



Texting vs. Drinking While Driving

Kameron Colley Maribeth Farr English 101 October 3, 2012 Texting While Driving vs. Drinking While Driving
Texting and drinking while driving are very serious. Many negative things can be avoided by someone choosing to make the right decisions. While driving the person's undivided attention should be focused on the road and surroundings ahead. A person never knew what could happen while driving. Texting while driving are similar because they both have consequences, are a distraction, and can be fatal. The first way texting and drinking while driving are similar is because they both have consequences.

If someone is texting while driving they are increasing not only the possibility of killing themselves but of killing someone else. If someone is caught texting and driving, the officer in charge is responsible for issuing them a ticket or fine. Also, points will be marked off against their driver's licenses. If someone is caught driving under the influence, the officer in charge is required to arrest the driver. Once they are in custody a fine will be issued, alcohol classes are scheduled, and the person's drivers license will be suspended or revoked.

The consequences can easily be avoided by choosing to make the right decisions. The consequences behind texting and drinking while driving should not be taken lightly. The second way texting and drinking while driving are similar is because they are both a distraction from driving. While texting and driving the person is paying more attention to their phone than the road. The average text message takes a person's eyes off the road for an average of five seconds. This means they are driving blindly, unaware of their surroundings increasing their chances of wrecking.

Drinking while driving is a serious hazard not only to the person driving, but the people surrounding them. Drinking while driving is a distraction because the person is mentally unstable. This causes the person not to be capable of driving. The amount of brain activity that is focused on driving is reduced because they are unable to focus on their surroundings. Choosing not to text or drink while driving increases your ability to concentrate on the road. The distraction behind texting and drinking while driving is something people should really consider before choosing to make a decision that could be dangerous.

The final way texting and drinking while driving are similar is because they both can be fatal. When a person is texting and driving they are not completely focused on the road. This could cause them not to see the person, vehicle, or object in front of them. Drinking while driving can be fatal because the person is mentally unaware of the road or their surroundings. A person being mentally unstable increases their chances of wrecking. How would someone feel knowing that they could of prevented the accident. They could of kept from taking someone's life or their own by just following the law and making

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The Seven Sacraments High School Edition Sophia Institute for Teachers, 2014-08-25 The Seven Sacraments is a compilation of 10 supplemental lesson plans enabling you to go beyond the limitations of current textbooks by offering a more comprehensive in depth and engaging approach Every self contained lesson in this guide is teacher written classroom tested and scholar reviewed and gives you everything you need to help your students encounter Christ in the Sacraments Each lesson is designed in a flexible modular format and includes Essential questions Connections to the Catechism of the Catholic Church Accessible and engaging background reading Comprehension and critical thinking questions Warm up bell work Main activity such as primary source analysis role playing class discussion creative assignments and many others Homework and extension options Becoming Like Christ extension that helps students live the Faith Lessons What Is a Sacrament What is the secret and joyful realm of the Sacraments Why are Sacraments effective whether we feel them or not The Institution of the Eucharist Why is the Eucharist the Source and Summit of our Faith How did Jesus institute this sacrament What were Christ's claims and commandments at the Last Supper Old and New Eucharistic Typology How does the New Testament lie hidden in the Old and how's the Old unveiled in the New Baptism How can it be possible that we die to live How can classical medieval and popular culture help us understand the reality of Baptism Confirmation How do we know when something belongs to us If Baptism brings us into Christian life and Reconciliation forgives sins then why should we bother with Confirmation Eucharist What is the Eucharist What are Its Fruits How do we receive the Eucharist and why do we need to receive it often Why can't everyone receive the Eucharist Isn't it wrong to exclude people What is the structure and purpose of Holy Mass Penance and Reconciliation Why should I go to Confession when I can just tell God I'm sorry in my prayers Can my sins be so bad that God won't forgive me Anointing of the Sick Couldn't Jesus have saved humankind without becoming man Without suffering Without dying How can

our suffering be redemptive Holy Orders Who are the successors of the Apostles Why can only men be priests Matrimony How is what Christ did for humanity like what spouses do for each other What virtues are important to cultivate in the single life to help ensure a happy enduring marriage This resource facilitates experiential learning with sacred art including works by Fra Angelico Jacopo Bassano Raphael Rembrandt Van Dyke Leandro Miguel Velasco Your students will read and analyze primary sources from writers including Seneca St Augustine Sir Francis Bacon Henry Wadsworth Longfellow St Melito of Sardis Madeleine L Engle Henry Ward Beecher G K Chesterton C S Lewis Pope Francis St John Paul II Homer Shakespeare St Thomas Aquinas St Gregory of Nazianzus In addition to Biblical touchstones in every lesson your students will study in depth and apply their knowledge of scripture passages including Genesis 2 18 21 25 Exodus 12 1 20 Luke 3 21 22 Luke 5 1 11 Luke 5 4 11 John 8 4 11 John 13 4 8 John 21 15 17 Luke 15 11 32 Luke 22 14 20 Mark 10 6 9 Matthew 12 21 22 Matthew 4 19 John 9 1 7 Mark 8 22 26 Mark 10 46 52 Matthew 20 29 34 Romans 6 3 42 Timothy 1 6 14 Appendixes include alignments to the USCCB high school curriculum framework and the Catechism of the Catholic Church

Integrated English Practice II Alfredo A Camacho Delgado, Marisol Patterson Peña, Matilde L Patterson Peña, Consuelo Mora Lorenzo, Alfredo Sánchez Sánchez, Diana R Morales Rumbaut, Luis González Pérez, Jesús Díaz de Villegas Cruz, Juan Carlos Pellón Hernández, Iraida Herrera Bermúdez, Milton Bosch Izquierdo, Eida de la Paz Gálvez, 2021-07-16 Integrated English Practice II es un libro de curso intermedio para la formación de profesores de inglés de pregrado en Cuba que hace propio un enfoque comunicativo para la enseñanza y el aprendizaje de idiomas y que tiene la intención de responder a las necesidades particulares de los educadores Est conformado como un cuaderno de ejercicios y forma parte de una serie que le permitirá al lector practicar sistemáticamente la comprensión auditiva la expresión oral la lectura y la escritura así como el vocabulario y la gramática También incluye oportunidades para aprender sobre la lengua extranjera a través de la lengua extranjera y sobre la cultura en la que se usa

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Writing the Social Text Richard Brown, 2017-07-05 During the past decade it has become commonplace to interpret social and cultural reality the very groundwork of the social sciences as linguistic constructions Not only is society viewed as a text but scientific texts themselves are seen as rhetorical constructions This collection of scholarly essays begins with an overview of this emerging field and covers the specific stylistic practices by which social scientists create objective or true representations of society The volume closes with a consideration of the more telling challenges to the rhetorics of the social sciences and how these might be encompassed or overcome

Neurodevelopment and Intelligence: Impacts of Nutrition, Environmental Toxins, and Stress (Volumes 1 and 2) Charles A. Lewis, MD MPH, 2022-03-01 This special edition of Neurodevelopment and Intelligence contains both Volumes One and Two The set provides an understanding neurodevelopmental risks during fetal and early life and of the things that can go awry that limit or hinder healthy brain development leading to a loss of intellectual abilities or causing disabilities such as autism spectrum disorder It should be of interest to anyone interested in brain health preventive medicine pediatrics public health policy present and prospective parents and those planning on pregnancy and parturition Herein Dr Lewis explains How people got smarter for more than a century and why the alternative title of the book is Swimming in a Poisoned Pond The Looming Demise of Cognitive and Mental Health in America How any healthy child can be a genius with advanced planning All the nasty things in your home that cause brain damage The disgusting things in your water that harm the brain The prenatal vitamins that prevent autism How ADHD is a lifestyle disease The eight pillars of health and their effects on the brain What men can do to sire smarter children The environmental toxins that cause violent crime and suicide How to make your home safe for your child's brain The role of gut bacteria on the brain How to make pregnancy safer for the fetal brain Foods that improve brain function Maternal life style factors that affect IQ The seven pillars of health and their effects on the brain What men can do to sire smarter children How to make your home safe for your child's brain The role of gut bacteria on the brain The disruptive effects of sleep deprivation and sleep disordered breathing on brain development and sleep

hygiene for children The effects of stress on the brain and its functioning The harmful effects of poverty on the brain How noise and noise pollution harm brain development How good public policy can give us a brighter future Foods that improve brain function and make us happy and engaged The effects of Exercise and Environmental Enrichment Kiss your genetic legacy goodbye Why you will likely never be a grandparent if you don't already have children How stress makes us stupid Why people are getting dumber even though we have better medical care and more access to education Are we already too dumb to save ourselves from our mistakes How psychopathic corporations stupidity and structural racism raid America's wealth The book is a serious scientific exploration of neurodevelopment on which policy and personal behavior changes can be based to improve health happiness and intellectual curiosity Section 1 section lays out a description of the Intelligence Quotient IQ and why it can be used as a proxy for neurodevelopment It explains IQ tests and other developmental scales scoring and some of their limitations The high metabolic cost of a large brain and the survival advantage provided by epigenetic adaptation to downsize the brain to the current environmental conditions is described explaining why a less costly and less intelligent brain are adaptive to leaner times An estimate is made for the average human IQ in full health and nutrition about two standard deviations above the current average or an IQ of 130 A primer on inflammation is given Section 2 discusses the impact of anemia and iron on brain development Topics include Hookworm malaria and infections Most of this section discusses iron deficiency iron supplementation in pregnancy and infancy and the role of other minerals and vitamins required for blood formation Section 3 Covers the role of iodine and thyroid hormone on neurodevelopment The following chapters discuss thyroid hormone disruptors including fluoride and bromide organohalogen thyroid disrupting organic pollutants organophosphates and other biocides and foods and food additives that impact thyroid function Section 4 covers neurotoxic metals in the environment The neurotoxic metals that most commonly impact brain health are discussed including arsenic lead mercury manganese The impacts of cadmium and aluminum on fetal and infant health are reviewed Toxic metal exposure during development most commonly occurs from water contamination and Chapter 18 covers water filtration for removal of these toxins Section 5 discusses the role of toxic metals dietary factors and the role of the intestinal microbiome on the causation and exacerbation of autism spectrum disorder Evidence on the role of special diets for ASD is reviewed The timing of the development of ASD is discussed as it is essential to understanding which exposures are relevant and amenable to treatment Section 6 discussed the generation of air pollution from combustion of fuels and the adverse impacts of it on brain health Effects of Particulate matter PM on health Alzheimer's and Parkinson's disease are reviewed along with its effects on the premature birth of infants neurodevelopment IQ and autism Mitigation of risk is discussed Section 7 outlines maternal factors that impact neurodevelopment and intelligence The causes and effects of preterm birth and small for gestational age are explored with a particular focus on environmental influences Section 8 covers the effect of general health on neurodevelopment including the impact of diet on the intestinal microbiome exercise sleep deprivation sleep disordered

breathing and explains the roll of lifestyle in ADHD Section 9 discusses the effects of psychosocial stress on neurodevelopment and intellectual performance and discusses the epigenetic effects of stress on brain development and behavior The role of having a supportive social environment a stimulating environment and education on brain development IQ an health are discussed The effects of prenatal stress on the brain are reviewed Other topics include the effect of stress and telomere length the effects of poverty or domestic violence on IQ score and the effects of stress on the hypothalamic pituitary adrenal axis and on the gut The effects of noise on hearing academic performance and sleep are reviewed The need to confront endemic stress as a societal norm is discussed **Meaning, Context and Methodology** Sarah-Jane

Conrad,Klaus Petrus,2017-10-23 What methodological impact does Contextualism have on the philosophy of language This collection sets out to provide some answers The authors in this volume question three ultimately connected assumptions of the philosophy of language The first assumption relates to the predominant status of referential semantics and its power to explain truth conditional meaning This assumption has come under attack by the context thesis and a number of papers pursue the question of whether this is justified The second assumption gives priority to assertive sentences when considering language use The context thesis changes our understanding of language use altogether possible implications from this methodological shift are addressed in this volume According to the third assumption philosophical analysis amounts to nothing more than conceptual analysis The context thesis risks undermining this project Whether conceptual analysis can still be defended as a methodological tool is discussed in this volume **Writing the Information Superhighway** William Condon,Wayne Butler,1997 Arenas For professionals interested in learning more about using the Information Superhighway

No Heroics, Please Raymond Carver,1992 This volume of previously uncollected work represents the final legacy of one of the great and truly American writers of our time It includes five of Raymond Carver s early stories including the first one he ever published a fragment of an unpublished novel poems that have previously appeared only in small press editions and all of his uncollected nonfiction Included here as well is Carver s last essay Friendship about a London reunion with Richard Ford and Tobias Wolff Arranged chronologically this book affords an intimate and comprehensive thirty year vision of a great writer in the process of becoming himself **Hearing Ourselves Think** Ann M. Penrose,Barbara M. Sitko,1993-07-01 In Hearing Ourselves Think cognitive process research moves from the laboratory to the college classroom where its rich research tradition continues and an important new set of instructional approaches emerges Each chapter moves from research results to classroom action providing a direct and important link between research theory and practice The book develops the concept of the research based classroom in which students actively examine the processes and contexts of reading and writing and then turn their observations into principles for practice Hearing Ourselves Think contributes to a lively new tradition of socio cognitive research in writing and reading exploring the dynamics of cognitive processes as they interact with dimensions of the academic context

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