

# English Language Arts 8

## Course Overview and Syllabus

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**Course Number:** ELA3008 IC

**Grade level:** 8

**Prerequisite Courses:** None

**Credits:** 1.0

### Course Description

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational text engages students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

### Course Objectives

Throughout the course, you will meet the following goals:

- Read complex texts at grade level.
- Understand and analyze the structure and elements of literature from various genres.
- Increase academic and domain-specific vocabulary.
- Use text evidence to analyze, infer, and synthesize ideas.
- Engage in routine writing in response to texts read and analyzed.
- Use the writing process to complete a variety of essay writing assignments.
- Develop research skills to access, interpret, and apply information from multiple sources.
- Gain the tools for speaking and listening in discussions and presentations.
- Learn a variety of real-world and digital communication skills.

### Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. Throughout the course, you are expected to spend approximately 5–7 hours per week online on:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

## Communication

Your teacher will communicate with you regularly through discussions, e-mail, chat, and system announcements. You will also communicate with classmates, either via online tools or face to face, as you collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

## Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Grading Category	Weight
Quiz	20%
Test	30%
Exam	20%
Essay	15%
Assignment	10%
Additional	0%
Project	5%

## Scope and Sequence

When you log into Edgenuity, you can view the entire course map—an interactive scope and sequence of all topics you will study. There are 12 units of study grouped by the quarterly themes of Heroism, Perseverance, Identity, and Community.

- Unit 1:** American Heroes
- Unit 2:** Lives of Commitment
- Unit 3:** Everyday Heroes
- Unit 4:** Rising to the Challenge
- Unit 5:** Setting Goals
- Unit 6:** Bravery and Resistance

- Unit 7:** Belonging
- Unit 8:** Rise to the Occasion
- Unit 9:** Chance vs. Choice
- Unit 10:** Making Communities Safer
- Unit 11:** The Promise of America
- Unit 12:** Out of Many, One

Unit	Lesson	Lesson Objectives
<b>American Heroes</b>		
<b>Introduction to Heroism and American Heroes</b>		
Cite evidence of what a text explicitly says		
Determine and examine the author's purpose in a text		
Identify central ideas		
<b>Action and Rhyme in a Poem about a Female Civil War Hero</b>		
Identify action presented in a poem		
Sequence key events in a story told through a poem		
Synthesize how an author drives the action through rhyming couplets		
<b>Elizabeth Cady Stanton's Early Influences</b>		
Retell the central ideas in a text		
Understand the historical context of American hero Elizabeth Cady Stanton		
Use questioning to determine author's viewpoint in a text		
<b>Cause and Effect in <i>The Great Fire</i></b>		
Analyze cause-and-effect relationships in a sequence of events		
Consider how main ideas about causes and effects are developed over the course of a text		
Discover the relationship between supporting details and main ideas		
<b>Themes in <i>The Great Fire</i></b>		
Analyze themes connected to heroism in a text		
Consider how themes are developed		
Determine several themes related to the topic of heroism		
<b>Signal Words</b>		
Distinguish the purposes of signal words		
Identify signal words in context		
Use signal words to clarify the meaning of words and phrases by understanding relationships		
<b>Writing an Informative Essay about an Event in History</b>		
Categorize information into cohesive segments		
Research to gather relevant information		
Revise to include concrete details, quotations and other examples		
Write a clear and well-organized summary		
<b>Lives of Commitment</b>		
<b>Lives of Commitment: <i>Narrative of the Life of Frederick Douglass</i></b>		
Cite textual evidence that reveals the historical context		
Define personal narrative and explain how a text exemplifies this genre		
Make predictions about future events		
<b>Making Inferences in <i>Narrative of the Life of Frederick Douglass</i></b>		
Make inferences about several people based on their attitudes		
Notice different characters' attitudes toward Frederick Douglass		
Use Douglass's point of view to examine what is implicitly and explicitly stated		

Unit	Lesson	Lesson Objectives
		<p><b>Cause and Effect in <i>Narrative of the Life of Frederick Douglass</i></b>            Examine how cause-and-effect relationships advance the narrative            Explore how Douglass uses imagery to achieve his purpose            Identify Douglass's purpose</p> <p><b>Analyzing Language in a Personal Narrative</b>            Distinguish between connotation and denotation            Examine Douglass's use of strong verbs and adjectives            Write a response that explains how the choice of words can make a strong personal narrative</p> <p><b><i>Harriet Tubman, Conductor on the Underground Railroad</i> : Rhetoric</b>            Analyze the three types of rhetorical appeals            Explore the use of rhetorical appeals to convince people to act            Understand the historical context of Harriet Tubman's work</p> <p><b>Context Clues, Roots, and Affixes</b>            Explore how affixes change the meanings of words            Identify the word root to clarify the meaning of challenging vocabulary            Use context clues to determine the meaning of unknown words</p> <p><b>Writing a Personal Narrative about an Important Person</b>            Develop narrative with strong supporting examples.            Revise to show relationships among experiences and events.            Write a descriptive personal narrative.</p>
<b>Everyday Heroes</b>		
		<p><b>Everyday Heroes: Poems by Nikki Giovanni</b>            Analyze how the poet's use of allusions and setting influence the poem            Distinguish between explicit and implicit information            Draw conclusions about the speaker and her viewpoint using implicit and explicit information</p> <p><b>Voice and Characters in "Raymond's Run"</b>            Analyze the relationship between voice and characterization            Distinguish between direct and indirect characterization            Interpret characters through their words and actions</p> <p><b>Writing about Theme in Fiction and Citing Evidence</b>            Cite evidence to support a theme            Identify a theme in a short story            Organize a paragraph using effective structure and transition words</p> <p><b>Conflict and Symbolism in "The Medicine Bag"</b>            Analyze conflict in a short story            Interpret the use of dialogue to reflect characterization            Interpret the use of symbolism in a short story</p> <p><b><i>We Shall Not Be Moved</i> : Monitoring Comprehension</b>            Determine the author's purpose in an informational text            Monitor comprehension through re-reading            Use background knowledge about a historical event to understand the context of a text</p>

Unit	Lesson	Lesson Objectives
		<p><b>Connotation and Denotation</b></p> <ul style="list-style-type: none"> <li>Analyze choices a writer makes based on word connotations</li> <li>Distinguish between connotations and denotations of words</li> <li>Examine the relationship between the author's purpose and word choice</li> </ul> <p><b>Creating a Yearbook Page</b></p> <ul style="list-style-type: none"> <li>Create a yearbook page that expresses the characteristics of a person</li> <li>Organize information</li> <li>Research and collect text evidence about a person from a text</li> <li>Use multimedia components to describe a person from a text</li> </ul>
<b>Rising to the Challenge</b>		
		<p><b>Perseverance and Rising to the Challenge: <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Ask questions to make predictions about <i>The Call of the Wild</i></li> <li>Distinguish between dialogue and dialect</li> <li>Explore the historical context and setting of the Alaska Gold Rush</li> </ul> <p><b>Plot and Characters in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Analyze characterization</li> <li>Identify and explain elements of plot</li> <li>Monitor comprehension while reading a fictional text</li> </ul> <p><b>Conflict and Theme in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Analyze different types of conflict</li> <li>Define and distinguish between protagonist and antagonist</li> <li>Identify and give examples of emerging themes</li> </ul> <p><b>Direct and Indirect Characterization in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters</li> <li>Differentiate between direct and indirect characterization</li> <li>Explore how point of view influences readers' experiences</li> </ul> <p><b>Imagery and Events in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Evaluate how episodes within a long text contribute to character development</li> <li>Use sensory descriptions to imagine scenes and understand characters</li> <li>Visualize to analyze descriptive language and imagery</li> </ul> <p><b>Symbols in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Analyze an author's use of symbols</li> <li>Consider plot structure and development in <i>The Call of the Wild</i></li> <li>Explore symbols as a literary device</li> </ul> <p><b>Theme Development in <i>The Call of the Wild</i></b></p> <ul style="list-style-type: none"> <li>Analyze character development</li> <li>Analyze major themes and theme development</li> <li>Distinguish between static and dynamic characters</li> </ul>

Unit	Lesson	Lesson Objectives
		<p><b>Writing an Analysis of Literary Themes</b></p> <ul style="list-style-type: none"> <li>Identify evidence to support an analysis</li> <li>Revise to draw clear conclusions</li> <li>Write an analysis that explains the themes in a work of literature</li> </ul>
		<p><b>Setting Goals</b></p> <p><b>Setting Goals: Evaluating a Speech by Randy Pausch</b></p> <ul style="list-style-type: none"> <li>Connect details to a central idea</li> <li>Draw conclusions about an author's purpose</li> <li>Evaluate structure in a speech</li> </ul> <p><b>Dramatic Structure in <i>Monster</i></b></p> <ul style="list-style-type: none"> <li>Compare the functions of narrative and dramatic structure in a text</li> <li>Explore elements of dramatic structure</li> <li>Make observations about the function of different perspectives</li> </ul> <p><b>Characters in <i>Monster</i></b></p> <ul style="list-style-type: none"> <li>Analyze the way a protagonist is characterized</li> <li>Evaluate a character based on actions and dialogue</li> <li>Make and support inferences about a character</li> </ul> <p><b>Comparing and Contrasting Careers in Writing</b></p> <ul style="list-style-type: none"> <li>Compare and contrast career options</li> <li>Organize comparative writing</li> <li>Use signal words to clarify writing</li> <li>Write a compare-and-contrast paragraph</li> </ul> <p><b>Central Ideas in <i>The Building of Manhattan</i></b></p> <ul style="list-style-type: none"> <li>Explore how ideas are conveyed through words and images</li> <li>Paraphrase to understand the central ideas in a text</li> <li>Understand the difference between paraphrasing and summarizing</li> </ul> <p><b>Cause and Effect in <i>The Evolution of Useful Things</i></b></p> <ul style="list-style-type: none"> <li>Explore the development of a central idea in an informational text</li> <li>Sequence to analyze cause-and-effect relationships</li> <li>Use signal words to understand the relationships between ideas in a text</li> </ul> <p><b>Verb Tense and Voice</b></p> <ul style="list-style-type: none"> <li>Explore the different ways verbs can be used</li> <li>Understand what verb tense, aspect, and voice mean</li> <li>Use verbs to discuss goals</li> </ul> <p><b>Writing a Convincing Argument</b></p> <ul style="list-style-type: none"> <li>Develop a claim, reasoning, and evidence to make an argument</li> <li>Identify counterclaims</li> <li>Revise an argument to include relevant evidence from credible sources</li> <li>Write a convincing argument that addresses counterclaims</li> </ul>

Unit	Lesson	Lesson Objectives
<b>Bravery and Resistance</b>		
		<p><b>Bravery and Resistance: <i>The Diary of Anne Frank</i></b>            Analyze how stage directions reveal shifts in time            Analyze what dialogue reveals about character            Investigate the historical context of <i>The Diary of Anne Frank</i></p>
		<p><b>Theme and Conflict in <i>The Diary of Anne Frank</i></b>            Analyze different conflicts in a play.            Identify main themes in <i>The Diary of Anne Frank</i>            Make connections between a play's conflicts and themes</p>
		<p><b>Anne Frank's <i>The Diary of a Young Girl</i></b>            Analyze Anne Frank's use of voice in her diary            Compare and contrast the experience of reading two texts of different genres            Explore how authors convey mood</p>
		<p><b>Viewpoint and Inferences in <i>Anne Frank Remembered</i></b>            Analyze an author's unique viewpoint            Identify details that build suspense            Make inferences about the theme of a memoir</p>
		<p><b>Audio Report: Remembering Miep Gies</b>            Actively listen to an audio report            Analyze the purpose of information presented in an audio report            Take notes to generate a summary</p>
		<p><b>Group Discussion</b>            Demonstrate the ability to present and respond to information in a formal discussion            Prepare to participate in a formal group discussion            Recognize and apply guidelines for listening and speaking in a group</p>
		<p><b>Creating a Text Trailer</b>            Analyze tone appropriate to a project            Create a multimedia text trailer that shows tension and entices viewers to read            Research to gather and organize ideas about conflicts in a text</p>
<b>Belonging</b>		
		<p><b>Identity and Belonging in "Broken Chain"</b>            Analyze the author's use of descriptive language            Interpret theme in a short story            Relate causes and effects in a story</p>
		<p><b>Descriptive Word Choice in "Fish Cheeks"</b>            Analyze the author's purpose in a nonfiction text            Analyze the author's use of description            Connect descriptive language to the overall purpose</p>

Unit	Lesson	Lesson Objectives
		<p><b>Writing to Analyze Literary Devices</b></p> <ul style="list-style-type: none"> <li>Effectively explain and analyze literary terms</li> <li>Select literary terms to support an idea</li> <li>Write a paragraph using literary terms to support analysis</li> </ul> <p><b>Character Development and Perspective in "Flowers for Algernon"</b></p> <ul style="list-style-type: none"> <li>Analyze first-person narration</li> <li>Analyze the use of language to develop a character</li> <li>Explore the difference between the narrator's point of view and the reader's point of view</li> </ul> <p><b>Characterization and Foreshadowing in "Flowers for Algernon"</b></p> <ul style="list-style-type: none"> <li>Explain how characterization advances the plot of a story</li> <li>Identify evidence of foreshadowing</li> <li>Make predictions about how a character will change in a story</li> </ul> <p><b>Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>Correctly capitalize when using quotations</li> <li>Place commas correctly</li> <li>Recognize and distinguish between common spelling errors</li> <li>Use ellipses before, in the middle of, and after a quotation to indicate an omission</li> </ul> <p><b>Writing an Analysis that Compares Two Genres</b></p> <ul style="list-style-type: none"> <li>Analyze the way two texts of different genres address the same theme</li> <li>Choose strong text evidence to support a compare-and-contrast analysis</li> <li>Revise by evaluating effective use of transitions</li> <li>Write an analysis with clear and consistent ideas</li> </ul>

### Rising to the Occasion

**Conflict and Character in Mildred Taylor's *The Land***

- Analyze physical and social conflicts
- Infer character motivations
- Interpret how the historical context of post-Civil War America affects literature

**Viewpoint and Motivation in *The Land***

- Analyze what influences characters' viewpoints
- Compare and evaluate characters' reactions to situations
- Distinguish intrinsic and extrinsic motivation

**Historical Setting and Theme in *The Land***

- Analyze the relationship between characters and historical setting
- Identify major and minor themes of a fictional text
- Summarize the way a theme is developed in a fictional text

**Writing to Analyze Conflict**

- Develop a topic using facts, details, and examples from a text
- Use the literary device conflict to discuss a topic
- Write strong concluding statements to support an explanation



Unit	Lesson	Lesson Objectives
		<p><b>Direct and Indirect Characterization in <i>The Land</i></b></p> <ul style="list-style-type: none"> <li>Analyze examples of direct characterization</li> <li>Analyze examples of indirect characterization</li> <li>Make predictions about a text based on background knowledge</li> </ul> <p><b>Dialogue and Action in <i>The Land</i></b></p> <ul style="list-style-type: none"> <li>Analyze how dialogue propels action</li> <li>Analyze how dialogue reveals characteristics</li> <li>Evaluate how descriptive detail in narration enhances a scene</li> </ul> <p><b>Reference Resources</b></p> <ul style="list-style-type: none"> <li>Improve the accuracy of word use</li> <li>Use a dictionary to understand details of word meaning</li> <li>Use a thesaurus to make effective word choices</li> </ul> <p><b>Writing an Informative Essay Comparing Two Periods of Time</b></p> <ul style="list-style-type: none"> <li>Organize ideas to show clear relationships between ideas</li> <li>Revise language to add precision and interest</li> <li>Write an informative essay with interesting transitions between ideas</li> </ul>
<b>Chance and Choice</b>		
		<p><b>Chance and Choice: Robert Frost's "The Road Not Taken"</b></p> <ul style="list-style-type: none"> <li>Analyze an extended metaphor in a poem</li> <li>Analyze tone in a poem</li> <li>Explore theme in a poem</li> </ul> <p><b>Suspense in "The Lady, or the Tiger?"</b></p> <ul style="list-style-type: none"> <li>Analyze how the author builds suspense</li> <li>Build background on fables and morality tales</li> <li>Offer an informed response to the question posed by the story</li> </ul> <p><b>Setting and Conflict in "The Lottery"</b></p> <ul style="list-style-type: none"> <li>Analyze irony in a short story</li> <li>Analyze the role that setting plays in a short story</li> <li>Assess the society vs. individual conflict</li> </ul> <p><b>Writing Using Descriptive Details and Context</b></p> <ul style="list-style-type: none"> <li>Establish context and point of view in writing</li> <li>Use descriptive details to enhance writing</li> <li>Write about an experience that involved making a choice</li> </ul> <p><b>Foreshadowing in "The Monkey's Paw"</b></p> <ul style="list-style-type: none"> <li>Analyze foreshadowing in a short story</li> <li>Compare and contrast characters' reactions</li> <li>Evaluate the effect of mood</li> </ul> <p><b>Character and Perspective in Two Short Stories</b></p> <ul style="list-style-type: none"> <li>Analyze character in a short story</li> <li>Analyze the different perspectives in a short story</li> <li>Compare and contrast the choices and consequences in two stories</li> </ul>

Unit	Lesson	Lesson Objectives
	<b>Figures of Speech</b>	<ul style="list-style-type: none"> <li>Explore different types of figurative language</li> <li>Interpret common figures of speech</li> <li>Understand how word positions and relationships give clues to meaning</li> </ul>
	<b>Creating a Blog</b>	<ul style="list-style-type: none"> <li>Create a blog using multimedia tools that enhance the argument and engage the readers</li> <li>Develop a claim with research and evidence</li> <li>Explore the purpose of a blog</li> <li>Research a topic</li> </ul>
<b>Making Communities Safer</b>		
	<b>Making Communities Safer: Text Features and Organization in an Informational Text</b>	<ul style="list-style-type: none"> <li>Analyze how information is organized</li> <li>Make predictions about a text</li> <li>Recognize the purpose of text features</li> </ul>
	<b>Text Structure in an Informational Text</b>	<ul style="list-style-type: none"> <li>Make connections between supporting text and the main text</li> <li>Recognize the purpose of a text's organizational pattern</li> <li>Use text organization to extract central ideas</li> </ul>
	<b>Problem-Solution Structure and Tone in an Informational Text</b>	<ul style="list-style-type: none"> <li>Analyze how an author creates tone</li> <li>Identify signal words in the problem-solution structure</li> <li>Interpret problem-solution text structure</li> </ul>
	<b>Synthesizing Ideas in an Informational Text</b>	<ul style="list-style-type: none"> <li>Interpret information from charts and graphs</li> <li>Synthesize information from different formats</li> <li>Understand chronological order in a nonfiction text</li> </ul>
	<b>Connecting Multimedia to an Informational Text</b>	<ul style="list-style-type: none"> <li>Analyze the purpose of resources in an informational text</li> <li>Evaluate the advantages of using a video to extend a topic</li> <li>Understand the purpose of an interview</li> </ul>
	<b>Evaluating Different Media about Food Safety</b>	<ul style="list-style-type: none"> <li>Compare how a video and text present similar information</li> <li>Evaluate information in a video</li> <li>Identify main ideas and key details through listening and reading</li> </ul>
	<b>Writing an Argumentative Essay about Health Care</b>	<ul style="list-style-type: none"> <li>Categorize information into cohesive sections</li> <li>Research from credible sources to gather information</li> <li>Revise to include concrete details, quotations, and other examples</li> <li>Write a well-supported argument</li> </ul>

Unit	Lesson	Lesson Objectives
<b>The Promise of America</b>		
<b>The Promise of America: Different Genres' Approaches to the Same Topic</b>		
<ul style="list-style-type: none"> <li>Analyze how two different texts address a similar topic</li> <li>Analyze the argument in a nonfiction text</li> <li>Interpret the themes in a poem</li> </ul>		
<b>Description and Author's Purpose in <i>Travels with Charley</i></b>		
<ul style="list-style-type: none"> <li>Analyze how descriptive details support purpose</li> <li>Interpret the use of dialogue as a descriptive detail</li> <li>Understand the use of problem-solution structure in a text</li> </ul>		
<b>Connections and Predictions in <i>Woody Guthrie's Biography</i></b>		
<ul style="list-style-type: none"> <li>Make predictions about writing based on an author's background</li> <li>Understand how knowing the biography of an author helps us to interpret purpose</li> <li>Use an author's background to interpret writing</li> </ul>		
<b>Writing a Procedure for a Presentation</b>		
<ul style="list-style-type: none"> <li>Connect steps to a goal, explaining how having a plan facilitates the goal</li> <li>Develop logical steps for achieving a goal</li> <li>Understand the structure and purpose of a procedural text</li> <li>Write a procedure that logically explains how to accomplish a goal</li> </ul>		
<b>Verbs and Their Moods</b>		
<ul style="list-style-type: none"> <li>Understand how the subjunctive may be used with and without the conditional</li> <li>Understand the structure and uses of indicative, imperative, interrogative verb moods</li> <li>Understand the use of subjunctive mood in past, present, and future</li> </ul>		
<b>Creating a Public Service Advertisement</b>		
<ul style="list-style-type: none"> <li>Create a Public Service Advertisement that presents a focused message with supporting evidence</li> <li>Explore the purpose and elements of a public service advertisement</li> <li>Research to state a claim and provide evidence to support it</li> <li>Use appropriate tone to convey a message</li> </ul>		
<b>Out of Many, One</b>		
<b>Out of Many, One: Rhetoric in <i>The Gettysburg Address</i> and "<i>O Captain! My Captain!</i>"</b>		
<ul style="list-style-type: none"> <li>Analyze the extended metaphor of a poem</li> <li>Analyze the rhetorical impact of brevity</li> <li>Compare the rhetorical appeals of a speech and a poem</li> </ul>		
<b>Emotional Appeal in <i>Years of Dust</i></b>		
<ul style="list-style-type: none"> <li>Analyze emotional appeals in language and photographs</li> <li>Analyze how photographs and sidebars provide support for a text</li> <li>Evaluate the effect of persuasive media</li> </ul>		
<b>Rhetoric in Dr. King's "<i>The American Dream</i>"</b>		
<ul style="list-style-type: none"> <li>Analyze the development of rhythm in a speech</li> <li>Determine how the structure of a speech relates to its effectiveness</li> <li>Explore the use of rhetoric in a speech</li> </ul>		

Unit	Lesson	Lesson Objectives
		<p><b>Structuring an Effective Argument</b></p> <ul style="list-style-type: none"><li>Organize ideas in an argument</li><li>Support a claim with logical evidence</li><li>Use transition words to make an argument clear</li><li>Write a well-developed argument</li></ul>
		<p><b>Comparing Argument Techniques in Two Speeches</b></p> <ul style="list-style-type: none"><li>Analyze how evidence can be used for conflicting purposes</li><li>Compare the effectiveness of two speeches</li><li>Evaluate the soundness of claims in an argument</li></ul>
		<p><b>Creating a Multimedia Presentation</b></p> <ul style="list-style-type: none"><li>Analyze how multimedia is used to clarify information and make content engaging</li><li>Determine how to present ideas effectively in a formal presentation</li><li>Evaluate how a speaker considers audience, topic, and purpose</li></ul>
		<p><b>Writing an Argumentative Essay about Volunteering</b></p> <ul style="list-style-type: none"><li>Establish a claim with reasons and evidence</li><li>Identify opposing claims</li><li>Revise to end the essay with a strong conclusion</li><li>Write an argumentative essay</li></ul>