31	<i>Screen addiction: Study links too much device time, teen unhappiness</i>	Note-catcher
Day 3	ELA_G7_W7_L32	<i>Screen addiction: Study links too much device time, teen unhappiness</i>	Note-catcher
Day 4	ELA_G7_W7_L33	<i>Screen addiction: Study links too much device time, teen unhappiness</i>	Quiz

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Screen addiction: Study links too much device time, teen unhappiness

By Washington Post, adapted by Newsela staff on 10.02.19

Word Count 794

Level 1020L



Teens look at a photograph they took on a smartphone in Times Square in New York City. Photo by Drew Angerer/Getty Images.

Silicon Valley executives have complained about smartphones and social media that are designed to be addictive. But a new report puts numbers to their warnings. The report finds that the more hours a day teens spend in front of screens, the less satisfied they are.

Here's the name of the report: "Decreases in Psychological Well-Being Among American Adolescents After 2012 and Links to Screen Time During the Rise of Smartphone Technology." It was published in the journal *Emotion*. The report used information from a national survey of eighth, tenth and twelfth graders done every year by The University of Michigan.

The report said that young people's self-esteem, life satisfaction and happiness have gone down since 2012. The year 2012 was the first year that more than half of Americans owned a smartphone.

Well-Being Drops With More Screen Time, Report Says

This article is available at 5 reading levels at <https://newsela.com>.

The report also found that adolescents' psychological well-being decreased the more hours a week they spent on screens. That includes the following: the Internet, social media, texting, gaming and video chats. The findings are like earlier reports linking frequent screen use and teenage depression and anxiety.

In the past six years, more and more people have started using smartphones. In 2012, 37 percent of teens had one. Now that number is higher. In 2016, 89 percent of teens had one. Those statistics come from the Pew Research Center and the Associated Press-NORC Center for Public Affairs Research.

The study graphed the connection between happiness and screen activities. It also graphed the connection between happiness and non-screen activities such as sports, in-person interaction and religious services. Jean Twenge is the study's lead author. Twenge is a psychology professor at San Diego State University. She called the relationship of screen and non-screen activities "zero-sum." That means if you are doing one, it takes time away from the others.

Playing Games In Fields Used To Make Kids Happier

Diane Tanman lives in Chevy Chase, Maryland. She worries that that is the case for her sons. Her boys are 11 and 15. They used to play games in fields when they were little and it made them happier, Tanman said. These days her sons are more into online games. Many of the games have rewards built in to keep players coming back. "I think it's addictive," Tanman said. "It's just junk food for the brain."

Another parent named Ed Lazzara says his 12-year-old son Leo, a fan of the game Minecraft, is more irritable after he has been playing a lot.

Amanda Lenhart is deputy director of the Better Life Lab at New America. She has conducted studies on teenagers and screen use. Lenhart said rather than making one set of rules about when and how much screen time teens should have, she prefers a case-by-case approach. "Some of it is about your particular kid and your particular life, and you as a parent," she said. "Some of it is you looking at your child and saying 'Something is not right here.'"

Devices Can Be Distracting

In many ways, some sort of screen time is built into being a young person. Many schools require students to be online and to use iPads, Chromebooks or other devices to do their work. But teachers have also complained that technology can become a distraction when students use their devices in the classroom for things other than their studies.

Technology-free schools do exist -- including some in Silicon Valley that tech titans have sent their own children to. And movements such as Wait Until 8th have urged parents to delay giving smartphones to kids. But even Bill Gates, who is known for limiting his children's access to technology, allowed them to get phones by age 14.

Marina Bowsher is the mother of a 14-year-old boy and a 12-year-old girl. She views screen time "like dessert -- sure, you can have some once in a while, but it shouldn't be part of your every day."

Apple Planning To Give Parents More Ways To Control Phone Use

Investors at Apple, the maker of the iPhone, wrote an open letter saying they want phones to give parents more ways to control how their children use phones. The investors want parents to be able to limit the number of hours their children use their phones. They also want parents to be able to shut off social media access at a certain time each day. Twenge helped put the letter together. The letter used research that showed negative psychological effects of phone use on teens and noted parents' "constant battle" over screen time, calling it "unrealistic and a poor long-term business strategy to ask parents to fight this battle alone." Apple responded by saying it is planning new ways to increase parental control.

Lesson 30

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence from informational text. • I can determine the meaning of unknown words in text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Screen addiction: Study links too much device time, teen unhappiness • Lesson Note-Catcher, Pencil • ELA_G7_W7_L30
Read	With a family member, caregiver, or friend, read Screen addiction: Study links too much device time, teen unhappiness .
Think	<p>Remember to think about the following questions as you read:</p> <ul style="list-style-type: none"> • Why do you think that too much screen time can lead to unhappiness? • How many hours of screen time do you have every day?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that screen time includes computers, phones, video games, social media, and television.</p> <ul style="list-style-type: none"> • How does screen time affect you? • Can too much access to technology impact young people? • What are some ideas for parents to limit time on screen?
Write	With the Lesson 30 Note-Catcher, use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 1 Note-Catcher to write additional notes, ideas, and unknown vocabulary.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to focus on these parts of the article. What did you learn? • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 30 Note-Catcher

Directions: Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 30 Note-Catcher to write additional notes, ideas, and unknown vocabulary.

How does screen addiction affect young people?	How do schools use technology?
What is "zero sum" referring to?	Why does Apple want to give parents more control over phone use?

Additional Notes and Vocabulary from the article:

Lesson 31

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an informational text. I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> Screen addiction: Study links too much device time, teen unhappiness Lesson Note-Catcher, Pencil ELA_G7_W7_L31
Read	With a family member, caregiver, or friend, read Screen addiction: Study links too much device time, teen unhappiness .
Think	<ul style="list-style-type: none"> Consider how much time you spend each day “on screen”. How do you notice your mood being altered by screen time?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that getting a balance between screen time and activity is important for your happiness.</p> <ul style="list-style-type: none"> How is psychological well-being decreased the more hours spent on screens? Do companies intentionally create addictive qualities in their apps?
Write	Complete the following Lesson 31 Note-Catcher by reading the sections of the article titled “Well-Being Drops With More Screen Time, Report Says” and “Playing Games In Fields Used To Make Kids Happier” and then writing your notes that address each of the sections.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you learned during this close reading assignment as you reread two sections from the article. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 31 Note-Catcher

Directions: Complete the following Lesson 31 Note-Catcher by reading the sections of the article titled “Well-Being Drops With More Screen Time, Report Says” and “Playing Games In Fields Used To Make Kids Happier” and then writing your notes that address each of the sections.

What are the findings of the Pew Research Center and the Associated Press-NORC Center for Public Affairs Research?:

What does Jean Twenge from San Diego State University call “zero-sum”?:

Why does Diane Tanman think that video games are “addictive” and “junk food for the brain”?:

Think of the balance in your life between outdoor and screen time activities each day and outline a schedule for yourself here:

Write a summary sentence about how research indicates that teenagers are unhappy as a result of too much screen time:

Lesson 32

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Screen addiction: Study links too much device time, teen unhappiness • Lesson Note-Catcher, Pencil • ELA_G7_W7_L32
Read	With a family member, caregiver, or friend, read the following two sections from the article, “Devices Can Be Distracting” and “Apple Planning To Give Parents More Ways To Control Phone Use”.
Think	As you read, think about the message of this section of the article. Consider how screen time can be a distraction for you. Often, middle school students do not have cell phones. Think about how this might affect you.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, the article focuses on the negative impacts of screen time, but we know there are positive outcomes too.</p> <ul style="list-style-type: none"> • How does your school use screen time? • Why would some schools be “technology-free”? • How old do you think you should be before having a phone?
Write	Using the Lesson 32 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them about the importance of getting enough sleep. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 32 Note-Catcher

Directions: Using the Lesson 32 Note-Catcher, record notes from the following two sections from the article, “Devices Can Be Distracting” and “Apple Planning To Give Parents More Ways To Control Phone Use” for the prompts in each box. These notes will support your writing assignment at the end of the week.

What kinds of technology do you use at school?

What kind of technology do you use at home?

Do you think that parents should have more control over your technology use?

What is the main idea of these two sections of the article?

Lesson 33

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Screen addiction: Study links too much device time, teen unhappiness • Lesson Quiz, Pencil • ELA_G7_W7_L33
Read	With a family member, caregiver, or friend, read Screen addiction: Study links too much device time, teen unhappiness .
Think	<ul style="list-style-type: none"> • What have you learned about research being done on teens and screen time? • How should you balance your time outside with screen time?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • How does screen time affect happiness? • How do schools and your family use screen time? • What do you think about charging all devices overnight in the kitchen?
Write	Use the article to answer the questions on the Lesson 33 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the questions the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 33 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

1. Which of the following MOST influenced Apple investors to write a letter to the company?

- (A) the personal experience that each investor has had with teens and technology
- (B) the suggestions that Amanda Lenhart has made based on her study's results
- (C) the research showing that teens are negatively affected by screen time
- (D) the increase in the number of technology-free schools in Silicon Valley

2. What is MOST LIKELY the reason the author included the information about the children of Tanman and Lazzara?

- (A) to provide specific examples of the problems that parents are facing with their children and increased screen time
- (B) to describe some examples of families that were included in Twenge's report about teens and their screen time
- (C) to prove that boys tend to be affected the most by the increased screen time and lack of physical activity
- (D) to show some solutions and suggestions that parents have for limiting teens' screen time in an effective way

3. Read the section "Well-Being Drops With More Screen Time, Report Says."

<https://www.detroitk12.org/>

What does this section show that other sections DO NOT?

(A) how Jean Twenge is playing a role in creating awareness about teens and their screen time

(B) how the new report shows that there has been a change in teenage satisfaction since 2012

(C) how there is a link between increased screen time and the psychological well-being of teens

(D) how the study also focuses on the connection between non-screen activities and happiness

4. How effective are the article's first three paragraphs at introducing the new report on teens and screen time?

(A) It is effective because it summarizes the main points of the report and lets the reader know the focus of the article.

(B) It is effective because it provides both the problem and solution for the issues surrounding screen time and teens.

(C) It is not effective because it fails to mention the important findings in the report and the conclusion that was drawn.

(D) It is not effective because it lacks information about the results of the report and why it was done in the first place.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 6/1/20 to 6/5/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W8_L34	<i>More people are using critical thinking skills before sharing news</i>	Note-catcher
Day 2	ELA_G7_W8_L35	<i>More people are using critical thinking skills before sharing news</i>	Note-catcher
Day 3	ELA_G7_W8_L36	<i>More people are using critical thinking skills before sharing news</i>	Note-catcher
Day 4	ELA_G7_W8_L37	<i>More people are using critical thinking skills before sharing news</i>	Quiz
Day 5	ELA_G7_W8_L38	<i>More people are using critical thinking skills before sharing news</i>	Writing Activity

www.detroitk12.org/youtube

More people are using critical thinking skills before sharing news

By Christian Science Monitor, adapted by Newsela staff on 07.20.18

Word Count 583

Level 1080L



As more people rely on social media for news, they also show signs of greater skill in media literacy. Photo from Getty.

Many young people are skilled in using social media. However, that does not mean they trust it as their only source for news.

A new survey was published by Harvard University. It found that more than two-thirds of young Americans disapprove of President Donald Trump's use of Twitter. It appears that millennials prefer White House news be filtered through other reliable sources, not a president's social media page.

The poll fits nicely with other data that has come out. People who read the news are starting to take more care in how they navigate all the retweets, "likes," and shares of the digital age.

Many Americans rely on social media to check daily headlines. Yet as distrust has risen toward all media, people might be starting to beef up their media literacy skills.

"Seeking Out Opposing Viewpoints"

This article is available at 5 reading levels at <https://newsela.com>.

Such a trend is badly needed. During the 2016 presidential campaign, nearly one-quarter of Web content shared by Twitter users in Michigan was fake news, according to the University of Oxford. Michigan is also a swing state. Swing states are seen as important in "swinging" the results of presidential elections.

Another survey by BuzzFeed News found 44 percent of Facebook users rarely or never trust news from Facebook.

Young people who grew up in the digital world are getting better at separating fact from fiction. A Knight Foundation survey was done of young people between ages 14 and 24. It found they use "distributed trust" to verify or confirm stories. In other words, they cross-check sources and prefer news from different perspectives – especially those that are open to any bias, or prejudice.

"Many young people assume a great deal of personal responsibility for educating themselves and actively seeking out opposing viewpoints," the survey concluded.

University Research Sees Political Awareness

Such active research can have another effect. A 2014 survey was conducted in Australia, Britain, and the United States by the University of Wisconsin-Madison. It found that young people's reliance on social media led to a greater political engagement.

Social media allows users to experience news events more intimately and immediately. It also permits them to re-share news as a projection of their values and interests. This forces users to be more conscious of their role in passing along information.

A survey by Barna research group found the top reason given by Americans for the fake news phenomenon is "reader error." In other words, it was not so much that the stories were made-up or that there were factual mistakes in reporting. People were just reading it wrong.

About one-third say the problem of fake news comes from "misinterpretation or exaggeration of actual news" from social media.

Fact-Check, Then Share

So, the choice to share news on social media might be the heart of the issue. "This indicates there is a real personal responsibility in counteracting this problem," says Roxanne Stone, editor-in-chief at Barna Group.

"To be a good steward of our social media platforms includes a responsibility to do our research," she adds. People should "fact-check a story before sharing it" and "double-check a news source to make sure it's a credible one." This way, we can perhaps "widen our circles" and read the news that reaches outside our own limited perspectives, she says.

So when young people are critical of an over-tweeting president, they reveal a careful discipline in thinking skills. It also shows they are becoming thoughtful in their choices on when and what to share on social media.

Lesson 34

Target	<ul style="list-style-type: none"> • I can determine the gist of the sections of text. • I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> • More people are using critical thinking skills before sharing news • Lesson Note-Catcher, Pencil • ELA_G7_W8_L34
Read	With a family member, caregiver, or friend, read More people are using critical thinking skills before sharing news .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none"> • How do you stay informed about the news and current events? • Do you ever fact-check the news before believing it?
Talk	With your family member, caregiver, or friend, talk about the following questions: <p>Remember that media news sources have biases too.</p> <ul style="list-style-type: none"> • What is your favorite news source? • What do you think about “fake news”? • In what ways do you consider yourself a good consumer of news?
Write	Using the Lesson 34 Note-Catcher, write the gist of the article introduction and following sections “ <i>Seeking Out Opposing Viewpoints</i> ”, “ <i>University Research Sees Political Awareness</i> ”, and “ <i>Fact-Check, Then Share</i> ”. Then, in the second box, write the definition of each word in your own words and what strategy you used to determine the definition.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you wrote down the details on your Note-Catcher. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 34 Note-Catcher

Directions: Write the gist of the article introduction and following sections “*Seeking Out Opposing Viewpoints*”, “*University Research Sees Political Awareness*”, and “*Fact-Check, Then Share*”. Then, in the second box, write the definition of each word in your own words and what strategy you used to determine the definition.

Gist (what the text is mostly about):

- *Introduction*
- “*Seeking Out Opposing Viewpoints*”
- “*University Research Sees Political Awareness*”
- “*Fact-Check, Then Share*”

Word	Definition in your own words	Strategy (context, affixes, root, dictionary)
millennials page 1		
distrust page 1		
prejudice page 2		
exaggeration page 2		

Lesson 35

Target	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an informational text. • I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • More people are using critical thinking skills before sharing news • Lesson Note-Catcher, Pencil • ELA_G7_W8_L35
Read	With a family member, caregiver, or friend, read More people are using critical thinking skills before sharing news .
Think	<p>Consider how consistently you get sleep at night.</p> <ul style="list-style-type: none"> • How do you see sleep in helping you retain information and have a working memory for new information?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that research supports our understanding of new ideas.</p> <ul style="list-style-type: none"> • What is “fact-checking” the news? • Why is “fact-checking” important when determining trust of the news?
Write	Complete the following Lesson 35 Note-Catcher by reading the section of the article titled “Seeking Out Opposing Viewpoints” and writing your notes that address each of the sections.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them what you learned during this close reading assignment as you reread one section of the article. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 35 Note-Catcher

Directions: Complete the following Lesson 35 Note-Catcher by reading the section of the article titled “Seeking Out Opposing Viewpoints” and writing your notes that address each of the sections.

How does “fake news” potentially influence elections?:

How do you young people take responsibility in educating themselves and seeking out multiple viewpoints?:

Do you trust news from social media websites like Facebook and Twitter?:

Think of three ways you learn about the news and what is happening in the world today:

Write a summary sentence about why it is important to verify news stories and stay current on the events of the world:

Lesson 36

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • More people are using critical thinking skills before sharing news • Lesson Note-Catcher, Pencil • ELA_G7_W8_L36
Read	With a family member, caregiver, or friend, read two sections from the article, “University Research Sees Political Awareness” and “Fact-Check, Then Share”.
Think	<p>As you read, think about how much you trust the news to be fair in their reporting. Consider how young people check the facts of news stories.</p> <ul style="list-style-type: none"> • How do young people view the use of social media for news?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, being an informed teenager is important.</p> <ul style="list-style-type: none"> • Do you feel that you are a politically active teenager? • Does social media make you more knowledgeable about the world around you? • How can you “fact-check” and then share news ?
Write	Using the Lesson 36 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them why social media, fact-checking and being informed is important. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 36 Note-Catcher

Directions: Using the Lesson 36 Note-Catcher, record notes from the reading for the prompts in each box. These notes will support your writing assignment at the end of the week.

What did the survey by the University of Wisconsin-Madison in 2014 conclude?

What did the survey by the Barna Group determine about the top reason given by Americans for the fake news phenomenon?

Why are young people critical of President Trump's use of Twitter?

What is the main idea of these two sections of the article?

Lesson 37

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • More people are using critical thinking skills before sharing news • Lesson Quiz, Pencil • ELA_G7_W8_L37
Read	With a family member, caregiver, or friend, read More people are using critical thinking skills before sharing news .
Think	<ul style="list-style-type: none"> • What has research determined about how young people think about news and sharing the news through social media? • How do you feel you will be a better consumer of news now?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Can young people's reliance on social media increase their political involvement? • How does some fake news originate from misinterpretation? • Are you becoming more thoughtful in your choices to share news on social media?
Write	Use the article to answer the questions on the Lesson 37 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the question the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!

Lesson 37 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

1 Which section of the article gives a reason why young people are becoming more engaged in politics?

- (A) Introduction [paragraphs 1-4]
- (B) "Seeking Out Opposing Viewpoints"
- (C) "University Research Sees Political Awareness"
- (D) "Fact-Check, Then Share"

2 Which two selections taken together provide the BEST evidence to support the idea that social media has influenced how people interact with the news?

1. Social media allows users to experience news events more intimately and immediately.
2. It also permits them to re-share news as a projection of their values and interests. This forces users to be more conscious of their role in passing along information.
3. About one-third say the problem of fake news comes from "misinterpretation or exaggeration of actual news" from social media.
4. "To be a good steward of our social media platforms includes a responsibility to do our research," she adds.

- (A) 1 and 2
- (B) 3 and 4
- (C) 1 and 3
- (D) 2 and 4

3 Read the final section of the article, "Fact-Check, Then Share." What is the MAIN

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purpose of concluding the article with this section?

- (A) to suggest that the president should send fewer tweets
- (B) to describe why it's easy to share fake news on social media
- (C) to offer an expert opinion on why young people like to share news on social media
- (D) to highlight the need for careful consideration before sharing news on social media

4 Which answer choice BEST explains how the section "Seeking Out Opposing Viewpoints" contributes to the central idea of the article?

- (A) It shows what kinds of things experts recommend in order to avoid fake news.
- (B) It explains how fake news impacted the 2016 presidential election.
- (C) It offers data about how young people actually engage with news on social media.
- (D) It compares the way that people of different ages decide whether or not to share news.

Lesson 38

Target	<ul style="list-style-type: none"> I can write an argument to support claims with clear reasons and relevant evidence. I can produce clear and coherent writing that is appropriate to task , purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> More people are using critical thinking skills before sharing news Lesson Writing Activity, Pencil ELA_G7_W8_L38
Read	With a family member, caregiver, or friend, read More people are using critical thinking skills before sharing news again.
Think	<p>Consider what you have read this week about social media and “fake news”.</p> <ul style="list-style-type: none"> Do you notice a difference in how you are listening to reading the news in your local area? How will you remain invested in seeking reliable news during a crisis or everyday need for information in your area?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> How do leaders use social media to inform their people? Can you trust social media sources for factual news? Why might you want to “fact-check” a news source?
Write	On the Lesson 38 Writing Activity, write a statement that demonstrates your belief about the importance of social media news in informing young people and the need to “fact-check” before sharing the news. Cite two pieces of evidence from the article. Use your work from this week to support your thinking.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them you informed opinion about the relationship between sleep, memory and health. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 6/8/20 to 6/12/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing?
How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W9_L39	<i>Parents may fret, but even experts say social media use has its benefits</i>	Note-catcher
Day 2	ELA_G7_W9_L40	<i>Parents may fret, but even experts say social media use has its benefits</i>	Note-catcher
Day 3	ELA_G7_W9_L41	<i>Parents may fret, but even experts say social media use has its benefits</i>	Note-catcher
Day 4	ELA_G7_W9_L42	<i>Parents may fret, but even experts say social media use has its benefits</i>	Quiz
Day 5	ELA_G7_W9_L43	<i>Parents may fret, but even experts say social media use has its benefits</i>	Writing Activity

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Parents may fret, but even experts say social media use has its benefits

By Asha Davis and Erin Burnett, USA Today, adapted by Newsela staff on 07.20.18

Word Count 886

Level 1040L



Experts say there are some positive aspects to social media, including staying connected to people. It all depends on how students use it.
Photo by: Maskot/Getty Images

Teenagers spend lots of time on social media sites. They post about their lives which, to others, may seem almost perfect.

In real life, however, things might not be so perfect.

Among social media's benefits is that it allows teenagers to connect all over the world. Still, the hours spent on Snapchat, Twitter, Facebook and other social media sites also could be harmful, experts say.

Using Social Media To Determine Self-Worth

Studies show links between an overuse of social media and health problems. Those can include anxiety and body image issues.

Seventy-five percent of teenagers in America today are on social media sites, says Common Sense Media, a nonprofit organization. Some feel anxious if they can't update their posts or find out what their friends are doing. They may start to judge their self-worth by how many Snapchat followers they have.

"One of the biggest challenges for teenagers is the fear of missing out or the need to feel accepted," said Shreya Hessler, a Bel Air, Maryland, psychologist. "Social media can put added pressure on teenagers if used in an unhealthy way."

Teens Should Stay Connected

However, teachers and psychologists don't think teenagers need to unplug completely.

Leslie Parker, a life coach in Baltimore, Maryland, said there are some positive aspects to social media. One is staying connected to people. It all depends on how students use it, she said. Many teenagers are using social media for positive reasons.

While adults may think teens spend too much time on these sites, it can be good, said Baltimore therapist Kate Gerwin.

Social media connects communities at difficult times. Activists used social media to organize the #MeToo movement against sexual harassment and the #BlackLivesMatter movement against police brutality. Social media helps people to stay informed about news.

Community concerns can be shared on social media and "people can share their life stories," Hessler said.

Link Between Social Media Use And Psychological Issues

Social media is more of a risk to adolescents than adults realize, says a 2012 report by the American Academy of Pediatrics. Some teenagers may face cyberbullying or develop depression.

Depression is more than just feeling sad. It is a serious mental illness that affects someone's mood.

Some studies have also found links between anxiety and sleep deprivation.

It also has the potential to create body image issues. A survey of young people by the Royal Society for Public Health in the United Kingdom found that young girls compared themselves to photos of "perfect girls." These unrealistic photos may actually be edited.

Therapist Octavia Sykes works with girls who struggle with their body image. She said social media can increase these concerns. Teenagers are putting their best image forward and it can seem overwhelming to try and compete.

"The idea that you can't be beautiful without a filter is saddening," Sykes said.

Social Media Can Isolate Teens

Social media may isolate teenagers from the real world. Hessler said appointments with her might be the only time some of her teenage clients have a conversation without the interruption of social

media or other technology. Some teenagers panic if they cannot check Twitter or Snapchat, she said. This can happen when their phone dies or is taken away by their parent.

Kristina Dyson is a student at Mercy High School in Baltimore. She said she uses Snapchat and Twitter to communicate with friends and know what they are doing.

"If I don't have social media, I don't know what's going on, and I need to know what's going on," she said.

This feeling can be a problem if it creates anxiety or interferes with school work and everyday life, therapists said.

Parker said social media can keep teenagers away from family time and real-life conversations.

"Kids should connect with people, not so much the machines, not so much Twitter," she said. She thinks eventually "it will just make them become more distant, in terms of talking to someone."

Joy Medley, a chemistry teacher at North County High School in Glen Burnie, Maryland, said she believes social media can be a distraction from class, especially when they are constantly getting notifications.

The Positive Impacts Of Social Media

More simply, being active on social media is entertaining. Some studies have found that when a person receives a notification on social media, dopamine levels in the brain increase, Gerwin said. Dopamine is the chemical in the brain associated with feelings of pleasure.

A report by the American Academy of Pediatrics found that some aspects of social media can be good for adolescents. They can access health information, develop social connections and use it when doing their school work. For instance, students can connect with one another to discuss homework assignments.

"Social media allows teenagers to join communities where people are able to be creative," Sykes said.

Teenagers can learn how to improve their relationship with social media when it does cause bad feelings.

Hessler suggested setting scheduled times for social media use. When sleeping or studying, students could remove their device from the room.

Teenagers can also learn to be more aware of their social media use, Sykes said. If you find using social media is making you anxious, it may be time to pull back and realize you aren't going to miss out on anything.

Lesson 39

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of an article. I can use a variety of strategies to determine the meaning of unknown words or phrases.
Text, Materials, Video Name	<ul style="list-style-type: none"> Parents may fret, but even experts say social media use has its benefits Lesson Note-Catcher, Pencil ELA_G7_W9_39
Read	With a family member, caregiver, or friend, read Parents may fret, but even experts say social media use has its benefits .
Think	<p>Remember to think about the following questions as you read:</p> <ul style="list-style-type: none"> How does your engagement with social media consume your time and energy? Do you think about how social media benefits you?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that social media sites have positive and negative impacts on our youth.</p> <ul style="list-style-type: none"> What is your favorite social media app? How often do you post on social media sites? In what ways do you think social media helps or hurts you?
Write	Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 39 Note-Catcher to write additional notes, ideas, and unknown vocabulary.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell why you wrote down the details on your Note-Catcher. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 39 Note-Catcher

Directions: Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 39 Note-Catcher to write additional notes, ideas, and unknown vocabulary.

How can overuse of social media cause health issues?	What are some positive reasons for the use of social media?
How can social media cause depression and anxiety in some people?	How does social media help organize movements like #BlackLivesMatter and #MeToo?

Additional Notes and Vocabulary from the article:

Lesson 40

Target	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an informational text. I can determine the theme or central idea of an informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> Parents may fret, but even experts say social media use has its benefits Lesson Note-Catcher, Pencil ELA_G7_W9_L40
Read	With a family member, caregiver, or friend, read Parents may fret, but even experts say social media use has its benefits .
Think	<p>Consider how social media distracts you from school or homework.</p> <ul style="list-style-type: none"> How do you see feel if you are separated from your phone or computer for long periods of time?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that social media has positive and negative qualities.</p> <ul style="list-style-type: none"> How does social media influence a person's self-worth? Why can social media create active community engagement?
Write	Complete the following Lesson 40 Note-Catcher by reading the sections of the article titled "Using Social Media To Determine Self-Worth" and "Teens Should Stay Connected" and writing your notes that address each of the sections.
Closing	<ul style="list-style-type: none"> Share your writing with someone and tell them what you learned during this close reading assignment as you reread two sections of the article. After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 40 Note-Catcher

Directions: Complete the following Lesson 40 Note-Catcher by reading the sections of the article titled “Using Social Media To Determine Self-Worth” and “Teens Should Stay Connected” and writing your notes that address each of the sections.

What are the biggest challenges for teenagers around the use of social media?:

How can teenagers balance their connected to social media without unplugging completely?:

How does social media connect communities during difficult times and give some examples of this?:

Think of three ways that social media can support your community during a time of crisis:

Write a summary sentence about how social media can benefit your community during a time of crisis:

Lesson 41

Target	I can determine the main idea and supporting details of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Parents may fret, but even experts say social media use has its benefits • Lesson Note-Catcher, Pencil • ELA_G7_W9_L41
Read	With a family member, caregiver, or friend, read three sections from the article titled, “Link Between Social Media Use And Psychological Issues”, “Social Media Can Isolate Teens”, and “The Positive Impacts Of Social Media”.
Think	<p>As you read, think about how cyber bullying can affect people. Consider how addiction to social media can cause depression and sleep deprivation.</p> <ul style="list-style-type: none"> • Is it difficult for you to be separated from social media?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, social media has both positive and negative outcomes.</p> <ul style="list-style-type: none"> • Do you feel that social media takes a lot of your time? • Do you ever get upset when people don't get back to you rapidly on social media? • How does social media distance people from the real world?
Write	Using the Lesson 41 Note-Catcher, record notes from the sections of the reading for the prompts in each box. The sections of the article included in this Note-Catcher include “Link Between Social Media Use And Psychological Issues”, “Social Media Can Isolate Teens”, and “The Positive Impacts Of Social Media”. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them why social media has negative impacts on some people. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least twice.

Lesson 41 Note-Catcher

Directions: Using the Lesson 41 Note-Catcher, record notes from the sections of the reading for the prompts in each box. The sections of the article included in this Note-Catcher include “Link Between Social Media Use And Psychological Issues”, “Social Media Can Isolate Teens”, and “The Positive Impacts Of Social Media”. These notes will support your writing assignment at the end of the week.

What are some of the negative effects and psychological issues caused by social media?

How does social media cause isolation in teenagers?

What are some positive impacts of social media?

What is the main idea of these three sections of the article?

Lesson 42

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Parents may fret, but even experts say social media use has its benefits • Lesson Quiz, Pencil • ELA_G7_W9_L42
Read	With a family member, caregiver, or friend, read Parents may fret, but even experts say social media use has its benefits .
Think	<ul style="list-style-type: none"> • How can social media affect someone's self-worth? • How do you feel connected to people through social media?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are some positive impacts of social media on society? • How can people balance their use of social media with real life?
Write	Use the article to answer the questions on the Lesson 42 Quiz.
Closing	<ul style="list-style-type: none"> • Share your answers with someone and tell why you chose to answer the questions the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 42 Quiz

Directions: Read each of the four questions and circle the letter that best answers the question.

1. Why does Octavia Sykes think that social media affects body image?

(A) because teens are comparing themselves to everyone's best images

(B) because teens are obsessed with showing pictures of themselves to their friends

(C) because teens are changing to be more like the images they see on social media

(D) because teens are not aware of photo editing that is done to make images perfect

2. Which sentence from the introduction [paragraphs 1-3] BEST introduces positive aspects of social media to the reader?

(A) They post about their lives which, to others, may seem almost perfect.

(B) In real life, however, things might not be so perfect.

(C) Among social media's benefits is that it allows teenagers to connect all over the world.

(D) Still, the hours spent on Snapchat, Twitter, Facebook and other social media sites also could be harmful, experts say.

3. Which of the following pieces of evidence is MOST relevant to the authors'

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argument that social media can be positive?

(A) Seventy-five percent of teenagers in America today are on social media sites, says Common Sense Media, a nonprofit organization.

(B) Leslie Parker, a life coach in Baltimore, Maryland, said there are some positive aspects to social media.

(C) While adults may think teens spend too much time on these sites, it can be good, said Baltimore therapist Kate Gerwin.

(D) They can access health information, develop social connections and use it when doing their school work.

4. The authors suggest that there are ways to use social media as a positive tool. Which selection shows that the authors acknowledge a limitation to their claim?

(A) Studies show links between an overuse of social media and health problems.

(B) However, teachers and psychologists don't think teenagers need to unplug completely.

(C) She said she uses Snapchat and Twitter to communicate with friends and know what they are doing.

(D) A report by the American Academy of Pediatrics found that some aspects of social media can be good for adolescents.

Lesson 43

Target	<ul style="list-style-type: none"> • I can write an argument to support claims with clear reasons and relevant evidence. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Parents may fret, but even experts say social media use has its benefits • Lesson Writing Activity, Pencil • ELA_G7_W9_L43
Read	With a family member, caregiver, or friend, read Parents may fret, but even experts say social media use has its benefits again.
Think	<p>Consider what you have read this week about the impact social media can have positively and negatively on people’s lives.</p> <ul style="list-style-type: none"> • Do you notice about your own awareness and use of social media this week? • How will you remain aware of the time you spend on social media apps and how it affects your connection to people?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • How do you use social media to connect with friends about schoolwork or community action? • Can you imagine using social media to be an active member of your community?
Write	On the Lesson 43 Writing Activity, write a statement that demonstrates your belief about how social media affects the lives of teenagers. Cite two pieces of evidence from the article. Use your work from this week to support your thinking.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell them your informed opinion about how social media influences teenagers lives. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 43 Writing Activity

Directions: Write a statement that demonstrates your belief about how social media affects the lives of teenagers. Cite two pieces of evidence from the article. Use your work from this week to support your thinking.

Grade 7 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/15/20 to 6/19/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How is the adolescent brain changing? How can I make an informed decision about an issue like “screen time” and then effectively argue my position?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G7_W10_L44	Selected Article	Note-catcher
Day 2	ELA_G7_W10_L45	Selected Article	Note-catcher
Day 3	ELA_G7_W10_L46	Selected Article	Note-catcher
Day 4	ELA_G7_W10_L47	Selected Article	Note-catcher
Day 5	ELA_G7_W10_L48	Selected Article	Note-catcher

www.detroitk12.org/youtube

Lesson 44

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Curiosity changes the brain to boost memory and learning, Lesson 1 • Explainer: This is your brain, Lesson 5 • Why your mindset matters, Lesson 10 • Research says exercise works out the brain as well as the body, Lesson 15 • How curiosity stimulates the brain to improve learning and memory, Lesson 20 • You sleep to recharge your brain, and support learning and memory, Lesson 25 • Screen addiction: Study links too much device time, teen unhappiness, Lesson 30 • More people are using critical thinking skills before sharing news, Lesson 34 • Parents may fret, but even experts say social media use has its benefits, Lesson 39 • Lesson Note-Catcher, Pencil • ELA_G7_W10_L44
Read	<p>You have been learning about different issues involving the brain and ways to develop opinions to take action and help support solutions.</p> <p>For this project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick around our topic and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to “sell” your idea with information and a viewing experience that changes the way people feel.</p> <p>See the articles from your study linked above or refer back to your packet from you study at home.</p> <p>Choose the two articles you found most interesting or enjoyable from this 9-week study. You will use one of these articles to create your PSA.</p> <p>Today, reread one of the articles you selected.</p>
Think	Think about the issue in the article you just reread and one action people can take to help solve the issue. This action can be one from

	<p>the text or one that you have thought up. Think about why the issue is important and why people should take the action you picked out.</p> <p>Review the note-catchers from the week that you read the article you chose.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue from the text? • Why is the issue important? • What is an action that people can take to help solve the issue? • Why should people take that action?
Write	<p>Using the Lesson 44 note-catcher, answer the questions using the article you read today.</p>
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about your project [presentation, speech, etc.] and that you will be sharing your progress and asking for their feedback on your work this week. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 44 Note-Catcher

Directions: Answer the questions using the article you read today.

Article Title:		Lesson #:	
What is the issue?		Why is the issue important?	
What is an action to help solve the issue?		Why should people take the action you picked out?	

Lesson 45

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 & 2 • Lesson Note-Catcher, Pencil • ELA_G7_W10_L45
Read	<p>Remember, for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to “sell” your idea with information and a viewing experience that changes the way people feel.</p> <p>With a family member, caregiver, or friend, reread the second focus article you selected.</p>
Think	<p>Think about the issue in the article you just reread and one action people can take to help solve the issue. This action can be one from the text or one that you have thought up. Think about why the issue is important and why people should take the action you picked out.</p> <p>Review the note-catchers from the week that you read the article you chose.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue from the text? • Why is the issue important? • What is an action that people can take to help solve the issue? • Why should people take that action?
Write	Using the Lesson 45 note-catcher, answer the questions using the article you read today.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about the progress you have made toward completing your project. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 45 Note-Catcher

Directions: Answer the questions using the article you read today.

Article Title:		Lesson #:	
What is the issue?		Why is the issue important?	
What is an action to help solve the issue?		Why should people take the action you picked out?	

Lesson 46

Target	I can identify the key points of an issue and an action.
Text, Materials, Video Name	<ul style="list-style-type: none">• Self-selected Focus Texts 1 or 2• Lesson Note-Catcher, Pencil• ELA_G7_W10_L46
Read	<p>Remember for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>You need to pick one of the articles you read this week to focus on for your PSA.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Now that you've determined which article and issue to focus on for your PSA, think about the audience. Will it be children, young adults, or adults? Think about who should take the action you picked out to help solve the issue.</p> <p>For your PSA you don't want to tell your audience absolutely everything you learned, just the most important points so they understand the issue and a way to take action. Remember, these most important points are called key points.</p> <p>Review your note-catcher from either Lesson 44 or 45.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none">• Who is the audience of your PSA?• What is the issue?• What are the key points about the issue?• What is a way to take action?• What are the key points to the way to take action?

Write	Using the Lesson 46 Note-Catcher, determine your audience and draft your key points for the issue and action for your PSA.
Closing	<ul style="list-style-type: none">• Share your work with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 46 Note-Catcher

Directions: Determine your audience and draft your key points for the issue and action for your PSA.

Issue:		
Target Audience (circle):		
Children	Young Adults	Adults
Key Points—Issue	Key Points—Action	
1.	1.	
2.	2.	
3.	3.	

Lesson 47

Target	I can draft a script for my PSA.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 or 2 • Lesson Note-Catcher, Pencil • ELA_G7_W10_L47
Read	<p>Remember, for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Today you will be writing a script for your PSA. The script is a written version of what you want to say. A good structure for your PSA script is:</p> <ol style="list-style-type: none"> 1. An introduction to the issue (what it is and why it is important) 2. An action for your audience to follow 3. A conclusion (give your audience an additional reason to take action) <p>Review your note-catcher from Lesson 46 and think about what you would to include in each of the three sections above. Keep these things in mind:</p> <ul style="list-style-type: none"> • Your PSA should share evidence from your reading and arguments that will surprise people and make them consider the issue that you are addressing. • Think about what key ideas will be memorable for people: what will stick with them after they hear your PSA.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the issue and why is it important? • What is an action for your audience to follow • What is an additional reason to take action you can include in your conclusion?

Write	Using the Lesson 47 Note-Catcher, draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.
Closing	<ul style="list-style-type: none">• Practice reading your PSA script with a family member, caregiver, or friend one more time. Remember to speak clearly and fluently!• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 47 Note-Catcher

Directions: Draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.

Introduction to the issue (what it is and why it is important):

Action for your audience to follow:

Conclusion (give your audience an additional reason to take action):

Lesson 48

Target	I can present a PSA about an issue I have chosen.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 or 2 • Lesson Note-Catcher, Pencil • ELA_G7_W10_L48
Read	<p>Remember for your project you get to take a stand! You are creating a Public Service Announcement about the importance of an issue that you have chosen and are giving evidence for your point of view.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	People often include a visual (picture or drawing) to accompany their PSA's. Think about an idea for a visual that will help your audience better understand your issue and action
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is a visual that will help your audience understand your issue and action? • Why will that be helpful in proving your point of view?
Write	Using the Lesson 48 Note-Catcher, create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about over the past several weeks. • Present your work and be proud of what you have accomplished! • If you have a cell phone, ask a family member, caregiver, or friend to record you giving your speech so others in the community can hear your message. You have the power to convince people to make choices that will help keep their family and friends, the community and environment healthy and safe! Post your speech online with the hashtags #DPSCDProud and #ProjectsAtHome

Lesson 48 Note-Catcher

Directions: Create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!

A large, empty rectangular box with a thin black border, intended for students to create a visual related to their PSA.