

8th Grade Argumentative Essay Example

Topic: Student/Youth Environmental Activism

The environment is under siege due to human activity. Issues like climate change, the loss of biodiversity, and deforestation are wreaking havoc on the world. According to a letter written for *The Guardian* by youth climate activists, humans are in the middle of the "sixth mass extinction of species" on this planet. Whenever there are issues that need solving, humans always seem to want to become activists in order to do or fix something. And, some students have decided to take action by skipping school to protest and strike for the climate and the environment. But, students should not be environmental activists, although environmental consciousness should be practiced.

School is important. And, if students are skipping school to protest, they could potentially miss out on essential information, including environmental education. According to the *Northeast* article, "Young People Urged . . ." students from "more than 150 schools skipped school" to participate in "another series of worldwide protests." Even though protesting seems like a good way to bring awareness to the issues the world is experiencing with climate, students should not be giving up their time in school. Additionally, *University of the People* states that "[s]ocieties with higher . . . levels of education tend to be healthier, have higher rates of economic stability, lower crime, and greater equality" (*Benefits of Education Are Societal and Personal*). This shows that school is essential to a thriving society. When students are in school, they learn how to speak and write better and potentially learn more about ways to help the environment. Without the time in school to learn all of that adequately, youth protests will just be composed of a swarm of uneducated and uninformed students who will not be able to clearly explain or defend their cause. Rich Lowry, in his opinion piece for the *Boston Herald*, states that "kids have nothing interesting to say to [adults]." And, an uneducated and uninformed kid just creates even more dismissive reactions from adults when students are trying to speak about issues they care about on a world stage.

Also, at this point, it is too late to reverse the effects of climate change, so student activist efforts are pointless. The article, "...Top 5 Environmental Concerns . . ." states that a "recent United Nations report" said that if we do not make revolutionary changes in human behavior, the "planet will suffer dramatically from global warming in just 12 years." This proves that humans do not have enough time to change their fate. With most people being selfish and stuck in the ways of instant gratification and greed, it would take a lot longer than a decade to change the minds and behaviors of people on Earth. George Marshall, in his book *Don't Even Think About It*, "draws on a wide range of social science research to explain why we, as a species, would prefer not to think

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M Woodhall



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English Language Arts, Grade 8 Module 2 PCG Education, 2015-10-29 Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences, the standards require Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research, and write from sources and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception, Blended learning experiences for teachers and leaders that enrich and extend the learning, A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

The Argument Writing Toolkit
Sean Roday, 2015-07-16 In order for students to write effective arguments, they need to read good arguments. In this practical book, you'll find out how to use mentor texts to make writing instruction more meaningful, authentic, and successful. Author Sean Roday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing. You'll learn how to introduce high-interest topics to students to get them interested and engaged in argument writing. Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed, defensible arguments. Make argument writing an interactive, student-driven exercise in which students pursue their own writing projects. Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum. The book is filled with examples and templates you can bring back to the classroom immediately, as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards. Blank templates are also available as printable eResources on our website: <http://www.pcgeducation.com>

www.routledge.com/9781138924390 **The Routledge International Handbook of Automated Essay Evaluation** Mark D. Shermis, Joshua Wilson, 2024-06-27 The Routledge International Handbook of Automated Essay Evaluation (AEE) is a definitive guide at the intersection of automation, artificial intelligence, and education. This volume encapsulates the ongoing advancement of AEE, reflecting its application in both large-scale and classroom-based assessments to support teaching and learning endeavors. It presents a comprehensive overview of AEE's current applications, including its extension into reading, speech, mathematics, and writing research, modern automated feedback systems, critical issues in automated evaluation such as psychometrics, fairness, bias, transparency, and validity, and the technological innovations that fuel current and future developments in this field. As AEE approaches a tipping point of global implementation, this Handbook stands as an essential resource advocating for the conscientious adoption of AEE tools to enhance educational practices ethically. The Handbook will benefit readers by equipping them with the knowledge to thoughtfully integrate AEE, thereby enriching educational assessment, teaching, and learning worldwide. Aimed at researchers, educators, AEE developers, and policymakers, the Handbook is poised not only to chart the current landscape but also to stimulate scholarly discourse, define, and inform best practices and propel and guide future innovations.

The Assessment of L2 Written English across the MENA Region Lee McCallum, Christine Coombe, 2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa (MENA) in order to explore how L2 English writing is assessed. Across seven MENA countries, the book covers aspects of practice, including task design and curriculum alignment, test re-development, rubric design, the subjective decision-making that underpins assessing students' writing, and feedback provision, learner performance, and how research methods help shed light on initiatives to improve student writing. In such coverage, chapter authors provide concrete evidence of how assessment practice is governed by their unique context, yet also influenced by international standards, trends, and resources. This book will be of interest to second language teachers, assessors, and programme developers, as well as test designers and evaluators.

Classroom Assessment for Language Teaching Eddy White, Tahnee Bucher, 2020-02-26 This book focuses on where assessment has greatest relevance: the classroom. A great deal of research related to assessment is focused on the testing industry, high-stakes language proficiency testing, and related analytical and statistical reports that are far removed from teachers' and students' experiences in the classroom. Recently, more attention has been paid to assessment in language classrooms and the many challenges that teachers face in both measuring and promoting student learning. This book contributes to the body of knowledge related to teacher assessment competence and how it is manifested in the decisions they make about assessment procedures and instruments in their classes. Focused on specific challenges related to classroom assessment, each chapter reports on particular assessment issues faced by teachers, their choices regarding such issues, and the consequences, actual or anticipated, of their decision-making. This book will interest the thousands of teachers globally dealing with the numerous challenges associated with effective

classroom assessment in language learning This collection of teacher voices stories and investigations provides possible solutions to such challenges and will serve to promote assessment literacy in the language teaching profession Resources in Education ,1998 *Student and Teacher Writing Motivational Beliefs* Steve Graham,Gary A. Troia,Gustaf Bernhard Uno Skar,2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature Teaching the Core Skills of Listening and Speaking Erik Palmer,2014-03 With the Common Core State Standards emphasizing listening and speaking across the curriculum these long neglected language arts are regaining a place in schools For teachers this means reexamining practices and rethinking expectations How much do we know about teaching listening and speaking as the complex communication skills they are How do we teach students to discuss appropriately integrate and understand the mountains of information they receive and express themselves clearly and effectively In this lively and practical book 20 year

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Handbook of Language and Literacy C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P.

Wallach, 2013-09-24 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten **The Everything Parent's Guide to Common Core ELA, Grades 6-8** Jill Mountain, 2015-11-06

Take the mystery out of Common Core ELA If you are a parent struggling to understand the new Common Core English Language Arts standards for your child you re not alone Even though the Common Core ELA has been adopted by 45 states across the nation if you re accustomed to traditional English courses you may be having a hard time understanding what your kids are bringing home from school and why The Everything Parent s Guide to Common Core ELA Grades 6 8 can help With easy to understand examples comprehension tips and practice exercises this comprehensive guide will explain What your child will be learning in 6th 7th and 8th grade The types of books and passages your child will be reading The new requirements and the rationale for reading nonfiction texts The focus on finding evidence and formulating arguments The reasoning behind the Common Core English Language Arts standards This valuable reference book will give you the confidence to help your kids meet the ELA expectations for their grade level excel at school and prepare for high school and beyond

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