

Changing the Age for Getting a Driver's License

When I just want to get out of the house, and just drive somewhere, away from the disagreements at home, Having a driver's license at sixteen prevents me from being chained to my parents for transportation. But right now, I have to be content with my permit until I reach that wonderful age of sixteen. But is that a safe age for kids to take on the major responsibility of driving? Do you feel comfortable on the roads knowing that there is a care-free sixteen-year-old behind the wheel of a car, driving on the same road as you are? If that sixteen-year-old was an eighteen-year-old, would you feel better and would there be fewer accidents because they were more mature or they were more responsible? I think two years make a big difference.

Car accidents happen every day—it is inevitable. Some, just little fender-benders, others, four-car pile ups with a role-over accident and a car fire for good measure. Some you can prevent, others unfortunately, you can't. Percentage-wise, the age group most likely to get into car accidents are beginner drivers, ages sixteen–eighteen. By voting for this new driving age law, you can do your part in preventing fatal car accidents caused by reckless teenagers.

By moving the driving age to eighteen, it will change a couple aspects of the new beginner drivers. For one, generally, eighteen–

year-olds are more mature than sixteen-year-olds are. This will mean that fewer people will be immature about a reckless driver who cut them off and react to his mistake in an irreversible manner that may cause a fatal accident to another innocent driver. Reacting is the worst action someone can take in this situation on such a busy road with cars all around. I believe the average eighteen-year-old will be mature enough not to react, and to think twice before he does anything.

Also, by making the driving age eighteen, a driver who is eighteen will be more responsible than a kid at sixteen. I think that they will realise that speeding is dangerous to themselves, as well as other drivers, and since they are older and more responsible, would manage their time better so they would not be late and have to speed to make an appointment.

All these aspects would contribute to safer roads just by making the beginner driving age two years older. Now, don't you want to feel the satisfaction of knowing you did your part in making the roads safer by just voting for this simple law? The choice is yours; vote yes for the new driving age.

“Changing the Age for Getting a Driver's License” / 9th Grade / Argumentative / Common Core Check Prompt: Should the legal driving aged be raised to 18 years old? What do you think? Write a persuasive essay to support your stand on the issue of raising the legal age to drive. Consider alternative viewpoints and present strong evidence as you make your stand.

Key: <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Not Proficient • Not Evident		
<input checked="" type="checkbox"/>	W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<input type="checkbox"/>	W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<input checked="" type="checkbox"/>	W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<input checked="" type="checkbox"/>	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input checked="" type="checkbox"/>	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
<input type="checkbox"/>	L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.
<input checked="" type="checkbox"/>	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
•	L.9-10.1a	Use parallel structure.
<input checked="" type="checkbox"/>	L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<input checked="" type="checkbox"/>	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<input checked="" type="checkbox"/>	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
•	L.9-10.2b	Use a colon to introduce a list or quotation.
<input checked="" type="checkbox"/>	L.9-10.2c	Spell correctly.