Teacher Version			
Grade	**6**	**Title/Subject**	**Do video games contribute to education?**

The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Prompt**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using texts to explore the issue of video games and whether they contribute to education. On Day 2, after the group activity, they will be directed to plan, and draft an argument essay about whether or not video games contribute to education utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and produce a final copy.

Process

DAY 1: Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an argument essay indicating whether or not they think video games contribute to education. Ask students to discuss this orally. Possible questions could include:

"Many people today believe that video games can contribute to your education. Others think they are harmful. What do you think about the effect of playing video games?

For active engagement encourage pair or group sharing, before sharing out with whole group. You may also want to use the "take a stand" activity from our training handbook to generate discussion. You could use a strong statement such as, "Video games are a waste of time and distract students from learning." Or "Video games are great ways to learn and can help you excel in school", then have students "take a stand" on a scale of 1 (strongly disagree) to 5 (strongly agree), then back up their position orally.

Step 2: Accessing the Information

1. Explain: *"Now we will read the pros and cons of video games and how they may or may not contribute to your education. You will be writing an argument essay about whether you agree or disagree with this statement that video games contribute to your education and you will include information from the articles provided in your reasons."* Use the information from the texts and video to supply your reasons. Read the articles with the students and point out facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Watch this video: https://www.youtube.com/watch?v=OOsqkQytHOs
3. Lead a whole class discussion about the sources.
4. Think-Pair-Share: *"Tell your partner what you learned about the pros and cons of video games and how they may or may not add to your education."* Make sure both partners have time to share with each other.

DAY 2: Planning and Writing a Draft: Up to 60 minutes

Step 3: Clarify Expectations for the Writing Task:

Explain: *"In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me why you agree or disagree with the opinion that video games can contribute to your education. Tomorrow you will have a chance to change and edit your work from today or add more detail."*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and tell them they can either write out their draft and then type, or type their draft from their planning notes.

Step 4: Clarify Expectations for the Writing Task:

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, or webs. Don't provide a plan yourself just remind them of the strategies for planning.

After 15 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 2.

DAY 3: Up to 60 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist.
3. When students are finished writing, remind them to reread and edit.
4. Students will type their final drafts.
5. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Use the argument writing rubric to score the writing and enter a score for each student into assessment log.

Common Core Standards

Argument Writing Performance Task

Grade	6	Argument Writing Rubric		
Level		**ARGUMENT WRITING / PROCESS**	**LANGUAGE CONVENTIONS**	**WITH GUIDANCE and SUPPORT FROM ADULTS**
4 Exceeds		☐ Meets all expectations in level 3 ☐ Introduces claim, acknowledges alternate or opposing claims and organizes the reasons and evidence logically ☐ Effective use of sources to support argument	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Uses phrases and clauses within a sentence, avoiding dangling modifiers ☐ Refers to reference material to determine best word choices in writing	 Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
3 Meets		**ARGUMENT WRITING** (W1) ☐ Introduces claim and organizes reasons and evidence clearly (W1a) ☐ Demonstrates an understanding of the topic or text by supporting claims with clear reasons and relevant evidence (W1b) ☐ Uses words, phrases/clauses to clarify the relationships among claims and reasons (W1c) ☐ Establishes and maintains a formal style (W1d) ☐ Provides a concluding statement/section that follows from argument presented (W1e) **WRITING PROCESS** (W4-W8) ☐ Uses clear/coherent writing where development, organization and style are appropriate to task, purpose, and audience (W4) ☐ **WGASFA*** Develops and strengthens writing by planning, revising, and editing, rewriting, or tying a new approach (W5) ☐ Uses technology to produce writing (W6) ☐ Uses keyboarding skills to minimum of 3 pages in a single sitting (W6) ☐ Conducts research drawing on several resources (W7) ☐ Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8) ☐ Avoids plagiarism and provides basic bibliographic information (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses a variety of pronouns effectively (L1a-d) ☐ Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a) ☐ Ensures that verbs agree with compound subjects ☐ Uses commas when linking two clauses with a conjunction in compound sentences ☐ Uses correct capitalization ☐ Spells correctly (L2b)	
2 Almost Meets		☐ Claim may be somewhat unclear ☐ Introduction may be clear but conclusion is weak ☐ Uses some evidence from source, but may be repetitive or vague ☐ Uses few words/phrases to clarify relationships between claim and reasons ☐ Has formal style but may not be maintained throughout document	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Contains some run-on sentences ☐ Uses mostly simple or compound sentences ☐ Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly ☐ Contains some punctuation errors ☐ Contains some capitalization errors ☐ Contains some spelling errors	
1 Does Not Meet		☐ Claim may be confusing or ambiguous ☐ Intro/conclusion may be missing ☐ Uses few or little evidence from sources ☐ Uses style not appropriate to audience, purpose or task ☐ Has no formal style	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Contains many run-on sentences ☐ Contains many punctuation errors ☐ Contains many capitalization errors ☐ Contains many spelling errors	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

Smarter Balanced Assessment Consortium

			Student Version
Grade	**6**	**Title/Subject**	**Do video games contribute to education?**

Student Prompt:

Do you think video games can contribute to your education? Choose a position on the argument then write a multi-paragraph essay to your teacher explaining your **argument**. Include information from the video and articles as you write.

Writing Tips:

- ☐ Be sure to introduce the topic and state your claim.
- ☐ Use evidence from the sources to develop your argument.
- ☐ Include linking words and phrases to connect your ideas and create cohesion in and clarify relationships among claims, reasons, and evidence.
- ☐ Maintain a formal style throughout.
- ☐ End with a concluding paragraph of section.

Reminders:

- ☐ You can look at the sources and your notes to help you with your writing.
- ☐ You might begin by making a plan or drawing a graphic organizer to help you with your thinking.
- ☐ Do not plagiarize; do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

- ☐ Make a plan on the blank paper for your writing.

Step 2: Draft

- ☐ Introduce your claim or argument.
- ☐ Distinguish your claim from opposing or alternate claims.
- ☐ Include relevant evidence to support your claim and organize it logically.
- ☐ Group information together as you write into paragraphs.
- ☐ Write a concluding paragraph.
- ☐ Include a bibliography of sources using a standard format.

			Student Version
Grade	**6**	**Title/Subject**	**Do video games contribute to education?**

Step 3: Reread and Revise

- ☐ Does it make sense?
- ☐ Have you used evidence from the texts to support your claim?
- ☐ Have you used linking words to organize your writing?
- ☐ Checked for inappropriate changes in voice or mood?
- ☐ Have you maintained a formal style?
- ☐ Checked for subject/verb agreement?

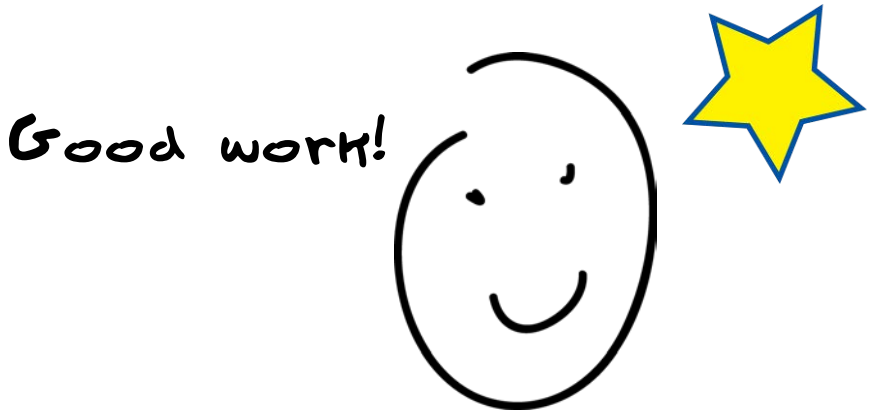
Step 4: Edit

Reread your writing and revise:

- ☐ Capitals
- ☐ Punctuation: (end points) **. ! ?**
- ☐ Commas **,** quotation marks **“ ”** underlining and *italics*
- ☐ Spelling
- ☐ Variety of simple, compound, and complex sentences
- ☐ Complete sentences; avoid run-ons and fragments.

Step 5: Final Draft

- ☐ Recopy and fix your mistakes.



Writing an Argument

1. *Research a topic.*

2. *State your claim: choose an argument that is well supported with evidence.*

3. *List evidence you will use. Focus on the most credible sources.*

4. *Choose your best evidence.*

5. *Write your introductory paragraph. Begin with a hook, then write a topic or thesis statement that states your claim.*

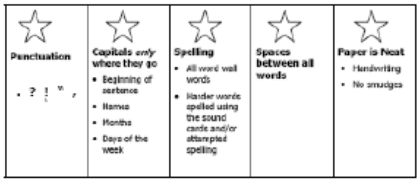
6. *Write paragraphs outlining your argument with evidence. Include facts and details.*

7. *Use linking words to connect your ideas.*

8. *Write a conclusion to remind the reader of your claim and/or call for action.*

9. *Reread and revise: Does it make sense? Sound convincing? Any missing information?*

10. *Reread and edit: Check*
    - *capitals*
    - *spelling*
    - *punctuation*
    - *cite or list resources*



11. *Type or write a final draft!*

12. *Celebrate your hard work!*

			Student Reading Text
Grade	**6**	**Title / Subject**	**Do video games contribute to education? Article 1**

http://kidsahead.com/external/article/176

A brain-boosting video game

A new study suggests that playing Tetris builds gray matter

BY **STEPHEN ORNES**
12:00AM, SEPTEMBER 16, 2009

In the video game Tetris, players try to pack as many shapes as possible into a small space. According to a new study, that's not all they're doing: Scientists found a connection between playing Tetris and the size of part of the brain.

Fitting together differently shaped blocks in Tetris changes the brain, a new study finds.

It sounds like a joke, but the study uses serious science. A team of three researchers from Canada and the United States scanned the brains of 15 adolescent girls, aged 12-15, who played Tetris. The scans showed that after 3 months of playing the block-stacking game, gray matter in the girls' brains was thicker. (Gray matter is the wrinkly mixture of brain cells and blood vessels responsible for processing information in the brain.) Part of the thicker gray matter was in a region of the brain near the top of the head. This area, called the parietal lobe, is believed to be responsible for collecting information from the senses.

The study shows that "brain structure is much more dynamic than had been appreciated," says Richard Haier of the University of California, Irvine, one of the three scientists behind the study. Haier says they studied girls' brains because they typically spend less time playing video games than boys.

For comparison, the scientists also scanned the brains of 11 girls who had not been playing Tetris. They found no increase in the thickness of those girls' gray matter—suggesting that certain parts of the game-playing girls' brains grew because the girls had played the video game.

The researchers didn't stop there—they also did real-time brain scans of girls while they were playing Tetris. For those scans, they used a technique called functional magnetic resonance imaging, or fMRI. An fMRI tracks how blood moves through the brain, and allows scientists to see which brain areas are being used.

These scans showed that in the brains of girls who played Tetris for three months, some parts of the brain were being used less. The scientists don't know why. Haier suggests that the drop in activity may be due to the brain actually working more efficiently than before. "We're not sure, but we think the brain is learning which areas not to use," Haier says. "As you learn the game, it becomes more automatic."

The parts of the brain that got bigger over the course of three months were not the same parts of the brain that were being used less. This comparison hints that bigger is not always better: Just because a part of the brain gets bigger doesn't mean that it's working more efficiently.

Understanding how the brain works is not easy, says Haier. The scientists don't know if the brain changes due to Tetris will help a person learn new skills or have better memory. "We know Tetris changes the brain," Haier says. "We don't know if it's good for you."

			Student Reading Text
Grade	**6**	**Title / Subject**	**Do video games contribute to education? Article 2**

https://www.asme.org/career-education/articles/students/can-video-games-reshape-stem-education

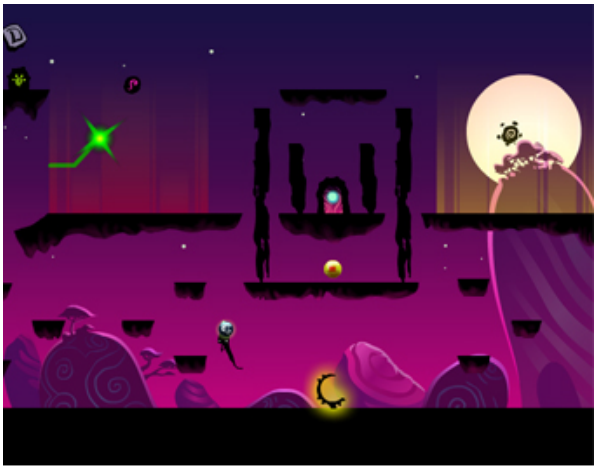
Can Video Games Reshape STEM Education?

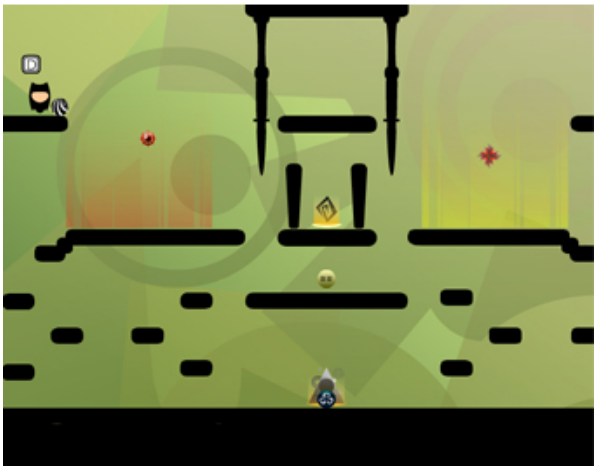
by Chitra Sethi, Managing Editor, ASME.org

(STEM is an acronym for Science, Technology, Engineering and Math **education**.)
This article has been abbreviated

September 2012

Solving Problems





Game-based learning has been riding a wave of popularity in schools and colleges in recent years. For instance, mechanical engineering undergraduates at Northern Illinois University learn principles of computation and simulation by playing a cars-theme video game. Shortfall, another game developed at Northeastern, teaches students how to run a manufacturing business by balancing suppliers, negotiating contracts, and reviewing sustainability factors—all in a virtual environment. Foldit, developed at the University of Washington's Center for Game Science, challenges players to learn about the shapes of proteins and compete online to fold them into the most efficient shapes. Quest to Learn, a middle school in Manhattan, extensively uses games for teaching.

Waker (top) and Woosh (bottom) are life science and math-based games created by MIT GAMBIT game lab. Image: MIT

While educational institutions are considering implementing video games in learning, parents are being cautious about the excess screen time children spend strategizing how to beat the next level of World of Warcraft. So are video games turning children into zombies or can they really be used as an education tool?

"It is not about what games do, but what they can and would do," says Eric Klopfer, associate professor of education at Massachusetts Institute of Technology (MIT) and director of the MIT Scheller Teacher Education Program (STEP). "There are certain facts about science that engineers should know but those facts have much more meaning when you use them to solve problems. Video games challenge players with difficult problems and motivate the players to solve problems," he says.

Science Education

Video games can enable STEM education from elementary school all the way through college as they teach skills such as analytical thinking, multitasking, strategizing, problem-solving, and team building. "Traditional learning has provided superficial learning through text books. Games are best at teaching a deeper level of learning," says Klopfer. His team at MIT builds and design games in life sciences and math for younger kids. They have built several physics-based games, such as Wooshand Waker, in conjunction with the GAMBIT game lab on campus. "Our latest initiative is a project, MMOG, a multiplayer online game in collaboration with Gates foundation to teach high-school biology and math," he informs.

The Next Level

Video games represent the kind of interactive and self-paced learning that people see as a future guided by technology. Klopfer says, however, games can't replace traditional teaching methods. "I don't think games should be the only component. Games do provide students the opportunity for self-learning but students need guidance and mentorship. The role of the teacher here is not diminished but becomes more challenging and interesting in helping the students to learn with this kind of medium," he explains.

According to Klopfer, games are being used more in basic sciences than engineering right now, so there's still opportunity in developing games to teach engineering concepts. A promising new frontier lies in using games-based learning to better prepare students for careers in STEM-related fields. This interactive and entertaining learning, or "edutainment," could just be a beginning of the trend.

			Student Reading Text
Grade	**6**	**Title / Subject**	**Do video games contribute to education? Article 3**

KidsHealth.org

http://kidshealth.org/kid/talk/qa/video_gaming.html

Lots of kids love video games. In fact, they like them so much that they might hear something like this from mom or dad: "Enough! Unplug that thing and find something else to do!"

It can be good advice, even if you were just about to crash through to the next level. Why? Too much of anything is just too much. It's true that some studies have shown certain video games can improve hand-eye coordination, problem-solving skills, and the mind's ability to process information. But too much video game playing may lead to health problems.

It's hard to get enough active play and exercise if you're always inside playing video games. And without enough exercise, kids can become overweight.

Really overdoing video games also could affect other important stuff, like friendships and how well a kid does in school. And kids who play violent video games might act more aggressively.

But here's the good news: Playing video games some of the time can be OK. Just choose quality games and limit screen time — which includes TV, computer, smartphone, tablet, and video game time combined — to no more than 2 hours a day.

A good game will be the right one for how old you are. Games are rated like movies and your mom or dad can help figure out which ones you should use. If you can choose one that gets you up and moving, that's even better.

You might challenge your mom, dad — or even your grandma — to swing the bat in a game of baseball or try out some fancy moves in one of the dancing games. Could your grandma be a dancing queen? Time to find out!

Reviewed by: Mary L. Gavin, MD
Date reviewed: June 2014