

Task 2 ELA (Argumentative/Analysis): Is it harmful for children to play video games? After reading "Chapter 6: Reading A Persuasive Article" and an internet source of your choice, write an argumentative article that addresses the question and support your position with evidence from the texts. L2: Be sure to acknowledge competing views.

6.4.2

## Video Games are Beneficial to Kids

Video games are not harmful to kids. They help encourage exercise, learning, and help hand-eye coordination

### Video Games and Exercise

You think video games are causing obesity. You think kids are all sitting down but they're not. Some games are encouraging exercise like the Wii, Xbox 360 Kinect, and PS3. For the Wii, you have to stand play many of the games. For example, to play games like boxing, Wii plus and Wii Fit you do not sit down. The Xbox 360 Kinect you are the controller. When you jump, they will jump. Whatever you do the person on the game does. On the Playstation Move, you have to move around with the ball on the controller rotating around with your hand. Like the Kinect, when you move, the person on the game will move.

### Video Games and Learning

Video game don't only encourage exercise, they also encourage learning. According to the article, Video Games and Learning, video games promote thinking skills and fine motor skills. Kids love to play them because they are a fun way to learn. Those war games may look like just killing games, but they're not. Many of them have facts about the war they focus on. In the game Civilization IV, you learn what it takes

to make certain governments and how to go from the Golden Age to Modern Age. Even more, Gran Turismo 4 teaches the player the physics behind a racing car along with the history of over 700 vehicles.

### Video Games and Hand-Eye Coordination

Video games also help hand-eye coordination. According to Aaron Doll, it has been proven that video games can improve hand-eye coordination as much, if not more, than playing a sport. He also says that if a surgeon plays video games for at least 3 hours, they made 37% fewer mistakes and were 27% faster than those who did not play video games. This is due to the steady hand that occurs when they play video games. In a study that ranks people on hand-eye coordination. Both athletes and gamers have the highest hand-eye coordination score. People who were just gamers scored higher than those who were just athletes. However, those who were both gamers and athletes showed the highest score. Those who didn't play video games or sports scored the lowest. This shows that video games are beneficial to gaining hand-eye coordination.

As you can see, video games can be helpful to kids. They encourage exercise, learning and hand-eye coordination.

Summary Statement

statement

Work Cited Page

Doll, Aaron. "Do Videogames Improve Hand-Eye Coordination More than Sports?." *Associated Content*. Associated Content, 2011. Web. 07 Mar 2011. <<http://www.associatedcontent.com>>.

"Top 10 Tuesday." *Top Ten Games that Teach You Something*. IGN, 01 August 2006. Web. 15 Mar 2011. <<http://cube.ign.com>>.

"Video Games and Learning." *Imagination Soup*. N.p., 07 March 2011. Web. 15 Mar 2011. <<http://www.imaginationsoup.net>>.

# Scoring Rubric for Argumentation Template Tasks

Scoring Elements	Approaches Expectations				Meets Expectations		Advanced
	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.		
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.	Establishes a claim. (L2) Makes note of counter claims.	Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.		
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.		
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.		
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.		
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.		
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.		

# Feedback Sheet

Student \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Task \_\_\_\_\_

Element	Score	Notes
Focus		
Controlling Idea		
Reading/ Research		
Development		
Organization		
Conventions		
Content Understanding		
		Total
		Average
		Overall Performance Level

*On demand with for all writing style*

# Scoring Rubric for Argumentation Template Tasks

Scoring Elements	Approaches Expectations				Meets Expectations		Advanced
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