



# COLLEGE REFERENCE PAGES

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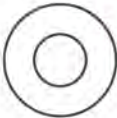
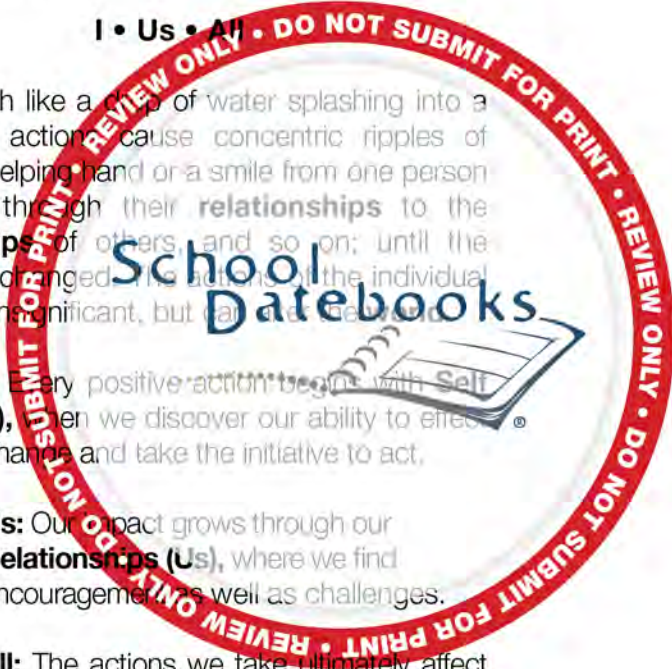


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Protecting yourself from the things that can harm you is a skill you must learn to have a happy life. Drugs will harm you and those around you. The world needs you. You will be unavailable if you are messed up or sick from drugs. Choose to be a healthier, 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 make a difference.



**I:** Every positive action begins with **Self (I)**, when we discover our ability to effect change and take the initiative to act.



**Us:** Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



**All:** The actions we take ultimately affect the **World (All)** around us, where we realize our greatest power and make a lasting difference.

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

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.

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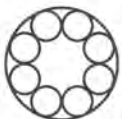
## School Datebooks



**I:** Every positive action begins with **Self (I)**, when we discover our ability to effect change and take the initiative to act.



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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.

## I • Us • All

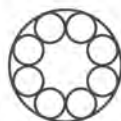
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# IMPROVING TEST SCORES

School  
Datebooks

*Why Are Study & Test-Taking  
Skills So Important?*



*Why Do I Need to Read the Next Twelve Pages?*

**STUDENT**

# COLLABORATION



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

## INCLUDE:

Invite and allow others to participate in your activity.

Many hands make light work.

## School Datebooks

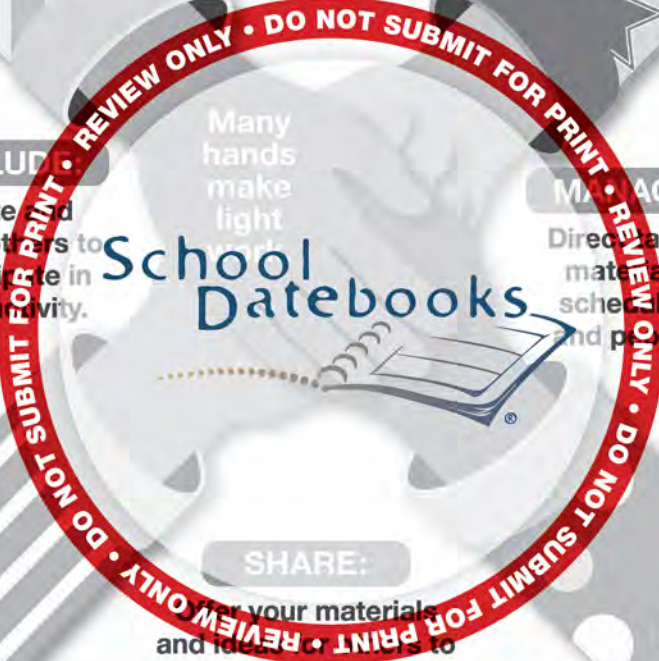


## MESSAGE:

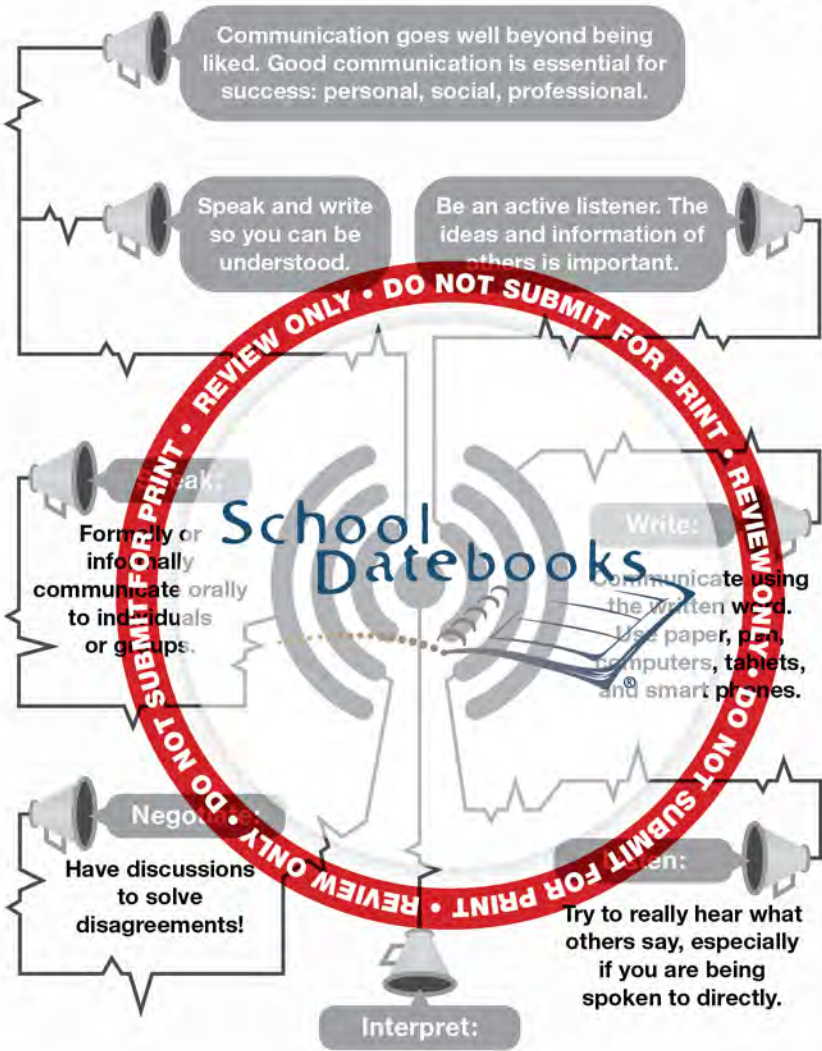
Direct tasks, materials, schedules, and people.

## SHARE:

Open your materials and ideas or invite to have, use, or borrow.



# COMMUNICATION





# CRITICAL THINKING



CRITICAL THINKING:



CRITICAL THINKING:

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.

## PROBLEM SOLVING:

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

## ORGANIZING:

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

## School Datebooks

- \* Word Problems
- \* Essay Structures
- \* Role Playing
- \* Simulations

## EVALUATING:

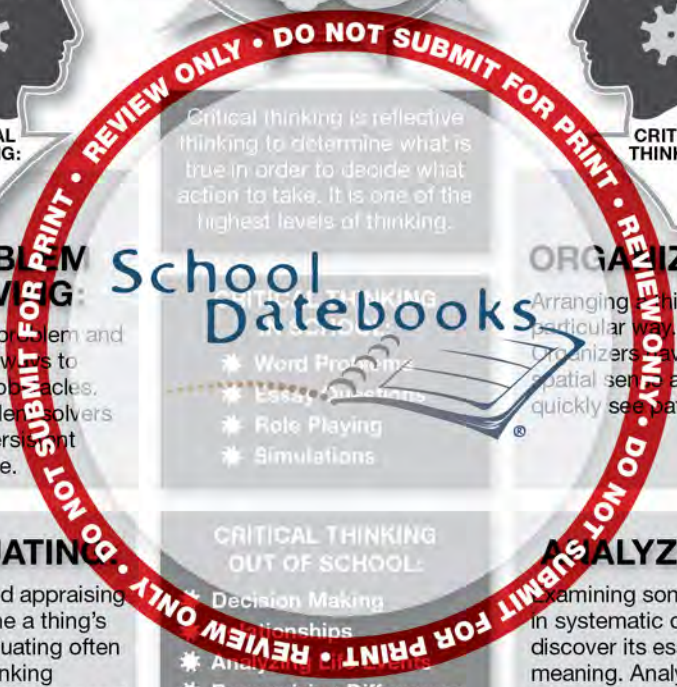
Judging and appraising to determine a thing's worth. Evaluating often includes ranking something first, second, third, etc. Good evaluators are careful observers and precise note takers.

## CRITICAL THINKING OUT OF SCHOOL:

- \* Decision Making
- \* Relationships
- \* Analyzing Situations
- \* Recognizing Differences
- \* Describing Things
- \* Explaining Things

## 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.







# 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 materials.

## LEARN:

Gain knowledge through study, practice, or experience.

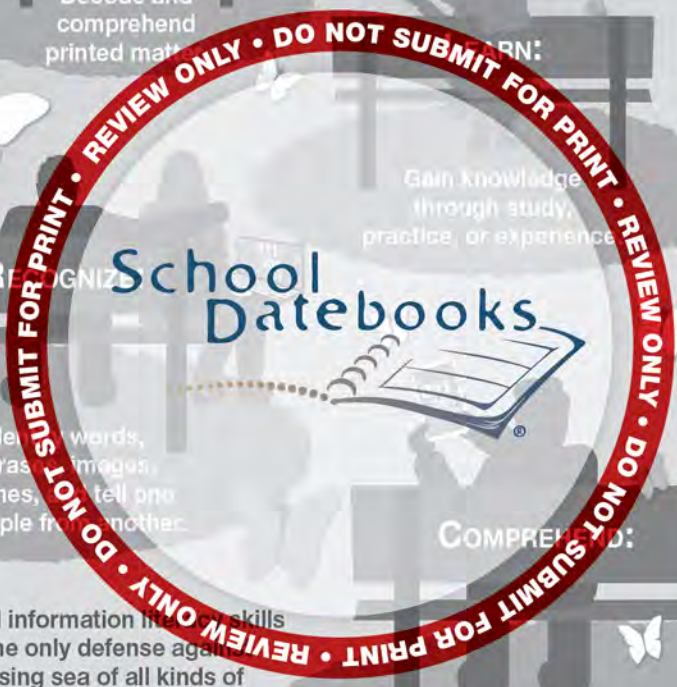
## RECOGNIZE:

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.





# INITIATIVE



THE FUEL  
THAT  
POWERS  
PROGRESS

## TRY:

Strive to do  
your best.  
Pursue your  
goals.

Be self-motivated  
to work toward  
achieving goals.

## CREATE:

Bring  
something into  
being that didn't  
exist before.

## DISCIPLINE:

Self-control.  
Schedule to  
reach your  
goals.

PEOPLE WITH  
INITIATIVE:  
**School  
Datebooks**

- ✔ Raise their hands
- ✔ Write
- ✔ Complete projects
- ✔ Serve as role models
- ✔ Reach goals
- ✔ REALIZE DREAMS

## WORK:

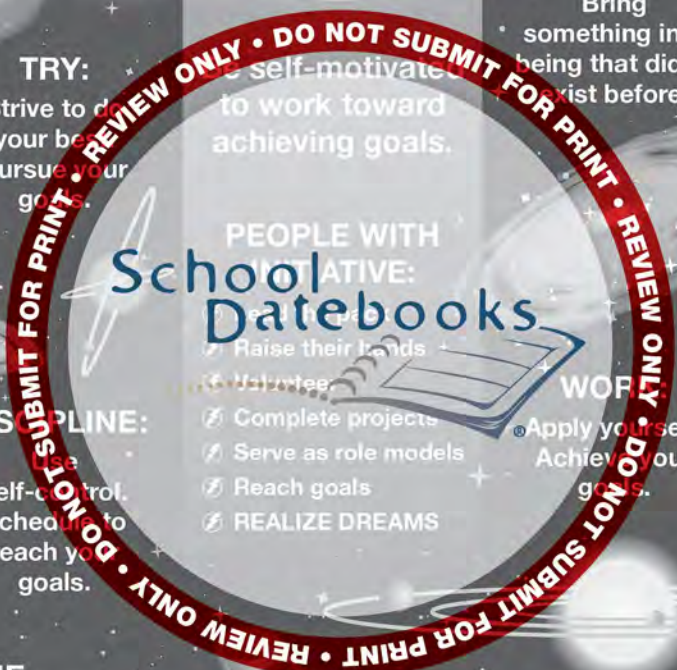
Apply yourself.  
Achieve your  
goals.

## 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.





# TIME MANAGEMENT

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

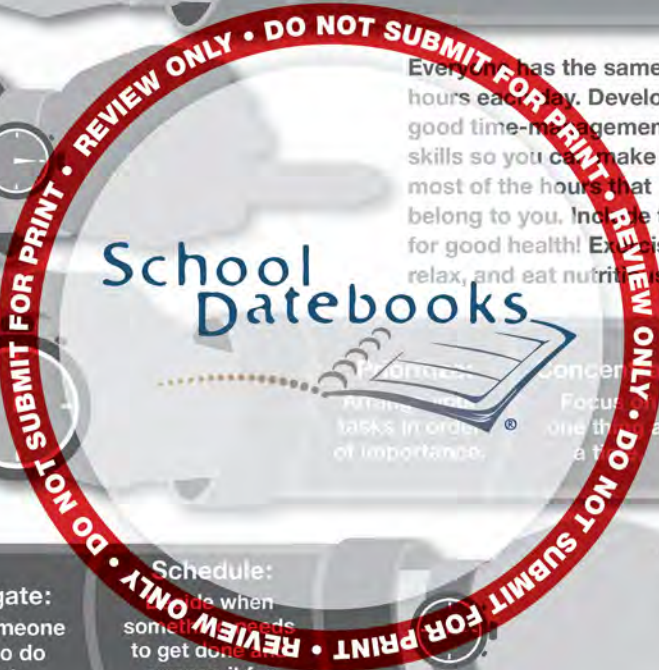
Everyone has the same 24 hours each day. Develop good time-management skills so you can make the most of the hours that belong to you. Include time for good health! Exercise, relax, and eat nutritiously.

## School Datebooks

**Prioritize:** Write down 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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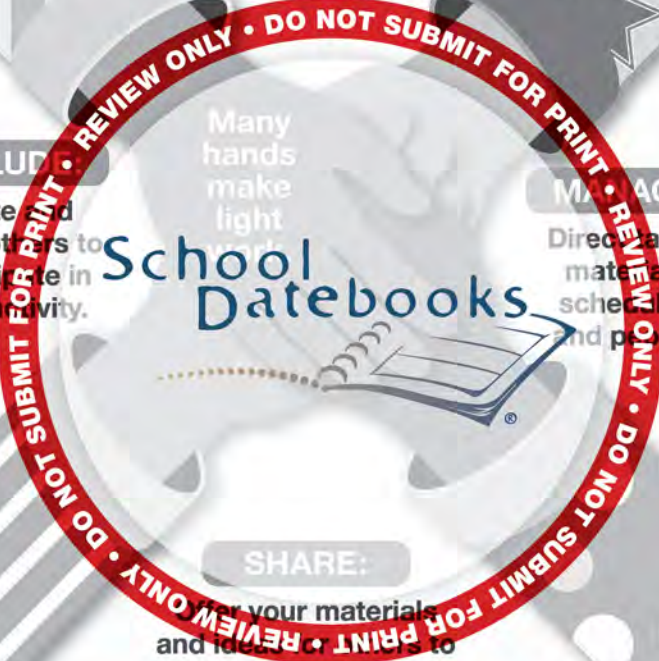


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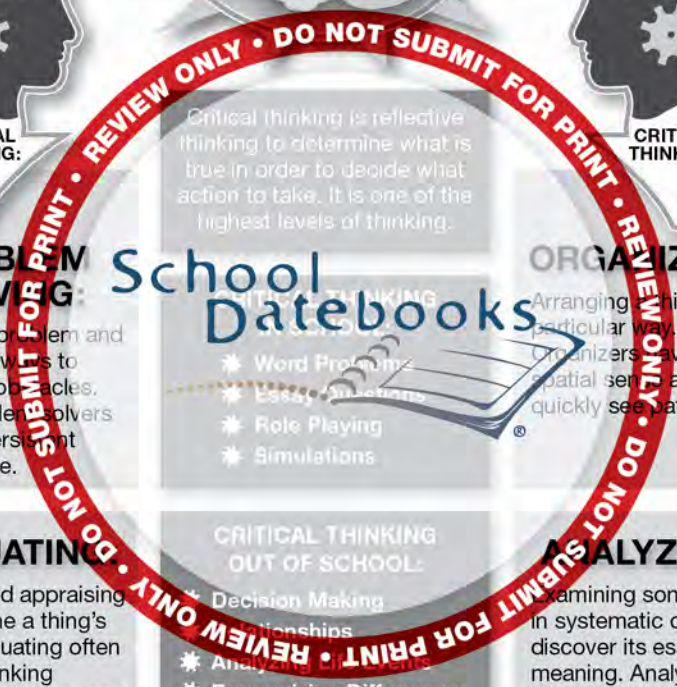
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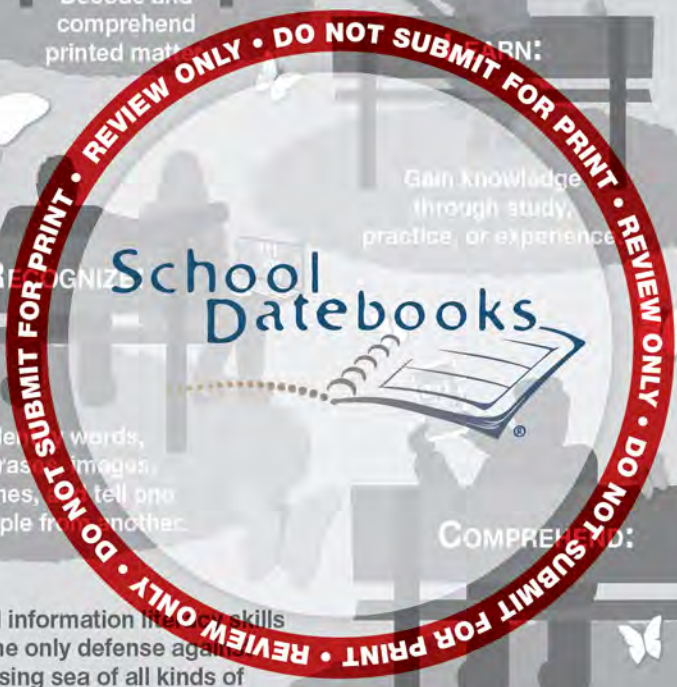
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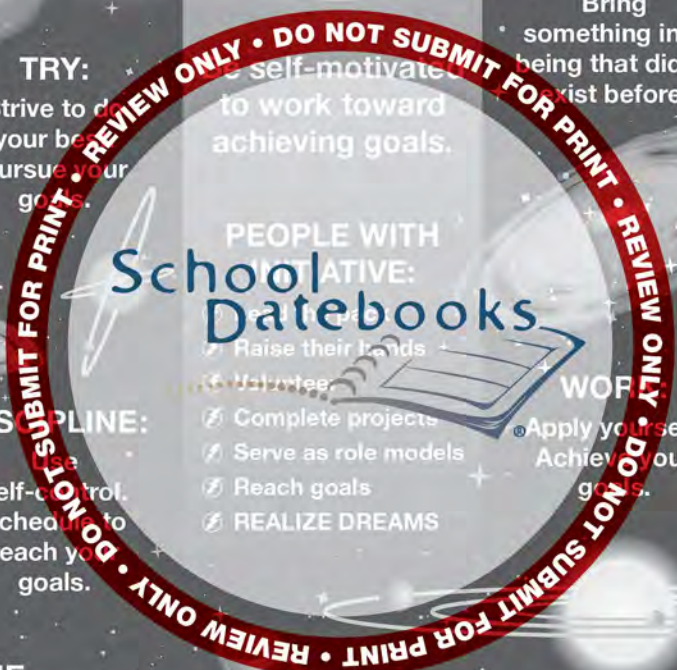
## CREATE:

Bring something into being that didn't exist before.

## TRY:

Strive to do your best. Pursue your goals.

Be self-motivated to work toward achieving goals.



## PEOPLE WITH INITIATIVE: School Datebooks

☑ Raise their hands

☑ Volunteer

☑ Complete projects

☑ Serve as role models

☑ Reach goals

☑ REALIZE DREAMS

WORK: Apply yourself. Achieve your goals.

## DISCIPLINE:

Self-control. Schedule to reach your goals.

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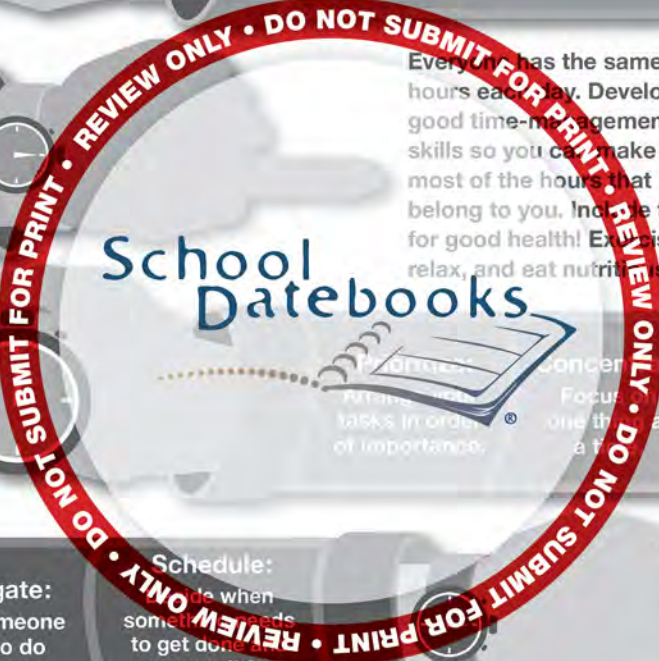
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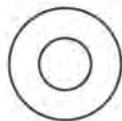
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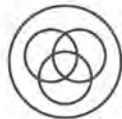
Time management, whether addressed with a digital or a paper planner, is critical to academic success. Learning time management skills will have a powerful positive impact on your life. You will be able to get more done **(I)**, help others and improve relationships **(Us)**, and make a positive difference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

## I • Us • All

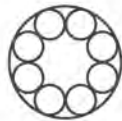
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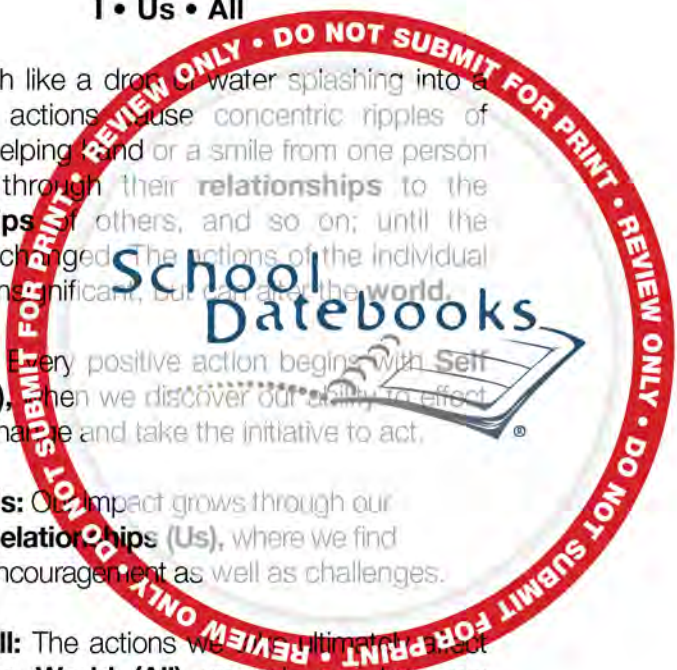


**Us:** Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



**All:** The actions we ultimately make about the **World (All)** around us, where we realize our greatest power and make a lasting difference.

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



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.

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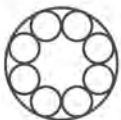
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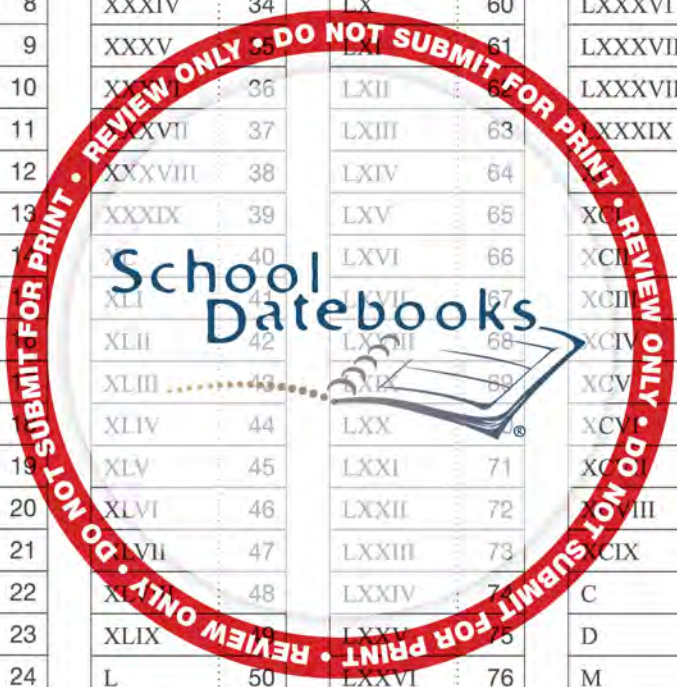
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I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7
VIII	8
IX	9
X	10
XI	11
XII	12
XIII	13
XIV	14
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XXXVI	36
XXXVII	37
XXXVIII	38
XXXIX	39
XL	40
XLI	41
XLII	42
XLIII	43
XLIV	44
XLV	45
XLVI	46
XLVII	47
XLVIII	48
XLIX	49
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LI	51
LII	52

LIII	53
LIV	54
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LVI	56
LVII	57
LVIII	58
LIX	59
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LXI	61
LXII	62
LXIII	63
LXIV	64
LXV	65
LXVI	66
LXVII	67
LXVIII	68
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LXXVII	77
LXXVIII	78

LXXIX	79
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LXXXI	81
LXXXII	82
LXXXIII	83
LXXXIV	84
LXXXV	85
LXXXVI	86
LXXXVII	87
LXXXVIII	88
LXXXIX	89
XC	90
XCI	91
XCII	92
XCV	93
XCIV	94
XCIII	95
XCII	96
XCIX	97
XCVIII	98
C	99
C	100
D	500
M	1000

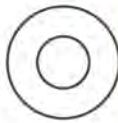


notes

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

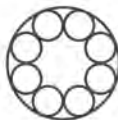
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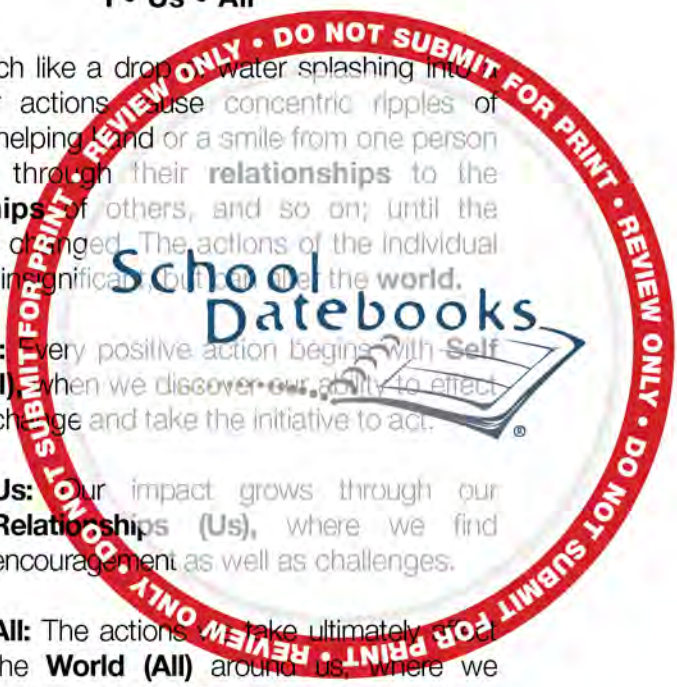


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# CHARACTER *defining character*



## 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

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 address 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 that your 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:

**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

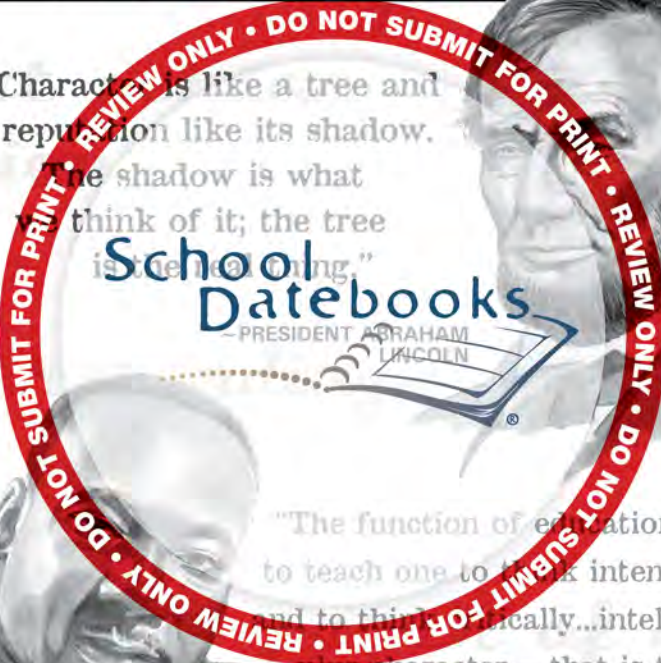
*Good character requires doing the right thing even when it's costly or risky.*

"Character is like a tree and reputation like its shadow.

The shadow is what we think of it; the tree is the man himself."

**School Datebooks**

~ PRESIDENT ABRAHAM LINCOLN



"The function of education is to teach one to think intensively and to think logically...intelligence plus character – that is the goal of a true education."

~ MARTIN LUTHER KING, JR.

*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



**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 limbs; 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**

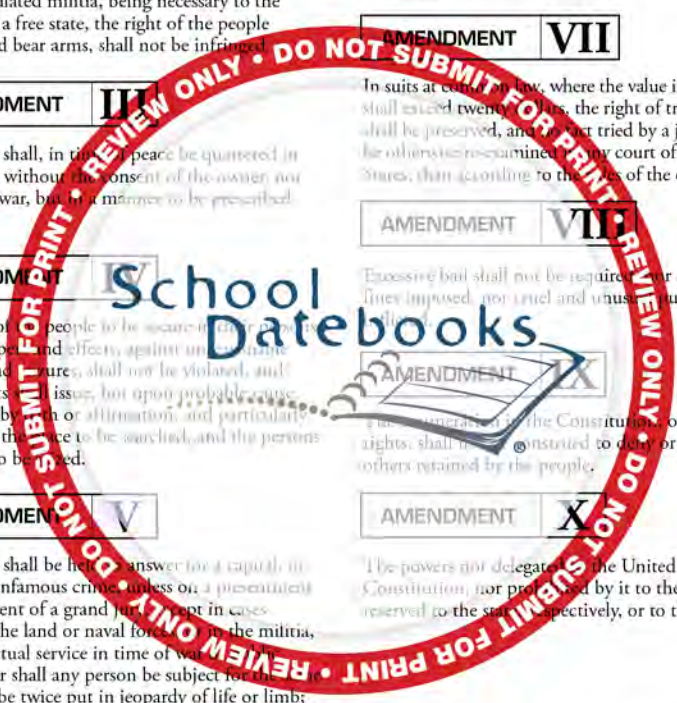
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**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.







# CIVICS *United States presidents*

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

(\*did not finish term, <sup>1</sup>born as subjects of Great Britain before United States was established)

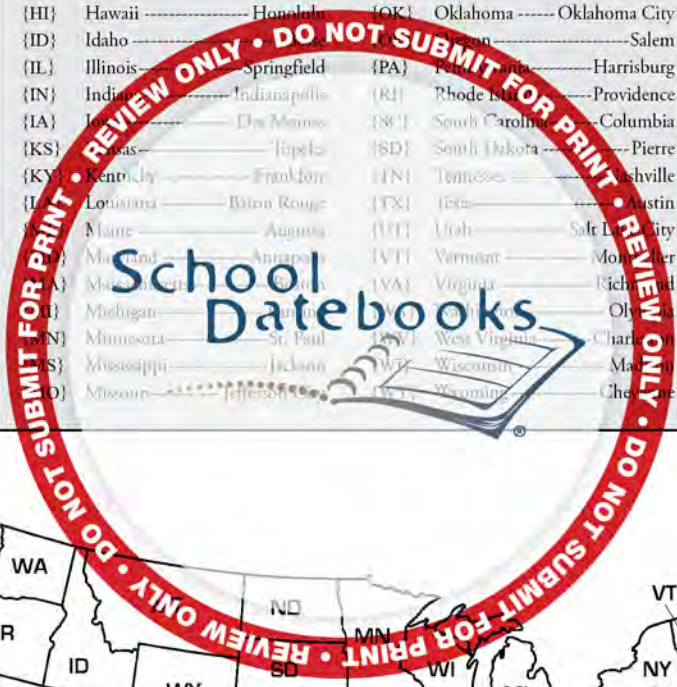
### ORDER OF PRESIDENTIAL SUCCESSION

- |   |                               |   |                                     |
|---|-------------------------------|---|-------------------------------------|
| (1) The Vice President                  | (6) Secretary of Defense      | (12) Secretary of Health and Human Services     | (16) Secretary of Education         |
| (2) Speaker of the House                | (7) Attorney General          | (13) Secretary of Housing and Urban Development | (17) Secretary of Veterans Affairs  |
| (3) President pro tempore of the Senate | (8) Secretary of the Interior | (14) Secretary of Transportation                | (18) Secretary of Homeland Security |
| (4) Secretary of State                  | (9) Secretary of Agriculture  | (15) Secretary of Energy                        |                                     |
| (5) Secretary of the Treasury           | (10) Secretary of Commerce    |   |                                     |
|   | (11) Secretary of Labor       |   |                                     |



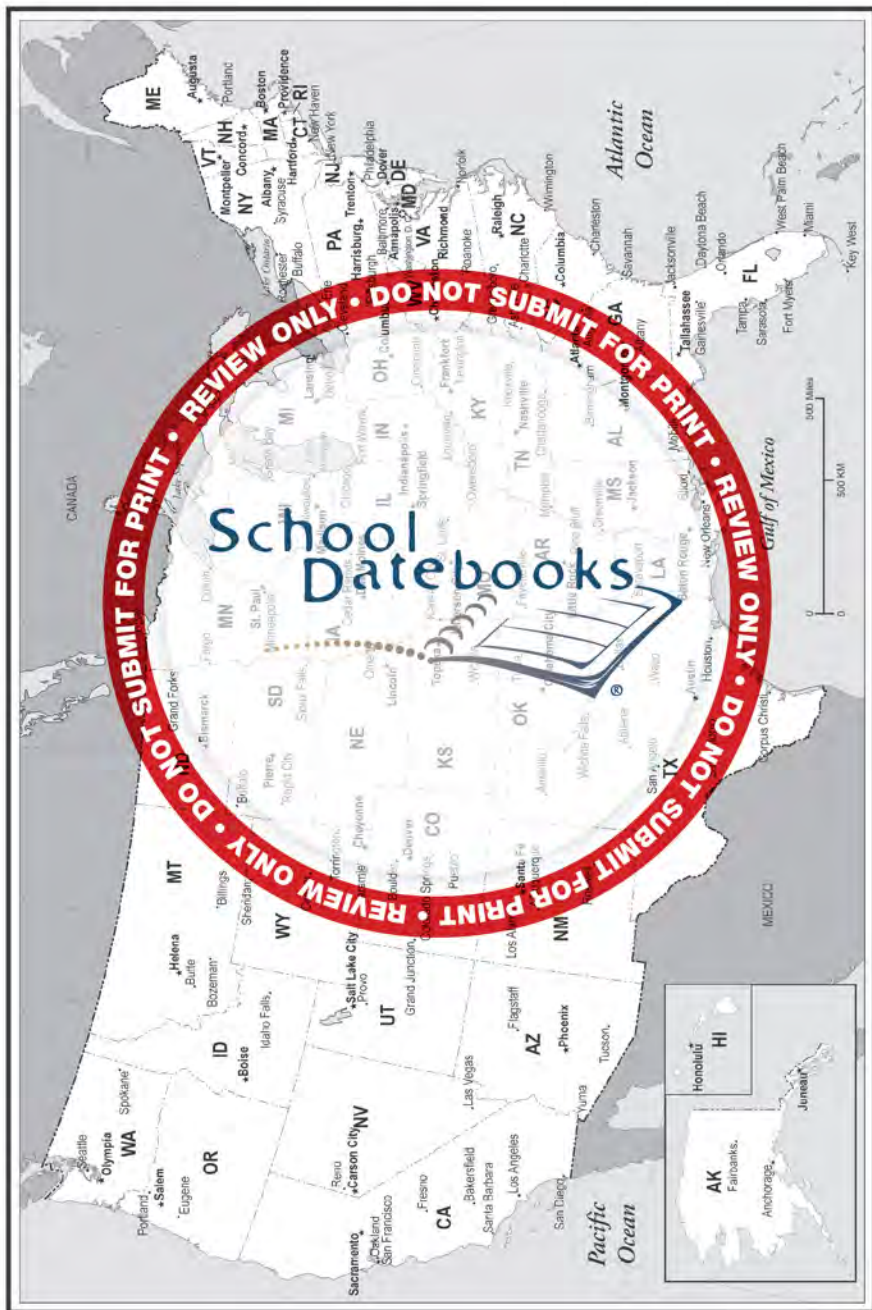
# GEOGRAPHY *states & state capitals*

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





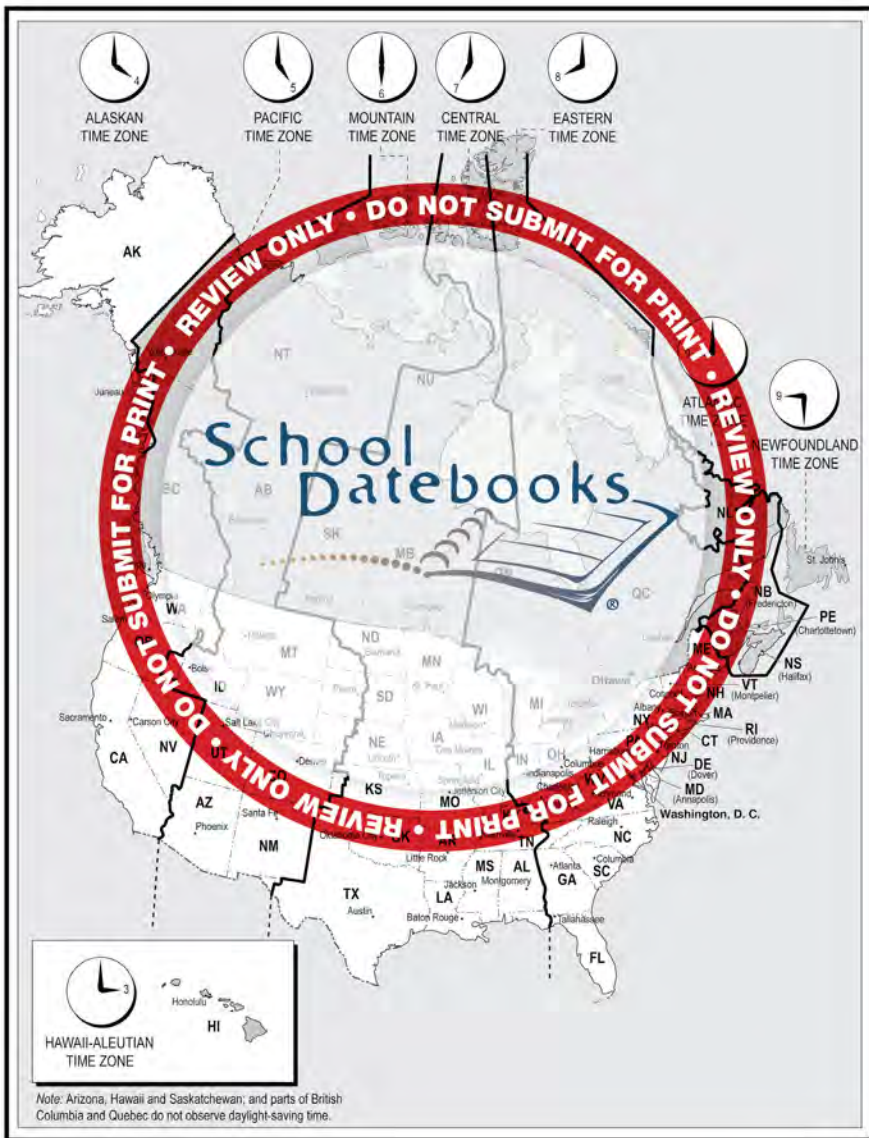
# GEOGRAPHY *United States map*





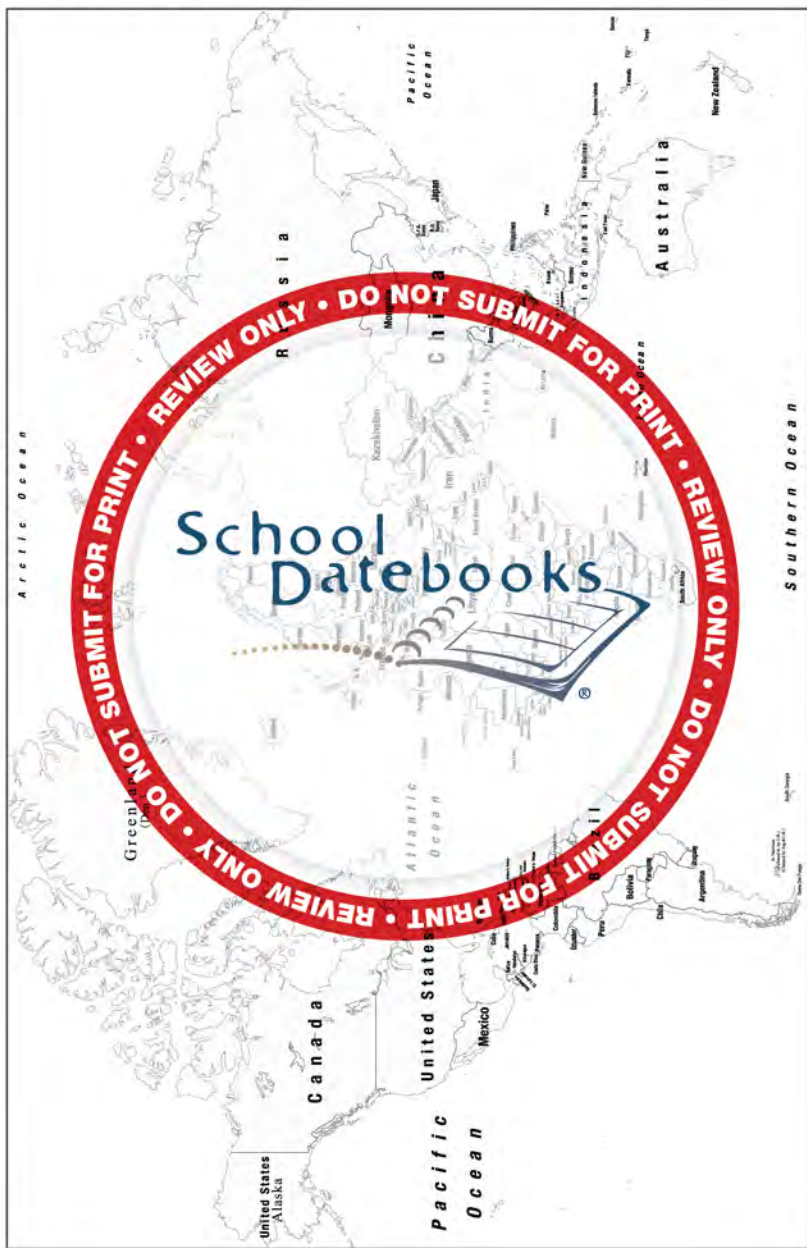


# GEOGRAPHY *U.S. & Canada time zones*



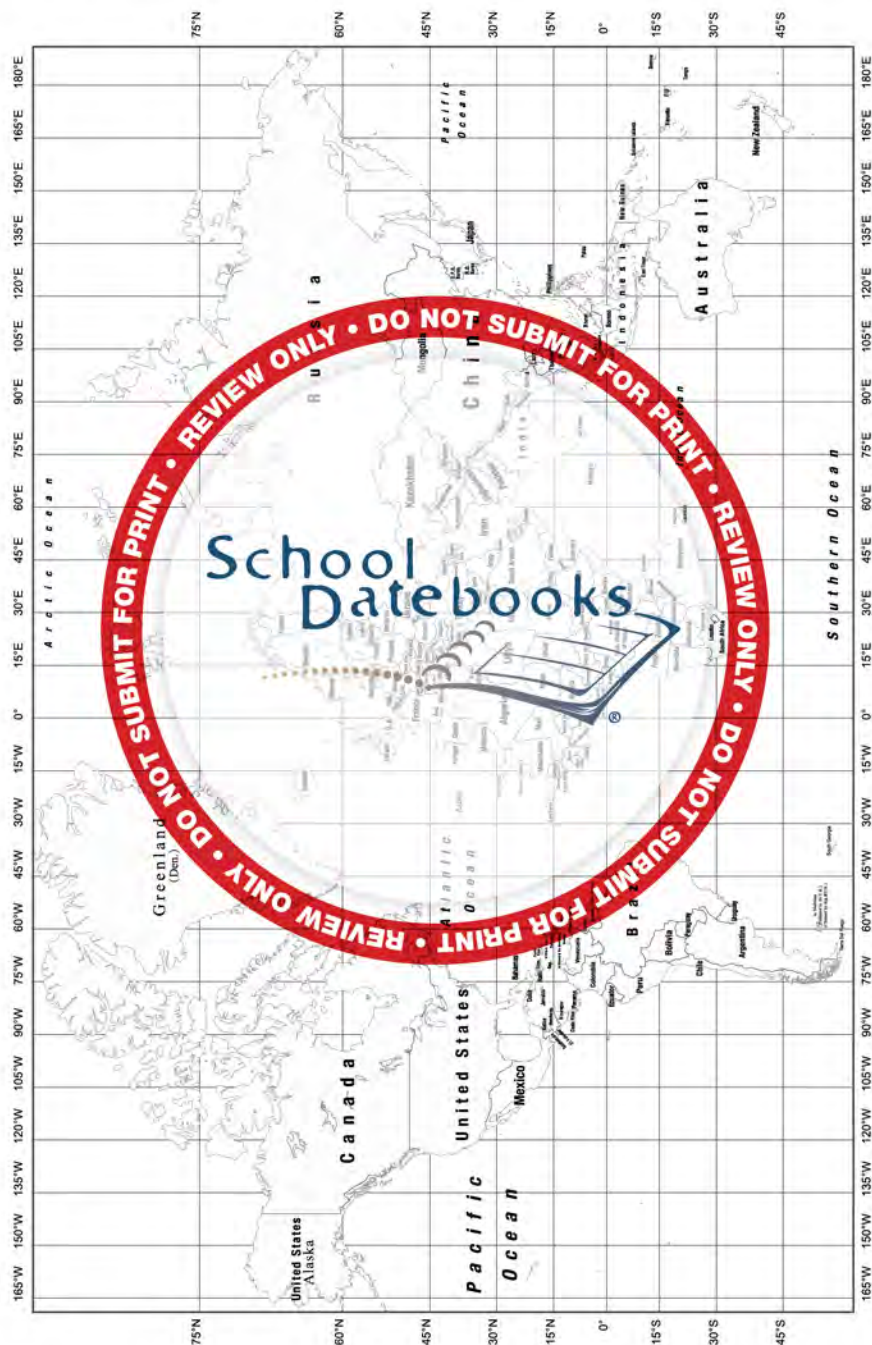


# GEOGRAPHY *world map*





# GEOGRAPHY *world map with longitude & latitude*



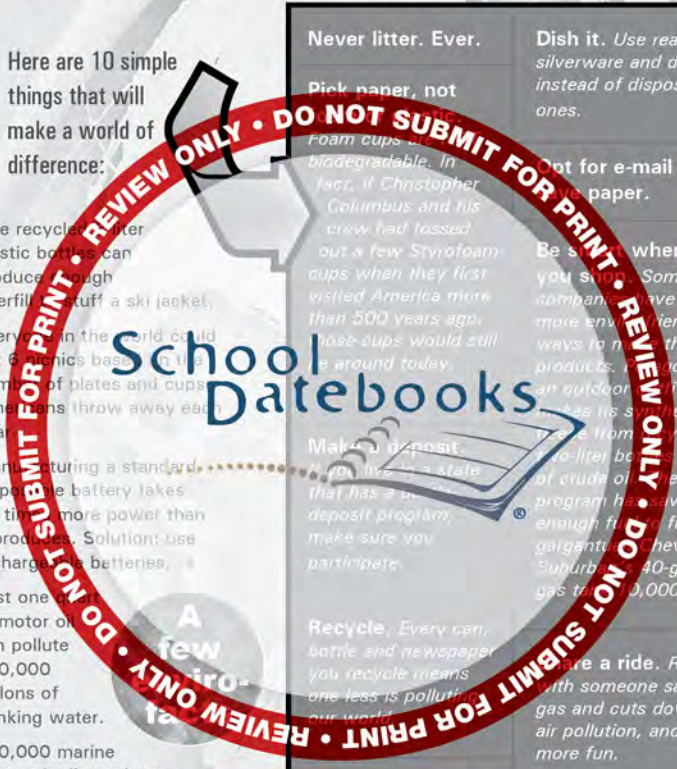


# Be kind to your mother

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:

- Five recycled liter plastic bottles can produce enough fiberfill to stuff a ski jacket.
- Every year in the world of old eat 600 million basic plastic 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 gallon of motor oil can pollute 250,000 gallons of drinking water.
- 100,000 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.



## School Datebooks

Never litter. Ever.

Pick paper, not

foam cups. Styrofoam 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.

Make a deposit

if you live in a state that has a bottle deposit program, make sure you participate.

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.

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

Opt for e-mail to paper.

Be smart when you shop. Some companies have found more environmentally friendly ways to make their products. In Georgia, an outdoor litter, has his synthetic trash from recycled materials. Instead of crude oil, the program has saved enough fuel to fill the gargantuan Chevy Suburban 40-gallon gas tank 10,000 times.

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

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.







# 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 4 1/2 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	Rinse and dry out all cans.
Newspapers	Fold newspapers and place in brown paper bags. Staple bags across tops of paper stacks.
Glass	Rinse and remove metal or plastic caps 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 staples.
Motor Oil	Collect in a clean container no larger than 5 gallons.
Tires	Check with your local recycler. Some communities limit the number of tires accepted per year from individuals.



Reduce



Reuse



Recycle



# HEALTHY LIVING *about drinking alcohol*

## ALCOHOL

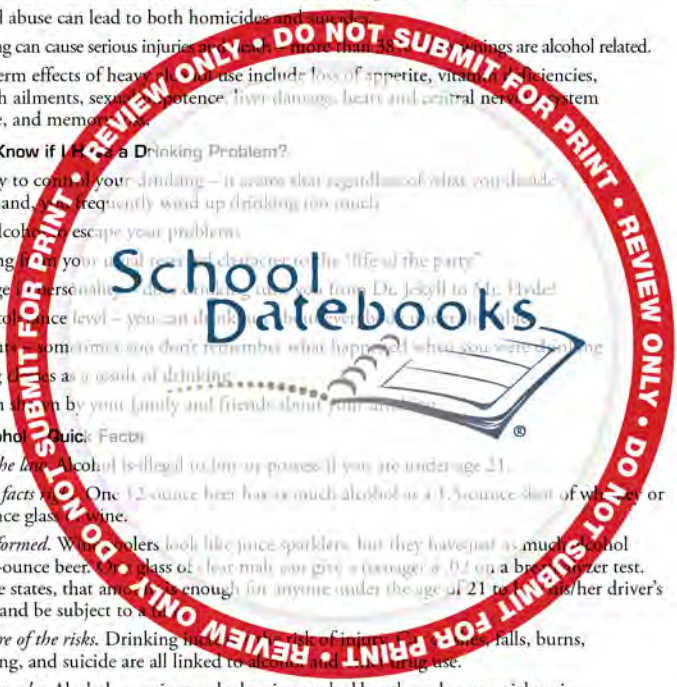


### How Can Alcohol Affect Me?

- 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 deaths more than 300,000 a year. 30% of these deaths 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 if 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 the way you used to react to the “life of the party”
- a change in personality – one example is you go from Dr. Jekyll to Mr. Hyde
- a high tolerance level – you can drink more than ever before without getting this
- blackout – sometimes you don't remember what happened when you were drinking
- missing classes 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.* 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.* White 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 (average) 0.1 on a breathalyzer test. In some states, that amount is enough for anyone under the age of 21 to obtain his/her driver's license and be subject to a DUI.
- (4) *Be aware of the risks.* Drinking increases the risk of injury, violence, falls, burns, drowning, and suicide are all linked to alcohol and 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 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>- graders. More than 33 percent of 12th graders report drinking alcohol within the past month.



## 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, pharynx, 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 craving for tobacco that can last days, weeks, months, years, or an entire lifetime.

### Facts

- 11.9 percent of high school students reported current use of smokeless tobacco products. Approximately 10 percent of high school students reported current use of smokeless tobacco products. Use of smokeless tobacco leads to various oral cancers and a host of other diseases.
- 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 30.
- Did you know? 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 for our smoke cigarette.
- (3) *Be aware of the risks.* Smoking can lead to various physical conditions 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.



# 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.

### Alcohol

A legal intoxicant that is unranked as 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 **red** and dry, causing cracking, blemishes, and blotchiness of the skin, especially on the face and stomach regions.

...**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](http://www.alcohol-facts.net)

### Tobacco

A leafy plant which contains nicotine, an addictive stimulant. Out 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, cause bad breath and gum recession.

...has tons of harmful chemicals you smoke, you are inhaling your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive) or 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!

**Learn More At:** [www.acde.org/](http://www.acde.org/)

School Datebooks



## "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.

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



# FACT AND FICTION:

## Substances and your body

### 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 cause strokes and seizures, even in young people. 10 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](http://www.drugalcohol-rehab.com/illegal-drugs.htm)

## School Datebooks



**COCAINE**

Addiction Rank: 2nd

Harmfulness: 3rd

**Description:** A colorless or white crystalline alkaloid extracted from coca leaves.

**Side Effects:** Sudden surges in blood pressure, constriction of the vessels in the body, elevated heart rate, reduction in appetite, increased body temperature, paranoia, irritability, restlessness, auditory hallucinations, mood disturbances.



**HEROIN**

Addiction Rank: 1st

Harmfulness: 2nd

**Description:** A white, odorless, bitter crystalline compound that is derived from morphine and is a highly addictive narcotic.

**Side Effects:** Fatal overdose, possible contraction of HIV/AIDS, collapsed veins, Hepatitis, liver disease, infection of the heart lining and valves, constricted pupils, nausea, and respiratory depression, which in extreme cases may result in death.

### Drug Cards:

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



**FACT AND FICTION:**



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.

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



**Addiction Process:**

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.
- Drinking less, but not activities, 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 become 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.

**Body Damage:**

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

**Heart** - Can make your heart bigger and thins the walls

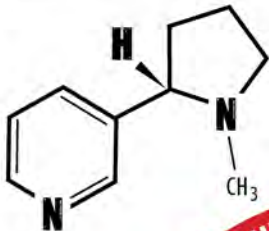
**Liver** - Cirrhosis and Hepatitis

**Stomach / Digestive System** - Ulcers and increased cancer risk

**Ethanol** - beer, wine, liquor, wine coolers



# 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 in people. It is a highly addictive and carcinogenic (cancer-causing) drug.

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

Over time, they shrink and harden, leading to a heart attack or worse. Nicotine can cause gum recession, accelerated tooth decay, reduced sense of taste, and oral cancer.

### 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 it's the only way they can participate in life. To feel normal is with nicotine. In the end, an addicted person will know that a cigarette or dip will help when it's not doing exactly the opposite.

When a person attempts to quit smoking, they must handle not only the physical withdrawals but also the 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.

## 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?

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



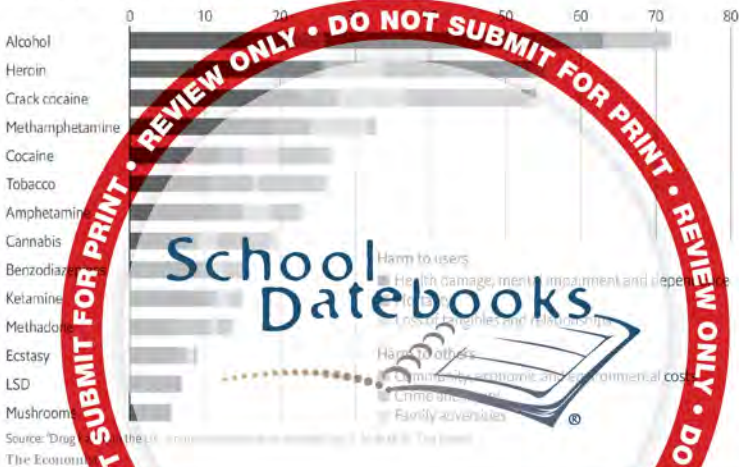
## FACT AND FICTION:

### Drugs: Collateral Damage

Drug users will often rationalize (i.e. excuse) drug use by labeling use a personal choice which only affects them. This reasoning could not be further from the truth. Drug use harms not only individual users but the entire community as well, 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.

#### Paying through the nose

Britain, drug harm score (out of 100), selected drugs, 2010



### BARBITURATES

**Addiction Rank:** 4th

**Harmfulness:** 7th

**Description:** Any of a group of barbituric acid derivatives that act as central nervous system depressants and are used as sedatives or hypnotics.

**Side Effects:** Coma and death are common after overdose, especially when accompanied by alcohol; drowsiness, dizziness, shaky movements, depression of breathing, headache, paradoxical excitement, and confusion.

### CANNABIS

**Addiction Rank:** 11th

**Harmfulness:** 8th

**Description:** A tall annual dioecious plant (*Cannabis sativa*), native to central Asia. Also known as Marijuana.

**Side Effects:** Increased pulse and heart rate, bloodshot eyes, dilated pupils, increased appetite, impaired coordination and concentration, anxiousness, panic, self-consciousness, and paranoid thoughts.





**FACT AND FICTION:**

**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 is made of cancer cells, not old age, and tobacco use can create cancer cells at any age.



**MYTH:**

Smokeless tobacco isn't so bad, but it's better than smoking.

**BUSTED:** Smokeless tobacco ("chew" or "dip") causes the same harm as smoking does; it just has a different effect on the body more than others. Keep in mind that the chemicals in tobacco end up in your bloodstream slowly and steadily, and they're in your body. All tobacco is bad for you. Period.

School Datebooks



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.

**MYTH:**

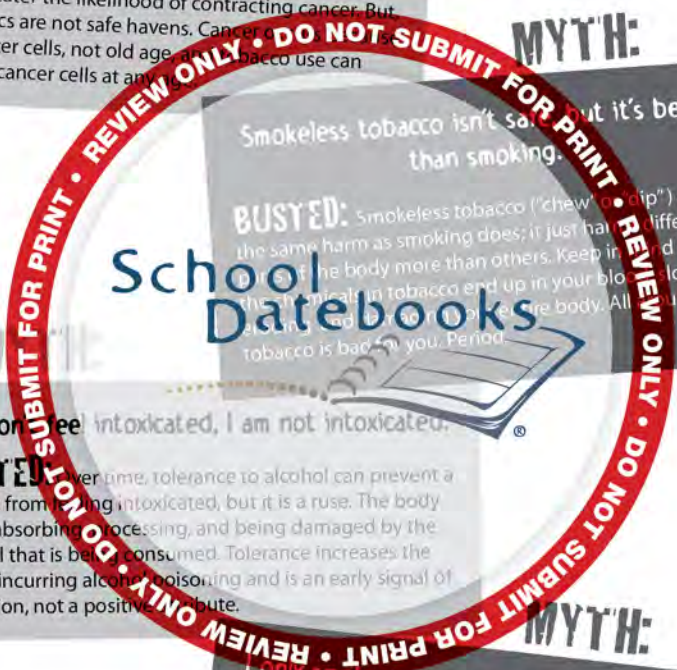
I only smoke socially. I can't become addicted.

**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!

**MYTH:**

My problems are solved by taking drugs and drinking.

**BUSTED:** Life issues will never be solved by drugs or alcohol, only delayed. Learn to honestly confront any problem you may have and face the consequences. Change only occurs through effort, dedication, and self-respect.



# HEALTHY LIVING *body mass index chart*



## 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.

Calculating your BMI:

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

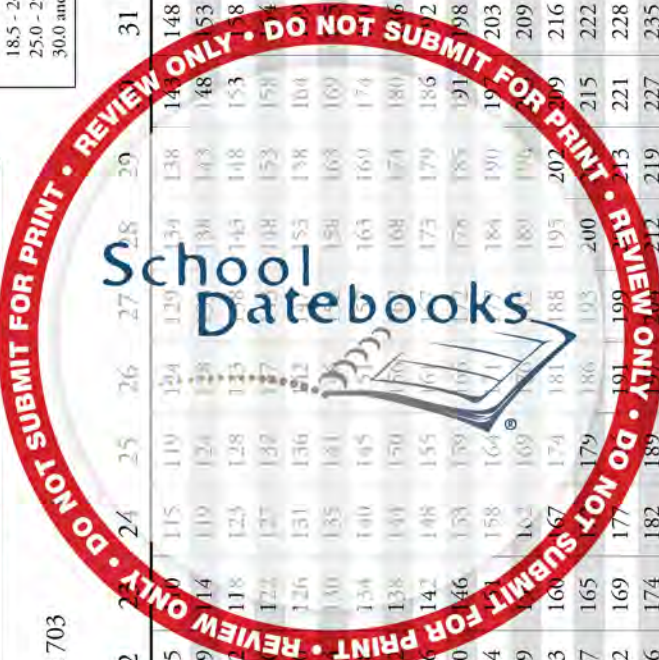
FOR ADULTS 20 YEARS AND OLDER, BMI FALLS INTO ONE OF THESE CATEGORIES:

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

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	142	146	148	153	158	162	167
4'11" (59")	94	99	104	109	114	119	124	128	133	138	143	147	151	153	158	163	168	173
5' (60")	97	102	107	112	117	122	127	132	137	142	147	151	155	158	163	168	174	179
5'1" (61")	100	106	111	116	121	126	131	136	141	146	151	155	159	162	167	172	178	185
5'2" (62")	104	109	115	120	125	130	135	140	145	150	155	159	163	166	171	176	182	191
5'3" (63")	107	113	118	123	128	133	138	143	148	153	158	163	167	170	175	180	186	191
5'4" (64")	110	116	122	127	132	137	142	147	152	157	162	167	171	174	179	184	191	197
5'5" (65")	114	120	126	131	136	141	146	151	156	161	166	171	175	178	183	188	194	204
5'6" (66")	118	124	130	136	142	148	154	160	166	172	178	184	189	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	230
5'8" (68")	125	131	138	144	151	158	164	171	178	184	190	196	203	210	216	223	230	236
5'9" (69")	128	135	142	149	156	163	169	176	183	189	196	202	209	216	223	230	236	243
5'10" (70")	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250
5'11" (71")	136	143	150	157	165	172	179	186	193	200	207	215	222	229	236	243	250	258
6' (72")	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	257	265
6'1" (73")	144	151	159	166	174	182	189	196	204	212	219	227	235	242	250	257	264	272
6'2" (74")	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	279
6'3" (75")	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287

Source: National Centers for Disease Control

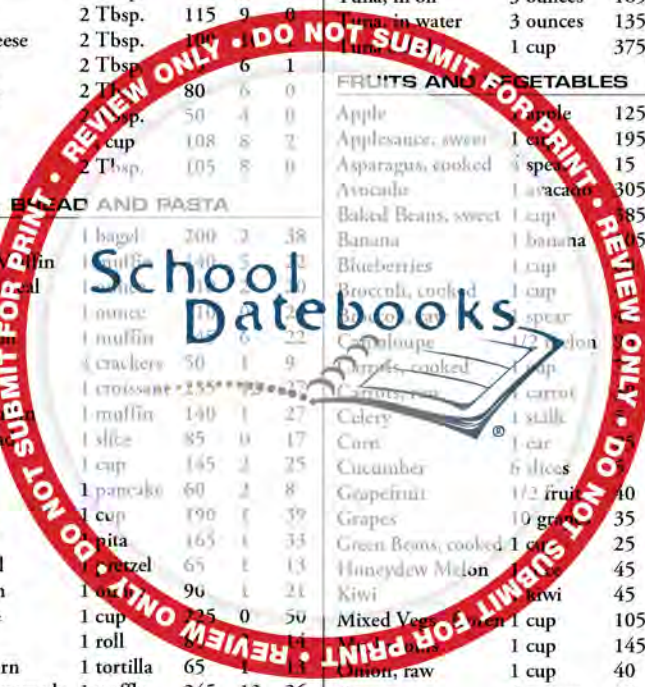
weight (in pounds)



# HEALTHY LIVING *calorie & carb counter*



Food Description	Serving Size	Calories	Fat	Carbs	Food Description	Serving Size	Calories	Fat	Carbs
<b>MILK, CREAM AND BUTTER</b>					<b>FISH AND SEAFOOD</b>				
Butter	1 tsp.	35	4	0	Clam Chowder, NE	1 cup	165	7	17
Half and Half	2 Tbsp.	40	4	1	Crabmeat, canned	1 cup	135	3	1
Heavy Cream	2 Tbsp.	100	12	1	Fish Sticks	1 stick	70	3	4
Milk (whole)	1 cup	150	8	11	Flounder or Sole	3 oz	120	6	0
Sour Cream	2 Tbsp.	50	6	1	Halibut	3 ounces	140	6	0
Yogurt (plain)	1 cup	145	4	11	Oysters, raw	1 cup	160	4	8
<b>CHEESE</b>					<b>FRUITS AND VEGETABLES</b>				
American	1 slice	106	9	0	Apple	1 apple	125	1	32
Bleu	2 Tbsp.	100	8	0	Applesauce, sweet	1 cup	195	0	51
Cheddar	2 Tbsp.	115	9	0	Asparagus, cooked	1 spe	15	0	3
Cream Cheese	2 Tbsp.	100	9	0	Avocado	1 avocado	305	30	12
Feta	2 Tbsp.	60	6	1	Baked Beans, sweet	1 cup	185	12	54
Mozzarella	2 Tbsp.	80	6	0	Banana	1 banana	105	1	27
Parmesan	2 Tbsp.	50	4	0	Blueberries	1 cup	100	1	20
Ricotta	1 cup	108	8	2	Broccoli, cooked	1 cup	0	0	9
Swiss	2 Tbsp.	105	8	0	Butter, salted	1/2 spe	1	8	
<b>GRAINS, BREAD AND PASTA</b>					<b>FRUITS AND VEGETABLES</b>				
Bagel	1 bagel	200	3	38	Carrots, raw	1/2 carrot	1	22	
Blueberry Muffin	1 muffin	40	5	10	Carrots, cooked	1 cup	0	16	
Cheerios Cereal	1 cup	100	2	30	Cauliflower	1 stalk	0	7	
Corn Flakes	1 ounce	100	2	24	Celery	1 stalk	0	1	
Corn Muffin	1 muffin	60	6	22	Corn	1 ear	175	1	19
Crackers	1 crackers	50	1	9	Cucumber	6 slices	0	1	
Croissant	1 croissant	255	13	27	Cupfruit	1/2 fruit	40	0	10
English Muffin	1 muffin	140	1	27	Grapes	10 grapes	35	0	9
Italian Bread	1 slice	85	0	17	Green Beans, cooked	1 cup	25	0	5
Oatmeal	1 cup	165	2	25	Honeydew Melon	1 melon	45	0	12
Pancake	1 pancake	60	2	8	Kiwi	1 kiwi	45	0	11
Pasta	1 cup	190	1	39	Mixed Veg. frozen	1 cup	105	0	24
Pita Bread	1 pita	165	1	33	Mixed Veg. frozen	1 cup	145	2	25
Soft Pretzel	1 pretzel	65	1	13	Onion, raw	1 cup	40	0	8
Raisin Bran	1 cup	90	1	21	Orange	1 orange	60	0	15
Rice, white	1 cup	225	0	50	Peach	1 peach	35	0	10
Roll	1 roll	125	1	13	Pear	1 pear	100	1	25
Tortilla, corn	1 tortilla	65	1	13	Peas, cooked	1 cup	125	0	23
Waffle, homemade	1 waffle	245	13	26	Peppers, sweet, raw	1 pepper	20	0	4
White Bread	1 slice	65	1	12	Pineapple, fresh	1 cup	75	1	19
Whole Grain Bread	1 slice	70	1	13	Potato, baked	1 potato	220	0	51
<b>MEAT AND POULTRY</b>					<b>FRUITS AND VEGETABLES</b>				
Bacon	3 slices	110	9	0	Potato, fries	10 fries	110	4	17
Chicken Breast	3 ounces	140	3	0	Potato, mashed	1 cup	225	9	35
Eggs, whole	1 egg	100	7	0	Raisins	1 cup	435	1	115
Ground Beef, lean	3 ounces	230	16	0	Spinach, raw	1 cup	10	0	2
Ham	2.5 ounces	105	4	0	Strawberries, raw	1 cup	45	1	10
Hamburger Patty	4 ounces	245	11	0	Tomato, canned	1 cup	50	1	10
Pork Chops, lean	2.5 ounces	165	8	0	Tomato, raw	1 tomato	25	0	5
Smoked Sausage	1 link	50	4	0	Watermelon	1 slice	155	2	35
Steak Sirloin, lean	2.5 ounces	150	6	0					
Turkey (deli)	2 slices	45	1	0					



This information intended to be used as a guideline only. Please consult a physician or dietitian before altering your eating habits. Fat and carbohydrate 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 end up stuffed in the back of a squad car. Let's be real. There's just no way to argue 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, including slurred speech, vomiting, poor judgement, and a horrible next-day hangover. **School Datebooks** can help you manage 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 \$3.5 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—so 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. If you doubt this is true, then 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.



HEALTHY LIVING *COVID - preventing the spread*

# 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.



# HEALTHY LIVING *COVID - preventing the spread*

## Preventing the Spread of COVID-19 at School

**Sanitize high-contact surfaces**

Use disinfectant wipes or sprays on surfaces that are commonly touched, such as desks, keyboards, door handles, etc. at least once a day to avoid the spread of germs. Keep your distance and avoid gathering in groups.

**Cover coughs and sneezes with a tissue**

When coughing or sneezing, do so into a tissue. Immediately dispose of the tissue in the trash can and wash your hands or use hand sanitizer.

**Stay home when you're not feeling well**

If you have symptoms such as a cough, fever, shortness of breath, fatigue, muscle or body aches, sore throat, congestion or runny nose, or nausea, do not come to school. If you think you may have COVID-19, seek proper medical attention.

**School Datebooks**

**DO NOT SUBMIT FOR PRINT**

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
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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.

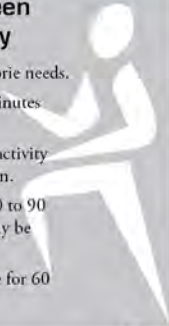
GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN
Make half your grains whole	Make half your vegetables dark green, red, and orange	Focus on fruits	Get low-fat or fat-free milk	Go lean with protein
Eat grains, especially whole-grains, like brown rice, oatmeal, or popcorn.	Eat more dark green vegetables like broccoli and spinach.	Eat a variety of fruits.	Get low-fat or fat-free when you choose milk, yogurt, and other milk products.	Choose low-fat or lean meats and poultry.
Other grain choices include bread, cracked cereal, or popcorn.	Eat more dark green and peas like green beans, kidney beans, and lentils.	Choose fresh, frozen, canned, and dried fruits.	Consume milk products to meet your calcium needs. Choose low-fat products to reduce your saturated fat intake. Watch for added sugars in fortified foods and beverages.	Choose it, broil it, grill it.
Limit whole-grain cereal, or popcorn.	Limit starchy vegetables.	Limit sweetened fruit juices.		Choose it, broil it, grill it.

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](http://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.
- Teenagers should be physically active for 60 minutes every day, on most days.



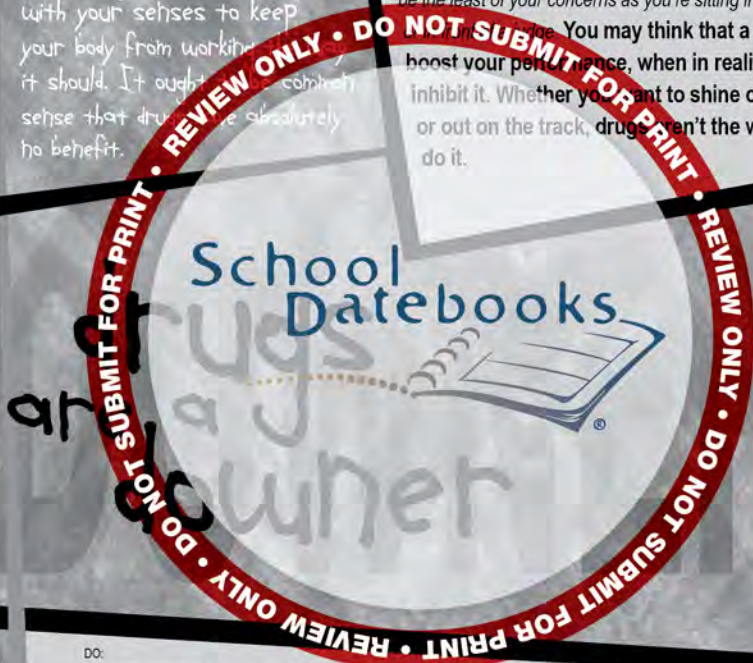
## Know the limits on fats, sugars, and salt (sodium)

- 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.



Don't let anybody dupe you! Illegal drugs won't make you happier, healthier, smarter, funnier, or more attractive. Drugs are designed to interfere with your senses to keep your body from working it should. It ought to be common sense that drugs are absolutely no benefit.

Regardless of their short-term effects – like euphoria, a false sense of self-confidence, serenity, or silliness – **illegal drugs will bring you down.** ◊ Some drugs are addictive. Some cause you to gain weight, while others cause you to lose it uncontrollably. Some give you acne. **Some, like ecstasy, cocaine, crack, or glue can kill you on the spot.** Some drugs are so addictive and expensive that people break the law to pay for them. ◊ Taking drugs without a prescription is illegal. You can get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns as you're sitting in a jail cell. 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.

**DONT:**

- ◊ 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.





**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	2	3
<b>CHECK</b>	<b>CALL</b>	<b>CARE</b>
<ul style="list-style-type: none"> <li>→ Check the scene for safety.</li> <li>→ Check the victim for consciousness, breathing, pulse and bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>→ Dial 9-1-1 or your local emergency number.</li> <li>→ Provide the exact location of the emergency.</li> </ul>	<ul style="list-style-type: none"> <li>→ Care for the victim.</li> </ul>

→ Watch for changes in the victim's breathing or consciousness.

→ Keep the victim from getting chilled or overdressed.

→ Always care for life-threatening conditions first. If there are no life-threatening conditions, help the victim rest comfortably.

→ Reassure the victim.

## School Datebooks

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

If victim is not breathing → Give rescue breathing

Place fist just above the navel and push upward and inward until object obstructing their breathing is dislodged.

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.



<b>GENERAL CRISIS</b>		
<i>7 Cups of Tea</i>	Online listeners	<a href="http://www.7cups.com">www.7cups.com</a>
<i>Boys Town Hotline</i> (24 hrs.)	800-448-3000	<a href="http://www.boystown.org">www.boystown.org</a>
<i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.)	800-273-8255	<a href="http://www.crisiscenter.org">www.crisiscenter.org</a>
<i>I'm Alive (Online Crisis Network)</i>	Online chat	<a href="http://www.imalive.org">www.imalive.org</a>
<i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.)	Online chat	<a href="http://suicidepreventionlifeline.org">suicidepreventionlifeline.org</a>
<i>National Center for Missing and Exploited Children</i> (24 hrs.)	800-843-5678	<a href="http://www.missingkids.com">www.missingkids.com</a>
<i>National Runaway Safeline</i> (24 hrs.)	800-RUNAWAY	<a href="http://www.1800runaway.org">www.1800runaway.org</a>
<i>Teen Line</i>	800-852-8336	<a href="http://www.teenlineonline.org">www.teenlineonline.org</a>
<i>Youth America Hotline   Your Life Counts</i>	877-968-8454	<a href="http://www.yourlifecounts.org">www.yourlifecounts.org</a>
<b>ALCOHOL/SUBSTANCE ABUSE</b>		
<i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i>	888-363-6213	<a href="http://www.al-anon.alateen.org">www.al-anon.alateen.org</a>
<i>Alcoholics Anonymous</i>	112-870-3400	<a href="http://www.aa.org">www.aa.org</a>
<i>American Council on Alcoholism</i>	800-522-5314	<a href="http://www.recoverymonth.gov">www.recoverymonth.gov</a>
<i>Narcotics Anonymous</i>	818-773-0000	<a href="http://www.na.org">www.na.org</a>
<i>National Institute on Alcohol Abuse and Alcoholism</i>	610-661-2000	<a href="http://www.niaa.nih.gov">www.niaa.nih.gov</a>
<b>ABUSE/HEALTH INFO</b>		
<i>American Heart Association</i>	800-AHA-1151	<a href="http://www.heart.org">www.heart.org</a>
<i>CDC National HIV/AIDS, STD, and TB Prevention</i>	800-CDC-INFO	<a href="http://www.cdc.gov/hiv">www.cdc.gov/hiv</a>
<i>CDC National STD Clinician's Center</i>	800-458-5231	<a href="http://www.cdc.gov/std">www.cdc.gov/std</a>
<i>National Cancer Institute</i>	800-4-A-CANCER	<a href="http://www.cancer.gov">www.cancer.gov</a>
<i>Childhelp National Child Abuse Helpline</i> (24 hrs.)	800-4-A-CHILD	<a href="http://www.childhelp.org">www.childhelp.org</a>
<i>National Organization for Rare Disorders</i>	800-993-4313	<a href="http://www.rarediseases.org">www.rarediseases.org</a>
<i>Office on Women's Health</i>	202-261-7000	<a href="http://www.womenshealth.gov">www.womenshealth.gov</a>
<i>Poison Control Center</i> (24 hrs.)	800-235-7575	<a href="http://www.aapcc.org">www.aapcc.org</a>
<i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.)	800-656-HOPE	<a href="http://www.rainn.org">www.rainn.org</a>
<i>Youth Violence Prevention</i>	800-CDC-INFO	<a href="http://www.cdc.gov/violenceprevention">www.cdc.gov/violenceprevention</a>
<b>MENTAL HEALTH</b>		
<i>Depression and Bipolar Support Alliance (DBSA)</i>	800-816-1637	<a href="http://www.dbsalliance.org">www.dbsalliance.org</a>
<i>Mental Health America</i>	800-969-6642	<a href="http://www.mentalhealthamerica.net">www.mentalhealthamerica.net</a>
<i>National Alliance on Mental Illness (NAMI) Helpline</i>	800-950-NAMI	<a href="http://www.nami.org">www.nami.org</a>
<i>National Mental Health Consumers' Self-Help</i>	800-950-NAMI	<a href="http://www.mhselfhelp.org">www.mhselfhelp.org</a>
<i>National Eating Disorders Association Helpline</i>	800-931-2237	<a href="http://www.nationaleatingdisorders.org">www.nationaleatingdisorders.org</a>
<i>SAFE Alternatives (Self Abuse Finally Ends)</i>	800-DONT-CUT	<a href="http://www.selfinjury.com">www.selfinjury.com</a>
<b>SEXUAL ORIENTATION/GENDER IDENTITY</b>		
<i>Lesbian, Gay, Bisexual and Transgender National Youth Talkline</i>	800-246-7743	<a href="http://www.glbthotline.org/talkline">www.glbthotline.org/talkline</a>
<i>LYRIC (Center for LGBTQQ Youth)</i>	415-703-6150	<a href="http://www.lyric.org">www.lyric.org</a>
<i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.)	866-488-7386	<a href="http://www.thetrevorproject.org">www.thetrevorproject.org</a>

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







# 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 can't clean their lungs years and years after they've given them up.

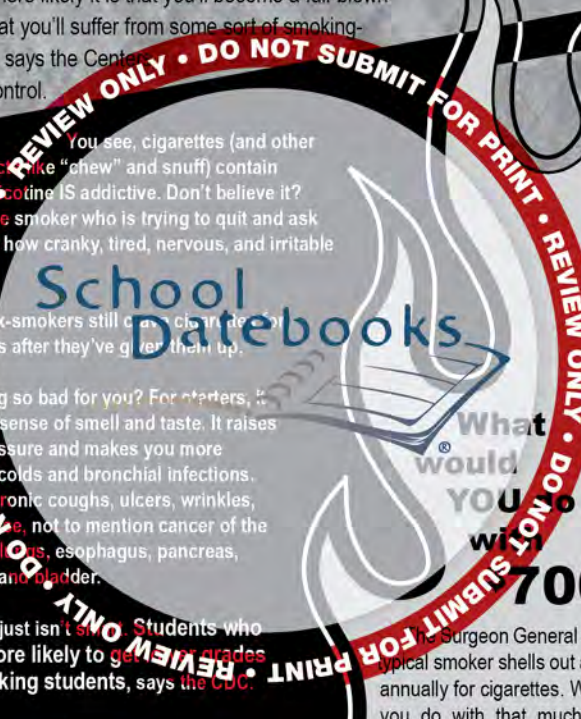
Why is smoking so bad for you? For starters, it dampens your sense of smell and taste. It raises your blood pressure and makes you more susceptible to colds and bronchial infections. It can cause chronic coughs, ulcers, wrinkles, and heart disease, not to mention cancer of the mouth, larynx, lungs, esophagus,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

Also, smoking just isn't cool. 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.



# 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 major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors. List the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors. List the 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 2014 article would appear before a 2011's article). When an author appears as a sole author and again as the first author of a second work, list the one-author entries first. If no author is given for a particular source, alphabetize by the first word of the title in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last 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. (Year of publication). Title of article.

Title of periodical, volume number, issue number, page range.

You need to list only the volume number if the periodical uses continuous numbering throughout a particular volume. If each volume begins with page 1, then you should list the volume number as well as the issue number (issue number), page.

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

- 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 (Year of publication). Publisher.

When you list the pages of the chapter, or entry in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear between 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

E-mail

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

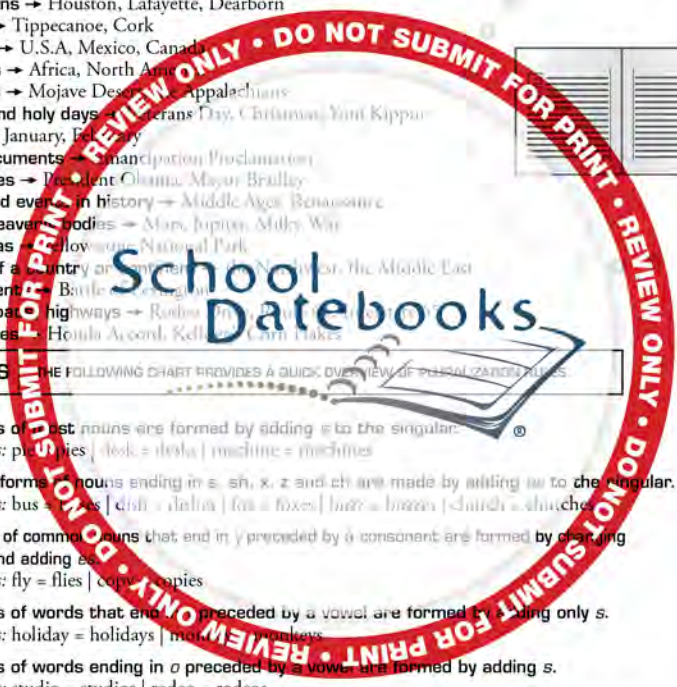


# LANGUAGE ARTS *capitalization & plurals*

## 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, Allah, 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, 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 → New England, The Middle East
- Special events → Battle of Gettysburg
- Streets, roads, highways → Route 66, I-95
- Trade names → Heilelo Accord, Kellie's Corn Cakes



## 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: pictures | desk = desks | machine = machines
- The plural forms 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 | hair = hairs | 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 ma?  
**I'm...** | 我... wǒ  
     **(very) well** | (很)好 hěn hǎo  
     **(very) bad** | (很)不好 hěn bù hǎo  
**How's it going?** | 最近怎么样? zuì jìn zěnyàng  
**It's okay.** | 还行 hái xíng  
**Not bad.** | 还不错 hái bù cuò  
**And you?** | 你呢? nǐ ne?

## INTRODUCTIONS

**What's your name?** | 你叫什么名字?  
 nǐ jiào shéi? nǐ míng zì?  
**My name is...** | 我叫... wǒ jiào...  
**Pleased to meet you.** | 很高兴认识你。  
 hěn gāo xìng rèn shi nǐ  
**Likewise.** | 一样 yí yàng  
**I'd like you to meet...** | 我想介绍... wǒ xiǎng jiào shi...  
 xià...  
**This is...** | 这是 zhè wǒ zhè

## PLEASANTIES

**Please** | 请 qǐng  
**Thank you** | 谢谢 xièxiè  
**You're welcome.** | 不客气 bù kè qì  
**No problem.** | 没问题 méi wèn tí  
**Excuse me!** | 不好意思 bù hǎo yì si  
**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 bù jì dé le.  
**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 dé / kěn dìng dé

## TITLES

**Miss/Ms.** | 小姐 / 女士 xiǎo jiě / nǚ shì  
**Mrs./Ma'am** | 太太 / 女士 tài tai / 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 me shí hòu  
**Why** | 为什么 wèi shén me  
**What** | 什么 shén me  
**How** | 怎么样 zěnyàng  
**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 ma?  
**How do you say...?** | ...怎么讲? zěnyàng shuō...?  
**I need help.** | 我需要帮助 wǒ xū yào bāng zhù.  
**I am lost.** | 我迷路了 wǒ mí lù le.

## NUMBERS

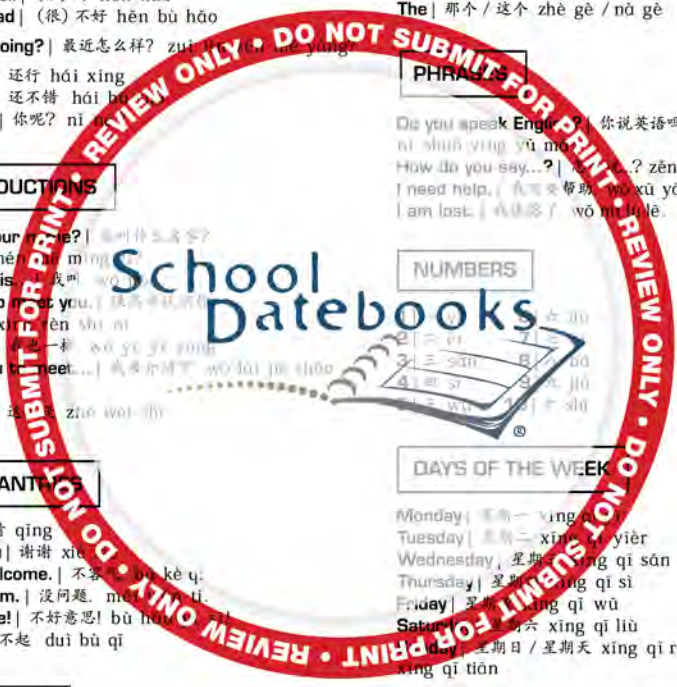


## DAYS OF THE WEEK

**Monday** | 星期一 xīng qī  
**Tuesday** | 星期二 xīng èr yuè  
**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





## 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 toi?)

## INTRODUCTIONS

**What's your name?** | Comment s'appelle-t-on?

(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-toi.)

## 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

## NUMBERS

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

2 | deux

3 | trois

4 | quatre

5 | cinq

6 | six

7 | sept

8 | huit

9 | neuf

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

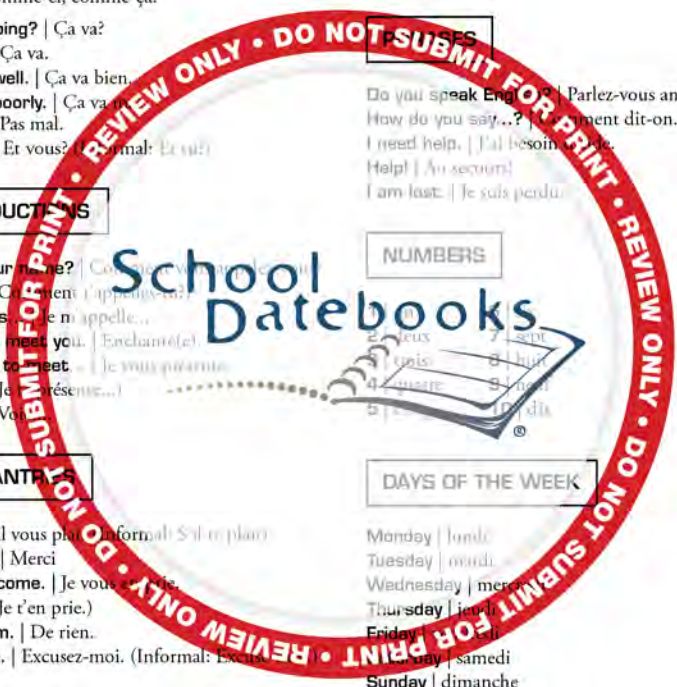
**September** | septembre

**October** | octobre

**November** | novembre

**December** | décembre

# School Datebooks







## 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 Sie vorstellen.

**This is...** | Das ist...

## PLEASANTIES

**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

**One** | ein

**Two** | zwei

**Three** | drei

**Four** | vier

**Five** | fünf

**Six** | sechs

**Seven** | sieben

**Eight** | acht

**Nine** | neun

**Ten** | 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



School Datebooks





## 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** | Encanto conocerle.  
**Likewise** | Igualmente.  
**I'd like you to meet...** | Me gustaría que conozca a...  
**This is...** | Este es...

## PLEASANTIES

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

## RESPONSES

**Yes** | Sí  
**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** | Y  
**Also** | También  
**A lot** | Mucho

**Where are you from?** | ¿De dónde es usted?  
**I'm from...** | Soy de...  
**I'm from Los Angeles.** | Soy de Los Angeles.  
**I'm from Los Angeles, California.** | Soy de Los Angeles, California.

## PHRASES

**Do you speak English?** | ¿Habla Inglés?  
**How do you say...?** | ¿Cómo se dice...?  
**I need help.** | Necesito ayuda.  
**I'm lost.** | Estoy perdido(a).

## NUMBERS

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

## DAYS OF THE WEEK

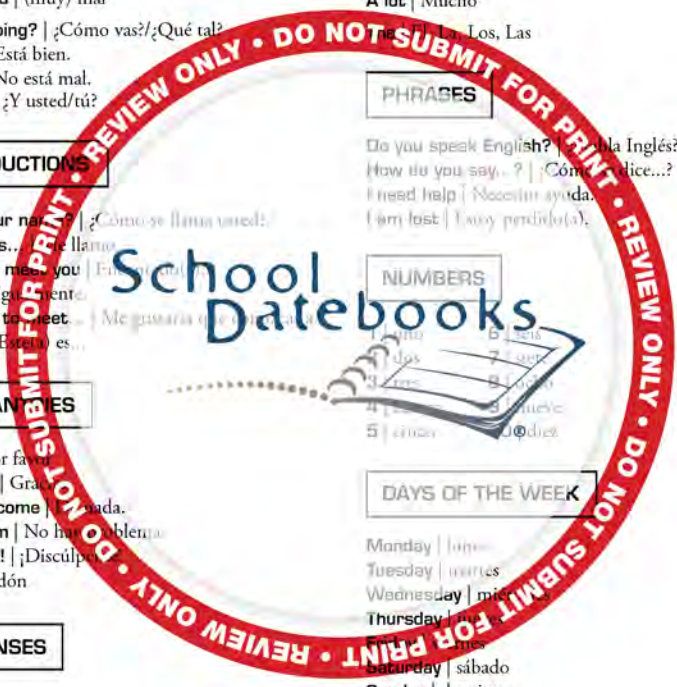
**Monday** | lunes  
**Tuesday** | martes  
**Wednesday** | miércoles  
**Thursday** | jueves  
**Friday** | viernes  
**Saturday** | sábado  
**Sunday** | domingo

## 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 early time to *leave* for the

football game.

The wagon *loses* wheels in the mud.

**lead** | a heavy, gray metal

**lead** | to go [the guide]

**led** | the past tense of *lead*

→ *Examples:* *Lead* pipes from many older

homes are made of *lead*.

This path will *lead* us to the waterfall.

Bloodhounds *lead* the police to the badsmell.

**loose** | free or not fastened

**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 *won't* be able to get into the park.

**principal** | the first or most important person 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:* Dorm policy states residents must be *quiet* after 10:00 p.m. on weeknights.

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 fall vacation.

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:* *Whose* is in charge of the lighting for the stage?

*Whose* boys is it out to the rain?

**you're** | the contraction for *you are*

**your** | the possessive form of *you*

→ *Examples:* *You're* asked to ask if *you're* planning

to *bring* paper will need a *four* weeks from today.

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# LANGUAGE ARTS *MLA style of documentation*



<b>YOUR WORKS-CITED LIST</b>	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.
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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, pt. for volume), a named translator (trans.), or a named editor (ed.). However, when those 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 last of these names.
- (10) Use the phrase "Accessed 5 Jan. 2019" instead of listing the date of the abbreviation itself.

<b>ANY CITATION</b> (GENERAL GUIDELINES)	<p>Author's name (last, first, middle initial if known). Other contributors (last, first, middle initial if known) (vol. and/or no.), Publisher (publication title, Location (city, state, or DOI), and container's title), Other contributors (optional), Number, Publisher, Publication date (optional), and Access (optional).</p>
<b>PAGE ON A WEBSITE</b>	"How to Change Your Car's Oil." <i>How</i> . 15 Sept. 2018. www.how.com/jan. 2018. <i>how</i> .ill.html. Accessed 5 Jan. 2019.
<b>ARTICLE IN A JOURNAL FROM A WEBSITE</b> (ALSO IN PRINT)	Das, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 6, no. 6, 2018, pp. 595-600. www.maritimelaw.org/article. Accessed 1 Feb. 2017.
<b>ARTICLE IN A PERIODICAL</b> (GENERAL GUIDELINES)	Author's name, first name. "Article title." <i>Periodical title</i> , Day Month Year, page.
<b>BYLINED ARTICLE FROM A DAILY NEWSPAPER</b>	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> , 7 Mar. 2018, p. A12.
<b>UNBYLINED ARTICLE FROM A DAILY NEWSPAPER</b>	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
<b>ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE</b>	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
<b>ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE</b>	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
<b>EDITORIAL</b>	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.



# 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)

II.

No new subsection should be started unless there are at least two points to be listed in the new division. This means that each *A* 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.

informal

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

→ Here is an example of an 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

- streak
- ribbon
- ball or globe
- ball

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→ 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



# LANGUAGE ARTS *parts of speech*



<b>NOUN</b>	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

<b>PRONOUN</b>	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 her mother. We are looking forward to visiting Oregon.

**Objective Case Pronouns** replace the object of 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 group prepared for the contest. Their car slid on the icy road.

<b>VERB</b>	A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MODALITY.
-------------	---

**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 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> 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

1<sup>st</sup> Person: I stop. We stop.

2<sup>nd</sup> Person: You stop. You stop.

3<sup>rd</sup> 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)

<b>ADVERB</b>	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.

<b>ADJECTIVE</b>	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!

<b>PREPOSITION</b>	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 gym.  
The horse leaped over the fence.  
I'll be there with the crew in spite of several players being injured.

<b>CONJUNCTION</b>	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.
--------------------	---

**Coordinating conjunctions** join one word to another word, one clause to another clause, or a phrase to a phrase.

The sentences are joined by coordinating conjunctions: *and, but, or, nor, for, yet, so*.

Coordinating conjunctions use equal **Comma** coordinating conjunctions 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 bird feeder.

Whether Mary Ann or 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*.

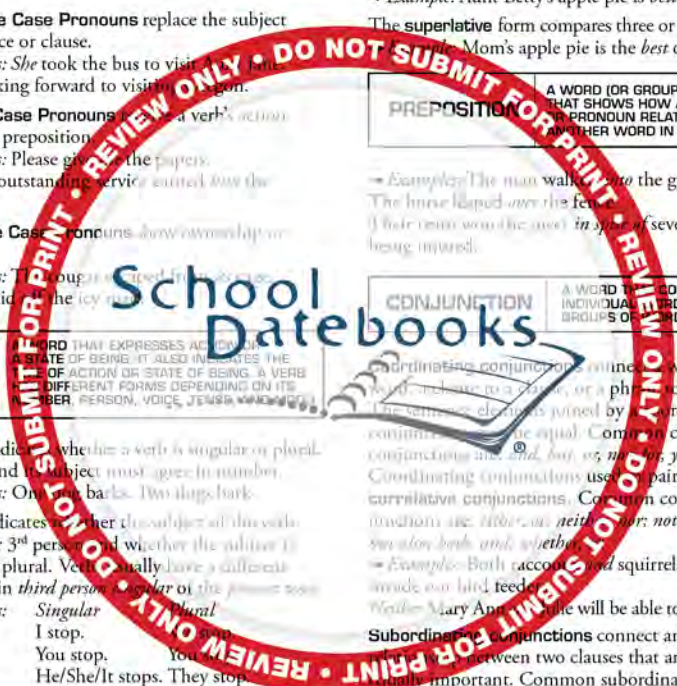
→ *Examples:* Until you decide to study, your grades won't improve.

If I hadn't already made plans, I would have enjoyed going to the mall with you.

<b>INTERJECTION</b>	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.



# LANGUAGE ARTS *punctuation*



## PERIOD ●

**Use:** to end a sentence that makes a statement or that gives a command not used as an exclamation.

→ *Example:* Wash the dishes, and then take out the garbage.

**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, ladybugs, balls, and bacon for bait.

**Note:** Some stylebooks and dictionaries require a comma before “and” in a series.

→ *Example:* He ran, he swam, and he yelled.

**Use:** to separate an explanatory phrase from the rest of the sentence.

→ *Example:* Escallops, *or mussels*, are a delicacy that I relish.

**Use:** to distinguish items in a list, such as a date.

→ *Examples:* Jan. 10, 1900  
48105  
September 21, 1960

**Use:** to separate a title or an initial that follows a name.

→ *Example:* John D. 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 murderer is clearly responsible.

**Use:** to separate groups of words.

→ *Example:* I packed a toothbrush, deodorant, and perfume; jeans, a coat, and sweatshirts; and boots and tennis shoes.

## QUOTATION MARKS “ ”

**Use:** to frame direct quotation of a sentence. Only the exact words quoted are typed within the quotation marks.

→ *Example:* “I don’t know who said, ‘If I will’.”

**Use:** to distinguish a title that is being discussed. → *Example:* “The Great Gatsby” suggested I place the word “Gatsby” in italics in my theme.

**Use:** to indicate if a word is slang.

→ *Example:* Julie only bought the 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 ‘ ’

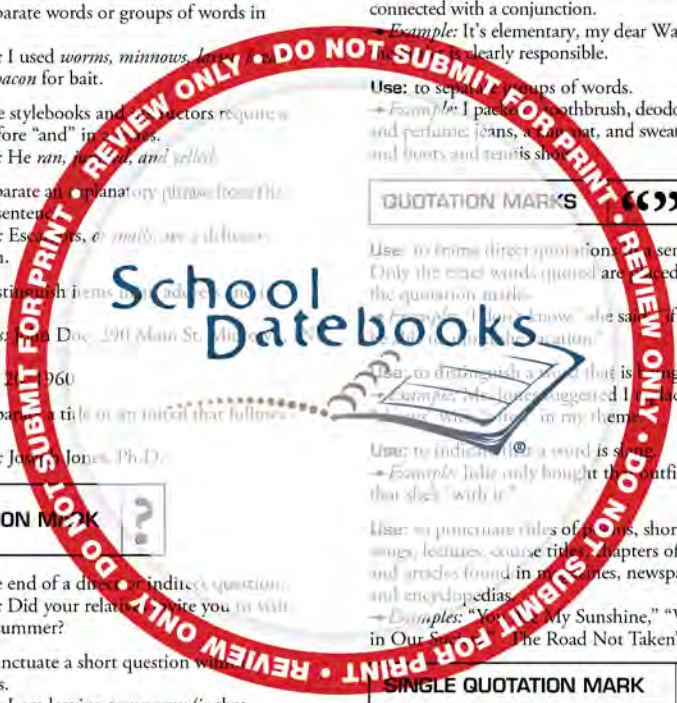
**Use:** to punctuate a quotation within a quotation.

→ *Example:* “As a child, my favorite movie was ‘Wizard of Oz,’” answered Joe.

## EXCLAMATION MARK !

**Use:** to express strong feeling.

→ *Example:* Help! Help!









## 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

A **simple sentence** consists of one main clause. It expresses one main thought and has one subject and one verb. A simple sentence may contain a compound subject, compound verb, or both.

→ *Examples:* We enjoyed the concert.

Amy and Scott were married yesterday. (compound subject)

Ben is leaving work and going home. (compound verb)

A **compound sentence** contains two or more main clauses (in italics) connected by a conjunction, a semicolon, or a comma with a conjunction.

→ *Examples:* It is too double-wides, but the workbooks would be too overalls, long. (conjunction)

Andy's suit looks new; it just got back from the cleaners. (semicolon)

Erin came home for Easter, and her family went to Florida. (comma/conjunction)

A **complex sentence** has one main clause (in italics) and one or more subordinate clauses (underlined).

→ *Examples:* Deed says that good grades are the result of diligent studying, main clause, one independent clause.

Diligent studying will help me succeed and work several hours before I can start studying. (main clause)

Two dependent clauses and one independent clause.

A **compound-complex sentence** has two or more main clauses (in italics) and one or more subordinate clauses (underlined).

→ *Examples:* Because the bus broke down, the team rode in a van, and the cheerleaders rode in cars.

Unless my eyes are clearing, my glasses will be necessary, and there is behind.

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## SPELLING RULES

Write *i* before *e* except after *c*, or when sounded like *e* as in *weigh* and *eight*.

→ *Exceptions:* seize, weird, either, leisure, weather.

When the *ie/ei* combination is not pronounced *ie*, it is usually spelled *oi*.

→ *Examples:* reign, weigh, neighbor.

→ *Exceptions:* friend, view, neighbor, fiery.

When a multi-syllable word ends in a consonant preceded by one *l* or *ll*, the accent is on the last syllable and the suffix begins with a *l*. Use the same rule for *ll* as 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



# 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**

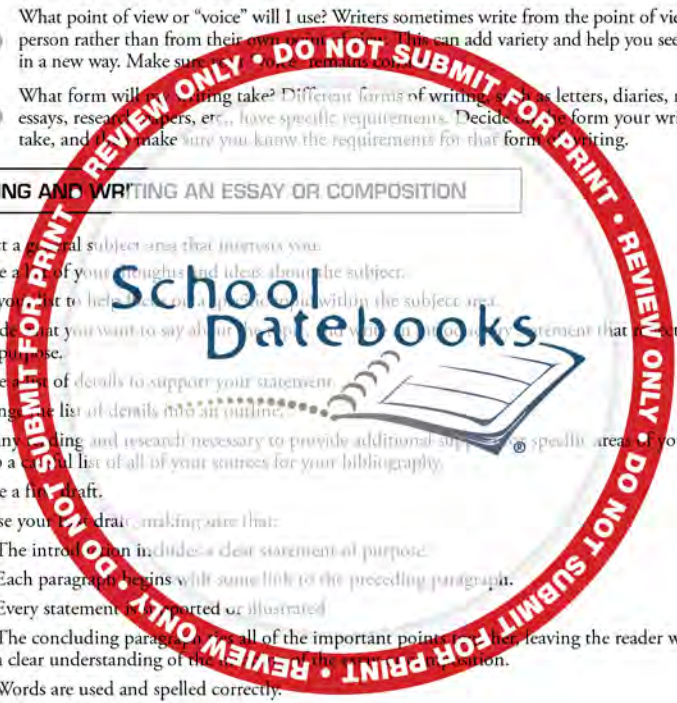
What point of view or "voice" will I use? Writers sometimes write from the point of view of another person rather than from their own or use a narrator. This can add variety and help you see your subject in a new way. Make sure you know the requirements for that form of writing.

**Format**

What form will I be taking? Different forms of writing, such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide the form your writing will take, and 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 you find a specific topic within the subject area.
- {4} Decide what you want to say about the topic. Write a clear 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, especially 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 covers all of the important points, then leaving the reader with a clear understanding of the topic and the purpose of the 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.





# 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)  $a^3b-ab^3 = ab(a+1)(a-b)$
- (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)  $a^m a^n = a^{m+n}$
- (2)  $a^m / a^n = a^{m-n}$
- (3)  $a^m a^n / a^p = a^{m+n-p}$
- (4)  $(a^m)^n = a^{mn}$
- (5)  $(ab)^m = a^m b^m$
- (6)  $(a/b)^m = a^m / b^m$
- (7)  $a^0 = 1$  ( $a \neq 0$ )
- (8)  $a^{-m} = 1/a^m$  ( $a \neq 0$ )

*if  $m$  and  $n$  are positive integers*

### Logarithms

- (1)  $\text{Log}(xy) = \text{Log } x + \text{Log } y$
- (2)  $\text{Log } x^r = r \text{Log } x$
- (3)  $\text{Log } x = n \iff x = 10^n$  (Common log)
- (4)  $\text{Log}_a x = n \iff x = a^n$  (Log to the base  $a$ )
- (5)  $\text{Ln } x = n \iff x = e^n$  (Natural log)
- (6)  $\text{Log}(x/y) = \text{Log } x - \text{Log } y$
- (7)  $e = 2.71828$

### Quadratic Formula

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

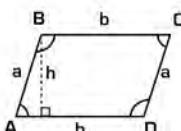
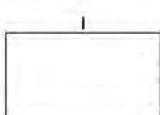
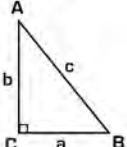
The solution can be derived using the quadratic formula







## MATHEMATICAL SYMBOLS

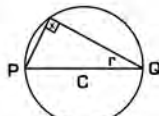
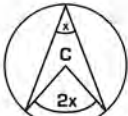
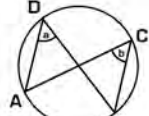
+	plus	>	greater than	○	circumference of circle
-	minus	<	less than	□	square
±	plus or minus	≥	greater than or equal to	▭	rectangle
X	multiplied by	≤	less than or equal to	▭	parallelogram
÷	divided by	∞	infinity	△	triangle
=	equal to	:	is to (ratio)	∠	angle
≠	not equal to	∝	as (proportion)	⊥	right angle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



<p><b>PARALLELOGRAM</b></p>  <p>Area of ABCD = <math>bh</math></p>	<p><b>RECTANGLE</b></p>  <p>Perimeter = <math>2(l + h)</math> Area = <math>l \times h</math></p>	<p><b>RIGHT TRIANGLE</b></p>  <p>Area = <math>ab/2</math> <math>c^2 = a^2 + b^2</math> (<i>Pythagorean Theorem</i>)</p>
---	---	--

<p><b>ISOSCELES TRIANGLE</b></p>  <p>Area = <math>bh/2</math></p>	<p><b>CIRCLE</b></p>  <p>Area of a circle = <math>\pi r^2</math></p>	<p><b>RECTANGULAR PRISM</b></p>  <p>Surface area of a prism = <math>2(lw + lh + wh)</math> Volume of a prism = <math>l \times w \times h</math></p>
--	---	--

<p><b>SPHERE</b></p>  <p>Surface area of a sphere = <math>4\pi r^2</math> Volume of a sphere = <math>4\pi r^3/3</math></p>	<p><b>CYLINDER</b></p>  <p>Surface area of a cylinder = <math>2\pi r^2 + 2\pi rh</math> Volume of a cylinder = <math>\pi r^2 h</math></p>	<p><b>CONE</b></p>  <p>Surface area of a cone = <math>\pi r^2 + \pi rl</math> (<i>l = slant height</i>) Volume of a cone = <math>\pi r^2 h/3</math></p>	<p><b>PYRAMID</b></p>  <p>Surface area of a pyramid = <math>B + \text{Lateral Area}</math> (<i>Lateral area = sum of triangular faces</i>) Volume of a pyramid = <math>Bh/3</math> (<i>B = area of base</i>)</p>
--	---	---	--

<p><b>CIRCLE THEOREMS</b></p>  <p><math>\angle x = 90^\circ</math> (<i>PQ is the diameter</i>)</p>	 <p>C is the center of the circle</p>	 <p><math>\angle a = \angle b</math> (<i>Both angles intercept arc AB</i>)</p>
---	--	---



# 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 by the first fraction with the reciprocal of the other:

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

To add or subtract, first find a common denominator:

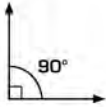
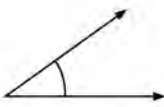
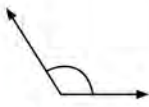
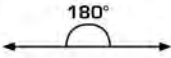
$$\frac{1}{3} + \frac{2}{5} = \left[ \frac{1 \times 5}{3 \times 5} \right] + \left[ \frac{2 \times 3}{5 \times 3} \right] = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

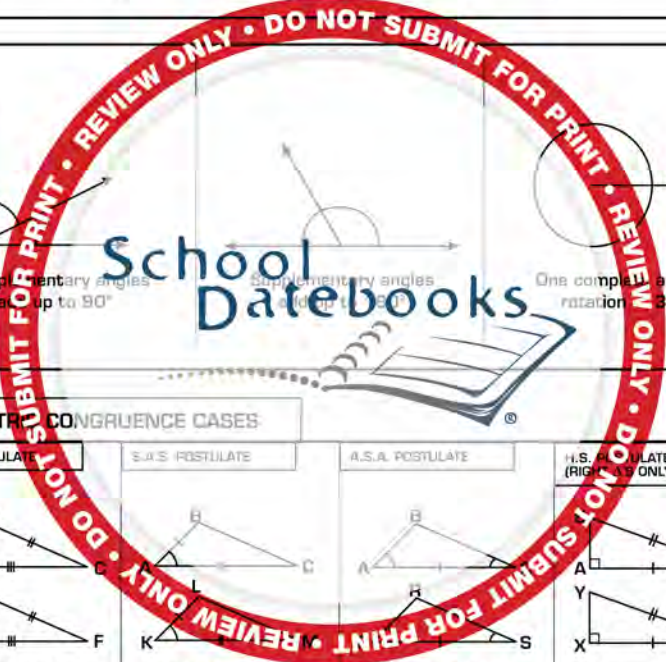
# School Datebooks

## 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 <td>34</td> <td>51</td> <td>68</td> <td>85</td> <td>102</td> <td>119</td> <td>136</td> <td>153</td> <td>170</td> <td>187</td> <td>204</td> <td>221</td> <td>238</td> <td>255</td> <td>272</td> <td>289</td> <td>306</td> <td>323</td> <td>340</td>	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




GEOMETRIC ANGLES			
 <p>A right angle is exactly <math>90^\circ</math></p>	 <p>An acute angle is less than <math>90^\circ</math></p>	 <p>An obtuse angle is greater than <math>90^\circ</math></p>	 <p>A straight angle is exactly <math>180^\circ</math></p>





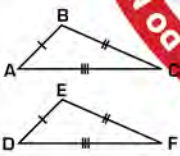


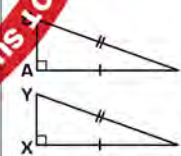
Complementary angles add up to  $90^\circ$

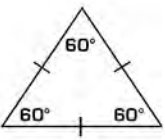
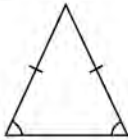
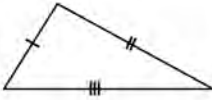


Supplementary angles add up to  $180^\circ$



One complete angle of rotation is  $360^\circ$

GEOMETRIC CONGRUENCE CASES			
S.S.S. POSTULATE	S.A.S. POSTULATE	A.S.A. POSTULATE	H.S.A. POSTULATE (RIGHT ANGLES ONLY)
 <p>Side-Side-Side <math>\triangle ABC \cong \triangle DEF</math></p>	 <p>Side-Angle-Side <math>\triangle ABC \cong \triangle KLM</math></p>	 <p>Angle-Side-Angle <math>\triangle ABC \cong \triangle PRS</math></p>	 <p>Hypotenuse-side <math>\triangle ABC \cong \triangle XYZ</math></p>

<p><b>EQUILATERAL TRIANGLE</b></p>  <p>3 Sides of Equal Length 3 Angles of <math>60^\circ</math> Each</p>	<p><b>ISOSCELES TRIANGLE</b></p>  <p>2 Sides of Equal Length 2 Base Angles are Equal</p>	<p><b>SCALENE TRIANGLE</b></p>  <p>3 Unequal Sides 3 Unequal Angles</p>
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## 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**

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## 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	Hundred Tens	Ten Tens	One Tens	Units
1	5	4	9	7	1	6	5	0	7	1	0	0	0	0	0

Read this number as one hundred fifty four trillion, three hundred ninety nine billion, seven hundred seven 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

72





## SQUARES & SQUARE ROOTS

N	N <sup>2</sup>	$\sqrt{N}$
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	2.83
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 <sup>2</sup>	$\sqrt{N}$
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	7.69
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 <sup>2</sup>	$\sqrt{N}$
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

School Datebooks



## TRIGONOMETRIC RATIOS

$$\begin{aligned} \sin(A+B) &= \sin A \cos B + \cos A \sin B \\ \sin(A-B) &= \sin A \cos B - \cos A \sin B \\ \cos(A+B) &= \cos A \cos B - \sin A \sin B \\ \cos(A-B) &= \cos A \cos B + \sin A \sin B \end{aligned}$$

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

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

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

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$\cos^2 \theta - \sin^2 \theta = \cos 2\theta$$

$$\tan^2 \theta + 1 = \sec^2 \theta$$

$$\cot^2 \theta + 1 = \csc^2 \theta$$



## TRIGONOMETRIC RATIOS

### 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

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

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

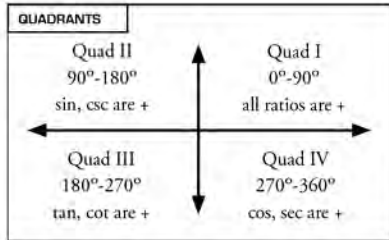
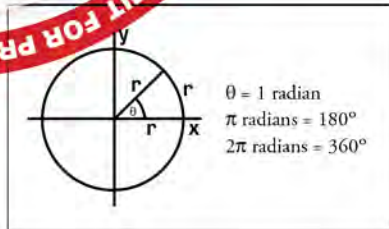
$$\frac{c-a}{c+a} = \frac{\tan \frac{1}{2}(C-A)}{\tan \frac{1}{2}(C+A)}$$

$\sin 45^\circ = \frac{1}{\sqrt{2}}$   
 $\cos 45^\circ = \frac{1}{\sqrt{2}}$   
 $\tan 45^\circ = 1$

$\sin 30^\circ = \frac{1}{2}$   
 $\cos 30^\circ = \frac{\sqrt{3}}{2}$   
 $\tan 30^\circ = \frac{1}{\sqrt{3}}$

$\sin \theta = \frac{a(\text{opposite})}{c(\text{hypotenuse})} = \frac{1}{\csc \theta}$   
 $\cos \theta = \frac{b(\text{adjacent})}{c(\text{hypotenuse})} = \frac{1}{\sec \theta}$   
 $\tan \theta = \frac{a(\text{opposite})}{b(\text{adjacent})} = \frac{1}{\cot \theta}$

$\theta$	0	$\pi/2$	$\pi$	$3\pi/2$	$2\pi$
$\sin \theta$	0	1	0	-1	0
$\cos \theta$	1	0	-1	0	1
$\tan \theta$ <small>(sin/cos)</small>	0	$\infty$	0	$-\infty$	0
$\sec \theta$ <small>(1/cos)</small>	1	$\infty$	-1	$\infty$	1
$\csc \theta$ <small>(1/sin)</small>	$\infty$	1	$\infty$	-1	$\infty$
$\cot \theta$ <small>(1/tan)</small>	$\infty$	0	$-\infty$	0	$\infty$



*note:  $\infty$  denotes undefined or infinite*





# 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

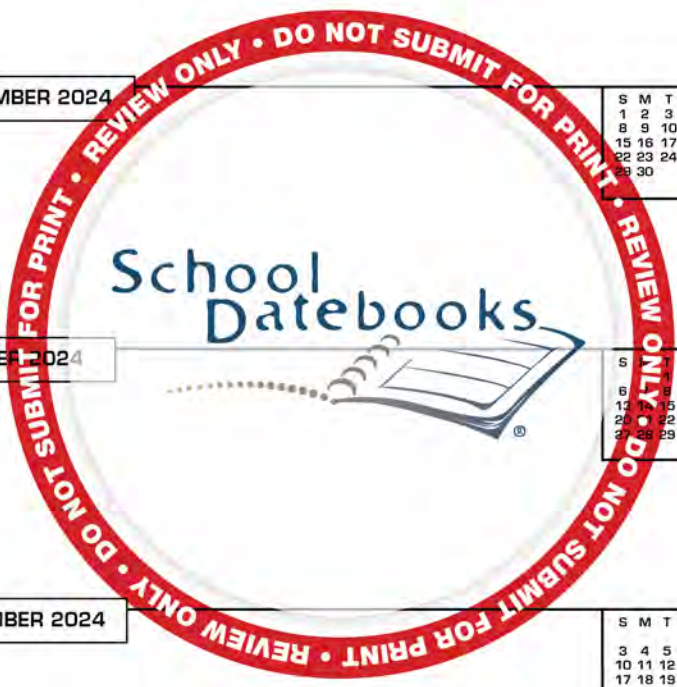
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

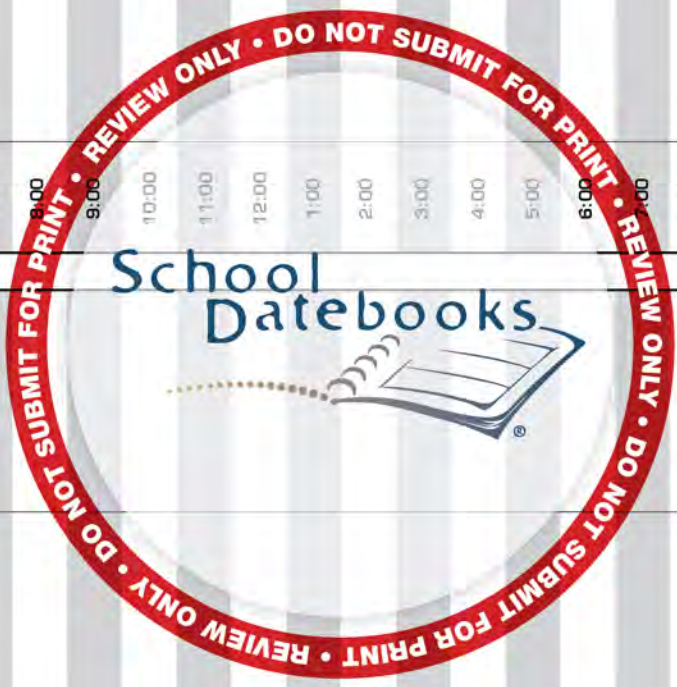
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



# CLASS SCHEDULE *block class schedule*



Time	Monday	Wednesday	Friday	Thursday	Tuesday
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					







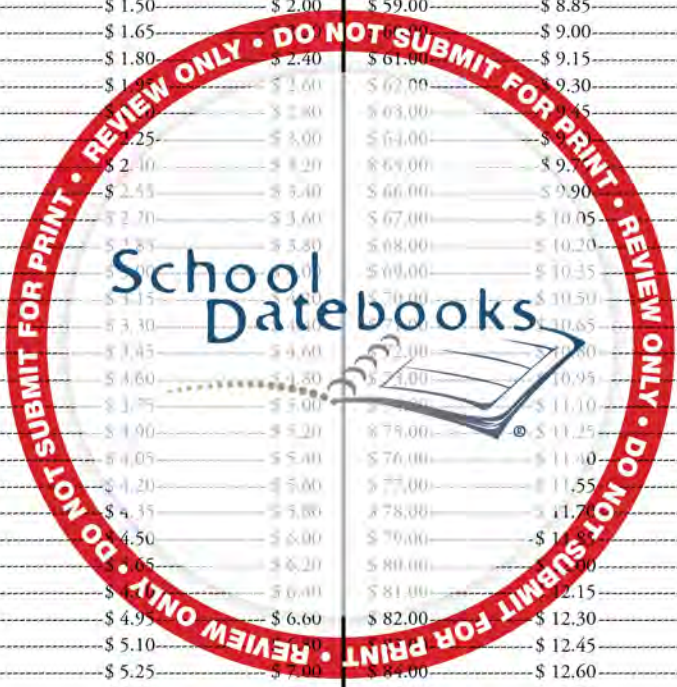






# GRATUITY GUIDE

CHECK	15%	20%	CHECK	15%	20%
\$ 1.00	\$ 0.15	\$ 0.20	\$ 50.00	\$ 7.50	\$ 10.00
\$ 2.00	\$ 0.30	\$ 0.40	\$ 51.00	\$ 7.65	\$ 10.20
\$ 3.00	\$ 0.45	\$ 0.60	\$ 52.00	\$ 7.80	\$ 10.40
\$ 4.00	\$ 0.60	\$ 0.80	\$ 53.00	\$ 7.95	\$ 10.60
\$ 5.00	\$ 0.75	\$ 1.00	\$ 54.00	\$ 8.10	\$ 10.80
\$ 6.00	\$ 0.90	\$ 1.20	\$ 55.00	\$ 8.25	\$ 11.00
\$ 7.00	\$ 1.05	\$ 1.40	\$ 56.00	\$ 8.40	\$ 11.20
\$ 8.00	\$ 1.20	\$ 1.60	\$ 57.00	\$ 8.55	\$ 11.40
\$ 9.00	\$ 1.35	\$ 1.80	\$ 58.00	\$ 8.70	\$ 11.60
\$ 10.00	\$ 1.50	\$ 2.00	\$ 59.00	\$ 8.85	\$ 11.80
\$ 11.00	\$ 1.65	\$ 2.20	\$ 60.00	\$ 9.00	\$ 12.00
\$ 12.00	\$ 1.80	\$ 2.40	\$ 61.00	\$ 9.15	\$ 12.20
\$ 13.00	\$ 1.95	\$ 2.60	\$ 62.00	\$ 9.30	\$ 12.40
\$ 14.00	\$ 2.10	\$ 2.80	\$ 63.00	\$ 9.45	\$ 12.60
\$ 15.00	\$ 2.25	\$ 3.00	\$ 64.00	\$ 9.60	\$ 12.80
\$ 16.00	\$ 2.40	\$ 3.20	\$ 65.00	\$ 9.75	\$ 13.00
\$ 17.00	\$ 2.55	\$ 3.40	\$ 66.00	\$ 9.90	\$ 13.20
\$ 18.00	\$ 2.70	\$ 3.60	\$ 67.00	\$ 10.05	\$ 13.40
\$ 19.00	\$ 2.85	\$ 3.80	\$ 68.00	\$ 10.20	\$ 13.60
\$ 20.00	\$ 3.00	\$ 4.00	\$ 69.00	\$ 10.35	\$ 13.80
\$ 21.00	\$ 3.15	\$ 4.20	\$ 70.00	\$ 10.50	\$ 14.00
\$ 22.00	\$ 3.30	\$ 4.40	\$ 71.00	\$ 10.65	\$ 14.20
\$ 23.00	\$ 3.45	\$ 4.60	\$ 72.00	\$ 10.80	\$ 14.40
\$ 24.00	\$ 3.60	\$ 4.80	\$ 73.00	\$ 10.95	\$ 14.60
\$ 25.00	\$ 3.75	\$ 5.00	\$ 74.00	\$ 11.10	\$ 14.80
\$ 26.00	\$ 3.90	\$ 5.20	\$ 75.00	\$ 11.25	\$ 15.00
\$ 27.00	\$ 4.05	\$ 5.40	\$ 76.00	\$ 11.40	\$ 15.20
\$ 28.00	\$ 4.20	\$ 5.60	\$ 77.00	\$ 11.55	\$ 15.40
\$ 29.00	\$ 4.35	\$ 5.80	\$ 78.00	\$ 11.70	\$ 15.60
\$ 30.00	\$ 4.50	\$ 6.00	\$ 79.00	\$ 11.85	\$ 15.80
\$ 31.00	\$ 4.65	\$ 6.20	\$ 80.00	\$ 12.00	\$ 16.00
\$ 32.00	\$ 4.80	\$ 6.40	\$ 81.00	\$ 12.15	\$ 16.20
\$ 33.00	\$ 4.95	\$ 6.60	\$ 82.00	\$ 12.30	\$ 16.40
\$ 34.00	\$ 5.10	\$ 6.80	\$ 83.00	\$ 12.45	\$ 16.60
\$ 35.00	\$ 5.25	\$ 7.00	\$ 84.00	\$ 12.60	\$ 16.80
\$ 36.00	\$ 5.40	\$ 7.20	\$ 85.00	\$ 12.75	\$ 17.00
\$ 37.00	\$ 5.55	\$ 7.40	\$ 86.00	\$ 12.90	\$ 17.20
\$ 38.00	\$ 5.70	\$ 7.60	\$ 87.00	\$ 13.05	\$ 17.40
\$ 39.00	\$ 5.85	\$ 7.80	\$ 88.00	\$ 13.20	\$ 17.60
\$ 40.00	\$ 6.00	\$ 8.00	\$ 89.00	\$ 13.35	\$ 17.80
\$ 41.00	\$ 6.15	\$ 8.20	\$ 90.00	\$ 13.50	\$ 18.00
\$ 42.00	\$ 6.30	\$ 8.40	\$ 91.00	\$ 13.65	\$ 18.20
\$ 43.00	\$ 6.45	\$ 8.60	\$ 92.00	\$ 13.80	\$ 18.40
\$ 44.00	\$ 6.60	\$ 8.80	\$ 93.00	\$ 13.95	\$ 18.60
\$ 45.00	\$ 6.75	\$ 9.00	\$ 94.00	\$ 14.10	\$ 18.80
\$ 46.00	\$ 6.90	\$ 9.20	\$ 95.00	\$ 14.25	\$ 19.00
\$ 47.00	\$ 7.05	\$ 9.40	\$ 96.00	\$ 14.40	\$ 19.20
\$ 48.00	\$ 7.20	\$ 9.60	\$ 97.00	\$ 14.55	\$ 19.40
\$ 49.00	\$ 7.35	\$ 9.80	\$ 98.00	\$ 14.70	\$ 19.60

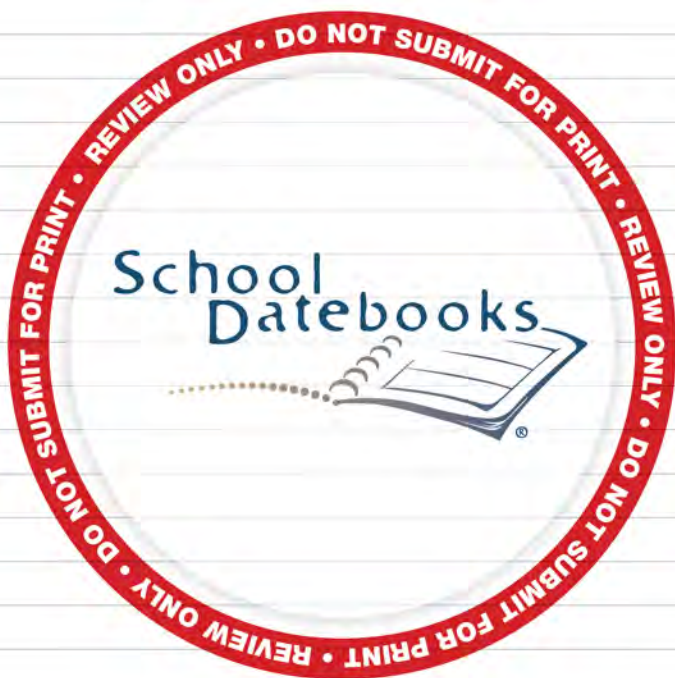




# IMPORTANT DATES *United States*

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

\* Federal Holiday in the United States







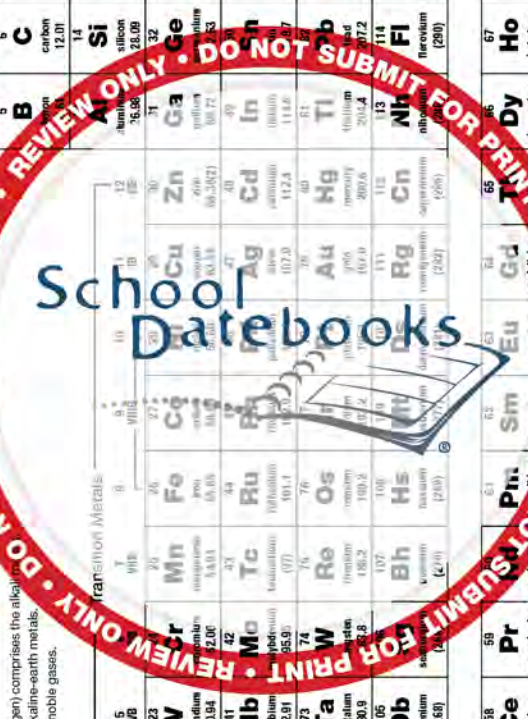




# SCIENCE *Periodic table of the elements*



GROUP	Atomic Mass																18									
1	2	3										12	13	14	15	16	17	18								
IA ***	IIA	Transition Metals										IIIA	IVA	VA	VIA	VIIA	VIIIA									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18									
1 <b>H</b> hydrogen 1.008	2 <b>He</b> helium 4.002	3 <b>Li</b> lithium 6.94(1)2	4 <b>Be</b> beryllium 9.012	5 <b>B</b> boron 10.81	6 <b>C</b> carbon 12.01	7 <b>N</b> nitrogen 14.01	8 <b>O</b> oxygen 16.00	9 <b>F</b> fluorine 19.00	10 <b>Ne</b> neon 20.18	11 <b>Na</b> sodium 22.99	12 <b>Mg</b> magnesium 24.31	13 <b>Al</b> aluminum 26.98	14 <b>Si</b> silicon 28.09	15 <b>P</b> phosphorus 30.97	16 <b>S</b> sulfur 32.07	17 <b>Cl</b> chlorine 35.45	18 <b>Ar</b> argon 39.95									
19 <b>K</b> potassium 39.10	20 <b>Ca</b> calcium 40.08	21 <b>Sc</b> scandium 44.96	22 <b>Ti</b> titanium 47.87	23 <b>V</b> vanadium 50.94	24 <b>Cr</b> chromium 52.00	25 <b>Mn</b> manganese 54.94	26 <b>Fe</b> iron 55.85	27 <b>Co</b> cobalt 58.93	28 <b>Ni</b> nickel 58.71	29 <b>Cu</b> copper 63.55	30 <b>Zn</b> zinc 65.38	31 <b>Ga</b> gallium 69.72	32 <b>Ge</b> germanium 72.64	33 <b>As</b> arsenic 74.92	34 <b>Se</b> selenium 78.97	35 <b>Br</b> bromine 79.90	36 <b>Kr</b> krypton 83.80									
37 <b>Rb</b> rubidium 85.47	38 <b>Sr</b> strontium 87.62	39 <b>Y</b> yttrium 88.91	40 <b>Zr</b> zirconium 91.22	41 <b>Nb</b> niobium 92.91	42 <b>Mo</b> molybdenum 95.94	43 <b>Tc</b> technetium (97)	44 <b>Ru</b> ruthenium 101.1	45 <b>Rh</b> rhodium 101.07	46 <b>Pd</b> palladium 106.37	47 <b>Ag</b> silver 107.87	48 <b>Cd</b> cadmium 112.4	49 <b>In</b> indium 114.82	50 <b>Sn</b> tin 118.71	51 <b>Sb</b> antimony 121.76	52 <b>Te</b> tellurium 127.6	53 <b>I</b> iodine 126.9	54 <b>Xe</b> xenon 131.3									
55 <b>Cs</b> cesium 132.9	56 <b>Ba</b> barium 137.3	Lanthanoids										57 <b>La</b> lanthanum 138.90547	58 <b>Ce</b> cerium 140.12	59 <b>Pr</b> praseodymium 140.907	60 <b>Nd</b> neodymium 144.242	61 <b>Pm</b> promethium (145)	62 <b>Sm</b> samarium 150.36	63 <b>Eu</b> europium 151.964	64 <b>Gd</b> gadolinium 157.25	65 <b>Tb</b> terbium 158.92535	66 <b>Dy</b> dysprosium 162.500	67 <b>Ho</b> holmium 164.93032	68 <b>Er</b> erbium 167.259	69 <b>Tm</b> thulium 168.93422	70 <b>Yb</b> ytterbium 173.054	71 <b>Lu</b> lutetium 174.9668
87 <b>Fr</b> francium (223)	88 <b>Ra</b> radium (226)	Actinoids										89 <b>Ac</b> actinium (227)	90 <b>Th</b> thorium 232.0377	91 <b>Pa</b> protactinium 231.03688	92 <b>U</b> uranium 238.02891	93 <b>Np</b> neptunium (237)	94 <b>Pu</b> plutonium (244)	95 <b>Am</b> americium (243)	96 <b>Cm</b> curium (247)	97 <b>Bk</b> berkelium (247)	98 <b>Cf</b> californium (251)	99 <b>Es</b> einsteinium (252)	100 <b>Fm</b> fermium (257)	101 <b>Md</b> mendelevium (258)	102 <b>No</b> nobelium (259)	103 <b>Lr</b> lawrencium (262)



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

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

\* IUPAC conventional atomic weights; standard atomic weights for these elements are expressed in italics; see [iupac.org](http://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.





## Mass Density

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

## Speed

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

## Acceleration

$$a = \frac{\Delta v}{\Delta t} \quad \text{or} \quad \frac{v_f - v_i}{t_f - t_i}$$

(a=average acceleration; v=velocity;

t=time;  $v_f$ =final velocity;  $v_i$ =initial velocity;

$t_f$ =final time;  $t_i$ =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

$$\text{work} = (\text{force})(\text{distance})$$

## Power

$$\text{power} = \frac{\text{work}}{\text{time}} \quad \text{see above formula for work!}$$

## 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;  $\Delta t$ =change in temperature)

## Electric Current (Strength)

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

(I=the current strength; Q=quantity of charge;

t=time)

## Momentum

$$\text{momentum} = (\text{mass})(\text{velocity})$$

## 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

$$\text{force} = (\text{mass})(\text{acceleration})$$

## Torque

$$T = FR$$

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

## Boyle's Law when temperature constant:

$$p_1 V_1 = p_2 V_2$$

( $p_1$ =original pressure;  $p_2$ =new pressure;

$V_1$ =original volume;  $V_2$ =new volume)

## Wave Motion

$$V = n\lambda$$

(V=wave velocity; n=wave frequency;

$\lambda$ =wavelength)

## Illumination: Surface Perpendicular to the Luminous

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

(I=illumination; I=intensity of 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)

(Magnification of Mirrors and Lenses)

$$M = \frac{d_i}{d_o}$$

( $M$ =magnification;  $d_o$ =object distance;

$d_i$ =image distance;  $M$ =magnification)

## Ohm's Law

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

(I=strength of the current flowing in

circuit; V=the potential difference

applied to its ends; R=its resistance)

School Datebooks





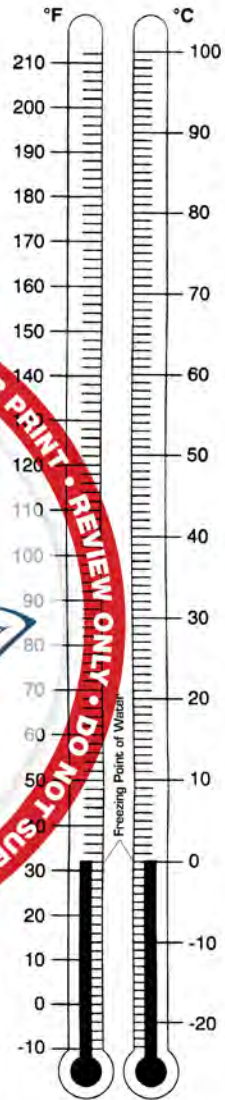


## ENGLISH TO METRIC CONVERSIONS

To Convert→	Multiply By→	To Find→
<b>AREA</b>		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
<b>LENGTH</b>		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
<b>MASS AND WEIGHT</b>		
ounces	28.35	grams
pounds	4.45	kilograms
pounds-force	4.45	newtons
short tons	907	metric tons
<b>VOLUME</b>		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.78	liters

## METRIC TO ENGLISH CONVERSIONS

To Convert→	Multiply By→	To Find→
<b>AREA</b>		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
<b>LENGTH</b>		
centimeters	39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
<b>MASS AND WEIGHT</b>		
grams	0.04	ounces
kilograms	2.20	pounds
newtons	.222	pound-force
metric tons	1.10	short tons
<b>VOLUME</b>		
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.



## WEIGHTS AND MEASURES

### ENGLISH

#### Area

1 square foot (ft <sup>2</sup> )	-----	144 square inches (in <sup>2</sup> )
1 square yard (yd <sup>2</sup> )	-----	9 square feet
1 acre	-----	43,560 square feet
1 square mile (mi <sup>2</sup> )	-----	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

### 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	-----	$V = \frac{1}{3}Bh$
Volume of a cone	-----	$V = \frac{1}{3}\pi r^2 h$
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)

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

Distance-----  $d = rt$

### METRIC

#### Area

1 sq centimeter (cm <sup>2</sup> )	-----	100 sq millimeters (mm <sup>2</sup> )
1 sq meter (m <sup>2</sup> )	-----	10,000 sq centimeters
1 hectare (ha)	-----	10,000 square meters
1 sq kilometer (km <sup>2</sup> )	-----	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

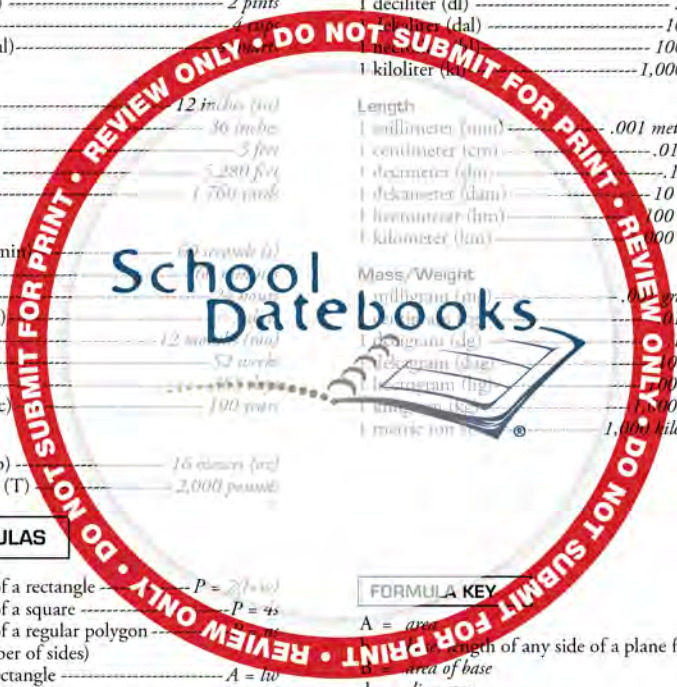
### FORMULA KEY

A = area
a = 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

School Datebooks





## BASIC RÉSUMÉ WRITING

### The Functional Résumé Format

*The functional format is useful for graduating 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 brief 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, experiences, and areas of competence. These can also be grouped in categories, such as *Office Skills, Technical Experience, and 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.

### Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short, concise sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper. A neutral job title is preferred.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, faith, 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.

### Use Action Words to Describe Skills

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



THE SUCCESSFUL STUDENT'S

# — ( BAG OF SKILLS ) —

## LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, events, and dates.
- Don't assume or judge. Separate fact from opinion.
- Connect what you hear to what you already know.

## HEALTHY HOMEWORK SKILLS

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

School Datebooks

## NOTABLE NOTETAKING

- Take 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 gaps, points you missed. Use lists, drawings, etc., to organize and highlight the material.

## A MEMORABLE MEMORY

- Use a variety of avenues (listening, notetaking, reading, online resources, etc.) to improve your chances of retaining the material.
- Look for the main ideas, then find out how they all relate.
- Use mnemonic devices. For example, make a word out of the first letters of the items you are trying to remember. To remember the five Great Lakes, think of HOMES: Huron, Ontario, Michigan, Erie, and Superior.

- Make up rhymes using the information you want to remember.
- Visualize the information or make up a story using the different facts you must recall.
- Use and review the information as often as you can because repetition is the key to a good memory.



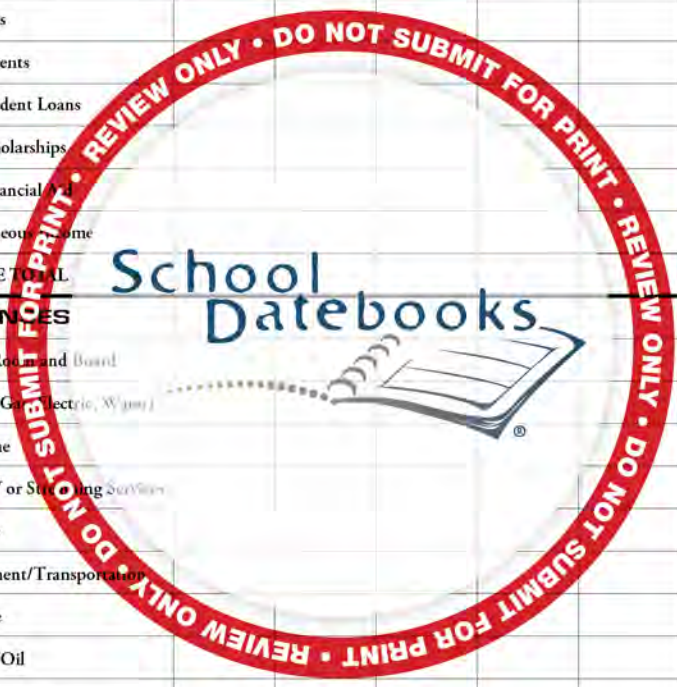
# SUCCESS SKILLS *keeping a monthly budget*

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
<b>INCOME</b>						
From Jobs						
From Parents						
From Student Loans						
From Scholarships						
From Financial Aid						
Miscellaneous Income						
<b>INCOME TOTAL</b>						
<b>EXPENSES</b>						
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						
<b>EXPENSES TOTAL</b>						
<b>NET INCOME</b> (Income minus expenses)						





# 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 instructor'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 instructor, focus your attention directly on him/her.
- Pay attention to the instructor's style and his or her organizational style.
- Participate; ask for clarification if 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 a notebook or calendar so you 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 instructor what you need to make up. You need to know when it needs to be turned in. If you are absent for several days, make arrangements to do the 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 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 and stick to it. 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.







AMERICAN SIGN LANGUAGE



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



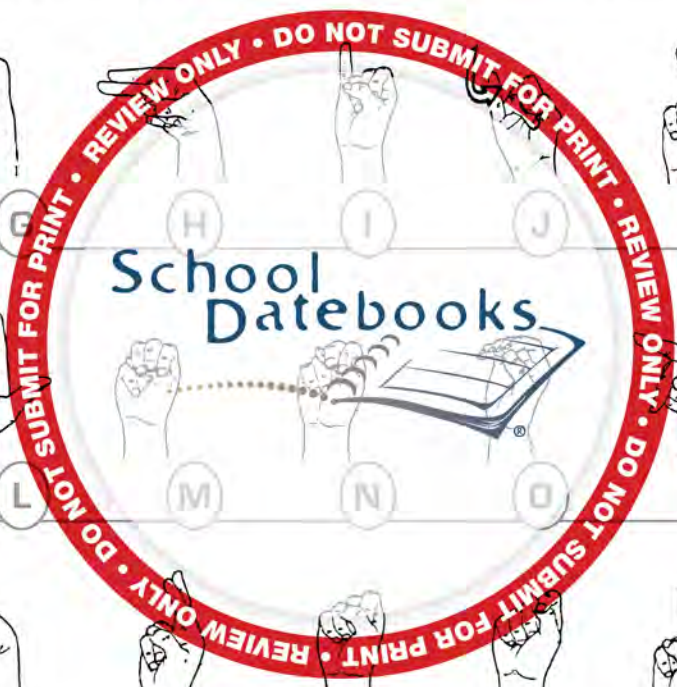
X



Y



Z





# 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.
- Make sure you have a datebook to write down your homework, extracurricular activities, community activities, and other responsibilities.
- Make sure you have all the materials you need for class and when you do your homework.



### (2) Time Management – Allocating time wisely will help ensure that you have the opportunity to do both the things you used 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 to do it at another time.

### (3) Set Priorities – If you have lots of things to do, you need to know what to do first.

- Rank your tasks in 1, 2, 3 order. Start with the most important and continue on down the list.
- When doing homework, your next assignment is your next priority.
- 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.

# School Datebooks



### (4) Set Goals – Just wanting 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. Set your goals for setting goals.

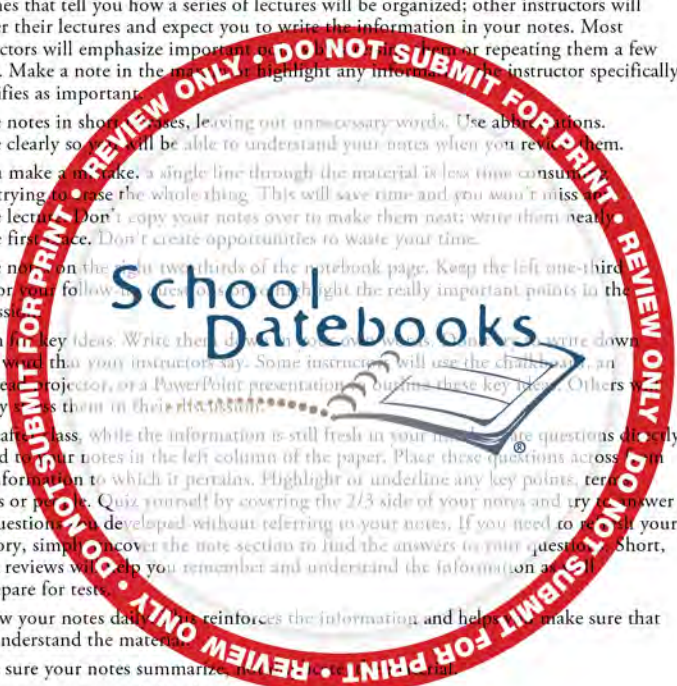
- Be specific. List specific goals for each academic subject. Also set goals for other school and home activities.
- Set time limits. Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- Set realistic goals. For 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 bedroom door, your datebook, your bulletin board) so you will see them several times a day.
- Share your goals with others – your parents, roommates, instructors, classmates, 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.



# 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 instructor'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 instructor may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some instructors provide outlines that tell you how a series of lectures will be organized; other instructors will deliver their lectures and expect you to write the information in your notes. Most instructors will emphasize important points by highlighting or repeating them a few times. Make a note in the margin to highlight any information the instructor 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. Highlight the really important points in the discussion.
- Listen for key ideas. Write them down as you hear them. Some will write down every word that your instructors say. Some instructors will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply discuss them in their discussions.
- Soon after class, while the information is still fresh in your mind, write 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 you prepare for tests.
- Review your notes daily to reinforce the information and help you make sure that you understand the material.
- Make sure your notes summarize the information that you hear.
- 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.





## 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, pillow
  - f. Scientific groups – flowers, carnation, rose
- (4) Look for patterns. Try to make a word out of the first letters of a listed things you are trying to remember. You 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 to make up a rhyme.
- (7) Visualize the information in your mind.
  - a. See the picture clearly in your mind.
  - b. Exaggerate and enlarge things.
  - c. See it in three dimensions.
  - d. Put yourself into the picture.
  - e. Imagine an 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.

### TIPS FOR TAKING EXAMS

- (1) *Concentrate.* Do not talk or distract others.
- (2) *Listen carefully to the directions.* Ask if they are unclear.
- (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 you're required to write a short essay,* quickly jot down an outline to make sure you include all the key points in your answer.
- (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.

