

School Datebooks



K-12

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8.5" X 11"



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

I • Us • All

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

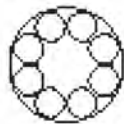
School Datebooks



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



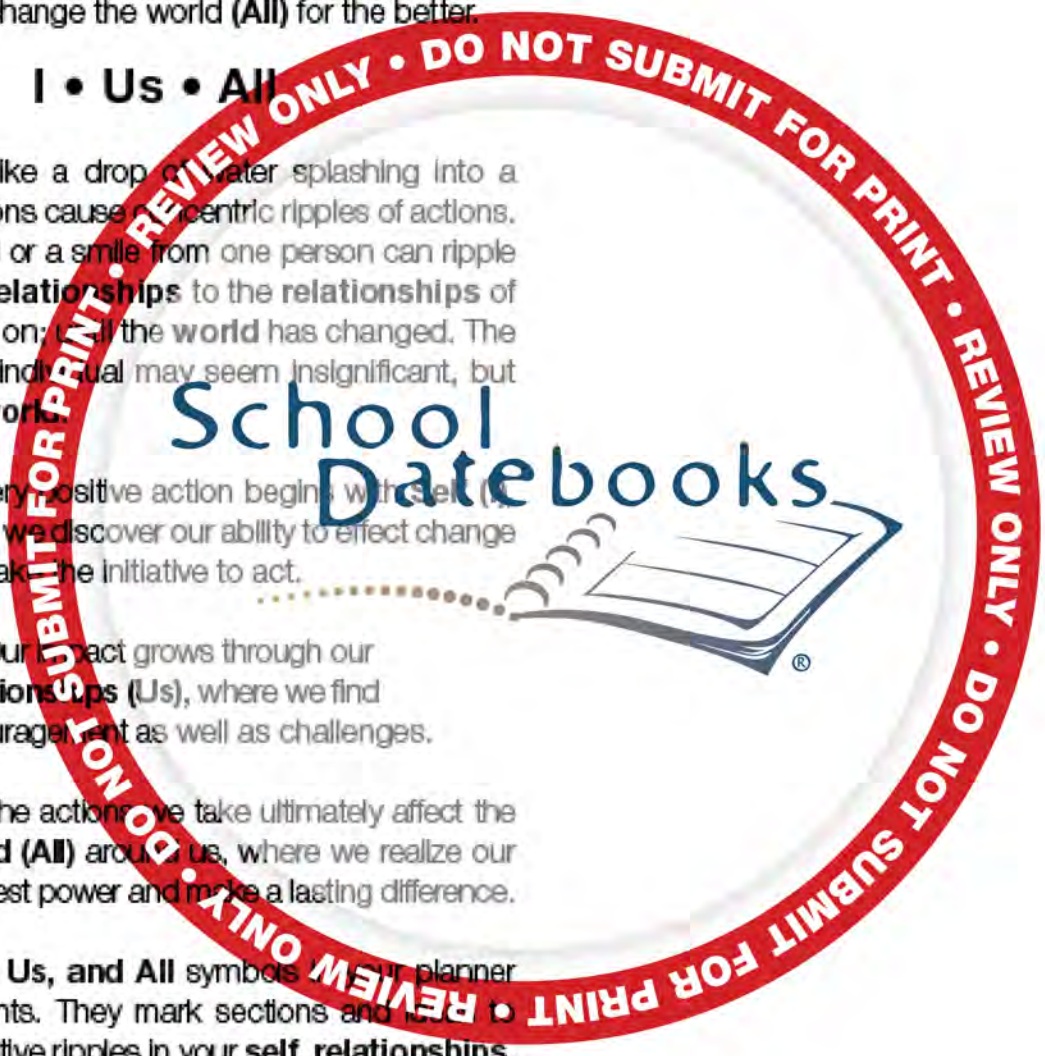
Us: Our impact grows through our **Relationships (Us)**, where we find encouragement as well as challenges.



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 help make positive ripples in your **self, relationships, and world**.

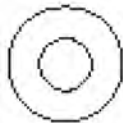




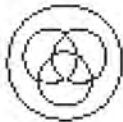
A book log is a great place to keep track of your adventures in reading. It's a way to see your reading accomplishments over the year, and a handy reminder of what books and authors you enjoyed most.

I • Us • All

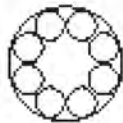
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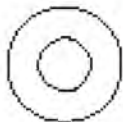


The most successful and happy people are those who know who they are and remain true to themselves. Being a person of good character and making your choices based on what is right for you within that context is important. Exercise your best character, and you can change the world for the better (All), have stronger relationships (Us) and learn to depend on yourself (I).

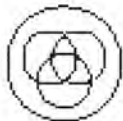
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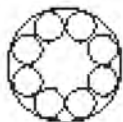
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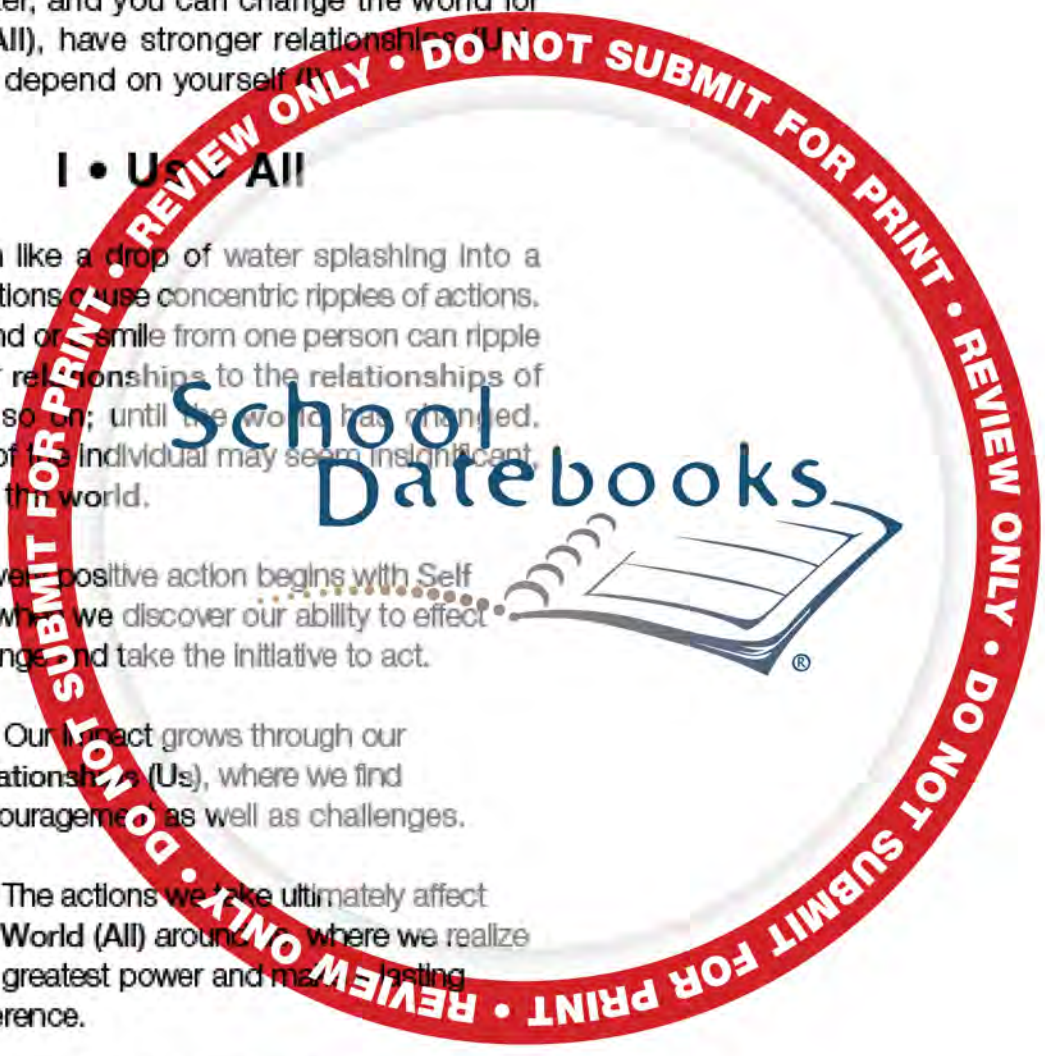


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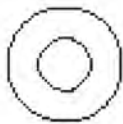


Your college years have the potential to be a touchstone for the rest of your life. This is the time for you to stretch your intellect, open your mind to the thoughts and knowledge of others, and look into your future with hope and optimism. Change yourself! Make lifelong relationships! Make the world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

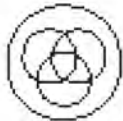
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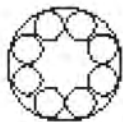
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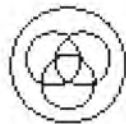
Learning how to solve disagreements and make good compromises will go a long way to make your life better. You will feel much happier about yourself **(I)**, your relationships with others **(Us)**, and the world you live in **(All)** when you can work through your conflicts with courage and clarity.

I • Us • All

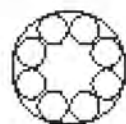
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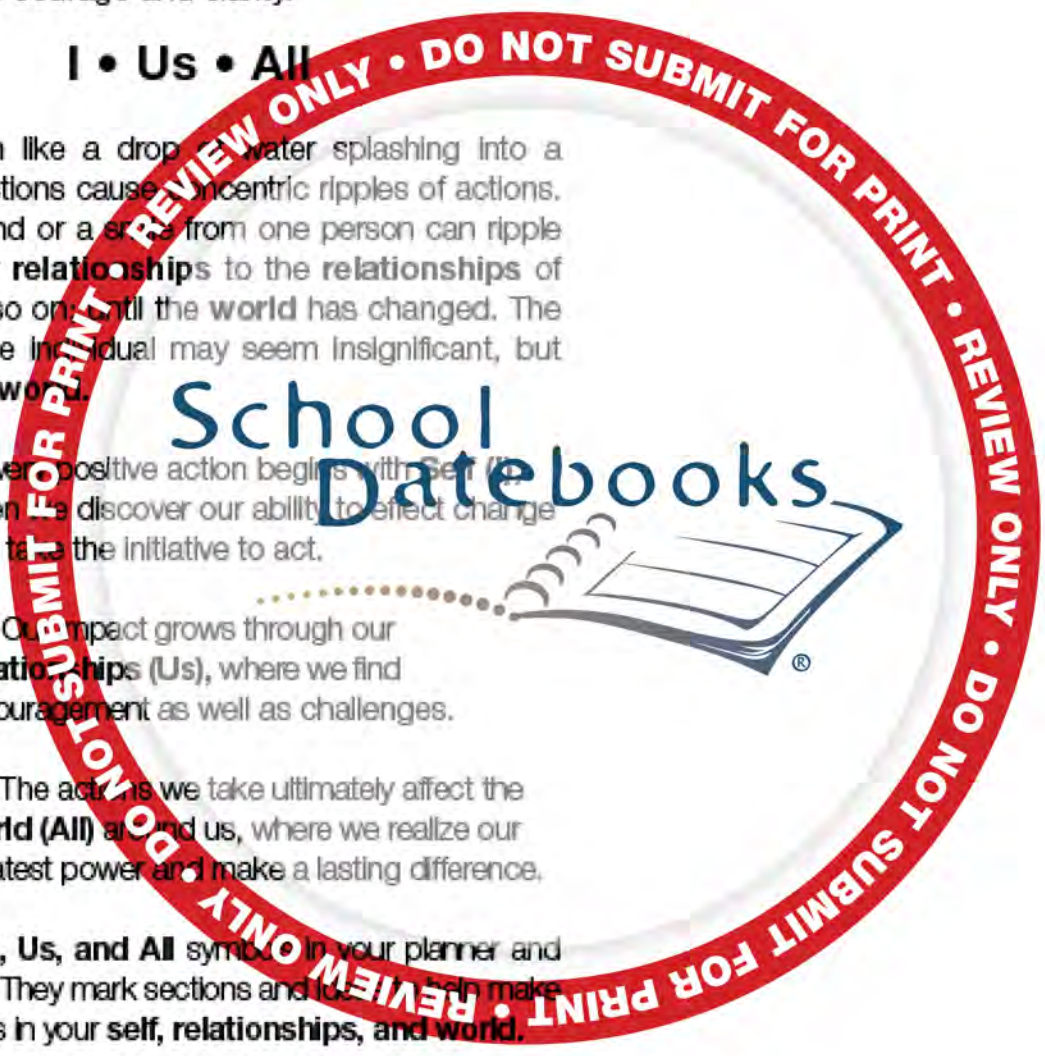


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SCOTT MANDEL

IMPROVING TEST SCORES

Administrator Issues & Concerns
Datebooks
*How Do I Raise My School's Test Scores
and Still Maintain My Professional Credibility?*

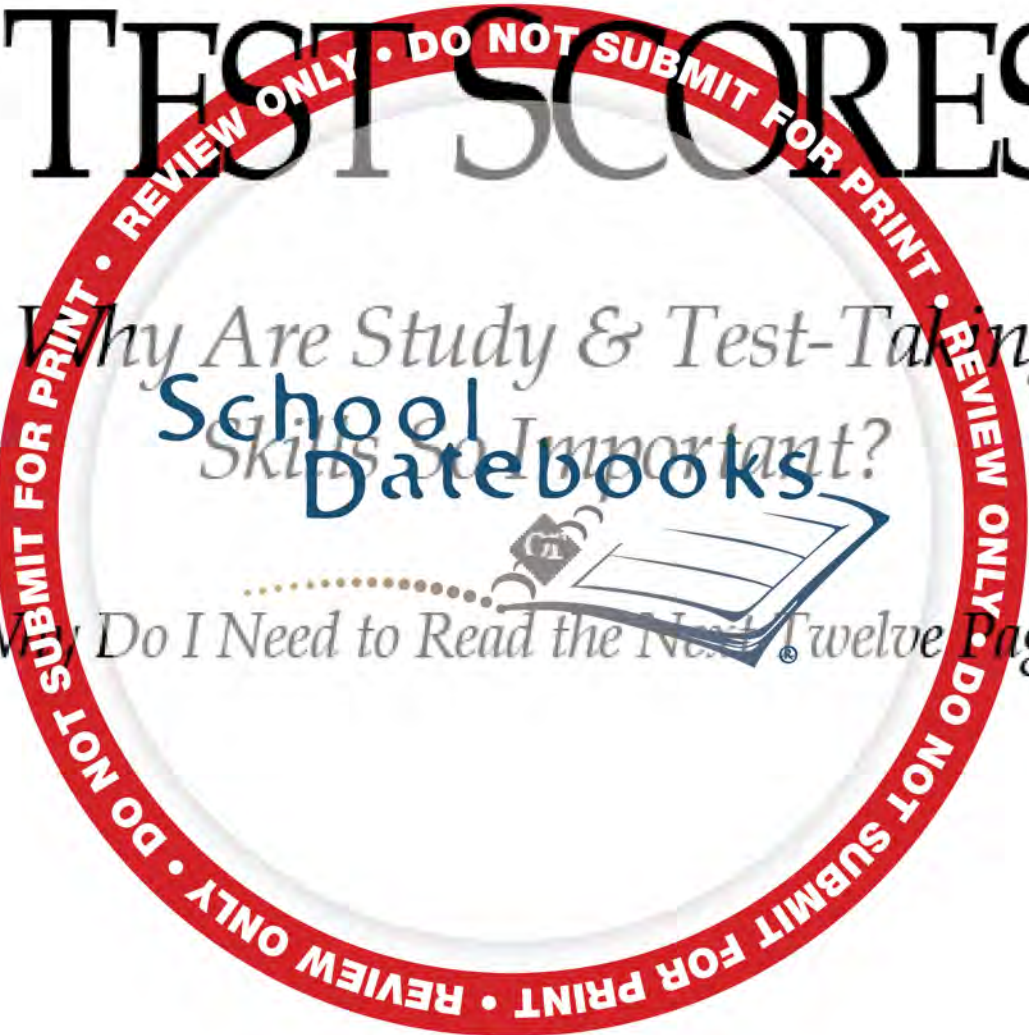


ADMINISTRATION



SCOTT MANDEL

IMPROVING TEST SCORES



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



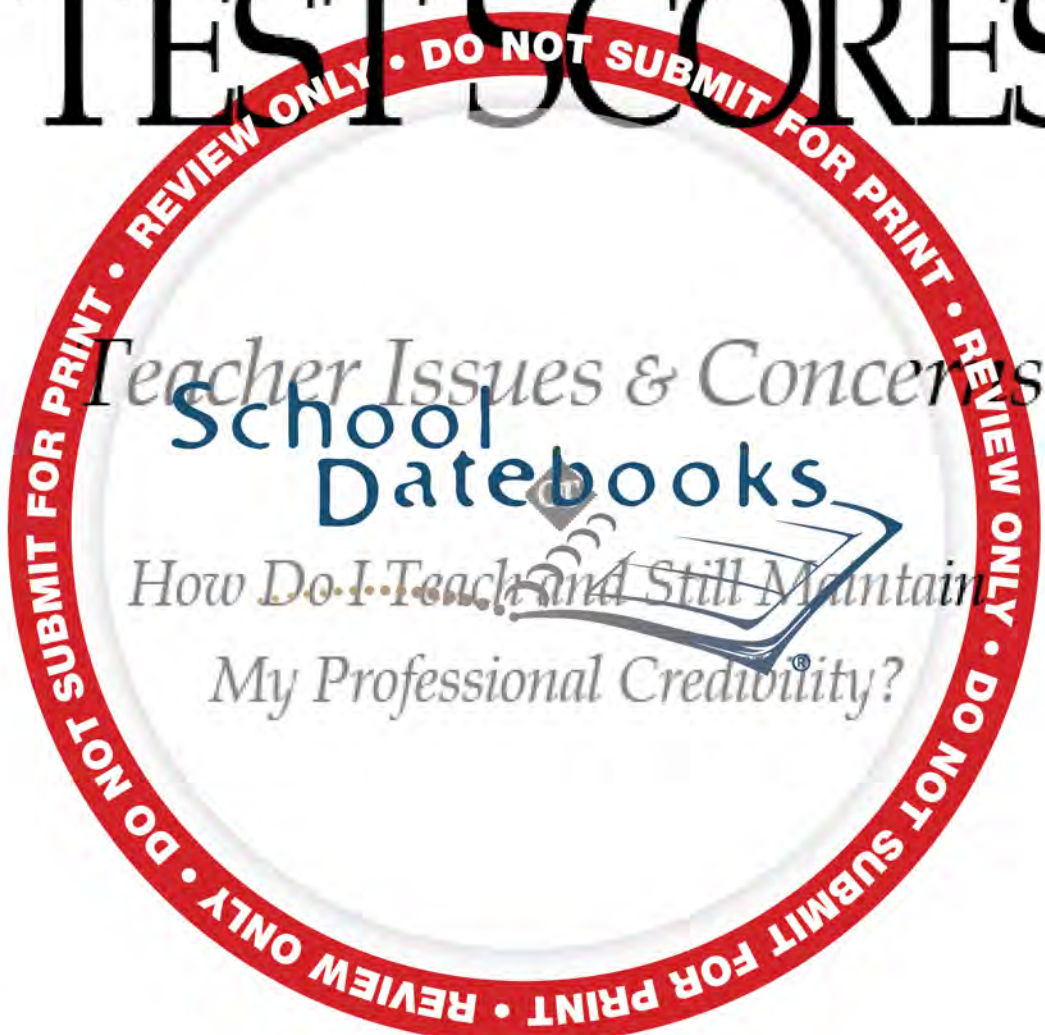
Why Do I Need to Read the Next Twelve Pages?

STUDENT



SCOTT MANDEL

IMPROVING TEST SCORES



Teacher Issues & Concerns

**School
Datebooks**

How Do I Teach and Still Maintain

My Professional Credibility?

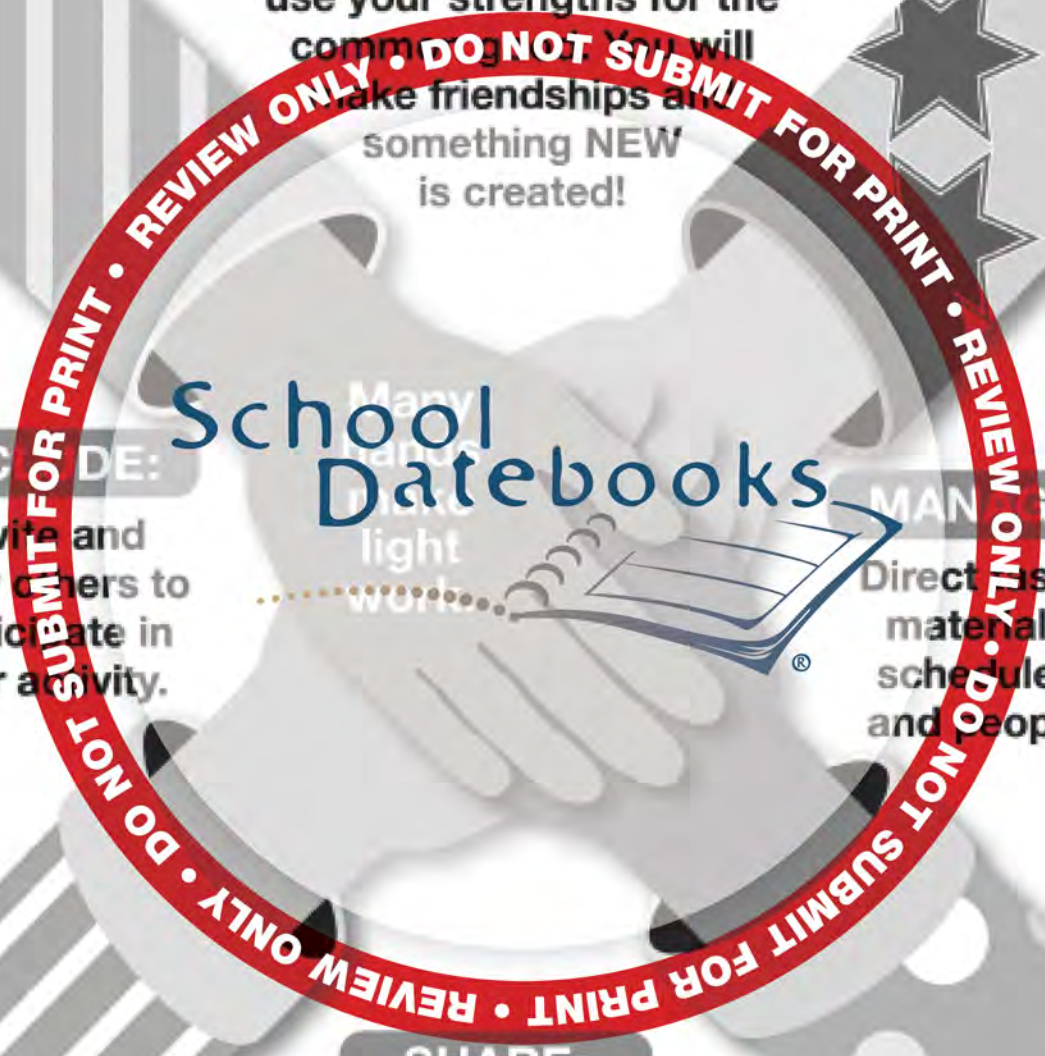
TEACHER



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.

MANAGE:

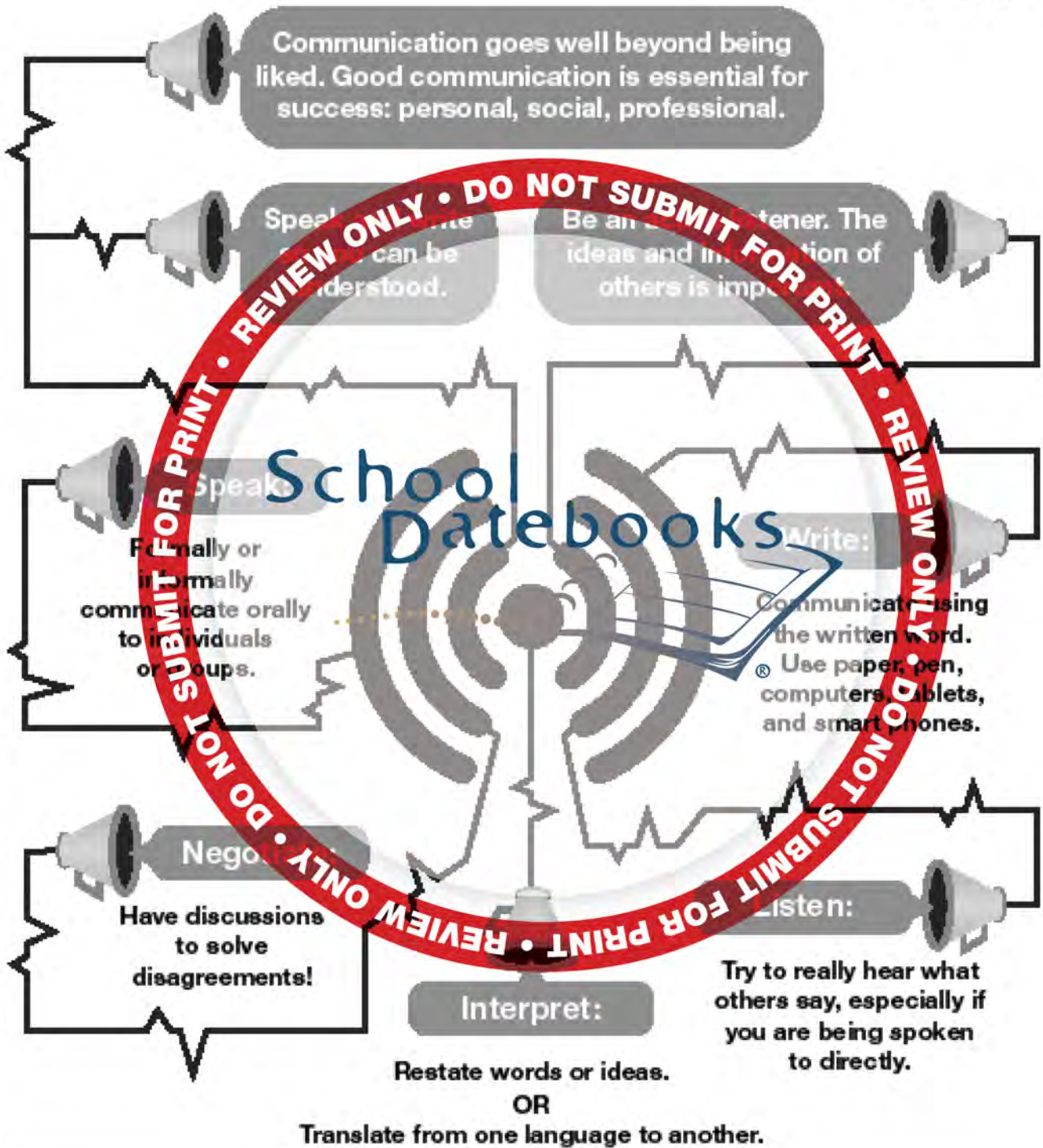
Direct tasks, materials, schedules, and people.

SHARE:

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

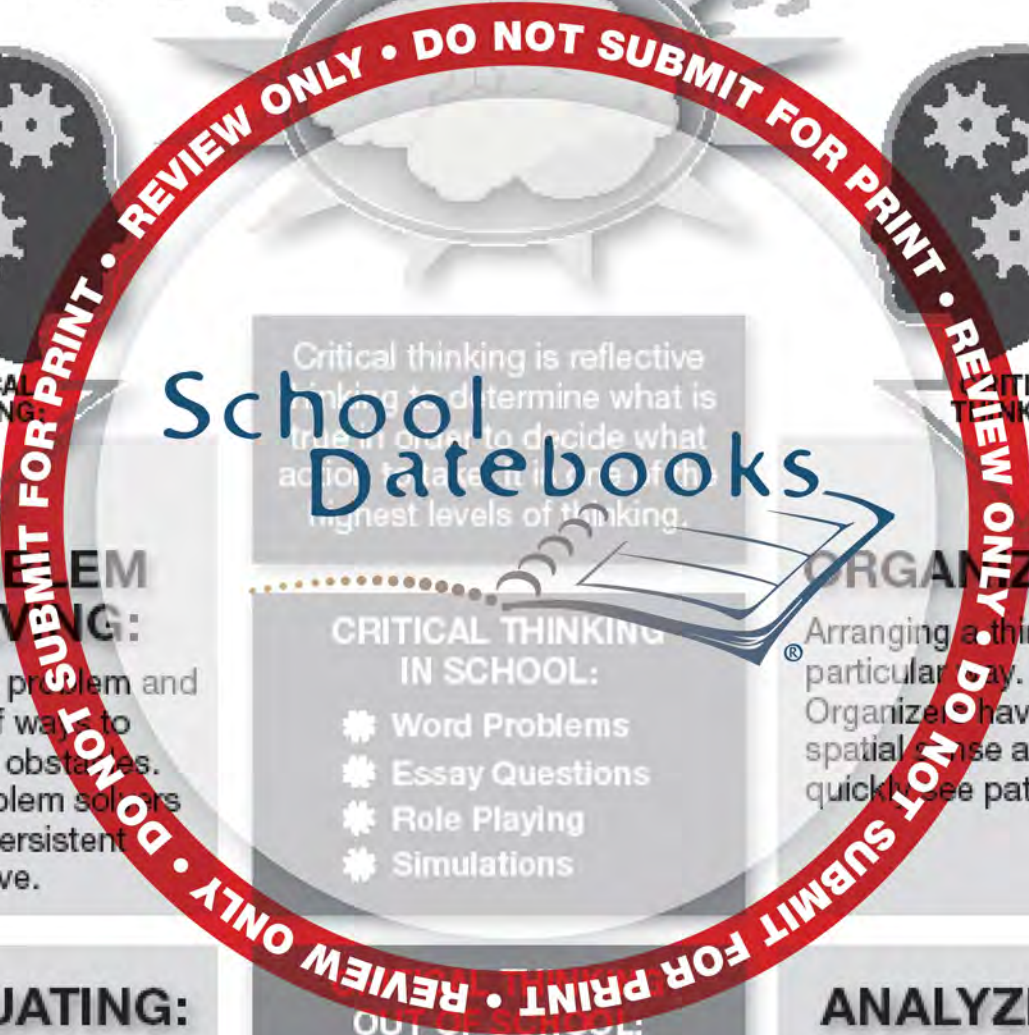


COMMUNICATION





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.

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CRITICAL THINKING:

CRITICAL THINKING:

PROBLEM SOLVING:

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

ORGANIZING:

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

CRITICAL THINKING IN SCHOOL:

- Word Problems
- Essay Questions
- 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.

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.

OUT OF SCHOOL:

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



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 text.



EARN:

Gain knowledge through study, practice, or experience.

RECOGNIZE:

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

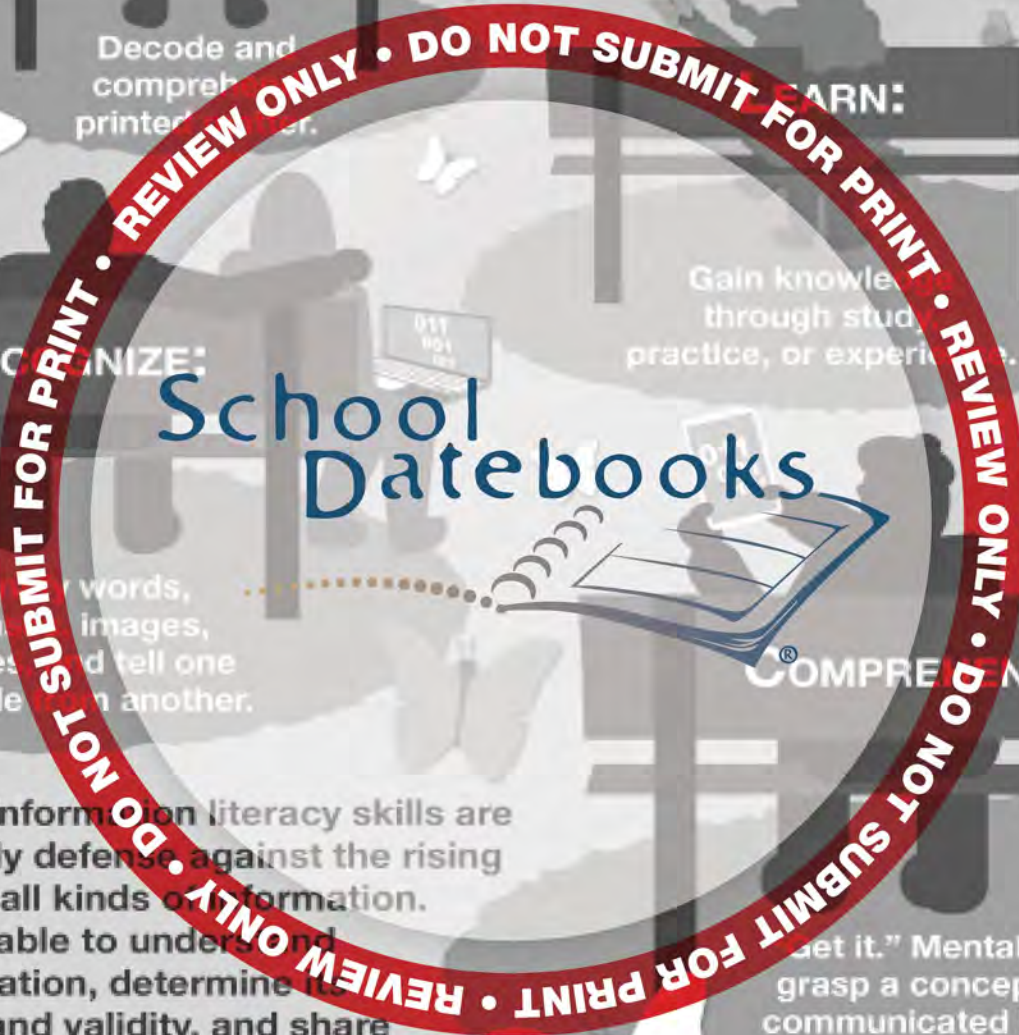
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COMPREHEND:

“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 and evaluate information, determine its value and validity, and share the most worthwhile information are key skills in the 21st Century.

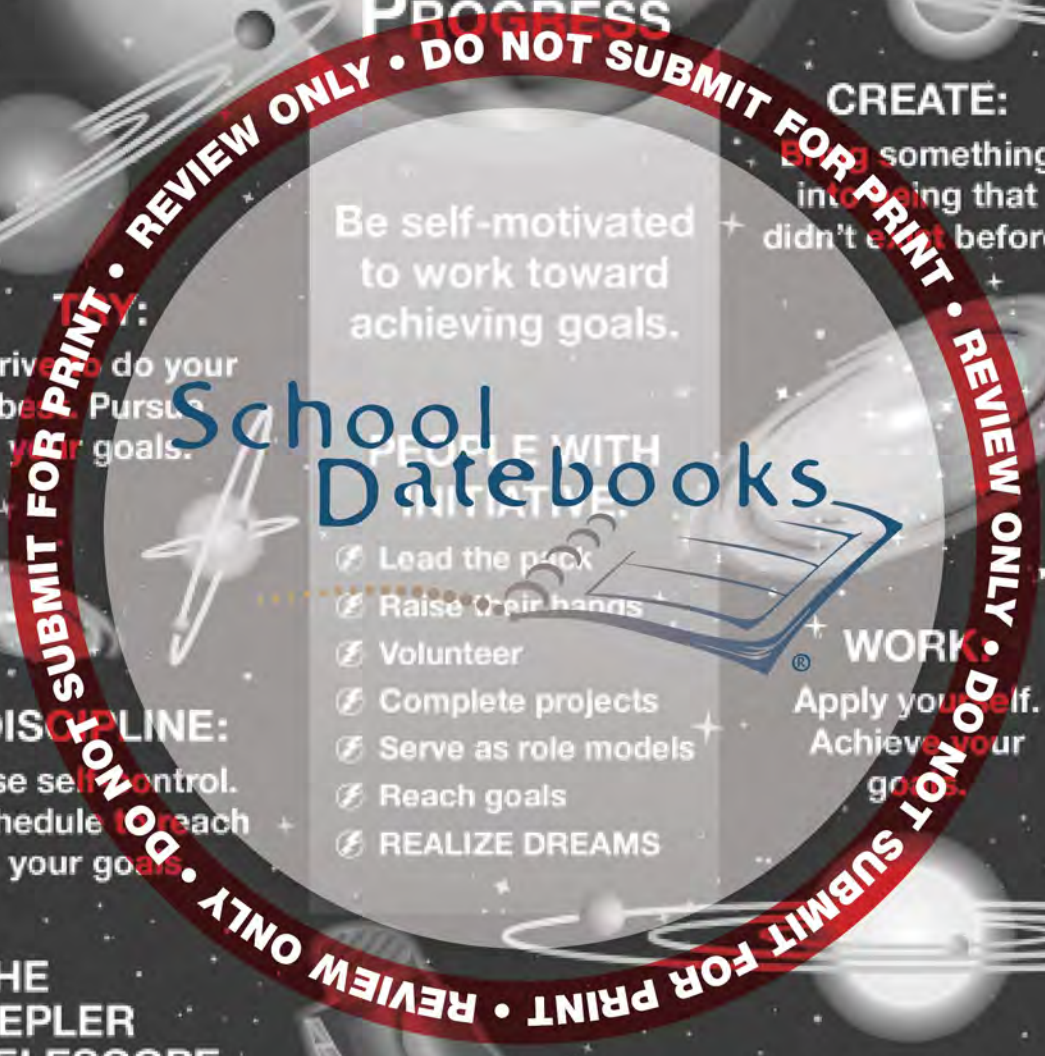




INITIATIVE



THE FUEL
THAT
POWERS
PROGRESS



CREATE:

Bring something into being that didn't exist before.

Be self-motivated to work toward achieving goals.

Strive to do your best. Pursue your goals.

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

WORK:

Apply yourself. Achieve your goals.

DISCIPLINE:

Use self-control. Schedule to reach 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:

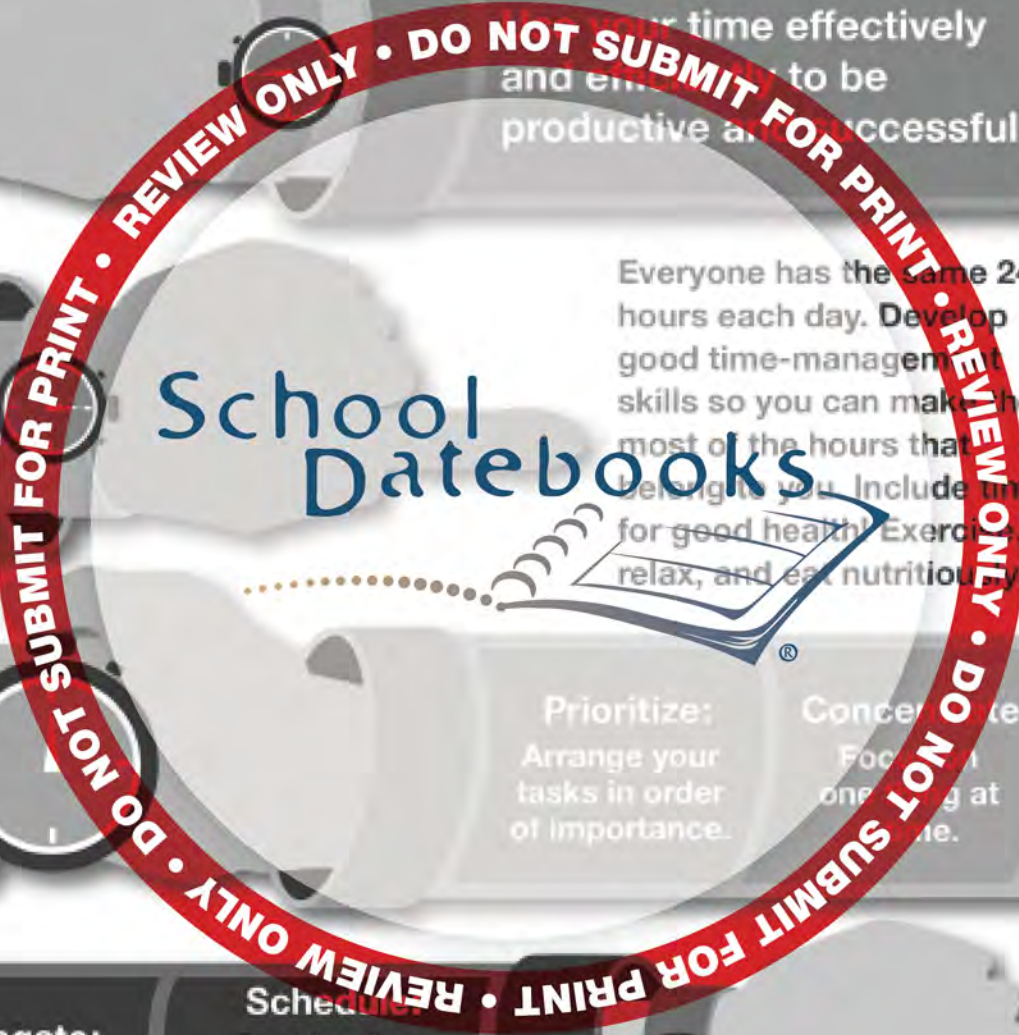
Promote, persuade, distribute, or sell a service or product.



TIME MANAGEMENT



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



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

Prioritize:
Arrange your tasks in order of importance.

Concentrate:
Focus on one thing at a time.

Delegate:
Ask someone else to do a task.

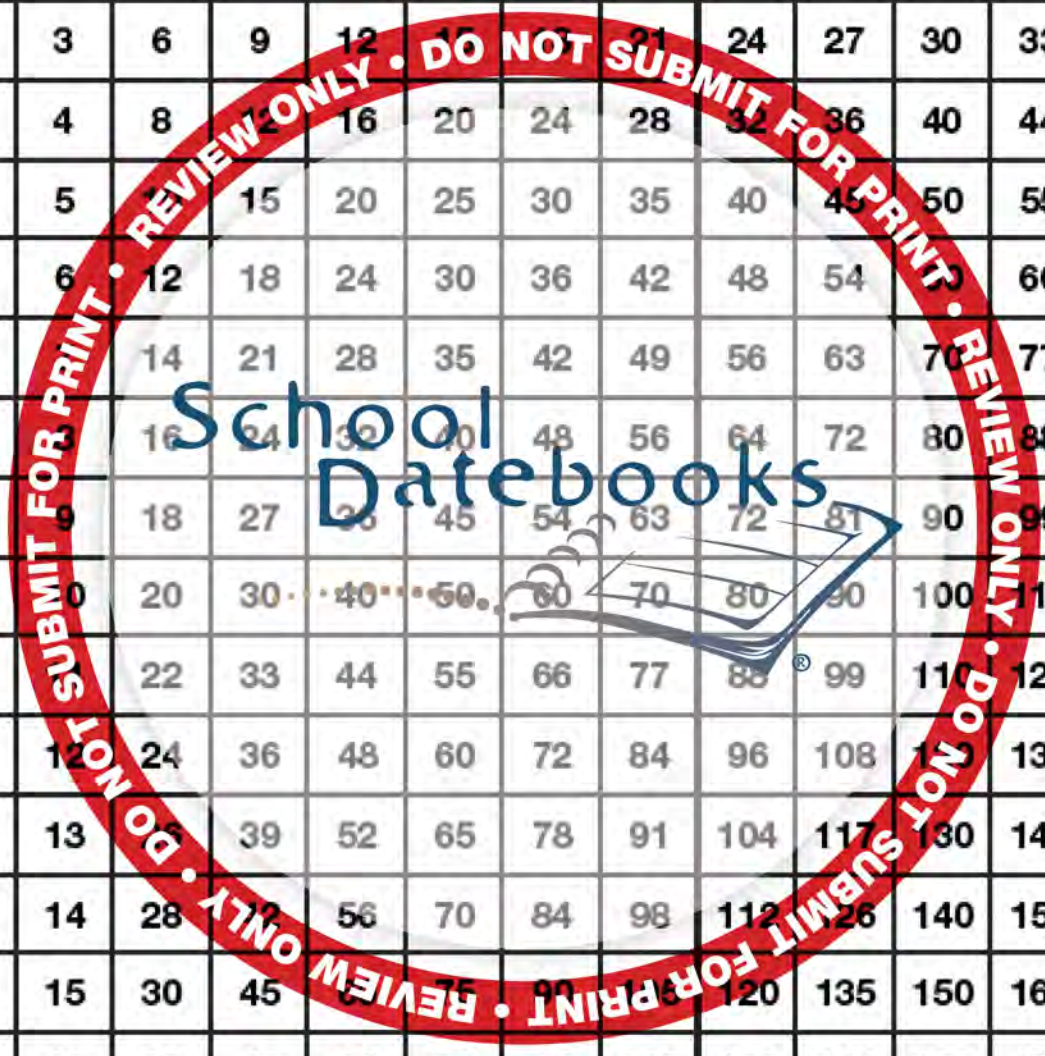
Schedule:
Decide when something needs to get done and arrange it for that time.



multiplicationtable



X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144
13	0	13	26	39	52	65	78	91	104	117	130	143	156
14	0	14	28	42	56	70	84	98	112	126	140	154	168
15	0	15	30	45	60	75	90	105	120	135	150	165	180
16	0	16	32	48	64	80	96	112	128	144	160	176	192
17	0	17	34	51	68	85	102	119	136	153	170	187	204
18	0	18	36	54	72	90	108	126	144	162	180	198	216
19	0	19	38	57	76	95	114	133	152	171	190	209	228
20	0	20	40	60	80	100	120	140	160	180	200	220	240

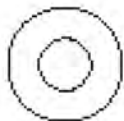




Time management, whether addressed with a digital or a paper planner, is critical to academic success. Learning time management skills will have a powerful positive impact on your life. You will be able to get more done (**I**), help others and improve relationships (**Us**), and make a positive difference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

I • Us • All

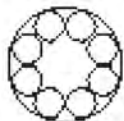
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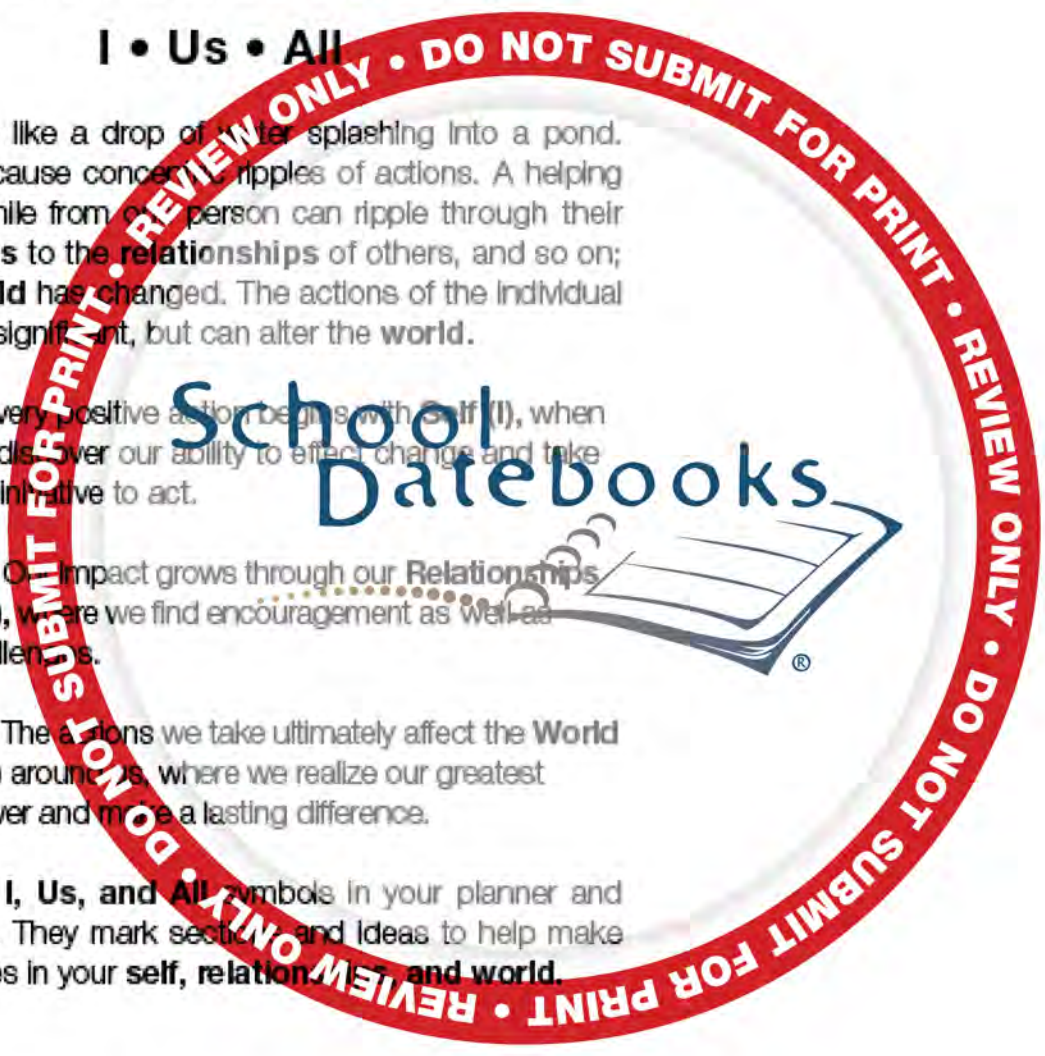
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Understanding your financial resources and assuming responsibility for them will allow for you to have a better life. Your potential to positively effect your own life (**I**), your relationships (**Us**), and the world around you (**All**) will increase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

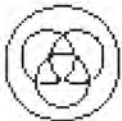
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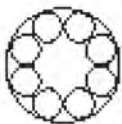
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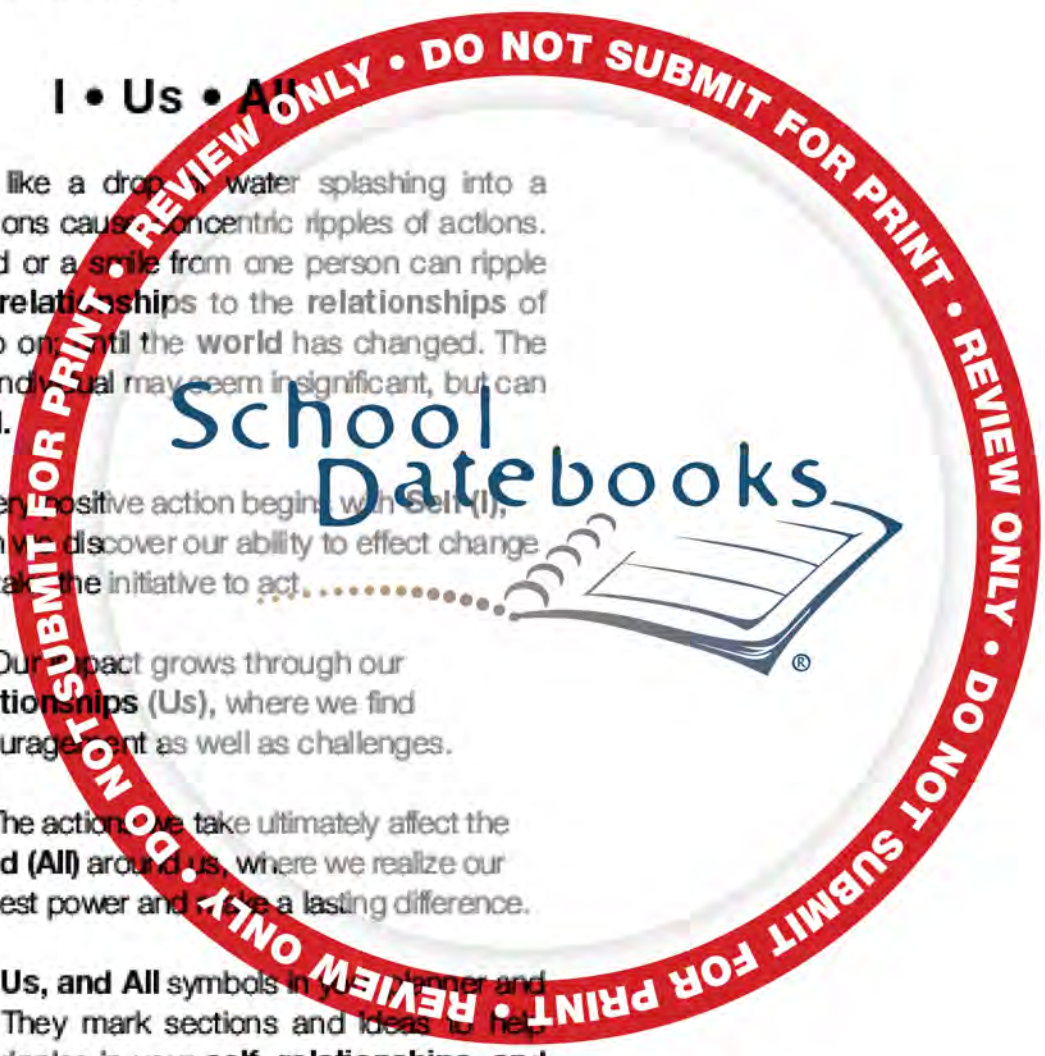
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I	1	XXVII	27	LIII	53	LXXIX	79
II	2	XXVIII	28	LIV	54	LXXX	80
III	3	XXIX	29	LV	55	LXXXI	81
IV	4	XXX	30	LVI	56	LXXXII	82
V	5	XXXI	31	LVII	57	LXXXIII	83
VI	6	XXXII	32	LVIII	58	LXXXIV	84
VII	7	XXXIII	33	LIX	59	LXXXV	85
VIII	8	XXXIV	34	LX	60	LXXXVI	86
IX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

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

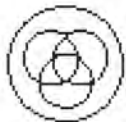
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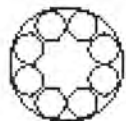
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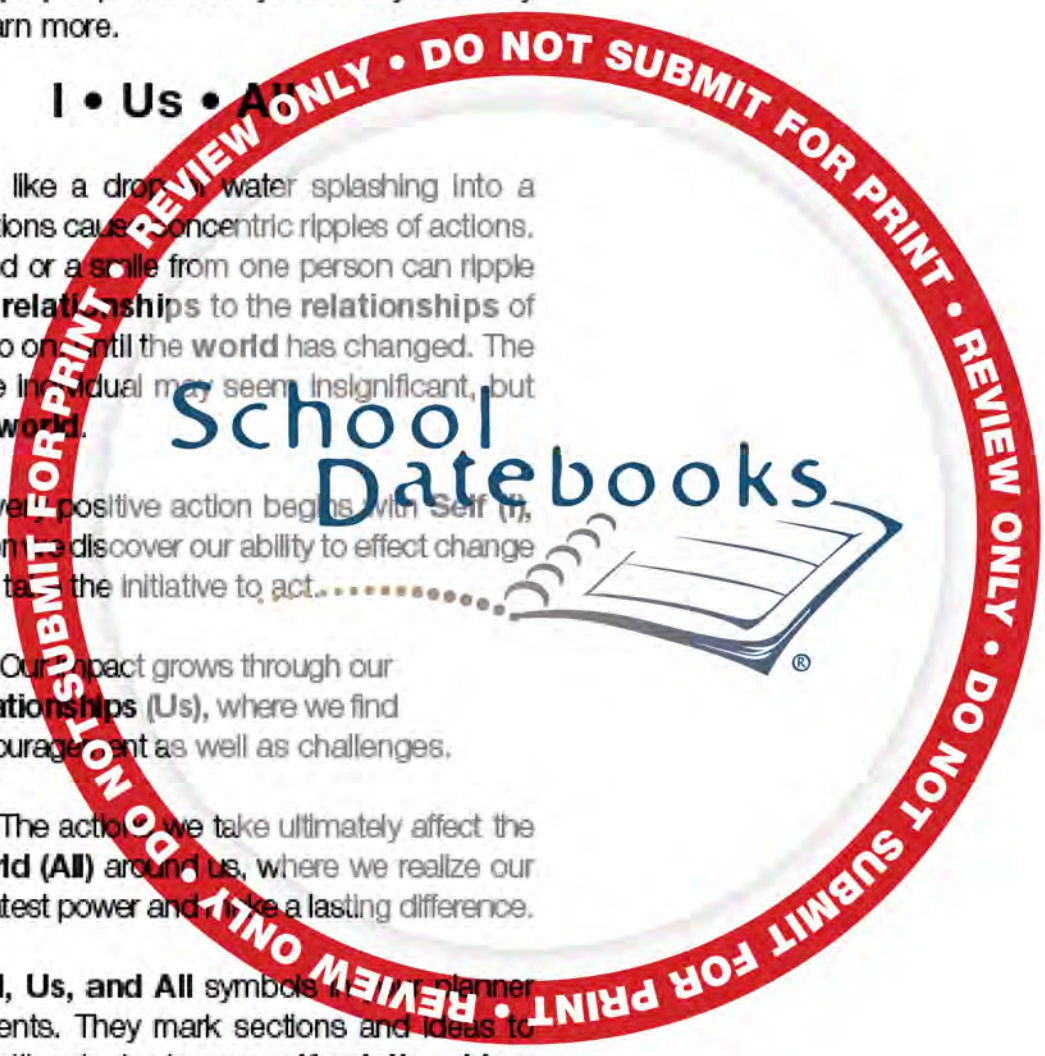


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CATHOLIC EDUCATION *Advent*

A SEASON OF HOPE



The first Sunday of Advent is New Year's Day in the Catholic Church, when we begin a new cycle of the liturgical year. The Advent season begins four Sundays before Christmas.

A TIME FOR JOY – The word "Advent" comes from the Latin word for "adventus," which means "arrival" or "coming," signaling the coming of the birth of Jesus Christ on Christmas Day.

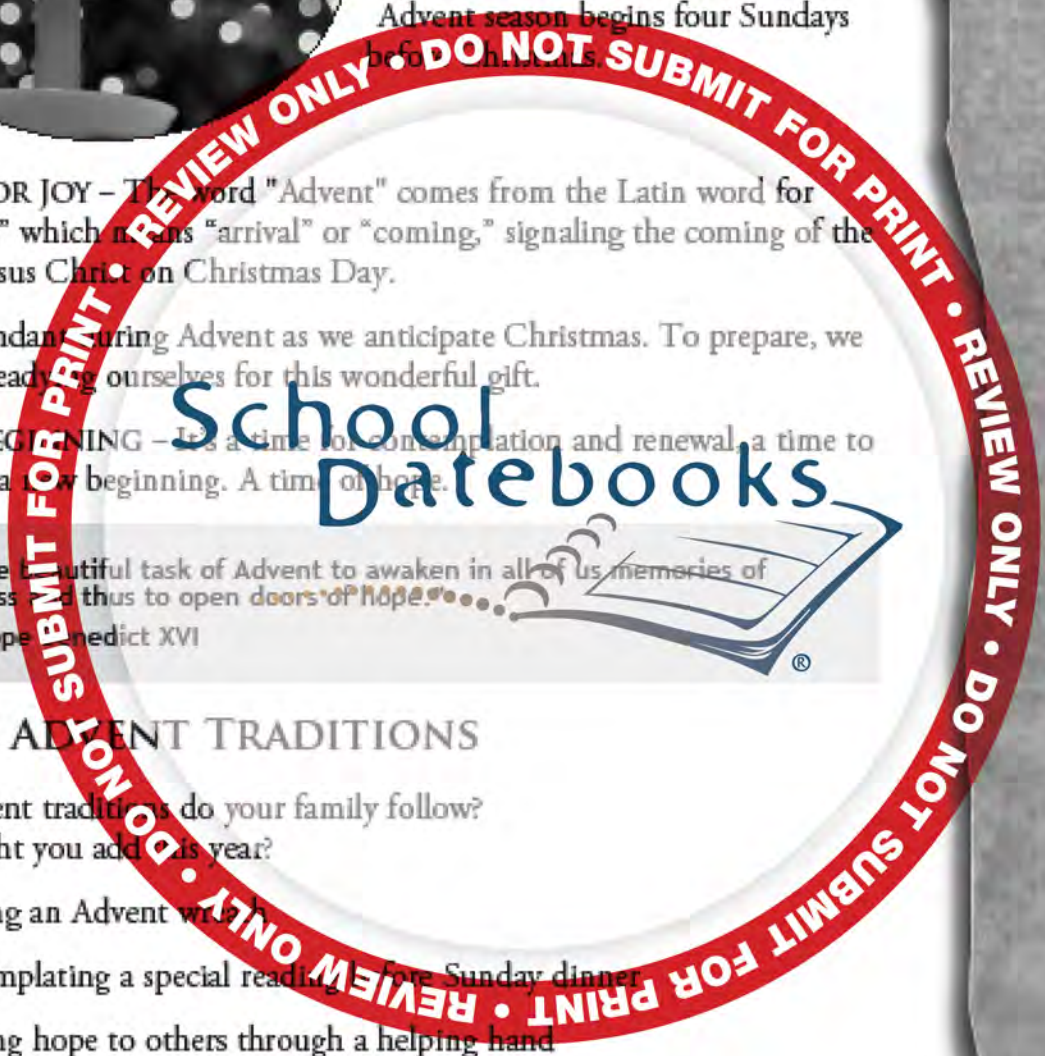
Joy is abundant during Advent as we anticipate Christmas. To prepare, we focus on readying ourselves for this wonderful gift.

A NEW BEGINNING – It's a time for contemplation and renewal, a time to anticipate a new beginning. A time of hope.

"It is the beautiful task of Advent to awaken in all of us memories of goodness and thus to open doors of hope."

– Pope Benedict XVI

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YOUR ADVENT TRADITIONS

What advent traditions do your family follow?

What might you add this year?

- Lighting an Advent wreath
- Contemplating a special reading before Sunday dinner
- Bringing hope to others through a helping hand
- Inviting relatives to join you for a meal during this season
- Others:



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

THE ADVENT WREATH

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

EVERGREEN FOR ETERNITY

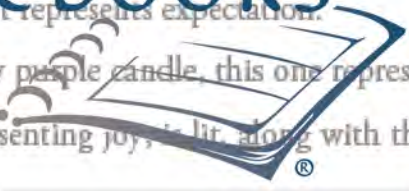
- Traditionally, three of the candles are purple and one is rose. The candles are placed in an evergreen circle, which represents eternal life.
- The ritual of lighting the candles signals the coming of the light, the birth of Christ on Christmas Day.



REPRESENTING EXPECTATION, HOPE, JOY, PURITY

- On the first Sunday, a purple candle is lit. It represents expectation.
- The next Sunday, the first candle and a new purple candle, this one representing hope, are lit.
- On the third Sunday, the rose candle, representing joy, is lit, along with the candles from the first two weeks.
- On the last Sunday, the fourth candle, representing purity, is lit, along with the other three.
- On Christmas Day, the purple and rose candles are replaced with white candles, signaling the new beginning.

School Datebooks



"We light a candle today, a small dim light against a world that often seems forbidding and dark. But we light it because we are a people of hope."
 - Sacred Heart League

YOUR PERSONAL PREPARATION

What hopes do you have during this time?

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



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

ANCESTORS OFFER GUIDANCE

Long after a loved one has passed on, we continue to benefit from the gifts of their lives.

While an inheritance or trust fund might seem like the best leg, the most valuable gifts are intangible—a grandmother's thoughtfulness, a grandfather's gift of time, an uncle's storytelling, an aunt's interest in young ones.

These are treasures you'll always carry in your heart, memories that will come back to you throughout your lives. Perhaps a memory will comfort you in a difficult time, inspire you to keep trying at something as you saw that person do, or offer a lesson in how to live. Understanding their struggles and accomplishments opens doors for your own growth and success.

School Datebooks

ALL SOULS' DAY

Each year, November 2 is All Souls' Day, a day the Catholic Church sets aside to remember those who have passed away.



"We inherit from our ancestors gifts so often taken for granted. Each of us contains within this inheritance of soul."

— Edward Sellner

HONORING YOUR ANCESTORS

Which family members will you honor on All Souls' Day?

What guiding lights did you receive from these family members?



CATHOLIC EDUCATION *All Saints' Day & All Souls' Day*

SAINTS INSPIRE US

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

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

St. Angela saw a need— education for girls and women— and set out providing learning opportunities for girls and women.

St. Ambrose was an attorney known for his peace-making skills.

St. Catharine of Bologna's skills were in writing and illustration. As a member of the Poor Clares order, she illustrated manuscripts and wrote a book herself.

Their lives are stories of courage and application of their talents to make the world a better place. And these are just a sampling of the saints we can read about and learn from.

ALL SAINTS' DAY – Each November 1, the Catholic Church celebrates All Saints' Day. This year, learn more about your namesake, a family member's, or friend's. You're sure to discover an amazing tale and inspiration for your own life.

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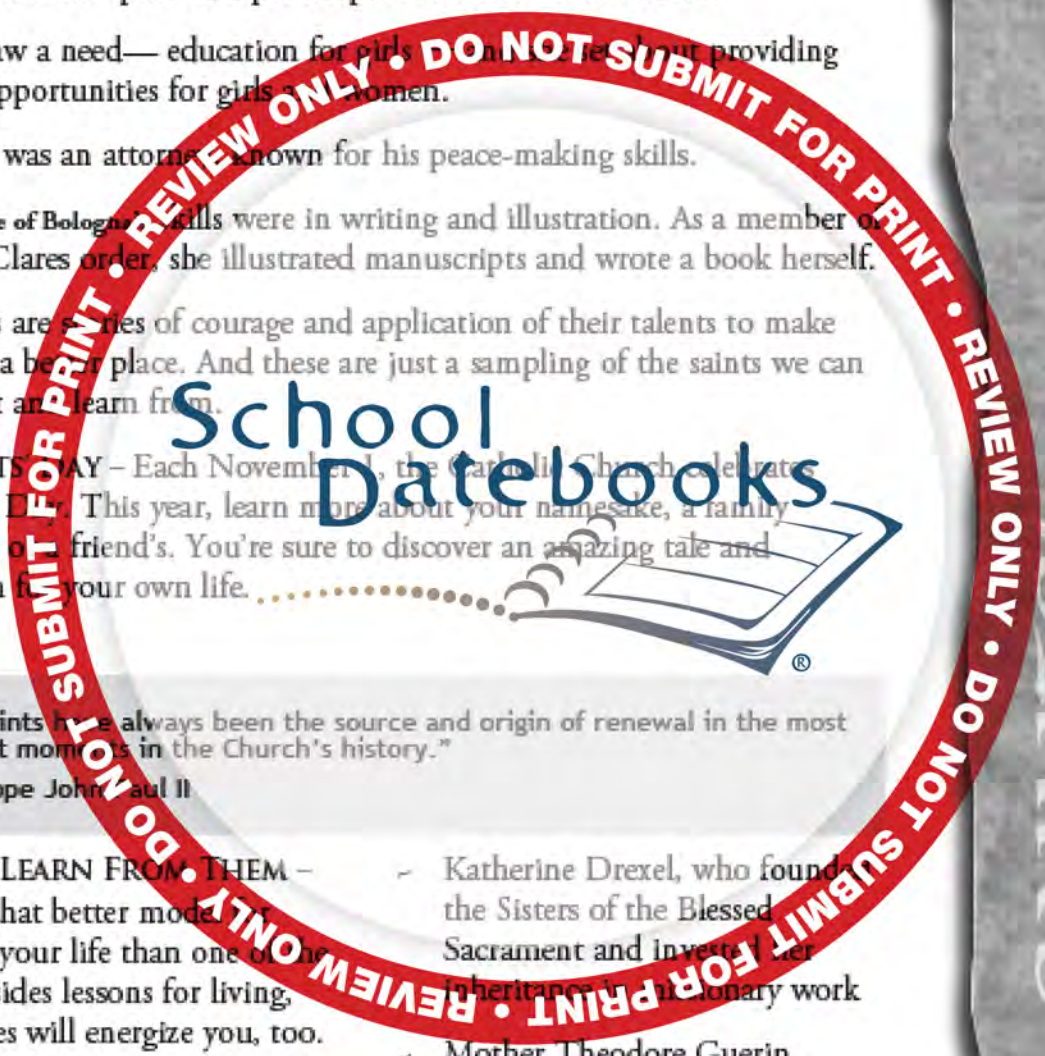
"The saints have always been the source and origin of renewal in the most difficult moments in the Church's history."

– Pope John Paul II

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

Some close-to-home saints you might want to explore more about:

- Frances Xavier Cabrini, the first U.S. citizen to be canonized
- Katherine Drexel, who founded the Sisters of the Blessed Sacrament and invested her inheritance in missionary work
- Mother Theodore Guerin, who founded the Sisters of Providence of St. Mary-of-the-Woods in Indiana
- Elizabeth Ann Seton, the first American-born saint





CATHOLIC EDUCATION *Holy Spirit*

ENJOY YOUR PRESENTS

Perhaps you've lost a grandmother, great aunt, or family friend who taught you to plant zinnias, make special biscuits, catch trout, or play baseball. Maybe their teaching was indirect—demonstrated in their good cheer, generosity, or love of children.

Even though you no longer see them, you carry those lessons in your heart today. As time goes on, you'll probably become aware of other things you learned from them, too.

The influence of the Holy Spirit in your life is similar and even more profound.

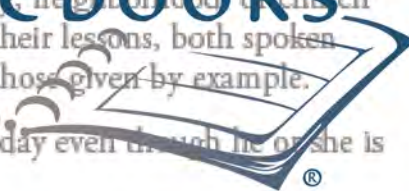
The third person of the Trinity, with the Father and the Son, the divine essence of the Holy Spirit is unseen. But the Holy Spirit's gifts to you are there for the opening. And along with what are known as the Seven Gifts of the Holy Spirit are a dozen bountiful fruits to enrich your life.

"If Christ is head of the Church, the Holy Spirit is her soul."
— Pope Leo XII

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GIFTS FROM ELDERS –

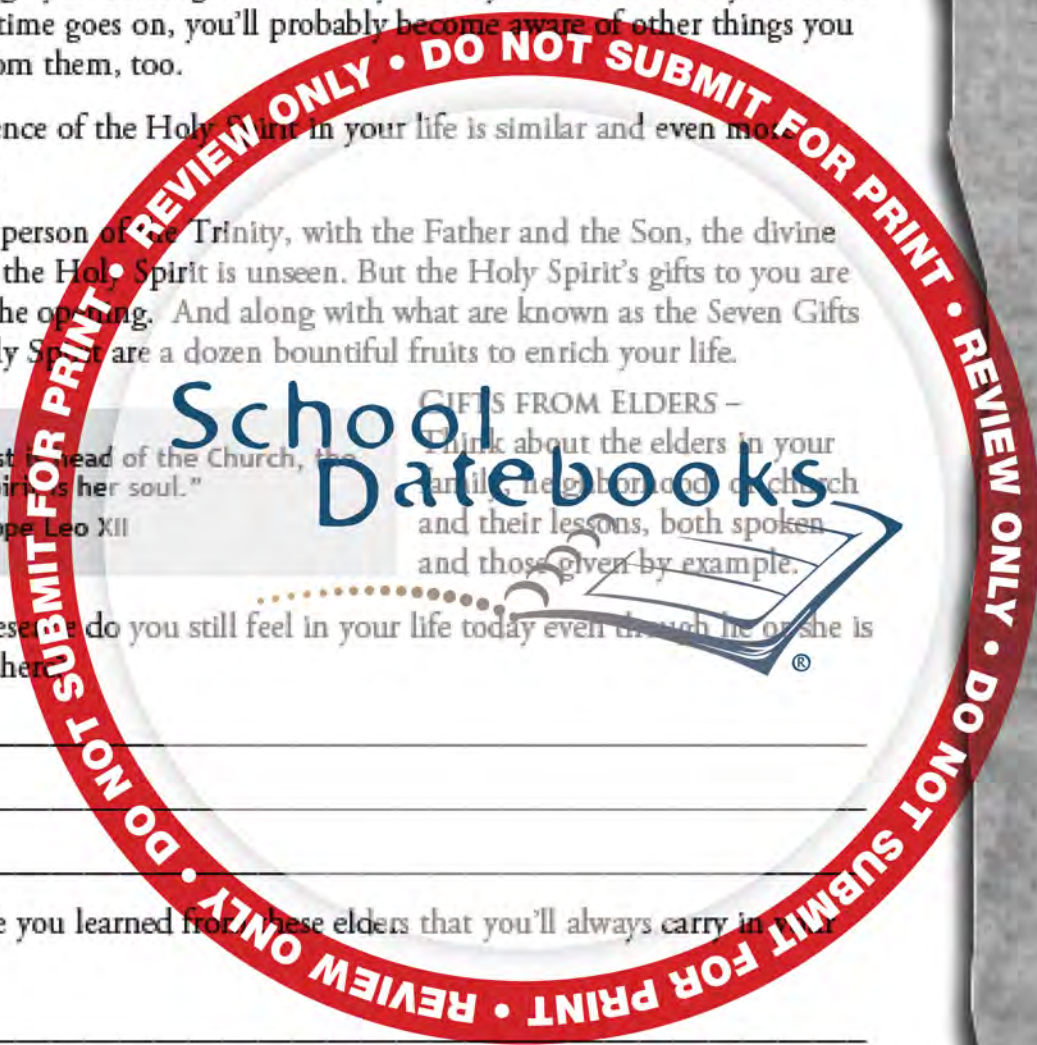
Think about the elders in your family, neighborhood, church and their lessons, both spoken and those given by example.



Whose presents do you still feel in your life today even though he or she is no longer here?

What have you learned from these elders that you'll always carry in your heart?

How do their gifts enhance your life today?





Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

SEVEN SPECIAL GIFTS

The Holy Spirit bestows seven gifts at your Confirmation.
They are found at Isaiah 11:2, in the following verse:

“The spirit of the Lord shall rest upon him: a spirit of wisdom and of understanding, a spirit of counsel and of strength, a spirit of knowledge and of fear of the Lord...”

Today, these gifts are generally referred to as:

Wisdom - Understanding - Right judgment - Strength - Knowledge -
Reverence - Wonder and awe of God

They're yours, ready to open and reopen again and again throughout your life. Each time you'll gain new insights and greater awareness. They are gifts that will never be used up or broken!

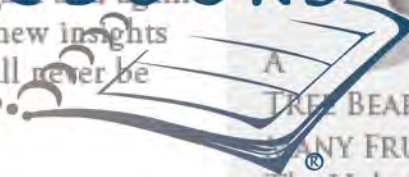
THE HOLY SPIRIT IN YOUR LIFE -

When have you relied on wisdom, understanding, strength, or another of the Holy Spirit's gifts to get you through a challenging time?

Which of the seven gifts do you most count on today? Why?

How might you use these gifts to help plan your future?

School Datebooks



A TREE BEARING MANY FRUITS

The Holy Spirit is a source of ongoing bounty. Besides the Seven Gifts, you receive these twelve Fruits of the Holy Spirit:

- Charity
- Hospitality
- Faithfulness
- Generosity
- Gentleness
- Goodness
- Joy
- Kindness
- Modesty
- Patience
- Peace
- Self-control



CATHOLIC EDUCATION *Lent*

A TIME TO ACT

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

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

It can also be a time for action, especially when we are doing good works, a time for working hard for the anticipation of the redemption to come.

Giving up ice cream or candy may be one choice for Lent. It's a carryover from the days of strict fasting once observed by Catholics. Going without sweet treats is a sacrifice, and a worthy one.

GIVE OF YOURSELF – If something as simple as that is an appropriate Lenten observance, imagine, then, what the impact would be of you doing something productive during Lent. As you scale back on what you give yourself during Lent, consider how you might give to others.

Perhaps the money you would have spent on entertainment or eating out during Lent could be given to your local soup kitchen. This may be a good time to step forward to volunteer. Every community has groups needing help, from the local humane society to homeless shelters and youth centers. Your church likely has special activities, too.

Your time could be your greatest gift. And giving of yourself is indeed an honorable way to mark the season of Lent.

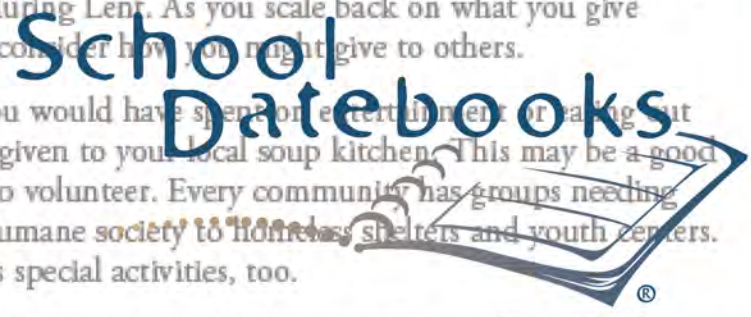
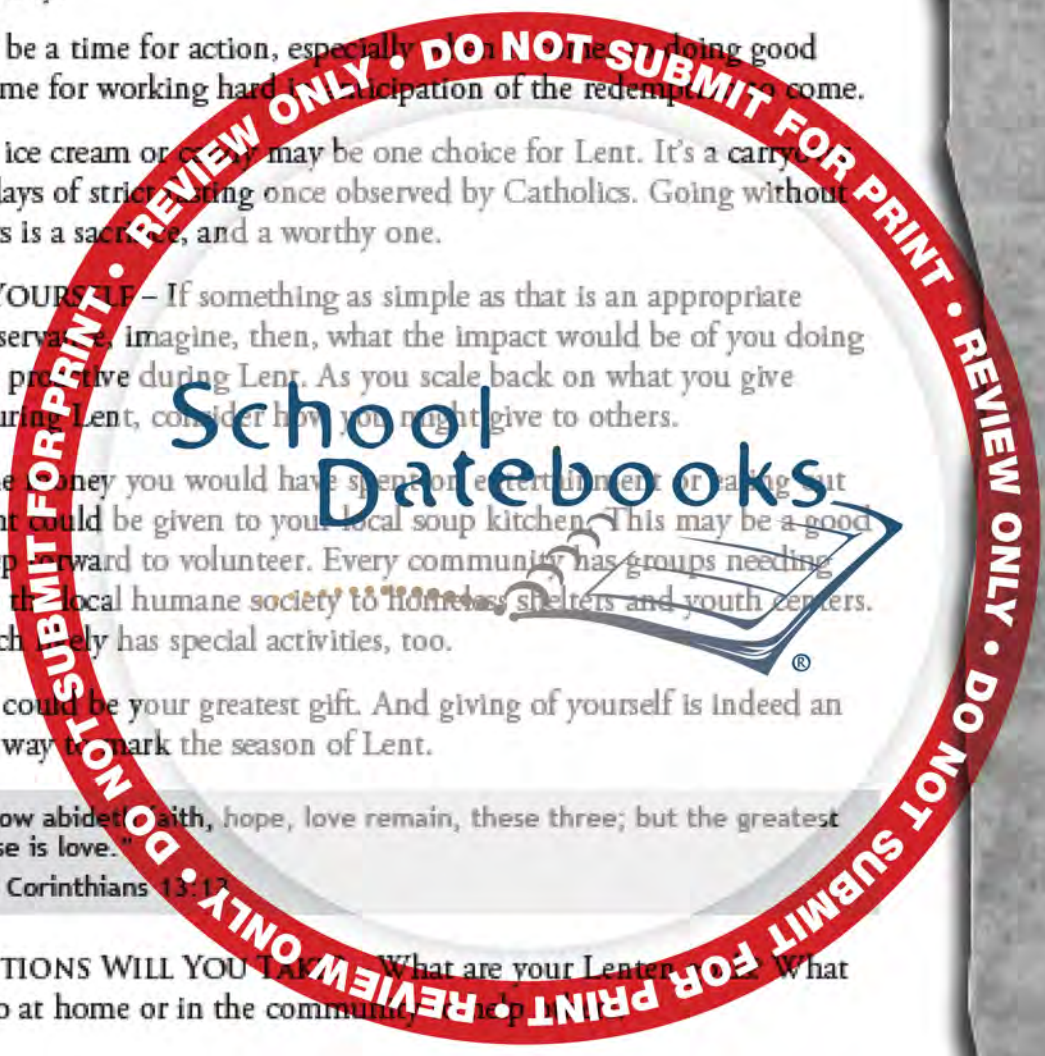
“And now abide faith, hope, love remain, these three; but the greatest of these is love.”

– 1 Corinthians 13:13

WHAT ACTIONS WILL YOU TAKE? What are your Lenten goals? What will you do at home or in the community to help others?

WORD ORIGIN

While there seems to be some uncertainty about the precise origin of the word, “Lent,” it was perhaps derived from the Germanic root word for spring, “lencten.” And most agree that its meaning is “spring,” “new life” and “hope,” which we, of course, receive at Lent’s end.





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A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

THE SEASON

Lent begins on Ash Wednesday, which falls on February 4 to March 10, depending on the date of Easter.

Although we refer to Lent as a 40-day period, the time from Ash Wednesday until Easter is actually 46 days, because Sundays were not counted in the days of fast observed during Lent in earlier years.

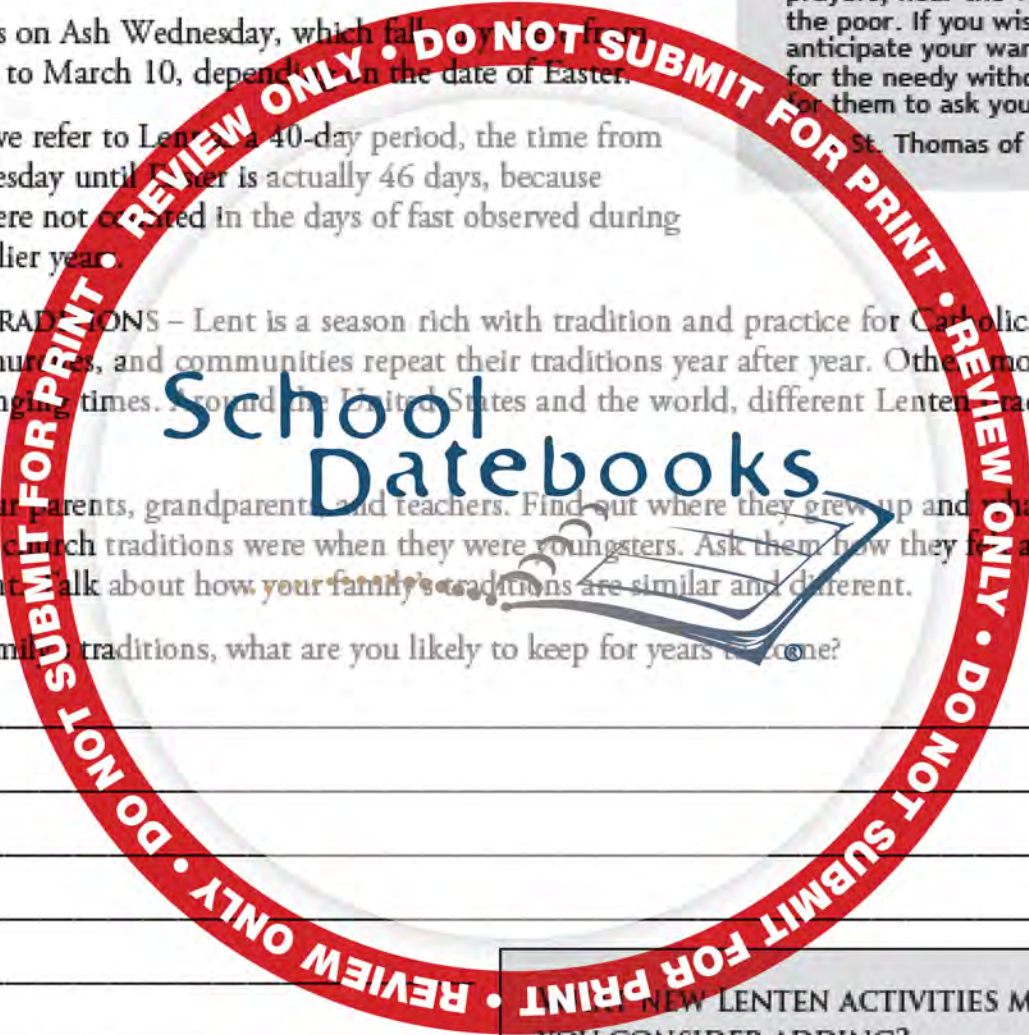
LENTEN TRADITIONS – Lent is a season rich with tradition and practice for Catholics. Many families, churches, and communities repeat their traditions year after year. Others modify them to reflect changing times. Around the United States and the world, different Lenten practices have emerged.

Talk to your parents, grandparents, and teachers. Find out where they grew up and what their family and church traditions were when they were youngsters. Ask them how they felt about the time of Lent. Talk about how your family's traditions are similar and different.

Of your family traditions, what are you likely to keep for years to come?

"If you want God to hear your prayers, hear the voice of the poor. If you wish God to anticipate your wants, provide for the needy without waiting for them to ask you."

St. Thomas of Villanova



NEW LENTEN ACTIVITIES MIGHT YOU CONSIDER ADDING?



CATHOLIC EDUCATION *liturgical year, colors*

CALENDAR MARKS SEASONS

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

TRADITIONS CONNECT US – Beyond turning calendar pages, tracking time helps Catholics learn more about our history, chronologically revisit events, celebrate specific holidays, and bring reverent meaning to our daily lives.

The liturgical year connects us to both our faith and to each other with meaningful traditions.

REPEATING SEASONS – In the Catholic Church, the liturgical year begins on the first Sunday of Advent and proceeds through the seasons, then repeats them, year after year.

The seasons of the Catholic Church are:

- Advent ■ Christmas ■ Ordinary Time ■ Lent ■ Easter ■ Pentecost
- Ordinary Time

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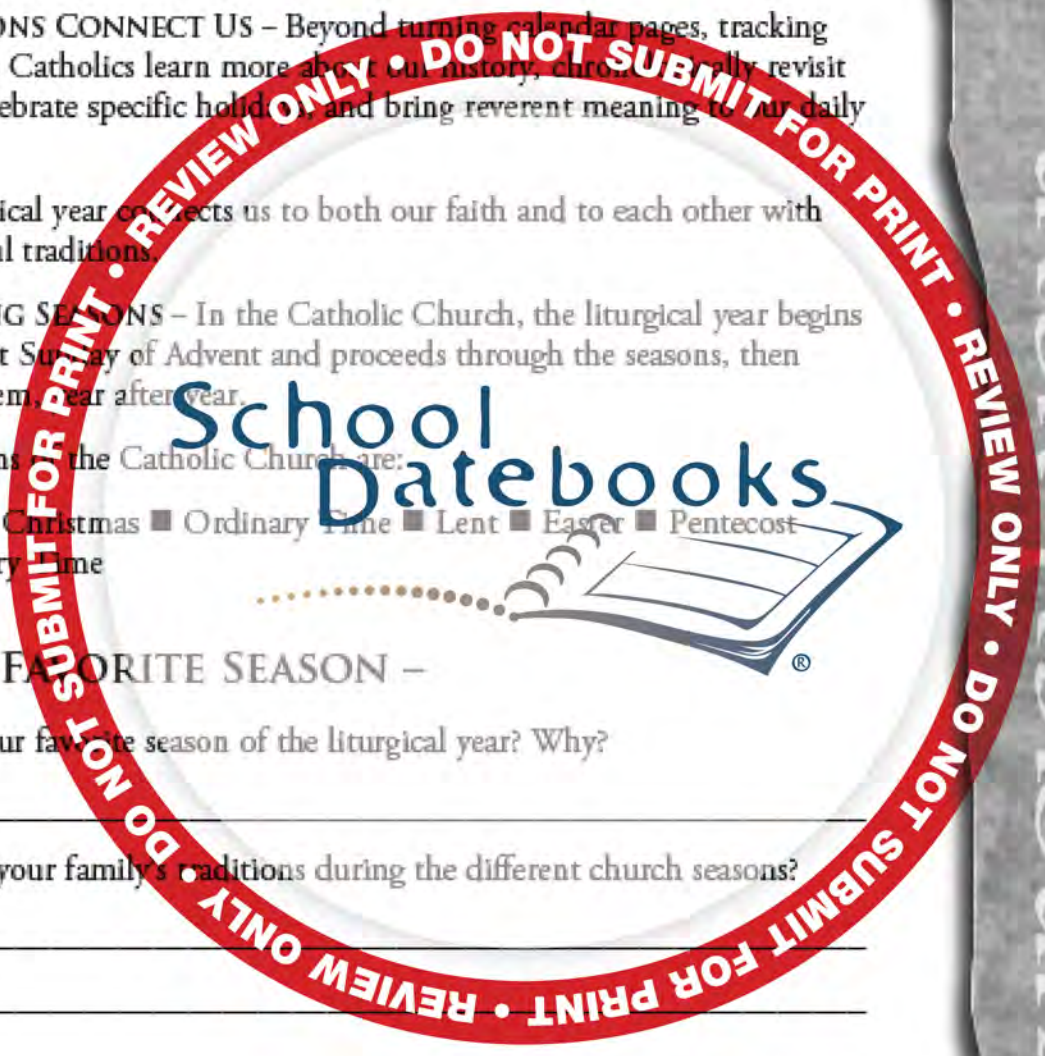


YOUR FAVORITE SEASON –

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

What are your family's traditions during the different church seasons?

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





Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

COLORS BEAR MEANING

Liturgical colors are also used to mark certain seasons or church holidays. Each color symbolizes specific meanings, giving an added dimension to our services.

VIOLET: MELANCHOLY

Violet is worn during more somber times, such as Advent, Lent, and Good Friday. The color is a symbol for melancholy, penance, and humility.

ROSE: JOY

On the third Sunday of Advent and the fourth Sunday of Lent, rose replaces violet as a symbol of the coming joy.

RED: PASSION

Palm Sunday, Pentecost, martyrs' feasts, and feasts of Christ's passion are the times when red is used. It represents blood, fire, and martyrdom.

WHITE: GLORY

White is the liturgical color for Christmas, Easter, certain feast days, and weddings. It signifies joy, purity, light, innocence, triumph, and glory.

GREEN: HOPE

Green is the color chosen following the Epiphany and Pentecost. It represents hope and life eternal.

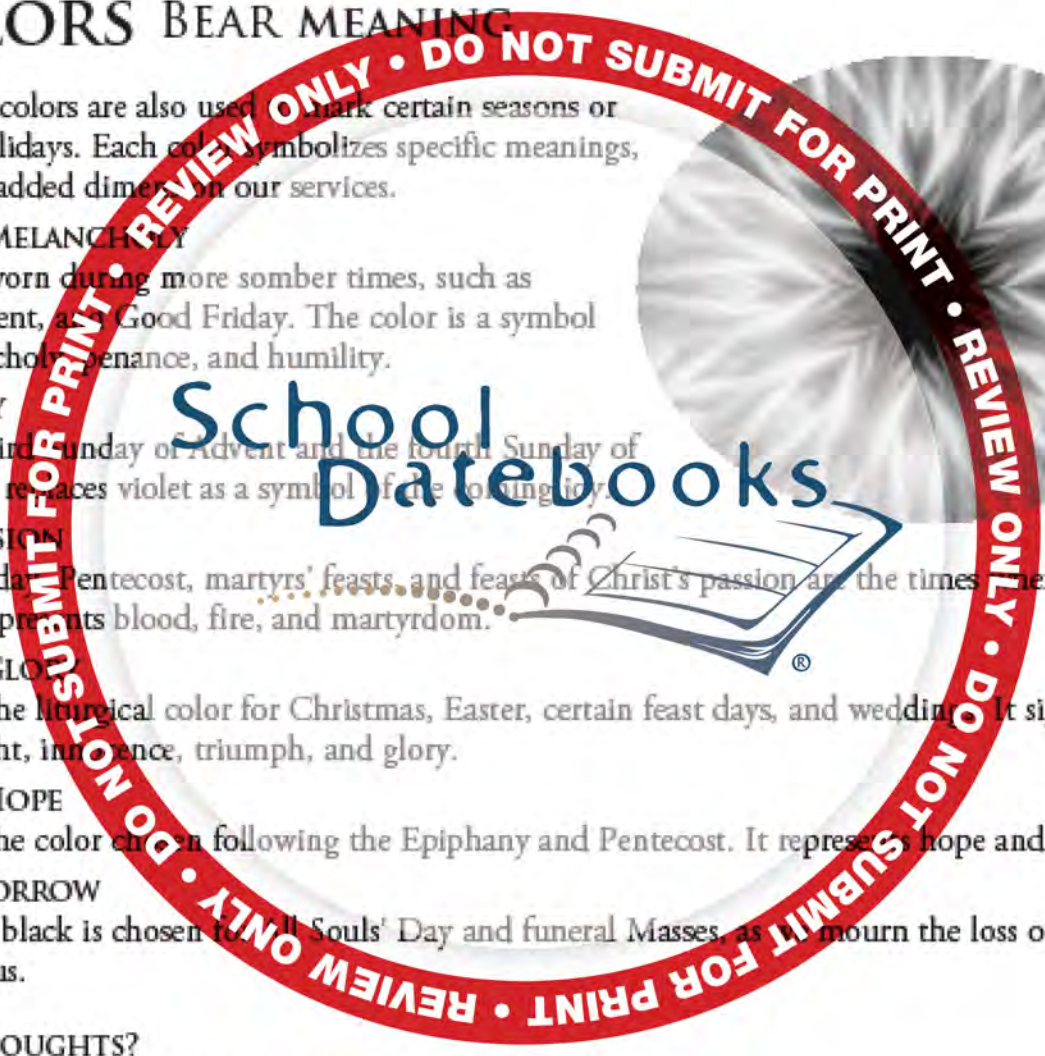
BLACK: SORROW

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

YOUR THOUGHTS?

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

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





CATHOLIC EDUCATION *our blessed mother*



Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

FEASTS CELEBRATING MARY

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

EVENTS IN HER LIFE

December 8 ■ Immaculate Conception

September 8 ■ Mary's Birth

March 25 ■ The Annunciation

May 31 ■ The Visitation

August 15 ■ The Assumption

FEAST DAYS

December 1 ■ Our Lady of Guadalupe

February 11 ■ Our Lady of Lourdes

July 16 ■ Our Lady of Mount Carmel

September 15 ■ Our Lady of Sorrows

August 22 ■ Queenship of Mary

MAY: THE MONTH OF MARY – Catholics honor the Blessed Mother for a full month each year; May is the Month of Mary.

WHAT DOES MARY MEAN TO YOU?

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

"Be a vessel of Divine Mercy under the maternal and loving guidance of Mary."
— Pope John Paul II

School Datebooks





CATHOLIC EDUCATION *our blessed mother*

MARY'S SIGNIFICANCE, AS MOTHER OF GOD

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

This same interest is true for Catholics, to our relationship with Mary, the mother of Jesus and a loved maternal figure. You will be beginning to develop an understanding of what Mary offers you. And like you do with your own mother, you'll likely develop a deeper connection in years to come.

So endeared is Mary that she's been bestowed with many names—the Blessed Virgin, Our Lady of Guadalupe, the Madonna, the Virgin Mary, the Queen of Heaven, and Our Lady of Mercy, among many others.

"Nature's blossoming, the warm air of May evenings, human gladness in a world that is renewing itself—all these things meet in the generation of Mary has its place in this very particular atmosphere, for she, the virgin, shows us faith under its youthful aspect, as God's new beginning in a world that has grown old."

— Pope Benedict XVI

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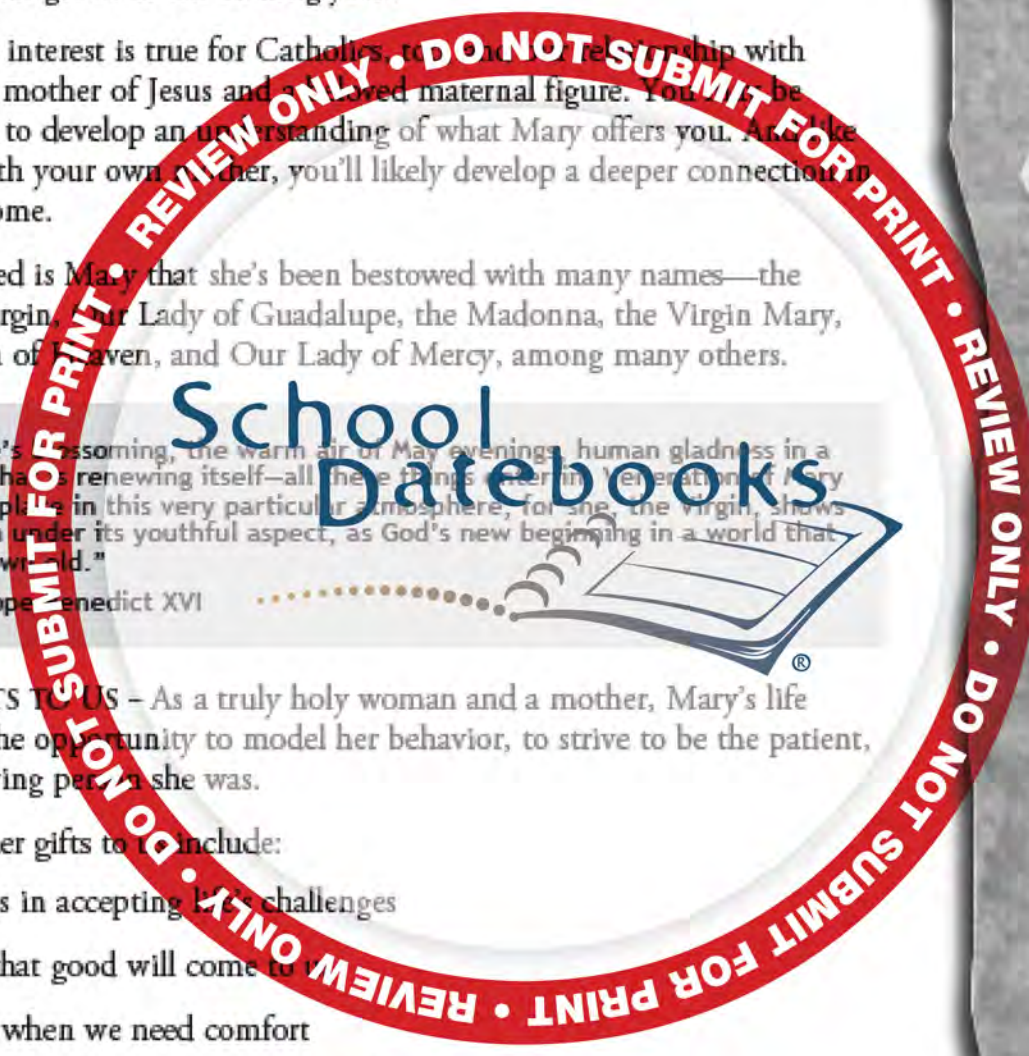


HER GIFTS TO US – As a truly holy woman and a mother, Mary's life offers us the opportunity to model her behavior, to strive to be the patient, loving, caring person she was.

Some of her gifts to us include:

- Lessons in accepting life's challenges
- Faith that good will come to us
- Solace when we need comfort

What gifts have you accepted from Mary?





CATHOLIC EDUCATION *the holy family*

AN ORDINARY FAMILY LIFE

A carpenter, a homemaker, and a bright young son. It could be your family, your neighbor's, or any family. In this case, we're speaking of Joseph, Mary, and Jesus of Nazareth.

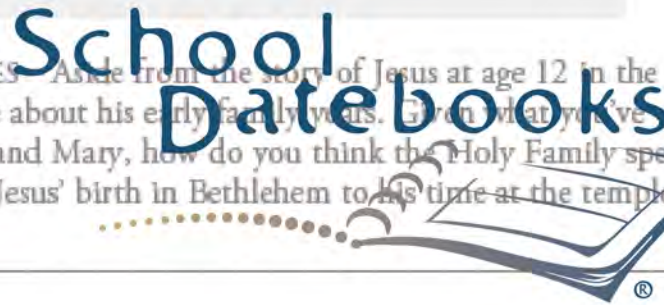
While Jesus was the Son of God, that didn't give his family any special status or privileges. Like most other families, they worked and toiled, they studied and learned, they spent time together, supported each other, and shared joys and sorrows.

They lived an ordinary life and in that way, they demonstrated the power of family life. They have shown us family life's simplicity, importance, and challenges.

"The future of humanity passes by way of the family."

— Pope John Paul II

IMAGINE THEIR LIVES — Aside from the story of Jesus at age 12 in the temple, we know little about his early family years. Given what you've learned about Joseph and Mary, how do you think the Holy Family spent that those years from Jesus' birth in Bethlehem to his time at the temple?

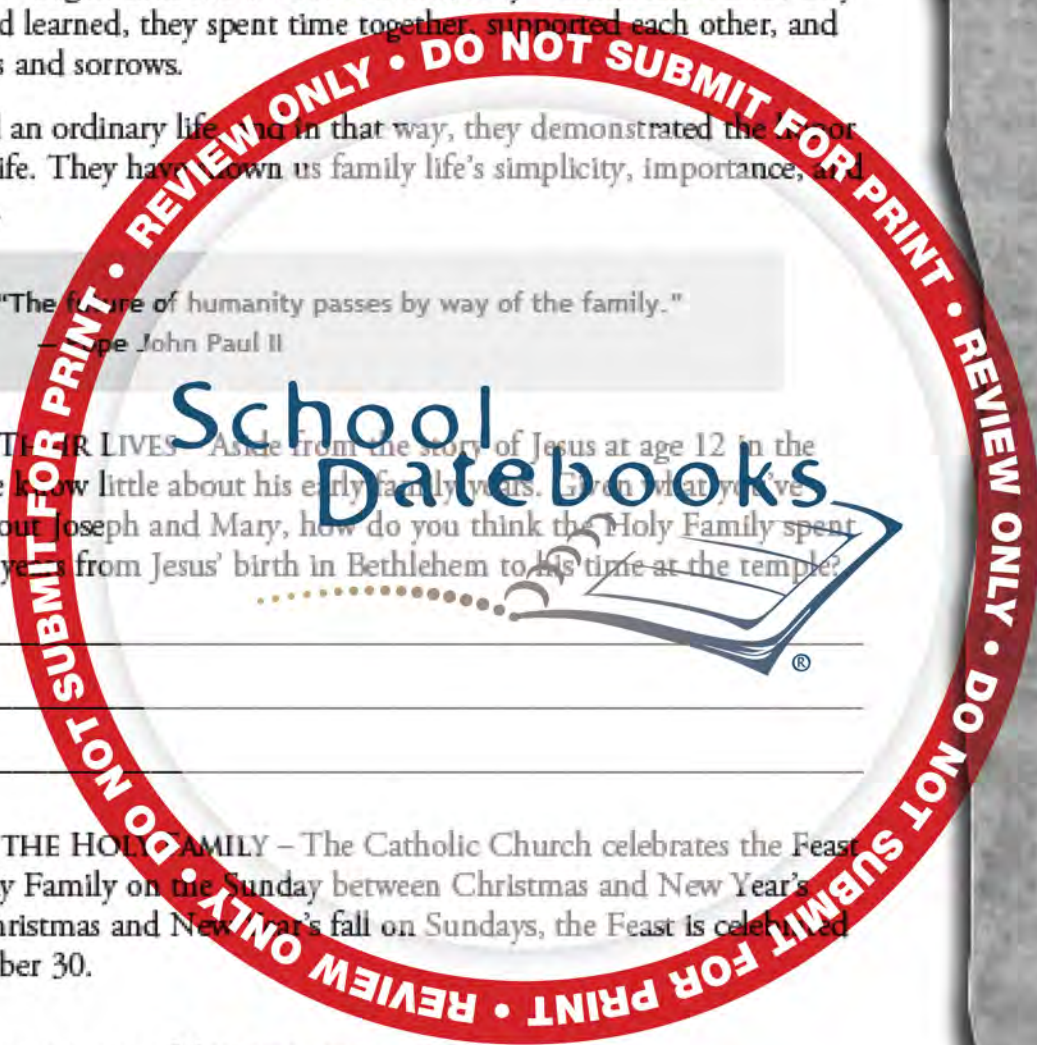


FEAST OF THE HOLY FAMILY — The Catholic Church celebrates the Feast of the Holy Family on the Sunday between Christmas and New Year's Day. If Christmas and New Year's fall on Sundays, the Feast is celebrated on December 30.

CELEBRATING YOUR FAMILY —

Sure there are days when your little brother bugs too much or your big sister gets bossy. Or maybe you're an only child and have to take all your parents' nagging!

Whatever your family makeup, there are times when it's tough and times when you're so glad they're there.





Living in faith

A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

A family probably best exemplifies the adage, "No man is an island." We need each other. We need the guidance of elders and the responsibility to the younger ones. We need companionship and cohorts on life's path. We need someone who thinks we're special and people we believe in, too. We need the connections and the love and we need the opportunity to share burdens along the way.

YOUR IMMEDIATE FAMILY

Who is in your immediate family?

What traditions do you share?

How do you provide support to each other?

EXTENDING YOUR FAMILY'S REACH –

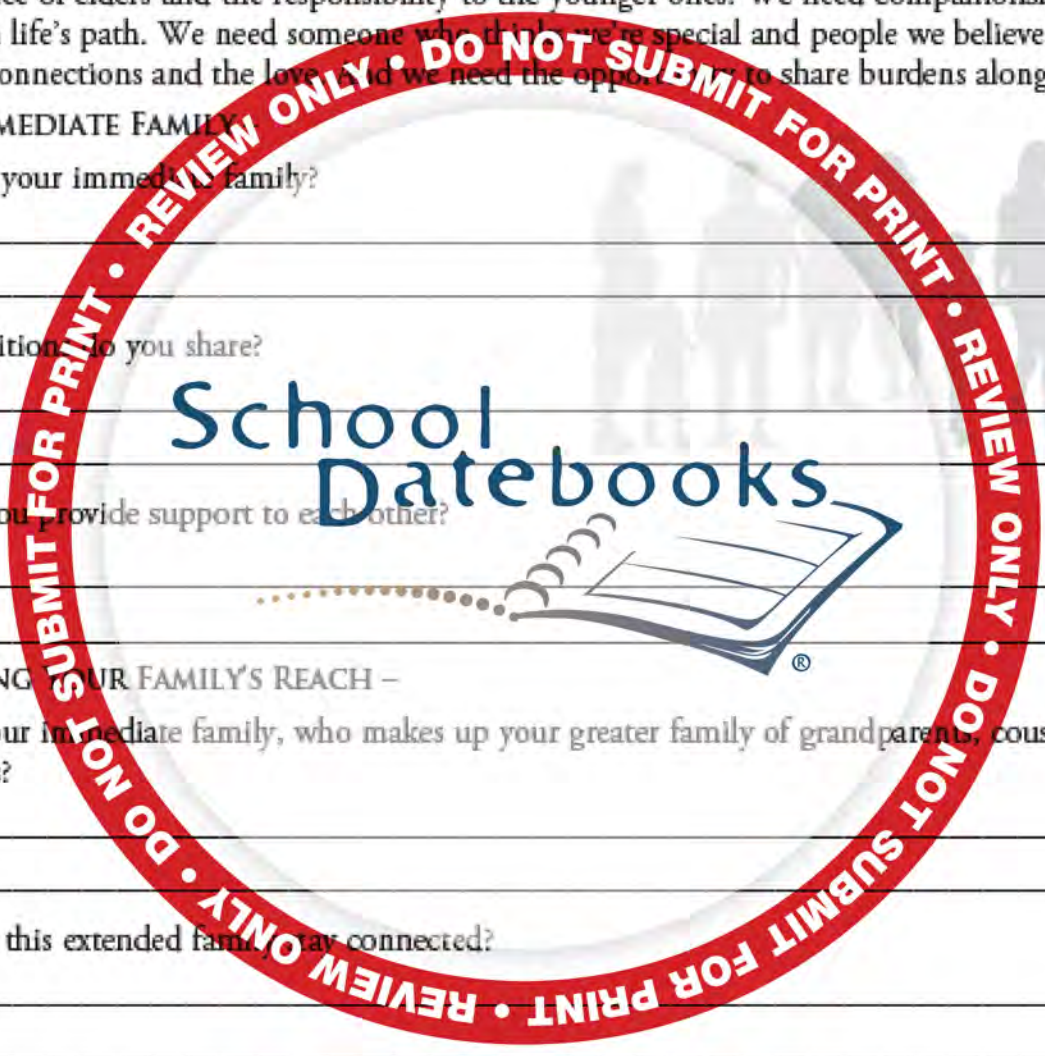
Beyond your immediate family, who makes up your greater family of grandparents, cousins, aunts, and uncles?

How does this extended family stay connected?

What are some of your happiest memories of your times together?

PERHAPS YOU'VE CREATED A FAMILY OF CHOICE – FRIENDS WHO BECOME LIKE FAMILY.

Who are they? What do these relationships mean to you?





CATHOLIC EDUCATION *the rosary*

CONTEMPLATIVE PRAYER

Prayer beads, meditation time, and the ritual of repetitive prayers are common to many religions. For Catholics, one of the oldest traditions is praying the rosary, often done while holding rosary beads and moving from bead to bead after each prayer.

This structured prayer includes the Apostle's Creed, Hail Mary, Glory Be, and Our Father, as well as contemplation of one of four sets of mysteries of the rosary, which chronicle events from the New Testament.

TIME FOR MEDITATION, FOCUS – For those saying the rosary, the repetitive prayer offers an opportunity for meditation, focus, and devotion, whether prayed alone, with classmates or your family, at a funeral, or a celebration.

For individuals, praying the rosary can be a time to step outside the routine, a few minutes of reflection and an opportunity to focus on your faith.

CONNECTING FAMILIES, GROUPS – Some families begin a long car drive by saying the rosary. Others use this form of prayer during special times of the year, to bring the family together.

For groups, the rosary can formalize a gathering time, helping to create connections, unity, and peace.

“Give me an army saying the rosary, and I will conquer the world.”

– Pope Pius IX

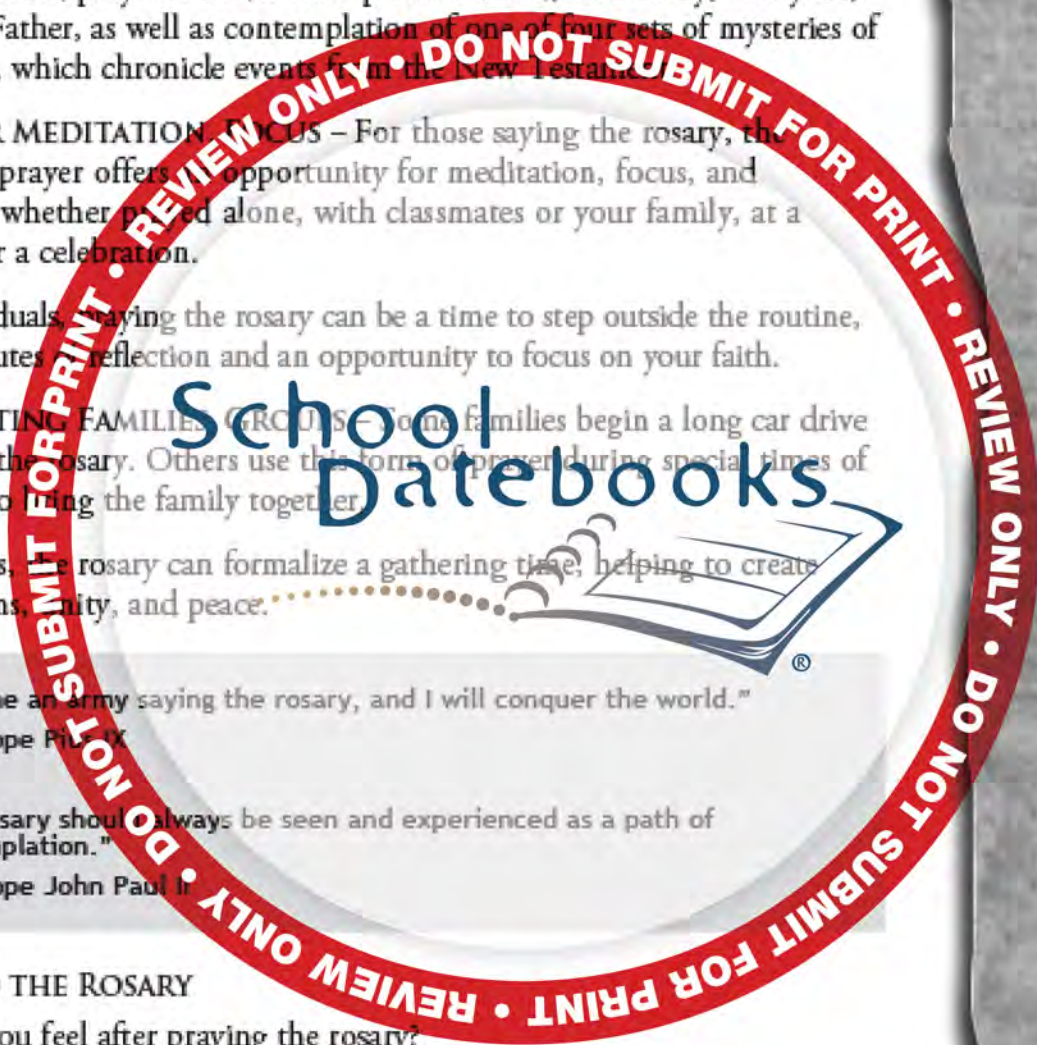
“The rosary should always be seen and experienced as a path of contemplation.”

– Pope John Paul II

YOU AND THE ROSARY

How do you feel after praying the rosary?

What does praying the rosary give you?



School Datebooks





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A CATHOLIC STUDENT'S GUIDE TO LIFE-LONG LEARNING

THE ROSARY'S ORIGINS

Catholic scholars believe that praying the rosary began during the High Middle Ages, the 11th to 15th centuries, when few people were able to read. Repeating the Our Father 150 times, which they had learned through oral tradition, provided a framework for contemplative prayer. The prayers were counted off on a ring of beads called a corona.

It's believed that sometime in the late 1300s, Dominican friar Henry Kalkar divided the 150 prayers into 15 decades and replaced the Our Father with the Hail Mary. Later, the rosary was shortened to 5 decades.

Under Pope Leo XIII, who served from 1878 to 1903, October was named the Month of the Holy Rosary. The feast of Our Lady of the Rosary is celebrated on October 7 each year.

NEWEST: LUMINOUS MYSTERIES – In 2002, Pope John Paul II introduced the Luminous Mysteries, the mysteries of light, to the church's traditional Glorious, Joyful, and Sorrowful Mysteries for contemplation while praying the rosary.

"I thought that I had no time for prayer with nor time to pray. When I saw an armless man saying his rosary with his feet."
— Unknown

The Luminous Mysteries are:

- Baptism of Jesus in the Jordan
- The wedding at Cana
- The Proclamation of the Kingdom of God
- The Transfiguration of Jesus
- The Last Supper, institution of the Eucharist

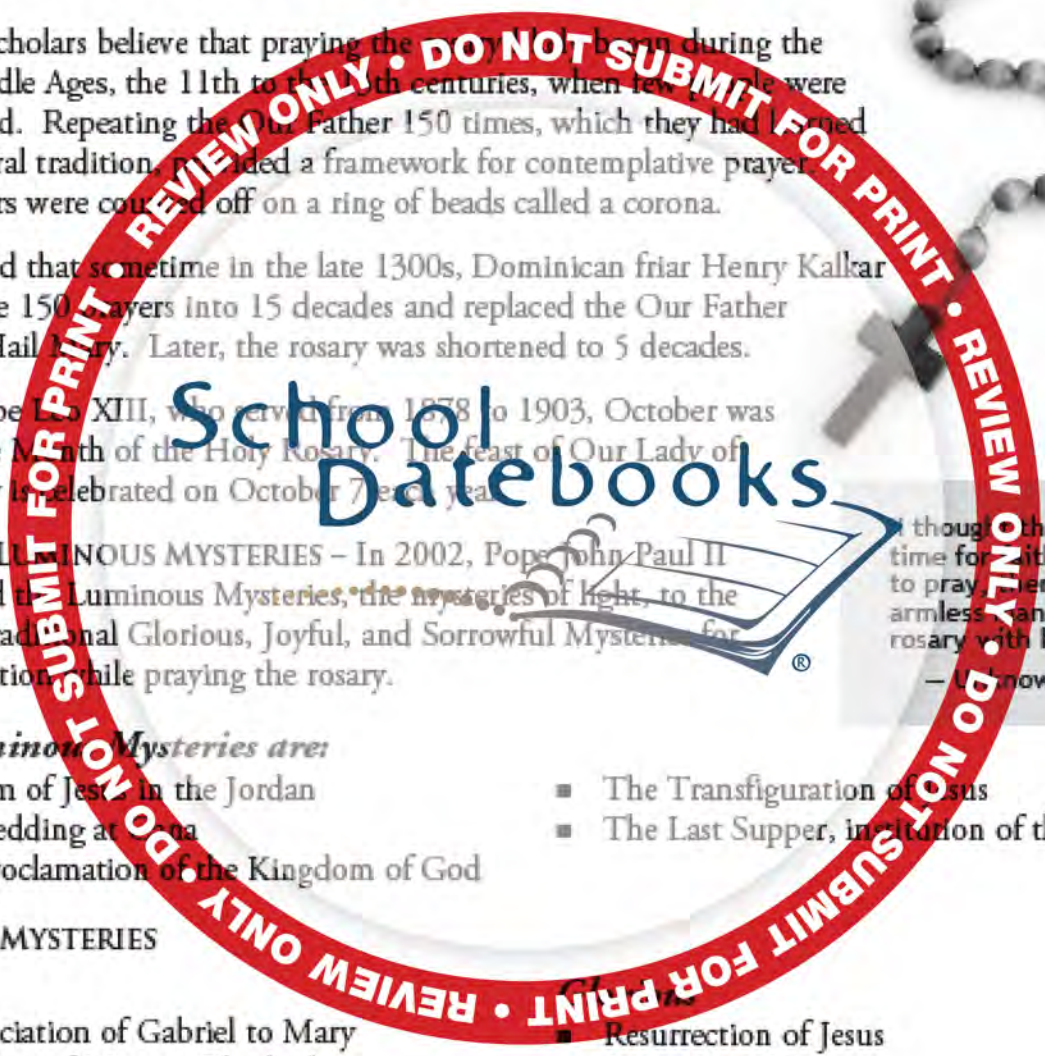
EARLIEST MYSTERIES

Joyful

- Annunciation of Gabriel to Mary
- Visitation of Mary to Elizabeth
- Birth of Jesus
- Presentation of Jesus in the temple
- Finding Jesus in the temple
- Resurrection of Jesus
- Ascension of Jesus
- Descent of the Holy Spirit at Pentecost
- Assumption of Mary into heaven
- Coronation of Mary as Queen of Heaven and Earth

Sorrowful

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





Banish Bullies

Look around you. How many times a day do you witness someone

being a bully? Bullies are those bad apples who intentionally and repetitively abuse other people who are less powerful than they are.

The bad news is this: Bullies have a toxic effect on themselves and everyone around them, whether you happen to be the direct victim of the nastiness or not.

Even innocent bystanders are negatively affected. And if you stand silently by, you're showing your approval, even if you don't approve.

There is no surefire way to banish bullies, but there are some things you can do. For starters:

Don't be a bully. If you're angry and out of control, stop, breathe deeply, and relax. Don't take it out on someone else.

Work with student leaders and school officials to create safe, anonymous ways to report threats, drug use, weapons possession, etc. Remember, there's a fundamental difference between being a snitch and courageously taking a stand against aggressive and potentially dangerous

Let 'em know.

Bullies pick on people they think are different. Let your friends and fellow students know you won't stand by while someone is teased or taunted for being a different size, sex, race, or religion.

It's not just **BIG** vs. **small**

Bullying involves intentional, repeated hurtful acts, words, or other behavior.

Bullies think they're stronger and bigger than others, and they use bullying to intimidate them.

Bullying can be:

Physical
Punching, poking, hair-pulling, beating, biting.

Verbal
Name-calling, teasing, gossip.

Emotional
Relucting, humiliating, ostracizing, berating personal characteristics such as perceived sexual orientation.

Sexual
Harassment and actual abuse.

As you go through your daily activities, in and out of school, stay aware of your personal safety. Don't be paranoid; just be aware. Awareness is the best strategy for avoiding or contending with situations in which you're at risk.

Be **SMART**
Stay **SAFE**

To reduce your chances of physical harm:

Stick with the group. Whenever possible, avoid being alone.

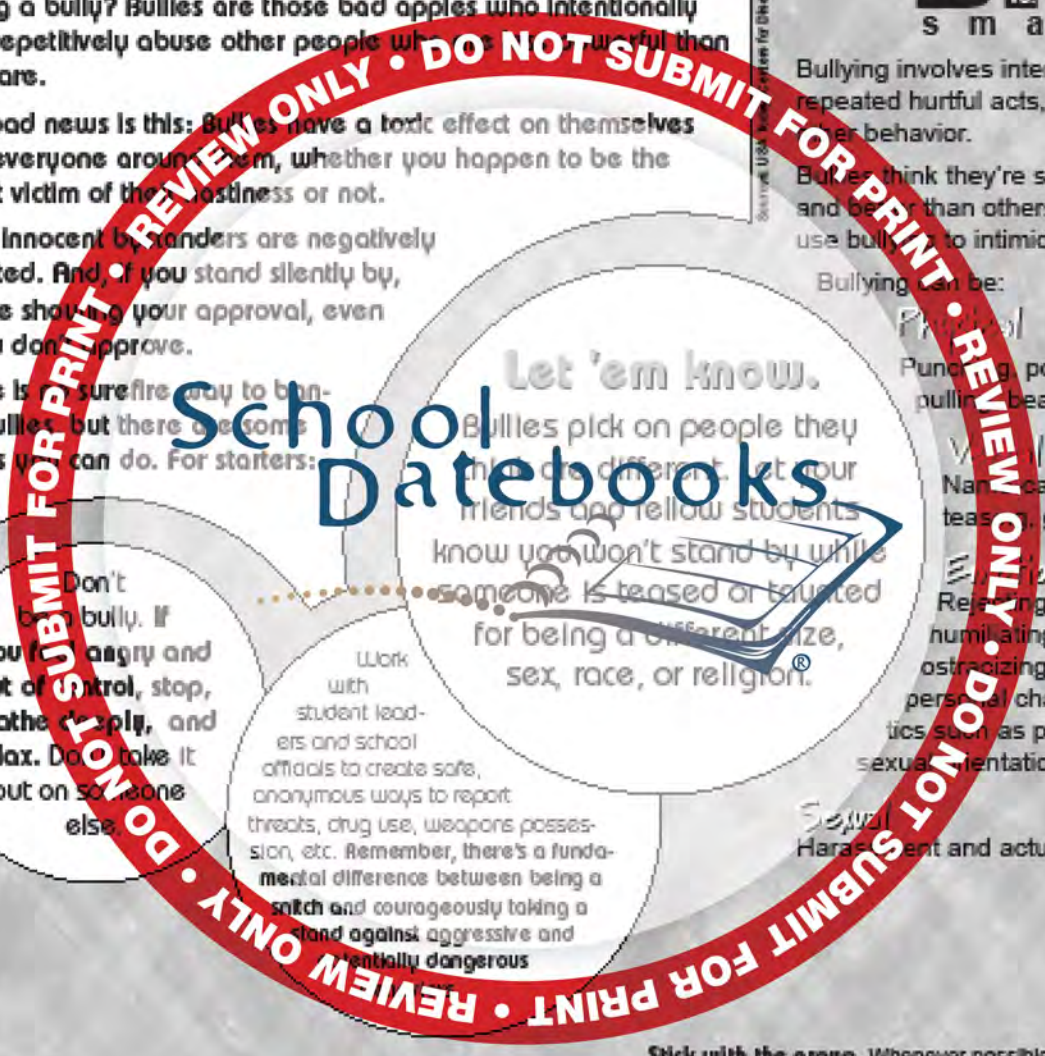
Walk away. If you see a bully or someone who looks suspicious, take another route.

Exude confidence. You're less likely to be targeted by attackers if you appear poised and unafraid.

Follow your hunches. If a situation feels creepy, get out of it.

Keep your eyes open. When you're out in public, stay aware of the people around you. Also, key in on what they are doing and why that makes you feel uncomfortable.

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



Source: USA and Centers for Disease Control



CHARACTER *bullying: it's not ok*

STOP BULLYING

Bullying is a form of abuse.

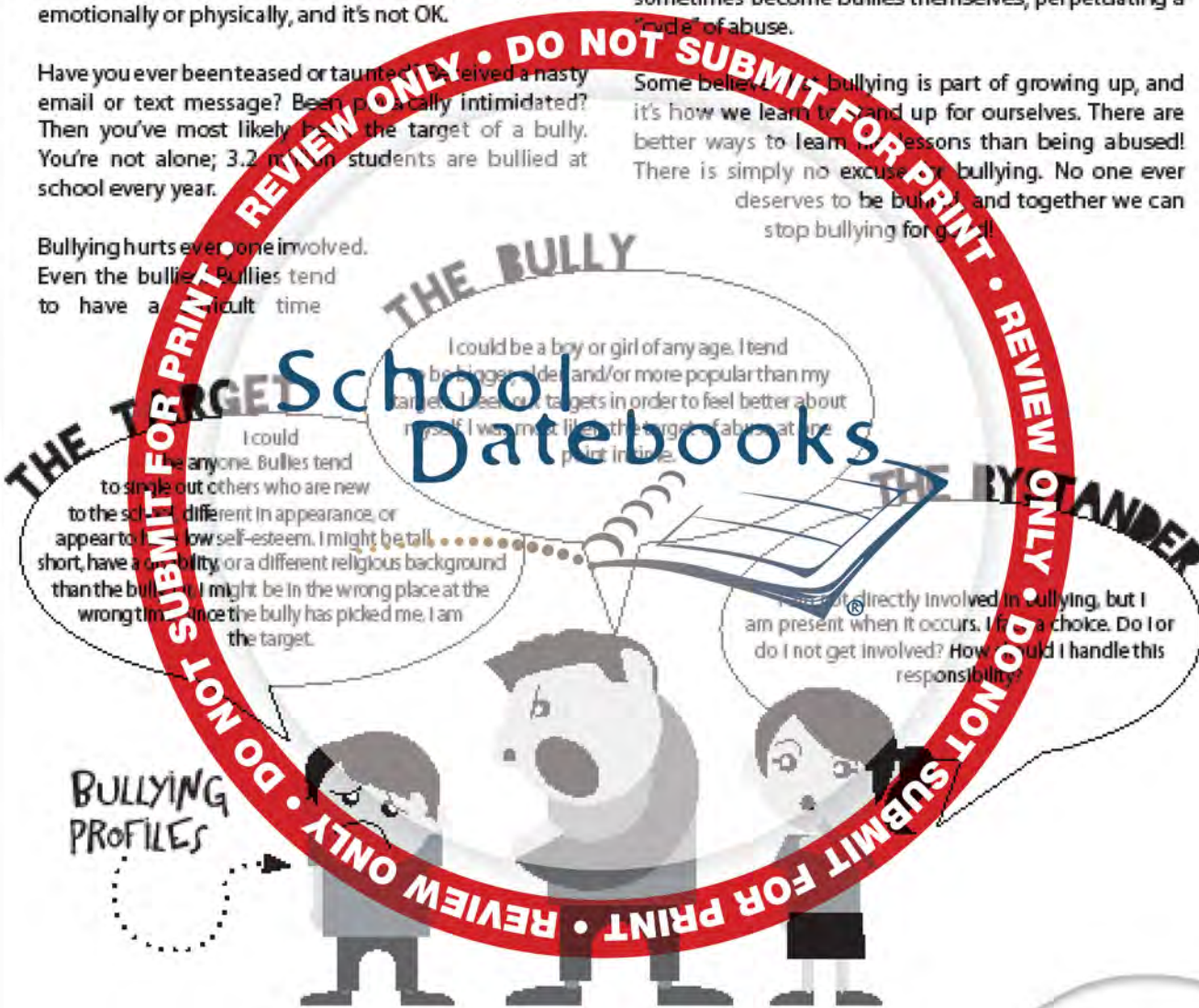
It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.

Have you ever been teased or taunted? Received a nasty email or text message? Been physically intimidated? Then you've most likely been the target of a bully. You're not alone; 3.2 million students are bullied at school every year.

Bullying hurts everyone involved. Even the bullies. Bullies tend to have a difficult time

finishing school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a cycle of abuse.

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



BULLYING VOCABULARY

- Cruelty:** The act of harming another, who has no means of defense, for pleasure.
- Goad:** To continuously torment another in order to get a reaction.
- Target:** A person whom a bully often seeks out as a victim.
- Teasing:** Tormenting another in an often clever but cruel way.
- Manipulation:** The act of dishonestly influencing others for personal advantage.
- Fear:** The emotion that holds bystanders away from helping a victim.
- Bully:** An individual who regularly menaces others for personal gain.



CHARACTER *bullying means more than you think*

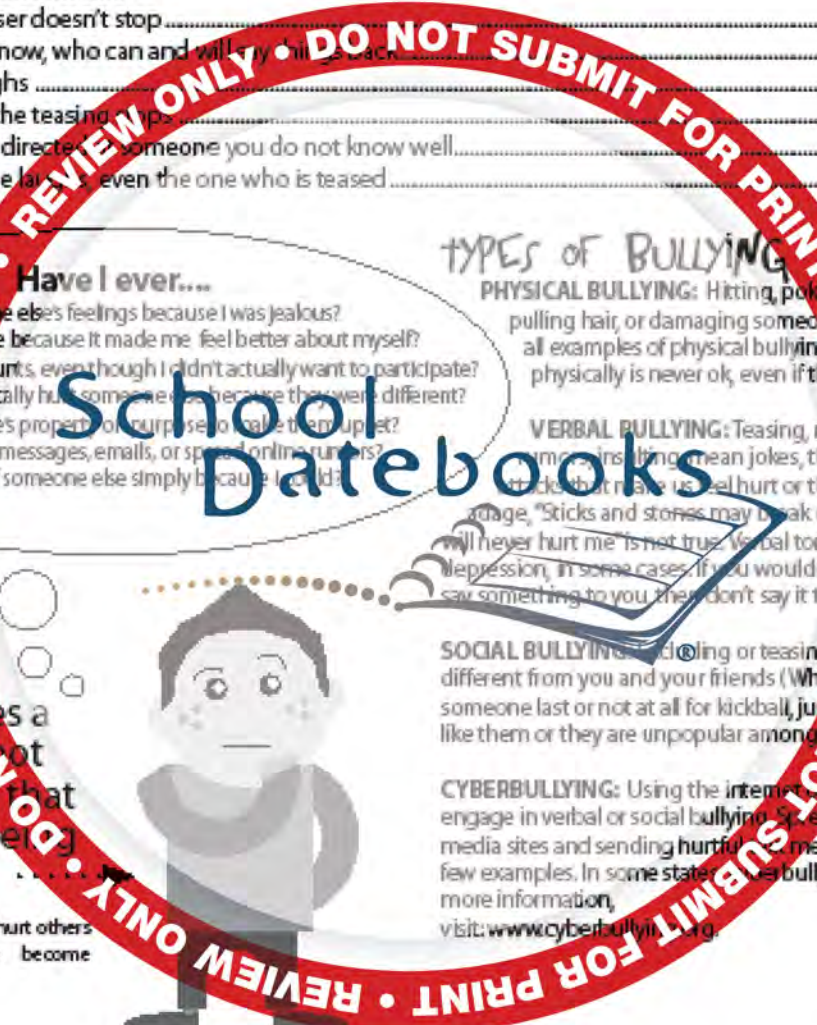
STOP BULLYING

TEASE VS. TAUNT

Is it a Tease or a Taunt when...

if offended, the teaser doesn't stop.....	Tease / Taunt
I tease someone I know, who can and will play back.....	Tease / Taunt
only the teaser laughs.....	Tease / Taunt
someone is upset, the teasing stops.....	Tease / Taunt
it is not playful and directed at someone you do not know well.....	Tease / Taunt
in a group, everyone laughs, even the one who is teased.....	Tease / Taunt

(Circle One)



TYPES OF BULLYING

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

VERBAL BULLYING: Teasing, name calling, spreading rumors, insulting, mean jokes, threats, and other verbal attacks that make us feel hurt or threatened. The old adage, "Sticks and stones may break my bones, but words will never hurt me" is not true. Verbal torment can lead to depression, in some cases, if you wouldn't want someone to say something to you, then don't say it to them.

SOCIAL BULLYING: Excluding or teasing others who are different from you and your friends (What's a geek?). Or, picking someone last or not at all for kickball, just because you don't like them or they are unpopular among your friends.

CYBERBULLYING: Using the internet or electronic devices to engage in verbal or social bullying. Spreading rumors on social media sites and sending hurtful text messages or emails are a few examples. In some states, cyberbullying is now illegal. For more information, visit: www.cyberbully.org.

School Datebooks



Have I ever...

- hurt someone else's feelings because I was jealous?
- made fun of someone because it made me feel better about myself?
- joined in with my friends' taunts, even though I didn't actually want to participate?
- pinched, slapped, or physically hurt someone because they were different?
- damaged someone's property on purpose to make them upset?
- sent hurtful text messages, emails, or spread online rumors?
- made fun of someone else simply because I could?

Do I BULLY?

Sometimes a bully can't recognize that they are being a bully.

When we routinely hurt others on purpose, we become bullies.

BULLYING VOCABULARY

- Jealousy:** A feeling of resentment towards someone because of that person's success or advantages. Bullies often bully other people because they are jealous of them.
- Victim:** A person who has been bullied.
- Ashamed:** The feeling we get when we wish we had done something differently.
- Indirect Bullying:** The spreading of rumors, gossip, or anonymous actions that are meant to hurt another person.
- Cyberbullying:** Using the internet to bully - text messages, unpleasant emails, Twitter and Facebook postings, etc. to damage someone's reputation.
- Anger:** An emotion we feel when bullied. Also an emotion that leads to bullying.

JUSTIN TIMBERLAKE

comes out on top!
 When he was a teenager Justin had terrible acne and was picked on for trying to become a singer. Now, he is an international pop star. Justin says: "When you're a kid I think you try so hard to fit in and when you get older you realize that fitting in isn't really the thing that's more interesting... I would not be here if I would have listened to the kids who told me I was a terrible singer and I was a stony... Be different!"



CHARACTER *I'm being bullied*

STOP BULLYING

What should I do?

TAKE A STAND!

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

If you are confronted by a bully...

Don't:

- ✗ Engage the bully with similar behavior. If they taunt you, don't taunt back. If they shove you, don't shove back. It's exactly what they want.
- ✗ Show you're upset. Try to control your emotions and keep cool.
- ✗ Keep it a secret.

Do:

- ✦ Proudly walk away and ignore the bully. Don't show you are affected.
- ✦ Confidently tell the bully you don't like what they are doing and tell them to stop. Remember, you deserve respect and the bully is being disrespectful.
- ✦ Ask your friends for help and to accompany you to places the bully might confront you.
- ✦ Ask an adult you can trust for help. Even if you think you have solved the problem, let an adult know. The bully may move on to someone else.

DON'T STAND BY

If you see bullying occur...

It may seem obvious to not contribute to bullying. But, it can sometimes be difficult. Can you think of a time when it might be difficult? Discuss.

When should you speak up and when shouldn't you? Can you think of a situation where speaking up would be a bad idea? A good idea? And, what should you say? Discuss and practice/roleplay.

If you are going to get help, where should you get help from? Together, come up with several bullying scenarios. For each scenario, come up with a plan to get help.



Get help

Don't contribute

Speak up if it's safe

School Datebooks

REFLECT:

Describe a time you or another person were bullied:

.....

.....

Given what you've learned, what would you have done differently?

.....

.....

BULLYING VOCABULARY

- Judgment:** Bullies will sometimes judge another on their appearance or dress.
- Silence:** Not speaking out; what allows bullying to continue.
- Tormenting:** Intentionally causing excessive pain or worrying.
- Name-Calling:** Verbal bullying that involves "put-downs," insults, racial slurs, and other unpleasant names.
- Malicious:** Intentionally being vicious, causing suffering and harm to others, e.g. "That was a malicious thing to say."
- Worry:** The emotion we feel when we think we might be bullied again.
- Bystander:** A classmate or adult who witnesses bullying taking place.

REMEMBER:

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



CHARACTER *bullying: crossword puzzle*

STOP BULLYING

Use the Bullying vocab to complete the puzzle.



ACROSS

- 1. The spreading of rumors, gossip, or anonymous actions that are meant to hurt another person.
- 2. A feeling of resentment against someone because of that person's success or advantages.
- 3. A person a bully picks on.
- 13. An emotion we feel when bullied.
- 14. Using force to bully, in order to damage someone's reputation.
- 19. Verbal bullying that includes teasing, taunts, and other unpleasant names.
- 20. Intentionally causing suffering and harm to others.

DOWN

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





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 THEODORE ROOSEVELT

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

Character is like a tree and reputation like its shadow.

The shallow is what we think of it the tree is the real thing.

~ PRESIDENT ABRAHAM LINCOLN

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character is the goal of 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

C H A R A C T E R



CHARACTER *traits of good character*

AMBITION



In My Life

What do I hope to be doing in 20 years? Where will I be?

What am I doing today to get there?

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What's the Word?

P E A S P I R A T I O N
 R G B H O H F L E O R O
 E O W X R A Y R A W G Y
 P A M B T I O N R A V
 A L I L V T X J P N X
 R S X K E R N T B A I M
 E E N D G L N M L C Z P
 D R E A M S B P A V E M



"Intelligence without ambition is a bird without wings."
— C. MONTGOMERY DAWSON

You Decide

The ambitious person will:

- a. Work hard to achieve a goal
- b. Wait for something to happen
- a. Plan for the future, then work according to that plan
- b. Play it by ear, acting on every whim
- a. Set goals and make plans to reach them
- b. Have ideas about things and hope they all work out

Find the words listed in the word search. Words can be hidden vertically, horizontally or diagonally. How does each of these words relate to ambition?

- | | |
|------------|----------|
| Ambition | Goals |
| Desire | Dreams |
| Plan | Drive |
| Aspiration | Organize |
| Aim | Prepared |



CHARACTER *traits of good character*

CARING



Choosing to Care

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

What are some professions that require caring people?

1. _____
2. _____
3. _____
4. _____
5. _____

School Datebooks



Caring in Action

"Without a sense of caring, there can be no sense of community."

— Anthony J. D'Angelo

What does it mean to care for the environment?

How do you care for yourself?

What does it feel like when someone is caring for you?

What does it feel like when someone is uncaring toward you?

Could You Be More Caring?

Match the verbs with the correct sentences to figure out how you could be more caring by _____.

- | | |
|------------|-----------------------------|
| Sharing | to my friend's troubles. |
| Speaking | out around the house. |
| Including | friends when they are sad. |
| Listening | nicely about others. |
| Comforting | my things with my siblings. |
| Helping | everyone in the game. |

• How else could I be more caring? _____



CHARACTER *traits of good character*

CITIZENSHIP

Citizenship = Participation

Citizenship is having pride in your school, in your city, community, and country. But it's more than having pride. Citizenship is also doing all you can to help keep your school, city, community, and country something to be proud of.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

- MARGARET MEAD

Unscramble the words to figure out things you can do to be a good citizen.

- _____ in all elections.

OTVE

- Pick up _____ at local park.

SAHTR

- _____ cans, glass, and plastic bottles.

CEELCR

- Obey all _____ of the country.

WAL

- Participate in _____.

OFDC RSIVDE

- Attend a city _____ meeting.

ULICCON

- Respect _____.

HUIYTATOR

- Raise money for _____.

THICARY

- _____ for a community service.

LOUNREVTE

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Showing Your Pride

Being a good citizen means celebrating what's great about your country, but also making strides to make it even better.

What I like most about my country is:

If I could change one thing about my country, I would:



CHARACTER *traits of good character*

COURAGE

Courage is ...

- Standing up for the things you think are right.
- Going into unfamiliar circumstances with confidence.
- Taking on new challenges.

Where Do I Stand?

Would I stand up for a friend in front of a group of people?

Y N

Would I help a friend who's being bullied?

Y N

Would I tell my teacher if I saw someone cheating?

Y N

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

Y N

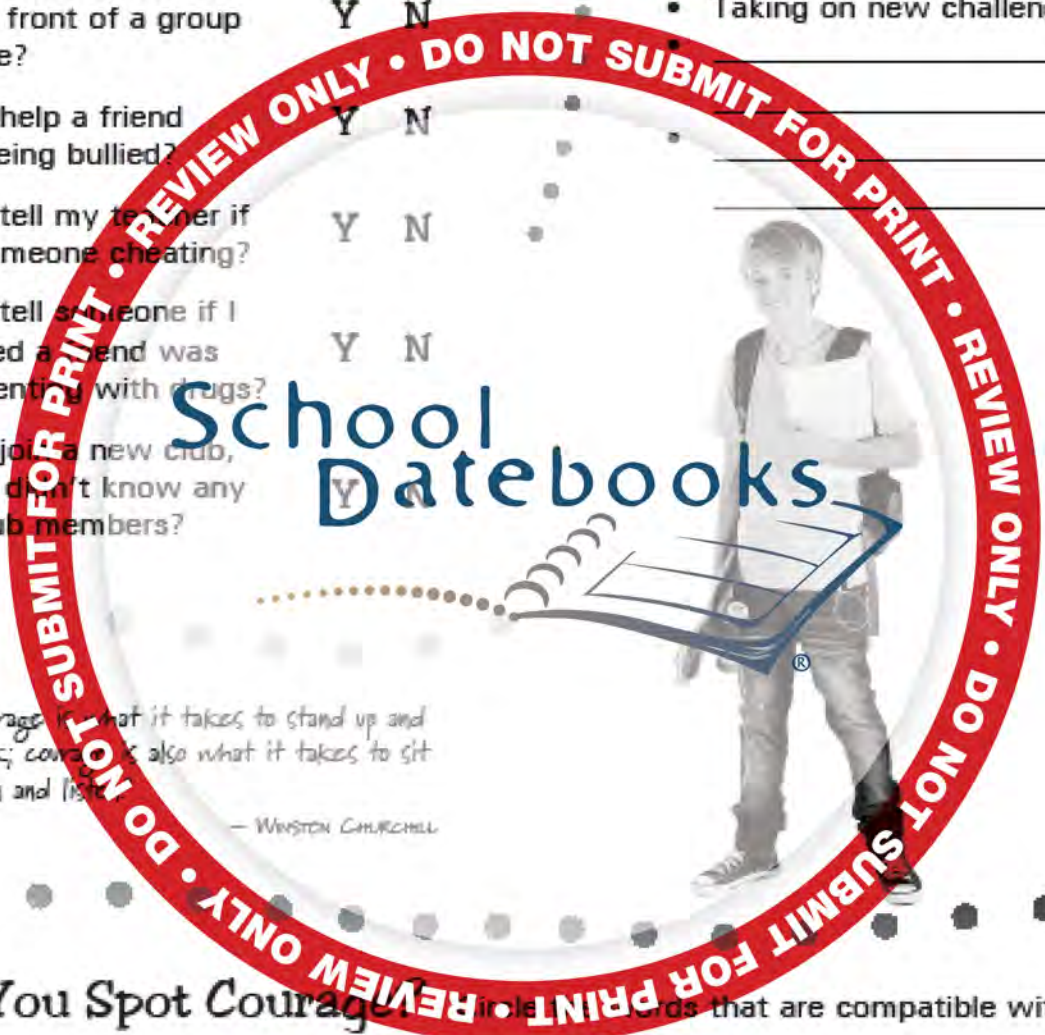
Would I join a new club, even if I didn't know any other club members?

Y N

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"Courage is not what it takes to stand up and speak; courage is also what it takes to sit down and listen."

— WINSTON CHURCHILL



Can You Spot Courage?

Circle the words that are compatible with courage.

- | | | | |
|--------------|-----------|-----------|-------------|
| | Heroism | Panic | Meekness |
| Fearlessness | | | |
| | Timidity | Bravery | |
| Character | | | Confidence |
| | | Boldness | |
| Fear | Gallantry | Gumption | |
| | | | Trepidation |
| Fortitude | | Cowardice | |
| | | | |
| Daring | Shyness | Valor | Resolution |



CHARACTER *traits of good character*

DETERMINATION

Make a plan. Make it happen!

Whether it's raising your grade or making the team, you have to work hard and have determination to reach your goal.

My goal: _____

What I will do: _____

How I can motivate myself: _____

How I will reward myself: _____

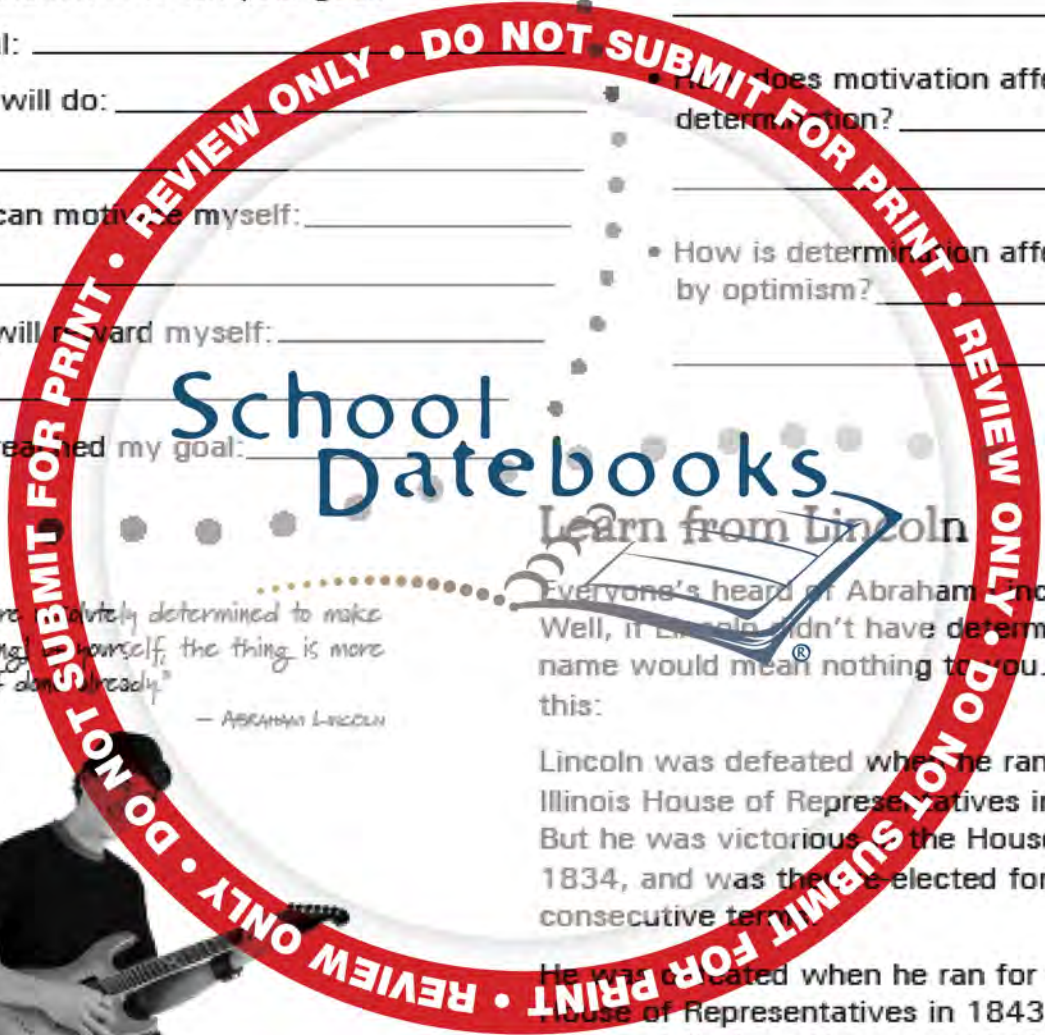
Date I reached my goal: _____

Traits in Common

• How are determination and perseverance alike? _____

• How does motivation affect determination? _____

• How is determination affected by optimism? _____



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Learn from Lincoln

*"If you are absolutely determined to make [something] yourself, the thing is more than half done already."
— ABRAHAM LINCOLN*

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

Lincoln was defeated when he ran for the Illinois House of Representatives in 1832. But he was victorious in the House race in 1834, and was then re-elected for three consecutive terms.

He was defeated when he ran for the U.S. House of Representatives in 1843, then ran successfully for a House seat in 1846.

He was defeated for the Senate in 1855.

He was defeated for Vice President in 1856.

He was defeated for the Senate again in 1858.

Finally, in 1860, Lincoln was elected President of the United States.

• Who else do you know who has shown determination?





FAIRNESS

Are You Fair?

Do you let everyone have a turn before you go again?

Do you follow the rules?

Do you listen to both sides of the story if your friends are arguing?

Are you careful not to judge people before you get to know them?

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

"It is not fair to ask of others what you are not willing to do yourself."
- Eusebius

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Making an Effort

Sometimes it can be difficult to be fair. Think about how you can concentrate on fairness ...

at school _____

at home _____

in sports _____

You Make the Call

Read the following scenarios and determine whether the situations are fair or unfair.

Everyone goes to the gym before anyone goes again. That is _____.

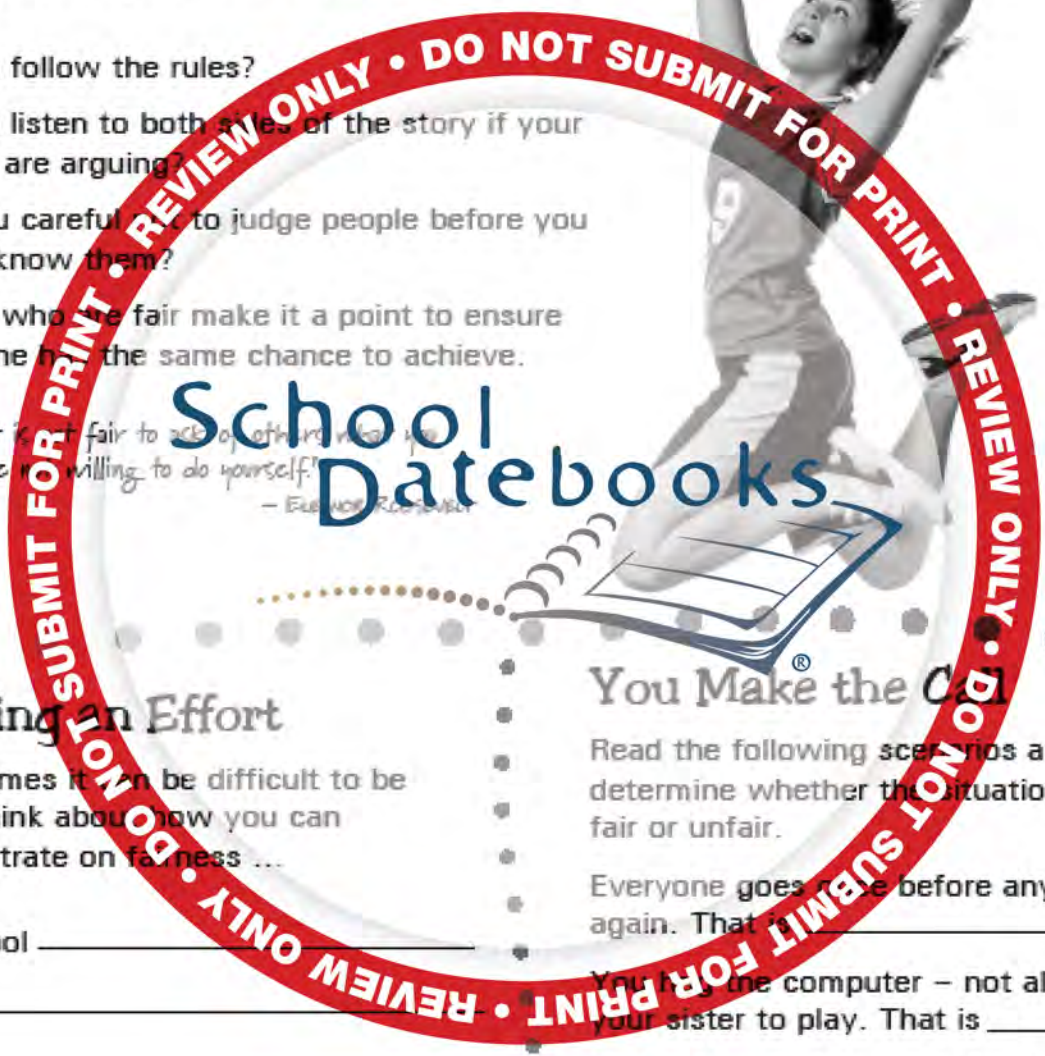
You have the computer – not allowing your sister to play. That is _____.

You see your classmate cheating on a test. That is _____.

You give something to one of your friends, but not to another. That is _____.

You and your friends don't let anyone else sit at your table. That is _____.

You clean up the mess you made. That is _____.





HONESTY

Honest or Dishonest?

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

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

Telling your aunt you like the poster she gave you for your birthday even though you no longer like the band.

Telling your parents you're an hour late because your friend had car trouble when the problem was needing to stop for gas, which only took a few minutes.

Letting the umpire call you safe when you know the shortstop tagged you.

Assuring your little sister that the noise she just heard was really the cat when you have no idea what it was.

Keeping the extra dollar you got in change rather than telling the clerk about his mistake.

Is honesty always best?

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

Background Info

What it means to be honest:

Training Scenario

A friend asks to copy your science homework. What do you do?

Missed & Accomplished

I was honest this week when:

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Nagging Feelings

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

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

"Truth burns up error."

— SAUVAGEUR TRUTH





CHARACTER *traits of good character*

INTEGRITY

Character in Action

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

Think carefully; your answer to this question indicates whether or not you have integrity.

If you do the right thing and don't look at the test, you are of high integrity.

If you look at the answers so you can do well on the test, you are of low integrity.

- What does your answer say about your character?
- What would you do if you walked in on another student who was snooping for the answers?
- Is it more important to win the game or ace the test? Or is it more important to play fairly and not cheat?

If you have integrity you are:

- Truthful
- Honest
- Virtuous
- Conscientious

If you don't have integrity, you:

- Lie
- Cheat
- Steal
- Take advantage
- Pass blame

Looking for Inspiration

A person with integrity is honest, truthful, and considerate of others.

People with no integrity will lie, cheat, and steal to take advantage of others.

Who do you know with integrity?

1. _____

2. _____

3. _____

4. _____

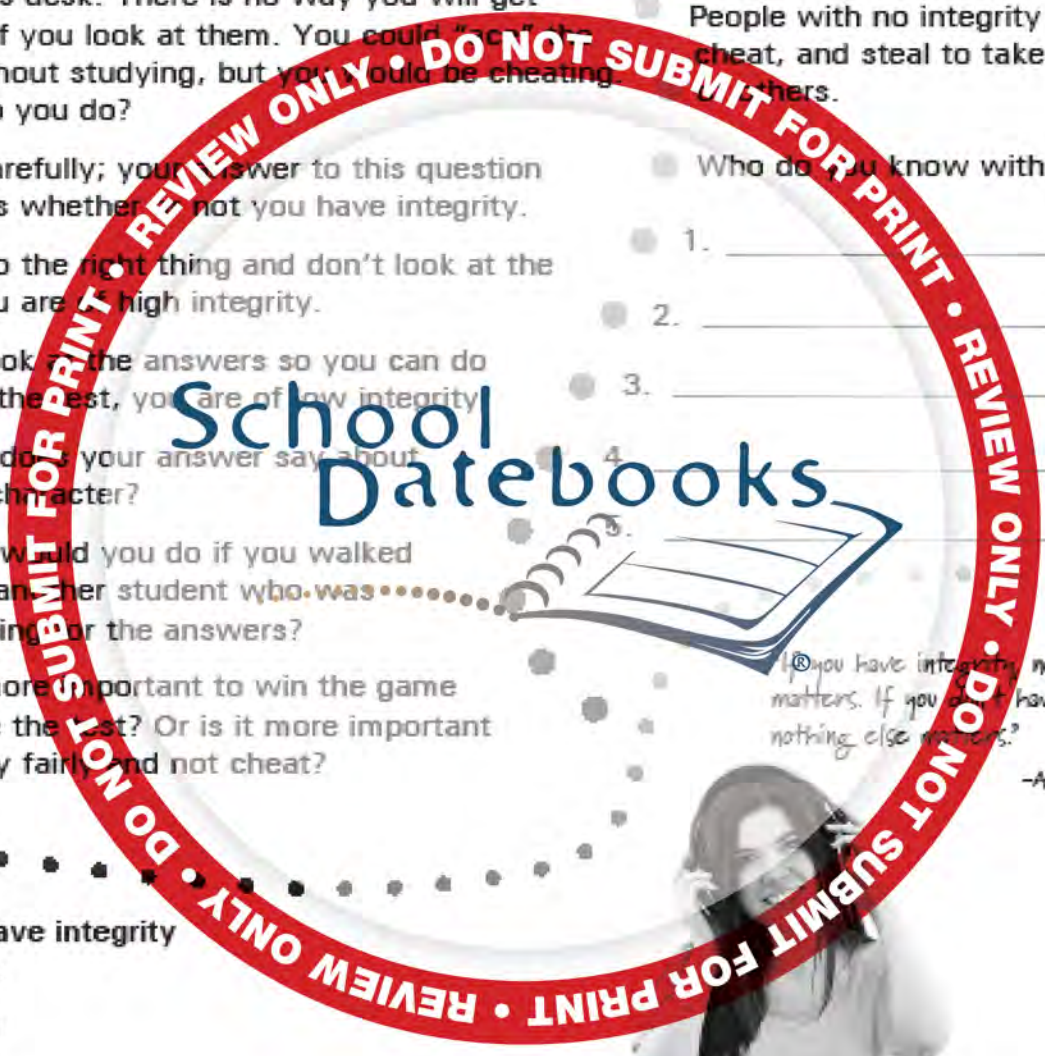
5. _____

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If you have integrity, nothing else matters. If you don't have integrity, nothing else matters.

-Alan K. Swanson





CHARACTER *traits of good character*

PERSEVERANCE

Winners Despite Rejections

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

Dr. Seuss Persevered

If Dr. Seuss quit after his first rejection, you'd never have read *Green Eggs and Ham* or *Cat in the Hat*. His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

If he hadn't persevered, you wouldn't have the promise of his tale, *Oh the Places You'll Go*.

So Did Emily Dickinson

Emily Dickinson, a 19th-century U.S. poet, saw just seven of her poems published in her lifetime. But she kept on writing—more than 1,700 poems in all. Today, her work is studied and revered by many.

Without her perseverance, you wouldn't be inspired by her words, "Hope is the thing with feathers/ That perches in the soul" or "As imperceptibly as Grief/The summer lapsed away."

They Kept At It

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

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Lewis and Clark

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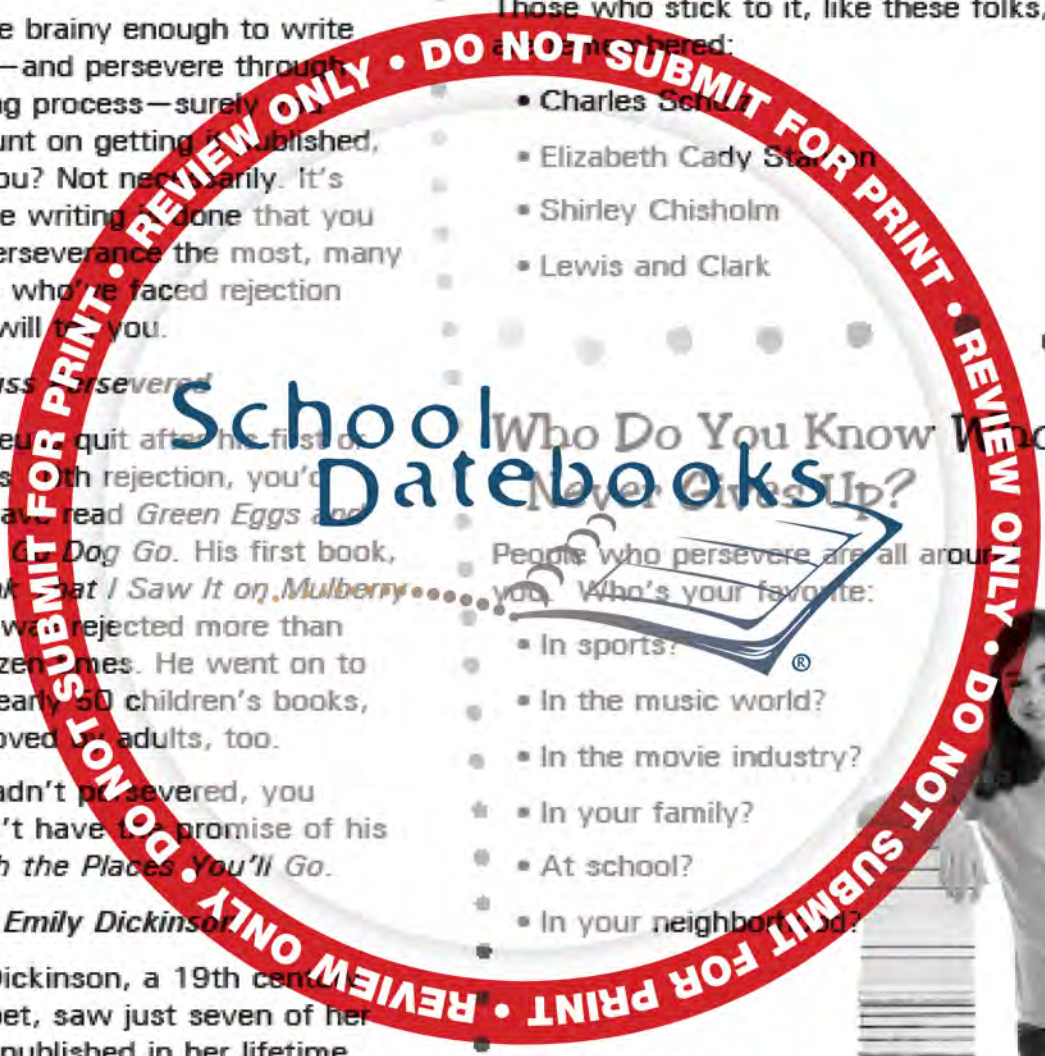
Who Do You Know Who Never Gives Up?

People who persevere are all around you. Who's your favorite:

- In sports?
- In the music world?
- In the movie industry?
- In your family?
- At school?
- In your neighborhood?

"If you can somehow think and dream of success in small steps, every time you accomplish a small goal, it gives you confidence to go on from there."

— Jane H. Johnson





CHARACTER *traits of good character*

RESPECT

Everyday Occurrences

Early on we learn when to say "please" and "thank you," and how to address adults as "Mr. and Mrs. Smith."

But showing respect isn't always clear. There are many kinds of words and actions that show respect when:

- Some of your classmates are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on a book report?
- You attend your younger sibling's school talent show?
- A friend invites you over for dinner for the first time?
- A classmate you don't know very well calls you names in the cafeteria?

Me First

You've probably heard the saying that you have to be a friend to yourself before anyone else will be a friend to you. It's true!

Now, think about some of the reasons why you deserve to be treated with respect:

I excel at _____

I'm a good _____

I'm proud of my ability to _____

I can teach others how to _____

My favorite thing about me is _____

Next time you're feeling down, turn to this page to be reminded of why it's great to be you!

How Respectful Am I?

Answer these statements to find out.

I treat other people the way I want to be treated. T F

I respect people who are different than me. T F

I obey school rules and community laws. T F

I don't litter and leave nature sites as I found them. T F

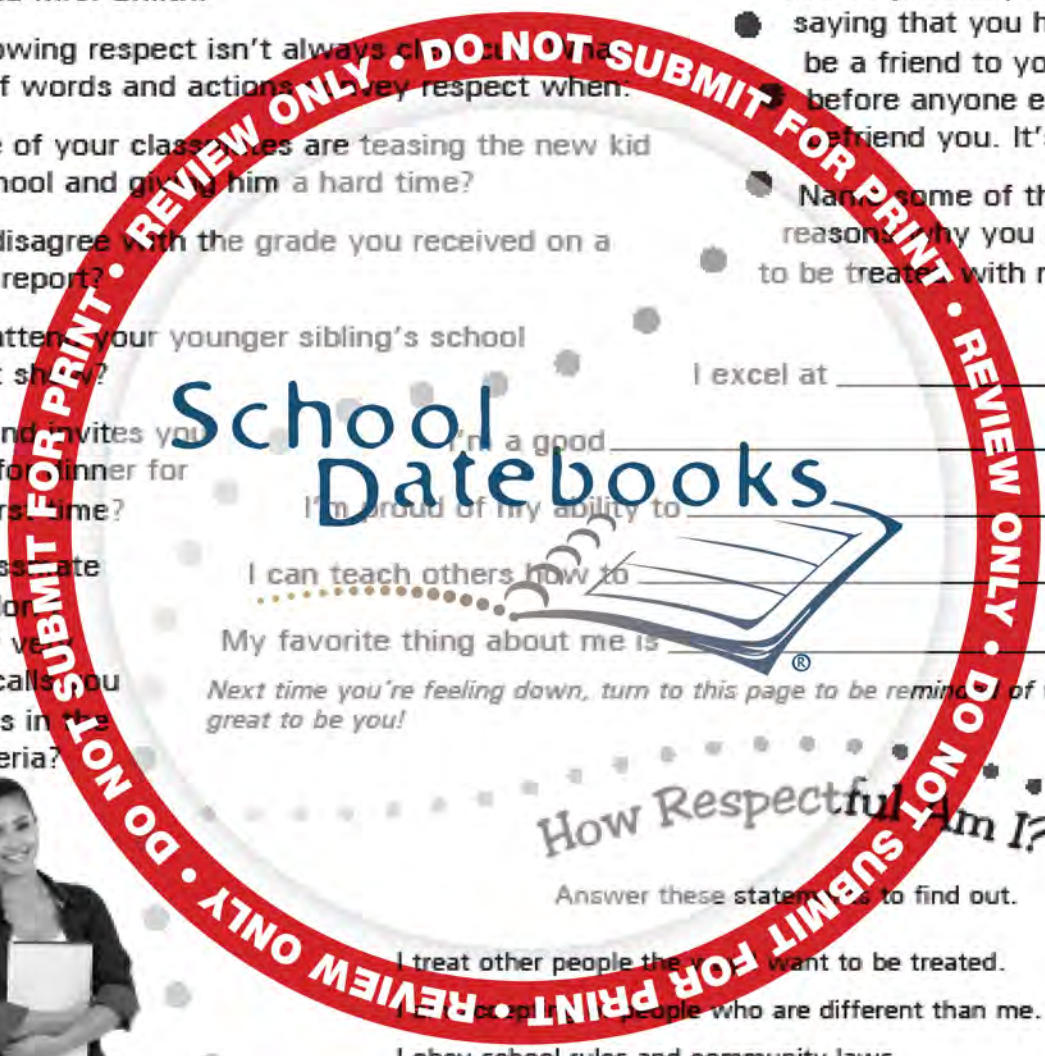
I solve disagreements without violence. T F

I allow others their chance to speak. T F

I am a respectful person because: _____

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

-FRANK DOSTOEVSKI



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RESPONSIBILITY

You Can Count on Me

When you are responsible, others can rely on you to do your part—whether it's participating in a class discussion, watching your younger siblings after school, or completing your paper route on time.

- Can you take care of yourself?
- Do you take care of others?
- Do you do the right thing without being asked?

If you answered "yes" to all three questions, you've shown that you are responsible.

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Responsible Role Models

Everywhere you look, you can see models of responsibility. There are teachers who educate you, police officers who protect you, and parents who provide for you. List the people in your life who have responsibility.

Test Your Level of Responsibility

When you make a mistake, do you

- Blame someone else?
- Admit your mistake and try to correct it?

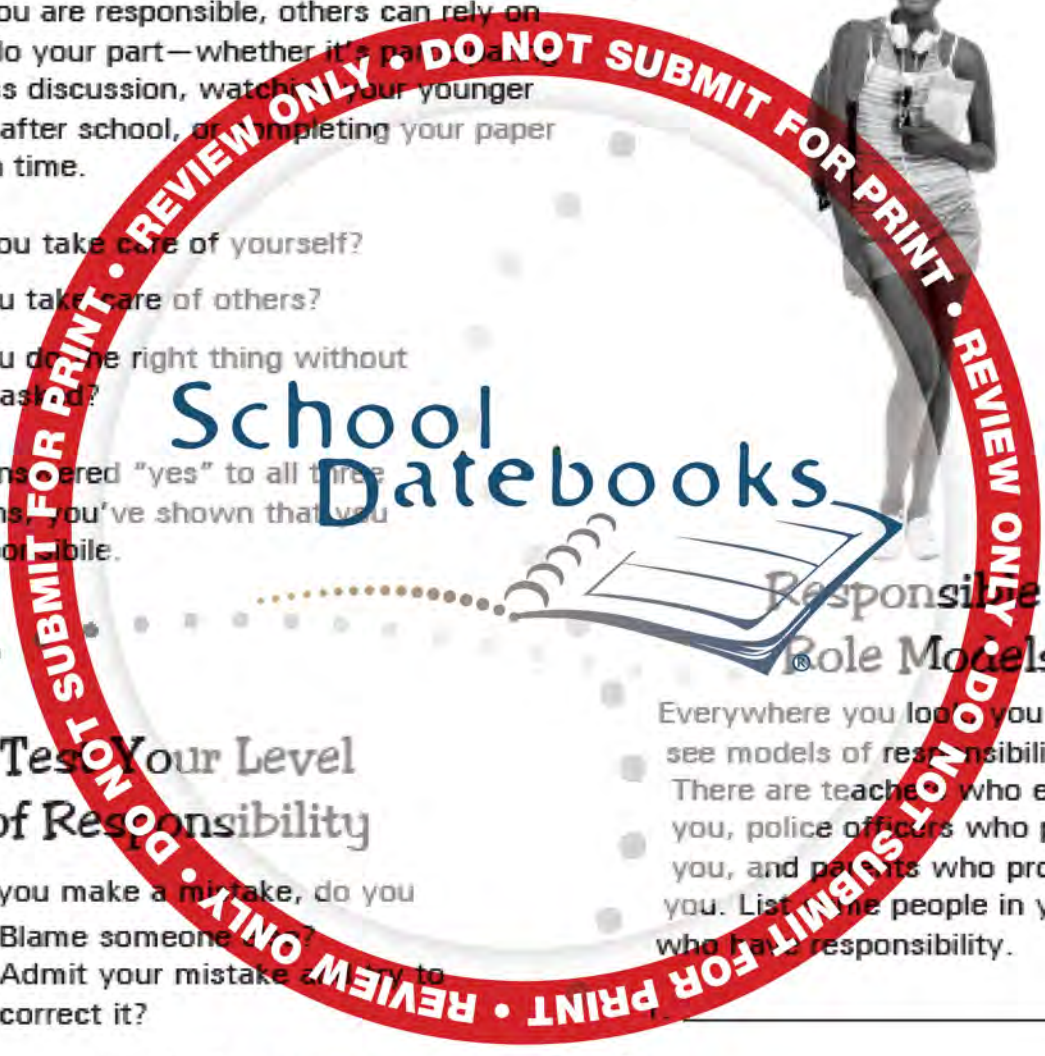
When you get up in the morning, do you

- Make your bed?
- Leave your bed a mess and hope someone else makes it?

On group assignments, do you

- Follow through with what you told the group you would do?
- Hope someone else in the group does your part?

- _____
- _____
- _____
- _____
- _____
- _____
- _____





CHARACTER *traits of good character*

TRUSTWORTHINESS

Traits in Common

How are friendship and loyalty related to trust? _____

The Truth About Trust

Trustworthy people know the importance of trust and make sure they embody it in _____ thing they do.

Whom do you trust? _____

Can others trust you? Why or why not? _____

Why is it important to trust one another? _____

When might you need to betray a friend's trust? _____

"You may be deceived if you trust too much, but you will live in torment if you don't trust enough."

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In Practice

For each example of nontrustworthy behavior, come up with a trustworthy solution.

You lie to your parents. _____

You fail to return your library books. _____

You break a promise to a friend. _____

You're caught gossiping behind someone's back. _____

You let a friend copy your homework. _____

Someone else is blamed for your mistake. _____



The graphic features a large, stylized 'G' in the background. The text 'Giving back feels great!' is written across the top of the 'G'. A red circular banner with white text 'DO NOT SUBMIT FOR PRINT • REVIEW ONLY' is repeated twice around the 'G'. In the center of the 'G', the text 'School Datebooks' is written in blue, with an illustration of a blue spiral-bound notebook below it. At the bottom of the graphic, the word 'VOLUNTEER' is repeated in a grid pattern.

Giving back feels great!

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DO NOT SUBMIT FOR PRINT • REVIEW ONLY • DO NOT SUBMIT FOR PRINT • REVIEW ONLY

- Help those who need help.
- Make new friends.
- Develop new skills, such as teamwork, collaboration, problem solving, fundraising, and time management.
- Experience and learn to appreciate more diverse groups of people.
- Discover the power of people working together for a common cause.
- Make connections in your community's social service and business networks.
- Build your resume.
- Promote the causes you consider important.
- Feel good about yourself!
- Stretch yourself while you explore something new and exciting.

VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER
VOLUNTEER



CIVICS *Bill of Rights*

AMENDMENT I

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

AMENDMENT II

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

AMENDMENT III

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

AMENDMENT IV

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

AMENDMENT V

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

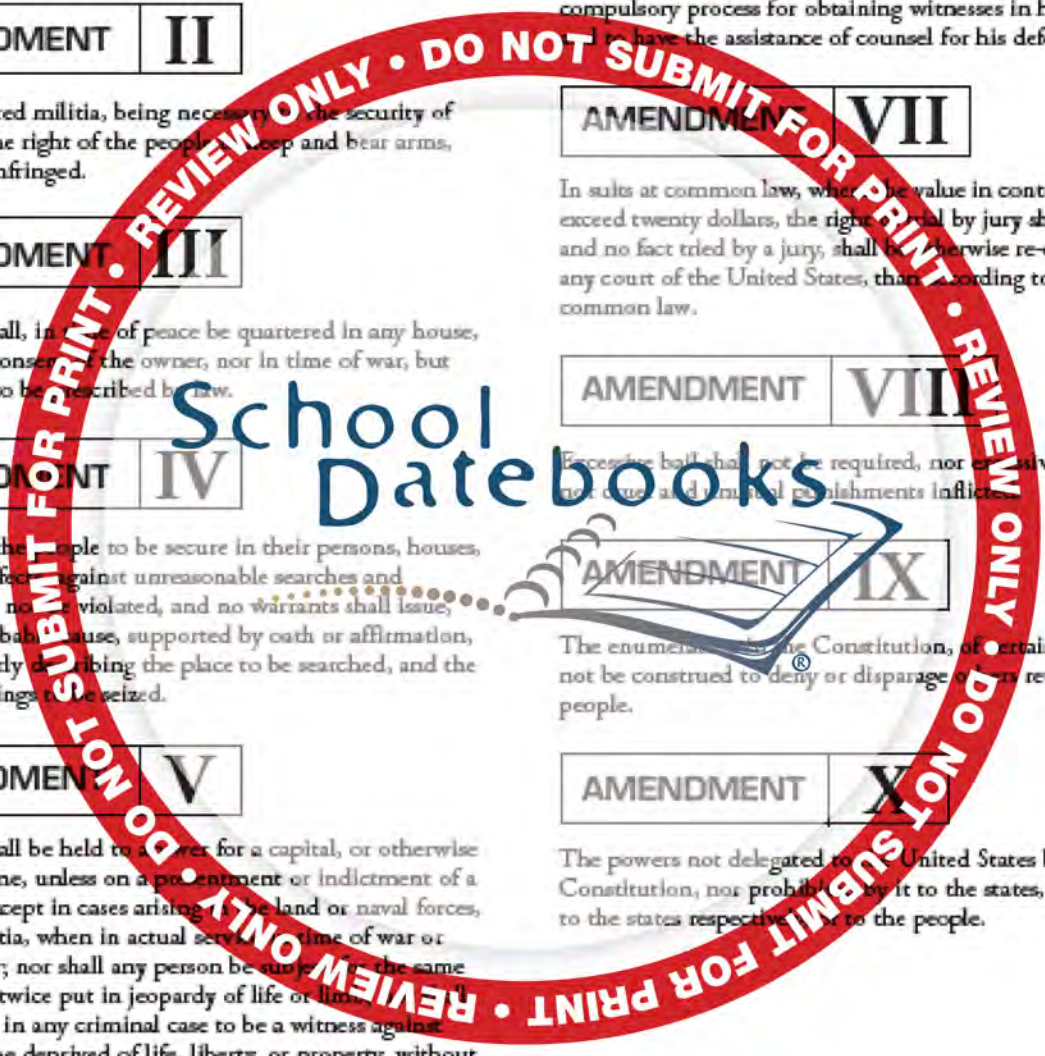
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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 to the states, are reserved to the states respectively, or to the people.





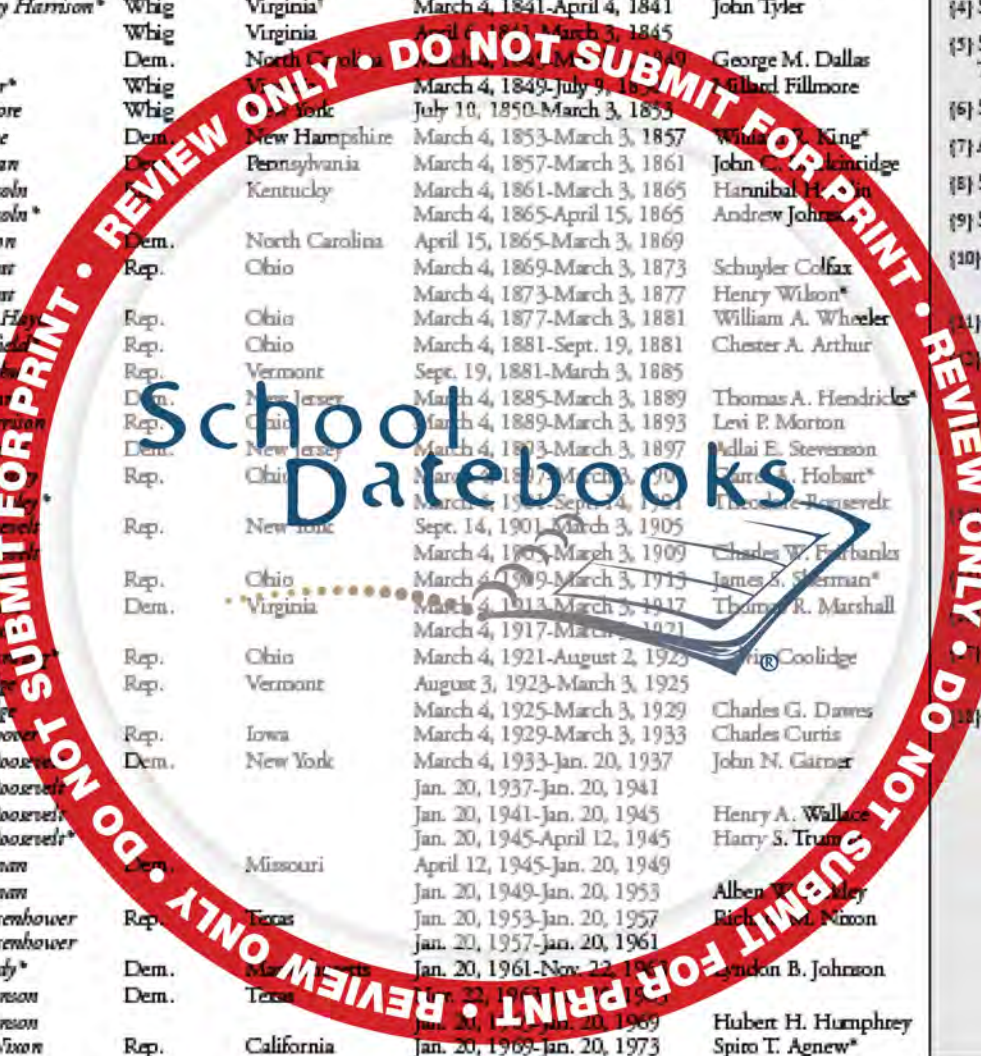
CIVICS *United States presidents*

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

(*did not finish term; *born a subject of Great Britain before United States was established)

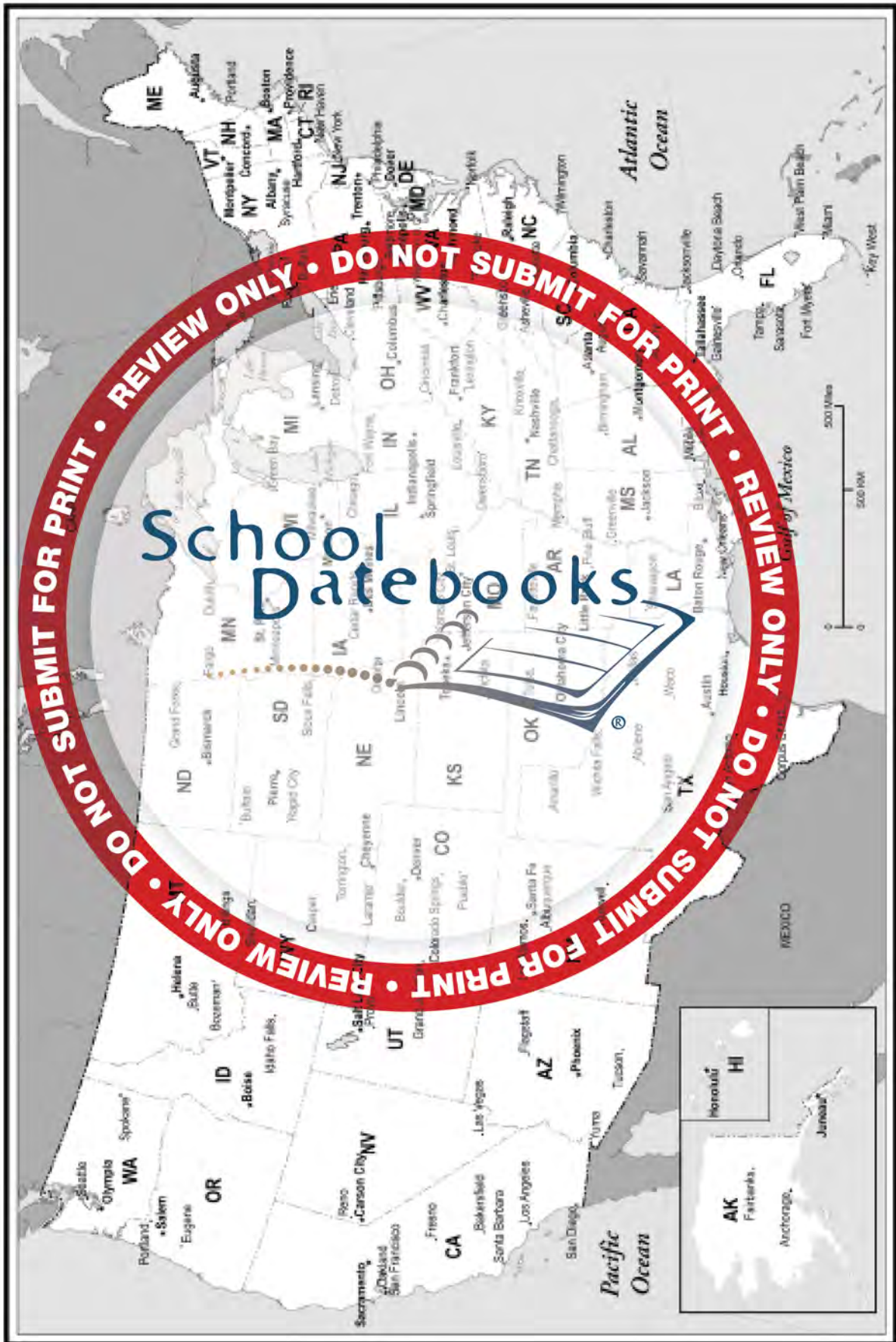
ORDER OF PRESIDENTIAL SUCCESSION

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



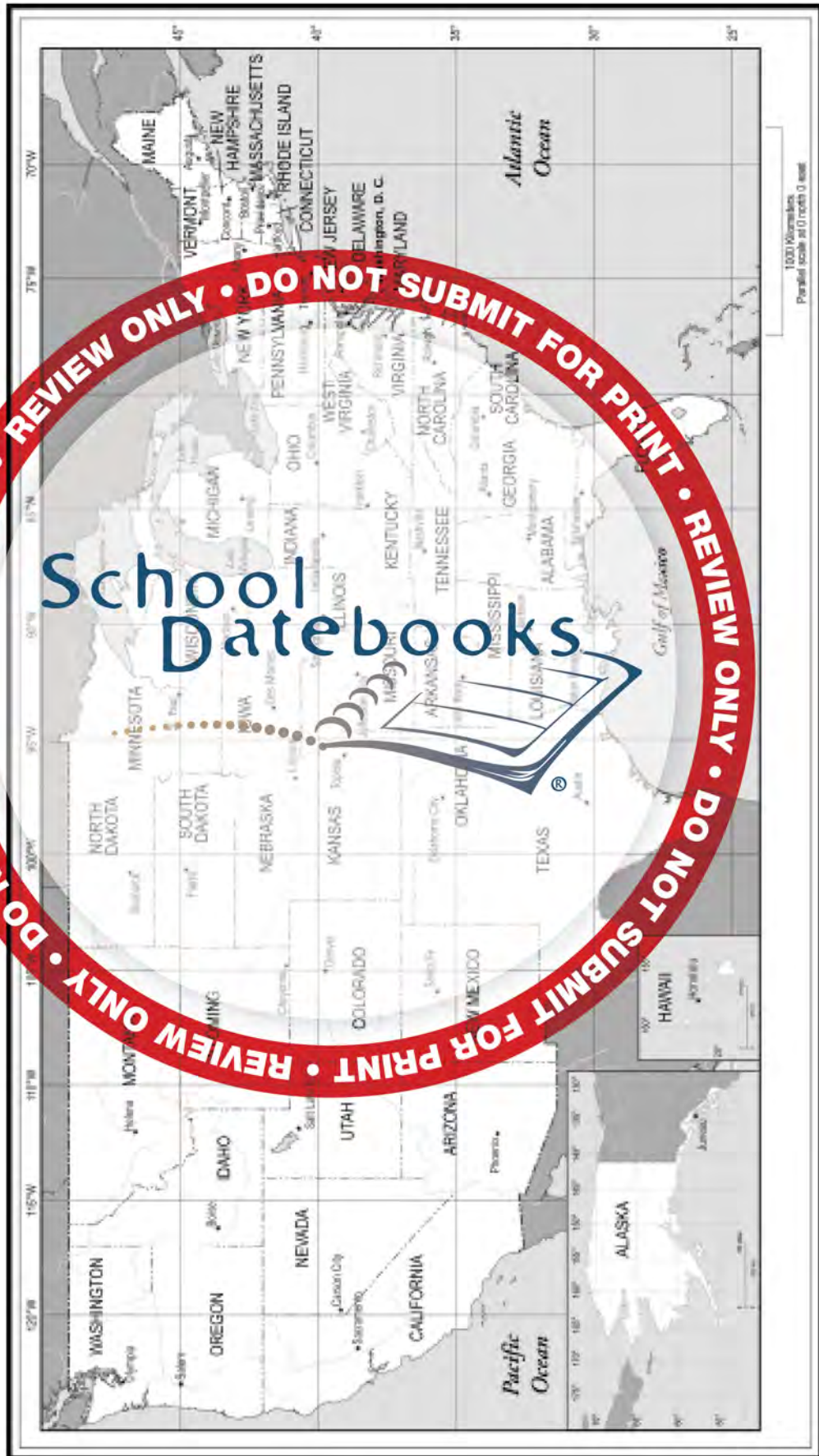


GEOGRAPHY *United States map*



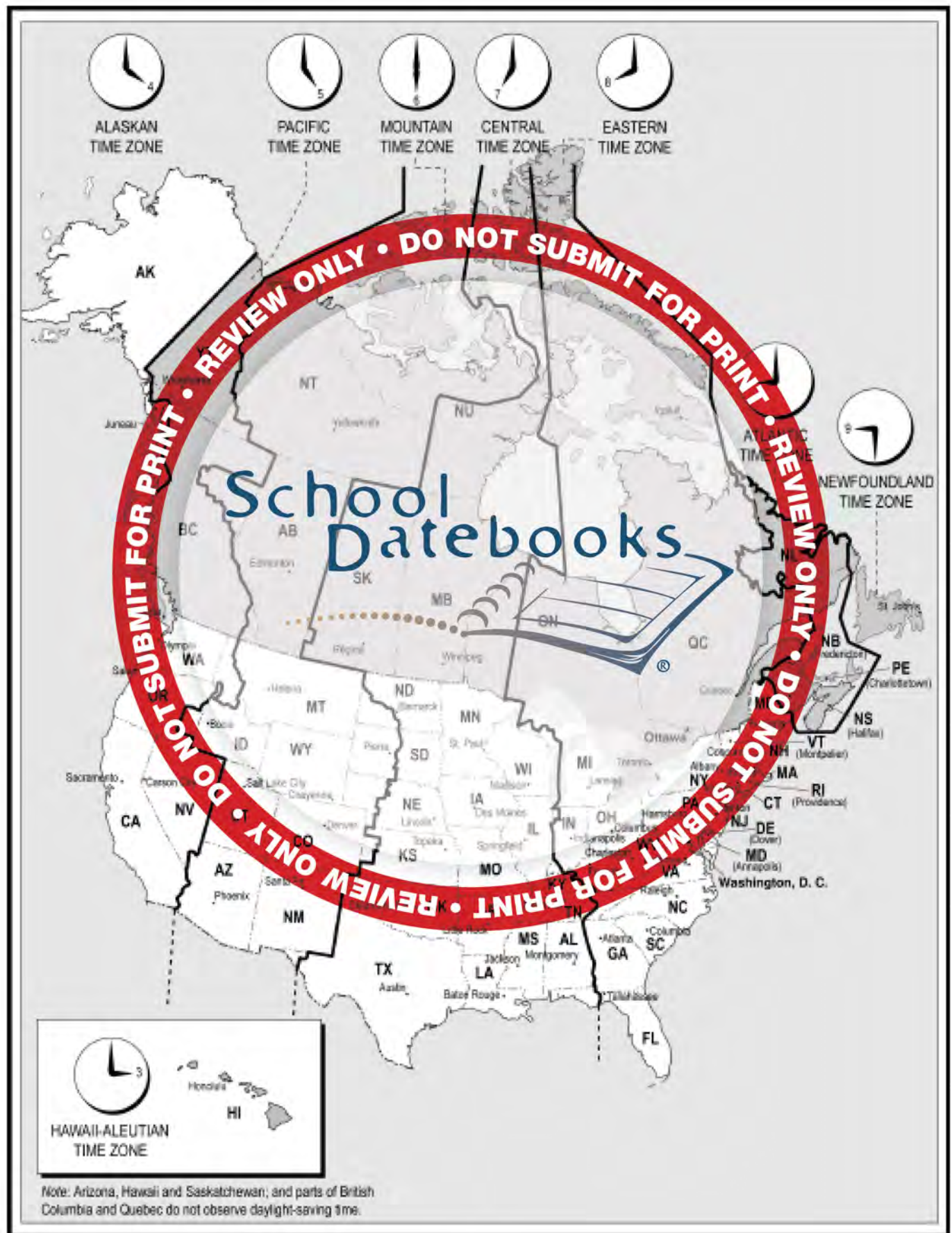


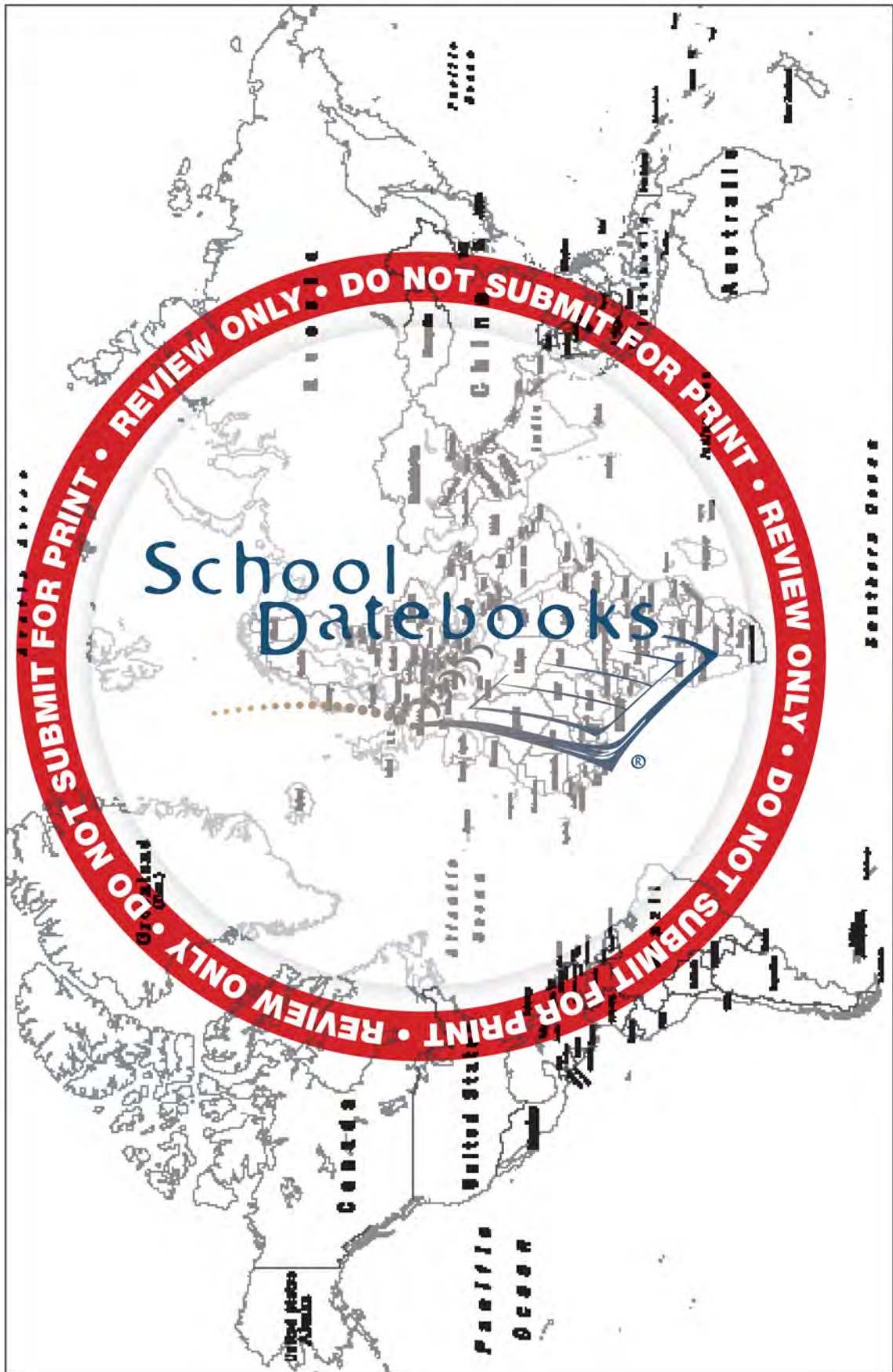
GEOGRAPHY *United States map with longitude & latitude*





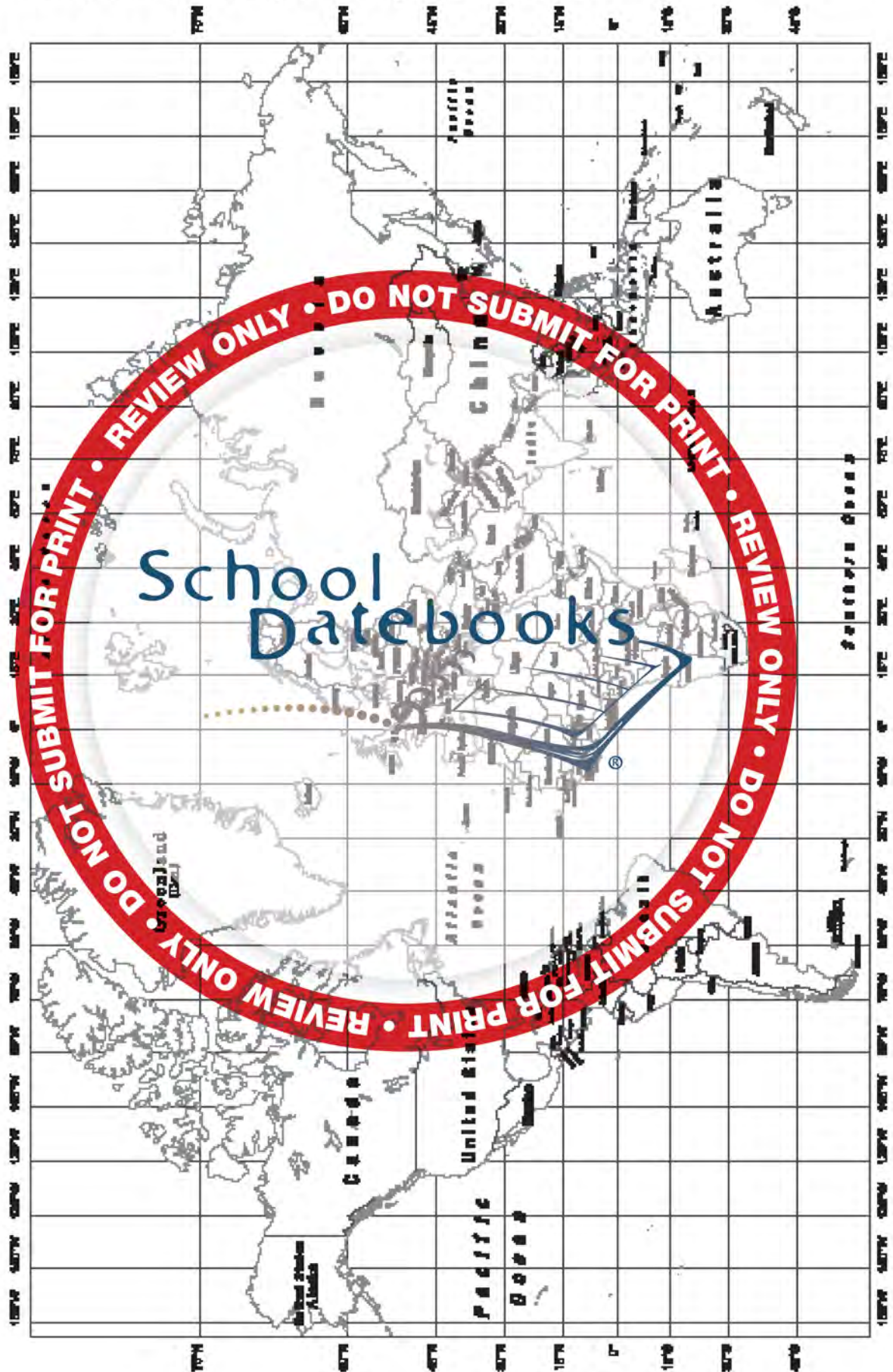
GEOGRAPHY *U.S. & Canada time zones*







GEOGRAPHY *world map with longitude & latitude*





ENVIRONMENTAL AWARENESS *recycling*

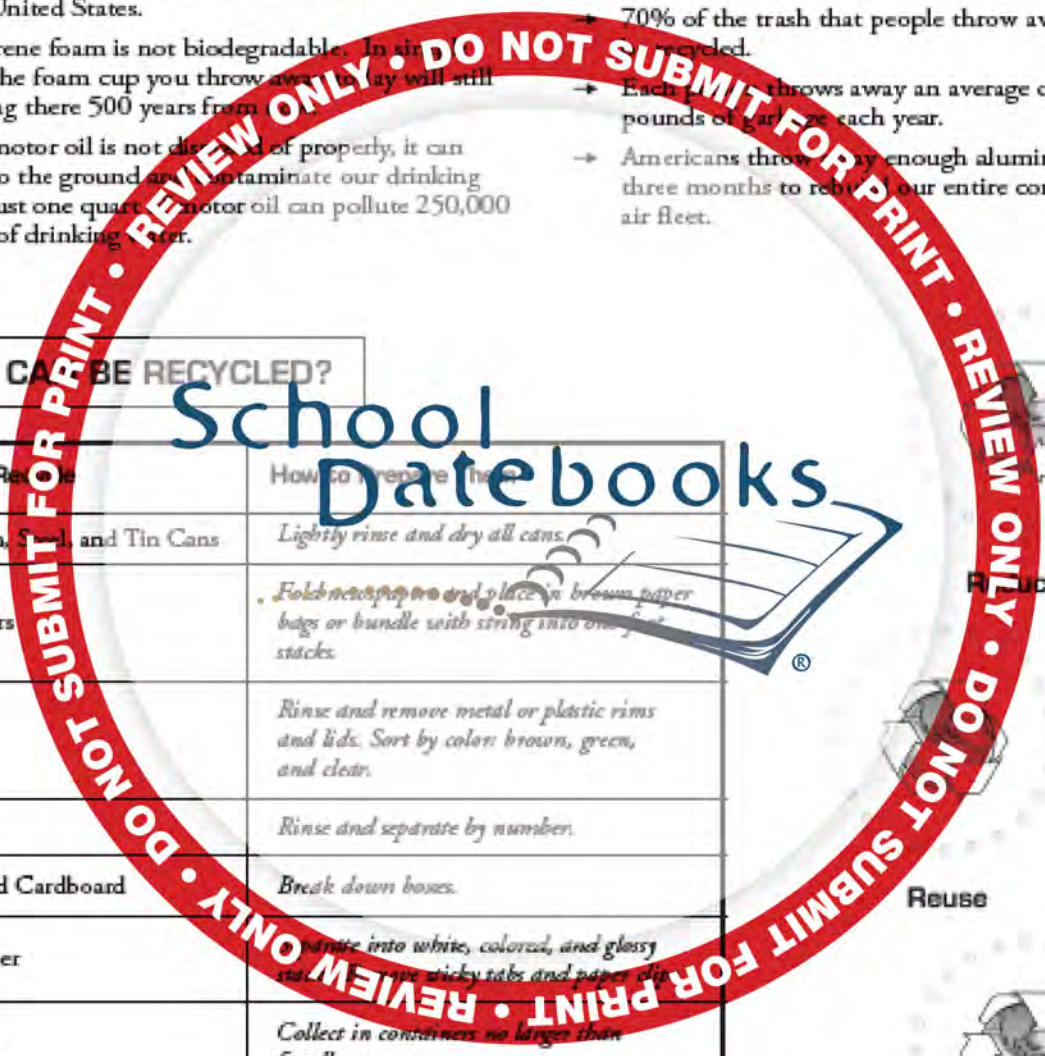
FACTS

- 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 six months, the foam cup you throw away may still be sitting there 500 years from now.
- When motor oil is not disposed of properly, it can seep into the ground and contaminate our drinking water. Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- An aluminum can that is not recycled will still litter the earth almost 500 years later.
- The average office worker throws away about 180 lbs. of recyclable paper every year.
- Hot dogs last up to 20-25 years in a landfill.
- 70% of the trash that people throw away can be recycled.
- Each person throws away an average of 1,460 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild our entire commercial air fleet.

WHAT CAN BE RECYCLED?

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

School Datebooks



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 injury and death – more than 38% of drownings are alcohol-related.
- Long-term effects of heavy alcohol use include loss of appetite, vitamin deficiencies, stomach ailments, sexual impotence, liver damage, heart and central nervous system damage, and memory loss.



How Do I Know I Have a Drinking Problem?

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



About Alcohol – Quick Facts

- (1) *Know the law.* Alcohol is illegal to buy or possess if you are under age 21.
- (2) *Get the facts right.* One 12-ounce beer has as much alcohol as a 1.5-ounce shot of whiskey or a 5-ounce glass of wine.
- (3) *Stay informed.* Wine coolers look like juice sparklers, but they have just as much alcohol as a 12-ounce beer. One glass of clear malt can give a teenager a .02 on a breathalyzer test. In some states, that amount is enough for anyone under the age of 21 to lose his/her driver’s license and be subject to a fine.
- (4) *Be aware of the risks.* Drinking increases the risk of injury. Car crashes, falls, burns, drowning, and suicide are all linked to alcohol and other drug use.
- (5) *Keep your edge.* Alcohol can ruin your looks, gut, breath, and even your gut.
- (6) *Play it safe.* Drinking can lead to intoxication and even death.
- (7) *Do the smart thing.* Drinking puts your health, education, family ties, and social life at risk.
- (8) *Be a real friend.* If you know someone with a drinking problem, be a part of the solution. Urge your friend to get help.
- (9) *Remain alert.* Steer clear of claims that alcohol means glamour and adventure. Stay clear on what’s real and what’s illusion.

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



HEALTHY LIVING *about smoking cigarettes*

SMOKING CIGARETTES

Risks

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

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

Facts

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

Think About It!

- {1} *Use your head.* Smoking is responsible for close to 480,000 deaths each year.
- {2} *Stay active.* Exercising and participating in sports is nearly impossible if you smoke cigarettes.
- {3} *Be aware of the risks.* Smoking can lead to many physical problems including emphysema, heart disease, stroke, and cancer.
- {4} *Keep your edge.* Smoking makes you smell bad, gives you bad breath, and gives you premature wrinkles.
- {5} *Play it safe.* Experimenting with smoking could lead to full-fledged addiction and a lifetime of trying to quit.
- {6} *Do the smart thing.* Smoking puts your health and the health of those around you at risk.
- {7} *Get with the program.* Smoking isn't "in" anymore.
- {8} *Find ways to reduce anxiety.* Smoking may actually contribute to your state of agitation.



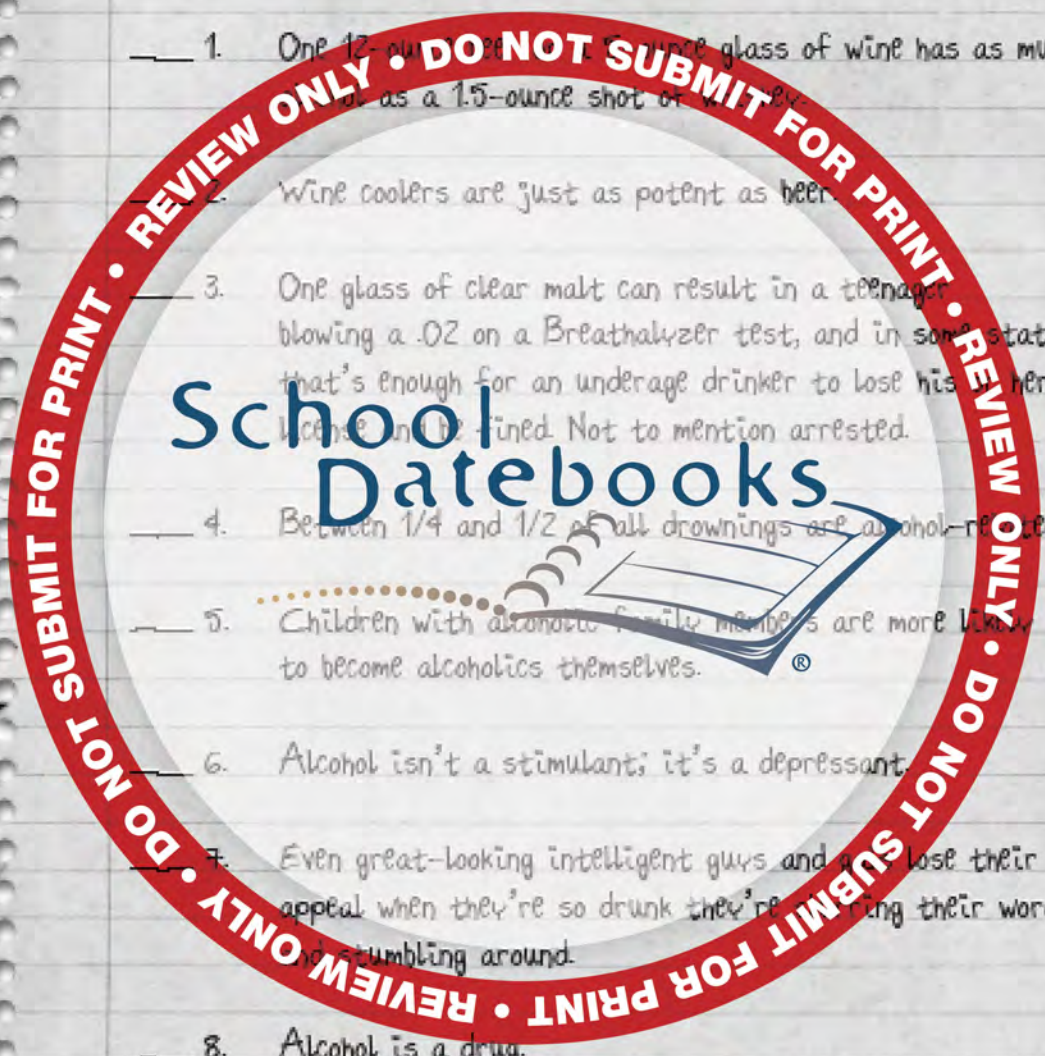
HEALTHY LIVING *alcohol myths*

How well do you really know alcohol?

True or false?

- ___ 1. One 12-ounce beer has as much alcohol as a 5-ounce glass of wine has as much as a 1.5-ounce shot of *whisky*.
- ___ 2. Wine coolers are just as potent as beer.
- ___ 3. One glass of clear malt can result in a teenager blowing a .02 on a Breathalyzer test, and in some states, that's enough for an underage drinker to lose his or her license and be fined. Not to mention arrested.
- ___ 4. Between 1/4 and 1/2 of all drownings are alcohol-related.
- ___ 5. Children with alcoholic family members are more likely to become alcoholics themselves.
- ___ 6. Alcohol isn't a stimulant; it's a depressant.
- ___ 7. Even great-looking intelligent guys and girls lose their appeal when they're so drunk they're slurring their words and stumbling around.
- ___ 8. Alcohol is a drug.
- ___ 9. Alcohol is a major contributor to violent deaths of all types.
- ___ 10. About 1/2 of fatally injured drunk drivers are under 30 years old.

(Hint: All of these statements are true.)



School Datebooks



HEALTHY LIVING *alcohol, tobacco, & drugs*

FACT AND FICTION:

Substances and your body

Home is where the heart is.

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

Alcohol

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

Drinking...

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

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

...is packed with empty calories.

Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn more at: www.alcohol-facts.net

Tobacco

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

Tobacco...

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

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

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

Illegal Drugs...

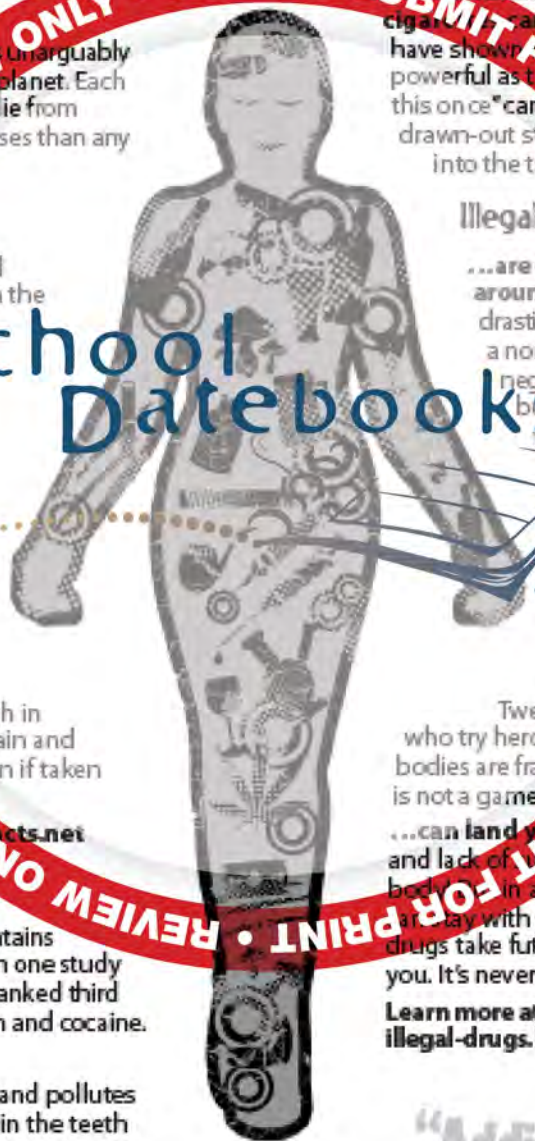
...are dangerous to you and those around you. Illegal drugs can cause drastic changes in a user's ability to live a normal life. Illegal drugs are always a negative equation. They do nothing but take from the user, a user's family and friends, and from the community at large. If you or someone you know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

...can cause irreversible damage to the mind and body. For example, cocaine can bring on strokes and seizures, even in young people.

Twenty-three percent of people who try heroin will become addicted. Our bodies are fragile. Don't risk your future. This is not a game.

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

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



"Addiction" Defined:

...to be "addicted" is to be chemically dependent. When addicted, a person will compulsively seek out a substance despite knowing and experiencing its harmful effects upon themselves and those around them.



FACT AND FICTION:



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 = beer, wine, liquor, wine coolers

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

Body Damage:

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

Heart - Can make your heart bigger and thins the walls

Liver - Cirrhosis and hepatitis

Stomach / Digestive System - Ulcers and increased cancer risk

Addiction Profile:

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

First Stage:

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

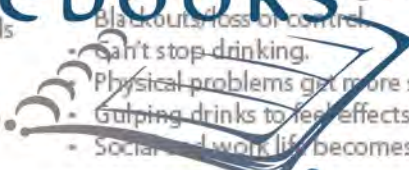
Second Stage:

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

Third and Fourth Stages:

- Severe depression.
- Suicide risk.
- Severe withdrawal symptoms (trembling, 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.

School Datebooks



Addiction Rank: 6th

Harmfulness: 1st

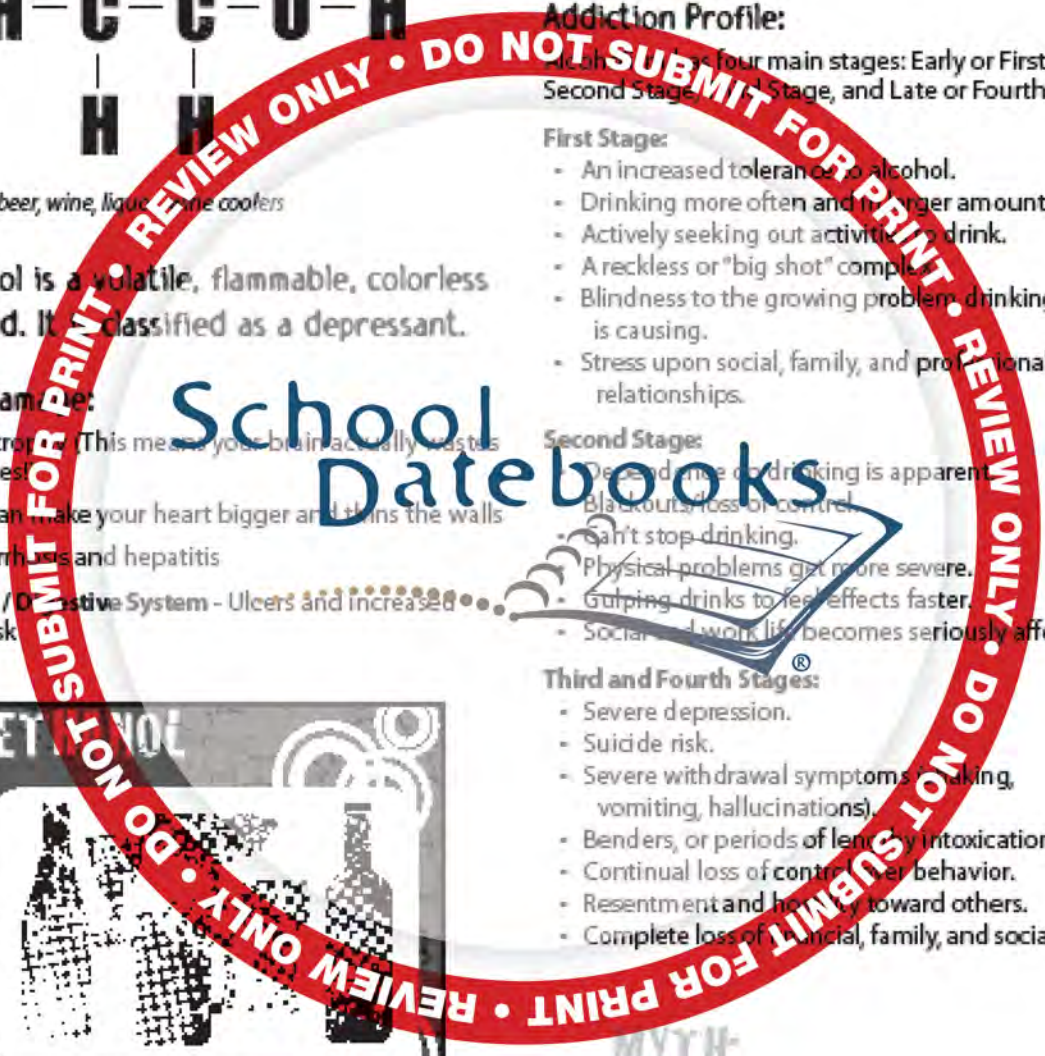
Description: A volatile colorless liquid created through a fermentation process.

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

MYTH:

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

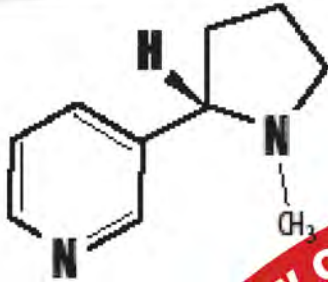
BUSTED: Over time, tolerance to alcohol can prevent a person from feeling intoxicated, but it is a ruse. The body is still absorbing, processing, and being damaged by the alcohol that is being consumed. Tolerance increases the risk of incurring alcohol poisoning and is an early signal of addiction, not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





HEALTHY LIVING *tobacco*

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

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

Body Damage:

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

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

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

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

Addiction Profile:

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

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

NICOTINE

Addiction Rank: 3rd

Harmfulness: 6th

Description: Naturally occurring insecticide.

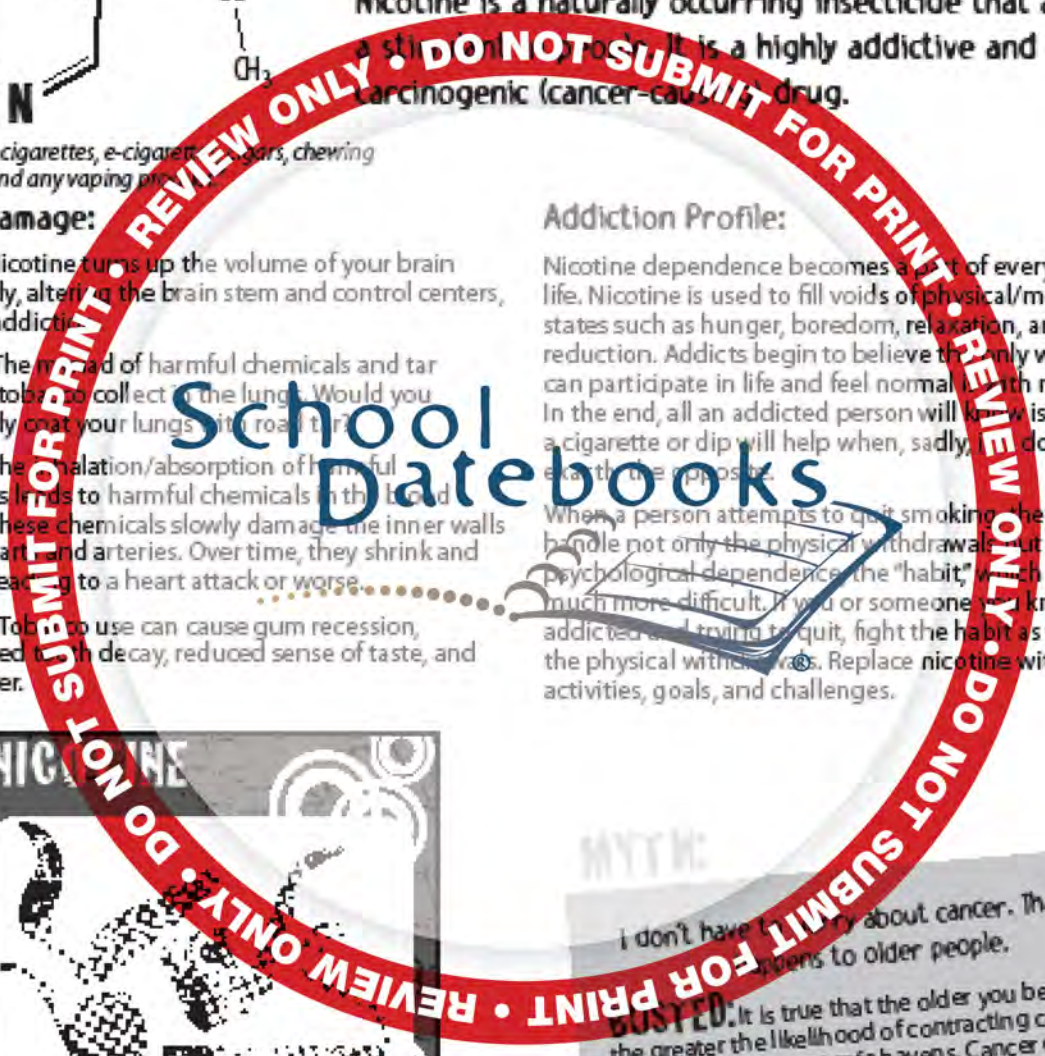
Side Effects: Severely addictive, gum and mouth disease, dizziness, bad breath, altered brain chemistry, sores, cancer, early death.

MYTH: I don't have any family history about cancer. That only happens to older people.

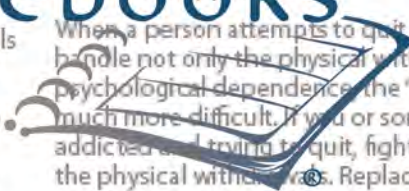
BUSTED: It is true that the older you become, the greater the likelihood of contracting cancer. But, statistics are not safe havens. Cancer occurs because of cancer cells, not old age, and tobacco use can create cancer cells at any age.

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

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



School Datebooks



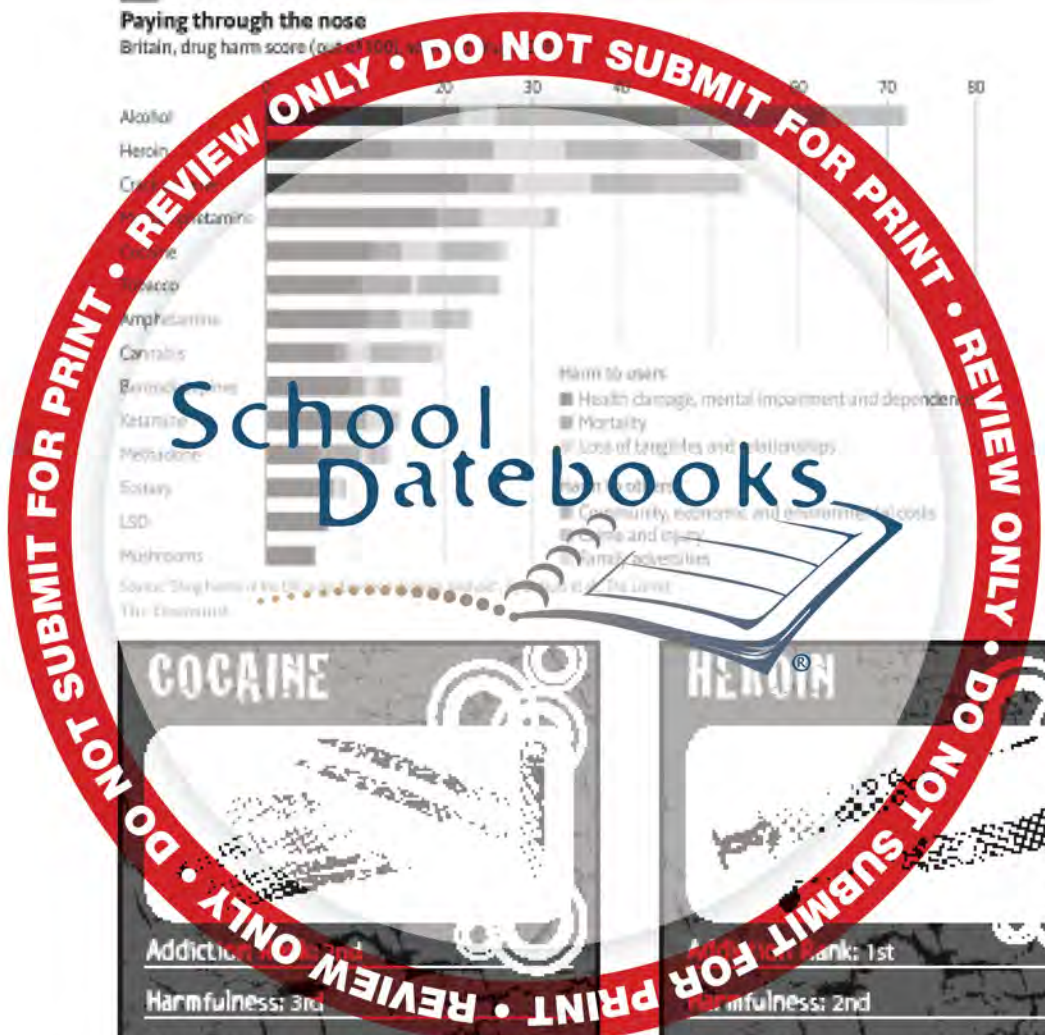
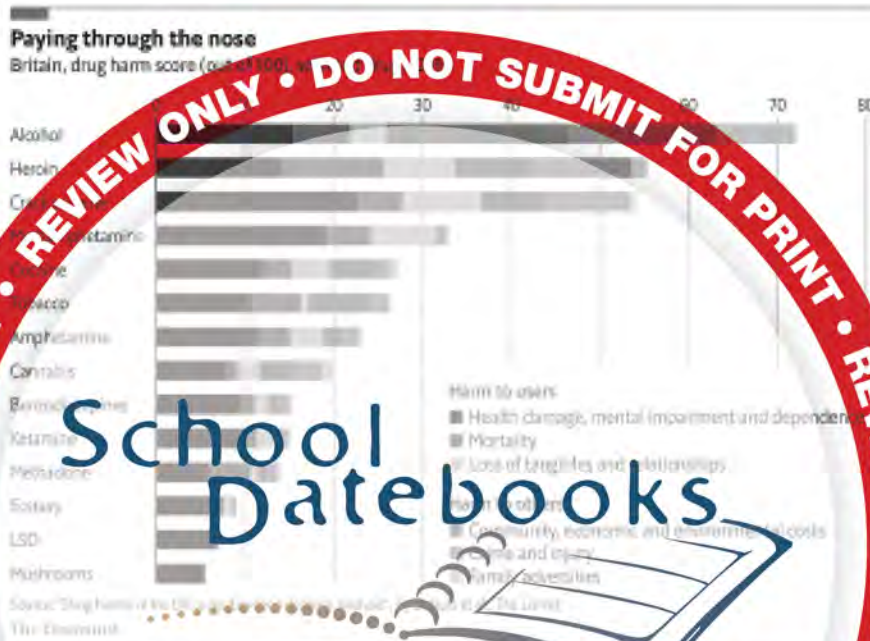


HEALTHY LIVING *Illegal drugs*

FACT AND FICTION:

Drugs: Collateral Damage

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



School Datebooks

COCAINE

Addiction: High

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: Very High

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?*



wellness

BREAKFAST

Myths & Facts

Breakfast is the most misunderstood meal. All kinds of negative rumors about it may prompt you to skip what's actually the most important meal of the day. You've probably heard these myths. Make sure you know the true facts!

MYTH: *I'll lose weight if I don't eat breakfast.*

FACT: *An empty stomach soon grows to be filled. Those who have skipped breakfast often consume extra calories later in the day to make up for an empty feeling that would have been curbed by a few bites.*

MYTH: *My stomach can't handle food in the morning.*

FACT: *Your body may not be interested in spicy, heavy foods, but it can handle—and really wants—oatmeal, toast, an egg, and/or some fruit.*

MYTH: *Breakfast will make me hungry later.*

FACT: *You'll get hungrier later in the day with or without breakfast. Eating doesn't make you hungrier. An empty stomach does.*

MYTH: *Breakfast will put me to sleep.*

FACT: *Eating too much, especially at lunchtime, can make you sleepy. But energizing breakfast foods perk you up and fuel your body for the morning's activities.*

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

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

What's on the World's Menu?

From light fare to hot meals, here's a sampling of what's often served for breakfast around the globe:

- ALGERIA: French bread
- ARGENTINA: Ham and cheese tostados
- AUSTRALIA: Eggs, sausage, and tomatoes
- BULGARIA: Yogurt
- CHINA: Rice dumplings
- ITALY: Bread and jam
- JAPAN: Rice and seafood
- NETHERLANDS: Poached eggs, green herring
- PHILIPPINES: Sweet fried rice, eggs
- RUSSIA: Black bread, sausage
- SCOTLAND: Oatcakes, scones
- SPAIN: Roll with butter and jam
- TURKEY: White cheese, tomatoes, black olives, bread
- WALES: Laverbread (from seaweed) and cockles

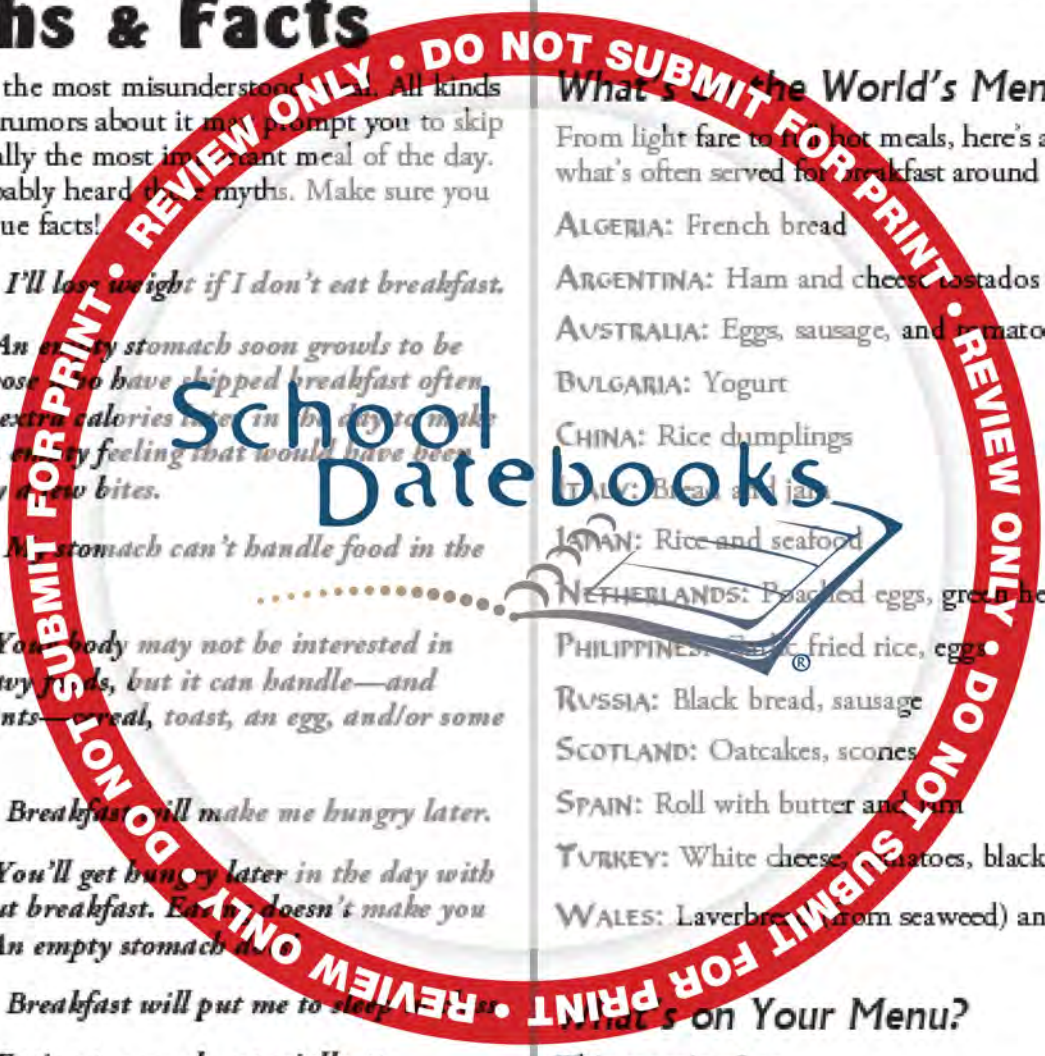
What's on Your Menu?

This morning I ate _____.

Tomorrow, I'm going to eat _____.

My favorite weekday breakfast is _____.

My favorite weekend breakfast is _____.





HEALTHY LIVING *breakfast — who needs it?*

wellness

BREAKFAST

Who Needs It?

What does it take to get you moving in the morning, besides a clock that's ringing toward the tardy bell? If you have to choose between more sleep and eating breakfast, do you snooze?

That's when you lose, nutritionists say. Believe it or not, breakfast is what will kick you into high gear after your long sleep. And the best breakfast includes a variety of foods—bread or cereal, protein, fruit, and milk or yogurt.

Everyone needs breakfast for the day's energy. You don't have to jog out or eat something that doesn't appeal to you. But do give your body a boost with foods that will get you going.

School Datebooks

Two for the Price of One

Mornings are busy enough, but you can double up:

- Eat breakfast while you re-read notes for your test or presentation
- Eat and skim the sports page
- Eat and score one with your parents by sitting down with the fam[®] in the morning

Quick Take

Breakfast on the go is often the order of the day. Some easy-to-grab foods as you head out the door:

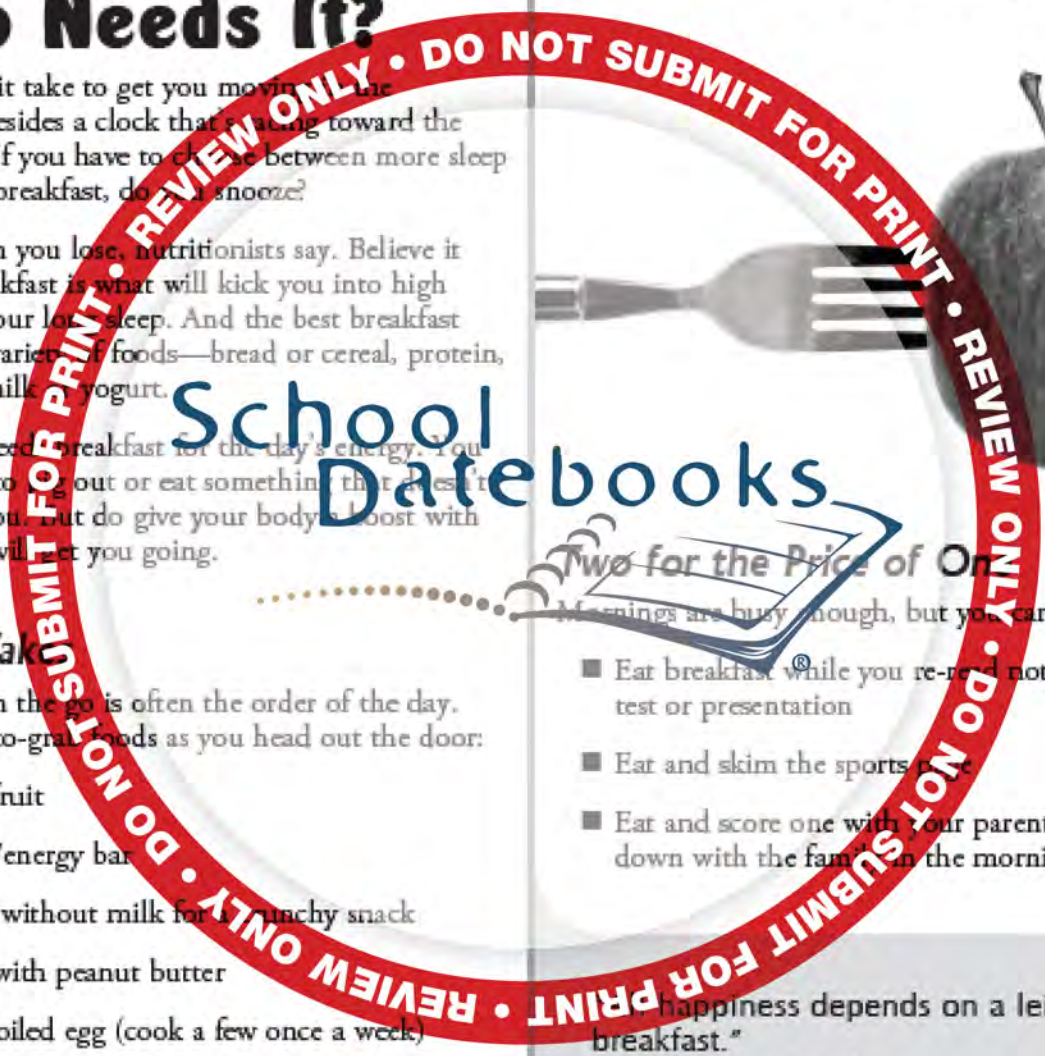
- ☑ Fresh fruit
- ☑ Cereal/energy bars
- ☑ Cereal without milk for a crunchy snack
- ☑ Toast with peanut butter
- ☑ Hardboiled egg (cook a few once a week)

"Happiness depends on a leisurely breakfast."

— John Gunther

"Eat breakfast like a king, lunch like a prince, and dinner like a pauper."

— Adelle Davis





Boozing it up can be costly

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

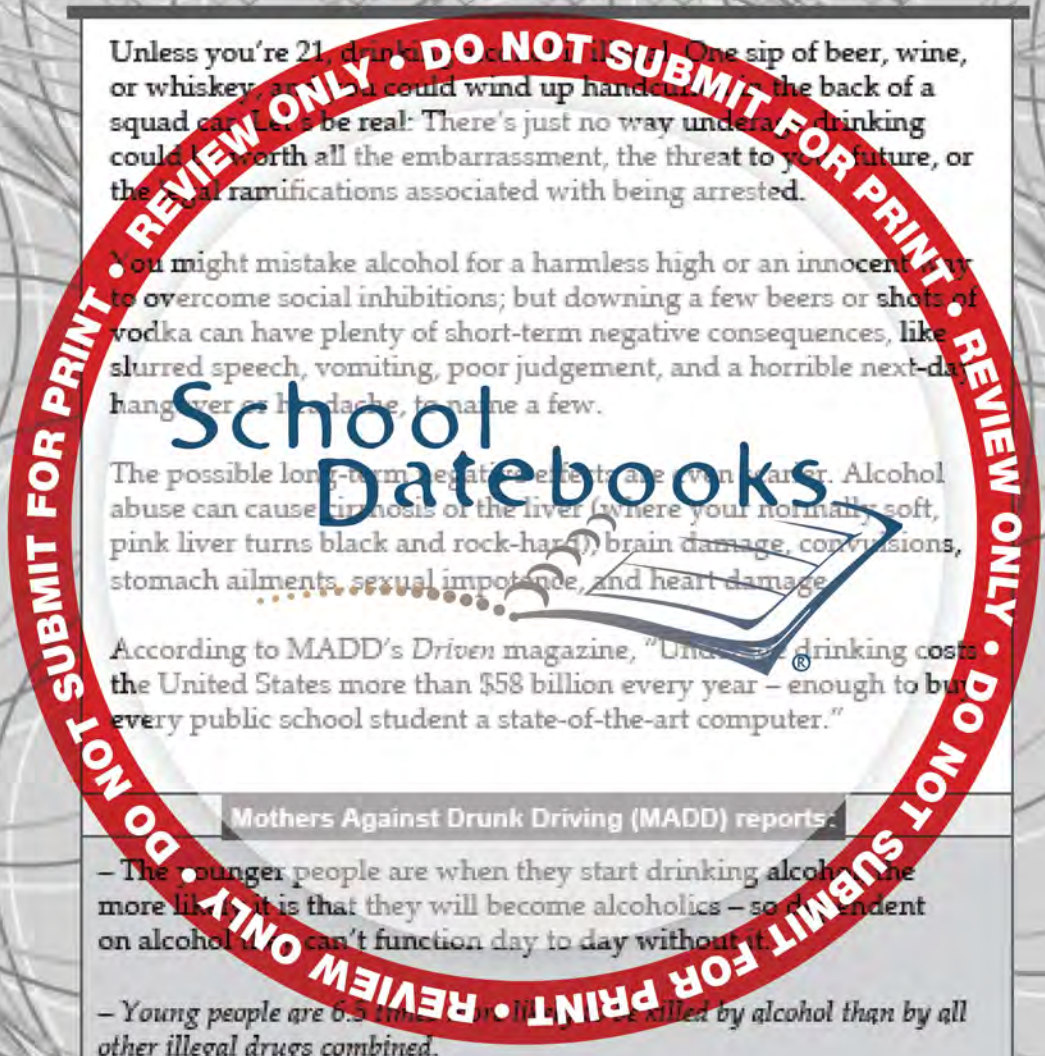
You might mistake alcohol for a harmless high or an innocent way to overcome social inhibitions; but downing a few beers or shots of vodka can have plenty of short-term negative consequences, like slurred speech, vomiting, poor judgement, and a horrible next-day hangover or headache, to name a few.

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

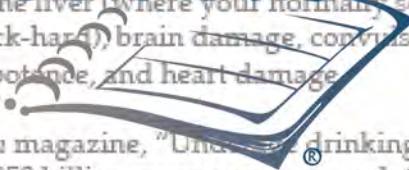
According to MADD's *Driven* magazine, "Under the drinking costs the United States more than \$58 billion every year – enough to buy every public school student a state-of-the-art computer."

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 that they can't function day to day without it.
- Young people are 6.5 times more likely to be killed by alcohol than by all other illegal drugs combined.
- Auto accidents, homicides, and suicides are the top causes of death for 15- to 24-year-olds, and alcohol factors prominently in all three.
- Nearly 40 percent of traffic deaths have an alcohol component, and alcohol contributes to 88,000 deaths in the United States each year. Doubt this is true? Pay close attention to TV news accounts each year around the time that schools take their spring breaks. You'll undoubtedly hear of some students who lost their lives due to irresponsible drinking.



School Datebooks





Preventing the Spread of COVID-19 at School

School Datebooks

REVIEW ONLY • DO NOT SUBMIT FOR PRINT

- Stay home when you're not feeling well.
- Avoid high-contact situations.
- Keep your distance and wear a mask.
- Avoid sharing items and storage areas.
- Practice good hygiene habits.
- Cover coughs and sneezes with a tissue.
- DO NOT SUBMIT FOR PRINT
- DO NOT SUBMIT FOR PRINT

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



Preventing the Spread of COVID-19 at School

Sanitize high-contact surfaces.
Use disinfectant wipes or sprays on surfaces that are commonly touched, such as desks, keyboards, doorknobs, etc. Wipe at least once a day to avoid the spreading of germs. Keep your distance and avoid gathering in groups.

Stay home when you're not feeling well.

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.

DO NOT SUBMIT FOR PRINT • REVIEW ONLY

School Datebooks

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.

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 Disease (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-stick/prevention.html>



HEALTHY LIVING *dietary guidelines*

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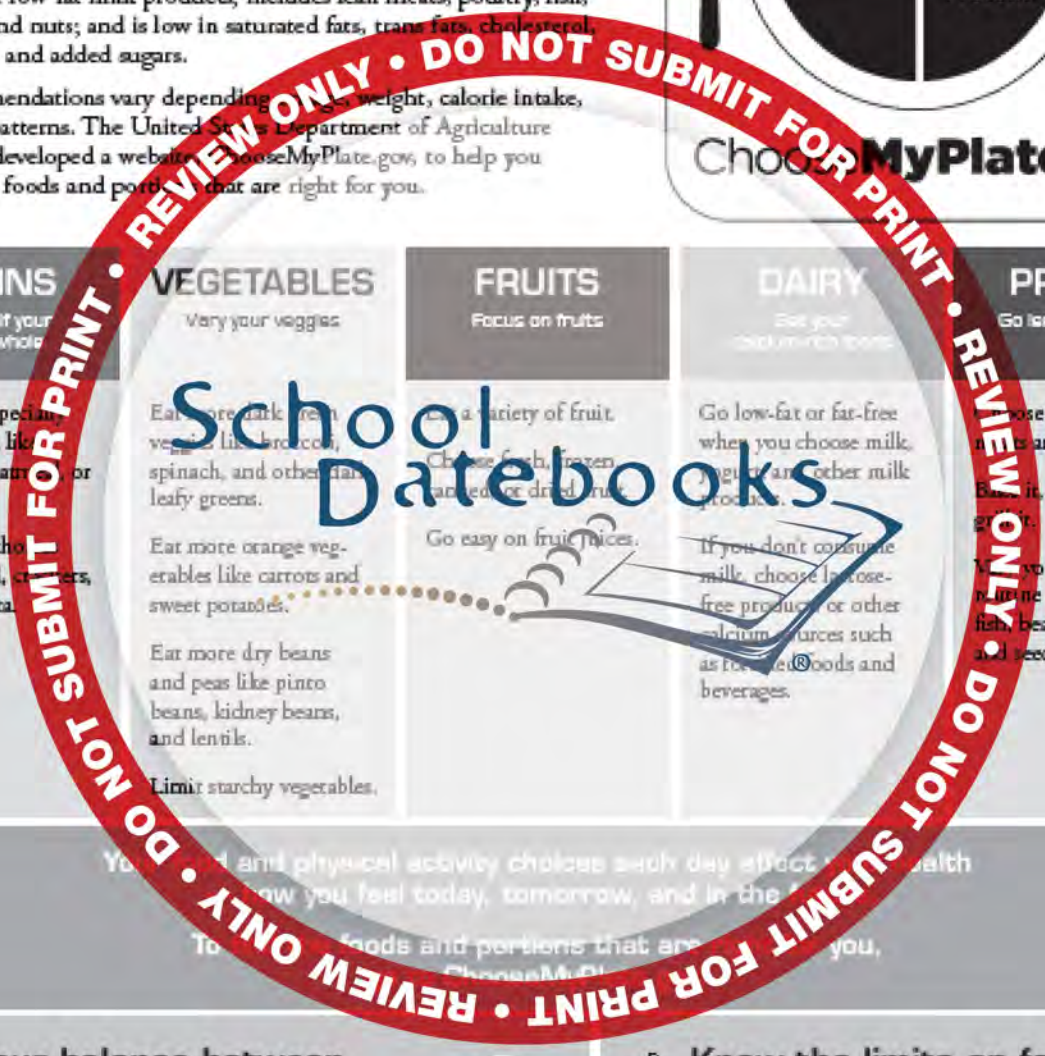
A balanced diet of nutrient-rich foods is a key component of overall health. Follow the food group recommendations to help you eat better every day. Each of these food groups provides some, but not all, of the nutrients you need.

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 your 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.



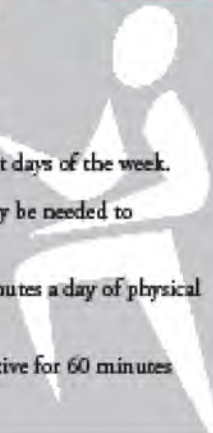
GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN
Make half your grains whole	Vary your veggies	Focus on fruits	Eat your calcium-rich foods	Go lean with protein
<p>Eat grains, especially whole-grains, like brown rice, oatmeal, or popcorn.</p> <p>Other grain choices include bread, cereal, or pasta.</p>	<p>Eat more dark green vegetables like broccoli, spinach, and other leafy greens.</p> <p>Eat more orange vegetables like carrots and sweet potatoes.</p> <p>Eat more dry beans and peas like pinto beans, kidney beans, and lentils.</p> <p>Limit starchy vegetables.</p>	<p>Eat a variety of fruit.</p> <p>Choose fresh, frozen, canned, or dried fruit.</p> <p>Go easy on fruit juices.</p>	<p>Go low-fat or fat-free when you choose milk.</p> <p>Choose fresh, frozen, canned, or other milk products.</p> <p>If you don't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.</p>	<p>Choose low-fat or lean meats and poultry.</p> <p>Broil, grill, bake, or poach it; broil it, or grill it.</p> <p>Limit your protein portions – choose more fish, beans, peas, nuts, and seeds.</p>



Your food and physical activity choices each day affect your health. Know how you feel today, tomorrow, and in the future. To choose the foods and portions that are right for you, visit ChooseMyPlate.gov.

Find your balance between food and physical activity

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



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

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



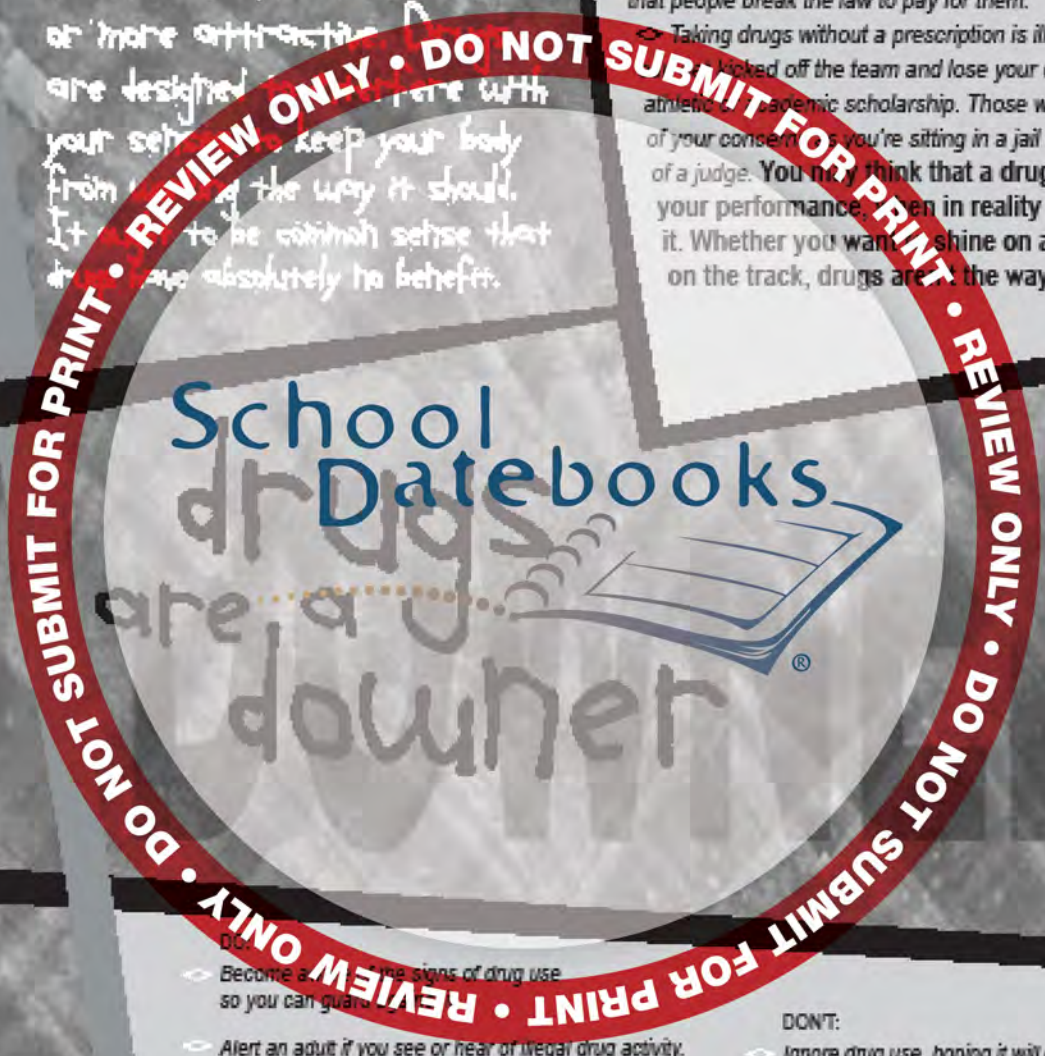
HEALTHY LIVING *drugs are a downer*

Don't let anybody dupe you! Illegal drugs won't make you happier, healthier, smarter, fatter, or more attractive. They are designed to keep you with your self. Keep your body from going the way it should. It is to be common sense that there are absolutely no benefits.

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

School Datebooks

drugs are a downer











- ◇ Become a good role model. Watch for the signs of drug use so you can guard against them.
- ◇ 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 "nanking" if you seek out help for someone who is using drugs.
- ◇ Succumb to the myth that drugs will make you a happier person.
- ◇ Feel you have to drink or do drugs to have fun.



HEALTHY LIVING *emergency action steps*

EMERGENCY ACTION STEPS		<i>Adult Life-Saving Steps</i> → IN THE PANIC OF AN EMERGENCY, YOU MAY BE FRIGHTENED OR CONFUSED ABOUT WHAT TO DO. STAY CALM. YOU CAN HELP. THE THREE "EMERGENCY ACTION STEPS" WILL HELP YOU ORGANIZE YOUR RESPONSE TO THE SITUATION.	
1 CHECK	2 CALL	3 CARE	
<ul style="list-style-type: none"> → Check the scene for safety. → Check the victim for consciousness, breathing, pulse, and blood. 	<ul style="list-style-type: none"> → Call the emergency number. → Be prepared to give the dispatcher the exact address or location of the emergency. 	<ul style="list-style-type: none"> → Care for the victim. 	
<ul style="list-style-type: none"> → Watch for changes in the victim's breathing or consciousness. → Keep the victim from getting chilled or overheated. 		<ul style="list-style-type: none"> → Help the victim rest comfortably. → Reassure the victim. 	
<p>If victim is unable to speak, cough, or breathe: Give abdominal thrusts (if person is conscious)</p>  <p>Place fist just above the navel and give quick, upward thrusts until objects obstructing their breathing is removed.</p>	<h2>School Datebooks</h2> 		<p>If victim is not breathing: Give rescue breathing</p>  <p>Pinch nose shut, give one slow breath about every 5 seconds.</p>
<p>If air won't go in - Give abdominal thrusts</p>  <p>Give up to 5 abdominal thrusts.</p>	 <p>Look for and clear any objects from mouth.</p>		 <p>Tilt head back and reattempt breaths. Repeat steps until breaths go in.</p>
<p>If not breathing and no pulse - Give CPR</p>			
 <p>Find hand position on center of breastbone.</p>	 <p>Compress chest 30 times. Give 2 slow breaths. Repeat sets of compressions and breaths until ambulance arrives.</p>		

Courtesy of:  American Red Cross



wellness

HEARING

Huh? What's That?

Lucky for teens, you don't have to worry about hearing loss or damage to your ears. You're young. That kind of stuff only strikes older folks. Think again.

1 in 5 Teens Losing Hearing

According to the Hearing Research Foundation, 1 in 5 teens had hearing loss in 2015.

The primary culprit? Portable music players used too long at high volumes, which cause hearing loss or tinnitus, where you feel like something's ringing in your ear. Age-related hearing loss brings on other problems, too, like feeling annoyed, having trouble learning, and getting high blood pressure.

Most Find Out Too Late

The scary part: this kind of noise-induced hearing loss occurs gradually and is often not noticed until it's too late.

Get the facts. Understand the danger. Then enjoy your music at a volume that will let you hear well for years to come.

"Hearing protection is a sound investment."

— Unknown

Tune In with Care

Audiologists at the American Speech-Language-Hearing Association suggest these hearing-savings tips for using portable music players:

- ✓ Keep the volume down
- ✓ Limit the time you listen
- ✓ Take breaks rather than listening continuously
- ✓ Switch from earbuds to sound-relating earphones

Some other suggestions

- Caution your friends of the dangers
- Learn more at www.asha.org

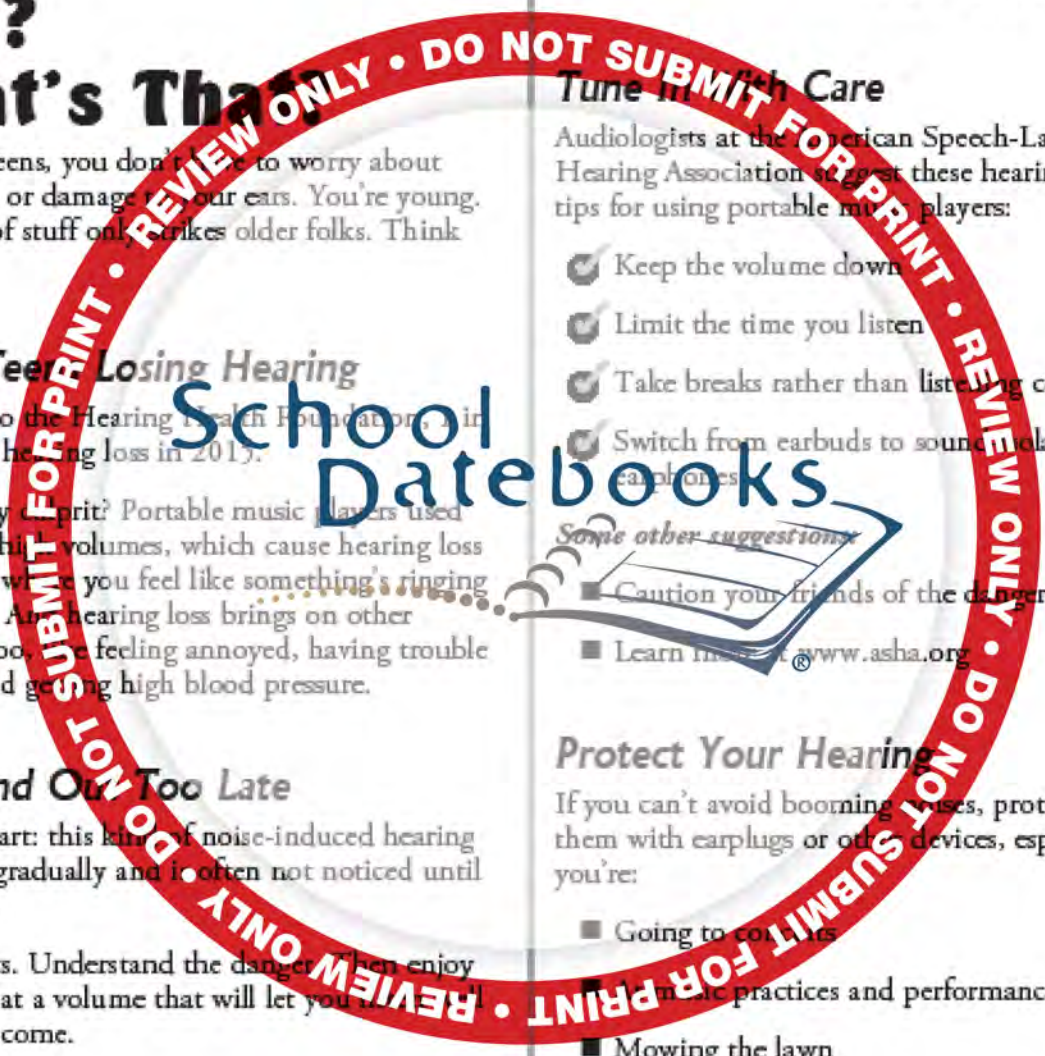
Protect Your Hearing

If you can't avoid booming noises, protect against them with earplugs or other devices, especially when you're:

- Going to concerts
- Attending music practices and performances
- Mowing the lawn
- Using a leaf blower
- Using loud saws

If earplugs aren't possible, take these steps:

- Decrease the intensity level if you're a musician
- Stand outside the path of amplifiers and speakers
- Rest your ears after loud exposure





wellness

HEARING

The Ears Have It

One really loud sound is all it takes to damage your ears. Your hearing can also slip away over time. The best protection is avoiding dangerous sound pressure levels.

The Occupational Safety and Health Administration offers these ranges as guidelines for potential hearing damage:

SOUND PRESSURE LEVEL	EXPOSURE TIME
90 dB SPL, subway sounds	8 hours
100 dB SPL, factory sounds	2 hours
110 dB SPL, headphones, dance places	30 minutes

Activities where the sound pressure level means you should wear hearing protection:

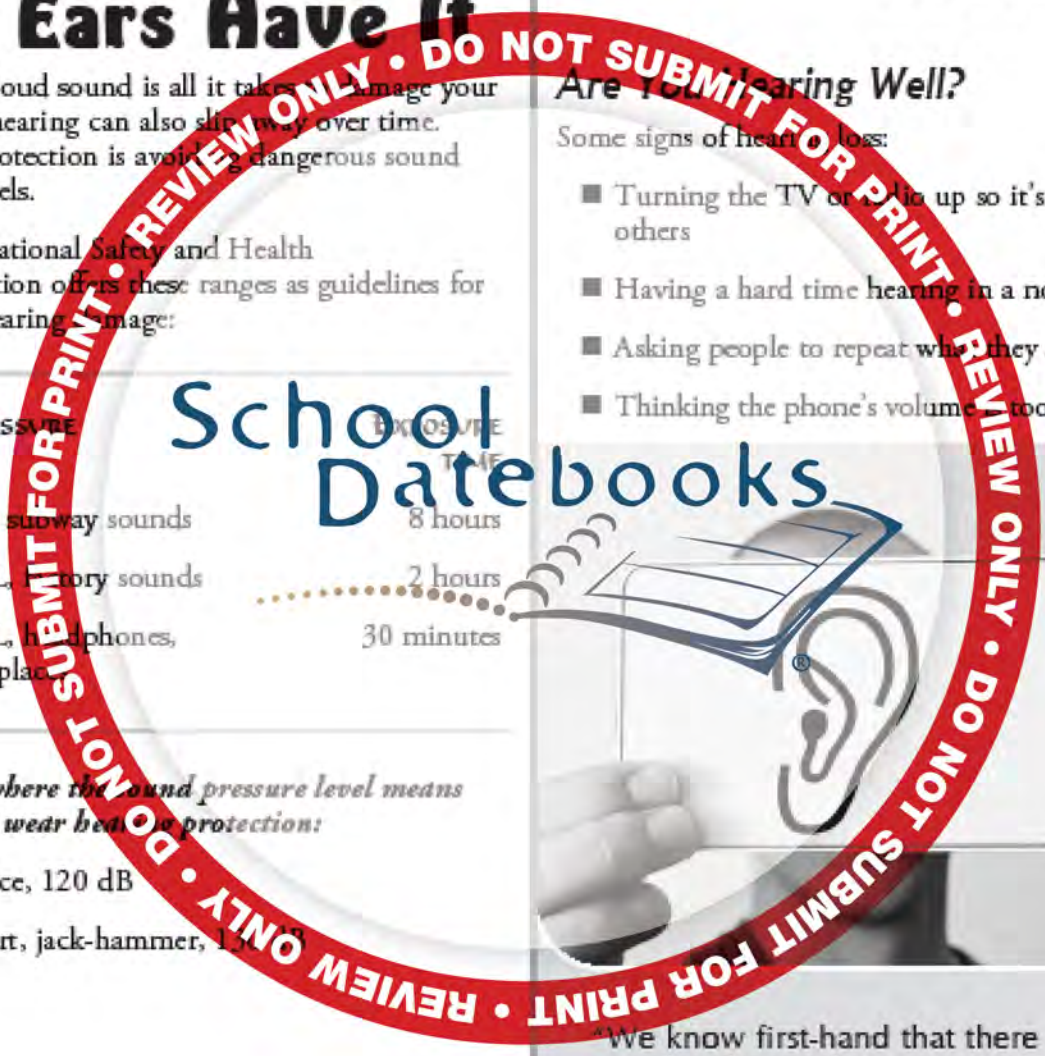
- Band practice, 120 dB
- Rock concert, jack-hammer, 120 dB

Are You Hearing Well?

Some signs of hearing loss:

- Turning the TV or radio up so it's too loud for others
- Having a hard time hearing in a noisy place
- Asking people to repeat what they said
- Thinking the phone's volume is too low

School Datebooks



"We know first-hand that there are people who are listening at 110 to 120 decibels—a level equal, in terms of potential damage, to plugging the sound of a chain saw into one's ears."

— Alex Johnson

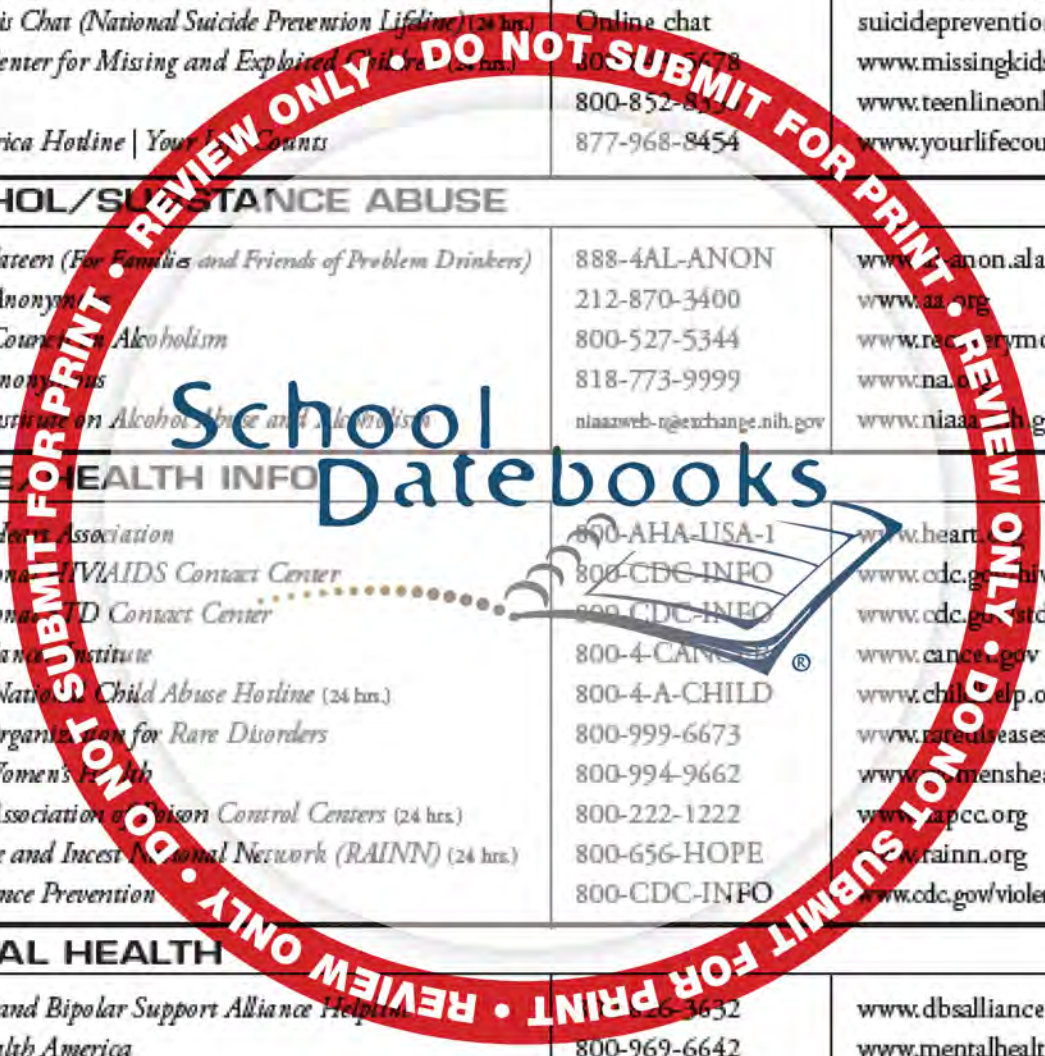
"While hearing loss is irreversible, it is also avoidable."

— Pam Mason



HEALTHY LIVING *hotlines & helplines*

GENERAL CRISIS		
<i>7 Cups of Tea</i>	Online listeners	www.7cups.com
<i>Boys Town Hotline</i> (24 hrs.)	800-448-3000	www.boystown.org
<i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.)	800-273-8255	www.crisiscallcenter.org
<i>National Hopeline Network (I'm Alive, Suicide Prevention)</i>	Online chat	www.imalive.org
<i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.)	Online chat	suicidepreventionlifeline.org
<i>National Center for Missing and Exploited Children</i> (24 hrs.)	800-556-7878	www.missingkids.com
<i>Teen Line</i>	800-852-8339	www.teenlineonline.org
<i>Youth America Hotline Your Life Counts</i>	877-968-8454	www.yourlifecounts.org
ALCOHOL/SUBSTANCE ABUSE		
<i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i>	888-4AL-ANON	www.alanon.alateen.org
<i>Alcoholics Anonymous</i>	212-870-3400	www.aa.org
<i>American Council on Alcoholism</i>	800-527-5344	www.recoverymonth.gov
<i>Narcotics Anonymous</i>	818-773-9999	www.na.org
<i>National Institute on Alcohol Abuse and Alcoholism</i>	niaaazweb-rg@exchange.nih.gov	www.niaa.nih.gov
ABUSE/HEALTH INFO		
<i>American Heart Association</i>	800-AHA-USA-1	www.heart.org
<i>CDC National HIV/AIDS Contact Center</i>	800-CDC-INFO	www.cdc.gov/hiv
<i>CDC National STD Contact Center</i>	800-CDC-INFO	www.cdc.gov/std
<i>National Cancer Institute</i>	800-4-CANCER	www.cancer.gov
<i>Childhelp National Child Abuse Hotline</i> (24 hrs.)	800-4-A-CHILD	www.childhelp.org
<i>National Organization for Rare Disorders</i>	800-999-6673	www.rarediseases.org
<i>Office on Women's Health</i>	800-994-9662	www.womenshealth.gov
<i>American Association of Poison Control Centers</i> (24 hrs.)	800-222-1222	www.aapcc.org
<i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.)	800-656-HOPE	www.rainn.org
<i>Youth Violence Prevention</i>	800-CDC-INFO	www.cdc.gov/violenceprevention
MENTAL HEALTH		
<i>Depression and Bipolar Support Alliance Helpline</i>	800-526-3632	www.dbsalliance.org
<i>Mental Health America</i>	800-969-6642	www.mentalhealthamerica.net
<i>National Alliance on Mental Illness Information Helpline</i>	800-950-NAMI	www.nami.org
<i>National Mental Health Consumers' Self-Help Clearinghouse</i>	selfhelpclearinghouse@gmail.com	www.mhselfhelp.org
<i>National Eating Disorders Association Helpline</i>	800-931-2237	www.nationaleatingdisorders.org
<i>SAFE Alternatives (Self Abuse Finally Ends)</i>	800-DONT-CUT	www.selfinjury.com
SEXUAL ORIENTATION/GENDER IDENTITY		
<i>Lesbian, Gay, Bisexual and Transgender National Youth Hotline</i>	800-246-7743	www.glbthotline.org/talkline
<i>LYRIC (Center for LGBTQQ Youth)</i>	415-703-6150	www.lyric.org
<i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.)	866-488-7386	www.thetrevorproject.org



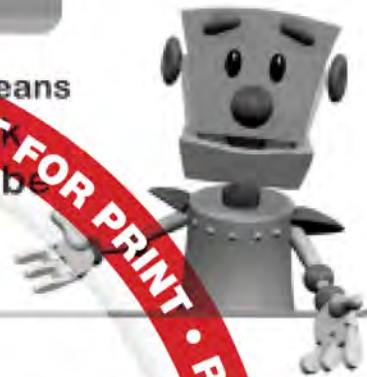


HEALTHY LIVING *Internet safety pledge*

My Rules for Internet Safety

Intermediate

I will use the Internet responsibly. Responsible means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:



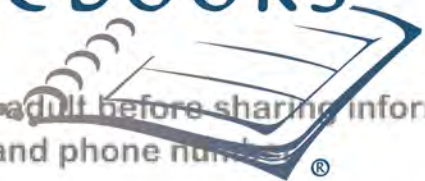
1 I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2 I will ask my trusted adult before sharing information like my name, address, and phone number.

3 I won't meet face-to-face with anyone from the Internet.

4 I will always use good netiquette. I will not be rude or mean online.

School Datebooks



signed

signed



HEALTHY LIVING *Internet safety pledge*

INTERNET SAFETY RULES

Middle School • High School

1 I WILL THINK BEFORE I POST. I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » sexual messages
- » inappropriate pictures and videos

2 I WILL RESPECT OTHER PEOPLE ONLINE. I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3 I WILL BE CAREFUL WHEN MEETING ONLINE FRIENDS IN PERSON. I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4 I WILL PROTECT MYSELF ONLINE. If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

DO NOT SUBMIT FOR PRINT • REVIEW ONLY

School Datebooks

SIGNED _____

SIGNED _____



Watch videos and play games at NSTeens.org
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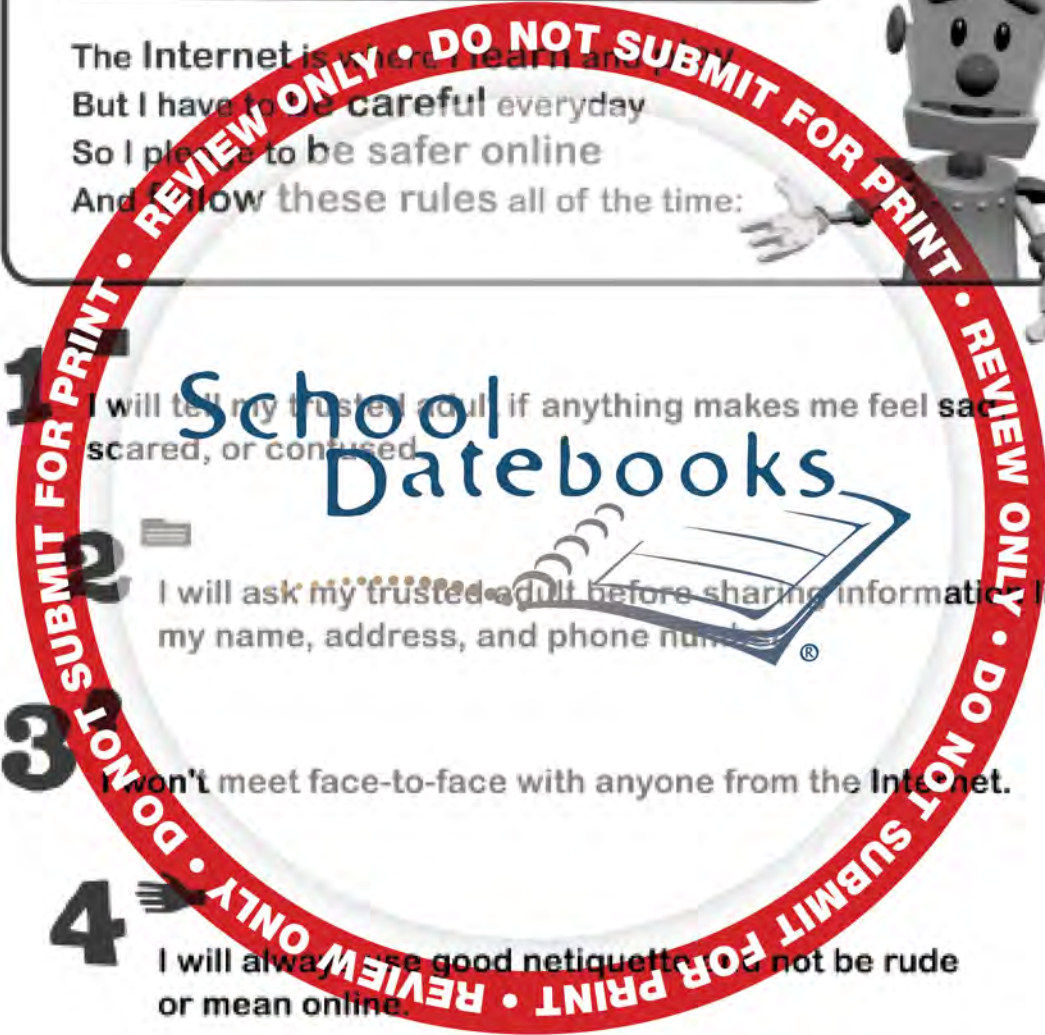


HEALTHY LIVING *Internet safety pledge*

My Rules for Internet Safety

Primary

The Internet is where I learn and play.
But I have to be careful everyday
So I pledge to be safer online
And follow these rules all of the time:



- 1 I will tell my trusted adult if anything makes me feel sad, scared, or confused.
- 2 I will ask my trusted adult before sharing information like my name, address, and phone number.
- 3 I won't meet face-to-face with anyone from the Internet.
- 4 I will always use good netiquette. I will not be rude or mean online.



signed

signed



HEALTHY LIVING *Internet safety tips*

ONLINE SAFETY

BE SMART! BE RESPECTFUL! BE SECURE!

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

Be Smart!

Everything you post online stays online forever! It can be copied, saved, and distributed by anyone. Think, before you post images or words you might regret!

Be Respectful!

When online, people sometimes forget that they are communicating with other people and not with their computer screen. They might say or do things online they would never say or do in person. These people are called cyberbullies.

Remember to treat others online as you would want to be treated. Don't say or do anything that you wouldn't say or do to someone face-to-face. Be kind, courteous, and respectful to others. Cyberbullying is serious and a crime in many states.

Be Secure!

The online world is not a game. It is real life. Keeping your personal and financial information safe is important. Here are a few tips on how to keep your information safe online:

- ✘ If it isn't required, don't fill it in.
- ✘ Keep your passwords and login information to email, social networking sites, and other accounts secret from even your best friend. Change your password(s) periodically.
- ✘ Pick a password that has numbers and letters, varied capitalization, and more than seven characters.
- ✘ Make sure your connection is secure before logging in.
- ✘ Check the URL (www. Address) of the website you are logging into. Don't trust the appearance of the site itself.
- ✘ If you get an email about something important, research the email and make sure it isn't a scam. Don't use the email's links or download information from your email.
- ✘ Use up-to-date Antivirus software, and do regular scans.

School Datebooks



HAVE YOU OR SOMEONE YOU KNOW...

...ever had money stolen from them online? *Discuss*

...ever posted something or had something posted they would rather not have online? *Discuss*

...ever accidentally or purposefully sent an email or text to someone and hurt their feelings? *Discuss*

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

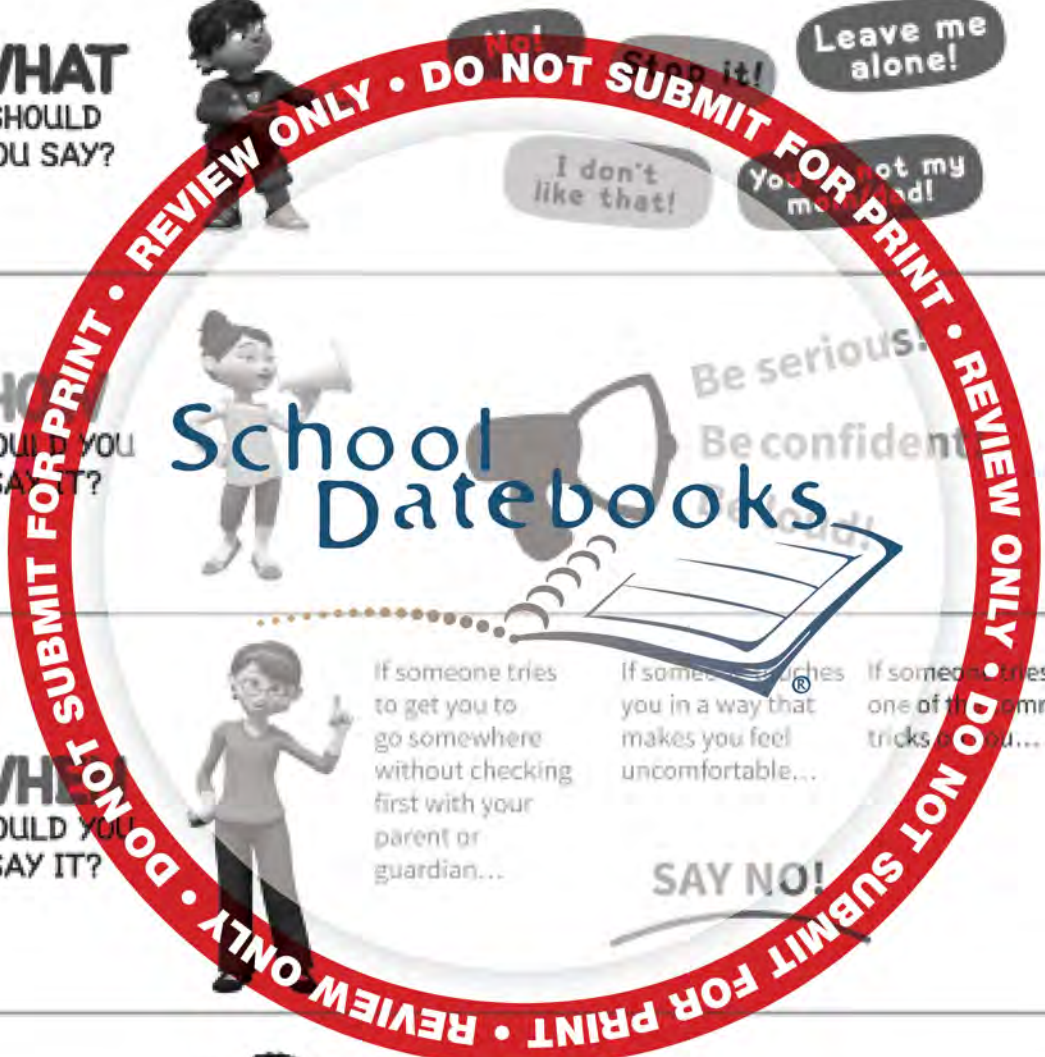


HEALTHY LIVING *KidSmartz: how to say "no"*

HOW TO SAY "NO"



WHAT SHOULD YOU SAY?



No! Stop it!
Leave me alone!
I don't like that!
You're not my friend!

HOW SHOULD YOU SAY IT?



School Datebooks



Be serious.
Be confident.

WHEN SHOULD YOU SAY IT?



If someone tries to get you to go somewhere without checking first with your parent or guardian...

If someone touches you in a way that makes you feel uncomfortable...

If someone tries one of the common tricks on you...

SAY NO!

WHY SHOULD YOU SAY IT?



} Because it is **OK** for you to stand up for yourself! }



KidSmartz.org

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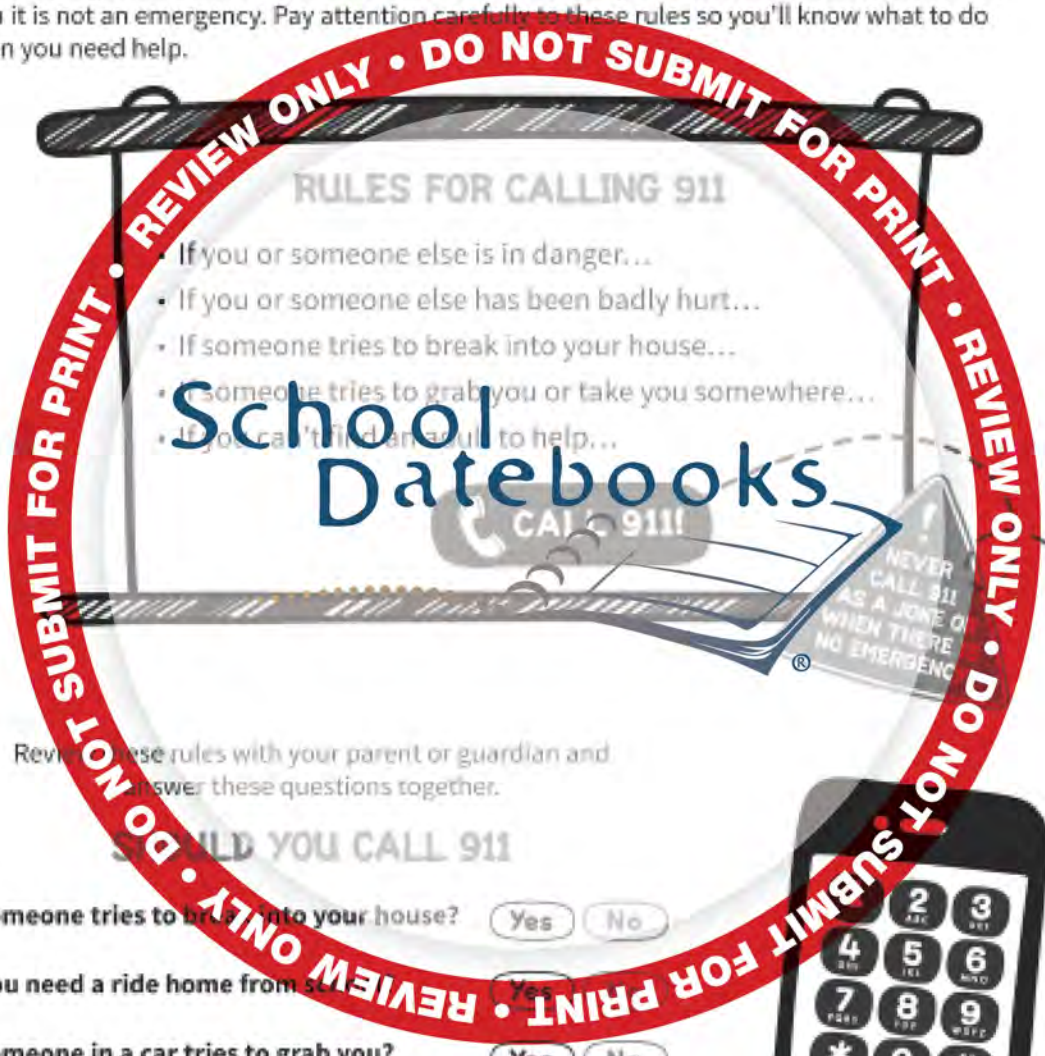




CALLING 911



If there is an emergency and you need help, you may need to call 911. An emergency means you need help right now! If the situation can wait and you can get help from a trusted adult later, then it is not an emergency. Pay attention carefully to these rules so you'll know what to do when you need help.



RULES FOR CALLING 911

- If you or someone else is in danger...
- If you or someone else has been badly hurt...
- If someone tries to break into your house...
- If someone tries to grab you or take you somewhere...
- If you can't find an adult to help...

School Datebooks

CALL 911!

NEVER CALL 911 AS A JOKE OR WHEN THERE IS NO EMERGENCY

Review these rules with your parent or guardian and answer these questions together.

SHOULD YOU CALL 911

- if someone tries to break into your house? Yes No
- if you need a ride home from school? Yes No
- if someone in a car tries to grab you? Yes No
- if your friend dares you? Yes No
- if your dog runs away? Yes No



PRACTICE DIALING 911!



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HEALTHY LIVING *NetSmartz for teens*

CYBERBULLYING

AVOID GOSSIP.
Everyone's bound to get a little excited by those oh-so-dramatic high school scandals, but that doesn't mean you have to text the latest rumor to everyone you know.

DON'T FEED THE CYBERBULLIES.
Ignore mean or threatening messages. Block the sender and file a report with the website, cell phone service, or police.

BYSTANDERS ARE GUILTY.
If you see someone cyberbullying, you're not staying silent, you're staying smart. Speak up and keep your friends in check.

ONLINE PREDATORS

RECOGNIZE THE DIFFERENCE BETWEEN CUTE AND CREEPY.
Think about it: an older guy who wants to date you, the younger is just creepy. It's not a compliment, and it's not a compliment. So don't meet them offline.

DON'T JUST SIT THERE - REPORT!
If you or someone you know has been victimized by someone you met online, report them to the police and www.cybercrime.gov.

PROTECT YOUR SPACE.
Use privacy settings and don't accept just anyone as a friend. Do some investigating - Who are they? Why would you hang out with them?

STOP. THINK. PUT YOUR CLOTHES BACK ON!
You know those pictures of you wearing next to nothing and making less-than-flattering in the mirror? You might think it's just a favor - do it for yourself, don't for them.

STOP. THINK. PUT YOUR CLOTHES BACK ON!
You know those pictures of you wearing next to nothing and making less-than-flattering in the mirror? You might think it's just a favor - do it for yourself, don't for them.

IMMEDIATE OPERATION PROFILE CLEAN-UP.
Grab your privacy settings and scrub your profile of everything you've posted in the past year. These pictures of you posing in a tank top aren't going to work as well when you start applying for college.

SHARING TOO MUCH

TRUST NO ONE

TALK TO YOUR PARENTS OR GUARDIANS. THEY'RE NOT AS UPTIGHT AS YOU THINK.
Sometimes adults freak out about what you're doing online because you never tell them anything. Keep them in the loop so they know they can trust you.

NetSmartz Workshop
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Watch Real-Life Stories videos at NSTeens.org

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wellness

POSTURE

Lighten Your Backpack

Heavy backpacks, especially if they're worn on one shoulder, can throw off your posture and leave you aching.

While it's convenient to have everything with you and not have to go to your locker, lugging all that weight around is tough on your body.

Start by buying a lightweight backpack with multiple compartments, a hip belt, and well-padded straps.

Pack for the day, carrying only what you need. The total weight shouldn't be more than 20 percent of your body weight. And some who treat back pain in teens say no more than 15 percent. Weigh 100 pounds? Pack less than 15 or 20 pounds.

Put the heaviest items at the back and distribute your stuff in different compartments. That distributes the weight so one part of your body isn't too stressed. Adjust the straps, too, so you wear the pack close to your body.

Carry your backpack over both shoulders or use a single strap that goes over your shoulder and rests on the opposite side of the backpack. Use a hip belt, too, to take some of the weight off your back shoulders.

Too Much Weight on Your Back?

How long has it been since you unloaded your backpack and lightened your load?

Watch for these weighty (and maybe unnecessary) items:

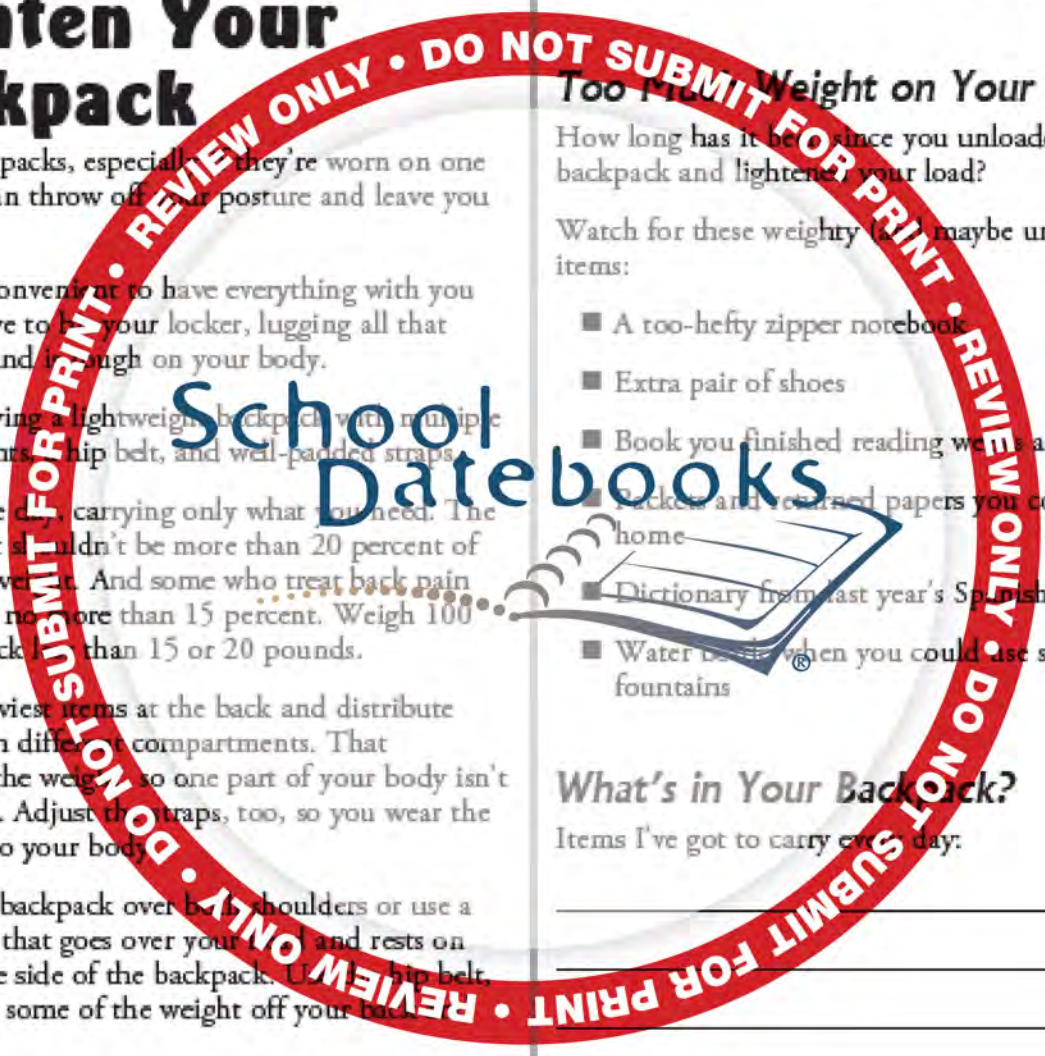
- A too-hefty zipper notebook
- Extra pair of shoes
- Book you finished reading weeks ago
- Packed and returned papers you could leave at home
- Dictionary from last year's Spanish class
- Water bottle when you could use school fountains

What's in Your Backpack?

Items I've got to carry every day:

Weigh In

Stand on the scale with your backpack. Now stand without it. How much extra weight are you packing?





wellness

POSTURE

Stand Tall

Shoulders back. Head up. Stand tall. It all adds up to good posture, and could mean fewer headaches, less lower back pain, and reduced neck and shoulder tension.

Good posture pays! When you have musculoskeletal balance, you're protecting spinal joints from too much stress, guarding against injury and taking steps to prevent back pain.

How's your posture? Try walking with a book on your head. If it stays on, you're on the mark. Keeping your abdominal muscles strong will help, because they help support your spine. And wear shoes that give your body good support: the flatter the better. Your back will thank you!

School Datebooks

Morning Stretch

Give your posture a boost with this morning stretch:

- ☑ Reach up high, stretching your arms above your head.
- ☑ Wrap your arms around your body and turn far to the left, then far to the right.

"In times of misfortune, it is impossible, everyone can have good posture."

— Loreta Young

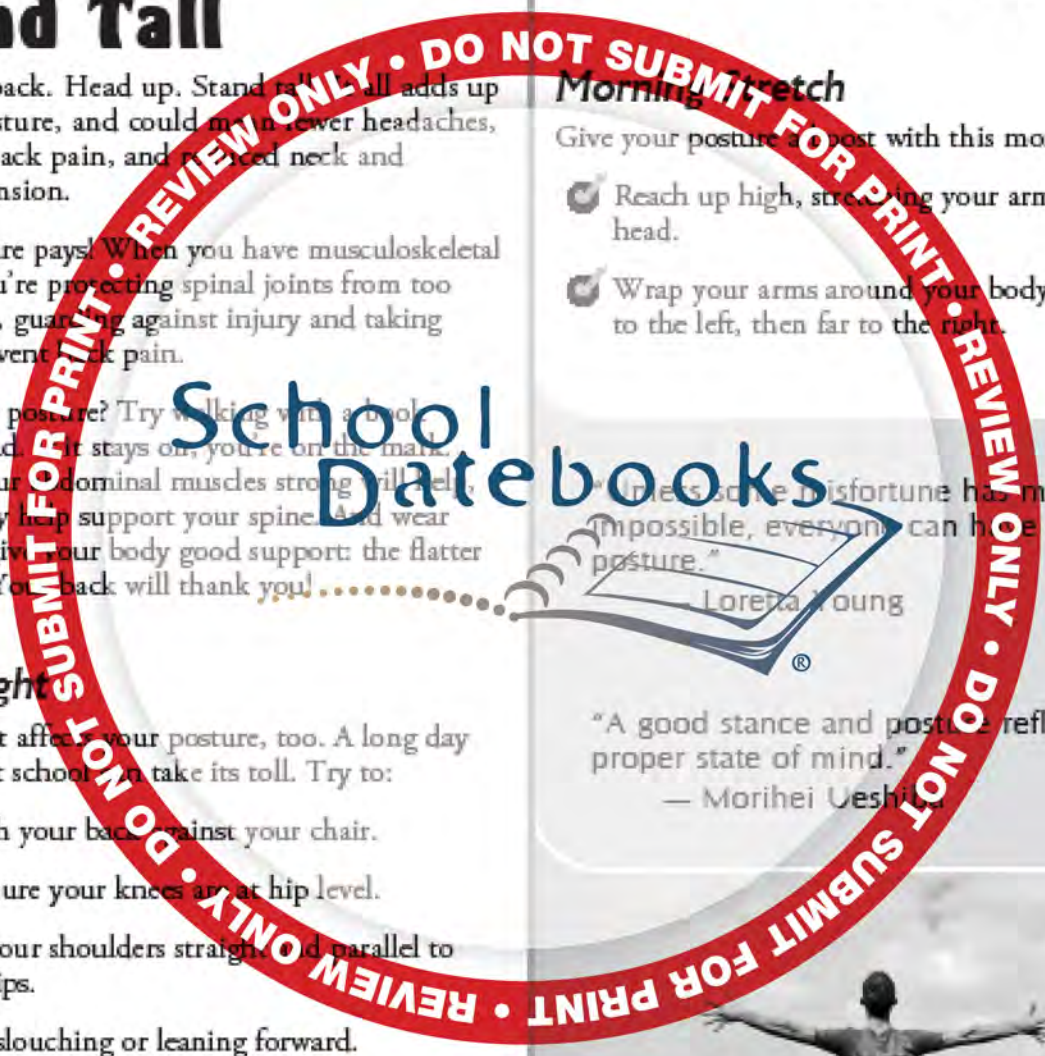
"A good stance and posture reflect a proper state of mind."

— Morihei Ueshiba

Sit Straight

How you sit affects your posture, too. A long day slouching at school can take its toll. Try to:

- ☑ Sit with your back against your chair.
- ☑ Make sure your knees are at hip level.
- ☑ Keep your shoulders straight and parallel to your hips.
- ☑ Avoid slouching or leaning forward.
- ☑ Adjust your computer screen to eye level.
- ☑ Take a break and walk around when you can.





HEALTHY LIVING *real world safety pledge*

**KidSmartz®
RULES**

1 I will always **CHECK FIRST** with my parent/guardian, or other trusted adult before going anywhere, helping anyone accepting anything, or getting into a car.



School Datebooks

2 I will **TAKE A FRIEND** with me when going to places or playing outside.



3 I will **TELL PEOPLE "NO"** if they try to touch me or hurt me. It's OK for me to stand up for myself.



4 I will **TELL MY TRUSTED ADULT** if anything makes me feel sad, scared, or confused.

(sign your name)



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wellness

SHOES

Dress for Your Foot Type

What's your foot type? Step in water, then walk on a dark-colored bath mat or sand. Take a look at your footprint to see what foot type you have.

NORMAL: Wide at the top, narrowing at the center and getting a little wider again at the bottom. You'll be comfortable in a variety of shoes.

RIGID: Forefoot and heel look like they're disconnected because of your high arch. You need shoes with maximum cushion.

FLAT: Your foot is about the same width from toe to heel. You need shoes with good stability and motion control.

My Feet Hurt

Foot pain is no fun. Soothe it away by:

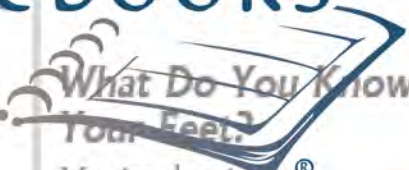
- Sitting down.
- Soaking your feet in hot water and a foot therapy product.
- Massaging your foot muscles with sports cream.
- Rubbing your toes with your hands.
- Choosing the right shoe for the activity the next time.

Hints for Happy Feet

- ☑ Try on several pairs of shoes when you go shopping.
- ☑ Look for quality and stability over trendy brand names.
- ☑ Make sure they fit properly.
- ☑ Wear them around the house while to make sure they'll work.

Choose the right shoes for the activity ahead.

School Datebooks



What Do You Know About Your Feet?

My size shoe is: _____

I last had my feet properly measured: _____

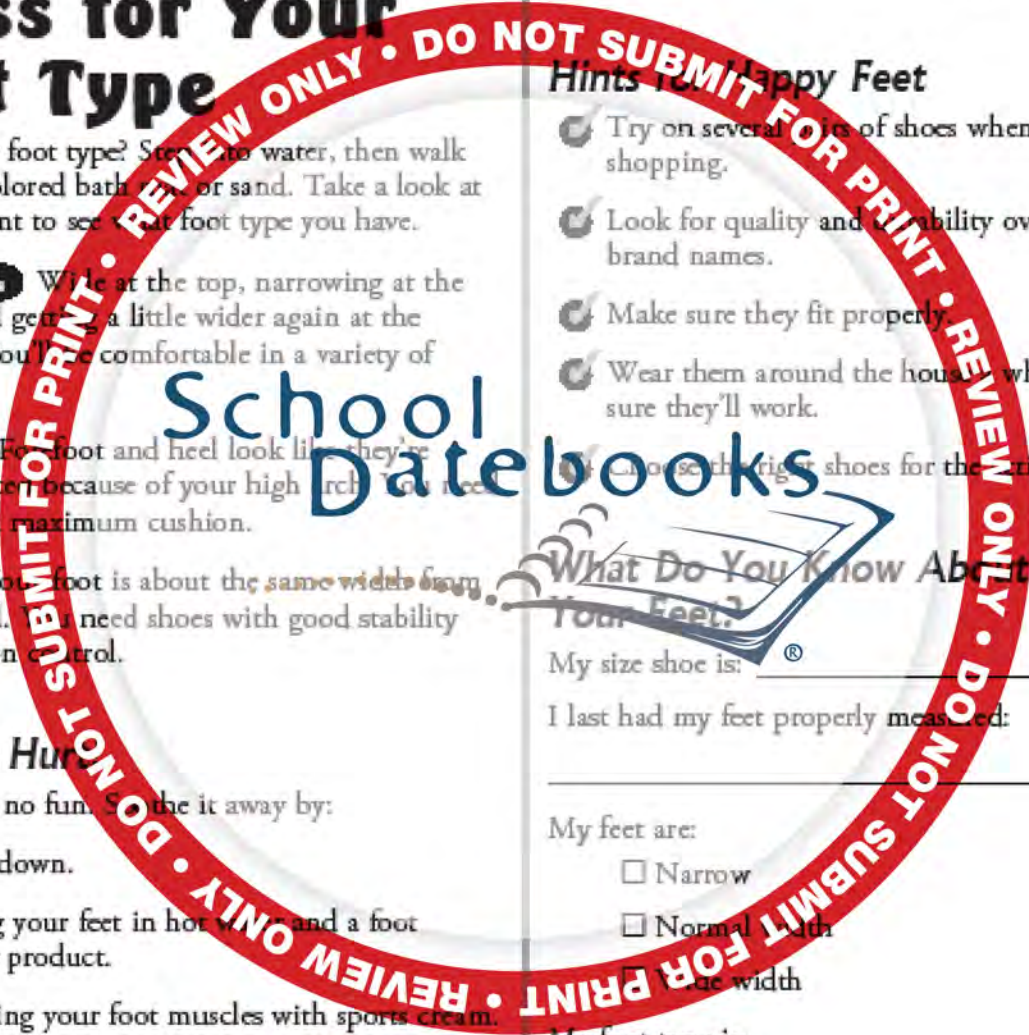
My feet are:

- Narrow
- Normal width
- Wide width

My foot type is:

- Normal
- Rigid
- Flat

My activities where the right shoe counts:





wellness

SHOES

What to Wear When

Flip flops in a dozen colors, skateboard shoes for every occasion. Is your choice of footwear more about fashion than function—cushioning feet?

Dress for the Occasion

Fashion has its place, and by all means, you should have a pair or two of favorites for those must-to-look-good times.

Save the spike heels—which put all your weight and stress on the front of your foot—for glamorous events. Save the flip flops—which don't support your ankles—for casual days. And save the skateboard shoes for the boards.

Give Your Feet a Break

When it comes to hiking, athletics, serious dancing, or other activities when you'll want your feet to feel good and support you well for hours, choose your shoes with that activity in mind.

Athletic shoes provide strong support for your feet—and the rest of you—can deliver top performance. The right shoes can also help prevent injuries, especially true if you run track or cross country.

For hiking, safety comes into play, as well as comfort. Choose shoes or boots with a treaded, high-grip outsole. And if you're headed for rocky trails, make sure you're wearing a high-cut hiking boot, to prevent ankle sprains.

Watch for wear, too. If the insole cushioning our outsole is losing its luster, it's time to replace those shoes.

What Feet Are Made Of

Every step you take is a complex machine called feet have to function. What's at work?

- 26 small bones in each foot
- An intricate network of ligaments and muscles
- A support system for your full body weight

If the Shoe Fits, Wear It

The right fit is obviously important.

Your friend may have just the perfect heels for Saturday night, but a half-size too small could leave you thinking only about how much your feet hurt—and that's no fun. The same goes for shoes that are too big—they slip at the heel, could make you trip, and just don't hold you up.

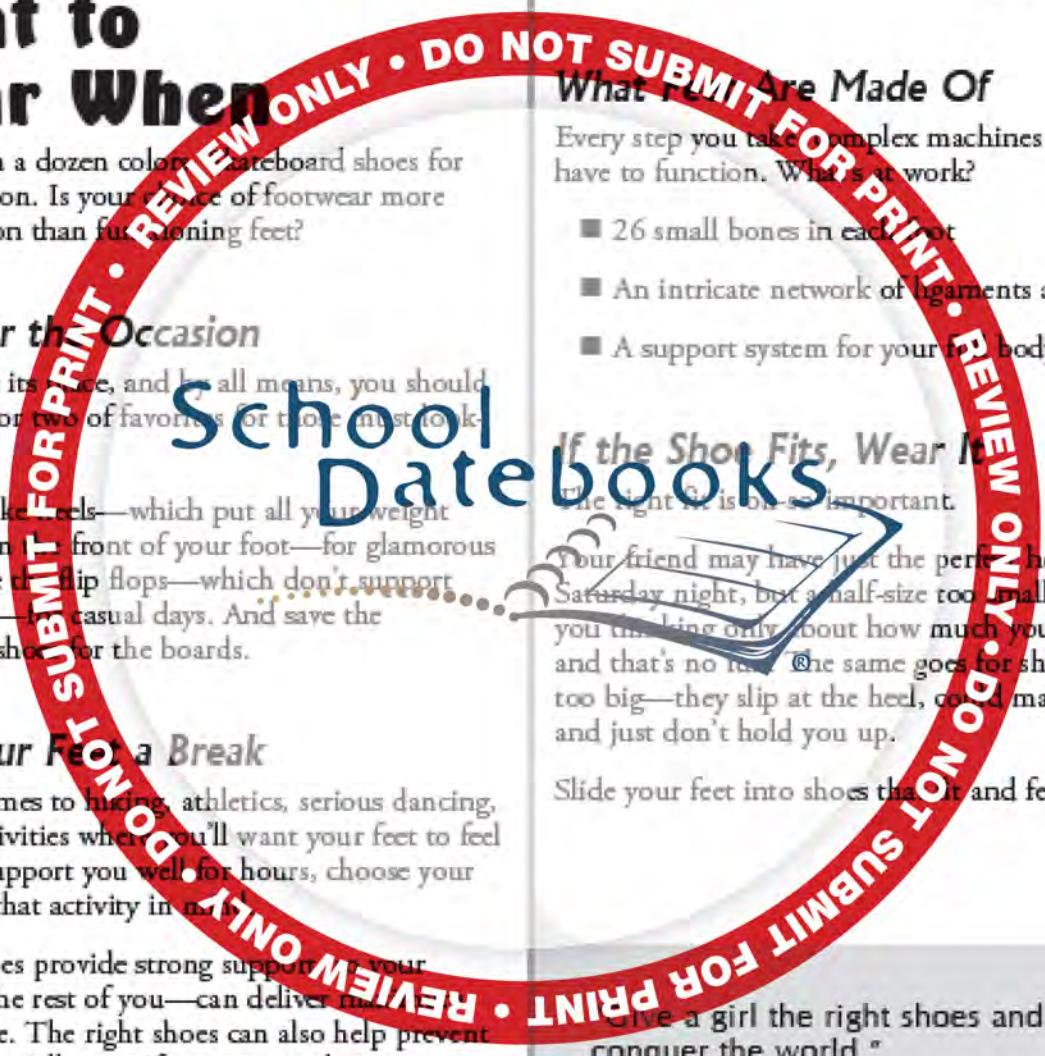
Slide your feet into shoes that fit and feel good.

Give a girl the right shoes and she can conquer the world."

— Bette Midler

"I still have my feet on the ground. I just wear better shoes."

— Oprah Winfrey





wellness

SKIN CARE

Take Care of Your Skin

Want healthy skin? Besides protecting yourself from sun damage or fake tans from tanning beds, keep your skin looking good by not smoking, washing your skin carefully, using a moisturizer if you need one, keeping fit, eating right, and drinking plenty of water.

Smoking Causes Early Wrinkles

What does smoking have to do with wrinkles? It narrows the skin's blood vessels, decreases blood flow, depletes nutrients, and speeds up aging and wrinkling.

Go for Clean, Healthy Skin

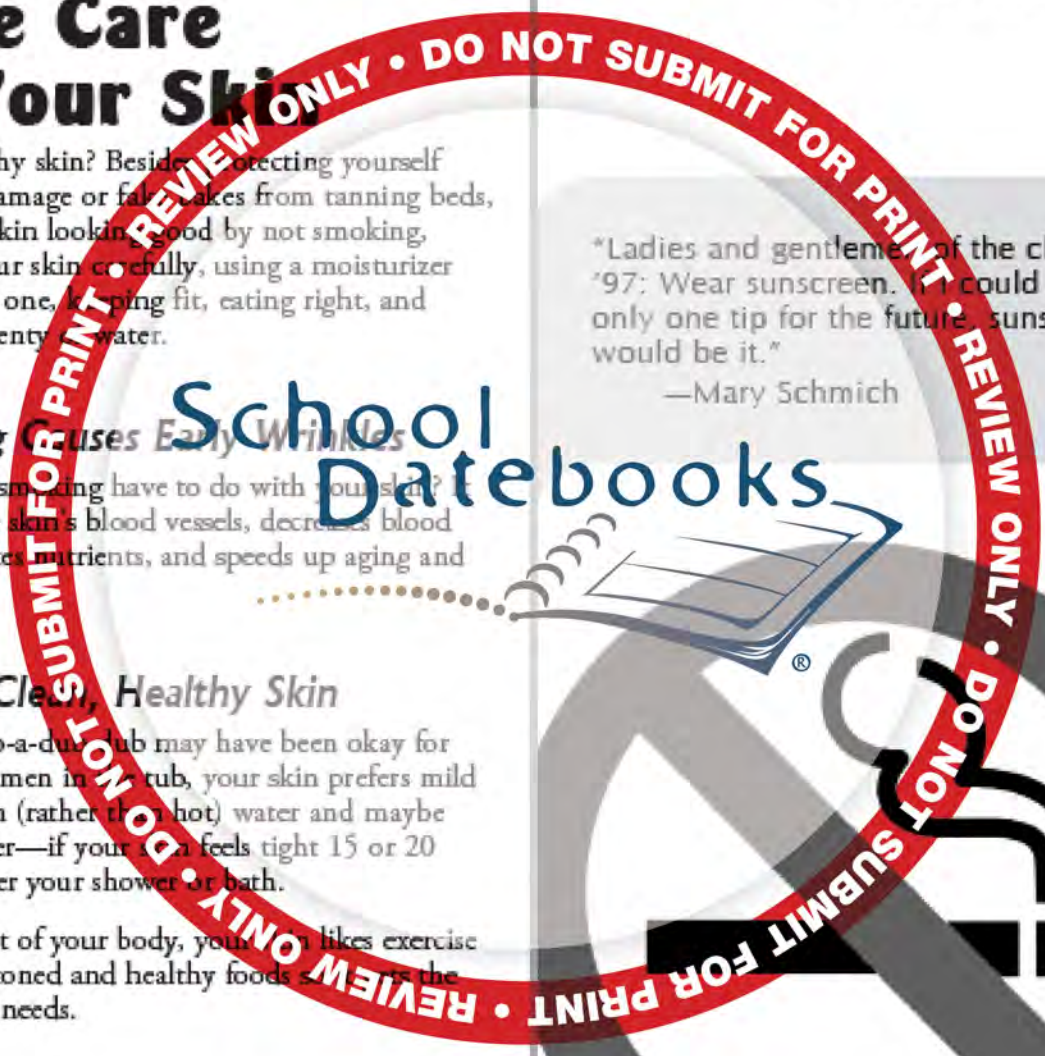
While scrub-a-dub-dub may have been okay for those three men in a hot tub, your skin prefers mild soaps, warm (rather than hot) water and maybe a moisturizer—if your skin feels tight 15 or 20 minutes after your shower or bath.

Like the rest of your body, your skin likes exercise so it's well toned and healthy foods supply the nutrients it needs.

"Ladies and gentlemen of the class of '97: Wear sunscreen. I could offer you only one tip for the future: sunscreen would be it."

—Mary Schleich

School Datebooks





wellness

SKIN CARE

The Sizzle That Kills

Sun, glorious sun. The fun of being out in it. Tan, beautiful tan. The joy of looking so good.

And the danger.

What danger? The sun rays and tanning bed rays are doing more than casting a golden bronze. They're shining some rays on your skin that could cause cancer, leave you wrinkled well before your time, and speed up the aging process.

Sound gruesome? It is. But it's also avoidable.

When you're planning to be outdoors, avoid the hottest part of the day, from 10 a.m. to 4 p.m. And when you do go out, apply some good sunscreen.

Also:

- ☑ Put on a wide-brimmed hat
- ☑ Wear UVA and UVB protective sunglasses

Know Your Sunscreen

Sunscreen can be a lifesaver, if chosen and used properly. Here's how:

- Buy a broad-spectrum sunscreen.
- Make sure it has a sun protection factor (SPF) of at least 15; many dermatologists recommend 30 SPF or 45 SPF.
- Use plenty of it—a bottle should last about three applications.
- Apply it even if it's cloudy.
- Reapply every 90 minutes.

Quick UV Facts

The sun's ultraviolet (UV) rays, a form of radiation you can't see or detect, are what damage your skin.

There are two kinds of UV rays:

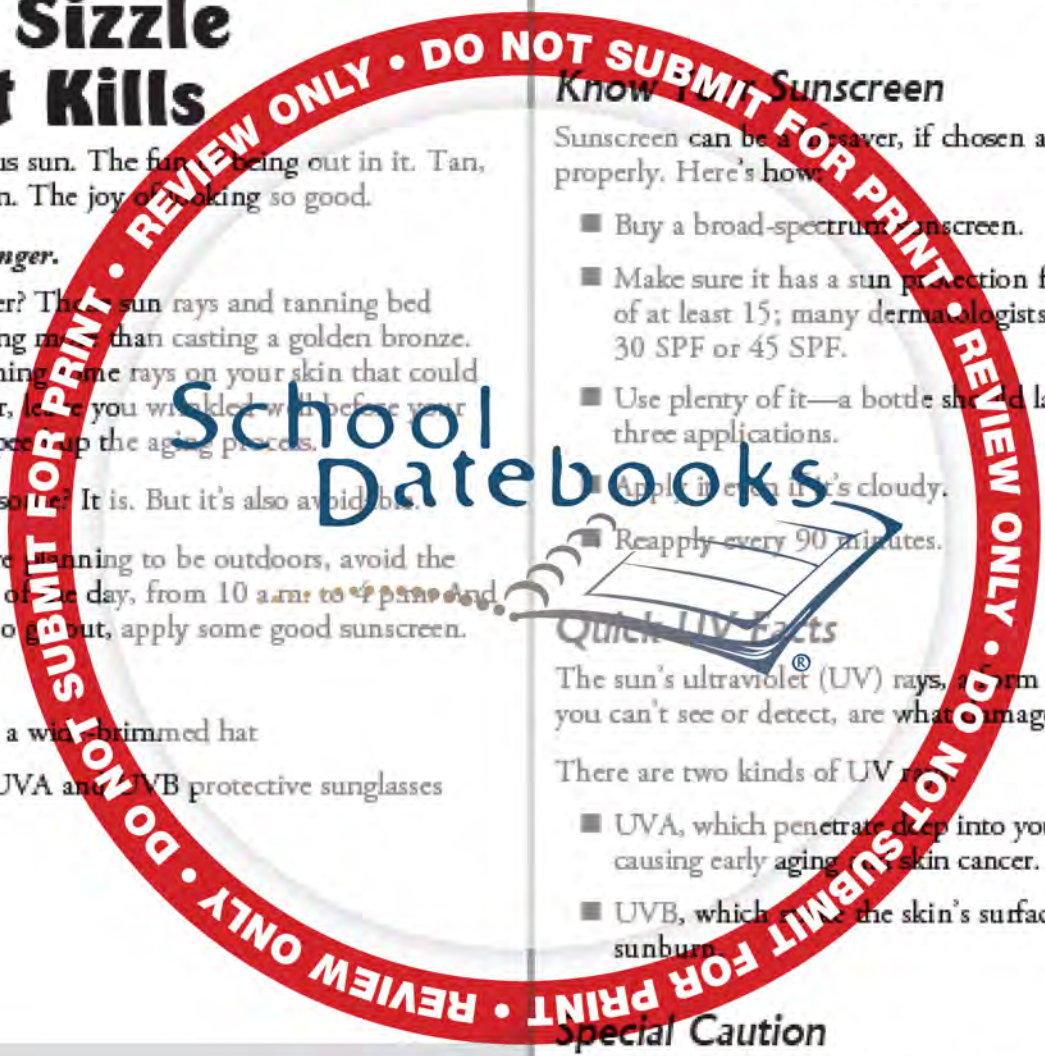
- UVA, which penetrates deep into your skin, causing early aging and skin cancer.
- UVB, which affects the skin's surface and causes sunburn.

Special Caution

Sun plays particular peril on certain people, especially those who:

- Got a bad sunburn as a child.
- Have fair skin and light hair.
- Live close to the equator.
- Have a relative who has had skin cancer.
- Spend a lot of time outdoors.
- Take medications that can make you photosensitive.

"The best way to deal with a sunburn is, duh, not to get one in the first place."
— Chris Ott





wellness

SLEEP

Getting Enough ZZZs?

Sleeping through first and second periods means you only need six hours more a night, right? If only.

When you doze off in class, you're missing the value of continuous sleep. Because your body goes through different cycles while you sleep, and these each take a certain amount of time, you need a single stretch of time to get the full benefit of sleep, doctors say.

Late Nights Natural for Teens

For teens, there's an added challenge when it comes to a good night's sleep. It's called the circadian factor.

During your teen years, your circadian rhythm, an internal clock, is reset. Its ticking keeps you awake later in the evening than it did when you were a young child, and this prompts you to want to sleep later in the day. The challenge for teens is that alarms ring earlier than your body naturally wants to get up for those early morning classes.

Training Sleep

That makes creating a habit of getting to bed 8.5 to 9 hours before you need to get up all the more important. Think of it as training, much like you would for sports.

Wind down earlier, eat only a light snack in the evening, and make sure your room is dark and cool. If you have trouble getting to sleep, read a while. Surely one of your textbooks will help you nod off!

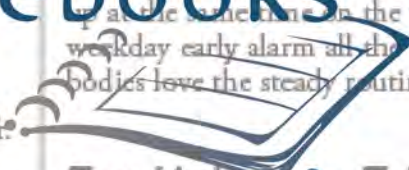
Despite the temptation, try to go to bed and get up at the same time on the weekends. It makes the weekday early alarm all the easier to respond to. And bodies love the steady routine.

Too Little Sleep Takes Its Toll

If your night's sleep isn't as long as your body needs, you're shortchanging yourself. Not enough sleep could mean:

- Performing poorly in school
- Nodding off during class
- Giving sluggish sports performance
- Feeling irritable and out of sorts
- Not being able to pay close attention when you're driving

School Datebooks



"Sleeping is no mean art: for its sake one must stay awake all day."

— Friedrich Nietzsche



wellness

SLEEP

True or False?

I'm a night person; no changing that.

True, you may be a night person, and in fact, most teens are. But you can establish a regular time to hit the pillow and develop a sleep routine that fits your early-morning school schedule. A tip for feeling tired when it's time to wind down: avoid caffeine—an ingredient in many colas, teas, coffee, and chocolate. It can keep you wide-eyed long after you should be snoozing.

I catch up on my sleep on the weekends.

You may sleep longer, but there's really no way to make up for lost sleep. It's far better to try to get a full night's sleep every night. For teens, that's 8.5 or 9 hours. Too much more or less could be detrimental.

As long as I get 8 hours sleep, I'm good.

That's not true if the eight hours is interrupted, in, say, a nap after school and then only a few hours over night. You need to sleep through every sequential cycle to get sleep's full benefits.

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

Well, you'll only sleep a third of it as all functioning humans do. And if you don't get a third of your life sleeping, you won't enjoy the energy and health for the other two-thirds.

"Take rest; a field that has rested gives a bountiful crop."

— Publius Ovid Naso

Animals Need Sleep, Too

Sleep isn't something needed in equal portions by all living things. Animals vary in their sleep habits, with differing average number of hours per day for different species.

THE SHORT SNOOZERS:

Giraffe ■ 1.9 hour

Horse ■ 2.9 hours

Elephant ■ 3.3 hours

Sheep ■ 3.8 hours

Cow ■ 3.9 hours

THE REAL SLEEPERS:

Dog ■ 10.6 hours

Cat ■ 12.1 hours

Tiger ■ 15.8 hours

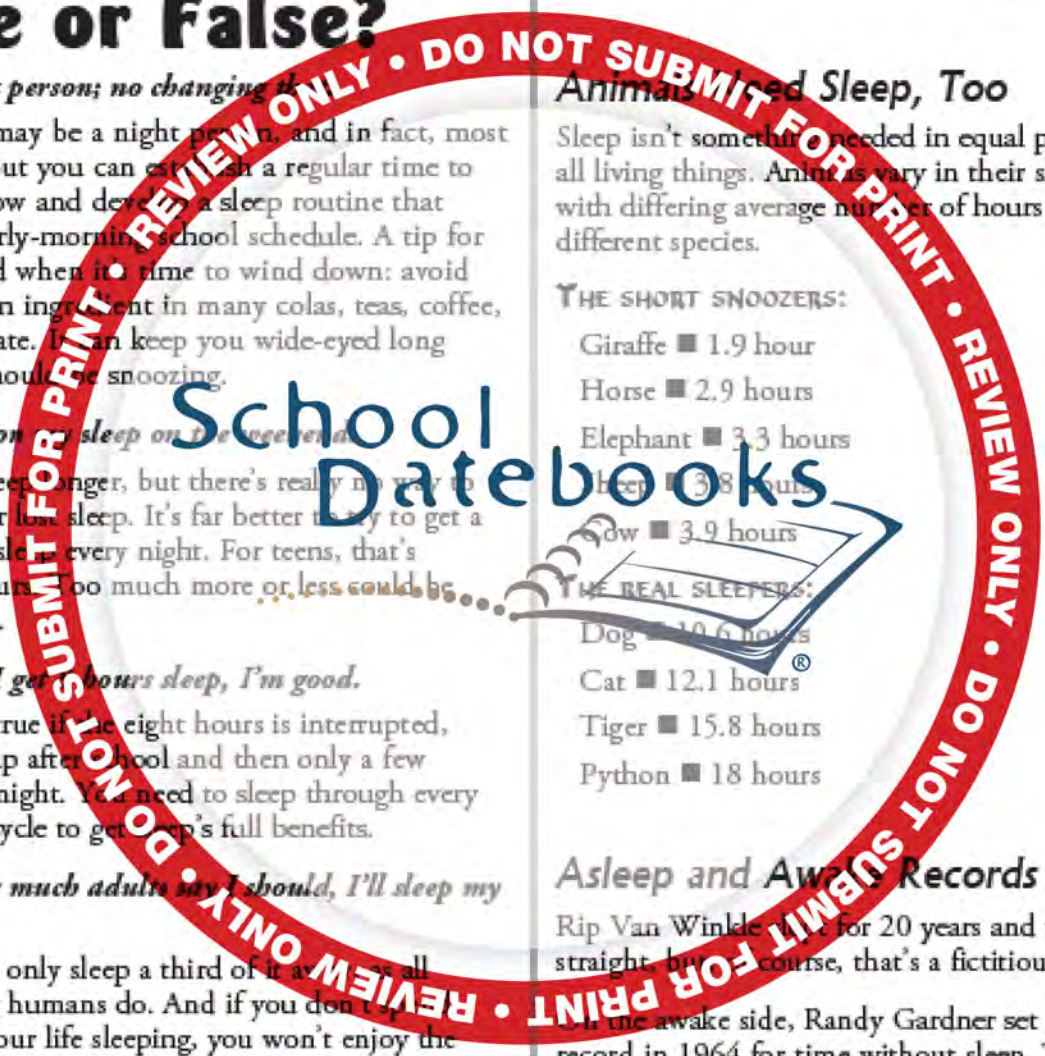
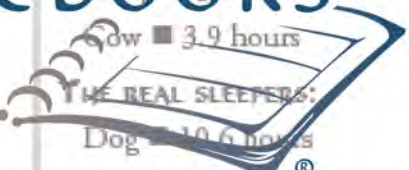
Python ■ 18 hours

Asleep and Awake Records

Rip Van Winkle was for 20 years and two days straight, but, of course, that's a fictitious tale.

On the awake side, Randy Gardner set a world record in 1964 for time without sleep. The 17-year-old high school student from San Diego stayed awake 264 hours—11 days straight.

School Datebooks





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 die 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 he or she feels.

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

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

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

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

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

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

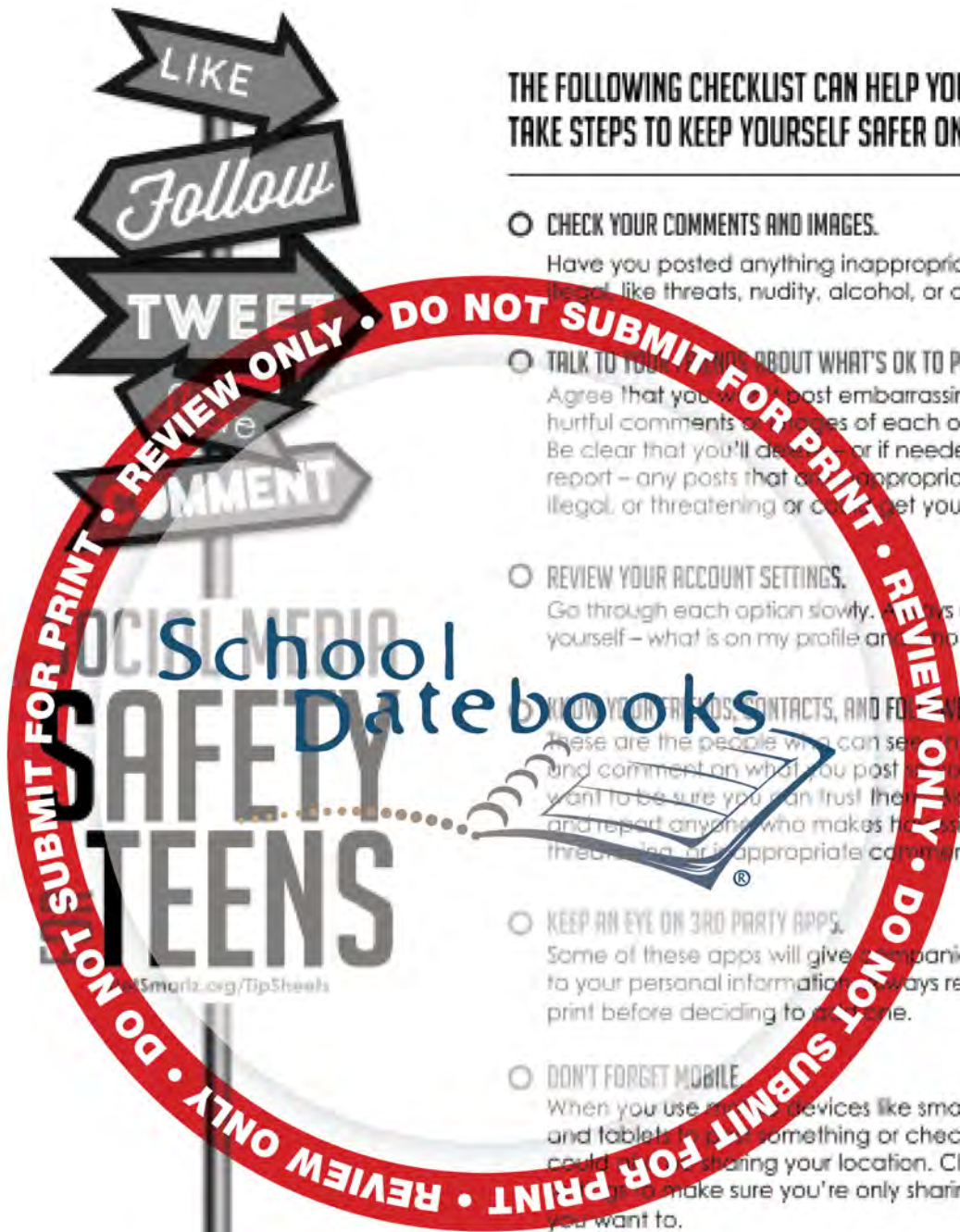


School Datebooks

What would YOU do with \$700?

The Surgeon General says that the typical smoker shells out about \$700 a year 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.



THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.

- CHECK YOUR COMMENTS AND IMAGES.**
Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?
- TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.**
Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete or, if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.
- REVIEW YOUR ACCOUNT SETTINGS.**
Go through each option slowly. Always ask yourself – what is on my profile and who can see it?
- KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.**
These are the people who can see, share, and comment on what you post. You want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.
- KEEP AN EYE ON 3RD PARTY APPS.**
Some of these apps will give companies access to your personal information. Always read the fine print before deciding to download one.
- DON'T FORGET MOBILE.**
When you use mobile devices like smartphones and tablets to do something or check in, you could be sharing your location. Check your settings to make sure you're only sharing what you want to.
- REPORT.**
You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to www.CyberTipline.com.



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NetSmartz Workshop

For more resources visit NSTEENS.ORG



wellness

STRESS

Life Spinning Out of Control?

Some days you're on top of it all, and everything's in balance—homework, school activities, part-time job, friends, and time for yourself. Other days, you're not sure whether you or stress is in charge of your life.

Juggling It All

Most parents will be the first to admit that today's teens have significant stress. There are so many demands on your time, your brain, and your life. Keeping all these balls in the air and achieving all you're after takes a toll.

Stop, Breathe

First, you've got to recognize when you're feeling on edge, overloaded, or stressed out. Then you've got to have some immediate coping strategies—a quick break, some deep breathing, a healthy snack, and a few minutes to compose yourself.

For the long haul, you need ways to regularly reduce your stress, to relax. It might be playing your guitar, going for a run, or reading a fun book. Whatever takes your mind off the little and big challenges and allows you to simply be.

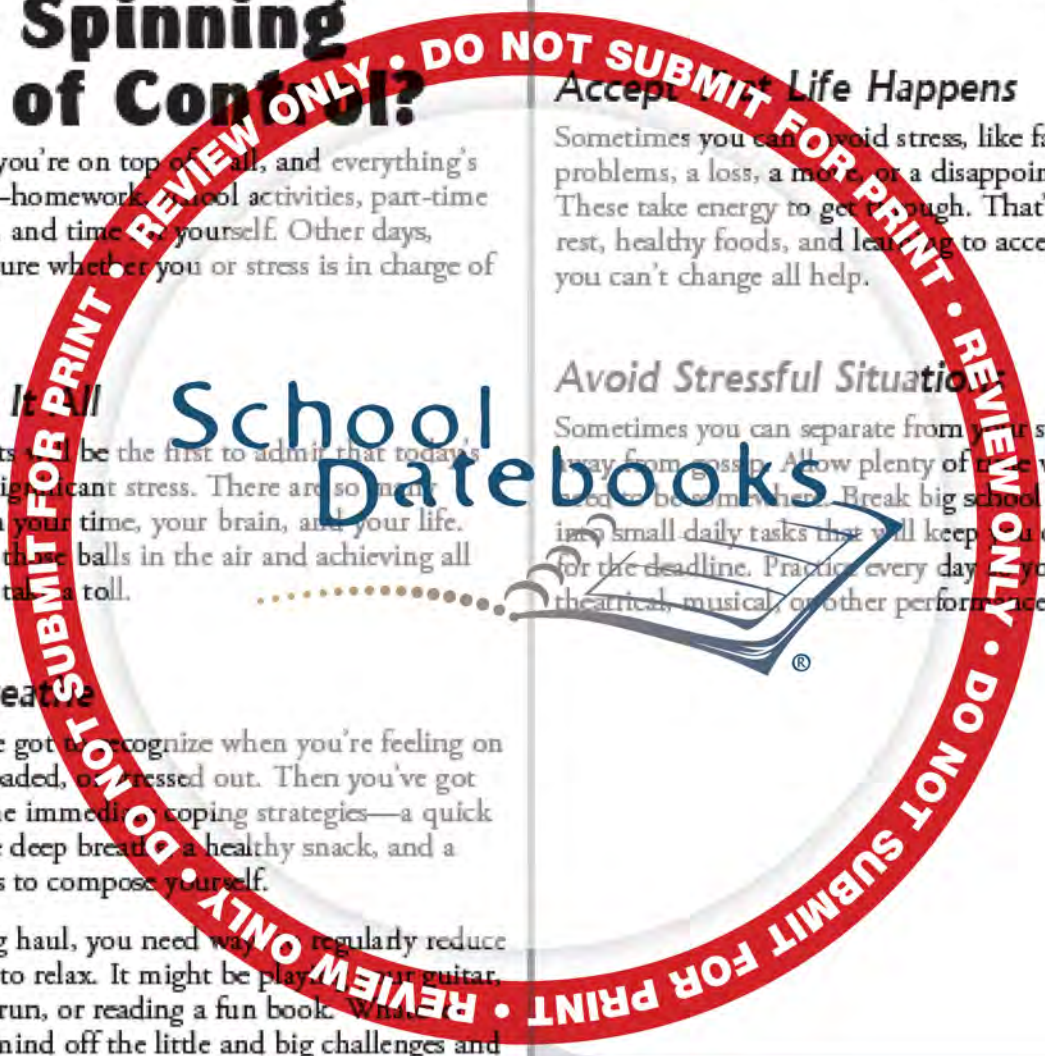
Accept What Life Happens

Sometimes you can't avoid stress, like family problems, a loss, a move, or a disappointment. These take energy to get through. That's where good rest, healthy foods, and learning to accept the things you can't change all help.

Avoid Stressful Situations

Sometimes you can separate from your stress. Stay away from gossip. Allow plenty of time when you need to be alone. Break big school projects into small daily tasks that will keep you on track for the deadline. Practice every day. Your athletic, theatrical, musical, or other performance comes easier.

School Datebooks



"A vigorous five-mile walk will do more for an unhappy but otherwise healthy adult than all the medicine and psychology in the world."

— Paul Dudley White



wellness

STRESS

Signs of Stress

- Feeling irritable
- Always rushing
- Forgetting things
- Grinding your teeth at night
- Feeling like you're being picked on
- Getting a sore neck or shoulder
- Losing stuff
- Feeling sad or anxious

"The greatest weapon against stress is our ability to choose one thought over another."

— William James

School Datebooks

What Causes Your Stress?

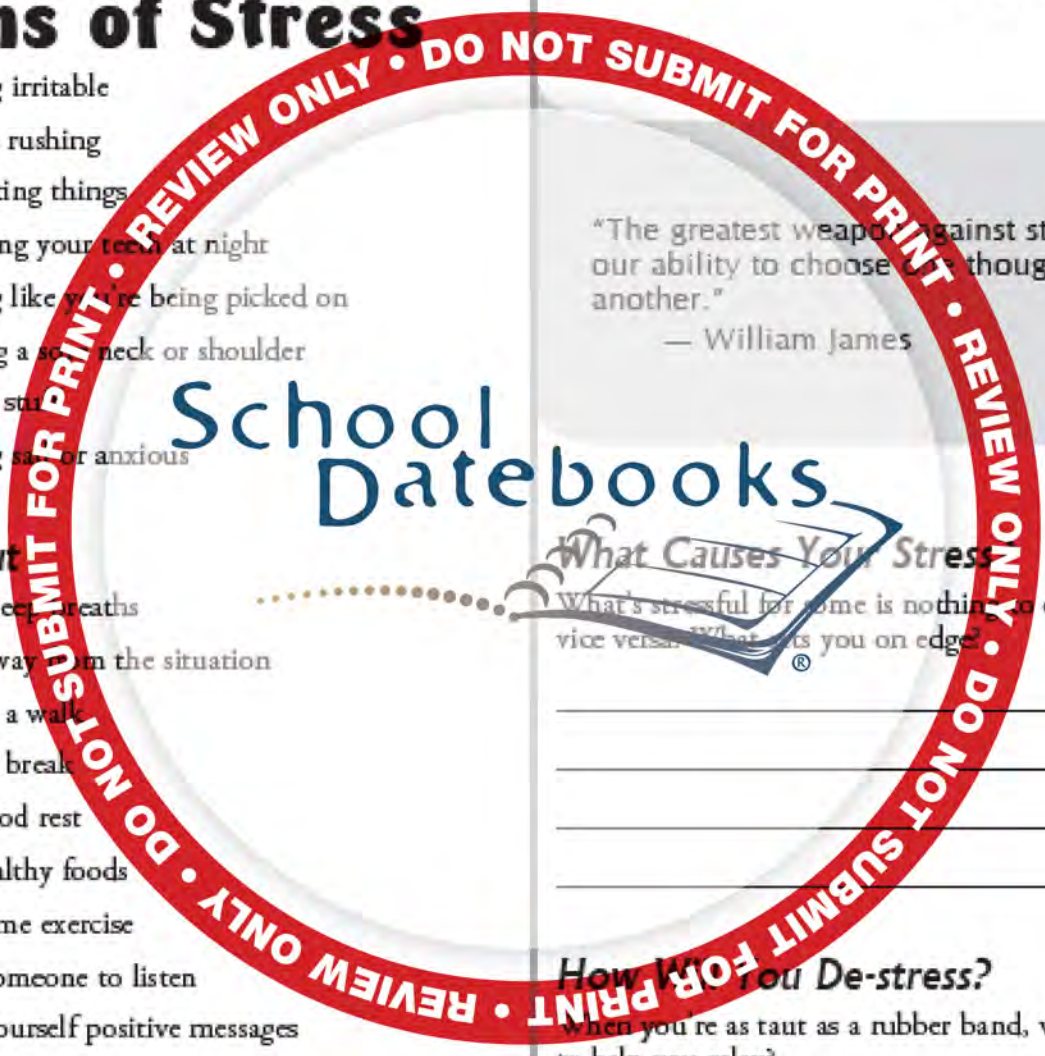
What's stressful for some is nothing to others and vice versa. What gets you on edge?

Chill Out

- Take deep breaths
- Step away from the situation
- Go for a walk
- Take a break
- Get good rest
- Eat healthy foods
- Get some exercise
- Find someone to listen
- Give yourself positive messages
- Set priorities

How Will You De-stress?

When you're as taut as a rubber band, what's going to help you relax?

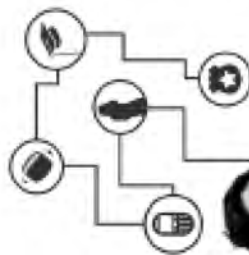




tips to prevent
SEXTING FOR TEENS

NetSmartz.org/TipSheets

NetSmartz Workshop
A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN



THINK ABOUT THE CONSEQUENCES

of taking, sending, or forwarding a sexual picture of someone else, even if it's of you. You could get kicked off of sports teams, face humiliation, lose educational opportunities, and even face a police investigation.



IF ANYONE PRESSURES

you to send a sexual picture, don't give in and talk to an adult you trust. Remember that anyone who tries to get you to do something you are uncomfortable with is probably not trustworthy.

School Datebooks



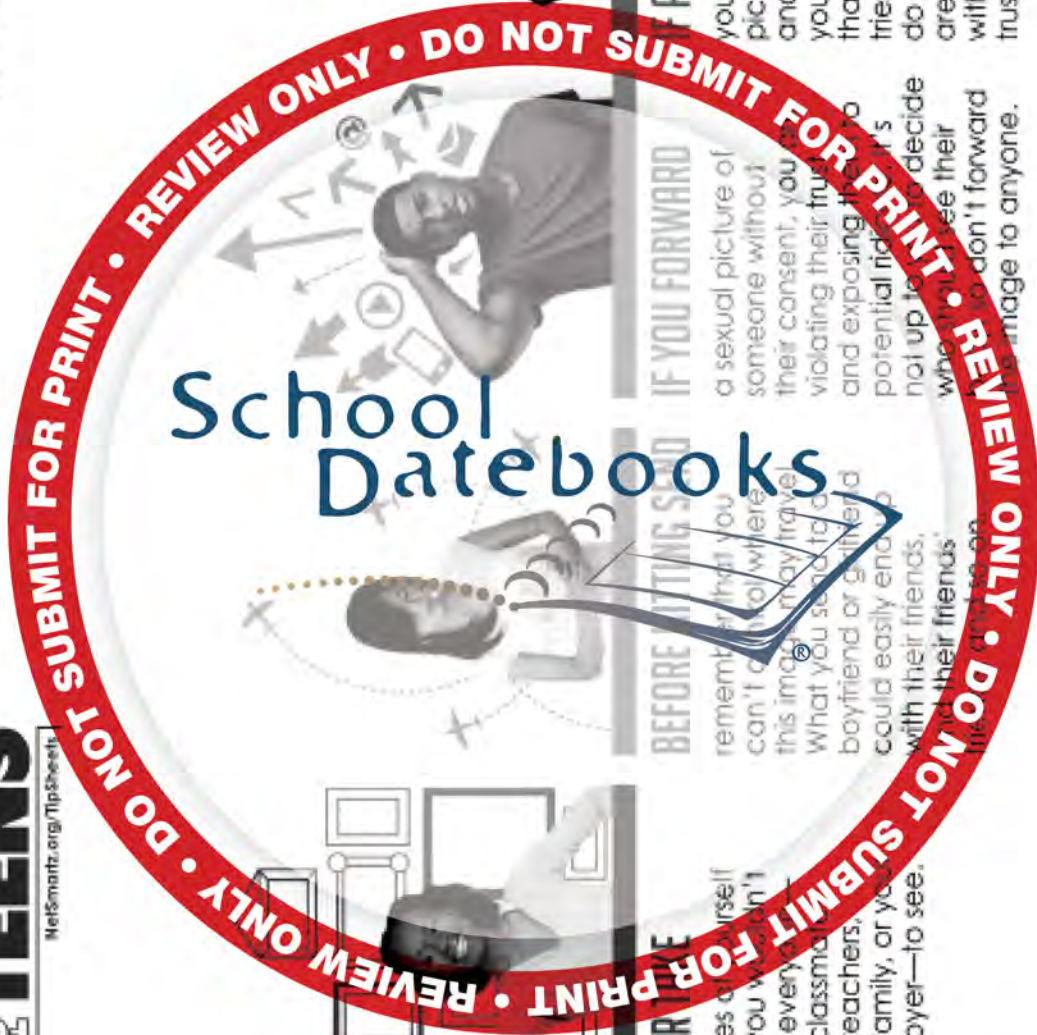
BEFORE HITTING SEND

remember that you can't take it back where this image may travel. What you send to a boyfriend or girlfriend could easily end up with their friends, and their friends' friends, and so on.



IF YOU FORWARD

a sexual picture of someone without their consent, you are violating their trust and exposing them to potential risks. It's not up to you to decide who should see their pictures. Don't forward images to anyone.



Watch Real-Life Stories at MSTEENS.ORG
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wellness

WATER

Water, Water Everywhere, Why It's Good to Drink

With all the great choices in soda pop, juices, and flavored sports drinks, why would you choose water to quench your thirst?

Maybe because you'd like to avoid the calories. The sugar. The expense. The aftertaste. Better yet, maybe you'd like to give your body a healthy boost, a dose of what it needs to function well, a measure of what you need to feel well.

Like an apple a day, healthy water consumption is a great way to keep the doctor away.

Next time you're thirsty, head for the water fountain. Better yet, don't wait until you're thirsty. That means you're already dehydrated. Drink water frequently throughout the day, and especially after strenuous physical activity.

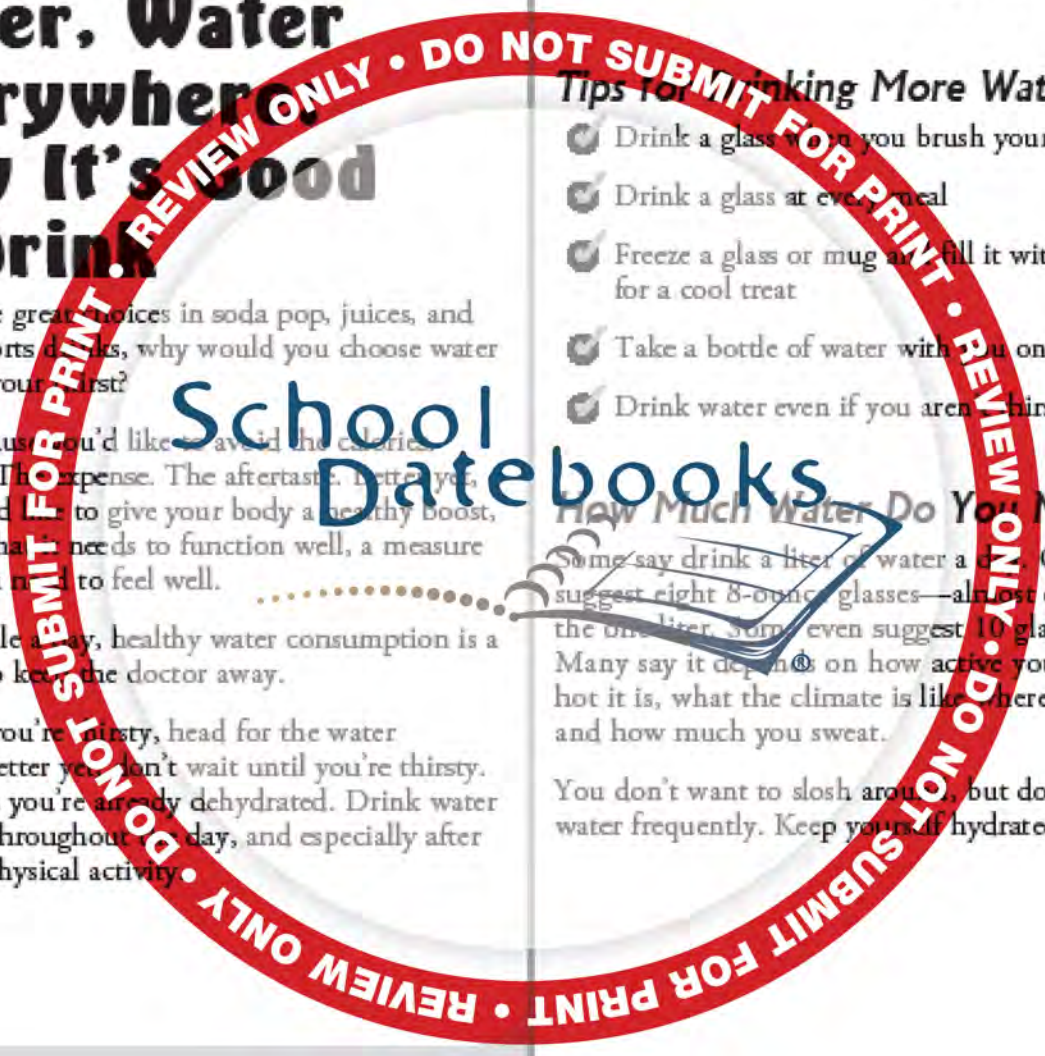
Tips for Drinking More Water

- ✔ Drink a glass of water when you brush your teeth
- ✔ Drink a glass at every meal
- ✔ Freeze a glass or mug and fill it with cold water for a cool treat
- ✔ Take a bottle of water with you on outings
- ✔ Drink water even if you aren't thirsty

How Much Water Do You Need?

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

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



School Datebooks

"Water is the only drink for a wise man."
— Henry David Thoreau

"If there is magic on this planet, it is contained in water."
— Loren Eiseley



wellness

WATER

Your Body's Full of Water

For the human body, water is vital. About two-thirds of your body weight comes from water. For adults weighing 150 pounds, their bodies are vessels that carry between 40 and 50 quarts of water.

Where is all that water?

- Your blood is 92 percent water
- Your muscles are 75 percent water
- Your brain is 75 percent water
- Your bones are 22 percent water

Water's Benefits

Water is indeed what's cracked up to be. Consider that water:

- ☑ Helps you digest and absorb vitamins
- ☑ Contributes to a healthy body
- ☑ Carries waste from your body
- ☑ Boosts your energy
- ☑ Helps your skin
- ☑ Reduces the risk of certain cancers
- ☑ Gives you a feeling of fullness, which may help you avoid overeating

Another important benefit: Water is free!

Too Little Water Spells Trouble

If you're not drinking enough water, you could be raining on your own parade. Without sufficient water, you might experience:

- Dizziness or lightheadedness
- Impaired short-term memory
- Sleepiness during the day
- Trouble doing math
- Reduced focus

School Datebooks

My Water Log

I drank water today:

- When I got up
- After I brushed my teeth
- Between classes
- At lunch
- After PE
- After school
- While I did my homework
- After sports activity
- At supper
- Later in the evening

"Water is the best of all things."
— Pindar



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 in the title of a work. Capitalize all words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in that case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2016 article would appear before a 2018 article). When an author appears as a sole author and again as the first author of a group, list the one-author entry first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

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

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

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

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

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Edition®). Publisher.
- Do not include the location of the publisher in the citation.

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

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

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

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:00000000/000000000000

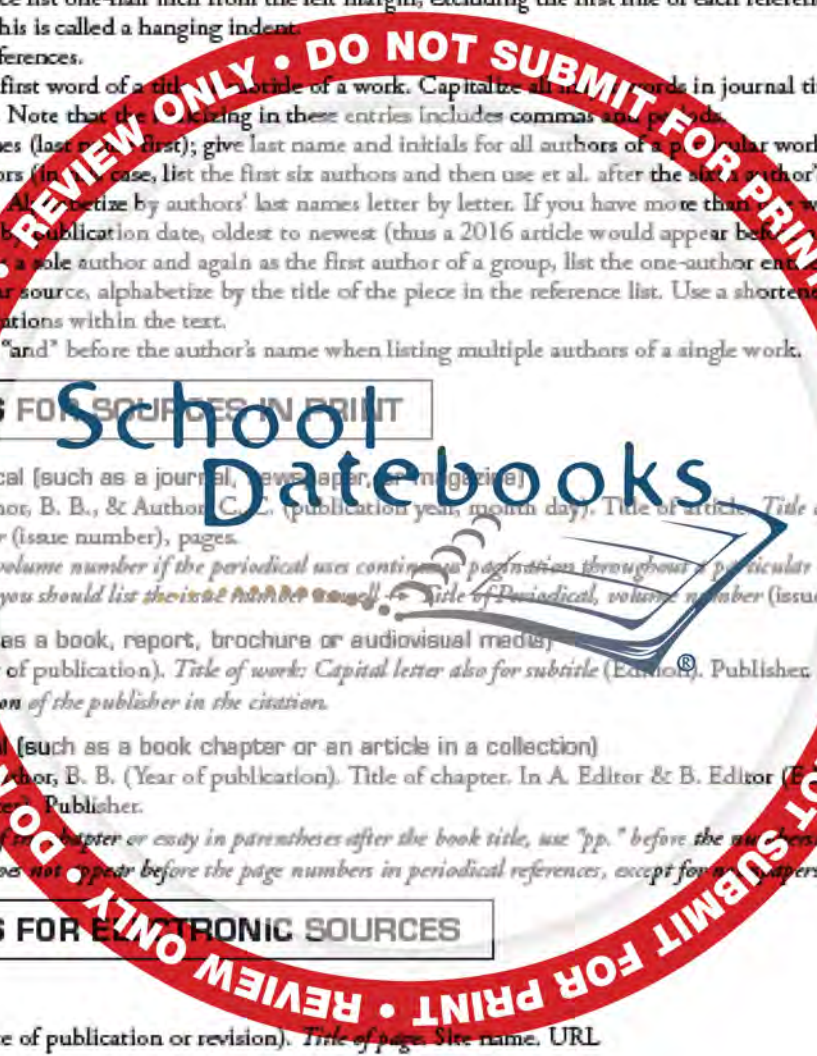
Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.

An online journal or magazine (with no DOI assigned)

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. URL

Email

Because email is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 1995).





LANGUAGE ARTS *capitalization & plurals*

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

- All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
- All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
- The first word in every sentence → Her dress is stunning.
- Races, languages, nationalities → Asian, French, African-American
- Nouns/Pronouns that refer to a supreme being → God, Yahweh
- Days of the week → Sunday, Monday, Tuesday
- Formal epithets → Ivan the Terrible
- Bodies of water → Amazon River, Lake Huron, Wica Creek
- Cities, towns → Houston, Lafayette, Dearborn
- Counties → Tippecanoe, Cork
- Countries → U.S.A, Mexico, Canada
- Continents → Africa, North America
- Landforms → Mojave Desert, Appalachian
- 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, Jupites, Milky Way
- Public areas → Yellowstone National Park
- Sections of a country or continent → the Midwest, the Middle East
- Special events → Battle of Lexington
- Streets, roads, highways → Rodeo Drive, Route 66, Interstate 5
- Trade names → Honda Accord, Kellogg's Corn flakes



School Datebooks

PLURALS THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

- The plurals of most nouns are formed by adding *s* to the singular.
 - *Examples:* pie - pies | desk - desks | machine - machines
- The 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 | buzz - buzzes | church - churches
- The plurals of common nouns that end in *y* preceded by a consonant are formed by changing the *y* to *i* and adding *es*.
 - *Examples:* fly - flies | copy - copies
- The plurals of words that end in *y* preceded by a vowel are formed by adding only *s*.
 - *Examples:* holiday - holidays | monkey - monkeys
- The plurals of words ending in *o* preceded by a vowel are formed by adding *s*.
 - *Examples:* studio - studios | rodeo - rodeos
- The plurals of words ending in *o* preceded by a consonant are formed by adding *s* or *es*.
 - *Examples:* hero - heroes | banjo - banjos | tomato - tomatoes | piano - pianos
- The plurals of nouns ending in *f* or *fe* are formed in one of two ways:
 - (1) If the *f* sound is still heard in the plural form, simply add *s*.
 - *Examples:* roof - roofs | chief - chiefs
 - (2) If the final sound in the plural is a *ve* sound, change the *f* to *ve* and add *s*.
 - *Examples:* wife - wives | knife - knives
- Foreign words and some English words form the plural by taking on an irregular spelling.
 - *Examples:* crisis - crises | criterion - criteria | goose - geese | ox - oxen
- The plurals of symbols, letters, and figures are formed by adding an *s*.
 - *Examples:* 5 - 5s
- The plural of nouns that end in *ful* are formed by adding *s* at the end of the word.
 - *Examples:* handful - handfuls | pailful - pailfuls | tankful - tankfuls



LANGUAGE ARTS *common editing marks*

↑ | *insert a comma*

→ Her husband, Andy, decided to open his own repair business.

↵ | *insert an apostrophe*

→ Mary hadn't planned on a sixth party guest.

“ ” | *insert quotation marks*

→ The students were required to read the poem "Howl."

^ | *insert written suggestion*

→ Jean-Pierre said his favorite country to visit was the States.

○ | *use a period*

→ Mark likes scrambled eggs. He does not like hard-boiled eggs.

↵ | *delete*

→ Jim warned me that that magnet might harm my CD.

↷ | *transpose elements*

→ The team could have placed first in the tournament.

∩ | *close up this space*

→ Milo retreated to his dog house.

| *insert single space*

→ Jeff didn't mind waiting, but he was running out of time.

| *begin new paragraph*

→ "Who's that?" Missy asked. "Her name is Beth," said Brenda.

No # | *no new paragraph*

→ "I'm tired," said Kei.

I'd like to go home.

≡ | *capitalize*

→ They traveled to the capitol to meet the vice president.

ℓ | *lowercase*

→ Tim fondly remembers playing football in High School.

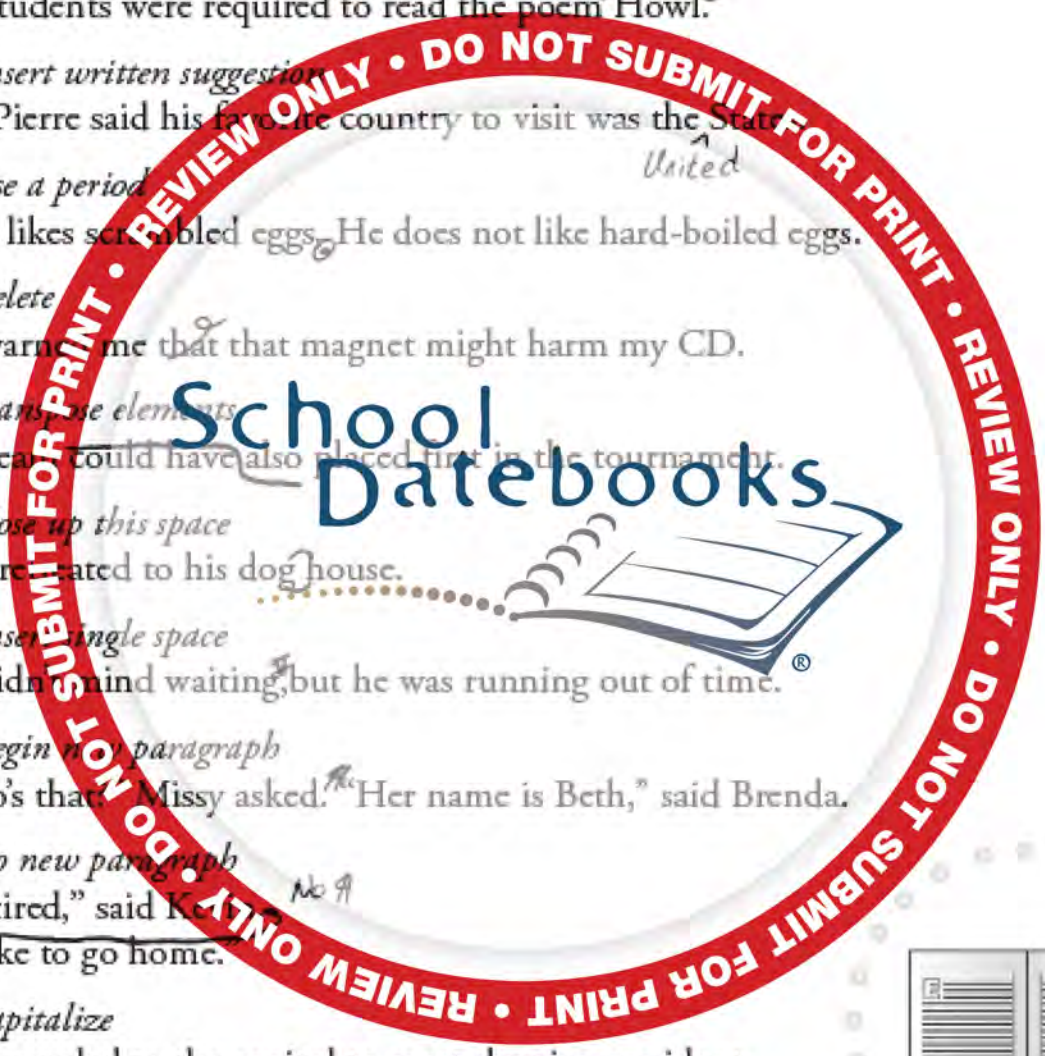
sp | *spell out*

→ It was Kim's (1st) trip to the (U.K.)

stet | *stet (let it stand)*

→ I don't like to hurt other people's feelings.

(Stet)





LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES	A PREFIX IS A SYLLABLE ADDED TO THE BEGINNING OF A WORD TO CHANGE ITS MEANING.
------------------------	--

Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, common
con-	with	conference, consent, connect
dis-	do the opposite of	disappear, disagree, distrust
en-	to make	enlarge, enable
extra-	beyond	extraordinary, extrasensory
il-	not	illegal, illogical, illiterate
im-	not or within	impossible, immature, impatient
in-	not or within	insecure, incomplete, indoors, ingrown
inter-	between	international, interact, intersection
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	mistake, misguide, misunderstood
non-	not or without	consensus, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	preschool, prehistoric, preschool
re-	back, to gain	return, rewrite, recycle, react
sub-	below	submarine, substandard
super-	above, outside	supernatural, supermarket, superhero
trans-	across, over	transplant, transcontinental, transport
un-	not	unsafe, unusual, unwise

School Datebooks

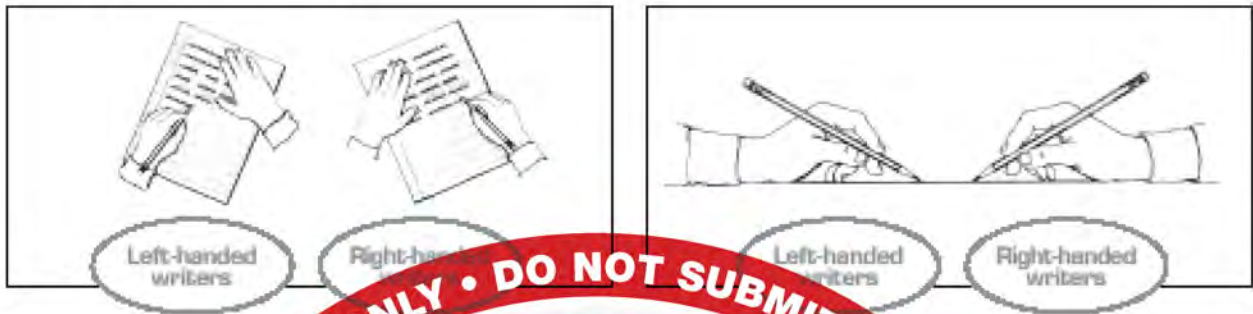
COMMON SUFFIXES	A SUFFIX IS A SYLLABLE ADDED TO THE END OF A WORD TO CHANGE ITS MEANING. IN MOST CASES, WHEN ADDING A SUFFIX THAT STARTS WITH A VOWEL, DROP THE FINAL E OF THE FIRST WORD. FOR EXAMPLE, NERVE BECOMES NERVOUS. ALSO, CHANGE A FINAL Y IN THE ROOT WORD TO AN I BEFORE ADDING ANY SUFFIX EXCEPT -ING.
------------------------	--

Suffix	Meaning	Examples
-able	able to be	payable, movable, portable
-al	of, like, or suitable for	logical, natural, comical
-an	relating to, belonging to, or living in	American, European, librarian
-ance	the condition or state of being	performance, allowance
-ant	a person or thing that does something	assistant, peasant, waiter
-ative	having the nature of or relating to	decorative, operative
-ent	characterized by	different, reverent, independent
-ful	full of	thoughtful, beautiful
-ian	relating to, belonging to, or living in	musician, magician
-ity	quality or degree	activity, fatality, popularity
-ive	have or tend to be	active, attractive, impressive
-less	without or lacking	homeless, thoughtless
-ment	act of	payment, employment, achievement
-ness	state of	happiness, thoughtfulness
-or	person or thing that does something	actor, accelerator
-ous	characterized by	nervous, courageous, famous
-ship	quality of or having the office of	friendship, leadership, companionship
-ward	in the direction of	backward, homeward, westward

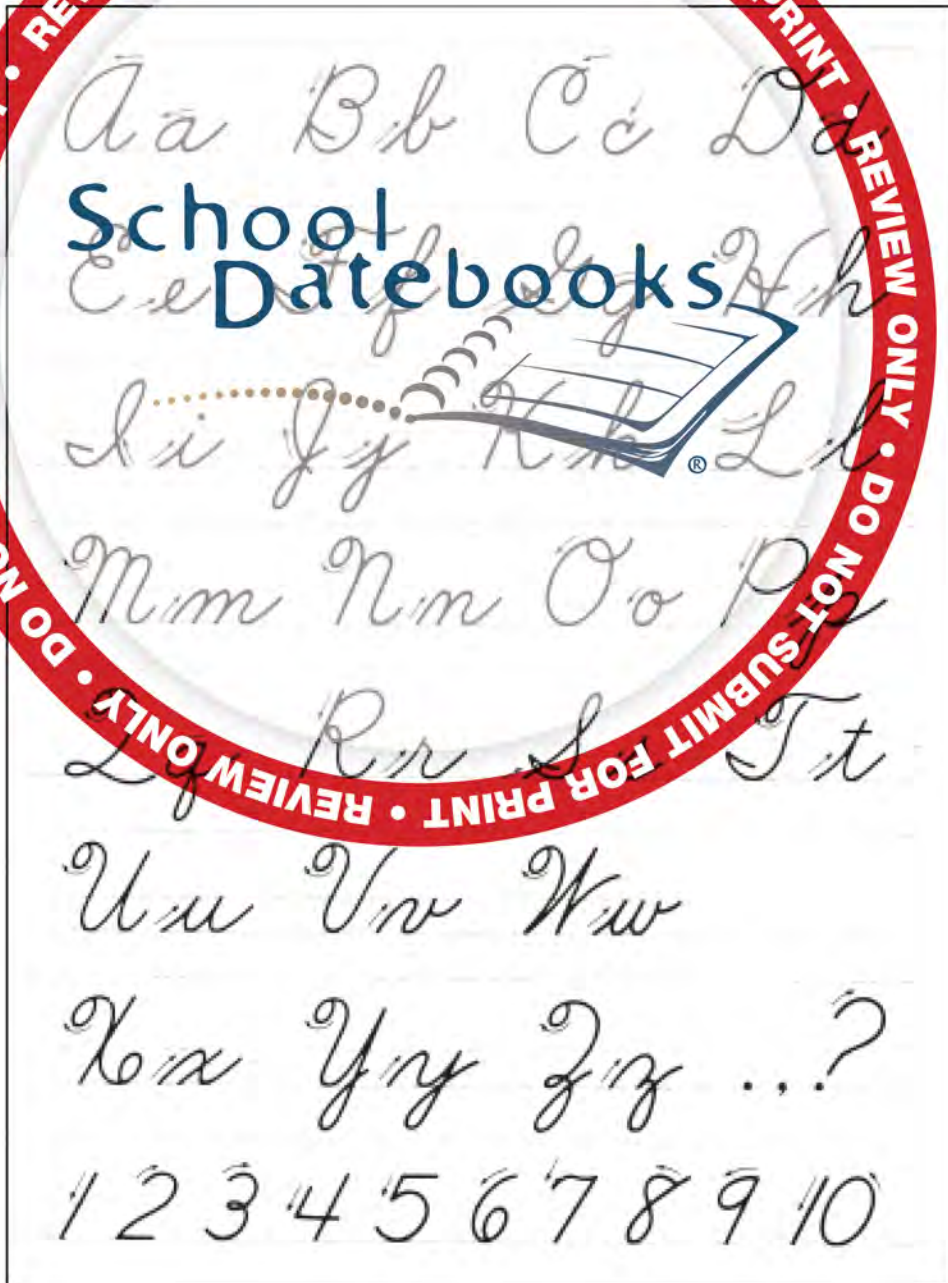
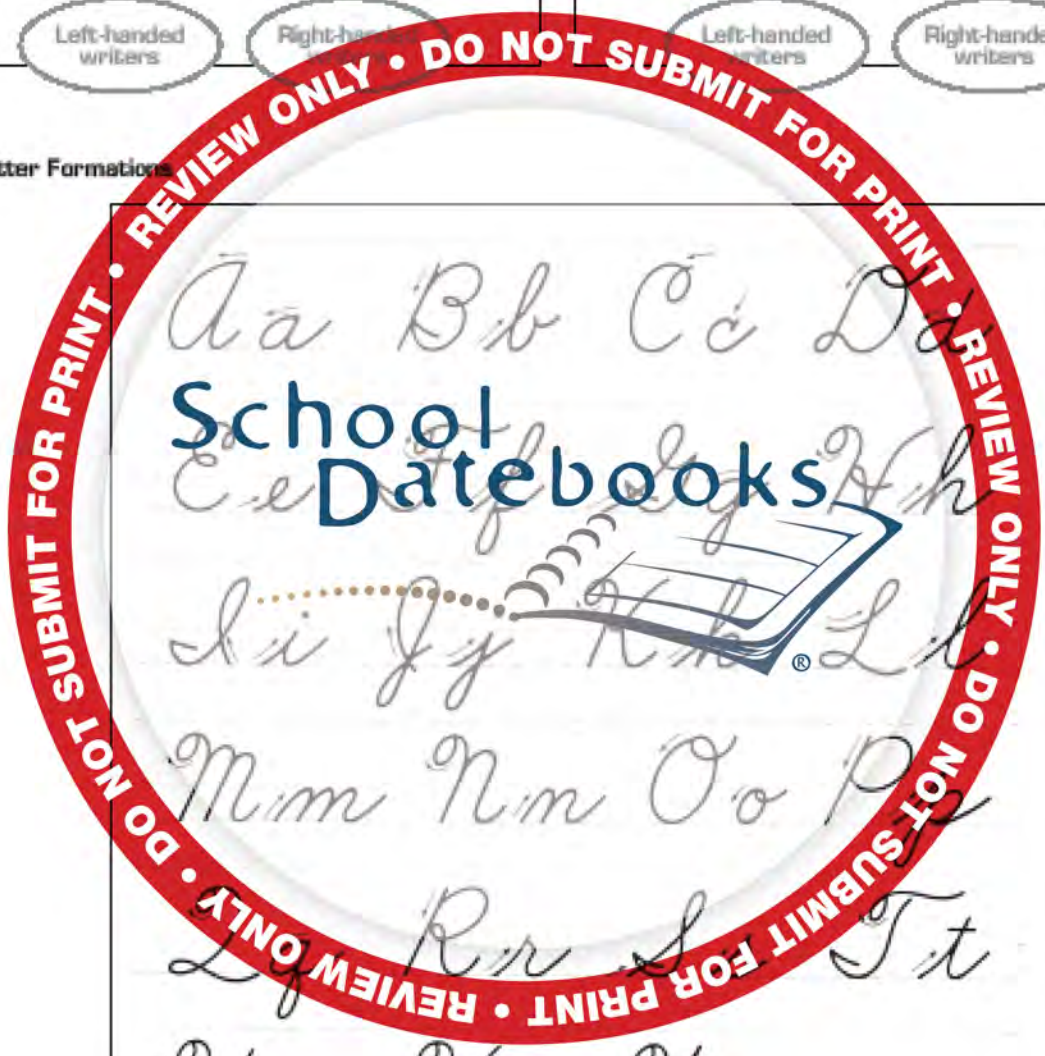


LANGUAGE ARTS *cursive writing*

Position of Paper for Cursive Writing



Cursive Letter Formations





LANGUAGE ARTS *exploring Chinese Mandarin*



GREETINGS

Hi! | 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 / 一会儿 *zài huì / yí huì jiàn*
 How are you? | 你好吗? *nǐ hǎo ma?*
 I'm... | 我... *wǒ*
 bù yòng wǎn | (晚) 好 *hǎo hǎo*
 bù yòng hǎo | (不) 好 *bù hǎo*
 How's it going? | 最近怎么样? *zì jìn zěn me yàng?*
 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 shén me míng zì?
 My name is... | 我叫... *wǒ jiào...*
 Pleased to meet you. | 很高兴认识你。
hěn gāo xìng cù shí nǐ.
 Likewise. | 我也... *wǒ yě yí yàng.*
 I'd like you to meet... | 我来介绍一下 *wǒ lái jiè xià wǒ lái jiè xià wǒ...*
 This is... | 这位是... *zhè wèi shì...*

PLEASANTRIES

Please! | 请 *qǐng*
 Thank you! | 谢谢 *xiè xiè*
 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 *dù bù qǐ*

RESPONSES

Yes! | 对 / 是 *duì / shì*
 No! | 不对 / 不是 / 没有 *bù duì / bù 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 de le.*
 Of course. | 当然 *dāng rán.*
 OK! | 好 / 行 *hǎo / xíng*
 Maybe! | 可能 / 也许 *kě néng / yě xǔ*
 Absolutely! | 绝对 / 肯定 *jué duì de / kěn dìng de*

TITLES

Miss/Ms. | 小姐 / 女士 *xiǎo jiě / nǚ shì*
 Mrs./Ms'm | 太太 / 女士 *tāi tai / nǚ shì*
 Mr./M'r | 先生 *xian sheng*

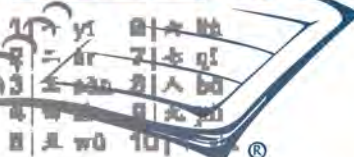
BASICS

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 *zěn me yàng*
 Which! | 哪一个 *nǎ yí ge*
 How many! | 多少 / 几 *duō shǎo / jǐ*
 This! | 这个 *zhè ge*

PHRASES

Do you speak English? | 你会说英语吗?
nǐ shuō yīng yǔ ma?
 How do you say...? | 怎么说...? *zěn me shuō...?*
 I need help. | 我需要帮助 *wǒ xū yào bāo zhù.*
 I am lost. | 我迷路了 *wǒ mí lù le.*

School Datebooks

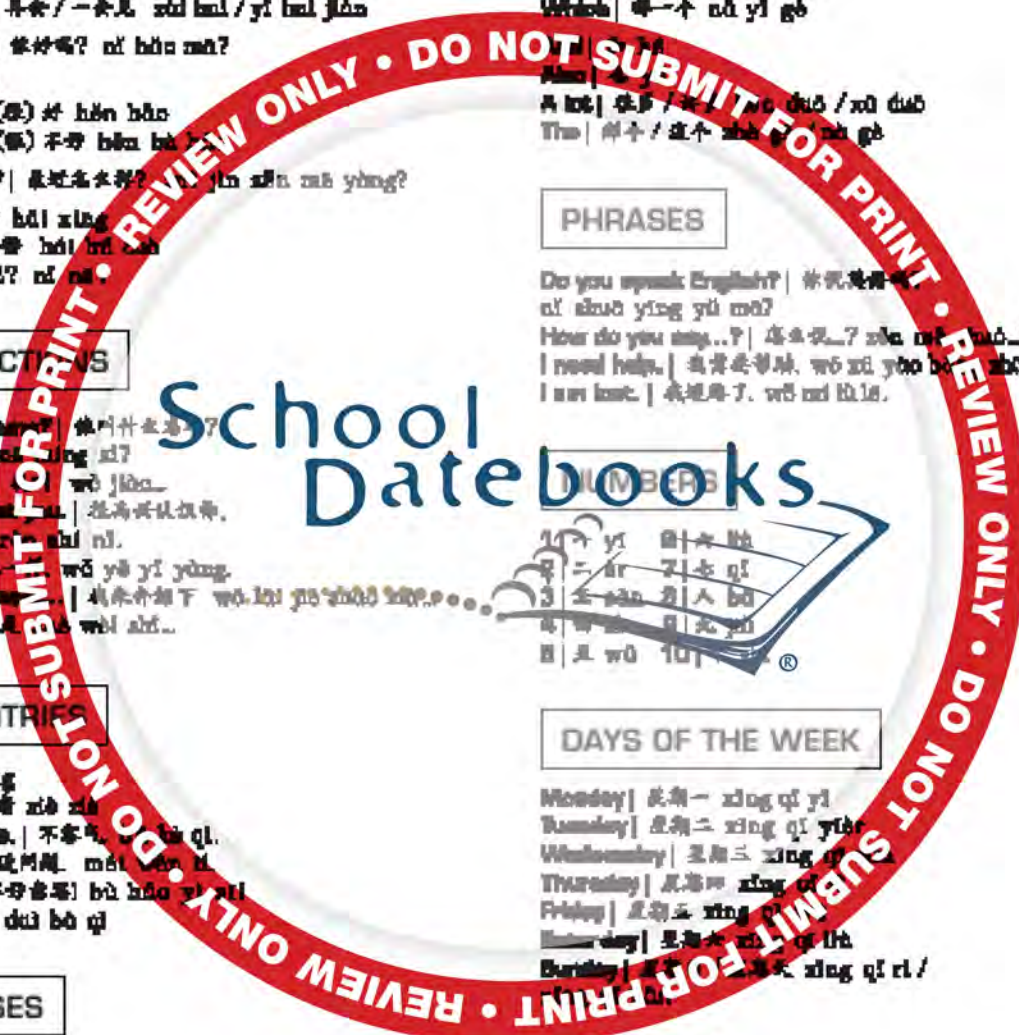


DAYS OF THE WEEK

Monday | 星期一 *xīng qī yī*
 Tuesday | 星期二 *xīng qī yīr*
 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 | 星期天 *xīng qī rì / rì qī*

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*





LANGUAGE ARTS *exploring French*



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? (formal: Et tu?)

INTRODUCTIONS

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

PLEASANTRIES

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

RESPONSES

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

TITLES

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

BASICS

Who | Qui
 Where | Où
 When | Quand
 Why | Pourquoi
 What | Quoi
 How | Comment

And | Et
 Also | Aussi
 A lot | Beaucoup

PHRASES

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

NUMBERS

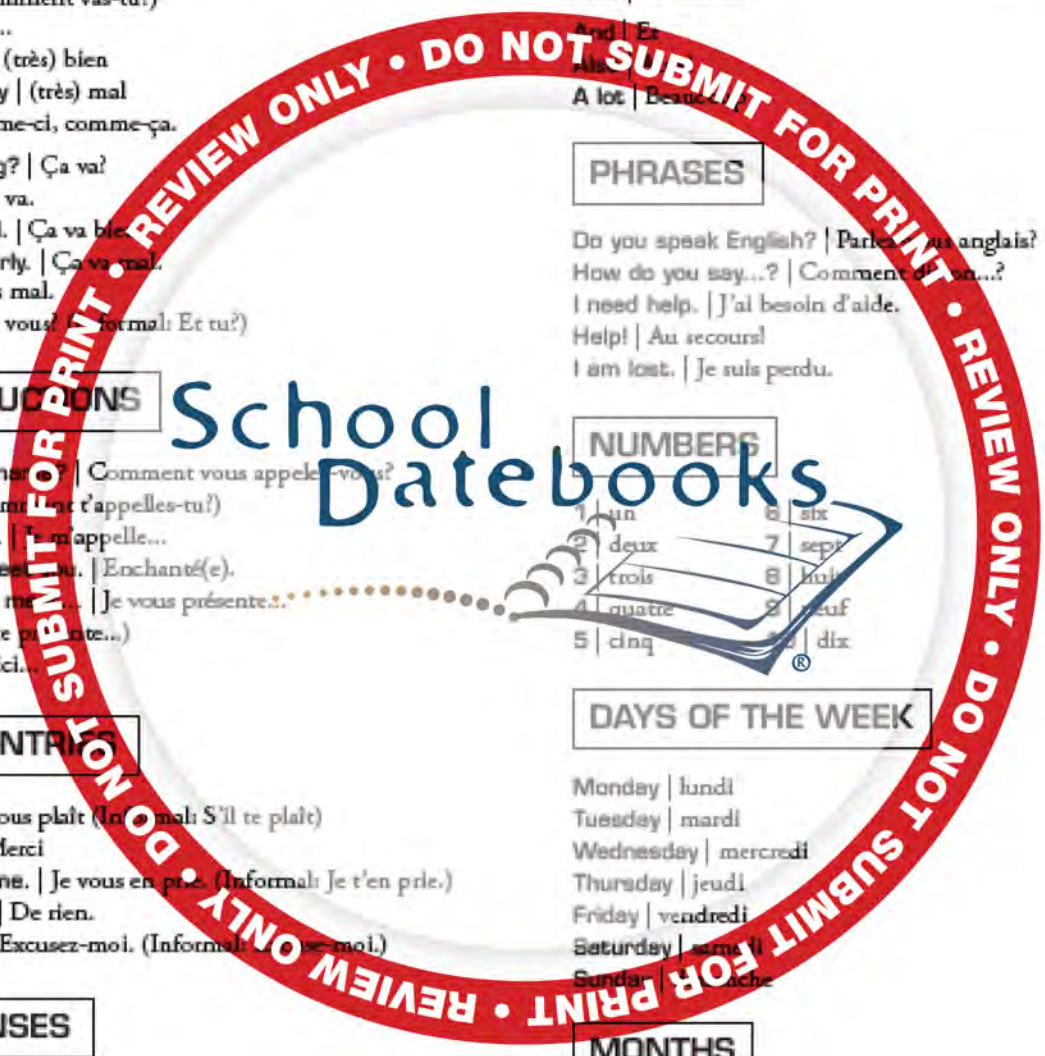
1 un	6 six
2 deux	7 sept
3 trois	8 huit
4 quatre	9 neuf
5 cinq	10 dix

DAYS OF THE WEEK

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

MONTHS

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



School Datebooks





LANGUAGE ARTS *exploring German*

GREETINGS

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

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

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

INTRODUCTIONS

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

PLEASANTHIES

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

Not | Nicht
 A lot | Viel

PHRASES

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

NUMBERS

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

DAYS OF THE WEEK

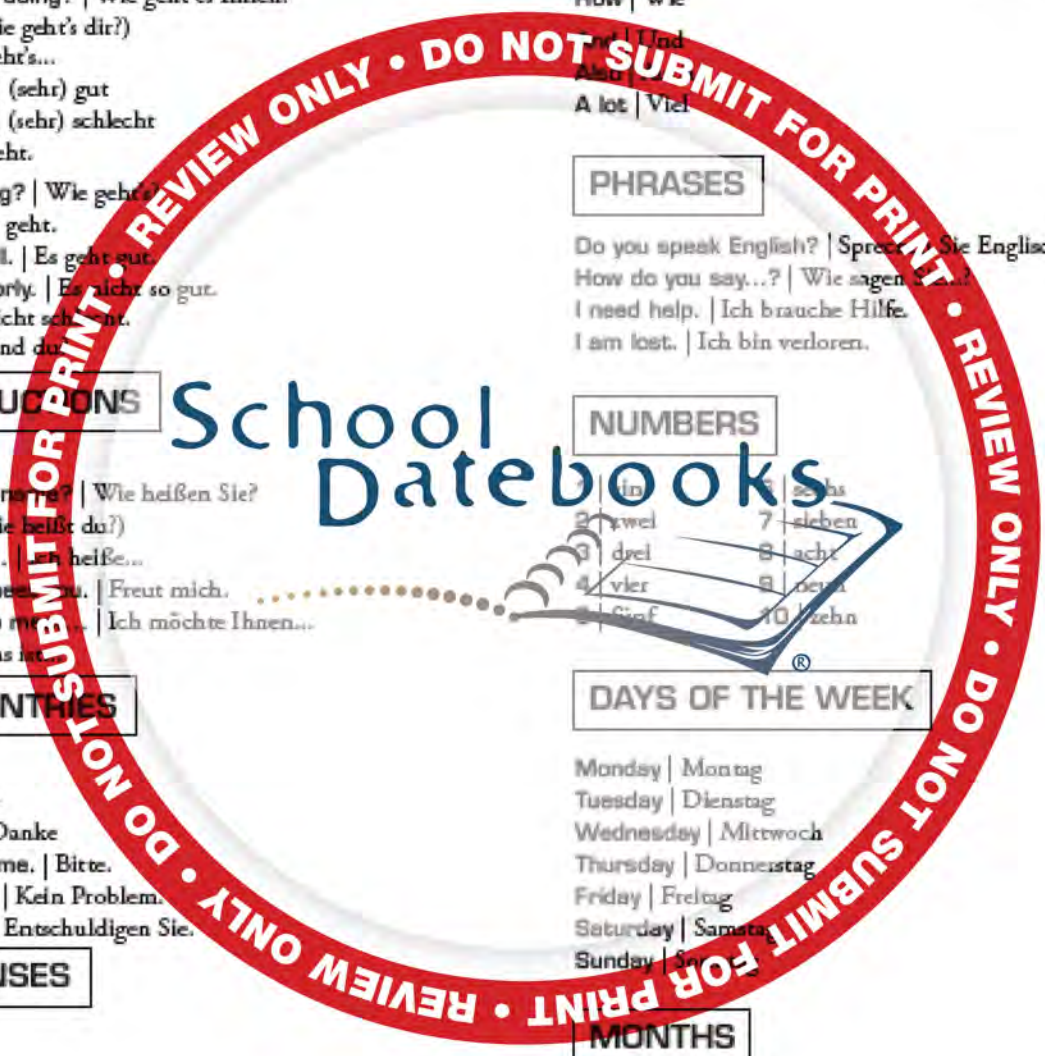
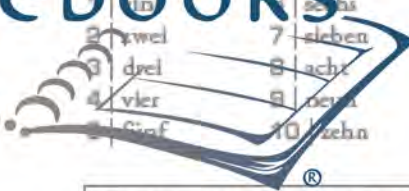
Monday | Montag
 Tuesday | Dienstag
 Wednesday | Mittwoch
 Thursday | Donnerstag
 Friday | Freitag
 Saturday | Samstag
 Sunday | Sonntag

MONTHS

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



School Datebooks





LANGUAGE ARTS *exploring Spanish*

GREETINGS

Hello | Hola
 Good morning | Buenos días
 Good afternoon/evening | Buenas tardes
 Good night | Buenas noches
 Goodbye | Adiós/Chao
 See you later | Hasta luego/Nos vemos
 How are you? | ¿Cómo estás?
 I'm... | Estoy...
 (very) well | (muy) bien
 (very) bad | (muy) mal
 How's it going? | ¿Cómo va(tu día)?
 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... | Mi nombre es...
 Pleased to meet you | Encantado(a)
 Likewise | Igualmente
 I'd like you to meet... | Me gustaría que conozcas a...
 This is... | Este es...

PLEASANTIES

Please | Por favor
 Thank you | Gracias
 You're welcome. | De nada
 No problem. | No hay problema
 Excuse me! | ¡Disculpeme!
 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?

Also | También
 A lot | Mucho
 The | El, La, Los, Las

PHRASES

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

NUMBERS

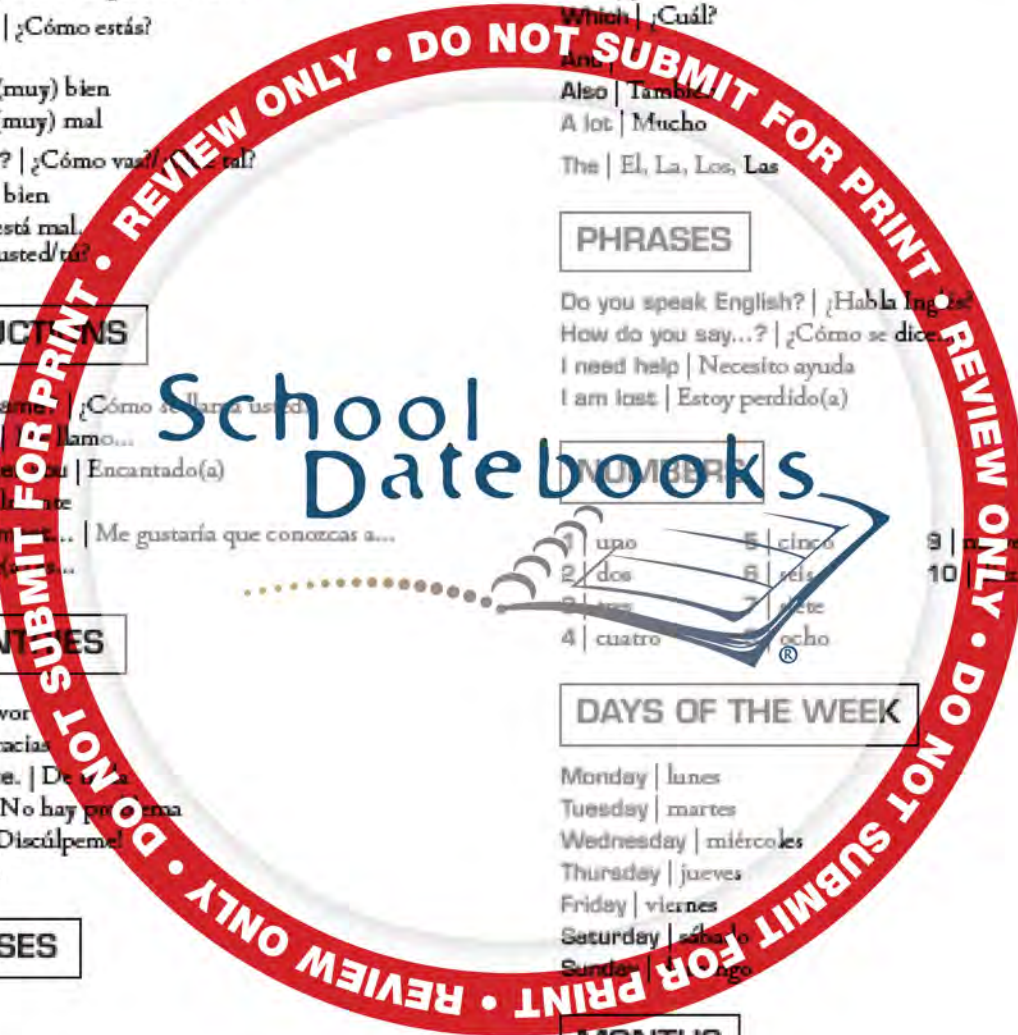
1 uno	5 cinco	9 nueve
2 dos	6 seis	10 diez
3 tres	7 siete	
4 cuatro	8 ocho	

DAYS OF THE WEEK

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

MONTHS

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





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* not my time to leave for the football game.
 The wagon lost *its* wheel in the mud.

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

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

principal | the first or most important. It also refers to the head of a school.
principle | a rule, truth, or belief
 → *Examples:* Pineapple is one of the *principles* of Hawaii.
 One *principle* of science is that all matter occupies space.

quiet | free from noise
quite | truly or almost completely
 → *Examples:* Our teacher insists that all students are *quiet* during a test.
 This enchilada is *quite* spicy.

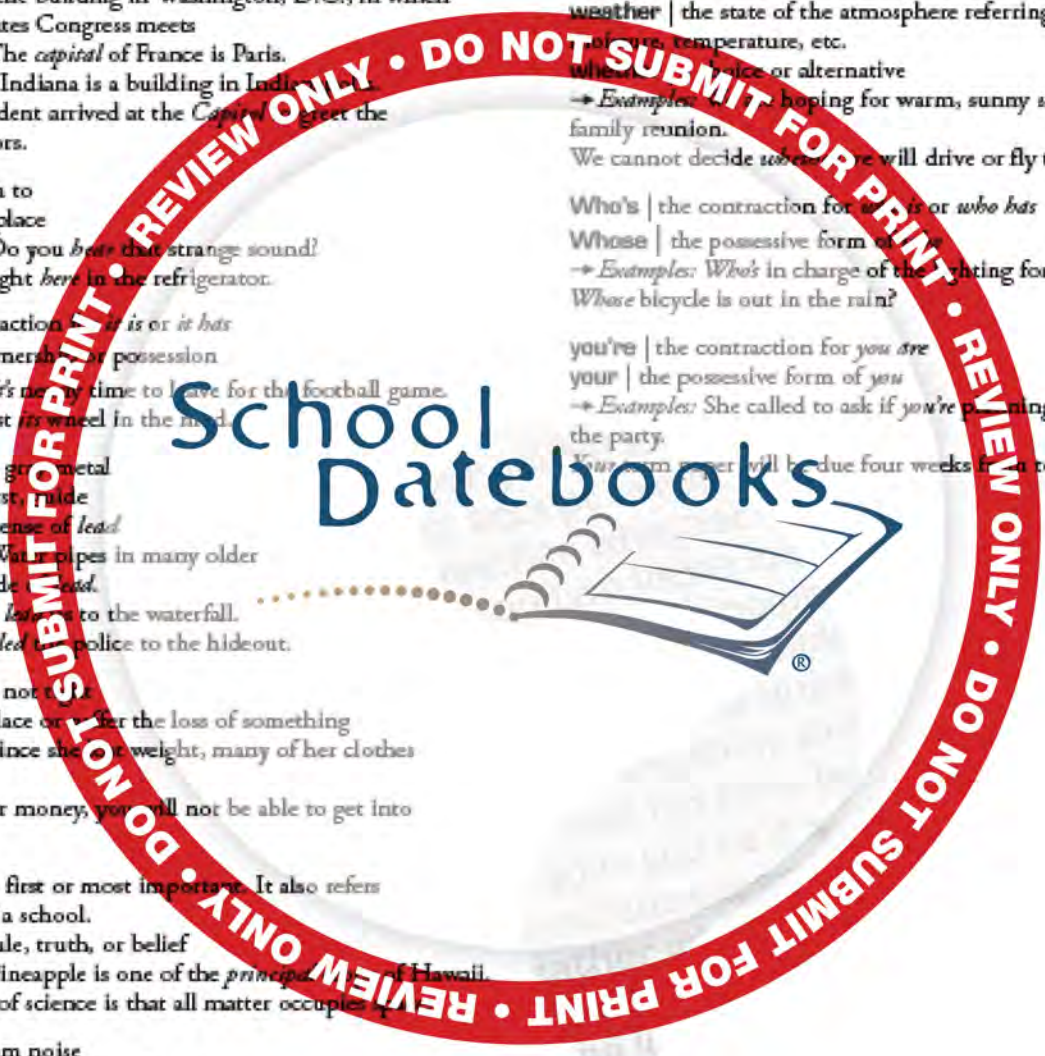
their | belonging to them
there | at that place
they're | the contraction for *they are*
 → *Examples:* *Their* new puppy is frisky.
 Please place all of the newspapers over *there*.
They're coming over tonight.

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

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

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

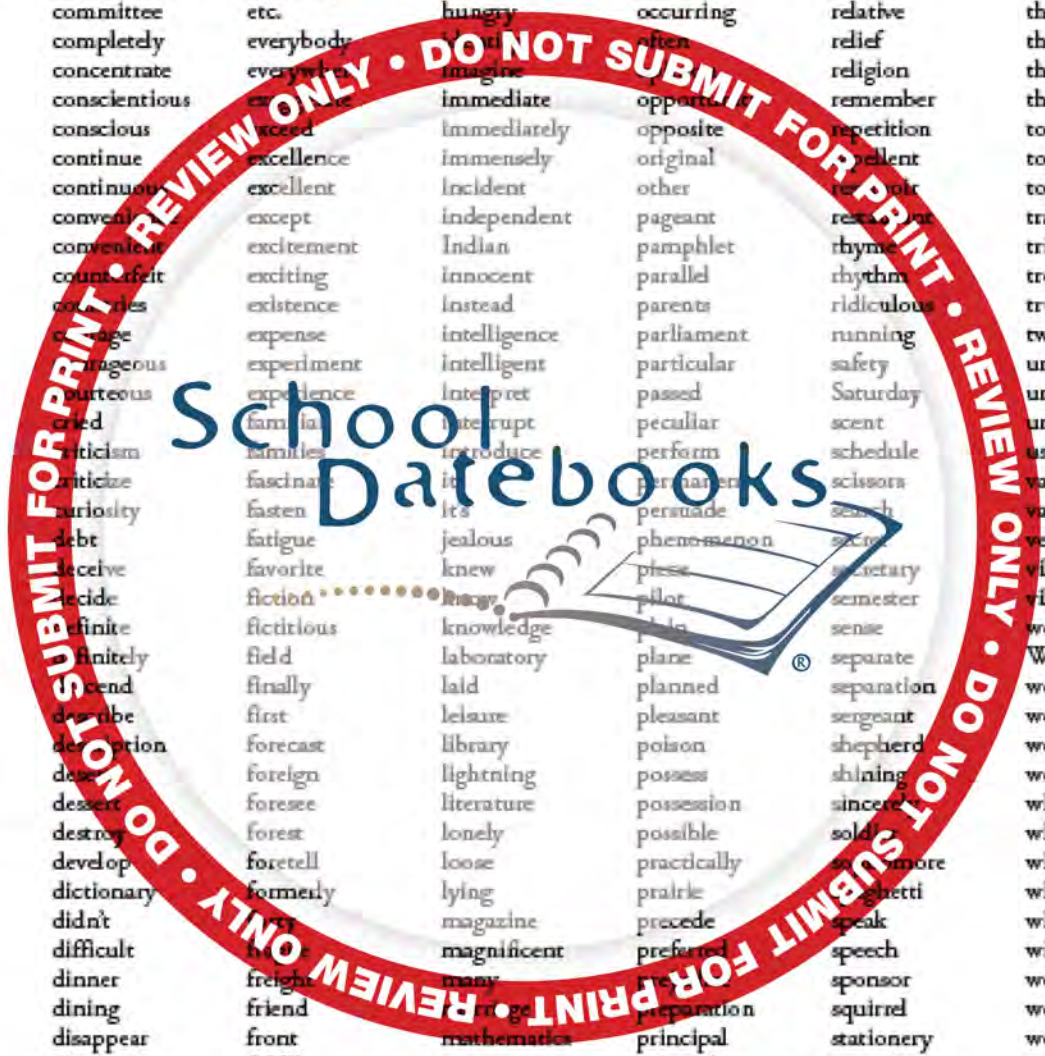
you're | the contraction for *you are*
your | the possessive form of *you*
 → *Examples:* She called to ask if *you're* planning to attend the party.
Your term paper will be due four weeks from today.





LANGUAGE ARTS *frequently misspelled words*

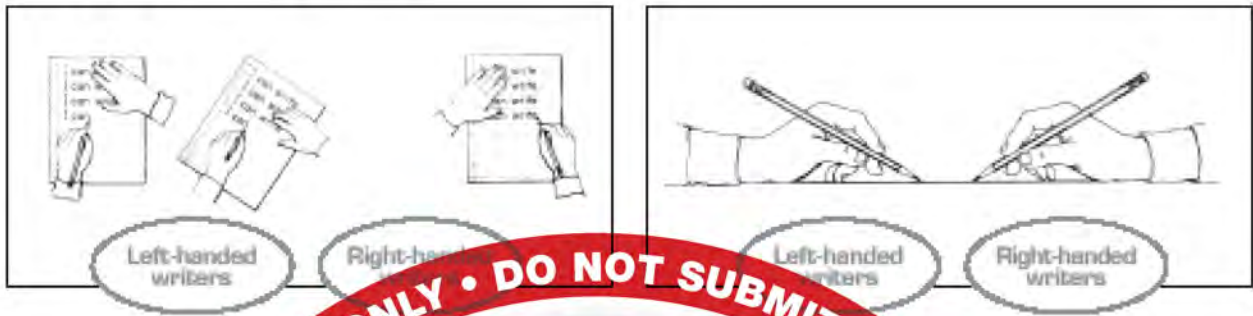
absence	Christian	either	happiness	ninety	receive	suspicion
absorb	cinnamon	embarrass	hear	notice	receiving	swimming
accept	climbed	enough	height	noticeable	recess	synagogue
accidentally	climbing	entertain	here	nuisance	recognize	temperament
accompany	clothes	envelope	history	obedience	recommend	themselves
accuse	colonel	equipment	hoping	occasion	reference	there
ache	college	equipped	hospital	occur	referring	therefore
achieve	column	escape	humor	occurred	rein	they
acquaintance	commercial	especially	humorous	occurrence	reign	they're
acquire	committee	etc.	hungry	occurring	relative	thief
affect	completely	everybody	imagine	often	relief	thoroughly
afraid	concentrate	everyone	immediate	opportunities	religion	thought
against	conscientious	everywhere	immediately	opposite	remember	through
aggression	conscious	excuse	immensely	original	repetition	tobacco
aggressive	continue	excellence	incident	other	resistant	together
all right	continuous	excellent	independent	pageant	restaurant	tomorrow
a lot	convenient	except	Indian	pamphlet	rhythm	tragedy
already	convenient	excitement	innocent	parallel	rhythmic	tried
always	count	exciting	instead	parents	ridiculous	trouble
amateur	countries	existence	intelligence	parliament	running	truly
ambition	coverage	expense	intelligent	particular	safety	two
among	crageous	experiment	interrupt	passed	Saturday	unique
apology	crutious	experience	introduce	peculiar	scent	until
apparent	cried	familiar	its	perform	schedule	unusual
appearance	criticism	families	jealous	permanent	scissors	usually
appreciate	criticize	fascinate	knew	persuade	search	vaccinate
arctic	curiosity	fasten	knave	phenomenon	section	vacuum
argument	debt	fatigue	labor	phrase	secretary	vegetable
article	deceive	favorite	laboratory	pilot	semester	village
associate	decide	fiction	laid	plane	sense	villain
athlete	definite	fictitious	laisure	planned	separate	weather
attendance	depend	field	library	pleasant	separation	Wednesday
attitude	describe	finally	lightning	poison	sergeant	weight
author	derivation	first	literature	possess	shepherd	weird
awful	deserve	forecast	lonely	possession	shining	were
beautiful	desert	foreign	lose	possible	sincere	we're
beauty	destroy	foresee	loose	practically	sold	where
because	develop	forest	lying	prairie	some	whether
beginning	dictionary	foretell	magazine	precede	spaghetti	which
believe	didn't	formerly	magnificent	preferred	speak	whole
benefit	difficult	freight	many	preparation	speech	whose
bicycle	dinner	friend	mathematics	principal	sponsor	witch
biscuit	dining	front	meant	principle	squirrel	woman
boundary	disappear	fulfill	millionaire	privilege	stationery	women
Britain	disappoint	government	miniature	probably	stationery	wonderful
brilliance	discipline	governor	minute	profession	stepping	wreck
brilliant	discussion	grabbed	mischievous	psychology	stopping	writing
bureau	disease	grammar	model	psychology	stories	written
business	dissatisfy	grateful	mosquito	pursue	strengthen	wrote
captain	doctor	guarantee	narrative	quantity	stretch	yield
career	does	guard	necessary	quiet	studies	your
carrying	doesn't	guess	neighbor	quite	studying	you're
cemetery	dropping	guest	nervous	raspberry	succeed	
certain	during	handsome	niece	really	successful	
challenge	easier	happen	nineteen		suggest	
chief	easiest	happiest			summarize	
children	easily	happily			summary	
chocolate	effect				superintendent	
chosen					suspense	



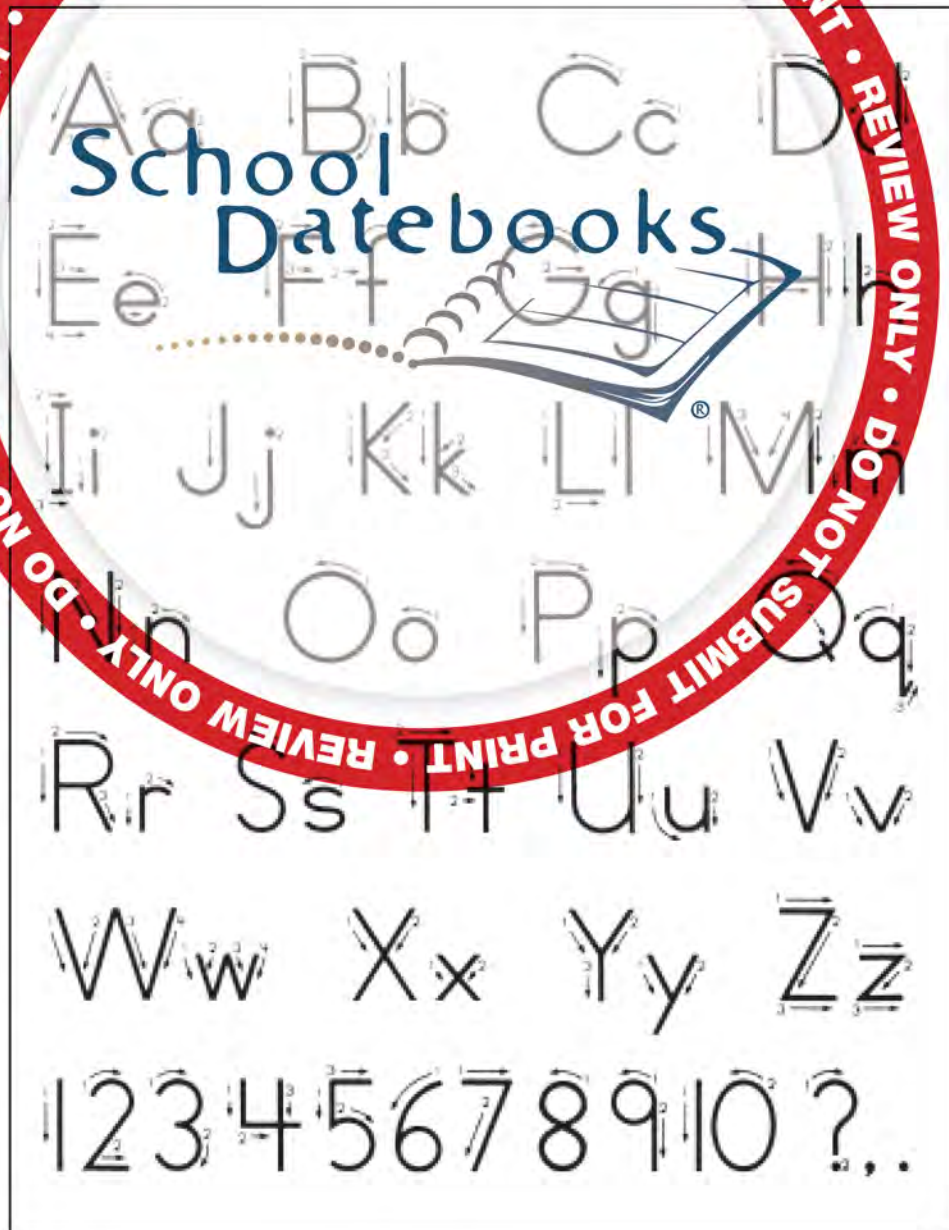


LANGUAGE ARTS *manuscript writing*

Position of Paper for Manuscript Writing



Manuscript Letter Formations





LANGUAGE ARTS *MLA style of documentation*

YOUR WORKS-CITED LIST	Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.
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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, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- (9) Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- (10) Use the phrase "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL or DOI), 2nd container title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>HowTo</i> , 25 Sept. 2018, www.ehow.com, how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2019.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> , Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live in the Year of the Future." <i>New York Times</i> , 11 Mar. 2018, p. A1.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Platin 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 Formats:

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

II.

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

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

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

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

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

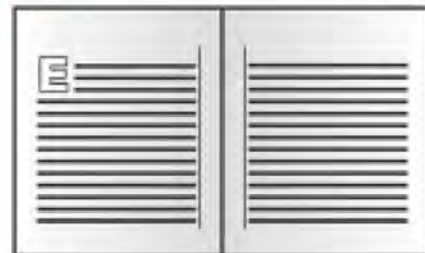
informal

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

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

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

School Datebooks





LANGUAGE ARTS *parts of speech*

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

Common nouns are general and do not refer to a specific person, location, or object.

→ *Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.

→ *Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.
----------------	--

Nominative Case Pronouns replace the subject of a sentence or clause.

→ *Examples:* She took the bus to visit Aunt Jane.

We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.

→ *Examples:* Please give me the papers.

Timothy's outstanding service earned him the award.

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The sugar escaped from the cage.

Their car slid off the icy road.

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

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.

→ *Examples:* One dog barks. Two dogs bark.

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

→ *Examples:*

	<i>Singular</i>	<i>Plural</i>
1 st Person:	I stop.	We stop.
2 nd Person:	You stop.	You stop.
3 rd Person:	He/She/It stops.	They stop.

Voice indicates whether the subject is the doer or receiver of the action verb.

→ *Examples:* Cathy wrote the letter. (active voice)

The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.

→ *Examples:* We need the information now. (present)

Reggie shot the ball. (past)

You will enjoy the school play. (future)

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

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

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

→ *Examples:* red, large, three, gigantic, miniature

Adjectives have three forms: positive, comparative, and superlative.

The positive form describes a noun or pronoun without comparing it to anything else.

→ *Example:* My apple pie is good.

The comparative form compares two things.

→ *Example:* Aunt Betty's apple pie is better than mine.

The superlative form compares three or more things.

→ *Example:* Mom's apple pie is the best of all!

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

→ *Examples:* The man walked into the room.

The horse leaped over the fence.

Their team won the meet in spite of several players being injured.

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

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: and, but, or, nor, for, yet, so.

Coordinating conjunctions used in pairs are called correlative conjunctions. Common correlative conjunctions are: either, or; neither, nor; not only, but also; both, and; whether, or.

→ *Examples:* Both raccoons and squirrels frequently invade our birdfeeders.

Neither Mary Ann nor Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between clauses that are not equally important.

Common subordinate conjunctions are: until, unless, as long as, before, as, if, when, although, after, because, since, even though, as if, though, whereas.

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

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

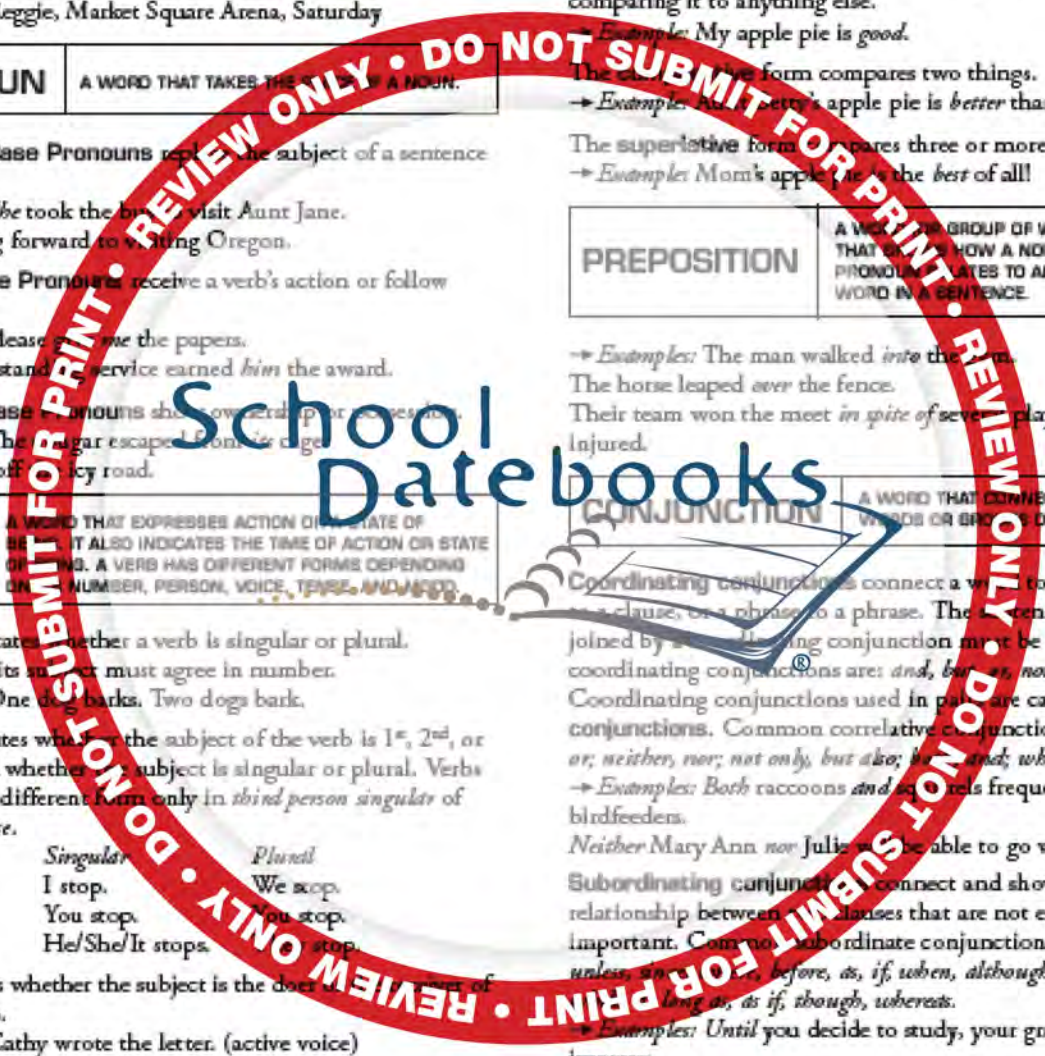
INTERJECTION	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
---------------------	---

→ *Examples:* Hooray! We finally scored a touchdown.

Oh, no! I forgot the picnic basket.

Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.





LANGUAGE ARTS *punctuation*



PERIOD ●

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

→ *Example:* Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.

→ *Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.

→ *Example:* I used worms, minnows, leeches, bread balls, and bacon for bait.

Note: Some stylebooks and teachers require a comma before "and" in a series.

→ *Example:* He ran, jumped, and yelled.

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

→ *Example:* Escargots, or snails, are a delicacy that I relish.

Use: to distinguish items in an address and in a date.

→ *Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1990

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

→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.

→ *Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question not in parentheses.

→ *Example:* I am leaving tomorrow (is that right?) to visit my cousins in France.

APOSTROPHE ’

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.

→ *Examples:* do not - don't | I have - I've

Use: followed by an *s* is the possessive form of singular nouns.

→ *Example:* I clearly saw this young man's car run that stop sign.

Use: possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe. An apostrophe and *s* must be added to nouns not ending in *s*.

→ *Example:* bosses - bosses', children's

COLON :

Use: after words introducing a list, quotation, question, or example.

→ *Example:* Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON ;

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

→ *Example:* It's elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.

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

QUOTATION MARKS ” ”

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.

→ *Example:* "I don't know," she said, "if I will be able to afford the vacation."

Use: to distinguish a word that is being discussed.

→ *Example:* Mrs. Jones suggested I replace the word "always" with "often" in the theme.

Use: to indicate that a word is slang.

→ *Example:* Julie only bought that outfit to show that she's "with it."

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.

→ *Examples:* "You Are My Sunshine," "Violence in Our Society," "The Road Not Taken"

QUOTATION MARK “ ”

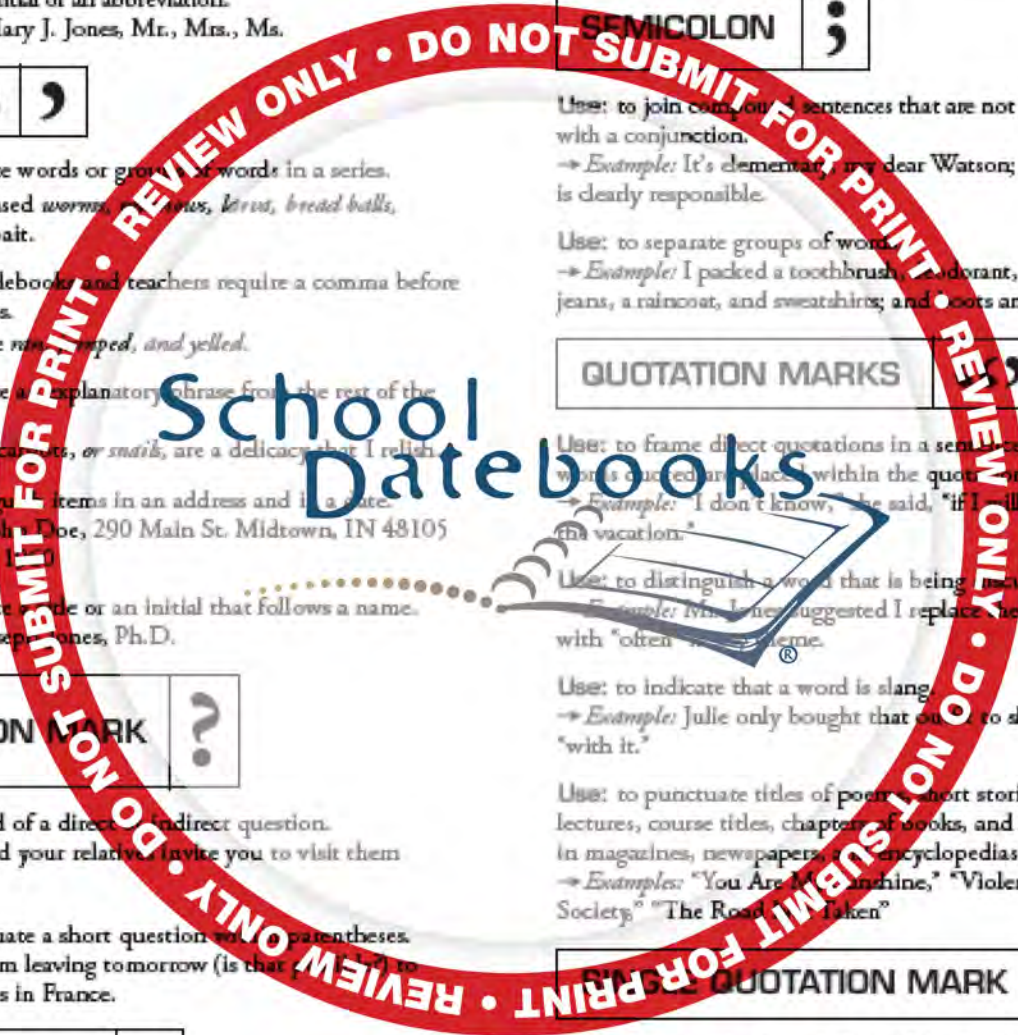
Use: to punctuate a quotation within a quotation.

→ *Example:* "My favorite song is 'I've Been Working on the Railroad,'" answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.

→ *Example:* Help! Help!





LANGUAGE ARTS *root words & their derivatives*

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

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

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

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

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

belli | war
→ *rebellion, belligerent, bellicose*

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

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

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

corp | body
→ *corpse, corps, corruption, corrupt*

crea | create
→ *creature, recreation, creation*

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

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

dem | people
→ *democracy, democracy, epidemic*

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

dorm | sleep
→ *dormant, dormitory*

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

equi | equal
→ *equinox, equilibrium, equipoise*

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

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

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

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

geo | earth
→ *geography, geocentric, geology*

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

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

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

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *deject, reject, inject*

lav, lot, lut | wash
→ *launden, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

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

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

mem, memor | remember
→ *memo, memorandum, memento, memory, mnemonic, memory*

migr | wander
→ *migrate, emigrant, immigrate*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

stat, stit | stand
→ *statue, persist, stamina, status, state, statute, stable, stationary, establish*

solv, solu | solve
→ *solvent, absolute, soluble, solution*

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

tact, tang, tag | touch
→ *tactile, tactual, contact, intact, tangible, contagious, contagion*

temp | time
→ *temporarily, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, fountain, pertinacious*

terra | earth
→ *terrain, terrain, territory*

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

trib | pay, give
→ *tribute, contribute, attribute, distribute, tribune, distribution*

uni | one
→ *unicorn, unify, universal*

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

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

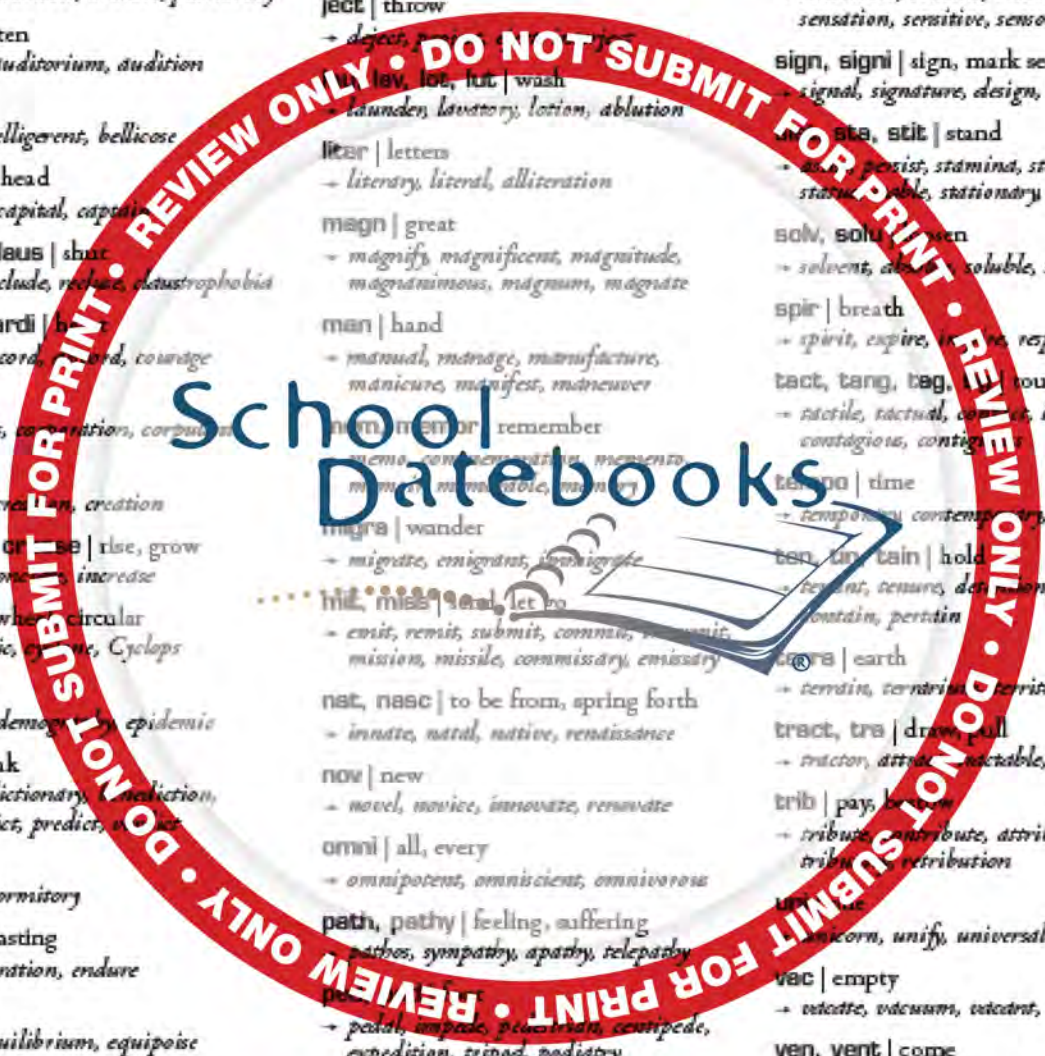
ver, veri | true
→ *verdict, verify, verisimilitude*

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

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

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

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





LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE

A complete sentence must express a complete thought and must have a subject and a verb.

→ *Example:* He lost the game.

A sentence fragment results from a *missing* subject, verb or complete thought.

→ *Example:* Because he was lost.



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

- 1 A simple sentence consists of *one* main clause. It expresses one main thought and has one subject and one verb.

A simple sentence may consist of a compound subject, a compound verb, or both.

→ *Examples:* We enjoyed the concert.
 Amy and Scott were invited yesterday. (compound subject: Amy and Scott)
 Ben is leaving work and going home. (compound verb: leaving and going)
- 2 A compound sentence contains two or more main clauses (in *italics*) connected by a conjunction, a semicolon, or a comma with a conjunction.

→ *Examples:* *Collecting fossils is fun, but I think identifying fossils is difficult.* (conjunction)
Andy's suit is new; it just got back from the cleaners. (semicolon)
Erin came home for Easter and Courtney went to Florida. (comma/conjunction)
- 3 A complex sentence has one main clause (in *italics*) and one or more subordinate clauses (underlined).

→ *Examples:* *Dad says that good grades are the result of diligent studying.* (main clause, one independent clause)
Diligent studying is difficult, because I have to spend several hours every day on it. (main clause, two dependent clauses)
- 4 A compound-complex sentence has two or more main clauses (in *italics*) and one or more subordinate clauses (underlined).

→ *Examples:* *Because the school bus broke down, the team rode in a van, and the cheerleaders rode in cars.*
Unless my plans are deceiving me, Kristi is on that runaway horse, and Dale is the one who

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SPELLING RULES

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

→ *Exceptions:* seize, weird, ceiling, leisure, neither

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

→ *Examples:* reign, weigh, neighbor

→ *Exceptions:* friend, view, mischief, heir

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel — the same vowel — 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 *th* 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? Write sometimes from the point of view of another person rather than from their own point of view. This can add variety and help you see your subject in a new way. Make sure your "voice" remains consistent.
- Format** What form will my writing take? Different forms of writing such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide on the form your writing will take, and then make sure you know the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

- (1) Select a general subject area that interests you.
- (2) Make a list of your thoughts and ideas about the subject.
- (3) Use your list to help focus on a specific topic within the subject area.
- (4) Decide what you want to say about the topic, and write an introductory statement that reflects this purpose.
- (5) Make a list of details to support your statement.
- (6) Arrange the list of details into an outline.
- (7) Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a careful list of all of your sources for your bibliography.
- (8) Write a first draft.
- (9) Revise your first draft, making sure that:
 - (a) The introduction includes a clear statement of purpose.
 - (b) Each paragraph begins with some link to the preceding paragraph.
 - (c) Every statement is supported or illustrated.
 - (d) The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
 - (e) Words are used and spelled correctly.
 - (f) Punctuation is correct.
- (10) Read your revised paper aloud to check how it sounds.
- (11) Proofread your revised paper two times: once for spelling, punctuation and word usage, and again for meaning and effectiveness.

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MATHEMATICS algebra & multiplication table

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} $a^3b-ab^3 = ab(a^2+b^2)(a-b)$
- {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} $(a^m)^n = a^{m \times n}$
 - {5} $(ab)^n = a^n b^n$
 - {6} $(a/b)^n = a^n / b^n$ ($b \neq 0$)
 - {7} $a^0 = 1$ ($a \neq 0$)
 - {8} $a^m a^{-n} = a^{m-n}$
- 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} $\text{Log}(x/y) = \text{Log } x - \text{Log } y$

Quadratic Formula

When given a form in the form of a quadratic equation \rightarrow

$$ax^2+bx+c=0$$

The solution can be derived using the quadratic formula \rightarrow

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

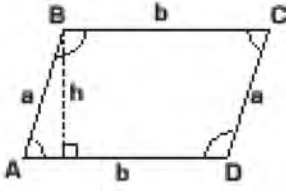
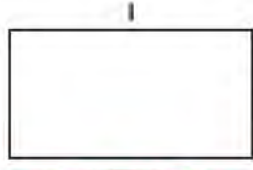
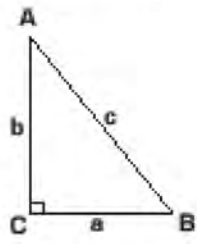




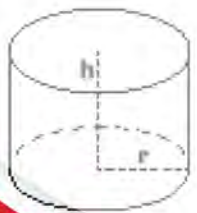

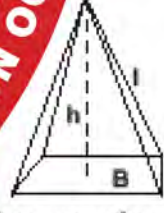
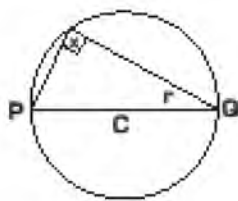
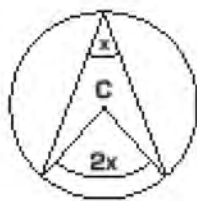
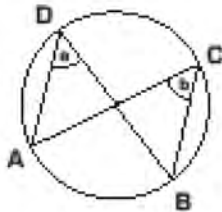
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MULTIPLICATION TABLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400



MATHEMATICS *area & volume*

<p>PARALLELOGRAM</p>  <p>Area of ABCD = bh</p>	<p>RECTANGLE</p>  <p>Perimeter = $2(l + h)$ Area = $l \times h$</p>	<p>RIGHT TRIANGLE</p>  <p>Area = $ab/2$ $c^2 = a^2 + b^2$ (Pythagorean Theorem)</p>		
<p>ISOSCELES TRIANGLE</p>  <p>Area = $bh/2$</p>	<p>CIRCLE</p>  <p>Circumference of a circle = $2\pi r$ Area of a circle = πr^2</p>	<p>RECTANGULAR PRISM</p>  <p>Surface area of a prism = $2(lw + lh + wh)$ Volume of a prism = $l \times w \times h$</p>		
<p>SPHERE</p>  <p>Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $4\pi r^3/3$</p>	<p>CYLINDER</p>  <p>Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$</p>	<p>CONE</p>  <p>Surface area of a cone = $\pi r l + \pi r^2$ (l = slant height) Volume of a cone = $\pi r^2 h/3$</p>	<p>PYRAMID</p>  <p>Surface area of a pyramid = $B + \text{Lateral area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $Bh/3$ (B = area of base)</p>	
<p>CIRCLE THEOREMS</p>  <p>$\angle x = 90^\circ$ (PQ is the diameter)</p>			 <p>C is the center of the circle</p>	 <p>$\angle a = \angle b$ (Both angles intercept arc AB)</p>



MATHEMATICS *fractions*

FRACTIONS	A NUMBER THAT NAMES PART OF A WHOLE, SUCH AS 1/2 OR 1/3.
------------------	--

The top number of a fraction is called the numerator.

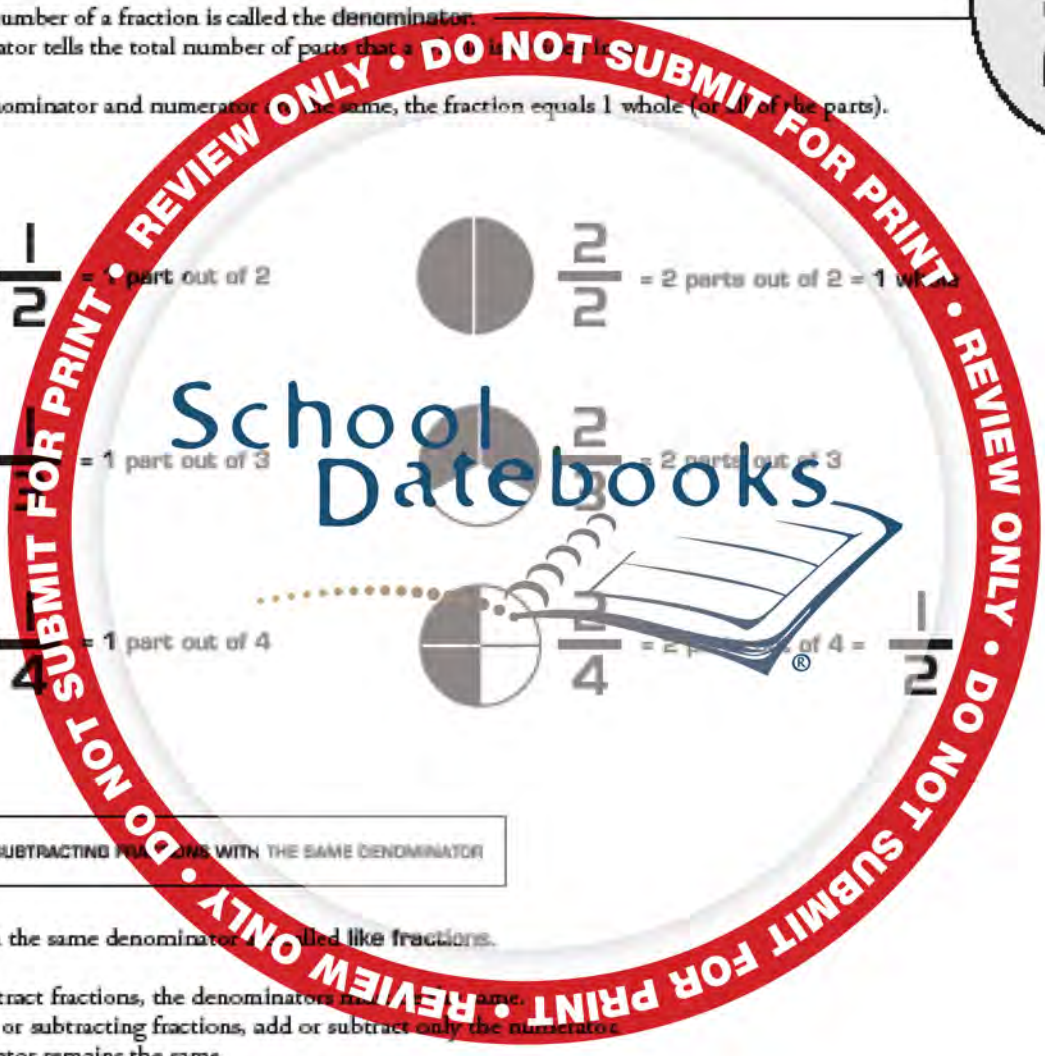
The bottom number of a fraction is called the denominator.

The denominator tells the total number of parts that a whole is divided into.

When the denominator and numerator are the same, the fraction equals 1 whole (or all of the parts).



Examples:



ADDING AND SUBTRACTING FRACTIONS WITH THE SAME DENOMINATOR

Fractions with the same denominator are called like fractions.

To add or subtract fractions, the denominators must be the same.

When adding or subtracting fractions, add or subtract only the numerators.

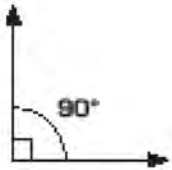
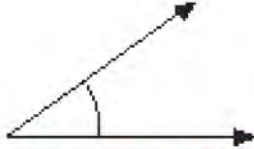
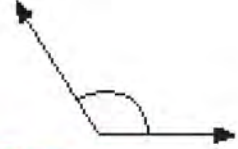
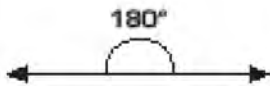
The denominator remains the same.



Example:

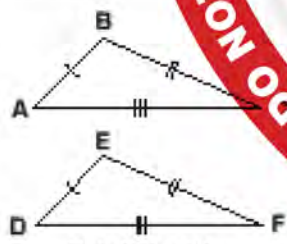
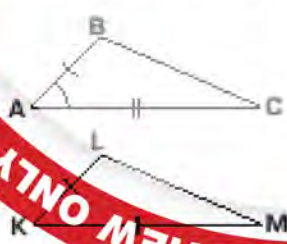
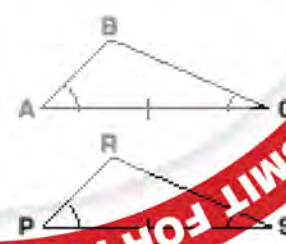
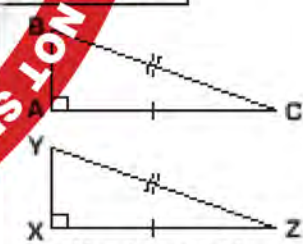


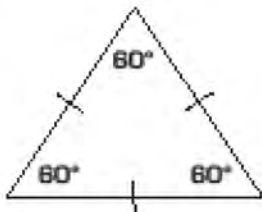
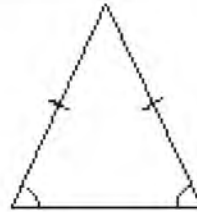
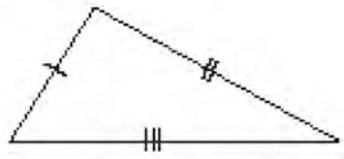


MATHEMATICS *geometric angles & congruence cases*

GEOMETRIC ANGLES			
			
A right angle is exactly 90°	An acute angle is less than 90°	An obtuse angle is greater than 90°	A straight angle is exactly 180°

		
Complementary angles add up to 90°	Supplementary angles add up to 180°	One complete angle of rotation is 360°

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

EQUILATERAL TRIANGLE	ISOSCELES TRIANGLE	SCALENE TRIANGLE
		
3 Sides of Equal Length 3 Angles of 60° Each	2 Sides of Equal Length 2 Base Angles are Equal	3 Unequal Sides 3 Unequal Angles



MATHEMATICS *Roman numerals & place value*

ROMAN NUMERALS

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

FOLLOWING ARE THE 7 LETTERS AND THEIR VALUES:


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

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

PLACE VALUE

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

Read this number as one hundred fifty-four trillion, three hundred ninety-one billion, seven hundred fifteen million, four hundred sixty-two thousand, one hundred. Write this number as 154,391,715,462,100.



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

NUMBER PREFIXES

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

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MATHEMATICS *squares & square roots*

SQUARES & SQUARE ROOTS

N	N ²	\sqrt{N}	N	N ²	\sqrt{N}	N	N ²	\sqrt{N}
1	1	1.00	51	2,601	7.14	101	10,201	10.05
2	4	1.41	52	2,704	7.21	102	10,404	10.10
3	9	1.73	53	2,809	7.28	103	10,609	10.15
4	16	2.00	54	2,916	7.35	104	10,816	10.20
5	25	2.24	55	3,025	7.42	105	11,025	10.25
6	36	2.45	56	3,136	7.49	106	11,236	10.30
7	49	2.65	57	3,249	7.55	107	11,449	10.34
8	64	2.83	58	3,364	7.62	108	11,664	10.39
9	81	2.91	59	3,481	7.68	109	11,881	10.44
10	100	3.16	60	3,600	7.75	110	12,100	10.49
11	121	3.32	61	3,721	7.81	111	12,321	10.54
12	144	3.46	62	3,844	7.87	112	12,544	10.58
13	169	3.61	63	3,969	7.94	113	12,769	10.63
14	196	3.74	64	4,096	8.00	114	12,996	10.68
15	225	3.87	65	4,225	8.06	115	13,225	10.72
16	256	4.00	66	4,356	8.12	116	13,456	10.77
17	289	4.12	67	4,489	8.19	117	13,689	10.82
18	324	4.24	68	4,624	8.25	118	13,924	10.86
19	361	4.36	69	4,761	8.31	119	14,161	10.91
20	400	4.47	70	4,900	8.37	120	14,400	10.95
21	441	4.58	71	5,041	8.43	121	14,641	11.00
22	484	4.69	72	5,184	8.49	122	14,884	11.05
23	529	4.80	73	5,329	8.54	123	15,129	11.09
24	576	4.90	74	5,476	8.60	124	15,376	11.14
25	625	5.00	75	5,625	8.66	125	15,625	11.18
26	676	5.10	76	5,776	8.72	126	15,876	11.22
27	729	5.20	77	5,929	8.77	127	16,129	11.27
28	784	5.29	78	6,084	8.83	128	16,384	11.31
29	841	5.39	79	6,241	8.89	129	16,641	11.36
30	900	5.48	80	6,400	8.94	130	16,900	11.40
31	961	5.57	81	6,561	9.00	131	17,161	11.45
32	1,024	5.66	82	6,724	9.06	132	17,424	11.49
33	1,089	5.75	83	6,889	9.11	133	17,689	11.53
34	1,156	5.83	84	7,056	9.17	134	17,956	11.58
35	1,225	5.92	85	7,225	9.22	135	18,225	11.62
36	1,296	6.00	86	7,396	9.27	136	18,496	11.66
37	1,369	6.08	87	7,569	9.33	137	18,769	11.70
38	1,444	6.16	88	7,744	9.38	138	19,044	11.75
39	1,521	6.24	89	7,921	9.43	139	19,321	11.79
40	1,600	6.32	90	8,100	9.49	140	19,600	11.83
41	1,681	6.40	91	8,281	9.54	141	19,881	11.87
42	1,764	6.48	92	8,464	9.59	142	20,164	11.92
43	1,849	6.56	93	8,649	9.64	143	20,449	11.96
44	1,936	6.63	94	8,836	9.70	144	20,736	12.00
45	2,025	6.71	95	9,025	9.75	145	21,025	12.04
46	2,116	6.78	96	9,216	9.80	146	21,316	12.08
47	2,209	6.86	97	9,409	9.85	147	21,609	12.12
48	2,304	6.93	98	9,604	9.90	148	21,904	12.17
49	2,401	7.00	99	9,801	9.95	149	22,201	12.21
50	2,500	7.07	100	10,000	10.00	150	22,500	12.25



CALENDAR YEARS

2023

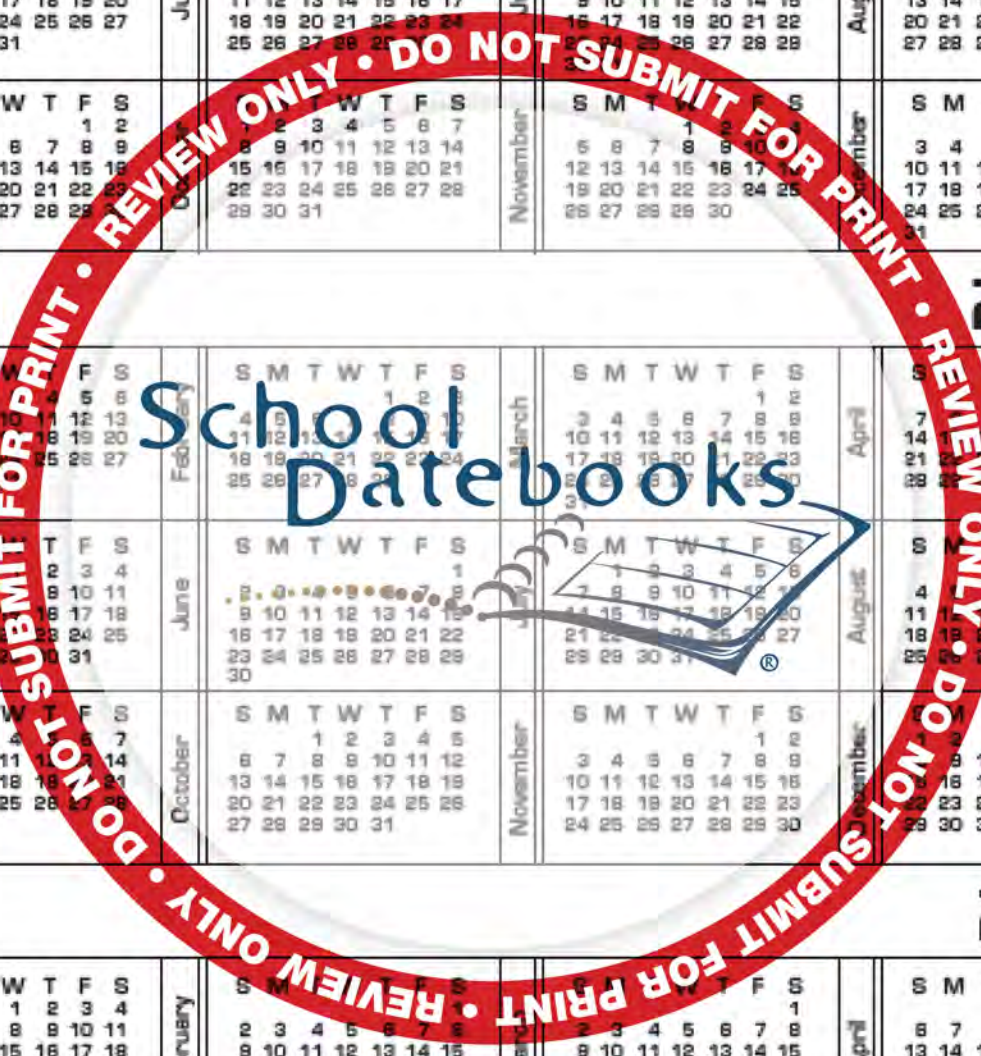
January	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July	S M T W T F S 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	August	S M T W T F S 8 7 6 5 4 3 2 1 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	S M T W T F S 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2024

January	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	February	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	March	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June	S M T W T F S 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2025

January	S M T W T F S 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December	S M T W T F S 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





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

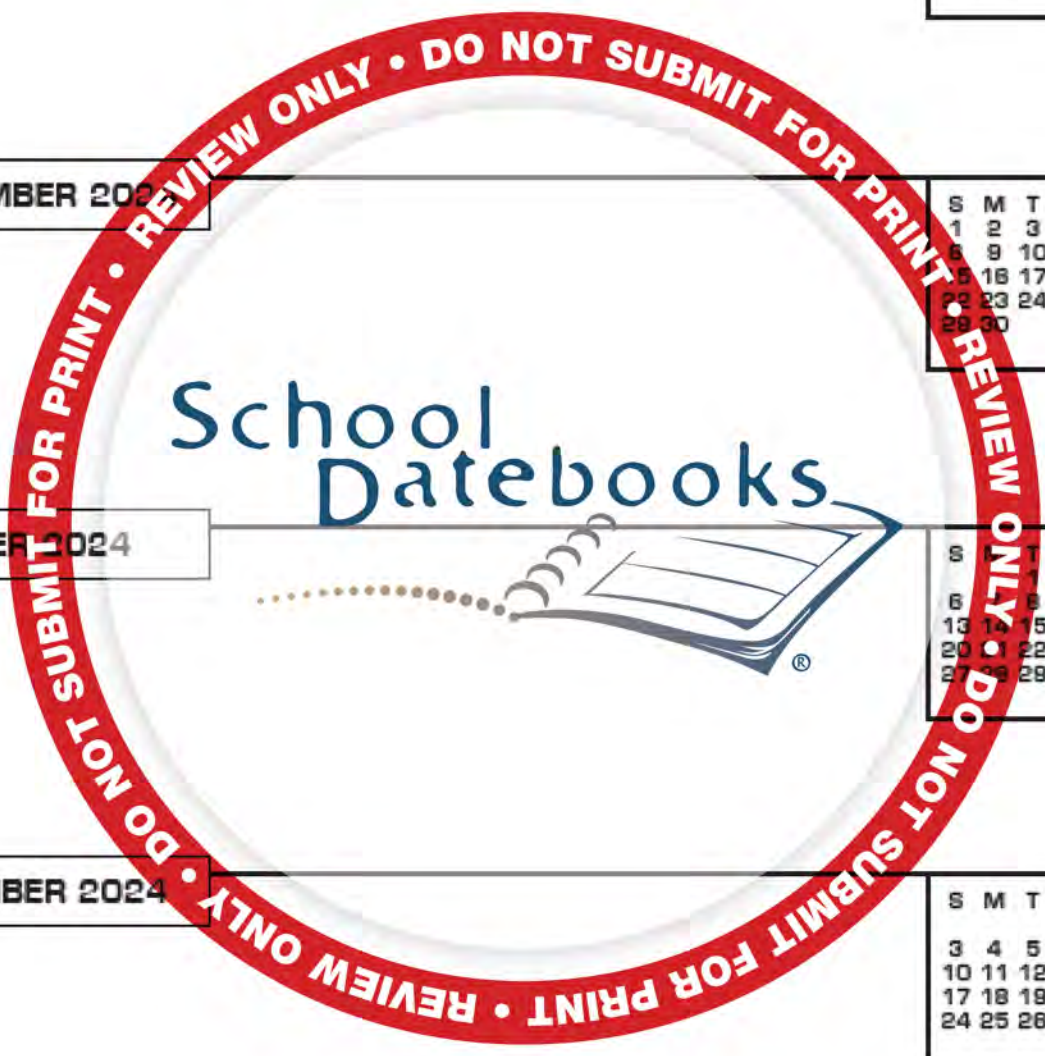
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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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				





COMMUNICATION *between parent & teacher*

PARENT

TEACHER

Signature _____ Date _____

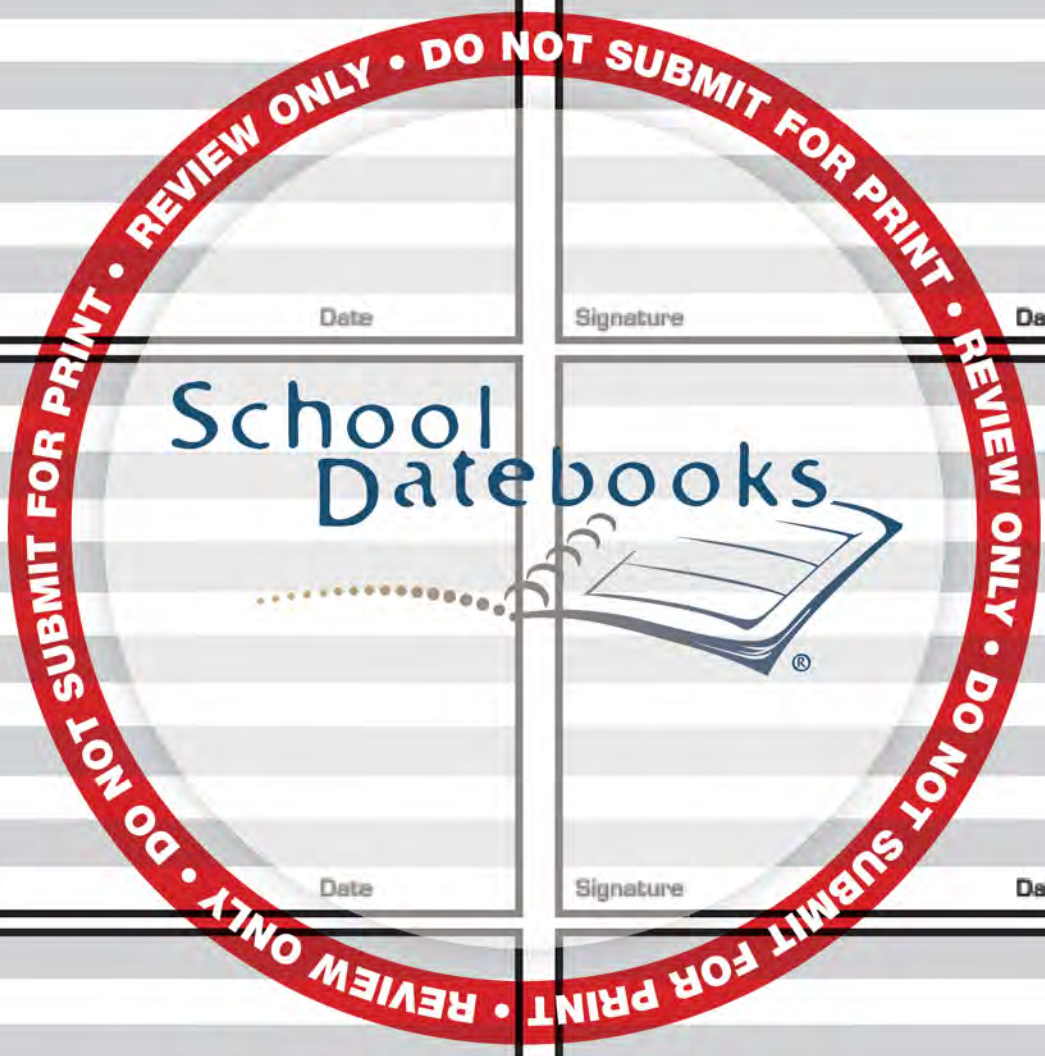
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Signature _____ Date _____

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Signature _____ Date _____

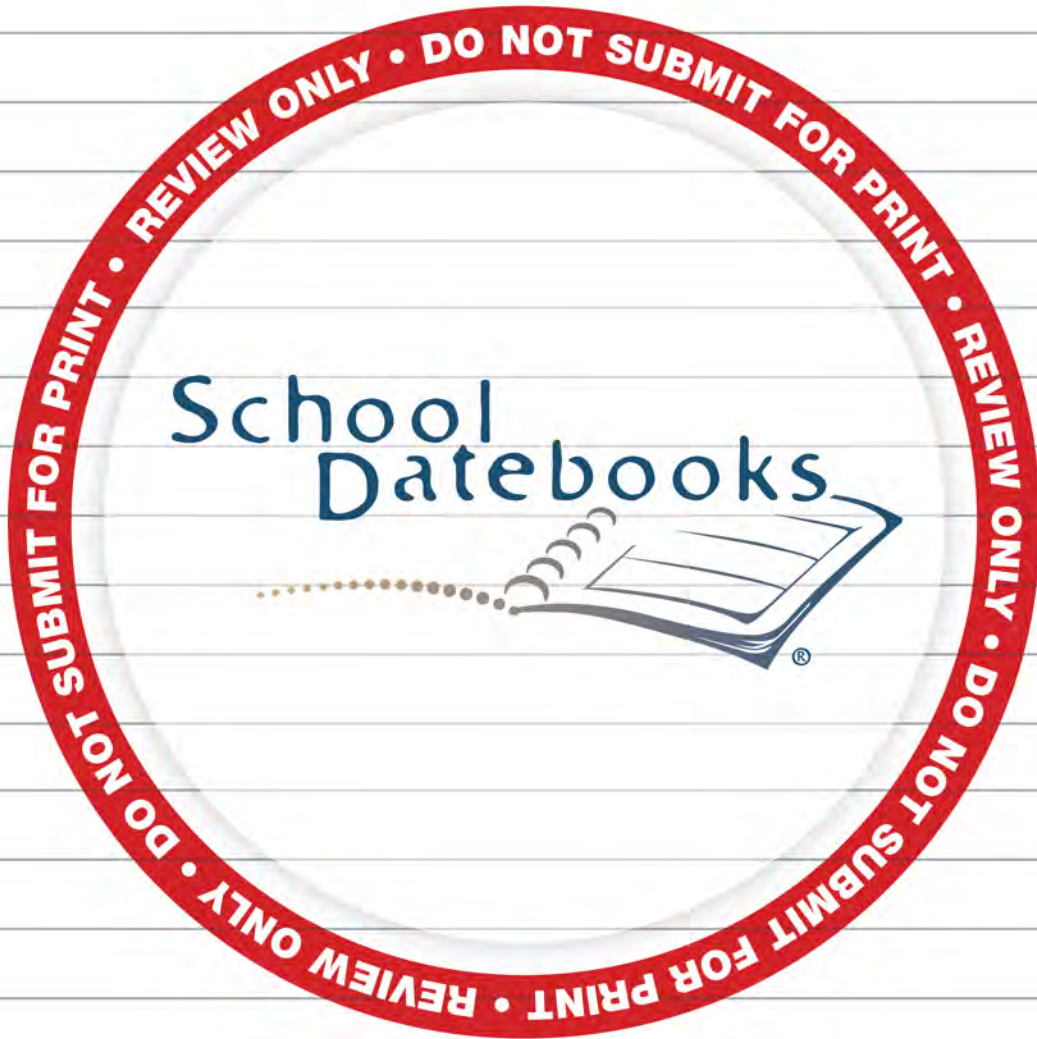




IMPORTANT DATES *United States*

	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>	Mon., Feb. 20	Wed., Feb. 14	Fri., Feb. 14
<i>Presidents' Day*</i>	Mon., Feb. 20	Thu., Feb. 19	Mon., Feb. 17
<i>Washington's Birthday</i>	Wed., Feb. 22	Thu., Feb. 22	Sat., Feb. 22
<i>Ash Wednesday</i>	Wed., Feb. 22	Wed., Feb. 24	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	Sat., Apr. 12
<i>Good Friday</i>	Fri., Apr. 7	Fri., Mar. 29	Sun., Apr. 18
<i>Easter</i>	Sun., Apr. 9	Sun., Mar. 31	Sun., Apr. 20
<i>Earth Day</i>	Sat., Apr. 22	Mon., Apr. 22	Tues., 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	Sun., May 11
<i>Memorial Day</i>	Mon., May 29	Mon., May 27	Mon., May 26
<i>Flag Day</i>	Wed., June 14	Fri., June 14	Sat., 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., Oct. 2	Mon., Sept. 22
<i>First day of autumn</i>	Sat., Sept. 23	Sun., Sept. 22	Mon., Sept. 22
<i>Yom Kippur begins at sundown</i>	Sun., Sept. 24	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	Thurs., 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





READING LOG



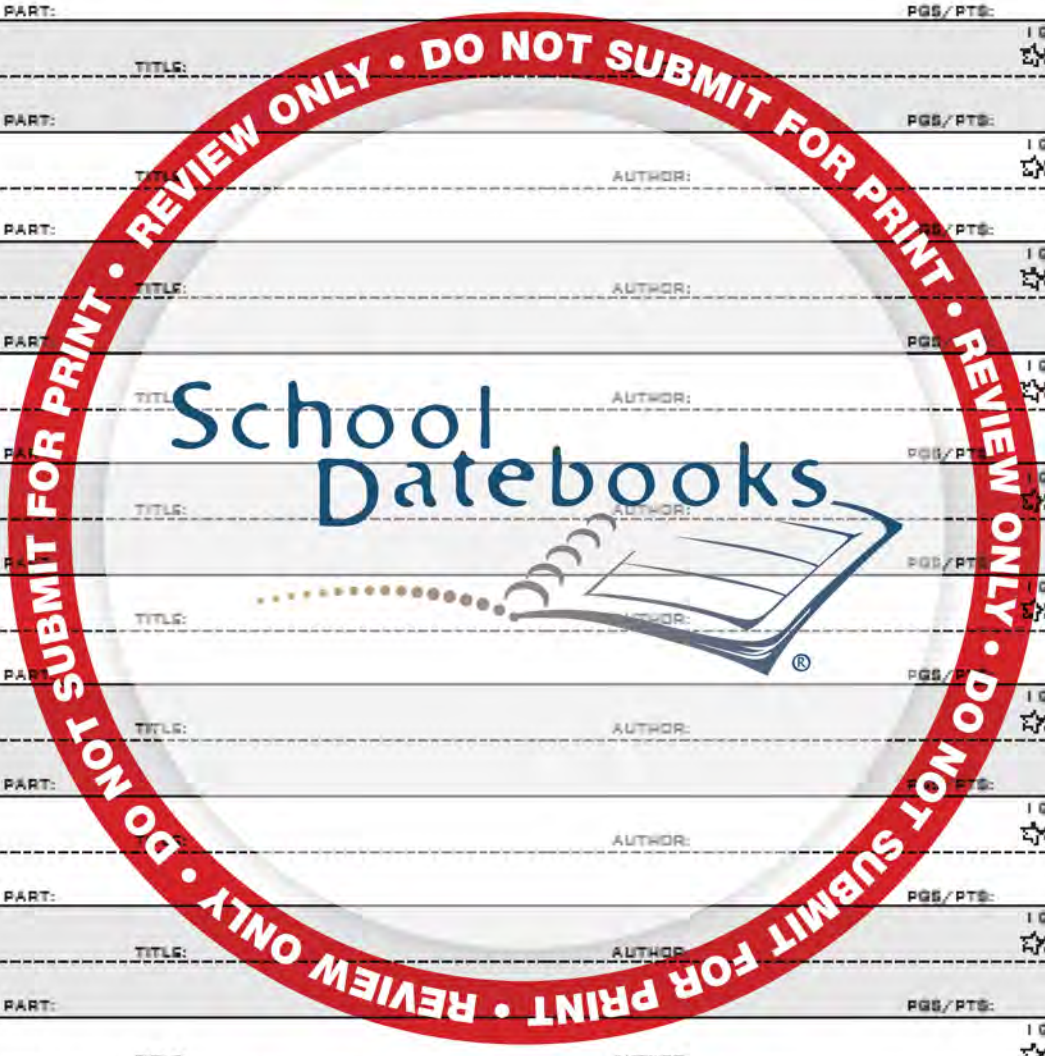
I Will Read:

Date Achieved:

Teacher/Parent Initials

Number of Books

1	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
2	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
3	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
4	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
5	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
6	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
7	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
8	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
9	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
10	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
11	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____
12	DATE: _____	TITLE: _____	AUTHOR: _____	I GIVE IT:	P.I. _____
	MY FAVORITE PART: _____			PGS/PTS: _____	T.L. _____



My favorite book was: _____

Plot/setting: _____

I liked it because: _____



CLASS SCHEDULE *trimesters*

FIRST TRIMESTER

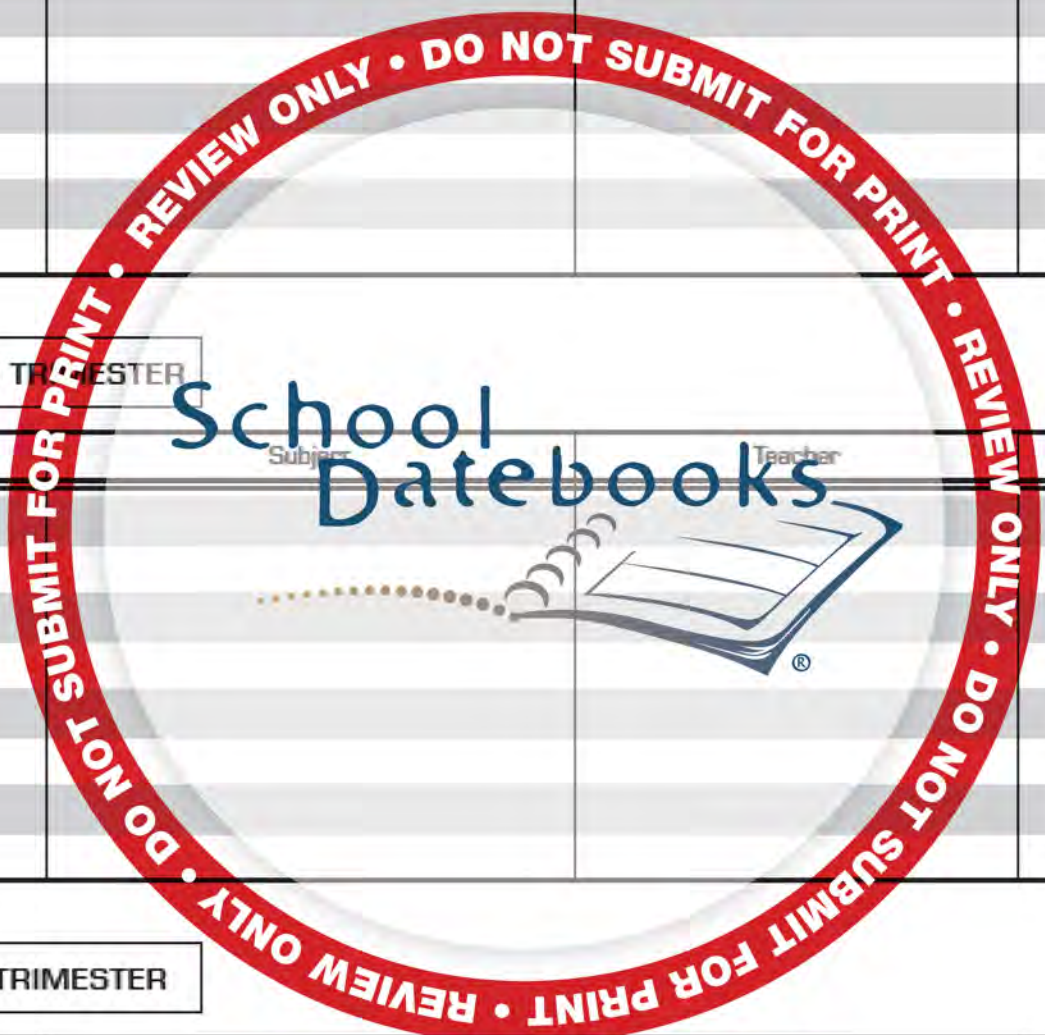
Period	Subject	Teacher	Room

SECOND TRIMESTER

Period	Subject	Teacher	Room

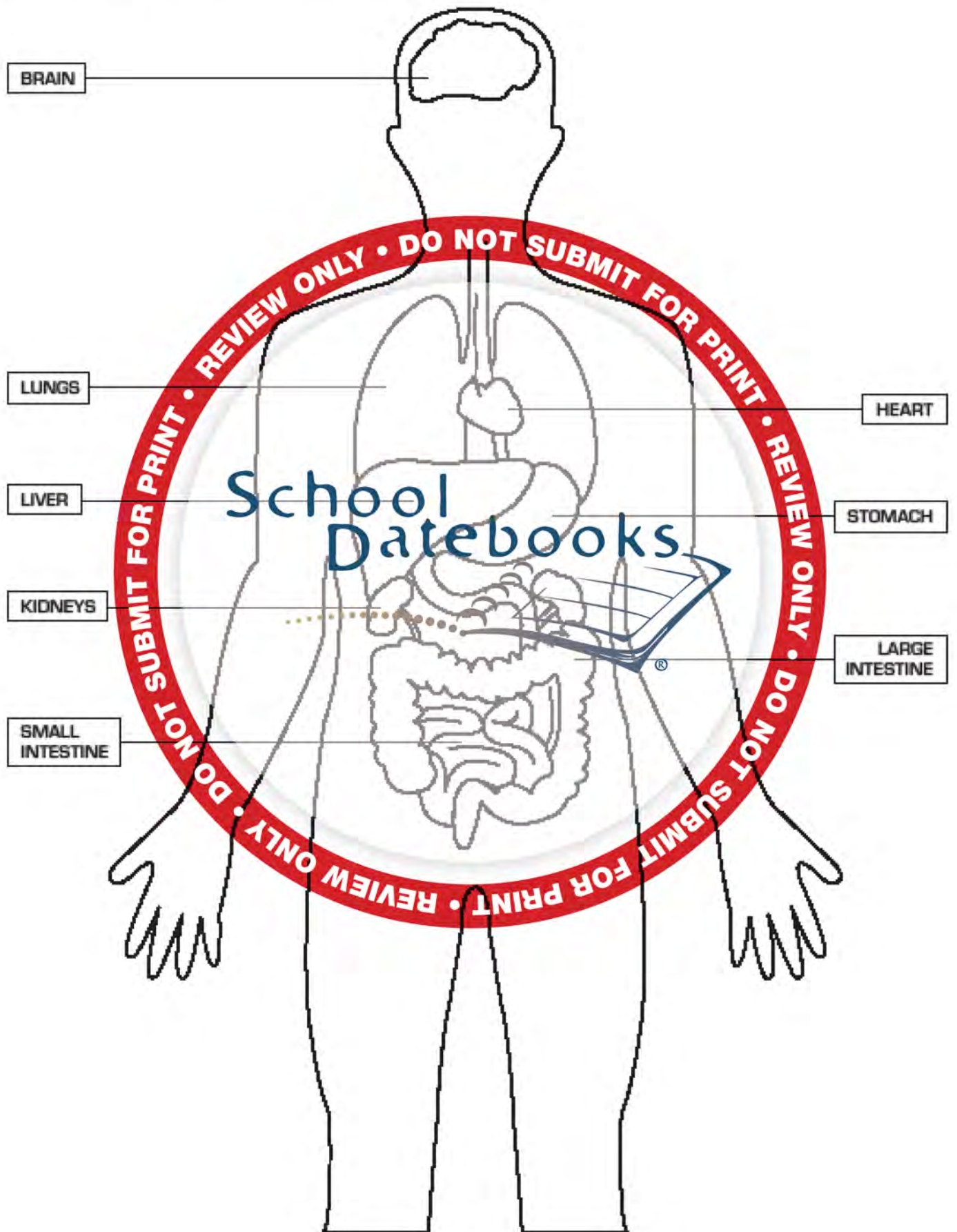
THIRD TRIMESTER

Period	Subject	Teacher	Room





SCIENCE *major organs of the human body*





SCIENCE *physics laws & formulas*

Mass Density

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

Speed

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

Acceleration

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

(a=average acceleration; v=velocity; t=time;

v_f =final velocity; v_i =initial velocity; t_f =final time; 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

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

Kinetic Energy

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

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

Specific Heat

$$Q = cm\Delta t$$

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

Electric Current - Strength

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

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

Momentum

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

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=tangential 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 Velocity

$$V = \lambda f$$

(V=wave velocity; λ =wave length; f=frequency)

Illumination on a Surface Perpendicular to the Luminous Flux

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

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

Focal Length of Mirrors and Lenses

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

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

Images in Mirrors and Lenses

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

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

Ohm's Law

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

(I=strength of the current flowing in a conductor;

V=the potential difference applied to it; R=

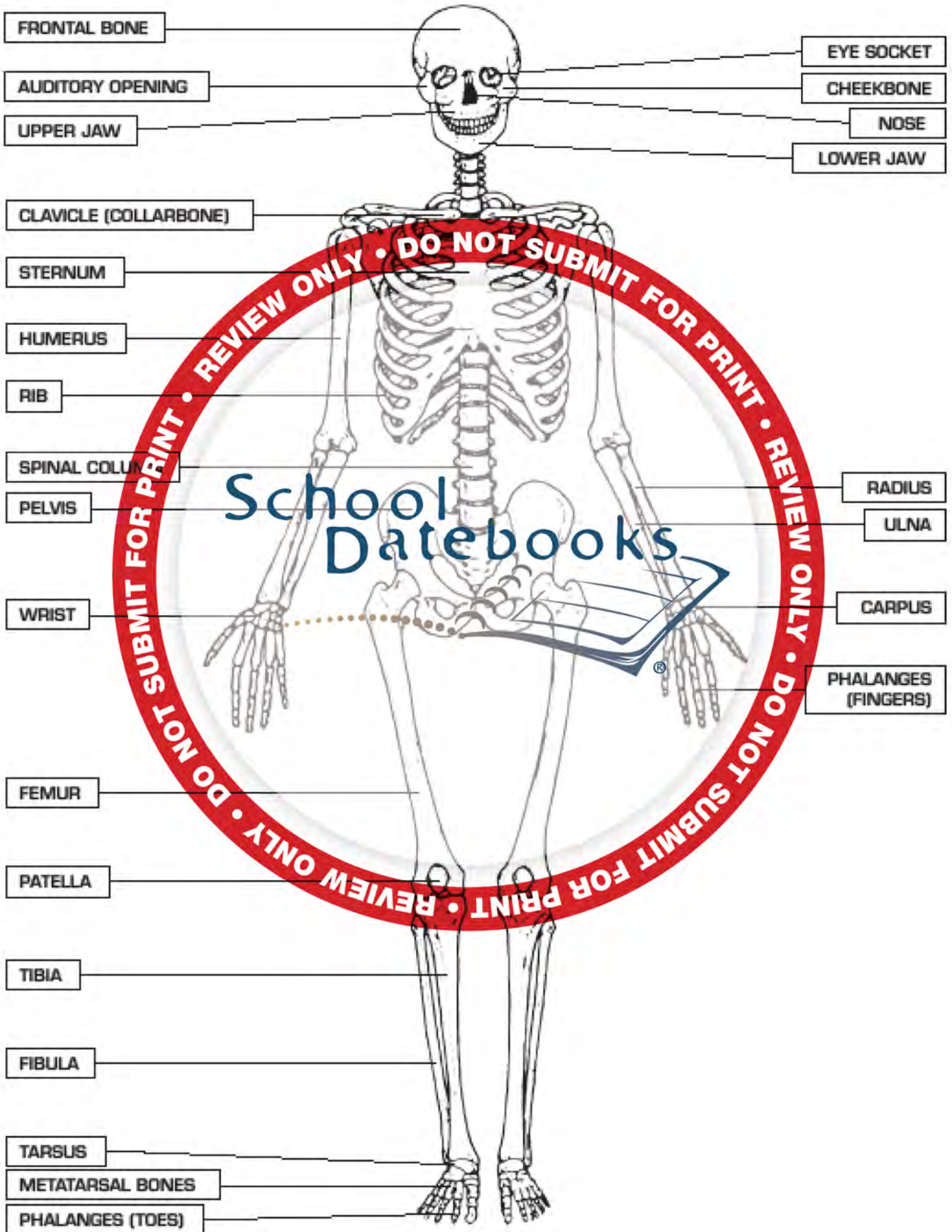
its resistance)

School
Datebooks





SCIENCE *the human skeleton*





SCIENCE *the solar system*



OUR SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light they called "planets," which means "wanderers." Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later reclassified as a dwarf planet. Besides planets, thousands of asteroids and comets fill the universe. Most asteroids orbit between Mars and Jupiter. Comets exist beyond Pluto's orbit.

There are two types of planets. Terrestrial planets, closest to the sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars' orbit, Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning "gas giants."

THE SUN

A huge sphere of ionized gas, the sun is the closest star to Earth. diameter: almost 870,000 miles temperature: 27 million °F weight on the sun: 100 lbs on Earth would weigh 2,700 lbs on the sun.

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet. diameter: 3,031 miles temperature: -280°F to 800°F rotation: 59 Earth days revolution: 88 Earth days mean distance from the sun: 35.98 million miles closest distance to Earth: 57 million miles weight on Mercury: 100 lbs on Earth would weigh 3.7 lbs on Mercury.

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun. diameter: 7,521 miles temperature: 55°F to 864°F rotation: 243 Earth days revolution: 243 Earth days mean distance from the sun: 67.23 million miles closest distance to Earth: 26 million miles weight on Venus: 91 lbs on Earth would weigh 88 lbs on Venus.

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface. Water covers 70 percent of the planet. diameter: 7,926 miles temperature: -126°F to 136°F rotation: 24 hours revolution: 365.2 days mean distance from the sun: 92.96 million miles.

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides. diameter: 4,221 miles temperature: -225°F to 95°F rotation: almost 25 Earth hours revolution: 687 Earth days mean distance from the sun: 141.61 million miles closest distance to Earth: 35 million miles weight on Mars: 100 lbs on Earth would weigh 38 lbs on Mars.

JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope. diameter: 88,546 miles temperature: -234°F average rotation: 10 Earth hours revolution: 11.86 Earth years mean distance from the sun: 483.80 million miles closest distance to Earth: 370 million miles weight on Jupiter: 100 lbs on Earth would weigh about 234 lbs on Jupiter.

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are composed of ice particles. diameter: 74,500 miles temperature: -288°F average rotation: almost 11 Earth hours revolution: 29.5 Earth years mean distance from the sun: 890.73 million miles closest distance to Earth: 744 million miles weight on Saturn: 100 lbs on Earth would weigh about 107 lbs on Saturn.

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781, twice as far from the sun as Saturn. diameter: 31,763 miles temperature: -353°F uniform rotation: 10.7 hours revolution: 84 Earth years mean distance from the sun: 1,784.89 million miles closest distance to Earth: 1.6 billion miles weight on Uranus: 100 lbs on Earth would weigh 89 lbs on Uranus.

NEPTUNE

Named for the Roman god of the sea, Neptune's layer of methane gives it a blue coloring. Winds tear through its clouds at more than 1,200 mph. diameter: 30,775 miles temperature: -391°F rotation: 16 Earth hours revolution: 165 Earth years mean distance from the sun: 2,793.12 million miles closest distance to Earth: 2.68 billion miles weight on Neptune: 100 lbs on Earth would weigh about 119 lbs on Neptune.

DWARF PLANETS

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



SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

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



METRIC TO ENGLISH CONVERSIONS

To Convert→	Multiply By→	To Find→
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
newtons	.023	pound-force
metric tons	1.10	short tons
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons

TEMPERATURE

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

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



SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

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

Capacity

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

Length

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

Time

1 minute (min)	60 seconds
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 (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	$A = \frac{1}{2}b(b_1 + b_2)$
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	$V = \frac{1}{3}\pi r^2 h$

Simple interest	$I = prt$
Distance	$d = rt$

METRIC

Area

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

Capacity

1 milliliter (mL)	.001 liter (L)
1 centiliter (cL)	.01 liter
1 deciliter (dL)	.1 liter
1 dekaliter (dal)	10 liters
1 hectoliter (hl)	100 liters
1 kiloliter (kl)	1,000 liters

Length

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

Mass, Weight

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

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

FORMULA KEY

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

I = interest, p = principal, r = rate, t = time
d = distance, r = rate, t = time

School Datebooks



STEM What is STEM?



STEM is an acronym that stands for **science, technology, engineering, and math**. Rather than teaching each of these subjects on its own, STEM education takes a more inclusive approach, integrating all four areas into lessons and experiments. It teaches students how to solve tough problems, gather evidence and data, and understand new information.

Many Americans don't see more STEM in the classroom. In 2015, then-President Barack Obama said, "[Science] is more than a school subject or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore, engage with the world, and then have the capacity to change that world."



School Datebooks

In 2014, only 16 percent of students were interested in a STEM career, according to the U.S. Department of Education.

Among STEM jobs, occupations in technology, such as computing and software development, are in the highest demand.

STEM "hard skills" also need "heart, soul, belief, and value," says Jack Ma, founder of Alibaba. That underscores how STEM occupations focus on humanity and improving lives.

AND NOW STEAM

A movement is underway to add "A" to the acronym, making it **STEAM**, and many are adopting it. The "A" represents "art" and its creative disciplines, adding to the mix to reflect the role of artists and designers in innovation. Two examples of art's influence: a pacemaker based on a musical metronome; and medical stents that were inspired by origami.



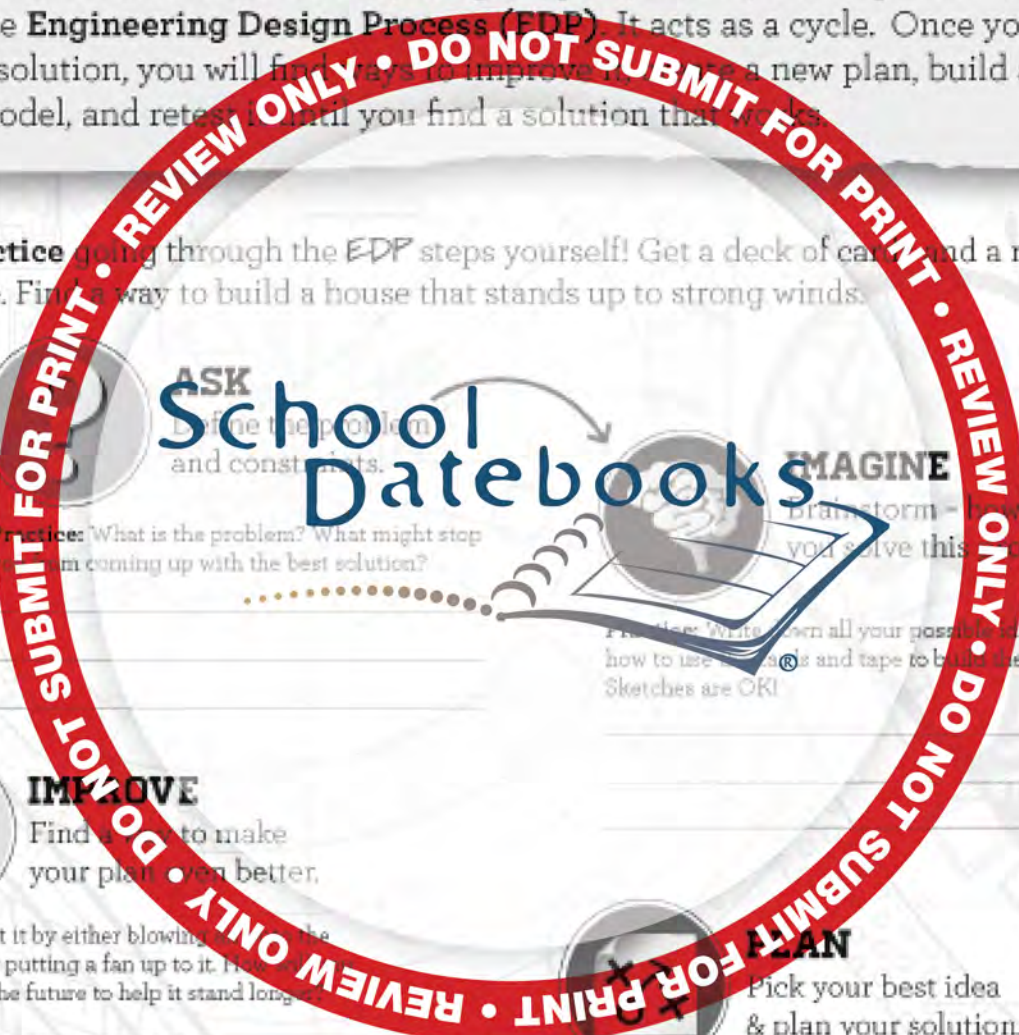


STEM Engineering Design Process



We use the four fields of STEM (science, math, engineering, and technology) to solve real-world problems, or challenges. STEM challenges have five distinct tasks: **ask**, **imagine**, **plan**, **create**, and **improve** – known as the **Engineering Design Process (EDP)**. It acts as a cycle. Once you build a solution, you will find ways to improve it. Create a new plan, build a new model, and retest it until you find a solution that works.

Practice going through the EDP steps yourself! Get a deck of cards and a roll of tape. Find a way to build a house that stands up to strong winds.



ASK

Define the problem and constraints.

Practice: What is the problem? What might stop you from coming up with the best solution?

IMAGINE

Brainstorm – how can you solve this problem?

Practice: Write down all your possible ideas for how to use cards and tape to build the house. Sketches are OK!

IMPROVE

Find a way to make your plan even better.

Practice: Test it by either blowing on the card house or putting a fan up to it. How do you change it in the future to help it stand longer?

PLAN

Pick your best idea & plan your solution.

Practice: Use a detailed drawing to show your plan.

CREATE

Build a model of your solution.

Practice: Build your card house!





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

Collaboration means working together to reach a goal. Within a team, members sometimes take on certain roles.

Examples include: head engineer, quality control engineer, operations manager and communication director.

When working on a team, it's important *not to criticize* others' ideas. Not every idea will be a success or win something you pursue. In those cases, you'll have opportunities to advance ideas with your input.

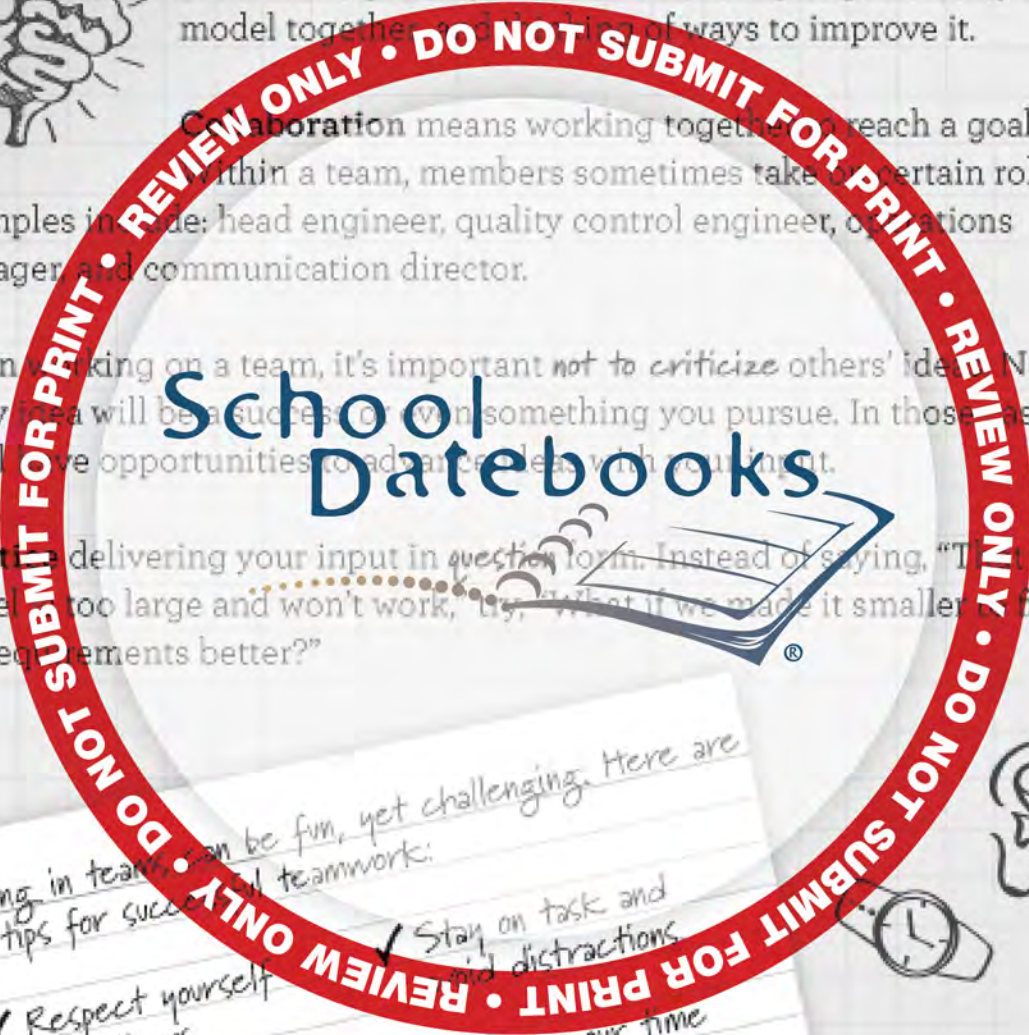
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Practice delivering your input in question form. Instead of saying, "That model is too large and won't work," try, "What if we made it smaller to fit the requirements better?"



Working in teams can be fun, yet challenging. Here are some tips for successful teamwork:

- ✓ Respect yourself and others.
- ✓ Accept differences.
- ✓ Listen to others while they're speaking.
- ✓ Stay on task and avoid distractions.
- ✓ Manage your time wisely.
- ✓ Stay positive.





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



SHERYL SANDBERG (1969-) is the Chief Operating Officer (COO) of Facebook. She gave a TED Talk in 2015 titled, "Why we have too few women leaders," and she has written a book titled, "Lean In" about female leadership in business.



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THOMAS DAVID PETITE (1956-) is an inventor. He and four others designed the technology for the wireless ad hoc network, also known as the Internet of Things wireless mesh. He also founded the nonprofit organization, the Native American Intellectual Property Enterprise Council, to help other Native American inventors.



MARIO MOLINA (1943-) won the Nobel Prize in chemistry in 1995 for discovering that the earth's ozone layer was being damaged by the use of Freon, a type of refrigerant used in air conditioners and other equipment. Holes in the ozone were threatening the environment, and his work led to alternative cooling methods.



YNES MEXIA (1879-1938) was a botanist who discovered two new plant genera and 500 new plant species. She greatly expanded the world's knowledge of plant life.



Wheel (3500 B.C.E.)

- Invented by our ancestors
- Today's adaptations: used on trains, automobiles, bicycles, robots



Telephone (1876)

- Invented by Alexander Graham Bell
- Today's adaptations: landlines, cell phones, fax machines

Light Bulb (1879)

- First commercially viable bulb created by Thomas Edison
- Today's adaptations: incandescents, fluorescents, LED lighting

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Refrigerators (1917)

- Before Florence Berntson created the electric model, people used blocks of ice in wooden boxes to keep food cold
- Today's adaptations: content tracking and beepers alerting you the door has been open too long

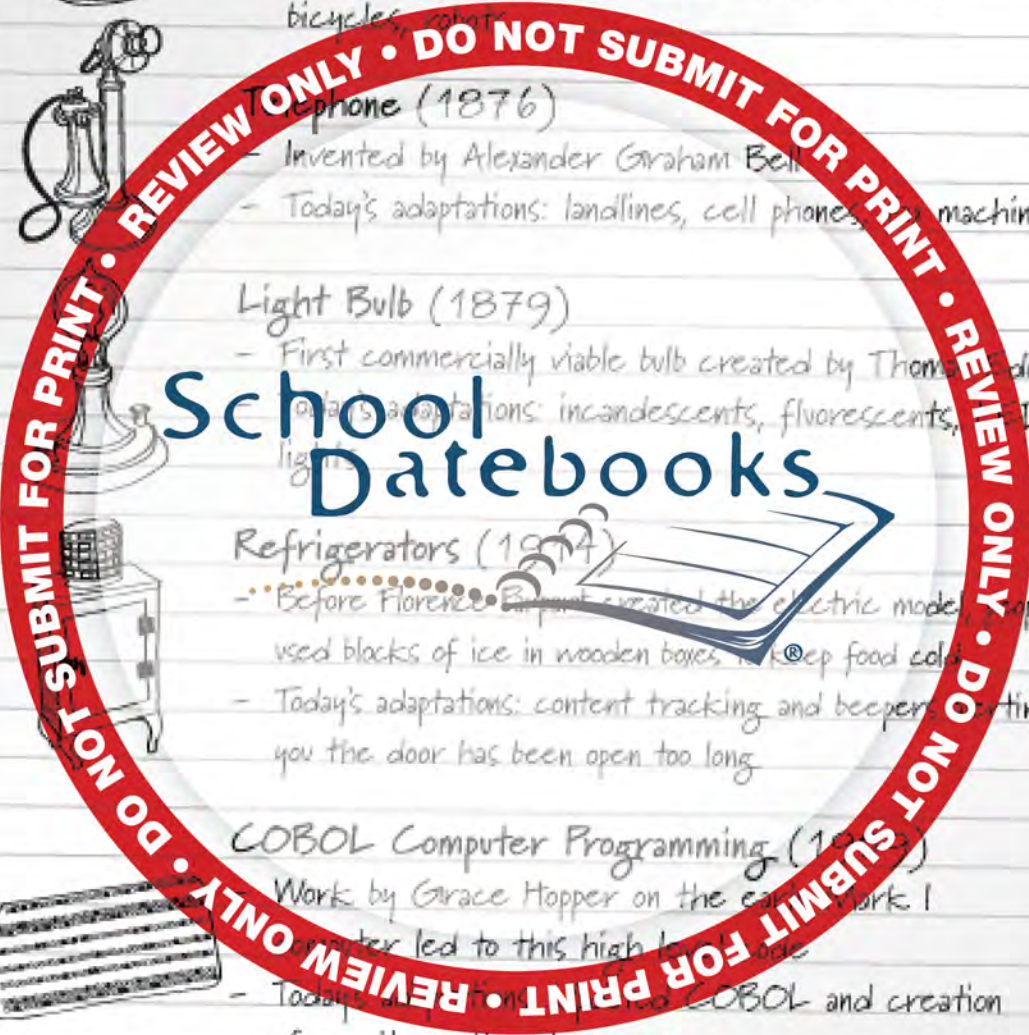
COBOL Computer Programming (1959)

- Work by Grace Hopper on the early Mark I computer led to this high level code
- Today's adaptations: inspired COBOL and creation of countless other languages



Internet (1960s)

- Developed over time - first used by the government during the Cold War
- Today's adaptations: search, education, online shopping and advertising





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



FOOD SCIENTIST | Food scientists study food's nutrients and other contents. They identify new food sources and improve methods for processing and preserving food. They also address the world's hunger needs with solutions for growing, storing, packaging, and distributing food supplies.

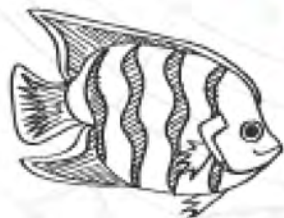


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MECHANIC | Care, maintenance, and repairs are all on a mechanic's to-do list. These professionals know every detail of the machines and equipment they work on. Most specialize in key areas – cars, planes, refrigeration, office machines – anything that operates mechanically. Because equipment is always changing and being invented, mechanics must continually learn new techniques and procedures.



AQUARIUM DIRECTOR | An aquarium director oversees everything in the aquarium, coordinating the business office, planning exhibits, and caring for marine life, with staff for specific tasks. Directors also get involved in educational programs and participate in advocacy activities.



OPTOMETRIST | Optometrists are medical professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the eye.





SUCCESS SKILLS *about cheating*

**WINNERS NEVER CHEAT.
CHEATERS NEVER WIN.**

SOME PEOPLE RATIONALIZE THE REASONS WHY THEY CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," "MY COMPUTER CRASHED AND I LOST MY PAPER," "IT WAS ONLY A LITTLE HOMEWORK," "IT WASN'T LIKE I WAS A TEST OR ANYTHING IMPORTANT!"

*But the bottom line is,
nobody wins when they cheat.*

School Datebooks

What happens when you actually need to know the answer? Don't be fooled, ~~some day~~, it will come back to haunt you.



Cheaters:

MISS OUT ON LEARNING THE MATERIAL AND EVENTUALLY FIND THEMSELVES IN OVER THEIR HEADS.

UNDOUBTEDLY FEEL BADLY ABOUT CHEATING, WHETHER THEY WANT TO ADMIT IT OR NOT.

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

ARE USUALLY CAUGHT. WEB-BASED ANTI-PLAGIARISM SERVICES AND CHEAT-PROOF SOFTWARE MAKE IT EASY FOR TEACHERS TO ROOT OUT CHEATERS. YOU CAN'T CHEAT FOR LONG WITHOUT SOMEONE EVENTUALLY UNMASKING YOU.



SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

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

These are the 5 basic parts →

- (1) **Header:** your name, address, phone number, email address.
- (2) **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- (3) **Summary:** a brief statement highlighting your background, your strengths, and what you want your employer to know about you. This can be optional.
- (4) **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills*, *Technical Experience*, or *Planning/Organization*.
- (5) **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

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

School Datebooks



Use Action Words to Describe Skills

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





SUCCESS SKILLS *helpful hints*

THE SUCCESSFUL STUDENT'S (BAG OF SKILLS)

LAUDABLE LISTENING

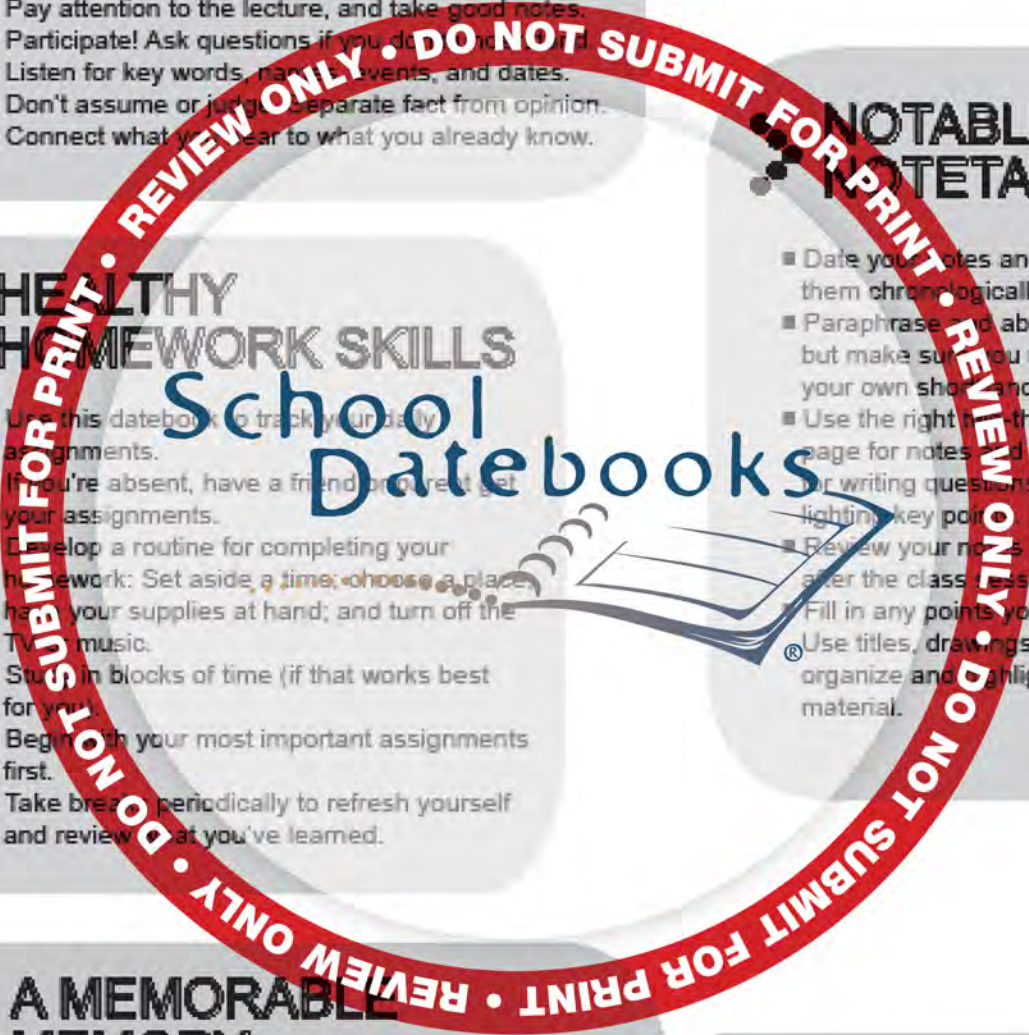
- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you do not understand.
- Listen for key words, names, events, and dates.
- Don't assume or judge. Separate fact from opinion.
- Connect what you hear to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

HEALTHY HOMEWORK SKILLS

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

NOTABLE NOTETAKING

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



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 *leadership — a good leader shares credit*

LESSONS IN LEADERSHIP

A Good Leader Shares Credit

Who 'Dun It'?

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

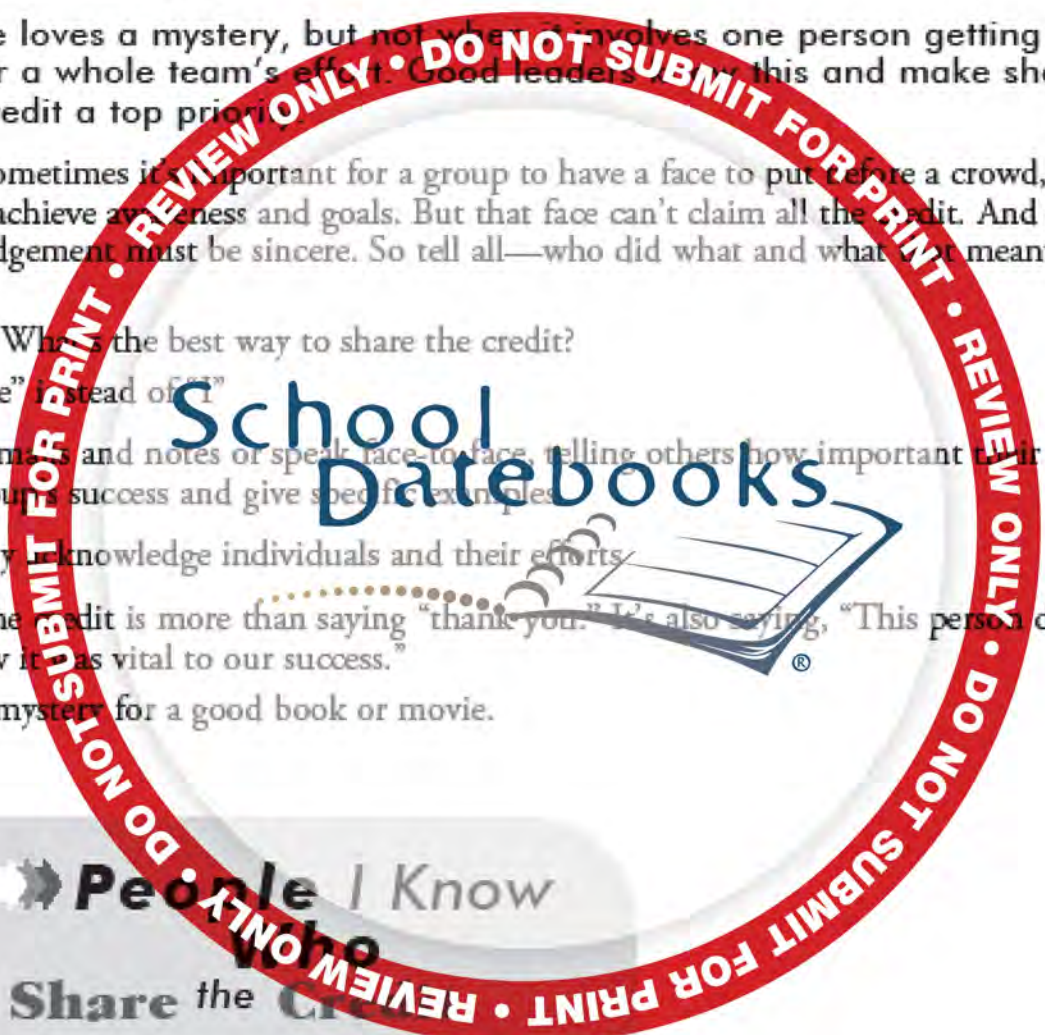
TELL ALL Sometimes it's important for a group to have a face to put before a crowd, to help you achieve your success and goals. But that face can't claim all the credit. And your acknowledgement must be sincere. So tell all—who did what and what it meant to your success.

GO PUBLIC What's the best way to share the credit?

- ▶ Say "we" instead of "I"
- ▶ Send emails and notes or speak face-to-face, telling others how important their role was in the group's success and give specific examples
- ▶ Publicly acknowledge individuals and their efforts

Sharing the credit is more than saying "thank you." It's also saying, "This person did this and here's how it was vital to our success."

Save any mystery for a good book or movie.



People I Know Who Share the Credit

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

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



LESSONS IN **LEADERSHIP**

Diversity

Involve All People

Look around the world. The U.S. is a diverse country. Your school. You'll see people of many backgrounds, cultures, ethnicities, and abilities. Now take a look at your friends, teams, and organizations. Do they represent the world at large? Or are the people in your group all the same gender, ethnicity, or socioeconomic class?



School Datebooks Reach Out!

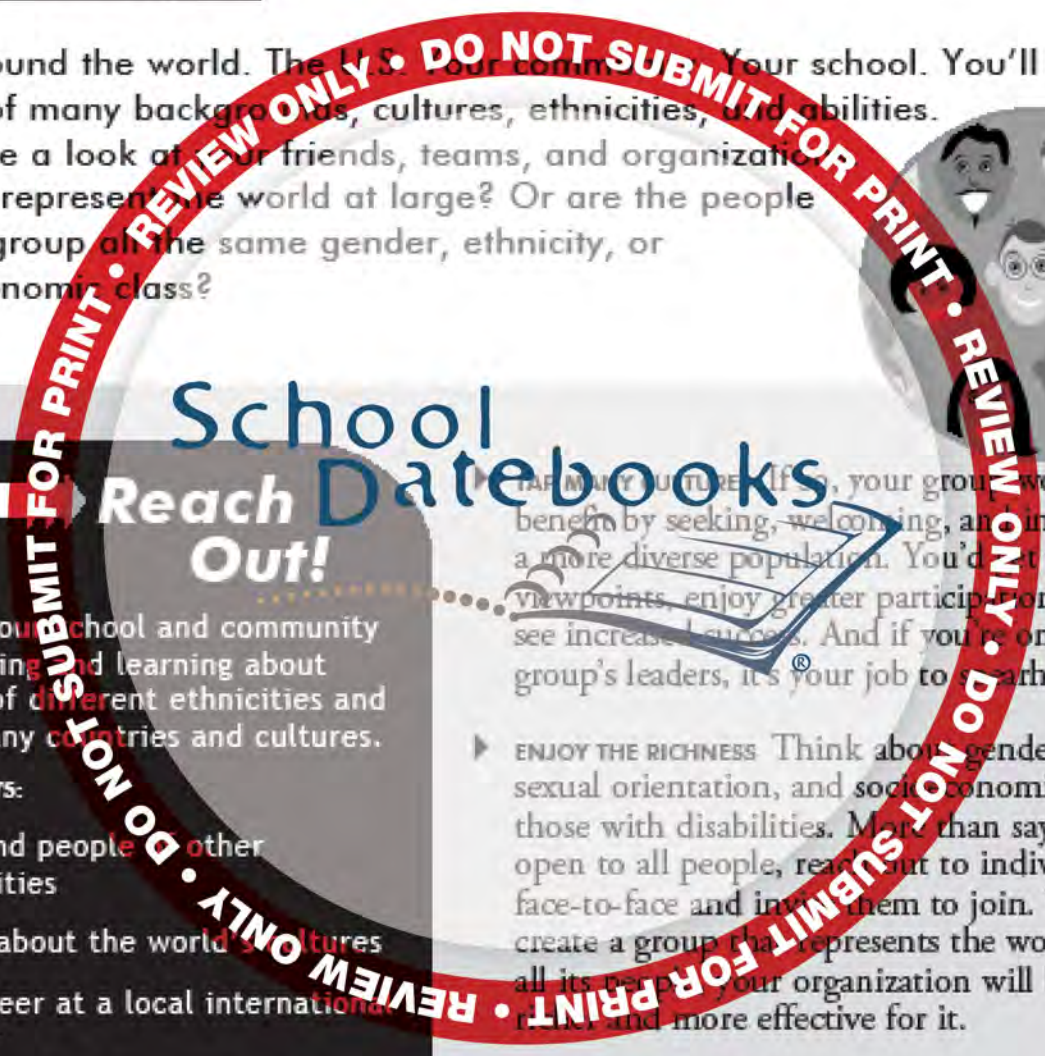
Enrich your school and community by meeting and learning about people of different ethnicities and from many countries and cultures.

SOME WAYS:

- ▶ Befriend people of other ethnicities
- ▶ Learn about the world's cultures
- ▶ Volunteer at a local international center
- ▶ Welcome international students to school
- ▶ Speak up when others make inappropriate remarks
- ▶ Learn a new language
- ▶ Watch the world news

TAP INTO DIVERSITY If so, your group would benefit by seeking, welcoming, and including a more diverse population. You'd get varied viewpoints, enjoy greater participation, and see increased success. And if you're one of the group's leaders, it's your job to spearhead this.

- ▶ **ENJOY THE RICHNESS** Think about gender, culture, sexual orientation, and socioeconomic status, and those with disabilities. More than saying you're open to all people, reach out to individuals face-to-face and invite them to join. When you create a group that represents the world and all its people, your organization will be all the richer and more effective for it.





LESSONS IN LEADERSHIP

Empower, Inspire

Lead Rather Than Dictate

“Do this.” “Do that.” Who needs it? Not those you’re trying to lead!

Leadership isn’t bossiness.

It’s guiding, empowering, inspiring, and motivating others.

It’s valuing what they have to say and what they do and providing opportunities for them, too, to become leaders.

And leadership is about keeping everyone excited about your organization and committed to your goals.

How to Empower Others

GOOD LEADERS KNOW:

- ▶ Don’t hand someone a bunch of envelopes to stuff. Instead, ask for help planning what points to cover at a meeting with the principal, and invite a couple of members to go with you.
- ▶ Don’t tell them to bring refreshments. Instead, ask them to contact the mayor for that special proclamation you’re after.
- ▶ Don’t tell someone to step up the podium. Instead, invite that club member to say a few words about a particular project.

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

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

How to Inspire Members

Leaders who can get others to be involved know:

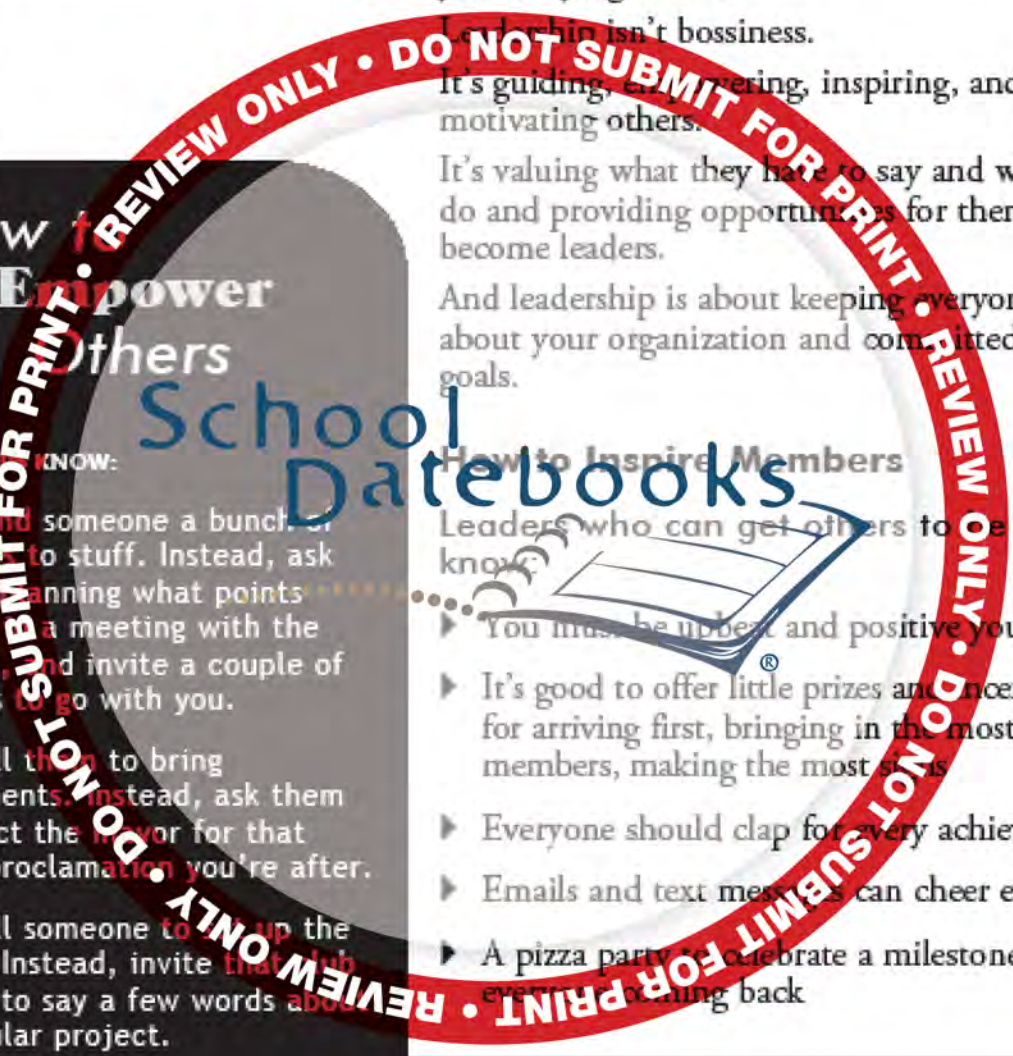
- ▶ You must be upbeat and positive yourself
- ▶ It’s good to offer little prizes and incentives — for arriving first, bringing in the most new members, making the most sales
- ▶ Everyone should clap for every achievement
- ▶ Emails and text messages can cheer everyone on
- ▶ A pizza party to celebrate a milestone keeps everyone coming back

“TELL ME AND I WILL FORGET. SHOW ME AND I MAY REMEMBER. INVOLVE ME AND I WILL REMEMBER.”

—Chinese Proverb

“ACTION SPRINGS NOT FROM THOUGHT, BUT FROM A READINESS FOR RESPONSIBILITY.”

—Dietrich Bonhoeffer



School Datebooks



LESSONS IN LEADERSHIP

Finding Places to Lead

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

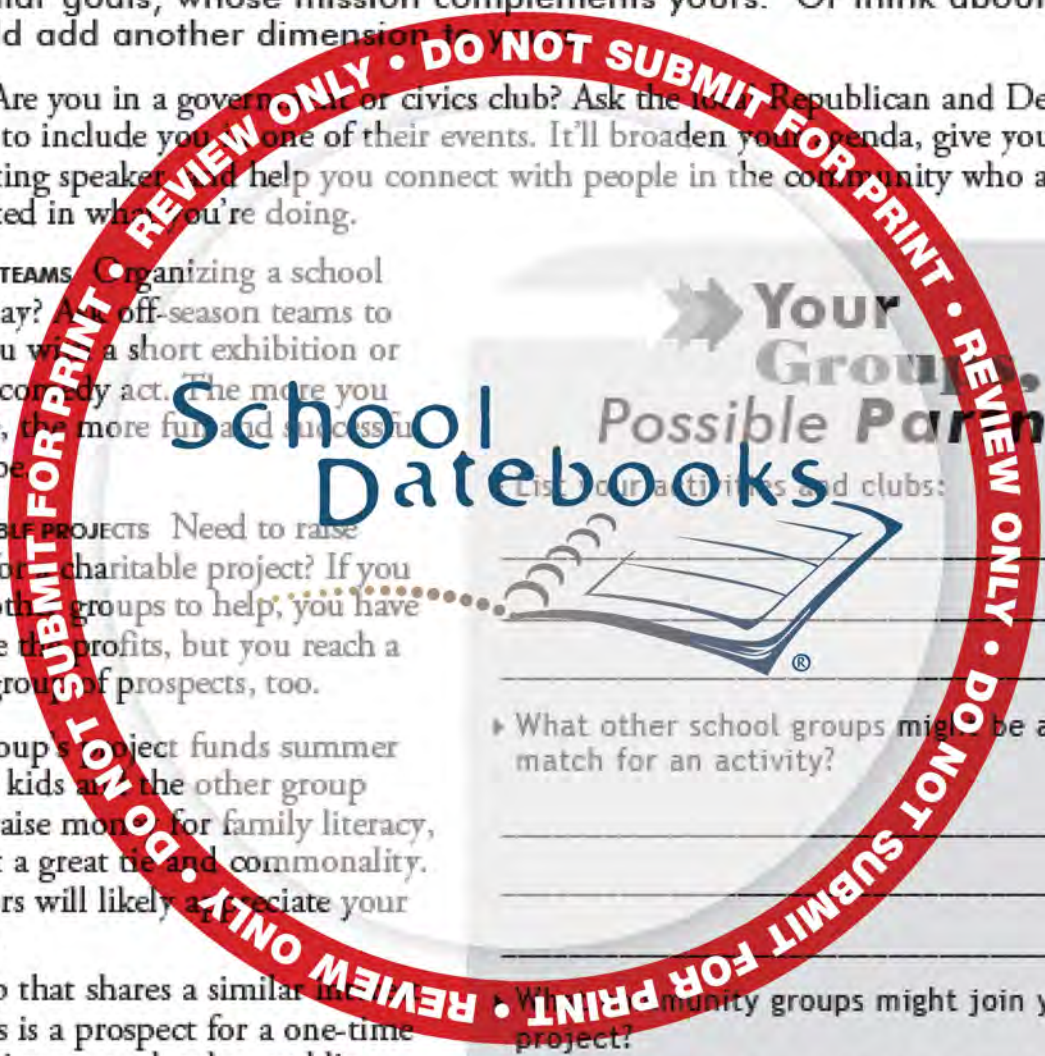
- ▶ **CLUBS** Are you in a government or civics club? Ask the local Republican and Democratic parties to include you in one of their events. It'll broaden your agenda, give you an interesting speaker, and help you connect with people in the community who are interested in what you're doing.
- ▶ **SCHOOL TEAMS** Organizing a school spirit day? Are off-season teams to join you with a short exhibition or even a comedy act. The more you involve, the more fun and successful it will be.
- ▶ **CHARITABLE PROJECTS** Need to raise funds for a charitable project? If you invite other groups to help, you have to share the profits, but you reach a wider group of prospects, too.

If your group's project funds summer camps for kids and the other group wants to raise money for family literacy, you've got a great tie and commonality. And donors will likely appreciate your ingenuity.

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

"ONLY WHEN MEN ARE CONNECTED TO LARGE, UNIVERSAL GOALS ARE THEY REALLY HAPPY—AND ONE RESULT OF THEIR HAPPINESS IS A RUSH OF CREATIVE ACTIVITY."

—Joyce Carol Oates



▶ Which community groups might join you in a project?

- Association of Women Business Owners
- Chamber of Commerce
- Friends of the Zoo
- Kiwanis
- Lions Club
- Optimists
- Other:



LESSONS IN **LEADERSHIP**

Follow Through

Swing Through for Success

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

▶ TRACK THE DETAILS

Follow through means touching base throughout the project, doing what you say you will do, making sure that what was supposed to happen did, and checking it in every detail. And when a project is complete, good follow through includes wrapping it up with one final checklist and thank-you to everyone involved.

Instead of the mythical “Someday Isle,” leaders who follow through make it “Today I Will.” Their punch list includes looking at details large and small.

School Datebooks

Head for ‘Someday Isle’ Today

- ▶ Ever told your little brother, “Someday I’ll teach you to skateboard”? Or parents, “I’m going to empty the dishwasher soon”? A teacher, “Yeah, I’d like to look at that book sometime”? Or a group you’re in, “One day I’m going to gather all that stuff up and turn it in”?

Doing those things, keeping those promises is following through. Making that a habit makes you a person of your word, someone who can be counted on and a good leader.

▶ REAP THE REWARDS

Like good sports swings, follow through has its rewards.

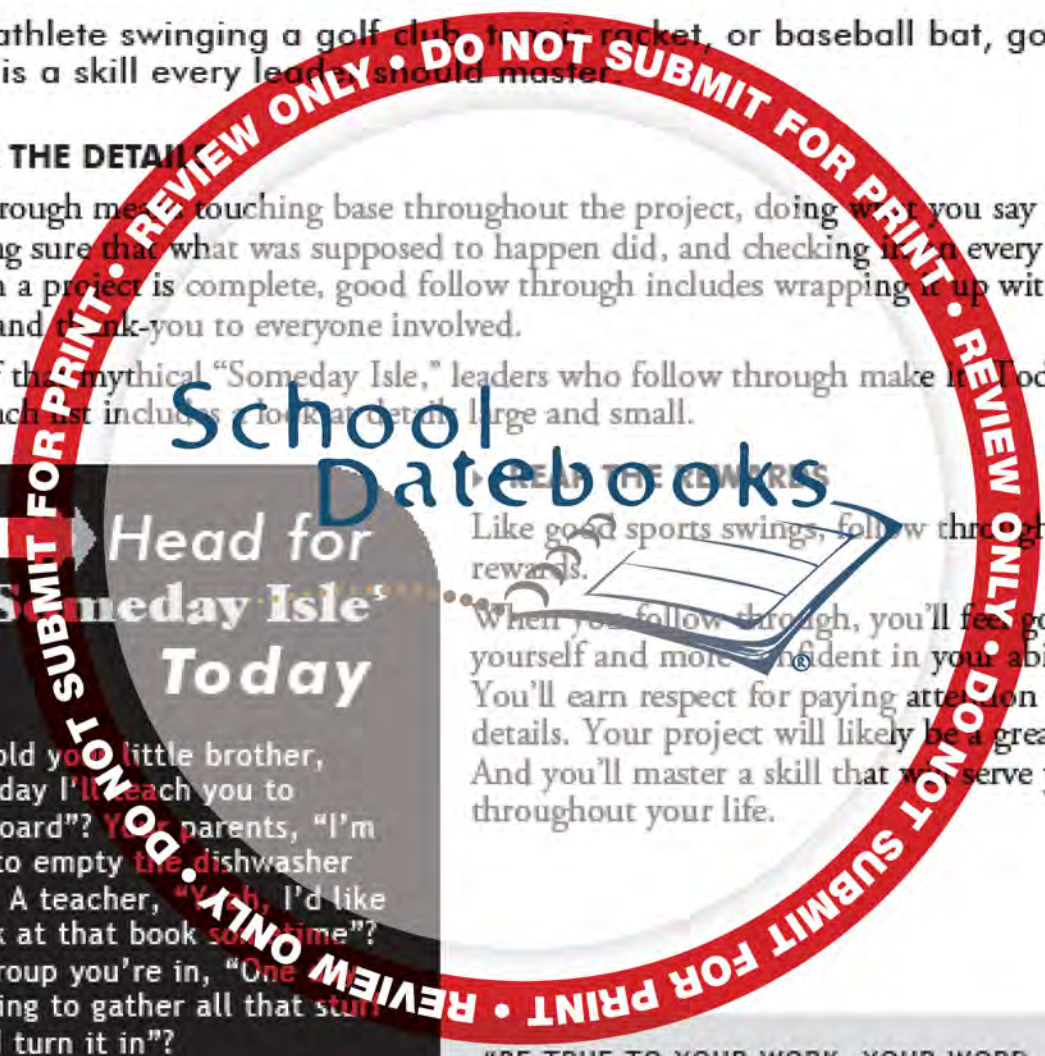
When you follow through, you’ll feel good about yourself and more confident in your abilities. You’ll earn respect for paying attention to the details. Your project will likely be a great success! And you’ll master a skill that will serve you well throughout your life.

“BE TRUE TO YOUR WORK, YOUR WORD, AND YOUR FRIEND.”

—Henry David Thoreau

“YOU HAVE TO HAVE CONFIDENCE IN YOUR ABILITY, AND THEN BE TOUGH ENOUGH TO FOLLOW THROUGH.”

—Rosalynn Carter





SUCCESS SKILLS *leadership — how do you rate as a leader?*

LESSONS IN LEADERSHIP

How Do You Rate?


Becoming a good leader is a process.

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

My score today
From 1 to 10 (10 is tops)

10

School Datebooks



▶ I listen well to others.	1	2	3	4	5	6	7	8	9	10
▶ I'm a good role model.	1	2	3	4	5	6	7	8	9	10
▶ My attitude is positive and can-do.	1	2	3	4	5	6	7	8	9	10
▶ I engage in healthy discussions.	1	2	3	4	5	6	7	8	9	10
▶ I bring lots of energy to the task.	1	2	3	4	5	6	7	8	9	10
▶ I'm responsible in my actions and keep promises.	1	2	3	4	5	6	7	8	9	10
▶ I hold myself to high standards.	1	2	3	4	5	6	7	8	9	10
▶ I'm humble about my accomplishments.	1	2	3	4	5	6	7	8	9	10
▶ You can count on my integrity.	1	2	3	4	5	6	7	8	9	10
▶ I'm enthusiastic about the projects I commit to.	1	2	3	4	5	6	7	8	9	10

Follow the Leader

LEADERS DEVELOP UNIQUE STYLES. CONSIDER THE DIFFERENT APPROACHES OF THESE LEADERS:

- ▶ Barack Obama ▶ Malcom X
- ▶ Hillary Clinton ▶ Winston Churchill



LESSONS IN **LEADERSHIP**

Leadership Qualities

Load Up on What Leaders Need

Heard the phrase, “born leader?” Don’t believe it. Good leaders learn and then practice their skills, just like ~~any~~ ^{else}.

True, there’s a boatload of skills that go into spelling “Leadership.”

They include:

LISTENING ▶ Everyone deserves their say. Good leaders share the floor and fully consider what others suggest.

EXAMPLE ▶ Showing is always more powerful than telling, so your actions speak louder than words. Often in and model what you want others to do.

ATTITUDE ▶ Believing you and your group can accomplish something is the biggest part of the equation. Be positive, encouraging, and optimistic. It’s contagious!

DIALOGUE ▶ Anyone can talk at someone. It’s a special skill to make it a true give-and-take dialogue, a discussion that includes everyone and all points of view. Good leaders know the value of dialogue.

ENERGY ▶ Effective leaders are often described as tireless. Although you can get some rest, the energy you bring to your group will be a motivator and component in your success.

RESPONSIBILITY ▶ The buck stops here, good leaders know, meaning they’ve got to do what’s expected, keep their word, and follow through every step of the way.

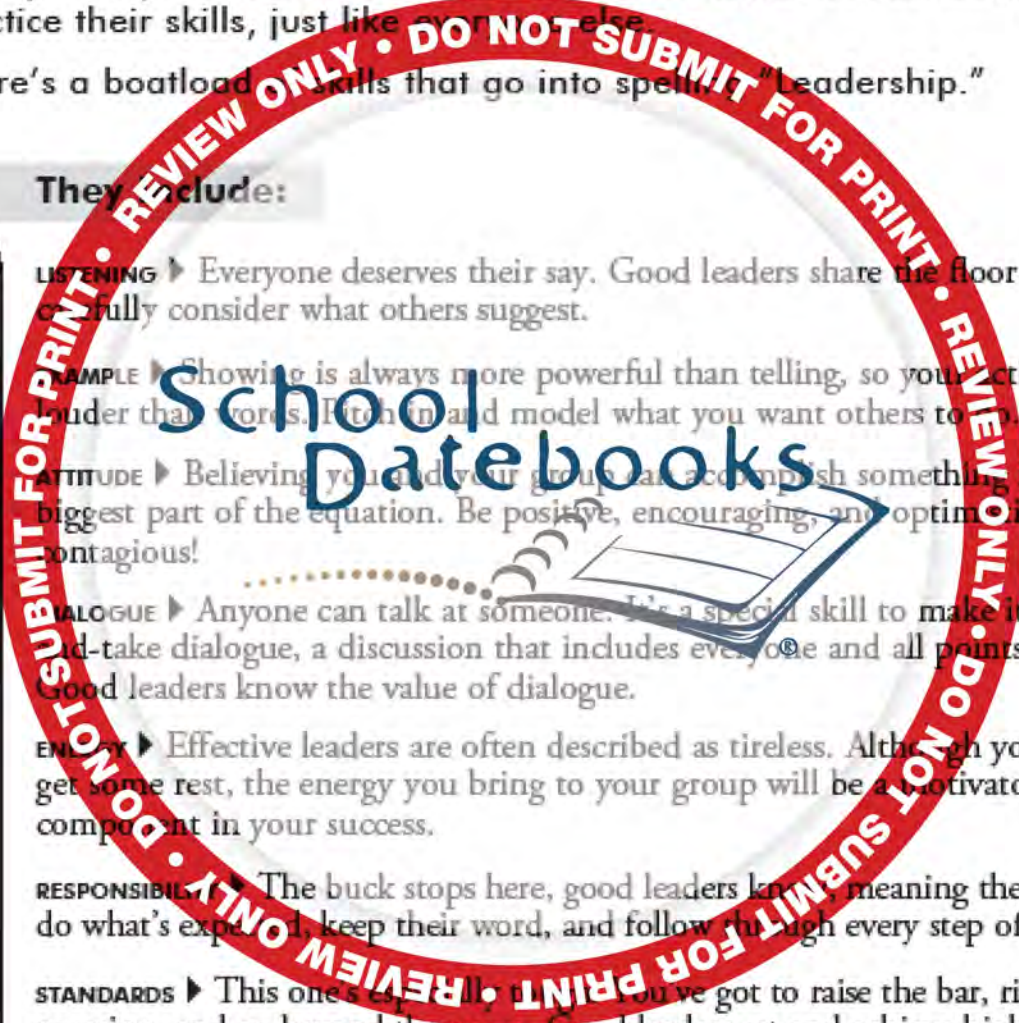
STANDARDS ▶ This one’s especially important. You’ve got to raise the bar, rise to the occasion, and go beyond the norm. Good leaders set and achieve high standards.

HUMILITY ▶ With all your success as a leader, shouldn’t you get to brag a bit? No. Good leaders give credit to the workers, volunteers, the whole team. Humble pie, you’ll find, is pretty tasty!

INTEGRITY ▶ With so many looking up to leaders, expectations are high. That’s where integrity comes in. Be true to yourself, your group, your cause. The highest ethics and truthfulness will serve you well.

PASSION ▶ Good leaders do more than care. They passionately care. They go the extra mile. And passion inspires other to act and stay committed.

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School Datebooks



LESSONS IN LEADERSHIP

Look Ahead to Leadership

If leadership isn't in your short-term future, but you'd like it to be long-term, now's the time to learn about it and develop your skills.

Observe

Your first step is opening the chute to your brain so knowledge, examples and experiences can pour in. Watch other leaders in action. Ponder their styles. Attend debates and panels so you can see dialogue and discourse at work. Practice your own communication skills, too.

"GOOD LEADERS MUST FIRST BECOME GOOD SERVANTS."

—Robert Greenleaf

Volunteer

When asked take on an added responsibility that will help you learn what it's like to be a leader. Next time, volunteer.

All the while notice what feels right, what doesn't. You'll begin to see that you know a thing or two about being a leader, and you'll feel confident and ready for the next step.

School Datebooks



You're in Charge

YOU MAY NOT BE RUINING THE SCHOOL OR THE COUNTY. YOU MAY NOT EVEN BE A CLUB LEADER. BUT YOU'RE IN CHARGE OF SOME THINGS, AND THEY MAKE GREAT PRACTICE AREAS FOR TIMES WHEN YOU WILL BE IN CHARGE OF MUCH MORE.

- ▶ How do you handle these areas of your life?
- ▶ What might apply to taking charge as a good leader?

Check off what you're in charge of and more you think of:

- Attitude
- Room
- Car
- Locker
- Backpack
- Laundry
- Music practice
- Athletic challenges
- Other



SUCCESS SKILLS *leadership — make a commitment*

LESSONS IN LEADERSHIP

Make a Commitment

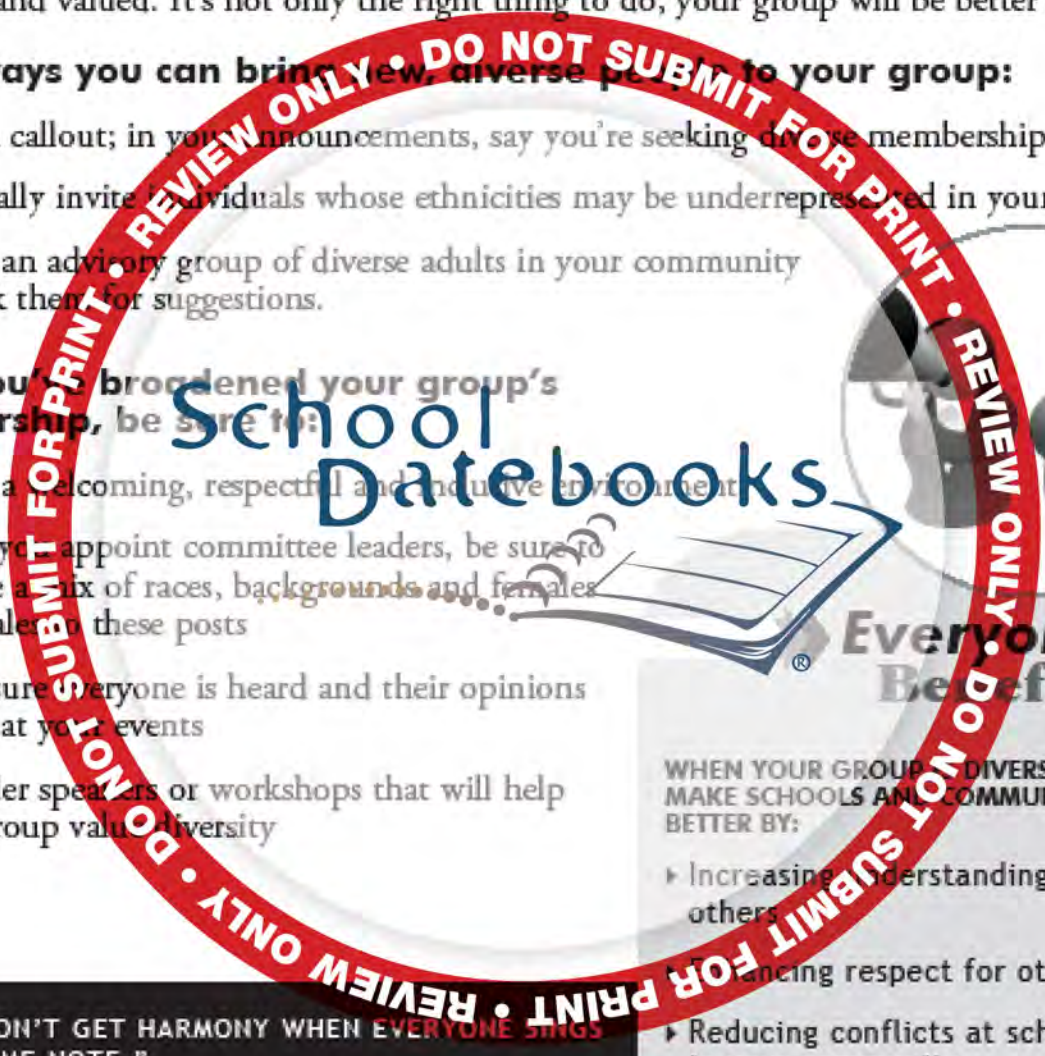
Leaders have a particular responsibility to bring diversity to a group and to see that it's nurtured and valued. It's not only the right thing to do, your group will be better for it.

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

- ▶ Hold a callout; in your announcements, say you're seeking diverse membership
- ▶ Personally invite individuals whose ethnicities may be underrepresented in your group
- ▶ Create an advisory group of diverse adults in your community and ask them for suggestions.

Once you've broadened your group's membership, be sure to:

- ▶ Create a welcoming, respectful and inclusive environment
- ▶ When you appoint committee leaders, be sure to include a mix of races, backgrounds and females and males in these posts
- ▶ Make sure everyone is heard and their opinions valued at your events
- ▶ Consider speakers or workshops that will help your group value diversity



School Datebooks



Everyone Benefits

WHEN YOUR GROUP IS DIVERSE, IT HELPS MAKE SCHOOLS AND COMMUNITIES BETTER BY:

- ▶ Increasing understanding of others
- ▶ Fostering respect for others
- ▶ Reducing conflicts at school and in your community
- ▶ Improving listening and communication skills
- ▶ Expanding understanding among people
- ▶ Curbing discrimination and bias
- ▶ Creating opportunities for new learning and experiences

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

"WE ARE OF COURSE A NATION OF DIFFERENCES. THOSE DIFFERENCES DON'T MAKE US WEAK. THEY'RE THE SOURCE OF OUR STRENGTH."
—Jimmy Carter



LESSONS IN LEADERSHIP

Organization

Get Organized for Success

Ever sit in a meeting while the leader fiddles around trying to find something? Ever spent time waiting in the car while the driver hunts for the keys? Or wasted time yourself looking for a notebook or packet you saw somewhere just yesterday?

“OUT OF CLUTTER,
FIND SIMPLICITY.”

—Albert Einstein

▶ KEEP A CALENDAR

Organizations sure can make life simpler—putting stuff where you can find it quickly, keeping a calendar, tracking your assignments.

It's also key to good leadership. When others look to you for direction, do you want to be caught poking around stacks of paper, wondering where you put something or showing up late? Or would you rather come off as efficient, respectful of others' time, and someone who's in charge?

School Datebooks

Getting and staying organized saves time. It makes it easier to get things done, and it gives you and others confidence in you as a leader.

Ask Others How They Do It

▶ Got a friend, family member, or teacher who always seems to have their stuff when and where they need it? Ask them how they got so organized. People who are organized love to talk about it, and you'll likely pick up a couple of ideas you can use.

▶ A PLACE FOR EVERYTHING

Find a place for everything and put it there when you're not using it. Write down assignments, tasks, meetings, and fun activities. Train yourself to think about the day or week ahead and to gather what you'll need in advance.

It will save you hassle and lectures—and free your mind for things you'd rather be thinking about!

“ORGANIZING IS WHAT YOU DO BEFORE YOU DO SOMETHING; SO THAT WHEN YOU DO IT, IT IS NOT ALL MIXED UP.”

—A.A. Milne



SUCCESS SKILLS *leadership — take charge*

LESSONS IN LEADERSHIP

Take Charge

Prepare Yourself

Once you know you'll be stepping into a leadership role, spend some time getting ready.

▶ LEARN FROM OTHERS

Start by looking over what the group did last year. Ask the person who held the post before you what went wrong and what went right. Get some general tips from adults who have held leadership posts. And ask other members what they're looking for from you.

▶ GATHER YOUR TOOLS

Then get organized. Open a new folder on your computer with files from bylaws, policies, minutes, etc. Create a notebook or tote bag with everything you'll need. Make a list of tasks and check them off as you do them. And figure out where you'll need help, then line it up.

School Datebooks

THINK ABOUT LEADERSHIP

Next, take a little time to think about the kind of leader you want to be.

Read some books on leadership. Draw from your own experiences and leaders who have modeled desirable traits. Then set some personal goals for yourself.

Now, you're ready to begin!

Survive Your First Day

- ▶ Everyone in the room is looking at you, waiting for you to start a meeting. You wanted to be the **ch** person. You care about this group. **are** you ready to take charge?

Begin by saying, "Let's get started." Then dive in to your agenda, because, of course, you will have prepared one.

You may fumble and make mistakes. But each meeting will get easier. And you'll soon be tallying many successes.

"YOU DON'T MANAGE PEOPLE; YOU MANAGE THINGS. YOU LEAD PEOPLE."

—Admiral Grace Hopper



LESSONS IN LEADERSHIP

Tap Your Leadership Experience

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

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

- ▶ Helped friends agree on a movie:

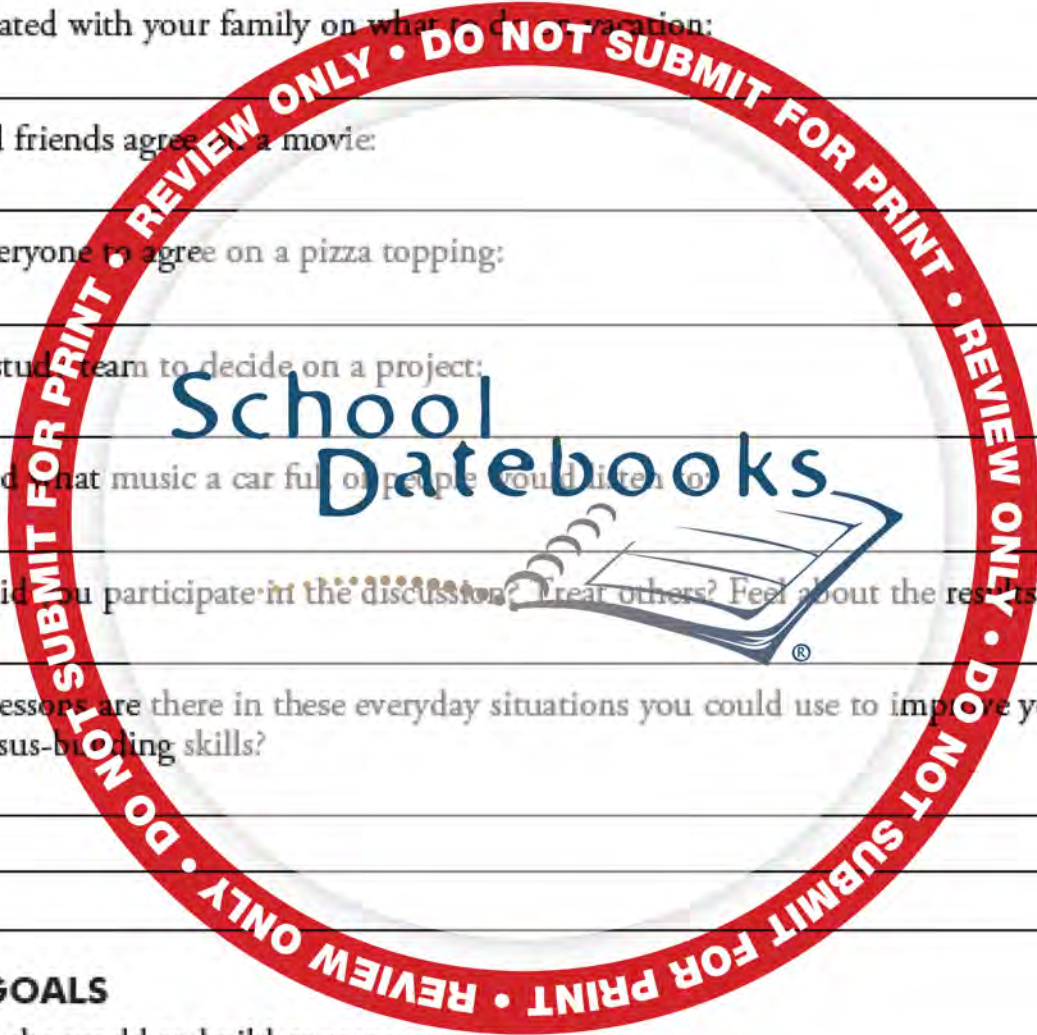
- ▶ Got everyone to agree on a pizza topping:

- ▶ Got a student team to decide on a project:

- ▶ Decided what music a car full of people could listen to:

- ▶ How did you participate in the discussion? Treat others? Feel about the results?

- ▶ What lessons are there in these everyday situations you could use to improve your consensus-building skills?



SOME GOALS

- ▶ I'd like the world to build consensus on:

- ▶ At school, we might work to build consensus on:

"THE BEST POLICY IS MADE WHEN YOU ARE LISTENING TO PEOPLE WHO ARE GOING TO BE IMPACTED. THEN, ONCE POLICY IS DETERMINED, YOU CALL ON THEM TO HELP YOU SELL IT."
—Elizabeth Dole



LESSONS IN LEADERSHIP

Teamwork

Collaborate to Win

Is your club stuck in a rut, doing the same thing at meetings, feeling a little bored and tired? Inject new energy and interest by teaming up with another group for an action, event, or social service project.

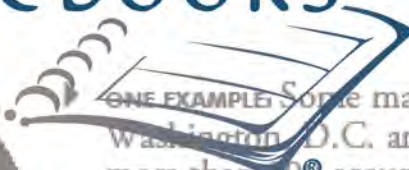
It might be interesting to meet with another school's club like your own, to involve middle school students, or even adults. New ideas, information, and opportunities can emerge.

If you're working on a project, like cleaning up a community park or raising funds for a basketball game at the park, two groups can get the work done quicker and easier—and both will get lots of kudos and credit.

Good leaders understand the value of partnerships and teams. They look for team. Build them. Nurture them.



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ONE EXAMPLE: Some marches in Washington, D.C. are cosponsored by more than 100 groups! They know every group will bring a contingency and all that much more support for the cause.

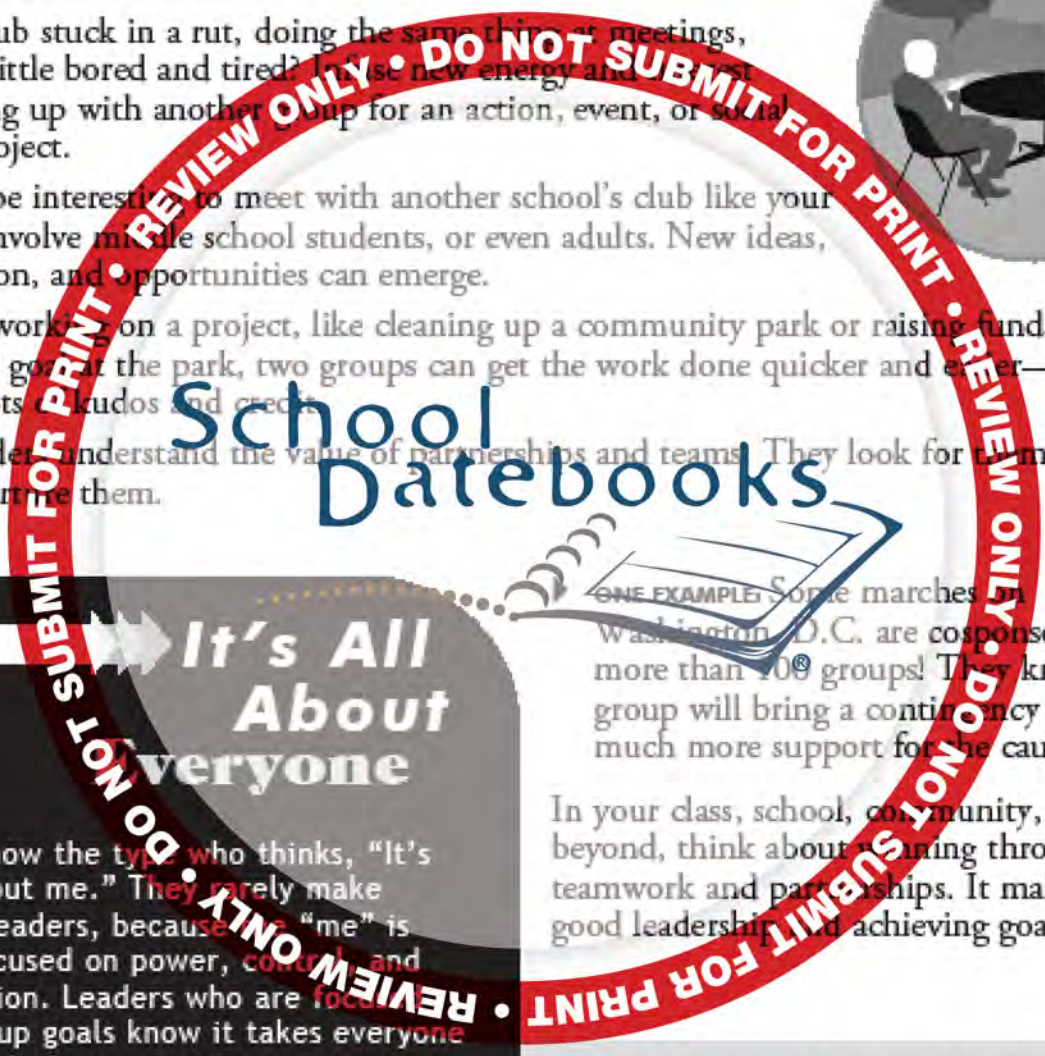
In your class, school, community, and beyond, think about teaming through teamwork and partnerships. It makes for good leadership and achieving goals.

It's All About Everyone

▶ You know the type who thinks, "It's all about me." They rarely make good leaders, because "me" is too focused on power, control, and attention. Leaders who are focused on group goals know it takes everyone to reach them, sometimes even partnerships outside the group.

"NONE OF US IS AS SMART AS ALL OF US."
—Ken Blanchard

"TALENT WINS GAMES, BUT TEAMWORK AND INTELLIGENCE WIN CHAMPIONSHIPS."
—Michael Jordan





LESSONS IN LEADERSHIP

Two Leaders to Inspire You

Susan B. Anthony and Cesar E. Chavez are two who stepped into leadership roles—and changed the world through their work and examples.

▶ **SUSAN B. ANTHONY** Securing the right to vote for women was Anthony's life-long quest. Although the Massachusetts state constitution gave women the right to vote, the federal Constitution did not. Although the Massachusetts state constitution gave women the right to vote, the federal Constitution did not. Although the Massachusetts state constitution gave women the right to vote, the federal Constitution did not. Although the Massachusetts state constitution gave women the right to vote, the federal Constitution did not.

She campaigned, gave rallies, wrote government officials, and spoke publicly about women deserving voting rights.

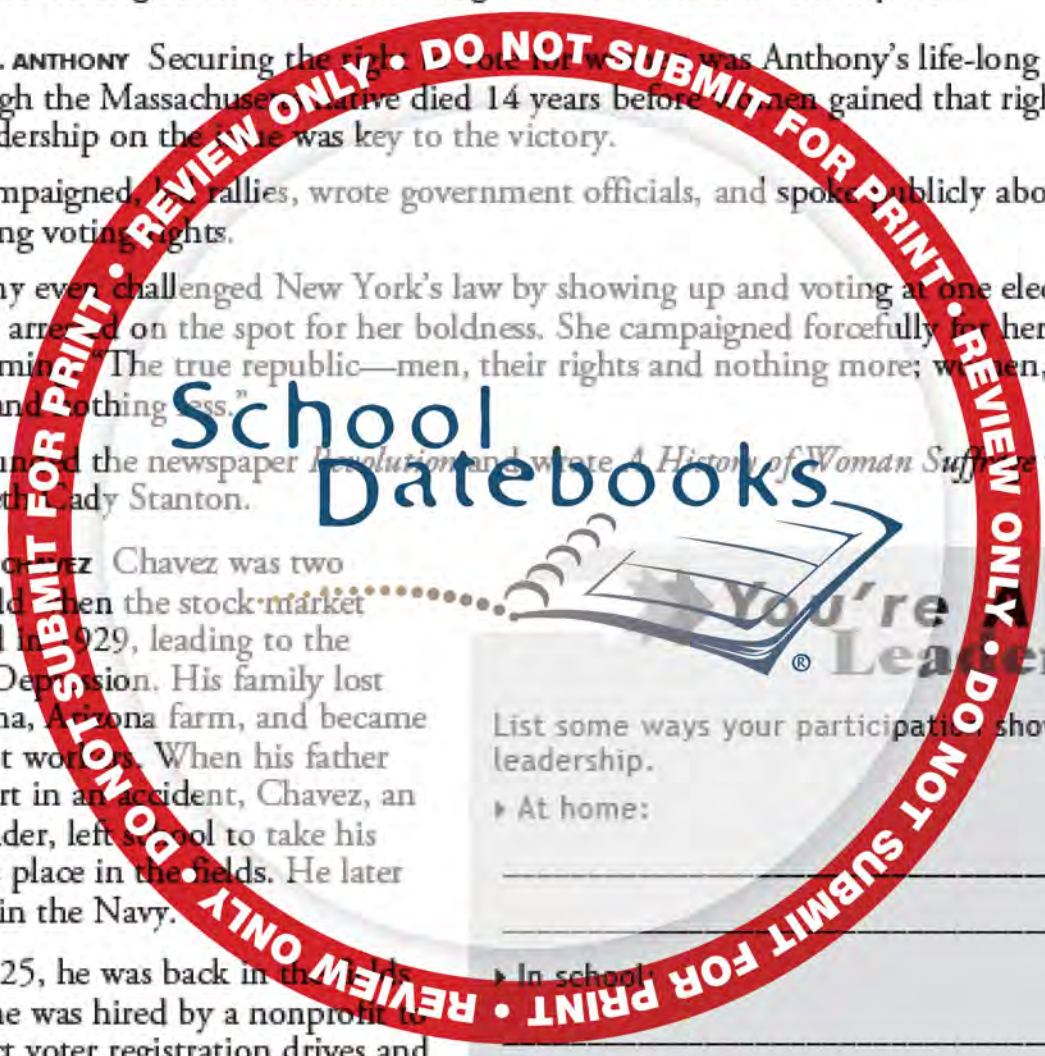
Anthony even challenged New York's law by showing up and voting at one election, getting arrested on the spot for her boldness. She campaigned forcefully for her beliefs, proclaiming, "The true republic—men, their rights and nothing more; women, their rights and nothing less."

She founded the newspaper *Revolution* and wrote *A History of Woman Suffrage* with Elizabeth Cady Stanton.

▶ **CESAR E. CHAVEZ** Chavez was two years old when the stock market crashed in 1929, leading to the Great Depression. His family lost its Yuma, Arizona farm, and became migrant workers. When his father was hurt in an accident, Chavez, an 8th grader, left school to take his father's place in the fields. He later served in the Navy.

At age 25, he was back in the fields when he was hired by a nonprofit to conduct voter registration drives and work to end racial and economic discrimination. Chavez saw the need for farm workers to organize, and in 1962, he founded the National Farm Workers of America.

The grape strikes that he organized helped to win better conditions for the migrants. When he died in 1993, more than 35,000 people attended his funeral in California.



School Datebooks



You're A Leader

List some ways your participation shows leadership.

▶ At home:

▶ In school:

▶ On a team:

▶ In your community:



LESSONS IN **LEADERSHIP**

Unelected Leaders

You Can Lead Without Realizing It

If you're voted into office—a club, as team captain, or government—it's pretty clear you're a leader. So, too, are the expectations. But even if you're not elected, you're a leader in many ways. Sometimes without even realizing it!

▶ ROLE MODELS

Underclassmen and young siblings or cousins, for example, look up to you. They watch what you do and copy your behavior. Kids you babysit see you as a role model and a teacher, too.

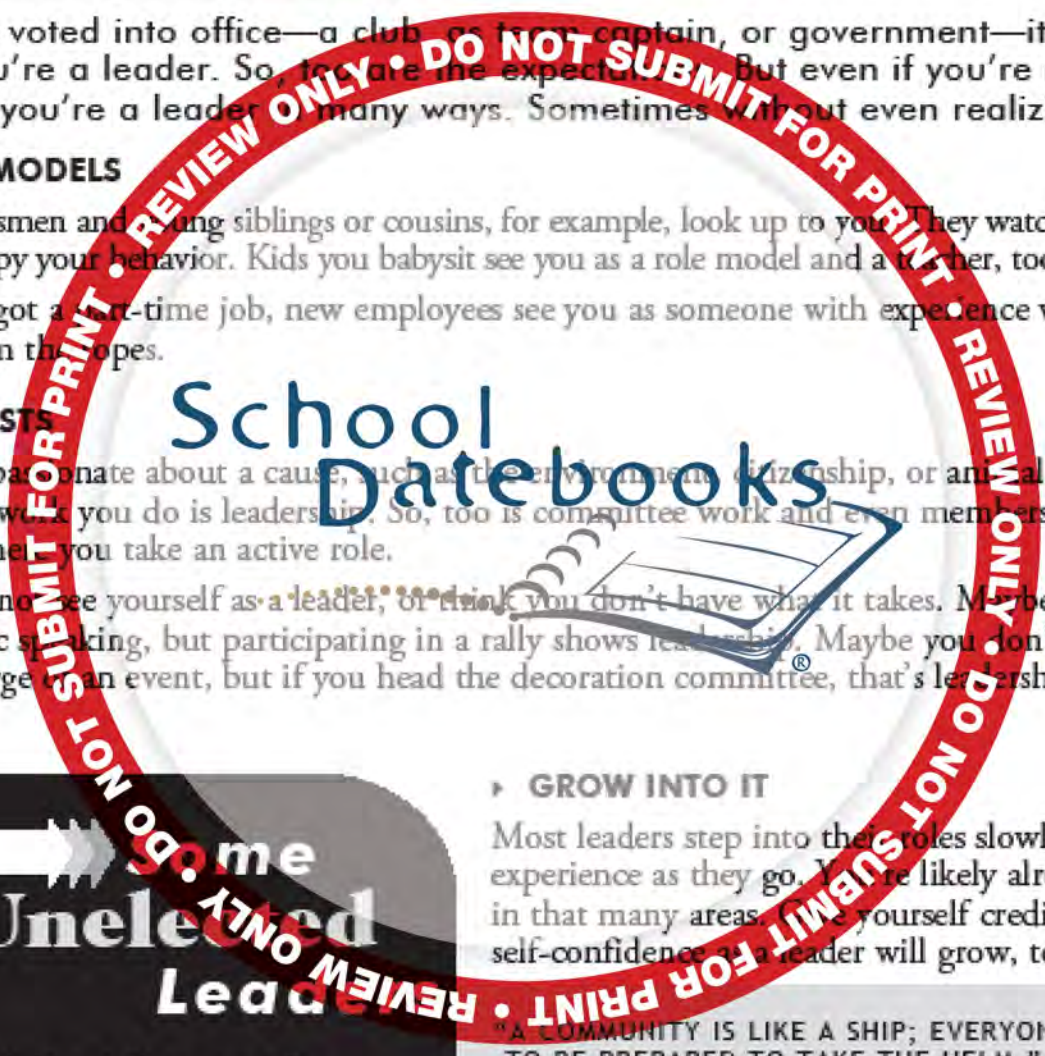
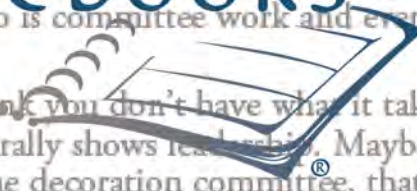
If you've got a part-time job, new employees see you as someone with experience who can show them the ropes.

▶ ACTIVISTS

If you're passionate about a cause, such as the environment, citizenship, or animal care, the advocacy work you do is leadership. So, too, is committee work and even membership in groups when you take an active role.

You may not see yourself as a leader, or think you don't have what it takes. Maybe you don't like public speaking, but participating in a rally shows leadership. Maybe you don't want to be in charge of an event, but if you head the decoration committee, that's leadership.

School Datebooks



▶ **do me**

Unelected Leaders

Votes didn't get these people their positions, but they sure are recognized as leaders:

- ▶ **BILL AND MELINDA GATES**
- ▶ **CORETTA SCOTT KING**
- ▶ **BABE RUTH**
- ▶ **OPRAH WINFREY**

▶ GROW INTO IT

Most leaders step into their roles slowly, gaining experience as they go. You're likely already doing in that many areas. Give yourself credit, and your self-confidence as a leader will grow, too!

"A COMMUNITY IS LIKE A SHIP; EVERYONE OUGHT TO BE PREPARED TO TAKE THE HELM."

—Henrik Ibsen

"IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE, DO MORE, AND BECOME MORE, YOU ARE A LEADER."

—John Quincy Adams



SUCCESS SKILLS *leadership — who's waiting on you?*

LESSONS IN LEADERSHIP

Who's Waiting on You?

Who's waiting for you to follow through?

- A friend you said you'd call
- A parent who asked you to help with a task at home
- A relative due a thank-you for a gift
- A teacher who gave you a deadline extension
- A coach who offered some extra practice time

Follow-through Checklist

Take a minute and jot down some things you want to follow through on:

▶ With your family:

School Datebooks

▶ With friends:

▶ At school:

▶ In your activities:

Practice Makes Perfect!

IMPROVE YOUR SKILL IN FOLLOWING THROUGH WITH THESE SUGGESTIONS:

- ▶ Write down what you need to do and by when.
- ▶ Keep the steps short and achievable.
- ▶ Make following through on something a task you will complete before taking time for fun.
- ▶ If you make more promises than you can keep, figure out why you say "yes" too often, and modify to a more manageable style.
- ▶ If you don't have anything to follow through on, are you challenging yourself enough? Involved enough in life around you?
- ▶ Are you feeling a meltdown coming on? It's okay to take a break and refuel.



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 a *active* process that requires concentration and practice. In learning, the teacher's responsibility is to present information, the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

To help develop listening skills:

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

HOMEWORK SKILLS

- Keep track of your daily assignments in this datebook so you will always know what you have to do.
- Homework is an essential part of learning. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is a self-defeating behavior.
- It is your responsibility to find out what you have missed when you are absent. Take the initiative to ask a classmate or teacher what you need to make up. You also need to know when it will be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- Have a place to study that works for you – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- Develop a schedule that you can follow. Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- Prioritize your homework so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- Study for 30–40 minutes at a time, then take a 5–10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.

School Datebooks





SUCCESS SKILLS *manual alphabet*

AMERICAN SIGN LANGUAGE

The image displays a grid of 26 hand signs for the manual alphabet, arranged in five rows. Each sign is accompanied by its corresponding letter in a circle below it. A large red circular watermark is overlaid on the grid, containing the text "School Datebooks" and "DO NOT SUBMIT FOR PRINT • REVIEW ONLY" repeated around the perimeter. In the center of the watermark, there is an illustration of a spiral-bound notebook with a pencil resting on it.

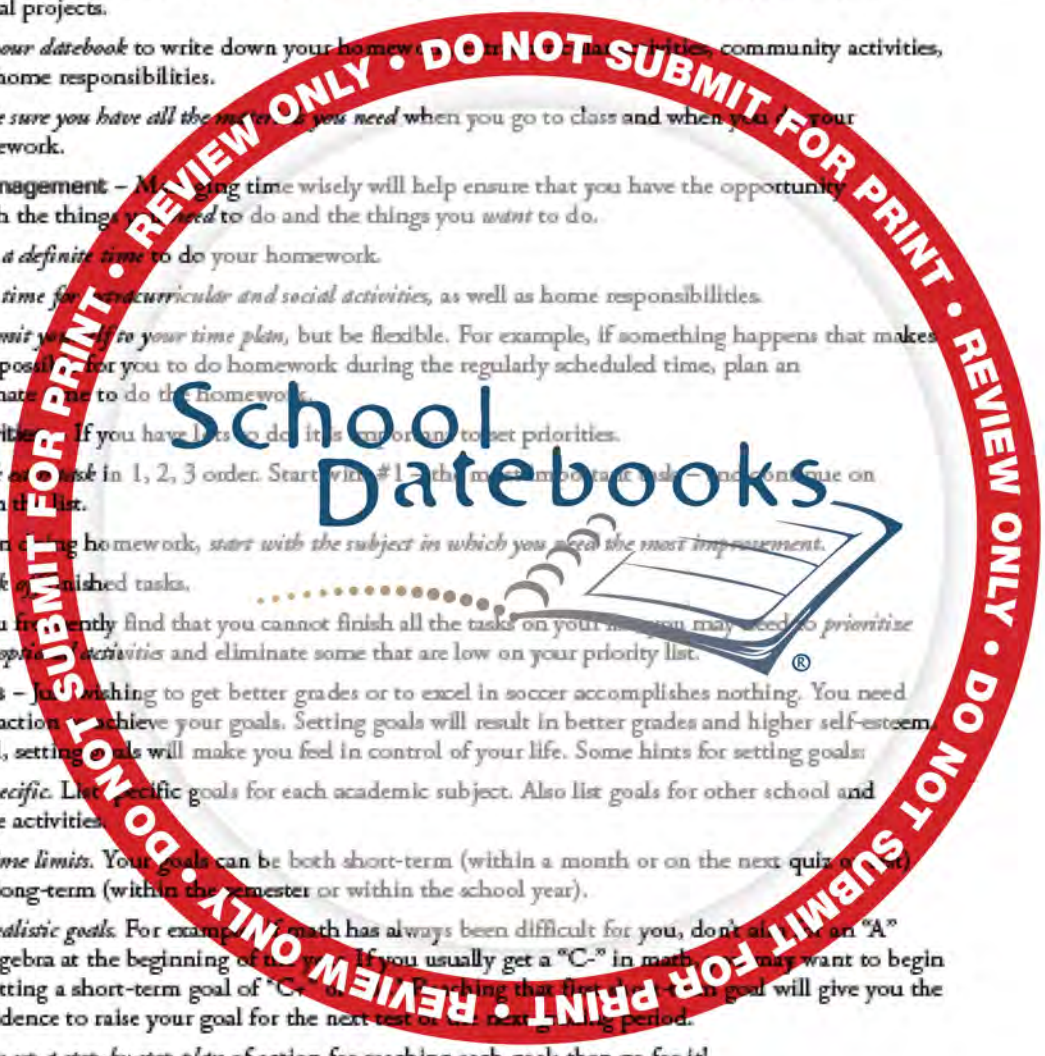
A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				



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!
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- (1) **Organization** – Getting organized is the first step to success.
 - Remember that you are responsible for knowing about and completing your assignments and special projects.
 - Use your datebook to write down your homework, extra-curricular activities, community activities, and home responsibilities.
 - Make sure you have all the materials you need when you go to class and when you do your homework.
- (2) **Time Management** – Managing time wisely will help ensure that you have the opportunity to do both the things you need to do and the things you want to do.
 - Plan a definite time to do your homework.
 - Plan time for extracurricular and social activities, as well as home responsibilities.
 - Commit yourself to your time plan, but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time, plan an alternate time to do the homework.
- (3) **Set Priorities** – If you have lots to do, it is important to set priorities.
 - Rank each task in 1, 2, 3 order. Start with #1 as the most important task – and continue on down the list.
 - When doing homework, start with the subject in which you need the most improvement.
 - Check off finished tasks.
 - If you frequently find that you cannot finish all the tasks on your list, you may need to prioritize your optional activities and eliminate some that are low on your priority list.
- (4) **Set Goals** – Just wishing to get better grades or to excel in soccer accomplishes nothing. You need a plan of action to achieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting goals will make you feel in control of your life. Some hints for setting goals:
 - Be specific. List specific goals for each academic subject. Also list goals for other school and home activities.
 - Set time limits. Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
 - Set realistic goals. For example, if math has always been difficult for you, don't attempt 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-." Working that first goal toward an "A" goal will give you the confidence to raise your goal for the next test or the next grading period.
 - Draw up a step-by-step plan of action for reaching each goal; then go for it!
 - Write your goals down, and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
 - Share your goals with others – your parents, teachers, good friends, etc. They can give you encouragement.
 - Keep at it! Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
 - Reward yourself when you reach a goal.





PLAN TO GET AHEAD!

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

They plan for success, and they follow these four strategies to succeed:

1 Organization Use this datebook to write down all the homework, projects, and events for which you're responsible. Also, ensure you have the information and tools to complete your school work correctly and on time.

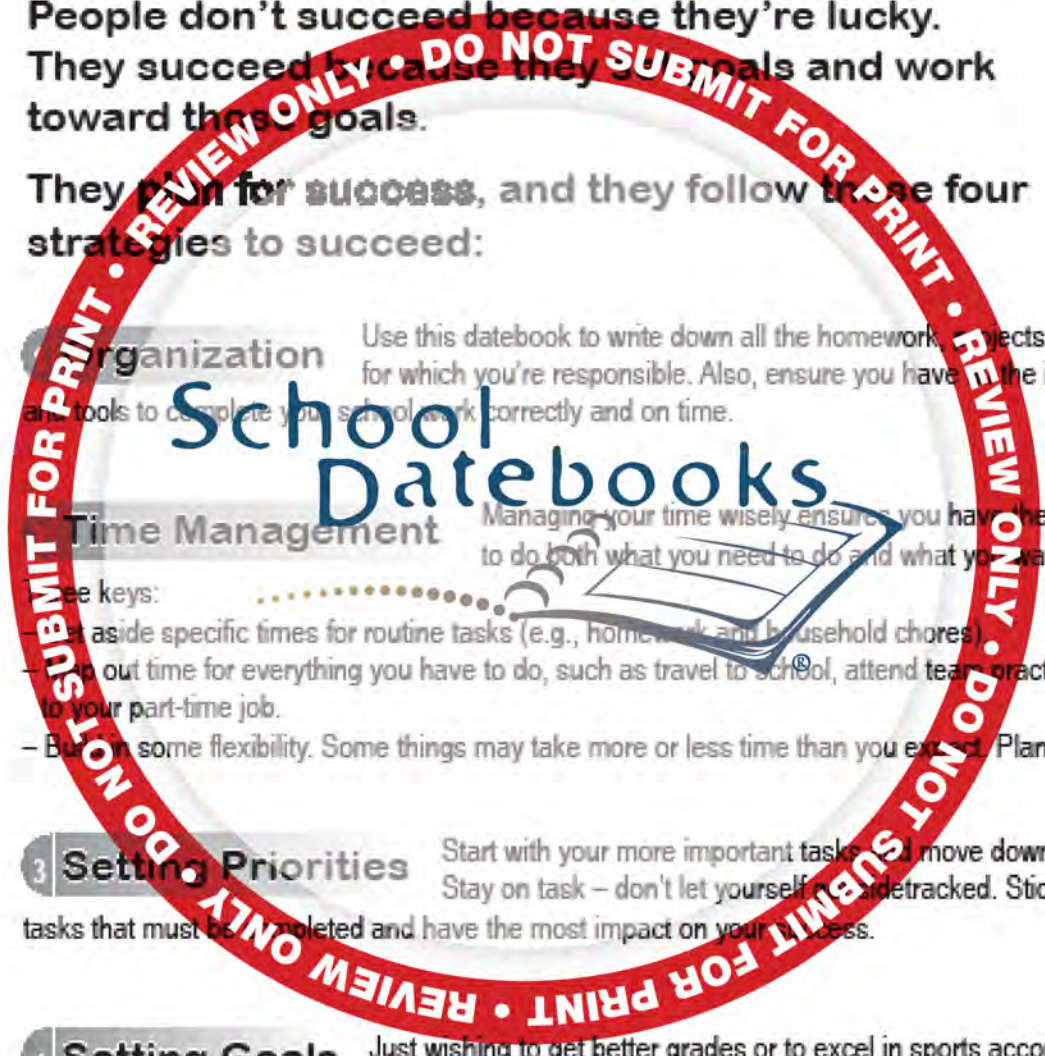
2 Time Management Managing your time wisely ensures you have the time to do both what you need to do and what you want to do.

- Here are some keys:
- Set aside specific times for routine tasks (e.g., homework and household chores).
 - Plan out time for everything you have to do, such as travel to school, attend team practices, and go to your part-time job.
 - Build in some flexibility. Some things may take more or less time than you expect. Plan on it!

3 Setting Priorities Start with your more important tasks and move down the list. Stay on task – don't let yourself get sidetracked. Stick to those tasks that must be completed and have the most impact on your success.

4 Setting Goals Just wishing to get better grades or to excel in sports accomplishes nothing. You need an action plan with clear, attainable goals. Goal-setting also lessens your stress by making you feel more in control of your life. When setting goals:

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





SUCCESS SKILLS *preparing for college*

PREPARING FOR COLLEGE



The College Application Process

- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.
- (3) Take the SAT or ACT in time to include your scores on college applications.
- (4) Look at as many potential colleges as possible. Do not limit your options.
- (5) Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.
- (6) Send applications to prospective colleges beginning in early fall of your senior year. You can send applications and information in the guidance office or online at university and college websites.
- (7) Fill out any potential scholarship forms and send them to the appropriate personnel.
- (8) Allow at least two weeks for your counselor to process your applications.
- (9) Many schools respond to your application within four to six weeks.

Steps for Juniors

- (1) Talk to your counselor about filling your junior year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.
- (2) Colleges are looking for well-rounded students in the arts, business, drama, and speech.
- (3) Find out which potential universities are visiting your school or when your school is going on visits to potential colleges.
- (4) It is best to visit campuses when classes are in session, not spring break, Christmas, etc.
- (5) Take a course that prepares you for the SAT or ACT.
- (6) At the beginning of your junior year, take the PSAT exam to practice for the SAT.
- (7) Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflect your ability, retake the exam during your senior year.
- (8) Start applying for any scholarships for which you are qualified.
- (9) If you know your intended field of study in college, schedule your senior year with an emphasis in that area.
- (10) Plan to visit as many colleges during the summer as possible.

Steps for Seniors

- (1) Attend as many college fairs as possible in your area.
- (2) Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
- (3) When visiting colleges, meet with the admissions office and financial aid office, and with professors in your intended field of study.
- (4) Talk to older friends and students about that particular college or university.
- (5) Ensure that your SAT or ACT scores meet the requirements of the colleges and universities that interest you. If necessary, retake the entrance exams.
- (6) Make a list of admission deadlines at the colleges you are interested in attending.
- (7) Submit completed college applications to your guidance counselor, and be sure to include any application fees.
- (8) File a financial aid form.
- (9) Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.
- (10) Keep a file of any correspondence from potential colleges for future reference.

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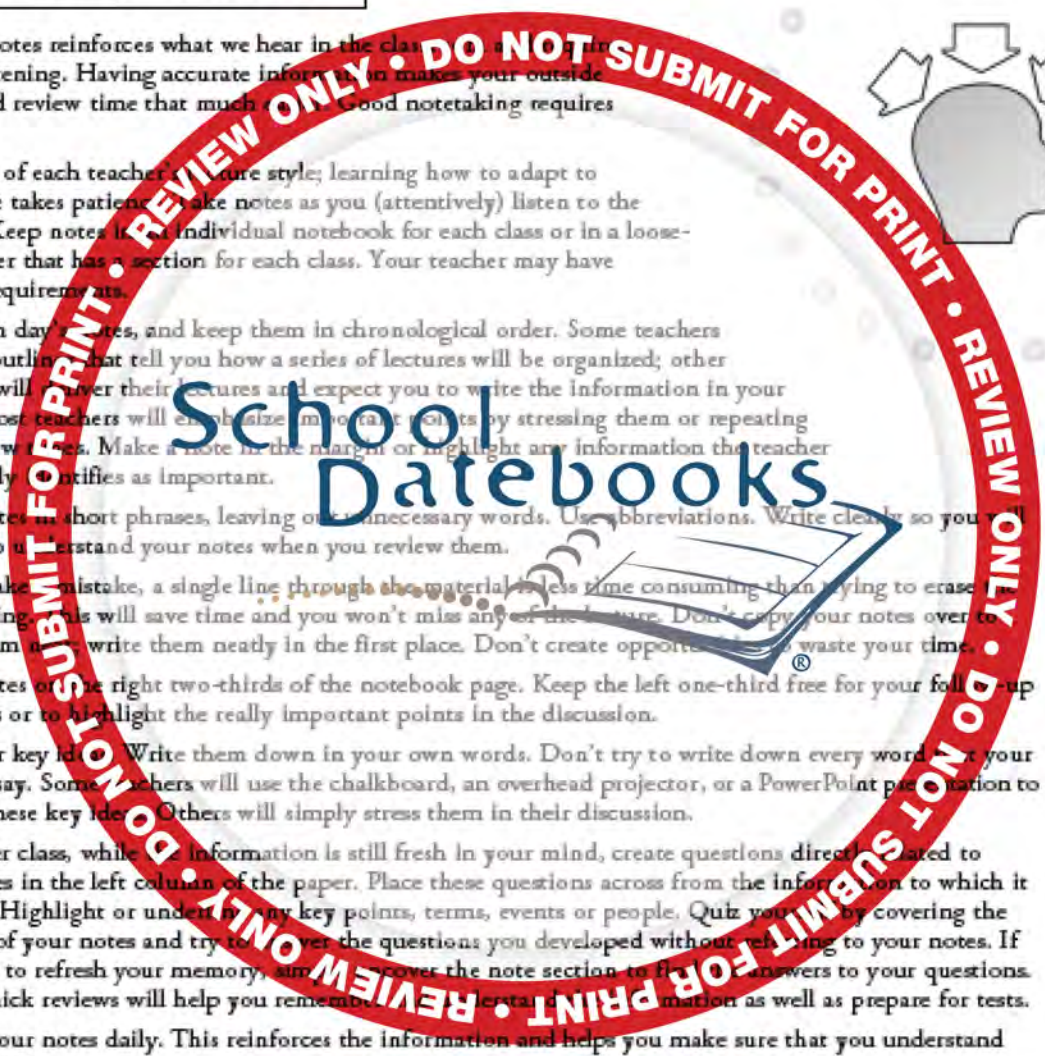


SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the class and is an important part of active listening. Having accurate information makes your outside study and review time that much more effective. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase a whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neater; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply cover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.

School Datebooks





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, test
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm to make up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine a location taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.

School Datebooks



TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not hurry too much to get finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like *always* and *never* often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.



STUDENT DATEBOOK IMPLEMENTATION

Please photocopy and distribute to your students.

USE YOUR CLASS AND STUDY TIME WISELY

Prepare:

- Arrive at class on time and bring all your supplies with you.
- Organize your notes in a single notebook for a single class.
- Listen carefully, ask questions, and take accurate notes.

Note Taking:

- Use an organizational plan and note taking technique that works for you.
- Do not try to write down every word the teacher says.
- Do write down, highlight, and/or underline any information the teacher says is important, repeats, or stresses.
- Write down any lists or series of steps the teacher mentions.
- Copy all examples in your datebook.

Datebook:

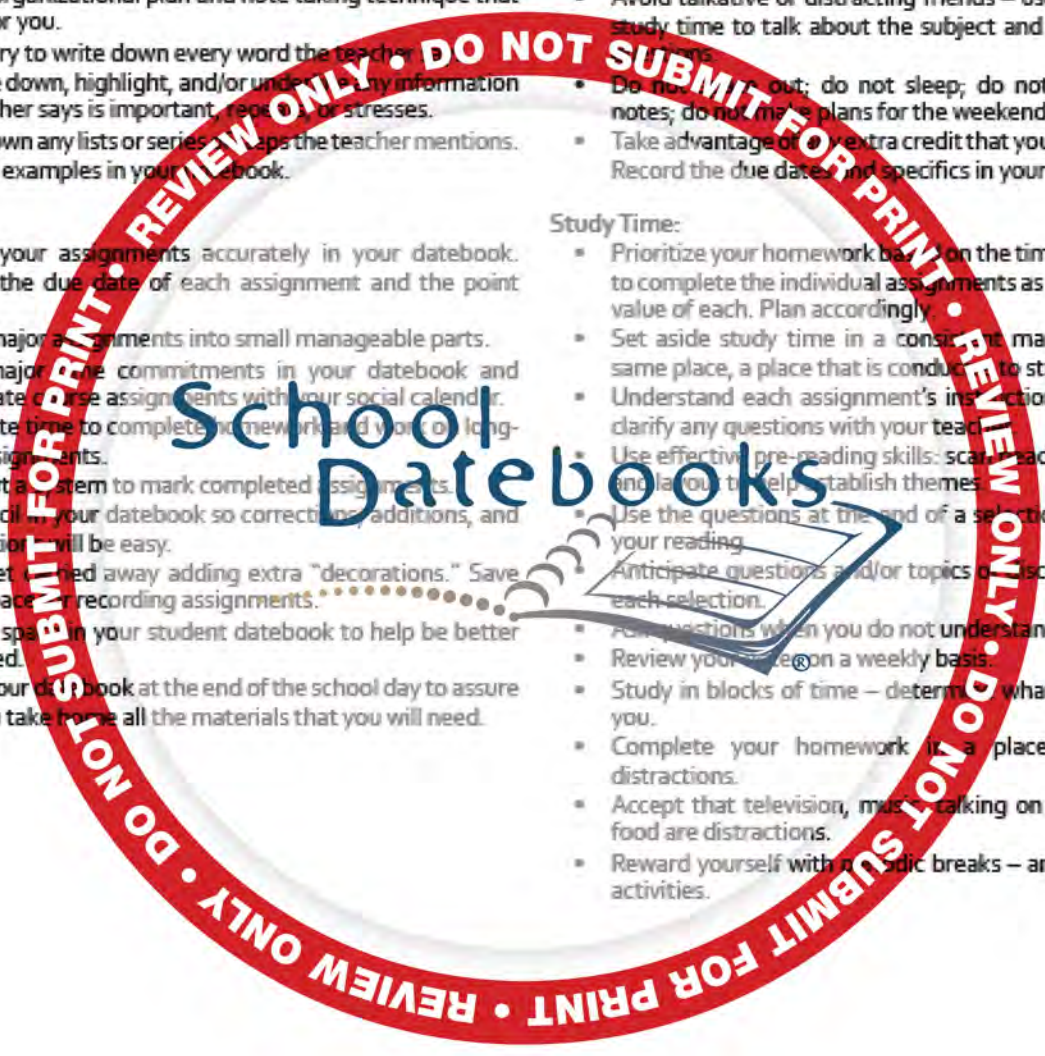
- Record your assignments accurately in your datebook. Include the due date of each assignment and the point value.
- Divide major assignments into small manageable parts.
- Write major time commitments in your datebook and coordinate course assignments with your social calendar.
- Designate time to complete homework and work on long-term assignments.
- Work out a system to mark completed assignments.
- Use pencil in your datebook so corrections, additions, and subtraction will be easy.
- Don't get carried away adding extra "decorations." Save some space for recording assignments.
- Use the space in your student datebook to help be better organized.
- Check your datebook at the end of the school day to assure that you take home all the materials that you will need.

Class Time:

- Use class time as study time: listen and concentrate.
- Work hard in class so you can relax after class.
- Anticipate test questions and highlight or star these topics for later study.
- Participate actively in class.
- Avoid talkative or distracting friends – use class time and study time to talk about the subject and ask the teacher questions.
- Do not get out; do not sleep; do not write personal notes; do not make plans for the weekend.
- Take advantage of any extra credit that your teacher offers. Record the due dates and specifics in your datebook.

Study Time:

- Prioritize your homework based on the time it will take you to complete the individual assignments as well as the point value of each. Plan accordingly.
- Set aside study time in a consistent manner and in the same place, a place that is conducive to studying.
- Understand each assignment's instructions and purpose; clarify any questions with your teacher.
- Use effective pre-reading skills: scan readings, bold print, and layout to help establish themes.
- Use the questions at the end of a selection to help guide your reading.
- Anticipate questions and/or topics of discussion based on each selection.
- Ask questions when you do not understand something.
- Review your notes on a weekly basis.
- Study in blocks of time – determine what works best for you.
- Complete your homework in a place with minimal distractions.
- Accept that television, music, talking on the phone, and food are distractions.
- Reward yourself with periodic breaks – and for the above activities.



"The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards."
 ~ Aristotle France



STUDENT DATEBOOK IMPLEMENTATION

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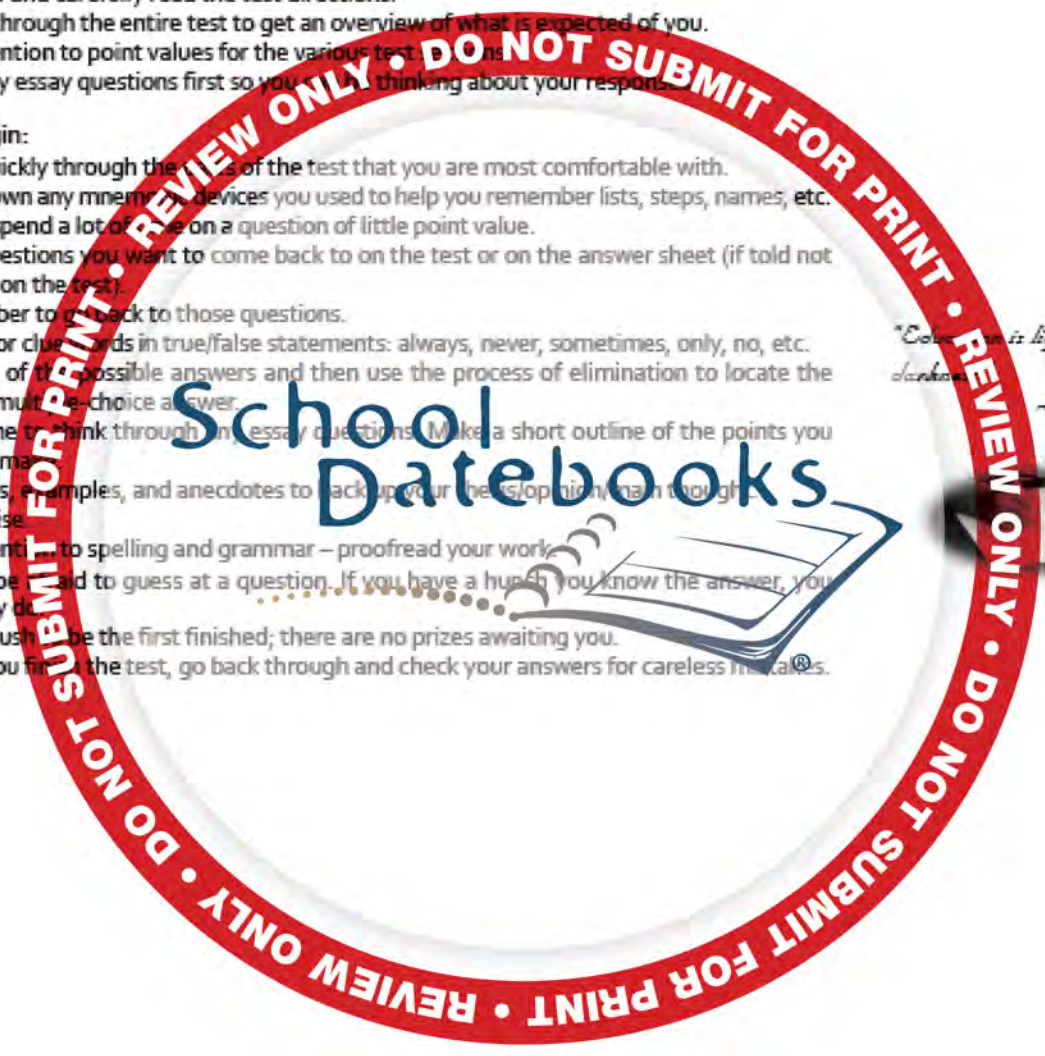
USE YOUR TEST-TAKING TIME WISELY

Before You Start:

- Prepare for the test by getting enough sleep, eating a good breakfast, studying, and getting to class on time.
- Listen to and carefully read the test directions.
- Glance through the entire test to get an overview of what is expected of you.
- Pay attention to point values for the various test questions.
- Read any essay questions first so you can start thinking about your responses.

Once You Begin:

- Work quickly through the parts of the test that you are most comfortable with.
- Write down any mnemonic devices you used to help you remember lists, steps, names, etc.
- Do not spend a lot of time on a question of little point value.
- Mark questions you want to come back to on the test or on the answer sheet (if told not to write on the test).
- Remember to go back to those questions.
- Watch for clue words in true/false statements: always, never, sometimes, only, no, etc.
- Read all of the possible answers and then use the process of elimination to locate the correct multiple-choice answer.
- Take time to think through an essay questions. Make a short outline of the points you want to make.
- Use facts, examples, and anecdotes to back up your thesis/opinion/claim/though.
- Be concise.
- Pay attention to spelling and grammar – proofread your work.
- Do not be afraid to guess at a question. If you have a hunch you know the answer, you probably do.
- Do not rush to be the first finished; there are no prizes awaiting you.
- When you finish the test, go back through and check your answers for careless mistakes.



"Color in its light, lack of it darkness"

~ Russian proverb



SEATING CHARTS

Seating Chart for Class _____ Day / Time _____

Seating Chart for Class _____ Day / Time _____

Seating Chart for Class _____ Day / Time _____

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



STUDENT DATEBOOK IMPLEMENTATION

A NEW BEGINNING

Each new school year offers an opportunity for a fresh start, a different approach, a chance to make a change. This is true for everyone who is a part of the educational setting.

Administrators have the chance to institute programs that will build morale, develop positive faculty and staff involvement, provide for an environment that contributes to higher scores, and guide student successes.

Teachers make plans to actively engage their students in the educational process; they embrace the possibility of setting a tone in their classrooms that encourages creative thinking and active learning. They envision a new year with the same enthusiasm that made them choose education as a life's work.

Students, too, imagine the possibilities: improving their class rank, raising their grade point average, graduating on time (or a semester early), moving to the world of work, improving their chances of being accepted into a college or university, earning a scholarship, becoming the kind of student they know they can be.

Parents willingly assume the challenging role of facilitator in helping to provide for a productive school year. Parents realize that a new school year is another chance to make a difference in the life of their child, to help their child succeed, to lay the foundation for a productive life.

THE TRUTH OF THE MATTER

School Datebooks

Everyone is busy, probably busier than ever before in a society that is multi-tasked.

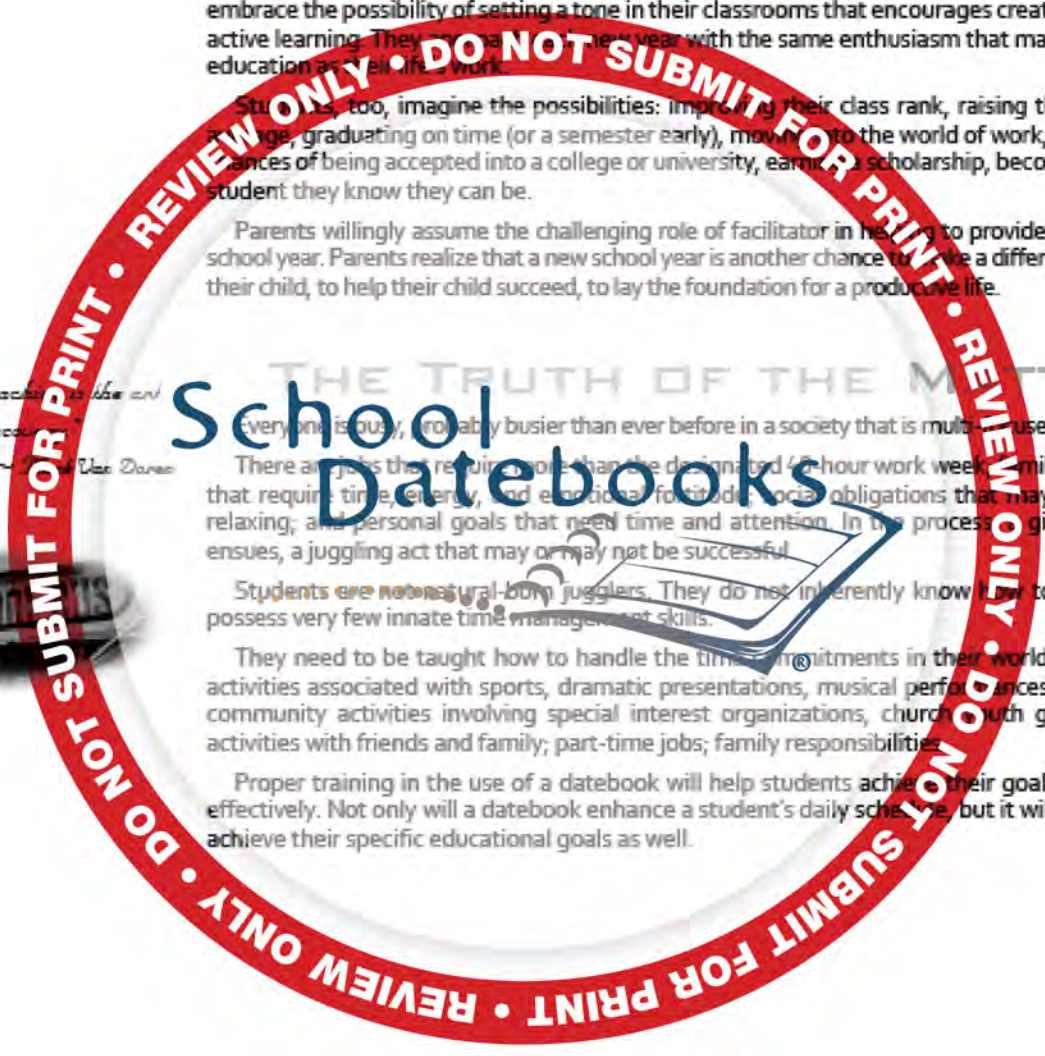
There are jobs that require more than the designated 40-hour work week, family commitments that require time, energy, and emotional fortitude, social obligations that may or may not be relaxing, and personal goals that need time and attention. In the process, a giant juggling act ensues, a juggling act that may or may not be successful.

Students are not natural-born jugglers. They do not inherently know how to organize; they possess very few innate time management skills.

They need to be taught how to handle the time commitments in their world: extracurricular activities associated with sports, dramatic presentations, musical performances, club activities; community activities involving special interest organizations, church youth groups; personal activities with friends and family; part-time jobs; family responsibilities.

Proper training in the use of a datebook will help students achieve their goals efficiently and effectively. Not only will a datebook enhance a student's daily schedule, but it will also help them achieve their specific educational goals as well.

The art of teaching is the art of assisting discovery.
- Maria Montessori





STUDENT DATEBOOK IMPLEMENTATION

USING THE DATEBOOK

The Datebook

- *Attractive and functional design.* Meets the school's unique needs whether it includes hall passes, full-sized Saturdays and Sundays, weekly spelling lists, assignment check boxes, or character education lessons.
- *Parent/teacher communication section.* Keeps the lines of communication open between home and school.
- *Advance planning calendars.* Allows students to plan for the long term.
- *School events listed on the day they occur.* Encourages students to become involved and to plan for extracurricular events.
- *Space for weekly goals and priorities.* Gives students to think critically about what they want to accomplish.
- *Vocabulary words and standardized test primers.* Prepares students for standardized tests.
- *Reference pages.* Provides useful resource information in one location.
- *Complete customization.* Promotes school pride and ownership in the datebook.

Things to keep in mind:

- Each school, each grade level, each class is different. Customize these suggestions to fit the needs of your current students.
- Be a positive role model. Your enthusiasm and consistent attention to effective time management will demonstrate the importance of learning to organize and plan efficiently.
- Use the datebook in much the same way you would a course workbook.

Prepare:

- Undertake this program enthusiastically.
- Use your creativity to make the program uniquely yours (i.e., use the vocabulary words listed in the datebook as extra credit words on a spelling test).
- Plan major assignments so that they do not conflict with major school social events.
- Create a "count-down" procedure for major events in an attempt to help students avoid procrastination.
- Consider assigning points to smaller units of major projects.

In the Classroom:

- You may wish to dedicate an entire lesson plan to the datebooks, organization, and time management. Or break it up into smaller tidbits.

Datebook Introduction:

- Lay out your expectations for datebook use.
- Go over any school policy regarding the datebooks (i.e., that each student is required to carry his or her datebook at all times).
- Clarify how prioritizing tasks can contribute to effective study, and stress that effective time management can improve life. Provide specific examples and apply them to your students' lives.
- Discuss effective study tips in conjunction with use of datebooks. Also discuss effective test taking tips in conjunction with time efficiency.

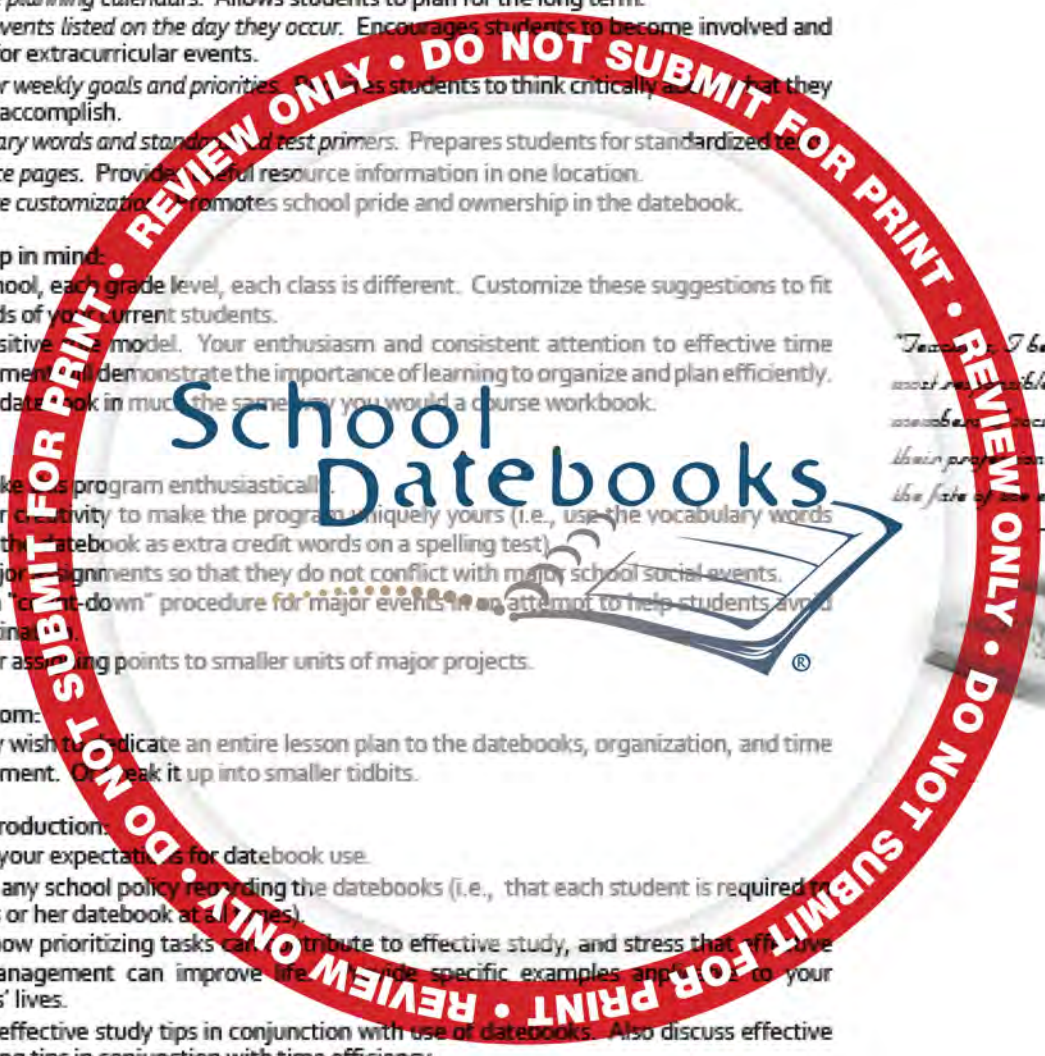
Daily Use:

- Write daily assignments on the board.
- Require students to copy assignments, due dates, and points at the beginning or the end of the class period.
- Encourage students to prioritize daily, weekly, and monthly tasks and goals. It could be a numbering system that "ranks" assignments in importance, or a color-coded system that indicates major events (i.e. study sessions are green, tests and quizzes are red).
- Provide timelines for lengthy assignments and/or help students break assignments into manageable units of work. Direct students to write the future due dates in their datebooks.
- Encourage students to use the datebook to record grades/points earned.
- Remind students to record non-school-related activities such as volunteer work, job schedules, club activities, and sporting events.

School Datebooks

"Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of our world."

~ Helen Caldicott





STUDENT DATEBOOK IMPLEMENTATION

Improve Test Scores:

- Stress that effective time management can improve test scores. Explain how high test scores improve entrance to college. You may even wish to find out what test scores are needed for entry into your local colleges and universities.
- Review the standardized primers listed each week.
- Refer students to the reference pages in the back of the datebook.

Long-term Reinforcement:

- Provide incentives for appropriate use of the datebook, such as awarding an extra point or special privilege to any student who brings his or her datebook to class on a test day with "test" written in the date.
- Conduct periodic and/or random datebook checks for appropriate use.
- Emphasize the idea that students who use their datebooks correctly are better organized and more motivated.
- Review effective study tips in conjunction with datebook use.
- Review effective test taking tips in conjunction with time efficiency.

Promote Parent/Teacher Communication:

- Utilize the Parent/Teacher Communication and Initial areas to provide important information to parents as the need arises, or on a daily basis.
- To encourage involvement, require parents to sign off on each day or week's homework assignments. Encourage parents to include questions or concerns.
- Use assignments recorded in student datebooks when conferencing with students and/or parents.
- Be willing to explain effective use of the datebook to parents. You may wish to provide parents with the following suggestions:

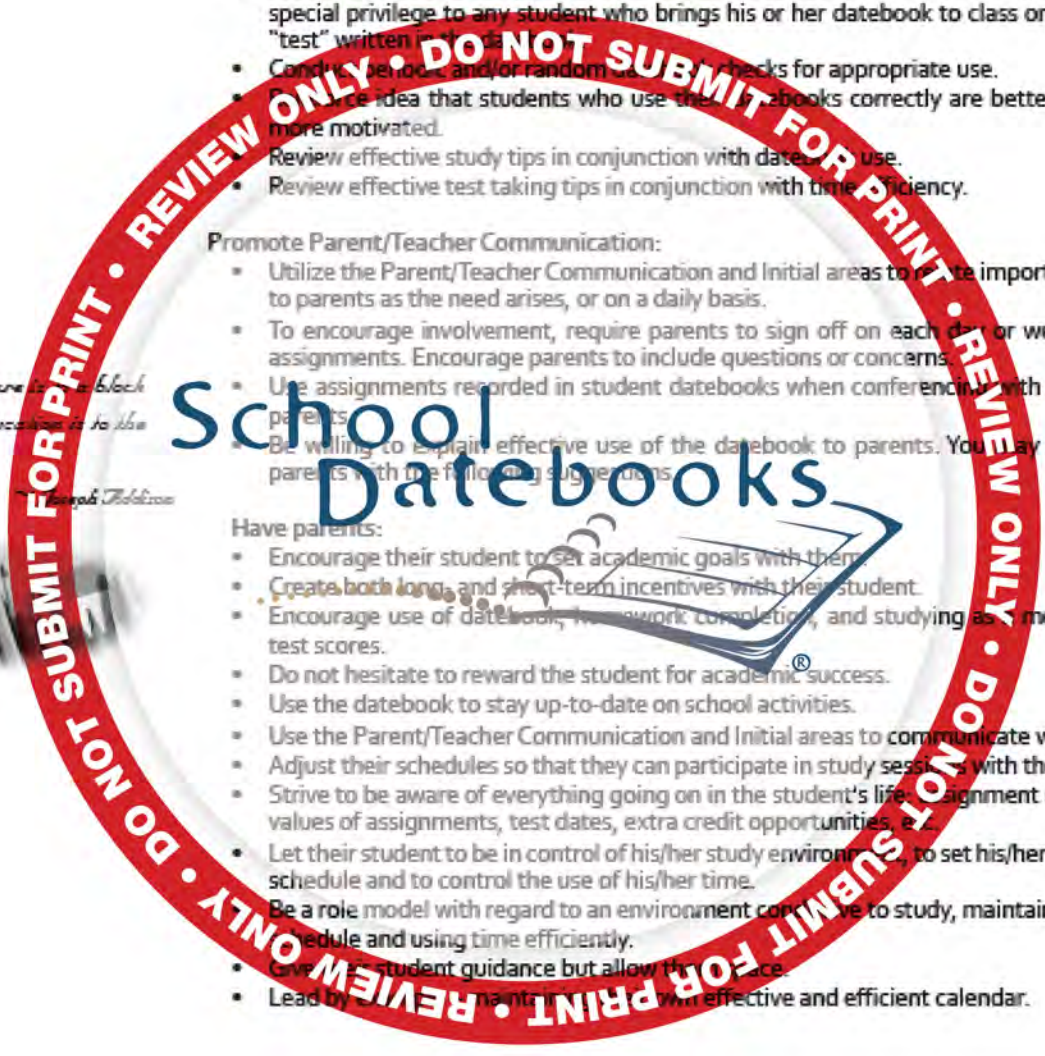
Have parents:

- Encourage their student to set academic goals with them.
- Create both long- and short-term incentives with their student.
- Encourage use of datebook, homework completion, and studying as a means to improve test scores.
- Do not hesitate to reward the student for academic success.
- Use the datebook to stay up-to-date on school activities.
- Use the Parent/Teacher Communication and Initial areas to communicate with the school.
- Adjust their schedules so that they can participate in study sessions with their student.
- Strive to be aware of everything going on in the student's life: assignment due dates, point values of assignments, test dates, extra credit opportunities, etc.
- Let their student to be in control of his/her study environment, to set his/her individual study schedule and to control the use of his/her time.
- Be a role model with regard to an environment conducive to study, maintaining an effective schedule and using time efficiently.
- Give their student guidance but allow them to make their own decisions.
- Lead by example in planning their own effective and efficient calendar.

"What sculpture is a block of marble, education is to the soul."

— Kenneth Robinson

School Datebooks



STUDENT DATEBOOK IMPLEMENTATION

Be a Role Model – Plan Your Time Wisely:

- Use your datebook daily and incorporate it into your lesson planning process.
- Refer to your datebook when planning major lessons.
- Write in pencil; adjustments may have to be made.
- Coordinate your classroom plan with major community and school events and with your personal and social life.
- Coordinate your home/family calendar with your datebook. Include professional commitments and meetings.
- Consider color-coding to differentiate areas of responsibility.
- Set small goals for yourself and document them in your datebook.
- Break any larger goals into manageable steps and write them in your datebook.
- Record any daily goals whether school-related or of a personal nature.
- Experience the joy of crossing off completed tasks.
- Build in rewards for yourself when you meet a goal within a designated time.
- Carry your datebook with you.

GENERALLY SPEAKING...

The datebooks involve more than just the students. Used as a system of support, the datebook and all of its features involve students, teachers, administrators, staff, and parents. With the help of the entire school community, each student will have the tools he or she needs to succeed, to learn, and to develop skills of organization and time management.

In addition, the datebook is a major avenue of communication between home and school. Use open house presentations, school newsletters, PTA or parent council meetings and parent conferences to promote the benefits of using a datebook.

School Datebooks

ULTIMATE



"Better than a thousand days of diligent study is one day with a great teacher."

— Japanese proverb

Learning to plan time wisely is the goal, while using time wisely is the reward. This lesson will help students succeed not only in school, but also in every future endeavor.

