

Quarter 4 Week 3 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

4/23/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
<ul style="list-style-type: none">- Catch up day. Any missed or behind work. <p style="text-align: right;">Parent Initial: _____</p>
Day One/Wednesday:
<ul style="list-style-type: none">- Referring to the persuasive writing outline and class handwritten paragraphs, type 1) a third reason or body paragraph, 2) a conclusion paragraph that introduces an opposite point of view from yours, reiterating your thesis in a fresh way that counters this opposite point of view, overviewing the three reasons or evidence for the thesis in a fresh way. 3) Incorporate a minimum of one piece of evidence per paragraph. Take steps to include alternate types of evidence (primary sources, anecdotes, references from an expert, reference to a study, historical event, or current issue).- Complete the <i>active, passive</i> handout. <p style="text-align: right;">Parent Initial: _____</p>
Day Two/Thursday:
<ul style="list-style-type: none">- Read the provided argument. Highlight the main idea/thesis in the argument in one color.- Highlight a minimum of three reasons presented in the article that support the author's opinion/thesis. (Use a different color highlighter than the main idea.)- Using a third color, highlight evidence that the author provided for each reason for their thesis. (Example: Thesis: Students learn better working independently. 1) They learn better working independently because they avoid distractions. 2) They learn better independently because they are forced to do more research/be more independent. 3) Students learn better individually because they are able to activate more creativity that could be stifled in a group. [Highlight pieces of evidence referenced for each reason in the article.]- Look up an article that presents an opposite point of view from yours on your argumentative topic. For example, if you are arguing that everyone should recycle, find a credible article that believes that individuals should <i>not</i> recycle. Save your links and print your resource for the Works Cited. <p style="text-align: right;">Parent Initial: _____</p>
Day Three/Friday:

- Referring to notes and handouts from class, type your Works Cited. Follow conventions assigned.
- Review the persuasive essay grading criteria sheet. In pencil or to the side of each score, evaluate your own work by providing a number score. Email Ms. Sandlin with any questions.

Parent Initial: _____

Day Four/Monday:

- Highlight all the verbs in your essay. Change to present tense but leave highlighted.
- Complete the **abbreviation** handout.
- If additional time, review more counterargument articles (opposite point of view as you on your topic) online. Save all links that you intend to use, and print or send to Ms. Sandlin.
- Submit persuasive writing rough draft on Google Classroom for Ms. Sandlin to print for class.

Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
debra.ann.sandlin@gmail.com
(509) 379-6846

Name: _____

Active and Passive Voice

Exercise 2

___/8

Examples:

Active: I am punctual and dependable.

Passive: Punctuality and dependability were ways my manager described me.

Active: I won the vote to be class treasurer for my sophomore class.

Passive: The vote determined me to be class treasurer my sophomore year.

Try two of your own examples: (Examples not used before.)

1. (Active):

2. (Passive):

3. How would you define *active voice*? (Paraphrased in a way not stated before)

4. How would you define *passive voice*? (Paraphrased in a way not stated before.)

1 before

The Mobile Phone Ban In French Schools, One Year On. Would It Work Elsewhere?

Alex Ledsom

Senior Contributor ⓘ

I write about travel and culture.

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Aug 30, 2019, 08:00am EDT

🕒 This article is more than 4 years old.

In September 2018, the French government banned the use of mobile

Privacy - Terms

phones in schools. It's a topic that continues to fascinate U.K. and U.S. commentators, who wonder if a similar ban is necessary and/or workable at home.



Many elementary school kids have their own phones GETTY

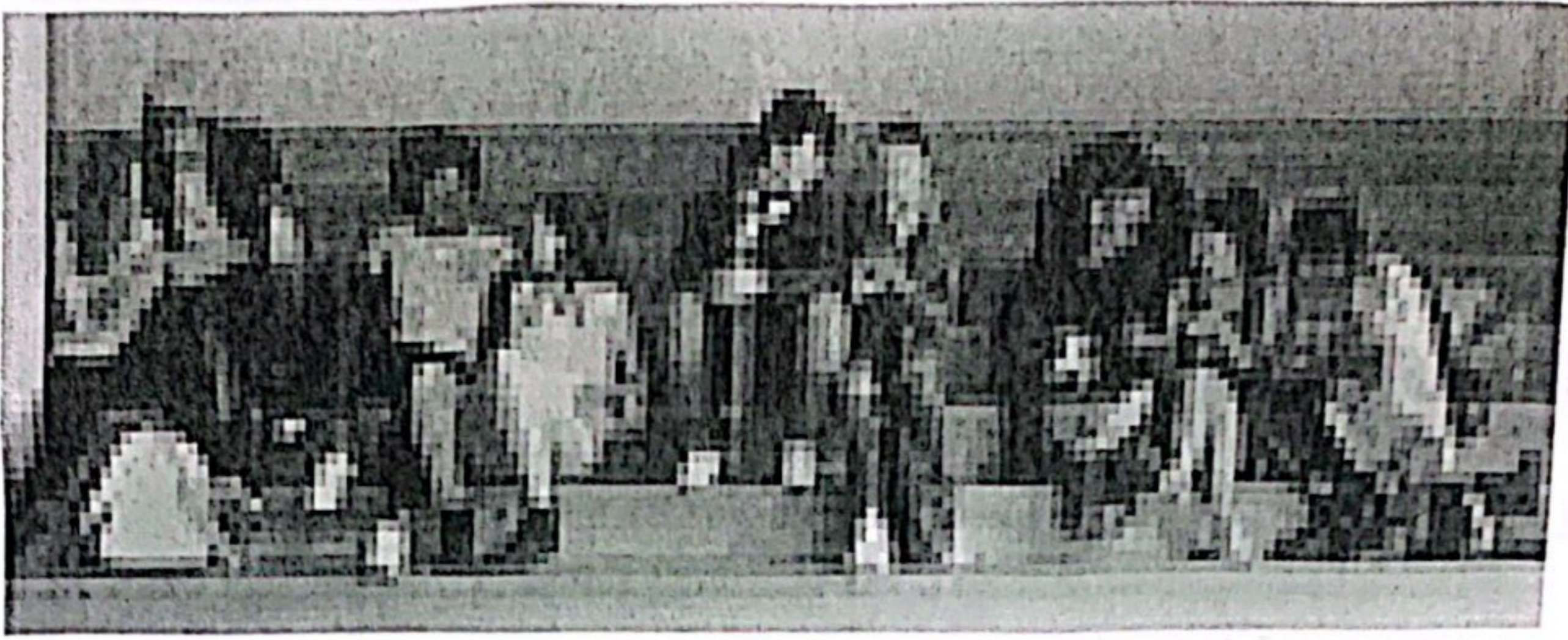
Phone use is banned inside school grounds

The law, according to *Le Figaro*, stipulates that children cannot use their

telephones inside school grounds (or at school based activities outside of school such as sporting events or day trips) nor can they connect via any device to the internet. There are possible pedagogical exceptions for children with special needs.

It's up to each school to determine how to police the ban, which applies to children in *école maternelle* (pre-school), *école élémentaire* (equivalent to junior high school, up to age 10) and *collège*, up to age 15 (ninth grade). At *Lycée*, which a teenager attends for the last 3 years of high school, individual establishments make their own rules regarding phone use.





90% of French teens have a phone GETTY

Research shows reduced screen time improves exam results

Supporters of the ban cite research undertaken by the London School of Economics which shows that limited phone use in schools directly correlates to exam success, partly because of an increase in concentration. The same study also reported that "restricting mobile phone use can be a low-cost policy to reduce educational inequalities," another key benefit for many schools. Advocates

also believe that reduced screen time reduces the (sometimes negative) impact of social media which can lead to bullying. It also helps to reduce phone theft, which can be an issue in some schools.

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Elementary kids often have smartphones GETTY

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Success relies on good enforcement



01/20/24, 0:23 AM THE MOBILE PHONE BAN IN FRENCH SCHOOLS, ONE YEAR ON. WOULD IT WORK ELSEWHERE?

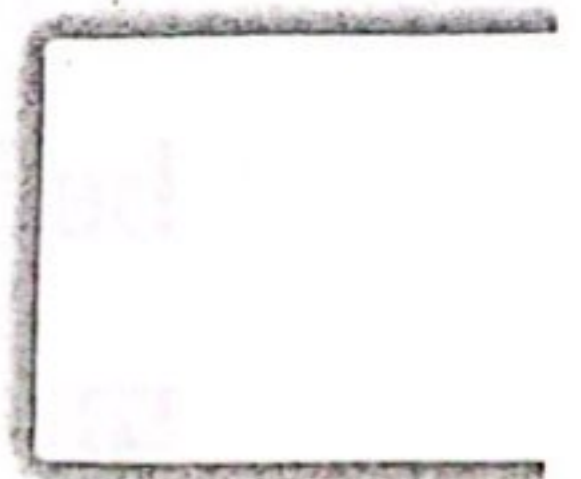
The most difficult aspect of the law is enforcement. Before the French government ban, *Le Figaro* estimated that 30-40% of all senior school sanctions involved mobile phone use in class, so it's clear that the school must follow through with enforcement for the law to be effective.

In many French schools, if teachers see a phone being used or hear one ring in class, the phone is confiscated until the end of the day—sometimes the week—when it must be collected from the head's office (the principal's office). Additional detentions are also given out. French schoolchildren are now used to making sure their phones are switched firmly off before heading into school in the morning.



However, many of the braver children sometimes use their phones in the playground where there is less supervision or in the toilets, where there is the least likelihood of being discovered. In France, it is the *surveillants*, and not the teachers, who are responsible for looking after children in the playgrounds or through lunchtime activities—most French school lunch breaks are two hours long, so it can be difficult in practice to police such a ban throughout the entire duration.

Additionally, many French news outlets and organisations have been sceptical about how much change has really happened since the ban, as most French schools were already banning the use of phones anyway. Since 2010, the use of



phones in class has been outlawed; this new law extended the ban to school premises and wider teaching time.



Smartphones are a big part of teen life GETTY

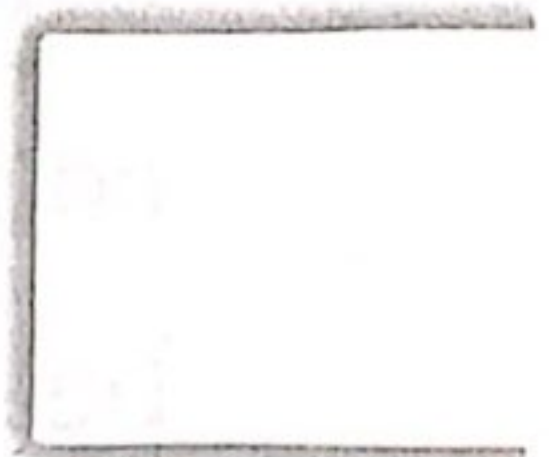
There is no reason a ban wouldn't work in the U.K. or U.S. but support varies

Statistics on phone ownership seem comparable across most developed countries—more than 90% of French kids between the ages of 12 and 17 have their

own mobile phone, which is roughly the same in the U.K. and the U.S. What's more, surveys of U.K. parents often report a desire to see a similar ban in British schools, so there seems to be a slow groundswell of support. Other countries, such as Denmark are considering a ban and the state of Victoria in Australia has just introduced a ban for the return to school next week.

In the U.S. the situation is different. Due to the spate of school shootings, parents tend to want the inverse—the opportunity to contact their children more. The New York Times reported that this was one of the reasons why a school cell phone ban in New York was overturned in 2015.

For many, the issue is also about how far the state intervenes in decisions involving



the day-to-day management of children. Currently, in the U.K. and U.S., it is up to each individual school (and parents) to set their own rules, whilst the French government sees its role as more involved. At the time of the ban, CNN quoted the French Education Minister talking about the state's role in protecting children from too much mobile phone use,

We know today that there is a phenomenon of screen addiction, the phenomenon of bad mobile phone use... Our main role is to protect children and adolescents. It is a fundamental role of

education, and this law allows it.

However, the Guardian reported that over 1,000 American schools are rolling out the use of Yondr to control phone use in the upcoming 2019/2020 school year. Teens will keep their phones on them but put them inside pouches, which they magnetically lock themselves. At the end of the day, they tap their pouches on magnetic unlocking stations located around the school. Whilst teens have already found hacks to unlock phones during the day, trials held in San Francisco worked well in terms of improving concentration and also discouraging children from using their phones too much throughout the day.

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Alex Ledson

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I have written for The Guardian, Time Out and the Sunday Times and have a background in research, business and finance.

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Entry: 4/23/24

Instructions: Write the following sentences, replacing the abbreviations and numbers according to conventions.

- 1) The Xmas holiday begins Dec 20 and ends Jan 6.
- 2) 75 people were injured in that accident on 15 St.
- 3) I paid him thirty % of the profits; that is, \$500.
- 4) One thousand two hundred students have enrolled in 3 mos.
- 5) Write down three sentences that include different categories of abbreviation. Underline the abbreviated term.