

Update Request: ThinkCERCA, Grade 7

Use the information below to access the adopted version of the instructional materials and the proposed new content.

	URL	User Name	Password
Original content	https://texas.thinkcerca.com/	texas_teacher@thinkcerca.com	TexasThinkcerca
New content	https://learn.thinkcerca.com	texas_teacher@thinkcerca.com	TexasThinkcerca

Request 1: *ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware* (9780999856116)

Publisher’s rationale for update request:

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3–12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
10(B)(xix) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D
10(C)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18382	https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTc%3D
10(C)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18382	https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTI%3D
10(C)(iii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18382	https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=OA%3D%3D
10(C)(iv) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18358	https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=OQ%3D%3D
10(C)(v) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18358	https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTg%3D
10(C)(vi) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18358	https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTM%3D
10(D)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18336	https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjM%3D

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Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
10(D)(x) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18376	https://learn.thinkcerca.com/teacher/skill_lessons/22838?step=MjA%3D
10(D)(xiv) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18349	https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D
10(D)(xvi) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18349	https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTM%3D
10(D)(xvii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18336	https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjQ%3D
10(D)(xviii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18325	https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTc%3D
10(D)(xviii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18325	https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTU%3D
11(A)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/17618	https://learn.thinkcerca.com/teacher/skill_lessons/22600?step=Mg%3D%3D
11(A)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18378	https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=Mg%3D%3D
11(B)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D
11(B)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D
11(C)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/17906	https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=Mg%3D%3D
12(B)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18404	https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=Mg%3D%3D
12(B)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18404	https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTE%3D
12(C)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18404	https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTQ%3D
12(G)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTA%3D
12(G)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTI%3D
12(H)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/17594	https://learn.thinkcerca.com/teacher/skill_lessons/22710?step=MTI%3D
2(A)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18387	https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D
2(A)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18387	https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D
2(A)(iv) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18387	https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D
2(A)(iv) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18387	https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=OA%3D%3D
2(A)(v) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18387	https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D

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Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
2(C)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18371	https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTI%3D
2(C)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18371	https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTY%3D
2(C)(iv) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18371	https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTI%3D
3[A](i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTM%3D
5(A)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTI%3D
5(B)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18407	https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=Ng%3D%3D
5(B)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D
5(B)(iv) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18407	https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=Ng%3D%3D
5(B)(v) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OA%3D%3D
5(B)(vi) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D
5(C)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18407	https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTY%3D
5(C)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18407	https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D
5(C)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18407	https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D
5(D)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18329	https://learn.thinkcerca.com/teacher/skill_lessons/22780?step=Mg%3D%3D
5(E)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18329	https://learn.thinkcerca.com/teacher/skill_lessons/22780?step=MTU%3D
5(G)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=Mw%3D%3D
5(I)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTY%3D
5(I)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18412	https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTg%3D
6(D)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTQ%3D
6(D)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTg%3D
6(D)(iii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D
6(D)(iv) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18430	https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D

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Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
7(B)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18398	https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTA%3D
7(B)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18398	https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTQ%3D
7(B)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18398	https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTY%3D
7(C)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18075	https://learn.thinkcerca.com/teacher/skill_lessons/22614?step=MTc%3D
7(C)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18378	https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=NQ%3D%3D
7(D)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18420	https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=OQ%3D%3D
7(D)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18398	https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTk%3D
7(D)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18420	https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=MTM%3D
8(A)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18322	https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mw%3D%3D
8(A)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18322	https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mg%3D%3D
8(C)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18340	https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=Mw%3D%3D
8(C)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18340	https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=NQ%3D%3D
8(D)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18410	https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Mw%3D%3D
8(D)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18410	https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=NA%3D%3D
8(D)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D
8(D)(iii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D
8(D)(iv) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D
8(D)(iv) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D
8(D)(ix) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D
8(D)(ix) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D
8(D)(v) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D
8(D)(v) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTk%3D

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Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
8(D)(vi) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18410	https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Ng%3D%3D
8(D)(vi) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18410	https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Nw%3D%3D
8(D)(viii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D
8(D)(viii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D
8(D)(x) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D
8(D)(x) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18351	https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D
8(E)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/17906	https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=MTc%3D
8(E)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18385	https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=Mg%3D%3D
8(E)(iv) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18403	https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=Mg%3D%3D
8(E)(vii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18385	https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=OA%3D%3D
8(E)(viii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18403	https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=OQ%3D%3D
9(E)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18383	https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D
9(E)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18383	https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=NA%3D%3D
9(E)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18383	https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D
9(F)(i) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D
9(F)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=Nw%3D%3D
9(F)(ii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=OQ%3D%3D
9(F)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTI%3D
9(F)(iii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTY%3D
9(F)(iii) - Narrative	https://texas.thinkcerca.com/teacher/library/lessons/18346	https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTQ%3D
9(G)(i) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18332	https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTE%3D
9(G)(ii) - Activity	https://texas.thinkcerca.com/teacher/library/lessons/18332	https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTY%3D

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Request 2: *ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware* (9780999856116)

Publisher’s rationale for update request:

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 7th grade. For some citations, we are proposing new wording in the lesson. Please see details below and the Addendum for 7th grade. Preview of new content is accessible using links provided below and login credentials texas_teacher@thinkcerca.com, password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 7th grade.

Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
(5)(E)(i) - Activity	https://texas.thinkcerca.com/lessons/15965/lesson_steps/1	https://learn.thinkcerca.com/lessons/20648/lesson_steps/1
(6)(C)(i) – Activity	https://texas.thinkcerca.com/lessons/15965/lesson_steps/3	https://learn.thinkcerca.com/lessons/22183/lesson_steps/3
(6)(D)(iii) - Activity	https://texas.thinkcerca.com/lessons/15965/lesson_steps/4	https://learn.thinkcerca.com/lessons/22183/lesson_steps/4
(6)(D)(iv) - Activity	https://texas.thinkcerca.com/lessons/15965/lesson_steps/4	https://learn.thinkcerca.com/lessons/22183/lesson_steps/4
(6)(E)(i) - Activity	https://texas.thinkcerca.com/lessons/18476/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(vi) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(vii) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(viii) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(xv) – Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(xvi) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(xxii) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(xxiii)) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(10)(B)(xxiv)) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(11)(C)(i) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6

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Breakout	Original Content (Copy link below into browser)	New Content (Copy link below into browser)
(11)(C)(ii) - Activity	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
(8)(F)(ii) - Activity	https://texas.thinkcerca.com/lessons/16861/lesson_steps/3	https://learn.thinkcerca.com/lessons/22185/lesson_steps/3

Additional Information:


For breakout (5)(E)(i) make connections to personal experiences (Activity)

Reason for changing citation: License to include currently cited selection is expiring.

Reason for citing the proposed lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; this is merely a new citation. Lesson contains a well-written selection for students to read and write in response. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.

CURRENT:


Step 1: Connect

 Describe a time when a group made a decision with which you firmly disagreed. How did you react? Was it still the best way to make a decision?



PROPOSED:

Step 1: Connect

 Describe a time when you had to concentrate while something distracting was going on around you. How did you cope? Do you think your work suffered because of the distraction?



Update Request: ThinkCERCA, Grade 7

Reading selection in proposed lesson:

(student writing)

Smartphones Aren't a Smart Choice in Middle School

By Delaney Ruston

CNN , December 2017

Not too long ago, one of my daughter's middle-school teachers told me that my daughter was spending a lot of time on her phone during class. As a mother, this was concerning. But I was not surprised. I am a physician and filmmaker who dedicated my time to make the documentary "Screenagers: Growing up in the Digital Age" precisely because I know how strongly tech tempts youth and how confused we are as a society about what to do about that.

This month, the Screenagers team and I completed a survey of people who had seen or were interested in the topic of our film to gather data on middle-school phone rules. More than 1,200 middle-school parents in the United States responded. While parents who are on our email list and who responded to the survey may be more concerned about their kid's cell phone use than the general parent population, two particularly striking findings emerged:

- 55% of the parents who responded to our survey said their children's middle schools now allow cell phone use, with public schools being more likely than private schools to allow it.
- More than 80% of parents do not want their kids to use cell phones during school.

Recently, France announced it is banning cell phones in school for all students age 15 and under, starting next fall. From our survey, it seems that many US parents may be in favor of similar restrictions in the classroom. And it's not only parents who support "away for the day" policies, which require students to leave their phones out of reach—so does science.

We know that the frontal lobe—the part of the brain responsible for impulse control—is not fully developed in middle school-aged children. When we expect kids to learn how to handle phone use in places like classrooms, we are setting many of them up for failure.

According to the students, teachers and administrators whom we spoke to for the film, many students are getting in trouble in schools across the country for being on their phones in class when they're not supposed to.

Despite searching, I have never seen a study on the impact of access to phones on middle schoolers' academic achievement, but a 2012 study, published by the Communication Education journal, on college students is discouraging. Students who interact with their cell phones in class perform worse on tests—often a full letter grade or more. In fact, just having phones within reach, can cause academic performance to decline, whether they're used or not.

In a 2017 study, participants completely turned off and silenced their phones. While they performed memory tasks, some were allowed to keep their phone, and some were told to put it in the other room.

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Those who had the phone with them did significantly worse. The mere presence of smartphones reduces available cognitive capacity. In other words, the attention and energy it takes to not check a phone seems to cause "brain drain."

Visit any middle school where cell phones are allowed at lunch or break and you will see heads down everywhere you look. Kids I've met through Screenagers tell me how they retreat into their phones to avoid feeling anxious while socializing.

While cyberbullying gets a lot of attention, too many students face micro emotional hits when they are left out of group chats or see photos to which they compare themselves and feel inferior. When this happens during the school day, it can make it very difficult to focus on school work.

A 2016 study published by the Pediatrics journal found that the increasing rates of depression in adolescents, especially in girls, correlated with the use of mobile phones and texting apps. Meanwhile, youth who spent more time on social media—often accessed through smartphones—have a greater likelihood of being unhappy.

Importantly, it's been found that face-to-face time with friends strongly correlates with less depressive feelings. Creating environments where kids disconnect from their devices and interact in person would be a smart public health move.

Schools that changed their policy from allowing cell phones to prohibiting them saw student test scores improve by 6.41%, according to a 2015 study from the United Kingdom.

In the US, administrators of schools that have adopted "away for the day" policies have reported improvements in students' emotional well-being too. Matthew Burnham, a middle-school principal in El Cerrito, California, told us, "When we took the phones away, we had very little pushback from the kids, and all of those distractions and problems went away."

That's a marked improvement.

So why do some middle schools allow students to have phones all day? One reason could be that they don't want the burden of enforcing the policy. But the reality is that when solid systems are in place, middle schools should not be overburdened.

Schools could also believe that parents want to be able to contact their children all day. But our data shows this is not the case. When kids and parents don't rely on constant communication, they instead must plan for the day ahead of time, and this can help kids to develop valuable executive-functioning skills.

It is time we follow France's lead and do what is best for our middle-school students today. That means require all middle school students to put their phones "away for the day."

For breakout (6)(C)(i) use text evidence to support an appropriate response (Activity)

Reason for changing citation: License to include currently cited selection is expiring.

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Reason for citing the proposed lesson: Lesson gives students an opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to read, analyze, and write in response to. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.

CURRENT:

Step 3: Engage with the Text

🔗 As you analyze the text, you will be gathering evidence that will help you develop a response to the CERCA question:

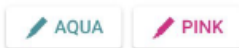
Does the author build an effective argument about the dangers of group decision-making through his examination of democracy?

Reread the article.

Use aqua to highlight historical events cited by the author that show that democracy is a positive example of group decision-making. Add notes about how these events support or contradict the central idea of the text.

Use pink to highlight historical events cited by the author that show that democracy is not a positive example of group decision-making. Add notes about how these support or contradict the central idea of the text.

Select a color to begin highlighting



PROPOSED:

Step 3: Engage with the Text

🔗 As you analyze the text, you will be gathering evidence that will help you develop a response to the CERCA question:

Would banning junk food in schools teach kids how to make healthy eating choices?

Reread the article.

Use aqua to highlight evidence and reasoning that supports banning junk food in schools to fight obesity. Add notes about how you think you and your classmates might react to this kind of ban at your school.

Use pink to highlight evidence and reasoning against banning junk food in schools to fight obesity. Add notes about other ways to fight obesity besides banning junk food.

Select a color to begin highlighting



Update Request: ThinkCERCA, Grade 7

Reading selection in proposed lesson:

Should Junk Food Be Banned in Schools?

By ThinkCERCA

Taking that daily trip through the lunch line ... What to choose? What to choose? Chicken nuggets! Roll with butter! Burger! Pizza! Hmmmm ... maybe those crunchy carrot sticks or that tart orange? Who should be making these choices? Some folks say that all foods are fine in moderation. They say that students should be allowed to make their own choices. Others say that choice in lunch offerings is a job the school should perform for the students; those folks believe that education and tracking programs are not sufficiently effective to do the job.

YES

Obesity: it's not about grabbing an extra piece of chocolate here or there; it's a serious health threat. Approximately one in every six children in the United States is obese, according to the Centers for Disease Control and Prevention (CDC). A person who is obese is seriously overweight. There are many reasons for obesity, and it's important to check with a doctor regarding weight issues. One cause of obesity, though, is a diet that includes too much food and/or unhealthy food choices. Obesity can lead to many health problems, including heart disease and diabetes. Obesity is a serious concern that requires immediate action, and local government can help. Some experts believe that schools have the responsibility to ban junk foods—in order to cut back on obesity and other health problems.

More than 30 million students participate in school breakfast and lunch programs through the National School Lunch Program. This means that the meals are provided to the students by the government, free of charge. For some children, this is their only access to full daily meals. Of course, millions of additional students also eat meals at school. This means the school can have a striking impact on students' daily habits and their health. Educators and other experts are always searching for ways to improve student achievement. Students deserve nothing less. Improvement in student achievement is priceless. Isn't it fortunate that providing healthy meals is a small price to pay for such achievement?

Taking junk food out of schools and replacing it with healthful alternatives is a good way for public schools to guide students in making the right food choices. Statistics bear out the point that healthy children learn better and have greater achievement. Healthy eating habits contribute mightily to good health. Glazed morning stares out the classroom window and afternoon sluggishness as students lose focus can be headed off with healthy food provided in the schools.

It's not enough to offer courses on nutrition to students and track the progress they might make with healthy eating. Many students lack the strength or the desire to avoid junk food at school, even when they know junk food is not the best choice. There can easily be an intent to order healthy food, but when students are hungry and see the junk food being offered, they might choose the junk food, even if they know it is not the best choice. That's just human nature.

Across the country, state and local governments have passed laws that affect access to specific types of food and beverages. For example, in 2006, New York City passed a law that banned use of artificial trans fat in restaurants. California has been at the forefront of legislation regarding healthy school meals. In 1997, California passed legislation requiring that only healthy food be served in schools. Then, in 2006,

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the state passed a law which specified exactly the types of foods and beverages permitted for sale on California school campuses. By 2007, California had passed legislation that banned trans fat in food sold by public schools. Clearly, the food served in schools has been successfully regulated for longer than two decades. Positive effects on health and learning have been observed.

School is a place where children should learn and grow in the most effective way possible. It is a public responsibility to make sure that all students are provided healthy foods toward this end. That is why junk food should be banned from schools and replaced by healthful alternatives.

NO

Passing a law cannot cure all problems. Individuals need to take personal responsibility for their own behavior and make their own choices. The government can't do it for them.

Being healthy does not result just from avoiding specific foods. Students should be educated to recognize that the key to good health lies in eating a variety of lean proteins, whole grains, and fresh fruits and vegetables; good health comes from more than simply avoiding soda and chips. For example, regular exercise is a key factor in good health. In other words, having a healthy lifestyle goes well beyond making nutritious food choices. And banning junk foods from being served in schools wouldn't stop students from bringing their own junk food from home. It also wouldn't stop them from eating junk food when they're away from school.

It should also be recognized that there is a question of how to define "junk food." Are we talking about only sugary snacks and fast food? Should there be rules about the amount of sodium or fat that food served in schools can contain? What about high-fructose corn syrup? Who will decide whether or not foods containing these common ingredients should also be considered junk?

The goal of any proposal to ban junk food in schools comes from a place of good intentions, but this method is not the way to achieve the best results of those good intentions. Banning junk food in schools is simply not the answer. Everyone—including parents, students, and government officials—should support good health. But choice belongs to the individual. And choosing to make healthful eating a lifelong habit is no exception. Students should receive instruction in a variety of classes informing them of good food choices and the effects of those good choices. They should also receive instruction that will inform them about bad food choices and the effects of those bad food choices. Knowledge is power, and this knowledge will empower students to make the right food choices and reap the rewards.

For breakout (6)(D)(iii) summarize texts in ways that maintain meaning (Activity)

For breakout (6)(D)(iv) summarize texts in ways that maintain logical order (Activity)

Reason for changing citation: License to include selection in currently cited lesson is expiring.

Reason for citing proposed lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.

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CURRENT:

Step 4: Summarize

🔗 Summarize the selection in a few sentences. The sentence frames can help you.

According to "Voices of the Few," democracy is based on _____.
Examples of the tyranny of the majority include _____.
Brown vs. the Board of Education decided that _____.




PROPOSED:

Step 4: Summarize

🔗 Summarize the selection in a few sentences. These stems can help you use academic vocabulary from the text in your own writing.

Junk food is a problem because _____.
Some people are proposing that governments and schools should ban junk food because _____.
Yet some argue personal responsibility is more important to health because _____.



Reading selection in proposed lesson:

Should Junk Food Be Banned in Schools?

(see above)

For breakout (6)(E)(i) interact with sources in meaningful ways; Activity

For breakout (10)(B)(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity

For breakout (10)(B)(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details; Activity

For breakout (10)(B)(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity

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For breakout (10)(B)(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details; Activity

For breakout (10)(B)(xvi) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity

For breakout (10)(B)(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity

For breakout (10)(B)(xxiii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details; Activity

For breakout (10)(B)(xxiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity

For breakout (11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics; Activity

For breakout (11)(C)(ii) compose multi-paragraph argumentative texts using craft; Activity

Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.

CURRENT WORDING:

Step 6: Create your CERCA

Use your Argument Builder to write a CERCA that answers the CERCA question:

Do dress codes create a more positive school environment than uniforms or no policy at all?

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.

Claim

Your claim should clearly state your opinion—based on what you learned from the reading—about which approach to student dress creates the most positive school environment. For example,

[Dress codes/School uniforms/No dress policies] create the most positive school environment because _____.

Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.

Evidence and Reasons

Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,

According to the author, the way students dress at school should be regulated because _____.

However, the argument the author makes does not favor _____ but instead calls for _____.

The author compares dress codes to school uniforms by saying _____.

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Counterargument

A great argument includes explanations for why alternative viewpoints are not as strong as yours. Strengthen your CERCA by including a counterargument that acknowledges a different point of view and then refutes it with good reasoning. For example,

While some might think school uniforms _____, proponents of dress codes could point out _____.

Conclusion

A strong CERCA includes a brief conclusion that wraps up your argument. Look back at your CERCA and write a conclusion that reinforces your claim. It can include a call to action, a question you want your audience to consider, or a statement of your personal opinion in response to the article. For example,

Schools can adopt a wide range of dress policies, from _____ to _____.

Ultimately, the best choice for schools and students is _____.

Audience

Think about three issues that you would like your audience to keep in mind while they read your CERCA. For example,

What factors does your audience think are important in making deciding whether or not to have a dress code at school?

How would your audience describe the benefits and drawbacks of uniforms?

Does your audience have a dress code or uniform policy at their school? How do they feel about having or not having a policy?

Choose language that will persuade your readers to agree with your argument. Use vocabulary words and other words from the reading to help you make a strong case. After you've finished your CERCA, reread to make sure the issues you want your audience to consider are addressed.

Academic Language Models

Summarizing Central Ideas

First, the typical uniform policy is more restrictive than a dress code.

First, _____.

These include avoiding any clothing printed with profanity or hateful language.

These include _____.

In essence, a dress code is a set of guidelines about what you can't wear.

In essence, _____.

PROPOSED WORDING:

Step 6: Create your CERCA

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.

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Do school uniforms improve student learning?

Use your Argument Builder to write a CERCA that answers the CERCA question:

Claim

Your claim should clearly state your opinion—based on what you learned from the reading—about whether or not school uniforms empower students to learn. For example,

School uniforms [do/do not] improve student learning because _____.

Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.

Evidence and Reasons

Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,

The author says that school uniforms can prevent _____ by _____ which shows that _____.

According to the author, when students all wear the same outfit, they _____, which shows that _____.

Students who wear uniforms [do/do not] have to worry about _____.

Counterargument

A great argument includes explanations for why alternative viewpoints are not as strong as yours. Strengthen your CERCA by including a counterargument that acknowledges a different point of view and then refutes it with good reasoning. For example,

Although school uniforms can _____, they [do/do not] improve student learning because _____.

Conclusion

A strong CERCA includes a brief conclusion that wraps up your argument. Look back at your CERCA and write a conclusion that reinforces your claim. It can include a call to action, a question you want your audience to consider, or a statement of your personal opinion in response to the article. For example,

Everyone wants school to be a “level playing field” for students, and the best way to accomplish this is _____.

Audience

Think about three issues that you would like your audience to keep in mind while they read your CERCA. For example,

What factors does your audience think are important in helping students learn?

How would your audience describe the benefits and drawbacks of uniforms?

Would your audience be more concerned with the usefulness of uniforms or the lack of personal creativity that wearing uniforms might mean?

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Choose language that will persuade your readers to agree with your argument. Use vocabulary words and other words from the reading to help you make a strong case. After you've finished your CERCA, reread to make sure the issues you want your audience to consider are addressed.

Academic Language Models

Academic Language Models are specific ways of thinking about a text that help you and your reader work through an argument. Practicing them helps you think about and be comfortable with writing and reading the way people who are comfortable with academic thinking already are. Read the original statement and think about how it works. Then, rewrite it in your own words.

Summarizing Central Ideas

There has long been debate about whether public schools can and should make school uniforms mandatory.

There has long been debate about _____.

Describing Relationships (ideas, events, concepts) When it comes to uniforms, the advantages by far outweigh the disadvantages.

When it comes to _____, _____ by far outweigh[s] _____.

Citing Supporting Details and Evidence In fact, many of these studies strongly suggest that uniforms actually do help student performance, and in several ways.

In fact, many of these studies _____.

READING SELECTION: NO CHANGE

For breakout (8)(F)(ii) analyze characteristics of digital texts; Activity

Reason for changing citation: License to include selection in current lesson is expiring.

Reason for citing this lesson: Lesson gives students the opportunity to practice skills in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to analyze. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.

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CURRENT:

Step 3: Engage with the Text

🔗 As you analyze the text, you will be gathering evidence that will help you develop a response to the CERCA question:

Does using social media benefit teenagers?

Reread the article.

Use aqua to highlight evidence that social media is a beneficial use of time. Add notes about how this makes an impact on individuals and society.

Use pink to highlight evidence that social media is a waste of time. Add notes about how this can hurt individuals and society.

Select a color to begin highlighting

 AQUA

 PINK

PROPOSED:

Step 3: Engage with the Text

🔗 As you analyze the text, you will be gathering evidence that will help you develop a response to the CERCA question:

Which school dress policy creates a more positive school environment: uniforms or dress codes?

Reread the article.

Use aqua to highlight evidence and reasoning that dress codes are good for schools. Add notes about why this policy is better or worse than school uniforms or no dress policy.

Use pink to highlight evidence and reasoning to support the argument that school uniforms are good for schools. Add notes about why this policy is better or worse than dress codes or no dress policy.

Select a color to begin highlighting

 AQUA

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READING SELECTION IN PROPOSED LESSON:

(Student writing)

Uniform or Dress Code: There's a Difference

I attended sixth grade at a school that had a very strict uniform policy. The boys had to wear button-down white shirts, ties, and navy blue pants. The girls wore white blouses, blue tights or knee socks, and pleated navy blue skirts. Both boys and girls could add a navy blue blazer if they desired. But that was the only wardrobe choice they got to make on their own.

I do understand the attitude that uniforms can be a good thing. A 2016 international study on student discipline had some interesting results. The researchers' aim was to show the relationship between discipline and learning. They compared the levels of school discipline in five different geographic clusters throughout the world. These included Europe, the Americas, Far East Asia, the rest of Asia, and what they called the Anglo-Saxon cluster. In this study, titled "School Discipline, Uniforms, and Academic Performance," the researchers defined "discipline" as the kinds of actions and policies schools used to reduce unwanted types of behavior. The study looked closely at how actual school policies in different parts of the world affected academic performance. The peak performing cluster, they found, was Far East Asia, a region that generally enforced strict discipline in the classroom as well as a widespread requirement that students wear uniforms.

The "uniform" portion of the study didn't address the relationship between uniforms and student violence. Instead, the focus was to discover whether wearing uniforms had any effect on school discipline. The researchers found that it did. According to published results of the study, "...for countries where students wear school uniforms, our study found that students listen significantly better, there are lower noise levels, and lower teaching waiting times with classes starting on time." So uniforms helped students stay disciplined, which in turn resulted in higher academic performance.

That's a pretty good argument for uniforms, I admit, but in my experience it's still not the best option. During school assembly I would gaze around at a sea of kids all dressed exactly alike. If you had asked me if I was in favor of uniforms, I would surely have answered no. In fact, I would have told you I hated them. To be honest, despite research results, I still don't care for uniforms. But my new school has a dress code, and I'm very much in favor of that.

Now maybe you're thinking "Why? What's the difference?" First, the typical uniform policy is more restrictive than a dress code. But that said, uniform policies are easier to enforce. That's because it is obvious right away if someone is out of uniform. With a dress code, it can be a little more complicated. It's often a judgment call. In essence, a dress code is a set of guidelines about what you can't wear. A uniform is a set of hard-and-fast rules about what you must wear.

Consider the uniform at my old school, which I mentioned earlier. Compare that with my current school's dress code, which asks students to follow a few simple rules. These include avoiding any clothing printed with profanity or hateful language. That just seems like common sense to me. Who needs to see bad language or racist comments coming through the halls? Any gang-related clothing is also prohibited. In many parts of the country, kids have been beaten up or even killed over gang colors or symbols. Both boys' and girls' pants must fit well enough that they aren't falling down, or "sagging." Visible underwear, strapless shirts or dresses, and anything with a very low-cut neckline are not allowed.

Some of my fellow students complain about our dress code. They say it should be abolished because it violates their right to free speech. The way I see it, the dress code makes sense. It creates a safer, more

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positive environment. Sticking with a few simple rules solves a lot of potential problems and builds respectful attitudes. Though it does provide a guideline, the dress code also allows students freedom of choice. For me, being told what I absolutely can't wear still allows me a say as to what I can wear. It lets me take some control over how I present myself. On the other hand, strict uniform policies offer almost no freedom of choice. Being told exactly what we must wear is just too limiting.