Overall Unit - Screen Addiction

This document is open to comments, so as to become a collaborative document where we all learn from each other.

Level: (B1)
Israeli level: basic, advanced 1
Target audience: (All students)
General goals/objectives: See Can Dos below
Specific goals/objectives: Increase vocabulary Compare and Contrast two texts Summary writing Synthesizing across two texts. Writing a Policy Memorandum
Materials needed for activity: Computer Internet connection Projector Screen/white wall
Time: Three 1.5 hour lessons

Procedure:
 (1)   Take this poll as an example to develop the same poll on your account (so that you can receive the results)
 (2)   Video Introduction to Topic. Preliminary discussion on the topic.
 	
(3) Article Con.
Read with them the different problems caused by smartphones. Don't read the last section (the solution).
    Using this Google form, see which problems your students have encountered. We suggest you make a copy (an option on the page itself) of this form so that you only see the responses of your students. It would also be nice to create a QR code using this online generator, to help your students easily access the form from their smartphones.
        Here is the Vocab word list, for this article. Your students can Practice here using a great practice site that gives them definitions and places the word in its original context.
 	
(4) Article Pro.
In this article, vocabulary work should come first, as the article is more complex linguistically and structurally.
Here is the Vocab list and here is the Vocab work for students to practice and assimilate the words.
(5) This article has two sides debating the pros and cons of smartphones, as well as bringing research results and their interpretation. To understand and work through the issues, fill-out these tables with your students.

(6) TED Talk; show notetaking strategy (perhaps the Cornell System)
(7) Debate in class (perhaps Fishbowl with assigned viewing roles - who won, how good was the quality)

(8) The end product of this unit is to produce a policy memorandum and a bulleted list of the smartphone/laptop class policy to be implemented in class. Article as a stimulus for the Writing. Here are two examples on other topics of the type of text envisioned here: Example 1, Example 2.

(9) At the end of the course, assess effectiveness of the smartphone/laptop policy created for learning.

(10) Seen (text); Seen Questions

Optional Enrichment text: View statistics on smartphone use

Optional enrichment on Paragraph structure - Online exercises for Paragraph Structure. More online exercises for Paragraph Structure.

Further possible reading:
   1) Academic article on the connection between phone use and GPA
https://drive.google.com/drive/folders/0B8mnA1PzhRhwSXotX1A2QW5uNEE

   2) The Elephant in the Room: Cell Phone Use and Social Media
http://www.huffingtonpost.com/michelle-green/cell-phone-use-and-social-media_b_9133704.html

   3) Are Cell Phones Making College Students Unhealthy, Unwealthy and Unwise?
http://health.usnews.com/health-news/blogs/eat-run/2015/08/31/are-cell-phones-making-college-students-unhealthy-unwealthy-and-unwise

Can Dos:
- Can read with a large degree of independence, relatively short
- academic texts on general subjects that do not require field specific/expert knowledge.
- Can identify the main conclusions in clearly signaled argumentative texts.
- Can write a paragraph comprised of a series of sentences linked
- with appropriate connectors, such as "and", "but", and "because".
- Can develop an argument well enough to be followed without
- difficulty most of the time
- Can find out and pass on straightforward factual information.