## School



K-12

## REFERENCE PAGES

$$
5.5^{11} \times 8.5^{11}
$$

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| NOUN | A WORD THAT NAMES A PERSON, PLACE, <br> THING, QUALITY, ACT, OR FEELING. |
| :--- | :--- |

Common nouns are general and do not refer to a specific person, location, or object.
$\rightarrow$ Examples: man, city, tonight, honesty, happiness
Proper nouns are capitalized and refer to a particular person, place, or thing.
$\rightarrow$ Examples: Reggie, Market Square Arena, Saturday

| PRONOUN | A WORD THAT TAKES THE PLACE <br> OF A NOUN. |
| :--- | :--- |


| ADJECTIVE | A WORD THAT DESCRIBES OR <br> MODIFIISS NOUNS AND PRONOUNS. <br> ADJCTVES SPEIFY CLOR, SIZE, <br> NUMBER, |
| :--- | :--- |

$\rightarrow$ Examples: red, large, three, gigantic, miniature Adjectives have three forms: positive, comparative, and superlative.
The positive form describes a noun or pronoun without comparing it to anything else.
$\rightarrow$ Example: My apple pie is good.
The comparative form compares two things. $\rightarrow$ Example: Aunt Betty's apple pie is better than mine. Nominative Case Pronouns replace the subject The superlative form compares three or more things. of a sentence or clause. $\rightarrow$ Examples: She took the bus to visit We are looking forward to visitios
Objective Case Pronouns verb's action or follow a preposition.

## $\rightarrow$ Examples: Please giye © the papers.

Timothy's outstandingservice earned him the award.
Possessive Case nouns show ownership or


Number indicate
The verb and its su st agree in number Person indicates whéar the subject of the verb is $1^{\text {st }}, 2^{\text {nd }}$, or $3^{\text {rd }}$ person whether the subject is singular or plural. Verbs a dilly have a different form only in third person singuly of the present tense.
$\rightarrow$ Examples:
$1^{s t}$ Person:
I stop.
$3^{\text {rd }}$ Person:
Voice indicates whether the subject is the doer or the receiver of the action verb.
$\rightarrow$ Examples: Cathy wrote the letter. (active voice) The letter was written by Cathy. (passive voice)
Tense indicates when the action or state of being is taking place.
$\rightarrow$ Examples: We need the information now. (present) Reggie shot the ball. (past)
You will enjoy the school play. (future)

|  | A WORD THAT DESCRIBES OR MODIFIES <br> ADVERB |
| :--- | :--- |
|  | A VERB AN ADJECTVE, OR ANOTHER <br> ADERB AN ADVERE TELS HOW, <br>  <br>  <br>  <br> WHERB, WHERE, WBY, HOW OFTEN, <br> AND HOW MUCH. |

$\rightarrow$ Examples: The ball rolled slowly around the rim. Soccer scores are reported daily in the newspaper.

$\rightarrow$ Examples: The man walked the gym.
The horse leaped over the fence
Their team won the meet in spite of several players
being injured. being injured.
 relationship between two clauses that are not equally important. Common subordinate conjunctions are: until, unless, since, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas.
$\rightarrow$ Examples: Until you decide to study, your grades won't improve.
If I hadn't already made plans, I would have enjoyed going to the mall with you.

| INTERJECTION | A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE. |
| :---: | :---: |

$\rightarrow$ Examples: Hooray! We finally scored a touchdown. $O h, n o!$ I forgot the picnic basket. Yes! Her gymnastic routine was perfect. $A h$, we finally get to stop and rest.

## CAPITALIZATION THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns $\rightarrow$ Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives $\rightarrow$ Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence $\rightarrow$ Her dress is stunning.
Races, languages, nationalities $\rightarrow$ Asian, French, African-American
Nouns/Pronouns that refer to a supreme being $\rightarrow$ God, Allah, Yahweh
Days of the week $\rightarrow$ Sunday, Monday, Tuesday
Formal epithets $\rightarrow$ Ivan the Terrible
Bodies of water $\rightarrow$ Amazon River, Lake Huron, Wea Creek
Cities, towns $\rightarrow$ Houston, Lafayette, Dearborn
Counties $\rightarrow$ Tippecanoe, Cork
Countries $\rightarrow$ U.S.A, Mexico, Canada
Continents $\rightarrow$ Africa, North America
Landforms $\rightarrow$ Mojave Desert, the App
Holidays and holy days $\rightarrow$ Veterans(o) Christmas, Yom Kippur
Months - January, February
Official documents $\rightarrow$ Emar arion Proclamation
Official titles $\rightarrow$ Presiden, Noama, Mayor Bradley
Periods and events in Cistory - Middle Ages, Renaissance
Planets, heavenly boCes $\rightarrow$ Mars, Jupiter, Milky Way
Public areas $\rightarrow$ Yelß stone National Park
Sections of a cou $5 y$ or continent $\rightarrow$ the Northwest, the Middle East
Special events Cotattle of Lexington
Streets, roads, Aghways Ro Co


The plurals of
$\rightarrow$ Examples: pi
The plural form
$\rightarrow$ Examples: bus = 'ases $\mid$ dish $=$ dishes $\mid$ fox $=$ foxes $\mid$ buzz $=$ buzzes $\mid$ church $=$ churches
The plurals of commo, hauns that end in y preceded by a consonant are formed by changiro
the $y$ to $i$ and adding
$\rightarrow$ Examples: fly $=$ flies $\mid c \bullet=$ copies
The plurals of words that endin y preceded by a vowel are formed by addine
$\rightarrow$ Examples: holiday $=$ holidays $/ 1$ nkey $=$ monkeys
The plurals of words ending in o precheiby a vowel are formary Ofing s.
$\rightarrow$ Examples: studio $=$ studios $\mid$ rodeo $=$ rodeos $\mathcal{E}$ - MNILd
The plurals of words ending in o preceded by a consonant are formed by adding $s$ or es.
$\rightarrow$ Examples: hero $=$ heroes $\mid$ banjo $=$ banjos $\mid$ tomato $=$ tomatoes $\mid$ piano $=$ pianos
The plurals of nouns ending in $f$ or $f e$ are formed in one of two ways:
\{1\} If the $f$ sound is still heard in the plural form, simply add $s$.
$\rightarrow$ Examples: roof $=$ roofs $\mid$ chief $=$ chiefs
$\{2\}$ If the final sound in the plural is a ve sound, change the $f$ to $v e$ and add $s$.
$\rightarrow$ Examples: wife $=$ wives $\mid$ knife $=$ knives
Foreign words and some English words form the plural by taking on an irregular spelling.
$\rightarrow$ Examples: crisis $=$ crises $\mid$ criterion $=$ criteria $\mid$ goose $=$ geese $\mid \mathrm{ox}=$ oxen
The plurals of symbols, letters, and figures are formed by adding an $\mathbf{s}$.
$\rightarrow$ Examples: $5=5 \mathrm{~s}$
The plural of nouns that end in ful are formed by adding $s$ at the end of the word.
$\rightarrow$ Examples: handful $=$ handfuls $\mid$ pailful $=$ pailfuls $\mid$ tankful $=$ tankfuls

## SENTENCE STRUCTURE

A complete sentence must express a complete thought and must have a subject and a verb.
$\rightarrow$ Example: He lost the game.
A sentence fragment results from a missing subject, verb or complete thought.
$\rightarrow$ Example: Because he was lost.
THERE ARE FOUR TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, OR COMPOUND-COMPLEX
A simple sentence consists of one main clause. It expresses one main thought and has one subject and one verb. A simple sentence may contain a compound subject, compound verb, or both.
$\rightarrow$ Examples: We enjoyed the concert.
Amy and Scott were married yesterday (DONOSBSY Amy and Scott)
Ben is leaving work and go
A compound sentence nlains two or more main clauses (in italics) Noted by a conjunction,

a semicolon or a corn With a conjunction.
$\rightarrow$ Examples: Collece fossils is fun, but I think identifying fossils is difficult. (ccounction)
Andy's suit looks - it just got back from the cleaners. (semicolon)
Erin came homo for Easter, and Courtney went to Florida. (comma/conjunction)
A complex Citence has one main clause (in italics) and one or more subordinate claoses (underlined).

$\rightarrow$ Exampl -7 ad says that good grades are the result of diligent studying. (main clautone
independ ${ }^{2}$ alige clause)
Smos Schoot


A comprand-complex sentenc ha are and one or

## $\rightarrow$



Write $i$ before e ext after $c$, or when sounded like a as in weigh and eight.
$\rightarrow$ Exceptions: seize, weerd, either, leisure, neither
When the ie/ei combine is not pronounced ee, it is usually spelled ei.
$\rightarrow$ Examples: reign, weigh, neghbor
$\rightarrow$ Exceptions: friend, view, misuly fiery
When a multi-syllable word ends a ronsonant preceded by one vomes the accent is on the last

$\rightarrow$ Examples: prefer $=$ preferred $\mid$ allot $=$ allotted $\mid$ control $=$ controlling
If a word ends with a silent $e$, drop the $e$ before adding a suffix that begins with a vowel.
$\rightarrow$ Examples: use $=$ using $\mid$ like $=$ liking $\mid$ state $=$ stating $\mid$ love $=$ loving
When the suffix begins with a consonant, do not drop the $e$.
$\rightarrow$ Examples: use $=$ useful $\mid$ state $=$ statement $\mid$ nine $=$ ninety
$\rightarrow$ Exceptions: argument, judgment, truly, ninth
When $y$ is the last letter in a word and the $y$ is preceded by a consonant, change the $y$ to $i$ before adding any suffix except those beginning with $i$.
$\rightarrow$ Examples: lady = ladies $\mid$ try $=$ tries $\mid$ happy $=$ happiness $\mid$ ply $=$ pliable $\mid$ fly $=$ flying

## LANGUAGE ARTS the writing process

| WRITING VARIABLES | $\begin{array}{l}\text { BEFORE BEGINNING ANY ASSIGNMENT, IT WILL HELP YOU TO FOCUS AND } \\ \text { CONSISTENT IN STYIE IF YOU CONSIDER THE FOLOWING VARIABLES }\end{array}$ |
| :--- | :--- | CONSISTENT IN STYLE IF YOU CONSIDER THE FOLLOWING VARIABLES.



For whom am I writing? A letter written to your ten-year-old sister will be much different in vocabulary, subject, content, format, and sentence complexity than one written to your senator.

Topic
About what subject should I write? If possible, choose a subject that interests you. Research your subject well.

Purpose
Why am I writing? Have a clear purpose in mind before starting your paper. Are you writing to entertain, instruct, inform, or persuade? Keeping your purpose in mind as you write will result in a paper that is focused and consistent.
What point of view or "voice" will I use? Writers sometimes write from the point of view of another person rather than from their own point of view. This can add variety and help you see your subject in a new way. Make sure your "voice" remains rasistent.
What form will my writing th' Different forms of wills phas letters, diaries, reports, essays,
research papers, etc. havosific requirements. Decide on whe pryy your writing will take, and then make sure yous Wy the requirements for that form of writing.

## PLANNING AND •\&ITING AN ESSAY OR COMPOSITION

\{1\} Select a gen ©s subject area that interests you.
\{2\} Make a lisk your thoughts and ideas about the subject.
\{3\} Use your ©st to helpous on specific topic vithin the subject area.
 this puroe.
Make a not of details to support statement.
\{6\} Arrange list of details into an outline.
\{7\} Do any ding and research no necessary to prop
\{8\} Write a firodraft.
\{9\} Revise your
\{a\} The intróction includes a clear statement of purpose.
\{b\} Each paragi $(9$ begins with some link to the preceding paragraph.
\{c\} Every statemerrt is supported or illustrated.
\{d\} The concluding pasay \%ob ties all of the important points together ring the reader with a clear understanding 80 e pheaning of the essay or compositifn
\{e\} Words are used and spelled CoEIHEE • LNIUd
\{f\} Punctuation is correct.
\{10\} Read your revised paper aloud to check how it sounds.
\{11\} Proofread your revised paper two times: once for spelling, punctuation, and word usage, and again for meaning and effectiveness.


## LANGUAGE ARTS punctuation

## PERIOD

Use: to end a sentence that makes a statement or that gives a command not used as an exclamation.
$\rightarrow$ Example: Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.
$\rightarrow$ Examples: Mary J. Jones, Mr., Mrs., Ms.

## COMMA 9

Use: to separate words or groups of words in
$\rightarrow$ Example: I used worms, minnows, lanar rred DO NOFSU/ Ilearly responsible. balls, and bacon for bait.
Note: Some stylebooks and ters require a comma before "and" in a
$\rightarrow$ Example: He ran, jum $\rightarrow$ Ind yelled.
Use: to separate an explanatory phrase from the rest of the sentenc
$\rightarrow$ Example: Escarg $\boldsymbol{T}$, or snails, are a delicacy that I relish.
umpoit School a date. $\rightarrow$ Examples: J 48105
September 20
Use: to separat title or an initial that follows a name.
$\rightarrow$ Example: Josapriones, Ph.D.


Use: at the end of a direct co indirect question. $\rightarrow$ Example: Did your relatives/iste you to visit them this summer?

## COLON :

Use: after words introducing a list, quotation, question, or example.
$\rightarrow$ Example: Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

## SEMICOLON <br> ;

Use: to join compound sentences that are not connected with a conjunction.


Use: to punctuate a short question withitIMEI • IMIUd parentheses.
$\rightarrow$ Example: I am leaving tomorrow (is that possible?) to visit my cousins in France.

## APOSTROPHE 9

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.
$\rightarrow$ Examples: do not $=$ don't $\mid \mathrm{I}$ have $=$ I've
Use: followed by an $s$ is the possessive form of singular nouns.
$\rightarrow$ Example: I clearly saw this young man's car run that stop sign.
Use: possessive form of plural nouns ending in $s$ is usually made by adding just an apostrophe. An apostrophe and $s$ must be added to nouns not ending in $s$.
$\rightarrow$ Example: bosses $=$ bosses', children's

Use: to punctuate a quotation within a quotation. $\rightarrow$ Example: "My favorite song is 'I've Been Working on the Railroad,' " answered little Joey.


[^0]
## LANGUAGE ARTS frequently confused words

accept | to agree to something or receive something willingly
except | not including
$\rightarrow$ Examples: Jonathon will accept the job at the restaurant.
Everyone was able to attend the ceremony except Phyllis.
capital | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation
capitol | the building where a state legislature meets the Capitol | the building in Washington, D.C., in which the United States Congress meets $\rightarrow$ Examples: The capital of France is Paris.
The capitol of Indiana is a building in Indirnzo 10 NOIxSMJ We are hoping for warm, sunny weather The vice president arrived at the Cabin greet the arriving senators.
hear $\mid$ to listen to here $\mid$ in this place $\rightarrow$ Examples: Do you hear int strange sound? The juice is right here 9 the refrigerator. it's | the contraction -
its |
$\rightarrow$ Examples: It's 10 fly time
The wagon lost $\frac{1}{6}$ wheel in the mud.
lead a heavy, 1 y metal
lead | to go firs guide
led | the past ter $\rightarrow$ of lead
$\rightarrow$ Examples: Wa pipes in many older
homes are made lead.
This path will learn to the waterfall.
Bloodhounds led the police to the hideout.
loose | free or not tie,
lose | to misplace or suffr the loss of something
$\rightarrow$ Examples: Since she los © eight, many of her
clothes are loose.
If you lose your money, you wiry be able to
get into the park.
principal | the first or most important.

to the head of a school.
principle | a rule, truth, or belief
$\rightarrow$ Examples: Pineapple is one of the principal crops of Hawaii.
One principle of science is that all matter occupies
space.
quiet | free from noise
quite | truly or almost completely
$\rightarrow$ Examples: Our teacher insists that all students are
quiet during a test.
This enchilada is quite spicy.
their | belonging to them
there | at that place
they're | the contraction for they are
$\rightarrow$ Examples: Their new puppy is frisky.
Please place all of the newspapers over there.
They're coming over tonight.

| absence | climbing | equipped | hungry | opportunity | reservoir | trouble |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| absorb | clothes | escape | identify | opposite | restaurant | truly |
| accept | colonel | especially | imagine | original | rhyme | two |
| accidentally | college | etc. | immediate | other | rhythm | unique |
| accompany | column | everybody | immediately | pageant | ridiculous | unti |
| accuse | commercial | everywhere | immensely | pamphlet | running | unusual |
| ache | committee | exaggerate | incident | parallel | safety | usually |
| achieve | completely | exceed | independent | parents | Saturday | vaccinate |
| acquaintance | concentrate | excellence | Indian | parliament | scent | vacuum |
| acquire | conscientious | excellent | innocent | particular | schedule | vegetable |
| affect | conscious | except | instead | passed | scissors | village |
| afraid | continue | excitement | intelligence | peculiar | search | villain |
| against | continuous | exciting | intelligent | perform | secret | weather |
| aggression | convenience | existence | interpret | permanent | secretary | Wednesday |
| aggressive | convenient | expense | intor |  | semester | weight |
| all right | counterfeit | experimp |  | pres | ense | weird |
| a lot | countries |  | is | piece | eparate | were |
| already | courage |  | it's | pilot | ) 4 atio | we're |
| always | courageou | milies | jealous | plain |  | where |
| amateur | rteo | ascinat | knew | plane |  | wheth |
| ambition | d | fasten | know | planned | shinin | wich |
| among |  | fatigue | knowledge | pleasant | sincerely | hole |
| apology |  | favorite | laboratory | poison | soldier | whose |
| apparent |  | fiction | laid | possess | sophomor | itch |
| appearance |  | itip | su | possession | spaghetti | 1oman |
| appreciate |  |  |  | possible | speak | ome |
| arctic | de | , |  | practically | speech | Iderful |
| argument | ©finite | first |  |  | Sonsor | ck |
| article | 1 finitely | forecast |  |  | quar | iting |
| associate athlete |  | foreign foresee | loose lying | ejud | ary | tten |
| tendance | iption | forest | . | para | opping |  |
| titude |  | foretell | magnificent | principas | tories |  |
| author |  | formerly | many | principle | strengthen | 're |
| awful |  | forty | marriage | privilege | tch |  |
| beautiful |  | fragile | mathematics | probably | dies |  |
| beauty | , | freight | meant | profession | studying |  |
| because | didn' | end | medicine | prophecy | cceed |  |
| beginning | ficult | ront | millionaire | psychologist |  |  |
| believe | dinner | Ifill | miniature | psychology |  |  |
| benefit | dining | renmen | minute | pursue |  |  |
| bicycle | disappear |  | mischievous | quantit | ummary |  |
| biscuit | disappoint | grabbed | Eqtel | Tin | superinten |  |
| boundary | discipline | rammar |  |  | suspense |  |
| Britain | discussion | grateful | narrative | raspberry | suspicion |  |
| brilliance | disease | guarantee | necessary | realize | swimming |  |
| brilliant | dissatisfy | guard | neighbor | really | synagogue |  |
| bureau | doctor | guess | nervous | receive | temperam |  |
| business | does | guest | niece | receiving | themselve |  |
| captain | doesn't | handsome | nineteen | recess | there |  |
| career | dropping | happen | ninety | recognize | therefore |  |
| carrying | during | happiest | notice | recommend | they |  |
| cemetery | easier | happily | noticeable | reference | they're |  |
| certain | easiest | happiness | nuisance | referring | thief |  |
| challenge | easily | hear | obedience | rein | thoroughl |  |
| chief | effect | height | occasion | reign | thought |  |
| children | either | here | occur | relative | through |  |
| chocolate | embarrass | history | occurred | relief | tobacco |  |
| chosen | enough | hoping | occurrence | religion | together |  |
|  |  | hospital | occurring | remember | tomorrow |  |
| cinnamon climbed | envelope equipment | humor humorous | often opinion | repetition repellent | tragedy tried |  |


| OUTLINING | OUTLINES CAN HELP YOU ORGANIZE YOUR IDEAS. YOU MIGHT USE AN OUTLINE TO PLAN A SPEECH, <br> COMPOSITION, OR TERM PAPER. YOU ALSO MIGHT USE AN INFORMAL OUTLINE <br> TO TAKE NOTES. |
| :--- | :--- |

## formal

A formal outline lists the main points of a topic and shows the relative importance of each and the order in which these points are presented. It also shows the relationships among them.
Formal Outline Format:


## LANGUAGE ARTS common editing marks

$\hat{\jmath} \mid$ insert a a comma
$\rightarrow$ Her husband,Andy,decided to open his own repair business.
$\checkmark \mid$ insert an apostrophe
$\rightarrow$ Mary hadrft planned on a sixth party guest.
V | insert quotation marks
$\rightarrow$ The students were required to read the poem $\stackrel{\text { Howl }}{\sim}$
1 | insert written suggestion
$\rightarrow$ Jean-Pierre said his favorite country to visit was the States.
( $\theta$ | use a period
$\rightarrow$ Mark likes scrams $\geqslant$ eggs He does not like hard-boiledo.
O| delete <
$\rightarrow \mathrm{Jim}$ warned $\mathrm{m}^{\mathrm{m}}$ e that that magnet might harm my CD.

$\rightarrow$ The cf fin School intemanams ar auth s meat Datebooks
$\rightarrow$ Milo re mated to his doghouse.
\# | ins in single space
$\rightarrow$ Jeff did ${ }^{\text {mind }}$ waiting, but he was running out of time.
\# | begin ${ }^{\circ}$ a paragraph
$\rightarrow$ "Who's that? "O ${ }^{\circ}$ iss asked." "Her name is Beth," said Brenda ©
No A | no new paras $x^{\prime}$ O $y_{1}$
$\rightarrow$ "I'm tired," said Kevin, MEIMEE - IVIEd YO"
"MId like to go home."
I capitalize
$\rightarrow$ They traveled to the capitol to meet the vice president. Q- |lowercase
$\rightarrow$ Tim fondly remembers playing football in High School. $s_{p} \mid$ spell out
$\rightarrow$ It was Kim's sis trip to the stet. | stet (let it stand)
$\rightarrow \ddot{I}$ don't like t to hurt other people's feelings.

## LANGUAGE ARTS mLA style of documentation

## YOUR WORKS-CITED LIST

Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.

According to the Modern Language Association Handbook for Writers of Research Papers, 8th edition:
\{1\} Double-space all entries.
\{2\} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
\{3\} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
\{4\} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.
\{5\} If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
\{6\} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
\{7\} Separate the author, title, an
\{8\} Use lowercase abbreviationto 1 entify parts of a work (for example, volv volume), a name translator (trans.) ed editor (ed.). However, when these designates follow a period, the first letter should, capitalized.
\{9\} Use the shortened ©ms for the publisher's name. When the publisher's name ines the name of a person, cite the lost name alone. When the publisher's name includes the name of 1 ret than one person, cite only the fist of these names.
\{10\} Use the phas "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "O0."

| PAGE ON A WRBSITE |
| :--- | :--- |

## LANGUAGE ARTS mLA style of documentation

| BOOK <br> (GENERAL GUIDELINES) | Author's last name, first name. Book title. Publisher, publication date. |
| :---: | :---: |
| BOOK BY ONE AUTHOR | Wheelen, Richard. Sherman's March. Crowell, 1978. |
| TWO OR MORE BOOKS BY THE SAME AUTHOR | Garreau, Joel. Edge City: Life on the New Frontier. Doubleday, 1991. <br> ---. The Nine Nations of North America. Houghton, 1981. |
| BOOK BY TWO OR THREE AUTHORS | Purves, Alan C., and Victoria Rippere. Elements of Writing About a Literary Work. NCTE, 1968. |
| BOOK BY FOUR OR MORE AUTHORS | Pratt, Robert A., et al. Masters of British Literature. Houghton, 1956. |
| BOOK BY A CORPORATE AUTHOR | The Prweller DO NOT SY/8yr America. Doubleday, 1961. |
| BOOK BY AN iterary Market Place: The Directory of the Book Prisisting Industry. ANONYMOUS AUTI 2003 ed., Bowker, 2002. |  |
| BOOK WITH AN תUTHOP AND AN EDITOE | Toomer, Jean. Cane. Edited by Darwin T. Turner, Norto |
| A WORK IN ANTHOLOG | Morts. William. "The Haystack in the Floods." Nineteenth ChOOI <br> Dal Dateo 0 KS |
| AN EDITIOI THAN THE | Chaucer, Geoffrey. The Rionside thater Edited ry arry D. Bens. 3rd ed., Houghton, $1987^{\circ}$ |
| SIGNED ARTICRE IN A REFERENCE KNK | Wallace, Wilson D. "Superstition." World Book Encyclopedia. ed., vol. 2, Macmillan, 2019. |


| YOUR REFERENCE LIST | Your reference list should appear at the end of your essay. It provides <br>  <br> APPEAR IN YOU RERERENCELSL |
| :---: | :---: |

## BASIC RULES

According to the seventh edition of the Publication Manual of the American Psychological Association:
$\rightarrow$ Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
$\rightarrow$ Double-space all references.

- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of thonOM Phyyze by authors' last names letter by letter. If you have more than one work by en ficular author, order then 3 phication date, oldest to newest (thus a 2014 article would appa Orore a 2015 article). When an authorlapsars as a sole author and again as the first author of a grou 2 the one-author entries first. If no author is go for a particular source, alphabetize by the title $ك$ epiece in the reference list. Use a shortened version or the parenthetical citations within the
$\rightarrow$ Use " $\&$ " instead of "and" before the last author's name when listing multiple author


## BASIC FORME-2R SOURCES IN PRINT

An article in a peiodical (sch a jorpary or magazine)
$\rightarrow$ Author, A. freAuthor, D., Auta blication year, mont
Title of ©iodical, volume numb

volume. If each number (issue n ber), pages.
A nonperiodical
$\rightarrow$ Author, A. A Dear of publication). Title of work: Capital letter also for $i$ ide (Edition).
Do not indsale the location of the publisher in the citation
Part of a nonperiof (such as a book chapter or an article in a collection)
$\rightarrow$ Author, A. A., \& thor, B. B. (Year of publication). Title of chapter. In A. Editor \& 5 ditor (Eds.),
Title of book (par of chapter). Publisher.
When you list the pages Q) ©ckapter or essay in parentheses after the book title, use "pp," Sore the numbers:
(pp.1-21). This abbreviation however, does not appear before the page numbers in per. .cal references, except for newspapers.

## BASIC FO <br> A web page

$\rightarrow$ Author, A. A. (Date of publication or revision). Title of page. Site name. URL

## An online journal or magazine

$\rightarrow$ Author, A. A., \& Author, B. B. (Date of publication). Title of article. Title of Journal, volume number (issue number), page range. doi:0000000/000000000000
Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.
An online journal or magazine (with DOI assigned)
$\rightarrow$ Author, A. A., \& Author, B. B. (Date of publication). Title of article. Title of Journal, volume number (issue number), page range. URL

## Email

Because email is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 2015).

## LANGUAGE ARTS APA style of documentation

## EXAMPLES

## Journal article, one author

$\rightarrow$ Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.
Journal of Comparative and Physiological Psychology, 55, 893-896.

## Journal article, more than one author

$\rightarrow$ Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., \& Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. Journal of Personality and Social Psychology, 65, 1190-1204.

## Work discussed in a secondary source

$\rightarrow$ Coltheart, M., Curtis, B., Atkins, P., \& Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing apprach © OrNOTGISYipul 100, 589-608.
Give the secondary source in the referens 12 in the text, name the ounsurn wh, and give a citation for the secondary source. For example, if Sria berg and McClelland's work is cited iv Co Seaxt et al. and you did not read the original work, list the $\rightarrow$ seart et al. reference in your reference list. In the onse the following citation: $\rightarrow$ In Seidenberg and Mcrand's study (as cited in Coltheart, Curtis, Atkins, \& \& 1993), ...

## Magazine article, one áthor

$\rightarrow$ Henry, W. A., UI 1990, April 9). Making the grade in today's schools. Time, 135, 2

## Book

$\rightarrow$ Calfee, R. C., $\boldsymbol{C =}$ Valencia, R. R. (1991). APA guide to preparing manuscripts for journal $p$ Ameri 6 for School
An article or
$\rightarrow$ O'Neil, J. NIL \& Egan, J. (1992). M en's in B. R. War
 No. ADM 679). U.S. Government Printing Office.
A book or article witho author or editor named
$\rightarrow$ Merriam-Webster's oiate dictionary (11th ed.). (2005). Merriam-Webster.
$\rightarrow$ New drug appears to $\boldsymbol{R}$ risk of death from heart failure. (1993, July 15). The Wengton Post, p. A12. For parenthetical citations of soures in text with no author named, use a shortened ver of the title instead of an author's name. Use quotation 2 prond italics, as appropriate. For example, $\mathbf{N}$ rbetical citations of the two sources above would appear as follows. Qrriam-Webster's, 2005) and ("9)' Brus," 1993).
A translated work and/or a republished MLAEI - MNIEd
$\rightarrow$ Laplace, P. S. (1951). A philosophical essay on probabilities (F. W. Truscott \& F. L. Emory, Trans.). Dover. (Original work published 1814).
A review of a book, film, television program, etc.
$\rightarrow$ Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book The self-knower: $A$ hero under control]. Contemporary Psychology, 38, 466-467.

## An entry in an encyclopedia

$\rightarrow$ Bergmann, P. G. (1993). Relativity. In The new encyclopaedia britannica (Vol. 26, pp. 501-508). Encyclopaedia Britannica.

## An online journal article (no DOI assigned)

$\rightarrow$ Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. Journal of Buddhist Ethics, 8. http://www.buddhistethics.org/2/inadal

## A web page

- Daly, B. (1997). Writing argumentative essays. http://www.ltn.lv/~markir/essaywriting/frntpage.htm


## LANGUAGE ARTS root words \& their derivatives

acer, acid, acri | bitter, sour, sharp

- acerbic, acidity, acrid, acrimony
ag, agi, ig, act $\mid$ do, move, go
$\rightarrow$ agent, agenda, agitate, navigate, ambiguous, action
anni, annu, enni | year
$\rightarrow$ anniversary, annually, centennial
arch | chief, first, rule
$\rightarrow$ archangel, architect, archaic, monarchy, patriarchy
aud | hear, listen
$\rightarrow$ audiology, auditorium, audition
belli | war
$\rightarrow$ rebellion, belligerent, bellicose
capit, capt | head
$\rightarrow$ decapitate, capital, captain
clud, clus, claus | shut
$\rightarrow$ include, conclude, reclos? occlusion, claustropho'
cord, cor, cardi
$\rightarrow$ cordial, concord, $\rightarrow-1$
geo | earth
$\rightarrow$ geography, geocentric, geology
grad, gress | step, go
$\rightarrow$ grade, gradual, graduate, progress
here, hes $\mid$ stick, cling
$\rightarrow$ adhere, cohere, inherent, cohesion
hydr, hydra, hydro | water
$\rightarrow$ dehydrate, hydrant, hydraulic, bydrogen, hydrophobia
ignis | fire
$\rightarrow$ ignite, igneous, ignition
ject | throw
$\rightarrow$ deject, proiect eiptonterject
O. launder, lavatory, lotion, ablution sigs, sta, stit | stand
liter | letters
$\rightarrow$ literary, literal, alliteration
magn | great
$\rightarrow$ magnify, magnificent, magnitude, magnanimous, magnum
corp | body -
 corpulent, cor@al punishment
crea ${ }^{\text {create }}$
$\rightarrow$ creature, recr
cresc, cret, cr
$\rightarrow$ crescendo, con
cycl, cyclo | whee
$\rightarrow$ bicycle, cyclic,
dem | people
$\rightarrow$ democracy, demograpb $\rightarrow$ tidemic
dict | say, speak
$\rightarrow$ dictation, dictionary, benedicaby dictator, edict, predict, verdict
dorm | sleep
$\rightarrow$ dormant, dormitory
dura | hard, lasting
$\rightarrow$ durable, duration, endure
equi | equal
$\rightarrow$ equinox, equilibrium, equipoise
fall, fals | deceive
$\rightarrow$ fallacy, fallacious, falsify,
fid, fide, feder | faith, trust
$\rightarrow$ confidante, fidelity, confident, infidel, federal, confederacy
fin | end, ended, finished
$\rightarrow$ final, finite, finish, confine, fine, refine, define, finale
fort, forc $\mid$ strong
$\rightarrow$ fortress, fortify, forte, fortitude

$\rightarrow$ emit, remit, submit, commit, transmit, mission, missile
nat, nasc $\mid$ to be from, spring forth
- innate, natal, native, renaissance
nov | new
-) novel, novice, innovaie, renovate


## EMAE\& O MMEd do <br> $\rightarrow$ omnipotent, omniscient,

 omnipresent, omnivorouspath, pathy $\mid$ feeling, suffering
$\rightarrow$ pathos, smypathy, apathy, telepathy
ped, pod | foot
$\rightarrow$ pedal, impede, pedestrian, centipede, tripod, podiatry
pel, puls | drive, urge
$\rightarrow$ compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive
poli | city
$\rightarrow$ metropolis, police, politics, acropolis
port | carry
$\rightarrow$ portable, transport, export, support
punct | point, dot
$\rightarrow$ punctual, punctuation, puncture
uni $\mid$ one
$\rightarrow$ unicorn, unify, universal
vac | empty
$\rightarrow$ vacate, vacuum, vacant, evacuate
ven, vent $\mid$ come
$\rightarrow$ convene, venue, venture, advent
ver, veri | true

- verdict, verify, verisimilitude
vict, vinc | conquer
$\rightarrow$ victor, convict, convince, invincible
viv, vita, vivi | alive, life
$\rightarrow$ revive, survive, vivid, vitality
voc | call, voice
$\rightarrow$ vocation, convocation, evoke, vocal
zo | animal
$\rightarrow$ zoo, zoology, zoomorphic, zodiac
ri, ridi, risi | laughter
$\rightarrow$ deride, ridicule, ridiculous, risible
salv, salu | safe, healthy
$\rightarrow$ salvation, salvage, salutation
scope | see, watch, examine
$\rightarrow$ telescope, periscope, kaleidoscope
scrib, script|write
$\rightarrow$ scribble, inscribe, describe, prescribe, manuscript
sent, sens | feel
$\rightarrow$ sentiment, consent, dissent, sense, sensation, sensitive, sensory
sign, signi | sign, mark seal signal, signature, design, insignia
sis sta, stit $\mid$ stand
$\rightarrow-$ persist, stamina, status, stationary
solv, solu
$\rightarrow$ solvent, abso s. soluble, solution spir | breath $\rightarrow$ spirit, expire, tact, tang, tag, $\rightarrow$ tactile, contact,
respiration tangible,



## LANGUAGE ARTS exploring French



## LANGUAGE ARTS exploring Spanish



## LANGUAGE ARTS exploring German



## LANGUAGE ARTS exploring Chinese Mandarin

## GREETINGS

Hello｜你好 nǐ hǎo
Good morning｜早上好 zǎo shàng hǎo
Good afternoon／evening｜下午好／晩上好 xià wǔ hǎo／ wăn shàng hăo
Good night｜晚安 wăn ān
Goodbye｜再见 zài jiàn
See you later \｜再会／一会见 zài huì／yī huì jiàn
How are you？｜你好吗？nĭ hǎo mā？
I＇m．．．｜我．．．Wǒ
［very）well｜（很）好 hěn hǎo
（very）bad｜（很）不好 hěn bù hǎo

## BASICS

Who｜谁 shéi
Where｜在哪里 zài nă lĭ
When｜什么时候 shén mē shí hòu
Why｜为什么 wèi shén mē
What｜什么 shén mè
How｜怎么样 zěn mē yàng
Which｜哪一个 nǎ yī gè
And｜和 hé
Also｜也 yě
A lot｜很多／许多 hěn duō／xǔ duō
The｜那个／这个 zhè gè／nà gè

How＇s it going？｜最近怎么样？
It＇s okay．｜还行 hái xíng Not bad．｜还不错 hái bú



## THE SOLAR SYSTEM

Observing the night sky with the naked astronomers noticed moving pointsp Qir they called "planets," which means "wander 1 Those first planets were named for Roman deitiN Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of tee large telescope, astronomers were able to see othe $\boldsymbol{Z}$ anets. These included Uranus in 1781, Neptune i-846, and Pluto in 1930, which was later redefined $\cdot 4$ dwarf planet. Besides planets, thousands of asteris and co
asteroids orbit bereen Mars thousands of astertds and co with a large telescope. beyond Pluto's
There are two to the Sun, have Venus, Earth, a Jupiter, Saturn, planets, meaning

## THE SUN

A huge sphere of mos anized gas, the sun is the closest star to Earth. diameter: almost 870,0 , miles temperature: 27 million

MERCURY


Named for the Roman Messenger ged, the sun faster than any other planet. diameter: 3,031 miles
temperature: $-280^{\circ} \mathrm{F}$ to $800^{\circ} \mathrm{F}$
mean distance from the sun: 35.98 million miles

## VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.
diameter: 7,521 miles
temperature: $55^{\circ} \mathrm{F}$ to $846^{\circ} \mathrm{F}$
mean distance from the sun: 67.23 million miles

## EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface.
diameter: 7,926 miles
temperature: $-126^{\circ} \mathrm{F}$ to $136^{\circ} \mathrm{F}$
mean distance from the sun: 92.96 million miles
 coloring from soil rich 0 oxides. diameter: 4,221 miles
temperature: $-225^{\circ} \mathrm{F}$ to mean distance from the sumy 41.61 million miles JUPITER
The largest planet in our solar systen opas named for the king of the Roman gods. Its bands of the can be seen

mean distance from the yn: 483

diameter: 74,897 miles temperature: $-288^{\circ} \mathrm{F}$ mean distance from the suno 9.73 million miles

URANUS
Originally named Georgit Sdus in honor of King George III, Uranus wo Covered in 1781. It is twice as far from the sun es

## 

mean distance from the sun: $1,784.89$ million miles

## NEPTUNE

Named for the Roman god of the sea, Neptune's layer of methane gives a blue coloring. Winds tear through its clouds at more than $1,200 \mathrm{mph}$.
diameter: 30,775 miles
temperature: $-391^{\circ} \mathrm{F}$
mean distance from the sun: $2,793.12$ million miles

## DWARF PLANETS

Named for the Roman god of the underworld, Pluto is the coldest, smallest, and outermost planet in our solar system. In 2006, Pluto was reclassified as a dwarf planet. Other dwarf planets are Ceres, Eris, Makemake, Haumea, and Sedna.

## SCIENCE the human skeleton



SCIENCE Periodic table of the elements


Mass Density
mass density $=\frac{\text { mass }}{\text { volume }}$
Speed
average speed $=\frac{\text { distance covered }}{\text { elapsed time }}$

## Acceleration

$$
\mathrm{a}=\frac{\Delta \mathrm{v}}{\Delta \mathrm{t}} \text { or } \frac{\mathrm{vF}_{\mathrm{F}}-\mathrm{v}_{\mathrm{I}}}{\mathrm{t}_{\mathrm{F}}-\mathrm{t}_{\mathrm{I}}}
$$

( $a=$ average acceleration; $v=$ velocity; $\mathrm{t}=$ time; $\mathrm{v}_{\mathrm{F}}=$ final velocity; $\mathrm{v}_{\mathrm{I}}=$ initial velocity; $\mathrm{t}_{\mathrm{F}}=$ final time; $\mathrm{i}_{\mathrm{I}}=$ initial time)

## Torque

$$
\mathrm{T}=\mathrm{FR}
$$

( $\mathrm{T}=$ torque; $\mathrm{F}=$ force; $\mathrm{R}=$ =radius)
Boyle's Law when temperature constant:

$$
\mathrm{p}_{1} \mathrm{~V}_{1}=\mathrm{p}_{2} \mathrm{~V}_{2}
$$

( $\mathrm{p}_{1}=$ original pressure; $\mathrm{p}_{2}=$ new pressure;
$\mathrm{V}_{1}=$ original volume; $\mathrm{V}_{2}=$ new volume)

## Wave Motion

$$
\mathrm{V}=\mathrm{nl}
$$

(V=wave velocity; $\mathrm{n}=$ wave frequency; l=wavelength)
$F=G \frac{m_{1} m_{2}}{d^{2}}$

QurinOínsUSyrface Perpendicular to the Luminous 24


ENGLISH TO METRIC CONVERSIONS


## WEIGHTS AND MEASURES

## ENGLISH

## Area

| 俍 |
| :---: |
| 1 square yard ( $\mathrm{yd}^{2}$ ) -----------------9 square feet |
| acre -------------------------43,560 square feet |
| square mile $\left(\mathrm{mi}^{2}\right)$. 640 acres |

## Capacity

1 cup (c) --------------------------8 8 fluid ounces (fl oz)


## METRIC

## Area



## Capacity

1 milliliter (ml) ----------------------. 001 liter (L)
1 centiliter (cl) .01 liter
1 deciliter (dl) ---------------------------------. . 1 liter
10 liters


1 millimeter (mm) 001 meter (m)

1 dekameter ( dam ) $-\cdots-\cdots 00$ meters

$\mid$ Mass/Weight


## Weight

1 pound (lb) ---
1 short ton (T)

## FORMULAS



| Area of a square ----------------------------A=s ${ }^{2}$ |
| :---: |
|  |  |
|  |  |

Area of a parallelogram-------------------Ah $A=b h$
Area of a triangle -----------------------1/2bb
Area of a trapezoid ------------ $A=1 / 2 h\left(b_{1}+b_{2}\right)$
Area of a circle---------------------------- $A=\pi r^{2}$
Circumference of a circle $---\cdots--C=\pi d$, or $2 \pi r$
Volume of a rectangular prism -------- $V=l w h$
Volume of any prism ----------------------V=Bh
Volume of a cylinder ---------------------------V= $V=\pi r^{2} h$
Volume of a pyramid $-1 / 3 B h$

Surface area of a cylinder $---S A=2 \pi r^{2}+2 \pi r h$
Pythagorean Theorem -------------- $a^{2}+b^{2}=c^{2}$
(sides of a right triangle)
$\mathrm{I}=$ interest, $\mathrm{p}=$ principal, $\mathrm{r}=$ rate, $\mathrm{t}=$ time
$\mathrm{d}=$ distance, $\mathrm{r}=$ rate, $\mathrm{t}=$ time


## SQUARES \& SQUARE ROOTS

| N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ | N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ | N | $\mathrm{N}^{2}$ | $\sqrt{\mathrm{N}}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | 1.00 | 51 | 2,601 | 7.14 | 101 | 10,201 | 10.05 |
| 2 | 4 | 1.41 | 52 | 2,704 | 7.21 | 102 | 10,404 | 10.10 |
| 3 | 9 | 1.73 | 53 | 2,809 | 7.28 | 103 | 10,609 | 10.15 |
| 4 | 16 | 2.00 | 54 | 2,916 | 7.35 | 104 | 10,816 | 10.20 |
| 5 | 25 | 2.24 | 55 | 3,025 | 7.42 | 105 | 11,025 | 10.25 |
| 6 | 36 | 2.45 | 56 | 3,136 | 7.48 | 106 | 11,236 | 10.30 |
| 7 | 49 | 2.65 | 57 | 3,249 | 7.55 | 107 | 11,449 | 10.34 |
| 8 | 64 | 2.83 | 58 | 3,364 | 7.62 | 108 | 11,664 | 10.39 |
| 9 | 81 | 3.00 | 59 |  |  | 109 | 11,881 | 10.44 |
| 10 | 100 | 3.16 |  | ,000 |  |  | 12,100 | 10.49 |
| 11 | 121 | 3.32 |  | 3,721 | 7.81 |  | 12,321 | 10.54 |
| 12 | 144 | 3.46 | 62 | 3,844 | 7.87 | 112 | $\bigcirc$ | 10.58 |
| 13 | 169 |  | 63 | 3,969 | 7.94 | 113 | 12, | 10.63 |
| 14 | 196 |  | 64 | 4,096 | 8.00 | 114 | 12,99 | 0.68 |
| 15 | 225 |  | 65 | 4,225 | 8.06 | 115 | 13,225 | 1 |
| 16 | 256 |  | 66 | 4,356 | 8.12 | 116 | 13,456 |  |
| 17 | 289 | . 12 | 67 | 4,489 | 8.19 | 117 | 13,689 | 10. |
| 18 | 324 | 4.24 | 68 | 4,624 | 8.25 | 118 | 13,924 | 10.8 |
| 19 | 361 | 4.36 |  |  | 8.31 | 119 | 14,161 | 10.9 |
| 20 | $40{ }^{\circ}$ | 4.47 |  |  |  | 110 | 4,400 | 10.9 |
| 21 | 44 I | 4.58 |  | - |  |  |  | 11.00 |
| 22 | 482 | 4.69 | 72 | 5,184 | 8.42 | 122 |  | 11.0 |
| 23 | 52 | 4.80 | 73 | 5.329 | 54 | 23 |  | 11.09 |
| 24 | $57 \%$ | 4.90 |  | 5,476 |  | 2 | 376 | 11.14 |
| 25 | 625 | 5.00 | 75 | 5,625 | 8.66 |  | 5,625 |  |
| 26 |  | 5.10 |  | 5,776 | 8.72 | 126 | 15,876 |  |
| 27 | 729 | 20 | 77 | 5,929 | 8.77 | 127 | 16,129 |  |
| 28 | 784 |  | 78 | 6,084 | 8.83 | 128 | 16,384 |  |
| 29 | 841 |  | 79 | 6,241 | 8.89 | 129 | 16,641 |  |
| 30 | 900 |  | 80 | 6,400 | 8.94 | 130 | 16,90 | 1.40 |
| 31 | 961 | 5.57 | 81 | 6,561 | 9.00 | 131 |  | 11.45 |
| 32 | 1,024 | 5.66 | 82 | 6,724 | 9.06 |  | 1. 424 | 11.49 |
| 33 | 1,089 | 5.74 |  | 6,889 | 9.11 |  | 17,689 | 11.53 |
| 34 | 1,156 | 5.83 |  | 1E1 | - 9.14 | 134 | 17,956 | 11.58 |
| 35 | 1,225 | 5.92 |  | 7,225 | , | 135 | 18,225 | 11.62 |
| 36 | 1,296 | 6.00 | 86 | 7,396 | 9.27 | 136 | 18,496 | 11.66 |
| 37 | 1,369 | 6.08 | 87 | 7,569 | 9.33 | 137 | 18,769 | 11.70 |
| 38 | 1,444 | 6.16 | 88 | 7,744 | 9.38 | 138 | 19,044 | 11.75 |
| 39 | 1,521 | 6.24 | 89 | 7,921 | 9.43 | 139 | 19,321 | 11.79 |
| 40 | 1,600 | 6.32 | 90 | 8,100 | 9.49 | 140 | 19,600 | 11.83 |
| 41 | 1,681 | 6.40 | 91 | 8,281 | 9.54 | 141 | 19,881 | 11.87 |
| 42 | 1,764 | 6.48 | 92 | 8,464 | 9.59 | 142 | 20,164 | 11.92 |
| 43 | 1,849 | 6.56 | 93 | 8,649 | 9.64 | 143 | 20,449 | 11.96 |
| 44 | 1,936 | 6.63 | 94 | 8,836 | 9.70 | 144 | 20,736 | 12.00 |
| 45 | 2,025 | 6.71 | 95 | 9,025 | 9.75 | 145 | 21,025 | 12.04 |
| 46 | 2,116 | 6.78 | 96 | 9,216 | 9.80 | 146 | 21,316 | 12.08 |
| 47 | 2,209 | 6.86 | 97 | 9,409 | 9.85 | 147 | 21,609 | 12.12 |
| 48 | 2,304 | 6.93 | 98 | 9,604 | 9.90 | 148 | 21,904 | 12.17 |
| 49 | 2,401 | 7.00 | 99 | 9,801 | 9.95 | 149 | 22,201 | 12.21 |
| 50 | 2,500 | 7.07 | 100 | 10,000 | 10.00 | 150 | 22,500 | 12.25 |

## ALGEBRA

## Expanding

$\{1\} a(b+c)=a b+a c$
\{2\} $(a+b)^{2}=a^{2}+2 a b+b^{2}$
\{3\} $(a-b)^{2}=a^{2}-2 a b+b^{2}$
$\{4\}(a+b)(a+c)=a^{2}+a c+a b+b c$
\{5\} $(a+b)(c+d)=a c+a d+b c+b d$
\{6\} $(a+b)^{3}=a^{3}+3 a^{2} b+3 a b^{2}+b^{3}$
\{7\} $(a-b)^{3}=a^{3}-3 a^{2} b+3 a b^{2}-b^{3}$
\{8\} $\mathrm{a}^{2}-\mathrm{b}^{2}=(\mathrm{a}+\mathrm{b})(\mathrm{a}-\mathrm{b})$
\{9\} $\mathrm{a}^{3}+\mathrm{b}^{3}=(a+b)\left(a^{2}-a b+b^{2}\right)$
$\{10\} a^{3} b-a b=a b(a+1)(a-1)$
$\{11\} a^{2}-2 a b+b^{2}=(a-b)^{2}$
$\{12\} a^{3}-b^{3}=(a-b)\left(a^{2}+a b+b^{2}\right)$

## Laws of Exponents

\{1\} $a^{r} a^{s}=a^{r+s}$
\{2\} $a^{r} / a^{s}=a^{r-s}$
\{3\} $a^{r} a^{s} / a^{p}=a^{r+s-p}$
\{4\} $\left(a^{r}\right)^{s}=a^{r s}$
\{5\} $\quad(a b)^{r}=a^{r} b^{r}$
\{6\} $(a / b)^{r}=a^{r} / b^{r}(b \neq 0)$
\{7\} $a^{0}=1(a \neq 0)$
\{8\} $\mathrm{a}^{-\mathrm{r}}=1 / \mathrm{a}^{\mathrm{r}}(\mathrm{a} \neq 0)$

## Logarithms

(1) $\log (x y)=\log x+\log y$
\{2\} $\log x^{r}=r \log x$
\{3\} $\log \mathrm{x}=\mathrm{n} \longleftrightarrow \mathrm{x}=10^{\mathrm{n}}$ (Common $\log$ )
\{4\} $\log _{\mathrm{a}} \mathrm{x}=\mathrm{n} \longrightarrow \mathrm{x}=\mathrm{a}^{\mathrm{n}}$ (Log to the base a)
$\{5\} \operatorname{Ln} x=n \longleftrightarrow x=e^{n}$ (Natural $\log$ )
\{6\} $\log (x / y)=\log x-\log y$
if $r$ ands are positive integers
$e=2.71828183$

## Quadratic Formula



MATHEMATICS fractions \& percentages \& multiplication table

FRACTIONS AND PERCENTAGES

## WORKING WITH FRACTIONS



To multiply:

| 1/5 | $=$ | 0.2 | $=$ | 20\% |
| :---: | :---: | :---: | :---: | :---: |
| 1/6 | $=$ | 0.167 | $=$ | 16.7\% |
| 1/7 | $=$ | 0.142 | $=$ | 14.2 |
| 1/8 | = | 0.125 |  | 0 |
| 1/9 | = | 0.111 |  | 11.1\% |
| 1/10 | = | 0.1 |  | 10\% |
| 1/11 | = |  |  | 9.1\% |
| 1/12 | = |  |  | 8.3\% |

## School

 DatebooksMULTIPLIC1TION TABLE
$\frac{1}{2} \times \frac{3}{4}=\frac{1 \times 3}{2 \times 4}=\frac{3}{8}$

- DO NOT SVUE ${ }^{\text {riply }}$ ly the first fraction
with the recip 1 of the other:


To add or subtract, first find? common denominator:
$\frac{1}{3}+\frac{2}{5}=\left(\frac{1 \times 5}{3 \times 5}\right)+\left(\frac{2 \times 3}{5} \times \frac{3}{3}\right)^{0} \frac{5}{5}+\frac{6}{15}=\frac{11}{15}$

|  | 1 | 2 | $\cdots$ | 4 | 5 | 6 | 7 | 8 | 9 | , |  |  |  |  |  | 16 | , |  | 19 | 20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | 2 |  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 15 | 16 |  |  | 19 | 20 |
| 2 | 2 | 4 |  | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 |  | 36 | 38 | 40 |
| 3 | 3 | 6 |  |  | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 | 39 | 42 | 45 |  |  | 54 | 57 | 60 |
| 4 | 4 | 8 | 12 |  | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 | 52 | 56 | 60 |  |  | 72 | 76 | 80 |
| 5 | 5 | 10 | 15 |  |  | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 0 |  |  | 85 | 90 | 95 | 100 |
| 6 | 6 | 12 | 18 | 24 |  |  | 42 | 48 | 54 | 60 | 66 | 72 | 78 |  |  |  | 102 | 108 | 114 | 120 |
| 7 | 7 | 14 | 21 | 28 |  |  |  | 56 | 63 | 70 | 77 | 84 |  |  |  | 112 | 119 | 126 | 13 | 140 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 |  |  |  |  |  | 96 |  | 12 | 120 | 12 | 136 | 144 | 152 | 160 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 |  |  |  | 108 | 117 | 12 | 135 | 144 | 15 | 162 | 17 | 180 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 | 140 | 150 | 160 | 170 | 180 | 190 | 20 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 | 14 | 154 | 165 | 17 | 187 | 198 | 209 |  |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 | 156 | 168 | 180 | 192 | 204 | 21 | 228 |  |
| 13 | 13 | 26 | 39 | 52 | 65 | 78 | 91 | 104 | 117 | 130 | 143 | 156 | 169 | 182 | 195 | 208 | 22 | 234 | 247 |  |
| 14 | 14 | 28 | 42 | 56 | 70 | 84 | 98 | 112 | 126 | 140 | 154 | 168 | 182 | 196 | 210 | 22 | 238 | 252 | 266 |  |
| 15 | 15 | 30 | 45 | 60 | 75 | 90 | 105 | 120 | 135 | 150 | 165 | 180 | 195 | 210 | 225 | 240 | 255 | 270 | 285 | 00 |
| 16 | 16 | 32 | 48 | 64 | 80 | 96 | 112 | 128 | 144 | 160 | 176 | 192 | 208 | 224 | 240 | 256 | 272 | 288 | 304 | 320 |
| 17 | 17 | 34 | 51 | 68 | 85 | 102 | 119 | 136 | 153 | 170 | 187 | 204 | 221 | 238 | 255 | 272 | 289 | 306 | 32 |  |
| 18 | 18 | 36 | 54 | 72 | 90 | 108 | 126 | 144 | 162 | 180 | 198 | 216 | 234 | 252 | 270 | 288 | 306 | 324 | 342 | 360 |
| 19 | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 | 190 | 20 | 228 | 247 | 266 | 285 | 30 | 32 | 342 | 361 | 380 |
| 20 | 20 | 40 | 60 | 80 | 100 | 120 | 140 | 16 | 180 | 200 | 220 | 240 | 260 | 280 | 300 | 320 | 340 | 360 | 380 | 400 |



| CIRCLE THEOREMS |  |  |
| :---: | :---: | :---: |
| $\angle x=90^{\circ}$ <br> ( $P Q$ is the diameter) | C is the center of the circle | $\angle \mathbf{a}=\angle \mathbf{b}$ <br> (Both angles intercept arc $A B$ ) |

MATHEMATICS geometric angles \& congruence cases


## TRIGONOMETRIC RATIOS

$\sin (A+B)=\sin A \cos B+\cos A \sin B$ $\sin (A-B)=\sin A \cos B-\cos A \sin B$ $\cos (A+B)=\cos A \cos B-\sin A \sin B$ $\cos (A-B)=\cos A \cos B+\sin A \sin B$
$\tan (\mathrm{A}+\mathrm{B})=\frac{\tan \mathrm{A}+\tan \mathrm{B}}{1-\tan \mathrm{A} \tan \mathrm{B}}$
$\tan (A-B)=\frac{\tan A-\tan B}{1+\tan A \tan B}$
$\tan \theta=\frac{\sin \theta}{\cos \theta}$
$\sin ^{2} \theta+\cos ^{2} \theta=1$
$\cos ^{2} \theta-\sin ^{2} \theta=\cos 2 \theta$
$\tan ^{2} \theta+1=\sec ^{2} \theta$
$\cot ^{2} \theta+1=\csc ^{2} \theta$

## TRIGONOMETRIC RATIOS

Law of Sines
$\frac{a}{\sin A}=\frac{b}{\sin B}=\frac{c}{\sin C}$
Law of Cosines
$\mathrm{a}^{2}=\mathrm{b}^{2}+\mathrm{c}^{2}-2 \mathrm{bc}(\cos \mathrm{A})$
$b^{2}=a^{2}+c^{2}-2 a c(\cos B)$
$c^{2}=a^{2}+b^{2}-2 a b(\cos C)$
Law of Tangents


| VALUES OF TRIGONOMETRIC RATIOS |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\theta$ | 0 | $\pi / 2$ | $\pi$ |  |  |  |  | $\begin{aligned} & \theta=1 \text { radian } \\ & \pi \text { radians }=180^{\circ} \\ & 2 \pi \text { radians }=360^{\circ} \end{aligned}$ |
| $\sin \theta$ | 0 | 1 | 0 | -1 | 0 |  | r - |  |
| $\cos \theta$ | 1 | 0 | -1 | 0 | 1 |  |  |  |
| $\tan \theta$ | 0 | $\infty$ | 0 | $-\infty$ | 0 |  |  |  |


note: $\infty$ denotes undefined or infinite

## AMENDMENT <br> I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

## AMENDMENT TT

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed • DO NOTMENDMENT

## AMENDMENT IINN O

No soldier shall, in time peace be quartered in any house, without the CSnsent of the owner, nor in time of war, but in 9 manner to be prescribed by law.

## 

## AMENDMENT $\mathbf{V I}$

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

## AMENDMENT

No person shall be held (D)nswer for a capital, or otherwise infamous crime, uilless on a presentment or indictment of a grand jury, $\mathbf{y}$ ptin cases arising in the land or naval forces, (On the militia,
 danger; nor shall any person be subject for the Fars - LNIId offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

## GEOGRAPHY states \& state capitals




## GEOGRAPHY United States map



## GEOGRAPHY United States map with Iongitude \& latitude




GEOGRAPHY u.s. \& canada time zones


## ENVIRONMENTAL AWARENESS recycling

## Be kind to your mother

## Given our alternatives, we should treat Mother Earth with all the respect she deserves.



## ENVIRONMENTAL AWARENESS recycling

## FACTS

$\rightarrow$ The normal faucet flow is around 3-5 gallons of water per minute.

- Showers can account for up to $32 \%$ of home water use.
- 280 million tires are discarded every year in the United States.
$\rightarrow$ Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
$\rightarrow$ An aluminum can that is not recycled will still litter the earth almost 500 years later.
- The average office worker throws away about 180 lbs . of recyclable paper every year.
$\rightarrow$ Hot dogs last up tp 20-25 years in a landfill.
- $70 \%$ of the trash that people throw away can be recycled.
$\rightarrow$ Each person throws away an average of
$\rightarrow$ When motor oil is not disposed of proper $O$ NOT 1460 pounds of garbage each year.


Don' + let anybody dupe you; Illegal drugs mon' + make you happier, heol|ther, smarter, funkier, or more attractive. Drugs ore destine to interfere with y ur senses to keep your boy from wakens os

Regardless of their short-term effects - like euphoria, a false sense of self-confidence, serenity, or silliness - illegal drugs will bring you down. Some drugs are addictive. Some cause you to gain weight, while others cause you to lose it uncontrollably. Some give you acne. Some, like ecstasy, cocaine, crack, or glue can kill you on the spot. Some drugs are so addictive and expensive that people break the law to pay for them. $>$ Taking drugs without a prescription is illegal. You can get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns as you're sitting in a jail cell it should. It ought 2 os ing - DOr NOT, SUS You may think that a drug will boost your pete (arse, when in reality it will sense that due $\hat{y}$
no benefit. inhibit it. Whether yoursplito shine on a test or out on the track, drugs ' 's ${ }^{\prime} t$ the way to no benetr.

## School

 do it.Become aware of the signs of drug use so you can guard against it.
Alert an adult if you see or hear of illegal drug activity.
Confront your friends whom you suspect are using drugs - out of concern for their health. Talk to someone you can trust if you think you may have a drug problem.
Be a good role model for younger kids.
Practice saying "no."
Remember: People who try to entice or force you to do drugs aren't your friends.
Talk openly with your parents about any peer pressure you encounter.

DINT:
Ignore drug use, hoping it will go away. Excuse drug users because they say they are "lonely," "depressed," "overachievers," etc.
Think you are "narking" if you seek out help for someone who is using drugs.
Succumb to the myth that drugs will make you a happier person.
Feel you have to drink or do drugs to have fun.

# Smoking is a drag. 

There's nothing attractive or noble about yellow teeth,
a nasty cough, cancer, smelly clothes, and smoker's
breath. And you can be sure that hacking up phlegm
is a turnoff. The younger you are when you start smoking, the more likely it is that you'll become a full-blown smoker and that you'll suffer from some sort of smokingrelated illness, says the Centersw •DO NOT SUE

You see, cigarettes (and other tobacco products the "chew") contain nicotine, and nicotine IS addective. Don't believe it? Find a long-time smoker who $\mathrm{F}^{\text {ry }}$ ying to quit and ask (very carefully) how cranky $\rho_{5}$ ed, nervous, and irritable they feel.

In fact, maCt ex-smokes ste crave Tganelas for years and Qars after they've givint erdup?
Why is smbing so bad for you? For starters, it dampens fir sense of smell and taste. It a ácef your blood $\frac{B}{B}$ essure and makes you more susceptible colds and bronchial infections. It can cause creonic coughs, ulcers, wrinkles, and heart dise not to mention cancer of the mouth, larynx, lung, esophagus, pancreas, cervix, uterus, ana cdder
Also, smoking just isnts Students who smoke are more likely to ge /4aci grades than nonsmoking students, saysthEy • INIId

Long story short, cigarettes just aren't cool, and they're known killers. Smoking accounts for about 480,000 deaths in the United States each year.

Ask yourself: Would you knowingly date a person who will eventually kill you? Then why smoke?

So, do your friends and fellow students a favor: exert a little positive peer pressure. The next time you see a classmate light up, have the courage to say you think smoking is a drag.

## Fher hid Fictiak:

Substances and your body

## Home is where the heart is.

Your body is your home. A home you can't move out of, trade, or replace. Unlike a home made of lumber and nails, what you do in your home can't be repaired. It stays with you forever. The consumption of alcohol, tobacco, and/or drugs makes our homes grow old faster. Things can begin to break, look worn, and fall into disrepair surprisingly quickly. Since substances can make a person feel good for a little while, they can make a user forget the damage they are doing.

## Alcohol

Tobacco
A legal intoxicant that is unarguabl|K •DO NOT SHEFYplant which contains nicotine, the most dangerous drug ontro anauls stimulant. Out of 20 planet. Each year, more peatle are often-userorugs, nicotine ranked injured or die from Alcel third mosiddactive, just behind related accidents or $1 \times$ seses than any other drus:

## Drinking.

...makes skin \&tttle and
dry, causing coking, = School
 .hamm 4 orgn inteboot comal damages th - ? hitire digestive sysim. It can cause scoing of the liver and eventually leadroliver disease. Alcohol n cause your brain chemistry to change, causing memory loss and sure mood swings.
...is packed with empty $\mathrm{c} 2 /$ ries
 and increase the risk of diabetes, even if taken in moderation!
Learn More At: https://www.niaaa. nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-andstatistics
...to be "addicted" is to be chemically dependent. When addicted, a person will compulsively seek out a substance despite knowing and experiencing its harmful effects upon themselves and those around them.

Be careful and treat your body with respect!

## DIETARY GUIDELINES

RECOMMENDATIONS FOR DAILY FOOD CHOICES

A balanced diet of nutrient-rich foods is a key component of overall health. Follow the food group recommendations to help you eat better every day. Each of these food groups provides some, but not all, of the nutrients you need.

A healthy diet is one that emphasizes fruits, vegetables, whole grains, and

 fat-free or low-fat milk products; includes lean meats, poultry, fish, beans, eggs, and nuts; and is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.
Daily recommendations vary depending on age, weight, calorie intake, and exercise patterns. The United States Department of Agriculture (USDA) has developed a website, ChooseMyPlate.gov, to help you figure out the foods and portions that are right for you.


## Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Teenagers should be physically active for 60 minutes every day, on most days.


## Know the limits on fats, sugars, and salt (sodium)

Make most of your fat sources from fish, nuts, and vegetable oils.

- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

HEALTHY LIVING emergency action steps


HEALTHY LIVING hotlines \& helplines

| GENERAL CRISIS |  |  |
| :---: | :---: | :---: |
| 7 Cups of Tea <br> Boys Town Hotline (24 hrs.) <br> Crisis Call Center (National Suicide Prevention Lifeline) (24 hrs.) <br> I'm Alive (Online Crisis Network) <br> Lifeline Crisis Chat (National Suicide Prevention Lifeline) (24 hrs.) <br> National Center for Missing and Exploited Children (24 hrs.) <br> National Runaway Safeline (24 hrs.) <br> Teen Line <br> Youth America Hotline \| Your Life Counts | Online listeners <br> 800-448-3000 <br> 800-273-8255 <br> Online chat <br> Online chat <br> 800-843-5678 <br> 800-RUNAWAY <br> 800-852-8336 <br> 877-968-8454 | www.7cups.com www.boystown.org www.crisiscallcenter.org www.imalive.org suicidepreventionlifeline.org www.missingkids.com www. 1800runaway.org www.teenlineonline.org www.yourlifecounts.org |
| ALCOHOL/SUBSTANCE ABUSE NOT SH/ |  |  |
| Al-Anon/Alateen (For Families and Friends 15 <br> Alcoholics Anonymous <br> American Council on Alcoholt <br> Narcotics Anonymous <br> National Institute on Abuse and Alcoholism | $\begin{aligned} & 212-870-3400 \\ & 800-527-5344 \\ & 818-773-9999 \end{aligned}$ | www.al-anon.alateen.org <br> www.aa.org <br> - Numrecoverymonth.com wan : a.org www. Aa.nih.gov |
| ABUSE/HE WTH INFO |  |  |
| American Heart Asciation CDC National Hir/AIDS Cory Cen CDC National Contact Center National Cance Tnstitute Childhelp Nationl Child Abuse Hotline ( 24 hrs.) National Organ tion for Rare Disorders................. <br> Office on Womencis alth <br> Poison Control Con (24 hrs.) <br> Rape, Abuse and ncest National Network (RAINN) (24 hrs.) <br> Youth Violence Prever@ | 800-AHA-USA-1 800-CDC-INFO boo som 800 999-6675 800-222-1222 800-656-HOPE 800-CDC-INFO |  |
| MENTAL HEAOTH |  |  |
| Depression and Bipolar Suppoo Alliance Helpline <br> Mental Health America <br> National Alliance on Mental Illness Myforngik Helpline <br> National Mental Health Consumers' Self-Hetp CWUE <br> National Eating Disorders Association Helpline <br> SAFE Alternatives (Self Abuse Finally Ends) |  | -. N.dbsalliance.org <br> ww.mentalhealthamerica.net www.nami.org www.mhselfhelp.org www.nationaleatingdisorders.org www.selfinjury.com |
| SEXUAL ORIENTATION/GENDER IDENTITY |  |  |
| Lesbian, Gay, Bisexual and Transgender National Youth Talkline LYRIC (Center for LGBTQQ Youth) <br> The Trevor Project Lifeline (LGBTQ Ages 13-24) (24 hrs.) | $\begin{aligned} & 800-246-7743 \\ & 415-703-6150 \\ & 866-488-7386 \end{aligned}$ | www.glbthotline.org/talkline www.lyric.org www.thetrevorproject.org |

## ASKING FOR HELP IS A SIGN OF STRENGTH, NOT WEAKNESS.



## Who Needs It?

What does it take to get you prig. DO NOT SUZy
What does it take to get yourywla in
the morning, besides a drat s racing
toward the tardy bell you have to choose
between more seer eating breakfast, do
What does it take to get yourywla in
the morning, besides a drat s racing
toward the tardy bell you have to choose
between more seer eating breakfast, do
 you snooze?
That's when 4 lose, nutritionists say. Believe it or 6 t, breakfast is what will kick
you into hingear aft ar Believe it or $\cot$, breakfast is what will kick
 milk or yo Everyone ne energy. You ©n't have to pig out or eat energy. You
something that doesn't appeal to you. But do give your bor a boost with foods that will get you got



## Myths $\&$ Facts

Breakfast is the most misunderyid meat. NOF SHyat fare to full hot meals, here's

All kinds of negative rumys bout it may prompt you to skip 5 actually the most important meal of day. You've probably heard these myths. Make sure you know the true facts!

MYTH: I'll loczueight if I don't eat breakfast. FACT: An eriorty stoma son fowlo
filled. Those atho have stappet breakust onen
 up for an empty feeling that would thave been curbed by a morning.
FACT: Your bav may not be interested in spicy, heavy foods, nt it can handle - and really wants - cereal, toast en egg, and/or some fruit.

MYTH: Breakfast will make me bungry later. FACT: You'll get hungry Ta, or without breakfast. Eating doesn LIEqle you bungry. An empty stomach does!

MYTH: Breakfast will put me to sleep in class.
FACT: Eating too much, especially at lunchtime, can make you sleepy. But energizing breakfast foods perk you up and fuel your body for the morning's activities.

## MYTH: Breakfast can't be that important.

FACT: Skipping morning nutrition can affect your ability to focus and learn and leave you listless.

## What's on the World's Menu?

a sampuiny breakfast arourao globe:
Algeria: French breáa
Argentina: Ham and cá ese tostados
Australia: Eggs, sausage, and tomatoes
Bulgaria: Yogurt
$\mathcal{C H I N A}^{\text {Hin }}$ Rice dumplings


Russia: ona ead, sausage
Scotland: Oatcakes, scones -
Spain: Roll with butter anciam
Turkev: White cheese, outoes, black oliveschread
Wales: Laverbreac. rom seaweed) and cockles

## INIEd to <br> What's on Your Menu?

This morning I ate $\qquad$ .

Tomorrow, I'm going to eat

My favorite weekday breakfast is

My favorite weekend breakfast is

## Lighten Your Backpack

 on one shoulder, can thry of your posture and leave you aching
While it's convenicit to have everything with you and not have to hit your locker, lugging all thr -Neight around is tough on your body. Start by burces a lighseghacQith multiple coppartments, a hip blta $Q 0$ packets and returned pap you could well-padded straps.
Pack for the need. The weight shouldn't be more than 20 percor of your body weight. And some who treab pain in teens say no more than 15 perent. Weigh 100 pounds? Pack less than 15020 pounds.
Put the heaviest items at the back and distribute your stuf $\geqslant$ 少fferent compartments. That distributed/Eweight, so one part of your body isn't too stressed - 1 NIId

Adjust the straps, too, so you wear the pack close to your body.
Carry your backpack over both shoulders or use a single strap that goes over your head and rests on the opposite side of the backpack. Use the hip belt, too, to take some of the weight off your back and shoulders.

Too Much Weight on Your Back? yourbais 475 and lightened your load? Watch for these; ornty (maybe unnecessary items).


- Extra pair of shoes
- Book you finished readilyweeks ago
 school fountains


## What's in Your Reckpack?

Items I've got to 5 ing every day:

Wellness

## Getting Enough

Sleeping through firs $\boldsymbol{r}$ od fifth periods means you only net six hours more at night, right?
When you do $-6 f$ the value of Entinuo sleep Because you youseren © the carhake Datebooks imn why amount of unne, you need a sing stretch of time to get say.

Late Nightrolatural for Teens
For teens, theres added challenge when it comes to a good ©ght's sleep. It's called the circadian factor.
During your teen years, your $Q_{\mathrm{r}}^{\mathrm{r}} \mathrm{k}$ an rhythm, an internal clock, is reset. Tl 4 E 4 go LNIUd keeps you awake later in the evening than it did when you were a young child, and that prompts you to want to sleep later in the day. The challenge for teens is that alarms ring earlier than your body naturally wants to get up for those early morning classes.

- Nodding off during class
- Giving a sluggish sports performance
- Feeling irritable and out of sorts

■ Not being able to pay close attention when you're driving
"Sleeping is no mean art: for its sake one must stay awake all day."

- Friedrich Nietzsche



## SLEEP

## True or False?

## Animals Need Sleep, Too

I'm a night person; no changintsat DO NOTr'Sysn't something needed in equal portions 41 living things. Animals True, you may be a nigheryson, and in vary in theinsluohabits, with differing fact, most teens are fl you can establish average number orinurs per day for a regular time to ber pillow and develop a sleep routine that fits your early-morning school schedul 4 tip for feeling tired when it's time to whe down: avoid caffeine - an ingredient immany cas,
chocolate. Imean keep and
 after you Had de monoming D at books I catch up $\ln$ my sleep on the weekend. You may slen longer, but there's reailly no. way to makep for lost sleep. It's far better to try to get ©uill night's sleep every night. For teens, thats. 5 or 9 hours. Too much more or less cous be detrimental.
As long as I get 8 hers sleep, I'm good. That's not true if the eig hours is interrupted, in, say, a nap 1 school and then only a few hours over nigut ETME need to sleep through every sequential cyeleto - HIPd Winkle slept for 20 years and get sleep's full benefits.

## If I sleep as much adults say I should, I'll sleep my life away.

Well, you'll only sleep a third of it away, as all functioning humans do. And if you don't spend a third of your life sleeping, you won't enjoy the energy and health for the other two-thirds.
"Take rest; a field that has rested gives a bountiful crop."

- Publius Ovid Naso


## wellness <br> STRESS

## Life Spinning Out of

Control?
Some days you're ond of it all and everything's in balee - homework, school activities, part-tine job, friends, and time for yourself. $\ddagger$ days, you're not sure whether you $\underset{\sim}{G}$ stress is in charge of your life.

## Juggling

Most parent today's teense significant stress. There are so many derndds on your time, your brain, and your life. 1 oring all those balls in the air and achieving 1 you're after take a toll.

## Stop, Breathe

First, you've got to recognize wMEICIITY - INIId
feeling on edge, overloaded, or stressed out. ${ }^{\circ}$ N1.

Then you've got to have some immediate coping strategies - a quick break, some deep breaths, a healthy snack, and a few minutes to compose yourself.
For the long haul, you need ways to regularly reduce your stress, to relax. It might be playing your guitar, going for a run, or reading a fun book. Whatever takes your mind off the little and big challenges and allows you to simply be.
"A vigorous five-mile walk will do more for an unhappy but otherwise healthy adult than all the medicine and psychology in the world."

- Paul Dudley White



## Signs of Stress

- Feeling irritable
- Always rushing
- Forgetting thing
- Grinding your ©eeth at night
- Feeling lik cou're being picked on
- Getting actre neck or shoulder
- Losing stiff SChOO I

Feeling $\underset{0}{\circ}$ d or anxi
Chill OuF
Cake deebreaths
$\checkmark$ Step away from the situation
$\sigma$ Go for a wae,
c Take a break
© Get good rest
C Eat healthy foods
C Get some exercise
C Find someone to listen
C Give yourself positive messages
c Set priorities


## WATER

## Water, Water Everywhere: <br> Next time you're thirsty, head for the

 Good Drin With all the st choices in soda pop, juices, and fódored suts drinks, why dime - Datebooks Maybe bectuse you'd like to avoid the calories. Thesugar. The expense: othee•••• aftertaste. $B \underset{\sim}{\circ}$ er yet, maybe you'd like to give your boco a healthy boost, a dose of what it needs function well, a measure of what you need feel well. dehydratee. 1 rink water frequently Like an apple a day ealthy water consumption is a grear way to keep the doctor away.

## How Much rever Do You

## Needtion

Nome say drink a liter of water a day. Others suggest eight 8 -ounce glasses almost double the one liter. Some even suggest 10 glasses a day. Many say it depends on how active you are, how hot it is, what the climate is like where you live, and how much you sweat.

You don't want to slosh around, but do turn to water frequently. Keep yourself hydrated.


## WATER

## Your Body's Full of Water <br> Too Little Water Spells Trouble For

 For the human body, water is? Abeut coutd 3 , hyng on your own parade. two-thirds of your body Nigle comes fromwater. For adults weic) Without sufficto water, you might 150 pounds, their bodies are that carry between 40 and 50 quartsof water.
Where is all $\mathrm{K}^{-}$water?

- Your bloci is 92 Scent

- Your

Water's Behefits
Water is indeed it's cracked up to be.
Consider that wat ${ }^{\circ}$
c Helps you digest and absorb vitamins
$\sigma$ Contributes to a hearty Ood/ $\quad \square$ At lund
C Carries waste from your body 1 E\& - INILCerPE

C Boosts your energy
C Helps your skin
c Reduces the risk of certain cancers
C Gives you a feeling of fullness, which may help you avoid overeating

Another important benefit: Water is free!
$\square$ After school
$\square$ While I did my homework
$\square$ After sports activity
$\square$ At supper
$\square$ Later in the evening
"Water is the best of all things."

- Pindar


## ONLINE SAFETY

## be Smart! be respectrul! be secure!

The internet is a real-life place with real-life dangers. Be smart and take steps to keep yourself safe online.

## Be Smart!

Everything you post online stays online forever! It can be copied, saved, and distributed by anyone. Think, before yoDO NOT SUS/
post images or words you mif L

## Be Respectfo

When online, peon \$ometimes forget that they are communisating with other people and not with their computer screen. They might say or $\leqslant$ things online they would never say or. in person. These people are Qilled cybbulics.
Remembe fos treat o Tirs antes forminmodatebooks you woul respectfu

## Be Secare.

The online wh is not a game. It is real life. Keeping your personal and financia information safe is importaine Here are a few tips on how to keep your information safe onlis)
$\mathbf{x}$ If it isn't require $\boldsymbol{\theta}$ don't fill it in.
$\mathbf{x}$ Keep your passucds and login information to email, social networkine ces, and other accounts secret from,
x Pick a password thathas mbers and letters, varied capitalizetic and more than seven characters. M1EIMER? MIId GO=
x Make sure your connection is secure Edarelongio.
$\mathbf{x}$ Check the URL (www. Address) of the website you are logging into. Don't trust the appearance of the site itself.
$\mathbf{x}$ If you get an email about something important, research the email and make sure it isn't a scam. Don't use the email's links or download information from your email.
$\mathbf{x}$ Use up-to-date Antivirus software, and do regular scans for viruses.

## HAVE YOU OR SOMEONE YOU KNOW ...

... ever had money stolen from them online? Discuss
... ever posted something or had something posted they would rather not have online? Discuss
... ever accidentally or purposefully sent an email or text to someone and hurt their feelings? Discuss

Why is it important to be smart, safe, and respectful online? Answer on a separate piece of paper.

## HEALTHY LIVING internet safety pledge

Internet Safety Rules
Middle Scheol . High School


Watah wilede and plap games at NSllewnsaig If


HEALTHY LIVING Netsmartz for tweens


## YOUR NetSmartz



Bon't be that kid
School
Datebooks

Sprint y


THE FOLIONNG CHECKIST CRN HELP YOU TRXE STEPS TO KEEP YOURSELF SAFER DMLIME.

O Check rous convers imp mates.
Hove you ported orything inoppropilate or Hegod, the threats, nudity, olcohol, or drugsi


-DO NOT SUSN won't post embaraing or

be coursuly wote - on if nooded. nogot or mit tening is ger you in movile.



yoursell - what son my pration o con see int
 occers


SEPOQR
You hove the right to be sale online, if anyone cyberbulier you. make a veport to the wobsice or epp. IT aryone iherer of arks you lo thave rexual messoges or imoger, motee a report to www.Cyberlipline.com.

[^1]NetSmare Morkshap


HEALTHY LIVING tips to prevent sexting for teens
tips to prevent


Watcr Beolute Storien of MSTERS.:2S


## HEALTHY LIVING evaluating internet sources

## EVALUATING INTERNET SOURCES

Not everything you see online is true. That's why it's so important to screen websiles before you use them to help with homework or for information in a school report.


## Evaluate the WEBSIE



## Hint

Trust your gott if something doesn't seem right, it probably lisn't

[^2]
# IDENTIFYING UNHEALTHY RELATIONSHIPS: HOW TO PREVENT EXPLOITATION AND TRAFFICKING 

Throughout high school, you have an awesome opportunity to engage with your peers and form friendships and dating relationships. But it's important to know the difference between what healthy relationship behavior is and what it is not.

## Red Flags for Unhealthy Relationships:

- CONTROLLING: demands all your time and attention, demands to know where you are at all times, isolates you from others
- DISHONEST: lies about who the weoviDOd NOTS SUEP denies their actions are abusive, lies about their age or ident 0
- DISRESPECTFUL. 3 you names, belittles you, accuses you of thin? you didn't do
- PRESSURING: - éssures you to send sexual images or videos of yourself, as? you forcefully to do sexual acts yovaren't ready to do, asks you to do sexual acts for others as a faveror to pay a debt
Spotting these preventing a potetial serious crime - Human Trafficking. Human Trafficking is the recrul by means of foem, fraud, coorcilar for he me of explation. The signs of humar -afficking can be subtle and remetimes th istin Quare they are involved in human traffickin Datebooks

RECRUITME is the way in which a trafficker findsheir yictim. A trafficker an pose asomeone online who wa to get to know you in ä "romahtieron, or they could bo apolder individ 4 at a party who asks to se"muagain. Whether it's online or in-person, tramuen often master ranipulators
- TIP \#1: NEV(5) respond to someone you don't know online, even if they claim tknow you or say they have, حutual friends.
- TIP \#2: Think befc you send nude images. Even in the heat of the moment to remember that what you send online, STAYS online and can easily spread beyond the per.S it was intended for.
- TIP \#3: It is NEVER too late 9 sk for help. Find a trusted adrlt $=0$ relp you navigate a
 online or in person.

You should tell a trusted adult if you or someone you know is involved in an unhealthy relationship. You can also access the resources below if you need immediate help or advice:

CYBER TIPLINE: www.cybertipline.org

- If an adult or older teen sends you sexual images or videos of a minor, report it online here.

HUMAN TRAFFICKING HOTLINE: 1-888-373-7888

- Call the number above or text "HELP" to 233733 to report suspected cases of human trafficking.

LOVE IS RESPECT HOTLINE: 1-866-331-9474

- Call the number above or text "LOVEIS" to 22522 to talk with someone about dating violence and healthy relationships.

TIPS FOR IMPROVING YOUR MEMORY
\{1\} Keep notes, lists, and journals to jog your memory.
\{2\} Decide what is most important to remember by looking for main ideas.
\{3\} Classify information into categories. Some categories may be:
a. Time - summer, sun, swimming, hot
b. Place - shopping center, stores, restaurants
c. Similarities - shoes, sandals, boots
d. Differences - mountain, lake
e. Wholes to parts - bedroom, bed, pillow
f. Scientific groups - Flowers, carnation, rose
Look for patterns. Try to make a word rato BirsMes SUI af things you are trying
 to remember.
\{5\} ~ A s s o c i a t e ~ n e w ~ t h i n g s ~ y o u r ~ a n ~ w i t h ~ w h a t ~ y o u ~ a l r e a d y ~ k n o w . ~
\{6\} ~ U s e ~ r h y t h m ~ o r ~ m a b ~
$\{7\}$ Visualize the information in your mind.
a. See the pictu\& clearly and vividly.
b. Exaggerate $\frac{1}{6}$ enlarge things.
${ }^{\text {ans. Sec it in C }}$ C

\{9) Use the in is the key $t$
\{1\} ~ C o n c e n t r a t e . ~ D o ~ n o ~ ( © ) ~ $\mathbf{k}$ or distract others.
\{2\} ~ L i s t e n ~ c a r e f u l l y ~ t o ~ t h e ~ d i r e c t i o n s . ~ A s k ~ q u e s t i o n s ~ i f ~ t h e y ~ a r e ~ n o t ~ c l e a r . ~
\{3\} Pace yourself. Keep your ere 6$\rangle$ the time, but do not worry too much about 1 finishing.
\{4\} ~ W o r k ~ t h r o u g h ~ a l l ~ o f ~ t h e ~ q u e s t i o n s ~ o r d e r . ~ I f ~ y o u ~ d o ~ n o t ~ t h i n k ~ y o u ~ k n o t ~ a n s w e r ~ t o ~ a ~ problem, skip it and come back tout EM ME pave finishIdde
\{5\} Read all of the possible answers for each question before choosing an answer.
\{6\} Eliminate any answers that are clearly wrong, and choose from the others. Words like always and never often signal that an answer is false.
\{7\} If questions are based on a reading passage, read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
\{8\} When you finish the test, go back through and check your answers for careless mistakes. Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
\{9\} Do not be afraid to guess at a question. If you have a hunch you know the answer, you probably do!
$\{10\}$ Use all of the time allotted to check and recheck your test.

## SUCCESS SKILLS listening \& homework skills

LISTENING SKILLS
Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

## To help develop listening skills:

$\rightarrow$ Approach the classroom ready to learn; leave personal problems outside the classroom. Try to avoid distractions.
$\rightarrow$ Even if you do not sit close to the teacher, focus your attention directly on them.
$\rightarrow$ Pay attention to the teacher's style and how the lecture is organized.

$\rightarrow$ Take notes.
$\rightarrow$ Listen for key words, namer ents, and dates.
$\rightarrow$ Don't make hasty judgm separate fact from opinion.
$\rightarrow$ Connect what you he - with what you already know.
 you have o Datebooks
$\rightarrow$ Homework is an essential part of learm. Even though younay not have writte work to do, information Not doing y behavior.
$\rightarrow$ It is your responsib initiative to asklassmate or teacher what you need to make up. You need to also know when it ne, to be turned in. If you are absent for several days, make arrangements to recge assignments while you are out.
$\rightarrow$ Have a place to study $\rightarrow$ works for you - one that is free from distractions. Be ho with yourself about using tbe TV or listening to music during study time. Mo you have everything you nce 1 efore you begin to work.
$\rightarrow$ Develop a schedule that you can oronge rested when you study. It $\boldsymbol{O}^{-2}$ y to study in short blocks of time. Marathon stux $M E 1$ may MNIXdeang.
$\rightarrow$ Prioritize your homework so that you begin with the mest important assignment first: study for a test, then do the daily assignment, etc.
$\rightarrow$ Study for 30-40 minutes at a time, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.


## SUCCESS SKILLS <br> successful notetaking

## SUCCESSFUL NOTETAKING

$\rightarrow$ Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
$\rightarrow$ Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
$\rightarrow$ Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or pighl DONOTHSVASt teacher specifically identifies as important.
$\rightarrow$ Write notes in short phrassleaying out unnecessary words. Use abbrutorions. Write clearly so you vik 2 able to understand your notes when you rewe; ;hem.
$\rightarrow$ If you make a mistal single line through the material is less time consumin than trying to erase 'rhe whole thing. This will save time and you won't miss and of the lecture. Dos't copy your notes over to make them neat; write them neatly in the first plac\&on't create opportunities to waste your time.
$\rightarrow$ Write notes $\quad$ The right two-thirds of the notebook page. Keep the left one-third free for your 1 ow-up estion or to highlight the really important points in the discussion School

- Dames. Datebooks every wor stress then
- Soon after related to $)$ the informa events or peop PowerPoint presentation to outline theseney ideas, Otherswitysiply the questions developed without referring to your notes. If you need to refresherur memory, simply aver the note section to find the answers to your questions. quick reviews will ©pyou remember and understand the information as well as prepare for tests
$\rightarrow$ Review your notes daily. This reinforces the information and helps youre $\%$ sure that you understand the matoria/
$\rightarrow$ Make sure your notes summarize, 4 Eluplicate, the matenial. 10
$\rightarrow$ Devise your own use of shorthand.
$\rightarrow$ Vary the size of titles and headings.
$\rightarrow$ Use a creative approach, not the standard outline form.
$\rightarrow$ Keep class lecture notes and study notes together.



## SUCCESS SKILLS helpful hints

THE SUCCESSFUL STUDENT'S (BAG OF SKILLS)

## LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, eventsonNots su
- Connect what you hear Onat you already know.

- If you're Ossent, have a frien paert 0 Oter notes and $\frac{11}{-g a n i z e}$ get your assignments.
- Develop Eroutine for completing your homewo- Set aside a time; cifooise sp. place; ha'g your supplies at hand; and turn off therp or music.
- Study in bleks of time (if that works best for you).

- Begin with your most important assignments firse
- Take breaks periodically to refresh yourself and review Wh you've learned.

MEIMEY - IIId Ygatize and highlight the material.

## - A MEMORABLE MEMORY

- Use a variety of avenues (listening, notetaking, reading, online resources, etc.) to improve your chances of retaining the material.
- Look for the main ideas, then find out how they all relate.
- Use mnemonic devices. For example, make a word out of the first letters of the items you are trying to remember. To remember the five Great Lakes, think of HOMES:
Huron, Ontario, Michigan, Erie, and Superior.
- Make up rhymes using the information you want to remember.
- Visualize the information or make up a story using the different facts you must recall.
- Use and review the information as often as you can because repetition is the key to a good memory.


## SUCCESS SKILLS about cheating

## WINNERS NEVER CHEAT. CHEATERS NEVER WIN.

SOME PEOPLE RATIONALIZE THE REASONS WHY THEY
CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," •• "MY COMPUTER CRASHF DO NOSSUYPAPER," "IT WAS ONLY A LITNE HOMEWORK," "IT WASN' COEIT •• WAS A TEST \& ANYTHING IMPORTANT!"

Schpod'oyns when they cheat. What hape Di a tebooks
Don't be fooled, someday it witc


But the bottom line is,


HAVE TO TRY TO KEEP TRACK OF THEIR LIES,
WHICH IS IMPOSSIBLE AND A WASTE OF PRECIOUS TIME AND ENERGY.

ARE USUALLY CAUGHT. WEB-BASED ANTI-PLAGIARISM SERVICES AND CHEAT-PROOF SOFTWARE MAKE IT EASY FOR TEACHERS TO ROOT OUT CHEATERS.

YOU CAN'T CHEAT FOR LONG WITHOUT SOMEONE EVENTUALLY UNMASKING YOU.

## SUCCESS SKILLS plan to get ahead

## PLAB TO GET RHERO!

People don't succeed because they're lucky. They succeed because they set goals and work toward those goals.

## They plan for success.and they follow these four strategies to sugind: Do Nor $\mathrm{SU}_{\mathrm{s} \mu \mathrm{m}}$

## Organiza会

Use this datebook to write down altemew homerk, projects, and events for which you're reednnsible. Also, ensure you have all the information and tools to complete your schocévork correctly andor time.

TiméMan fienlon Managing your time wisely ensures sim have what you ©iant to do. Three kD) ate OOOKS
 practice...and go to your part-time job.

- Build in some flexibility. Some things may take more or tess time than cuexpect. Plan on it


## Setting oriorities

Start with your more important taskend move down the list. Stay on task - don Se yourself get sidetracked. Stick to 1 sse tasks that must be completed and ke the most impact on your success.

## Setting Goals

 accomplishes nothing. You need an action plan with clear, attainable goals. Goal-setting also lessens your stress by making you feel more in control of your life. When setting goals:

- Write them down.
- Be specific.
- Set specific time limits, whether they're for 6 weeks, a semester, or a year.
- Be realistic. If you're a "C" student in math, set up steps for attaining a "B," then set steps for getting that "A."
- Develop a plan for reaching each goal. Make a list of the tasks or steps you need to complete.
- Share your goals with others to gain their support.
- Visualize your success.
- Build in rewards for yourself when you reach each goal.


## PLAN FOR SUCCESS

\{1\} Organization - Getting organized is the first step to success.
$\rightarrow$ Remember that you are responsible for knowing about and completing your assignments and special projects.
$\rightarrow$ Use your datebook to write down your homework, extracurricular activities, community activities, and home responsibilities.
$\rightarrow$ Make sure you have all the materials you need when you go to class and when you do your homeworl NOT SI
\{2\} Time Management - Managing $1 W_{\text {Lisely will help ensure tha } 3}$ Y/ you have the opportunity to fo the things you need to do and the things you want to
$\rightarrow$ Plan a definite tim $\boldsymbol{\sim}$ do your homework.
$\rightarrow$ Plan time for extrurricular and social activities, as well as home responsibilities

- Commit yourceif to your time plan, but be flexible. For example, if something happens tha makes it impossible for you to do homework during the regularly scheduled Fe, plan an alternate time to do the homework.
\{3\} Set Prioritier If you lve lots tho, it is important to set priorities.
$\rightarrow$ Rank eacreask in 1,2 Ce , the most important task - and connin O down helist Datebooks
$\rightarrow$ When ding homework, start we subject in whichorp need the most
$\rightarrow$ Check $0 \rightarrow$ nished tasks.
- If you freently find that you cannot finish all the tasks on need to priority
\{4\} Set Goals - Just ©shing to get better grades or to excel in a sport accomplishes nothing. You neer plan of action to achieve your goals. Setting goals will result in better grades and O.gher self-esteem. Best of all, setting goals will make you feel in control of your life Some hints for setting goals:
$\rightarrow$ Be specific. List specifie of for each academic subject. Also list goals forcie

$\rightarrow$ Set time limits. Your goals can B 1 A (Thort-term (within and or on the next quiz or test) and long-term (withthereqe
$\rightarrow$ Set realistic goals. For example, if math has always been difficult for you, don't aim for an "A" in Algebra at the beginning of the year. If you usually get a "C-" in math, you may want to begin by setting a short-term goal of "C+" or "B-". Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
$\rightarrow$ Draw up a step-by-step plan of action for reaching each goal; then go for it!
- Write your goals down, and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
$\rightarrow$ Share your goals with others - your parents, teachers, good friends, etc. They can give you encouragement.
$\rightarrow$ Keep at it! Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
$\rightarrow$ Reward yourself when you reach a goal.


## BASIC RÉSUMÉ WRITING



## SUCCESS SKILLS basic résumé writing

## SAMPLE RÉSUMÉ



## PREPARING FOR COLLEGE

## The College Application Process

\{1\} The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
\{2\} Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.
\{3\} Take the SAT or ACT in time to include scores on your college applications.
\{4\} Look at as many potential colleges as possible. Do not limit your options.
\{5\} Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.
 You can obtain applications aro Wormation in the guidance offeelp online at university and college websites.
\{7\} Fill out any potential Uarship forms and send them to the appropriate
\{8\} Allow at least tw
\{9\} Many schools wi' respond to your application within four to six weeks.
Steps for Juniors
\{1\} Talk to yourezunselor about filling your junior-year class schedule with coursework in English, oreign lan uage, so ial studies, scie ce, and mathematics. It is recommended that (ent af an athematics courses as possible.
\{2\} Colleges a oloking for well-roun ea tu
\{3\} Find out wren potential universi
\{4\} It is best te isit campuses when classes are -iesess. (Kot-spring breaty /ristmas or
\{5\} Take a courb hat prepares you for the SAT or ACT.
\{6\} At the beginring of your junior year, take the PSAT exam to practice for the SAT.
\{7\} Take the SAT 1 ACT in the spring of your junior year. If you feel the score does your ability, retâe the exam during your senior year.
\{8\} Start applying for ascholarships for which you are qualified.
\{9\} If you know your intender field of study in college, schedule your senior ye an emphasis in that area.
$\{10\}$ Plan to visit as many colleges arir M Elf summer as possible $y=3$
Steps for Seniors
Steps for Seniors
\{1\} Attend as many college fairs as possible in your local area.
\{2\} Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
\{3\} When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.
\{4\} Talk to older friends and students about that particular college or university.
\{5\} Ensure that your SAT or ACT scores meet the requirments of the colleges and universities that interest you. If necessary, retake the entrance exams.
\{6\} Make a list of admission deadlines at the colleges you are interested in attending.
\{7\} Submit completed college applications to your guidance counselor, and be sure to include any application fees.
\{8\} File a financial aid form.
\{9\} Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.
$\{10\}$ Keep a file of any correspondence from potential colleges for future reference.

## SUCCESS SKILLS keeping a monthly budget

Learning how to manage your money is an important step in becoming financially independent. It's never too early to start keeping a budget. Use this budget worksheet to determine your income and expenses. If you need to cut back on spending, little bits add up.

* When dining out with friends, don't order a soda; drink water instead.
- Skip costly coffeehouses and brew your own at home.
- Save money on gas and parking by walking to class or carpooling with pals.
- Many communities offer paying recycling programs, so cash in those cans.
- Consider trimming "extras" that add up, such as streaming services or eating out.


SUCCESS SKILLS manual alphabet


## SUCCESS SKILLS leadership - tap your leadership experience



## Tap Your Leadership Experience

You've got more experience building consensus than you might think. Create a list of times when you:

- Negotiated with your family on what to do on vacation:



## SOME GOALS

- I'd like the world to build consensus on:
$\qquad$
$\qquad$
$\qquad$
- At school, we might work to build consensus on:
$\qquad$
$\qquad$
$\qquad$


## SUCCESS SKILLS leadership - diversity



## Diversity

## Involve All People

Look around the world. The U.S. Your community. Your school. You'll see people of many backgrounds, cultures, ethnicities, and abilities.


Enrich yeur school and
commun $F$ by meeting and
learning \%out people of
different $\frac{\square}{\text { nn }}$ ities and from
many cour ies and cultures.

$\downarrow$ Learn about the worlo MEIMEY - disafititorore than saying you're cultures

- Volunteer at a local international center
- Welcome international students to school individuals face-to-face and invite them to join. When you create a group that represents the world and all its people, your organization will be all the richer and more effective for it.
- Speak up when others make inappropriate remarks
- Learn a new language
- Watch the world news


## SUCCESS SKILLS leadership - make a commitment

LEssons in band Eip:

## Make a Commitment

Leaders have a particular responsibility to bring diversity to a group and to see that it's nurtured and valued. It's not only the right thing to do, but your group will also be better for it.

## Some ways you can bring new, diverse people to your group:

- Hold a callout; in your announcementa sryou're seeking diverse membershirw •DO NOT SUSMy
- Personally invite inder luals whose ethnicities may be underrepresent in your group
- Create an advisocy group of diverse adults in your community ad ask them for suggestions.
- Create a

- When yo ${ }^{(12}$ ppoint committee leaders, bedre to include a mix of races, backgrunds, and females and males to these,
- Make sure everye is heard and their opinions valued at your events
- Consider speakers or woshops that will help your group value AEJIEY - INIXdHancing respect for others

> "YOU DON'T GET HARMONY WHEN EVERYONE SINGS THE SAME NOTE." - Doug Floyd

[^3]- Reducing conflicts at school and in your community
- Improving listening and communication skills
- Expanding understanding among people
- Curbing discrimination and bias
- Creating opportunities for new learning and experiences

THATDERTSTIIP

## Empower, Inspire

Lead Rather Than Dictate
"Do this." "Do that." Who needs it? Not those you're trying to lead!
Leadership isn't bossiness.
It's guiding, empowering, inspiring, and motivating others.


NOTASUE What they have to say and
what they dus ind providing opportunities
for them, too, to 0 me leaders.
And leadership is abour: reeping everyone excited about your orgarstion and committed to your goals.

How to Inspire Membe
Ceba 0krs get others
to be


- It's good to offer little prizes and incentives - for arriving $\boldsymbol{\gamma}$ st, bringing in the most new membris, making the most signs
- Everyone shornd clap for every achieverot that club member to say a few words about a particular project.

Yes, stuffing envelopes, bringing refreshments, and setting up the meeting room has to get done. Make sure everyone rotates through those tasks, including club leaders.

When you want members to feel like they count, give them meaningful opportunities to participate in your group.

[^4]
## SUCCESS SKILLS leadership - follow through

LESSONS IN MEADERTETHITP

## Follow Through

## Swing Through for Success

Like an athlete swinging a golf club, tennis racket, or baseball bat, good follow through is a skill every leader should master.

## - TRACK THE DETAILS

Follow through means touching bafornotsy he project, doing what you say you will do, making sure the hat wasposed $34 y$ men did, and checking in on every detail. And then a project is complete, good sow through includes wrapping it up withere final checklist and thank-you to everfene involved. Instead of that minncal "Someday Isle," leaders who follow thró? make it "Today I Will" ${ }^{\circ}$ 「heir punch list includes a look at details large ane small.

## - REAP THE REWARDS

 in your ablinas © You'll earn 9 respect for paying attention to the des. Your project will likely be a grest success! And you'll master a ski@hat will serve you well throughoutsur life. dishwasher sool"3 A teacher, "Yeah, I'd like to I/u's at that book sometime"? Or a sky you're in, "One day I'm gomes to gather all that stuff up and turn it in"?

Doing those things, keeping those promises is following through. Making that a habit makes you a person of your word, someone who can be counted on and a good leader.
"BE TRUE TO YOUR WORK, YOUR WORD, AND YOUR FRIEND."

- Henry David Thoreau


## "YOU HAVE TO HAVE CONFIDENCE IN

 YOUR ABILITY, AND THEN BE TOUGH ENOUGH TO FOLLOW THROUGH."- Rosalynn Carter


## SUCCESS SKILLS leadership - organization

LESSONS IN

## Organization

## Get Organized for Success

Ever sit in a meeting while the leader shuffles around trying to find something? Ever spent time waiting in the car while the driver hunts for the keys? Or wasted time yourself looking for a notebook or packet you saw somewhere just yesterdayibO NOT SUSM "OUT OF CLUTTER, - KEEP A CALENDAR

Organization sure co loake life simpler - putting stuff where you cerind it quickly, keeping a calendar, tracking your assignments.
It's also key terod leadership. When others look to you for direction, do you want to be caught poiking arostsco (a) wondering कै
showing up off as efficient, respectful of others' time, anم someone wt: Getting and Qaying organized saves time. It makes it eas ©o get thins done. And it gives you and others confidence in you as a leader.

## - A PLACE FOR EVERYTRNG

Find a place for eles:Oing and put it there when yor 1 not using it. Write downtgizoents, tasks, meetings and YNE DO M\&
$>$ Got a friend, family member, or teacher who always seems to have their stuff when and where they need it? Ask them how they got so organized. People who are organized love to talk about it, and you'll likely pick up a couple of ideas you can use.
about the day and week ahead and to gather what you'll need in advance.
It will save you hassle and lectures - and free your mind for things you'd rather be thinking about!

[^5]
## SUCCESS SKILLS leadership - leadership qualities



## Leadership Qualities

## Load Up on What Leaders Need

Heard the phrase, "born leader?" Don't believe it. Good leaders learn and then practice their skills, just like everyone else.
True, there's a boatload of skills that go into spelling "Leadership."


SUCCESS SKILLS leadership - how do you rate as a leader?


## How Do You Rate?

Becoming a good leader is a process.
Rate yourself from 1 to 10 ( 10 being the best) in each of these areas so you'll know the qualities you want to work on.


## SUCCESS SKILLS leadership - a good leader shares credit

Lessons wh

## A Good Leader Shares Credit

## Who 'Dun It'?

Everyone loves a mystery, but not when it involves one person getting all the credit for a whole team's effort. Good leaders know this and make sharing and giving credit a top priority.

TELL ALL Sometimes it's important boanor sihave a face to put before a crowd, to help you achieye ${ }^{2}$ Weess and goals. Busprace can't claim all the credit. And your acknowsement must be sincere. So ters- who did what and what that meant to success.

GO PUBLIC Whats the best way to share the credit?

- Say "we" in 4 tad of "I"
- Send emaí and nees or speak face-t-face, telling others how impd role was irt the groul suas oive specific examples
 Share the E: G

Look around, from the desk in the next row to the supper table at home to your community and nation. Who do you know who shares the credit generously, sincerely, and without a personal agenda?

ONCE TOLD ME THAT
THERE ARE TWO KINDS OF PEOPLE: THOSE WHO WORK AND THOSE WHO TAKE THE CREDIT.
HE TOLD ME TO TRY TO BE IN THE FIRST GROUP; THERE WAS LESS COMPETITION THERE."

- Indira Gandhi


## SUCCESS SKILLS Ieadership - teamwork

 TEANEERETHIIP
## Teamwork

## Collaborate to Win

Is your club stuck in a rut, doing the same thing at meetings, feeling a little bored and tired? Infuse new energy and interest by teaming up with another group for an action, event, or
 social service project.
It might be interesting to 102 with another school's ehs lise your own, to involve middle school student 1 Or even adults. New ideas, informatis, and opportunities can emerge.
If you're working on a project, like cleaning up a community park or raising funds for a basketbal ©oal at the park, two groups can get the work done qqicker and easier - and 1 th will get lots of kudos and credit.
 Build them
 by more 100 groups! $\cdot$ They know every group will bring a Ontingency and all that much more support for the cause.

In your class, schoos community, and beyond, think artwinning through teamworko- partnerships. It makes for focused on power, control, and attention. Leaders who are focused on group goals know it takes everyone to reach them, sometimes even partnerships outside the group.

> "NONE OF US IS AS SMART AS ALL OF US." - Ken Blanchard
> "TALENT WINS GAMES, BUT TEAMWORK AND INTELLIGENCE WIN CHAMPIONSHIPS." - Michael Jordan

## SUCCESS SKILLS leadership - finding places to lead

Lessons in -EANDERTSTHIIP

## Finding Places to Lead

Looking for an organization to team up with for an event or activity?
Find one with similar goals, whose mission complements yours.
Or think about a group that could add another dimension to yours.

- CLUBS Are you in a government or civics club? Ask the local Republican and Democratic parties to include you in one of their events. It'll broaden your agenda, give you an interesting speaker, and help you connect with people in the community who are interestec ia DO NOT SUE what you're doing.
- SCHOOL TEAMS , rganizing a school spirit da - Ask off-season teams to join gou with a short exhibition ©even a comedy act. The more $r$ cu involve, the more fun and succesinul it HO
 raise fund' for a charitable project? If you in 5 other groups, to. helpo. you have share the profits, but you rech a wider group of prospects,

If your group's proect funds summer camps for kids and Che other group wants to raise money for family literacy, you've got greato and commonality. And donors wif1EIPEY appreciate your ingenuity.

Any group that shares a similar interest with yours is a prospect for a one-time joint meeting or a school or public event. There's power in numbers, so increase yours!

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## CHARACTER defining character

(C) What's CHARACTER al1 about? $\because$

## "Chahacter is pawer." - - воокен. washlmoron

## "What lies behind us and what lies before us ahe small matters compahed ta what lies wit hin us." - Ralph Waldo emerson

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted for your charDOr NO THywn as a character, to paraphrase a high school principal's advi! W his graduating class $3 \mu \mathrm{y}$
Your character detenn whether your friends, classmates, ancomily members see you as a leader, res 1 you as a role model, and ultimately, feel theonteractions with you help them beome better people.
But what values and personal attributes comprise character? To name justa few, character is \&fined by:


R : RE.PON IIBILITY Your sense of responsiber, is what $^{\text {P }}$ compels yo. $>7$ do the right thing, follow through on Siry promises, and be accountable 4 . (O) un actions. Personal rights are possible if they're accompanied byresterihety - INIId do
A $\because$ ACCEPTANCE Character demands that we accept others' differences and appreciate how diversity strengthens our society.
C $\because$ CITIZEN $\therefore$ HIP People of strong moral character don't sit on the sidelines. Contribute your "fair share" - participate fully as a concerned student, volunteer, and voter.
TRU:TWORTHINESㄴ Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.
E : EN, 1PATHY When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.

R RESPECT Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.

## CHARACTER people of character



Every chaice yau make helpes diefine the Rind of person you are choosing to be.
"We learned about honesty and integrity - that the truth matters that you don't take shortcuts or play by your own set of rules ... and success doesn't count unless you earn it fair and square."

## CHARACTER voluntering



## CHARACTER anti-bullying



Look around you. How many times a day do you witness someone being a bullu? Bullies are those bad apples who intentionally and repetitively abuse other people who are less powerful than they ore.
The bad news is this: Bullies have Rerif effect on themselves and everyone around thes whener pou hapsU 3 the the direct victim of their ourness or not. Even innocent/ $\hat{\text { Uländers }}$ are negativelu affected. An 介rir you stand silentlụ but, you're shociang your approval, even if you doil't approve.


 Datebooks.jand fis slodents knew yoy won Stand

f control, stop, breaite deeply, and relax. Fon't take it out on meone

there's a fundamentol difference
Otyyeen being a snitch and

agoinst aggressive and potentially dangerous


To reduce your chances of physical harm:

Stick with the group.
Whenever possible, avoid being alone.
Walk oway. If you see a bully or someone who looks suspicious, take another route.

Exude confidence. You're less likely to be targeted by attackers if you appear poised and unafraid.
follow your hunches. If a situation feels creepy, get out of it.
Keep your eyes open. When you're out in public, stay aware of the people around you. Also, key in on what they are doing and why that makes you feel uncomfortable.

Be in the know. The better you size up a person and a situation, the safer you'll be.

## CHARACTER bullying: it's not ok

## STOP BULLYING

## Bullying is a form of abuse.

It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.
Have you ever been teased or taunted? Received a nasty email or text message? Been physically intimidated? Then you've most likely been the target of a bully. You're not alone; 3.2 million students are bullied at school every year.


Bullying hurts everyone involved. Even the bullies! Bullies tend to have a difficult time finishing school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a "cycle" of abuse.

Some believe that bullying is part of growing up, and it's how we learn to stand up for ourselves. There are better ways to learn life lessons than being abused! There is simply no excuse for bullying. No one ever deserves to be bullied, and together we can stop bullying for good!

## TEASING

RuMOR F
Gossip

## CHARACTER bullying means more than you think

## STOP BULLYING

Sometimes we tease our friends playfully, but when does it go too far? When does playful teasing become taunting? Teasing and taunting both involve making fun of someone, but taunting is mean and one-sided.
TEASE vs. TAUN+ Is it a Tease or a Taunt when...
(Circle One)
if offended, the teaser doesn't stop .Tease / Taunt I tease someone I know, who can andwDO, NO,TbSV/B/ only the teaser laughs ....... 1 N Tease / Taunt someone is upset, the tern stops Tease / Taunt it is not playful and dir ed at someone you do not know well Tease / Taunt in a group, every ughs, even the one who is teased

Teasing: Thtnenting another in often clever bunctuel way Manipulation:
Fear: The
Bully: An i

## Jealousy: A

 advantages.Victim: A person who pas been bullied.
Ashamed: The feeling $1 /$
Indirect Bullying: The sp 0
to hurt another person.
Cyberbullying: Using the internet to
Facebook postings, etc. to damage solid. Also an emotion that leads to bullying.
Anger: An emotion we feel when bullied. Also an emotion that leads to bullying.

## REMEMBER:

It's not your fault. It's the bullies that have the problem, not their targets. Speak out, get help. You deserve to be respected and not tormented.

## CHARACTER types of bullying

## STOP RULLYING

PHYSICAL BULLYING: Hitting, poking, pinching, pulling hair, or damaging someone else's things are all examples of physical bullying. Hurting someone physically is never ok, even if they do it first.

VERBAL BULLYING: Teasing, name-calling, spreading rumors, insulting, mean jokes,


Describe a time you or another person were bullied:
$\qquad$
$\qquad$
Given what you've learned, what would you have done differently?
$\qquad$
$\qquad$

## CHARACTER i'm being bullied

## STOP BULLYING

What should I do?

## TAKE A STAND!

Bullies often target those who they believe are not going to stand up for themselves. Be assertive and confident if you are bullied.

## DON't STAND BY

 If you see bullying - DO NOTRASY Pbvious to not contribute to bullying. But, $/$ run sometimes be difficult. Can you think of a when it might be difficult? Discuss.When should you speak uprd when shouldn't you? Can you think of a situation where speaking up would be a $\frac{1}{a}$ ad idea? A good idea? And, what should 1lu say? Discuss and practice/roleplay.

## occur ... <br> If you are confronted

 by a bully ...
## Don't:

$x$ Engage the bulby nh similar behavior. If they taunt youron't taunt back. If they shove you, don't shove back. It's exactly what the xemant.
x Show yo ºupset. Try to control your emotion ${ }^{\text {and keepool. }}$ Keep it. secret. $\perp$ )

## Do:

+ Proud! Don't $\rightarrow$ y you are affected. ................
+ Confid $\boldsymbol{n}$ tly tell the bully you don't like what the are doing and tell them to stop. Rerrember, you deserve respect and the bur is being disrespectful.
+ Ask your fric) As for help and to accompanyy@in places the bully might confront you.
+ Ask an adult you car if you think you haves 6 let an adult know. The bully HAETYMEI • LNIUd So Speak up, if on to someone else.



## XUIYYING VOCARULARY

Judgment: Bullies will sometimes judge another on their appearance or dress.
Silence: Not speaking out; what allows bullying to continue.
Tormenting: Intentionally causing excessive pain or worrying.
Name-Calling: Verbal bullying that involves "put-downs," insults, racial slurs, and other unpleasant names.
Malicious: Intentionally being vicious, causing suffering and harm to others,
e.g., "That was a malicious thing to say."

Worry: The emotion we feel when we think we might be bullied again.
Bystander: A classmate or adult who witnesses bullying taking place.

## CHARACTER bullying: come out on top

## STOP BULLYING

## 



Comes out on top!
Marty was played by Michael J. Fox in the movie, Back to the Future. Marty and his father George were both victims of bullies at the same high school, but at different points achieve their dreams. Thot Hamofous and not Uygniterally, Back to the Future does accurately tou 2 ypun the effects of bullying.

Comes out on apo
NFL star Drew Brees was ${ }^{2}$ lir his birthmark. "Appreciate pen Sor how they his fans wear stickers shape WHEIMELE to be a friend 10 are different from you -- that's whEMHEIE to bea flad do


## CHARACTER bullying: crossword puzzle

## STOP BULLYING



1. The feeling we get when we wish we had done something differently.
2. The emotion that holds bystanders away from helping a victim of bullying.
3. Bullies will sometimes make a $\qquad$ based on someone's appearance or dress.
4. A classmate or adult who witnesses bullying taking place.
5. Someone intentionally causing suffering and harm to others is $\qquad$ -.
6. The emotion we feel when we think we might be bullied again.
7. A person who has been bullied.
8. To continuously annoy another person in order to get a reaction.
9. Dishonestly influencing or controlling other people to get an advantage.
10. THe act of harming another who has no way to defend themselves, for pleasure. (This word goes up)
11. An individual who regularly intimidates others for personal gain.
12. Not speaking out; what allows bullying to continue.
13. Making fun of another person in an often clever but cruel way.

## CHARACTER traits of good character

## RLSSPICT

## Respect in Your World

Early on we learn when to say "please" and "thank you," but showing respect isn't always clear cut. What kinds of words and actions convey respect when:

- Some of your friends are teasing the new


## What's Your Take?

- Bullies use threats and intimidation to get "respect." Is that really respect, or is it fear? Can violence be used as a means to get respect?
- Do teachers, principals, coaches and other adults in leadership roles automatically warrant respect? Why kid at school and giving him a hard time?
- You disagree with the grade ory ved NO SUFMortime you were distespectful to on an essay?
- You attend your yous sibling's school talent show?

"If you want to be respected by others the great thing is to respect yourself." - Fyodor Dostorevsky


## CHARACTER traits of good character

RLSPONSIHLITY

## My Responsible Roles

As you grow older, your level of responsibility changes. When you are responsible others can rely


When you get up in the morning, do you
a. Make your bed?
b. Leave your bed a mess and hope someone else makes it?

On group assignments, do you
a. Follow through with what you told the group you would do?
b. Hope someone else in the group does your part?

When you are at school, do you
a. Arrive to class on time, listen attentively and turn in your assignments on time?
b. Come to class after the bell, talk, pass notes, and finish up assignments in class?

## I Am Accountable

- How do you take responsibility for your words and actions?
- How do you feel when you are acting in a responsible manner?
- How are others responsible for you?
- Who can take responsibility for your success?
- When have you been irresponsible? What were the circumstances? What was the outcome?
- How are we responsible for the environment? As individuals? As a nation?


## CHARACTER traits of good character

INTMGRITY

## Character In Action

You're alone in a classroom and you see the answers to an upcoming test on the teacher's desk. There is no way you will get caught if you look at them. You could "ace" the test without studying, but you would be cheating. What do you do?

## Looking for Inspiration

A person with integrity is honest, truthful and is considerate of others. People with no integrity will lie, cheat and steal to take advantage of others.

Who do you know with integrity?

Think carefully, your answer to this questik indicates whether or not you have in © test - you are of high integ
If you look at the answers so you can do well on the test, you are of loy integrity.

- What does you Ewer say about your character?
What would
another stude
answers?
Is it more imp
the test? Or is
and not cheat?
What have you dep today to show your integrity?


## School

 - DONOT SUE
## CHARACTER traits of good character

## COURAM

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."

- Winston Churchill

- How are courage and heroism different
from recossness and exploitation?

- What traits do you sharongmmon with some of the people you react ENE
$\qquad$
$\qquad$
$\qquad$
Where Do SCend?
Would $I$ stand up for Send in front of a group of people
Would I help $1 \%$ id who's being bullied?
deal tell my teacher if I caught meone cheating?

Would I tell someone if I suspected a friend was experimenting with drugs?

Would I join a new club, even if I didn't know any other club members?

## Counting on Courage

What kinds of peer pressure exist at your school? $\qquad$
Describe a situation where you relied on courage to take a stand against peer pressure. $\qquad$
$\qquad$
$\qquad$

## CHARACTER traits of good character

## DIMTIMNINATION

## Learn from Lincoln

Everyone's heard of Abraham Lincoln, right? Well, if Lincoln didn't have determination, his name would mean nothing to you. Consider this:

Lincoln was defeated when he ran for the Illinois House of Representatives in 18 the House race in for three consecutive terms.
He was defeates when he ran for the U.S. House of Representas in 1843, then ran successfully
 Hums Hanwanatebooks He was deted for the Senate again in 1858 . Finally, in mo , Lincoln was elected President of the United

- Who else dyou know who has shown determinatio

Traits in Caimpon


How does motivation affect determination?

How is determination affected by optimism?
$\qquad$
"If you are resolutely determined to make [something] of yourself, the thing is more than half done already.

## CHARACTER traits of good character

ANIBTIION

## Think About It

- Which of your friends and family members have achieved ambitious goals?
- What kinds of obstacles have they overcome?
- What helped them achieve their goals?
- What do you share in comm with other ambitious peel you admire?


## Planning for Success

If you want to excel in life, you have to have hopes, dreams and ambition! When you're setting goals for yourself, keep in mind these suggestions:

- Be specific. Know exactly what it is you want to achieve.
- Be realistic. Results won't happen overnight. It may take
- DOANOT Sychyour goal.
- Set time limits. It witiuld $\boldsymbol{n}$ tivate you toward your goal.
- Write your goals down. Use your ebook to record your goals and track your progress.

Already Anibitious?
If it's overwhelmit to plan long-


## CHARACTER traits of good character

CITTARNSHIP

## Citizenship = Participation

Citizenship is having pride in your school, your city, your community, and your country ... and keeping them something to be proud of?

- What kind of citizen are you?

- How would your life be different if the first amendment didn't exist?
- The fourth amendment protects citizens against unlawful searches and seizures, but it often doesn't extend to things like student lockers that are on school property. Is that fair? Why or why not?
- At what point do the rights of a single citizen become less important than the safety and security of the community? The nation?
- If you were able to add another amendment protecting the rights of the people, what would it be?
"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." - Margaret Mead


## CHARACTER traits of good character

Caring in Action
What does it mean to care for the environment?


## How Much Do You Care?

Are you concerned for other people's feelings? Do you make sure your pets have food and water? Do you help people when they are in need? If you do, then you are a caring person.


## CHARACTER traits of good character

The Truth About Trust
Trustworthy people know the importance of trust and make sure they embody it in everything they do.

Whom do you trust? $\qquad$

- DO NOT SUSETM

$\qquad$
$\qquad$

Don't:
How are fairness and honesty related to trust?
$\qquad$
$\qquad$
$\qquad$
Why might you need to betray a friend's trust?
$\qquad$
$\qquad$

## CHARACTER traits of good character

## FAIANMS

## Are You Fair?

- Do you let everyone have a turn before you go again?
- Do you follow the rules?
- Do you listen to both sides of the story if your friends are arguing?


## Making an Effort

Sometimes it can be difficult to be fair. How can you concentrate on fairness ...
at school? $\qquad$ you get to know them?

- Do you treat others $\mathrm{t}^{\prime}$ aly you want to be treated?

People who are faif make it a point to ensure everyone has to same chance to achieve.

## Tolerana gen School <br> - Think ab̈t as an outher. How did it make you feel?

- Think abre a time when you io treated someone ebadly because they were different. Homoid it make you feel?
- Intolerance is Oten bred from ignorance and judgments aut other individuals, their culture or $Q^{\text {lifestyle. Is that fair? }}$ Why or why not
- Why were anti-hate crim $1 /$ sestablished? Whom do they protect? What dyFhis type of legislation have to do with taluEI - LNIEd
- Have you ever been unfairly accused of something you didn't do? How did it make you feel?
- What kinds of laws are in place in our judicial system to guarantee the accused a fair trial?
- Which school rules or community laws exist that you think are unfair?
- What are some good reasons why those rules and laws exist?
- If you were to contest school rules or community laws, do you think you'd be given a fair chance to make your case? Why or why not?
"It is not fair to ask of others what you are not willing to do yourself."


## CHARACTER traits of good character

HONISTY

## Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty:

Turning in a paper from an internet source that you created by changing some words, paragraph order, and a couple of examples.

## Is honesty always best?

What do I do if the truth might hurt someone's feelings?
$\qquad$

Telling your aunt you like the poster she gave Background Info you for your birthday even though you noDO NOTiSUISto be honest:
longer like the band. longer like the band.
Telling your parents you hour late because your friend liar trouble when the problem was needire stop for gas, which only took a few minutes.
Letting the unste call you safe when you know the shorop tagged you.
Assuring youthittle sisto
just heard wot really the cat when
 rather than ling the clerk about his oniotalse.
 What do you do?
$\qquad$

Nagging
How does it feel ren someone isn't honest with you?

How do you feel after you haven't been honest with someone?

[^7]

## CHARACTER traits of good character

plirislivilimancle

## Winners Despite Rejections

If you're brainy enough to write a book - and persevere through that long process - surely you can count on getting it published, can't you? Not necessarily. It's after the writing is done that you need perseverance the most, many authors who've faced rejection letters

They Kept At It
Those who quit don't make history. Those who stick to it, like these folks, are remembered:

- Charles Schulz
- Elizabeth Cady Stanton will tell you.


## Dr. Seuss Persevered

If Dr. Seuss quit after his $\$ \stackrel{y}{3}$ or even his 10th rejection, you'd DC have read Green Eggs and Ham or Gog Go. His first book, To Think That I Saw It on Mulberry Street, was rejected mole than two dozen times. He went on to writ nearly 50 children's books, many loved beddults, too
If he hadn't persevered, $y$ No l (1) promise of tale, Oh the Places
So Did Emily Dickinson Emily Dick saw just serve her lifetime
 - Shirley Chisholm


Never Gives Up? People who persevere are all around you. Who's your favorite: than 1,700 poems in all. Today, her work is studied and revod by many.
Without her perscerance, you wouldn't be inspired by her worth Hope is the thing with feathers/That perches in the soul" or "As imperceptibly as Grier/7re summer lapsed away."
"If you can somehow think and dream of success in small steps, every time you accomplish a small goal, it gives you confidence to go on from there."

- John H. Johnson



## CATHOLIC EDUCATION advent a Season of HOPE

 signaling the comis of the birth of Jesus Christ on Christmas Day.

Joy is abundarturing Advent as we anticipate Christmas. To prepres, we Con Schrool dis wondefil gift ANEW GiginNing Datebooks A time of h
"It is the goodness an thus to open doors of hope."

- Pope CBnedict XVI
your ALizent Traditions What advent traditios do your family follow?
What might you add this year?Lighting an Advent wreath MEIHEX - INIIdContemplating a special reading before Sunday dinnerBringing hope to others through a helping handInviting relatives to join you for a meal during this season
$\square$ Others:
$\qquad$
$\qquad$


## CATHOLIC EDUCATION Advent

## Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## The AdVENT Wreath

A symbol of the coming of the light, the Advent wreath contains four candles, one for each Sunday of the season.

## EVERGREEN FOR ETERNITY

~ Traditionally, three of the candles are ${ }^{\text {mUTT }}$ and one is rose. The candler se placed in an
evergreen circle, which represents eternal life.
~ The ritual of light , the candles signals the coming of the $\leqslant \mathbf{1}$, the birth of Christ on Christmas Dag.


Representing Expectation, Hope, Joy, Purity e
~ On the fiat Sound qulplo lit. It represents expectation.
 hope, ar ${ }^{\mathrm{Hit}}$.
~ On the

. from th

- On the la ru other three
~ On Christmanay the purple and rose candles are replaced with ore candles, signaling the beginning.

YOUR PERSONAL PREPARATION -
What hopes do you have during this time?
$\qquad$
$\qquad$
$\qquad$

What are you doing during the Season of Advent to prepare for Christmas?

## CATHOLIC EDUCATION All Saints' Day \& All Souls' Day SAINTS INSPIRE us

Stories of effort, struggle, leadership, compassion, and good works mark the lives of those who have been ordained Catholic saints. Their stories provide great examples for our own lives.

St. Martin de Porres, for example, was a Dominican friar known for his love of animals. He even operated a pet hospital from his sister's home.

St. Angela saw a need - education fon mir $\mathrm{NO}^{\text {pat }}$ she set about providing learning opportiitestor gors suburn St. Ambrose was an ato 2 ley, known for his peace-making skills.
St. Catharine of Bologna's skills were in writing and illustration. As ymember of the Poor Clares order, she illustrated mars rripts and wrote a book herself.

Their lives atestories $S$ arforlilation of their talents to mot the world a bet asect
sampling of the saints we can red

## All SAI

 your namesak to discover an family member's, or a friend's. You're sure to discover an azing tale and inspiration for your own life."The saints have alwo been the source and orisin of renewal in the
most difficult momentsin the Church's history."

- Pope John rib)


LEARN FROM THEM hat better model for your life than one of the saints? Besides lessons for living, their stories will energize you, too.

Some close-to-home saints you might want to explore more about:
~ Frances Xavier Cabrini, the first U.S. citizen to be canonized

## CATHOLIC EDUCATION Holy spirit

Lívíng ín faith
a catroucic stuobents guioe to life tong teraning

## SEVEN special Gifts

The Holy Spirit bestows seven gifts at your Confirmation.
They are found at Isaiah 11:2, in this verse:
of understandina Spirit of counsel and of strens.' a spirit of
knowledge an 今f fear of the Lord ..."

Today, these giftsoare generally referred to as:
Wisdom ~ Un R ristanding ~ Right judgment
Wonder and cal of God
throughout our life. Each tim y Aga bill greater awareness. They are gifthat will never heused up or broken!

THE HO $\stackrel{\text { Spirit in YOUR Life - }}{ }$ When have yos relied on wisdom, understanding, strength, or ancor of the Holy Spirit's gifts to get you through a condenging time?


## CATHOLIC EDUCATION Lent A time to ACT

During Lent, we focus on the ultimate sacrifice, Jesus dying on the cross to redeem us from our sins.

LIVE MODESTLY - Lent, then, is a time for reflection and self-denial, a time for mourning and repentance. A time when we indulge less and live more modestly.

It can also be a time for action, especially when it comes to doing good works, a time for working hard in anticipation of the redemption to come.
Giving up ice cream or canco thay be one choice for Lent It's a carryover from the $\begin{aligned} & \text { dyys of strict fasting once observed }\end{aligned}$ by Catholics. Goines thout sweet treats is a sacrifice, and a worthy one.
GIVE OF YßURSELF - If something as simple as that is an approprix Lenten observance, imagine, then, what the impact would of yoin something proactive during Lent. As yo ecale baç) (via) (i) rourself during Lem ome for moms Datebooks Perhaps the or eating o soup kitcher volunteer. E the local humat centers. Your croch likely has special activities, too. Your time could bour greatest gift. And giving of yourself is indeed an honorabloway to mark the season of Lent.
"And now abideth faith, h greatest of these is love. - 1 Corinthians 13:13

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## CATHOLIC EDUCATION Lent

## Livíng ín faíth <br> A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING <br> the SEASON

Lent begins on Ash Wednesday, which falls anywhere from February 4 to March 10, depending on the date of Easter.
"If you want God to hear your prayers, hear the voice of the poor. If you wish God to anticipate your wants, provide for the needy without waiting for them to ask you."

- St. Thomas of Villanova

Although we refer to Lent as a LGday period, the SUSy from Ash Wednesday und Oster is actually 46 days, because. Sundays were not counted in the days of fast obse 1 during Lent in earlier years.
LENTEN TRASTIONS - Lent is a season rich with traditiou and practice for Catholics. Many families, churches, and communities repeat their tradens year after year. Others nusify them to reflect changing times. Around the United States and the world, differementen practices have emerged.
Talk to your parents, Sadtachers. Find out where they grenup and
 they felt aboit the time of Lent (1) different.
different.
 CONSIDER ADDING?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
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$\qquad$

## CATHOLIC EDUCATION Iiturgical year, colors CALENDAR marks SEASONS

A year is a year, except when you want to get more specific. There's the calendar year from January through December, the school year from fall to spring, the varied fiscal years for businesses, and, yes, a liturgical year for the Catholic Church. These markings of time give us a cycle with a beginning, middle, and end.

TRADITIONS CONNECT US - Beyond turning calendar pages, tracking time helps CDO iNOT Sy teabout our history, chronologically of 15 events, celebrate speut $\boldsymbol{r}$ holidays, and bring reyestr meaning to our daily lives. Ao

The liturgical year Annects us to both our faith and to each other with meaningrul traditions.

REPEATINE SEASONS - In the Catholic Church, the liturgical $\alpha$ begins on the first Sunday of Advent and proceds the the SChool hem year fateryar. The esanon It De Catalic Datebooks Advent ■ Pentecost indinary Time

What's your favorio season of the liturgical year? Why?

What are your family's traditio AIfling the different 10 ?
seasons? seasons?

$\qquad$
$\qquad$
$\qquad$
$\qquad$

How do you think these traditions help connect you to your family and your faith?

## CATHOLIC EDUCATION liturgical year, colors

## MEANING

Liturgical colors are also used to mark certain seasons or church holidays. Each color symbolizes specific meanings NOT SUE
giving an added dimension our Thices.
Violet: Melan a iey
Violet is worn during 1 ore somber times, such as Adves Lent, and Good Friday. The coloris a symbol for melancholy, pernce, and humility. ROSE: JO

 RED: PAETON Palm Sunda are the times? ${ }^{9}$ hen is used. It represents blood, firm, ardom White: CRORY
White is the litorical color for Christmas, Easter, certain feast days and weddings. Itannifies joy, purity, light, innocence, triumph, and goser
GREEN: HOPi
Green is the color choser following the Epiphany and Pentecost: It represents hope and liturnal.
BLACK: SORROW


The color black is chosen for All Souts Day and funeral Masses, as we mourn the loss of those preceded us.

## YOUR THOUGHTS?

How do you feel about the meanings behind each of the colors?

What do you think the added symbolism of the chosen colors brings to each season?

## CATHOLIC EDUCATION our blessed mother MARY'S Significance, as MOTHER ${ }^{\text {of }}$ GOD

The older we get, the more interested we become in our mother's life. In our teens, as we experience some things for the first time, we realize that our mother did these before us. We begin a new level of conversation with her, and that grows in the coming years.

This same interest is true for Catholics, too, and our relationship with Mary, the mother of OiNOTASyyed maternal figure. You may befidining to develop ansurs understanding of what 15 offers you. And like you do witho your own mother, yollikely develop a deeper connection in years to come.

So endeared is Wary that she's been bestowed with many names - the BE 3 sed Virgin, Our Lady of Guadalupe, the Madonna, thévirgin Cary, the Queen of Heaven, and Our Lady of Merer, among ny OT

## Datebooks

"Nature's bessoming, the warm air of May evenings, homan gladness in world that is renewing jtself-all theos things enter in. V atmospher aspect, as Gew beginning in a world that has grown old."

- Pope CBedict XVI

HER GIFTS 10 US - As a truly holy woman and a mother, Mary's life ©Rers us the opportunity to model her behavior, to strive to be patient, loving, caring person she was.

Some of her gifts to us include:
MEIMEY - INIEX YO:
~ Lessons in accepting life's challenges

- Faith that good will come to us
- Solace when we need comfort

What gifts have you accepted from Mary?

## CATHOLIC EDUCATION our blessed mother

## Líuíng ín foíth <br> A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING <br> FEASTS Celebrating MARY

Throughout the church year, we turn frequently to Mary and her life's stories. Some of the days we honor the Blessed Virgin:


How does the Blessed Mother influence your life? Help you in your faith?

## CATHOLIC EDUCATION the rosary CONTEMPLATIVE Prayer

Prayer beads, meditation time, and the ritual of repetitive prayers are common to many religions. For Catholics, one of the oldest traditions is praying the rosary, often done while holding rosary beads and moving from bead to bead after each prayer.
This structured prayer includes the Apostle's Creed, Hail Mary, Glory Be, and Our Father, as well ${ }^{2 s} \mathrm{FO}_{0}$ templation of one of four sets of mysteries $L$ the Bosary, which Usugte events from the New Tester

TIME FOR MESNATION, FOCUS - For those saying the rosary, $\mathbb{C}$ erepetitive prayer offers an opportunity for meditation focus, and devotion, whether prayed alone, with classmatery your family, at a funeral, or a celebration.
For individu ${ }^{\circ}$, prayis the resary can be $\boldsymbol{p}$ time to step outside the rertine, a nilulation and an opmene: © fom Datebooks CONNE families begi this form of the family to
For groups, thesary can formalize a gathering time, helping to create connece, hs, unity, and peace.
"Give me an army sa, ing the rosary, and I will conquer the world."

- Pope Pius IX
"The rosary should always bC/On and experienced as a path of contemplation."
- Pope John Paul II



## YOU AND THE ROSARY

How do you feel after praying the rosary?
$\qquad$
$\qquad$

What does praying the rosary give you?

## CATHOLIC EDUCATION the rosary

## Lívíng in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

## тне ROSARY'S ORIGINS

Catholic scholars believe that praying the rosary likely began during the High Middle Ages, the 11th to the 13th centuries, when few people were able to read. Repeating the Our Father 150 times, which they had learner arg NodtrsUEP
provided a framework for corn were counted off on a $\leqslant$ Of beads called a corona.
It's believed that cosine in the late 1300 s, Dominican friar Henry Kalkar divided the 150 prayers into 15 decades and replaced the Our Father with th 7 ail Mary. Later, the rosary was shortened to Under Pope coo XIII, Che o 1903, Otto fir was named the 10 R 20 KS Rosary. The-teast of Our Lady of the Rosary is $\frown$ celebrated

Pope John PalP II introduced the Luminous Mysteries, the mysteries of lis to the church's traditional Glorious, Joyful, and Sorrowful Mysteries for contemplation while praying the rosary.

## The Luminous Mbreries ares

- Baptism of Jesus in 18 Jordan
- The Transfigure © of Jesus
- The wedding at Cana so The LastS institution of the
 God



## EARLIEST MYSTERIES

Joyful

- Annunciation of Gabriel to Mary
- Visitation of Mary to Elizabeth
- Birth of Jesus
- Presentation of Jesus in the temple
- Finding Jesus in the temple


## Sorrowful

- Agony of Jesus in the garden
- Jesus scourged at the pillar
- Jesus crowned with thorns
- Jesus carries his cross
- Crucifixion of Jesus


## Glorious

- Resurrection of Jesus
- Ascension of Jesus
- Descent of the Holy Spirit at Pentecost
- Assumption of Mary into heaven
- Coronation of Mary as Queen of Heaven and Earth

ATTENDANCE RECORDS


GRADE TRACKING


LESSON PLAN LOGS


## SEATING CHARTS

Seating Chart for Class


Use a ruler and a pen to outline the position of the desks in your classroom. Write each student's name inside the box representing their desk.

## SUBSTITUTE INFORMATION



Other Information
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

STEM is an acrocym that atands for sclence. teehnology, engineering, and math Ratber than teaching each of these aubjects on Its 01m STEM education takes a mone inelons on les OWn STEM all four aress into lowe inciusive approach, integrating students how to solve to and experiments, it teaches and data, and underrtand problems, gather enidence

## STEM Enyimering Dacig Procisy

We use the four helds of STEM (vcience, math, engineering and technology) to solve real-world problems, or challenges. STEM challenges have five distinet taskar ask, imagine, plan, oreate, and Improve - known as the Engineering Design Process (EDP). It acta as a cycle. Once you build a solution, you will find ways to improve it, create a new plan, bulld a new model, and reteat it until you find a solution that works.
 elange it in the foture to holp it utand longer?


CREATE
Bulld a model of your solution.

Presticen Build your cord house!


PLAN
Pick your best idea,
 Splan your solution.

Practien Vise a decailed drweing to show your plas.
$\square$

## Ban dag Teamwork

A crucial part of STEM learning is working in teams．Teamwork involves brainstorming with your fellow classmates，picking the best idea as a group，building a model together，and thinking of ways to improve it．

Collator 1 DO NOT SUSM together to
 certain role $\hat{人}$ ）miles include head enctros quality control 0 人 0 er operations manager，and con $\omega$ ．cation
 op or Datebooks

$\checkmark$ Auept differences $\checkmark$ Mong your time
$\checkmark$ Listen to others while $\sqrt{ }$ stay positive． they re serving．


FLORENCE NIGHTINGALE (1820-1910) was a nurse who greatly improved health care conditions in the 19th century. During the Crimean War, she and her team made conditions more sanitary at a British base hospital, reducing the hospital's death rate by over 66 percent.


## SIEMM Leaders in History (pe. 2)

MARIE CURIE (1867-1934) was the first woman to win the Nobel Prize and the first person to win two Nobel Prizes. She received the first award in 1911 for her discovery of polonium and radium.

## School

 rosammatebooks one of her photograp ORVILL OFL - DO NOT SUSM WRIGHT (1867(19) ings to fly, identifying DNA's structure.LOUIS BRAILLE (1809-1852) was a blind Frenchman who decided there had to be a better way to learn than just listening - he wanted to read. He invented Braille, the system of reading and writing for the blind that we know today.

## STEM intersting meations


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Tolophees (1876)

## School

Datebooks

COBOL Compier Fisgranning


- DeveraEy. diving the Cold Wer
- Todief adyptationc search, edicatioe, odino shupping and adivertiking


## STEM Inventions at r romg Agy

## Buble Gwim (1B6Oc) <br> While chewing. Mapicsan chicles, teenager

 Heratio Adams theoght about Blowing. ${ }^{2}$ tablle with it

AGRICULTURAL ENGINEER | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many erops are produced), safety, and available feed and food supplies. These engineers may introduce advances in existing machining, create new equipment and design
 state-of-the-art facilities. They also study ways to


## OPTOMETRIST | Optometrists are medical

professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the sye


## STEM $\operatorname{corrans}(\log 2)$

## EVOLUTIONARY BIOLOGIST | Evolutionary

 biologists study changes that occur in plants and animale over time. They look at processes that produce diversity, and they study natural selection and common ancestry.

DIGITAL ANIMATOR | Digital animators creste interesting moving visuals and visual effects for digital communications. Many work in the entertainment, education, and advertising industries. The animations they create attract attention and can increase the impact of the message or commercial.


## GRADE RECORD



## CLASS SCHEDULE first semester

FIRST SEMESTER

| Subject | Instructor | Office | Telephone |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |


| Time |  | Tuesday | Wednesday | Thursday | Friday | Saturday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8:00 |  |  |  |  |  |  |
| 9:00 |  |  | $\cdots$ |  |  |  |
| 10:00 |  |  | - | - |  | $\bigcirc$ |
| 11:00 |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |
| 1:00 |  |  |  |  |  |  |
| 2:00 |  |  |  |  |  |  |
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| 5:00 |  |  | E! | , |  |  |
| 6:00 |  |  |  |  |  |  |
| 7:00 |  |  |  |  |  |  |
| 8:00 |  |  |  |  |  |  |
| 9:00 |  |  |  |  |  |  |

## CLASS SCHEDULE second semester

## SECOND SEMESTER

| Subject | Instructor | Office | Telephone |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |


| Time |  | Tuesday | Wednesday | Thursday | Friday | Saturday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8:00 |  |  |  |  |  |  |
| 9:00 | $1$ |  | $\bigcirc$ |  |  |  |
| 10:00 |  |  | I | ) |  |  |
| 11:00 |  |  | $\cdots$ | - |  |  |
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| 3:00 |  |  |  |  |  |  |
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| 5:00 |  |  | 15! - | , |  |  |
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| 7:00 |  |  |  |  |  |  |
| 8:00 |  |  |  |  |  |  |
| 9:00 |  |  |  |  |  |  |

## CLASS SCHEDULE first \& second semester

FIRST SEMESTER


## CLASS SCHEDULE trimesters

FIRST TRIMESTER

| Period | Subject | Teacher | Room |  |
| :--- | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |



| Period | 17 Subject | Teactr | Room |
| :---: | :---: | :---: | :---: |
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|  |  |  |  |

## TIME-BLOCK SCHEDULE first \& second semester

FIRST SEMESTER
DAYS

| Period | Subject | Teacher | Room |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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DAYS

| Period | Subject | Teacher | Room |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

COMMUNICATION between parent \& teacher

| PARENT |
| :---: |

TEACHER


## ADVANCE PLANNING

| AUGUST 2025 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |



| DECEMBER 2025 | S M M |
| :---: | :---: |
|  |  21222324252627 28293031 |

## CALENDAR YEARS

## 2024

|  | $\begin{array}{rrrrrrr} \text { S M } & \text { T } & \text { W } & \text { T } & \text { F } & \text { S } \\ & 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 10 & 11 & 12 & 13 \\ 14 & 15 & 16 & 17 & 18 & 19 & 20 \\ 21 & 22 & 23 & 24 & 25 & 26 & 27 \\ 28 & 29 & 30 & 31 & & & \end{array}$ | 年 | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W T T } & \text { F } & \mathbf{S} \\ 4 & 5 & 6 & 7 & 1 & 2 & 3 \\ 4 & 5 & 6 & 9 & 10 \\ 11 & 12 & 13 & 14 & 15 & 16 & 17 \\ 18 & 19 & 20 & 21 & 22 & 23 & 24 \\ 25 & 26 & 27 & 28 & 29 & & \end{array}$ |  | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 3 & 4 & 5 & 6 & 7 & 1 & 2 \\ 3 & 5 & 9 \\ 10 & 11 & 12 & 13 & 14 & 15 & 16 \\ 17 & 18 & 19 & 20 & 21 & 22 & 23 \\ 24 & 25 & 26 & 27 & 28 & 29 & 30 \\ 31 & & & & & \end{array}$ |  | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 7 & 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 10 & 11 & 12 & 13 \\ 14 & 15 & 16 & 17 & 18 & 19 & 20 \\ 21 & 22 & 23 & 24 & 25 & 26 & 27 \\ 28 & 29 & 30 & & & \end{array}$ |
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| $\left\|\begin{array}{l} \vec{\pi} \\ \dot{\boldsymbol{\pi}} \end{array}\right\|$ | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 5 & 6 & 7 & 8 & 2 & 3 & 4 \\ 5 & 6 & 7 & 8 & 9 & 10 & 11 \\ 12 & 13 & 14 & 15 & 16 & 17 & 18 \\ 19 & 20 & 21 & 22 & 23 & 24 & 25 \\ 26 & 27 & 28 & 29 & 30 & 31 \end{array}$ | 资 | $\begin{array}{rrrrrrr} \text { S } & \mathbf{M} & \mathbf{T} & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 2 & & 3 & 4 & 5 & 6 & 7 \\ 1 \\ 9 & 10 & 11 & 12 & 13 & 14 & 8 \\ 16 & 17 & 18 & 19 & 20 & 21 & 22 \\ 23 & 24 & 25 & 26 & 27 & 28 & 29 \\ 30 & & & & & \end{array}$ | $\frac{2}{3}$ | $\begin{array}{rrrrrrr} \text { S M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ & 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 10 & 11 & 12 & 13 \\ 14 & 15 & 16 & 17 & 18 & 19 & 20 \\ 21 & 22 & 23 & 24 & 25 & 26 & 27 \\ 28 & 29 & 30 & 31 & & & \end{array}$ |  | S M T W T F $\mathbf{S}$ <br> 4 5 6 7 1 2 3 <br> 11 12 13 14 15 9 10 <br> 10 17      <br> 18 19 20 21 22 23 24 <br> 25 26 27 28 29 30 31 |
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| $\left\|\begin{array}{c} \stackrel{\rightharpoonup}{\omega} \\ \stackrel{n}{E} \\ \underset{0}{\omega} \\ \stackrel{\rightharpoonup}{\omega} \\ 0 \end{array}\right\|$ | $\begin{array}{rrrrrrr} \text { S M } & \text { T } & \text { U } & \mathbf{F} & \text { F } & \text { S } \\ & 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 10 & 19 & 12 & 13 \\ 14 & 15 & 16 & 17 & & 19 & 20 \\ 21 & 22 & 23 & 24 & & & 26 \\ 28 & 29 & 20 \end{array}$ | $\left.\begin{aligned} & \frac{1}{0} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned} \right\rvert\,$ |  | $\left\|\begin{array}{l} 0 \\ 0 \\ 0 \\ 0 \end{array}\right\|$ | $\begin{array}{rlllll} 9 & 10 & 11 & 12 & 13 & \\ 16 & 17 & 18 & 19 & 20 & 21 \\ 23 & 24 & 25 & 26 & 27 & 28 \\ 30 & 29 \end{array}$ |  |  |
| $\left\lvert\, \begin{aligned} & \text { 리 } \\ & \text { m } \\ & \stackrel{\rightharpoonup}{\pi} \\ & \stackrel{\pi}{7} \end{aligned}\right.$ | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 4 & 5 & 6 & 7 & 1 & 2 & 3 \\ 4 & 5 & 10 \\ 11 & 12 & 13 & 14 & 15 & 16 & 17 \\ 18 & 19 & 20 & 21 & 22 & 23 & 24 \\ 25 & 26 & 27 & 28 & 29 & 30 & 31 \end{array}$ |  | $M$ $T$ $W$ $T$ $F$ $S$ <br> 2 3 4 5 6 7 <br> 9 10 11 12 13 14 <br> $\mathbf{1 7}$ 18 19 20 21  <br> $\mathbf{9}$ 24 25 26 27 28 | $\begin{aligned} & \frac{5}{0} \\ & \frac{0}{10} \\ & \sum_{1} \end{aligned}$ |  |  | $\begin{array}{rrrrrrr} \mathbf{S} & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 5 & 6 & 7 & 1 & 2 & 3 & 4 \\ 5 & 6 & 10 & 11 \\ 12 & 13 & 14 & 15 & 16 & 17 & 18 \\ 19 & 20 & 21 & 22 & 23 & 24 & 25 \\ 26 & 27 & 28 & 29 & 30 \end{array}$ |
| $\stackrel{\text { ® }}{\boldsymbol{\pi}} \mid$ | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \text { S } \\ 3 & 4 & 5 & 6 & 7 & 1 & 2 \\ 10 & 11 & 12 & 13 & 14 & 15 & 96 \\ 17 & 18 & 19 & 20 & 21 & 22 & 23 \\ 24 & 25 & 26 & 27 & 28 & 29 & 30 \\ 31 & & & & & \end{array}$ | $\stackrel{0}{\leftrightharpoons}$ | $\begin{array}{rrrrrrrr}\text { S } & \text { M } & \text { T } & \text { W } & \text { T } & F & \text { S } \\ 1 & 2 & 3 & 4 & 5 & 6 \\ 7 & 8 & 9 & 10 & 11 & 12 & 13 \\ 14 & 15 & 16 & 17 & 18 & 19 & 20 \\ 21 & 22 & 23 & 24 & 25 & 26 & 27 \\ 28 & 29 & 30 & & & & \end{array}$ | $\left.\frac{2}{3} \right\rvert\,$ | S M T W T F S <br>  6 1 2 3 4  <br> 5 6 7 8 9 10 11 <br> 12 13 14 15 16 17 18 <br> 19 20 21 22 23 24 25 <br> 26 27 28 29 30 31  |  | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ 2 & 3 & 4 & 5 & 6 & 7 & 1 \\ \mathbf{9} & 10 & 11 & 12 & 13 & 14 & 15 \\ 16 & 17 & 18 & 19 & 20 & 21 & 22 \\ 23 & 24 & 25 & 26 & 27 & 28 & 29 \\ 30 & 31 & & & & \end{array}$ |
|  | $\begin{array}{rrrrrrr} \text { S M } & \text { T } & \text { W } & \text { T } & \text { F } & \text { S } \\ & & 1 & 2 & 3 & 4 & 5 \\ 6 & 7 & 8 & 9 & 10 & 11 & 12 \\ 13 & 14 & 15 & 16 & 17 & 18 & 19 \\ 20 & 21 & 22 & 23 & 24 & 25 & 26 \\ 27 & 28 & 29 & 30 & & & \end{array}$ | ¢ <br> 0 <br> 0 <br> $\vdots$ <br> 0 | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \text { S } \\ 4 & 5 & 6 & 7 & 1 & 2 & 3 \\ 4 & 5 & 6 & 9 & 10 \\ 11 & 12 & 13 & 14 & 15 & 16 & 17 \\ 18 & 19 & 20 & 21 & 22 & 23 & 24 \\ 25 & 26 & 27 & 28 & 29 & 30 & 31 \end{array}$ |  | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \text { S } \\ 1 & 2 & 3 & 4 & 5 & 6 & 7 \\ 8 & 9 & 10 & 11 & 12 & 13 & 14 \\ 15 & 16 & 17 & 18 & 19 & 20 & 21 \\ 22 & 23 & 24 & 25 & 26 & 27 & 28 \\ 29 & 30 & & & & \end{array}$ |  | $\begin{array}{rrrrrrr} \text { S } & \text { M } & \text { T } & \text { W } & \text { T } & \text { F } & \mathbf{S} \\ & 7 & 1 & 2 & 3 & 4 & 5 \\ 6 & 7 & 8 & 9 & 10 & 11 & 12 \\ 13 & 14 & 15 & 16 & 17 & 18 & 19 \\ 20 & 21 & 22 & 23 & 24 & 25 & 26 \\ 27 & 28 & 29 & 30 & 31 & & \end{array}$ |


|  | 2024 | 2025 | 2026 |
| :---: | :---: | :---: | :---: |
| New Year's Day* | Mon., Jan. 1 | Wed., Jan. 1 | Thurs., Jan 1 |
| Martin Luther King Jr. Day* | Mon., Jan. 15 | Mon., Jan. 20 | Mon., Jan 19 |
| Groundhog Day | Fri., Feb. 2 | Sun., Feb. 2 | Mon., Feb 2 |
| Lunar New Year | Sat., Feb. 10 | Wed., Jan. 29 | Tues., Feb 17 |
| Lincoln's Birthday | Mon., Feb. 12 | Wed., Feb. 12 | Thurs., Feb 12 |
| Valentine's Day | Wed., Feb. 14 | Fri., Feb. 14 | Sat., Feb 14 |
| Presidents' Day* | Mon., Feb. 19 | Mon., Feb. 17 | Mon., Feb 16 |
| Washington's Birthday | Thurs., Feb. 22 | Sat., Feb. 22 | Sun., Feb 22 |
| Ash Wednesday | Wed., Feb. 14 | Wed., Mar. 5 | Wed., Feb 18 |
| Daylight saving time begins | Sun., Mar. 10 | Sun., Mar. 9 | Sun., Mar 8 |
| St. Patrick's Day | Sun Mar. 17 | Mon., Mar. 17 | Tues., Mar 17 |
| First day of spring |  | 34\%Mar. 20 | Fri., Mar 20 |
| April Fools' Day | Mon., Apr. 1 | Tues, | Wed., Apr 1 |
| Palm Sunday | Sun., Mar. 24 | Sun., Apr. | Sun., Mar 29 |
| Passover begins | Mon., Apr. 22 | Sat., Apr. 12 | Wed., Apr 1 |
| Good Friday | Fri., Mar. 29 | Fri., Apr. 18 | Eri., Apr 3 |
| Easter | Sun., Mar. 31 | Sun., Apr. 20 | an., Apr 5 |
| Earth Day | Mon., Apr. 22 | Tues., Apr. 22 | Ved, Apr 22 |
| Cinco de May | Sun., May 5 | Mon., May 5 | 2 May 5 |
| Mother's Day $\square^{\square}$ | in Md 12 | Sun., May 11 | Sui May 10 |
| Memorial Da! | 1o. May 27 | Mon., May 26 | MoIL May 25 |
| Flag Day | Ouk |  | Sunt, \%un 14 |
| Father's Da | un., June | Sun., June | Sun.Oun 21 |
| $J$ uneteenth* | Wed., June | +s., Ju | Fri, $z 19$ |
| First day of simer | $\bullet$ | 1 | Suntun 21 |
| Independence | Thurs., July 4 |  | Sat.9Jul 4 |
| Labor Day* | Mon., Sept. 2 | Mon., Sept. 1 | MO. Sep 7 |
| Patriot Day | Wed., Sept. 11 | Thurs., Sept. 11 | - ${ }^{-}$Sep 11 |
| Rosh Hashanah bee s at sundoun | Wed., Oct. 2 | Mon., Sept. 22 | 71, Sep 11 |
| First day of autumn | Sun., Sept. 22 | Mon., Sept. 22 | Tues., Sep 22 |
| Yom Kippur begins ats | Fri., Oct. 11 | Wed., Oct. 1 | Sun., Sep 20 |
| Columbus Day* | Mon., Oct. 14 | Mon., Oct | Mon., Oct 12 |
| Halloween | Thurs., Oct. 31 | Fri. | Sat., Oct 31 |
| Standard time begins |  | SHOFOV. 2 | Sun., Nov 1 |
| Election Day |  | ues., Nov. 4 | Tues., Nov 3 |
| Veterans Day* | Mon., Nov. 11 | Tues., Nov. 11 | Wed., Nov 11 |
| Thanksgiving* | Thurs., Nov. 28 | Thurs., Nov. 27 | Thurs., Nov 26 |
| Hanukkah begins at sundown | Wed., Dec. 25 | Sun., Dec. 14 | Fri., Dec 4 |
| First day of winter | Sat., Dec. 21 | Sun., Dec. 21 | Mon., Dec 21 |
| Christmas* | Wed., Dec. 25 | Thurs., Dec. 25 | Fri., Dec 25 |
| Kwanzaa begins | Thurs., Dec. 26 | Fri., Dec. 26 | Sat., Dec 26 |

## PHONE NUMBERS important contacts

| NAME |
| :--- | :--- | :--- | :--- |
| Fire |
| Rescue/Ambulance |
| Doctor |
| Hospital |

NOTES


## HALL PASS

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Destination Codes：R＝Restroom L＝Locker G＝Guidance M＝Media Center O＝Office U＝Unexcused E＝Excused


[^0]:    Use: to express strong feeling.
    $\rightarrow$ Example: Help! Help!

[^1]:    Cepplighe 9 2014 Nusural
    Cender lie Misede s topesdey
    Chiden Alault renervol

[^2]:    

[^3]:    "WE ARE OF COURSE A NATION OF DIFFERENCES. THOSE DIFFERENCES DON'T MAKE US WEAK. THEY'RE THE SOURCE OF OUR STRENGTH." - Jimmy Carter

[^4]:    "ACTION SPRINGS NOT FROM THOUGHT, BUT FROM A READINESS FOR
    RESPONSIBILITY." - Dietrich Bonhoeffer

[^5]:    "ORGANIZING IS WHAT YOU DO BEFORE YOU DO SOMETHING; SO THAT WHEN YOU DO IT, IT IS NOT ALL MIXED UP." - A.A. Milne

[^6]:    "ONLY WHEN MEN ARE CONNECTED TO LARGE, UNIVERSAL GOALS ARE THEY REALLY HAPPY - AND ONE RESULT OF THEIR HAPPINESS IS A RUSH OF CREATIVE ACTIVITY." - Joyce Carol Oates

[^7]:    "Truth burns up error."

    - Sojourner Trutt

