School Datebooks®

COLLEGE

REFERENCE PAGES

8.5" X 11"

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Protecting yourself from the things that can harm you is a skill you must learn to have a happy life. Drugs will harm you and those around you. The world needs you. You will be unavailable if you are messed up or sick from drugs. Choose to be a healthier, stronger human **(I),** a better friend to others **(Us),** and someone who can change the world **(All)** for the better.

I • Us • All

We are each like a drop of water splashing into a pond. Our actions cause concentric ripples of actions. A helping hand or a smile from one person can ripple through their **relationships** to the **relationships** of others, and so on; until the **world** has changed. The actions of the individual may seem insignificant, but can alter the **world**.

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Look for the **I, Us, and All** symbols in your planner and supplements. They mark sections and lessons to help make positive ripples in your **self, relationships, and world.**

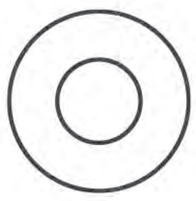
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Your college years have the potential to be a touchstone for the rest of your life. This is the time for you to stretch your intellect, open your mind to the thoughts and knowledge of others, and look into your future with hope and optimism. Change yourself! Make lifelong relationships! Make the world a better place! Yes, you can.

I · Us · All

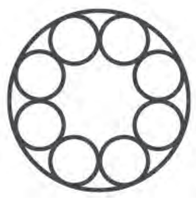
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Learning how to solve disagreements and make good compromises will go a long way to make your life better. You will feel much happier about yourself **(I),** your relationships with others **(Us),** and the world you live in **(All)** when you can work through your conflicts with courage and clarity.

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SCOTT MANDEL

IMPROVING TEST SCORES

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Why Are Study & Test-Taking Skills So Important?

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or

Why Do I Need to Read the Next Twelve Pages?

STUDENT

COLLABORATION

When you collaborate, you use your strengths for the common goal. You will make friendships and something NEW is created!

INCLUDE:

Invite and allow others to participate in your activity.

MANAGE:

Direct tasks, materials, schedules, and people.

SHARE:

Offer your materials and ideas for others to have, use, or borrow.

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COMMUNICATION

Communication goes well beyond being liked. Good communication is essential for success: personal, social, professional.

Speak and write so you can be understood.

Be an active listener. The ideas and information of others is important.

Speak:

Formally or informally communicate orally to individuals or groups.

Write:

Communicate using the written word. Use paper, pen, computers, tablets, and smart phones.

Negotiate:

Have discussions to solve disagreements!

Listen:

Try to really hear what others say, especially if you are being spoken to directly.

Interpret:

Restate words or ideas.
OR
Translate from one language to another.

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CRITICAL THINKING

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Critical thinking is reflective thinking to determine what is true in order to decide what action to take. It is one of the highest levels of thinking.

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CRITICAL THINKING IN SCHOOL:

- Word Problems
- Essay Questions
- Role Playing
- Simulations

CRITICAL THINKING OUT OF SCHOOL:

- Decision Making
- Relationships
- Analyzing Life Events
- Recognizing Differences
- Describing Things
- Explaining Things

PROBLEM SOLVING:

Defining a problem and thinking of ways to overcome obstacles. Good problem solvers must be persistent and creative.

ORGANIZING:

Arranging a thing in a particular way. Organizers have good spatial sense and can quickly see patterns.

EVALUATING:

Judging and appraising to determine a thing's worth. Evaluating often includes ranking something first, second, third, etc. Good evaluators are careful observers and precise note takers.

ANALYZING:

Examining something in systematic detail to discover its essence or meaning. Analyzers gather as many facts as possible and document findings. Your final analysis is based on research.

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INFORMATION LITERACY

Information Literacy refers to having a basic understanding of receiving, retrieving, evaluating, and sharing information of all kinds.

READ:

Decode and comprehend printed matter.

LEARN:

Gain knowledge through study, practice, or experience.

RECOGNIZE:

Identify words, phrases, images, themes, and tell one example from another.

COMPREHEND:

"Get it." Mentally grasp a concept communicated by an author, musician, or artist.

Good information literacy skills are the only defense against the rising sea of all kinds of information. Being able to understand information, determine its value and validity, and share the most worthwhile information are key skills in the 21st Century.

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INITIATIVE

The Fuel that Powers Progress

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Be self-motivated to work toward achieving goals.

CREATE:
Bring something into being that didn't exist before.

TRY:
Strive to do your best. Pursue your goals.

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PEOPLE WITH INITIATIVE:

- Lead the pack
- Raise their hands
- Volunteer
- Complete projects
- Serve as role models
- Reach goals
- REALIZE DREAMS

DISCIPLINE:
Use self-control. Schedule to reach your goals.

WORK:
Apply yourself. Achieve your goals.

THE KEPLER TELESCOPE

The Kepler Telescope is a brilliant example of Initiative! Launched by NASA in 2009, it required the initiative and collaboration of NASA, Ball Aerospace, and the Ames Research Center. It was designed to survey our area of the Milky Way Galaxy to detect and characterize hundreds of Earth-sized and larger planets in or near the habitable zone.

INFLUENCE:
Promote, persuade, distribute, or sell a service or product.

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TIME MANAGEMENT

Use your time effectively and efficiently to be productive and successful!

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Everyone has the same 24 hours each day. Develop good time-management skills so you can make the most of the hours that belong to you. Include time for good health! Exercise, relax, and eat nutritiously.

Prioritize:
Arrange your tasks in order of importance.

Concentrate:
Focus on one thing at a time.

Delegate:
Ask someone else to do a task.

Schedule:
Decide when something needs to get done and arrange it for that time.

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Time management, whether addressed with a digital or a paper planner, is critical to academic success. Learning time management skills will have a powerful positive impact on your life. You will be able to get more done **(I),** help others and improve relationships **(Us),** and make a positive difference in the world around you **(All).**

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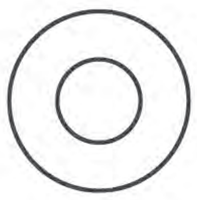
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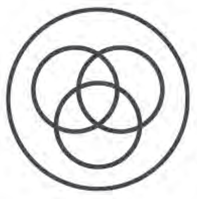
Understanding your financial resources and assuming responsibility for them will allow for you to have a better life. Your potential to positively effect your own life **(I),** your relationships **(Us)**, and the world around you **(All)** will increase if you control your finances rather than allowing them to control you.

I • Us • All

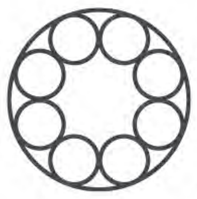
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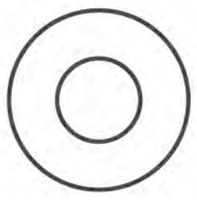
I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7
VIII	8
IX	9
X	10
XI	11
XII	12
XIII	13
XIV	14
XV	15
XVI	16
XVII	17
XVIII	18
XIX	19
XX	20
XXI	21
XXII	22
XXIII	23
XXIV	24
XXV	25
XXVI	26
XXVII	27
XXVIII	28
XXIX	29
XXX	30
XXXI	31
XXXII	32
XXXIII	33
XXXIV	34
XXXV	35
XXXVI	36
XXXVII	37
XXXVIII	38
XXXIX	39
XL	40
XLI	41
XLII	42
XLIII	43
XLIV	44
XLV	45
XLVI	46
XLVII	47
XLVIII	48
XLIX	49
L	50
LI	51
LII	52
LIII	53
LIV	54
LV	55
LVI	56
LVII	57
LVIII	58
LIX	59
LX	60
LXI	61
LXII	62
LXIII	63
LXIV	64
LXV	65
LXVI	66
LXVII	67
LXVIII	68
LXIX	69
LXX	70
LXXI	71
LXXII	72
LXXIII	73
LXXIV	74
LXXV	75
LXXVI	76
LXXVII	77
LXXVIII	78
LXXIX	79
LXXX	80
LXXXI	81
LXXXII	82
LXXXIII	83
LXXXIV	84
LXXXV	85
LXXXVI	86
LXXXVII	87
LXXXVIII	88
LXXXIX	89
XC	90
XCI	91
XCII	92
XCIII	93
XCIV	94
XCV	95
XCVI	96
XCVII	97
XCVIII	98
XCIX	99
C	100
D	500
M	1000

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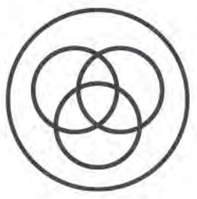
Use your time in school to your best advantage. Learning about new ways to solve problems, express yourself, and interact with the world will make your life infinitely better. The way you relate to yourself **(I),** communicate with others **(Us),** and contribute to a better world **(All)** improve with your ability to study better and learn more.

I • Us • All

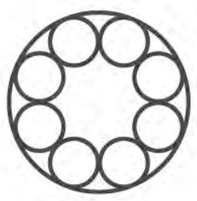
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CHARACTER *defining character*

C H A R A C T E R

What's CHARACTER all about?

> *"Character is power."* ~BOOKER T. WASHINGTON

> *"What lies behind us and what lies before us are small matters compared to what lies within us."* ~RALPH WALDO EMERSON

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As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your character – or be known *as* a character, to paraphrase a high school principal's advice to his graduating class.

Your character determines whether your friends, classmates, and family members see you as a leader, respect you as a role model and ultimately, feel their interactions with you help them become better people.

But what values and personal attributes comprise character? To name just a few, character is defined by:

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C **CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."

H **HONESTY** Be honest with yourself and with others in every interaction. Honesty and integrity are the core values that make respect, courage, and trustworthiness possible.

A **ACTIONS** Your actions – not your intentions or words – are what define your character. Often, these become acts of courage, such as taking a stand against injustice, prejudice, cruelty, and other inhumane behaviors.

R **RESPONSIBILITY** Your sense of responsibility is what compels you to do the right thing, follow through on your promises, and be accountable for your actions. Personal rights are only possible if they're accompanied by responsibility.

A **ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.

C **CITIZENSHIP** People of strong moral character don't sit on the sidelines. Contribute your "fair share" – participate fully as a concerned student, volunteer, and voter.

T **TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.

E **EMPATHY** 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.

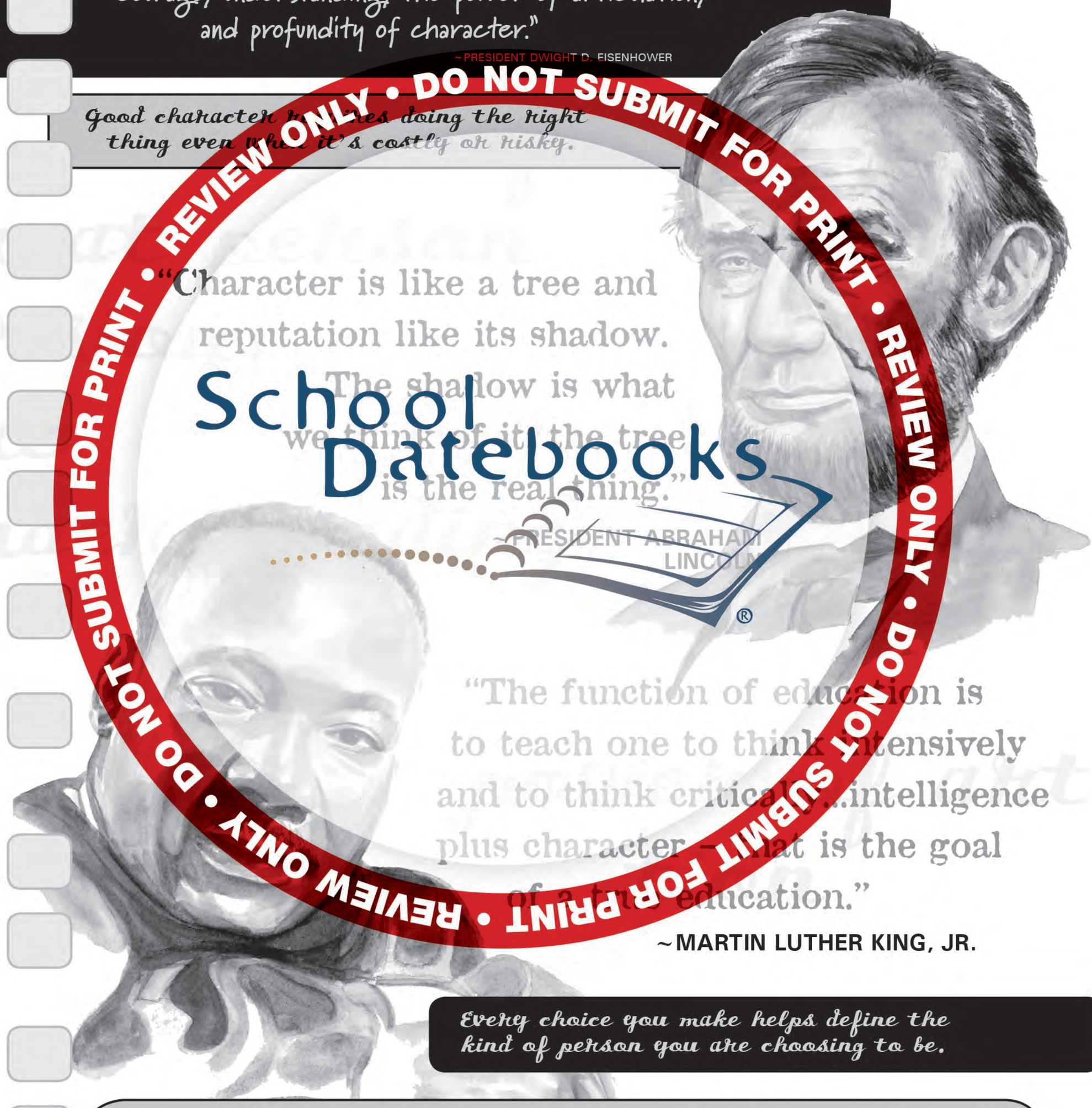
CHARACTER *people of character*

C H A R A C T E R

The qualities of a great man are "vision, integrity, courage, understanding, the power of articulation, and profundity of character."

~PRESIDENT DWIGHT D. EISENHOWER

Good character is ... doing the right thing even when it's costly or risky.



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Every choice you make helps define the kind 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."

~MICHELLE OBAMA

C H A R A C T E R

CIVICS *Bill of Rights*

AMENDMENT 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 II

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.

AMENDMENT III

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

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same 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.

AMENDMENT VI

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 VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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CIVICS *United States presidents*

No.	President	Party	Native State	Dates of term(s)	Vice President
{1}	*George Washington*	Unaffiliated	Virginia†	April 30, 1789-March 3, 1797	John Adams
{2}	*John Adams*	Fed.	Massachusetts†	March 4, 1797-March 3, 1801	Thomas Jefferson
{3}	*Thomas Jefferson*	Dem.-Rep.	Virginia†	March 4, 1801-March 3, 1805	Aaron Burr
	Thomas Jefferson			March 4, 1805-March 3, 1809	George Clinton
{4}	*James Madison*	Dem.-Rep.	Virginia†	March 4, 1809-March 3, 1813	George Clinton*
	James Madison			March 4, 1813-March 3, 1817	Elbridge Gerry*
{5}	*James Monroe*	Dem.-Rep.	Virginia†	March 4, 1817-March 3, 1825	Daniel D. Tomkins
{6}	*John Quincy Adams*	Dem.-Rep.	Massachusetts†	March 4, 1825-March 3, 1829	John C. Calhoun
{7}	*Andrew Jackson*	Dem.	Carolinas†	March 4, 1829-March 3, 1833	John C. Calhoun*
	Andrew Jackson			March 4, 1833-March 3, 1837	Martin Van Buren
{8}	*Martin Van Buren*	Dem.	New York	March 4, 1837-March 3, 1841	Richard M. Johnson
{9}	*William Henry Harrison**	Whig	Virginia†	March 4, 1841-April 4, 1841	John Tyler
{10}	*John Tyler*	Whig	Virginia	April 6, 1841-March 3, 1845	
{11}	*James K. Polk*	Dem.	North Carolina	March 4, 1845-March 3, 1849	George M. Dallas
{12}	*Zachary Taylor**	Whig	Virginia	March 4, 1849-July 9, 1850	Millard Fillmore
{13}	*Millard Fillmore*	Whig	New York	July 10, 1850-March 3, 1853	
{14}	*Franklin Pierce*	Dem.	New Hampshire	March 4, 1853-March 3, 1857	William R. King*
{15}	*James Buchanan*	Dem.	Pennsylvania	March 4, 1857-March 3, 1861	John C. Breckinridge
{16}	*Abraham Lincoln*	Rep.	Kentucky	March 4, 1861-March 3, 1865	Hannibal Hamlin
	*Abraham Lincoln**			March 4, 1865-April 15, 1865	Andrew Johnson
{17}	*Andrew Johnson*	Dem.	North Carolina	April 15, 1865-March 3, 1869	
{18}	*Ulysses S. Grant*	Rep.	Ohio	March 4, 1869-March 3, 1873	Schuyler Colfax
	Ulysses S. Grant			March 4, 1873-March 3, 1877	Henry Wilson*
{19}	*Rutherford B. Hayes*	Rep.	Ohio	March 4, 1877-March 3, 1881	William A. Wheeler
{20}	*James A. Garfield**	Rep.	Ohio	March 4, 1881-Sept. 19, 1881	Chester A. Arthur
{21}	*Chester A. Arthur*	Rep.	Vermont	Sept. 19, 1881-March 3, 1885	
{22}	*Grover Cleveland*	Dem.	New Jersey	March 4, 1885-March 3, 1889	Thomas A. Hendricks*
{23}	*Benjamin Harrison*	Rep.	Ohio	March 4, 1889-March 3, 1893	Levi P. Morton
{24}	*Grover Cleveland*	Dem.	New Jersey	March 4, 1893-March 3, 1897	Adlai E. Stevenson
{25}	*William McKinley*	Rep.	Ohio	March 4, 1897-March 3, 1901	Garret A. Hobart*
	*William McKinley**			March 4, 1901-Sept. 14, 1901	Theodore Roosevelt
{26}	*Theodore Roosevelt*	Rep.	New York	Sept. 14, 1901-March 3, 1905	
	Theodore Roosevelt			March 4, 1905-March 3, 1909	Charles W. Fairbanks
{27}	*William H. Taft*	Rep.	Ohio	March 4, 1909-March 3, 1913	James S. Sherman*
{28}	*Woodrow Wilson*	Dem.	Virginia	March 4, 1913-March 3, 1917	Thomas R. Marshall
	Woodrow Wilson			March 4, 1917-March 3, 1921	
{29}	*Warren G. Harding**	Rep.	Ohio	March 4, 1921-August 2, 1923	Calvin Coolidge
{30}	*Calvin Coolidge*	Rep.	Vermont	August 3, 1923-March 3, 1925	
	Calvin Coolidge			March 4, 1925-March 3, 1929	Charles G. Dawes
{31}	*Herbert C. Hoover*	Rep.	Iowa	March 4, 1929-March 3, 1933	Charles Curtis
{32}	*Franklin D. Roosevelt*	Dem.	New York	March 4, 1933-Jan. 20, 1937	John N. Garner
	Franklin D. Roosevelt			Jan. 20, 1937-Jan. 20, 1941	
	Franklin D. Roosevelt			Jan. 20, 1941-Jan. 20, 1945	Henry A. Wallace
	*Franklin D. Roosevelt**			Jan. 20, 1945-April 12, 1945	Harry S. Truman
{33}	*Harry S. Truman*	Dem.	Missouri	April 12, 1945-Jan. 20, 1949	
	Harry S. Truman			Jan. 20, 1949-Jan. 20, 1953	Alben W. Barkley
{34}	*Dwight D. Eisenhower*	Rep.	Texas	Jan. 20, 1953-Jan. 20, 1957	Richard M. Nixon
	Dwight D. Eisenhower			Jan. 20, 1957-Jan. 20, 1961	
{35}	*John F. Kennedy**	Dem.	Massachusetts	Jan. 20, 1961-Nov. 22, 1963	Lyndon B. Johnson
{36}	*Lyndon B. Johnson*	Dem.	Texas	Nov. 22, 1963-Jan. 20, 1965	
	Lyndon B. Johnson			Jan. 20, 1965-Jan. 20, 1969	Hubert H. Humphrey
{37}	*Richard M. Nixon*	Rep.	California	Jan. 20, 1969-Jan. 20, 1973	Spiro T. Agnew*
	*Richard M. Nixon**			Jan. 20, 1973-Aug. 9, 1974	Gerald R. Ford*
{38}	*Gerald R. Ford*	Rep.	Nebraska	Aug. 9, 1974-Jan. 20, 1977	Nelson Rockefeller
{39}	*James E. Carter, Jr.*	Dem.	Georgia	Jan. 20, 1977-Jan. 20, 1981	Walter Mondale
{40}	*Ronald Reagan*	Rep.	Illinois	Jan. 20, 1981-Jan. 20, 1985	George H. W. Bush
	Ronald Reagan			Jan. 20, 1985-Jan. 20, 1989	
{41}	*George H. W. Bush*	Rep.	Massachusetts	Jan. 20, 1989-Jan. 20, 1993	Dan Quayle
{42}	*William J. Clinton*	Dem.	Arkansas	Jan. 20 1993-Jan. 20, 1997	Albert Gore, Jr.
	William J. Clinton			Jan. 20, 1997-Jan. 20, 2001	
{43}	*George W. Bush*	Rep.	Connecticut	Jan. 20, 2001-Jan. 20, 2005	Richard B. Cheney
	George W. Bush			Jan. 20, 2005-Jan. 20, 2009	
{44}	*Barack H. Obama*	Dem.	Hawaii	Jan. 20, 2009-Jan. 20, 2013	Joseph R. Biden, Jr.
	Barack H. Obama			Jan. 20, 2013-Jan. 20, 2017	
{45}	*Donald Trump*	Rep.	New York	Jan. 20, 2017-Jan. 20, 2021	Mike Pence
{46}	*Joseph R. Biden, Jr.*	Dem.	Delaware	Jan. 20, 2021-	Kamala Harris

*(*did not finish term; †born as subjects of Great Britain before United States was established)*

ORDER OF PRESIDENTIAL SUCCESSION

{1} The Vice President

{2} Speaker of the House

{3} President pro tempore of the Senate

{4} Secretary of State

{5} Secretary of the Treasury

{6} Secretary of Defense

{7} Attorney General

{8} Secretary of the Interior

{9} Secretary of Agriculture

{10} Secretary of Commerce

{11} Secretary of Labor

{12} Secretary of Health and Human Services

{13} Secretary of Housing and Urban Development

{14} Secretary of Transportation

{15} Secretary of Energy

{16} Secretary of Education

{17} Secretary of Veterans Affairs

{18} Secretary of Homeland Security

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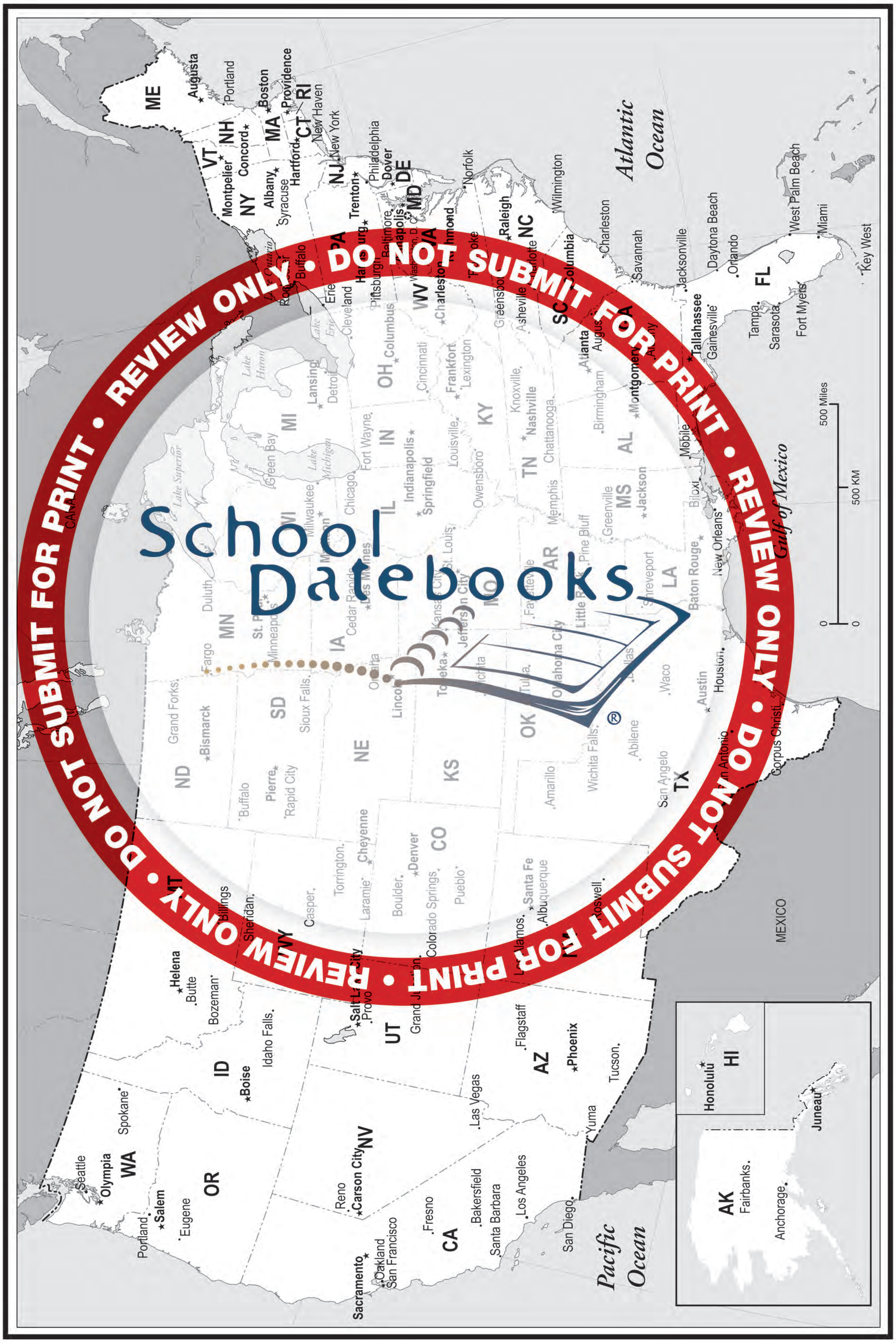
GEOGRAPHY *states & state capitals*

{AL}	Alabama	Montgomery
{AK}	Alaska	Juneau
{AZ}	Arizona	Phoenix
{AR}	Arkansas	Little Rock
{CA}	California	Sacramento
{CO}	Colorado	Denver
{CT}	Connecticut	Hartford
{DE}	Delaware	Dover
{FL}	Florida	Tallahassee
{GA}	Georgia	Atlanta
{HI}	Hawaii	Honolulu
{ID}	Idaho	Boise
{IL}	Illinois	Springfield
{IN}	Indiana	Indianapolis
{IA}	Iowa	Des Moines
{KS}	Kansas	Topeka
{KY}	Kentucky	Frankfort
{LA}	Louisiana	Baton Rouge
{ME}	Maine	Augusta
{MD}	Maryland	Annapolis
{MA}	Massachusetts	Boston
{MI}	Michigan	Lansing
{MN}	Minnesota	St. Paul
{MS}	Mississippi	Jackson
{MO}	Missouri	Jefferson City
{MT}	Montana	Helena
{NE}	Nebraska	Lincoln
{NV}	Nevada	Carson City
{NH}	New Hampshire	Concord
{NJ}	New Jersey	Trenton
{NM}	New Mexico	Santa Fe
{NY}	New York	Albany
{NC}	North Carolina	Raleigh
{ND}	North Dakota	Bismarck
{OH}	Ohio	Columbus
{OK}	Oklahoma	Oklahoma City
{OR}	Oregon	Salem
{PA}	Pennsylvania	Harrisburg
{RI}	Rhode Island	Providence
{SC}	South Carolina	Columbia
{SD}	South Dakota	Pierre
{TN}	Tennessee	Nashville
{TX}	Texas	Austin
{UT}	Utah	Salt Lake City
{VT}	Vermont	Montpelier
{VA}	Virginia	Richmond
{WA}	Washington	Olympia
{WV}	West Virginia	Charleston
{WI}	Wisconsin	Madison
{WY}	Wyoming	Cheyenne

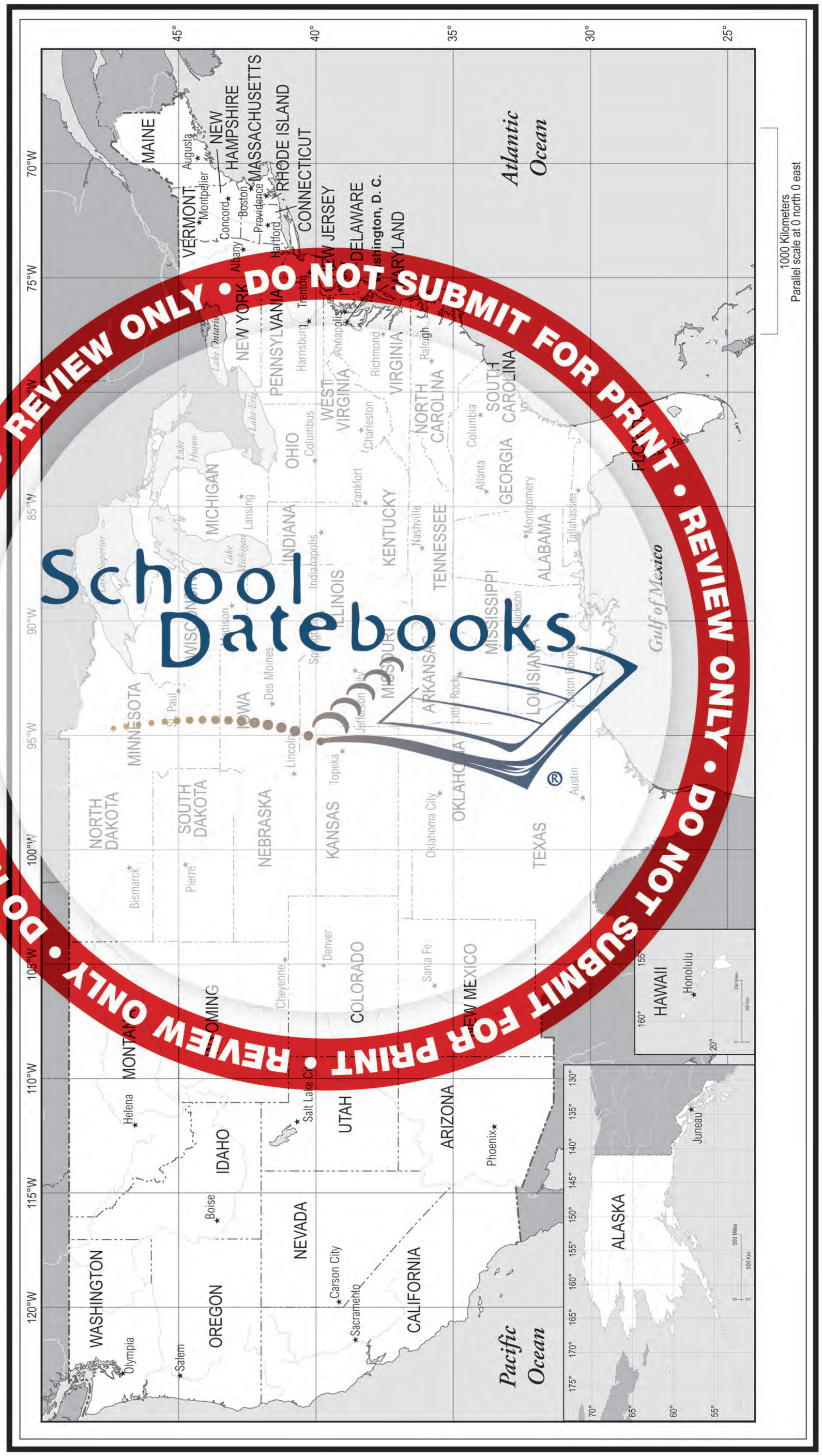
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GEOGRAPHY *United States map*

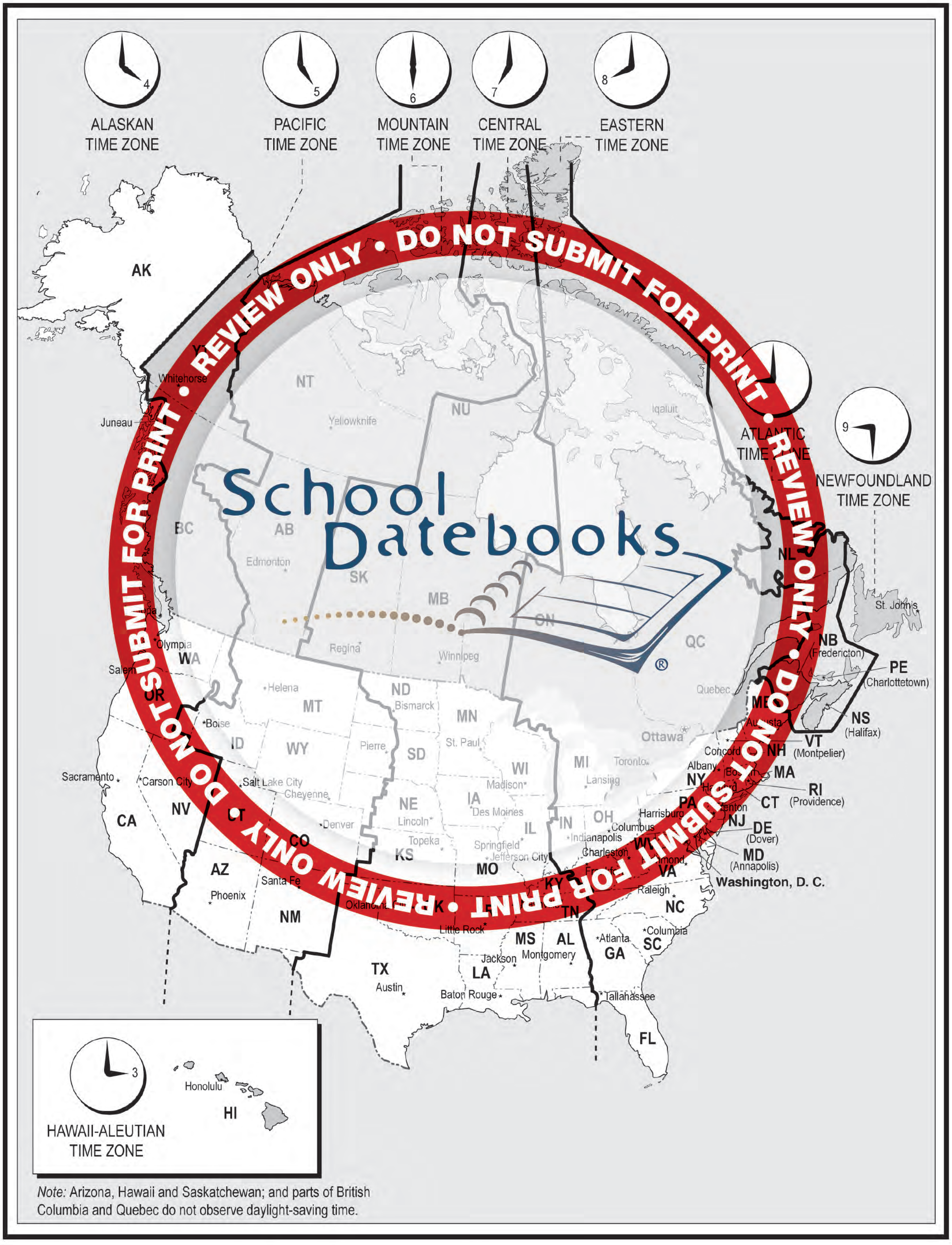


GEOGRAPHY *United States map with longitude & latitude*



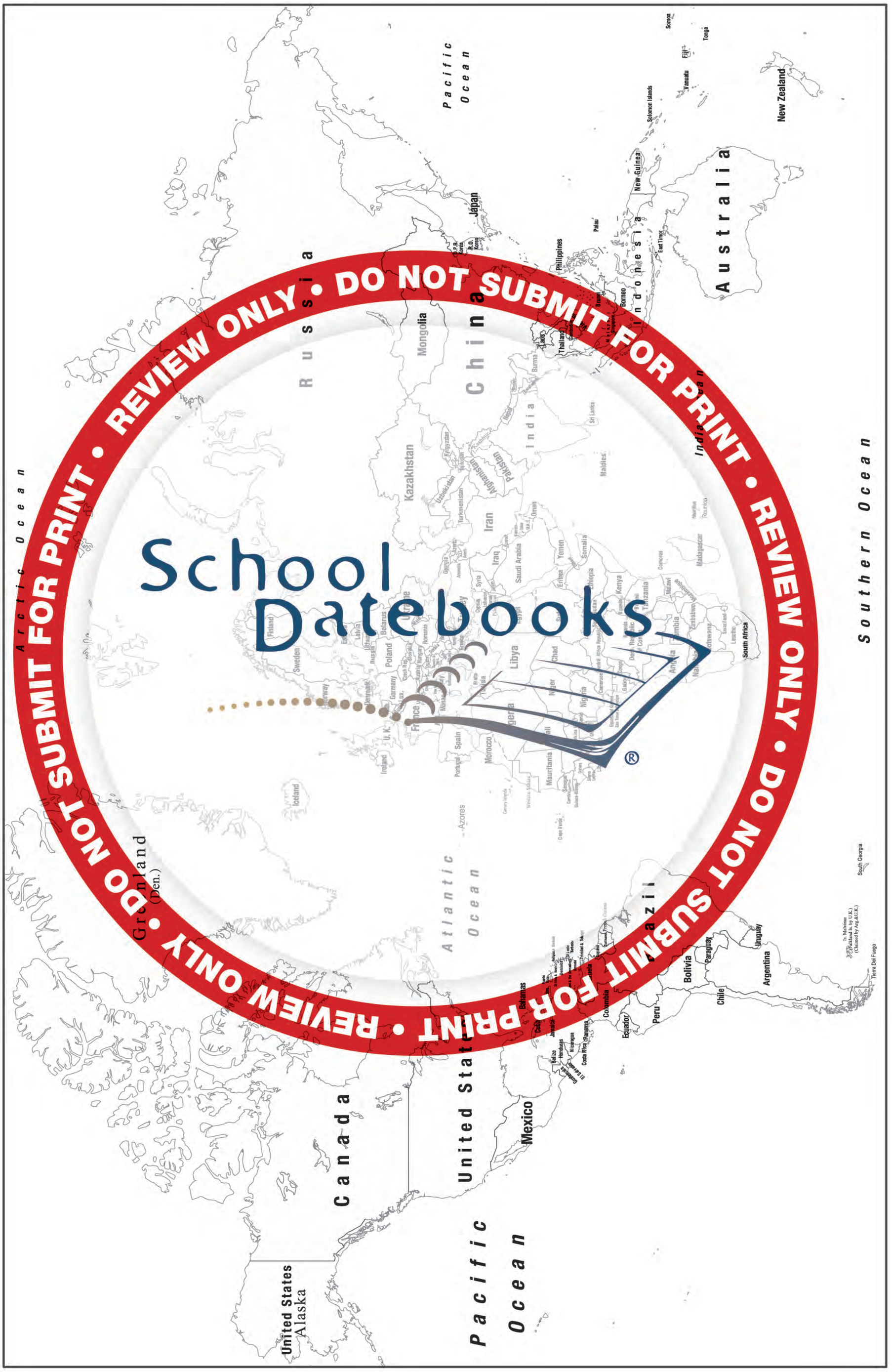
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GEOGRAPHY *U.S. & Canada time zones*

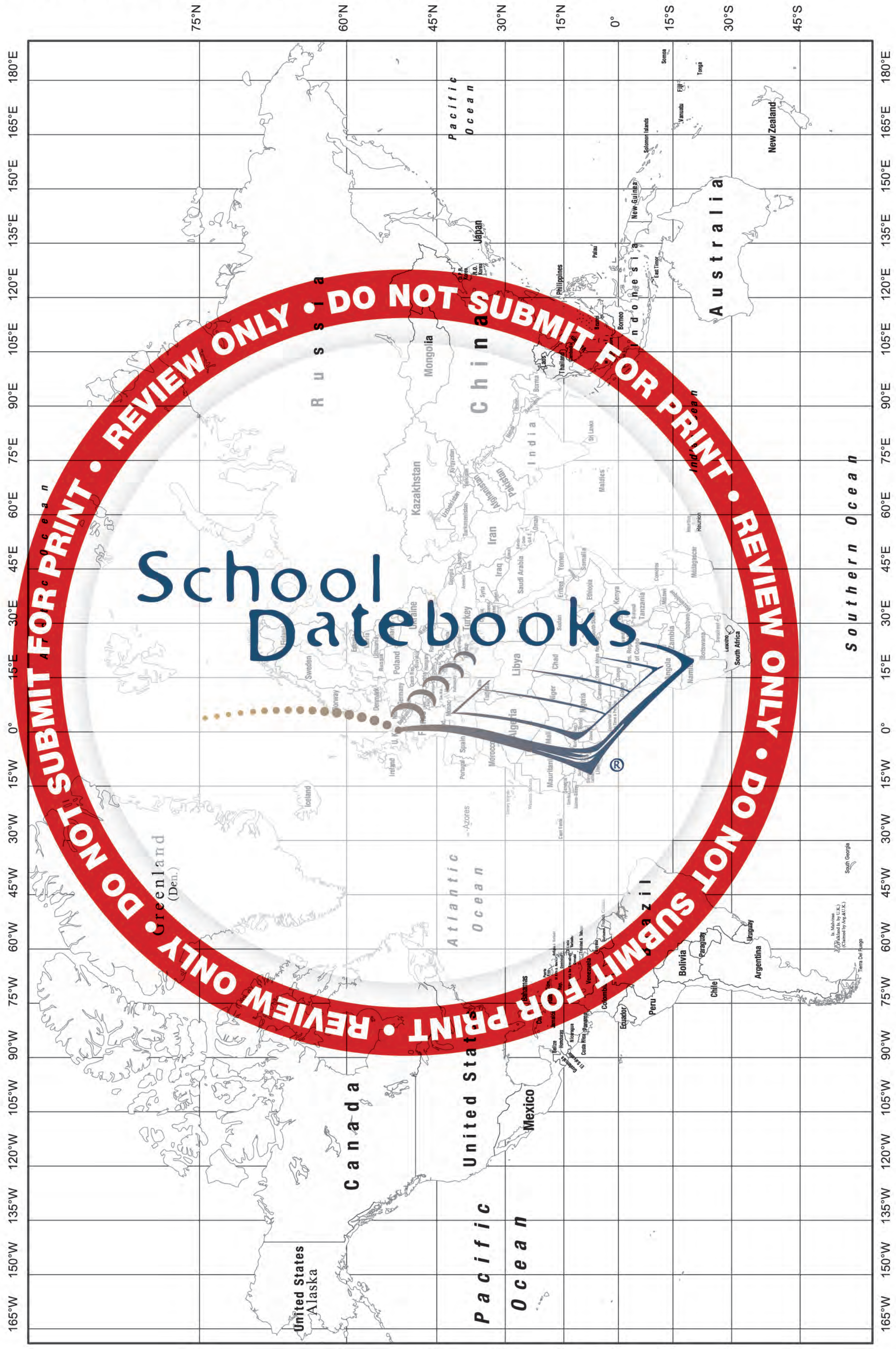


Note: Arizona, Hawaii and Saskatchewan; and parts of British Columbia and Quebec do not observe daylight-saving time.

GEOGRAPHY *world map*



GEOGRAPHY *world map with longitude & latitude*



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Be kind to your mother

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

Here are 10 simple things that will make a world of difference:

A few enviro-facts

→ Five recycled 2-liter plastic bottles can produce enough fiber fill to stuff a ski jacket.

→ Everyone in the world could eat 6 picnics based on the number of plates and cups Americans throw away each year.

→ Manufacturing a standard disposable battery takes 50 times more power than it produces. Solution: use rechargeable batteries.

→ Just one quart of motor oil can pollute 250,000 gallons of drinking water.

→ 5,000 marine mammals die each year from eating or becoming entangled in plastic debris.

→ Every year, Americans toss away enough office and writing paper to build a 12-foot-high wall spanning the miles between New York City and Los Angeles.

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Never litter. Ever.

Pick paper, not foam or plastic. *Foam cups are not biodegradable. In fact, if Christopher Columbus and his crew had tossed out a few Styrofoam cups when they first visited America more than 500 years ago, those cups would still be around today.*

Dish it. *Use real silverware and dishes instead of disposable ones.*

Opt for email to save paper.

Be smart when you shop. *Some companies have found more enviro-friendly ways to make their products. Patagonia, an outdoor outfitter, makes its synthetic fleece from recycled two-liter bottles instead of crude oil. The program has saved enough fuel to fill the gargantuan Chevy Suburban's 40-gallon gas tank 10,000 times.*

Make a deposit. *If you live in a state that has a bottle-deposit program, make sure you participate.*

Share a ride. *Riding with someone saves gas and cuts down on air pollution, and it's more fun.*

Recycle. *Every can, bottle and newspaper you recycle means one less is polluting our world.*

Share your old stuff. *Rather than throw them away, give your old toys, clothes, sports equipment, books, backpack, etc., to people who can use them.*

Be your own bottler. *Convince your family to invest in a water-purification system or buy water in those huge reusable bottles. Then you can refill water bottles rather than buy hundreds of individual ones each year.*

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ENVIRONMENTAL AWARENESS *recycling*

FACTS

- 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.
- Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
- When motor oil is not disposed of properly, it can seep into the ground and contaminate our drinking water. Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- 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.
- Hot dogs last up to 20-25 years in a landfill.
- 70% of the trash that people throw away can be recycled.
- Each person throws away an average of 1,460 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild our entire commercial air fleet.

WHAT CAN BE RECYCLED?

Items to Recycle	How to Prepare Them
Aluminum, Steel, and Tin Cans	*Lightly rinse and dry all cans.*
Newspapers	*Fold newspapers and place in brown paper bags or bundle with string into one foot stacks.*
Glass	*Rinse and remove metal or plastic rims and lids. Sort by color: brown, green, and clear.*
Plastics	*Rinse and separate by number.*
Corrugated Cardboard	*Break down boxes.*
Office Paper	*Separate into white, colored, and glossy stacks. Remove sticky tabs and paper clips.*
Motor Oil	*Collect in containers no larger than 5 gallons.*
Tires	*Check with your local recycler. Some communities limit the number of tires accepted per year from individuals.*

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Reduce



Reuse



Recycle



HEALTHY LIVING *about drinking alcohol*

ALCOHOL



How Can Alcohol Affect Me?

- Alcohol goes directly into the bloodstream, which is why it affects every system in the body.
- Heavy drinking can cause cirrhosis and cancer of the liver.
- Children in families with alcoholic members are at a higher risk for alcoholism.
- Alcohol abuse can lead to both homicides and suicides.
- Drinking can cause serious injuries and death – more than 38% of drownings are alcohol-related.
- Long-term effects of heavy alcohol use include loss of appetite, vitamin deficiencies, stomach ailments, sexual impotence, liver damage, heart and central nervous system damage, and memory loss.

How Do I Know I Have a Drinking Problem?

- inability to control your drinking – it seems that regardless of what you decide beforehand, you frequently wind up drinking too much
- using alcohol to escape your problems
- changing from your usual reserved character to the "life of the party"
- a change in personality – does drinking turn you from Dr. Jekyll to Mr. Hyde?
- a high tolerance level – you can drink just about everybody under the table
- blackouts – sometimes you don't remember what happened when you were drinking
- problems at school as a result of drinking
- concern shown by your family and friends about your drinking

About Alcohol – Quick Facts

{1} *Know the law.* Alcohol is illegal to buy or possess if you are under age 21.

{2} *Get the facts right.* One 12-ounce beer has as much alcohol as a 1.5-ounce shot of whiskey or a 5-ounce glass of wine.

{3} *Stay informed.* Wine coolers look like juice sparklers, but they have just as much alcohol as a 12-ounce beer. One glass of clear malt can give a teenager a .02 on a breathalyzer test. In some states, that amount is enough for anyone under the age of 21 to lose his/her driver's license and be subject to a fine.

{4} *Be aware of the risks.* Drinking increases the risk of injury. Car crashes, falls, burns, drowning, and suicide are all linked to alcohol and other drug use.

{5} *Keep your edge.* Alcohol can ruin your looks, give you bad breath, and cause weight gain.

{6} *Play it safe.* Drinking can lead to intoxication and even death.

{7} *Do the smart thing.* Drinking puts your health, education, family ties, and social life at risk.

{8} *Be a real friend.* If you know someone with a drinking problem, be a part of the solution. Urge your friend to get help.

{9} *Remain alert.* Steer clear of claims that alcohol means glamour and adventure. Stay clear on what's real and what's illusion.

Alcohol is a central nervous system depressant. It affects virtually every organ in the body, and chronic use can lead to numerous preventable diseases, including alcoholism. According to the 2016 Monitoring the Future survey, alcohol remains the number one substance used by 8th-, 10th-, and 12th-graders. More than 33 percent of 12th-graders report drinking alcohol within the past month.

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HEALTHY LIVING *about smoking cigarettes*

SMOKING CIGARETTES

Risks

- diminished or extinguished sense of smell and taste
- frequent colds
- smoker's cough
- gastric ulcers
- chronic bronchitis
- increase in heart rate and blood pressure
- premature and more abundant face wrinkles
- emphysema
- heart disease
- cancer of the mouth, larynx, esophagus, lungs, pancreas, cervix, uterus, and bladder

The use of tobacco is addictive. Most users develop a tolerance for nicotine and need greater amounts to produce the desired effect. Smokers become physically and psychologically dependent and will suffer withdrawal symptoms when they stop. Physical withdrawal symptoms include changes in body temperature, heart rate, digestion, muscle tone, and appetite. Psychological symptoms include irritability, anxiety, sleep disturbances, nervousness, headaches, fatigue, nausea, and cravings for tobacco that can last days, weeks, months, years, or an entire lifetime.

Facts

- 11.9 percent of high-school boys and 7.3 percent of all high-school students reported current use of smokeless tobacco products. Continuous intake of spit tobacco leads to various oral cancers and a host of other diseases, in addition to bad breath.
- Smoking can cause or further increase stress, nervousness, and agitation rather than calm you down.
- Addiction to cigarettes frequently leads to other forms of drug addiction.
- Cigarettes are a known killer – why begin a habit that you know can eventually kill you?
- Cigarettes are highly addictive. One-third of young people who are just "experimenting" end up becoming addicted by the time they are 20.
- Did you know that secondhand smoke is responsible for approximately 3,000 lung cancer deaths annually of non-smokers in the United States?

Think About It!

{1} *Use your head.* Smoking is responsible for close to 480,000 deaths each year.

{2} *Stay active.* Exercising and participating in sports is nearly impossible if you smoke cigarettes.

{3} *Be aware of the risks.* Smoking can lead to many physical problems including emphysema, heart disease, stroke, and cancer.

{4} *Keep your edge.* Smoking makes you smell bad, gives you bad breath, and gives you premature wrinkles.

{5} *Play it safe.* Experimenting with smoking could lead to full-fledged addiction and a lifetime of trying to quit.

{6} *Do the smart thing.* Smoking puts your health and the health of those around you at risk.

{7} *Get with the program.* Smoking isn't "in" anymore.

{8} *Find ways to reduce anxiety.* Smoking may actually contribute to your state of agitation.

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FACT AND FICTION:

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. **Be careful and treat your body with respect!**

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Alcohol

Alcohol is a legal intoxicant that is unarguably the most dangerous drug on the planet. Each year, more people are injured or die from alcohol-related accidents or illnesses than any other drug.

Drinking…

…makes skin brittle and dry, causing cracking, blemishes, and bloating of the skin, especially in the face and stomach region.

…harms every organ in the body. Alcohol damages the entire digestive system. It can cause scarring of the liver and eventually lead to liver disease. Alcohol can cause your brain chemistry to change, causing memory loss and sudden mood swings.

…is packed with empty calories.
Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn more at: www.alcohol-facts.net

Tobacco

Tobacco is a leafy plant which contains nicotine, an addictive stimulant. In one study of 20 often-used drugs, nicotine ranked third most addictive, just behind heroin and cocaine.

Tobacco…

…stinks. Smoking smells awful and pollutes the air. Chewing tobacco can stain the teeth and cause bad breath and gum recession.

…has tons of harmful chemicals. If you smoke, you are coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.

…is so addictive that even a couple of cigarettes can cause dependence. Studies have shown this addiction to be just as powerful as that of a regular smoker! "Just this once" can very easily become a long, drawn-out struggle with nicotine. Don't fall into the tobacco trap!

Illegal Drugs…

…are dangerous to you and those around you. Illegal drugs can cause drastic changes in a user's ability to live a normal life. Illegal drugs are always a negative equation. They do nothing but take from the user, a user's family and friends, and from the community at large. If you or someone you know is a user, get help now!

…can cause irreversible damage to the mind and body. For example, cocaine can bring on strokes and seizures, even in young people. Twenty-three percent of people who try heroin will become addicted. Our bodies are fragile. Don't risk your future. This is not a game.

…can land you in the slammer! The food and lack of sunlight has to be bad for your body! But, in all seriousness, a criminal record can stay with you forever. Don't let illegal drugs take future opportunities away from you. It's never worth it!

Learn more at: www.drugalcohol-rehab.com/illegal-drugs.htm

"Addiction" Defined:

…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.

FACT AND FICTION:



Ethanol = beer, wine, liquor, wine coolers

Ethanol is a volatile, flammable, colorless liquid. It is classified as a depressant.

Body Damage:

Brain - Atrophy (This means your brain actually wastes away! Yikes!)

Heart - Can make your heart bigger and thins the walls

Liver - Cirrhosis and hepatitis

Stomach / Digestive System - Ulcers and increased cancer risk



Addiction Rank: 6th

Harmfulness: 1st

Description: A volatile colorless liquid created through a fermentation process.

Side Effects: dehydration, dizziness, nausea, irritability, loss of decision-making abilities, coma, and death.

Alcohol that is consumed is called ethanol or grain alcohol. Ethanol is created by yeast, a microorganism, which eats the sugars and produces ethanol and carbon dioxide as waste products. This process is called fermentation. Brewers attempt to capture ethanol and create alcoholic beverages.

Addiction Profile:

Alcoholism has four main stages: Early or First Stage, Second Stage, Third Stage, and Late or Fourth Stage.

First Stage:

- An increased tolerance to alcohol.
- Drinking more often and in larger amounts.
- Actively seeking out activities to drink.
- A reckless or "big shot" complex
- Blindness to the growing problem drinking is causing.
- Stress upon social, family, and professional relationships.

Second Stage:

- Dependence on drinking is apparent.
- Blackouts/loss of control.
- Can't stop drinking.
- Physical problems get more severe.
- Gulping drinks to feel effects faster.
- Social and work life becomes seriously affected.

Third and Fourth Stages:

- Severe depression.
- Suicide risk.
- Severe withdrawal symptoms (shaking, vomiting, hallucinations).
- Benders, or periods of lengthy intoxication.
- Continual loss of control over behavior.
- Resentment and hostility toward others.
- Complete loss of financial, family, and social stability.

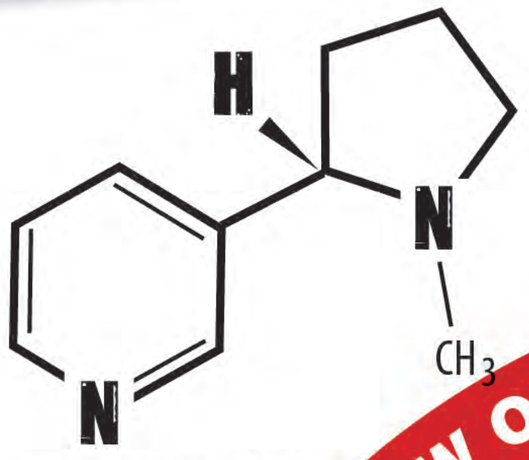
MYTH:

If I don't feel intoxicated, I am not intoxicated.

BUSTED: Over time, tolerance to alcohol can prevent a person from feeling intoxicated, but it is a ruse. The body is still absorbing, processing, and being damaged by the alcohol that is being consumed. Tolerance increases the risk of incurring alcohol poisoning and is an early signal of addiction, not a positive attribute.

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FACT AND FICTION:



Tobacco is a leafy, flowering plant cultivated in mild to tropical regions. There are a variety of tobacco plant types, ranging from 12 inches to 4 feet in height. Nicotine is naturally produced by these plants. Cultivators harvest and process the tobacco plant into a final product.

Nicotine is a naturally occurring insecticide that acts as a stimulant/depressor. It is a highly addictive and carcinogenic (cancer-causing) drug.

Nicotine = cigarettes, e-cigarettes, cigars, chewing tobacco, and any vaping product.

Body Damage:

Brain – Nicotine turns up the volume of your brain chemically, altering the brain stem and control centers, causing addiction.

Lungs – The myriad of harmful chemicals and tar found in tobacco collect in the lungs. Would you voluntarily coat your lungs with road tar?

Heart – The inhalation/absorption of harmful chemicals leads to harmful chemicals in the blood stream. These chemicals slowly damage the inner walls of our hearts and arteries. Over time, they shrink and harden, leading to a heart attack or worse.

Mouth – Tobacco use can cause gum recession, accelerated tooth decay, reduced sense of taste, and oral cancer.



Addiction Rank: 3rd

Harmfulness: 6th

Description: Naturally occurring insecticide.

Side Effects: Severely addictive, gum and mouth disease, dizziness, bad breath, altered brain chemistry, sores, cancer, early death.

Addiction Profile:

Nicotine dependence becomes a part of everyday life. Nicotine is used to fill voids of physical/mental states such as hunger, boredom, relaxation, and stress reduction. Addicts begin to believe the only way they can participate in life and feel normal is with nicotine. In the end, all an addicted person will know is that a cigarette or dip will help when, sadly, it is doing exactly the opposite.

When a person attempts to quit smoking, they must handle not only the physical withdrawals but also psychological dependence, the "habit," which can be much more difficult. If you or someone you know is addicted and trying to quit, fight the habit as well as the physical withdrawals. Replace nicotine with other activities, goals, and challenges.

MYTH:

I don't have to worry about cancer. That only happens to older people.

BUSTED: It is true that the older you become, the greater the likelihood of contracting cancer. But, statistics are not safe havens. Cancer occurs because of cancer cells, not old age, and tobacco use can create cancer cells at any age.

MYTH:

I only smoke socially. I can't become addicted.

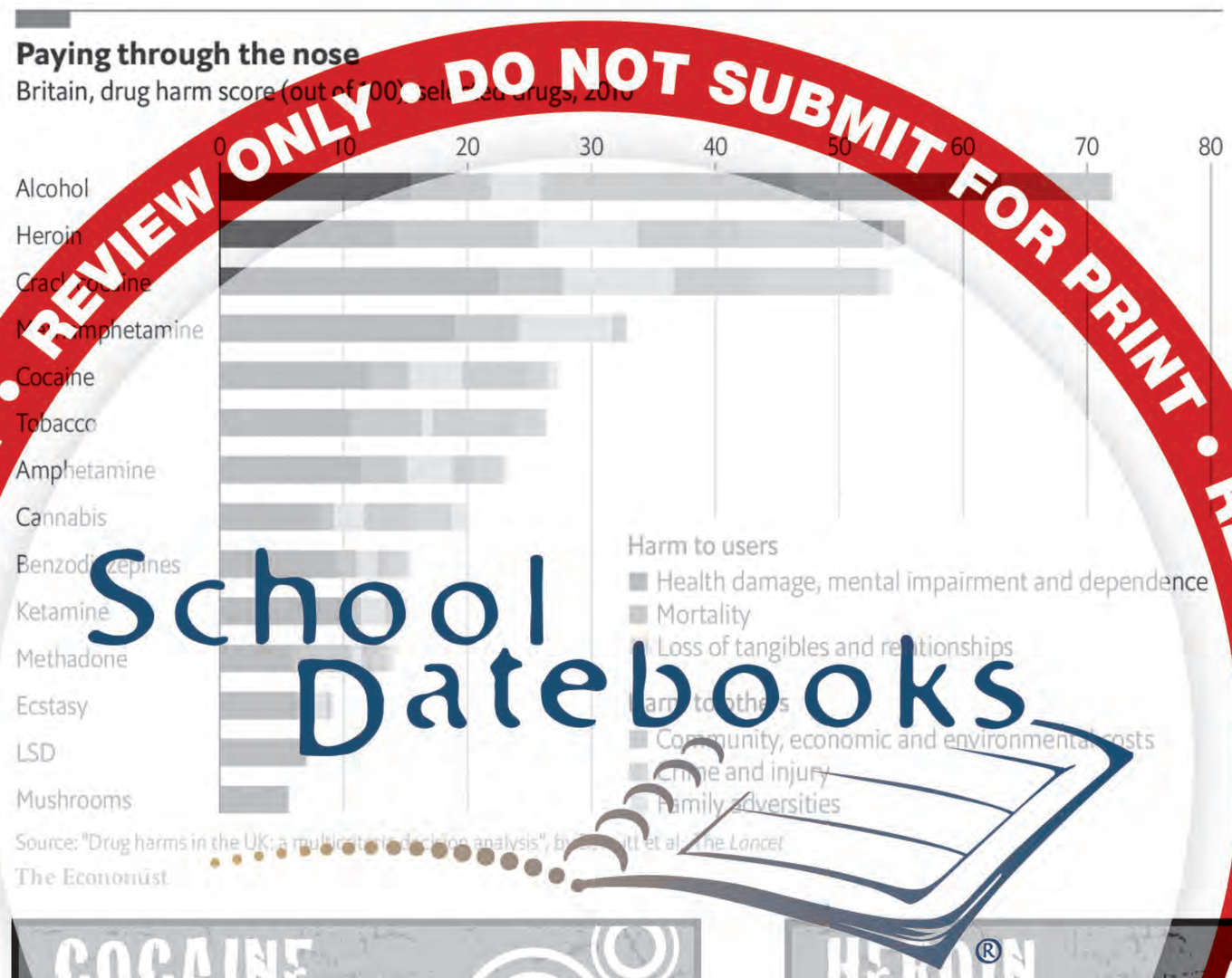
BUSTED: Studies show that even a few cigarettes can cause the same level of nicotine addiction as that experienced in heavy smokers. Occasional use can quickly become a habit!

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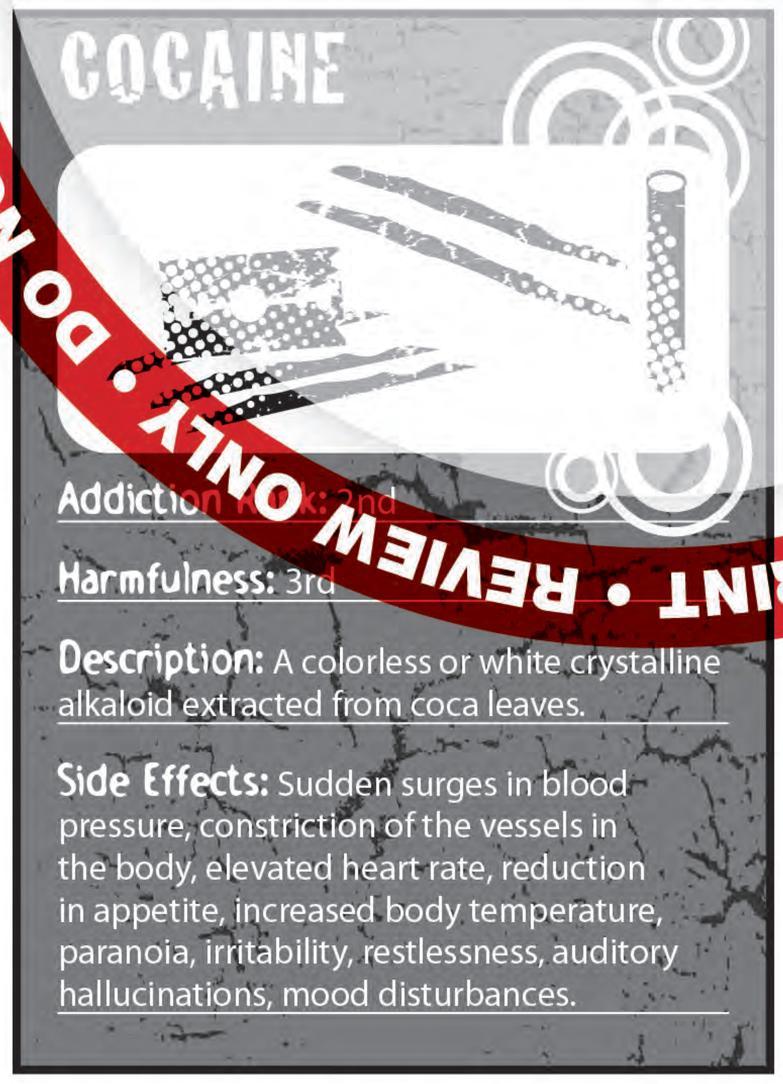
FACT AND FICTION:

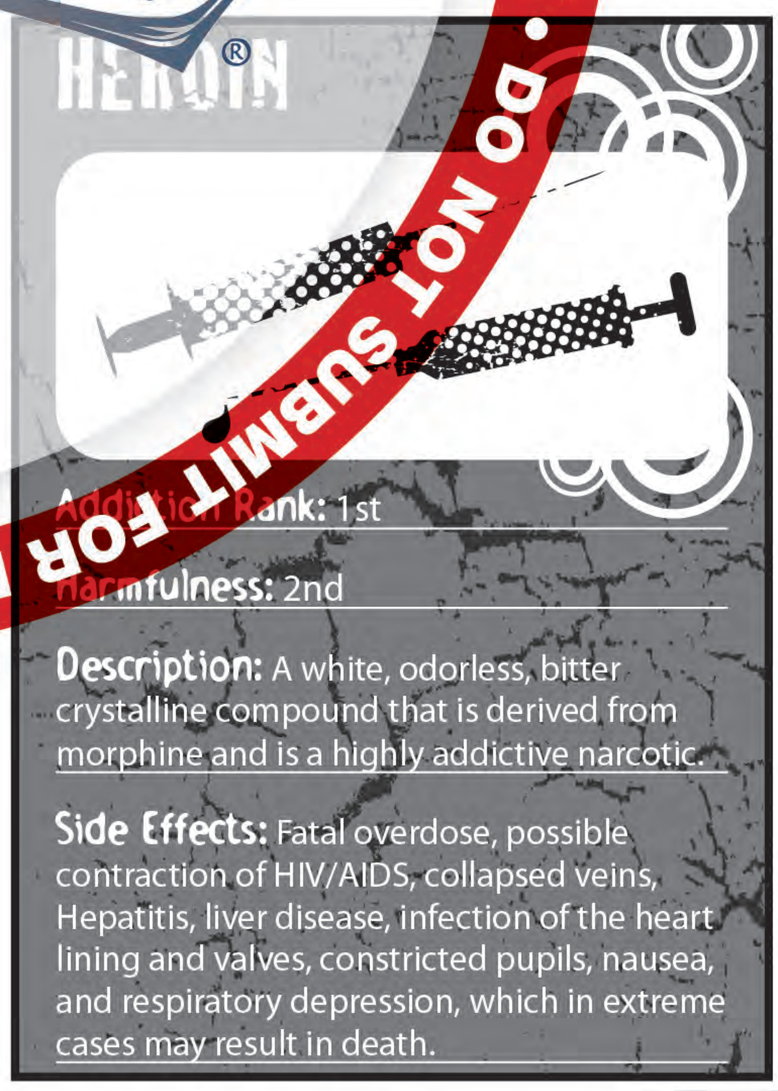
Drugs: Collateral Damage

Drug users will often rationalize (i.e., excuse) drug use by labeling use a personal choice which only affects themselves. This reasoning could not be further from the truth. Drug use hurts everyone around the user, from the farmer forced into working for an illegal drug organization to the average person walking down the street. We all are victims of the violence, crime, cost, and loss that stems from drug use.



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Drug Cards:

These are substance cards. They let us know what a substance is and the harm it causes. *Can you make your own?*

YOUR BODY MASS INDEX

YOUR BMI IS JUST ONE OF MANY FACTORS RELATED TO DEVELOPING A CHRONIC DISEASE (SUCH AS HEART DISEASE, CANCER OR DIABETES). OTHER FACTORS THAT MAY BE IMPORTANT TO LOOK AT WHEN ASSESSING YOUR RISK FOR CHRONIC DISEASE INCLUDE: DIET, PHYSICAL ACTIVITY, WAIST CIRCUMFERENCE, BLOOD PRESSURE, BLOOD SUGAR LEVEL, CHOLESTEROL LEVEL AND FAMILY HISTORY OF DISEASE.

FOR ADULTS 20 YEARS AND OLDER, BMI FALLS INTO ONE OF THESE CATEGORIES:

Below 18.5	→ Underweight
18.5 - 24.9	→ Normal
25.0 - 29.9	→ Overweight
30.0 and Above	→ Obese

Calculating your BMI:

$$BMI = \left(\frac{\text{Weight in pounds}}{(\text{Height in inches}) \times (\text{Height in inches})} \right) \times 703$$

	BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
4'10"	(58")	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
4'11"	(59")	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
5'	(60")	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
5'1"	(61")	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
5'2"	(62")	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
5'3"	(63")	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
5'4"	(64")	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
5'5"	(65")	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
5'6"	(66")	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
5'7"	(67")	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
5'8"	(68")	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
5'9"	(69")	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
5'10"	(70")	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
5'11"	(71")	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
6'	(72")	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
6'1"	(73")	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
6'2"	(74")	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
6'3"	(75")	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279

height — *weight (in pounds)*

Source: National Centers for Disease Control

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HEALTHY LIVING *calorie & carb counter*

MILK, CREAM AND BUTTER

Food Description	Serving Size	Calories	Fat	Carbs
Butter	1 tsp.	35	4	0
Half and Half	2 Tbsp.	40	4	1
Heavy Cream	2 Tbsp.	100	12	1
Milk (whole)	1 cup	150	8	11
Sour Cream	2 Tbsp.	50	6	1
Yogurt (plain)	1 cup	145	4	11

CHEESE

Food Description	Serving Size	Calories	Fat	Carbs
American	1 slice	106	9	0
Bleu	2 Tbsp.	100	8	0
Cheddar	2 Tbsp.	115	9	0
Cream Cheese	2 Tbsp.	100	10	1
Feta	2 oz.	75	6	1
Mozzarella	2 Tbsp.	80	6	0
Parmesan	2 Tbsp.	50	4	0
Ricotta	1/4 cup	108	8	2
Swiss	2 Tbsp.	105	8	0

GRAINS, BREAD AND PASTA

Food Description	Serving Size	Calories	Fat	Carbs
Bagel	1 bagel	200	2	39
Blueberry Muffin	1 muffin	140	5	22
Cheerios Cereal	1 ounce	110	2	20
Corn Flakes	1 ounce	110	0	24
Corn Muffin	1 muffin	145	6	22
Crackers	4 crackers	50	1	9
Croissant	1 croissant	235	12	27
English Muffin	1 muffin	140	1	27
Italian Bread	1 slice	85	0	17
Oatmeal	1 cup	145	2	25
Pancake	1 pancake	60	2	8
Pasta	1 cup	190	1	39
Pita Bread	1 pita	165	1	33
Soft Pretzel	1 pretzel	65	1	13
Raisin Bran	1 ounce	90	1	21
Rice, white	1 cup	225	0	50
Roll	1 roll	85	2	14
Tortilla, corn	1 tortilla	65	1	13
Waffle, homemade	1 waffle	245	13	26
White Bread	1 slice	65	1	12
Whole Grain Bread	1 slice	70	1	13

MEAT AND POULTRY

Food Description	Serving Size	Calories	Fat	Carbs
Bacon	3 slices	110	9	0
Chicken Breast	3 ounces	140	3	0
Eggs, whole	1 egg	100	7	0
Ground Beef, lean	3 ounces	230	16	0
Ham	2.5 ounces	105	4	0
Hamburger Patty	4 ounces	245	11	0
Pork Chops, lean	2.5 ounces	165	8	0
Smoked Sausage	1 link	50	4	0
Steak Sirloin, lean	2.5 ounces	150	6	0
Turkey (deli)	2 slices	45	1	0

FISH AND SEAFOOD

Food Description	Serving Size	Calories	Fat	Carbs
Clam Chowder, NE	1 cup	165	7	17
Crabmeat, canned	1cup	135	3	1
Fish Sticks	1 stick	70	3	4
Flounder or Sole	3 oz	120	6	0
Halibut	3 ounces	140	6	0
Oysters, raw	1 cup	160	4	8
Salmon, canned	3 ounces	120	5	0
Salmon, smoked	3 ounces	150	8	0
Shrimp, raw	3 ounces	200	10	11
Tuna, in oil	3 ounces	165	7	0
Tuna, in water	3 ounces	135	1	0
Tuna Salad	1 cup	375	19	19

FRUITS AND VEGETABLES

Food Description	Serving Size	Calories	Fat	Carbs
Apple	1 apple	125	1	32
Applesauce, sweet	1 cup	195	0	51
Asparagus, cooked	4 spears	15	0	3
Avocado	1 avacado	305	30	12
Baked Beans, sweet	1 cup	385	12	54
Banana	1 banana	105	1	27
Blueberries	1 cup	80	1	20
Broccoli, cooked	1 cup	45	0	9
Broccoli, raw	1 spear	40	1	8
Cantaloupe	1/2 melon	95	1	22
Carrots, cooked	1 cup	70	0	16
Carrots, raw	1 carrot	30	0	7
Celery	1 stalk	5	0	1
Corn	1 ear	85	1	19
Cucumber	6 slices	5	0	1
Grapefruit	1/2 fruit	40	0	10
Grapes	10 grapes	35	0	9
Green Beans, cooked	1 cup	25	0	5
Honeydew Melon	1 slice	45	0	12
Kiwi	1 kiwi	45	0	11
Mixed Vegs., frozen	1 cup	105	0	24
Mushrooms	1 cup	145	2	25
Onion, raw	1 cup	40	0	8
Orange	1 orange	60	0	15
Peach	1 peach	35	0	10
Pear	1 pear	100	1	25
Peas, cooked	1 cup	125	0	23
Peppers, sweet, raw	1 pepper	20	0	4
Pineapple, fresh	1 cup	75	1	19
Potato, baked	1 potato	220	0	51
Potato, fries	10 fries	110	4	17
Potato, mashed	1 cup	225	9	35
Raisins	1 cup	435	1	115
Spinach, raw	1 cup	10	0	2
Strawberries, raw	1 cup	45	1	10
Tomato, canned	1 cup	50	1	10
Tomato, raw	1 tomato	25	0	5
Watermelon	1 slice	155	2	35

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This information intended to be used as a guideline only. Please consult a physician or dietitian before altering your eating habits. Fats and carbohydrates listed in grams.

Boozing it up can be costly

Unless you're 21, drinking alcohol is illegal. One sip of beer, wine, or whiskey and you could wind up handcuffed in the back of a squad car. Let's be real: There's just no way underage drinking could be worth all the embarrassment, the threat to your future, or the legal ramifications associated with being arrested.

You might mistake alcohol for a harmless high or an innocent way to overcome social inhibitions; but downing a few beers or shots of vodka can have plenty of short-term negative consequences, like slurred speech, vomiting, poor judgement, and a horrible next-day hangover or headache, to name a few.

The possible long-term negative effects are even scarier. Alcohol abuse can cause cirrhosis of the liver (where your normally soft, pink liver turns black and rock hard), brain damage, convulsions, stomach ailments, sexual impotence, and heart damage.

According to MADD, college students spend approximately $5.5 billion on alcohol each year. That's more than they spend on soft drinks, milk, juice, tea, coffee, and books combined.

Mothers Against Drunk Driving (MADD) reports:

– The younger people are when they start drinking alcohol, the more likely it is that they will become alcoholics - psychologically dependent on alcohol they can't function day to day without it.

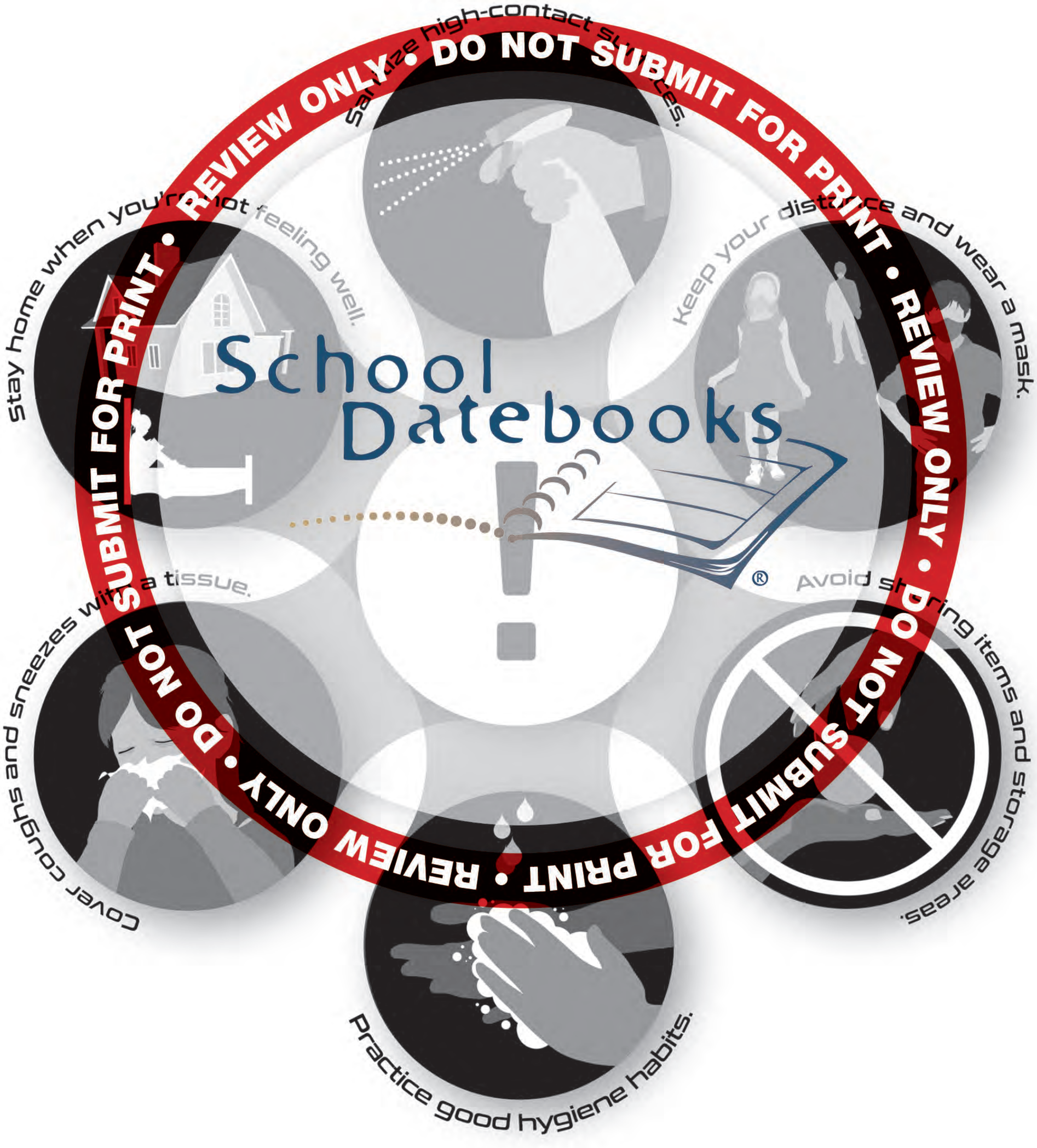
– *Young people are 6.5 times more likely to be killed by alcohol than by all other illegal drugs combined.*

– Auto accidents, homicides, and suicides are the top causes of death for 15- to 24-year-olds, and alcohol factors prominently in all three.

– *Nearly 40 percent of traffic deaths have an alcohol component, and alcohol contributes to 88,000 deaths in the United States each year. Doubt this is true? Pay close attention to TV news accounts each year around the time that schools take their spring breaks. You'll undoubtedly hear of some students who lost their lives due to irresponsible drinking.*

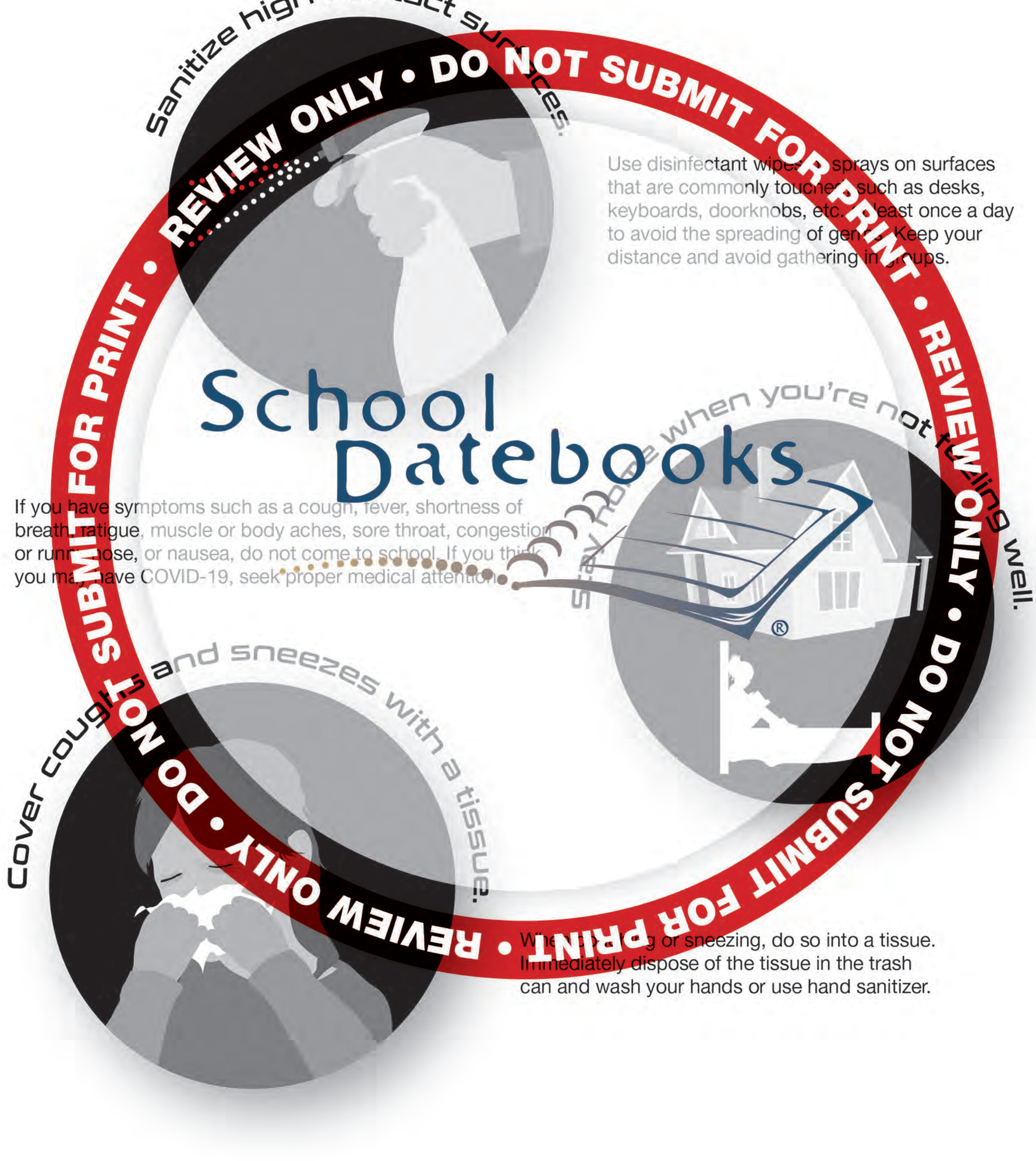
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Preventing the Spread of COVID-19 at School



For more tips on how you can work to mitigate the spread of COVID-19, visit the CDC website.

Preventing the Spread of COVID-19 at School



National Center for Immunization and Respiratory Diseases (NCIRD), Division of Viral Diseases. (2020, May 19). Considerations for Schools. Retrieved from Centers for Disease Control and Prevention: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

National Center for Immunization and Respiratory Diseases (NCIRD), Division of Viral Diseases. (2020, April 24). How to Protect Yourself & Others. Retrieved from Centers for Disease Control and Prevention: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

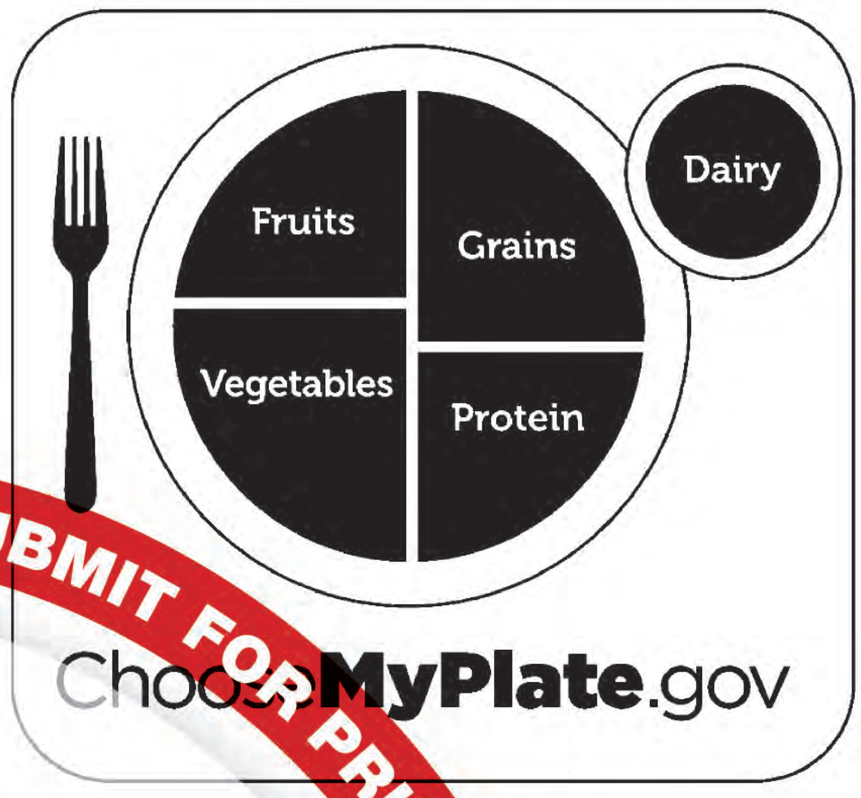
HEALTHY LIVING *dietary guidelines*

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.



GRAINS
Make half your grains whole

Eat grains, especially whole-grains, like brown rice, oatmeal, or popcorn.

Other grain choices include bread, crackers, cereal, or pasta.

VEGETABLES
Vary your veggies

Eat more dark green vegetables like broccoli, spinach, and other dark leafy greens.

Eat more orange vegetables like carrots and sweet potatoes.

Eat more dry beans and peas like pinto beans, kidney beans, and lentils.

Limit starchy vegetables.

FRUITS
Focus on fruits

Eat a variety of fruit.

Choose fresh, frozen, canned, or dried fruit.

Go easy on fruit juices.

DAIRY
Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products.

If you don't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.

PROTEIN
Go lean with protein

Choose low-fat or lean meats and poultry.

Bake it, broil it, or grill it.

Vary your protein routine – choose more fish, beans, peas, nuts, and seeds.

Your food and physical activity choices each day affect your health – how you feel today, tomorrow, and in the future.

To find the foods and portions that are right for you, go to ChooseMyPlate.gov.

Find your balance between food and physical activity

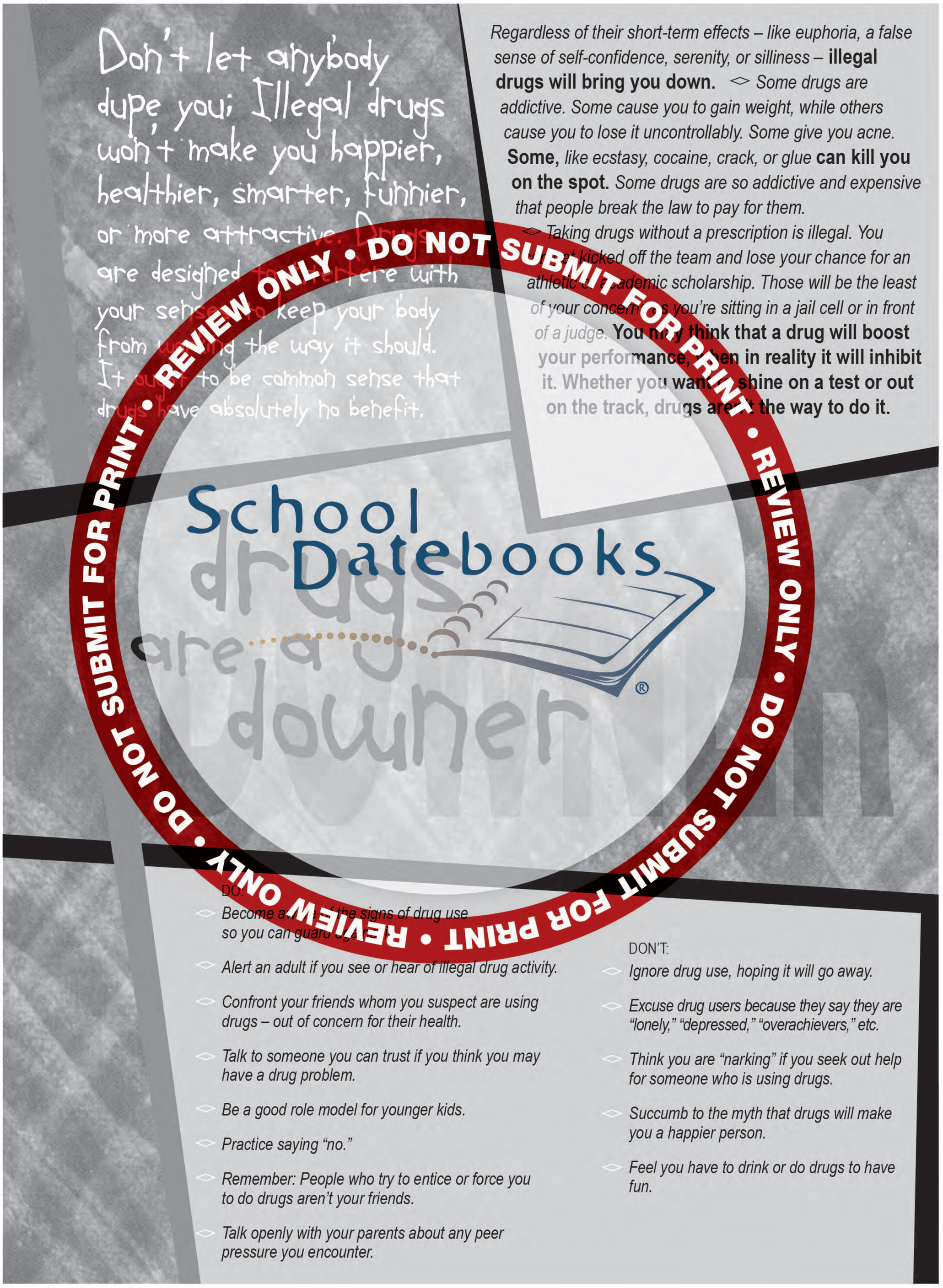
- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.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

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HEALTHY LIVING *drugs are a downer*



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 could get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns if you're sitting in a jail cell or in front of a judge. **You may think that a drug will boost your performance, when in reality it will inhibit it. Whether you want to shine on a test or out on the track, drugs aren't the way to do it.**

DO:

- *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.*

DON'T:

- *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.*

HEALTHY LIVING *emergency action steps*

EMERGENCY ACTION STEPS	*Adult Life-Saving Steps* → IN THE PANIC OF AN EMERGENCY, YOU MAY BE FRIGHTENED OR CONFUSED ABOUT WHAT TO DO. STAY CALM. YOU CAN HELP. THE THREE "EMERGENCY ACTION STEPS" WILL HELP YOU ORGANIZE YOUR RESPONSE TO THE SITUATION.

1 CHECK	2 CALL	3 CARE
→ Check the scene for safety. → Check the victim for consciousness, breathing, pulse, and bleeding.	→ Dial 9-1-1 or your local emergency number. → Be prepared to give the dispatcher the exact address or location of the emergency.	→ Care for the victim.

Always care for life-threatening conditions first. If there are none:

→ Watch for changes in the victim's breathing or consciousness.
→ Keep the victim from getting chilled or overheated.
→ Help the victim rest comfortably.
→ Reassure the victim.

If victim is unable to speak, cough, or breathe – Give abdominal thrusts (if person is conscious)



Place fist just above the navel and give quick, upward thrusts until object obstructing their breathing is removed.

If victim is not breathing – Give rescue breathing

Tilt head back and lift chin.



Pinch nose shut. Give one slow breath about every 5 seconds.

If air won't go in – Give abdominal thrusts



Give up to 5 abdominal thrusts.

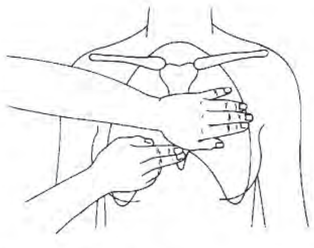


Look for and clear any objects from mouth.



Tilt head back and reattempt breaths. Repeat steps until breaths go in.

If not breathing and no pulse – Give CPR



Find hand position on center of breastbone.



Compress chest 30 times.
Give 2 slow breaths.
Repeat sets of compressions and breaths until ambulance arrives.

Courtesy of: American Red Cross

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HEALTHY LIVING *hotlines & helplines*

GENERAL CRISIS

7 Cups of Tea	Online listeners	www.7cups.com
Boys Town Hotline (24 hrs.)	800-448-3000	www.boystown.org
Crisis Call Center (National Suicide Prevention Lifeline) (24 hrs.)	800-273-8255	www.crisiscallcenter.org
I'm Alive (Online Crisis Network)	Online chat	www.imalive.org
National Suicide Prevention Lifeline	Online chat	suicidepreventionlifeline.org
National Center for Missing and Exploited Children (24 hrs.)	800-843-5678	www.missingkids.com
National Runaway Safeline (24 hrs.)	800-RUNAWAY	www.1800runaway.org
Teen Line	800-8[illegible]26	www.teenlineonline.org
Youth America Hotline | Your Life Counts	877-968-8454	www.yourlifecounts.org

ALCOHOL/SUBSTANCE ABUSE

Al-Anon/Alateen (For Families and Friends of Problem Drinkers)	888-4AL-ANON	www.al-anon.alateen.org
Alcoholics Anonymous	212-870-3400	www.aa.org
American Council on Alcoholism	800-527-5344	www.recoverymonth.com
Narcotics Anonymous	818-773-9999	www.na.org
National Institute on Alcohol Abuse and Alcoholism	niaaaweb-r@exchange.nih.gov	www.niaaa.nih.gov

ABUSE/HEALTH INFO

American Heart Association	800-AHA-USA-1	www.heart.org
CDC National HIV/AIDS Contact Center	800-CDC-INFO	www.cdc.gov/hiv
CDC National STD Contact Center	800-CDC-INFO	www.cdc.gov/std
National Cancer Institute	800-4-CANCER	www.cancer.gov
Childhelp National Child Abuse Hotline (24 hrs.)	800-4-A-CHILD	www.childhelp.org
National Organization for Rare Disorders	800-999-6673	www.rarediseases.org
Office on Women's Health	800-994-9662	www.womenshealth.gov
American Association of Poison Control Centers (24 hrs.)	800-222-1222	www.aapcc.org
Rape, Abuse and Incest National Network (RAINN) (24 hrs.)	800-656-HOPE	www.rainn.org
Youth Violence Prevention	800-CDC-INFO	www.cdc.gov/violenceprevention

MENTAL HEALTH

Depression and Bipolar Support Alliance Helpline	800-826-3632	www.dbsalliance.org
Mental Health America	800-969-6642	www.mentalhealthamerica.net
National Alliance on Mental Illness Information Helpline	800-950-NAMI	www.nami.org
National Mental Health Consumers' Self-Help Clearinghouse	selfhelpclearinghouse@gmail.com	www.mhselfhelp.org
National Eating Disorders Association Helpline	800-931-2237	www.nationaleatingdisorders.org
SAFE Alternatives (Self Abuse Finally Ends)	800-DONT-CUT	www.selfinjury.com

SEXUAL ORIENTATION/GENDER IDENTITY

Lesbian, Gay, Bisexual and Transgender National Youth Talkline	800-246-7743	www.glbthotline.org/talkline.html
LYRIC (Center for LGBTQQ Youth)	415-703-6150	www.lyric.org
The Trevor Project Lifeline (LGBTQ Ages 13-24) (24 hrs.)	866-488-7386	www.thetrevorproject.org

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HEALTHY LIVING *2022-2023 NCAA Banned Drugs List*

It is the student-athlete's responsibility to check with the appropriate or designated athletics staff before using any substance.

The NCAA bans the following drug classes.

1. Stimulants.
2. Anabolic agents.
3. Alcohol and beta blockers (banned for rifle only).
4. Diuretics and masking agents.
5. Narcotics.
6. Cannabinoids.
7. Peptide hormones, growth factors, related substances, and mimetics.
8. Hormone and metabolic modulators.
9. Beta-2 agonists.

Note: Any substance chemically/pharmacologically related to any of the classes listed above is also banned. All drugs within the banned-drug class shall be considered to be banned regardless of whether they have been specifically identified. Examples of substances under each class can be found at ncaa.org/drugtesting. There is no complete list of banned substances.

Substances and methods subject to restrictions:

1. Blood and gene doping.
2. Local anesthetics (permitted under some restrictions).
3. Manipulation of urine samples.
4. Tampering of urine samples.
5. Beta-2 agonists (permitted only by inhalation with prescription).

NCAA nutritional/dietary supplements:

Before using any nutritional/dietary supplement product, a student-athlete should review the product and its label with the appropriate athletics department and/or medical staff.

1. Many nutritional/dietary supplements are contaminated with banned substances not listed on the label.
2. Nutritional/dietary supplements, including vitamins and minerals, are not well-regulated and may cause a positive drug test.
3. Student-athletes have tested positive and lost their eligibility using nutritional/dietary supplements.
4. Any product containing a nutritional/dietary supplement ingredient is taken at risk.

As part of its responsibility to provide education about banned substances, athletics department staff should consider providing information about supplement use and the importance of to having nutritional/dietary products evaluated by qualified staff members before consuming. The NCAA has identified Drug Free Sport AXIS™ (AXIS) as the service designated to facilitate student-athlete and institutional review of label ingredients in medications and nutritional/dietary supplements. Contact AXIS at 816-474-7321 or dfsaxis.com (password ncaa1, ncaa2 or ncaa3).

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THERE IS NO COMPLETE LIST OF BANNED SUBSTANCES. DO NOT RELY ON THIS LIST AS EXHAUSTIVE OR TO CONFIRM OR RULE OUT ANY LABEL INGREDIENT THAT MAY CONTAIN A POTENTIAL BANNED SUBSTANCE.

Many nutritional/dietary supplements are contaminated with banned substances not listed on the label. It is the student-athlete's responsibility to check with the appropriate or designated athletics and/or medical staff before using any substance.

Some examples of substances in each NCAA banned drug class:

Stimulants:

Amphetamine (Adderall), Caffeine (Guarana), Cocaine, Dimethylbutylamine (DMBA; AMP), Dimethylhexylamine (DMHA; Octodrine), Ephedrine, Heptaminol, Hordenine, Methamphetamine, Methylhexanamine (DMAA; Forthane), Methylphenidate (Ritalin), Mephedrone (bath salts), Modafinil, Octopamine, Phenethylamines (PEAs), Phentermine, Synephrine (bitter orange).

Exceptions: Phenylephrine and Pseudoephedrine are not banned.

Anabolic agents:

Androstenedione, Boldenone, Clenbuterol, Clostebol, DHCMT (Oral-Turinabol), DHEA (7-Keto), Drostanolone, Epitrenbolone, Etiocholanolone, Methandienone, Methasterone, Nandrolone (19-nortestosterone), Norandrostenedione, Oxandrolone, SARMS [Ligandrol (LGD-4033); Ostarine; RAD140; S-23], Stanozolol, Stenbolone, Testosterone, Trenbolone.

Alcohol and beta blockers (banned for rifle only):

Alcohol, Atenolol, Metoprolol, Nadolol, Pindolol, Propranolol, Timolol.

Diuretics and masking agents:

Bumetanide, Spironolactone (Canrenone), Chlorothiazide, Furosemide, Hydrochlorothiazide, Probenecid, Triamterene, Trichlormethiazide.

Exception: Finasteride is not banned.

Narcotics:

Buprenorphine, Dextromoramide, Diamorphine (heroin), Fentanyl, and its derivatives, Hydrocodone, Hydromorphone, Methadone, Morphine, Nicomorphine, Oxycodone, Oxymorphone, Pentazocine, Pethidine.

Cannabinoids:

Marijuana, Synthetic cannabinoids (Spice; K2; JWH-018; JWH-073), Tetrahydrocannabinol (THC; Delta-8).

Peptide hormones, growth factors, related substances and mimetics

Growth hormone (hGH), Human Chorionic Gonadotropin (hCG), Erythropoietin (EPO), IGF-1 (colostrum; deer antler velvet), Ibutamoren (MK-677).

Exceptions: Insulin, Synthroid and Forteo are not banned.

Hormone and metabolic modulators (anti-estrogens) :

Anti-Estrogen (Fulvestrant), Aromatase Inhibitors [Anastrozole (Arimidex); ATD (androstatrienedione); Formestane; Letrozole], PPAR-d [GW1516 (Cardarine); GW0742], SERMS [Clomiphene (Clomid); Raloxifene (Evista); Tamoxifen (Nolvadex)].

Beta-2 agonists:

Bambuterol, Formoterol, Higenamine, Norcoclaurine, Salbutamol, Salmeterol.

Any substance that is chemically/pharmacologically related to one of the above drug classes, even if it is not listed as an example, is also banned.

Information about ingredients in medications and nutritional/dietary supplements can be obtained by contacting AXIS at 816-474-7321 or dfsaxis.com (password ncaa1, ncaa2 or ncaa3).

June 2022

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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 smoking-related illness, says the Centers for Disease Control.

You see, cigarettes (and other tobacco products like "chew" and snuff) contain nicotine, and nicotine IS addictive. Don't believe it? Find a long-time smoker who is trying to quit and ask (very carefully) how cranky, tired, nervous, and irritable they feel.

In fact, many ex-smokers still crave cigarettes for years and years after they've given them up.

Why is smoking so bad for you? For starters, it dampens your sense of smell and taste. It raises your blood pressure and makes you more susceptible to colds and bronchial infections. It can cause chronic coughs, ulcers, wrinkles, and heart disease, not to mention cancer of the mouth, larynx, lungs, esophagus, pancreas, cervix, uterus, and bladder.

Also, smoking just isn't smart. Students who smoke are more likely to get lower grades than nonsmoking students, says the CDC.

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.

What would YOU do with $700?

The Surgeon General says that the typical smoker shells out about $700 annually for cigarettes. What could you do with that much money? Well, you could:

* See at least one movie per week, every week of the year.
* Buy about 40 large pizzas.
* Put a pretty good dent in the price of a new laptop.
* Go on an awesome spring break and still have spending money.
* Have about $20,000 or so for college, if, years K-12, your parents had put $700 a year in a savings account bearing 5% interest.

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LANGUAGE ARTS *APA style of documentation*

YOUR REFERENCE LIST	YOUR REFERENCE 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 REFERENCE LIST. LIKEWISE, EACH ENTRY IN THE REFERENCE LIST MUST BE CITED IN THE TEXT.

BASIC RULES

According to the seventh edition of the *Publication Manual of the American Psychological Association*:

- 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.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all lowercase 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 the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2016 article would appear before a 2018 article). When an author appears as a sole author and again as the first author of a group, list the one-author entry first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

An article in a periodical (such as a journal, newspaper, or magazine)

- Author, A. A., Author, B. B., & Author, C. C. (publication year, month day). Title of article. *Title of Periodical, volume number* (issue number), pages.

You need to list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well: → *Title of Periodical, volume number* (issue number), pages.

A nonperiodical (such as a book, report, brochure or audiovisual media)

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Edition). Publisher.

Do not include the location of the publisher in the citation.

Part of a nonperiodical (such as a book chapter or an article in a collection)

- Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Publisher.

When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

- Author, A. A. (Date of publication or revision). *Title of page*. Site name. URL

An online journal or magazine

- 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 no DOI assigned)

- 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, 1995).

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LANGUAGE ARTS *capitalization & plurals*

CAPITALIZATION

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence → Her dress is stunning.
Races, languages, nationalities → Asian, French, African-American
Nouns/Pronouns that refer to a supreme being → God, Yahweh
Days of the week → Sunday, Monday, Tuesday
Formal epithets → Ivan the Terrible
Bodies of water → Amazon River, Lake Huron, Wea Creek
Cities, towns → Houston, Lafayette, Dearborn
Counties → Tippecanoe, Cork
Countries → U.S.A, Mexico, Canada
Continents → Africa, North America
Landforms → Mojave Desert, the Appalachians
Holidays and holy days → Veterans Day, Christmas, Yom Kippur
Months → January, February
Official documents → Emancipation Proclamation
Official titles → President Obama, Mayor Bradley
Periods and events in history → Middle Ages, Renaissance
Planets, heavenly bodies → Mars, Jupiter, Milky Way
Public areas → Yellowstone National Park
Sections of a country or continent → the North, the West, the Middle East
Special events → Battle of Lexington
Streets, roads, highways → Rodeo Drive, Route 66, Interstate 65
Trade names → Honda Accord, Kellogg's Corn Flakes



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PLURALS

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

The plurals of most nouns are formed by adding *s* to the singular.
→ *Examples:* pie = pies | desk = desks | machine = machines

The plurals of nouns ending in s, sh, x, z, and ch are made by adding *es* to the singular.
→ *Examples:* bus = buses | dish = dishes | fox = foxes | buzz = buzzes | church = churches

The plurals of common nouns that end in *y* preceded by a consonant are formed by changing the *y* to *i* and adding *es*.
→ *Examples:* fly = flies | copy = copies

The plurals of words that end in *y* preceded by a vowel are formed by adding only *s*.
→ *Examples:* holiday = holidays | monkey = monkeys

The plurals of words ending in *o* preceded by a vowel are formed by adding *s*.
→ *Examples:* studio = studios | rodeo = rodeos

The plurals of words ending in *o* preceded by a consonant are formed by adding *s* or *es*.
→ *Examples:* hero = heroes | banjo = banjos | tomato = tomatoes | piano = pianos

The plurals of nouns ending in *f* or *fe* are formed in one of two ways:
{1} If the *f* sound is still heard in the plural form, simply add *s*.
→ *Examples:* roof = roofs | chief = chiefs
{2} If the final sound in the plural is a *ve* sound, change the *f* to *ve* and add *s*.
→ *Examples:* wife = wives | knife = knives

Foreign words and some English words form the plural by taking on an irregular spelling.
→ *Examples:* crisis = crises | criterion = criteria | goose = geese | ox = oxen

The plurals of symbols, letters, and figures are formed by adding an *s*.
→ *Examples:* 5 = 5s

The plural of nouns that end in *ful* are formed by adding *s* at the end of the word.
→ *Examples:* handful = handfuls | pailful = pailfuls | tankful = tankfuls

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 / 晚上好 xià wǔ hǎo/ wǎn shàng hǎo
Good night | 晚安 wǎn 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? nǐ hǎo mā?

I'm... | 我 ... wǒ
(very) well | (很) 好 hěn hǎo
(very) bad | (很) 不好 hěn bù hǎ

How's it going? | 最近怎么样? zuì jìn zěn mē yàng?

It's okay. | 还行 hái xíng
Not bad. | 还不错 hái bú cuò
And you? | 你呢? nǐ nē?

INTRODUCTIONS

What's your name? | 你叫什么名字? nǐ jiào shén mē íng zì?
My name is... | 我 wǒ jiào...
Pleased to meet you. | 很高兴认识你. hěn gāo xìng rèn shí nǐ.
Likewise. | 我也一样 wǒ yě yī yàng.
I'd like you to meet... | 我来介绍下 wǒ lái jiè shào xià...
This is... | 这位是 zhè wèi shì...

PLEASANTRIES

Please | 请 qǐng
Thank you | 谢谢 xiè xiè
You're welcome. | 不客气. bú kè qì.
No problem. | 没问题. méi wèn tí.
Excuse me! | 不好意思! bù hǎo yì sī!
Sorry | 对不起 duì bù qǐ

RESPONSES

Yes | 对 / 是 duì / shì
No | 不对 / 不是 / 没有 bú duì / bú shì / méi yǒu
I don't know. | 我不知道. wǒ bù zhī dào.
I don't remember. | 我不记得了. wǒ bú jì dé lē.
Of course. | 当然. dāng rán.
OK | 好/行 hǎo xíng
Maybe | 可能 / 也许 kě néng / yě xǔ
Absolutely | 绝对的/肯定的 jué duì dē / kěn dìng dē

TITLES

Miss/Ms. | 小姐 / 女士 xiǎo jiě / nǚ shì
Mrs./Ma'am | 太太 / 女士 tài tài / nǚ shì
Mr./Sir | 先生 xiān shēng

BASICS

Who | 谁 shéi
Where | 在哪里 zài nǎ lǐ
When | 什么时候 shén mē shí hòu
Why | 为什么 wèi shén mē
What | 什么 shén mē
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

PHRASES

Do you speak English? | 你说英语吗? nǐ shuō yīng yǔ mā?
How do you say...? | 怎么说...? zěn mē huō...?
I need help. | 我需要帮助. wǒ xū yào bāng zhù.
I am lost. | 我迷路了. wǒ mí lù lē.

NUMBERS

1	一 yī	6	六 liù
2	二 èr	7	七 qī
3	三 sān	8	八 bā
4	四 sì	9	九 jiǔ
5	五 wǔ	10	十 shí

DAYS OF THE WEEK

Monday | 星期一 xīng qī yī
Tuesday | 星期二 xīng qī yīèr
Wednesday | 星期三 xīng qī sān
Thursday | 星期四 xīng qī sì
Friday | 星期五 xīng qī wǔ
Saturday | 星期六 xīng qī liù
Sunday | 星期日 / 星期天 xīng qī rì / xīng qī tiān

MONTHS

January | 一月 yī yuè
February | 二月 èr yuè
March | 三月 sān yuè
April | 四月 sì yuè
May | 五月 wǔ yuè
June | 六月 liù yuè
July | 七月 qī yuè
August | 八月 bā yuè
September | 九月 jiǔ yuè
October | 十月 shí yuè
November | 十一月 shí yī yuè
December | 十二月 shí èr yuè

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GREETINGS

Hello/Good morning/Good afternoon | Bonjour
Good evening | Bonsoir
Hi/Bye | Salut **Bye** | Ciao
Goodbye | Au revoir

How are you doing? | Comment allez-vous?
(Informal: Comment vas-tu?)
I'm... | Je vais...
(very) well | (très) bien
(very) poorly | (très) mal
So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?
It's okay. | Ça va.
It's going well. | Ça va bien.
It's going poorly. | Ça va mal.
Not bad. | Pas mal.
And you? | Et vous? (Informal: Et tu?)

INTRODUCTIONS

What's your name? | Comment vous appelez-vous?
(Informal: Comment t'appelles-tu?)
My name is... | Je m'appelle...
Pleased to meet you. | Enchanté(e).
I'd like you to meet... | Je vous présente...
(Informal: Je te présente...)
This is... | Voici...

PLEASANTRIES

Please | S'il vous plaît (Informal: S'il te plaît)
Thank you | Merci
You're welcome. | Je vous en prie. (Informal: Je t'en prie.)
No problem. | De rien.
Excuse me. | Excusez-moi. (Informal: Excuse-moi.)

RESPONSES

Yes | Oui
No | Non
I don't know. | Je ne sais pas.
Of course. | Bien sûr.
OK | D'accord.
Maybe | Peut-être

TITLES

Miss | Mademoiselle
Mrs./Ma'am | Madame
Mr./Sir | Monsieur

BASICS

Who | Qui
Where | Où
When | Quand
Why | Pourquoi
What | Quoi
How | Comment
And | Et
Also | Aussi
A lot | Beaucoup

PHRASES

Do you speak English? | Parlez-vous anglais?
How do you say...? | Comment dit-on...?
I need help. | J'ai besoin d'aide.
Help! | Au secours!
I am lost. | Je suis perdu.

NUMBERS

1 | un	6 | six
2 | deux	7 | sept
3 | trois	8 | huit
4 | quatre	9 | neuf
5 | cinq	10 | dix

DAYS OF THE WEEK

Monday | lundi
Tuesday | mardi
Wednesday | mercredi
Thursday | jeudi
Friday | vendredi
Saturday | samedi
Sunday | dimanche

MONTHS

January | janvier
February | février
March | mars
April | avril
May | mai
June | juin
July | juillet
August | août
September | septembre
October | octobre
November | novembre
December | décembre

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LANGUAGE ARTS *exploring German*



GREETINGS

Hello/Good morning/Good afternoon | Tag/Guten Morgen/Guten Tag
Good evening | Abend/Guten Abend
Hi | Hi/Hallo/
Goodbye | Tschüss.

How are you doing? | Wie geht es Ihnen? (Informal: Wie geht's dir?)
I'm... | Mir geht's...
(very) well | (sehr) gut
(very) bad | (sehr) schlecht
I'm ok. | Es geht.

How's it going? | Wie geht's?
It's okay. | Es geht.
It's going well. | Es geht gut.
It's going poorly. | Es nicht so gut.
Not bad. | Nicht schlecht.
And you? | Und du?

INTRODUCTIONS

What's your name? | Wie heißen Sie? (Informal: Wie heißt du?)
My name is... | Ich heiße...
Pleased to meet you. | Freut mich.
I'd like you to meet... | Ich möchte Ihnen...
This is... | Das ist...

PLEASANTRIES

Please | Bitte
Thank you | Danke
You're welcome. | Bitte.
No problem. | Kein Problem.
Excuse me. | Entschuldigen Sie.

RESPONSES

Yes | Ja
No | Nein
I don't know. | Ich weiß es nicht.
Of course. | Natürlich.
OK | Zustimmung
Maybe | Vielleicht

TITLES

Miss | Fräulein
Mrs./Ma'am | Frau/ gnädige Frau
Mr./Sir | Herr/ mein Herr

BASICS

Who | Wer
Where | Wo
When | Wann
Why | Warum
What | Was
How | Wie
And | Und
Also | Auch
A lot | Viel

PHRASES

Do you speak English? | Sprechen Sie Englisch?
How do you say...? | Wie sagen Sie...?
I need help. | Ich brauche Hilfe.
I am lost. | Ich bin verloren.

NUMBERS

1	eins	6	sechs
2	zwei	7	sieben
3	drei	8	acht
4	vier	9	neun
5	fünf	10	zehn

DAYS OF THE WEEK

Monday | Montag
Tuesday | Dienstag
Wednesday | Mittwoch
Thursday | Donnerstag
Friday | Freitag
Saturday | Samstag
Sunday | Sonntag

MONTHS

January | Januar
February | Februar
March | März
April | April
May | Mai
June | Juni
July | Juli
August | August
September | September
October | Oktober
November | November
December | Dezember

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LANGUAGE ARTS *exploring Spanish*

GREETINGS

Hello | Hola
Good morning | Buenos días
Good afternoon/evening | Buenas tardes
Good night | Buenas noches
Goodbye | Adiós/Chao
See you later | Hasta luego/Nos vemos

How are you? | ¿Cómo estás?
I'm... | Estoy...
(very) well | (muy) bien
(very) bad | (muy) mal

How's it going? | ¿Cómo vas?/¿Qué tal?
It's okay | Está bien
Not bad | No está mal.
And you? | ¿Y usted/tú?

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is... | Me llamo...
Pleased to meet you | Encantado(a)
Likewise | Igualmente
I'd like you to meet... | Me gustaría que conozcas a...
This is... | Este(a) es...

PLEASANTRIES

Please | Por favor
Thank you | Gracias
You're welcome | De nada
No problem | No hay problema
Excuse me! | ¡Discúlpeme!
Sorry | Perdón

RESPONSES

Yes | Si
No | No
I don't know | No sé
I don't remember | No me acuerdo
Of course | Por supuesto
OK | Bueno
Maybe | Quizás/De pronto
Absolutely | Claro

TITLES

Miss/Ms. | Señorita (Srta.)
Mrs./Ma'am | Señora (Sra.)
Mr./Sir | Señor (Sr.)

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?
And |
Also | También
A lot | Mucho
The | El, La, Los, Las

PHRASES

Do you speak English? | ¿Habla Inglés?
How do you say...? | ¿Cómo se dice...
I need help | Necesito ayuda
I am lost | Estoy perdido

NUMBERS

1 | uno	5 | cinco	9 | nueve
2 | dos	6 | seis	10 | diez
3 | tres	7 | siete	
4 | cuatro	8 | ocho	

DAYS OF THE WEEK

Monday | lunes
Tuesday | martes
Wednesday | miércoles
Thursday | jueves
Friday | viernes
Saturday | sábado
Sunday | domingo

MONTHS

January | enero
February | febrero
March | marzo
April | abril
May | mayo
June | junio
July | julio
August | agosto
September | septiembre
October | octubre
November | noviembre
December | diciembre

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LANGUAGE ARTS *frequently confused words*



accept | to agree to something or receive something willingly
except | not including
→ *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
→ *Examples:* The *capital* of France is Paris.
The *capitol* of Indiana is a building in Indianapolis.
The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to
here | in this place
→ *Examples:* Do you *hear* that strange sound?
The juice is right *here* in the refrigerator.

it's | the contraction for *it is* or *it has*
its | shows ownership or possession
→ *Examples: It's* nearly time to leave for the football game.
The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal
lead | to go first, guide
led | the past tense of *lead*
→ *Examples:* Water pipes in many older homes are made of *lead.*
This path will *lead* us to the waterfall.
Bloodhounds *led* the police to the hideout.

loose | free or not tight
lose | to misplace or suffer the loss of something
→ *Examples:* Since she lost weight, many of her clothes are *loose.*
If you *lose* your money, you will not be able to get into the park.

principal | the first or most important. It also refers to the head of a school.
principle | a rule, truth, or belief
→ *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
→ *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*
→ *Examples: Their* new puppy is frisky.
Please place all of the newspapers over *there.*
They're coming over tonight.

to | in the direction of
too | also or very
two | the whole number between one and three
→ *Examples:* The paramedics rushed *to* the scene of the accident.
This meal is delicious, and it is low in fat, *too.*
Only *two* of the 10 runners were able to complete the race.

weather | the state of the atmosphere referring to wind, moisture, temperature, etc.
whether | a choice or alternative
→ *Examples:* We are hoping for warm, sunny *weather* for our family reunion.
We cannot decide *whether* we will drive or fly to the reunion.

Who's | the contraction for *who is* or *who has*
Whose | the possessive form of *who*
→ *Examples: Who's* in charge of the lighting for the stage?
Whose bicycle is out in the rain?

you're | the contraction for *you are*
your | the possessive form of *you*
→ *Examples:* She called to ask if *you're* planning to attend the party.
Your term paper will be due four weeks from today.

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LANGUAGE ARTS *frequently misspelled words*

absence
absorb
accept
accidentally
accompany
accuse
ache
achieve
acquaintance
acquire
affect
afraid
against
aggression
aggressive
all right
a lot
already
always
amateur
ambition
among
apology
apparent
appearance
appreciate
arctic
argument
article
associate
athlete
attendance
attitude
author
awful
beautiful
beauty
because
beginning
believe
benefit
bicycle
biscuit
boundary
Britain
brilliance
brilliant
bureau
business
captain
career
carrying
cemetery
certain
challenge
chief
children
chocolate
chosen

Christian
cinnamon
climbed
climbing
clothes
colonel
college
column
commercial
committee
completely
concentrate
conscientious
conscious
continue
continuous
convenience
convenient
counterfeit
countries
courage
courageous
courteous
cried
criticism
criticize
curiosity
debt
deceive
decide
definite
definitely
descend
describe
description
desert
dessert
destroy
develop
dictionary
didn't
difficult
dinner
dining
disappear
disappoint
discipline
discussion
disease
dissatisfy
doctor
does
doesn't
dropping
during
easier
easiest
easily
effect

either
embarrass
enough
entertain
envelope
equipment
equipped
escape
especially
etc.
everybody
everywhere
exaggerate
exceed
excellence
excellent
except
excitement
exciting
existence
expense
experiment
experience
familiar
families
fascinate
fasten
fatigue
favorite
fiction
fictitious
field
finally
first
forecast
foreign
foresee
forest
foretell
formerly
forty
fragile
freight
friend
front
fulfill
government
governor
grabbed
grammar
grateful
guarantee
guard
guess
guest
handsome
happen
happiest
happily

happiness
hear
height
here
history
hoping
hospital
humor
humorous
hungry
idiotic
imagine
immediate
immediately
immensely
incident
independent
Indian
innocent
instead
intelligence
intelligent
interpret
interrupt
introduce
irritate
it's
jealous
knew
know
knowledge
laboratory
laid
leisure
library
lightning
literature
lonely
loose
lying
magazine
magnificent
many
marriage
mathematics
meant
medicine
millionaire
miniature
minute
mischievous
model
mosquito
narrative
necessary
neighbor
nervous
niece
nineteen

ninety
notice
noticeable
nuisance
obedience
occasion
occur
occurred
occurrence
occurring
often
opinion
opportunity
opposite
original
other
pageant
pamphlet
parallel
parents
parliament
particular
passed
peculiar
perform
permanent
persuade
phenomenon
piece
pilot
plain
plane
planned
pleasant
poison
possess
possession
possible
practically
prairie
precede
preferred
prejudice
preparation
principal
principle
privilege
probably
profession
prophecy
psychologist
psychology
pursue
quantity
quiet
quite
raspberry
realize
really

receive
receiving
recess
recognize
recommend
reference
referring
rein
reign
relative
relief
religion
remember
repetition
repellent
reservoir
restaurant
rhyme
rhythm
ridiculous
running
safety
Saturday
scent
schedule
scissors
search
secret
secretary
semester
sense
separate
separation
sergeant
shepherd
shining
sincerely
soldier
sophomore
spaghetti
speak
speech
sponsor
squirrel
stationery
stepping
stopping
stories
strengthen
stretch
studies
studying
succeed
successful
suggest
summarize
summary
superintendent
suspense

suspicion
swimming
synagogue
temperament
themselves
there
therefore
they
they're
thief
thoroughly
thought
through
tobacco
together
tomorrow
tragedy
tried
trouble
truly
two
unique
until
unusual
usually
vaccinate
vacuum
vegetable
village
villain
weather
Wednesday
weight
weird
were
we're
where
whether
which
whole
whose
witch
woman
women
wonderful
wreck
writing
written
wrote
yolk
your
you're

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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, and publication information with a period followed by one space.

{8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.

{9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.

{10} Use the phrase "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL, or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." *eHow*, 25 Sept. 2018, www.ehow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." *Maritime Law*, vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." *Periodical title*, Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." *New York Times*, 7 Mar. 2018, pp. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." *Washington Post*, 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." *Atlantic*, June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." *Time*, 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. *Plain Dealer*, 11 Mar. 2019, p. 6B.

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LANGUAGE ARTS *outlining*

OUTLINING	OUTLINES CAN HELP YOU ORGANIZE YOUR IDEAS. YOU MIGHT USE AN OUTLINE TO PLAN A SPEECH, COMPOSITION, OR TERM PAPER. YOU ALSO MIGHT USE AN INFORMAL OUTLINE 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:

I.
  A.
  B.
    1.
    2.
      a.
      b.
        (1)
        (2)
          (a)
          (b)

II.

No new subdivision should be started unless there are at least two points to be listed in the new division. This means that each *1* must have a *2;* each *a* must have a *b.*

Formal outlines may be either a **sentence outline** or a **topic outline.**

A **sentence outline** uses a complete sentence for each point and subpoint. A **topic outline** uses words or phrases for each point and subpoint.

→ *Here is an example of a topic outline.*

Thesis or Introductory Statement
I. Gasoline shortage
  A. Long lines
  B. Gas "rationing"
II. Voluntary energy conservation
  A. Gasoline
  B. Electricity
  C. Home heating fuel
III. Forced energy conservation
  A. Fuel allocation
  B. Speed limit
  C. Airline flights
  D. Christmas lighting
Conclusion

informal

An informal outline uses as few words as possible. Supporting details are written below each heading. Numerals, letters, or dashes may be used. Informal outlines are especially useful for taking notes.

→ *Here is an example of a informal outline.*

I. How lightning occurs
  – cloud's particles collide and become electrically charged
  – positively and negatively charged particles separate
  – positively charged particles in cloud collide with negatively charged particles on ground
II. Forms of lightning
  – forked
  – streak
  – ribbon
  – bead or chain
  – ball

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LANGUAGE ARTS *parts of speech*

NOUN	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.

Common nouns are general and do not refer to a specific person, location, or object.
→ *Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.
→ *Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.

Nominative Case Pronouns replace the subject of a sentence or clause.
→ *Examples: She* took the bus to visit Aunt Jane.
We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.
→ *Examples:* Please give *me* the papers.
Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.
→ *Examples:* The cougar escaped from *its* cage.
Their car slid off the icy road.

VERB	A WORD THAT EXPRESSES ACTION OR A STATE OF BE'NG. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MOOD.

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.
→ *Examples:* One dog barks. Two dogs bark.

Person indicates whether the subject of the verb is 1st, 2nd, or 3rd person and whether the subject is singular or plural. Verbs usually have a different form only in *third person singular* of the *present tense*.

→ *Examples:*	*Singular*	*Plural*
1st Person:	I stop.	We stop.
2nd Person:	You stop.	You stop.
3rd Person:	He/She/It stops.	They stop.

Voice indicates whether the subject is the doer or the receiver of the action verb.
→ *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.
→ *Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)
You *will enjoy* the school play. (future)

ADVERB	A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE, OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.

→ *Examples:* The ball rolled *slowly* around the rim.
Soccer scores are reported *daily* in the newspaper.

ADJECTIVE	A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.

→ *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.
→ *Example:* My apple pie is *good*.
The **comparative** form compares two things.
→ *Example:* Aunt Betty's apple pie is *better* than mine.
The **superlative** form compares three or more things.
→ *Example:* Mom's apple pie is the *best* of all!

PREPOSITION	A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.

→ *Examples:* The man walked *into* the room.
The horse leaped *over* the fence.
Their team won the meet *in spite of* several players being injured.

CONJUNCTION	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and, but, or, nor, for, yet, so.* Coordinating conjunctions used in pairs are called **correlative conjunctions.** Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or.*
→ *Examples: Both* raccoons *and* squirrels frequently invade our birdfeeders.
Neither Mary Ann *nor* Julie will be able to go with you.

Subordinating conjunctions connect and show the 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.*
→ *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.

→ *Examples: Hooray!* We finally scored a touchdown.
Oh, no! I forgot the picnic basket.
Yes! Her gymnastic routine was perfect.
Ah, we finally get to stop and rest.

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LANGUAGE ARTS *punctuation*



PERIOD .

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

Use: after an initial or an abbreviation.
→ *Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.
→ *Example:* I used *worms, minnows, larva, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before "and" in a series.
→ *Example:* He *ran, jumped, and yelled.*

Use: to separate an explanatory phrase from the rest of the sentence.
→ *Example:* Escargots, *or snails,* are a delicacy that I relish.

Use: to distinguish items in an address and in a date.
→ *Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1960

Use: to separate a title or an initial that follows a name.
→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.
→ *Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.
→ *Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE '

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.
→ *Examples:* do not = don't | I have = I've

Use: followed by an *s* is the possessive form of singular nouns.
→ *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*.
→ *Example:* bosses = bosses', children's

COLON :

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

SEMICOLON ;

Use: to join compound sentences that are not connected with a conjunction.
→ *Example:* It's elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.
→ *Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS " "

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.
→ *Example:* "I don't know," she said, "if I will be able to afford the vacation."

Use: to distinguish a word that is being discussed.
→ *Example:* Mrs. Jones suggested I replace the word "always" with "often" in my theme.

Use: to indicate that a word is slang.
→ *Example:* Julie only bought that outfit to show that she's "with it."

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.
→ *Examples:* "You Are My Sunshine," "Violence in Our Society," "The Road Not Taken"

SINGLE QUOTATION MARK ' '

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

EXCLAMATION MARK !

Use: to express strong feeling.
→ *Example:* Help! Help!

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LANGUAGE ARTS *root words & their derivatives*

acer, acid, acri | bitter, sour, sharp
→ *acerbic, acidity, acrid, acrimony*

ag, agi, ig, act | do, move, go
→ *agent, agenda, agitate, agility, navigate, ambiguous, action, react*

anni, annu, enni | year
→ *anniversary, annually, centennial*

arch | chief, first, rule
→ *archangel, architect, archaic, patriarchy*

aud | hear, listen
→ *audiology, auditorium, audition*

belli | war
→ *rebellion, belligerent, bellicose*

capit, capt | head
→ *decapitate, capital, captain*

clud, clus, claus | shut
→ *include, conclude, recluse, claustrophobia*

cord, cor, cardi | heart
→ *cordial, concord, discord, courage*

corp | body
→ *corpse, corps, corporation, corpuscle*

crea | create
→ *creature, recreation, creation*

cresc, cret, crease | rise, grow
→ *crescendo, concrete, increase*

cycl, cyclo | wheel, circular
→ *bicycle, cyclic, cyclone, Cyclops*

dem | people
→ *democracy, demography, epidemic*

dict | say, speak
→ *dictation, dictionary, benediction, dictator, edict, predict, verdict*

dorm | sleep
→ *dormant, dormitory*

dura | hard, lasting
→ *durable, duration, endure*

equi | equal
→ *equinox, equilibrium, equipoise*

fall, fals | deceive
→ *fallacy, fallacious, falsify*

fid, fide, feder | faith, trust
→ *confidante, perfidy, fiduciary, fidelity, confident, infidel, federal, confederacy*

fin | end, ended, finished
→ *final, finite, finish, confine, fine, refine, define, finale, infinity*

fort, forc | strong
→ *fortress, fortify, forte, fortitude*

geo | earth
→ *geography, geocentric, geology*

grad, gress | step, go
→ *grade, gradual, graduate, progress*

here, hes | stick, cling
→ *adhere, cohere, inherent, cohesion*

hydr, hydra, hydro | water
→ *dehydrate, hydrant, hydraulic, hydrogen*

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *deject, project, eject, interject*

lau, lav, lot, lut | wash
→ *launder, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

magn | great
→ *magnify, magnificent, magnitude, magnanimous, magnum, magnate*

man | hand
→ *manual, manage, manufacture, manicure, manifest, maneuver*

mem, memor | remember
→ *memo, commemoration, memento, memorial, memorable, memory*

migra | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, let go
→ *emit, remit, submit, commit, transmit, mission, missile, commissary, emissary*

nat, nasc | to be from, spring forth
→ *innate, natal, native, renaissance*

nov | new
→ *novel, novice, innovate, renovate*

omni | all, every
→ *omnipotent, omniscient, omnivorous*

path, pathy | feeling, suffering
→ *pathos, sympathy, apathy, telepathy*

ped, pod | foot
→ *pedal, impede, pedestrian, centipede, expedition, tripod, podiatry*

pel, puls | drive, urge
→ *compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive*

poli | city
→ *metropolis, police, politics, acropolis*

port | carry
→ *portable, transport, export, support*

punct | point, dot
→ *punctual, punctuation, puncture*

ri, ridi, risi | laughter
→ *deride, ridicule, ridiculous, risible*

salv, salu | safe, healthy
→ *salvation, salvage, salutation*

scope | see, watch, examine
→ *telescope, periscope, kaleidoscope*

scrib, script | write
→ *scribble, inscribe, describe, prescribe, subscribe, manuscript, inscription*

sent, sens | feel
→ *sentiment, consent, dissent, sense, sensation, sensitive, sensory, sensible*

sign, signi | sign, mark seal
→ *signal, signature, design, insignia*

sist, sta, stit | stand
→ *assist, persist, stamina, status, state, statute, stable, stationary, establish*

solv, solu | loosen
→ *solvent, absolve, soluble, solution*

spir | breath
→ *spirit, expire, inspire, respiration*

tact, tang, tag, tig | touch
→ *tactile, tactual, contract, intact, tangible, contagious, contiguous*

tempo | time
→ *temporary, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, retain, pertain*

terra | earth
→ *terrain, terrarium, territory*

tract, tra | draw, pull
→ *tractor, attract, retractable, abstract*

trib | pay, bestow
→ *tribute, contribute, attribute, distribute, tributary, retribution*

uni | one
→ *unicorn, unify, universal*

vac | empty
→ *vacate, vacuum, vacant, evacuate*

ven, vent | come
→ *convene, venue, venture, advent*

ver, veri | true
→ *verdict, verify, verisimilitude*

vict, vinc | conquer
→ *victor, convict, convince, invincible*

viv, vita, vivi | alive, life
→ *revive, survive, vivid, vitality*

voc | call, voice
→ *vocation, convocation, evoke, vocal*

zo | animal
→ *zoo, zoology, zoomorphic, zodiac*

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LANGUAGE ARTS *sentence structure & spelling rules*



SENTENCE STRUCTURE

A **complete sentence** must express a complete thought and must have a subject and a verb.
→ *Example:* He lost the game.

A **sentence fragment** results from a *missing* subject, verb, or complete thought.
→ *Example:* Because he was lost.

THERE ARE FOUR TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, OR COMPOUND-COMPLEX

1. 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, a compound verb, or both.
   → *Examples:* We enjoyed the concert.
   Amy and Scott were married yesterday. (compound subject: Amy and Scott)
   Ben is leaving work and going home. (compound verb: leaving and going)

2. A **compound sentence** contains two or more main clauses (in italics) connected by a conjunction, a semicolon, or a comma with a conjunction.
   → *Examples: Collecting fossils is fun,* but *I think identifying fossils is difficult.* (conjunction)
   Andy's suit looks new; it just got back from the cleaners. (semicolon)
   Erin came home for Easter, and *Courtney went to Florida.* (comma/conjunction)

3. A **complex sentence** has one main clause (in italics) and one or more subordinate clauses (underlined).
   → *Examples: Dad says* that good grades are the result of diligent studying. (main clause, one independent clause)
   Diligent studying is difficult, because I have to work several hours before I can start studying. (main clause, two dependent clauses)

4. A **compound-complex sentence** has two or more main clauses (in italics) and one or more subordinate clauses (underlined).
   → *Examples:* Because the school bus broke down, *the team rode in a van,* and *the cheerleaders rode in cars.*
   Unless my eyes are deceiving me, *Kristi is on that runaway horse,* and *Dale is riding with her.*

SPELLING RULES

Write *i* before *e* except after *c*, or when sounded like *a* as in *weigh* and *eight*.
→ *Exceptions:* seize, weird, either, leisure, neither

When the *ie/ei* combination is not pronounced *ee*, it is usually spelled *ei*.
→ *Examples:* reign, weigh, neighbor
→ *Exceptions:* friend, view, mischief, niece

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel — the same rule holds true when you double the final consonant.
→ *Examples:* prefer = preferred | allot = allotted | control = controlling

If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.
→ *Examples:* use = using | like = liking | state = stating | love = loving

When the suffix begins with a consonant, do not drop the *e*.
→ *Examples:* use = useful | state = statement | nine = ninety
→ *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* .
→ *Examples:* lady = ladies | try = tries | happy = happiness | ply = pliable | fly = flying

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LANGUAGE ARTS *the writing process*

WRITING VARIABLES

BEFORE BEGINNING ANY ASSIGNMENT, IT WILL HELP YOU TO FOCUS AND REMAIN CONSISTENT IN STYLE IF YOU CONSIDER THE FOLLOWING VARIABLES.

Audience 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.

Voice What point of view or "voice" will I use? Writers sometimes use the point of view of another person rather than from their own point of view. It can add variety and help you see your subject in a new way. Make sure your "voice" remains consistent.

Format What form will my writing take? Different forms of writing such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide on the form your writing will take, and then make sure you know the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

{1} Select a general subject area that interests you.

{2} Make a list of your thoughts and ideas about the subject.

{3} Use your list to help focus on a specific topic within the subject area.

{4} Decide what you want to say about the topic, and write an introductory statement that reflects this purpose.

{5} Make a list of details to support your statement.

{6} Arrange the list of details into an outline.

{7} Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a careful list of all of your sources for your bibliography.

{8} Write a first draft.

{9} Revise your first draft, making sure that:

- {a} The introduction includes a clear statement of purpose.
- {b} Each paragraph begins with some link to the preceding paragraph.
- {c} Every statement is supported or illustrated.
- {d} The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
- {e} Words are used and spelled correctly.
- {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.

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MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

{1} $a(b+c) = ab+ac$
{2} $(a+b)^2 = a^2+2ab+b^2$
{3} $(a-b)^2 = a^2-2ab+b^2$
{4} $(a+b)(a+c) = a^2+ac+ab+bc$
{5} $(a+b)(c+d)=ac+ad+bc+bd$
{6} $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
{7} $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
{8} $a^2-b^2 = (a+b)(a-b)$
{9} $a^3+b^3 = (a+b)(a^2-ab+b^2)$
{10} $a^3b-ab = ab(a+1)(a-1)$
{11} $a^2-2ab+b^2=(a-b)^2$
{12} $a^3-b^3=(a-b)(a^2+ab+b^2)$

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} $(a^r)^s = a^{rs}$
{5} $(ab)^r=a^r b^r$
{6} $(a/b)^r=a^r/b^r \ (b\neq 0)$
{7} $a^0=1 \ (a\neq 0)$
{8} $a^{-r}=1/a^r \ (a\neq 0)$

if r and s are positive integers

Logarithms

{1} $\text{Log}(xy) = \text{Log } x+\text{Log } y$
{2} $\text{Log } x^r = r \text{ Log } x$
{3} $\text{Log } x = n \leftrightarrow x = 10^n$ (Common log)
{4} $\text{Log}_a x = n \leftrightarrow x = a^n$ (Log to the base a)
{5} $\text{Ln } x = n \leftrightarrow x = e^n$ (Natural log)
{6} $\text{Log}(x/y) = \text{Log } x-\text{Log } y$

e=2.71828183

Quadratic Formula

When given a formula in the form of a quadratic equation $ax^2+bx+c=0$

The solution can be derived using the quadratic formula $x=\frac{-b\pm\sqrt{b^2-4ac}}{2a}$

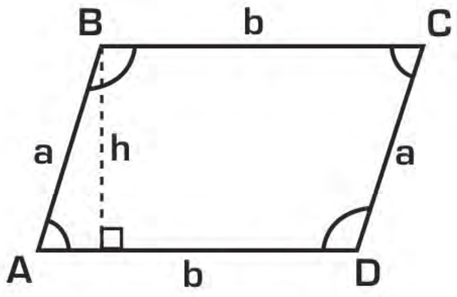
MATHEMATICAL SYMBOLS

+	plus	>	greater than	○	circle
−	minus	<	less than	◠	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
x	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▱	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	∝	as (proportion)	∠	angle
≈	nearly equal to	π	pi (=3.14159)	∟	right angle
$\sqrt{x}$	square root of x	∴	therefore	⊥	perpendicular
$\sqrt[n]{x}$	--- root of x	∵	because	||	parallel
%	percentage	|x|	absolute value of x	°	degrees
Σ	sum of	⋯	and so on	'	minutes

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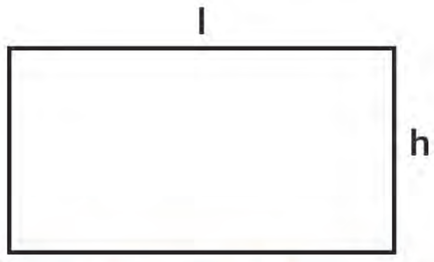
MATHEMATICS *area & volume*

PARALLELOGRAM



Area of ABCD = bh

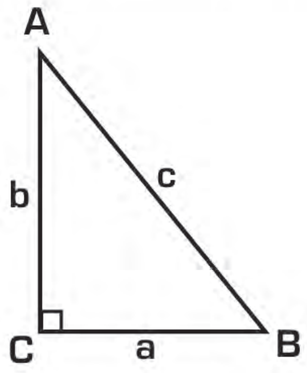
RECTANGLE



Perimeter = 2(l + h)

Area = l x h

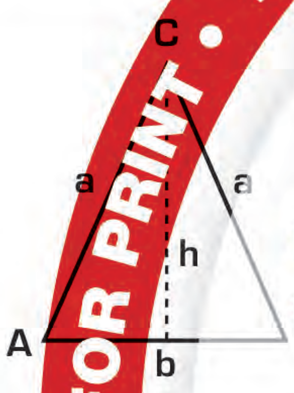
RIGHT TRIANGLE



Area = ab/2

$c^2 = a^2 + b^2$ *(Pythagorean Theorem)*

ISOSCELES TRIANGLE



Area = bh/2

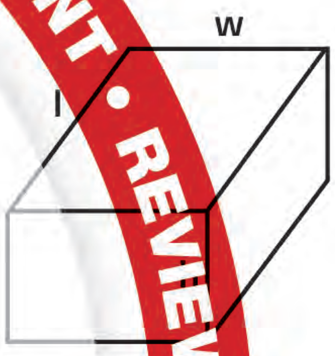
CIRCLE



Circumference of a circle = $2\pi r$

Area of a circle = πr^2

RECTANGULAR PRISM



Surface area of a prism = 2(wl + lh + wh)

Volume of a prism = l x w x h

SPHERE

Surface area of a sphere = $4\pi r^2$

Volume of a sphere = $4\pi r^3/3$

CYLINDER

Surface area of a cylinder = $2\pi rh + 2\pi r^2$

Volume of a cylinder = $\pi r^2 h$

CONE

Surface area of a cone = $\pi rl + \pi r^2$ *(l = slant height)*

Volume of a cone = $\pi r^2 h/3$

PYRAMID

Surface area of a pyramid = B + Lateral area *(Lateral area=sum of triangular faces)*

Volume of a pyramid = Bh/3 *(B = area of base)*

CIRCLE THEOREMS

∠x = 90°

(PQ is the diameter)

C is the center of the circle

∠a = ∠b

(Both angles intercept arc AB)

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MATHEMATICS *fractions & percentages & multiplication table*

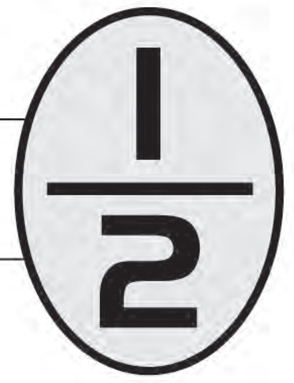
FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.091	=	9.1%
1/12	=	0.083	=	8.3%

WORKING WITH FRACTIONS

The top number of a fraction is called the **numerator.**

The bottom number of a fraction is called the **denominator.**



To multiply:

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

To divide, multiply the first fraction with the reciprocal of the other:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

To add or subtract, first find the common denominator:

$$\frac{1}{3} + \frac{2}{5} = \left(\frac{1 \times 5}{3 \times 5}\right) + \left(\frac{2 \times 3}{5 \times 3}\right) = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

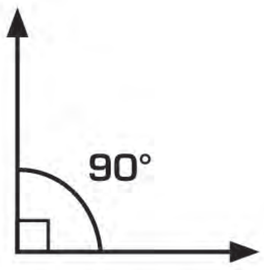
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MULTIPLICATION TABLE

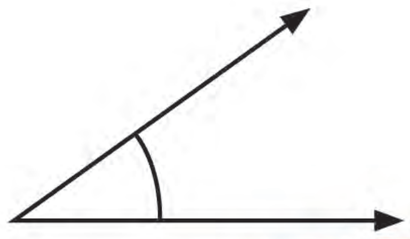
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
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	323	340
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	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

MATHEMATICS *geometric angles & congruence cases*

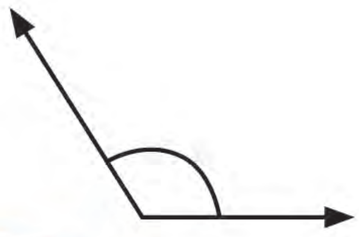
GEOMETRIC ANGLES



A right angle
is exactly 90°



An acute angle
is less than 90°



An obtuse angle
is greater than 90°



A straight angle
is exactly 180°



Complementary angles
add up to 90°



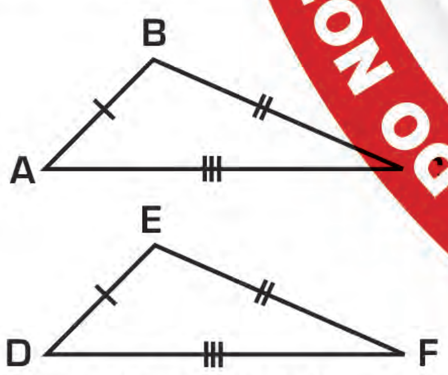
Supplementary angles
add up to 180°



One complete angle of
rotation 360°

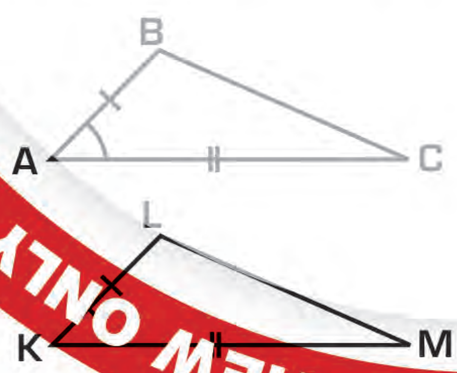
GEOMETRIC CONGRUENCE CASES

S.S.S. POSTULATE



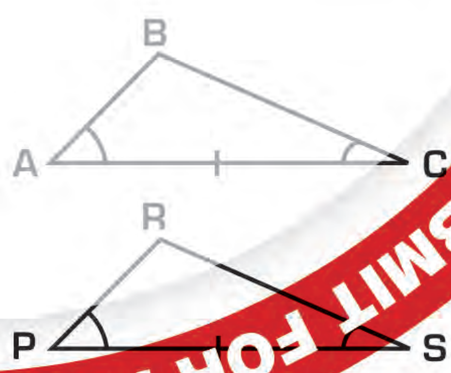
Side-Side-Side
$\triangle ABC \cong \triangle DEF$

S.A.S. POSTULATE



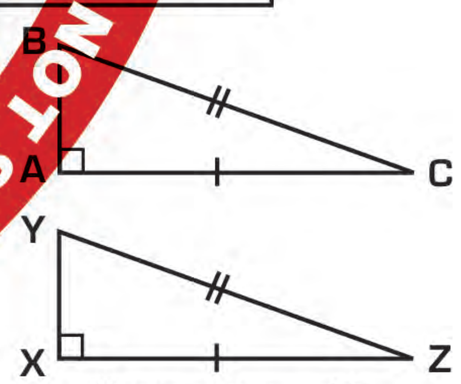
Side-Angle-Side
$\triangle ABC = \triangle KLM$

A.S.A. POSTULATE



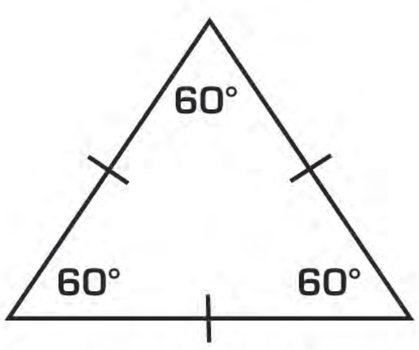
Angle-Side-Angle
$\triangle ABC = \triangle PRS$

H.S. POSTULATE (RIGHT $\triangle$'S ONLY)



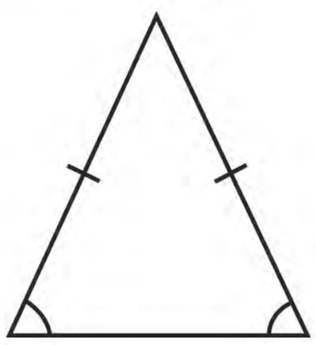
Hypotenuse-side
$\triangle ABC = \triangle XYZ$

EQUILATERAL TRIANGLE



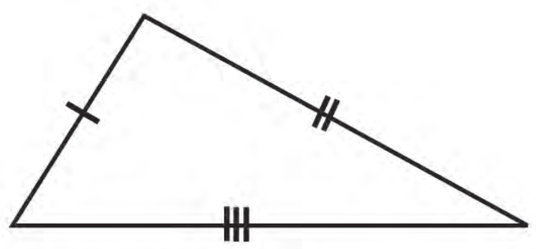
3 Sides of Equal Length
3 Angles of 60° Each

ISOSCELES TRIANGLE



2 Sides of Equal Length
2 Base Angles are Equal

SCALENE TRIANGLE



3 Unequal Sides
3 Unequal Angles

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MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

IN THE ROMAN NUMBER SYSTEM, NUMERALS ARE REPRESENTED BY 7 CAPITAL LETTERS FROM OUR ALPHABET. THESE LETTERS ARE COMBINED IN DIFFERENT WAYS TO FORM NUMBERS. THE VALUES OF THE LETTERS ARE ADDED TOGETHER, UNLESS A LETTER WITH A LESSER VALUE COMES BEFORE ONE WITH A LARGER VALUE. IN THIS CASE, THE VALUE IS THE DIFFERENCE OF THE TWO LETTER VALUES.

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:

I → one
V → five
X → ten
L → fifty
C → one hundred
D → five hundred
M → one thousand

{1}=I
{2}=II
{3}=III
{4}=IV
{5}=V
{6}=VI
{7}=VII
{8}=VIII
{9}=IX
{10}=X
{11}=XI
{12}=XII
{13}=XIII
{14}=XIV
{15}=XV
{16}=XVI
{17}=XVII
{18}=XVIII
{19}=XIX
{20}=XX
{30}=XXX
{40}=XL
{50}=L
{60}=LX
{70}=LXX
{80}=LXXX
{90}=XC
{100}=C
{500}=D
{1000}=M

PLACE VALUE

Hundred Trillions	Ten Trillions	One Trillions	Hundred Billions	Ten Billions	One Billions	Hundred Millions	Ten Millions	One Millions	Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones
1	5	4	3	9	9	7	1	5	4	6	2	1	0	0

Read this number as one hundred fifty-four trillion, three hundred ninety-nine billion, seven hundred fifteen million, four hundred sixty-two thousand, one hundred.
Write this number as 154,399,715,462,100.

Number	Zeros
Thousand	3
Million	6
Billion	9
Trillion	12
Quadrillion	15
Quintillion	18
Sextillion	21
Septillion	24
Octillion	27
Nonillion	30
Decillion	33
Googol	100

NUMBER PREFIXES

uni- ---------- *one*
bi- ---------- *two*
tri- ---------- *three*
quadri- ---------- *four*
quint- ---------- *five*
sex- ---------- *six*
sept- ---------- *seven*
oct- ---------- *eight*
non- ---------- *nine*
deci- ---------- *ten*

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MATHEMATICS *squares & square roots*

SQUARES & SQUARE ROOTS

N	N^2	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.8
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.61
14	196	3.74
15	225	3.87
16	256	4.00
17	289	4.12
18	324	4.24
19	361	4.36
20	400	4.47
21	441	4.58
22	484	4.69
23	529	4.80
24	576	4.90
25	625	5.00
26	676	5.10
27	729	5.20
28	784	5.29
29	841	5.39
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.74
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

N	N^2	$\sqrt{N}$
51	2,601	7.14
52	2,704	7.21
53	2,809	7.28
54	2,916	7.35
55	3,025	7.42
56	3,136	7.48
57	3,249	7.55
58	3,364	7.62
59	3,481	7.68
60	3,600	7.75
61	3,721	7.81
62	3,844	7.87
63	3,969	7.94
64	4,096	8.00
65	4,225	8.06
66	4,356	8.12
67	4,489	8.19
68	4,624	8.25
69	4,761	8.31
70	4,900	8.37
71	5,041	8.43
72	5,184	8.49
73	5,329	8.54
74	5,476	8.60
75	5,625	8.66
76	5,776	8.72
77	5,929	8.77
78	6,084	8.83
79	6,241	8.89
80	6,400	8.94
81	6,561	9.00
82	6,724	9.06
83	6,889	9.11
84	7,056	9.17
85	7,225	9.22
86	7,396	9.27
87	7,569	9.33
88	7,744	9.38
89	7,921	9.43
90	8,100	9.49
91	8,281	9.54
92	8,464	9.59
93	8,649	9.64
94	8,836	9.70
95	9,025	9.75
96	9,216	9.80
97	9,409	9.85
98	9,604	9.90
99	9,801	9.95
100	10,000	10.00

N	N^2	$\sqrt{N}$
101	10,201	10.05
102	10,404	10.10
103	10,609	10.15
104	10,816	10.20
105	11,025	10.25
106	11,236	10.30
107	11,449	10.34
108	11,664	10.39
109	11,881	10.44
110	12,100	10.49
111	12,321	10.54
112	12,544	10.58
113	12,769	10.63
114	12,996	10.68
115	13,225	10.72
116	13,456	10.77
117	13,689	10.82
118	13,924	10.86
119	14,161	10.91
120	14,400	10.95
121	14,641	11.00
122	14,884	11.05
123	15,129	11.09
124	15,376	11.14
125	15,625	11.18
126	15,876	11.22
127	16,129	11.27
128	16,384	11.31
129	16,641	11.36
130	16,900	11.40
131	17,161	11.45
132	17,424	11.49
133	17,689	11.53
134	17,956	11.58
135	18,225	11.62
136	18,496	11.66
137	18,769	11.70
138	19,044	11.75
139	19,321	11.79
140	19,600	11.83
141	19,881	11.87
142	20,164	11.92
143	20,449	11.96
144	20,736	12.00
145	21,025	12.04
146	21,316	12.08
147	21,609	12.12
148	21,904	12.17
149	22,201	12.21
150	22,500	12.25

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MATHEMATICS *trigonometry*

TRIGONOMETRIC RATIOS

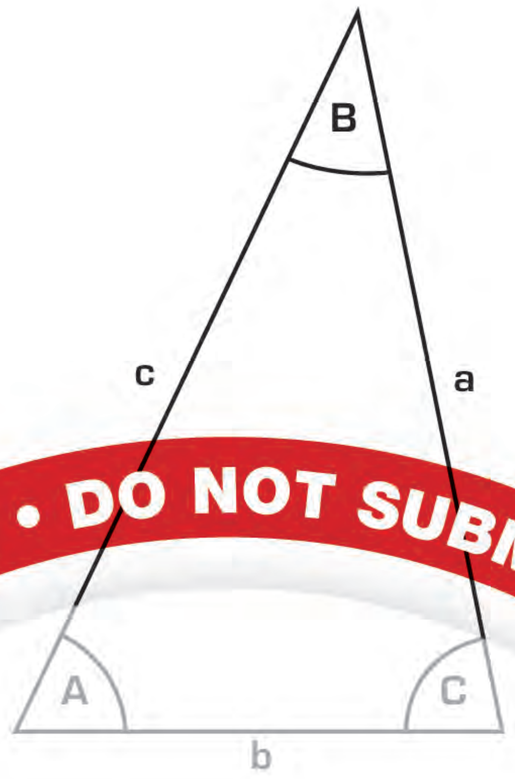
$\sin (A+B) = \sin A \cos B + \cos A \sin B$
$\sin (A-B) = \sin A \cos B - \cos A \sin B$
$\cos (A+B) = \cos A \cos B - \sin A \sin B$
$\cos (A-B) = \cos A \cos B + \sin A \sin B$

$$\tan (A+B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$$

$$\tan (A-B) = \frac{\tan A - \tan B}{1 + \tan A \tan B}$$

$$\tan\theta = \frac{\sin\theta}{\cos\theta}$$

$\sin^2\theta + \cos^2\theta = 1$
$\cos^2\theta - \sin^2\theta = \cos 2\theta$
$\tan^2\theta + 1 = \sec^2\theta$
$\cot^2\theta + 1 = \csc^2\theta$



Law of Sines

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Law of Cosines

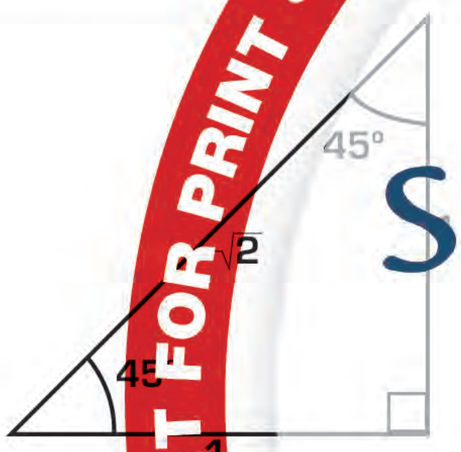
$a^2 = b^2 + c^2 - 2bc(\cos A)$
$b^2 = a^2 + c^2 - 2ac(\cos B)$
$c^2 = a^2 + b^2 - 2ab(\cos C)$

Law of Tangents

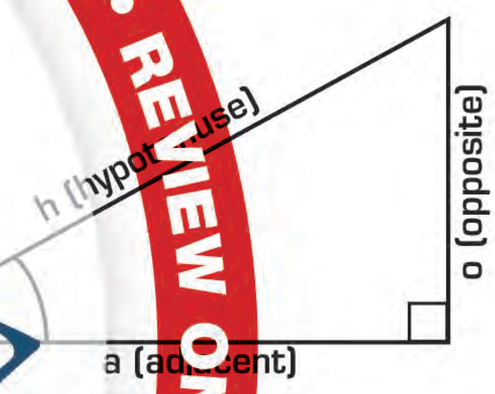
$$\frac{a-b}{a+b} = \frac{\tan 1/2(A-B)}{\tan 1/2(A+B)}$$

$$\frac{b-c}{b+c} = \frac{\tan 1/2(B-C)}{\tan 1/2(B+C)}$$

$$\frac{c-a}{c+a} = \frac{\tan 1/2(C-A)}{\tan 1/2(C+A)}$$







$\sin 45° = \frac{1}{\sqrt{2}}$ $\quad \sin 30° = \frac{1}{2}$ $\quad \sin 60° = \frac{\sqrt{3}}{2}$ $\quad \sin\theta = \frac{\text{o (opposite)}}{\text{h (hypotenuse)}} = \frac{1}{\csc\theta}$

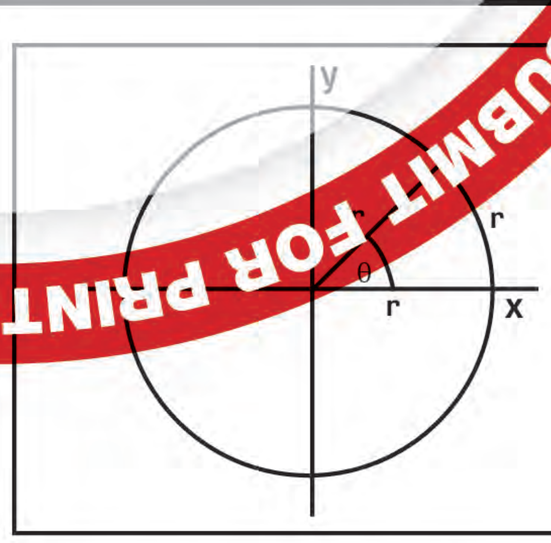
$\cos 45° = \frac{1}{\sqrt{2}}$ $\quad \cos 30° = \frac{\sqrt{3}}{2}$ $\quad \cos 60° = \frac{1}{2}$ $\quad \cos\theta = \frac{\text{a (adjacent)}}{\text{h (hypotenuse)}} = \frac{1}{\sec\theta}$

$\tan 45° = 1$ $\quad \tan 30° = \frac{1}{\sqrt{3}}$ $\quad \tan 60° = \sqrt{3}$ $\quad \tan\theta = \frac{\text{o (opposite)}}{\text{a (adjacent)}} = \frac{1}{\cot\theta}$

VALUES OF TRIGONOMETRIC RATIOS

θ	0	π/2	π	3/2	2π
sinθ	0	1	0	−1	0
cosθ	1	0	−1	0	1
tanθ (sin/cos)	0	∞	0	−∞	0
secθ (1/cos)	1	∞	−1	∞	1
cscθ (1/sin)	∞	1	∞	−1	∞
cotθ (1/tan)	∞	0	−∞	0	∞

note: ∞ denotes undefined or infinite



θ = 1 radian
π radians = 180°
2π radians = 360°

QUADRANTS

Quad II
90°-180°
sin, csc are +

Quad I
0°-90°
all ratios are +

Quad III
180°-270°
tan, cot are +

Quad IV
270°-360°
cos, sec are +

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CALENDAR YEARS

2023

January

S	M	T	W	T	F	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				

February

S	M	T	W	T	F	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				

March

S	M	T	W	T	F	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	

April

S	M	T	W	T	F	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						

May

S	M	T	W	T	F	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			

June

S	M	T	W	T	F	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	

July

S	M	T	W	T	F	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					

August

S	M	T	W	T	F	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		

September

S	M	T	W	T	F	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

October

S	M	T	W	T	F	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				

November

S	M	T	W	T	F	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		

December

S	M	T	W	T	F	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						

2024

January

S	M	T	W	T	F	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			

February

S	M	T	W	T	F	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		

March

S	M	T	W	T	F	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						

April

S	M	T	W	T	F	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						

May

S	M	T	W	T	F	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	

June

S	M	T	W	T	F	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						

July

S	M	T	W	T	F	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			

August

S	M	T	W	T	F	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

September

S	M	T	W	T	F	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					

October

S	M	T	W	T	F	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		

November

S	M	T	W	T	F	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

December

S	M	T	W	T	F	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				

2025

January

S	M	T	W	T	F	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	

February

S	M	T	W	T	F	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	

March

S	M	T	W	T	F	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					

April

S	M	T	W	T	F	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			

May

S	M	T	W	T	F	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

June

S	M	T	W	T	F	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					

July

S	M	T	W	T	F	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		

August

S	M	T	W	T	F	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						

September

S	M	T	W	T	F	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				

October

S	M	T	W	T	F	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	

November

S	M	T	W	T	F	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						

December

S	M	T	W	T	F	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			

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ADVANCE PLANNING

AUGUST 2024

S	M	T	W	T	F	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

SEPTEMBER 2024

S	M	T	W	T	F	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					

OCTOBER 2024

S	M	T	W	T	F	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		

NOVEMBER 2024

S	M	T	W	T	F	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

DECEMBER 2024

S	M	T	W	T	F	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				

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CLASS SCHEDULE *block class schedule*

Time	Monday	Wednesday	Friday
7:00			
8:00			
9:00			
10:00			
11:00			
12:00			
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			

Time	Tuesday	Thursday
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		

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CLASS SCHEDULE *first & second semester*

FIRST SEMESTER

Time	Subject	Instructor	Bldg/Rm

SECOND SEMESTER

Time	Subject	Instructor	Bldg/Rm

CLASS SCHEDULE *first semester*

FIRST SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00						
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						

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GRADE RECORD

Subject:		
Semester:		
Goal:		
Date	**Assignment | Quiz | Test**	**Score**

GRATUITY GUIDE

CHECK	15%	20%
$ 1.00	$ 0.15	$ 0.20
$ 2.00	$ 0.30	$ 0.40
$ 3.00	$ 0.45	$ 0.60
$ 4.00	$ 0.60	$ 0.80
$ 5.00	$ 0.75	$ 1.00
$ 6.00	$ 0.90	$ 1.20
$ 7.00	$ 1.05	$ 1.40
$ 8.00	$ 1.20	$ 1.60
$ 9.00	$ 1.35	$ 1.80
$ 10.00	$ 1.50	$ 2.00
$ 11.00	$ 1.65	$ 2.20
$ 12.00	$ 1.80	$ 2.40
$ 13.00	$ 1.95	$ 2.60
$ 14.00	$ 2.10	$ 2.80
$ 15.00	$ 2.25	$ 3.00
$ 16.00	$ 2.40	$ 3.20
$ 17.00	$ 2.55	$ 3.40
$ 18.00	$ 2.70	$ 3.60
$ 19.00	$ 2.85	$ 3.80
$ 20.00	$ 3.00	$ 4.00
$ 21.00	$ 3.15	$ 4.20
$ 22.00	$ 3.30	$ 4.40
$ 23.00	$ 3.45	$ 4.60
$ 24.00	$ 3.60	$ 4.80
$ 25.00	$ 3.75	$ 5.00
$ 26.00	$ 3.90	$ 5.20
$ 27.00	$ 4.05	$ 5.40
$ 28.00	$ 4.20	$ 5.60
$ 29.00	$ 4.35	$ 5.80
$ 30.00	$ 4.50	$ 6.00
$ 31.00	$ 4.65	$ 6.20
$ 32.00	$ 4.80	$ 6.40
$ 33.00	$ 4.95	$ 6.60
$ 34.00	$ 5.10	$ 6.80
$ 35.00	$ 5.25	$ 7.00
$ 36.00	$ 5.40	$ 7.20
$ 37.00	$ 5.55	$ 7.40
$ 38.00	$ 5.70	$ 7.60
$ 39.00	$ 5.85	$ 7.80
$ 40.00	$ 6.00	$ 8.00
$ 41.00	$ 6.15	$ 8.20
$ 42.00	$ 6.30	$ 8.40
$ 43.00	$ 6.45	$ 8.60
$ 44.00	$ 6.60	$ 8.80
$ 45.00	$ 6.75	$ 9.00
$ 46.00	$ 6.90	$ 9.20
$ 47.00	$ 7.05	$ 9.40
$ 48.00	$ 7.20	$ 9.60
$ 49.00	$ 7.35	$ 9.80

CHECK	15%	20%
$ 50.00	$ 7.50	$ 10.00
$ 51.00	$ 7.65	$ 10.20
$ 52.00	$ 7.80	$ 10.40
$ 53.00	$ 7.95	$ 10.60
$ 54.00	$ 8.10	$ 10.80
$ 55.00	$ 8.25	$ 11.00
$ 56.00	$ 8.40	$ 11.20
$ 57.00	$ 8.55	$ 11.40
$ 58.00	$ 8.70	$ 11.60
$ 59.00	$ 8.85	$ 11.80
$ 60.00	$ 9.00	$ 12.00
$ 61.00	$ 9.15	$ 12.20
$ 62.00	$ 9.30	$ 12.40
$ 63.00	$ 9.45	$ 12.60
$ 64.00	$ 9.60	$ 12.80
$ 65.00	$ 9.75	$ 13.00
$ 66.00	$ 9.90	$ 13.20
$ 67.00	$ 10.05	$ 13.40
$ 68.00	$ 10.20	$ 13.60
$ 69.00	$ 10.35	$ 13.80
$ 70.00	$ 10.50	$ 14.00
$ 71.00	$ 10.65	$ 14.20
$ 72.00	$ 10.80	$ 14.40
$ 73.00	$ 10.95	$ 14.60
$ 74.00	$ 11.10	$ 14.80
$ 75.00	$ 11.25	$ 15.00
$ 76.00	$ 11.40	$ 15.20
$ 77.00	$ 11.55	$ 15.40
$ 78.00	$ 11.70	$ 15.60
$ 79.00	$ 11.85	$ 15.80
$ 80.00	$ 12.00	$ 16.00
$ 81.00	$ 12.15	$ 16.20
$ 82.00	$ 12.30	$ 16.40
$ 83.00	$ 12.45	$ 16.60
$ 84.00	$ 12.60	$ 16.80
$ 85.00	$ 12.75	$ 17.00
$ 86.00	$ 12.90	$ 17.20
$ 87.00	$ 13.05	$ 17.40
$ 88.00	$ 13.20	$ 17.60
$ 89.00	$ 13.35	$ 17.80
$ 90.00	$ 13.50	$ 18.00
$ 91.00	$ 13.65	$ 18.20
$ 92.00	$ 13.80	$ 18.40
$ 93.00	$ 13.95	$ 18.60
$ 94.00	$ 14.10	$ 18.80
$ 95.00	$ 14.25	$ 19.00
$ 96.00	$ 14.40	$ 19.20
$ 97.00	$ 14.55	$ 19.40
$ 98.00	$ 14.70	$ 19.60

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IMPORTANT DATES *United States*

	2023	2024	2025
*New Year's Day**	Sun., Jan. 1	Mon., Jan. 1	Wed., Jan. 1
*Martin Luther King Jr. Day**	Mon., Jan. 16	Mon., Jan. 15	Mon., Jan. 20
Groundhog Day	Thurs., Feb. 2	Fri., Feb. 2	Sun., Feb. 2
Lunar New Year	Sun., Jan. 22	Sat., Feb. 10	Wed., Jan. 29
Lincoln's Birthday	Sun., Feb. 12	Mon., Feb. 12	Wed., Feb. 12
Valentine's Day	Tues., Feb. 14	Wed., Feb. 14	Fri., Feb. 14
*Presidents' Day**	Mon., Feb. 20	Mon., Feb. 19	Mon., Feb. 17
Washington's Birthday	Wed., Feb. 22	Thurs., Feb. 22	Sat., Feb. 22
Ash Wednesday	Wed., Feb. 22	Wed., Feb. 14	Wed., Mar. 5
Daylight saving time begins	Sun., Mar. 12	Sun., Mar. 10	Sun., Mar. 9
St. Patrick's Day	Fri., Mar. 17	Sun., Mar. 17	Mon., Mar. 17
First day of spring	Mon., Mar. 20	Tues., Mar. 19	Thurs., Mar. 20
April Fools' Day	Sat., Apr. 1	Mon., Apr. 1	Tues., Apr. 1
Palm Sunday	Sun., Apr. 2	Sun., Mar. 24	Sun., Apr. 13
Passover begins at sundown	Wed., Apr. 5	Mon., Apr. 22	Sat., Apr. 12
Good Friday	Fri., Apr. 7	Fri., Mar. 29	Fri., Apr. 18
Easter	Sun., Apr. 9	Sun., Mar. 31	Sun., Apr. 20
Earth Day	Sat., Apr. 22	Mon., Apr. 22	Tues., Apr. 22
Cinco de Mayo	Fri., May 5	Sun., May 5	Mon., May 5
Mother's Day	Sun., May 14	Sun., May 12	Sun., May 11
*Memorial Day**	Mon., May 29	Mon., May 27	Mon., May 26
Flag Day	Wed., June 14	Fri., June 14	Sat., June 14
Father's Day	Sun., June 18	Sun., June 16	Sun., June 15
*Juneteenth**	Mon., June 19	Wed., June 19	Thurs., June 19
First day of summer	Wed., June 21	Thurs., June 20	Fri., June 20
*Independence Day**	Tues., July 4	Thurs., July 4	Fri., July 4
*Labor Day**	Mon., Sept. 4	Mon., Sept. 2	Mon., Sept. 1
Patriot Day	Mon., Sept. 11	Wed., Sept. 11	Thurs., Sept. 11
Rosh Hashanah begins at sundown	Fri., Sept. 15	Wed., Oct. 2	Mon., Sept. 22
First day of autumn	Sat., Sept. 23	Sun., Sept. 22	Mon., Sept. 22
Yom Kippur begins at sundown	Sun., Sept. 24	Fri., Oct. 11	Wed., Oct. 1
*Columbus Day**	Mon., Oct. 9	Mon., Oct. 14	Mon., Oct. 13
Halloween	Tues., Oct. 31	Thurs., Oct. 31	Fri., Oct. 31
Standard time begins	Sun., Nov. 5	Sun., Nov. 3	Sun., Nov. 2
Election Day	Tues., Nov. 7	Tues., Nov. 5	Tues., Nov. 4
*Veterans Day**	Sat., Nov. 11	Mon., Nov. 11	Tues., Nov. 11
*Thanksgiving**	Thurs., Nov. 23	Thurs., Nov. 28	Thurs., Nov. 27
Hanukkah begins at sundown	Thurs., Dec. 7	Wed., Dec. 25	Sun., Dec. 14
First day of winter	Thurs., Dec. 21	Sat., Dec. 21	Sun., Dec. 21
*Christmas**	Mon., Dec. 25	Wed., Dec. 25	Thurs., Dec. 25
Kwanzaa begins	Tues., Dec. 26	Thurs., Dec. 26	Fri., Dec. 26

** Federal Holiday in the United States*

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NOTES

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PHONE NUMBERS *important contacts*

NAME	TELEPHONE NO.	E-MAIL ADDRESS

PHONE NUMBERS *important contacts*

NAME	TELEPHONE NO.	E-MAIL ADDRESS
Fire		
Police		
Rescue/Ambulance		
Doctor		
Hospital		

CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

Time	Subject	Instructor	Bldg/Rm

SECOND TRIMESTER

Time	Subject	Instructor	Bldg/Rm

THIRD TRIMESTER

Time	Subject	Instructor	Bldg/Rm

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U.S. AREA CODES

Alabama
205 : Birmingham, Tuscaloosa
251 : Jackson, Mobile
256/938 : Hunstville, Florence
334 : Montgomery, Selma, Auburn

Alaska
907 : All Locations

Arizona
480 : Chandler, Scottsdale, Tempe
520 : Tucson, Nogales
602 : Phoenix (most)
623 : Sun City, Peoria
928 : Flagstaff, Yuma, Prescott

Arkansas
479 : Fayetteville, Fort Smith
501 : Hot Springs, Little Rock
870 : Jonesboro, Pine Bluff

California
209 : Stockton, Modesto
213 : Los Angeles (Downtown)
310/424 : Santa Monica, Beverly Hills (Downtown), San Pedro Torrance
323 : Los Angeles
408/669 : San Jose
415/628: San Francisco, Rafael
424 : San Pedro, Torrance
510 : Oakland, Berkele
530 : Redding, Chico, vis
559 : Fresno
562 : Long Beach, Whittier
619 : San Diego (most)
626 : Pasadena, Azusa
650 : Los Altos, Palo A San Mateo
661 : Bakersfield
707 : Eureka, Napa, Santa Rosa, Sonoma
714/657 : Anaheim, Ora Santa Ana
760/442 : Barstow, Palm Springs
805 : Santa Barbara, San Luis Obispo, Ventura
818/747 : North Hollywood, San Fernando, Burbank
831 : Monterey, Salinas, Santa Cruz
858 : La Jolla, Poway
909 : Riverside, San Bernardino
916 : Sacramento, Fair Oaks
925 : Concord, Walnut Creek
949 : Irvine, Newport Beach
951 : Moreno Valley Temecula

Colorado
303/720 : Boulder, Denver, Littleton
719 : Colorado Spings, Pueblo
720 : Littleton, Greeley
970 : Aspen, Fort Collins, Grand Junction

Connecticut
203/475 : Bridgeport, New Haven
860/959 : Hartford

District of Columbia
202 : All Locations

Delaware
302 : All Locations

Florida
239 : Fort Myers, Naples
305/786 : Key West, Miami
321 : Cape Canaveral, Melbourne
352 : Gainesville, Ocala
386 : Daytona Beach
407/321 : Orlando, Kissimmee
561 : Boca Raton, West Palm Beach
727 : Clearwater, St. Petersburg
754 : Fort Lauderdale
772 : Fort Pierce, Port St. Lucie, Sebastian
786 : North Miami
813 : Tampa
850 : Pensacola, Tallahassee
863 : Lakeland, Winter Haven
904 : Jacksonville
941 : Port Charlotte, S
954/754 : Fort L dale

Georgia
229 : Al y, Valdosta
768/ 404 : Atlanta
4 : Macon, Warner Robbins
7 : Marietta, Smyrna
706/762 : Athens, Augusta, Rome
770/678/470 : Alpharetta
912 : Brunswick, Savannah

Hawaii
808 : All Locations

Idaho
208 : All Locations

Illinois
217 : Champaign-Urba Springfield
224 : Evanston, Schaum
309 : Peoria, Bloomington
312/872 : Chicago (downtown)
618 : Carbondale, East St. Louis
331/630 : Aurora, Naperville
708 : Chicago Heights, Cicero
773/872 : Chicago
815 : Joliet, Rockford, De Kalb
847/224 : Waukegan, Skokie, Des Plaines

Indiana
219 : Gary, La Porte
260 : Fort Wayne
317/463 : Indianapolis
574 : South Bend
765 : Lafayette, Kokomo
812/930 : B omington, Evansv Terre Haute

Iowa
319 : Cedar Rapids, Wat
515 : Ames, Des Moines, Fort Dodge
563 : Davenport, Dubuque
641 : Mason City, Ottumwa
712 : Sioux City, Council Bluffs

Kansas
316 : Wichita
620 : Dodge City, Emporia
785 : Topeka, Lawrence, Salina
913 : Kansas City

Kentucky
270/364 : Bowling Green, Owensboro
502 : Frankfort, Louisville
606 : Ashland
859 : Lexington, Covington

Louisiana
225 : Baton Rouge
318 : Shreveport, Alexandria
337 : Lafayette, Lake Charles
504 : New Orleans, Metairie
985 : Houma, Hammond

Maine
207 : All Locations

Maryland
240/301 : Bethesda, Frederick, Hagerstown, Cumberland
443/410/667 : Baltimore, Annapolis, Salisbury

Massachusetts
413 : Pittsfield, Springfield
508/774 : Cape Cod, New Bedford, Worcester
617/857 : Boston, Cambridge
781/339 : W Lynn
9 : L , Glouc

Michigan
231 : Muskegon, Traverse City, Ludington
248/947 : Troy
269 : Kalamazoo, Battle Creek
313 : Detroit, Dearborn
517 : Lansing, Jackson
586 : Warren
616 : Grand Rapids, Holland
734 : Ann Arbor, Monroe
810 : Flint, Port Huron
906 : Sault Ste. Marie
989 : Saginaw, Midland

Minnesota
218 : Duluth, Moorhead
320 : Alexandria, St. Cloud
507 : Rochester, Mankato
612 : Minneapolis
651 : Saint Paul
763 : Brooklyn Park, Maple Grove, Medina
952 : Bloomington, Edina

Mississippi
228 : Gulfport, Biloxi
601/769 : Jackson, Vicksburg
662 : Tupelo, Greenville

Missouri
314 : St. Louis, Webster Green
417 : Springfield, Joplin
573 : Jefferson City, Columbia
636: Chesterfield, Union
660 : Sedalia
816 : Kansas City, St. Joseph, Independence

Montana
406 : All Locations

Nebraska
308 : Grand Island, North Platte, Scottsbluff
402/531 : Lincoln, Omaha

Nevada
702/725 : Las Vegas
775 : Carson City, Reno, Ely

New Hampshire
603 : All Locations

New Jersey
201/551 : Jersey City, Hackensack
609 : Atlantic City, Trenton
732/848 : Long Branch, New Brunswick
856 : Vineland, Cherry Hill, Camden
908 : Elizabeth, Summit, Washington
973/862 : Newark, Paterson

New Mexico
505 : Santa Fe, Albuquerque
575: Silber City, Roswell, Las Cruces

New York
212/646/917/332 : Manhattan
315/680 : Oswego, Syracuse, Utica, Watertown
347/718/929/917 : Bronx, Brooklyn, Queens, Staten Island
516 : Long Island
518 : Albany, Gloversville, Schenectady, Troy
585 : Rochester
607 : Birmingham, Elmira, Ithaca
631 : Riverhead, Islip
716 : Buffalo, Niagara Falls
845 : Poughkeepsie, Kingston
914 : White Plains, Yonkers
917 : New York City (Cellular)
934 : Brentwo

North Carolina
252 : Greenville, Rocky Mount
336/743 : Winston-Salem, Greensboro, High Po
704/980 : Charlotte, Concord
828 : Asheville, Hickory
910 : Fayetteville, Wilmington
919/704 : Raleigh, Chapel Hill, Durham

North Dakota
701 : All Locations

Ohio
216 : Cleveland, Shaker Heights
330/234 : Akron, Canton, Warren, Youngstown
419/567 : Toledo, Bowling Green, Findlay, Lima
440 : Ashtabula, Lorain
513 : Cincinna
614/380 : Columbus
740 : Marion, Zanesville
937 : Dayton, Xenia

Oklahoma
405 : Oklahoma City, Shawnee
580 : Lawton, Enid
918/539 : Tulsa, Muskogee

Oregon
503/971 : Salem, Portland
541/458 : Eugene, Ashl Bend, Corvallis, dleton

Pennsylvania
215/267 : P delphia
412/878 : sburgh
484/610 : Allentown, Reading
570/272 : Scranton, Williamsport
717 : Harrisburg, Lancaster, Gettysburg
724/878 : New Castle, Latrobe, Uniontown
814 : Altoona, Erie, State College

Rhode Island
401 : All Locations

South Carolina
803 : Columbia, Aiken
843/854 : Charleston, Hilton Head Island, Myrtle Beach, Florence
864 : Greenville, Spartanburg, Anderson

South Dakota
605 : All Locations

Tennessee
423 : Chattanooga, Johnson City, Bristol
629/615 : Nashville, Gallatin
731 : Jackson
865 : Knoxville, Oak Ridge
901 : Memphis
931 : Clarksville, Manchester, Cookeville

Texas
210 : San Antonio
214/469/972 : Dallas, Plano
254 : Waco, Killeen
281 : Sugar Land
325: Abilene
361 : Corpus Christi, Victoria
409 : Beaumont, Galveston
512/737 : Austin
713/832/281/346 : Houston, Bellaire, Sugar Land
806 : Amarillo, Lubbock
817/682 : Fort Worth, Arlington
830 : Del Rio, Uvalde, Seguin
903/430 : Longview, Tyler, Texarkana
915 : El Paso
936 : Huntsville, Lufkin
940 : Denton, Wichita Falls
956 : Laredo, Brownsville
979 : Bryan, College Station

Utah
435 : Saint George, Richfield, Blanding, Moab
801/385 : Salt Lake City, Provo, Ogden

Vermont
802 : All Locations

Virginia
276 : Abingdon, Bristol, Wytheville
434 : Charlottesville, Lynchburg, Danville
540 : Harrisonburg, Roanoke
703/571 : Arlington, Fairfax, Alexandria, Herndon
757 : Norfolk, Virginia Beach, Portsmouth
804 : Richmond, Petersburg, Hopewell

Washington
206 : Seattle
253 : Auburn, Tacoma, Kent
360 : Bellingham, Olympia, Vancouver
425 : Bellevue, Everett, Redmond
509 : Spokane, Walla Walla, Yakima

West Virginia
304/681 : All Locations

Wisconsin
262 : Racine, Kenosha, Waukesha
414 : Milwaukee, Wauwatosa
608 : Madison, Beloit, La Crosse, Platteville
534/715 : Eau Claire, Superior, Wausau
920 : Green Bay, Oshkosh

Wyoming
307 : All Locations

U.S. Territories
684 : American Samoa
671 : Guam
670 : Northern Mariana Islands
787/939 : Puerto Rico
340 : U.S. Virgin Islands

Source: North American Numbering Plan Administration, www.nanpa.com

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Atomic Number → 47 · Symbol → Ag · Element Name → silver · Atomic Mass → 107.9

Group IA (excluding Hydrogen) comprises the alkali metals.
Group IIA comprises the alkaline-earth metals.
Group VIIIA comprises the noble gases.

PERIOD	GROUP 1 ** IA ***	2 IIA	3 IIIB	4 IVB	5 VB	6 VIB	7 VIIB	8	9 VIIIB	10	11 IB	12 IIB	13 IIIA	14 IVA	15 VA	16 VIA	17 VIIA	18 VIIIA
									Transition Metals									
1	1 H hydrogen 1.008																	2 He helium 4.003
2	3 Li lithium 6.941(2)	4 Be beryllium 9.012											5 B boron 10.81	6 C carbon 12.01	7 N nitrogen 14.01	8 O oxygen 16.00	9 F fluorine 19.00	10 Ne neon 20.18
3	11 Na sodium 22.99	12 Mg magnesium 24.31											13 Al aluminum 26.98	14 Si silicon [28.08, 28.09]	15 P phosphorus 30.97	16 S sulfur 32.07	17 Cl chlorine 35.45	18 Ar argon 39.95
4	19 K potassium 39.10	20 Ca calcium 40.08	21 Sc scandium 44.96	22 Ti titanium 47.87	23 V vanadium 50.94	24 Cr chromium 52.00	25 Mn manganese 54.94	26 Fe iron 55.85	27 Co cobalt 58.93	28 Ni nickel 58.69	29 Cu copper 63.55	30 Zn zinc 65.38(2)	31 Ga gallium 69.72	32 Ge germanium 72.63	33 As arsenic 74.92	34 Se selenium 78.97	35 Br bromine 79.90	36 Kr krypton 83.80
5	37 Rb rubidium 85.47	38 Sr strontium 87.62	39 Y yttrium 88.91	40 Zr zirconium 91.22	41 Nb niobium 92.91	42 Mo molybdenum 95.95	43 Tc technetium (97)	44 Ru ruthenium 101.1	45 Rh rhodium 102.9	46 Pd palladium 106.4	47 Ag silver 107.9	48 Cd cadmium 112.4	49 In indium 114.8	50 Sn tin 118.7	51 Sb antimony 121.8	52 Te tellurium 127.6	53 I iodine 126.9	54 Xe xenon 131.3
6	55 Cs cesium 132.9	56 Ba barium 137.3	57-71 Lanthanoids	72 Hf hafnium 178.5	73 Ta tantalum 180.9	74 W tungsten 183.8	75 Re rhenium 186.2	76 Os osmium 190.2	77 Ir iridium 192.2	78 Pt platinum 195.1	79 Au gold 197.0	80 Hg mercury 200.6	81 Tl thallium 204.4	82 Pb lead 207.2	83 Bi bismuth 209.0	84 Po polonium (209)	85 At astatine (210)	86 Rn radon (222)
7	87 Fr francium (223)	88 Ra radium (226)	89-103 Actinoids	104 Rf rutherfordium (267)	105 Db dubnium (268)	106 Sg seaborgium (269)	107 Bh bohrium (270)	108 Hs hassium (269)	109 Mt meitnerium (278)	110 Ds darmstadtium (281)	111 Rg roentgenium (282)	112 Cn copernicium (285)	113 Nh nihonium (286)	114 Fl flerovium (289)	115 Mc moscovium (290)	116 Lv livermorium (293)	117 Ts tennessine (294)	118 Og oganesson (294)

6	57 La lanthanum 138.90547	58 Ce cerium 140.116	59 Pr praseodymium 140.907	60 Nd neodymium 144.242	61 Pm promethium (145)	62 Sm samarium 150.36	63 Eu europium 151.964	64 Gd gadolinium 157.25	65 Tb terbium 158.92535	66 Dy dysprosium 162.500	67 Ho holmium 164.93033	68 Er erbium 167.259	69 Tm thulium 168.93422	70 Yb ytterbium 173.054	71 Lu lutetium 174.9668
7	89 Ac actinium (227)	90 Th thorium 232.0377	91 Pa protactinium 231.03588	92 U uranium 238.02891	93 Np neptunium (237)	94 Pu plutonium (244)	95 Am americium (243)	96 Cm curium (247)	97 Bk berkelium (247)	98 Cf californium (251)	99 Es einsteinium (252)	100 Fm fermium (257)	101 Md mendelevium (258)	102 No nobelium (259)	103 Lr lawrencium (262)

* IUPAC conventional atomic weights; standard atomic weights for these elements are expressed in intervals; see iupac.org for an explanation and values. ** Numbering system adopted by IUPAC. *** Numbering system widely used from the mid-20th century.
( ) indicates the mass number of the longest-lived isotope.

Source: The International Union of Pure and Applied Chemistry (IUPAC), Encyclopaedia Britannica, and others.

Updated 9.2022

SCIENCE *physics laws & formulas*

Mass Density

$$\text{mass density} = \frac{\text{mass}}{\text{volume}}$$

Speed

$$\text{average speed} = \frac{\text{distance covered}}{\text{elapsed time}}$$

Acceleration

$$a = \frac{\Delta v}{\Delta t} \text{ or } \frac{v_F - v_I}{t_F - t_I}$$

(a=average acceleration; v=velocity; t=time; v_F=final velocity; v_I=initial velocity; t_F=final time; i_I=initial time)

Law of Universal Gravitation

$$F = G\frac{m_1 m_2}{d^2}$$

(F=force of attraction; m_1 and m_2=the masses of the two bodies; d=distance between the centers of m_1 and m_2; G=gravitational constant)

Work Done by a Force

work = (force)(distance)

Power

$$\text{power} = \frac{\text{work}}{\text{time}}$$ (see above definition of work)

Kinetic Energy

$$KE = \frac{mv^2}{2}$$

(KE=kinetic energy; m=mass; v=velocity)

Specific Heat

$$Q = cm\Delta t$$

(Q=quantity of heat; c=specific heat; m=mass; Δt=change in temperature)

Electric Current - Strength

$$I = \frac{Q}{t}$$

(I=the current strength; Q=quantity of charge; t=time)

Momentum

momentum = (mass)(velocity)

Mass-Energy Equivalence

$$E = mc^2$$

(E=the energy [measured in ergs] equivalent to a mass m [measured in grams]; c=speed of light [measured in centimeters per second])

Power Expended in an Electric Appliance

$$P = IV$$

(P=power in watts; I=current; V=voltage)

Newton's Second Law of Motion

force=(mass)(acceleration)

Torque

$$T = FR$$

(T=torque; F=tangential force; R=radius)

Boyle's Law when temperature constant:

$$p_1V_1 = p_2V_2$$

(p_1=original pressure; p_2=new pressure; V_1=original volume; V_2=new volume)

Wave Motion

$$V = nl$$

(V=wave velocity; n=wave frequency; l=wavelength)

Illumination on a Surface Perpendicular to the Luminous Flux

$$E = \frac{I}{r^2}$$

(E=illumination; I=intensity of the source; r=distance from source to surface perpendicular to the beam)

Focal Length of Mirrors and Lenses

$$\frac{1}{f} = \frac{1}{d_o} + \frac{1}{d_i}$$

(f=focal length; d_o=object distance; d_i=image distance)

Images in Mirrors and Lenses

$$\frac{h_i}{h_o} = \frac{d_i}{d_o}$$

(h_i=image height; h_o=object height; d_i=image distance; d_o=object distance)

Ohm's Law

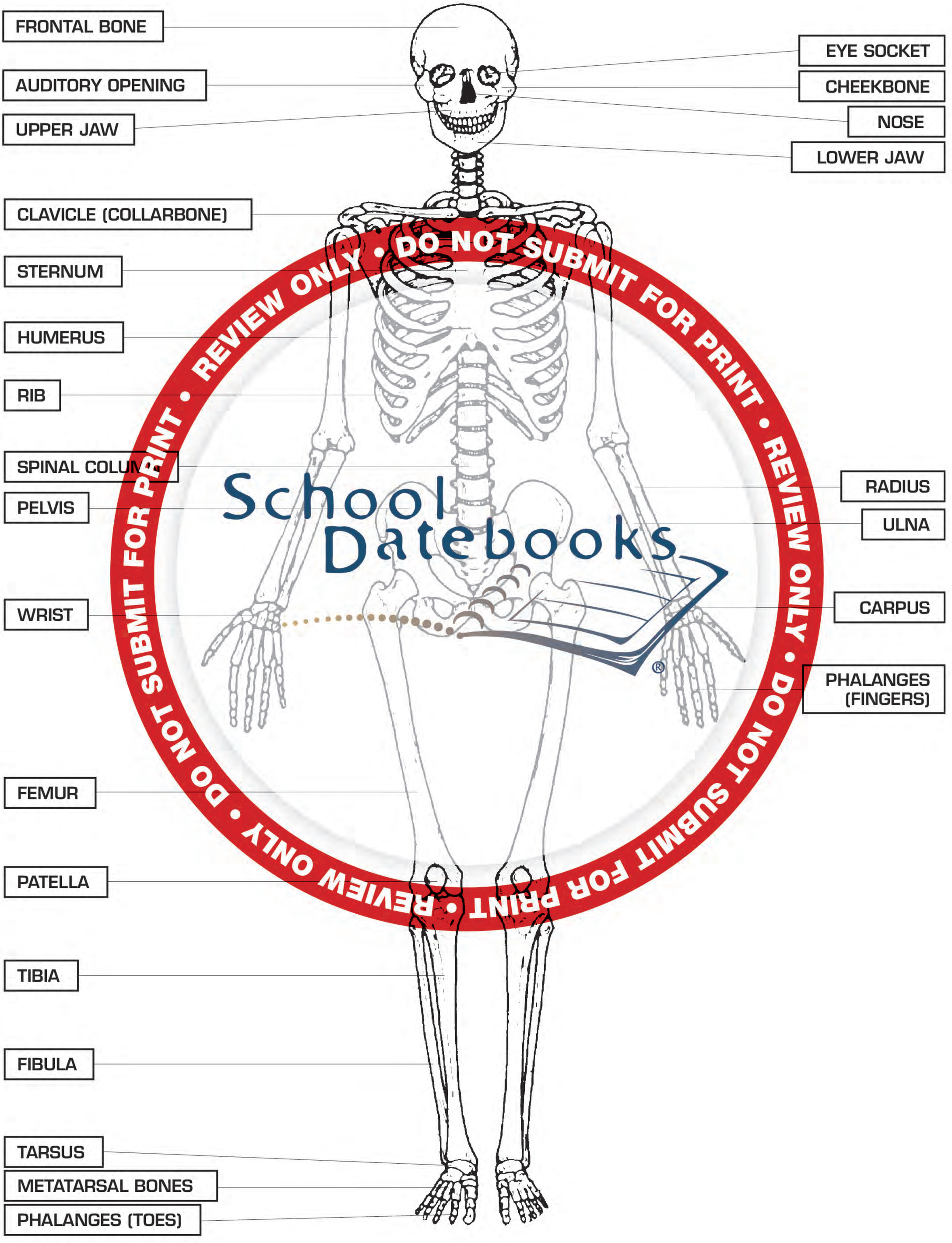
$$I = \frac{V}{R}$$

(I=strength of the current flowing in a conductor; V=the potential difference applied to its ends; R=its resistance)



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SCIENCE *the human skeleton*



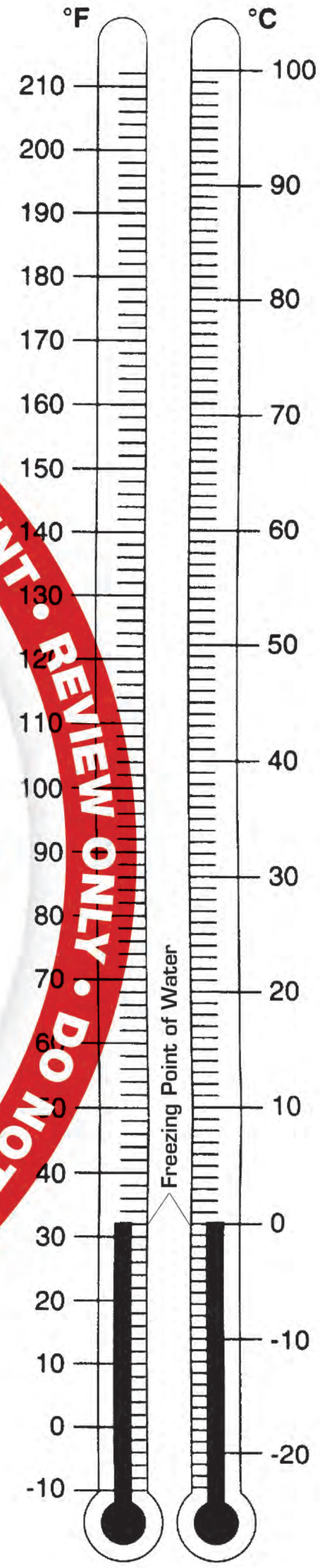
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

To Convert→	*Multiply By→*	*To Find→*
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

To Convert→	*Multiply By→*	*To Find→*
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
newtons	.022	pound-force
metric tons	1.10	short tons
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons



TEMPERATURE

Fahrenheit to Celsius: subtract 32, then multiply by 5 and divide by 9.

Celsius to Fahrenheit: multiply by 9, divide by 5, then add 32.

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SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

1 square foot (ft^2) ---------- *144 square inches (in^2)*
1 square yard (yd^2) ---------- *9 square feet*
1 acre ---------- *43,560 square feet*
1 square mile (mi^2) ---------- *640 acres*

Capacity

1 cup (c) ---------- *8 fluid ounces (fl oz)*
1 pint (pt) ---------- *2 cups*
1 quart (qt) ---------- *2 pints*
1 quart ---------- *4 cups*
1 gallon (gal) ---------- *4 quarts*

Length

1 foot (ft) ---------- *12 inches (in)*
1 yard (yd) ---------- *36 inches*
1 yard ---------- *3 feet*
1 mile (mi) ---------- *5,280 feet*
1 mile ---------- *1,760 yards*

Time

1 minute (min) ---------- *60 seconds (s)*
1 hour (h) ---------- *60 minutes*
1 day (d) ---------- *24 hours*
1 week (wk) ---------- *7 days*
1 year (yr) ---------- *12 months (mo)*
1 year ---------- *52 weeks*
1 year ---------- *365 days*
1 century (c) ---------- *100 years*

Weight

1 pound (lb) ---------- *16 ounces (oz)*
1 short ton (T) ---------- *2,000 pounds*

METRIC

Area

1 sq centimeter (cm^2) ---------- *100 sq millimeters (mm^2)*
1 sq meter (m^2) ---------- *10,000 sq centimeters*
1 hectare (ha) ---------- *10,000 square meters*
1 sq kilometer (km^2) ---------- *1,000,000 sq meters*

Capacity

1 milliliter (ml) ---------- *.001 liter (L)*
1 centiliter (cl) ---------- *.01 liter*
1 deciliter (dl) ---------- *.1 liter*
1 dekaliter (dal) ---------- *10 liters*
1 hectoliter (hl) ---------- *100 liters*
1 kiloliter (kl) ---------- *1,000 liters*

Length

1 millimeter (mm) ---------- *.001 meter (m)*
1 centimeter (cm) ---------- *.01 meter*
1 decimeter (dm) ---------- *.1 meter*
1 dekameter (dam) ---------- *10 meters*
1 hectometer (hm) ---------- *100 meters*
1 kilometer (km) ---------- *1,000 meters*

Mass/Weight

1 milligram (mg) ---------- *.001 gram (g)*
1 centigram (cg) ---------- *.01 gram*
1 decigram (dg) ---------- *.1 gram*
1 dekagram (dag) ---------- *10 grams*
1 hectogram (hg) ---------- *100 grams*
1 kilogram (kg) ---------- *1,000 grams*
1 metric ton (t) ---------- *1,000 kilograms*

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FORMULAS

Perimeter of a rectangle ---------- $P = 2(l+w)$
Perimeter of a square ---------- $P = 4s$
Perimeter of a regular polygon ---------- $P = ns$
(n = number of sides)
Area of a rectangle ---------- $A = lw$
Area of a square ---------- $A = s^2$
Area of a parallelogram ---------- $A = bh$
Area of a triangle ---------- $A = \frac{1}{2}bh$
Area of a trapezoid ---------- $A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle ---------- $A = \pi r^2$
Circumference of a circle ---------- $C = \pi d$, *or* $2\pi r$
Volume of a rectangular prism ---------- $V = lwh$
Volume of any prism ---------- $V = Bh$
Volume of a cylinder ---------- $V = \pi r^2 h$
Volume of a pyramid ---------- $V = 1/3Bh$
Volume of a cone ---------- $V = 1/3\pi r^2 h$

Simple interest ---------- $I = prt$

Distance ---------- $d = rt$

Surface area of a cylinder ---------- $SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem ---------- $a^2 + b^2 = c^2$
(sides of a right triangle)

FORMULA KEY

A = *area*
b = *base*, length of any side of a plane figure
B = area of base
d = diameter
h = *height*, perpendicular distance from the furthest point of the figure to the extended base
l = *length*
P = *perimeter*
r = *radius*
s = *side*
sa = *surface area*
V = *volume*
w = *width*

I = *interest*, p = *principal*, r = *rate*, t = *time*

d = *distance*, r = *rate*, t = *time*

SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

The functional format is useful for graduating high school or college students who do not have extensive job experience. This type of résumé emphasizes skills and accomplishments achieved in school, activities, internships, and in life.

These are the 5 basic parts →

{1} **Header:** your name, address, phone number, email address.

{2} **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).

{3} **Qualifications:** a type of list or statement highlighting your background, your strengths, and what you want your employer to know about you. This can be optional.

{4} **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills, Technical Experience,* or *Planning/Organization.*

{5} **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

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Remember:

- → Use only one or two typefaces in the design of your résumé.
- → Use short phrases instead of long sentences and paragraphs.
- → Line up all headings to keep your résumé looking clean and professional.
- → Use good quality paper; A neutral color, such as white or ivory, is recommended.
- → Do not include salary requirements.
- → Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- → Do not use the word *résumé* at the top of the page.
- → Keep your résumé to one page.
- → Have a list of references (names, company names, phone numbers) ready to give if requested.

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Use Action Words to Describe Skills

accomplished	classified	evaluated	issued
activated	communicated	executed	launched
administered	completed	facilitated	lead
advanced	computed	formulated	lectured
advised	coordinated	gathered	managed
analyzed	created	generated	organized
applied	critiqued	guided	outlined
arranged	delegated	implemented	refined
assembled	designed	improved	reorganized
attained	determined	initiated	streamlined
automated	developed	instituted	trained
budgeted	devised	instructed	updated
calculated	engineered	introduced	utilized
charted	established	invented	wrote



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 do not understand.
- Listen for key words, names, events, and dates.
- Don't assume or judge. Separate fact from opinion.
- Connect what you hear to what you already know.

NOTABLE NOTETAKING

- Date your notes and organize them chronologically.
- Paraphrase and abbreviate – but make sure you understand your own shorthand!
- Use the right two-thirds of the page for notes and the left third for writing questions and highlighting key points.
- Review your notes immediately after the class session.
- Fill in any points you missed. Use titles, drawings, etc., to organize and highlight the material.

HEALTHY HOMEWORK SKILLS

- Use this datebook to track your daily assignments.
- If you're absent, have a friend or parent get your assignments.
- Develop a routine for completing your homework: Set aside a time; choose a place; have your supplies at hand; and turn off the TV or music.
- Study in blocks of time (if that works best for you).
- Begin with your most important assignments first.
- Take breaks periodically to refresh yourself and review what you've learned.

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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.

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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.

Category	Monthly Budget	Monthly Actual	Semester Budget	Semester Actual	School Yr. Budget	School Yr. Actual
INCOME						
From Jobs						
From Parents						
From Student Loans						
From Scholarships						
From Financial Aid						
Miscellaneous Income						
INCOME TOTAL						
EXPENSES						
Rent or Room and Board						
Utilities (Gas, Electric, Water)						
Cell Phone						
Cable TV or Streaming Services						
Groceries						
Car Payment/Transportation						
Insurance						
Gasoline/Oil						
Entertainment						
Eating Out/Vending						
Tuition						
Books						
School Fees						
Computer Expense						
Miscellaneous Expense						
EXPENSES TOTAL						
NET INCOME (Income minus expenses)						

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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:

- *Approach the classroom ready to learn;* leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher,* focus your attention directly on him/her.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate;* ask for clarification when you do not understand.
- *Take notes.*
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments;* separate fact from opinion.
- *Connect what you hear* with what you already know.

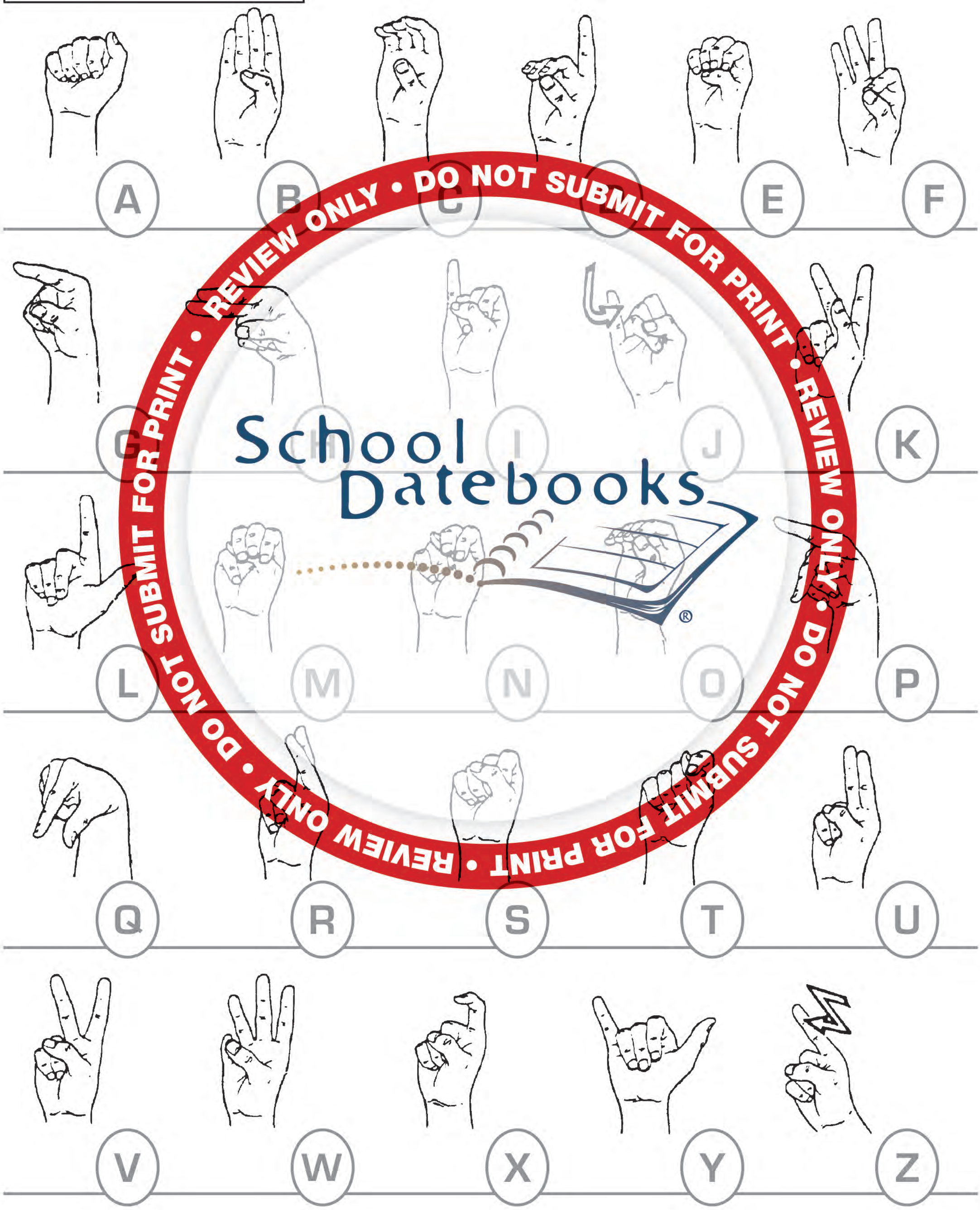
HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning.* Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent.* Take the initiative to ask a classmate or teacher what you need to make up. You also need to know when it must be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or stereo during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow.* Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *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.

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SUCCESS SKILLS *manual alphabet*

American Sign Language



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SUCCESS SKILLS *plan for success*

PLAN FOR SUCCESS	SUCCESSFUL PEOPLE DON'T BECOME SUCCESSFUL BY LUCK. THEIR SUCCESS IS THE RESULT OF SETTING GOALS AND WORKING TO ACHIEVE THOSE GOALS. IN OTHER WORDS, SUCCESSFUL PEOPLE PLAN TO SUCCEED. YOU, TOO, CAN PLAN TO SUCCEED. DON'T PROCRASTINATE. GOOD INTENTIONS WILL NOT HELP YOU SUCCEED. START PLANNING FOR SUCCESS TODAY!

{1} **Organization –** Getting organized is the first step to success.

- → *Remember that you are responsible* for knowing about and completing your assignments and special projects.
- → *Use your datebook* to write down your homework, extracurricular activities, community activities, and home responsibilities.
- → *Make sure you have all the materials you need* when you go to class and when you do your homework.

{2} **Time Management –** Managing time wisely will help ensure that you have the opportunity to do both the things you *need* to do and the things you *want* to do.

- → *Plan a definite time* to do your homework.
- → *Plan time for extracurricular and social activities,* as well as home responsibilities.
- → *Commit yourself to your time plan,* but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time, plan an alternate time to do the homework.

{3} **Set Priorities –** If you have lots to do, it is important to set priorities.

- → *Rank each task* in 1, 2, 3 order. Start with #1 – the most important task – and continue on down the list.
- → When doing homework, *start with the subject in which you need the most improvement.*
- → *Check off* finished tasks.
- → If you frequently find that you cannot finish all the tasks on your list, you may need to *prioritize your optional activities* and eliminate some that are low on your priority list.

{4} **Set Goals –** Just wishing to get better grades or to excel in a sport accomplishes nothing. You need a plan of action to achieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting goals will make you feel in control of your life. Some hints for setting goals:

- → *Be specific.* List specific goals for each academic subject. Also list goals for other school and home activities.
- → *Set time limits.* Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- → *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.
- → *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.
- → *Share your goals with others* – your parents, teachers, good friends, etc. They can give you encouragement.
- → *Keep at it!* Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
- → *Reward yourself* when you reach a goal.



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SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING



- 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.
- 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.
- 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 highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.

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SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

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

{4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.

{5} Associate new things you learn with what you already know.

{6} Use rhythm or make up a rhyme.

{7} Visualize the information in your mind.

- **a.** See the picture clearly and vividly.
- **b.** Exaggerate and enlarge things.
- **c.** See it in three dimensions.
- **d.** Put yourself into the picture.
- **e.** Imagine action taking place.

{8} Link the information together to give it meaning.

{9} Use the information whenever you can. Repetition is the key to memory.

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TIPS FOR TAKING STANDARDIZED TESTS

{1} *Concentrate.* Do not talk or distract others.

{2} *Listen carefully to the directions.* Ask questions if they are not clear.

{3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.

{4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.

{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.