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# Lesson Exemplar for English Language Learners/Multilingual Language Learners

## Grade 7 Module 4A, Unit 3, Lesson 1: Facebook: Not for Kids

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# Teacher Guide

# Grade 7, Module 4A, Unit 3, Lesson 1: "Facebook: Not for Kids"

https://www.engageny.org/resource/grade-7-ela-module-4a-unit-3-lesson-1

## Overview

Building on the research and decision making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The midunit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4). In the second half of the unit, students revise their position papers on the basis of teacher feedback. The end-of-unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will create a visual representation of their position paper to share with their classmates.

This is the first lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL/MLL students at the Entering (EN), Emerging (EM), Transitioning (TR), and Expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

**Facebook: Not for Kids**

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|---|---|
| **Opening** | | |
| Entry task: writing improvement tracker, Module 4A Reflections | Provide a glossary for key terms. | |
| Reviewing learning targets | None is necessary. | |
| **Work Time** | | |
| Examining a model position paper: First read and partner discussion | | Preview the text; enhance background knowledge (expert advisory committees); enhance background knowledge (claims, reasons, evidence, and analysis of evidence); develop |

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|---|---|
| | | vocabulary; engage in close reading; scaffold the Model Position Paper Planner |
| Analyze the model paper using the argument rubric | Provide rubric for students with student-friendly language; provide home language version of the rubric. | |
| **Closing and Assessment** | | |
| Exit ticket | Provide sentence frames for ELLs/MLLs at Entering and Emerging levels of proficiency. | |
| Review homework | Familiarize ELLs/MLLs with graphic organizers and vocabulary associated with the activity. | |

**Text**

**Facebook: Not for Kids**

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

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

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky

or pleasurable. When a part of the brain, like the limbic system, is "activated," it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to fall prey to this addiction.

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

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

## 1. Opening

### A. Entry Task: Writing Improvement Tracker, Module 4A Reflections

**Expeditionary Learning Teacher and Student Actions**

Students reflect on and record their strengths and challenges from the Module 3 essay in their Writing Improvement Tracker. Students then share their strengths and challenges with a partner and discuss how knowing their strengths and challenges will help them with the next essay in this module.

**AIR Additional Supports**

Clarify the language in the Writing Improvement Tracker for ELLs/MLLs by providing a glossary of key terms. See the following examples of glossed words:

**AIR Instructions for Teachers**

- Ask students to brainstorm about their strengths and challenges by reviewing the Module 3 essay.
- Pair up students and have them share their strengths and challenges.

**AIR Instructions for Students**

- Brainstorm about the strengths and challenges you had while working on the Module 3 essay.
- Pair up and discuss these strengths and challenges with your partner. This will help you with your next essay.

Example:
*revise*—change something to make it better
*model*—a good example
*reread*—read something again
*make sense*—be clear or understandable
*gist*—the important parts
*improve*—make something better

**B. Reviewing Learning Targets**

**Expeditionary Learning Teacher and Student Actions**
Students read and discuss the learning targets with each other, including areas where they anticipate having difficulty. Students discuss their answers with the whole class.

**AIR Additional Supports**
This exercise is fine as is for ELLs/MLLs.

Example: N/A

## 2. Work Time

**A. Examining a Model Position Paper: First Read and Partner Discussion**

**Expeditionary Learning Teacher and Student Actions**
The teacher reads the model position paper while students read along. The teacher reads the model position paper aloud a second time while students fill out the *Getting the Gist* handout with main ideas and circle words they do not know. Students share what they wrote. The teacher checks understanding for these words and other words from the Domain-Specific Vocabulary anchor chart. The teacher reads the model position paper introduction again, and students fill out the Position Paper Planner. The teacher cold-calls four students to share what they wrote. The teacher walks students through the first paragraph and has students work in pairs to find reasons the author uses to support her claim. Students share what they wrote. Students work in pairs to fill out the rest of the Position Paper Planner and then share their answers with another pair. A representative from each group reports any disagreements. Additional suggestions for meeting students' needs include distributing a writer's glossary and selecting students ahead of time who need additional help so that they can prepare.

**AIR Additional Supports**
ELLs/MLLs will need a lot of support before they can complete the note catcher and model position paper planner. The suggestions that follow are AIR new activities to support ELLs/MLLs in completing these Expeditionary Learning activities.

- Before the first reading of the passage, preview the text, provide background knowledge, and pre-teach several abstract words.
- Read the text aloud and support ELLs/MLLs' vocabulary acquisition through defining words during this reading. Words should be selected on the basis of frequency (as they appear in the Academic Word List) and importance in the text.

- After the first reading, engage ELLs/MLLs in a much more scaffolded second reading in which ELLs/MLLs have access to an English glossary and opportunities to answer supplementary questions that will help them unpack the meaning of the text.
- After the second reading have students complete the note catcher and model position paper planner.

**Previewing Text (AIR New Activity 1 for Examining a Model Position Paper)**

| |
|---|
| **AIR Additional Supports**<br>Use the title to introduce the text. |
| **AIR Instructions for Teachers**<br>Ask the students to think about the meaning of the title "Facebook: Not for Kids." Discuss their thought as a class. |
| **AIR Instructions for Students**<br>The title of this passage is "Facebook: Not for Kids." What do you think the title might mean? Why do you think Facebook should not be for kids? |

**Enhancing Background Knowledge (AIR New Activity 2 for Examining a Model Position Paper)**

| | |
|---|---|
| **AIR Additional Supports**<br>Provide background information related to the role of an expert advisory committee. | |
| **AIR Instructions for Teachers**<br>Ask students the guiding question and have them think about it as the read the text and answer supplementary questions. Tell students to use the glossary as needed. Discuss student's responses to the supplementary questions and the ask the guiding question again and discuss student's responses. | |
| **AIR Instructions for Students**<br>Read the short text and work with a partner to answer the questions. Use the glossary to look up unfamiliar words. The glossed words are underlined in the text. | |
| **"Expert Advisory Committee"** | |
| **Guiding Question**<br>Why can an expert advisory committee help with a difficult decision? | |
| **Text** | **Glossary** |
| What should you do if you have a complicated, or difficult, problem to solve? You might want to bring together an expert advisory committee. An expert advisory committee is a group of people who know a lot about a subject. They will carefully examine the problem. They will think about the risks and benefits. And then they will decide what decision they want to endorse, or support.<br>For example, what if you want to decide if your school should sell candy in the school store? Some people think that it is a good idea, but other people worry that it will make students unhealthy. An advisory committee of | *expert*—someone who knows a lot about something<br>*advisory*—giving advice or information to help you decide something<br>*committee*—a group of people who make a decision<br>*examine*—think about something carefully<br>*risk*—something dangerous<br>*benefit*—something good<br>*endorse*— accept<br>*recommendation*—suggestion |

| | |
|---|---|
| experts on students and health can make a recommendation about what policy the school should adopt, or use. | *policy*—a guide for how people should act |

**Word Bank**

| | | | | |
|---|---|---|---|---|
| Benefits | group | people | problem | risks |
| Examines | know | policy | recommendation | solve |

**Supplementary Questions**

1. For what reason would you use an expert advisory committee? [ALL]
   You might use an expert advisory committee to help _____ a difficult _____. [EN, EM]
   You might use an expert advisory committee to _____. [TR]
2. What is an expert advisory committee? [ALL]
   An expert advisory committee is a _____ of _____ who _____ a lot about a subject. [EN, EM]
   An expert advisory committee is _____. [TR]
3. How does an expert advisory committee make a decision? [ALL]
   An expert advisory committee _____, or thinks about, a problem. They think about the _____ and the _____. [EN, EM]
   An expert advisory committee _____. [TR]
4. What does an expert advisory committee do? [ALL]
   An expert advisory committee makes a _____, or a suggestion about the _____ you should adopt. [EN, EM]
   An expert advisory committee _____. [TR]

**Guiding Question Revisited**

5. Why can an expert advisory committee help with a difficult decision? [ALL]
   An expert advisory committee can help with a difficult decision because _____. [EN, EM, TR]

**5. Enhancing Background Knowledge Continued (AIR New Activity 3 for Examining a Position Paper)**

**AIR Additional Supports**

Provide background information about claims, reasons, and evidence.

**AIR Instructions for Teachers**

- Ask students to read the short text using the glossary as needed.
- Then, ask students to work with a partner to answer the questions provided.

**AIR Instructions for Students**

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.

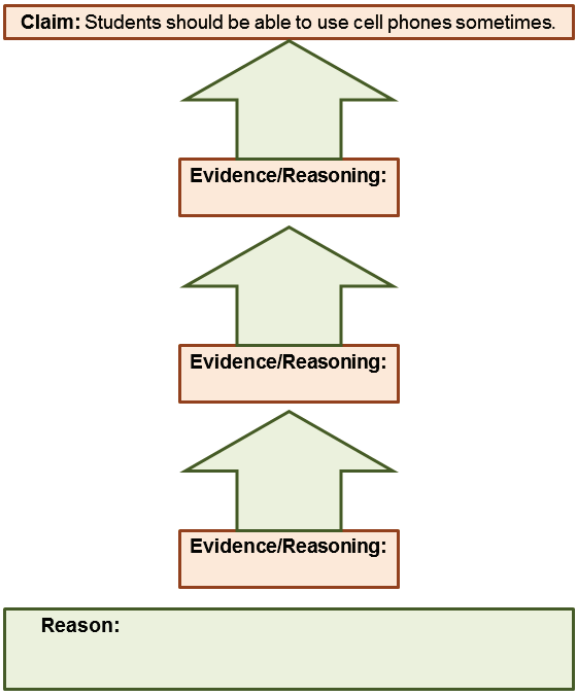
**Reasons, Evidence, and Analysis of Evidence**

**Guiding Question**

- What are claims, reasons that support a claim, and evidence for reasons?

| Text | Glossary |
|---|---|
| Some schools do not allow students to use cell phones on school property. What if a student wanted to convince the principal to let students use cell phones in certain situations? | *convince*—get someone to do or think something |

| | |
|---|---|
| The best way to persuade the principal is to use reasons and evidence to support your claim. The claim is that students should be allowed to use cell phones at school in certain situations. | persuade—get someone to change their mind about something<br>*claim*—something you believe to be true |
| Reasons are the cause or explanation for an action, opinion, or event. Reasons support a claim. Evidence (also called reasoning) is the proof or facts that support a reason. Here is a graphic example of a claim, reasons that support the claim, and evidence/reasoning for the reason. | *cause*—something that makes something else happen<br>*explanation*—words that make something clear or easy to understand<br>*opinion*—what you think about something<br>*event*—something important that happens<br>*support*—help prove |




**Word Bank**

| | | |
|---|---|---|
| cause | explanation | claim |
| cell phones | situations | proof |
| facts | support | |

**Supplementary Questions**

What is the claim in the text above? [ALL]

The claim is that students should be allowed to use _____ at school in certain _____. [EN, EM]

The claim is _____. [TR]

What are reasons? [ALL]

Reasons are _____ or the _____for an action, opinion or event. [EN,EM]

Reasons are_____. [TR]

What do reasons support? [ALL]

Reasons support a _____. [EN,EM, TR]

What is evidence? [ALL]

Evidence is the ____ or _____ that _____ a reason. [EN, EM]

Evidence is _____. [TR]

**Guiding Question**

What are claims, reasons that support a claim, and evidence for reasons?

Claims are _____. [ALL]

Reasons are _____. [ALL]

Evidence is _____. [ALL]

**Building Vocabulary (AIR New Activity 4 for Examining a Position Paper)**

**AIR Additional Supports**

- Pre-teach abstract words and give students access to a glossary for all words that are important for understanding the text or frequent in English.
- During a first reading, read the text aloud to students as they follow along to demonstrate proper pacing and intonation.
- During the reading, use the glossary to define the underlined words that might be challenging for ELLs.

**AIR Instructions for Teachers**

- Pre-teach the abstract word *interact*.
- Give students access to a glossary that includes words key to understanding the text as well as words that appear frequently in the text.
- During a first close reading, define underlined words that are challenging.
- During a second close reading, for each underlined word in the text, have students find the word in their glossary and rewrite it. Later, have them complete a glossary—drawing a picture or writing a word or phrase to help them remember the new word. If they have a first language background that shares cognates with English, have them indicate whether the word is a cognate.
- Provide a glossary for the following words (Academic Word List words are in bold) and other words and phrases that are critical for understanding the text and answering questions (see the sample glossary that follows).

| | |
|---|---|
| Paragraph 1 | **media**, American **Academy** of Pediatrics, current, account, **potential**, development, adolescent, raise, **minimum**, as it stands |
| Paragraph 2 | **normal**, **evolutionary**, exceptional, impulse, social, **seek**, impulse, adolescent, developing, center, **period**, **dynamic**, steady footing, navigate |

| | |
|---|---|
| Paragraph 3 | **site**, **access**, sound, decision, **consequences**, evaporate, permanent, bullying, private, **inappropriate** |
| Paragraph 4 | **available**, **rely**, emotional, activate, pleasurable, awash with, addictive substance, **adult**, sensitive, **logical**, **release**, vulnerable, fall prey |
| Paragraph 5 | prune, unnecessary, synapse, cementing, pathway, social cues, **automatic**, **require**, **physical** proximity, **interacting**, missing out, opportunity, **substitute** |
| Paragraph 6 | **evolving**, modern society, pitfall, mitigate |

**AIR Instructions for Students**

- Your teacher will pre-teach one vocabulary word for you.
- Listen as your teacher reads the text aloud.
- When you come to an underlined word in the text, look up its meaning in the glossary. When you have time, draw a picture [EN] or write a phrase [EM, TR, EX] to remember the new word.

**Word Card 2**

*interact* *relacionarse*

People can _____ in person or over a phone or computer.

***Context***: If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills.

***Sentence frame***: My favorite way to interact with friends is _____.

***Teacher says:*** Let's talk about the word *interact*. Interact means respond to someone, as when you talk with someone. But you also can interact with someone with body language, or by phone or computer.

*Interact* in Spanish is *relacionarse*.

In the position paper, the author says that when teenagers interact over Facebook instead of in person, they miss out on building in-person interacting skills. In order for people to get good at interacting in person, they have to practice.

Look at the picture. A group of teenagers are interacting in person. They are talking and laughing with each other. Look at the other picture. Is the young man interacting with someone? Explain how you know.

***Partner talk:*** What is your favorite way to interact with your friends?

**Student Glossary**

| **Word** ***Translation*** | **Rewrite the Word** | **English Definition** | **Example From Text** | **Picture or Phrase** | **Is It a Cognate?** |
|---|---|---|---|---|---|
| access *acceso* | | the ability or power to | Facebook is not a Web site for someone with limited | The older students have access to the | yes |

| | | | | | |
|---|---|---|---|---|---|
| | | use something | access to his or her prefrontal cortex. | computers at school. | |
| adolescent *adolescente* | | teenager | an adolescent brain has a developing prefrontal cortex | | |

**Engaging in Scaffolded Close Reading (AIR New Activity 5 for Examining a Model Position Paper)**

**AIR Additional Supports**

- Create guiding questions and supplementary questions for each section of text.
- Use sentence frames and word banks for entering and emerging level ELLs/MLLs. Use sentence starters for transitioning ELLs/MLLs.
- Follow the routine below to help ELLs/MLLs comprehend the passage.

**AIR Instructions for Teachers**

- In this first close reading, students answer questions about the key ideas and details in the text. During this reading, students use their glossary to help with word meanings.
- For each section, the teacher introduces the guiding question(s). Students then work with a partner to answer the supplementary questions.
- After answering each question, students should put the answer into their own words. The teacher reviews the answers with the class. The teacher discusses the guiding question(s) with the class, and the students respond to the guiding question(s) in writing. Students with lower levels of English proficiency can be given sentence frames with more or less framing. Below is an example of a highly scaffolded answer frame for the guiding question.
- After students answer the guiding question(s), they should work with a partner to put the answer into their own words.

Additional close reading examples for each paragraph are provided in Appendix B.

**AIR Instructions for Students**

Listen to your teacher read the guiding question and think about it as you answer the supplementary questions with a partner. Your teacher will review the supplementary questions with the class and then ask you to answer the guiding question. Look up underlined words in your glossary.

**Part 1**

**Guiding Question**

- Facebook currently has a policy that children under 13 should not have a Facebook account. What does the committee have to decide?

| Text | Glossary |
|---|---|
| You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics decide whether or not to make an official endorsement of Facebook's current policy that children must be 13 in order to get a Facebook account. After examining both the potential benefits and risks of a Facebook account, particularly to the development of the adolescent brain, | *media*—sources of information, like television or newspapers<br>*American Academy of Pediatrics*—an organization, or group, that cares for the health of children and teenagers<br>*whether*—if<br>*official endorsement*—formal or public support for something<br>*current*—happening right now<br>*account*—a relationship with a company<br>*potential*—possible |

| | |
|---|---|
| make a recommendation. Should the American Academy of Pediatrics officially recommend that Facebook raise its minimum age to 18 or endorse the policy as it stands at the age of 13? | *development*—growth<br>*adolescent*—teenager<br>*raise*—move something higher<br>*minimum*—the smallest amount<br>*as it stands*—as something is now |

**Word Bank**

| | | | |
|---|---|---|---|
| 13 | Brain | media | raise |
| 18 | Children | minimum | risks |
| account | Current | now | television |
| benefits | Internet | potential | whether or not |

**Supplementary Questions**

6. What kinds of experts are on the committee? [ALL]
   The people on the committee are experts on _____ and _____. [EN, EM]
   The people on the committee are _____. [TR]
7. What is Facebook's current policy? [ALL]
   Facebook's current policy, or the policy it has _____, is that children must be _____ to have a Facebook _____. [EN, EM]
   Facebook's current policy is _____. [TR]
8. What does the committee have to do to make a recommendation? [ALL]
   To make a recommendation, the committee has to examine the possible _____ and _____ of Facebook to the development of the adolescent _____. [EN, EM]
   To make a recommendation, the committee has to _____. [TR]

**Guiding Question**

9. Facebook currently has a policy that children under 13 should not have a Facebook account. What does the committee have to decide? [ALL]
   The committee has to decide _____. [EN, EM, TR]

**Part 2**

**AIR Instructions for Teachers**

- Present the guiding question to the students for discussion.
- Tell students to read the excerpt while using the glossary for definitions of any difficult words.
- Tell the students to complete the questions below after reading the excerpt.

**AIR Instructions for Students**

- Read the excerpt.
- Use the glossary to find the definitions of any difficult words.
- Answer the questions about the text.

**Guiding Question**

- Does the author think Facebook is good or bad for teenagers?

| Text | Glossary |
|---|---|
| In many ways Allison is a normal teenager, except for one. She's an exceptional texter. In fact, she quite | *normal*—usual |

| | |
|---|---|
| routinely sends over 900 texts a day. Even though Allison's texting habit may be extreme, her impulse to connect to her peers is not. Teenagers are social. Whether it is due to the evolutionary imperative to find a mate or because they are naturally starting to separate from their parents, teenagers seek out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on steadier neurological footing before they begin to navigate the social world of Facebook. | *exceptional*—different or unusual<br>*impulse*—a sudden wish that makes someone want to do something<br>*social*—friendly; likely to enjoy other people's company<br>*evolutionary*—changing over many years to be better suited to its environment, or surroundings<br>*seek*—look for *adolescent*—teenager<br>*developing*—growing or changing<br>*center*—a place with a lot of activity<br>*period*—a time<br>*dynamic*—full of energy<br>*steady footing*— safe base upon which to stand, build, or grow<br>*navigate*—find your way through |

**Word Bank**

| | | | |
|---|---|---|---|
| 18 | minimum | prefrontal cortex | risk |
| day | parents | reward | separate |
| impulse | peers | recommend | time |

**Supplementary Questions**

10. How is Allison like other teenagers? [ALL]
    Allison has an _____ to connect with her _____. [EN, EM]
    Allison is like other teenagers because _____. [TR]
11. Teenagers are social. What is one reason for this? [ALL]
    Teenagers are starting to _____ from their _____.
    One reason is _____. [TR]
12. What did the advent, or start, of Facebook make possible? [ALL]
    With the advent of Facebook, the social _____ can be followed any _____ of the ____. [EN, EM]
    With the advent of Facebook, _____. [TR]
13. What part of the brain is still developing in teenagers? [ALL]
    The _____ is still developing in teenagers. [EN, EM, TR]
14. What is the role or job of the two small regions of the prefrontal cortex? [ALL]
    The prefrontal cortex is the brain's _____ and _____ center. [EN, EM]
    The prefrontal cortex is _____. [TR]
15. What does the author say the American Academy of Pediatrics should recommend? [ALL]
    The author says that they should _____ that Facebook raise its _____ age to ___. [EN, EM]
    The author says _____. [TR]

**Guiding Question**

16. Does the author think Facebook is good or bad for teenagers? [ALL]
    The author thinks _____. [EN, EM,TR]

**Part 3**

**Guiding Question**

- Why does the author want to limit the time teenagers spend on Facebook?

| Text | Glossary |
|---|---|
| Facebook is not a Web site for someone with limited access to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make sound judgments (Bernstein). Because a teenager's prefrontal cortex is less developed, he or she is more likely to be impulsive ("Teens and Decision Making"). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish decision online. This is a problem. In real life the consequences for an impulsive, foolish decision may evaporate quickly, but if a person impulsively does something foolish online then that decision can quickly become permanent. It is very easy to make unwise decisions on Facebook. Things like bullying someone, sharing private information, or posting inappropriate pictures can be done, almost without thinking, especially if one's prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online. | *site*—a place on the Internet<br>*access*—the ability to use something<br>*sound*—good or rational<br>*decision*—something you decide or choose<br>*consequences*—result<br>*evaporate*—disappear or go away<br>*permanent*—something that lasts forever<br>*bully*—frighten or hurt someone<br>*private*—something that is personal or that should not be shared<br>*inappropriate*—not right or proper |

**Word Bank**

| | | | |
|---|---|---|---|
| bullying | foolish | lower | risk |
| decisions | impulses | period | teenager |
| developing | impulsive | prefrontal cortex | think |
| evaporate | inappropriate | private | unwise |

**Supplementary Questions**

17. What does *adolescence* mean? [ALL]
    Adolescence is the _____, or time, when you are a _____. [EN, EM]
    Adolescence is _____. [TR]

18. Is the prefrontal cortex fully developed in adolescents? [ALL]
    The prefrontal cortex _____ (is/is not) fully developed in adolescents. [EN, EM]
    The prefrontal cortex _____. [TR]

19. What is the role of the prefrontal cortex? In other words, what does it do? [ALL]
    The prefrontal cortex helps your control _____ and make sound, or good _____. [EN, EM]
    The prefrontal cortex _____. [TR]

20. In some cases, what does *impulsive* mean? [ALL]
    In some cases, *impulsive* means likely to do_____ things without taking time to _____. [EN, EM]
    In some cases, *impulsive* means _____. [TR]

21. Why are adolescent brains more impulsive? [ALL]
    Adolescent brains are more impulsive because their _____ is still _____, or growing. [EN, EM]
    Adolescent brains _____. [TR]

22. The author gives two reasons why impulsive behavior on Facebook may be worse for teens than impulsive behavior in real life. What is the first reason? [ALL]
    In real life, _____ decisions _____, or disappear more quickly. [EN, EM]
    The first reason is _____. [TR]
    What is the second reason? [ALL]
    It is easier to make _____ decisions online. [EN, EM]
    The second reason is _____. [TR]

23. What kinds of things can people do online impulsively, or without thinking? [ALL]
    People can do things impulsively online like _____ someone, sharing _____ information, or posting _____ pictures. [EN, EM]
    People can do things impulsively online like _____. [TR]

**Guiding Question**

24. Why does the author want to limit the time teenagers spend on Facebook? [ALL]
    The author thinks _____. [EN, EM, TR]

**Part 4**

**Guiding Question**

- In this paragraph, why does the author argue that the Facebook age limit should be raised?

| Text | Glossary |
|---|---|
| Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic system, is "activated," it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to fall prey to this addiction. | *available*—something that can be used<br>*rely*—depend on something<br>*emotional*—something that has to do with feelings or emotions<br>*activate*—make something start working<br>*pleasurable*—something that is fun or makes you feel good<br>*awash with*—completely covered with something<br>*addictive substance*—something that makes someone addicted, or dependent<br>*adult*—a grown-up, person who is done growing<br>*sensitive*—something that has a strong reaction to chemicals<br>*prone to—likely to*<br>*logical*—something that makes sense; reasonable<br>*release*—let something out<br>*vulnerable*—someone who can be hurt<br>*debilitating-weakening*<br>*fall prey*—be harmed by someone or something |

**Word Bank**

| | | | |
|---|---|---|---|
| addiction | available | emotional | release |
| addictive | awash with | pleasurable | reward |
| adolescent | dopamine | prefrontal cortex | risky |

**Supplementary Questions**

25. What is the limbic system? [ALL]
    The limbic system is the _____ center of the brain. [EN, EM]
    The limbic system is _____. [TR]
26. Why do teenagers rely on their limbic system? [ALL]
    They rely on their limbic system because the _____ isn't fully _____. [EN, EM]
    They rely on their limbic system because _____. [TR]
27. When is the limbic system activated? [ALL]
    The limbic system is activated when you do something _____ or _____. [EN, EM]
    The limbic system is activated when _____. [TR]
28. What happens when the limbic system is activated? [ALL]
    When it is activated, it is _____ neurotransmitters, like dopamine. [EN, EM]
    When it is activated, it _____. [TR]
29. What is dopamine? [ALL]
    Dopamine is the main neurotransmitter of the _____ system. Anything that is _____ increases dopamine in the brain. [EN, EM]
    Dopamine is _____. [TR]
30. Are teenagers more or less sensitive to dopamine than adults? [ALL]
    Teenagers are _____(more/less) sensitive to dopamine than adults. [EN, EM]
    Teenagers are _____. [TR]
31. What are teenagers more prone to? In other words, what is more likely to happen to them? [ALL]
    Teenagers are more prone to _____. [EN, EM, TR]
32. According to the author, what does logging into Facebook do? What might this lead to? [ALL]
    Logging into Facebook leads to the _____ of _____. This might lead to _____. [EN, EM]
    Logging into Facebook leads to _____. [TR]

**Guiding Question**

33. In this paragraph, why does the author argue that the Facebook age limit should be raised? [ALL]
    In this paragraph, the author argues that the age limit should be raised because _____. [EN, EM, TR]

**Part 5**

**Guiding Question**

- What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim?

| Text | Glossary |
|---|---|
| The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is pruning unnecessary synapses and cementing other neurological pathways ("Teens and Decision Making"). A large part of our brain is dedicated to reading social cues because this skill is | *prune*—cut something away that you don't need<br>*unnecessary*—something that is not needed<br>*synapse*—point where messages are sent between brain cells |

| | |
|---|---|
| very important to leading a successful life (Giedd). However, this skill is not automatic. A teenage brain needs time and practice to build these pathways. There are many social skills that cannot be learned online because they are very subtle and require physical proximity (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. As Facebook becomes more and more popular, teens may use it as a substitute for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain. | *cement*—make something permanent, or last forever<br>*pathway*—a route<br>*social cue*—a signal to be friendly with other people<br>*automatic*—something that works by itself<br>*require*—need<br>*physical proximity*—close to something else<br>*interact*—respond to someone<br>*miss out*—not take part in something<br>*opportunity*—a chance<br>*substitute*—something that takes the place of something else |

**Word Bank**

| | | | |
|---|---|---|---|
| adolescents | dynamic | opportunity | synapses |
| body | expressions | pathways | social cues |
| cementing | interacting | physical proximity | unnecessary |
| developing | interactions | prune | voice |
| development | miss out | social | |

**Supplementary Questions**

34. What words does the author use to describe the adolescent brain? [ALL]
    The author says that the adolescent brain is in a _____ stage of _____. [EN, EM]
    The author says that _____. [TR]

35. What is happening to the adolescent brain? [ALL]
    The adolescent brain is pruning _____ synapses and _____ other neurological _____. [EN, EM]
    The adolescent brain is _____. [TR]
    What is a large part of the adolescent brain dedicated to? [ALL]
    A large part of the adolescent brain is dedicated to reading _____. [EN, EM]

36. Is reading social cues an automatic skill? [ALL]
    Reading social cues _____ (is/is not) an automatic skill. [EN, EM]
    Reading social cues _____. [TR]

37. Why can't many social skills be learned online? [ALL]
    Many social skills can't be learned online because they require, or need, _____. [EN, EM]
    Many social skills can't be learned online because _____. [TR]

38. What are some of these social skills? [ALL]
    Some of these social skills are reading _____ language, facial _____, or tone of _____. [EN, EM]
    Some of these social skills are _____. [TR]

39. What happens when someone spends many hours a day interacting with others on Facebook? [ALL]
    When you spend many hours interacting with people on Facebook, you _____ on an _____ to build _____ skills. [EN, EM]
    When you spend many hours interacting with people on Facebook, you _____. [TR]

40. If an adolescent spends many hours a day on Facebook, which synapses get pruned? [ALL]
    The synapses that are necessary for _____ get pruned. [EN, EM]
    The synapses that _____. [TR]

**Guiding Questions**

1. What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim? [ALL]
   The author's third claim is that _____. [EN, EM, TR]
   The reasons the author gives are _____. [EN, EM, TR]

**Part 6**

**Guiding Question**

- Does the author think that there is anything good about Facebook? How do you know?

| Text | Glossary |
|---|---|
| Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is lively and evolving part of modern society. However, there are many potential pitfalls on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will mitigate these hazards by giving the adolescent brain time to develop further. The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them. | *lively*—exciting<br>*evolving*—changing<br>*modern society*—our current culture<br>*pitfall*—a hidden danger<br>*mitigate*—make something less bad |

**Word Bank**

| | | | |
|---|---|---|---|
| 1 | adolescent | like | planet |
| 8 | develop | lively | popular |
| account | evolving | modern society | pro |
| addiction | impulsive | opportunity | social |

**Supplementary Questions**

41. What does *popular* mean? How do you know? [ALL]
    *Popular* means that many people _____ something. I know this because the author says that _____ in _____ people on the _____ have a Facebook _____. [EN, EM]
    *Popular* means that _____. [TR]

42. What positive words does the author use to describe Facebook? [ALL]
    She says Facebook is a _____ and _____ part of _____. [EN, EM]
    She says Facebook is _____. [TR]

43. According to the author, what are the main pitfalls of Facebook for teenagers? [ALL]
    The pitfalls, or dangers, of Facebook are _____, _____ decision-making, and the missed _____ to build strong _____ skills. [EN, EM]
    The pitfalls, or dangers, of Facebook are _____. [TR]
44. Why will waiting until teenagers are 18 to use Facebook mitigate, or lessen, its dangers? [ALL]
    This will give the _____ brain more time to _____. [EN, EM]
    This will give _____. [TR]

**Guiding Questions**

45. Does the author think that there is anything good about Facebook? How do you know? [ALL]
    The author thinks that _____. I know this because she says _____. [EN, EM, TR]

**Scaffolding the Model Position Paper Planner (AIR New Activity 6 for Examining a Model Position Paper**

**AIR Scaffolds**

Students will be better prepared to use the note catcher because of the new activities 1 through 5.
Use sentence frames and sentence starters to help students complete the note catcher. Appendix A includes a completed Model Position Paper Planner for teacher's reference.

**Instructions for Teachers**

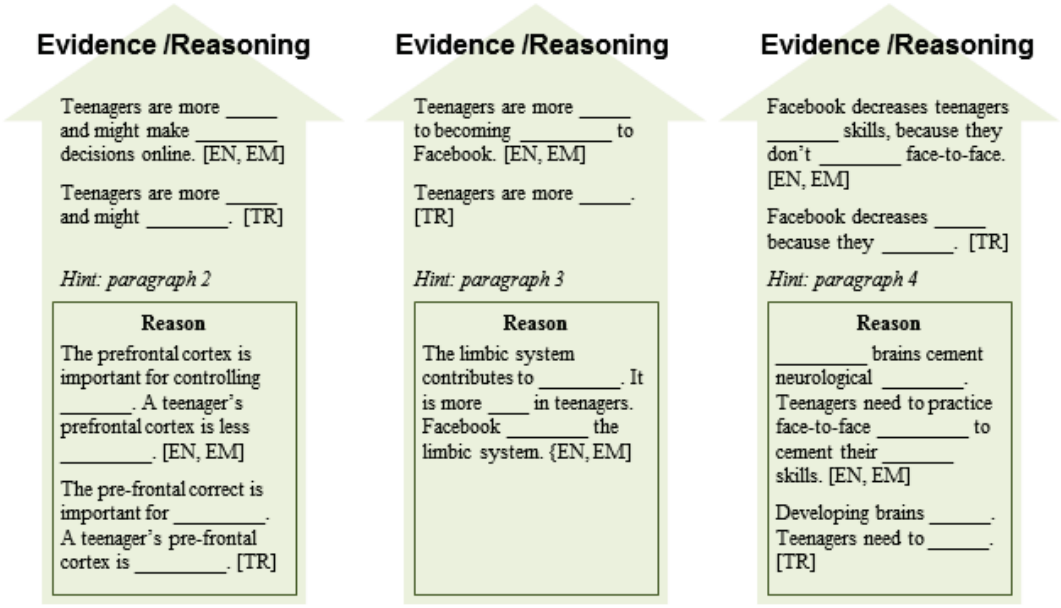
Use the graphic organizer and sentence frames, starters and word bank to help students complete the Model Position Paper Planner.

**Instructions for Students**

Use this Main Idea/Claim note catcher to get the gist when you reread the model position paper. First, fill in the author's *claim*. Then, identify each reason for the claim. Then fill in the evidence the author provides to *support* the claim. Finally, analyze whether the *supports* and *evidence* are adequate. [ALL]

**Claim**

_____ can be toxic to a developing teen _____, so _____ should raise its _____ age to __. [EN, EM]
Facebook can be toxic _____, so Facebook should _____. [TR]
Expanding students would write the claim without any support.

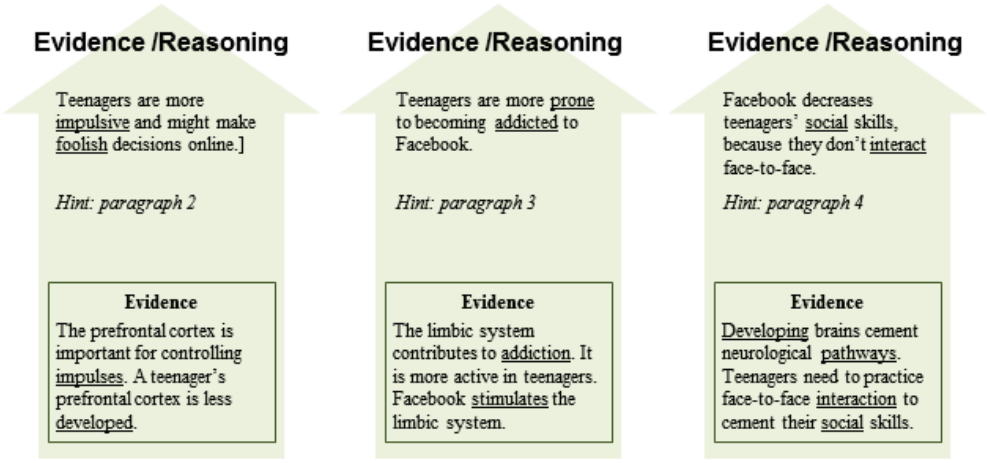



| Word Bank | | | | | |
|---|---|---|---|---|---|
| 18 | addiction | developing | impulses | interaction | prone |
| active | brain | Facebook | impulsive | minimum | social |
| addicted | developed | foolish | interact | pathways | stimulates |

**[For Teacher Reference]**

**Instructions:** Use this Main Idea/Claim note catcher to get the gist when you read the model position paper. First, fill in the author's *claim*. Then, identify the ways in which the author *supports* their claim. Finally, fill in the *evidence* the author provides for the supports. Finally, analyze whether the *supports* and *evidence* are adequate.

**Claim**: Facebook can be toxic to a developing teen brain, so Facebook should raise its minimum age to 18.
*hint: paragraph 1*




| Word Bank | | | | | |
|---|---|---|---|---|---|
| 18 | addiction | developing | impulses | interaction | prone |
| active | brain | Facebook | impulsive | minimum | social |
| addicted | developed | foolish | interact | pathways | stimulates |

**B. Analyze the Model Paper Using the Argument Rubric**

**Expeditionary Learning Teacher and Student Actions**

Teacher displays the first two rows of the *Expository Writing Evaluation Rubric* and reads the bullet in the first row out loud as students read along silently. Teacher explains that the position paper they read exemplifies the first row with a clear position statement. Teacher explains what "follows logically" means. Teacher reads the bullet in the second row out loud as students read along silently. Students turn and talk about the term "insightful analysis," and teacher cold-calls some students to share. Students discuss whether the claims and reasons they chose on their planner are evidence of insightful analysis. Teacher reads the bullet in the third row out loud as students read along silently. Students read through the model to find a counterclaim acknowledged, discuss with a partner, and share. Students work with a partner to find examples of the bullets in the second row, then share with the whole class.

**AIR Additional Supports**

- The rubric appears to have been developed primarily for teachers. Provide students with a version that has student-friendly language.
- The rubric also could be translated into students' home language. [EN, EM]

**Example:** The following is an example of student-friendly language for the first row of the *Expository Writing Evaluation Rubric*, "Claims and Reasons: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument."

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| *Original version* | clearly introduces the topic and the claim in a manner that is compelling and follows logically from the task and purpose | clearly introduces the topic and the claim in a manner that follows from | introduces the topic and the claim in a manner that follows generally from | introduces the topic and the claim in a manner that does not logically follow | claim and reasons demonstrate a lack of comprehension |

| | | | | | |
|---|---|---|---|---|---|
| | | the task and purpose | the task and purpose | from the task and purpose | of the topic or task |
| *Student version* | My topic (main subject or point) is compelling (interesting), and it makes sense for the task (work) and purpose (goal).<br>I introduce (begin or start) my claim (thing that I am saying is true) clearly (in a way easy to understand) and in a way that is interesting to the reader. My topic and my claim are logical (make sense). | My topic makes sense (is clear) for the task and purpose. I introduce my claim clearly. | My topic, or main subject, is reasonable (makes sense) for the task and purpose. My claim also is reasonable for the task and purpose. | My topic is not reasonable for the task and purpose. My claim is not reasonable for the task and purpose. | My claim shows that I do not understand (comprehend) the task. My claim and my reasons show that I do not understand the topic, or subject. |

## 3. Closing and Assessment

**A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?**

**Expeditionary Learning Teacher and Student Actions**

Students complete exit ticket about the most difficult aspect of writing the paper [ALL]. Teacher collects student written responses.

**AIR Additional Supports**

Provide sentence frames for ELLs/MLLs at the entering and emerging level. Provide sentence starters or sentence frames will less scaffolding for ELLs/MLLs at the transitioning level.

Example:

*The most difficult aspect, or part of writing this paper was will be* _____. [EN, EM]

*The most difficult aspect of writing this paper will be* _____.

**AIR Instructions for Teachers**

- Instruct students to complete the sentence frame.
- Collect their responses.

**AIR Instructions for Students**

Think about what will be the most difficult part of writing this paper. Complete the sentence.

**B. Review Homework**

**Expeditionary Learning Teacher and Student Actions**

Teacher distributes the Researcher's Notebook and tells students that their homework is to identify three reasons they will use in their position paper. They have a number of graphic organizers to choose from to help them.

**AIR Additional Supports**

Make sure that ELLs/MLLs are familiar with the graphic organizers and with the vocabulary therein. The previous activities will help support ELLs/MLLs, because they clarify the content of the lesson.

| |
|---|
| Example: N/A |
| **AIR Instructions for Teachers**<br>▪ Distribute the Researcher's Notebook.<br>▪ Ask students to use the graphic organizers to identify the three reasons they will use in their paper. |
| **AIR Instructions for Students**<br>Complete the graphic organizer to write the three reasons you will use in your paper. |

## 4. Homework

### A. Homework

| |
|---|
| **Expeditionary Learning Teacher and Student Actions**<br>Students look through their research and identify reasons they will address in their position paper.<br>Students reread the model position paper and underline information about the brain. |
| **AIR Additional Supports**<br>Make sure ELLs/MLLs had sufficient scaffolding during Unit 1 to have a good understanding of adolescent brain development. In Unit 1, students read various texts that built their background knowledge about adolescent brain development.<br>Example: N/A |
| **AIR Instructions for Teachers**<br>▪ Ask students to read through their research and identify the stance they will take in their position paper.<br>▪ Have the students reread the model position paper and underline the information about the brain. |

# Teacher Assessment

# Assessment Questions for Grade 7, "Facebook: Not for Kids"

**Instructions**

**Today you or I will read (re-read) an essay which argues that the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18. You will then answer ten questions. The first question in each pair asks you about the passage (story). The second question asks you what details (information) in the story best supports your answer (helps you answer the first question in the pair). Circle the correct answer to each question.**

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

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

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic

system, is “activated,” it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming “addicted” to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to fall prey to this addiction.

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

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

**Question 1**

**Part A**

According to paragraph 2 of "Facebook: Not for Kids," what is the role or job of the prefrontal cortex?

A. It is the risk and reward center
B. It is responsible for regulating breathing
C. It encourages compulsive behavior
**D. It manages desires and guides choices**

**Part B**

What evidence from "Facebook: Not for Kids" best supports the answer to Part A?

**A. "… [it] is the part of the brain that helps someone control impulses and make sound judgments."**
B. "… an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth…"
C. "This extra sensitivity and excitability makes them more prone to addiction…"
D. "This means that it is the part of the brain that is activated when one does something risky or pleasurable."

**Question 2**

**Part A**

What is the meaning of the word "impulsive" as it is used in paragraph 1 of "Facebook: Not for Kids"?

**A. Act without thinking**
B. Dig into the ground
C. Disappear or go away
D. Turn a different color

**Part B**

What evidence from "Facebook: Not for Kids" supports the correct answer in Part A?

A. "he or she is more likely to be impulsive"
B. **"that decision can quickly become permanent"**
C. **"**It is very easy to make unwise decisions on Facebook"
D. "lower their risk of making a foolish decision online"

**Question 3**

**Part A**

What happens when the limbic system starts working according to "Facebook: Not for Kids"?

A. Children are less likely to perform risky actions
**B. The amount of dopamine in the brain increases**
C. People are able to break addictions they might have
D. The urge to eat is in conflict with the desire to sleep

**Part B**

Which of the following sentences supports the answer to Part A?

A. "The limbic system is the emotional center of the brain and is also called the 'risk and reward' system."
**B. "When a part of the brain, like the limbic system, is 'activated,' it is awash with neurotransmitters, like dopamine."**
C. "Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine."
D. "While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating."

**Question 4**

**Part A**

In paragraph 4 of the "Facebook: Not for Kids," what two things does the author say is happening to the adolescent brain?

A. Practicing social skills and reading body language
B. Learning language and understanding social cues
C. Developing the prefrontal cortex and refining the limbic system
**D. Destroying as well as creating routes in the brain**

**Part B**

Which two pieces of evidence support the answer to Part A?

**A. "[The adolescent brain] is pruning unnecessary synapses and cementing other neurological pathways."**
**B.** "A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life."
**C. "A teenage brain needs time and practice to build these pathways."**
D. "There are many social skills that cannot be learned online because they are very subtle and require physical proximity."
E. "teens may use it as a substitute for in-person socializing and spend less time together."
F. "teenagers will be more likely to find a social outlet that nourishes that part of the brain."

**Question 5**
**Part A**

According to the author of "Facebook: Not for Kids," what are the main pitfalls of using Facebook for teenagers?

A. Loss of appetite, sleeplessness, and weight gain leading to health problems
**B. Acting without thinking, using Facebook too much, and not learning about other people's emotions or feelings.**
C. Dopamine dependence, synaptic pruning, and prefrontal cortex development
D. The inability to learn key mathematical and language skills

**Part B**

Which evidence from "Facebook: Not for Kids" supports the correct answer in Part A?

**A. "there are many potential pitfalls on Facebook…, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills."**
B. "… because an adolescent brain…. is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain."
C. "Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account."
D. "The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them."

**Writing Task**

**The American Academy of Pediatrics recommends that children younger than 18 do not use Facebook. Write a paragraph explaining the reasons the writer gives for this recommendation. Use specific details from the article to support your answer**

**Sample Response**

The author of the article argues that the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 because adolescent brains have not fully developed. As a result, younger users are exposed to three dangers. The first concern is that adolescents are more likely to make "impulsive" decisions online. This is due to a "developing prefrontal cortex." This part of the brain controls desires and decision making. The second point they make is that because the prefrontal cortex is not developed, teenagers use the limbic system instead when making choices. This increases dopamine in the brain, which can lead to them "becoming addicted to Facebook." The last reason they give is that being on-line reduces the number of face-to-face interactions between young people. Without these interactions, they may not learn how to read "social cues." Because of these risks, the author believes that Facebook should be restricted to adults whose brains have fully developed.

# Explanatory Writing Rubric Grade 7

| Criteria for Explanatory Writing | Meeting (3)<br>*Student achieves all of the "Meeting" criteria* | Developing (2)<br>*Student work does not achieve some of the "Meeting" criteria* | Emerging (1)<br>*Student work does not achieve most of the "Meeting" criteria* |
|---|---|---|---|
| **Development and Elaboration** | | | |
| Topic: Introduces a topic clearly, previewing what is to follow to examine and convey ideas, concepts, and information (W.7.2a) | Credible topic | Unclear topic | No topic |
| Evidence: Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.7.2b) | Cites relevant evidence | Unclear or vague evidence | No or inaccurate evidence |
| **Organization and Focus** | | | |
| Introduction: Provides an introduction that frames the topic clearly in a thesis statement and provides focus for what is to follow (W.7.2) | Well-developed introduction | Underdeveloped or ineffective introduction | No recognizable introduction |
| Conclusions: Provides a concluding statement or section that follows from and supports the information or explanation presented (W.7.2f) | Well-developed conclusion | Underdeveloped or ineffective conclusion | No recognizable conclusion |
| **Language and Clarity** | | | |
| Vocabulary: Uses precise language and domain-specific vocabulary to inform about or explain the topic (W.7.2d) | Clear use of precise language and vocabulary | Ineffective use of language and vocabulary | Use of unclear language and poor vocabulary |
| Transitions: Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts (W.7.2c) | Sufficient transitions | Occasional transitions | Little or no transitions |
| **Conventions** | | | |
| Conventions: Demonstrates a command of grade appropriate grammatical English and mechanical conventions (L.7.1-2) | Few distracting errors | Several errors | Numerous errors |

# Student Assessment

| | |
|---|---|
| Name | |
| Date | |
| Teacher | |

# Facebook: Not for Kids

**Instructions: Today you or your teacher will read (re-read) an essay which argues that the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18. You will then answer ten questions. The first question in each pair asks you about the passage (story). The second question asks you what details (information) in the story best supports your answer (helps you answer the first question in the pair). Circle the correct answer to each question.**

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

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

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision

Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic system, is "activated," it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to fall prey to this addiction.

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

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

**Question 1**

**Part A**

According to paragraph 2 of "Facebook: Not for Kids," what is the role or job of the prefrontal cortex?

E. It is the risk and reward center
F. It is responsible for regulating breathing
G. It encourages compulsive behavior
H. It manages desires and guides choices

**Part B**

What evidence from "Facebook: Not for Kids" best supports the answer to Part A?

E. "… [it] is the part of the brain that helps someone control impulses and make sound judgments."
F. "… an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth…"
G. "This extra sensitivity and excitability makes them more prone to addiction…"
H. "This means that it is the part of the brain that is activated when one does something risky or pleasurable."

**Question 2**

**Part A**

What is the meaning of the word "impulsive" as it is used in paragraph 1 of "Facebook: Not for Kids"?

E. Act without thinking
F. Dig into the ground
G. Disappear or go away
H. Turn a different color

**Part B**

What evidence from "Facebook: Not for Kids" supports the correct answer in Part A?

E. "he or she is more likely to be impulsive"
F. "that decision can quickly become permanent"
G. **"**It is very easy to make unwise decisions on Facebook"

H. "lower their risk of making a foolish decision online"

**Question 3**

**Part A**

What happens when the limbic system starts working according to "Facebook: Not for Kids"?

E. Children are less likely to perform risky actions
F. The amount of dopamine in the brain increases
G. People are able to break addictions they might have
H. The urge to eat is in conflict with the desire to sleep

**Part B**

Which of the following sentences supports the answer to Part A?

E. "The limbic system is the emotional center of the brain and is also called the 'risk and reward' system."
F. "When a part of the brain, like the limbic system, is 'activated,' it is awash with neurotransmitters, like dopamine."
G. "Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine."
H. "While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating."

**Question 4**

**Part A**

In paragraph 4 of the "Facebook: Not for Kids," what two things does the author say is happening to the adolescent brain?

E. Practicing social skills and reading body language
F. Learning language and understanding social cues
G. Developing the prefrontal cortex and refining the limbic system
H. Destroying as well as creating routes in the brain

**Part B**

Which two pieces of evidence support the answer to Part A?

G. "[The adolescent brain] is pruning unnecessary synapses and cementing other neurological pathways."
H. "A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life."
I. "A teenage brain needs time and practice to build these pathways."
J. "There are many social skills that cannot be learned online because they are very subtle and require physical proximity."
K. "teens may use it as a substitute for in-person socializing and spend less time together."
L. "teenagers will be more likely to find a social outlet that nourishes that part of the brain."

**Question 5**
**Part A**

According to the author of "Facebook: Not for Kids," what are the main pitfalls of using Facebook for teenagers?

E. Loss of appetite, sleeplessness, and weight gain leading to health problems
F. Acting without thinking, using Facebook too much, and not learning about other people's emotions or feelings.
G. Dopamine dependence, synaptic pruning, and prefrontal cortex development
H. The inability to learn key mathematical and language skills

**Part B**

Which evidence from "Facebook: Not for Kids" supports the correct answer in Part A?

E. "there are many potential pitfalls on Facebook…, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills."
F. "… because an adolescent brain…. is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain."
G. "Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account."
H. "The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them."

**Instructions: The American Academy of Pediatrics recommends that children younger than 18 do not use Facebook. Write a paragraph explaining the reasons the writer gives for this recommendation. Use specific details from the article to support your answer.**