

## GRAMMAR ON THE RED CARPET

### THEIR, THERE, AND THEY'RE

1. they're
2. there
3. their
4. there
5. their
6. they're

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because they're terrible cheaters. But their pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep there. Then we picked our tiles. There are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like these tiles. They kept trying to sneak their hands into the tile bag for new ones. There is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of there. The score? Lisa: 333, Janet: 286, Mei: 84. Ugh. My sisters, of course, had a great time. They're already begging me to play again.

## DAZZLE AND DANGER

### ANALYZING AUTHOR'S ARGUMENT

Answers will vary but should be similar to the following.

#### Section 2

How the author uses the support to describe warrior culture in youth sports as harmful:

The author reports that experts put some of the blame for cheerleading injuries on warrior culture, a mentality in which winning is more important than anything, and playing through injury is considered "heroic." She writes that "no pain, no gain" has become the "accepted norm" in youth sports. The author shows that "no pain, no gain" is a problem not only for cheerleaders,

but for other young athletes as well; she does this by providing hypothetical examples of several types of young athletes—soccer players, volleyball players, and football players—playing with injury.

#### Section 3

Support from the article:

1. "Instead, Gabby is sharing her hard-learned lessons with others. Last year, she was crowned Miss Teen Minnesota and became a spokesperson for the National Center for Sports Safety. Now she travels the Midwest talking to kids about how to be safe so that no one else will have to suffer the way she has."
2. "In the meantime, Gabby's message to young athletes is simple: 'When your body is hurt, speak up and communicate with a coach, friend, teacher, anyone. You only get one body in life, and you need to honor and respect it.'"

How the author uses the support to share Gabby's message about sports safety:

Gabby Taylor, the author explains, is now a spokesperson for the National Center for Sports Safety. She travels the Midwest talking to kids about how to stay safe. The author shares Gabby's message for other young athletes: "When your body is hurt, speak up and communicate with a coach, friend, teacher, anyone. You only get one body in life, and you need to honor and respect it."

### GABBY TAYLOR VIDEO

#### DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. A coping mechanism is a way of thinking or behaving that helps you deal with something difficult. Gabby says that speaking about her injury is her coping mechanism because it gives her something positive to focus on.
2. Gabby is critical of the "no pain, no gain" mentality because this attitude contributed to her injury. Gabby also thinks this mentality leads to repetitive-use injuries. Pushing through pain, Gabby says, is "not worth it."
3. Students may say they learned that Gabby was right-handed and had to learn how to use her left hand; that she

has a zipper that she wants to be able to give it "two-handed belly rubs"; and/or that her doctors are skeptical that Gabby will ever regain use of her arm (though she remains hopeful that she will).

4. Answers will vary. The detail about Gabby's need to switch to her left hand could go in the section "Unbearable Pain," Gabby's desire to use both hands to pet her dog, and about her prognosis, would best fit in the last section of the article.
5. Those details may have been less essential to supporting her main points than the details she did include.
6. Yes, the author of "Dazzle and Danger" seems to agree with Gabby that the "no pain, no gain" mentality can be harmful. Gabby believes this mentality makes it harder for kids to speak up when they are hurt. If Gabby had spoken up, she likely would not have sustained as serious an injury. The author connects the "no pain, no gain" mentality to warrior culture, which she says contributes to major injuries because young athletes feel that it's heroic to play through pain.

### CHRIS COYNE VIDEO

#### DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. He says that 50 percent of youth football players hide symptoms of their concussions so they can keep playing; he explains post-concussion syndrome; he tells the story of one promising player who had to give up football after suffering his sixth concussion.
2. The symptoms include difficulty with memory, focus, and mood. Chris talks about problems with memory and concentration. He would walk into a room to get a drink and not remember why he was there; he couldn't take notes in class because he couldn't remember what the teacher said long enough to write it down.
3. It is somber and informative. The narrator's voice is serious and the music is sad. The deeply personal narrative is punctuated by powerful statistics about concussions and youth sports.
4. Answers may include: They both suffered

# Scholastic Scope Answer Key 2013

**Mel Williges**



### **Scholastic Scope Answer Key 2013:**

*Master the Catholic High School Entrance Exams 2013* Peterson's, 2012-04-30 Peterson's *Master the Catholic High School Entrance Exams 2013* is exactly what you need if you're in eighth grade and are preparing to continue your education at a Catholic high school. Peterson's guide has been specifically designed to assist you with preparing for and taking the most commonly used Catholic high school entrance exams. We not only help you develop test-taking skills but also provide descriptions and examples of each entrance exam with eight full-length practice tests: two New York City Tests for Admission into Catholic High Schools (TACHS), two Cooperative Entrance Exams (COOPs), two High School Placement Tests (HSPTs), one Secondary School Admission Test (SSAT), and one Independent School Entrance Examination (ISEE). [Hollywood or History?](#) Lisa K. Pennington, Donna Fortune, Mary E. Tackett, Paige Horst, Meghan A. Kessler, 2024-09-01 Teaching and learning through Hollywood or commercial film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century. However, purposeful and effective instruction through film is not problem-free, and there are many challenges that accompany classroom applications of Hollywood motion pictures. In response to the problems and possibilities associated with teaching through film, we are developing a collection of practical, classroom-ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms. We believe that film can serve as a powerful tool in the social studies classroom and, where appropriately utilized, foster critical thinking and civic-mindedness. The NCSS College Career and Civic Life (C3) framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking, reading, and writing. We believe that as teachers endeavor to digest and implement the platform in schools and classrooms across the country, the desire for access to structured strategies that lead to more active and rigorous investigation in the social studies classroom will grow increasingly acute. Our hope is that this edited book might play a small role in the larger project of supporting practitioners, specifically K-6 teachers of social studies content, by offering a collection of classroom-ready tools based on the Hollywood or History strategy and designed to foster inquiry through the careful use of selected motion pictures and television productions.

**Defining Identity and the Changing Scope of Culture in the Digital Age** Novak, Alison, El-Burki, Imaani Jamillah, 2016-05-19 Since the popularization of Internet technologies in the mid-1990s, human identity and collective culture have been dramatically shaped by our continued use of digital communication platforms and engagement with the digital world. Despite a plethora of scholarship, questions remain regarding how these technologies impact personal identity and perceptions of global culture. *Defining Identity and the Changing Scope of Culture in the Digital Age* explores a multitude of topics pertaining to selfhood, self-expression, human interaction, and perceptions of civilization and culture in an age where technology has become integrated into every facet of our everyday lives. Highlighting issues of race, ethnicity, and gender in digital culture, interpersonal and computer-mediated communication

pop culture social media and the digitization of knowledge this pivotal reference publication is designed for use by scholars psychologists sociologists and graduate level students interested in the fluid and rapidly evolving norms of identity and culture through digital media

**Journal of Early Modern Studies - Volume 2, Issue 2 (Fall D:2013-01-01)** Corneanu, Sorana,2013-01-01

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**The Cambridge Companion to Reformed Theology** Paul T. Nimmo, David A. S. Fergusson,2016-04-25 This Companion offers an introduction to Reformed theology one of the most historically important ecumenically active and currently generative traditions of doctrinal enquiry

by way of reflecting upon its origins its development and its significance The first part Theological Topics indicates the distinct array of doctrinal concerns which gives coherence over time to the identity of this tradition in all its diversity The second part Theological Figures explores the life and work of a small number of theologians who have not only worked within this tradition but have constructively shaped and inspired it in vital ways The final part Theological Contexts considers the ways in which the resultant Reformed sensibilities in theology have had a marked impact both upon theological and ecclesiastical landscapes in different places and upon the wider societal landscapes of history The result is a fascinating and compelling guide to this dynamic and vibrant theological tradition

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